

**COUNCIL OF THE GREAT CITY SCHOOLS**

**BOARD OF DIRECTORS MEETING**

**OCTOBER 27, 2018**

**BALTIMORE, MD**

COUNCIL OF THE GREAT CITY SCHOOLS  
Board of Directors Meeting  
October 27, 2018  
Baltimore, MD

AGENDA

CONVENE 8:30 AM

A. Introduction and Quorum Call

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

B. Minutes

o Board of Directors Meeting of March 18, 2018 .....	10
o Executive Committee Meeting of July 20 and 21, 2018.....	18

C. Committee-of-the-Whole

o Annual Report.....	28
o Conferences and Meetings.....	75
o Communications .....	88
o Legislation.....	249
o Research.....	283
o Task Force on Achievement and Professional Development .....	533
o Task Force on Males of Color .....	554
o Task Force on English Language Learners and Bilingual Education.....	736
o Task Force on Leadership, Governance, Management, and Finance .....	914

D. Report of the Executive Committee

o Strategic Planning .....	1366
o Membership Subcommittee .....	1384
o By-Laws Subcommittee.....	1397
o Audit Subcommittee .....	1407

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

**2018-2019**

### OFFICERS

Chair of the Board: Lawrence Feldman, Miami-Dade County School Board

Chair-Elect: Eric Gordon, Cleveland CEO

Secretary/Treasurer: Michael O'Neill, Boston School Committee

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

### MEMBERS

Thomas Ahart, Des Moines Superintendent  
Juan Cabrera, El Paso Superintendent  
Richard Carranza, New York City Chancellor  
Sharon Contreras, Guilford County Superintendent  
Paul Cruz, Austin Superintendent  
Valerie Davis, Fresno School Board  
Guadalupe Guerrero, Portland 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  
Ashley Paz, Fort Worth School Board  
Raquel Reedy, Albuquerque Superintendent  
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

### *Ex Officio*

Deborah Shanley, Lehman College Interim Dean

**COUNCIL OF THE GREAT CITY SCHOOLS**  
**Board of Directors (as of October 2018)**

<b>CITY</b>	<b>SUPERINTENDENTS</b>	<b>BOARD MEMBERS</b>
Albuquerque	Raquel Reedy	David Percy
Anchorage	Deena Bishop	Elisa Snelling
Arlington	Marcelo Cavazos	Aaron Reich
Atlanta	Meria Carstarphen	Leslie Grant
Aurora	Rico Munn	Marques Ivey
Austin	Paul Cruz	Kendall Pace
Baltimore	Sonja Santelises	Martha James-Hassan
Birmingham	Lisa Herring	Cheri Gardner
Boston	Laura Perille (Interim)	Michael O'Neill
Bridgeport	Aresta Johnson	Dennis Bradley
Broward County	Robert Runcie	Laurie Rich Levinson
Buffalo	Kriner Cash	Barbara Nevergold
Charleston	Gerrita Postlewait	Kate Darby
Charlotte-Mecklenburg	Clayton Wilcox	Mary McCray
Chicago	Janice Jackson	Jaime Guzman
Cincinnati	Laura Mitchell	Ericka Copeland-Dansby
Clark County	Jesus Jara	Linda Cavazos
Cleveland	Eric Gordon	Denise Link
Columbus	John 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	Diana Greene	Paula Wright
El Paso	Juan Cabrera	Mickey Loweree
Fort Worth	Kent 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	Grenita Lathan	Diana Davila
Indianapolis	Lewis Ferebee	Michael O'Connor
Jackson	Errick Greene	Barbara Hilliard
Jefferson County	Martin Pollio	Diane Porter
Kansas City	Mark Bedell	Jennifer Wolfsie
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Austin Beutner	Kelly Gonez
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Keith Posley	Mark Sain
Minneapolis	Ed Graff	Siad Ali
Nashville	Shawn Joseph	JoAnn Brannon
Newark	Roger Leon	Josephine Garcia
New Orleans	Henderson Lewis Jr.	N/A
New York City	Richard Carranza	N/A
Norfolk	Melinda Boone	Rodney Jordan
Oakland	Kyla Johnson-Trammell	Nina Senn
Oklahoma City	Sean McDaniel	Paula Lewis
Omaha	Cheryl Logan	Lacey Merica
Orange County	Barbara Jenkins	William Sublette

Palm Beach County  
Philadelphia  
Pinellas County  
Pittsburgh  
Portland  
Providence  
Puerto Rico  
Richmond  
Rochester  
Sacramento  
St. Louis  
St. Paul  
San Antonio  
San Diego  
San Francisco  
Santa Ana  
Seattle  
Shelby County (Memphis)  
Stockton  
Toledo  
Toronto  
Tulsa  
Washington, D.C.  
Wichita

Donald Fennoy  
William Hite, Jr.  
Michael Grego  
Anthony Hamlet  
Guadalupe Guerrero  
Christopher Maher  
Julia Beatrice Keleher  
Jason Kamras  
Barbara Deane-Williams  
Jorge Aguilar  
Kelvin Adams  
Joe Gothard  
Pedro Martinez  
Cindy Marten  
Vincent Matthews  
Stefanie Phillips  
Denise Juneau  
Dorsey Hopson, II  
John Deasy  
Romules Durant  
John Malloy  
Deborah Gist  
Amanda Alexander (Interim)  
Alicia Thompson

Marcia Andrews  
Joyce Wilkerson  
Peggy O'Shea  
Sylvia Wilson  
Julie Esparza Brown  
Nicholas Hemond  
N/A  
Dawn Page  
Van Henri White  
Darrel Woo  
Daranetta Clinkscale  
Zuki Ellis  
Patti Radle  
Kevin Beiser  
Mark Sanchez  
Valerie Amezcua  
Jill Geary  
Kevin Woods  
TBD  
Polly Taylor-Gerken  
TBD  
Suzanne Schreiber  
N/A  
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  
Joanne Coley, Communications Specialist  
Raymond Hart, Director of Research  
Renata Lyons, Research Manager  
Natalia Cooper, Research Intern  
Moses Palacios, Legislative and Research Manager  
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  
WASHINGTON, D.C.  
MARCH 18, 2018**

Darienne Driver, Chair of the Board of Directors, called the meeting to order at 8:45 am. Members introduced themselves. The Chair asked for a moment of silence to honor the victims of the Broward County school shooting.

Minutes

Darienne Driver presented the minutes of the October 21, 2017 meeting of the Board of Directors at the Annual Conference in Cleveland, OH and the January 20, 2018 meeting of the Executive Committee in Orlando, FL. A motion to approve the minutes passed by voice vote.

Nominations

Felton Williams, Immediate Past Chair, introduced the members of the Nominations Committee, then reviewed the lineup of new officers, confirmations, term renewals, and nominations for new members of the Executive Committee for fiscal year 2018-19.

Officers to serve a one-year term:

- Chair: Larry Feldman, Miami-Dade School Board
- Chair-Elect: Eric Gordon, Cleveland CEO
- Secretary/Treasurer: Michael O'Neill, Boston School Committee
- Immediate Past Chair: Darienne Driver, Milwaukee Superintendent

Renewal of terms:

- Paul Cruz, Austin Superintendent, to serve a second three-year term through 6/30/21
- Elisa Snelling, Anchorage School Board Member, to serve a first three-year term through 6/30/21

Confirmation of appointments:

- Van Henri White, Rochester School Board Member, to serve the unexpired term of Ronald Lee, whose term expires 6/30/20
- Darrel Woo, Sacramento School Board Member, to serve the unexpired term of Marnell Cooper, whose term expires 6/30/19

Nominations of members to fill vacancies:

- Raquel Reedy, Albuquerque Superintendent, to serve the unexpired term of Michelle King, whose term expires 6/30/20
- Guadalupe Guerrero, Portland Superintendent, to serve the unexpired term of Aurora Lora, whose term expires 6/30/19
- Valerie Davis, Fresno School Board Member, to serve the unexpired term of Michael O'Neill, new Secretary/Treasurer, whose term expires 6/30/19

A motion to approve all nominations of committee officers, term renewals, and new members passed by voice vote.

### Conferences and Meetings

Michael Casserly, Executive Director, presented the meeting lineup for the remainder of 2018. This year's annual conference will be held October 24-28 in Baltimore, and information on the hotel, venues, and speakers was included in board materials. The superintendent and school board representative from Baltimore addressed the group and indicated that the city looked forward to hosting Council members in the Fall.

The 2019 annual conference will be held in Louisville, KY, and yesterday the Executive Committee approved the selection of Dallas as the host city for the 2020 annual conference and Philadelphia as the host in 2021.

### Communications

Casserly reviewed the Council's recent statements and press releases, as well as sample articles and editorials. The communications section of the materials also included a report on the organization's social media presence.

In addition, board materials included information on the growing presence of Sinclair Publishing, a conservative media conglomerate with a defined agenda around social institutions in general, and public education systems in particular. Sinclair was using media outlets in several "pilot" cities to launch negative stories. One of those cities was Baltimore, who shared their experience with the group. Casserly urged members to monitor what was happening with their local media stations and outlets, and to be prepared, as they are quietly buying up local stations in cities throughout the United States.

Materials also provided sample "one-pagers"—flyers highlighting the positive history and progress of public schools in big cities. The Council has about 50 of these flyers on the bench, ready to be sent out. These can be used as models, and individual member districts should feel free to tailor or replicate them to highlight their own successes, priorities, initiatives, or distinguished graduates.

The latest edition of *The Urban Educator* and a flyer on the summer PRE-meeting were also available. Michael O'Neill, Boston school committee member, noted that this meeting had the lowest attendance of the job-alike groups, so he encouraged members to send their public relations executives to this summer's session.

Finally, materials included a recent award to the Council for best legal brief. Casserly thanked Julie Halbert for her excellent work and asked the communications team to stand and be acknowledged.

### Legislation

The remainder of the conference is devoted to providing participants with detailed briefings on legislative developments. But Darienne Driver called the group's attention to a recent

resolution and draft legislation on gun violence. The resolution can be adopted, modified, or used as a template and adjusted to meet the needs of individual districts. She then reviewed the specific recommendations and principles articulated in the resolution and legislation.

The issue will be brought up in a meeting with U.S. Secretary of Education Betsy DeVos tomorrow. The Secretary will not, however, be addressing the group at lunch.

Members then discussed their work around the issue of gun control, their experience working to pass the resolution (or versions of it), and their efforts to support and address student concerns over safety. Broward County school board member Laurie Rich Levinson spoke in favor of the Council's resolution and thanked the body for its support. (Broward County was the location of the recent school shooting at Stoneman Douglas High School.)

A motion to adopt the resolution on gun violence passed unanimously by voice vote of present members. The resolution will now be sent to Congress, and legislative proposals will be shared with potential sponsors. The Council is also collecting sample resolutions from member districts.

### Research

Ray Hart, the Council's Research Director, gave an update on the Council's research activities, including collecting and analyzing academic key performance indicator data as well as the latest year of NAEP performance data. The research department works closely with NCES—and member districts—on the release of TUDA results. The 2017 results will be released next month, and district research teams were in Washington last week to receive advance, embargoed copies of results.

In addition, board materials included a special analysis of NAEP results that examined districts who had relative success overcoming the effects of poverty, language, and discrimination on performance. Staff are working with the Executive Committee to finalize the organization's approach on the final analysis and release of results.

A new NAGB task force, which includes representatives from urban districts, has also met for the first time. Members of this task force were listed in the research section of board materials. Tommy Chang, superintendent of Boston Public Schools and a member of the NAGB advisory group, then shared his thoughts on the group's first discussion. Two representatives from this group will address NAGB twice a year moving forward, and they will attend all meetings of the governing board.

### Achievement Task Force

Paul Cruz, Task Force Co-Chair, gave the report of the Achievement Task Force. Cruz described the staff's report on measuring and presenting data on opportunity gaps, and the staff's status report on the balanced literacy pilot in Nashville.

Casserly then called the group's attention to a list of common core implementation resources that the organization had developed over the past several years.

Board materials also included a strategic support team report on special education programming in Cleveland. Casserly indicated that these reviews were in high demand and asked that the membership be patient as the organization worked through all requests.

Finally, materials included information on the annual curriculum and research directors' meeting to be held in Minneapolis this June.

#### Males of Color Task Force

Michael Hinojosa, Task Force Co-Chair, gave the report for the Males of Color Task Force. Hinojosa reported good participation and attendance at its recent meeting. Discussion included member feedback on new task force goals. The group also reviewed the organization's males of color website, including NAEP data and key performance indicators on black male achievement. Discussion touched on the data that was not currently collected but should be gathered going forward. There was a suggestion to hold a joint session with mayors on black male achievement at the annual fall conference.

Hinojosa thanked the Council for its leadership on this issue, noting that the establishment of the task force has added energy and momentum to the work.

Casserly noted that in January, the Executive Committee discussed expanding data collection on males of color performance indicators to include teachers of color, as well as district strategies in this area.

#### English Language Learners Task Force

Ashley Paz, Task Force Co-Chair, gave the report of the English Language Learners Task Force. The discussion started with a review of DACA resources available to districts through the Council.

The ELL section of board materials provided an update on the joint procurement project. Paz then reviewed the participating districts and publishers that the project had been working with to date.

Gabriela Uro, the Council's director of language policy, gave further details on the work and described the Council's Professional Learning Platform that would be ready for member use this Spring and fully available for professional development in the 2018-19 school year. The web-based platform of ten courses has over 400 video clips that can be used for professional learning in both math and English language arts.

Casserly underscored that the Council would be releasing information later in the Fall on which publishers had met the organization's materials criteria and which ones had not. The organization expects there to be considerable pushback on the part of some publishers, but that the organization had followed a very meticulous process throughout the initiative.

## Leadership, Management, and Governance Task Force

Michael O'Neill, Task Force Co-Chair, gave the report of the Leadership, Management, and Governance Task Force. Materials for the task Force included information on the Casserly Institute and the results of interviews being done by a consultant on how to best move forward with planning and development.

Materials also included:

- A report on the work done by Casserly and a team of facilities experts who travelled to Puerto Rico to assess damage done by Hurricane Maria;
- A draft white paper on procurement practices, which was expected to be finalized by the fall conference in Baltimore;
- A number of recent strategic support team reviews completed by Bob Carlson and his teams; and
- A recent sample district request for information on school start times.

Finally, O'Neill described for the Board of Directors the discussions that the Executive Committee was having about how to better equip school boards with the information and skills they need to effectively lead districts. He described recent discussions with the Harvard Business School about a possible partnership. O'Neill and Casserly welcomed member feedback.

Members asked about whether the organization was looking into other universities or partners. And there were questions about whether the group had investigated current state school board resources. Active discussion followed. Some members reported in-depth state support and training; others pointed to the pressing need for additional support through a program such as this, whether in conjunction with Harvard or another institution.

Finally, one board member pointed out that this training would be useful for all board members (particularly new board members) and requested that the training be open to more than just superintendents and board chairs/vice chairs. The task force agreed to continue discussions.

## Finance Task Force

Tom Ahart, Task Force Co-Chair, gave the report of the Finance Task Force. He described the discussion in the Executive Committee meeting about the idea proposed by El Paso Superintendent Juan Cabrera for additional organizational work on operational efficiencies—an initiative aimed at documenting and disseminating best practices across districts. Board members expressed general support for the broad idea.

## Strategic Planning

A draft of a new strategic plan was included in board materials. The Executive Committee met in January for a day of discussions as part of the process of developing the draft. The process also included a series of member surveys, the results of which could be found in board materials. Darienne Driver stressed that the draft was still a work in progress but provided an important foundation. The Executive Committee is aiming to consider an

updated draft at its summer meeting in July, and hopefully a final draft for review and a vote at the October conference in Baltimore. Darienne Driver thanked everyone for their participation in this effort.

### Audit

Eric Gordon, Secretary/Treasurer, gave the audit report. Board materials included the final audit report for 2016-17. This report was completely clean, with no exceptions or findings. Gordon called the group's attention to three adjustments to the audit: a credit of \$5,000 for the Green Garner Award, an increase in the budget to allow for doubtful accounts, and a credit for rent and other donated resources in connection with the headquarters office move last year.

The audit section of board materials also included the budget report for first part of the 2017-18 year. This included an update on dues payments. The organization is on track in terms of both expenses and revenues, and is forecasting a balanced budget for the year, with a balance of some \$10 million in its accounts.

Materials also included the proposed budget for 2018-19. Membership dues would rise by 2.2 percent, based on an increase in the consumer price index. The materials provided these new dues for each member city.

Overall, the organization was reported to be in good financial standing, with sufficient savings to cover expenses.

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

### By-Laws

No report.

### Membership

Larry Feldman, Subcommittee Chair, gave the report of the Membership Subcommittee. He started by introducing subcommittee members. The section included a breakdown of the current Council membership. Feldman then informed the group that the organization had received a membership request from Puerto Rico.

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

### Meeting Wrap-up

The Executive Committee was then called into session in order to ratify the votes of the Board of Directors.

A motion to ratify the votes of the Board of Directors was approved by voice vote.



In closing, Casserly thanked outgoing Board Chair Darienne Driver for her leadership of the organization over the past year. A standing ovation for Dr. Driver followed.

The Chair adjourned the meeting at 11:35 am.

Respectfully submitted:

Michael Casserly  
Executive Director

**EXECUTIVE COMMITTEE**

**COUNCIL OF THE GREAT CITY SCHOOLS  
MINUTES**

**EXECUTIVE COMMITTEE MEETING**

**Anchorage, AK**

**July 20-21, 2018**

**Friday, July 20, 2018**

Present:

Officers:

Lawrence Feldman, Chair, Miami-Dade School Board  
Eric Gordon, Chair Elect, Cleveland CEO  
Michael O'Neill, Secretary/Treasurer, Boston School Board  
Felton Williams, Immediate Past Chair, Long Beach School Board

Members:

Tom Ahart, Des Moines Superintendent  
Richard Carranza, New York City Chancellor  
Valerie Davis, Fresno School Board  
Guadalupe Guerrero, Portland Superintendent  
Happy Haynes, Denver School Board  
Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent  
Lacey Merica, Omaha School Board  
Raquel Reedy, Albuquerque Superintendent  
Deborah Shanley, Brooklyn College, CUNY Dean  
Elisa Snelling, Anchorage School Board  
Van Henri White, Rochester School Board  
Darrel Woo, Sacramento School Board

Absent:

Juan Cabrera, El Paso Superintendent Allegra Haynes, Denver School Board  
Sharon Contreras, Guilford County Superintendent  
Paul Cruz, Austin Superintendent  
Barbara Jenkins, Orange County Superintendent  
Barbara Nevergold, Buffalo School Board  
Ashley Paz, Fort Worth School Board  
Susan Valdes, Hillsborough County School Board  
Paula Wright, Duval County School Board

Larry Feldman, Chair of the Board of Directors, called the meeting to order at 2:00 pm. Present members introduced themselves, shared a positive development in their district, and a quorum was established.

### Minutes

Larry Feldman presented the minutes of the March 17, 2018, meeting of the Executive Committee and March 18, 2018 meeting of the Board of Directors at the Legislative Conference in Washington, DC. A motion to approve the minutes passed by voice vote.

### Nominations

Larry Feldman gave the report of the Nominations Subcommittee, introducing the new members and chairs of the Council's subcommittees and task forces.

A motion to approve the nominations passed by voice vote.

### By-Laws

No report.

### Audit

Michael O'Neill, Boston school committee member and chair of the Audit Subcommittee, gave the audit report. Materials contained the budget for FY 2017-18, which included a status update of dues payments. Michael Casserly, the organization's Executive Director, explained that the membership dues were tiered by district size, and that there was a roughly 2.0 percent increase each year—determined by annual changes in the federal Consumer Price Index. One member requested changing the label of New Orleans from “not paying” to “waived,” to add clarity.

Casserly then reviewed the budget in detail. The general operating budget showed the general operating balance, categorical expenses, and current grants. He stressed that the Council had built up a sizable surplus from these grants over the last several years, which it is now spending down. He noted that this development is worth the committee's ongoing monitoring.

The Council's revenue and budget was presented by function and by expense line, including categorical spending and costs/revenues from various meetings and conferences. For new members, Casserly described each program, grant, and category of spending. He stressed that there was also additional grant funds coming in—\$15K from the Stuart Foundation, \$75K from the Wallace Foundation for a project with Mathematica around Principal supervisors, a tentative \$650K grant from the Kellogg Foundation, \$400K from the Wallace Foundation to extend our ESSA work, another grant from the Gates Foundation that hasn't been finalized yet, and some \$600k from IES. All told, the organization expects an additional \$2 million to \$2.5 million over the next few years. This will increase our surplus to around \$10 million.

O'Neill indicated that he would like to convene the audit committee to discuss how much of a surplus/deficit to tolerate, and to develop trend analyses by revenue sources.

The committee will receive a first quarter report for FY 2018/19 at the Baltimore meeting in October. At the January meeting a draft audit will be available, and subsequently presented to the full board at the March legislative conference.

Casserly then reviewed investments and asset allocations. All were within recommended ranges.

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

### Membership

Tom Ahart, Des Moines superintendent and chair of the Membership Subcommittee, gave the report of the subcommittee. Materials included membership requests from and information on Durham, North Carolina; Stockton, California; and Lincoln, Nebraska. The recommendation of the subcommittee was to decline the applications of Durham and Lincoln because they did not meet bylaws requirements, and to grant membership to Stockton.

Discussions on the three districts followed. Members praised the Council's diligence in carefully vetting membership applications and retaining the commitment of the organization to urban districts.

A motion to accept Stockton as a member passed by voice vote.

A motion to deny the Durham and Lincoln applications passed by voice vote.

When informing these districts of the committee's decision, members requested that staff make it clear that non-member districts are still welcome at the Council's conferences and meetings.

There was also an update on Toronto's membership. Members were reminded that Toronto was confirmed in 2017, but it put its membership on hold. They are now prepared to join. No further vote was necessary.

Aurora was also confirmed in 2017. However, the district could not pay membership dues at that point, but they are now able to join and pay dues. No further vote was necessary.

Finally, the committee granted a dues waiver to Puerto Rico for the last several months of the 2017-18 program year. A motion to extend the waiver for Puerto Rico for the 2018-19 fiscal year passed by voice vote. The committee agreed to review this decision annually.

### Annual Report

Casserly handed out copies of the organization's 2017-18 annual report, and reviewed highlights and accomplishments from the year. He then welcomed general member

feedback, particularly on the statements that the Council issues around political controversies. Members affirmed that they supported the executive director's instincts and judgement about when and how to issue these statements, and the committee encouraged him and the organization to sustain their advocacy. The overall annual report was well received.

Members then received copies of their individualized benefits reports, which provide calculations of each district's return-on-investment for their dues.

A motion to accept the annual reports passed by voice vote.

### Conferences and Meetings

Casserly presented the meeting lineup for the remainder of 2018 and 2019. The 2018 annual conference will be in Baltimore in October—a conference brochure was included in the conferences section of the materials. Speakers will include Michelle Alexander (author of *The New Jim Crow*), Khizr Khan (Gold Star father and Constitutional advocate), and former second lady Jill Biden. We have received a record number of applications for sessions this year, which staff are still in the process of reviewing.

The 2019 annual conference will be held in Louisville, KY. At the last Executive Committee meeting, the group selected Dallas, TX as the site for the 2020 annual conference, and Philadelphia as the site for 2021.

A motion to hold the winter 2019 executive committee meeting in Denver (on January 25 & 26, 2019), and the summer 2019 meeting in NYC (on July 19 & 20, 2019) passed by voice vote.

A motion to hold the winter 2020 executive committee meeting in Long Beach (on January 24 & 25, 2020) passed by voice vote.

### Award Programs

Committee materials provided information on the Council's various award programs, including applications for the Green-Garner Award, the Queen Smith Award, and the Shirley Schwartz Award. Casserly reviewed each one.

### Communications

Committee materials provided a sample of recent statements, press releases, and articles, by topic. Also, materials included a report on the Council's social media presence.

There was also an agenda from the most recent communications directors' meeting. Casserly invited members to review this agenda to ensure that the meeting was representing their communications and public relations needs and priorities.

## Research

The research section of the committee's materials provided an overview of the 2017 NAEP results, as well as an analysis of TUDA performance adjusted by race, poverty, language status, and family educational levels. Casserly indicated that staff were holding off on finalizing the report until it received the 2017 restricted-access data set.

Casserly also described the site visits that the Council's research and academics staff were making to member districts that were showing particularly strong progress on NAEP. To date, the project team had visited Washington DC and Boston. Next month the team will visit Chicago and hope to schedule trips to San Diego, Miami, and possibly Dallas before the end of the year.

In addition, Casserly described the organization's ongoing concerns about the alignment of NAEP and how it may be affecting test scores. Members also shared their concerns.

Committee materials also provided a status report on the Council's academic KPIs, including a breakdown of districts who had responded so far. Casserly also described its continuing research on principal supervisors and its survey of the membership with Mathematica.

The research section also provided information on and a list of members of the Great City Schools/NAGB advisory committee.

The meeting adjourned for the day at 4:58pm followed by a group dinner with the Anchorage superintendent and school board members.

## **Saturday, July 21, 2018**

### Legislation

Jeff Simering, the Council's Legislative Director, and Manish Naik, legislative manager, briefed the group on legislative developments in Washington, D.C. They reported that appropriations bills in the House and Senate were moving relatively quickly. Both bills provide ongoing funding for the upcoming school year at slightly higher levels.

Council staff indicated that the administration has a limited education agenda. The push for additional support for private schools has been largely unsuccessful. Still, there was a new emphasis on job training, which was being championed by Ivanka Trump and Betsy DeVos. This has resulted in moving the Perkins CTE reauthorization forward. Committee materials provided the Council's recommendations to both the House and Senate committees on their respective bills. Of special concern were provisions dealing with state maintenance of effort. Simering also reported that it looked like there will be no higher education reauthorization this year.

Beyond Congress, the administration continues to push for deregulation across all agencies, according to Simering. In addition, he described the status of DACA, the administration's positions on school desegregation, school discipline, and school safety.

Committee materials included various other recommendations and comments from the Council in such areas as school meals and special education regulatory reform.

Casserly then described the Council’s approach to how and when we take legislative and policy positions, including positions on regulatory issues. He asked for the committee’s guidance on the right balance between regulatory flexibility and civil rights protections. He cited several examples. In general, the committee came down on the side of taking nuanced positions. The committee did not have confidence in the administration’s instincts or expertise to take such nuanced positions themselves, so the organization should err on the side of protecting civil rights when in doubt.

Members then discussed the current political climate, challenges facing urban centers and schools, and the need to get out the vote. Members agreed that we should work to promote political engagement, leadership, and voting—particularly among our students, ensuring that students are registered to vote and feel empowered to participate.

It was then suggested that we build the fall conference town hall meeting around these themes with an all-student panel and a student moderator. Members agreed to recruit students to participate.

#### Task Force on Achievement and Professional Development

Deb Shanley, Dean of the Lehman College of Education, updated the committee on the Troops to Teachers program. She is working with member human resources staff and directors across the country. Forty-three districts are actively involved.

The achievement and professional development section of the materials contained an overview of the organization’s work in these areas. Work included technical assistance in curriculum development, the collection and analysis of academic KPIs, and a catalogue of standards-implementation resources. In addition, the Council is conducting research around the role of principal supervisors, providing various instructional strategic support teams to districts (including special education reviews in Fresno and Detroit), and a balanced-literacy pilot program in Metropolitan Nashville Public Schools.

An agenda from the June curriculum and research meeting was also provided.

Casserly then provided background on the Nashville balanced literacy project, including results, next steps, and plans for an expansion into San Antonio. There are also opportunities for interested districts to participate as observer districts.

The committee then reviewed the memorandum of understanding from Sanford/Harmony, a social-emotional learning program. While there are both risks and benefits to this partnership, members felt that the suggested MOU was overly vague and significantly oriented around Sanford/Harmony’s marketing priorities. While the program addressed an area of need, the committee agreed that more information was needed before the committee could proceed.



### Task Force on Males of Color

Casserly revisited the discussion by the committee on conducting more analysis of members' work around Males of Color. He described the status of member updates on their efforts to implement the pledge taken in 2014. Members agreed that an additional effort should be made to obtain more current information and to analyze what was working and what wasn't.

In addition, he described the organization's proposal to the Gates Foundation to gather information on teacher demographics across the membership. The proposal to the foundation is pending.

Members reaffirmed their commitment to addressing the needs of Males of Color, and the need for the Council to carry it forward even in the absence of President Obama as a champion for the work.

Finally, the task force's goals needed to be approved by the committee. The four draft goals of the new Task Force on Males of Color passed by voice vote.

### Task Force on Bilingual Education

Richard Carranza reviewed the materials on the Council's work in the area of ELLs. Bilingual staff recently fielded an ELL survey of member districts and are now in the process of writing up the results.

Committee materials also provided an update on the ELL materials procurement project. Casserly gave a detailed history of this project for new members, emphasizing the historic nature of the initiative.

The group then watched a five-minute video providing details on the new online professional development platform (PDP), including a sample of one of the training videos.

One member suggested partnering with colleges to offer course credits toward degrees for participants.

Finally, the ELL section of the materials included information on new WIDA cut scores, and a summary of Council member districts' concerns about WIDA's changes to assessing English language proficiency.

### Task Force on Leadership, Governance, and Finance

Michael O'Neill gave the report of the newly combined task force on leadership, governance, and finance. Materials included the operational KPIs, a draft procurement report (which will be released in October at annual conference), and a draft outline of a report on security. There was also a sample of SST reports from Norfolk, Palm Beach, San Antonio, and Wichita.

O’Neill then updated the group on recent meetings with the Harvard Business School, and he walked through the details of the resulting proposal for an executive training program for urban school board members. Lacey Merica, school board member from Omaha, also attended the meeting to provide an “outside” perspective. Merica reported being impressed by the potential value and accessibility of the proposed program. Casserly echoed this sentiment, saying that while he wasn’t convinced at the outset, meeting with HBS had changed his mind, and had convinced him of the flexibility of the Harvard Business School and the value of the undertaking.

Furthermore, Casserly indicated that he had approached the Gates Foundation with several options for initiatives they may consider funding, and this was one of them—covering expenses for district staff/leader participation.

Members then discussed the merits of the proposal, as well as potential pitfalls. There was consensus around support for the program, and the Council’s partnership with Harvard. In bringing this proposal back to the board, members recommended sharing this level of detail, as board reluctance in the past may have been based on the thinness of the proposal that was previously shared.

A motion to move forward with the Harvard Business School in creating a unique school board training program for CGCS, with due diligence and through a lens of equity, passed by voice vote.

### Strategic Planning

A copy of the latest draft of the strategic plan was provided in committee materials. This was an update from the draft received from the consultants who facilitated our strategic planning session in January in Orlando. Casserly then walked the group through the additions and new structure of the document, reviewing each of the strategies/tactics in service of the three main organizational goals.

The members offered the following comments/suggestions—

- Instead of the term “poor children,” use “students in poverty/living in poverty/impacted by poverty” or “low SES”
- Add a tactic identifying local colleges of education as a key “partner,” in recognition of them as partners in preparing next generation of educators
- Replace the word teachers with the word educators, which was viewed as more inclusive
- Change the dates to 2019-2024 (to give us time to present the strategic plan to the board of directors and pass it in October)
- Further emphasize the strategy of using district *practitioners* across topical areas to lend their expertise and to provide mentoring
- Add language around urban school districts being in charge of their own futures—working together to improve themselves
- Make more explicit the fact that it is both *for* and *with* our students that we do this work—embed them into the work

In general, the executive committee agreed that the document effectively captured the discussion in January and reflected the priorities and values of the members.

Personnel

The Executive Committee then went into executive session.

The Chair adjourned the meeting at 4:00 pm.

Respectfully submitted:

Michael Casserly  
Executive Director

# **ANNUAL REPORT**

# ANNUAL REPORT

## 2017/18



# EXECUTIVE COMMITTEE

## Chair of the Board

**Darrienne Driver**  
Milwaukee Superintendent

**Richard Carranza**  
New York City Chancellor

**Barbara Jenkins**  
Orange County  
Superintendent

**Van Henri White**  
Rochester School Board

**Chair-Elect**  
**Lawrence Feldman**  
Miami-Dade County School  
Board

**Sharon Contreras**  
Guilford County  
Superintendent

**Lacy Merica**  
Omaha School Board

**Darrel Woo**  
Sacramento School Board

**Secretary/Treasurer**  
**Eric Gordon**  
Cleveland CEO

**Paul Cruz**  
Austin Superintendent

**Barbara Nevergold**  
Buffalo School Board

**Paula Wright**  
Duval County School Board

**Immediate Past Chair**  
**Felton Williams**  
Long Beach School Board

**Allegra Haynes**  
Denver School Board

**Michael O'Neill**  
Boston School Committee

**Ex Officio**  
**Deborah Shanley**  
Brooklyn College CUNY  
Dean

## MEMBERS

**Thomas Ahart**  
Des Moines Superintendent

**William Hite**  
Philadelphia Superintendent

**Elisa Snelling**  
Anchorage School Board

**Juan Cabrera**  
El Paso Superintendent

**Susan Valdes**  
Hillsborough County School  
Board

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## Annual Report Prepared by:

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Photography by: Alex Jones and Clarence Tabb Jr.

Cover Photo: Students from Portland Public Schools

Contents Page Photo: Student from Long Beach Unified School District

Page 4 Photo: Students from Portland Public Schools

Page 5 Photo: Students from Dallas Independent School District

Page 7 Photo: Students from Des Moines Public Schools

Page 10 Photo: Students from Des Moines Public Schools

Page 11 Photo: Students from Dallas Independent School District

# ANNUAL REPORT 2017/18

## CONTENTS

Message from the Chair	4
Message from the Director	5
About the Council	7
Vision	9
Organizational Structure	11
Characteristics and Conferences	13
Annual Fall Conference	14
Legislative/Policy Conference	15
Highlights of Council Activities	17
Award Programs	21
Financial Report	23
Sponsors	24
Publications	25
Council Staff	26



# MESSAGE FROM THE CHAIR



June 30, 2018

It is with pride and gratitude that I join our executive director in sharing my reflections on my year as chair of the Council of the Great City Schools. In this annual report, you will find highlights showcasing the fantastic work of our school districts, task forces, and Council staff. I encourage you to take a moment and reflect on this school year and how we pulled together to help each other through the multiple catastrophes that this year handed us. Our truest test as leaders is our ability and courage to navigate the challenging waters we swim in, for if we do not have the fortitude to speak out against injustice then few others will.

Thankfully we are not in this fight alone. We are fortunate to belong to a mission-driven organization like the Council that keeps children at the center, with a rich history of advocacy and a legacy of bipartisan influence. The Council understands that our schools are the cornerstones of our communities and the organization values what we all hold dear: diversity, equity, security, respect, excellence, knowledge, passion for learning, and hope. These beliefs are evidenced everyday by the Council staff, our task forces, and the work of member superintendents and board members. I'm particularly proud that we launched a task force on Black and Latino Male Achievement this year and continue to support safe-haven policies that protect our immigrant and refugee students.

The work of the Council matters more than ever. We've been shaken to our core as another school shooting hit home in Florida's Broward County, but the Council responded with a national action plan to curtail gun violence, improve mental health supports, strengthen security, and initiate research. And we supported the voices of our young people that rose up in outrage at the lack of national resolve. We also acted together in the shocking aftermath of Hurricanes Harvey, Irma, and Maria, providing aid to Houston and Puerto Rico--no questions asked. It was our finest hour.

**“We have heard the cries of our students for tougher gun legislation and their pleas for stronger mental health. Today, we honor those voices and respond to their call for action.**

**”**

—Darienne Driver

The Council represents family, fellowship, and relentless fervor for better education for our urban youth. Much of this is a direct reflection of the exemplary leadership that our Executive Director Michael Casserly has provided for the past 25 years. His over 40 years of tireless efforts on behalf of our students and personal sacrifice are unmatched. Congratulations Mike and thank you for your guidance, inspiration, and partnership in pursuit of educational justice for our nation's most vulnerable children and families. You are the quintessential dream-keeper and working alongside you has been an incredible experience.

All of us must remain steadfast, exhibiting the resilience and zeal necessary for our young people to thrive. I encourage everyone to stay focused, on-mission, and most importantly together. For it will take the collective voices and actions of the Council and the communities we serve to keep our schools safe and our students and families whole. Do not be discouraged - trust the voices of our students and the wisdom of our communities. A time of change and unrest is upon us, but the choice to lead is ours.

On a final note, I bid all of you farewell as I transition to the United Way for Southeastern Michigan. I will miss the Council, the staff, and the executive committee. Serving as your chair has been an honor and privilege. Our time together was always informative, expeditious, and rewarding. Thank you for the incredible opportunity to lead, to serve alongside each of you, and to advocate for our nation's children. Until we meet again, take care, and Godspeed.

Darienne Driver  
Chair of the Board, 2017-18



# MESSAGE FROM THE DIRECTOR



June 30, 2018

I am pleased and proud to present this annual report to the membership on the work of the Council of the Great City Schools during the 2017-18 program year.

Once again, the Council had an extraordinary year. Singular among the organization's accomplishments this year was the work we all did together to help our brothers and sisters in Houston and Puerto Rico in the aftermath of the devastating hurricanes last fall. The generosity and camaraderie of the membership was simply breathtaking. This year was also singular because of the tragic shooting in Florida's Broward County and the emergence of student leaders who rightly questioned the inaction by too many of our political leaders. The Council's board of directors, however, stood tall in supporting our extraordinary Broward County leaders and in proposing comprehensive legislation to address the underlying issues that such incidents raise.

Finally, this year was like none other in the number of statements we felt compelled to make in the face of the Charlottesville demonstrations, the evisceration of DACA, the hostility towards immigrants and their families, and the 'active shooter' video game. I suspect that these are not the last times we will need to speak up.

We were also proud this year to have won the Education Law Association's "Best Brief Award" for the *amicus* we filed with the U.S. Supreme Court in the case of *Andrew F. v. Douglas County School District* case. And we could not have been more pleased with how well the Annual Fall Conference in Cleveland was received by the membership.

If that were not enough, the Council released several new reports this year. This included the ground-breaking *Academic Key Performance Indicators Pilot Report*. Reports on internal auditing and cybersecurity were also produced. Moreover, the Council continued its work to support districts in the implementation of high academic standards, releasing a curriculum framework that received enthusiastic responses: *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High Quality District Curriculum*. And the Council released the results of its most recent summit on males of color, *Excellence for All: Creating Environments for Success for Males of Color*.

The group also moved toward the finish line in assembling its ELL materials purchasing consortia and to launching a new video

platform to provide professional development on teaching struggling readers. And once again the Council published its annual *Managing for Results in the Great City Schools* report, which presented comparative trend lines on a wide array of operational and financial indicators across member districts. We stepped up our presence on social media this year and widened circulation of our award-winning newsletter, the *Urban Educator*.

The Council also continued to deploy its highly-regarded Strategic Support Teams to member districts in the areas of instruction, organizational structure, special education, transportation, facilities, school security, and many more. The group broadened its work this year to providing more technical assistance and professional development to school boards. The group continued to provide webinars for member district staff on the latest legal issues facing urban schools and served as an unflinching advocate on Capitol Hill.

I thank Darienne Driver, superintendent of the Milwaukee Public Schools, for her extraordinary leadership this year. And I thank the amazing Council staff for the dedication and expertise they put into their work on behalf of urban schools and their children every day. Thank you.

Michael Casserly  
Executive Director

**“For urban public schools, whose classrooms are filled with students from all over the world, our mission is not to reflect or perpetuate the walls that others would build. Our job is to tear them down, to educate future generations of informed, engaged citizens.”**

—Michael Casserly



# ABOUT THE COUNCIL

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

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

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

The Council of the Great City Schools accomplishes its mission by connecting urban school district personnel from coast to coast who work under similar conditions. Staff with responsibilities for curricula, research and testing, finance,

operations, personnel, technology, legislation, communications, and other areas confer regularly under the Council's auspices to share concerns and solutions and discuss what works in boosting achievement and managing operations.

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

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





Van Jones, left, moderates the Council's Town Hall Meeting on equity at the 61st Annual Fall Conference featuring panelists, left to right, Cleveland Schools CEO Eric Gordon, Milwaukee Schools Superintendent Darienne Driver, Denver school board member Allegra Haynes, Dallas Schools Superintendent Michael Hinojosa, Cleveland parent Jessica Nelson, Cleveland high school senior Shauntia Adams and Cleveland 10th grader Jonathan Chikuru.

Philanthropist Bill Gates discusses the education priorities of the Bill & Melinda Gates Foundation at the Annual Fall Conference in Cleveland.



# 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



**Top:** Metropolitan Nashville Public Schools Superintendent Shawn Joseph, Pittsburgh Schools Superintendent Anthony Hamlet and Kansas City Schools Superintendent Mark Bedell participate in a session on leading urban school districts as new superintendents at the Annual Fall Conference.



**Top:** Los Angeles school board member Kelly Gonez poses a question to congressional staffers at the Legislative/Policy Conference.



**Left:** Seattle school board member Jill Geary and Seattle Schools Superintendent Larry Nyland participate in a session at the Annual Fall Conference.

# ORGANIZATIONAL STRUCTURE

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

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

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

A **Task Force on Achievement and Professional Development** was established to eliminate gaps in the academic achievement of students by race. A **Task Force on Leadership and Governance** addresses the increasing concern about issues surrounding urban school leadership and

management, and a **Task Force on Males of Color** works to implement the pledge the membership took to improve conditions and outcomes for these students.

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

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

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

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

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

**BOOKS  
NOT  
BULLETS**





# CHARACTERISTICS AND CONFERENCES

## Characteristics of the Great City Schools

Total Student Enrollment	7.8 million
Hispanic	44%
African American	27%
White	18%
Asian/Pacific Islander	8%
Alaskan/Native American/Other	2%
Free/Reduced Price Lunch Eligibility	71%
English Language Learners	15%
Students With Individualized Education Plan (IEP's)	15%
Total Number of Teachers	470,756
Student-Teacher Ratio	17:1
Number of Schools	13,772



## Conferences

- Public Relations Executives Meeting  
July 7-9, 2017  
San Antonio, TX
- Annual Academic, Information  
Technology & Research Conference  
July 11-14, 2017  
Pittsburgh, PA
- Annual Fall Conference  
October 18-22, 2017  
Cleveland, OH
- Chief Financial Officers Conference  
November 14-17, 2017  
Miami, FL
- HRD/Personnel Directors & Chief  
Information Officers Meeting  
February 6-9, 2018  
Fort Lauderdale, FL
- Legislative/Policy Conference  
March 17-20, 2018  
Washington, DC
- Chief Operating Officers Conference  
April 17-20, 2018  
New Orleans, LA
- Bilingual, Immigrant & Refugee  
Education Directors Meeting  
May 15-19, 2018  
Fort Worth, TX
- Curriculum & Research Directors  
Meeting  
June 25-28, 2018  
Minneapolis, MN

# ANNUAL FALL CONFERENCE

Under the banner “Advancing the State of Urban Education,” the Council of the Great City Schools held its 61st Annual Fall Conference, October 18-22, in Cleveland.

Hosted by the Cleveland Metropolitan School District, the five-day conference gave big-city school superintendents, board members, senior administrators and college deans of education a forum to discuss issues and share information and best practices to improve teaching and learning.

Philanthropist Bill Gates, who is the co-chair of the Bill & Melinda Gates Foundation, unveiled what the priorities of the foundation would be for the next five years in the area of education.

They included funding a network of public schools across the nation, developing great curricula and professional development aligned to state standards and implementing innovative research involving technology and digital learning.

According to Gates, the foundation plans to spend \$1.7 billion on its K-12 education initiatives.

Also addressing the conference was actress and voting rights advocate Rosario Dawson, who told conferees that she understands how neglected so many urban communities are.

Dawson was the daughter of a 16-year-old teenage mother who had to drop out of school. But her mother didn't let poverty deter her from raising Dawson to believe she could do anything she wanted to do.

Dawson praised educators for not just helping students get good grades and a strong future, but helping them emotionally.

Conferees also heard from CNN



political commentator and bestselling author Van Jones. The son of two teachers, Jones said he learned from his parents the importance of educators.

Jones calls himself a progressive, yet believes the best educators must be both liberal and conservative. According to Jones, liberal educators will fight for the resources, policies and support that schools need to be great, while conservatives will make sure students take personal responsibility for their own growth.

Jones also did double-duty at the conference, serving as moderator of the town hall meeting, which focused on the issue of equity in education.

He noted that the panelists, comprised of four big-city school leaders, a parent and two students, had only 90 minutes to tackle the toughest issue in the country, if not the world.



**“A future that can be great or terrible is sometimes based on a single word from a teacher. There’s no more noble work than your work.”**

—Van Jones

# LEGISLATIVE/POLICY CONFERENCE

Urban educators assembled in the nation's capital to discuss 2018 education priorities for the Trump Administration at the Council of the Great City Schools' Annual Legislative/Policy Conference, March 17-20, in Washington.

The conference also featured discussions that focused on federal education funding and the status of the Deferred Action for Childhood Arrivals (DACA) program.

Political columnist and commentator Mark Shields addressed the conference. He told conferees that what Democrats and most Republicans failed to grasp during the last presidential election is that between 1998 and 2016, the gross domestic product of the country doubled while median household income went down.

According to Shields, Donald Trump spoke to Americans who had been ignored and forgotten, and while one can say he didn't have an answer to their problems, he paid attention to them.

Conferees also heard from Rep. Earl Blumenauer (D-Oregon), who has served in Congress since 1996. He lauded the students from Florida's Marjory Stoneman Douglas High School, who, since a deadly mass shooting occurred at their school, have advocated for gun control. He said that the nation needs to prevent mass shootings but noted that "every day in this country we have the equivalent of several of those mass shootings."

The congressman also believes that a conversation on gun safety can be built by empowering young people to create coalitions to take advantage of an unprecedented wave of civic activism.

Also addressing the need to prevent gun violence was Rep. Frederica Wilson, (D-Fla.), who strongly believes that as-



Mark Shields



Earl Blumenauer



Frederica Wilson

sault weapons should be banned for use by ordinary citizens because they are weapons of mass destruction.

The congresswoman is celebrating the 25th anniversary of the 5000 Role Models of Excellence Project mentoring program she created to empower minority males by pairing them with school-based and community mentors.

The program has been implemented in 102 schools in Miami-Dade County Public Schools and currently serves 6,000 students. The mentoring initiative has been so successful that it has expanded to schools in Florida's Duval County Public Schools, Pinellas County Schools, Broward County Public Schools and six schools in Detroit.



Philanthropist Bill Gates, third from left, poses with the Council leadership, left to right, Secretary-Treasurer Eric Gordon, Past Chair Felton Williams, Chair Darianne Driver, Chair-elect Lawrence Feldman and Executive Director Michael Casserly.



Council Chair Darianne Driver gives U.S. Secretary of Education Betsy DeVos the Council's resolution urging federal action against school shootings during a meeting between DeVos and Council school leaders.

# HIGHLIGHTS OF COUNCIL ACTIVITIES

## COMMUNICATIONS

**The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2017-18 the Council—**

- Participated in the release of the 2017 Trial Urban District Assessment (TUDA) results in reading and mathematics.
- Provided public-relations support to Broward County Public Schools in the aftermath of the Parkland school shootings.
- Hosted an *Education Week* listening tour featuring the newspaper's new editor-in-chief and urban-education leaders at the Council's Legislative/Policy Conference.
- Coordinated extensive press coverage of philanthropist Bill Gates' address at the Council's Annual Fall Conference in Cleveland.
- Coordinated a national town hall meeting on "Equity in Education," moderated by CNN contributor Van Jones.
- Issued more than a dozen press releases on activities and developments, including statements on the Broward County shooting, the DACA rollback, the active shooter video game, the Charlottesville violence and the Administration's family separation policy.
- Fielded scores of inquiries from national and regional media outlets, such as the *New York Times*, *Washington Post*, National Public Radio and the Associated Press.
- Published eight issues of the *Urban Educator*, the Council's award-winning newsletter.
- Received the National School Public Relations Association (NSPRA) Award of Merit for a story on "Supporting Male Students of Color Through Mentoring" in the *Urban Educator*.
- Published the organization's Annual Report.
- Hosted the 17th Annual Public Relations Executives Meeting in San Antonio.
- Participated in the National Association of Black Journalists Conference and the Education Writers Association Conference.
- Managed the organization's Blue Ribbon Corporate Advisory Group.

## LEGISLATION

**In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2017-18, the Council—**

- Helped defeat proposed health care changes that would have resulted in massive cuts to school-based Medicaid reimbursements for Great City School districts.
- Helped secure additional federal funding for urban schools in the FY 2018 omnibus appropriations bill, including additional funding for Title I, IDEA, and the Title IV-A targeted formula grant, and successfully advocated against cuts in federal funding for teachers, professional development, and afterschool programs.
- Submitted recommendations to Congress on the reauthorization of the Perkins Career and Technical Education Act, highlighting the need for simplification and flexibility.
- Presented the Council Board of Directors' Resolution on School Shootings to the Federal Commission on School Safety, and submitted a school safety legislative proposal to Congress on behalf of urban schools.
- Submitted comments to the U.S. Department of Education on regulations for the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), on accountability, assessments, English language learners, and students with disabilities, and on initial guidance on the *Andrew F.* decision of the Supreme Court.
- Submitted comments to the U.S. Department of Education on the overidentification of students for special education services and disciplinary action.
- Submitted comments to the U.S. Department of Agriculture on flexibility in school meal regulations.
- Participated in meetings with U.S. Department of Education officials to discuss priorities and operational flexibility in the implementation of ESSA.
- Offered multiple recommendations to the Administration on the implementation of ESSA, including fiscal provisions affecting Title I, streamlining data collection and reporting, and identifying evidence-based strategies for turning around low-performing schools.
- Provided ongoing guidance to member districts on Title I funding, specifically on state set-asides affecting school district allocations.
- Acted as a resource for the membership on immigration actions taken by the new Administration, providing summaries of new federal executive orders and memoranda, sharing information on local district responses, and continually updating urban

# HIGHLIGHTS OF COUNCIL ACTIVITIES

- schools on the status of the Deferred Action for Childhood Arrivals (DACA) program.
- Summarized the U.S. Supreme Court's decision in the *Andrew F. v. Douglas County School District* case, which closely tracked recommendations in the Council's *amicus* brief and was recognized by the Education Law Association with its 2017 Best Education Brief Award.
- Hosted a series of webinars on legal issues facing urban school districts with Husch Blackwell, covering topics such as the Supreme Court, the federal Office for Civil Rights and Title IX, student privacy and social media, and issues of local control vs. state authority.
- Hosted monthly conference calls with member districts and the Universal Service Administrative Company (USAC) to resolve problems with the E-Rate application portal.
- Convened the Annual Legislative/Policy Conference, which featured four days of briefings on ESSA, DACA and immigration, school safety, and federal funding.
- Hosted a two-day meeting for Special Education Directors and Legal Counsels to discuss challenges and share best practices in delivering services for students with disabilities.
- Responded to scores of questions on federal legislation and served as an intermediary for the membership in resolving problems with the U.S. Department of Education.
- Fielded multiple information requests from Congress, the White House, the U.S. Department of Education, the U.S. Department of Agriculture, the Federal Communications Commission, and other federal agencies.
- Provided support to member districts participating in the Wallace Foundation project on turnaround schools.
- Conducted research on urban school progress on the Trial Urban District Assessment of NAEP.
- Provided technical support to districts on the 2017 NAEP results during the TUDA Pre-Release Workshop.
- Represented urban school district interests at meetings of the: National Assessment Governing Board, American Educational Research Association, Partnership for Readiness for College and Careers, Smarter Balanced Assessment Consortium, National Center for Education Statistics, National Association for the Education of Young Children, National Network of Education Research – Practice Partnerships, Association of Latino Administrators and Superintendents, National Association of Assessment Directors, Directors of Research and Evaluation, Council of Chief State School Officers, Council of Large Public Housing Authorities, and the Educational Testing Service.
- Responded to numerous member requests for statistical information and research assistance.
- Managed the data collection, analysis, and reporting of the Council's operational Key Performance Indicators.
- Provided technical assistance to member districts on setting up or enhancing programs for their males of color.
- Released a report summarizing current research-based approaches to improving the outcomes of males of color. The report was based on the Council's Males of Color Policy Conference hosted in the Spring of 2017.
- Provided assistance to numerous strategic support teams to help address issues in several school districts related to curriculum, research, English language learner instruction, supports for young men of color, and student achievement overall.
- Launched the Trail Urban District Assessment (TUDA) Advisory Group with the National Assessment Governing Board, the National Center for Education Statistics and 10 representatives from Council member districts providing recommendations and feedback on the development and operation of the TUDA program.
- Relaunched edwires.org, a site for member districts to collaborate, communicate, and share information.

## RESEARCH

**Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2017-18, the Council—**

- Launched the data collection, analysis, and reporting of the Council's Academic Key Performance Indicators (KPIs) on student achievement levels, attendance, suspensions, course participation, AP attainment, graduation rates, and special education trends.
- Conducted research to support the work of the Council overall and the Council's reviews of district academics and operations.
- Convened the annual meeting of research directors in Pittsburgh.

## ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

**Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2017-18, the Council—**

- Collaborated with Student Achievement Partners, the Schusterman Foundation, and the Metropolitan Nashville Public

# HIGHLIGHTS OF COUNCIL ACTIVITIES

- Schools to implement an augmented balanced literacy pilot project to improve early reading skills.
- Collaborated with the Council's bilingual team to develop a rubric indicating what high-quality mathematics resources should look like to meet the needs of English Language Learners.
- Convened a conference for the Council's Southern Cities to help them improve student outcomes.
- Began researching and conducting site visits to districts that have evidenced greater gains on NAEP than other districts.
- Convened the Achievement and Professional Development Task Forces at the Annual Fall Conference and March Legislative Conference.
- Partnered with the University of Chicago's Center for Elementary Mathematics and Science Education to facilitate a series of webinars on implementing computer science programs in three member districts.
- Convened the annual meeting of chief academic officers and information technology directors in Pittsburgh.
- Made numerous presentations to other organizations in support of college- and career-readiness standards.
- Updated [www.commoncoreworks.org](http://www.commoncoreworks.org) to enable greater access to Council materials.
- Collaborated with other strategic partners in supporting urban districts with standards implementation and school turnaround initiatives.
- Provided strategic support teams to member districts in the areas of instruction and special education.
- Provided requesting districts with both on-site and virtual support on their curriculum initiatives using the Council's *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*.
- Connected districts with their peers to answer requests for information on a host of academic issues.
- teams to assess damage and train department personnel on facilities management.
- Developed and implemented a groundbreaking new model for providing professional development to school boards to help them improve governance.
- Conducted 18 strategic support team reviews to member districts on organizational structure, staffing levels, human resources, facilities, budget and finance, transportation, and technology operations.
- Convened meetings of member district Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Facilities Directors, Transportation Directors, Food Service Directors, Internal Auditors, Risk Managers, and Procurement Directors.
- Convened two meetings of the Leadership, Governance, and Management Task Force and the Finance Task Force.
- Published the twelfth edition of *Managing for Results in America's Great City Schools, 2016* with an expanded set of operational key performance indicators.
- Provided assistance to member districts in conducting superintendent searches and vetting potential candidates.
- Managed the Council's Urban School Executive Program (C'USE) for aspiring Chief Financial Officers.
- Processed the application for and presented the Council's Award for Excellence in Financial Management to the Fresno Unified School District.
- Published a booklet on *Internal Auditing in the Great City Schools* and on *Cyber-Security in Today's K12-Environment*.
- Fielded numerous member requests for management and operational information and services.
- Posted dozens of district job announcements on the Council's job board.

## LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE

**The Task Forces on Leadership, Governance, and Management, and School Finance address the quality and tenure of leadership and management in and funding of urban schools. In 2017-18, the Council—**

- Marshalled the Council's membership to support its school districts damaged in the wake of Hurricanes Harvey, Irma and Maria.
- Provided the secretary of education in Puerto Rico two facilities

## BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

**America's urban schools serve more than 26 percent of the nation's English language learners. In 2017-18, the Council—**

- Finalized the Council's inaugural Professional Learning Platform with 11 courses and more than 400 videos to help members work with struggling students. Hosted two facilitator training sessions for the ELA courses and one training session for the math courses. More than 20 districts participated in these sessions.

# HIGHLIGHTS OF COUNCIL ACTIVITIES

- Coordinated a major two-year project to harness member purchasing power in coordination with the Los Angeles Unified School District to improve the quality of commercial ELL math materials.
- Conducted a survey of the impact of new English proficiency cut scores on WIDA's ACCESS instrument and conveyed concerns to the U.S. Department of Education and Congressional Staff in addition to the WIDA Consortium.
- Provided strategic technical assistance for improving ELL programming in member districts and responding to specific developments, including lawsuits and DOJ reviews.
- Conducted member queries on a number of issues and policies related to serving ELLs and immigrant children and youth in Council member districts.
- Launched survey and ELL data collection efforts to update the 2013 *“ELLs in America's Great Cities”* report. Presented preliminary results at the 2018 BIRE meeting.
- Continued to collect and share statements, policies and guidance from member school districts on current immigration law enforcement activities.
- Shared pertinent information with membership on immigration law developments.
- Convened the annual meeting of the Bilingual, Immigrant, and Refugee Education Directors in Ft. Worth, Texas.
- Convened two meetings of the Task Force on Bilingual, Refugee and Immigrant Education.
- Assisted in securing panelist for a SxSW session on Dual Language Programs.
- Assisted in securing presentations on ELL issues for the Annual Fall Conference.
- Worked with the Office of English Language Acquisition of the Department of Education to convene the National EL Roundtable, hosting one meeting at the offices of the Great City Schools.

## ORGANIZATION AND ADMINISTRATION

**The Council works to manage its resources and ensure the integrity of its programs. In 2017-18, the Council—**

- Conducted a strategic planning process with the executive committee and staff.
- Conducted an external audit of the organization's 2016-17 spending and received unqualified audit results for FY2016-17.
- Coordinated travel and managed financials for 18 Strategic Support Team trips, 12 School Board Retreats, 14 Conferences and Meetings, 10 grant projects and 10 programs.
- Hosted the Annual Fall Conference in Cleveland, OH as well as multiple meetings and forums throughout the year.
- Maintained the online conference registration and hotel reservation system for all meetings.
- Conducted site visits for the 2020 and 2021 Annual Fall Conferences in Dallas and Philadelphia, respectively.
- Negotiated hotel contracts for eight peer-to-peer meetings.
- Managed the Dr. Shirley Schwartz Urban Impact Scholarship Program, and the ExxonMobil Bernard Harris Math and Science Scholarships.
- Continued cleanup of the organization's database system. Cleaned out old files and converted to e-files.
- Upgraded accounting software to SL Dynamics 2018.
- Upgraded all office computers and converted operating systems to Windows 2010.
- Updated the Personnel Policy Handbook and the Accounting Policies and Procedures Manual.
- Crafted a new social responsibility policy for investing member dues in Council accounts.



# AWARD PROGRAMS

## GREEN-GARNER AWARD

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

The award, sponsored by ARAMARK K-12 Education and Scholastic, Inc., includes a \$10,000 college scholarship to be presented to a senior in the winner's school system or system from which the winner graduated.

Felton Williams, a school board member with California's Long Beach Unified School District, was presented with the award at the 2017 Fall Conference in Cleveland.

Williams has served on the Long Beach school board for 13 years and served several terms as president and vice president. He is widely acknowledged for his efforts to improve student achievement, including a program to boost the number of students of color pursuing enrollment in Advanced Placement courses and exams. In addition, he has planned and implemented the Long Beach school system's Academic and Career Success Initiative.

In 2016-2017, he served as the chair of the Council of the Great City Schools' Board of Directors.



Top: Felton Williams holds his Green-Garner Award and is congratulated by, left to right, Yvette Turner of Aramark K-12 Education, Tai Chapman of Scholastic, Inc., and Larry Feldman, chair-elect of the Council of the Great City Schools.

Right: Demetrius Jackson, a 2018 graduate of Cabrillo High School in Long Beach, Calif., was honored at a school board meeting for winning the 2018 Green-Garner \$10,000 college scholarship. Jackson will attend Northern Arizona University and plans to major in business.



“  
...This award also is a reflection of the high quality of our school system in Long Beach and all the hard work of our talented team of educators and support staff, fellow school board members and superintendent, devoted parents, amazing students and exemplary community partners.  
”

—Felton Williams

# GREEN-GARNER AWARD WINNERS

1990 James Griffin, Retired Member Timothy Dyer, Former Superintendent	St. Paul School Board
1991 Paul Houston, Former Superintendent	Phoenix Union High School District Tucson Public Schools
1992 Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993 Constance Clayton, Superintendent	School District of Philadelphia
1994 Holmes Braddock, Board Member	Miami-Dade County Public Schools
1995 Curman Gaines, Superintendent	St. Paul Public Schools
1996 James Williams, Superintendent	Dayton Public Schools
1997 Maxine Smith, Retired Board Member	Memphis City School Board
1998 Gerry House, Superintendent	Memphis City Public Schools
1999 Rod Paige, Superintendent Judy Farmer, Board Member	Houston Independent School District Minneapolis Public Schools
2000 Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001 Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002 John Simpson, Superintendent	Norfolk Public Schools
2003 Arthur Griffin, Board Member Franklin Till, Superintendent	Charlotte-Mecklenburg Schools Broward County Public Schools
2004 Tom Payzant, Superintendent	Boston Public Schools
2005 Anna Dodson, Board Member	Norfolk Public Schools
2006 Beverly Hall, Superintendent	Atlanta Public Schools
2007 Elizabeth Reilinger, Board Member	Boston Public Schools
2008 Pascal Forgione, Superintendent	Austin Independent School District
2009 Emmett Johnson, Board Member	Atlanta Public Schools
2010 Arlene Ackerman, Superintendent	The School District of Philadelphia
2011 Candy Olson, Board Member	Hillsborough County Public Schools
2012 Carol Johnson, Superintendent	Boston Public Schools
2013 Denise Link, Board Member	Cleveland Metropolitan School District
2014 Terry Grier, Superintendent	Houston Independent School District
2015 Bill Isler, Board Member	Pittsburgh Public Schools
2016 Eric Gordon, Chief Executive Officer	Cleveland Metropolitan School District
2017 Felton Williams, Board Member	Long Beach Unified School District

## Queen Smith Award For Commitment to Urban Education

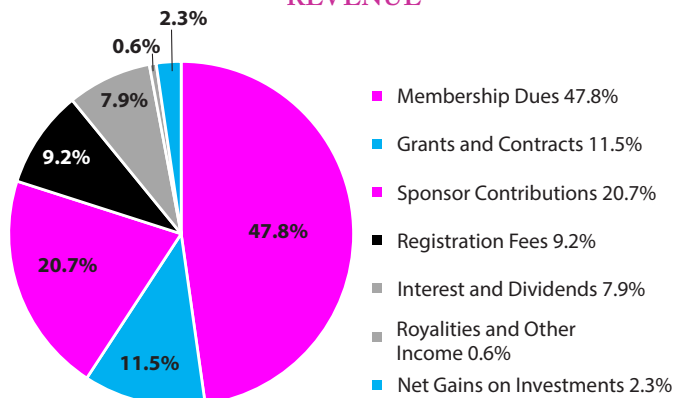
Alicia Isaac, a teacher for 11 years at Boca Ciega High School in Florida's Pinellas County Schools, was the recipient of the 2017 Queen Smith Award for Commitment to Urban Education. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in honor of the company's late vice president of urban programs.

## Shirley S. Schwartz Urban Education Impact Award

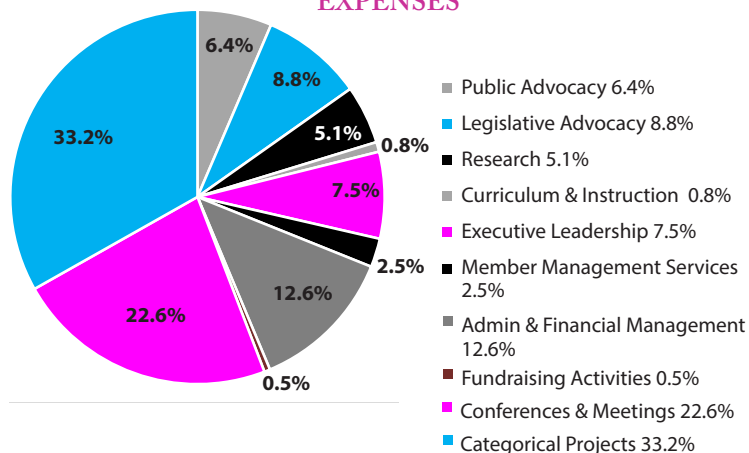
The Council of the Great City Colleges of Education, an affiliate group of deans working with big-city school leaders, presented the Dr. Shirley S. Schwartz Urban Education Impact Award to Florida's Broward County Public Schools, the School District of Palm Beach County and Florida Atlantic University for the Establishing Excellence in Elementary School Preparation Program. The award honors an outstanding partnership between a university and urban school system and is named in honor of the Council's director of special projects who died in March 2009.

# FINANCIAL REPORT

## REVENUE



## EXPENSES



## AUDITED REPORT FY 16-17

## ESTIMATE FY 17-18

### REVENUE

Membership Dues	\$2,756,018	\$2,839,510
Grants & Contracts	2,228,376	681,112
Sponsor Contributions	1,284,175	1,231,550
Registration Fees	478,248	545,028
Interest and Dividends	258,082	471,045
Royalties and Other Income	60,084	38,258
Net Gain on Investments	574,645	138,133
<b>Total Revenue</b>	<b>\$7,639,627</b>	<b>\$5,944,635</b>

### EXPENSES

Public Advocacy	\$423,109	\$489,764
Legislative Advocacy	585,339	668,106
Research	233,026	385,476
Curriculum & Instruction	54,712	64,289
Executive Leadership	525,433	569,631
Member Management Services	177,230	189,072
Admin & Financial Management	796,883	958,830
Fundraising Activities	25,332	38,390
Conferences & Meetings	1,690,525	1,724,278
Categorical Projects	2,779,902	2,526,078
<b>Total Expenses</b>	<b>\$7,291,491</b>	<b>\$7,613,912</b>
<b>Change in Net Assets</b>	<b>\$348,136</b>	<b>\$1,669,277</b>
<b>Net Assets, Beginning</b>	<b>\$9,997,892</b>	<b>\$10,346,028</b>
<b>Net Assets, Ending</b>	<b>\$10,346,028</b>	<b>\$8,676,750</b>

# SPONSORS

The Council thanks the following contributors for their support in 2017-2018

## Blue Ribbon Corporate Advisory Group

American Reading Company  
Apple  
Aramark K-12 Education  
Blackboard  
Cornerstone OnDemand  
Curriculum Associates  
Discovery Education  
Dreambox Learning  
Gaggle  
Houghton Mifflin Harcourt  
K12 Insight  
LEGO Education  
Lexia Learning  
McGraw Hill Education  
PCG Education  
Pearson  
Scholastic, Inc.  
Texas Instruments  
Waterford Institute  
Wilson Language Training

## 2017 Annual Academic, Information Technology and Research Conference

BrightBytes  
Catchon  
Classlink  
Clever  
Continuity Focus  
Curriculum Associates  
Dell  
Discovery Education  
Dreambox  
Education Networks of America  
Follett  
Gaggle  
Hoonuit  
Houghton Mifflin Harcourt  
Infosys  
Innive  
its Learning  
JAMF Software  
Kajeet  
Lightspeed  
McGraw Hill Education  
Panaroma  
Pearson  
Performance Matters  
Public Consulting Group

Safe Schools  
SchoolCity  
Schoology  
Sunesys  
Texas Instruments  
Worldgate

## 2017 Public Relations Executives Meeting

Blackboard  
Education Post  
K12 Insight  
Peachjar  
West Corporation  
(SchoolMessenger)

## 2017-2018 Executive Committee Meeting

Curriculum Associates  
Houghton Mifflin Harcourt  
Lexia Learning  
McGraw Hill Education

## 2018 Annual Fall Conference

American Reading Company  
ARAMARK K-12 Education  
AXA  
Benchmark Education  
Blackboard  
BrightBytes  
Catapult Learning  
Code to the Future  
Curriculum Associates  
Discovery Education  
Dreambox  
Flocabulary  
Frontline  
GCA Services Group  
Goalbook  
Houghton Mifflin Harcourt  
Imagine Learning  
infor  
its Learning  
Kelly Educational Staffing  
K12 Insight  
Lexia  
McGraw Hill Education  
Measured Progress  
Naviance  
Odysseyware  
Panorama  
Pearson  
Performance Matters  
Reading Plus  
Renaissance

Scholastic, Inc.  
SchoolCity  
SchoolCnxt  
Schoology  
Teacher Created Materials  
Texas Instruments  
Think Cerca  
Vantage Learning  
Vocabulary.com  
Wilson Works

## 2017 Chief Financial Officers Meeting

BIAS  
Catchon  
Cornerstone OnDemand  
Education Networks of America  
ESS  
Frontline  
Gaggle  
Gallagher Benefit Services  
Hoonuit  
Information Services Group  
Infosys  
Kelly Educational Staffing  
LEGO Education  
Lightspeed  
Navigator Management Partners  
PCG Education  
Safari Montage  
Talented

## 2017 HRD/Personnel Directors Meeting

Cornerstone OnDemand  
Frontline  
Kelly Educational Staffing  
Public Consulting Group  
Source4Teachers

## 2018 Legislative/Policy Conference

Cornerstone OnDemand  
Curriculum Associates  
Discovery Education  
K12 Insight  
LEGO Education  
Lexia  
McGraw Hill Education  
Public Consulting Group  
SchoolMint  
Wilson Works

## 2018 Chief Operating Officers Conference

ABM  
AECOM  
ALC  
American Traffic Solutions  
ARAMARK K-12 Education  
Audio Enhancement  
BlueBird  
Cooperative Strategies  
CPI  
CrisisGo  
David M Shapiro Disaster Consultants  
Gaggle  
Hanover  
Heery  
Jacobs Engineering Group  
K12 Insight  
Public Consulting Group  
Roush CleanTech  
SchoolDude.com  
Seon  
Sodexo  
transfinder  
Zonar

## 2018 Bilingual, Immigrant & Refugee Education Directors Meeting

Avant  
Benchmark Education  
Curriculum Associates  
Data Recognition Corporation  
Ellevation  
Imagine Learning  
LEGO Education  
Lexia  
Mandarin Matrix  
McGraw Hill Education  
Pearson  
Project Education  
PCG Education  
Public Consulting Group  
Velaquez Press

## Shirley Schwartz Urban Education Impact Award

Michael Green Jewish Community Foundation

# PUBLICATIONS



- **Excellence for All: Creating Environments for Success for Males of Color in the Great City Schools** - *October 2017*  
 This report seeks to contribute to the ongoing dialogue of raising our expectations for males of color and provide a resource for school districts seeking to build or recalibrate their initiatives to improve the academic outcomes of young men and boys of color. Throughout this report there are exemplars of current initiatives across the nation's big cities as well as promising practices in various areas.
- **Cyber-Security in Today's K12-Environment** - *October 2017*  
 Technology has ushered in a new era for teaching and learning in classrooms from kindergarten through high school, with digital learning tools now an integral part of the K-12 environment. This white paper outlines key considerations for establishing secure environments, particularly for the large urban school districts that are part of the Council of the Great City Schools.
- **Internal Auditing in the Great City Schools** - *October 2017*  
 The objective of this "white paper" is to describe best practices in internal auditing and demonstrate the value that an internal audit function brings to a school district.
- **Managing for Results in America's Great City Schools, 2017, Results from Fiscal Year 2015-2016** - *October 2017*  
 The Council's annual report on more than 500 Key Performance Indicators of operational performance in the nation's urban schools.
- **Academic Key Performance Indicators Pilot Report** - *October 2017*  
 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 in areas such as ninth grade algebra completion, number of high school students enrolled in advanced placement and four-year high school graduation rate.
- **Puerto Rico School Facilities Assessment** - *November 2017*  
 Hurricane Maria, which hit Puerto Rico on September 20, 2017, resulted in schools suffering severe storm damage and flooding. The Council was asked 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. The Council assembled a Strategic Support Team of senior facilities directors, business and school operations officers, and chief operating officers from its member districts.

# COUNCIL STAFF



Council Executive Director Michael Casserly receives a congratulatory hug from Council Chair Darienne Driver for his 40 years of service at the Annual Fall Conference in Cleveland. Casserly, executive director of the Council since 1992, joined the organization in 1977, and served as the Council's director of legislation and research for 15 years.

“ A colleague who has devoted 40 years to one organization..and poured nearly every day into improving the lives and educational outcomes of urban schoolchildren. ”

—Darienne Driver

## **ADMINISTRATION**

Michael Casserly, Executive Director  
Teri Trinidad, Director of Administration,  
Finance & Conferences  
Alisa Adams, Finance Manager  
Terry Tabor, Conference Manager  
Alexis Vann, Administrative & Conference  
Specialist  
Marilyn Banks, Administrative Assistant

## **COMMUNICATIONS**

Henry Duvall, Director of Communications  
Tonya Harris, Communications Manager  
Darrell Robinson, Communications Specialist

## **CURRICULUM AND INSTRUCTION**

Ricki Price-Baugh, Director of Academic  
Achievement  
Robin Hall, Director of Language Arts  
and Literacy  
Denise Walston, Director of Mathematics

## **LEGISLATION AND POLICY**

Jeff Simering, Director of Legislation  
Manish Naik, Manager of Legislative Services  
Gabriela Uro, Director of ELL Policy and Research  
Julie Wright Halbert, Legislative Counsel  
David Lai, Special Projects Manager

## **MANAGEMENT AND TECHNOLOGY**

Robert Carlson, Director of Management Services

## **RESEARCH**

Ray Hart, Director of Research  
Moses Palacios, Legislative and Research Manager  
Renata Uzzell, Research Manager  
Ashley Ison, Research and ELL Policy Specialist  
Eric Vignola, Programmer/Technology Specialist

## **SPECIAL PROJECTS**

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

**COUNCIL BOARD OF DIRECTORS AND MEMBER DISTRICTS 2017-2018 (AS OF MARCH 2017)**

<u>School District</u>	<u>Superintendent</u>	<u>Board Member</u>
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 County	Robert Runcie	Laurie Rich Levinson
Buffalo	Kriner Cash	Barbara Seals Nevergold
Charlotte-Mecklenberg	Clayton Wilcox	Mary McCray
Chicago	Janice Jackson	Jaime Guzman
Cincinnati	Laura Mitchell	Ericka Copeland Dansby
Clark County	Pat Skorkowsky	Linda Cavazos
Cleveland	Eric Gordon	Denise Link
Columbus	John Stanford	Gary Baker II
Dallas	Michael Hinojosa	N/A
Dayton	Elizabeth Lolli	William E. Harris, Jr.
Denver	Tom Boasberg	Allegra Haynes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Nikolai Vitti	Steven Rhodes
District of Columbia	Amanda Alexander	N/A
Duval County	Diana Greene	Paula Wright
El Paso	Juan Cabrera	Dori Fenenbock
Fort Worth	Kent Scribner	Ashley Paz
Fresno	Robert Nelson	Valerie David
Guilford County	Sharon Contreras	Linda Welborn
Hawaii	Christina Kishimoto	Lance Mizumoto
Hillsborough County	Jeff Eakins	Susan Valdes
Houston	Grenita Lathan	Diana Davila
Indianapolis	Lewis Ferebee	Michael O'Connor
Jackson	Freddrick Murray	Barbara Hilliard
Jefferson County	Marty Pollio	Diane Porter
Kansas City (MO)	Mark Bedell	Ajia Morris
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Austin Beutner	Kelly Gonez
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Darienne Driver	Michael Bonds
Minneapolis	Ed Graff	Don Samuels
Nashville	Shawn Joseph	JoAnn Brannon
Newark	Roger Leon	Marques-Aquil Lewis
New Orleans	Henderson Lewis Jr.	N/A
New York City	Richard Carranza	N/A
Norfolk	Melinda Boone	Rodney Jordan
Oakland	Kyla Johnson-Trammell	Nina Senn
Oklahoma City	Sean McDaniel	Paul Lewis
Omaha	Cheryl Logan	Lacey Merica
Orange County	Barbara Jenkins	William Sublette
Palm Beach County	Donald E. Fennoy II	Marcia Andrews
Philadelphia	William Hite	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
Puerto Rico	Julia Beatrice Keleher	N/A
Richmond	Jason Kamras	Dawn Page
Rochester	Barbara Deane-Williams	Van Henri White
Sacramento	Jorge A. Aguilar	Darrel Woo
St. Louis	Kelvin Adams	Darnetta 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 Phillips	TBD
Seattle	Larry Nyland	Jill Geary
Shelby County	Dorsey Hopson II	Kevin Woods
Toledo	Romules Durant	Polly Taylor-Gerken
Tulsa	Deborah Gist	Suzanne Schreiber
Wichita	Alicia Thompson	Ron Rosales

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



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**INDIVIDUAL MEMBER SERVICES REPORT**

**Report to the Boston Public Schools**  
**on the**  
**Benefits and Services**  
**of the**  
**Council of the Great City Schools**  
**in the**  
**2017-18 School Year**



TM



**Report to the Boston Public Schools  
on the  
Benefits and Services  
of the  
Council of the Great City Schools  
in the  
2017-18 School Year**

***BENEFITS TO THE BOSTON PUBLIC SCHOOLS***

1. Provided Washington's premier and most effective urban education legislative advocacy, resulting in the following additional federal funds to Boston in the 2017-2018 school year that would not have been available without Council intervention:

• Title I Targeting	\$9,482,309
• Title II Targeting	\$278,371
• IDEA Targeting	\$1,932,741
• Bilingual Education Targeting	\$3,325,022

**Total Extra for Boston Schools in 2017-2018: \$15,018,442 <sup>1</sup>**

**Boston's Return on 2017-2018 Membership Dues:**

**\$347 return for each \$1 paid in dues.**

<sup>1</sup> This Total Extra amount does not include future Title I funds that Boston stood to lose had the Council not prevented a Title I formula amendment from being approved during the reauthorization of the Elementary and Secondary Education Act. A proposed amendment in the House could have resulted in a \$12.8 million loss in Title I funds over the coming years, and a Senate amendment would have reduced Boston's Title I allocation by \$8.1 million annually. The Council also helped eliminate a Title I "portability" proposal that would have redistributed \$8.4 million from Boston's current Title I funding to lower-poverty districts in the state. The Total Extra amount also does not include the estimated \$3.3 million in Title IV-A funds that Boston will receive in the 2018-19 school year due to the Council's advocacy for a targeted poverty-based formula.

2. Provided the following other services directly to **Boston** between July 1, 2017, and June 30, 2018—
- Elected **Boston** School Committee Chair Michael O’Neill secretary/treasurer of the Council of the Great City Schools. Provided briefing on duties and responsibilities.
  - Invited **Boston** superintendent Tommy Chang to serve on an advisory panel to guide the Council’s and the National Assessment Governing Board’s work on the Trial Urban District Assessment of NAEP.
  - Organized the Council membership, including **Boston**, to collect donations of clothes, backpacks, funding, school supplies, and other goods to help the schools and children in Houston following Hurricane Harvey. Relayed messages of good will, arranged deliveries, exchanged ideas, and coordinated supplies.
  - Shared **Boston**’s “School Partnership Playbook” and its “Natural Disaster Supports” materials with the membership to help support school districts and communities facing natural disasters.
  - Provided **Boston** School Committee Chair Michael O’Neill with links to Council reports on the district so they could be loaded on the school system’s website.
  - Provided **Boston** School Committee Chair Michael O’Neill with an electronic version of the Council’s internal audit report per his request.
  - Traveled to **Boston** on June 4 to interview school system staff about how the district had made such substantial progress over the years.
  - Sent **Boston** School Committee Chair Michael O’Neill five copies of the Council’s report on partnerships with local libraries per his request.
  - Sent **Boston** School Committee Chair Michael O’Neill and other members of the Council’s executive committee links to the Council’s confidential website containing Immigration, DACA, and Sanctuary Cities resources.
  - Sent **Boston** School Committee Chair Michael O’Neill a copy of Bill Hite’s email address per his request.
  - Sent **Boston** School Committee Chair Michael O’Neill a copy of the results of an extensive survey of member school boards across the country per his request.
  - Arranged a meeting for **Boston** School Committee Chair Michael O’Neill and other members of the Council’s executive committee to meet with U.S. Secretary of Education Betsy DeVos to discuss school safety and security.

- Provided **Boston** staff members with technical assistance on the release of 2017 National Assessment of Educational Progress (NAEP) data.
- Arranged a confidential pre-release briefing by officials from the National Center for Education Statistics for the **Boston** superintendent on results of 2017 NAEP testing.
- Sent **Boston** Superintendent Tommy Chang a letter about a requested meeting from the NAEP Ambassadors representative.
- Sent multiple messages in July 2017 to the **Boston** superintendent, school board representative, chief financial officer, federal programs staff, and special education staff on the U.S. Senate's proposals to alter the Affordable Care Act and substantially cut school-based Medicaid support to the district, along with a fact sheet, talking points, sample letter, and suggested outreach strategies.
- Sent another alert in September to the **Boston** superintendent, school board, and director of special education about a subsequent proposal to block grant Medicaid as part of the FY 2017 Budget Reconciliation process.
- Sent another series of alerts to the **Boston** superintendent, school board, and chief financial officers about the pending tax reform bill and its language eliminating state and local tax deduction (SALT) from federal itemized tax returns.
- Held a conference call with **Boston** finance staff and other member districts to discuss the impact that proposed tax legislation would have on state and local deductions for income, sales, and property taxes, and the corresponding impact on education funding for school districts.
- Provided a reminder to the **Boston** superintendent and school board about the pending October 5 DACA renewal deadline.
- Sent a series of legislative alerts and memos on the status of the federal continuing resolution and education appropriations for FY2018 to the **Boston** superintendent and school board representative to the Council.
- Sent **Boston** School Committee Chair Michael O'Neill and other members of the Council's executive committee a summary of the organization's legislative priorities for the year per the committee's request.
- Sent a summary of the president's FY2019 federal education budget and the Council's analysis of it to the **Boston** superintendent and school board representative to the organization.
- Sent a legislative alert to the **Boston** superintendent and school board representative during Senate consideration of a fix to the DACA program. (Fix did not pass.)

- Notified the **Boston** superintendent and school board representative of a Council legal webinar on “Locus of Local Control: State versus School District Authority.”
- Notified the **Boston** superintendent and school board representative of a Council legal webinar on “Shifting Title IX Landscape: Internal Policies and Procedures, OCR Investigations and litigation.” Staff members Steven Chen and Alissa Ocasio participated.
- Notified the **Boston** superintendent and school board representative of a Council legal webinar on “Legal Issues Related to Disparities in Student Discipline.” Staff members Steven Chen, Rachel Chen, and Melody Feng participated.
- Notified the **Boston** superintendent and school board representative of a Council legal webinar on “Privacy: FERPA Issues Impacting K-12 Public Schools.”
- Notified the **Boston** superintendent and school board representative of a Council legal webinar on “Student Use of Social Media.”
- Sent a copy of a new Council report, *Internal Auditing in the Great City Schools*, to the **Boston** superintendent, school board, and chief financial officer.
- Sent a copy of another new Council report, *Cyber-security in Today’s K-12 Environment*, to the **Boston** superintendent, school board, and chief information officer.
- Sent a copy of a third Council report, *Excellence for All: Creating Success for Males of Color in the Great City Schools*, to the **Boston** superintendent and school board.
- Sent a fourth Council report to the **Boston** superintendent and school board representative to the organization, *Academic Key Performance Indicators 2017*.
- Wrote and sent to the **Boston** superintendent, school board representative to the Council, chief academic officer, and others a catalogue of and links to the many instructional tools that the Council has developed over the last several years to help the district improve academic achievement.
- Sent the **Boston** superintendent, school board representative to the Council, and chief academic officer a copy of the press release announcing the organization’s purchasing consortium to improve the quality of commercial standards-based ELL materials.
- Wrote and sent to the **Boston** superintendent, school board representative to the Council, and the public a statement condemning remarks from the White House equating white supremacist marchers in Charlottesville and counter-protesters.
- Wrote and circulated to the **Boston** superintendent, school board representative to the Council, and the press a statement condemning the president’s dissolution of DACA.

- Issued a statement on behalf of the Council of the Great City Schools expressing condolences for students and staff in Broward County following the tragedy at Stoneman Douglas High School, offering assistance, and calling for more aggressive national action from political leaders. Circulated the statement nationally and sent to the **Boston** superintendent and school board representative to the Council. Sent the Broward County Education Foundation's GoFundMe page for donations.
- Drafted a resolution that called on Congress to pursue more sensible gun control measures, fund efforts by schools to secure their buildings, appropriate new dollars for mental health supports, and improve data collection efforts. Sent a copy of the resolution to the **Boston** superintendent and board representative.
- Drafted a statement on behalf of the Council condemning the development and distribution of the "Active Shooter" video game and sent it to the **Boston** superintendent, school board representative to the organization, and the national press.
- Wrote a statement condemning the administration's policy of separating children from their families at the border and sent the statement to the **Boston** superintendent and school board representative to the Council.
- Provided follow-up information to **Boston** staff member Kristin Daley regarding how one of the Council districts handled ICE inquiries and posted parent and community information.
- Hosted monthly conference calls between member districts and the Universal Service Administrative Company (USAC), the organization which administers the E-Rate program. Questions about the application process submitted by **Boston** were addressed by USAC leadership during these calls.
- Held a conference call that provided **Boston** staff member Anu Jayanth with information on the problems with proposed tax legislation on Capitol Hill and strategies for advocacy and defeating the troubling provisions.
- Provided **Boston** staff member Anu Jayanth with projections on federal funding for school year 2018-19 to assist with local budgeting, based on proposed funding levels approved in the House and Senate.
- Discussed the law, regulations, and guidance regarding equitable services for private schools in the Title I program with **Boston** staff members Anu Jayanth and Bennett Griesmer.
- Calculated an estimated Title IV-A grant for Boston at **Boston** staff member Anu Jayanth's request, based on the final appropriation for school year 2018-19 that was approved by Congress.

- Disseminated questions from **Boston** staff member Grace Wang to Council member districts concerning high school choice admissions procedures in special admissions schools.
- Provided **Boston** staff member Kristen Daley with sample policies, protocols, and guidance from member districts on how to handle ICE in schools.
- Provided an opportunity for **Boston** ELL staff to share information and concerns with WIDA's Executive Director and Director for Research at the Council's annual Bilingual Directors Meeting.
- Included **Boston** Assistant Superintendent for ELLs Priya Tahiliani and teacher Christina Kostaras in the Council's joint instructional materials procurement project, which involved reviewing and rating instructional materials to improve their alignment and support for ELLs.
- Invited **Boston** Assistant Superintendent for ELLs Priya Tahiliani to give a presentation on human capital issues for EL programs at the Council's annual Bilingual Directors Meeting.
- Coordinated with **Boston** Executive Director of the Office of Data and Accountability Nicole Wager to collect feedback on the use of parent climate surveys to assess school quality.
- Followed up with **Boston** Assistant Superintendent for ELLs Priya Tahiliani to provide clarification of the district's ELL Survey response.
- Planned and facilitated a one-day convening for curriculum leaders and principal supervisors from the Council's southern cities that provided participants with information and strategies for school improvement planning, curriculum development, and change management. The Council paid travel expenses for **Boston** Director of K-12 Mathematics Linda Davenport to facilitate and participate in the convening.
- Posted **Boston** job announcements for Assistant Superintendent for the Office of English Language Learners and Assistant Superintendent of Special Education upon request from the Human Resource Department.
- **Boston** staff members accessed the Council's electronic Key Performance Indicators system 48 times between July 1, 2017 and June 30, 2018.
- Provided monthly copies of the Council's award-winning newsletter, the *Urban Educator*, to the **Boston** superintendent, all school board members, and senior staff.
- Carried story on **Boston** in the *Urban Educator*: "Large City Schools Maintain Long-Term Gains on Rigorous National Test" (April 2018).



- Carried story on **Boston** in the *Urban Educator*: “Study Finds Boston’s Extended Learning Program Successful” (March 2018).
- Carried story on **Boston** in the *Urban Educator*: “Boston District Awarded \$3.9-Million STEM Grant” (March 2018).
- Carried story on **Boston** in the *Urban Educator*: “Envelope, Please! And the Urban Educator of the Year Is...” (October 2017).
- Carried story on **Boston** in the *Urban Educator*: “Council Bus Transportation Study Yields Results in Omaha; MIT Improves Boston School Bus Operation” (October 2017).
- Carried story on **Boston** in the *Urban Educator*: “Boston Teachers’ Agreement Reached ” (September 2017).
- Carried story on **Boston** in the *Urban Educator*: “Urban Schools Kick Into High Gear as New School Year Begins” (September 2017).
- Carried story on **Boston** in the *Urban Educator*: “Boston Launches College Tuition-Free Program For Disadvantaged Students” (June/July 2017).

3. Individuals from **Boston Public Schools** attending Great City School conferences and meetings in 2017-18—

<b>Public Relations Meeting San Antonio, TX July 7-10, 2017</b>	<b>Legislative/ Policy Conference Washington, DC March 17-20, 2018</b>
<ul style="list-style-type: none"> <li>• No one</li> </ul>	<ul style="list-style-type: none"> <li>• Michael O’Neill</li> <li>• Tommy Chang</li> </ul>
<b>Annual Academic, Information Technology &amp; Research Conference Pittsburgh, PA July 11-14, 2017</b>	<b>Special Education Meeting of the Great City Schools Washington, DC March 20-21, 2018</b>
<ul style="list-style-type: none"> <li>• Mark Racine</li> </ul>	<ul style="list-style-type: none"> <li>• Carolyn Weisman</li> <li>• Andrea Alves Thomas</li> <li>• Cindie Neilson</li> </ul>
<b>61<sup>st</sup> Annual Fall Conference Cleveland, OH October 18-22, 2017</b>	<b>Chief Operating Officers, Chiefs of Security and Directors of Facilities, Transportation and Food Services Conference Atlanta, GA April 17-20</b>
<ul style="list-style-type: none"> <li>• Christine Panarese</li> <li>• Andrea Amador</li> <li>• Tommy Chang</li> <li>• Karla Estrada</li> <li>• Jodi Fortuna</li> <li>• Christine Landry</li> <li>• Cindie Neilson</li> <li>• Dr. Amalio Nieves</li> <li>• Emily Qazibash</li> <li>• Michael O’Neill</li> </ul>	<ul style="list-style-type: none"> <li>• Kimberly Pelletreau</li> <li>• Eric Weston</li> </ul>
<b>Chief Financial Officers Conference Miami, FL November 14-17, 2017</b>	<b>Bilingual &amp; Immigrant Education Directors’ Annual Meeting Ft. Worth, TX May 15-19, 2018</b>
<ul style="list-style-type: none"> <li>• Sharon Roberts</li> </ul>	<ul style="list-style-type: none"> <li>• Genevieve McDonough</li> <li>• Priya Tahiliani</li> </ul>

<p align="center"><b>Chief Human Resource Officers &amp; Chief Information Officers' Joint Meeting</b>  <b>Ft. Lauderdale, FL</b>  <b>February 6-9, 2018</b></p>	<p align="center"><b>Annual Curriculum &amp; Research Directors' Meeting</b>  <b>Minneapolis, MN</b>  <b>June 25-28, 2018</b></p>
<ul style="list-style-type: none"> <li>• Mark Racine</li> </ul>	<ul style="list-style-type: none"> <li>• No one</li> </ul>

## **General Benefits to the Membership**

### **Highlights**

- Secured some \$942 million in targeted federal funds for the member school districts for the 2017-2018 school year.
- Convened the Annual Fall Conference in Cleveland featuring Van Jones, Bill Gates, and Rosario Dawson, along with scores of sessions and workshops on how urban school districts are working to improve student achievement.
- Marshalled the membership to help member districts in the wake of Hurricanes Harvey, Irma, and Maria.
- Helped defeat major proposals by the Administration to cut funding for school-based Medicaid, Title II, 21<sup>st</sup> Century Grants, and other programs.
- Won the Education Law Association's "Best Brief Award" for the organization's filing before the U.S. Supreme Court in the case of *Andrew F vs. Douglas County*.
- Launched the Council's Academic Key Performance Indicators to allow members to compare performance across districts.
- Introduced the Council's new Professional Learning Platform to help members meet the needs of struggling students.
- Provided numerous technical assistance teams to member school districts to help improve instruction and operations.
- Assisted in the release of the 2017 Trial Urban District Assessment results of NAEP.
- Published new reports on best practices in internal auditing and cyber-security.
- Initiated new effort to augment balanced literacy programs to boost reading attainment.
- Conducted strategic planning to guide the organization over subsequent years.

## **General Benefits to the Membership**

### **COMMUNICATIONS**

- Participated in the release of the 2017 Trial Urban District Assessment (TUDA) results in reading and mathematics.
- Provided public-relations support to Broward County Public Schools in the aftermath of the Parkland school shootings.
- Hosted an *Education Week* listening tour featuring the newspaper's new editor-in-chief and urban-education leaders at the Council's Legislative/Policy Conference.
- Coordinated extensive press coverage of philanthropist Bill Gates' address at the Council's Annual Fall Conference in Cleveland.
- Coordinated a national town hall meeting on "Equity in Education," moderated by CNN contributor Van Jones.

- Issued more than a dozen press releases on activities and developments, including statements on the Broward County shooting, the DACA rollback, the active shooter video game, the Charlottesville violence and the Administration’s family separation policy.
- Fielded scores of inquiries from national and regional media outlets, such as the *New York Times*, *Washington Post*, National Public Radio and the Associated Press.
- Published eight issues of the *Urban Educator*, the Council’s award-winning newsletter.
- Received the National School Public Relations Association (NSPRA) Award of Merit for a story on “Supporting Male Students of Color Through Mentoring” in the *Urban Educator*.
- Published the organization’s Annual Report.
- Hosted the 17th Annual Public Relations Executives Meeting in San Antonio.
- Participated in the National Association of Black Journalists Conference and the Education Writers Association Conference.
- Managed the organization’s Blue Ribbon Corporate Advisory Group.

### **LEGISLATION**

- Helped defeat proposed health care changes that would have resulted in massive cuts to school-based Medicaid reimbursements for Great City School districts.
- Helped secure additional federal funding for urban schools in the FY 2018 omnibus appropriations bill, including additional funding for Title I, IDEA, and the Title IV-A targeted formula grant, and successfully advocated against cuts in federal funding for teachers, professional development, and afterschool programs.
- Submitted recommendations to Congress on the reauthorization of the Perkins Career and Technical Education Act, highlighting the need for simplification and flexibility.
- Presented the Council Board of Directors’ Resolution on School Shootings to the Federal Commission on School Safety, and submitted a school safety legislative proposal to Congress on behalf of urban schools.
- Submitted comments to the U.S. Department of Education on regulations for the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), on accountability, assessments, English language learners, and students with disabilities, and on initial guidance on the *Andrew F.* decision of the Supreme Court.
- Submitted comments to the U.S. Department of Education on the overidentification of students for special education services and disciplinary action.
- Submitted comments to the U.S. Department of Agriculture on flexibility in school meal regulations.
- Participated in meetings with U.S. Department of Education officials to discuss priorities and operational flexibility in the implementation of ESSA.
- Offered multiple recommendations to the Administration on the implementation of ESSA, including fiscal provisions affecting Title I, streamlining data collection and reporting, and identifying evidence-based strategies for turning around low-performing schools.
- Provided ongoing guidance to member districts on Title I funding, specifically on state set-asides affecting school district allocations.

- Acted as a resource for the membership on immigration actions taken by the new Administration, providing summaries of new federal executive orders and memoranda, sharing information on local district responses, and continually updating urban schools on the status of the Deferred Action for Childhood Arrivals (DACA) program.
- Summarized the U.S. Supreme Court’s decision in the *Endrew F. v. Douglas County School District* case, which closely tracked recommendations in the Council’s *amicus* brief and was recognized by the Education Law Association with its 2017 Best Education Brief Award.
- Hosted a series of webinars on legal issues facing urban school districts with Husch Blackwell, covering topics such as the Supreme Court, the federal Office for Civil Rights and Title IX, student privacy and social media, and issues of local control vs. state authority.
- Hosted monthly conference calls with member districts and the Universal Service Administrative Company (USAC) to resolve problems with the E-Rate application portal.
- Convened the Annual Legislative/Policy Conference, which featured four days of briefings on ESSA, DACA and immigration, school safety, and federal funding.
- Hosted a two-day meeting for Special Education Directors and Legal Counsels to discuss challenges and share best practices in delivering services for students with disabilities.
- Responded to scores of questions on federal legislation and served as an intermediary for the membership in resolving problems with the U.S. Department of Education.
- Fielded multiple information requests from Congress, the White House, the U.S. Department of Education, the U.S. Department of Agriculture, the Federal Communications Commission, and other federal agencies.
- Provided support to member districts participating in the Wallace Foundation project on turnaround schools.

## **RESEARCH**

- Launched the data collection, analysis, and reporting of the Council’s Academic Key Performance Indicators (KPIs) on student achievement levels, attendance, suspensions, course participation, AP attainment, graduation rates, and special education trends.
- Conducted research to support the work of the Council overall and the Council’s reviews of district academics and operations.
- Convened the annual meeting of research directors in Pittsburgh.
- Conducted research on urban school progress on the Trial Urban District Assessment of NAEP.
- Provided technical support to districts on the 2017 NAEP results during the TUDA Pre-Release Workshop.
- Represented urban school district interests at meetings of the: National Assessment Governing Board, American Educational Research Association, Partnership for Readiness for College and Careers, Smarter Balanced Assessment Consortium, National Center for Education Statistics, National Association for the Education of Young Children, National Network of Education Research – Practice Partnerships, Association of Latino Administrators and Superintendents, National Association of Assessment Directors, Directors of Research and Evaluation, Council of Chief State School Officers, Council of Large Public Housing Authorities, and the Educational Testing Service.

- Responded to numerous member requests for statistical information and research assistance.
- Managed the data collection, analysis, and reporting of the Council's operational Key Performance Indicators.
- Provided technical assistance to member districts on setting up or enhancing programs for their males of color.
- Released a report summarizing current research-based approaches to improving the outcomes of males of color. The report was based on the Council's Males of Color Policy Conference hosted in the Spring of 2017.
- Provided assistance to numerous strategic support teams to help address issues in several school districts related to curriculum, research, English language learner instruction, supports for young men of color, and student achievement overall.
- Launched the Trial Urban District Assessment (TUDA) Advisory Group with the National Assessment Governing Board, the National Center for Education Statistics and 10 representatives from Council member districts providing recommendations and feedback on the development and operation of the TUDA program.
- Relaunched edwires.org, a site for member districts to collaborate, communicate, and share information.

### **ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT**

- Collaborated with Student Achievement Partners, the Schusterman Foundation, and the Metropolitan Nashville Public Schools to implement an augmented balanced literacy pilot project to improve early reading skills.
- Collaborated with the Council's bilingual team to develop a rubric indicating what high-quality mathematics resources should look like to meet the needs of English Language Learners.
- Convened a conference for the Council's Southern Cities to help them improve student outcomes.
- Began researching and conducting site visits to districts that have evidenced greater gains on NAEP than other districts.
- Convened the Achievement and Professional Development Task Forces at the Annual Fall Conference and March Legislative Conference.
- Partnered with the University of Chicago's Center for Elementary Mathematics and Science Education to facilitate a series of webinars on implementing computer science programs in three member districts.
- Convened the annual meeting of chief academic officers and information technology directors in Pittsburgh.
- Made numerous presentations to other organizations in support of college- and career-readiness standards.
- Updated [www.commoncoreworks.org](http://www.commoncoreworks.org) to enable greater access to Council materials.
- Collaborated with other strategic partners in supporting urban districts with standards implementation and school turnaround initiatives.
- Provided strategic support teams to member districts in the areas of instruction and special education.

- Provided requesting districts with both on-site and virtual support on their curriculum initiatives using the Council’s *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*.
- Connected districts with their peers to answer requests for information on a host of academic issues.

## **LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE**

- Marshalled the Council’s membership to support its school districts damaged in the wake of Hurricanes Harvey, Irma and Maria.
- Provided the secretary of education in Puerto Rico two facilities teams to assess damage and train department personnel on facilities management.
- Developed and implemented a groundbreaking new model for providing professional development to school boards to help them improve governance.
- Conducted 18 strategic support team reviews to member districts on organizational structure, staffing levels, human resources, facilities, budget and finance, transportation, and technology operations.
- Convened meetings of member district Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Facilities Directors, Transportation Directors, Food Service Directors, Internal Auditors, Risk Managers, and Procurement Directors.
- Convened two meetings of the Leadership, Governance, and Management Task Force and the Finance Task Force.
- Published the twelfth edition of *Managing for Results in America’s Great City Schools, 2016* with an expanded set of operational key performance indicators.
- Provided assistance to member districts in conducting superintendent searches and vetting potential candidates.
- Managed the Council’s Urban School Executive Program (C’USE) for aspiring Chief Financial Officers.
- Processed the application for and presented the Council’s Award for Excellence in Financial Management to the Fresno Unified School District.
- Published a booklet on *Internal Auditing in the Great City Schools* and on *Cyber-Security in Today’s K12-Environment*.
- Fielded numerous member requests for management and operational information and services.
- Posted dozens of district job announcements on the Council’s job board.

## **BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION**

- Finalized the Council’s inaugural Professional Learning Platform with 11 courses and more than 400 videos to help members work with struggling students. Hosted two facilitator training sessions for the ELA courses and one training session for the math courses. More than 20 districts participated in these sessions.



- Coordinated a major two-year project to harness member purchasing power in coordination with the Los Angeles Unified School District to improve the quality of commercial ELL math materials.
- Conducted a survey of the impact of new English proficiency cut scores on WIDA's ACCESS instrument and conveyed concerns to the U.S. Department of Education and Congressional Staff in addition to the WIDA Consortium.
- Provided strategic technical assistance for improving ELL programming in member districts and responding to specific developments, including lawsuits and DOJ reviews.
- Conducted member queries on a number of issues and policies related to serving ELLs and immigrant children and youth in Council member districts.
- Launched survey and ELL data collection efforts to update the 2013 "*ELLs in America's Great Cities*" report. Presented preliminary results at the 2018 BIRE meeting.
- Continued to collect and share statements, policies and guidance from member school districts on current immigration law enforcement activities.
- Shared pertinent information with membership on immigration law developments.
- Convened the annual meeting of the Bilingual, Immigrant, and Refugee Education Directors in Ft. Worth, Texas.
- Convened two meetings of the Task Force on Bilingual, Refugee and Immigrant Education.
- Assisted in securing panelist for a SxSW session on Dual Language Programs.
- Assisted in securing presentations on ELL issues for the Annual Fall Conference.
- Worked with the Office of English Language Acquisition of the Department of Education to convene the National EL Roundtable, hosting one meeting at the offices of the Great City Schools.

### **ORGANIZATION AND ADMINISTRATION**

- Conducted a strategic planning process with the executive committee and staff.
- Conducted an external audit of the organization's 2016-17 spending and received unqualified audit results for FY2016-17.
- Coordinated travel and managed financials for 18 Strategic Support Team trips, 12 School Board Retreats, 14 Conferences and Meetings, 10 grant projects and 10 programs.
- Hosted the Annual Fall Conference in Cleveland, OH as well as multiple meetings and forums throughout the year.
- Maintained the online conference registration and hotel reservation system for all meetings.
- Conducted site visits for the 2020 and 2021 Annual Fall Conferences in Dallas and Philadelphia, respectively.
- Negotiated hotel contracts for eight peer-to-peer meetings.
- Managed the Dr. Shirley Schwartz Urban Impact Scholarship Program, and the ExxonMobil Bernard Harris Math and Science Scholarships.
- Continued cleanup of the organization's database system. Cleaned out old files and converted to e-files.
- Upgraded accounting software to SL Dynamics 2018.

- Upgraded all office computers and converted operating systems to Windows 2010.
- Updated the Personnel Policy Handbook and the Accounting Policies and Procedures Manual.
- Crafted a new social responsibility policy for investing member dues in Council accounts.

## **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 Downtown Hotel, Atlanta, GA

**Bilingual Directors Meeting**

May 15-19, 2018

Renaissance Hotel, Ft. Worth, TX

**Curriculum & Research Directors' Meeting**

June 25-28, 2018

Marquette Hotel, Minneapolis, MN

**Public Relations Executives Meeting**

July 12-14, 2018

Hyatt Regency Hotel, Garden Grove, CA

**Executive Committee Meeting**

July 20-21, 2018

Hilton Hotel, 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, Chief Information Officers, Procurement Directors, Internal Auditors & Risk Managers Joint Conference**

November 6-9, 2018

Hutton Hotel, Nashville, TN

**COUNCIL OF THE GREAT CITY SCHOOLS  
2019 Conference Schedule**

**Executive Committee Meeting**

January 25-26, 2019

Kimpton Hotel Monaco, Denver

**HRD/Personnel Directors Meeting**

February 11-15, 2019

Hotel Albuquerque at Old Town, Albuquerque, NM

**Legislative/Policy Conference**

March 16-19, 2019

The Mayflower Hotel, Washington, DC

**Chief Operating Officers Conference**

April 2-5, 2019

Hyatt Regency Hotel, Columbus, OH

**Bilingual Directors Meeting**

May 5-17, 2019

B Ocean Resort Hotel, Ft. Lauderdale, FL

**Curriculum & Research Directors' Meeting**

TBD 2019

**Public Relations Executives Meeting**

July 11-13, 2019

Omni Shoreham, Washington, DC

**Executive Committee Meeting**

July 19-20, 2019

Intercontinental Hotel Times Square, New York City

**Annual Fall Conference**

October 23-27, 2019 at the Omni Louisville Hotel in Louisville, KY

**Chief Financial Officers Conference**

November 2019

**WINTER EXECUTIVE COMMITTEE MEETING**

**COUNCIL OF THE GREAT CITY SCHOOLS**

**Winter Meeting of the Executive Committee**

**Hosted by  
Happy Haynes, School Board  
DENVER PUBLIC SCHOOLS**

**January 25 and 26, 2019**

**CONFERENCE HOTEL:**

**Kimpton Hotel Monaco Denver  
1717 Champa St  
Denver, Colorado 80202  
Telephone: 303-296-1717**

**GROUP RATE: \$169/night for Single and Double Occupancy  
Plus 15.75% tax**

This hip hotel is an 8-minute walk from Larimer Square and 10 minutes from Denver Union Station. Colorful, plush rooms have Italian bed linens, designer bath amenities, honor bars and flat-screen TVs, plus yoga mats. Wi-Fi is free for loyalty program members, and room service is available (fee). Pets get loaner beds, bowls, food and mats.

The hotel boasts 4,000 square feet of flexible meeting space, making it ideal for board meetings, social functions, memorable seminars, and more. A wine hour with chair massages is complimentary, as are loaner bikes and morning tea and coffee. There's an on-site spa and 24-hour fitness center, and a restaurant serving all meals. Valet parking is available.



**SUMMER EXECUTIVE COMMITTEE MEETING**



## **COUNCIL OF THE GREAT CITY SCHOOLS**

### **Summer Meeting of the Executive Committee**

**Hosted by  
Richard Carranza, Chancellor  
New York City Department of Education**

**July 19 and 20, 2019**

#### **CONFERENCE HOTEL:**

**InterContinental New York Times Square  
300 West 44th Street  
New York, New York 10036  
Main Telephone: 212-803-4500**

**GROUP RATE: \$259/night for Single and Double Occupancy  
Plus 14.75% tax**

Set in the Times Square district, this striking high-rise hotel is less than a mile from Central Park and 2 miles from The Metropolitan Museum of Art.

The upscale rooms feature city views and bathrooms with rainfall showerheads, plus Wi-Fi, flat-screen TVs, iPod docks and Keurig coffeemakers. Upgraded rooms add sitting areas with pull-out sofas. Suites offer floor-to-ceiling windows with skyline vistas, separate living and dining areas, and soaking tubs.

Amenities include a cocktail bar, and a sophisticated restaurant by chef Todd English offering upmarket French cuisine, plus a 24-hour fitness center, a business center and 10 meeting rooms.



**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<sup>nd</sup> 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**

## **2020 Annual Fall Conference**

**Hosted by  
Dallas Independent School District**

**October 14-18, 2020**

### **CONFERENCE HOTEL:**

**Sheraton Dallas Hotel  
400 North Olive Street  
Dallas, TX 75201  
Telephone: 214-922-8000**

**GROUP RATE: \$209/night for Single and Double Occupancy  
Plus 15.26% tax**

Set in the Arts District, this upscale hotel is a 3-minute walk from the Pearl Street/Arts District light rail station, and a 7-minute walk from shopping at the landmark Neiman Marcus Building.

Streamlined rooms have flat-screen TVs and Wi-Fi (fee), plus work desks with ergonomic chairs. They also have minifridges and coffeemakers. Club rooms provide access to a lounge with complimentary continental breakfast, all-day snacks and evening appetizers. Room service is available.

Amenities include a casual restaurant, a cafe and a sports lounge, as well as a fitness center and an outdoor pool. There's also meeting space and a 24/7 business center.



**FALL CONFERENCE 2021**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **2021 Annual Fall Conference**

**Hosted by  
The School District of Philadelphia**

**October 20-24, 2021**

### **CONFERENCE HOTEL:**

**Philadelphia 201 Hotel  
201 N 17th Street  
Philadelphia, PA 19103  
Telephone: 215-448-2000**

**GROUP RATE: \$229/night for Single and Double Occupancy  
Plus 16.37% tax**

Just two blocks from the Pennsylvania Convention Center, this downtown hotel is a 2-minute walk from Logan Square and within walking distance of Love Park, the Franklin Institute and the iconic Philadelphia Museum of Art.

Traditional rooms offer Wi-Fi (fee) and flat-screen TVs. There's an atrium restaurant that serves light meals and cocktails, and a cafe that's open for breakfast. Other amenities include an indoor pool, an exercise room and 58,000 square feet of meeting space, including a rooftop ballroom.



# COMMUNICATIONS



# **STATEMENTS**

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



**Council of the Great City Schools**

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

[cgcs.org](http://cgcs.org)

**FOR RELEASE**

June 19, 2018

CONTACT: Henry Duvall

(202) 393-2427 or [hduvall@cgcs.org](mailto:hduvall@cgcs.org)

## **Statement Decries Policy to Separate Families**

by

**Michael Casserly, Executive Director**

**Council of the Great City Schools**

WASHINGTON -- The family—in all its many and disparate forms—is the bedrock of society and the foundation on which our educational system is built. As educators in our nation’s urban centers, we see firsthand the power of families in ensuring that children are well cared for and have the opportunity to learn and grow. When families are fractured, dysfunctional, or absent, our schools often must serve as surrogate parents—a role that, while necessary, is a weak substitute for the real thing. This is why we work so hard to engage families—we know that nothing takes the place of this central ballast in a child’s life. Families of all kinds are critical to the well-being of children and their intellectual, social, and personal development, and they are sacrosanct to our civilization—or so we thought.

Now we are witness to a national policy where families are little more than political fodder and children are so much partisan leverage. The evidence of psychological, physiological, academic, and emotional damage to children who are separated from their parents is real and long-standing. Whatever one thinks needs to be done about our borders, nothing justifies the separation of children for any period from their parents and caregivers—or parents and caregivers from their children. And nothing warrants the dehumanizing rhetoric, finger-pointing, and dissembling that is being used by the administration to rationalize it, hide its effects, or blame someone else.

At this point, one must ask if we have reached a point in our national discourse where nothing is off limits. Have we forfeited all sense of decency and humanity for political advantage? This policy is morally corrupt and dangerous to a civilized nation, and every person of conscience—conservative or liberal—should speak out against it until this administration backs down.

###

**NEWS...NEWS...NEWS...NEWS**



**Council of the Great City Schools**

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

[cgcs.org](http://cgcs.org)

**FOR RELEASE**  
February 15, 2018

CONTACT: Henry Duvall  
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## **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.

###

**NEWS...NEWS... NEWS...NEWS**



**Council of the Great City Schools**

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

[cgcs.org](http://cgcs.org)

**FOR RELEASE**  
May 29, 2018

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

## **Statement Condemns Release of ‘Active Shooter’ Video Game**

by

**Michael Casserly, Executive Director  
Council of the Great City Schools**

WASHINGTON -- If we thought that the nation’s sense of civility and outrage had not yet been sufficiently tested, we should think again. Today’s news that a company called Valve will soon be releasing a video game called “Active Shooter” is as astounding as it is reprehensible. Amid a nationwide epidemic of gun violence—particularly in our nation’s schools—the greed and craven impulse of this company to cash in on the headline-grabbing suffering of American children and families shocks the conscience.

By turning the heinous crime of mass murder into a game, products of this kind amplify a message of carnage as sport, and it violates every sense of decency a civilized nation should hold dear. The Council of the Great City Schools, the nation’s premier coalition of large urban public-school systems, calls on the President, Congress, the Federal Trade Commission, parents and students, faith leaders, second-amendment and free-speech advocates, law enforcement, educators, and others to roundly condemn this product and its release.

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



**Council of the Great City Schools**

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

[cgcs.org](http://cgcs.org)

**FOR RELEASE**  
September 5, 2017

CONTACT: Henry Duvall  
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## **Statement Condemning DACA Rollback**

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

WASHINGTON -- It should be remembered that Abraham Lincoln, the nation's first Republican president and arguably its best, signed into law the "Act to Encourage Immigration" on July 4, 1864. He argued strenuously in favor of the legislation not only because it appealed to the aspirations of a good many people who wanted a brighter future, but because it was good for the nation, economically and culturally. In his view, immigrants and their children formed a "replenishing stream." Of course, much has changed since 1864. But the fact that we are better off as a nation thanks to the contributions of immigrants has not. Yet before Lincoln's advocacy and since, there have been forces loose in the country that would demonize that stream as a polluted river that must be dammed up—or walled off.

For those who work in public education, of course, these broader concerns over immigration come second to our immediate focus on the health and welfare of our immigrant children who were brought to this country through no fault of their own. The mission of public schools is to create opportunity—not for some children, but for all. The public-school system has not always been true to that dream, but it is striving to meet the needs of those dreamers now. For urban public schools, whose classrooms are filled with students from all over the world, our mission is not to reflect or perpetuate the walls that others would build. Our job is to tear them down, to educate future generations of informed, engaged citizens. In the spirit of this mission, we condemn the dissolution of the Deferred Action for Childhood Arrivals (DACA) program—whether now or in six months—by the president, and the value system that led him to conclude that America could only be great again without the patriotism, ingenuity, and voices of these children.

We now call on Congress to act swiftly to enshrine this protection into law and remove the fear and uncertainty facing so many of our nation's schoolchildren.

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



**Council of the Great City Schools**

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

[cgcs.org](http://cgcs.org)

**FOR RELEASE**  
August 17, 2017

CONTACT: Tonya Harris  
(202) 393-2427 or [tharris@cgcs.org](mailto:tharris@cgcs.org)

**Statement on Charlottesville and its Aftermath  
by Michael Casserly, Executive Director**

WASHINGTON -- As the most diverse group of children in American history returns to their classrooms over the next several days, they are getting a hard lesson on intolerance, hatred, and political cowardice. In the face of a national tragedy, our president—and others—have attempted to stoke the fires of division and equate the moral standing of various white supremacy organizations with the justifiable outrage of counter-protesters in Charlottesville. At a time when we need strong, unifying leadership the president has chosen to equivocate, sending the signal that displays of racial hatred have the same valence as the voices of indignation and hope. This kind of thinking warps our common understanding of what freedom and opportunity mean, and it loosens our grip as a nation on our founding principles. These are vile and dangerous sentiments that should be roundly rejected by the citizenry.

Our schools, particularly our diverse urban public schools, will once again need to serve as a source of inspiration and courage during these rough political times. As educators, we have the power to build a future that is more thoughtful, charitable, respectful, and broad-minded—a future that counters the forces of intolerance to which our leadership has turned a blind eye. In fact, it is our patriotic responsibility to ensure that our students learn to think critically, differentiate fact from fiction, understand the key principles of our founding ideals, and live their lives with forbearance and respect for each other. It is a challenge that the nation cannot afford for us to neglect, for these are the assets that will keep us glued together as one people and will ensure that the moral arc of history bends ever faster towards justice.

###

**ARTICLES**

**ARTICLES ON TUDA**





Council of the Great City Schools

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

[cgcs.org](http://cgcs.org)

**EMBARGOED FOR RELEASE**  
April 10, 2018, 12:01 a.m., EST

CONTACT: Henry Duvall  
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## Large City Schools Maintain Long-Term Gains on National Test

### *Some Big-City Schools Show Significant Progress since 2015*

WASHINGTON, April 10 – Student achievement in the nation’s big-city public schools largely held steady between 2015 and 2017 on the National Assessment of Educational Progress (NAEP), while continuing to show longer term gains in both reading and math over the last 10 to 15 years.

Since 2015, large city public schools saw little change in eighth-grade reading and math and in fourth-grade reading, but they saw a significant decline in fourth-grade math—the first such decline in any subject or grade since large cities began participating in *The Nation’s Report Card: Mathematics and Reading Trial Urban District Assessment (TUDA)*.

At the same time, several participating cities defied broader national trends and produced significant gains. For instance, San Diego saw significant gains in fourth-grade reading and math compared to 2015, and it had numerically higher scores in both subjects at the eighth-grade level. Duval County (Jacksonville), Fresno, and Miami-Dade County posted significant gains in fourth-grade math and Albuquerque and Boston saw significant gains in eighth-grade reading.

In all, five city school districts saw numerically higher scores in at least three subject/grade combinations: San Diego, Atlanta, Fresno, Hillsborough County (Tampa), and Los Angeles. Four additional city school districts saw numerically higher scores in two subject/grade combinations: Chicago, the District of Columbia, Duval County, and Miami-Dade County. And six other cities showed numerically higher scores in one subject or grade: Albuquerque, Austin, Boston, Charlotte-Mecklenburg, Cleveland, and Detroit.

In addition, the new data show that several major city school systems scored comparably to or above the national average, including Austin, Charlotte-Mecklenburg, Duval County, Guilford County (Greensboro, N.C.), Hillsborough County, Miami-Dade County, and San Diego, in fourth-grade math. In fourth-grade reading, Charlotte-Mecklenburg, Duval County, Guilford County, Hillsborough County, Jefferson County (Louisville), Miami-Dade County, and San Diego posted 2017 scores that were at or above national averages. At the eighth-grade level,

Austin, Boston, Charlotte-Mecklenburg, Duval County, Hillsborough County, and San Diego scored comparably to or above the national average in either reading or math—or both.

“We are still striving to increase the pace of progress in all of our big-city school districts, and the Trial Urban District Assessment helps us to analyze and accelerate student achievement,” says Michael Casserly, executive director of the Council of the Great City Schools, the nation’s primary coalition of large urban public-school systems.

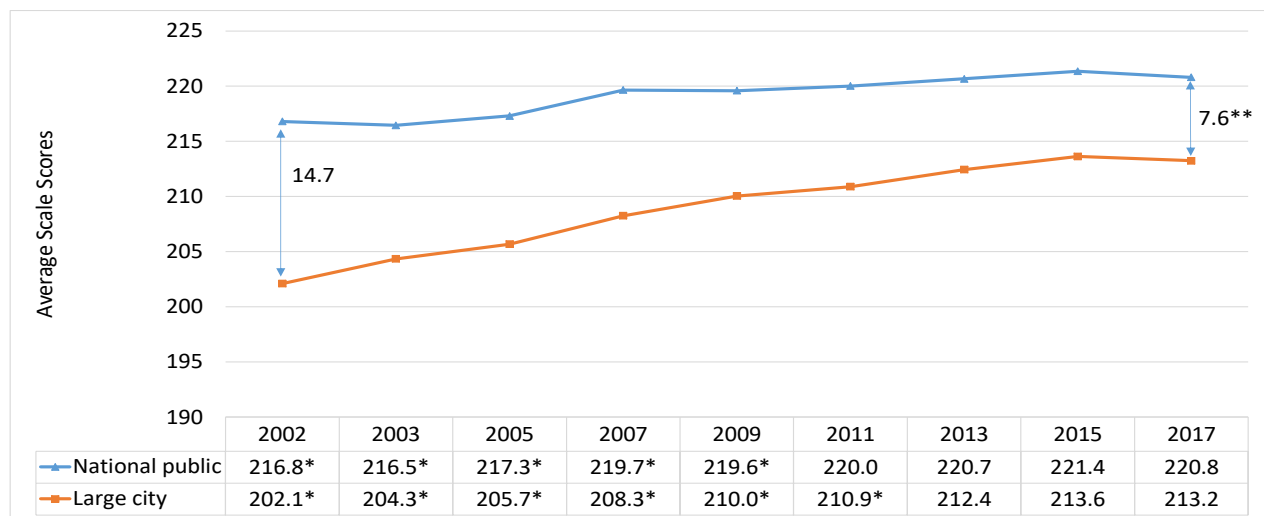
In 2000, the Council appealed to Congress to allow urban school districts to participate independently in the rigorous national test so that the nation’s largest school systems could track their progress against other cities, states, and the nation. Under TUDA, 27 big-city school districts participated in the 2017 urban NAEP, with Clark County (Las Vegas), Denver, Fort Worth, Guilford County (Greensboro), and Shelby County (Memphis) participating for the first time. Milwaukee also rejoined the TUDA program after not participating in 2015.

### Reading and Math Progress Over Time

Long-term growth in reading and math scores in large city schools significantly decreased the achievement gap with the nation over the last 15 years.

Between 2002 and 2017, large city schools have narrowed the gap with the nation from 14.7 scale score points to 7.6 in fourth-grade reading, and from 12.5 points to 7.4 in eighth-grade reading. In math, between 2003 and 2017, large cities narrowed the gap with the nation from 10 points to 7.6 in the fourth grade, and from 14.2 points to 7.7 in the eighth grade—meaning that over the long run large city schools have improved faster than the nation at large.

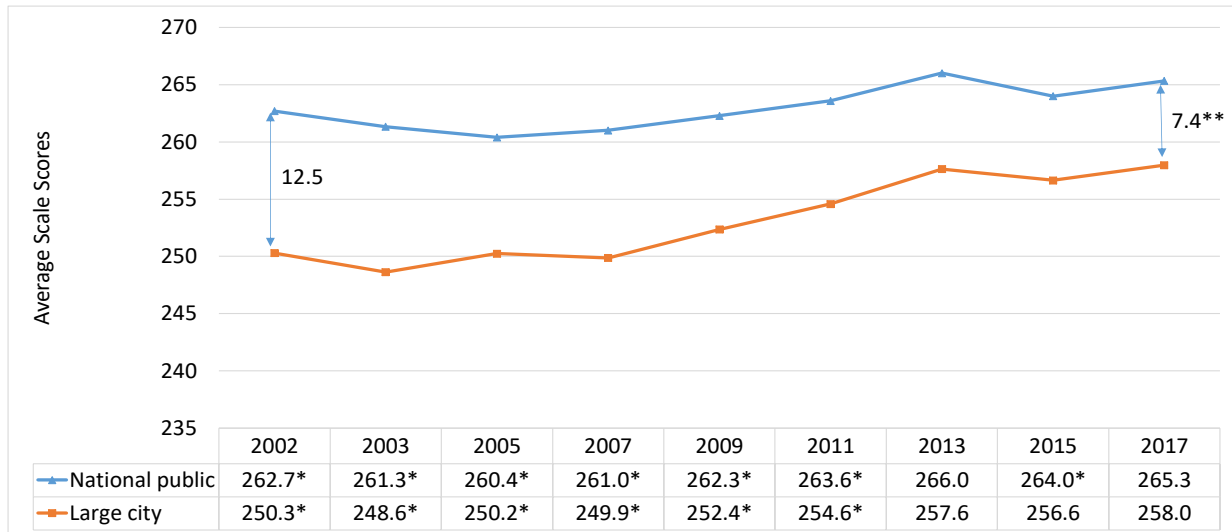
## Average Scale Scores for Public School Students on NAEP Reading in Grade 4, 2002-2017



\*Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

\*\*Gap is significantly different ( $p < .05$ ) from the gap in 2002.

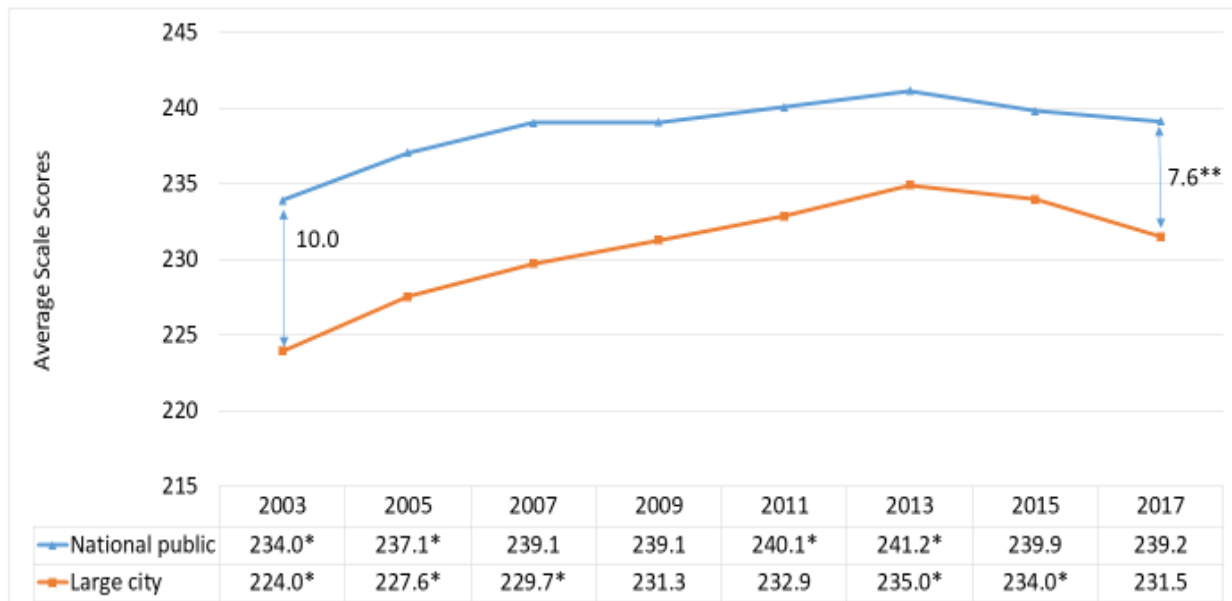
## Average Scale Scores for Public School Students on NAEP Reading in Grade 8, 2002-2017



\*Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

\*\*Gap is significantly different ( $p < .05$ ) from the gap in 2002.

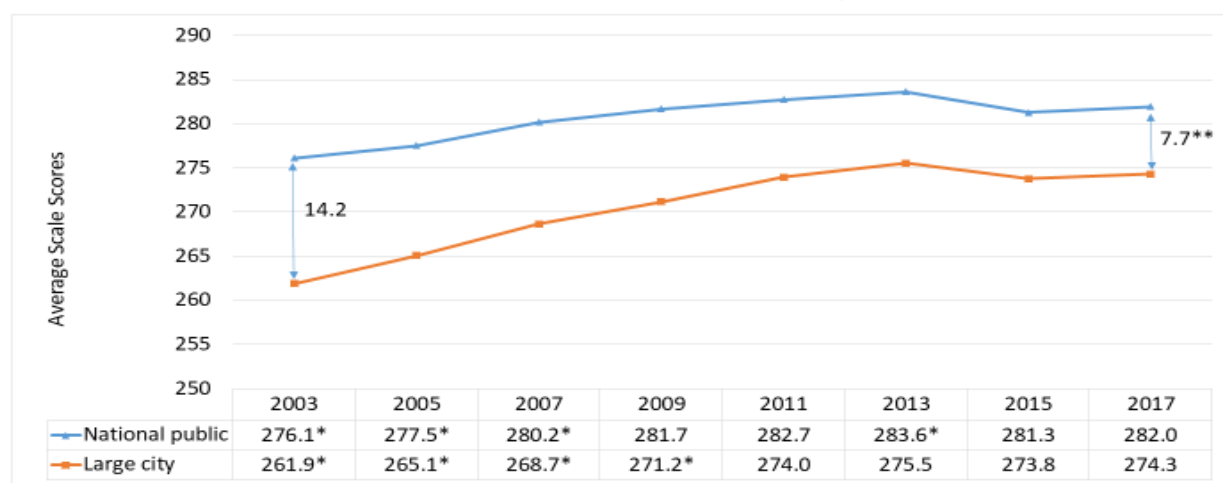
## Average Scale Scores for Public School Students on NAEP Mathematics in Grade 4, 2003-2017



\*Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

\*\*Gap is significantly different ( $p < .05$ ) from the gap in 2003.

## Average Scale Scores for Public School Students on NAEP Mathematics in Grade 8, 2003-2017



\*Value is significantly different ( $p < .05$ ) from the value for the same jurisdiction and student group in 2017.

\*\*Gap is significantly different ( $p < .05$ ) from the gap in 2003.

Since TUDA began in 2002 (reading) and 2003 (math), cities that have made among the largest gains in reading or math include Atlanta, Boston, Chicago, the District of Columbia, Los Angeles, Miami-Dade County, and San Diego.

Overall progress on the national public sample appears to have leveled off or dropped compared to 2013 for reasons that are unclear. The nation's large cities often reflect this broader trend except in the specific cities cited earlier. Preliminary analysis by the Council of the Great City Schools of fourth-grade math results, for example, indicated that many of the cities that declined on NAEP held steady or improved on PARCC (Partnership for Assessment of Readiness for College and Careers) or SBAC (Smarter Balanced Assessment Consortium), suggesting a possible alignment issue rather than a performance problem. The organization respectfully requests that the National Assessment Governing Board and the National Center for Education Statistics work with the Council and others to better understand the new results and to determine what might be done to avoid the public's misinterpreting trends in the data.

### Progress of Black and Hispanic Students

The average scores in reading of African American fourth graders in large city schools were 204 in 2015 and 203 in 2017. The average reading scores of Hispanic fourth graders in large cities were 206 in both 2015 and 2017.

The average scores in reading of African American eighth graders in large city schools were 246 in both 2015 and 2017. The average scores in reading of Hispanic eighth graders were 251 in 2015 and 253 in 2017.

The average scores in math of African American fourth graders in large cities were 222 in 2015 and 220 in 2017. The average scores in math of Hispanic fourth graders were 230 in 2015 and 227 in 2017.

The average scores in math of African American eighth graders in large cities were 258 in 2015 and 257 in 2017. The average scores in math of Hispanic eighth graders in large cities were 268 in 2015 and 267 in 2017.

However, between 2003 and 2017 African American students in large cities improved ten points in fourth-grade reading; eight points in fourth-grade math; ten points in eighth-grade math; and six points in eighth-grade reading. Over the same period, Hispanic students in large cities improved 12 points in eighth-grade reading; 12 points in eighth-grade math; nine points in fourth-grade reading; and eight points in fourth-grade math.

###

# *Education Week*

## **NAEP: Urban School Districts Improving Faster Than the Nation**

By [Sarah D. Sparks](#) on April 10, 2018 2:53 PM

*Washington, D.C.*

America's large urban districts have been improving faster than the nation as a whole, and mostly held onto those gains during the latest National Assessment of Educational Progress in reading and mathematics.

"We know we need to accelerate the pace of reform and improvement in our urban schools, and we know our achievement gaps are still too wide," said Michael Casserly, the executive director of the **Council of the Great City Schools** at a symposium on the NAEP district results here Tuesday afternoon, "but these NAEP data give us the tools we need to ask hard questions about our instructional practices and where we need to improve."

The Trial Urban District Assessment, a close snapshot of more than two dozen of the country's largest school districts, is part of the NAEP, whose results were released Tuesday.

This year, the National Center for Education Statistics, which administers the NAEP, also reported a separate measure of progress for all "large city" school districts with more than 250,000 students. Students in large city districts still trail the national average, but seem to be closing some of the gaps:

- For example, on average, public school 8th graders have only improved in math by 2 scale points in the last decade, to 282 out of 500. Urban 8th graders, meanwhile, improved by 5 scale points, to 274.
- At 4th grade, national math scores were flat at 239, while urban students' scores rose 2 points, to 232.
- Nationwide, 4th grade reading scores have inched up 1 point in the last decade, to 221, while urban students' scores rose by 5 points, to 213.
- At 8th grade reading, national scores rose by 4 points since 2007, to 265, while urban students' scores rose a whopping 8 points, to 258.

Those gains are a mixed blessing: Urban 4th graders scored on average at the basic level in math and reading. Urban 8th graders scored on average at the basic level in reading and below basic in math. Yet, 27 percent of urban 8th graders scored at or above the proficient level in reading in 2017, up 8 percentage points since 2007. That's faster than the 5 percentage-point reading growth for students overall.

"We're not where we want to be, but there has been some tremendous progress there," said Peggy Carr, NCES' associate commissioner for assessment.

### **Trial Districts Expand**

The 2017 NAEP added five new districts to its Trial Urban District Assessment: Clark County, Nev.; Denver; Fort Worth, Texas; Guilford County, N.C.; and Shelby County, Tenn. Taken together, the 27 urban districts in the study represent more than half of all U.S. 4th and 8th graders.

"We say we want our students to be competitive in a global society, so we need to know how they are measuring up with their peers across the nation," said LaTanya McDade, the chief education officer of Chicago Public Schools, one of the longest-running TUDA participants, which had flat scores in both grades and subjects in 2017. "We want to be able to take a critical look at ourselves, ... and to have integrity."

In math, the Duval County and Miami-Dade districts helped push Florida's overall 4th grade gains. California's Fresno school district likewise improved in math in 4th grade, while San Diego was the only district to improve in both reading and math at 4th grade. Albuquerque and Boston also improved in 8th grade reading compared to their 2015 test results. A new NAEP site provides more detail on the results in [math](#) and [reading](#).

Miami-Dade Superintendent Alberto Carvalho said his district has focused on improving preschool and early learning, as well as encouraging more disadvantaged students to participate in challenging coursework. Cindy Marten, the San Diego schools superintendent, seconded the need to align improvement across grades pre-K-12.

"Really, what you see in 8th grade starts in early literacy. Third grade reading has been a major goal for our district, because it tees us up for important achievement in 8th grade," Marten said. "You can't wait until middle school to make this happen."

The San Diego district brings teachers from multiple grades together to create common formative assessments to provide early warnings of students who begin to struggle during the elementary to middle grades.

"We also have to focus on literacy throughout all the years," Marten said. "What does it mean to be literate in middle school, and are all of our middle school teachers competent at understanding reading practices and behaviors. ... What does it mean to be able to read, write, compute, and engage in multiple forms of literacy at the middle level?"

Each TUDA district was chosen both for its overall size and for having large enough populations of students in traditionally disadvantaged groups—including black or Hispanic students and students in poverty—to provide valid results.

"Today's results are a reminder that the path to meaningfully improving student achievement runs through the daily work happening in classrooms between teachers and students," said Michael Cohen, the president of the school reform group Achieve. "Teachers and administrators need robust support to implement higher standards; there must be a substantial, ongoing effort to continuously improve the quality of curriculum and the capacity of schools—particularly those serving the most disadvantaged students—to ensure that kids can meet the higher standards that states have set and that the real world demands."



## ***Dallas Morning News***

# **Nation's Report Card shows Dallas, Fort Worth lagging behind big city peers in public schools**

- [Eva-Marie Ayala](#)
- [Corbett Smith](#) April 10, 2018

Dallas and Fort Worth kids are lagging behind other big-city schools on the so-called Nation's Report Card.

The 2017 results released Tuesday show that scores stayed largely flat across the U.S. on the National Assessment of Educational Progress, or NAEP. But Dallas' performance was among those that saw a statistically significant drop.

The two North Texas districts were generally near the bottom of the pack in percent of kids who scored at proficient rates in math and reading in fourth and eighth grades among 27 other urban districts.

NAEP tests math and reading in the fourth and eighth grade every two years. Dallas saw its overall scores decline across the board. But the only drop that testing experts deemed as "significantly lower" was in fourth-grade math, where DISD's average score fell four points from its 2015 results. Three other major urban districts -- Charlotte, N.C., Cleveland and Detroit -- had similar declines in fourth-grade math.

But when looking at longer trends, similar declines emerge. Two subgroups of eighth-grade DISD students -- Hispanics and females -- saw statistically significant drops in math scores when comparing 2017 results with the 2013 test. Hispanics and males saw similar drops when comparing eighth-grade reading results from 2017 with 2013.

"I'm disappointed in the fourth-grade math scores, but one of the reasons we believe in NAEP is that we want to know how our students compare, not only in Texas, but throughout the country," DISD Superintendent Michael Hinojosa said. "Although [DISD's] state assessment data shows promising trends with positive gains, over the last three years, we also need to show that kind of progress nationally."

This was Fort Worth's first time to be included among the 27 districts in NAEP's Trial Urban District Assessment, joining Dallas, Austin and Houston. Texas now has the most urban districts participating in the trial. California and Florida have three each.

Fort Worth officials declined to comment on results, saying they were prohibited from doing so until 1 p.m. Tuesday by the NAEP. The district has participated in NAEP previously, but not as a designated urban district.

The results were lackluster. For example, only 16 percent of FWISD eighth-graders scored at proficient levels compared with 27 percent of large city students across the nation, which includes the results of other public school kids in cities with at least 250,000 residents.

As a state, Texas' scores weren't much different from two years ago -- but saw a significant drop in fourth- and eighth-grade math from 2013.

It takes courage to volunteer for such public scrutiny nationwide, said Mike Casserly, executive director for the **Council of Great City Schools**, which is comprised of 70 of the nation's largest urban districts. But participating allows officials to compare how they're doing with other schools facing similar challenges, such as those with high numbers of English language learners or a significant amount of students living in poverty.

"Over time, it gives you a sense about whether or not all the energy we're spending to improve urban education is bearing any fruit and if the reforms we are doing are making any difference," Casserly said. "If you're pursuing reforms -- either locally, statewide or even nationally -- that aren't getting you results on NAEP or your state assessments, then it's worth asking if we're doing the right stuff."

Reform has been a focus in DISD since hiring former Superintendent Mike Miles in 2012. Several of Miles' initiatives are still in place in the district, including an innovative teacher evaluation and merit pay system, a stipend-based school turnaround program and an effort to increase school choice options.

At the same time, however, the district has lost tens of thousands of students to charter schools.

While the two North Texas districts lagged behind other urban areas, Austin outshined many other districts. Its performance was better than that of most large cities in math and reading, and it had the highest percent of students scoring at proficient levels in eighth grade reading at 36 percent.

Houston's performance was generally at or just below other large city schools in math but significantly lower in reading.

While each state designs its own standardized tests for academic accountability, NAEP is one of the most consistent yardsticks educators and researchers can use to compare performance across the nation.

Still, experts caution against using drawing causal conclusions as to exactly what the results may mean because so many factors are in play at once -- such as changing education policies and curriculum programs.

"It's always hard to tell from one testing cycle to another what the meaning of any of it is," Casserly said. "You really have to put everything into a longer context over time."

For example, he noted that Texas' results -- as well as its four cities in the urban trial -- trended downward just a bit while others in the nation were about flat.

Texas lawmakers made it [illegal to participate in the Common Core](#) here, but 41 other states use that standard, which was created by a group of governors and education commissioners, for math and English language arts curriculum.

Cassery noted that a few other states that do use Common Core saw a slight decline, too, so it will take some in-depth analysis to see if there's any big takeaway.

Participating in NAEP is generally voluntary; however, schools are required to participate if they receiving federal Title I funding that is aimed at helping students who struggle financially. DISD had 50 schools and 1,100 students take part in the assessments, while Fort Worth had 1,200 students tested at 50 campuses.

## ***Detroit Free Press***

# **Detroit's schools score worst in the nation again, but Vitti vows that will change**

[Lori Higgins](#), Detroit Free Press Published April 10, 2018

Michigan students were flat on a rigorous national exam, with scores virtually unchanged from the last time the test was given. But the bad news in the latest results of the National Assessment of Educational Progress is out of Detroit, where student performance is the poorest in the nation. Again.

The district's new leader pledges that will change.

"Our students, parents, teachers and principals are ready to embrace change for improvement. They know we can do better," said Nikolai Vitti, superintendent of the Detroit Public Schools Community District.

In Detroit, students had the worst performance not only among large, urban districts but also compared with all states in fourth- and eighth-grade math, as well as fourth-grade reading. Detroit shared the bottom spot with Cleveland for eighth-grade reading.

The results for Michigan's largest school district illustrate the urgency of Vitti's aggressive steps to turn around the district, which critics have said suffered under years of state control. An audit released in February found teachers have been using a curriculum so inferior, Vitti said it's leaving students "at a significant disadvantage."

Consider:

- In fourth-grade math, 4% of Detroit students scored at or above proficient, compared with 36% statewide, 31% in large cities and 40% nationwide for public school students.
- In fourth-grade reading, 5% of Detroit students scored at or above proficient, compared with 32% statewide, 28% in large cities and 35% nationwide for public school students.
- In eighth-grade math, 5% of Detroit students scored at or above proficient, compared with 31% statewide, 27% in large cities and 33% nationwide for public school students.
- In eighth-grade reading, 7% of Detroit students scored at or above proficient, compared with 34% statewide, 27% in large cities and 35% nationwide for public school students.

Vitti said the results for the state's largest district aren't a reflection of the talent or potential of students.

"Instead, they are indicative of a school system that has not implemented best practices regarding curriculum, instruction, academic intervention and school improvement for over a decade."

The results of the 2017 NAEP — an exam given to a representative sample of students in each state — were released Tuesday. In addition to state-by-state performance, the results also highlight the performance of more than 20 large, urban school districts —including Detroit.

The NAEP is the largest ongoing assessment of what U.S. students know and can do.

Former Michigan Gov. John Engler, who chairs the National Assessment Governing Board — which sets policy for the NAEP — said the fact that only one-third of U.S. students who took the exam are proficient at reading is disappointing.

"We are seeing troubling gaps between the highest- and lowest-performing students. We must do better for all children," Engler, who is interim president at Michigan State University, said in a news release.

The 2017 NAEP was the first time most of the students used tablet computers for the test, though a small number used the traditional paper-pencil format.

Overall, Detroit students saw declines in three out of four of the categories, though the declines were only considered statistically significant by NAEP standards in one area: fourth-grade math.

Vitti became superintendent in Detroit in May after a five-year stint as the superintendent in Duval County Public Schools in Jacksonville, Fla. That district saw "significant improvement," on the 2017 exam, Peggy Carr, associate director of the National Center for Education Statistics, said during a media briefing Monday. Vitti's former district posted strong results on the exam during Vitti's superintendency there.

That bodes well for Detroit, which "has been through lots of changes," said Bill Bushaw, the former chief academic officer for the Michigan Department of Education who is now executive director of the governing board. Bushaw, a product of the district, said he "has an investment there."

"I'm sure he recognizes the advantages of participation in the (NAEP urban assessment) program and how he can learn from the experiences and the processes that other urban districts have used to improve," Bushaw said of Vitti.

Indeed, Vitti said the district is rebuilding using some of the same strategies that "led to some of the highest performance among large urban school districts in Duval, Miami-Dade, and Florida in general." Vitti was also previously a top administrator in both Miami-Dade and the Florida Department of Education.

Some of those strategies, he said, include focusing on training teachers and school leaders on the Common Core State Standards, building systems that use data to monitor student performance and provide intervention, and adopting curriculum that is aligned to the standards."

"Our results show that we have tremendous work to do, but they also show that we have the right superintendent in place to lead the necessary reform," Iris Taylor, the president of the Detroit Board of Education, said in a news release Tuesday. "When we began our superintendent's search last spring, the

board understood the gravity of the decision we were making. We knew our children were losing ground, and we knew we needed a proven urban superintendent. We have one.”

Vitti received support also from Michael Casserly, executive director of the [Council of Great City Schools](#), who said the reforms underway will get the district on track.

“We have confidence in the district’s leadership and considerable hope in the direction that the superintendent and board are setting,” he said.

Meanwhile, Michigan's performance continued a troubling trend that has been documented in report after report. For the last decade, Michigan's scores on the NAEP have declined or been flat, while other states have moved up. The only difference this year is that most other states also saw flat results.

This year, the average score for Michigan students improved by one point in three of the four categories, and didn't change in another. The state's rankings also improved. The problem? The rankings only improved because of declines in a handful of other states. And the one-point increases in performance are so tiny, they're insignificant.

“While Michigan’s NAEP scores have ticked up slightly and we’ve gone up in the state rankings, we know there is a lot more work to do,” State Superintendent Brian Whiston said in a statement.

The Michigan Department of Education and the State Board of Education have been working on an effort to transform Michigan into a top 10 achieving state in 10 years.

“These tests were given in 2017 when we were one year into our efforts to make Michigan a Top 10 education state in 10 years,” Whiston said. “Michigan is not yet where it needs to be.”

He said there is a plan in place. “We need to stick with it, and give our students and educators the opportunity to keep improving.”

Amber Arellano, executive director of the Education Trust-Midwest — a research and advocacy group based in Royal Oak — said the data confirm what’s already known about Michigan.

“Michigan student achievement is well below top 10 education states, such as Massachusetts, and the national average. ... To become a top 10 education state, we need to act like it. Michigan needs the policies, practices and focus that has propelled top performing and top improving states forward.”

In Detroit, Vitti — who became superintendent in May — has led a comprehensive effort to improve academic achievement. In addition to the district's poor performance on the NAEP, students also struggle on state exams.

On Tuesday, the district's board is expected to take action on adopting a new curriculum in math and reading that Vitti says will be aligned to the Common Core standards, which outline what students should know in order to be prepared for college or careers. Currently, the curriculum isn't aligned to the standards, which were adopted by the MDE years ago.

"We simply need time and space to build capacity and improvement will be seen by 2020's administration of NAEP."

## *Cleveland Plain Dealer*

# Vast poverty differences create unfair comparisons on Nation's Report Card

April 13, 2018

By [Patrick O'Donnell, The Plain Dealer](#)

CLEVELAND, Ohio - Congratulations to Duval County (Jacksonville) and Hillsborough County (Tampa) schools.

Well done, Austin and Charlotte schools.

Your scores on the [National Assessment of Educational Progress \(NAEP\)](#) just trounced cities like Cleveland, Detroit and Baltimore who keep languishing near the bottom of national rankings.

The national tests known as the "Nation's Report Card" have a special category for big-city districts known as the Trial Urban District Assessment (TUDA) that allows schools in cities, who all have issues with poverty, crime and unemployment, to be compared against each other.

Even in that company, Cleveland scores look awful, ranking:

- 25th out of 27 districts in 4th grade reading
- 26th out of 27 in 8th grade reading
- 25th out of 27 in 4th grade math
- And in its brightest spot, 22nd out of 27 in 8th grade math

But even though all the TUDA districts are cities, their demographics are so different that some are barely the same category of community as Cleveland and other post-industrial cities.

Consider the main poverty measure researchers use for schools: The percentage of students that qualify for free or reduced-price school lunches.

In Cleveland, 100 percent of students qualify for free lunch. That number is a little inflated, but only by a few percentage points.

Some other cities like Dallas are over 90 percent, according to the National Center for Education Statistics, with cities like Chicago, Milwaukee and Fresno also over 80 percent.



Detroit is a little lower than expected on NAEP tests, in the 70s, because some private schools are included in some of the tests.

But others have poverty rates that are so much lower.

Districts like Duval and Hillsborough counties and Austin have only about half their students qualifying as poor. In Charlotte and Guilford County (Greensboro), N.C., the majority of students don't even qualify as poor.

In some cases, regions are just not as depressed as the post-industrial north. But in others, states have a very different structure for districts that blends cities and affluent suburbs into one district.

States like North Carolina and Florida have a single countywide district - unlike Ohio where Cuyahoga County has 31 separate small districts.

Imagine how different Cleveland scores would look if students from affluent Beachwood, Rocky River and Changrin Falls were all part of Cleveland's scores.

"Comparing Cleveland to other cities on NAEP is more helpful than comparing the city to national or state averages," said Michael Casserly, who heads the [Council of the Great City Schools](#), a national association of big-city districts. "But it is most helpful to compare Cleveland to specific cities whose demographics look more like Cleveland."

Poverty, as measured by school lunch eligibility, doesn't fully explain Cleveland's low scores, though. NAEP splits out scores for districts just for "poor" students, which are always lower than for districts as a whole. Even comparing scores for this group, Cleveland still ranks near the bottom.

And the Urban Institute, a national advocacy group focused on city issues, adjust scores each round of NAEP for socioeconomic issues. In 2015, [Cleveland's adjusted scores put them closer to the pack](#) and even ahead of Los Angeles, but still near the bottom.

Other approaches show Cleveland scoring about what would be expected based on its socioeconomic issues, and even a little above.

Below is a Plain Dealer comparison of this year's NAEP TUDA scores for all 27 districts to an index created by Stanford University researchers of the socioeconomic issues facing districts across the United States. It blends income, parental education, single parenthood, welfare needs and unemployment rates into one single indicator.

"Students in many of the most advantaged school districts have test scores that are more than four grade levels above those of students in the most disadvantaged districts," [Stanford professor Sean Reardon](#) wrote in a 2016 report on the [effects of poverty on schools](#) that used that index. "The socioeconomic context of a school district is a very powerful predictor of students' academic performance."

This year's TUDA scores follow a predictable pattern, with scores in an almost direct line higher for low-poverty districts than for high-poverty ones.

That's the same pattern we have seen with [poverty rates and Ohio's own state test scores](#) the last several years.

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## ***Florida Times-Union (Jacksonville)***

# **Friday Editorial: Duval's great scores validate Vitti's bold vision**

By Times-Union Editorial Board  
April 13, 2018

Somewhere in Detroit, Nikolai Vitti is still probably sporting a Cheshire cat grin.

And deservedly so.

The previous superintendent of the Duval County Public Schools now has the same position in Detroit.

But the Jacksonville system he led boldly — and with some controversy — just produced impressive scores on the gold standard of national achievement tests.

Indeed, Duval County is a leader in math and reading on the National Assessment of Educational Progress.

“The new NAEP results confirm that Duval County is one of the highest performing big city school districts in the nation,” said Michael Casserly, executive director of the **Council for Great City Schools** in a news release.

Duval schools beat the average scores for large cities in all four tested areas in fourth-grade and eighth-grade reading and math.

In fact, Duval's fourth-graders also beat the national average for all public schools in both reading and math. These fourth-graders were most affected by the leadership of Vitti.

Duval's fourth-grade students were tops in the state and best among 27 urban school districts in math.

Focusing on minorities and students with disabilities were two target areas of Vitti. With millions of dollars contributed from local philanthropists, Vitti concentrated spending in low-income neighborhoods of Jacksonville — and he set up special programs for students with disabilities.

What has that investment yielded?

How about No. 1 in the nation for:

- All students in fourth-grade math.
- African-American students in fourth-grade math and eighth-grade reading.

- Students with disabilities in fourth-grade math and eighth-grade math.

How about No. 2 in the nation for:

- African-American students in fourth-grade reading and eighth-grade math.
- Hispanic students in fourth-grade math and reading.
- Free and reduced lunch students in fourth-grade math and reading.
- Students with disabilities in fourth-grade reading and eighth-grade reading.

How about No. 3 in the nation for:

- All students in fourth-grade reading and eighth-grade reading.
- Hispanic students in eighth-grade math (tie).
- Free and reduced lunch students in eighth-grade reading.

Leadership in school districts as large as Duval's usually won't produce results for a few years.

That's just reality.

And the bottom line is Duval is now reaping the considerable benefits of Vitti's bold and aggressive style of leadership.

So this is no time for the district to go to the other extreme in seeking Vitti's permanent replacement.

Boldness still is required.

## ***San Diego Union-Tribune***

# **San Diego students stand out nationwide with test score improvements**

[Lauryn Schroeder Contact Reporter](#) (April 10, 2018)

San Diego Unified School District was the only large district in the country to see an increase in both math and reading test scores among fourth and eighth grade students, according to new federal data.

Fourth grade students in San Diego scored an average of 222 on the reading exam in 2017, six points higher than the average in 2015, which is when the exam was last administered.

It's the largest increase among the 22 large, urban districts in the country for which data is available.

The data come from the National Assessment of Educational Progress, also known as the Nation's Report Card. The group administers math and reading exams to students in grades 4 and 8 every other year and the results represent one of the only national assessments of what students know and what they can do in certain school subjects. Data for smaller districts were not released.

Data show fourth-grade students in Fresno scored an average of four points higher than students in 2015, the second largest increase in reading scores behind San Diego, followed by students in Los Angeles and Miami-Dade in Florida.

San Diego's average among eighth graders was 264, up two points from 2015. The average ranks No. 2 in the country behind Hillsborough County, Florida, which had an average of 265 on the 2017 reading test.

"San Diego Unified stands out as a hub of academic excellence and innovation, where students learn and thrive thanks to the dedication of our teachers," Superintendent Cindy Marten said. "The NAEP results underscore the incredible teaching and learning that's occurring in San Diego Unified schools every day."

According to the Nation's Report Card data, San Diego also saw growth in math scores among fourth- and eighth-grade students. It's the only district to see an increase from 2015 in both subjects, across both grades.

Thirty-seven percent of fourth graders in San Diego scored at or above proficient in math, outperforming 20 other large urban school districts in the nation.

The fourth-grade students' average score on the math exam was 237, up nearly 2 percent from an average of 233 in 2015.

Among eighth graders, 36 percent rated proficient in math, ranking No. 3 nationwide among large districts behind students in Austin, Texas, and Charlotte, North Carolina. Their average score was 283 in 2017, up from 280 from the last exam.

A San Diego Unified spokeswoman said the math results, particularly for those in grade 4, come as a relief for the district, which saw a significant drop in math scores in 2015. Officials attributed the dip to the implementation of the Common Core math curriculum and the challenges that came with it.

The district's long-term upward trend, which has held constant since 2003, appears to be back on track with the addition of 2017 math results.

Mike Casserly, executive director for the [Council of the Great City Schools](#) — which represents 69 of the largest urban public school districts in the country — said San Diego “blew the socks off” of the 2017 exams.

“No other city in the country saw gains in both grades in reading and math like San Diego,” Casserly said in a news release. “The gains are evidence of, and testimony to, the serious academic work the school district has been doing over the last several years.”

Bill Lucia, president of the educational advocacy group EdVoice, said not all of the results are worthy of a celebration.

“While San Diego has seen improvement in some areas, gaps between low-income students and their higher income peers have actually widened since 2003 in math, which should be more cause for alarm and action than celebration – particularly since low-income students represent a majority of the district's enrollment,” Lucia said in an email.

Data show other large districts, including Fresno, Los Angeles and Atlanta, saw scores increase in three out of four exams. Eighth-grade students in Los Angeles averaged four points higher in math and three points higher in reading. Fourth graders in Fresno increased their math scores by three points and reading scores by four points.

Six districts saw decreases across the board in both grades and subjects.

Students in Houston scored an average of 205 on the reading exam last year, down five points from their average score in 2015. Philadelphia students in grade 8 tested an average of seven points lower in math, the largest decrease among all grades and subjects.

The Nation's Report Card is congressionally-mandated and comes out of the National Center for Education Statistics, a branch within the U.S. Department of Education.

Last year's test was the first to be administered on tablets. Since 1969, all exams were taken using pencils and paper.

## *Voice of San Diego*

# Five Years in, Cindy Marten Has Notched Some Successes at San Diego Unified But Black and Brown Students Still Struggle

Five years into San Diego Unified Superintendent Cindy Marten's tenure, the district has moved the needle in some ways, floundered in others and at times behaved in ways that contradicted the "be kind, dream big" rhetoric on which Marten has staked her image. While districtwide test scores have risen, the achievement gap Marten pledged to tackle has gone virtually unchanged.

[Mario Koran](#)  
[May 18, 2018](#)

Superintendent Cindy Marten stepped into Kearny High's auditorium in October 2013, ready to deliver her first state of the district address as superintendent of California's second largest school district.

It was a momentous night, both for Marten and the five school board members who had sidestepped a public search and [quietly chosen her](#).

Images of rainbows and smiling children scrolled across a screen as Marten described the school district she envisioned, one where every student had the ability to attend a quality school in their own neighborhood. The board had tasked her with making that goal a reality.

"Every problem that we have in the district, there is a solution already in place," she said. "If not in one of our schools, at least in one of our classrooms."

Marten's job would be to take "the pockets of success" she already glimpsed and put them in place districtwide. When that happens, the thinking goes, families will realize they don't have to look any further than their own backyards to find the answers they're looking for.

Four months earlier, [Marten called the same idea](#) the school board's "Wizard of Oz theory," referring to the fact that trustees found their homegrown superintendent serving as principal of a predominantly low-income elementary school in City Heights.

As if to bring the point to life, Marten walked behind a lectern and stepped into a pair of ruby red slippers. She then took center stage and clicked her heels three times.

"There's no place like home," she said.

Five years later, the gains have been incremental and difficult to measure. There's not a quality school in every neighborhood. Enrollment districtwide has declined. And about the same portion of parents are taking their kids across town as when Marten started.

## The Vision

In several important ways, the stars aligned for Marten when she stepped into the role of superintendent.

Unlike many large urban districts, where political and ideological rifts lead to infighting between board members, San Diego's school board was unanimous in choosing her, and walked in lockstep toward an overarching plan for the district – which they called [Vision 2020](#).

California was shifting to Common Core State Standards, and with them, a new statewide assessment for students.

Along with that shift came a temporary reprieve from testing while the state developed a new assessment. And a new test meant there'd be no way to compare the academic progress under Marten to growth that happened under former superintendents.

And after years of recession-era budget cuts, the district's financial picture seemed ready to brighten.

The same day Marten took the helm as superintendent, Gov. Jerry Brown signed into law a new way of funding schools, called the Local Control Funding Formula. It promised to send school districts more money and give them more discretion over how to spend it. San Diego voters had also approved a pair of construction bonds that would provide the district with more than \$5 billion to spend on construction and technology.

Marten's leadership would be an experiment that, if proven successful, would repudiate high-stakes testing and accountability-driven sanctions imposed by the federal government.

But after five years, the gains have been incremental and progress often difficult to measure.

[Enrollment has continued to decline](#), expenses have outpaced increases in funding and year after year the board has stared down a budget shortfall that's resulted in perpetual threats to cut programs, layoff notices and [disruptions to special education services](#).

While districtwide test scores have risen slightly, mirroring scores statewide, the achievement gap [Marten pledged to tackle at the outset](#) has gone virtually unchanged.

Trustee John Lee Evans believes Marten has accomplished a great deal by making graduation rates more meaningful and intensely focusing on instruction. But her accomplishments can't be boiled down to a single measure, he said.

"I know it's so tempting to have some simple little score or measure of what's going on, but it's difficult to come up with that. I think it needs to be a lot of different measures," said Evans.



There are a dozen ways to unpack the impact of a superintendent, including academic gains, a district's financial health, transparency and parents and employees' reported satisfaction.

We've taken a look at several of those metrics. Together, they tell a story of an administration that's moved the needle in some ways, floundered in others and behaved in times of controversy in ways that contradicted the "be kind, dream big" rhetoric on which Marten has staked her image.

## Parents Still Wary of Neighborhood Schools

About 10 years ago, district officials began to push back on the pervasive belief that parents needed to drive kids across town or load them onto buses if they wanted access to a solid education.

Busing was expensive, questionably effective and the burden of travel fell most heavily on students of color from low-income communities.

Besides, why shouldn't every neighborhood have its own quality school, [asked school board Trustee Richard Barrera](#)?

Board members drafted a plan to do just that. And by 2013, they believed they found in Marten the perfect person to make it happen.

Marten and the board came up with [12 indicators](#) that would define a quality school, things like quality teaching and leadership. If the reforms succeeded, a growing percentage of students would choose to remain in their assigned neighborhood schools.

It hasn't worked out that way.

In the 2012-2013 school year, just over 44 percent of parents across the district chose to send their children to schools outside the neighborhood. By last year, according to data provided by the district, roughly the same percentage of families opted out of their neighborhood schools.

The percentage varies by geography, and is seen as a gauge of the confidence parents have in the schools closest to home.

In the affluent La Jolla Cluster, for example, 93 percent of students enrolled in their neighborhood schools last year, a number that's been consistent with past years. In southeastern San Diego's Lincoln cluster, by contrast, about 70 percent of neighborhood students opted out of the area high school.

Evans, often credited as the architect of the neighborhood schooling plan, said the goal isn't as much about the numbers as it is about increasing the options parents want. To that end, the district has increased the number of dual-language programs, added new magnet schools and increased the number of career-preparatory programs.

"The ultimate goal is not that every kid attends their neighborhood school, but that students don't have to leave the neighborhood because the school is not quality," Evans said.

“I think we’re approaching the goal in the right way,” said Barrera. “There’s an easy way to keep more kids in neighborhood schools, and that’s to eliminate the choice program. But that’s the wrong way. The right way is to increase people’s confidence in their neighborhood school, and we’re already seeing that happen in places like Golden Hill and South Park. But it takes time to really see that percentage move,” he said.

Indeed, the board could have eliminated some choice options. But trustees also knew that doing so could cause a number of parents to simply leave the district. And while the district has kept the choice program alive, it’s also [quietly slashed bus routes](#) by nearly half and [imposed financial burdens](#) on families who rely on busing to attend schools outside their neighborhood.

Schools in certain areas have begun to attract the more affluent residents moving into the neighborhoods. But it’s hard to untangle whether those successes are attributable to the district, or to the parents and staff members at the schools themselves.

Barrera and other board members have held up [McKinley Elementary as a model](#) of a school that can be transformed when families invest in their neighborhood schools. Two years ago, when I asked what district leaders did to support that school’s success, [Barrera said simply](#): “We didn’t *mess* with them.”

## Test Scores Rise, But Gaps Remain Stagnant

In April, the release of scores from the National Assessment of Educational Progress, a nationwide test that shows what students know in various subjects, brought a national spotlight to the district.

The results showed San Diego Unified to be the only large school district to make gains in fourth grade math and reading scores since 2015.

Marten touted the scores in a [celebratory press release](#), and attributed the gains to the dedication of teachers. Meanwhile Mike Casserly, executive director for the [Council of the Great City Schools](#), said San Diego Unified “blew the socks off” the test.

“The gains are evidence of, and testimony to, the serious academic work the school district has been doing over the last several years,” Casserly said.

But education policy expert Tom Loveless, former director of the Brown Center on Education Policy at the Brookings Institution, said the NAEP results must be interpreted with caution.

“The NAEP is like a thermometer. It will tell you if you have a fever or not, but it won’t tell you why. That’s why you have to really exercise caution when politicians want to take credit for it,” he said.

Loveless said politicians on both the left on the right have long seized on the NAEP scores to make the case that the policies they support are working. The problem is that there’s no way to tease out whether scores are the result of federal, state or local policies, he said.

San Diego Unified made gains on the NAEP since 2015, but district scores on the test have also been rising steadily since 2000.

And while San Diego Unified outperformed other urban districts, it also has fewer students in poverty, and a smaller percentage of black students compared with other large urban districts, Loveless said. (The randomized samples of students who are tested match the demographics of the districts where they're taken.)

A better measurement of the success of a superintendent's reforms are generally scores on standardized tests, like the Smarter Balanced tests tied to the Common Core state standards, he said. So far, there's only three years of data for that test to point to.

Between 2014-2015 and 2016-2017, average test scores ticked up for students across the district. The most recent scores show 55 percent of students met or exceeded standards in language arts – a 4 percentage point rise over three years.

In math, scores went up 5 percentage points over the same period, from 41 percent of students meeting or exceeding standards to 46 percent.

But while the scores rose overall, the gaps in test scores between Latino and white students – as well as black and white students – remained largely stagnant, shrinking less than 1 percentage point in both subjects over three years of testing.

Last year, 68 percent of white students in San Diego Unified met or exceeded state standards in math while just 25.4 percent of black students did the same. Just over 17 percent of students with disabilities met or exceeded math standards.

District spokesperson Maureen Magee said Marten wasn't available to be interviewed for this story, but said the superintendent recognizes the district still has much work to do in closing the achievement gap.

Magee pointed to the rising number of black students who completed college-prep classes, known as A-G courses, which are aligned with entrance requirements to University of California and California State University schools.

Rising graduation rates have been a sign of success Marten and school board members have often lauded.

The district's class of 2016, the first class required to pass A-G courses in order to graduate, landed a record-high graduation rate of 91 percent.

The graduation rate was accomplished, in part, however, because a significant number of the lowest-performing students who weren't on track to graduate [left for charter schools before they completed their senior years](#) – in some cases [on the advice of district counselors](#).

District officials initially claimed departing students had no bearing on the rising graduation rate, [but a study by UC San Diego researchers](#) later confirmed that had students who transferred to charter schools remained in a San Diego Unified high school, the graduation rate would have dropped from 91 percent to around 80 percent.

Still, the percentage of graduates who earned a C or better in A-G courses rose for all students, from 49 percent to 56 percent between 2013 and 2017, which district officials consider proof that the graduation rate has not only improved, but that a San Diego Unified diploma is now more meaningful.

Black graduates who met college entrance requirements rose, too – from 39 percent to 50 percent over the same time period.

“We have seen progress in the rapidly rising levels of achievement among our African American high school students, who posted strong gains in completing their UC a-g coursework with a C or above average,” Marten said, through a spokesperson. “These results are proof that progress is possible, and we are confident other supports in place will help spread these gains throughout the system.”

But to others, progress for black students has been too little, and come far too slowly.

“I’m so tired of hearing district leaders pat themselves on the back and celebrating these incremental gains for African-American students,” said Wendell Bass, a former San Diego Unified principal who has served on the board of the Association of African American Educators.

In 2016, high school resource officer Cheryl Hibbeln [incensed parents](#) when she said during a meeting at Lincoln High that far too many students enter their freshman year reading at a second-grade level. But Bass said [he saw the same trend](#) when he was principal of Lincoln High 20 years ago.

“You made some improvements and 50 percent of our African-American students are ready for college. But how much failure is acceptable?” Bass said.

## Anything for the Kids

In 2013, not long after Marten took the helm as superintendent, I had a conversation with former school board member Scott Barnett, in which we discussed the board’s decision to appoint Marten without seeking input from the community.

During his tenure, Barnett broke with the board majority on many issues. But not when it came to the decision to select Marten.

“Everything that Cindy does is for the kids,” Barnett said at the time. “She will work with you, sweet talk you, go around you, step over you or break your arm to get what she wants if she believes it’s in the best interest of children.”

Five years later, Barnett’s comment has taken on meaning he may not have intended.

To Barrera, who was the [first to float Marten’s name](#) as a candidate for superintendent, Marten is an educator who at her core believes every student can learn if teachers are supported and students are given the right set of strategies. Not only did Marten have the expertise to make that happen, she had the rhetorical talent for connecting with audiences.

“Cindy was incredibly articulate about why the approach [she took at Central] was effective, and why it worked, and that’s why I thought Cindy was the right person to lead our system. I saw not only

somebody who knew what worked, but somebody who could articulate those strategies to the public. That's why I'm still incredibly confident that we have the right person," Barrera said.

In press conferences, interviews and state of the district addresses, Marten still speaks with the kind of flourish that inspires confidence.

But her actions haven't always matched her public image. And educators and district-watchers have described a culture of fear and retaliation during her tenure that's grown increasingly pervasive.

Earlier this year, administrators surveyed across the [district described chaos](#) brought on by staffing shortages. Many of the complaints related to unreasonably heavy workloads. But several described an atmosphere of fear and hostility that's come from district leaders.

"This job is hard enough (without) feeling the added pressure of always wondering when the noose will fall around your neck. We shouldn't be afraid to have opinions, be frustrated and want our voices heard," one middle school principal [said in the survey](#).

One former principal told us at the time she [faced hostility from district officials](#) after speaking with reporters – a claim consistent with the tone of emails sent by the district's chief public information officer, Andrew Sharp. (Sharp, who Marten selected as chief PIO, [twice joked about the murder](#) of a VOSD reporter.)

Under Marten, the district has been [slow to respond to questions](#) from the public and members of the press. Last year, a court ruled San Diego Unified [illegally withheld emails](#) related to a VOSD investigation of former school board trustee Marne Foster. More recently, the district announced its plans to [delete all emails older than a year](#).

And [one case headed to trial next month](#) involves allegations that Marten played a role in attempting to cover up sexual assault at an elementary school.

That case involves Michael Gurrieri, a former investigator for the school district who claims school officials removed incriminating details from a report he produced about an alleged sexual assault at Green Elementary to satisfy Marten's desire to keep the principal employed.

Marten's evasiveness during a deposition in the case stands in stark contrast to her stated commitment to accountability.

In response to a question from Gurrieri's attorney about whether forced copulation on another student constitutes a "serious incident," Marten answered: "It depends ... I need to know all the facts before I would determine the seriousness of it."

Marten is expected to take the stand after the trial begins on June 6.

## Still Waiting to Get Lincoln Right

If increased focus on instruction and meaningful graduation rates are two of Marten's biggest accomplishments, southeastern San Diego's Lincoln High represents one of Marten's biggest failures.

In 2013, Marten described Lincoln as a kind of symbol for the most significant challenges urban schools face across the nation. But she was optimistic her administration could move the needle.

“When we get Lincoln right, we get America right,” [she said at the time](#).

Five years later, Lincoln teachers, students and parents are still waiting for that to happen.

Lincoln has seen four different principals in the five years Marten has been superintendent. District officials have restructured and rebranded the school multiple times, [with little success](#).

At a school board meeting in late April, parents and students from Lincoln lined up to air their grievances to Marten and the school board.

Tanja Daniels, a parent of two teenagers at Lincoln, blasted Marten and the board for failing address [ongoing violence at the school](#). Her cousin, Eileen Sofa, died recently, before a lawsuit she brought against the district could be resolved.

Sofa’s son, who has severe disabilities and is non-verbal, [was the victim of a suspected rape at Lincoln High](#). Before her death, Sofa said school staff withheld from her the truth about the case – including the fact that the suspected perpetrator had admitted to police he sexually assaulted Sofa’s son.

One of Daniels’ sons, a junior at Lincoln, told the board he and his brother have been the target of harassment and assaults from other students since September – and that sometimes the violence happened in full view of staff and security guards. When he or his brother sought help from school staff, the concerns were met with indifference, he said.

“I don’t know why I’m talking to you. It’s not like you’re going to do anything about it anyway. Y’all don’t care about us,” the student said.

Trustees were forced to temporarily close down the meeting as members of the audience shouted “Shame! Shame!” at Marten and board members.

The complaints are glimpses into [a larger systemic failure to address Lincoln’s shortcomings](#).

Last year, just over 10 percent of students at Lincoln met or exceeded state standards in math, and 26 percent did so in English. That was the lowest rate of proficiency in English of all district high schools and second lowest in math. More Lincoln students were suspended for violent incidents last year than any other high school in the district – and that’s not even counting the number of students who administrators [have sent home informally](#).

Barrera, however, believes Lincoln is on the cusp of change. He said this is the first year Marten has taken a truly hands-on approach to improving instruction at Lincoln, embedding herself and members of team on campus weekly.

Marten is a true instructional expert, he said, and has tremendous ability to ignore criticism and stay focused on the work. But her strength has a related drawback, he said.

“That same quality of not getting distracted has also been one of her biggest challenges, because you’ve got certain people who don’t necessarily understand what Cindy understands, and they don’t feel like they’ve been brought into the process or feel ownership over the decisions,” Barrera said.

The idea that Marten’s reforms are not the problem – that the problem is instead the public’s inability to understand her work, is a claim district officials have made often.

I asked Barrera why, if Marten has had the tools to improve Lincoln all along, it has taken five years to do so.

“Lincoln is certainly a source of frustration for me,” Barrera said. “I think Lincoln has been incredibly divisive politically, and there are people who take positions sometimes with involvement at Lincoln, and sometimes with no involvement. And that’s created a political environment that’s made it very difficult for teachers to do just do their work,” he said.

But the divisiveness that Barrera points to isn’t isolated to Lincoln. A growing sense of resentment has emerged between Marten and segments of the black community who believe the superintendent has made decisions that show disregard for black students and parents.

Marten did away with [a plan to boost the academic achievement of black children](#) that was in place since 2010. She said the plan was outdated, and claimed that because it was never formally voted on by the Board of Education, it was never district policy.

She effectively dismantled the district’s race and human relations office, whose staff members had for years had led work focused on racial justice. In the process, the district lost black staff members who had institutional knowledge and ties to the community.

And she stopped meeting with advocates from the Association of African-American Educators, said LaShae Collins, a former president of the group, but continues to meet with members of other student-interest groups in the district.

The district, via a spokeswoman, sent this response on Marten’s behalf:

“Cindy Marten spent a decade teaching and leading in the diverse City Heights neighborhood. African-American students have made strong gains in the time Cindy Marten has served as superintendent. The achievement gap in terms of graduation rates has narrowed. College readiness – defined as having completed UC A-G courses with a C or better – has improved for African-American students at a rate that is four times greater in San Diego Unified than in the rest of the state – from 2015 to 2016 alone. Much remains to be done, but all San Diego Unified students, including African-American students, are making progress under Superintendent Cindy Marten.”

Bass, a former Lincoln principal, said race relations have been tense since of the beginning of Marten’s term, when she addressed a room full of black community members as “you people,” and said they were more interested in complaining than finding solutions. (The statement was independently corroborated by another person who attended the meeting. Marten did not respond to a request for comment.)

Decisions Marten has made in recent years, like removing black educators from leadership positions, or calling shots at Lincoln High without community input, haven't eased tensions, Bass said.

"There's always been a sense from her that only she and other district officials really know what's best for the community," Bass said.

To Bass, the story of San Diego Unified is a reflection of Marten's leadership. With its relative affluence and safety, a large percentage of district students share in the district's success. But beyond the bright spots, the students who have historically struggled in disadvantaged neighborhoods continue to languish.

And five years after Marten took the district's top spot, he said, district leaders are still not moving with the urgency needed to address the gaps between the students who have always done well, and those who have not.

"You can't read people's hearts so I can't say someone doesn't care. But all I can do is go by people's actions. And through the actions, and the fact that our black and brown children are still at the bottom, I have to believe that we have a district and a superintendent who doesn't care about our African-American children," Bass said.



## *The South Florida Times*

# Miami-Dade Schools 4th graders rank first and second nationally

[Staff Report](#)— [April 12, 2018](#)

MIAMI – According to the results from the National Assessment of Education Progress (NAEP), more than 6,700 students in 161 Miami-Dade County schools participated in the 2017 NAEP administration for fourth and eighth graders; and M-DCPS fourth graders ranked first in reading, and second in mathematics in the nation.

NAEP is considered a gold standard and compares M – DCPS student’s performance to the nation and other large urban districts. Mike Casserly, Executive Director of the **Council of Great City Schools** said, “Miami Dade County Public Schools continues its improvement on the Nation’s Report Card. Particularly notable are the gains the District saw in fourth grade reading and mathematics, which place the system among the highest performing in the nation.”

Additionally, Casserly indicated that Miami-Dade was one of four TUDA districts to defy the nation between the highest and lowest performing students.

MDCPS Superintendent Alberto M. Carvalho said, “Miami-Dade County Public Schools’ students continue to surpass the nation on standardized assessments, including NAEP-TUDA. Miami-Dade’s results...suggest that academic standards, instructional rigor, and student achievement continue to move on an upward trend in our school district. This is an impressive achievement that our School Board, students, teachers, employees and the entire community can celebrate.”

The results indicate that Miami-Dade and the other two Florida Trial Urban District Assessment outscored the nation, large city sample, and all other TUDA districts in both reading and math for fourth graders.

Grade 4 M-DCPS students, overall and for all subgroups, scored higher than the national public school and large city samples in both reading and Mathematics. M-DCPS’ was the only TUDA district to exhibit significant scale score growth from 2015 to 2017 in fourth grade math. M-DCPS’ eighth grade students outscored the large city sample in reading and matched them in math.

**ARTICLES ON COUNCIL REPORTS AND DISTRICT  
REVIEWS**

*U.S. News & World Report and Associated Press*

## **Detroit to Reform Special Education Program After Audits**

**Detroit education officials are working to address shortfalls in the school district's special education program after audits found it's failing to meet student needs.**

July 11, 2018, at 4:41 p.m.

Detroit to Reform Special Education Program After Audits

DETROIT (AP) — Detroit education officials are working to address shortfalls in the school district's special education program after audits found it's failing to meet student needs.

The Detroit Board of Education on Tuesday approved Superintendent Nikolai Vitti's plan for sweeping reforms to its special education department, the Detroit News reported.

Two audits identified that the district lacks an effective system for identifying and evaluating children who may be eligible for special education services. One audit was conducted internally, while the **Council of Great City Schools**, a coalition of urban schools, conducted the other audit.

The plan will increase teacher training and fill vacancies within the special education department. It'll also develop and improve policies for staff to follow special education requirements under the Individuals with Disabilities Education Act. The audits and full plan will be available on the district website next month, Vitti said.

Many parents have filed complaints against the district at the state and federal level, according to Vitti. Most of the complaints focused on how and where a student is placed in the special education environment, he said. More than 16 percent of the Detroit district's student population was deemed eligible for special education services last year, compared to about 13 percent statewide.

"I have never been in a district with that many complaints," Vitti said. "Those complaints are reflective of the lack of the district responding to issues and challenges. So parents feel their only recourse is to go to the federal or state level because responses weren't being provided."

He wants to create a hotline and an advisory council for parents with concerns over special education.

Patty and David Thornton plan to join the advisory council. The Thorntons pulled their 9-year-old son Alex, who has Down syndrome, out of school recently. The couple said the district failed

to provide basic classroom safeguards, including keeping Alex from leaving class unnoticed, having adequate staffing and providing an inclusive education setting.

But the Detroit parents are hopeful for Vitti's proposed plan.

"It's not going to happen overnight," Patty Thornton said. "But we need these steps."

*The Associated Press*

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# *Detroit News*

## **Detroit schools target special ed failures**

[Jennifer Chambers](#), The Detroit News Published 8:32 p.m. ET July 10, 2018 | Updated 9:21 p.m. ET July 10, 2018

*Detroit* — Michigan's largest school district is failing its special education students by not meeting their needs or identifying them as early as possible to provide necessary services, according to its superintendent and the early results of two audits.

Detroit Public Schools Community District superintendent Nikolai Vitti is calling for sweeping changes to the district's special education department and created a plan to address district shortfalls when it comes to providing the legally mandated evaluations and services.

Two audits of the district's program — one internal and one performed by the **Council of Great City Schools**, a coalition of urban schools — show the school district:

- Lacks an effective system for identifying and evaluating children who may be eligible for special education services under a federal law called Child Find
- Often fails to respond to parent requests within 10 days — as required by law — to evaluate their child
- Uses referrals to the districts Resource Coordinating Team, a school-based problem-solving group, as a way to delay or deny a requested evaluation
- Fails to review records of new students that may need services

A large number of complaints have been filed against the district at the state and federal level from parents of special education students that deal with "basic issues and questions," Vitti said. The district declined to provide a specific number as it reviewed complaints.

"I have never been in a district with that many complaints," Vitti recently told a board committee. "Those complaints are reflective of the lack of the district responding to issues and challenges. So parents feel their only recourse is to go to the federal or state level because responses weren't being provided."

Common complaints focused on how and where a student is placed in the special education environment and whether Individual Education Plans are being implemented properly.

Vitti said his staff continues to review complaints, and he already has replaced the majority of top leadership in the special education department.

On Tuesday, the Detroit Board of Education approved 7-0 Vitti's Exceptional Student Education plan, which aims to address three major areas: repeated noncompliance with student

identification, Individual Education Plan implementation and disciplinary procedures for special education students.

The plan requires the district to develop policies and procedures to allow staff to follow the law and meet the needs of students and families. In many cases, these policies and procedures simply do not exist, Vitti said.

The plan also calls for increased teachers training in special education and filling an 18-teacher vacancy in the department. Vitti said many current employees need professional development on the procedures set out by state and federal laws.

“This is why we have so many complaints filed against the district because we’re not responding to some basic issues and questions fast enough,” Vitti said last month. “Parents are frustrated. They feel their children aren’t being served properly, and then we get into a litigious situation when we just need to problem solve.”

Vitti said the audits and the full plan will be on the district website next month.

Deborah Hunter-Harvill, a board member and former special education teacher in the district, said DSPCD wants “parents to know we are advocates for special education students.”

“We have a new name and a new plan,” she said. “We hope it will bring parents back to the district with its emphasis on research. We hope it will bring their department back to where it was.”

The district had 8,240 students deemed eligible for services last year, which is 16.2 percent of its population, compared to 13.1 percent statewide.

Too many DPSCD students are placed in restrictive environments in special education rather than being placed in the least restrictive environment as the law calls for, Vitti said.

“A lot of learning disabled students are being placed in self-contained classrooms where in most districts across the country those students are in the inclusion model with a teacher providing support,” he said. “We have to start moving more students into inclusionary structures. A lot of our complaints are coming from that factor.”

Vitti wants to create a hotline for parents to call with concerns over special education and has called for a Parent Advisory Council for special education families districtwide.

### **A desire for a better system**

Patty and David Thornton are planning to join that council. The Detroit parents say they are frustrated with the district’s special education system but have hope after hearing Vitti’s proposed plan last month.



The couple is on their third DPSCD school in two years for their son Alex, who has Down syndrome. The Thorntons said they pulled Alex, who is 9, out of school after the district failed to provide basic classroom safeguards such as keeping him from leaving the class unnoticed, adequate staffing for special education students and inclusion for Alex in a general education setting.

"The challenges were staggering, and Alex can't be part of an experiment," David Thornton said as he watched his son play on his bike outside their home in the Boston-Edison district in late June.

Patty Thornton came to a June 25 board of education committee meeting to ask the district to improve the level of service it gave Alex and other special needs students.

Patty first enrolled Alex in a DPSCD school in fall 2016. Thornton said she became frustrated with the staff for their lack of knowledge on the law and what she called their lack of caring.

At one school, Alex wandered out of the classroom and was later found in a bathroom by staff. Thornton said she was so upset, she pulled him out of school for two weeks and taught him at home.

No one from the school called to check on Alex the entire two weeks, she said.

"The mindset needs to be changed," she said. "Even if the teacher knows the law, I want my child to be wanted and loved. The attitude, I feel, is 'I am stuck with this kid.' It makes me cry. The attitude is 'he can't read.' But can't you see what he can do?"

### **Detroit isn't alone**

Teri Chapman, director of the Office of Special Education at the Michigan Department of Education, said all school districts face challenges in implementing special education requirements under the Individuals with Disabilities Education Act or IDEA.

Schools are the largest identifiers of children with disabilities, Chapman said, and all districts must balance their legal obligation to meet the educational needs of a child with the civil rights a child has to be educated with his or her typically developed peers.

"If you have turnover, staffing issues, all of those things — the law doesn't care about that. You have these obligations, and there are timelines," Chapman said.

"The challenges that all districts have, they are exacerbated in a district as large as Detroit. The system you have to have in place from the very beginning and the way you provide services is important."

Asked whether DPSCD was considered non-compliant under the law based on Vitti's statements, Chapman said yes.

"Yes, everybody is non-compliant for something at some point," Chapman said.

"There is a lot of stuff to do in a fairly short time. You need a really good system and lots of continuity so systems are not breaking down or failing."

Detroit is not alone in its struggle to find and identify special education students.

In 2016, the American Civil Liberties Union of Michigan sued Flint Community Schools, the state education department and the Genesee Intermediate School District in 2016 in a federal civil rights lawsuit that challenged systemic deficiencies in Flint's special education program.

The case, which is pending, focused on allegations that the Michigan Department of Education failed to find and serve children with special needs — under the Child Find requirement — and to address the impact of the lead-tainted water crisis.

"It is a problem across the country, but there are some districts who are doing it well," said Greg Little, chief trial counsel for Education Law Center in Newark, who represents Flint children in the case and whose work focuses on the education rights of public school children.

"In large part, it's a question of resources," Little said. "It requires a sensitivity to the issue that is often lacking."

### **Parental involvement**

Caryn Ivey, a co-director of the Michigan Alliance For Families, which informs, educates and supports parents of children with disabilities in education, said there are more than 200,000 Individual Education Plans in the state.

"We encourage parents to start learning, and we caution it's going to be overwhelming. There is a lot to learn and a lot to know. But it can be done," Ivey said.

The organization educates parents on their rights under the law and about the state complaint process, but Ivey said often following the chain of command can get quicker results.

"Talk to the teacher, then the principal and the special ed director. We encourage parents to do many things in writing," she said.

Many parents are hesitant to file complaints and should not be, she said.

"Stop running around. If this is your home district, there is a process to get them to do what they should be doing," Ivey said.

The Thorntons recently enrolled Alex in a Montessori program at Spain Elementary for the fall where they had a good experience for a few weeks this past school year. They have met Vitti and spoke to him about the problems. Vitti also met her son.

Patty Thornton said she is thrilled about Vitti's plan for a new hotline being set up for district parents of special needs children. Thornton does not want to file a complaint against the district. She wants change and remains hopeful it will come under Vitti's leadership.

"It's not going to happen overnight, but we need these steps," Thornton said of Vitti's plan.

## *Chalkbeat*

# ‘Unofficial suspensions’ and 10 other reasons Detroit’s main district is overhauling special education

By [Koby Levin](#) - July 23, 2018

Superintendent Nikolai Vitti and his wife, Rachel Vitti, are raising two children with dyslexia and have spoken about the need to improve services to children with special needs in Detroit.

A transportation network that was so dysfunctional, students with special needs were left sitting at home for a bus that never came.

An understaffed placement center with a single phone line tasked with orchestrating special education in the Michigan’s largest school district.

A school assignment system that sometimes sent children to the wrong program.

“Weak” instruction for students with special needs.

Those were just some of the findings from an audit of special education in the Detroit Public Schools Community District. Superintendent Nikolai Vitti commissioned the report from a team of education experts soon after he took over the district last year, knowing it would reveal serious problems that have led to dozens of [state](#) and [federal complaints](#).

The [auditors](#) were selected by the [Council of Great City Schools](#), an association of large urban school districts, for their experience leading districts in cities including Los Angeles and Chicago. Last month, Vitti incorporated their recommendations into the plans he unveiled for an [overhaul of special education](#).

Proposed changes include a new complaint hotline for parents, more teacher training, and a gut renovation of the district’s process for identifying students with disabilities and ensuring they receive appropriate services. One change the district has already made: swapping the phrase “special education” for “[exceptional student education](#).”

Detroit’s main district is far from the only one in the state that is struggling to educate students with special needs. Michigan was the [sole state in the U.S.](#) whose special education programming was rated “needs intervention” by federal officials this month.

Indeed, by some measures the district is on par with its peers in Michigan. Its test scores and dropout rates among students with special needs — two key reasons the state was singled out by federal regulators — have improved in recent years, according to the audit.

That held true despite the auditors' finding that the district [enrolls a far higher proportion of Detroit's highest-need special education students](#) than charter schools in the city.

A look at the audit provides more details on the shortfalls in the district's special education programs.

### **Children with special needs were given “unofficial” suspensions.**

Auditors heard “numerous reports” that teachers were sending misbehaved children home without documenting it as a suspension. The practice allowed teachers to skip the behavior management techniques that are required before an out-of-school suspension can be given. “Reportedly, all out-of-school suspensions are not being recorded properly, and instead students are being sent home ‘unofficially,’ ” auditors wrote. The district's plan for special education says the district's disciplinary practices will change, noting that “removals of students with exceptionalities without required and appropriate documentation” hurt students' learning and violate federal law.

### **Students with special needs are too often placed in separate classes from their non-disabled peers.**

Studies show that students with disabilities do better in math and language when they are placed in general education classrooms. But in Detroit's main district, a “disproportionately high” number of students attend separate schools designed exclusively for children with special needs. In Wayne County, 6 percent of such students attend separate schools, and the figure is similar statewide. In Detroit, it's twice as high: 12 percent of students with special needs are separated from their typical peers during the school day.

### **A busing system for special needs students is stretched thin, leaving some children waiting at home for days.**

It can take as many as 10 days to add a new student to the bus route for students with disabilities. And, “if parents are unable to transport their child to a new school before the bus route is initiated, the student remains at home,” the auditors wrote. “Reportedly, this process sometimes takes weeks to resolve.”

The district has taken an unusual approach to special education programming: Students are grouped at schools based on their diagnosed disability — not on the services they actually require. As a result, students were sometimes bussed across the city even if a nearby program would have met their needs.

### **Data suggest that students' disabilities are identified by failure instead of by early warning signs.**

The percentage of students with disabilities in the district grows every year from the kindergarten to the eighth grade. “These figures suggest that students may not be identified before they have experienced academic failure when there would be more time for intensive interventions,” the auditors wrote.

**A single special education placement center struggles to address the needs of the entire district.**

The district relies on a single “placement center” to process students with special needs when they are first identified or upon their arrival in the district. Auditors noted numerous problems with the center: “The use of one phone line at the center substantially restricts placement center access,” they wrote, adding: “Parents are sometimes told by school personnel that the school does not have the ‘correct’ services for the student and to return to the placement center for another school option.”

**The teacher shortage is especially severe in special education.**

Detroit’s main district has 16 special education students for every one teacher, placing it in the bottom third of large urban districts nationwide. At the time of the audit, fully 37 teaching positions in special education were filled by long-term substitutes. Classroom aides are in even shorter supply in the district. The district’s aide-to-student ratio ranks among the bottom 20 percent of large urban districts, and it has struggled to fill dozens of vacancies. “These shortages affect instruction, service delivery, timely evaluations, and compliance,” the auditors wrote.

**Some schools are overloaded with special education classes, making it hard for principals to keep up.**

The percentage of students with special needs at each school varies widely — from 1 percent at Renaissance and Cass Tech high schools to 56 percent at the Detroit Institute of Technology, Cody. That’s because some schools have far more special education classes than others. “Hosting large numbers of specialized classes affects the ability of principals to support inclusive educational opportunities, intensive interventions, and transportation services,” the auditors wrote.

**The district’s academic program for special needs students is “weak.”**

The auditors found that the district was failing in the basic job of providing high-quality instruction to students with disabilities. The system for teaching concepts like math and reading was “weak,” auditors found. And when students failed to understand the first time, “interventions were poorly defined, were not regularly used, and training on them was uneven.”

**English language learners were more likely to be diagnosed with a speech impairment — or to fall through the cracks.**

English learners were five times more likely than their English-speaking peers to be diagnosed with a speech or language impairment. What’s more, the district struggled to identify learning

disabilities in English learners before the sixth grade, perhaps because teachers couldn't tell the difference between a disability and not speaking English. "These patterns raise questions about the district's 'child find' and identification processes," the auditors wrote.

And English learners virtually stopped receiving language help once they entered the special education program, according to the audit.

**Even as teachers ask for help dealing with unruly behavior, the district employs only three dedicated behavior interventionists.**

In focus groups, teachers told the auditors that they were having trouble with student behavior. Yet only three teachers in the district are dedicated to behavioral interventions. "It is necessary for many more individuals to develop their own expertise to support positive student behaviors," the auditors wrote.

**Parents — not district staff trained in special education — were most likely to identify a child's disability.**

"Generally, a special education request is initiated through a parent request," the auditors wrote, rather than through a school's determination "that there was a basis for suspecting a possible disability and potential need for special education." In other words, teachers didn't have the time and training to identify special needs before they became unmissable.

Yet the district didn't give parents a way to express concerns about their children. (Vitti's administration plans to introduce a special education hotline this year.)

*Richmond Times–Dispatch*

# Scathing' audits paint dim picture of Richmond Public Schools academics, operations

By JUSTIN MATTINGLY *Richmond Times–Dispatch*

Two independent audits commissioned by Richmond Public Schools describe a school system with problems inside and outside the classroom, from widespread achievement gaps for students to poor central office management. The audits, done by Washington–based Council of the Great City Schools and The Education Trust, analyzed the school district’s finance and business operations as well as how equitable its academics are.

“They are nothing short of heartbreaking,” Superintendent Jason Kamras said Friday, the day the two reports were published. “They paint a stark and painful reality about the state of our school division.”

It’s long been known that RPS struggles academically, with annual reminders coming through accreditation ratings (less than half of schools meeting the state’s full standards), Standards of Learning results (pass rates below the state average) and graduation rates(also below the state average).

When Kamras took over in February, he commissioned The Education Trust to analyze equity in the district — a priority he laid out in his 100–Day Plan.



The Council of the Great City Schools was tasked with reviewing RPS' business operations, often a criticism of community members who say the district does not operate efficiently.

### Equity audit

The equity audit from The Education Trust focused solely on academics, but one of its main critiques of RPS is that it's keeping too many students out of the classroom.

The report showed that nearly one in six students was suspended out of school at least once in 2017, including more than 400 students suspended for 10 to 45 days.

Black students and students with disabilities were disproportionately suspended, the audit found, with black students making up 71 percent of the student population but more than 90 percent of students suspended or expelled.

Suspension rates were highest in middle schools, where nearly one in three students was suspended at some point in 2017.

The issues go beyond suspension rates.

### Absenteeism

One in five Richmond students was chronically absent in 2016-17.

The numbers were even worse for students from economically disadvantaged homes, black students and students with disabilities, all of whom missed more school, on average, than their peers.

After suspending its old attendance policy late last year to allow students to graduate, the School Board approved a new standard for this school year,

reducing the number of allowed absences to 18 school days per year or 18 class periods of a course.

“If we want to improve academic achievement and we want to accelerate academic achievement, we need to get our kids to come to school,” said Harry Hughes, the division’s chief schools officer, during discussion about the new policy.

Like other issues addressed in the audit, chronic absenteeism rates varied by school.

At Mary Munford Elementary School, for example, just 3 percent of black students missed too much school. On the other side of the city at Woodville Elementary School in the East End, 27 percent of black students were chronically absent.

### Teachers

The audit’s shortest component focused on teacher experience.

The Education Trust found that the city’s two elementary schools with the smallest percentage of students of color — Mary Munford and William Fox — also had the lowest number of first-year teachers.

At Overby–Sheppard Elementary School, which serves a student population that’s 91 percent free or reduced-meal eligible — more than three times that of Munford and Fox combined — and 93 percent black, nearly a third of teachers were in their first year.

“Access to strong teachers has implications on student academic achievement success,” the report said. “While there are some excellent first-year teachers, on average, novice educators are less effective than their more experienced counterparts.”

### Course access

An elementary or middle school in Richmond with a population that skews white is much more likely to have students enrolled in gifted education programs and algebra in eighth grade.

At Linwood Holton, Munford and Fox elementary schools, according to the audit, white students were two to three times more likely to be in a gifted program than their black and Latino peers — even though they're at the same school.

Two elementary schools — J.B. Fisher and Fox — did not have any English Language Learners in their gifted programs, the audit found.

It extends beyond just gifted programs, which help students by teaching them more material, among other things.

White eighth-grade students are four times more likely to take algebra, a course that puts students on the fast track to college and career readiness.

The audit found that more than half of white eighth-graders took algebra I, while just 12 percent of their black peers enrolled.

Once in high school, Latino and ELL students, as well as students with disabilities, were “nearly shut out of Advanced Placement opportunities.”

“It appeared as though uneven opportunities existed for students of color and those from lower-income families, who make up the bulk of the student population in Richmond,” the report said.

### Academic performance

Like course access, elementary and middle schools with a higher population of white students performed better academically.

Munford and Fox got most students to proficiency in reading, while Swansboro Elementary School, which has an 89 percent black student population, got only 35 percent of its students to be reading proficiently.

“Such disparities among schools serving similar populations offer insight into possibilities for what all students can do, while simultaneously prompting the question of what higher-performing schools are doing differently to get these results,” the report said.

At the city’s middle schools, just 43 percent of students are proficient in math — 37 percentage points behind the state average.

“The story of students attending Richmond Public Schools is the story of children attending public schools across the nation,” The Education Trust said in the conclusion of its final report. “All indicators of academic success show white students and more affluent students being provided with better educational opportunities than students of color and those from lower-income families.”

A spokeswoman for The Education Trust did not immediately return a request for comment Saturday.

### Budget audit

The review focused on the city school system’s central office found gaps in its organization and leadership.

The Council for the Great City Schools audit, whose findings arose from a four-day visit to Richmond in early June, questioned the district’s organizational structure — something Kamras changed early in his tenure — saying Chief Operating Officer Darin Simmons’ duties and oversight are “too broad to be effective.”

Kamras, as part of a proposal to save the district about \$200,000, cut three cabinet positions, which included the merger of former Chief Financial Officer

David Myers' role with the COO's. While the proposal saved the district money, some School Board and community members have questioned the salaries the six cabinet members are being paid — four of the five current administrators are making \$180,547 per year.

The audit said the elimination of the CFO position, among other things, “could jeopardize the appropriate development and monitoring of the district’s financial condition.”

“I expressed concern with the plan to condense the cabinet, and the council made that same point in its audit,” said Kenya Gibson, who represents the city’s 3rd District. “There is an incredible amount of work that needs to be done both operationally and in finance. These functions impact academics, too — we lose teachers because of the state of our facilities.

“As a city, we deserve to know what the plan is to ensure we are structurally set up to take this on.”

Kamras defended his decision in an email Saturday.

“I stand behind my cabinet structure and personnel 100%,” said Kamras, who presented his new central office structure beyond just cabinet members over the summer. “Let us not forget that it was the prior structure and personnel that led to the rampant dysfunction and gross mismanagement outlined in this audit.”

When administrators do leave, something that has happened frequently at RPS, there is not a succession plan to continue operations, the audit said. Departments also do not have goals or priorities and don’t know how they help student achievement.

“This may be due, in part, to the constant churning at senior leadership levels that have hindered the district’s ability to generate change,” the audit said.

The team of eight that conducted the audit also could not determine if RPS implemented recommendations made from 12 other reviews of RPS done since 2007.

The team made 21 recommendations of its own to improve the district's operations, including the establishment of an audit committee composed of School Board members and community members with finance experience.

A spokeswoman for the council also did not immediately return an interview request Saturday.

"This scathing audit rightly points out what our teachers have known for a long time and specifically that the downtown RPS central office is the source of nearly all of their problems," said Jonathan Young of the 4th District.

The School Board is set to discuss the audits at its meeting at 6 p.m. Monday in the School Board room on the 17th floor of City Hall.

School Board Chairwoman Dawn Page echoed Kamras' sentiment, calling the findings "nothing short of heartbreaking."

"However, audits help organizations understand potential risks, and provide recommendations for how to mitigate these risks and create efficiencies," Page said Saturday in a statement. "I'm looking forward to continuing to work with Superintendent Kamras and our board to understand our challenges and tackle issues head on."

## *Richmond Times-Dispatch*

# 'Change requires change': Richmond school officials promise transformation in wake of critical audits

[By JUSTIN MATTINGLY Richmond Times-Dispatch](#)

October 2, 2018

Richmond school officials expressed outrage Monday night over the [damning findings](#) of two independent audits commissioned by the city's school district to review its academics and operations.

"We know and we have known that there are equity issues in our district," said Richmond School Board member Scott Barlow, who represents the city's 2nd District. "We know and we have known that there are operations issues in our district.

"Now it feels like we know where the bodies are buried."

On Friday night, Richmond Public Schools published the two audits done by Washington-based organizations [Council for the Great City Schools](#) and The Education Trust, which were tasked with looking at the school system's business operations and academic equity.

What the two organizations found came as little shock to School Board members and RPS administrators.

"There's nothing wrong with the kids in RPS. We, the adults who are charged with caring for them, have not done right by them for too many years," said Superintendent Jason Kamras, who added later: "I don't think any of this is actually news for people ... who have spent time around RPS."

The audits found major inequities in the district's academics, ranging from suspension rates that disproportionately affect students of color to white students having better access to advanced courses, and in the district's business operations, where one of the reports painted a picture of a school system central office that has been disorganized and mismanaged.

The Education Trust's report, which focused on academic equity, found that nearly 1 in 6 students were suspended out of school at least once in 2017 and 1 in 5 students were chronically absent. The report also found that elementary and middle schools with a population that skews white are much more likely to have students enrolled in gifted education programs and algebra in eighth grade, which have been shown to better prepare students for college and careers.

The Council for the Great City Schools audit showed that problems extend to outside the district's 44 school buildings.

Employees in business and finance, the focus of the audit, don't know how their work helps students and teachers, and aren't fulfilling mandatory tasks such as building inspections, among other things, the report found.

"RPS has been grossly mismanaged for a really, really long time," said Jonathan Young, the School Board's 4th District representative.

The School Board is in the process of hiring a senior auditor, a position that was in the works before the audit findings were released. The auditor will report directly to the board.

"In light of what's happened, this is a great effort moving forward for accountability," School Board Chairwoman Dawn Page said.

On Monday night, the board unanimously approved one of the recommendations made by the Council for the Great City Schools in re-establishing an audit committee made up of School Board members and community members with a finance background.

School officials vowed to be better, highlighting the board's recently approved strategic plan as a way to improve both the academics and operations in the city's schools.

"Addressing these issues ... is going to require us to do some difficult things," Kamras said. "Change requires change."

He added: "It is impossible to make big and bold changes without ruffling feathers along the way."



# *The Fresno Bee*

## **Special needs students suspended at twice rate of their general ed peers, report finds**

By Aleksandra Appleton  
July 13, 2018 09:36 AM

A review of [Fresno Unified](#)'s special education services found that the district struggles to include students with disabilities in traditional classrooms, and suspends students with individualized education plans at more than double the rate of their general education peers.

The findings hold across all demographics studied in the 200-page review by the nonprofit [Council of the Great City Schools](#). However, the trends disproportionately affect African-American students with IEPs, who are suspended at nearly three times the rate of their white and Hispanic peers, and are also least likely to be taught in general education settings.

Inclusion is a major theme of the report, as research has found children with disabilities show social and academic gains when they spend most of their time with general education students.

“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,” the report states. “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.”

But for 3- to 5-year-olds at Fresno Unified, the inclusion rate has dropped. In 2015, data showed that 59.2 percent of young children were taught alongside their non-disabled peers in a traditional preschool setting. In 2017, it was 37.3 percent.

Assistant Superintendent for Special Education Brian Beck said the district intends to look into the root cause of that trend.

“The good news is that we’re getting more students into those early intervention programs,” Beck said.

### **Better for older students**

Older Fresno Unified students were educated inclusively at about the average statewide rate, but lower than the national average. The district also relies more on separate schools and classes than the state and national averages.

The report found that male students of color are also likely to be overidentified for special needs, in addition to the higher rates of suspension and exclusion from general education settings.

Superintendent Bob Nelson said the district is working to minimize out-of-school suspensions across the board, but that he realizes that addressing disproportionate outcomes needs to happen through more than just discipline.

In August 2017, then-Fresno Unified Interim Superintendent Bob Nelson announces his support for all students and commits to providing resources for LGBTQ students. This video was posted on Fresno Unified's Facebook page.

“Once you’re labeled special needs, it can be hard to shake that label,” he said. “We should be assessing the ability to function.”

Julie Wright Halbert, legislative counsel for Great City Schools, said it’s up to the district to find the causes behind the data.

“There could be a number of explanations. In terms of overidentification, it could be that families are flocking to this program,” she said. “The district needs to dig deeper, and ask the next set of questions to find out.”

The exhaustive report also found achievement levels for students with disabilities are too low — FUSD students with disabilities had lower scores on the National Assessment of Educational Progress in 2015 than they did in 2009.

### **Report: District needs more staff**

Another of the recommendations includes hiring more special education staff members, as there is a shortage of paraeducators. However, the report included praise for the district’s high rate of teacher retention.

The district’s early intervention services and support for students who graduate are two more highlights in the program. All students with disabilities who graduate from Fresno Unified are involved in a postsecondary program or a career, supported by the transition team at the district, according to the report.

Fresno Unified pays \$44,228 for its membership in the council and paid an additional fee for the report and its recommendations, which will be made available on the district’s website. The council conducted its assessment through a site visit in February, a review of documents and data as well as focus groups with staff members and parents.

The deficiencies in special education programs are linked, as it’s hard to do inclusion without enough bodies in the room, according to parent advocate Chrissy Kelly, who participated in one of the focus groups conducted by the organization.

“It’s logistics,” she said. “They need to make sure they have the right amount staff, who need to be appropriately trained, not only in inclusion but in the kinds of disabilities they will encounter, who have appropriate caseloads.”

Kelly said she's happy to see data supporting what she's observed as a parent. She said she believes the district sometimes forgets that inclusion is not an ideal, but a mandate under the Individuals with Disabilities Education Act, which requires that students be educated in the least restrictive environment possible.

### **'Inclusive education is their right'**

"It's not, 'We're letting them,' or 'giving them the opportunity' — an inclusive education is their right," Kelly said.

Special education professionals have been saying for years that they're spread too thin according to Manuel Bonilla, president of the Fresno Teachers Association. Out of 79 school districts surveyed, 67 percent had smaller educator-to-student ratios than Fresno Unified, the report found.

"These numbers verify the concerns we heard from educators and community members during our Stand with Students townhalls," a statement from the union reads. "Now that the board trustees and district leadership have this data, we call for them to act by reducing these ratios. This is what's right to meet the needs of special education students and educators."

Nelson said there's a huge dearth of qualified professionals available for hire.

The report calls for the district to relax some of its requirements to expand its hiring pool, like offering CPR training for new hires, rather than asking for it as a condition of employment.

The district has put \$5 million toward reducing classroom ratios, according to Nelson, and will look into implementing the other recommendations as well as the greater push toward inclusion.

"Everybody benefits from that," Nelson said.

## **Fresno Unified Must Make Special Ed a Priority. Not an Afterthought.**

[Bill McEwen](#)

August 12, 2018

Even before Bob Nelson took over as Fresno Unified superintendent, he had to know that the district's efforts to educate students with disabilities were coming up short.

The many lawsuits against the district filed by families of special education students and the voices expressing frustration at board meetings were ample evidence of district dysfunction.

So, after his appointment as district leader, he requested a top-to-bottom review of Fresno Unified's special education program by a respected group — [Council of the Great City Schools](#).

The council's report documented in black-and-white the district's shortcomings in special education.

Students not only lagged many of their peers in California and across the nation, but they were performing worse on the National Assessment of Educational Progress than Fresno Unified students years before.

Teacher-to-student ratios were high. There was a shortage of psychologists and paraeducators. The district's organization of special education was a mish-mash.

The district also was pigeon-holing too many special needs students into separate classrooms and schools instead of instructing them in classes serving all students. The data has shown for a long time that "mainstreaming" leads to better outcomes, but the district wasn't doing it.

Bottom line: With about 11 percent of the district's 75,000 students having disabilities, the district was failing many kids and their families.

### **Nelson's Response to the Report**

Nelson doesn't sugarcoat the realities.

"We have not been good educators of our special ed kids," he said in an interview last week.

The council's report points to the No. 1 reason: The district wasn't giving the education of students with disabilities enough attention. Special ed was pushed off to the side, with teachers,

psychologists, parents, and others left largely to fend for themselves. While the district was preaching “equity and access,” it wasn’t delivering for its most vulnerable students.

In some cases, instead of educating students close to their homes, the district was shipping them to a campus across town solely because that’s where *it had space*. In other words, the district did what was best for it. Not what was best for students.

By the way, the report didn’t point fingers at those working with students. In fact, it cited the district’s 96% special education teacher retention rate as a positive. I do, too. That tells me these teachers are answering a calling and are heavily invested in their students.

Instead, the report attributed many of the district’s shortcomings to serious organizational flaws and cumbersome hiring procedures. Vacancies made Fresno Unified’s workload levels so high that effective student support and instruction were difficult.

But the report also says that “FUSD clearly has the leadership, talent, and commitment to continue 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 will be the envy of other urban school systems across the nation.”

## **What’s Different This Year**

Nelson says that changes have been made over the summer, and there will be a noticeable difference when the schools open Monday.

In a nutshell, the district is seeking to improve parent support and engagement, upgrade the quality of instruction and promote inclusion.

That effort started with the district adding \$5 million to the special education budget. This is for 16 more teachers, 24 paraeducators, five psychologists, 4.5 speech pathology positions and 10 credentialed nurses.

In addition, if parents or guardians of special ed students have a question, they will receive a response in either 24 or 48 hours, depending on the complexity of the question. Not necessarily a definitive answer, but an acknowledgment of the request. In the past, the district has taken a week or even longer to respond.

The district, Nelson says, also will make a concerted effort to engage more special education families through its Parent University program. Up to now, Parent University has focused mostly on the families of English-language learners.

And the district is phasing in a support program for *all students* at 18 campuses, primarily elementary schools, spread throughout the district. Fresno Unified’s plan calls for multi-tiered support aimed at improving discipline, student achievement and dropout rates, to be in place at all 106 schools by the 2021-22 school year.

District trustees might want to ask: Why wait four school years? Can't we accelerate this?

### **Will District Stick to the Report or Go Its Own Way?**

I will watch how closely how the district uses the report's recommendations. If the district veers widely off the suggested path, it better be able to demonstrate why. Not with words. But with hard data indicating that Fresno Unified *must* proceed a different way.

Julie Wright Halbert, legislative counsel for Great City Schools, says that the group's "strategic recommendations are intended to provide guidance but are not expected to be followed precisely. They are developed from urban school peers who have faced similar urban challenges."

I asked Halbert what people should look for in measuring the district's efforts.

Her answer: "Stakeholders should look to see that special education is well integrated within the operational system of FUSD. Students with disabilities shall be included and supported in the proper educational setting. The district shall inform stakeholders how they are considering the reports recommendations, data analysis, and they may want to ask FUSD to set out a strategic plan for short- and long-term implementation."

That's the right yardstick.

## ***Dayton Daily News***

# **The Path Forward: The region must rally to fix the Dayton Public Schools**

July 15, 2018

By [Josh Sweigart](#) and [Jeremy P. Kelley](#)

Last year, nearly half of Dayton residents taking a community survey said the quality of Dayton Public Schools would make them less likely to raise a family in the city.

“I love this city with all my heart. As it stands now, I refuse to put a child through the current school system,” said one of the respondents to the [annual survey conducted by the city](#). Said another: “People I talk to move out because schools suck. No one stays to raise children here.”

People do raise their children here. [Dayton Public Schools](#) is the Miami Valley’s biggest district. It is charged with educating thousands of our region’s children, the next generation of workers and leaders. It spends hundreds of millions of taxpayer dollars.

But the perception that DPS is a failing district — it has ranked at or near the bottom of the state in standardized tests for years — drags like an anchor as the city and region work hard to rebound from the Great Recession. The school district’s success is critical.

“The entire region, the entire community, cannot – repeat – cannot summarily dismiss Dayton schools,” insists Phil Parker, CEO of the Dayton Area Chamber of Commerce. “As goes Dayton Schools, so goes the city of Dayton, so goes Montgomery County — and ultimately so goes our region.

“If you don’t think there is a synergistic effect between each of these, then you are sorely mistaken. There is. We are all in this together.”

The **Dayton Daily News** has launched a project we are calling The Path Forward that will focus a new team on finding solutions for the community’s most important problems. One of our first pieces will focus on helping DPS become the system our community needs and deserves. We’re engaging a new community advisory board, parents, students, school and local leaders — and you. We must find solutions.

But first, we must identify the factors holding DPS back. Why has the district ranked for years among the worst in the entire state in standardized testing? In some important way, the issues most urban districts face appear more acute, concentrated and complex in Dayton. Consider:

— Of 70 publicly funded school buildings in the city, only 27 are DPS schools. School choice has siphoned 40 percent of students from DPS into other districts or charter and private schools, some of which perform even worse.

— Median income for DPS families is 16th lowest in the state, lower than Columbus, Cincinnati or Cleveland. Many students deal with traumas and hardships from poverty that hurt classroom performance.

— Dayton spends more per pupil than 96 percent of Ohio’s districts, including most urban districts, yet has the second-lowest test scores.

— The median pay for Dayton teachers is below the statewide average and far below what neighboring districts pay. Many experienced teachers leave.

— The district lacks a formal, up-to-date strategic plan with clear goals for improvement.

“I believe in Dayton Public Schools,” said Dion Sampson, the father of four kids in the district who has helped schools partner with community groups. “There are days that I don’t. But there are days I believe there is a turnaround for the district — we just have to make sure that the right people with the right agenda, and the right motives, are in place.”

This is a pivotal time. A new school board majority was seated this year. The board hired a new superintendent, Elizabeth Lolli, to replace a predecessor who oversaw a year of controversy, discord and turmoil.

Experts and leaders interviewed for this story say hiring Lolli was important, but what she and the board do next is vital: they must bring stability to the district, regain the public’s trust, improve test scores and academic rigor and help children enter kindergarten ready to learn and excel through graduation.

These challenges are not new. The school district’s history is marked with promised overhauls that fell short and social issues that have fed the its decline. But those working in the district say there are also success stories the public doesn’t see or hear about.

### **‘Making significant changes’**

Rochonda Nenonene, head of the [Urban Teaching Academy at the University of Dayton](#), said teachers need stability and clear directions. They need leadership.

“One of the things I think is a challenge is just having a strong, consistent administrative staff so that there is a sense of stability that leads people to have faith that the district is moving toward its goals,” she said.

Consistency has been a problem in recent years, due in part to high turnover in administrative areas such as human resources, special education and curriculum. Since 2015, the district has had three superintendents and nine new high-level administrators.



Lolli has the political wind at her back, at least for now, with optimistic support from her board, city hall, the teachers union, education experts, and numerous community and business leaders.

“I think that the new board, along with our new superintendent, we’re making significant changes that we’re hoping will improve the plight of Dayton Public and will improve test scores and benefit the community,” said school board president William Harris.

Lolli said the district has to avoid distractions and focus hard on classroom basics – curriculum, instruction, best practices. Making the schools better will mean more than raising test scores, she said. Students have to understand the state standards and why they matter, and learn how to think through them.

“How can I engage my students every day so they want to be in school,” she asks, “so that they’re thinking through the processes, so that they’re ... understanding that curriculum and making sure that they’re ready for anything that’s given to them?”

“We want to make sure we prepare them for their future, no matter what their choice is when they graduate,” Lolli said.

### **‘They lost their way’**

Dayton City Commissioner Jeffrey Mims, who was a DPS teacher, coach, teachers union president and school board president before serving on the state school board, supports Lolli and the new board, and said one of their biggest jobs will be reclaiming public trust.

“The previous leaders from the district cashed in all those chips and didn’t spend the trust wisely,” Mims said. “They lost their way. They lost their way internally and they certainly lost the trust of the people in the community.”

To regain that trust, the district has a lot to do. It ranked 607th out of 608 districts in Ohio on the state performance index, which the Ohio Department of Education uses to track academic achievement. The only district to score lower was Trotwood-Madison.

One bright spot is that students at some DPS buildings perform much better than the district overall. The performance index for Stivers School for the Arts — which requires an audition for admission — is mid-range for Montgomery County. Horace Mann Pre-K-6 School, Ruskin Elementary and Charity Adams Earley Girls Academy are not far behind. Still, of the 10 lowest-performing buildings in the county, eight are Dayton Public schools.

Why such poor scores? Only one-third of Dayton Public School third-graders read proficiently at grade level, according to state tests, and only one-fifth of eighth-graders are proficient in math.

The district’s four-year graduation rate of 73 percent is the region’s lowest, according to [Learn to Earn](#), a public-private partnership aiming to improve education outcomes across Montgomery County. Learn to Earn CEO Thomas Lasley said the district made a huge stride this summer by raising pay for teachers.

“There were some very, very high-quality teachers who loved teaching in Dayton who simply left the district because the pay difference between Dayton and some of the other districts was too great,” he said. “You can love children, but you also have to pay your rent.”

### **Problems start at home**

Educational experts say each child’s academic trajectory starts before they get to DPS, so one of the most vital things parents and the community can do to improve DPS is provide services for children before they get into the classroom.

Only one in five DPS students enters kindergarten with the social, emotional, physical and academic tools they need to do well, according to Learn to Earn.

The city, county and school district are trying to address this with Preschool Promise, a program working to offer quality preschool to all Dayton families with a 4-year-old. Dayton voters in 2016 passed a .25-percent sales tax to support Preschool Promise, among other things.

Expanded Preschool Promise is entering its second year. A [survey of Dayton residents released in the fall](#) found 49 percent were unaware it existed.

Many people said parental involvement is desperately needed. While some schools have robust parent-teacher organizations, others have none at all, according to Les Weller, head of the Dayton Education Council, a consortium of parent groups that was shut down under the former superintendent.

“It is my great hope that we will see dramatic change,” Weller said of the new board and superintendent, who he hopes will re-establish the community education councils for each school to rebuild relationships between parents, schools and the community.

“Without the community being behind the school district and being the driving force in the school district, if you don’t pay attention to what you have, it’s going to deteriorate just like any public building,” he said. “It’s the responsibility of the community to say, ‘We need this thing, and we want it, and we are paying for it, and we deserve it, and we insist upon it.’”

### **Race, poverty issues**

Poverty has been shown consistently across the country to hamper education. The Ohio Department of Education in a 2013 comparison put Dayton Public Schools’ student poverty rate as the second highest in the state behind East Cleveland.

Dayton’s median household income is \$23,669, according to the ODE — 16th lowest in the state. Dayton also faces the racial achievement gap: black students trail behind other groups in standardized tests. This is a major issue for Learn to Earn, which released a report saying only 1 in 10 black males in Montgomery County starts kindergarten ready to learn and the black male graduation rate is only 65 percent — 25 percentage points lower than for white females.

“The unmistakable conclusion is that forces, practices and policies — in our cultures, neighborhoods, institutions, schools and homes — are keeping children of color from learning and succeeding at the highest levels,” the report says. “That’s a painful and uncomfortable truth to confront. But acknowledging explicit and implicit biases, subtle and unsubtle prejudices, is the only way to give all children the chance to excel.”

Dayton Public Schools is 65 percent black, ranging from 95 percent of the students at Edison Pre-K-6 School to 17 percent at Eastmont Pre-K-6 School. People have raised concerns about a lack of equity among these schools, noting west-side, predominantly black schools have had fewer long-term teachers and more substitutes than those on the east side. Some complain there are more or better after-school programs at east-side schools.

“There are a lot of layers to that,” said Hashim Jabar, interim director of the local civil rights group Racial Justice Now!

Race and poverty issues have shaped the district, and the Dayton region at large. Dayton was ordered by a federal judge to desegregate in 1973, and the order wasn’t lifted until 2002. The decades of forced busing used to balance the racial mix in school buildings coincided with a reduction in the black/white achievement gap in the 1980s, the Dayton Daily News found. But it also had unintended consequences.

“It caused a lot of uproar,” said Mims, who was a teacher in the early days of the desegregation order. “It caused a lot of white flight and economic flight.” Today the Dayton region remains one of the nation’s most segregated large metropolitan areas, according to the University of Michigan’s Population Studies Center.

### **Prior reforms fell short**

Efforts to overhaul DPS date back decades and have had mixed success.

In 2002, the district asked the **Council of Great City Schools**, a Washington D.C.-based consortium of urban districts, for suggestions after a new reform-minded school board took office. The district made progress from 2002 to 2006 in state test scores and other measures, but gains then started to slow, according to a 2008 analysis by the council.

“The school board began to change as critical members decided not to seek re-election. The administration may have taken its eye off the ball and lost its initial focus. And the public, possibly sensing district uncertainty and the loss of energy, voted against the operational levy that might have prevented some of the recent programmatic upheavals,” according to group’s 2008 report.

The district crafted another strategic plan in 2011. [The 12-page document](#) included goals such as reaching the midpoint of Ohio’s large urban districts by 2015 and bringing down per-pupil spending.

DPS now has only a [two-page “Contract with the Community”](#) adopted in 2014 with many of the same unmet goals. School board members say they intend to draft a strategic plan in coming months.

Amaha Sellassie, a community organizer, said the process must include feedback from parents and people working in the schools. “It seems like there’s a big disconnect between what is happening in the board room and what is happening in the classroom,” he said.

### **Getting out a better message**

Turning the schools around will take more than just effort by DPS officials, however. It will take the entire community.

With improving test scores in mind as they try to change poor perceptions, district leaders say they need to focus singularly on academics during the school day. But members of the community at large can help by bringing time and resources to after-school programs that bolster and build upon what happens in the classroom. That could mean volunteering to mentor kids, or businesses, non-profits or churches “adopting” a particular school.

David Romick, president of the teachers union, the Dayton Education Association, said the district and public can work together to improve DPS’ image. “I think the biggest challenge facing DPS is probably the community’s perception of what DPS is,” he said. “I think unless you’re in the district seeing the great things going on in our schools, your perception of DPS is probably not great.

“There are great things going on in our schools and it’s the district’s responsibility to message those great things out and to change the community’s perception.”

“They need to rebrand themselves,” said DPS parent Dion Sampson. He said this is part of making sure all the right people and plans are in place to move the district forward.

When asked if they are, he said hopefully: “I’m not sure. We’ll see, With the new changes, we’ll see.”

## ***Education Week***

# **Principals Say Coaching, Not Compliance, Is What They Need From Central Office**

By Denisa R. Superville on July 10, 2018 12:30 PM

**UPDATED**

In six districts that changed the role of the administrators who oversee principals, those supervisors are spending more time in schools—coaching principals and helping them become better instructional leaders.

Seventy-six percent of principals in those districts said that their bosses usually or always provided them with "actionable feedback," as a result of the time spent in their schools.

Those districts also started programs to train current and future principal supervisors. They also largely made changes in their central offices so that principal supervisors could focus much more on instructional leadership and less on operations and compliance. And, on average, those districts reduced the number of principals that supervisors were tasked with overseeing, from an average of 17 to 12 over a period of three years.

Those are some of the findings from a Vanderbilt University and Mathematica Policy Research [study on the implementation of the first three years of a four-year, \\$24 million principal supervisor initiative in six urban school systems](#) that is funded by the Wallace Foundation.

The six districts in the initiative are Broward County, Fla., Baltimore city schools, Cleveland, Des Moines, Long Beach, Calif., and Minneapolis.

The report, based on interviews and surveys with central office staffers, principals, and principal supervisors, is the first of three on the initiative. A second, due next July, will look at the impact of the initiative on principal effectiveness.

"I see this as a good news story about district reform and change," said Ellen Goldring, the report's lead author and a professor of educational leadership and policy at Vanderbilt University.

While there were variations among the districts—they all started in different places—Goldring said that focusing on the principal supervisor role led to structural and cultural shifts in the central office and ultimately in the districts. In redefining the role of the principal supervisors, districts had to rethink how resources were allocated to schools, how schools were supported, and how schools were grouped.

"This is not just a role change, and everything else in the district stays the same," she said. "If there is not holistic support to changing the role of the supervisor, there won't be real change."

When the New York City-based Wallace Foundation launched the program in 2014, principal supervisor was a catch-all term that meant different things in different districts.

Principal supervisors spent the bulk of their time ensuring that principals complied with district rules and regulations and less time on evaluating and coaching them and helping them become better at their jobs. They were in charge of too many principals—the average "span" (the number of schools a supervisor oversaw) was 25, according to a 2013 report by the organization that represents the nation's urban school districts, the Council of the Great City Schools. And across districts, there was very little uniformity in what principal supervisors were expected to do and who did the job.

## Reshuffling the Central Office

Part of the initiative involved coming up with a clear job description of what supervisors should do. The role was supposed to focus on instructional leadership. The other areas of focus included reducing the number of principals that supervisors oversaw, training supervisors to better support principals; creating systems to spot and develop future supervisors; and changing the central office to support supervisors and principals.

The Wallace Foundation expected the changes in the central office to occur later, as the program progressed, but realized as early as a year into the initiative that districts were already reshuffling the central office to support principal supervisors in their newly-defined roles, said Jody Spiro, the foundation's director of education leadership.

It made sense. If supervisors were no longer generally in charge of compliance or were doing less of it, someone else had to pick up those responsibilities.

"It's a lesson we learned," Spiro said. "It can't be done after four years. As you change the principal supervisor position, you automatically have to make changes in your central office."

All six districts created new positions or tinkered with existing roles to take on some of the non-instructional responsibilities that principal supervisors previously had on their plates. And some districts created support teams (which included representatives from other departments) and liaisons to help both principals and principal supervisors. Districts also worked to streamline communications between central office and schools.

Minneapolis, for example, created the position of a deputy superintendent for operations in 2015, and Baltimore added a building manager to deal with issues related to operations and maintenance. Did it help?

Supervisors are now spending most of their time—63 percent—in schools or with principals, according to the report.

The percentage of principal supervisors who felt that the central office structure interfered with their work fell from 51 percent in 2016 to 36 percent in 2017, the report said.

Still, some principals still did not know who to contact when an issue arose in their schools, and in 2017, only 44 percent said they thought central office was organized to support principals, according to the report. (That was an improvement from 35 percent the previous year.)

Sixty-three percent said they thought improving teaching and learning was an important focus of the central office, though a majority also said they lost time focusing on teaching and learning because of central office requests.

Another notable finding, according to Spiro, was that principals said they trusted their supervisors to be both evaluators and coaches.

Principal supervisors are also now leading professional learning communities. Before the supervisor initiative, meetings with principals were primarily about sharing information, according to the report. Those meetings are now geared toward learning and include things like school walk throughs and professional development for principals in some cases, according to the report.

Districts have also developed training systems to prepare future principal supervisors. Three districts—Cleveland, Broward and Long Beach—developed apprenticeship programs to recruit and train the next crop of principal supervisors. Completing the apprenticeship program, however, is not a requirement for being hired in those districts as a principal supervisor.

In those districts, principal supervisors have become an additional step on the career ladder for educators, Goldring said.

## **Striking a Balance**

But there were also some challenges. Districts are still struggling with finding the right balance between how much time supervisors should spend with principals and how much time they should devote to operations and central office duties. Supervisors in some cases are struggling to distinguish between instructional leadership and high-quality instruction, and differentiating supports for principals based on school needs and context remains a challenge. Supervisor turnover and assignment changes were also problems in some of the districts. Districts also need to develop high-quality principal evaluations, according to the report.

Among the recommendations: Districts should work on creating high-quality training and collaborative time for supervisors. They should also develop a shared definition of instructional leadership. Districts should continue to work on finding and training future principal supervisors, as well as think about how the initiative will continue beyond the grant period.

Goldring also has questions she'd like answered in the future, including whether principal supervisors who were not part of the program will have the same focus and commitment to the initiative and how district leadership changes will affect the work going forward.

Changing the role of the principal supervisor can have a ripple effect in districts, Spiro said. Other districts can use the experience of the participants in the principal supervisor initiative as a guide, she said.

"This initiative all began because we were looking at central office redesign for years. And it's a really heavy lift. And the notion that we are testing out is, by virtue of changing the principal supervisor position, can that be the catalyst that lead to both changes for schools and changes in central office?" The answer, she said, is yes.

It also doesn't take a lot of resources to do so, Goldring said.

"Everyone talks about capacity and will," she said. "This is more about will."

You can read the full report, A New Role Emerges for Principal Supervisors: Evidence From Six Districts in the Principal Supervisor Initiative, [here](#).



**ARTICLES ON DISTRICT LEADERSHIP**

## *Greensboro News & Record*

# Guilford school board members discuss better time management at retreat

- [By Jessie Pounds](#)
- Jul 28, 2018

GREENSBORO — The Guilford County Board of Education still isn't spending enough of its time tracking progress toward academic goals, consultants shared with members at a retreat on Saturday.

A.J. Crabill, a consultant from the Washington, D.C.-based **Council of the Great City Schools**, walked board members through a discussion about how they use their time during meetings.

The discussion harkened back to another retreat with Crabill and colleague Michael Casserly in November. They told board members they should set three to five measurable goals for what students should be learning or achieving in Guilford County Schools.

According to the consultants, when school boards spend half or more of their time monitoring progress toward goals, there's a correlation with more rapid academic progress. They said the board should use how it spends its time as a signal to staff members of how they should prioritize their own time.

So, last winter, school board leaders picked out five academic goals. They also agreed to a sixth, non-academic goal, supported by the superintendent, that looks to increase district operational efficiency.

Then they agreed to start devoting time during meetings to hearing reports on progress.

On Saturday, Crabill had board members look at records of some recent meetings and add up the minutes spent on different agenda items. It showed the board isn't spending enough time tracking progress toward goals.

At recent meetings, the board spent about half an hour or 45 minutes on agenda items that might arguably count as monitoring progress. Not including closed sessions, those meetings lasted around two and a half to three and a half hours. Many meetings run longer.

The board didn't make a plan for change on Saturday, but leaders agreed to work with the consultants on ideas to revamp meeting agendas.

Board members also started brainstorming about a few key things they want to see the superintendent and school board avoid as they work toward their goals.

# Chalkbeat

National award

## Memphis schools chief a finalist for national school leadership award for city districts

By [Laura Faith Kebede](#) - September 27, 2018

Superintendent Dorsey Hopson is a finalist for a national award from an organization that honors outstanding leadership and student achievement.

The Green-Garner award is the top prize for urban school leadership from the **Council of Great City Schools**, a Washington D.C.-based group of urban school districts that share data on best practices in academics and operations.

Superintendents from Denver, El Paso, Miami, Buffalo, Pittsburgh, Dallas, Charlotte, and New York City also are finalists. The winner will receive a \$10,000 college scholarship for a student in their district.

Hopson is in his sixth year as superintendent of the Memphis district and has overseen a tumultuous era. Six suburban towns split from the school system in 2014, and the district lost about 30,000 students. At the same time, the state-run Achievement School District began taking over low-performing schools, further draining the school system of students and resources. Financial stress and low enrollment led to program cuts and the closure of almost two dozen schools to make up for huge budget deficits.

But in the last two years, Hopson started off in the black and invested millions back into classroom initiatives. During his tenure, the district's program for improving low-performing schools, the Innovation Zone, has boosted test scores and become a national model for school turnaround.

The award is named in memory of Richard R. Green, the first African American chancellor of the New York City school system, and businessman Edward Garner, who served on the Denver school board, said a council spokesman.

The Shelby County Schools board has worked with the organization to craft a "theory of action" to empower school officials to determine where resources should go, and de-emphasize decisions made by the district.

The winner will be announced at the council's 62nd annual fall conference Thursday, Oct. 25 in Baltimore.

***WGBH Boston***

# **A Good Superintendent Could Be Hard To Find**

by [Bianca Vázquez Toness](#)

Managing Editor and Correspondent, K-12 Education

Boston Public Schools needs to find a new permanent superintendent after Tommy Chang's abrupt departure last month. Observers predict there will be plenty of people interested in the job, since it is a high-profile gig.

"Jobs like the superintendency in Boston are typically very sought-after positions," said Michael Casserly, the executive director of the **Council of the Great City Schools**, which represents large urban districts. "They are considered pinnacle jobs in elementary and secondary education. People of talent and passion and commitment are attracted to these positions."

But, Casserly added, there aren't many "really highly-skilled people around" who can successfully run a district like Boston.

Observers in and out of Boston said they worry the city won't be able to recruit high-quality candidates who can pull the district forward. Longstanding challenges and new problems stemming from Chang's departure will likely scare away strong applicants, according to some people watching the district.

"This is going to be tough," predicted Stuart Berger, an education consultant and retired superintendent. "I could be wrong, and Princess Charming could be out there. But this is going to be tough. Very tough."

## **Experience Matters**

Chang came to the district three years ago having never run a district.

"That was his fatal flaw," said Richard Stutman, a former president of the Boston Teachers Union.

Chang was making progress towards improving the quality of teaching and opportunities for black and Latino students, who make up the majority of the enrollment. But he struggled with managing operations and communicating with parents. He scrapped a plan last year to change school start times after some parents revolted and Mayor Marty Walsh distanced himself from the idea.

"This is partially a systems failure," said Paul Reville, a Harvard education professor and former Massachusetts secretary of education. The school committee, mayor and superintendent were not "on the same clear page," he added, and Chang's inexperience didn't help.

Boston needs better candidates for the job, a “deeper pool with more successful experienced frontline leaders,” Reville said.

### **Temporary Or Permanent?**

Several problems may discourage experienced candidates from applying for the job.

It’s not clear why Chang was forced to resign, and that may give some candidates pause, said people who have participated in such searches before.

A second and bigger challenge could be the interim superintendent appointed by Walsh, and unanimously approved by the Boston School Committee. Earlier this month, Laura Perille, the former CEO of EdVestors, a 15-person nonprofit investing in Boston schools, accepted the job of running the district temporarily.

During that same meeting, school committee member Miren Uriarte openly worried that Perille would stay on permanently. Perille has said she’s “solely focused” on the interim job, but outsiders urge the district and city to make it clear that she’s barred from applying.

“Otherwise other people will say, 'Why should I apply?'" education advocate John Mudd said.

The third problem is the way the job is structured. Boston’s superintendent reports to the mayor, and the school system gets its budget from city hall. As Berger said, when a mayor is in charge, and you don’t have the power to give teachers a raise, “you’re basically the assistant superintendent.”

The mayor, however, can give a superintendent room to maneuver. “The mayor has got to understand that he can’t run the school system from city hall. That he needs to get a strong leader in the school district and support him or her,” Mudd said.

### **Too Much Sunlight?**

The last problem comes from the state. Its sunshine laws require that school districts publish the list of finalists for the job.

"You’re pretty much not going to get a superintendent who’s not in trouble if you’re releasing the names,” said Berger, who ran several districts around the country for more than 20 years and now coaches aspiring district leaders. He suggested that transparency might be Boston’s biggest obstacle.

Reville agreed: “Sitting superintendents who are highly successful and have the support of their school boards and communities are reluctant to advertise that they’re looking for another position, because it will undermine their support in their home communities.”

Reville recommended that the state create waivers to the open meeting laws so mayors or school districts can directly appoint a superintendent. Parents, school advocates, and journalists wouldn’t like it, Reville and Berger noted, but it may be one of the only ways Boston can land a talented, experienced leader.

## ***CT (Connecticut) Post***

# **A membership the Bridgeport BOE says it can't afford to drop**

By [Linda Conner Lambeck](#)

Published 3:23 pm EDT, Tuesday, September 25, 2018

BRIDGEPORT — There are a great number of organizations that no longer have the city school district as a member due to cost.

The **Council of Great City Schools** is not one of them.

So intent was the city school board on scraping together the 2018-19 membership fee for the nationwide urban school district association that it told former board member Sauda Baraka on Monday that she didn't have to get up to the microphone to answer questions before the panel took it 6-to-1 vote of approval.

Board member Maria Pereira voted no, saying she did have questions. She also pointed out that the \$31,269 membership fee included in the motion was more than the district would be paying since it is reportedly getting a \$9,000 discount.

Regardless, Ben Walker, a board member, called the membership important to help the district narrow the achievement gap, build capacity and stay informed.

The district has belong to the council since the 2011-12 school year when Paul Vallas was superintendent. Once he left, it was kept and used as a catalyst to work on a Males of Color imitative championed by Baraka and others.

“We chose them over (Connecticut Association of Boards of Education) because they offer the (nationwide) urban agenda,” Baraka said. “Thirty thousand dollars is well worth the cost because of what we get back.”

The board dropped its CABA membership more than a year ago when it made millions in cuts to its budget. It faced a similar exercise for the current school year.

Before leaving the board last year, Baraka led a Males of Color Ad Hoc committee that held forums designed to strengthen curriculum and policies so that more male students of color graduated, went on to college and avoided the school to prison pipeline.

Ultimately she would like to see the district create an office and a coordinator who can regularly get information from the organization to inform district work, curriculum and policies.

“They have been a resource to us,” Schools Superintendent Aresta Johnson said of the council. Johnson plans to attend the council’s annual conference next month in Baltimore.

The council has 72 urban districts as members. Most much larger than Bridgeport. Its mission is to advocate for inner-city students through legislation, research and media relations. It provides a network for school districts sharing common problems to exchange information and possible solutions.

Some 7.3 million students are served by districts that are members.

**ARTICLES ON POLICY AND LEGISLATION**



## ***Education Week***

# **What's the Toughest Part of ESSA For District Leaders?**

By [Alyson Klein](#) on August 12, 2018 9:04 PM

It's (almost) the end of the summer and educators are preparing to go back to school. Nearly every state has an approved Every Students Succeeds Act plan ready to implement.

So this question from a reader who wished to remain anonymous seems especially timely: What's the toughest part of the Every Student Succeeds Act for districts to get a handle on?

That's a somewhat subjective question, and we weren't sure how district leaders would answer it. So we asked a few experts.

The biggest concern for superintendents is that ESSA doesn't seem to be a very big departure from the law that it replaced, the much-maligned No Child Left Behind Act, said Noelle Ellerson Ng, the associate executive director for policy & advocacy at AASA, the School Superintendents Association.

"There's a recognition that the promise of decreased paperwork, individualized accountability [for districts] isn't a reality," Ellerson Ng said. "State plans look a lot like NCLB 2.0. ... The full benefit of the law isn't being felt."

Districts also anticipate challenges with the test-participation portion of ESSA. The law says that schools that test fewer than 95 percent of their students must face some sort of consequence. But it also allows states to pass laws affirming parents right to opt their kids out of testing, as Oregon does, for example.

And superintendents want to make sure they live up to ESSA's push for more equitable funding between high-poverty schools and other campuses. But it's a challenge to figure out how to ensure dollars are fairly and reliably distributed at the per-pupil level, Ellerson Ng said. ([ESSA includes some new reporting requirements on fiscal equity that you can read about here.](#))

Some districts are also confused by a lack of clarity surrounding Title IV of ESSA, the Student Support and Academic Enrichment Grants, which districts can choose to use on several programs, said David DeSchryver, a senior vice president and director of research at Whiteboard Advisors. (DeSchryver also works with the National Association of Federal Education Program Administrators, a membership organization based in Alabama.)

He's also heard concerns about a requirement that districts, as well as local health agencies, ensure that students in foster care are able to stay in their "school of origin" (a term ESSA doesn't define), even if it's no longer their neighborhood school.

And DeSchryver is beginning to hear questions about a requirement in ESSA that schools and districts use "evidence-based" interventions with their lowest-performing schools. That might be trickier than it sounds on paper.

"Once you begin to unpack how to do it well, you realize it opens up other questions and requires protocols and procedures districts may not be ready to do right out of the box," he said.

Jeff Simering, the director of legislative services for the **Council of the Great City Schools**, an organization representing urban district leaders, said he hasn't been "hearing much complaining" from his members about ESSA implementation just yet. He expects that districts may have more questions as states finalize changes to accountability plans, requirements for English-language learners, and reporting requirements.

## **CRISIS COMMUNICATIONS**

# Crisis Plan Done...Now What?

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Presented for Council of The Great City Schools  
Friday July 13, 2018

# SARA BRADY, CEO/President

- Recovering newspaper journalist
- Former editor, Lockheed Martin
- Former VP, Public Affairs, Bright House Networks (Nation's sixth largest cable provider)
- Established Public Relations firm in 2010
- Specialty: Crisis & Reputation Management
- Experience: Trayvon Martin tragedy, Plaza Live murder of singer Christina Grimmie, Pulse Nightclub, Disney tragedy, Fiamma workplace shooting
- Recipient of Beacon Awards (cable industry) and FPRA Golden Image Award
- FPRA/PRSA PR Professional of the Year
- Instructor, Kennedy School of Government, Harvard University; Florida Department of Law Enforcement; New Jersey Homeland Security; Florida Police Chiefs' Association
- Resource for NY Times, CNN etc.





# THE CONSULTANT

I'M AN OUTSIDER

I DON'T WANT YOUR JOB

I WANT YOU TO SUCCEED

I BRING PERSPECTIVE (and a sense of humor)

I SPEAK FROM EXPERIENCE – I'VE BEEN THERE



# THE CONVERSATION

BEYOND THE COMMUNICATIONS PLAN

HOW DOES THAT MAKE YOU FEEL

MANAGING EXPECTATIONS

SURVIVAL

**Beware of  
“NEVER”  
AND  
“ALWAYS”**

**THERE ARE NO  
ABSOLUTES.....**



# WHAT CONSTITUTES A **CRISIS**?

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When the unexpected (or expected) happens and carries potential for significant damage to :

- The Organization's Operations & Reputation
- Public Trust
- Leadership
- The Communications Team
- Survival

# ELEMENTS OF A CRISIS

UNKNOWNNS

INSTABILITY

STRESS & CHAOS

COMPETING VOICES &  
INTERESTS

POLITICS

DAMAGED TRUST

**FEAR**



# PHASES OF A CRISIS

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## THE EVENT ITSELF

- Flood of media and public (PARENTS) demand for information and immediate answers
- Compassionate and supportive climate shifts to
  - Anger
  - Blame
  - Litigation
  - Rolling heads

## FATIGUE

- Staff
- Public

# REAL WORLD ENVIRONMENT

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## COURT OF LAW

- Rules are clear & defined
- Laws & legal procedures
- Defendant to be accountable
- Verdict/ruling

## COURT OF PUBLIC OPINION

- **No Rules**
- No procedures
- Everyone is accountable/at fault
- Verdict

No one can predict or prepare  
for every scenario

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What matters is how you respond

# WHAT TO EXPECT

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- SHOCK
- FEELING OVERWHELMED
- OTHER PEOPLE'S FEARS
- CHAOS – INTERNAL & EXTERNAL
- DISRESPECTED
- UNIMAGINABLE STRESS
- UNAPPRECIATED



# WHAT YOU GET

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Everyone thinking  
they communicate  
effectively and therefore  
should have their say



“Get ahead of it! Get ahead of it!”

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# “KILL THE MESSENGER”

No one understands (or cares)

- What the PIO team does
- Demands placed on PIO team
- PIO team answers to many bosses
- There is no “controlling” news media
- Velocity and scope of demands from news media
- Intensity and lack of integrity of social media
- You will be demonized



# THREATS TO EFFECTIVE MANAGEMENT

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- Lack of self-awareness/readiness
- Leadership (ego, control, fear, lack of honor...)
- Staff experience, capacity, confidence, stamina
- Public voices/influencers (parents/students/board members “politics”)
- Media relationships – traditional & social
- Unwillingness to make adjustments
- Hopelessness
- Fatigue



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“Losing your head in a crisis is a  
good way to become the crisis.”

– C.J. Redwine

# GOALS & OBJECTIVES

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- Preserve organizational integrity & public trust
- Prevent/minimize damage
- Maintain as much control as possible
- Avoid falling prey to public debate and internal criticism
- Keep emotion out of decision-making
- Keeping pace & staying effective
- SURVIVAL



# THE BASICS

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## STRATEGIC COMMUNICATIONS

- EMPATHY
- COLLABORATION
- SELF-DEFENSE
- REPAIR
- APOLOGIES

# SETTING & MANAGING EXPECTATIONS

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# GET AHEAD BY BEING AHEAD

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Accept the FACT that a real crisis can strike

Educate and PREPARE others for the unlikely

- **Have a Crisis Communication Plan**
  - Train & cross train
    - Roles and responsibilities
      - Staff/co-workers/legal counsel
  - Vision & Mission
  - Key Messages
  - Media Training

# AN OPPORTUNITY TO “TEACH”

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**GOAL** – Teach colleagues/staff/organization the purpose/power of strategic crisis communications and the communication team

- Conscience/Face/Voice of the organization
- Internal news agency
- Strategic forecaster
- Responsible for protecting reputation, focus, and public confidence
- Responsible for information quality
- Cat Herder
- **THE MESSENGER**



# COMMUNICATE

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## SCHEDULE MEETING WITH EXECUTIVE TEAM

- Explain Communications Role
- Impact on Organization
- Individual Departments
- Individuals
- Communication Team Needs – good information & faaaaast!
- Crisis Plan Review
- Outcomes Strategies

# EXAMPLE: “Internal Message”

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## LEADERSHIP TEAM

“As we all respond to this tragedy, know that news media will attempt to get information from any source possible. Please be sure to remind your team members they are not authorized to speak to news media and that ALL inquiries should be directed to the Public Information Office at ###-###-### or [PIO@gmail.com](mailto:PIO@gmail.com)

We have set up a communications center in ROOM ## where we will be staged to manage news and social media communications both reactively and proactively. Our team will continue to provide updates throughout the life of this issue.

It is likely that members of our team will be reaching out to you for information prompted by media requests. Please understand that, for us, time is of the essence. We know this will be inconvenient, and for that we ask for your patience. **The intensity is temporary. Our role is to provide the best and clearest information to the public and we need and will rely on your respective teams and expertise.**

Thank you!

# REALITY CHECK: Ask For Help

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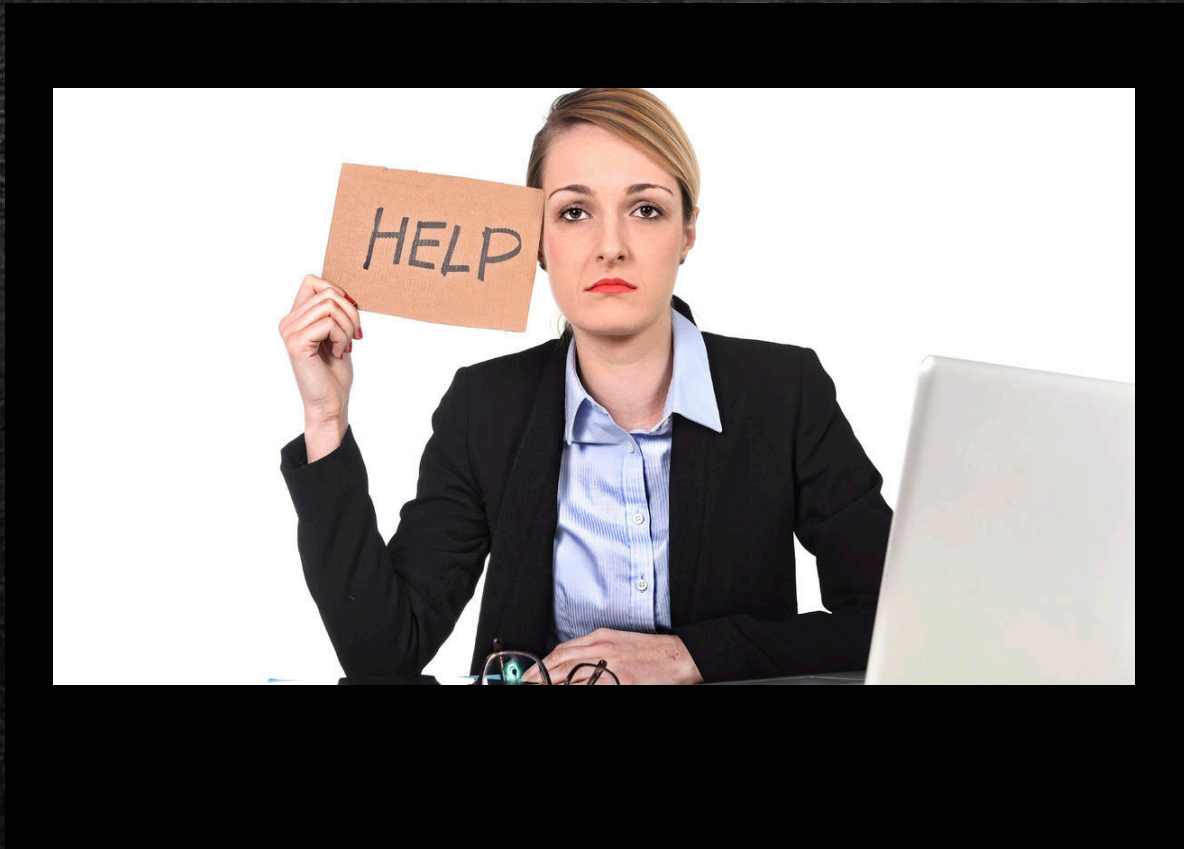
- Strategic counsel vs. more warm bodies
- Experience vs. enthusiasm
- Acknowledge vulnerabilities (staff size, capacity, capabilities, technology, etc.)
- Adjust priorities/organize/focus (this **is** difficult)
- Leverage team strengths
- Time management – internally & externally

# TIME



WE ALL HAVE THE SAME 24 HOURS

# FATIGUE (Internal)



Team sanity is priority

Provide support

Feed them

Provide quiet time

Require break periods

Talk & LISTEN

# FATIGUE (External)



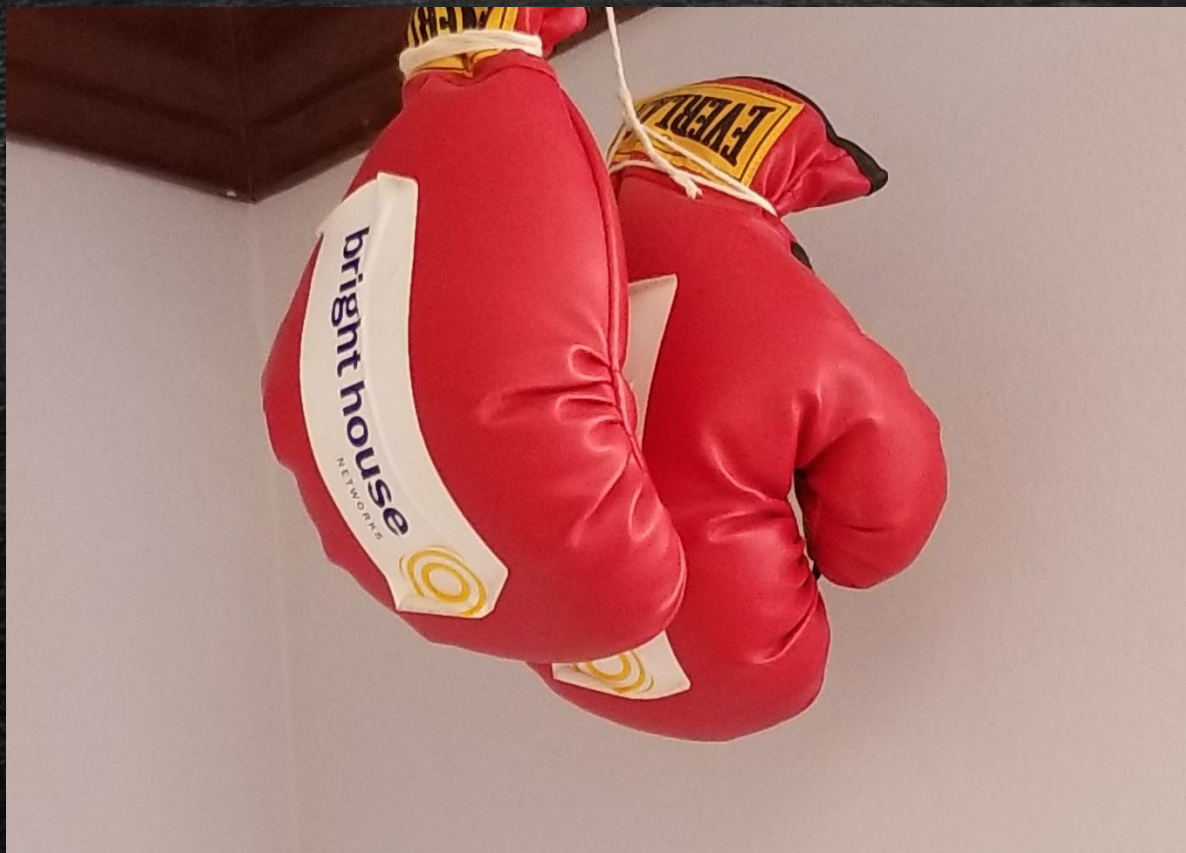
Public interest wanes

Feels worse for YOU

Many stop paying attention

**FATIGUE!**

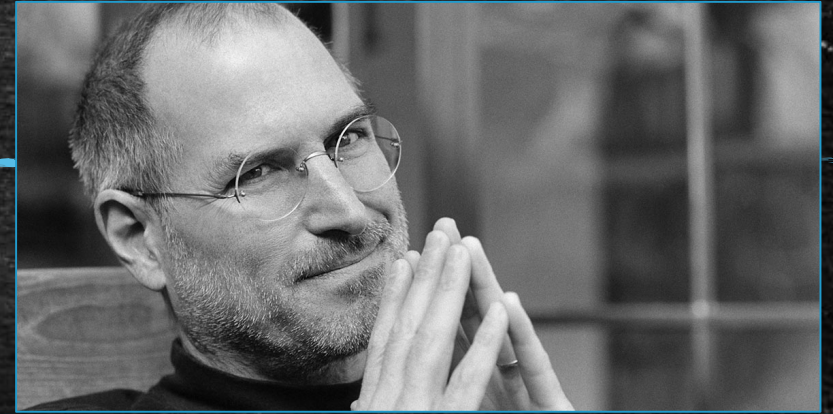
# FREEZE OR FIGHT



# MAKE THE (NEW) RULES

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- **Adjust Routine Response Practices**
  - Media Activity is **OVERWHELMING**
  - Organized juggling
  - Set Your Own Deadlines
  - Weave in Key & New Message Themes
- **Challenge Inaccuracies – Regularly**
  - Fact Sheets
  - Third-party advocates
- **JUST SAY NO – To News Media**
  - Navigate around news media



**THINK DIFFERENT**



# REMIND THE PUBLIC & YOURSELVES WHO YOU ARE

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“Public schools are the heart and soul of a community; public schools are where children from all walks of life learn to interact academically and socially.”

“We are in the business of educating children....”

“Working in public education is an honorable profession...”

## WATCH YOUR LANGUAGE

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“The victims and families are in our thoughts and prayers...”

“Safety and security are our top priorities...”

“Children are our most important resource...”

## MESSAGE KEYS

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Protect/defend your identity and character  
Remind the media/public who you are

**“Nikolas Cruz is responsible for this tragedy. His fate is now in the hands of the justice system. Our responsibility is to find a way to heal our school family and improve safety and security on our campuses under very difficult circumstances.”**

## SeaWorld Press Conference After Trainer Killed By Whale



# THE MEDIA AIN'T THE BOSS OF YOU



## SET THE RULES

Retrain media

Every word matters

Sometimes it is OK (and more rewarding) not to answer

You can't control them, but you can control your tactics

# MANAGING NEWS MEDIA

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- News media wanted access to MSD graduation
- Longstanding District policy – no media at graduation
- Surprise speaker – Jimmy Fallon (arranged through MSD, not the District)
- Media wanted livestreaming option – District said no.
- Parents/students wanted normalcy and no media
- News media not happy



# THE STATEMENT (#1)

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Graduation services for Marjory Stoneman Douglas High School are scheduled for Sunday, June 3, 2018. The District is keenly aware of and understands the news media's desire to witness and report on this special ceremony through digital livestreaming. Additionally, the District understands the community's interest and support of the school's families.

However, requests from victims' families, survivors, students and loved ones convey an **unmistakable** desire by some for privacy on this day; **we believe honoring their requests is the right thing to do.** The District has already assured and committed to these families that this graduation ceremony will not be broadcast or livestreamed. For those reasons, we are unable to accommodate the news media's request for coverage.

As you are aware, these students and families have been through and continue to deal with an unspeakable tragedy that has impacted them directly and profoundly. Grieving is a process that progresses differently for everyone; **these families do not see themselves as public figures.** Their request for privacy is founded on a desire to recover a small sense of normalcy with loved ones on what will be an emotional day. Some have also expressed anxiety at the thought of having their personal experiences on public display.

We have arranged for media to be staged on site outside the ceremony and in a way that individuals who are comfortable speaking to news media may do so by choice. It is understandable that news media is frustrated and disappointed. **Our hope is that news media and the community can understand and appreciate this decision to honor the wishes of the Marjory Stoneman Douglas students and families.**

## THE FOLLOW UP (#2)

---

Dear News Media:

We would like to say thank you for the respect shown today to the Marjory Stoneman Douglas families and graduation program. We know access issues complicated your ability to cover the story as you had wanted, but all of you were respectful of our unique logistics needs and requirements, even when they seemed heavy-handed.

On behalf of the Broward County School Board, Superintendent Runcie and the District's Public Information team, please accept our deep appreciation for balancing your duties and obligations with our needs for sensitivity. It was an emotional day for all and your respectful behavior was clearly noticed and appreciated.





**Dear News Media:**

**Polite person that I can be, I enjoy scribing a good old-fashioned thank you note on paper to show appreciation when things go right. But there are so many of you who covered the activities associated with the one-year mark of the Pulse tragedy, so I am resorting to the ease of email.**

**I know we were restrictive with access, and complicated your ability to navigate where you wanted to go at times, but virtually all of you were respectful and understanding of our unique logistics needs and requirements, even when they seemed heavy-handed.**

**On behalf of Pulse owner Barbara Poma and the Pulse family, please accept our deep thanks for balancing your duties and obligations with our needs for sensitivity. It was an emotional day for all, and your respectful behavior was clearly noticed and appreciated.**

**Sara Brady  
Spokesperson, Pulse Nightclub**

# BREATHE

---

- **Make time to absorb and think through what is happening**
- **Think about immediate and long-term goals and tactics**
- **Periodically step back from the frenzy**
- **Talk to each other -- meetings are a necessity, not a luxury**
- **Fatigue – internal & external – PAY ATTENTION**
  - You won't feel it, but the public loses interest
  - Media doesn't
- **Embrace the idea of doing things differently**
- **Ask For Help**
- **BREEEEATHE**



# QUESTIONS, CONFUSION, UNHAPPINESS?

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# SARA BRADY PUBLIC RELATIONS, INC.

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## THANK YOU!



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## **SOCIAL MEDIA**



**#CGCS18**

# **Social Media Kit**

**62nd Annual Fall Conference  
Baltimore, MD**

The Council of the Great City Schools invites districts, conferees, presenters and sponsors to help us create a social media buzz for the upcoming 62nd Annual Fall Conference to be held October 24-28 at the Baltimore Marriott Waterfront Hotel in Baltimore, MD.

We've compiled all of your social media needs for #CGCS18! Be sure to connect with us on [Twitter](#) and [Facebook](#)!

## How can you help?

- Follow Council of the Great City Schools on Facebook and Twitter
- Like, comment, retweet and share our posts
- Tag speakers, sponsors, and attendees
- Or create your own posts using the #CGCS18 hashtag

Below are some example posts you can share or customize your own!

## Hashtags:

This year's theme for the fall conference is ***“Building A Generation: Blueprints for Success in Urban Education.”*** To help promote the conference, utilize the hashtag #CGCS18

Other appropriate hashtags:

- #CGCSFalCon2018
- #Blueprints4Success
- #CGCSConference2018
- #StudentVote18 (Please use this hashtag for the all-student panel town hall meeting)



# Example Tweets:

- The Countdown begins! CGCS Annual Fall Conference Oct.24-28 at the Baltimore Marriott Waterfront Hotel. Visit <http://bit.ly/2N6Opvz> for more info! #CGCS18
- #CGCSFalCon2018 is Oct. 24-28 at Baltimore Marriott Waterfront featuring sessions that tackle issues and forums happening in education. For more info visit <http://bit.ly/2N6Opvz> #CGCS18 #Blueprints4Success
- 3 days until the CGCS Fall Conference at the Baltimore Marriott Waterfront! Don't forget to register! <http://bit.ly/2N6Opvz> #CGCS18 #Blueprint4Success
- My Company is a proud sponsor! #CGCS18 Annual Conference October 24-28 at Baltimore Marriott Waterfront Hotel <http://bit.ly/2N6Opvz>
- Can't wait for to hear @DrBiden, Michelle Alexander (@thenewjimcrow), and @RealKhizrKhan at #CGCS18! <http://bit.ly/2N6Opvz>
- And the winner is...Who do you think will take home the Green Garner Award this year? #CGCS18
- Happening at #CGCS18: All-student panel at Town Hall Meeting on the upcoming elections and the importance of voting. #StudentVote18 <http://bit.ly/2N6Opvz>

# Example Facebook or Instagram Posts:

- There are a lot of professional development sessions at #CGCS18. I can't wait to be apart of the Fall Conference with some of the most experienced thought leaders in urban education! Are you going? <http://bit.ly/2N6Opvz> #CGCS18
- I'll be creating my "Blueprint" 4 Success at the #CGCS18 annual Fall Conference. Did you register? <http://bit.ly/2N6Opvz>
- Happening at #CGCS18: Student led Town Hall Meeting speaking out on the upcoming elections and the importance of voting. Are you attending? <http://bit.ly/2N6Opvz>

# Sample graphics for your use:



## DR. JILL BIDEN

---

"BEING A TEACHER  
IS NOT WHAT I DO,  
IT'S WHO I AM."

---

GUEST SPEAKER  
62ND ANNUAL FALL CONFERENCE



#CGCS18



## MICHELLE ALEXANDER

---

"WE MUST BUILD A  
MOVEMENT FOR  
EDUCATION, NOT  
INCARCERATION. A  
MOVEMENT FOR JOBS,  
NOT JAIL."

---

GUEST SPEAKER  
62ND ANNUAL FALL CONFERENCE



#CGCS18



## KHAZIR KHAN

---

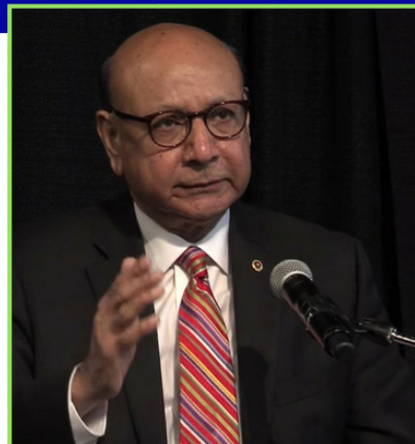
"WE CAN'T SOLVE OUR  
PROBLEMS BY BUILDING  
WALLS AND SOWING  
DIVISION. WE ARE  
STRONGER TOGETHER."

---

GUEST SPEAKER  
62ND ANNUAL FALL CONFERENCE



#CGCS18



**'ENVELOPE, PLEASE! AND THE NOMINEES FOR THE URBAN EDUCATOR OF THE YEAR IS...'**



- Tom Boasberg, Denver Public Schools
- Juan Cabrera, El Paso Independent School District
- Alberto Carvalho, Miami-Dade County Schools
- Kriner Cash, Buffalo City Public Schools
- Anthony Hamlet, Pittsburgh Public Schools
- Michael Hinojos, Dallas Independent School District
- Dorsey Hopson, Shelby County Schools
- Clayton Wilcox, Charlotte-Mecklenburg Schools
- Alicja Winnicki, New York City Dept. of Education

**'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'**



**Tom Boasberg**  
Denver Public Schools

**2018 Green Garner Nominee**



**'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'**



**Juan Cabrera**  
El Paso Independent School District

**2018 Green Garner Nominee**



**'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'**



**Alberto Carvalho**  
Miami-Dade County Schools

**2018 Green Garner Nominee**



**'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'**



**Alicja Winnicki**  
New York City  
Dept. of Education

**2018 Green Garner Nominee**



**'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'**



**Kriner Cash**  
Buffalo City Public Schools

**2018 Green Garner Nominee**



'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'



**Anthony Hamlet**  
Pittsburgh Public Schools

**2018 Green Garner Nominee**



'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'



**Clayton Wilcox**  
Charlotte-Mecklenburg Schools

**2018 Green Garner Nominee**



'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'



**Michael Hinojosa**  
Dallas Independent School District

**2018 Green Garner Nominee**



'ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS...'



**Dorsey Hopson**  
Shelby County Schools

**2018 Green Garner Nominee**



**SPEAK OUT!**  
#StudentVote18  
62ND ANNUAL FALL CONFERENCE



Council of the Great City Schools

10  
DAYS LEFT

#CGCS18

62ND ANNUAL FALL CONFERENCE



Council of the Great City Schools

9  
DAYS LEFT

#CGCS18

62ND ANNUAL FALL CONFERENCE



Council of the Great City Schools

8  
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62ND ANNUAL FALL CONFERENCE



Council of the Great City Schools

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DAYS LEFT

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Council of the Great City Schools

6  
DAYS LEFT

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Council of the Great City Schools

5  
DAYS LEFT

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Council of the Great City Schools

4  
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Council of the Great City Schools

3  
DAYS LEFT

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Council of the Great City Schools

2  
DAYS LEFT

#CGCS18

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Council of the Great City Schools

1  
DAY LEFT

#CGCS18

62ND ANNUAL FALL CONFERENCE



Council of the Great City Schools

THE WAIT  
IS OVER!

#CGCS18

62ND ANNUAL FALL CONFERENCE

**THE URBAN EDUCATOR**



- New Leader in Columbus, p.5
- Nashville Boosts Literacy, p.9
- LEGISLATIVE**
- Federal Education Bill, p.10

## \$50 Million Invested In Cradle-to-Career Partnership in Detroit

Detroit Public Community School District is teaming up with several local organizations to create a cradle-to-career educational partnership that will help more than 1,000 students in northwest Detroit.

The P-20 Partnership, as it's called, has received a \$50-million commitment from The Kresge Foundation, which, according to partnership officials, marks the largest philanthropic investment in history in a Detroit neighborhood.

As part of the partnership, Detroit schools will collaborate with the University of Michigan School of Education to create a new early childhood education center and a new K-12 school that will eventually

**\$50 Million** *continued on page 4*

## 2018 Blue Ribbon Schools Named

Nearly 30 urban public schools are among 349 public, private and parochial schools nationwide recently recognized as 2018 National Blue Ribbon Schools by the U.S. Department of Education.

In announcing the Blue Ribbon Schools in the program's 36<sup>th</sup> year, U.S. Secretary of Education Betsy DeVos said, "We recognize and honor your important work in preparing students for successful careers and meaningful lives."

Recognition is based on a school's overall academic performance or progress in

**Blue Ribbon** *continued on page 6*

## Students to Speak Out Ahead of Elections At Council Town Hall Meeting

With the rise of the March for Our Lives movement following the 17 students and staff fatally gunned down at school last February in Parkland, Fla., a panel of urban students will discuss a variety of student concerns ahead of the midterm elections at a national town hall meeting on Oct. 26.

The forum is being held in conjunction with the Council of the Great City Schools' 62<sup>nd</sup> Annual Fall Conference, hosted by the Baltimore City Public Schools, in Maryland's largest city.

During the 90-minute, live-streamed national town hall meeting, an all-student panel will focus on civic engagement, get-out-the-vote efforts, social justice and

equity, guns, immigration and other student issues and priorities.

Student leaders from seven big-city school districts will be on the panel. One of the students, Fez Zafar, a junior at Roosevelt High School in Des Moines, Iowa, will be moderating discussions and taking questions from urban-school superintendents, board members and senior administrators attending the town hall meeting, the pinnacle event of the conference.

Son of Pakistani immigrants, Zafar is junior class president, serves as a student member of the Iowa Board of Education, met with then-President Obama at

**Town Hall** *continued on page 4*



**Fez Zafar**  
Des Moines Public Schools



**Kay Galarza**  
New York City Department of Education



**Bishop Crosby**  
Cleveland Metropolitan School District



**Evelyn Reyes**  
Boston Public Schools





## Oprah Winfrey Joins Cincinnati Students in Project

Students at the School for Creative and Performing Arts in Cincinnati were shoulder-to-shoulder recently with media mogul Oprah Winfrey as they packed 2,000 meals at a local food bank. The students and Winfrey were among 100 volunteers who packed meals that were given to Cincinnati schoolchildren as part of the Kroger Co. Zero Hunger-Zero Waste program. “It’s an honor to support this initiative in the local Cincinnati community and beyond,” said Winfrey. “I am committed to the fight against hunger because I’ve seen the impact it has on people. That’s why I wanted to be here today to help pack food for Cincinnati children facing hunger.” Winfrey also announced at the event that her food line *O, That’s Good!* and Kroger would together donate one million meals to Feed America® to help families across the country.



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Board Member, Boston

A newsletter published by the Council of the Great City Schools, representing 74 of the nation’s largest urban public school districts.

- |               |            |              |               |               |               |
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All news items should be submitted to:  
Urban Educator

Council of the Great City Schools  
1331 Pennsylvania Avenue, N.W. Suite 1100N • Washington, DC 20004  
(202) 393-2427 • (202) 393-2400 (fax)

Find the Council on:



# 'Envelope, Please! And the Superintendent of the Year is...'

Nine superintendents will be announced on the evening of Oct. 25 as finalists for the nation's top award in urban-education leadership. One of them will be recognized as Urban Superintendent of the Year.

The winner will be honored by peers at the Council of the Great City Schools' 62<sup>nd</sup> Annual Fall Conference, Oct. 24-28, in Baltimore.

Anticipation will be in the air when the envelope is given to announce the winner among the nine superintendents vying for the top prize at the 29<sup>th</sup> Annual Green-Garner Award Banquet.

The Green-Garner Award recognizes outstanding leadership, and is presented to an urban-school superintendent and board member in alternative years.

The 2018 finalists are superintendents:

- Tom Boasberg of Denver Public Schools;
- Juan Cabrera of the El Paso Independent School District;
- Alberto Carvalho of the Miami-Dade County Schools;
- Kriner Cash of the Buffalo Public Schools;
- Anthony Hamlet of the Pittsburgh Public Schools;
- Michael Hinojosa of the Dallas Independent School District;
- Dorsey Hopson of Shelby County Schools in Memphis;

■ Clayton Wilcox of Charlotte-Mecklenburg Schools; and

■ Alicja Winnicki of the New York City Department of Education District 14 in Brooklyn.

And now the moment everyone has been waiting for. And the winner is...!

Sponsored by the Council, Aramark K-12 Education, Scholastic, Inc. and Cenergistic, the Green-Garner Award is named in memory of Richard R. Green, the first African American chancellor of the New York City school system, and businessman Edward Garner, who served on the Denver school board.

The winner receives a \$10,000 college scholarship to present to a student.

Last year's winner was school board member Felton Williams of California's Long Beach Unified School District.



Tom Boasberg



Juan Cabrera



Alberto Carvalho



Kriner Cash



Anthony Hamlet



Michael Hinojosa



Dorsey Hopson



Clayton Wilcox



Alicja Winnicki

**Town Hall** *continued from page 1*

the White House and has been involved in a host of leadership activities. In addition, he is scheduled to host an upcoming gubernatorial town hall meeting.

Scheduled to participate on the panel are:

■ Kay Galarza, a student at Baruch College Campus High School in New York City, and a youth leader whose work centers around different forms of advocacy and activism, particularly in dismantling systems of oppression within the school district;

■ Nick Paesler, a student in Portland, Ore., who serves on the Superintendent’s Student Advisory Council and as the student representative on the district’s school board. He is one of the original design-team members of Oregon Student Voice;

■ Joshua Lynn, a sophomore in the Baltimore City Public Schools, is heavily involved in community advocacy and serves on the district’s Board of School Commissioners;

■ Evelyn Reyes, a junior at the John D. O’Bryant School of Math and Science in Boston whose parents come from Honduras, is a representative on the Boston Student Advisory Council and serves as the student representative on the Boston School Committee. She is also an orga-

nizer for March for Our Lives, Boston;

■ Mei-Ling Ho-Shing, a survivor of the Marjorie Stoneman Douglas High School shootings in Parkland, Fla., is an activist against gun violence and served as a member of the Congresswoman Debbie Wasserman-Schultz Task Force on Gun Control and Safety;

■ Bishop Crosby, a senior at Martin Luther King Jr. Career Campus in Cleveland, serves in various leadership capacities, including on the student advisory council, and is a student mediator and student ambassador for the Academies of Cleveland;

■ Lily Kwiatkowski, a senior at the Cleveland School of Science and Medicine and born in China, is extensively involved in issues of environmental protection; and

■ Esther Ubadigbo, a junior at Roosevelt High School in Des Moines whose parents come from Nigeria, is a member of the National Honor Society and served on her school’s Diversity and Inclusion Council. She embraces the Me Too movement and is concerned about the lack of empathy shown to survivors and victims of sexual assault and abuse.

The Council’s national town hall meeting will be streamed live at <https://live.hosted.events/cgcs/> on Oct. 26 at 2:30 p.m., EDT. Or, follow the event on Twitter at #StudentVote18.

**\$50-Million** *continued from page 1*



**Nikolai Vitti**

serve more than 1,000 children in Detroit’s Livernois-McNichols neighborhood.

The Detroit school system will operate the K-12 school and collaborate with the University of Michigan School of Education to develop the school’s curriculum. The school will be housed in a former high school on the campus of Marygrove College, which is also a partner.

A ninth-grade pilot program will begin in 2019 and a kindergarten and 10<sup>th</sup> grade class will launch in 2010. By 2029, the school will teach students up to grade 12, with neighborhood children being given priority in regard to enrollment.

In addition, a new teacher residency program will be offered by the university that will place undergraduate and graduate student teachers at the K-12 school. After the students receive their degrees, they will work at the school as supervised resident teachers alongside veteran teachers for three years to continue their training in an initiative modeled after medical residency programs.

Detroit Schools Superintendent Nikolai Vitti believes that the P-20 model will demonstrate that the school system can simultaneously rebuild the district, while introducing innovation. “The magnitude of this partnership is priceless in that it expands the city’s portfolio of high-demand, unique traditional public school options and develops a much-needed teacher pipeline with one of the top universities in the country,” said Vitti in a press release.

And he believes that the program preparing newly certified teachers based on residency for medical doctors, as well as the teacher training school, will have the ability to attract college students to the teaching profession. In addition, the innovations developed at the new K-12 school will be shared and replicated across the entire Detroit school district.



**Nick Paesler**  
Portland Public Schools



**Lily Kwiatkowski**  
Cleveland Metro. School District



**Mei-Ling Ho-Shing**  
Broward Co. Public Schools



**Joshua Lynn**  
Baltimore City Public Schools



**Esther Ubadigbo**  
Des Moines Public Schools

## Columbus District Names New Leader



Talisa Dixon

Columbus City Schools recently selected Talisa Dixon to lead its school district, the largest in the state of Ohio with 51,000 students.

Dixon is the superintendent of the Cleveland Heights-University Heights City School District in Ohio and will succeed interim leader John Stanford.

Since 2014, Dixon has served as superintendent of the 5,200-student school system. During her tenure, she has launched several initiatives, including developing a Five-Year Strategic Plan to ensure that students are college and career ready.

The veteran educator is no stranger to Columbus, having served in the district as an assistant principal and principal from 2001 to 2010. As a principal at the Columbus Alternative High School, she focused on increasing educational access and achievement, particularly among minority students.

Dixon also served as deputy superintendent for teaching & learning from 2010 to 2014 in Michigan's Saginaw Public Schools, where she designed and facilitated a comprehensive redesign of the school district as the head of the superintendent's Academic Task Force.

The Columbus Board of Education unanimously selected Dixon in a 7-0 vote.

"Dixon is an incredibly talented educational leader and we're excited about the opportunity to have someone like her here in our district," said Board President Gary Baker in the *Columbus Dispatch*.

She intends to finish out the school year with her current district before taking the helm in Columbus around January 1, 2019.

## Denver and Cleveland Districts Aim to Retain Quality Teachers with New Programs

Denver Public Schools, similar to many urban school districts, has faced difficulty in retaining teachers, especially those in the beginning of their careers.

"DPS is no different than most places nationally where we look at the retention level of early career teachers as being an opportunity for improvement," said Debbie Hearty, the district's chief human resource officer in an interview with the *Urban Educator*.

Led by Hearty, the district is re-envisioning its teacher pathway and support efforts to make them more effective.

Teaching academies have been created at seven of the district's high poverty schools to serve as talent hubs to train educators who are enrolled in teacher preparation programs. The academies are at four elementary schools and three secondary schools.

Hearty has also pushed the creation of Associate Teachers, which the district is piloting for the very first time in the 2018-2019 school year.

The six Associate Teachers, who are licensed and certified, spend half the day teaching and the other half practicing their skills and receiving coaching and support.

The district will monitor and evaluate the associate teachers to see if their teaching practice has improved over the course of the year. "Ideally, we would like to see all of them step into a full-time teaching role by next fall," said Hearty, "with the ultimate goal of novice teachers entering DPS ready to meet the needs of our kids and stay longer."

The district has also developed what it calls a first-of-its-kind teacher leadership model where schools are organized into teams guided by a teacher leader who spends half their time in the classroom teaching and the other half of their time coaching with their team of teachers.

The teacher leadership model has grown from a small pilot of 15 schools to more than 500 teacher leaders this year.

So what advice would Hearty give other districts interested in such programs?

"I don't think the associate teacher role by itself is a game changer, but I think the role in the context of a teaching academy can become more of a game changer," said Hearty.

She believes that the district must be able to help its principals and school leadership team think about talent as a multiple-year engagement, not just once a year during hiring season.

"The question that needs to be asked is how do you create opportunities for your great teachers to mentor, grow and develop the next generation of teachers?" said Hearty. "And how do you create structures that make that possible?"

### Cleveland Makes Progress

Last year, the Cleveland Metropolitan School District received a \$1-million grant to create TEACHing Cleveland, an initiative focusing on teacher recruitment, mentoring and retention.

The initiative proved so successful, with the retention rate of new teachers improving by 3 percent from last year, that the district is continuing the program this year.

As part of the initiative, a new program has been created called the Resident Educator Teacher on Assignment in which three experienced teachers will work full-time as mentors to 10 new teachers. And an online platform has been developed called the Teaching Channel Plus where new teachers can find resources for planning and classroom management.

Veteran teacher Linda Palombo-King serves as a program mentor in TEACHing Cleveland and said it is hard for new teachers, whose only experience may be student teaching when they were in college. "You learn all the theory and practice," she said, in a story that appeared on the district's website. "How do you put it into place? Student teaching just gives a very short glimpse."

**Blue Ribbon** continued from page 1

closing achievement gaps among student subgroups.

The School District of Philadelphia saw two of its elementary schools – Albert M. Greenfield and William M. Meredith – honored and applauded by Superintendent William Hite, the mayor and other city, school and community officials at press events.

“We’re very proud of the students and staff at Greenfield and Meredith for earning this national distinction and exemplifying the progress that Philadelphia schools are making throughout the city,” said Philadelphia Mayor Jim Kenney.

In Houston, a principal of a Blue Ribbon School, East Early College, shares what has made her school successful in its mission to graduate all incoming freshmen in four years with up to 60 hours of college credits.

“My advice to other principals is to be inclusive when planning and setting goals,” Principal Stephanie Square stressed in a press release. “Include teachers, students and parents. They will buy into goals they feel they are a part of creating.”

Three schools in the Houston Independent School District were named National Blue Ribbon Schools.



Other big-city school districts that saw their schools win Blue Ribbon honors include:

- Albuquerque;
- Anchorage;
- Broward County in Fort Lauderdale, Fla.;
- Chicago (two schools);
- Clark County in Las Vegas;
- Denver;
- District of Columbia (two schools);
- Duval County in Jacksonville, Fla.;
- Guilford County in Greensboro, N.C.;
- Hawaii (three schools in the state system);
- Hillsborough County in Tampa;
- Miami-Dade County;
- Nashville;
- New York City (five schools); and
- Pinellas County, which includes St. Petersburg, Fla.

## Jackson District Strives for 100 Percent Wireless

As part of an ambitious plan to boost educational technology, Jackson Public Schools in Mississippi is aiming to make all its schools 100 percent wireless by 2019.

The plan is being spearheaded by the district’s Information Technology Department, which was recently profiled in *Toggle Technical Magazine*.

Stephan George, a graduate of Jackson Public Schools, has been the executive director of the IT Department since 2015, and under his leadership the district has been making strides to boost technology for its 25,000 students and 52 schools.

George believes the project to make all of its schools wireless will not only enable teachers to explore innovative teach-

ing methods, but also lessen physical space needs and capacity issues because students will not have to use traditional hard-wired desktop computers.

Other projects the IT department has implemented include creating “power bank” battery-powered devices to keep systems running in case of power outages.

George is quick to give praise to his 20-member IT department, which does not have a large budget and often has to work with old equipment from the early 2000s or even the late 1990s.

“I may have the vision, but I’m not the only one bringing it to fruition,” said George. “It’s everyone working as a team.”

## Aurora District Breaks Ground with University

Colorado’s Aurora Public Schools and Colorado State University-Global Campus recently broke ground in launching an innovative partnership to help eliminate barriers and increase access to postsecondary opportunities for the school district’s students, graduates and staff.

CSU-Global is a regionally accredited university that is completely online and designed for working adults. The university offers bachelor’s and master’s degrees, as well as certificate and continuing education opportunities.

In 2016, Aurora voters approved a bond measure to help fund construction of a new headquarters for CSU-Global. In turn, the Aurora school district will receive scholarships and significantly discounted tuition rates as in-kind lease payments from CSU-Global. The new headquarters is expected to open in the fall of 2019.

The significantly discounted tuition rate (between 24-33 percent off) are universal and unlimited for graduates and staff members of Aurora Public Schools (APS).

In addition to these discounts, a scholarship program is being developed that could make college free for hundreds of APS students. The scholarship program will launch when the new headquarters opens next year.

This ambitious partnership is part of APS’ commitment to transforming a college and career success culture. In fact, over the past five years, the district has increased graduation rates by 15 percent and cut its dropout rate in half. The district has also made notable gains in student growth and achievement.

“We are a district of momentum, opportunity and impact,” said Superintendent Rico Munn. “As part of our strategic plan, *APS 2020*, one of our goals is for every student to earn credentials that open doors. This revolutionary partnership will allow more students than ever to earn cre-

**Aurora District** continued on page 12

## A Fish Out of Water -- Omaha Superintendent is a First for the District

When Cheryl Logan became the superintendent of Nebraska's Omaha Public Schools on July 1 after serving as the chief academic officer in the School District of Philadelphia for five years, she knew there would be some surprises awaiting her in her first job leading a school district in a new city.

But the biggest surprise in her three-month tenure has been the attention she has received wherever she goes in the city. "It's overwhelming in a positive way," said Logan in an interview with the *Urban Educator*. "There is such genuine support and people rooting for me who don't even know me. It's been amazing."

As the first African American and the first female in Omaha to hold the position of superintendent permanently, the reception by women who work in the district, from support staff to teachers and administrators, has also been noteworthy. "They are kind of tickled when they see me and I'm equally feeling that way toward them," said Logan.

Another surprise for Logan is the city's philanthropic community and its generosity toward the Omaha school district. Logan recently met with officials from a foundation who wanted to know how much they should give to support the school system since she hasn't asked them yet. "The level of giving is kind of remarkable," said Logan. "I feel particularly excited about it."

The veteran educator was chosen to lead the district in January but did not officially begin until July. She used those months in between to become familiar with the city, while meeting with retiring superintendent Mark Evans as well as staff and community members. Logan believes this process helped pave the way for a smooth transition into the role of superintendent for the 52,000-student district, Nebraska's largest.

At the first school board meeting she attended in July, she laid out a 90-day entry plan, which included plans to develop a good relationship with the school board, build trust with district stakeholders, take a close look at the district's finances and review instructional practices.



Omaha Schools Superintendent Cheryl Logan meets with a student at Florence Elementary.

### Changing Demographics

Omaha's student population consists of 35.5 percent Hispanic, 27 percent Caucasian and 25.1 percent African American students. Logan, who started her career as a Spanish teacher and speaks fluent Spanish, believes the district's biggest challenge, or what she likes to call "opportunity," is that the demographics are rapidly changing, and the district is becoming more diverse. "The district will look different in five years, especially 10," said Logan. "We have to address what that will mean for us."

In an interview with the *Urban Educator*, board president Marque Snow said that the board unanimously selected Logan because they were looking for a superintendent that understands urban school districts.

"When people talk about how our demographics in the district are changing, Cheryl Logan said to us they already changed," said Snow. "Because of her previous experience, she was able to really come into Omaha and say 'hey your demographics have changed, now how do we meet the needs of these kids.'"

Snow has been most impressed by her willingness to listen and noted that she

held a student town hall, a first for Omaha, that allowed students to put her in the hot seat with questions, but also listened to what they had to say.

As superintendent, Logan receives numerous emails from high schoolers and recalled how one student wrote that a program she saw in another school district would be good for Omaha.

"Honestly, that's nirvana for a superintendent," said Logan. "You have reached the pinnacle of influence when children are reaching out to you to share their ideas."

She is currently working on rewriting the district's strategic plan, changing it more from strategic planning to strategic foresight. The district is working with an educator, an economist and a futurist in the belief that bringing these three people together will help the district successfully reconfigure its strategic plan to best serve the needs of its diverse student body.

Logan, 55, starts her mornings at 5 a.m. in the gym and if time allows, gets a second workout in the evening. She is a multiple marathoner, having run four 26-mile marathons. She has a 28-year-old daughter who lives in Maryland and followed her footsteps into teaching. And Logan has two dogs named Lola and Coco, who are becoming just as well-known in Omaha as she is.

The veteran educator also is a fan of Hallmark movies. "People see me as serious and an intellectual and they are always surprised to hear how much I like a good Hallmark movie," said Logan.

And even though there are times when Logan says she feels like a fish out of water, she truly loves being a superintendent because she knows she is making a difference in the lives of Omaha's children and their families. Logan said that in meetings, she will often ask the staff how a decision that was made will best serve children and families.

"I don't care how remote an issue may be, there is always some connection to children and families in the work that we do," said Logan.

## Broward Co. District Receives High Honor

Florida's Broward County Public Schools has been named *District of the Year* by Cambridge Assessment International, part of the University of Cambridge in England.

The school system headquartered in Fort Lauderdale is reportedly the first district in the United States to receive the Cambridge *District of the Year* distinction.

The honor recognizes districts that have high academic achievement among students participating in Cambridge programs and for increasing Cambridge opportunities across the district. Broward County Public Schools ranked highest among large school districts for expanding Cambridge access and services and student academic achievements.

"We are honored to be the first school district in the country to earn the Cambridge International *District of the Year* award," said Broward Schools Superintendent Robert Runcie in a press release.

"We congratulate the students, teachers and administrators in Broward County on their exceptional level of achievement," said Mark Cavone, regional director-North America of Cambridge International.

## Healthiest Schools Recognized

Four schools in Florida's Pinellas County Schools near St. Petersburg and one school in Memphis are among America's Healthiest Schools, according to the Alliance for a Healthier Generation, an organization that helps children develop lifelong, healthy habits.

Northwest Prep Academy in Memphis and four Pinellas schools—Belcher Elementary School, Skycrest Elementary School, Forest Lakes Elementary School and John M. Sexton Elementary School—received the organization's Na-

**Healthiest Schools** continued on page 12

## 'Pittsburgh Public Scholars' Now University of Pittsburgh Freshmen

In an effort to help talented students in the city of Pittsburgh pursue a college education, Pittsburgh Public Schools and the University of Pittsburgh announced the launch of the Pittsburgh Public Scholars program last summer. Under the program, valedictorians and salutatorians from high schools in the Pittsburgh school district were offered guaranteed admission to the university as well as scholarships.

Andrew Knight was the valedictorian of his 2018 senior class at Pittsburgh's Perry High School and wanted to attend the University of Pittsburgh since he was 8 years old. That dream is now a reality, with him entering the university this fall as a freshman as part of the Pittsburgh Public Scholars program.

Knight is one of 10 freshman students at the university who make up the first cohort of scholars.

Participating students are offered scholarships of at least \$2,000 annually for up to four years. In addition, the University of Pittsburgh will meet the full financial need of scholars who are eligible for Federal Pell Grants.

Knight, who plans to become a high school English teacher, is the first in his family to attend college and is one of four students in the program who are first-generation college students. "I hope to make them [my parents] proud by being their first child to complete a four-year education at any university," said Knight in a story that appeared on the University of Pittsburgh's website.

Another first generation college student in the program is Noor Nader, a 2018 salutatorian from Brashear High School, who plans to study microbiology and pursue a pre-med track.

At a recent reception held to welcome the scholars, Pittsburgh Public Schools Superintendent Anthony Hamlet said that he was grateful to the university for its continued commitment to the academic success of the district's students.

"Today we celebrate impressive district graduates who will continue their education due to the generosity of the university through the Pittsburgh Public Scholars Program," said Hamlet.



University of Pittsburgh Chancellor Patrick Gallagher, left, and Pittsburgh Public Schools Superintendent Anthony Hamlet, right, welcome the first class of the Pittsburgh Public Scholars at a reception held in their honor at the University of Pittsburgh. Photo credit: Alex Mowrey/University of Pittsburgh

## Citywide Effort in Nashville Leads to Literacy Gains

When Nashville's Director of Schools Shawn Joseph took the reins of the district in 2016, the first thing he did was convene a 47-member transition team to assess the state of the district. That assessment revealed one clear challenge: Nashville students were in a literacy crisis.

At the time, Tennessee's capital city mirrored national averages of 37 percent of fourth-grade students and 36 percent of eighth-grade students scoring at or above *proficient* in reading on the 2017 National Assessment of Educational Progress (NAEP).

The mandate was clear: help more kids read on grade level.

Joseph declared the ability to read as a "civil right" and urged the community to do more for students who faced systemic barriers to learning. Metro Nashville Public Schools (MNPS) set out to change teaching and learning.

At the same time, district leadership partnered with business and government leaders to galvanize the community to support the changes.

"The district's focus on literacy comes at a critical time in our city," says Nashville Mayor David Briley, who has been a strong supporter of MNPS' efforts. "As one of the fastest growing cities in the nation, we are working hard to ensure our students not just learn, but thrive."

Briley adds, "I am proud to stand with Metro Nashville Public Schools and its director of schools, teachers and staff to ensure students in Nashville receive the literacy tools needed to prepare them for a successful future."

### Changing Instruction

MNPS, in conjunction with the Nashville Public Education Foundation, the Office of the Mayor, and other local organizations, set a lofty goal: to double the number of third-grade students reading on grade level by 2025.

To meet the goal, MNPS intensified professional development for teachers and leaders on three English Language Arts

(ELA) Core Actions focusing lessons on quality text, engaging students in rigorous academic discussions about the text, and providing students with meaningful tasks allowing them the opportunity to respond to the text.

Additionally, the 86,000-student district hired a Literacy Teacher Development Specialist for each school and revised the district's ELA Scope and Sequence to close the implementation space between Tennessee's rigorous state standards and classroom instruction. MNPS is also diversifying its ELA curricula options and worked with the Council of the Great City Schools and Student Achievement Partners on an innovative early-grades literacy pilot.

Finally, working with local experts, the district developed a comprehensive literacy plan for all educators and parents centered on the concept of "advanced literacy."

"Metro Nashville Public Schools' literacy plan is one of the strongest and most modern plans I have seen," says Emily Pendergrass, director of Reading Education Programs and senior lecturer for Literacy Education in the Department of Teaching and Learning at Vanderbilt University's Peabody College of Education. "Nashville is making bold strides in educating today's students for the progressive workforce of tomorrow."

### Involving the Community

The city of Nashville has mobilized around reading. Some of the collaborative efforts include the publication of a Blueprint for Early Childhood Success, which reflects work from the Nashville Public Education Foundation and local leaders that, among other steps, brings together coaches for literacy from local universities

to support schools.

In addition, the Dollar General Literacy Foundation has invested \$800,000 to support literacy efforts, and the district has redesigned report cards to keep parents better informed of their students' progress.

Further, the district coordinated with the Nashville Public Library to address "summer slide" with a Summer Reading Challenge. After reading 20 minutes each day, thousands of children documented their minutes by coloring in pictures of guitars, which were displayed all over the city – and, ultimately, represented more than 11



Metro Nashville Director of Schools Shawn Joseph gives a parent a book to read to her child as part of the district's emphasis on literacy.

million minutes of reading in Nashville.

### Realizing Results

With these efforts, Tennessee's state test results have already begun to show some gains. At the end of the 2017-18 school year, Metro Nashville Schools saw a 1.3 percentage point increase from the year prior, compared to a 0.2-point increase statewide, in the number of third- through eighth-grade students scoring "on track" or "mastered" in the English portion of the assessment.

Additionally, the Measures of Academic Progress (MAP) assessment showed that second- through eighth-grade students surpassed the national average for growth in reading, except for grade five, according

**Nashville Literacy** continued from page 11



## On-Time Federal Education Funding Bill With Disappointing Outcome

By Jeff Simering, *Director of Legislation*

For the first time in over two decades, the Labor-HHS-Education appropriations bill has been enacted before the beginning of the federal fiscal year. In fact, five of the twelve annual FY 2019 appropriations bills have been passed under something akin to regular legislative order with committee, floor, and conference committee consideration.

Instead of the frequently used “omnibus” appropriations bill with virtually all government funding bundled into a single legislative package, the FY 2019 bills have been combined into smaller packages or so-called “minibus” bills. The Labor-HHS-Education measure has been merged with the Defense Department appropriations bill and funds these two departments through the end of the fiscal year. However, the bill also contains a short-term continuing resolution (CR) to fund the rest of the government until December 7<sup>th</sup> (Pearl Harbor Day). Since this interim CR includes only short-term funding for the remaining parts of the government, including the Department of Homeland Security, there is a real possibility of a major budget showdown at the end of the calendar year over items like the proposed border wall.

The full-year education appropriations should allow school districts to plan more effectively for their federal funding allocations in the upcoming school year. Unfortunately, this year’s appropriations bill provides only small increases in major federal elementary and secondary school programs. Previous years’ omnibus-bill negotiations created the political leverage to increase education appropriations in exchange for supporting broader government-wide funding. In fact, past funding levels



that were proposed separately by the House or the Senate were often exceeded in the final omnibus appropriations bill.

For school year 2019-2020, however, the ESEA Title I program for disadvantaged students, the ESEA Title IV-A program for support and enrichment activities, and the IDEA Part B program for students with disabilities received increases of only \$100 million, \$70 million, and \$87 million respectively (0.6 percent, 6.4 percent, and 0.7 percent). In the case of Title IV-A, the final funding level dropped below the increase proposed in both the House and Senate versions of the FY 2019 spending bill. And, the ESEA Title II-A program for teacher professional development and the ESEA Title III program for English language learners were frozen again at their previous year’s funding levels. Beyond the educator sector, Head Start increased by \$200 million (2 percent) and the Child Care and Development Block Grant (CCDBG) increased by \$50 million (1 percent). While there were no cuts to major elementary and secondary education programs, federal funding did not keep pace with inflation.

Getting earlier notification of funding levels is helpful, to be sure, but it does not compensate for inadequate funding levels. Moreover, a budget stalemate over the remaining seven appropriations areas running up to December 7<sup>th</sup> could still affect already completed spending measures. Federal education funding often does better in an election year – unfortunately, this year it did not.

## Stockton and Toronto School Districts Join the Council

Two urban school districts recently joined the Council of the Great City Schools, increasing the organization’s membership to 74 school systems.

California’s Stockton Unified School District has 40,000 students and 54 schools and is led by John Deasy, the former superintendent of the Los Angeles Unified School District. Prominent graduates of the district include former NASA Astro-

naut Jose Hernandez and Michael Tubbs, who at the age of 26 was elected in 2016 as the youngest mayor of Stockton and the city’s first African American mayor.

Also joining the Council is the Toronto District School Board, the largest school system in Canada with 246,000 students in 583 schools throughout Toronto. The district is led by the Director of Education John Malloy.



## Several Urban School Districts Selected to Gates Foundation Partnerships

At the Council of the Great City Schools' 61st Annual Fall Conference in Cleveland last year, philanthropist Bill Gates announced that his foundation's biggest investment in education would be funding a network of public schools to drive student achievement.

That announcement became a reality when the Bill & Melinda Gates Foundation recently awarded Networks for School Improvement (NSI) grants to 19 organizations across the nation to significantly increase the number of black, Latino, and students from economically disadvantaged families who graduate from high school and enroll in college.

Under the NSI, a group of middle or high schools will partner together with an intermediary organization, which will organize groups of schools, provide space, technical assistance and data support to develop programs that lead to higher academic achievement for minority students.

Baltimore City Public Schools received an \$11.2-million grant, which over 48 months will fund onsite literacy coaches at

**Nashville Literacy** *continued from page 9*

to the district.

Among the district's youngest learners, for whom literacy is so foundational to future learning, MNPS Pre-K data gathered for a Vanderbilt University Peabody study revealed that, for the first time, literacy achievement at early learning centers surpassed the national average for letter and sight words. This is supported by the fact that last year, 86 percent of Pre-K students who completed the GOLD assessment, an observational test, showed literacy gains between fall and spring checkpoints.

"We are rightly thrilled with these improvements," says MNPS Director of Schools Shawn Joseph, "but even more rewarding is seeing the delight in the eyes of the elementary student who sounds out that first word and realizes he has just read for the first time, or watching a middle-schooler deliver an eloquent speech she has researched and crafted herself."

12-15 middle schools.

Dallas Independent School District received a \$7-million grant as part of a partnership with the University of Pittsburgh to increase the reading and writing skills of minority students at 12 secondary schools.

Atlanta Public Schools and Achieve Atlanta will receive more than \$600,000 in grants over a 24-month period to develop a digital tool that will match high school students with colleges.

And Shelby County Schools in Memphis and its Seeding Success program received a \$560,000 grant to support a network of 15 feeder pattern middle and high schools over a 24-month period to help 8th and 9th graders stay on track toward college and career readiness.

In total, the Gates Foundation awarded \$91 million and eventually plans to distribute more than \$400 million in grants to support the NSI initiative.

## Miami Students Launch 'Don't Stall, Just Call' Campaign to Address Mental Health Issues

The mass school shooting last February by an alleged teenager in Parkland, Fla. hit home with students in nearby Miami-Dade County.

In recognizing the need for student awareness of resources to help youths experiencing sensitive and mental-health issues, students at Miami's Design and Architecture Senior High launched a campaign called "Don't Stall, Just Call."

The Miami-Dade County Public Schools embraced the initiative and will place posters designed by the students in school bathroom stalls that provide anonymous, toll-free hotline information to assist students with issues they may be facing.

The posters – Don't Stall, Just Call – NO MORE STALLING – ask questions such as "Struggling with depression or suicidal thoughts? Dealing with an eating disorder? Struggling with sexual harassment and/or abuse?"

Hotline information is given to contact reputable help groups, including the National Suicide Prevention Lifeline, the National Eating Disorders Association and the Rape, Abuse & Incest National Network.

The student project was the result of participation in the national Lead2Feed Student Leadership Program. The school won a special "All In" award for \$5,000 to expand its mental health project within the

district.

"In Miami-Dade County Public Schools, we are sensitive to the needs of our students including their emotional care," says Superintendent of Schools Alberto Carvalho. "We created a Department of Mental Health Services, investing \$6 million, to address the social and emotional needs of children in our schools.

"Don't Stall, Just Call" is an extension of this important work that we believe will teach children to successfully manage the personal and emotional challenges they often face," he adds.

**DON'T STALL, JUST CALL.**  
**NO MORE STALLING**  
*Struggling with depression or suicidal thoughts?*  
**800-784-2433**

*Dealing with an eating disorder?*  
**800-931-2237**

*Struggling with sexual harassment and/or abuse?*  
**800-656-4673**

*Questions about sexual health or identity?*  
**617-616-1616**

*Dealing with any crisis or just need somebody to talk to free of judgment?*  
**Text HELLO to 741741**

*You are never alone. All the above numbers are anonymous and toll-free.*

**DESIGN AND ARCHITECTURE SENIOR HIGH**



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**Aurora District** *continued from page 6*

dentials that they may have considered out of reach.”

On average, the annual undergraduate tuition at an accredited four-year university costs more than \$13,000 in Colorado. If an APS student uses the discount provided through this partnership and a Federal Pell Grant, annual tuition would cost less than one-fourth of that amount (about \$2,800 per year). In addition, with the APS scholarship opportunity, hundreds of students could earn their college degrees for free.

Both APS graduates and staff members are already excitedly taking advantage of the deep discounts and convenient online programs. APS school counselor Erin Graves is pursuing a certificate in Educational Leadership thanks to the affordable option. Graves is the mother of two young children and she said she would have never been able to afford classes or make time without the flexibility of an online option.

“I am so excited to continue my education and expand my professional development thanks to this partnership,” said Graves. “APS is a school district that thinks outside the box and works tirelessly to do what is best for students, staff and families.”

## Las Vegas Student Named National Student Poet



**Ariana Smith**

Ariana Smith is a senior at the Las Vegas Academy of the Arts. As the daughter of an African-American father and a Filipina mother, she used poetry when she was a little girl to connect to her

multicultural identity. As a teen, she now uses poetry to discuss modern issues facing black youth.

Smith was recently named to the 2018 class of National Student Poets, the nation’s highest honor for youth poets. The poets represent five geographical regions of the nation and will each receive a \$5,000 academic award.

They will spend the year serving as literacy ambassadors and share their passion for poetry and literacy at libraries and museums as well as participate in service projects, workshops and public readings.

The National Student Poets Program

was founded in 2011 and is an initiative in partnership with the Institute of Museum and Library Services and the nonprofit Alliance for Young Artists & Writers.

The program is open to high school sophomores and juniors and more than 23,000 works of poetry were submitted this year, with 35 semi-finalists invited to submit additional poetry and performance videos that were judged by a jury consisting of leaders in education and the arts.

**Healthiest Schools** *continued from page 8*

tional Healthy Schools Award, Gold-level designation.

Out of 461 schools in the nation honored by the alliance, only 13 schools received the Gold-level award, its highest honor.

In order to be named one of America’s Healthiest Schools, schools must meet or exceed federal nutrition standards for school meals, offer breakfast daily and provide students with at least 60 minutes of physical education a week.

**PRE MEETING**



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

## **18th ANNUAL PUBLIC RELATIONS EXECUTIVES MEETING**

**July 12-14, 2018**

**Hyatt Regency Orange County  
Garden Grove, California**

### **Working Agenda**

#### **Thursday, July 12**

6 – 8:30 p.m.

#### **Dinner**

*Ralph Brennan's Jazz Kitchen in Downtown Disney*  
1540 South Disneyland Drive, Anaheim  
(Nearly two miles from the Hyatt Regency)

#### **Welcome**

Henry Duvall, Director of Communications  
Council of the Great City Schools

#### **Greetings**

Deidra Powell, Chief Communications Officer  
Santa Ana Unified School District

#### **Sponsors**

Blackboard  
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#### **Speaker Introduction**

Tonya Harris, Communications Manager  
Council of the Great City Schools

#### **Guest Speaker**

Kathleen Kennedy Manzo  
Managing Editor, *Education Week*

**Friday, July 13**

7:30 – 10 a.m.

**Registration** (Garden 3, First Floor, Hyatt Regency)

8 – 9 a.m.

**Breakfast** (Garden 1 & 2, First Floor, Hyatt Regency)

**Sponsors**

Finalsite

SchoolMint

9 - 9:15 a.m.

**Welcome and Introductions** (Garden 3, First Floor)

9:15-10:30 a.m.

***Crisis Management – After the Plan, Now What?***

Sara Brady, Crisis Communications Expert

10:30 – 10:45 a.m.

**Coffee Break**

10:45 -Noon

**Frontline Crisis Communications Panel**

Dylan Thomas, Director of Marketing and Events, ***Moderator***  
Orange County Public Schools (Orlando)

Tracy Clark, Chief Public Information Officer  
Broward County Public Schools (Fort Lauderdale)

Rebecca Suarez, Chief Communications Officer  
Houston Independent School District

Justin Grayson, Director, Public Information  
Riverside Unified School District (California)

Noon –1 p.m.

**Lunch** (Garden 1& 2, First Floor, Hyatt Regency)

**Sponsors**

K12 Insight

Peachjar, Inc.

1 – 2 p.m.

***Student Ambassadors: Telling the District Story with Student Leaders***  
(Garden 3, First Floor, Hyatt Regency)

Ameerah Palacios, Manager  
Metropolitan Nashville Public Schools

2 – 2:15 p.m.

**Refreshment Break**

2:30 – 3:30 p.m.

***Searching for a Superintendent: The Ups and Downs of the Community Engagement Process***

Toya Stewart Downey, Interim Director, Communications  
Pepe Barton, Communications Consultant  
Saint Paul Public Schools

3:30-4:30 p.m.

**Roundtable Discussions Between New/Junior Public Relations Executives and Veteran/Senior PREs**  
(Garden 1 & 2, First Floor, Hyatt Regency)

**Discussion Table Leaders:**

Monica Armenta, Executive Director of Communications  
Albuquerque Public Schools

Dr. Roseann Canfora, Chief Communications Officer  
Cleveland Metropolitan School District

Andre Riley, Director, Strategic Communications  
DeKalb County School District (Georgia)

Barbara Griffith, Senior Communications Officer  
Fort Worth Independent School District

Nora Carr, Chief of Staff  
Guilford County Schools (Greensboro, N.C.)

Daisy Gonzalez-Diego, Chief Communications Officer  
Miami-Dade County Public Schools

Dylan Thomas, Director of Marketing and Events  
Orange County Public Schools (Orlando)

Wendy Johnson, Division Director, Strategic Communications  
Wichita Public Schools

4:30 p.m.

**Dinner on Your Own**

**Saturday, July 14**

8 - 9 a.m.                         **Continental Breakfast** (Garden 1 &2, First Floor, Hyatt)

9 – 10 a.m.                         ***What’s Working in Internal Communications and Why***

Nora Carr, Chief of Staff  
Guilford County Schools (Greensboro, N.C.)

10 – 11 a.m.                         ***Preparing for a Labor Strike***

Amy Idsvoog, Communications Analyst  
Fresno Unified School District

11 -11:45 a.m.                         **Round Robin Discussion on What’s Working in Your Urban School District**

11:45 a.m. – Noon                         **Wrap-Up**

Noon   **Meeting Adjourn**

12:30 – 1:30 p.m.                         **Post-Meeting Lunch (RSVP)**  
*Catal Restaurant in Downtown Disney*  
1580 Disneyland Drive, Anaheim  
(Nearly two miles from the Hyatt Regency)

**Sponsors**  
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## **LEGISLATION**

**BUDGET AND APPROPRIATIONS**

**Final FY 2019 Funding Levels for Federal Education Programs:  
School Year 2019-20 (in thousands)**

<b>Federal Education Program</b>	<b>FY 2018 Omnibus Final</b>	<b>FY 2019 President Budget</b>	<b>FY 2019 Final "Minibus"</b>
Title I - Grants to LEAs	15,759,802	15,459,802	15,859,802
Migrant Education	374,751	374,751	374,751
Neglected and delinquent	47,614	47,614	47,614
Homeless children and youth	85,000	77,000	94,000
Impact Aid	1,414,000	1,259,790	1,446,000
Comprehensive Literacy Dev. Grant	190,000	0	190,000
Title IV - Support & Academic Grant	1,100,000	0	1,170,000
State assessments	378,100	369,100	378,100
Rural education	180,840	175,840	180,840
Education for Native Hawaiians	36,000	0	36,000
Alaska Native Education Equity	35,000	0	35,000
Promise Neighborhoods	78,000	0	78,000
21st century learning centers	1,211,673	0	1,221,673
Indian Education	179,939	164,939	179,939
<i>Opportunity Grants (Trump proposal)</i>	<i>NA</i>	<i>1,000,000</i>	<i>0</i>
Education Innovation and Research	120,000	180,000	130,000
Title II - Effective Instruction	2,055,830	0	2,055,830
Teacher quality partnership (HEA)	43,092	0	43,092
Teacher and Leader Incentive Fund	200,000	0	200,000
Charter schools grants	400,000	500,000	440,000
Magnet schools assistance	105,000	97,647	107,000
English Language Acquisition	737,400	737,400	737,400
IDEA - Part B	12,277,848	12,002,848	12,364,392
IDEA Preschool	381,238	368,238	391,120
IDEA Infants and Families	470,000	458,556	470,000
Perkins CTE	1,192,598	1,117,598	1,262,598
Adult Education	616,955	485,849	641,955
GEAR UP	350,000	0	360,000
Research, dev., and dissemination	192,695	187,500	192,695
Statistics	109,500	112,500	109,500
Regional educational laboratories	55,423	0	55,423
National assessment (NAEP)	149,000	149,000	151,000
National Assessment Governing Board	7,745	7,745	7,745
Statewide data systems	32,281	0	32,281
<b>Department of Education Discretionary Appropriations total</b>	<b>70,867,000</b>	<b>63,201,058</b>	<b>70,848,000*</b>

\* Increases were offset by \$600 million recission in previously appropriated Pell Grant funding

RED = decrease from FY 2018 ; GREEN = increase from FY 2018

# CENSUS



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- Denver
- Des Moines
- Detroit
- Duval County
- El Paso
- Fort Worth
- Fresno
- Guilford County
- Hawaii
- Hillsborough County
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August 2, 2018

**Comments on 2020 Decennial Census Notice**

**Docket #: USBC-2018-0005**

Jennifer Jessup, Departmental Paperwork Clearance Officer  
Department of Commerce  
14th and Constitution Avenue NW, Room 6616  
Washington, DC 20230

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, submits the following comments on the Census Bureau Notice issued in the Federal Register on June 8, 2018. The Council urges the elimination of any citizenship questions from the content of 2020 Decennial Census Questionnaire due to the likelihood of suppressing survey participation.

High mobility among other factors have resulted in repeated census undercounts in the nation’s major central cities for multiple decades. The proposed citizenship questions on the upcoming decennial census questionnaire will further limit participation among urban families that may have one or more undocumented individuals in the household and therefore may be reluctant to file this federal survey.

The Council contends that any census survey question that impedes participation conflicts with the purpose of Article I, Section 2 of the Constitution to count all persons in the nation so that congressional representation can be truly proportional nationwide. The Constitution requires counting all residents, not just citizens, entailing no need to inquire into citizenship status – particularly if such questions would be counterproductive to capturing the actual enumeration of the U.S. population.

As the coalition of the nation’s major urban school districts, the accuracy of census information is also critical to the proper allocation of grant-in-aid funds under multiple federal statutes. Federal funds for low-income students, students with disabilities, and English learners, as well as funds for school safety, teacher training, and career and technical education are all dependent, in large part, on information from the decennial census. A misallocation of federal funds due to inaccurate census information would deprive school children of resources that they have earned by their residence.

The Council urges the Census Bureau to delete any citizenship questions from the upcoming Decennial Census Survey in order to improve census participation and accuracy.

Please let us know if there are questions regarding the Council’s comments at 202-393-2427 or at [jsimering@cgcs.org](mailto:jsimering@cgcs.org).

Sincerely,

Jeffrey A. Simering  
Director of Legislative Services  
Council of the Great City Schools

**Relationship of U.S. Census Data to Federal Elementary and Secondary Education Funding  
By the  
Council of the Great City Schools  
And Prepared for the  
Mexican American Legal Defense and Education Fund**

**Jeff Simering, Director of Legislation  
Manish Naik, Manager of Legislation**

The distribution of funding for the major federal elementary and secondary education programs is determined in large part using specific Census-derived population and poverty data for children residing in each jurisdiction. The total amount of funding for these programs is established by Congress through the annual appropriations process. But the way these funds are allocated to states and school districts is outlined in authorization statutes such as the *Every Student Succeeds Act* (ESSA) of 2015, the most recent federal iteration of the landmark *Elementary and Secondary Education Act* of 1965 (ESEA). ESSA includes funding formulas for Title I, the largest discretionary federal education program that is focused on poor students, as well as the Title II program for hiring and training instructional staff; the Title III program for English language acquisition and immigrant education; and the Title IV program for student support and academic enrichment. In addition, the Individuals with Disabilities Education Act (IDEA) distributes funding to states using Census-derived population and poverty data for children aged 3-21 to support special education and related services for children with disabilities.

Obtaining a census count of school-age children that is as accurate as possible is important for the proper allocation of these major federal education funds. Nonresponses to a census survey question or to the census survey itself affects the accuracy of the overall census enumeration. A census undercount of student population or student poverty within a state or school district will lead generally to a reduced allocation of these federal grant funds and result in corresponding and unjustified funding increases for other states and school districts either nationwide or within a particular state--depending on each federal distribution formula.

**ESEA Title I**

Title I, Part A of ESEA allocates over \$15 billion annually in funding to school districts based primarily on the residence of children from low-income families. The purpose of the funding is to close achievement gaps and help ensure that all children meet challenging state academic standards. The total Title I funding appropriated by Congress in a given fiscal year, as well as the total Title I allocation received by local school districts each year, is typically denoted with a single dollar amount. But, each total is actually the sum of four individual formulas that comprise Title I: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Of the \$15.6 billion in total Title I funds allocated to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico in federal fiscal year 2018, 41.0 percent was allocated through Basic Grants, 8.6 percent through the Concentration Grants formula, and the Targeted and Education Finance Incentive Grants formulas are each allocated 25.2 percent.

In addition to the total amount of Title I funding appropriated by Congress each year, changes in the Census count of children living in poverty at the district level play a large role in determining whether an individual district receives increased or decreased funding from year to year. The total number of Title I-eligible children used to calculate each school district's Title I allocation is almost entirely based on the district's Census count of children living in poverty. While the number of total eligible children also

includes neglected and delinquent children, children in foster care, and certain children from families receiving Temporary Assistance for Needy Families (TANF), 96.9 percent of Title I-eligible children in federal fiscal year 2018 are included because they were counted as living in poverty through the Census.

Census data on the overall population of 5-17 year olds in each school district is also used to calculate a district's percentage of children living in poverty. This figure is then used to determine:

- a school district's eligibility to receive funding in each of the four Title I formulas;
- a weighted count of students based on concentrations of poverty in two of the Title I formulas; and
- a hold-harmless funding level for each school district in that federal fiscal year.

The Basic and Concentration Grants formulas are calculated by multiplying the number of Title I-eligible children by the relevant adjusted state expenditure amount for every eligible school district in the nation. The Targeted Grant formula uses a weighted count of Title I-eligible children, with the potential for five different weights reflecting higher concentrations of eligible students in a district. This weighted number of Title I-eligible children is then multiplied by the adjusted state expenditure to derive a Targeted Grant total for every eligible school district in the nation. The formula for Education Finance Incentive Grants differs slightly in that total amounts for every eligible school district in the nation are not initially calculated. Instead, a total amount for each state is calculated first by multiplying Title I-eligible students and the adjusted state expenditures, as well as state effort and equity factors. These state totals are then distributed to eligible school districts within each state based on the weighted numbers of eligible students. The amounts calculated for all eligible school districts under each of the four formulas are ratably reduced to match the total Congressional appropriation for that fiscal year, and reflect other grant provisions in ESSA, such as the annual hold-harmless requirements.

In general, reductions in the Census count of all children aged 5-17 in a school district and especially 5-17 year olds living in poverty would negatively affect the funding calculations for a school district under each of the Title I formulas.

- Basic Grants: A lower Census poverty count would impact calculations determining the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the district's eligibility for funding as well as the specific hold-harmless level for the school district.
- Concentration Grants: A lower Census poverty count would impact the calculations determining the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the district's eligibility for funding as well as the specific hold-harmless level for the school district.
- Targeted Grants: A lower Census poverty count would impact the weighted calculations that determine the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the specific weight the district receives for concentrations of poverty, as well as the district's eligibility for funding under the formula and the specific hold-harmless level for the school district.
- Education Finance Incentive Grants: A lower Census poverty count in individual districts would impact the calculations determining the total amount of funding allocated to each State. A lower poverty count would also affect the "effort" factor calculated for each State. A lower Census poverty count would also affect the weighted calculations that determine the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the specific weight a district receives for its

concentrations of poverty, as well as the district's eligibility for funding under the formula and the specific hold-harmless level for the school district.

### **ESEA Title II**

Title II, Part A allocates over \$2 billion in funding to increase academic achievement by improving the quality and numbers of teachers, principals, and other school leaders. Under the *No Child Left Behind Act* (NCLB) of 2001, the Title II-A program for Teacher Quality was created by merging the existing Eisenhower Professional Development program and the Class-Size Reduction program. Congress included a hold-harmless level for states and school districts to ensure that they did not receive lesser funds under Title II-A than they did under the previous two programs prior to NCLB. Congress also included a stipulation that if Title II-A was appropriated at a level higher than the previous two programs combined, then 35 percent of the additional funds would be appropriated to States based on their current overall Census population of 5-17 year olds, and 65 percent would be distributed based on the States' current Census population of 5-17 year olds living in poverty. Within each State, school districts were also held harmless at the pre-NCLB levels, but any additional funding was to be distributed to school districts with 20 percent of the funds based on current 5-17 Census population and 80 percent based on Census 5-17 poverty.

Under the *Every Student Succeeds Act* of 2015, Congress sought to use more current Census data on the population and poverty of children in the distribution of Title II-A funds, and included provisions to (1) phase down the hold-harmless levels included for State funding when NCLB was enacted in 2001 and (2) ramp up the focus on children living in poverty in State allocations. Between fiscal years 2017 and 2022, the pre-NCLB hold-harmless for States will decrease by 14.29 percent each year and a greater amount of Title II funds will be distributed using current Census data. Between fiscal years 2017 and 2021, the amount of funds distributed based on current Census poverty data will increase by 5 percent each year until it reaches 80 percent. After fiscal year 2022, all funds under Title II-A will be distributed to States with 80 percent of the allocation based on their most recent Census 5-17 poverty count and 20 percent based on their overall Census 5-17 population. The pre-NCLB hold-harmless for school districts was removed entirely in ESSA, and beginning in fiscal year 2017, each State distributed 80 percent of Title II-A funds to school districts based on current Census child poverty data and 20 percent on overall Census child population.

Reductions in the Census count of all children aged 5-17 in a school district, especially the count of 5-17 year olds living in poverty, would negatively affect the calculations for a school district under Title II-A. Eighty percent of State funds distributed to school districts are allocated based on each district's share of the total number of children aged 5-17 living in poverty, as determined by the Census. The remaining 20 percent are allocated based on each district's share of the total number of children aged 5-17. The amount of funds each State receives for school districts and state activities would also be impacted by reductions in the Census counts. The impact on total State Title II-A funding will increase over the coming fiscal years as the older hold-harmless is phased out, and any reductions in Census counts of poor children in each State will become evident when 80 percent of allocations to States are determined based on their numbers of children living in poverty.

### **ESEA Title III**

Title III, Part A provides \$737 million in federal funds to improve instructional programs for English language learners (ELLs). Eighty percent of the allocations to states are based on the ELL population, and 20 percent on the population of immigrant children and youth. Under ESSA, the Secretary of Education has the discretion to use data on the number of English learners provided by the Census Bureau's



American Community Survey (ACS), state-reported data on the number of students being assessed for English language proficiency, or a combination of these two sources. For determinations on the number of ELLs, the U.S. Department of Education has chosen to use ACS data. For data on the number of immigrant children and youth, the law requires that the Secretary only use the Census ACS data source.

Reductions in the Census counts of English language learners and immigrant children would negatively affect the funding stream that makes up the total allocation that States receive for Title III-A.

#### **ESEA Title IV**

A revised Title IV, Part A program was authorized in the *Every Student Succeeds Act*, and aims to improve a student's academic achievement through access to a well-rounded education, improving school conditions for learning, and enhancing the use of technology. \$1.17 billion in federal funding for States under Title IV-A is based on their state's share of total funding under the larger Title I program. Likewise, within-state allocations of Title IV-A funds to school districts are based on each district's share of their State's total Title I amount. The formula for both State and local funding under Title IV-A include a minimum amount that must be provided.

As discussed above, reductions in the Census count of all children aged 5-17 in a school district, especially the numbers of 5-17 year olds living in poverty, would negatively impact the calculations for a school district under each of the Title I formulas and the total Title I allocations that States and school districts receive. Since Title IV-A is allocated based on a State or school district's share of Title I funding, the implications of reduced Census counts of population and poverty for children aged 5-17 would transfer to both the state-level allocations of Title IV-A and the within-state allocations to school districts.

#### **IDEA Part B**

The Individuals with Disabilities Education Act (IDEA), Part B, allocates over \$12 billion in federal funding annually to assist states and school districts with the costs of providing special education and related services to children with disabilities. These federal grant funds are distributed to states primarily based on their student population and low-income students (ages 3-21) as determined by the Census Bureau with certain floors, ceilings, and adjustments. To remove any incentive for overidentifying students with disabilities, the 1997 amendments to IDEA shifted to census data as the best available data source for state allocations, instead of using an allocation method based on state counts of the numbers of children with disabilities originated in the Education for All Handicapped Children Act of 1975. IDEA is the second largest federal elementary and secondary education grant program – exceeded only by ESEA Title I – and is distributed to states primarily based on Census data.

In summary, once Congress appropriates funds for these major federal education programs, the allocation of these funds becomes a "zero sum" equation in which a loss in a particular jurisdiction due to an undercount in its student population or poverty count results in an equivalent and unjustified gain in other jurisdictions. Getting the most accurate census count of students as possible is important to ensuring that federal financial aid and the resulting educational services are directed to their federally intended student beneficiaries.

## **CHILD NUTRITION**



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July 11, 2018

The Honorable Sonny Perdue  
Secretary, U.S. Department of Agriculture  
1400 Independence Ave., S.W.  
Washington D.C. 20250

Dear Secretary Perdue:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, writes to request an expeditious review and further regulatory relief in school meal regulations. The Council supported the interim final rule published in the Federal Register on November 30, 2017 providing flexibility in school meal requirements for sodium, whole grains, and low-fat milk. The Council, however, continues to believe that additional flexibilities and revisions to the original January 2012 regulations on the Healthy and Hunger-Free Kinds Act (HHFKA) are needed. Ever since the passage of the Healthy and Hunger-Free Kids Act (HHFKA), the Council has repeatedly highlighted -- including during rulemaking -- the overly prescriptive, costly, and unnecessary regulatory requirements imposed on the National School Lunch Program and the School Breakfast Program.

To be clear, the Council has been on record as strongly opposing the sale of junk food in our schools and supporting the current nutrient and dietary requirements for school meals -- except for the widely-criticized and congressionally-suspended sodium requirements. Nonetheless, the Council has long-contended that the Department’s meal pattern regulations represent unwarranted federal micromanagement of school meal programs [7 CFR 210.10(c) and 220.8(c)]. These regulations add over \$1 billion in annual unreimbursed costs to school meals and have complicated the ability of school nutritionists and food service staff to provide attractive food options for students.

Instead of maintaining a proper focus on the essential nutrition and dietary requirements for school meals, the Agriculture Department issued regulations that dictated the types of food items that public schools were required to serve over the course of each week. Since nutrient and dietary requirements were already addressed, the Council sees little justification to impose federal requirements on the type, volume, frequency, form, and even the color of food items in our school cafeterias [7 CFR 210.10(c) and 220.8(c)]. The Council is puzzled why the Department has been mandating the food items being served to school children each week, particularly when some food items (e.g., dark green vegetables versus orange and red vegetables) are higher in nutrient value. Under the HHFKA regulations, in fact, the Department prohibited schools from using otherwise compliant nutrient-based meal plans – thereby forcing nearly a third of the nation’s schools to completely revise their school meal plans in favor of the food-specific meal patterns in the final regulations.

With reform of the school meal regulations, however, school lunch and breakfast programs could take better advantage of in-season fruits and vegetables, design more desirable meals, reduce plate waste, increase student participation, accommodate culturally-related foods, and control costs. At a minimum, variations and substitutions at the cafeteria level – beyond meat alternatives – should be permitted and should now be reconsidered by the Department despite being rebuffed during the initial 2011 HHFKA comment process. In addition, the one-size-fits-all age/grade-span regulations adopted by the Department ignore the operational realities of multiple grade span configurations (e.g., K-8 or K-12) in many school districts that depart from the traditional elementary, middle, and high school framework [7 CFR 210.10(c)(1)] and 220.8(c)(1)].

Finally, beyond the increased local operational costs of the federal school meal regulations, the “a la carte entrée” restrictions also have reduced our normal local cafeteria revenue by prohibiting the sale of otherwise nutritionally-approved entrees for more than two successive days [7 CFR 210.11(c)(3), also 220.12].

Increasing school-level costs, providing insufficient federal reimbursements, micromanaging our menus, and restricting our local cafeteria revenue has resulted in a multi-year regulatory burden that demands reform. The Council requests that the Department reopen the meal pattern and a la carte entrée regulations for school meal programs in an expedited rulemaking process with an accelerated notice and comment period that would provide for regulatory relief by the start of school year 2019-20 at the latest.

Please contact us at 202-393-2427 if there are questions regarding this request for regulatory revisions. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Michael Casserly". The signature is fluid and cursive, with the first name being the most prominent.

Michael Casserly  
Executive Director

## **Comments on Buy America Provision in Pending Farm Bill to Senate Agriculture Committee**

### **To Majority Staff:**

Attached is a letter recently sent to Sec. Perdue requesting further regulatory reform and flexibility in the federal school meals rules. Our big city school districts run the largest school food service programs in the nation and have had to make costly changes to our programs under the USDA regs in recent years despite meeting the federal nutritional requirements from the outset. We are trying to encourage USDA to do additional reg reform beyond their proposed interim final rule by the start of the next school year (SY 2019-20).

Also I wanted to mention that the Buy America requirement is apparently being audit or monitored more frequently and has often been difficult to document in order to demonstrate compliance. Even big urban school districts are generally at the mercy of vendors who may not know the origins of the products that they distribute. Additionally, some domestic products are only seasonally available but not during the remainder of the year, other products may be a mix of domestic and foreign, or not available from the US at all. Despite with our best efforts, this requirement is becoming an increasing burden for school districts -- as the end user -- implement with reliability. As the Farm bill moves forward, we wanted to bring these Buy America challenges to your attention.

The Great City Schools' perspective is at times a bit different than other organizations whose membership does not operate programs of the same size, scope, and complexity.

### **To Minority Staff:**

Just wanted raise concern with the Senate "fully enforce" Buy America provision may fall heavily on school food service staff, who often have trouble getting producers or distributors to provide reliable info on the origin and processing of their products. It also appears that a number of districts have seen increased monitoring in the past year or so for their food service programs requiring further staff time to chase down product info. Even school-level cafeteria service staff, in addition to central administrative staff, are being burdened with responsibilities for checking whether the products delivered to their school match the school district's contract with the distributor for meeting the Buy America requirements. We have been told by one of our districts that the even the DOD commodity program does not provide product origin and processing information.

It would be helpful if there were more shared responsibilities or at least better cooperation and communication with producers, processors, and distributors rather than leaving school staff to police the requirements. Improving implementation" of the Buy America provisions from product origin to end use seems a more reasonable approach than merely enhanced or "fully enforce[ment]". With literally hundreds of serving sites in many of our urban school districts, policing every product delivered to our schools can be a significant challenge despite our best efforts, especially when there is no substantial incentive for our private sector partners cooperate.

Thanks for any help you can provide in modifying the Senate provision to better share the responsibility for improving the Buy America efforts along the food chain, and in encouraging USDA to facilitate better cooperation and communication from producers, processors, and distributors.

**IDEA**



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May 8, 2018

Docket ID: ED—2017—OSERS—0128

RIN 1820—AB77

**NPRM COMMENT:** Postponement of Significant Disproportionality Regulations for Children with Disabilities

U.S. Department of Education  
Office of Special Education and Rehabilitative Services  
400 Maryland Ave, SW, Room 5107  
Washington D.C. 20202

Dear Assistant Secretary Collett:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, submit comments on the February 27, 2018 Proposed Rules for delaying the implementation of the IDEA Disproportionality Rules issued on December 19, 2016. The Council supports the proposed delay in implementation of the earlier disproportionality rules.

In two previous rulemaking proceedings, the Council highlighted the problems with the Department’s disproportionality regulations and underscored the inadequate analytical justifications on which the rules were being based (Council comments on Docket ID: ED-2015-OSERS-0132 and ED-2017-OS-0074). The proposed delay in implementation of the regulations will allow the Department to reconsider all available data from the states, and hopefully reissue a more appropriate set of proposed regulations – as previously requested by the Council.

The Council reemphasizes our concern with the critical and longstanding national problem of over-identification of students from various racial and ethnic backgrounds for special education services and for disciplinary action. The Council has undertaken a variety of initiatives among member districts to address these ongoing issues. But, the depth and breadth of this nationwide problem does not justify an inadequate and ambiguous regulatory response from the U.S. Department of Education as promulgated in late December 2016.

The Council concurs with various statements included in the February 27<sup>th</sup> Federal Register notice. We agree that the December 2016 regulation “may not appropriately address the problem of significant disproportionality”. We appreciate that the Department has noted that several commenters (which include the Council) pointed out the lack of any actual regulatory standard for local compliance with the

disproportionality regulations – other than a subjective administrative determination of “reasonableness” by the Department. Finally, the Council agrees that a two-year implementation delay is needed to “review of all of the issues raised” previously; review of all available state and national data; “study the questions involved and determine how to better serve children with disabilities;” and take the time necessary “to develop, propose, and promulgate complex regulations.”

The Council restates our previous recommendation that the Department issue a new disproportionality notice of proposed regulations (NPRM) for public comment once a thorough review of all relevant data as well as prior comments and concerns has been concluded. The Council further restates our previous recommendation that the comprehensive Coordinated Early Intervention Services (CEIS) portion of the December 2016 regulation not be delayed.

Please let us know if there are questions regarding these comments or the Council’s earlier comments in related rulemaking at [jsimering@cgcs.org](mailto:jsimering@cgcs.org) or at 202-393-2427.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey A. Simering". The signature is fluid and cursive, with a large initial "J" and "S".

Jeffrey A. Simering  
Director of Legislative Services  
Council of the Great City Schools



**IRS**



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October 1, 2018

**ATTENTION: NPRM Comment on Contributions in Exchange for  
State or Local Tax Credits**

**REG – 112176 – 18  
RIN 1545—BO89**

Internal Revenue Service  
Department of the Treasury  
1111 Constitution Avenue, NW  
Washington D.C. 20224

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, provides the following comments on the proposed IRS rulemaking issued in the Federal Register on August 27, 2018. The Great City Schools support the proposed regulation prohibiting individuals from reaping tax benefits that exceed their “charitable” contribution when aggregating their state tax credit and federal charitable deduction in relation to private school tuition scholarship program contributions.

This type of tax shelter has been exploited for numerous years, and the Council supports closing this “double dipping” tax loophole. This tax avoidance strategy targeted on the nation’s education sector has been structured by a dozen states to allow a 100% state tax credit for private elementary and secondary school tuition scholarship contributions that will also generate an additional federal charitable tax deduction. The Council also recommends prohibiting “pass-through” entities from receiving disproportionate state and federal tax benefits for analogous charitable contributions that have been banned for individual taxpayers under the proposed rule.

The Council recognizes the likelihood of federal litigation on whether tax credit programs for charitable contributions offsetting state and local income and property tax obligations could be prohibited under this proposed rule, and therefore takes no position on that aspect of the August 27<sup>th</sup> notice.

Please direct any questions on this NPRM comment to me at [mcasserly@cgcs.org](mailto:mcasserly@cgcs.org) or to Jeff Simering at [jsimering@cgcs.org](mailto:jsimering@cgcs.org).

Sincerely,

Michael D. Casserly  
Executive Director

**ED-FLEX PROGRAM**



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June 4, 2018

Docket No. ED—2018—ICCD--0037

**INFORMATION COLLECTION/APPLICATION PACKAGE COMMENT:  
EDUCATION FLEXIBILITY (ED-FLEX) PROGRAM**

U.S. Department of Education  
Office of Elementary and Secondary Education  
400 Maryland Ave, SW  
Washington D.C. 20202

Attention: Melissa Siry

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, submits comments on the ED Flex information collection and application requirements proposed in the April 5, 2018 Federal Register notice. The Council has been supportive of the ED Flex process since its origination in the 1990s and is encouraged that the Education Department is taking the preliminary steps to reopen the application process to additional states and their school districts. Since the *Every Student Succeeds Act* (ESSA) added a new layer to the sec. 8013 federal waiver approval process for school districts, the ED Flex state-level process now may be the most expeditious way to securing local waivers for improving the focus, flexibility, and delivery of certain ESSA-supported educational services.

While there has yet to be a groundswell of interest in this program beyond the current 10 ED Flex states, the Council requests an expeditious review and approval of the pending ED Flex information and application forms so that newly-interested states (and thereafter their school districts) can begin applying in September 2018 and receive ED Flex approval beginning in January 2019.

The ED Flex Federal Register notice and accompanying materials generally follow, with limited exception, the language of the statute without additional requirements or embellishments – an approach that the Council strongly supports. The Council, however, recommends using language more analogous to the statute in the Ed Flex Application package under “**Waivers Not Authorized**” by: 1) striking in the last paragraph “*that would undermine*” and inserting “*unless*”; and 2) inserting before the period at the end of the first sentence of the last paragraph “*are met*”.

The Council further notes that the Education Department’s projection of 45 SEAs ultimately participating in the ED Flex Program appears unrealistically large, particularly after nearly two decades of minimal SEA participation. To help encourage greater SEA participation in the ED Flex Program, the Council strongly recommends adding a clear statement to the end of the introduction section of the Application

package that reads: “*Except for the handful of provisions exempted from waivers by the statute (see below), all other LEA operational provisions of ESSA are subject to the ED Flex waiver authority.*”

If there are questions regarding these comments, please contact Jeff Simering at [jsimering@cgcs.org](mailto:jsimering@cgcs.org) or at 202-393-2427.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey A. Simering". The signature is fluid and cursive, with the first name "Jeffrey" being the most prominent.

Jeffrey A. Simering  
Director of Legislative Services  
Council of the Great City Schools

**IMPACT AID**



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April 23, 2018

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

Dear Representative:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, writes to express our strong opposition to H.R. 5199, the Military Education Savings Account legislation, under consideration as an amendment to the FY 2019 National Defense Authorization bill. This proposal would undercut Impact Aid education funding for school districts serving students of military families, which has been provided annually by the federal government since the 1950s. Ironically, this legislation would not only undermine the financial foundation of thousands of public schools, but it would also reduce funding for military-connected children who continue to be served by these public schools.

The Impact Aid Program (now Title VII of the Elementary and Secondary Education Act) was created to meet the federal government’s responsibility for the unique financial burdens on “impacted” public school systems resulting from certain federal activities and federal ownership and use of property that is exempt from state and local taxation. These “payments in lieu of taxes” are an important source of revenue for public schools serving students from military families stationed at bases from coast to coast.

These proposed military education savings accounts represent another ideological scheme promoted by various advocacy groups to use taxpayer-provided public education funds to support private school voucher-type payments and other subsidies designed to aid the for-profit education-provider industry. Education saving accounts (ESAs) are a particularly questionable financial mechanism for diverting public school funding into accounts directed by individuals, who can use those funds to pay for a variety of “education” expenditures for children, ranging from private school tuition to home schooling and from home computers to tangential “enrichment” activities or camps. However, these expenditures are difficult to monitor and subject to fraud and abuse. State and local investments in public schools have been sorely unfunded since the great recession and the downturn in education funding has prompted condemnation in parent, teacher, and student protests. ESAs represent another unwelcome ploy to divert public funds away from public schools and they should not be permitted.

Similarly, the proposed Impact Aid Military ESAs are harmful to the financial foundation of numerous public school systems, large and small, and detrimental to the educational services available to students of military families who are enrolled in these public schools. With no evaluation or accountability provisions, the educational benefit of these ESAs is highly suspect. In fact, ESAs for school-age children of active duty military members do not even have to be spent on elementary and secondary education activities.

The bottom line is that these Impact Aid ESAs are conceptually flawed, operationally damaging, as well as technically questionable in how they will be calculated and awarded. For example, it appears possible, if not likely, that ESA expenditures by a military family in California for private school attendance, an after-school dance program, or home schooling could be deducted from the Impact Aid allocation of every public school district in the country receiving military-connected Impact Aid funding. These military ESAs are opposed even by the National Military Families Association, the Military Officers Association of America, and the Military Coalition.

The Council of the Great City Schools requests a NO vote on any version of H.R. 5199 either in committee or on the House floor, including as an amendment to the annual National Defense Authorization Act.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael D. Casserly". The signature is fluid and cursive, with a large initial "M" and "C".

Michael Casserly  
Executive Director



**PERKINS CTE REAUTHORIZATION**

## **CGCS Comments and Suggested Revisions To Senate HELP Committee Perkins CTE Reauthorization Bill**

Below are suggested revisions to the Senate HELP Committee's Perkins reauthorization that the Council of the Great City Schools believe could improve implementation of pending legislation over the reauthorization period. It is not clear, however, that some of the new administrative activities, requirements, and costs in the Committee bill will result in corresponding improvements in CTE programs and outcomes for students.

The Council has not commented on some of the changes in the Perkins performance indicators and accountability system in the Committee bill due to the difficulty in getting detailed local feedback after the end of the school year. We will update our comments and recommendations as we collect further local input, including on adjusting performance levels to greater than a two-year rolling average in both the state and local plans/application [revised sec. 113(b)(3)(A)(III)(ee) and (b)(4)(A)(i)(III)].

### **Financial and Cost Issues in the Senate Committee bill**

Allows States to Reset “Maintenance of Effort” on State CTE Expenditures That Could Permanently Cut CTE Funding Levels. The Great City Schools note that the bipartisan commitment by members of the Committee to support CTE programs in the Perkins reauthorization appears inconsistent with authorizing states to reset and lower their CTE maintenance of financial effort, as well as to make use of new exclusions or loopholes to further lower state CTE maintenance of effort. No changes to the current law MOE provisions are warranted.

Recommendation: *Retain current sec. 311 unamended.*

Potentially Reduces Perkins Grants to Numerous School Districts Due to Increased State Discretion to Use Alternative Local Allocations with a 15% Reservation of Local Perkins Funds. The implementation and continuing improvement of CTE programs is dependent in large part on predictable funding levels over a multi-year period. Allowing states to reserve 15% of local allocations [revised sec. 112(a)(1)] for alternative distribution methods can result in numerous school districts receiving reduced Perkins funding levels.

Recommendation: *Retain current sec. 112(a)(1) unamended.*

Adds New and Costly Perkins Administrative Requirements (While Capping Allowable Perkins Administrative Expenditures) Resulting in Local CTE Programs Expending Their Own Funds to Implement the New Perkins Reauthorization. Although any reauthorization will necessitate a series of planning and implementation activities to comply with changes in the law, the significant changes in the Committee bill to local application requirements, consultation, data collection, reporting, improvement actions, and the expansive new biennial Comprehensive Needs Assessment (with 3 pages of requirements) will result in multiple new administrative tasks and costs to gear up for program implementation. Since it is unlikely that labor market

conditions will drastically change over a two-year period, an extensive and costly local biennial Comprehensive Needs Assessment, evaluating the performance of “all students served by the eligible recipient” seems unnecessary. Moreover, the bill appears to further suggest more frequent “annual updates to the comprehensive needs assessment” [see revised sec. 134(e)]. Yet, the Committee bill retains the current cap on local administrative expenses [current sec. 135(d)], resulting in school districts having to fund the excess administrative costs out of local school district funds rather than out of Perkins funds.

*Recommendation:* Streamline all sections of the bill, particularly state and local plan/application provisions, including substantially paring back the requirements of the local biennial Comprehensive Needs Assessment and updating the needs assessment to “not less than every four years” instead of every two years in revised sec. 134(c)(1)(B).

## Operational Issues

Narrows Improvement Criteria and Shortens Federal/State “Subsequent Action” Timeline to 2 Years for Withholding of Funds, Repeating Mistakes Contained in NCLB by Providing Insufficient Time for Program Improvements to Take Effect. The new “statutory” two-year period for producing improved student outcomes operationally provides CTE programs with only one to one-and-a-half years for implementing program changes after: (1) waiting for prior-year performance data to be reported at the beginning of a new school year; (2) planning program revisions with central office, school-level, and community involvement; (3) acquiring any necessary new instructional materials or CTE equipment; (4) recruiting and training staff, and (5) implementing program upgrades. The “Subsequent Action” of withholding funds by the federal government or by the state from a CTE Perkins recipient represents a draconian sanction within a newly truncated timeframe, especially since the three-tiered criteria of current law for states and local grant recipients has also been narrowed to only two criteria [striking current sec. 123(a)(3)(A)(ii) and (b)(3)(A)(ii)]. The Committee bill unfortunately follows the failed NCLB 2-year school improvement I - II model that has been rejected resoundingly by federal, state, and local policymakers.

*Recommendation:* Retain the current 3-year subsequent action trigger provision and the current three-tiered criteria [section 123(a)(3)(A) and (b)(3)(A)].

### CTE Concentrator Definition Is Unnecessarily Broader than National Assessment of CTE and the Current Concentrator Definition in a Number of States

The Council supports the overall reauthorization policy of determining the impact of the Perkins programs by reporting the performance of CTE Concentrators – noting that the 2014 National Assessment of Career and Technical Education (NACTE) reports three courses in a field of study as a secondary CTE concentrator. By contrast, the Senate Committee bill substantially broadens the range of students considered CTE concentrators to those completing only two courses in a field of study at the secondary level. Merely taking two elective courses, for example in spreadsheet applications and word processing, during four years of high school does not reflect a true CTE concentrator. A number of states would have to revise their CTE concentrator definition under the Committee’s new formulation. With state-by-state variations in CTE programs of study, academic content assessments at 10<sup>th</sup> or 11<sup>th</sup> grade, limited availability of

workplace learning experiences, and limited access to industry certifications and assessments, the federal CTE concentrator definition should provide for more state and local flexibility. Modifying state or local performance levels to adjust for these variables is an inadequate alternative to a more flexible and adaptable definition of a CTE concentrator at the secondary level.

Recommendation:

- *Retain the basic NACTE definition of a secondary CTE Concentrator with 3 courses in a field of study, that may include work-based learning;*
- *Include an alternative of completing a CTE program that requires less coursework, or completing the majority of coursework in a program or program of study;*
- *Allow for state-approved combinations or variations of the above;*
- *And expressly exclude career exploration courses.*  
*(Note that the Great City Schools rarely recommends “state-level” flexibility unless clearly warranted.)*

Review and Ensure Consistent Application of the Data Collection, Reporting, Accountability and Program Improvement Requirements to CTE Concentrators. The Committee bill uses a variety of terms to refer to CTE students in varying sections of the reauthorization. At times the bill refers to students served, all CTE students, or CTE concentrators. Other provisions require disaggregation of “ESEA subgroups” and “Perkins special populations” without clarifying whether those terms apply to CTE concentrators or all CTE participants. The Council sees little national purpose in collecting and analyzing information of infrequent participants in CTE courses.

Recommendation: *Consistent with the overall focus of the Committee bill, the legislative language in all sections should be clarified as applying to CTE concentrators.*

Provide for a Perkins Waiver Provision Similar to ESSA, in Recognition of the Variations in CTE Programs and the Need for Flexibility.

Recommendation: *Replicate the ESSA Waiver provisions in the Perkins reauthorization.*

Revise Language that Appears to Emphasize Postsecondary CTE Programs. Much of the statutory language in the Committee bill and cross-references to WIOA seem to emphasize postsecondary CTE. For example, the use of the term postsecondary credential or certification -- instead of industry-recognized credential or certification -- leads to the impression that CTE programs or programs of study primarily would involve postsecondary coursework or culminate at a postsecondary institution, rather than potentially completing a program of study at the secondary level. While it is helpful to have included “multiple entry and exit points”, a minor revision in the “Program of Study” definition would further help to clarify possible misimpression or discounting of secondary CTE programs.

Recommendation: *In revised sec. 3(41) in the definition of Program of Study strike “sequence of secondary and postsecondary academic and technical content” and insert “sequence of academic and technical content at the secondary or postsecondary levels”.*

## **SCHOOL SAFETY**

**STATEMENT OF THE COUNCIL OF THE GREAT CITY SCHOOLS  
TO THE  
FEDERAL COMMISSION ON SCHOOL SAFETY**

June 6, 2018

I am Jeff Simering, Director of Legislative Services of the Council of the Great City Schools, the coalition of the nation's largest central city-based school district. I am here today to provide the perspective of our Board of Directors comprised of the superintendent and a board of education member from each of our 70 Great City School districts.

The repeated shootings in our nation's schools continue to shock the conscience. Similarly, the Great City Schools are alarmed by the gun violence prevalent in too many of our urban neighborhoods affecting our students, their younger siblings, family and community members. The Council shares the frustration voiced by students and parents from affected schools who point out that the typical governmental response to school shootings has been mainly talk and little action, particularly at the federal level. We urge the Commission to accelerate its findings and reporting which otherwise may serve to further delay any concrete federal action into the next federal fiscal year or beyond.

School safety is a multi-dimensional issue that the Council's Board of Directors recognize as requiring a multi-faceted set of actions. As outlined in a March 2018 Board of Directors Resolution, the Council calls for comprehensive action from the federal government to protect schoolchildren.

The Council's Resolution calls for new funds to assist school districts to update emergency and crisis response plans, coordinate with various law enforcement agencies, make building alterations and acquire security-related systems and equipment; implement violence prevention, education, training, and trauma programs and supports, as well as provide new funds to increase counselors, mental health staff, and safety personnel in schools.

Additionally, the Council's Board of Directors expects more than just increasing funding for school safety and prevention initiatives. The Council calls for the federal government to strengthen criminal background check and reporting systems for firearm purchases; ban the sale to the general public of assault weapons, large capacity ammunition cartridges, and gun modification devices; expand and update the Gun-Free School Zone law; and expand research and data collection on the extent of gun violence, its causes, and effective prevention and intervention practices. And, the Council does not support arming teachers.

We also suggest a few additional actions which the Education Department could implement immediately to begin to help school districts address safety and security issues. The Department should withdraw its request to zero-out funding for ESEA Title IV-A, which can be used for school safety initiatives and mental health services. The seesaw history of federal safe schools funding inhibits multi-year school-based initiatives. Additionally, the Department should clarify that the full flexibility allowed under the Every Student Succeeds Act (ESSA) -- including the

Transferability and ED Flex provisions -- will not be constrained by expansive Department interpretations and will be encouraged among state education departments and school districts. Unfortunately, school-based decisions that otherwise could concentrate available federal funding on school safety, support services, professional development, or even on academic strategies to close achievement gaps can be discouraged by fear of after-the-fact federal interpretations, disapprovals, or audit findings – a result that can be avoided with clear Department policy and implementation statements.

Finally, the Council wants to underscore the sense of urgency for significant federal action on school safety as articulated by the students and parents of the schools exposed to the recent school shootings. The Great City Schools request that the Commission study all available federal actions and options to improve the safety of the nation's schoolchildren. To limit the scope of your inquiry would undermine the final work product of the Commission. The nation's Great City Schools stand ready to assist the Commission as it tackles the complex issues of securing the safety of our students and school staff and maintaining a positive learning environment.

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September 10, 2018

U.S. Department of Education  
400 Maryland Ave. SW  
Washington, DC 20202

**Comments on NPRM for Program Integrity: Gainful Employment  
Docket ID ED-2018-OPE-0042; RIN 1840-AD31**

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, requests that the U.S. Department of Education retain--not rescind--the Gainful Employment regulations proposed in the August 13, 2018 Federal Register. The Great City Schools have a long history of supporting accountability for student outcomes in education programs. The Council notably supported the controversial *No Child Left Behind Act* when it was pending before Congress because of its focus on accountability—despite its clear operational flaws. The Council believes that postsecondary institutions should be accountable for student outcomes as well.

The current gainful employment regulations create a degree of program outcome accountability for postsecondary institutions that did not exist prior to their promulgation. The fact that all programs in all postsecondary institutions are not subject to the gainful employment provisions of the Higher Education Act does not diminish the protections and benefits of this congressional measure. In fact, the Great City Schools would support broadening the range of programs and postsecondary institutions subject to gainful employment provisions when Congress reauthorizes the Act. The organization would also support broadening the range of programs and postsecondary institutions subject to the data collection and information disclosure requirements in the current regulations.

The occupational and economic futures of postsecondary students are integrally connected to the scope, content, quality, financing, and completion of their postsecondary education programs. The personal financial investment made by students and their families are among the largest in their lifetimes. In addition, the contribution of federal, state, and local taxpayers to these postsecondary programs in the form of grants and loans demands accountability. Yet, the dropout rate for four-year and two-year postsecondary institutions is substantially higher than the oft-decried dropout rate among the nation’s public high schools.

Moreover, postsecondary dropouts as well as graduates/completers are often saddled with massive student loan debt, which they struggle to pay back and may default on. Postsecondary institutions need to be transparent and accountable for a student’s ability to pay off debt resulting from enrollment in their programs. The current gainful employment rules link postsecondary education outcomes in specific institutions to the ability to pay back student debt -- a reasonable proxy for contributing to student economic self-sufficiency, maintenance of a viable standard of living, and access to middle-class wages.

Although the current gainful employment requirements could be more effectively applied and calibrated, the accountability brought to bear through these postsecondary rules cannot be overstated. Far too frequently, postsecondary students as well as federal financial aid programs are being taken advantaged of by unproductive and substandard postsecondary programs that should be prohibited from receiving HEA Title IV subsidies. The wasteful expenditure of HEA Title IV federal funds on unproductive postsecondary programs diverts limited federal aid from worthy elementary, secondary, and postsecondary education investments. The Council, therefore, supports retaining the current gainful employment regulations.

Please contact us at 202-393-2427 if you have any questions. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Casserly". The signature is written in a cursive, flowing style.

Michael Casserly  
Executive Director

# RESEARCH

## **RESEARCH DEPARTMENT OVERVIEW**



## Research Department Overview October 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 Recent Completed Projects/Conferences

#### *15<sup>th</sup> Annual Curriculum and Research Conference "Sharing What Works!"*

Given the interrelated nature of the many systems that impact achievement, the CGCS Curriculum and Research Departments invited teams of senior school district leaders in curriculum, research, school supervision, and innovation to come together at the annual Curriculum and Research Conference June 25-28, 2018 in Minneapolis, MN. Participants worked collaboratively with their peers and invited speakers to learn about programs and processes that have been successful in Council member districts.

The conference focused on turning around our member districts' lowest performing schools and included presentations from over a dozen Council member districts who shared their progress and lessons learned educating traditionally marginalized student populations. The conference was moved to the last week in June to avoid competing with staff summer vacations and attendance was higher than the previous four curriculum and research conferences. The conference agenda and links to all conference presentations can be found in EdWires through the following link: <https://fileshare.edwires.org/public/2018cragenda>.

#### *2017 National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (TUDA) Release*

The research team spent the past few months support the national and district release of the 2017 NEAP assessment results. The team worked closely with all 27 TUDA districts on data analysis, communications and other aspects of the release. In addition, we have conducted several preliminary analyses of the results to inform the Council's monitoring of large city and TUDA progress.

Over the next year, we will continue to analyze the results of the 2017 assessment while preparing the TUDA districts with the 2019 assessment cycle. Our initial analysis and organization of the data can be found in the 2018 Academic Key Performance Indicators Report on our website.

### **Update on On-Going Projects**

#### ***Analysis of TUDA Performance and the Influence and Impact of Private and Charter Schools on Student Achievement and Urban School Districts***

##### **Summary:**

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, 2013, 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, Miami-Dade, San Diego and Washington, DC—that have made substantial progress overcoming the effects of poverty, language, and discrimination on student achievement for site visits. The team conducted site visits in Boston and DCPS this past spring and with Miami-Dade County and Chicago Public School in the Fall 2018. The team spoke 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—will also be selected, and the team will visit this district to explore potential differences in practices between districts with varied outcomes. The remaining districts will be visited in the upcoming months.

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 Spring 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.

***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 has established a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The effort is 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 convened in Washington, DC on March 16, 2018. The second TUDA Task Force will convene in Baltimore, MD prior to the CGCS Fall Conference on October 23, 2018. An executive summary of the discussion can be found below.

***National Survey of Principal Supervisors in conjunction with  
The Wallace Foundation, Mathematica Policy Research, and Vanderbilt University***

The Council of the Great City Schools recently received a grant from The Wallace Foundation to support the development of a national survey of principal supervisors. The “*National Survey of Principal Supervisors*” will focus on principal supervisors in urban school districts, including their preparation and professional development, how they interact with other central office departments, and their relationship with the schools and principals they serve. The survey will aim to provide a better understanding of principal supervisors’ preparation, deployment, and on-going development.

To conduct this survey of principal supervisors, the Council is working with a research team from Mathematica Policy Research and Vanderbilt University. The survey is administered online and takes 30 minutes or less to complete. We are working closely with the research directors, chief academic officers, chiefs of schools, and/or curriculum directors to obtain background information about the principal supervisor position (e.g., position title, number of principal supervisors in the district, etc.) as well as contact information for your principal supervisors (name, email address, phone number, and mailing address).

The data from the survey will contribute to two joint reports by the Council, Mathematica, and Vanderbilt University on school support and leadership. Individual responses will be kept strictly confidential, and only aggregated results will be reported. No individual staff members, schools or districts will be identifiable in any way.

***Information Technology Update***

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, upgrading our membership directory technology, and re-envisioning the Edwires website. The Council looks forward to automating the data collection process for the Academic Key Performance Indicators and creating a web interface for final reporting that allows districts to review and analyze data more efficiently. We envision a custom-made system that mirrors the Operational KPI system. This will allow for more efficient data collection and analysis.

We anticipate an upgrade to the Council’s membership database system during the coming year. We are in the process of upgrading our membership directory and email listserv. These database upgrades will make it easier for the Council to maintain an up-to-date directory of member district personnel.

With a new and improved Edwires, the Council hopes to create a space where Council district staff can upload and store files, disseminate reports, policy documents, and evaluations, and contact other job-alike staff with ease. Edwires is a two-part platform that the Council offers to member districts. The first part of the platform is a file sharing service. Member districts can upload files and access them from any device with an internet connection. Additionally, members can easily share those files with anyone by generating a password protected link. The Council will maintain an archive of documents that member districts can review for research purposes. The second part of the Edwires platform is a private social media network for member districts. While the listserv is great for mass communication, the Edwires forum will facilitate smaller discussions. On the forum, members can privately message each other for one-on-one discussions or post to job-alike groups. With feedback from member districts, the Council will continue to update Edwires with new features to make it more useful to member districts.

### **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 November 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

### **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.

**TUDA POLICY TASK FORCE**

**Council of the Great City Schools  
& National Assessment Governing Board**

**Trial Urban District Assessment (TUDA) Policy Task Force**

**Tuesday, October 23, 2018**

Baltimore Marriott Waterfront Hotel  
Bristol Room, Third Floor  
700 Aliceanna Street  
Baltimore, MD 21202

**Agenda**

	Agenda Topic	Related Materials
9:00 – 9:20 am	Welcome and Introductions <i>Lisa Stooksberry, Deputy Executive Director, National Assessment Governing Board (Governing Board)</i> <i>Michael Casserly, Executive Director, Council of the Great City Schools (CGCS)</i>	
9:20 – 9:25 am	Fall 2018 Meeting Agenda Overview <i>Ray Hart, Director of Research, Council of the Great City Schools (CGCS)</i>	
9:25 – 9:30 am	Approval of March 2018 Task Force Meeting Minutes <i>Laura LoGerfo, Assistant Director for Reporting and Analysis, Governing Board</i>	March 16, 2018 TUDA Task Force Meeting Minutes
9:30 – 10:15 am	District Updates from Task Force Members	
10:15 – 10:30 am	<i>Break</i>	
10:30 – 11:15 am	Governing Board Policy Update <ul style="list-style-type: none"> <li>• TUDA Perspective on Changes to the NAEP Assessment Schedule</li> <li>• Update on Post-secondary Preparedness Efforts</li> </ul> <i>Lily Clark, Assistant Director for Policy and Research, Governing Board</i>	
11:15 – 12:00 pm	NAEP Reporting/Communicating Results <ul style="list-style-type: none"> <li>• Social Media-Friendly Graphics</li> </ul> <i>Laura LoGerfo</i>	<a href="#">Fourth-grade Reading Example</a>  ELL and SWD Examples
12:00 pm – 1:30 pm	<i>Break for lunch on your own</i>	
1:30 – 2:15 pm	2017 NAEP Reading and Mathematics Report Card for Grades 4 and 8 TUDA Results <i>Ray Hart</i>	Council KPI Report

2:15 – 3:15 pm	<p>2019 NAEP Reading and Mathematics Report Cards for Grades 4 and 8 TUDA Results</p> <ul style="list-style-type: none"> <li>• Making State and National Data Relevant to TUDA Districts</li> <li>• Timing of NAEP Reporting in the DBA Era</li> </ul> <p><i>Ray Hart</i></p>	
3:15 – 3:30 pm	<i>Break</i>	
3:30 – 4:30 pm	<p>Discussion of Key Issues Facing TUDA</p> <ul style="list-style-type: none"> <li>• NAEP Day 2019 TUDA Release</li> </ul> <p><i>Laura LoGerfo &amp; Ray Hart</i></p>	
4:30 – 5:00 pm	<p>Key Topics for Future Task Force Meetings &amp; Activities</p> <p><i>Laura LoGerfo &amp; Ray Hart</i></p>	
5:00 pm	<i>Adjourn</i>	

**National Assessment Governing Board  
Council of the Great City Schools  
Trial Urban District Assessment Policy Task Force**

**First Task Force Meeting Minutes**

**The Mayflower Hotel  
Washington, D.C.  
March 16, 2018**



## Overview

On Friday, March 16, 2018, the Trial Urban District Assessment (TUDA) Policy Taskforce gathered at the Mayflower Hotel in Washington, D.C. for the first bi-annual meeting. The Task Force consists of 10 high-level TUDA district staff members who were chosen based on their experience with the National Assessment of Educational Progress (NAEP) and a geographic and demographic representation of urban school districts. As part of the National Assessment Governing Board's (Governing Board) continuing outreach efforts, the Governing Board contracted with the Council of the Great City Schools (Council) in January 2018 to form this Task Force, which is charged with providing district feedback and recommendations to the Governing Board on projects and NAEP policy.

## Task Force Meeting Attendees

Michael Casserly  
Executive Director  
Council of the Great City Schools

Ray Hart  
Director of Research  
Council of the Great City Schools

Lily Clark  
Assistant Director (Policy & Research)  
National Assessment Governing Board

Tommy Chang  
Superintendent  
Boston Public Schools

Susana Cordova (Phone)  
Deputy Superintendent  
Denver Public Schools

Daisy Gonzalez-Diego  
Chief Communications Officer  
Miami-Dade County Public Schools

Tamara Lewis  
Data Management, Planning, and Program Evaluation  
Jefferson County Public Schools

Bill Bushaw  
Executive Director  
National Assessment Governing Board

Peggy Carr  
Acting Commissioner  
National Center for Education Statistics

Laura LoGerfo  
Assistant Director (Reporting & Analysis)  
National Assessment Governing Board

Gina Broxterman  
Statistician  
National Center for Education Statistics

Cecilia Oakley  
Assistant Superintendent  
Dallas Independent School District

Wanda Mobley  
Director of Communications  
Guilford County Public Schools

Nicole Binder (Phone)  
Director of Assessment and Accountability  
Hillsborough County Public Schools

## Task Force Committee Members Absent

Janice Jackson  
Chief Executive Officer  
Chicago Public Schools

Shannon Haber  
Chief Communications Officer  
Los Angeles Unified School District

Brian Shultz  
Chief Academic Officer  
Charlotte-Mecklenburg Public Schools



## Policy Issues

While the Task Force has only met once, we anticipate discussions will address similar topics addressed by the Council of Chief State School Officers Policy Task Force. The anticipated topics include:

- 1) NAEP reporting process
- 2) Inclusion and accommodations
- 3) NAEP schedule of assessments
- 4) NAEP 12th grade preparedness
- 5) Reading trend reporting
- 6) NAEP contextual questions
- 7) College- and Career-Readiness/Post-Secondary preparedness
- 8) Misuse and misinterpretation of NAEP data
- 9) International benchmarking
- 10) Board initiatives on raising achievement and closing gaps
- 11) Future of NAEP initiatives
- 12) Assessment literacy initiative
- 13) NAEP digital-based assessment transition
- 14) Strategic planning initiative

During the first meeting, the following key policy issues were discussed:

<b>Topic #1: NAEP Reporting Process</b>	
<b>Task Force Discussion and Input</b>	<b>Governing Board Follow-Up Activities</b>
<p><i>Reporting free- or reduced-price lunch (FRPL) status.</i></p> <ul style="list-style-type: none"> <li>• There was general concern that the current method of using National School Lunch Program (NSLP) eligibility as a metric for poverty is not the most accurate approach. Specifically, the Community Eligibility Provision (CEP) causes some difficulty when identifying FRPL status. The rates of application completion are sometimes low since students get the benefits of the program without having to apply. NCES noted that the NSLP is the best metric for poverty they have been able to produce although they are still looking into creative new ways to measure poverty.</li> </ul>	*
<p><i>Communicating NAEP results to the public.</i></p> <ul style="list-style-type: none"> <li>• Participant discussion centered on how to engage multiple stakeholders in the NAEP process. At the district level, communication materials are needed to address the unique needs of parents, community leaders, teachers, and district administrators about NAEP results to ensure each group understands the value of the assessment and can interpret results. Task force members discussed employing various methods of communication such as social media, infographics, and videos to spread awareness about the data during the</li> </ul>	<p>* Before NAEP Day, the Governing Board released infographics and one-pagers to explain how to interpret achievement levels and to describe the transition from paper-and-pencil NAEP administration to digital-based administration. The Board disseminated that work and used</p>

release and extending the conversation around results beyond the initial release.	social media to highlight partners' discussions anticipating the NAEP release and explaining how to interpret the results.
<p><i>Training for staff beyond the district NAEP Coordinator.</i></p> <ul style="list-style-type: none"> <li>Task Force members expressed interest in the development of training materials for district staff beyond TUDA coordinators. This was spurred by a desire to spread awareness about the utility of NAEP scores and NAEP materials such as the NAEP Questions Tool. The materials should focus on facilitating support for those responsible for analyzing NAEP data. The possibility of webinars and workshops for district leaders, like those provided for state chiefs and deputy superintendents, was also discussed. These were suggested to increase the use of NAEP results and data at a district level.</li> </ul>	*
<p><i>Charter School Reporting.</i></p> <ul style="list-style-type: none"> <li>Districts discussed revising the charter school coding to distinguish between district authorized charter schools and independent charter schools to provide additional clarity in data reporting.</li> </ul>	*

\* Denotes Task Force input for future Governing Board consideration

<b>Topic #2: Inclusion and Accommodations</b>	
<b>Task Force Discussion and Input</b>	<b>Governing Board Follow-Up Activities</b>
<p><i>Reporting results for English learners.</i></p> <ul style="list-style-type: none"> <li>A concern was raised about the reporting of NAEP results for English learners, particularly in grade four. In many large, urban TUDA districts, the percentage of English learners in the early grades can exceed 50% – 60% of the population. Districts are far more likely to have high numbers of students with disabilities or students who are English learners compared to states. Including the scores of non-English speakers may yield invalid estimates of district performance, while excluding larger percentages of ELLs or SWDs results in district reports that are flagged for excessive exclusion rates. Participants discussed the possibility of administering the Spanish version of the assessment when appropriate.</li> </ul>	<p>* As a first step into investigating this complex and very important topic, the Governing Board will be releasing three infographics on inclusion and the educational experiences of ELLs and SWDs.</p>

\* Denotes Task Force input for future Governing Board consideration

<b>Topic #7: College- and Career-Readiness/Post-Secondary Preparedness</b>	
<b>Task Force Discussion and Input</b>	<b>Governing Board Follow-Up Activities</b>
<p><i>Clearly define college- and career-readiness/post-second preparedness.</i></p>	<p>* The Governing Board's Ad Hoc Committee on Measures of</p>

<ul style="list-style-type: none"> <li>Participants discussed the need to clearly understand how and when students are prepared for post-secondary success. The discussion included gaining an understanding of student readiness beyond scale score performance on assessments. Participants discussed the possibility of using the NAEP survey items or potentially student transcript data to gain additional insight on post-secondary preparedness.</li> </ul>	<p>Postsecondary Preparedness has centered its recommendations on using data beyond NAEP scores to provide information to the public on students' preparation, e.g., contextual data and transcript data.</p> <p>Recommendations are still in discussion by the full Governing Board</p>
---	--

\* Denotes Task Force input for future Governing Board consideration

<b>Topic #10: Board Initiatives on Raising Achievement and Closing Gaps</b>	
<b>Task Force Discussion and Input</b>	<b>Governing Board Follow-Up Activities</b>
<p><i>Reporting achievement gaps.</i></p> <ul style="list-style-type: none"> <li>Participants expressed an interest in more prominently reporting achievement gaps and jurisdictions that are significantly reducing achievement gaps over time. While the data are currently available in the NAEP Data Explorer, the expertise required to access this information introduces significant limitations on the public and more general use of the results.</li> </ul>	<p>* The Governing Board is developing 2-dimensional infographics that show state performance juxtaposed with black-white achievement gap narrowing or widening over time by each of the four geographic regions in the nation. If those products receive a warm reception, then the same approach will be taken with TUDAs. Which TUDAs are reducing achievement gaps over time will be evident through this data visualization tool as a way to draw attention to those successes.</p>

\* Denotes Task Force input for future Governing Board consideration

The meeting adjourned 4:50 pm.

Respectfully submitted:

Ray Hart  
 Director of Research  
 Council of the Great City schools

**TUDA**



Council of the Great City Schools®

# 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

September 29, 2018

National Assessment Governing Board  
U.S. Department of Education  
800 North Capitol Street NW – Suite 825  
Washington, DC 20002-4233

**Attention:** Sharyn Rosenberg, Assistant Director

**Comments on Revised Policy on Developing Student Achievement Levels for NAEP**  
**Document Citation: 83 FR 45618**

The Council of the Great City Schools (Council), the coalition of the nation’s largest central city school districts, submits the following comments on the revised policy on Developing Student Achievement Levels for the National Assessment of Educational Progress (NAEP) in response to the September 10, 2018 notice in the Federal Register. Over the years, the Council has worked closely with the National Assessment Governing Board (Governing Board) and the National Center for Education Statistics (NCES) on a variety of efforts to measure and improve student learning outcomes. Therefore, the Council supports the Governing Board’s efforts to periodically review and update NAEP policies and practices.

The Council is dedicated to the improvement of education for children in the nation’s inner cities. The Council and its member districts work to help our public-school children meet the highest standards and become successful and productive members of society. The organization and the 27 Trial Urban District Assessment (TUDA) participants regularly use results from NAEP to measure our progress and relative standing in achieving our goals. In fact, the Council of the Great City Schools initiated TUDA in 2000 as a way of holding ourselves and our students to the highest standards. As a result, we are heavily invested in any changes in policies and practices related to NAEP and other national measures of educational progress.

The Council’s comments in this letter are focused on retaining a rigorous assessment, maintaining current terminology in NAEP achievement levels, thoughtfully tagging NAEP performance levels to meaningful high-level expectations, and devoting additional effort to explaining to the public what NAEP is intended to measure and what it is not. Please let us know if clarification is needed on any of these comments.

Sincerely,

Michael Casserly  
Executive Director

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

# **COUNCIL OF THE GREAT CITY SCHOOLS COMMENTS ON THE REVISED POLICY ON DEVELOPING STUDENT ACHIEVEMENT LEVELS FOR THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

## **New Principle on Periodic Review of Achievement Levels and Cut Scores**

The Council of the Great City Schools agrees that the National Assessment Governing Board (NAGB) and the National Center for Educational Statistics (NCES) should periodically review the performance levels used in the National Assessment of Educational Progress (NAEP). These periodic reviews, however, should be tempered by the continuing need to have a national assessment that is consistently applied from state-to-state, a national assessment that allows comparisons across states and participating TUDA participants, and a national assessment that provides a clear trend line over time for the nation, states, and districts.

That said, the Council is also interested in seeing NAGB and NCES devote additional time and effort to benchmarking NAEP performance levels to such concrete high-level expectations as current college and career-readiness standards, international measures of performance, average entrance requirements to competitive colleges, or other publicly understandable measures of excellence, rather than the judgment of expert panels, even if the result is somewhat aspirational. We believe the standard against which NAEP is pegged ought to be rigorous and not reflect the lowest common denominator as some have argued. Above all, NAEP is a measure of how the nation, its states, and many of its critical large city school systems are performing educationally; it is not an accountability tool or an assessment of individual attainment. To that end, NAEP should be pegged to the highest possible but specific standard of attainment.

We also encourage the Governing Board NOT to adjust cut scores or descriptions without extensive research or overwhelmingly compelling evidence to suggest misalignment with desired interpretations of NAEP results. The Council and our member districts that participate in the TUDA program find the current achievement level cut scores for proficiency to be a fair and accurate expectation of student outcomes. We believe our schools, teachers, and administrators should have the highest expectations for student achievement, and we believe the current level of proficiency reflects a realistic, although high, expectation for our students. Students are harmed when expectations are low, not high, a situation that urban schools are more aware of than many others.

While additional, more robust, research is needed on the current proficiency levels, a cursory review of post-secondary outcomes suggests current proficiency standards are basically sound. According to the 2017 Current Population Survey from the U.S. Census Bureau,<sup>1</sup> about 37 percent of adults 25 to 34 years old had a bachelor's degree or higher. On the 2007 eighth grade NAEP assessment, about the same time those 25-year olds would have been in eighth grade, approximately 32 percent the nation's students were proficient in reading and math.<sup>2</sup> By design or not, NAEP appears on its face to have some grounding in real-world attainment.

<sup>1</sup> Source: U.S. Census Bureau, Current Population Survey, 2017 Annual Social and Economic Supplement.

<sup>2</sup> Source: U. S. Department of Education. Institute of Education Sciences, National Center for Education Statistics.

Arguments in favor of shifting NAEP achievement level cut scores masks the real problem in educational attainment across the country. In 2017, over 57 percent of students not eligible for a free or reduced-price lunch were proficient or better on the fourth grade NAEP mathematics assessment compared to 24.7 percent of students eligible for a free or reduced-price lunch.<sup>3</sup> The disparities are even more discouraging when race and poverty are considered. jointly. Advocates calling for the lowering of proficiency standards shift the nation’s attention away from the real issues about disparities in educational outcomes among the nation’s impoverished and traditionally under-represented student groups in favor of making more students looking artificially higher performing.

Finally, the Council does wonder whether there is a way to retain the current performance levels but expand use of NAEP’s 500-point scale. At present, scores routinely fall between points 200 and 300 on the scale, making it difficult to show movement—either upwards or downwards. A robust discussion about the wisdom of this seems prudent in the current review.

Recommendation: The Council recommends retaining NAEP’s high level of rigor in defining proficiency, but it also proposes that NAGB and NCES conduct additional, robust research to better tie those proficiency levels to college- and career-ready standards, some international benchmark, or to post-secondary success.

### **Change in Terminology from Proficient to NAEP Proficient**

The Council also does not think that the Governing Board should change the terminology used by NAEP from *Proficient* to *NAEP Proficient*, from *Basic* to *NAEP Basic*, or from *Advanced* to *NAEP Advanced*. We think the current labels should remain for several reasons. First, the summary of proposed revisions suggests that NAEP achievement levels should be “better differentiate[d]” from other common uses of the terms *Basic*, *Proficient*, and *Advanced*. For decades, however, NAEP has been, and should remain, the standard for these terms. Application of these terms from assessment-to-assessment have been made relative to NAEP definitions—even if they have not been faithfully applied. Changing the terminology suggests that NAEP should no longer be the standard upon which we understand student achievement.

Second, introducing NAEP-specific Basic, Proficient, and Advanced levels might introduce considerable confusion to the public’s understanding of student achievement across assessments. In a review of NAEP Achievement Levels conducted by the National Academies of Science, Engineering, and Medicine, they conclude that, “during their 24 years [the achievement levels] have acquired meaning for NAEP’s various audiences and stakeholders; they serve as stable benchmarks for monitoring achievement trends, and they are widely used to inform public discourse and policy decisions. Users regard them as a regular, permanent feature of the NAEP reports” (Edley & Koenig, 2016; p. Sum-8)<sup>3</sup>. The public’s understanding of current terminology is well entrenched and already commonly understood. Parents, educators, and the public are better served when the educational community can consistently articulate student achievement outcomes. The Council encourages NAGB to retain current terminology without the modifying

<sup>3</sup> Edley, C. & Koenig, J. A. (Ed). (2016). *Evaluation of the Achievement Levels for Mathematics and Reading on the National Assessment of Educational Progress*. Washington, DC: The National Academies Press.

terminology, because NAEP should remain the standard against which these proficiency levels should be defined.

Recommendation: In 83 FR 45618 strike all references to “*NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*” in the document and restore the use of the terms *Basic*, *Proficient*, and *Advanced*.

## **Communicating NAEP Terminology**

While there is long-standing public and professional understanding of NAEP levels, there are also forces who would mislead the public about NAEP either in pursuit of their own agendas or because they were misinformed. There is little way for NAGB or NCES to prevent the deliberate misuse of NAEP results, but both organizations and their partners, including the Council, could do a better job of informing the public about what these performance levels mean and what they don’t mean. For instance, one routinely hears that NAEP levels are akin to grade-level scores. But, in the announcement of results every two years, there is little time devoted to revisiting or describing the definitions of the performance levels or how they were arrived at. Having the performance levels tagged to some external benchmark, as we suggested in the earlier recommendation, might help NAGB and NCES better describe what NAEP means. And spending some time during the release on what the performance levels mean—beyond examples of what students can do under each level—might help ward off some misunderstanding of the levels and protect against the deliberate misuse of terms.

Recommendation: Devote more time and attention during the release of NAEP results to what the proficiency levels mean and what they don’t mean beyond the examples that are often presented to illustrate performance.



**ACADEMIC KEY PERFORMANCE INDICATORS**



# ACADEMIC KEY PERFORMANCE INDICATORS

2018 REPORT



# Academic Key Performance Indicators

By the  
Council of the Great City Schools



Moses Palacios

Eric Vignola

Natalia Cooper

Renata Lyons

Ashley Ison

Ray Hart

Michael Casserly

# CONTENTS

Contents	iii
Introduction	1
Methodology and Analysis	3
Elementary Achievement Indicators	5
Pre-K as a Percent of Kindergarten Enrollment	6
Secondary Achievement Indicators	19
Ninth-Grade Course Failures	20
Ninth Grade Students with B Average GPA or Better	32
Algebra I/Integrated Math I by Grade Nine	44
Advanced Placement Course Enrollment	56
Advanced Placement Exam Scores Three or Higher	68
Four-Year Graduation Rates	80
Attendance Indicators	93
Discipline Indicators	119
Out-of-School Suspensions	120
Number of Instructional Days Missed	132
NAEP Student Achievement, 2017	145
NAEP Student Achievement Trends, 2009 to 2017	187
Appendix A. Data Collection Instruments	220
Appendix B. Council of the Great City Schools	228

# INTRODUCTION

Over the years, the nation's large urban school districts have consistently learned from the progress of their peer districts across the country. Great City School districts that have embraced the challenge of educating America's urban children have recognized the value of benchmarking their performance and growth against the progress of others.

In 2002, the board of directors of the Council of the Great City Schools (Council) authorized what became known as the Performance Measurement and Benchmarking Project to develop and implement key performance indicators across the member school districts in operations, business services, finances, human resources, and technology. These performance indicators in operations have evolved over the years and are now reported annually by the Council in its *Managing for Results in America's Great City Schools* series. However, one critical element was not included in these annual reports: academic performance.

In the same year, 2002, six member districts of the Council began participating voluntarily in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress. The purpose of this participation was to gauge performance across state lines, compare progress, and ascertain what reforms seemed to be working. As of 2017, there will be 27 Council member districts participating in TUDA. Of course, not all Council member districts are eligible for TUDA, and TUDA results do not provide all the academic comparisons that member districts would like to make.

Because of that information gap, the board of directors took the next step in authorizing the development of *Academic* Key Performance Indicators (KPIs) in October 2014. To put the board's wishes into place, teams of educators from Council member districts came together to begin drafting initial indicators in general instruction, special education, English language learners, and a number of academic cost-indicators. A lengthy list of potential indicators developed by the teams was refined and narrowed to a smaller set for piloting in 2015. Eight member districts participated in the pilot.

Based on the pilot, data-collection surveys and the indicators themselves were further refined, and all Council member districts were asked to participate in a full-scale pilot of the Academic Key Performance Indicators in 2016. A third pilot was conducted in 2017 and included the collection of data across three school years. The 2018 report presents an updated set of data through school year 2016-17. This report presents a number of different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables. An electronic system is under development by which members will be able to do this on-line.

In the meantime, this report focuses on the data collection and analysis of the following Academic KPIs:

- Pre-K enrollment relative to Kindergarten enrollment
- Percent of 4th and 8<sup>th</sup> graders proficient in reading and math on NAEP
- Algebra I completion rates for credit by grade 9
- Ninth grade course failure rates — at least one core course
- Ninth graders with B average (GPA) or better
- Absentee rates by grade level
- Suspension rates
- Instructional days missed per student due to suspensions
- AP participation rates
- AP-equivalent participation rates

- AP exam pass rates
- Early college enrollment
- Four-year graduation rate

Because this report is still under development, the data presented should be viewed cautiously. Districts will need to review and discuss the results, fine tune their survey responses, and certify that their results are accurate. In the meantime, districts should use these preliminary results to ask questions and assess their overall progress.

# METHODOLOGY AND ANALYSIS

## A. Methodology

### *Developing the KPIs*

This pilot study sought to answer the following questions:

1. Is it feasible to develop Academic KPIs and collect data on them across member urban school districts?
2. Are comparisons between districts on academic performance measures valid and reliable?
3. Do districts collect and maintain requested KPI data in a way that they can retrieve and format them?
4. Are data collection tools clear and easy to use?
5. Do the results of data analysis provide valuable insights into district academic performance and student achievement?
6. How should the indicators be refined going forward?

To answer these questions, Council staff organized a process to develop and collect KPIs in three phases. The first phase involved the development of academic performance and cost KPIs. The second phase involved a small pilot of performance and cost KPIs in eight districts. These district included Albuquerque, Atlanta, Austin, Baltimore, Houston, Los Angeles, Kansas City (MO), and Milwaukee. The final phase assessed the viability of collecting comparable performance indicators across all Council member districts.

During the first phase, three advisory groups were formed and convened to develop the academic and cost indicators. These groups included administrators from Council member districts in the areas of curriculum and instruction, English language learners, and special education. Representatives from each area formed three homogeneous advisory groups. After several meetings, the groups submitted a list of potential KPIs on academic indicators as well as financial expenditure indicators in each area. Finally, a literature review was conducted to identify variables that predicted student outcomes and could be used to formulate KPIs, and to identify past efforts by others to benchmark performance and costs.

The indicators and costs were then reviewed by a team of general education, special education, English language learner, finance, and research department representatives to determine the feasibility of collecting comparable data across districts. The review included the relative value of each indicator, the data collection burden of the indicator, and the ability to disaggregate the data by student group (e.g., ELL, students with disabilities, ethnicity, gender, etc.). The original list of KPIs was then narrowed from 200 key performance indicators to approximately 58 performance and cost measures.

During phase two of the process, the Council team piloted the data collection instruments and the KPI definitions in 2015 with the eight member school districts listed above. Throughout the piloting process, data-collection tools and definitions were continuously revised based on feedback from participating districts and results from an initial data analysis effort.

Phase three of the pilot involved a full-scale data-collection effort to assess the viability of the indicators across a larger number of Council member districts. After revising indicator definitions and the survey instrument based on the pilot, the Council team developed two methodologies by which to collect the data. The first methodology involved an on-line survey, and the second methodology involved Excel data sheets that district staff could populate with their information. The purpose of this phase of the work was to test the potential of collecting academic performance indicators across all districts. The cost indicators

developed in phase 1 and phase 2 were deferred to future data collection efforts, while the Council devoted the work to the performance indicators.

The current phase of the work, which has resulted in this report, involved updating the indicators and working with member districts on the accuracy of their data across multiple years.

The remaining sections of this report illustrate the potential use of the performance indicators across all member districts. The data are based on results from about 50 member districts. Not all member districts completed all KPIs, but the charts and tables summarize the data from all respondents.

## B. Analysis

### *Organizing and Presenting the Data*

The analysis presented here is divided into four sections: 1) elementary achievement indicators, 2) secondary achievement indicators, 3) attendance indicators, and 4) disciplinary indicators. In this report, we include sample charts only to illustrate the viability of the Key Performance Indicators. Not all data were presented or analyzed, but the future online system will allow for extensive analysis.

Finally, data are reported here by district using codes. For each one, these codes correspond to the codes used in the non-instructional KPIs. In the graphs, each bar represents a responding school district.



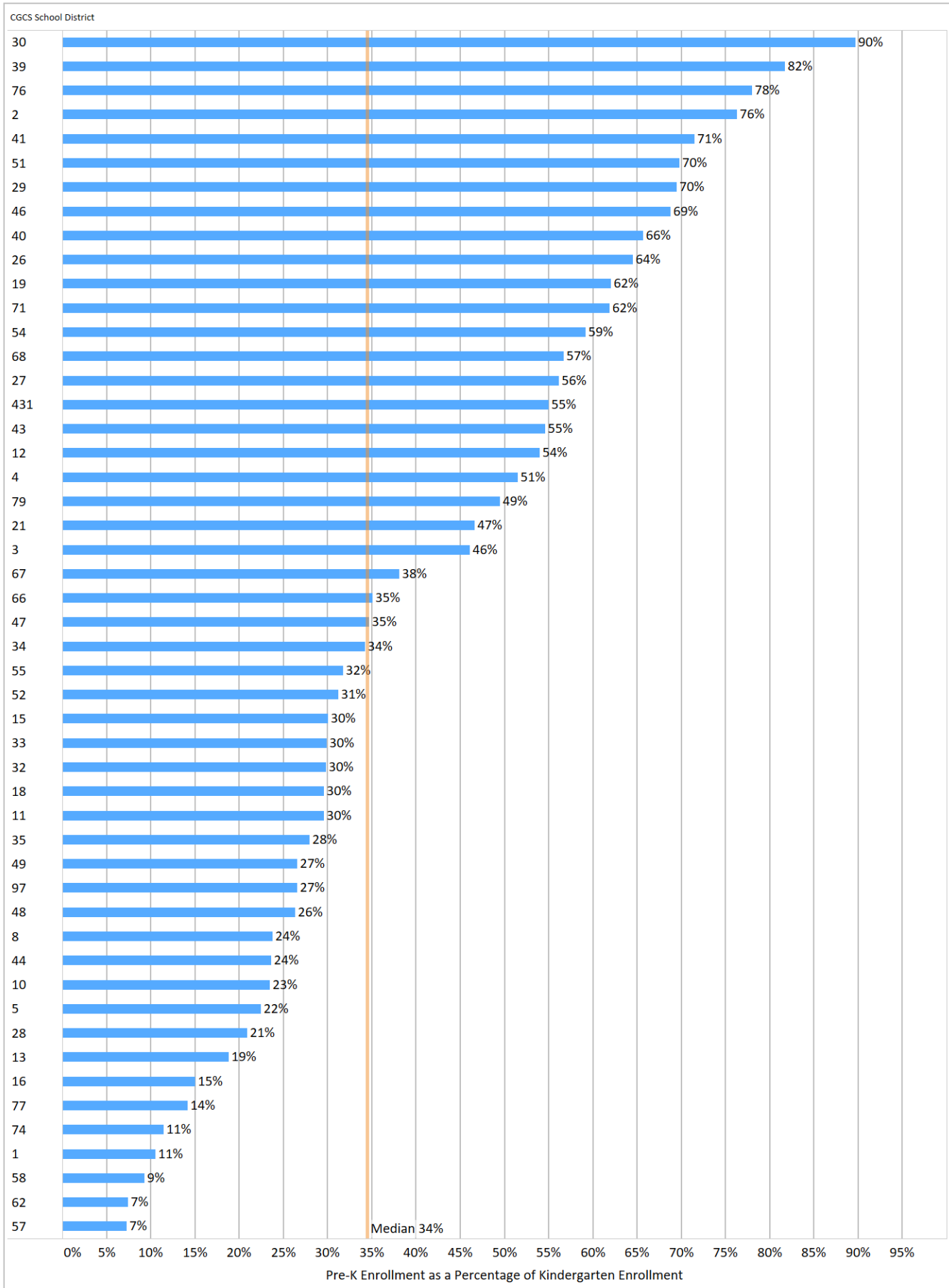
## **Elementary Achievement Indicators**

Two elementary achievement indicators were used in all phases of this project. The first focused on Pre-K and Kindergarten students, and the second focused on the percentage of fourth and eighth grade students who were proficient on the National Assessment of Educational Progress (NAEP) reading and math assessments. Data on the percent of students below basic were also reported. All NAEP data are found in the second half of this report.

The KPI team developed another KPI from the data submitted. The current early childhood KPI divides the pre-K enrollment reported on the KPI data survey by the kindergarten enrollment. This gives a preliminary proxy measure of the size of districts' pre-K program relative to kindergarten enrollment. The Council is transitioning to a new measure of this KPI in 2018, and we have held this measure constant for this report. Data reflect results from the 2015-16 school year.

Figures 1.1 to 1.18 show the relationship between Pre-K and Kindergarten enrollments and how they have changed between 2013-14 and 2015-16. The data are also disaggregated by a number of demographic variables.

Figure 1.1. Pre-K Enrollment as a Percent of Kindergarten Enrollment, 2015-16

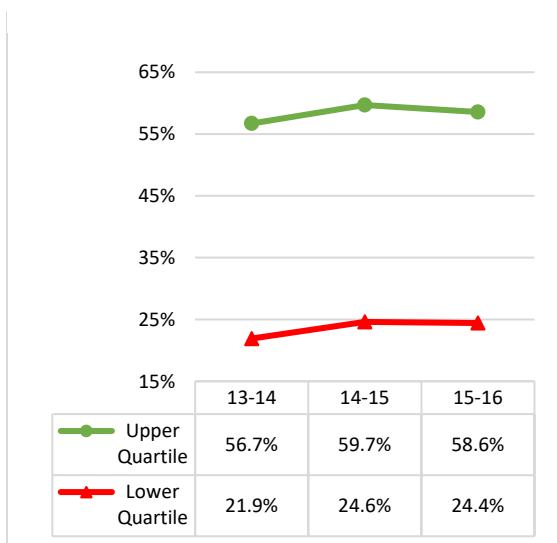


## Pre-K Enrollment as a Percent of Kindergarten Enrollment

Note: Higher values and larger increases are desired

- Figure 1.1: Total number of pre-K students divided by total number kindergarten students.
- Figure 1.2: Percentage point difference in the ratio of pre-K to kindergarten students by district between 2013-14 and 2015-16.
- Figure 1.3: Upper and lower quartile change in the percent of pre-K to kindergarten students.

Figure 1.3. Trends in the Percent of Pre-K to Kindergarten Enrollment by Quartile, 2013-14 to 2015-16



### Best Quartile for Overall Performance (2015-16)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.2. Percentage Change in Pre-K Enrollment Relative to Kindergarten Enrollment, 2013-14 to 2015-16

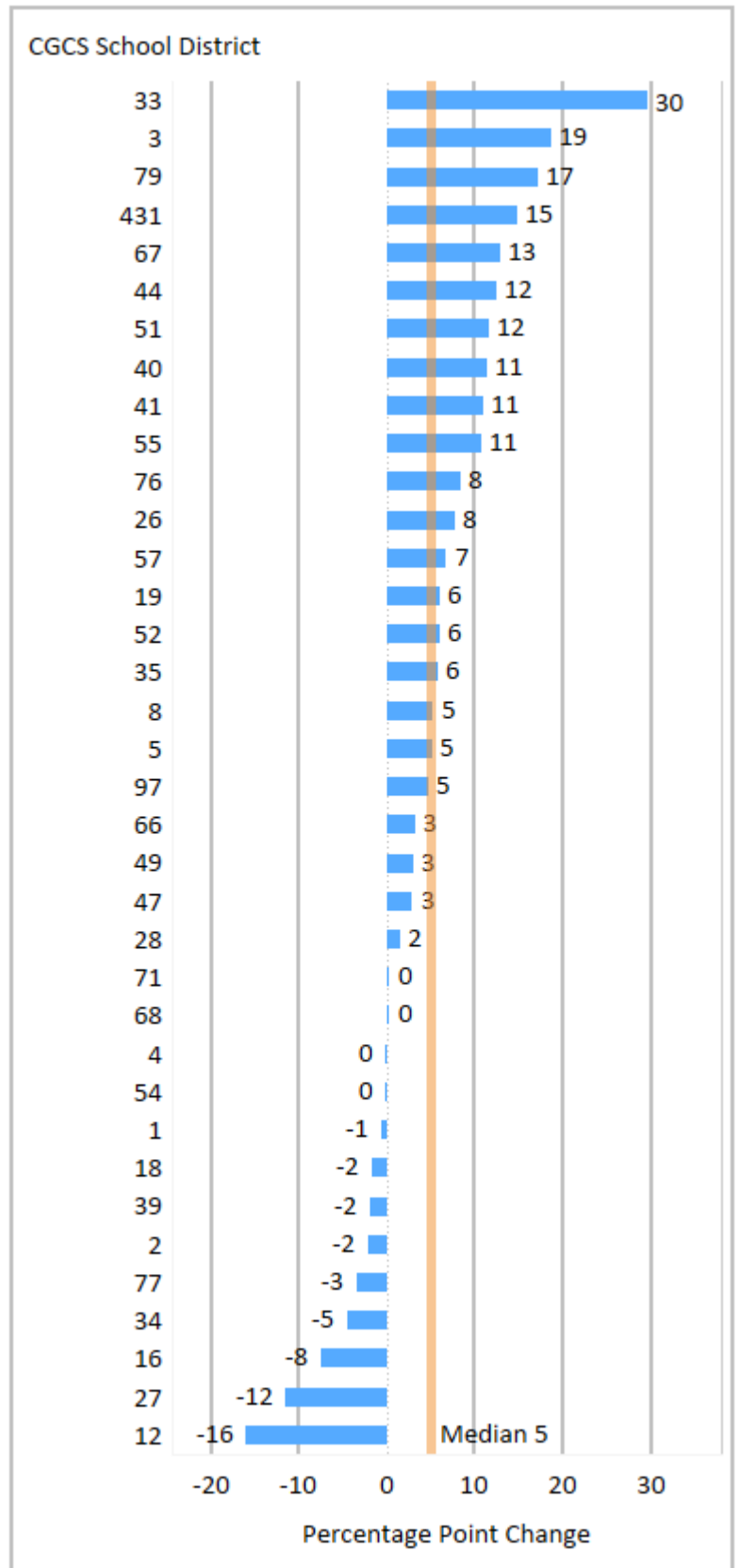
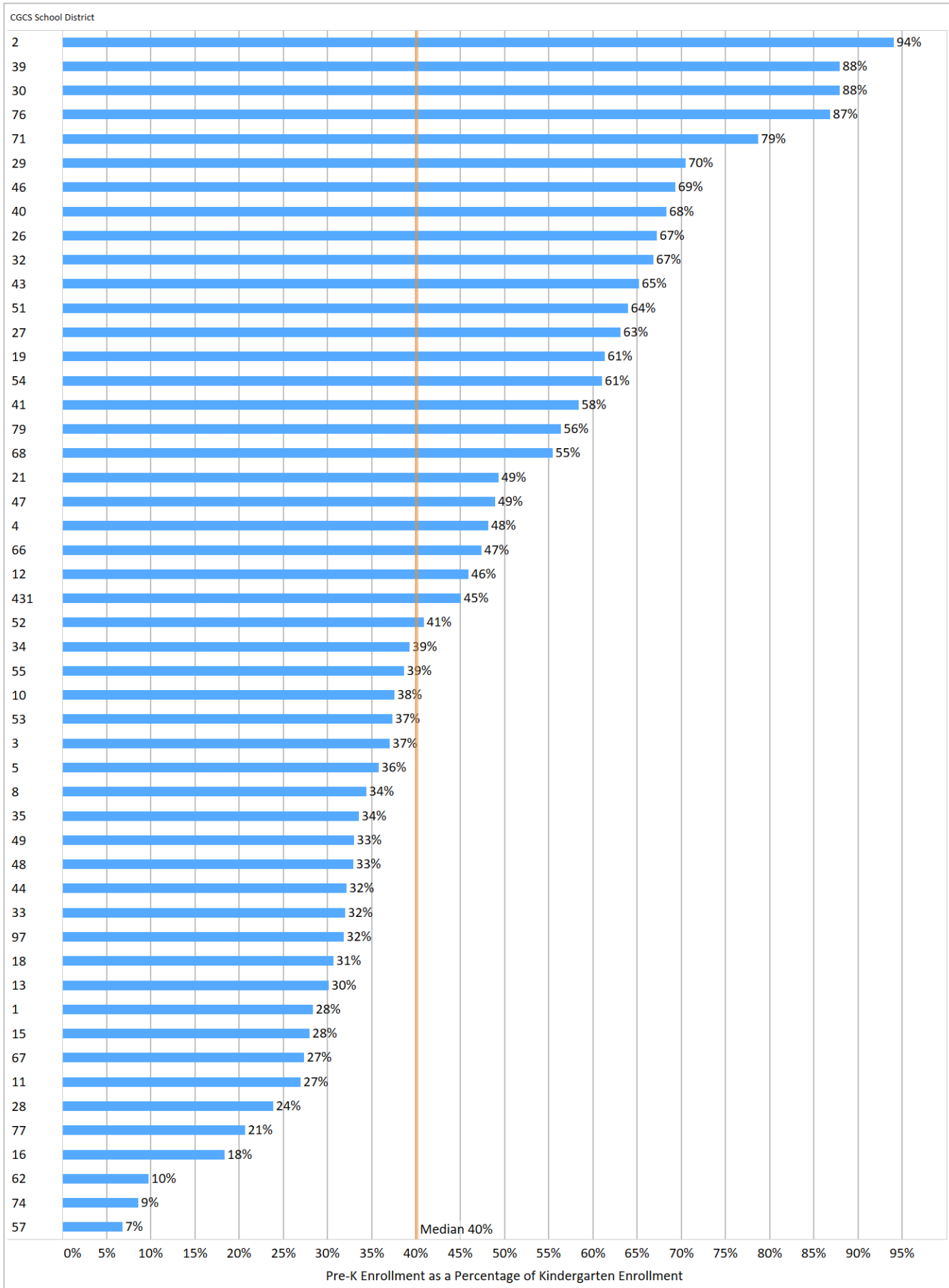


Figure 1.4. Pre-K Enrollment of Black Males as a Percent of Kindergarten Enrollment of Black Males, 2015-16

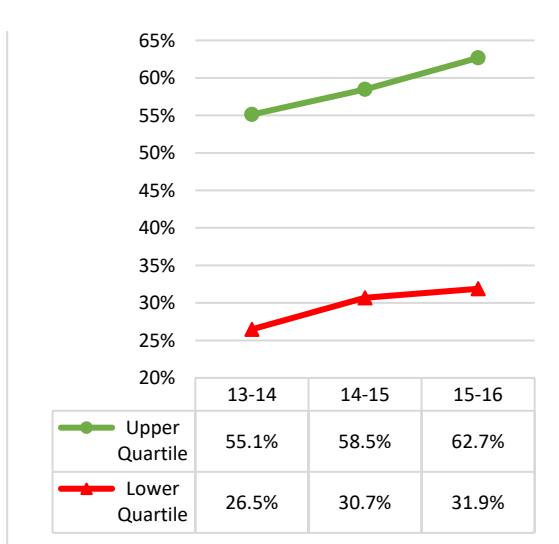


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Black Males

Note: Higher values and larger increases are desired

- Figure 1.4: Total number of Black male pre-K students divided by total number of Black male kindergarten students.
- Figure 1.5: Percentage point difference in the ratio of pre-K to kindergarten Black male students by district between 2013-14 and 2015-16.
- Figure 1.6: Upper and lower quartile change in the percentage of Black male pre-K to kindergarten students.

Figure 1.6. Trends in the Percent of Pre-K to Kindergarten Black Male Enrollment by Quartile, 2013-14 to 2015-16



### Best in Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.5. Percentage Change in Black Male Pre-K Enrollment Relative to Black Male Kindergarten Enrollment, 2013-14 to 2015-16

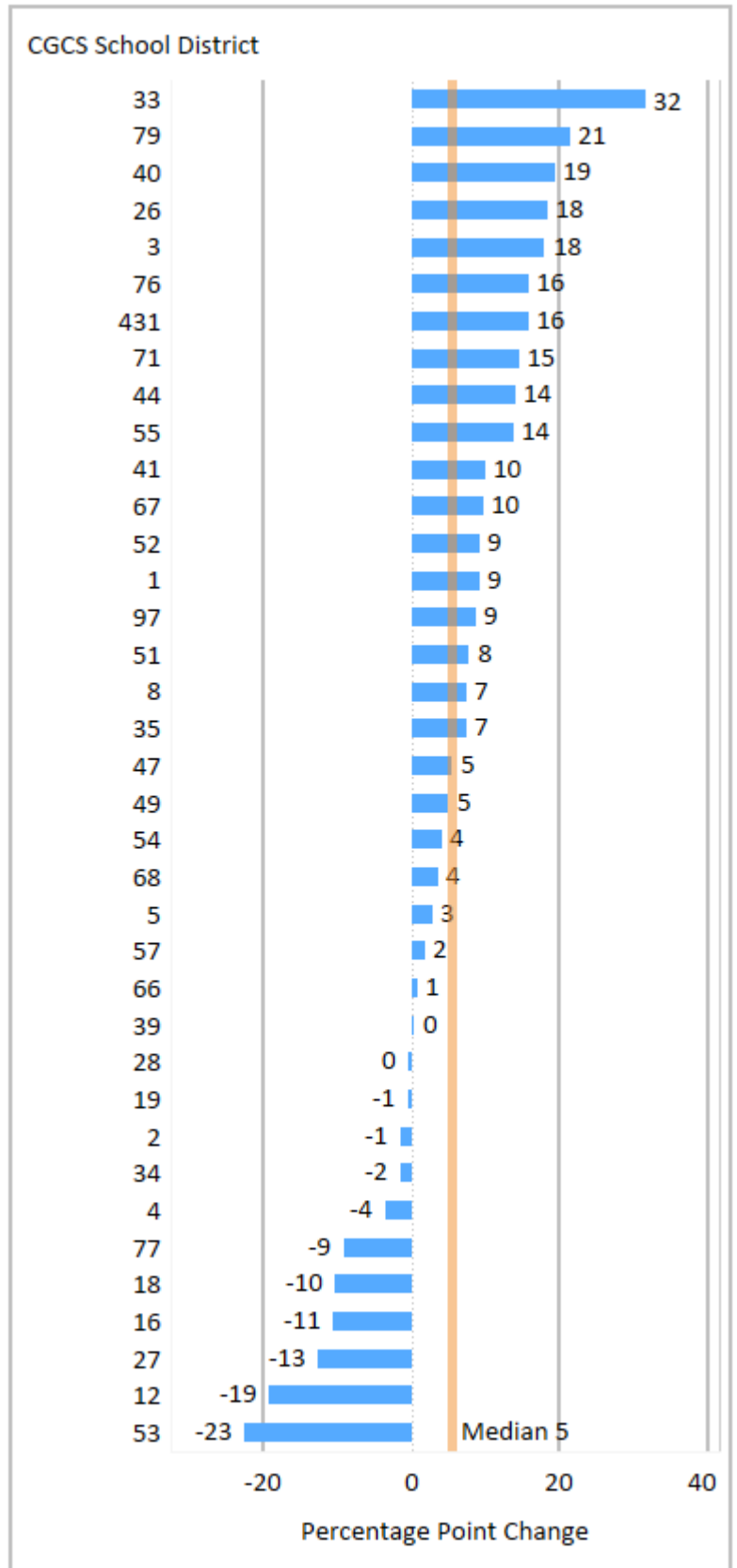
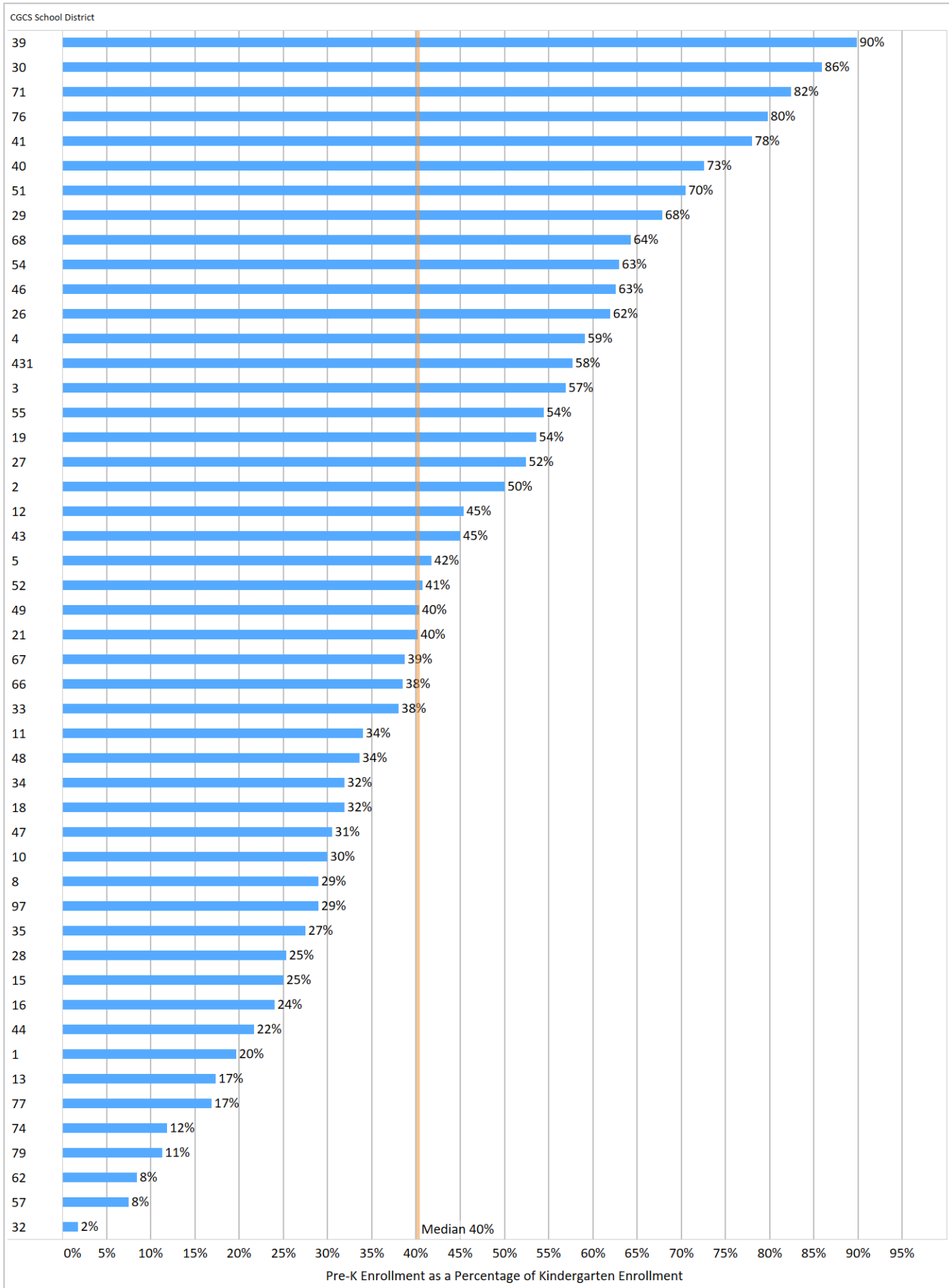


Figure 1.7. Pre-K Enrollment of Hispanic Males as a Percent of Kindergarten Enrollment of Hispanic Males, 2015-16

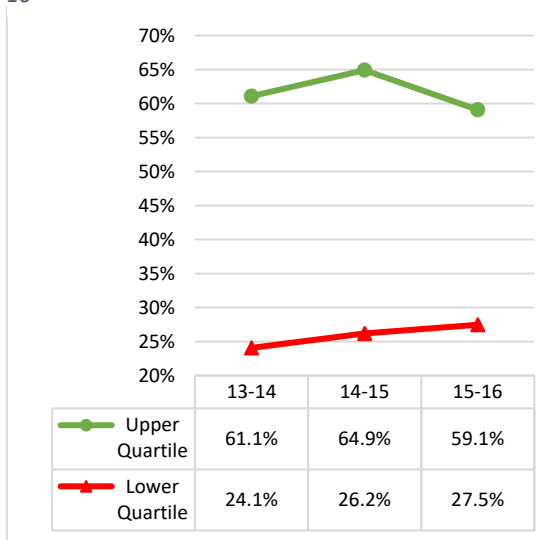


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 1.7: Total number of Hispanic male pre-K students divided by total number of Hispanic male kindergarten students.
- Figure 1.8: Percentage point difference in the ratio of pre-K to kindergarten Hispanic male students by district between 2013-14 and 2015-16.
- Figure 1.9: Upper and lower quartile change in the percentage of Hispanic male pre-K to kindergarten students.

Figure 1.9. Trends in the Percent of Pre-K to Kindergarten Hispanic Male Enrollment by Quartile, 2013-14 to 2015-16



### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.8. Percentage Change in Hispanic Male Pre-K Enrollment Relative to Hispanic Male Kindergarten Enrollment, 2013-14 to 2015-16

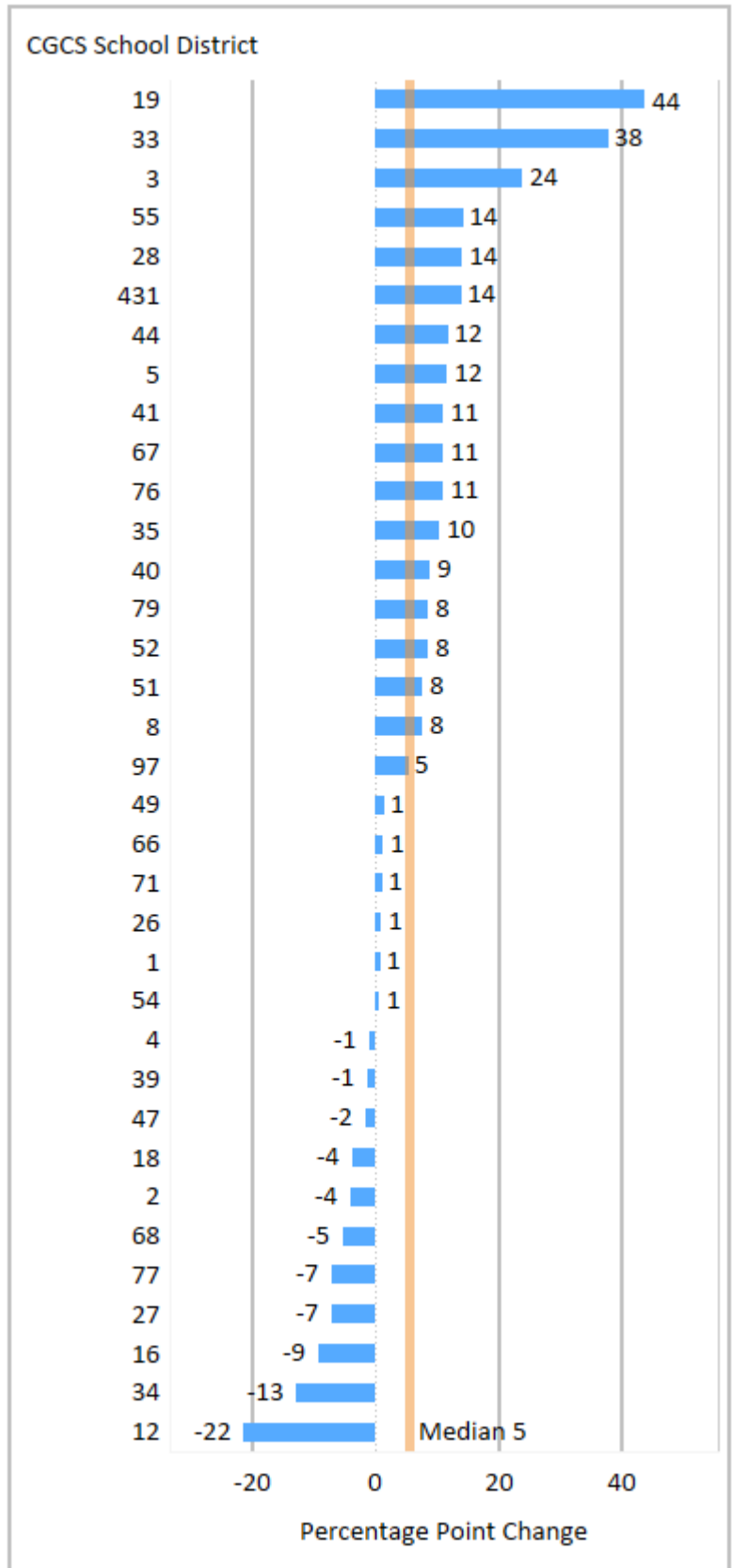
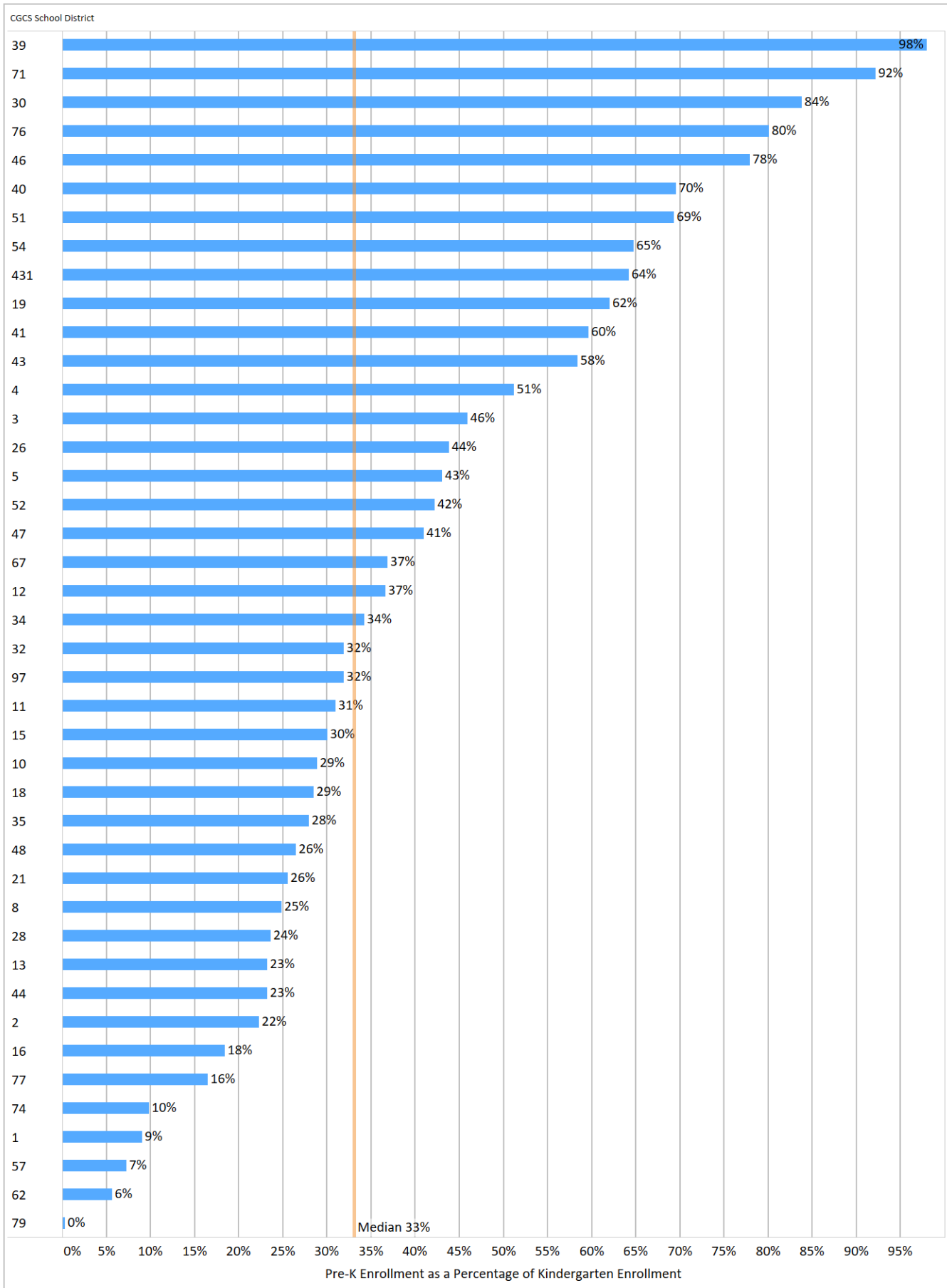


Figure 1.10. Pre-K Enrollment of Free or Reduced Price Lunch Students as a Percent of Kindergarten Enrollment of Free or Reduced Price Lunch Students, 2015-16



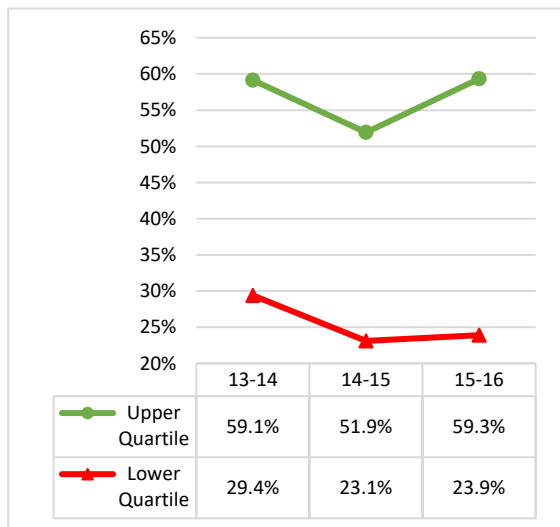


### Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students Eligible for Free or Reduced Price Lunch

Note: Higher values and larger increases are desired

- Figure 1.10: Total number of FRPL pre-K students divided by total number of FRPL students enrolled in kindergarten.
- Figure 1.11: Percentage point difference in the ratio of pre-K to kindergarten FRPL students by district between 2013-14 and 2015-16
- Figure 1.12: Upper and lower quartile change across years in the percentage of FRPL pre-K to kindergarten students.

Figure 1.12. Trends in the Percent of Pre-K Free or Reduced Price Lunch Students to Kindergarten Free or Reduced Price Lunch Students by Quartile, 2013-14 to 2015-16



#### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.11. Percentage Change in Free or Reduced Price Lunch Pre-K Enrollment Relative to Free or Reduced Price Lunch Kindergarten Enrollment, 2013-14 to 2015-16

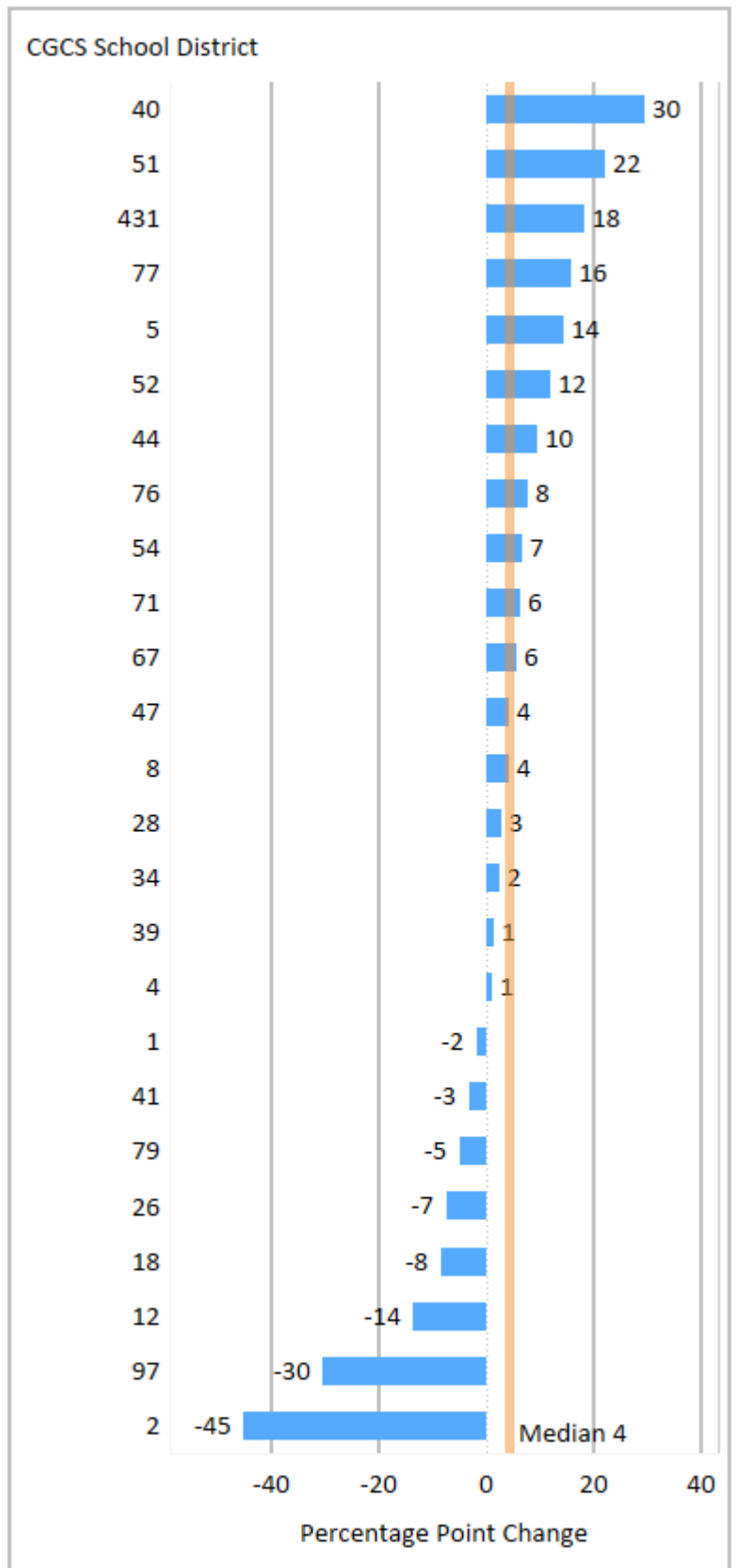
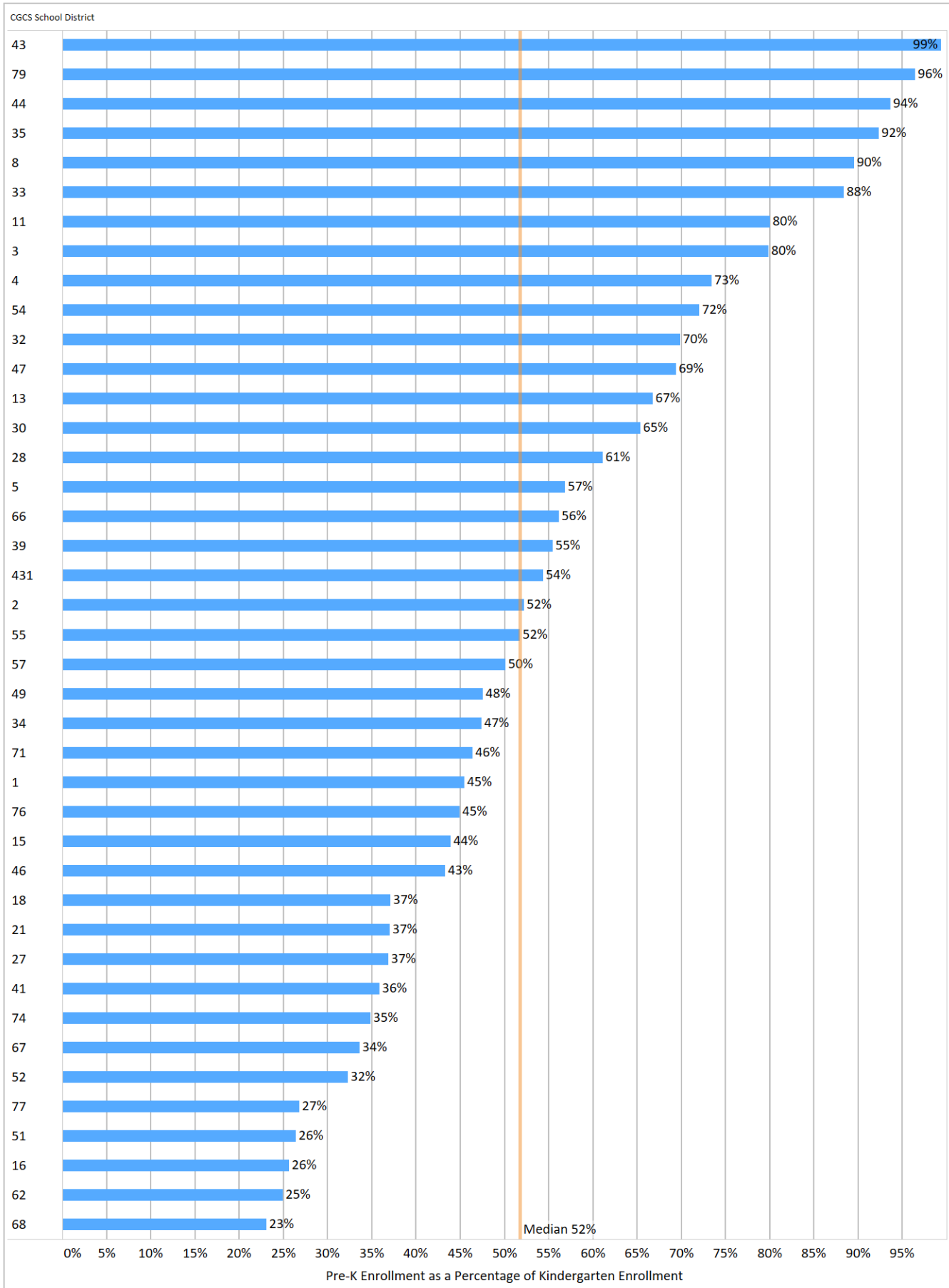


Figure 1.13. Pre-K Enrollment of Students with Disabilities as a Percent of Kindergarten Enrollment of Students with Disabilities, 2015-16

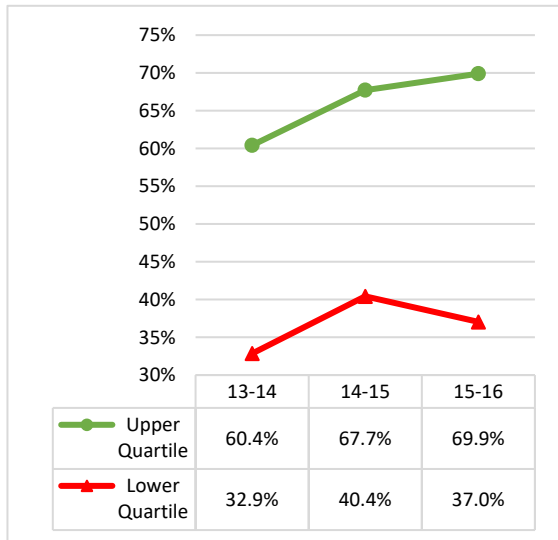


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 1.13: Total number of pre-K students with disabilities divided by total number of students with disabilities enrolled in kindergarten.
- Figure 1.14: Percentage point difference in students with disabilities enrolled in pre-K compared to kindergarten by district between 2013-14 and 2015-16.
- Figure 1.15: Upper and lower quartile change in percentage of pre-K to kindergarten students with disabilities.

Figure 1.15. Trends in the Percent of Pre-K Students with Disabilities to Kindergarten Students with Disabilities by Quartile, 2013-14 to 2015-16



### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.14. Percentage Change in Pre-K Enrollment of Students with Disabilities Relative to Kindergarten Enrollment of Students with Disabilities, 2013-14 to 2015-16

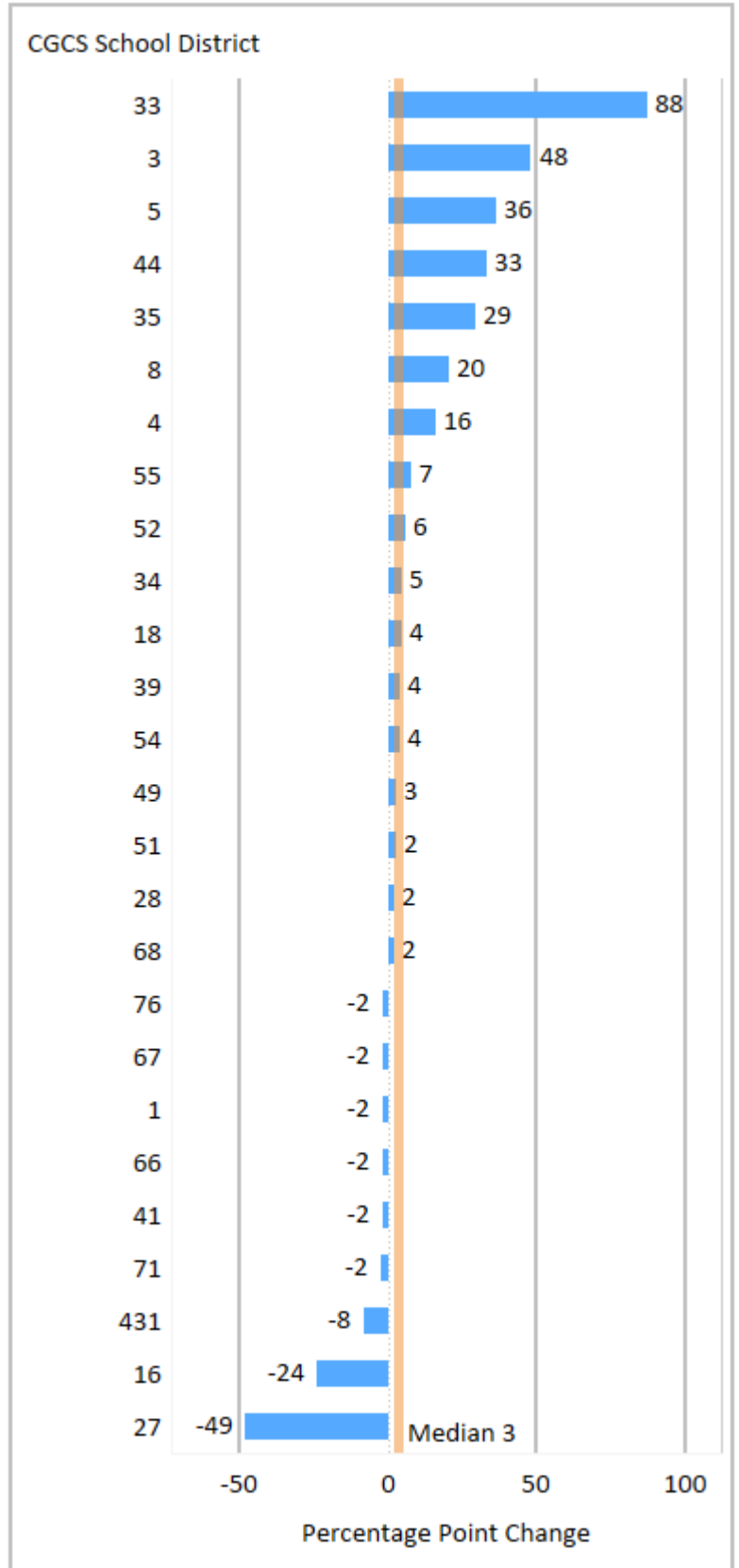
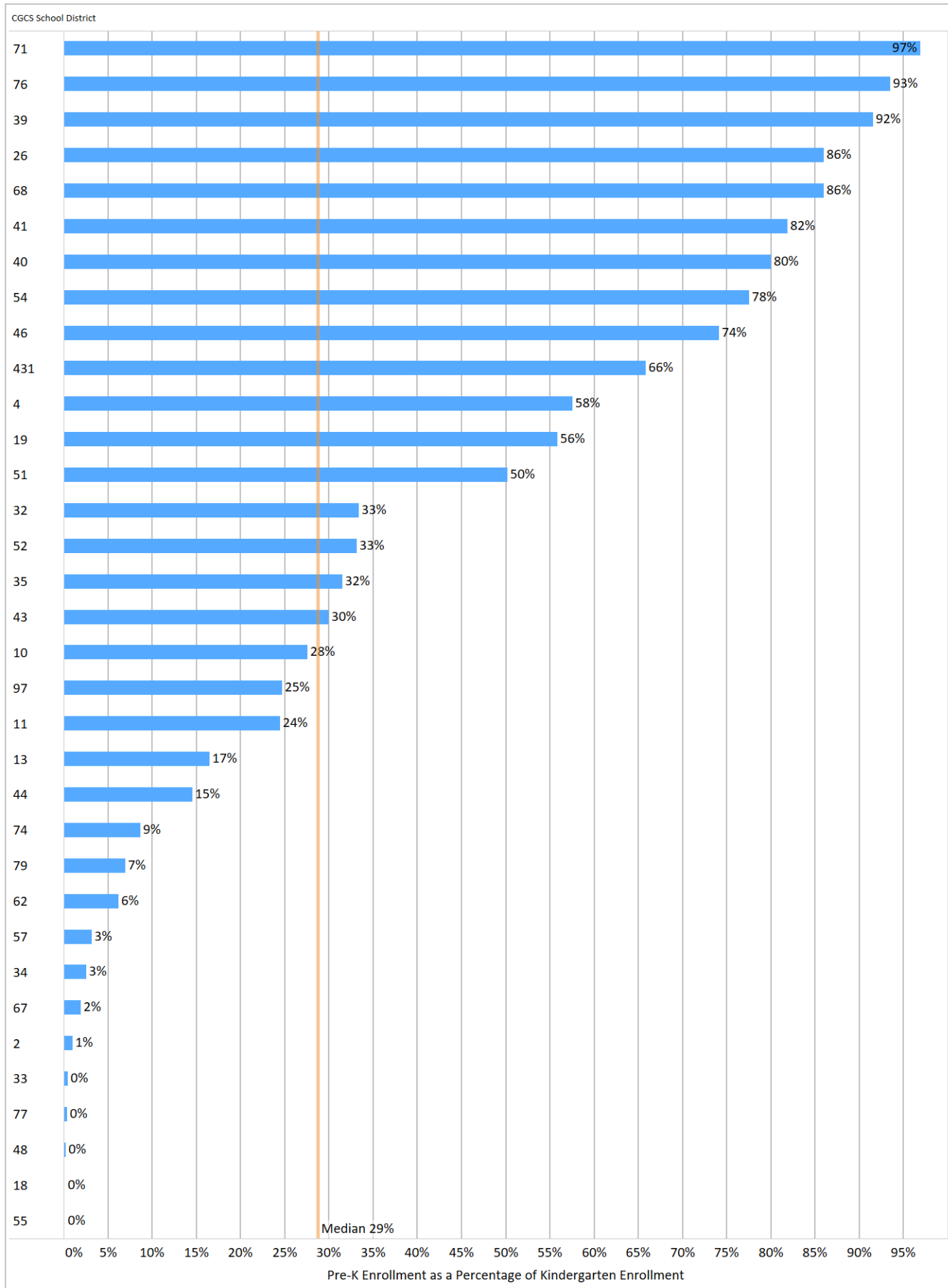


Figure 1.16. Pre-K Enrollment of English Learners as a Percent of Kindergarten Enrollment of English Learners, 2015-16

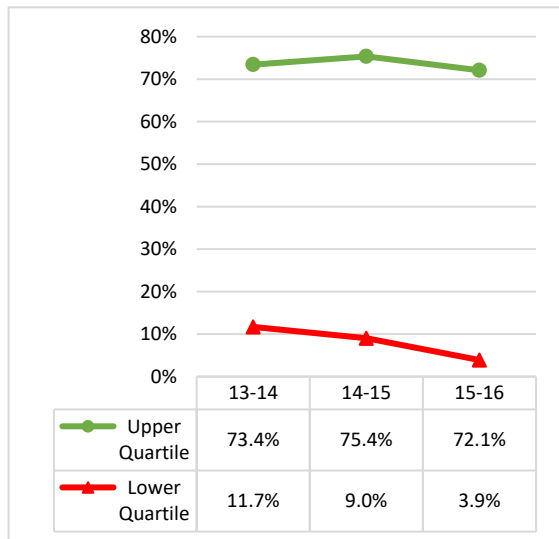


## Pre-K Enrollment as a Percent of Kindergarten Enrollment for English Language Learners

Note: Higher values and larger increases are desired

- Figure 1.16: Total number of English learners enrolled in pre-K divided by total English learners enrolled in kindergarten.
- Figure 1.17: Percentage point difference in English learners who enrolled in pre-K and kindergarten by district between 2013-14 and 2015-16.
- Figure 1.18: Upper and lower quartile change across years in percentage of English learners enrolled in pre-K and kindergarten.

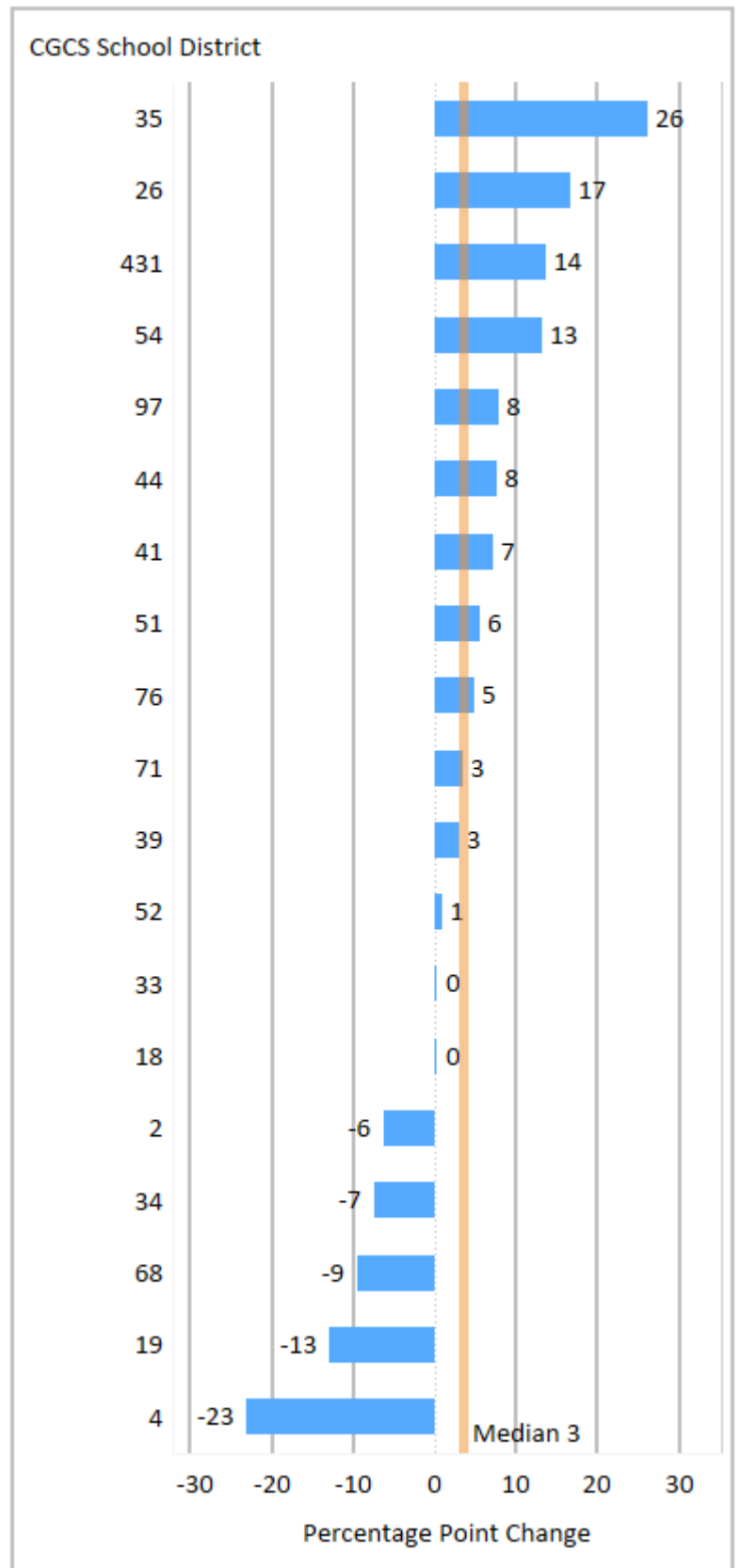
Figure 1.18. Trends in the Percent of Pre-K English Learners to Kindergarten English Learners by Quartile, 2013-14 to 2015-16



### Best Quartile for Overall Performance (2015-2016)

- Austin
- Baltimore
- Boston
- Chicago
- Dallas
- Dayton
- District of Columbia
- Fort Worth
- Houston
- Milwaukee
- Oklahoma City
- Richmond
- San Antonio

Figure 1.17. Percentage Change in Pre-K Enrollment of English Learners Relative to Kindergarten Enrollment of English Learners, 2013-14 to 2015-16



## Secondary Achievement Indicators

Secondary achievement indicators included:

- Ninth-Grade Course Failures and GPAs, by Subgroup
- Algebra I/Integrated Math I (or equivalent) by Grade Nine
- Advanced Placement Course Enrollment
- AP Exam Scores
- Four-Year Graduation Rates

Figures 2.1 to 2.18 show the percentage of ninth grade students by district who have failed one or more core (mathematics, science, English language arts, or social studies) courses during the ninth grade year. The indicator is based on research demonstrating the relationship between core course failures in the ninth grade and eventual high school graduation.

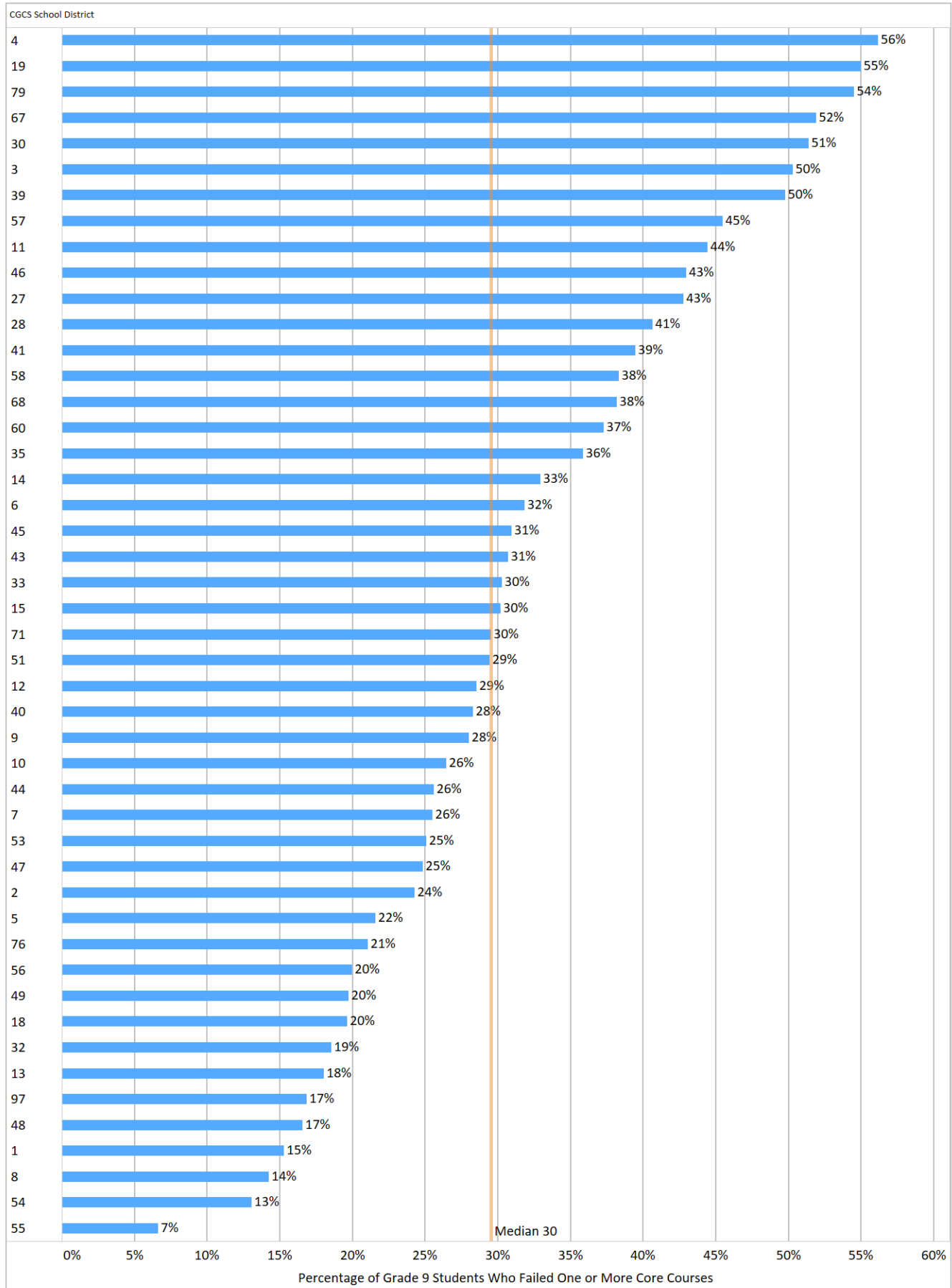
Figures 3.1 to 3.18 show the percentage of ninth grade students with a B or better grade point average.

Figures 4.1 to 4.18 show the percentage of first time ninth grade students successfully completing Algebra I or equivalent by the end of grades seven, eight, or nine. The counts in each grade do not overlap or duplicate one another. Completion of this course has been shown to effectively predict graduation rates.

Figures 5.1 to 5.18 and 6.1 to 6.18 compare district performance on advanced placement (AP) indicators, including the percent of secondary school students who took one or more AP courses and the percent of all AP exam scores by district that were three or higher, meaning that they qualified for college credit.

Figures 7.1 to 7.18 report the four year cohort graduation rates of each district.

Figure 2.1. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2016-17

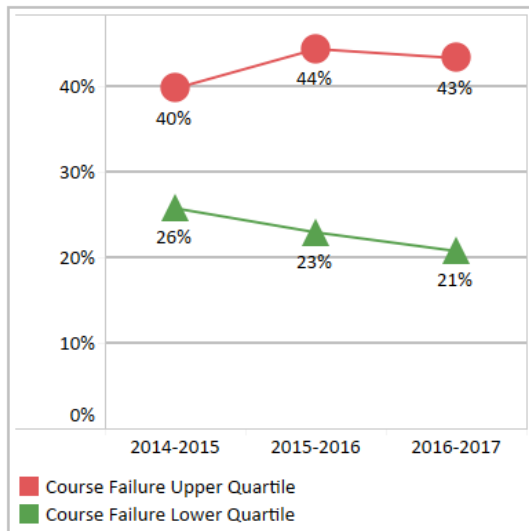


### Percentage of Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.1: Total number of ninth grade students with at least one core course failure divided by the total number of ninth grade students.
- Figure 2.2: Percentage point difference in students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.3: Upper and lower quartile change in all ninth grade core course failures.

Figure 2.3. Trends in Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte
- Mecklenburg
- Chicago
- Guilford County
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Seattle
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Charlotte
- Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Indianapolis
- Nashville
- Norfolk
- Pinellas
- Portland
- Richmond

Figure 2.2. Percentage Point Change in Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17

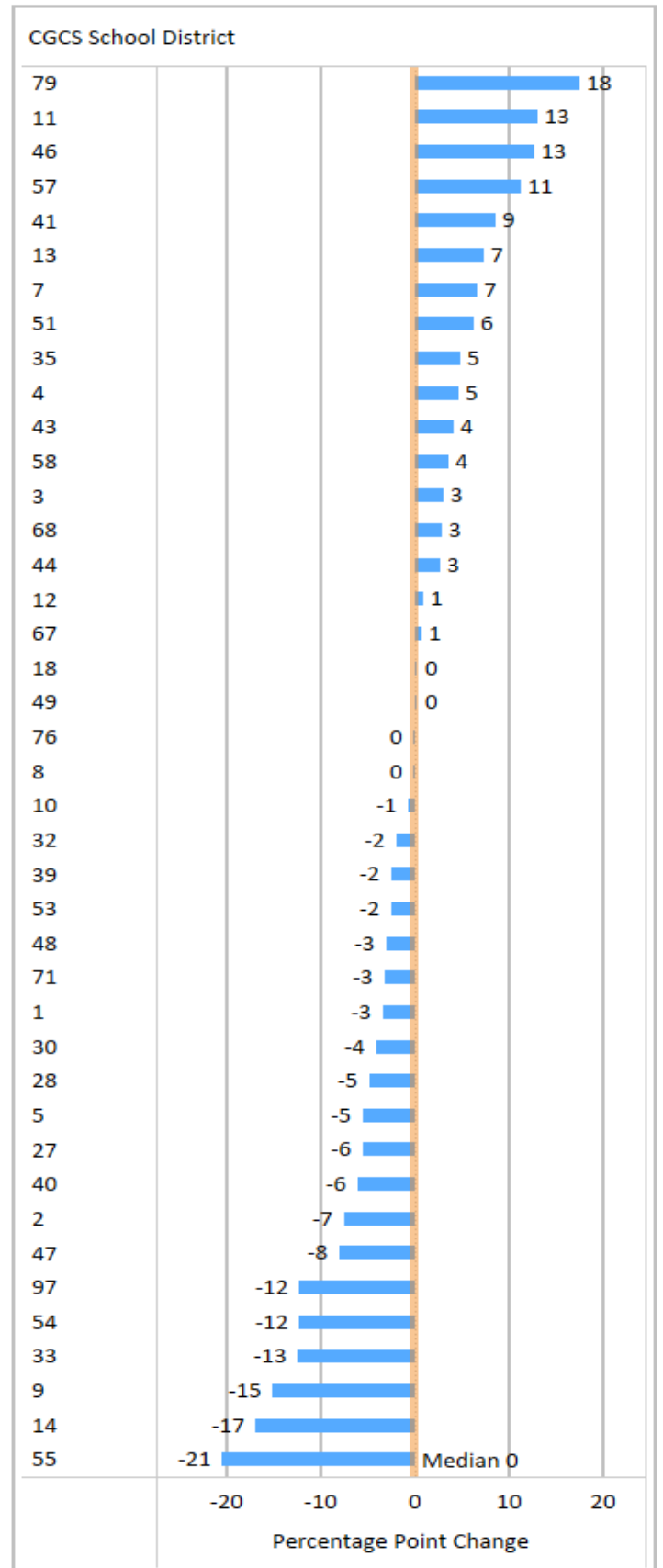
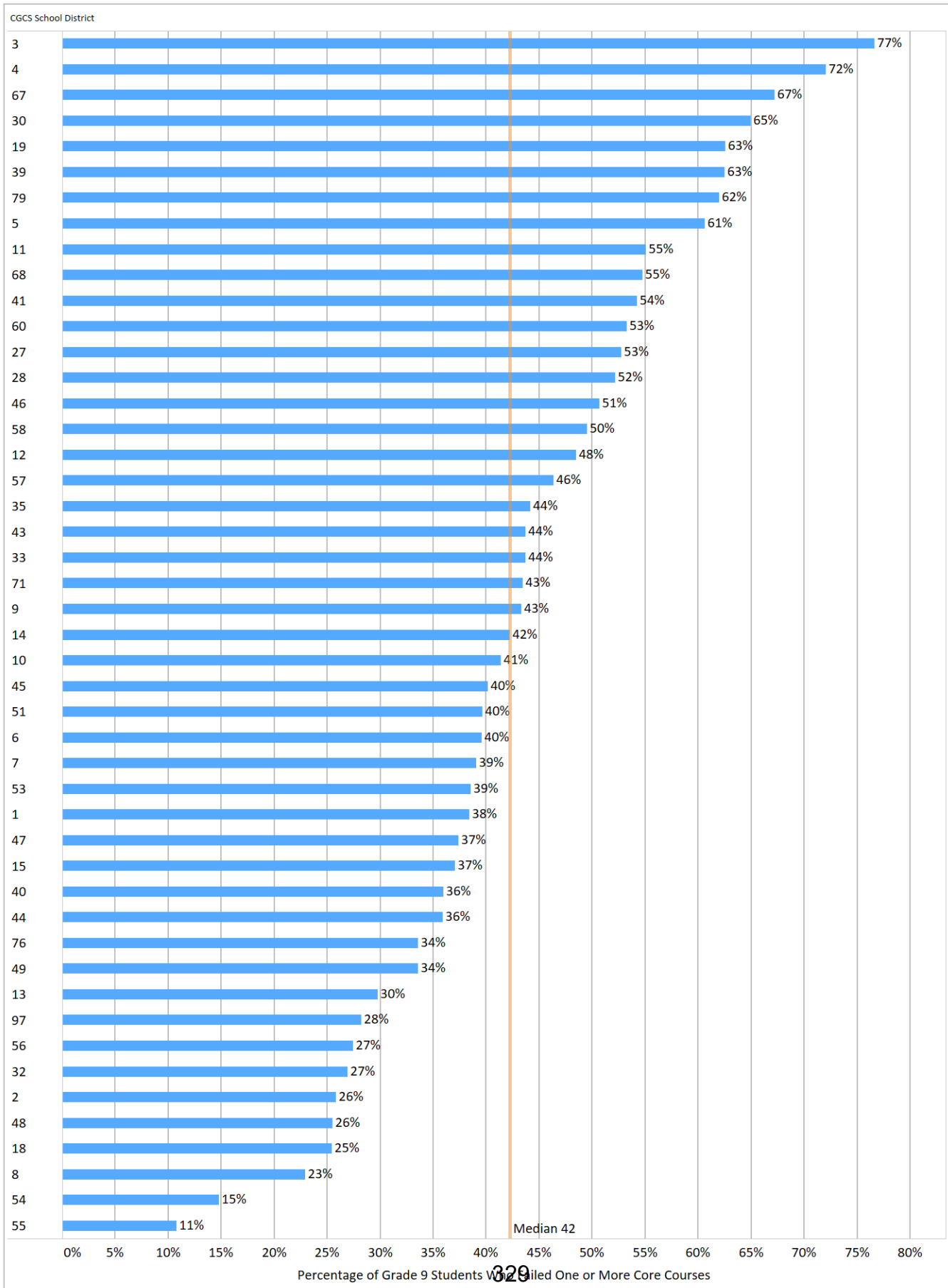




Figure 2.4. Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses, 2016-17

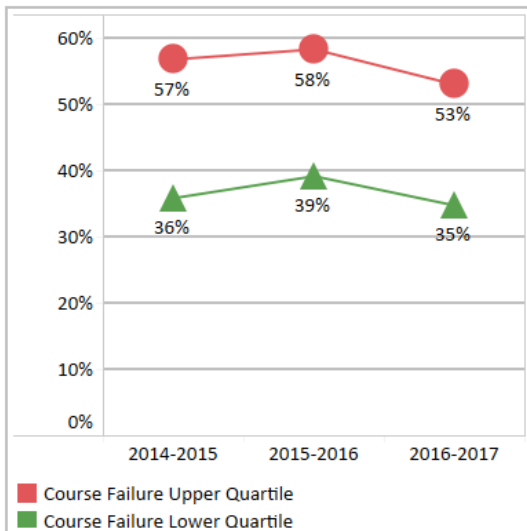


### Percentage of Black Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.4: Total number of Black male ninth grade students with at least one core course failure divided by the total number of Black male ninth grade students.
- Figure 2.5: Percentage point difference in Black male students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.6: Upper and lower quartile change in Black male ninth grade core course failures.

Figure 2.6. Trends in Black Male Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte Mecklenburg
- Chicago
- Guilford County
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Richmond
- San Antonio
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Nashville
- Orange County
- Pinellas
- Richmond

Figure 2.5. Percentage Point Change in Black Male Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17

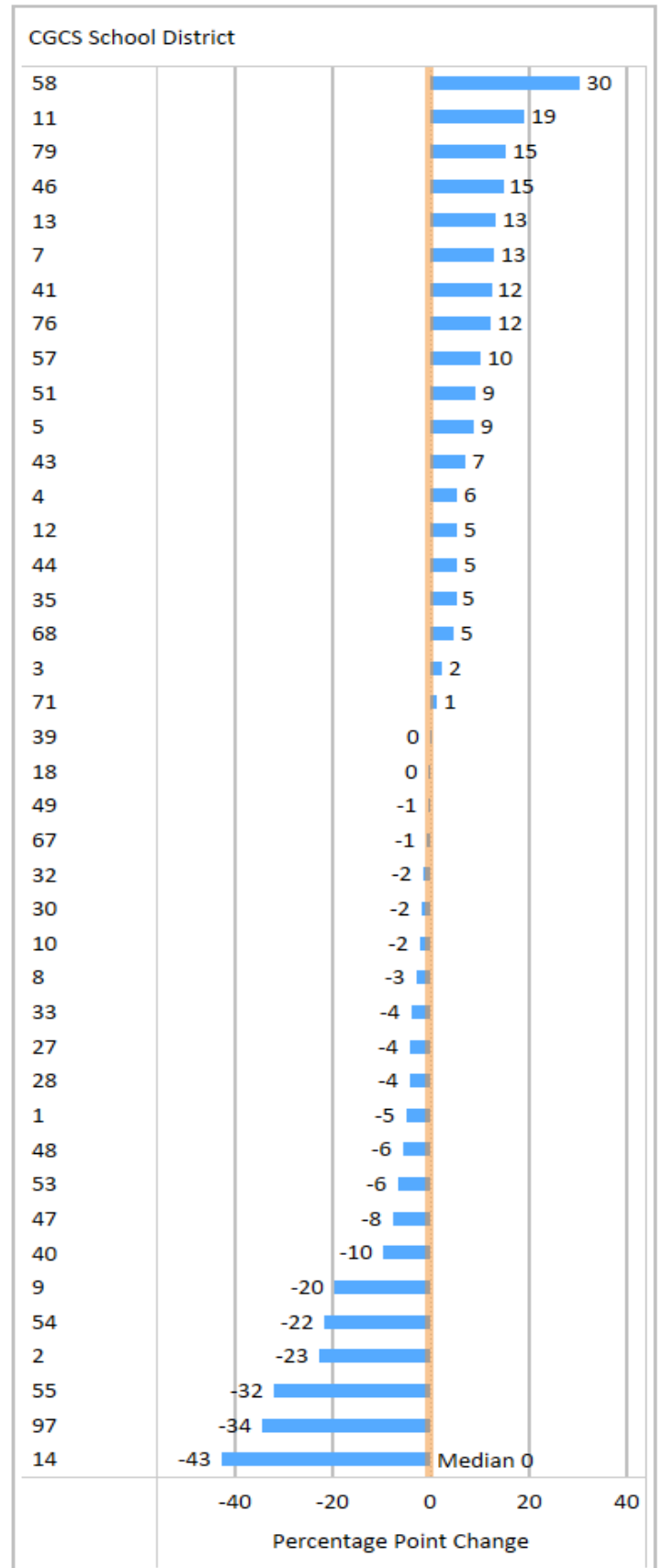
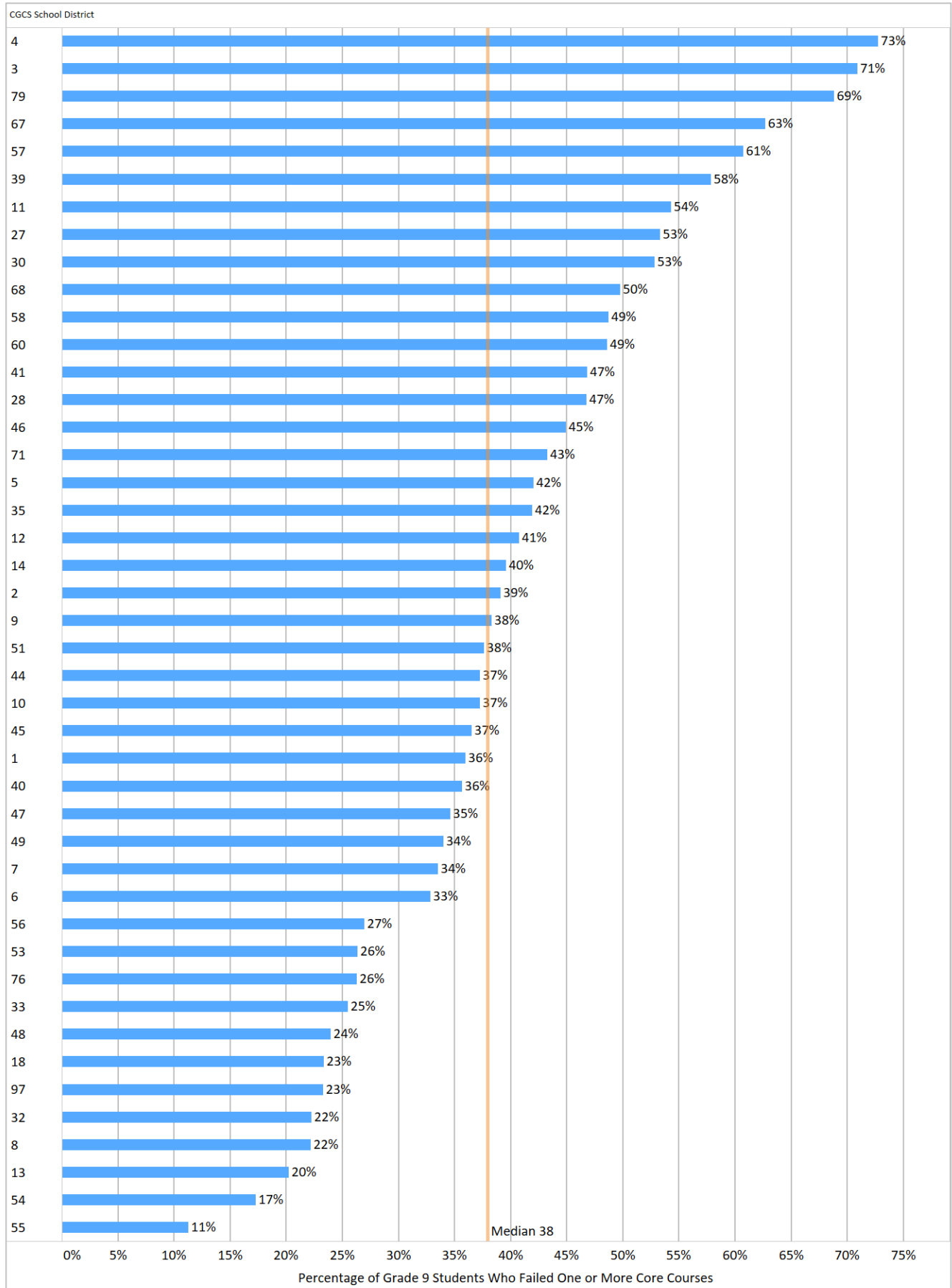


Figure 2.7. Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2016-17

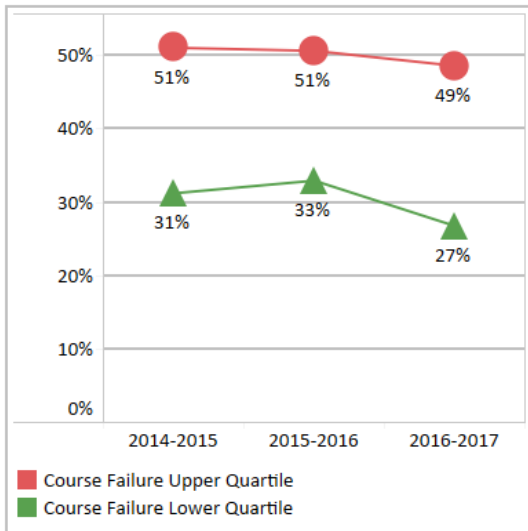


### Percentage of Hispanic Male Ninth Grade Students Who Failed One or More Core Courses

Note: Lower values and larger decreases are desired

- Figure 2.7: Total number of Hispanic male ninth grade students with at least one core course failure divided by the total number of Hispanic male ninth grade students.
- Figure 2.8: Percentage point difference in Hispanic male students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.9: Upper and lower quartile change in Hispanic male ninth grade core course failures.

Figure 2.9. Trends in Hispanic Male Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Broward County
- Charlotte Mecklenburg
- Chicago
- Indianapolis
- Jefferson
- Miami
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Indianapolis
- Jefferson
- Nashville
- Pinellas

Figure 2.8. Percentage Point Change in Hispanic Male Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17

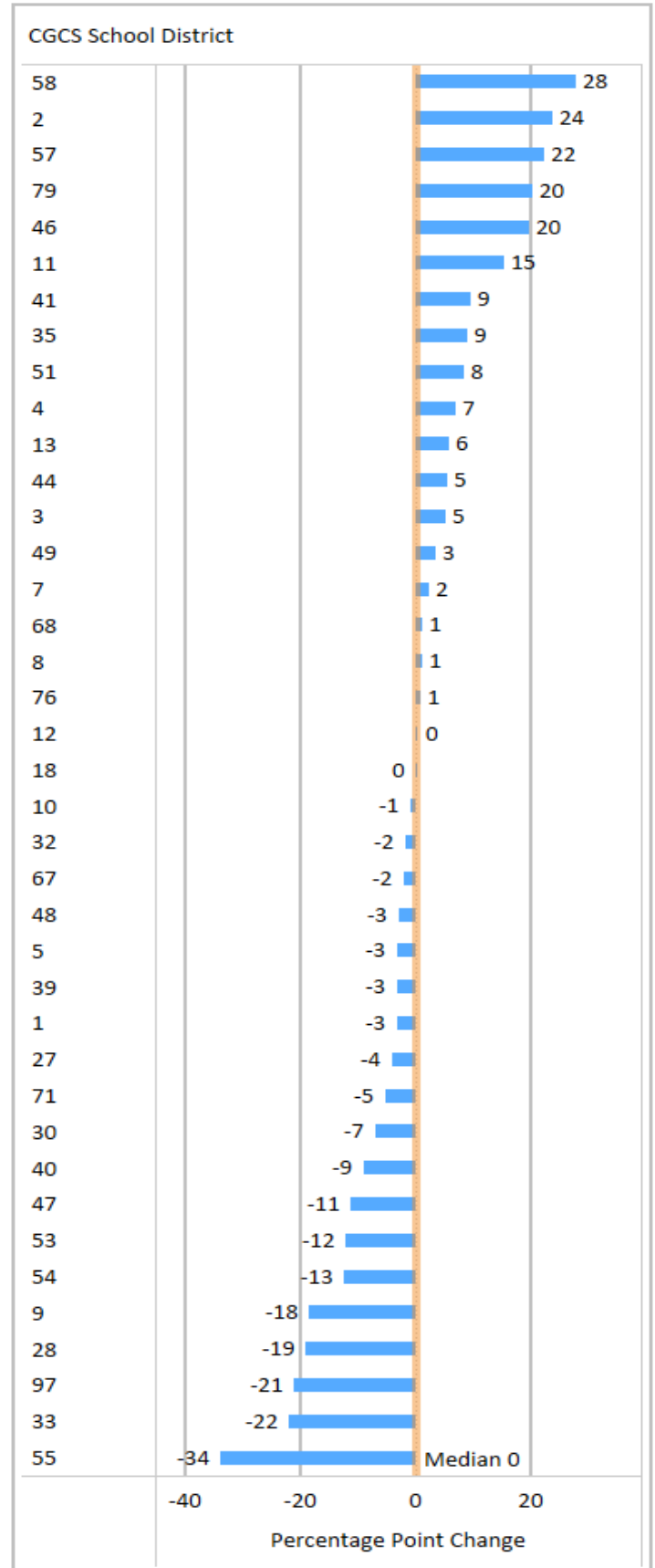
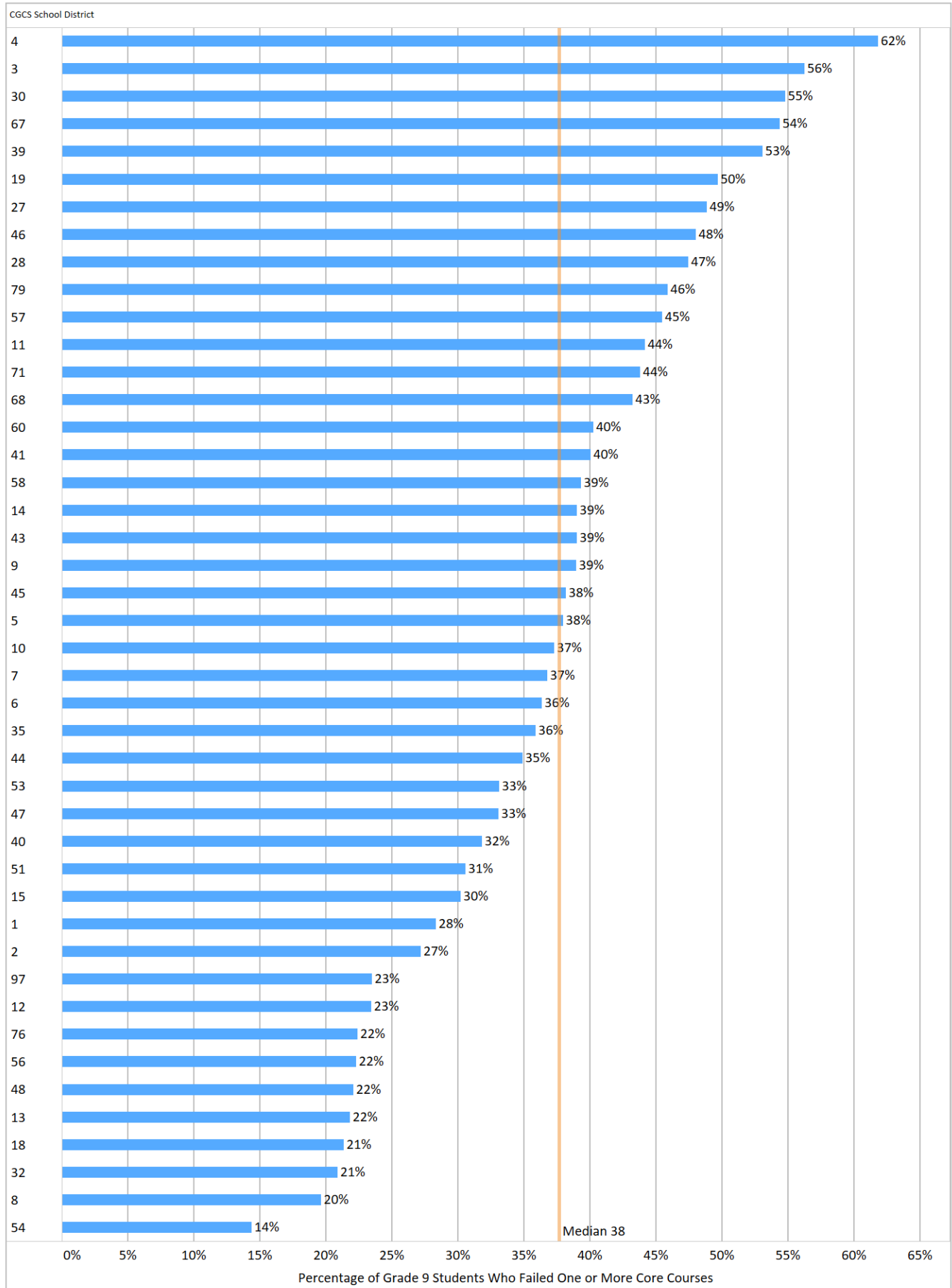


Figure 2.10. Percentage of Free or Reduced Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2016-17

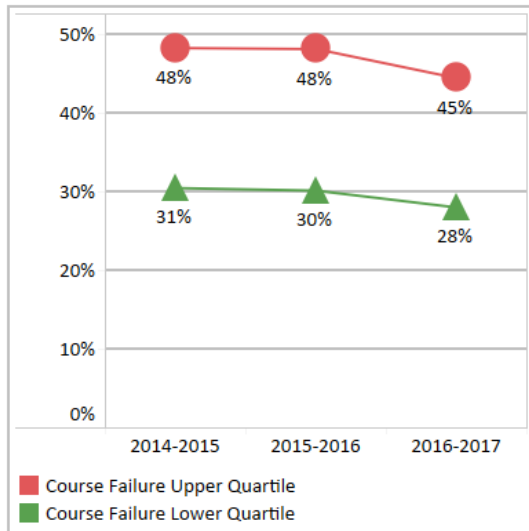


**Percentage of Free or Reduced Price Lunch (FRPL) Ninth Grade Students Who Failed One or More Core Courses**

Note: Lower values and larger decreases are desired

- Figure 2.10: Total number of ninth grade FRPL students with at least one core course failure divided by the total number of ninth grade FRPL students.
- Figure 2.11: Percentage point difference in FRPL students who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.12: Upper and lower quartile change in FRPL ninth grade core course failures.

Figure 2.12. Trends in Free or Reduced Price Lunch Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Broward County
- Chicago
- Des Moines
- Long Beach
- Miami
- Orange County
- Palm Beach
- Pinellas
- Richmond
- San Antonio
- Shelby County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Chicago
- Clark County
- Des Moines
- Fort Worth
- Milwaukee
- Nashville
- Norfolk
- Pinellas
- Portland
- Seattle

Figure 2.11. Percentage Point Change in Free or Reduced Price Lunch Ninth Grade Students Who Failed One or More Core Courses, 2014-15 to 2016-17

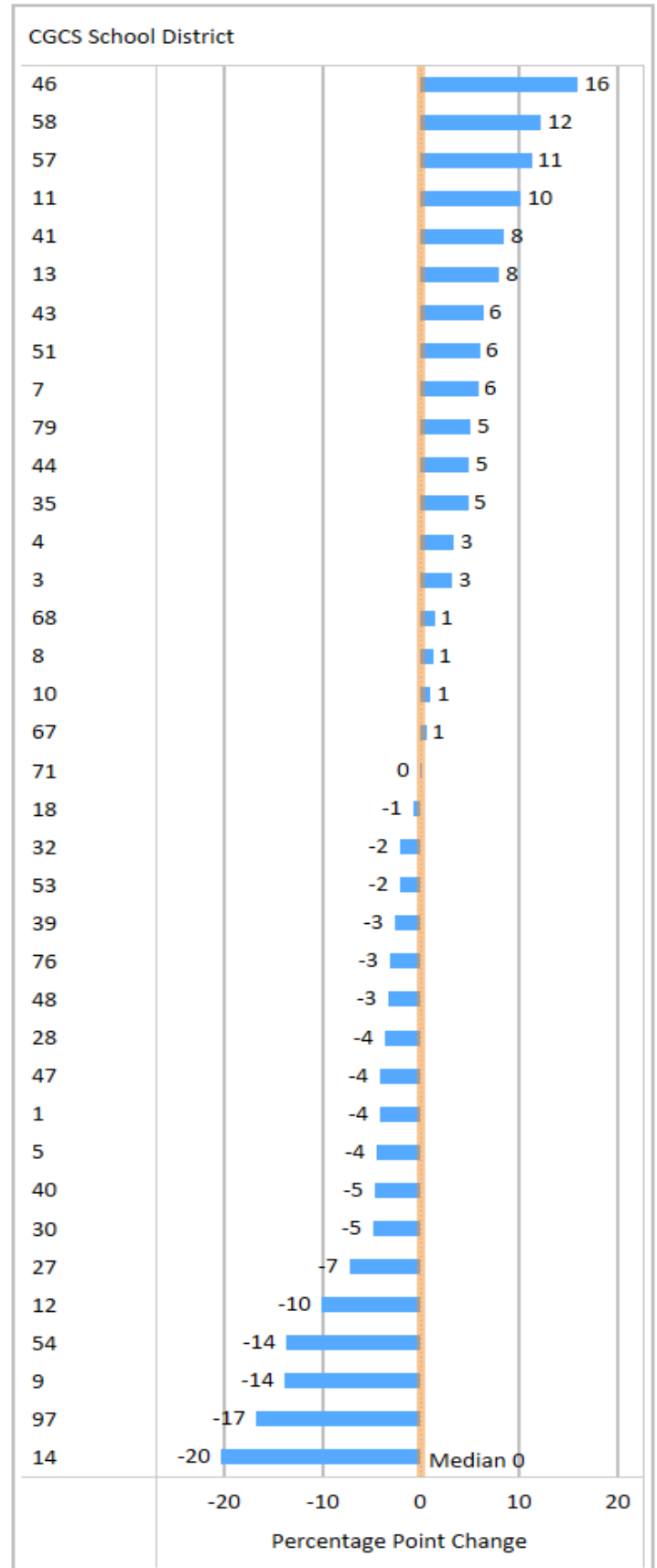
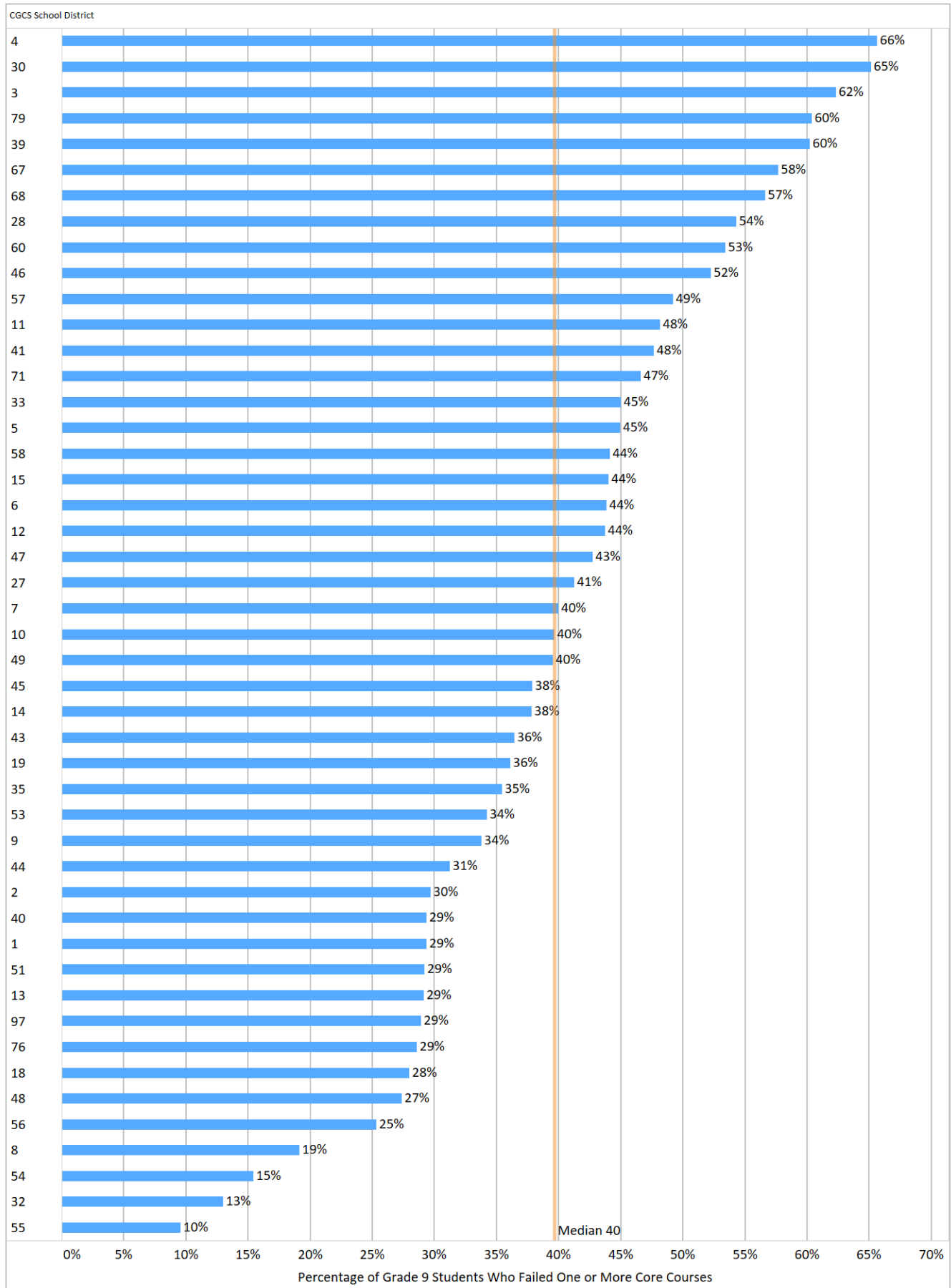


Figure 2.13. Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2016-17

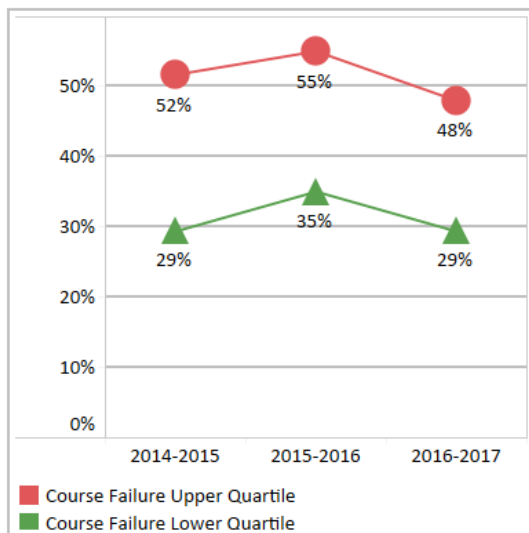


**Percentage of Ninth Grade Students with Disabilities Who Failed One or More Core Courses**

Note: Lower values and larger decreases are desired

- Figure 2.13: Total number of ninth grade students with disabilities with at least one core course failure divided by the total number of ninth grade students with disabilities.
- Figure 2.14: Percentage point difference in students with disabilities who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.15: Upper and lower quartile change in students with disabilities ninth grade core course failures.

Figure 2.15. Trends in Students with Disabilities Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Broward County
- Charlotte Mecklenburg
- Chicago
- Long Beach
- Miami
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- San Antonio
- Shelby County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Charlotte Mecklenburg
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Nashville
- Norfolk
- Pinellas
- Richmond

Figure 2.14. Percentage Point Change in Ninth Grade Students with Disabilities Who Failed One or More Core Courses, 2014-15 to 2016-17

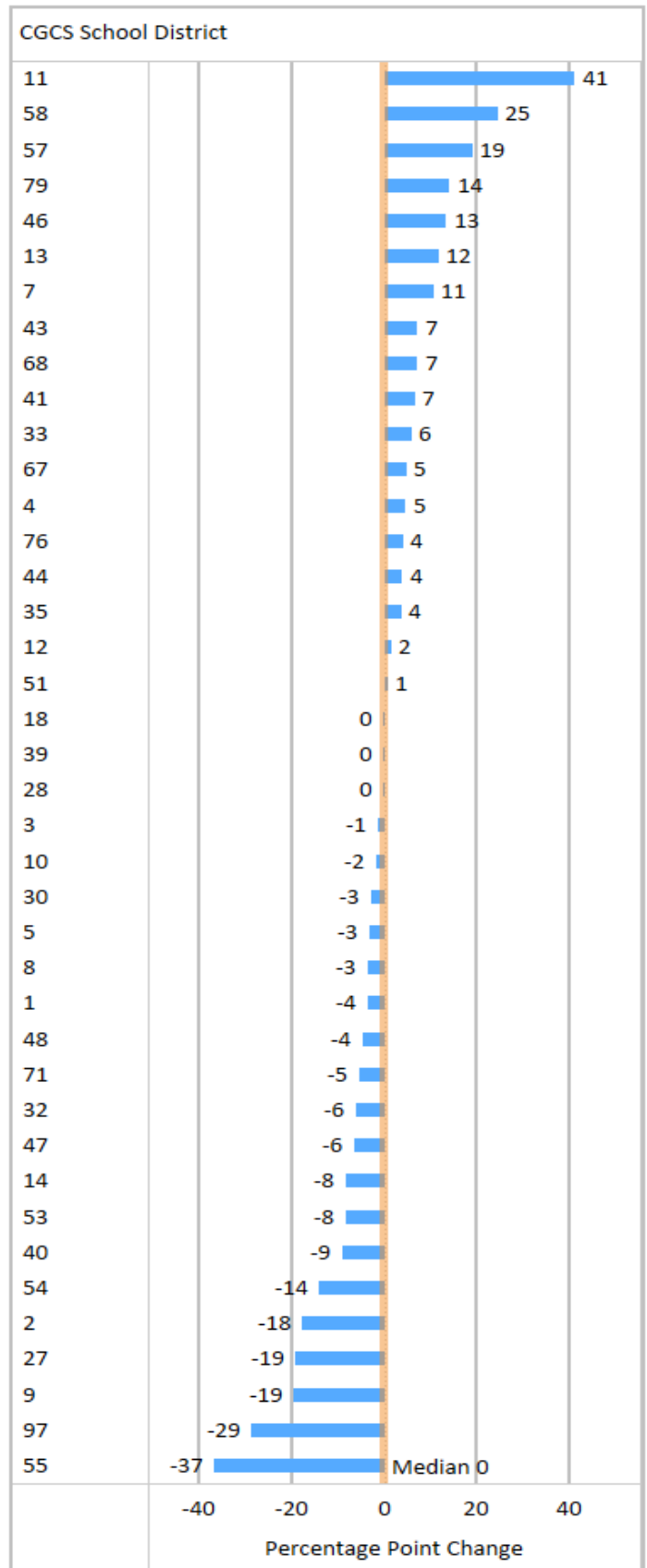
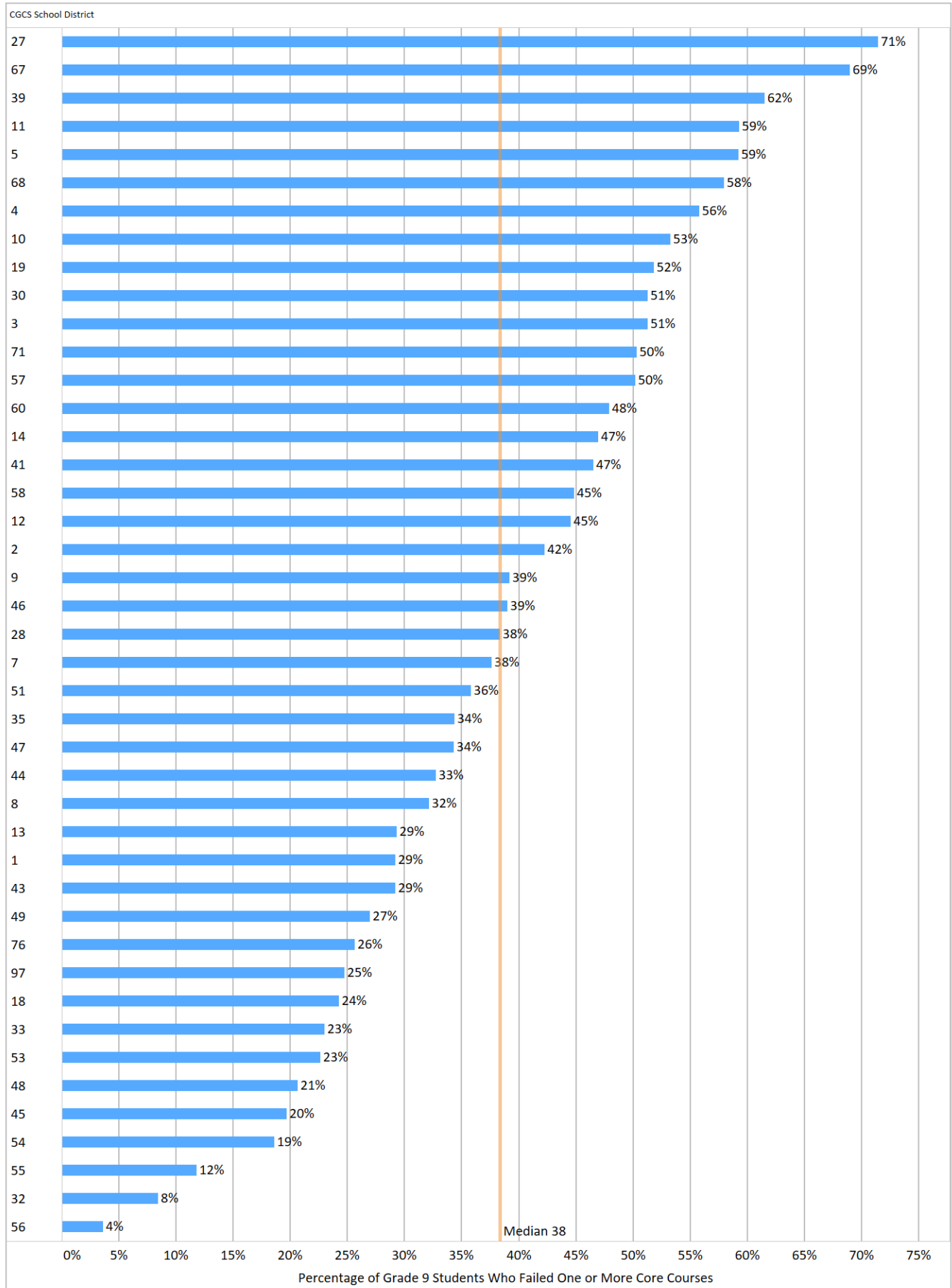




Figure 2.16. Percentage of Ninth Grade English Learners Who Failed One or More Core Courses, 2016-17

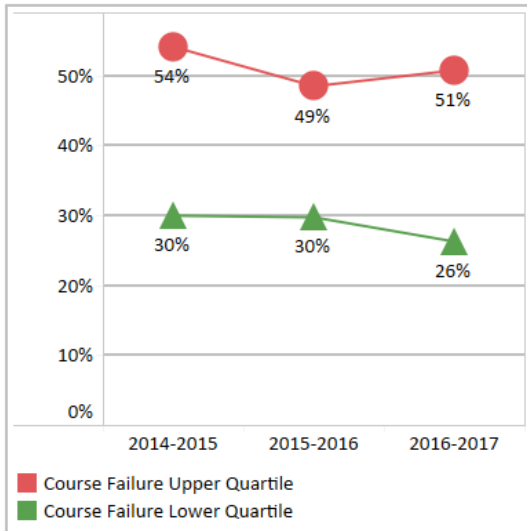


**Percentage of Ninth Grade English Learners Who Failed One or More Core Courses**

Note: Lower values and larger decreases are desired

- Figure 2.16: Total number of ninth grade English learners with at least one core course failure divided by the total number of English learners.
- Figure 2.17: Percentage point difference in English learners who failed one or more core courses between 2014-15 and 2016-17.
- Figure 2.18: Upper and lower quartile change in English learner ninth grade core course failures.

Figure 2.18. Trends in English Learners Ninth Grade Course Failures by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Buffalo
- Charlotte
- Mecklenburg
- Chicago
- Indianapolis
- Jefferson
- Long Beach
- Miami
- Orange County
- Pinellas
- San Antonio
- Shelby County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Atlanta
- Charlotte
- Mecklenburg
- Chicago
- Clark County
- Indianapolis
- Miami
- Milwaukee
- Nashville
- Pinellas

Figure 2.17. Percentage Point Change in Ninth Grade English Learners Who Failed One or More Core Courses, 2014-15 to 2016-17

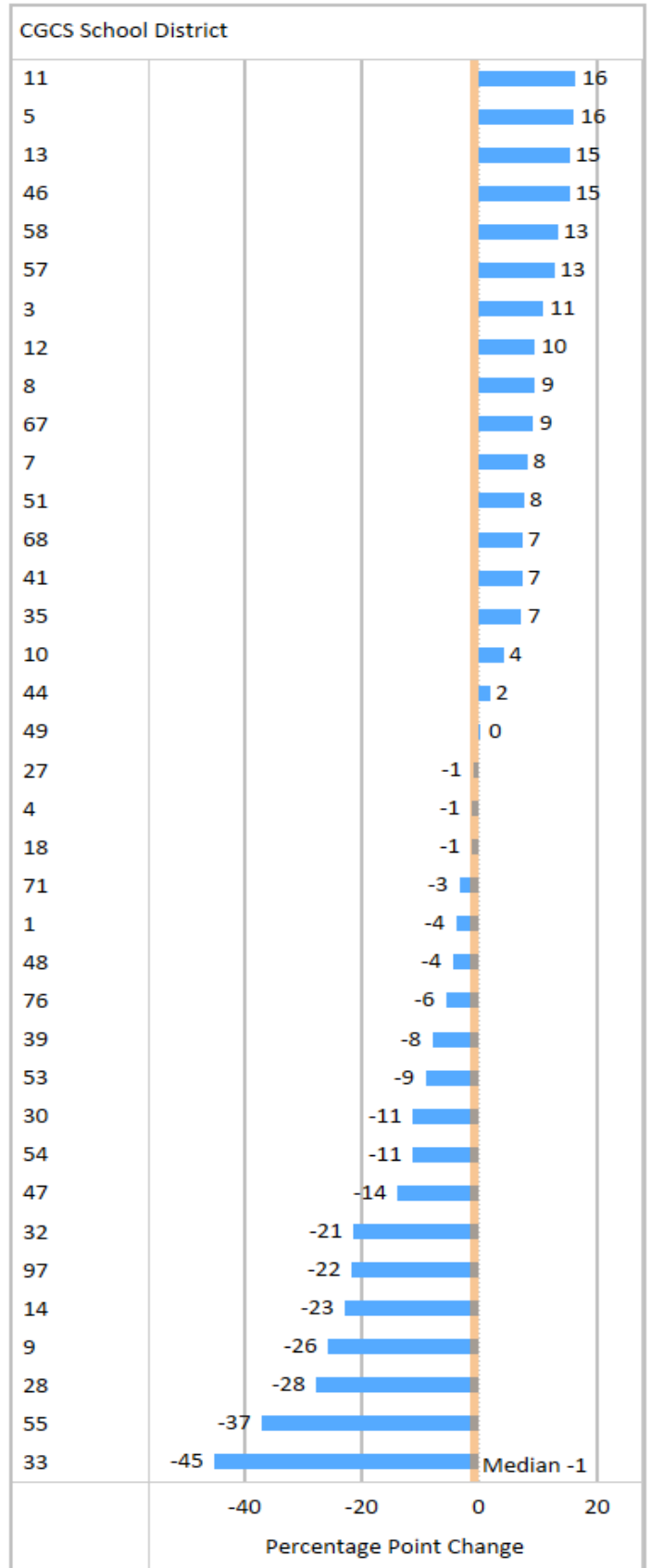
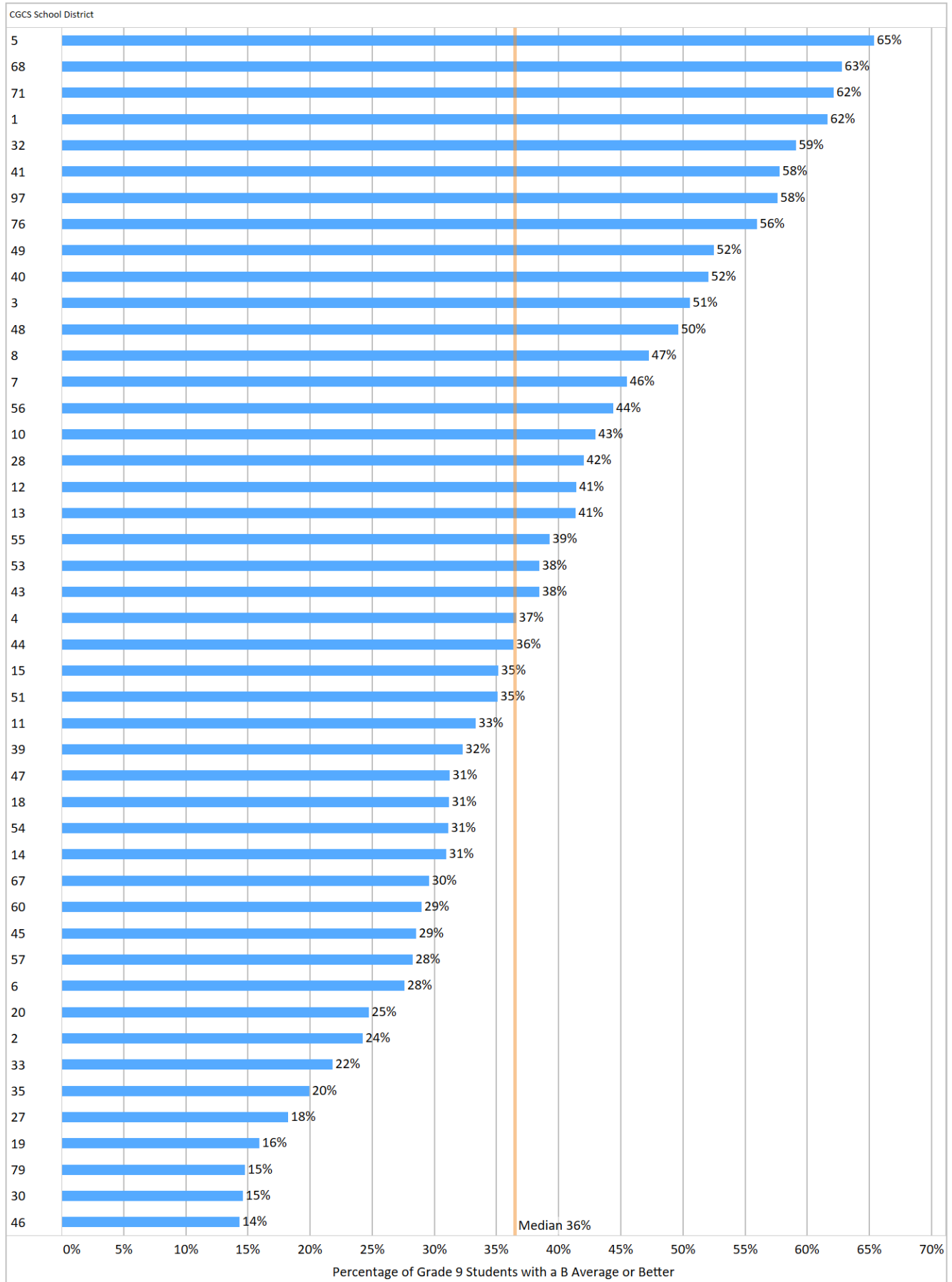


Figure 3.1. Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17

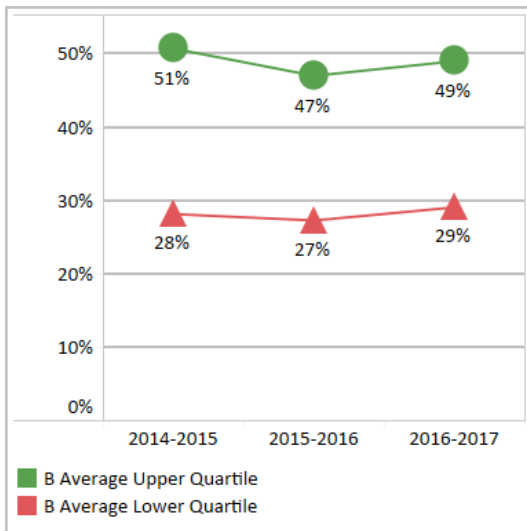


**Percentage of All Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses**

Note: Higher values and larger increases are desired

- Figure 3.1: Total number of all ninth grade students with B average GPA or better divided by the total number of ninth grade students.
- Figure 3.2: Percentage point difference for all ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.3: Upper and lower quartile change in all students with a ninth grade B Average GPA or better.

Figure 3.3. Trends in Ninth-Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Arlington
- Austin
- Dallas
- Fort Worth
- Guilford County
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle
- St. Paul

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Anchorage
- Atlanta
- Broward County
- Cincinnati
- Cleveland
- Dallas
- Houston
- Los Angeles
- Portland
- Seattle

Figure 3.2. Percentage Point Change in Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17

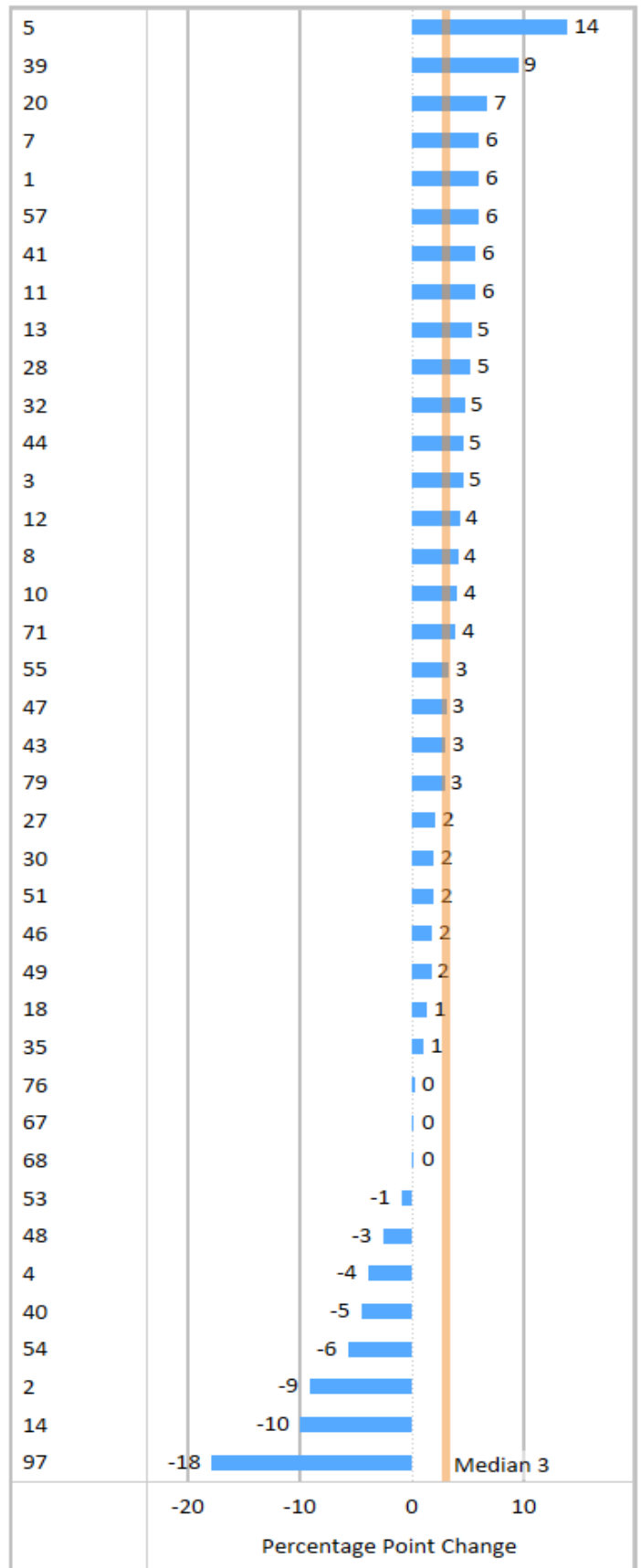
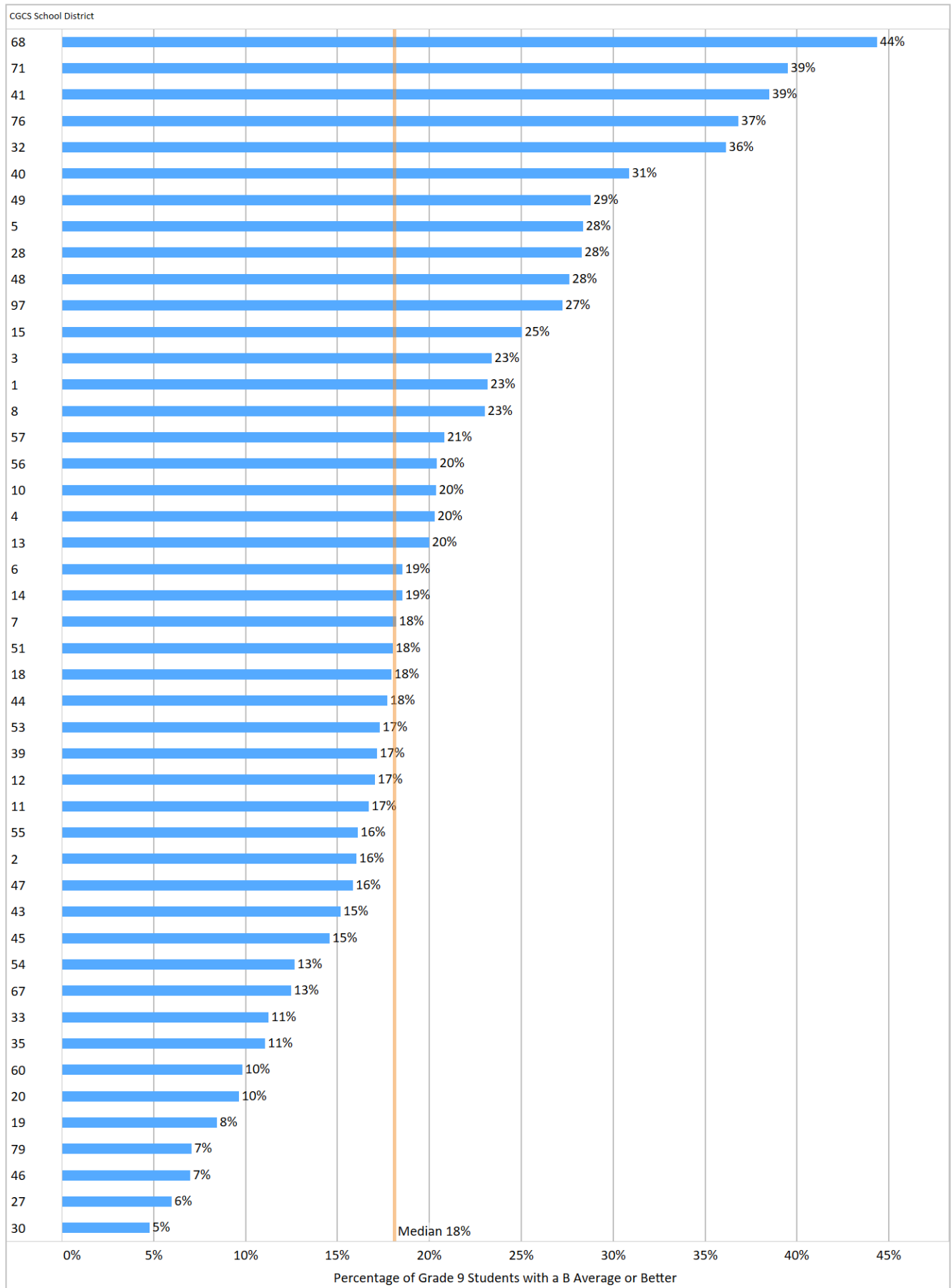


Figure 3.4. Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17

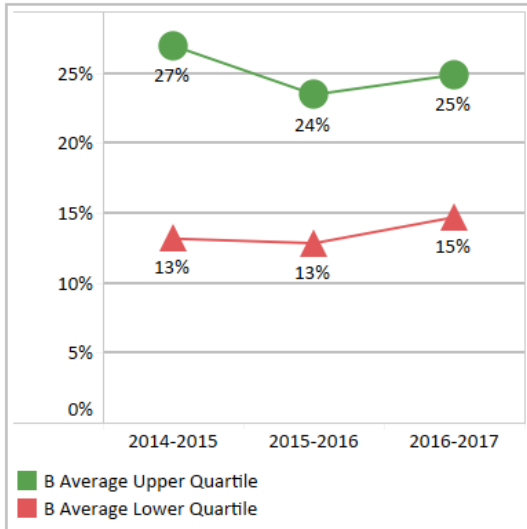


### Percentage of Black Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.4: Total number of Black male ninth grade students with B average GPA or better, divided by the total number of Black male ninth grade students.
- Figure 3.5: Percentage point difference Black male ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.6: Upper and lower quartile change for Black male ninth grade B Average GPA or better.

Figure 3.6. Trends in Black Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Atlanta
- Austin
- Dallas
- Fort Worth
- Guilford County
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Austin
- Broward County
- Dallas
- Hillsborough County
- Houston
- Houston
- Nashville
- Portland
- Seattle
- St. Paul

Figure 3.5. Percentage Point Change in Black Male Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17

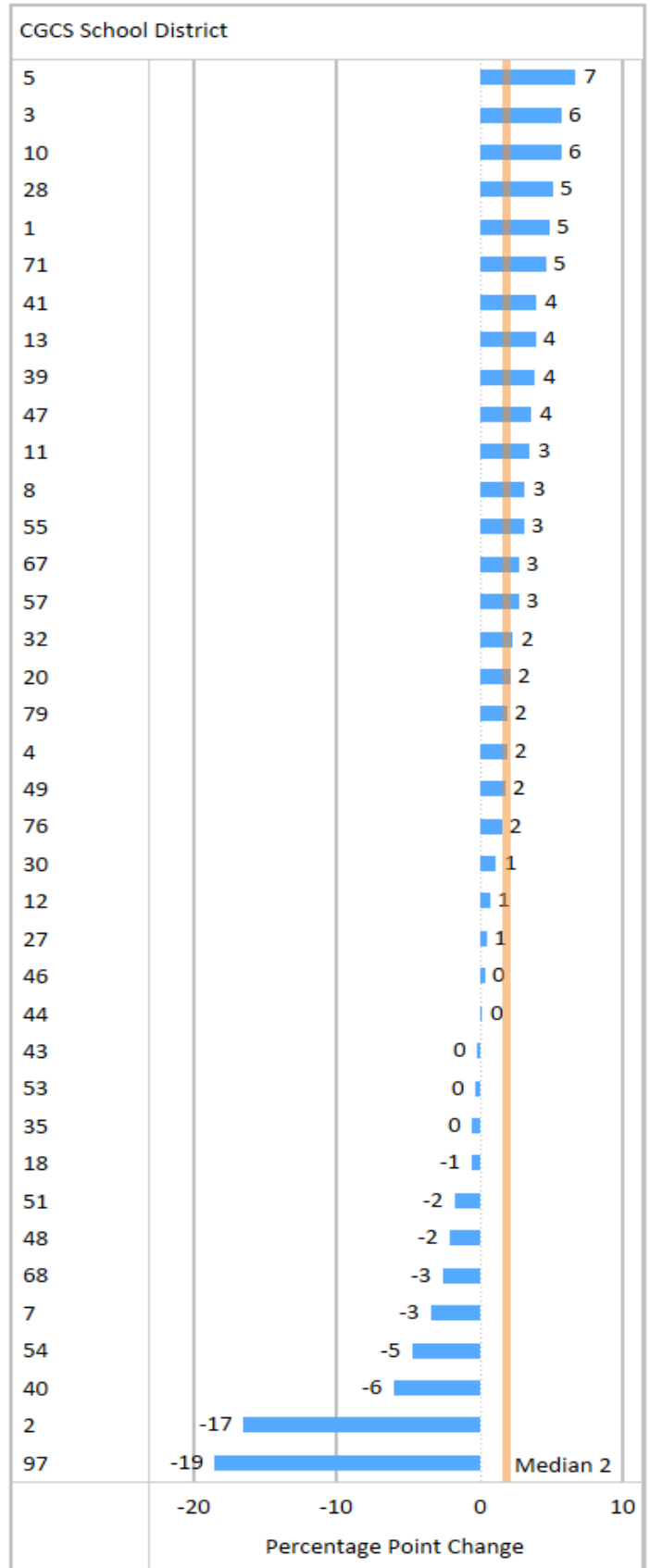
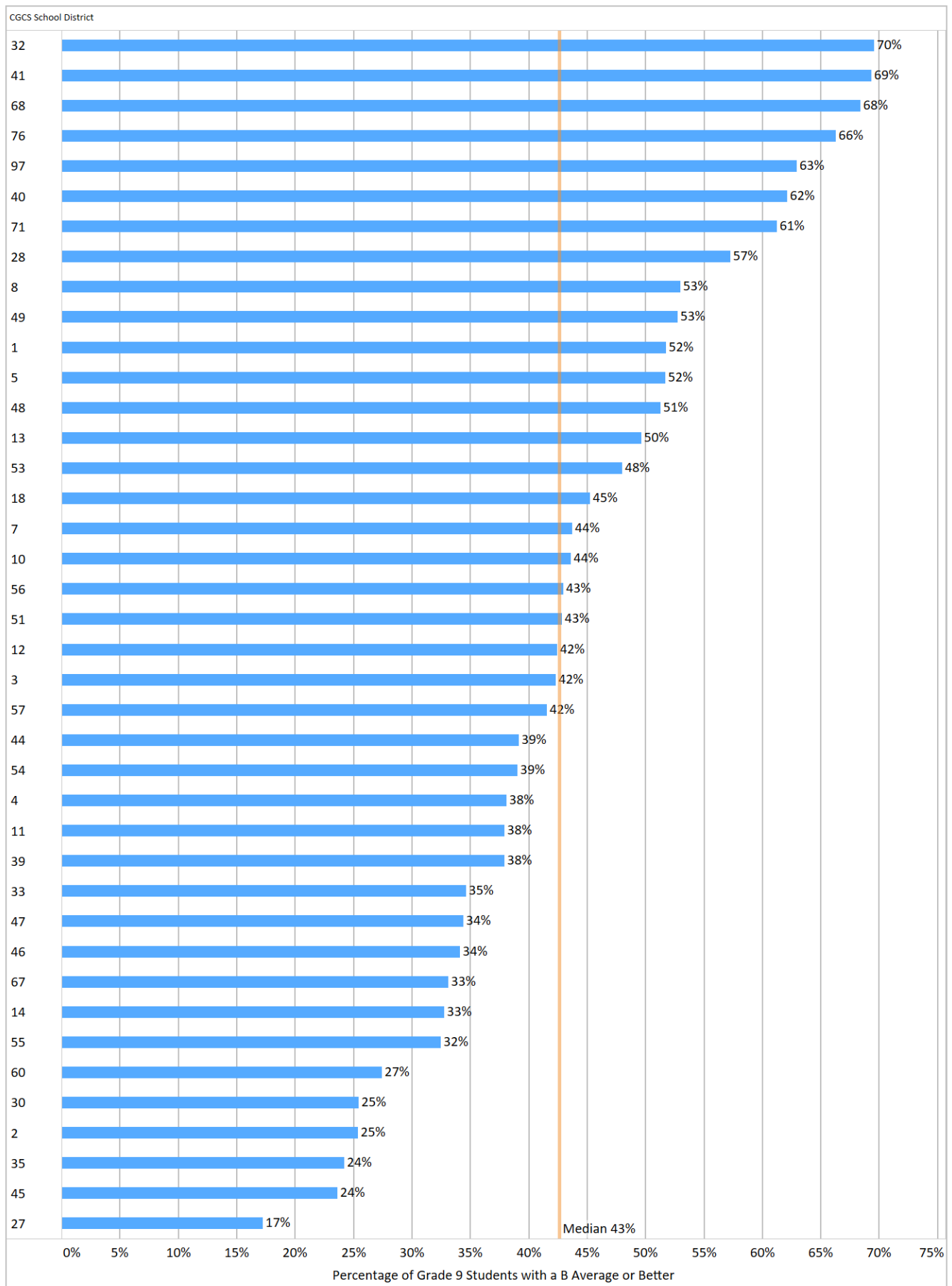


Figure 3.7. Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17

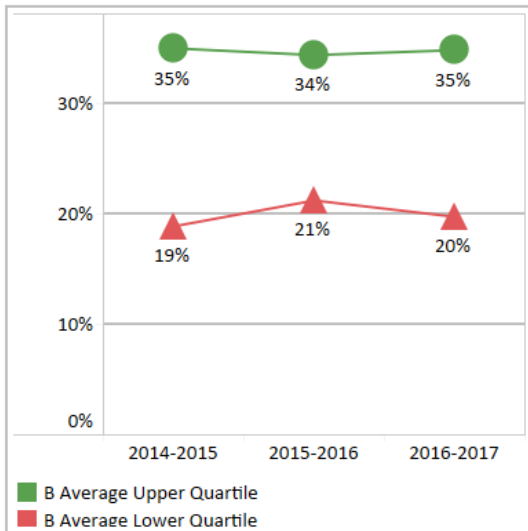


**Percentage of Hispanic Male Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses**

Note: Higher values and larger increases are desired

- Figure 3.7: Total number of Hispanic male ninth grade students with B average GPA or better divided by the total number of Hispanic male ninth grade students.
- Figure 3.8: Percentage point difference Hispanic male ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.9: Upper and lower quartile change in Hispanic male ninth grade B Average GPA or better.

Figure 3.9. Trends in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Arlington
- Austin
- Broward County
- Dallas
- Fort Worth
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Anchorage
- Atlanta
- Broward County
- Dallas
- Guilford County
- Hillsborough County
- Houston
- Los Angeles
- Portland

Figure 3.8. Percentage Point Change in Hispanic Male Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17

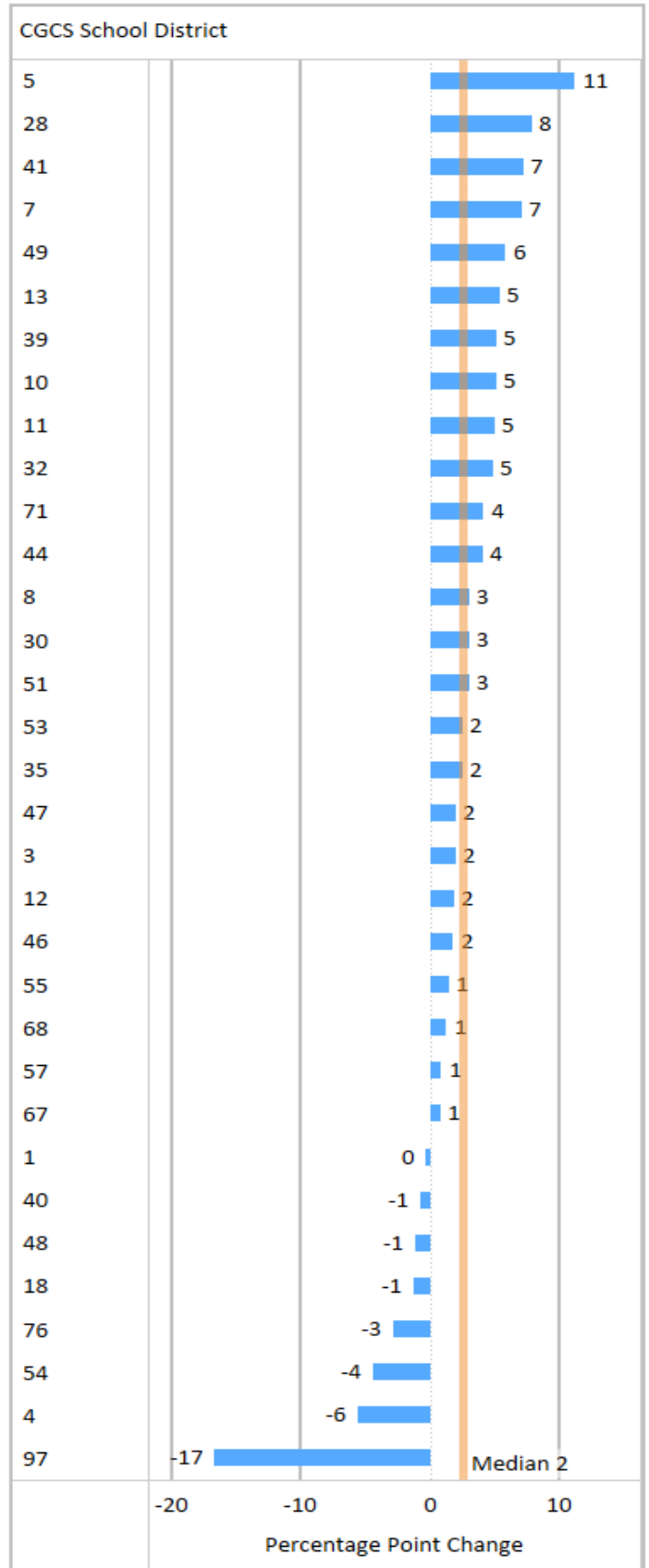
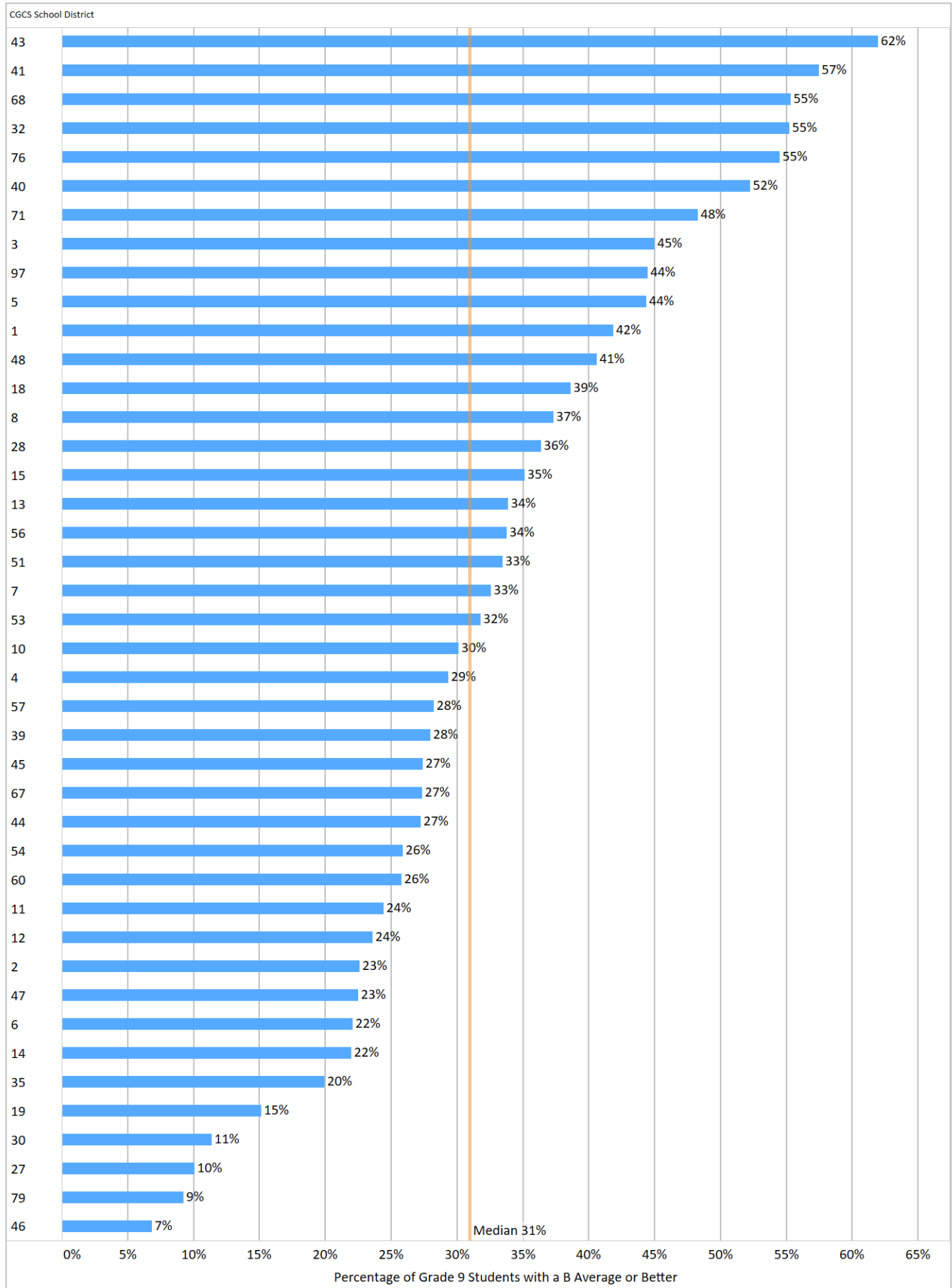




Figure 3.10. Percentage of Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2016-17

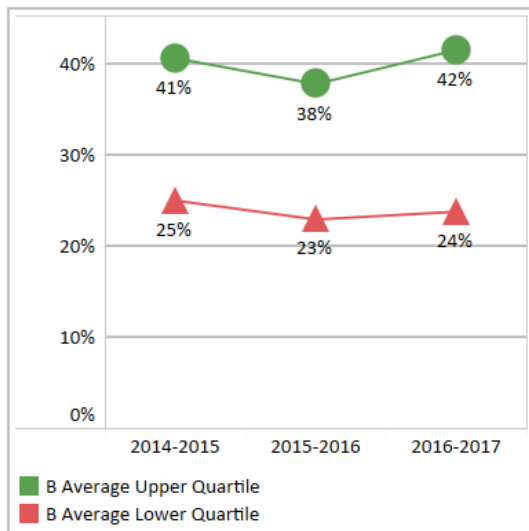


**Percentage of Free or Reduced Price Lunch (FRPL) Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses**

Note: Higher values and larger increases are desired

- Figure 3.10: Total number of FRPL ninth grade students with B average GPA or better divided by the total number of FRPL ninth grade students.
- Figure 3.11: Percentage point difference for all FRPL ninth grade students with B average GPA or better between 2014-15 and 2016-17.
- Figure 3.12: Upper and lower quartile change in FRPL ninth grade students with a B average GPA or better.

Figure 3.12. Trends in Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Arlington
- Austin
- Dallas
- Fort Worth
- Miami
- Pinellas
- Pittsburgh
- Portland
- San Antonio
- St. Paul

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Atlanta
- Broward County
- Cleveland
- Dallas
- Duval County
- Houston
- Pittsburgh
- Portland
- Shelby County

Figure 3.11. Percentage Point Change in Free or Reduced Price Lunch Ninth Grade Students with B Average GPA or Better in All Courses, 2014-15 to 2016-17

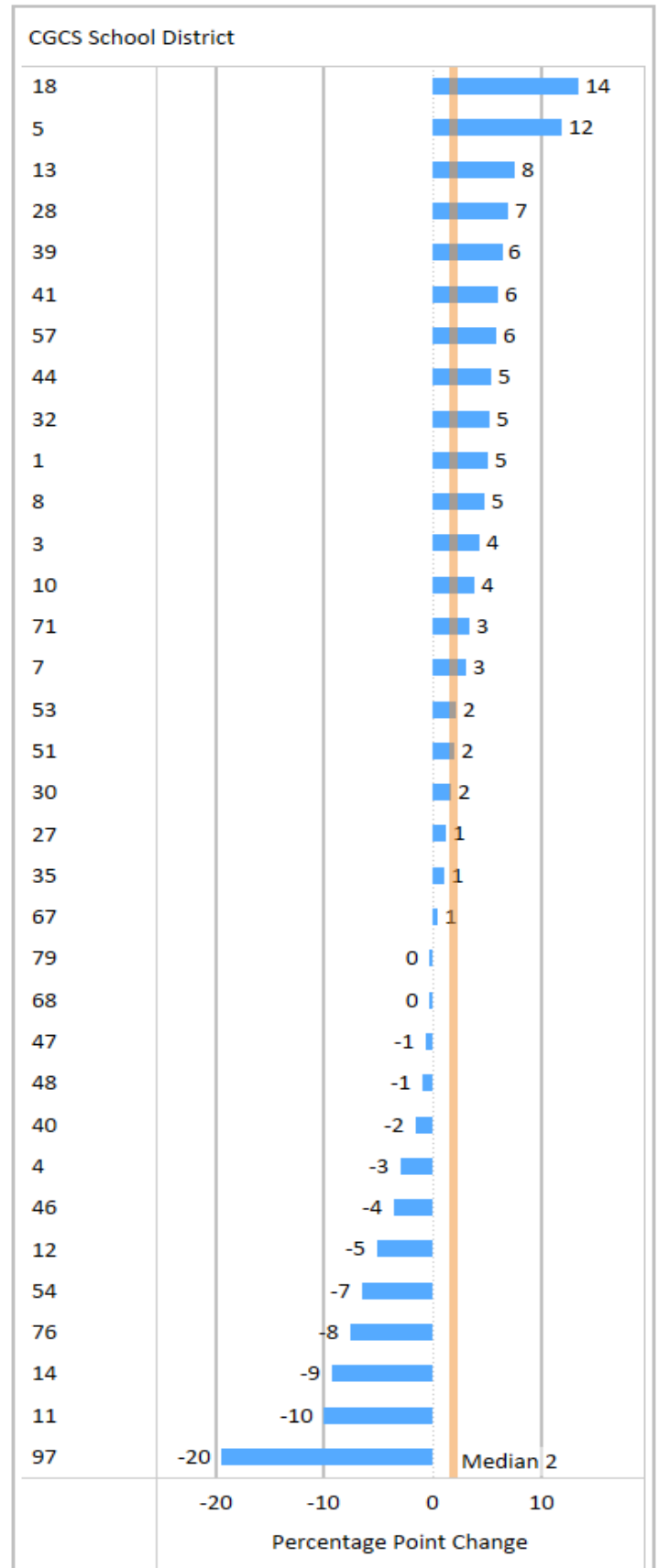
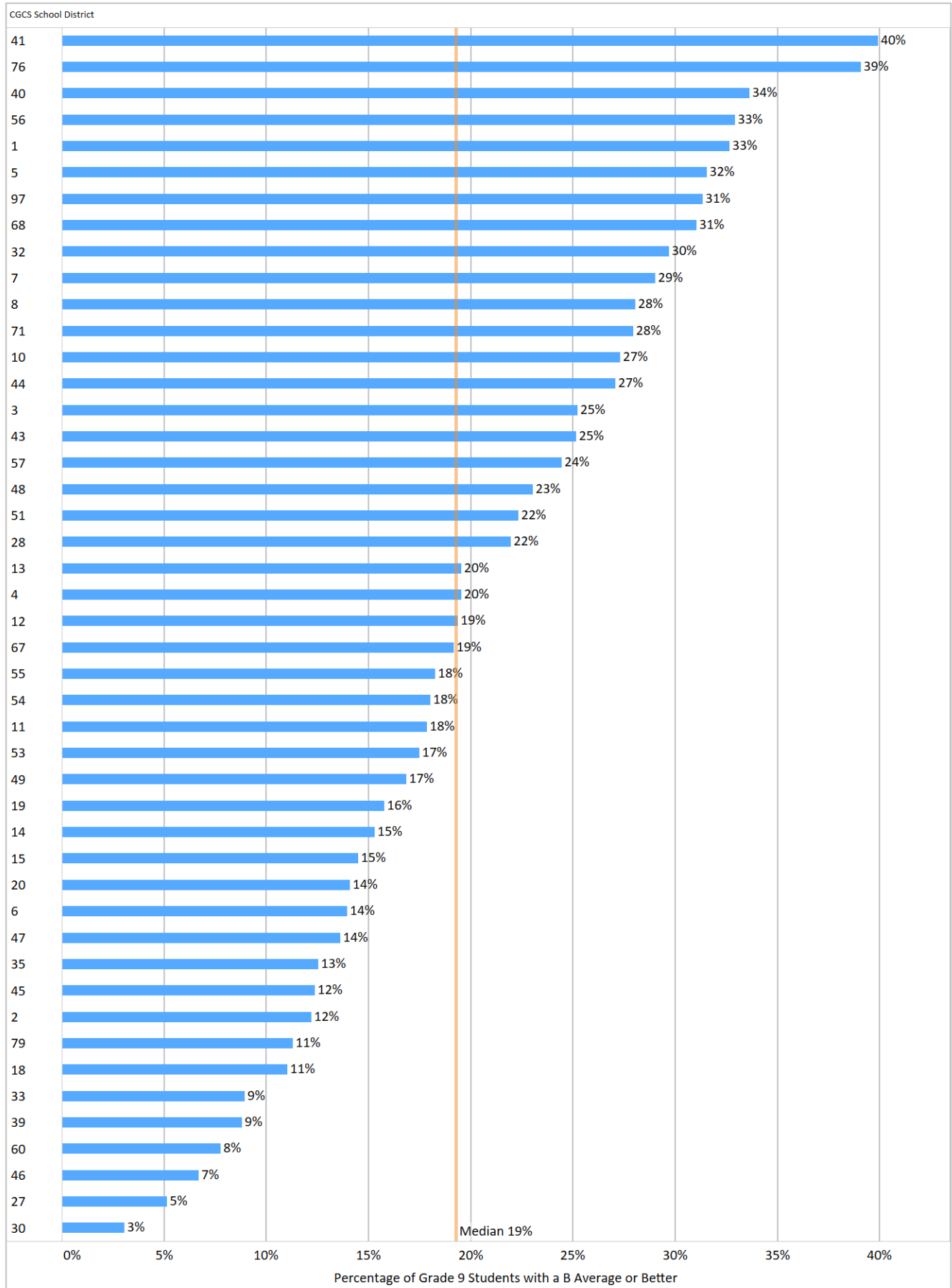


Figure 3.13. Percentage of Ninth Grade Students with Disabilities with B Average GPA or Better in All Grade Nine Courses, 2016-17

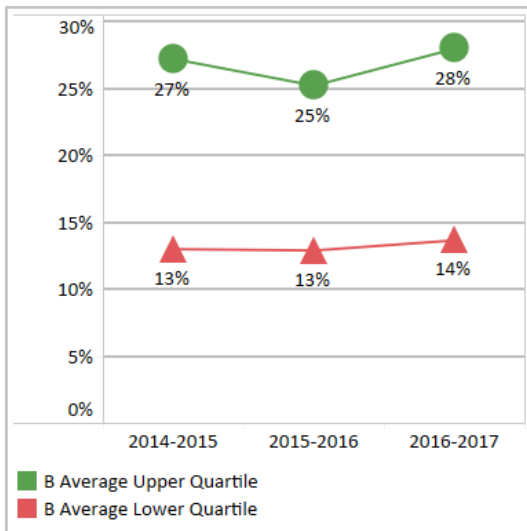


**Percentage of Ninth Grade Students with Disabilities with a B Average GPA or Better in All Grade Nine Courses**

Note: Higher values and larger increases are desired

- Figure 3.13: Total number of all ninth grade students with disabilities with a B average GPA or better, divided by the total number of ninth grade students with disabilities.
- Figure 3.14: Percentage point difference for all ninth grade students with disabilities with a B average GPA or better between 2014-15 and 2016-17.
- Figure 3.15: Upper and lower quartile change in students with disabilities ninth-grade B Average GPA or better.

Figure 3.15. Trends in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Anchorage
- Arlington
- Cleveland
- Dallas
- Fort Worth
- Long Beach
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Anchorage
- Broward County
- Charlotte
- Mecklenburg
- Dallas
- Des Moines
- Duval County
- Los Angeles
- Oklahoma City
- Portland

Figure 3.14. Percentage Point Change in Ninth Grade Students with Disabilities with a B Average GPA or Better in All Courses, 2014-15 to 2016-17

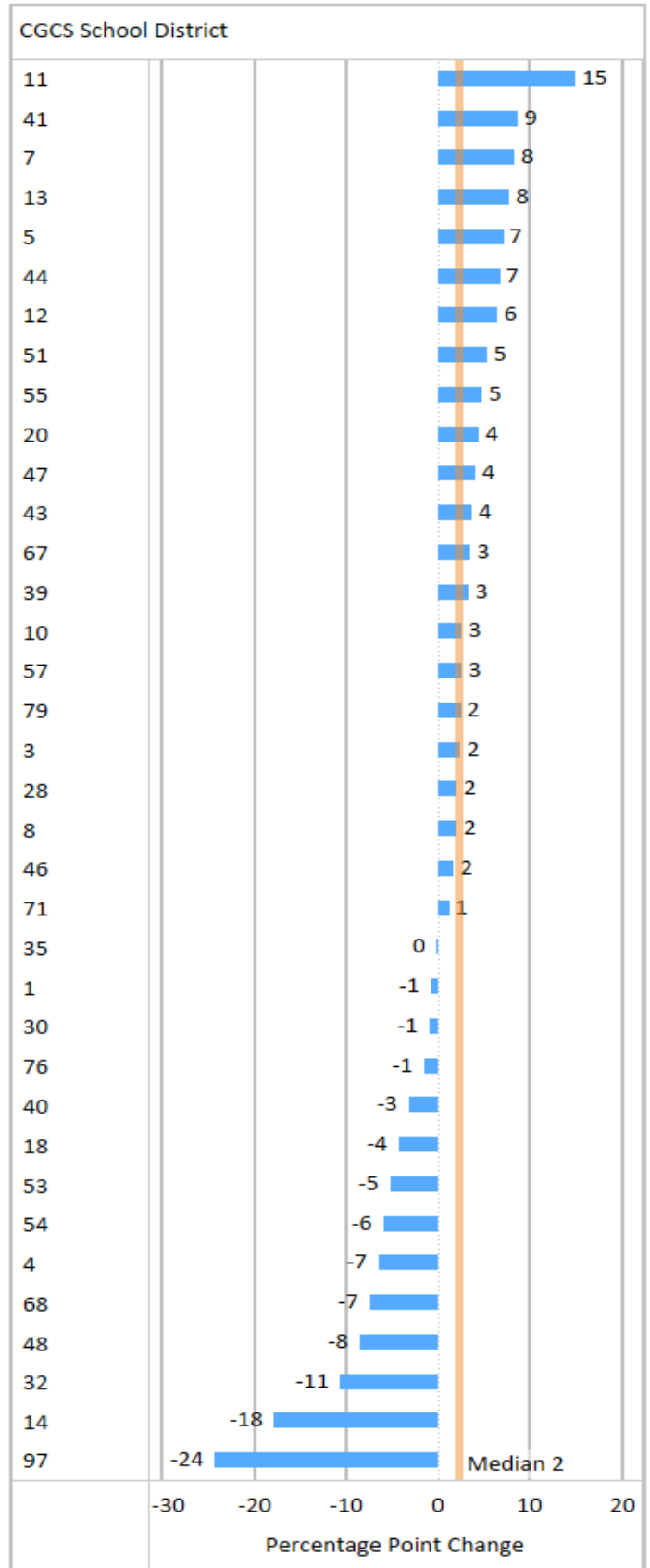
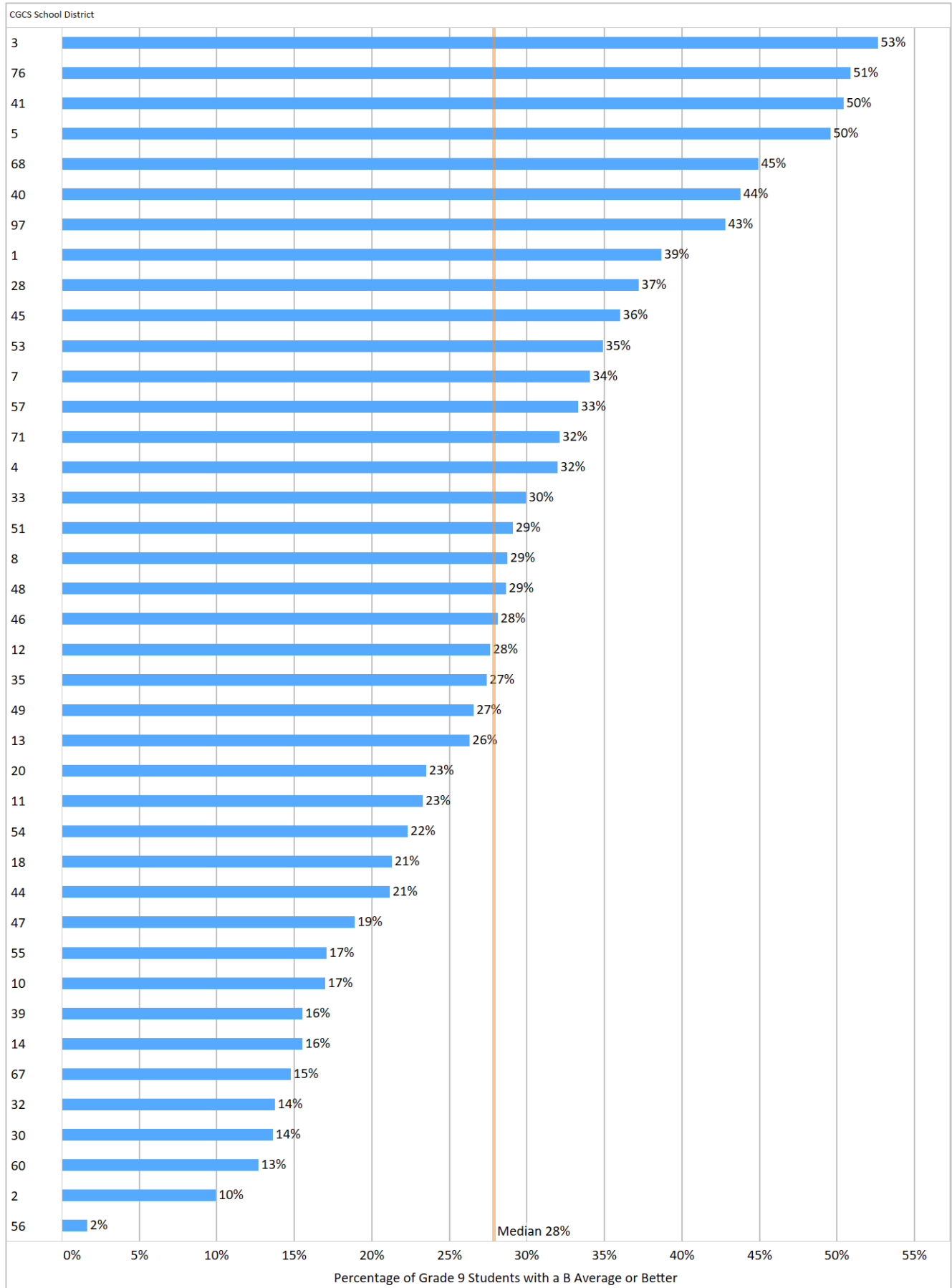


Figure 3.16. Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses, 2016-17

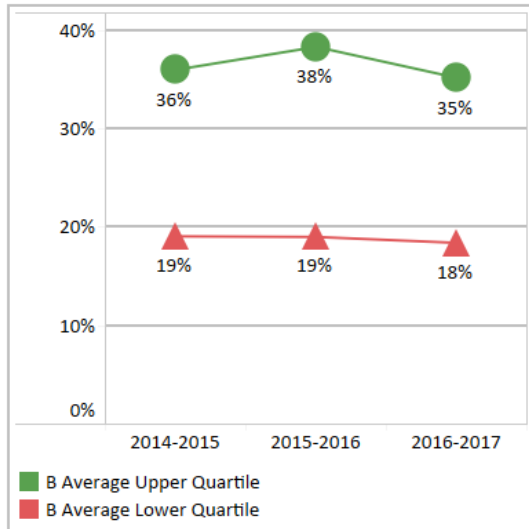


### Percentage of Ninth Grade English Learners with a B Average GPA or Better in All Grade Nine Courses

Note: Higher values and larger increases are desired

- Figure 3.16: Total number of ninth-grade ELs with a B average GPA or better, divided by the total number of ninth grade English learners.
- Figure 3.17: Percentage point difference for ninth grade English learners with a B average GPA or better between 2014-15 and 2016-17.
- Figure 3.18: Upper and lower quartile change in English learner ninth grade students with a B average GPA or better.

Figure 3.18. Trends in Ninth Grade English Learners with a B Average GPA or Better in All Courses by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Atlanta
- Buffalo
- Dallas
- Fort Worth
- Pinellas
- Portland
- San Antonio
- Seattle
- St. Paul

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Broward County
- Charlotte
- Mecklenburg
- Cleveland
- Columbus
- Dallas
- Fort Worth
- Houston
- Los Angeles
- Portland
- Shelby County

Figure 3.17. Percentage Point Change in Ninth Grade English Learners with a B Average GPA or Better in All Courses, 2014-15 to 2016-17

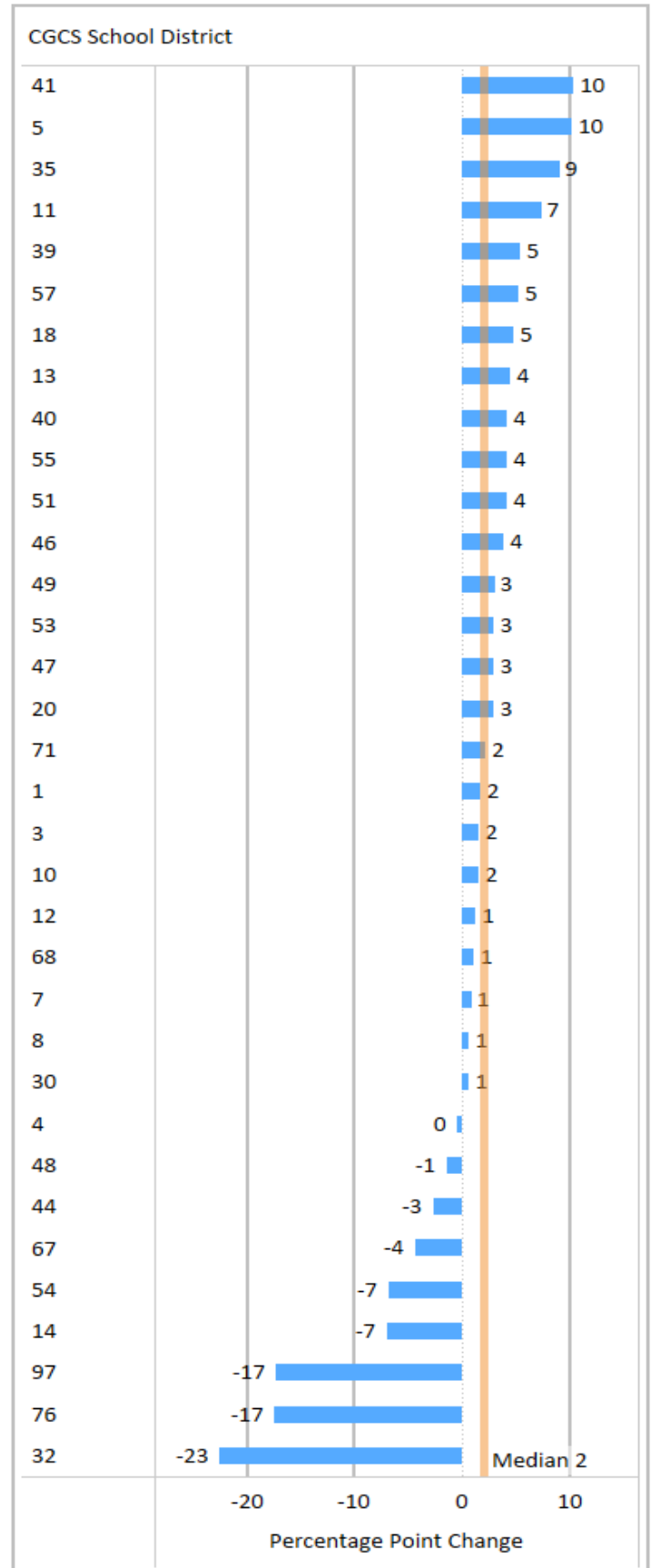
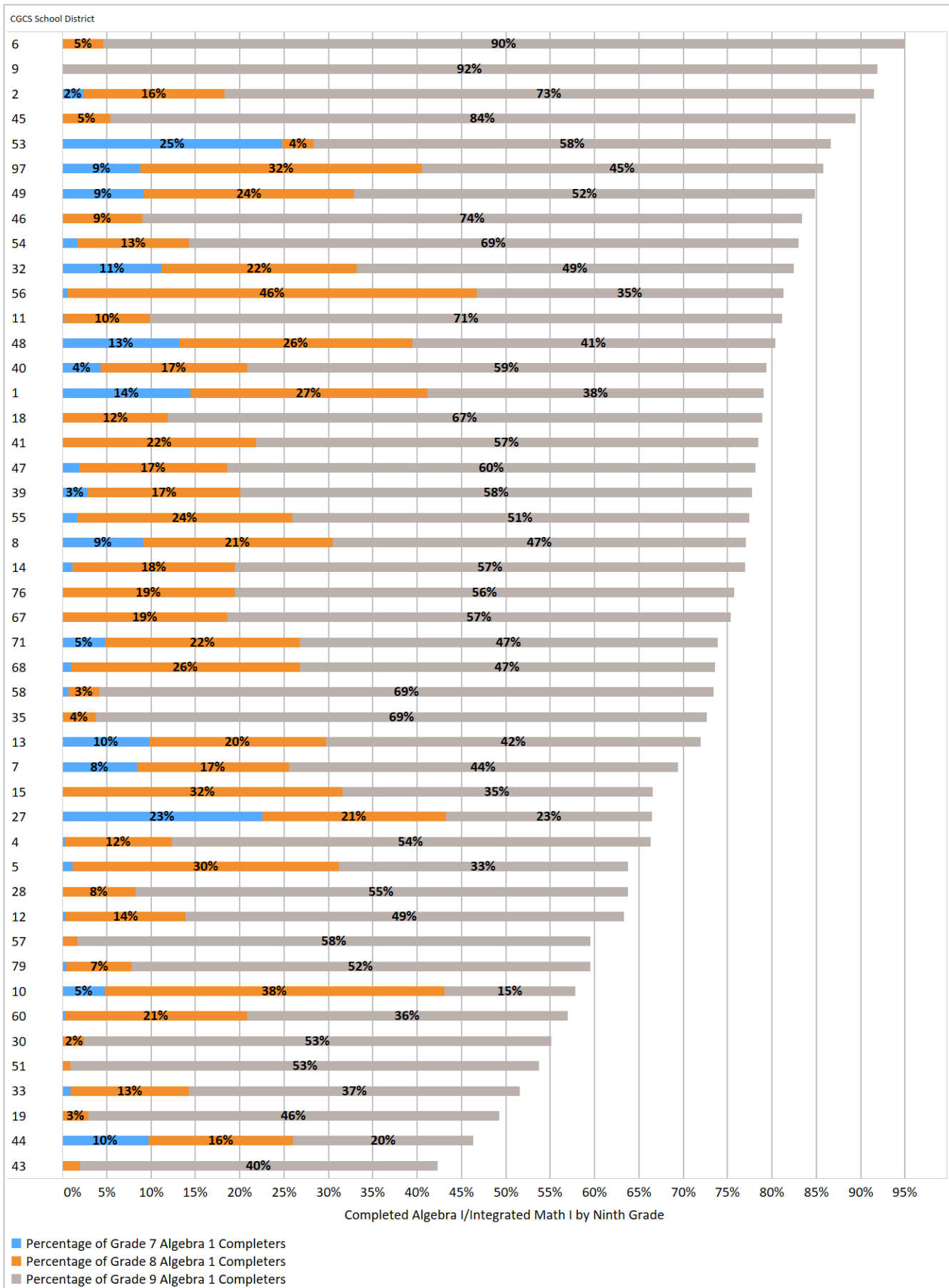


Figure 4.1. Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

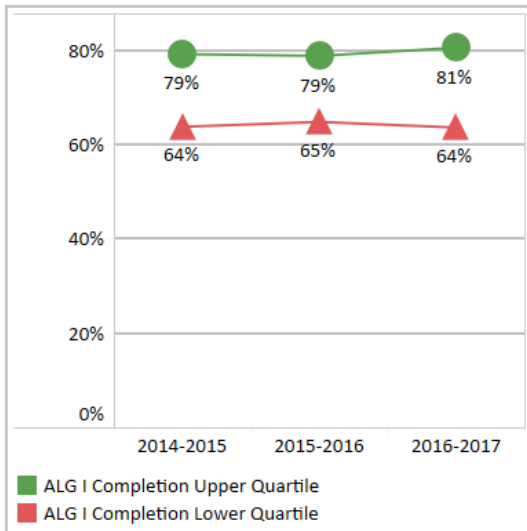


### Percentage of Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.1: Total number of students that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of students in each grade.
- Figure 4.2: Percentage point difference in students who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17
- Figure 4.3: Upper and lower quartile change in all students who completed Algebra I by the end of Ninth Grade.

Figure 4.3. Trends in Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Guilford County
- Jefferson
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Richmond

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Chicago
- Hillsborough County
- Houston
- Los Angeles
- Milwaukee
- Orange County
- Richmond
- Wichita

Figure 4.2. Percentage Point Change in Ninth Grade Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

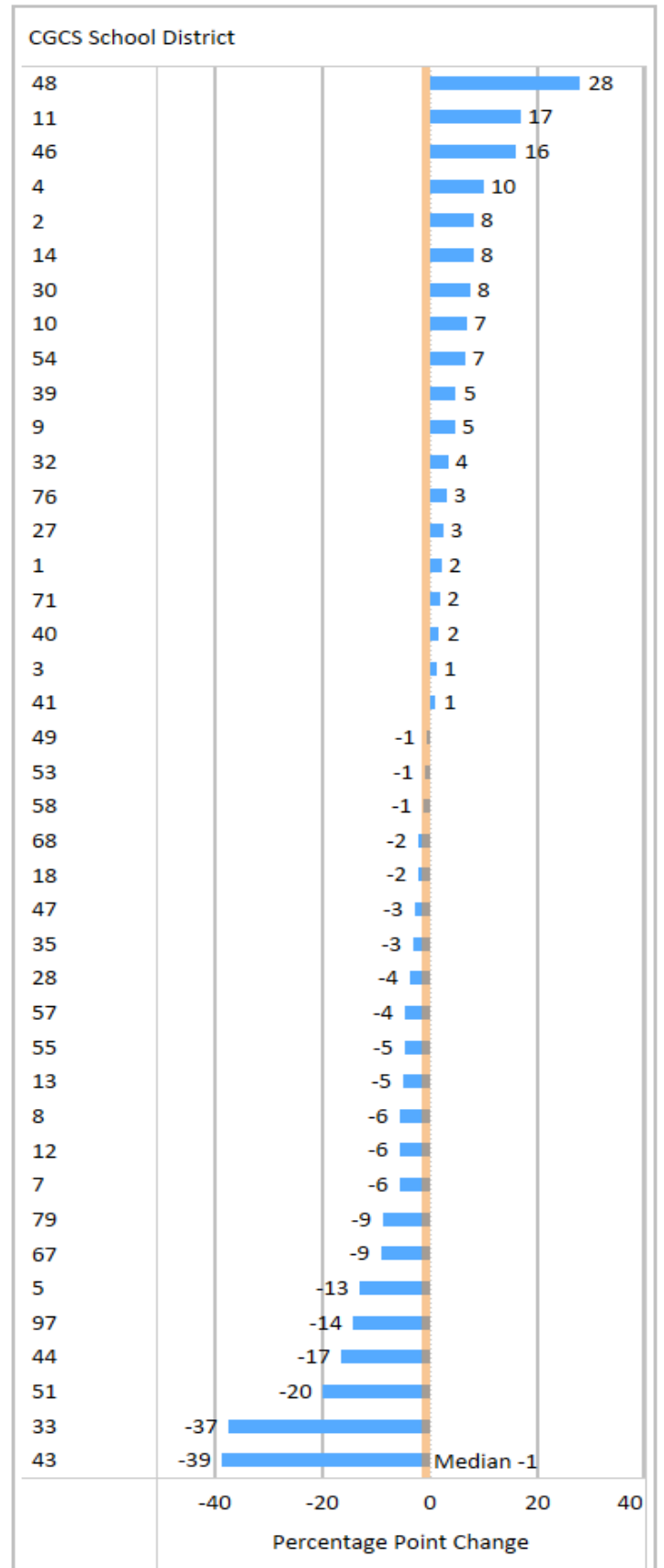
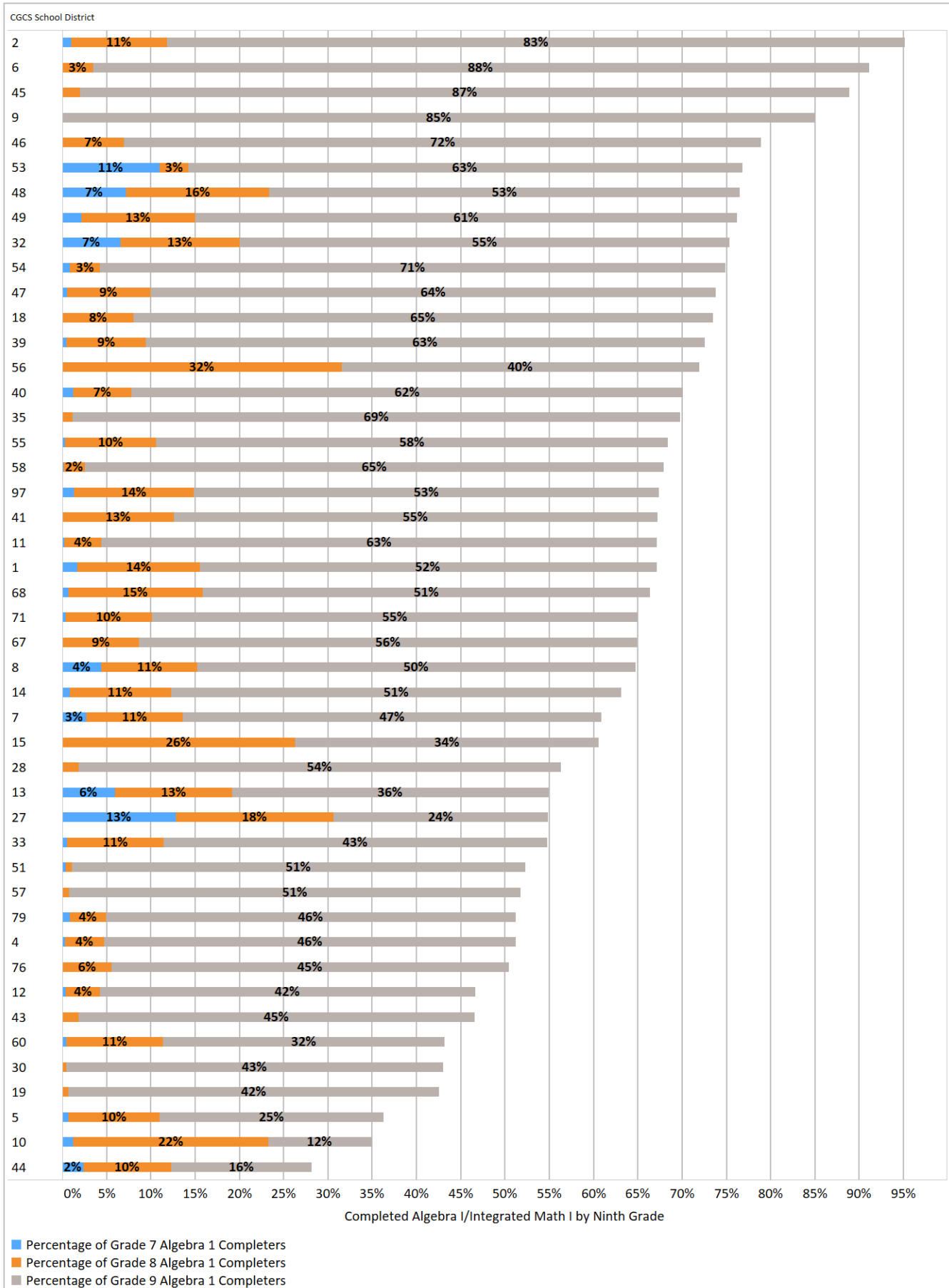




Figure 4.4. Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

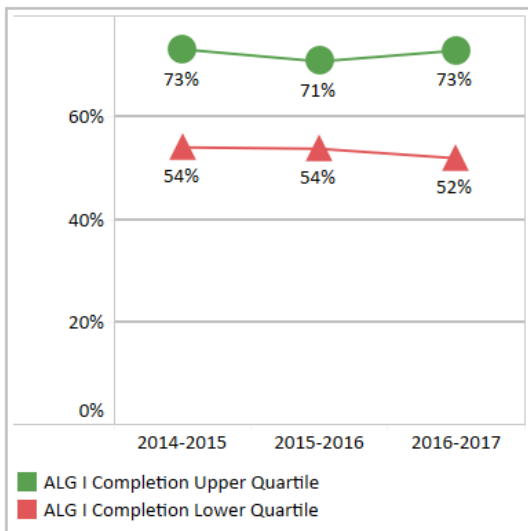


### Percentage of Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.4: Total number of Black males that completed Algebra I in seventh, eighth, or ninth grade respectively divided by the total number of Black males in each grade.
- Figure 4.5: Percentage point difference in Black males who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.6: Upper and lower quartile change in Black males who completed Algebra I by the end of ninth grade.

Figure 4.6. Trends in Black Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Guilford County
- Jefferson
- Miami
- Nashville
- Orange County
- Richmond
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Austin
- Baltimore City
- Chicago
- Clark County
- Miami
- Orange County
- Richmond
- St. Paul
- Wichita

Figure 4.5. Percentage Point Change in Ninth Grade Black Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

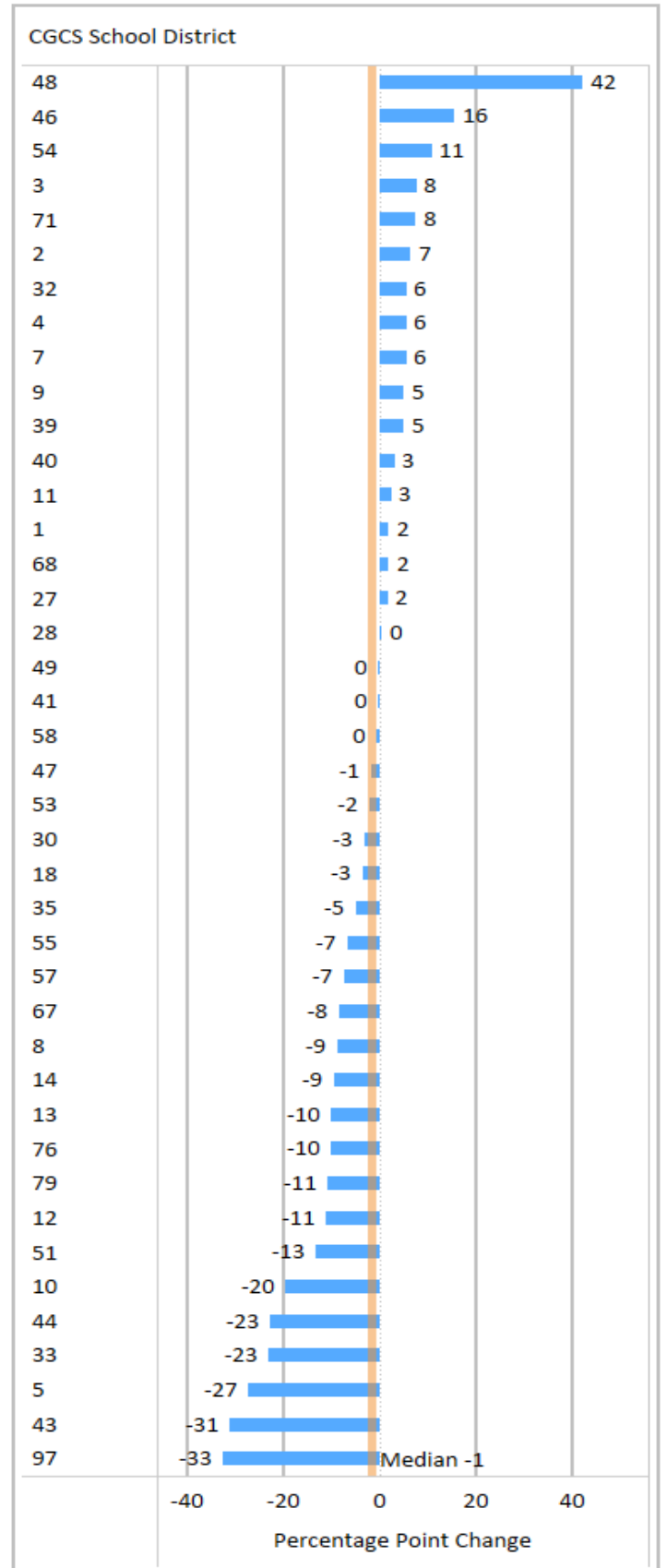
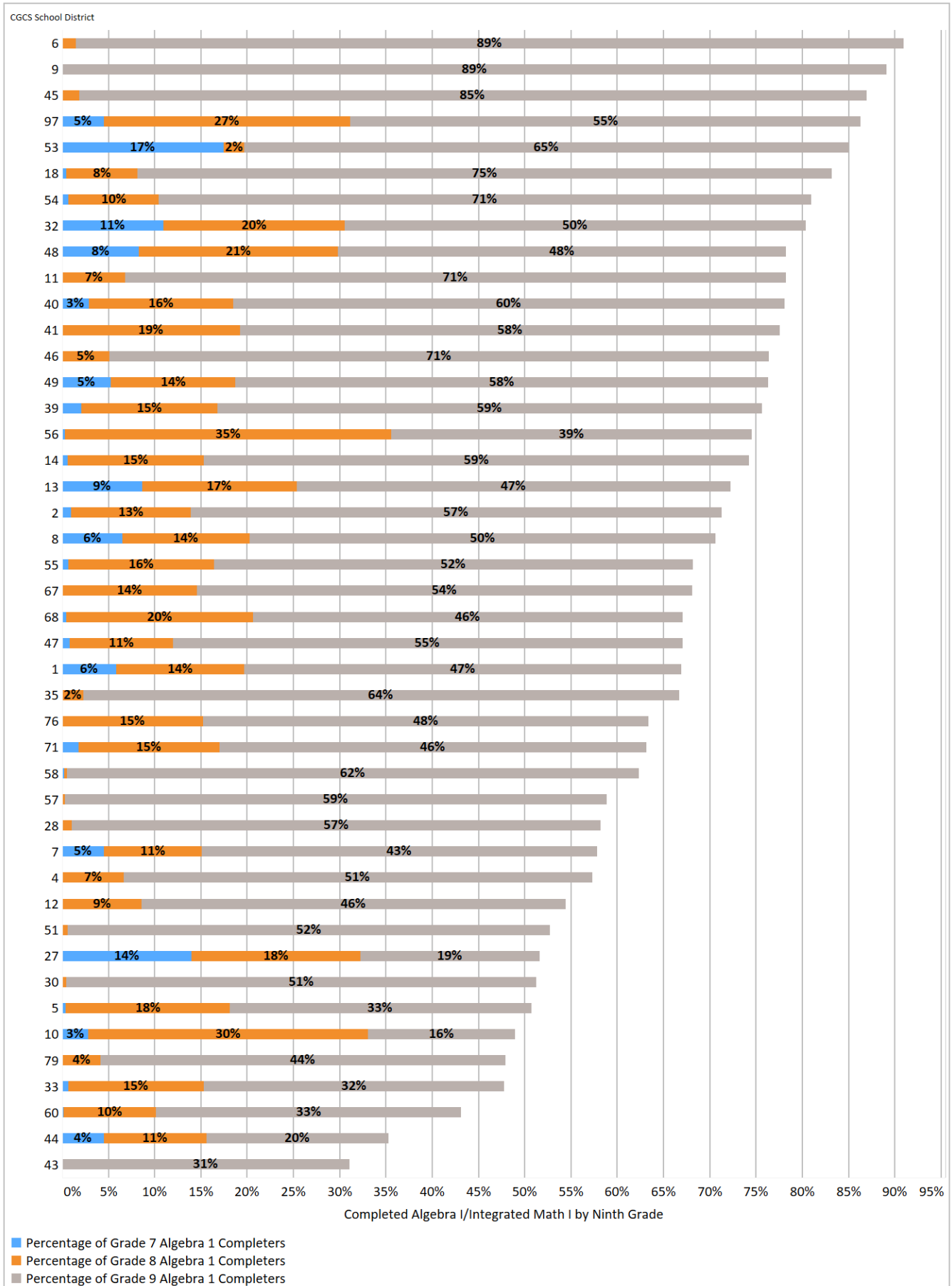


Figure 4.7. Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

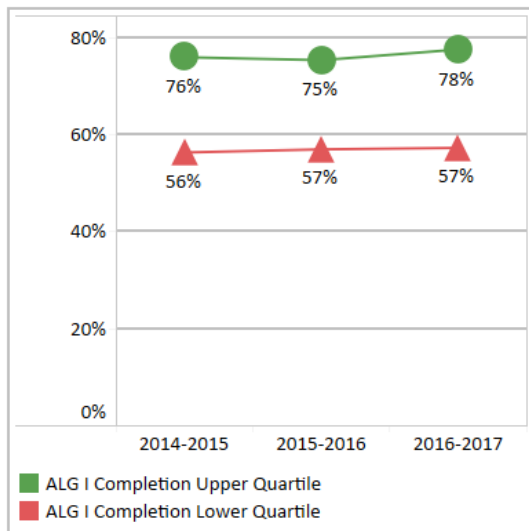


### Percentage of Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.7: Total number of Hispanic males that completed Algebra I or equivalent in seventh, eighth, or ninth grade respectively, divided by the total number of Hispanic males in each grade.
- Figure 4.8: Percentage point difference in Hispanic males who completed Algebra I or equivalent by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.9: Upper and lower quartile change in Hispanic males who completed Algebra I by the end of ninth grade.

Figure 4.9. Trends in Hispanic Males Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Birmingham
- Buffalo
- Chicago
- Clark County
- Fort Worth
- Jefferson
- Los Angeles
- Miami
- Orange County
- Pinellas
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Chicago
- Fort Worth
- Houston
- Los Angeles
- Miami
- Milwaukee
- Orange County
- Richmond
- Wichita

Figure 4.8. Percentage Point Change in Ninth Grade Hispanic Males Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

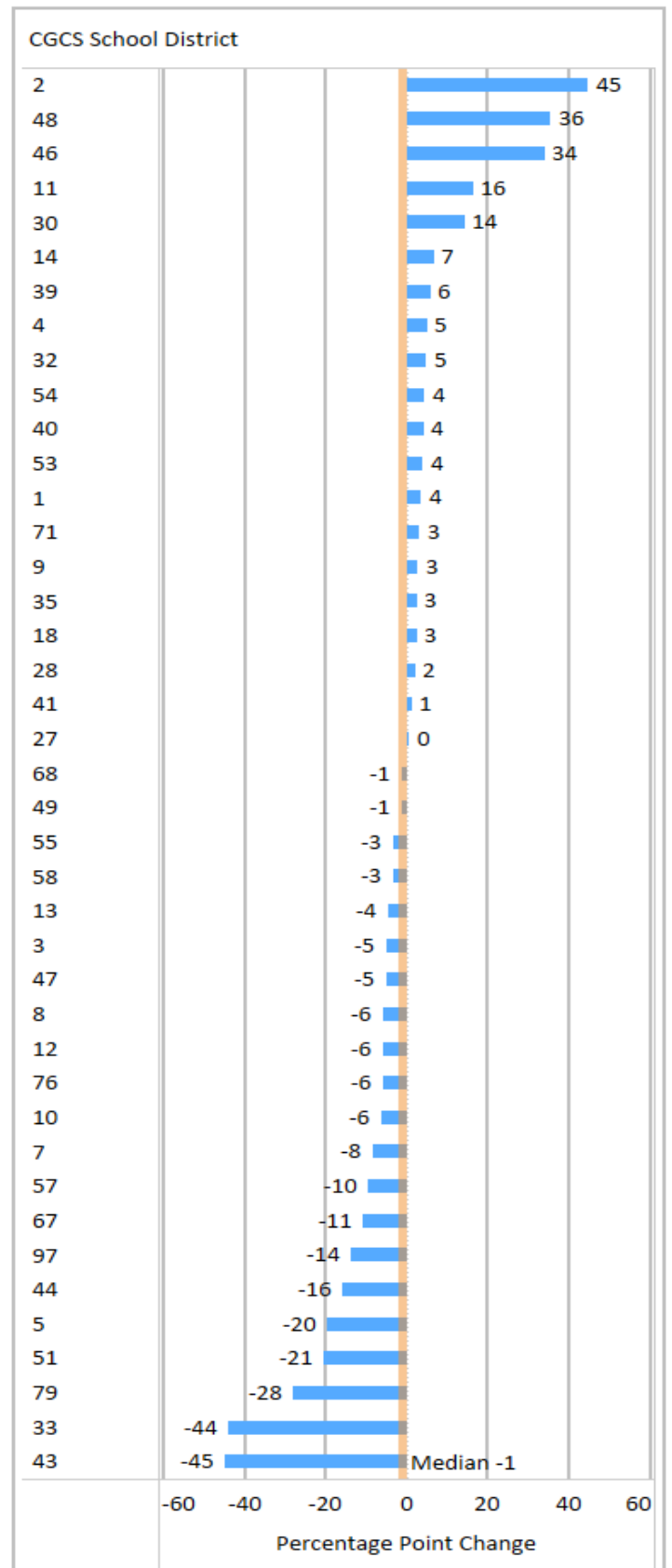
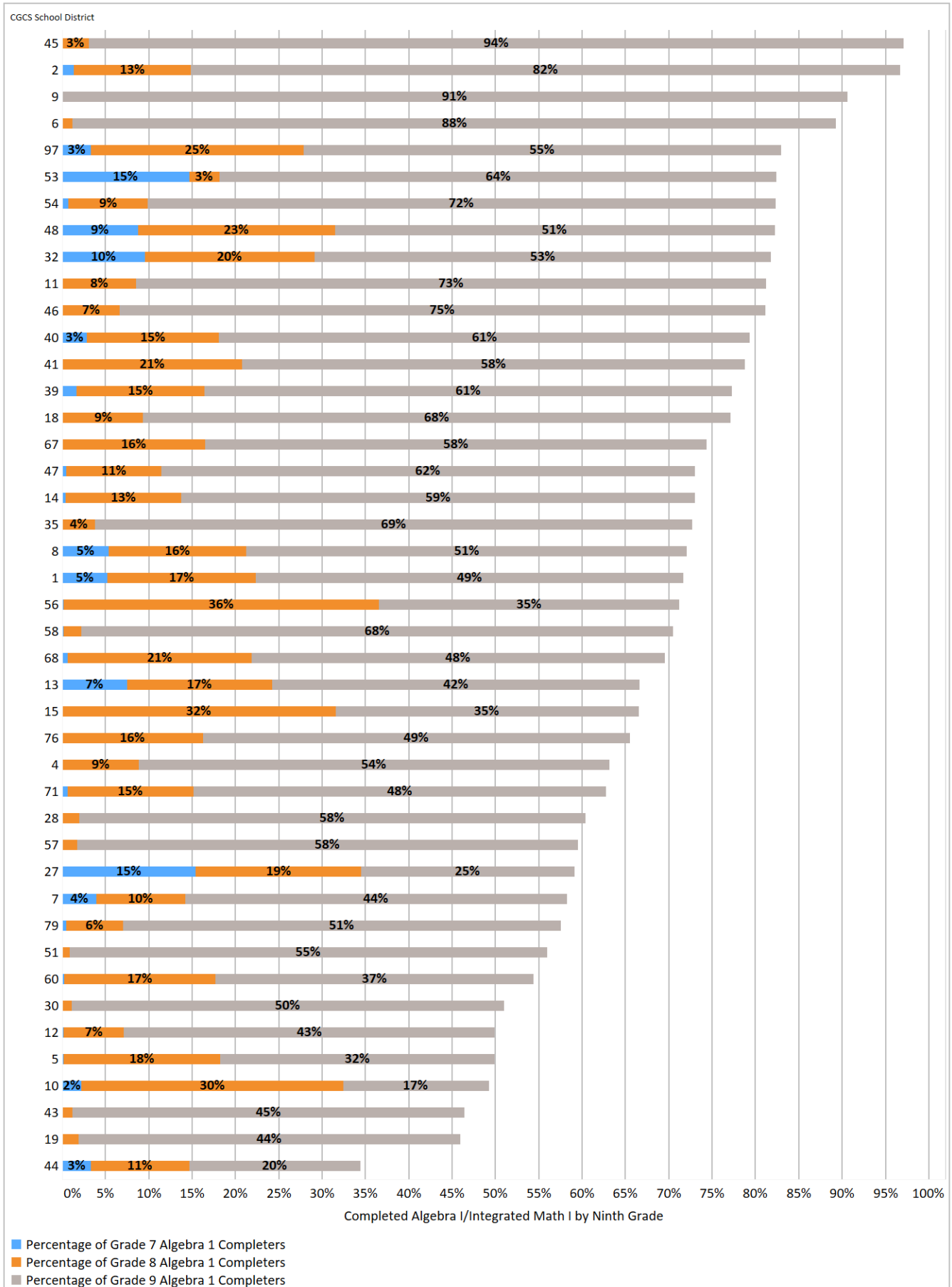


Figure 4.10. Percentage of Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

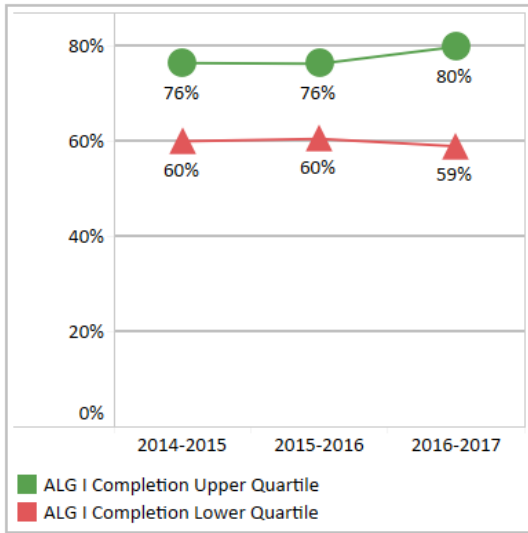


**Percentage of Free or Reduced Price Lunch (FRPL) Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade**

Note: Higher values and larger increases are desired

- Figure 4.10: Total number of FRPL students that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of ninth grade FRPL students in each grade.
- Figure 4.11: Percentage point difference in FRPL students who completed Algebra I by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.12: Upper and lower quartile change in FRPL Algebra I completion.

Figure 4.12. Trends in Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Baltimore City
- Birmingham
- Buffalo
- Chicago
- Clark County
- Jefferson
- Los Angeles
- Miami
- Orange County
- Pinellas
- Richmond

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Baltimore City
- Chicago
- Clark County
- Houston
- Los Angeles
- Miami
- Orange County
- Wichita

Figure 4.11. Percentage Point Change in Ninth Grade Free or Reduced Price Lunch Students Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

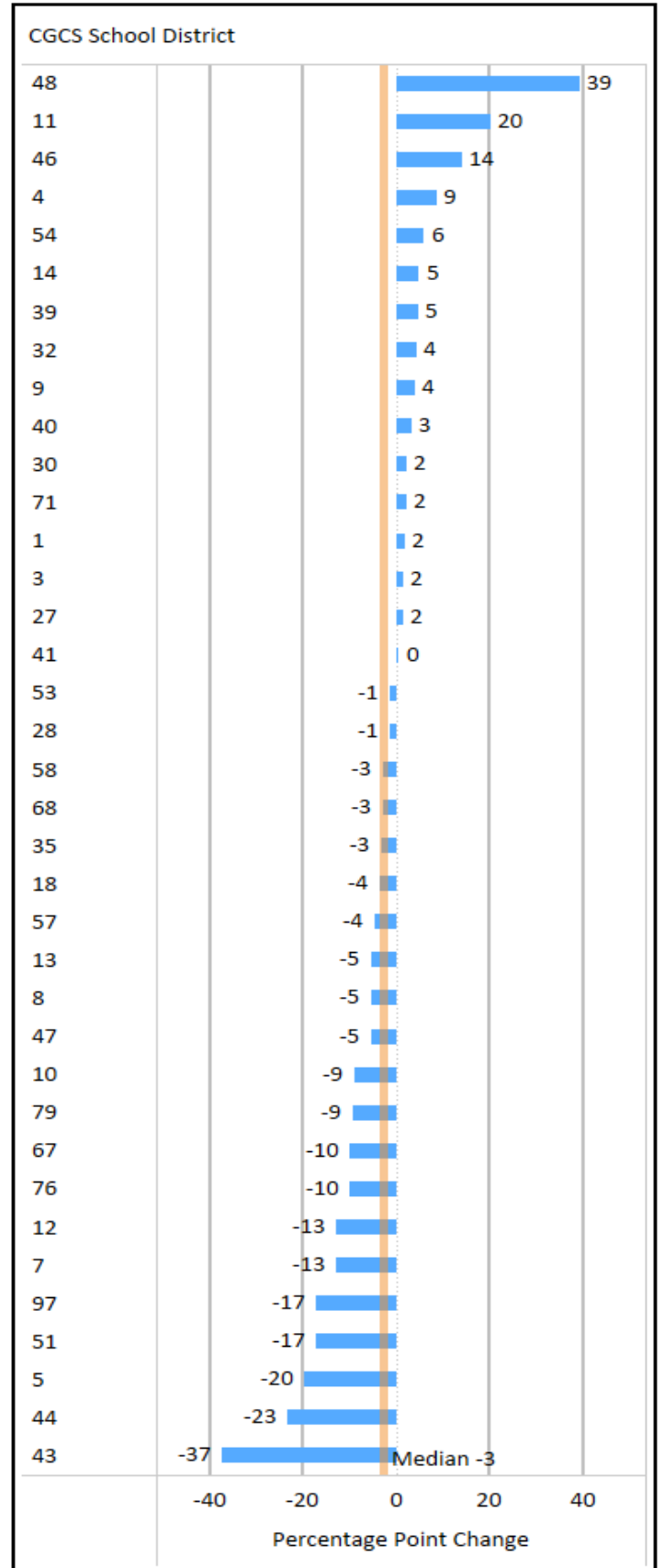
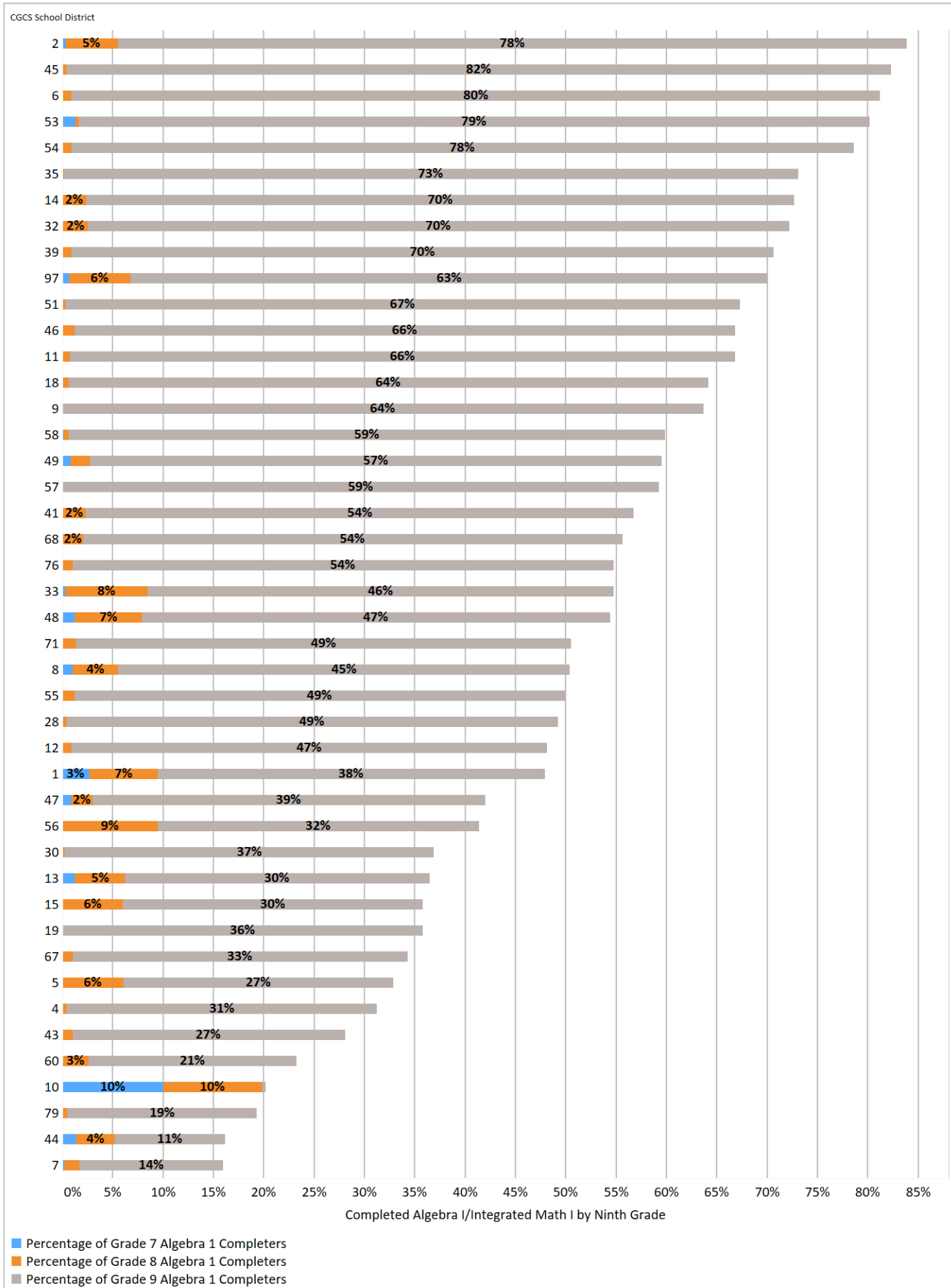


Figure 4.13. Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

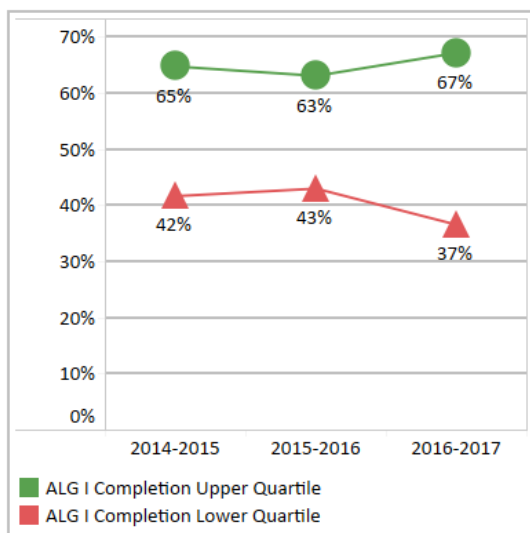


### Percentage of Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.13: Total number of students with disabilities that completed Algebra I in seventh, eighth, or ninth grade respectively, divided by the total number of students with disabilities in each grade.
- Figure 4.14: Percentage point difference in students with disabilities who completed Algebra I by the end of ninth grade between 2014-15 and 2016-17.
- Figure 4.15: Upper and lower quartile change in students with disabilities Algebra I completion.

Figure 4.15. Trends in Students with Disabilities Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Birmingham
- Buffalo
- Chicago
- Columbus
- Houston
- Jefferson
- Miami
- Norfolk
- Pinellas
- Richmond

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Baltimore City
- Clark County
- Des Moines
- Houston
- Miami
- Oklahoma City
- Orange County
- Richmond

Figure 4.14. Percentage Point Change in Ninth Grade Students with Disabilities Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

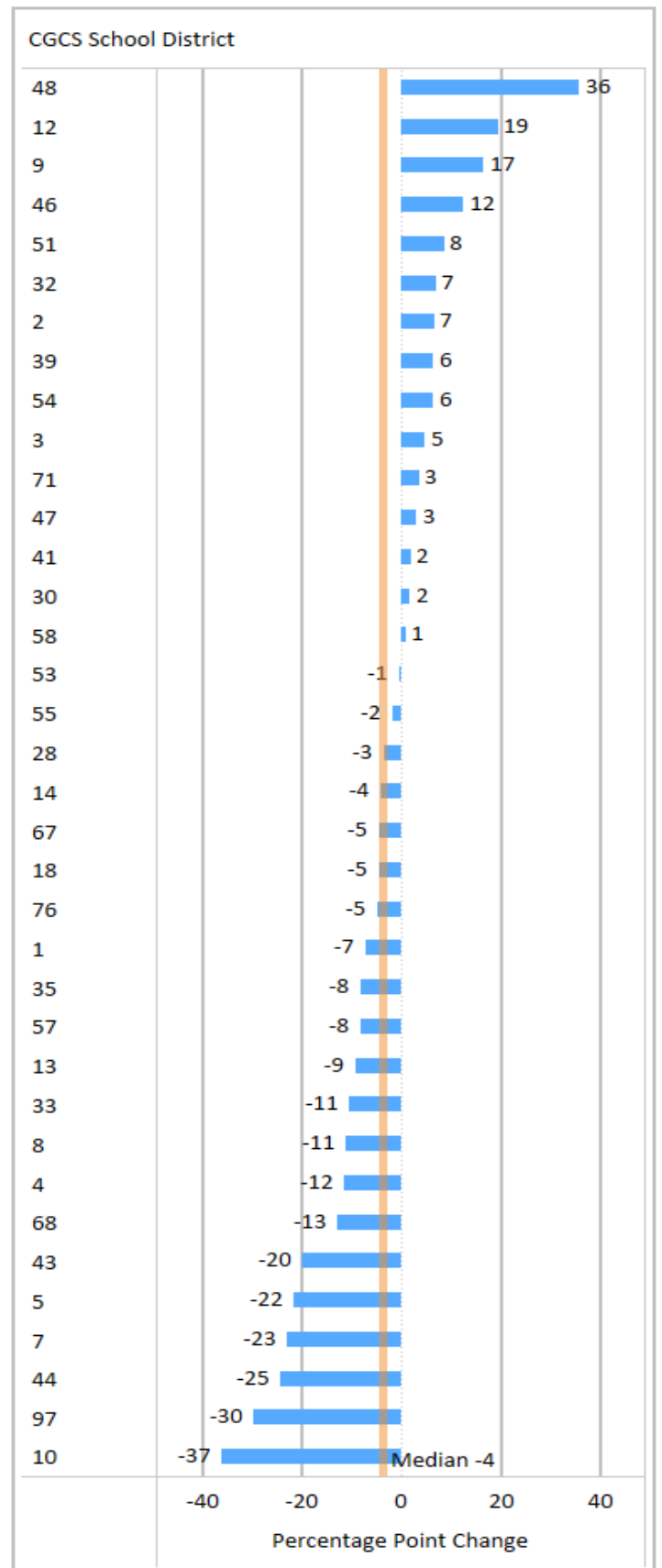
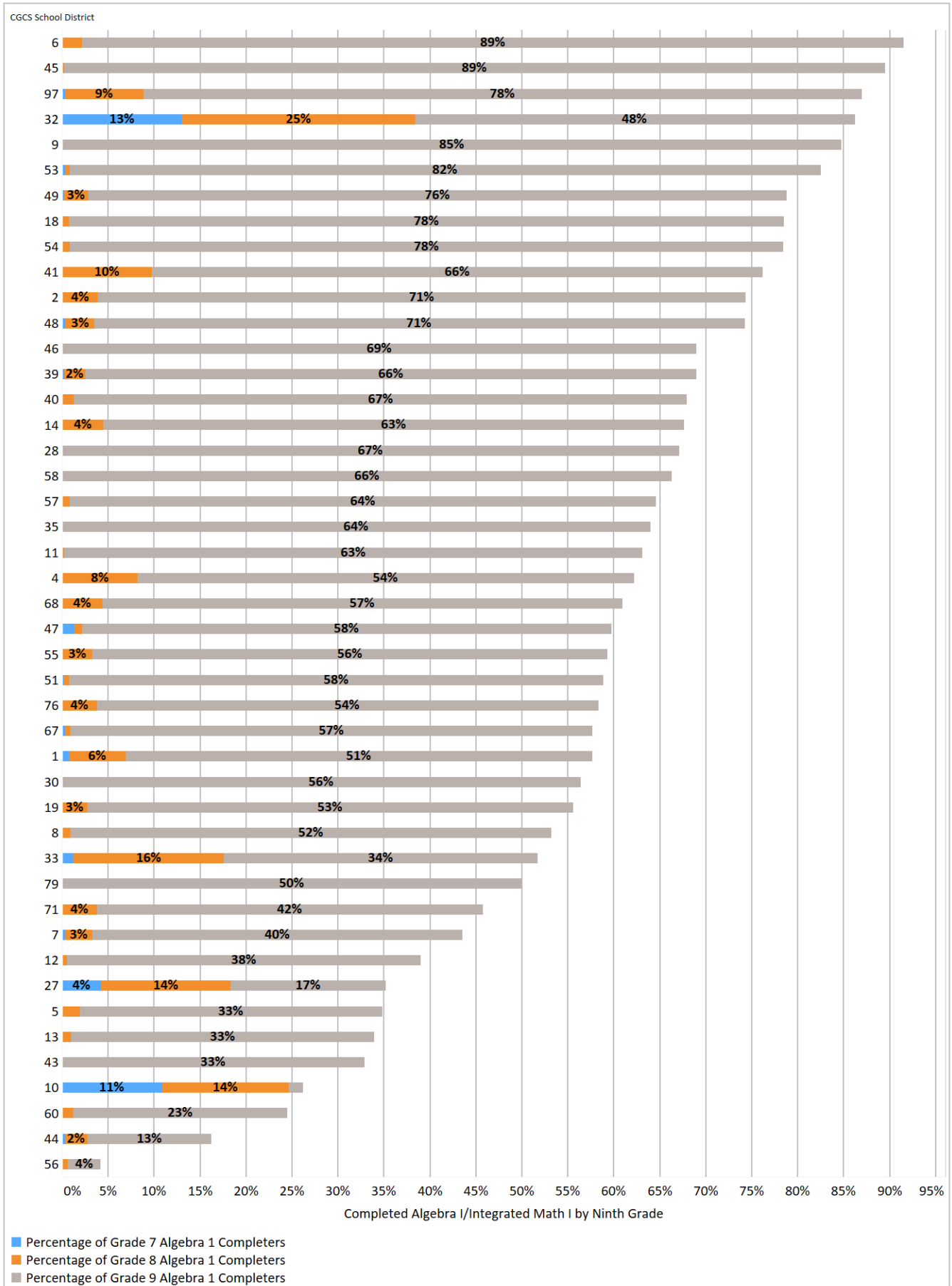




Figure 4.16. Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2016-17

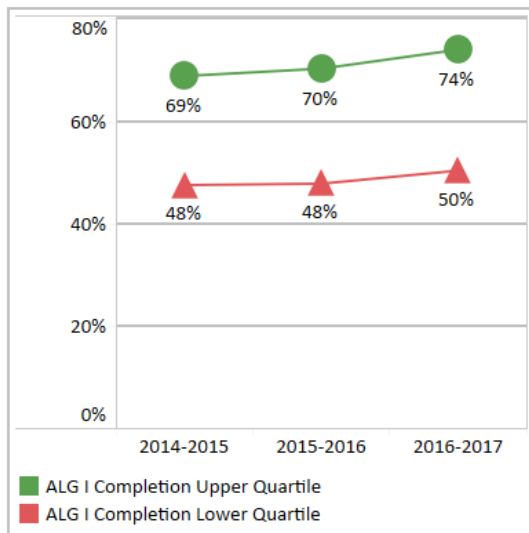


### Percentage of English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade

Note: Higher values and larger increases are desired

- Figure 4.16: Total number of English learners that completed Algebra I in seventh, eighth, or ninth grade, respectively, divided by the total number of English learners.
- Figure 4.17: Percentage point difference in English learners who completed Algebra I by ninth-grade between 2014-15 and 2016-17.
- Figure 4.18: Upper and lower quartile change in all English learners who completed Algebra I by the end of ninth grade.

Figure 4.18. Trends in English Learners Who Completed Algebra I/Integrated Math by End of Ninth Grade by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Birmingham
- Buffalo
- Chicago
- Clark County
- Dallas
- Guilford County
- Jefferson
- Miami
- Pinellas
- Richmond
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Baltimore City
- Chicago
- Clark County
- Houston
- Miami
- Milwaukee
- Nashville
- Shelby County

Figure 4.17. Percentage Point Change in Ninth Grade English Learners Who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2014-15 to 2016-17

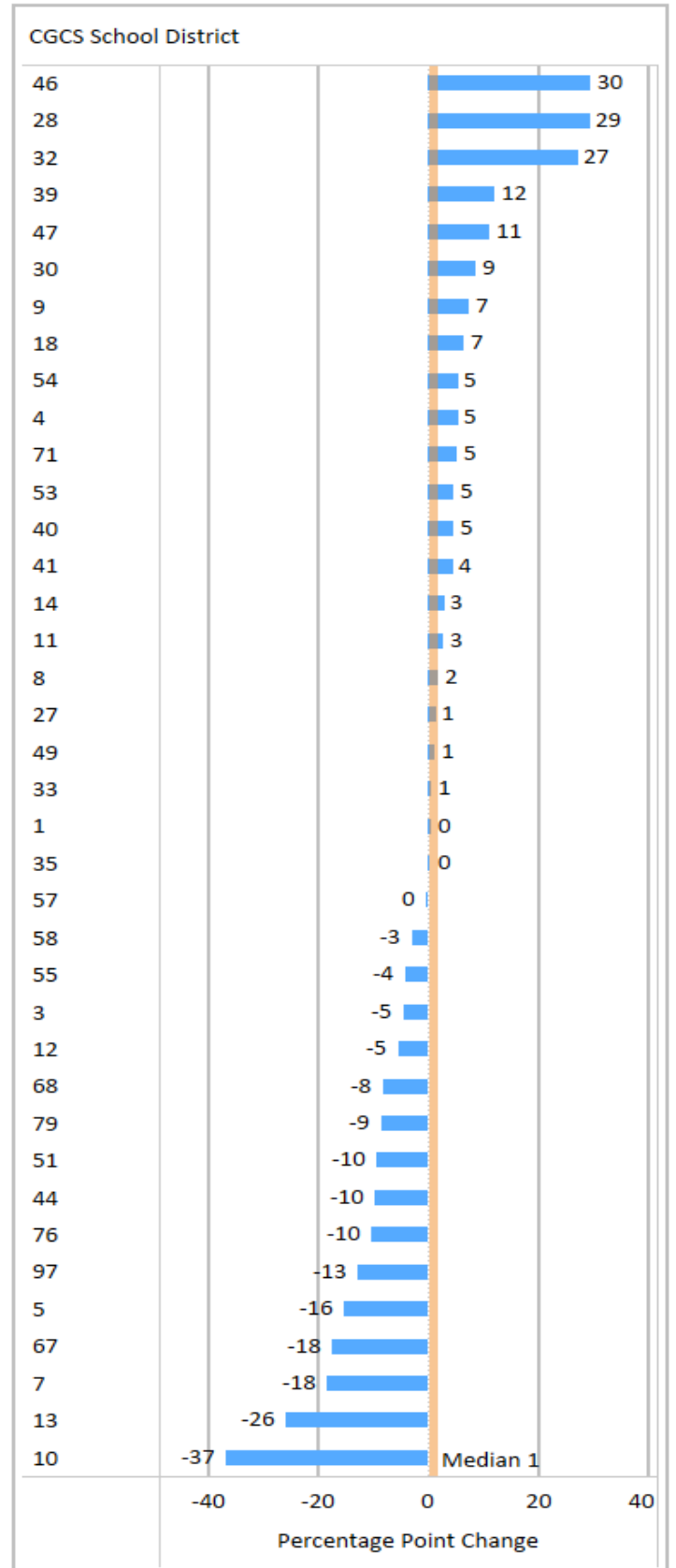
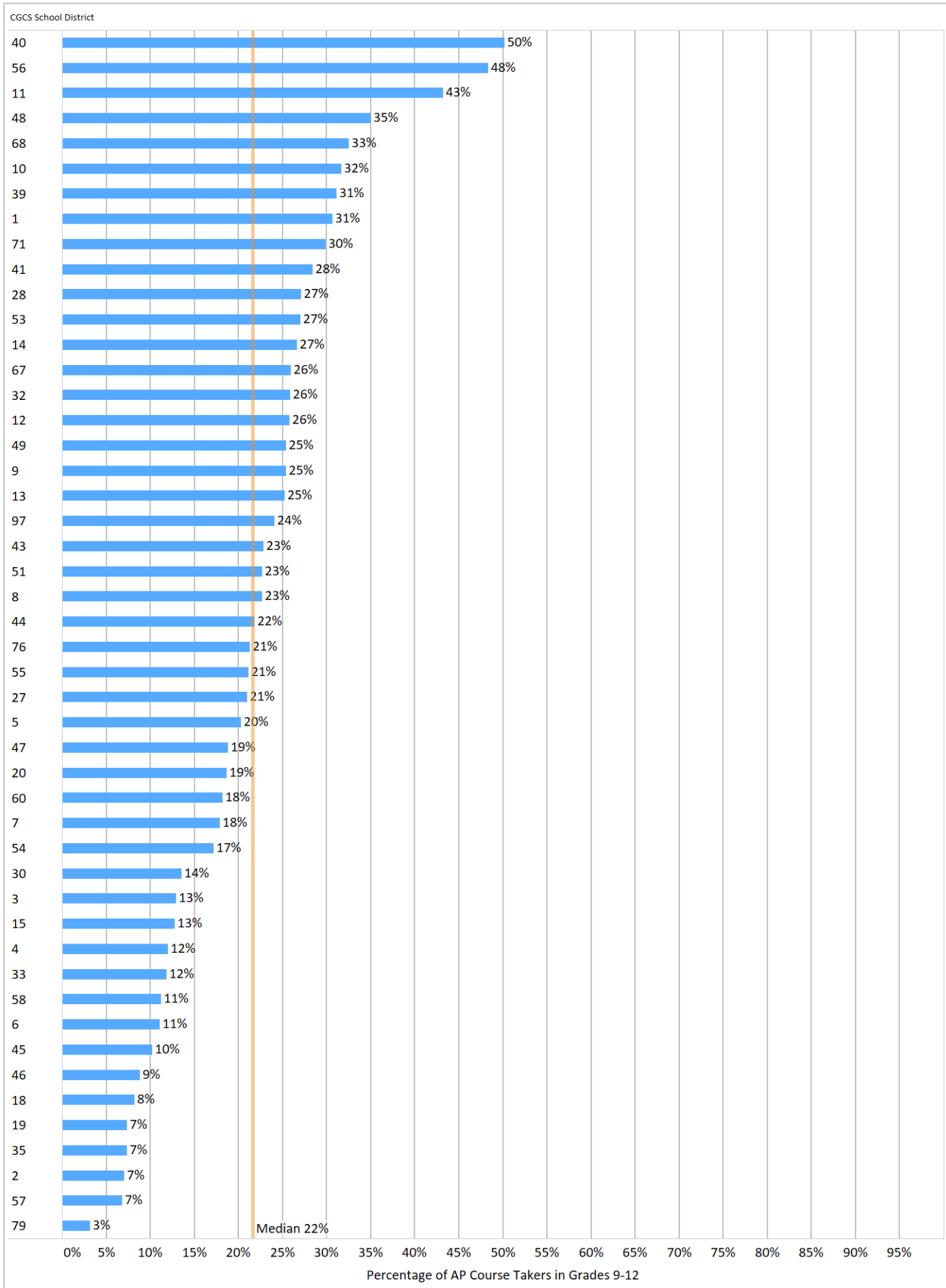


Figure 5.1. Percentage of Secondary Students Who Took One or More AP Courses, 2016-17

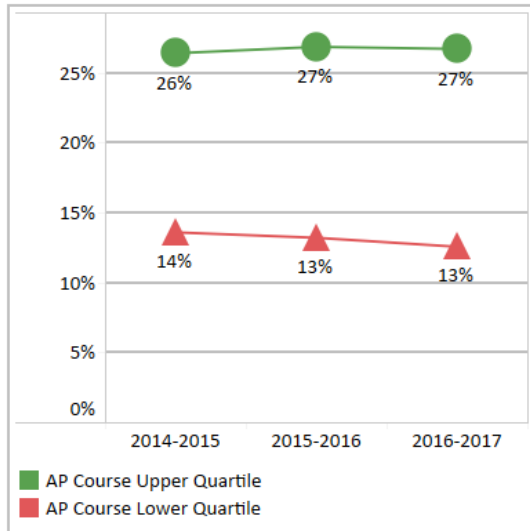


### Percentage of Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.1: Total number of secondary students taking at least one AP course divided by the total number of secondary students.
- Figure 5.2: Percentage point difference in secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.3: Upper and lower quartile change in secondary students taking one or more AP courses.

Figure 5.3. Trends in Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Fort Worth
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Orange County
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Arlington
- Atlanta
- Austin
- Cincinnati
- Fort Worth
- Fresno
- Los Angeles
- Oklahoma City
- Orange County
- Portland

Figure 5.2. Percentage Point Change in Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17

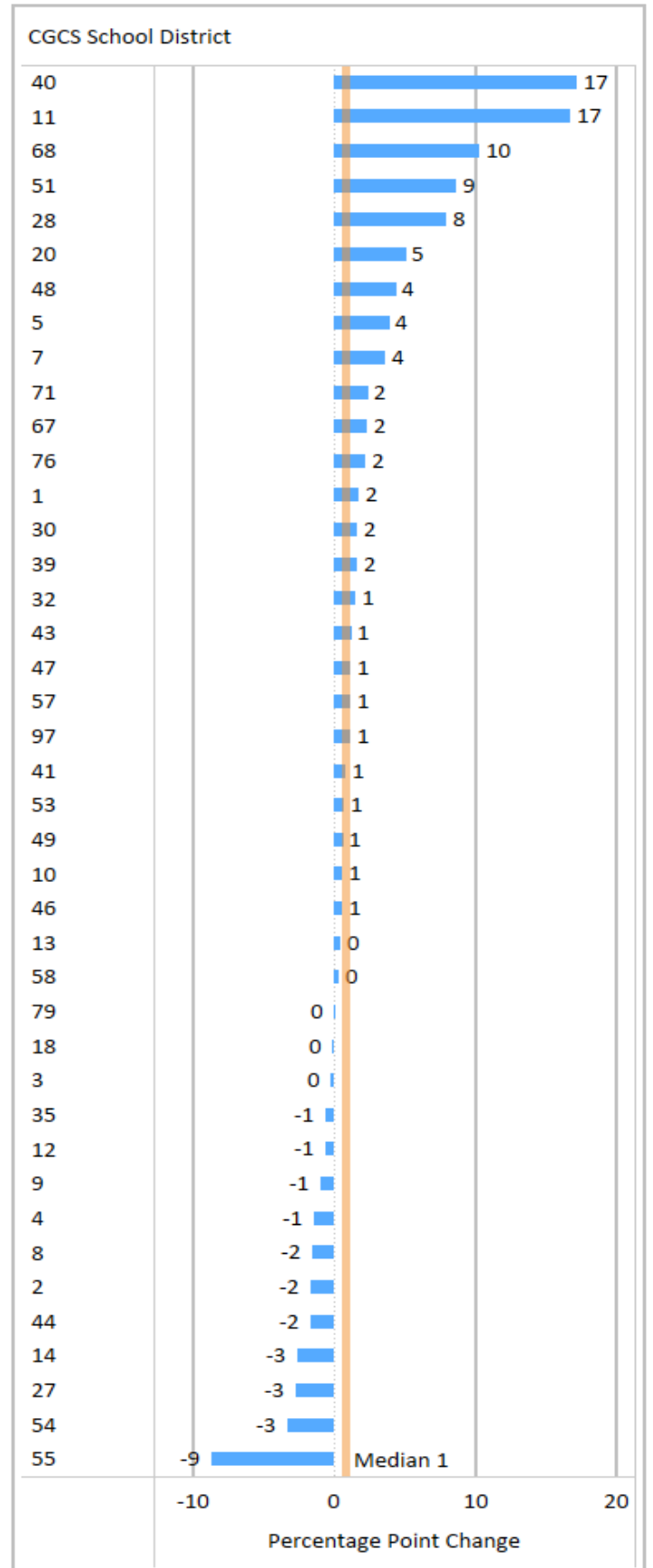
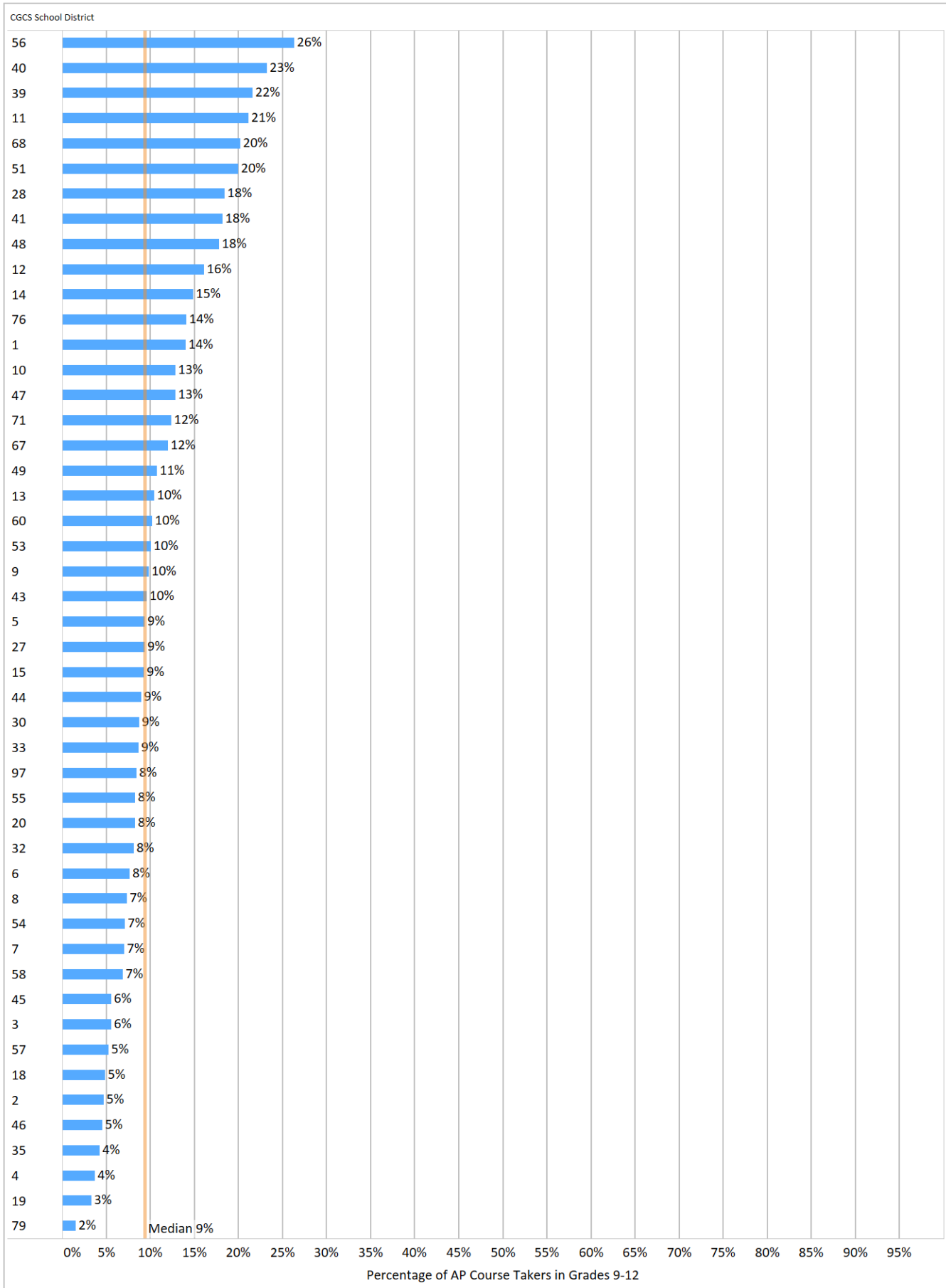


Figure 5.4. Percentage of Black Male Secondary Students Who Took One or More AP Courses, 2016-17

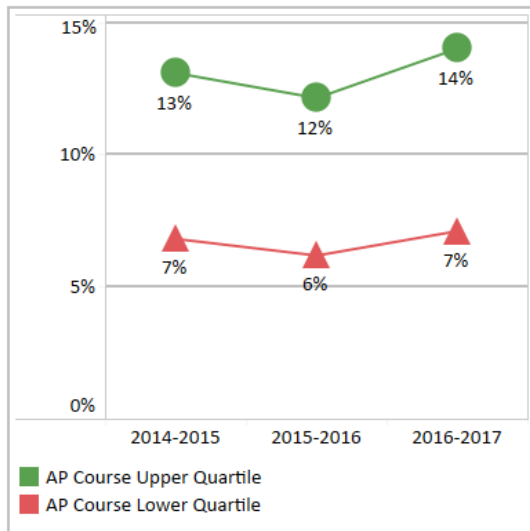


## Percentage of Black Male Secondary Students Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.4: Total number of Black male secondary students taking at least one AP course divided by the total number of Black male secondary students.
- Figure 5.5: Percentage point difference in Black male secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.6: Upper and lower quartile change in Black male secondary students taking one or more AP courses.

Figure 5.6. Trends in Black Male Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Arlington
- Atlanta
- Dallas
- Des Moines
- Fort Worth
- Houston
- Long Beach
- Los Angeles
- Oklahoma City
- Orange County
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Anchorage
- Arlington
- Atlanta
- Cincinnati
- Cleveland
- Fort Worth
- Los Angeles
- Nashville
- Oklahoma City
- Orange County
- Portland

Figure 5.5. Percentage Point Change in Black Male Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17

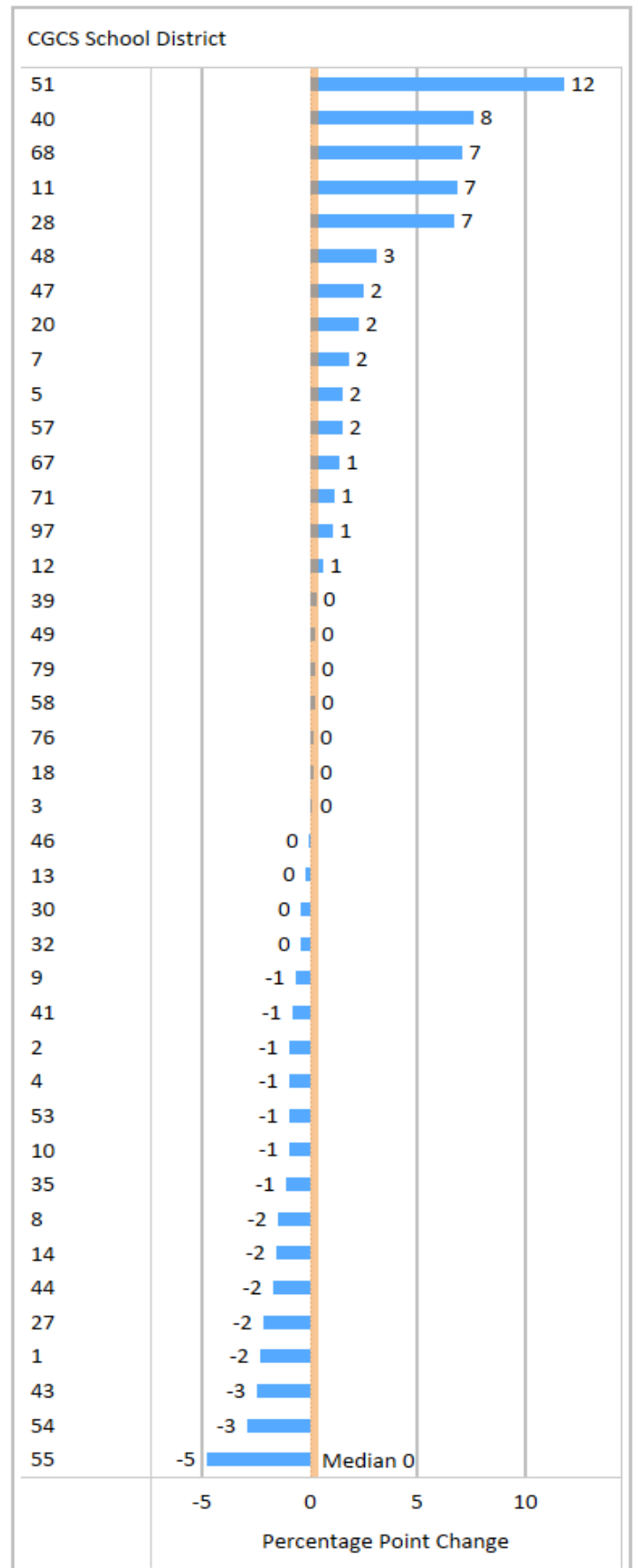
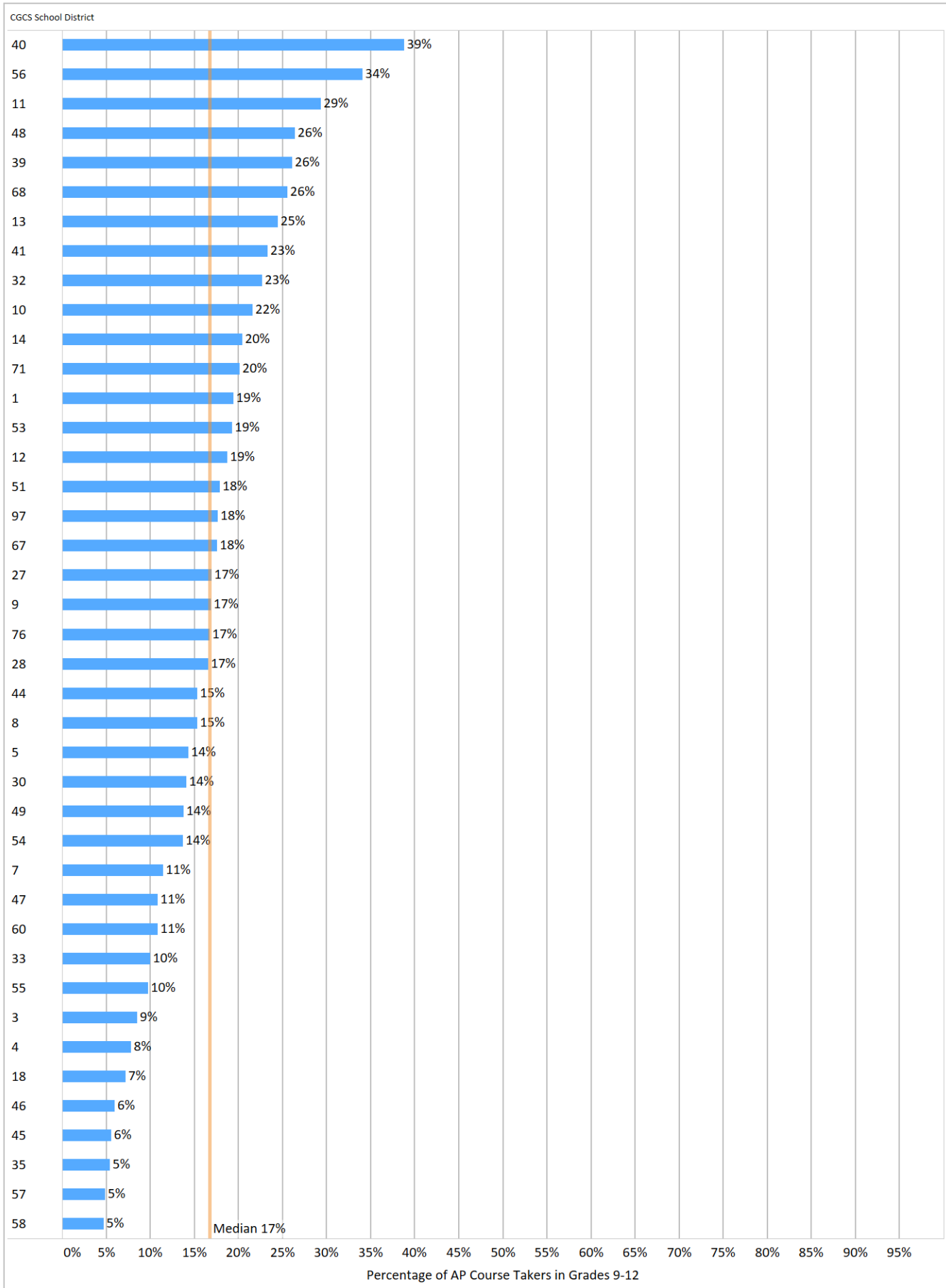


Figure 5.7. Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses, 2016-17

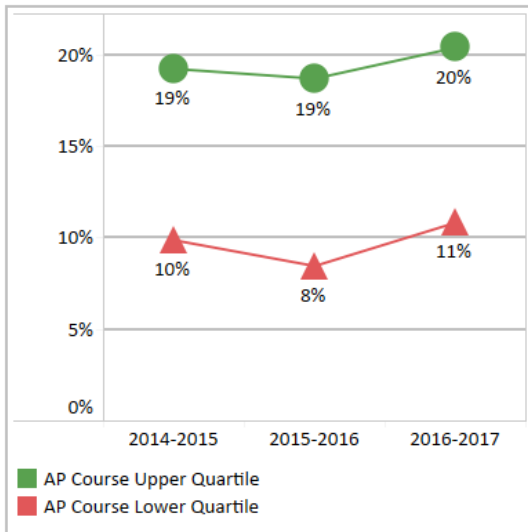


**Percentage of Hispanic Male Secondary Students Who Took One or More AP Courses**

Note: Higher values and larger increases are desired

- Figure 5.7: Total number of Hispanic male secondary students taking at least one AP course divided by the total number of Hispanic male secondary students.
- Figure 5.8: Percentage point difference in Hispanic male secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.9: Upper and lower quartile change in Hispanic male secondary students taking one or more AP courses.

Figure 5.9. Trends in Hispanic Male Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Arlington
- Broward County
- Dallas
- Fort Worth
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Miami
- Orange County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Anchorage
- Arlington
- Atlanta
- Fort Worth
- Los Angeles
- Milwaukee
- Oklahoma City
- Orange County
- Seattle

Figure 5.8. Percentage Point Change in Hispanic Male Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17

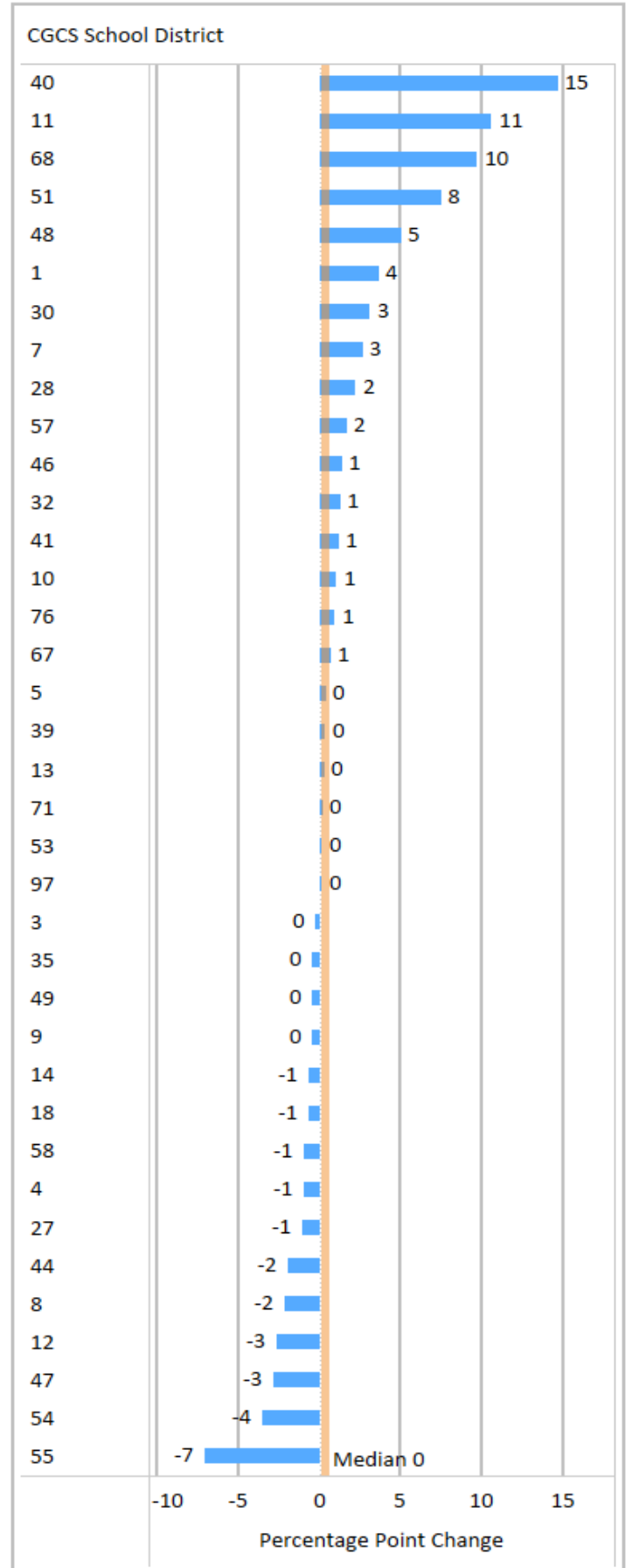
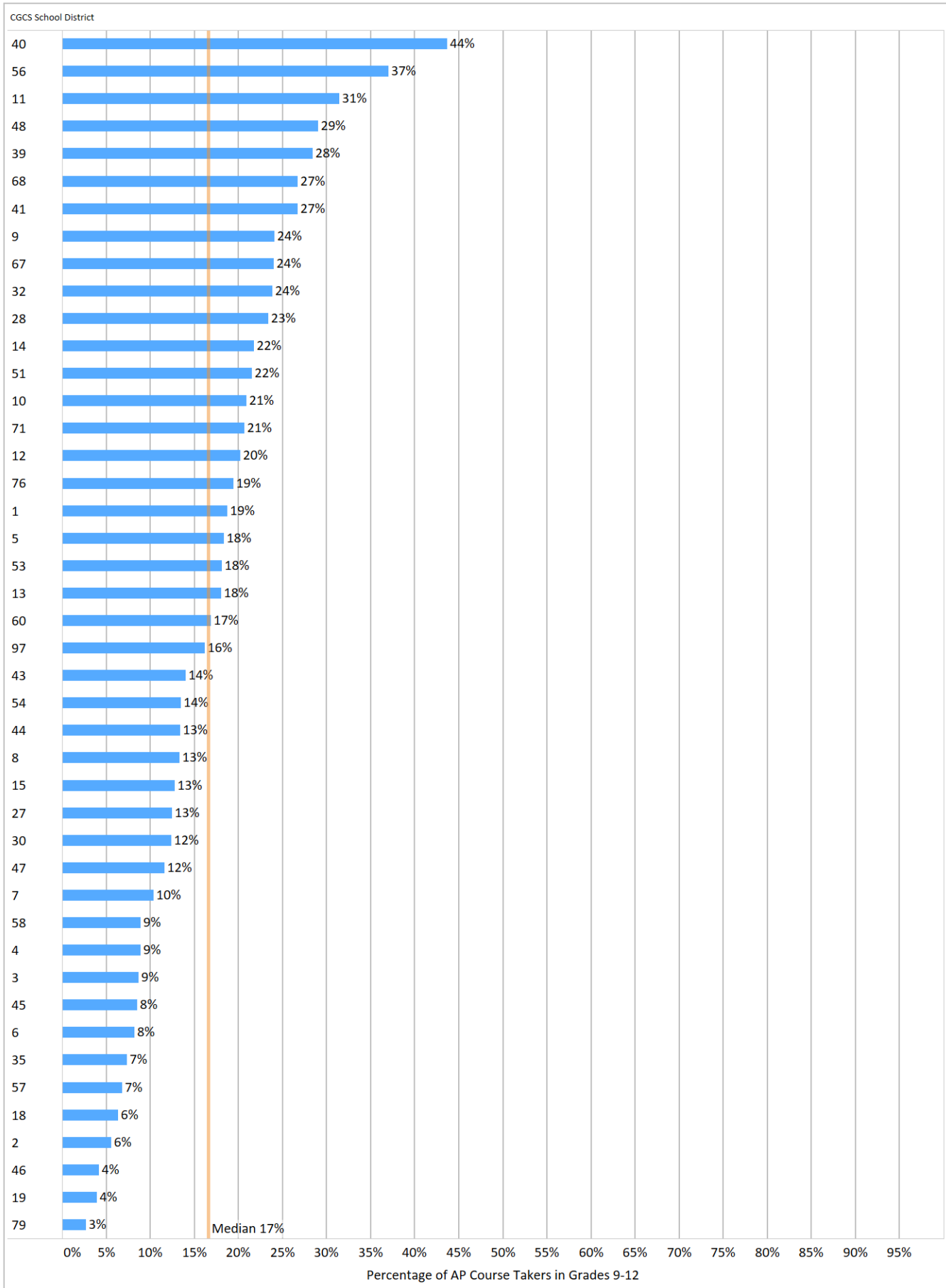




Figure 5.10. Percentage of Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses, 2016-17

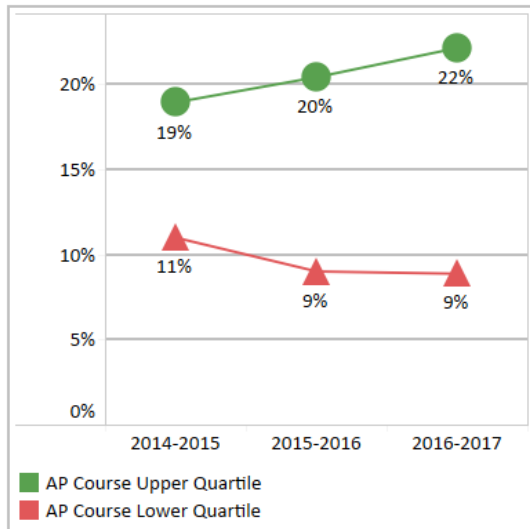


**Percentage of Free or Reduced Price Lunch (FRPL) Secondary Students Who Took One or More AP Courses**

Note: Higher values and larger increases are desired

- Figure 5.10: Total number of FRPL secondary students taking at least one AP course divided by the total number of FRPL secondary students.
- Figure 5.11: Percentage point difference in FRPL secondary students who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.12: Upper and lower quartile change in FRPL secondary students taking one or more AP courses.

Figure 5.12. Trends in Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Arlington
- Atlanta
- Clark County
- Dallas
- Fort Worth
- Fresno
- Houston
- Long Beach
- Los Angeles
- Miami
- Orange County

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Arlington
- Atlanta
- Clark County
- Fort Worth
- Los Angeles
- Oklahoma City
- Orange County
- Portland

Figure 5.11. Percentage Point Change in Free or Reduced Price Lunch Secondary Students Who Took One or More AP Courses, 2014-15 to 2016-17

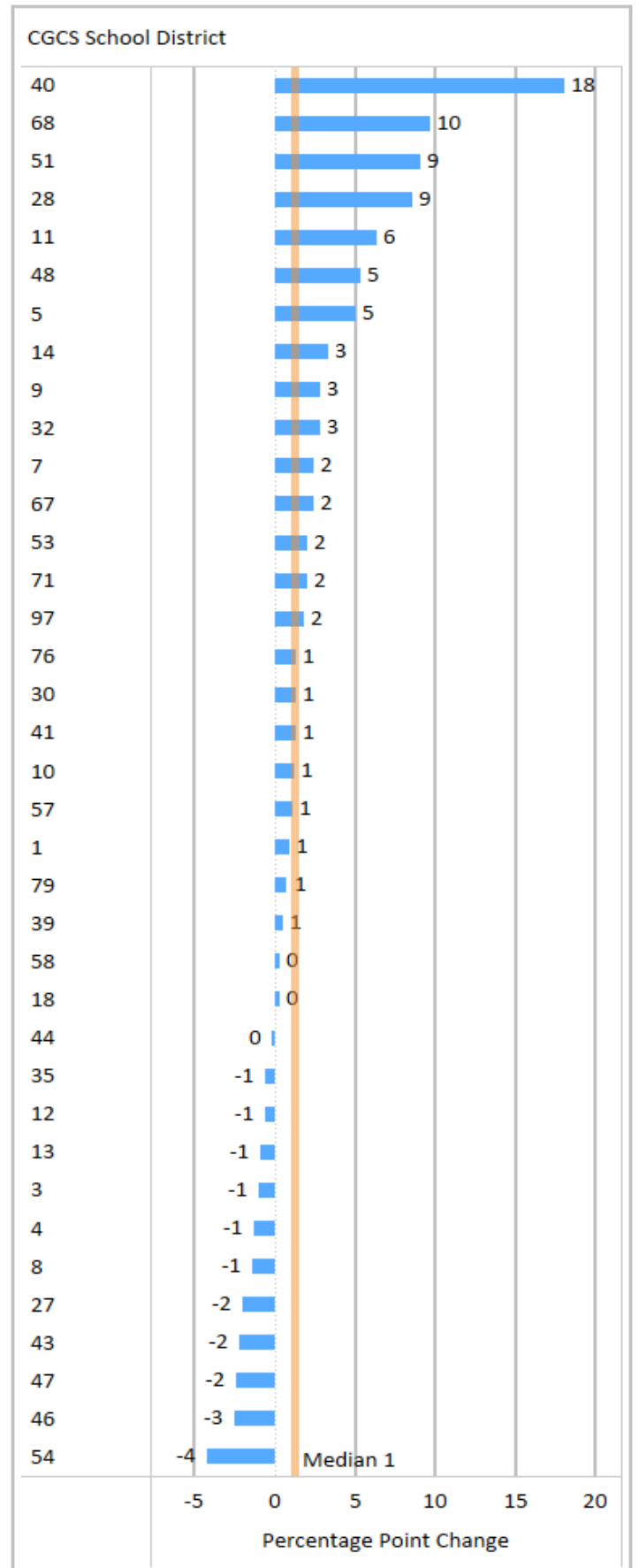
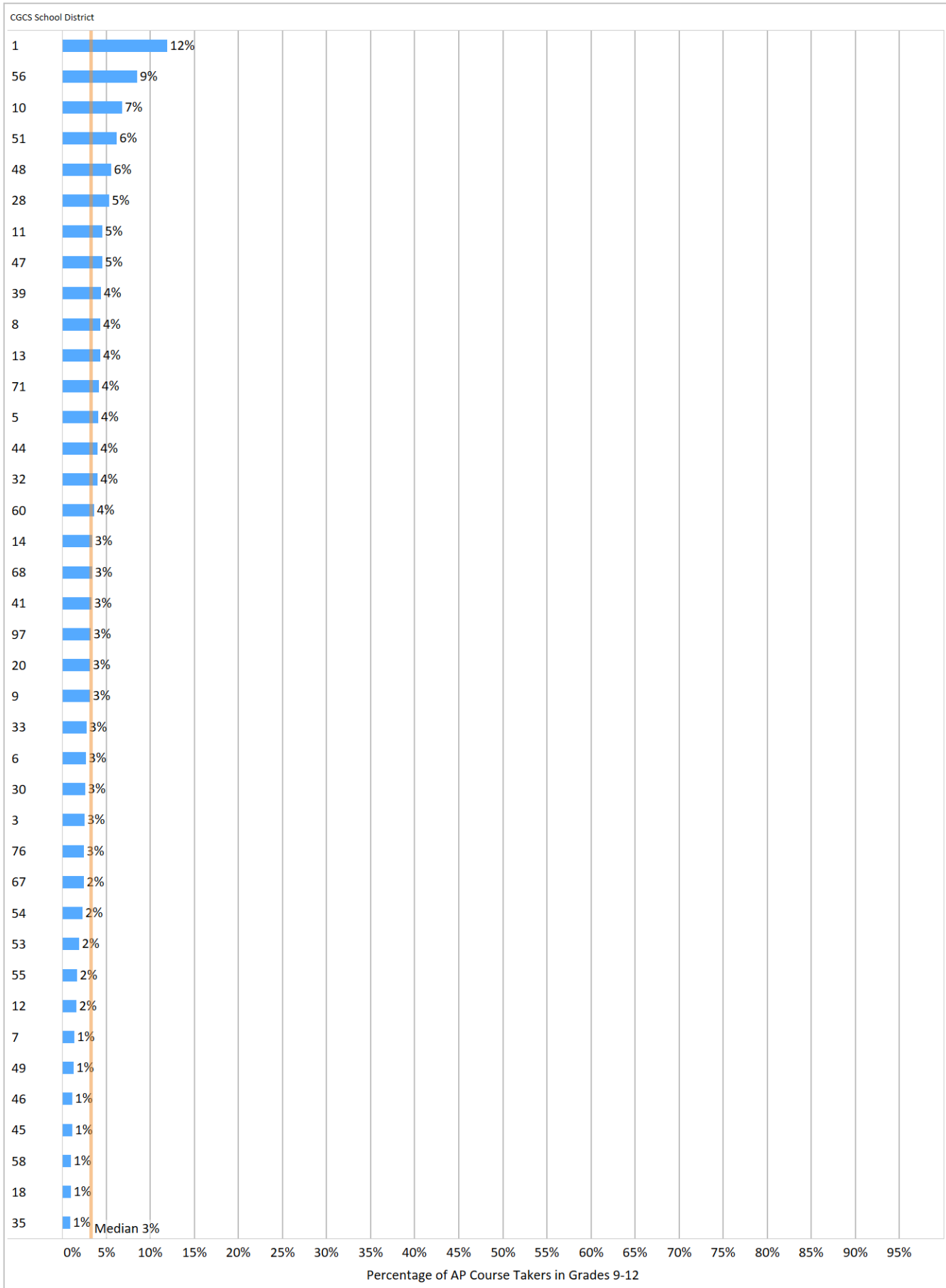


Figure 5.13. Percentage of Secondary Students with Disabilities Who Took One or More AP Courses, 2016-17

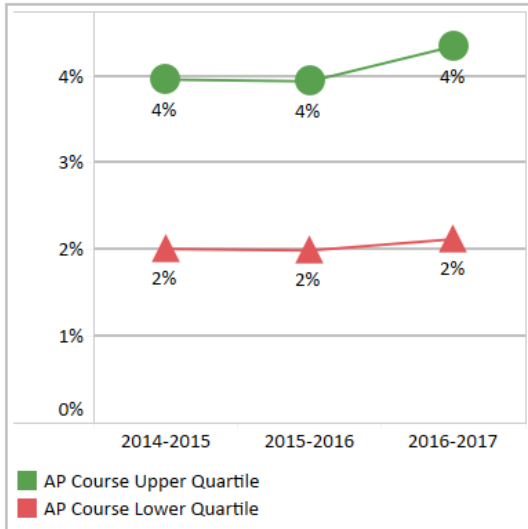


**Percentage of Secondary Students with Disabilities Who Took One or More AP Courses**

Note: Higher values and larger increases are desired

- Figure 5.13: Total number of secondary students with disabilities taking at least one AP course divided by the total number of secondary students with disabilities.
- Figure 5.14: Percentage point difference in secondary students with disabilities who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.15: Upper and lower quartile change in secondary students with disabilities taking one or more AP

Figure 5.15. Trends in Students with Disabilities Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Atlanta
- Hillsborough County
- Houston
- Long Beach
- Los Angeles
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Seattle

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Arlington
- Atlanta
- Austin
- Cincinnati
- Los Angeles
- Nashville
- Oklahoma City
- Seattle

Figure 5.14. Percentage Point Change in Secondary Students with Disabilities Who Took One or More AP Courses, 2014-15 to 2016-17

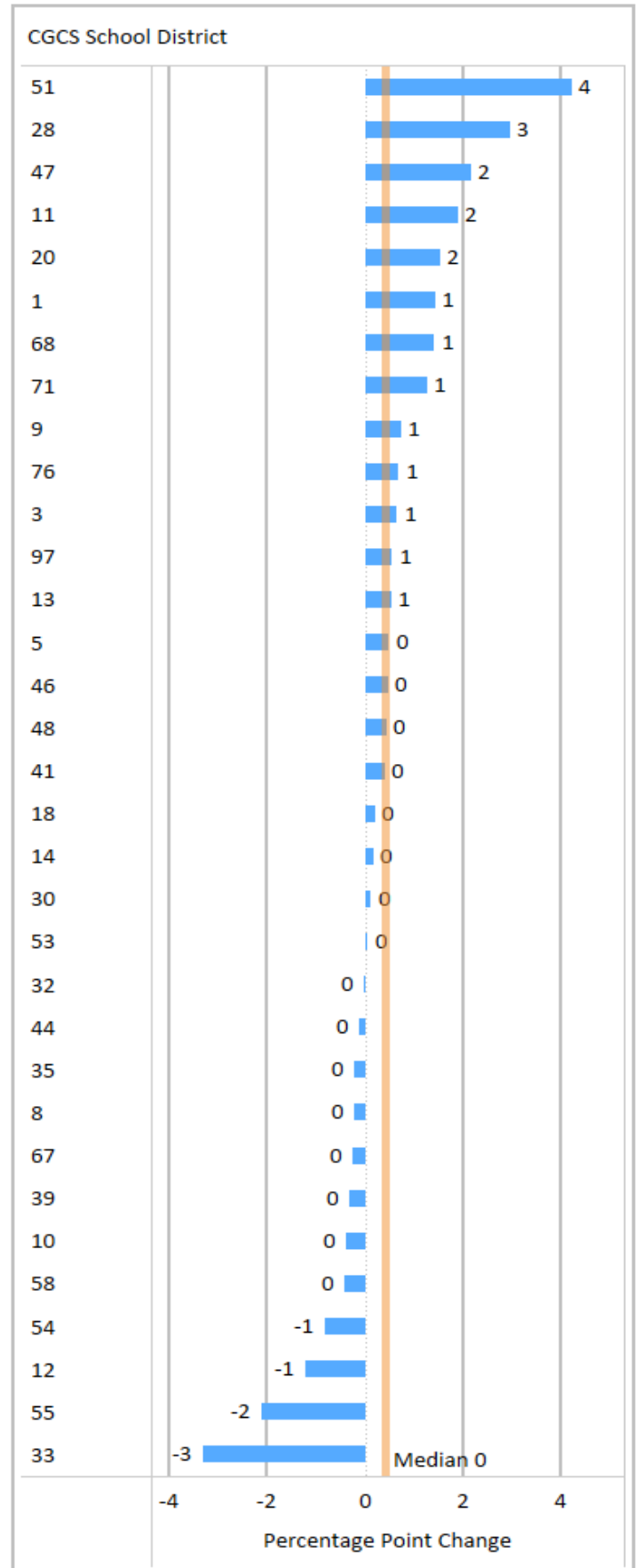
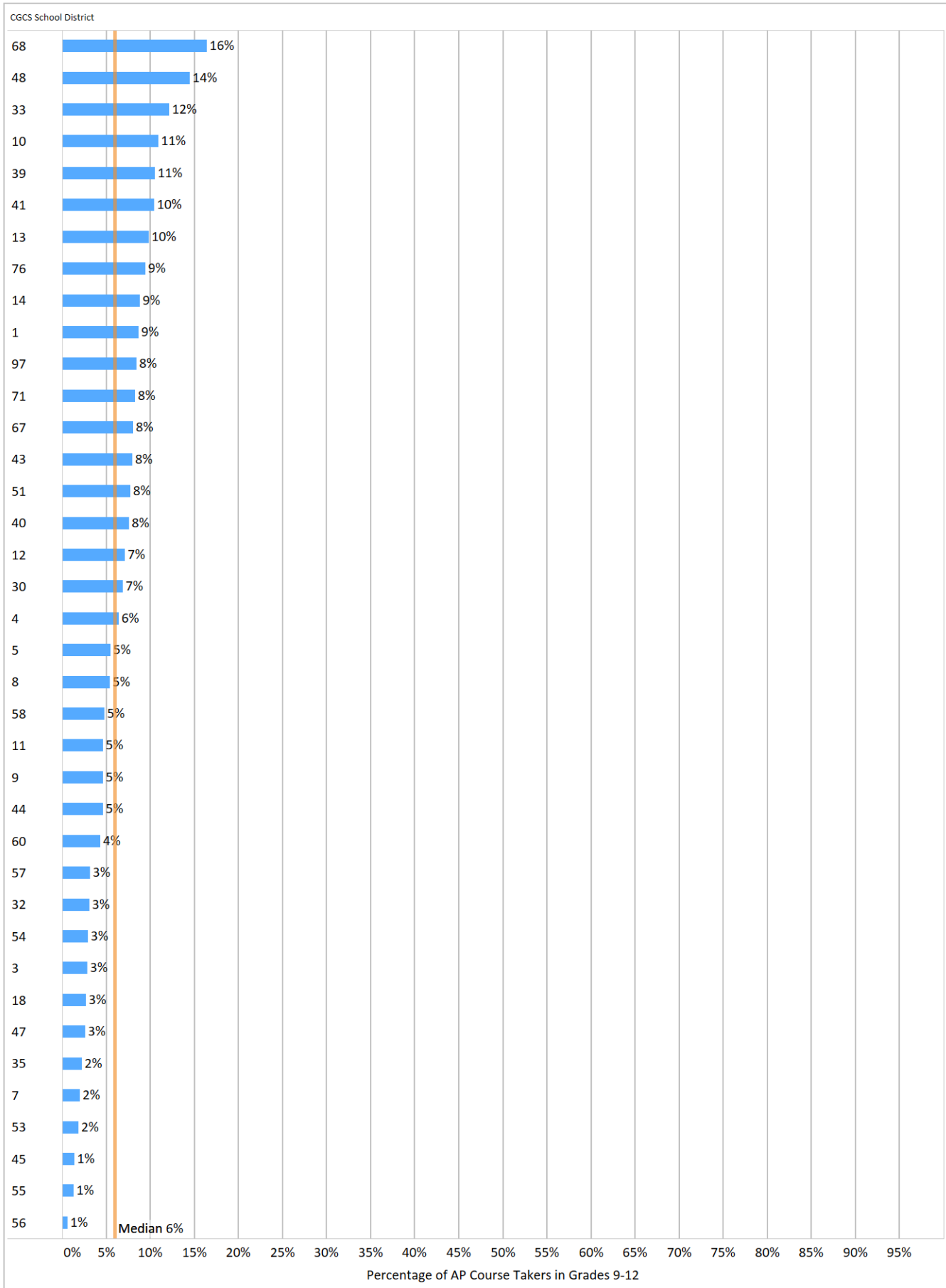


Figure 5.16. Percentage of Secondary English Learners Who Took One or More AP Courses, 2016-17

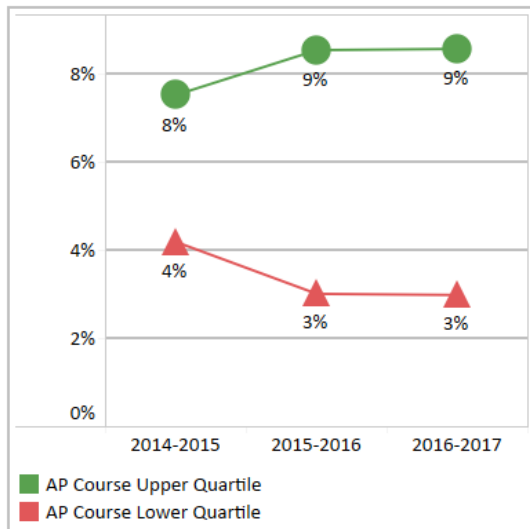


### Percentage of Secondary English Learners Who Took One or More AP Courses

Note: Higher values and larger increases are desired

- Figure 5.16: Total number of secondary English learners taking at least one AP course divided by the total number of secondary English learners.
- Figure 5.17: Percentage point difference in secondary English learners who took one or more AP courses between 2014-15 and 2016-17.
- Figure 5.18: Upper and lower quartile change in secondary English learners taking one or more AP courses.

Figure 5.18. Trends in Secondary English Learners Who Took One or More AP Courses by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Arlington
- Broward County
- Dallas
- Hillsborough County
- Houston
- Indianapolis
- Orange County
- San Antonio

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Arlington
- Fort Worth
- Hillsborough County
- Indianapolis
- Milwaukee
- Oklahoma City
- Orange County
- Pinellas

Figure 5.17. Percentage Point Change in Secondary English Learners Who Took One or More AP Courses, 2014-15 to 2016-17

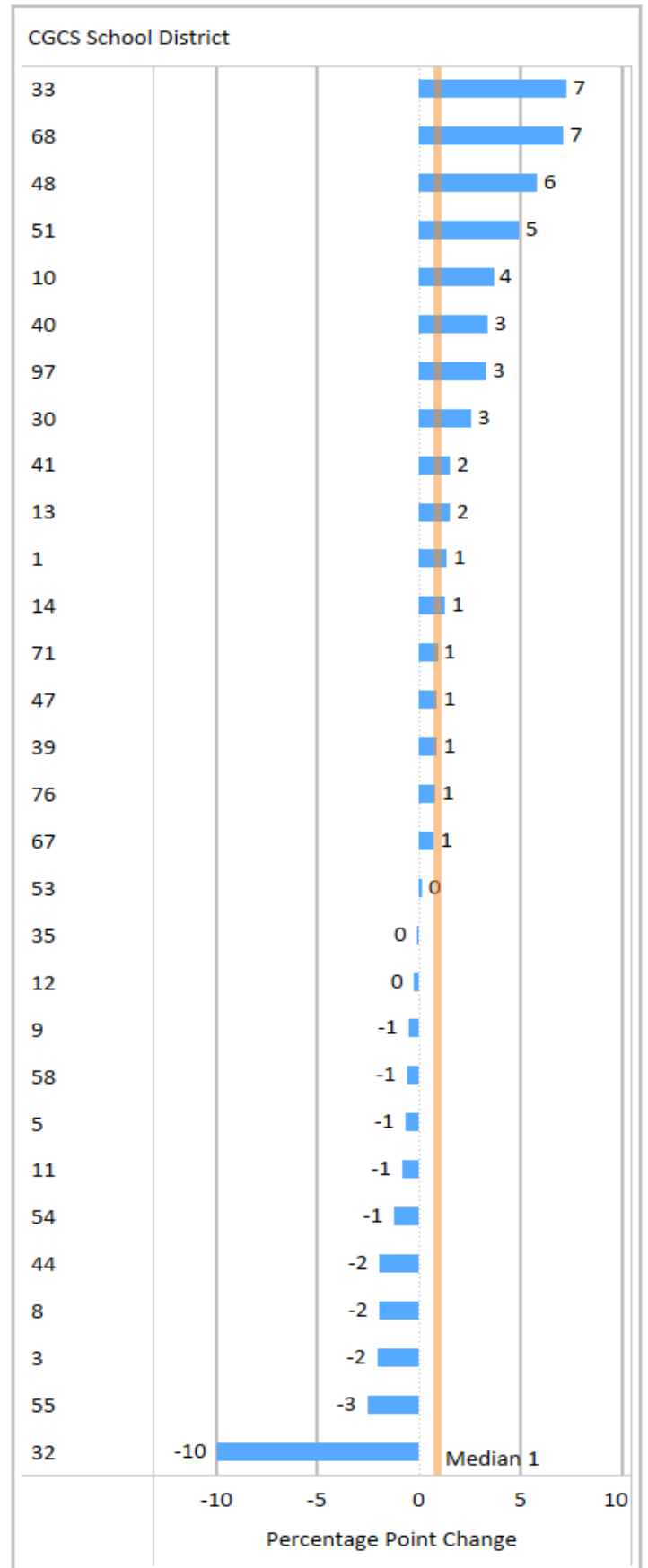
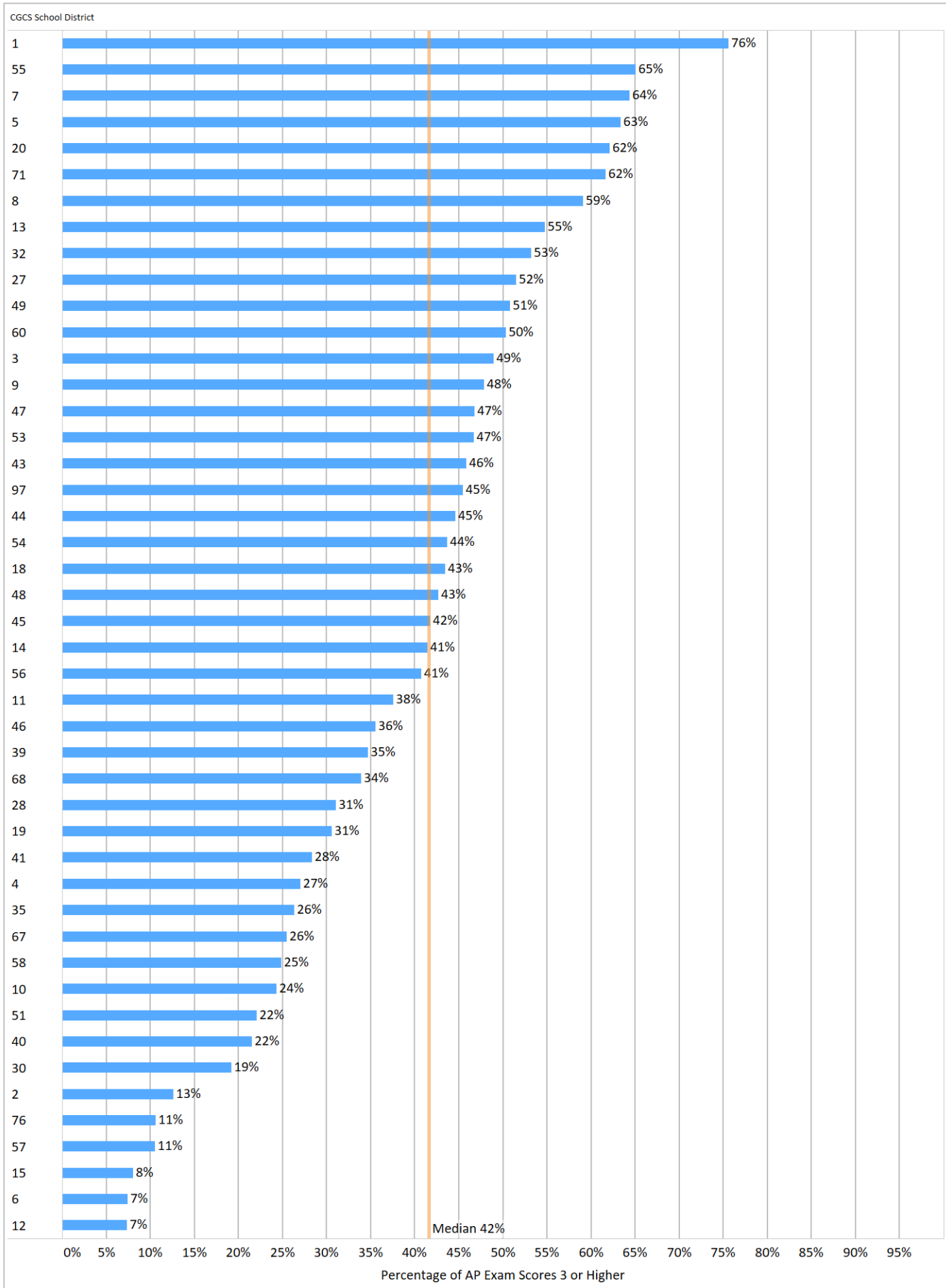


Figure 6.1. Percentage of All AP Exam Scores That Were Three or Higher, 2016-17

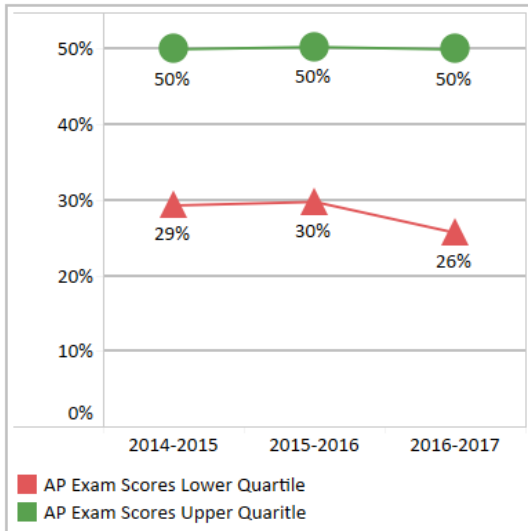


### Percentage of All AP Exam Scores That Were a Three or Higher

Note: Higher values and larger increases are desired

- Figure 6.1: Total number of AP exam scores that were three or higher divided by the total number of AP exam scores.
- Figure 6.2: Percentage point difference in AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.3: Upper and lower quartile change in AP exam scores that were three or higher.

Figure 6.3. Trends in the Percentage of All AP Exam Scores That Were Three or Higher by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Anchorage
- Austin
- Broward County
- Charlotte
- Mecklenburg
- Cincinnati
- Guilford County
- Miami
- Norfolk
- Palm Beach
- Portland
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Baltimore City
- Charlotte
- Mecklenburg
- Chicago
- Norfolk
- Portland
- San Antonio
- Seattle
- St. Paul

Figure 6.2. Percentage Point Change in All AP Exam Scores That Were Three or Higher, 2014-15 to 2016-17

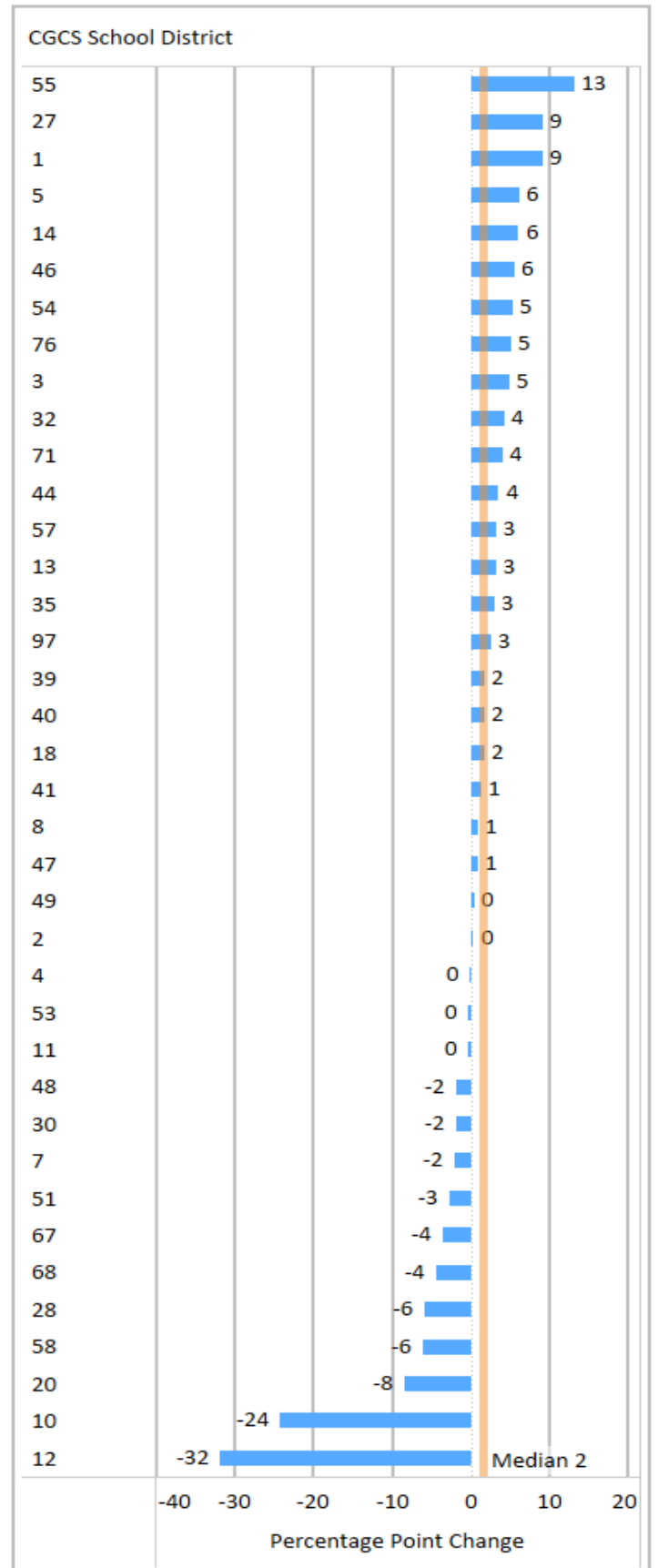
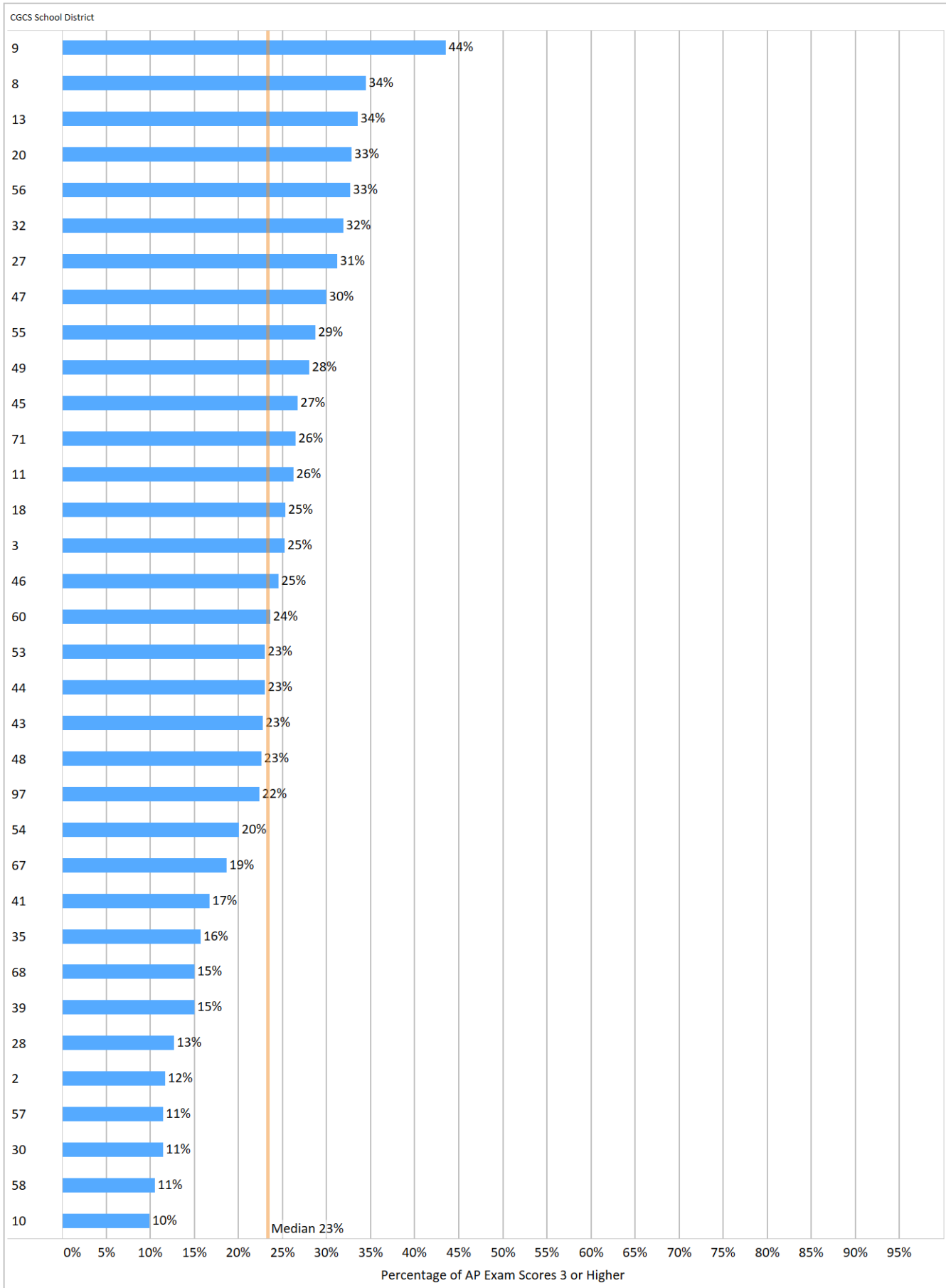




Figure 6.4. Percentage of AP Exam Scores That Were Three or Higher by Black Males, 2016-17

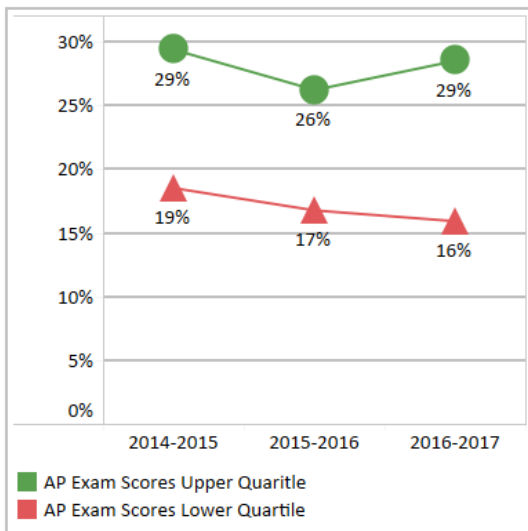


**Percentage of AP Exam Scores That Were a Three or Higher by Black Males**

Note: Higher values and larger increases are desired

- Figure 6.4: Total number of Black male AP exam scores that were three or higher divided by the total number of Black male AP exam scores.
- Figure 6.5: Percentage point difference in Black male AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.6: Upper and lower quartile change in Black male AP exam scores that were three or higher.

Figure 6.6. Trends in the Percentage of AP Exam Scores That Were Three or Higher by Black Male by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Broward County
- Cincinnati
- Clark County
- Long Beach
- Miami
- Nashville
- Norfolk
- Palm Beach

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Broward County
- Charlotte
- Mecklenburg
- Cleveland
- Duval County
- Guilford County
- Houston
- Miami
- Norfolk

Figure 6.5. Percentage Point Change in AP Exam Scores That Were Three or Higher by Black Males, 2014-15 to 2016-17

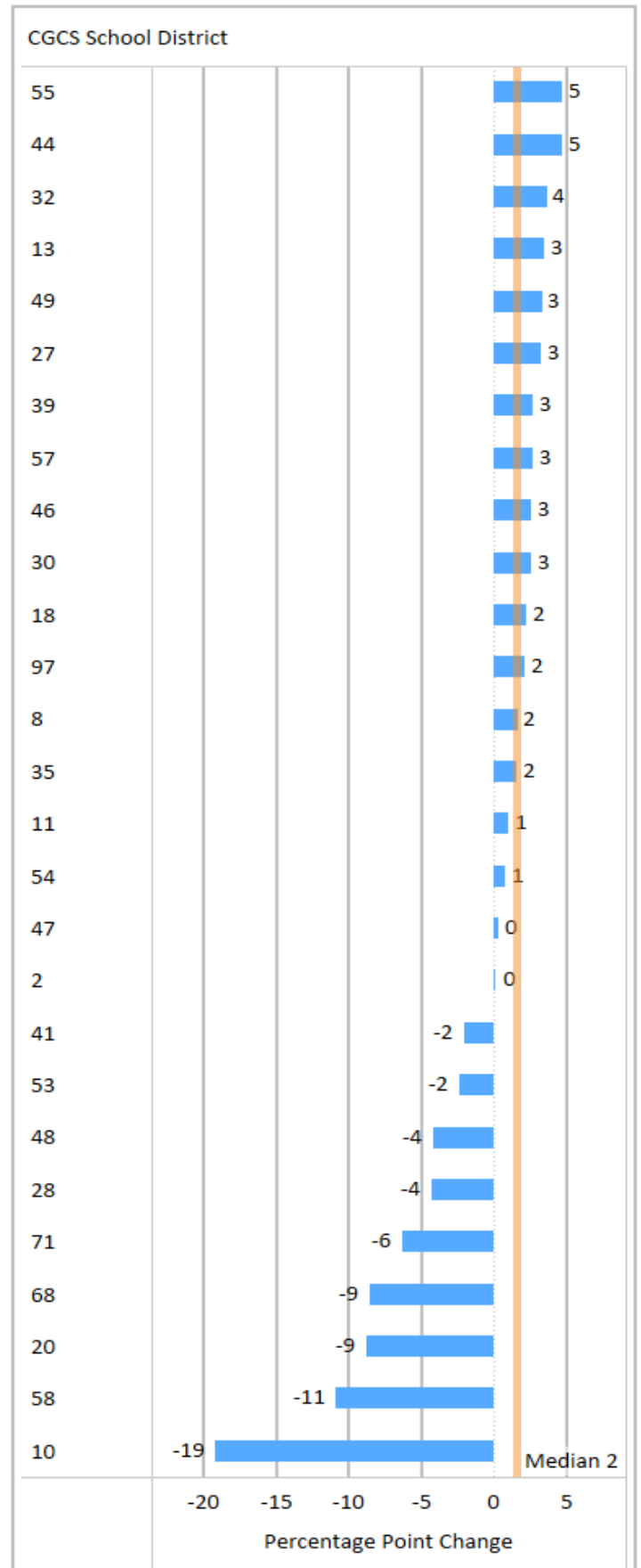
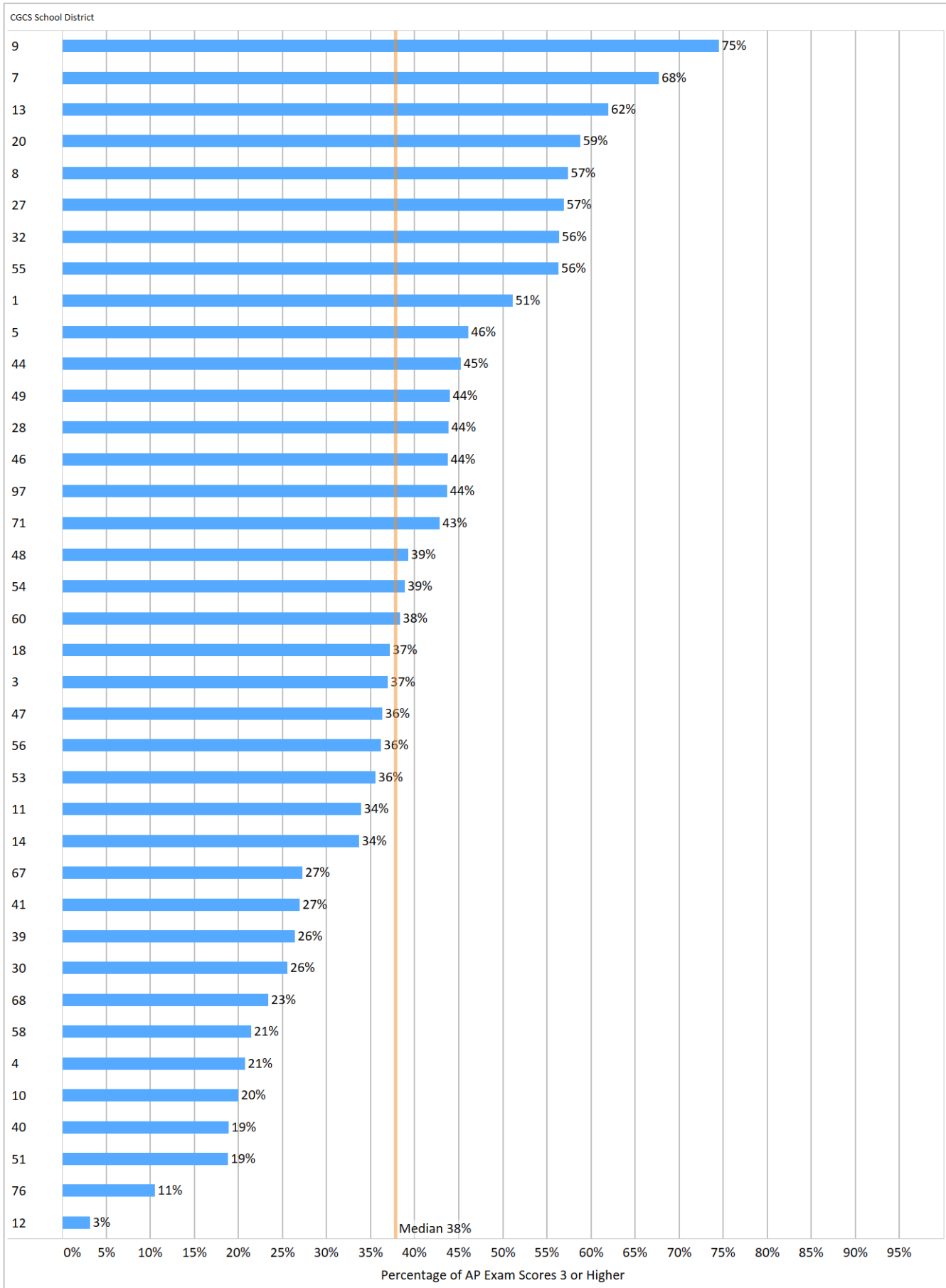


Figure 6.7. Percentage of AP Exam Scores That Were Three or Higher by Hispanic Males, 2016-17

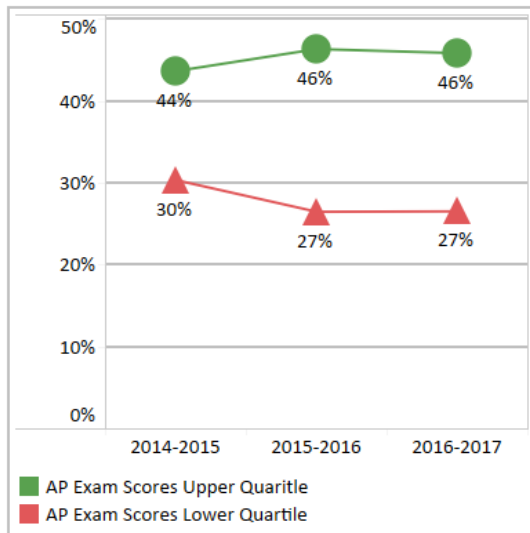


**Percentage of AP Exam Scores That Were a Three or Higher by Hispanic Males**

Note: Higher values and larger increases are desired

- Figure 6.7: Total number of Hispanic male AP exam scores that were three or higher divided by the total number of Hispanic male AP exam scores.
- Figure 6.8: Percentage point difference in Hispanic male AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.9: Upper and lower quartile change in AP exam scores that were three or higher among Hispanic males.

Figure 6.9. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Hispanic Males by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Anchorage
- Broward County
- Charlotte
- Mecklenburg
- Cincinnati
- Clark County
- Miami
- Norfolk
- Palm Beach
- Seattle

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Austin
- Charlotte
- Mecklenburg
- Chicago
- Duval County
- Fort Worth
- Miami
- Norfolk
- Pinellas
- Wichita

Figure 6.8. Percentage Point Change in AP Exam Scores That Were Three or Higher by Hispanic Males, 2014-15 to 2016-17

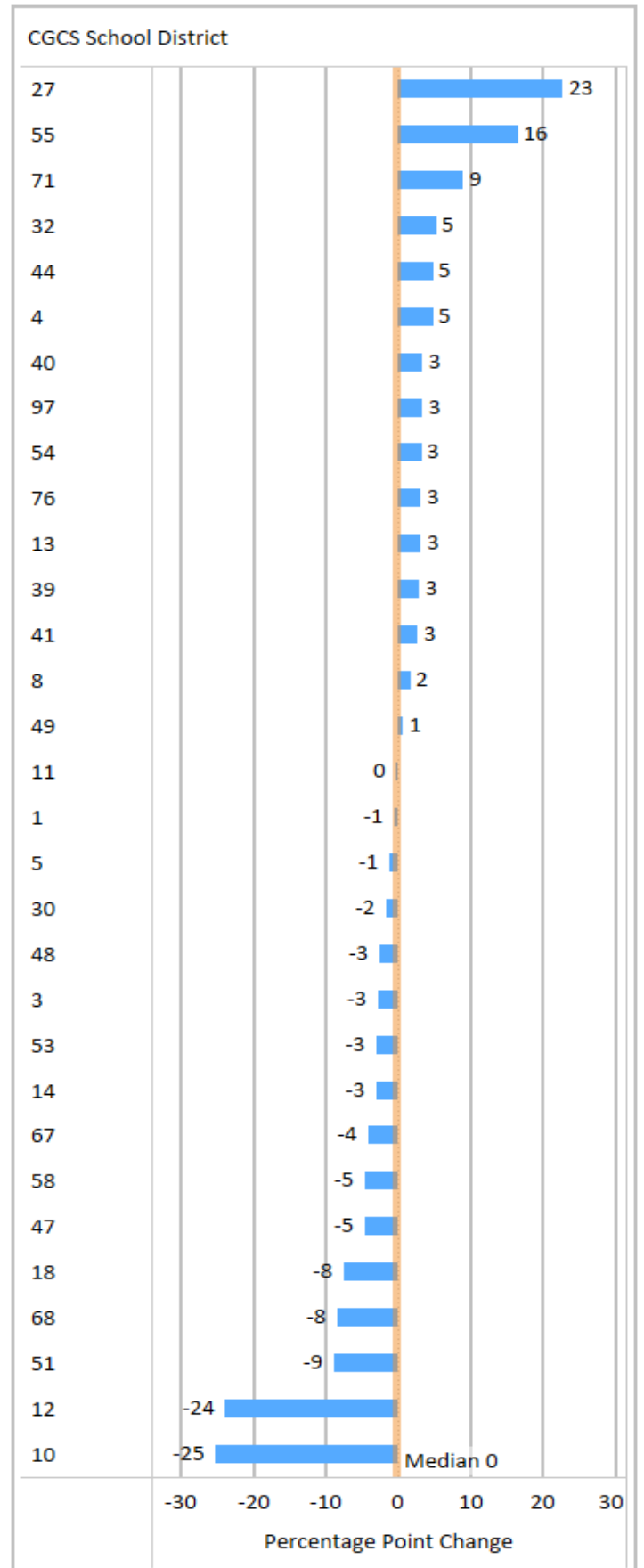
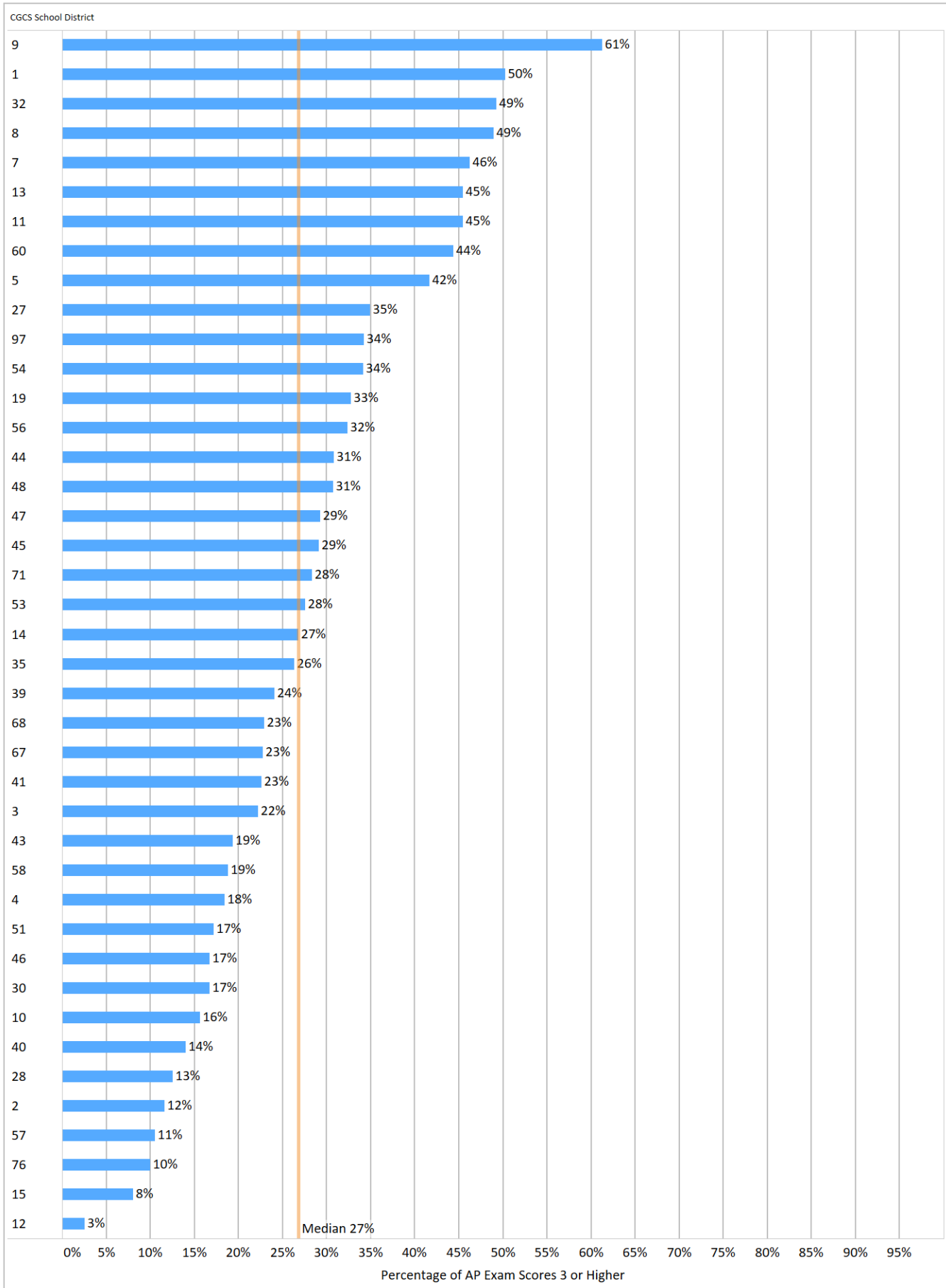


Figure 6.10. Percentage of AP Exam Scores That Were Three or Higher by Free or Reduced Price Lunch Eligible Students, 2016-17

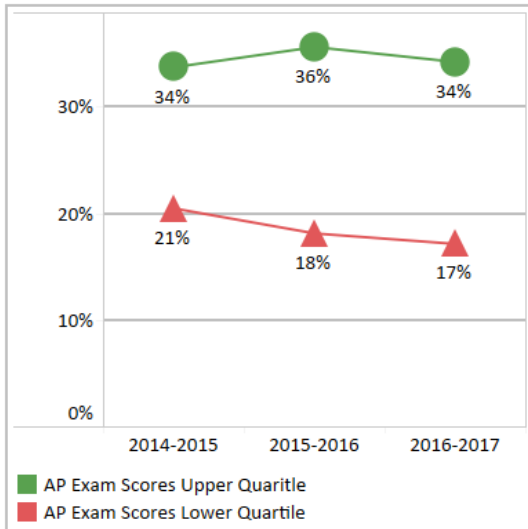


**Percentage of AP Exam Scores That Were a Three or Higher by Free or Reduced Price Lunch (FRPL) Eligible Students**

Note: Higher values and larger increases are desired

- Figure 6.10: Total number of FRPL AP exam scores that were three or higher divided by the total number of FRPL AP exam scores.
- Figure 6.11: Percentage point difference in FRPL AP exam scores that were three or higher between 2014-15 and 2016-17.
- Figure 6.12: Upper and lower quartile change in AP exam scores that were three or higher among FRPL students.

Figure 6.12. Trends in the Percentage of AP Exam Scores That Were Three or Higher Among Free or Reduced Price Lunch Eligible Students by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Anchorage
- Broward County
- Clark County
- Los Angeles
- Miami
- New York
- Norfolk
- Palm Beach
- Portland
- Seattle

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Broward County
- Chicago
- Cleveland
- Duval County
- Los Angeles
- Miami
- Norfolk
- Pinellas
- Seattle

Figure 6.11. Percentage Point Change in AP Exam Scores That Were Three or Higher by Free or Reduced Price Lunch Eligible Students, 2014-15 to 2016-17

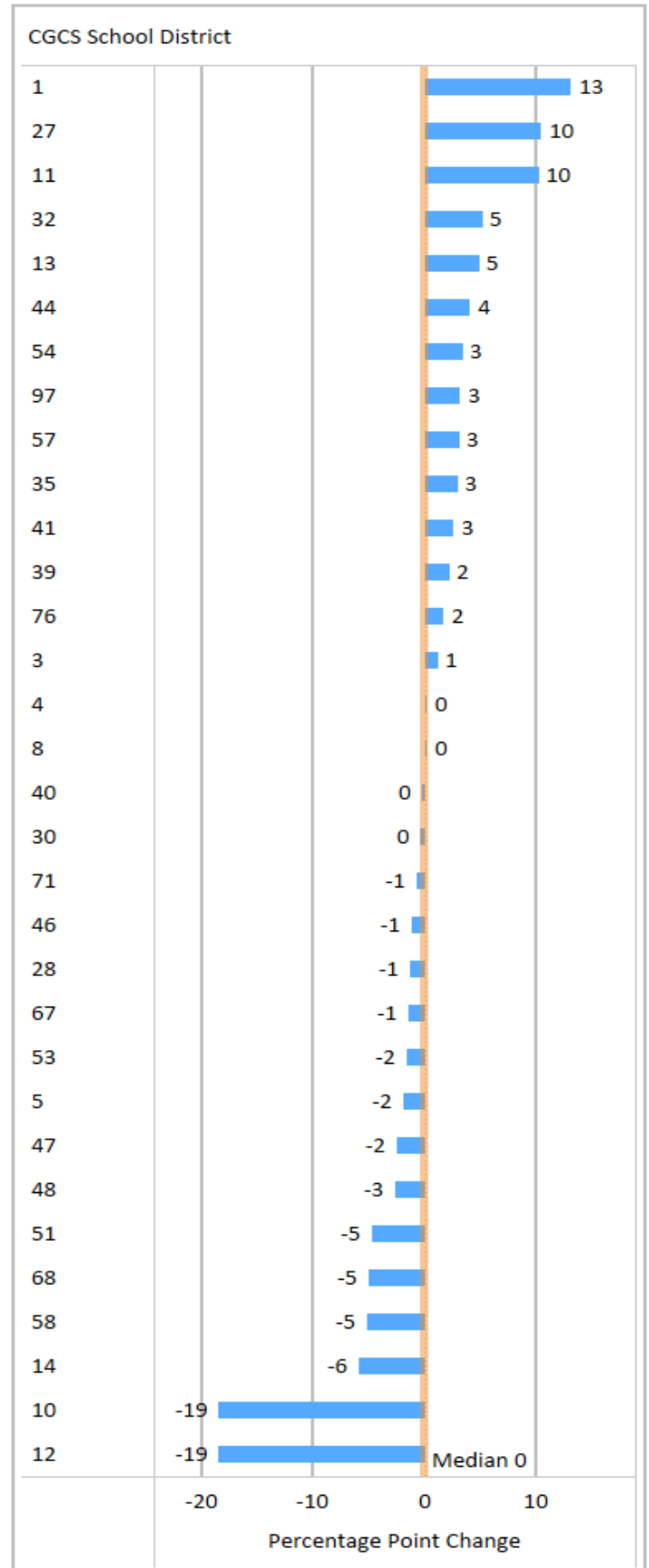
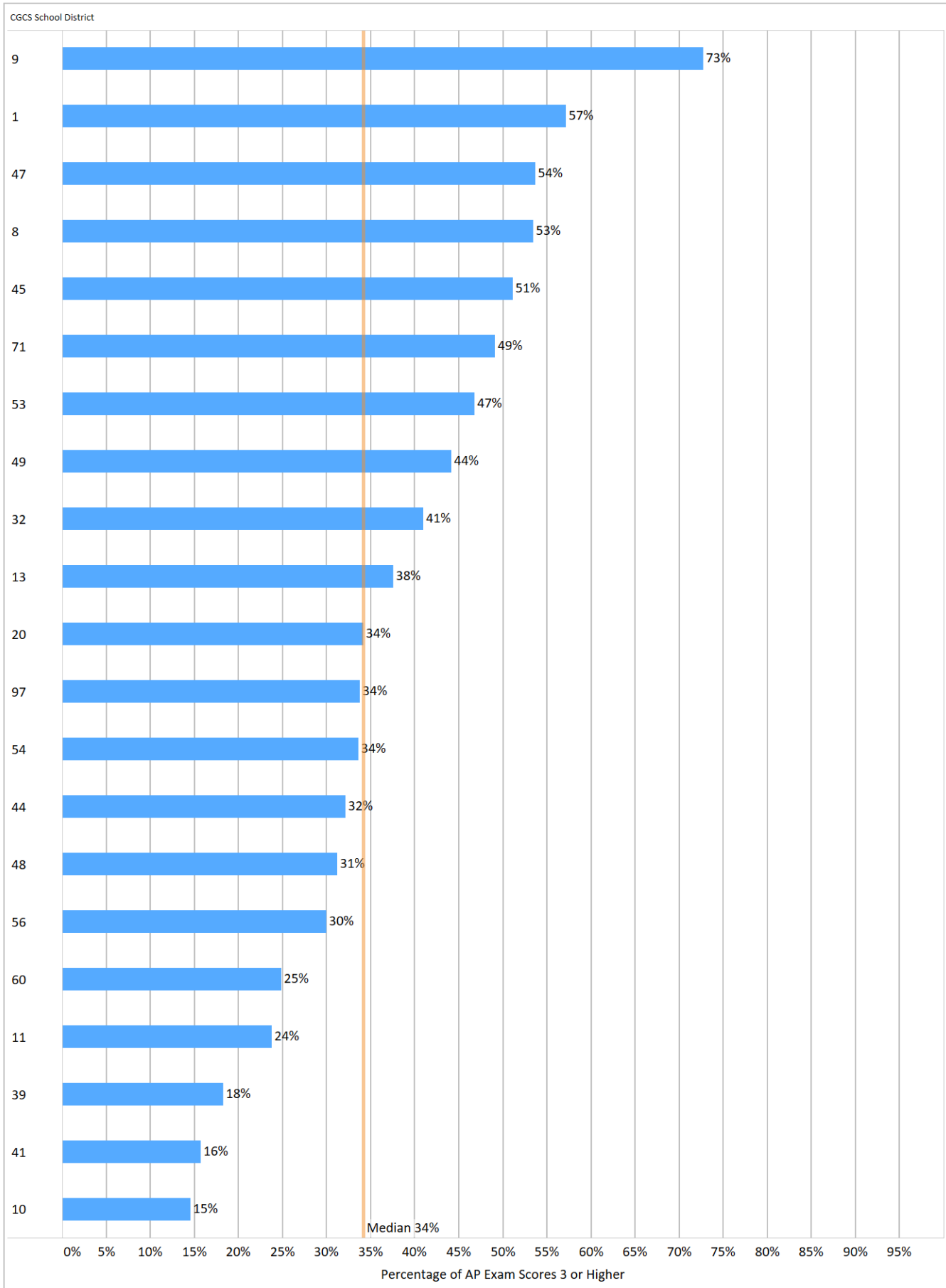


Figure 6.13. Percentage of AP Exam Scores That Were Three or Higher by Students with Disabilities, 2016-17

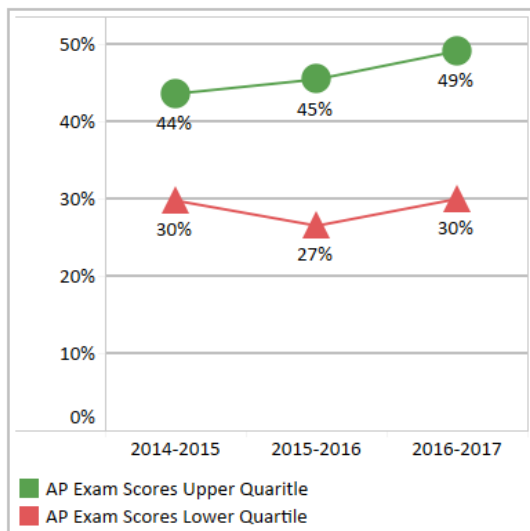


**Percentage of AP Exam Scores That Were a Three or Higher by Students with Disabilities**

Note: Higher values and larger increases are desired

- Figure 6.13: Total number of AP exam scores that were three or higher by students with disabilities divided by the total number of AP exam scores among students with disabilities.
- Figure 6.14: Percentage point difference in AP exam scores that were three or higher for students with disabilities between 2014-15 and 2016-17.
- Figure 6.15: Upper and lower quartile change in AP exam scores that were three or higher by students with disabilities.

Figure 6.15. Trends in the Percentage of AP Exam Scores That Were Three or Higher among Students with Disabilities by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Buffalo
- Clark County
- Nashville
- Palm Beach
- Seattle

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Duval County
- Palm Beach
- Seattle

Figure 6.14. Percentage Point Change in AP Exam Scores That Were a Three or Higher by Students with Disabilities, 2014-15 to 2016-17

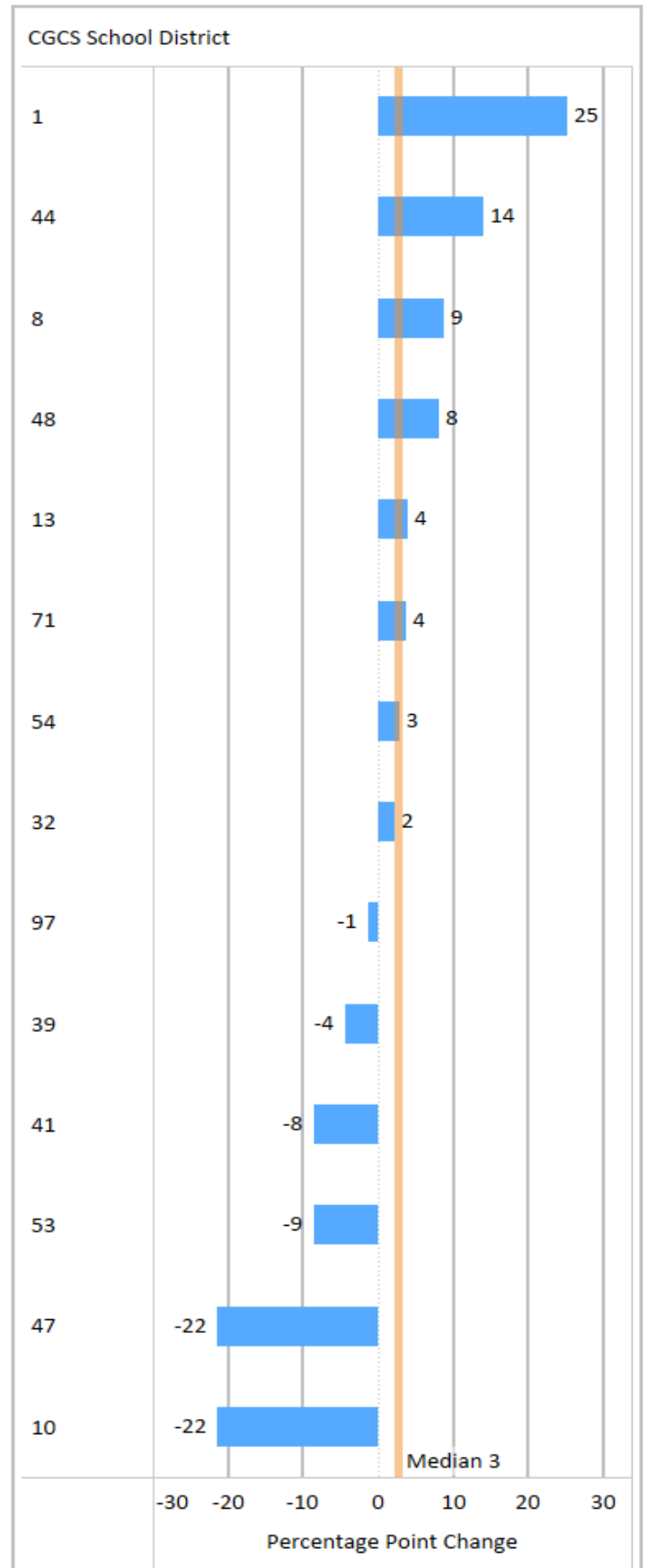
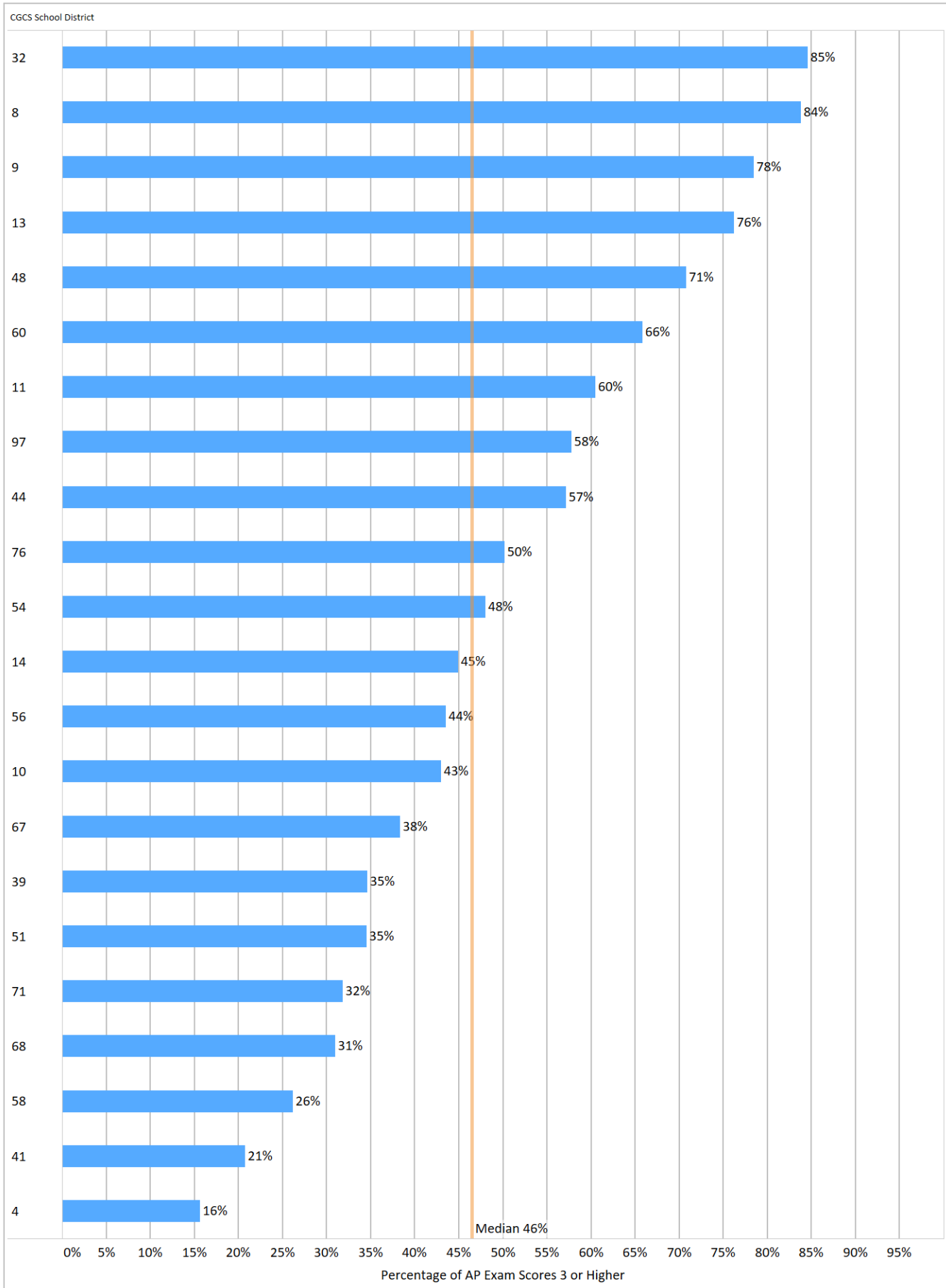




Figure 6.16. Percentage of AP Exam Scores That Were Three or Higher by English Learners, 2016-17

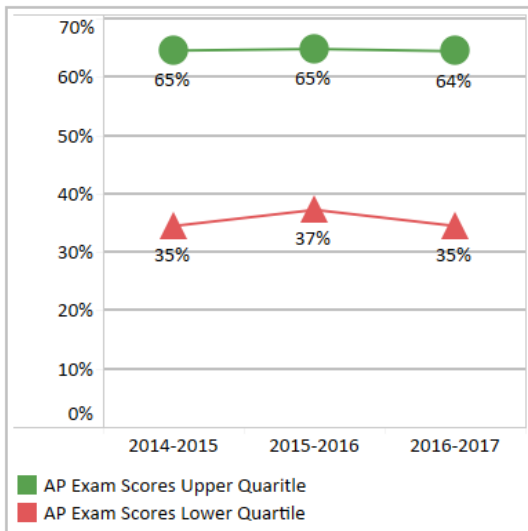


**Percentage of AP Exam Scores That Were a Three or Higher by English Learners**

Note: Higher values and larger increases are desired

- Figure 6.16: Total number of AP exam scores that were three or higher by English learners divided by the total number of English learner AP exam scores.
- Figure 6.17: Percentage point difference in AP exam scores that were three or higher by English learners between 2014-15 and 2016-17.
- Figure 6.18: Upper and lower quartile change in AP exam scores that were three or higher by English learners.

Figure 6.18. Trends in the Percentage of AP Exam Scores That Were Three or Higher among English Learners by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Broward County
- Clark County
- Miami
- Orange County
- Palm Beach

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Broward County
- Los Angeles
- Palm Beach
- San Antonio

Figure 6.17. Percentage Point Change in AP Exam Scores That Were Three or Higher by English Learners, 2014-15 to 2016-17

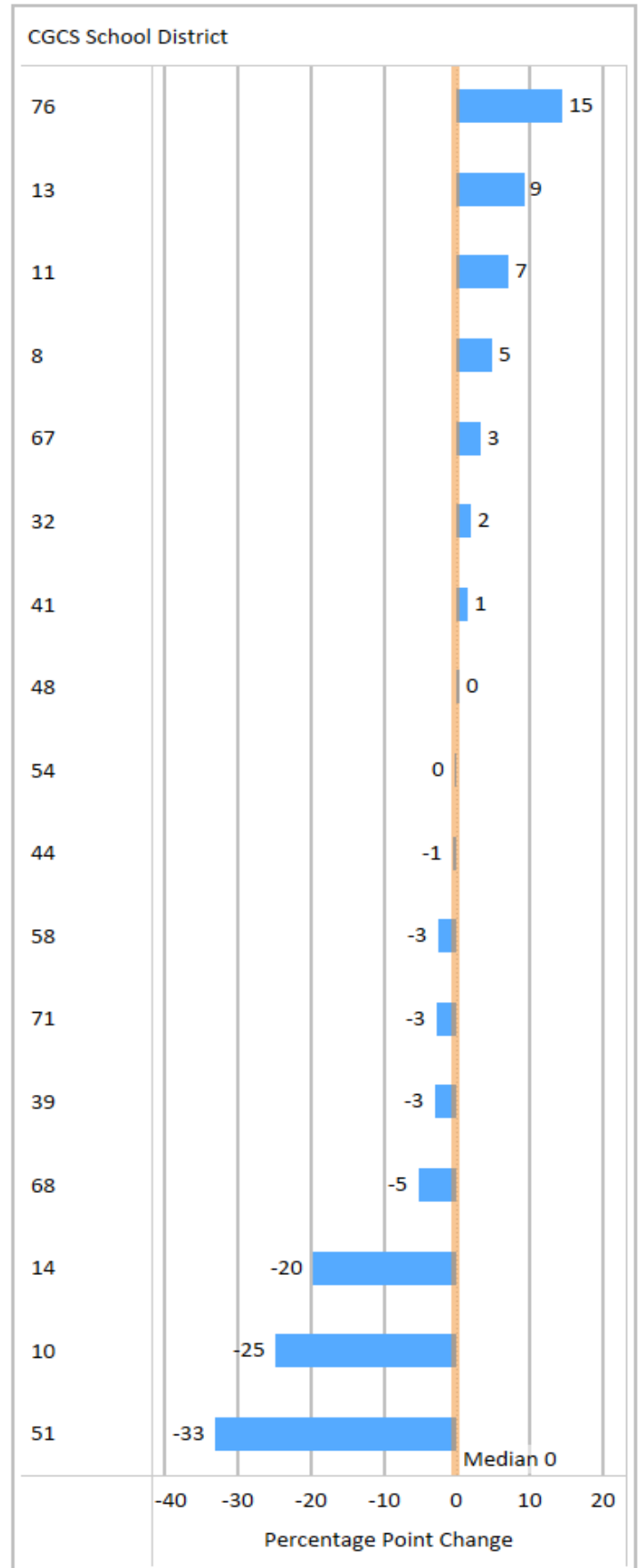
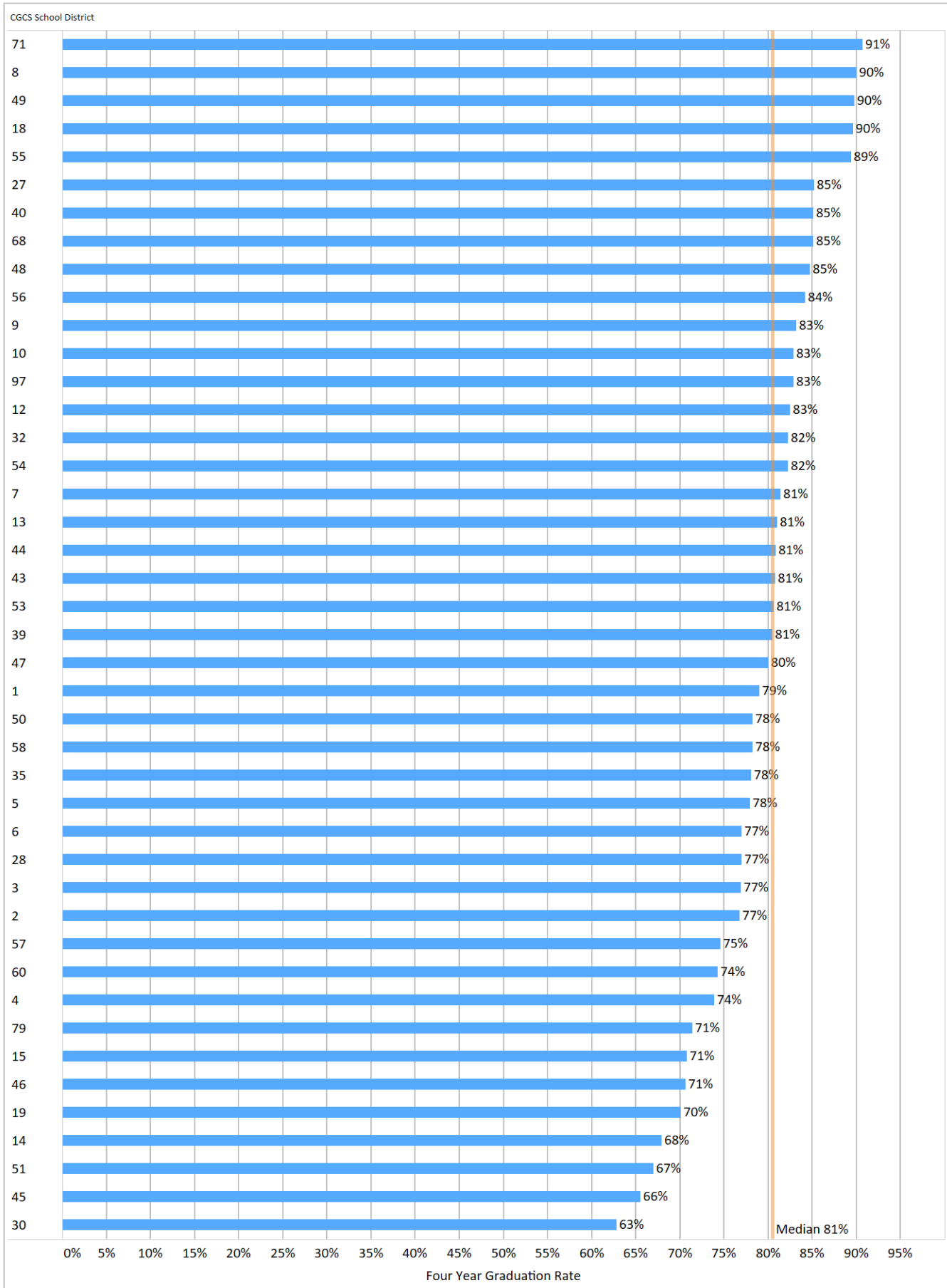


Figure 7.1. Four Year Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17

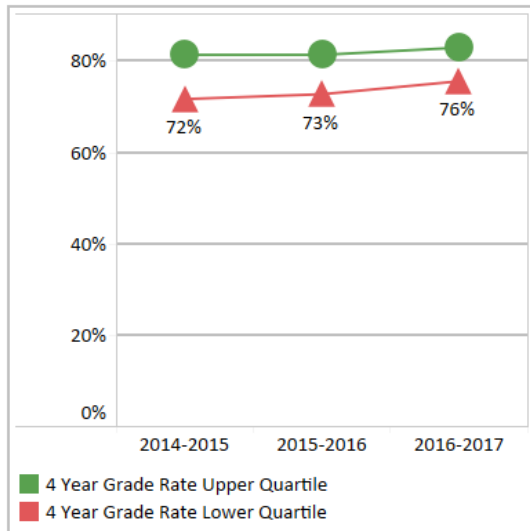


### Four Year Cohort Graduation Rate

Note: Higher values and larger increases are desired

- Figure 7.1: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.2: Percentage point difference in four year cohort graduation rates for all students between 2014-15 and 2016-17.
- Figure 7.3: Upper and lower quartile change in four year cohort graduation rates for all students.

Figure 7.3. Trends in Four Year Cohort Graduation Rates for All Students by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte
- Mecklenburg
- Clark County
- Fort Worth
- Guilford County
- Long Beach
- Norfolk
- Orange County
- Palm Beach
- Shelby County

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Chicago
- Clark County
- Cleveland
- Hillsborough County
- Orange County
- Philadelphia
- Pittsburgh
- Shelby County

Figure 7.2. Percentage Point Change in the Four Year Cohort Graduation Rates for All Students, 2014-15 to 2016-17

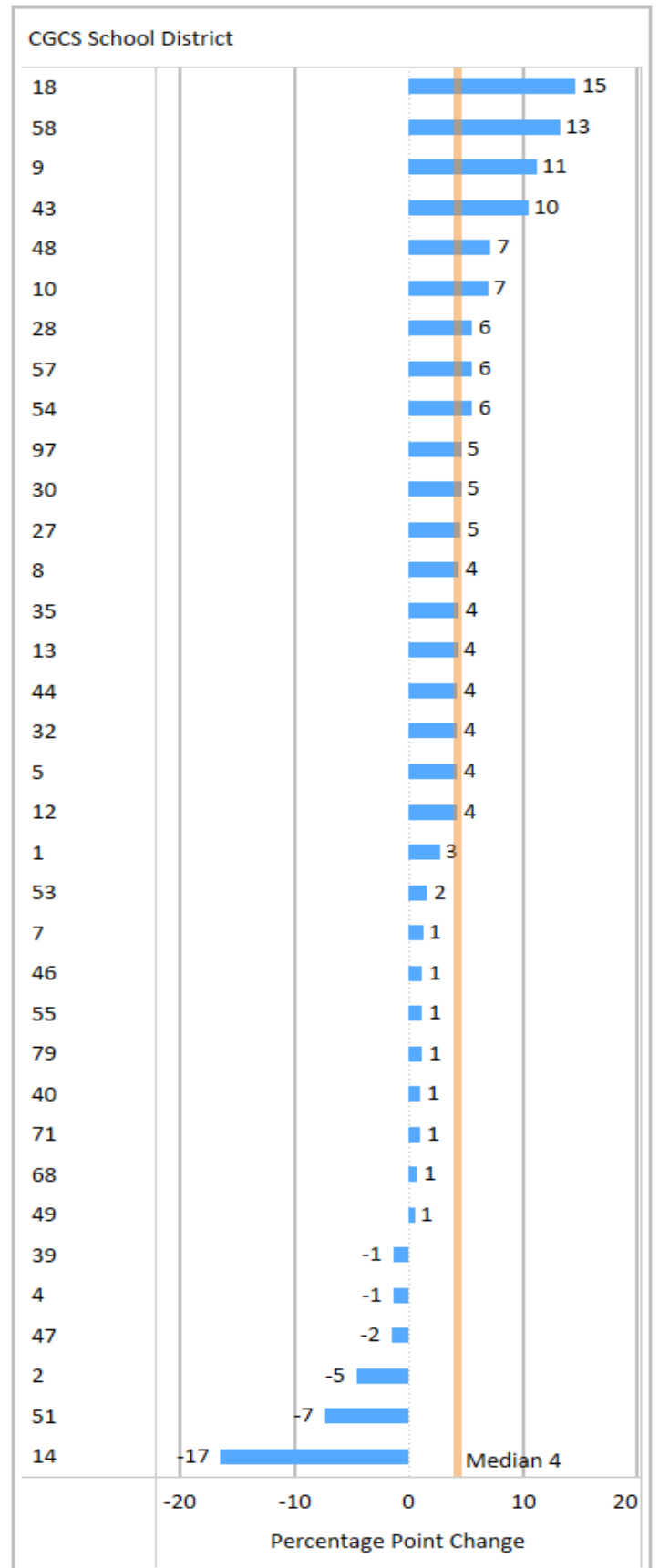
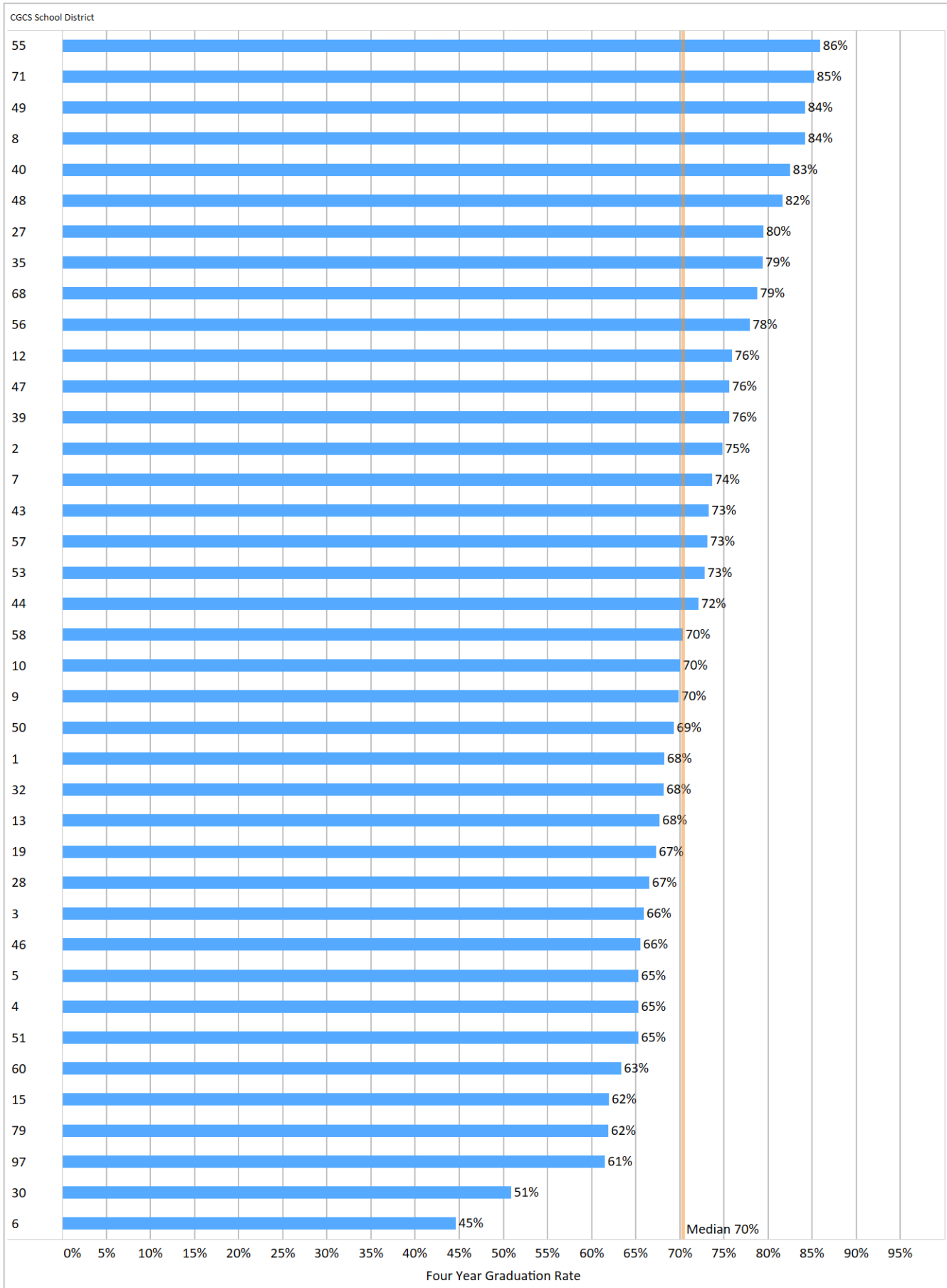


Figure 7.4. Four Year Cohort Graduation Rate for Black Males Using Methodology Required for State Reporting, 2016-17

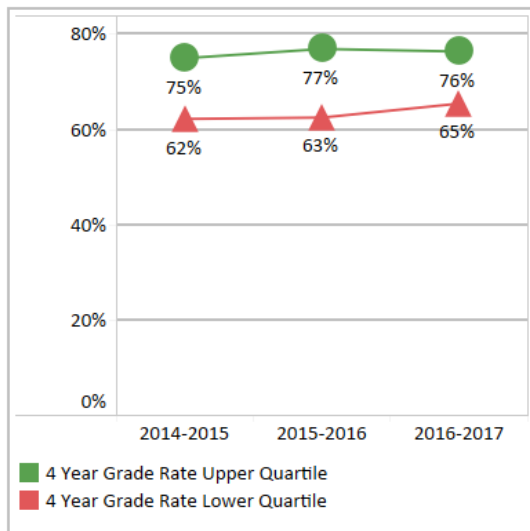


### Four Year Cohort Graduation Rate for Black Males

Note: Higher values and larger increases are desired

- Figure 7.4: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.5: Percentage point difference in Black male four year cohort graduation rates between 2014-15 and 2016-17.
- Figure 7.6: Upper and lower quartile change in four year cohort graduation rates for Black males.

Figure 7.6. Trends in Four Year Cohort Graduation Rates for Black Males by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte
- Mecklenburg
- Columbus
- Des Moines
- Fort Worth
- Guilford County
- Long Beach
- Nashville
- Norfolk
- Orange County
- Palm Beach

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Clark County
- Cleveland
- Fort Worth
- Hillsborough County
- Norfolk
- Orange County
- Palm Beach
- Pittsburgh

Figure 7.5. Percentage Point Change in the Four Year Cohort Graduation Rates for Black Males, 2014-15 to 2016-17

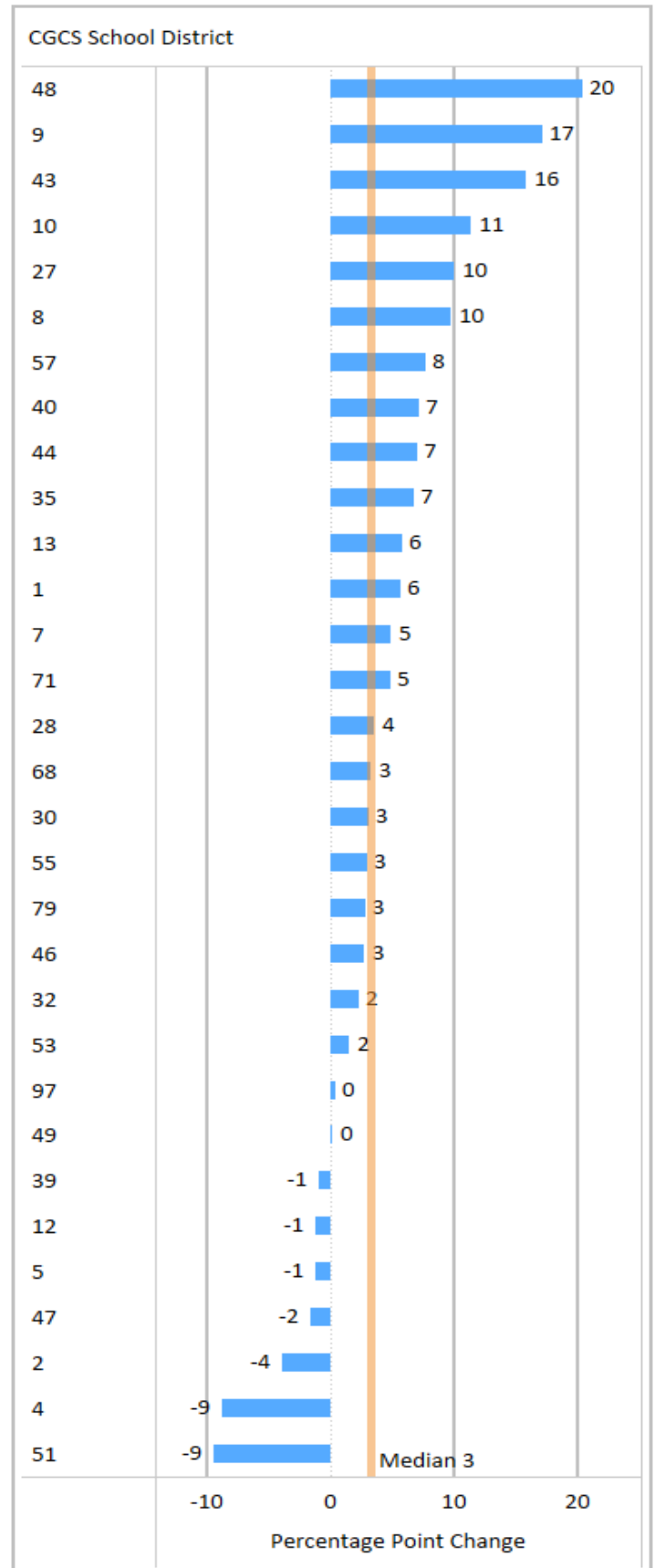


Figure 7.7. Four Year Cohort Graduation Rate for Hispanic Males Using Methodology Required for State Reporting, 2016-17

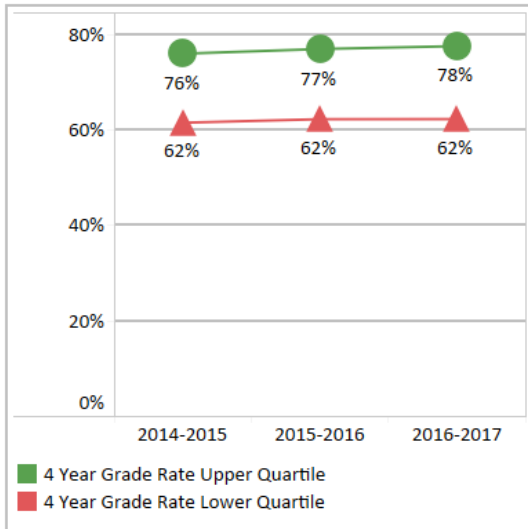


### Four Year Cohort Graduation Rate for Hispanic Males

Note: Higher values and larger increases are desired

- Figure 7.7: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.8: Percentage point difference in Hispanic male four year cohort graduation rates between 2014-15 and 2016-17.
- Figure 7.9: Upper and lower quartile change in four year cohort graduation rates for Hispanic males.

Figure 7.9. Trends in Four Year Cohort Graduation Rates for Hispanic Males by Quartiles, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Broward County
- Clark County
- Duval County
- Fort Worth
- Guilford County
- Houston
- Miami
- Orange County
- Palm Beach
- Pinellas

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Clark County
- Cleveland
- Duval County
- Hillsborough County
- Orange County
- Pinellas
- Seattle

Figure 7.8. Percentage Point Change in the Four Year Cohort Graduation Rates for Hispanic Males, 2014-15 to 2016-17

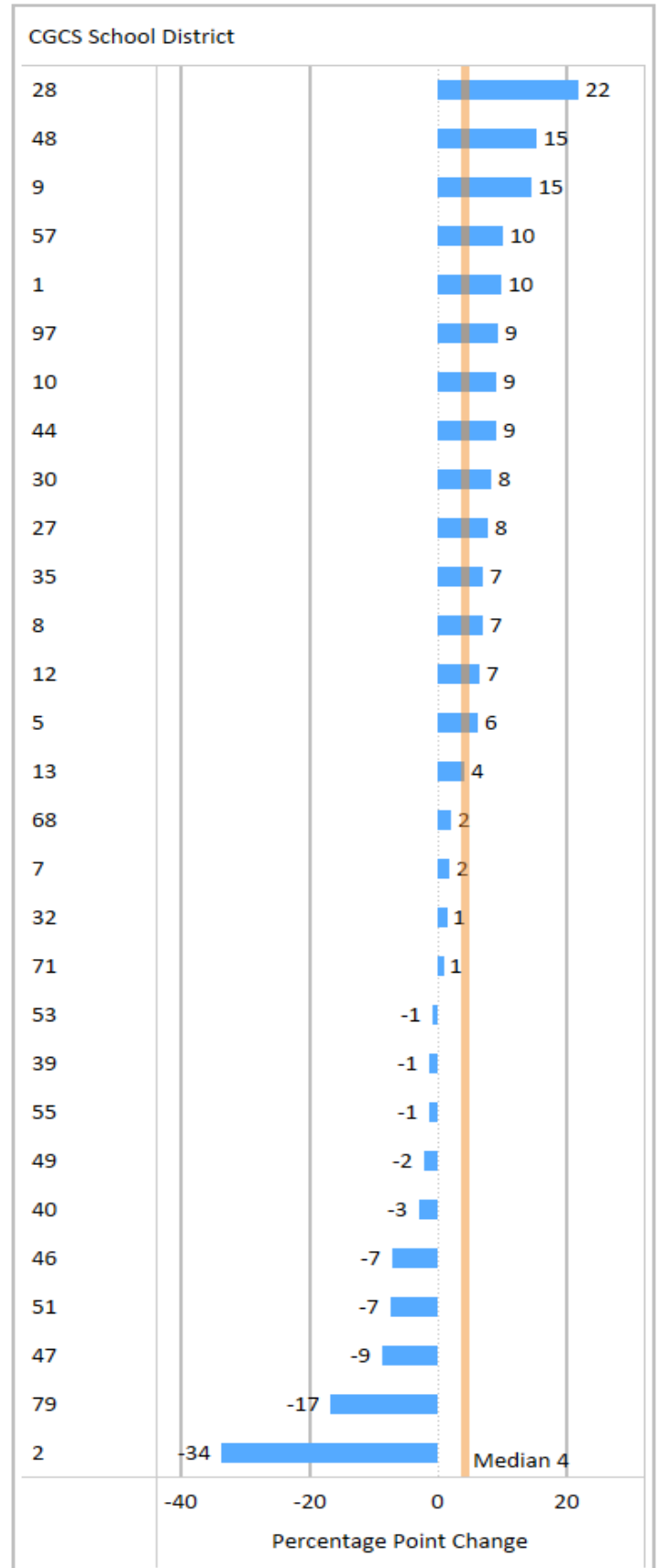
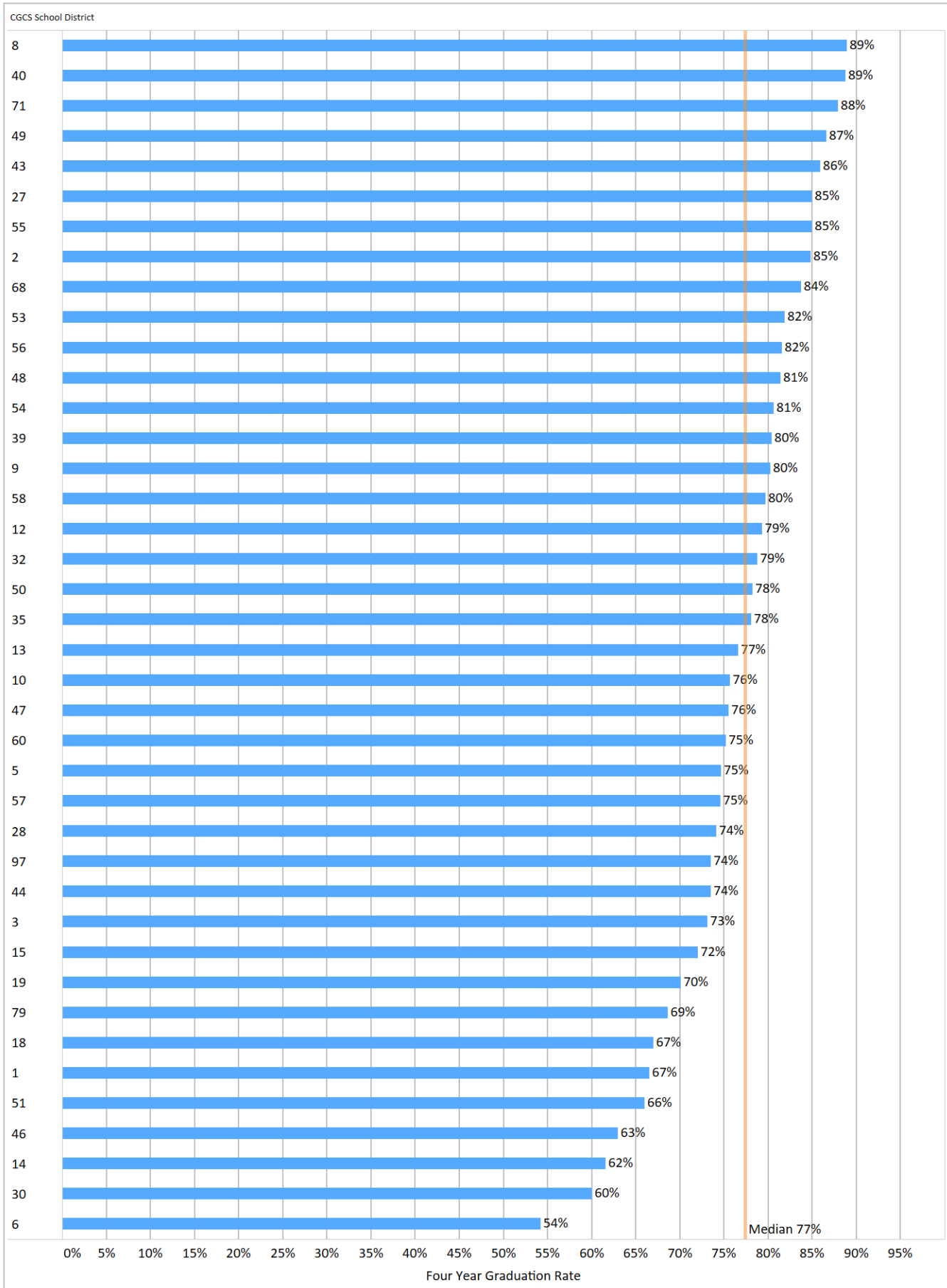




Figure 7.10. Four Year Free or Reduced Price Lunch Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17

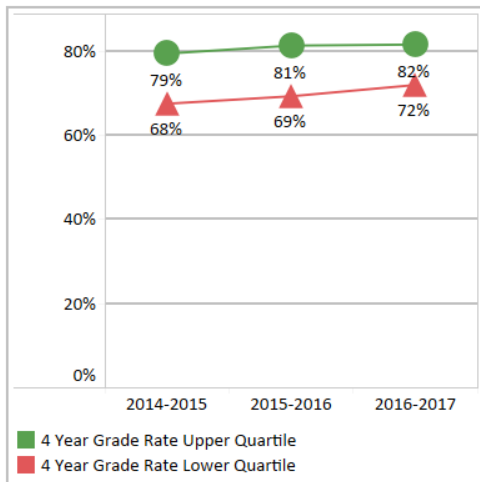


### Four Year Cohort Graduation Rate for Students Eligible for Free or Reduced Price Lunch (FRPL)

Note: Higher values and larger increases are desired

- Figure 7.10: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.11: Percentage point difference in four year cohort graduation rates for FRPL students between 2014-15 and 2016-17.
- Figure 7.12: Upper and lower quartile change in cohort graduation rates for students eligible for free or reduced price lunch.

Figure 7.12. Trends in Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced Price Lunch by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Charlotte
- Mecklenburg
- Columbus
- Detroit
- Fort Worth
- Guilford County
- Jefferson
- Long Beach
- Miami
- Palm Beach
- Richmond

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Clark County
- Hillsborough County
- Norfolk
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Portland

Figure 7.11. Percentage Point Change in the Four Year Cohort Graduation Rates for Students Eligible for Free or Reduced Price Lunch, 2014-15 to 2016-17

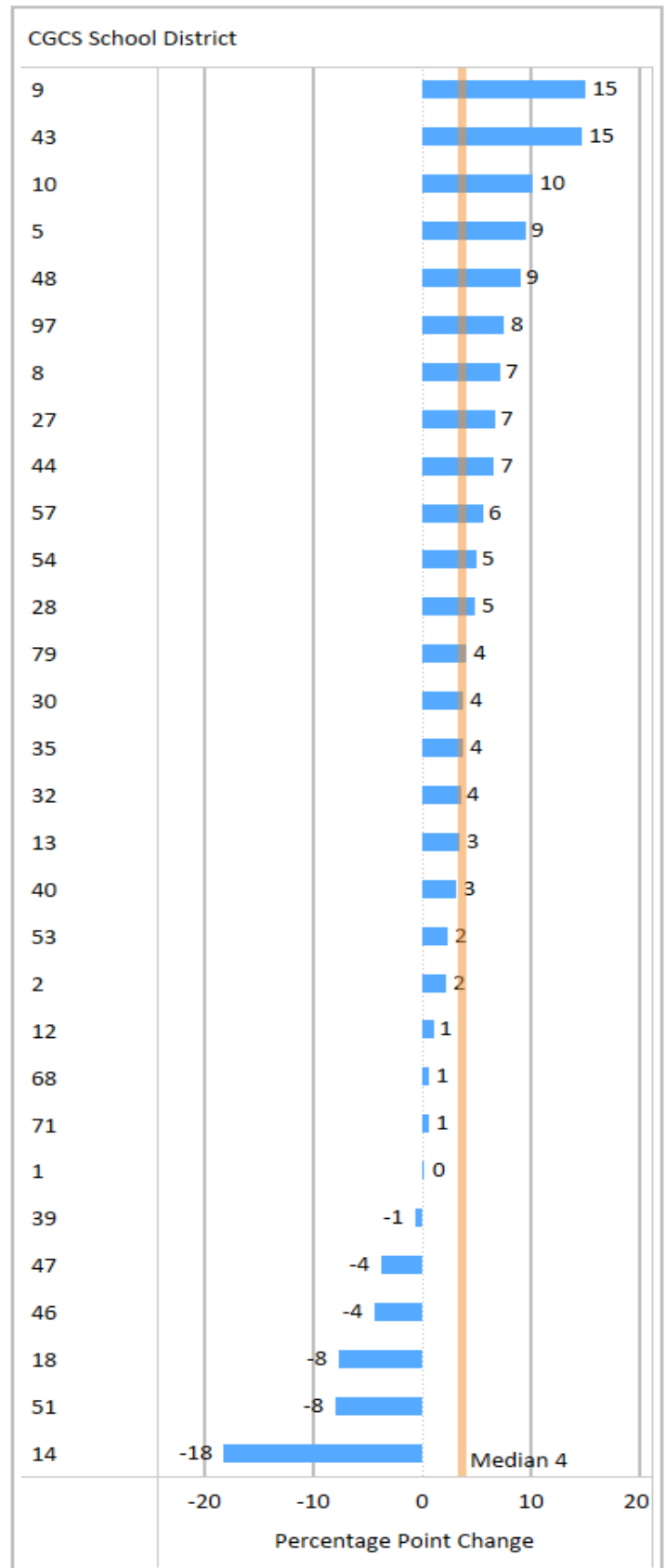
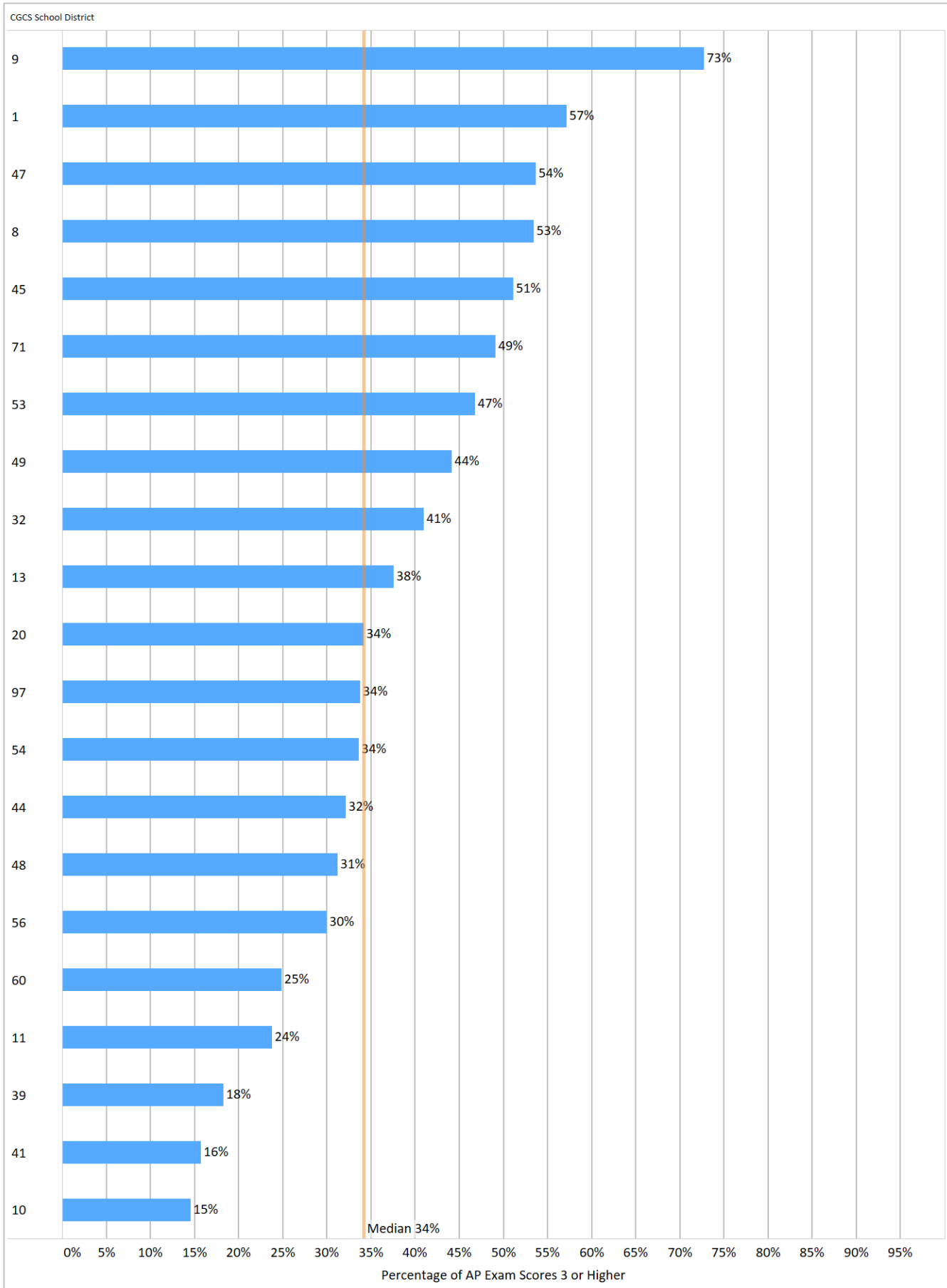


Figure 7.13. Four Year Students with Disabilities Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17

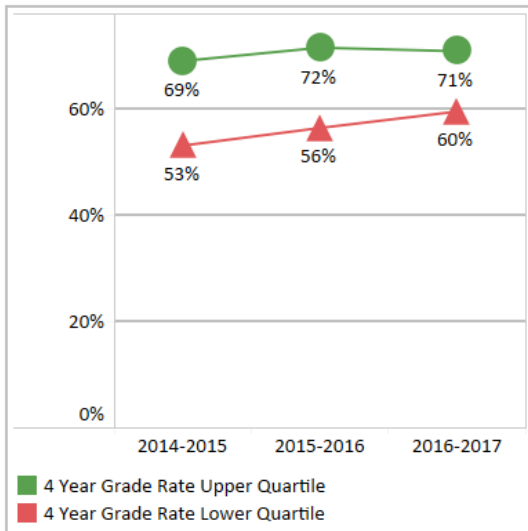


### Four Year Cohort Graduation Rate for Students with Disabilities

Note: Higher values and larger increases are desired

- Figure 7.13: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.14: Percentage point difference in four year cohort graduation rates for students with disabilities between 2014-15 and 2016-17.
- Figure 7.15: Upper and lower quartile change in cohort graduation rates for students with disabilities.

Figure 7.15. Trends in Four Year Cohort Graduation Rates for Students with Disabilities by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Buffalo
- Chicago
- Clark County
- Cleveland
- Des Moines
- Guilford County
- Orange County
- Palm Beach
- Philadelphia
- St Paul

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Duval County
- Hillsborough County
- Jefferson
- Pinellas
- Portland
- Seattle

Figure 7.14. Percentage Point Change in the Four Year Cohort Graduation Rates for Students with Disabilities, 2014-15 to 2016-17

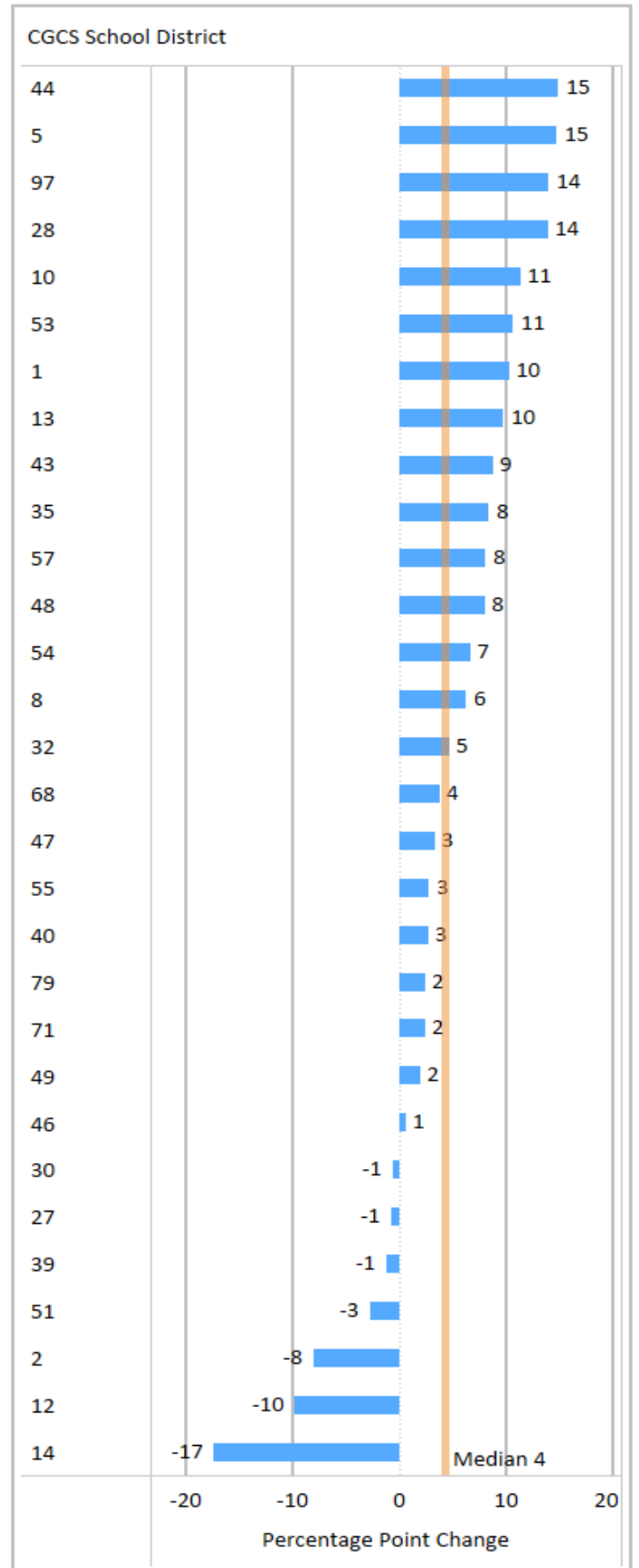
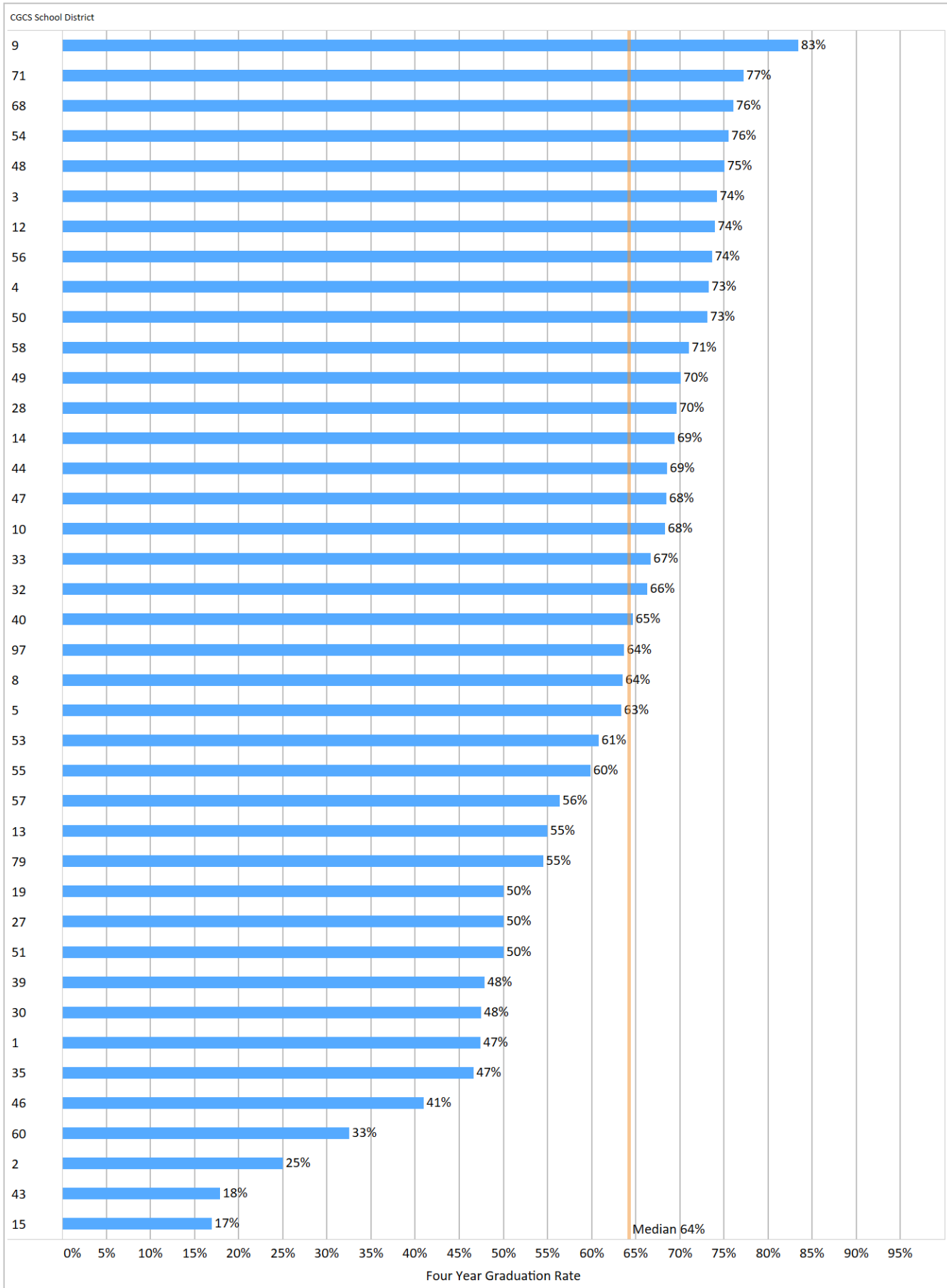


Figure 7.16. Four Year English Learners Cohort Graduation Rate Using Methodology Required for State Reporting, 2016-17

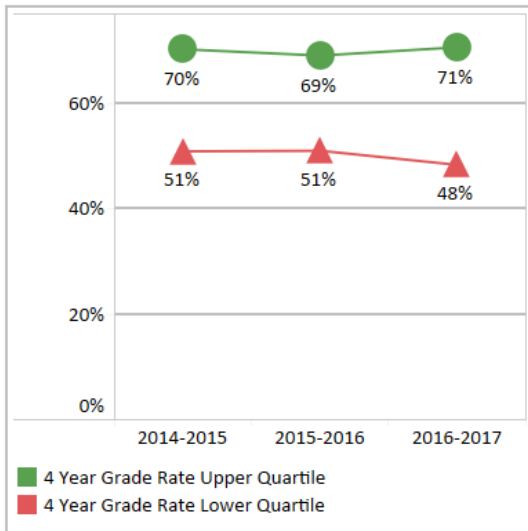


### Four Year Cohort Graduation Rate for English Learners.

Note: Higher values and larger increases are desired

- Figure 7.16: Formulas for the calculation of graduation rates are based on the state methodology required for federal reporting.
- Figure 7.17: Percentage point difference in four year cohort graduation rates for English learners between 2014-15 and 2016-17.
- Figure 7.18: Upper and lower quartile change in cohort graduation rates for English learners.

Figure 7.18. Trends in Four Year Cohort Graduation Rates for English Learners by Quartile, 2014-15 to 2016-17



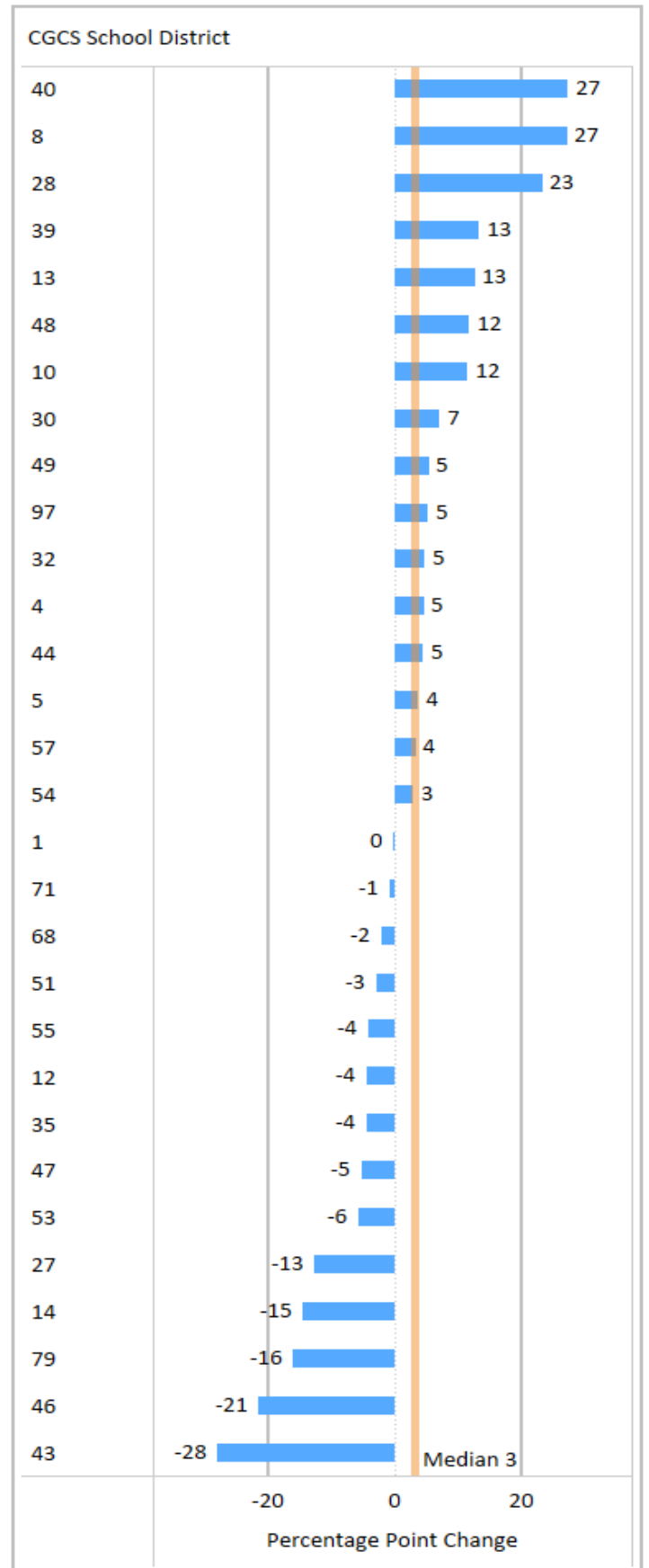
#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Baltimore City
- Broward County
- Columbus
- Long Beach
- Nashville
- New York
- Norfolk
- Orange County
- Philadelphia
- Richmond

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Atlanta
- Broward County
- Fort Worth
- Hillsborough County
- Houston
- Orange County
- Palm Beach

Figure 7.17. Percentage Point Change in the Four Year Cohort Graduation Rates for English Learners, 2014-15 to 2016-17

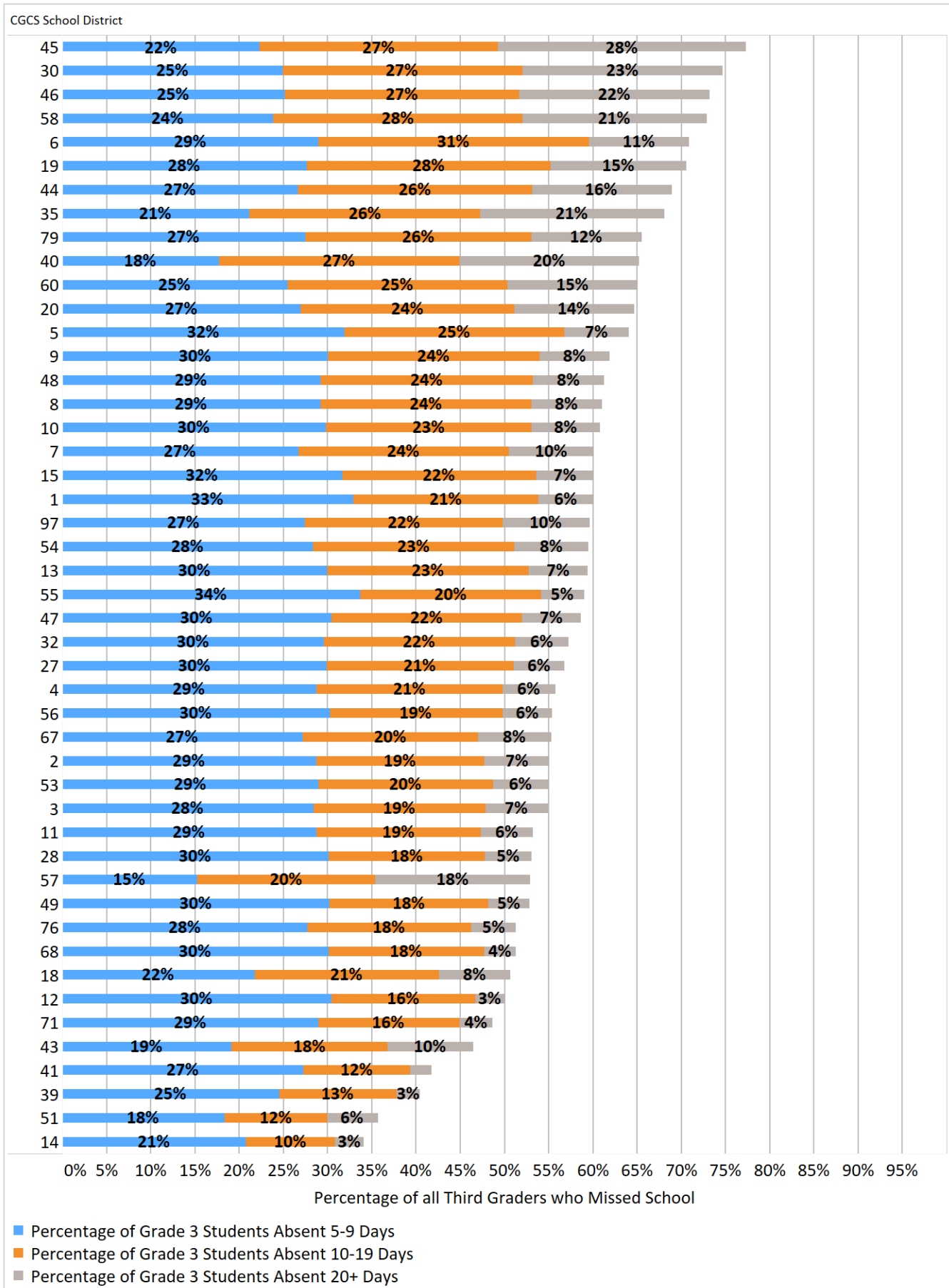


## **Attendance Indicators**

Attendance measures were collected on students in grades three, six, eight, and nine who were absent from school. Comparisons across districts are made for students who were absent cumulatively over the course of the school year for five to nine days, ten to nineteen days, and twenty or more days. The unit of analysis here is the number of students who missed school for the specified lengths of time.

Figures 8.1 through 8.24 illustrate how districts compare on their absence rates in the specified grades. The total number of days missed is divided by the total number of students enrolled in that grade during the school year at any point.

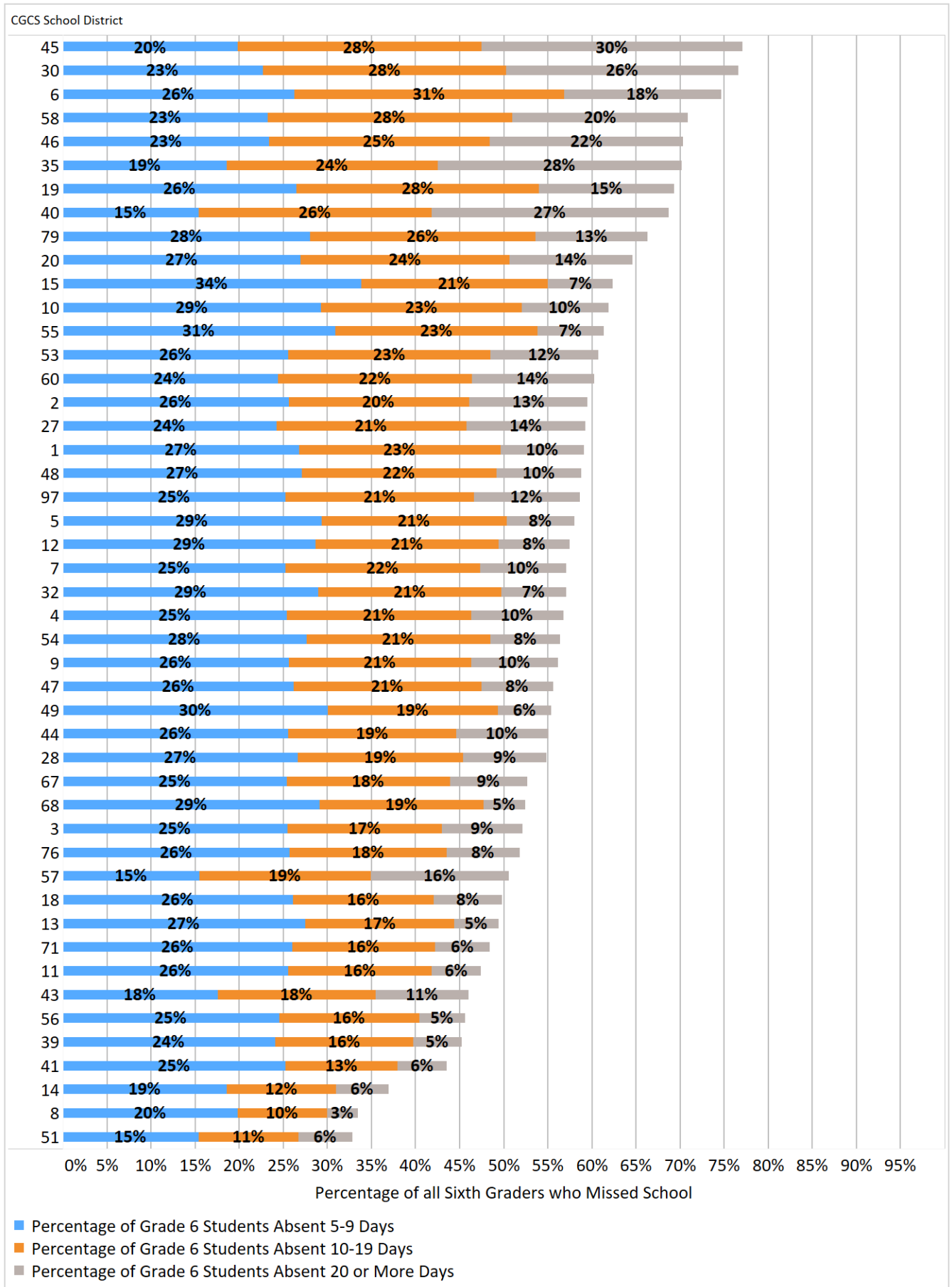
Figure 8.1. Percentage of All Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

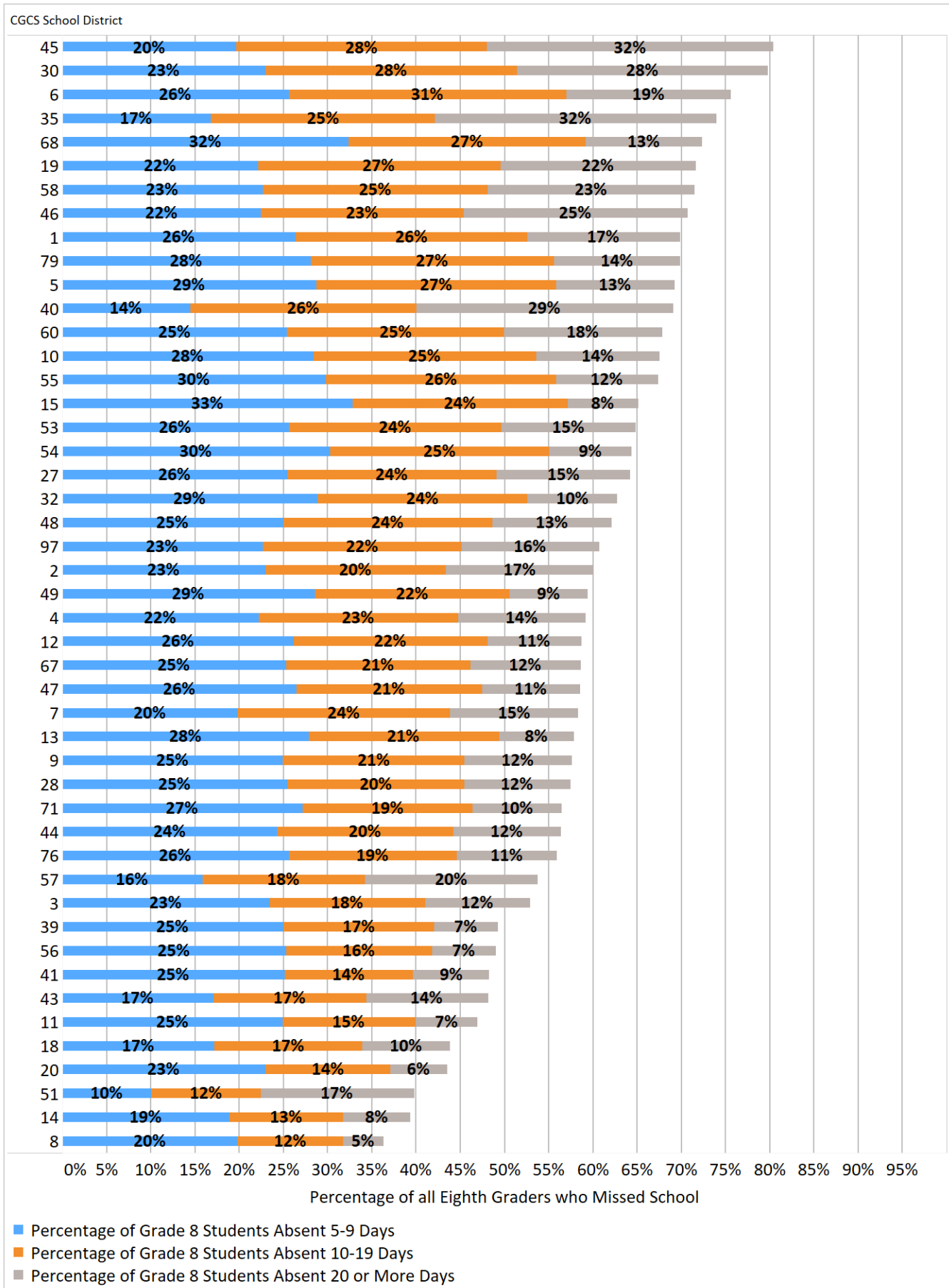


Figure 8.2. Percentage of All Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



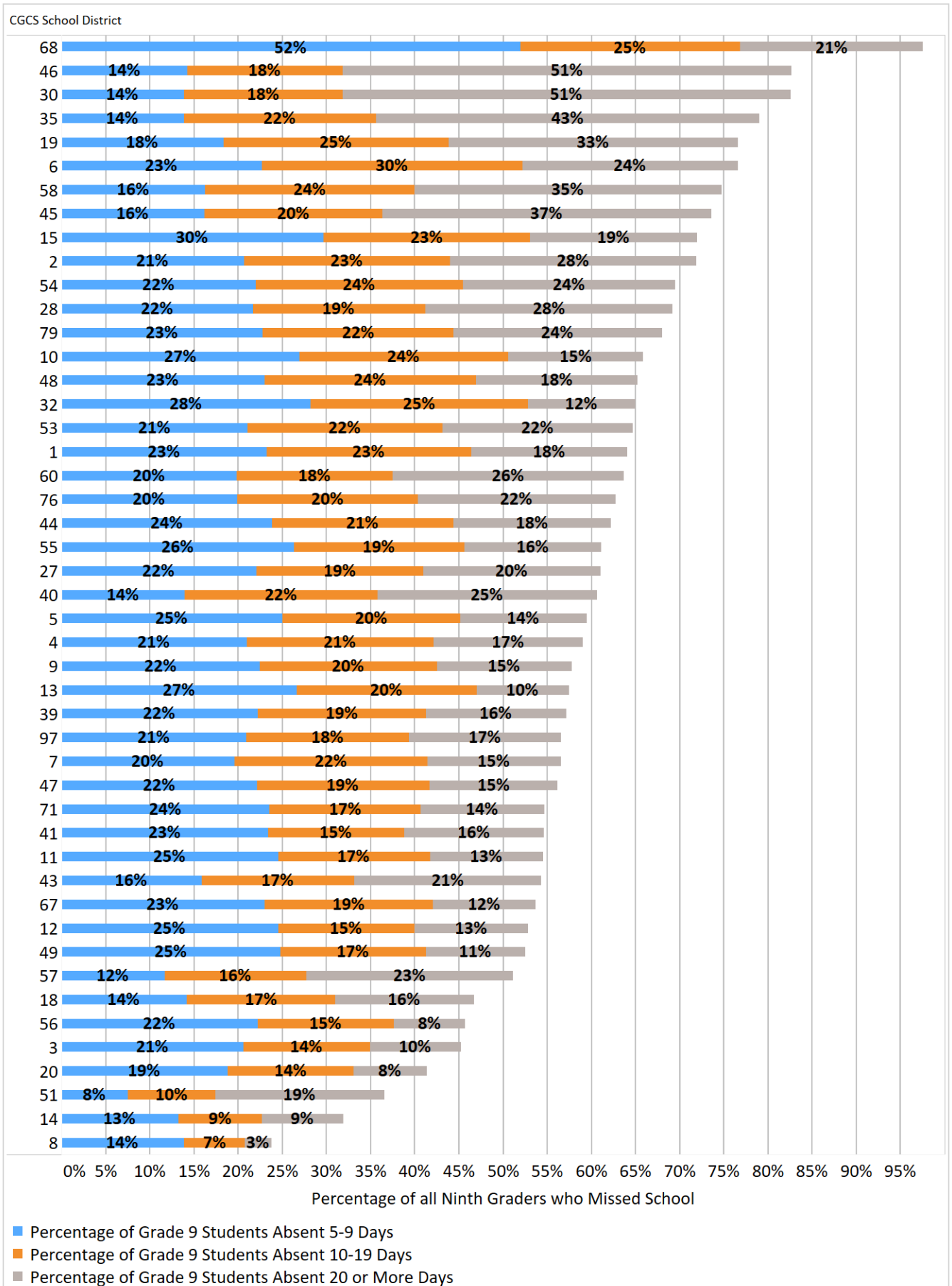
Note: Lower values are desired

Figure 8.3. Percentage of All Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



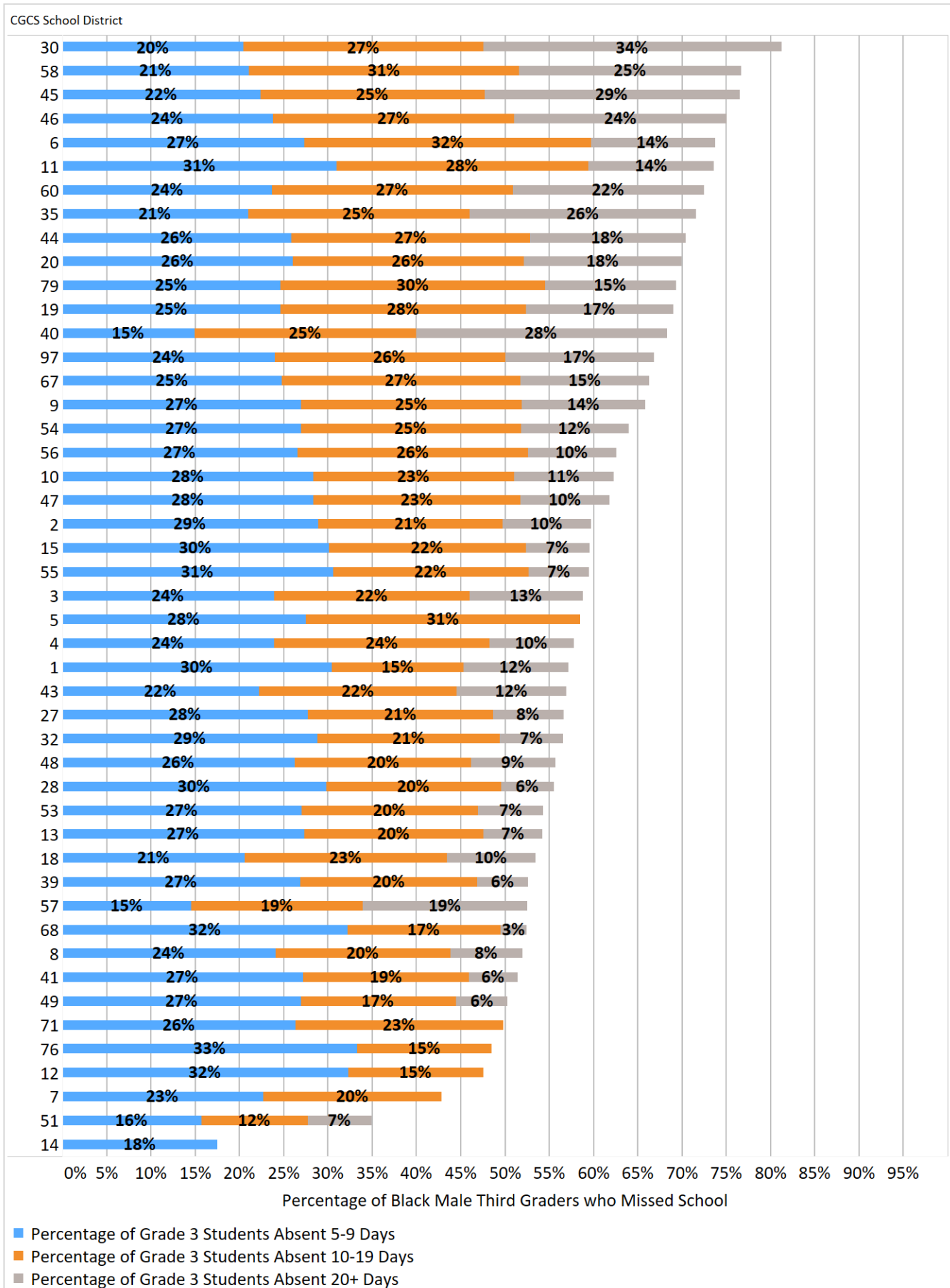
Note: Lower values are desired

Figure 8.4. Percentage of All Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



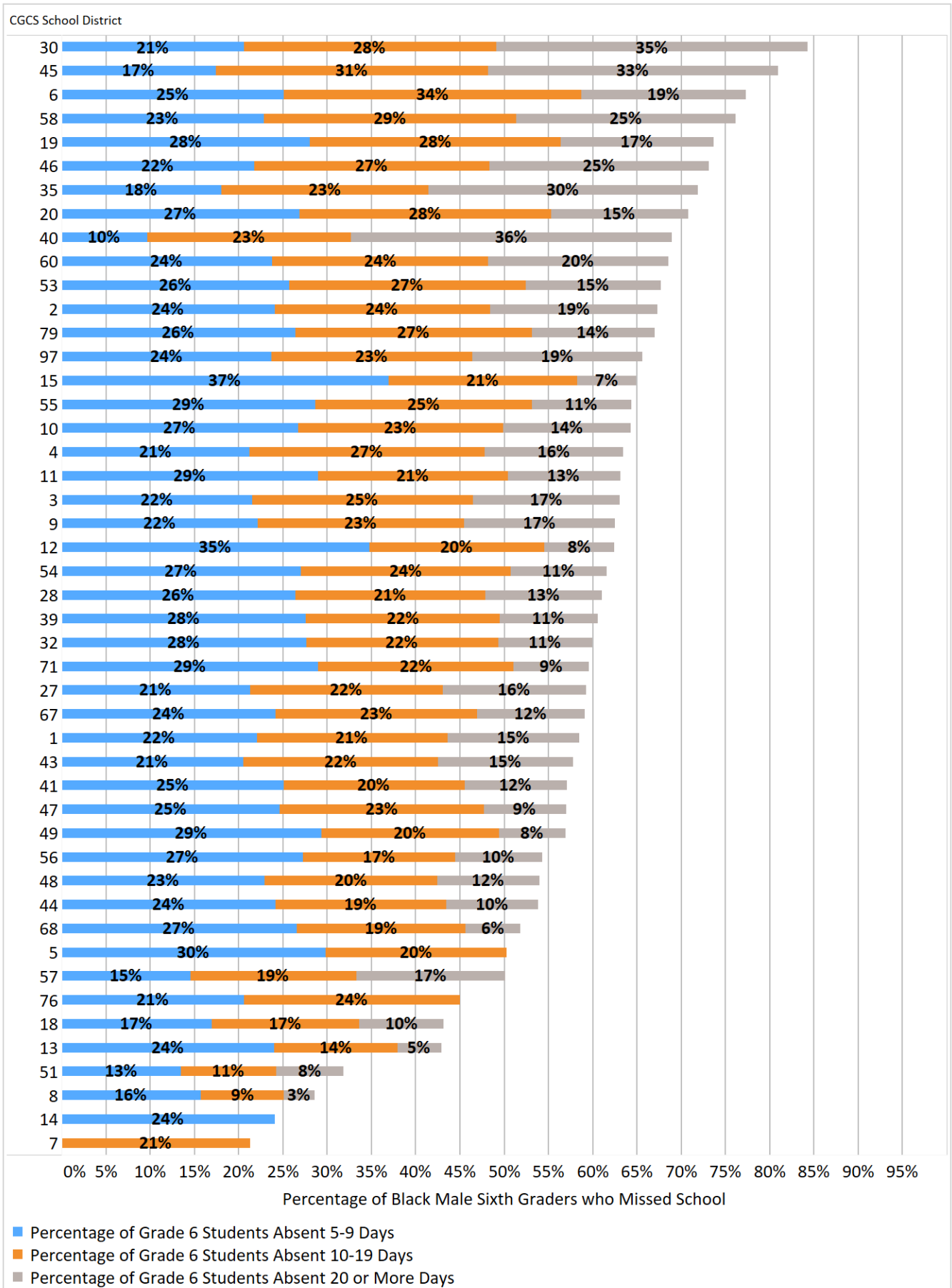
Note: Lower values are desired

Figure 8.5. Percentage of Black Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



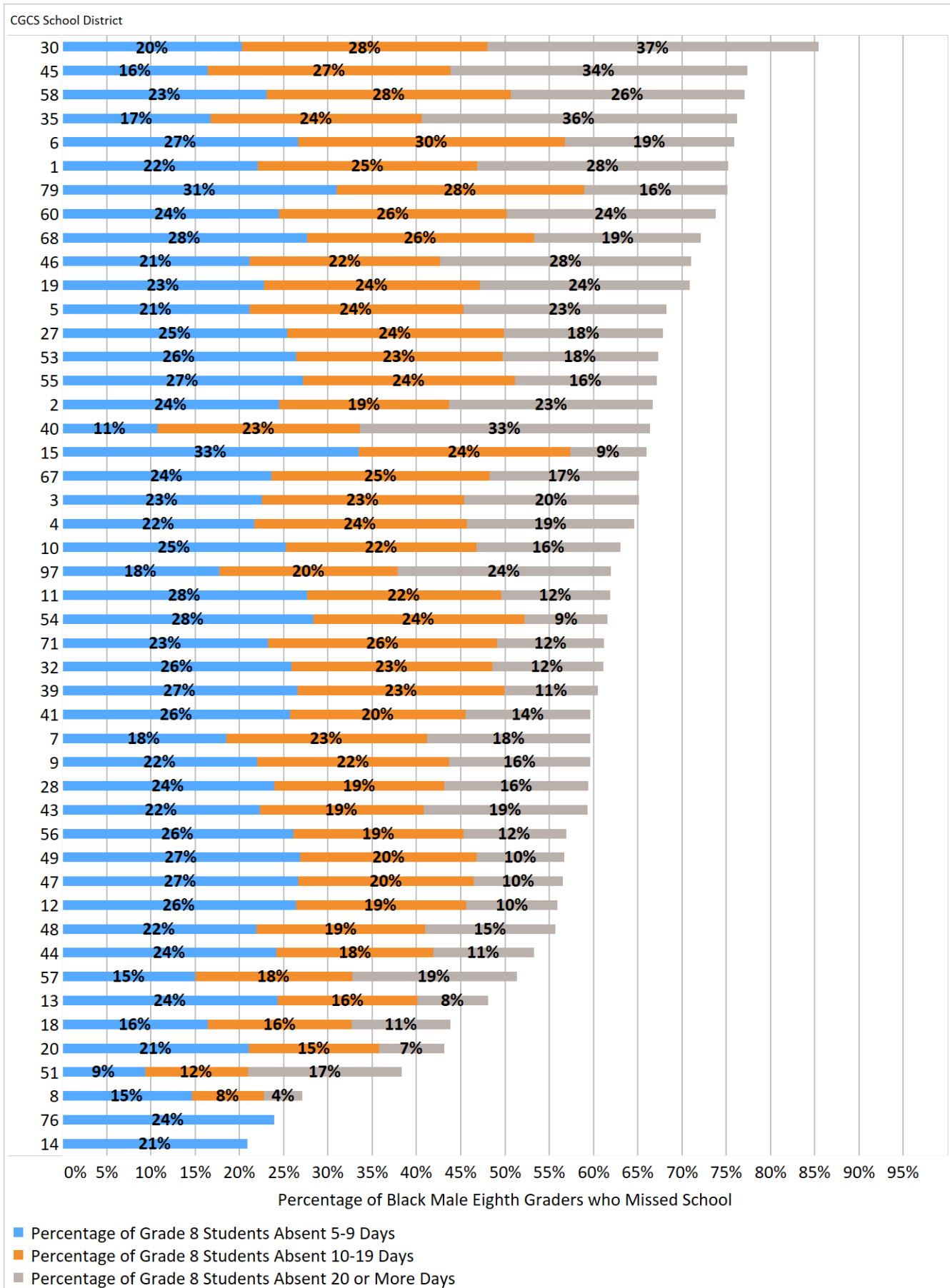
Note: Lower values are desired

Figure 8.6. Percentage of Black Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



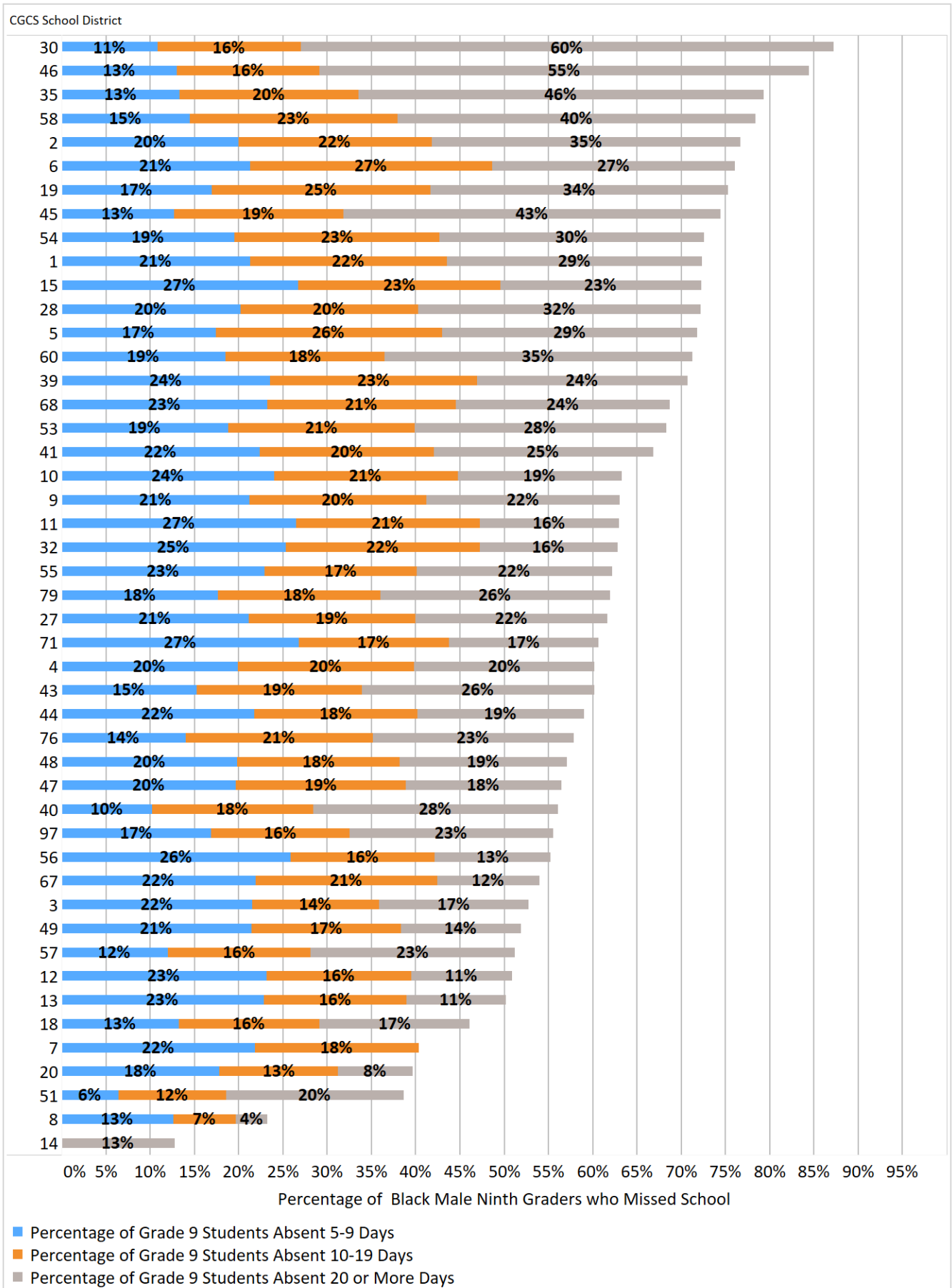
Note: Lower values are desired

Figure 8.7. Percentage of Black Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



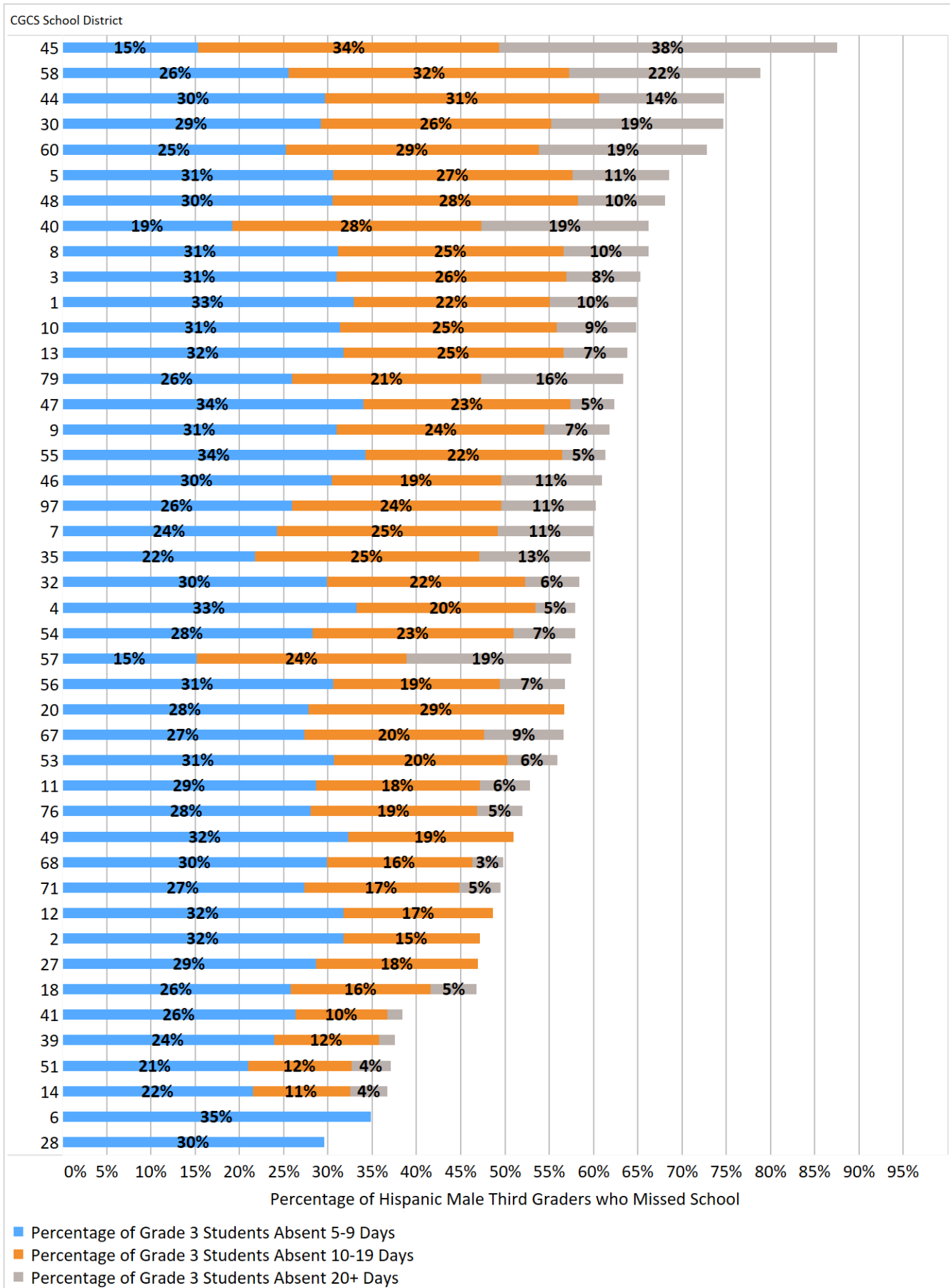
Note: Lower values are desired

Figure 8.8. Percentage of Black Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

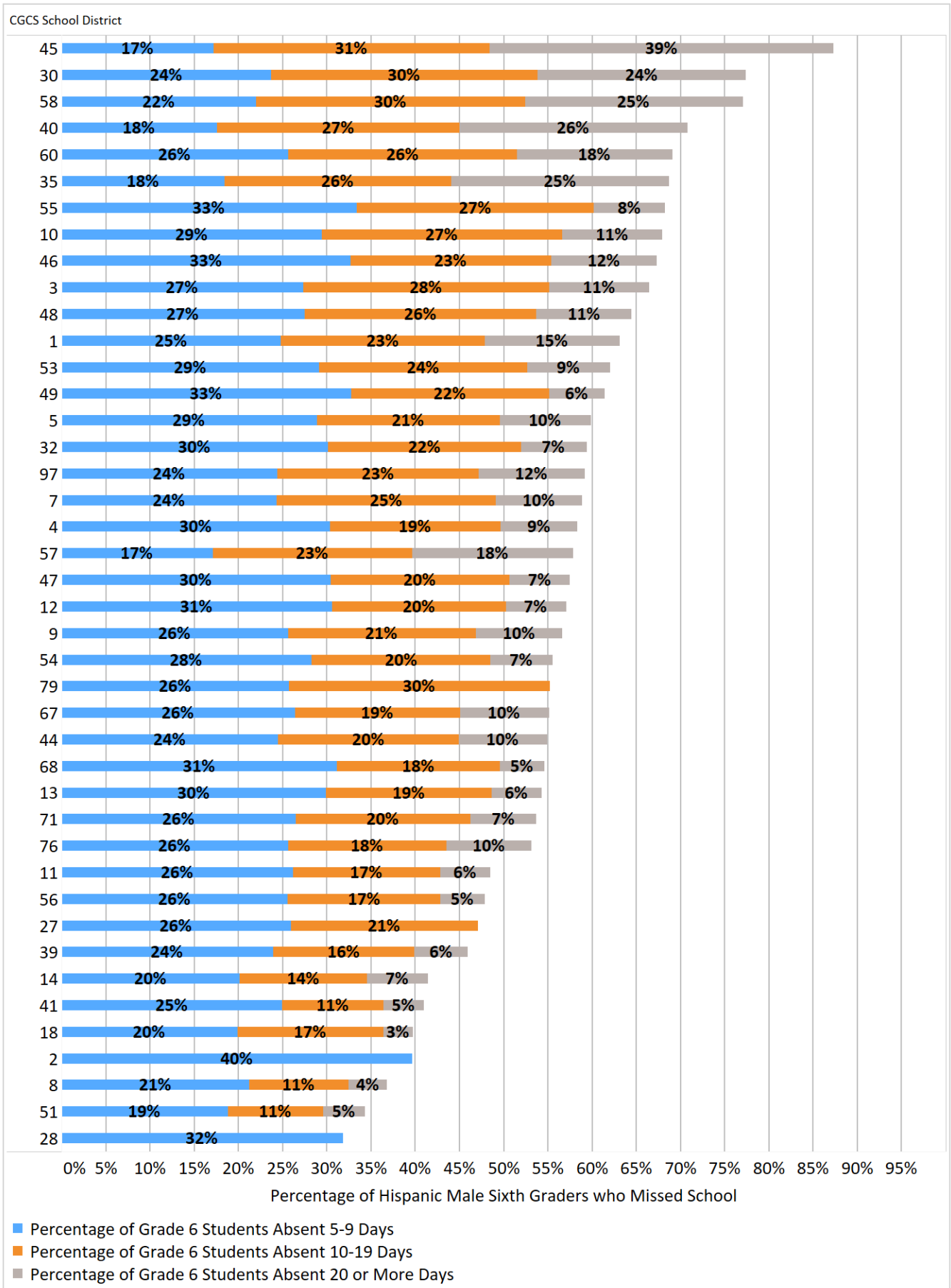
Figure 8.9. Percentage of Hispanic Male Third Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

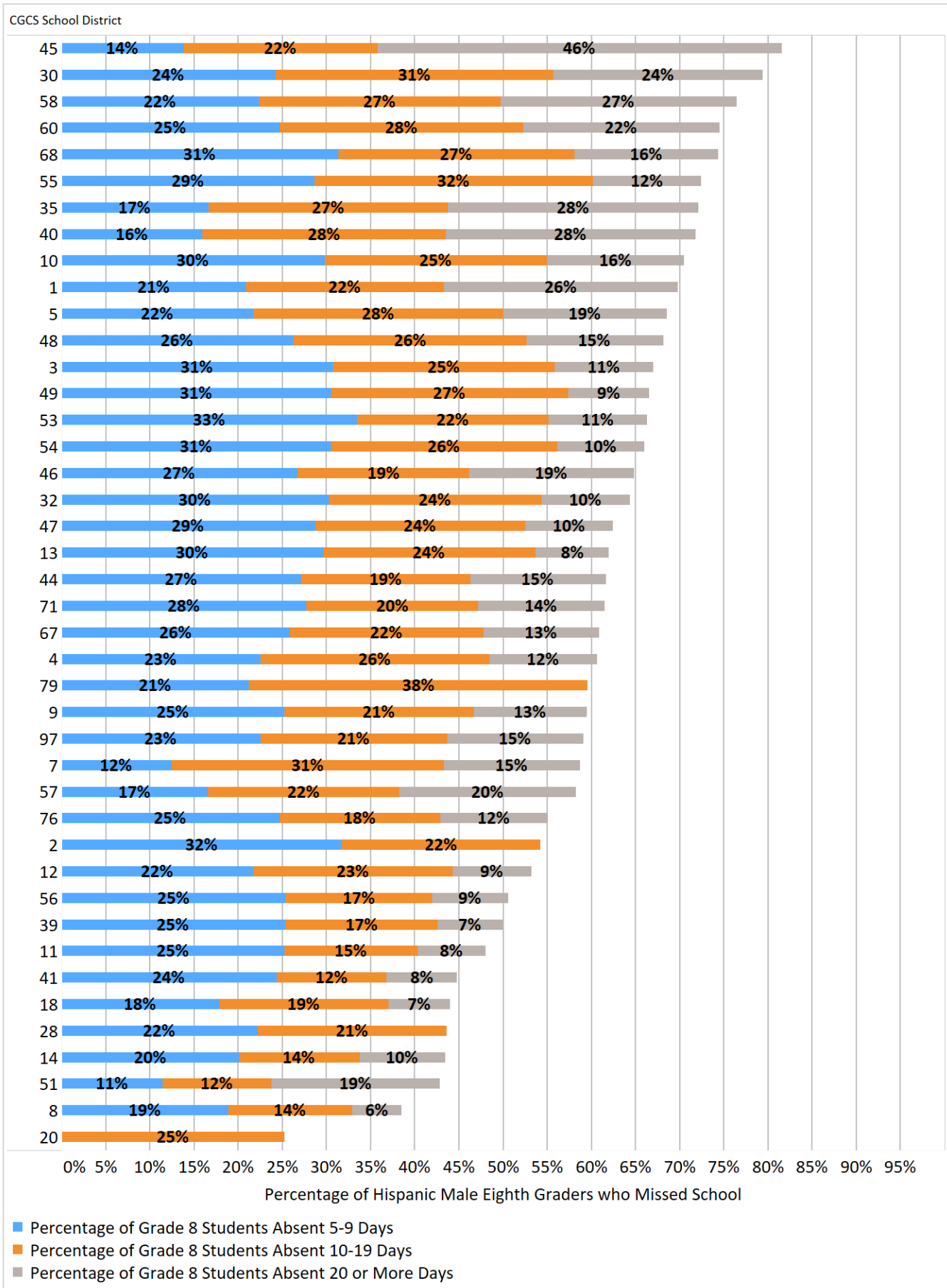


Figure 8.10 Percentage of Hispanic Male Sixth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



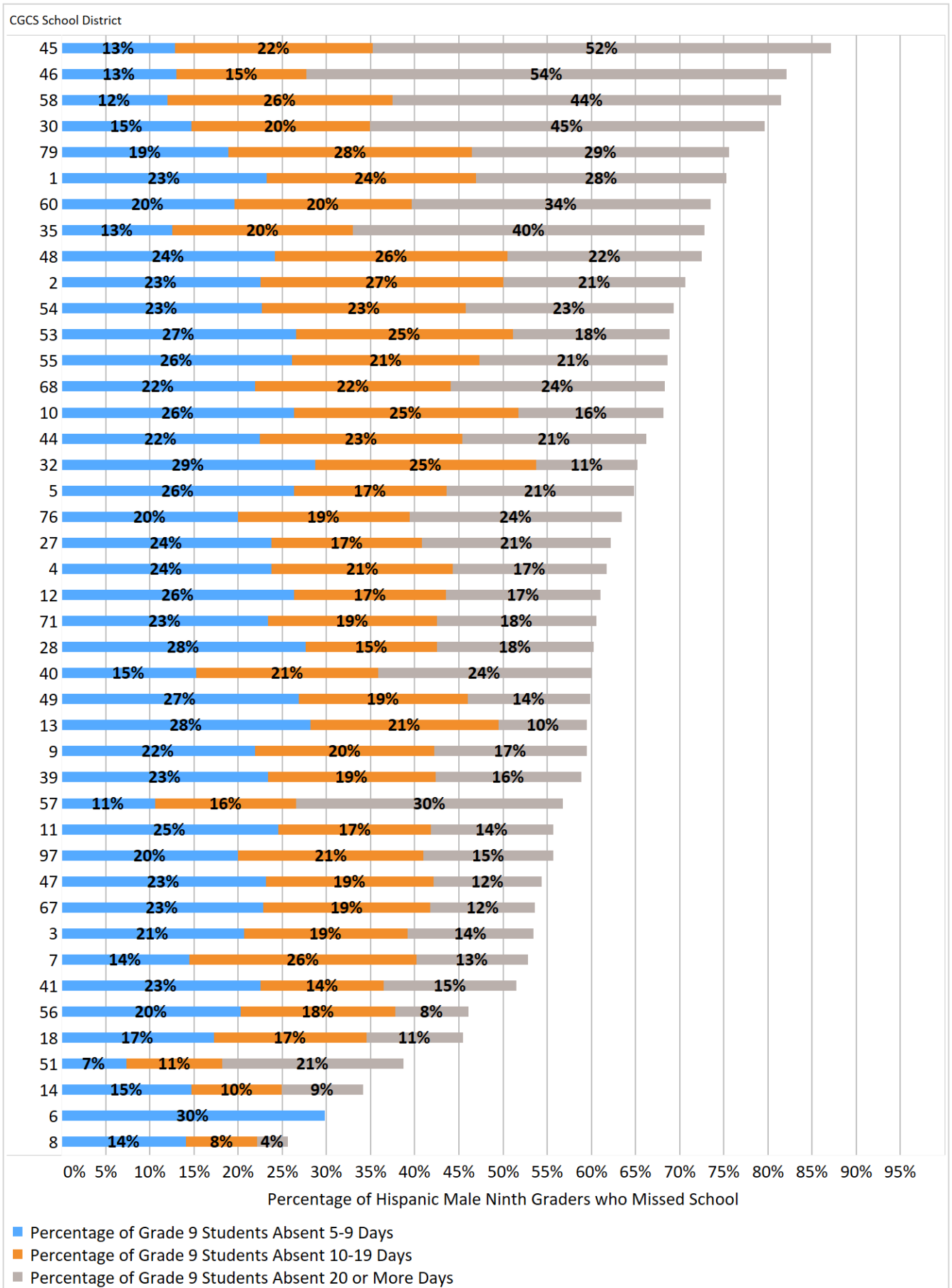
Note: Lower values are desired

Figure 8.11. Percentage of Hispanic Male Eighth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



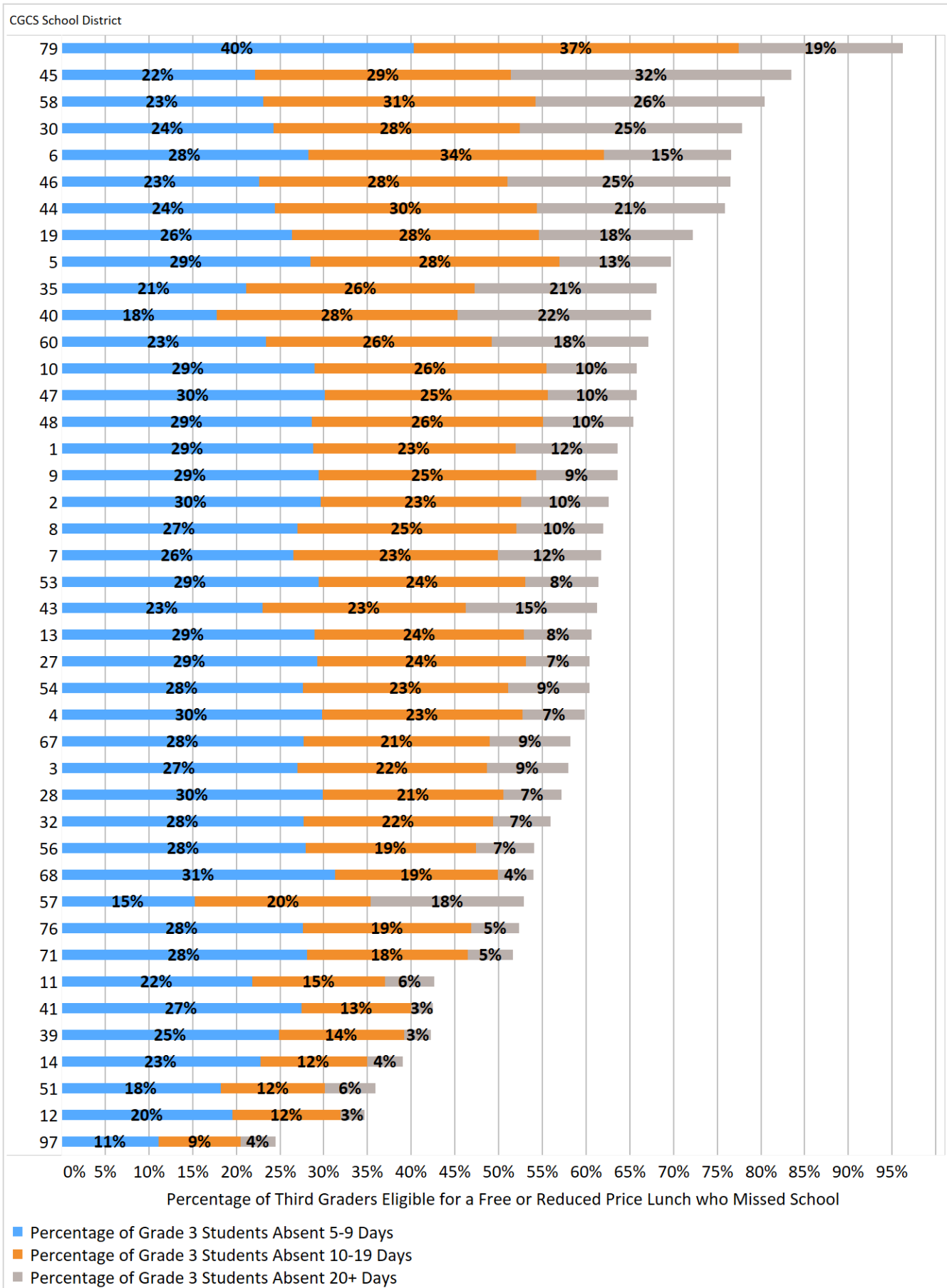
Note: Lower values are desired

Figure 8.12. Percentage of Hispanic Male Ninth Graders Who Missed School by Total Number of Days Missed over the School year, 2016-17



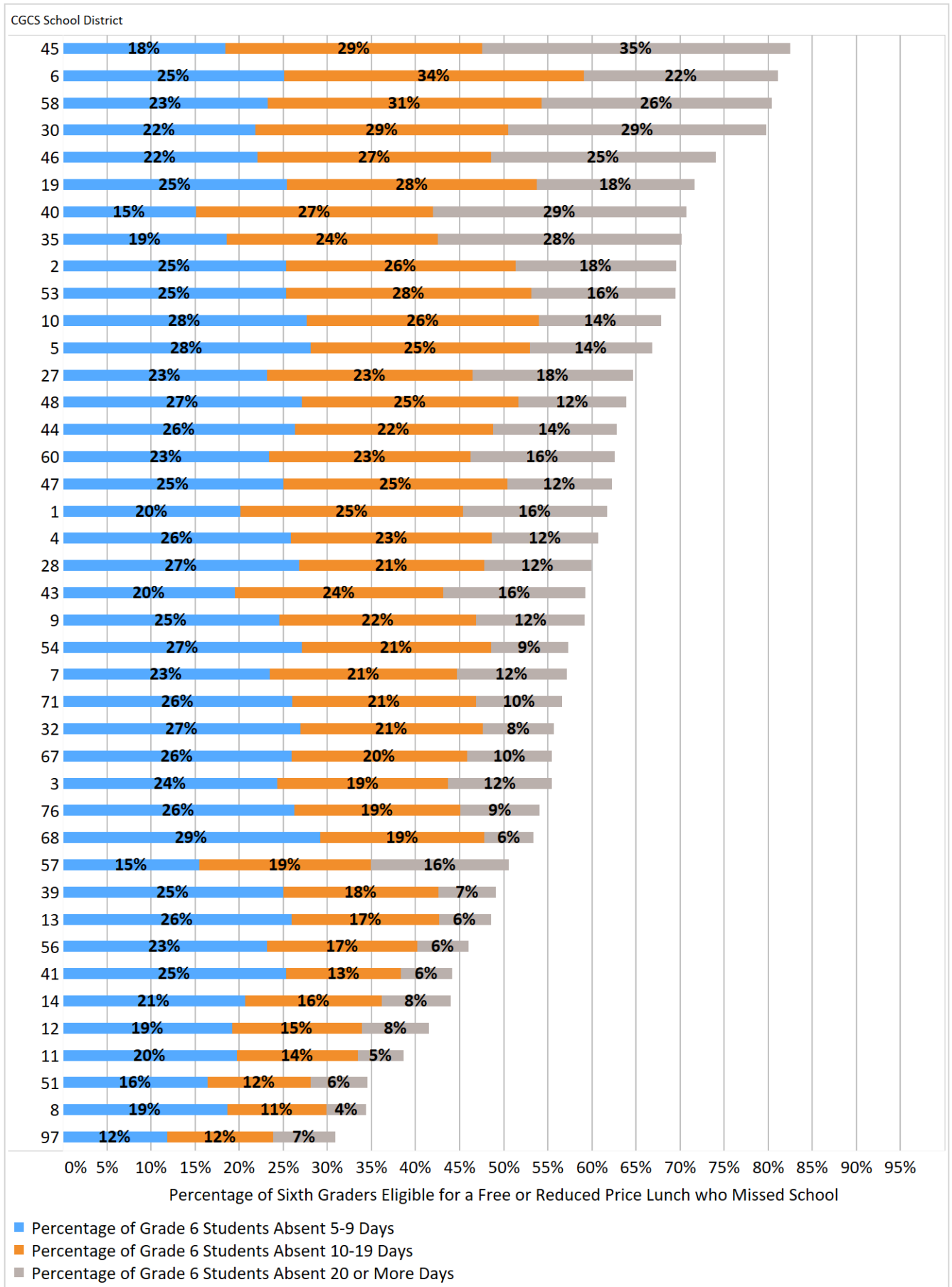
Note: Lower values are desired

Figure 8.13. Percentage of Third Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17



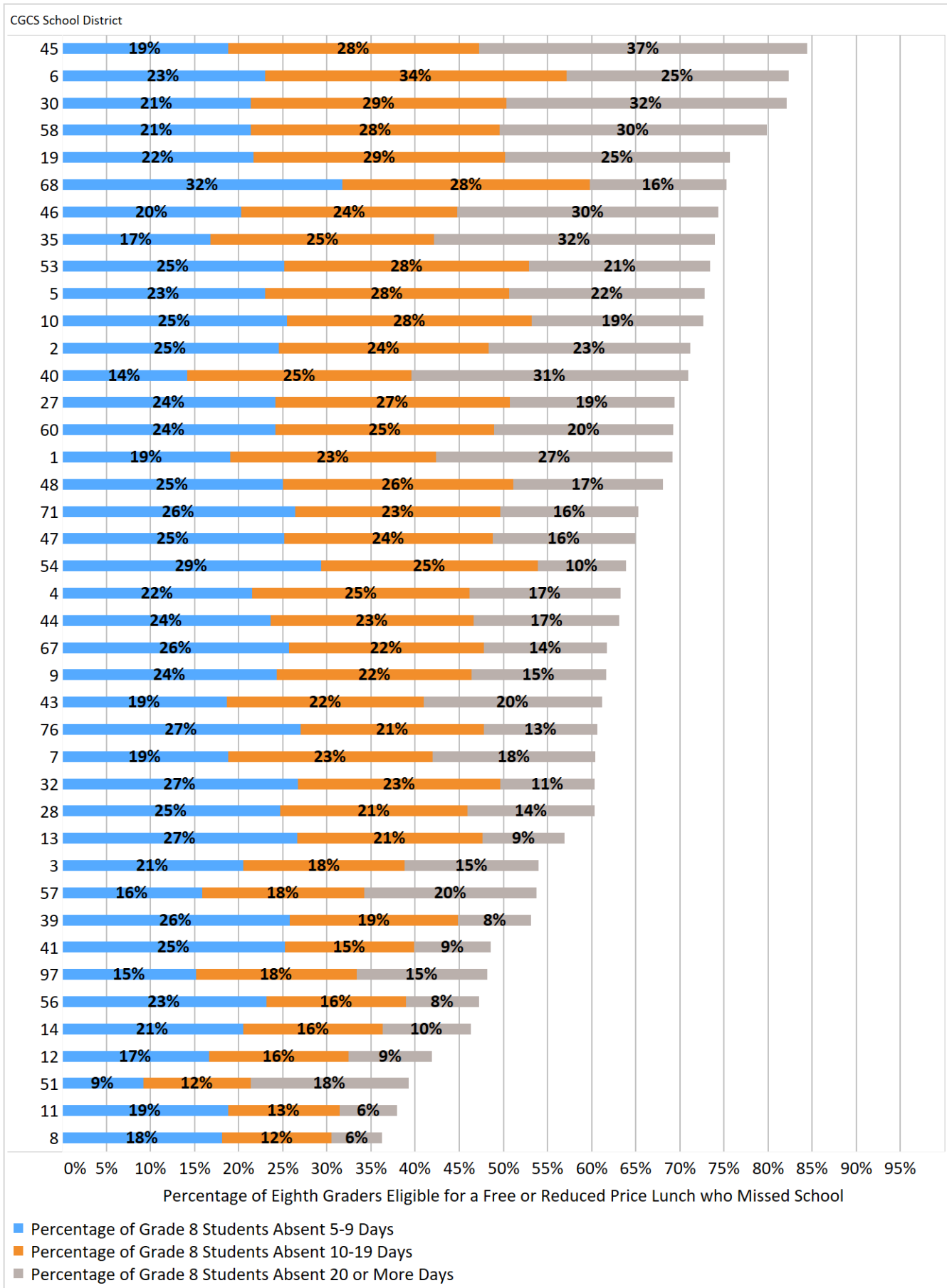
Note: Lower values are desired

Figure 8.14. Percentage of Sixth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17



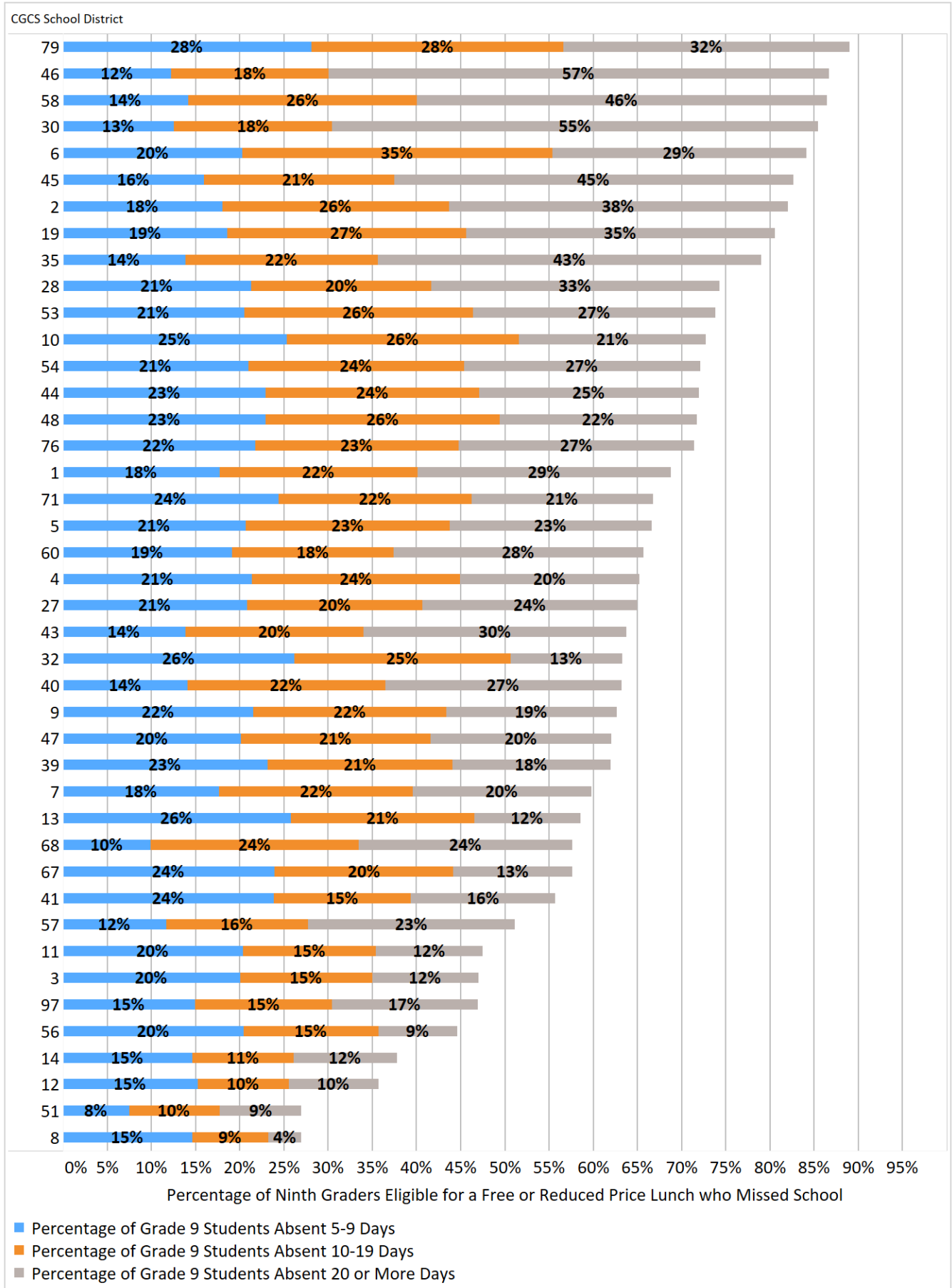
Note: Lower values are desired

Figure 8.15. Percentage of Eighth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17



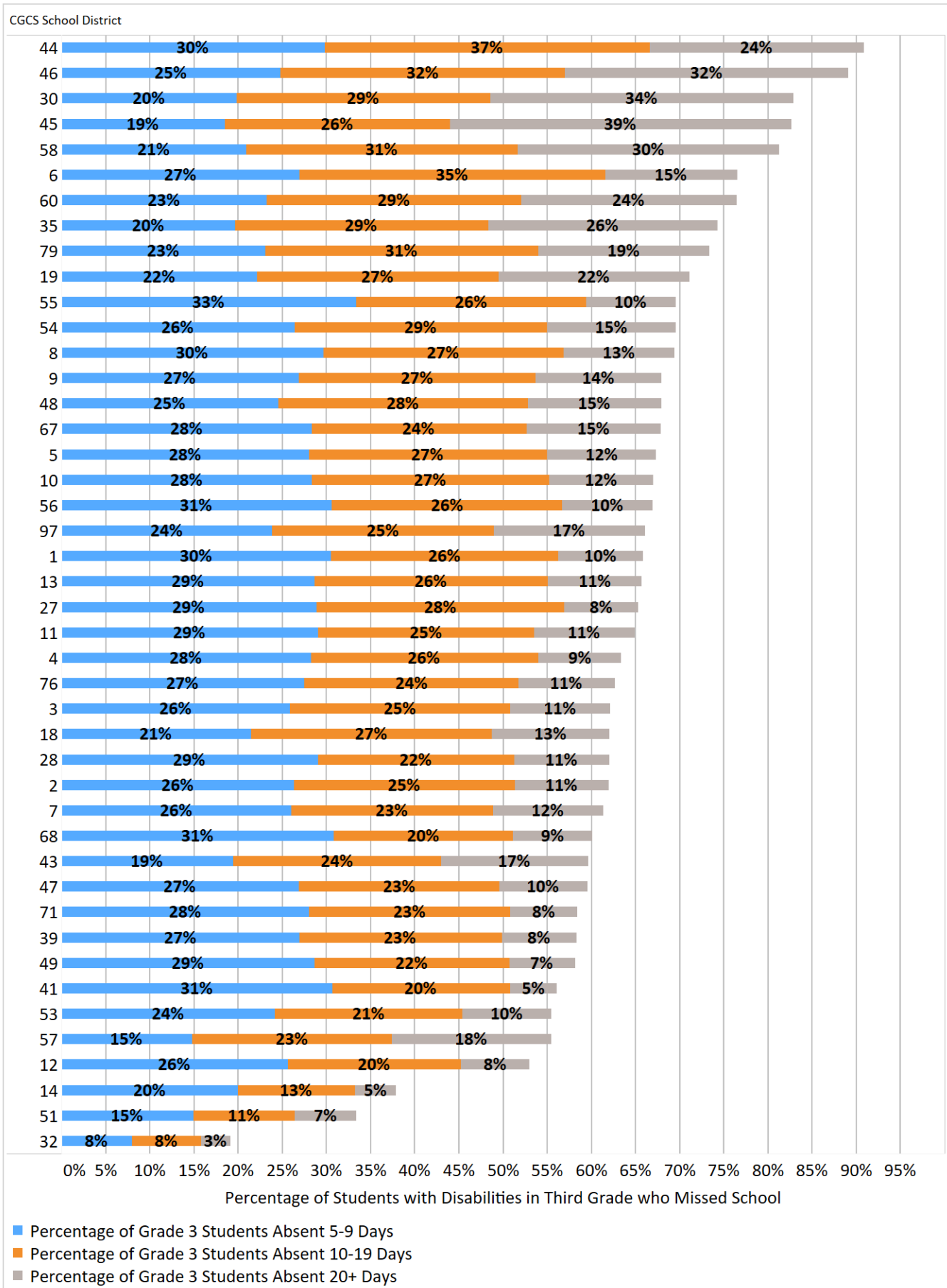
Note: Lower values are desired

Figure 8.16. Percentage of Ninth Graders Eligible for Free or Reduced Price Lunch Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

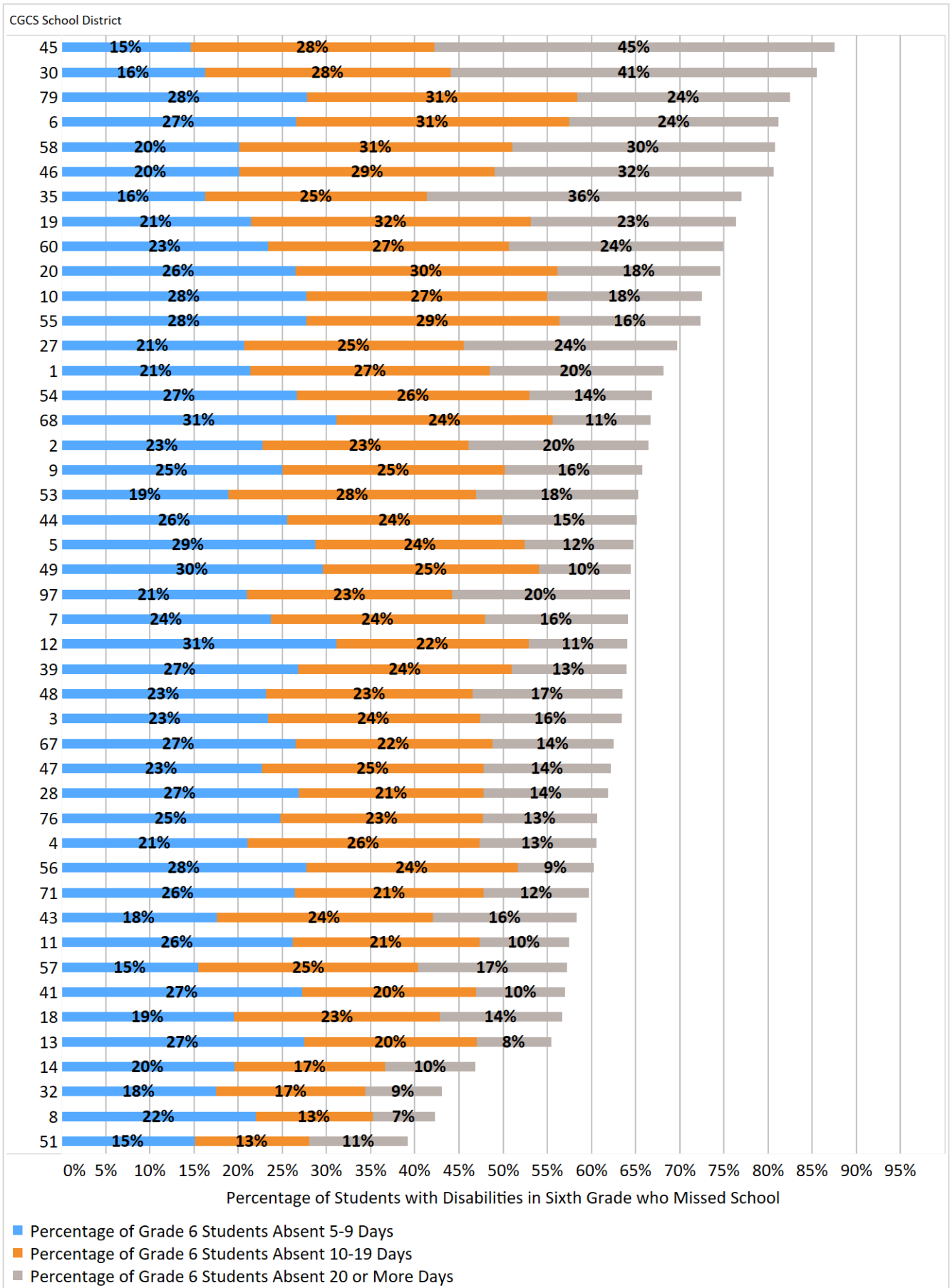
Figure 8.17. Percentage of Students with Disabilities in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

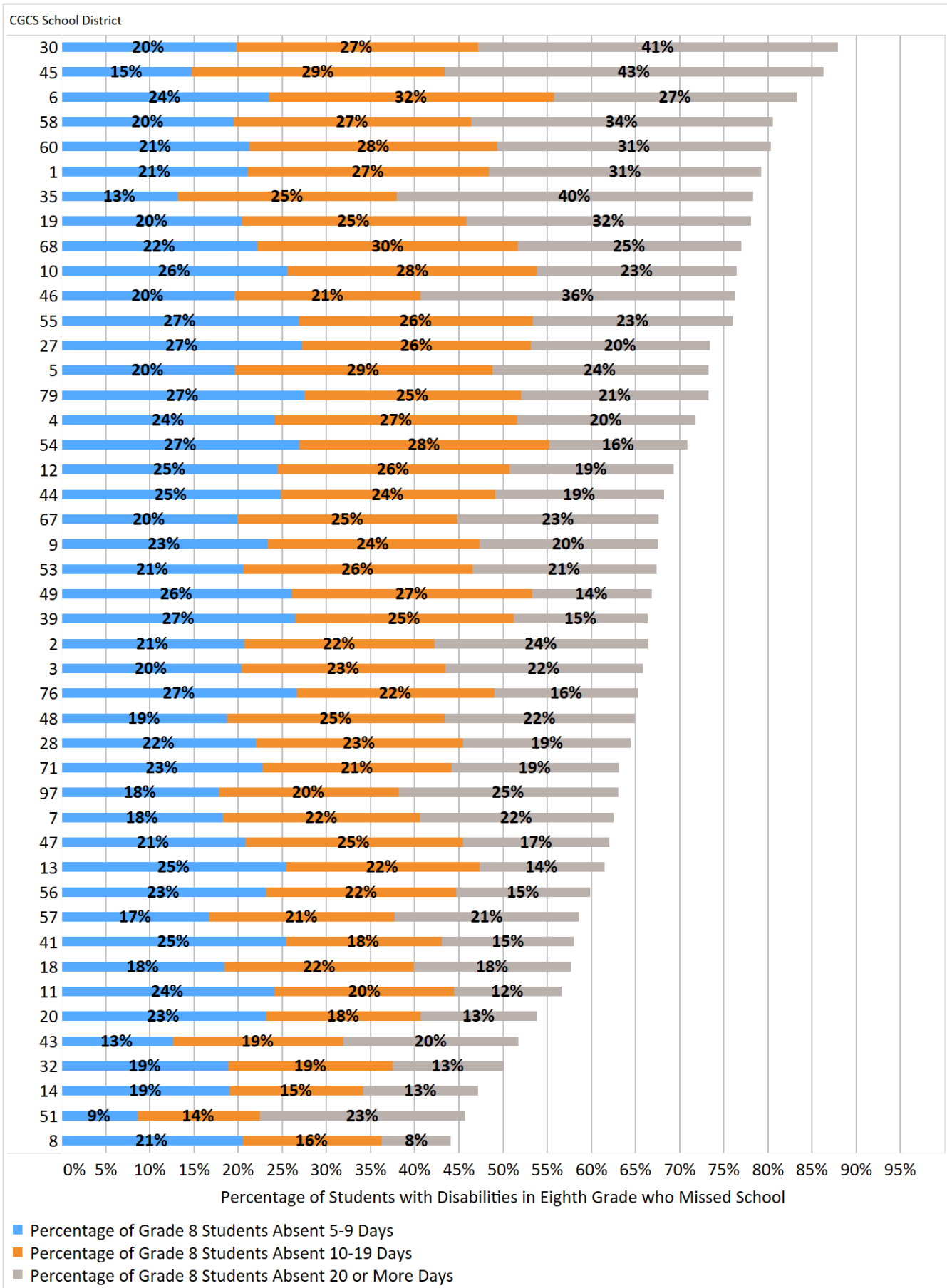


Figure 8.18. Percentage of Students with Disabilities in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



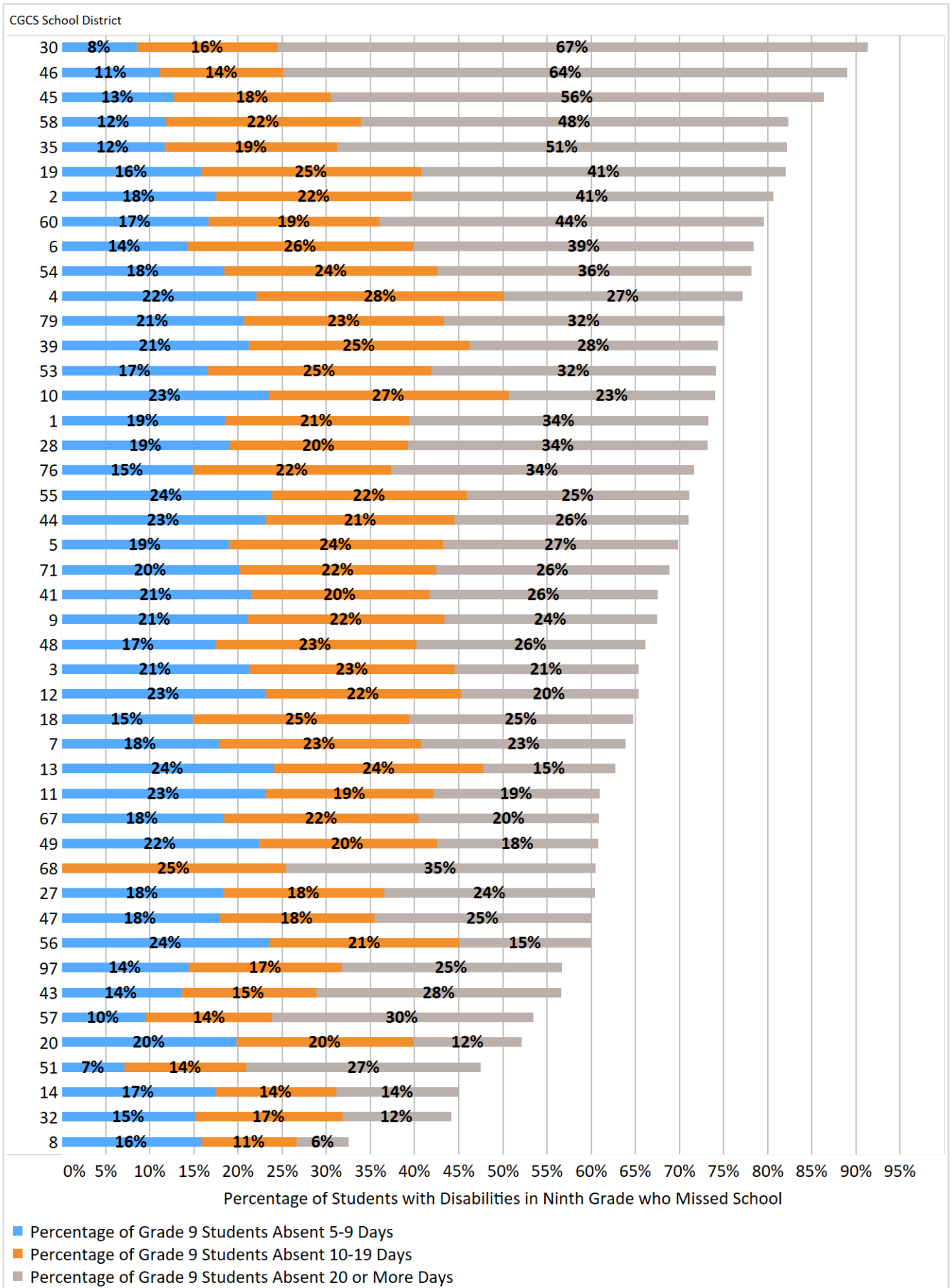
Note: Lower values are desired

Figure 8.19. Percentage of Students with Disabilities in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



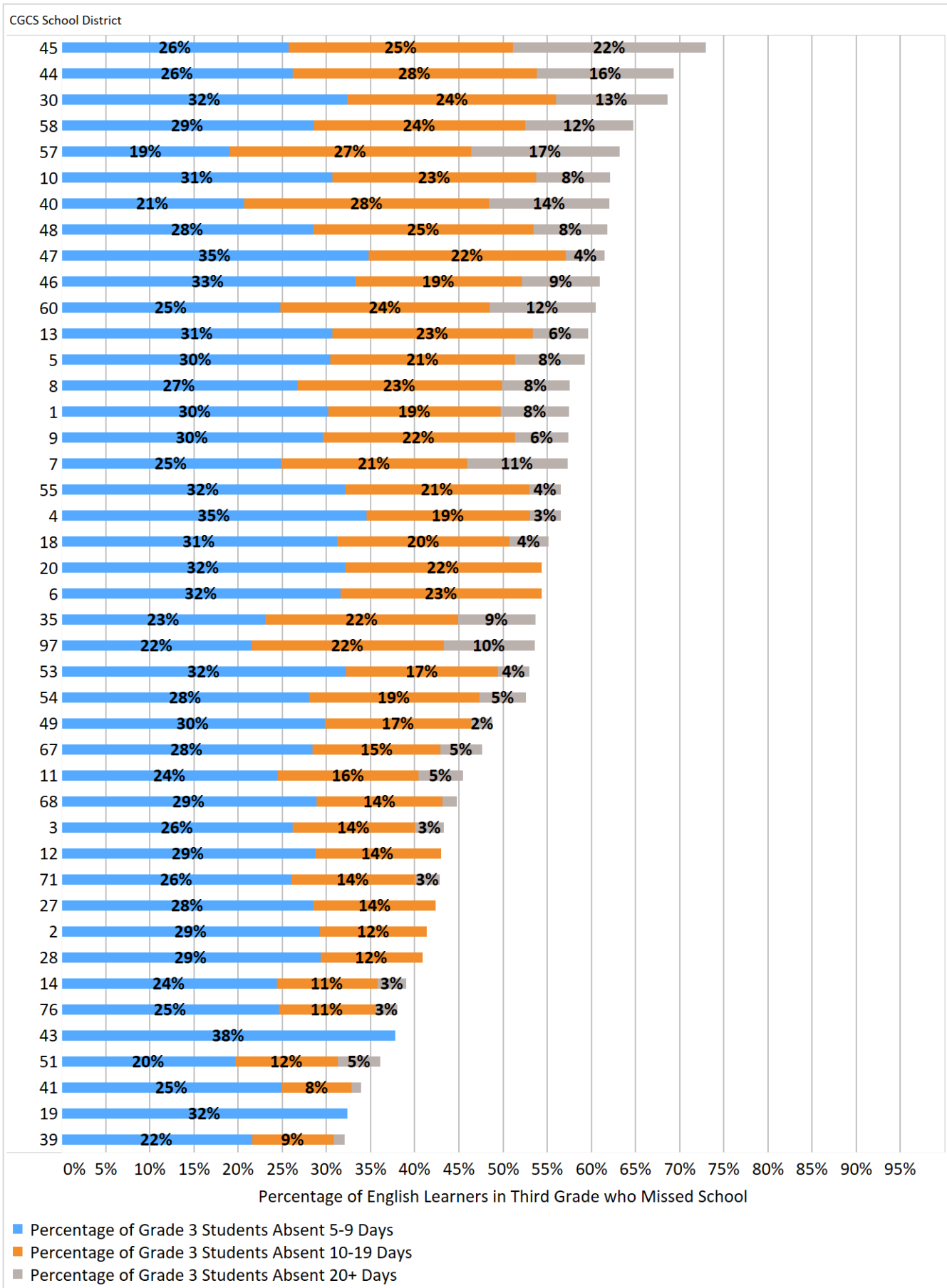
Note: Lower values are desired

Figure 8.20. Percentage of Students with Disabilities in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



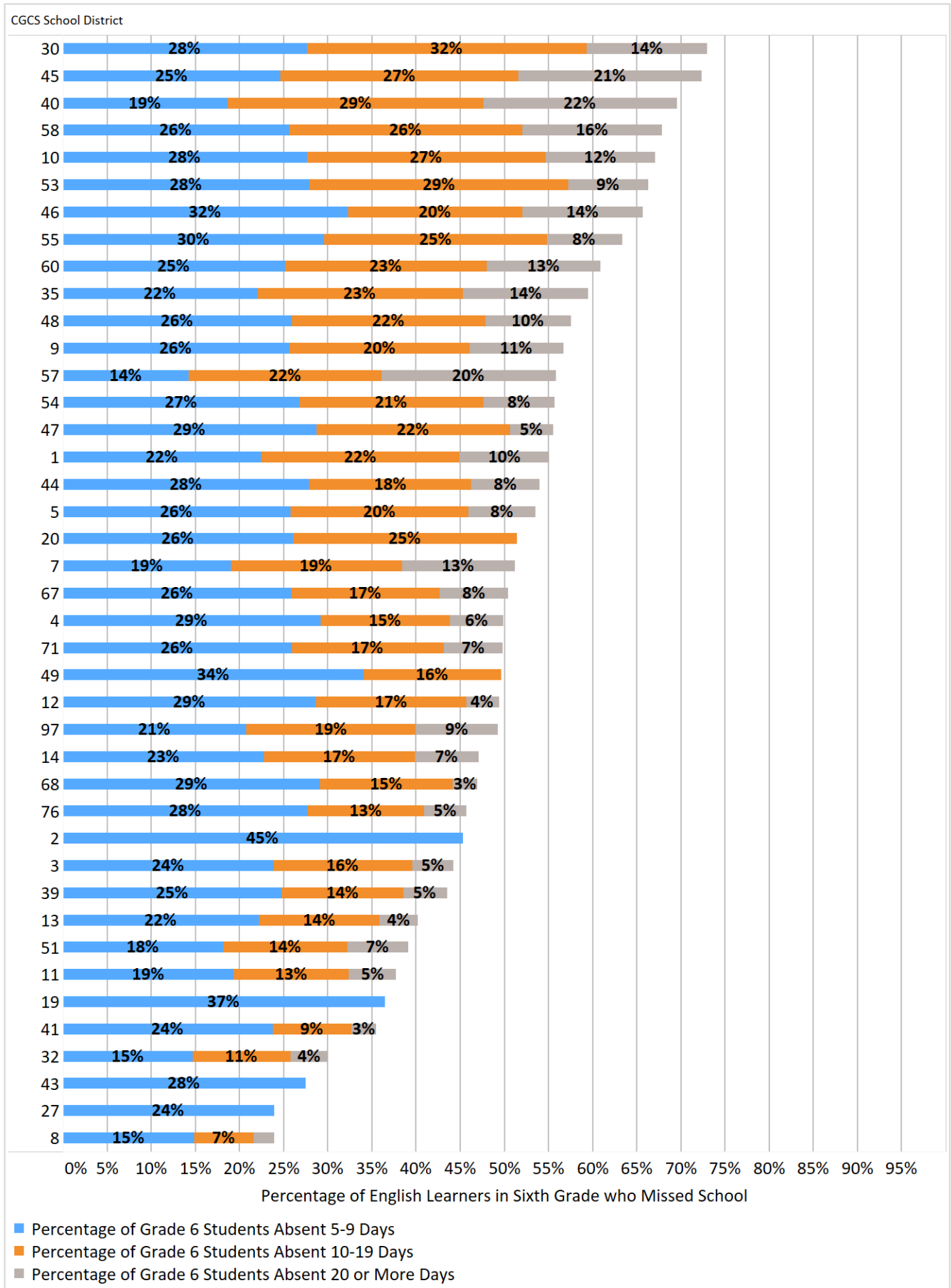
Note: Lower values are desired

Figure 8.21. Percentage of English Learners in Third Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



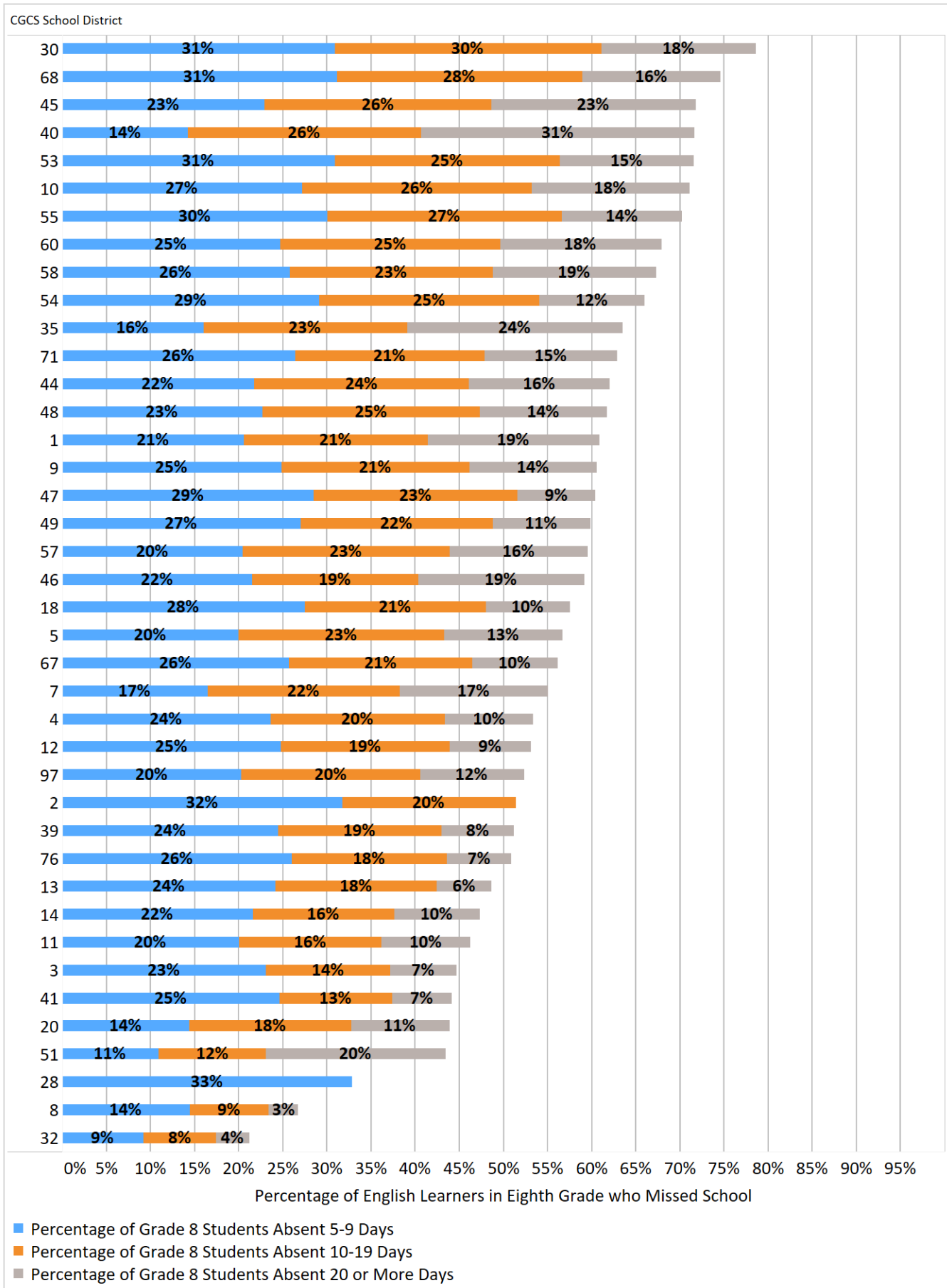
Note: Lower values are desired

Figure 8.22. Percentage of English Learners in Sixth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



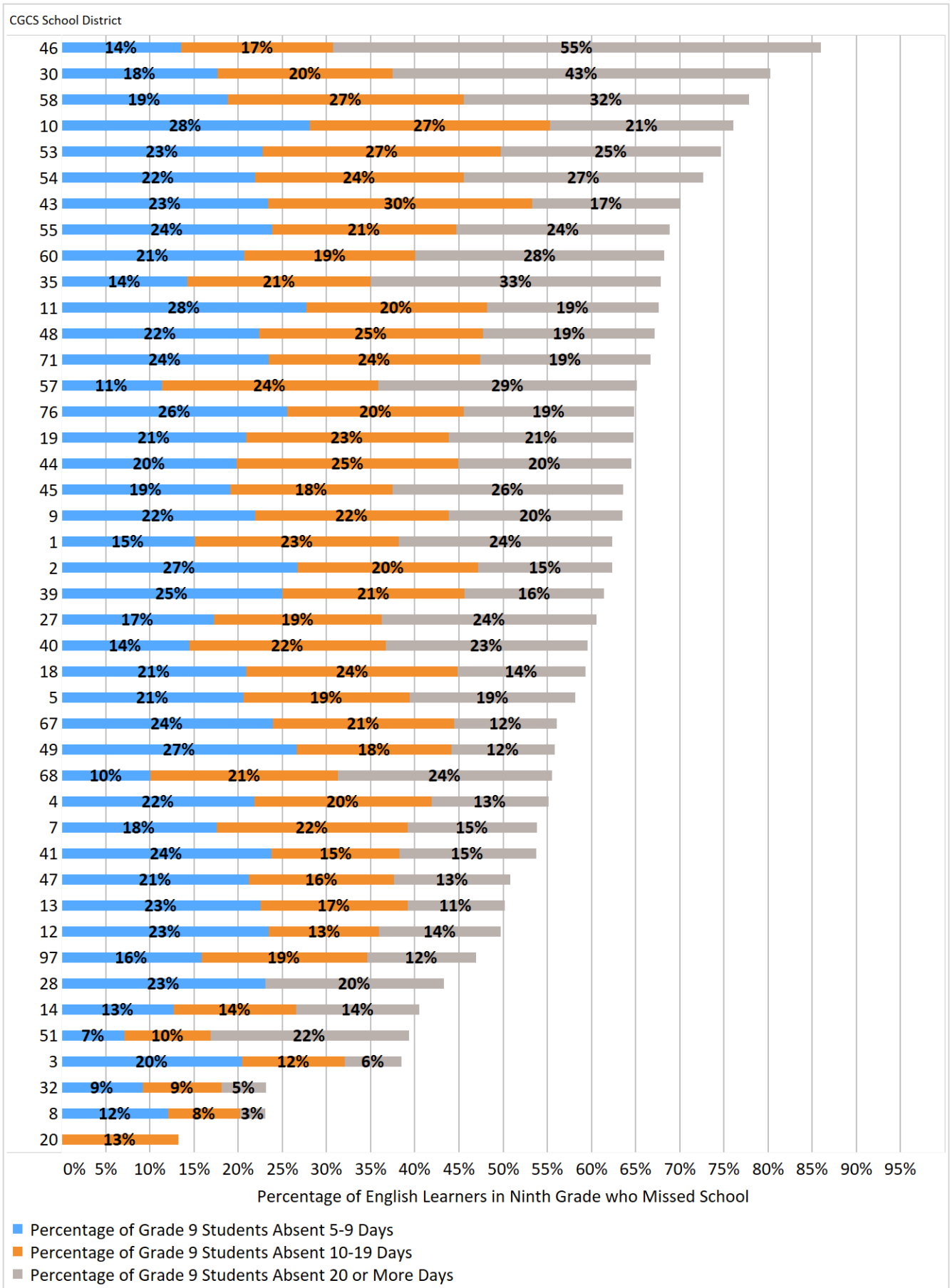
Note: Lower values are desired

Figure 8.23. Percentage of English Learners in Eighth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

Figure 8.24. Percentage of English Learners in Ninth Grade Who Missed School by Total Number of Days Missed over the School year, 2016-17



Note: Lower values are desired

## **Discipline Indicators**

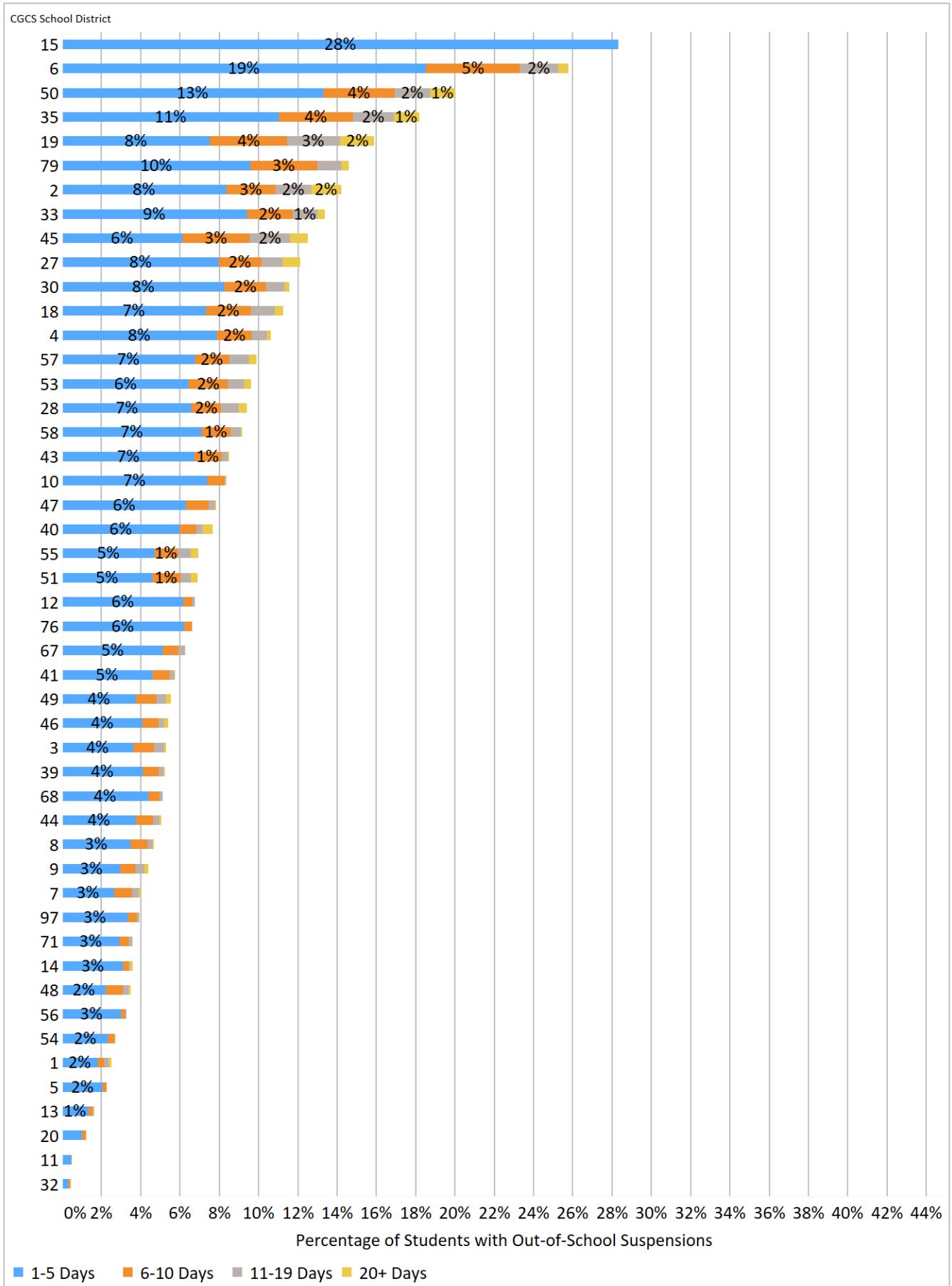
The discipline indicators in this section focus on out-of-school suspensions. The two KPIs for discipline include the percentage of students suspended for 1 to 5 days, 6 to 10 days, 11 to 19 days, or 20 or more days in the school year, and the total number of instructional days missed due to suspension for the year.

Figures 9.1 to 9.18 show the percentage of students who were suspended out-of-school for 1 to 5 days, 6 to 10 days, 11 to 19 days, and more than 20 days cumulatively over the course of the school year. The unit of analysis is students.

Figures 10.1 to 10.18 show the number of instructional days missed per 100 students in each district. These data allow districts to compare numbers of lost instructional days independent of overall district enrollment. The unit of analysis is number of days suspended per 100 students.



Figure 9.1. Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

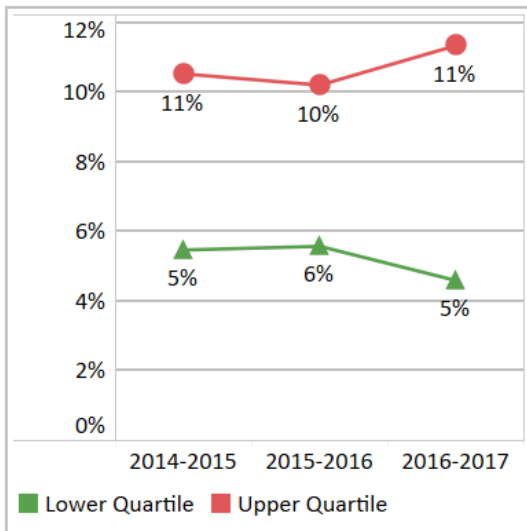


### Percentage of Students with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.1: Total number of students suspended for specified lengths of time divided by the total number of students.
- Figure 9.2: Percentage point difference in students with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.3: Upper quartile and lower quartile change in percentage of students with out-of-school suspensions.

Figure 9.3. Trends in Out-of-School Suspensions by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Atlanta
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Shelby County

Figure 9.2. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among All Students, 2014-15 to 2016-17

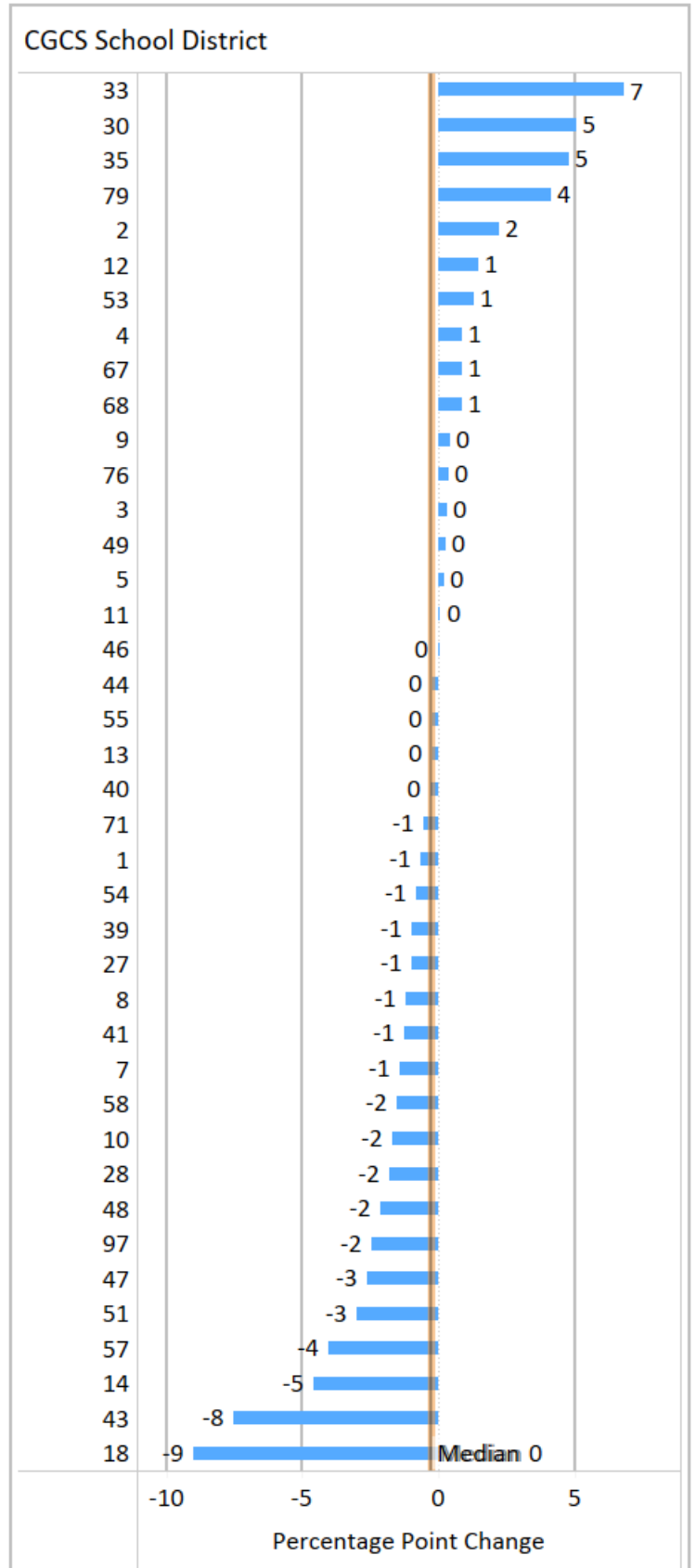
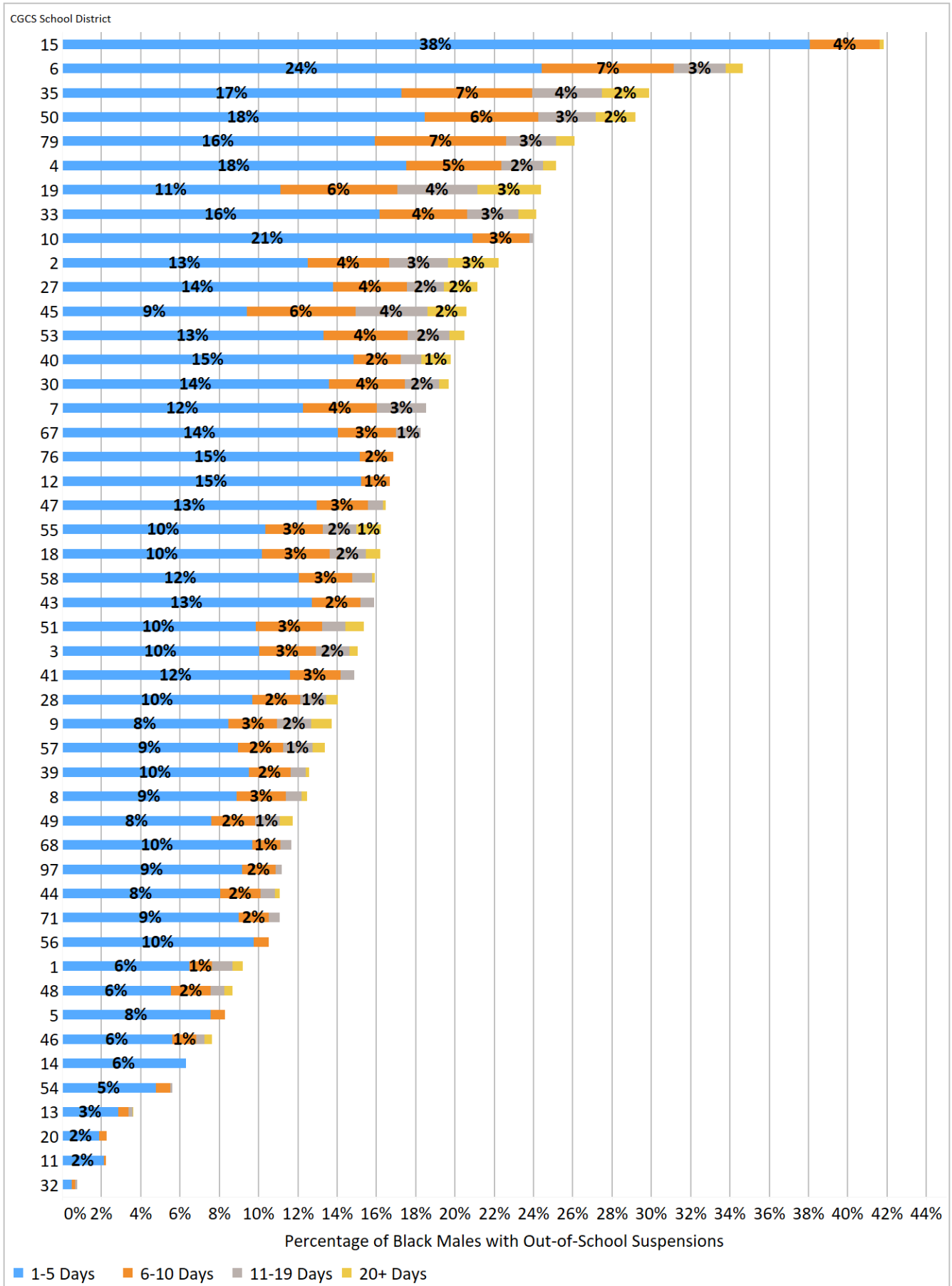


Figure 9.4. Percentage of Black Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

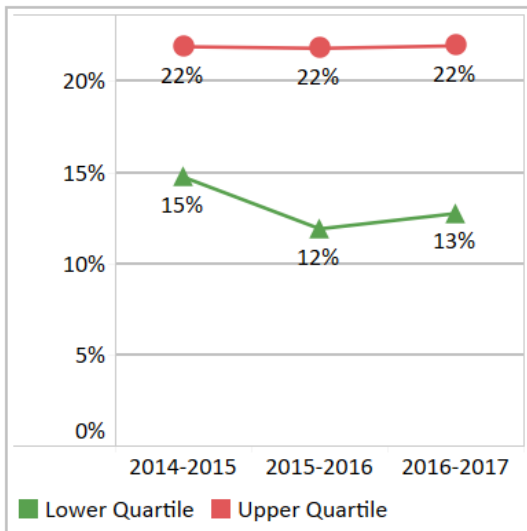


### Percentage of Black Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.4: Total number of Black males suspended for specified lengths of time divided by the total number of Black males.
- Figure 9.5: Percentage point difference in Black males with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.6: Upper quartile and lower quartile change in the percentage of Black males with out-of-school suspensions.

Figure 9.6. Trends in Out-of-School Suspensions Among Black Males by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Baltimore
- Broward
- Chicago
- Cincinnati
- Duval
- Long Beach
- Los Angeles
- Miami
- Orange County
- Portland
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Shelby County

Figure 9.5. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Black Males, 2014-15 to 2016-17

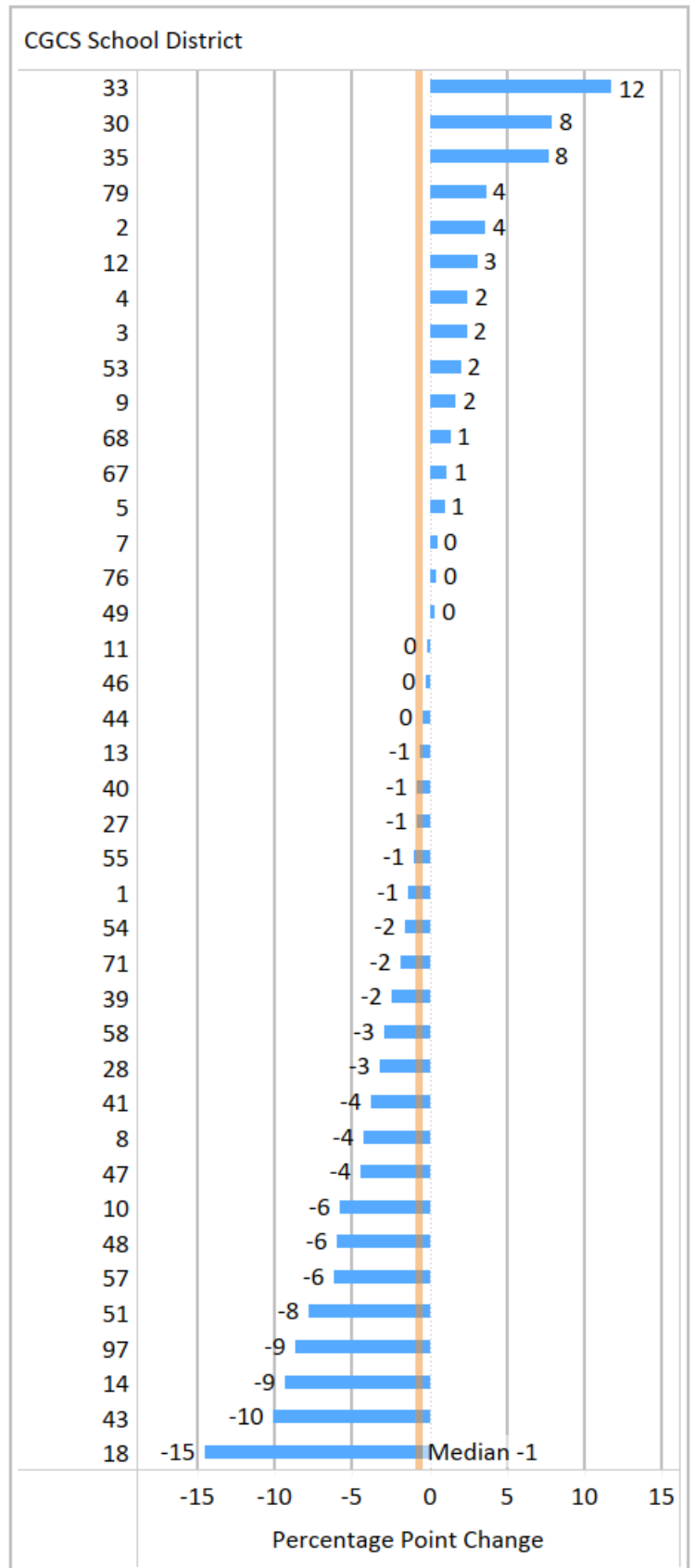
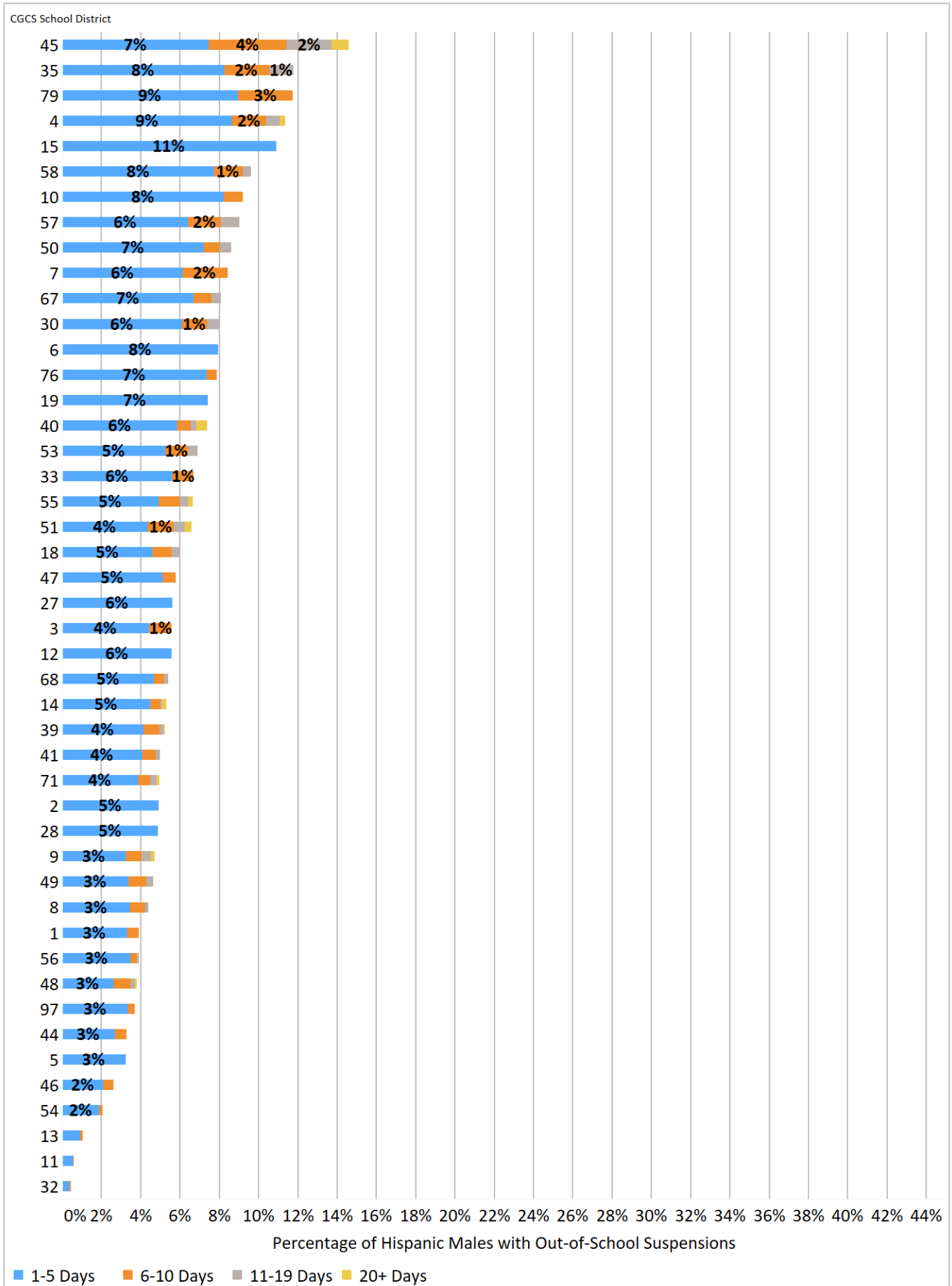


Figure 9.7. Percentage of Hispanic Males with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

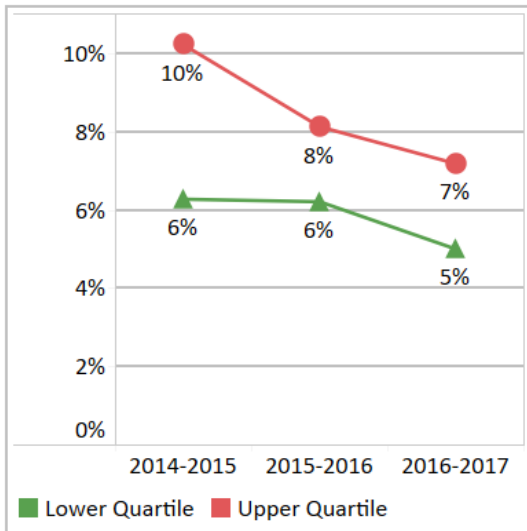


### Percentage of Hispanic Males with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.7: Total number of Hispanic males suspended for specified lengths of time divided by the total number of Hispanic males.
- Figure 9.8: Percentage point difference in Hispanic males with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.9: Upper quartile and lower quartile change in percentage of Hispanic males with out-of-school suspensions.

Figure 9.9. Trends in Out-of-School Suspensions Among Hispanic Males by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Duval
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Norfolk
- Oklahoma City
- Orange County
- Philadelphia
- Pinellas
- Shelby County

Figure 9.8. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Hispanic Males, 2014-15 to 2016-17

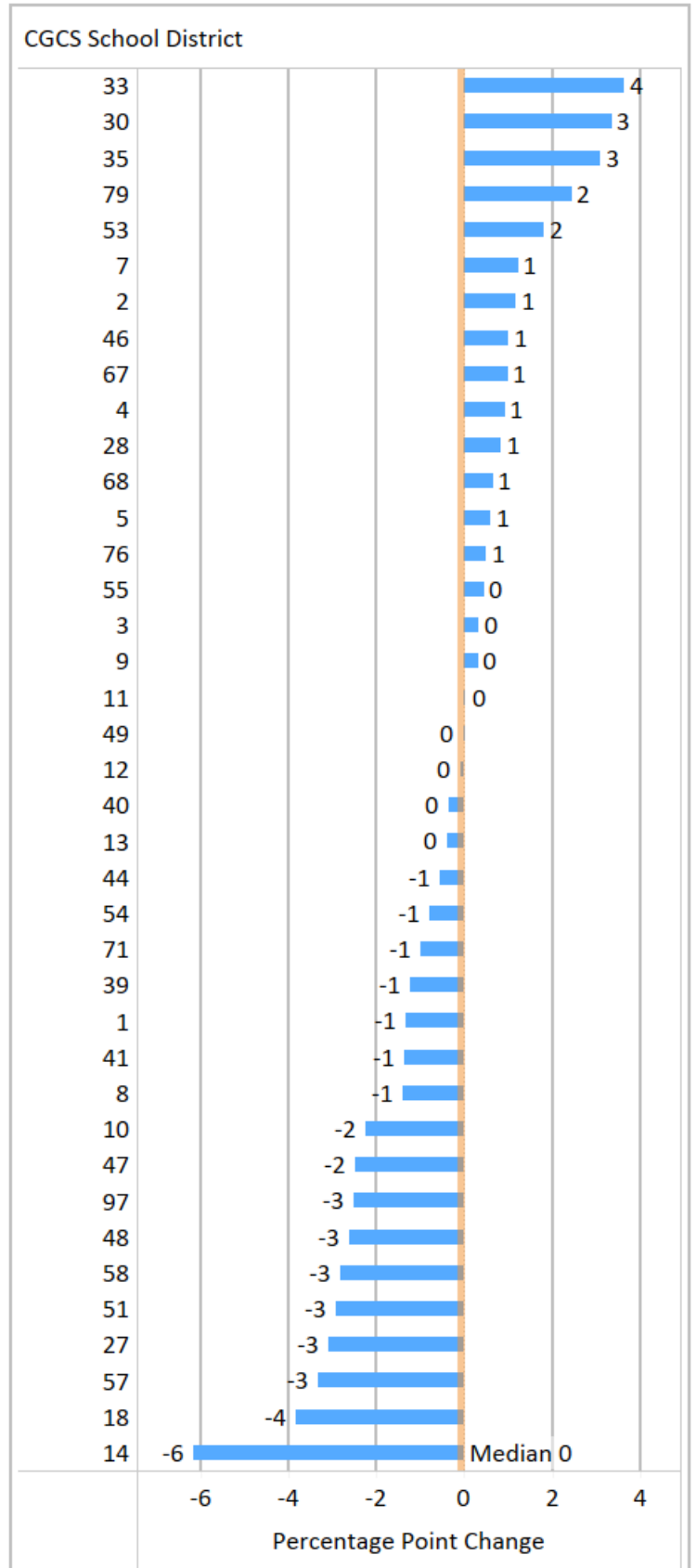
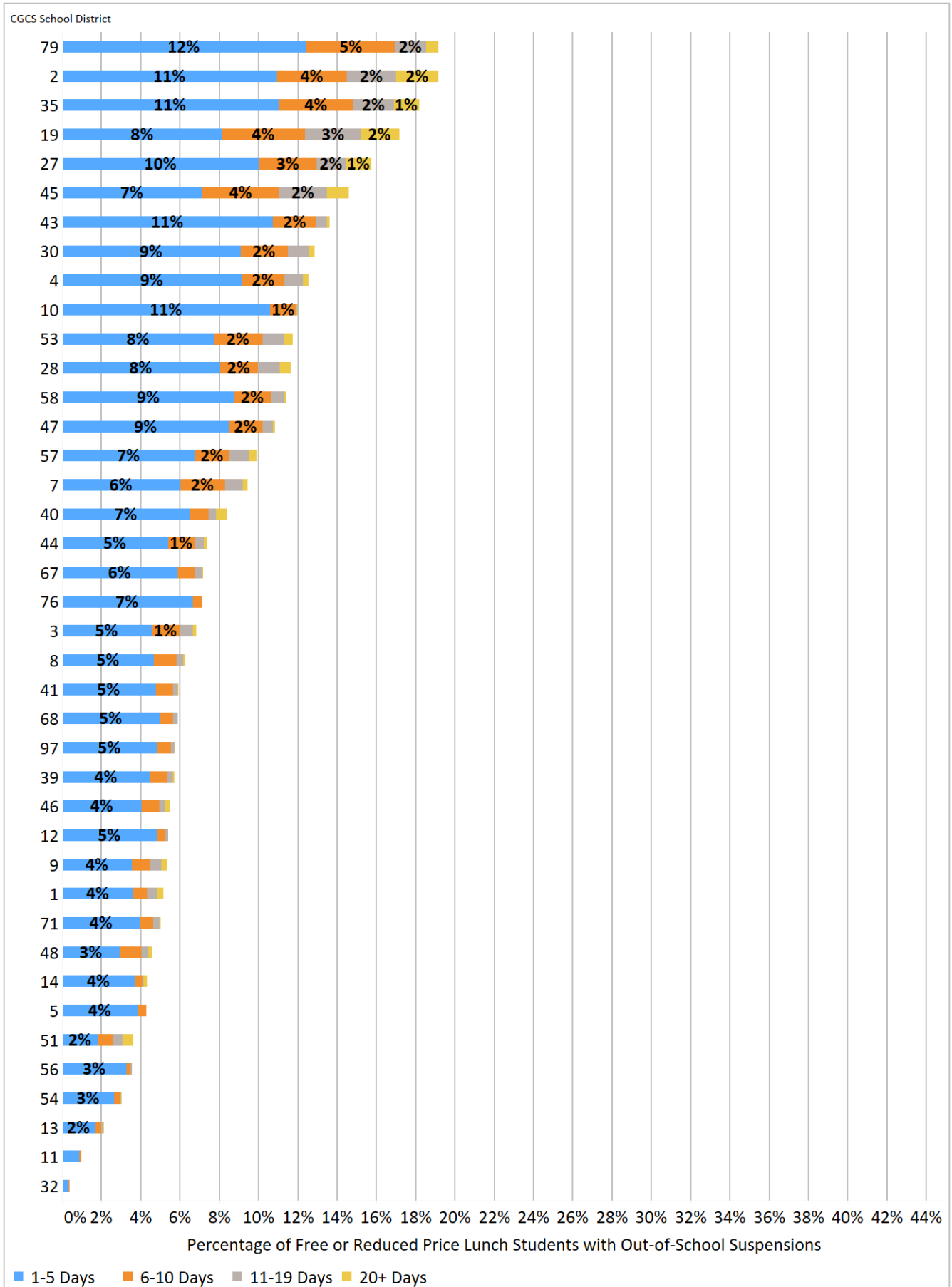


Figure 9.10. Percentage of Free or Reduced Price Lunch Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

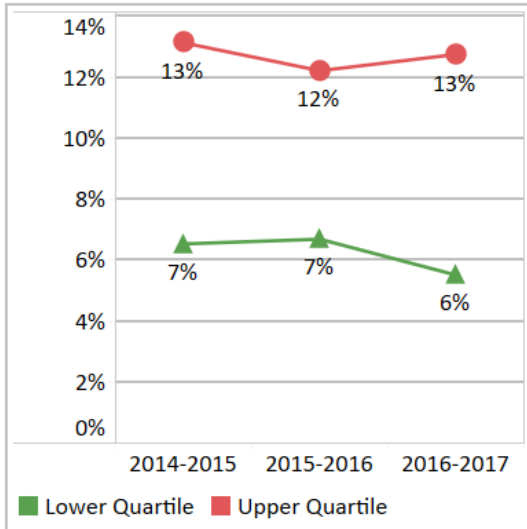


**Percentage of Free or Reduced-Price Lunch (FRPL) Students with Out-of-School Suspensions for the Year**

Note: Lower values and larger decreases are desired

- Figure 9.10: Total number of FRPL students suspended for specified lengths of time divided by the total number of FRPL students.
- Figure 9.11: Percentage point difference in FRPL students with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.12: Upper quartile and lower quartile change in percentage of FRPL students with out-of-school suspensions.

Figure 9.12. Trends in Out-of-School Suspensions Among Students Eligible for Free or Reduced Price Lunch by Quartile, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Albuquerque
- Austin
- Broward
- Chicago
- Long Beach
- Los Angeles
- Miami
- Oklahoma City
- Orange County
- Portland

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Atlanta
- Cleveland
- Hillsborough County
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Richmond

Figure 9.11. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students Eligible for Free or Reduced Price Lunch, 2014-15 to 2016-17

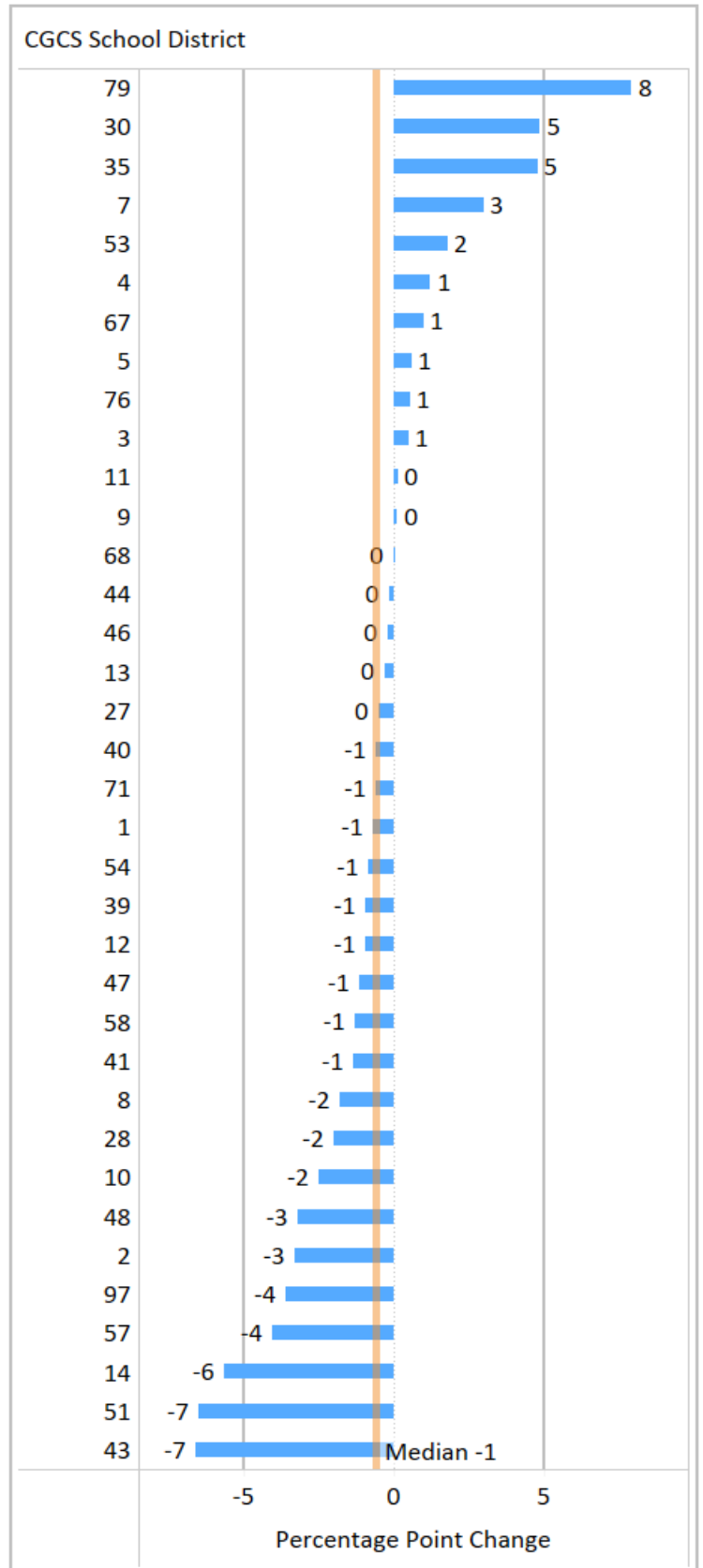
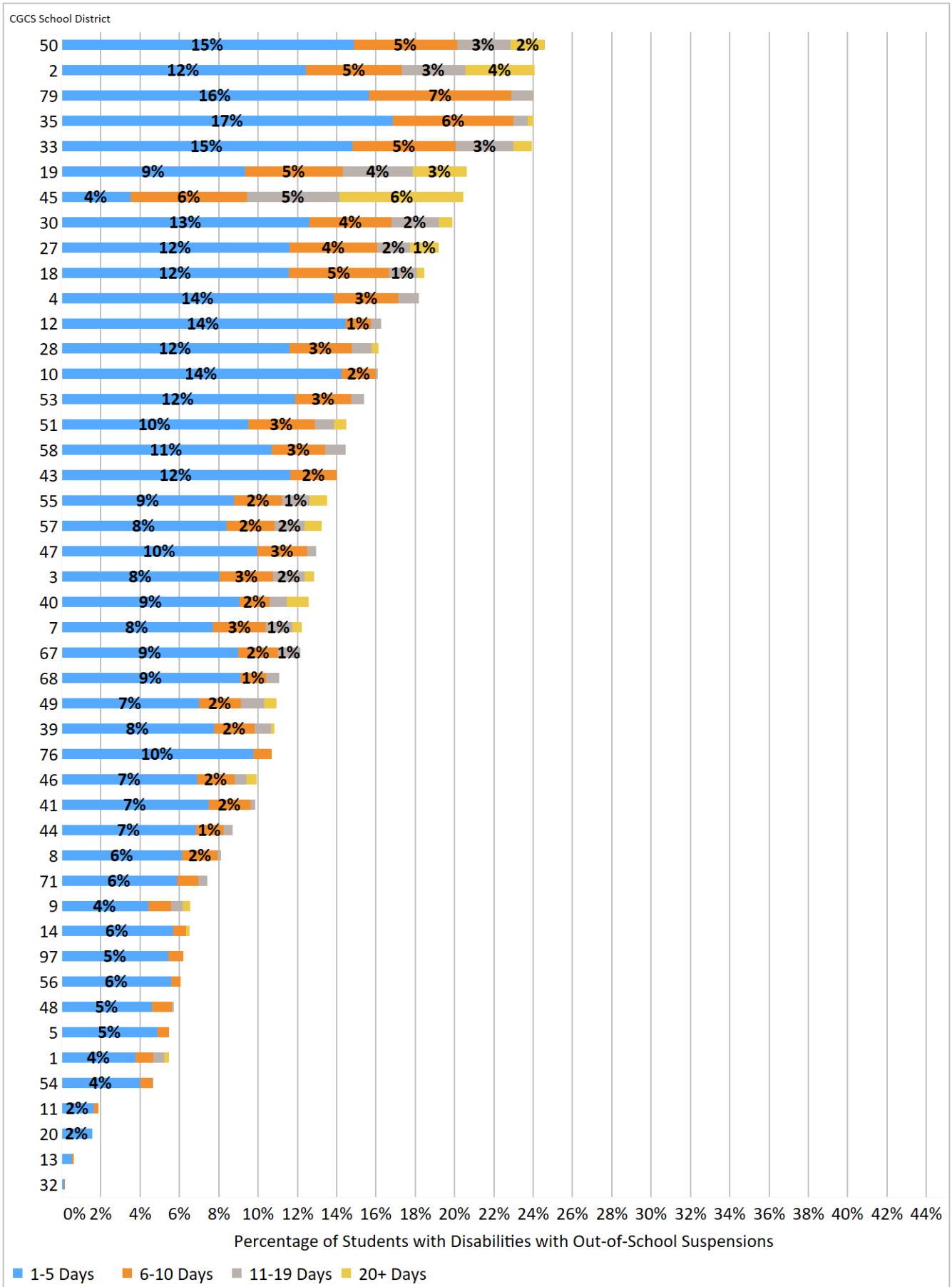




Figure 9.13. Percentage of Students with Disabilities with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

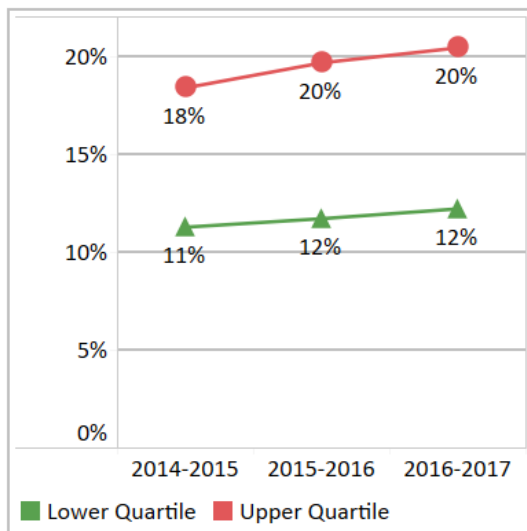


### Percentage of Students with Disabilities with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.13: Total number of students with disabilities suspended for specified lengths of time divided by the total number of students with disabilities.
- Figure 9.14: Percentage point difference in students with disabilities with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.15: Upper quartile and lower quartile change in percentage of out-of-school suspensions among students with disabilities.

Figure 9.15. Trends in Out-of-School Suspensions Among Students with Disabilities by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Broward
- Chicago
- Cincinnati
- Clark County
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- Seattle

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Nashville
- Oklahoma City
- Orange County
- Palm Beach
- Pinellas
- Pittsburgh
- Shelby County

Figure 9.14. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among Students with Disabilities, 2014-15 to 2016-17

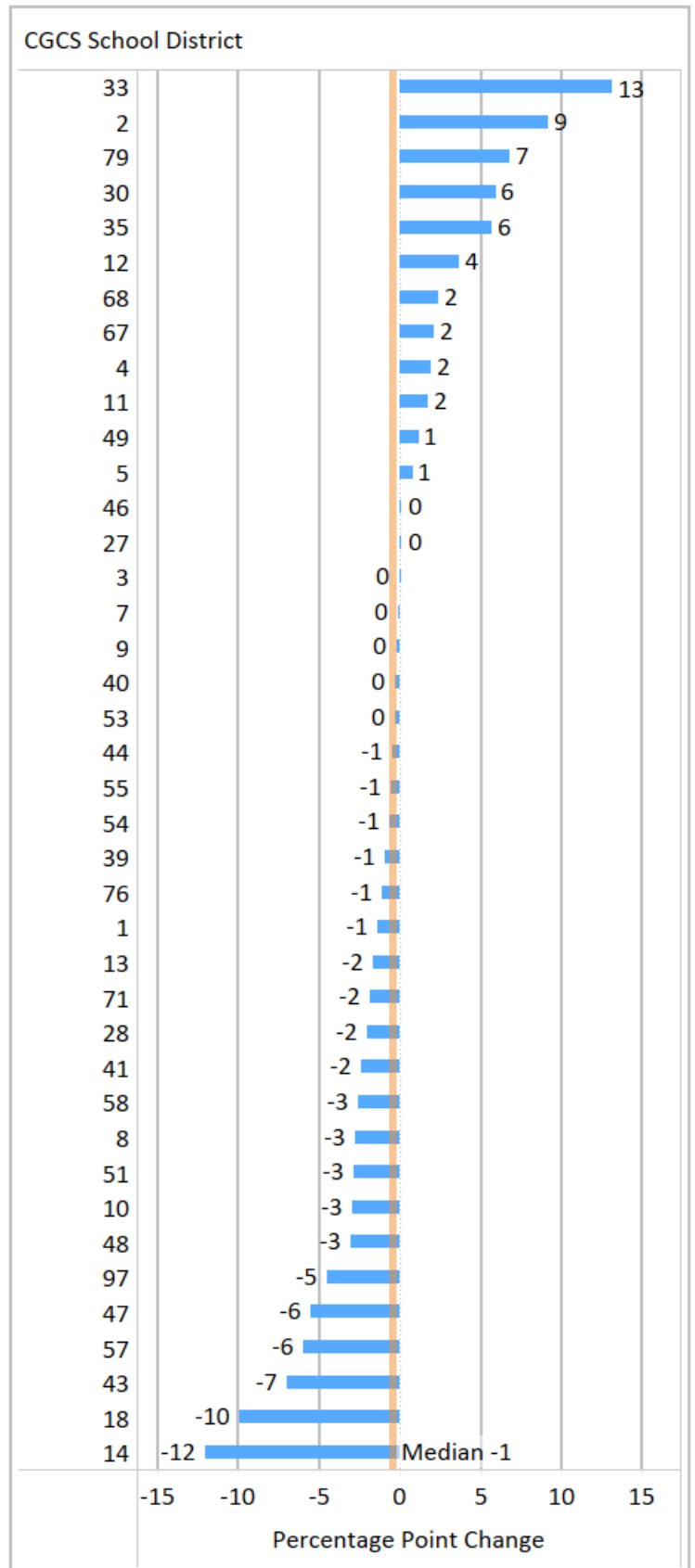
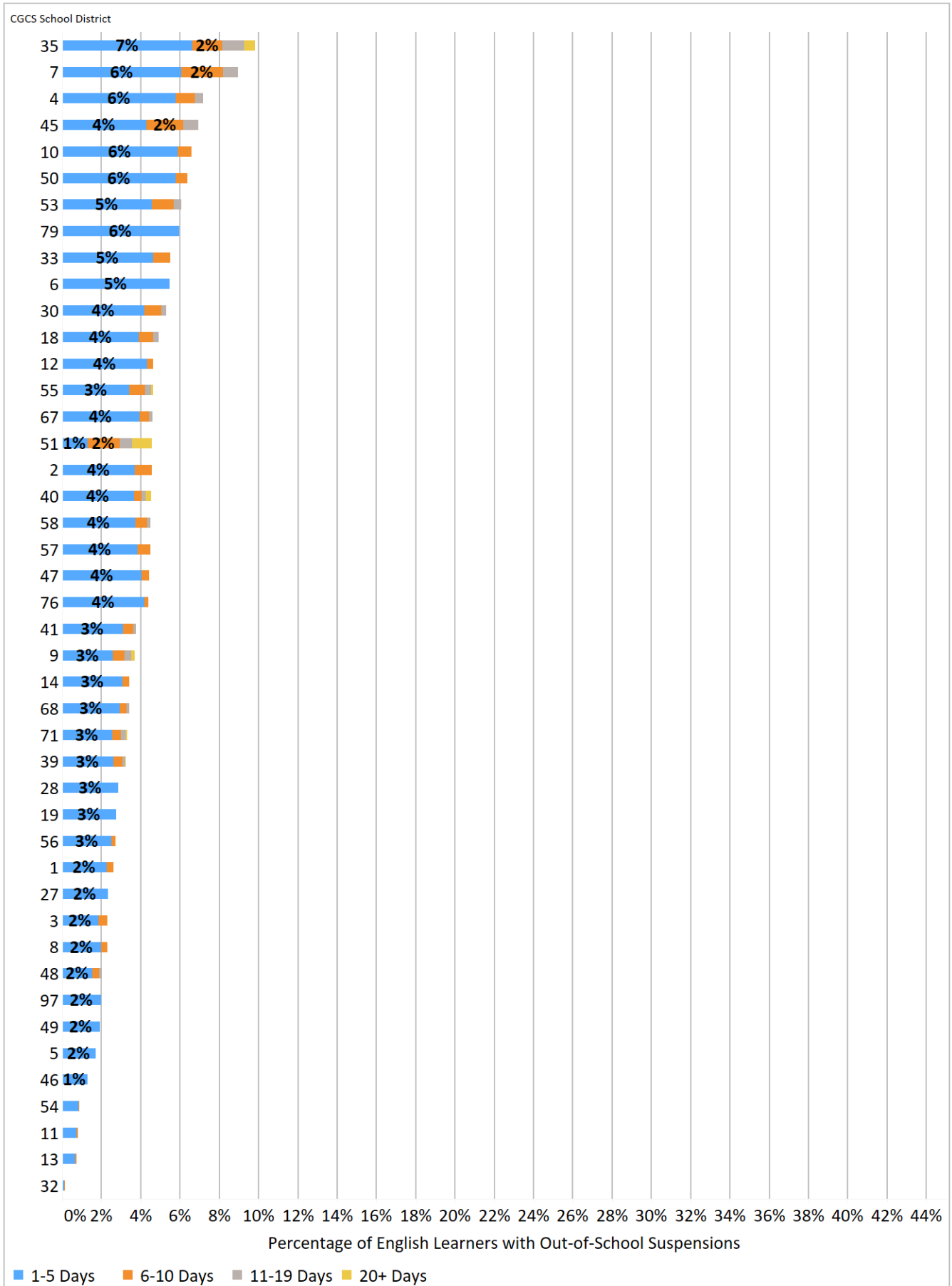


Figure 9.16. Percentage of English Learners with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2016-17

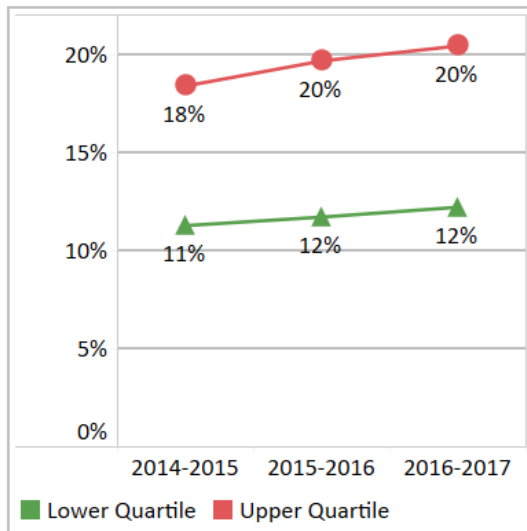


### Percentage of English Learners with Out-of-School Suspensions for the Year

Note: Lower values and larger decreases are desired

- Figure 9.16: Total number of English learners suspended for specified lengths of time divided by the total number of English learners.
- Figure 9.17: Percentage point difference in English learners with out-of-school suspensions between 2014-15 and 2016-17.
- Figure 9.18: Upper quartile and lower quartile change in the percentage of English learners with out-of-school suspensions.

Figure 9.18. Trends in Out-of-School Suspensions Among English Learners by Quartile, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Guilford
- Los Angeles
- Miami
- Norfolk
- Orange County
- Palm Beach
- Pinellas
- Portland
- St. Paul

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Cleveland
- Hillsborough County
- Norfolk
- Oklahoma City
- Orange County
- Palm Beach
- Philadelphia
- Pinellas

Figure 9.17. Percentage Point Change in Out-of-School Suspensions for Any Length of Time Among English Learners, 2014-15 to 2016-17

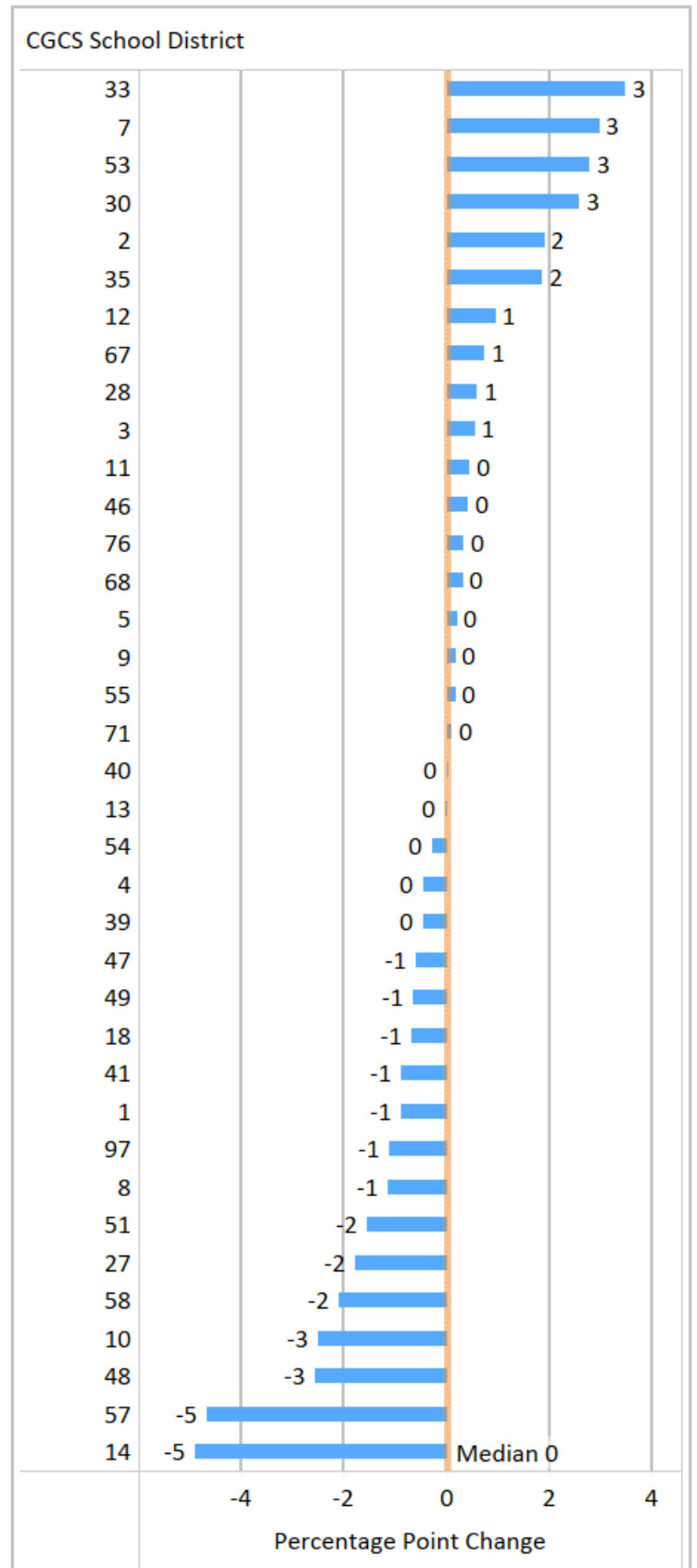
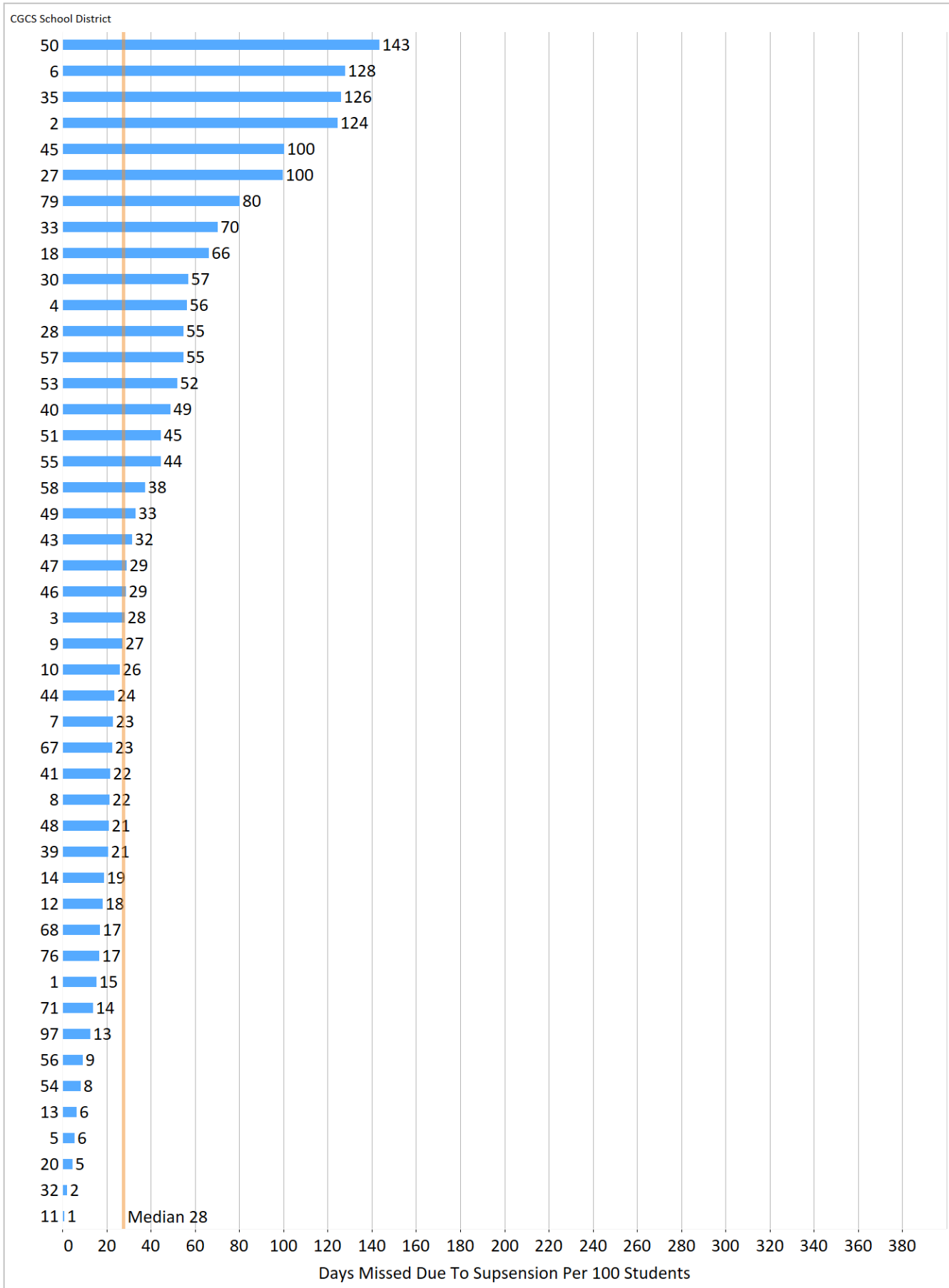


Figure 10.1. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2016-17

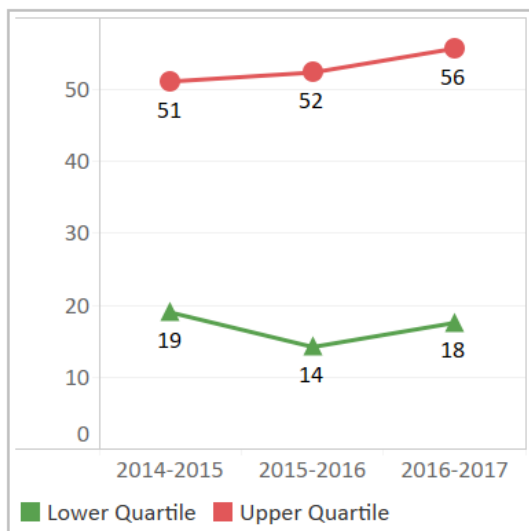


## Number of Instructional Days Missed Due to Out-of-School Suspensions

Note: Lower values and larger decreases are desired

- Figure 10.1: Total number of instructional days missed due to out-of-school suspensions divided by total enrollment multiplied by 100.
- Figure 10.2: Percentage point difference in number of instructional days missed per 100 students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.3: Upper quartile and lower quartile change in the number of instructional days missed per 100 students due to out-of-school suspensions.

Figure 10.3. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2014-15 to 2016-17



### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio
- Seattle

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Shelby County

Figure 10.2. Percentage Point Change in the Number of Instructional Days Missed due to Out-of-School Suspensions per 100 Students, 2014-15 to 2016-17

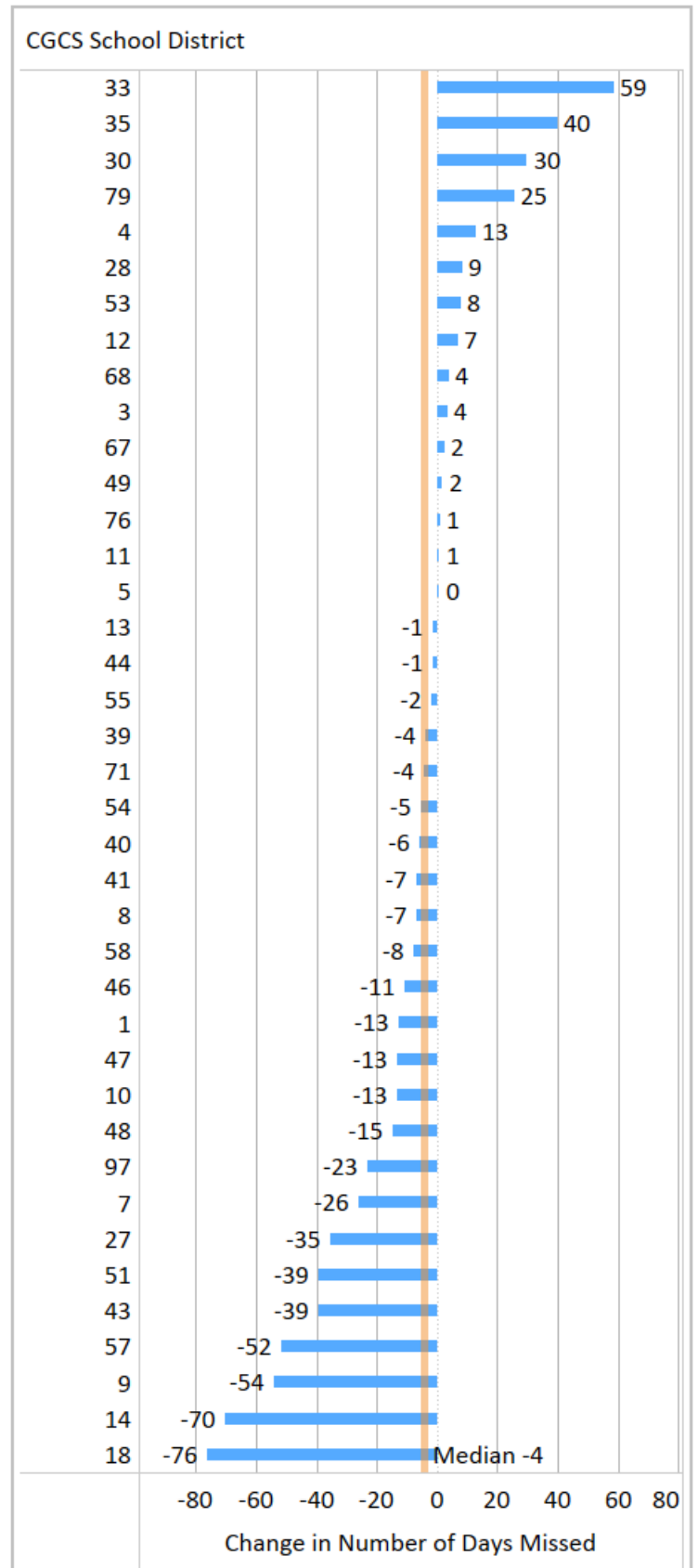
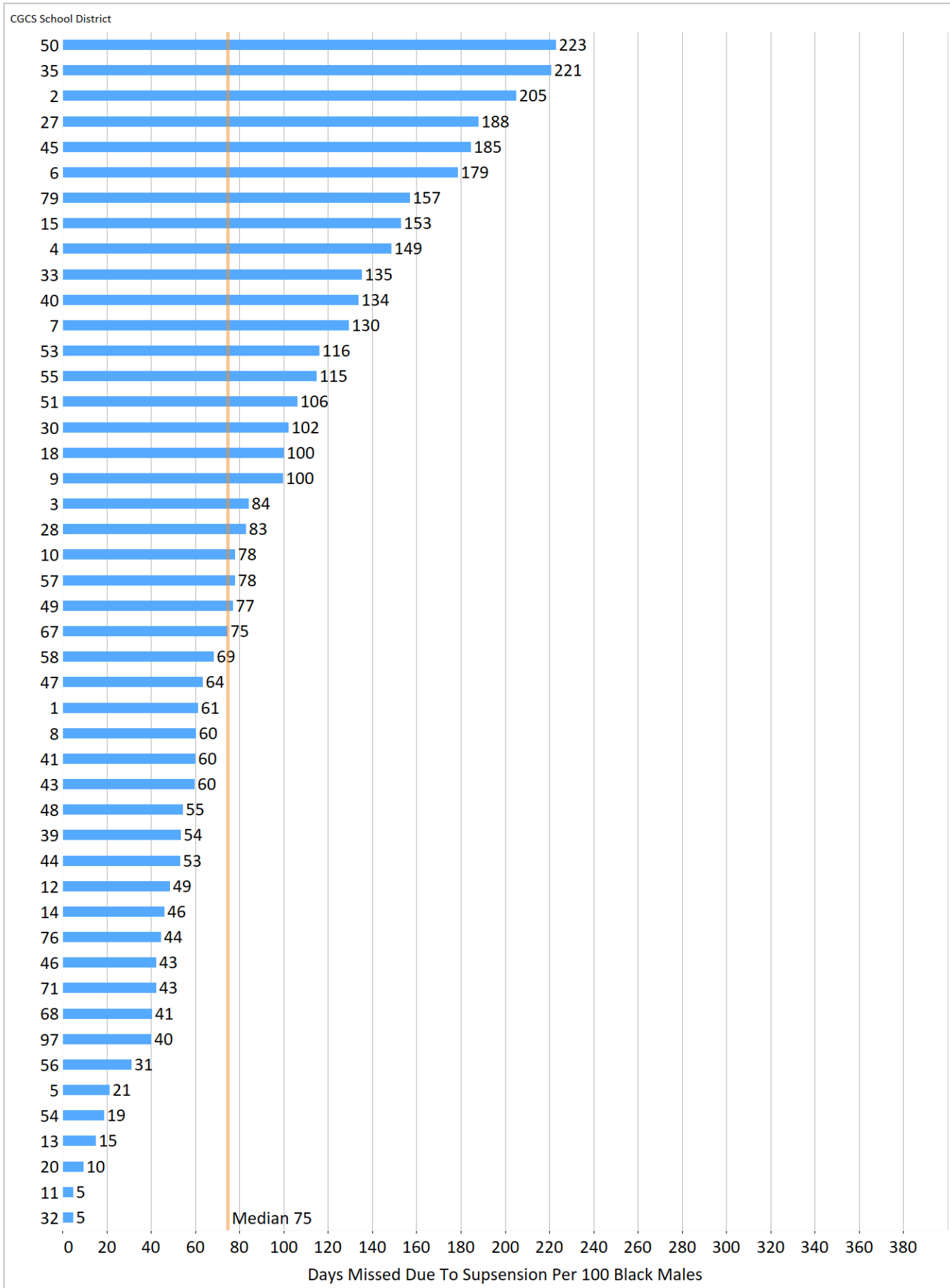


Figure 10.4. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2016-17

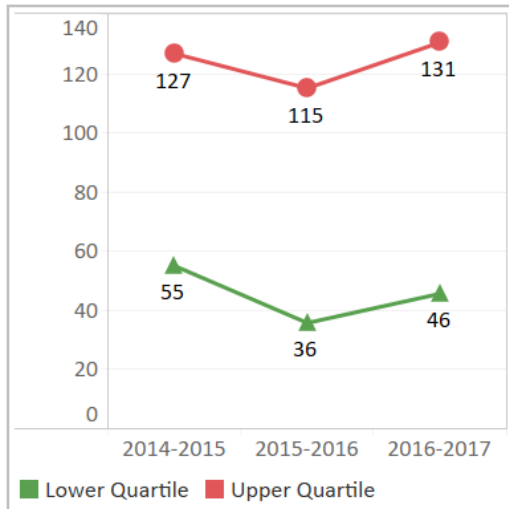


### Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males

Note: Lower values and larger decreases are desired

- Figure 10.4: Total number of Black male instructional days missed due to out-of-school suspensions divided by total Black male enrollment multiplied by 100.
- Figure 10.5: Percentage point difference in number of instructional days missed per 100 Black males due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.6: Upper quartile and lower quartile change in number of instructional days missed per 100 Black males due to out-of-school suspensions.

Figure 10.6. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Austin
- Baltimore
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Pinellas
- Pittsburgh
- Richmond
- Shelby County

Figure 10.5. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Males, 2014-15 to 2016-17

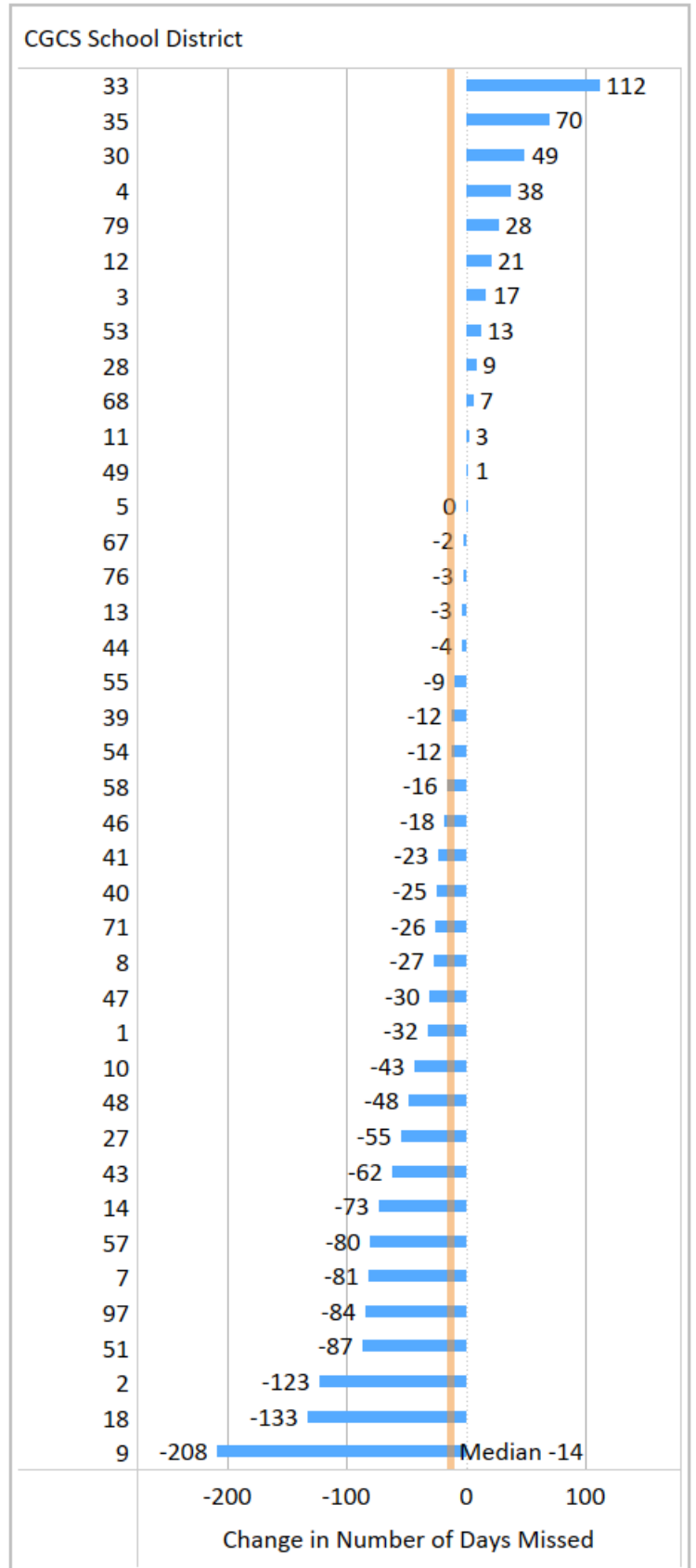
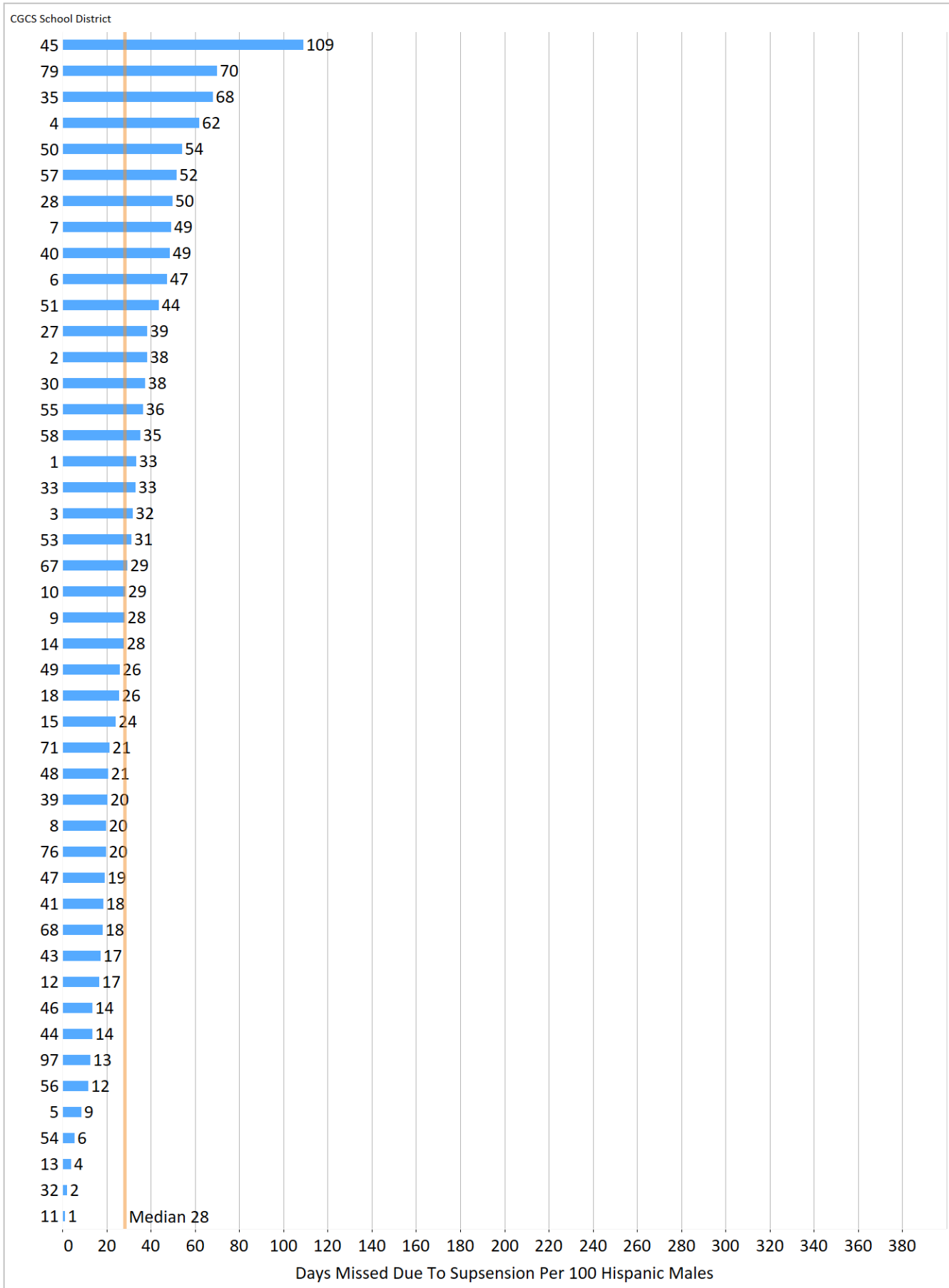




Figure 10.7. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2016-17

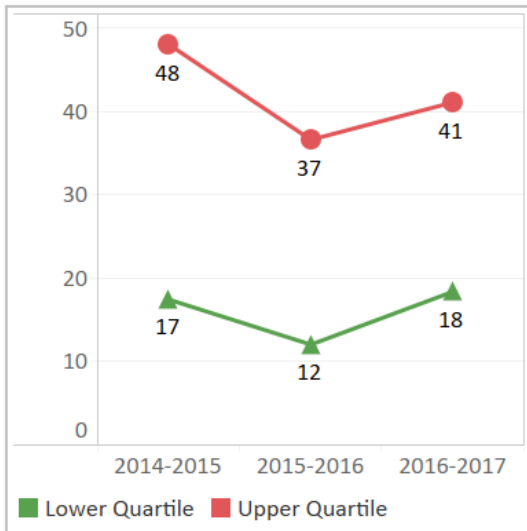


### Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males

Note: Lower values and larger decreases are desired

- Figure 10.7: Total number of Hispanic male instructional days missed due to out-of-school suspensions divided by total Hispanic male enrollment multiplied by 100.
- Figure 10.8: Percentage point difference in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.9: Upper and lower quartile change in number of Hispanic male instructional days missed per 100 students due to out-of-school suspensions.

Figure 10.9. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2014-15 to 2016-17



#### Best Quartile for Overall Performance (2016-17)

- Arlington
- Baltimore
- Broward
- Chicago
- Des Moines
- Duval
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Pittsburgh
- Portland

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

Figure 10.8. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Males, 2014-15 to 2016-17

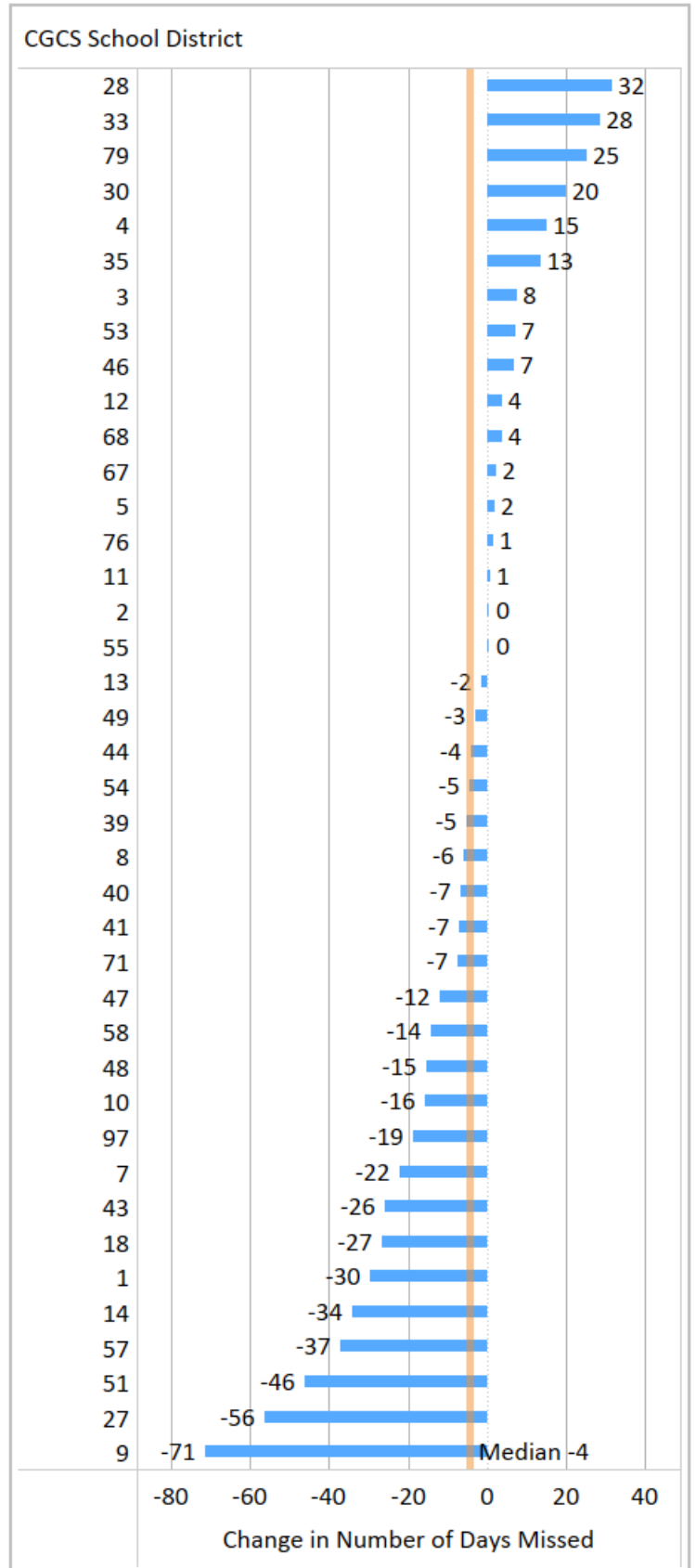
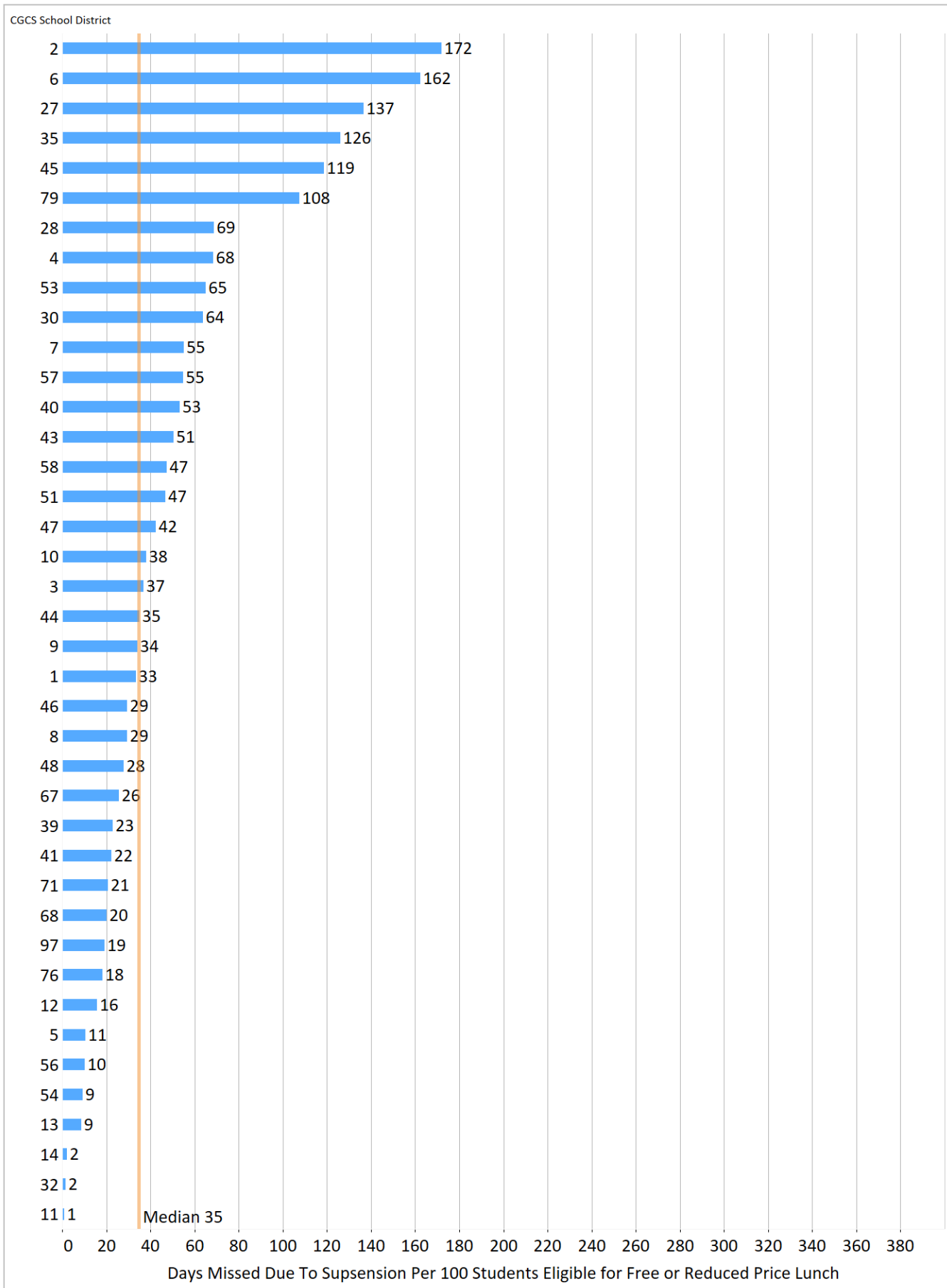


Figure 10.10. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2016-17

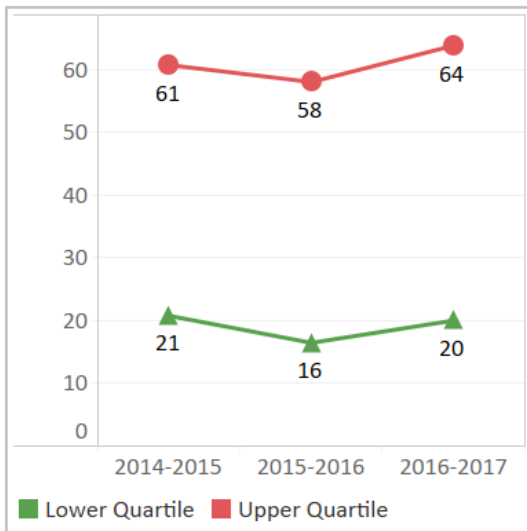


**Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students (FRPL)**

Note: Lower values and larger decreases are desired

- Figure 10.10: Total number of FRPL instructional days missed due to out-of-school suspensions divided by total FRPL enrollment multiplied by 100.
- Figure 10.11: Percentage point difference in instructional days missed per 100 FRPL students due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.12: Upper and lower quartile change in number of instructional days missed per 100 FRPL students due to out-of-school suspensions.

Figure 10.12. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2014-15 to 2016-17



**Best Quartile for Overall Performance (2016-17)**

- Albuquerque
- Broward
- Chicago
- Des Moines
- Long Beach
- Los Angeles
- Miami
- Pinellas
- Portland
- San Antonio

**Best Quartile for Percentage Point Change (2014-15 to 2016-17)**

- Albuquerque
- Clark County
- Cleveland
- Norfolk
- Oklahoma City
- Orange County
- Pinellas
- Pittsburgh
- Seattle

Figure 10.11. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Free or Reduced Price Lunch Students, 2014-15 to 2016-17

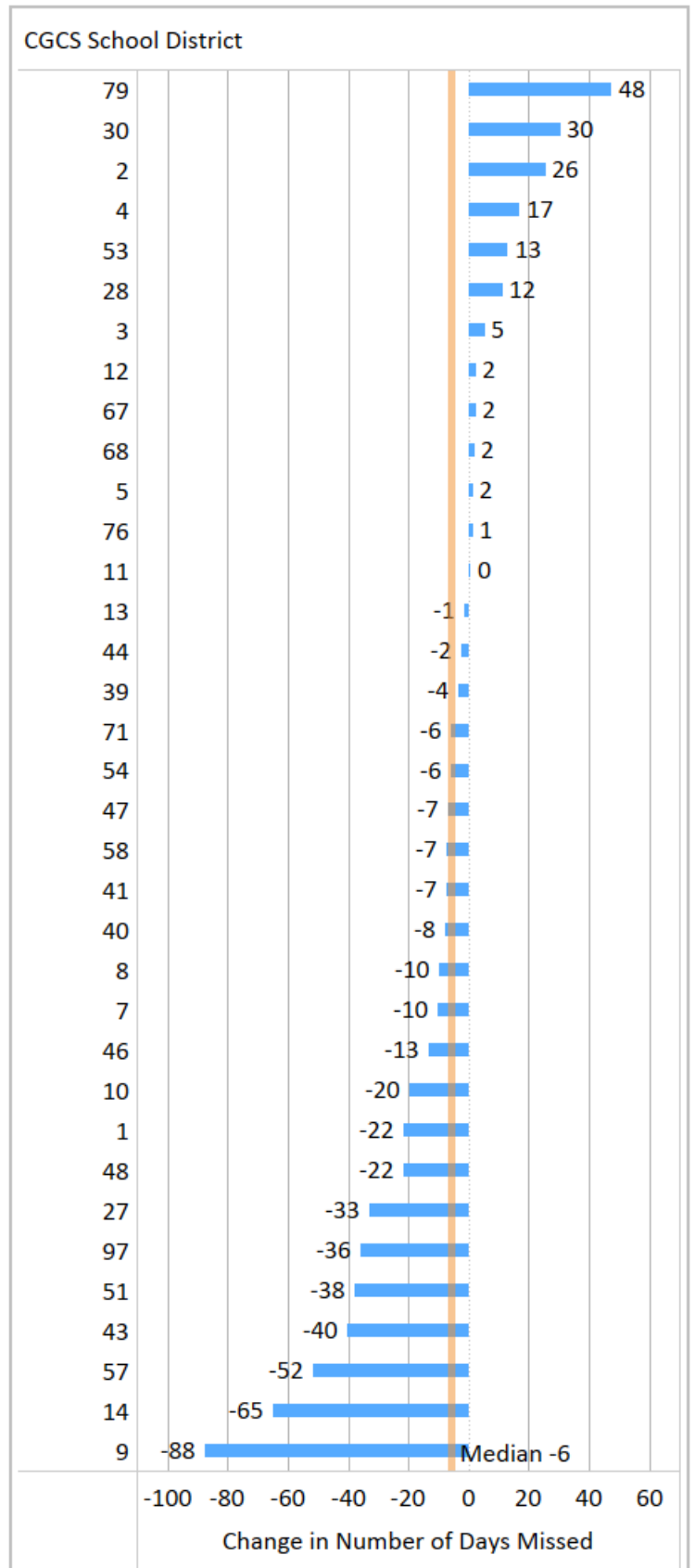
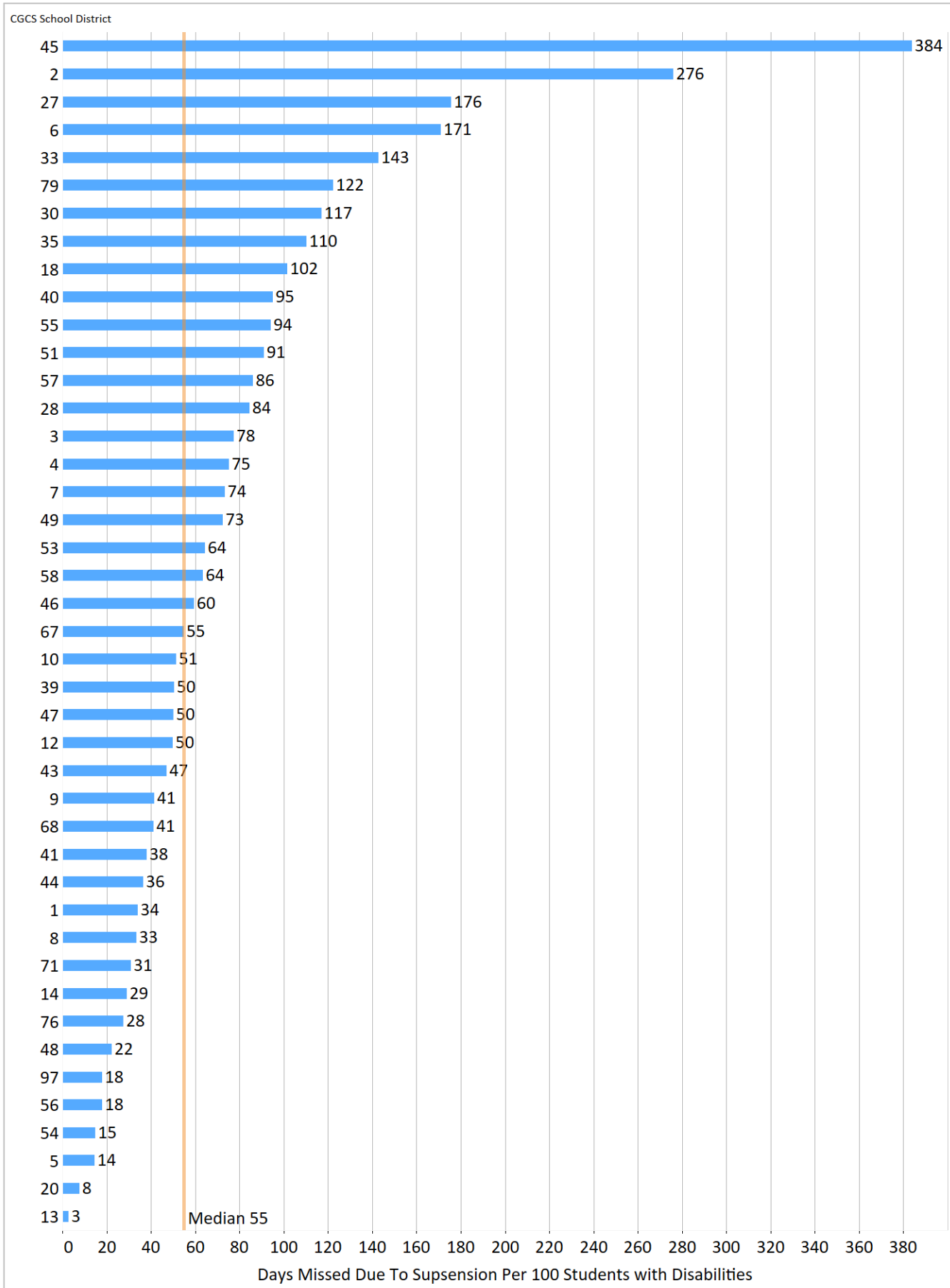


Figure 10.13. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2016-17

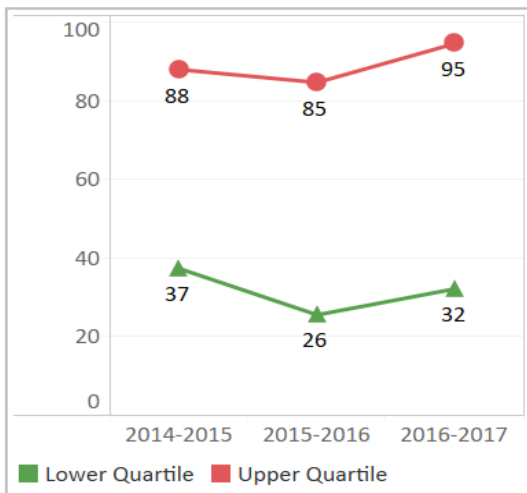


## Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities

Note: Lower values and larger decreases are desired

- Figure 10.13: Total number of instructional days missed for students with disabilities due to out-of-school suspensions divided by total students with disabilities enrollment multiplied by 100.
- Figure 10.14: Percentage point difference in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.15: Upper quartile and lower quartile change in number of instructional days missed per 100 students with disabilities due to out-of-school suspensions.

Figure 10.15. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2014-15 to 2016-17



### Best Quartile for Overall Performance (2016-17)

- Albuquerque
- Austin
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Pinellas
- Portland
- San Antonio

### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Anchorage
- Clark County
- Cleveland
- Hillsborough County
- Nashville
- Pinellas
- Pittsburgh
- Seattle
- Shelby County

Figure 10.14. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students with Disabilities, 2014-15 to 2016-17

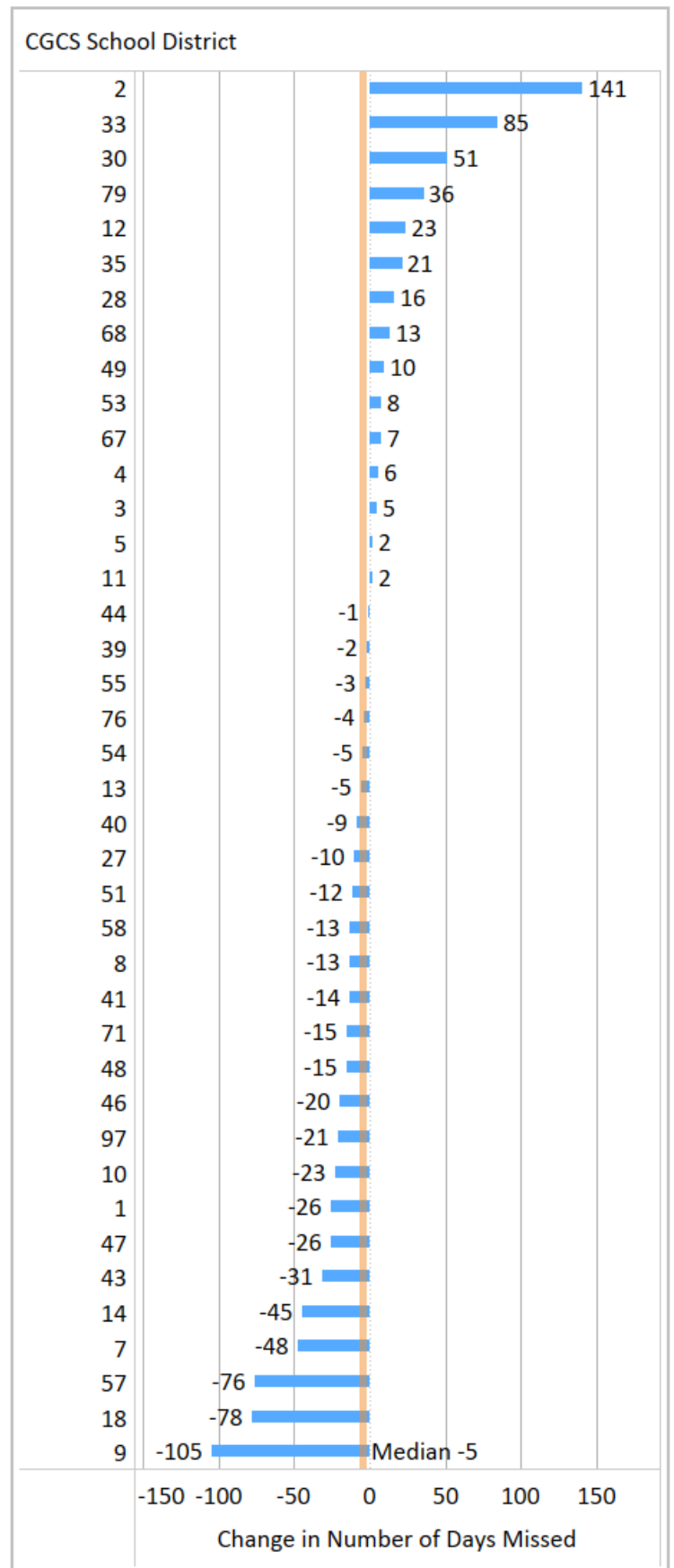
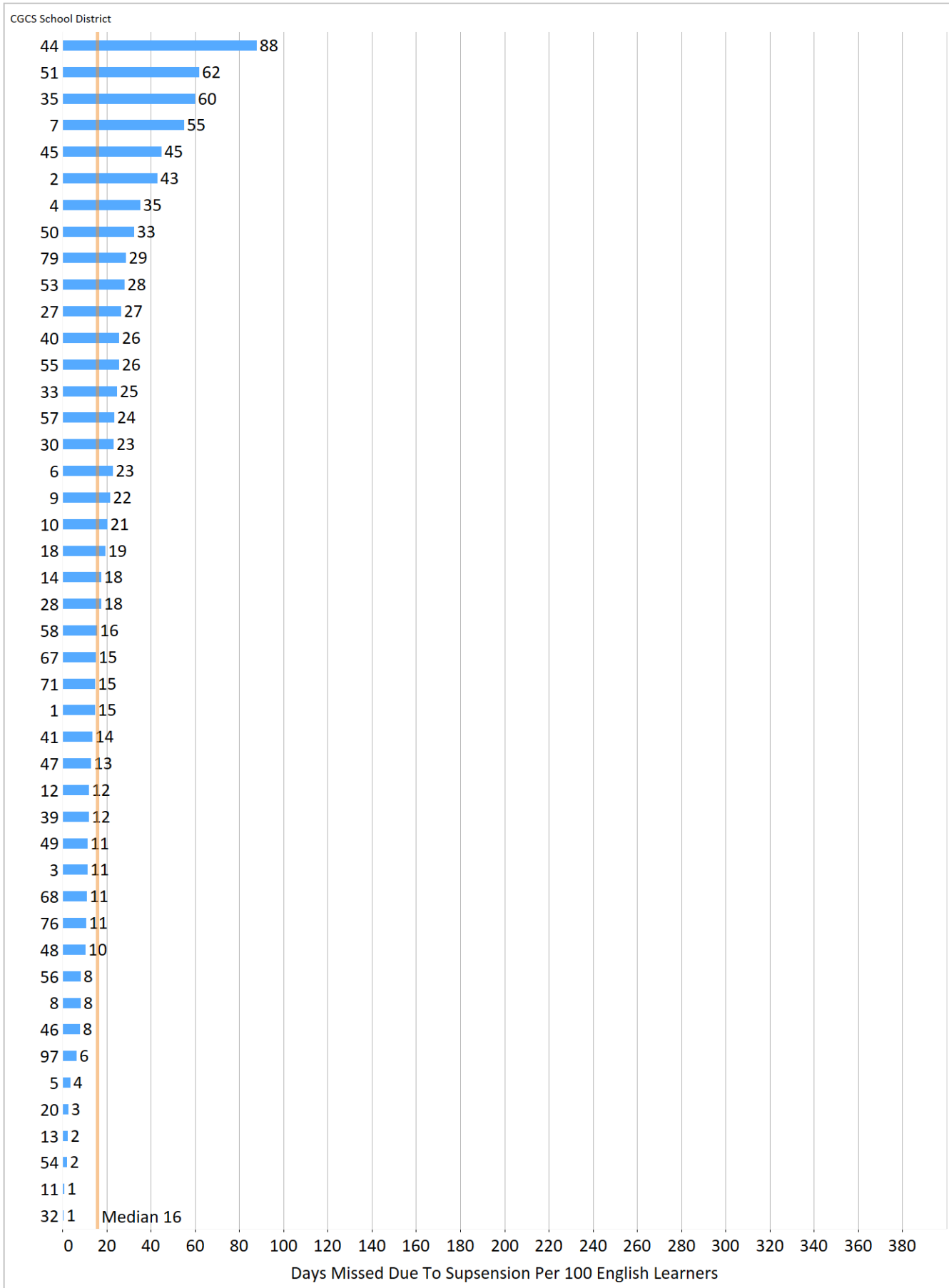


Figure 10.16. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2016-17

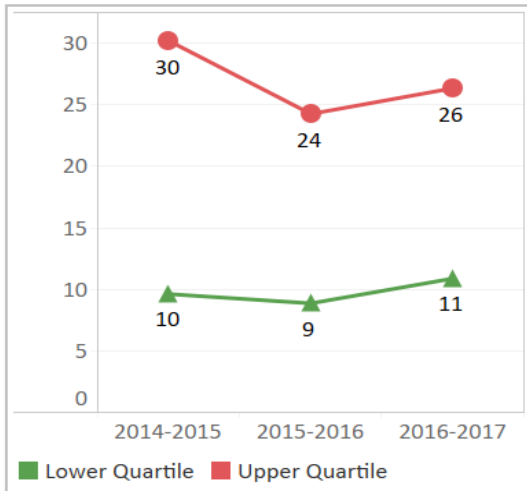


### Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners

Note: Lower values and larger decreases are desired

- Figure 10.16: Total number of instructional days missed for English learners due to out-of-school suspensions divided by total English learner enrollment multiplied by 100.
- Figure 10.17: Percentage point difference in instructional days missed per 100 English learners due to out-of-school suspensions between 2014-15 and 2016-17.
- Figure 10.18: Upper quartile and lower quartile change in number of instructional days missed per 100 English learners due to out-of-school suspensions.

Figure 10.18. Trends in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2014-15 to 2016-17



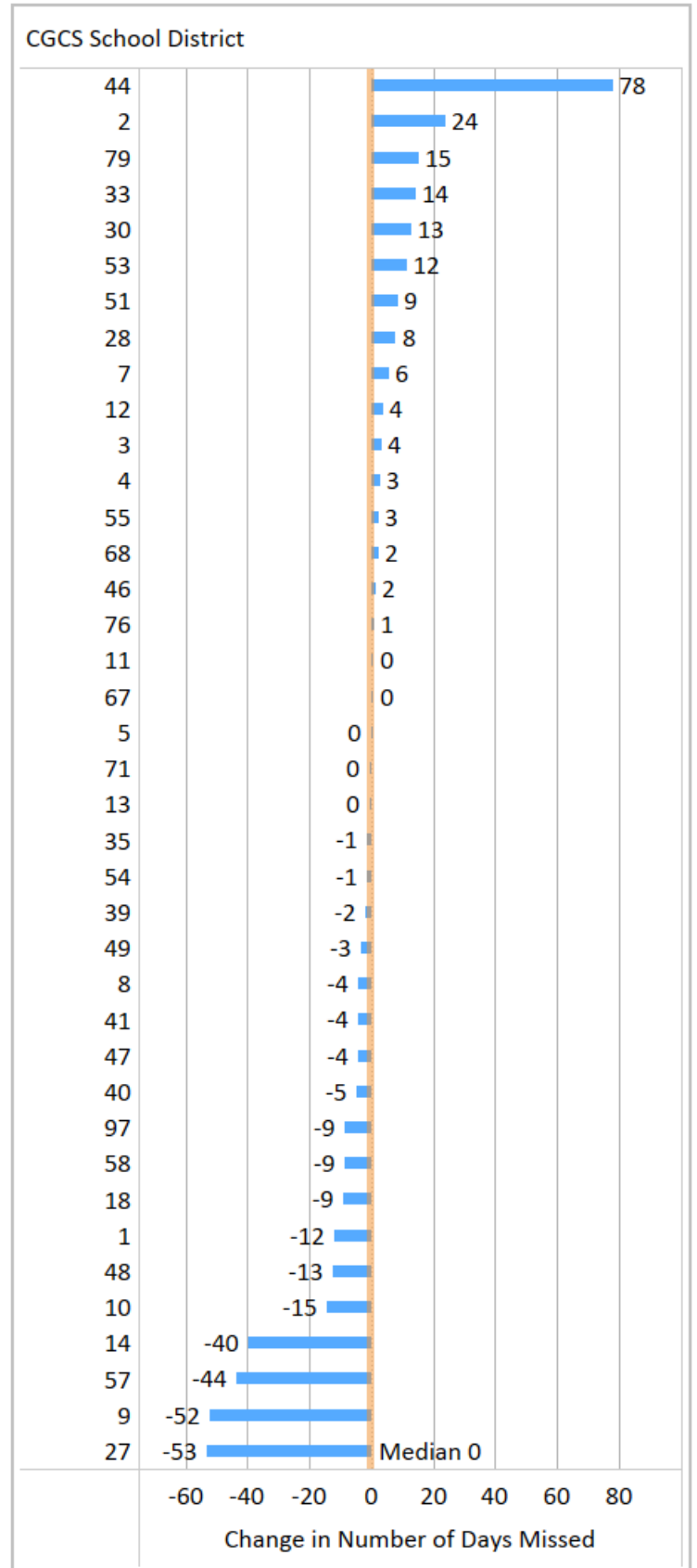
#### Best Quartile for Overall Performance (2016-17)

- Baltimore
- Broward
- Chicago
- Cincinnati
- Long Beach
- Los Angeles
- Miami
- Orange County
- Palm Beach
- Pinellas
- Portland
- San Antonio

#### Best Quartile for Percentage Point Change (2014-15 to 2016-17)

- Albuquerque
- Clark County
- Cleveland
- Hillsborough County
- Norfolk
- Orange County
- Philadelphia
- Pinellas
- Seattle
- Shelby County

Figure 10.17. Percentage Point Change in the Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 English Learners, 2014-15 to 2016-17





## NAEP Student Achievement, 2017

NAEP Student Achievement data was collected from the NAEP Data Explorer (NDE) for all participating districts in the Trial Urban District Assessment (TUDA), Large City, and National Public jurisdictions in grades four and eight for reading and mathematics for 2017. Figures 11.1 to 11.56 show reading and mathematics percentages of fourth and eighth grade students who are *at or above proficient* and *below basic*.

The data are presented for the following student groups:

- All Students
- Students Eligible for Free or Reduced Price Lunch
- Students with Disabilities
- English Language Learners
- Students Eligible for Free or Reduced Price Lunch by Race/Ethnicity
- Gender by Race/Ethnicity

Figure 11.1: Percentage of Grade 4 Students At or Above Proficient in Math on NAEP, 2017

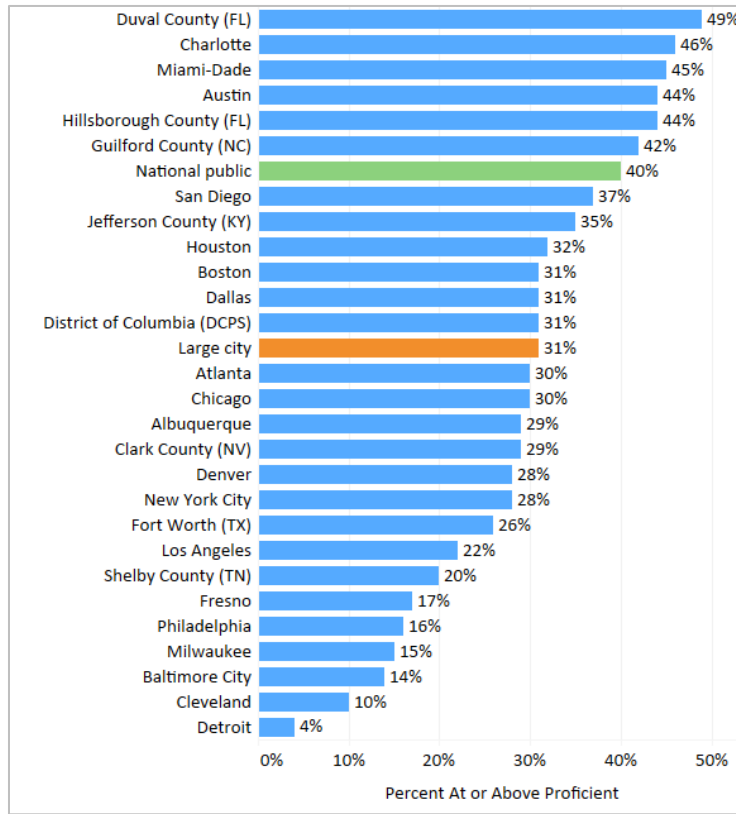


Figure 11.2: Percentage of Grade 8 Students At or Above Proficient in Math on NAEP, 2017

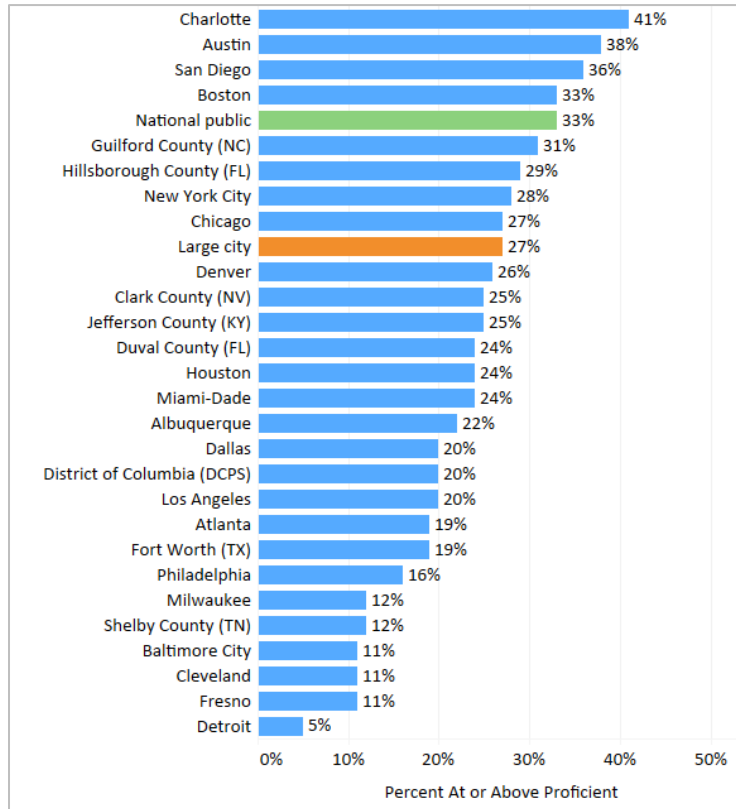


Figure 11.3: Percentage of Grade 4 Students Below Basic in Math on NAEP, 2017

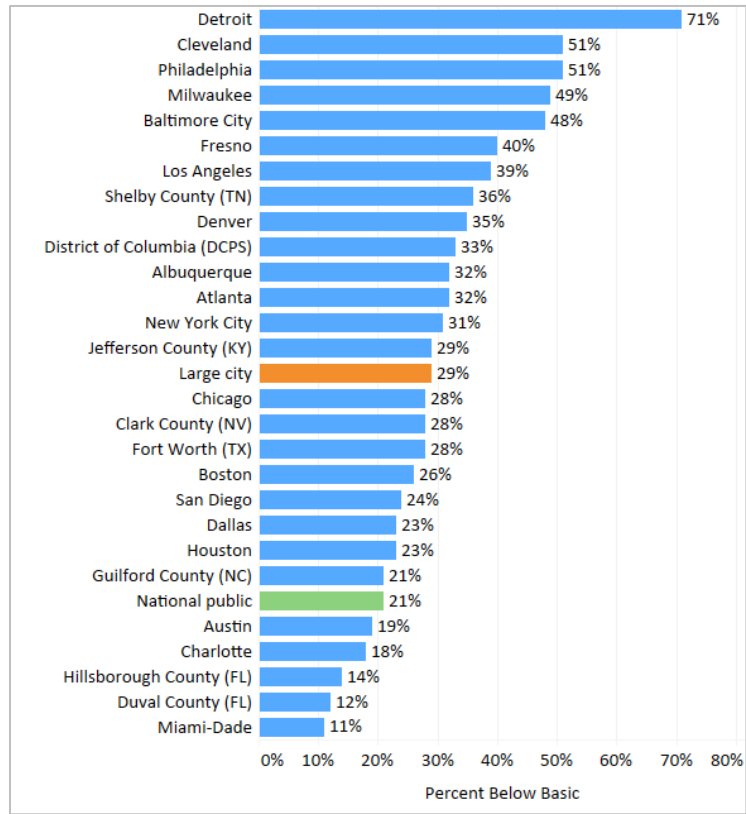


Figure 11.4: Percentage of Grade 8 Students Below Basic in Math on NAEP, 2017

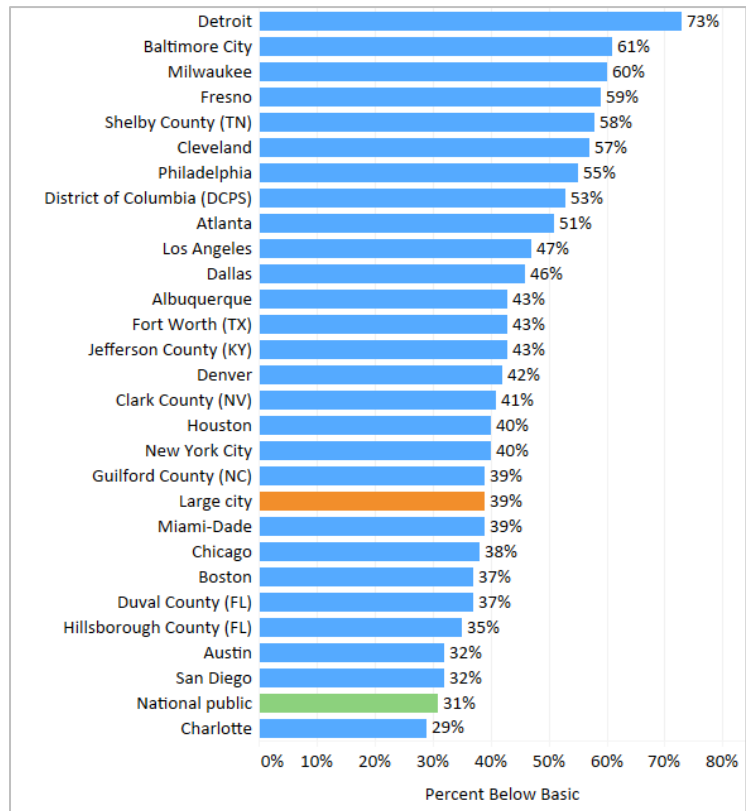


Figure 11.5: Percentage of Grade 4 Students At or Above Proficient in Reading on NAEP, 2017

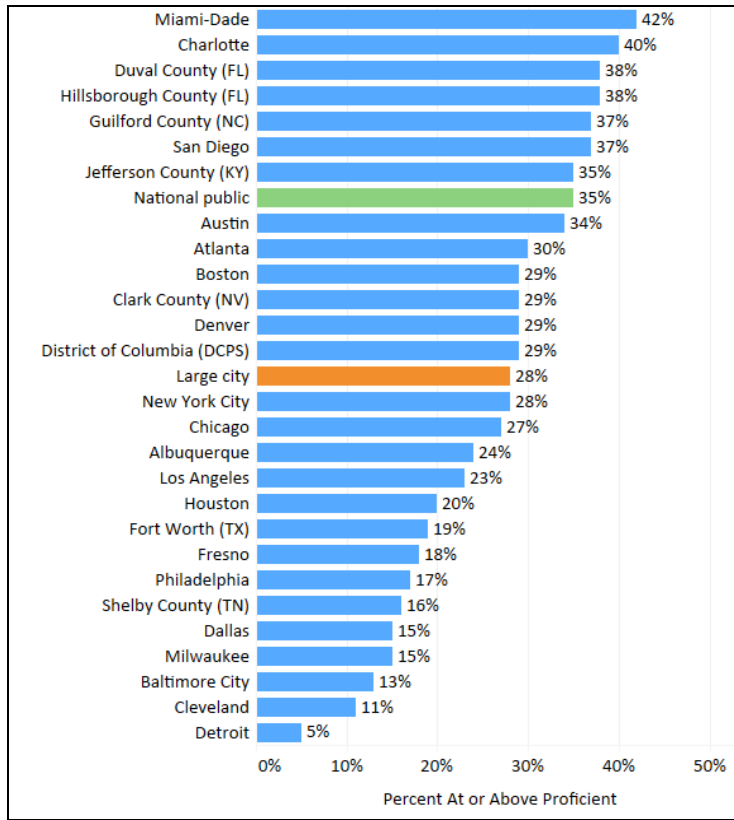


Figure 11.6: Percentage of Grade 8 Students At or Above Proficient in Reading on NAEP, 2017

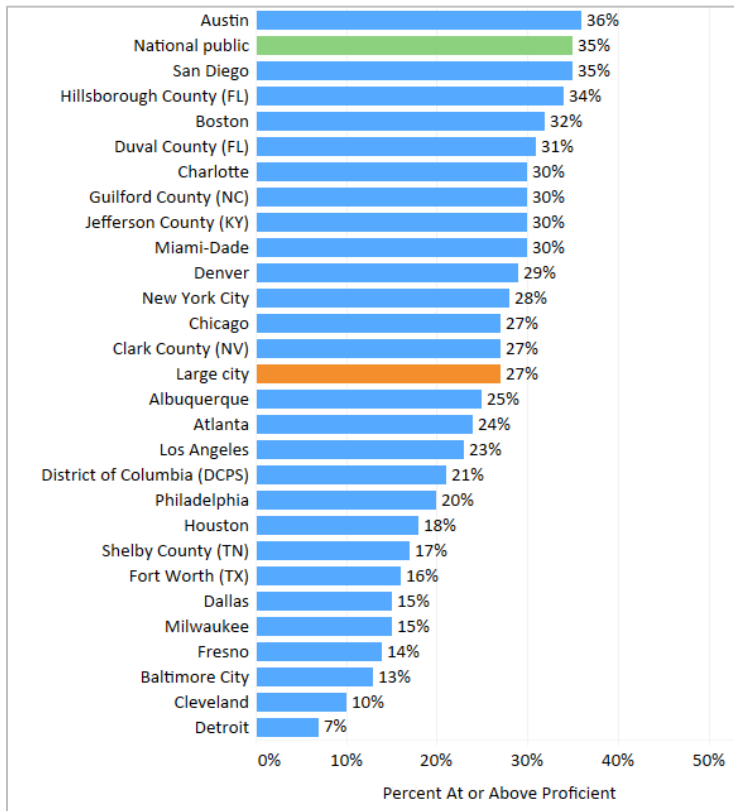


Figure 11.7: Percentage of Grade 4 Students Below Basic in Reading on NAEP, 2017

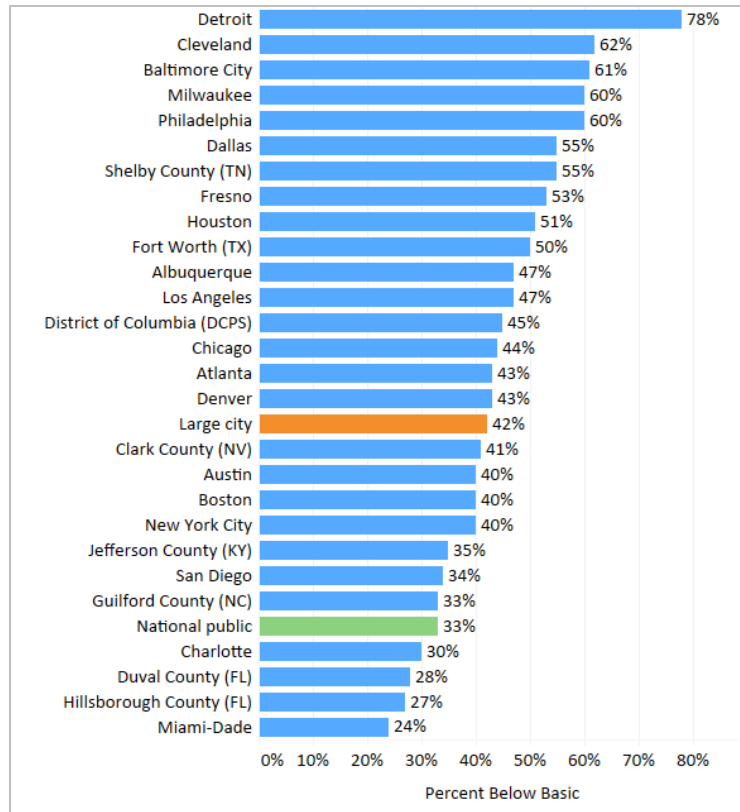


Figure 11.8: Percentage of Grade 8 Students Below Basic in Reading on NAEP, 2017

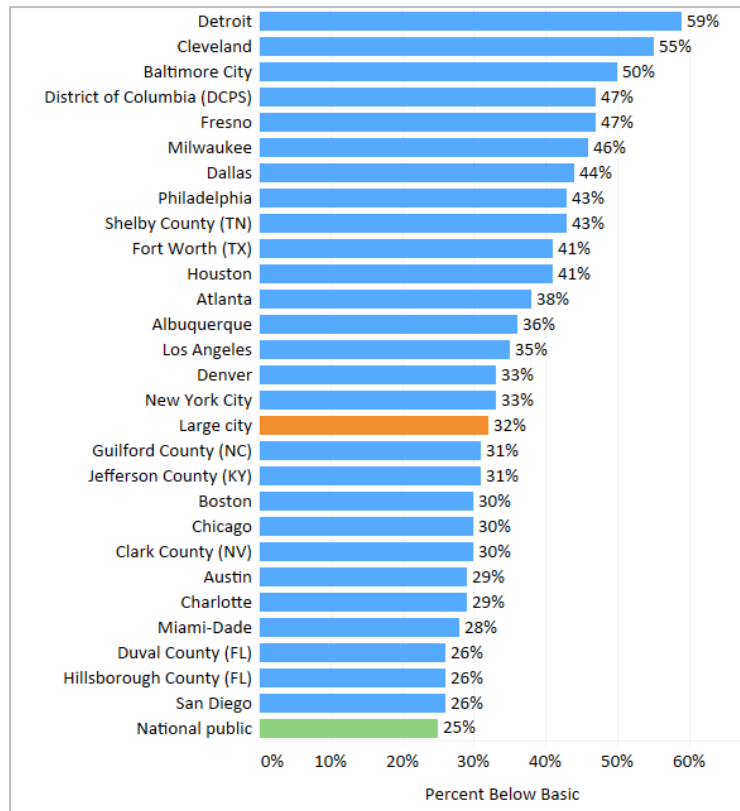


Figure 11.9: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2017

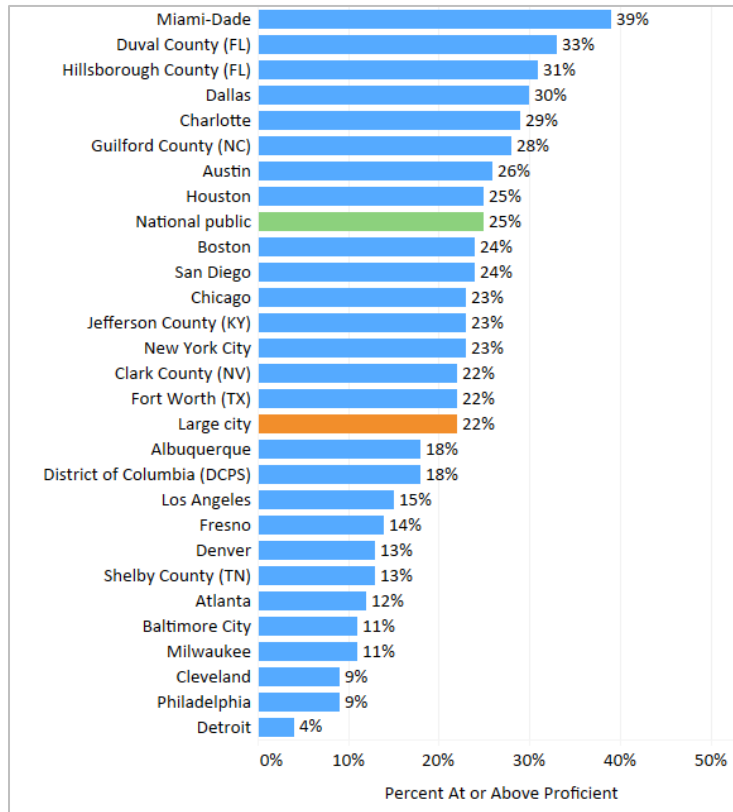


Figure 11.10: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2017

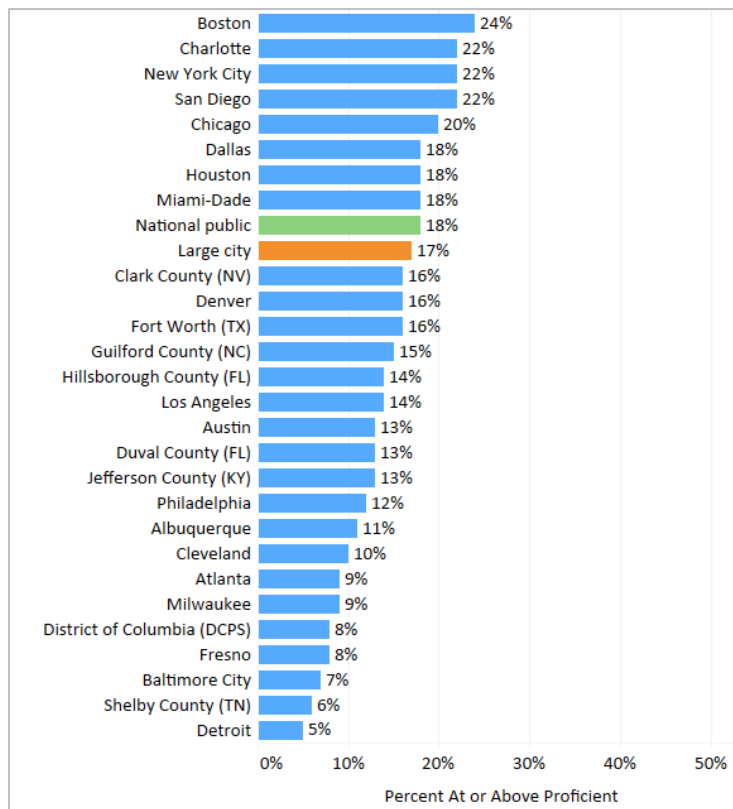


Figure 11.11: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2017

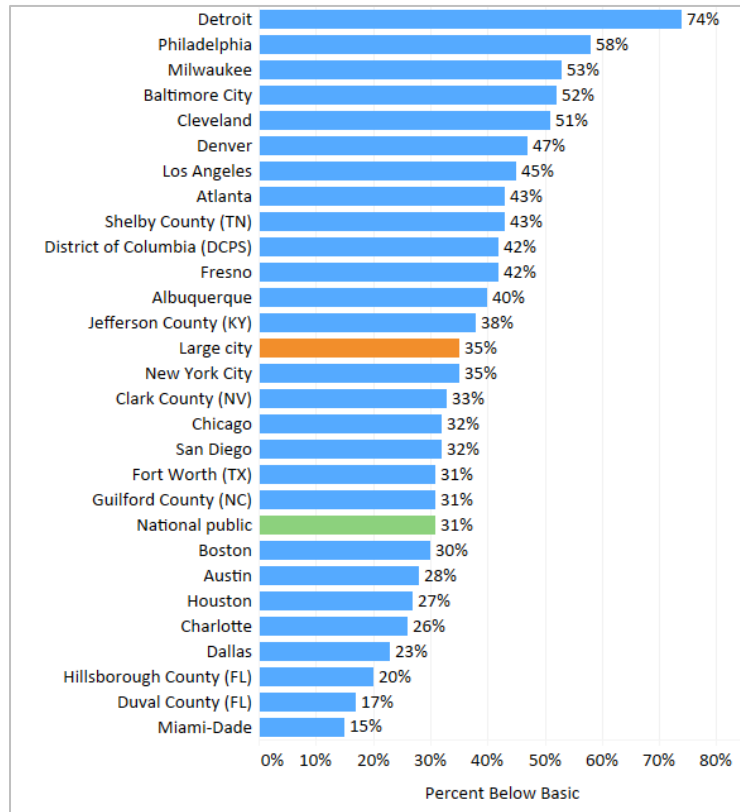


Figure 11.12: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2017

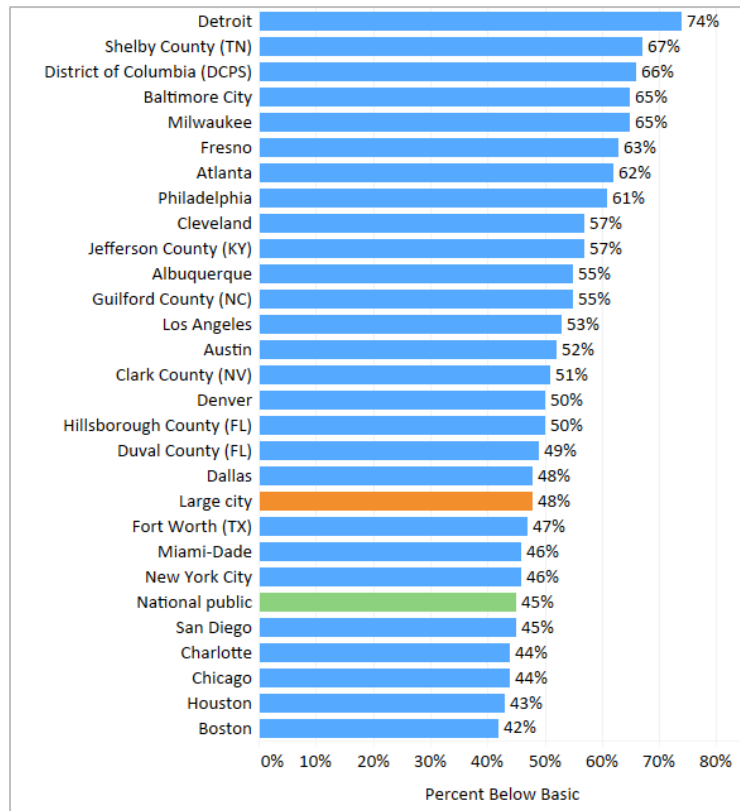


Figure 11.13: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2017

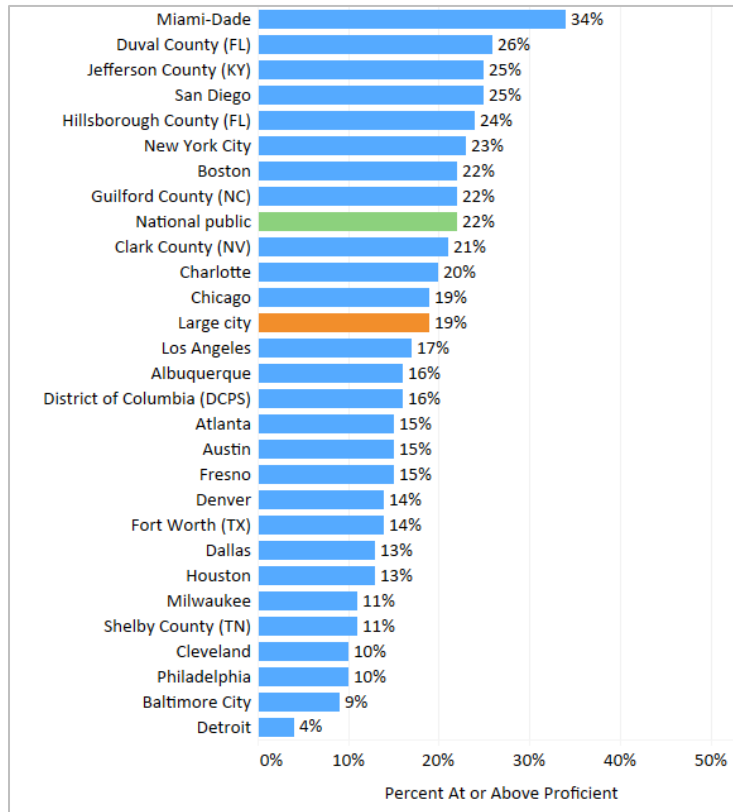


Figure 11.14: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2017

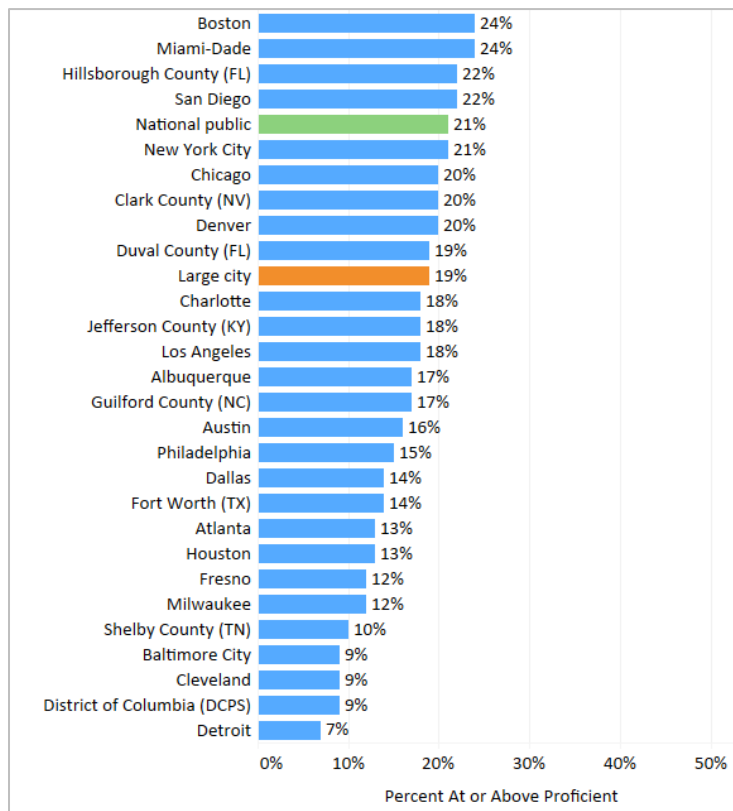




Figure 11.15: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2017

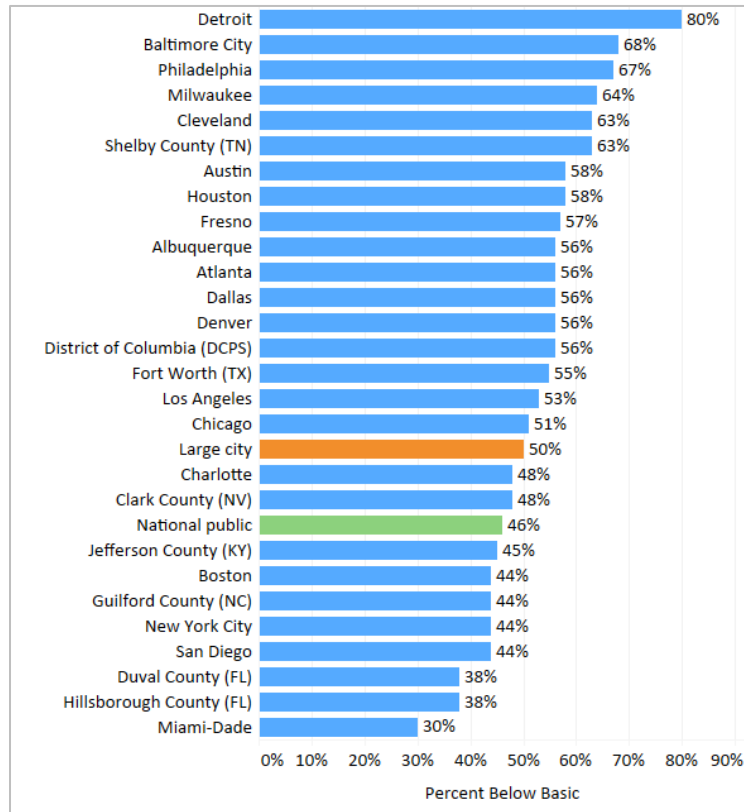


Figure 11.16: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2017

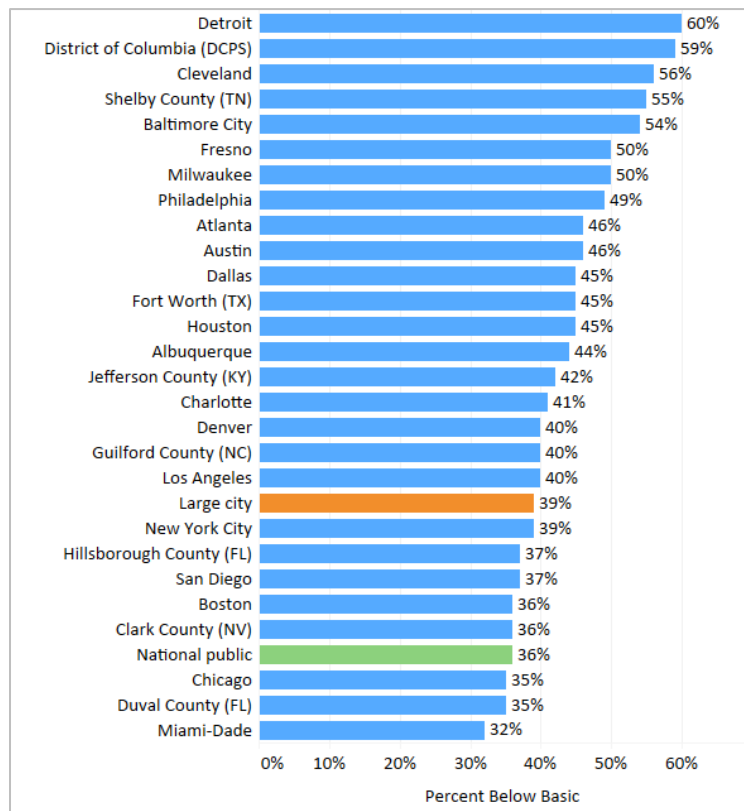


Figure 11.17: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2017

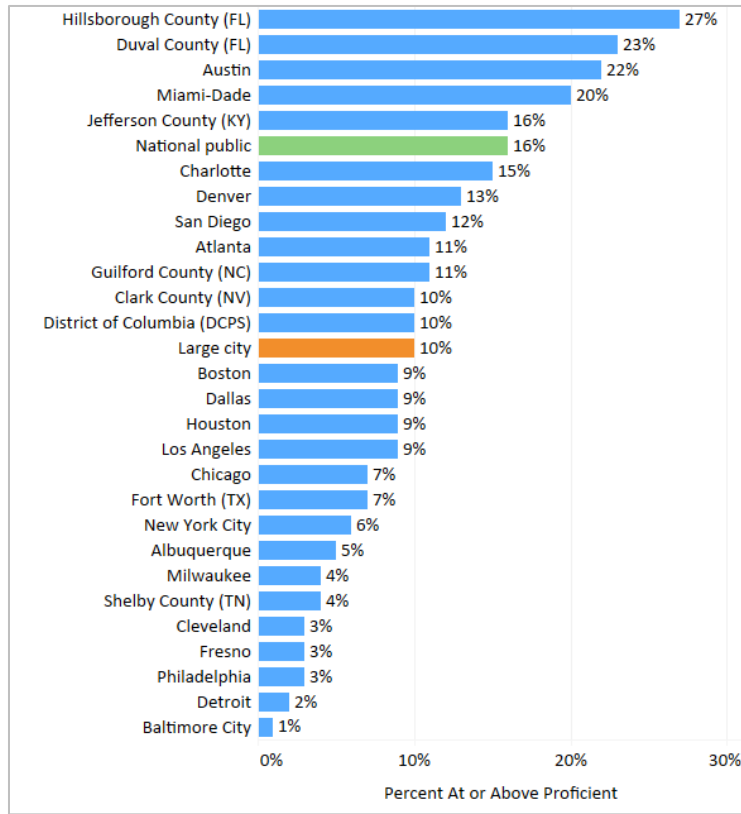


Figure 11.18: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2017

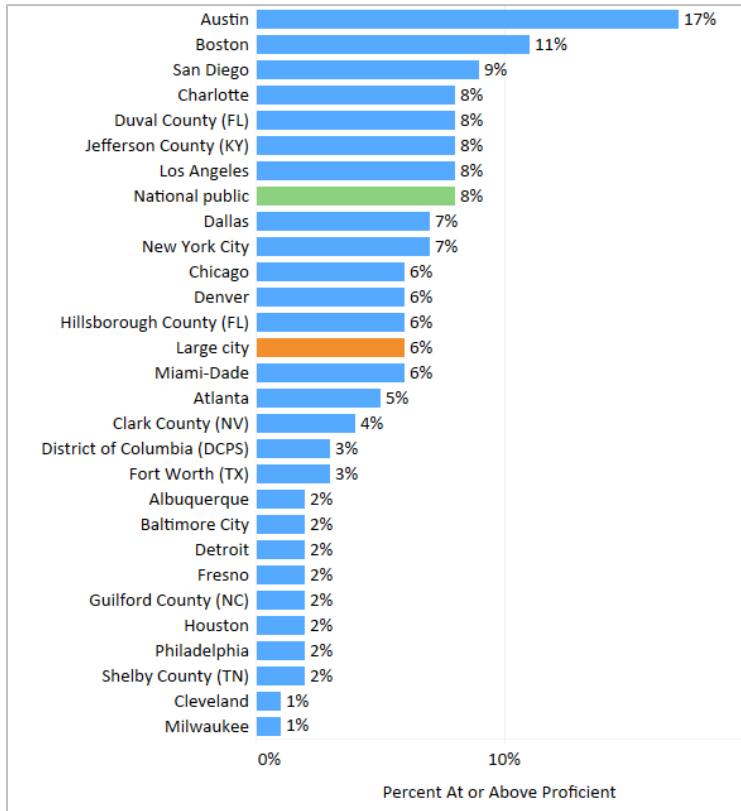


Figure 11.19: Percentage of Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2017

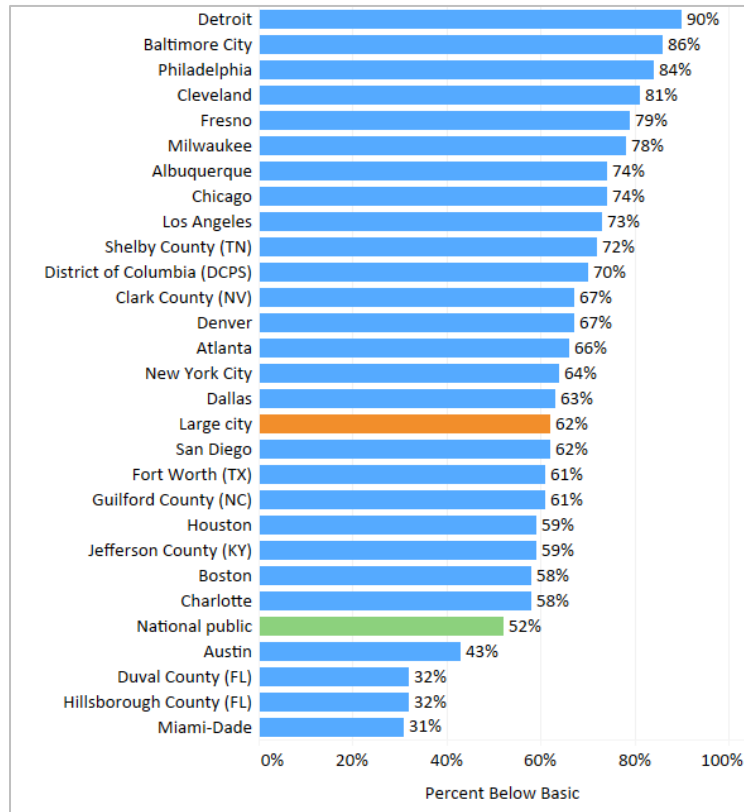


Figure 11.20: Percentage of Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2017

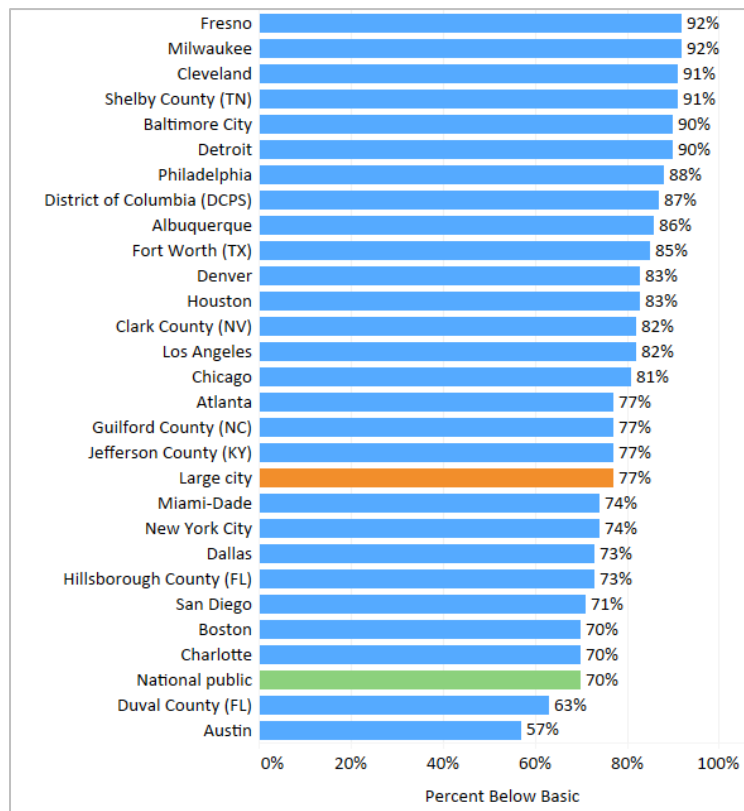


Figure 11.21: Percentage of Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2017

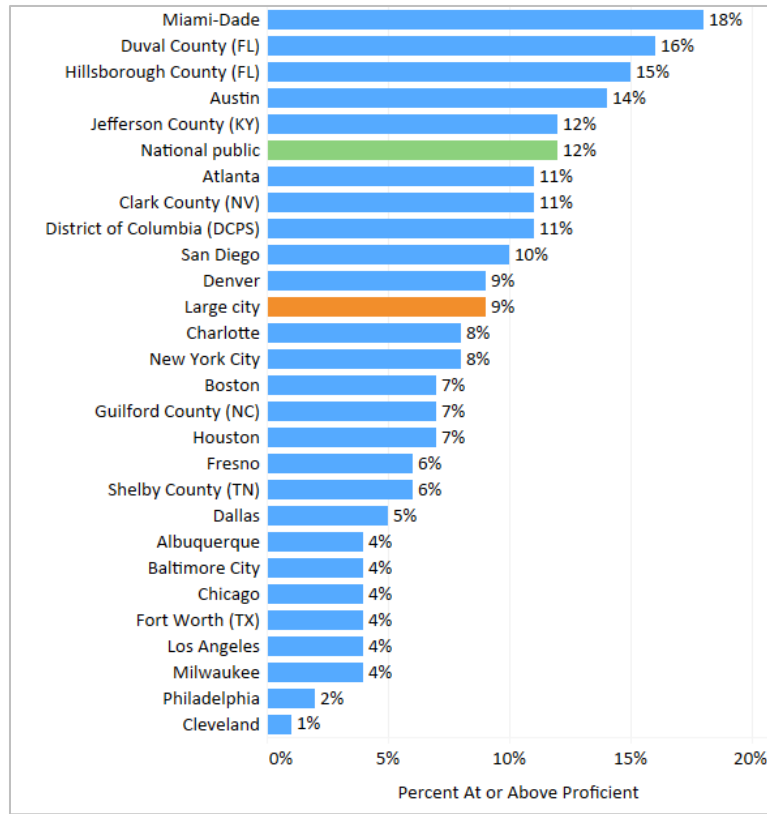


Figure 11.22: Percentage of Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2017

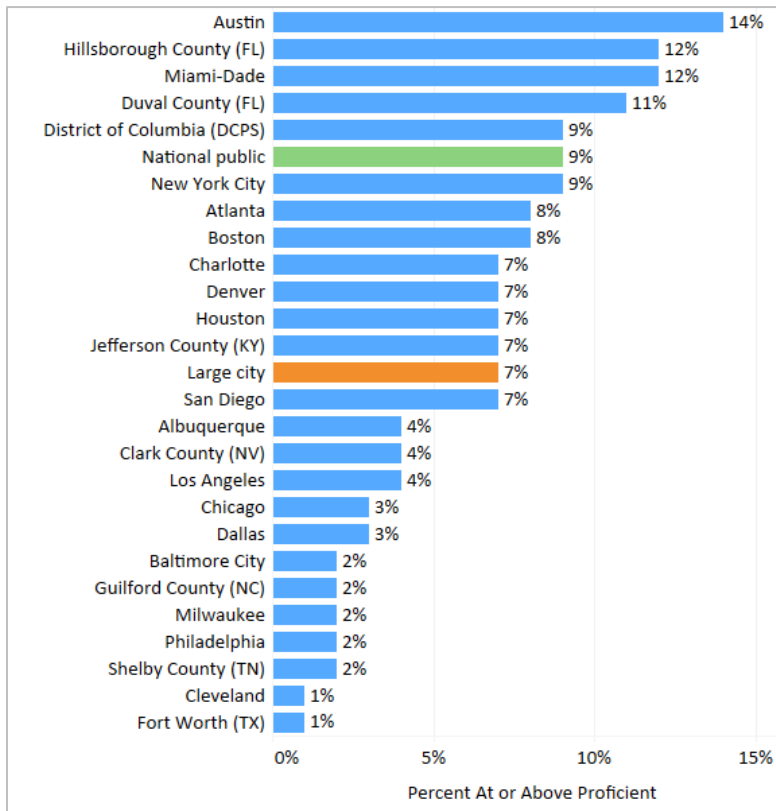


Figure 11.23: Percentage of Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2017

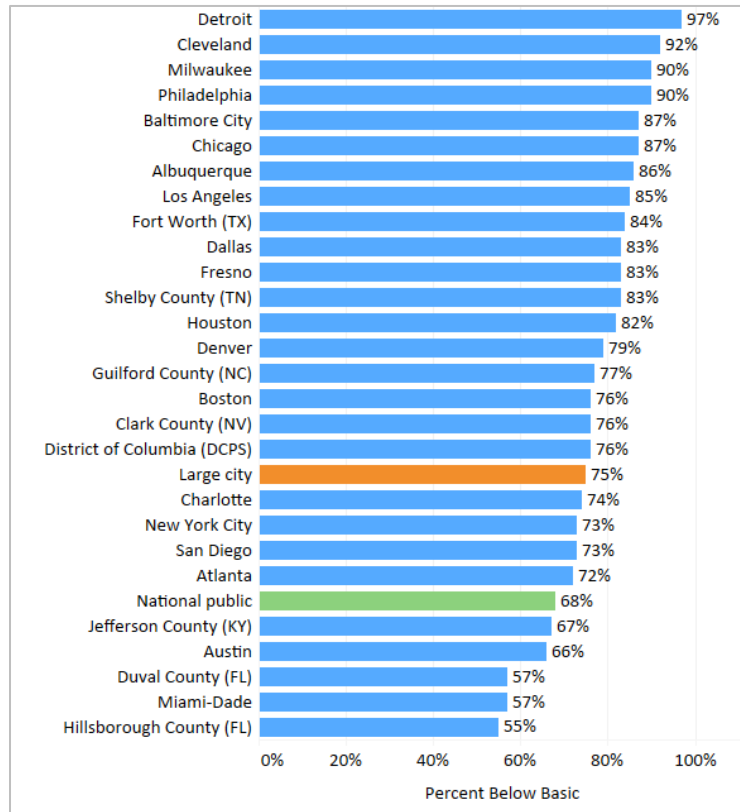


Figure 11.24: Percentage of Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2017

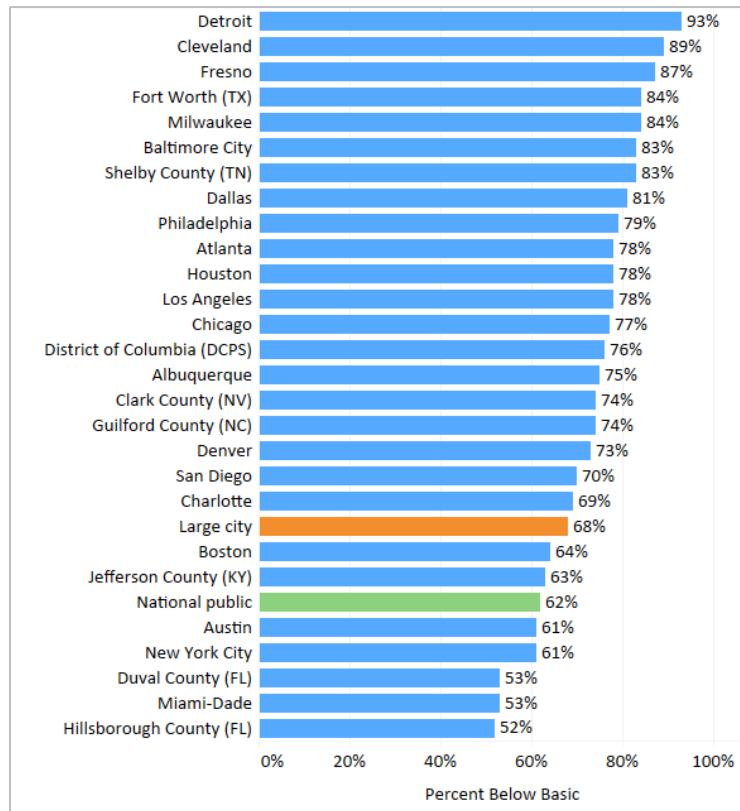


Figure 11.25: Percentage of Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2017

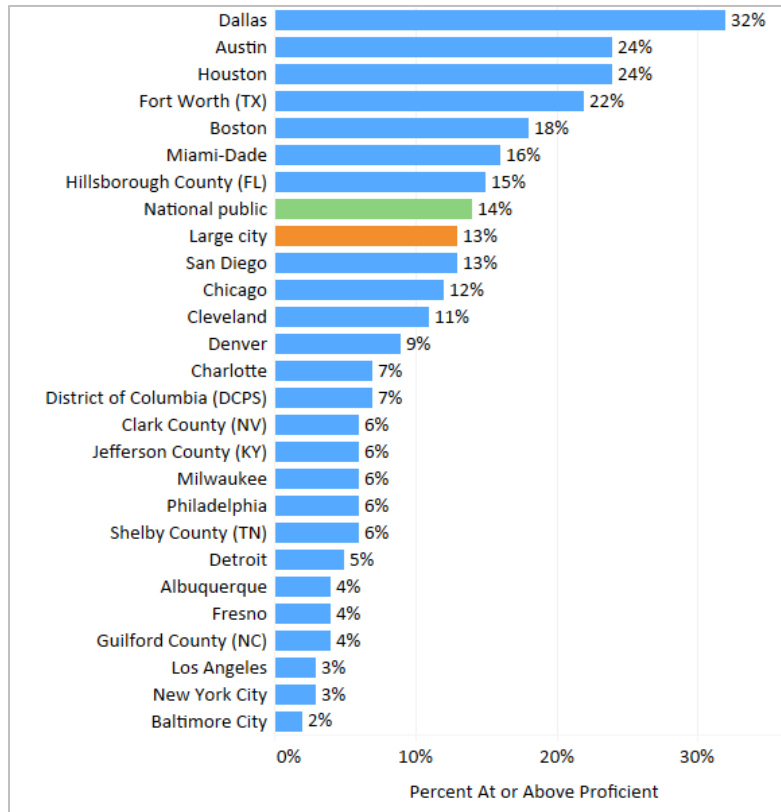


Figure 11.26: Percentage of Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2017

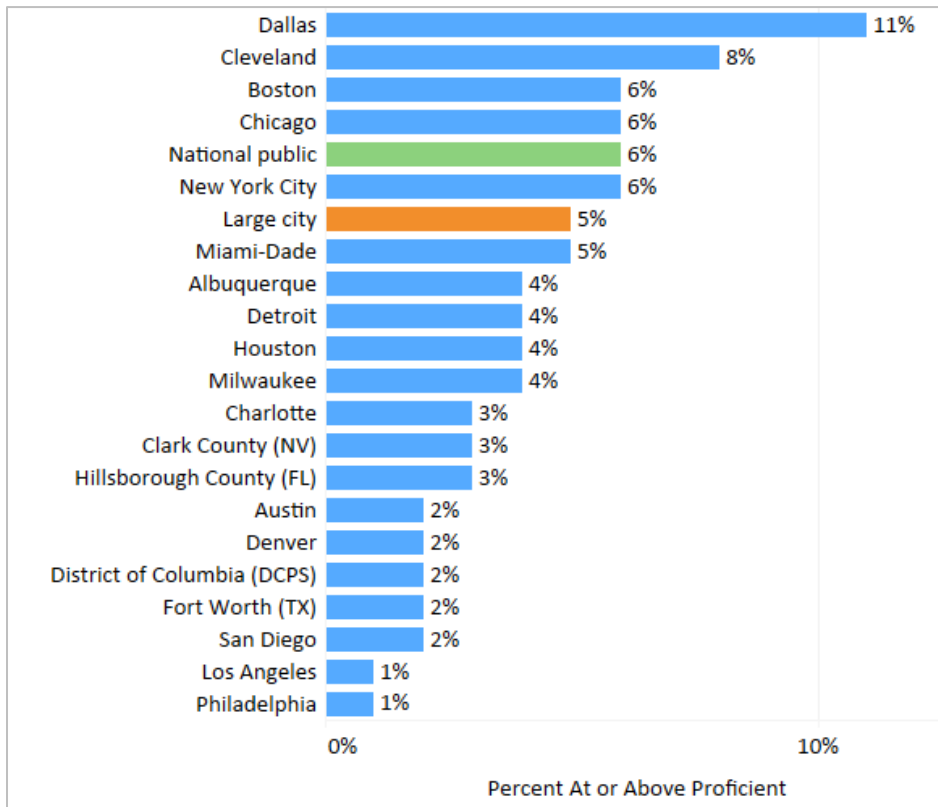


Figure 11.27: Percentage of Grade 4 English Language Learners Below Basic in Math on NAEP, 2017

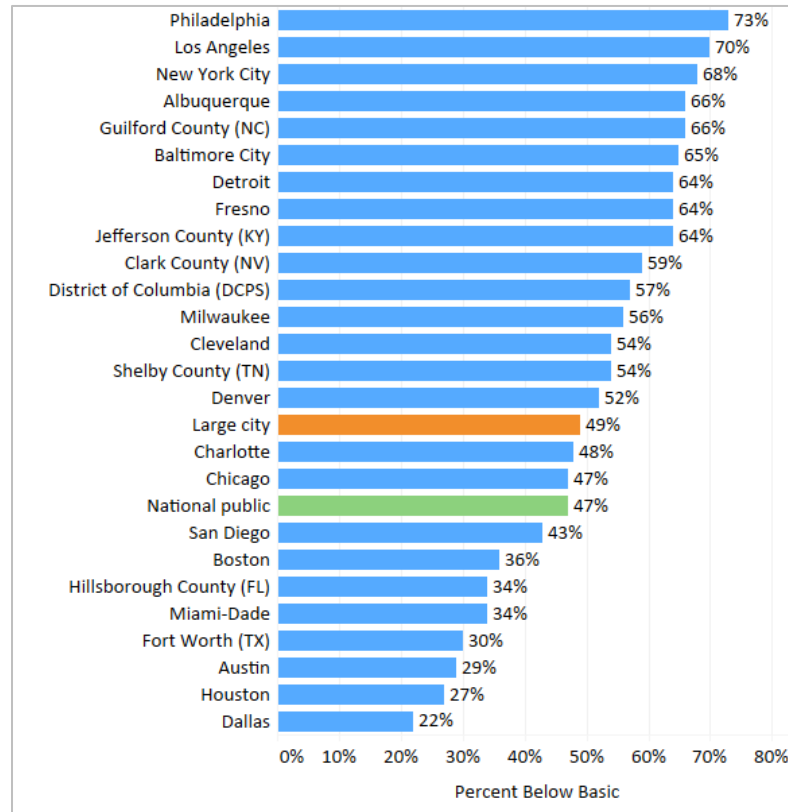


Figure 11.28: Percentage of Grade 8 English Language Learners Below Basic in Math on NAEP, 2017

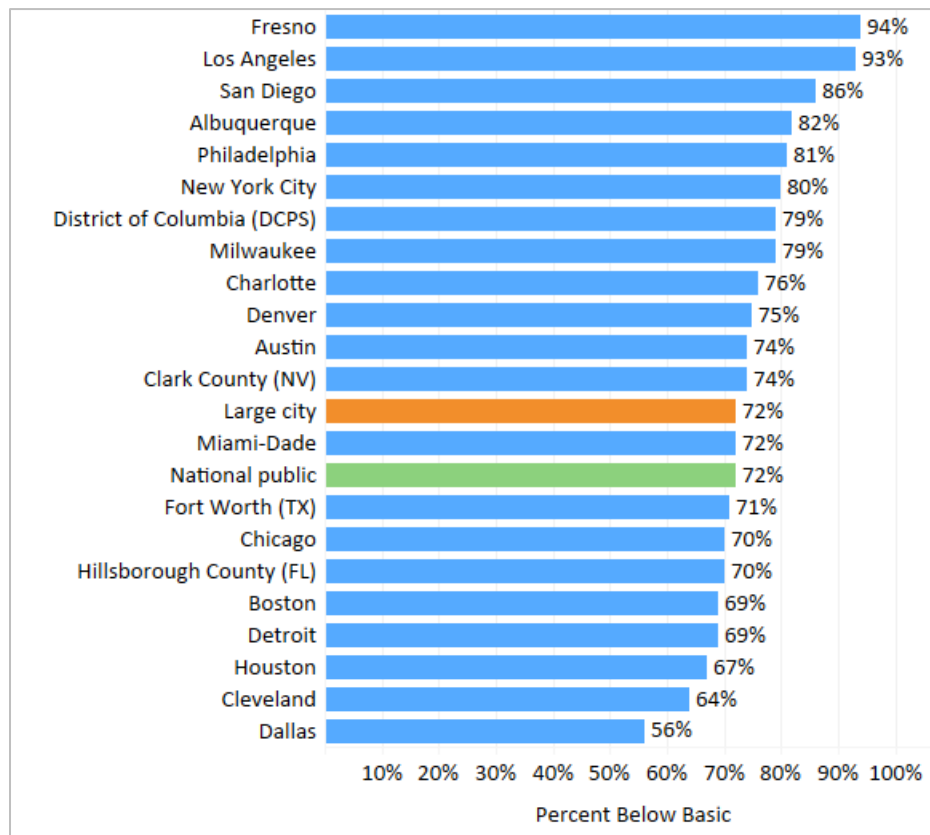


Figure 11.29: Percentage of Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2017

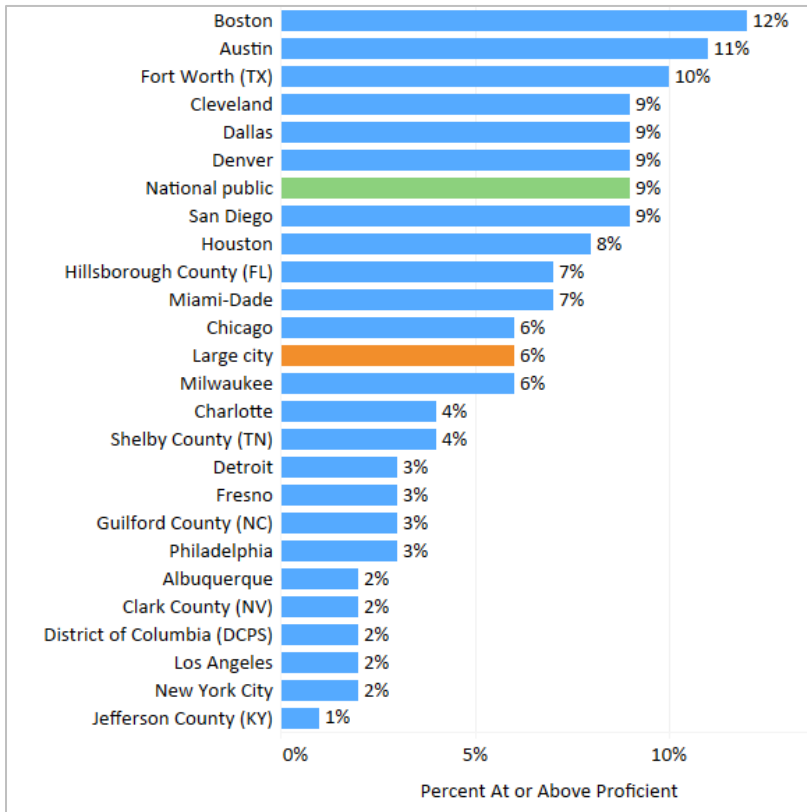


Figure 11.30: Percentage of Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2017

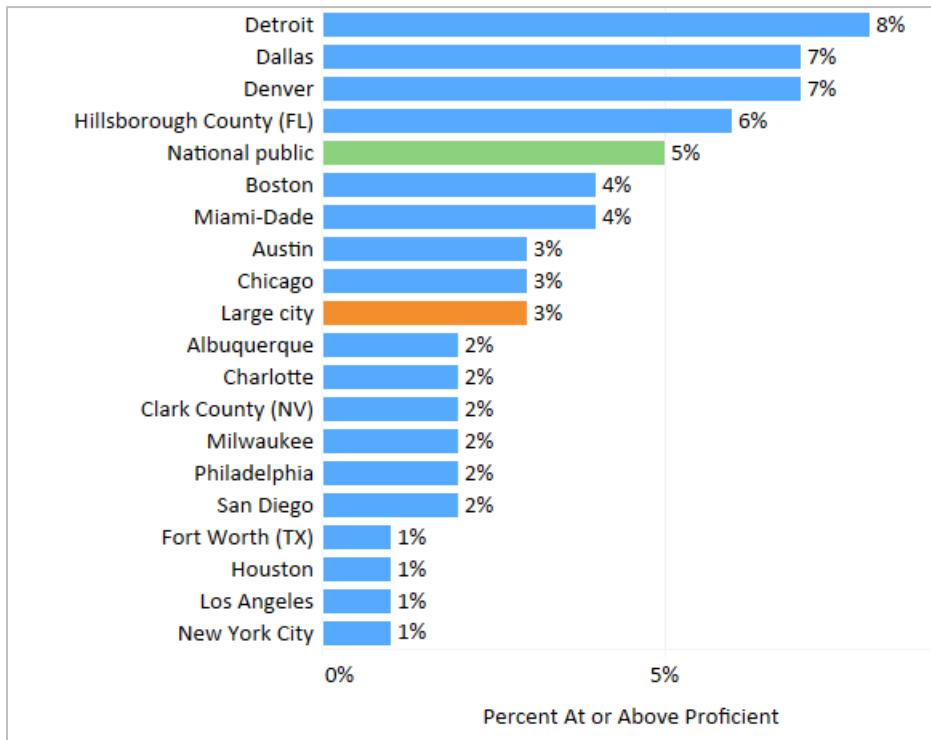




Figure 11.31: Percentage of Grade 4 English Language Learners Below Basic in Reading on NAEP, 2017

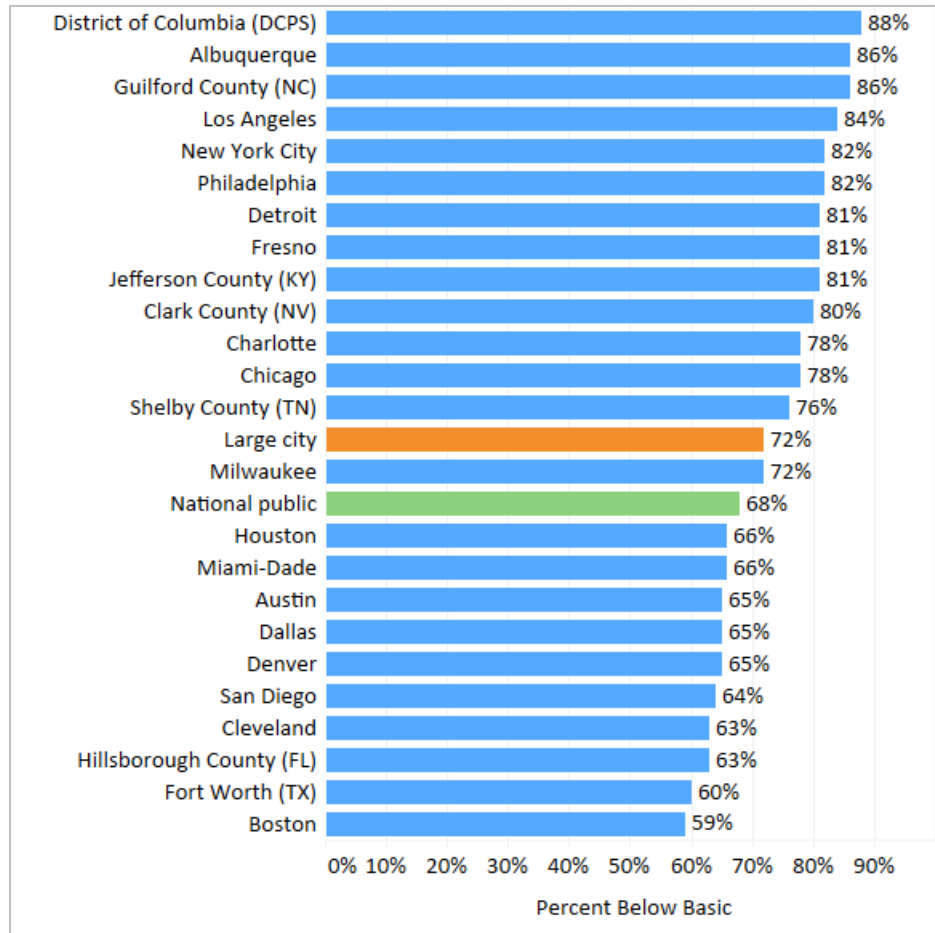


Figure 11.32: Percentage of Grade 8 English Language Learners Below Basic in Reading on NAEP, 2017

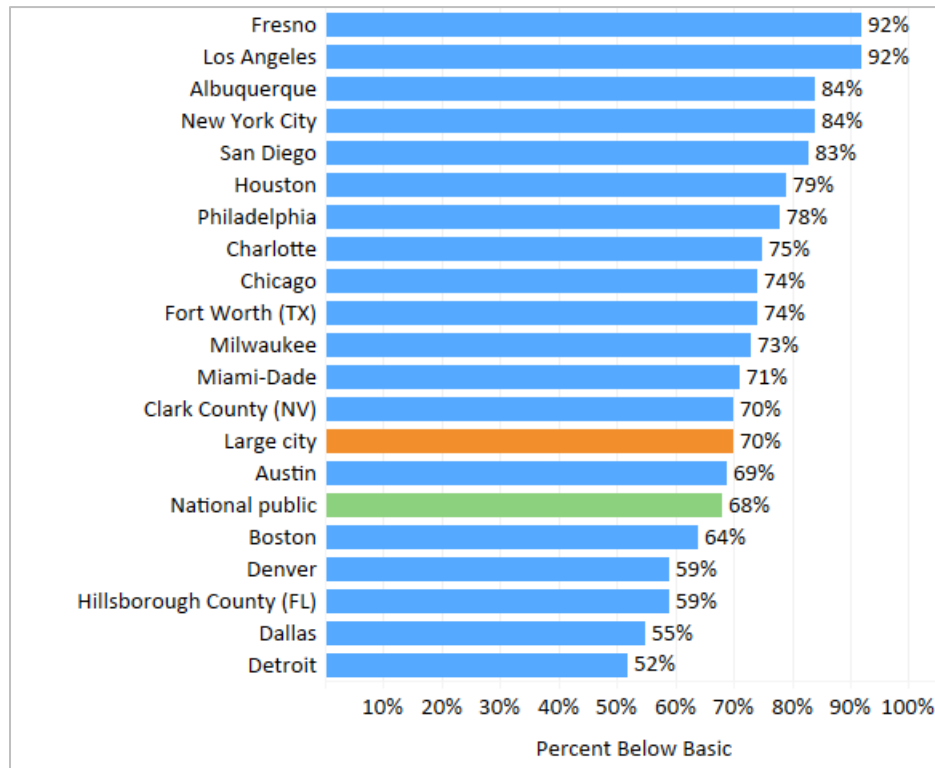


Figure 11.33: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2017

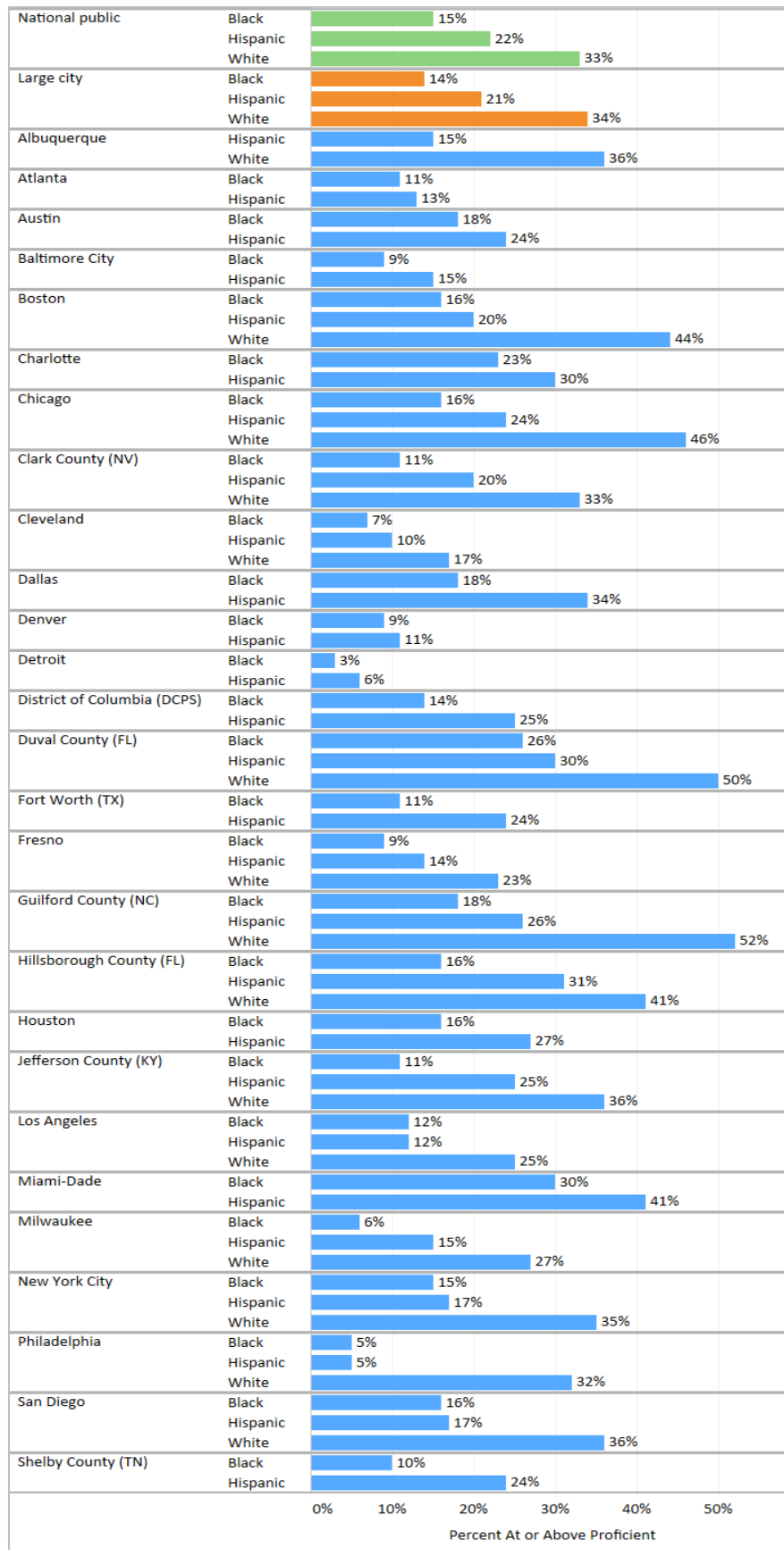


Figure 11.34: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2017

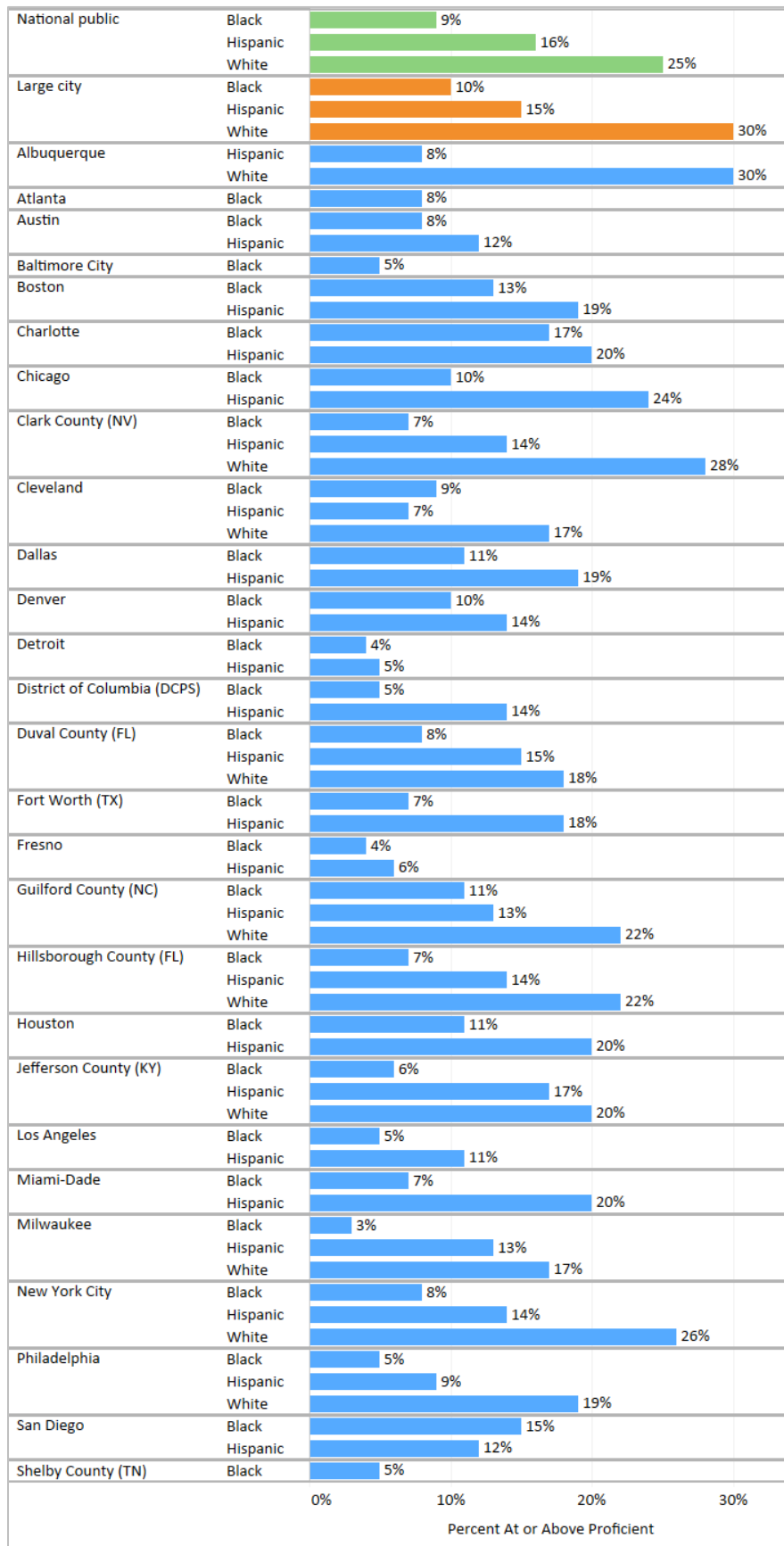


Figure 11.35: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2017

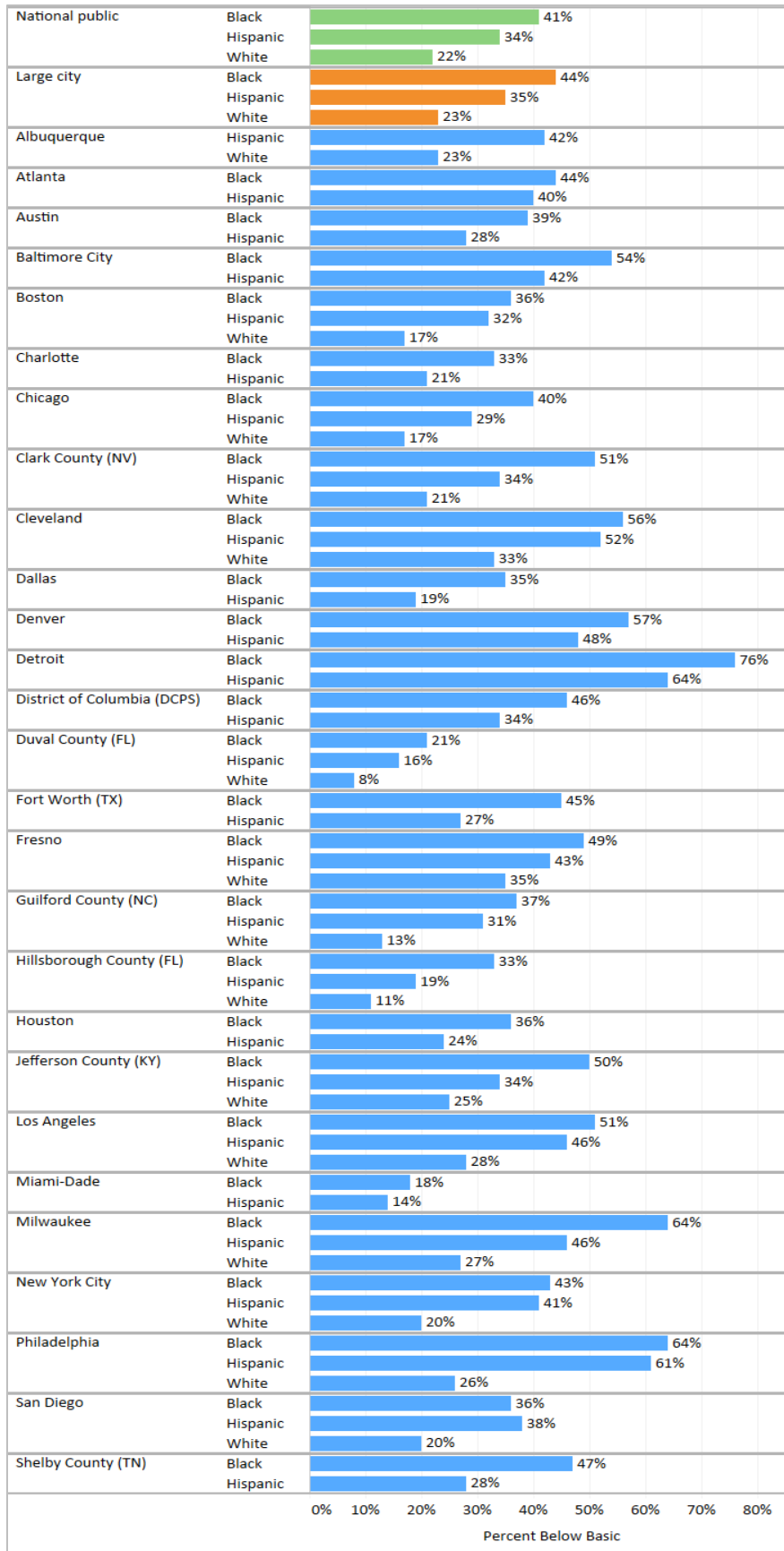


Figure 11.36: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2017

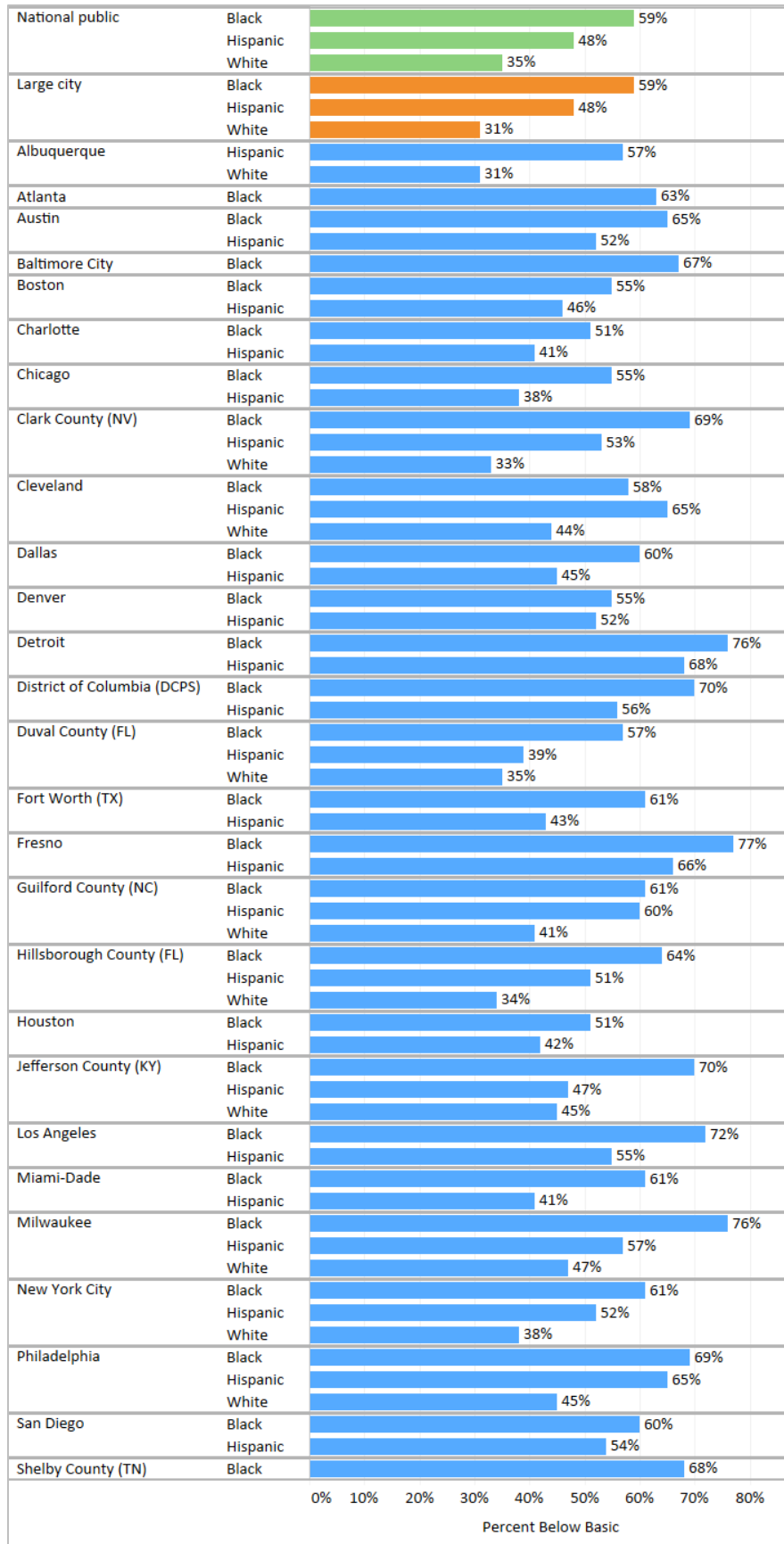


Figure 11.37: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2017

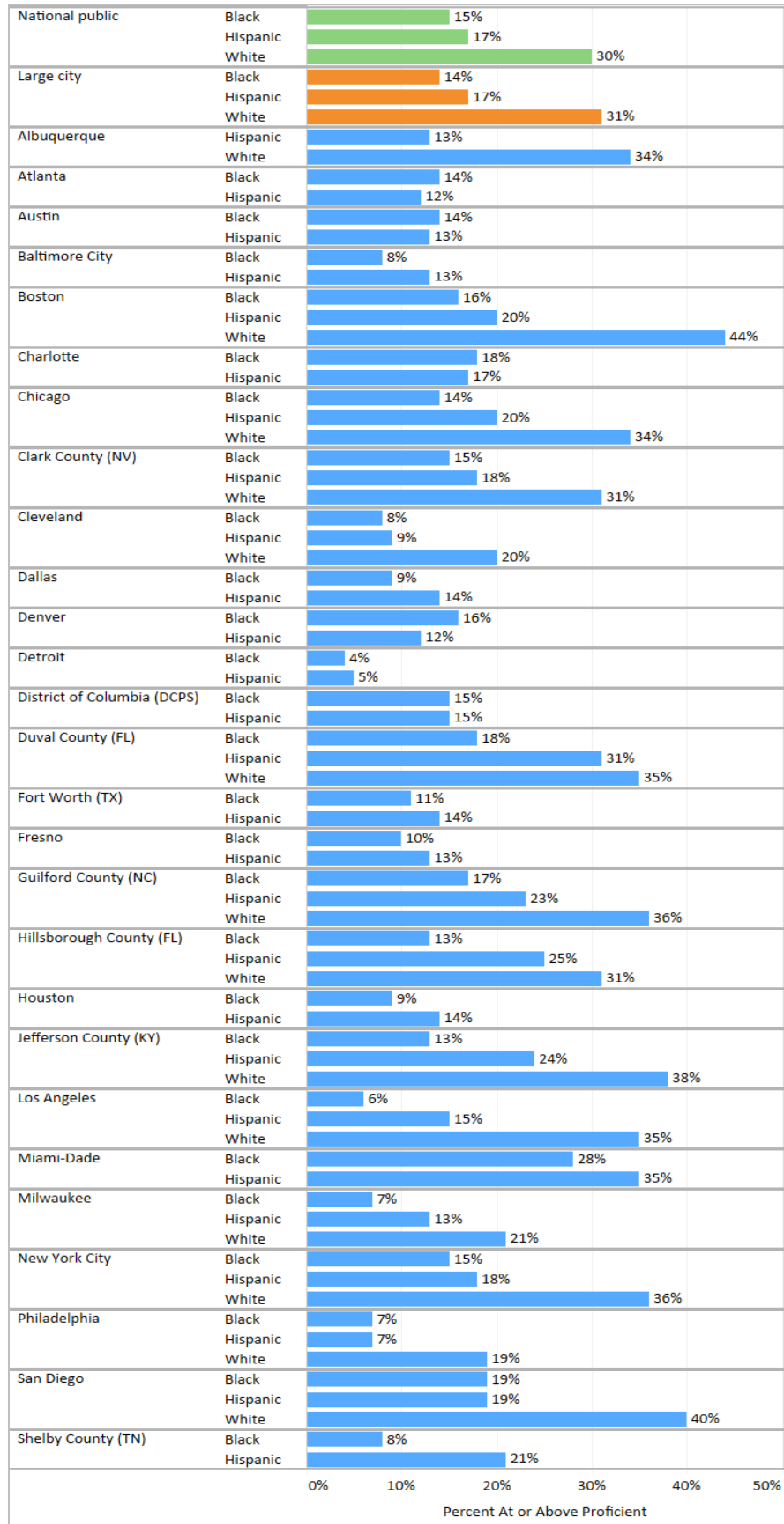


Figure 11.38: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2017

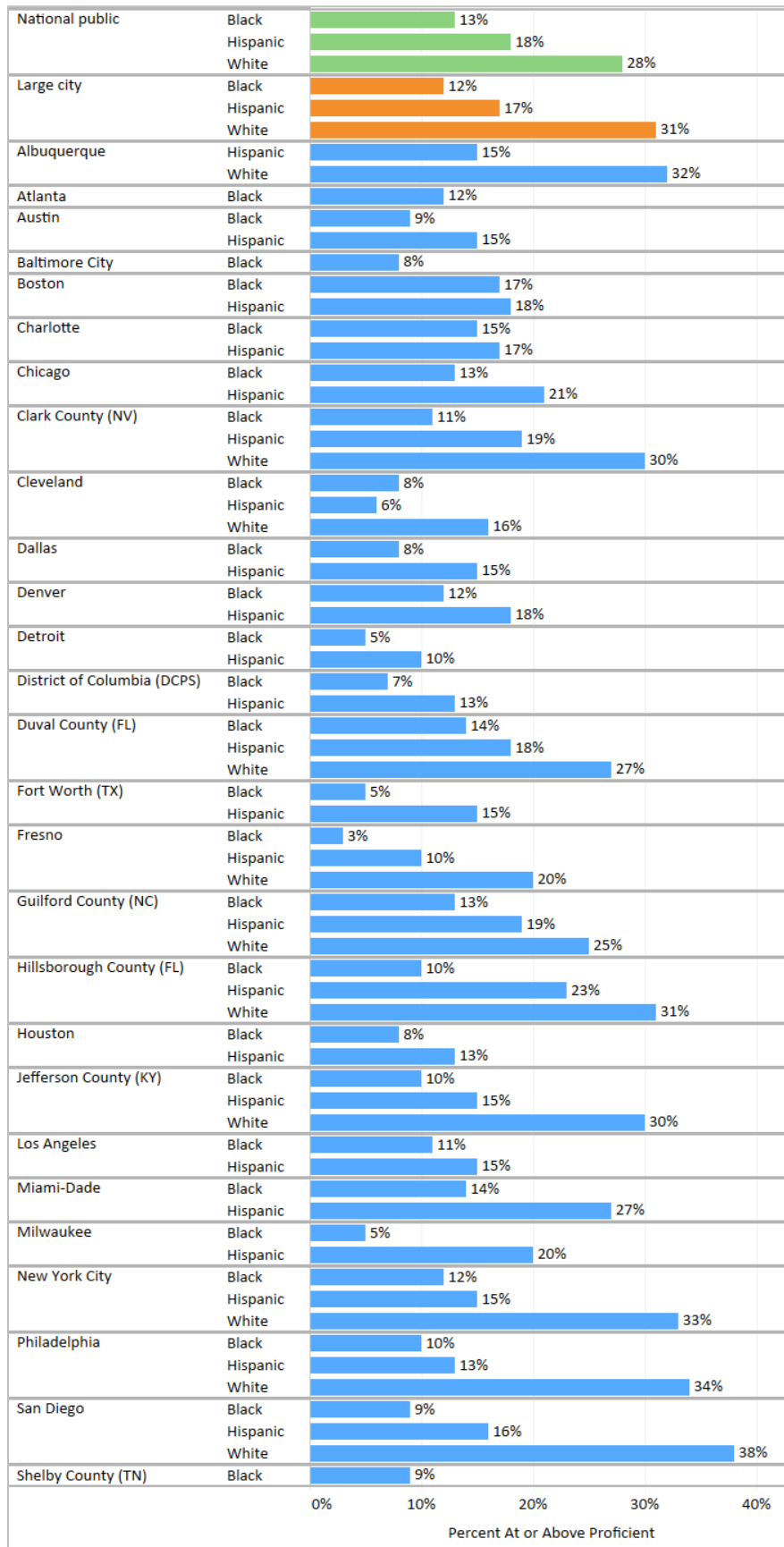


Figure 11.39: Percentage of Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2017

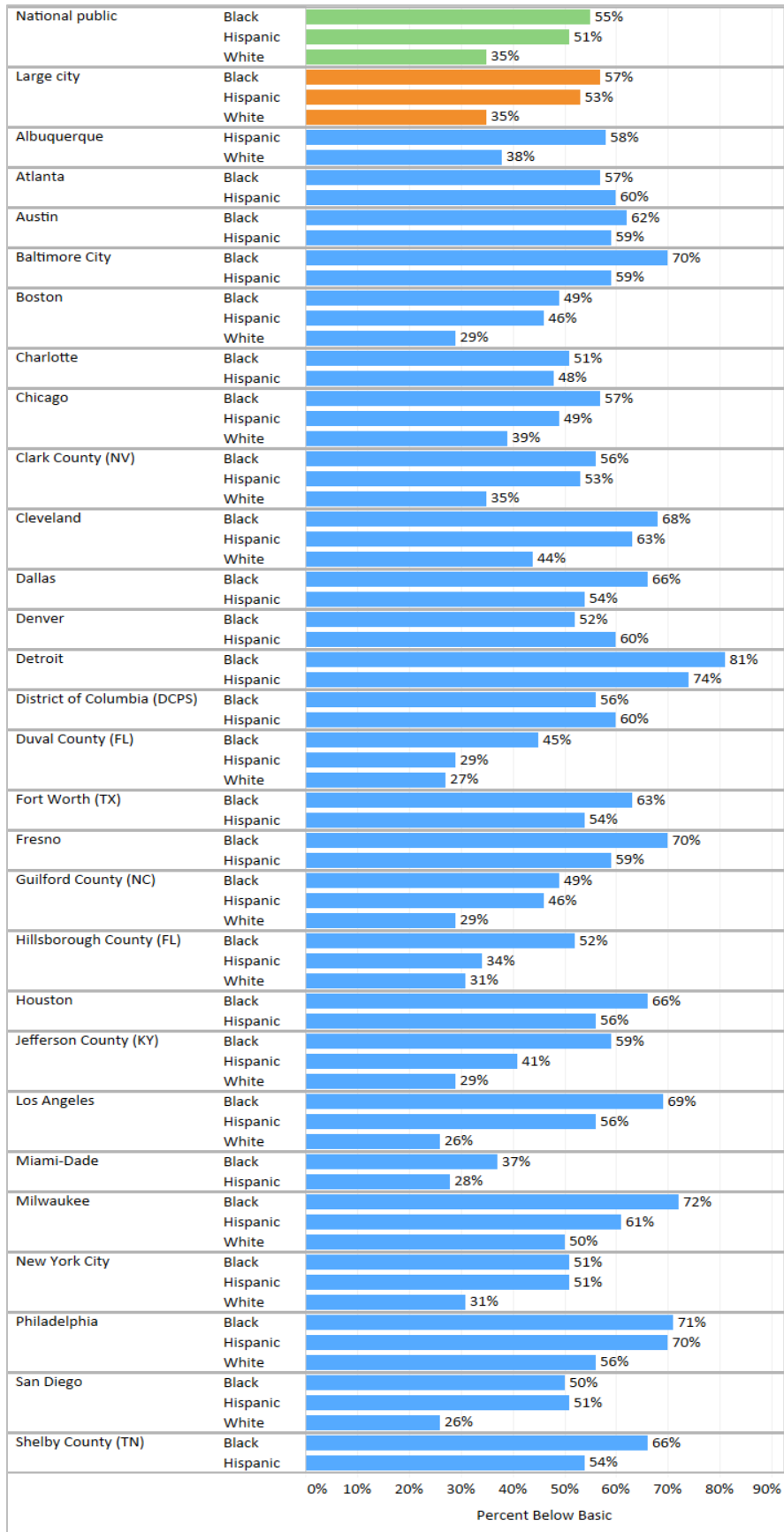




Figure 11.40: Percentage of Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2017

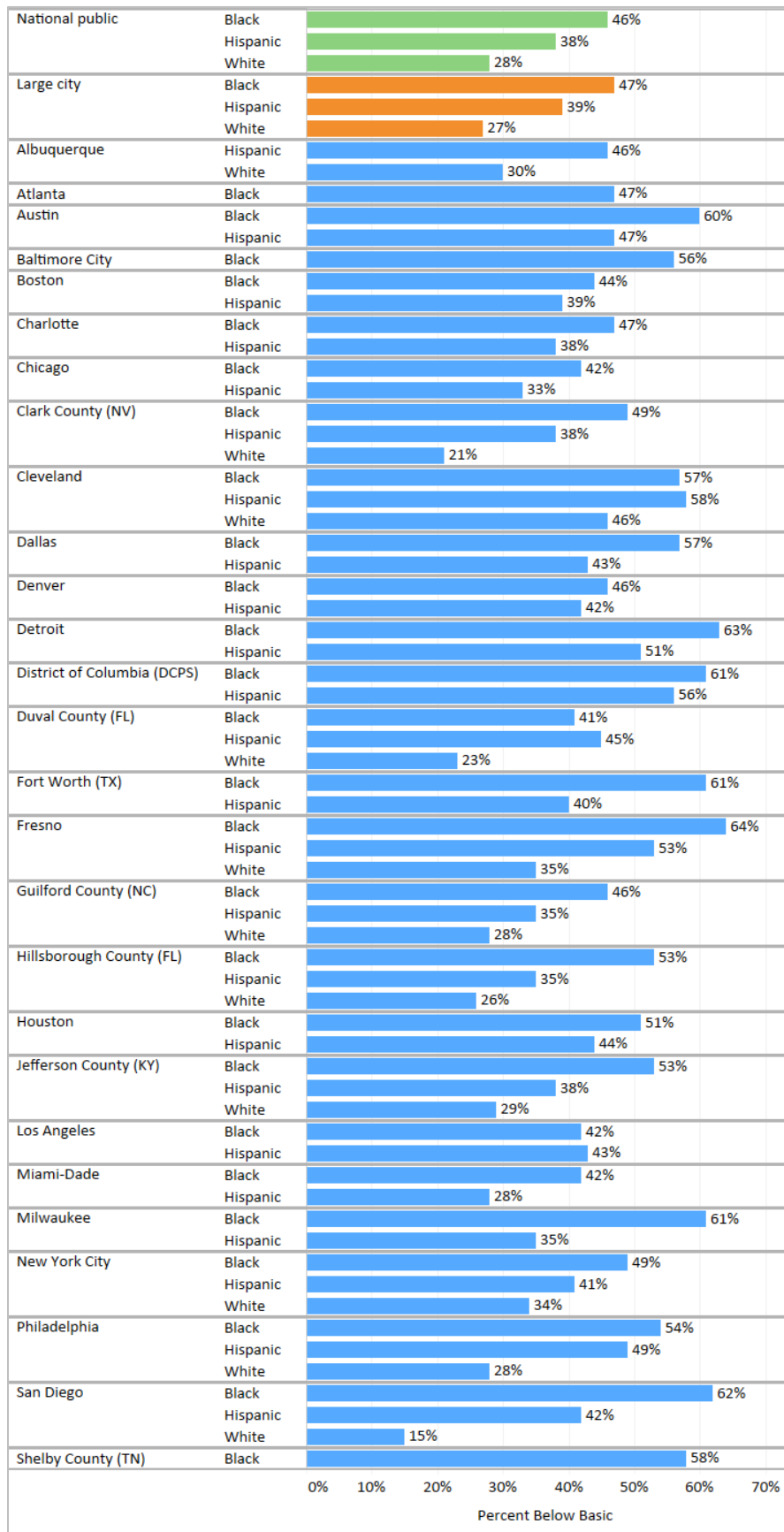


Figure 11.41: Percentage of Grade 4 Black Students At or Above Proficient in Math on NAEP by Gender, 2017

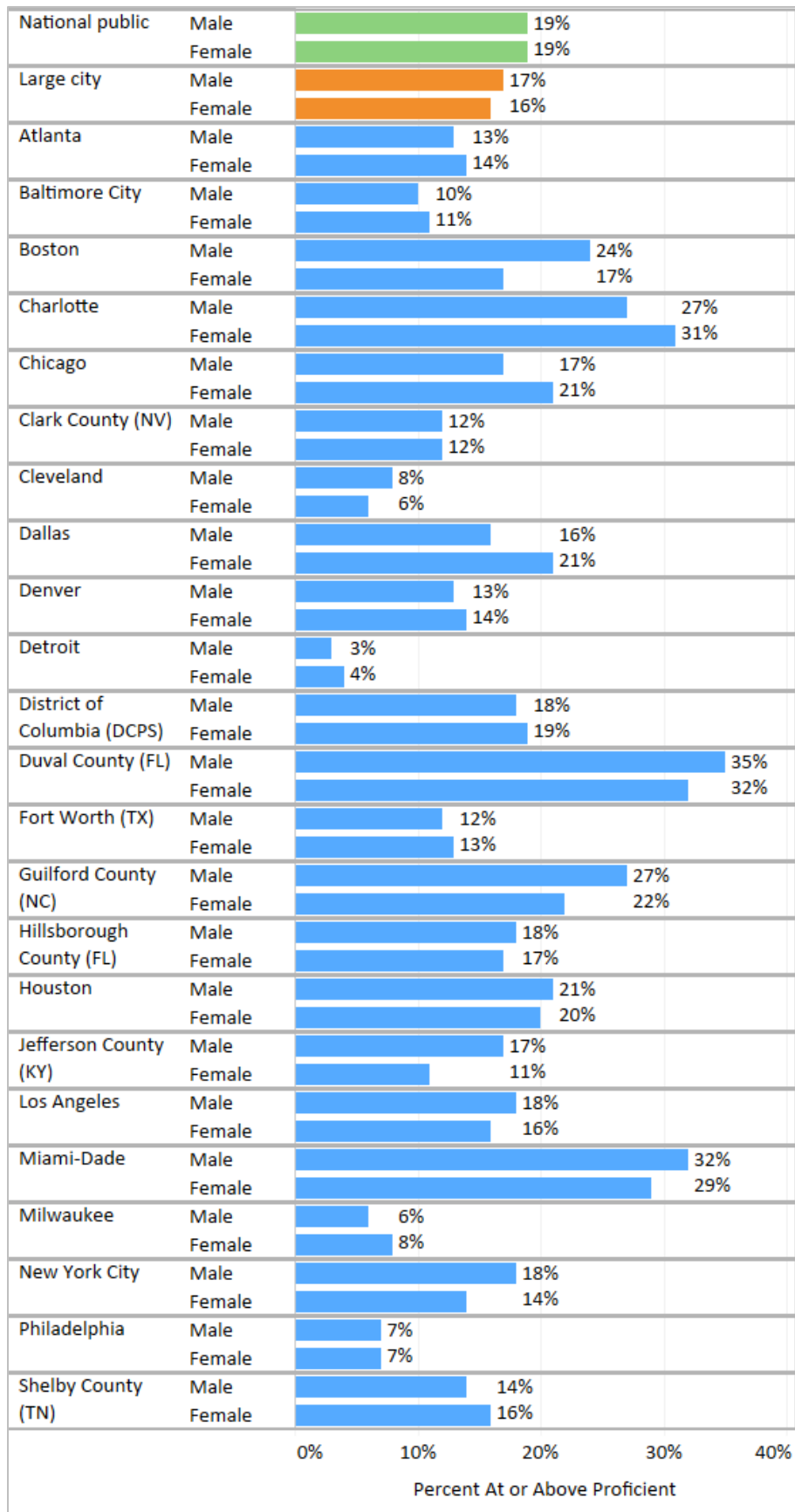


Figure 11.42: Percentage of Grade 8 Black Students At or Above Proficient in Math on NAEP by Gender, 2017

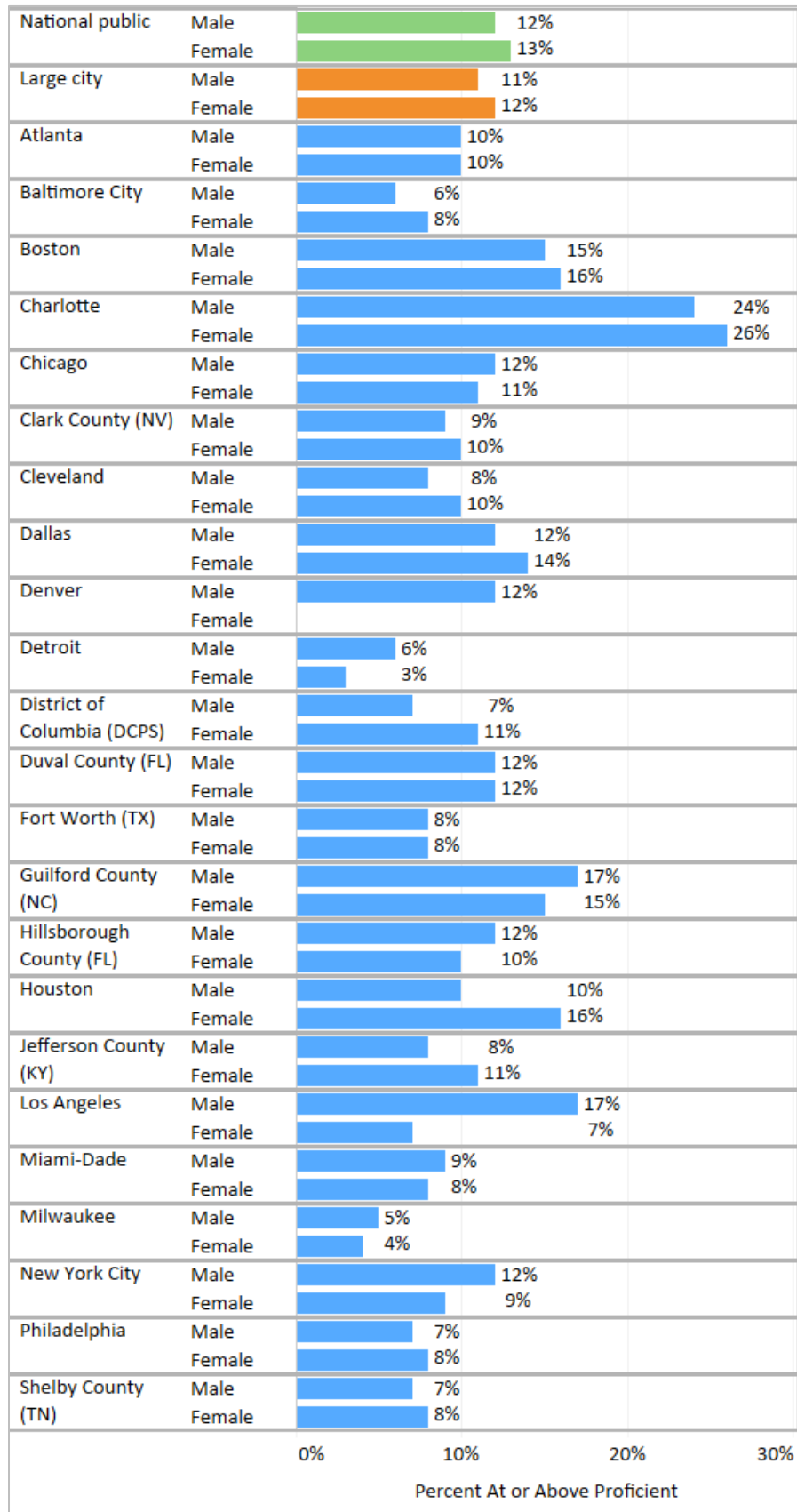


Figure 11.43: Percentage of Grade 4 Black Students Below Basic in Math on NAEP by Gender, 2017

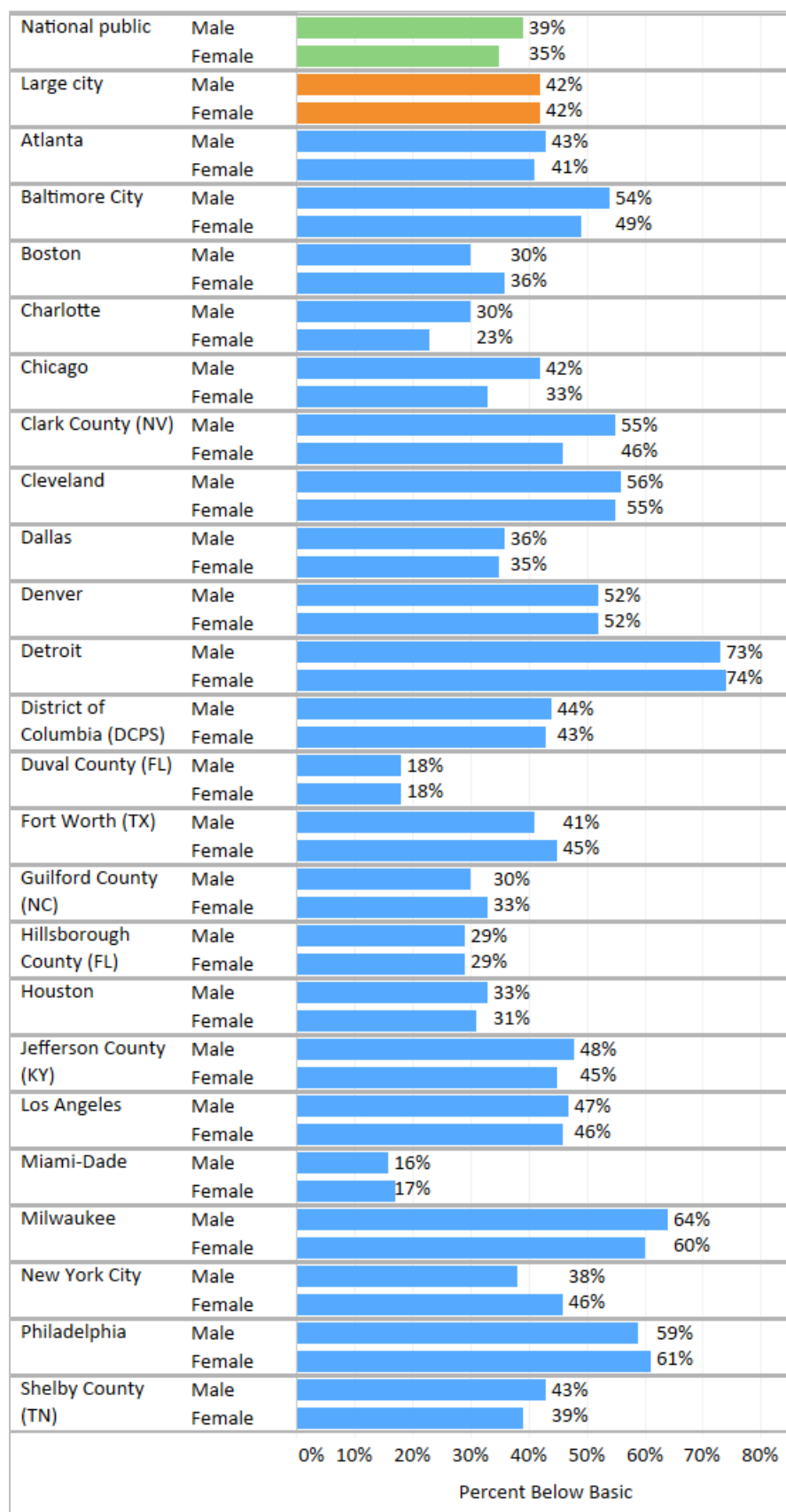


Figure 11.44: Percentage of Grade 8 Black Students Below Basic in Math on NAEP by Gender, 2017

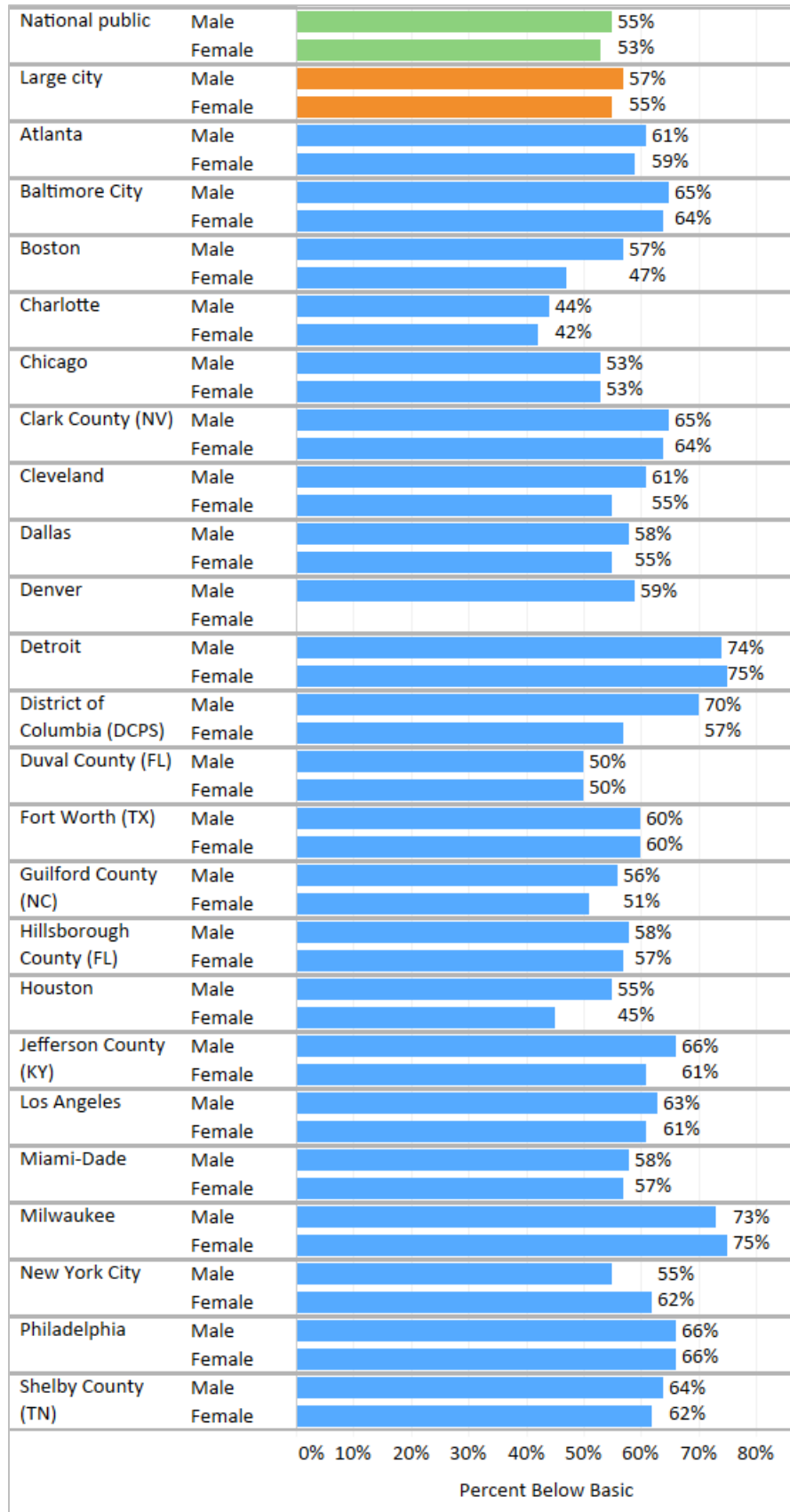


Figure 11.45: Percentage of Grade 4 Black Students At or Above Proficient in Reading on NAEP by Gender, 2017

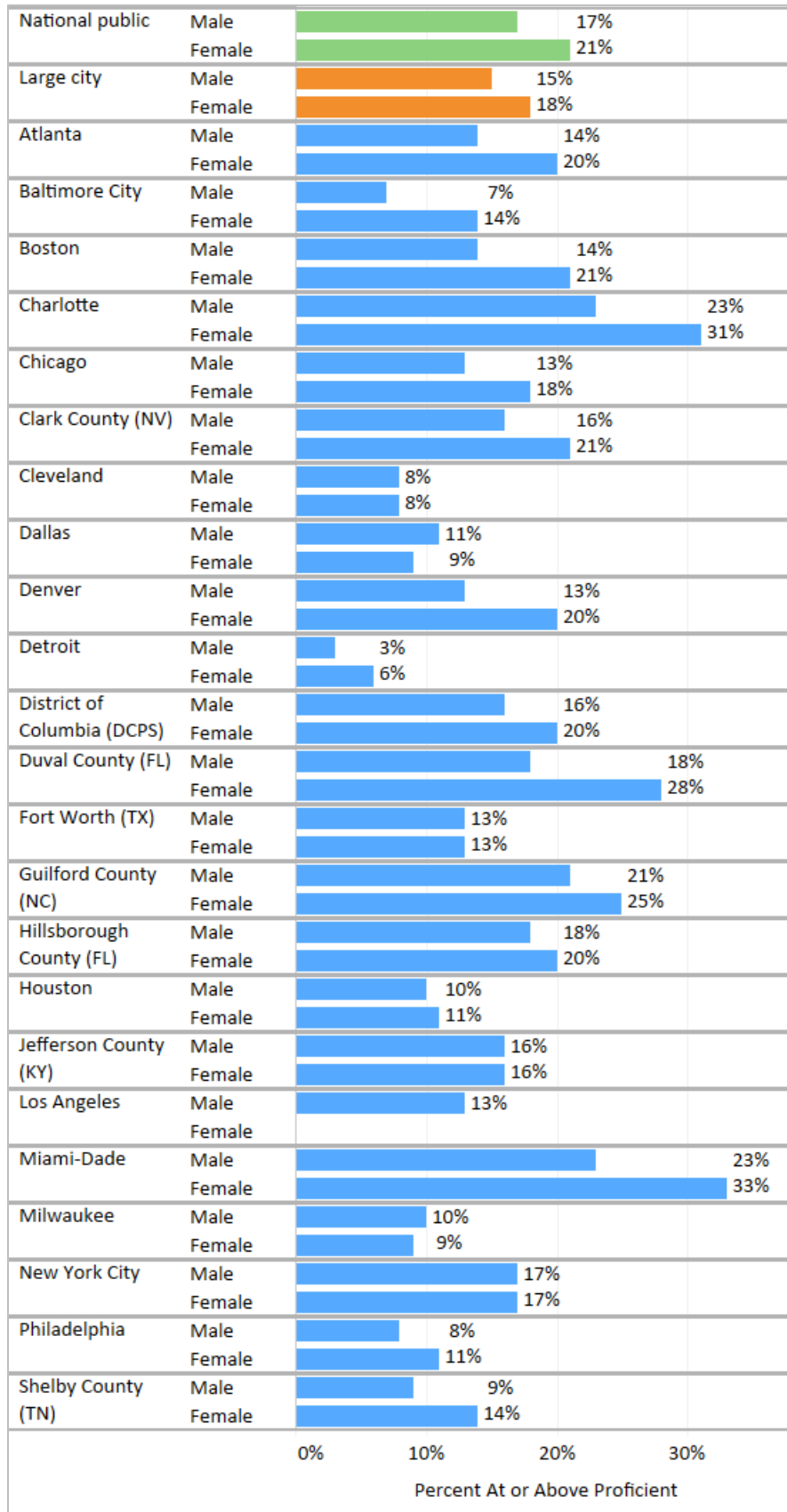


Figure 11.46: Percentage of Grade 8 Black Students At or Above Proficient in Reading on NAEP by Gender, 2017

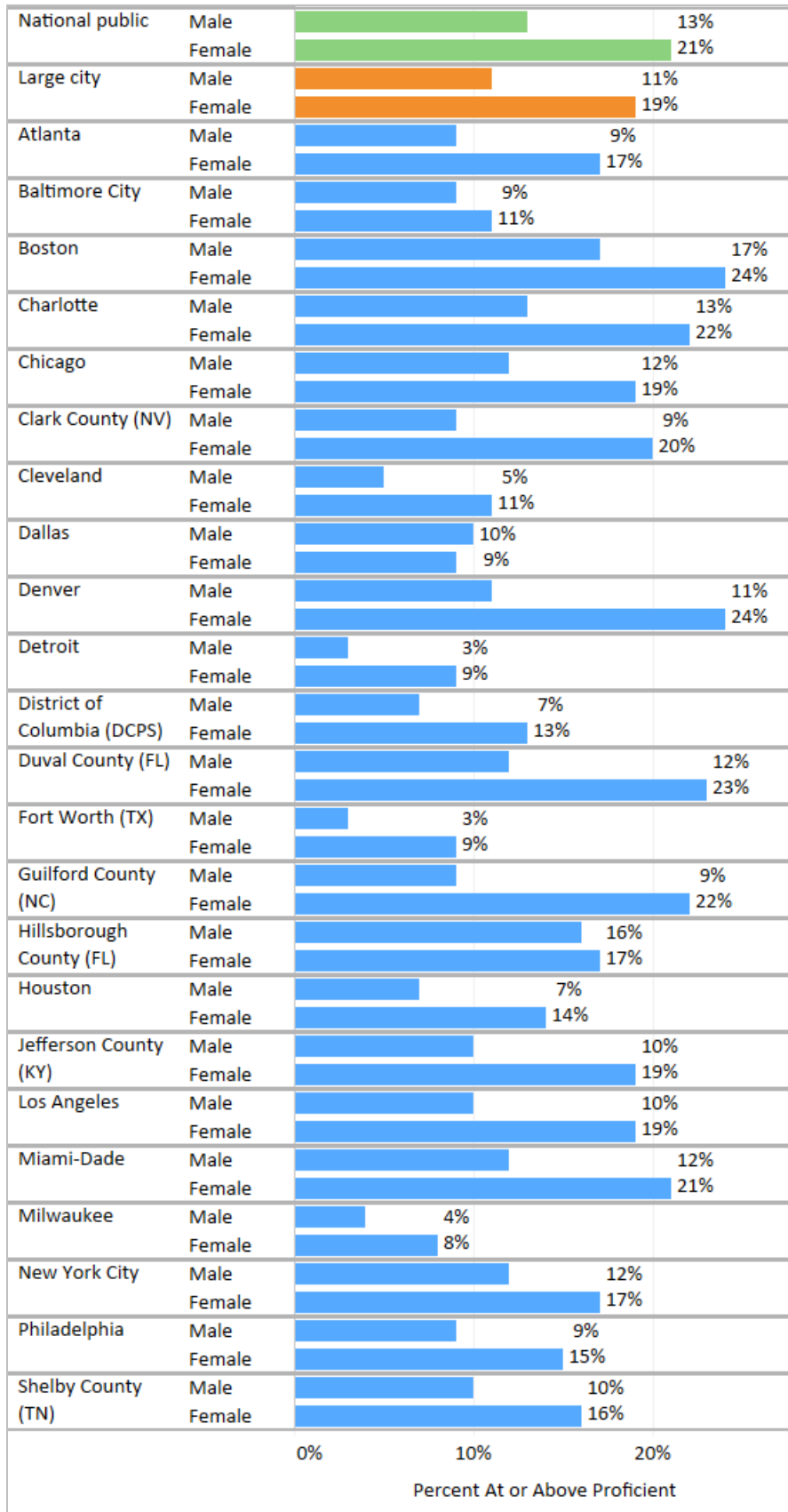


Figure 11.47: Percentage of Grade 4 Black Students Below Basic in Reading on NAEP by Gender, 2017

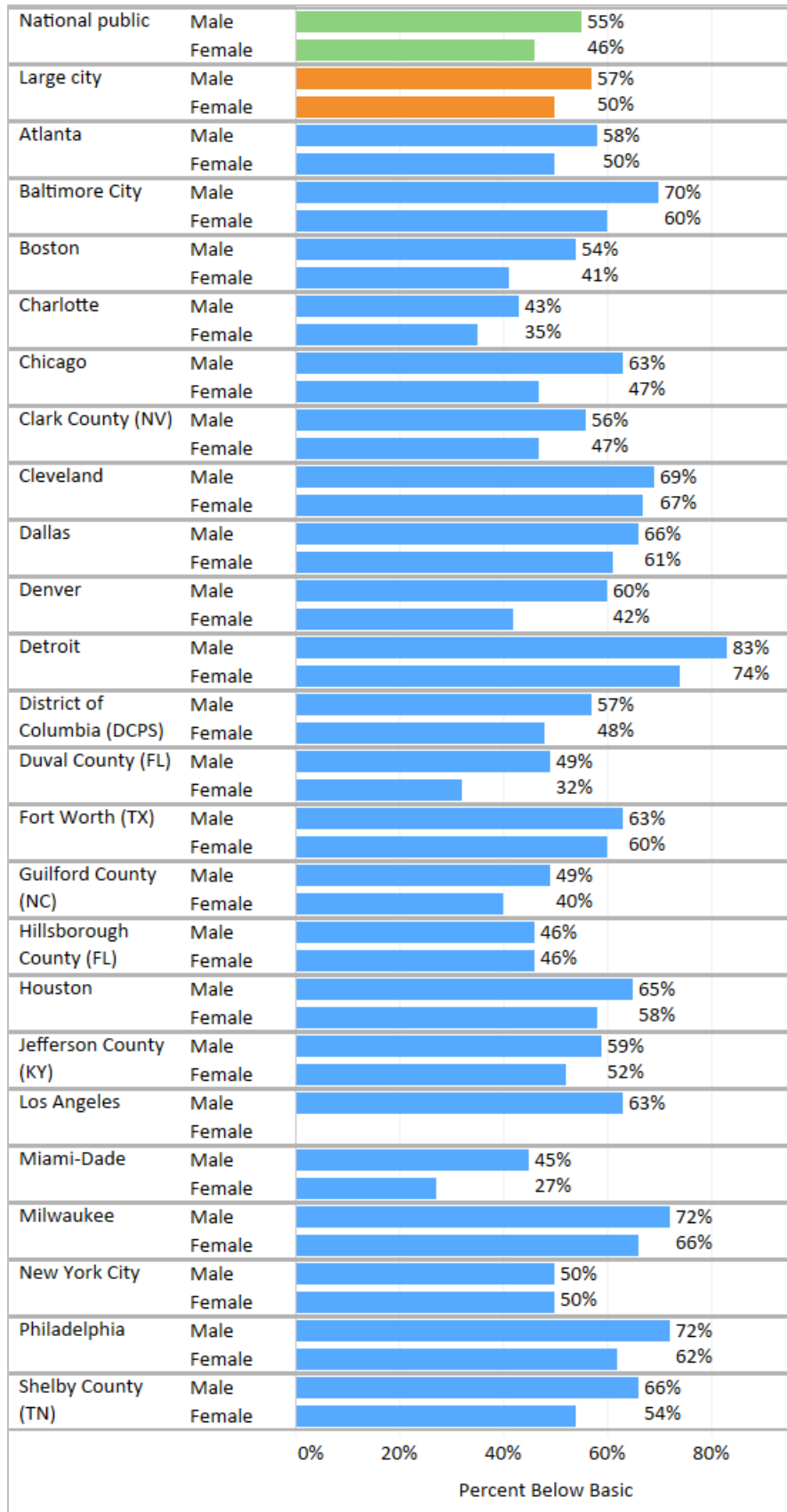




Figure 11.48: Percentage of Grade 8 Black Students Below Basic in Reading on NAEP by Gender, 2017

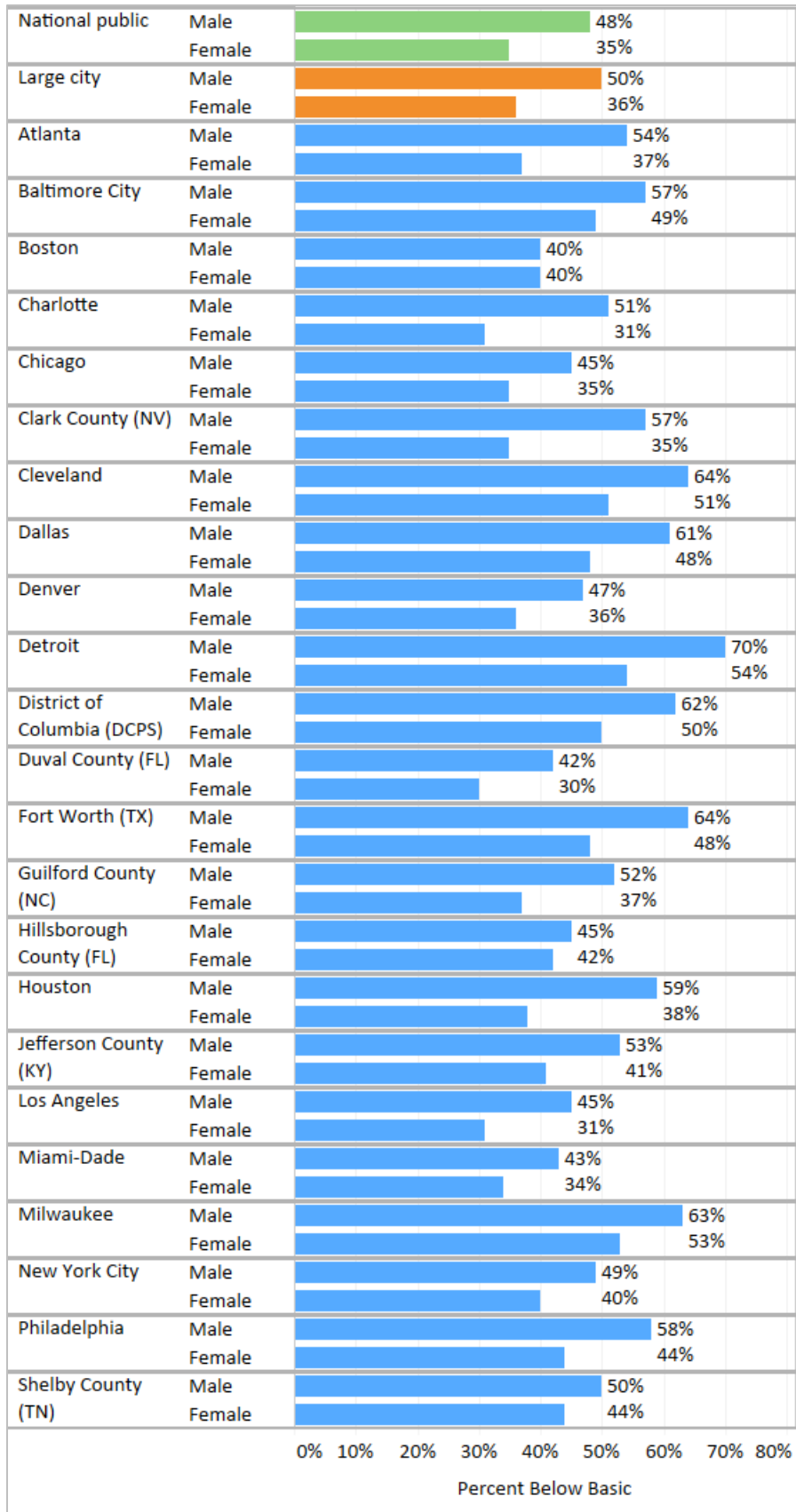


Figure 11.49: Percentage of Grade 4 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2017

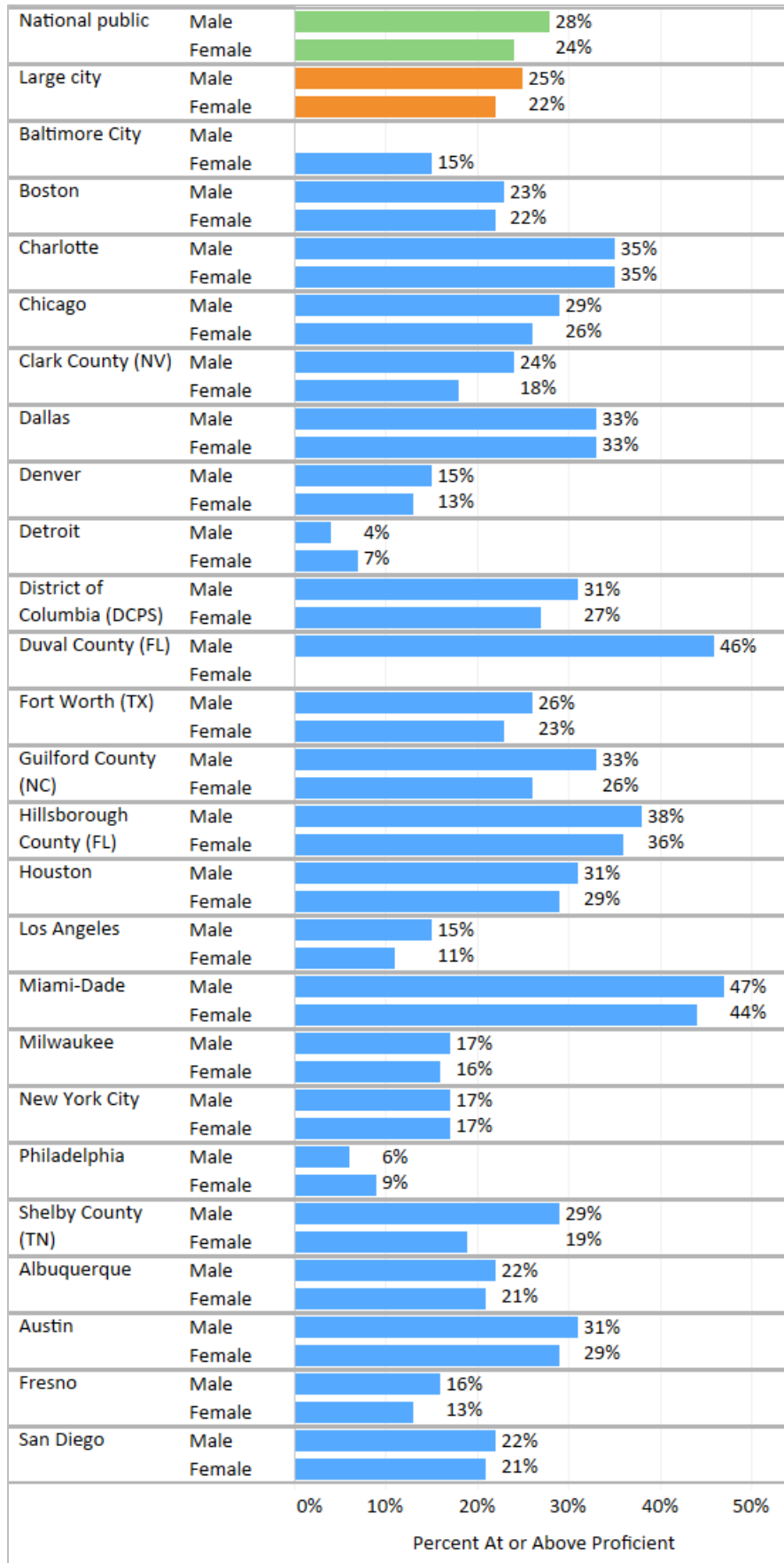


Figure 11.50: Percentage of Grade 8 Hispanic Students At or Above Proficient in Math on NAEP by Gender, 2017

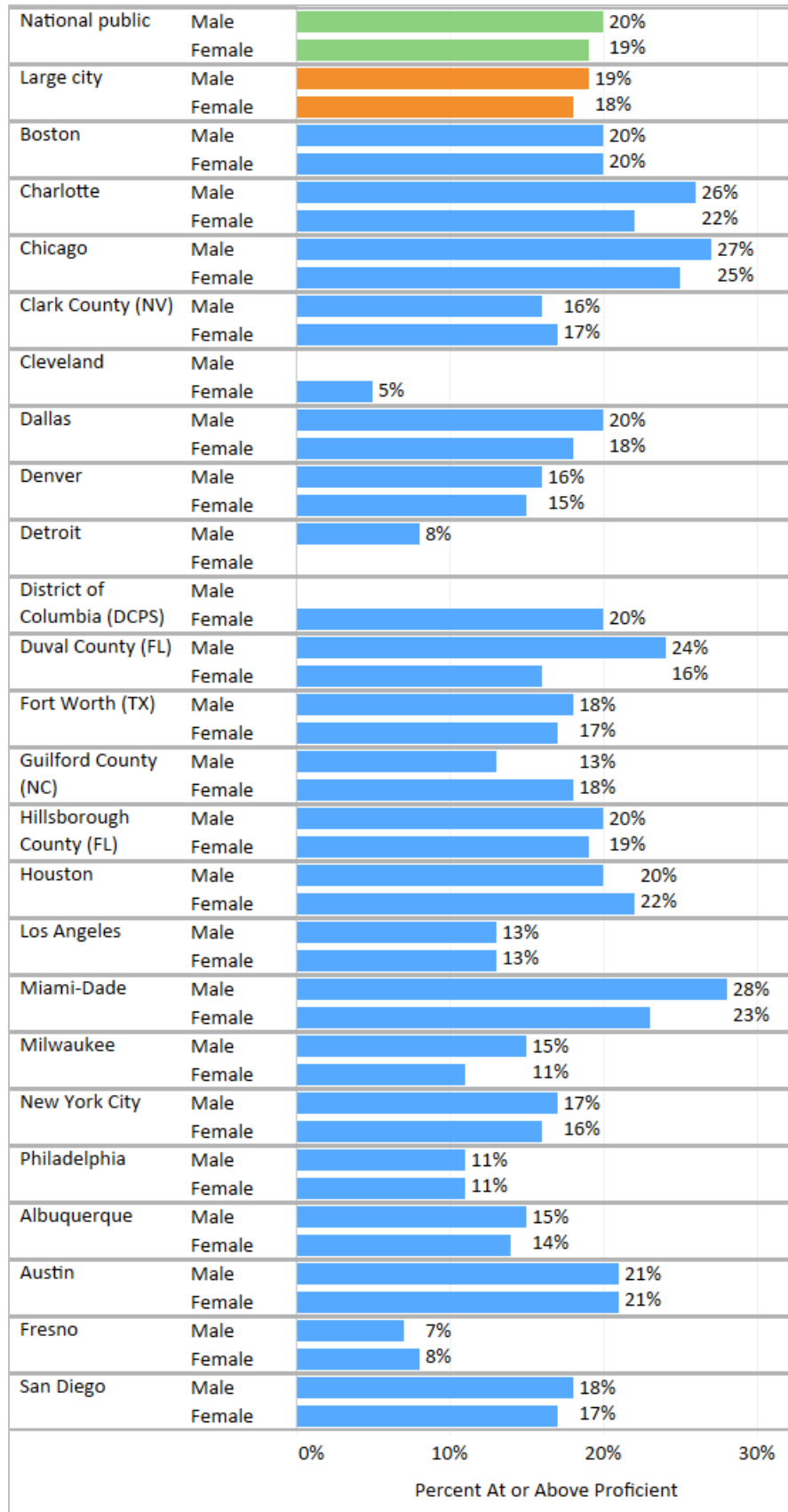


Figure 11.51: Percentage of Grade 4 Hispanic Students Below Basic in Math on NAEP by Gender, 2017

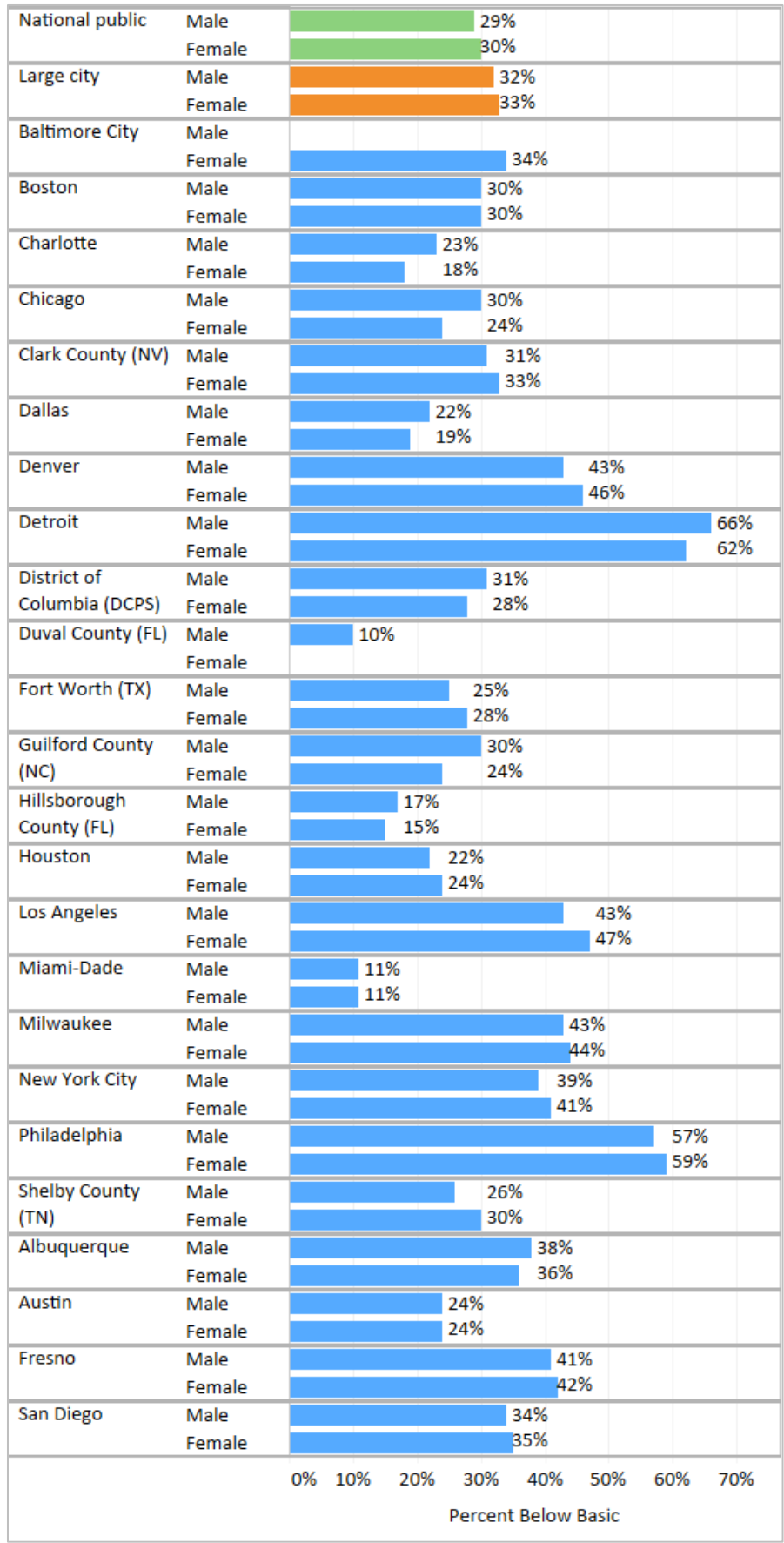


Figure 11.52: Percentage of Grade 8 Hispanic Students Below Basic in Math on NAEP by Gender, 2017

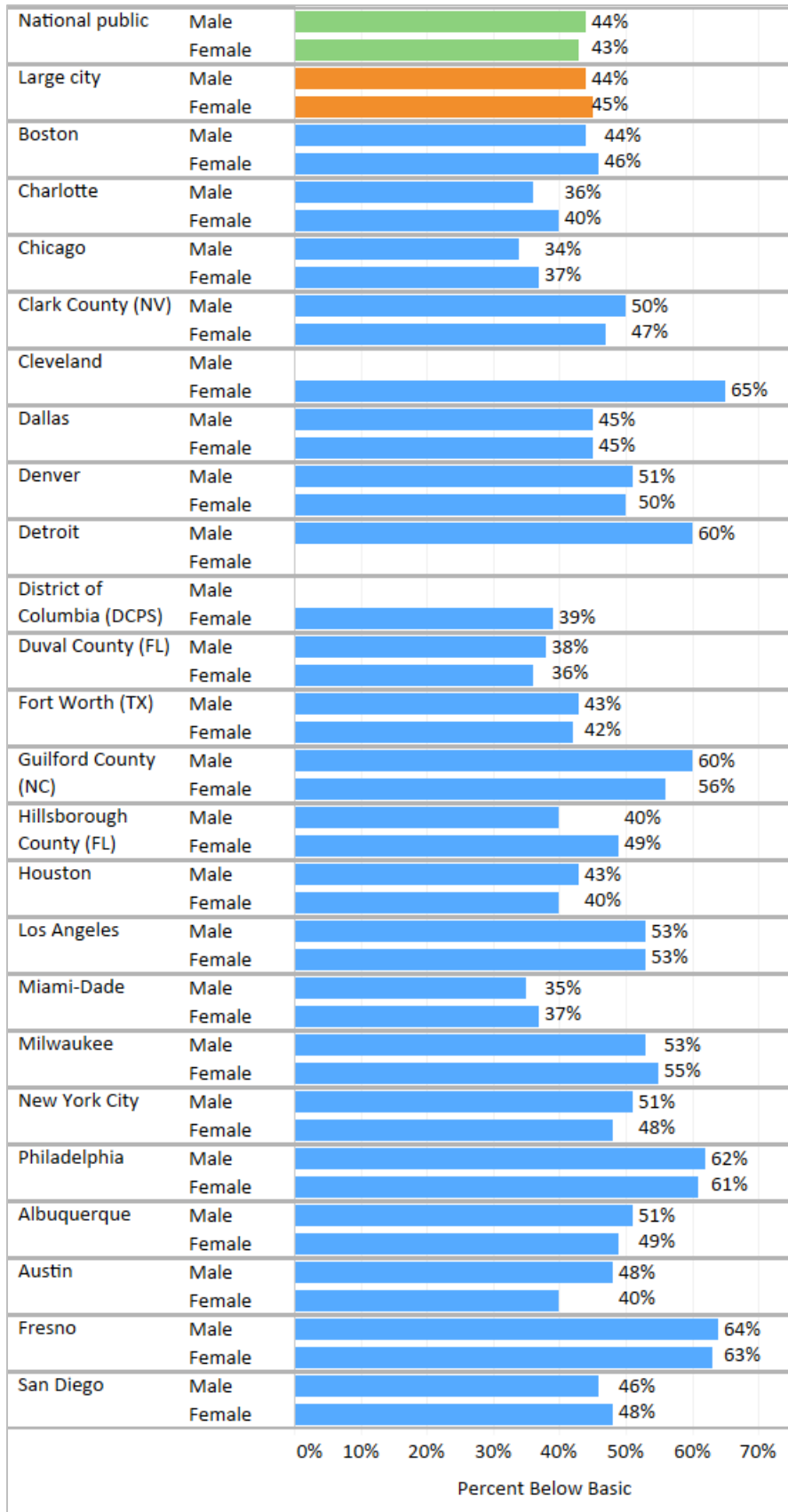


Figure 11.53: Percentage of Grade 4 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2017

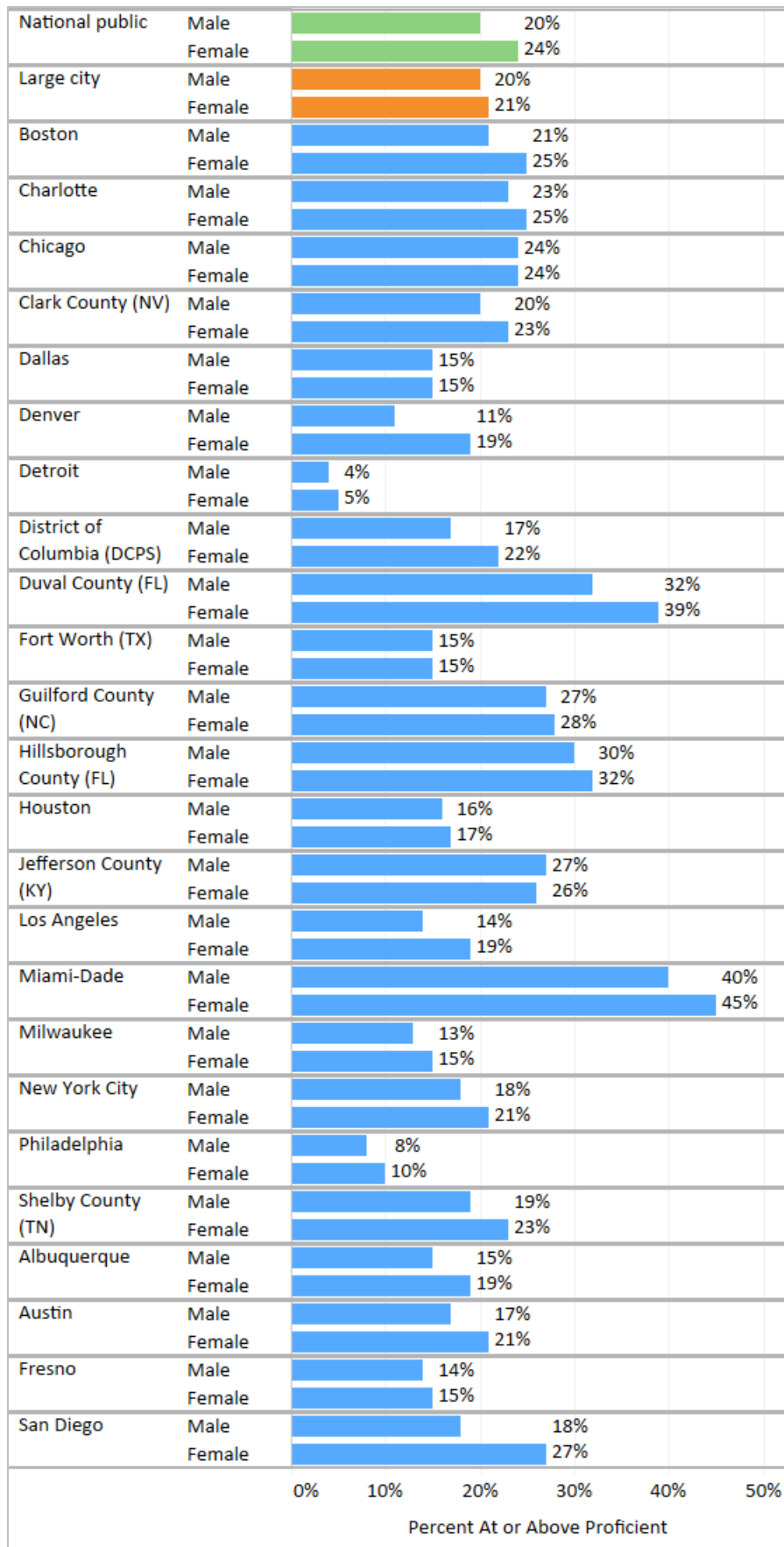


Figure 11.54: Percentage of Grade 8 Hispanic Students At or Above Proficient in Reading on NAEP by Gender, 2017

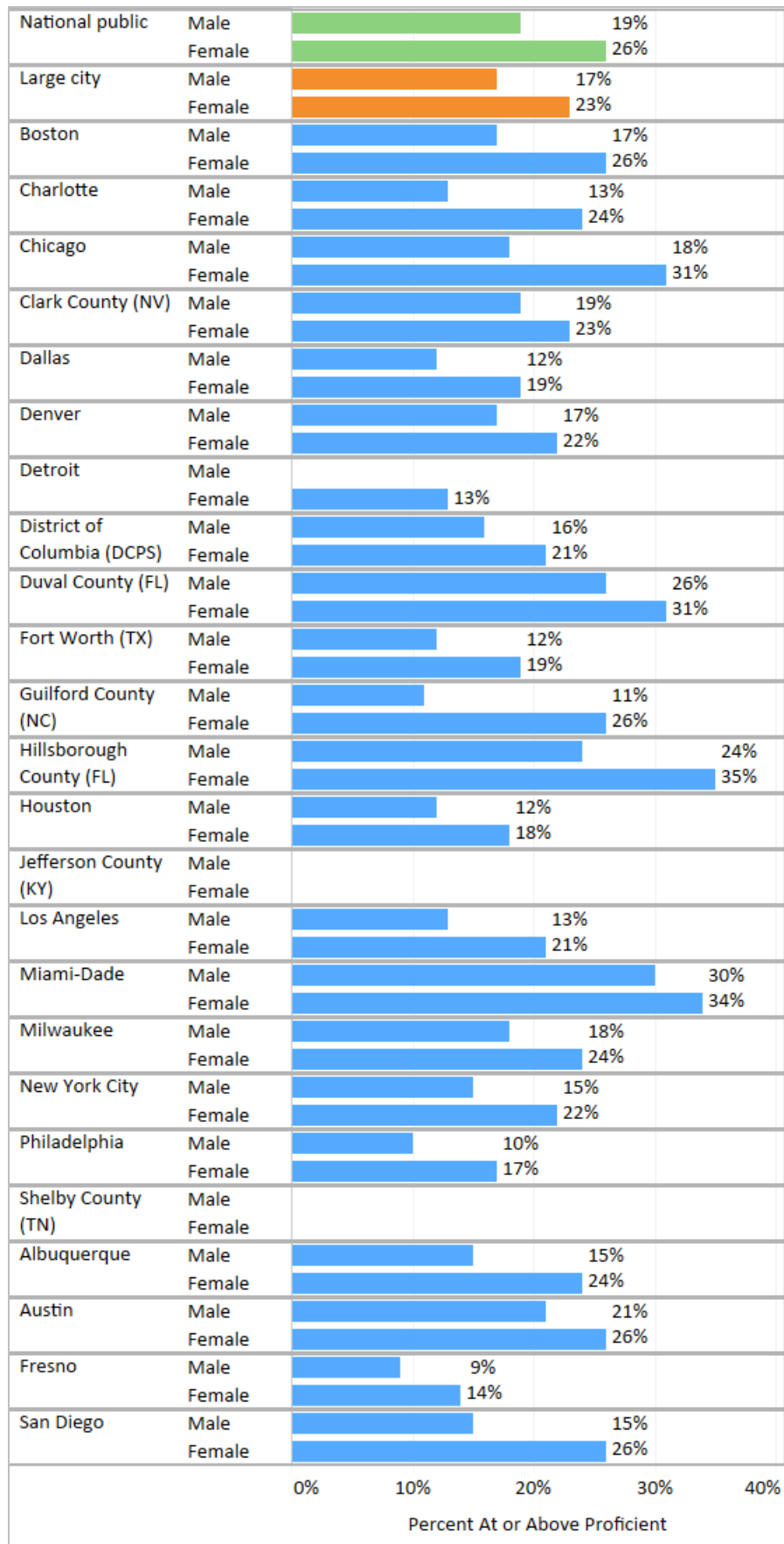


Figure 11.55: Percentage of Grade 4 Hispanic Students Below Basic in Reading on NAEP by Gender, 2017

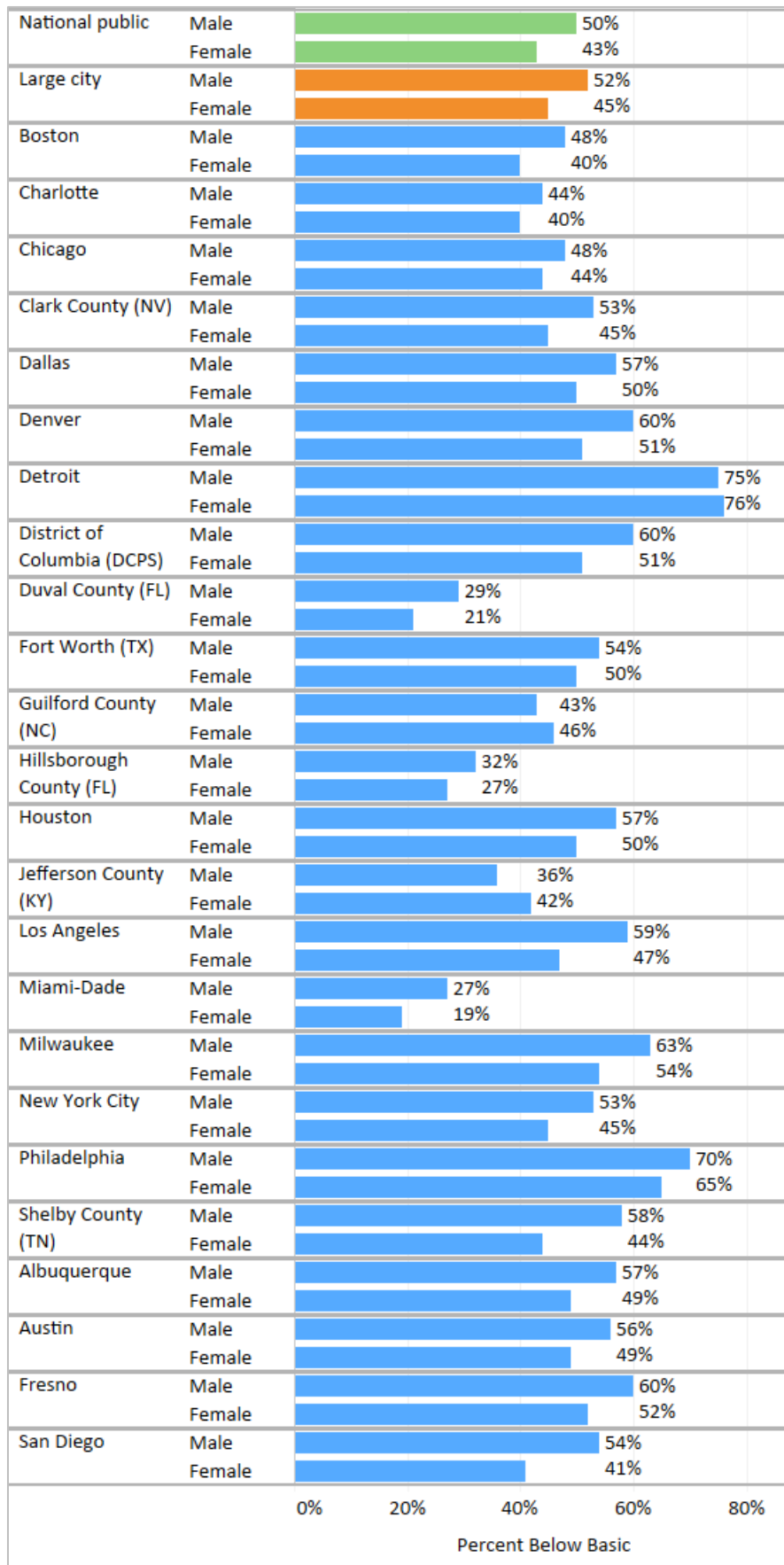
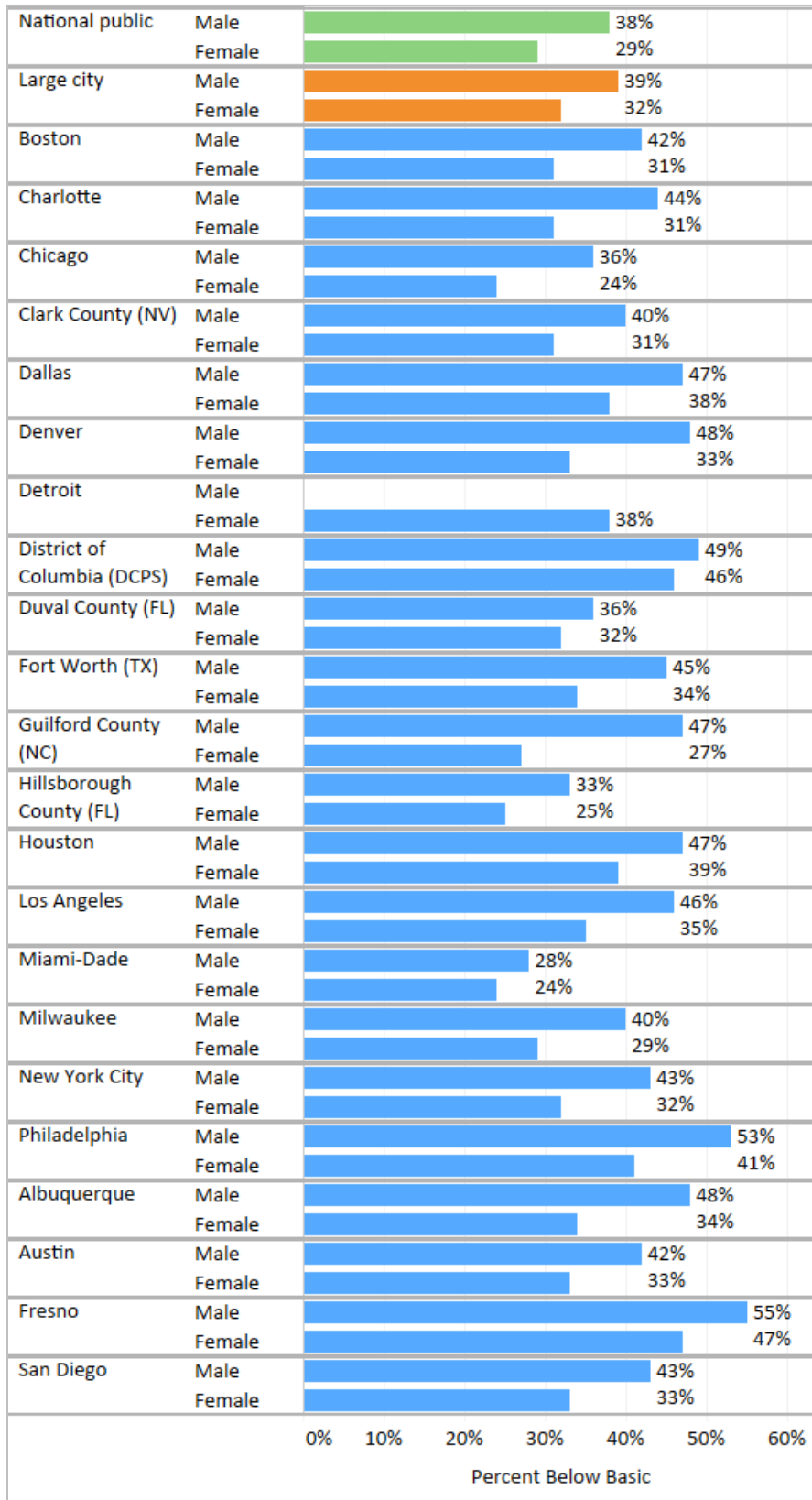




Figure 11.56: Percentage of Grade 8 Hispanic Students Below Basic in Reading on NAEP by Gender, 2017



## NAEP Student Achievement Trends, 2009-2017

Trends in NAEP Performance are also shown for National Public, Large City, and all participating districts in the Trial Urban District Assessment (TUDA). Figures 12.1 to 12.48 illustrate the *percentage point change* in *at or above proficient* and *below basic* for grades four and eight in reading and mathematics between 2009 and 2017. Data are included in the trend analysis if there is a valid estimate for the baseline year and the most recent year.

The data are presented for the following student groups:

- All Students
- Students Eligible for Free or Reduced Price Lunch
- Students with Disabilities
- English Language Learners
- Students Eligible for Free or Reduced Price Lunch by Race/Ethnicity
- Male Students by Race/Ethnicity

Figure 12.1: Percentage Point Change in Grade 4 Students At or Above Proficient in Math on NAEP, 2009-2017

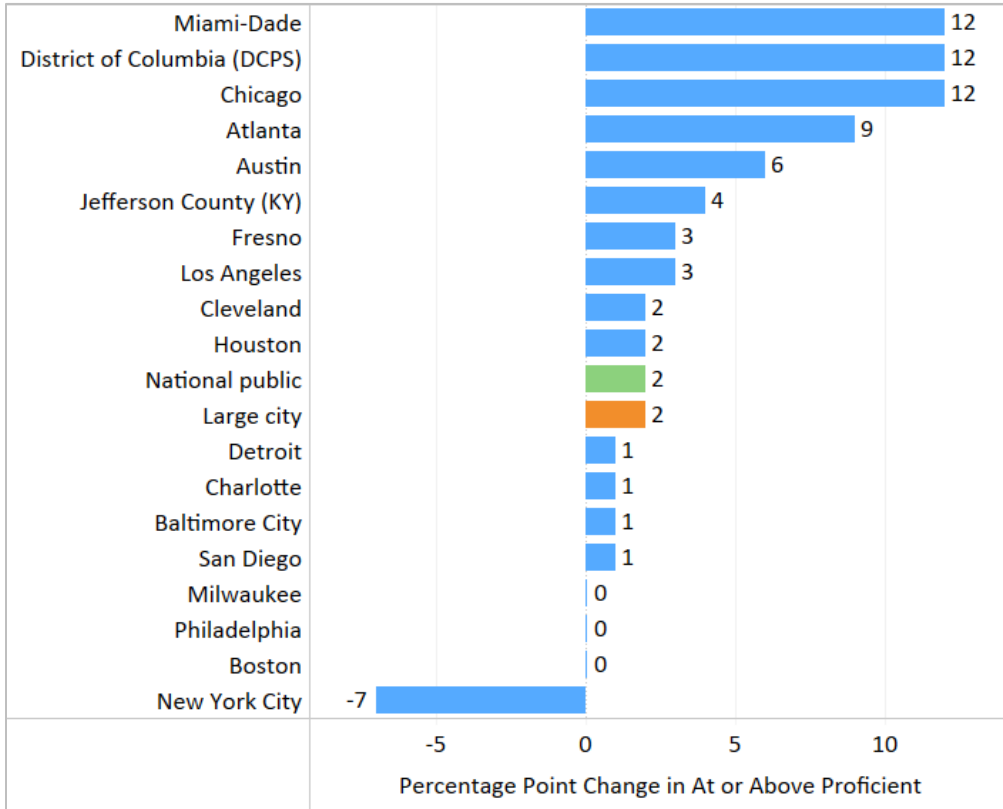


Figure 12.2: Percentage Point Change in Grade 8 Students At or Above Proficient in Math on NAEP, 2009-2017

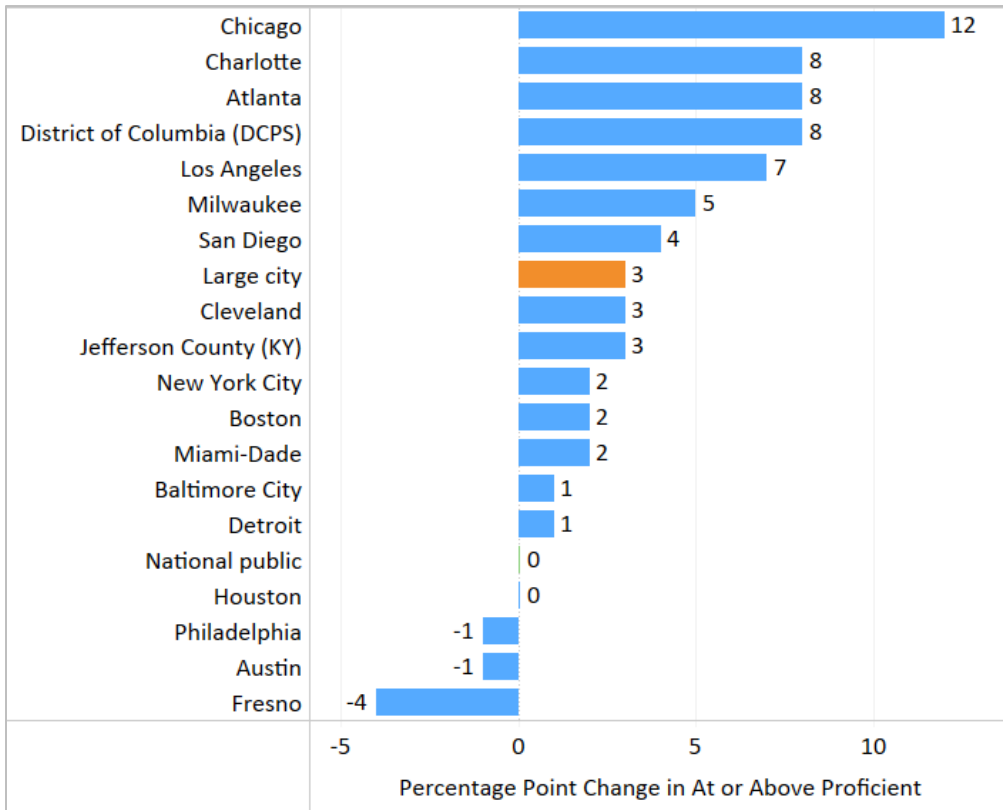


Figure 12.3: Percentage Point Change in Grade 4 Students Below Basic in Math on NAEP, 2009-2017

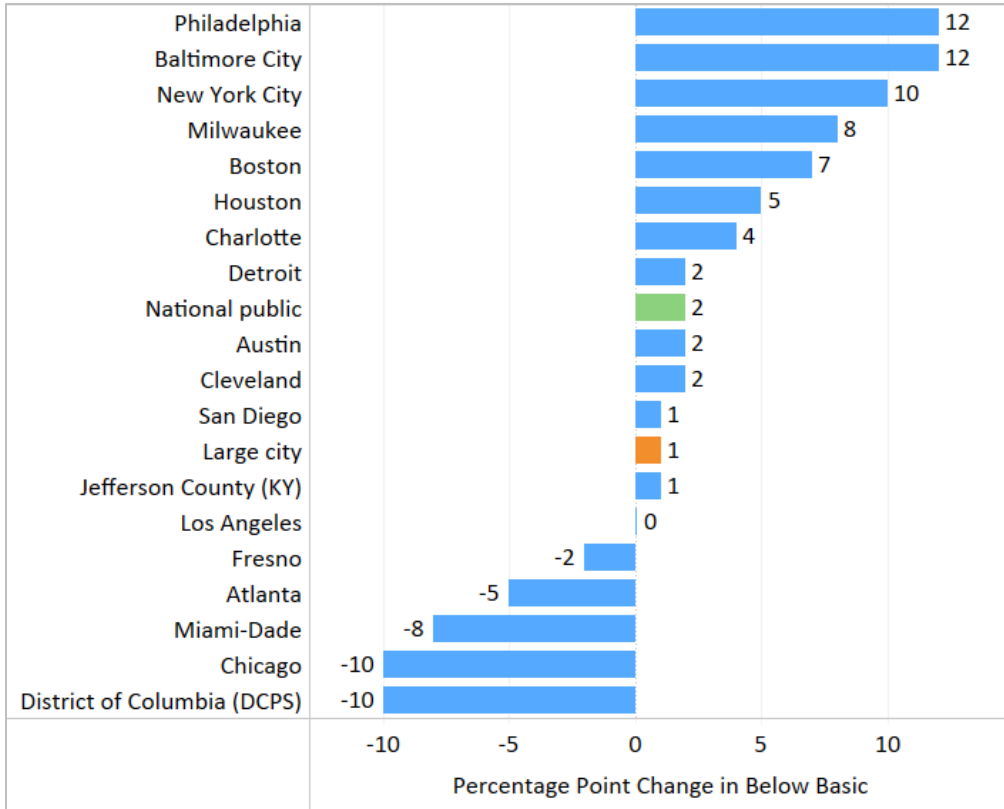


Figure 12.4: Percentage Point Change in Grade 8 Students Below Basic in Math on NAEP, 2009-2017

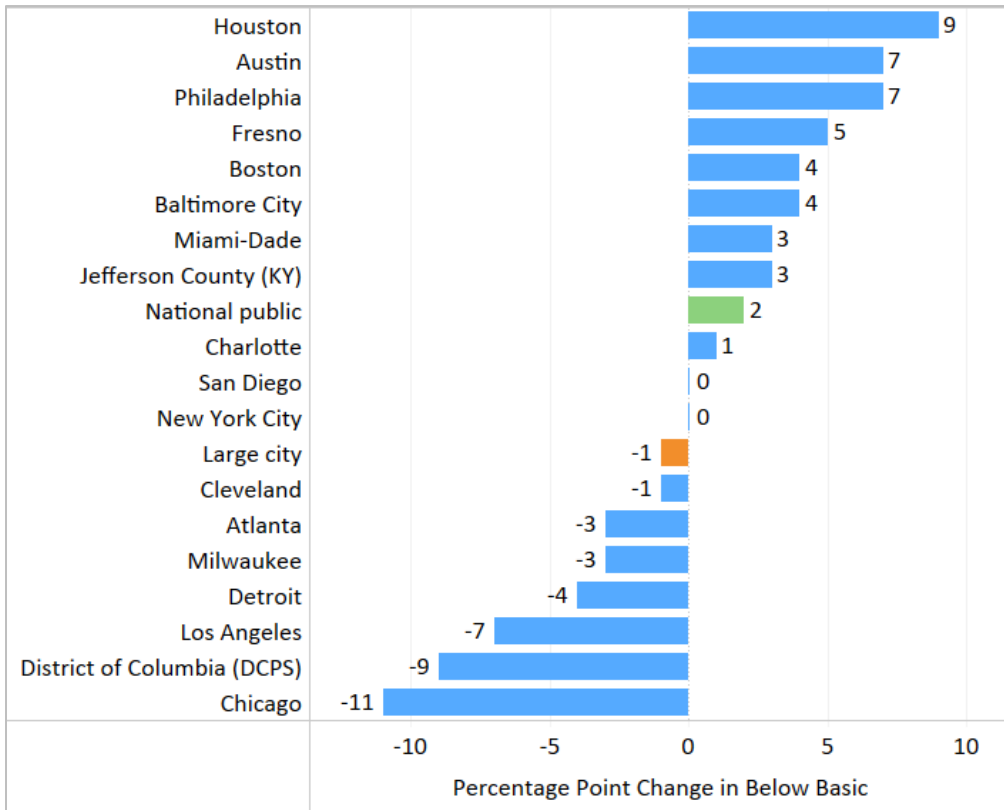


Figure 12.5: Percentage Point Change in Grade 4 Students At or Above Proficient in Reading on NAEP, 2009-2017

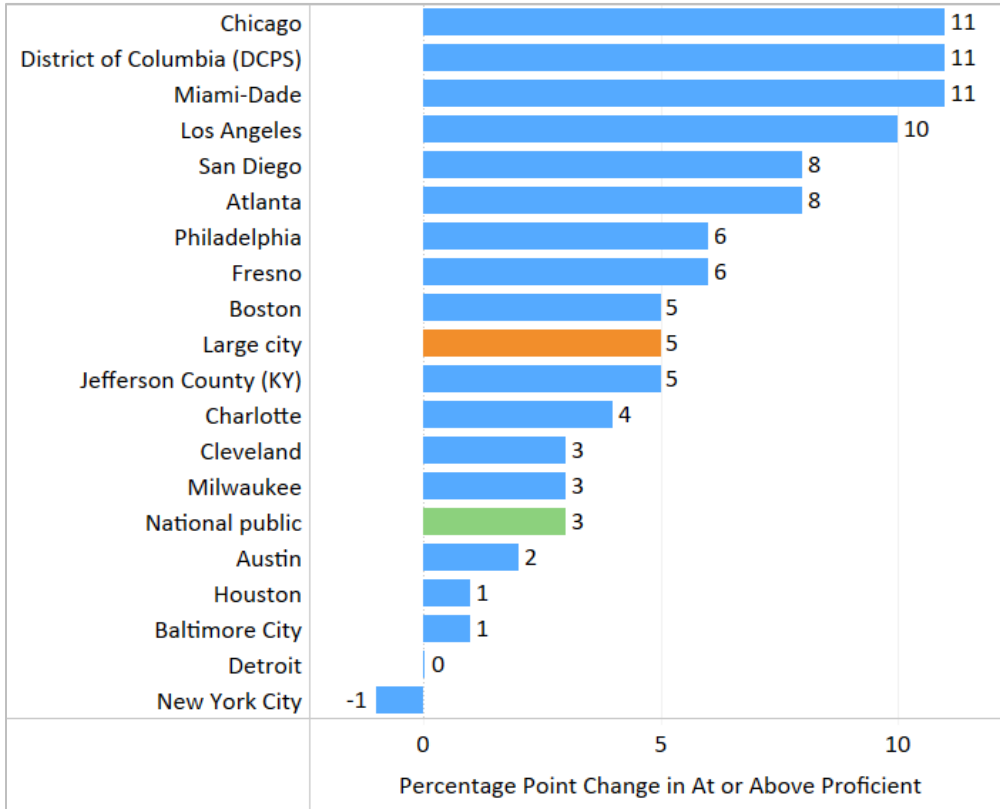


Figure 12.6: Percentage Point Change in Grade 8 Students At or Above Proficient in Reading on NAEP, 2009-2017

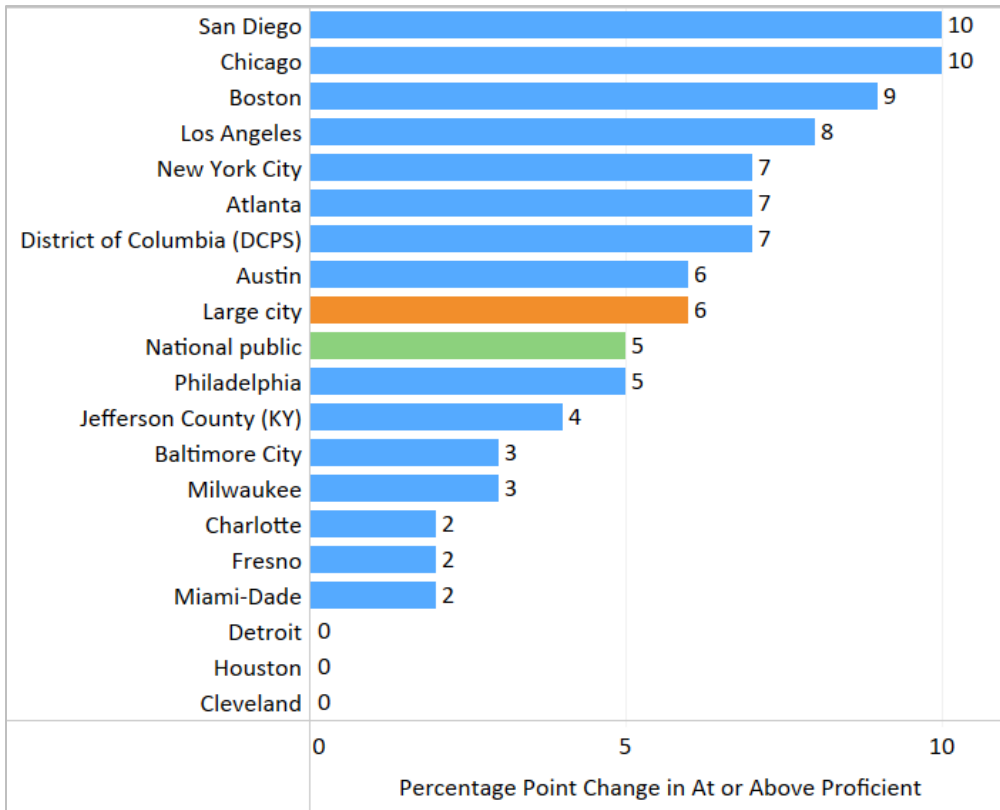


Figure 12.7: Percentage Point Change in Grade 4 Students Below Basic in Reading on NAEP, 2009-2017

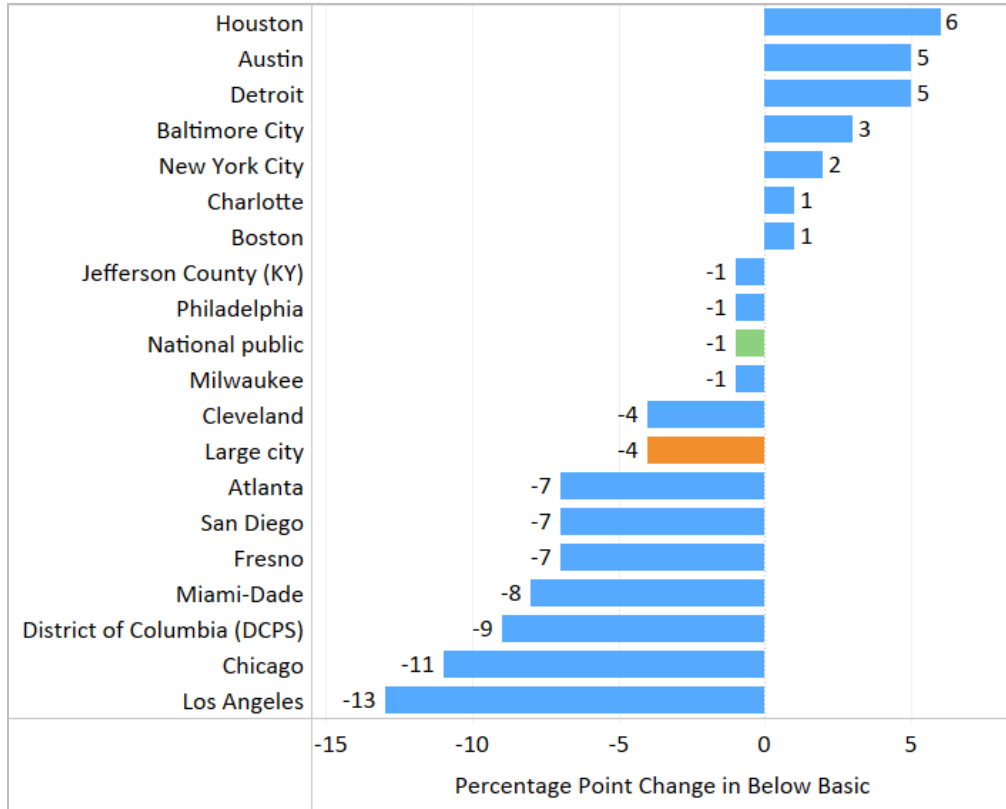


Figure 12.8: Percentage Point Change in Grade 8 Students Below Basic in Reading on NAEP, 2009-2017

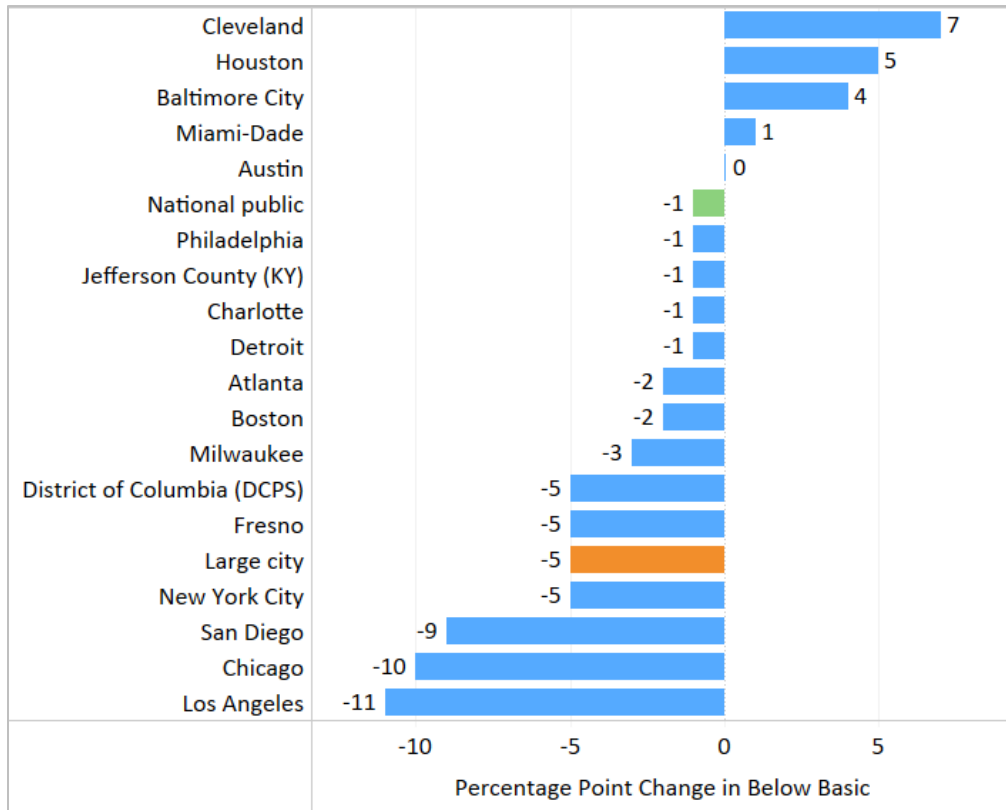


Figure 12.9. Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2009-2017

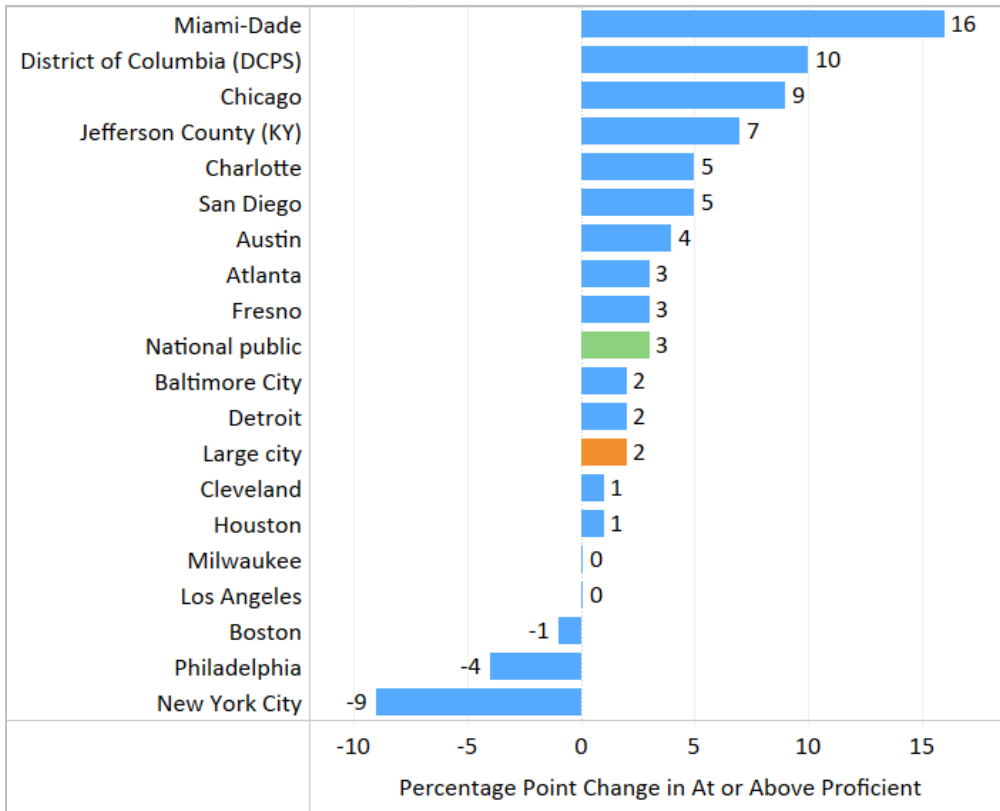


Figure 12.10: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP, 2009-2017

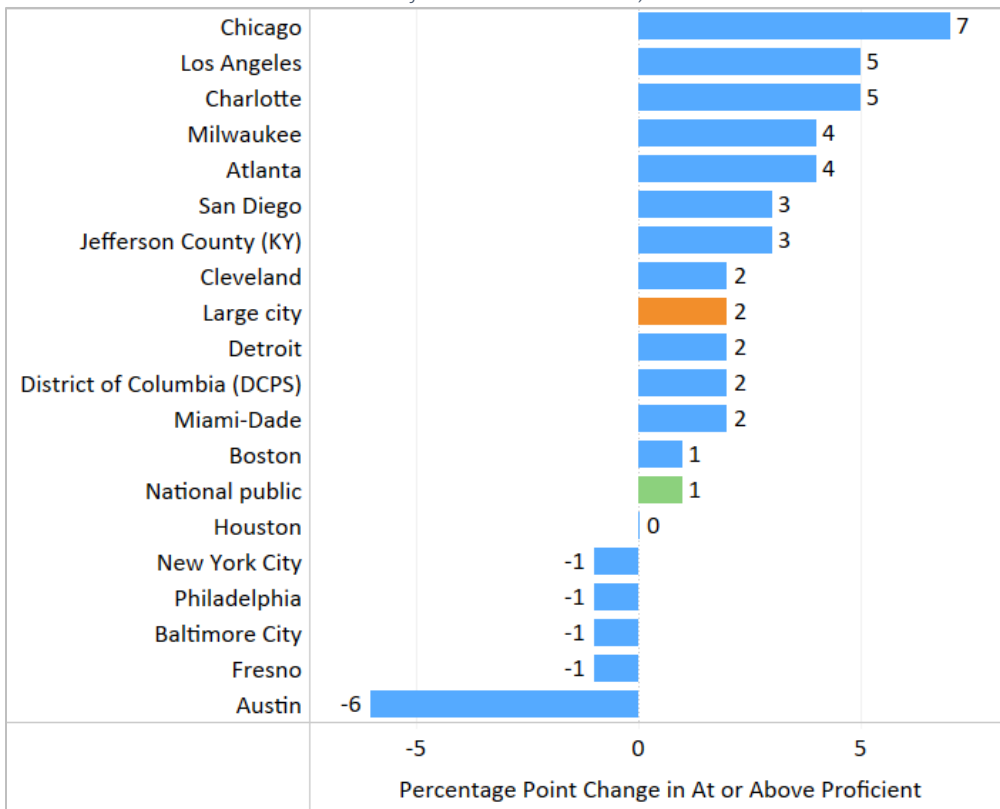


Figure 12.11: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2009-2017

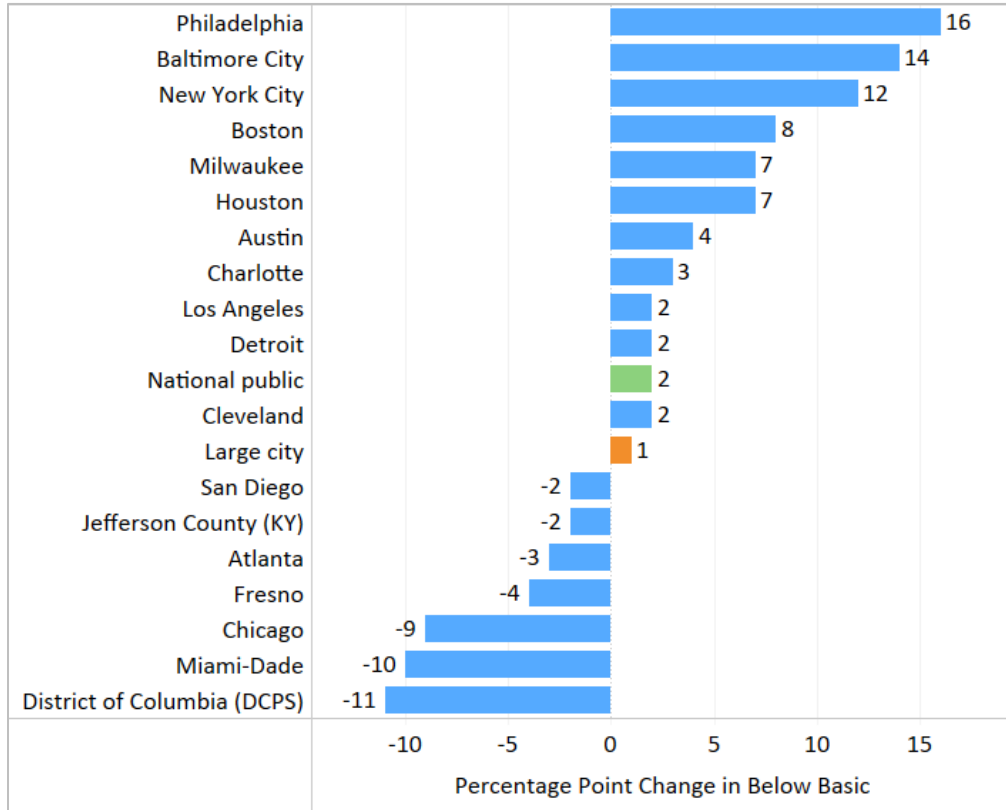


Figure 12.12: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP, 2009-2017

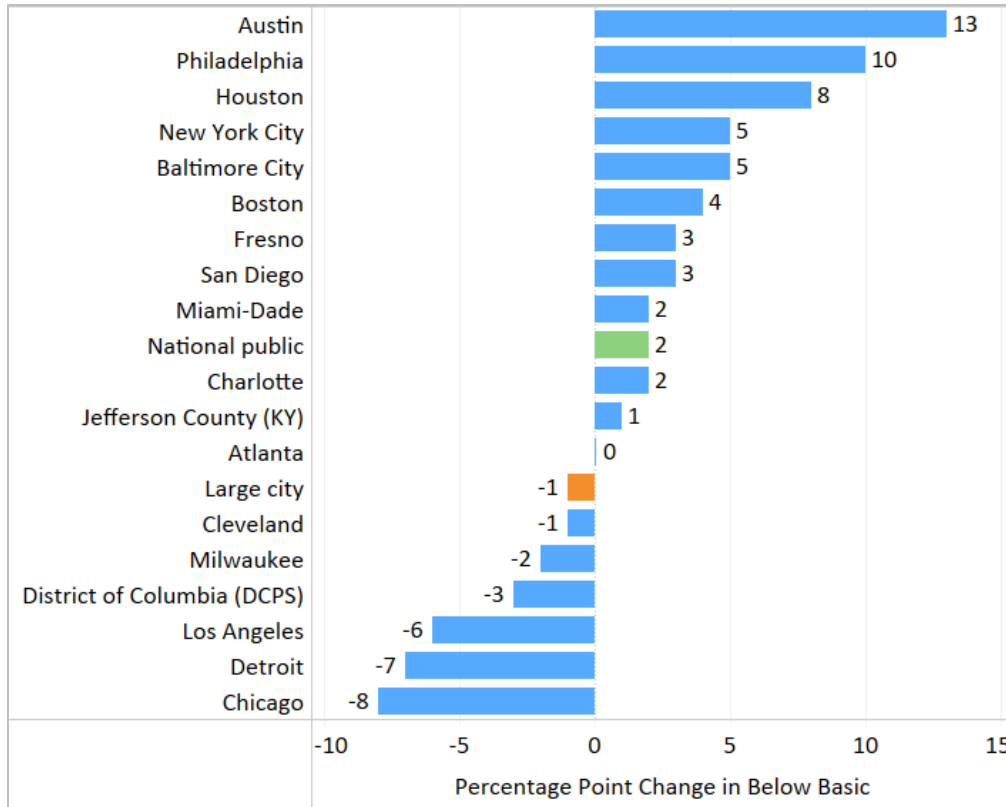




Figure 12.13: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2009-2017

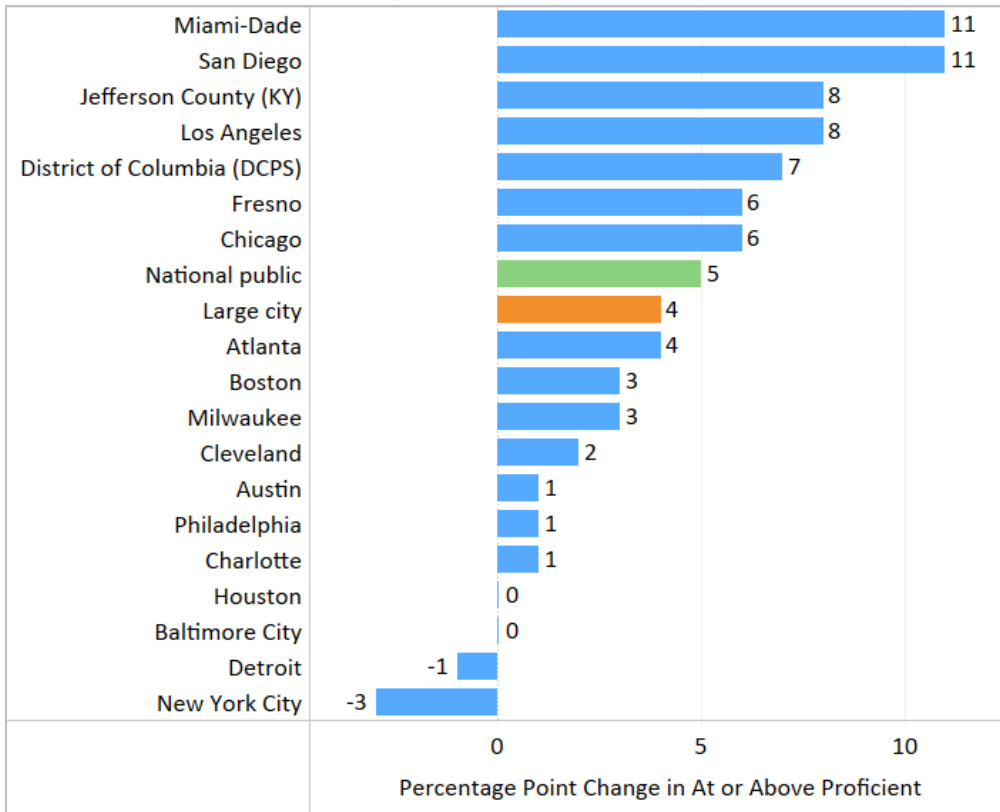


Figure 12.14: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP, 2009-2017

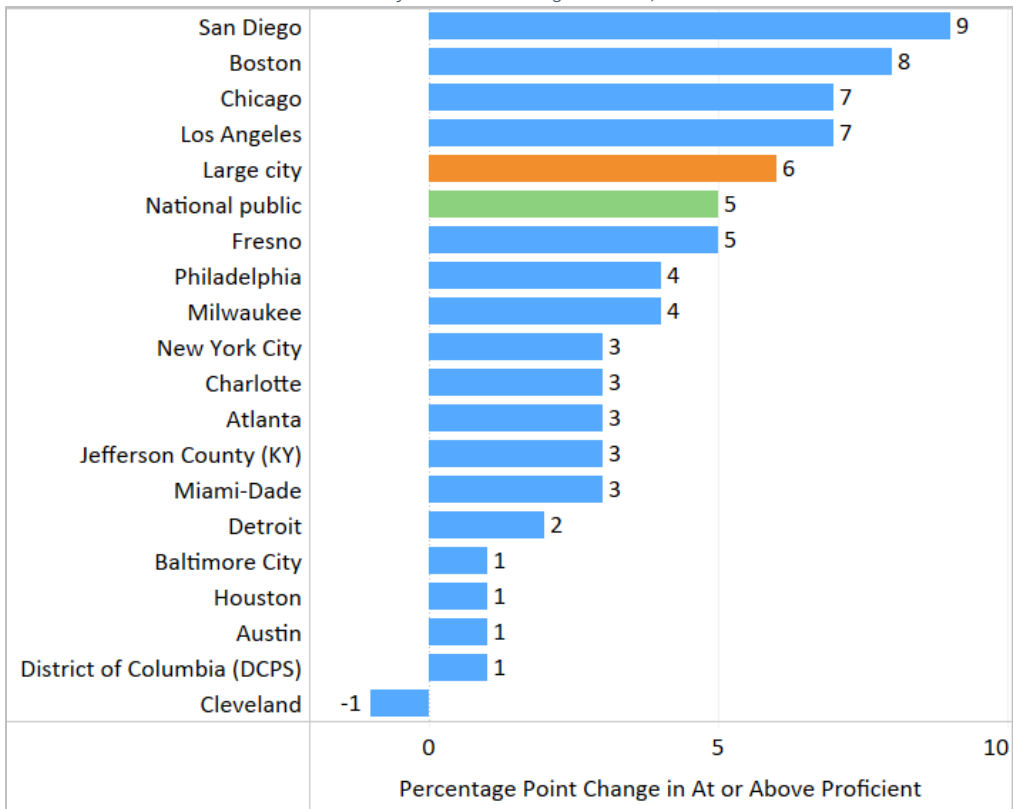


Figure 12.15: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2009-2017

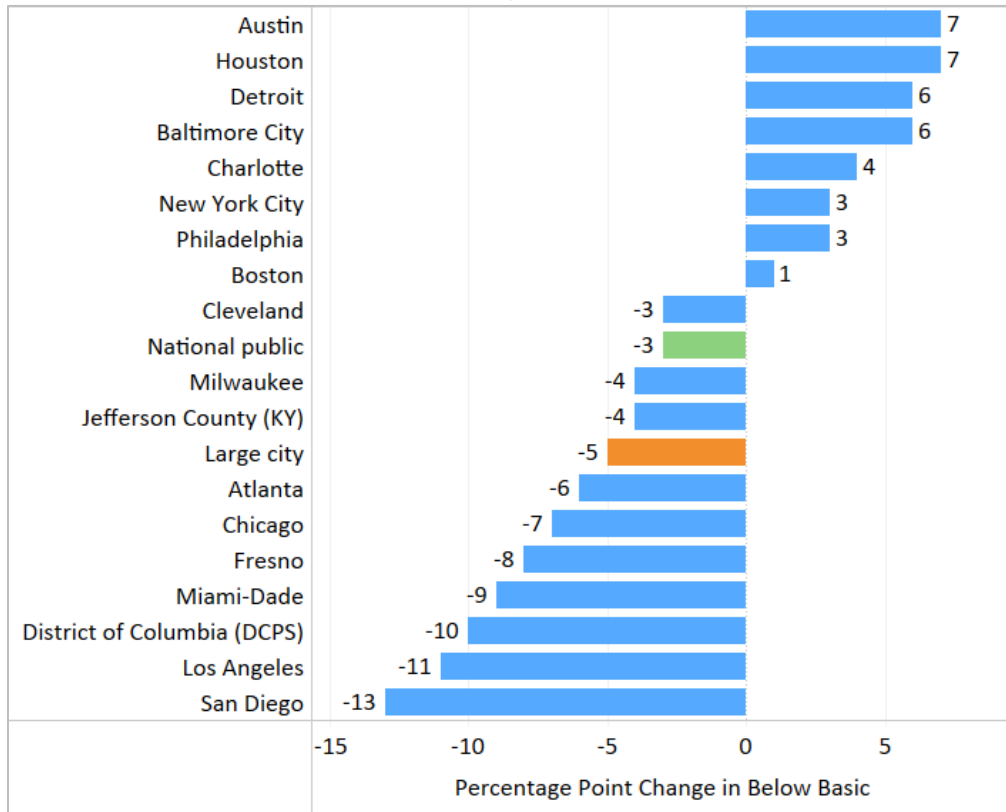


Figure 12.16: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP, 2009-2017

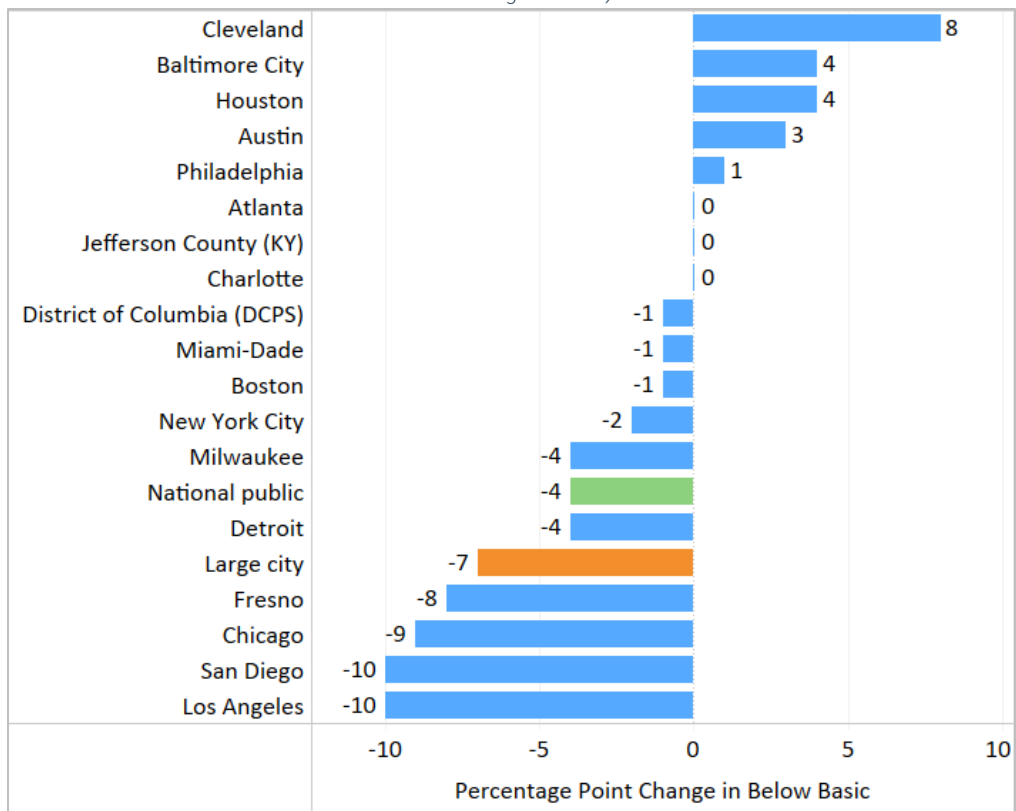


Figure 12.17: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2017

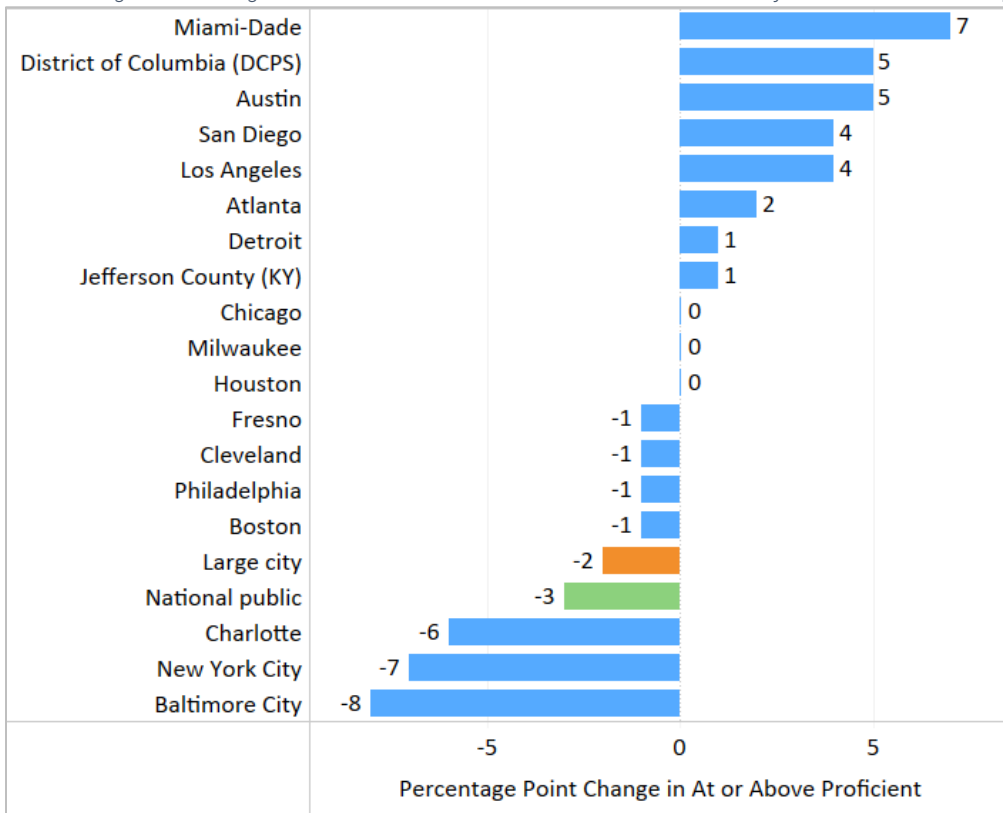


Figure 12.18: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Math on NAEP, 2009-2017

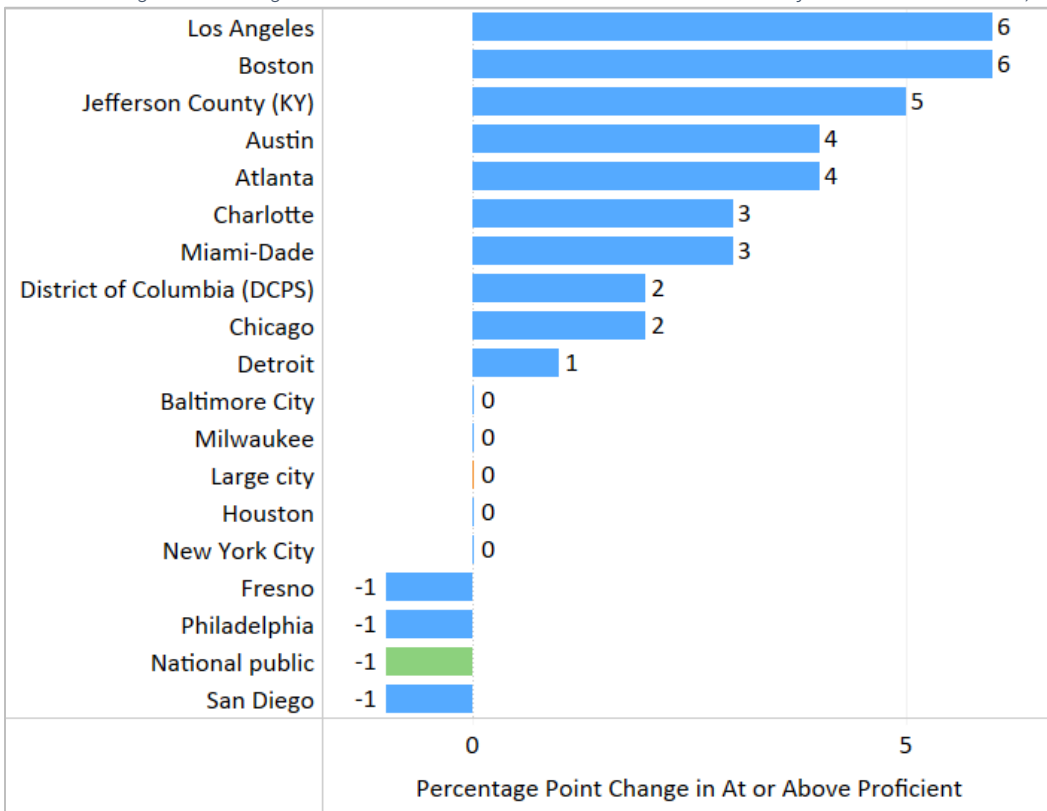


Figure 12.19: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Math on NAEP, 2009-2017

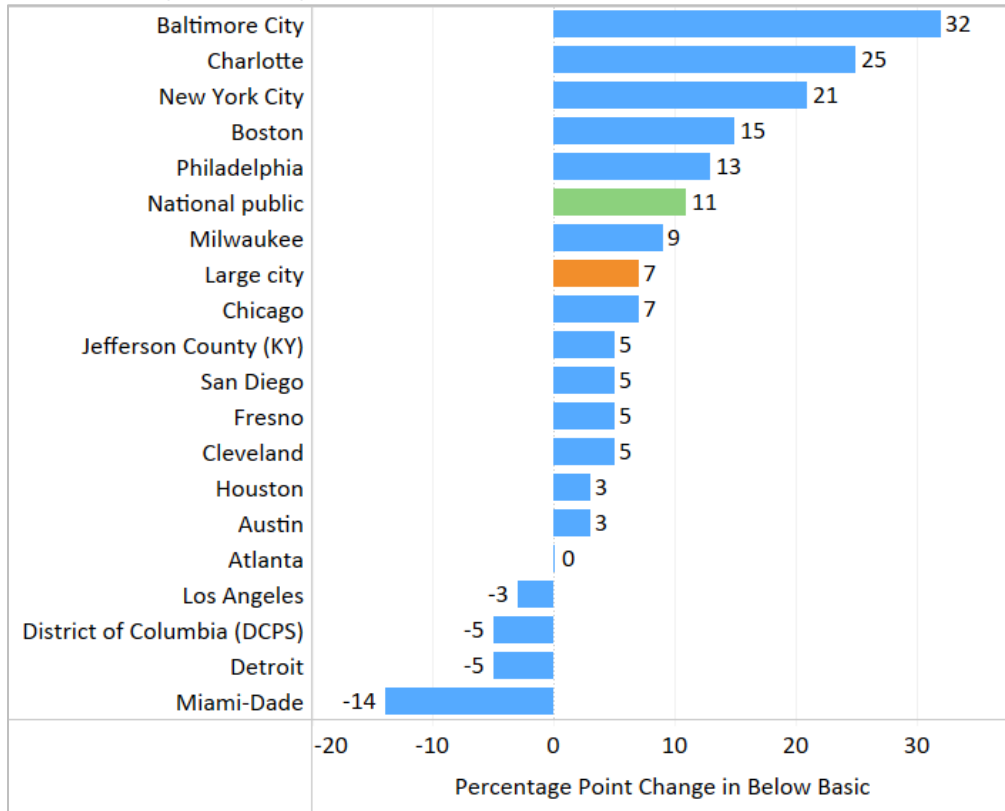


Figure 12.20: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Math on NAEP, 2009-2017

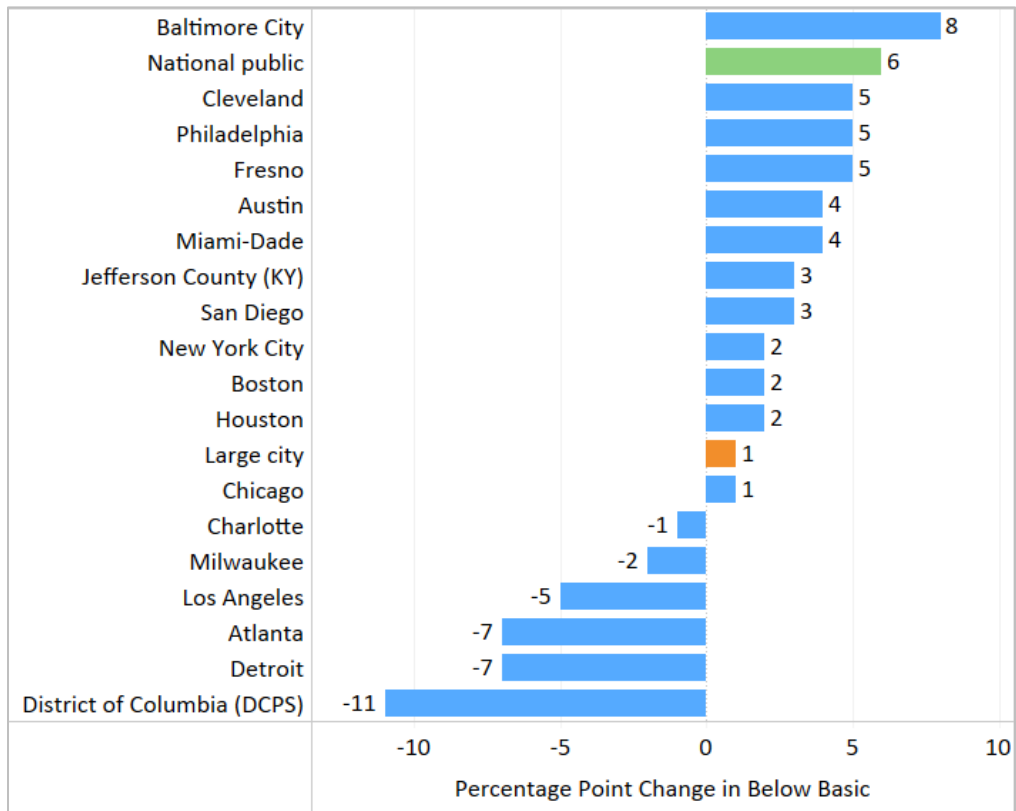


Figure 12.21: Percentage Point Change in Grade 4 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2017

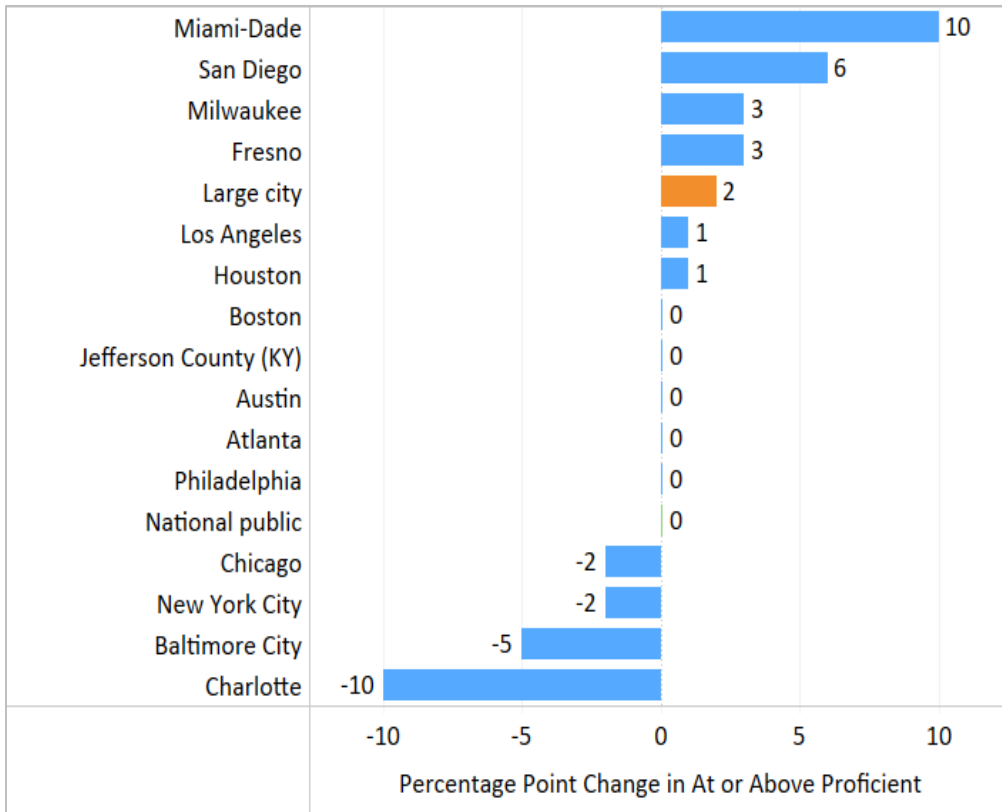


Figure 12.22: Percentage Point Change in Grade 8 Students with Disabilities At or Above Proficient in Reading on NAEP, 2009-2017

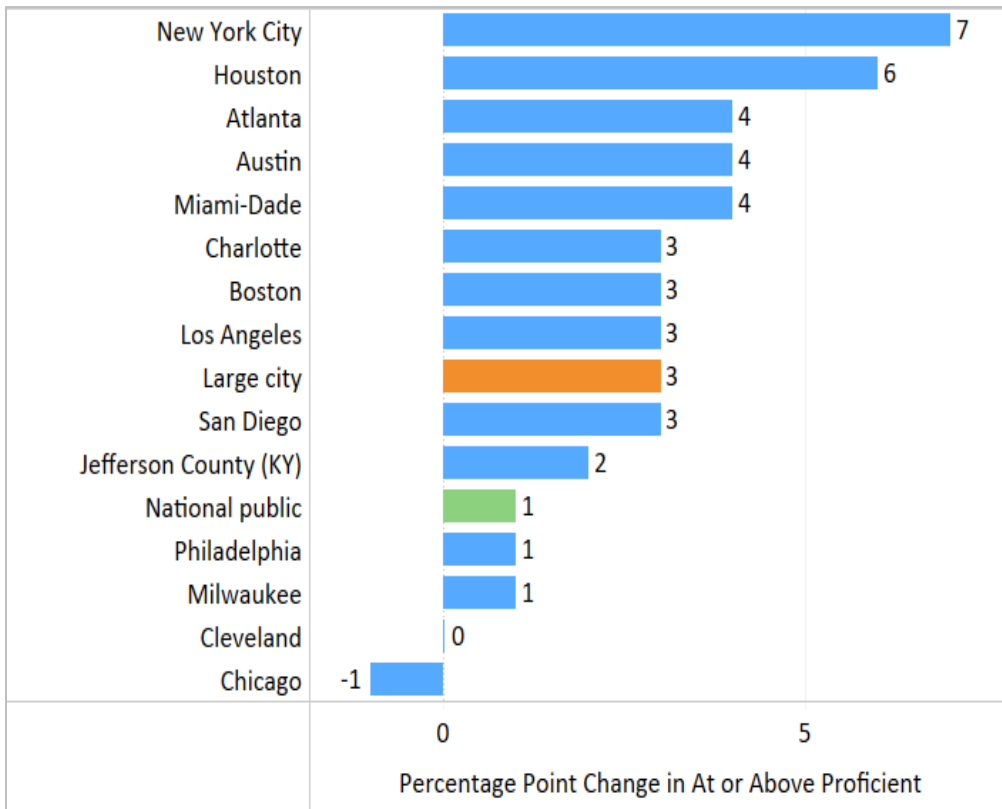


Figure 12.23: Percentage Point Change in Grade 4 Students with Disabilities Below Basic in Reading on NAEP, 2009-2017

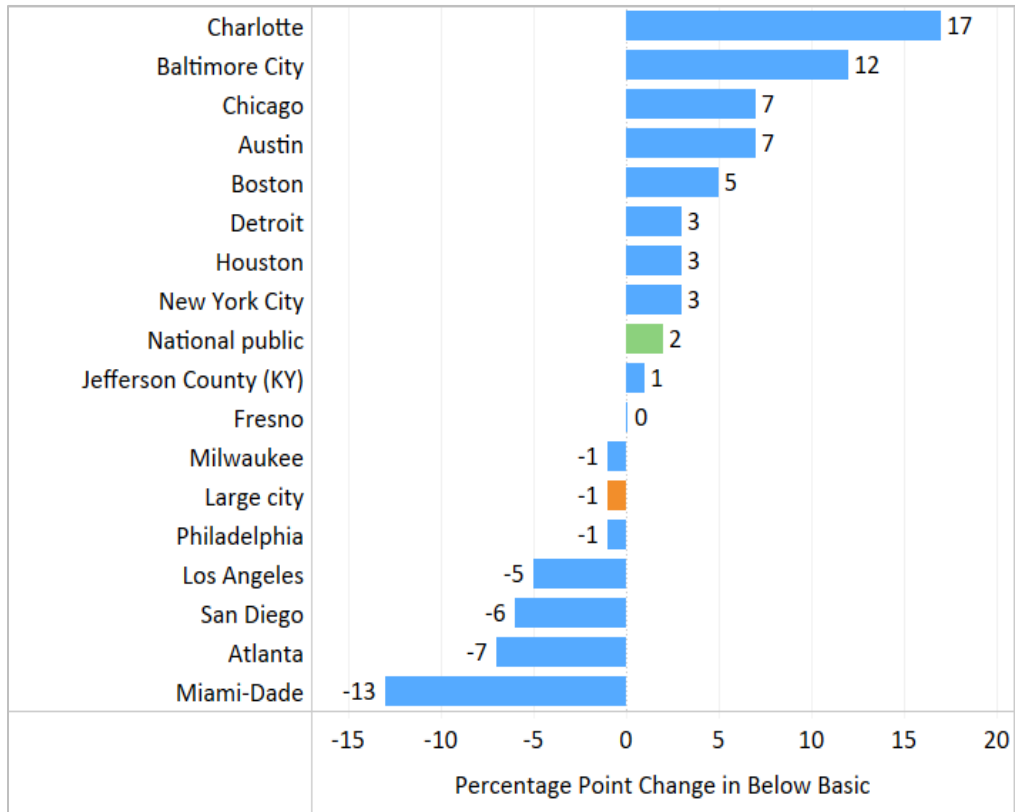


Figure 12.24: Percentage Point Change in Grade 8 Students with Disabilities Below Basic in Reading on NAEP, 2009-2017

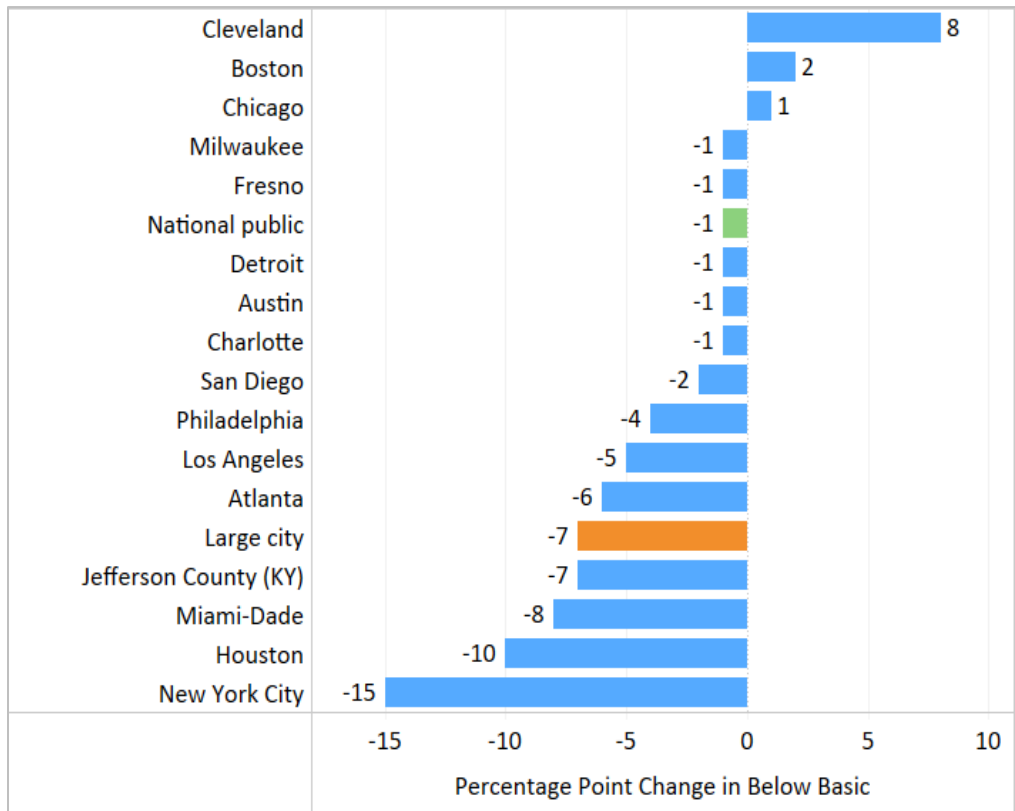


Figure 12.25: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Math on NAEP, 2009-2017

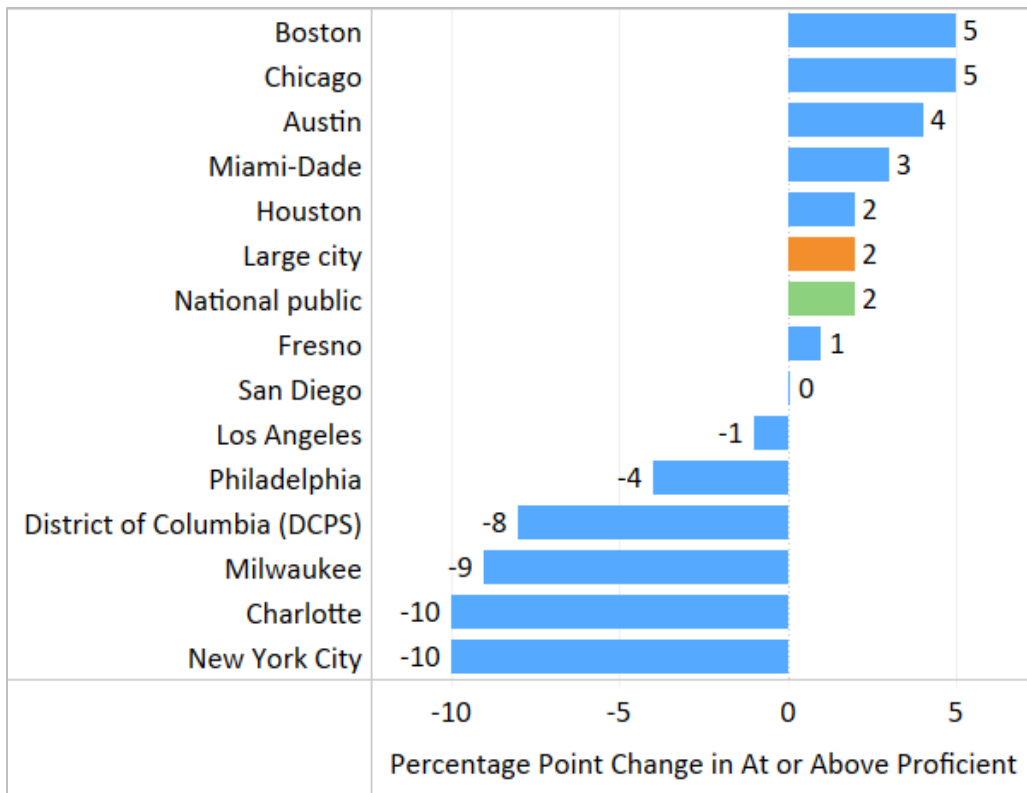


Figure 12.26: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Math on NAEP, 2009-2017

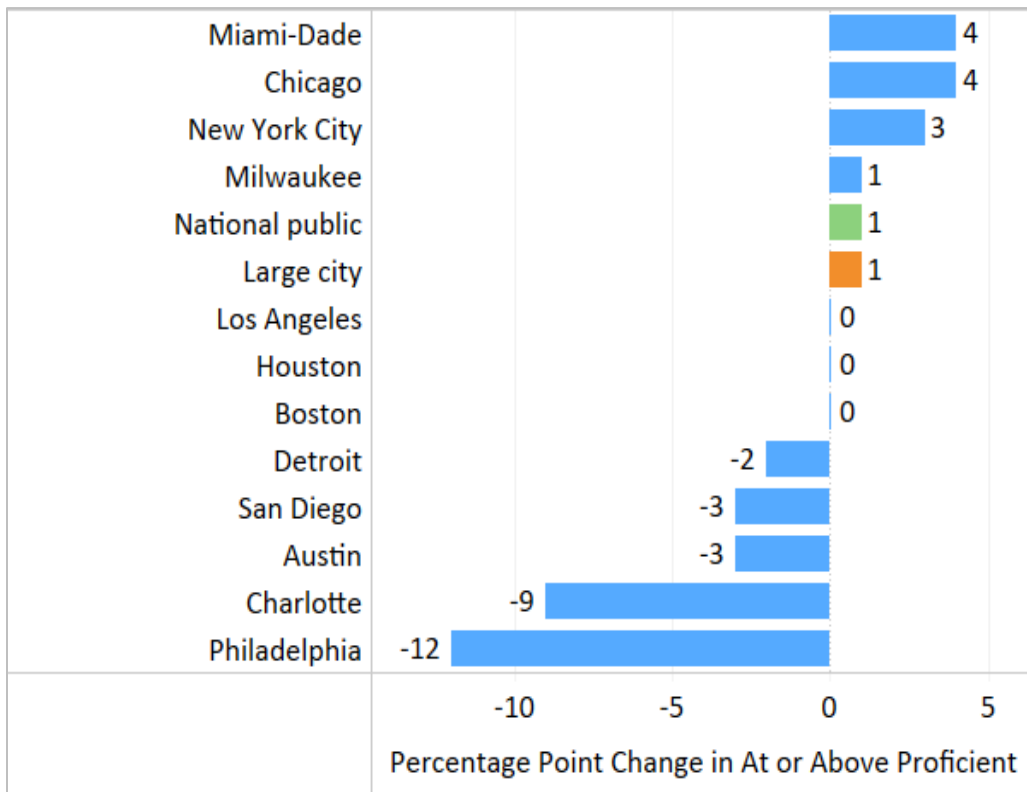


Figure 12.27: Percentage Point Change in Grade 4 English Language Learners Below Basic in Math on NAEP, 2009-2017

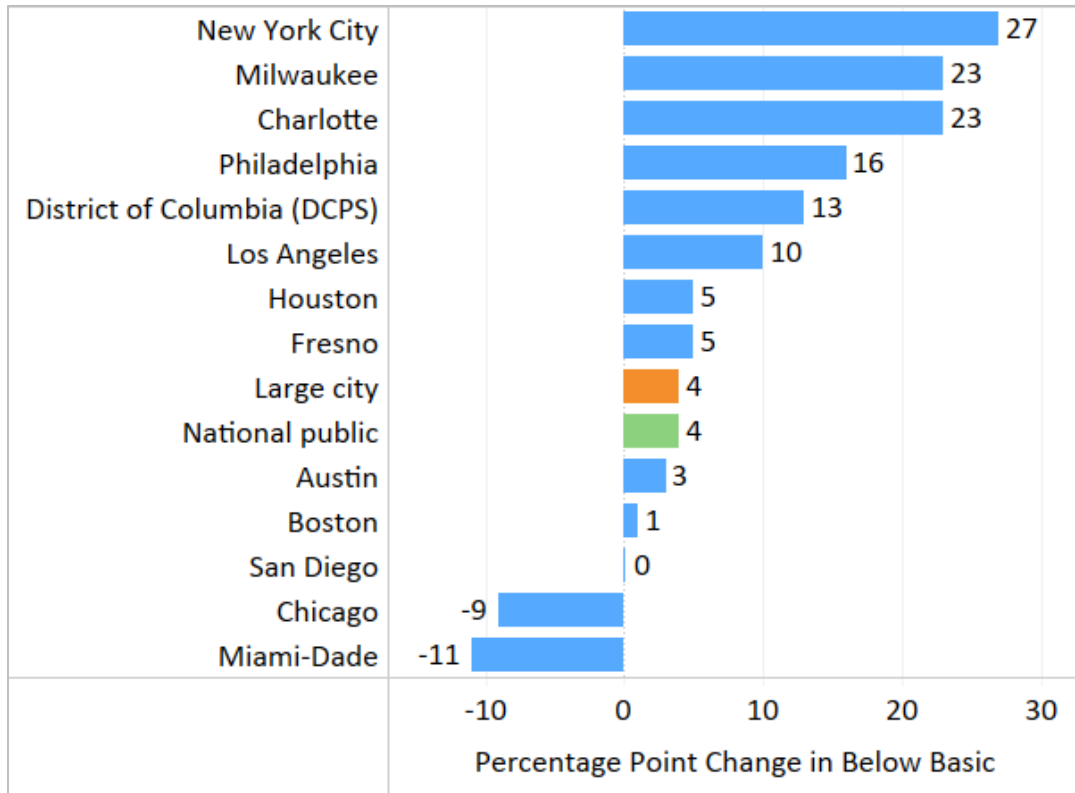


Figure 12.28: Percentage Point Change in Grade 8 English Language Learners Below Basic in Math on NAEP, 2009-2017

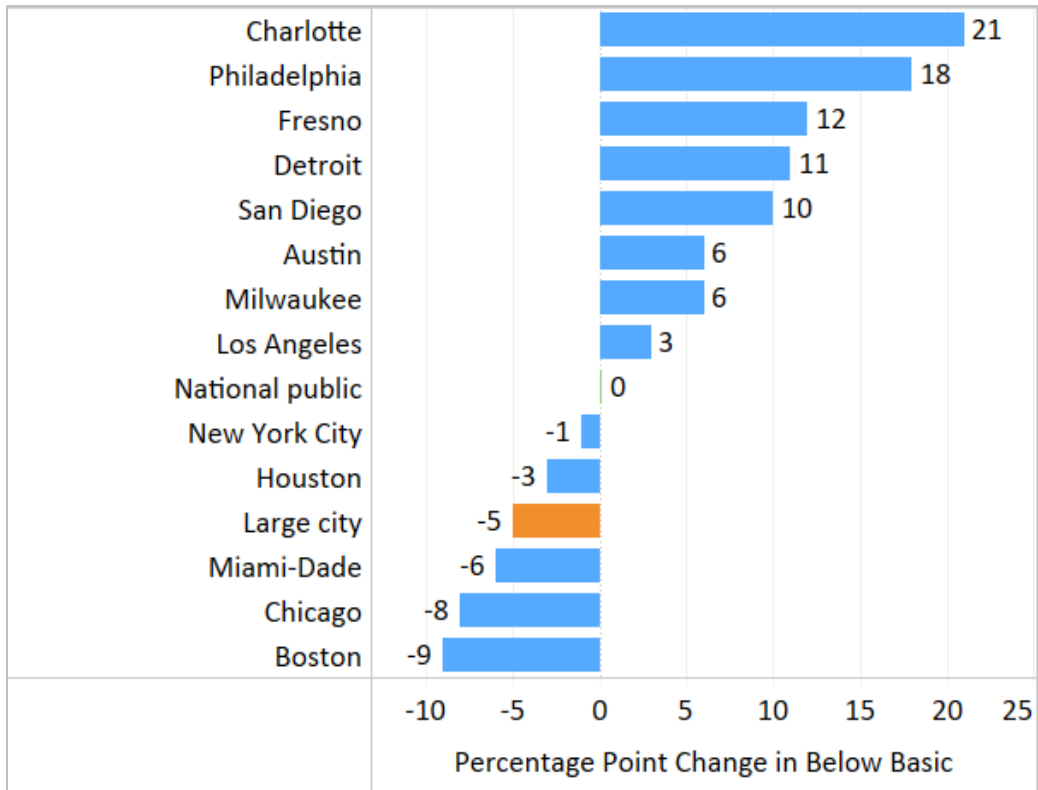




Figure 12.29: Percentage Point Change in Grade 4 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2017

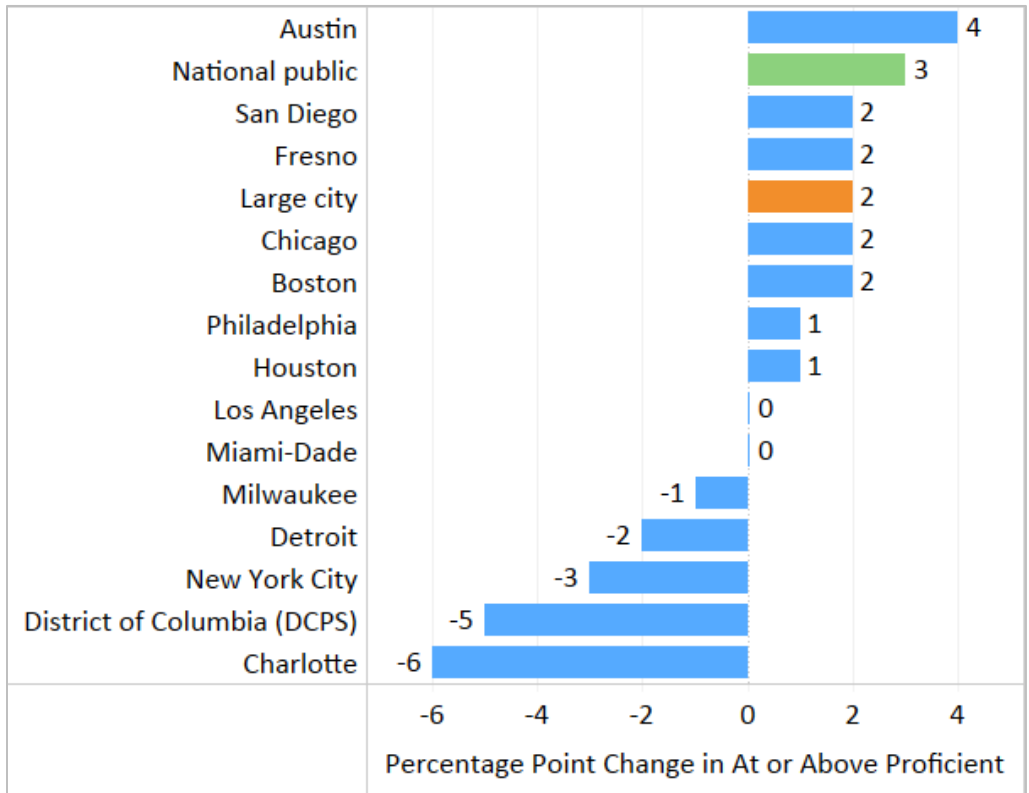


Figure 12.30: Percentage Point Change in Grade 8 English Language Learners At or Above Proficient in Reading on NAEP, 2009-2017

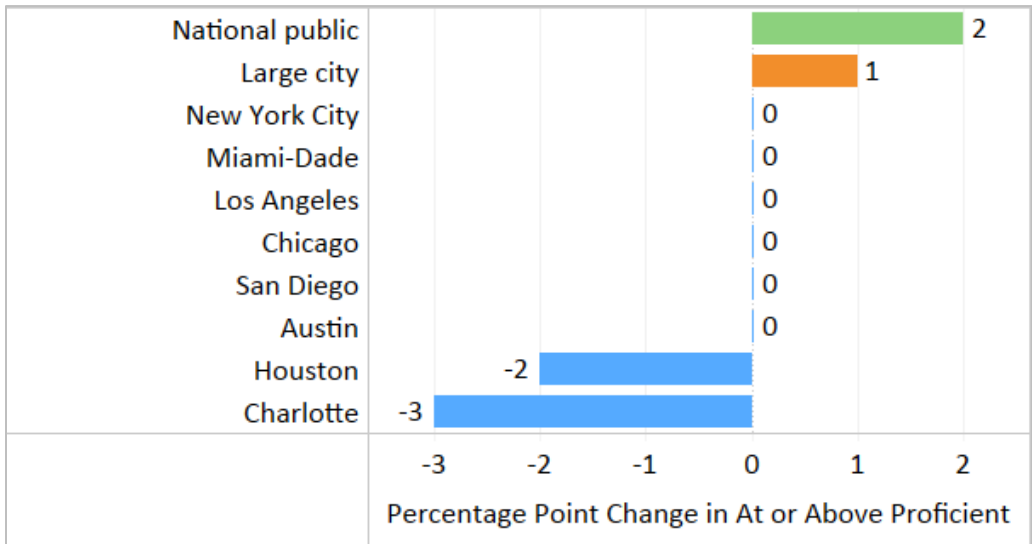


Figure 12.31: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2017

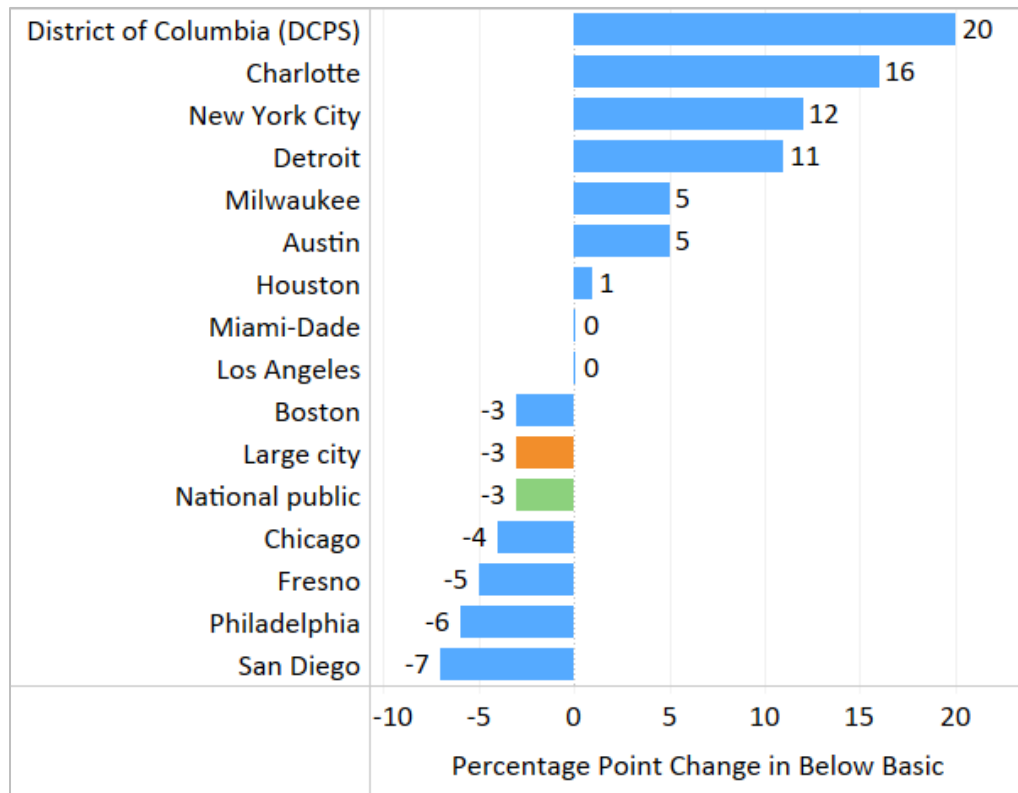


Figure 12.32: Percentage Point Change in Grade 4 English Language Learners Below Basic in Reading on NAEP, 2009-2017

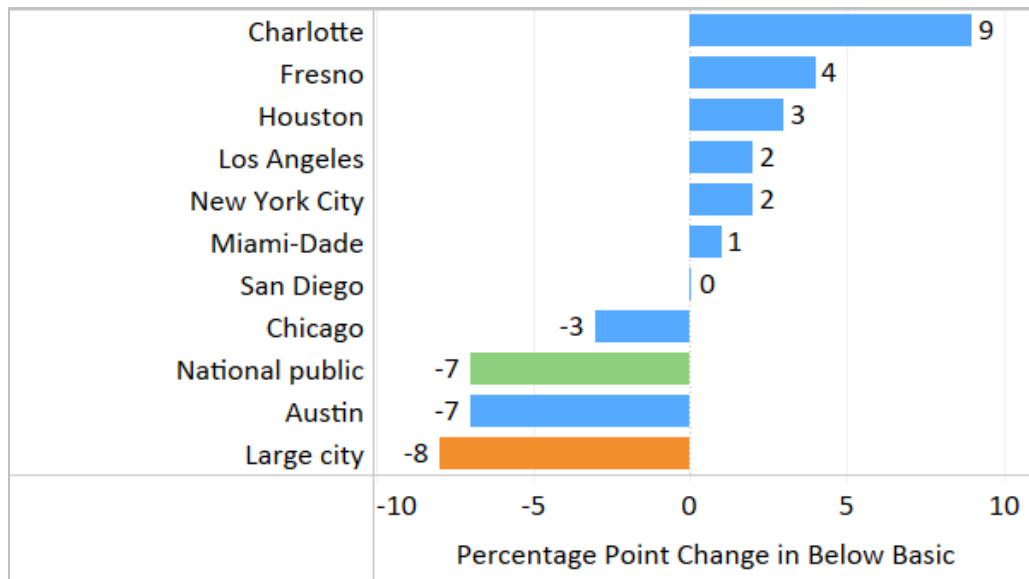


Figure 12.33: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2017

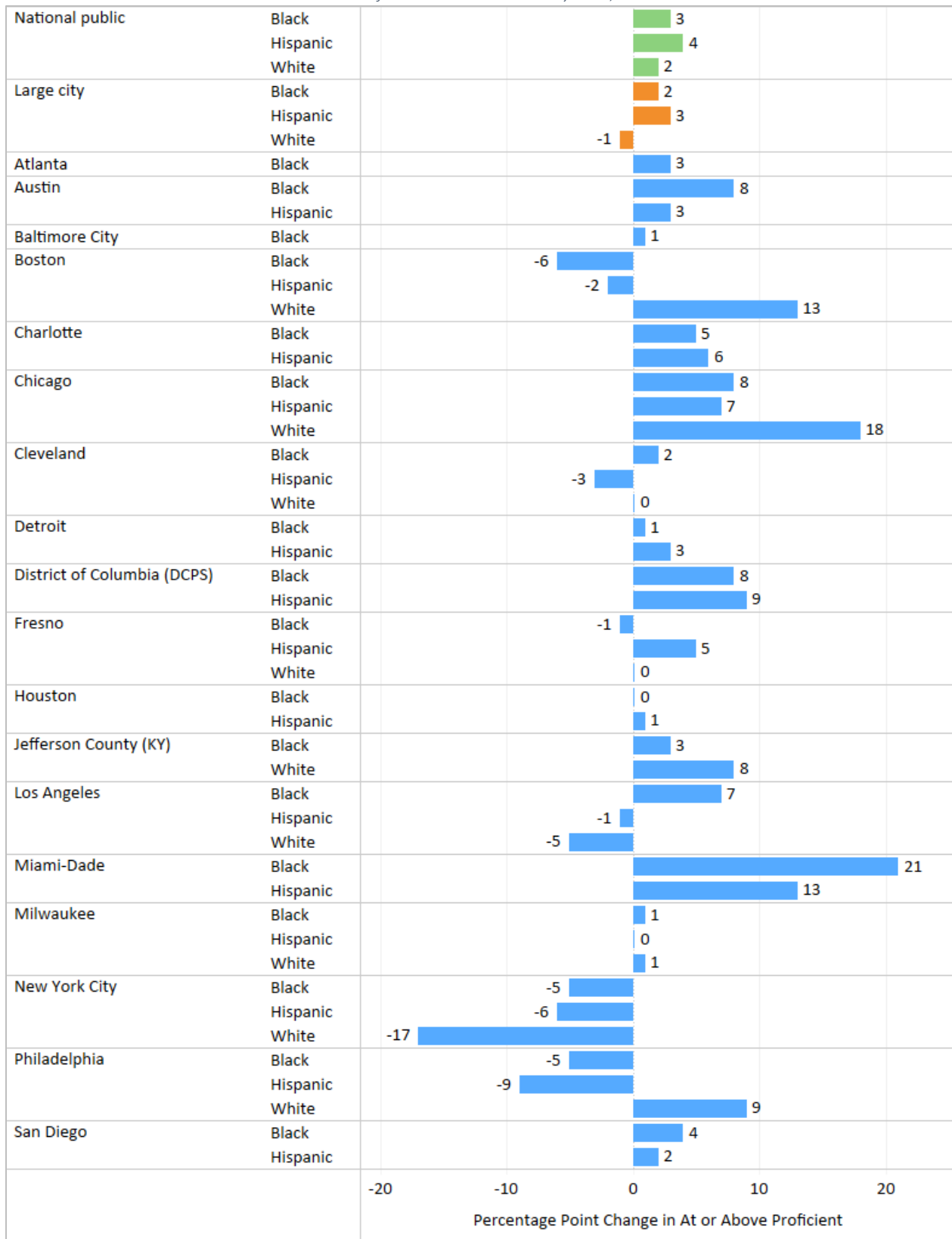


Figure 12.34: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Math on NAEP by Race, 2009-2017

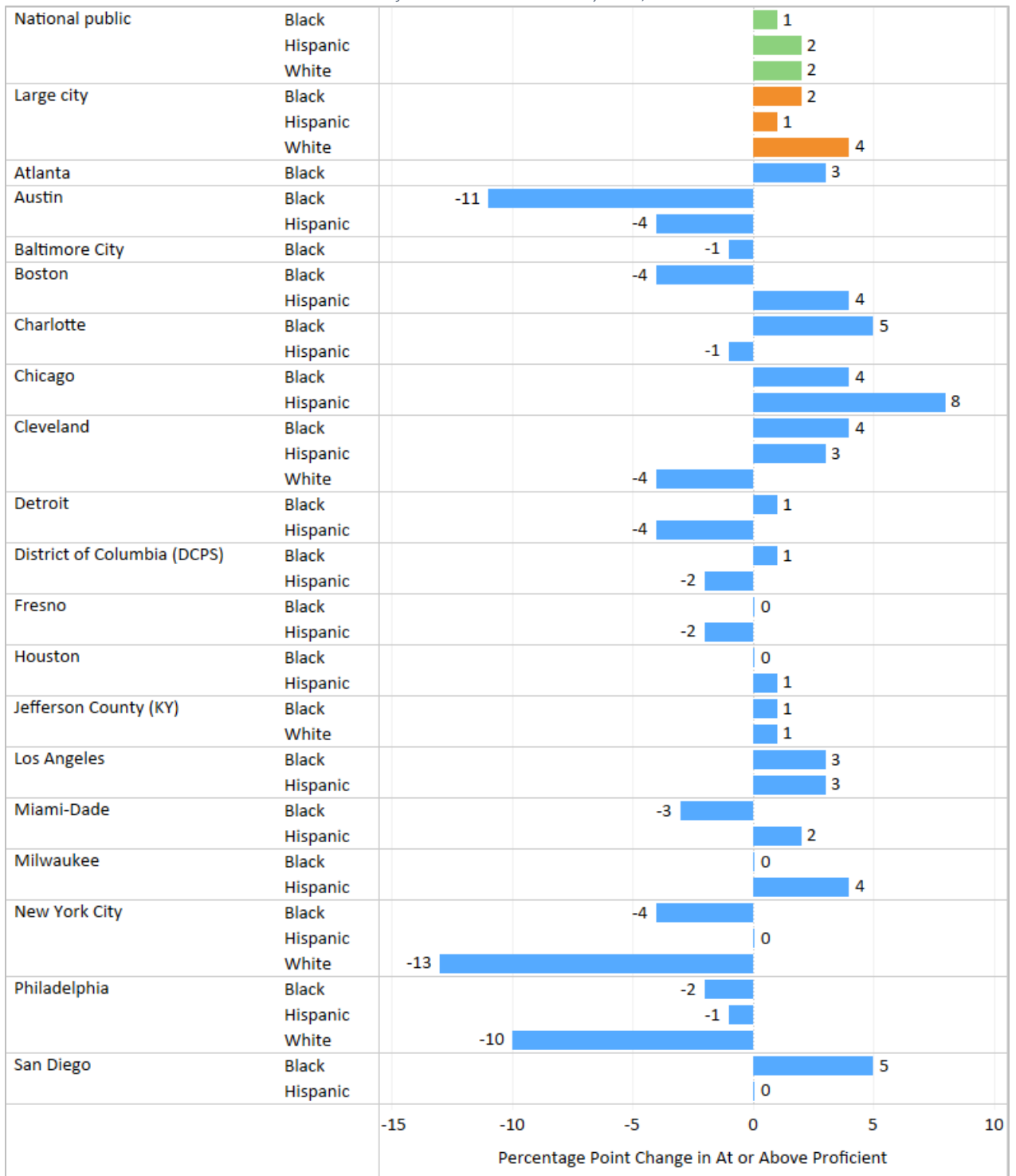


Figure 12.35: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2009-2017

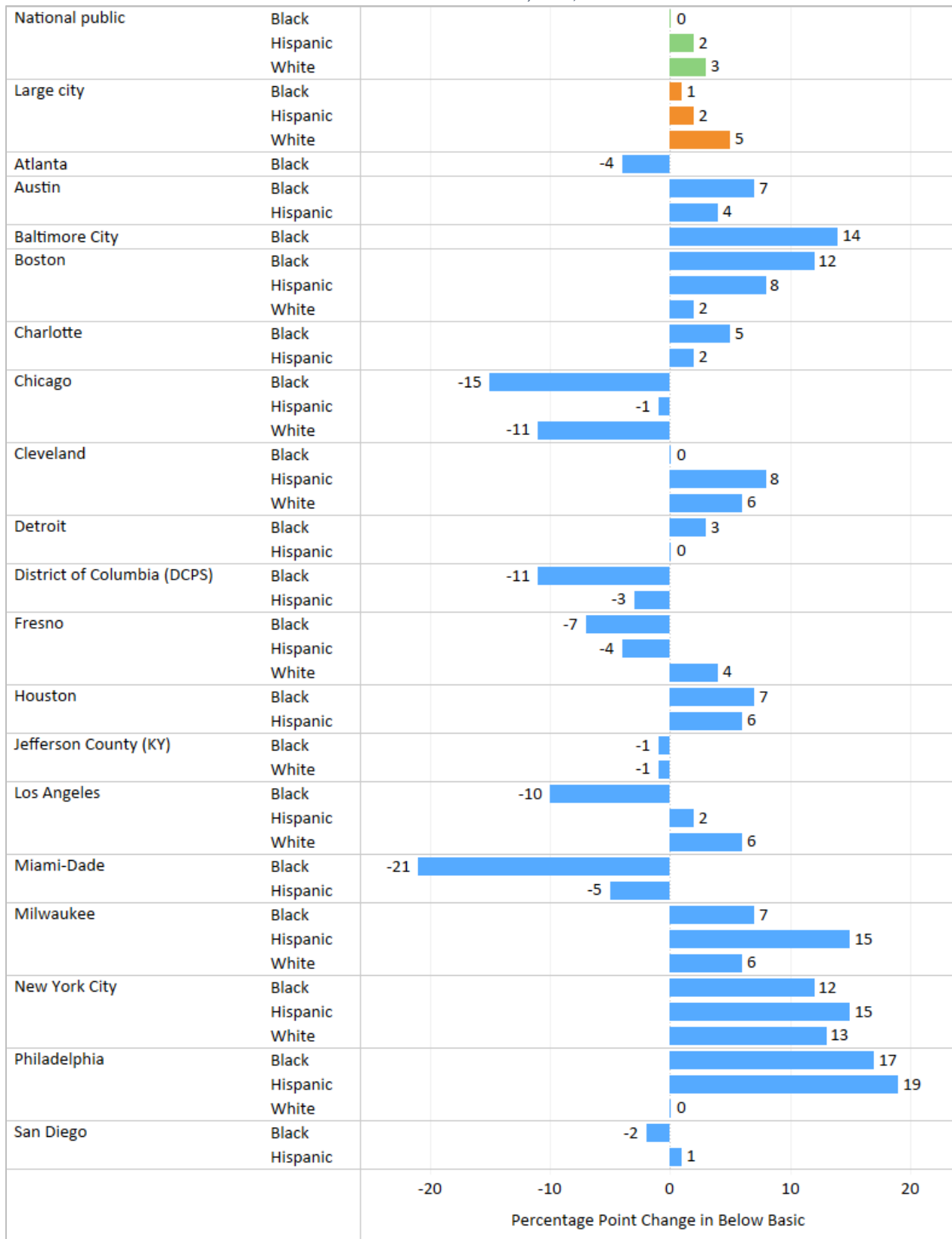


Figure 12.36: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Math on NAEP by Race, 2009-2017

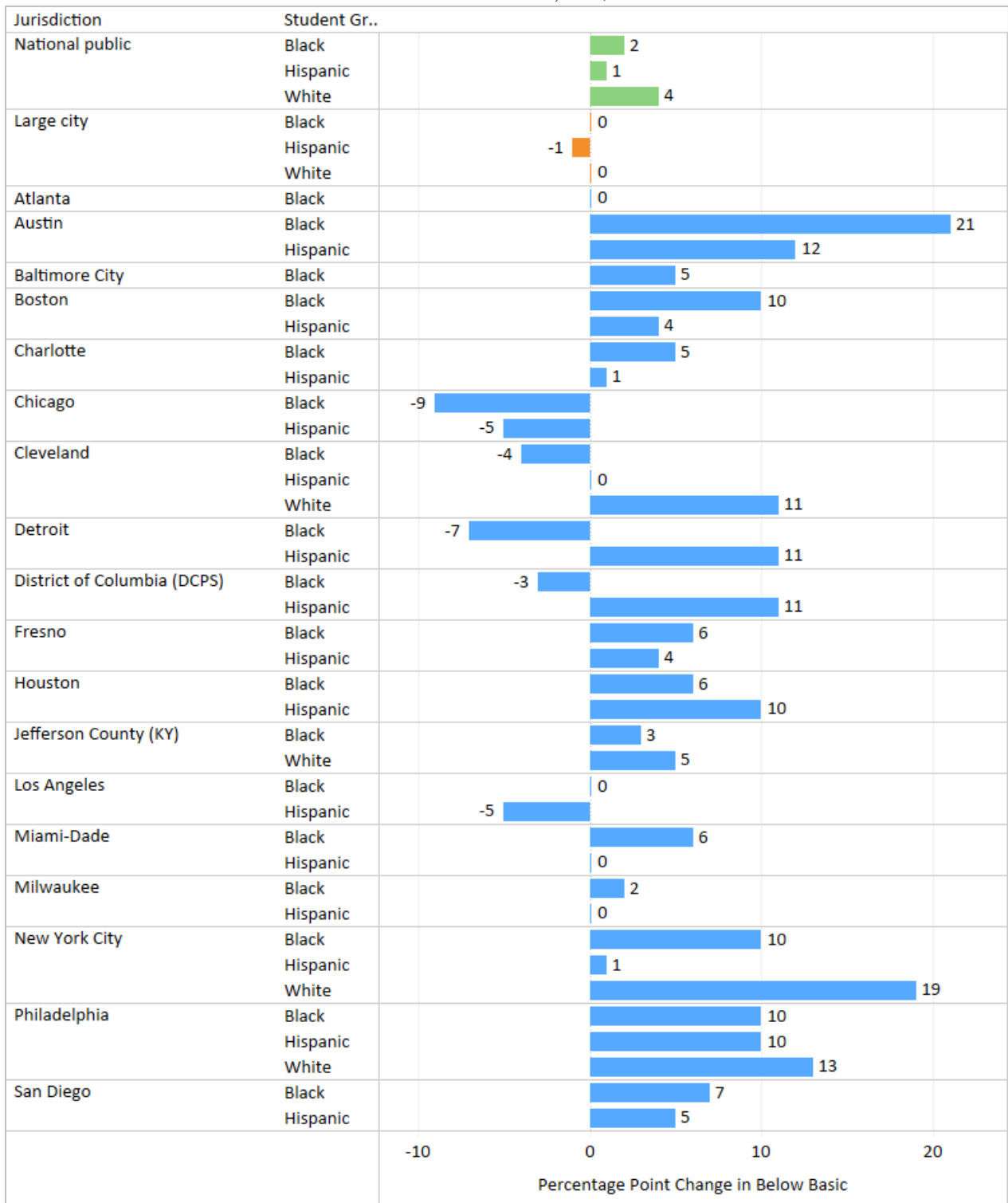


Figure 12.37: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2017

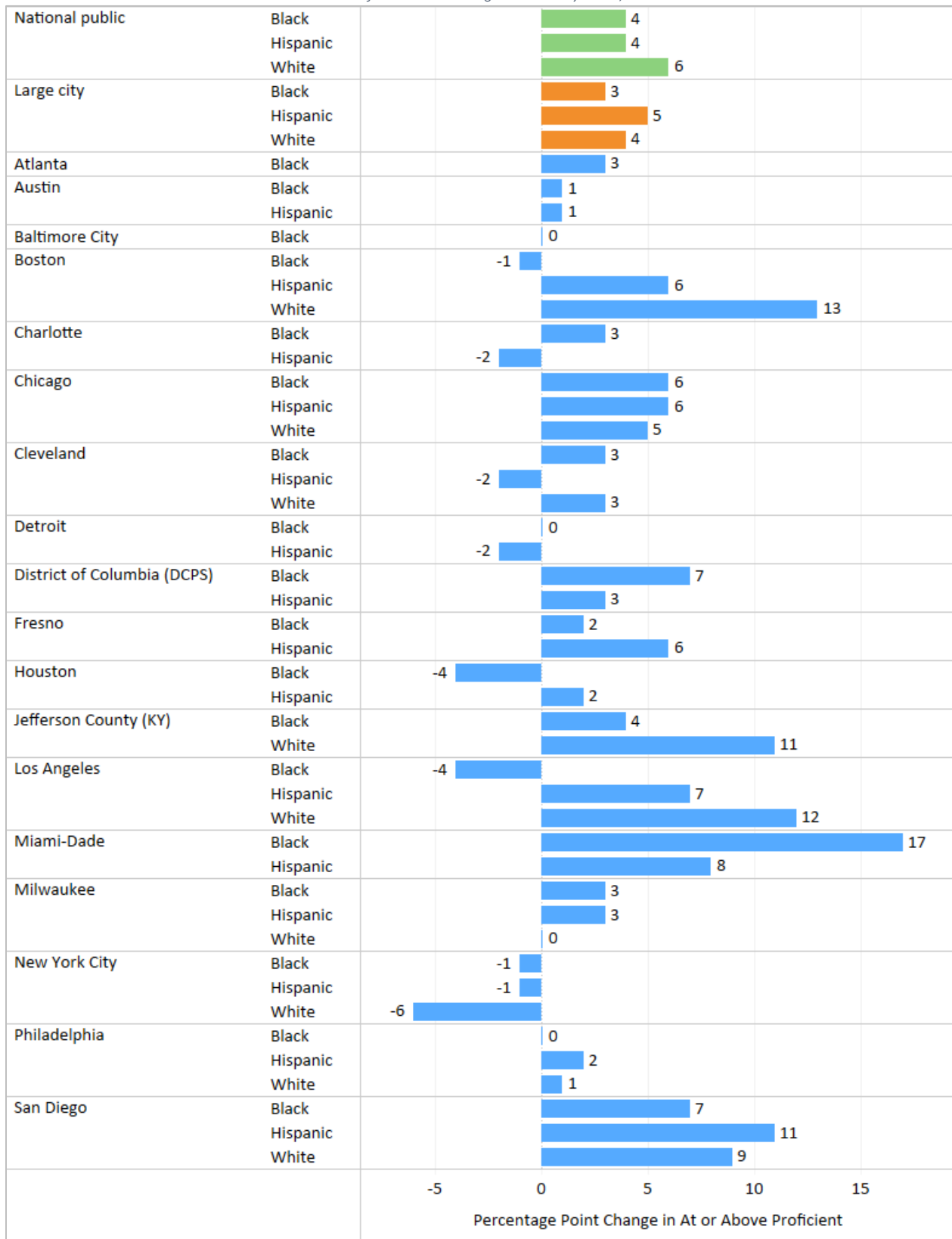


Figure 12.38: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch At or Above Proficient in Reading on NAEP by Race, 2009-2017

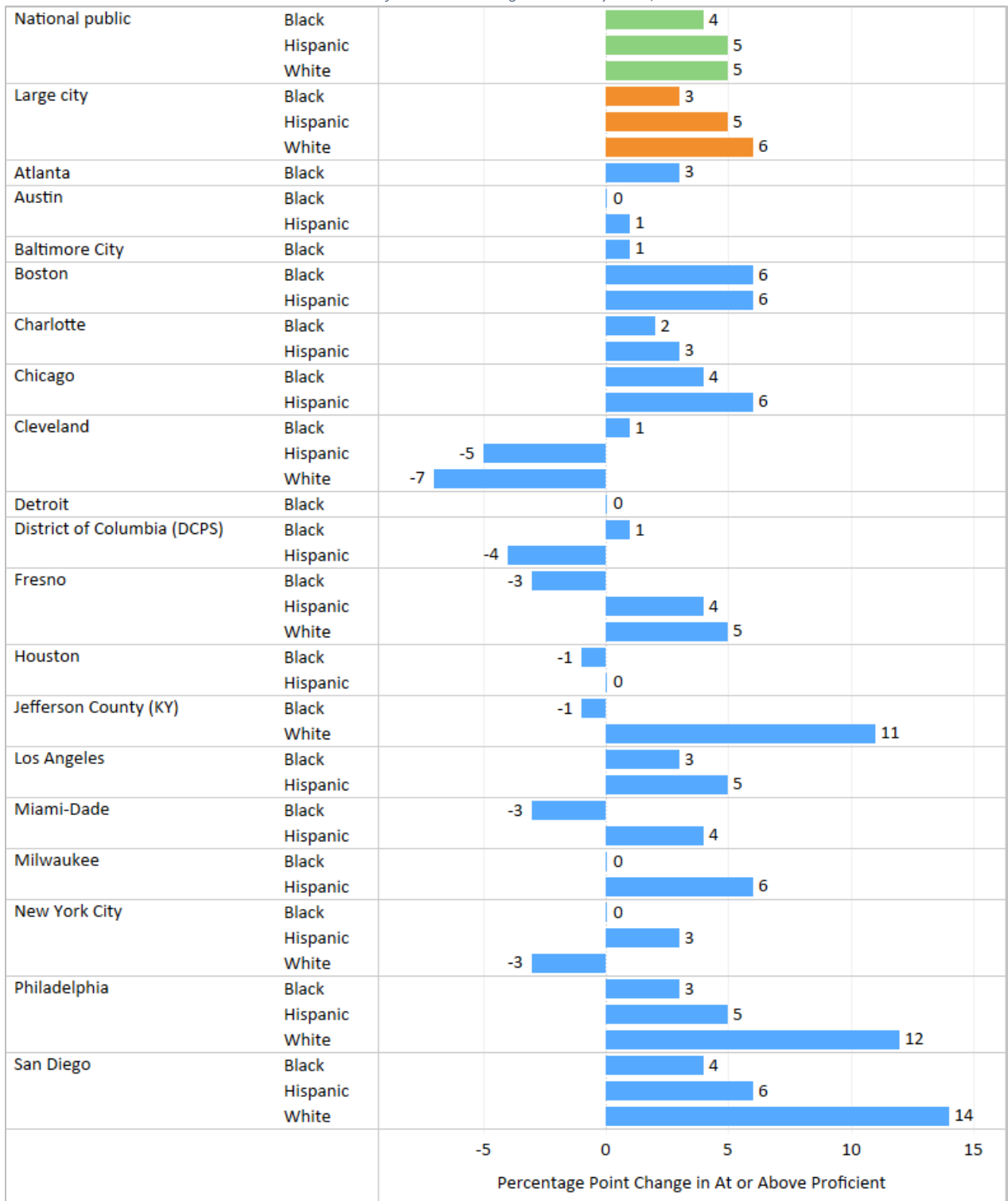




Figure 12.39: Percentage Point Change in Grade 4 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2009-2017

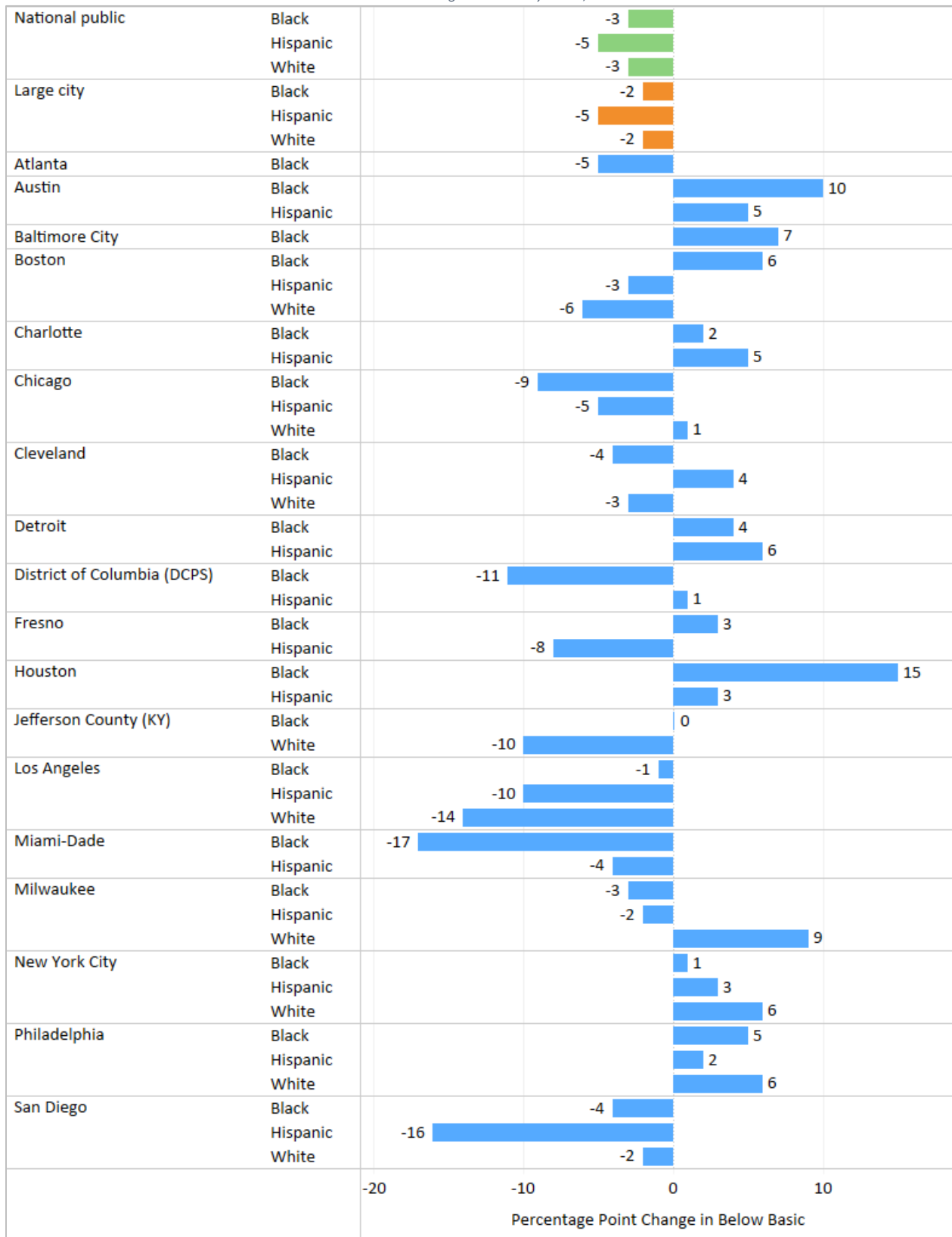


Figure 12.40: Percentage Point Change in Grade 8 Students Eligible for Free or Reduced Price Lunch Below Basic in Reading on NAEP by Race, 2009-2017

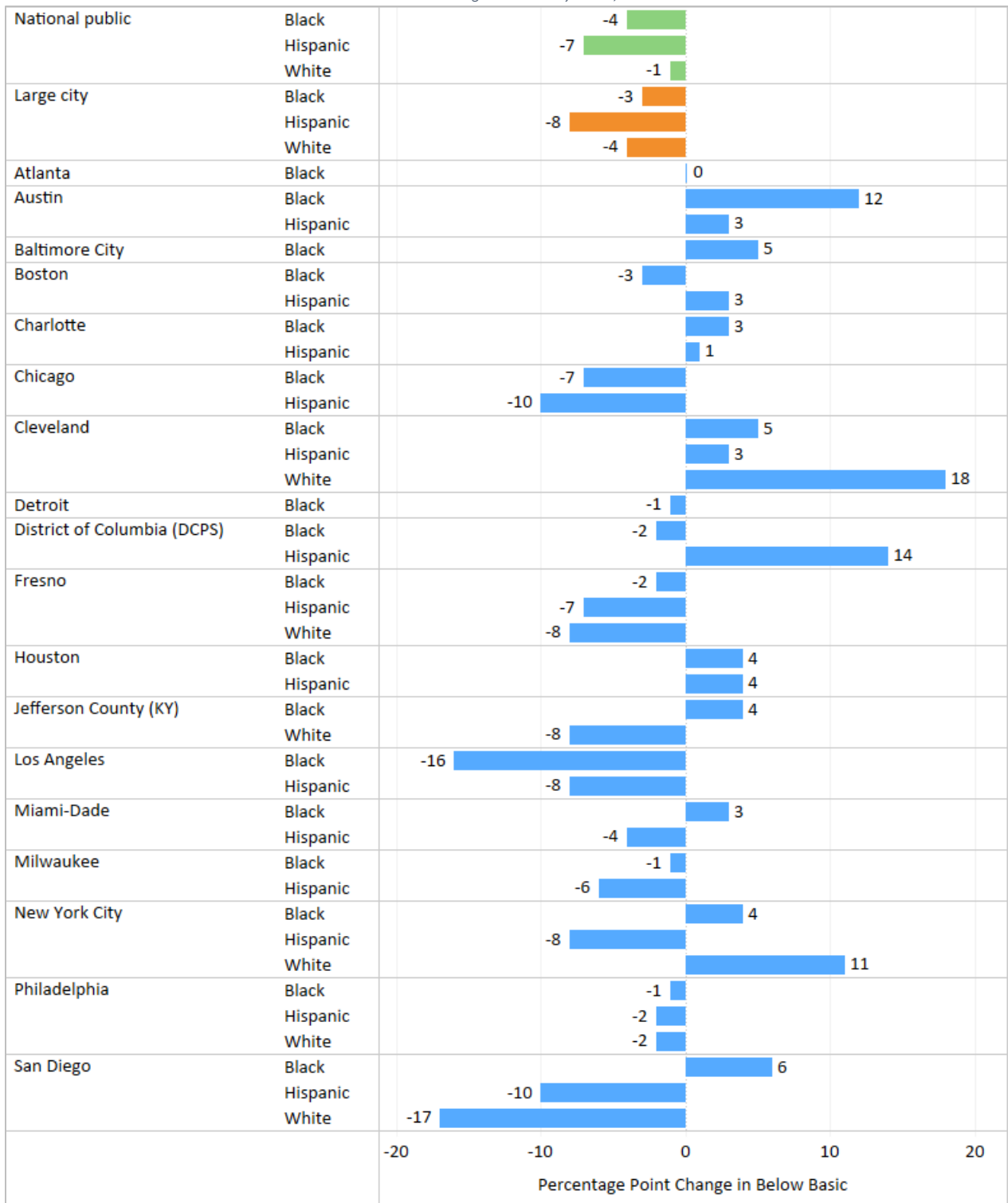


Figure 12.41: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2017

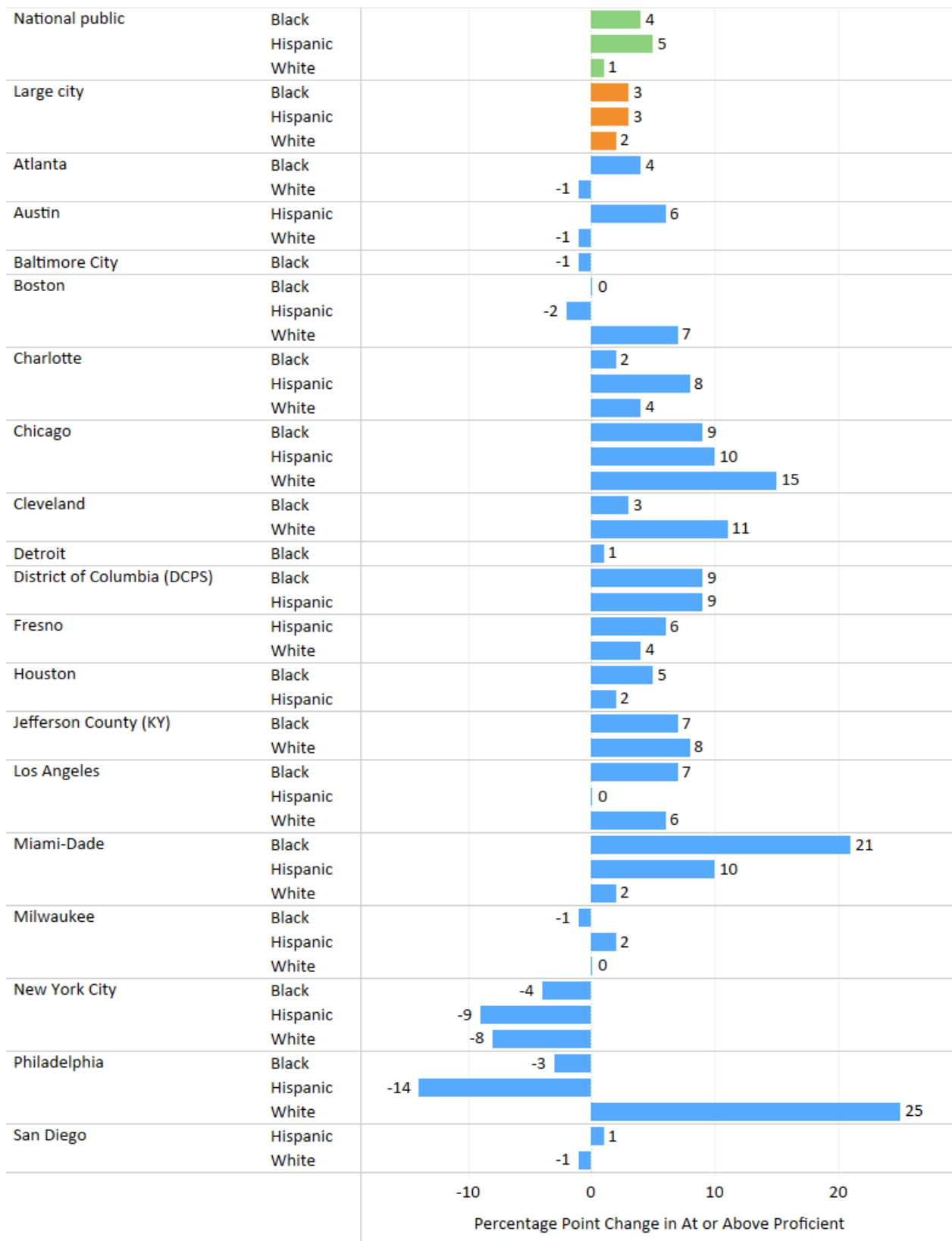


Figure 12.42: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Math on NAEP by Race, 2009-2017

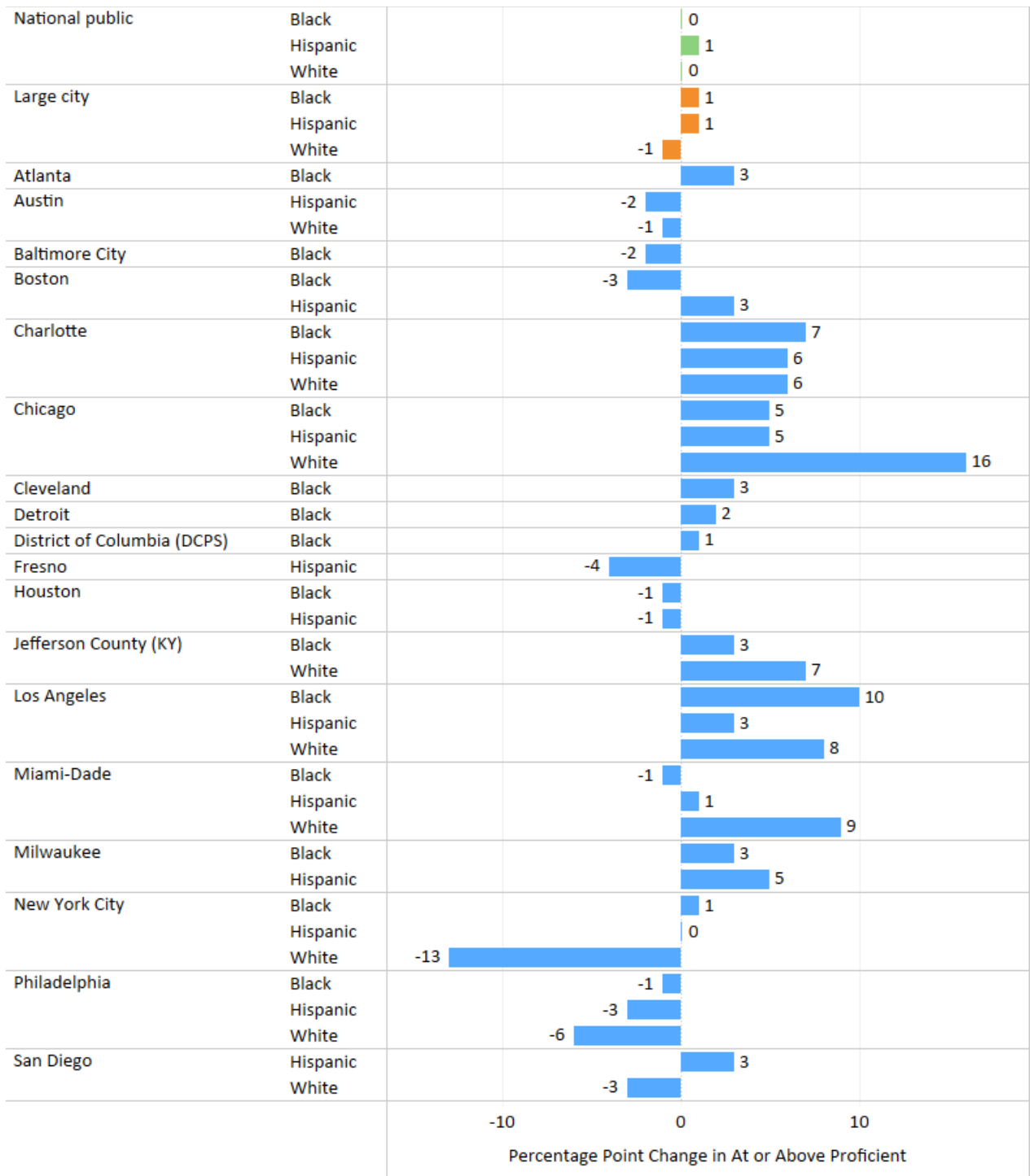


Figure 12.43: Percentage Point Change in Grade 4 Male Students Below Basic in Math on NAEP by Race, 2009-2017

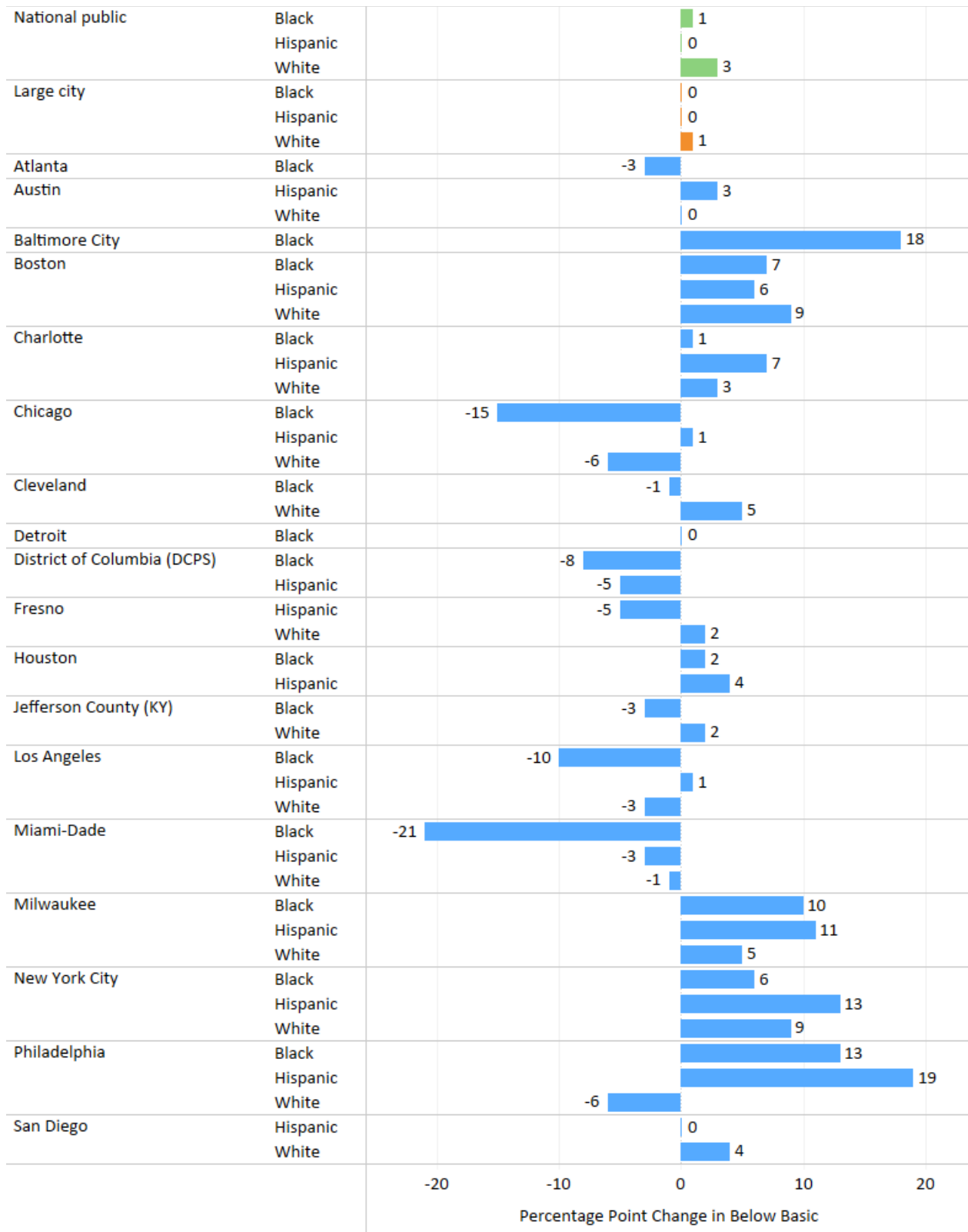


Figure 12.44: Percentage Point Change in Grade 8 Male Students Below Basic in Math on NAEP by Race, 2009-2017

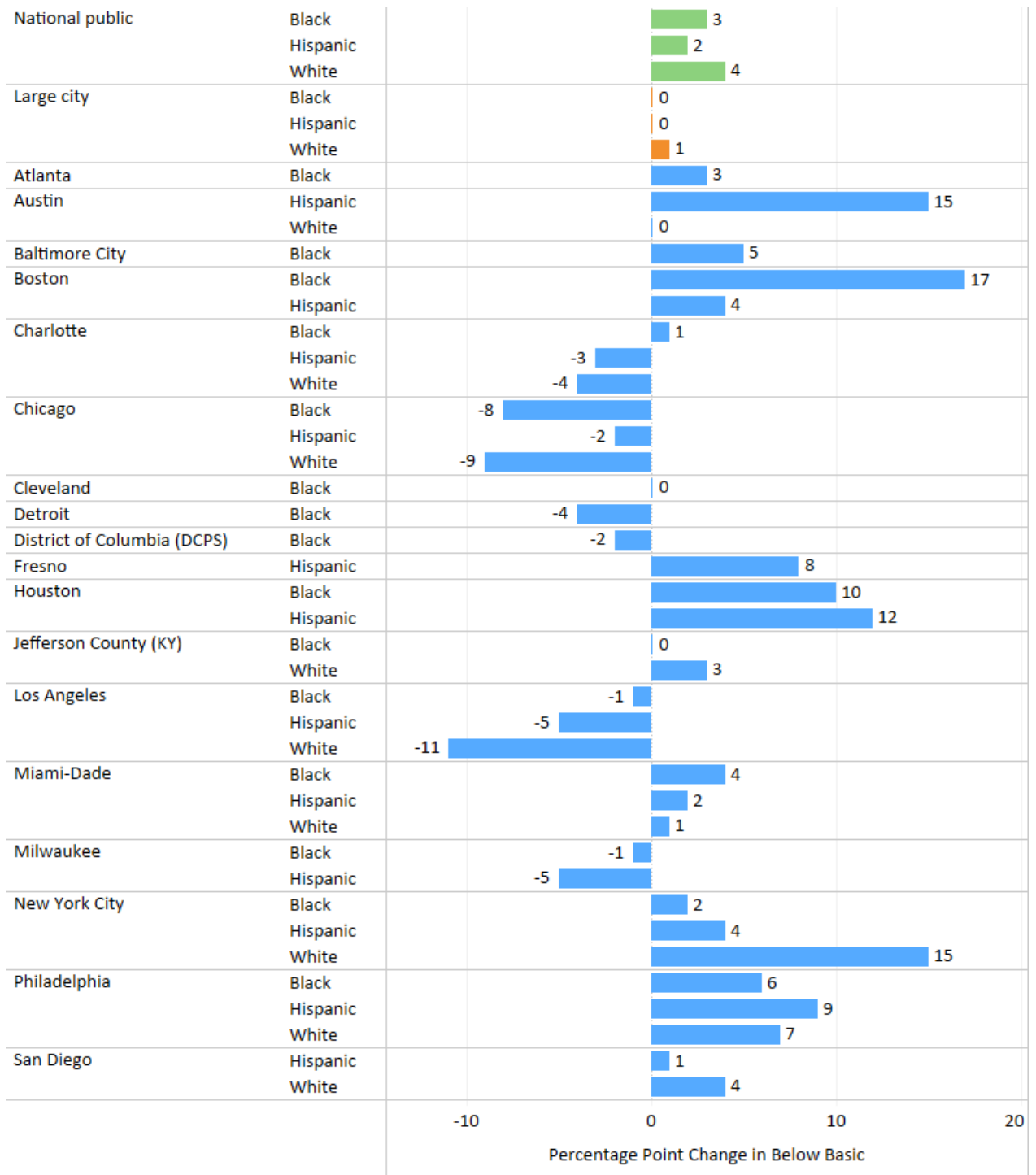


Figure 12.45: Percentage Point Change in Grade 4 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2017

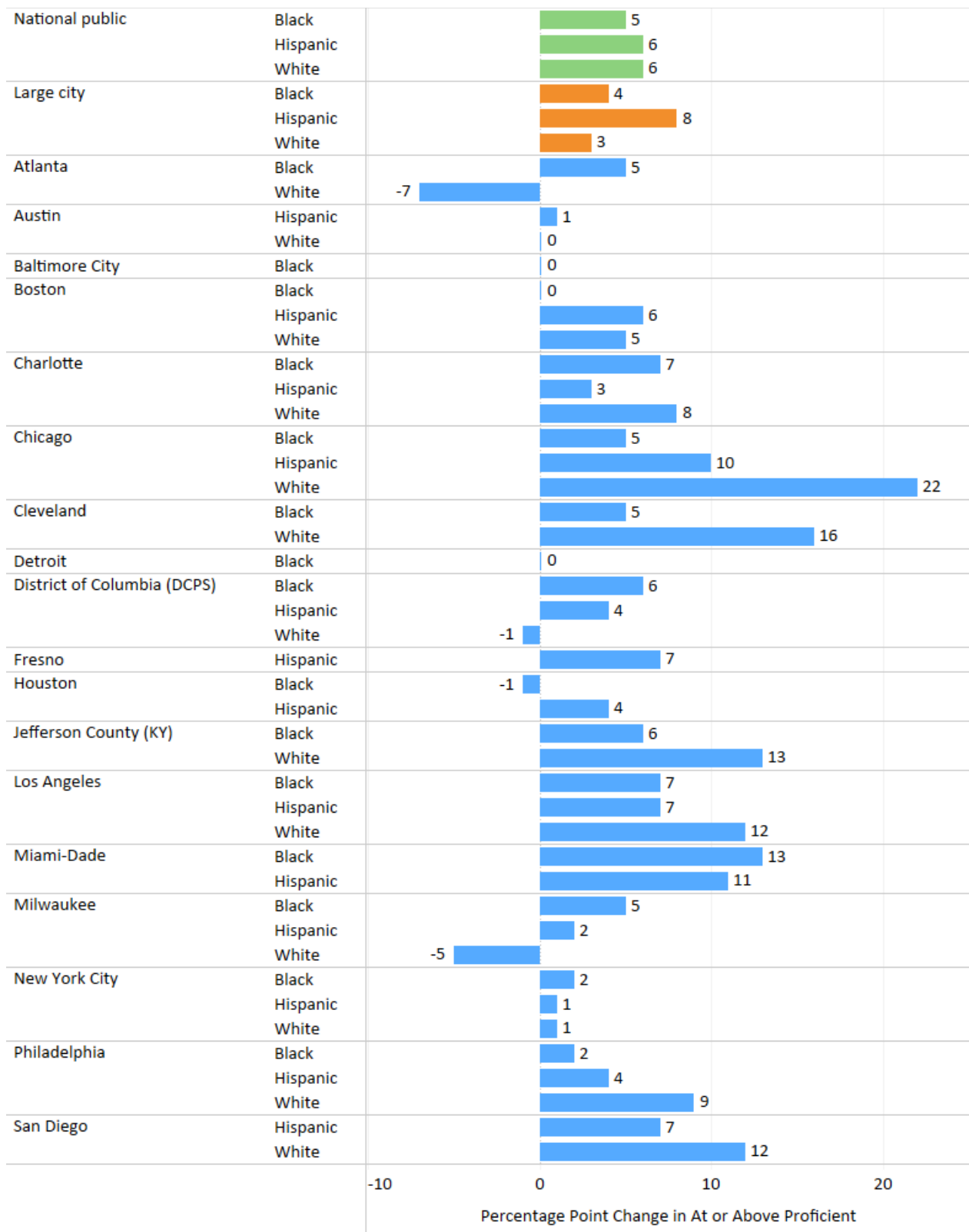


Figure 12.46: Percentage Point Change in Grade 8 Male Students At or Above Proficient in Reading on NAEP by Race, 2009-2017

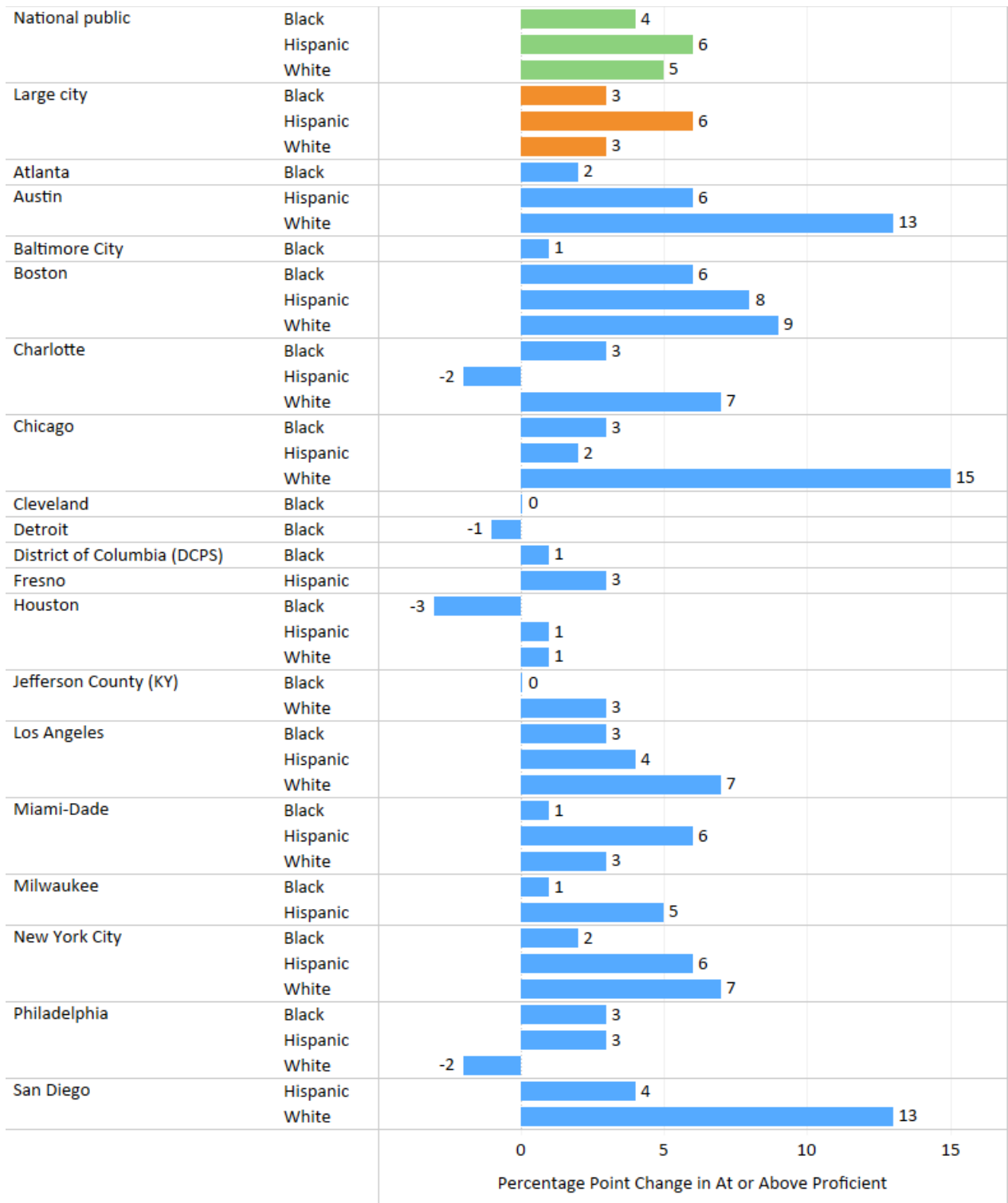




Figure 12.47: Percentage Point Change in Grade 4 Male Students Below Basic in Reading on NAEP by Race, 2009-2017

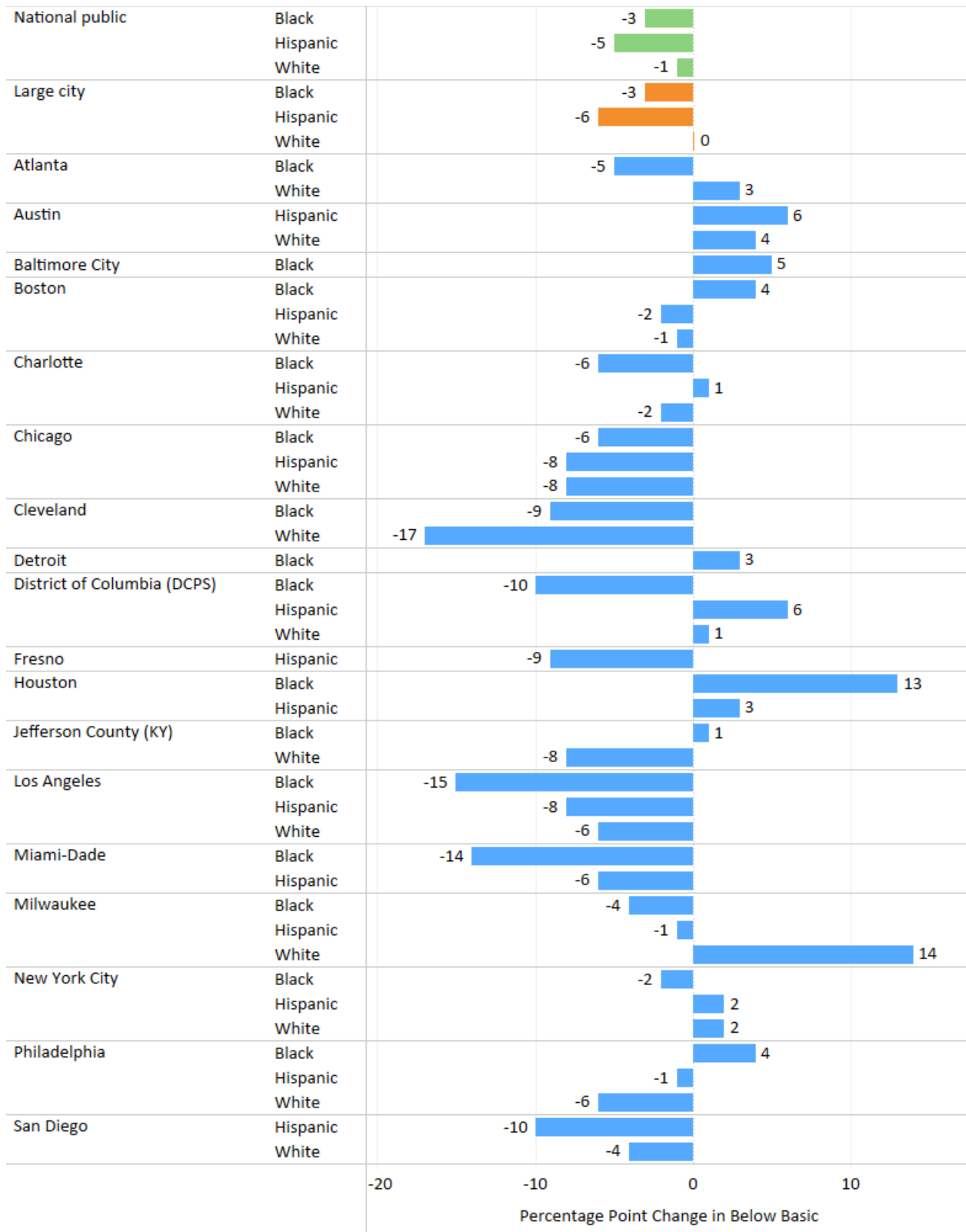
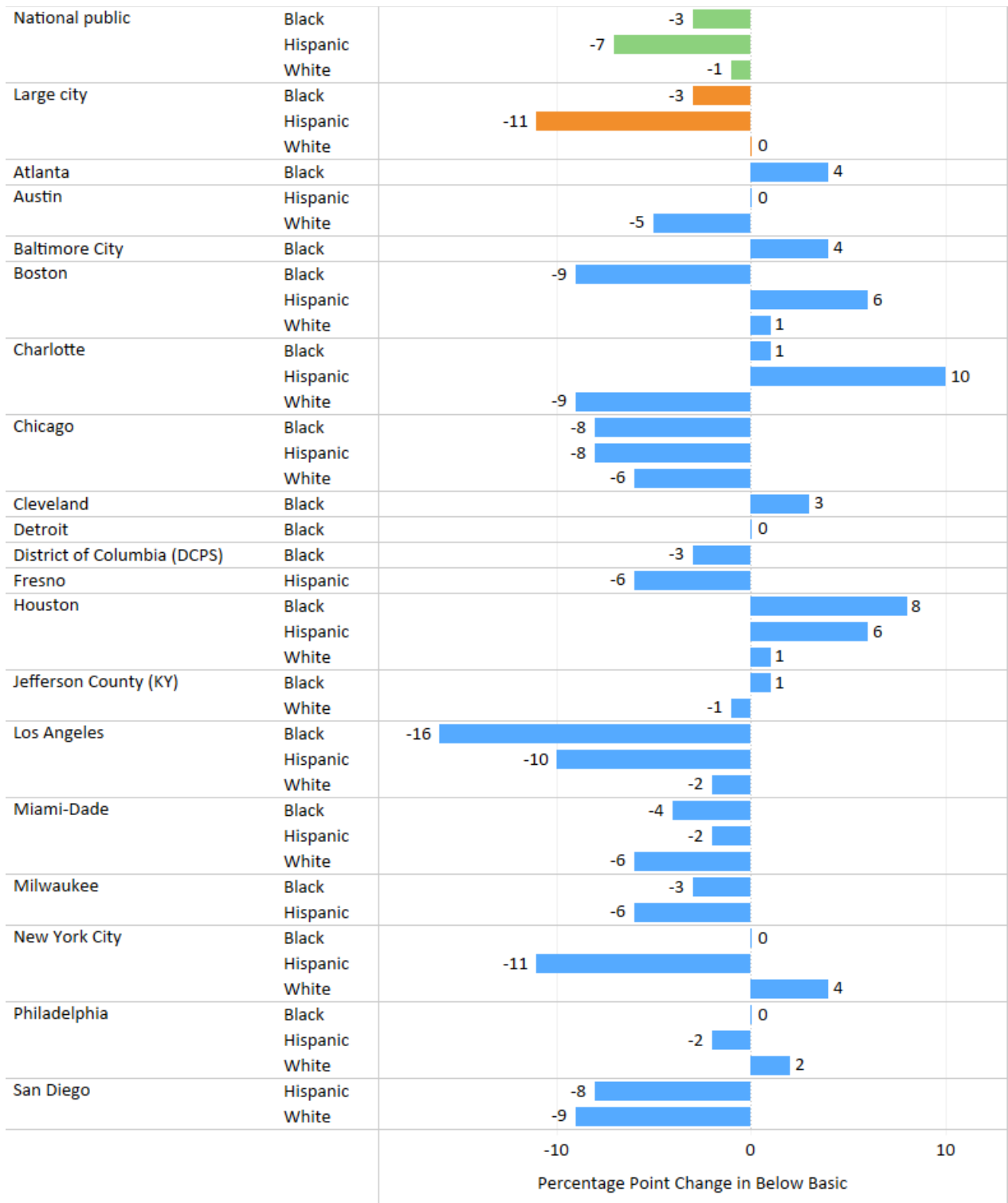


Figure 12.48: Percentage Point Change in Grade 8 Male Students Below Basic in Reading on NAEP by Race, 2009-2017



# **APPENDIX A. DATA COLLECTION INSTRUMENTS**

Academic KPIs Survey	
<p><b>Thank you for participating in this survey of Academic Key Performance Indicators (KPIs). The Council of the Great City Schools and its members have developed and piloted this collection of academic progress and achievement KPIs to help your district make better informed decisions about curriculum and instruction, and compare yourself against other major city school systems.</b></p>	
Survey Definitions	
Term	Refers To
Survey School Year	The 2016-17 academic school year, including the summer immediately following the academic year
Next School Year	The school year after the Survey School Year
Previous School Year	The school year preceding the Survey School Year
Survey Fiscal Year	The 2016-17 fiscal year, as defined by the district
Next Fiscal Year	The fiscal year after the Survey Fiscal Year
Previous Fiscal Year	The fiscal year preceding the Survey Fiscal Year
FTE	Full-Time Equivalent staff. In this survey, FTE generally refers to district staff, but may also include independent
IEP	Individualized Educational Program
SWD	"Students with disabilities" (SWDs) refers to students who have a disability under the Individuals with Disabilities Education Act (IDEA) and who are eligible for a free appropriate public education under federal and state law. This is limited to students aged 6-21 unless otherwise specified.
ELL	English language learners, or students who are identified as having limited English proficiency (LEP)
Former English Language Learners	A student who was identified as ELL (thus having limited English proficiency) in the past but who no longer meets the state's definition of ELL (or the term used for a student with limited English proficiency)

**Table 1.1. High School Enrollment**

*We are looking for the student count as of the official fall count.*

Table 1.1. High School Enrollment				
	Total number of ninth-grade in the Survey School Year	Total number of tenth-grade in the Survey School Year	Total number of eleventh-grade in the Survey School Year	Total number of twelfth-grade in the Survey School Year
All Students				
American Indian, female				
American Indian, male				
Asian American/ Pacific Island, female				
Asian American/ Pacific Island, male				
Black/ African American, female				
Black/ African American, male				
Hispanic, female				
Hispanic, male				
White, female				
White, male				
Two or More Races, female				
Two or More Races, male				
Students with Disabilities				
English Language Learners				
Former English Language Learners				
Eligible for Free/Reduced-Price Meals				

**Table 1.2. Achievement in Algebra I/Integrated Math I (or equivalent) by Grade Nine, by Subgroup**

We are looking for the student count as of the official fall count. "Completing" a course successfully refers to earning whatever is considered a passing grade by the school. If a student completes Algebra I/Integrated Math I (or the equivalent) in **summer school**, count this towards the Survey School Year (i.e., the summer after the eighth grade counts towards the student's eighth-grade year). The three right-hand columns are all subsets of the left-hand column.

Table 1.2 Algebra I/Integrated Math I Completion Rate for Credit by Grade Nine, by Subgroup				
	Total number of first-time ninth-grade students in Survey School Year	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade seven</b>	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade eight</b>	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade nine</b>
All Students				
American Indian, female				
American Indian, male				
Asian American/ Pacific Island, female				
Asian American/ Pacific Island, male				
Black/ African American, female				
Black/ African American, male				
Hispanic, female				
Hispanic, male				
White, female				
White, male				
Two or More Races, female				
Two or More Races, male				
Students with Disabilities				
English Language Learners				
Former English Language Learners				
Eligible for Free/Reduced-Price Meals				

**Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup**

**Number of ninth-grade students who failed one or more core courses in the ninth grade:** Core subjects are defined as Math, English, Science, and Social Studies. These include all ninth-grade students, including students who repeated the ninth grade.

**Number of ninth-grade students with a B average or better (Survey School Year):** This is a count of the number of students whose ninth-grade GPA was the equivalent of a "B average" as defined by the district. For example, some districts might define a "B" as a 3.0 GPA. This includes both first time ninth grade students as well as students repeating the ninth grade. If students are repeating the ninth grade, only include their most recent ninth- grade GPA (i.e., their GPA for the Survey School Year).

Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup		
	Number of ninth-grade students who failed one core course or more	Number of ninth-grade students with B average GPA or better in all grade nine courses
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Island, female		
Asian American/ Pacific Island, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		

**Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation**

**AP-Equivalent Courses** (third column from the left) should not include AP courses. It should only include non-AP courses that are equivalent in rigor and requirements [for example, International Baccalaureate (IB) and Advanced International Certificate of Education (AICE)]. Such courses must generally include an external student assessment and certificate of achievement. Do NOT include "honors-level" courses or courses for students identified for Gifted and Talented Education (GATE), unless they meet similar requirements as outlined above.

**Early college** is a general description for dual enrollment, early college, or any other program (other than AP or IB) in which a student can earn college credit. All student counts should be as of the official count in the fall of the Survey School Year.

	Number of students in grades nine through 12 who took one AP course or more	Number of students in grades nine through 12 who took one or more AP-equivalent courses (not including actual AP courses). Do not include "honors-level" courses.	Number of students in grades nine through 12 who took a college credit-earning course through the district's early college program
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Eligible for Free/Reduced-Price Meals			

**Table 1.5. AP Exam Scores**

For this section, consider each AP exam score, not each student. For a student who took four AP courses and took the exam for each course, this would count as four AP exam scores. All exam scores are for exams taken within the Survey School Year or in the summer immediately following the Survey School Year.

Table 1.5 AP Exam Scores		
	Total number of AP exam scores	Number of AP exam scores that were three or higher
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Island, female		
Asian American/ Pacific Island, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		

**Table 1.6. Four- and Five-Year Graduation Rates**

For the table below, enter the student graduation rate for each student subgroup as specified by the requirements of your state's four-year cohort and five-year cohort graduation rates [e.g., the National Governor's Association (NGA) Compact Rate]. These figures should be expressed as a percentage rounded to the nearest tenth, and should NOT include the percent symbol (%). For example, a rate of 75.4% should be entered as "75.4."

Table 1.6. Four- and Five-Year Graduation Rates		
	Percent of students who graduated in Survey School Year after being in grades nine through 12 for four years, using the methodology required for your state reporting	Percent of students who graduated in Survey School Year after being in grades nine through 12 for five years, using the methodology required for your state reporting
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Islander, female		
Asian American/ Pacific Islander, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
English Language Learners (ELLs)		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		
Students with Disabilities (overall total for students with any disability; indicate student count by primary disability below)		
--Emotional Disturbance as primary disability		
--Learning Disability as primary disability		
--Autism as primary disability		
--Intellectual Disability as primary disability		
--Other Health Impairment as primary disability		
Other disabilities not listed above		

**Table 2.1. Student Absences - Grade Three**

For the table below, enter the official student count for the number of third-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.1. Student Absences, by Grade Level + Subgroup - Grade Three			
	Number of third-grade students absent 5-9 days	Number of third-grade students absent 10-19 days	Number of third-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 2.2 Student Absences - Grade Six**

For the table below, enter the official student count for the number of sixth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

<b>Table 2.2 Student Absences, by Grade Level + Subgroup - Grade Six</b>			
	Number of sixth-grade students absent 5-9 days	Number of sixth-grade students absent 10-19 days	Number of sixth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 2.3. Student Absences - Grade Eight**

For the table below, enter the official student count for the number of eighth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

<b>Table 2.3 Student Absences, by Grade Level + Subgroup - Grade Eight</b>			
	Number of eighth-grade students absent 5-9 days	Number of eighth-grade students absent 10-19 days	Number of eighth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			



**Table 2.4. Student Absences - Grade Nine**

For the table below, enter the official student count for the number of ninth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.4. Student Absences, by Grade Level + Subgroup - Grade Nine			
	Number of ninth-grade students absent 5-9 days	Number of ninth-grade students absent 10-19 days	Number of ninth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 3.1. Student Suspensions**

Include out-of-school suspensions only, do not include in-school suspensions. This is for all students in all grades, including pre-k. For each subgroup as specified, enter the total number of students who were suspended for the specified number of suspension days for the Survey School Year. Because this is a count of suspension days for the school year, a student can be included only once for each span. For example, a student who was suspended twice in the year, once for three days and once for nine days, would be counted under "11-19 suspension days," because the student had a total of twelve suspension days. This student would not be included in the count for "1-5 suspension days" nor in the count for "6-10 suspension days," because each of these are too low for this student's suspension day count.

The "total number of instructional days missed due to suspension" refers to the aggregate sum of suspension days for all students in all grades. For example, if 2,500 students were suspended for six days each, then this would be counted as 2,500 x 6 = 15,000 suspension days.

Table 3.1. Student Suspensions						
	Total number of students suspended	Number of students with 1-5 out-of-school suspension days for the Survey School Year	Number of students with 6-10 out-of-school suspension days for the Survey School Year	Number of students with 11-19 out-of-school suspension days for the Survey School Year	Number of students with 20+ out-of-school suspension days for the Survey School Year	Total number of instructional days missed due to out-of-school suspension for the Survey School Year
All Students						
American Indian, female						
American Indian, male						
Asian American/ Pacific Islander, female						
Asian American/ Pacific Islander, male						
Black/ African American, female						
Black/ African American, male						
Hispanic, female						
Hispanic, male						
White, female						
White, male						
Two or More Races, female						
Two or More Races, male						
Students with Disabilities						
English Language Learners						
Former English Language Learners						
Free/ Reduced-Price Meal Eligibility						

**Table 5.1. Total Enrollment**

Include students enrolled at any time during the Survey School Year. The enrollment counts should reflect your total rolling enrollment for the entire school year for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.

**Table 5.1. Student Enrollment (Rolling Count)**

	Total number of students enrolled in the district in the Survey School Year	Total number of students enrolled in pre-kindergarten in the Survey School Year	Total number of students enrolled in kindergarten in the Survey School Year	Total number of students enrolled in grade three in the Survey School Year	Total number of students enrolled in grade six in the Survey School Year	Total number of students enrolled in grade eight in the Survey School Year	Total number of students enrolled in grade nine in the Survey School Year	Total number of students enrolled in grade ten in the Survey School Year	Total number of students enrolled in grade eleven in the Survey School Year	Total number of students enrolled in grade twelve in the Survey School Year
All Students										
American Indian, female										
American Indian, male										
Asian American/ Pacific Islander, female										
Black/ African American, male										
Black/ African American, female										
Black/ African American, male										
Hispanic, female										
Hispanic, male										
White, female										
White, male										
Two or More Races, female										
Two or More Races, male										
Students with Disabilities										
English Language Learners										
Former English Language Learners										
Free/ Reduced-Price Meal Eligibility										

**APPENDIX B. COUNCIL OF THE  
GREAT CITY SCHOOLS**

## **Council of the Great City Schools**

The Council of the Great City Schools is a coalition of 72 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts research and studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

### Chair of the Board

Lawrence Feldman, School Board Member  
Miami-Dade County Public Schools

### Chair-elect of the Board

Eric Gordon, Chief Executive Officer  
Cleveland Metropolitan School District

### Secretary/Treasurer

Michael O'Neill, Boston School Committee  
Boston Public Schools

### Immediate Past Chair

Felton Williams, School Board President  
Long Beach Unified School District

### Executive Director

Michael Casserly

**ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT  
TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Achievement and Professional Development**

**2018-2019**

### ***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

October 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 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. Additionally, we offer guidance for assessing the level of implementation of curriculum standards throughout the district, and for increasing the functionality of academic key performance indicators.

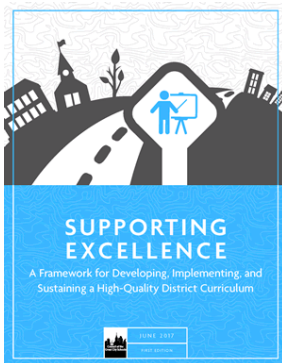
## Current Activities/Projects

### ➤ *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 and Providing Technical Support to Districts*



The academic 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 framework includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district's curriculum. This emphasizes the

importance of ensuring that the district's curriculum reflects shared instructional beliefs and high expectations for all students, and clarifies the level of instructional work expected in every school. The document includes a study guide.



In support of our member districts, the academic team provided on-site technical assistance to Jackson Public Schools (February 1-2, 2018) as they began to develop their new curriculum using the *Supporting Excellence* document. This work continues with a combination of virtual and in person meetings with district leaders and curriculum writers throughout their development and implementation process. Additionally, the academic team gave written feedback to and facilitated virtual meetings for Kansas City on the instructional units they are developing in multiple content areas. Customized collaborations guide districts in determining implications for teaching and learning, curriculum development and refinement, implementation, and raising student achievement. Such technical assistance is available to member districts upon request.

***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.

Since 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*

Project staff worked with Wallace Foundation grant recipients in enhancing the role of urban principal supervisors to enhance the principals’ role as instructional leaders.

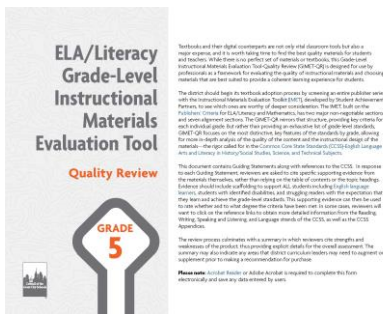
Beginning in spring 2018, project staff conducted site visits to districts that have shown the greatest gains on NAEP on reading and mathematics in grades 4 and 8 between 2009-2015. During the

fall, these site visits will continue as we 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 the Metropolitan Nashville Public Schools (MNPS) to pilot an augmented balanced literacy project in kindergarten and grade one for ten elementary schools. The goal of this pilot was 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. MNPS pilot schools received strong support in two areas: strengthening their systematic instruction of foundational reading skills and building their students’ knowledge and vocabulary through using high-quality read alouds. Milwaukee Public Schools, Memphis Public Schools, Seattle Public Schools, and San Antonio Independent School District observed the training and participated in learning walks to inform their balanced literacy implementation in their respective 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.

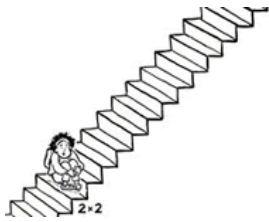
The GIMET-QR tools can be found on the Council’s website, as well as on [www.commoncoreworks.org](http://www.commoncoreworks.org) under *Quick Links*. While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

- 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](http://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's website, [www.cgcs.org](http://www.cgcs.org).

**Basics about the Standards**



*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)

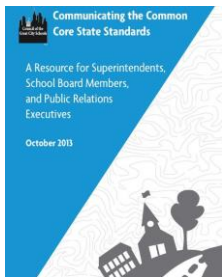
<https://www.cgcs.org/Page/380>



*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>

**Communicating the Standards**



*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)

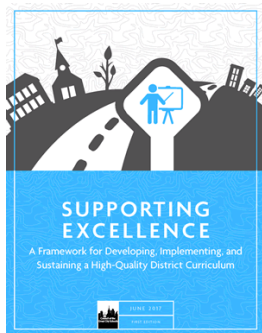
<https://www.cgcs.org/Page/380>



*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 lessons and includes examples that demonstrate 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 lessons and includes examples that demonstrate 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 use 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 instructional guidance and tools for teachers, 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.

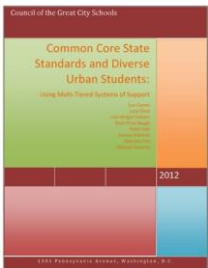
<https://www.cgcs.org/site/Default.aspx?PageID=338>



*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)

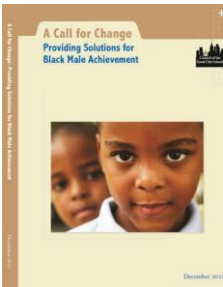
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### Implementing High Standards with Diverse Students



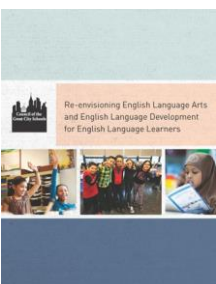
*Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support.* A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (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 that advocates for 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)

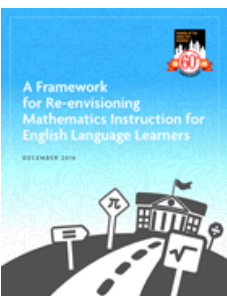
<https://tinyurl.com/yap8zll8>



*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)

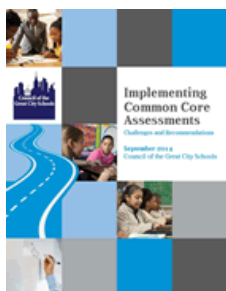
<http://tinyurl.com/hh6kesd>



*Calendar of Questions.* A series of questions about ongoing Common Core implementation, 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)

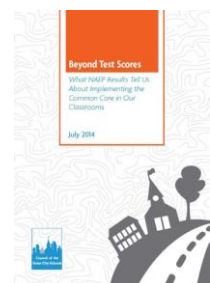
<http://cgcs.org/Page/409>

## 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/ImplementingCommonCoreAssessments-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>

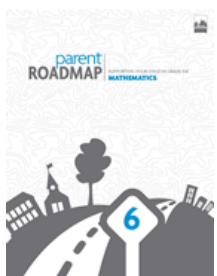
### Resources for Parents about the Standards



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)

#### ➤ *Building Awareness and Capacity of Urban Schools*

##### *Mathematics and Science*

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 is informing 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 that reflect the interdependence of language and mathematics for English language learners. This project includes a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. This group is providing concrete feedback to selected vendors on their revised units in their proposed materials. Final selections will be released in December 2018.



➤ ***Curriculum and Research Directors' Conferences***

The 2018 Curriculum and Research Directors' meeting took place June 25-28 in Minneapolis, Minnesota with the theme of sharing what works in building instructional capacity, utilizing data and research, and boosting student success in three key areas:

- 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

The conference featured a preconference presentation from Student Achievement Partners' David Liben reviewing the latest five English language arts and reading materials to earn a strong rating from Ed Reports. While each program meets alignment criteria, each has different strengths and challenges. Selecting the best fit for the district context continues to be an important consideration.

Phil Daro, nationally-recognized mathematics educator, addressed how to help students complete unfinished learning in mathematics within the grade-level Tier I program.

The Houston Independent School District won the Making Strides Together Award for its Achieve 180 turnaround program. The collaborative effort brought together Human Resources, Leadership Development, Academics, Assessment, Research, Curriculum, Professional Development, Interventions, Wrap-Around Services, Family Engagement/Empowerment, coaches, school teams and others to address the needs in 35 schools. Most of these schools saw double-digit student growth. Annie Wolf and Carla Stevens accepted the \$4000 award on behalf of the district.

➤ ***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 2017-18, Council teams reviewed extensive district documents and were on site to meet with appropriate personnel to assess and compile findings and make recommendations for St. Paul Schools, Metropolitan Nashville Public Schools, and Jackson Public Schools. As a result of 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 that were identified by the districts as their priority instructional focus areas.

**NAEP SPECIAL ANALYSIS: DISTRICT SITE VISITS**

## Gates Foundation District Site Visits Project Overview and Preliminary Findings--Draft

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### Background and Overview

Recently, the Council of the Great City Schools used data from the National Assessment of Educational Progress (NAEP) to look at the effects of poverty, language status, parental education level, disability, literacy materials in the home, and race on student achievement in large city school districts. We then statistically predicted what student results would be expected to look like based on these variables, and compared 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 are helping to overcome the impact of factors such as poverty or discrimination on student outcomes. Based on our findings, we identified a set of school districts that were, in fact, producing student achievement results above and beyond what could be predicted given their demographic makeup.

Having identified those districts, the Council has embarked on a research effort to better understand the characteristics and practices that might have driven the higher level of performance and student growth observed in our statistical analysis. To date, the project team has visited Boston Public Schools, Chicago Public Schools, the District of Columbia Public Schools, and Miami-Dade County Public Schools. In addition, the team has visited and provided technical assistance to the study's counterfactual district—Jackson Public Schools. A final site visit to the San Diego Unified School District is scheduled for November 14 and 15, 2018.

During these site visits, the project team spoke with the superintendent, the chief academic officer, director of research and assessment, director of professional development, and head of district turnaround efforts, as well as focus groups of curriculum staff, coaches or other school support staff, principal supervisors, principals, and teachers.

### Preliminary Findings

Based on preliminary analysis of the observations and data collected from these conversations, the team has identified a set of common features and practices that appeared to be connected to the progress seen in student performance across cities. These shared factors included—

1. **Strong and stable leadership.** While many of these districts benefitted from the relative longevity of their superintendents and top instructional leaders, it was the sustained focus on a unifying instructional vision that appeared to build the most momentum for improvement. District leaders in each of these districts emphasized the primacy of instruction, and paired this focus with human capital strategies to ensure that the best

teachers and leaders were in place to support this instruction. Leadership was also nurtured throughout organization in support of school leaders and teacher leaders.

2. Several of the districts had site-based autonomy, and built their instructional vision around school leaders as the levers of change, but this theory of action involved the **centralization of instructional support and guidance**. Whether or not they required the use of a common district curriculum, high performing or improving districts were clear about their instructional expectations and approach, including what high quality instruction and student work “looks like.” This was described in more than one district as autonomy “with guardrails,” and was based on the acknowledgement that centralization creates greater equity and support for schools and teachers.
3. Each of these districts demonstrated **resilience** and **resourcefulness** in their response to external events and pressure. Like other school systems, these districts faced economic and political challenges, but they maintained their focus on instruction and approached these challenges as opportunities to advance their reform agendas.
4. Resilience and resourcefulness can also be seen in the districts’ responses to the adoption of new, rigorous academic standards. Most of these districts were **early adopters of the common core (or other college- and career-readiness standards)**, and staff at each site talked about seizing on the introduction of the standards as an opportunity to build instructional coherence, integrate instructional expectations into assessment and evaluation, and norm practice across regions, schools, and classrooms.
5. Rollouts of district curricular reform and programming (including implementation of common core standards) were done **at scale** across these districts. Most districts did not conduct an initial pilot; instead, they acted at scale to get results at scale.
6. The **SEQUENCING** and intentional layering of reforms also played a role, helping these districts sustain and advance their progress.
7. **Teacher and principal effectiveness** was a defining feature in all of these districts. This was the result of intentional districtwide human capital strategies, often starting with the removal of ineffective teachers and leaders using performance data. These strategies also included raising teacher pay and providing financial incentives for performance, increasing teacher and leader screening protocols, adopting policies aimed at better matching teachers to school sites, and providing **high quality, sustained, content-focused professional development** and support.
8. The rollout of teacher and leader **accountability systems** in several of the districts was cited as a key lever for change, and the centerpiece of the districts’ human capital strategies for clarifying district instructional expectations and building a culture of shared responsibility for student progress.

9. Districts also benefited from the active engagement and **investment of community organizations**, educational groups, and local colleges and universities. Moreover, each of these districts was intentional about coordinating and connecting these investments to avoid mixed messaging and redundancies so schools were not overwhelmed.
10. Despite differences in how schools were managed organizationally from district to district, **principal supervisors** in improving districts served as a conduit to schools—allowing districts to communicate district standards, instructional expectations, and priorities, while helping to identify which school sites required additional support and resources. In each district, steps were taken to redefine the role of these principal supervisors around instructional leadership.
11. In each of the districts, the project team observed an intentional shift from a culture of competition to one of collaboration, and the **systemic sharing of lessons and best practices**. This could be seen in everything from how principal supervisors and central office departments worked together to the district’s support for site-based professional learning communities and the practice of connecting principals and teachers across the district—giving them the opportunity to visit other schools and classrooms and to learn from one another.
12. A few districts may have also seen gains as a result of an emphasis on **support for struggling students**, English learners, and students with disabilities. (The Council team continues to look at this dynamic.)
13. However, districts varied considerably in their approach to **struggling schools**. While some districts had well-defined turn-around strategies aimed at providing the lowest-performing sites with additional attention and resources, others did not focus as much on specific sets of schools as part of their systemwide improvement strategies.

For almost each shared theme or characteristic, our counterfactual district offered a study in contrast. Whereas the other districts invested time, energy, and focus building the quality and capacity of teachers, leaders, and schools, our counterfactual district made decisions (such as outsourcing key functions and dismantling their internal curriculum department) that ended up diluting the quality of their people, creating inconsistencies in the district’s instructional expectations, and limiting their capacity as a school system to support schools. This district is not unique in its challenges, and our final report will seek to identify key missteps and missed opportunities and to illuminate for the district and other urban school systems the steps that can be taken to reverse course and improve systems of support.

**STEM PARTNERSHIP PROJECT**

## **Partners for Middle School STEM Project Overview**

The Urban Libraries Council and the Space Science Institute's National Center for Interactive Learning are partnering together on the **Partners for Middle School STEM** project funded by IMLS. The project will demonstrate the capacity of multi-sector partnerships to enhance science, technology, engineering and math (STEM) education opportunities aimed at low-income middle school youth. The project is intended to catalyze the adoption of new partnerships and the development of engaging/relevant STEM activities led by public libraries to reach low-income middle school youth.

### **Project Design**

This project is designed to help libraries build multi-sector STEM Partnerships to reach low-income middle school students to provide programs that ensure youth have fun with STEM while learning and understanding its long-term relevance and value in their lives.

The STEM Partnerships will focus on bringing each institution's unique resources to expand STEM experiences and education for low-income middle school youth. These partnerships will enable local leaders to work together on a shared goal — ensuring all young people are educated and can participate in the future workforce where STEM knowledge is paramount.

Through this project the national partners will help up to six library pilots: 1) create library-school-government-business partnerships for education 2) identify and adapt education models, resources and activities to reach and engage middle school youth in STEM and 3) demonstrate nationally the role of public libraries as valuable STEM education partners.

### **Project Outcomes**

*Outcome 1:* Underserved youth, ages 10-13, participate in STEM learning through public libraries and increase interest, engagement and awareness around STEM skills and topics.

*Outcome 2:* Public libraries understand how to connect with local government, schools and business leaders to form new partnerships that reach low-income youth with programs designed to engage middle school students in STEM learning at their libraries.

*Outcome 3:* Multi-sector leaders see public libraries as valuable and essential partners for education and STEM learning so that libraries are routinely part of the jurisdiction's education efforts and they receive the financial support to do this work.

Please contact Jennifer Blenkle, Director of Strategic Initiatives ([jblenkle@urbanlibraries.org](mailto:jblenkle@urbanlibraries.org)) with any questions.

**ACHIEVEMENT AND PROFESSIONAL  
DEVELOPMENT TASK FORCE AGENDA**





## COUNCIL OF THE GREAT CITY SCHOOLS

### Task Force on Achievement & Professional Development Meeting Agenda October 24, 2018 Baltimore, MD

1:00 - 3:00 p.m.

#### I. Introduction of Task Force Chairs

Paul Cruz, Austin Superintendent

Paula Wright, Duval County School Board

Deb Shanley, Professor, School of Education, Brooklyn College of the City University of New York

#### II. Review Purpose and Functions of Task Forces

- 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.

#### III. Agenda—

##### Discussion Items

- The District Effect: Preliminary CGCS Research Findings on Overcoming Demographic Predictors of Student Achievement
- Academic Key Performance Indicators
- Changing the numbers in mathematics

##### Information Items

- Early Reading Accelerators Grant
- Urban Libraries Collaborative STEM Initiative
- CGCS Partnership with Los Angeles Unified School District: Procurement Project
- Annual Curriculum and Research Meeting

**TASK FORCE ON MALES OF COLOR**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Males of Color**

**2018-2019**

### ***Task Force Goal***

To assist urban public-school systems in improving academic outcomes of Males of Color by supporting the implementation of evidence-based strategies to educate students from different racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Males of Color.

To improve the social, emotional, and cultural competency of educators through professional learning opportunities that foster a deeper understanding of the support systems needed to ensure academic and life-long success for Males of Color.

To keep data and establish protocols to monitor the progress of Males of Color in our member districts.

### ***Task Force Chairs***

Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent

**MALES OF COLOR OVERVIEW**



## Task Force on Males of Color October 2018

### **Overall Goals/Priorities for the Task Force on Males of Color**

During the 2018 Legislative Conference, the Council proposed the following goals for the Task Force on Males of Color for approval by the Executive Committee. The Council staff received feedback on the proposed goals from participants at the March Task Force meeting, and we have incorporated the feedback into the proposed goals.

#### ***Task Force Goals***

To assist urban public school systems in improving academic outcomes of Males of Color by supporting the implementation of evidence-based strategies to educate students from different racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Males of Color.

To improve the social, emotional, and cultural competency of educators through professional learning opportunities that foster a deeper understanding of the support systems needed to ensure academic and life-long success for Males of Color.

To keep data and establish protocols to monitor the progress of Males of Color in our member districts.

#### ***Males of Color Initiative***

##### **Overview**

In October 2010, the Council of the Great City Schools released *A Call for Change*, which attempted to summarize our findings and the analyses of others on the social and educational factors shaping the outcomes of Black males in urban schools. *A Call for Change* documented the many challenges facing our Black male youth, and the Council's Board of Directors has agreed to move forward aggressively on solutions.

In July 2014, the Council joined President Barack Obama's "My Brother's Keeper" initiative to address opportunity gaps faced by boys and young men of color. Sixty-one Council districts have signed *A Pledge by America's Great City Schools* to ensure that pre-school, elementary, middle, and high school educational efforts better serve the academic and social development of Males of Color.

In Fall 2017, the Council released a full report on the challenges and recommendations stemming from the rich discussion of the policy pre-conference is in progress and scheduled for release in the Fall of 2017. The report is titled *Supporting Environments of Excellence for Males of Color in the Great Cities*, and the elements of the report include a collection of research literature supporting the report's recommendations for schools and districts.

## **Update on Projects**

### ***Tracking the Performance and Progress of Males of Color Across Council Member Districts***

#### ***Males of Color Performance Report***

In addition to reports, such as *Supporting Environments of Excellence for Males of Color in the Great Cities*, the Council has committed to annually reporting on the academic and social emotional performance and progress of our Males of Color. The research team has finalized a performance report for publication at our Fall Conference on the performance of Black and Hispanic males on the 2017 National Assessment of Educational Progress and the Council's annual Key Performance Indicators. This performance report is expected to become an annual update on the progress of young men of color across Council member districts.

### ***Sharing Best Practice Across Council Member Districts***

#### ***Males of Color Initiatives***

In 2016, the Council compiled a list of the plans and initiatives across districts designed to support young men of color. The compilation was a response to the *A Pledge By America's Great City Schools* to improve the academic achievement of males of color. Over the next six months, the Council update and share current initiatives and implementation plans for males of color across districts. This year, the Council has focused on updating the activities and plans submitted by Council member districts to support young men of color. We have updated the Males of Color Website to include new material, and we have improved the search process for those visiting the website to make it easier to navigate and locate information by topic. We have also updated activities related to Males of Color initiatives from Council member districts across the country. These plans and initiatives will be updated on our website (<https://www.cgcs.org/Page/811>) and reported at our Males of Color Task Force meeting in October 2018. All reports, activities, and presentations related to our males of color initiative are available on our Males of Color webpage: [malesofcolor.org](http://malesofcolor.org).

**MALES OF COLOR INITIATIVES**

# Males of Color Initiatives in America's Great City Schools:

Follow Through on the Pledge: As of October 1, 2018

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

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools

Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools
Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools
Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	New York City Department of Education
Norfolk Public Schools	Oakland Unified School District
Oklahoma City Public Schools	Omaha Public Schools
Orange County (Orlando) Public Schools	Palm Beach School District
Philadelphia School District	Pinellas County Schools
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
Wichita 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)
Albuquerque*	<p>As part of the Academic Master Plan, the Superintendent’s Big Five includes The Whole Child; Attendance; Early Learning; College and Career Readiness and Community; and Parent Engagement.</p> <p>Office of Equity, Instruction and Support has aligned the Annual Report with the work, achievements, and next steps to the Superintendent’s Big Five. Hired a Director of Equity and Engagement in November 2017.</p>	<p>Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.</p> <p>Partner with Together for Brothers (T4B) organized for and with young men of color. Purpose is to build capacity for young men of color to lead at all levels in their communities.</p> <p>Working with the City of Albuquerque and T4B to develop a free universal bus pass for youth to</p>	<p>New Mexico and Title I expanded Pre-k program to “full-day” at 14 schools, created four new classrooms at existing sites, and added four classrooms at new school sites. Added two new 3-year-old classrooms at ESSA-designated schools. Collaborating with community early childhood groups; City of ABQ; Head</p>	<p>Implemented Success Mentors – Attendance Program at Atrisco Heritage Academy High School (AHA). Increased diversity in classroom and school libraries to include more culturally relevant books and books authored by and about minority populations. Increased academic supports and resources for EL populations. For example, opened eight English Acquisition Centers for parents and students. Created Newcomer Program at La Mesa Elementary School with additional Newcomer supports and resources for</p>	<p>District partner in the New Mexico Statewide Race, Class, Gender Data Policy Consortium focusing on academic outcomes PK-20. Mission is collaborative data collection, analysis, and reporting effective policy to address needs of diverse populations.</p>

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		<p>increase access to education, employment, and healthcare.</p> <p>Two Tribal Summits in Fall and Spring 2017, hosting Native American Pueblo educational partners and the Navajo Nation. Fall Tribal Summit October 2018. African American Student Summit scheduled for Fall 2018.</p> <p>Purpose is to convene stakeholders with the goal of increasing collaboration and partnership, strengthening and creating better communications between the district and community stakeholders. Black Student Unions</p>	<p>start; and Youth Development (YDI)</p>	<p>feeders into Van Buren Middle School and Highland High School. Established a K-12 Magnet School Engineering the Future Pathway program for three schools with high diverse populations.</p>	

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		<p>collaborate with Albuquerque private businesses and government departments to support mission of academic, career and personal achievement through mentorships and internships. Youth Voices in Action (VIA) is a community organization focusing on academic and personal achievement for students of color. Overall target is to provide educational and mentorship opportunities with local businesses and government leaders.</p> <p>Organized training and professional development.</p>			

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		Mentorship program for Native American young men with Sandia National Laboratories.			
Anchorage*	New Deputy Superintendent, Mark Stock, hired to develop a coordinated focus on specific initiatives. This includes Creating Equity and Access in Achievement (Building Strong Foundational Skills, Providing Alternatives to Suspension and Expulsion, and Closing the Achievement Gap), Developing 21 <sup>st</sup> Century Learners (Providing More Flexibility for Students and Families), Preparing for Post-Secondary (Expanding Career Exploration Opportunities), Developing Effective Leaders (Creating More Student Leadership Opportunities), Building Strong Relationships (Strengthening Relationships with Students), and Developing Strong Family/Community Partnerships (Strengthening Family Engagement Opportunities). Some of this work	Recipient of a SAMHSA grant, Partnership for Success with Cook Inlet Tribal Council to address cultural awareness and Adult SEL skills. Work now includes four middle schools. Several formal meetings held with Community United, an organization of predominately African American adults, focused on the achievement gap and concerns with equity, hiring practices, and opportunities for students of color.	Actions continue to target students with highest needs. Created a Director of Pre-School to coordinate and align programs focusing on kindergarten readiness with community partners such as Kids Corps/Head Start, Thread, the Anchorage Library, ARISE, United Way, Imagination Library, PIC, FOCUS, Learn	Federal Grant for Project Ki'L to empower Alaska Native students for success in school through a strong emphasis on cultural responsiveness, SEL, and effective teaching strategies. Participation in Alaska Native Science and Engineering Program (ANSEP) Middle School Academy and sponsorship of an ANSEP high school under the umbrella of the Alaska Middle College	Data-dashboard developed, providing information on performance, attendance, on-track progress, behavior, and graduation rates through multiple filters, including gender, race, grade, and other qualifiers along with Child in Transition, Economically Disadvantaged, English Learner, Gifted, Migrant Students with Disabilities, or Title VI Indian Education.



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	is well underway and some is just being initiated.		& Grow, and the Anchorage Literacy Project.	School. Piloting a Pre-AP curriculum and teaching strategies in a middle school has now spread to other schools with renewed efforts to recruit students.	Includes both an internal and external user version that tracks past three years.
Atlanta			Use state early learning standards to address social and emotional needs of pre-k students—and plan lessons around them.	<p>Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum.</p> <p>Enhance the district’s multi-tiered systems of supports (RTI), including RTI specialists, interventions, training, and supports.</p> <p>Review the district’s wrap-around services and enhance where needed.</p>	Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender.

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Austin	<p>Created the districtwide “No Place for Hate” initiative.</p> <p>Established principals’ council subcommittee on race and equity.</p> <p>Named Raul Alvarez as lead. (512) 414-8729 <a href="mailto:Raul.alvarez@austinisd.org">Raul.alvarez@austinisd.org</a></p>	<p>Communicated to all media and meeting opportunities about issues related to Males of Color.</p> <p>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 (Mentoring to Achieve Latino Educational Success; Communities in Schools on leadership development and support; Austin Voices for Education and Youth on youth empowerment; the</p>	Expanding birth to 3 partnership with AVANCE, Head Start.	<p>Established the Gus Garcia Young Men’s Leadership Academy, an all-male public school.</p> <p>Increased the number of culturally-sensitive mentors.</p> <p>Share promising practices for working with males of color at expanded monthly cabinet meetings.</p> <p>Develop curricular resources that address needs of Males of Color.</p> <p>Student motivational and inspirational assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables.</p>	

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		<p>Austin Urban League on the Young Men’s Leadership Academy; the University of Texas on equity symposia; Prairie View A&amp;M University and justice system on changing counterproductive behaviors.</p>		<p>Establish Males of Color Council.</p>	
<p>Baltimore*</p>	<p>Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating college and career ready, completing postsecondary education, entering the workforce, and reducing violence.</p> <p>Developed a City Schools MBK District Action Plan in 2015 that was implemented through 2017. The Action Plan included:</p> <p>-Developing a focused, safe, and effective mentoring program that promotes 1) academic enrichment;</p>	<p>Most recently, participated on the city-wide MBK Taskforce chaired by Congressman Elijah Cummings (D-MD) and staffed by representatives of other city agencies.</p> <p>In fall 2018, City Schools and the Mayor’s Office of Criminal Justice will collaborate on a male initiative in West</p>	<p>Offer full day Pre-K at nearly all elementary and elementary/middle schools. Provide wrap-around supports for students and families, birth to age 5, via “Judy Centers” in 11 high-need communities</p>	<p>Expose young Males of Color to professional men of color through the City Schools MBK Mentoring Program to build relationships and receive guidance. (Mentors, Reading buddies, Career Day presenters, STEM coaches)</p> <p>Allow Males of Color to spend time in various setting with</p>	

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	<p>2) leadership development; and 3) school-to-career grooming.</p> <p>-Addressing the STEM dilemma and one of the economic drivers of cyclical poverty by connecting MBK mentees to real opportunities in STEM that increase competitiveness and chances at economic prosperity. Fostering strategic partnerships with public and private sector stakeholders to maximize support and expand opportunities for City Schools' youth.</p> <p>In 2018, the district formed a work group to start developing a more comprehensive approach to effectively engage with and support our males of color.</p>	<p>Baltimore schools. Lead by Lucane Lafortune, SART Coordinator, the Baltimore against Rape and Violence (BRAVE) is a social justice initiative that engages men and boys in sexual violence prevention. Middle and high school students will have the opportunity to participate in small groups to screen the documentary "The Mask You Live In", engage in series of conversations about toxic masculinity v healthy masculinity, impact of trauma, and restorative circles. The film addresses father abandonment, bullying, male stereotypes, and the</p>		<p>professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)</p>	

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		<p>impact of positive role models to mitigate anti-social behavior and promote health male development. The long-term goal of the initiative is to establish Be BRAVE clubs in local schools. Meetings with principals are in the works to schedule and plan screenings at each school.</p>			
Boston*	<p>Lead: Colin Rose, Office of Opportunity Gaps crose@bostonpublicschools.org</p> <p>City developed “Opportunity. Access. Equity: My Brother’s Keeper Boston—Recommendations for Action” with the Office of the Mayor as part of MBK Community Challenge. Launched a mini-grant campaign.</p>	<p>Mayor established MBK Boston Advisory Committee in September 2014. Set three MBK Milestones: (1) Graduating from high school ready for college and career, (2) Successfully entering the workforce, (3) Reducing youth</p>	<p>Set goal and making progress on expanding access to high-quality pre-k for all 6,300 four-year olds by 2020.</p>	<p>Lengthened the school day in 60 schools in BPS (Expanded Learning Time).</p> <p>Set goal of making BPS a premier Digital District by 2020 and investing in a major capital plan to improve all 133 BPS</p>	

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	<p>Developed the Opportunity and Achievement Gaps Policy and Implementation Plan- a strategic plan involving all BPS offices to close opportunity gaps and enact equity across the district. Boston Public Schools made significant investment in and elevated the work of the Office of Opportunity Gaps and Office of Social Emotional Learning and Wellness.</p>	<p>violence, and providing a second chance.</p> <p>Citywide conversation leading to the creation of a vision of a BPS graduate: “College, Career and Life Ready”</p> <p>BPS held citywide discussions around race, culture, and education through the Opportunity and Achievement Gaps Speaker Series.</p> <p>Built Opportunity and Achievement Gaps Policy and Implementation Plan with a taskforce representing a cross-section of the city (School system, City, non-profits,</p>		<p>facilities by 2024 (Build BPS).</p> <p>Created and Implementing Culturally and Linguistically Sustaining Practices (CLSP), which calls for three specific competencies: awareness/socio-political consciousness of the structural and cultural biases that inform our systems and personal cultural views; authentic learning on relationship building with communities, parents and students; and the adaptation of practices to build assets and match needs based on the foundation of the prior two competencies: CLSP has been incorporated into the</p>	

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		<p>advocates, parents, students).</p> <p>Plan and host a yearly Attendance Symposium with all stakeholders in Boston.</p> <p>Created a citywide School-to-prison pipeline working group.</p> <p>BPS hosted Regional Racial Equity Summits.</p>		<p>PD and accountability structures of the district over the past 2 years and every school has a yearly CLSP goal.</p> <p>Growing the 10-Boys Initiative: The 10-Boys and 10-Girls Initiative are classes targeting Black and Latino students that engage in culturally affirming curriculum based on rites of passage, adapted to the BPS context. The program is currently serving over 350 students in more than 30 schools across the district.</p> <p>Introduction of the Becoming a Man (BAM) program. BAM launched its school-based group counseling and</p>	

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				<p>mentoring work in four schools in BPS 2017-2018. Research by the University of Chicago has found that BAM reduced violent crime arrests by 50% and increased on-time high school graduation rates for young men of color in at-risk communities.</p> <p>Implementing Excellence For All (EFA). EFA is designed to expand access to more challenging studies and enrichment experiences for all 4th - 6th graders in Boston Public Schools, helping to close opportunity gaps. In contrast to our Advanced Work Classes, EFA is more representative of the demographic make-up</p>	



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				<p>of the district and surpasses it for Black and Latino males.</p> <p>Improved the Exam School Initiative. The Exam School Initiative (ESI) is a free test preparation program for students in Boston to prepare for the exam school entrance test given in the fall of 6th grade. Over the past 3 years, BPS has doubled the percentage and tripled the number of Black and Latino Students in this program. Black and Latino students who went to the ESI program had an increased chance (nearly double) of acceptance into one of our 3 exam schools compared to their peers.</p>	

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				Expanded our Diversity Pipeline Programs to create pathways for Black and Latino community members to become teachers and para-professionals in BPS.	
Bridgeport*	<p>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.</p> <p>Named Gladys Walker Jones <a href="mailto:gjones@bridgeportedu.net">gjones@bridgeportedu.net</a> and Melissa Jenkins <a href="mailto:mjenkins@bridgeportedu.net">mjenkins@bridgeportedu.net</a> as leads.</p>	Held our first Males of Color Forum, which included all community stakeholders in whole group sessions and small break-out sessions for adults and students to garner feedback on how to support their success		<p>Trained all administrators in Cultural Competency and worked in collaboration with the University of Connecticut to develop a Cultural Competency Handbook.</p> <p>Expanded Restorative Practices and secured 38 certified trainers of Restorative Practice.</p>	
Broward County*	David L. Watkins, Ed.S Director of the Department of Equity & Academic Attainment Broward County Public Schools	Developed work groups with internal and external stakeholders, e.g., the Committee for		Developed the Mentoring Tomorrow’s Leaders (MTL) program for minority males	Developing district oversight mechanisms for data collection and

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	<p>1400 NW 14th Court Fort Lauderdale, Florida 33311 Office: 754-321-1600 Fax: 754-321-1645 <a href="mailto:david.watkins@browardschools.com">david.watkins@browardschools.com</a></p>	<p>Eliminating the School-House to Jail-House Pipeline.<sup>1</sup></p>		<p>attending Deerfield Beach High School and Nova High School.</p> <p>Implementing the 5000 Role Models of Excellence Project – a mentoring program for young men and boys.</p> <p>Developed a video message from the superintendent to schools outlining the district’s mission to change disciplinary practices.<sup>1</sup></p>	<p>to monitor school practices.<sup>1</sup></p>
<p>Buffalo*</p>	<p>BPS has developed a MBK Strategic Plan (Theory of Action) that focuses on:</p> <p>1. Increasing access to services, supports, programs</p>	<p>Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.</p>	<p>BPS enhanced its work with teachers and parents by creating Grade Level Expectations (PK-12) and Developmental</p>	<p>BPS established an All-Male Academy that provides year-round programming that focuses on academic excellence, leadership, and cultural identity.</p>	<p>BPS is currently in the process of developing a comprehensive Early Warning System that will enable better identification and</p>

<sup>1</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>2. Engaging staff, parents, community members, and students in solutions that guarantee long-term success for our males of color.</p> <p>3. Thinking innovatively on our approaches to identifying systems and programming that will enhance our impact on the academic achievement, social and emotional development and wellness of our males of color.</p> <p>4. Expanding resources, cultural, academic and social enrichment opportunities for our males of color.</p> <p>5. Motivating/cultivating our males of color to unleash their fullest potential and take advantage of the resources created under the New Education Bargain (the district’s strategic plan).</p> <p>As part of its Strategic Plan, BPS focuses its MBK efforts on the following:</p> <ul style="list-style-type: none"> <li>* Parent and Community Engagement</li> </ul>	<p>Meet bi-weekly with city and community-based organizations who have MBK initiatives, to align and coordinate city wide MBK activities.</p> <p>Planning a “My Brother’s Keeper Community Symposium” in November 2018.</p>	<p>Expectations (12 month-36 month) around the following areas:</p> <p>Grade Level Expectations in:</p> <ul style="list-style-type: none"> <li>* Reading</li> <li>* Writing and language</li> <li>* Vocabulary</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies</li> <li>* Art</li> <li>* Music</li> <li>* Physical Education</li> </ul> <p>Developmental Expectations in:</p> <ul style="list-style-type: none"> <li>* Language and Communication development</li> </ul>		<p>support to students.</p>

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	<ul style="list-style-type: none"> <li>* Early Learning and Education</li> <li>* Culturally &amp; Linguistically Responsive Teaching (CLRT)</li> <li>* Engaging Middle School Students</li> <li>* Virtual Advance Placement Course</li> <li>* Access to College Courses</li> <li>* Mentoring Supports</li> <li>* Career Readiness &amp; Internships</li> </ul> <p>Hired Staff include:</p> <ul style="list-style-type: none"> <li>* Early Learning Coordinator *</li> <li>Mentoring Coordinator</li> <li>* Career Readiness and Internship Coordinator</li> </ul> <p>* CLRT Coordinator Buffalo Public Schools has three leads for its MBK initiative:</p> <p style="text-align: center;">Dr. Darren Brown  <a href="mailto:dbrown@buffaloschools.org">dbrown@buffaloschools.org</a></p> <p style="text-align: center;">Dr. Eric Jay Rosser  <a href="mailto:ejrosser@buffaloschools.org">ejrosser@buffaloschools.org</a></p> <p style="text-align: center;">Anibal Soler  <a href="mailto:asoler@buffalsochools.org">asoler@buffalsochools.org</a></p>		<ul style="list-style-type: none"> <li>* Social/ Emotional development</li> <li>* Cognitive Development</li> <li>* Physical Development</li> <li>* Fine Motor Development</li> </ul>		
Charlotte-Mecklenburg*	Released Equity Report 2024	Working collaboratively with		Cultural Proficiency – an ongoing learning	

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	<p>Strategic Plan</p> <p>Named Earnest Winston as lead. 980-344-0010 (w) 704-634-7196 (c ) <a href="mailto:earnest.winston@cms.k12.nc.us">earnest.winston@cms.k12.nc.us</a></p>	<p>the Young Black Males Leadership Alliance, a non-profit organization in Charlotte-Mecklenburg focused on leadership development for young black men.</p> <p>Participating as an organizational partner in Race Matters for Juvenile Justice diversion program, a collaboration of local agencies such as juvenile judges in the state’s 26th Judicial District, Council for Children’s Rights, Charlotte-Mecklenburg Police Department, Social Services, members of the faith</p>		<p>experience that provides developmental opportunities for all CMS employees.</p> <p>Provided AVID culturally relevant teaching curriculum to all AVID schools.</p> <p>Incorporated culturally diverse language and skills-based application in health curricula.</p> <p>Purchased culturally responsive practices curriculum guides. Revised curriculum guides to include multi-genre texts in each unit to represent a variety of authors, cultures and perspectives.</p> <p>Provided access for K-12 programs to</p>	

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		<p>community and other local agencies.</p> <p>Leadership Summit for African American Males</p>		<p>culturally authentic texts, media, etc. from all cultures that speak the seven languages offered in the district.</p> <p>Incorporated culturally responsive teaching practices into the CMS Teaching Residency for lateral-entry candidates.</p> <p>Piloting K-2 UNCC Cultural Proficiency student clinical placements at elementary schools.</p> <p>Reviewed School Improvement Planning and Department Planning Process (equity lens decision-making).</p> <p>Linked instructional strategies to differentiated small group instruction to</p>	

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				<p>focus on mastery of skills.</p> <p>School-wide Cultural Proficiency lessons for all students on early release days.</p> <p>Experiential learning opportunities (e.g., festivals, different house-of-worship visits, neighborhood tours, food tours, museum tours, volunteer work, etc.).</p> <p>Cultural book studies/reviews.</p> <p>Crucial conversation series.</p> <p>Global Ready designation.</p> <p>Launched African American Male Resilience and Self-Efficacy Model in</p>	



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				<p>partnership with National Institutes for Justice Research Study.</p> <p>In partnership with the Harvey Gantt Museum and Question Bridge to launch curricular tools that provide video and text resources that will foster healing in-class dialogues on diversity, identify, and inclusion. Question Bridge is an innovative transmedia art project that facilitates dialogues between Black men from different backgrounds and creates a platform to represent and redefine black identity.</p>	
Chicago	Named Chanel King as lead. <a href="mailto:Clking1@cps.edu">Clking1@cps.edu</a>				

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Cincinnati*	<p>Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district’s males of color.</p> <p>District has a M.O.R.E. Program Coordinator.  <a href="mailto:johnswi@cps-k12.org">johnswi@cps-k12.org</a></p>	<p>Held a Manpower Conference. The focus of the conference was to highlight the importance of education and show the impact it has on the future. The break out groups explicitly address career goals and work readiness.</p>		<p>Have placed M.O.R.E. clubs in 21 elementary and 13 middle and high schools. Programs focus on students in grades 4-12 to promote higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 15-20 male students.</p>	<p>Data on all M.O.R.E. club participants is entered into data system and tracks progress of students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes.</p>
Clark County (Las Vegas)	Strategic Plan includes Cultural Competency Training for all school	Working cooperatively with City of Las Vegas	Pre-K provided to schools with high numbers	Increased the rigor of the Nevada Academic Content Standards	Beginning stages of implementing a Data Dashboard to

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	district administrators and school police.	around “My Brother’s Keeper” Initiative which aims to close achievement gaps and address the disproportionate number of African-American and Hispanic men who are unemployed or in the criminal justice system.	of students of poverty and English Language Learners. These classes are capped at a ratio of 10 students to 1 adult.	Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings.  Mentoring program for males of color in select schools.  Men Mentoring Men	strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data. Transparent gap data by school and Performance Zone posted online.
Cleveland*	Prepared “Raising Achievement for Males of Color in Cleveland.  Identified major risk factors for males of color: failing two or more core classes in 8 <sup>th</sup> 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.  CMSD is adding high-quality preschool seats throughout the city and is seeking sites rated under Ohio’s Step Up to Quality	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	Tracking academic, attendance, behavior and other data on every student.  Monitor progress of Males of Color and appropriately intervene at earliest signs.  Use NWEA, RIMPS (grades 1-3), on-track cohorts (grades 9-

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			<p>system. Twelve sites have been reviewed and all have earned the top rating of five stars</p> <p>The district now has more than 1,800 prekindergarten seats, with plans to add eight classrooms in eight schools next school year.</p> <p>CMSD is a primary funder and major partner in PRE4CLE, a network of District and private sites formed to make sure that all of Cleveland's 3- and 4-year-olds</p>	<p>culturally relevant teaching.</p> <p>Established two all-male K-8 schools.</p> <p>Placing strong emphasis on literacy as part of Ohio's Third Grade Reading Guarantee.</p> <p>Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.</p> <p>Expand PATRHS—teaching 5 competencies of SEL, CTAO feeder school work, a summer literacy program with intensive interventions.</p>	<p>12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses.</p> <p>Have established a School Performance and Planning Framework to track student and school performance.</p>

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			<p>have access to high-quality preschool. The network, which serves more than 4,100 children at more than 100 sites, markets preschool to families and works to help centers obtain state quality certification. Classrooms are including special-education students to accelerate development for all children.</p>		
Columbus	<p>Developed the “Males of Color Pledge Implementation Report”</p> <p>Board of Education passed a resolution approving the Council’s pledge on June 3, 2014.</p>	<p>Partner on early-childhood initiatives with Ohio State University, the city’s Early –Start Columbus initiative,</p>	<p>District offers 750 four-year olds developmentally appropriate early childhood</p>	<p>Participate in the state’s Third-Grade Reading Guarantee that requires districts to assess third grader’s reading</p>	

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		<p>the YMCA Head Start program, and the Franklin County Early Childhood center</p> <p>Partnering with American Electric Power and Columbus State Community College on dual enrollment STEM courses at two schools.</p> <p>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.</p> <p>Superintendent was appointed to Greater Columbus Infant Mortality Task</p>	<p>programs in 41 elementary schools aligned with the State Early Learning Content Standards taught by teachers with either pre-k certification or a master's degree in early childhood education.</p> <p>Program also provides family outreach, health and social services, and kindergarten transitions.</p> <p>Literacy data show participants need less intervention in kindergarten than non-participants.</p>	<p>proficiency and develop plans for students below grade level that includes summer school and literacy coaching.</p> <p>Students below the state-determined cut score are retained, but beforehand are provided with 120 minutes per day in literacy instruction and 60 minutes of 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.</p> <p>Data on OGT show that African American students improving reading, writing, and</p>	

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		Force, and district partners with children’s hospital, and others on children’s health issues.		social studies achievement faster than district rates, narrowing gaps.	
Dallas*	<p>Wrote the Male Mentorship Strategic Plan, 2018-2019</p> <p>Established the Dallas ISD Racial Equity Office</p>	<p>Convened the 2016-2017 Save Our Sons Conference.</p> <p>Initiated the Annual African American Male Academic Bowl Competition.</p>		<p>Created the Barack Obama Male Leadership Academy – an all-male magnet school focused on leadership development and a science and math curriculum. The school serves over 390 students in grades 6-12.</p> <p>Established Project MALES: Mentoring to Achieve Latino Educational Success.</p> <p>The district also offers the Young Men’s Leadership Academy for middle school students. The school focuses on rigorous</p>	

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				<p>academics, social service, character building, and leadership opportunities.</p> <p>In initial planning stages for a Young Men’s Leadership Academy Boarding School.</p> <p>Implemented Project Still I Rise to provide academic enrichment, mentoring, and leadership development.</p>	
Dayton	<p>Board approved district participation in Males of Color initiative.</p> <p>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</p>	<p>Participate in the City of Learners initiative and align activities to district goals, metrics, and reporting.</p> <p>Collaborate with the city on a Males of Color Go Back to School Event.</p>			



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	American males in advanced courses, and reducing expulsions.	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 statement, develop website, do fund-raising, and set up training.			
Denver*	<p>Planned and provide continuous work and partnership with Dr. Ed. Fergus and work jointly with Micheal Johnson micheal_johnson@dpsk12.org and the Black Male Initiative.</p> <p>Partner with the City of Denver Michael Simmons, My Brother's Keeper.</p>	During the 2017-2018 school year, DPS (Black Male Imitative) and Denver's My Brother Keeper held three collective events. Each event was focused on College and Career Readiness. In the final event that was	Increased mill levy to expand full-day ECE for all 4-year olds and increase seats for 3-year olds in partnership with community providers targeting	Strengthened rigor of common core implementation. Increased tutoring. Expanded partnerships, enrichment, and engagement. Expanded social emotional supports, mentoring, pre-collegiate information,	Conducted opportunity-quartile study to identify groups for intervention and targeted investment. All Secondary Schools have begun implementation of school-wide

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	Micheal D. Johnson, Senior Advisor of Equity (Secondary), Director of Black Male Initiative. Micheal_johnson@dpsk12.org	held April 2018, fifteen young men were presented with scholarships.	underserved areas.  Partner with community to increase quality, establish standards and assessments, and increase resources to reduce summer reading-loss, particularly among ELLs.	CTE offerings, and piloted a personalized learning project	equity plans. These plans will be incorporated into each school's Unified Improvement Plans and will be reflected in at least one of each school's Major Improvement Strategies.
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, and practices, reflecting progress on the continuum of becoming a more culturally proficient district; Implemented Equity Team at the	Engaged in Community Conversations on September 13 <sup>th</sup> , 2015 and September 24 <sup>th</sup> , 2015 to strengthen community relations and collaborate around opportunities to improve conditions and outcomes for all		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;	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

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	building level in all schools to monitor progress towards building actions, policies, and practices.	students, particularly our students of color		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	education referrals, Advanced Placement Course Participation, Advanced Placement Test Performance, and enrollment into Gifted and Talented Program
District of Columbia*	Developed A Capital Commitment 2017-2022, a five-year strategic plan with five strategic priorities: Promote Equity, Empower Our People, Ensure Excellent Schools, Educate the Whole Child, and Engage Families. DCPS set goals aimed at increasing the high school graduation rate, accelerating early literacy, increasing student satisfaction, increasing excellent	Strong partnership with DCPS and the DC Public Education Fund, who has managed fundraising efforts to support programs targeting males of color, such as The Leading	Through the Leading Men Fellowship program, we place recent graduates who are males of color in PreK classrooms to support their literacy	DCPS launched Summer Bridge Programming, targeting students in key transition years (8th to 9th grade and PreK4 to Kindergarten). Summer Bridge is designed to ensure that students and	Developed Equity Scorecards with measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance,

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	schools, and growing enrollment. In addition, DCPS is working to triple the percent of at-risk and students of color who are college and career ready by 2022.	Men Fellowship and Innovation Grants.  DCPS has strong partnerships with community organizations who provide services to our schools to support students and the entire school community.	development. During this 9-month fellowship, fellows implement interventions to prepare pre-K children for Kindergarten.	families feel connected to their receiving schools, learn about the importance of attending school every day, and receive an orientation to High School and Kindergarten.	graduation rates, suspension rates, attendance, and student satisfaction.  Developed EMOC Reports that compare academic and non-academic performance metrics of students involved in EMOC programming, other males of color, and all other students to measure impact of programming on student outcomes.
Duval County*	Tia Leathers, LeathersT@duvalschools.org Brandon Mack, MackB@duvalschools.org Lawrence Hills, HillsL@duvalschools.org	Hired a Director of Governmental Relations to ensure effective partnerships and open lines of communication with	* Teen Parent Program provides childcare for student parents with an added component on increasing	* Revised Elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures	* Developed modern, integrated, early-warning tracking system with web-based dashboards (Performance Matters) to ensure

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	<p>The board went through a process of community input and board development to update the district’s mission, vision, values and strategic plan to focus on equity in all our interactions</p>	<p>all levels of government</p> <p>* We have a joint agreement with all local law-enforcement agencies, the city of Jacksonville, and the State Attorney’s Office regarding civil citations. In addition, the Superintendent and the Mayor held a joint press conference to address community-wide issues involving the safety of Jacksonville’s children.</p> <p>* Worked collaboratively with the City of Jacksonville around the “My Brother’s Keeper” initiative (now a part of the</p>	<p>fatherhood involvement.</p> <p>* Head Start in 7 DCPS sites serving 480 children.</p> <p>* VPK enrollment of 1,400 students in 52 schools</p> <p>* Beginning the Home Instruction for Parents of Preschool Youngsters (HIPPY) program.</p> <p>* Partnered with local organizations like the Rotary Club of South Jacksonville to get donors to provide</p>	<p>aside from “teacher judgment.”</p> <p>* Redesign summer school offerings and regular school schedules based on early warning system to provide ready access to coursework for students at risk of dropping out. Expanding overage schooling for students in grades 5-10 to individualize course recovery.</p> <p>* Programs in middle schools such as AVID and GEAR UP</p> <p>* Expanded the PSAT to all middle school students</p> <p>* Expanded Advanced and High School</p>	<p>all students are on-track for graduation. Tracks attendance, suspensions, grade, and state test results. Allows teachers to follow students if they change schools.</p> <p>* Worked with the Office of Accountability and Assessment to develop a tool used to track data on attendance, test scores, behavior, grades, promotion rates, graduation rates and the transient status of minority male students.</p> <p>* In the process of developing an electronic tracking</p>

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		<p>Kids Hope Alliance), which aims to close achievement gaps and reduce the pipeline from schools to prison for African-American male students.</p> <p>* Created an Annual Youth Symposium in concert with Florida State College at Jacksonville to specifically target male students of color to highlight trades and vocational programs in STEM related fields that provide high wage employment opportunities.</p> <p>* Introduced the 5000 Role Models of Excellence project in Duval County Public Schools and expanded it to a total</p>	<p>enrichment programs for all Head Start classrooms</p> <p>* Designed, facilitated, and convened Parent Academy courses on the following topics:</p> <ul style="list-style-type: none"> <li>o Preschool Power! Raising a Self-Reliant Preschooler</li> <li>o Preschool Math and Science around the Neighborhood</li> <li>o Promoting Preschool Language and Literacy Skills</li> </ul>	<p>courses to middle school students</p> <p>* 5000 Role Models of Excellence Programs in select middle schools</p> <p>* Met with coordinators for the “Black Educators Rock” conference to ensure awareness of the continued need to recruit minority-male educators</p> <p>* Partner with Edward Waters College’s “Call Me Mister” program, preparing minority-male educators matriculating at the oldest Historically Black College or University (HBCU) in the state of Florida</p>	<p>and Progress Monitoring Plan for students that will monitor those who move frequently within the district to continue to be supported.</p>

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		<p>of 12 schools (six middle and six high) with a focus on creating an environment that will support and promote post-secondary success.</p> <p>* Partnered with city, community, and faith-based partners to develop a “Save Our Sons” city-wide conference that puts minority male students before city officials, law enforcement and faith-based leaders to discuss plans for addressing low academic achievement, police relations, juvenile crime and lack of youth employment opportunities.</p>	<ul style="list-style-type: none"> <li>o Scribbles to Script for Preschoolers</li> <li>o Transition to Kindergarten</li> </ul>	<p>* Expanded Early College to Edward H. White and started Pre-Early College at feeder schools</p> <p>* Free access to Microsoft Office for all students both online and downloadable</p> <p>* Low cost (\$50) refurbished district computers are made available for student purchase.</p>	

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		<p>* Served as a primary member of the Urban Education Symposium Steering Committee to develop an Urban Education Symposium: “Reclaiming Young Black Males for Jacksonville’s Future,” which looked at recent Duval County Public School data on reading achievement and out-of-school suspensions to discuss current programs addressing these issues and future strategies for improving outcomes for local young Black male students.</p> <p>* Partnered with St. Paul’s Missionary Baptist Church, Jacksonville</p>			



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		<p>Sheriff's Office, the Mayor's Office, State Attorney's Office, and Jacksonville Parks and Recreation to develop and launch "The SPOT: A Safe Place," which is a safe place for Grand Park families to congregate on Friday evenings throughout the summer months. Sponsored activities including: Dance competitions, flag football, bounce houses, community-led vendors, face painting, food, a live DJ, and other varying activities each week. This initiative took place at the Johnnie Walker Community Center located in Grand Park from 6:30 PM – 9:30 PM</p>			

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		each Friday evening beginning on June 8th and continued through June 27th.			
El Paso*	<p>MBK District Points of Contact: Project MALES Point of Contacts at all Secondary Campuses</p> <p>Velma Gonzalez-Sasser Project Manager-Project MALES (<a href="mailto:vgonzal2@episd.org">vgonzal2@episd.org</a>)</p> <p>Ray Lozano Executive Director, School Leadership Operations (<a href="mailto:rslozano@episd.org">rslozano@episd.org</a>)</p> <p>Campus Points of Contact (POCs) lead efforts at the campus level.</p> <p>All secondary campuses have been asked to participate in at least one community service project with their mentors and mentees</p> <p>Student mentorship programs established at all high schools and middle schools, supporting approximately 950 students.</p>	<p>Member of Project MALES (Mentoring to Achieve Latino Educational Success) Project led by The University of Texas at Texas and Texas A&amp;M 2014-2017</p> <p>Attended Texas Consortium for Male Students of Color Summer Leadership Summit Summers 2014-2018. District has sponsored student delegates from 10 of 11 high schools.</p> <p>2015-2016 EPISD/UTEP MS/HS Leadership Summit at UTEP 2016-2017</p>	Pre-K offered at most district elementary campuses.	<p>Enhancing adult social emotional competency is the foundation of districtwide implementation of social-emotional learning.</p> <p>EPISD has emerged as a national leader in the implementation of New Tech Academies, most of which are established in underserved neighborhoods.</p> <p>Executive Director, SEL Director and Counseling and Advising Directors participate in the CASEL Equity Work Group. 2018-2019 is a planning year for</p>	Social Emotional growth measure is being piloted at six campuses.

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	<p>Students mentored by campus personnel.</p> <p>Student and Family Empowerment Department established in 2017 to implement SEL on campuses. As of 2018-2019, thee cohorts include 55 schools implementing SEL</p> <p>Social Emotional Learning Secondary Campuses:</p> <p>2016-2017: 7 schools (1 Secondary)</p> <p>2017-2018: 27 schools (10 Secondary)</p> <p>2018-2019: 57 schools (19 Secondary)</p> <p>Positive Behavior Interventions and Supports implemented at all district schools.</p>	<p>EPISD/UTEP HS Leadership Summit at UTEP</p> <p>2017-2018 EPISD/EPCC/UTEP HS Fall Leadership Summit at UTEP MS Spring Leadership Summit at EPISD</p> <p>Boys and Girls Clubs of El Paso is working with 2 middle schools and 1 high school.</p>		<p>launching a district-wide equity work group.</p> <p>Implementing AVID at selected middle schools to promote college awareness and readiness.</p> <p>SEL Coordinator has led a pilot, in tandem with a teacher organization to develop a Multi-Cultural Studies Course at the secondary level. A course is currently being piloted at 1 middle school.</p> <p>Implementing evidence-based programs (EBPs) that provide explicit instruction to facilitate social-emotional growth at 5 elementary schools</p>	

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				<p>and 1 middle school in 2018-2019. Ten elementary and 9 secondary schools will implement in 2019-2020.</p> <p>Offering PSAT in grades 9th through 11th and SAT to all 11th grade students to bolster advanced course enrollment.</p> <p>International Baccalaureate program implemented at 2 middle schools and 1 high school.</p> <p>Early college high school options have expanded to two additional campuses.</p>	

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Fort Worth	<p>Has formed a My Brother’s Keeper Task Force to develop action plan.</p> <p>Using a cross- functional team with the annual planning process to identify equity issues.</p> <p>Using district goals and targets to address equity issues.</p> <p>Named Jerry Moore and Ashley Paz as leads. (817) 814-2703</p>	Held “My Brother’s Keeper Summit on February 21, 2015	<p>Began a Universal Pre-K program in 2014 and added 12 additional Pre-K classrooms in 2015.</p> <p>Pre-K enrollment available for all students in Fort Worth ISD.</p>	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	<p>Equity Plan with actions and measures aligned with the district Strategic Plan. Initiated based on the board’s approved Racial Equity Policy, March 2017. One of the district’s strategic priorities is to diversify its workforce with highly qualified teachers and administrators</p> <p>“Play it Forward” initiative. Held all year long. Eight grade students mentoring 4th and 5th-grade students of color</p>	<p>Shared with Community Partners: NAACP and TOBA</p> <p>Family Nights, Literacy Nights, Fathers, and Male role models</p> <p>Black History Educational Exhibits are a partnership with several community groups and the Florida State Fair. A</p>	<p>Equity Plan includes strategies to improve Pre-K readiness.</p> <p>Pre-School-Head Start. The program provides training, role models, and hands-on leadership experiences</p>	<p>Equity Plan includes strategies and approaches at all levels and by each division and focuses on Human Resource Exemplars for Closing Achievement Gaps.</p> <p>Launched in 4th and 5th grade by AVID to reduce disciplinary suspensions for students of color</p>	<p>Equity Goals are aligned to the district Strategic Plan and KPI’s are reviewed biannually by each division</p> <p>Logs of hours of mentoring by cooperating teachers. Annual Cooperating Teacher Survey</p>

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	<p>HCPS Head Start Heroes Male Involvement Program--September through May</p> <p>The district--through the Division of Federal Program--launched a formal Pre-K initiative called "Ready Freddy" to ensure students are Kindergarten Ready and reading proficiently by 3rd grade.</p> <p>Black History Educational Exhibits and Performances at the Annual Florida State Fair called a Tribute to Black History. As part of the African American Curriculum, students begin researching and studying Black/African American National and Local Legacies, six months prior to the event. Teachers have access to Black History/ African American Lessons developed by teachers that are housed in the district's database. This is a K-12 annual event. Organized by the Office of Diversity in collaboration with several divisions; i.e., Teaching and</p>	<p>Memorandum of Understanding and shared agreements exist between the school board and community partners. Over 100 employee/community members volunteer for the event.</p>	<p>District will continue monitoring outcomes of the Extended Reading Time program. Will use early warning system.</p> <p>Launched a formal Pre-K initiative called "Ready Freddy" to ensure students are Kindergarten Ready and reading proficiently by 3rd grade.</p> <p>Using assessment and evaluation data on Pre-k and Head Start teachers to</p>	<p>Monitoring outcomes of the Extended Reading Time initiative through observations in project schools.</p> <p>Students must follow rigorous criteria to participate in the event/program. These exhibits are competitive, and students receive awards and incentives</p>	<p>Annual participants program evaluations</p> <p>Use early warning system to monitor RTI/MTSS implementation and effects.</p> <p>Provide additional training on the use of the early warning system.</p> <p>Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools.</p> <p>Community and volunteer surveys; African American Studies Survey for Principals/Asst Principals;</p>

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	<p>Learning, Transportation, Community Outreach.</p> <p>Contact Person/Facilitator Minerva Spanner-Morrow Chief Diversity Officer</p>		<p>determine areas of strength and need.</p> <p>Correlating VPK assessment results with Kindergarten Readiness Assessment to determine impact of program.</p> <p>Evaluating effect of new pre-k and Head Start expansion into high-poverty schools.</p> <p>Monitoring implementation of pre-k professional development during walk-throughs</p>		<p>National and State Review and Recognition, i.e., the NSBA Rise Award; The FLDOE African American Exemplary Status</p>

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			<p>Begun in 2016 with K-12 schools, students must follow rigorous criteria to participate in this event/program. These are competitive exhibits. Students receive awards and incentives.</p>		
Houston	<p>Named Annvi S. Utter to lead. <a href="mailto:autter@houstonisd.org">autter@houstonisd.org</a> 713-556-7104</p> <p>Formed Equity Council to support district's efforts to ensure equitable access to educational opportunities for all students.<sup>2</sup></p> <p>Collaborated on "Improving the Quality of Life for Young Men of Color in Houston: Local Action Plan, 2015."</p>	<p>Partnering with the mayor and city department of health to implement MBK. Management team created.</p> <p>Goals include having males of color entering school ready to learn, reading at grade level by third grade, graduating from high</p>	<p>Will convene key stakeholders to agree on best practices for a continuum of care to facilitate whole child development to ensure school readiness.</p> <p>Develop evidence-based</p>	<p>Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed.</p> <p>Will work with community organizations to promote in-school efforts.</p>	<p>Will determine baseline performance criteria and set measurable targets to meet goals.</p> <p>Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from</p>



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		<p>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.</p> <p>Was involved in MBK summit in Houston on November 13, 2014. Follow up involved 12 focus groups.</p>	<p>metrics to evaluate school readiness.</p> <p>Implement recognized standards to ensure the quality of childcare providers and teacher.</p> <p>Will expand the number of children participating in high-quality full-day pre-K programs.</p>	<p>Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs.</p> <p>Will connect in-school literacy efforts to out-of-school services to advance children's literacy.</p> <p>Will increase access to print and electronic books to K-3 children by connecting families to donations and reading support services.</p> <p>Determine target-area pilot schools.</p>	<p>deteriorating into irreversible negative outcomes.</p> <p>Will set up an evaluation framework to assess effectiveness of the initiative.</p>
Indianapolis*	Established partnership with the Racial Equity Institute, Inc. to facilitate racial equity trainings to	Partner with local NAACP to execute voter registration drive (and other	Currently operate 36 full day classrooms in 23 schools. Eleven schools	Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to	Currently track and internally/externally report on the progress over time

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	<p>central office staff, school leaders, teachers and community members.</p> <p>Established a District Equity Team to support the sustainability and impact of the racial equity initiative.</p> <p>Developed a recent three-year academic strategic plan, which includes specific priorities and initiatives around equity (data collection and systems of tracking, expansion of racial equity, system-wide definition of equity).</p>	<p>community initiatives).</p> <p>Partner with Indianapolis Urban League – hold regular meetings with district leadership to align specific supports.</p> <p>Partnered with local non-profits and governmental agencies to present a “Groundwater” presentation. This presentation and subsequent conversations focus on the use of stories and data to underscore the fact that racism is fundamentally structural in nature. These presentations/meetings are ongoing.</p>	<p>receive Paths to Quality certification to allow IPS to receive pre-K scholarship dollars from the state of Indiana.</p>	<p>expand mentoring opportunities for African American male youth.</p> <p>Partnering with Real Men Read mentoring program. Partners and community members develop mentoring relationships with students and inspire students to develop a love of reading.</p> <p>Established and currently operating a newcomer center with specific programming to welcome and provide ongoing support for families receiving English language learner services.</p> <p>Purchased guided reading libraries for every school and purchased classroom</p>	<p>of African American and Hispanic males on state summative assessments.</p> <p>Developing and implementing a data warehouse, which will allow for real-time progress monitoring and will house equity dashboard, which will include metrics specifically disaggregated by race and gender.</p> <p>Hired a Freshman on Track Data Strategist, who will design and implement an on-track system that will live in our data warehouse. This system will</p>

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				<p>libraries for every classroom K-8 and reading courses in high school.</p> <p>Partnering with the State of Indiana to promote and implement the 21st Century Scholars Program. The 21st Century Scholars program was established in 1990 to increase students' aspirations for and access to higher education. The Scholars program provides income-eligible students the opportunity to earn a scholarship that covers up to four years of tuition and regularly assessed fees.</p>	<p>allow for a research-based, best practice approach to highlighting specific students during their 8/9th grade year and supporting where necessary.</p> <p>Implementing a specific progress monitoring and data protocol across the organization (for both central office and schools). This protocol will force educators to ask specific questions about the outcomes and progress of male students of color.</p>
Jackson	Named William Merritt as lead. <a href="mailto:wmerritt@jackson.k12.ms.us">wmerritt@jackson.k12.ms.us</a>			Implementing and providing professional	

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				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*	<p>Developed Males of Color Implementation Plan</p> <p>Named Derald Davis as lead. dedavis@kcpublicschools.org (816) 418-7676</p>	<p>Held the “Am I My Brother’s Keeper” conference with 150 high school students.</p> <p>Working with Citywide Gateway Crime Task Force</p> <p>Convened a Student Diversity Leadership Conference: Building An Appetite for</p>		In 2018, KCPS launched the Advancement Via Individual Determination (AVID) program in our middle schools. The AVID elective course provides students with the additional academic, social, and emotional support to help them	Created data dashboard to monitor progress of Males of Color data. Metrics include graduation, attendance, college and career readiness, suspensions, expulsions, special education classifications,

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		<p>Diversity for seniors from four high schools.</p> <p>Held a Multicultural Leadership Symposium with Metropolitan Community College and participated in the Big XII Conference on Black Student Government. In September 2018, KCPS partnered with Congressman Emanuel Cleaver to engage 200+ Black and Latino men from the community in a discussion about how we can best support the success of boys and young men of color in Kansas City.</p>		<p>succeed in the most rigorous courses.</p> <p>KCPS has implemented Naviance, a college and career readiness program designed to help our secondary students align their strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.</p>	<p>and enrollment in AP, IB, and dual credit courses.</p>
Long Beach		Held “Students of Color Town Hall	Setting up the Long Beach Home	Have formed a Long Beach Campaign for Grade-level Reading	

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		<p>Meeting” on February 28, 2015</p> <p>Formed the City of Long Beach My Brother’s Keeper Task Force with elected officials, city departments, the school systems, colleges, community organizations, and consultants.</p>	<p>Visitation Collaborative with 20 service providers to coordinate services.</p> <p>Set goal of establishing universal preschool for all children by 2018.</p> <p>Committed to reestablishing a citywide Early Childhood Plan.</p>	<p>whose goals are to increase kindergarten readiness, reduce absenteeism, and improve summer learning.</p> <p>Expanding “Reach Out and Read” parent reading program.</p> <p>Expanding the Long Beach Male Academy.</p>	
Los Angeles	<p>Developed “My Brother’s Keeper: Improving the Life Outcomes of Boys and Men of Color. Los Angeles Unified School District Implementation Plan.”</p> <p>Assigned the Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services Department to oversee the plan.</p>	<p>Held a Young Men of Color Conference.</p> <p>Formed the Gathering of Great Minds Community Coalition that includes the school system, community organizations, foundations, fraternities, and</p>	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 underachieving students. Created the	

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	Retained Wes Hall from the Institute for Student Empowerment to oversee the program and design new activities.	<p>leaders in government, education, media, public health, banking, law enforcement, and religion.</p> <p>The MBK Leadership Team will meet quarterly.</p>		Middle School Collaborative to boost performance of middle school students. Created a four-week Extended Learning Opportunity Summer Program at selected middle schools focusing on English language arts and math.	
Louisville			Continue CADRE menu of professional development of professional development geared toward the needs of “at promise” students.	<p>Strengthen after school programs: Men of Quality Street Academy, REACH Program.</p> <p>Continue Louisville Linked program that provides wraparound services to students.</p>	<p>Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color.</p> <p>Design interventions to “catch” students that are falling behind.</p> <p>Present quarterly reports on each</p>

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					element of the pledge on Males of Color
Miami-Dade County	Implementing a Districtwide Equity Parity Plan. <sup>2</sup>		<p>Collaborate with community groups to provide curriculum support, training, and advice to early childhood providers on how to better serve Males of Color.</p> <p>Leverage the Teenage Parent Program to provide information on pre-school opportunities to better serve Males of Color.</p>	<p>Implement a mentoring, life skills tutoring, career preparation and academic coaching model for Males of Color to provide successful transition to high school.</p> <p>Provide school-site guidance services to help Males of Color transition into high school STEM programs.</p> <p>Provide open houses and vocational fairs to better serve Males of Color.</p> <p>Provide information to stakeholders, businesses, and civic</p>	<p>Establish a data base to monitor diversity, equity, and access to educational practices for Males of Color—“District Data Tracking Dashboard.”</p> <p>Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions.</p>

<sup>2</sup> From Rethinking School Discipline, July 22, 2015.



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				<p>partners to Males of Color receive more mentoring and opportunities. Advertise schools of choice and parental options for Males of Color.</p>	
Milwaukee	<p>Developed a strategic plan called “My Brother’s Keeper: Improving the Life Outcomes of Boys and Men of Color—Implementation Plan.”</p> <p>Naming a new Equity Specialist.</p>	Working with public health partners to ensure that students are immunized and ready for school.	<p>Providing vision screenings for kindergarten students and other elementary students with special health or education needs.</p> <p>Also partnering with Smart Smiles program to provide oral and dental health services to students.</p>	<p>Partnering with Milwaukee Succeeds, Walgreens, and local universities to expand and strengthen out-of-school reading time and programming.</p> <p>Implementing Compass Learning Odyssey in all schools to help students work independently in areas of interest matched with a district screener: STAT.</p> <p>Implementing a Transformative Reading Instruction (TRI) model in five district schools with</p>	

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			<p>Expanding sports physicals, offering more health fairs, expanding wellness activities, and working with parents to coordinate health activities.</p>	<p>tutoring, parent workshops, experiential opportunities, and teacher professional development.</p> <p>Implementing a k-5 grade literacy curriculum that emphasized concept-based instruction to build stronger foundational literacy skills.</p> <p>Partnering with a variety of community groups to strengthen third grade reading skills: Boys and Girls Clubs, Milwaukee Repertory Theater, Reading Corps, and others.</p> <p>Implementing the Tutoring 4 You Program (T4U) in selected elementary schools to provide</p>	

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				small-group tutoring for students who are below target in reading.	
Minneapolis	<p>Hired Michael Walker as lead. (612) 668-0189  <a href="mailto:Michael.Walker@mpls.k12.mn.us">Michael.Walker@mpls.k12.mn.us</a></p> <p>Set up Office of Black Male Student Achievement with start-up budget of \$200,000 and five staff members.</p>	<p>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 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.</p>		<p>Piloting second year work (2015-16) at 8 elementary schools, 4 middle schools, and 4 high schools.</p> <p>Developing professional development at project sites focused on engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.  Expanding funds for AVID</p>	
Nashville	<p>Named Tony Majors as lead.  <a href="mailto:Tony.Majors@mnps.org">Tony.Majors@mnps.org</a></p>				

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New York City	<p>Named Ainsley Rudolfo as lead. (917) 940-6496 (c ) <a href="mailto:Arudolfo@schools.nyc.gov">Arudolfo@schools.nyc.gov</a></p>				
Oakland*	<p>Established an Office of African American Male Achievement with 30 staff members and an annual budget of \$3.5 million.</p> <p>Christopher Chatmon Deputy Chief of Equity lead (510) 589-4658 c christopher.chatmon@ousd.org www.ousd.org/aama www.kingmakersofoakland.org</p> <p>Working in partnership with The Unity Council, who established the Latino Men &amp; Boys (LMB) Program. (Multi-year MOUS established between OUSD and Unity Council</p>			<p>Initiated the Manhood Development Program (MDP), an academic mentoring model designed and implemented by African American males for African American males. Program has grown 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.</p> <p>Implemented Student Leadership Council. Provided over 100+ MS</p>	

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				<p>&amp; HS AA youth Leadership Opportunities to present at National Conferences- COSEBOC, CBMA, MBK, etc.</p> <p>Created 7 Common Core Aligned, A-G accredited African Centered Courses that all MS and &amp; HS have access to</p> <ul style="list-style-type: none"> <li>o 3 Language Arts Course</li> <li>O 2 History Courses</li> <li>O 1 Arts Course</li> <li>O 1 Elective Course</li> </ul> <p>Lead PLC with 30+ AA Teacher Leaders improving instructional pedagogy, differentiated instruction that leads to improved educational outcomes for AAM's.</p>	

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				<p>Initiated MDP Class at 5 Elementary Schools.</p> <p>Group of 9 Academic and Career Mentors and one College Advisor work with 250 boys and young men and their families to improve key wellbeing indicators in health, education, behavior and resilience. LMB functions as an elective class, and provides daily support to students, faculty and administration. In direct collaboration with OUSD school-based health centers, and using culturally responsive approaches and positive, college educated role models; the program provides</p>	

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				<p>a range of services in critical areas such as academic support, mentoring, health, wellness, and career exploration. Key to the program is the use of a “healing-informed approach” to help boys and young men overcome the personal and community trauma that many of them face due to disinvestment in their communities, historical lack of access to education and economic opportunities, and racism and xenophobia. LMB helps build students’ resilience, overall wellness, and leadership potential.</p>	
Oklahoma City					

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Orange County*	<p>Has developed a comprehensive plan around each element of the pledge called “Building Ladders of Opportunity for Boys and Young Men of Color.”</p> <p>Created the Minority Achievement Office (MAO) to narrow the achievement gap, improve academic outcomes, reduce discipline referrals, and increase graduation rates.</p> <p>Empowering Environments strategic plan.<sup>7</sup></p> <p>Named James Lawson as lead. (407) 317-3470 <a href="mailto:James.lawson@ocps.net">James.lawson@ocps.net</a></p>		<p>Researched best practices in promoting academic success at pre-k level.</p> <p>Gathered best practices from most successful pre-k teachers.</p> <p>Discussed ways to better serve pre-k males of color</p> <p>Compiled academic and social development strategies and communication plan.</p> <p>Offered enhanced professional development for pre-k teachers.</p>	<p>Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades.</p> <p>Convened a committee to develop a protocol for tracking performance of Males of Color.</p> <p>Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE</p> <p>Set up early warning indicators for intervention.</p> <p>Set up procedure where committee is called if data suggest adjusting the protocol.</p>	<p>Collaborated with associate superintendent of accountability, research, and assessment to develop protocol to disseminate data regularly.</p> <p>Gathered team to discuss the data and establish timelines.</p> <p>Met with principals at all grade levels to establish intervention procedures based on early warning data</p> <p>Implement protocols for monitoring data and intervening with students not on track.</p>



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			<p>Monitored implementation and tracked performance of pre-k males of color.</p>	<p>Shared protocol with area superintendents and all principals. Expanded MTSS system to 21 elementary and 4 middle schools.</p> <p>Established an accelerated reading program at the third grade in 25 elementary schools</p> <p>Monitoring progress of elementary and middle school students</p> <p>Initiated the summer Scholars of Orange County Calculus Project at two middle schools, On the Record Reading at two middle schools, and 5<sup>th</sup> grade math at 10 elementary schools.</p>	<p>Executing appropriate interventions.</p>

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Palm Beach County*	<p>Has developed a Superintendent Committee for Black Student Excellence aimed at identifying best practices to improve academic outcomes and increasing graduation rates.</p> <p>Created a Department of Student Services Equity and Access with the goal of addressing systemic disparities.</p> <p>Has an Office of African, African American, and Latino Studies that is responsible for developing culturally responsive curriculum and instructional materials.</p>	<p>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</p> <p>Holds conferences each year on African American and Latino Studies that provides courses on best strategies to meet the needs of Males of Color.</p>	<p>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.</p>	<p>The School District has purchased 8<sup>th</sup> and 9<sup>th</sup> grade PSAT for all 8<sup>th</sup> and 9<sup>th</sup> grade students to assess potential for Advanced Placement; AICE, and International Baccalaureate participation. The district has also expanded AVID to start in elementary/middle.</p> <p>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. Some 68% of them maintained at least a 2.0 GPA or higher.</p>	<p>Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions.</p>

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Philadelphia*	Contact: Karyn Lynch (Klynch.philasd.org)			Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades.	
Pinellas County*	<p>The Pinellas County Schools established a plan to eliminate or greatly narrow the Achievement/Opportunity gap between Black males and non-Black learners through individualized systems. These systems provide an aggressive approach based on accountability, key strategies and systems thinking. This plan will be initiated according to the needs of each student and will be reviewed annually and updated accordingly.</p> <p>Contact: Brinson Lewis (BRINSONLE@pcsb.org)</p>			<p>Set goal to eliminate the achievement gap in proficiency rates in reading and math on state and national assessments for Black males and non-Black students. Action steps:</p> <ul style="list-style-type: none"> <li>• Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards,</li> </ul>	

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				<p>engagement strategies, and student-centered practices.</p> <ul style="list-style-type: none"> <li>• Establish an online, Open Access Extended Learning Program to support Black male students who need to re-learn key skills and standards (a Restorative Academic Practices Program).</li> <li>• Ensure that black male students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) involving</li> </ul>	

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				<p>recruitment and targeted resources.</p> <ul style="list-style-type: none"> <li>• Identify and provide additional culturally relevant books, resources, and technology to supplement core instruction representing diverse perspectives to increase student engagement.</li> <li>• Provide parent workshops that are "linked to student learning. Empower families by providing a deeper understanding of student data, resources available, and personalized learning plans.</li> </ul>	

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)
				<ul style="list-style-type: none"> <li>Ensure teachers have access to real-time data specific to black male students along with personalized plans and effective data chats.</li> </ul>	
Portland	Names Jeanine Fukuda and Bonnie Gray as leads. (503) 916-3769 <a href="mailto:jfukuda@pps.net">jfukuda@pps.net</a> <a href="mailto:bgray1@pps.net">bgray1@pps.net</a>	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, District Equity and Inclusion	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	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

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		<p>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.</p>	<p>Foundation, Concordia University, Multnomah Education Service District, Native American Youth and Family Center, Home Forward, and Oregon Solutions).</p> <p>Expanded the number of children participating in full-day pre-k programs.</p> <p>Offering universal kindergarten for every five-year old at no cost—was grant funded previously.</p>		<p>by NAME. (Indicators include attendance, behavior, and achievement.)</p> <p>Conduct case studies of schools with high achievement among African American students.</p> <p>Disaggregate school climate data by race and gender to ascertain student experiences.</p> <p>Track culturally relevant interventions that Black, Latino, Native American, and Pacific Islander students receive from staff and contractors.</p>

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			<p>Gathered research on best practices in pre-k.</p> <p>Enhanced professional development for pre-k teachers, kindergarten teachers, and community providers.</p> <p>Expanded early kindergarten transitions.</p>		
Providence	<p>School Board approved a Males of Color Pledge Implementation Plan and will develop a policy on institutionalized racial equity.</p> <p>Will conduct a thorough examination of policies and practices to improve outcomes for Males of Color.</p>		<p>Expand the number of pre-k seats for males of color by moving the early childhood program from Gregorian Elementary School to Asa Messer</p>	<p>Infuse greater cultural relevance into the district's academic curriculum and identify content that better responds to and engages Males of Color.</p> <p>Review policies to increase the access of adult male volunteers</p>	<p>Compile a comprehensive, disaggregated data set on Males of Color to better understand and measure academic status, progress, and social/emotional development.</p>



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			<p>Elementary School.</p> <p>Work with state and city officials to expand the availability of pre-k opportunities.</p>	<p>of color in the schools.</p> <p>Review policies to ensure that district buildings allow for more after-school community programs for Males of Color.</p> <p>Review human resource policies to increase recruitment, hiring, and retention of more educators of color.</p> <p>Identify and enhance initiatives that spur the academic growth and social development of Males of Color, such as the Gilbert Stuart Gentlemen’s Association.</p>	<p>Develop a set of key indicators of student outcomes on academic achievement, graduation rates, dropout rates, AP participation, FAFSA completion, pre-k enrollment, attendance data, discipline referrals, special education placements, and other.</p> <p>Will establish goals and targets in each area and monitor progress.</p>
Rochester*	“Every Student by Face & Name the Rochester City School District is committed to every student by face and name, every school, every	My Brother’s Keeper initiative community in partnership with City Hall and	District currently offers universal pre-k for every three	Aggressive efforts to recruit and retain	Developed comprehensive data dashboard (ROC3D)

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	classroom, to and through graduation.”	<p>community members.</p> <p>We are in partnership with NYU TAC-D to address disproportionality.</p> <p>Revision of Code of Conduct to reflect Restorative Practice framework.</p>	& four-year old at no cost to families.	<p>more educators of color.</p> <p>Expand summer school opportunities to cut summer learning loss, provide interventions, and offer enrichment.</p> <p>Targeted personalized interventions for all students.</p> <p>Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in multiple subject areas.</p>	<p>assessing key performance indicators to disrupt patterns of failure in real time.</p> <p>Master schedules set-up to ensure tutoring and intervention every 5 weeks.</p>
Sacramento*	District continues to co-lead Sacramento’s Boys and Men of Color Collaborative and MBK Task Force	African American Student Initiative to increase academic performance and reduce suspensions among African American and other disproportionately	<p>Expanded Transitional K program.</p> <p>Implemented the First 5 Play is a FUNdamental</p>	Implemented an Expanded Learning Summer Program focused on increasing the number of students making	Developed Performance and Targeted Action Index (PTAI) to monitor student progress in key areas including Third Grade

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	<p>Adopted Resolution to have Ethnic Studies as a graduation requirement by year 2020.</p> <p>YDSS Director is chair of the Education Strategy team for MBK Sacramento.</p> <p>Men’s Leadership Academy becomes affiliated with the Campaign for Black Male Achievement 2016</p> <p>Hired Assistant Superintendent of Equity in July 2015.</p> <p>Superintendent Co-Convended My Brother’s Keeper (MBK) community meetings in 2015.</p> <p>Established Restorative Justice Task Force in 2014.</p>	<p>represented student groups</p> <p>My Brother’s Keeper Community Convening. Over 300 boys and girls of color (170+ from SCUSD) participated in community conversation about three MBK initiatives: education, employment and safety.</p> <p>District continues to contract with UCAN (United College Action Network) to host the annual HBCU (Historically Black Colleges and Universities) Fair. A total of 247 students of color attended the fair on 9/16/2017. Some 79 seniors and 65 juniors received</p>	<p>play group program for infants and toddlers</p> <p>Opened 5 additional Early Head Start Infant/Toddler classrooms</p>	<p>progress towards grade-level readiness.</p> <p>Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss; incoming 1st – 12th grade.</p> <p>Children’s Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites. City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.</p>	<p>Readiness, Middle School Readiness, High School Readiness, EL Re-designation, Graduation, A-G, College Readiness, Chronic Absenteeism, Suspensions, School Climate,</p> <p>Developed an Early Warning System (EIS) to monitor attendance, academics, and behavior</p>

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		<p>followed-up throughout the school-year. During spring 2018, UCAN also hosted a mini-career fair at 5 of SCUSD high schools. District continues to partner with CSU Sacramento Full Circle Project to host annual student leadership conferences and summer bootcamps for students in SCUSD of API background. Four student conferences took place in 2017-18: Mien, Lao, Pacific Islander, and Hmong with about 120 students per conference. Two bootcamps took place in summer</p>		<p>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.</p> <p>District provides both PSAT 8/9 to all 8th and 9th grade students starting in 2018-19 and PSAT/NMSQT and to all 10th grade students since 2013-14. Scores are used to increase participation in AP &amp; IB courses.</p> <p>Continued implementation of Social Emotional Learning (SEL) districtwide through</p>	

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		<p>2018 with about 30 students per session.</p> <p>Co-Convended first My Brother's Keeper meeting with Systems Leaders in March 2015 along with Mayor.</p>		<p>6- year NOVO Foundation grant. SEL framework is grounded around 6 Core Competencies that focus on who we are as a community, how we belong, and what we can do to support/elevate each other. PD includes adult development and capacity building around topics such as Culturally Responsive Teaching, Mindset and Implicit Bias, Relationship Building, and Trauma Informed Practices. SEL curriculum and PD have been implemented in 60% of schools.</p> <p>Hired 6 coaches to support SEL and Positive Behavior</p>	

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				<p>Intervention and Support (PBIS)</p> <p>Cohort of 8 PBIS schools in year 3 of implementation</p> <p>Men’s Leadership Academy (MLA) program continues to provide culturally relevant instruction, social justice education and leadership opportunities to males of color within SCUSD. Men’s Leadership Academy (MLA) program started at two elementary schools 2017-2018.</p> <p>Developed cross-age mentoring program for MLA in Middle and Elementary Schools.</p>	

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				<p>Gifted Education ID Screening matrix re-designed in 2015 to focus on identifying and serving underserved populations. Implemented “Equity Factor” as a part of the scoring matrix.</p>	
San Francisco	<p>Developed the African American Achievement and Leadership Plan</p> <p>Hired Landon Dickey as Special Assistant to the Superintendent for African American Achievement and Leadership  <a href="mailto:DickeyL@sfusd.edu">DickeyL@sfusd.edu</a>  (415) 515-5247</p> <p>Approved a school board resolution in support of African American achievement.</p> <p>Launched an African American Internal Oversight Committee to monitor district efforts, and an African American Community Council (AAAC) to provide</p>	<p>Convened My Brother’s Keeper Local Action Summit in January 2015 with the mayor and local foundations.</p> <p>Partnering with the mayor’s office and the San Francisco Foundation.</p>	<p>Developed plan to enhance Tier 2 and Tier 3 Behavioral RTI supports for PK – 3<sup>rd</sup> grade students</p>	<p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified elementary, middle, and high schools with high African American achievement. Planning to case study schools over 2015 – 2016</p> <p>Transitioned support of the African</p>	<p>Convened staff team to evaluate African American student outcomes districtwide</p> <p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified academic,</p>

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	<p>external oversight of district efforts in support of black students. District will provide an “African American Student Report” to share progress.</p> <p>Budgeted \$800,000 to fund an African American Achievement and Leadership Initiative (AAALI) to support parent engagement, a postsecondary pathways program (that will connect all graduating African American 12<sup>th</sup> graders through LinkIn, provide alumni tracking, and provide coaching) provide school-site support and summer-school support.</p>			<p>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</p> <p>Launched MBK/SF Summer STEAM Program for K – 5<sup>th</sup> grade students</p> <p>Partnered with community-based organizations to pilot a summer reading program with a cohort of black families</p> <p>Launched Racial Equity Professional Learning Community at elementary school sites</p>	<p>behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement</p> <p>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</p> <p>Rolled out <i>Illuminate</i> data system districtwide which</p>



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					allows for more flexible analysis of school level and student level data
Toledo			RttT, SIG, Academic Turnaround, EWS, Inclusion, gender-based k-12.	Initiated the Young Men of Excellence mentoring program with 2,000 students  Expanding credit recovery.	EWS, PBIS, Safe schools ordinance, mental health intervention.
Wichita*	During 2017 -2018, WPS Superintendent engaged internal and external stakeholders to analyze data and develop strategic goals to implement in fall of 2018	Listening sessions facilitated by district leaders and school personnel to brainstorm district's strengths and needs to develop an initial draft of the strategic plan  Listening sessions, included families, community leaders, and business partners, district staff and students	We provide a 1/2-day Pre-K program for students who are identified with one at-risk factor. (poverty, single parent families, DCF referral, teen parents, either parent lacking a high school diploma or GED, limited English proficiency,	Second Step Curriculum is implemented in all elementary and middle schools to promote social, emotional and character development.  Read to Succeed Initiative, a partnership with the United Way designed to help students read	Data Leaders and Achievement Gap Site Coordinators at the middle level track and monitor academic and social emotional progress with all school-based partnerships and achievement gap initiatives.  The school calendar identifies quarterly assessment

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			<p>lower than expected developmental delay, child qualifying for migrant status) Our Pre-K programs offer a compressive curriculum directly aligned to our state standards.</p> <p>Our Pre-K program has been developed over the past few years as we have moved our programs to an inclusive model.</p> <p>The developmentall y-delayed program focuses on 3-4-year olds to</p>	<p>on grade level by the 3rd grade.</p> <p>Partnership with “Real Mean Real Heroes” organization to provide mentoring, tutoring and social emotional learning in several elementary and middle schools</p> <p>Summer School for targeted students providing interventions in ELA and Math Project and community-based learning is being provided with a STEM focus and enrichment opportunities</p> <p>Partnership formed with the local park board, the Greater Wichita Jr. Football League and the</p>	<p>administration dates and windows to analyze data and appropriately assign curriculum to students based on individual needs.</p>

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			<p>bridge the transition into Kindergarten. In the 2018-19 school year 7 classrooms were changed to include SPED students and 3 new unified classrooms were opened. Currently we have 56 unified/at risk classrooms and 11 at risk classrooms. We have a total of 67 Pre-K classrooms serving around 2,400 3 and 4-year olds.</p>	<p>Wichita Public Schools.</p> <p>Partnership created an alliance with Parents, Jr. League Football League and Coaches to promote and hold 400 middle school athletes accountable in the classroom with Academics First, Impeccable Behavior Always and Social Excellence on and off the football field.</p> <p>Summer Bridge Program for Jr. Football League teams. Focusing on ELA and Math by frontloading instruction 10 days prior to the start of the school year.</p> <p>Middle Partnership Grant with “GEAR UP” Gaining Early</p>	

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				<p>Awareness and Readiness for Undergraduate Programs. This partnership engages parents, focuses on STEM related pathways and provides academic support while promoting College Awareness.</p> <p>The Middle School “How to Initiative”. A leadership conference for middle school students to focus on Service, Education and Character. A Partnership with Wichita State University</p> <p>Jobs for America's Graduates (JAG) - a school-to-work transition program focused on helping at-</p>	

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				risk youth graduate from high school.	

\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.

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)
Albuquerque*	Prioritized attendance as one of the Superintendent's Big-Five goals. Every school counselor identified 10 at-risk students to mentor and support. Success Mentors Program implemented in largest high school and K-8 schools utilize RTI process for chronic absenteeism and truancy -- Hired 9 social workers to get to root causes for high risk students. Results are tracked.	Allow schools to utilize Restorative Practices as part of discipline. Implementing a Restorative Practice research pilot program in 12 middle schools. Providing training to non-grant schools to implement restorative practices.	Increased minority enrollment in AP courses through Advancement Via Individual Determination (AVID) program.	Superintendent is a member of the University of New Mexico Dean of Education's advisory group.	School Counselors have increased the number of FAFSA events at each high school. APS has increased opportunities for one-on-one meetings with a College and Career Counselor to increase FAFSA completions for students.	Special Education follows State indicators and Federal regulations. Special Education has Universal Design for Learning (UDL) program.
Anchorage*	New policy and data reports are used to focus on students with	Continued work on alternatives to suspension (e.g., Reset Zone), and	Gifted program has revised testing qualifications	In partnership with the University of Alaska, have	TRIO/Upward Bound continues in two high schools with staff	Implementation of an online screening process for AEL students

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	chronic absenteeism. Data Dashboard allows educators to filter information on specific disaggregated groups.	on-going development of Multi-Tiered Systems of Support for behavior continue to reduce the number of suspensions. Provided professional development on trauma-informed practices for all elementary, middle and high school teachers over the last two years.	with the use of MAP local norms in Title I schools to recruit more underrepresented students. Elementary-level implementation of MTSS in reading providing enrichment and acceleration for identified students. New focus on implementing Pre-AP curriculum in middle schools and training teachers in both Pre AP and AP. teaching strategies.	implemented two Alaska Middle College Campuses, as well as dual credit opportunities with the Alaska Native Science and Engineering Program, for 11 <sup>th</sup> and 12 <sup>th</sup> grade students. A CTE pathway is being developed for aspiring educators in 2019. University of Alaska has realigned its three teacher education programs into one program with three campuses to bring consistency and increase numbers.	focused on college preparation and FAFSA completion. Coordination with UA Aspire program in three high schools in which 86% of participants completed the FAFSA. Migrant Ed currently exploring the possibility of bringing on a coach to work with students on postsecondary enrollment.	to ensure that students with English as a second language are being fully screened prior to referral for special education evaluation.  With continuous review and training for school psychologists and other staff, the district has not been found to be disproportionate or significantly disproportionate by race or ethnic category for over identification over the past three years.
Atlanta		Have set goal with state department of education to eliminate	PLCs of AP and IB coordinators are focusing on increasing enrollment,			Provide more inclusive environments for students with disabilities and

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		<p>disproportionate suspensions of African American males by the end of the year.</p> <p>Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions.</p> <p>Provide weekly discipline updates to associate superintendents and principals to review and make adjustments.</p>	<p>retention, and success of African American males in advanced courses.</p>			<p>provide additional training to lead and regular teachers.</p> <p>District is currently not disproportionate in special education.</p> <p>Using RTI to review and train staff around 504 accommodations.</p> <p>Continue monitoring to ensure that students are placed in LRE.</p>
Austin		<p>Worked to reduce numbers of Males of Color suspensions and expulsions.</p> <p>Establish partnership with Greater Calvary Rites of Passage and other groups to develop</p>				<p>Hold special education workshops for staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes.</p>



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		alternatives to out-of-school suspensions.				
Baltimore*	<p>Developing district-wide strategy to address common barriers to attendance.</p> <p>MTSS implementation at school level to address individual student barriers.</p> <p>Continuing to track student attendance and implement best practices such as phone calls and home visits.</p>	<p>Diversion program and community conferencing. Professional development in de-escalation and portfolio of school-based climate supports.</p> <p>Re-engagement/intervention centers.</p>	<p>Ongoing expansion of gifted and advanced learning programming in high need/under-represented communities has led to more males of color being identified as gifted, advanced, or talent development and receiving targeted academic supports.</p> <p>Planned expansion of AP course offerings to ensure access and preparation activities at all high schools.</p>		<p>Citywide initiative to promote FAFSA completion through community-specific outreach and incentives.</p> <p>We will be emphasizing the use of student-level FAFSA data to identify where students are in the completion process and leverage school counselors and community partners to provide individualized assistance.</p>	
Boston*	Implementing Success Mentors:	Mayor's office created the	Built Excellence For All (EFA):	Set goal of increasing the	Working to have financial aid	Began Culturally and Linguistically

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	<p>Mentoring program at multiple schools to support chronically absent students.</p> <p>Built BPS Attendance Advisory Committee: Cross-sector group of leaders focusing on improving attendance (BPS, Health care system, City Services, Advocates)</p> <p>Holding Yearly Attendance Symposium with all stakeholders in Boston Created the BPS Attendance toolkit Collaborated to make the “I’m In: Attend Today,</p>	<p>Violence Interrupters Program and expanded its StreetSafe program to provide community support to youth and gang intervention services.</p> <p>Code of Conduct Advisory Committee (COCAC) and Boston Student Advisory Committee (BSAC) helped to revise discipline policy.</p> <p>Increase in Restorative justice practices across BPS in collaboration with Boston Teachers Union.</p>	<p>EFA is designed to expand access to more challenging studies and enrichment experiences for all 4th - 6th graders in Boston Public Schools, helping to close opportunity gaps. In contrast to our Advanced Work Class in the same grades, EFA is more representative of the demographic make-up of the district and surpasses that for Black and Latino males.</p> <p>Reformed the Exam School Initiative: The Exam School Initiative (ESI) is a free test preparation</p>	<p>diversity and cultural proficiency of BPS administrative and teaching staff. BPS teacher pipeline programs linked to credits at UMass Boston.</p> <p>Working with universities such as Wheelock (now part of Boston University) and William James College on course work centered on Cultural Proficiency.</p> <p>Created high school-to-teaching pipeline with local universities to help develop current high school students</p>	<p>advisers in most of our high schools, providing one-on-one financial aid counseling to students and families along with application support to complete their FAFSA forms.</p> <p>Major partnerships with UAspire and American Student Assistance (ASA) for post-secondary financial aid counseling</p> <p>These structures have moved our FAFSA completion rates to 65% in 2017-2018 (up from 55% in 2016-2017). This means nearly all</p>	<p>Sustaining Practices (CLSP) for all schools to examine structural and cultural bias across schools and the district, including in Special Education.</p> <p>The growth of inclusion seats across the district.</p> <p>Created specific goals in the “Opportunity and Achievement Gaps Implementation Plan” to close disparities for boys of color in substantially separate classrooms (5-year target</p>

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	<p>Achieve Tomorrow” Attendance Campaign in partnership with the MBTA and the Boston Celtics Stay in School initiative</p>	<p>Results of above: reduction of out-of-school suspensions from 2013 to 2017: 6.2% to 3.8% for all students, from 9.7% to 5.8% for Black students, and 5.4% to 3.7% for Latino students.</p>	<p>program for students in Boston to prepare for the exam school entrance test given in the fall of 6th grade. Over the past 3 years, we have doubled the percentage and tripled the number of Black and Latino students in the program. Black and Latino students who went to the ESI program increased their chances (nearly double) of being accepting into exam schools.</p>	<p>into our future teachers.</p>	<p>students in BPS who were going onto post-secondary institutions (70%) completed the FASFA process.</p>	
Bridgeport*		<p>Goal to reduce out-of-school suspensions by</p>				

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		<p>5% over two years.<sup>3</sup></p> <p>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs to reduce chronic absenteeism.<sup>5</sup></p> <p>Implementing RULER, an emotional intelligence program developed by Yale University.<sup>5</sup></p> <p>Reduced school-based arrests through partnerships with police department and community agencies.<sup>5</sup></p>				
Broward County*		Ended suspensions for non-violent				

<sup>3</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) program.</p> <p>Revising Code of Student Conduct policy and discipline matrix that requires police involvement and to clarify expectations.<sup>4</sup></p>				
Buffalo*	BPS has instituted multiple strategies to	BPS implements restorative justice practices.	BPS expanding opportunities for males of color to have access to	BPS has relationships with higher education institutions (i.e., Buffalo State College, State	BPS partners with the University of Buffalo and Say Yes Buffalo to expand FAFSA	To develop the capacity of BPS teachers, they are provided with professional development and

<sup>4</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>address chronic absenteeism:</p> <ul style="list-style-type: none"> <li>* Attendance Campaign that involves community, parents, students, and BPS staff</li> <li>* Attendance recognition and incentive campaign</li> <li>* Attendance intervention and prevention</li> <li>* K-12 Attendance Policy</li> </ul>	<p>BPS partners with Buffalo Police Department to triage student supports so that the number of non-violent misdemeanor arrests for school-based behavior is lowered.</p> <p>BPS has created an Office of School Culture, which evaluates school culture and climate related to student support services. Schools with high rates of suspensions receive additional supports (i.e., action plan, professional development, culture and climate walks,</p>	<p>advanced placement course.</p> <p>BPS has begun incorporating gift and talented methodologies into its PK-4 curriculum so that all students have access and exposure.</p> <p>Additionally, BPS is establishing a foundation for small group instruction and pull-out for gifted and talented students not enrolled in a gifted and talented program</p>	<p>University New York at Buffalo, and Medgar Edgars College, to address teacher preparation and shortages.</p>	<p>education and support</p>	<p>coaching in the following areas:</p> <ol style="list-style-type: none"> <li>1. Specially designed instruction.</li> <li>2. Classroom management</li> <li>3. Ongoing training for Student Support Teams and Committees on Special Education</li> <li>4. Trauma Informed Care</li> <li>5. Social Emotional Learning</li> <li>6. Culturally and Linguistically responsive teaching</li> </ol> <p>Multi-Tiered supports are</p>

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		<p>monthly progress monitoring)</p> <p>Student Support Teams and social-emotional clinics in all schools.</p> <p>Code of Conduct to emphasize intervention over punishment and exclusion.</p>				<p>offered in every BPS school.</p> <p>BPS works very closely with New York State Department of Education to learn and implement best practices associated with SPED over identification.</p> <p>BPS is partnering with the Technical Assistance Center on Disproportionality (New York University) to address the over identification of males of color in SPED.</p>
Charlotte-Mecklenburg*						

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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 and	Monthly data tracking of hard and soft expulsions.  District Policy revised to align with State regulations and policies.	AP Goal establishment to target students of color  Increase in the number of schools which offer IB programs at elementary, middle, and high schools.	A working group has been established at the State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The working group	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



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	District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools.		Strategic PSAT Indicator Analysis at the 10 <sup>th</sup> Grade Level to find future AP class enrollees in all subgroups that may not have been previously identified.	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 Browns foundation. Schools, with the help of	Implementing PATHS (Promoting Alternative Thinking Strategies) curriculum that teaches children in prekindergarten	Increase numbers of Males of Color participating in honors, AP, and G&T classes.  CMSD offers AP classes in 18 schools, with 70 courses and total	The district is creating a training program and leadership pipeline for male educators of color. Fellows will participate in a weekend summer institute,	Joined the Higher Education Compact of Greater Cleveland, created to ensure that more district students attend and complete college or other	Reduce disproportionate numbers of Males of Color in special education courses.  Reduce number of ED classes in district by 5

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	<p>attendance liaisons, monitor attendance and follow up with families of students who are off track.</p> <p>Established Safe Routes to School initiative to ensure safe corridors for students going to school.</p> <p>Implemented the Redirecting Our Curfew Kids program in partnership with the Cleveland Municipal Court. The court delivers a strong attendance message and waives fines if students caught violating daytime curfew perform community service and attend</p>	<p>through fifth grade to understand and manage their emotions. Second Step covers grades six through eight. A high school program is under discussion.</p> <p>Developed planning centers, an alternative to suspension, give children a place to reflect meaningfully on their behavior and chart strategies for more appropriate responses.</p> <p>Hosted class meetings to give students at certain grade levels a forum for airing their concerns and planning steps to improve</p>	<p>enrollment of nearly 900.</p> <p>Eight high schools will participate in the National Math and Science Initiative's College Readiness Program, which is designed to move more students, especially those from underserved groups, into Advanced Placement courses with more rigorous instruction. Students will receive help studying and paying for exams.</p> <p>The John Hay Campus provides an option for high school students who meet</p>	<p>attend weekly professional development, receive coaching and complete a capstone project.</p> <p>Placed special emphasis on hiring male educators of color through the annual Teach Cleveland recruiting campaign.</p> <p>Begun working with Profound Gentlemen to increase the number of male educators of color in classrooms. CMSD holds training for male educators of color.</p>	<p>post-secondary education.</p> <p>The compact, which includes colleges and universities, tracks performance and publishes an annual report. Data shows that graduates are better prepared for higher education and are more persistent in obtaining their degrees.</p> <p>The district and compact aggressively promote completion of the Free Application for Federal Student Aid and provide guidance, in and outside of school, as students apply for admission and</p>	<p>percent in one year.</p> <p>Boosting placements in more inclusive classrooms, particularly for students who are emotionally disturbed.</p> <p>Improve cultural proficiency of IEP teams.</p>

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	<p>a class. Parents must also attend a class and participate in a school meeting.</p> <p>Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons.</p>	<p>the school climate.</p> <p>Conditions for learning surveys, administered three times a year, measure the extent to which students in school feel safe and supported.</p> <p>The CEO's Student Advisory Committee, made up of more than 400 students from 30 high schools, provides feedback on their schools' academic rigor, safety and support.</p> <p>Anti-bullying programs like Not on Our Watch and Working Against Violent Environments are active in schools</p>	<p>academic criteria. The campus consists of three small schools that partner with institutions in the surrounding University Circle and focus, respectively, on science and medicine, architecture and design and an early-college program. Five K-8 schools have gifted and talented classrooms. Twelve others have pull-out reading and math programs.</p>		<p>aid. College Now Greater Cleveland staff work directly with students in schools.</p> <p>Students in grades six through 12 use Naviance, an online college and career planning tool.</p> <p>CMSD serves as an ACT and SAT test site, annually administering exams during school at the district's expense. Eighth-graders take the PSAT.</p>	

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		<p>throughout the district.</p> <p>CMSD's efforts to make students feel safe and supported fall under the Humanware Department.</p>				
Columbus	<p>Has developed an Attendance Tool Kit with attendance-related policies and information. Have reduced tardiness and truancy by 76% and suspensions due to tardiness and truancy by 36%. Provide in-school immunizations, school nurses, health screenings, and chronic disease management for students with</p>	<p>District has implemented Positive Behavior Intervention and Supports (PBIS) and the Student Assistance and Intervention for Learning (SAIL) process in an MTSS framework. Use school counselors and social workers at schools to address social, emotional, and mental health concerns.</p> <p>Has implemented a Truancy</p>	<p>District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to work with each other; and enhancing primary grade programs.</p> <p>District has 29 site coordinators who work with teachers on analyzing data</p>			<p>Are working to increase the number of students with disabilities in inclusive settings, expand co-teaching in regular classroom settings, and ensuring access to the least restrictive environments for students of color.</p> <p>Offering professional development on inclusion, culturally relevant teaching,</p>

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	<p>chronic conditions.</p> <p>Has a District Wellness Initiative for students.</p>	<p>Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program).</p>	<p>and preparing lessons for gifted students.</p> <p>District is piloting a critical thinking program in k-2, a career awareness program, Career Café, for gifted 8<sup>th</sup> graders, and works on several enrichment activities.</p>			<p>universal design for learning, racial identity development, and other factors to reduce mis-identification of males of color as disabled.</p>
Dallas*		<p>Collaborate with four Dallas County judges to establish the “Pipeline to Possibilities” program that works with students who seem at risk of heading for imprisonment.</p>	<p>Increased numbers of African-American and Hispanic students taking AP exams in math &amp; science and numbers scoring 3 or above.</p> <p>Continue expanding NMSI College Readiness Program.</p>			
Dayton	<p>Set goal of reducing chronic</p>	<p>Set goal of reducing</p>	<p>Set goal of increasing</p>		<p>Create baseline for all students</p>	

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	<p>absenteeism by Males of Color by 20 percent</p> <p>Monitor attendance and discipline data monthly.</p>	<p>disparities in suspensions by 20 percent and expulsions by 20 percent.</p> <p>Convene stakeholders to review student code of conduct and recommend changes. Have board approve.</p> <p>Research alternative programs to reduce suspensions.</p> <p>Post discipline data on district website and communicate to stakeholders.</p> <p>Restorative justice now implemented in eight schools.</p>	<p>advanced coursework by Males of Color by 10 percent.</p> <p>Increase the numbers of students identified as gifted and provide services.</p>		<p>completing FAFSA and disaggregate by gender and ethnicity.</p> <p>Participate in country's first "Signing Day" for college acceptance.</p>	
Denver*	Implement early warning system	Focus on culturally	Identify criteria that might qualify	Implement Strategic Plan for	Strengthen partnerships with	Implement intentional

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	<p>and target resources for immediate intervention. Expand mentoring</p> <p>Increase advisories that match students with caring adults to support social and emotional growth.</p>	<p>responsive education.</p> <p>Implement restorative justice practices.</p> <p>Goal: Ensure that rates of out-of-school suspensions and expulsions for Black, Latino, and White students are proportionate with population.</p> <p>Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.</p>	<p>students for advanced programs and target recruitment activities in every secondary school.</p> <p>Monitor enrollment by school.</p> <p>Strengthen partnerships with higher education.</p> <p>Increase training and recruitment for teachers with advanced certification.</p>	<p>Equity and Inclusion Training and Leadership Development in all schools.</p> <p>Incorporate culturally responsive practices into LEAP teacher professional development and evaluation program.</p>	<p>higher education and pre-collegiate mentoring providers. Establish accountability for FAFSA and post-secondary applications.</p> <p>Start identifying middle-school students.</p>	<p>strategies to focus on culturally responsive teaching and assessment practices.</p>
District of Columbia*	In School Year 2017-2018, DCPS made attendance a priority initiative, partnering with organizations like	On July 12, the Student Fair Access to School Amendment Act of 2018 passed, which places restrictions on the	DCPS has expanded the amount of Advanced Placement (AP) courses offered at each high school	Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district. The	School-specific outreach and training about FAFSA completion and financial aid resources	DCPS acknowledges the role of the intersectionality of race, gender, and socio-economic status

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	<p>Attendance Works and Harvard’s Proving Ground to improve chronic absence. By the end of SY17-18, DCPS reduced chronic absentee rates by three percentage points to 27.8%. In SY18-19, all schools created an attendance plan to reduce chronic absenteeism and the district established a 3-part vision for attendance:</p> <ul style="list-style-type: none"> <li>* Ensure systems integrity and actionable data</li> <li>* Inform and educate the importance of attending school</li> </ul>	<p>number of consecutive and cumulative days in any out-of-school suspension that students can receive. Provide ongoing training, coaching, and technical support in the following areas: Legal requirements of student discipline; Utilizing SEL programs to build school culture and proactively address challenging behaviors; Restorative Justice; Classroom management; Crisis de-escalation; Bullying prevention</p>	<p>from a minimum of 4 to a minimum of 8 to address concerns around the equitable allocation of advanced coursework options throughout all parts of the city</p>	<p>Male Educators of Color Collaborative (MEOCC) creates spaces for fellowship and provides tailored professional development opportunities for this target group</p>	<p>available – along with monthly student-level reporting about FAFSA completion and common errors to increase the completion rate.</p>	<p>in the overidentification of young men of color as students with disabilities requiring SPED services.</p> <p>Provision of ongoing training to highlight the role of school-based staff in circumventing disproportionality is in the professional development series, including:</p> <ul style="list-style-type: none"> <li>* Responding to Student Data</li> <li>* Universal Design for Learning</li> <li>* Race, Equity, &amp; Disability in DCPS The Role of SPED in the</li> </ul>



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	<ul style="list-style-type: none"> <li>* Proactively engage families and stakeholders</li> <li>* Revised Suspension and Discipline Policies</li> <li>* Addressed SPED Over-identification.</li> </ul>					School-to-Prison Pipeline.
Duval County*	<ul style="list-style-type: none"> <li>* Offered Parent Academy courses on “Attendance and Academics”</li> <li>* Hosting workshops stressing the importance of attendance in the local courthouse for parents who are ordered to attend</li> <li>* Improved attendance is a deliverable in agreements with</li> </ul>	<ul style="list-style-type: none"> <li>* New procedures and a Memorandum of understanding (MOU) have provided training to give school resource officers additional tools in lieu of arrests and suspensions</li> <li>* Deans in schools are regularly trained on alternatives to arrests/suspension to include night-time substance</li> </ul>	<ul style="list-style-type: none"> <li>* The district uses the EDGE program to teach gifted strategies to academically talented students</li> <li>* An inner-city elementary school was repurposed as a dedicated magnet for gifted and academically talented students to ensure additional programming</li> </ul>	<ul style="list-style-type: none"> <li>* Met with local colleges of education on academic, cultural, and social needs of Males of Color.</li> <li>* Continuing to collect data on the effectiveness of college graduates who teach minority male students.</li> <li>* Implementing the Jacksonville Teacher</li> </ul>	<ul style="list-style-type: none"> <li>* Continue to push our BEACON platform to recruit volunteers to assist students with financial aid information</li> <li>* Programs such as GEAR UP promote college-readiness and scholarship opportunities</li> <li>* ACT/SAT waivers are provided to</li> </ul>	<ul style="list-style-type: none"> <li>* Implemented the GRASP Academy for dyslexic students.</li> <li>* Initiating Tier III reading and math intervention programs in all elementary schools.</li> <li>* Electronic data system will allow tracking of academic and behavioral interventions even if students</li> </ul>

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	<p>support-partners such as City Year, CIS, and Achiever's for Life.</p> <p>* 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 early intervention.</p> <p>* Shifting all truancy officers from the district office to school sites to work directly with students and parents.</p> <p>* Provide quarterly reports to the board on</p>	<p>abuse courses and the SOS program.</p> <p>* Parent Academy workshops are offered on the Code of Student Conduct and community meetings are held each year to ensure stakeholder feedback before any policy revisions.</p> <p>* Revised student code of conduct to incorporate restorative justice, in-school suspensions, parent conferences, and teacher professional development.</p> <p>* Implemented mental health,</p>	<p>options in the neighborhood</p> <p>* Universal gifted screenings are completed for all 2<sup>nd</sup> grade students for early detection. Redesigned the eligibility protocol for gifted programs to expand minority participation</p> <p>* Expanded accelerated courses in every district high school, including AP, IB, AICE, dual enrollment, and industry certification. Participation by Black students in accelerated courses increased incrementally.</p>	<p>Residency Program to recruit high-performing Males of Color to teach math and science in urban schools.</p> <p>* Partnering with local colleges to develop internship opportunities for education majors to work specifically with 5000 Role Models of Excellence minority male students.</p> <p>* Looking to attract graduate students and non-college of education majors to consider taking advantage of programs like Ready-Set-Teach to educate and</p>	<p>remove financial barriers to the assessment</p> <p>* Signing Days for student-athletes highlight college-going and career preparedness. Set goals to have district School Counseling Office increase attendance at Financial Aid Nights at each high school as well as College Goal Sunday held each spring. Partnered with the University of North Florida to provide workshops for students and parents to discuss changes to the FAFSA process.</p>	<p>change schools to assist with gathering and conducting analysis of comprehensive data on ESE students by race.</p> <p>* Place ESE students in the 5000 Role Models of Excellence to ensure they are afforded opportunities to be introduced to successful men of color (some who were once diagnosed as ESE) to encourage and inspire them to succeed despite challenges.</p> <p>* Created job shadowing experiences where students</p>

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	<p>attendance and annual reports on achievement gaps.</p> <p>* Created a student accountability system whereby male students of color with attendance issues report to student leaders who assist, encourage, and give a report to the Site Director of a minority male leadership program.</p> <p>* Expanded our Full-Service Schools and Full-Service Schools PLUS model to provide all students with in-school mental health supports</p>	<p>positive behavior support, and classroom management training for teachers and administrators.</p> <p>* An early warning system highlights discipline needs related to suspensions and expulsions, and it identifies when interventions are needed.</p> <p>* Students groups to include those comprised solely of males of color, were consulted before making amendments to the existing School Code of Conduct. The feedback was instrumental in changing the</p>	<p>* Dedicated minority male mentoring initiatives have been placed in magnet schools with a focus on academically talented, advanced placement, and IB curriculum to provide supports and create a more welcoming environment in the school setting.</p>	<p>inspire students at predominantly minority schools in critical areas such as math, science and ELA.</p> <p>* Assisting students in 7<sup>th</sup> grade through the first year of college with partnerships provided <i>via</i> a GEAR UP grant</p>	<p>* Trained adult minority males serving as adult mentors in the 5000 Role Models of Excellence to serve as presenters and trainers in the “FAFSA Process” at community centers to help alleviate the obstacle of transportation for minority families.</p> <p>* Parent Academy partners with the School Counseling Department to host “Financial Aid Nights” in schools and urban communities, and held Parent Academy classes on “Financial and Academic Planning:</p>	<p>could observe work place environments in which they may be able to thrive on completion of a standard high school diploma and training.</p> <p>* Held Parent Academy classes on:</p> <ul style="list-style-type: none"> <li>o “How to Be a Better Advocate for Your Child in ESE”</li> <li>o “Getting to Know Your Child’s IEP”</li> <li>o “Does Your Child Struggle in School”</li> <li>o “Helping Your Struggling Reader: Dyslexia Affects 1 in 5”</li> </ul>

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	<p>* Provided Youth Mental Health First Aid Training for all faculty and staff within schools</p> <p>* In conjunction with local community partners, opened a school-based health center at a local high school, serving students at the school and children in the surrounding community.</p>	<p>delivery of training to ensure it received optimal effectiveness (i.e. pocketsize handbook and imbedded in the student’s online portal, “FOCUS”)</p> <p>* Utilize male students of color to serve on Student Accountability and Restorative Justice Councils to provide peer-to-peer mentoring and ensure all students in the process are familiar with the school district’s code of conduct.</p> <p>* Using a new alternative to out-of-school suspensions to reduce</p>			<p>Preparing for Post-Graduation”</p> <p>* Partnered with the Jacksonville Public Library system to provide real time supports for students/parents who do not have a computer and/or Internet access to complete the FAFSA.</p>	

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		suspensions at the secondary level.				
El Paso*						
Fort Worth	<p>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 and support for students with excess absences. These staff members maintain communications between school and parents and support students with school resources to keep students attending</p>	<p>The student code of conduct was revised with new state mandates, based on changes from the 84<sup>th</sup> 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:</p> <ol style="list-style-type: none"> <li>1. whether the student acted in self-defense,</li> <li>2. the intent or lack of intent at the time the student</li> </ol>	<p>AP and dual credit are now a district measure. FWISD monitors the number of AP exams scoring 3 or higher, 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</p>	<p>FWISD has a comprehensive college and career readiness initiative that promotes a college bound and workforce-ready culture from elementary to post-secondary placements. Primarily at the secondary level, FWISD has GO centers that 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</p>	<p>FWISD has college days, which help 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, financial aid workshops are given for both</p>	<p>The Special Education department has set up a system of monthly monitoring Special Education referral data by ethnicity.</p> <p>All schools with a large number of Special Education referrals (particularly with students of color) received cultural responsibility pedagogy and professional learning and training.</p>

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	<p>school on a regular basis.</p>	<p>engaged in the conduct, and 3. the student's disciplinary history, regardless of whether the decision of the principal concerns a mandatory or discretionary action.</p>	<p>in AP opportunities.</p>	<p>representatives present to talk to students.</p>	<p>parents and students in both English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provide peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students get scholarships. UNCF provided over 50% of their scholarships to young men of color.</p>	
<p>Fresno</p>		<p>Implemented restorative practices in several schools in 2013 and authorized</p>				

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		<p>\$500,000 for districtwide strategy.<sup>5</sup></p> <p>Saw students implement an advocacy group—Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS).<sup>9</sup></p>				
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	Continue implementing Project Prevent grant that will assist 21 high-poverty schools to break the cycle of violence. Continue and evaluate Project Promise for Title I schools that purchases or supports programs to	Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses. Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for	Continue partnering with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires.	Continue partnering with Hillsborough Community College through the HOPE scholars program. Efforts include marketing to all high schools, specifically targeting African American and Hispanic students who are	Support MTSS implementation in all schools K-12. Implement and monitor new Project AWARE grant to provide mental health services. Implement new School Climate Transformation grant to improve behavior and

<sup>5</sup> From Resource Guide for Superintendent Action, July 2015.

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	<p>reducing dropouts.</p> <p>Young Men of Power initiative/Brother-to-Brother Mentoring at three schools, (elementary, middle, and high school) launched in 2016-2017. Partnership with Allen Temple AME Church and local Pastors Community members to serve as mentors for students</p>	<p>improve discipline and attendance.</p> <p>Discuss potential barriers to academic and personal success while creating solutions for poor behavior, e.g., attendance and suspensions. Report cards, student planners, individual counseling sessions, Behavior Tracker and OSS Referral Reports are used to monitor program success.</p>	<p>AP and honors courses.</p> <p>Continue to use MTSS framework to identify gifted and talented students of color.</p>	<p>Continue collaborating with area colleges and universities to provide leadership development and “think tanks” around diversity and cultural awareness.</p>	<p>interested in going to college. An Annual College-wide Male Summit is held involving district high school students.</p>	<p>climate in 25 Title I schools.</p>
Houston		<p>Will develop a school-based early-detection and intervention system that connect students</p>				



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		<p>and parents to services.</p> <p>Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.<sup>6</sup></p> <p>Developing a districtwide framework that supports positive school environments by providing teacher and administrators with practical strategies to manage challenging student behavior.<sup>7</sup></p> <p>Providing schools with classroom</p>				

<sup>6</sup> From Rethinking School Discipline, July 22, 2015.

<sup>7</sup> From Rethinking School Discipline, July 22, 2015.

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		management tools like <i>The Leader in Me</i> and “Safe and Civil Schools’ Classroom Management” Training. <sup>10</sup>				
Indianapolis*	<p>Launched monthly districtwide Attendance Awareness campaign.</p> <p>Launched “Brag Tag” initiative to recognize positive attendance.</p> <p>Hired K-12 graduation coaches who provide data monitoring reports on individual students and provide strategic intervention</p>	<p>Recently implemented a new Student Code of Conduct designed to increase equity in disciplinary practices. Code of Conduct includes anti-bullying practices and related PD</p> <p>Partnering with local community organizations (Peace Learning Center) to support school initiatives around restorative justice.</p>	<p>Expanded 8/9<sup>th</sup> grade PSAT pilot to include all 8<sup>th</sup>/9<sup>th</sup> graders across the district.</p> <p>AP enrollment is a district measure that is reported and discussed with school leaders. The effort is designed to increase reporting and access.</p> <p>Revised screening process in 2015 to universally screen all students in 1<sup>st</sup> grade. Previous process did not</p>	Providing teacher training at universities in Indiana on culturally responsive instruction and classroom management techniques.	Committed to increasing FAFSA completions, specifically for those students enrolling in post-secondary schools. FAFSA completion is a goal at the Superintendent level and is disaggregated and tracked. Recently hired a postsecondary readiness leader to oversee commitment.	<p>Through implicit bias training and specific protocols, the SPED department is addressing special education evaluation procedures that may have bias.</p> <p>Added weekly discipline data reviews on special education to help address discipline disproportionality for African American students.</p>

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	<p>supports to schools.</p> <p>Providing ongoing bi-lingual Parent Workshops focused on the importance of attendance.</p> <p>Provided principals with monthly actual/predicted attendance tracking reports and provided PD on reducing chronic attendance.</p>	<p>Intentionally tracking discipline data and holding leaders (both at the district and school level) accountable for reviewing.</p> <p>Conducted the PBIS Benchmark of Quality Survey to determine schoolwide PBIS practices in model schools.</p> <p>Implementing MTSS framework connected to the Student Code of Conduct.</p> <p>Working with multiple agencies to provide diversion programs as an alternative to suspensions and expulsions.</p>	<p>screen all students.</p>			

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Jackson						
Kansas City*	<p>Launched (MBK) Success Mentors program to significantly decrease absenteeism by connecting chronically absent students to caring, trained adults who serve as mentors.</p> <p>Initiated weekly Dropout Recovery Intervention Protocol (DRIP) committee meetings, which include principals, counselors, registrars, and attendance specialists to identify and execute interventions for</p>	<p>Eliminated out-of-school suspensions for minor offenses.</p> <p>Capped principals' authority to suspend students to 3 days. Any exceptions require supervisor approval.</p> <p>Regularly report out on progress on reducing suspensions and expulsions</p>	<p>In 2018, KCPS added AP Human Geography for 9<sup>th</sup> grade students to increase interest for eight other AP courses that are available in junior and senior year. The Professional Development department sent 16 teachers to AP training.</p>		<p>Created "FAFSA Readiness" event for 11<sup>th</sup> grade students and families to learn about FAFSA.</p> <p>6<sup>th</sup> grade students attend a Kids2College program and learn about the importance of FAFSA.</p> <p>KCPS seniors participate in the "FAFSA Frenzy," which is a celebration for our students who have completed the FAFSA in its entirety</p>	<p>To reduce the over-identification of African American males in the Intellectually Disabled (ID) category, the district now requires that the eligibility determination can only be made by a team of special educators that includes the director of special education, school psychologist, and a district compliance officer.</p>

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	<p>students who are chronically absent.</p> <p>Launched partnership with the City of Kansas City to implement a Truancy Court.</p>					
Long Beach	<p>Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently attendance is 97% districtwide.</p>	<p>Continue and strengthen district efforts to use conflict resolution, early intervention, training in appropriate behaviors, and alternatives to suspensions. Suspensions have dropped over 30%.</p> <p>Promoting greater use of positive alternatives to school discipline, including</p>	<p>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.</p> <p>Continue Claremont College Long Beach Math Initiative by allowing high</p>			

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		restorative justice approaches.	school students in a summer residential math program. Under-represented students are paired with mentors.			
Los Angeles	<p>Charging school-based pupil services and attendance counselors with increasing attendance for young men of color and other students at risk. Initiated the Attendance Improvement Program to focus on improving attendance in transitional kindergarten, kindergarten, and grade 9.</p> <p>Initiated the Student</p>	<p>Eliminated “willful defiance” as grounds for suspensions.</p> <p>Approved policy to require the use of alternative disciplinary practices such as restorative justice.</p> <p>Continued implementation of PBIS.</p> <p>Goals: Decrease the number of instructional days lost to suspension, decrease suspension rates,</p>	<p>Have adopted an Open Access Policy for AP course enrollment. Have also expanded 10<sup>th</sup> 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 increase in the number of participating African American and Latino</p>			

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	<p>Attendance Review Board to keep young men of color out of the juvenile justice system by coordinating services for students with low attendance. Formed the FamilySource Partnership Program in collaboration with the housing and community investment unit of the city to promote attendance and achievement.</p>	<p>and decrease expulsion rate.<sup>8</sup></p> <p>Created school pathways for students who have been released from juvenile detention centers. Planning to create a television program to highlight the positive accomplishments of young men of color.</p>	<p>students. Expanded the use of AVID and AVID Excel to over 60 secondary schools. Expanded efforts to identify students for gifted programs, professional development, and use of linguistic and culture-free assessments.</p>			
Louisville	<p>Strengthen Equity Institutes to address disengaged students and teachers. These institutes are led</p>	<p>Institute districtwide restorative justice training.</p> <p>Make modifications in</p>	<p>Enhance the Advance Program Institute designed to address the non-traditional gifted student. Next cohort is set</p>	<p>CARDS Program.</p> <p>Partner with University of Louisville and Kentucky State University to</p>	<p>Design new dashboard that charts participation in scholarships and FAFSA</p>	<p>Advance Program Sustaining and Improving Initiative</p>

<sup>8</sup> From Rethinking School Discipline, July 22, 2015.

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	by school officials and local and national experts.	the Code of Conduct.  Develop equity scorecards  Conduct school-level data dives and reports.	to be all Males of Color from high-poverty schools.	design curriculum that focuses on diversity, equity, and inclusion.		
Memphis	Launched the “Represent Everyday” campaign with the Memphis Grizzlies to develop a robo-call to students about attending school.					
Miami-Dade County	Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color.	Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color.  Plan to eliminate out-of-school suspensions in	Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented, CTE,	Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color.  Monitor teacher effectiveness with	Create opportunities for universities and colleges to present information on college readiness, financial aid applications, FAFSA completion, and	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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		<p>2015-16 school year and instead will send students to Student Success Centers for counseling and social services.<sup>9</sup></p> <p>Leveraging community partnerships that focus on providing wrap-around services.<sup>10</sup></p>	<p>and other programs.</p> <p>Provide information to Males of Color on magnet school opportunities.</p>	<p>Males of Color using value-added scores.</p>	<p>admissions requirements to Males of Color.</p> <p>Require 12<sup>th</sup> grade Males of Color to complete FAFSA forms at school computer labs.</p> <p>Meet monthly with school-level student services staff to monitor FAFSA submissions.</p>	
Milwaukee	<p>Partnering with the Milwaukee Bucks to encourage students to attend school every day. Began a new attendance initiative based on PBIS/RTI that trained over 400 staff members.</p>	<p>Eliminating exclusionary discipline practices. Redefining the circumstances in which discipline practices are applied to students in k-2 grade.</p>	<p>Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District has doubled the number of students enrolled</p>	<p>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 seeking to re-</p>		

<sup>9</sup> StateImpact, July 29, 2015.

<sup>10</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>Are using district attendance data to identify and support students with attendance issues.</p>	<p>Partnering with a variety of nonprofit organizations to reduce violence through 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.</p> <p>Are emphasizing social-emotional programming through Project Prevent and expanding restorative justice practices through expanded teacher training.</p>	<p>in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12.</p>	<p>instate the Metropolitan Multicultural Teacher Education program to recruit male professionals of color into teacher careers.</p> <p>Expanding Culturally Responsive/Relevant Teaching (CRT) practices.</p> <p>Introducing a series of professional development sessions for principals and assistant principals called the Continuum of Cultural Proficiency.</p>		

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Minneapolis		Revamping discipline policies based on suspension data with new emphasis on interventions, restorative justice, and SEL.				Conducting a program audit to determine over-identification in SPED.
New York City		<p>Expand the use of restorative approaches instead of exclusionary discipline.<sup>11</sup></p> <p>Promote a multi-tiered approach to promoting positive behavior.<sup>14</sup></p> <p>Reduce reliance on suspensions and calls to EMS for behavioral incidents.<sup>14</sup></p>				

<sup>11</sup> From Rethinking School Discipline, July 22, 2015.

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Oakland*		<p>Community schools strategy.<sup>12</sup></p> <p>New district discipline policy to end willful defiance as grounds for suspension.<sup>15</sup></p> <p>Restorative justice and trauma-informed services.<sup>15</sup></p> <p>Culturally responsive positive behavior interventions and supports.<sup>15</sup></p> <p>Culturally specific approaches for African American males, Latino males, and females of color.<sup>15</sup></p>				

<sup>12</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>Social Emotional Learning.<sup>15</sup></p> <p>Student leadership/student voice (all city council, wellness council, AAMA youth council).<sup>15</sup></p>				
Oklahoma City						
Orange County*	<p>Convened a committee to study attendance of students who were chronically absent.</p> <p>Established monitoring procedures to routinely evaluate student attendance and intervene before students become chronically absent.</p> <p>Create a multi-pronged</p>	<p>Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.</p> <p>Held meetings with administrators from these schools along with area administrators.</p> <p>Met with selected schools monthly</p>	<p>Prepared a breakdown by race and gender of all honors and AP courses.</p> <p>Convened a high-level staff meeting to develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions.</p>	<p>Initiated a relationship among three local colleges of education around the Males of Color initiative.</p> <p>Set up discussions about strengthening the pipeline of minority teacher candidates. Exploring the development of a local “Call Me Mister” program. Exploring the development of a</p>	<p>Work with guidance offices and directors to develop a protocol to report progress of Males of Color who complete the FAFSA process.</p> <p>Meet with parent groups on the importance of FAFSA. Schedule annual meetings for parents of students who are in junior class.</p>	<p>Review data on the percentages of Males of Color and other subgroups identified in ESE programs.</p> <p>Meet with senior leadership team to discuss disproportionality and assign personnel to monitor and coordinate efforts.</p> <p>Review cases of students who may</p>

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	<p>prevention and intervention system to decrease absenteeism.</p> <p>Establish incentives for good or perfect attendance.</p> <p>Meet with teams of social workers to establish individualized intervention systems for students whose attendance does not improve.</p> <p>Monitor and evaluate intervention systems for effectiveness.</p> <p>Monitor students who are</p>	<p>to review data, refine discipline procedures with students of color, and share effective strategies.</p> <p>Provide training to all administrators on how to analyze disaggregated data, use best practices, and motivate good behavior.</p> <p>Set up a Behavior Leaders Consortia in 11 high schools and 17 middle schools</p> <p>Restorative justice.<sup>13</sup></p> <p>Positive Alternatives to School</p>	<p>Continued the second-grade universal screening process designed to capture more students of color.</p> <p>Presented plans to area superintendents and principals.</p> <p>Monitoring progress of efforts.</p> <p>Increased identification of minority students who could be successful in rigorous math courses and provided support and scaffolding in cohorts to assist with matriculation to AP Calculus.</p>	<p>curriculum at local colleges of education that addresses the academic, cultural, and social needs of Males of Color.</p> <p>Met with local colleges of education to develop a data monitoring system on how teachers perform with Males of Color.</p> <p>Monitor program progress.</p>	<p>Meet with sponsors of the Minority Leadership Scholars to increase the numbers of Males of Color who complete FAFSA.</p> <p>Monitor effects of the effort and make adjustments.</p>	<p>have been improperly identified.</p> <p>Assign staff to monitor efforts to reduce disproportionality .</p> <p>Track progress of efforts.</p>

<sup>13</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>chronically absent.</p> <p>Provided targeted elementary students with MBK mentors focused on reducing chronic absenteeism.</p> <p>Targeted high schools who selected the attendance component in the Males of Color Pledge.</p> <p>Developed action steps to increase attendance and are supported by the Minority Achievement Office with progress monitoring of data, school visits, and technical assistance.</p>	<p>Suspension (PASS).<sup>16</sup></p> <p>Alternatives to Suspension Centers.<sup>16</sup></p> <p>Provided culturally responsive school training for all administrators and district departments to address implicit bias and how it affects discipline, student placement, and student achievement.</p>				

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Palm Beach County*	Created an attendance committee composed of community members and district personnel.	Implemented restorative justice practices in Title I 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 tool.  Started a new IB program in majority Hispanic schools with aggressive recruitment of Boys of Color.  Creating new gifted cluster sites at majority minority schools to increase access for Boys of Color.		Required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools, graduation coaches ensure that all males of color complete the FAFSA form.	Multi-Tiered Support Systems (MTSS) are implementation in all schools, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality.
Philadelphia*	Analyzed data on the link between attendance and dropping out, state test scores, and graduation  Created attendance awareness	Implemented a districtwide plan to address trauma in schools in partnership with the Institute of Family Planning/Lakeside.				



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	<p>campaign focused on the 50% of students who miss the most days. Target communications to parents and guardians about importance of school attendance.</p>	<p>Provided central office and school level staff with trauma awareness training.</p> <p>Hired a Director of Trauma Informed Practices to focus on systemic issues of trauma, how it impacts students, and how to help them overcome these challenges.</p> <p>Implemented the Arrest Diversion Program in partnership with the Philadelphia Police Department to reduce the number of students who are arrested. The program has eliminated zero tolerance policies, worked to</p>				

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		transform school climates, emphasized de-escalation and conflict resolution, ended arrests for low-level offenses.				
Pinellas County*		<p>Set goal to reduce the number of disciplinary infractions (referrals) and suspensions for Black male students and decrease the disparity in referrals. Action steps include:</p> <ul style="list-style-type: none"> <li>Monitoring school discipline data to eliminate out-of-school suspensions for non-violent infractions, such as skipping</li> </ul>	<p>Set goal to eliminate the gap in advanced and accelerated participation and performance rates among Black males and non-Black students. Action steps include:</p> <ul style="list-style-type: none"> <li>Ensuring that all Black male students who show the potential to succeed in an AP or dual enrollment course are scheduled into an appropriate</li> </ul>	<p>Set goal to increase the number of black teachers and administrators. Action steps include:</p> <ul style="list-style-type: none"> <li>Participating in job fairs throughout the country for Black teachers, especially males.</li> <li>Hiring a minority recruitment specialist to focus on recruiting a highly</li> </ul>		<p>Set goal to reduce the disparity of Black male students found eligible for Exceptional Student Education (ESE). Action steps include:</p> <ul style="list-style-type: none"> <li>Reducing the disparity of Black male students being found eligible for Exceptional Student Education (ESE).</li> <li>Initiating a records review</li> </ul>

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		<p>class/school, missed detentions, excessive tardiness, and defiance.</p> <ul style="list-style-type: none"> <li>• Training all School-Based Resource Officers to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews, and student arrests that are designed to decrease incarceration.</li> <li>• Implementing a Restorative Whole-School Implementation Guide for all</li> </ul>	<p>course and that appropriate supports are provided.</p> <ul style="list-style-type: none"> <li>• Providing training to all school counselor teams on the use of data from the SAT Suite of Assessments to support students in selecting appropriate accelerated course options that matches their strengths.</li> </ul>	<p>qualified, diverse workforce.</p> <ul style="list-style-type: none"> <li>• Identifying future educators among current Black, PCS high school students as part of a Grow Your Own program and connect them with teaching academies in schools with “Take Stock in Children” scholarships and the promise of future job placement in the district (e.g., Teachers of Tomorrow.</li> <li>• Establishing a summer, cultural</li> </ul>		<p>of all Black male students who arrive as new students in Pinellas County Schools with an Emotional Behavior Disorder (EBD) designation.</p> <ul style="list-style-type: none"> <li>• Providing intensive intervention supports from school/district personnel for Black male students prior to being classified as EBD.</li> <li>• Disaggregating data for the past three years to identify patterns and trends that have led to the disparity of Black males</li> </ul>

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		schools based on best practices in working with Black male students.		awareness training program for teachers who are hired into high minority schools and Transformation Zone schools.		being labeled EBD.
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—	Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary	Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased	Continue partnership with Portland Teacher Project, Portland Community College, and Portland State University to recruit and	Have GEAR UP and AVID participants complete FAFSA.  Have counselors at schools not participating in GEAR UP or AVID provide	Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to

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	<p>providing onsite social workers.</p> <p>Establishing attendance protocols and attendance toolkit with training on their use.</p> <p>Expanding attendance efforts to entire Roosevelt Cluster and beyond. Have hired attendance data analysts.</p> <p>Have created Student Attendance Response Teams to identify and support students who attend school less than 90 percent of the time.</p>	<p>discipline by 50% in two years.<sup>14</sup></p> <p>Integration of PBIS, restorative practices, and collaborative action research for equity.<sup>18</sup></p> <p>Revising Student Handbook to reflect restorative practices.<sup>18</sup></p> <p>Restructuring expulsion hearing process.<sup>18</sup></p> <p>Targeted school-based culturally specific services.<sup>18</sup></p> <p>CARE teams to improve school climate.</p> <p>Providing culturally specific Student</p>	<p>graduation rate and college-going rate. Expand over time.</p> <p>Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits.</p> <p>Partner with local universities on scholarships beyond community college.</p> <p>Expanding dual credit opportunities, AP, and IB in all high schools. Asking each high school to set targets for recruiting Black</p>	<p>prepare culturally responsive teachers and to increase diversity of teacher pool.</p> <p>Continue Portland Metro Education Partnership, which includes 10 teacher preparation programs to improve pre-service and in-service teacher training.</p> <p>Use Master Teachers with strong culturally responsive practices to co-teach with student teachers.</p>	<p>needed support to Black and Latino males in completing FAFSA.</p> <p>Collecting data monthly on numbers of Males of Color who have completed FAFSA form (through All Hands raised program).</p>	<p>prevention and culturally response interventions prior to special education placement.</p> <p>Pilot “blind panel” for special education eligibility screening.</p>

<sup>14</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>Assistance Coordinators to support males of color in pilot schools.</p> <p>Provide mentorships through Coalition of Black Men, Latino Network, and Indian Education.</p> <p>Establish Parent College to support disciplinary efforts of Latino parents.</p> <p>Partnering with Portland Parent Union and Community Education Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and</p>	<p>and Latino males into programs.</p> <p>Expand AVID to more high schools and their middle schools and partner with University Partners to expand pool of AVID tutors.</p> <p>Collaborate with higher education partners to develop honors courses that focus on African American, Latino and indigenous cultures.</p> <p>For non-AVID students, created college and career preparation classes at the 9<sup>th</sup> grade.</p>			

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		<p>establish restorative justice practices.</p> <p>Pilot “blind hearing” concept for disciplinary hearings.</p> <p>Restructuring expulsion hearing process.</p>				
Providence	<p>Improve data collection on student attendance.</p> <p>Target attendance strategies first on students in grades k to 3.</p> <p>Enlist community partners like city and county government, the United Way, and others to make home visits to residences of chronically absent students.</p>	<p>Conduct a thorough examination of the Student Discipline and Code of Conduct to ensure that policies are fair and equitable.</p> <p>Begin phasing in more restorative justice practices rather than out-of-school suspensions.</p> <p>Work with the Providence Police on the role and</p>	<p>Set targets and goals for increased participation of Males of Color in AP courses</p> <p>Expand the number of middle school students the district works with to prepare them for AP in high school.</p>			

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	<p>Focus the work of parent liaisons at each school on attendance.</p> <p>Continue community impact campaign linking attendance and poor achievement.</p>	<p>authority of School Resource Officers to curtail student involvement with law enforcement.</p> <p>Provide professional development on applying restorative justice and conflict resolution.</p>				
Rochester*		<p>Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused on revamping the district's code of conduct and will track progress.</p> <p>Expanded positive engagement activities (e.g.,</p>				<p>Continued expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.</p> <p>Expanded use of consulting teachers in general education classes. Expanded language enrichment and</p>



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		art, music, sports, extra-curricular activity.) <sup>15</sup> Expanded learning time in 22 schools. <sup>19</sup>				intervention efforts with young students to reduce inappropriate placements in speech and language impairment.  Expanded 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 building capacity.	Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.  Revised School Climate Policy and School Discipline to address racial disproportionality	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 relationships between SCUSD, Sacramento City College, and Sacramento State University to help students transition to and succeed in college.	Culturally relevant supplemental providers and Youth Development staff support boys of color, foster youth and Men's Leadership Academy, and encourage students to	Addressed special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and

<sup>15</sup> 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)
		<p>and inequitable disciplinary practices.</p> <p>Cohorts of schools received training in Restorative practices and equity frameworks and Positive Behavior Intervention and Supports.</p> <p>Identified 3 Restorative Practice demonstration sites</p> <p>Men’s Leadership Academy youth continue to participate in statewide Zero Tolerance policy advocacy.</p>		<p>Culturally relevant college tours conducted by SCUSD staff and community providers.</p> <p>Expanded Learning program offers opportunities for cultural brokers/ community providers to offer culturally relevant programming, mentoring, and leadership/ internships during after school hours.</p>	<p>participate in FAFSA.</p>	<p>Social Emotional Learning (SEL).</p>
San Francisco		<p>Implemented a districtwide professional development</p>				

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		program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from 3,098 in 2009-10 to 1,921 in 2012-13. <sup>16</sup>				
Toledo	Started the Truancy Prevention Program  PBIS  Pathways to Success.	Initiating PBIS and SEL programs	Expanding AVID, gifted and talented, & AP courses  EHSO		Naviance  Graduation coaches	EHS
Wichita*	The Pando Initiative and the United Way “Check and Connect” program works to improve tardiness/chronic absenteeism.	Elementary schools use the Neuro-Sequential Model in Education (NME), which is a study of how brain-based strategies work to	BAASE (Better Academics and Social Excellence), a middle school initiative designed to promote school as “Cool” by	Partnership with Wichita State University, which provides 2 full years of classroom field experience to teacher candidates to	College and Career Coordinators in each high School  High School GEAR UP Partnership Grant	A Multi-Tier System of Supports (MTSS) has been implemented to ensure students receive interventions and academic

<sup>16</sup> From Resource Guide for Superintendent Action, July 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)
	<p>Provides support to families, connects resources and works individually with students. Students are provided basic resources to prepare them for school each day. The Pando Initiative serves students at the elementary, middle, and high school levels.</p> <p>“Rise Up for Youth” and “Ready to Impact” are community-based programs that are housed in select high schools. The programs are designed to provide 1-to-1 mentoring, and small group social emotional</p>	<p>improve behavior.</p> <p>Biography Driven Instruction (BDI) is a communicative/cognitive method for providing culturally responsive pedagogy that guides teachers to maximize each learner’s potential for language acquisition and content learning. It draws upon students’ sociocultural, linguistic, cognitive, and academic resources.</p> <p>3-year plan in all Middle/High Schools to create Trauma Sensitive Schools in a relationship-</p>	<p>students of color who serve as ambassadors. BAASE students are monitored by an Individual Plan of Studies with full access to Advance Placement Courses.</p> <p>High School GEAR UP Partnership Grant to focus on College Readiness with Site Coordinators monitoring student success, and to increase dual and concurrent enrollment</p> <p>Early College School and the International Baccalaureate program recruitment</p>	<p>expose them to school culture, curriculum and instructional best practices to meet the needs of students in an urban district. High quality teacher candidates are recruited for positions in the district. Teacher Apprenticeship Program (TAP) is a partnership with Wichita State University where paraprofessionals in the district receive college credit for their work experiences and are released from duty to complete courses to become credentialed teachers.</p>	<p>that focuses on college readiness FAFSA Pilot Schools will work with Wichita State University to expand FAFSA completion rates beginning in the 2018-2019 school year.</p>	<p>supports in a least restrictive environment before being referred to the Special Education process. MTSS provides 3 levels of support that fosters a relationship-based culture in a mutually inclusive environment.</p>

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	<p>support to keep students connected to school. Academic and Behavior Intervention Specialists are housed in select High Schools to provide 1-to-1 support. Intervention specialists take a team approach of caring for students and outreach to families.</p>	<p>based school culture. Use Jim Sporleder’s book “Trauma Informed Schools” as a resource.</p> <p>Restorative Practices (RP) is implemented in all schools.</p> <p>Safe and Civil Schools using the STOIC Model-- Structure Teach Organize Interact Positively Correct</p> <p>Reviewing pupil classroom discipline policy to better align it with our district’s beliefs statements and strategic goals.</p>	<p>efforts focus on minority students.</p> <p>Middle and High School AVID Program is a college readiness program designed to support Tier 2 instruction. Ensure equal access to advanced placement courses.</p> <p>Career Technical Education program and pathways designed to promote college and career readiness by ensuring that classes are offered with dual and concurrent credit</p>	<p>Partnership with Kansas Newman University to provide ESOL credentials.</p>		

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\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.

Males of Color Initiatives in the Great City Schools (continued 3)

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Albuquerque*	<p>Hosted first-ever Hispanic Scholarship Fund College 101 Night in New Mexico in February 2018. Provided students and parents with information on attending and funding college in both English and Spanish. Students from every high school in the district attended. Invited students from other area high schools.</p> <p>Added specialized opportunities for credit recovery courses for Native American students.</p> <p>Partnered with New Mexico Office of African American Affairs and the University of New Mexico Men of Color Initiative, African American Student Services, and Africana Studies on educational, social and career development programs for male students of color. Examples include a Male Summit for high and middle school males of color in March 2018; Black Cultural Conference in September 2018; and UNM African American Student Day (annual events).</p> <p>Collaboration with the United Way’s “Mission Graduate” to create a graduate profile.</p> <p>Rio Grande High School implemented successful Jobs for Americas Graduates (JAG) program for at-risk students. Indian Education sponsoring</p>	<p>Provide training for school teams to develop family engagement plans. Schools asked to look at target populations where applicable.</p> <p>Developed and implementing on-line family engagement workshops for parents in multiple languages.</p> <p>Assigned district level staff to provide assistance to schools in all Learning Zones.</p> <p>Districtwide Family Engagement Collaborative established to ensure inclusion of all families in looking at disparity data.</p> <p>Title I provides adult education classes</p>	<p>Teaching Tolerance training to facilitate critical conversations around race. Expanding Ethnic Studies courses at high schools and middle schools. Jefferson Middle School established Brotherhood, an American School Counseling Association-based group for African American males.</p> <p>Promotes scholarship, creates fraternal and cultural pride, and embraces opportunities for leaderships.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>JAG program for Native American students at Del Norte High School.</p> <p>Indian Education sponsoring Identity Project at Manzano High School and Atrisco Heritage High School to foster hope and weave identity through documentary storytelling.  <a href="http://www.theidentityproject.us/program">http://www.theidentityproject.us/program</a>.</p>		
Anchorage*	<p>Intensive focus on lowest performing high school has included implementation of PLTW Biomedical and Engineering programs; a NMSI grant that dramatically increases enrollment and scores of AP students and has continued since the grant concluded; a freshman orientation day to set a positive foundation for expectations; a reset zone to decrease suspensions; implementation of Capturing Kids Hearts to impact the learning environment and positive relationships; piloting a high school MTSS framework in English in Math; and implementation of a new math sequence. The results have been positive with the school's graduation rate increasing to 85.84%. Other high schools also benefiting from the adoption of many of these same initiatives and programs with the graduation rate rising for all students by 5.2% between 2013 and 2017.</p>	<p>Hired new volunteer coordinator to work closely with parents in Title I schools to focus on family engagement. Continuation of regular AEL parent meetings and classes for refugee parents. Continue soliciting concerns from Alaska Native and American Indian Community groups.</p>	<p>Collaborate with a broad range of community organizations, including the Minority Education Concerns Advisory Committee, (MECAC), Native Advisory Committee (NAC), Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, Cook Inlet Tribal Council (CITC), and UAA. Elementary and Secondary Inservice Training on Racial Equity provided to all certificated staff by First Alaskans Institute in 2016. Zaretta Hammond keynote and culturally responsive teaching workshop to promote Equity in Education in 2017.</p>



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Atlanta	<p>Create at-risk indicators for dropping out that would be used to determine student case-loads for graduation coaches.</p> <p>BEST Academy is used for a supportive single-gender environment serving mostly African American males.</p> <p>Currently developing an African American male support initiative for high schools</p> <p>Continue partnerships with Brothers Building Up Brothers, Dukes Foundation, and 100 Black Men.</p>		
Austin	<p>Worked to reduce the number of male drop outs.</p> <p>Altered approach to discretionary removals at each campus.</p> <p>Plan Students with a Graduation Goal (SWAGG) Conference—with male component.</p>	<p>Re-established programs that give books to families.</p> <p>Held Vertical Team Parent Focus Groups with African American parents.</p> <p>African American Parent Engagement Conference in April 2015</p>	<p>Providing cultural sensitivity training and training on differing learning styles for all staff.</p> <p>Partner with University of Texas Department of Diversity and Community Engagement.</p> <p>Speaker series for administrators on reaching Males of Color; book studies; on-line professional development with Jawanza Kunjufu and Robin Jackson.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			Power of One Institutes
Baltimore*	Engage students in activities that will define their future selves while receiving supports (mentor match, college visits, college planning, SAT prep).	The Engagement Office at City Schools is working to expand its reach into neighborhoods and communities to support parent engagement and student success. Through a strategic partnership with the “StartUp Nest” and the Center for Urban Families’ (CFUF), and Baltimore Responsible Father’s Project, we are collaborating to provide parents, families, and partners with learning opportunities to support family literacy and economic stability in Baltimore’s high-poverty neighborhoods. We have been working with CFUF to raise public awareness about the importance of engaging fathers and male caregivers in support of student wholeness and academic achievement.	Hold a conversation about race, Black male identity development, and support on MLK birthday.
Boston*	<p>Mayor’s Office is working with the Mass Mentoring Partnership on the goal of recruiting 1,000 mentors to work with young people.</p> <p>Mayor has opened an office of financial empowerment to increase job opportunities for young people and other goals.</p> <p>Mayor has expanded the number of summer jobs available to young people and expanded the MLK Scholars Program.</p>	<p>BPS Parent University: Classes and forums for parents directly connected to initiatives in the school system.</p> <p>BPS “Count Down to Kindergarten” holds events in every neighborhood and community to engaged, inform, and energize families about the start of the school year.</p> <p>Sponsor and co-plan events and forums with parent groups that represent families of color (CPLAN, Phenomenal</p>	Culturally and Linguistically Sustaining Practices (CLSP): 2 years of course work lea by the Office of Opportunity Gaps with multiple stakeholders (school leaders, cabinet, lead teachers, partners, parents). Topics for sessions include: The Construct of Race, White Privilege,

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>BPS expanded use of Early Warning Indicator Systems to make sure students do not fall through the cracks and interventions are timely and targeted. EWIS has been in place at some of our high schools that have made significant turnarounds. There is an ongoing goal to make this more systemic.</p> <p>Advisory programs such as “Building Assets Reducing Risk (BARR)” growing in use to improve connectedness and facilitate authentic relationships between staff and students and is showing strong results, especially during 9<sup>th</sup> grade.</p> <p>Turnaround office and schools partnering with programs such as Linked Learning, universities such as MIT, and corporations such as General Electric to create innovative models to turnaround/improve/innovate high schools.</p> <p>4-year graduation rates increased dramatically over the past decade: Graduation rate among Black students in the district has increased from 54.2 percent in 2007 to 68.9 percent in 2017.</p> <p>Latinx students increased graduation rates from 51.0 in 2007 to 69.0 in 2017. Graduate rate among ELLs in the district has increased from 38.8 percent in 2007 to 60.5 percent in 2017.</p>	<p>Moms, etc.) and organizations such as COSEBOC to help deepen the work in the community, e.g., “Trauma in the Village” conference.</p>	<p>Internalized Racism, Implicit Bias, Intersectionality, Culture I &amp; II.</p> <p>CLSP goals in all schools</p> <p>Speaker Series from Office of Opportunity Gaps over past 2 years targeted on the community (Speakers/Scholars included: Steve Suits, Joy Degruy, Yvette Modestin, Linda Tropp, Claude Anderson, Tim Wise, and Ibram X Kendi).</p> <p>Citywide Boston/Mayor’s Race dialogues.</p> <p>Hosted Regional Racial Equity Summits.</p> <p>Community organizations such as YW Race Dialogues are working with schools to</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			<p>lead discussions and build capacity.</p> <p>BPS introduced the use of the 7-Forms of Bias protocol to look for bias in our curriculum and begin the process of decolonizing curriculum.</p>
Broward County*	<p>Started the “Mentoring Tomorrow’s Leaders” peer-to-peer program for minority males in two high schools in partnership with Broward College.</p> <p>Implementing the 5000 Role Models of Excellence Project, started by Congresswoman Frederica Wilson. This mentoring program targets young men and boys who can benefit from male role models. The goal is to intervene in the lives of at-risk boys and steer them away from negative influences and provide them with as many positive influences as possible. The program kicked off in December of 2017 with 300 boys and 100 male mentors. The request from men in the community who want to be involved has been endless. This is the most successful mentoring initiative we have had in terms of recruiting male mentors.</p> <p>Provide peer mentoring, leadership support, and dropout prevention efforts to help students transition to college or the workforce.</p>		

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Buffalo*	<p>BPS is implementing multiple school turn-around models/strategies to transform low performing schools, and spur graduation rates. These school turn-around models/strategies include:</p> <ul style="list-style-type: none"> <li>* Rigorous early Elementary Education</li> <li>* Strong Community Schools</li> <li>* New Innovative High Schools</li> <li>* Extended Learning opportunities for all students</li> <li>* Services for the district’s neediest students and families</li> <li>* Greater supports to teachers and staff.</li> </ul> <p>Models/strategies are included in the district’s transformation model: The New Education Bargain.</p>	<p>BPS has established Parent Center Academies. Parent Center Academies offer over 100 learning lessons and activities that fall into the following categories:</p> <ul style="list-style-type: none"> <li>* Academic and College Readiness</li> <li>* Social Emotional Learning and Wellness Supports</li> <li>* My Brother’s Keeper</li> <li>* Parent Leadership and Advocacy</li> <li>* Personal and Professional Growth and Development</li> <li>* Soon-to-be and new parent support</li> <li>* Family Bonding</li> </ul> <p>The purpose of these lessons is to build parents’ knowledge, skills, and networks to support effective school/home partnerships.</p> <p>BPS has updated its Parent and Community Engagement Policy. A Parent Congress was created with the intent of engaging parents in shared decision making at the district level. Engagement is advancing the New</p>	<p>BPS annually hosts an Urban Forum that focus on the dynamics that race has in K-12 schools.</p> <p>BPS engages in training teachers, administrators and parents on:</p> <ul style="list-style-type: none"> <li>* Culturally and Linguistically Responsive teaching</li> <li>* Trauma Informed Care</li> <li>* Disproportionality in referrals and suspensions</li> </ul>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
		Education Bargain. The Parent Congress meets with the superintendent monthly.	
Charlotte-Mecklenburg*			
Cincinnati*	M.O.R.E. programs in high schools focus on academic success, career readiness, building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness.		
Clark County (Las Vegas)	<p>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.</p> <p>Star On Programs. Community Resource Advocates</p> <p>New Heights Intervention Program</p> <p>JAG</p> <p>Community Role Models Guest Speaking.</p> <p>On-site mentoring</p> <p>Peer Mediation</p> <p>In-house Academic Center Placements.</p>	<p>Parent Engagement Centers located geographically across the District.</p> <p>Newly-Created Family Engagement Department.</p>	<p>Cultural Competency Training for Administrators with ongoing PD</p> <p>Case Study Learning/Bennett Model</p> <p>Look Fors and Instructional Rounds</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	Graduation Advocates provided by the School Partnership Office		
Cleveland*	<p>Implemented a “Closing the Achievement Gap Program (CTAG)” in high schools that average graduation rates below 80 percent over three years. In the 2016-17 school year, 92 percent of ninth-graders who participated at eight high schools were promoted to 10<sup>th</sup> grade, compared with 37 percent of those who did not participate. The Closing the Achievement Gap program makes “linkage coordinators” available to at-risk students in select high schools 24 hours a day.</p> <p>Single-gender schools, including Ginn Academy along with two all-male K-8 schools, Kenneth W. Clement Boys’ Leadership Academy and Valley View Boys’ Leadership Academy, have four-year graduation rates of 95 percent.</p> <p>Implemented the True2U program that currently has mentors for eighth-graders in 48 schools and within a year will serve 2,400 eighth-graders across all K-8 schools.</p>	<p>Set goal for parents to have meaningful face-to-face contact with their children’s teachers at least once a year. Ninety-one percent of district parents met with teachers last school year.</p> <p>Works with parents to analyze their children’s academic data and provide support at home.</p> <p>CMSD’S Parent University provides parent-training workshops. Parent University’s college bus tours expose parents and students to higher education and help them understand admissions, financial aid, and support systems.</p> <p>The district hosts Annual Fathers Walk, which encourages dads to walk their children to school and become more involved in their education.</p>	<p>Sponsors annual symposiums for Black and Hispanic students, creating a forum to discuss issues of concern.</p> <p>Facing History New Tech High School concentrates on social justice and human rights. The school hosts an annual human rights summit.</p>
Columbus	<p>District has rich portfolio of activities to engage middle and high school students in athletics, performing arts, career and technical education, and academics to spur attendance and engagement despite budget cuts.</p> <p>District is expanding career and technical offerings at Career Centers and neighborhood schools, apprenticeships, and internships</p>	<p>Implemented Parent Literacy Academies to help parents work on literacy with their children at home.</p> <p>Have parent consultants at 40 schools to improve parent engagement.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>District is implementing several initiatives focused on character development, e.g., “Boys Won’t Be Boys,” REAL Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men.</p>		
Dallas*	<p>Implemented “LEAD (Leadership – Excellence – Achievement – Development)” mentoring program to help young men of color reach their potential. Currently, there are 500 male students participating in the program.</p> <p>Established the “Dallas ISD POWER BROKERS” program to provide mentoring.</p> <p>Hosted “Breakfast with Dads” where students paired with male role models in the community who volunteered to mentor students throughout the 2017-18 school year.</p> <p>Created the “African American Success Initiative (AASI) Student Advocacy Program” for at-risk 9<sup>th</sup> graders. The program provides advocates for students to help build a supportive network in their schools.</p>		
Dayton	<p>Set goal of increasing graduation rate over four year period by 20 percent.</p> <p>Monitor grade distribution in grades 7-12.</p> <p>Monitor course enrollment in AP, IB, 8<sup>th</sup> grade algebra, special education, CTE courses each semester and annually.</p>		



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	Monitor graduation rates.		
Denver*	<p>Increase multiple pathways to graduation.</p> <p>Promote innovations in competency-based credit and credit-recovery programs.</p> <p>Increase CTE offerings.</p> <p>Monitor students not on track at every grade level from 4th through high school.</p> <p>Increase student voice in policy program implementation.</p>	<p>Prepare materials and outreach strategies to help families understand trajectories to college and careers—and what students need to be ready.</p> <p>Conduct outreach to families on common core, and career readiness opportunities.</p> <p>Expand teacher home visits.</p> <p>Connect school performance framework with family practices.</p> <p>Expand birth-to-three initiative to more school clusters.</p> <p>Partner with community to increase family supports.</p>	<p>Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools. Includes student voice.</p> <p>Increase leadership opportunities, particularly for students not typically engaged.</p> <p>Implement Black Male Achievement Initiative (BMAI)</p>
District of Columbia*	<p>Established expectation for all schools to complete Comprehensive School Plans (CSPs), that identify areas of need, strategies schools will use to directly address the areas of need, and modifications that will be made to meet the needs of students furthest from opportunity.</p> <p>Created and supported schools in using the Adjusted Cohort Graduation Rate (ACGR) and Cohort Tracker Report, which provides a consolidated, every-term view of course and transcript information for each student as well as</p>	<p>DCPS has continued to expand the Family Engagement Partnership (FEP). Supported by the Flamboyant Foundation. The Family Engagement Partnership (FEP) helps school leaders and teachers engage families in ways that benefit student learning.</p> <p>Participating schools have seen significant academic growth, along with more active and engaged school communities. In the most recent selection of schools to enter the FEP,</p>	<p>Ensuring that DCPS provides central office and school-based staff with resources and programming to dismantle institutionalized inequities, combat biases in our system, and accelerate the growth of students furthest away from opportunity.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>information on students' progress toward their designated diploma type. The ACGR Tracker updates credits and progress at the end of each term and provides information on what credits a student still needs as well as credits currently in progress. This makes it easier for schools to monitor all students, beginning in their First Ninth Grade Year and to identify students in need of specific interventions to get them back on track to graduate within 4 years.</p> <p>Established an all-male high school in DC to spur academic success of Males of Color.</p>	<p>schools serving students furthest from opportunity were prioritized. One of the key strategies of the FEP, Relationship Building Home Visits, have been shown by a recent study to interrupt educator's implicit bias. <a href="http://www.pthvp.org/wp-content/uploads/2017/12/Mindset-Implicit-Bias-Shifts-with-Parent-Teacher-Home-Visits-Studied.pdf">http://www.pthvp.org/wp-content/uploads/2017/12/Mindset-Implicit-Bias-Shifts-with-Parent-Teacher-Home-Visits-Studied.pdf</a></p>	<p>Creating opportunities to engage teachers, school leaders and support staff in conversations about diversity, equity, and self-exploration by building a shared understanding of the lived experiences the DCPS school community and DC community members.</p>
Duval County*	<ul style="list-style-type: none"> <li>* 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.</li> <li>* Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on how to ensure that all students graduate.</li> <li>* Adopted an intense focus on correcting and labeling negative codes on students no longer attending our schools.</li> <li>* School leadership and district leadership meeting regularly to closely monitor student</li> </ul>	<ul style="list-style-type: none"> <li>* The Parent Academy offers free courses throughout the community each semester. Courses are to enhance student achievement, promote parenting and advocacy, and support a parent's personal and individual growth. Many courses are held in urban areas to help remove transportation barriers to course-offerings.</li> <li>* Parent workshops offered in the Duval County Courthouse to support parents whose students are in the juvenile justice system.</li> <li>* Partnering with the Jacksonville Public Education Fund and the Parent Leadership Training Institute to begin "Parents Who Lead," a 20-week family</li> </ul>	<ul style="list-style-type: none"> <li>* Strategic Planning team members partner with the Rashean Mathis Foundation to plan the "Bridging the Divide Town Hall Meetings" where the 5000 Role Models of Excellence students attend, serve as student ambassadors, and act as panel members. Community members join to discuss race relations and how to improve it within the city.</li> <li>* Several high-level district staff members attend monthly meetings</li> </ul>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>performance and provide intensive supports to at-risk students.</p> <p>* Encouraged high school “signing days” at all district high schools to recognize graduating seniors pursuing postsecondary education or military service.</p>	<p>civics curriculum, for a diverse group of parent leaders each year.</p>	<p>of the education committee for the National Association for the Advancement of Colored People (NAACP). Staff members answer questions, provide data, and address NAACP education concerns to ensure the success of minority students.</p>
<p>El Paso*</p>		<p>Strong Fathers Con Mi Madre Love and Logic</p>	<p>Began piloting Multicultural Studies in 5 schools in 2017-2018</p> <p>* Piloting Mexican American Studies Course in 2 High Schools</p> <p>* Integrating Multicultural Studies into 7th grade curriculum</p> <p>Will roll out to all schools in 2019-2020.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Fort Worth	<p>Developed District Focus Goals at all campuses to address matriculation rates but specifically at high schools for 1<sup>st</sup> year Freshmen.</p> <p>District Level Targets identified and monitored to increase student achievement on state assessments and increase graduation rates.</p>	<p>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 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.</p>	<p>Began training for administrators in “Courageous Conversations about Race” with a follow-up plan to expand into campuses in 2015.</p> <p>Began Racial Equity Conversations in school feeder patterns experiencing most opportunity for growth.</p>
Hillsborough County*	<p>Men of Vision, Inc. (MOV) is a service program for all young men, particularly men of color. MOV provides an opportunity for young men to enhance knowledge and skills that will assist them with personal development, leadership development, individual responsibility, personal success, and graduation plans through service to the school and community. MOV is present at 15 schools and two private schools. MOV district-wide activities are funded by community partners/sponsors through the Hillsborough County Education Foundation. MOV students volunteer at several district and community events.</p> <p>Continue the Gear-up Grant to increase the performance of secondary and post-secondary</p>	<p>The parents of male students in MOV are engaged in this project and receive ongoing communication about the progress of their sons. Parents need to give consent for their sons to be mentored through this program. Mentoring activities include: service learning; PSAT, SAT, and ACT preparation</p> <p>Host and monitor Parent University, a districtwide initiative held four times a year to better engage parents, provide health information, and conduct workshops.</p>	<p>Most male students are of color. They attend activities, programs, and events where positive race-related topics are presented. The involvement of Black/African American and Hispanic role models is essential to the success of the program.</p> <p>A specific session was held at the Student Summit about Diversity with race/ethnicity and LGBTQ related topics to</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>students, increase graduation rates, and improve family knowledge of post-secondary opportunities.</p> <p>Student Summit was launched in June 2018 to engage high school students about a variety of topics related to diversity, bullying, college and career readiness. It was hosted by the Division of Professional Development and involved high school students from 27 high schools, launched in June 2018. Plans are to hold a bi-annual Student Summit. This event was a collaborative effort of various divisions: Transportation, Teaching and Learning, Professional, and Office of Diversity.</p> <p>‘Achievement Schools,’ a district-wide strategy, was initiated this year by the Superintendent. Fifty Schools will be supported in a way never seen before in the district to level the playing field for students. The district will put its best leaders and teachers into schools with the highest needs and provide the right resources to schools for sustained student success. Innovative and collaborative learning environments will be created that will center on high expectations for students. The overarching goal is to close the opportunity and achievement gap and eliminate inequitable practices that will enhance teaching and learning for all students in all schools. There are currently three (3) high schools that are part of the Achievement Schools.</p>	<p>Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year.</p> <p>Parents gave permission for their children to participate in the Student Summit in the Summer of 2018.</p> <p>Community and Parent Meetings/Focus Groups are ongoing. Parents and community members are actively engaged in community meetings. Community and parent input is solicited on how to improve and enhance the education of students. Community organizations such as the NAACP; Local Black Pastors; PTA, Latinos in Action, and University Partners, participate in these meetings.</p>	<p>gather input on how to improve the education of students of color and the treatment of LGBTQ students.</p> <p>Through the Office of Professional Development, the Office of Diversity, the Office of Federal Programs, and Teaching and Learning, the district has developed culturally relevant and race-related courses for district leadership, principals, and administrators who are part of the Achievement Schools. Community and parent focus groups, district meetings, and school-based meetings discuss topics that include equity, culture/race sensitivity, implied bias, poverty, and gaps in literacy and math.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Houston	<p>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.</p> <p>Will develop an evidence-based list of interventions to improve school environments that will better prepare students for college and career.</p> <p>Will partner with community-based organizations and businesses to increase experiential learning for student academic success.</p> <p>Increase the number of high school students of color who have access to college preparation services, counselors, and financial aid.</p> <p>Will expand and align career and technical education training received by young men of color with local growth industries.</p> <p>Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color.</p>	<p>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</p>	
Indianapolis*	<p>Recently began implementing a high school redesign initiative. This initiative includes an all choice, academy model that allows students and their families to access and select a high school pathway that best aligns with their college and career aspirations and interests.</p>	<p>In partnership with Enroll Indy and the Mayor’s Office, IPS offers a comprehensive, family-friendly and transparent enrollment and choice application process that promotes excellent customer service to families. This enrollment process and system</p>	<p>In partnership with the Racial Equity Institute, Inc., IPS has launched and will scale system-wide racial equity trainings. Currently, community leaders,</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Also increased monitoring of students' progress towards graduation and access to support systems. This includes the hiring and placement of graduation coaches in all comprehensive high schools to provide dropout prevention and graduation support services</p>	<p>allows for intentional data reporting and analysis that has informed school board policy on choice/magnet enrollment rounds and lotteries. The enrollment system offers transparent program and accountability data across school (charter and district) and is available to families on a website.</p> <p>Will implement an IPS-wide parent engagement survey with a national vendor. This survey will allow for data reporting and analysis that is nationally normed and will be used by central office and schools to determine and track engagement initiatives.</p>	<p>district leaders and staff, school leaders and select school staff engage in two-day (all day) trainings that offer an analysis of racism and bring an awareness of the root causes of disparities and disproportionality to create racially equitable organizations and systems.</p> <p>Using the REI trainings as a foundation, IPS has convened a district equity team and 22 school equity teams to determine how the conversations in REI training can result in changing behavior and practice in schools.</p>
Jackson			
Kansas City*	<p>Implemented the “Men of Color, Honor, and Ambition (M.O.C.H.A.)” mentoring program. The (M.O.C.H.A.) program is dedicated to encouraging young high school men to achieve academic success. M.O.C.H.A. is open to high school male students entering the tenth grade, and it has specifically been designed through the</p>	<p>Partnered with “Total Man CDC” to identify and recruit fathers to enroll in and complete the 10-week Total Man training. Outcomes are measured by increased parental participation of fathers who have completed the Total Man CDC training course. Goals</p>	<p>In July 2018, KCPS held equity training for employees to increase their knowledge, skills, and disposition to facilitate minority</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>lens of male students of color. M.O.C.H.A. is a partnership with the University of Missouri Division of Inclusion, Diversity &amp; Equity and the Kansas City Public Schools.</p>	<p>include increased academic achievement for students whose fathers, or male figures have completed the Total Man CDC training.</p>	<p>student achievement in racially equitable ways.</p>
<p>Long Beach</p>	<p>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.</p> <p>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 Hispanic students.</p> <p>Working to replicate the California Academy of Math and Science, a nationally ranked “beating the odds” school.</p> <p>Participating in the College Board All -In Campaign. Expanding the Safe Long Beach Mentoring Program to connect city employees to middle school youth.</p> <p>Expanding the district’s high school summer school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery, and other efforts.</p>		
<p>Los Angeles</p>	<p>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.</p>	<p>Provide a Grad Van to give information to parents and the community on district programs, school and attendance records, and resources.</p>	



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Implementing the “You are the Money for Young Men of Color” curriculum that is used monthly as part of the Village Movement initiative.</p> <p>Instituted a summer term for high school students to recover lost credits, and expanded credit recovery initiatives.</p> <p>Expanded after school and in - school options to recover credits.</p> <p>Created middle school college and career coaches to guide students toward high school graduation.</p> <p>Created a Spring Bridge program for students accepted into CSULA programs; established dual enrollment courses at 12 sites; and set up college readiness advisory courses.</p> <p>Will open new all-girl and all- boy academies in 2016 -17 and 2017 -18.</p> <p>Instituted a Student Recovery Day to find and recover students who have dropped out.</p> <p>Set up an office of school choice in collaboration with UCLA and the College Board to increase the college competitiveness of African American students.</p> <p>Set up the Diploma Project to identify students at risk of dropping out and to provide extra support.</p>	<p>Established a Parent, Community, and Student Services office to engage parents and respond to parent concerns.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Established community - based re - engagement centers in high - needs areas of the city to target out -of-school youth.</p> <p>Are developing a districtwide plan to eliminate all dropouts.</p> <p>Graduation rates for all high school students districtwide has increased by 10% since 2009-10.</p>		
Louisville	<p>Ensure that Equity Scorecards itemize college and career readiness rates for all groups in every school.</p> <p>ACT boot camps for Males of Color.</p>		<p>Student voices and interviews with a cohort of Males of Color.</p> <p>Community conversations using district studios.</p> <p>Districtwide book studies centered on race, culture, bias, and males of Color.</p> <p>Develop Equity Council.</p>
Miami-Dade County	<p>Place graduation coaches in high schools with persistently low rates of graduation among Males of Color.</p>		<p>Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations, agencies, and others to examine ways to provide greater equity, access, and diversity in</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			educational opportunities for Males of Color.
Milwaukee	<p>Initiated the “Gaining Early Awareness Readiness for Undergraduate Program” (GEAR UP) in eight high schools to work with 10<sup>th</sup> and 11<sup>th</sup> grade students on academic advising, tutoring, high school transition support, and college tours.</p> <p>GEAR UP program also working with AP to ensure eligible students enroll in AP courses.</p> <p>Continue support for two citywide College Access Centers that serve all high school students.</p> <p>Making available to all 11<sup>th</sup> grade students testing on the PSAT to provide more access to National Merit Scholarships.</p> <p>Expanding dual enrollment classes in conjunction with Milwaukee Area Technical College (MATC).</p> <p>Expanding career and technical education programs (M3 program).</p> <p>Created the MATC Promise program that provides no-cost education to Milwaukee high school graduates.</p> <p>Implemented the Passport to Adulthood program to prepare young people to enter the workforce, earn money, and gain experience.</p>		

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Working with the community to provide job internships and employment opportunities for students: Milwaukee Area Workforce Investment Board, Career Cruising, ccSpark, Inspire Southeast Wisconsin, and GPS Education Partners.</p>		
Minneapolis		<p>Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher success, collaboration with school, student success at home and school, social and emotional learning, college readiness, and advocacy.</p>	<p>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.</p>
Oakland*	<p>Launched a Student Leadership Council in September 2014 consisting of African American males from middle and high schools across the district. Goals included creating a network of African American male students in 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 countering offensive negative images of young black and brown men.</p>	<p>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 Finance College.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Created Khepera Pathway to 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.</p>		
Oklahoma City			
Orange County*	<p>Review district data on graduation rates among Males of Color.</p> <p>Devise a plan for addressing findings from data reviews with area superintendents and guidance staff.</p> <p>Met with staff of schools where Males of Color are not graduating and planned parent meetings.</p> <p>Monitored course passage rates among Males of Color in schools with low graduation rates. Monitored school efforts and actions when informed of data.</p> <p>Established an acceleration initiative in Algebra I in 19 high schools.</p> <p>Setting up the Minority Leadership Scholars program and the Ethnic Minority Enrichment in Research and Graduate Education.</p>	<p>Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents.</p>	<p>Research professional development that is effective in raising awareness of issues.</p> <p>Met with consultant to determine appropriate culturally responsive training for teachers who contribute to high suspension rates.</p> <p>Determined which teachers needed training and began the Behavioral Leaders Consortium.</p> <p>Begin training on Culturally Responsive Instruction for administrators, principals, deans, counselors and selected teachers.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			Monitor effects and progress.
Palm Beach County*	Have placed graduation coaches in all Title I high schools. The district also sponsors every student to take the SAT in 10 <sup>th</sup> 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 most 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. Completed the data analysis portion of an equity audit done by expert, Pedro Noguera.
Philadelphia*	Work with City Year in high-needs high schools on individualized English and math tutoring, attendance, and behavior.  Focusing on students with attendance below 90%, more than one out-of-school suspension, and an F grade in math or English.		
Pinellas County*	Set goal of eliminating the gap between the graduation rate of black males and non-black students. Action steps include:  <ul style="list-style-type: none"> <li>• Provide targeted professional development to teachers and leaders on culturally responsive strategies to increase engagement and</li> </ul>	Provided parent workshops in schools to help parents understand their children’s data and raise awareness of available resources.	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>improve pass rates and grade point averages (GPAs) for Black learners.</p> <ul style="list-style-type: none"> <li>• Develop a learner profile and personalized learning plan for all Black male students who are at risk or not on track to graduate.</li> <li>• Provide side-by-side coaching as needed to high school leadership teams on using their school's Graduation Status Reports to focus support on Black students and review personalized plans on students who are not on track to graduate</li>   <li>• Ensure Black students who are not on track to graduate participate in "in-school" classes to recover failed core courses and raise grade point averages to meet graduation requirements.</li>   <li>• Empower families by hosting a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits and provide tools to support their children.</li> </ul>		
Portland	<p>(See items under advanced placement.)</p> <p>Expanding career and technical offerings at career centers.</p> <p>Expanding academic engagement through athletics.</p>	<p>Continue offering family learning events through the Office of School and Family Partnerships.</p> <p>Partner with Black Parent Initiative and 8 other community partners on third-grade reading initiative.</p>	<p>Board passed Racial Educational Equity Policy and developed five-year plan for implementation.</p> <p>Continue partnership with Pacific Educational Group around</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
		<p>Offer Parent University classes through the Black parent Initiative.</p>	<p>Courageous Conversations.</p> <p>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.</p> <p>Named “Equity Teams” that is responsible for ongoing professional development around equity at every school and central office department.</p> <p>Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that will be expanded to all schools to strengthen culturally responsive teaching practices.</p> <p>Developed and implemented an “Equity Formula” for staffing and differentiated</p>



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			<p>resource allocations by student subgroup.</p> <p>Using “Equity Lens” tool for school board and central office decision making.</p> <p>School board approved an “Equity in Public Purchasing and Contracting” policy that includes a provision for contractors to engage students in internships.</p> <p>School board passed a revised “Affirmative Action” policy with the goal of recruiting and hiring staff that better reflects demographics of student body.</p> <p>Continue hosting monthly films/lectures/panel discussions on race and culture for staff, parents, and community.</p> <p>Partner with City Club to engage broader audience in “Courageous Conversations.”</p>

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.		<p>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.</p> <p>Name a working group of adult men of color to serve as an advisory group to the district.</p>
Rochester*	<p>Continue expanding sports programs to better engage Males of Color.</p> <p>Increase the number of offerings in art, music, band, physical education, and other extra-curricular activities.</p> <p>Continue the district’s Latin America Literature elective along with the current African American program.</p> <p>Considering a “Males in Mind” science fiction course in English to engage Males of Color.</p> <p>Expand credit recovery.</p> <p>Expand paying CTE costs for students in cooperative educational service course.</p> <p>Expand the P-TECH Rochester program preparing students for computer technology jobs</p>		

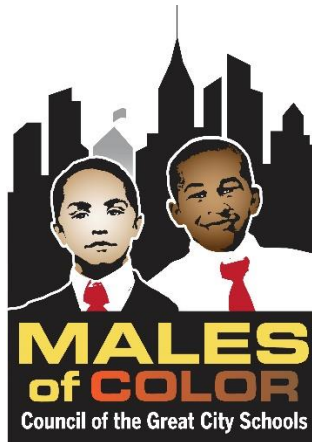
City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>along with providing mentors, work experience, and college credit.</p> <p>Continue the Leadership Academy for Young Men, a single-gender high school with grades 7-12 that focuses on discipline, respect, and academics.</p> <p>Continue All City High, which provides alternative paths to graduation in a non-traditional setting.</p>		
San Francisco	<p>Have launched the African American Postsecondary Pathway (AAPP) program that connects all graduating African American 12<sup>th</sup> graders to a postsecondary support system. Partnering with Beyond 12 to connect all African American seniors, provide coaching and mentors, and provide B12 MyCoach mobile apps to keep students informed about specific postsecondary education deadlines and resources.</p> <p>LinkedIn has provided profiles and workshops on career goals.</p> <p>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.</p>		
Toledo	Turnarounds, RttT, and SIG		<p>Bridges out of Poverty</p> <p>Forums on Racism</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Wichita*	<p>Jobs for America's Graduates (JAG) - a school-to-work transition program focused on helping at-risk youth graduate from high school.</p> <p>All-day Learning Centers in each high school designed for credit recovery using an online teaching tool called Edgenuity.</p> <p>Chester Lewis Alternative Education center uses a blended learning approach that provides direct instruction for students while also using an online credit recovery program called "Edgenuity". There is also a virtual component, which is another facet of the alternative program allowing more options for student to attain a high school diploma.</p> <p>Superintendent's Challenge: A student athlete focused program requiring all athletes to participate in an afterschool tutoring program each week. School and team Awards are given for participation</p> <p>Wednesday Night Tutoring programs available at all comprehensive high schools.</p> <p>Homework Hotline, students can call or email the hotline on weekday evenings to receive tutoring and homework support.</p> <p>The FLEX program works with seniors who are severely behind in credits. Students are enrolled</p>	<p>Parents as teachers work with parents from birth to age 4, educating families in the areas of social emotional skills with an educational focus. Literacy activities and national PAT curriculum are utilized to help educate parents and students. Home visits, group connections and community events provide social interactions with our families. Parents are supported by PAT-certified parent educators trained to translate scientific information on early brain development into specific information on when, what, how, and who to advise.</p> <p>Literacy carnivals are set up in individual classrooms where students and their families rotate through the rooms to play games and win prizes. Book walks set up like cake walks, bobbing for adjectives, and "minute to win it" math challenges are popular games.</p> <p>Donuts with Dads is an event many schools use to bring fathers and father figures into the academic setting. Schools serve donuts and children interact with their fathers over an academic based activity. Schools also do Muffins with Moms in the same fashion.</p>	<p>Multilingual Education Services Department provides a gateway to the education system for our families from a wide variety of linguistic and cultural backgrounds. Services are in place to help with communications between schools and families. Staff members provide supports to educate families while supporting students with academics, social/cultural awareness, and wrap-around services when needed. When considering adoption of curriculum and instructional materials, the Wichita Public Schools Learning Services Department begins by ensuring all stakeholders are involved in explaining what students need. Groups also use rubrics on how materials relate to the culture of our</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	in the Virtual School Program to recover credits to graduate on time.		<p>district when evaluating the curriculum.</p> <p>The Magnet Schools Department of Wichita Public Schools actively addresses components of diversity and equity throughout the district in examining demographic data of all schools. For schools that are majority one race, the Magnet Department utilizes targeted recruitment and magnet programming to encourage diversity in schools.</p>

\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.

**TASK FORCE AGENDA**



## Males of Color Task Force Meeting

**Chairs:** William R. Hite, Jr., Superintendent, School District of Philadelphia  
Michael Hinojosa, Superintendent, Dallas Independent School District

### Agenda

Wednesday, October 24, 2018

12:00 – 1:00 p.m.

- Introduction
- Goals and Objectives of the Task Force
- Education Trends for Males of Color in the Great Cities – Results from the Academic Key Performance Indicators, 2018
- NAEP Trends for Males of Color in the Great Cities – Results from the 2017 Administration
- Update on Plans and Initiatives for Males of Color Across the Great City Schools
- Updates and Feedback From Taskforce Participants

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL  
EDUCATION TASK FORCE**



# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on English Language Learners and Bilingual Education**

**2018-2019**

### ***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, New York City Chancellor  
Ashley Paz, Fort Worth School Board

**ELL MATERIALS  
PROCUREMENT PROJECT**

## ELL Materials-Joint Procurement Initiative Update

October 2018

**Purpose:** This project set 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 are 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 on August 8, 2017, a total of nine proposals were reviewed by the Source Selection Committee (SSC) with five having been selected for ongoing participation in the project. Publishers have been provided feedback generated by the first round of instructional materials review conducted in early December. A second took place in May 2018 with final procurement selections being made in November 2018. The resulting contract will be the underlying vehicle by which other district 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 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 procurement of instructional materials.

*September 2016:* First face-to-face meetings in Washington DC, engaging expert consultants Joseph Gomez and Geoffrey Fletcher to facilitate discussion among district participants drawn from both 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 discussion to review and further refine a draft Request for Proposals (RFP).

*December 2016:* Los Angeles Unified leadership confirmed as “Lead District” for this initiative; subsequently, consultant 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 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 mid-July to finalize criteria to be folded into 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, are adhering to a strict Cone of Silence and 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 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.; Revolution K12.

*October 2017 through November 2017:* The SSC held several meetings to finalize the review and selection of winning proposals. A total of five publishers were deemed to be in the competitive range to stay involved 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 in the first week of 2018.

*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. Only four publishers participated as McGraw-Hill Education voluntarily withdrew.

### **Next Steps:**

*November 2018:* Convene review teams for final meeting to review the resulting materials from three publishers to determine whether they have met the criteria stipulated in the RFP. Materials that are deemed to have met the criteria will be eligible for purchase using the LAUSD contract. Pearson, Inc. also withdrew voluntarily stating inability to meet the November timeline.

**PROFESSIONAL LEARNING PLATFORM (PLP)**

**CGCS Professional Development Platform Usage - As of October 12, 2018**

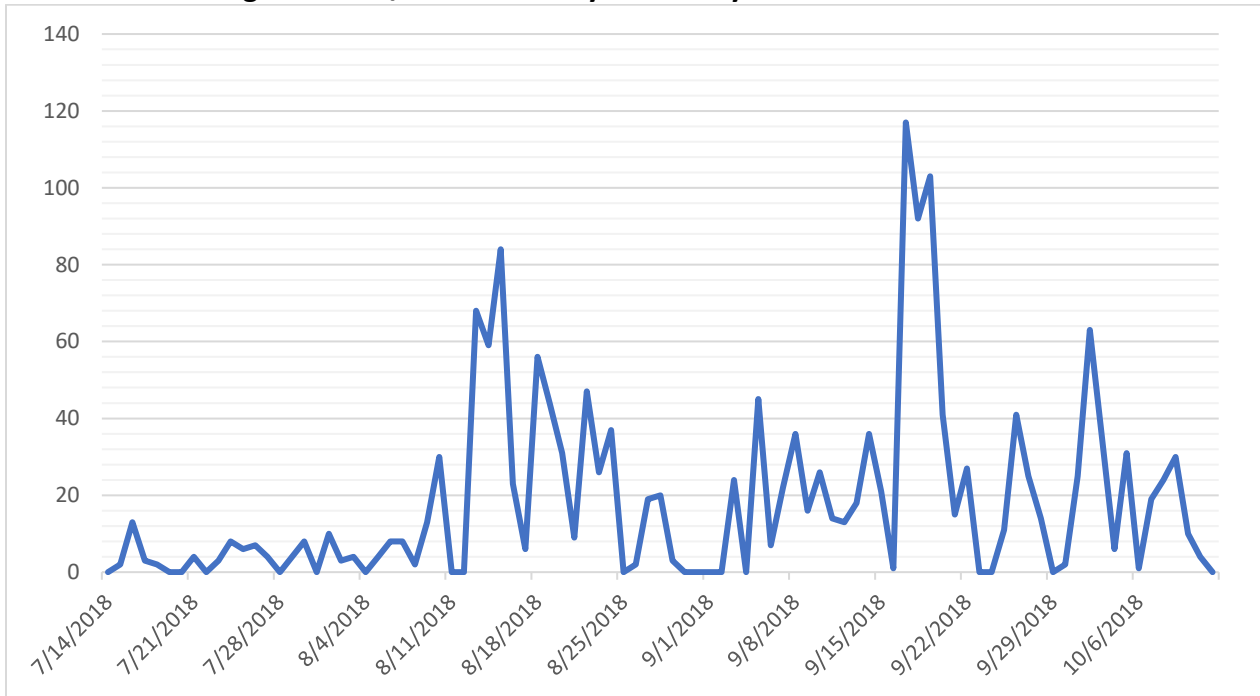
**Figure 1. Subscribing Districts**

Council-member Districts	Non-Council Districts
Anchorage School District Charlotte-Mecklenburg Public Schools District of Columbia Public Schools Guilford County Public Schools Metropolitan Nashville Public Schools NYC Department of Education – District 25 Oakland Unified School District The School District of Philadelphia	Clarksville-Montgomery County School District

**Figure 2. Enrollment of Facilitators and Participants by Course<sup>1</sup>**

Course	Facilitators	PD Participants	Districts
ELA/ELD 1	142	1,182	8
ELA/ELD 2	141	1,189	8
ELA/ELD 3	141	1,190	8
ELA/ELD 4	141	1,182	8
ELA/ELD 5	141	1,215	8
Math 1	29	1,030	4
Math 2	29	1,030	4
Math 3	29	1,030	4

**Figure 3. ELA/ELD Video Plays from July 2018 to October 2018**



<sup>1</sup> Figures include duplicated counts from enrollment of same users in multiple courses.



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM

## 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



## 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—

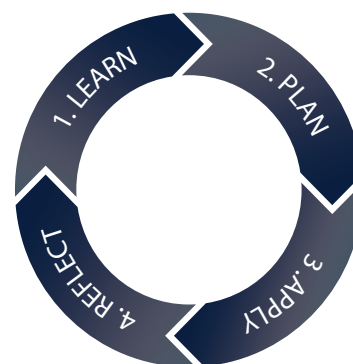
- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum 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.

# 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.





# 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 demonstrations 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



For more information, contact:

The Council of the Great City Schools at: [PLP@cgcs.org](mailto:PLP@cgcs.org).

# 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.*



## 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](mailto: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

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#### Executive Director

Michael Casserly  
Council of the Great City Schools



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




# Member District Pricing\*

District-level packages and school-level packages are available to access the courses on Complex Thinking and Communication. The packages include a range of implementation levels that vary in their number of subscriptions, content area, and duration.

## District-level Packages




### District Starter Package \$5,000

- 500 subscriptions
- Technical support

 **1 course pathway (ELA/ELD or math)**  
 **12 months (nonrenewable)**  
 **0 facilitator training attendees**




### Package 2K \$15,000

- 2,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **2 facilitator training attendees**




### Package 4K \$25,000

- 4,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **3 facilitator training attendees**

### Package 10K \$50,000




- 10,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **5 facilitator training attendees**

## School-level Packages




### School Single Content Area \$5,000


- School-wide subscription
- Technical support

 **1 course pathway (ELA/ELD or math)**  
 **18 months**  
 **1 facilitator training attendee**

### School Comprehensive \$8,000

- School-wide subscription
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **2 facilitator training attendees**

 *Additional facilitators may be added at \$750 per person.*

*\*Non-member districts can access the courses at a higher rate, subject to approval by the Council.*

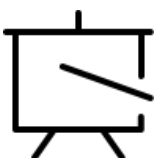
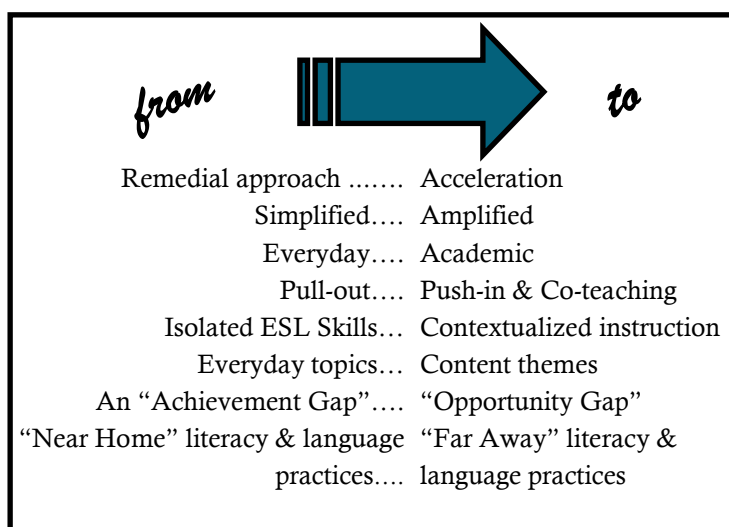


# 3Ls™ Learning, Language, and Literacy

Maryann Cucchiara

## THINKING DIFFERENTLY ABOUT HOW ENGLISH LEARNERS LEARN

The 3Ls™ is a unique approach that places LEARNING grade-level content at the center of the educational experience for English Language Learners (ELLs) integrating in a seamless and purposeful way LANGUAGE, AND LITERACY development. The approach includes newly designed elements and re-envisioned strategies, all integrated into the unique flow of a 3Ls™ lesson and thematic units of study. Based on the research of Dr. Lily Wong Fillmore and the joint work with Maryann Cucchiara, the 3Ls™ approach challenges educators to think differently about how ELLs learn.



To learn more about the 3Ls™ approach or to request on-site professional development services from its author, contact **Maryann Cucchiara** at: [macucchira@gmail.com](mailto:macucchira@gmail.com)

For access to a web-based (with live facilitation), five-series courses on learning and implementing the 3Ls™ approach, contact the **Council of the Great City Schools** at [PLP@cgcs.org](mailto:PLP@cgcs.org).

For information about the courses visit: <https://www.cgcs.org/Page/667>.



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM

## ORIGINS OF THE 3Ls™ WORK: ADDRESSING THE L2 STALL

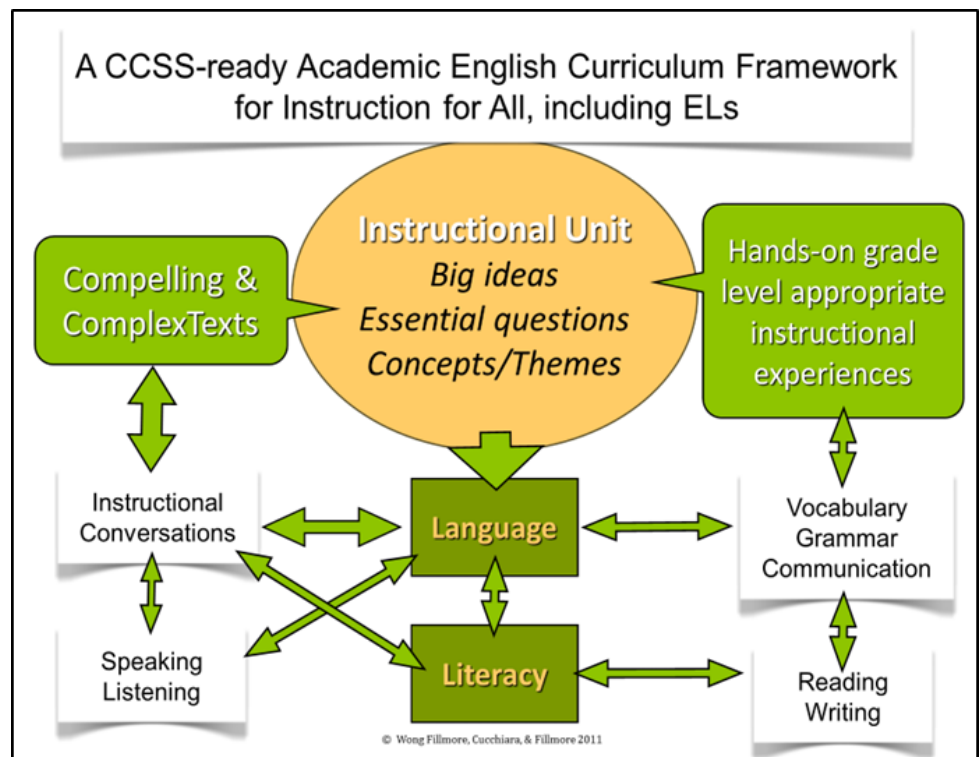
In 2007, Maryann Cucchiara then Director of Research and Development for NYC Schools, began working with Dr. Lily Wong Fillmore to raise the expectations and academic achievement of ELLs in over 365 public schools in NYC. The centerpiece of Dr. Lily Wong Fillmore’s work was the notion of “juicy texts.” For too long, Dr. Wong Fillmore contended, the prevailing instructional approach used for ELLs consisted of dull, rather de-contextualized texts centered on

everyday topics, rather than centered on grade-level content. Most of the texts were what we called “considerate” texts; that is, they were manipulated to remove all difficult vocabulary and grammatical structures that would add length and depth to the sentences. ELLs were not given access to grade appropriate, complex and compelling texts despite that ELLs **most** need access, attention and active engagement with complex and compelling texts in order to

learn academic English and succeed in school. Not surprisingly, a vast number of schools witness a “L2 stall” in students who do not have regular opportunities to work with complex and compelling texts. These students had stalled in their acquisition of the English language and in the development of literacy needed for higher grade-levels.

## COLLEGE AND CAREER-READY STANDARDS: A CATALYST

The adoption of College and Career-Ready standards brought a much needed focus on complex texts and grade appropriate standards for all students. Meeting these standards required that ELLs, as all students, have regular and routine access to what Dr. Wong Fillmore calls “juicy texts” and to active engagement in ways that call attention to the use of academic language in service for content learning. Through instruction that is centered on these “juicy texts” ELLs are able to access the 3Ls they needed: Learning, Language, and Literacy. Dr. Fillmore’s groundbreaking research and her instructional centerpiece around attending to academic language inside of “juicy texts” has served



as a catalyst for the shift from *ESL as remediation* to *ESL as an accelerated, standards-aligned instructional approach*, resulting in the *Framework of Academic English Curriculum*. This *Framework of Academic English Curriculum* developed by Lily Wong-Fillmore, Maryann Cucchiara and Dr. Charles Fillmore established a complex system of key interconnected elements to address the three Ls that ELLs need.

## THE 3LS™ APPROACH

Operationalizing this *Framework* for teachers to understand and incorporate into their lesson design and instructional practices became the focused work of Maryann Cucchiara, resulting in the development of the 3Ls™ approach. The 3Ls™ approach aims to ensure that the Learning, Language and Literacy students initially bring dramatically changes as a result of learning experienced in a 3Ls™ lesson and unit of study built on the following instructional principles:

A) Text, Talk and Tasks should be cognitively demanding (3Ts)

B) Instruction should provide Access, Attention, and Active Engagement (3As)

C) Students learn from quality texts that are Complex, Compelling, Concise, and Connected (4 Cs)

The 3Ls™ approach and principles result in the development of coherent lesson plans and thematic units of study, that highlight *Learning* as the instructional goal while attending to *Language* and *Literacy* as the vehicles to uncover this learning of

grade-level content. The 3 Ls lessons represent a pathway to learning, language and literacy that differs dramatically from how instruction for ELLs and struggling students has been traditionally mapped out and that offers multiple opportunities for students to display what Dr. Lily Wong Fillmore calls “flashes of insight” that go beyond commonly held expectations.

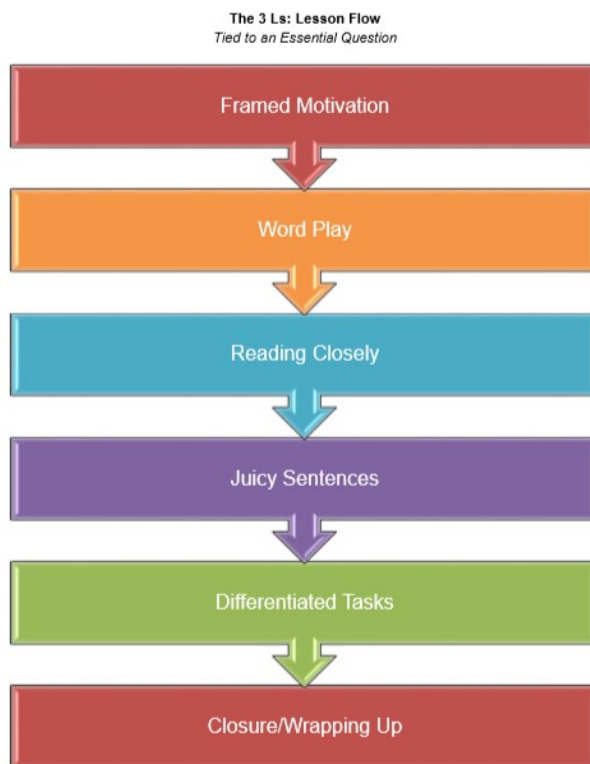
## ESSENTIAL ELEMENTS

The 3Ls™ approach comprises SIX ESSENTIAL ELEMENTS that build on each other, always centered around complex and compelling text and an essential question derived from and anchored in grade-level content. Each of these elements and strategic moves are interconnected and designed to uncover content as well as to augment language and literacy in a contextualized and integrated manner.

Based upon Grant Wiggins work on essential questions and enduring understandings, the overarching ESSENTIAL QUESTION in a 3Ls™ lesson serves as a thread connecting these six elements, binding them across lessons in the unit of study. Texts that are complex and compelling are carefully selected by teachers to allow them to attend to Learning, Language, and Literacy gather anchored in an Essen-

tial Question that students will be exploring throughout the lessons and unit of study.

The six ESSENTIAL ELEMENTS of the 3Ls™ are: Framed Motivation, Word Play, Reading Closely, Juicy Sentences, Differentiated Tasks, Closure/ Wrap-up. Some elements may be familiar-sounding to educators or appear similar to current instructional practices. However, although some of these elements do draw from existing best practices, they have been re-visited, refined, and ultimately re-created to deliver the Ls that ELLs need and all AELs (what Jeff Zwiers calls Academic English Learners). The 3Ls™ elements incorporate specific features and follow a unique flow, resulting in a powerful and original approach for Learning, Language and Literacy.



## ELEMENT ONE: FRAMED MOTIVATION



FRAMED MOTIVATION opens the lesson and creates opportunities to motivate students by connecting to the theme or topic being explored and providing them with a “sneak preview” of the upcoming complex and compelling text. Key to any lesson is the motivation required to engage students, tap into their prior

knowledge, and build the background knowledge needed to explore the essential questions and the upcoming text under discussion. What is *unique* about the FRAMED MOTIVATION is that as it is tapping into or building background knowledge of the upcoming theme or topic, it is also aug-

menting the academic language and literacy skills needed to engage in academic talk and academic writing around the content.

## ELEMENT TWO: WORD PLAY

WORD PLAY provides ELLs with access to the academic language and the academic vocabulary embedded within complex and compelling texts. In order for students to comprehend increasingly challenging texts and to use appropriate academic language in their speaking and writing, students need a deep understanding of general academic vocabulary that spreads across all content areas, as well as the domain-specific vocabulary. Unlike prevailing modes of vocabulary instruction that tend to be isolated and decontextualized, WORD PLAY is characterized by strategies and activities that are contextualized and interac-

tive, specifically designed to develop and expand academic vocabulary central to the big ideas in the text under discussion.

Through carefully designed and orchestrated instructional conversation, teachers guide students to uncover and comprehend the shades of meaning and nuances of vocabulary, and involve students in multiple opportunities to comprehend, internalize, and produce new and multi-layered academic language. Cucchiara’s “building from the base” is the starting point for all word play. Starting from the everyday (Tier 1) word, teachers

uncover the new academic words by comparing and contrasting them to their everyday counterpart to develop student understanding of the shades of meaning, the nuances embedded in the new vocabulary. Other WORD PLAY strategies include: purposeful use of newly acquired words in phrases and sentences connected to the context and content of the reading; strategic use of cognates and visuals for domain-specific words; and activities like Talk It Out, Act It Out, Grow It, Draw It, Stretch It, and Feel It.

### ROLE OF THE TEACHER

The 3Ls™ approach centers around the ESSENTIAL QUESTION and COMPLEX TEXT but it privileges the role of teachers as learners, creators, and teachers. It is their instructional vision that creates lessons that use texts, talk and tasks to uncover the essential questions, to uncover the learning, the content, the knowledge and, at the same time, uncover rich and complex academic language used in “juicy texts.”

## ELEMENT THREE: READING CLOSELY

This third element is related to the instructional practice that many literacy specialists have called “close read” to help readers “linger over words and watch how sentences unfold” as specified in college- and career-ready standards. The **READING CLOSELY** of complex and compelling texts within the 3Ls™ approach is guided by Dr. Wong Fillmore’s work on zooming in on a Juicy Sentence and is *uniquely designed* as a shared literacy event that is modeled and collaborative in nature. In this 3Ls™ shared literacy event, teachers model for and engage students in exploring es-

sentential questions that build academic language and literacy skills needed to unpack challenging texts. Carefully planned and executed **READING CLOSELY** helps uncover the secrets that good readers know to understand authors craft and the use specific tools of their trade. Explicit instruction by teachers help students demystify **HOW** and **WHY** authors use words, phrases, figurative language, grammatical structures, and other cohesive literary devices. Text dependent questions are carefully designed to not only retrieve information from the

texts, but to uncover the author’s craft in building arguments and conveying rich relationships among characters and ideas embedded in these compelling texts. The 3Ls™ approach includes a planning tool for teachers to carefully construct learning activities around Text, Talk, and Tasks for this shared literacy event as they model for and lead students in tackling compelling and complex texts. In their planning, teachers carefully examine texts and find key landing places that are oftentimes challenging for ELLs and ALL Learners unfamiliar with both the content and/or the academic language revealed in these texts.

## ELEMENT FOUR: JUICY SENTENCE WORK

**JUICY SENTENCE** work was developed by Dr. Wong Fillmore, who elevated the importance of providing access to ELLs and all students to the features of academic language—rich, long, and embedded sentences that include phrases and grammatical structures used to convey complex ideas and the content of academic disciplines. Academic vocabulary is often nested inside these long and complex sentences, within phrases and unfamiliar grammatical structures. Vocabulary instruction **ALONE** won’t suffice as an effective reading

strategy to demystify the language and structure of such complex texts. Through Juicy Sentence work, teachers help students practice, one juicy sentence at a time, the retrieval of information from a key sentence in a complex text and the noticing of grammatical features in that particular sentence.

Within the **READING CLOSELY** of the text, teachers identify a “juicy sentence” – a sentence that carries weight, contains concepts or big ideas and relationships, and is richly detailed. This is the sentence teachers

mine and use to model how to tease apart long, embedded sentences into manageable chunks, deconstructing it, reconstructing it, and always “mapping meaning” back to the words, clauses, and phrases embedded in the juicy sentence that connect to the **ESSENTIAL QUESTION** established for the unit of study or lesson. Cucchiara makes innovative use of materials like “sentence strips” to create opportunities for students to engage in hands-on activities that help parse the Juicy Sentence into its main and dangling parts.



## ELEMENT FIVE: DIFFERENTIATED TASKS

DIFFERENTIATED TASKS, carefully and purposefully designed by teachers, provide students with routine and regular opportunities for active engagement to demonstrate their emerging mastery of the content learning, academic language learning, and literacy skills augmented throughout the lesson and throughout the unit of study. Differentiated Tasks provide substantial time for continued active engagement around the essential questions examined and around the juicy texts explored. Although these tasks are differentiated, they all have similar outcomes and are centered on the themes, grade-level content, and topic at hand. The 3Ls™ approach positions the DIFFER-

ENTIATED TASKS in a unique lesson structure to ensure that it builds on the strategies employed and maintains grade-level content learning for all students during this work period, giving learners an opportunity to apply new and emerging knowledge and the opportunity for continued practice in some aspect of the learning, language and literacy. Stated in terms of Vygotskian learning theory, the work period is a time for students to work as apprentices in becoming critical readers and writers, while employing the academic language they have been learning. The 3Ls™ approach calls for the teacher's role as the "more knowing expert other," a facilitator who pro-

vides feedback, guidance, and evaluation—which are the hallmark of successful work periods. Finally, building upon the work of Grant Wiggins, these tasks serve as assessments of the learning as well as assessments for learning. In other words, this time is not only a golden opportunity for students to reveal their learning, but also an opportunity for teachers to provide the feedback and guidance necessary for the learners to achieve their academic goals.

## ELEMENT SIX: CLOSURE

CLOSURE and Wrap-up is the sixth and final element of the 3Ls™ Lesson, during which individual students or groups share their learning and showcase the new academic language and literacy skills gained during the practice time. During CLOSURE, teachers return to the Essential Question and encourage students to share new understandings and perspectives and to reflect

on their own learning within the discipline, propelling them into future lessons and units of study. It's a time to encourage students as they develop a wide array of language and literacy tools and practices that they can ultimately apply across content areas and in progressively independent and critical ways.



## MARYANN CUCCHIARA



Maryann is an independent Educational Management Consultant who was formerly with New York City Department of Education. She was the Director of Research and Development for ELLs for Integrated Curriculum and Instruction, of a former NYC DOE cluster of more than 386 K-12 schools. As a former teacher in public schools, staff developer, and the director of Ramp Up to Literacy, Maryann’s work has focused on the intersection of language, literacy and learning for speakers of other languages. She has co-authored articles

about struggling adolescent literacy readers and second language learners and developed the Project Freire Literacy Academies especially for these striving readers.

Maryann’s work with the 3Ls™ continues to expand working directly with districts, principals, and in lab sites in NYC and the tri-state area, and a growing number of schools districts that are members of the Council of the Great City Schools.

## ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

The Council is the only national organization exclusively representing the needs of urban public schools. Comprised of 71 of large city school districts, its mission is to promote the cause of urban

schools and to advocate for inner-city students. The Council provides a network of school districts sharing common problems to collectively address new challenges as they emerge and to

deliver the best possible education for urban youth.



## PROGRAM OF COURSES: COMPLEX THINKING AND COMMUNICATION ACROSS CONTENT AREAS

The Council teamed up with Maryann Cucchiara and Lily Wong Fillmore to create 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.

The 10-course program includes five courses that walk educators through the six essential elements

of the 3Ls™ approach. The courses include videos by Maryann, explaining the research behind the elements and her explanation on how to plan and implement the instructional approach. The

courses also include videos of teachers implementing the 3Ls™ approach, and guides to carry out these instructional practices.



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM

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WASHINGTON D.C., 20004

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**ELL SURVEY REPORT**

# ENGLISH LANGUAGE LEARNERS IN AMERICA'S GREAT CITY SCHOOLS

DEMOGRAPHICS, ACHIEVEMENT, AND STAFFING



**RESEARCH CONDUCTED BY**

The Council of the Great City Schools

## **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 74 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.

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Council of the Great City Schools

# English Language Learners in America's Great City Schools

Demographics, Achievement, and Staffing

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Prepared by the:

Council of the Great City Schools

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## Table of Contents

Tables .....	6
Figures .....	8
Acknowledgements.....	10
Executive Summary.....	11
ELLs in Member Districts of the Council of the Great City Schools .....	11
Report Highlights .....	12
Introduction .....	14
Methodology.....	15
Response Rate.....	16
Limitations .....	17
Historical Background .....	18
U.S.-Born Speakers of Languages Other Than English .....	19
Language Diversity in the Schools—A Legal Battleground .....	20
Defining English Language Learners .....	22
ELL Enrollment .....	23
Enrollment of ELLs in Urban Districts (N=73 Districts).....	23
Number of ELLs in Member Districts (N=73 Districts) .....	24
ELLs as a Percentage of Student Enrollment (N=73 Districts).....	27
ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 (N=59 Districts) .....	30
Percentage Change of ELLs and Non-ELLs from SY 2007-08 to SY 2015-16 (N=59 Districts) .....	33
CGCS ELLs as a Percentage of State Total ELL Enrollment (N=73 Districts) .....	35
Languages Spoken by ELLs .....	40
Number of Languages and Number of ELLs in Top Five Languages (N=62 Districts).....	41
CGCS ELL Figures for Top-5 Languages Compared to National Figures (N=60 Districts) .....	42
Three-Year Trends for Most Prevalent Top-5 Languages (N=62 Districts) .....	45
ELL Enrollment in Districts Reporting Top-5 Languages (N=60 Districts) .....	46
Enrolled in ELL Program for 6+ Years (N=49 Districts).....	49
ELLs Requiring Special Education Services.....	53
Number of ELLs Identified as Requiring Special Education Services (N=49 Districts) .....	53
Special Education Services Disproportionality (N=57 Districts).....	54
Achievement Data.....	58
English Language Proficiency Data for SY 2015-16 by Level of Proficiency (N=54 Districts) .....	58



Districts with Three Levels of English Language Proficiency.....	60
Districts with Four Levels of English Language Proficiency.....	61
Districts with Five Levels of English Language Proficiency .....	62
Districts with Six Levels of English Language Proficiency.....	63
Proficiency in Reading and Mathematics on NAEP.....	67
Comparison of ELL Performance between 2005 and 2017 .....	68
Comparison of LC-NP Performance between 2015 and 2017 .....	69
General Observations about Achievement Trends between 2005 and 2017.....	70
Content NAEP Results by Grade .....	72
Grade 4 NAEP Reading .....	73
Grade 4 NAEP Mathematics.....	74
Grade 8 NAEP Reading .....	75
Grade 8 Mathematics .....	76
Analysis of Selected CGCS Academic Key Performance Indicators.....	78
Absences .....	79
Failure of One or More Core Courses in 9th Grade .....	85
Algebra I or Equivalent Course Completion by First-Time 9 <sup>th</sup> Grade Students.....	87
Teachers of ELLs: State Requirements and Number of Teachers with Relevant Endorsements or Certification.....	90
State Requirements of Teachers Providing Instruction to English Language Learners (N=55 Districts)	90
Percentage Distribution of Total Teachers of ELLs, by Type of Qualification and School Level in SY 2016-17 (N=54 Districts) .....	100
Recruitment and Hiring, and Evaluation of Instructional Personnel for ELLs.....	102
Recruitment Efforts for Teachers by District in SY 2016-17 (N=58 Districts) .....	102
Components of Staff Evaluation Process Related to ELL Instruction (N=54 Districts).....	104
Assignment of Instructional Aids .....	107
Professional Development.....	113
Instructional Personnel who Received ELL-Related Professional Development (N=55 Districts) .....	113
Professional Development Content (N=53 Districts).....	115
Title III Funds Allocation.....	120
Conclusion.....	124
Appendix A. Full Names of Council Member School Districts .....	126
Appendix B. District-reported Total and ELL Enrollment (N=54 Districts).....	127
Appendix C. ELL and Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts).....	129

Appendix D. ELLs as Percentage of Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts) .....	132
Appendix E. ELL and Non-ELL Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts) .....	135
Appendix F. Top Five Reported Languages by District.....	138
Appendix G. NAEP Reading in Large Cities.....	141
Statistical Significance of Performance Differences in 2005 and 2017 .....	141
Statistical Significance of Changes between Years from 2005 to 2017 .....	141
Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017 .....	142
Appendix H. NAEP Mathematics in Large Cities .....	144
Statistical Significance of Performance Differences in 2005 and 2017 .....	144
Statistical Significance of Changes between Years from 2005 to 2017 .....	144
Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017 .....	145
Appendix I. Survey Instrument .....	147
Appendix J. Data Sources .....	172
Appendix K. District Sample by Topic .....	173

## Tables

Table 1. Population 5 Years and Older Who Spoke Language Other Than English in 2000 and 2010 .....	19
Table 2. Total Students and ELLs in Council Member Districts, SY 2013-14 to SY 2015-16.....	24
Table 3. Council Member Districts by Range of Total ELL Enrollment, SY 2015-16.....	25
Table 4. Council Member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16.....	28
Table 5. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16.....	35
Table 6. Number and Percentage of ELLs Speaking Top-5 Languages in School Districts, SY 2016-17 .....	41
Table 7. CGCS Share of Major Languages Spoken by ELLs .....	44
Table 8. Districts with the Highest Number of ELLs Speaking Top-5 Languages, SY 2016-17 .....	47
Table 9. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16 .....	49
Table 10. ELL and Non-ELL Participation in Special Education, SY 2013-14 to SY 2015-16 (N=49 Districts) .....	53
Table 11. Special Education Risk Ratio for ELLs from SY 2013-14 to SY 2015-16 .....	55
Table 12. A Comparison Statistically Significant LC-NP Differences between 2005 and 2017 .....	69
Table 13. Statistical Significance of Performance by FRPL Status from 2005-2017 .....	71
Table 14. Statistical Significance of Performance by FRPL Status from 2005-2017 .....	71
Table 15. State Requirements for BILINGUAL EDUCATION TEACHERS, SY 2016-17 (N=53 Districts).....	91
Table 16. State Requirements for ESL TEACHERS, SY 2016-17 (N=55 Districts) .....	93
Table 17. State Requirements for CONTENT AREA TEACHERS OF ELLS, SY 2016-17 (N=55 Districts).....	95
Table 18. State Requirements for GENERAL EDUCATION TEACHERS OF ELLS, SY 2016-17.....	97
Table 19. State Requirements for SPECIAL EDUCATION TEACHERS OF ELLS, SY 2016-17 (N=54 Districts) .....	98
Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts).....	102
Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with 3+ Years of Experience, SY 2016-17 (N=54 Districts).....	105
Table 22. Instructional Aids to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016-17 (N=47 Districts) .....	107
Table 23. Instructional Aids to Support ELLs in Middle Schools by Setting and Language Support, .....	109
Table 24. Instructional Aids to Support ELLs in High Schools by Setting and Language Support, .....	111
Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 .....	114
Table 26. ELL-Related Professional Development Content by Percentage of Districts Reporting Topic, SY 2013-14 to SY 2015-16 (N=35 Districts).....	117
Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts).....	118
Table 28. Number of ELLs Served using Title III Funds between SY 2015-16 and SY 2015-16 .....	120
Table 29. Statistical Significance of NAEP Reading Percentage-Point Differences between 2005 and 2017 .....	141
Table 30. Statistical Significance of Prior Year Changes in NAEP Reading from 2005-2017.....	142
Table 31. Statistical Significance of NAEP Reading Performance by LC or NP Enrollment from 2005-2017 .....	142
Table 32. Statistical Significance of NAEP Reading Performance by Former- and Non-ELL Status from 2005-2017 .....	143
Table 33. Statistical Significance of NAEP Mathematics Percentage-Point Differences between 2005 and 2017 .....	144
Table 34. Statistical Significance of Prior Year Changes in NAEP Mathematics from 2005-2017 .....	145

Table 35. Statistical Significance of NAEP Mathematics Performance by LC or NP Enrollment from 2005-2017 .....	145
Table 36. Statistical Significance of NAEP Mathematics Performance by Former- and Non-ELL Status from 2005-2017 .....	146

## Figures

Figure 1. Total Children Under 18, ACS 2016.....	19
Figure 2. Total Under 18 Years Old with Both Immigrant Parents, ACS 2016 .....	20
Figure 3. Total Under 18 Years Old with One Immigrant and One Native Parent, ACS 2016.....	20
Figure 4. Number of Districts by Range of ELL Enrollment, SY 2015-16 .....	25
Figure 5. Number of Districts by Range of ELLs as a Percentage of Total Student Enrollment, SY 2015-16 .....	28
Figure 6. Comparison of ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 .....	32
Figure 7. Percentage Change of ELLs and Non-ELLs between SY 2007-08 and SY 2015-16 .....	34
Figure 8. ELLs in Council Member Districts as Percent of Total ELLs in Respective State, SY 2015-16.....	39
Figure 9. Number of Speakers for Top-5 Languages Other Than Spanish, SY 2014-15 to SY 2016-17 .....	45
Figure 10. Change in Number of Speakers.....	46
Figure 11. District % L-TEL vs. Total ELL Enrollment, SY 2015-16 .....	52
Figure 12. District % L-TEL vs. % ELLs, SY 2015-16 .....	52
Figure 13. Percentage of Total ELLs, ELLs in Special Education, and Non-ELLs in Special Education, .....	54
Figure 14. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 15. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 16. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 17. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 18. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 19. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 20. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	62
Figure 21. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	62
Figure 22. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	63
Figure 23. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	64
Figure 24. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	65
Figure 25. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	66
Figure 26. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs .....	73
Figure 27. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility.....	74
Figure 28. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility .....	76
Figure 29. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility.....	77
Figure 30. Grade 6 Chronic Absences by ELL Status, SY 2015-16 (N=35 Districts) .....	80
Figure 31. Percentage of Grade 6 Students Absent Chronically Absent by ELL Status,.....	81
Figure 32. Grade 8 Chronic Absences by ELL Status, SY 2015-16 (N=37 Districts) .....	82
Figure 33. Percentage of Grade 8 Students Absent Chronically Absent by ELL Status,.....	83
Figure 34. Grade 9 Chronic Absences by ELL Status, SY 2015-16 (N=39 Districts) .....	84
Figure 35. Percentage of Grade 9 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=33 Districts) .....	85
Figure 36. Failure of One or More Core Courses by 9th Grade ELLs and Non-ELLs, SY 2016-17 .....	86
Figure 37. Percentage of Grade 9 Students Failing One or More Core Course by ELL Status, SY 2014-15 to SY 2016-17 (N=35 Districts) .....	87

Figure 38. Algebra I or Equivalent Course Completion by ELL Status, SY 2016-17 (N=44 Districts) .....	88
Figure 39. Percentage of First-Time Grade 9 Students Completing Algebra I or Equivalent by ELL Status, SY 2014-15 to SY 2016-17 (N=38 Districts) .....	89
Figure 40. Teachers of ELLs in Elementary Schools by Requirement Status and Type, SY 2016-17 .....	101
Figure 41. Teachers of ELLs in Middle Schools by Requirement Status and Type, SY 2016-17 .....	101
Figure 42. Teachers of ELLs in High Schools by Requirement Status and Type, SY 2016-17 .....	101
Figure 43. School District Distribution of Title III Expenditures, SY 2016-17 .....	123

## Acknowledgements

In 2013, the Council of the Great City Schools published *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*,<sup>1</sup> an extensive one-of-a kind report on English language learner (ELL) programs within its member districts. The report has been widely used by leaders within Council-member districts and others to bolster the academic experiences of ELLs across the country. In recent years, the education of ELLs has garnered additional focus. With this update to our 2013 report, we hope to provide critical information about the current state of the Council's ELL programs and opportunities for continued improvement to benefit all ELLs.

This report is the product of considerable collaboration across the membership of the Council of the Great City Schools. Many people played a role in deciding what to collect as part of this updated study, and many individuals helped gather the data that made this report one of the most comprehensive data-collection efforts on English language learners ever attempted—even compared to our previous efforts.

We particularly appreciate the time that ELL program directors from Council-member districts devoted to gathering the information contained in this report. We know that the effort involved numerous district offices and the fresh analysis of data. We were especially pleased that many of the responding districts were able to provide disaggregated data in a way that allowed us a glimpse into urban school districts and the ELLs they serve that few have ever seen.

This study was also the product of considerable collaboration inside the Council office itself. We thank Ray Hart, the Council's research director, for his contributions in designing the survey and providing feedback. Julie Wright Halbert and Sue Gamm reviewed the findings related to ELLs who receive special education services. Jeff Simering, the Council's legislative director, provided important feedback throughout, from the design stage of the survey to the interim findings and the final draft. Interns Ramona Rubalcava and Samirah Ali assisted with preparing the data collected from member districts for analysis.

Finally, I thank Gabriela Uro and David Lai, who led the project and drafted the report. Their vision, leadership, and energy made sure the report happened. Thank you so much.

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<sup>1</sup> Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.

## Executive Summary

In 2013, the Council published the first ever report on English Language Learner (ELLs) enrolled in member districts of the Great City Schools, reporting on a range of indicators in addition to ELL enrollment and languages spoken by such students. This report updates most of the data presented in the 2013 report, shedding light once again on ELL enrollment, student performance, staffing and professional development, along with Title III expenditures.

Consistent with our findings in the 2013 report, English Language Learners continue to be the fastest-growing demographic group in U.S. public schools. Among an increasing number of organizations that are turning their attention to this population, there seems to be relative consensus that the total number of ELLs has been approaching five million in recent years—

- Updated figures reported in the most recent Title III Implementation Biennial Report to Congress for School Years 2012-14 (September 2018) show that in SY 2013-2014 there were 4,931,996 ELLs enrolled in K-12 US public schools.<sup>2</sup>
- The National Center for Education Statistics (NCES) reports the following ELL enrollment figures in K-12 public schools—4,803,578 in SY 2014-15 and 4,843,963 in SY 2015-16.<sup>3</sup>

### ELLs in Member Districts of the Council of the Great City Schools

The ELLs attending schools in the member districts of the Council of the Great City Schools account for nearly one-quarter of all ELLs in the nation. Specifically, in 2015-16, Council-member districts enrolled about 1.2 million ELLs in grades K-12—or 25.0 percent of the 4.9 million estimated ELLs in the nation's K-12 public schools (using the 2012-14 U.S. Biennial Report on ELLs<sup>4</sup>).

This new report by the Council presents the results of a year-long effort to compile data on ELL enrollment and programs in our Great City School districts. Much of the data were collected from the membership via survey in 2017. Some 80 percent of the membership responded (60 of 69 districts who were members at the time the survey was conducted), but not every district responded to every question. In Appendix K of this report, we list the specific districts responding to each question when such details could be disclosed without compromising the integrity of district KPI codes used in some portions of the report. The responses provide a picture of ELL enrollment across the 60 responding districts, including total numbers, percentages, enrollment by school level, languages spoken, and

<sup>2</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2015–16. See *Digest of Education Statistics 2017*, table 204.27.

<sup>4</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.



ELLs receiving special education services.

## Report Highlights

The enrollment of ELLs in the 74 districts comprising the Council of the Great City Schools, excluding Puerto Rico and Toronto has remained relatively stable over the last couple of school years (SY 2013–14 through SY 2015–16) at about 16 percent of total urban school enrollment. Total ELL enrollment in these districts was about 1.3 million students in 2013–14 and 1.2 million in 2015–16, representing over one quarter of all ELLs enrolled in the nation’s public K-12 schools. Between SY 2007-08 and SY 2016-17, the number of Council-member districts with ELL enrollments between 5,000 and 10,000 almost doubled—from nine to 18 districts. Seven additional districts (from 19 to 26) moved into the category with ELL enrollments between 10,000 and 50,000. The number and percentage of member districts with ELL enrollments between 20 percent and 30 percent more than doubled in this same period, from eight to 18 districts. In 56 member districts, ELL enrollment remained stable or it outpaced their respective non-ELL enrollment. Finally, in 17 states, Council-member districts educated one-quarter or more of the ELLs in their respective state.

In addition, the survey asked for information on the top five languages spoken by children in each district and the number of ELLs speaking each of these languages. The language diversity in the Council’s membership increased from 38 in 2013 to 50 languages collectively appearing among the top-five languages. Member districts enroll a surprising percentage of speakers of particular languages; for example, in SY 2014-15 and SY 2015-16, respectively, three and four member districts enrolled 60 percent of all ELLs who spoke Haitian Creole in the nation.

Districts also provided information on their respective share of ELLs who were in ELL programs six or more years (termed Long-Term ELLs). Only 14 of 49 districts had fewer than 10 percent of their ELLs classified as Long-Term ELLs.

Moreover, the survey asked for information about ELLs receiving special education services. The results showed the growth in the numbers of ELLs and non-ELLs receiving special education. We calculated the disproportionality risk ratios for reporting districts, finding a threefold increase in the number of districts that approximated a ratio of 1.0.

The report also examines achievement data for ELLs in three distinct sections. First, we look at the English proficiency make-up for each reporting district, showing variance in the distribution of ELL across various proficiency scales used by districts. Second, we look at NAEP achievement data for ELLs spanning a 12-year period from 2005 to 2017. Drilling down deeper than we did in the 2013 report, we examined data by FRPL eligibility for all ELL-status groups. Across all seven testing years in both reading and math, ELLs who were FRPL-eligible showed the lowest levels of achievement, followed by ELLs ineligible for FRPL. Former ELLs who were FRPL-ineligible showed parity with performance levels of non-ELL, FRPL-ineligible students. Finally, we include member district data collected through the Academic KPI project. We examined comparison data for ELLs and non-ELLs on selected indicators—absentee rates, course failure in grade 9, and Algebra I completion by grade 9. While ELLs were equal or more likely to be in school than non-ELLs, they were more likely to

have failed one or more courses in grade 9 and less likely to complete Algebra I by grade 8. ELL had comparable rates of Algebra I completion by grade 9 than their non-ELL peers.

Survey responses also showed that districts continue to operate under an array of state staffing requirements, including mandates governing the qualification of teachers of ELLs. The most common state requirements for bilingual and ESL teachers involved their needing to have an ESL/ELD endorsement or credential. Fewer districts reported having requirements for special education teachers of ELL students.

In addition, 29 responding districts incorporated instructional components related to ELLs into their evaluations of instructional staff other than ESL/ELL teachers themselves.

Finally, some 57 responding districts were able to provide information about how they allocate their Title III funds between centrally determined priorities and school-based allocations. As one of the major expenditures of Title III funds, districts also provided information on ELL-related professional development offered to a range of instructional staff. An increased number of districts provided such professional development to principals--from 22 districts in SY 2009-10 to 39 districts in SY 2015-16. District responses on the content of professional development showed an increase in these top three areas: meeting the needs of students with interrupted formal education (SIFE), ELL-strategies to raise rigor, and meeting the needs of ELLs in special education.

## Introduction

In March 2017, the Council of the Great City Schools launched its data collection to provide an updated picture of English Language Learner (ELL) enrollment and services in Council member districts, following the 2013 publication of *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*.<sup>5</sup> The data collection focused on several key areas, including: 1) district demographics, 2) languages spoken, 3) instructional staffing, 4) achievement, and 5) distribution of Title III funds. Roughly 81 percent (59 of 73 districts) of the Council membership responded to the survey questions and the data request between March 2017 and July 2018.<sup>6</sup> The completeness of survey responses varied across the member districts due to the availability of data or the lack of historical data on certain indicators. The Council aimed to provide as complete and updated a picture of overall ELL enrollment in the Great City Schools by using reputable federal and state sources, including the National Center for Education Statistics (NCES) and state education agency websites, to obtain ELL enrollment figures for member districts that did not respond to the survey or joined after the data collection phase was closed.

<sup>5</sup> Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.

<sup>6</sup> Salt Lake City School District was not a member district by the completion of this report. With the inclusion of Salt Lake City, 60 of 74 districts (around 81 percent) submitted responses. (See Appendix A.)

## Methodology

The Council administered an extensive survey to ELL program directors of Council member districts in March 2017. The survey requested the most recent information available on ELL enrollment, performance, English proficiency levels, and professional development from SY 2013-14 through SY 2015-16. Language information is not subject to the same delays as official enrollment figures, and thus districts provided language data for SY 2016-17. As with the 2013 ELL survey, the ELL data request required ELL program directors to access multiple data sources in their respective districts, and to work with various departments over the course of the year. The difficulties in collecting and reporting data were consistent with, though seemingly fewer than in the Council's first ELL survey conducted for the 2013 report. These difficulties are reflected in the gaps in survey responses that resulted in an n-size that varies from one question to the other.

For completeness, the Council used secondary databases to supplement reported data, especially in cases when districts did not respond. Major sources included the National Center for Education Statistics (NCES) and state or local education agencies.<sup>7</sup> Additionally, data from these sources were used, when needed, to confirm responses from school districts where relevant and practical. In general, the Council deferred to district-reported data when no major discrepancies were found or after verification with school districts when reconciliation was necessary.

The Council was careful to not duplicate any data requests and thus crafted the survey to complement the data collected through Council's Academic KPI project.<sup>8</sup> This report, therefore, paints a picture of ELLs in the Great City Schools that draws from both the Academic KPIs and the ELL Survey. Using Academic KPI data enabled substantial improvements in contextualizing responses from portions of the formal survey regarding academic opportunities and outcomes. Furthermore, the availability of data on all students as an aggregate and subgroups allowed for the calculation of a comparison "non-ELLs" group from collected district-reported data. As a result, the comparison of ELLs to non-ELLs on various academic indicators is a unique feature of this report.

Lastly, this report uses the same numerical codes to represent districts corresponding to Council member districts' Key Performance Indicator (KPI) codes, as appropriate. This was done to allow districts to see sensitive data that were shared with the Council.

<sup>7</sup> Educational agency data were only used for New York City and some California school districts. Most local and state educational agencies did not publicly publish the desired data on their websites.

<sup>8</sup> Ison, A., Lyons, R., Palacios, M., Hart, R., & Casserly, M. (2017, October). *Academic key performance indicators: Pilot report*. Washington, DC: Council of the Great City Schools.

## Response Rate

We made every effort to ensure that the findings of this report encompass as many Council-member districts as possible, despite the membership changes that occurred during the year-long data collection phase. At the time of the original launch of the ELL survey, Council membership totaled 69 districts, of which close to three-quarters (51 districts or 74 percent) submitted complete responses and an additional nine submitted partial responses. The Council obtained enrollment and other publicly available data for the 10 districts that did not submit responses as well as for the four districts that joined the Council after the data collection concluded. Appendix A provides the listing of member districts that were included in the report based on their responses and membership date.

During and after the data collection period between March 2017 and April 2018, the Council experienced membership changes that affected the specific districts included in distinct portions of the report:

- Salt Lake City, a former member of the Council of the Great City Schools, considered membership during the survey period and submitted responses to the survey. Despite that the district did not finalize their membership, we chose to leave Salt Lake City's data in the report's analyses.
- Aurora, Charleston, Puerto Rico, Santa Ana, Stockton, and Toronto joined the Council near or after the conclusion of data collection. In order to accurately depict the ELL enrollment of the Council in 2018, we included the enrollment figures for these districts, drawing from the National Center for Education Statistics.<sup>9</sup> Additionally, we used publicly available demographic data from state educational agencies to supplement other sections.<sup>10</sup>

At the writing of this report, the Council members totaled 74, which we use as the denominator when discussing the findings from the 60 responding districts. Where possible, the Council included data from districts that provided partial responses and noted the respective n-size for each item. For the purposes of the report, school district names are shortened; however, formal names are reported in Appendix A.

<sup>9</sup> National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ELSi). Retrieved from <https://nces.ed.gov/ccd/elsi/>

<sup>10</sup> The necessary data for analyses included in this report were only available for California districts. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>.

## Limitations

Extensive effort was invested to ensure the inclusion of all reported data on ELLs in Council-member districts. To this end, we aggregated all responses available and provided the number of responses (n-size) by item as we discuss the report's findings. In a limited number of instances in which data anomalies could not be clarified or responses could not be verified, the data were excluded.

Given the differing—and in some cases small—n-sizes, this report presents descriptive statistics to provide a general picture of ELL characteristics in Council districts. While we present more than one variable in the tables and graphs in some instances, we did not conduct statistical significance tests. We do not presume causation or imply the existence of causal relationships among any of the variables analyzed in this report.

Finally, the Academic KPI data included in the report draw from the SY 2014-15 to SY 2016-17 survey years of the KPI project. Data for SY 2014-15 and SY 2015-16 were from the pilot phase of the KPI project. As noted in the Council's KPI report *Academic Key Performance Indicators: Pilot Report* (2017), these data are for illustrative purposes only. At the time of the writing of the ELL survey report, the Council was refining the SY 2016-17 Academic KPIs, working closely with districts to certify the reported data.

## Historical Background

The history of linguistic diversity in the United States is as rich as it is polemic. The very founding of this nation was preceded by native settlements where hundreds of languages were spoken and by explorers who spoke Spanish, Portuguese, and French. The initial colonial settlements added an additional stream of languages including English, Flemish, and German. This linguistic mosaic is integrally and intricately linked to our nation's history.

For example, Philadelphia and its adjoining area were rich in linguistic diversity during the colonial times. Still a small village in 1700, its population was mostly English and Welsh, but this area also included Danes, Dutch, Finns, French, Germans, Irish, Scots, and Swedes. This diversity was representative of the diversity of the settlers in Pennsylvania, making it a challenge to assemble a jury where all the members spoke the same language. In 1766, Benjamin Franklin reported to the House of Commons that the Germans and Scots-Irish each comprised one third of Pennsylvania's population.<sup>11</sup>

Similarly, Virginia was among the most diverse of colonies; it was the most populous state of the Southern Colonies and where two-fifths of all slaves in the region lived.<sup>12</sup> The African population in the Southern Colonies came from Angola, Gold Coast (modern-day Ghana), Nigeria, and Senegambia, representing many tribes and languages. This diversity was even greater with approximately 40,000 Native Americans living in these colonies. While this diverse population made these colonies the most racially diverse (in comparison to New England and the Mid-Atlantic Colonies), the English were the dominant group in terms of control and power with the English comprising about 37 percent and the non-English Whites, mostly Scots, Scots-Irish, Germans, Irish, and French Huguenots comprising about 21 percent.<sup>13</sup> The non-White population was about 42 percent; African slaves comprised 39 percent. This diversity like the diversity of languages has been present since the beginning of U.S. history.

Today, the language diversity in the U.S. surpasses 300 languages. According to the most comprehensive language data released by the U.S. Census Bureau in October 2015, the total number of languages reported was 350.<sup>14</sup> The presence of many languages in the United States has been part of the history of the Americas, even before explorers and colonists arrived. The reasons that have compelled individuals from around the world to leave their home country and family to come to the United States continue today. The U.S. census began tracking data on languages spoken at home and ability to speak English in 1890. It was not until the 1980 census, however, that a standard set of questions was asked of everyone aged five and over. Data from these questions indicate that about

<sup>11</sup>Nash, G. (1979). *The urban crucible: social change, political consciousness, and the origins of the American Revolution*. Cambridge, Mass.: Harvard University Press.; Parrillo, V. N. (2009). *Diversity in America* Thousand Oaks, CA: SAGE Publications, Inc.

<sup>12</sup> The total approximate population was about 500,000 in 1776. U.S. Bureau of the Census, *Historical Statistics of the United States, Part II*, Series Z 20–132 (Washington, DC: Government Printing Office, 1976).

<sup>13</sup> Parrillo, V. N. (2009). *Diversity in America* Thousand Oaks, CA: SAGE Publications, Inc.

<sup>14</sup> U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009-2013. Retrieved from <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>

20 percent of the U.S. population aged five and above spoke a language other than English at home. The decennial census data since 1980 indicates that the share of the U.S. population aged five and over who speak languages other than English has increased about four percentage points every 10 years. Table 1 shows the numbers and percentage share from 2000 to 2010.

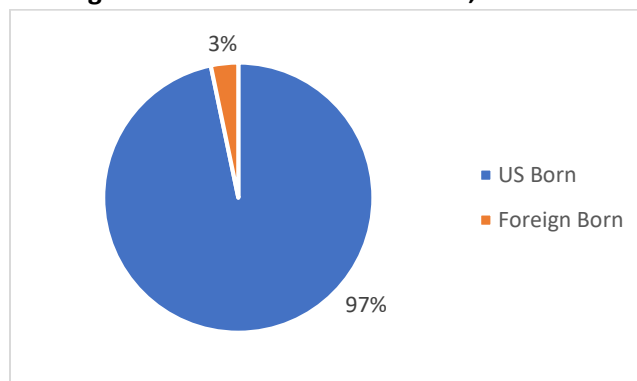
**Table 1. Population 5 Years and Older Who Spoke Language Other Than English in 2000 and 2010**

Population Characteristic	2000	2010
Population 5 years and older	262 million	289 million
Spoke a language other than English	47 million	60 million
Percentage share of total 5 years and older	18%	21%

### U.S.-Born Speakers of Languages Other Than English

This increase in the total percentage of the population five years and older who speak a language other than English is, indeed, related to the inflow of immigrants, but it is also attributed to the expected population growth of immigrant families already living in the U.S. In fact, the majority of individuals under the age of 18 who live with one or two parents who are immigrant are U.S.-born, according to the 2017 American Community Survey 1-Year Estimates. In 2017, the U.S. Census estimated a total of 69.8 million children under the age of 18; 22.7 million were under the age of 6; and 47 million were between 6 and 17 years of age. In the aggregate, 67.6 million or 97 percent of the total number of children under the age of 18 are US born, while 2.3 million or three percent are foreign-born.<sup>15</sup> (See Figure 1.)

**Figure 1. Total Children Under 18, ACS 2016**



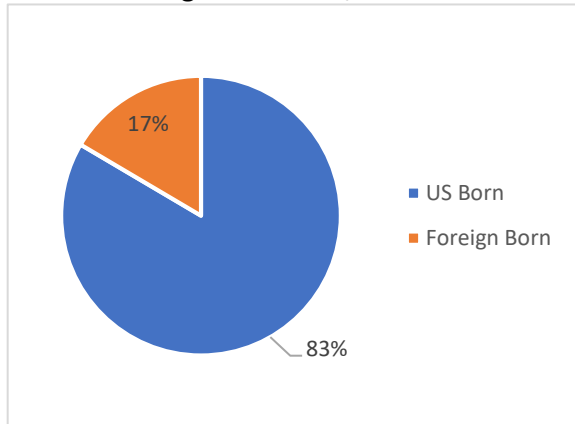
Further disaggregated census data show the percentage of children under 18 years old who are U.S.-born relative to whether one or both parents are immigrant. About 98 percent of children from families in which one parent is U.S. born and the other parent is an immigrant are U.S. born. In families in which both parents are immigrants, 83 percent of the children are U.S. born. The number of school-age children who come from homes where a language other than English is spoken is derived from this universe of predominantly U.S.-born children from immigrant families. Not

<sup>15</sup> Age and Nativity of Own Children Under 18 Years in Families and Subfamilies by Number and Nativity of Parents. 2017 American Community Survey 1-Year Estimates. (Table B05009)

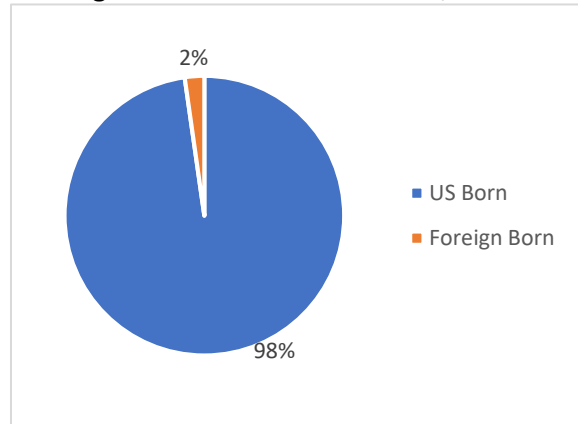


surprisingly, data show that the majority of English language learners enrolled in school are U.S.-born. A report by the Migration Policy Institute indicates that 85 percent of pre-kindergarten to 5<sup>th</sup> grade ELL students and 62 percent of 6<sup>th</sup> to 12<sup>th</sup> grade ELL students were U.S.-born in 2013.<sup>16</sup>

**Figure 2. Total Under 18 Years Old with Both Immigrant Parents, ACS 2016**



**Figure 3. Total Under 18 Years Old with One Immigrant and One Native Parent, ACS 2016**



## Language Diversity in the Schools—A Legal Battleground

Our nation’s school system has had a long history of racial, ethnic, and linguistic isolation for a number of groups; our legal system has had a history of intervening to prohibit the harmful isolation of students. While there were no state laws in the Southwest that required segregation of children based on ethnicity, segregating practices were widespread and even the norm for Blacks and Mexican Americans. The Federal courts ruled in favor of parents demanding equal access to education; for instance, in the Federal 1945 court case *Mendez et al v. Westminster School District of Orange County et al.* in which the judge ruled in favor of the parents and enjoined the school district from continuing to segregate children that were of Mexican or Latin American descent. In the 1948 *Delgado v. The Bastrop Independent School District* case in Texas, the Federal court ruled that segregation of Mexican American children was illegal. The landmark Supreme Court decision in *Brown v. Board of Education* upheld that State laws that segregated students on the basis of race are unconstitutional. The promise of educational opportunity for groups who are struggling against forces of poverty, racism, and prejudice became a legal obligation of schools thanks to the ruling on this landmark case as well as the passage of subsequent civil rights laws.<sup>17</sup>

Passed on the heels of the Civil Rights movement, in 1967, Senator Ralph Yarborough of Texas introduced a bill that acknowledged the educational needs of limited English-speaking students and

<sup>16</sup> Zong, J., & Batalova, J. (2015). The limited English proficient population in the United States.

<sup>17</sup> United States Commission On Civil Rights. (1971) *Mexican American education study*. [Washington; For sale by the Supt. of Docs., U.S. Govt. Print. Off] [Web.] Retrieved from the Library of Congress, <https://lccn.loc.gov/77611963>.

called for specific instructional programs to teach English as a second language and give Spanish-speaking students an appreciation of their native language and culture. Another 37 related bills were introduced, eventually resulting in Title VII of the Elementary and Secondary Education Act (ESEA) or the Bilingual Education Act, enacted in 1968.<sup>18</sup> Title VII was the first federal recognition of the educational needs of English language learners (ELLs). It also specified that bilingual programs should receive federal support in the interest of equal educational opportunity. The Bilingual Education Act was, however, voluntary and thus did not require school districts to implement such programs.

In the absence of meaningful and ELL-appropriate instruction, school integration efforts as a result of the Supreme Court decision to prohibit segregation by race did not necessarily result in equal access to education for language minority children. The 1974 landmark Supreme Court ruling in *Lau v. Nichols* based on Title VI of the Civil Rights Law sought to bring an end to the exclusion in education for language minority groups. The ruling declared "...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education..."<sup>19</sup> The Supreme Court decision in the *Lau* case created a 'class' of students labeled "Limited English Proficient" (LEP, later referred to as English language learners—ELL). It also set out the legal requirement for school districts to ensure that ELLs are providing equal access to the instructional program using sound instructional practices.

Title VII has been reauthorized with every subsequent ESEA reauthorization. In the 2001 ESEA reauthorization by the No Child Left Behind Act, Title VII was renumbered to Title III and became a formula-driven program rather than a competitive grant program, thanks in part to advocacy by the Council of the Great City Schools.

<sup>18</sup> Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. *New Focus*, Occasional Papers in Bilingual Education, Number 6. *New Focus*.

<sup>19</sup> *Lau v. Nichols*, 414 U.S. 563 (1974). The *Lau* case was filed in CA, a state with a long history of linguistic diversity, starting in 1542 and including a Spanish-English bilingual state constitution when it first became U.S. territory. [See <http://www.monterey.org/museums/MontereyHistory/ConstitutionalConvention.aspx>]

## Defining English Language Learners

The Every Student Succeeds Act (ESSA) of 2015 amendments to the Elementary and Secondary Education Act of 1965 (ESEA) retained the definition of Limited English Proficient (LEP) found in section 9101 of ESEA but replaced the term with English Learner. Under ESEA, the definition for English Learner—formerly called LEP—is a complex combination of objective and subjective criteria that states and local educational agencies must operationalize to identify students who are in need of English language instructional programs and eligible to receive federally-funded supplemental services.

As noted in the 2013 report, the complexity of the definition coupled with the discretion given to states led to substantial variability in school districts' ability to identify students as English Learners. The ESSA amendments to ESEA attempted to reduce this variability by requiring states to establish standardized entrance and exit procedures for ELLs, thereby diminishing school district discretion. ELL data reported by member districts is, therefore, presumed to reflect their respective state procedures. Given the state discretion in the initial identification of ELLs and their subsequent exiting from ELL programs, we acknowledge the inherent variability of the data.

### Definition of English Learner in ESSA

The term limited “English Learner”, when used with respect to an individual, means an individual:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English;  
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or  
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

## ELL Enrollment

This section presents enrollment data on ELLs in 73 Council member districts.<sup>20</sup> In its survey to member districts, the Council requested figures on the enrollment of total students and ELLs. (See Appendix B.) To provide a complete estimate on ELL enrollment in Council-member districts despite missing responses, this section only uses publicly available data from the National Center for Education Statistics (NCES) Elementary/Secondary Information System (EISi)<sup>21</sup> and education agencies.<sup>22</sup>

The enrollment figures for ELLs reflect all students served in language instruction programs, as reported by NCES, which includes ungraded and pre-kindergarten to 13<sup>th</sup> grade students. Enrollment figures used to calculate ELL percentages of total enrollment for school districts include all public school<sup>23</sup> students, as reported by districts. Accordingly, estimates of ELL enrollment for SY 2013-2014 through SY 2015-2016 range from 4.8 million to 4.9 million nationwide.

### Enrollment of ELLs in Urban Districts (N=73 Districts)

The 2013 publication *English Language Learners in America's Great City Schools* reported data covering three years—SY 2007-08 through SY 2009-10—from the 65 districts that were Council members in 2013. The 2018 report also looks at a 3-year ELL dataset spanning SY 2013-14 through SY 2016-17 for a total of 73 districts that comprise the Council's membership today. Notwithstanding the additional eight districts in the Council's membership, we provide some general observations about changes in the overall ELL enrollment in the Council membership between the two points of data for the reports, SY 2007-08 and SY 2015-16, a nine-year period.

In SY 2007-08, a total of 6.7 million students were enrolled in K-12 schools in Council member districts and 1.11 million were identified as ELLs. By SY 2015-16, a total of 7.7 million students (an increase of 957,000 students) were enrolled in K-12 schools in Council member districts and 1.24

<sup>20</sup> Salt Lake City is included in the enrollment analysis although it was no longer a member district during the drafting of this report. Puerto Rico and Toronto are excluded due to unique educational contexts compared to other Council member school districts related to educational services and data collection for ELLs.

<sup>21</sup> The EISi includes Common Core of Data files from which the enrollment figures were extracted. National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

<sup>22</sup> All data for the enrollment analyses are from NCES except for New York City. NCES did not have a complete set of desired data from New York City, so figures from the New York City Department of Education were used, unless otherwise noted.

<sup>23</sup> NCES defines public schools as, "An institution that provides educational services and (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency." Glander, M. (2017). Documentation to the 2015–16 Common Core of Data (CCD) Universe Files (NCES 2017-074). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/>.

million were identified as ELLs, comprising 25 percent of the nation’s ELLs. Over this nine-year period, Council membership experienced an overall increase of 957,000 students, or 14 percent, in overall enrollment and an increase of 125,444 ELLs, or 11.3 percent, in ELL enrollment.

Table 2 shows the most recent 3-year trend leading to SY 2015-16 in which overall K-12 enrollment has increased in Council member districts each year. The most notable increase occurred between SY 2014-15 and SY 2015-16 in which Council member districts enrolled 13,500 additional students. In contrast, the three-year trends show a declining number of ELLs enrolled in Council member districts. The largest change also occurred between SY 2014-15 and SY 2015-16 with a decrease of about 14,900 ELLs in Great City Schools.

**Table 2. Total Students and ELLs in Council Member Districts, SY 2013-14 to SY 2015-16**

	SY 2013-14 <sup>24</sup>		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
<b>Total</b>	7,640,389	1,258,145	7,648,472	1,249,970	7,662,034	1,235,090
<b>ELLs as % of Total</b>	16.47%		16.34%		16.12%	

### Number of ELLs in Member Districts (N=73 Districts)

The 2013 report indicated that in SY 2009-10, 46 percent (30 of 65 districts) of Council member districts had 5,000 or fewer ELLs. In SY 2016-17, the percentage dropped to 32 percent (13 of 73 districts). Seventeen fewer districts had relatively low levels of ELL enrollments. (See Figure 4.)

In contrast, an additional 17 Council-member districts moved into one of two categories—

- **Districts that enroll between 5,000 and 10,000 ELLs.** In 2013, 14 percent of Council membership (9 of 65) had between 5,000 and 10,000 ELLs. In 2017, 23 percent (17 of 73) of Council membership reported such enrollment.
- **Districts that enroll between 10,001 and 50,000.** In 2013, 29 percent (19 of 65) of Council membership enrolled between 10,001 and 50,000 ELLs. In 2017, 36 percent (26 of 73) of Council membership reported such enrollment.

<sup>24</sup> New York City’s total ELL enrollment figure for SY 2013-14 was missing in the NCES data. Therefore, total and ELL enrollment figures from the New York City Department of Education were used for all years. NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

**Figure 4. Number of Districts by Range of ELL Enrollment, SY 2015-16**

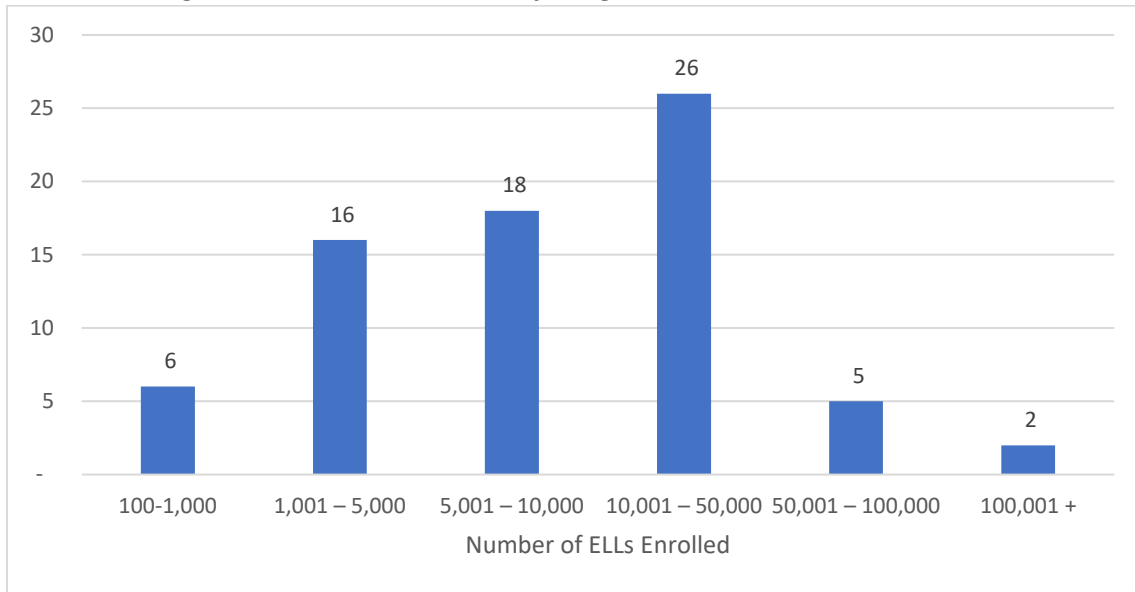


Table 3 provides individual district ELL enrollment figures, as reported by NCES, ranked by the total number of ELLs and grouped along six bands of enrollment. Los Angeles Unified School District enrolled the largest number of ELLs at 140,816, and Jackson, Mississippi had the lowest number at only 114 ELLs.

**Table 3. Council Member Districts by Range of Total ELL Enrollment, SY 2015-16**

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Los Angeles	639,337	140,816	22.03%	100,001 +
New York City	981,667	133,675	13.62%	
Miami-Dade County	357,579	69,102	19.32%	50,001 – 100,000
Dallas	158,604	62,575	39.45%	
Clark County	325,990	61,688	18.92%	
Chicago	387,311	60,257	15.56%	
Houston	215,627	58,067	26.93%	
Broward County	269,098	30,130	11.20%	10,001 – 50,000
San Diego	129,380	28,963	22.39%	
Orange County	196,951	28,537	14.49%	
Hillsborough County	211,923	25,290	11.93%	
Fort Worth	87,080	24,711	28.38%	
Denver	90,235	23,895	26.48%	
Santa Ana	55,909	22,444	40.14%	
Palm Beach County	189,322	22,391	11.83%	
Austin	83,648	20,561	24.58%	
Long Beach	77,812	17,879	22.98%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Fresno	73,460	16,229	22.09%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Albuquerque	90,566	15,960	17.62%	
El Paso	60,047	15,202	25.32%	
San Francisco	58,865	15,142	25.72%	
Boston	53,885	14,907	27.66%	
Arlington (TX)	63,210	14,592	23.08%	
Aurora	42,249	13,684	32.39%	
Hawaii	181,995	13,619	7.48%	
Metropolitan Nashville	85,598	12,913	15.09%	
Philadelphia	134,044	12,852	9.59%	
Oklahoma City	40,823	12,668	31.03%	
Oakland	49,098	12,058	24.56%	
St. Paul	37,698	11,792	31.28%	
Stockton	40,324	10,675	26.47%	
Wichita	50,943	10,135	19.89%	
San Antonio	53,069	8,905	16.78%	
Omaha	51,966	8,400	16.16%	
Minneapolis	36,793	8,161	22.18%	
Sacramento	46,843	8,076	17.24%	
Shelby County	114,487	7,655	6.69%	
Milwaukee	75,749	7,246	9.57%	
Columbus	50,028	7,003	14.00%	
Jefferson County	100,777	6,772	6.72%	
Tulsa	39,455	6,633	16.81%	
Des Moines	34,219	6,567	19.19%	
Seattle	53,317	6,426	12.05%	
Pinellas County	103,495	6,255	6.04%	
Anchorage	48,324	6,032	12.48%	
Providence	23,867	5,747	24.08%	
Guilford County	73,151	5,738	7.84%	
Duval County	129,192	5,589	4.33%	1,001 – 5,000
Detroit	46,616	5,569	11.95%	
Salt Lake City	24,526	5,166	21.06%	
Buffalo	33,345	4,582	13.74%	
District of Columbia	48,336	4,548	9.41%	
Indianapolis	31,371	4,386	13.98%	
Newark	40,889	3,728	9.12%	
Baltimore	83,666	3,722	4.45%	
Portland	48,345	3,664	7.58%	
Rochester	28,886	3,662	12.68%	
Kansas City	15,724	3,483	22.15%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Cleveland	39,410	3,107	7.88%	
Bridgeport	21,015	2,964	14.10%	
Charleston	48,084	2,837	5.90%	
Richmond	23,980	2,369	9.88%	
Atlanta	51,500	2,123	4.12%	
Cincinnati	34,227	2,002	5.85%	
St. Louis	28,960	1,823	6.29%	
Norfolk	32,148	1,096	3.41%	
New Orleans	14,795	883	5.97%	100-1,000
Birmingham	24,693	811	3.28%	
Dayton	13,846	781	5.64%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

ELLs as a Percentage of Student Enrollment (N=73 Districts)

Figure 5 shows changes in the distribution of districts falling in specific categories based on the percent of ELLs between SY 2009-10 and SY 2016-17. These are the bookend years for the 2013 and the 2018 report.

- In SY 2009-10, almost half of reporting districts (29 of 65) had ELL enrollment that comprised less than 10 percent of total enrollment. In 2017, this percentage dropped to 34 percent of reporting districts (25 of 73) with ELL enrollments that are less than 10 percent of a district’s enrollment.
- In SY 2009-10, 26 percent of reporting districts (17 of 65) had ELL enrollment that comprised between 10.1 percent and 20 percent. In 2017, the percentage increased to 34 percent of reporting districts (25 of 73) that were in this percentage range.
- In SY 2009-10, the last two categories, which were combined in the 2013 report, showed that 29 percent (19 of 65) of reporting districts had ELLs enrollments that comprised more than 20.1 percent of total K-12 enrollment. The SY 2016-17 data on these two combined categories, show that 32 percent of reporting districts (23 of 73) had ELL enrollments that comprised more than 20.1 percent. The changes in each of the two categories are worth describing in more detail—
  - ***ELL enrollment comprising between 20.1 and 30 percent of total district enrollment.*** The percentage of Council-member districts with enrollments between 20.1 and 30 percent doubled between SY 2007-08 and SY 2016-17. In the 2013 report, data showed that 12



percent, or eight districts, had ELL enrollments between 20.1 percent and 30 percent of their total K-12 enrollments. In SY 2016-17, the number of districts increased to 18 districts, or 25 percent, that reported having enrollments between 20.1 percent and 30 percent.

- ELL enrollment comprising more than 30.1 percent of total district enrollment.*** The number and percentage of Council-member districts with ELL enrollments greater than 30 percent dropped by more than half between SY 2007-08 and SY 2016-17. As reported in the 2013 publication, a total of 11 Council member districts, or 17 percent, had ELL enrollments in SY 2009-10 that comprised more than 30.1 percent of their respective district enrollment. In SY 2016-17, the number dropped to five districts, or seven percent, that enrolled ELLs comprising more than 30.1 percent.

**Figure 5. Number of Districts by Range of ELLs as a Percentage of Total Student Enrollment, SY 2015-16**

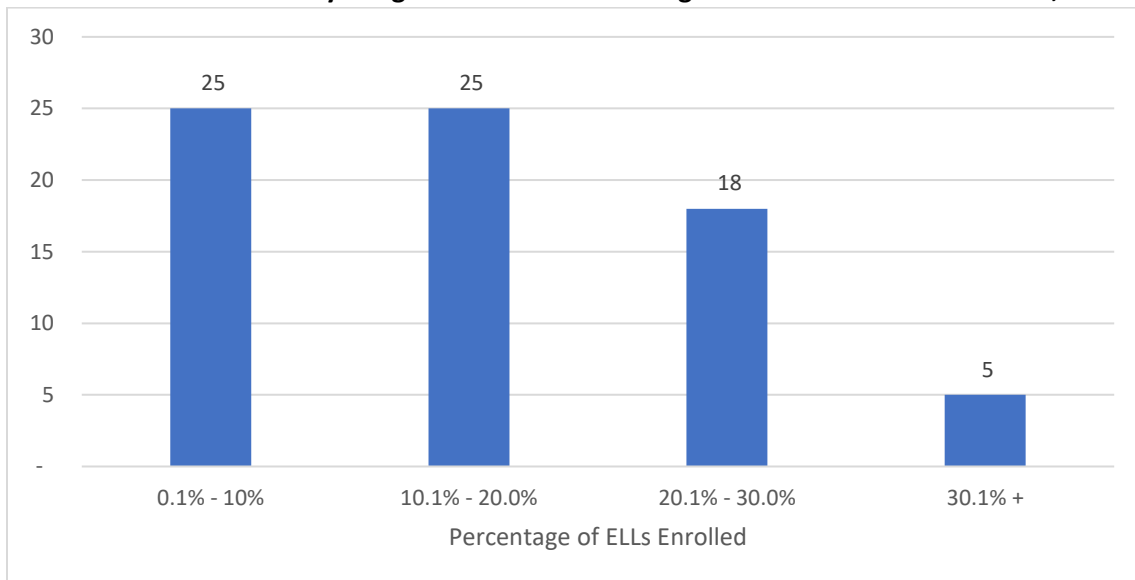


Table 4 provides ELL enrollment figures on individual districts as percentages of total district enrollment. Data are ranked by the total percentage of ELLs and organized within the four bands of enrollment described above. Santa Ana Unified School District enrolled the highest share of ELL enrollment at 40 percent of its total enrollment, while Jackson Public Schools enrolled the smallest percentage at 0.41 percent.

**Table 4. Council Member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16**

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Santa Ana	55,909	22,444	40.14%	30.1% +
Dallas	158,604	62,575	39.45%	
Aurora	42,249	13,684	32.39%	
St. Paul	37,698	11,792	31.28%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Oklahoma City	40,823	12,668	31.03%	
Fort Worth	87,080	24,711	28.38%	20.1% - 30.0%
Boston	53,885	14,907	27.66%	
Houston	215,627	58,067	26.93%	
Denver	90,235	23,895	26.48%	
Stockton	40,324	10,675	26.47%	
San Francisco	58,865	15,142	25.72%	
El Paso	60,047	15,202	25.32%	
Austin	83,648	20,561	24.58%	
Oakland	49,098	12,058	24.56%	
Providence	23,867	5,747	24.08%	
Arlington (TX)	63,210	14,592	23.08%	
Long Beach	77,812	17,879	22.98%	
San Diego	129,380	28,963	22.39%	
Minneapolis	36,793	8,161	22.18%	
Kansas City	15,724	3,483	22.15%	
Fresno	73,460	16,229	22.09%	
Los Angeles	639,337	140,816	22.03%	
Salt Lake City	24,526	5,166	21.06%	
Wichita	50,943	10,135	19.89%	10.1% - 20.0%
Miami-Dade County	357,579	69,102	19.32%	
Des Moines	34,219	6,567	19.19%	
Clark County	325,990	61,688	18.92%	
Albuquerque	90,566	15,960	17.62%	
Sacramento	46,843	8,076	17.24%	
Tulsa	39,455	6,633	16.81%	
San Antonio	53,069	8,905	16.78%	
Omaha	51,966	8,400	16.16%	
Chicago	387,311	60,257	15.56%	
Metropolitan Nashville	85,598	12,913	15.09%	
Orange County	196,951	28,537	14.49%	
Bridgeport	21,015	2,964	14.10%	
Columbus	50,028	7,003	14.00%	
Indianapolis	31,371	4,386	13.98%	
Buffalo	33,345	4,582	13.74%	
New York City	981,667	133,675	13.62%	
Rochester	28,886	3,662	12.68%	
Anchorage	48,324	6,032	12.48%	
Seattle	53,317	6,426	12.05%	
Detroit	46,616	5,569	11.95%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Hillsborough County	211,923	25,290	11.93%	
Palm Beach County	189,322	22,391	11.83%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Broward County	269,098	30,130	11.20%	
Richmond	23,980	2,369	9.88%	0.1% - 10%
Philadelphia	134,044	12,852	9.59%	
Milwaukee	75,749	7,246	9.57%	
District of Columbia	48,336	4,548	9.41%	
Newark	40,889	3,728	9.12%	
Cleveland	39,410	3,107	7.88%	
Guilford County	73,151	5,738	7.84%	
Portland	48,345	3,664	7.58%	
Hawaii	181,995	13,619	7.48%	
Jefferson County	100,777	6,772	6.72%	
Shelby County	114,487	7,655	6.69%	
St. Louis	28,960	1,823	6.29%	
Pinellas County	103,495	6,255	6.04%	
New Orleans	14,795	883	5.97%	
Charleston	48,084	2,837	5.90%	
Cincinnati	34,227	2,002	5.85%	
Dayton	13,846	781	5.64%	
Baltimore	83,666	3,722	4.45%	
Duval County	129,192	5,589	4.33%	
Atlanta	51,500	2,123	4.12%	
Norfolk	32,148	1,096	3.41%	
Birmingham	24,693	811	3.28%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 (N=59 Districts)

As data presented in this report and others show, the previous decade has been marked by substantial enrollment changes, especially for ELLs. In presenting ELL enrollment changes within Council member districts, we use SY 2007-08 as a reference year—the first year of enrollment data collection

in the previous ELL report.<sup>25</sup> Figure 6 compares ELLs as a percent of total enrollment within their respective districts in SY 2007-08 and SY 2015-16 ranked by the percentage of ELL enrollment in the latter year using NCES<sup>26</sup> data. Only districts that had sufficient data for both school years in NCES' data system are included in the analysis, which results in an exclusion of 14 of 73 Council member districts.<sup>27</sup> (See Appendices C and D for all available figures between SY 2007-08 and SY 2015-16.)

Each set of horizontal bars shows the district's share of ELL enrollment for SY 2007-08 and SY 2015-16, respectively. Fifteen Council-member districts experienced changes in the share of ELLs to non-ELL students with ELL enrollment outpacing non-ELL enrollment. For a majority of member districts—41 districts—the relative share of ELLs to non-ELL enrollment remained stable throughout the nine-year period. For three districts the relative share of ELLs dropped by more than 5 percentage points. Key findings include—

- ***A 10+ percentage-point increase in ELLs as percent of total enrollment.*** In five districts (Dallas, Arlington, El Paso, Houston, and Austin), the share of ELLs relative to non-ELLs increased by more than 10 percentage-points from SY 2007-08 to SY 2015-16.
- ***A 5 to 10 percentage-point increase in ELLs as percent of total enrollment.*** In ten districts (Providence, Clark County, Boston, New York City, Oklahoma City, Richmond, Wichita, Des Moines, Buffalo, and Metropolitan Nashville), the share of ELLs relative to non-ELLs increased by five to 10 percentage-points from SY 2007-08 to SY 2015-16.
- ***Less than 10 percentage-point difference in ELLs as percent of total enrollment.*** In 41 districts, the share of ELLs relative to non-ELLs in SY 2015-16 remained less than five percentage-points of the SY 2007-08 figures. Among these districts, 33 districts had increases in their percentages of ELL enrollment, while eight districts had decreases in their percentages of ELL enrollment.<sup>28</sup>
- ***A 5+ percentage-point decrease in ELLs as percent of total enrollment.*** In three districts (Orange County, St. Paul, and Salt Lake City), the share of ELLs relative to non-ELLs decreased by five or more percentage-points from SY 2007-08 to SY 2015-16.

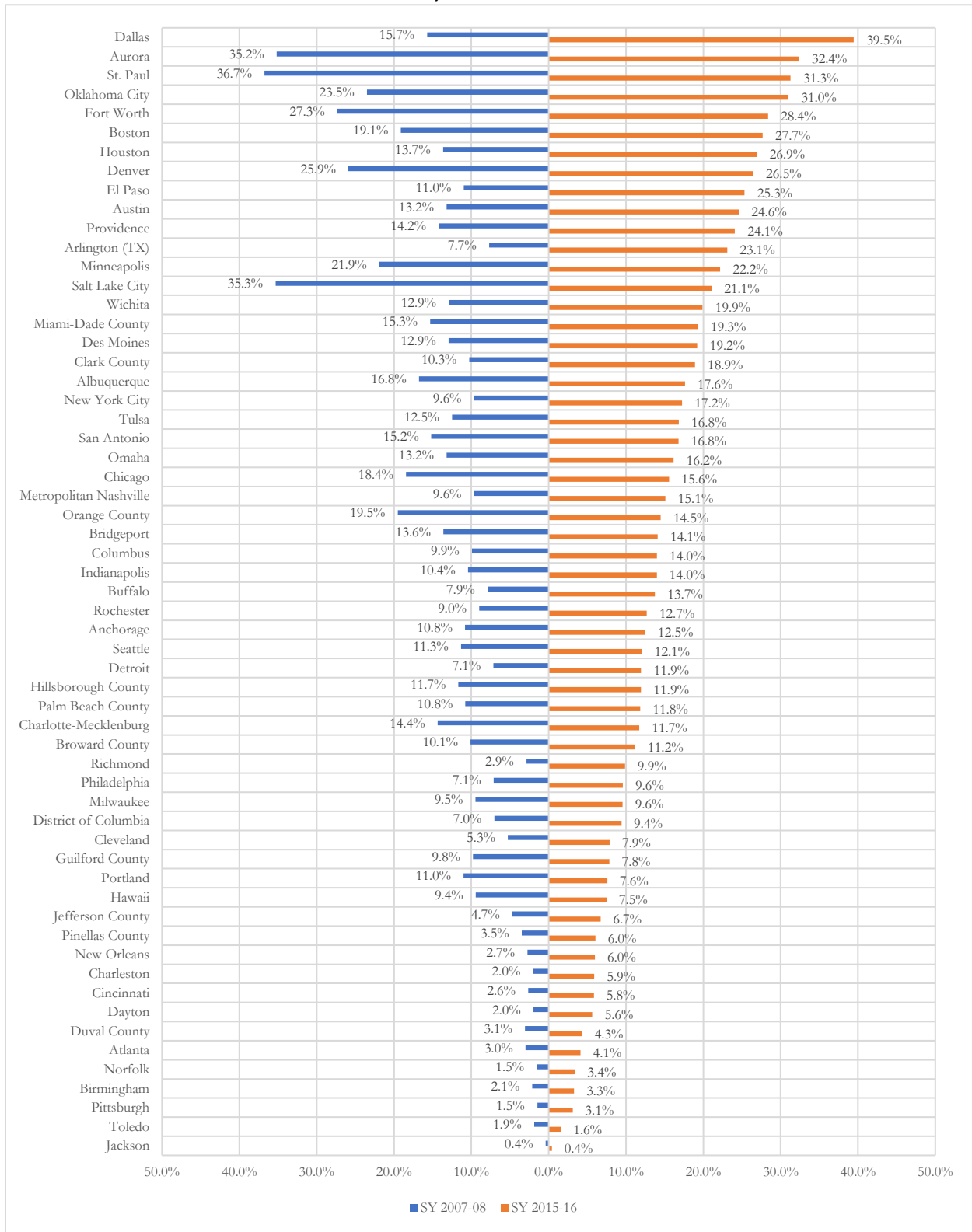
<sup>25</sup> Although SY 2007-08 is used as a reference year from the 2013 ELL report, district-reported data collected for the previous report are not reused. For both years in the comparison, data from NCES' Common Core of Data are used. Therefore, current enrollment figures for SY 2007-08 may differ from figures in the 2013 report.

<sup>26</sup> National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (EISi). Retrieved from <https://nces.ed.gov/ccd/elsi/>

<sup>27</sup> Districts that could not be included due to insufficient data are: Baltimore, Fresno, Kansas City, Long Beach, Los Angeles, Newark, Oakland, Sacramento, San Diego, San Francisco, Santa Ana, Shelby County, St. Louis, and Stockton.

<sup>28</sup> The percentage of ELLs enrolled in Jackson Public Schools was slightly less in SY 2015-16 compared to SY 2016-17 although the difference is not apparent in the figure due to rounding.

**Figure 6. Comparison of ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16  
Ranked by % ELL in SY 2015-16**

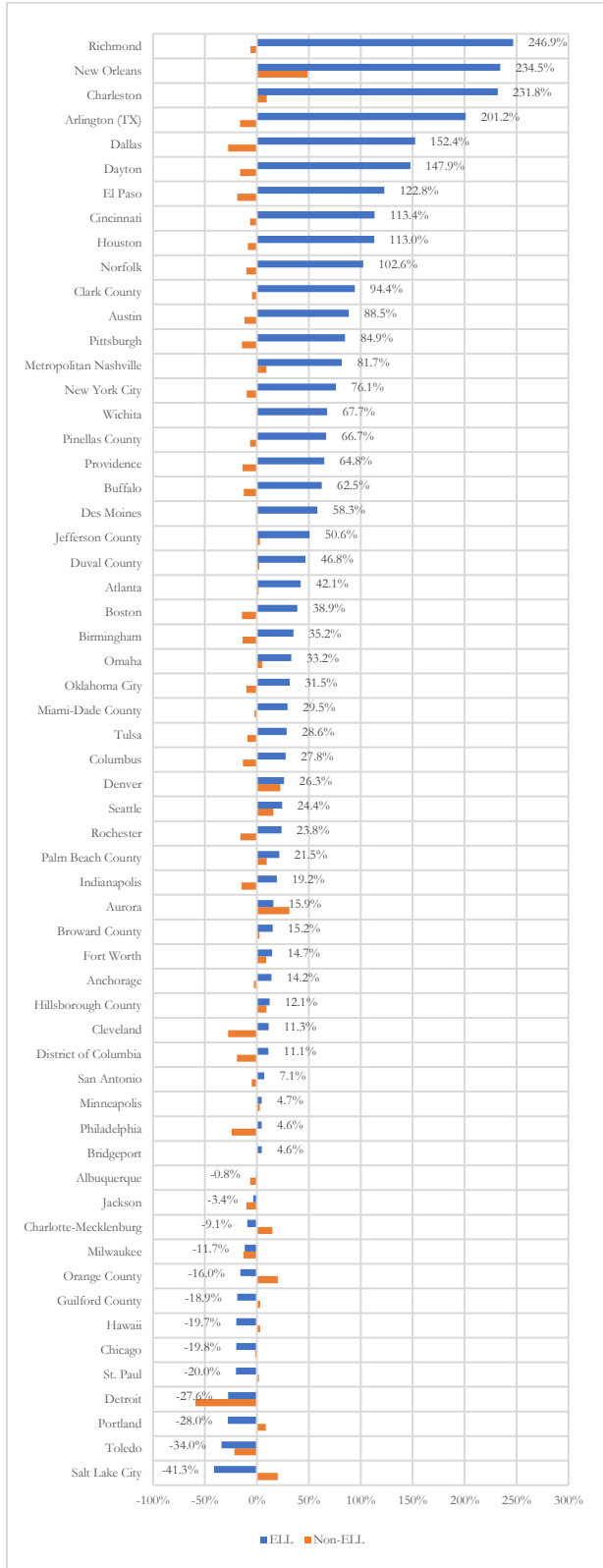


## Percentage Change of ELLs and Non-ELLs from SY 2007-08 to SY 2015-16 (N=59 Districts)

Figure 7 shows the percentage change of ELL and non-ELL enrollment between SY 2007-08 and SY 2015-16. Only 59 districts for which NCES had sufficient data from SY 2007-08 and SY 2015-16 were included in the analysis. We calculated the percentage change in enrollment for both ELLs and non-ELLs and depict these changes in the horizontal bar graph. Districts are ranked in descending order by their percentage change of ELL enrollment between the years of interest. In general, the data reveal that enrollment changes in Council member districts since SY 2007-08 were more pronounced for ELLs than non-ELLs. (See Appendix E for all years between SY 2007 and SY 2015-16.)

- ***Districts with positive ELL enrollment change.*** Compared to SY 2007-08, the ELL enrollment in 46 of the 59 examined districts (80 percent) was greater in SY 2015-18. The percentage changes of ELLs ranged from 0.3 percent to 246.3 percent in these districts.
- ***Districts with positive non-ELL enrollment change.*** On the other hand, Non-ELL enrollment increased in 24 of 59 districts (41 percent) during the same period. The percentage change of non-ELLs in these districts ranged from 0.2 percent to 43.0 percent.
- ***Districts with positive ELL enrollment change and negative non-ELL enrollment change.*** Finally, ELL enrollment increased while non-ELL enrollment declined in 23 of 59 districts (39 percent) between SY 2007-08 and SY 2015-16. In the absence of ELL enrollment increases, these districts have net declines in enrollment.

**Figure 7. Percentage Change of ELLs and Non-ELLs between SY 2007-08 and SY 2015-16**  
*Sorted by Percentage Change of ELLs*



District	SY 2007-08		SY 2015-16		Percent Change	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Richmond	683	23,071	2,369	21,611	246.9%	-6.3%
New Orleans	264	9,337	883	13,912	234.5%	49.0%
Charleston	855	41,361	2,837	45,247	231.8%	9.4%
Arlington (TX)	4,845	58,018	14,592	48,618	201.2%	-16.2%
Dallas	24,794	133,010	62,575	96,029	152.4%	-27.8%
Dayton	315	15,605	781	13,065	147.9%	-16.3%
El Paso	6,823	55,300	15,202	44,845	122.8%	-18.9%
Cincinnati	938	34,497	2,002	32,225	113.4%	-6.6%
Houston	27,260	172,274	58,067	157,560	113.0%	-8.5%
Norfolk	541	34,522	1,096	31,052	102.6%	-10.1%
Clark County	31,737	277,314	61,688	264,302	94.4%	-4.7%
Austin	10,906	71,658	20,561	63,087	88.5%	-12.0%
Pittsburgh	405	27,275	749	23,334	84.9%	-14.4%
Metropolitan Nashville	7,105	66,610	12,913	72,685	81.7%	9.1%
New York City	410,512	3,848,499	722,788	3,468,228	76.1%	-9.9%
Wichita	6,043	40,745	10,135	40,808	67.7%	0.2%
Pinellas County	3,752	104,140	6,255	97,240	66.7%	-6.6%
Providence	3,487	21,007	5,747	18,120	64.8%	-13.7%
Buffalo	2,819	32,858	4,582	28,763	62.5%	-12.5%
Des Moines	4,149	27,894	6,567	27,652	58.3%	-0.9%
Jefferson County	4,497	91,374	6,772	94,005	50.6%	2.9%
Duval County	3,808	120,932	5,589	123,603	46.8%	2.2%
Atlanta	1,494	48,497	2,123	49,377	42.1%	1.8%
Boston	10,730	45,438	14,907	38,978	38.9%	-14.2%
Birmingham	600	27,666	811	23,882	35.2%	-13.7%
Omaha	6,307	41,456	8,400	43,566	33.2%	5.1%
Oklahoma City	9,633	31,352	12,668	28,155	31.5%	-10.2%
Miami-Dade County	53,364	294,764	69,102	288,477	29.5%	-2.1%
Tulsa	5,158	36,113	6,633	32,822	28.6%	-9.1%
Columbus	5,481	49,788	7,003	43,025	27.8%	-13.6%
Denver	18,917	54,136	23,895	66,340	26.3%	22.5%
Seattle	5,167	40,414	6,426	46,891	24.4%	16.0%
Rochester	2,959	29,965	3,662	25,224	23.8%	-15.8%
Palm Beach County	18,422	152,461	22,391	166,931	21.5%	9.5%
Indianapolis	3,679	31,578	4,386	26,985	19.2%	-14.5%
Aurora	11,804	21,759	13,684	28,565	15.9%	31.3%
Broward County	26,151	232,742	30,130	238,968	15.2%	2.7%
Fort Worth	21,539	57,318	24,711	62,369	14.7%	8.8%
Anchorage	5,282	43,575	6,032	42,292	14.2%	-2.9%
Hillsborough County	22,553	170,627	25,290	186,633	12.1%	9.4%
Cleveland	2,792	50,162	3,107	36,303	11.3%	-27.6%
District of Columbia	4,092	54,099	4,548	43,788	11.1%	-19.1%
San Antonio	8,313	46,466	8,905	44,164	7.1%	-5.0%
Minneapolis	7,797	27,834	8,161	28,632	4.7%	2.9%
Philadelphia	12,281	160,423	12,852	121,192	4.6%	-24.5%
Bridgeport	2,834	17,990	2,964	18,051	4.6%	0.3%
Albuquerque	16,082	79,883	15,960	74,606	-0.8%	-6.6%
Jackson	118	31,073	114	27,905	-3.4%	-10.2%
Charlotte-Mecklenburg	18,846	112,330	17,127	129,084	-9.1%	14.9%
Milwaukee	8,210	78,609	7,246	68,503	-11.7%	-12.9%
Orange County	33,974	140,168	28,537	168,414	-16.0%	20.2%
Guilford County	7,076	65,313	5,738	67,413	-18.9%	3.2%
Hawaii	16,959	162,938	13,619	168,376	-19.7%	3.3%
Chicago	75,108	332,402	60,257	327,054	-19.8%	-1.6%
St. Paul	14,739	25,368	11,792	25,906	-20.0%	2.1%
Detroit	7,693	100,181	5,569	41,047	-27.6%	-59.0%
Portland	5,086	41,176	3,664	44,681	-28.0%	8.5%
Toledo	529	27,722	349	21,704	-34.0%	-21.7%
Salt Lake City	8,797	16,111	5,166	19,360	-41.3%	20.2%

## CGCS ELLs as a Percentage of State Total ELL Enrollment (N=73 Districts)

Table 5 provides district-specific ELL enrollment figures for SY 2013-14 to SY 2015-16 grouped by respective states for which subtotals are provided. A total of 39 states are represented by the member districts listed in the table. In 17 of these 39 states, Council-member districts are responsible for educating *one-quarter or more* of the state’s ELLs.

- **Enrolling more than half of all ELLs in a state.** In seven states during SY 2015-16, the collective Council member districts enrolled more than half of all ELLs in their state (HI, NV, DC, FL, NY, RI, and TN).
- **Enrolling between one-quarter and 49 percent of all ELLs in a state.** In ten states during SY 2015-16, Council member districts enrolled *between 25.1 and 49 percent* of all ELLs in their respective state (OK, NE, AK, CO, IL, KY, NM, MN, PA, and OH).
- **Enrolling between 10 percent and one-quarter of ELLs in a state.** In nine states during SY 2015-16, Council member districts enrolled *between 10 and 25 percent* of all ELLs in the state (IA, TX, NC, CA, KS, MA, MO, WI, and UT).
- **Enrolling fewer than 10 percent of ELLs in a state.** In thirteen states during SY 2015-16, Council member districts enrolled under 10 percent of all ELLs in the state (IA, CT, OR, SC, MI, MD, WA, NJ, AL, LA, VA, GA, and MS).

**Table 5. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16**  
Sorted by District-level ELL Enrollment in SY 2015-16

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
<b>Alabama</b>	<b>609</b>	<b>683</b>	<b>811</b>	<b>17,457</b>	<b>18,651</b>	<b>20,228</b>
Birmingham	609	683	811			
<b>Alaska</b>	<b>5,804</b>	<b>5,888</b>	<b>6,032</b>	<b>14,945</b>	<b>15,089</b>	<b>15,203</b>
Anchorage	5,804	5,888	6,032			
<b>California</b>	<b>329,587</b>	<b>312,974</b>	<b>272,282</b>	<b>1,413,167</b>	<b>1,392,295</b>	<b>1,307,804</b>
Los Angeles	179,322	164,349	140,816			
San Diego	33,877	32,471	28,963			
Santa Ana	27,458	26,377	22,444			
Long Beach	19,277	18,500	17,879			
Fresno	17,589	18,087	16,229			

<sup>29</sup> Total state ELL enrollment figures were obtained from the 2017 Digest of Education Statistics (Table 204.20). National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.20.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp)



State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
San Francisco	16,136	16,227	15,142			
Oakland	14,483	15,543	12,058			
Stockton	11,223	11,356	10,675			
Sacramento	10,222	10,064	8,076			
<b>Colorado</b>	<b>41,540</b>	<b>38,632</b>	<b>37,579</b>	<b>107,742</b>	<b>104,979</b>	<b>104,289</b>
Denver	27,084	24,564	23,895			
Aurora	14,456	14,068	13,684			
<b>Connecticut</b>	<b>2,690</b>	<b>2,954</b>	<b>2,964</b>	<b>31,301</b>	<b>34,855</b>	<b>35,064</b>
Bridgeport	2,690	2,954	2,964			
<b>District of Columbia</b>	<b>4,716</b>	<b>4,882</b>	<b>4,548</b>	<b>7,331</b>	<b>7,330</b>	<b>6,215</b>
District of Columbia	4,716	4,882	4,548			
<b>Florida</b>	<b>178,120</b>	<b>176,635</b>	<b>187,294</b>	<b>250,430</b>	<b>252,318</b>	<b>268,189</b>
Miami-Dade County	72,437	65,163	69,102			
Broward County	26,323	28,139	30,130			
Orange County	24,771	26,508	28,537			
Hillsborough County	24,054	24,784	25,290			
Palm Beach County	20,527	21,153	22,391			
Pinellas County	5,592	6,053	6,255			
Duval County	4,416	4,835	5,589			
<b>Georgia</b>	<b>1,508</b>	<b>1,590</b>	<b>2,123</b>	<b>90,563</b>	<b>97,768</b>	<b>112,006</b>
Atlanta	1,508	1,590	2,123			
<b>Hawaii<sup>30</sup></b>	<b>15,949</b>	<b>14,425</b>	<b>13,619</b>	<b>15,949</b>	<b>14,425</b>	<b>13,619</b>
Hawaii	15,949	14,425	13,619			
<b>Illinois</b>	<b>65,489</b>	<b>69,091</b>	<b>60,257</b>	<b>191,209</b>	<b>210,221</b>	<b>194,040</b>
Chicago	65,489	69,091	60,257			
<b>Indiana</b>	<b>4,492</b>	<b>4,754</b>	<b>4,386</b>	<b>55,955</b>	<b>57,839</b>	<b>50,717</b>
Indianapolis	4,492	4,754	4,386			
<b>Iowa</b>	<b>5,711</b>	<b>6,001</b>	<b>6,567</b>	<b>23,137</b>	<b>25,875</b>	<b>27,300</b>
Des Moines	5,711	6,001	6,567			
<b>Kansas</b>	<b>8,555</b>	<b>8,807</b>	<b>10,135</b>	<b>45,530</b>	<b>47,209</b>	<b>52,789</b>
Wichita	8,555	8,807	10,135			
<b>Kentucky</b>	<b>6,216</b>	<b>6,445</b>	<b>6,772</b>	<b>19,602</b>	<b>20,716</b>	<b>22,067</b>
Jefferson County	6,216	6,445	6,772			
<b>Louisiana</b>	<b>551</b>	<b>604</b>	<b>883</b>	<b>15,037</b>	<b>18,665</b>	<b>23,924</b>
New Orleans	551	604	883			
<b>Maryland</b>	<b>3,005</b>	<b>3,460</b>	<b>3,722</b>	<b>56,047</b>	<b>60,705</b>	<b>63,349</b>
Baltimore	3,005	3,460	3,722			
<b>Massachusetts</b>	<b>15,022</b>	<b>14,894</b>	<b>14,907</b>	<b>70,883</b>	<b>75,531</b>	<b>82,779</b>
Boston	15,022	14,894	14,907			

<sup>30</sup> The Hawaii Department of Education functions as a statewide local education agency.

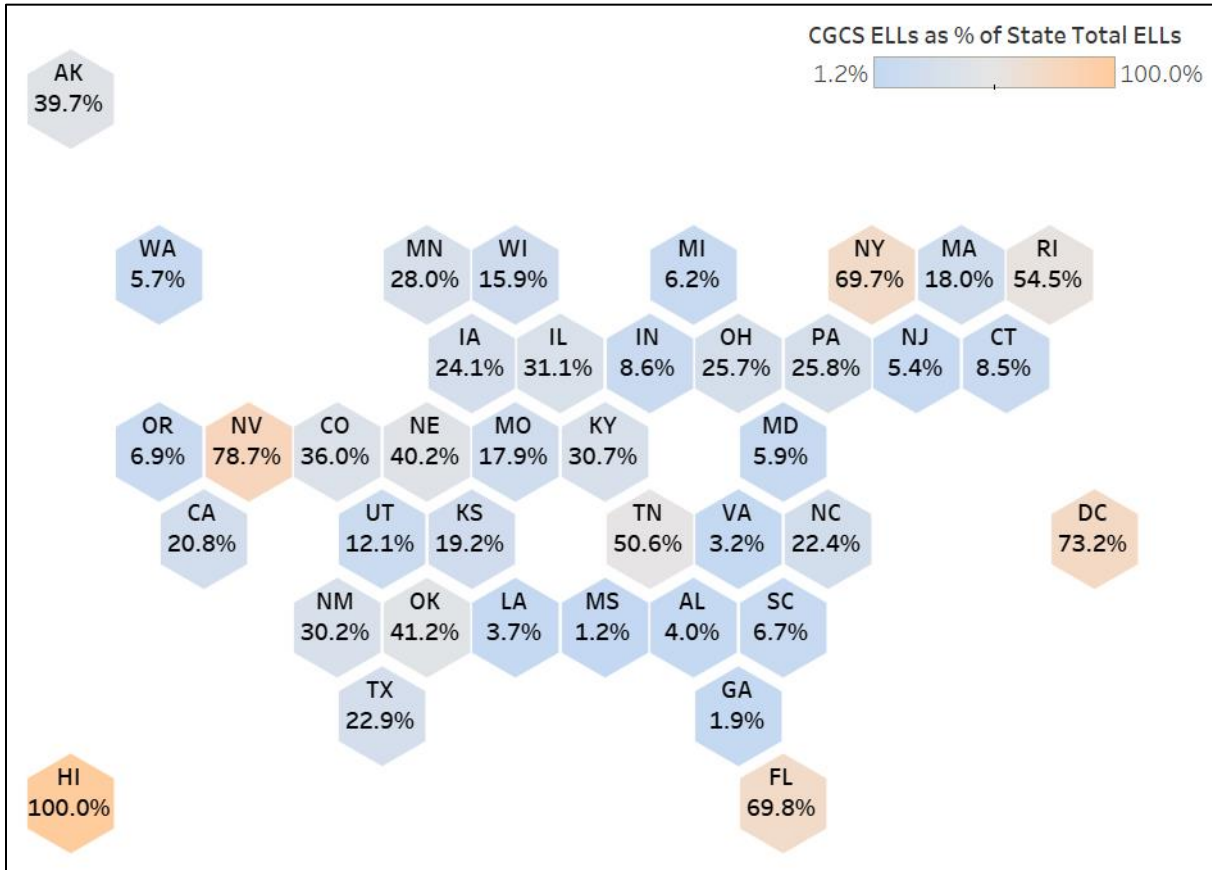
State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
<b>Michigan</b>	<b>5,540</b>	<b>5,868</b>	<b>5,569</b>	<b>72,811</b>	<b>81,678</b>	<b>89,597</b>
Detroit	5,540	5,868	5,569			
<b>Minnesota</b>	<b>20,807</b>	<b>21,481</b>	<b>19,953</b>	<b>64,377</b>	<b>66,934</b>	<b>71,162</b>
St. Paul	12,491	13,006	11,792			
Minneapolis	8,316	8,475	8,161			
<b>Mississippi</b>	<b>224</b>	<b>239</b>	<b>114</b>	<b>6,574</b>	<b>7,773</b>	<b>9,588</b>
Jackson	224	239	114			
<b>Missouri</b>	<b>5,113</b>	<b>5,305</b>	<b>5,306</b>	<b>27,355</b>	<b>29,144</b>	<b>29,690</b>
Kansas City	3,426	3,525	3,483			
St. Louis	1,687	1,780	1,823			
<b>Nebraska</b>	<b>6,988</b>	<b>7,516</b>	<b>8,400</b>	<b>15,418</b>	<b>17,528</b>	<b>20,900</b>
Omaha	6,988	7,516	8,400			
<b>Nevada</b>	<b>52,744</b>	<b>59,400</b>	<b>61,688</b>	<b>68,053</b>	<b>75,282</b>	<b>78,416</b>
Clark County	52,744	59,400	61,688			
<b>New Jersey</b>	<b>3,108</b>	<b>3,513</b>	<b>3,728</b>	<b>61,151</b>	<b>66,748</b>	<b>68,725</b>
Newark	3,108	3,513	3,728			
<b>New Mexico</b>	<b>15,556</b>	<b>15,167</b>	<b>15,960</b>	<b>51,095</b>	<b>48,906</b>	<b>52,821</b>
Albuquerque	15,556	15,167	15,960			
<b>New York</b>	<b>153,584</b>	<b>154,726</b>	<b>150,750</b>	<b>184,562</b>	<b>187,445</b>	<b>216,378</b>
New York City <sup>31</sup>	146,393	146,742	142,506			
Buffalo	4,220	4,551	4,582			
Rochester	2,971	3,433	3,662			
<b>North Carolina</b>	<b>19,378</b>	<b>20,378</b>	<b>22,865</b>	<b>94,810</b>	<b>94,093</b>	<b>102,090</b>
Charlotte-Mecklenburg	13,740	14,980	17,127			
Guilford County	5,638	5,398	5,738			
<b>Ohio</b>	<b>11,654</b>	<b>11,707</b>	<b>13,242</b>	<b>43,502</b>	<b>46,766</b>	<b>51,441</b>
Columbus	6,419	5,928	7,003			
Cleveland	2,764	2,982	3,107			
Cincinnati	1,507	1,744	2,002			
Dayton	633	703	781			
Toledo	331	350	349			
<b>Oklahoma</b>	<b>20,577</b>	<b>21,063</b>	<b>19,301</b>	<b>48,318</b>	<b>49,102</b>	<b>46,831</b>
Oklahoma City	13,427	13,683	12,668			
Tulsa	7,150	7,380	6,633			
<b>Oregon</b>	<b>3,224</b>	<b>3,631</b>	<b>3,664</b>	<b>49,722</b>	<b>49,485</b>	<b>52,786</b>
Portland	3,224	3,631	3,664			
<b>Pennsylvania</b>	<b>12,606</b>	<b>13,870</b>	<b>13,601</b>	<b>48,404</b>	<b>51,623</b>	<b>52,624</b>

<sup>31</sup> New York City's total ELL enrollment figure for SY 2013-14 was missing in the NCES data. Therefore, ELL enrollment figures from the New York City Department of Education were used for all years. NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Philadelphia	11,885	13,115	12,852			
Pittsburgh	721	755	749			
<b>Rhode Island</b>	<b>4,947</b>	<b>5,396</b>	<b>5,747</b>	<b>9,319</b>	<b>10,066</b>	<b>10,550</b>
Providence	4,947	5,396	5,747			
<b>South Carolina</b>	<b>2,566</b>	<b>2,856</b>	<b>2,837</b>	<b>40,340</b>	<b>42,480</b>	<b>42,574</b>
Charleston	2,566	2,856	2,837			
<b>Tennessee</b>	<b>17,885</b>	<b>19,063</b>	<b>20,568</b>	<b>34,397</b>	<b>36,398</b>	<b>40,637</b>
Metropolitan Nashville	10,186	11,722	12,913			
Shelby County	7,699	7,341	7,655			
<b>Texas</b>	<b>194,115</b>	<b>186,098</b>	<b>204,613</b>	<b>798,071</b>	<b>814,945</b>	<b>892,082</b>
Dallas	59,070	56,508	62,575			
Houston	55,717	51,277	58,067			
Fort Worth	24,593	23,412	24,711			
Austin	21,321	20,360	20,561			
Arlington (TX)	12,147	14,610	14,592			
El Paso	12,692	12,451	15,202			
San Antonio	8,575	7,480	8,905			
<b>Utah</b>	<b>4,135</b>	<b>4,672</b>	<b>5,166</b>	<b>34,409</b>	<b>38,543</b>	<b>42,815</b>
Salt Lake City	4,135	4,672	5,166			
<b>Virginia</b>	<b>1,812</b>	<b>2,665</b>	<b>3,465</b>	<b>94,496</b>	<b>97,871</b>	<b>109,104</b>
Richmond	1,173	1,810	2,369			
Norfolk	639	855	1,096			
<b>Washington</b>	<b>4,600</b>	<b>5,989</b>	<b>6,426</b>	<b>99,650</b>	<b>107,197</b>	<b>112,763</b>
Seattle	4,600	5,989	6,426			
<b>Wisconsin</b>	<b>7,418</b>	<b>6,648</b>	<b>7,246</b>	<b>43,007</b>	<b>42,729</b>	<b>45,669</b>
Milwaukee	7,418	6,648	7,246			
<b>Grand Total</b>	<b>1,258,145</b>	<b>1,249,970</b>	<b>1,235,090</b>	<b>4,416,126</b>	<b>4,517,207</b>	<b>4,638,825</b>

Figure 8 shows ELLs in CGCS districts as a percentage of total ELL enrollment within their respective states in SY 2015-16. The graph only depicts states in which the Council has member districts. In a total of 17 states, member districts enrolled more than one quarter of the ELLs in the state. In these states, to be sure, the state's overall progress in improving the achievement of ELLs is closely tied to how well the Council member districts serve such students.

Figure 8. ELLs in Council Member Districts as Percent of Total ELLs in Respective State, SY 2015-16



## Languages Spoken by ELLs

The ELL survey asked districts to specify the five most frequently spoken languages, other than English, and the number by ELLs speaking each of these languages. Respondents selected from a list of over 300 language reported in the U.S. Census Bureau’s *Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013*.<sup>32</sup> (Language that were not pre-listed were also accepted as responses.) For example, *Somali* was not listed by the U.S. Census but was reported as a top-5 language in 16 districts. A couple of additional points are worth noting to facilitate the interpretation of results—

- **Language grouping and coding variations.** Districts varied in the coding of some languages. This most likely impacted reported figures for Chinese, Cantonese, and Mandarin. The Council survey and some member districts reported these languages as separate, which we maintained in Council-specific analyses. NCES, however, aggregates these distinct languages under a generic Chinese code. When making comparisons to NCES data reported later in this section, we aggregated the Chinese languages to mirror the NCES definitions.<sup>33</sup>
- **Unspecified and “other” languages.** Some languages were reported as unspecified or “other languages” within a specific grouping (e.g., other African languages). Languages that were reported as “other” or unspecified were excluded from all analyses.
- **English as home language for ELLs.** “English” was reported a primary/home language spoken by around 5,000 ELLs in Baltimore, Boston, and Dallas, collectively. Due to uncertainties about the aggregation of English dialects and “pidgin” languages, languages classified as “English” were excluded.
- **Reported language groups without number of speakers.** Some districts listed the top five languages but omitted providing a specific number of speakers. (See Appendix F.) We therefore, limited the descriptive statistical analyses only to districts that reported the specific number of speakers for the respective reported languages.

The ‘top-5’ question in the survey aimed to highlight which languages, collectively, are among the top-five languages spoken by ELLs in Council member districts. These data should not be confused with the total number of speakers of each of these reported languages across the *entire* membership. In fact, the figures for the number of speakers of the top five specific languages are undercounts since

<sup>32</sup> U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009-2013. Retrieved August 29, 2018, from <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>

<sup>33</sup>For educational programming purposes and for community engagement, it is important to know the various Chinese languages and dialects and their geographic origins. Mandarin Chinese, the official language of China and Taiwan, is one of four official languages spoken in Singapore. Cantonese is a branch of Chinese that originated in southern China and is the official language of Hong Kong and Macau.

speakers of these languages are also in other districts but their figures were not large enough to land in a district's top-5.

### Number of Languages and Number of ELLs in Top Five Languages (N=62 Districts)

Over 60 districts reported language data for SY 2016-17, and in the aggregate, 50 languages are listed among the five most frequently spoken languages—other than English—with a total of 1,464,346 ELLs speaking one of these languages. Most of these students (86.6 percent) spoke Spanish, which was listed by 62 districts as the top language spoken by ELLs. Of the ELLs who speak one of the 50 languages identified as being in the top-5 languages among responding districts, approximately 92.4 percent speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. (See Table 6.)

**Table 6. Number and Percentage of ELLs Speaking Top-5 Languages in School Districts, SY 2016-17**

Language	Number of Speakers Reported in Top-5 Languages	Number of Speakers as % of ELLs Reported in Top-5 Languages	Number of Districts with ELL Speakers of Top-5 Language <sup>34</sup>
Spanish	1,268,485	86.625%	62
Arabic	28,687	1.959%	43
Chinese	24,582	1.679%	12
Haitian Creole	18,182	1.242%	4
Vietnamese	13,056	0.892%	26
Somali	12,211	0.834%	16
Tagalog	11,879	0.811%	11
Hmong	10,982	0.750%	8
Bengali	7,020	0.479%	1
Portuguese	6,682	0.456%	7
Cantonese	6,626	0.452%	4
Russian	6,520	0.445%	3
Armenian	5,475	0.374%	1
Karen	4,977	0.340%	7
Korean	4,908	0.335%	2
French Creole	3,804	0.260%	3
Nepali	3,476	0.237%	11
Burmese	2,988	0.204%	11
French	2,898	0.198%	10
Ilocano	2,306	0.157%	1
Amharic	1,864	0.127%	5
Trukese	1,777	0.121%	2
Marshallese	1,760	0.120%	2

<sup>34</sup> Districts that reported a specific language without an exact number of speakers are excluded from the district count.

Language	Number of Speakers Reported in Top-5 Languages	Number of Speakers as % of ELLs Reported in Top-5 Languages	Number of Districts with ELL Speakers of Top-5 Language <sup>34</sup>
Swahili	1,171	0.080%	8
Telugu	1,161	0.079%	2
Mandarin	1,156	0.079%	3
Samoan	1,138	0.078%	1
Urdu	1,115	0.076%	2
Mon-Khmer, Cambodian	1,106	0.076%	4
Cape Verdean Creole	1,072	0.073%	1
Polish	887	0.061%	1
Navajo	507	0.035%	1
Q'an'jobal	471	0.032%	2
Oromo	465	0.032%	2
Kurdish	452	0.031%	1
Serbocroatian	385	0.026%	1
Laotian	321	0.022%	3
Yupik	319	0.022%	1
Mam	312	0.021%	1
Mai Mai	294	0.020%	1
Bosnian	234	0.016%	1
Albanian	230	0.016%	1
Turkish	200	0.014%	1
Tongan	131	0.009%	1
Akateko	21	0.001%	1
Fulani	18	0.001%	1
Thai	15	0.001%	1
Tigrinya	12	0.001%	1
Pashto	4	0.000%	1
Wolof	4	0.000%	1
<b>Grand Total</b>	<b>1,464,346</b>	<b>100.000%</b>	

Note: "Other," "English," and unspecified languages are excluded.

### CGCS ELL Figures for Top-5 Languages Compared to National Figures (N=60 Districts)

To further contextualize the magnitude and the diversity of languages that rank among the top-5 in member districts, we compared these numbers to the total national estimates of ELLs who speak these specific languages. The Council's data collection includes figures that are more recent than

those reported by NCES. Because the *Digest of Education Statistics*<sup>35</sup> did not report data for SY 2016-17, a comparison was only possible for two of the survey years—SY 2014-15 and SY 2015-16. The comparison analysis was limited to languages for which national data were available. In this case, the two-year enrollment comparison shown in Table 7 is limited to 22 of the 50 languages reported by Council-member district as being the top-5 spoken by ELLs.

Even with the undercount resulting from the methodology described earlier, for almost half of the 22 languages, Council-member school districts enrolled over 20 percent of the national total of ELLs speaking each of these languages. For particular languages, the CGCS share of ELLs who speak such languages is uniquely high:

- ***Haitian Creole***—In SY 2014-15 and SY 2015-16, three and four Council districts, respectively, enrolled over 60 percent of all the Haitian Creole speaking students in the nation.
- ***Bengali***—In both SY 2014-15 and SY 2015-16, a single Council member district enrolled close to 45 percent of all the Bengali speaking students in the nation
- ***Karen, Tagalog, Hmong, Spanish, Chinese, and Somali***—CGCS districts enroll between 30 and 37 percent of the nation’s students who speak each of these languages.

Between SY 2014-15 and SY 2015-16, the number of districts reporting each language as one of its top-5 remained relatively consistent. This was also the case for the CGCS share of total speakers, other than few exceptions like Russian, whose share of speakers in CGCS districts declined about seven percentage-points in SY 2015-16 compared to SY 2014-15.

<sup>35</sup> National home language data for ELLs enrolled in public elementary and secondary schools used to calculate percentages were obtained from the *2017 Digest of Education Statistics* (Table 204.27). National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)



**Table 7. CGCS Share of Major Languages Spoken by ELLs**  
*Ranked by CGCS Share of Nation in SY 2015-16*

	SY 2014-15				SY 2015-16				SY 2014-15 to SY 2015-16 CGCS as % of Nation %- point Change
	CGCS Enroll.	National Enroll.	CGCS as % of Nation	CGCS Districts	CGCS Enroll.	National Enroll.	CGCS as % of Nation	CGCS Districts	
Haitian Creole	19,230	31,428	61.19%	3	18,405	30,231	60.88%	4	-0.31%
Bengali	6,502	14,704	44.22%	1	6,465	14,435	44.79%	1	0.57%
Karen	4,170	12,585	33.13%	7	4,724	12,805	36.89%	7	3.76%
Tagalog <sup>36</sup>	12,675	37,231	34.04%	13	12,606	35,725	35.29%	12	1.24%
Hmong	13,279	37,412	35.49%	8	11,451	34,813	32.89%	8	-2.60%
Spanish	1,226,912	3,709,828	33.07%	60	1,224,654	3,741,066	32.74%	60	-0.34%
Chinese <sup>37</sup>	33,954	104,279	32.56%	24	32,599	101,347	32.17%	25	-0.39%
Somali	10,570	33,712	31.35%	16	10,788	36,028	29.94%	16	-1.41%
Arabic	21,038	109,165	19.27%	39	23,947	114,371	20.94%	38	1.67%
Nepali	3,471	14,446	24.03%	12	2,949	14,125	20.88%	10	-3.15%
Korean	5,408	28,530	18.96%	2	5,313	27,268	19.48%	2	0.53%
Russian	3,922	32,493	12.07%	4	6,345	33,057	19.19%	4	7.12%
Portuguese	3,253	19,839	16.40%	4	4,531	23,673	19.14%	5	2.74%
Mon-Khmer, Cambodian <sup>38</sup>	1,889	11,027	17.13%	7	1,838	10,819	16.99%	6	-0.14%
Burmese	1,851	14,382	12.87%	9	2,547	15,183	16.78%	10	3.91%
Vietnamese	13,135	85,289	15.40%	29	11,803	81,157	14.54%	25	-0.86%
French	2,563	20,275	12.64%	11	2,341	20,664	11.33%	11	-1.31%
Polish	1,062	9,968	10.65%	1	999	9,659	10.34%	1	-0.31%
Amharic	645	9,337	6.91%	3	742	9,609	7.72%	3	0.81%
Swahili	221	7,065	3.13%	4	526	8,480	6.20%	5	3.07%
Urdu	977	22,294	4.38%	2	1,113	22,879	4.86%	2	0.48%
Punjabi	153	15,207	1.01%	1	251	15,630	1.61%	2	0.60%

<sup>36</sup> The Council’s survey grouped Tagalog and Filipino, but these languages are disaggregated in the NCES *Digest of Education Statistics*. In this analysis, the NCES figures for Tagalog and Filipino were aggregated.

<sup>37</sup> In following the language codes used by NCES ([http://www.loc.gov/standards/iso639-2/php/code\\_list.php](http://www.loc.gov/standards/iso639-2/php/code_list.php)), the Chinese CGCS enrollment includes Mandarin and Cantonese speakers.

<sup>38</sup> The NCES refers to this language grouping as “Mon-Khmer languages.”

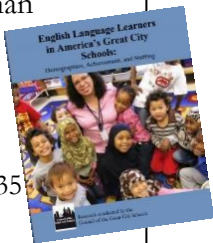
### Three-Year Trends for Most Prevalent Top-5 Languages (N=62 Districts)

National figures show that the most commonly spoken language, other than English, by ELLs is Spanish with about 3.7 million in SY 2015-16. Council member-data show a relatively stable Spanish speaking enrollment from SY 2014-15 to SY 2016-17—1,226,912 students in SY 2014-15 and 1,224,654 in SY 2016-17.

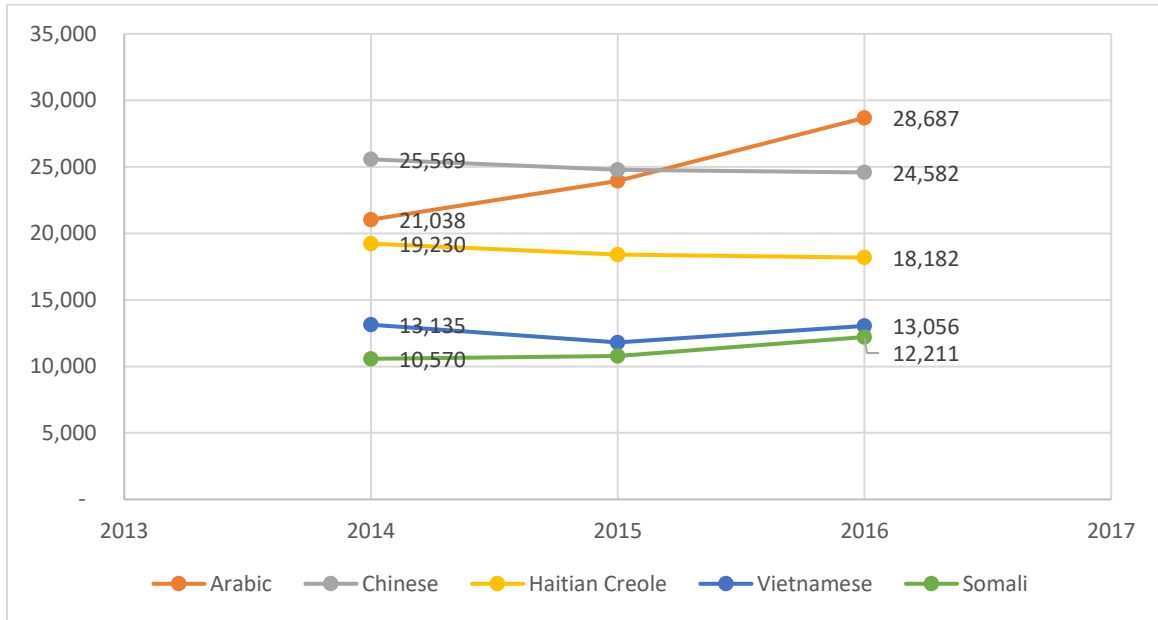
The number of ELLs who spoke languages other than Spanish among the top-5 showed more pronounced changes between SY 2014-15 to SY 2016-17. Figure 9 shows trends in the number of speakers that were identified by Council-member districts as being among the five most prevalent languages, after Spanish, from SY 2014-15 to SY 2016-17. The number of reported Arabic and Somali speakers increased, while the numbers of Chinese, Haitian Creole, and Vietnamese speakers declined in this three-year time span.

In SY 2009-10, 40 respondents indicated these numbers of the speakers for the most prevalent languages top-5 languages in the latest ELL survey, other than Spanish—

- Arabic: 7,687
- Chinese: 20,987
- Haitian Creole: 18,935
- Vietnamese: 12,294
- Somali: 6,119



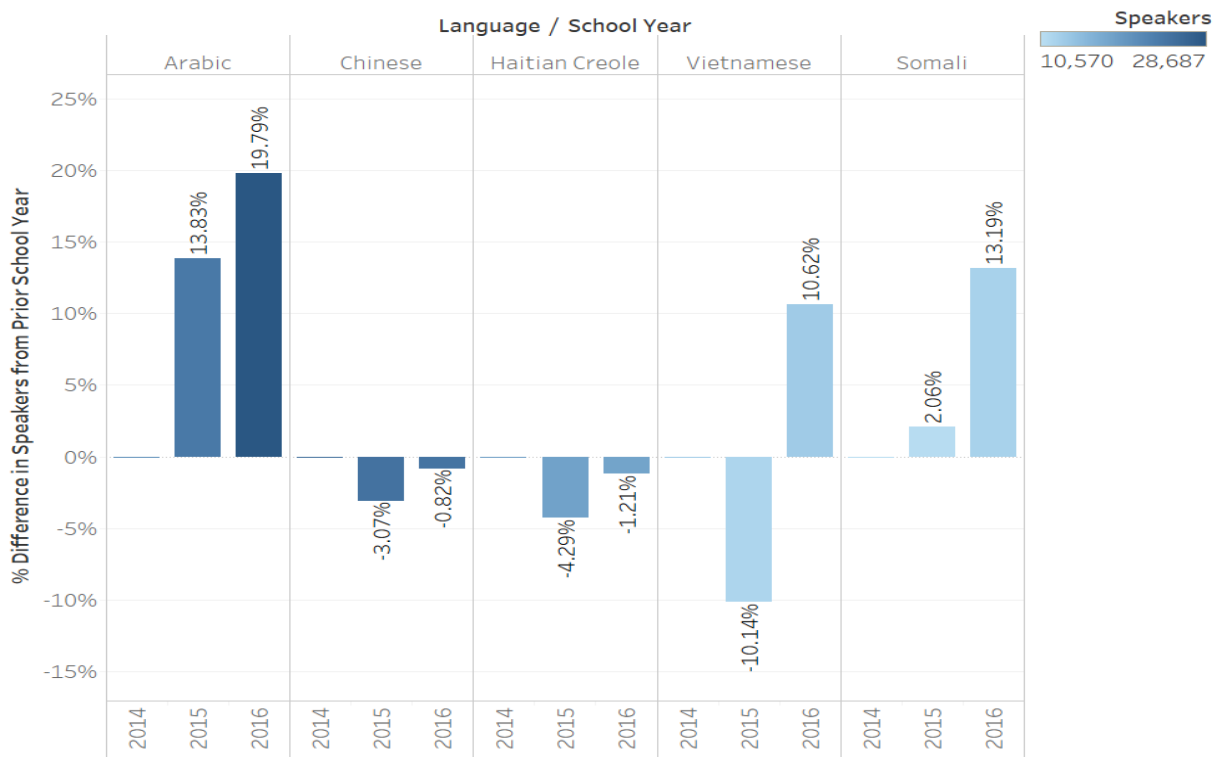
**Figure 9. Number of Speakers for Top-5 Languages Other Than Spanish, SY 2014-15 to SY 2016-17**



The percentage change of speakers from the previous year for the languages featured in the chart above is shown in Figure 10. From SY 2014-15 to SY 2015-16, the number of Arabic speakers who were enrolled in districts that reported Arabic to be in their top-5 language increased by approximately 13.8 percent. In SY 2016-17, the number of Arabic speakers increased by about 19.8 percent from the preceding school year. Between SY 2014-15 and SY 2015-16, the number of Vietnamese speakers who were enrolled in districts that reported Vietnamese to be in their top-5 language declined by 10.1

percent. In the following year, the number rebounded with a 10.6 percent increase in the number of speakers. (For the top five languages in each reporting district, see Appendix F.)

**Figure 10. Change in Number of Speakers for Top-5 Languages, Other than Spanish, SY 2014-15 to SY 2016-17**



### ELL Enrollment in Districts Reporting Top-5 Languages (N=60 Districts)

Table 8 shows select districts with the largest number of ELLs speaking their respective top five languages in SY 2016-17.<sup>39</sup> The languages are listed in order of prevalence, with the language garnering the largest number of speakers (Spanish) first and the language garnering the fewest number of speakers (Pashto and Wolof) last. The combined total number of ELLs which districts reported in their respective top-five languages is provided next to the language name; these totals do not include ELLs who speak the languages but were not reported as being among the top-5 for any district.<sup>40</sup>

<sup>39</sup> Data for Long Beach, Santa Ana, Stockton, and Sacramento were obtained from the California Department of Education. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>.

<sup>40</sup> The listing of districts under a language indicates that the language is among the top-5 within a district and does not imply a greater number of speakers within a district overall. For example, the number of Chinese speakers is greater in Boston than Broward County based on figures from SY 2014-15 and SY 2015-16, but Chinese was not reported as a top-5 language in Boston for SY 2016-17.

Under each language, the five districts with the highest number of speakers are listed. Where fewer than five districts reported a language, all reporting districts that provided a specific number of speakers are listed.

**Table 8. Districts with the Highest Number of ELLs Speaking Top-5 Languages, SY 2016-17<sup>41</sup>**

<b>Language</b>	<b>ELL #</b>	<b>Language</b>	<b>ELL #</b>	<b>Language</b>	<b>ELL #</b>
<b>Spanish</b>	<b>1,268,485</b>	<b>Somali</b>	<b>12,211</b>	<b>Russian</b>	<b>6,520</b>
Los Angeles	339,043	Minneapolis	3,294	New York	3,805
New York	97,299	Columbus	2,347	Los Angeles	2,303
Clark County	73,497	St. Paul	1,187	Miami-Dade County	412
Dallas	63,696	Seattle	1,170	<b>Armenian</b>	<b>5,475</b>
Miami-Dade County	63,399	San Diego	858	Los Angeles	5,475
<b>Arabic</b>	<b>28,687</b>	<b>Tagalog</b>	<b>11,879</b>	<b>Karen</b>	<b>4,977</b>
New York	9,712	Los Angeles	5,221	St. Paul	2,267
Metropolitan Nashville	1,826	Clark County	2,842	Omaha	1,047
Chicago	1,571	San Diego	1,118	Des Moines	556
Hillsborough County	1,552	Hawaii	1,034	Buffalo	541
Houston	1,088	Anchorage	794	Milwaukee	440
<b>Chinese</b>	<b>24,582</b>	<b>Hmong</b>	<b>10,982</b>	<b>Korean</b>	<b>4,908</b>
New York	21,438	St. Paul	4,833	Los Angeles	4,905
Philadelphia	1,026	Fresno	1,927	Santa Ana	3
Clark County	783	Sacramento	1,369	<b>French Creole</b>	<b>3,804</b>
Seattle	697	Anchorage	1,081	Orange County	2,715
Broward County	328	Minneapolis	647	Hillsborough County	789
<b>Haitian Creole</b>	<b>18,182</b>	<b>Bengali</b>	<b>7,020</b>	Bridgeport	300
Broward County	6,898	New York	7,020	<b>Nepali</b>	<b>3,476</b>
Palm Beach County	5,465	<b>Portuguese</b>	<b>6,682</b>	Columbus	1,353
Miami-Dade County	4,669	Orange County	2,120	Jefferson County	366
Boston	1,150	Broward County	1,506	Fort Worth	290
<b>Vietnamese</b>	<b>13,056</b>	Palm Beach County	993	Des Moines	270
San Diego	1,602	Bridgeport	800	Dallas	245
Arlington (TX)	1,261	Miami-Dade County	677	<b>Burmese</b>	<b>2,988</b>
Charlotte-Mecklenburg	1,165	<b>Cantonese</b>	<b>6,626</b>	Dallas	569
Hillsborough County	1,129	San Francisco	4,297	Milwaukee	446
Denver	856	Chicago	925	Buffalo	438
		Oakland	833	Metropolitan Nashville	323
		Sacramento	571	Duval County	305

<sup>41</sup> English, other languages, and unspecified languages were excluded. Districts that listed a language within the top-5 without indicating the number of speakers were also excluded.

<u>Language</u>	<u>ELL #</u>	<u>Language</u>	<u>ELL #</u>	<u>Language</u>	<u>ELL #</u>
<b>French</b>	<b>2,898</b>	<b>Samoan</b>	<b>1,138</b>	<b>Mam</b>	<b>312</b>
Columbus	1,207	Anchorage	1,138	Oakland	312
Charlotte-Mecklenburg	702	<b>Urdu</b>	<b>1,115</b>	<b>Mai Mai</b>	<b>294</b>
Miami-Dade County	423	Chicago	890	Jefferson County	294
District of Columbia	165	Guilford County	225	<b>Bosnian</b>	<b>234</b>
Arlington (TX)	127	<b>Mon-Khmer, Cambodian</b>	<b>1,106</b>	St. Louis	234
<b>Ilocano</b>	<b>2,306</b>	Long Beach	656	<b>Albanian</b>	<b>230</b>
Hawaii	2,306	Stockton	260	Pinellas County	230
<b>Amharic</b>	<b>1,864</b>	Fresno	150	<b>Turkish</b>	<b>200</b>
Clark County	695	Santa Ana	40	Dayton	200
Denver	425	<b>Cape Verdean Creole</b>	<b>1,072</b>	<b>Tongan</b>	<b>131</b>
Seattle	354	Boston	1,072	Salt Lake City	131
District of Columbia	301	<b>Polish</b>	<b>887</b>	<b>Akateko</b>	<b>21</b>
Minneapolis	89	Chicago	887	Birmingham	21
<b>Trukese</b>	<b>1,777</b>	<b>Navajo</b>	<b>507</b>	<b>Fulani</b>	<b>18</b>
Hawaii	1,697	Albuquerque	507	Birmingham	18
Tulsa	80	<b>Q'an'jobal</b>	<b>471</b>	<b>Thai</b>	<b>15</b>
<b>Marshallese</b>	<b>1,760</b>	Palm Beach County	463	San Antonio	15
Hawaii	1,512	Birmingham	8	<b>Tigrinya</b>	<b>12</b>
Sacramento	248	<b>Oromo</b>	<b>465</b>	Jackson	12
<b>Swahili</b>	<b>1,171</b>	St. Paul	275	<b>Pashto</b>	<b>4</b>
Houston	386	Minneapolis	190	Richmond	4
Fort Worth	256	<b>Kurdish</b>	<b>452</b>	<b>Wolof</b>	<b>4</b>
Kansas City	144	Metropolitan Nashville	452	Jackson	4
Wichita	132	<b>Serbocroatian</b>	<b>385</b>		
Pittsburgh	112	Pinellas County	385		
<b>Telugu</b>	<b>1,161</b>	<b>Laotian</b>	<b>321</b>		
Hillsborough County	604	Fresno	172		
Charlotte-Mecklenburg	557	Wichita	104		
<b>Mandarin</b>	<b>1,156</b>	Oklahoma City	45		
San Francisco	685	<b>Yupik</b>	<b>319</b>		
Houston	324	Anchorage	319		
Austin	147				

## Enrolled in ELL Program for 6+ Years (N=49 Districts)

Students identified as ELL receive language acquisition instruction and remain in this category for accountability and reporting purposes until the school district determines that the student has met the criteria to deem them proficient in English, and thus able to exit the ELL classification. Criteria used to exit ELLs may include more than scores on the English language proficiency assessment and can vary significantly across school districts and states, though states are now required to establish standardized procedures for exiting under ESSA. The numbers reported by responding districts, accordingly, reflect varying contexts and criteria that preclude generalizing across districts. Nonetheless, the 3-year data provides an interesting look at trends within a single district and the overall trend over three years.

Districts fell along four distinct bands, or ranges, in the percent of ELLs who are deemed L-TELS. Specifically, about 29 percent (14 of 49 districts) had between 0 percent and 10 percent L-TELS; about 30 percent (15 of 49 district) had between 10.1 percent and 20 percent L-TELS; another 29 percent (14 of 49 districts) had between 20.1 percent and 30 percent L-TELS. Six districts (12.2 percent) reported L-TELS comprised more than 30 percent of the total ELL enrollment.

Table 9 displays ELLs enrolled and L-TELS<sup>42</sup> (long-term ELLs) as a percentage of total ELL enrollment in each of the three school years, and the percentage change between SY 2013-14 and SY 2015-16. The data are ranked by the percent change between SY 2013-14 and SY 2015-16 in the numbers of L-TELS. Of the 49 reporting Council member districts, 20 districts show decreases in the number of L-TELS from SY 2013-14 to SY 2015-16.

**Table 9. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16**  
*Sorted by L-TEL % Change from SY 2013-14 to SY 2015-16*

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Richmond	4	1,795	0.2%	0	2,116	0.0%	0	2,192	0.0%	-100.0%
Hillsborough County	22,559	26,467	85.2%	18,991	24,691	76.9%	6,336	25,392	25.0%	-71.9%
Salt Lake City	190	6,975	2.7%	76	7,006	1.1%	63	7,389	0.9%	-66.8%
Miami-Dade County	7,662	73,540	10.4%	8,691	74,224	11.7%	4,168	67,946	6.1%	-45.6%
Albuquerque	12,400	15,587	79.6%	10,534	14,958	70.4%	8,531	14,577	58.5%	-31.2%
Los Angeles	40,780	157,807	25.8%	31,837	141,487	22.5%	29,996	141,415	21.2%	-26.4%
San Diego	5,249	28,988	18.1%	4,884	27,586	17.7%	3,982	26,878	14.8%	-24.1%

<sup>42</sup> Formal definitions for long-term ELLs do not exist at the federal level, though some states have developed their own (e.g. AB 2193 in California in 2012 and New York state definitions). Most references in literature refer to ELLs enrolled in ELL programs for five to seven or more years as long-term. The Council's ELL survey defines long-term ELLs as those enrolled in ELL programs for six or more years.

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Guilford County	1,541	5,228	29.5%	1,376	4,805	28.6%	1,301	5,196	25.0%	-15.6%
Hawaii	2,034	14,044	14.5%	1,845	13,064	14.1%	1,721	12,093	14.2%	-15.4%
Indianapolis	1,275	4,979	25.6%	1,167	5,448	21.4%	1,102	5,035	21.9%	-13.6%
Omaha	486	7,000	6.9%	495	7,534	6.6%	424	7,285	5.8%	-12.8%
Fresno	5,008	17,434	28.7%	5,026	17,783	28.3%	4,501	16,280	27.6%	-10.1%
Charlotte-Mecklenburg	3,382	14,460	23.4%	3,175	15,404	20.6%	3,157	16,002	19.7%	-6.7%
San Antonio	2,688	10,255	26.2%	2,560	10,203	25.1%	2,523	10,119	24.9%	-6.1%
Boston	2,196	15,008	14.6%	2,028	14,859	13.6%	2,096	14,912	14.1%	-4.6%
Oakland	2,620	11,375	23.0%	2,694	12,061	22.3%	2,522	12,060	20.9%	-3.7%
San Francisco	2,081	13,316	15.6%	1,997	15,220	13.1%	2,045	12,452	16.4%	-1.7%
Orange County	2,123	24,797	8.6%	2,260	26,523	8.5%	2,088	28,447	7.3%	-1.6%
Buffalo	308	4,080	7.5%	308	4,390	7.0%	303	4,486	6.8%	-1.6%
Des Moines	1,838	5,769	31.9%	1,642	6,163	26.6%	1,810	6,580	27.5%	-1.5%
Wichita	6,233	8,566	72.8%	6,297	8,812	71.5%	6,459	9,005	71.7%	3.6%
Houston	8,369	55,023	15.2%	8,614	57,102	15.1%	8,823	57,987	15.2%	5.4%
Arlington (TX)	3,781	14,564	26.0%	4,051	14,610	27.7%	4,039	14,455	27.9%	6.8%
Oklahoma City	1,310	12,276	10.7%	1,294	12,603	10.3%	1,417	12,609	11.2%	8.2%
Denver	8,676	27,103	32.0%	9,233	24,585	37.6%	9,750	23,920	40.8%	12.4%
Austin	4,195	20,116	20.9%	4,513	20,790	21.7%	4,748	20,561	23.1%	13.2%
Palm Beach County	446	17,845	2.5%	703	18,371	3.8%	508	19,139	2.7%	13.9%
Cleveland	1,329	3,135	42.4%	859	3,165	27.1%	1,530	3,282	46.6%	15.1%
Atlanta	133	1,558	8.5%	135	1,596	8.5%	155	1,559	9.9%	16.5%
Jefferson County	551	6,249	8.8%	592	6,523	9.1%	645	6,973	9.2%	17.1%
Dallas	16,647	59,424	28.0%	19,045	61,968	30.7%	19,799	62,615	31.6%	18.9%
Philadelphia	1,475	12,100	12.2%	1,577	12,492	12.6%	1,767	12,951	13.6%	19.8%
Seattle	567	5,852	9.7%	707	5,989	11.8%	685	6,111	11.2%	20.8%
St. Paul	1,929	12,404	15.6%	2,589	13,050	19.8%	2,376	11,709	20.3%	23.2%
St. Louis	255	2,298	11.1%	290	2,330	12.4%	323	2,352	13.7%	26.7%
Kansas City	575	3,436	16.7%	795	3,526	22.5%	747	3,482	21.5%	29.9%
Fort Worth	4,315	23,564	18.3%	5,318	24,589	21.6%	5,731	24,711	23.2%	32.8%
Baltimore	173	2,936	5.9%	201	3,411	5.9%	236	3,642	6.5%	36.4%
Milwaukee	423	7,078	6.0%	492	7,114	6.9%	585	7,123	8.2%	38.3%

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Clark County	7,878	52,452	15.0%	9,219	58,792	15.7%	11,222	61,535	18.2%	42.4%
Broward County	1,225	24,150	5.1%	1,377	27,048	5.1%	1,748	28,122	6.2%	42.7%
El Paso	1,630	14,183	11.5%	2,052	14,697	14.0%	2,377	15,202	15.6%	45.8%
Pinellas County	807	5,498	14.7%	1,103	6,055	18.2%	1,208	6,245	19.3%	49.7%
Jackson	10	249	4.0%	15	233	6.4%	17	281	6.0%	70.0%
Duval County	313	4,864	6.4%	411	5,588	7.4%	547	5,638	9.7%	74.8%
Shelby County	678	7,637	8.9%	1,059	7,376	14.4%	1,505	7,771	19.4%	122.0%
Columbus	159	3,035	5.2%	305	2,523	12.1%	571	1,477	38.7%	259.1%
Anchorage	--	5,794	0.0%	1,015	5,892	17.2%	1,106	6,032	18.3%	--
Chicago	--	56,628	0.0%	11,852	58,862	20.1%	12,393	59,555	20.8%	--

(--) denotes missing or insufficient data to calculate.

Figure 11 displays the L-TEL enrollment data as a scatterplot with the total enrollment of ELLs shown on the x-axis and the percentage of ELLs who are identified as long-term ELL on the y-axis. The scatterplot shows a concentration of districts with between 5,000 and 25,000 total ELLs, and a concentration of districts reporting between 0 and 30 percent long-term ELLs. Two districts appear as outliers reporting more than half of their ELLs as L-TELS. The range of percentages identified as L-TEL shown in the report is not unlike ranges reported in the 2016 research brief by Regional Educational Laboratory West. Specifically, for SY 2013-14, New York City, Chicago, Colorado, and California reported between 23 percent to 74 percent of secondary EL population as L-TEL.<sup>43</sup>

<sup>43</sup> REL West. (2016, November). *Long-term English learner students: Spotlight on an overlooked population*. Retrieved from <https://relwest.wested.org/system/resources/236/LTEL-factsheet.pdf?1480559266>



**Figure 11. District % L-TEL vs. Total ELL Enrollment, SY 2015-16**

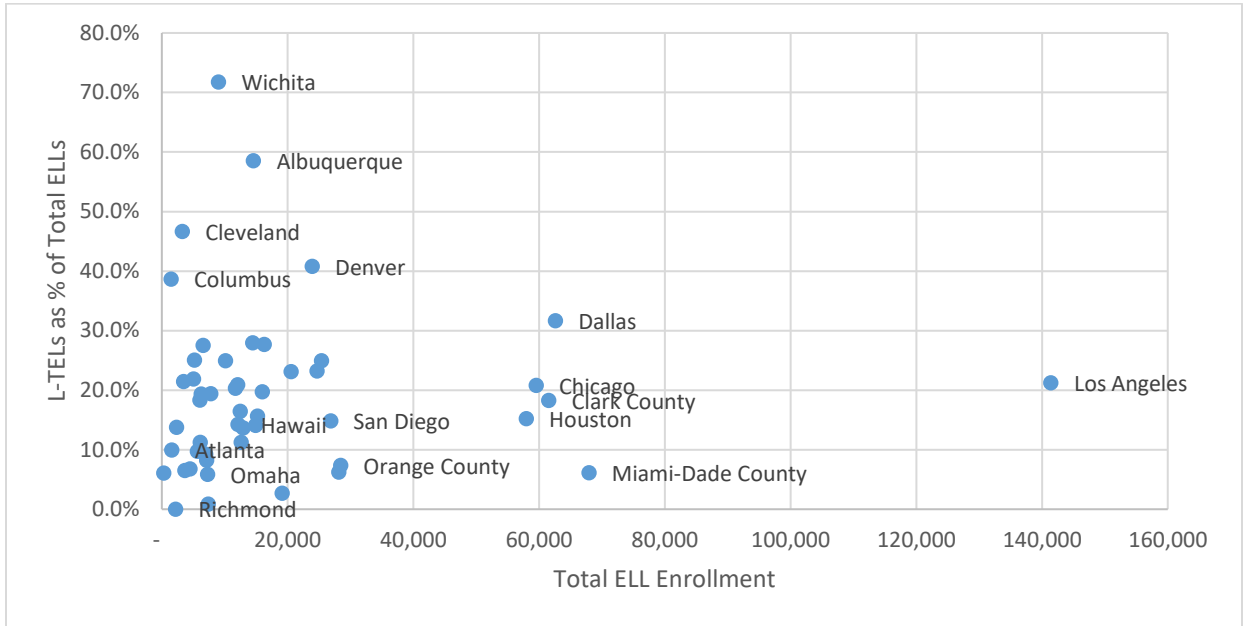
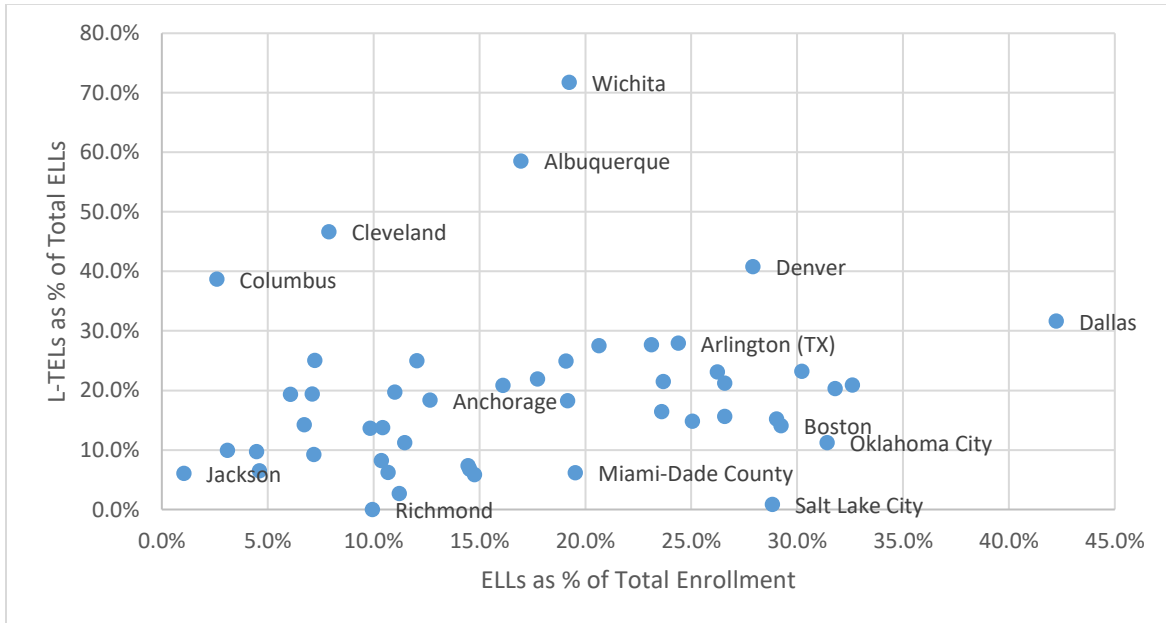


Figure 12 displays L-TELS as a percent of total ELLs on the y-axis and ELLs as a percent of total enrollment on the x-axis. There is no discernable correlation between the district L-TEL percentage of total ELLs and district's ELLs as a percent of total enrollment. For instance, districts that reported 40 percent of their ELLs were L-TEL had ELL enrollments that ranged from two percent to over 28 percent of the district total enrollment. Similarly, 14 districts that reported having between 20 and 30 percent of their ELLs as L-TELS had overall ELL enrollments that ranged between five and 35 percent of total enrollment.

**Figure 12. District % L-TEL vs. % ELLs, SY 2015-16**



## ELLs Requiring Special Education Services

The survey also asked for figures on ELLs who are identified as requiring special education services. Consistent with the previous ELL survey and the Academic KPIs, we defined such ELLs as those who have an individualized education program (IEP).

### Number of ELLs Identified as Requiring Special Education Services (N=49 Districts)

Table 10 shows the number of ELLs and non-ELLs enrolled in special education programs relative to total enrollment from SY 2013-14 to SY 2015-16. To maintain comparability of data over the years, only districts that reported the requested special education enrollment data for all years are included in this analysis. Ultimately, 49 districts are represented in the aggregated figures. Although 13 additional districts are included in the current dataset, the three-year change reported in the 2013 ELL report showed significantly larger swings than this latest survey. For instance, overall enrollment decreased by 35,000 between SY 2007-08 and SY 2009-10, and 20,000 more students were in special education.

The latest figures, in contrast, show that total student enrollment declined by 7,084 between SY 2013-14 and SY 2015-16 and special education enrollment increased by only 1,523. The detailed figures for ELL and non-ELL special education enrollment are provided in Table 10.

**Table 10. ELL and Non-ELL Participation in Special Education, SY 2013-14 to SY 2015-16 (N=49 Districts)**

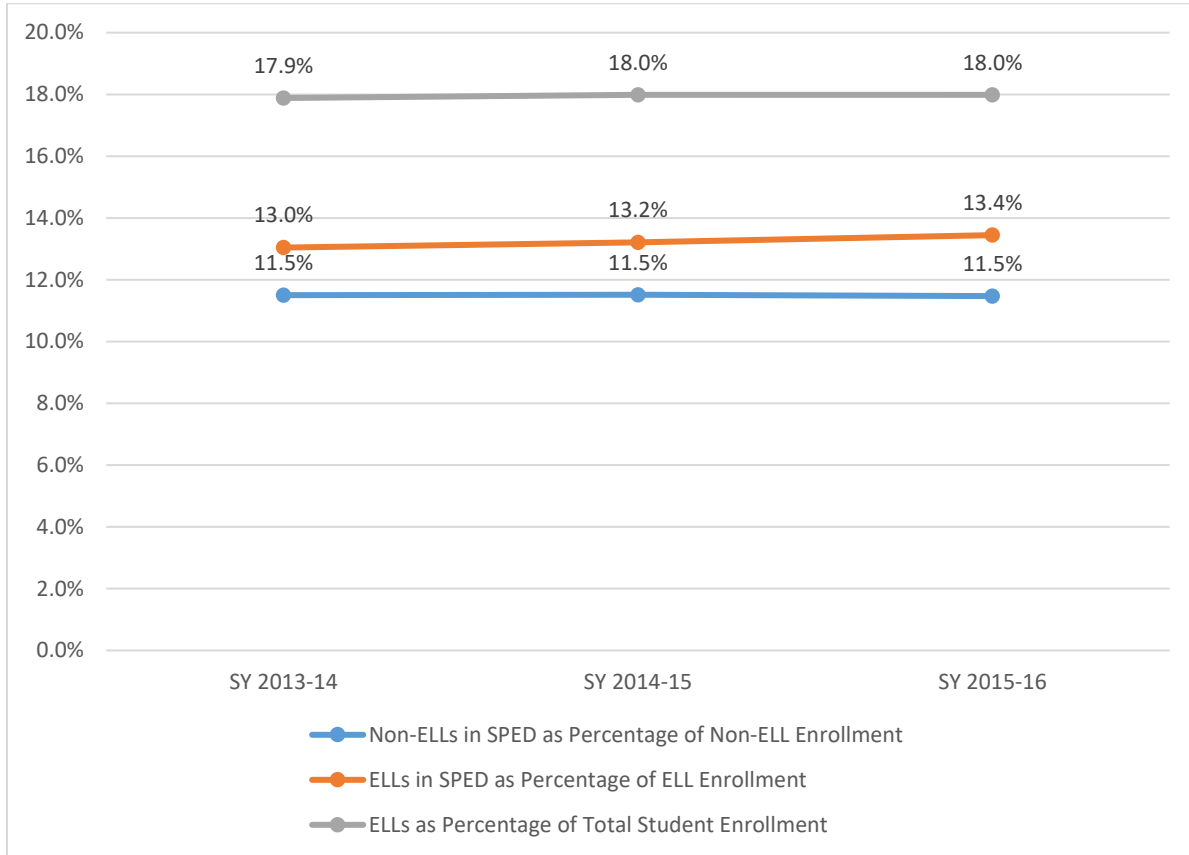
	SY 2013-14	SY 2014-15	SY 2015-16	Change from SY 2013-14 to SY 2015-16
Total Student Enrollment	4,833,258	4,832,318	4,826,174	-7,084
Non-ELLs	3,968,818	3,963,104	3,958,175	-10,643
ELLs	864,440	869,214	867,999	3,559
Total in Special Education	569,250	571,204	570,773	1,523
Non-ELLs in Special Education	456,508	456,341	454,069	-2,439
ELLs in Special Education	112,742	114,863	116,704	3,962

Note: Analysis only includes figures from districts that reported a complete set of SPED data for SY 2013-14 to SY 2015-16.

Using the figures in Table 10, Figure 13 shows the percentages of ELLs as a share of total student enrollment, non-ELLs in special education as a share of non-ELL enrollment, and ELLs in special education as a share of ELL enrollment for SY 2013-14 to SY 2015-16. Overall, the percentages either remained the same or changed slightly (less than half a percentage-point) during the three-year period. While ELLs in special education as a percentage of total ELLs remained relatively constant through the three-year period, it is worth noting that it remained higher than the comparable ratio for non-ELLs. In the 2013 report, data showed that in 2007-08 ELLs and non-ELLs had similar rates of special education participation—around 12.2 percent. Since then, the gap between these two groups widened

and for the last three years remained stable. The special education rate for ELLs increased to and remained over 13 percent while the rate for non-ELLs rate dropped to and remained at 11.5 percent.

**Figure 13. Percentage of Total ELLs, ELLs in Special Education, and Non-ELLs in Special Education, SY 2013-14 to SY 2015-16**



### Special Education Services Disproportionality (N=57 Districts)

The Council used district-reported data to determine whether ELLs are disproportionately represented in special education services in the member districts. Specifically, the calculation entails comparing the likelihood that an ELL would be classified with a disability to the likelihood of a non-ELL student being classified with a disability. This comparison is quantified as a disproportionality ratio represented by the following formula:

$$\text{Risk Ratio} = \frac{(ELLs \text{ in SPED}) / (Total \ ELLs)}{(Non - ELLs \text{ in SPED}) / (Total \ Non - ELLs)}$$

A disproportionality ratio of *less than one* suggests that there is a reduced likelihood that ELLs are identified as requiring special education services and a ratio *greater than one* indicates a higher likelihood. Generally, a disproportionality ratio of *2 or more* or of *0.5 or less* suggests an area of concern. In the

former case, it would suggest that ELLs are twice as likely to be identified as students requiring special education services, and in the latter case, ELLs would be half as likely to be identified compared to non-ELL students.

The number of districts that reported data on ELLs in special education almost doubled from the first ELL survey and the 2017 survey, from 30 to 57 reporting districts. This difference does not allow for numerical comparisons, but a percentage comparison is possible and enlightening. The distribution of districts that had disproportionality ratios that suggested either over or under identification of ELLs as having disabilities changed over the nine-year period. A couple of trends are worth noting—

- ***Fewer districts with disproportionality ratios suggesting under identification of ELLs.*** In SY 2009-10, 30 percent of reporting districts (9 of 30) had disproportionality ratios at or below 0.5 whereas in SY 2015-16, only 8.8 percent of reporting districts (5 of 57) had similar disproportionality ratios.
- ***Increased number of districts approaching a one-to-one proportionality.*** In SY 2009-10, 10 percent of reporting districts (3 of 30) had disproportionality ratios between 0.9 and 1.2, whereas in SY 2015-16, 35 percent of reporting districts (20 of 57) had disproportionality ratios within this range of which 15 were between 0.9 and 1.12.
- ***Increased number of districts with disproportionality ratios suggesting over identification of ELLs.*** In SY 2009-10, only 3.3 percent of reporting districts (1 of 30) had disproportionality ratios above 1.5 but this increased to 19 percent of reporting districts (11 of 57) in SY 2015-16.

Table 11 shows the special education-ELL disproportionality ratios for three consecutive years for each of the 57 reporting districts using KPI codes and ranked from highest to lowest risk ratio in SY 2013-14 in SY 2015-16.

**Table 11. Special Education Risk Ratio for ELLs from SY 2013-14 to SY 2015-16**

District	SY 2013-14	SY 2014-15	SY 2015-16
11	2.24	2.18	2.27
54	--	1.83	1.90
77	1.63	1.54	1.80
56	--	1.77	1.77
9	1.51	1.56	1.63
15	0.98	1.86	1.58
67	1.41	1.41	1.57
62	--	1.26	1.51
55	1.40	1.38	1.51
37	1.29	1.46	1.50
16	1.56	1.44	1.50
1	1.46	1.42	1.48
7	1.37	1.42	1.45
460	1.32	1.34	1.33
65	1.57	1.44	1.27
431	1.31	1.27	1.26

District	SY 2013-14	SY 2014-15	SY 2015-16
28	0.86	1.09	1.25
10	1.21	1.22	1.24
49	1.34	1.44	1.24
68	--	1.22	1.22
61	1.22	1.23	1.21
48	1.16	1.22	1.18
21	1.27	1.17	1.15
26	1.09	1.12	1.13
32	1.07	1.11	1.13
14	0.99	1.08	1.12
52	0.98	0.98	1.09
71	1.06	1.02	1.08
57	1.07	1.10	1.08
51	0.79	0.84	1.07
97	1.00	1.02	1.06
8	1.01	0.99	1.04
12	0.66	0.76	1.03
96	--	1.06	1.03
30	0.93	0.98	1.02
66	0.91	0.92	1.00
76	1.03	1.03	0.98
58	0.96	0.92	0.92
3	0.78	0.78	0.90
13	0.98	0.92	0.90
47	0.92	0.96	0.87
45	0.78	0.79	0.84
53	0.76	0.77	0.81
4	0.74	0.74	0.76
44	--	0.89	0.76
41	0.80	0.75	0.73
40	0.65	0.68	0.73
27	0.84	0.72	0.70
39	0.74	0.70	0.70
33	0.52	0.58	0.68
34	0.55	0.63	0.66
63	0.49	0.51	0.59
35	0.48	0.46	0.53
43	0.36	0.34	0.51
46	0.48	0.43	0.45
18	--	--	0.39
2	0.41	0.43	0.35

(--) denotes insufficient data for calculation. Source: Calculated from district-reported data.

The Council also calculated disproportionality risk ratios, across grade bands, revealing striking differences that warrant further examination at the district level. For most of the reporting districts, the disproportionality risk ratio was higher for the middle school grades (grade 6 through 8). Explaining such trends would require a careful examination of a number of contributing factors, including the impact of these transition years in child development; the relative quality of diagnostic assessments, especially to accurately discern between language acquisition and a possible disability; and any unfinished learning or severe gaps in knowledge as a result of earlier instruction.

## Achievement Data

The Council aimed to paint a picture of ELL performance in its member districts. Due to the multitude of measures used in various states and districts, the Council examined measures from a variety of sources that included scores from English language proficiency assessments, performance levels from the National Assessment of Educational Progress (NAEP), and academic KPI data. As explained in the following sections, these measures only provide a rough sketch of ELL achievement in Council-member districts. Their meaning is derived from an understanding of local contexts, and the analyses presented in this section are meant to be a starting point for benchmarking and further inquiry.

### English Language Proficiency Data for SY 2015-16 by Level of Proficiency (N=54 Districts)

While all school districts are required to assess the English proficiency (ELP) levels of students identified as ELLs, no single assessment instrument exists to do so. States have discretion to determine the English language proficiency standards and the corresponding assessments to measure the English proficiency of ELLs as part of their state accountability under federal law.<sup>44</sup> In some states, the state education agency identifies a single English proficiency assessment instrument while in others, an approved list of assessments is identified from which local school districts can select. For the 2017 ELL survey, member districts were asked to use the data from their respective state proficiency assessments to report on the distribution of ELLs along various measures of English proficiency over three years—SY 2013-14, SY 2014-15, and SY 2015-16.

The different assessments and the differing proficiency scales, ranging from two<sup>45</sup> to six levels, across the member districts were major impediments in the analysis of ELP trends in the aggregate.

#### Considerations

Why might districts show very different distribution of ELLs along the levels of English proficiency?

- English proficiency assessments may be entirely different but use scales with the same number of English proficiency levels.
- Districts with more strict exit criteria may show more ELLs at the higher levels of English proficiency.
- Districts with less stringent exit criteria may show fewer ELLs at the higher levels of proficiency as these students would have left the ELL accountability group altogether
- Changes in cut scores set by the state can result in notable changes in the percentage of ELLs at each level.
- Districts enrolling sizable numbers of students with interrupted formal education may show larger shares of ELLs at the beginning levels of English proficiency.

<sup>44</sup> Each state shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency. Sec.1111 (b)(2)(G) of ESEA as amended by ESSA.

<sup>45</sup> For data protection purposes, data from the district that reported two proficiency levels are not shown.

Reporting three years of data posed additional challenges:

- some states adopted new assessments in between the reported years and
- the reclassification criteria to designate ELLs as English-proficient, and thus exit the ELL reporting group differs by state, surfacing notable variance in the percentage of ELLs at the highest levels of proficiency.

Given the constraints outlined above, the following graphs only include data for SY 2015-16 to illustrate the percentage distribution along English proficiency levels, by grade band. Districts are grouped based on the number of reported proficiency levels, with the understanding that the proficiency levels might not be comparable given that different assessment instruments may use the same number of levels. Three districts reported using a three-level scale; four use a four-level scale; 12 use a five-point scale; and 35 use a six-point scale.

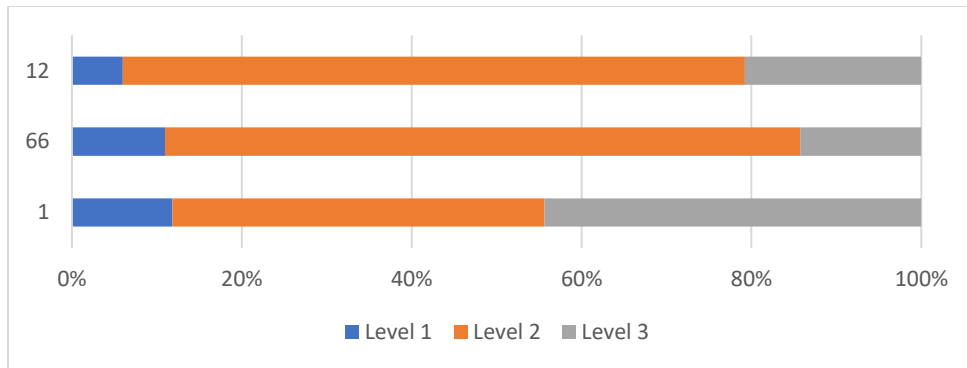
The reporting of district-specific profiles of English proficiency allows member districts to benchmark against similar urban districts and provides a more nuanced look at the heterogeneity of ELLs in any given district. For each grade band, we produced a graph to represent the snapshot data of English proficiency levels of ELLs in SY 2015-16. In other words, each distribution of a particular grade band is not longitudinally linked to others; they represent different student altogether in the same SY 2015-16. Rather than district names, we used KPI codes assigned by the Council.



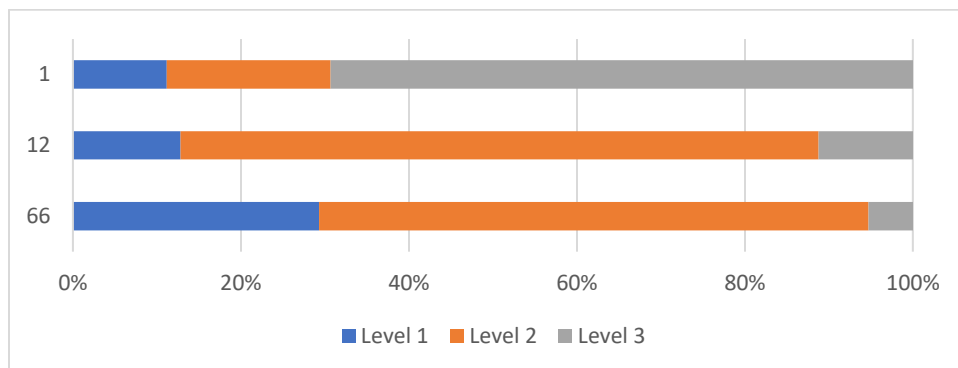
Districts with Three Levels of English Language Proficiency

Figures 14 to 16 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the three districts that reported measuring three ELP levels.

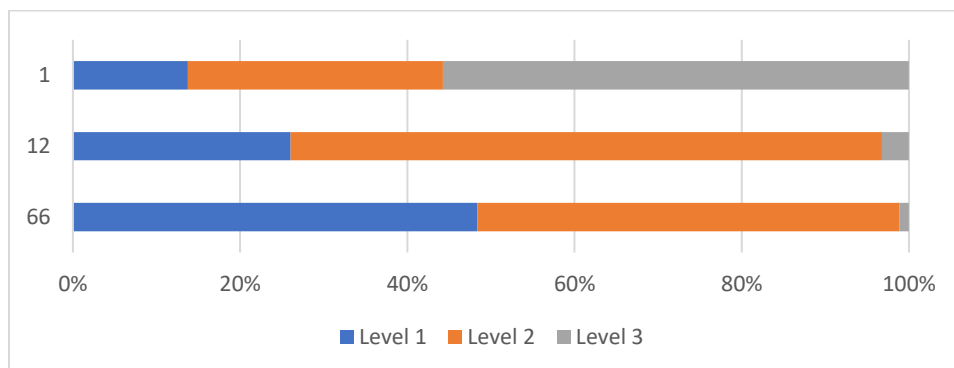
**Figure 14. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



**Figure 15. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



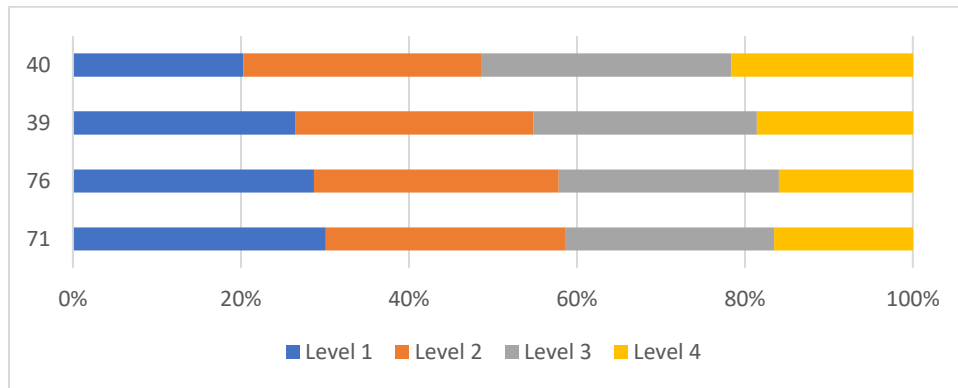
**Figure 16. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



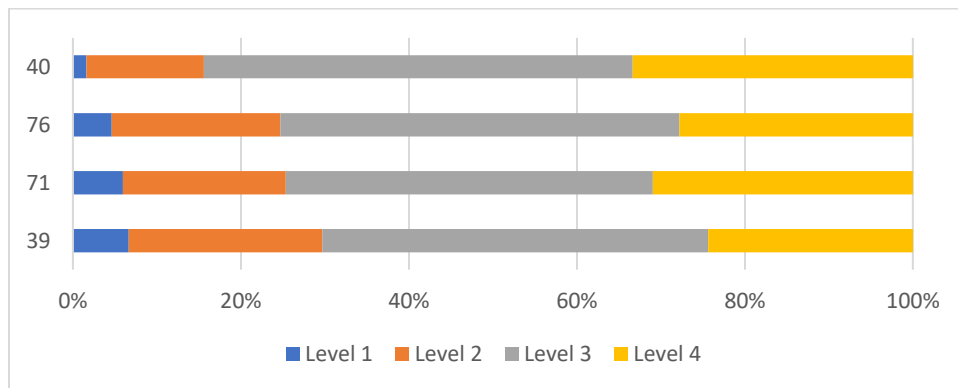
Districts with Four Levels of English Language Proficiency

Figures 17 to 19 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the four districts that reported measuring four ELP levels.

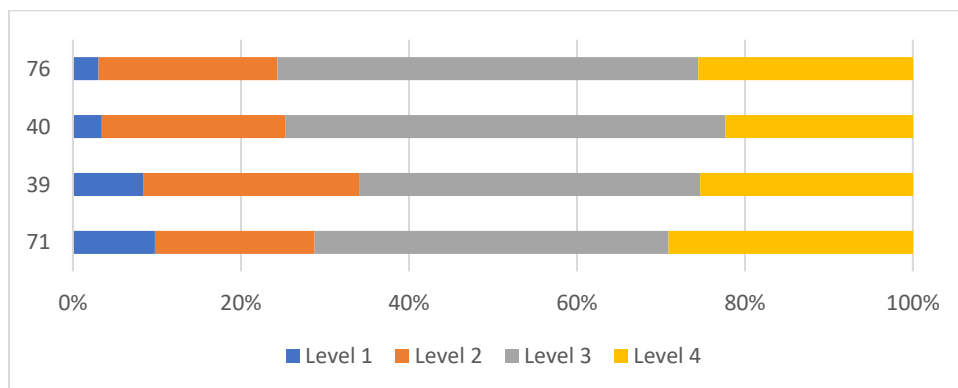
**Figure 17. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



**Figure 18. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



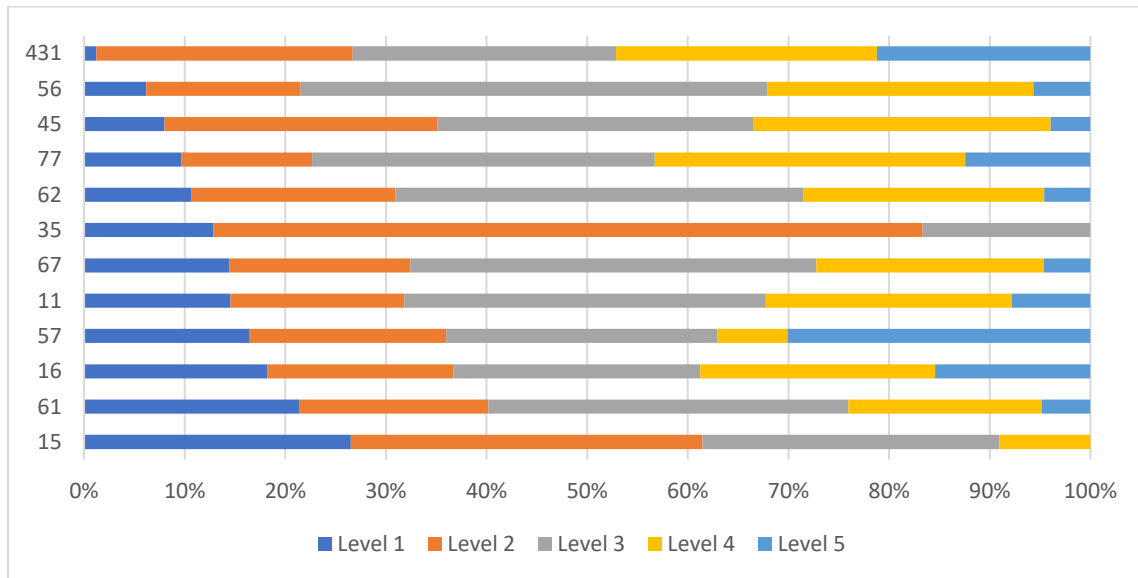
**Figure 19. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



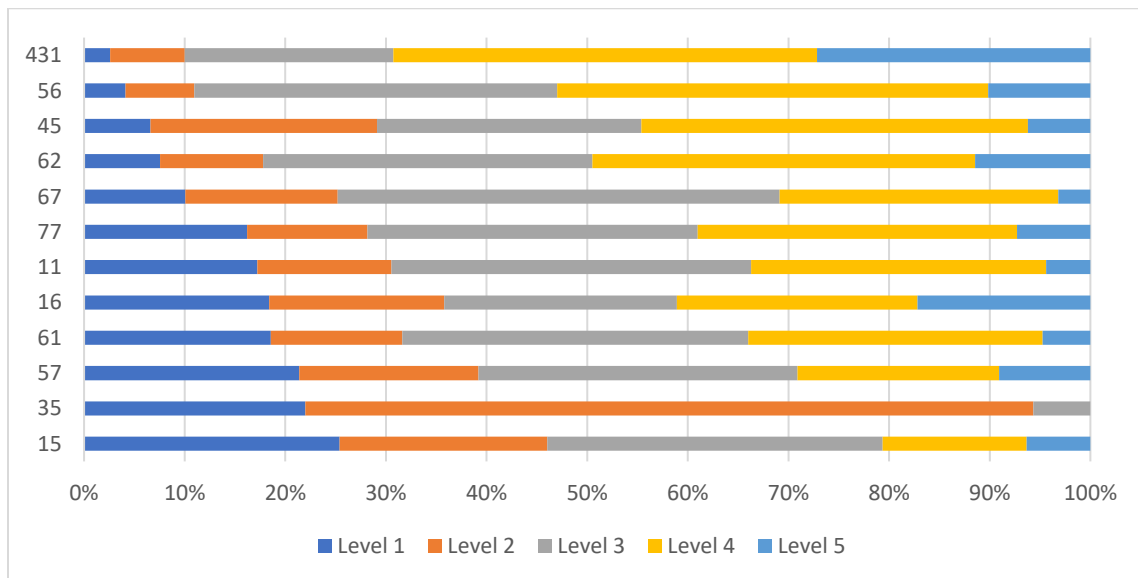
## Districts with Five Levels of English Language Proficiency

Figures 20 to 22 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the 12 districts that reported measuring five ELP levels. It is important to note that one district (35) reported no students in levels beyond Level 3, as this district exits ELLs once they have reached Level 3.

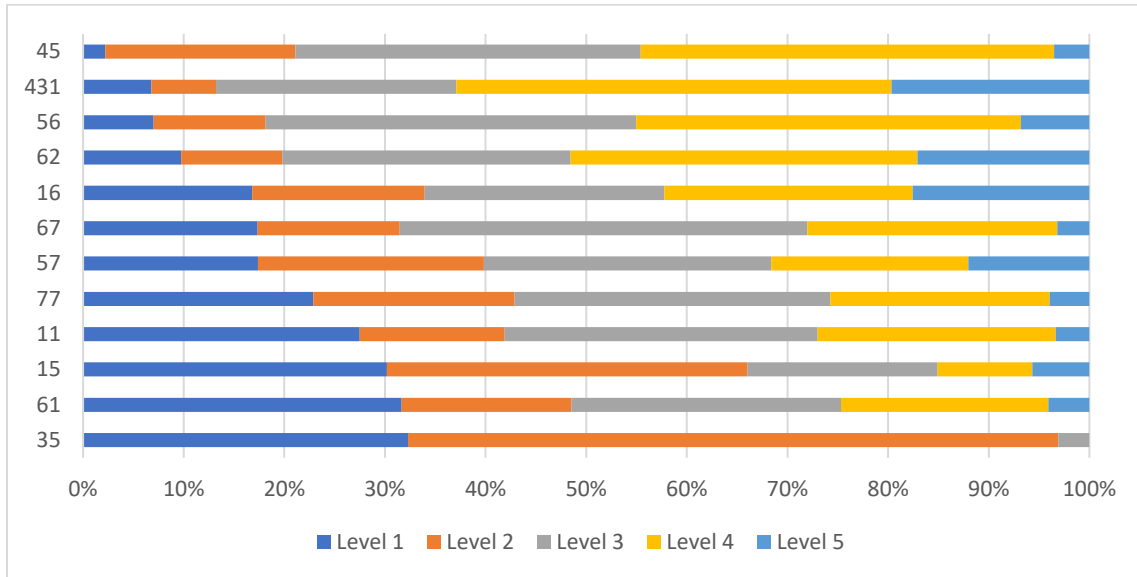
**Figure 20. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*



**Figure 21. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*



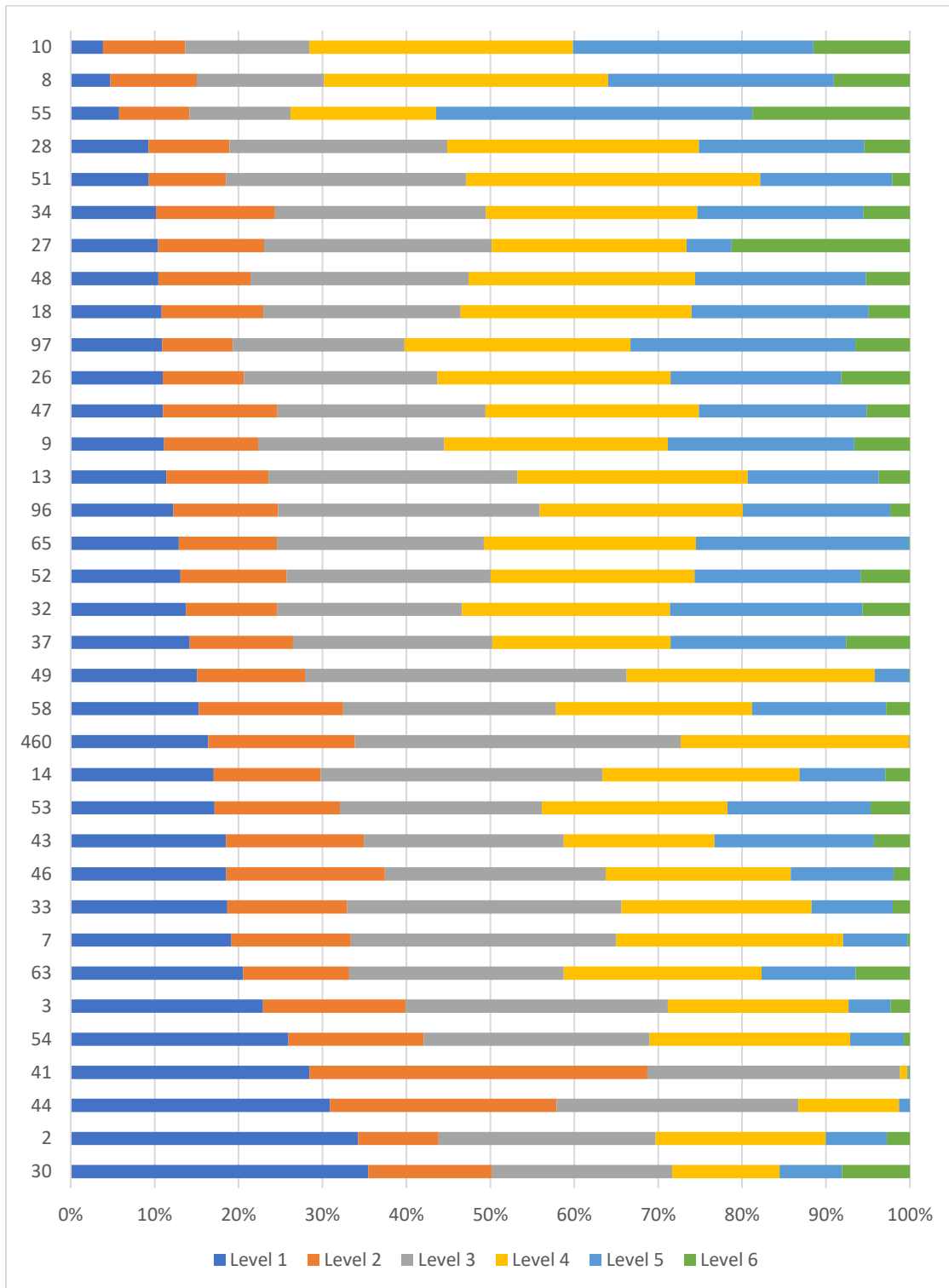
**Figure 22. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*



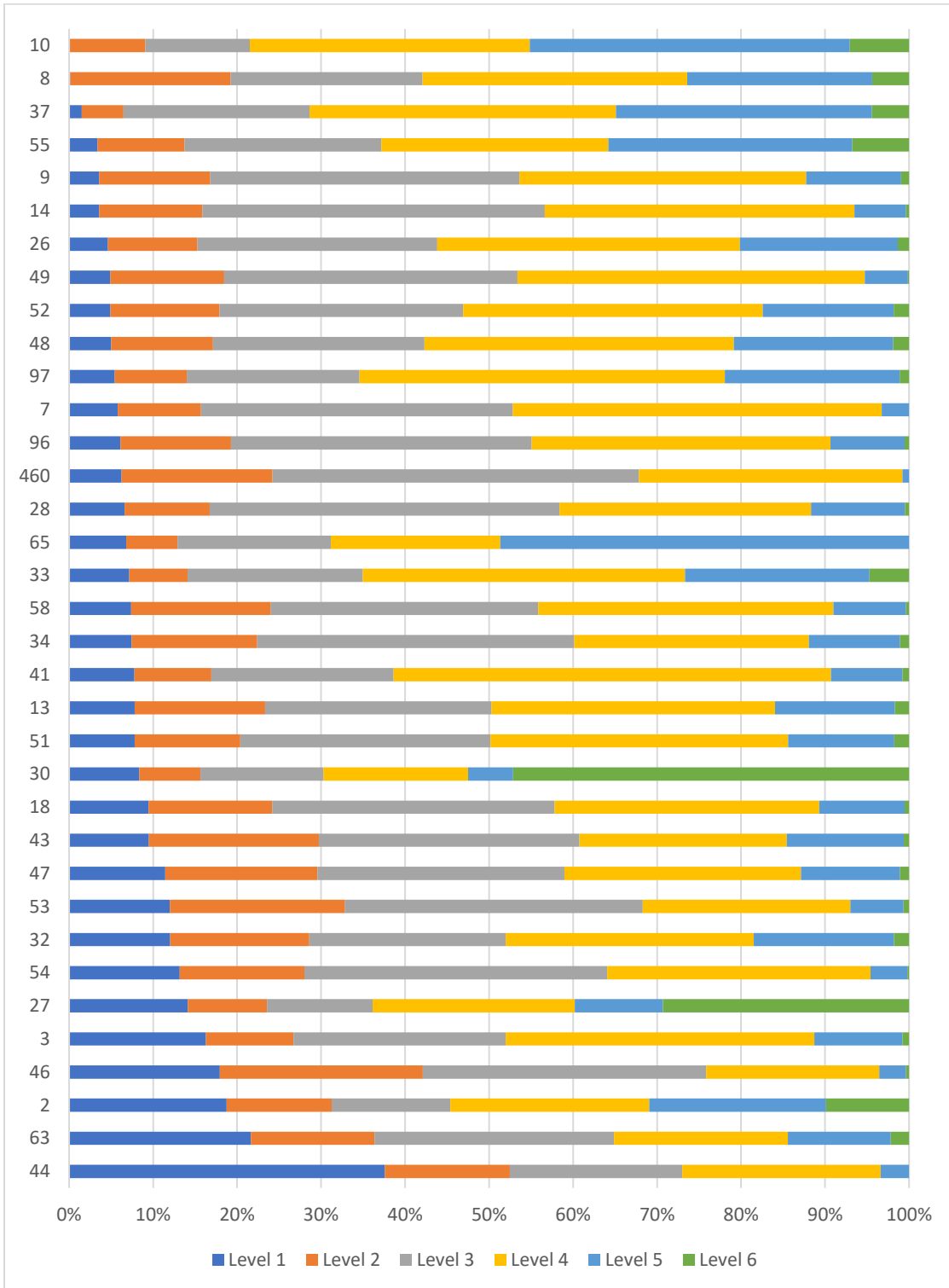
#### Districts with Six Levels of English Language Proficiency

Figures 23 to 25 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the 35 districts that reported measuring six ELP levels, ranked by the percentage of ELLs in Level 1.

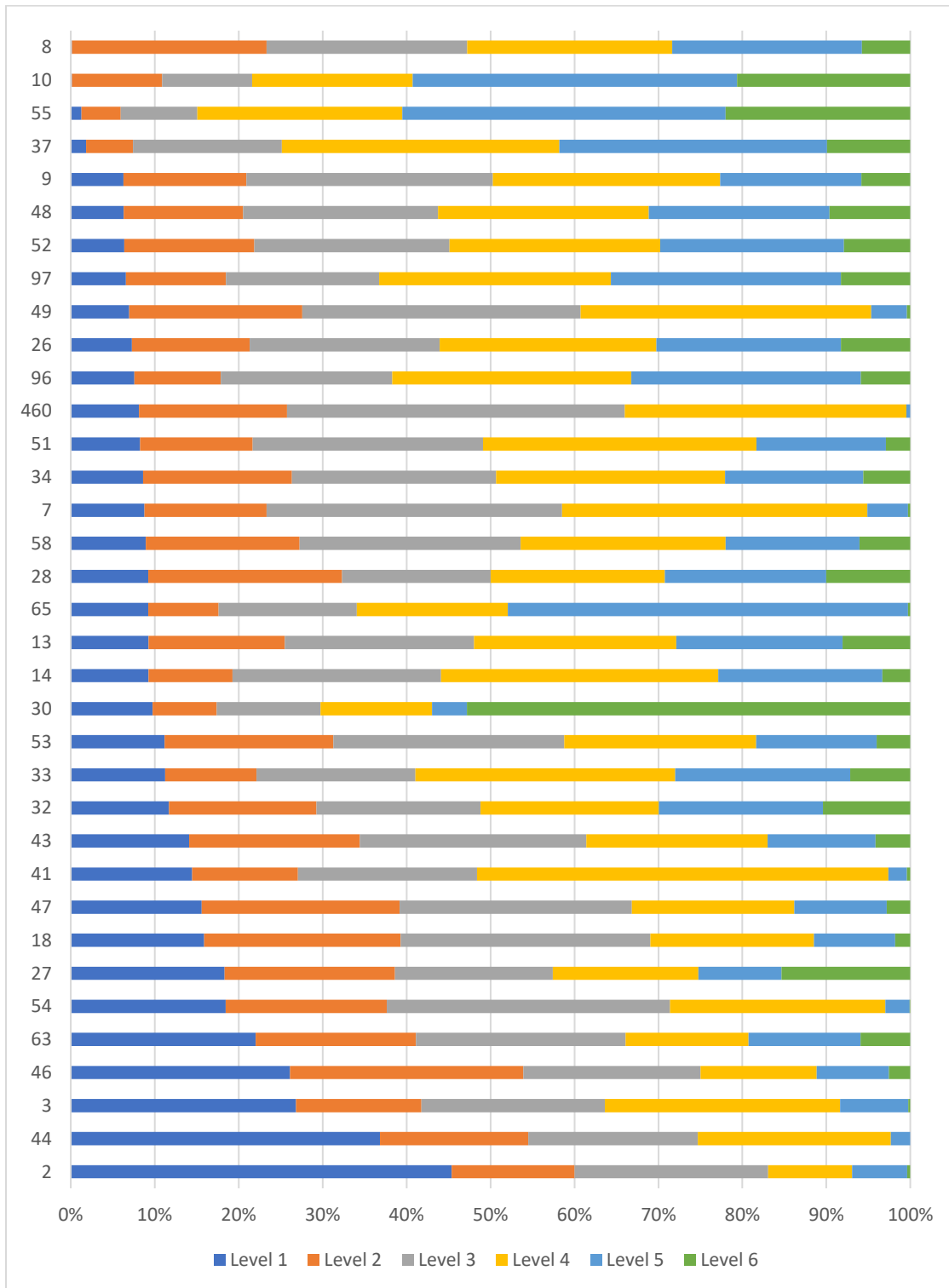
**Figure 23. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



**Figure 24. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



**Figure 25. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



## Proficiency in Reading and Mathematics on NAEP

As noted in the Council’s report *Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis*<sup>46</sup> (October 2015), there is an array of state content assessments that are typically administered in grades three through eight and one in high school pursuant to ESSA, the re-authorization of the Elementary and Secondary Education Act. Further, these assessments fall into one of three subcategories: (1) the Partnership for Assessment of Readiness for College and Careers (PARCC); (2) the Smarter Balanced Assessment Consortium (SBAC), and (3) new state-developed assessments to measure college- and career-ready standards.

Understanding that this array of assessments across states precludes us from making any direct comparisons of annual academic achievement for ELLs in member districts, we did not include content achievement on state assessments as part of the data collection. As in 2013, an analysis of the academic performance of ELLs in Council-member districts can only be approximated by using data from the National Assessment of Educational Progress (NAEP), since it is the only assessment that captures achievement data across states. The NAEP is administered to a representative sample of students throughout the nation to measure performance in reading and mathematics. The results allow comparison between state, nation (NP),<sup>47</sup> and large city samples (LC).<sup>48</sup> The LC sample closely approximates Council trends since Council member districts comprise over 70 percent of the LC sample.

For purposes of this report, we use LC sample data as a proxy for the achievement levels and trends of ELLs in Council member districts. The report does not use Trial Urban District Assessment (TUDA) results as these represent no more than 38 percent of the Council membership; in 2017, a total of 27 member districts participated in TUDA<sup>49</sup>. Similar to the 2013 report, we analyzed reading and mathematics achievement data by ELL status (ELL, former ELLs, and non-ELLs),<sup>50</sup> but for this report we amplified the analysis by also disaggregating achievement data by free- and reduced-price lunch (FRPL) eligibility status. NAEP results are reported along three achievement levels—*basic*, *proficient*, and *advanced*. The data displayed in the report present the percentage of students performing at or above the proficient level (i.e., *proficient* or *advanced*).

<sup>46</sup> Hart, R., Casserly, M., Uzzell, R., Palacios, M., Corcoran, A., & Spurgeon, L. (2015, October). *Student testing in America’s great city schools: An inventory and preliminary analysis*. Washington, DC, DC: Council of the Great City Schools.

<sup>47</sup> Students from public schools only, including charter schools. Excludes Bureau of Indian Education schools and Department of Defense Education Activity schools. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/glossary.aspx#1>.

<sup>48</sup> Urbanized areas inside principal cities with a population of 250,000 or more. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/glossary.aspx#>.

<sup>49</sup> National Center for Education Statistics. (n.d.). Trial Urban District Assessment (TUDA). Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/tuda/>

<sup>50</sup> Criteria for ELL identification and reclassification vary by state.



In addition to descriptive analyses of the NAEP trends, the Council conducted statistical significance tests to identify variations between years and groups that were not attributable to chance.<sup>51</sup> (See Appendix G and H.) Statistical significance<sup>52</sup> was specifically examined for—

- 1) the percentage-point achievement difference *between* 2005 and 2017, the bookend years for the 2013 and this year’s report;
- 2) changes in achievement *from year to year* between 2005 and 2017;
- 3) the difference in achievement for ELLs, former ELLs, and non-ELLs when FRPL-eligibility is considered; and
- 4) the difference in achievement *between* former ELL and non-ELL when FRPL-eligibility is considered.

*English Language Learners in America’s Great City Schools* (2013) documented NAEP performance from 2005 to 2011. The current report covers three additional NAEP testing cycles—2013, 2015, and 2017, providing data covering a 12-year or seven-cycle period.

The achievement trend over the seven cycles of NAEP testing does not tell a linear story as there are visible peaks and valleys across the years and for various student groups. Our analysis examined the changes from 2005 to 2017 as well as between each of the years to provide a more nuanced understanding of achievement in mathematics and reading for various groups. While some differences in the graphs appear significant to the eye, we conducted statistical significance tests to signal which of these changes were indeed significant. (See Appendix G and H.) These more nuanced performance trends are provided following the discussion of general trends revealed by the analysis.

#### Comparison of ELL Performance between 2005 and 2017

**ELL performance on NAEP largely unchanged.** The performance of ELLs in large cities, on both the Reading and Mathematics NAEP, saw small changes in both grade 4 and 8, none of which were statistically significant; the same was true for most ELLs in the NP sample. However, FRPL-eligible ELLs saw a *statistically significant* improvement in Grade 4 reading and mathematics scores. The 2017 NAEP Reading scores for such students increased by two percentage-points over the 2005 reading score and increased 3 percentage points over the 2005 mathematics score.

**Former ELLs performance on NAEP Reading showed greater improvement than on NAEP Mathematics.** In large cities, former ELL achievement on NAEP Reading showed statistically significant improvement only for Grade 8, specifically for the FRPL-eligible ELL sample. In Grade 4,

<sup>51</sup> Because of sample size variations from year to year among various groups, statistical significance may not be straightforward to infer from graphs. In larger samples, small variations may be detected as statistically significant, whereas greater variation is necessary in smaller samples. Thus, visual differences between years and samples on the presented charts cannot be assumed to be statistically significant solely by inspection. For an in-depth explanation, see <https://nces.ed.gov/nationsreportcard/guides/statsig.aspx>.

<sup>52</sup> Due to the rounding of figures, reported difference values for pairwise statistical significance tests may differ by no more than one or two percentage points from values reported on NAEP’s Data Explorer at <https://www.nationsreportcard.gov/ndecore/xplore/NDE>.

NP former ELLs who were FRPL-eligible showed statistically significant improvement in the percentage scoring *at or above proficient*. In Grade 8, former ELLs (both FRPL-eligible and ineligible) showed statistically significant improvement in the percentage scoring at or above proficient or advanced.

**Higher percentage of non-ELLs scored at or above proficient.** In both the LC and the NP samples, the performance of non-ELLs on both the Reading and the Mathematics NAEP assessments in grades 4 and 8 showed improved proficiency rates as well. The percentage point difference between 2015 and 2017 for all non-ELLs in both LC and NP were statistically significant.

#### Comparison of LC-NP Performance between 2015 and 2017

We identified nine student groups based on ELL status and FRPL-eligibility that showed statistically significant differences in NAEP Mathematics and Reading results for Grade 4 and/or 8 in both the LC and NP samples. In six of these nine groups, the students in the LC sample made greater gains compared to those in the NP sample and in two instances showed equal gains. For instance, in Grade 8 math, FRPL-eligible students in large cities generally performed better than counterparts in the national public sample, whereas the reverse was true for Grade 8 reading. Instances in which both the LC and the NP showed statistically significant changes are shaded in the table below; higher or equal percentages are shaded green and lower percentages are shaded yellow. (See Table 12.)

**Table 12. A Comparison Statistically Significant LC-NP Differences between 2005 and 2017**

Grade and Subgroup			NAEP Reading 2005-2017 %-point Difference		NAEP Mathematics 2005-2017 %-point Difference	
			Large City	National Public	Large City	National Public
Grade 4	FRPL-Eligible	ELL	1%	2%*	4%	3%*
		Former ELL	10%	9%*	7%	7%
		Non-ELL	9%*	8%*	7%*	6%*
	FRPL-Ineligible	ELL	-2%	2%	-7%	0%
		Former ELL	13%	13%	-4%	8%
		Non-ELL	13%*	10%*	7%*	9%*
Grade 8	FRPL-Eligible	ELL	1%	1%	2%	2%
		Former ELL	11%*	8%*	4%	6%*
		Non-ELL	7%*	7%*	8%*	6%*
	FRPL-Ineligible	ELL	-3%	-1%	-2%	0%
		Former ELL	2%	14%*	8%	5%
		Non-ELL	10%*	10%*	12%*	10%*

\*Statistically significant ( $p < 0.05$ )

Year-to-year analysis of NAEP scores over the 12-year span reveal fewer statistically significant differences between the LC and the NP samples than those shown in the 2013 report. For example, Table 35 in Appendix H shows that between 2007 and 2015, out of 60 data points across the student groups examined, in only four instances related to ELLs or former ELLs were there statistically significant differences in proficiency scores between the LC and the NP. Therefore, for brevity and to maintain focus on ELLs in the Great Cities, the examination of data presented here, for both general achievement trends and the year-to-year changes, will not address the NP sample set. See

Tables 31 and 35 in Appendices G and H, respectively, for the summary tables with statistically significant differences between the performance of students in the LC and NP samples for reading and mathematics.

## General Observations about Achievement Trends between 2005 and 2017

We conducted extensive analysis comparing an array of student groups, disaggregated by ELL status and FRPL eligibility. In Tables 13 and 14, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by FRPL eligibility. The figures shown in the table are the percentage-point differences in performance for FRPL-eligible students compared to FRPL-ineligible students. In other words, a negative value indicates that FRPL-eligible students performed worse than FRPL-ineligible students, and vice versa. Statistically significant performance differences between FRPL-eligible and FRPL-ineligible students are marked with an asterisks and shading. Red shading indicates that FRPL-eligible students performed significantly worse than FRPL-ineligible students, whereas green shading indicates that they performed significantly better.

Two general trends worth noting are consistent with achievement reports authored by any number of organizations—(1) the lower performance, in general, of FRPL-eligible students and (2) the higher performance, in general, of non-ELLs.

### **I. Fewer FRPL-eligible students scored at or above proficient compared to students who are ineligible for FRPL.**

When data are disaggregated by eligibility for FRPL, achievement over the 12-year period shows that a smaller percentage of students eligible for FRPL scored at or above proficient compared to the percentage of ineligible students. This was true for all examined student groups—ELL, former ELL, and non-ELL, though not always *statistically significant*. The performance of ELLs showed persistent gaps between FRPL-eligible and ineligible FPRL ELLs throughout the seven NAEP testing years. As shown in Tables 13 and 14 below—

#### Reading

For Grade 4 Reading in the seven testing years examined, ELL performance had fewer instances—compared to former ELLs, in which performance was statistically significant between FRPL-eligible and FRPL-ineligible students. (See Table 13.)

- In two out of the seven testing years, ELLs showed statistically significant scores between students based on FRPL-eligibility.
- Former ELLs had three out of seven years in which the differences were statistically different.

For Grade 8 Reading, there were fewer instances in which the performance of FRPL-eligible ELLs and those ineligible were statistically significant. Former ELLs showed a similar number (three out of seven) of statistically significant performances than in Grade 4 Reading.

- None of the ELLs scores over the seven test years were statistically significantly between students who were FRPL-eligible and those not eligible.

- For former ELLs, in three out of the seven years, statistically significant differences were noted between FRPL-eligible and ineligible former ELLs.

**Table 13. Statistical Significance of Performance by FRPL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-6%	-6%*	-6%	-5%	-13%*	-7%	-3%
	Former ELL	-22%	-29%	-10%	-23%*	-34%*	-15%*	-25%
	Non-ELL	-25%*	-29%*	-28%*	-31%*	-35%*	-33%*	-29%*
Grade 8	ELL	-6%	-3%	-4%	-2%	-2%	-4%	-2%
	Former ELL	-19%*	-5%	-9%	-13%	-20%*	-18%*	-10%
	Non-ELL	-21%*	-21%*	-23%*	-23%*	-28%*	-25%*	-24%*

\*Statistically significant ( $p < 0.05$ )

### Mathematics

For Grade 4 Mathematics in the seven testing years examined, there was a preponderance of statistically significant scores between students who were FRPL-eligible and those who were not. (See Table 14.)

- For ELLs, in *all* but one year the differences between FRPL-eligible and FRPL-ineligible students were statistically significant.
- For former ELLs, differences between FRPL-eligible and FRPL-ineligible students were statistically significant in four out of seven years.

For Grade 8 Mathematics during the same time span, there were fewer instances in which the performance differences were statistically significant among the ELL group but the same for the former ELL group—

- Only in 2005 was there a statistically significant difference between the performance of FRPL-eligible and FRPL-ineligible ELLs and
- For former ELLs, in four out of seven years, the difference was statistically significant.

**Table 14. Statistical Significance of Performance by FRPL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-12%*	-10%*	-10%*	-11%*	-15%*	-20%*	-1%
	Former ELL	-20%	-32%	-25%*	-16%*	-32%*	-22%*	-9%
	Non-ELL	-32%*	-31%*	-32%*	-31%*	-37%*	-36%*	-32%*
Grade 8	ELL	-5%*	-6%	-9%	-7%	-2%	-3%	-1%
	Former ELL	-9%	-10%	-9%	-10%*	-19%*	-17%*	-13%*
	Non-ELL	-24%*	-23%*	-25%*	-27%*	-28%*	-30%*	-28%*

\*Statistically significant ( $p < 0.05$ )

## II. Non-ELLs who are not eligible for FRPL showed higher levels of performance than all other groups examined.

In both the LC and NP samples for both reading and math, students who were neither ELL or FRPL-eligible showed higher levels of performance compared to all other groups based on ELL status and FRPL eligibility. While not all NAEP administrations rendered differences that were statistically significant, the trend for the non-ELL, FRPL-ineligible students appear consistently at the most top-level in the set of line graphs provided in this section. The more detailed analysis of year-to-year changes excludes a comparison to this group to avoid unnecessary repetition.

This section describes in general what appear to be persistent FRPL-related gaps within the three ELL-status groups (ELL, former ELL, and non-ELL) and notes the consistent higher performance of non-ELLs who are FRPL-ineligible. In the following section, we provide the performance on NAEP Reading and Mathematics for the past seven test administration cycles and describe the differences in performance among certain groups for specific years.

### Content NAEP Results by Grade

In this section, we discuss and show the results by grade level and content area for the latest seven NAEP administrations. The graphs show trend lines for the various student groups, disaggregated by ELLs status and FRPL-eligibility. The graphs show a range of variability in the intervening years between 2015 and 2017, with most of this variance being the result of random chance. Our analysis, therefore, is limited to comparing the NAEP results between two years—2005 and 2017 for the LC sample and highlighting only a few of the interim years in which there were statistically significant and large achievement differences.

#### Key Questions

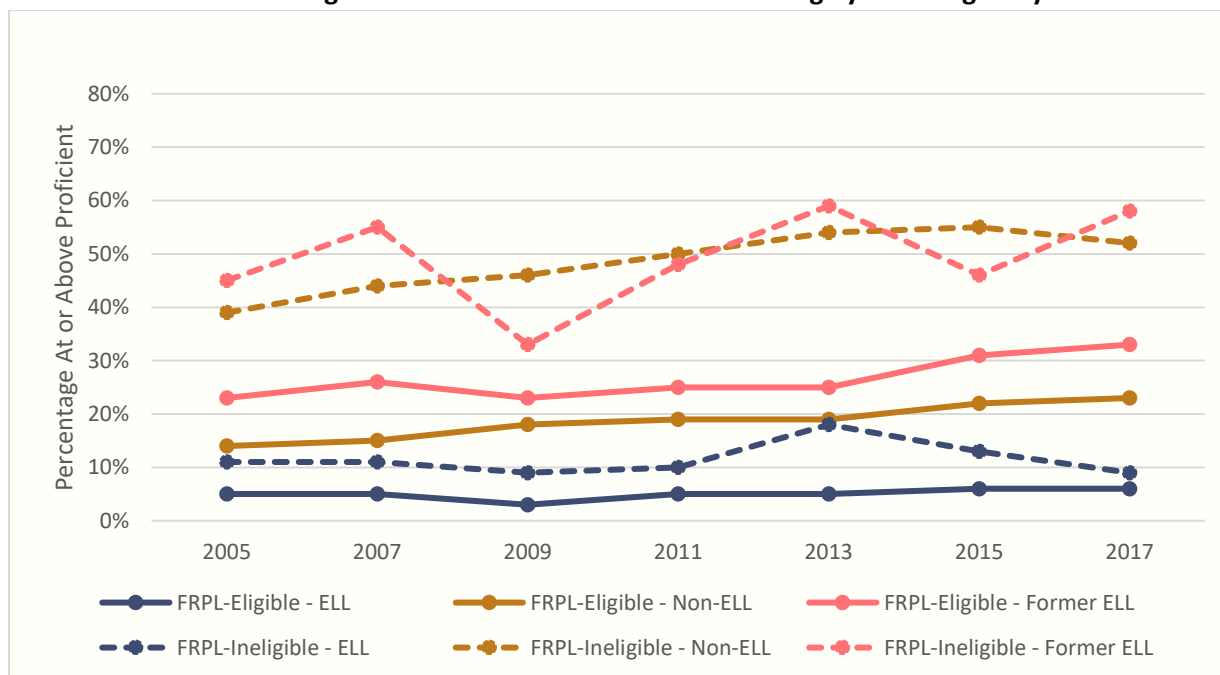
1. Is the difference between the percentage of students scoring at or above proficient in 2005 and 2017 statistically significant?
2. Are the year-to-year changes statistically significant?
3. Do outcomes differ significantly with respect to FRPL-eligibility?
4. Do the outcomes for former ELLs and non-ELLs differ significantly?
5. Do the outcomes for large cities and national public schools differ significantly?

## Grade 4 NAEP Reading

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 4 Reading were statistically significant only for non-ELLs in two years. (See Figure 26.)

- ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017. In 2017, six percent of FRPL-eligible ELLs and nine percent of FRPL-ineligible ELLs scored at or above proficient. Neither of these differences were statistically significant from 2015 results.
- Former ELLs.** Among FRPL-eligible students, the performance outcomes were generally statistically significant and better for former ELLs compared to non-ELLs. A greater percentage of former ELLs than non-ELLs, in the FRPL-eligible group, scored at or above proficient in four out of the seven testing years, however these were *not statistically significant*.

**Figure 26. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility**



Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	5%	5%	3%	5%	5%	6%	6%
	Former ELL	23%	26%	23%	25%	25%	31%	33%
	Non-ELL	14%	15%	18%	19%	19%	22%*	23%
FRPL-Ineligible	ELL	11%	11%	9%	10%	18%	13%	9%
	Former ELL	45%	55%	33%	48%	59%	46%	58%
	Non-ELL	39%	44%	46%	50%	54%*	55%	52%

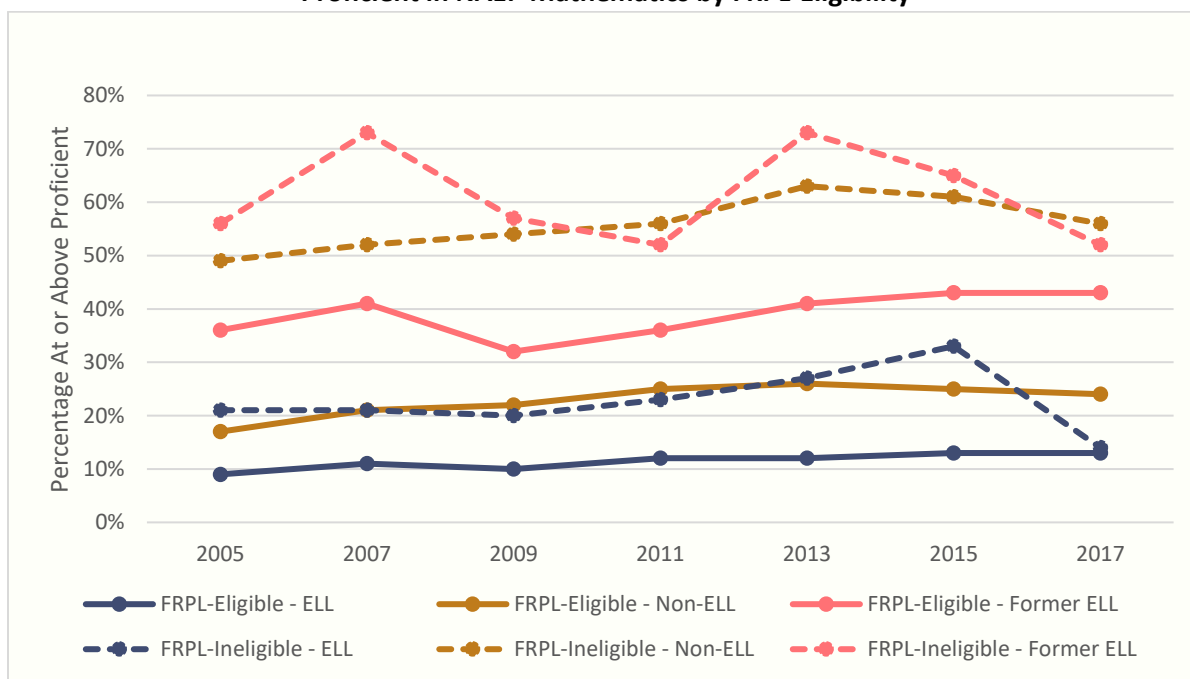
\*Statistically significant change from prior year ( $p < 0.05$ )

## Grade 4 NAEP Mathematics

The performance levels of all ELLs and virtually all former ELLs showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 4 Mathematics were statistically significant for FRPL-eligible non-ELLs in every test year; and in one year for the FRPL-eligible former ELL group. (See Figure 27.)

- **ELLs.** The percentage of ELLs scoring at or above proficient slightly increased from 2005 to 2017. In 2017, nine percent of FRPL-eligible ELLs and 13 percent of FRPL-ineligible ELLs scored at or above proficient.
- **Former ELLs.** Consistently, among FRPL-eligible students, former ELLs showed better performance than non-ELLs and it was generally significant statistically—36 percent of former ELLs scored at or above proficient in 2005 and 43 percent did so in 2017. In contrast, about 17 percent and 24 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively. Among the FRPL-ineligible group, performance of former- and non-ELLs were not statistically significant.

**Figure 27. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility**



Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	9%	11%	10%	12%	12%	13%	13%
	Former ELL	36%	41%	32%	36%	41%	43%	43%
	Non-ELL	17%	21%*	22%	25%	26%	25%	24%
FRPL-Ineligible	ELL	21%	21%	20%	23%	27%	33%	14%*
	Former ELL	56%	73%	57%	52%	73%	65%	52%
	Non-ELL	49%	52%	54%	56%	63%*	61%	56%

\*Statistically significant change from prior year ( $p < 0.05$ )

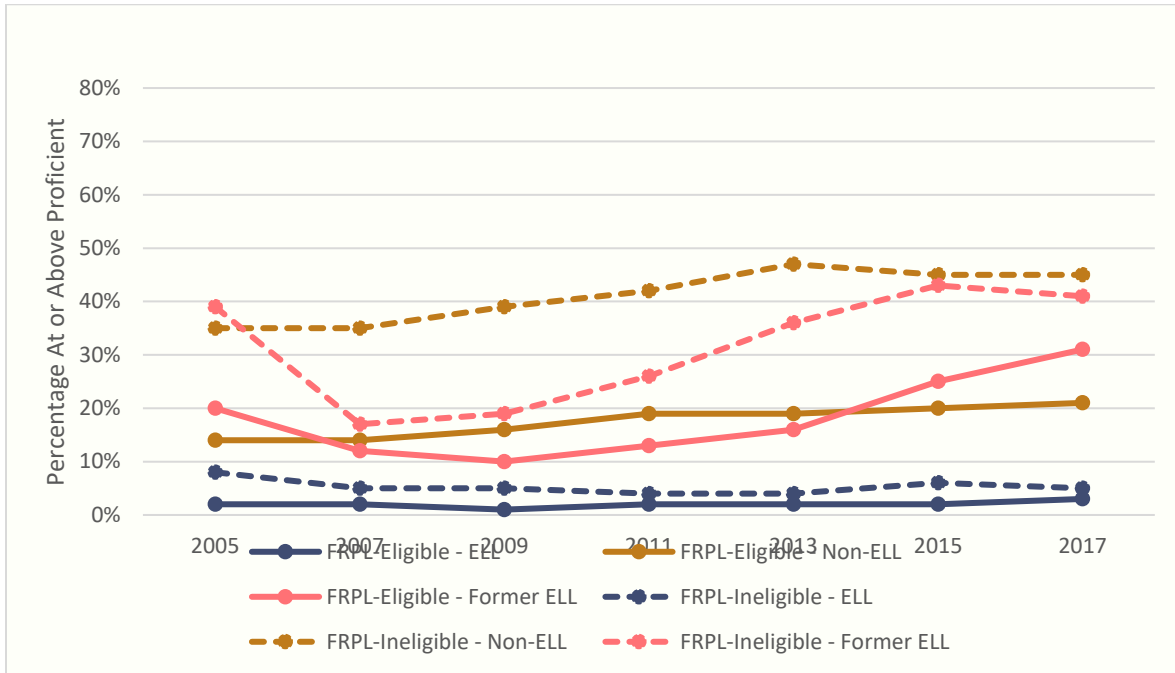
## Grade 8 NAEP Reading

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Reading were statistically significant for former ELLs in two years and for non-ELLs in one year. (See Figure 28.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About two percent of FRPL-eligible ELLs scored at or above proficient in 2005 and three percent in 2017. In 2005, about eight percent, and five percent of FRPL-ineligible ELLs scored at or above proficient in 2017. Unlike in Grade 4 Reading, there were no statistically significant changes for Grade 8 Reading in the performance of the ELL group—neither between testing years nor between FRPL-eligible groups.
- **Former ELLs.** Overall, a higher percentage of former ELLs scored at or above proficient compared to ELLs and non-ELLs who are eligible for FRPL. Nevertheless, the instances where changes in performance were statistically significant were few.
  - Consistently, among *FRPL-eligible students*, former ELLs showed **statistically significant** better performance than non-ELLs—20 percent of former ELLs scored at or above proficient in 2005 and 31 percent did so in 2017. In contrast, about 14 percent and 21 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively.
  - Among the *FRPL-ineligible group*, the performance of former ELLs was 39 percent at or above proficient in 2005 and 41 percent at or above proficient in 2017 but this performance change was **not statistically significant**.
  - Very few changes from year to year, except for two instances, were statistically significant; changes in performance in 2007 and 2015 were **statistically significant**. In the 2007 NAEP results, former ELLs showed a **statistically significant** decrease in the percentage scoring at or above proficient compared to 2005, for both FRPL-eligible and ineligible. In 2015, former ELLs showed a **statistically significant** increase in the percentage scoring at or above proficient in the prior test year, 2013. (See highlighted cells in Figure 28.)



**Figure 28. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility**



Subgroup	2005	2007	2009	2011	2013	2015	2017	
FRPL-Eligible	ELL	2%	2%	1%	2%	2%	3%	
	Former ELL	20%	12%*	10%	13%	16%	25%*	31%
	Non-ELL	14%	14%	16%	19%*	19%	20%	21%
FRPL-Ineligible	ELL	8%	5%	5%	4%	4%	6%	5%
	Former ELL	39%	17%*	19%	26%	36%	43%	41%
	Non-ELL	35%	35%	39%	42%	47%	45%	45%

\*Statistically significant change from prior year ( $p < 0.05$ )

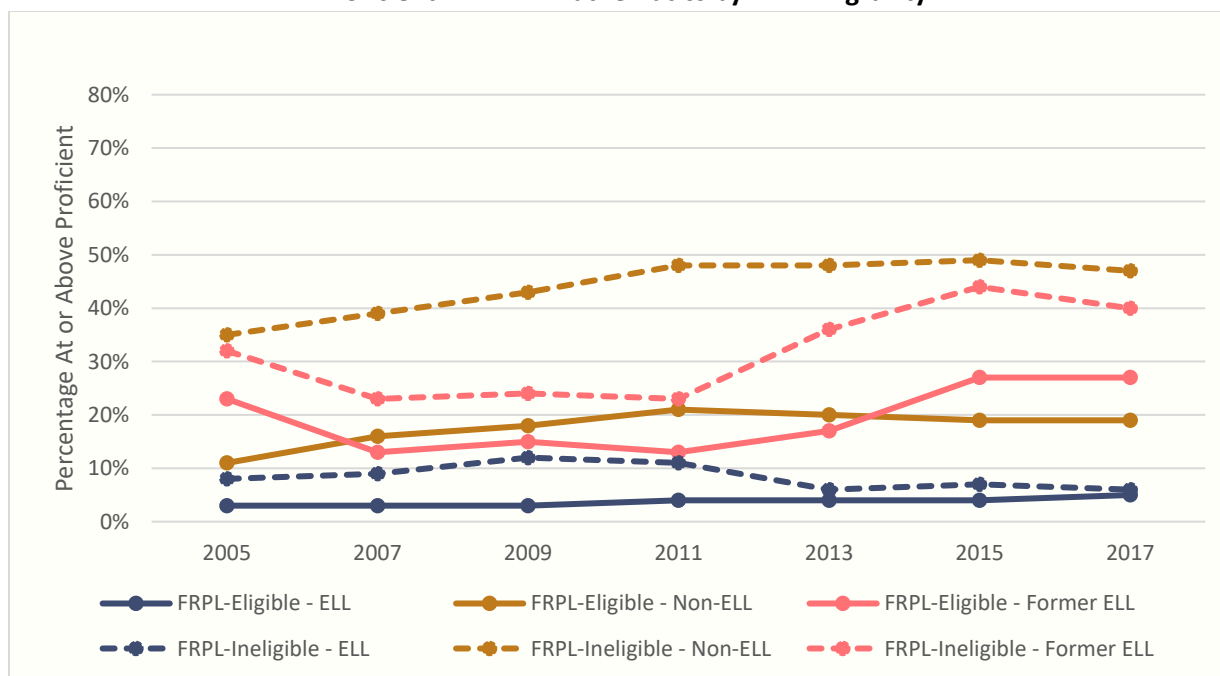
### Grade 8 Mathematics

The performance levels of all ELLs and virtually all former ELLs showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Mathematics were statistically significant in only two years and for only former ELLs and non-ELLs.

- ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About eight percent of FRPL-eligible ELLs scored at or above proficient in 2005 and five percent in 2017. For FRPL-ineligible ELLs, eight percent scored at or above proficient in 2005 and six percent did so in 2017. *Neither of these differences were statistically significant.* Except for 2005, there was no statistically significant difference in how ELLs scored related to FRPL-eligibility from year to year.

- Former ELLs.** Among FRPL-eligible students, former ELLs showed better performance than non-ELLs, but it was *not statistically significant*; 23 percent of former ELLs scored at or above proficient in 2005 and 27 percent did so in 2017. In contrast, about 11 percent and 19 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively. Among the non-FRPL eligible group, performance differences between former- and non-ELLs were much smaller and *none were statistically significant*.
  - Changes from year to year were statistically significant only in 2007 and 2015. On the 2007 NAEP Math 8, FRPL-eligible former ELLs showed a *statistically significant* decrease in the percentage scoring at or above proficient compared to 2005. From 2013 to 2015, former ELLs show a *statistically significant* increase in the percentage scoring at or above proficient. (See highlighted cells in Figure 29.)
  - In four test years, FRPL-eligible former ELLs showed *statistically significant* changes in their year to year percentage scoring at or above proficient while the FRPL-ineligible former ELLs group showed statistically significant difference in only two years.

**Figure 29. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility**



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	3%	3%	3%	4%	4%	4%	5%
	Former ELL	23%	13%*	15%	13%	17%	27%*	27%
	Non-ELL	11%	16%*	18%	21%*	20%	19%	19%
FRPL-Ineligible	ELL	8%	9%	12%	11%	6%	7%	6%
	Former ELL	32%	23%	24%	23%	36%	44%	40%
	Non-ELL	35%	39%	43%	48%*	48%	49%	47%

\*Statistically significant change from prior year ( $p < 0.05$ )

## Analysis of Selected CGCS Academic Key Performance Indicators

In 2014, the Council began a multi-year process to develop a set of Academic Key Performance Indicators (KPIs) that could be collected across the Council membership to allow districts to benchmark their progress in improving academic achievement. Teams of educators from Council member districts with Council staff jointly developed specifications for indicators in general instruction, special education, and ELL instruction. The Council refined and narrowed a set of KPIs that were piloted in 2015 and 2016. The data regarding ELLs were collected as one of the disaggregated student groups for virtually all of the final Academic KPIs, providing important information about the academic experience of ELLs in member districts. The Academic KPI ELL-related data used in this report is from (a) the 2016 full-scale pilot that gathered data for SY 2013-14, SY 2014-15, and SY 2015-16 and (b) the most recent Academic KPI data collection for SY 2016-17.

We selected a few of the Academic Key Performance Indicators to provide contextual information that could prove helpful in examining the ELL-related indicators collected through the Council's ELL survey. As with the Academic KPI reports, however, the purpose of reporting on the selected indicators is to encourage districts to ask questions and consider ways to analyze their own data by showing trends, further disaggregating results, and combining variables.

The indicators reported in this section, follow the KPI reporting conventions, in which cells sizes less than 20 are not reported. The exception is for Algebra I completion, where we do report when districts indicate that any category is less than 20. Consistent with the data quality protocol of the Academic KPIs, districts were removed from the data set when data were missing or could not be confirmed. We examined the following Academic KPIs—

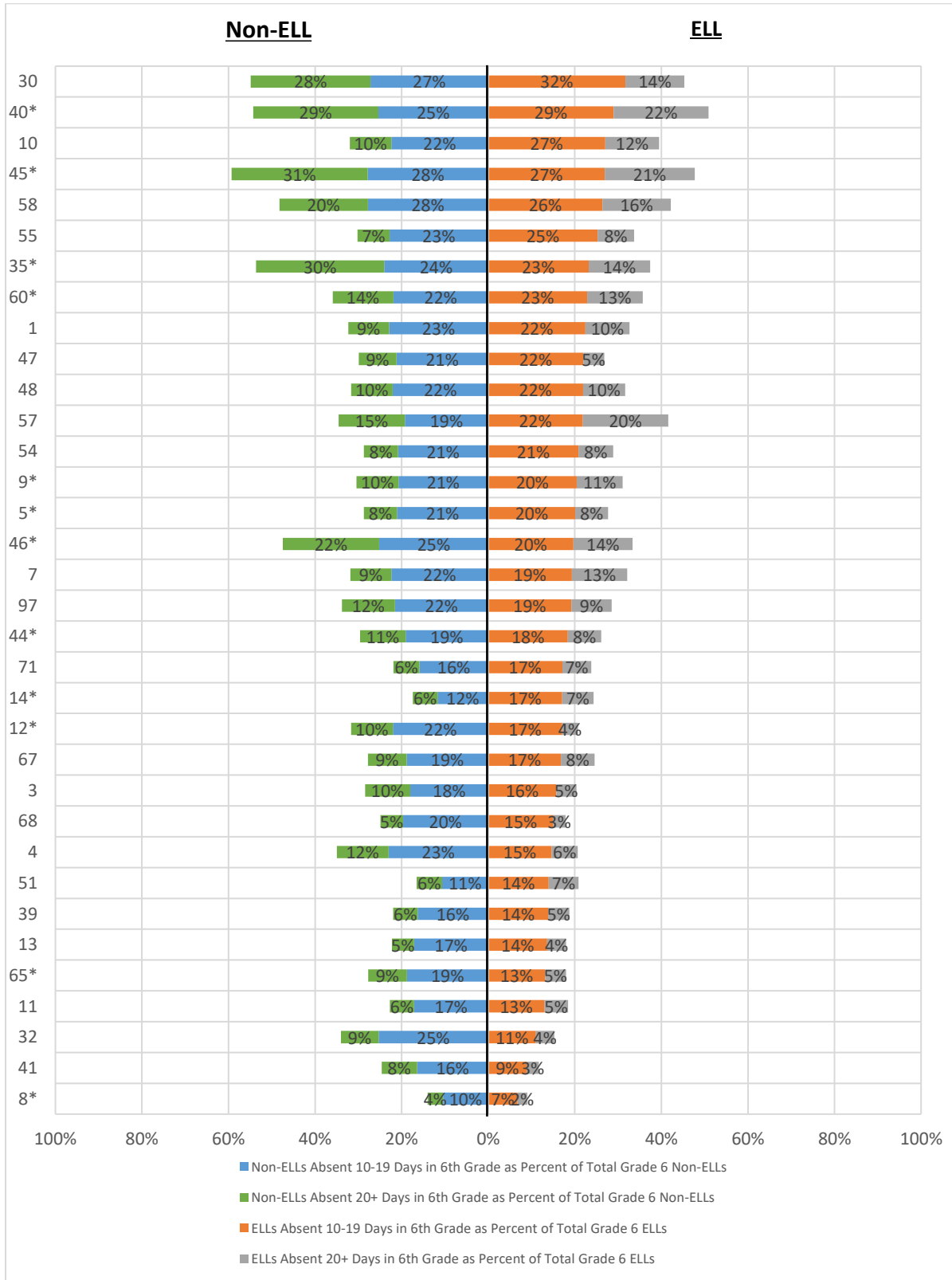
- ***Absentee rates by selected grade levels.*** Of the attendance measures collected by the Academic KPIs, we looked at absentee rates for ELLs who were absent between 10 and 19 days in grades 6, 8 and 9. The KPI-collected data on cumulative absences for five to nine days, ten to nineteen days, and twenty or more days. In this report, we focused on figures related to chronic absenteeism of between 10 and 19 days or 20+ days.
- ***Failure of One or More Courses in 9<sup>th</sup> Grade.*** Of the secondary achievement indicators collected by the Academic KPIs, we looked at the percentage of ELLs who failed one or more core courses in Grade 9.
- ***Algebra 1/Equivalent Course Completion by Grade 9.*** Another secondary achievement indicator we looked at was the percentage first time ninth grade ELLs successfully completing Algebra I, Integrated Math, or an equivalent course by the end of seventh, eighth, or ninth grade.

For each of the Academic KPIs, we display the district-specific data for SY 2016-17. For a smaller number of districts that provided complete data for three consecutive years, we calculated trends in the aggregate from SY 2014-15 to SY 2016-17 for each of the selected indicators.

## Absences

For a total of 35 districts, Figure 30 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 6 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.

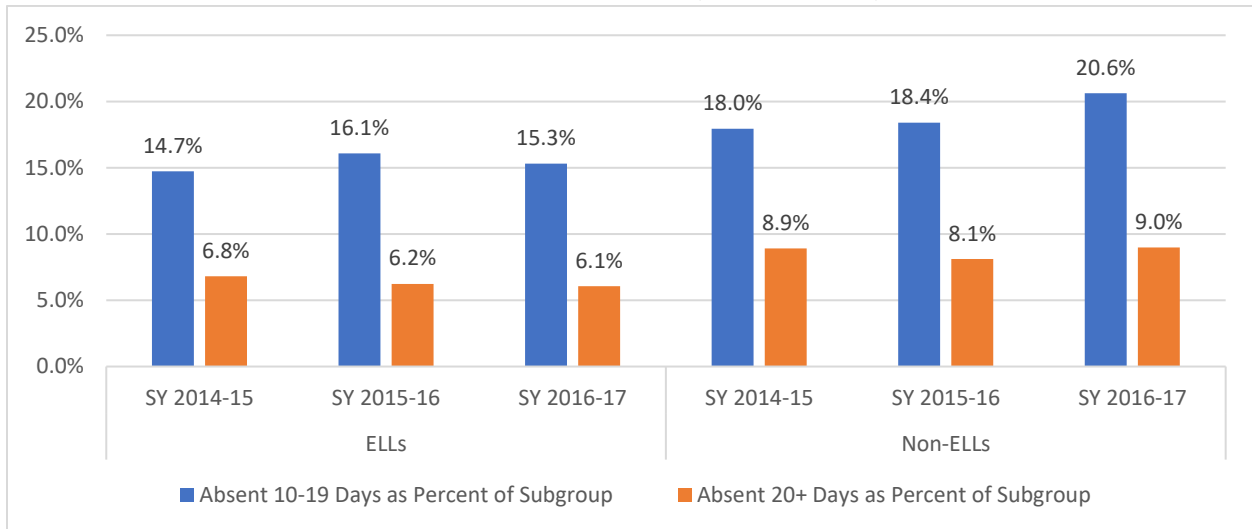
**Figure 30. Grade 6 Chronic Absences by ELL Status, SY 2015-16 (N=35 Districts)**  
*Sorted by Percentage of ELLs Absent 10-19 Days*



\*Excluded from Figure 31 due to missing data for SY 2014-15 and/or SY 2015-16.

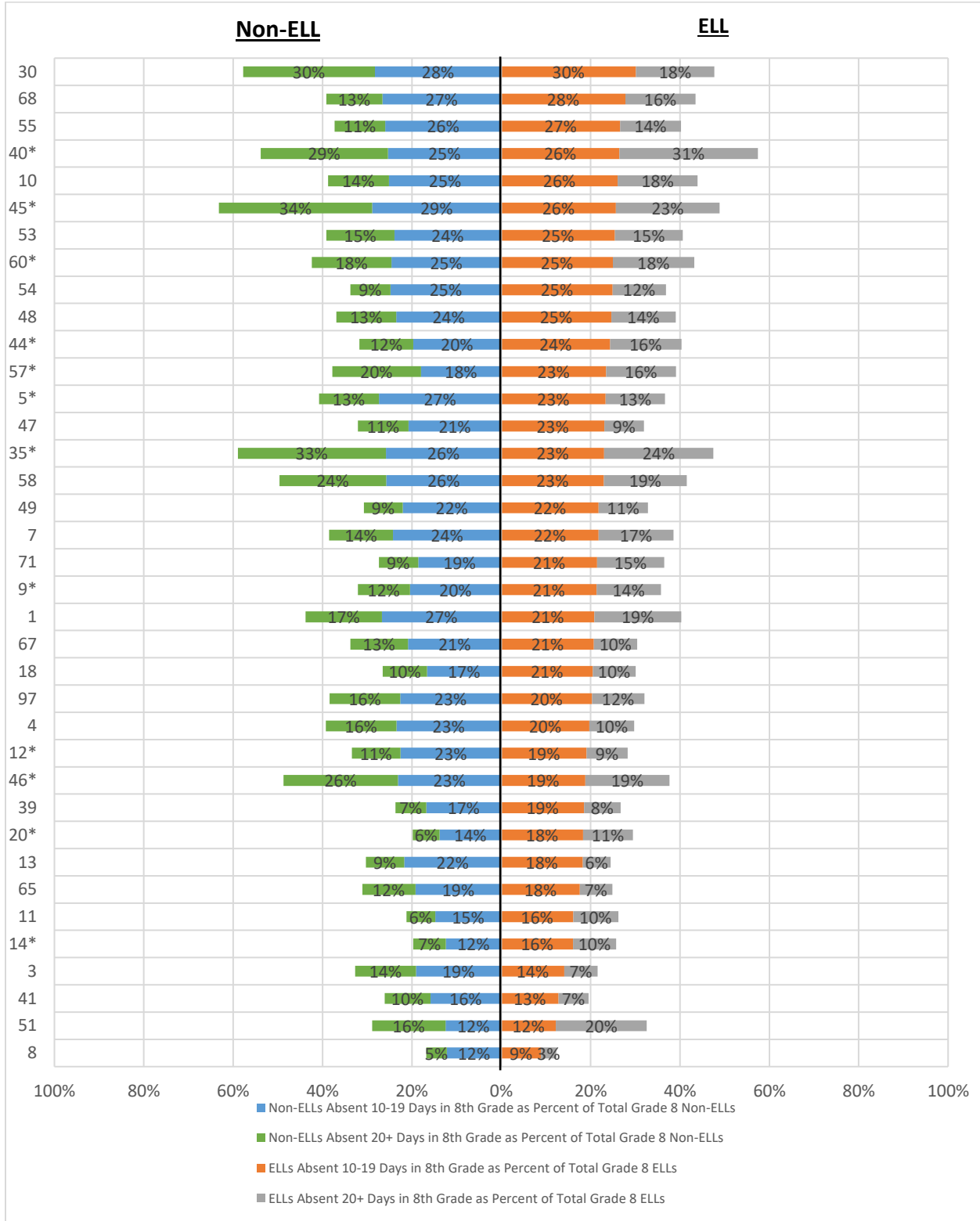
A comparison of three-year rates of absence for ELLs and non-ELLs is shown in Figure 31 for a total of 23 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

**Figure 31. Percentage of Grade 6 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=23 Districts)**



For a total of 37 districts, Figure 32 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 8 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.

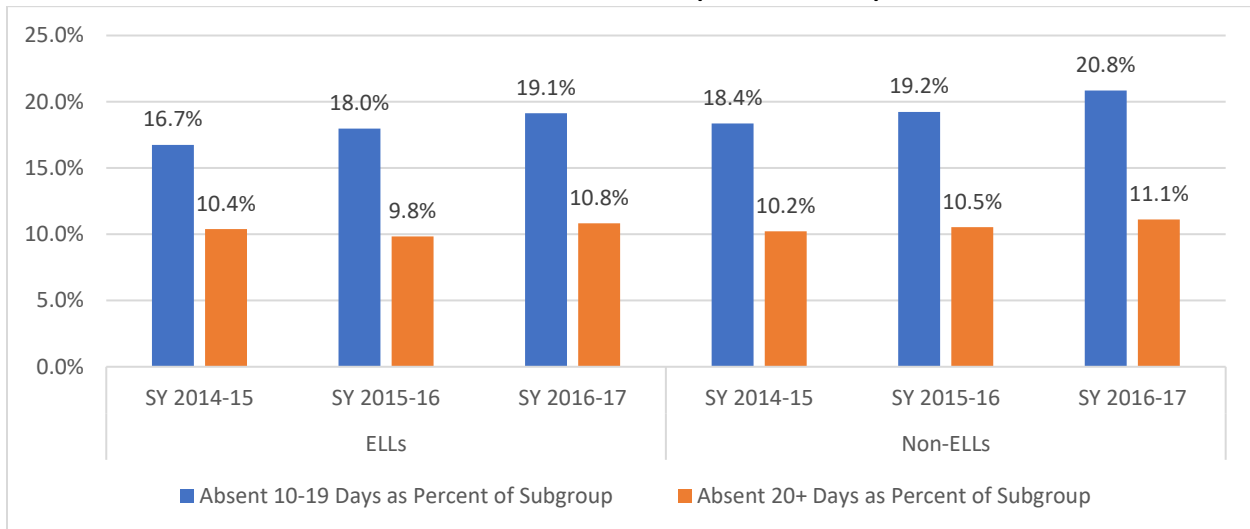
**Figure 32. Grade 8 Chronic Absences by ELL Status, SY 2015-16 (N=37 Districts)**  
 Sorted by Percentage of ELLs Absent 10-19 Days



\*Excluded from Figure 33 due to missing data for SY 2014-15 and/or SY 2015-16.

A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 8 is shown in Figure 33 for a total of 25 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

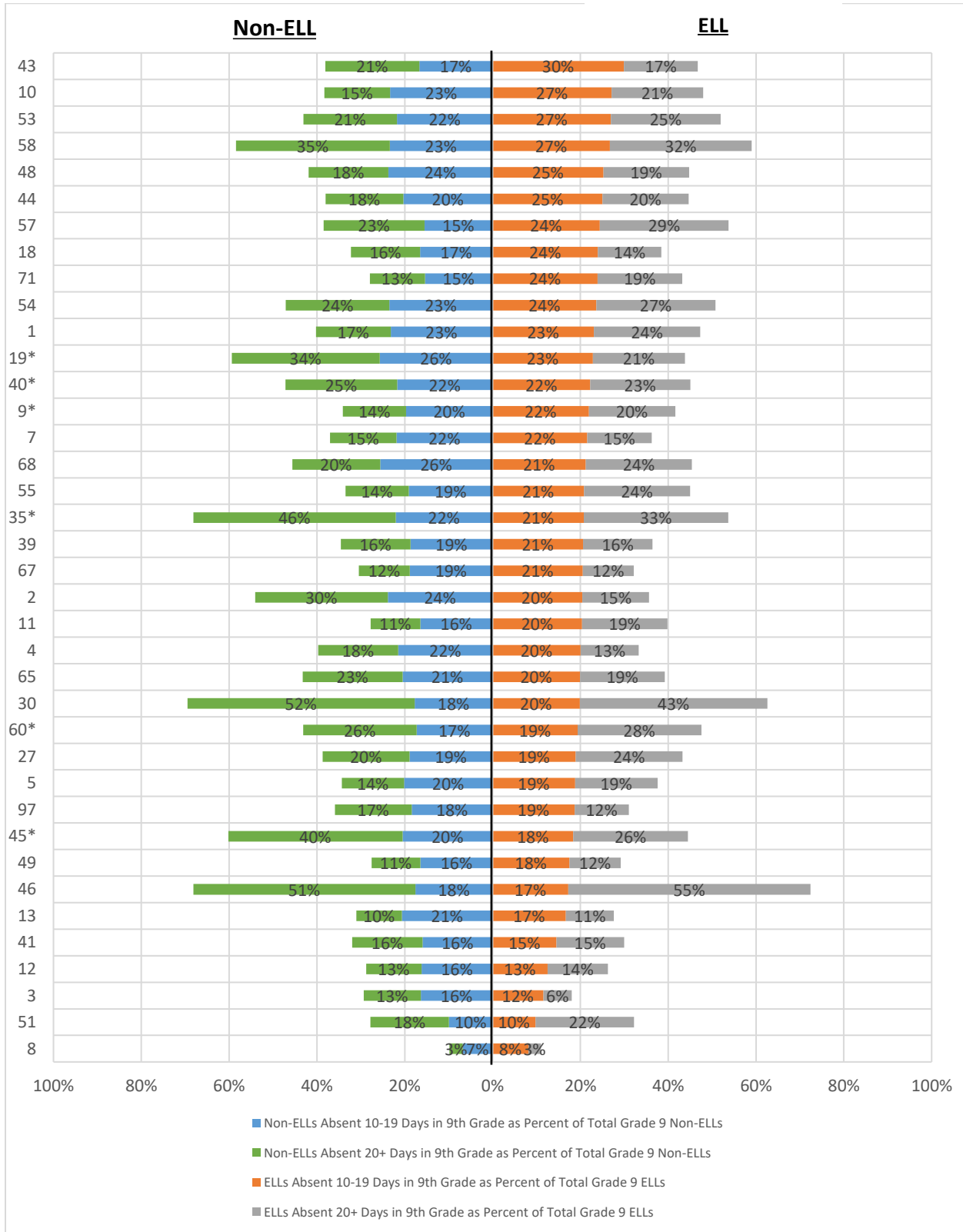
**Figure 33. Percentage of Grade 8 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=25 Districts)**



For 39 districts, Figure 34 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 9 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.



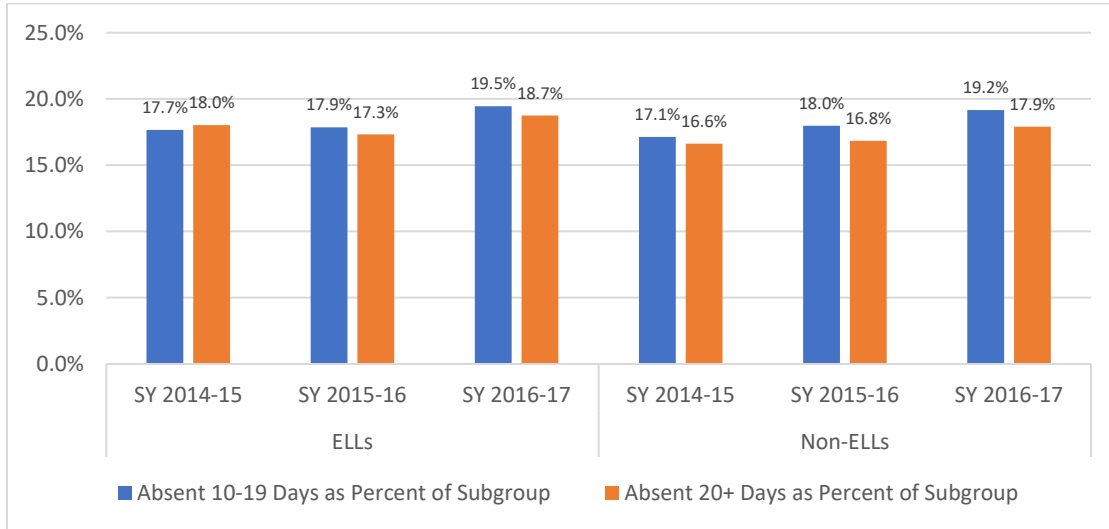
**Figure 34. Grade 9 Chronic Absences by ELL Status, SY 2015-16 (N=39 Districts)**  
 Sorted by Percentage of ELLs Absent 10-19 Days



\*Excluded from Figure 35 due to missing data for SY 2014-15 and/or SY 2015-16.

A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 9 is shown in Figure 35 for a total of 33 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

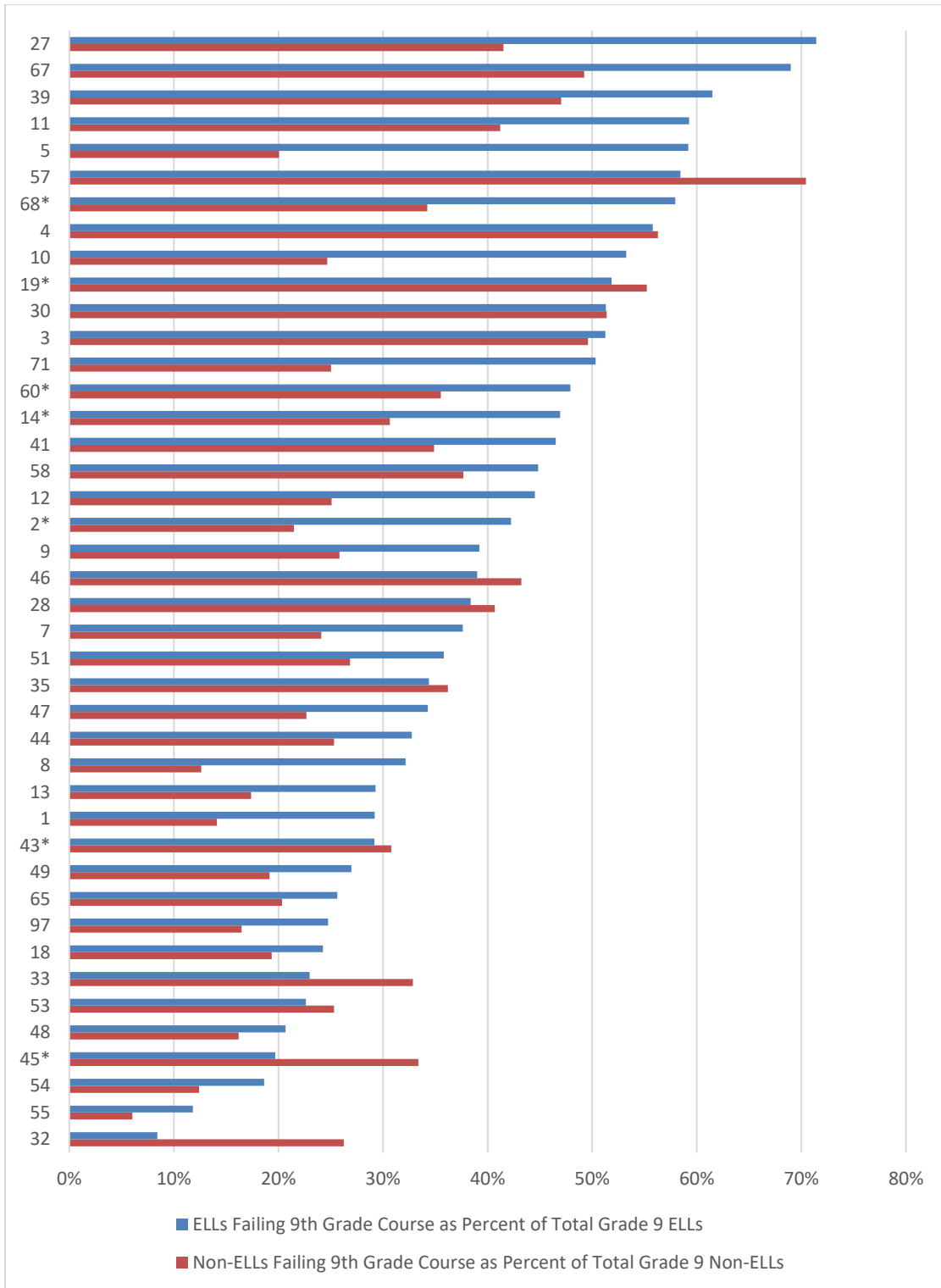
**Figure 35. Percentage of Grade 9 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=33 Districts)**



### Failure of One or More Core Courses in 9th Grade

For 42 districts, Figure 36 illustrates how districts compare on the percentage of ELLs and non-ELLs who have failed one or more core course in ninth grade during SY 2016-17. Data are sorted by the percentage of ELLs in grade 9 with one or more course failures.

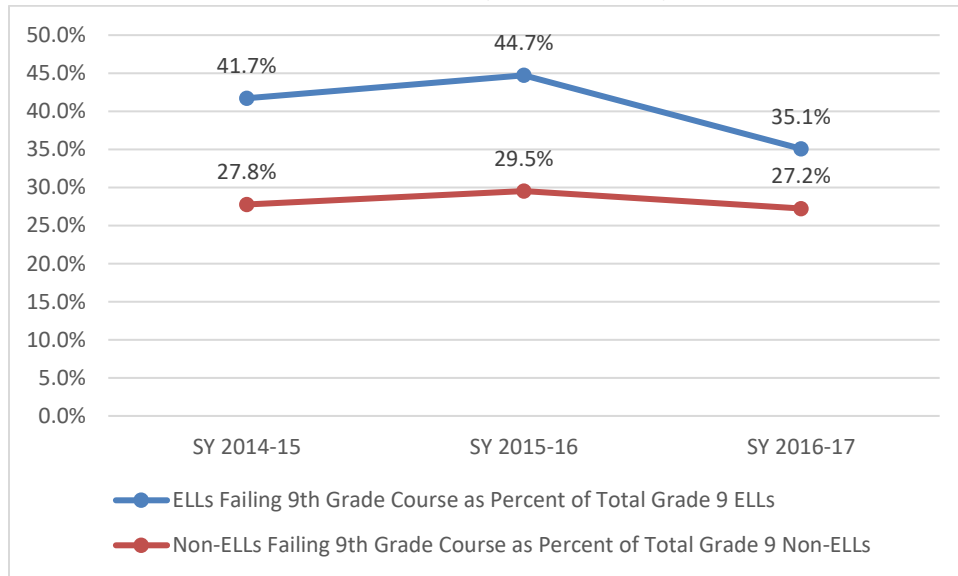
**Figure 36. Failure of One or More Core Courses by 9th Grade ELLs and Non-ELLs, SY 2016-17**  
**(N=42 Districts)**  
*Sorted by Percentage of ELLs Failing Grade 9 Course*



\*Excluded from Figure 37 due to missing data for SY 2014-15 and/or SY 2015-16.

Figure 37 shows a comparison between the percentage of ELLs and non-ELLs at grade 9 who failed one or more core course, over a three-year period, SY 2014-15 to SY 2016-17 for the 35 member districts that had data for all years.

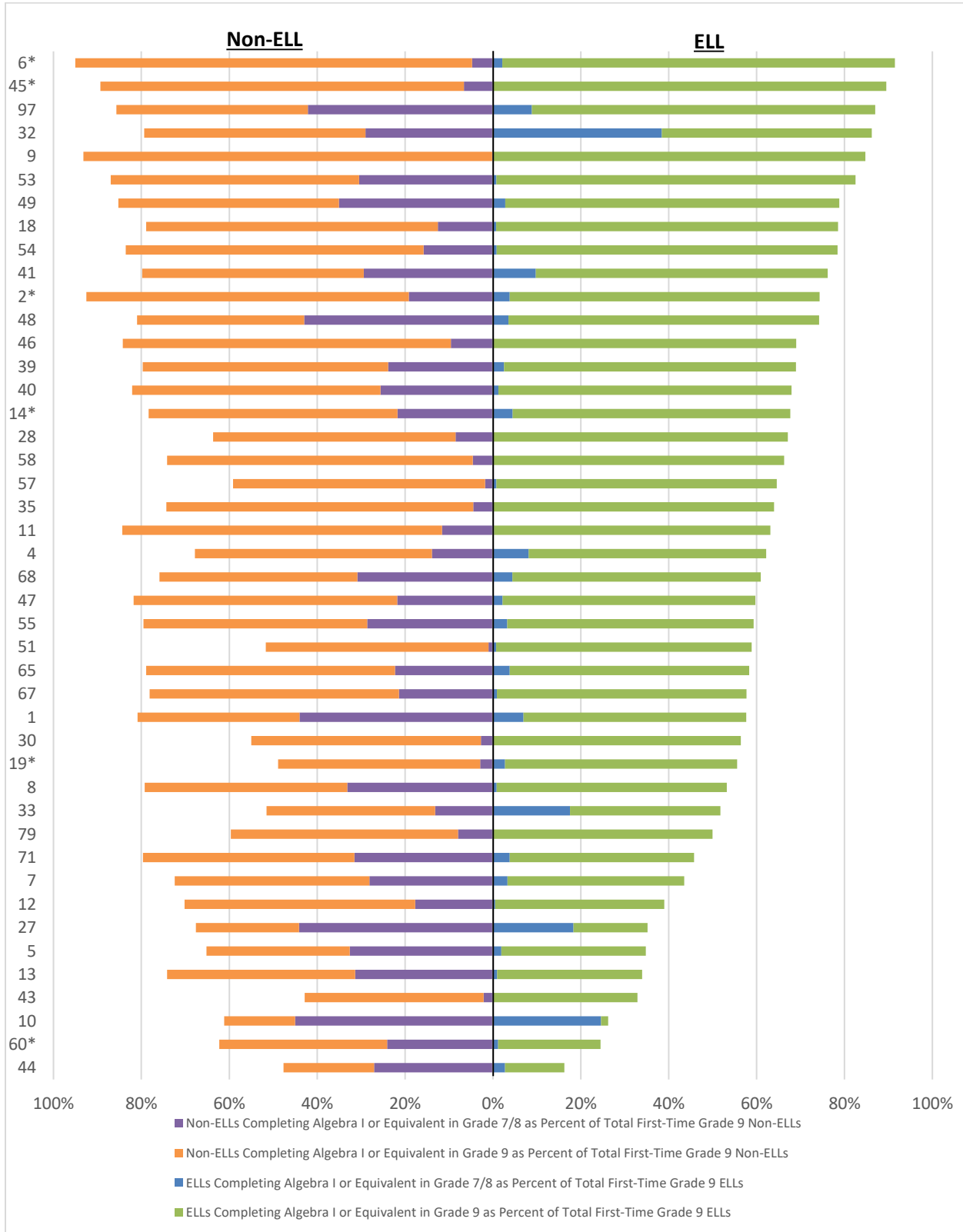
**Figure 37. Percentage of Grade 9 Students Failing One or More Core Course by ELL Status, SY 2014-15 to SY 2016-17 (N=35 Districts)**



### Algebra I or Equivalent Course Completion by First-Time 9<sup>th</sup> Grade Students

For 44 districts, Figure 38 illustrates how districts compare on the percentage of ELLs and non-ELLs in SY 2016-17 who successfully completed Algebra I or an equivalent course by the end of Grade 7, 8 or 9. Data are sorted by the percentage of ELLs completing Algebra I.

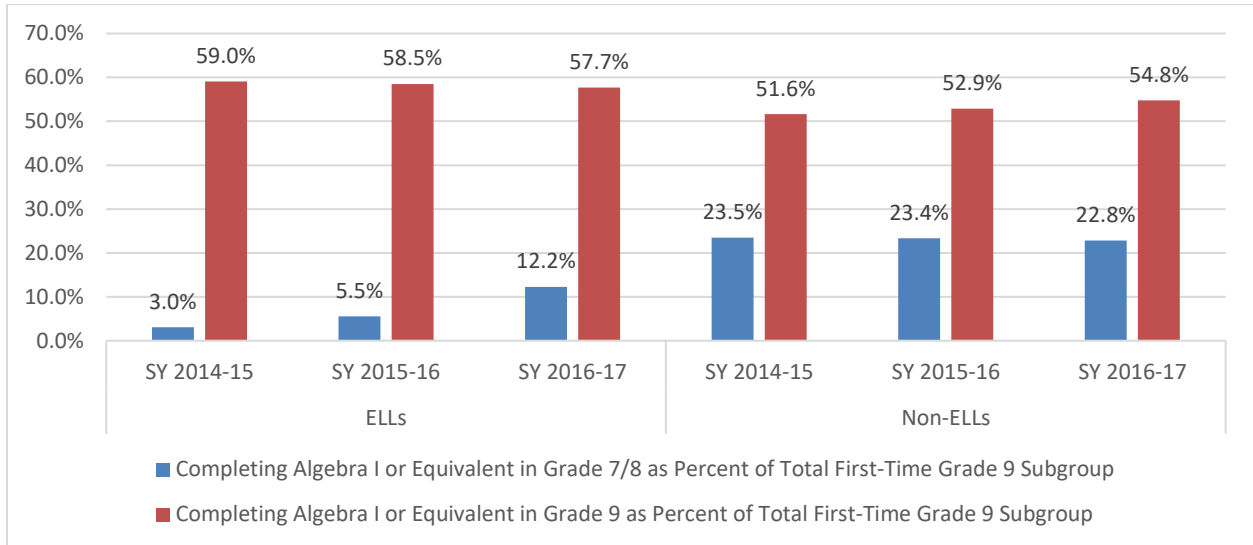
**Figure 38. Algebra I or Equivalent Course Completion by ELL Status, SY 2016-17 (N=44 Districts)**



\*Excluded from Figure 39 due to missing data for SY 2014-15 and/or SY 2015-16.

Figure 39 shows a comparison between ELLs and non-ELLs in grade 9 who completed Algebra I or an equivalent course by Grade 9 over a three-year period from SY 2014-15 to SY 2016-17. A total of 38 member districts provided complete data that were included in the aggregate figures.

**Figure 39. Percentage of First-Time Grade 9 Students Completing Algebra I or Equivalent by ELL Status, SY 2014-15 to SY 2016-17 (N=38 Districts)**



## Teachers of ELLs: State Requirements and Number of Teachers with Relevant Endorsements or Certification

### State Requirements of Teachers Providing Instruction to English Language Learners (N=55 Districts)

ELLs across the nation and in the Council-member districts are taught by general education teachers as well as by ESL/ESOL or bilingual education teachers. The time that ELLs spend being taught by general education teachers, depends on a number of factors such as grade level, the student's level of English proficiency, the instructional service model, and the overall ELL program design in a given district. State and district requirements regarding staffing of instructional programs for ELLs also result in different time distributions between general education teachers and ESL/ESOL or bilingual education teachers. Nevertheless, teachers who provide instruction to ELLs should be equipped with an understanding of English language acquisition and well-versed in instructional practices that ensure ELLs have access to grade-level content while they are developing their English proficiency. According to the Education Commission of States (ECS), however, fewer than 30 states have state policies or department of education guidelines requiring teachers of ELLs to have specialized certification.<sup>53</sup>

Around 55 districts provided information on the state requirements for the various categories of teachers in their district who work with ELLs; not all districts reported on requirements for each specific type of educator requested in the survey. It is important to note that the reported data by category includes an inherent variability because of the differing state-determined criteria for what constitutes a “license, certification, and endorsement” related to serving ELLs, including the total number of hours or courses required to obtain such qualifications. In an attempt to standardize as best as possible across member districts, we made the following distinction between License/Certification, and Endorsement/Credential:

- ESL/Bilingual Education License/Certification—as primary teaching licensure
- ESL/Bilingual Education Endorsement/Credential—supplemental to the primary licensure

We separated district-reported data into four tables that detailed state requirements for specific types of teachers, namely, bilingual teachers, ESL teachers, general education teachers of ELLs, and special education teachers of ELLs. Not all of the 55 responding districts provided information for each category of teacher as not all districts use the same nomenclature. Thus, the tables display information on different subsets of responding districts. Districts indicated that endorsement and credential requirements for Bilingual Education and ESL teachers are specific to grade-spans, rather than content areas. Not appearing in the four tables below are additional requirements of content area certifications and certifications in the language of instruction for bilingual teachers in six districts.

<sup>53</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>

According to the 2014 ECS report, of the 20 states that had some type of requirement for teachers of ELLs, 14 of them required an ELL-related endorsement and only 6 required an ELL-related license or certification.<sup>54</sup>

Table 15 shows the distribution of responses from 53 districts on state-required qualifications specifically for bilingual teachers. Specifically,

- a) six indicated bilingual teacher required an ESL/Bilingual License/Certification;
- b) eighteen indicated a bilingual teacher required an ESL/Bilingual education Endorsement/Credential;
- c) fourteen indicated that the bilingual teacher needed either (a) or (b); and
- d) thirteen or about one-quarter of reporting districts indicated that their state had no specific requirement for bilingual teachers in order to provide instruction to ELLs.

Some districts indicated that supplemental coursework and/or professional development hours were also required. Both the number of required professional development hours as well as the reported timeframe for completing the coursework or professional development requirements varied across districts; some reported as few as one hour and others, such as the Florida member districts, reported 300 hours to be completed over several years.

**Table 15. State Requirements for BILINGUAL EDUCATION TEACHERS, SY 2016-17 (N=53 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours <sup>55</sup>	No Requirements
40	✓	✓	✓		
46	✓	✓	✓		
14	✓	✓		✓	
26	✓	✓		✓	
97	✓	✓		✓	
54	✓	✓		✓	
39	✓	✓			
35	✓	✓			
48	✓	✓			
77	✓	✓			
431	✓	✓			
16	✓	✓			
32	✓	✓			
71	✓	✓			
41	✓			✓	
52	✓			✓	
29	✓				

<sup>54</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>



District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours <sup>55</sup>	No Requirements
61	✓				
62	✓				
67	✓				
65		✓	✓	✓	
44		✓		✓	
12		✓		✓	
45		✓		✓	
76		✓			
15		✓			
20		✓			
102		✓			
9		✓			
1		✓			
8		✓			
11		✓			
27		✓			
30		✓			
43		✓			
49		✓			
57		✓			
68		✓			
460			✓		
66				✓	
37					✓
51					✓
96					✓
4					✓
7					✓
10					✓
13					✓
19					✓
33					✓
34					✓
53					✓
55					✓
58					✓
<b>Total Districts</b>	<b>20</b>	<b>32</b>	<b>4</b>	<b>11</b>	<b>13</b>
<b>% of Responses</b>	<b>37.7%</b>	<b>60.4%</b>	<b>7.5%</b>	<b>20.8%</b>	<b>24.5%</b>

Table 16 shows the reported state requirements for ESL teachers by 55 districts. A larger number of districts—more than double, reported having state requirements for ESL teachers than for bilingual education teachers. Specifically,

- a) thirty-eight districts indicated ESL teachers required only an ESL/Bilingual License/Certification;
- b) four indicated ESL teachers required only an ESL/Bilingual education Endorsement/Credential;
- c) seven districts indicated that ESL teachers required either (a) or (b);
- d) fifteen districts indicated ESL teachers had requirement for professional development hours; and
- e) four districts reported no state requirements for ESL teachers of ELLs.

**Table 16. State Requirements for ESL TEACHERS, SY 2016-17 (N=55 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
12	✓	✓		✓	
14	✓	✓		✓	
15	✓	✓		✓	
34	✓	✓		✓	
44	✓	✓		✓	
45	✓	✓		✓	
49	✓	✓		✓	
40	✓		✓		
46	✓		✓		
65	✓		✓		
13	✓			✓	
54	✓			✓	
97	✓			✓	
1	✓				
4	✓				
6	✓				
8	✓				
9	✓				
10	✓				
11	✓				
16	✓				
18	✓				
19	✓				
20	✓				
27	✓				

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
28	✓				
30	✓				
32	✓				
33	✓				
35	✓				
39	✓				
43	✓				
47	✓				
48	✓				
53	✓				
57	✓				
58	✓				
63	✓				
67	✓				
68	✓				
71	✓				
76	✓				
77	✓				
102	✓				
431	✓				
2		✓	✓	✓	
26		✓		✓	
41		✓		✓	
66		✓		✓	
460			✓		
52				✓	
7					✓
37					✓
51					✓
96					✓
<b>Total Districts</b>	<b>45</b>	<b>11</b>	<b>5</b>	<b>15</b>	<b>4</b>
<b>% of Responses</b>	<b>81.8%</b>	<b>2.%</b>	<b>9.1%</b>	<b>27.3%</b>	<b>7.3%</b>

Table 17 shows that about 40 percent of reporting districts (55) indicated their states required content area teachers of ELLs to have either an ESL/Bilingual endorsement or credential. Additionally, 29 percent of reporting districts reported having no state requirements for content area teachers of ELLs.

**Table 17. State Requirements for CONTENT AREA TEACHERS OF ELLS, SY 2016-17 (N=55 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
61	✓				
46	✓	✓	✓		
97	✓	✓		✓	
16	✓	✓			
35	✓	✓			
71	✓	✓			
77	✓	✓			
62	✓				
65		✓	✓		
12		✓		✓	
26		✓		✓	
34		✓		✓	
44		✓		✓	
1		✓			
4		✓			
8		✓			
10		✓			
11		✓			
28		✓			
32		✓			
57		✓			
67		✓			
76		✓			
102		✓			
13			✓	✓	
14			✓	✓	
20			✓		
40			✓		
41			✓		
48			✓		
49			✓		
68			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
54				✓	
7					✓
9					✓
19					✓
27					✓
29					✓
30					✓
33					✓
37					✓
39					✓
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
431					✓
<b>Total Districts</b>	<b>8</b>	<b>22</b>	<b>11</b>	<b>13</b>	<b>16</b>
<b>% of Responses</b>	<b>14.5%</b>	<b>40.0%</b>	<b>20.0%</b>	<b>23.6%</b>	<b>29.1%</b>

The 2014 report by the Education Commission of the States indicated that over 30 states do not require ELL training for general classroom teachers beyond the federal requirements.<sup>56</sup> About three years later, the results from the Council’s 2017 ELL survey paints a similar picture. The data provided by 54 responding districts indicated that half (27 of 54) of these districts are in states that have no certification, coursework or professional development requirements for general education teachers providing instruction to ELLs. Table 18 shows the individual district responses—

- a) Two districts reported that general education teachers of ELLs are required to have an ESL/Bilingual License or Certification.
- b) A total of 15 districts (about 30 percent) reported that their states require General Education Teachers to have an ESL/Bilingual Education endorsement or credential to teach ELLs. For three of these districts, the ESL Bilingual Education License/Certification was reported as acceptable.
- c) A total of nine districts (17 percent) require general education teachers to participate in professional development for the instruction of ELLs.

<sup>56</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>

d) Only five responding districts required supplemental coursework related to serving ELLs.

**Table 18. State Requirements for GENERAL EDUCATION TEACHERS OF ELLS, SY 2016-17  
(N=54 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✓	✓		✓	
71	✓	✓			
77	✓	✓			
61	✓				
62	✓				
65		✓	✓		
26		✓		✓	
44		✓		✓	
8		✓			
10		✓			
11		✓			
13		✓			
32		✓			
48		✓			
57		✓			
67		✓			
68		✓			
76		✓			
14			✓	✓	
20			✓		
40			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	
1					✓
4					✓
7					✓
9					✓
12					✓
16					✓
19					✓
27					✓
28					✓

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
29					✓
30					✓
33					✓
34					✓
35					✓
37					✓
39					✓
43					✓
46					✓
49					✓
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
102					✓
431					✓
<b>Total Districts</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>9</b>	<b>27</b>
<b>% of Responses</b>	<b>9.3%</b>	<b>29.6%</b>	<b>9.3%</b>	<b>16.7%</b>	<b>50.0%</b>

State requirements for special education teachers of ELLs were the least reported by member districts. Table 19 shows that about 29 percent of districts reported requiring that special education teachers of ELLs have an ESL/Bilingual Education Endorsement/Credential; 10 percent of districts reported requiring professional development hours for these teachers. Half of the reporting districts indicated no state requirements for special education teachers of ELLs.

**Table 19. State Requirements for SPECIAL EDUCATION TEACHERS OF ELLS, SY 2016-17 (N=54 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✓	✓		✓	
71	✓	✓			
77	✓	✓			
61	✓				
62	✓				
65		✓	✓		
26		✓		✓	

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
44		✓		✓	
8		✓			
10		✓			
11		✓			
32		✓			
48		✓			
57		✓			
67		✓			
68		✓			
76		✓			
13			✓	✓	
14			✓	✓	
20			✓		
40			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	
1					✓
4					✓
7					✓
9					✓
12					✓
16					✓
19					✓
27					✓
28					✓
29					✓
30					✓
33					✓
34					✓
35					✓
37					✓
39					✓
43					✓
46					✓
49					✓



District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
102					✓
431					✓
<b>Total Districts</b>	<b>5</b>	<b>15</b>	<b>6</b>	<b>10</b>	<b>27</b>
<b>% of Responses</b>	<b>9.3%</b>	<b>27.8%</b>	<b>11.1%</b>	<b>18.5%</b>	<b>50.0%</b>

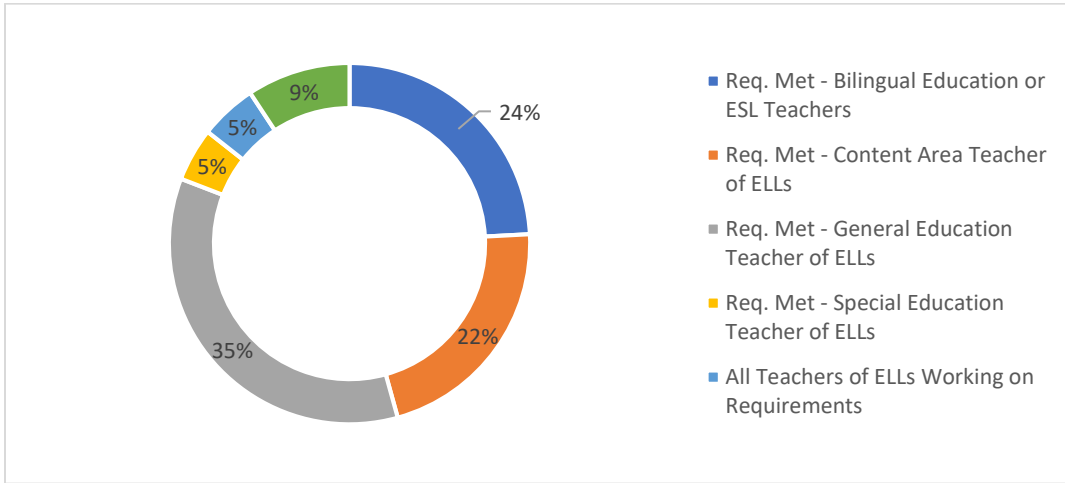
Percentage Distribution of Total Teachers of ELLs, by Type of Qualification and School Level in SY 2016-17 (N=54 Districts)

Districts reported the number of teachers of ELLs who met the specified ELL-related mandates, but the variation of state and district requirements and the relative size of districts precluded us from making any district-to-district comparative analyses. We, therefore, aggregated the total reported number of teachers of ELLs by school level to calculate the percentage distribution across ELL-related teaching requirements. The resulting distribution shows interesting yet somewhat predictable trends across the three school levels—

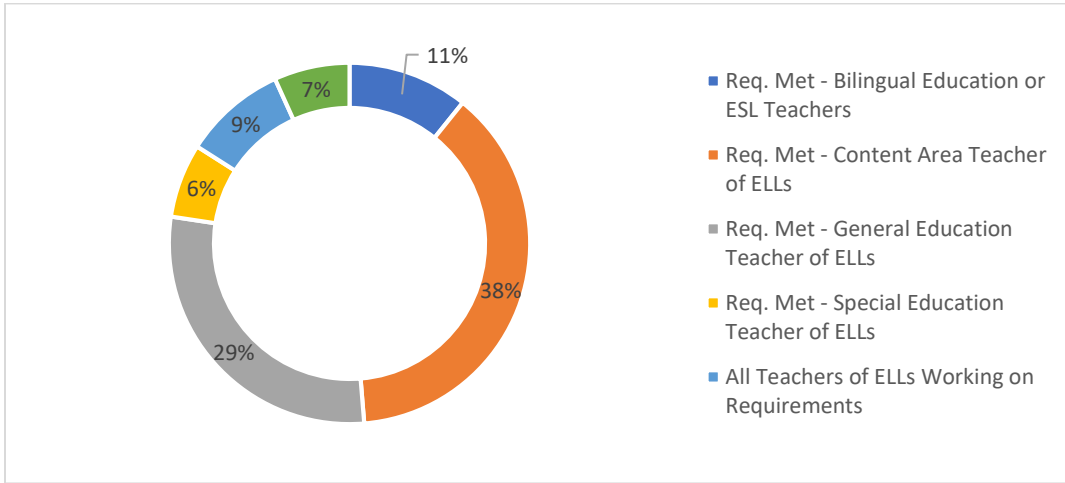
- Of the total teachers of ELLs, the share of Bilingual education/ESL teachers who meet ELL-related requirements decreases at the higher-grade levels, from 24 percent of ELL teachers in elementary grades, 11 percent in middle school, and nine percent in high school.
- Conversely, the percentage who are content area teachers meeting ELL-related requirements increase at higher grade levels, presumably due to greater departmentalization in middle and high school grades. Content area teachers meeting ELL-related requirements comprise 22 percent in elementary grades, 38 percent in middle school, and 40 percent in high school grades.
- Finally, the share of teachers of ELLs who are general education teachers meeting ELL-related requirements decreases only a bit between elementary and secondary levels, from 35 percent to 28.9 percent, respectively.

Figures 40 through 42 depict the relative share of teachers of ELLs who meet various ELL-related requirements at the elementary school, middle, and high school levels.

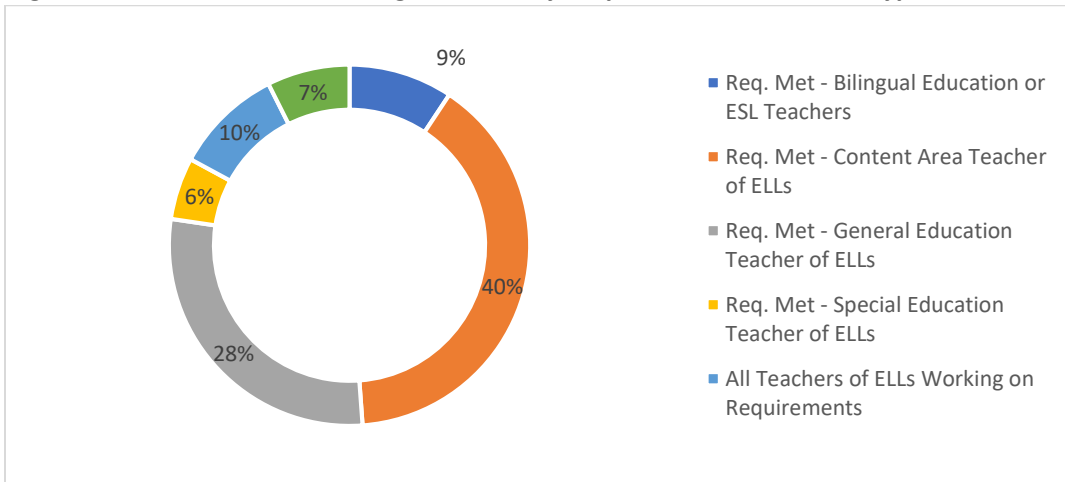
**Figure 40. Teachers of ELLs in Elementary Schools by Requirement Status and Type, SY 2016-17**



**Figure 41. Teachers of ELLs in Middle Schools by Requirement Status and Type, SY 2016-17**



**Figure 42. Teachers of ELLs in High Schools by Requirement Status and Type, SY 2016-17**



## Recruitment and Hiring, and Evaluation of Instructional Personnel for ELLs

### Recruitment Efforts for Teachers by District in SY 2016-17 (N=58 Districts)

Some 58 districts provided information about their various recruitment efforts to hire ELL teachers. The top three listed efforts are the same that appeared in the top three in the 2013 ELL survey—partnerships with local universities and colleges of education, grow your own strategies, and alternative certification programs. Specifically, the percentage reporting implementing these efforts increased from the figures reported in the 2013 report: In 2009-10, 85 percent of districts (35 of 41 districts) reported partnerships with local universities and colleges of education as a recruitment effort and in 2016-17, 95 percent of responding districts (53 of 58 districts) listed this effort. Similarly, district “grow your own strategies” was listed as a recruitment effort for ELL teachers by 71 percent in 2009-10 (29 of 41 districts) and 75 percent in 2016-17 (42 of 58 districts).<sup>57</sup>

District use of *alternative certification programs* as a recruitment effort to hire ELL teachers increased measurably between SY 2009-10 and SY 2016-17. In SY 2009-10, 49 percent of districts (20 of 41 districts) reported including these recruitment efforts. In SY 2016-17, however, 61 percent of districts (34 of 58 districts) reported using *alternative certification programs* to help fill ELL teacher vacancies. Table 20 provides a district-specific listing of recruiting efforts for ELL teachers. Other responses, not shown in the table, include providing teachers with tuition reimbursement to pursue ELL-related endorsements and partnerships with institution of higher education to provide teachers with opportunities to obtain ESL certification.

**Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts)**

District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
8	✓	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	✓	✓
54	✓	✓	✓	✓	✓	✓
55	✓	✓	✓	✓	✓	✓
67	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	
18	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓	✓	

<sup>57</sup> Uro, G., & Barrio, A. (2013). *English language learners in America’s great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.

District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
26	✓	✓	✓	✓	✓	
40	✓	✓	✓	✓	✓	
76	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓		✓
13	✓	✓	✓	✓		✓
97	✓	✓	✓	✓		✓
4	✓	✓	✓	✓		
43	✓	✓	✓	✓		
46	✓	✓	✓	✓		
48	✓	✓	✓	✓		
19	✓	✓	✓		✓	✓
29	✓	✓	✓		✓	✓
53	✓	✓	✓			✓
61	✓	✓	✓			✓
33	✓	✓	✓			
52	✓	✓	✓			
30	✓	✓		✓	✓	✓
51	✓	✓		✓		✓
66	✓	✓		✓		✓
11	✓	✓			✓	
102	✓	✓			✓	
1	✓	✓				
12	✓	✓				
15	✓	✓				
27	✓	✓				
28	✓	✓				
47	✓	✓				
57	✓	✓				
63	✓	✓				
431	✓	✓				
41	✓		✓	✓	✓	✓
44	✓		✓	✓	✓	✓
68	✓		✓	✓	✓	
14	✓		✓		✓	✓
16	✓		✓		✓	✓
10	✓		✓			
58	✓		✓			
2	✓			✓		
34	✓			✓		

District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
7	✓					
35	✓					
65	✓					
96		✓				
77 <sup>58</sup>						
460						
<b>Total Districts</b>	<b>53</b>	<b>42</b>	<b>34</b>	<b>29</b>	<b>24</b>	<b>22</b>
<b>% of Responses</b>	<b>94.6%</b>	<b>75.0%</b>	<b>60.7%</b>	<b>51.8%</b>	<b>42.9%</b>	<b>39.3%</b>

Components of Staff Evaluation Process Related to ELL Instruction (N=54 Districts)

A total of 54 districts provided information about whether personnel evaluation processes of specified teachers and administrators incorporate components related to ELL instruction in SY 2016-17. The Council’s survey asked districts to respond to the question for two sets of educators—those with less than three years of experience and those with three or more years of experience. The results showed virtually no difference in the responses for these two groups. Therefore, Table 21 provides the results for educators with 3 or more years of experience.

The majority of responding districts, or 63 percent, indicated that their evaluation of ESL/Bilingual education teachers included components related to instruction of ELLs. Slightly over half of districts, 53.7 percent, indicated that the evaluation of general education teachers included components related to ELL instruction and slightly less than half of the districts (48.1 percent) indicated that the evaluation of special education teachers and instructional coaches included components related to ELL instruction. Over 40 percent of districts indicated that the evaluation of both principals and assistant principals include components related to ELL instruction. The smallest response was from districts that indicated that the evaluation of instructional assistants, whether in ELL programs or general education included components related to ELL instruction, 35 percent and 22 percent, respectively.

<sup>58</sup> The school district hosts its own recruitment fairs.

**Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with 3+ Years of Experience, SY 2016-17 (N=54 Districts)**

District ID	ESL/Bilingual education teachers	General education teachers	Instructional assistants for ELLs	Instructional assistants in general education	Special education teachers	Instructional coaches / teachers on special assignment (TOSA)	Principals	Assistant principals
4	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓	✓	✓
51	✓	✓	✓	✓	✓	✓	✓	✓
52	✓	✓	✓	✓	✓	✓	✓	✓
66	✓	✓	✓	✓	✓	✓	✓	✓
102	✓	✓	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓		
76	✓	✓	✓	✓	✓	--	✓	--
77	✓	✓	✓		✓	✓	✓	✓
65	✓	✓	✓		✓	✓		
1	✓	✓	✓			✓	✓	✓
13	✓	✓			✓	✓	✓	✓
29	✓	✓			✓	✓	✓	✓
37	✓	✓			✓	✓	✓	✓
48	✓	✓			✓	✓	✓	✓
61	✓	✓			✓	✓	✓	✓
7	✓	✓			✓	✓		
8	✓	✓			✓	✓		
71	✓	✓			✓		✓	✓
14	✓	✓			✓			
34	✓	✓			✓			
9	✓	✓				✓	✓	✓
35	✓	✓				✓		
32	✓	✓	--	--	✓	✓	✓	✓
39	✓		✓				✓	✓
6	✓		✓					
44	✓		✓					
19	✓					✓		
18	✓							
49	✓							

District ID	ESL/Bilingual education teachers	General education teachers	Instructional assistants for ELLs	Instructional assistants in general education	Special education teachers	Instructional coaches / teachers on special assignment (TOSA)	Principals	Assistant principals
67			✓					
12							✓	✓
26								
27								
28								
30								
33								
40								
46								
47								
53								
55								
57								
58								
63								
68								
96								
431								
460								
10	--	✓	--	--	✓	✓	✓	✓
<b>Total “Yes” Responses</b>	<b>34</b>	<b>29</b>	<b>19</b>	<b>12</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>23</b>
<b>“Yes” as % of Responses</b>	<b>63.0%</b>	<b>53.7%</b>	<b>35.2%</b>	<b>22.2%</b>	<b>48.1%</b>	<b>48.1%</b>	<b>44.4%</b>	<b>42.6%</b>

(--) indicates missing response.

## Assignment of Instructional Aids

This section of the report provides district responses on how instructional assistants (IAs) were employed in various educational settings for distinct purposes by grade span. For purposes of the survey, we defined instructional assistants as staff working in non-certificated positions, including paraprofessional, tutors, and aides. The relative use of IAs across school levels shows that IAs were more likely to be used in ELL programs at the elementary level than at the middle and high school level. Specifically, 68 percent of districts indicated they assigned IAs to provide native language support in elementary ELL programs but this percentage drops to 50 percent in middle and 48 percent in high school ELL programs. The assignment of IAs for other than native language support in either ELL programs, general education or special education showed similar trends, all higher percentages in the elementary grades and almost the same between middle and high school. Except for other than native language support in general education, the percentage of districts assigning IAs increased from 25 percent in middle to 29 percent in high school.

Table 22 shows district-reported information on how IAs are assigned at the elementary school level, where a greater number of districts reported using instructional assistants to provide native language support in ELL programs as well as in general education classrooms. About 68 percent of the 47 reporting districts assigned IAs to ELL programs and 49 percent assigned them to general education classes for native language support. A relatively smaller number of districts reported assigning IAs to provide other than native language support. The fewest number of districts reported assigning IAs to special education settings; only seven districts did so.

**Table 22. Instructional Aids to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016-17 (N=47 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
30	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓
53	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	
97	✓	✓	✓	✓	
7	✓	✓	✓	✓	--
34	✓	✓	✓	✓	--
44	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
102	✓	✓	✓	✓	--
19	✓	✓	✓	--	--
28	✓	✓			--
61	✓	✓			--
40	✓	✓	--	--	--
46	✓	✓	--	--	--



District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
6	✓		✓		
35	✓		✓		
51	✓		✓		
71	✓		✓		
2	✓		✓		--
57	✓		✓		--
43	✓		✓		--
68	✓		--	--	--
96	✓		--	--	--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
41	✓	--			--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
20	✓	--	--	--	--
29	✓	--	--	--	--
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
12		✓			
8			✓		✓
10			✓		
33			✓		
27				✓	✓
9					
15					
32				--	--
55				--	--
58			--	--	--
66	--	✓	--	--	--
77	--	--	--	--	✓
<b>Total Districts Reporting "Yes"</b>	<b>32</b>	<b>20</b>	<b>23</b>	<b>15</b>	<b>7</b>
<b>"Yes" as % of Total Responses</b>	<b>68.1%</b>	<b>42.6%</b>	<b>48.9%</b>	<b>31.9%</b>	<b>14.9%</b>

(--) indicates missing response.

Compared to how IAs are assigned at the elementary school level, districts reported assigning fewer IAs at the middle school level overall for either purpose and in either setting. As in elementary, the most frequent purpose for assigning IAs was to provide native language support in ELL programs and general education settings, as reported by 29 districts. Providing support other than native language, whether in ELL programs or general education settings was reported by a total of 20 member districts. Only five districts reporting assigning IAs to provide support in special education. Table 23 shows the individual district responses.

**Table 23. Instructional Aids to Support ELLs in Middle Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✓	✓	✓	✓	✓
30	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	
49	✓	✓	✓	✓	
44	✓	✓	✓	✓	--
53	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
61	✓	✓			--
46	✓	✓	--	--	--
68	✓	✓	--	--	--
35	✓		✓		
51	✓		✓		
6	✓		✓		
57	✓		✓		--
34	✓		✓		--
43	✓		✓	--	--
102	✓				--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
29	✓	--	--	--	--
20	✓	--	--	--	--
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
7		✓		✓	--
12		✓			
40		✓	--	--	--

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
10			✓		
8			✓		
33			✓		
32			✓		--
27					✓
9					
15					
71					
76					
2					--
28					--
55					--
58			--	--	--
96			--	--	--
19	--	✓	✓	--	--
41	--	✓			--
66	--	✓	--	--	--
77	--	--	--	--	✓
<b>Total Districts Reporting "Yes"</b>	<b>24</b>	<b>19</b>	<b>20</b>	<b>12</b>	<b>5</b>
<b>"Yes" as % of Total Responses</b>	<b>50.0%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>25.0%</b>	<b>10.4%</b>

(--) indicates missing response.

The assignment of IAs at the high school level, as reported by member districts, is similar to the IA assignments in middle school. A total of 28 districts reported assigning IAs to provide native language support in ELL programs (48 percent) or in general education settings (42 percent). IAs providing other than native language support in ELL programs was reported by 40 percent of districts. In general education, IAs providing other than native language support was reported by 30 percent of responding districts. Around 10 percent of reporting districts reported placing instructional aids in special education settings. Table 24 provides district-specific responses on how IAs are assigned to support ELLs in high school.

**Table 24. Instructional Aids to Support ELLs in High Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	
97	✓	✓	✓	✓	
34	✓	✓	✓	✓	--
44	✓	✓	✓	✓	--
53	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
19	✓	✓		✓	--
46	✓	✓	--	--	--
68	✓	✓	--	--	--
6	✓		✓		
35	✓		✓		
51	✓		✓		
71	✓		✓		
57	✓		✓		--
43	✓		✓	--	--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
20	✓	--	--	--	--
29	✓	--	--	--	--
12		✓			
61		✓			
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
7		✓		✓	--
40		✓	--	--	--
8			✓		
10			✓		
33			✓		
32			✓		--
27					✓
9					
15					

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
76					
2					--
28					--
55					--
102					--
58			--	--	--
96			--	--	--
41	--	✓			--
66	--	✓	--	--	--
30	--	--	✓	✓	
77	--	--	--	--	
<b>Total Districts Reporting "Yes"</b>	<b>23</b>	<b>19</b>	<b>20</b>	<b>14</b>	<b>5</b>
<b>"Yes" as % of Total Responses</b>	<b>47.9%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>29.2%</b>	<b>10.4%</b>

(--) indicates missing response.

## Professional Development

Professional development is one of the largest expenditures of categorical funding, such as Title III funds. Building on the 2013 report, the most recent survey asked districts about an expanded range of instructional staff and administrators to whom they provided professional development on serving ELLs. In the 2013 report, we included a “other teachers” category that was further disaggregated into “general education” and “special education” teachers for the 2017 survey. The survey asked districts to indicate whether they provided professional development to the following staff—

- ESL/bilingual education teachers,
- general education teachers,
- instructional coaches/teachers on special assignment,
- principals,
- special education teachers, and
- paraprofessionals.

The survey also asked districts about the topics of the ELL-related professional development provided. A total of 55 districts responded to the professional development questions but not all were able to concretely respond to the number of staff who received professional development. In several instances, the district response was “unknown” to the question on the number of individuals who received ELL-related professional development.

The table below illustrates only the instances in which districts provided a numerical response to the survey question. Blank cells are shown for districts that responded ‘unknown,’ ‘zero,’ or no response. These districts are included in the denominator for determining the percentage of responses.

### Instructional Personnel who Received ELL-Related Professional Development (N=55 Districts)

Whereas the 2013 survey only collected data on professional development participation for five types of instructional personnel, the current survey expanded data collection to six types of personnel. Data from the 55 responding districts show an increase in the percentage of districts providing ELL-related professional development across almost all categories. Specifically, in comparison to the 2013 responses, the following changes were noted—

- The 2013 report showed that 56 percent of the reporting districts provided ELL-related professional development to principals (22 out of 39 districts). This percentage rose to 71 percent of responding districts in the 2017 survey (39 out of 55 districts).
- The 2013 report showed that 46 percent of the reporting districts provided ELL-related professional development to paraprofessionals (18 out of 39 districts). This percentage rose to 53 percent of responding districts in the 2017 survey (29 out of 55 districts).

- The percentage of districts that indicated ESL/bilingual teachers received ELL-related professional development remained constant. For ESL/bilingual teachers, the 2013 report showed 84 percent of reporting districts (33 out of 39) provided such professional development, similar to 82 percent (45 out of 55) of districts in 2017.

Table 25 shows the district-by-district information on staff who received ELL-related professional development in SY 2015-16. District responses that indicated no attendance or uncertain attendance are shown as blank cells in the respective staff category. For purposes of percentage calculations, we include districts that responded to the question, even if to indicate that the number of attendees was unknown.

**Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 (N=55 Districts)**

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches / Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
3	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓
26	✓	✓	✓	✓	✓	✓
34	✓	✓	✓	✓	✓	✓
44	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓
96	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓
35	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓
65	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	
27	✓	✓	✓	✓	✓	
61	✓	✓	✓	✓	✓	
67	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓		✓
52	✓	✓	✓	✓		✓
460	✓	✓	✓	✓		
63	✓	✓	✓	✓		
47	✓	✓	✓	✓		
33	✓	✓	✓	✓		✓
29	✓	✓	✓	✓		
40	✓	✓	✓			✓
10	✓	✓	✓		✓	✓

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches / Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
13	✓	✓	✓		✓	✓
48	✓	✓		✓	✓	✓
37	✓	✓		✓	✓	
68	✓	✓		✓		✓
28	✓	✓		✓		
46	✓	✓				✓
2	✓	✓				
30	✓	✓		✓	✓	✓
16	✓	✓		✓	✓	
49	✓	✓		✓	✓	
51	✓	✓		✓		✓
76	✓	✓		✓		--
19	✓	✓		✓	✓	✓
431	✓	✓		✓	✓	
41	✓	✓		✓		
102	✓	✓				
18	✓		✓	✓		✓
1	✓					✓
77		✓	✓	✓		
66						✓
53						
8						
12						
15						
55						
57						
58						
11						
<b>Total</b>	<b>45</b>	<b>44</b>	<b>30</b>	<b>39</b>	<b>27</b>	<b>29</b>
<b>% of Resp.</b>	<b>81.8%</b>	<b>80.0%</b>	<b>54.5%</b>	<b>70.9%</b>	<b>49.1%</b>	<b>52.7%</b>

### Professional Development Content (N=53 Districts)

Fifty-three districts responded on the content or focus of the ELL-related professional development provided over three years from SY 2013-14 through SY 2015-16. The table focuses on the 35 districts that provided data on all professional development topics in each of the three survey years. All percentages are based on the 35-district sample.



The data shown in Table 26 indicates that for 94 to 100 percent of responding districts, the top five areas of content for ELL-related professional development focused on general instructional strategies in support of ELLs, including providing access to content matter, language acquisition, literacy, support for newcomers, and strategies to increase rigor. Between SY 2013-14 and SY 2015-16, there were some notable increases in the number of districts offering specific content. For instance—

- the largest jump—11 districts—was in professional development content related to supporting newcomers and students with interrupted formal education (SIFE);
- the second largest increase was eight additional districts offering professional development on ELL-specific instructional strategies to raise rigor; and
- the third largest increase was seven additional districts offering professional development on instructional strategies to support ELLs with special needs.

Finally, three topics were each offered by five additional districts—literacy/ELA, instructional strategies to support ELLs in math and science, and development and selection of instructional materials.

**Table 26. ELL-Related Professional Development Content by Percentage of Districts Reporting Topic, SY 2013-14 to SY 2015-16 (N=35 Districts)**  
*Sorted by Percentage of Districts in SY 2015-16*

	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>
	# of Districts (% of Districts)	# of Districts (% of Districts)	# of Districts (% of Districts)
<b>ELL-specific instructional strategies for accessing all content areas</b>	33 (94.3%)	34 (97.1%)	35 (100.0%)
<b>Literacy/ELA</b>	30 (85.7%)	34 (97.1%)	35 (100.0%)
<b>Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)</b>	23 (65.7%)	33 (94.3%)	34 (97.1%)
<b>Language acquisition</b>	33 (94.3%)	33 (94.3%)	33 (94.3%)
<b>ELL-specific instructional strategies for rigor</b>	25 (71.4%)	28 (80.0%)	33 (94.3%)
<b>Use of achievement data</b>	29 (82.9%)	30 (85.7%)	32 (91.4%)
<b>Lau compliance/legal requirements</b>	29 (82.9%)	30 (85.7%)	31 (88.6%)
<b>Assessment protocols</b>	26 (74.3%)	26 (74.3%)	30 (85.7%)
<b>Use of instructional technology</b>	26 (74.3%)	26 (74.3%)	30 (85.7%)
<b>ELL program models</b>	27 (77.1%)	27 (77.1%)	29 (82.9%)
<b>Use of leveled instructional materials</b>	27 (77.1%)	29 (82.9%)	28 (80.0%)
<b>Instructional strategies to support ELLs in math or science</b>	23 (65.7%)	26 (74.3%)	28 (80.0%)
<b>Instructional strategies to support ELLs with special needs</b>	18 (51.4%)	21 (60.0%)	23 (65.7%)
<b>Development and selection of rigorous materials</b>	17 (48.6%)	20 (57.1%)	22 (62.9%)
<b>Development of assessment items</b>	12 (34.3%)	14 (40.0%)	15 (42.9%)

Table 27 shows the individual district array of topics offered for ELL-related professional development in SY 2015-16 for a total of 54 districts that submitted complete responses.

**Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts)**

Topic District ID	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance/legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
48	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
63	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
58	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
67	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
43	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
55	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
12	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				
76	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			
40	✓	✓	✓	✓	✓	✓	✓	✓	✓						
16	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	

Topic	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance /legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
District ID															
431	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
47	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		
61	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	
28	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	
6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	
53	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	
66	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓		✓
8	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
65	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
10	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓
460	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			
51	✓	✓	✓	✓	✓			✓	✓		✓			✓	
34	✓	✓	✓	✓		✓	✓	✓		✓		✓			✓
77	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓		
57	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
52	✓	✓	✓	✓		✓	✓		✓	✓					
29	✓	✓	✓	✓				✓		✓	✓	✓			
41	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	
33	✓	✓	✓		✓	✓			✓			✓			
96	✓	✓		✓	✓	✓	✓		✓	✓	✓				
26	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	
27	✓	✓			✓	✓	✓	✓	✓						
46	✓	✓				✓	✓			✓					
1	✓		✓	✓	✓	✓		✓		✓		✓			
30										✓					
<b>Total</b>	<b>53</b>	<b>52</b>	<b>49</b>	<b>48</b>	<b>47</b>	<b>47</b>	<b>46</b>	<b>45</b>	<b>43</b>	<b>43</b>	<b>41</b>	<b>41</b>	<b>30</b>	<b>30</b>	<b>17</b>
<b>% of Resp.</b>	<b>98.1%</b>	<b>96.3%</b>	<b>90.7%</b>	<b>88.9%</b>	<b>87.0%</b>	<b>87.0%</b>	<b>85.2%</b>	<b>83.3%</b>	<b>79.6%</b>	<b>79.6%</b>	<b>75.9%</b>	<b>75.9%</b>	<b>55.6%</b>	<b>55.6%</b>	<b>31.5%</b>

## Title III Funds Allocation

The vast majority of ELLs in the U.S. are in educational programs that receive supplemental support in the form of federal Title III funds. The Title III Biennial Report to Congress (SY 2012-14) indicates that 4.5 of the 4.9 million ELLs in SY 2013-14 participated in Title III-funded activities.<sup>59</sup> In other words, about 92 percent of ELLs in the U.S. participated in Title III-funded activities.

The percentage of ELLs served with Title III funds, as reported by 58 Council member districts, was very similar to the 92 percent reported nationwide. Table 28 shows the percentage of ELLs served by Title III for SY 2014-15 and SY 2015-16 in each of the 57 reporting districts. The variance reflects the local decisions districts make with regard to how to utilize Title III funds within state-determined guidelines:

**Table 28. Number of ELLs Served using Title III Funds between SY 2015-16 and SY 2015-16  
(N=57 Districts)**

Sorted by Percent Change between SY 2014-15 and SY 2016-17

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Anchorage	1,020	1,290	1,780	760	74.5%	30%
Columbus	5,200	6,200	8,064	2,864	55.1%	100%
Jackson	233	281	332	99	42.5%	100%
Jefferson County	5,336	5,981	6,880	1,544	28.9%	99%
Norfolk	639	854	803	164	25.7%	80%
Baltimore	3,621	4,002	4,508	887	24.5%	100%
Birmingham	698	811	850	152	21.8%	--
Metropolitan Nashville	12,167	13,547	14,753	2,586	21.3%	100%
Broward County	27,048	28,122	32,724	5,676	21.0%	100%
Dayton	800	850	962	162	20.3%	--
Duval County	5,589	6,028	6,638	1,049	18.8%	100%
Pittsburgh	778	702	905	127	16.3%	100%
Charlotte-Mecklenburg	17,146	16,938	19,794	2,648	15.4%	100%
District of Columbia	5,200	5,400	6,000	800	15.4%	--
Orange County	26,523	28,447	30,002	3,479	13.1%	100%
Richmond	1,807	1,915	2,018	211	11.7%	92%
San Francisco	3,349	3,517	3,740	391	11.7%	30%

<sup>59</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Des Moines	6,162	6,582	6,804	642	10.4%	100%
Oakland	9,557	10,700	10,500	943	9.9%	87%
Guilford County	5,573	5,322	6,122	549	9.9%	100%
Bridgeport	3,100	3,200	3,400	300	9.7%	--
Seattle	6,194	6,490	6,790	596	9.6%	100%
Pinellas County	6,091	6,520	6,623	532	8.7%	100%
Kansas City	3,500	3,400	3,800	300	8.6%	100%
Houston	69,428	70,904	74,263	4,835	7.0%	100%
Hillsborough County	29,303	29,911	31,334	2,031	6.9%	100%
Palm Beach County	24,293	27,964	25,950	1,657	6.8%	100%
Indianapolis	3,300	3,300	3,500	200	6.1%	70%
Salt Lake City	6,975	7,006	7,389	414	5.9%	100%
Wichita	9,316	9,550	9,846	530	5.7%	100%
Cleveland	3,135	3,165	3,282	147	4.7%	100%
El Paso	15,869	16,303	16,565	696	4.4%	100%
Omaha	7,534	7,285	7,862	328	4.4%	100%
Philadelphia	12,492	12,951	13,000	508	4.1%	100%
Dallas	67,213	68,019	69,815	2,602	3.9%	100%
Clark County	58,792	62,050	60,912	2,120	3.6%	99%
Buffalo	5,549	5,545	5,740	191	3.4%	100%
St. Louis	2,298	2,330	2,352	54	2.3%	100%
Austin	27,784	28,245	28,299	515	1.9%	100%
Arlington (TX)	16,594	16,413	16,823	229	1.4%	100%
Fort Worth	26,904	26,940	26,979	75	0.3%	100%
Oklahoma City	13,635	13,617	13,614	-21	-0.2%	100%
Tulsa	7,380	7,153	7,365	-15	-0.2%	100%
Atlanta	1,935	1,929	1,926	-9	-0.5%	100%
Boston	6,449	6,042	6,346	-103	-1.6%	43%
San Antonio	10,176	10,081	9,943	-233	-2.3%	--
Miami-Dade County	74,224	67,946	72,256	-1,968	-2.7%	100%
Shelby County	9,815	9,209	9,510	-305	-3.1%	100%
Denver	29,387	29,690	28,266	-1,121	-3.8%	100%
Milwaukee	8,992	9,308	8,388	-604	-6.7%	100%
Minneapolis	8,474	7,955	7,840	-634	-7.5%	99%
San Diego	27,600	26,900	25,500	-2,100	-7.6%	95%
Hawaii	15,340	14,480	13,637	-1,703	-11.1%	100%
Fresno	17,378	16,269	15,346	-2,032	-11.7%	94%

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Albuquerque	14,958	14,577	12,997	-1,961	-13.1%	89%
Los Angeles	137,089	118,788	119,039	-18,050	-13.2%	84%
St. Paul	14,611	12,560	12,654	-1,957	-13.4%	100%

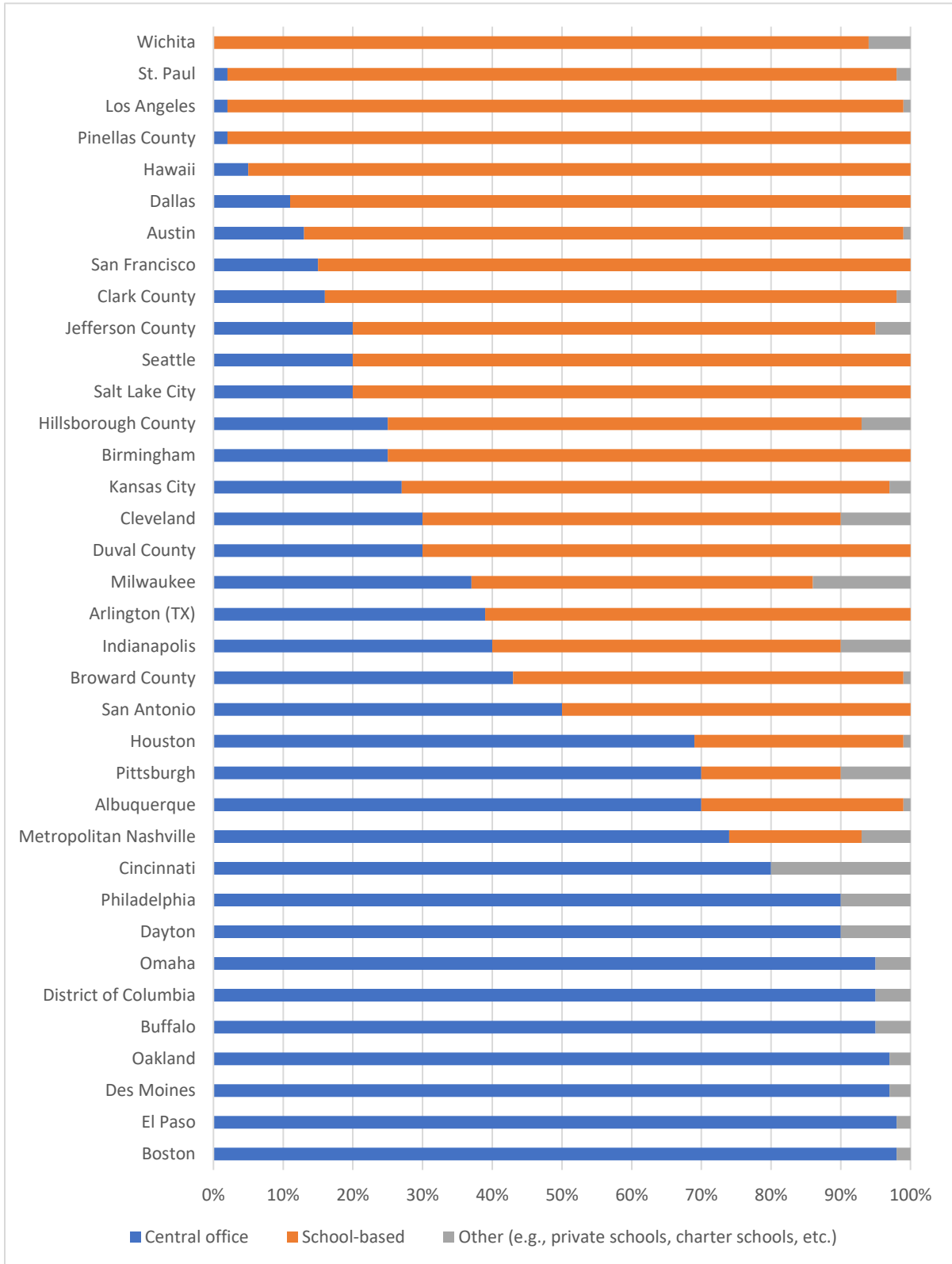
(--) Insufficient data to determine.

A total of 55 member districts reported how they handle the expenditure of Title III funds. Of these Council-member districts, two reported that they distribute 100 percent of the Title III funds directly to the schools (Guilford County and Richmond), and 17 districts indicated that 100 percent of Title III expenditures are determined at the central office—

- Anchorage
- Minneapolis
- San Diego
- Atlanta
- Norfolk
- Miami-Dade County
- Baltimore
- Oklahoma City
- Shelby County
- Columbus Denver
- Orange County
- Tulsa
- Fort Worth
- Palm Beach County
- Fresno
- Jackson

District-specific responses are provided in Figure 43, showing the percentage of Title III funds that are expended at the central office, the percentage allocated directly to schools and, in some instances, allocated to charter or private schools. Title III of ESEA as amended by ESSA does not require that funds be entirely distributed to schools; it provides discretion to school districts for which priorities they expend Title III funds. The variance shown in Figure 43, therefore, is a reflection of differing approaches that school districts take in supplementing and improving instructional programs and services for ELLs.

**Figure 43. School District Distribution of Title III Expenditures, SY 2016-17**  
*Excludes Districts with 100% Central- or School-based Distribution*





## Conclusion

This report was based on an extensive survey of members of the Council of the Great City Schools in 2017. The survey asked for detailed information on the numbers of English language learners (ELLs) in each of our Great City School districts, the languages students spoke, and numbers of these students who also needed special education services. In addition, the report contains new data on the share of ELLs who remain in ELL programs for over six years. The survey also asked for information on state requirements for instructional staff serving ELLs and district efforts on the recruitment, hiring, and evaluation of such staff. Moreover, the report presents updated information on English language proficiency on state and local assessments. The report also analyzes NAEP performance on ELLs, and it includes three indicators from the Council's Academic KPIs to assess how these students are doing.

Significantly, the report takes up the thorny issue about how many ELLs there are nationwide and in our Great City Schools. It was clear from the best available data that there are some five million ELLs nationwide enrolled in the country's K-12 public schools. Approximately 25 percent of these students attend one of the Great City School districts. Data also show that ELLs are among the fastest growing groups in our urban districts, now accounting for over 17 percent of total urban school enrollment. In 56-member districts, ELL enrollment either remained steady or outpaced non-ELL enrollment. At the same time, data in the report indicate that the number of urban districts whose ELL enrollment comprises between 20 and 30 percent of total enrollment has more than doubled in the last few years.

The data in this new report also show that not only are the numbers of ELLs increasing, but their diversity is as well. The number of languages, for instance, that appear in the top five most frequently spoken across the membership has jumped from 38 languages in 2013 to 50 in 2017. Nonetheless, some 92.4 percent of all ELLs in the member districts speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. Still, numerous districts have 100 or more languages spoken in their schools. This language diversity tests the ability of these and other school systems to (a) find instructional materials and staff resources to teach children in their home languages, and (b) implement effective instructional approaches that reflect rigorous standards and effectively address the English-acquisition needs of all.

It was also clear from the report's data that in over 35 districts more than 10 percent of ELLs remained in language acquisition program for six or more years. In fact, in six of these districts, over 30 percent of ELLs were deemed Long-Term ELLs.

The new survey information also show that districts continue to use a variety of efforts to recruit qualified teachers for ELLs. Partnerships with higher education institutions, "grow your own" programs, and alternative certification programs were the most commonly used, according to respondents. The fastest increasing, however, was the use of alternative certification programs to fill ELL teacher vacancies. In addition, over 60 percent of districts evaluated their bilingual and ESL teachers on their instruction of ELL students, but fewer districts incorporated ELL components in the evaluation of general education or special education teachers. Even fewer reported that they evaluated principals or assistant principals on the quality or effectiveness of ELL instruction.

The report's new data also showed substantial variation in English proficiency. This was due in part to the fact that districts use differing assessments that do not measure the same things on the same scales for the same purposes. The largest number of districts reported that they assessed English proficiency on six levels, but these levels were not necessarily the same nor did they use identical cut-scores to determine which level a student was at. Three districts each reported using 3, 4, or 5 levels—adding to the complexity. Consequently, the data do not lend themselves to comparisons from one district to another. Program exit criteria also differ from one locale to another.

To avoid some of these problems, we used the large city variable from the National Assessment of Education Progress (NAEP) as a proxy for all ELLs in Council-member districts. The results showed persistent gaps in reading and mathematics between ELLs and non-ELLs, gaps that were further defined by whether a student was FRPL-eligible or was a former ELL. ELLs who were FRPL-eligible tended to score at the lowest levels, while former ELL often performed above students who had never been ELL. Finally, we examined Academic KPI data on absentee rates, course failures in grade 9, and Algebra I completion rates by grade 9, comparing ELL results to non-ELL data. In general, the results showed that ELLs were more likely to have failed one or more courses in grade 9, but they were just as likely to have completed Algebra I by the end of grade 9.

Furthermore, some 55 districts provided information on how they allocated their Title III funds—whether they spent the funds centrally or allocated them to schools for spending. Only two districts distributed all their Title III funds to the schools, while 17 districts held 100 percent at the central office level. The remaining 36 districts showed considerable variety in how they prioritized and managed Title III funds. Finally, some 55 districts provided data on their ELL-related professional development for district staff. Compared to SY 2009-10 when the Council prepared its initial report, 17 more districts offered to principals ELL-related professional development. Frequently listed content included how to work with students with interrupted formal education (SIFE), ELL-strategies to raise rigor, and meeting the needs of ELLs in special education.

The overall picture painted in the report suggests that ELLs are increasing their share of the overall enrollment in many larger urban districts. At the same time, data show that policy and programmatic changes by many states have not kept pace. For instance, state requirements on credentialing of teachers working with ELLs remain poorly defined. ELL teacher recruitment data are about the same as they were when the Council conducted its initial report. And staff evaluations with ELL components continue to lag. In addition, local-level performance data show a continuing need for better results. Algebra I completion rates and course failure data suggest that many ELLs lack access to instructional rigor or adequate instructional and social supports. Moreover, the large number of districts that have more than 10 percent of their ELLs remaining in programs for more than six years signals that many do not acquire English at an acceptable speed or do not have access to the instructional content they need to succeed in any language.

## Appendix A. Full Names of Council Member School Districts

Districts that Submitted Responses (51)	Districts that did not Submit Responses (23)
<p>Albuquerque Public Schools  Anchorage School District  Arlington Independent School District  Atlanta Public Schools  Austin Independent School District  Baltimore City Public Schools  Boston Public Schools  Broward County Public Schools  Charlotte-Mecklenburg Schools  Clark County School District  Cleveland Metropolitan School District  Columbus City Schools  Dallas Independent School District  Denver Public Schools  Des Moines Public Schools  El Paso Independent School District  Fort Worth Independent School District  Fresno Unified School District  Guilford County Schools  Hawaii State Department of Education  Hillsborough County Public Schools  Houston Independent School District  Indianapolis Public Schools  Jackson Public Schools  Jefferson County Public Schools  Kansas City Public Schools  Los Angeles Unified School District  Metropolitan Nashville Public Schools  Miami-Dade County Public Schools  Milwaukee Public Schools  Minneapolis Public Schools  Norfolk Public Schools  Oakland Unified School District  Oklahoma City Public Schools  Omaha Public Schools  Orange County Public Schools  Pinellas County Public Schools  Pittsburgh Public Schools  Richmond Public Schools  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  The School District of Palm Beach County  The School District of Philadelphia  Tulsa Public Schools  Wichita Public Schools</p>	<p><b><u>Partial Responses (9)</u></b>  Birmingham City Schools  Bridgeport Public Schools  Buffalo Public Schools  Chicago Public Schools  Cincinnati Public Schools  Dayton Public Schools  District of Columbia Public Schools  Duval County Public Schools  Sacramento City Unified School District</p> <p><b><u>No Response (10)</u></b>  Detroit Public Schools Community District  Long Beach Unified School District  New Orleans Public Schools  New York City Department of Education  Newark Public Schools  Portland Public Schools  Providence Public School District  Rochester City School District  Santa Ana Unified School District  Toledo Public Schools</p> <p><b><u>Joined the Council after Data Collection (5)</u></b>  Aurora Public Schools  Charleston County School District  Puerto Rico Department of Education  Stockton Unified School District  Toronto District School Board</p>

\* Not a Council-member district by completion of report

## Appendix B. District-reported Total and ELL Enrollment (N=54 Districts)

The following table shows the total and ELL official fall count enrollments that were reported to the Council for SY 2013-14 to SY 2015-16.

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Albuquerque	87,196	15,587	86,425	14,958	85,988	14,577
Anchorage	47,583	5,794	47,437	5,892	47,621	6,032
Arlington (TX)	60,197	14,564	59,791	14,610	59,274	14,455
Atlanta	49,023	1,558	50,032	1,596	50,399	1,559
Austin	79,882	20,116	79,596	20,790	78,377	20,561
Baltimore	79,967	2,936	80,165	3,411	78,975	3,642
Boston	51,877	15,008	51,771	14,859	50,993	14,912
Broward County <sup>60</sup>	257,854	24,150	260,264	27,048	263,273	28,122
Buffalo	31,366	4,080	31,683	4,390	30,865	4,486
Charlotte-Mecklenburg	142,751	14,460	144,320	15,404	145,541	16,002
Chicago	376,874	56,628	373,810	58,862	369,730	59,555
Clark County	316,313	52,452	319,257	58,792	321,199	61,535
Cleveland	40,360	3,135	44,573	3,165	41,632	3,282
Columbus	55,528	3,035	56,063	2,523	56,881	1,477
Dallas	150,042	59,424	150,462	61,968	148,276	62,615
Denver	81,506	27,103	84,370	24,585	85,688	23,920
Des Moines	31,511	5,769	31,654	6,163	31,883	6,580
Duval County	126,263	4,864	126,402	5,588	126,010	5,638
El Paso	58,903	14,183	57,979	14,697	57,180	15,202
Fort Worth	79,829	23,564	80,785	24,589	81,781	24,711
Fresno	70,837	17,434	70,259	17,783	70,420	16,280
Guilford County	72,388	5,228	72,191	4,805	71,908	5,196
Hawaii	185,039	14,044	180,564	13,064	180,009	12,093
Hillsborough County	211,595	26,467	205,364	24,691	210,801	25,392
Houston	194,311	55,023	199,023	57,102	199,813	57,987
Indianapolis	29,997	4,979	29,714	5,448	28,388	5,035
Jackson	28,417	249	28,086	233	26,979	281
Jefferson County	96,432	6,249	96,894	6,523	97,121	6,973
Kansas City	14,204	3,436	14,331	3,526	14,705	3,482
Los Angeles	545,832	130,775	541,519	137,089	517,001	118,788
Metropolitan Nashville	80,362	9,866	81,587	10,116	83,101	12,980
Miami-Dade County	346,968	73,540	347,712	74,224	348,062	67,946
Milwaukee	70,614	7,078	69,878	7,114	68,678	7,123
Minneapolis	35,400	7,803	35,489	8,474	35,801	7,955

<sup>60</sup> The reported figures are benchmark enrollment counts from the 10<sup>th</sup> day of school.

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Norfolk	30,337	805	30,101	1,065	29,976	1,010
Oakland	36,690	11,375	36,959	12,061	36,977	12,060
Oklahoma City	37,675	12,276	38,010	12,603	40,131	12,609
Omaha	48,524	7,000	49,427	7,534	49,359	7,285
Orange County	186,672	24,797	191,168	26,523	196,635	28,447
Palm Beach County	169,484	17,845	170,147	18,371	170,619	19,139
Philadelphia	131,894	12,100	130,075	12,492	131,698	12,951
Pinellas County	103,069	5,498	103,107	6,055	102,834	6,245
Pittsburgh	24,331	738	23,882	778	23,352	693
Richmond	22,022	1,795	22,225	2,116	22,044	2,192
Salt Lake City	26,120	6,975	25,772	7,006	25,634	7,389
San Antonio	53,035	10,255	53,701	10,203	53,035	10,119
San Diego	110,834	28,988	109,087	27,586	107,291	26,878
San Francisco	53,844	13,316	52,975	15,220	52,754	12,452
Seattle	51,889	5,852	52,871	5,989	53,276	6,111
Shelby County	146,085	7,637	112,482	7,376	109,365	7,771
St. Louis	24,986	2,298	24,292	2,330	22,561	2,352
St. Paul	37,026	12,404	37,054	13,050	36,821	11,709
Tulsa	37,235	6,554	37,258	6,832	36,844	6,633
Wichita	47,527	8,566	47,699	8,812	46,826	9,005

## Appendix C. ELL and Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Albuquerque	16,082	95,965	--	95,934	14,977	96,572	15,827	95,415	16,253	94,318	16,209	94,083	15,556	93,202	15,167	93,001	15,960	90,566
Anchorage	5,282	48,857	4,246	48,837	5,400	49,592	5,351	49,206	5,291	48,765	5,654	48,790	5,804	48,159	5,888	48,089	6,032	48,324
Arlington (TX)	4,845	62,863	10,173	63,045	10,388	63,487	10,211	64,484	10,972	64,703	11,589	65,001	12,147	64,688	14,610	63,882	14,592	63,210
Atlanta	1,494	49,991	1,343	49,032	1,475	48,909	1,505	49,796	1,654	50,009	1,624	49,558	1,508	50,131	1,590	51,145	2,123	51,500
Aurora	11,804	33,563	12,525	35,523	13,235	36,967	13,537	38,605	13,778	39,696	13,956	39,835	14,456	40,877	14,068	41,729	13,684	42,249
Austin	10,906	82,564	21,994	83,483	22,292	84,676	22,030	85,697	21,751	86,528	21,728	86,516	21,321	85,372	20,360	84,564	20,561	83,648
Baltimore	--	81,284	--	82,266	1,810	82,866	2,140	83,800	2,496	84,212	3,043	84,747	3,005	84,730	3,460	84,976	3,722	83,666
Birmingham	600	28,266	543	27,440	584	26,721	41	25,914	523	25,091	--	25,104	609	24,858	683	24,449	811	24,693
Boston	10,730	56,168	6,124	55,923	6,599	55,371	7,712	56,037	15,653	55,027	15,649	55,114	15,022	54,300	14,894	54,312	14,907	53,885
Bridgeport	2,834	20,824	2,742	20,451	2,655	20,161	2,606	20,205	2,546	20,126	2,667	20,155	2,690	20,753	2,954	21,047	2,964	21,015
Broward County	26,151	258,893	25,540	256,351	24,400	256,137	24,316	256,472	24,143	258,478	25,022	260,226	26,323	262,666	28,139	266,265	30,130	269,098
Buffalo	2,819	35,677	2,830	34,538	3,236	34,526	3,501	33,543	3,643	32,723	3,879	32,762	4,220	34,854	4,551	35,234	4,582	33,345
Charleston	855	42,216	1,952	42,303	2,244	43,063	1,886	43,654	2,357	44,058	2,482	44,599	2,566	45,650	2,856	46,790	2,837	48,084
Charlotte-Mecklenburg	18,846	131,176	18,176	135,064	15,227	136,969	14,442	135,954	13,866	141,728	14,468	144,478	13,740	142,991	14,980	145,636	17,127	146,211
Chicago	75,108	407,510	72,722	421,430	51,992	407,157	56,993	405,644	53,786	403,004	64,260	395,948	65,489	396,641	69,091	392,558	60,257	387,311
Cincinnati	938	35,435	1,016	35,346	1,141	33,449	1,235	33,783	1,269	32,154	1,313	31,615	1,507	31,801	1,744	32,444	2,002	34,227
Clark County	31,737	309,051	59,782	312,761	51,579	307,059	67,877	314,059	68,577	313,398	53,155	316,778	52,744	320,532	59,400	324,093	61,688	325,990
Cleveland	2,792	52,954	2,715	49,952	2,466	48,392	2,459	44,974	2,598	42,805	2,737	39,813	2,764	38,562	2,982	39,365	3,107	39,410
Columbus	5,481	55,269	5,333	53,536	5,023	52,810	4,732	51,134	4,951	50,488	5,464	50,384	6,419	50,478	5,928	50,407	7,003	50,028
Dallas	24,794	157,804	51,439	157,352	52,405	157,111	54,506	157,162	56,650	157,575	57,446	158,932	59,070	159,713	56,508	160,253	62,575	158,604
Dayton	315	15,920	360	15,566	380	14,986	435	15,313	480	14,795	556	14,357	633	14,209	703	14,222	781	13,846
Denver	18,917	73,053	20,379	74,189	22,249	77,267	24,174	78,339	25,417	80,890	26,685	83,377	27,084	86,046	24,564	88,839	23,895	90,235
Des Moines	4,149	32,043	4,354	31,613	4,541	32,749	4,850	33,091	5,144	33,453	5,466	34,092	5,711	34,230	6,001	34,355	6,567	34,219
Detroit	7,693	107,874	6,690	97,577	6,722	90,499	6,875	77,757	6,522	67,064	5,190	49,239	5,540	49,043	5,868	47,277	5,569	46,616
District of Columbia	4,092	58,191	4,370	44,331	4,203	43,866	3,741	44,199	3,745	44,618	4,530	44,179	4,716	44,942	4,882	46,155	4,548	48,336
Duval County	3,808	124,740	3,497	122,606	3,661	122,586	3,828	123,997	3,844	125,429	4,173	125,686	4,416	127,653	4,835	128,685	5,589	129,192
El Paso	6,823	62,123	14,103	62,322	14,005	63,378	13,696	64,330	13,277	64,214	12,866	63,210	12,692	61,620	12,451	60,852	15,202	60,047

	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
District	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Fort Worth	21,539	78,857	22,562	79,285	21,637	80,209	21,728	81,651	21,913	83,109	23,472	83,503	24,593	84,588	23,412	85,975	24,711	87,080
Fresno	--	76,460	19,915	76,621	27,053	75,468	--	74,833	17,536	74,235	17,586	73,689	17,589	73,353	18,087	73,543	16,229	73,460
Guilford County	7,076	72,389	6,102	72,951	5,957	72,758	5,956	73,205	5,848	74,086	5,721	74,161	5,638	72,081	5,398	73,416	5,738	73,151
Hawaii	16,959	179,897	18,564	179,478	18,097	180,196	19,092	179,601	24,750	182,706	16,474	184,760	15,949	186,825	14,425	182,384	13,619	181,995
Hillsborough County	22,553	193,180	22,009	192,007	22,255	193,265	23,291	194,525	22,474	197,041	23,876	200,466	24,054	203,439	24,784	207,469	25,290	211,923
Houston	27,260	199,534	57,318	200,225	57,747	202,773	56,067	204,245	54,333	203,066	53,722	203,354	55,717	211,552	51,277	215,225	58,067	215,627
Indianapolis	3,679	35,257	3,695	34,050	3,880	33,372	3,901	33,079	4,026	31,999	4,045	29,806	4,492	30,813	4,754	31,794	4,386	31,371
Jackson	118	31,191	136	30,587	135	30,609	131	30,366	144	29,898	218	29,738	224	29,488	239	29,061	114	28,019
Jefferson County	4,497	95,871	4,959	98,774	4,895	98,808	5,135	97,331	5,302	99,191	5,850	100,316	6,216	100,529	6,445	100,602	6,772	100,777
Kansas City	--	25,094	2,361	19,788	3,105	18,839	3,520	17,326	3,582	16,610	3,625	16,832	3,426	15,230	3,525	15,386	3,483	15,724
Long Beach	--	88,186	20,715	87,509	26,736	86,283	--	84,812	20,746	83,691	17,512	82,256	19,277	81,155	18,500	79,709	17,879	77,812
Los Angeles	--	693,680	220,703	687,534	210,539	670,746	--	667,273	152,592	659,639	186,593	655,455	179,322	653,826	164,349	646,683	140,816	639,337
Metropolitan Nashville	7,105	73,715	7,618	74,312	7,926	75,080	8,437	78,782	8,697	80,393	9,013	81,134	10,186	82,806	11,722	84,069	12,913	85,598
Miami-Dade County	53,364	348,128	52,434	345,525	59,423	345,804	61,944	347,366	66,497	350,239	69,880	354,262	72,437	356,233	65,163	356,964	69,102	357,579
Milwaukee	8,210	86,819	7,301	85,381	7,996	82,096	8,125	80,934	7,772	79,130	7,666	78,363	7,418	78,516	6,648	77,316	7,246	75,749
Minneapolis	7,797	35,631	7,467	35,312	7,400	35,076	7,266	34,934	7,198	35,046	8,227	35,842	8,316	36,817	8,475	36,999	8,161	36,793
New Orleans	264	9,601	518	10,109	525	10,287	383	10,493	382	10,881	387	13,707	551	12,447	604	13,271	883	14,795
New York City	410,512	4,259,011	764,392	4,231,315	745,510	4,188,471	509,479	4,178,939	709,027	4,172,033	737,612	4,157,925	744,862	4,182,818	727,165	4,194,073	722,788	4,191,016
Newark	--	40,507	3,158	39,992	3,257	39,443	2,439	41,235	3,143	35,543	3,410	35,588	3,108	34,976	3,513	34,861	3,728	40,889
Norfolk	541	35,063	525	34,431	623	34,011	629	33,787	621	33,461	599	32,862	639	32,597	855	32,290	1,096	32,148
Oakland	--	46,431	14,257	46,516	18,465	46,099	--	46,586	14,274	46,377	14,324	46,463	14,483	47,194	15,543	48,077	12,058	49,098
Oklahoma City	9,633	40,985	--	41,089	10,686	42,549	12,170	42,989	12,775	43,212	13,472	44,720	13,427	40,913	13,683	41,074	12,668	40,823
Omaha	6,307	47,763	6,344	48,014	6,607	48,692	6,978	49,405	6,760	50,340	6,319	50,559	6,988	51,069	7,516	51,928	8,400	51,966
Orange County	33,974	174,142	33,758	172,257	30,032	173,259	28,370	176,008	28,311	180,000	25,021	183,066	24,771	187,092	26,508	191,648	28,537	196,951
Palm Beach County	18,422	170,883	17,487	170,757	18,117	172,897	18,433	174,663	18,698	176,901	20,248	179,514	20,527	182,895	21,153	186,605	22,391	189,322
Philadelphia	12,281	172,704	12,211	159,867	12,172	165,694	12,699	166,233	11,885	154,262	11,502	143,898	11,885	137,674	13,115	134,241	12,852	134,044
Pinellas County	3,752	107,892	3,799	106,061	4,136	105,238	4,260	104,001	4,598	103,776	5,059	103,590	5,592	103,411	6,053	103,774	6,255	103,495
Pittsburgh	405	27,680	403	27,945	356	27,945	451	27,982	547	26,653	629	26,292	721	26,041	755	24,657	749	24,083
Portland	5,086	46,262	5,042	45,024	4,776	45,748	4,644	45,818	5,155	46,930	3,948	46,748	3,224	47,323	3,631	47,806	3,664	48,345

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Providence	3,487	24,494	--	23,710	3,224	23,847	3,622	23,573	4,095	23,518	4,239	23,872	4,947	23,827	5,396	23,907	5,747	23,867
Richmond	683	23,754	750	23,177	954	22,994	1,034	23,454	967	23,336	1,273	23,649	1,173	23,775	1,810	23,957	2,369	23,980
Rochester	2,959	32,924	2,842	32,973	3,085	32,516	2,802	32,223	2,899	31,432	2,979	30,145	2,971	30,295	3,433	30,014	3,662	28,886
Sacramento	--	48,446	12,362	48,155	15,924	47,890	--	47,897	12,149	47,940	11,306	47,616	10,222	47,031	10,064	46,868	8,076	46,843
Salt Lake City	8,797	24,908	6,466	24,237	7,041	25,447	5,488	24,647	618	25,016	3,647	24,680	4,135	24,597	4,672	24,451	5,166	24,526
San Antonio	8,313	54,779	8,579	54,696	8,790	55,327	8,685	55,116	8,522	54,394	8,545	54,268	8,575	53,857	7,480	53,750	8,905	53,069
San Diego	--	131,577	38,743	132,256	37,161	131,417	--	131,785	36,453	131,044	29,524	130,271	33,877	130,303	32,471	129,779	28,963	129,380
San Francisco	--	55,069	16,851	55,183	20,872	55,140	--	55,571	17,083	56,310	14,196	56,970	16,136	57,620	16,227	58,414	15,142	58,865
Santa Ana	--	57,061	32,202	57,439	31,873	56,937	--	57,319	32,170	57,250	28,580	57,410	27,458	57,499	26,377	56,815	22,444	55,909
Seattle	5,167	45,581	5,368	45,968	4,168	46,522	5,609	47,735	4,857	49,269	4,583	50,655	4,600	50,509	5,989	52,834	6,426	53,317
Shelby County	--	--	--	--	--	--	--	--	--	--	--	--	7,699	149,832	7,341	115,810	7,655	114,487
St. Louis	--	27,616	1,285	27,421	2,050	26,311	1,810	25,084	1,764	24,665	1,681	32,364	1,687	27,017	1,780	30,831	1,823	28,960
St. Paul	14,739	40,107	15,727	38,938	13,903	38,531	--	38,316	13,257	38,310	8,851	38,419	12,491	38,228	13,006	37,969	11,792	37,698
Stockton	--	38,408	10,598	37,831	10,485	38,141	--	38,252	10,489	38,803	11,069	38,435	11,223	39,486	11,356	40,057	10,675	40,324
Toledo	529	28,251	419	26,516	379	25,699	314	24,283	321	23,115	342	22,107	331	21,669	350	21,836	349	22,053
Tulsa	5,158	41,271	--	41,195	5,454	41,493	5,692	41,501	6,534	41,199	6,916	41,076	7,150	40,152	7,380	39,999	6,633	39,455
Wichita	6,043	46,788	6,470	47,260	7,223	48,324	7,348	49,329	7,647	49,389	8,146	50,339	8,555	50,629	8,807	50,947	10,135	50,943

(--) denotes missing or unavailable data. Figures are from district-level reports and excludes adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>



## Appendix D. ELLs as Percentage of Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Albuquerque	16.76%	--	15.51%	16.59%	17.23%	17.23%	16.69%	16.31%	17.62%
Anchorage	10.81%	8.69%	10.89%	10.87%	10.85%	11.59%	12.05%	12.24%	12.48%
Arlington (TX)	7.71%	16.14%	16.36%	15.83%	16.96%	17.83%	18.78%	22.87%	23.08%
Atlanta	2.99%	2.74%	3.02%	3.02%	3.31%	3.28%	3.01%	3.11%	4.12%
Aurora	35.17%	35.26%	35.80%	35.07%	34.71%	35.03%	35.36%	33.71%	32.39%
Austin	13.21%	26.35%	26.33%	25.71%	25.14%	25.11%	24.97%	24.08%	24.58%
Baltimore	--	--	2.18%	2.55%	2.96%	3.59%	3.55%	4.07%	4.45%
Birmingham	2.12%	1.98%	2.19%	0.16%	2.08%	--	2.45%	2.79%	3.28%
Boston	19.10%	10.95%	11.92%	13.76%	28.45%	28.39%	27.66%	27.42%	27.66%
Bridgeport	13.61%	13.41%	13.17%	12.90%	12.65%	13.23%	12.96%	14.04%	14.10%
Broward County	10.10%	9.96%	9.53%	9.48%	9.34%	9.62%	10.02%	10.57%	11.20%
Buffalo	7.90%	8.19%	9.37%	10.44%	11.13%	11.84%	12.11%	12.92%	13.74%
Charleston	2.03%	4.61%	5.21%	4.32%	5.35%	5.57%	5.62%	6.10%	5.90%
Charlotte-Mecklenburg	14.37%	13.46%	11.12%	10.62%	9.78%	10.01%	9.61%	10.29%	11.71%
Chicago	18.43%	17.26%	12.77%	14.05%	13.35%	16.23%	16.51%	17.60%	15.56%
Cincinnati	2.65%	2.87%	3.41%	3.66%	3.95%	4.15%	4.74%	5.38%	5.85%
Clark County	10.27%	19.11%	16.80%	21.61%	21.88%	16.78%	16.46%	18.33%	18.92%
Cleveland	5.27%	5.44%	5.10%	5.47%	6.07%	6.87%	7.17%	7.58%	7.88%
Columbus	9.92%	9.96%	9.51%	9.25%	9.81%	10.84%	12.72%	11.76%	14.00%
Dallas	15.71%	32.69%	33.36%	34.68%	35.95%	36.15%	36.99%	35.26%	39.45%
Dayton	1.98%	2.31%	2.54%	2.84%	3.24%	3.87%	4.45%	4.94%	5.64%
Denver	25.89%	27.47%	28.79%	30.86%	31.42%	32.01%	31.48%	27.65%	26.48%
Des Moines	12.95%	13.77%	13.87%	14.66%	15.38%	16.03%	16.68%	17.47%	19.19%
Detroit	7.13%	6.86%	7.43%	8.84%	9.73%	10.54%	11.30%	12.41%	11.95%
District of Columbia	7.03%	9.86%	9.58%	8.46%	8.39%	10.25%	10.49%	10.58%	9.41%
Duval County	3.05%	2.85%	2.99%	3.09%	3.06%	3.32%	3.46%	3.76%	4.33%
El Paso	10.98%	22.63%	22.10%	21.29%	20.68%	20.35%	20.60%	20.46%	25.32%
Fort Worth	27.31%	28.46%	26.98%	26.61%	26.37%	28.11%	29.07%	27.23%	28.38%
Fresno	--	25.99%	35.85%	--	23.62%	23.87%	23.98%	24.59%	22.09%

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Guilford County	9.77%	8.36%	8.19%	8.14%	7.89%	7.71%	7.82%	7.35%	7.84%
Hawaii	9.43%	10.34%	10.04%	10.63%	13.55%	8.92%	8.54%	7.91%	7.48%
Hillsborough County	11.67%	11.46%	11.52%	11.97%	11.41%	11.91%	11.82%	11.95%	11.93%
Houston	13.66%	28.63%	28.48%	27.45%	26.76%	26.42%	26.34%	23.82%	26.93%
Indianapolis	10.43%	10.85%	11.63%	11.79%	12.58%	13.57%	14.58%	14.95%	13.98%
Jackson	0.38%	0.44%	0.44%	0.43%	0.48%	0.73%	0.76%	0.82%	0.41%
Jefferson County	4.69%	5.02%	4.95%	5.28%	5.35%	5.83%	6.18%	6.41%	6.72%
Kansas City	--	11.93%	16.48%	20.32%	21.57%	21.54%	22.50%	22.91%	22.15%
Long Beach	--	23.67%	30.99%	--	24.79%	21.29%	23.75%	23.21%	22.98%
Los Angeles	--	32.10%	31.39%	--	23.13%	28.47%	27.43%	25.41%	22.03%
Metropolitan Nashville	9.64%	10.25%	10.56%	10.71%	10.82%	11.11%	12.30%	13.94%	15.09%
Miami-Dade County	15.33%	15.18%	17.18%	17.83%	18.99%	19.73%	20.33%	18.25%	19.32%
Milwaukee	9.46%	8.55%	9.74%	10.04%	9.82%	9.78%	9.45%	8.60%	9.57%
Minneapolis	21.88%	21.15%	21.10%	20.80%	20.54%	22.95%	22.59%	22.91%	22.18%
New Orleans	2.75%	5.12%	5.10%	3.65%	3.51%	2.82%	4.43%	4.55%	5.97%
New York City	9.64%	18.07%	17.80%	12.19%	16.99%	17.74%	17.81%	17.34%	17.25%
Newark	--	7.90%	8.26%	5.91%	8.84%	9.58%	8.89%	10.08%	9.12%
Norfolk	1.54%	1.52%	1.83%	1.86%	1.86%	1.82%	1.96%	2.65%	3.41%
Oakland	--	30.65%	40.06%	--	30.78%	30.83%	30.69%	32.33%	24.56%
Oklahoma City	23.50%	--	25.11%	28.31%	29.56%	30.13%	32.82%	33.31%	31.03%
Omaha	13.20%	13.21%	13.57%	14.12%	13.43%	12.50%	13.68%	14.47%	16.16%
Orange County	19.51%	19.60%	17.33%	16.12%	15.73%	13.67%	13.24%	13.83%	14.49%
Palm Beach County	10.78%	10.24%	10.48%	10.55%	10.57%	11.28%	11.22%	11.34%	11.83%
Philadelphia	7.11%	7.64%	7.35%	7.64%	7.70%	7.99%	8.63%	9.77%	9.59%
Pinellas County	3.48%	3.58%	3.93%	4.10%	4.43%	4.88%	5.41%	5.83%	6.04%
Pittsburgh	1.46%	1.44%	1.27%	1.61%	2.05%	2.39%	2.77%	3.06%	3.11%
Portland	10.99%	11.20%	10.44%	10.14%	10.98%	8.45%	6.81%	7.60%	7.58%
Providence	14.24%	--	13.52%	15.37%	17.41%	17.76%	20.76%	22.57%	24.08%
Richmond	2.88%	3.24%	4.15%	4.41%	4.14%	5.38%	4.93%	7.56%	9.88%
Rochester	8.99%	8.62%	9.49%	8.70%	9.22%	9.88%	9.81%	11.44%	12.68%
Sacramento	--	25.67%	33.25%	--	25.34%	23.74%	21.73%	21.47%	17.24%
Salt Lake City	35.32%	26.68%	27.67%	22.27%	2.47%	14.78%	16.81%	19.11%	21.06%

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
San Antonio	15.18%	15.68%	15.89%	15.76%	15.67%	15.75%	15.92%	13.92%	16.78%
San Diego	--	29.29%	28.28%	--	27.82%	22.66%	26.00%	25.02%	22.39%
San Francisco	--	30.54%	37.85%	--	30.34%	24.92%	28.00%	27.78%	25.72%
Santa Ana	--	56.06%	55.98%	--	56.19%	49.78%	47.75%	46.43%	40.14%
Seattle	11.34%	11.68%	8.96%	11.75%	9.86%	9.05%	9.11%	11.34%	12.05%
Shelby County	--	--	--	--	--	--	5.14%	6.34%	6.69%
St. Louis	--	4.69%	7.79%	7.22%	7.15%	5.19%	6.24%	5.77%	6.29%
St. Paul	36.75%	40.39%	36.08%	--	34.60%	23.04%	32.68%	34.25%	31.28%
Stockton	--	28.01%	27.49%	--	27.03%	28.80%	28.42%	28.35%	26.47%
Toledo	1.87%	1.58%	1.47%	1.29%	1.39%	1.55%	1.53%	1.60%	1.58%
Tulsa	12.50%	--	13.14%	13.72%	15.86%	16.84%	17.81%	18.45%	16.81%
Wichita	12.92%	13.69%	14.95%	14.90%	15.48%	16.18%	16.90%	17.29%	19.89%

(--) denotes insufficient data to calculate. Original figures are from district-level reports and excludes adult education students. Percentages calculated by author using source data.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

## Appendix E. ELL and Non-ELL Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Albuquerque	16,082	79,883	--	--	14,977	81,595	15,827	79,588	16,253	78,065	16,209	77,874	15,556	77,646	15,167	77,834	15,960	74,606
Anchorage	5,282	43,575	4,246	44,591	5,400	44,192	5,351	43,855	5,291	43,474	5,654	43,136	5,804	42,355	5,888	42,201	6,032	42,292
Arlington (TX)	4,845	58,018	10,173	52,872	10,388	53,099	10,211	54,273	10,972	53,731	11,589	53,412	12,147	52,541	14,610	49,272	14,592	48,618
Atlanta	1,494	48,497	1,343	47,689	1,475	47,434	1,505	48,291	1,654	48,355	1,624	47,934	1,508	48,623	1,590	49,555	2,123	49,377
Aurora	11,804	21,759	12,525	22,998	13,235	23,732	13,537	25,068	13,778	25,918	13,956	25,879	14,456	26,421	14,068	27,661	13,684	28,565
Austin	10,906	71,658	21,994	61,489	22,292	62,384	22,030	63,667	21,751	64,777	21,728	64,788	21,321	64,051	20,360	64,204	20,561	63,087
Baltimore	--	--	--	--	1,810	81,056	2,140	81,660	2,496	81,716	3,043	81,704	3,005	81,725	3,460	81,516	3,722	79,944
Birmingham	600	27,666	543	26,897	584	26,137	41	25,873	523	24,568	--	--	609	24,249	683	23,766	811	23,882
Boston	10,730	45,438	6,124	49,799	6,599	48,772	7,712	48,325	15,653	39,374	15,649	39,465	15,022	39,278	14,894	39,418	14,907	38,978
Bridgeport	2,834	17,990	2,742	17,709	2,655	17,506	2,606	17,599	2,546	17,580	2,667	17,488	2,690	18,063	2,954	18,093	2,964	18,051
Broward County	26,151	232,742	25,540	230,811	24,400	231,737	24,316	232,156	24,143	234,335	25,022	235,204	26,323	236,343	28,139	238,126	30,130	238,968
Buffalo	2,819	32,858	2,830	31,708	3,236	31,290	3,501	30,042	3,643	29,080	3,879	28,883	4,220	30,634	4,551	30,683	4,582	28,763
Charleston	855	41,361	1,952	40,351	2,244	40,819	1,886	41,768	2,357	41,701	2,482	42,117	2,566	43,084	2,856	43,934	2,837	45,247
Charlotte-Mecklenburg	18,846	112,330	18,176	116,888	15,227	121,742	14,442	121,512	13,866	127,862	14,468	130,010	13,740	129,251	14,980	130,656	17,127	129,084
Chicago	75,108	332,402	72,722	348,708	51,992	355,165	56,993	348,651	53,786	349,218	64,260	331,688	65,489	331,152	69,091	323,467	60,257	327,054
Cincinnati	938	34,497	1,016	34,330	1,141	32,308	1,235	32,548	1,269	30,885	1,313	30,302	1,507	30,294	1,744	30,700	2,002	32,225
Clark County	31,737	277,314	59,782	252,979	51,579	255,480	67,877	246,182	68,577	244,821	53,155	263,623	52,744	267,788	59,400	264,693	61,688	264,302
Cleveland	2,792	50,162	2,715	47,237	2,466	45,926	2,459	42,515	2,598	40,207	2,737	37,076	2,764	35,798	2,982	36,383	3,107	36,303
Columbus	5,481	49,788	5,333	48,203	5,023	47,787	4,732	46,402	4,951	45,537	5,464	44,920	6,419	44,059	5,928	44,479	7,003	43,025
Dallas	24,794	133,010	51,439	105,913	52,405	104,706	54,506	102,656	56,650	100,925	57,446	101,486	59,070	100,643	56,508	103,745	62,575	96,029
Dayton	315	15,605	360	15,206	380	14,606	435	14,878	480	14,315	556	13,801	633	13,576	703	13,519	781	13,065
Denver	18,917	54,136	20,379	53,810	22,249	55,018	24,174	54,165	25,417	55,473	26,685	56,692	27,084	58,962	24,564	64,275	23,895	66,340
Des Moines	4,149	27,894	4,354	27,259	4,541	28,208	4,850	28,241	5,144	28,309	5,466	28,626	5,711	28,519	6,001	28,354	6,567	27,652
Detroit	7,693	100,181	6,690	90,887	6,722	83,777	6,875	70,882	6,522	60,542	5,190	44,049	5,540	43,503	5,868	41,409	5,569	41,047
District of Columbia	4,092	54,099	4,370	39,961	4,203	39,663	3,741	40,458	3,745	40,873	4,530	39,649	4,716	40,226	4,882	41,273	4,548	43,788
Duval County	3,808	120,932	3,497	119,109	3,661	118,925	3,828	120,169	3,844	121,585	4,173	121,513	4,416	123,237	4,835	123,850	5,589	123,603
El Paso	6,823	55,300	14,103	48,219	14,005	49,373	13,696	50,634	13,277	50,937	12,866	50,344	12,692	48,928	12,451	48,401	15,202	44,845

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Fort Worth	21,539	57,318	22,562	56,723	21,637	58,572	21,728	59,923	21,913	61,196	23,472	60,031	24,593	59,995	23,412	62,563	24,711	62,369
Fresno	--	--	19,915	56,706	27,053	48,415	--	--	17,536	56,699	17,586	56,103	17,589	55,764	18,087	55,456	16,229	57,231
Guilford County	7,076	65,313	6,102	66,849	5,957	66,801	5,956	67,249	5,848	68,238	5,721	68,440	5,638	66,443	5,398	68,018	5,738	67,413
Hawaii	16,959	162,938	18,564	160,914	18,097	162,099	19,092	160,509	24,750	157,956	16,474	168,286	15,949	170,876	14,425	167,959	13,619	168,376
Hillsborough County	22,553	170,627	22,009	169,998	22,255	171,010	23,291	171,234	22,474	174,567	23,876	176,590	24,054	179,385	24,784	182,685	25,290	186,633
Houston	27,260	172,274	57,318	142,907	57,747	145,026	56,067	148,178	54,333	148,733	53,722	149,632	55,717	155,835	51,277	163,948	58,067	157,560
Indianapolis	3,679	31,578	3,695	30,355	3,880	29,492	3,901	29,178	4,026	27,973	4,045	25,761	4,492	26,321	4,754	27,040	4,386	26,985
Jackson	118	31,073	136	30,451	135	30,474	131	30,235	144	29,754	218	29,520	224	29,264	239	28,822	114	27,905
Jefferson County	4,497	91,374	4,959	93,815	4,895	93,913	5,135	92,196	5,302	93,889	5,850	94,466	6,216	94,313	6,445	94,157	6,772	94,005
Kansas City	--	--	2,361	17,427	3,105	15,734	3,520	13,806	3,582	13,028	3,625	13,207	3,426	11,804	3,525	11,861	3,483	12,241
Long Beach	--	--	20,715	66,794	26,736	59,547	--	--	20,746	62,945	17,512	64,744	19,277	61,878	18,500	61,209	17,879	59,933
Los Angeles	--	--	220,703	466,831	210,539	460,207	--	--	152,592	507,047	186,593	468,862	179,322	474,504	164,349	482,334	140,816	498,521
Metropolitan Nashville	7,105	66,610	7,618	66,694	7,926	67,154	8,437	70,345	8,697	71,696	9,013	72,121	10,186	72,620	11,722	72,347	12,913	72,685
Miami-Dade County	53,364	294,764	52,434	293,091	59,423	286,381	61,944	285,422	66,497	283,742	69,880	284,382	72,437	283,796	65,163	291,801	69,102	288,477
Milwaukee	8,210	78,609	7,301	78,080	7,996	74,100	8,125	72,809	7,772	71,358	7,666	70,697	7,418	71,098	6,648	70,668	7,246	68,503
Minneapolis	7,797	27,834	7,467	27,845	7,400	27,676	7,266	27,668	7,198	27,848	8,227	27,615	8,316	28,501	8,475	28,524	8,161	28,632
New Orleans	264	9,337	518	9,591	525	9,762	383	10,110	382	10,499	387	13,320	551	11,896	604	12,667	883	13,912
New York City	410,512	3,848,499	764,392	3,466,923	745,510	3,442,961	509,479	3,669,460	709,027	3,463,006	737,612	3,420,313	744,862	3,437,956	727,165	3,466,908	722,788	3,468,228
Newark	--	--	3,158	36,834	3,257	36,186	2,439	38,796	3,143	32,400	3,410	32,178	3,108	31,868	3,513	31,348	3,728	37,161
Norfolk	541	34,522	525	33,906	623	33,388	629	33,158	621	32,840	599	32,263	639	31,958	855	31,435	1,096	31,052
Oakland	--	--	14,257	32,259	18,465	27,634	--	--	14,274	32,103	14,324	32,139	14,483	32,711	15,543	32,534	12,058	37,040
Oklahoma City	9,633	31,352	--	--	10,686	31,863	12,170	30,819	12,775	30,437	13,472	31,248	13,427	27,486	13,683	27,391	12,668	28,155
Omaha	6,307	41,456	6,344	41,670	6,607	42,085	6,978	42,427	6,760	43,580	6,319	44,240	6,988	44,081	7,516	44,412	8,400	43,566
Orange County	33,974	140,168	33,758	138,499	30,032	143,227	28,370	147,638	28,311	151,689	25,021	158,045	24,771	162,321	26,508	165,140	28,537	168,414
Palm Beach County	18,422	152,461	17,487	153,270	18,117	154,780	18,433	156,230	18,698	158,203	20,248	159,266	20,527	162,368	21,153	165,452	22,391	166,931
Philadelphia	12,281	160,423	12,211	147,656	12,172	153,522	12,699	153,534	11,885	142,377	11,502	132,396	11,885	125,789	13,115	121,126	12,852	121,192
Pinellas County	3,752	104,140	3,799	102,262	4,136	101,102	4,260	99,741	4,598	99,178	5,059	98,531	5,592	97,819	6,053	97,721	6,255	97,240
Pittsburgh	405	27,275	403	27,542	356	27,589	451	27,531	547	26,106	629	25,663	721	25,320	755	23,902	749	23,334
Portland	5,086	41,176	5,042	39,982	4,776	40,972	4,644	41,174	5,155	41,775	3,948	42,800	3,224	44,099	3,631	44,175	3,664	44,681

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Providence	3,487	21,007	--	--	3,224	20,623	3,622	19,951	4,095	19,423	4,239	19,633	4,947	18,880	5,396	18,511	5,747	18,120
Richmond	683	23,071	750	22,427	954	22,040	1,034	22,420	967	22,369	1,273	22,376	1,173	22,602	1,810	22,147	2,369	21,611
Rochester	2,959	29,965	2,842	30,131	3,085	29,431	2,802	29,421	2,899	28,533	2,979	27,166	2,971	27,324	3,433	26,581	3,662	25,224
Sacramento	--	--	12,362	35,793	15,924	31,966	--	--	12,149	35,791	11,306	36,310	10,222	36,809	10,064	36,804	8,076	38,767
Salt Lake City	8,797	16,111	6,466	17,771	7,041	18,406	5,488	19,159	618	24,398	3,647	21,033	4,135	20,462	4,672	19,779	5,166	19,360
San Antonio	8,313	46,466	8,579	46,117	8,790	46,537	8,685	46,431	8,522	45,872	8,545	45,723	8,575	45,282	7,480	46,270	8,905	44,164
San Diego	--	--	38,743	93,513	37,161	94,256	--	--	36,453	94,591	29,524	100,747	33,877	96,426	32,471	97,308	28,963	100,417
San Francisco	--	--	16,851	38,332	20,872	34,268	--	--	17,083	39,227	14,196	42,774	16,136	41,484	16,227	42,187	15,142	43,723
Santa Ana	--	--	32,202	25,237	31,873	25,064	--	--	32,170	25,080	28,580	28,830	27,458	30,041	26,377	30,438	22,444	33,465
Seattle	5,167	40,414	5,368	40,600	4,168	42,354	5,609	42,126	4,857	44,412	4,583	46,072	4,600	45,909	5,989	46,845	6,426	46,891
Shelby County	--	--	--	--	--	--	--	--	--	--	--	--	7,699	142,133	7,341	108,469	7,655	106,832
St. Louis	--	--	1,285	26,136	2,050	24,261	1,810	23,274	1,764	22,901	1,681	30,683	1,687	25,330	1,780	29,051	1,823	27,137
St. Paul	14,739	25,368	15,727	23,211	13,903	24,628	--	--	13,257	25,053	8,851	29,568	12,491	25,737	13,006	24,963	11,792	25,906
Stockton	--	--	10,598	27,233	10,485	27,656	--	--	10,489	28,314	11,069	27,366	11,223	28,263	11,356	28,701	10,675	29,649
Toledo	529	27,722	419	26,097	379	25,320	314	23,969	321	22,794	342	21,765	331	21,338	350	21,486	349	21,704
Tulsa	5,158	36,113	--	--	5,454	36,039	5,692	35,809	6,534	34,665	6,916	34,160	7,150	33,002	7,380	32,619	6,633	32,822
Wichita	6,043	40,745	6,470	40,790	7,223	41,101	7,348	41,981	7,647	41,742	8,146	42,193	8,555	42,074	8,807	42,140	10,135	40,808

(--) denotes missing or unavailable data. Figures are from district-level reports and excludes adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

## Appendix F. Top Five Reported Languages by District

### Top 5 Languages by District and Number of ELL Speakers<sup>61</sup>, SY 2016-17

District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>Albuquerque</b>		<b>Anchorage</b>		<b>Arlington (TX)</b>		<b>Atlanta</b>	
Spanish	10,518	Spanish	1,387	Spanish	13,646	Spanish	2,643
Navajo	507	Samoan	1,138	Vietnamese	1,261	Chinese	81
Arabic	188	Hmong	1,081	Arabic	767	French	61
Vietnamese	183	Tagalog	794	Somali	137	Arabic	59
		Yupik	319	French	127		
<b>Austin</b>		<b>Baltimore</b>		<b>Birmingham</b>		<b>Boston</b>	
Spanish	20,825	Spanish	3,418	Spanish	787	Spanish	9,123
Arabic	553	Arabic	202	Akateko	21	Haitian Creole	1,150
Vietnamese	291	Nepali	113	Fulani	18	Cape Verdean Creole	1,072
Burmese	191	French	52	Arabic	10	Vietnamese	740
Mandarin	147			Q'an'jobal	8		
<b>Bridgeport</b>		<b>Broward County</b>		<b>Buffalo</b>		<b>Charlotte-Mecklenburg</b>	
Spanish	2,000	Spanish	20,778	Spanish	1,854	Spanish	29,982
Portuguese	800	Haitian Creole	6,898	Arabic	690	Vietnamese	1,165
French Creole	300	Portuguese	1,506	Karen	541	Arabic	780
Vietnamese	--	Vietnamese	375	Somali	491	French	702
		Chinese	328	Burmese	438	Telugu	557
<b>Chicago</b>		<b>Cincinnati</b>		<b>Clark County</b>		<b>Cleveland</b>	
Spanish	56,639	Spanish	--	Spanish	73,497	Spanish	2,310
Arabic	1,571	Arabic	--	Tagalog	2,842	Arabic	300
Cantonese	925	Soninke	--	Chinese	783	Nepali	56
Urdu	890	French	--	Amharic	695	Somali	32
Polish	887	Wolof	--			Swahili	27
<b>Columbus</b>		<b>Dallas</b>		<b>Dayton</b>		<b>Denver</b>	
Spanish	4,293	Spanish	63,696	Spanish	300	Spanish	35,532
Somali	2,347	Burmese	569	Turkish	200	Arabic	1,051
Nepali	1,353	Arabic	251	Swahili	100	Vietnamese	856
French	1,207	Nepali	245	Arabic	75	Somali	438
Arabic	509					Amharic	425
<b>Des Moines</b>		<b>District of Columbia</b>		<b>Duval County</b>		<b>El Paso</b>	
Spanish	3,955	Spanish	5,068	Spanish	3,933	Spanish	16,565
Karen	556	Amharic	301	Arabic	505		
Arabic	308	French	165	Burmese	305		
Nepali	270	Chinese	87	Portuguese	159		
Somali	258	Vietnamese	64	Vietnamese	148		
<b>Fort Worth</b>		<b>Fresno</b>		<b>Guilford County</b>		<b>Hawaii</b>	
Spanish	24,558	Spanish	12,263	Spanish	3,389	Ilocano	2,306
Arabic	321	Hmong	1,927	Arabic	495	Trukese	1,697
Nepali	290	Laotian	172	Vietnamese	394	Marshallese	1,512
Swahili	256	Mon-Khmer, Cambodian	150	Urdu	225	Tagalog	1,034
Burmese	233	Arabic	115	Nepali	170	Spanish	741

<sup>61</sup> Due to the omission of unspecified languages, the number of reported languages for a district may be less than five. (--) denotes unreported numbers of speakers; however, the districts reported the relative ranking of language by prevalence.

District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>Hillsborough County</b>		<b>Houston</b>		<b>Indianapolis</b>		<b>Jackson</b>	
Spanish	46,915	Spanish	63,114	Spanish	--	Spanish	293
Arabic	1,552	Arabic	1,088	Arabic	--	Tigrinya	12
Vietnamese	1,129	Vietnamese	438	Yoruba	--	Arabic	6
French Creole	789	Swahili	386	Karen	--	Chinese	5
Telugu	604	Mandarin	324			Wolof	4
<b>Jefferson County</b>		<b>Kansas City</b>		<b>Long Beach</b>		<b>Los Angeles</b>	
Spanish	3,821	Spanish	2,200	Spanish	14,300	Spanish	339,043
Arabic	689	Somali	220	Mon-Khmer, Cambodian	656	Armenian	5,475
Somali	527	Swahili	144	Tagalog	253	Tagalog	5,221
Nepali	366	Burmese	135	Vietnamese	78	Korean	4,905
Mai Mai	294	Arabic	112	Arabic	62	Russian	2,303
<b>Metropolitan Nashville</b>		<b>Miami-Dade County</b>		<b>Milwaukee</b>		<b>Minneapolis</b>	
Spanish	9,510	Spanish	63,399	Spanish	5,253	Spanish	4,406
Arabic	1,826	Haitian Creole	4,669	Hmong	645	Somali	3,294
Somali	471	Portuguese	677	Burmese	446	Hmong	647
Kurdish	452	French	423	Karen	440	Oromo	190
Burmese	323	Russian	412	Arabic	234	Amharic	89
<b>New York</b>		<b>Norfolk</b>		<b>Oakland</b>		<b>Oklahoma City</b>	
Spanish	97,299	Spanish	720	Spanish	8,314	Spanish	18,918
Chinese	21,438	Tagalog	71	Cantonese	833	Vietnamese	359
Arabic	9,712	French	46	Arabic	754	Burmese	162
Bengali	7,020	Chinese	37	Vietnamese	383	Arabic	72
Russian	3,805	Arabic	35	Mam	312	Laotian	45
<b>Omaha</b>		<b>Orange County</b>		<b>Palm Beach County</b>		<b>Philadelphia</b>	
Spanish	5,477	Spanish	19,389	Spanish	16,538	Spanish	7,540
Karen	1,047	French Creole	2,715	Haitian Creole	5,465	Chinese	1,026
Somali	326	Portuguese	2,120	Portuguese	993	Arabic	829
Nepali	226	Arabic	502	Q'an'jobal	463	Vietnamese	439
		Vietnamese	383	Arabic	218	Portuguese	427
<b>Pinellas County</b>		<b>Pittsburgh</b>		<b>Richmond</b>		<b>Sacramento</b>	
Spanish	6,805	Spanish	264	Spanish	1,968	Spanish	5,714
Arabic	500	Nepali	201	Arabic	19	Hmong	1,369
Vietnamese	420	Arabic	152	Chinese	11	Cantonese	571
Serbocroatian	385	Swahili	112	French	8	Marshallese	248
Albanian	230	Chinese	47	Pashto	4	Vietnamese	244
<b>Salt Lake City</b>		<b>San Antonio</b>		<b>San Diego</b>		<b>San Francisco</b>	
Spanish	4,376	Spanish	9,873	Spanish	22,541	Spanish	8,239
Somali	170	Thai	15	Vietnamese	1,602	Cantonese	4,297
Burmese	153	Arabic	14	Tagalog	1,118	Mandarin	685
Tongan	131	Swahili	14	Somali	858	Vietnamese	472
Karen	126			Arabic	482	Tagalog	412
<b>Santa Ana</b>		<b>Seattle</b>		<b>Shelby County</b>		<b>St. Louis</b>	
Spanish	21,419	Spanish	2,157	Spanish	7,140	Spanish	718
Vietnamese	159	Somali	1,170	Arabic	466	Arabic	355
Mon-Khmer, Cambodian	40	Chinese	697	Vietnamese	110	Somali	285
Tagalog	10	Vietnamese	643	French	107	Bosnian	234
Korean	3	Amharic	354	Chinese	42	Nepali	186



District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>St. Paul</b>		<b>Stockton</b>		<b>Tulsa</b>		<b>Wichita</b>	
Hmong	4,833	Spanish	9,391	Spanish	6,825	Spanish	8,292
Spanish	2,614	Hmong	338	Hmong	142	Vietnamese	703
Karen	2,267	Mon-Khmer, Cambodian	260	Trukese	80	Arabic	147
Somali	1,187	Tagalog	124	Burmese	33	Swahili	132
Oromo	275	Arabic	111	Vietnamese	17	Laotian	104

Source: CGCS ELL Survey other than New York City,<sup>62</sup> Long Beach, Sacramento, and Stockton.<sup>63</sup>

<sup>62</sup> NYC Department of Education. (2017). *English language learner demographics report: 2015-16 school year*. New York, NY.

<sup>63</sup> California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

## Appendix G. NAEP Reading in Large Cities

This appendix shows statistical significance tests for the **Large City (LC)** sample in NAEP Reading from 2005 to 2017.

### Statistical Significance of Performance Differences in 2005 and 2017

Table 29 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Reading in 2005 and 2015. A statistical significance test was conducted to compare the 2005 and 2015 percentages. Statistically significant percentage-point differences are marked with an asterisks and green shading.

**Table 29. Statistical Significance of NAEP Reading Percentage-Point Differences between 2005 and 2017**

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	5%	6%	1%	5%	7%	2%*
		Former ELL	23%	33%	10%	23%	32%	9%*
		Non-ELL	14%	23%	9%*	17%	25%	8%*
	FRPL-Ineligible	ELL	11%	9%	-2%	15%	17%	2%
		Former ELL	45%	58%	13%	39%	52%	13%
		Non-ELL	39%	52%	13%*	43%	53%	10%*
Grade 8	FRPL-Eligible	ELL	2%	3%	1%	3%	4%	1%
		Former ELL	20%	31%	11%*	17%	25%	8%*
		Non-ELL	14%	21%	7%*	16%	23%	7%*
	FRPL-Ineligible	ELL	8%	5%	-3%	11%	10%	-1%
		Former ELL	39%	41%	2%	27%	41%	14%*
		Non-ELL	35%	45%	10%*	39%	49%	10%*

\*Statistically significant ( $p < 0.05$ )

### Statistical Significance of Changes between Years from 2005 to 2017

In Table 30, we examined the statistical significance of changes in the percentage of students scoring *at or above proficient* from the immediately preceding year. Statistically significant percentage-point changes from the prior year are marked with an asterisks and green shading.

**Table 30. Statistical Significance of Prior Year Changes in NAEP Reading from 2005-2017**

Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	5%	5%	3%	5%	5%	6%	6%
		Former ELL	23%	26%	23%	25%	25%	31%	33%
		Non-ELL	14%	15%	18%	19%	19%	22%*	23%
	FRPL-Ineligible	ELL	11%	11%	9%	10%	18%	13%	9%
		Former ELL	45%	55%	33%	48%	59%	46%	58%
		Non-ELL	39%	44%	46%	50%	54%*	55%	52%
Grade 8	FRPL-Eligible	ELL	2%	2%	1%	2%	2%	2%	3%
		Former ELL	20%	12%*	10%	13%	16%	25%*	31%
		Non-ELL	14%	14%	16%	19%*	19%	20%	21%
	FRPL-Ineligible	ELL	8%	5%	5%	4%	4%	6%	5%
		Former ELL	39%	17%*	19%	26%	36%	43%	41%
		Non-ELL	35%	35%	39%	42%	47%	45%	45%

\*Statistically significant change from prior year ( $p < 0.05$ )

Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 31, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage-point differences in performance for large city students compared to national public students. In other words, a negative value indicates that large city students performed worse than national public students, and vice versa. Statistically significant performance differences between large city and national public students are marked with an asterisks and shading. Red shading indicates that large city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

**Table 31. Statistical Significance of NAEP Reading Performance by LC or NP Enrollment from 2005-2017**

Grade and Subgroup		% -Point Difference between Large City and National Public							
		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	0%	-1%	-2%*	-1%	-1%	-1%	-1%
		Former ELL	0%	1%	1%	-2%	-3%	-3%	1%
		Non-ELL	-3%*	-3%*	-1%*	-2%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-4%	-3%	-3%	-3%	2%	-4%	-8%*
		Former ELL	6%	11%	-13%	0%	6%	-3%	6%
		Non-ELL	-4%*	-1%	0%	1%	2%*	2%	-1%
Grade 8	FRPL-Eligible	ELL	-1%	-1%*	-2%	-1%	-1%	-1%	-1%
		Former ELL	3%*	0%	-2%	0%	0%	2%	6%*
		Non-ELL	-2%*	-3%*	-2%*	-1%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-3%	-3%	0%	-2%	-4%	-2%	-5%*
		Former ELL	12%	-8%	-7%	0%	6%	3%	0%
		Non-ELL	-4%*	-5%*	-3%	-3%	-2%	-2%*	-4%*

\*Statistically significant ( $p < 0.05$ )

In Table 32, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by former- or non-ELL status. The figures shown in the table are the percentage-point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELLs students performed worse than non-ELLs, and vice versa. Statistically significant performance differences between former- and non-ELLs are marked with an asterisks and shading. Red shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

**Table 32. Statistical Significance of NAEP Reading Performance by Former- and Non-ELL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	9%*	11%*	5%	6%*	6%	9%*	10%
	FRPL-Ineligible	6%	11%	-13%	-2%	5%	-9%	6%
Grade 8	FRPL-Eligible	6%*	-2%	-6%*	-6%*	-3%	5%*	10%*
	FRPL-Ineligible	4%	-18%*	-20%*	-16%*	-11%	-2%	-4%

\*Statistically significant ( $p < 0.05$ )

## Appendix H. NAEP Mathematics in Large Cities

This appendix shows statistical significance tests for the **Large City (LC)** sample in NAEP Mathematics from 2005 to 2017.

### Statistical Significance of Performance Differences in 2005 and 2017

Table 33 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Mathematics in 2005 and 2015. A statistical significance test was conducted to compare the 2005 and 2015 percentages. Statistically significant percentage-point differences are marked with an asterisks and green shading.

**Table 33. Statistical Significance of NAEP Mathematics Percentage-Point Differences between 2005 and 2017**

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	9%	13%	4%	9%	12%	3%*
		Former ELL	36%	43%	7%	30%	37%	7%
		Non-ELL	17%	24%	7%*	21%	27%	6%*
	FRPL-Ineligible	ELL	21%	14%	-7%	24%	24%	0%
		Former ELL	56%	52%	-4%	56%	64%	8%
		Non-ELL	49%	56%	7%*	50%	59%	9%*
Grade 8	FRPL-Eligible	ELL	3%	5%	2%	3%	5%	2%
		Former ELL	23%	27%	4%	19%	25%	6%*
		Non-ELL	11%	19%	8%*	14%	20%	6%*
	FRPL-Ineligible	ELL	8%	6%	-2%	13%	13%	0%
		Former ELL	32%	40%	8%	38%	43%	5%
		Non-ELL	35%	47%	12%*	39%	49%	10%*

\*Statistically significant ( $p < 0.05$ )

### Statistical Significance of Changes between Years from 2005 to 2017

In Table 34, we examined the statistical significance of changes in the percentage of students scoring *at or above proficient* from the immediately preceding year. Statistically significant percentage-point changes from the prior year are marked with an asterisks and green shading.

**Table 34. Statistical Significance of Prior Year Changes in NAEP Mathematics from 2005-2017**

Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	9%	11%	10%	12%	12%	13%	13%
		Former ELL	36%	41%	32%	36%	41%	43%	43%
		Non-ELL	17%	21%*	22%	25%	26%	25%	24%
	FRPL-Ineligible	ELL	21%	21%	20%	23%	27%	33%	14%*
		Former ELL	56%	73%	57%	52%	73%	65%	52%
		Non-ELL	49%	52%	54%	56%	63%*	61%	56%
Grade 8	FRPL-Eligible	ELL	3%	3%	3%	4%	4%	4%	5%
		Former ELL	23%	13%*	15%	13%	17%	27%*	27%
		Non-ELL	11%	16%*	18%	21%*	20%	19%	19%
	FRPL-Ineligible	ELL	8%	9%	12%	11%	6%	7%	6%
		Former ELL	32%	23%	24%	23%	36%	44%	40%
		Non-ELL	35%	39%	43%	48%*	48%	49%	47%

\*Statistically significant change from prior year (p<0.05)

Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 35, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage-point differences in performance for large city students compared to national public students. In other words, a negative value indicates that large city students performed worse than national public students, and vice versa. Statistically significant performance differences between large city and national public students are marked with an asterisks and shading. Red shading indicates that large city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

**Table 35. Statistical Significance of NAEP Mathematics Performance by LC or NP Enrollment from 2005-2017**

Grade and Subgroup		% -Point Difference between Large City and National Public							
		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	0%	0%	0%	0%	-1%	1%	1%
		Former ELL	6%*	5%	0%	1%	1%	2%	6%
		Non-ELL	-4%*	-2%*	-2%*	-1%*	-2%*	-2%*	-3%*
	FRPL-Ineligible	ELL	-3%	-2%	-1%	-3%	1%	1%	-10%*
		Former ELL	0%	11%	-2%	-9%	10%	6%	-12%
		Non-ELL	-1%	-2%	-1%	-2%	2%*	2%	-3%
Grade 8	FRPL-Eligible	ELL	0%	-1%	0%	0%	0%	0%	0%
		Former ELL	4%*	-1%	0%	-1%	3%	4%*	2%
		Non-ELL	-3%*	-1%	-1%	0%	-2%*	-1%	-1%
	FRPL-Ineligible	ELL	-5%*	-5%	0%	1%	-7%*	-6%*	-7%*
		Former ELL	-6%	-9%	-3%	-11%*	-1%	2%	-3%
		Non-ELL	-4%*	-4%*	-2%*	0%	-2%	1%	-2%

\*Statistically significant (p<0.05)

In Table 36, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by former- or non-ELL status. The figures shown in the table are the percentage-point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELLs students performed worse than non-ELLs, and vice versa. Statistically significant performance differences between former- and non-ELLs are marked with an asterisks and shading. Red shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

**Table 36. Statistical Significance of NAEP Mathematics Performance by Former- and Non-ELL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	19%*	20%*	10%*	11%*	15%*	18%*	19%
	FRPL-Ineligible	7%	21%	3%	-4%	10%	4%	-4%
Grade 8	FRPL-Eligible	12%*	-3%	-3%	-8%*	-3%	8%*	8%*
	FRPL-Ineligible	-3%	-16%	-19%*	-25%*	-12%	-5%	-7%

\*Statistically significant ( $p < 0.05$ )

## Appendix J. Data Sources

The following sources were used to supplement data reported by Council-member districts—

California Department of Education. (2013). DataQuest. Retrieved from DataQuest website:  
<https://dq.cde.ca.gov/dataquest/>

NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>

NYC Department of Education. (2016). *English language learner demographics report: 2014-15 school year*. New York, NY.

NYC Department of Education. (2017). *English language learner demographics report: 2015-16 school year*. New York, NY.

National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website:  
[https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.20.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp)

National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website:  
[https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (EISI). Retrieved from <https://nces.ed.gov/ccd/elsi/>



## Appendix K. District Sample by Topic

This section provides a listing of districts for which data were compiled by topic. These districts include those that submitted survey data and ones for which information was obtained from secondary sources. As noted in the methodology section, respondents participated in sections of the survey for which they had reliable and available data. Furthermore, responses were excluded for poor data quality, protection of confidentiality in cases where specific characteristics may inadvertently identify a respondent, and unverifiability of data.

To preserve the anonymity of districts, a separate listing of districts' names is not provided in this section for topics that were presented by district ID in the main report.

### **Number of Languages and Number of ELLs in Top Five Languages from SY 2014-15 to SY 2016-17.....N=64**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Buffalo, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Long Beach, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, New York, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Sacramento, Salt Lake City, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Stockton, Tulsa, Wichita

### **Number of ELLs Identified as Requiring Special Education Services from SY 2013-14 to SY 2015-16.....N=49**

Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Boston, Broward County, Buffalo, Charlotte-Mecklenburg, Clark County, Cleveland, Columbus, Dallas, Denver, Des Moines, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, St. Louis, St. Paul, Wichita

**Total Number of Teachers in SY 2016-17 .....N=54**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Francisco, Seattle, Shelby County, St. Louis, Tulsa, Wichita

**Total Number of Teachers with Credentials, Certifications, or Endorsements Related to Instruction of ELLs in SY 2016-17.....N=54**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Francisco, Seattle, Shelby County, St. Louis, Tulsa, Wichita

**Distribution of Title III Funds between Central Office and School-based Budgeting in SY 2016-17.....N=55**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County, Buffalo, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, Shelby County, St. Paul, Tulsa, Wichita

**Professional Development Topics from SY 2013-14 to SY 2015-16.....N=35**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Duval County, Fresno, Guilford County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Minneapolis, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, San Diego, San Francisco, St. Louis, Tulsa, Wichita

## **COUNCIL MEMBER DISTRICTS**

Albuquerque, Anchorage, Arlington (Texas), Atlanta, Aurora (Colorado), Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston, 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, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Puerto Rico, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County (Memphis), St. Louis, St. Paul, Stockton, Toledo, Toronto, Tulsa, Washington, D.C., and Wichita.



**Council of the Great City Schools**

1331 Pennsylvania Ave. N.W.

Suite 1100N

Washington, D.C. 20004

**ACADEMIC WRITING FOR ELLS**

## Statement of Work

The Council of the Great City Schools (CGCS) will partner with the University of California Irvine Writing Project (UCIWP) to help scale up the Pathway Project by collaborating in the creation of a 10-course professional development program to be disseminated using the GCGS professional learning platform.

### Year 1 – Project Initiation, Content Collection, and Module Development

- **Content specifications.** Collaborate with U.C. Irvine Writing Project to determine training module specifications, content, and access to resources for inclusion. Jointly, with the UCIWP, determine the content that will be created for purposes of being open source and which will be available on fee basis
- **Course Design Elements.** Collaborate with U.C. Irvine Writing Project with content creation (e.g., videos, handouts, activities, facilitation notes, etc.), in accordance with the key features of the hybrid training through the CGCS Professional Learning Platform
- **Expert Videotaping.** Coordinate taping of Pathways experts/trainers for course videos, including contracting with a videographer who is experienced with the creation of teacher training videos, per CGCS parameters.
- **Teacher and Classroom Videotaping.** Collaborate with U.C. Irvine Writing Project and National Writing Project to identify teachers who are experienced in Pathways for taping, preferably in districts that are Council members to facilitate access to classrooms.
  - Work with a videographer to review video footage to edit and prepare video clips for writing course, according to the CGCS-professional learning design specifications
- **Course Development.** Begin developing course modules using CGCS-created videos and content in addition to Pathways resources provided by U.C. Irvine Writing Project. By the end of Year 1, prototypes for at least 5 of 10 courses will be finished.
- **Dissemination.** Disseminate and collect student and teacher publicity forms in accordance with school district and National Writing Project guidelines.

### Year 2 – Content Collection, Module Development, and Pilot Planning

- **Teacher and Classroom Videotaping.** Continue identifying opportunities for videotaping of exemplary teachers carrying out the Pathways work either in training, joint planning or in the classroom.
  - Continue working on video editing to prepare video clips for writing course, according to the CGCS-professional learning design specifications
  - Identify any additional videotaping needs
- **Course Development.** Continue developing course modules using CGCS-created videos and content in addition to selected Pathways resources provided by UCIWP.
  - With feedback provided by the UCIWP, refine 2-3 prototypes and the sketching out of 4 out of 10 courses to be piloted in Year 4.
- **Dissemination.** Disseminate information about the overall project and that we will be seeking 5 districts who wish to pilot 4 courses for free.

### Year 3 – Module Finalization and Pilot Preparation

- **Course Development.** Continue developing the four courses that will be piloted either at the end of Year 3 or in Year 4.
- **Four-Course Pilot.** Draft plan and participation specifications for the pilot phase with five school districts. The plan will include procedures and required artifacts (e.g., pre- and post-survey of teachers, student writing samples, pilot feedback survey, etc.), and evaluation instruments for an internal evaluation of the pilot.
  - *Recruitment and information dissemination.* Starting with the pool of current users of the CGCS PLP, recruit pilot participants through direct communication. Inform membership at-large at the ELL Task Force Meetings (starting with the fall conference in Year 2)
  - Identify potential pilot districts before May of Year 3 for fall implementation of the pilot in Year 3 [ahead of schedule].
- **Pilot training materials.** Finalize materials and agenda for course facilitators, in conjunction with the U.C. Irvine Writing Project.

#### Year 4 – Pilot, Feedback and Final Course Development

- **Pilot preparation.** Assist districts in finalizing the agreements to participate in the pilot. Identify Coordinators and provide guidance on how the pilot will unfold. Disseminate and collect teacher and student permission forms in accordance with guidelines from school district
- **Pilot participation.** Train facilitators and coordinators in summer of Year 4 for piloting during fall Year 4
  - Support pilot districts with implementation and gathering of artifacts for evaluation.
  - Administer feedback surveys to piloting districts.
- **Analysis and report preparation.** Analyze data from pilot and draft report on pilot of modules with recommendations for improvement and broad dissemination.
- **Finalize courses.** Improve modules and facilitation materials and finalize all 10 courses, based on feedback from pilot.
- **Marketing and dissemination.** Develop marketing materials and economic model for full release of course modules.

#### Year 5 – Full Release and Broad Dissemination

- **Ongoing dissemination.** Publicize modules through CGCS media and other information dissemination tools. Use the open resource tools, videos and content to disseminate the information of the courses.
- **Training courses.** Offer facilitator training at scheduled CGCS conference (twice a year).
- **Ongoing support.** Provide ongoing support to districts in areas of onboarding, implementation, evaluation, and CGCS Professional Learning Platform use.
- **Ongoing monitoring.** Collect feedback to facilitate continuous improvement of modules and monitor usage trends on CGCS Professional Learning Platform for assessment of impact, in accordance with the CGCS sustainability plan.

## **Project Abstract**

**Title:** The Pathway to Academic Success: A Cognitive Strategies Approach to Text-Based Academic Writing to Improve Educational Outcomes for Secondary English Learners

**Type of Grant Requested:** AP 1: Strong Evidence; AP 2: Field-Initiated Innovations-General

**Total Number of Students to Be Served:** 109, 200

**Grade Levels to Be Served:** 7-11

**High-Need Students:** Students at risk of educational failure, such as children who are living in poverty, English learners (ELs), those who are academically far below grade level, students with disabilities, students who are underperforming on national assessments, and students who are at risk of not graduating from high school.

**Project Description:** The project is a cognitive strategies approach to academic writing that will involve 240 teachers and their grades 7-11 students in districts affiliated with the National Writing Project (NWP). Includes: a two-year field trial of professional development (PD); summer institutes for other teachers; course modules on helping ELs to write made available to member districts of the Council Great City Schools (CGCS), and Training of Trainers program for 30 NWP Rural Sites.

**Project Objectives/Expected Outcomes:** Closing the achievement gap for EL students through quality teacher PD; improving writing as measured by an on-demand assessment of academic writing, standardized test scores, & graduation rates.

**Special Project Features:** High quality curriculum materials and technology tools.

**Implementation Sites:** Tustin USD; Phoenix Union HSD; Minneapolis PS; Clark County SD; Denton ISD; Milwaukee Public Schools; DuPage HS; 25 member districts of the Council of the Great City Schools; 30 NWP Rural sites.

**Organizations Partnering with this Project:** UC Irvine Writing Project (WP); Central Arizona WP; Central Texas WP; North Star of Texas WP; University of Wisconsin, Milwaukee WP; Illinois WP; Minnesota WP; National Writing Project (NWP); the Council of the Great City Schools; SRI International.

**TASK FORCE AGENDA**



**COUNCIL OF THE GREAT CITY SCHOOLS**  
**62<sup>ST</sup> ANNUAL FALL CONFERENCE**  
**BALTIMORE MARRIOTT WATERFRONT HOTEL**

**Task Force on English Language Learners and Bilingual Education**  
**Wednesday \* October 24, 2018 \* 3:30-5:00 pm**

**Meeting Agenda**

**3:30 pm Meeting Convenes**

- I. Introductions—Co-Chairs and Council Staff
  - Co-Chair—Richard Carranza, Chancellor, New York City DOE
  - Co-Chair—Ashley Paz, Ft. Worth School Board Member
- II. College & Career Ready Standards Implementation Update
  - Improving Instructional Materials for ELLs—Joint Procurement Project for Mathematics Materials
  - Update Inaugural Courses: Complex Communication and Complex Thinking Across Content Areas.
- III. Federal Update
  - Immigration Update
  - Accountability for ELLs in ESSA State Plans
- IV. A First Glance of the ELL Survey Report
  - Report Highlights
  - Discussion: Implications and Conclusions
- V. **2019 BIRE** --Meeting of Bilingual, Immigrant, and Refugee Education Directors  
B Ocean Resort  
1140 Seabreeze Boulevard  
Fort Lauderdale, FL 33316
- VI. New Business

**5:00 pm Meeting Adjourns**

**LEADERSHIP, GOVERNANCE, MANAGEMENT,  
AND FINANCE TASK FORCE**

**COUNCIL OF THE GREAT CITY SCHOOLS**  
**Task Force on Urban School Leadership, Governance,  
Management, and Finance**

**2018-2019**

***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
  - 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.
  - school systems.

***Task Force Chairs***

Michael O'Neill, Boston School Committee  
Barbara Jenkins, Orange County Superintendent  
Barbara Nevergold, Buffalo School Board

**HARVARD BUSINESS SCHOOL PROPOSAL**

## ***Accelerating Board Capacity Summer Institute***

Sunday, July 28 – Wednesday, July 31, 2019

A new custom Executive Education program entitled *Accelerating Board Capacity* has been launched at Harvard University to strengthen the competencies and capabilities of public-school boards in Council of Great City School's member districts. The program recognizes the essential role school boards can play in improving and sustaining student outcomes and creating the conditions for school systems to succeed. The program will be based on the unique collaboration among the Public Education Leadership Project (PELP), the Council of the Great City Schools (CGCS), and research by faculty experts from the Harvard Graduate Schools of Education (HGSE), the Harvard Business School (HBS), and the Harvard Kennedy School of Government (HKS).

This program will provide participants with the opportunity to explore strategic topics along with practical tips. Classroom sessions using the HBS case study method will be combined with opportunities to work in small teams. Across the three-content day program, several important themes will be explored, including:

- Mission/Goal/Strategy Alignment
- What Does Success Look Like?
- How to Shape the Conditions for Success and Assess Progress

Cutting across these themes will be specific emphasis on:

- Attention to leadership skills and growth
- Relationship between the board, the administration and the community;
- Managing conflict
- Building the capacity of boards to focus on improvement
- Addressing persistent inequities in school districts and communities.

In addition to the whole group classroom sessions, you will experience facilitated dedicated time to develop the skills necessary to function better as a team upon your return. Using the Student Outcomes Focused Governance model developed by CGCS, you will leave with tangible tools for immediate improved governance work.

This *Accelerating Board Capacity* summer institute is part of a long-term arc of learning for your board. As has been the case with PELP, the planning and development of this summer institute will bring together an interdisciplinary team of faculty including PELP Co-Chair and Harvard Business School Senior Lecturer of Business Administration John J-H Kim (HBS) as well as Harvard Graduate School of Education Visiting Professor of Practice and former Baltimore City Public Schools CEO Andrés A. Alonso (HGSE) in collaboration with Michael Casserly and key leaders of CGCS. This opportunity is available to any of the school board members and superintendents of the 72 districts in the CGCS membership.

### **How Will My School Board Benefit?**

Improved student performance begins with strong and effective governance by a board. To be an effective board requires consistent focus on creating the conditions for allow a district to improve student performance. Additionally, strong and effective management at the district and the school level, are key conditions for sustainable progress long term. The HBS, HGSE, and HKS faculty, as recognized thought leaders on crucial governance issues, maintain dynamic relationships with the highest-performing urban school systems, nonprofit organizations, and top businesses around the

world. These faculty both advise and sit on many governance boards across the sector. The challenges school boards face are unique, but there is much to be learned from across sectors as well as from one another. This experience and know-how will be brought to bear to create a program that allows for meaningful and actionable learning.

The institute will provide a rare opportunity to interact with other school board members and superintendents working hard to improve their governance and impact on student outcomes. As a board member or superintendent attending the institute, some measurable outcomes for your board and your system should ultimately include:

- + Increased academic outcomes over time
- + Increased use of the board's time to focus on improved outcomes
- + Improved relationships with superintendents and stakeholders leading to longer leadership tenures by superintendents
- + Better understanding and targeted use of evidence and data
- + Better management of conflict
- + Prioritization of team goals over individual performance
- + Enhanced two-way communication with the community in a way that reflect values

#### **How to Apply:**

Please submit a letter of interest of no more than 1,000 words to the Council of Great City Schools that answers the following questions in a succinct manner. Only one application is needed per member district, whether the attendees are one or multiple, board member or superintendent. It is encouraged to have Board Chairs and Superintendents attend together, as well as several members of a board. Though no specific individual board policy items will be discussed and this is considered professional development for Board members, individual boards should consult with their own legal counsel for determinations regarding Open Meeting Law requirements in your own state if multiple members of the same board intend to attend.

#### *Purpose Questions:*

Why do you want to attend the Accelerating Board Capacity Summer Institute this upcoming year?  
What is the primary performance gap\* in your school district?  
What is the primary performance gap\* in the operation of your school board?  
Why do you believe your school board is well positioned to maximize the benefits of you attending this leadership development experience?

\* A **performance gap** is the difference between current district strategy and objectives and the actual performance of the school district and/or school board. It is a discrepancy (delta) between what you planned to do and what is actually being delivered.

#### *Team Composition Questions:*

What is the team construct that you propose bringing to the Accelerating Board Capacity Summer Institute?  
Will your superintendent and board chair be attending as part of the team?  
How many of your total board members can commit to attending with the team?  
Will the team be the right team to tackle the performance gap you adduced?

**Application Due Date:** Board Members and Superintendents should submit letters of interest to CGCS by November 30, 2018.

**Cost:** Individuals are to provide their own transportation to Harvard University in Cambridge MA. All other costs (room and board, program materials, classes, pre- and post program discussion, etc). are included in the program cost. All attendees to stay in Harvard Business School campus housing specifically designed for Executive leadership programs, in individual rooms. Program cost to be \$4,125 per participant for the 4 day/ 3 night program. The Council of Great City Schools will be working with some potential foundational support to potentially lower the per-participant pricing.

**STANDARD SHELL 3-CONTENT DAY SCHEDULE**  
**July 28-31, 2019**

<b>JULY 28 SUNDAY</b>	<b>JULY 29 MONDAY</b>	<b>JULY 30 TUESDAY</b>	<b>JULY 31 WEDNESDAY</b>
<b>Goal/Mission/Strategy Alignment</b>	<b>What Does Success Look Like?</b>	<b>Shape the Conditions for Success</b>	<b>Assess Progress</b>
<b>All meals are in the Chao Center.</b>	6:30 – 7:30 <b>Breakfast</b>	6:30 – 7:30 <b>Breakfast</b>	6:30 – 8:15 <b>Breakfast</b>
	7:30 - 8:30 <b>Debrief Simulation in Living Groups</b>	7:30 - 8:30 <b>TBD</b>	8:30 – 10:15
	8:45 – 10:15 <b>Class Session 2</b>	8:45 – 10:15 <b>Team Time 2</b>	<b>Team Time 4 OR Class Session 6</b>
8:00 – 2:00  <b>Check-in Chao Center</b>	10:15 – 10:45 <b>Break</b>	10:15 – 10:45 <b>Travel Time/Break</b>	10:15 – 10:30 <b>Travel Time</b>
	10:45 – 12:15 <b>Class Session 3</b>	10:45 – 12:15 <b>Class Session 4</b>	10:45 – 12:15 <b>Team Share Session</b>
<b>THEME for the day</b>	12:15 – 12:30 <b>Group Photo</b>	12:15 – 1:15 <b>LUNCH</b>	12:15 – 1:00 <b>Closing Session/Evaluations</b>
2:30 – 3:15 <b>Introductory Session</b>	12:30 – 1:30 <b>Networking Lunch with Job Alike Groups</b>	1:15 – 1:30 <b>Travel Time</b>	1:00 – 2:00 <b>Lunch (Optional)</b>
3:15 – 4:45  <b>Class Session 1</b>	1:30 – 4:30  <b>Team Time 1</b>	1:30 – 3:00  <b>Class Session 5</b>	<b>1:00 – 5:00</b>  <b>CHECK-OUT CHAO CENTER</b>
4:45 – 5:00 <b>Travel Time</b>		3:00 – 3:30 <b>Break</b>	
5:00 – 7:00  <b>Team Building Simulation</b>	4:30 – 6:00  <b>Flex Time</b> Simulation OR Team Share OR Panel Session	3:30 – 6:00  <b>Team Time 3</b>	
7:00 – 7:30 <b>Opening Reception</b>	6:00 – 8:00 <b>Free Night</b>	6:00 – 6:45 <b>Closing Reception</b>	
7:30 – 9:00 <b>Opening Dinner</b>	(Buffet dinner available in Chao Center)	6:45 – 8:00 <b>Closing Dinner</b>	
<b>Individual Preparation</b>	<b>Individual Preparation</b>	<b>Individual Preparation</b>	



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# Council of Great City Schools: Accelerating Board Development Harvard Business School Proposal

July 2018



HARVARD | BUSINESS | SCHOOL

Executive Education

# Purpose & Objectives

***Strengthen Board development in 70 key urban school districts by building capacity to govern effectively and implement change and policy that will accelerate District performance.***

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## **Board Leadership:**

Implement leadership models that focus on defining the District's mission for the greatest impact.

## **Board Alignment:**

Ensure alignment among Board members and District teams on strategic issues.

## **District Success:**

Develop, communicate, and collaborate on a District-wide strategy that supports District success.

# Overarching Themes

## **GOVERNING FOR DISTRICT EXCELLENCE**

Coordinate several key functions of governance. These range from providing a broad vision for the organization's mission to defining specific metrics for measuring performance.

## **CREATING A SHARED VISION**

Build, through consensus, a shared vision of success around new District change initiatives while refining structure and management approaches for immediate and long-term success. This includes embedding new ways of working within existing organizational culture.

## **ALIGNING ACCOUNTABILITY AND FISCAL RESPONSIBITLY**

Leverage accountability systems for effective management and develop integrated frameworks for District performance management and control systems. Understand how to use controls to effectively balance the tensions of growth, innovation, and fiscal responsibility.

## **LEADING THROUGH CONFLICT AND CRISIS**

Promote a sense of shared responsibility across the board and district. Inspire others by developing, practicing, and applying tangible skills in the area of leadership style and communication. This includes managing in times of crisis, communicating performance (good or poor) while simultaneously maintaining public stakeholder confidence. Learn how leaders cope with the tensions inherent in leading a large urban school district.

# Program Overview



## Program Objectives

- Clarify and understand your District's mission
- Assess and plan strategically for the future
- Strengthen roles and responsibilities of the Board
- Establish systems for gauging organizational performance
- Guide your District's financial compliance and sustainability
- Build and sustain high-performing Boards
- Enhance both individual and group leadership skills
- Forge effective Board, Superintendent, and stakeholder relationships



## Target Participants

- District Board Chairs, Presidents, and/or Superintendents
- Board Teams (3 – 4 per district that include existing and new board members)



## Program Structure

- 3-day residential program
- Four plenary sessions per day
- Afternoon/nightly breakout sessions dedicated to the unique challenges of each participant demographic



## Program Location

- Harvard Business School Executive Education Complex: Designed to support full immersion and high intensity learning

# Accelerating Board Development

## 3-Day Illustrative Schedule

Discussion Groups	Discussion Groups	Discussion Groups
<b>Session 1</b> Introduction	<b>Session 5</b> Building External Support	<b>Session 9</b> Theory of Action and Theory of Change
<b>Session 2</b> Effective Board Leadership	<b>Session 6</b> Making Strategic Choices	<b>Session 10</b> Leading Change
Lunch	Lunch	Lunch
<b>Session 3</b> Mission Clarity and Impact	<b>Session 7</b> Financial Sustainability: Budget Simulation	<b>Session 10</b> Implementing a Shared Vision
<b>Session 4</b> Strategic Planning and Alliances	<b>Session 8</b> Creating a Culture of Performance Measurement	<b>Closing Session &amp; Wrap-Up</b>
<b>Breakout Session</b>	<b>Breakout Session</b>	Departure
Dinner	Dinner	
Preparation	Preparation	



**John J-H Kim**  
Senior Lecturer of Business  
Administration (HBS)

Entrepreneurship in  
Education  
PELP Faculty Chair



**DEEP FACULTY SPECIALIZATIONS**



**James Honan**  
Senior Lecturer on Education  
& Co-Chair, Institute for  
Educational Management  
(HGSE)

Non-Profit Financial Mgmt.  
Performance Measurement



**Suraj Srinivasan**  
Philip J. Stomberg Professor  
of Business Administration  
(HBS)

Governance  
Board Leadership

# HBS: A Valued Partner

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# HBS Approach to Executive Education



## MISSION

The HBS mission is to **educate leaders who make a difference in the world.**

Making a difference means people who create real value for society, and who create value before claiming value.

HBS' mission is woven into every aspect of the School's work from the teaching philosophy that emphasizes **practical application grounded in research** to a faculty focus on the growth and development of leaders who will help organizations to solve the biggest global challenges.



## PEDAGOGY

The underlying value proposition in all of HBS' teaching is to teach executives **how to think, not what to think**; and, how to think about the discontinuous mindset shifts that are needed to lead in the world of the future.

The case method and participant-centered pedagogy provides participants opportunity to **practice judgment, decision making, influencing, and communicating** in the context of application to real-world problems, which makes the learning “stick.”



## FACULTY

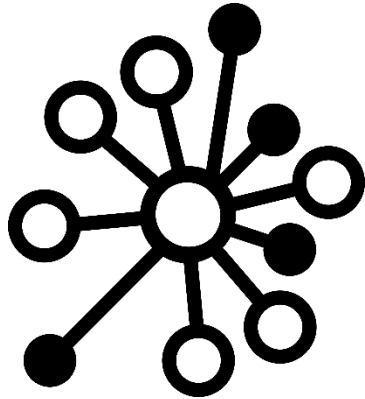
HBS faculty engage in executive development because it is so central to the mission of the School.

HBS faculty have **depth and breadth of capability**—true thought leaders—unmatched at any other institution. We can also leverage faculty—in the Sciences or other areas—from across Harvard to complement HBS faculty expertise.

Program participants have access to, and intellectual engagement with, the **thought leaders who are shaping global business practices.**

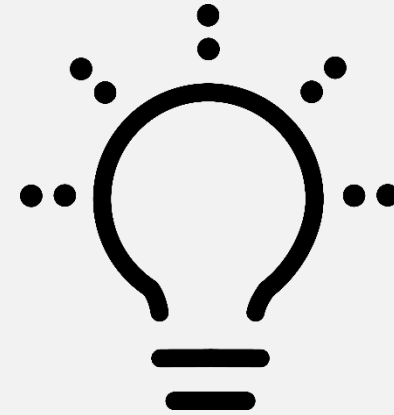


# The Design Process



The final design will include some combination of case studies, simulations, small group discussions, interactive lectures, and application exercises. Each of these components are considered in the context of the duration of the program, public sector culture and, importantly, the most effective way to deliver the content to participants. Our initial, proposed design is put forward in the following pages.

This four to six month iterative phase is characterized by further contact and discussion to fine-tune our understanding of your requirements and to ensure that we have a common understanding of the content and direction of the program. Led by the Faculty Chair(s) and Program Director, this process involves formal needs assessment interviews with key officials and stakeholders, along with a full review of organizational challenges and professional competencies.



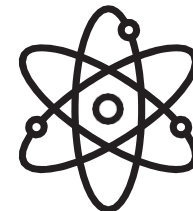
# Harvard Business School Campus



The physical environment and infrastructure at HBS is thoughtfully designed to support the world-renown HBS case method, full immersion, and high intensity



The design of unique “living group” spaces in our Executive Residences is structured to create interactions needed to prepare for class sessions and promote relationship building



The HBS campus location in Boston puts you in one of the US’s main hubs for innovations in technology, biotech, science, education, and the arts

# Program Fees

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## Program Fees:

# *Accelerating Board Development*

**\$3,750** Per Participant, with a minimum of 60 participants

- 3-day On Campus Residential Module
  - The delivery fee for the HBS Campus in Boston is inclusive of faculty teaching, program materials, program website, administrative support, facilities (classrooms, study rooms, housing accommodations for participants in our executive residences), and the costs of standard catering (on campus food and beverage for breakfast, lunch, dinner, receptions, and breaks)

# THANK YOU



HARVARD | BUSINESS | SCHOOL  
Executive Education

**STUDENT OUTCOMES-FOCUSED GOVERNANCE**



JANUARY 1, 2018

# STUDENT OUTCOMES-FOCUSED GOVERNANCE

A CONTINUOUS IMPROVEMENT FRAMEWORK

COUNCIL OF THE GREAT CITY SCHOOLS

# Student Outcomes-Focused Governance

## A Continuous Improvement Framework

### TABLE OF CONTENTS

Introduction	1
Framework	
Vision & Goals	2
Values & Constraints	3
Accountability & Monitoring	4
Communication & Collaboration	5
Unity & Trust	6
Continuous Improvement	7
Definitions	8
Examples	11
Sources	13
Board Quarterly Self Evaluation	15
Board Monthly Time Use Evaluation	16
Board Continuous Improvement Evaluation	17
Superintendent Annual Evaluation	18



## INTRODUCTION

### **Overview**

Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as elegant as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes.

The framework is built around six research-based competencies that correlate with improvements in student outcomes: Vision & Goals, Values & Constraints, Accountability & Monitoring, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

### **How To Use**

This document is best used by the full board and superintendent with guidance from a facilitator trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation.

### **Acknowledgements**

The journey toward this framework began in 2014 when a group of rambunctious CGCS board members and superintendents came together with the intention of defining and supporting effective governance throughout the CGCS family of member districts. Referring to themselves as "TeamRogue" -- a designation intended to describe the break from existing governance doctrine they believed necessary to position boards as entities capable of driving improvements in student outcomes -- they began by reviewing existing research and asking a great number of questions. After conducting what was, at that time, the nation's most comprehensive survey of urban board members and superintendents on the topic of improving governance effectiveness, the group began formulating a series of workshops geared toward new board members, board chairs, and whole board teams. Those early efforts have since evolved into this framework. None of this would be possible without significant contributions from each of the following:

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Michael Casserly (CGCS)  
AJ Crabill (Kansas City)  
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Cindy Elsbernd (Des Moines)

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Leslie Grant (Atlanta)  
Ray Hart (CGCS)  
Pamela Knowles (Portland)

Larry Nyland (Seattle)  
Michael O'Neill (Boston)  
Moses Palacios (CGCS)  
Ashley Paz (Fort Worth)

Josh Reimnitz  
(Minneapolis)  
Miguel Solis (Dallas)  
Teri Trinidad  
(CGCS)  
Steve Zimmer (Los  
Angeles)

VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt a vision & goals that are student outcomes focused.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	25 Points	35 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted a <b>vision</b>.</p> <p>The Board has not adopted <b>goals</b>.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted a vision. If there is a permanent Superintendent, that person was included in the vision-setting process.</p> <p>The Board has adopted, in collaboration with the Superintendent, goals aligned with the vision.</p> <p>The Board has adopted only <b>SMART</b> goals that include a specific <b>population, starting point, an ending point, a starting date, and an ending date</b>.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three <b>interim goals</b> for each goal, and each interim goal is SMART.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired <b>student outcomes</b>.</p> <p>In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates.</p> <p>All interim goals pertain to <b>student outputs</b> or student outcomes.</p> <p>The Board included students, parents, staff, and community members in the goal and interim goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require changes in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to support the adopted vision, goals, and interim goals.</p> <p>All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of the inputs the interim goal is measuring.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and</p>

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	The Board publicly posted the vision, goals, and interim goals for public comment prior to adoption.		prioritization of potential goals.
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VALUES & CONSTRAINTS: The Board will, in collaboration with the Superintendent, adopt constraints aligned with the vision & goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	5 Points	10 Points	15 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted a vision.</p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the <b>values</b> of the community during the previous twenty-four month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, <b>constraints</b> based on the community's values and that are aligned with the vision and goals. Each constraint describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.</p> <p>The Board has adopted no fewer than one and no more than five constraints. Fewer constraints allow for more focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three <b>interim constraints</b> for each constraint, and each interim constraint is</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's constraints relate to the Board's goals.</p> <p>In addition to having ending points and ending dates for the interim constraints, the Board has adopted interim constraint ending points for each year leading up to the ending date.</p> <p>The Board included students, parents, staff, and community members in the constraint and interim constraint development process.</p> <p>The Board has adopted one or more <b>theories of action</b> to drive the district's overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to support the adopted constraints, interim constraints, and theories of action.</p> <p>All of the interim constraints are predictive of their respective constraints, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim constraint and the constraint. Influenceable suggests that the Superintendent -- and through them, the district staff -- has</p>

	<p>SMART.</p> <p>The Board publicly posted the constraints and interim constraints for public comment prior to adoption.</p>	<p>All Board constraints last from three to five years; all interim constraints last from one to three years.</p> <p>The constraints, interim constraints, and theories of action will challenge the organization and require change in adult behaviors.</p>	<p>authority over roughly 80% of whatever the interim constraint is measuring.</p> <p>In addition to the constraints on the Superintendent's authority, the Board has adopted one to five constraints on its own behavior and evaluates itself against at least one of them each month.</p>
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<b>ACCOUNTABILITY &amp; MONITORING: The Board will devote significant time monthly to monitoring progress toward the vision &amp; goals.</b>			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	20 Points	30 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals, interim goals, constraints, or interim constraints.</p> <p>The Board does not schedule each goal to be monitored at least four times per year.</p> <p>The Board does not schedule each constraint to be monitored at least once per year.</p> <p>The Board has not adopted a <b>monitoring calendar</b>.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board spends no less than 10% of its total Board-authorized public meeting minutes <b>monitoring</b> its goals and interim goals.</p> <p>The Superintendent led the interim goals/constraints and monitoring calendar development processes while working collaboratively with the Board.</p> <p>The Board has a Board-adopted monitoring calendar.</p> <p>The Board's monitoring calendar</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board spends no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.</p> <p>No more than two goals are monitored per month.</p> <p>Every goal is monitored at least four times per year.</p> <p>Every constraint is monitored at least once per year.</p> <p>The Board has been provided copies of -- but did not vote to approve / disapprove -- the</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board spends no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.</p> <p>Only <b>Board work</b> was discussed and/or acted on during Board-authorized public meetings.</p> <p>The Board modifies its goals, constraints, interim goals/constraints, and monitoring calendar no more than once during any twelve month period. A longer period</p>

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<p>The Board does not track its use of time in <b>Board-authorized public meetings</b>.</p> <p>The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.</p>	<p>spans no fewer than twelve months. A longer period -- twenty-four to thirty-six months -- allows for more focus; shorter allows for less.</p> <p>The Board has received <b>monitoring reports</b> in accordance with its monitoring calendar.</p> <p>The Superintendent is evaluated only on performance regarding the Board's goals, constraints, and interim goals/constraints. The Board considers Superintendent performance to be indistinguishable from district performance.</p>	<p>Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and <b>implementation instruments</b>.</p> <p>The most recent annual Superintendent evaluation took place no more than twelve months ago.</p>	<p>-- twenty-four to thirty-six months -- allows for more focus; shorter allows for less.</p> <p>The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period.</p>
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<b>COMMUNICATION &amp; COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the vision &amp; goals.</b>			
<b>Not Student Outcomes Focused</b>	<b>Approaching Student Outcomes Focus</b>	<b>Meeting Student Outcomes Focus</b>	<b>Mastering Student Outcomes Focus</b>
<b>0 Points</b>	<b>1 Point</b>	<b>5 Points</b>	<b>10 Points</b>
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals or interim goals.</p> <p>The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>All <b>consent-eligible items</b> were placed on the consent agenda and all but a few were voted on using a consent agenda.</p> <p>The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>There are no more than four Board-authorized public meetings per month and none lasts more than three hours.</p> <p>The Board schedules no more than five topics during any one Board-authorized public meeting.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>There are no more than two Board-authorized public meetings per month and none lasts more than two hours.</p> <p>The Board schedules no more than three primary topics for discussion during any Board-authorized public meeting.</p>

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<p>materials would be considered.</p> <p>There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total).</p> <p>Any meeting of the Board lasted more than eight hours during the previous twelve month period.</p> <p>The Board does not use a consent agenda.</p> <p>The Board has not hosted opportunities to listen to the vision and values of the community during the previous twenty-four month period.</p>	<p>following:</p> <ul style="list-style-type: none"> <li>- <b>Goal Setting:</b> reviewing, discussing, and/or selecting goals</li> <li>- <b>Goal Monitoring:</b> reviewing, discussing, and/or approving/not approving goal monitoring reports</li> <li>- <b>Constraint Setting:</b> reviewing, discussing, and/or selecting constraints</li> <li>- <b>Constraint Monitoring:</b> reviewing, discussing, and/or approving/not approving constraint monitoring reports</li> <li>- <b>Leadership Evaluation:</b> Board self evaluation, Board time use evaluation, and Superintendent evaluations</li> <li>- <b>Voting:</b> debating and voting on any item (these activities are never a form of "monitoring")</li> <li>- <b>Community Engagement:</b> two-way communication between the Board and community members</li> <li>- <b>Other</b></li> </ul>	<p>The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted constraints. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation).</p> <p>The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.</p>	<p>The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered.</p> <p>The Board used a process that included students, parents, staff, and community members in a way that led them to support the adopted goals, constraints, interim goals/constraints, and theories of action.</p>
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<b>UNITY &amp; TRUST: The Board will lead with one voice in its pursuit of the vision and goals.</b>			
<b>Not Student Outcomes Focused</b>	<b>Approaching Student Outcomes Focus</b>	<b>Meeting Student Outcomes Focus</b>	<b>Mastering Student Outcomes Focus</b>
<b>0 Points</b>	<b>1 Point</b>	<b>3 Points</b>	<b>5 Points</b>
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals or interim goals.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>Attendance at all regularly scheduled Board meetings was over 80% during the previous</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board unanimously agreed during the most recent quarterly self-evaluation that</p>

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<p>The Board has not adopted policies that establish Board operating procedures.</p> <p>Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period.</p> <p>Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.</p>	<p>three month period.</p> <p>The Board has adopted a policy requiring that information provided by the Superintendent to one Board Member is provided to all Board Members.</p> <p>The Board reviews all policies governing Board operating procedures once per year.</p> <p>The Board has adopted an Ethics &amp; Conflicts of Interest Statement and all Board Members have signed the statement during the previous twelve month period.</p> <p>All Board Members understand that if the Board has committees, their role is only to advise the Board, not to advise the staff.</p>	<p>Members do not give operational advice or instructions to staff members.</p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district.</p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them.</p> <p>The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.</p>	<p>all Board Members adhered to all policies governing Board operating procedures during the previous three month period.</p> <p>All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members.</p> <p>All Board Members have memorized the Board's goals and interim goals.</p> <p>The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.</p>
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CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the vision and goals.			
Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	3 Points	5 Points
<i>The Board is Not Student Outcomes Focused if any of the following are true:</i>	<i>No items from the Not Student Outcomes Focused column, and:</i>	<i>All items from the Approaching Student Outcomes Focus column, and:</i>	<i>All items from the Meeting Student Outcomes Focus column, and:</i>

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<p>The Board has not adopted goals or interim goals.</p> <p>The Board has not conducted a self-evaluation during the previous twelve month period.</p> <p>The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results.</p> <p>The Board has not participated in a <b>governance team</b> training or retreat where all members of the governance team were present, during the previous twelve month period.</p>	<p>The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board’s goals and interim goals.</p> <p>The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.</p> <p>The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals.</p> <p>The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.</p>	<p>The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation.</p> <p>The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period. [ Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes. ]</p> <p>The Board has continuously updated the status and targets of all goals, constraints, and interim goals/constraints, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings.</p> <p>The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.</p>	<p>The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months.</p> <p>Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board. [ Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes. ]</p> <p>The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.</p>
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**DEFINITIONS**

**Adult Outcomes:** A measure of school system results that are not student results; outcomes that are not student outcomes. [ see Outcomes, Student Outcomes definitions ]

**Adult Outputs:** The adult experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the adults' role in the implementation of the program or strategy. Outputs that are not student outputs. [ see Outputs, Student Outputs definitions ]

**Board-Authorized Public Meeting:** Any non-privileged meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, and Board committees. Legally mandated hearings are exempted from this definition. [ see Board Work definition ]

**Board Work:** Items that are discussed and/or acted on during Board-authorized public meetings because either state or federal law/rule requires the Board to do so or because the items directly pertain to the Board's adopted goals or constraints. Items that are not legally required and that the Board has not designated as Board work through the Board's goals or constraints are, by default, Superintendent work. [ see Board-authorized Public Meeting definition ]

**Community Engagement:** Time invested by the Board in two-way communication between the Board and community members.

**Consent-Eligible Items:** Matters on the Board agenda that include, but that are not limited to, personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, and regular financial reports where financial activities remained within budgetary parameters. [ see Board-authorized Public Meeting, Board Work definitions ]

**Constraint:** An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district's student outcome goals. Constraints are based on the community's values and are aligned with the vision and goals. [ see Examples section; see Constraint Monitoring, Constraint Setting, Interim Constraint, Theory of Action definitions ]

**Constraint Monitoring:** Time invested by the Board in reviewing, discussing and/or accepting/not accepting constraint monitoring reports. [ see Constraint, Interim Constraint, Monitoring definitions ]

**Constraint Setting:** Time invested by the Board in reviewing, discussing, and/or selecting constraints. [ see Constraint, Interim Constraint, Theory of Action definitions ]

**Ending Date:** The month/year by when the goal will reaching the ending point. In goal setting, the ending date can be no less than one and no more than five years away. The ending date is often represented by the 'Z' in sample goals: "the measure will move from W% on X to Y% by Z." [ see Ending Point, Goal Setting, SMART definitions ]

**Ending Point:** The goal's desired number/percentage at the time of the ending date. The ending point is often represented by the 'Y' in sample goals: "the measure will move from W% on X to Y% by Z." [ see Ending Date, Goal Setting, SMART definitions ]

**Goals:** Policy statements that are SMART, that are student outcomes focused, and that describe the Board's top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board's goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five year period. Goals generally take the form of "student outcome will increase from X to Y by Z." [ see Goal Examples section; see SMART, Student Outcome definitions ]

**Goal Monitoring:** Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring. [see Board-authorized Public Meeting, Goal, Goal Setting, Interim Goal, Monitoring definitions ]

**Goal Setting:** Time invested by the Board in reviewing, discussing, and/or selecting goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. [ see Board-authorized Public Meeting, Goal, Goal Monitoring, Interim Goal, Monitoring definitions ]

**Governance Team:** All Board Members and the Superintendent. The Superintendent is not a member of the Board, but is a member of the governing team.

**Implementation Instruments:** Measures that describe the quality of effort that goes into execution of inputs or outputs. This document is an example of an implementation instrument for the governing team's outputs.

**Inputs:** Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied. [ see Outcomes, Outputs definitions ]

**Interim Goals:** A measure of progress toward a defined goal that can be expressed as a number or percentage. [ see Goal Examples section ]

**Interim Constraint:** A measure of progress toward a defined constraint that can be expressed as a number or percentage. [ see Constraint Examples section ]

**Leadership Evaluation:** The Board conducting routine self-evaluations and Superintendent evaluations. It is recommended to include months during which leadership evaluation will take place on the monitoring calendar.

**Monitoring:** A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and voting to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board's goals / constraints.

**Monitoring Calendar:** A Board-adopted multi-year schedule that describes months during which goals, interim goals, constraints, and interim constraints are reported to the Board.

**Monitoring Report:** A report that provides evidence of progress to the Board regarding their adopted goals and constraints. Each monitoring report must contain 1) the goal/constraint being monitored, 2) the interim goals/constraints showing the previous three reporting periods, the current reporting period, and the annual and ending point numbers/percentages, 3) the Superintendent's evaluation of performance (“red/yellow/green” or “on track/partially off/off track” or “compliant/partially compliant/non-compliant” or whatever other status labels the district uses for progress monitoring), and 4) supporting documentation that shows the evidence and describes any needed next steps.

**Outcomes:** The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary. [ see Adult Outcomes, Inputs, Outputs, Student Outcomes definitions ]

**Outputs:** The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy. [ see Inputs, Outcomes definitions ]

**Population:** The group of students who will be impacted and/or who are being measured. [ see SMART definition ]

**SMART:** An acronym for “specific, measurable, attainable, results-focused, time-bound.” Goals and interim goals partially accomplish SMART-ness by having a specific population, starting points, ending points, starting dates, and ending dates. [ see Ending Date, Ending Point, Population, Starting Date, Starting Point definitions ]

**Starting Date:** The month/year that the goal is set. The starting date is often represented by the ‘X’ in sample goals: “the measure will move from W% on X to Y% by Z.” [ see Goal Setting, SMART, Starting Point definitions ]

**Starting Point:** The goal’s current number/percentage at the time of adoption. The starting point is often represented by the ‘W’ in sample goals: “the measure will move from W% on X to Y% by Z.” [ see Goal Setting, SMART, Starting Date definitions ]

**Student Outcomes:** A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes. [ see Adult Outcomes, Goals, Outcomes definitions ]

**Student Outputs:** The student experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the students’ role in the implementation of the program or strategy. Student outputs are distinct from adult outputs. [ see Adult Outputs, Outputs definition ]

**Theory of Action:** A set of high level strategies to which all district inputs and outputs must be aligned. Unlike other constraints, theories of action do not have interim constraints. [ see Examples section; see Constraint definition ]

**Values:** The shared understanding of what the community considers important but that is not the vision. Where the vision describes what the community wants to see happen, values describe what the community does not want to see happen. Values describe

protections the community wants to see put into place. It is not appropriate for the Board to allow the community's values to be violated, even if doing so would support the accomplishment of the vision. The values are most often expressed as a constraint or a theory of action. Constraints generally are set for a three to five year period; theories of action generally are set for a five to ten year period.

**Vision:** The shared understanding of what the community ultimately desires to accomplish for all students. Where values describe what the community does not want to see, vision describes what the community does want to see happen. Vision describes the direction the community wants to see the school system go. A vision is most often expressed as an aspirational policy statement that describes what the Board understands the community's desire for the future to be. Vision statements generally are set for a five to ten year period.

**Voting:** Time invested by the Board in debating and voting on any item. Unless indicated elsewhere in this document, these activities are never a form of "monitoring".

## GOAL EXAMPLES

### Sample Goals:

- *Many of these examples are drawn from current or proposed goals from CGCS member districts (or adaptations of their policy that meet the goal definition).*
- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from W% on X date to Y% by Z date
- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z
- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z
- The percentage of students at underperforming schools who meet or exceed the state standard will increase from W% on X to Y% by Z
- The percentage of males of color who graduate with an associate's degree will increase from W% on X to Y% by Z

### Sample Interim Goals:

- *Many of these examples are drawn from CGCS' "Academic KPIs" work.*
- The percentage of students successfully passing Algebra I by the end of ninth grade will increase from W% on X to Y% by Z
- The percentage of students showing growth from one district formative assessment to the next will increase from W% on X to Y% by Z
- The percentage of students earning at least three IB, AP, or college credits each semester will increase from W% on X to

Y% by Z

## CONSTRAINT EXAMPLES

### Sample Constraints:

- *Many of these examples are drawn from current or proposed constraints from CGCS member districts (or adaptations of their policy that meet the constraint definition).*
- The Superintendent will not allow underperforming campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance
- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff
- The Superintendent will not allow the number or percentage of students at underperforming campuses to remain the same or increase
- The Superintendent will not allow the inequitable treatment of students

### Sample Interim Constraints:

- *Many of these examples are drawn from CGCS' "Managing for Results" work.*
- The percentage of People Incidents per 1,000 Students at underperforming schools will decline from W% on X to Y% by Z
- The Employee Separation Rate for principals and teachers in the top quartile of district-wide performance will decline from W% on X to Y% by Z

## THEORY OF ACTION EXAMPLES

### Sample Theories of Action:

- *Some of these examples are drawn from current or proposed Theories of Action from CGCS member districts (or adaptations of their policy that meet the Theories of Action definition).*
- **Managed Instruction:**
  - If instructional materials and methods are directed by the central office to ensure that students experience consistency and quality of instructional delivery across a system of campuses;
  - Then central office will be responsible for accomplishing the Board's goals while operating within the Board's other constraints.
- **Earned Autonomy:**
  - If the central office directly operates some schools and grants varying levels of autonomy to other schools; and
  - If the central office will clearly define operational thresholds that deserve higher levels of autonomy, and the specific

- autonomies earned, consistent with Board goals and constraints;
  - Then responsibility for accomplishing the Board's goals while operating within the Board's constraints will vary between central office and school leaders based on school-level operational capacity and student outcomes.
- **Performance Empowerment:**
    - If the central office devolves autonomy to schools; and
    - If the central office empowers parents to make choices among schools operated by differing partners; and
    - If the central office creates performance contracts with schools, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers;
    - Then school performance contracts will require the school to accomplish the Board's goals while operating within the Board's other constraints.

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BOARD QUARTERLY SELF-EVALUATION						
Current Date	/ /			Votes For/Against	/	
	January -March	April -June	July -September	October -December	January -March	Total Possible
Vision & Goals						35
Values & Constraints						15
Accountability & Monitoring						30
Communication & Collaboration						10
Unity & Trust						5
Continuous Improvement						5
<b>Total</b>						<b>100</b>

**Directions**

1. You will enter five sets of evaluation results: three previous quarters, most recently completed quarter, and the next quarter estimate.
2. **Enter** the self-evaluation results for the previous three completed quarterly self-evaluations. (For example, if it is currently January then enter the self-evaluation results for Jan-Mar, Apr-Jun, and Jul-Sep.)
3. **Conduct** the quarterly self-evaluation for the most recently completed quarter and vote to adopt the results. (Continuing the example, conduct the quarterly self-evaluation for Oct-Dec.)
4. **Compare** the quarterly self-evaluation results with the estimated self-evaluation results from the previously completed self-evaluation (Continuing the example, compare the self-evaluation results for Oct-Dec with the estimated Oct-Dec self-evaluation results that were entered during the Jul-Sep self-evaluation.)
5. **Enter** the self-evaluation results. (Continuing the example, enter the self-evaluation results for Oct-Dec.)
6. **Estimate** the self-evaluation results the Board can achieve during the next quarter. (Continuing the example, estimate the self-evaluation results for Jan-Mar.)
7. **Enter** the estimated self-evaluation results for the next quarter. (Continuing the example, enter the estimated self-evaluation

results for Jan-Mar.)

8. **Update** the Board Continuous Improvement Evaluation to ensure meaningful progress toward focusing on improving student outcomes.

**BOARD MONTHLY TIME USE EVALUATION**

<b>Framework</b>	<b>Activity</b>	<b>Mins Used</b>	<b>% of Total Mins Used</b>	<b>Description</b>	<b>Notes</b>
<b>Vision &amp; Goals</b>	Goal Setting			Reviewing, discussing, and/or selecting goals	
	Goal Monitoring			Reviewing, discussing, and/or accepting/not accepting goal monitoring reports	
<b>Values &amp; Constraints</b>	Constraint Setting			Reviewing, discussing, and/or selecting constraints	
	Constraint Monitoring			Reviewing, discussing, and/or approving/not approving constraint monitoring reports	
<b>Accountability &amp; Monitoring</b>	Superintendent Evaluation			Annual evaluation of Superintendent/district performance	
	Voting			The Board debating and/or voting on any item (these activities are never a form of "monitoring")	
<b>Communication &amp; Collaboration</b>	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members	
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members	
<b>Continuous Improvement</b>	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument	
	Board Time Use Evaluation			Meeting evaluation using this time use instrument	
	Community Training			Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance	

<b>Other</b>	Other			Any time spent on an activity that is not one of the above	
<b>Total Student Outcomes-focused Mins</b>					
				Goal Setting & Goal Monitoring combined	
<b>Total Public Meeting Minutes</b>					
				All minutes in Board-authorized public meetings combined	

BOARD CONTINUOUS IMPROVEMENT EVALUATION											
Quarter 0											
The first time a Board uses the Board Quarterly Self-Evaluation; the Board's 'starting point' for their two year continuous improvement process.											
Last Quarter Total			Current Quarter Total			Growth From Last to Current Quarter					
Quarter 1 Board's 2nd Quarterly Self-Evaluation			Quarter 2 Board's 3rd Quarterly Self-Evaluation			Quarter 3 Board's 4th Quarterly Self-Evaluation			Quarter 4 Board's 5th Quarterly Self-Evaluation		
Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 30?	Growth at least 25?		Total at least 45?	Growth at least 15?		Total at least 60?	Growth at least 15?		Total at least 70?	Growth at least 15?
If either question is 'yes', the Board met its quarterly continuous improvement goal		Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal		Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal		Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal		Met <input type="checkbox"/> Did Not Meet <input type="checkbox"/>

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						<input type="checkbox"/>			<input type="checkbox"/> <input type="checkbox"/>		
Quarter 5 Board's 6th Quarterly Self-Evaluation			Quarter 6 Board's 7th Quarterly Self-Evaluation			Quarter 7 Board's 8th Quarterly Self-Evaluation			Quarter 8 Board's 9th Quarterly Self-Evaluation		
Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter	Last Quarter Total	Current Quarter Total	Growth From Last to Current Quarter
	Total at least 75?	Growth at least 5?		Total at least 80?	Growth at least 5?		Total at least 85?	Growth at least 5?		Total at least 90?	Growth at least 5?
If either question is 'yes', the Board met its quarterly continuous improvement goal <input type="checkbox"/>			If either question is 'yes', the Board met its quarterly continuous improvement goal <input type="checkbox"/>			If either question is 'yes', the Board met its quarterly continuous improvement goal <input type="checkbox"/>			If either question is 'yes', the Board met its quarterly continuous improvement goal <input type="checkbox"/>		
Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>		

**SUPERINTENDENT ANNUAL EVALUATION**

A Goal or Constraint's performance is **Met Standard** if:

- The Actual SY17/18 Ending Point >= Desired SY17/18 Ending Point
- OR
- At least two thirds of the Interim Goals'/Constraints' Actual SY17/18 Ending Points >= their respective Desired SY17/18 Ending Points

Otherwise the Board must consider growth and performance and vote to determine whether or not a Goal or Constraint's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:

- At least two thirds of the Goals are **Met Standard**
- AND
- At least half of the Constraints are **Met Standard**

Otherwise the Board must consider growth and performance and vote to determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Goal 1: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022				
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:
<b>Interim Goal 1.1:</b>			<b>Management Comments</b>	
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Goal 1.2:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Goal 1.3:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>SY17/18 Evaluation</b>				
Met Standard: <input type="checkbox"/> Did Not Meet Standard: <input type="checkbox"/>				

Goal 2: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022				
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:
<b>Interim Goal 2.1:</b>			<b>Management Comments</b>	

Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Goal 2.2:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Goal 2.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>			
Did Not Meet Standard: <input type="checkbox"/>			

<b>Goal 3: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022</b>				
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:
<b>Interim Goal 3.1:</b>			<b>Management Comments</b>	
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Goal 3.2:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Goal 3.3:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		

<b>SY17/18 Evaluation</b>	
Met Standard: <input type="checkbox"/>	Did Not Meet Standard: <input type="checkbox"/>

<b>Constraint 1: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same</b>			
<b>Interim Constraint 1.1:</b>			<b>Management Comments</b>
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 1.2:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 1.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<b>Constraint 2: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same</b>			
<b>Interim Constraint 2.1:</b>			<b>Management Comments</b>
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 2.2:</b>			

Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 2.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<b>Constraint 3: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same</b>				
<b>Interim Constraint 3.1:</b>			<b>Management Comments</b>	
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Constraint 3.2:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>Interim Constraint 3.3:</b>				
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:		
<b>SY17/18 Evaluation</b>				
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>		



**CASSERLY INSTITUTE**



**Michael Casserly Urban School Executive Leadership Institute**  
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**Washington, DC 20004**

At its 2017 Fall Conference, the Board of Directors of the Council of the Great City Schools created the *Urban School Executive Leadership Institute* to recognize Michael Casserly for his over 40 years of service to the organization. Dr. Casserly is one of Washington's best education advocates, and an expert on urban education, governance, and federal policy

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- ❖ Attendance at the Council's joint meeting of Chief Finance and Information Officers, November 6-9 in Nashville, Tennessee, to hear first-hand the current issues and challenges and participate in discussions and work sessions to address them.
- ❖ Participation in scheduled group seminars (webinars) that relate to current issues and challenges.
- ❖ Development of a 100-day, one year, and longer-term strategic plan (or "theory of action") that addresses the systemic issues and challenges they would inherit as a CFO with a 15-minute overview of those plans at the next annual meeting of CFOs.

*Certificates of Achievement* will be presented, and references provided to those judged by subject-matter experts as qualified to assume senior executive positions as Chief Financial Officers when they become available

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The discussion leaders should recognize that all the topic areas are in some way related to each other and the topics should be discussed not as discrete subjects but as components of the old Deming “Plan-Do-Check Act” cycle which has resurfaced over the years.

- Education Resource Strategies
- Coping with Dramatic Revenue Changes
- Succession Planning
- Restructuring Financial Functions
- Outsourcing vs. Insourcing
- Union Contract Negotiations In the Midst of an Economic Recovery
- Position Control and Headcount Allocation
- Affordable Care Act – National Perspective and Impact
- School Facility Financing and Capital Appreciation Bonds
- Capital Projects and Funding Alternatives
- Strategic Sourcing
- Managing Charter Schools
- Health Care Design and Cost Containment

- Outlook for Municipal Financing for Dependent School Districts
- Cost Consequences of Deferred and Preventive Maintenance
- Business Case for Compensation Reform
- Comprehensive Compensation Reform
- Cost Accounting in Education
- Systematic integration in School Districts
- Budgeting, staff allocation, and outcomes
- Creating dashboards for consumption
- Grant funding
- Budgeting Systems and Weighted Student Formula
- GASB Standards
- Performance Pay for Instructional and Non-Instructional Staff
- Funding Student Technology Rollouts and Textbook Conversions to Digital and On-Line
- Key Strategies and the Use of Private Exchanges
- Linking Strategic Plans, Organizational Business Plans, and Performance Budgeting
- Priority Based Budgeting
- Equitable School Funding
- Ethical Issues in the Workplace
- Leveraging Leadership and Team Building
- Public Sector Program Evaluation (ROI, Benefit-Cost, Total Cost of Ownership, etc.)
- Disaster Recovery, Contingency, and Business Continuity Planning
- Aligning Business Practices to ERP Capabilities
- Project Management Methodology and the Role of the PMO
- Metrics, Benchmarking, and Performance Management
- Enterprise-Wide Risk Management
- Business Intelligence and Data-Driven Decisions
- Total Cost of Ownership (TCO) for Systems, Applications and Programs
- Organizational Communications and Cross-Functional Coordination
- Enterprise Wide Governance
- Maximizing the Utilization of Funding (Idle funding, restricted funding)
- Meeting the Business Support Needs of Campuses
- Addressing budget challenges in school finance – limited resources, communication, public perception, discontinuity/changes in leadership, etc.
- Effective use of data analytics tools
- Impact of legislation on public schools (staff and students) – Federal, State, City/County, School Boards
- The cost of taking care of schools' aging infrastructure
- Developing a Strategic Financial Plan
- Ongoing monitoring of strategic plan initiatives through performance measures/metrics
- Budget & Planning and Business Intelligence ERP Cloud solutions
- Change management in an unstable environment

- Leadership succession planning and stability
- Bargaining Unit impact on student and staff performance outcome
- Funding challenges for high poverty districts
- Others (TBD)



**Michael Casserly Urban School Executive Leadership Institute**  
**1331 Pennsylvania Avenue, N.W., Suite 1100N**  
**Washington, DC 20004**

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The discussion leaders should recognize that all the topic areas are in some way related to each other and the topics should be discussed not as discrete subjects but as components of the old Deming “Plan-Do-Check Act” cycle which has resurfaced over the years.

- Improving student outcomes through economic evaluation for evidence-based decision making
- Benefit-cost methods and academic return on investment
- Governance and ownership of major Enterprise Resource Planning implementations
- The value proposition of 1:1? - ROI, Business Case
- Life-Cycle planning and multi-year budgeting
- Cyber Security
- Process redesign leveraging technology for efficiency, i.e. process flow, automation
- ERP system implementations
- Budgeting and forecasting costs for technology initiatives
- Funding and managing cloud services, various models including SAAS, managed services, cloud platform

- Change management
- Analytics and reporting
- Student access at home
- KPIs
- Using data to support teachers
- Security - Phishing, Audits, document retention (email)
- ROIs and cost benefits for technology investments
- Open data and transparency
- Financial systems
- Budget development
- SIS and LMS integration
- Student data privacy and EdTech applications
- Implementing an IT Governance Model
- Multi-Year budgeting of annual technology costs
- 1:1 ROI – How to measure and evaluate
- Cloud vs on-prem hosting
- IT Strategic Planning
- Change Management Strategy
- Business Intelligence for K-12
- Modern Learning Space vs. Traditional Classrooms
- Measuring Educational Technology Fidelity of Implementation: Cost vs. ROI
- IT Organizational Structures – Best Practices in K-12
- Best Practices for ERP implementations
- Managing Vendor Partnerships
- Today's CIO/CTO: Executive Level Strategic Partner or Operational Support and why?
- Cybersecurity in K-12 Education
- IT Disaster Recovery Planning
- Solutions to Address the Digital Divide: Broadband Options for Low Income Families



Preparing Chief Academic Officers  
 Special Advisory Group Meeting  
 October 11, 2018

On October 11, a special advisory group comprised of CAOs and curriculum leaders met to discuss the ways a CAO institute could best prepare future academic leaders for their roles leading the curriculum and instruction functions of large urban school districts. The advisory group identified several categories of knowledge and skills and that would benefit future Chief Academic Officers in their first year and throughout their careers. These categories include strategies for onboarding, building knowledge of policy and research, core knowledge of instruction, planning and change management, communication, leadership, and school transformation and reform. The advisory group also identified valuable field-based learning experiences for future participants to prepare them for this complex and vital leadership role.

To be successful in a new position as CAO of an urban district, program participants should be equipped to—

<b>Onboarding</b>	<ul style="list-style-type: none"> <li>• Develop an entry plan, including steps to build their understanding and knowledge about a district, the history of the community in which the district resides, and key issues within that community</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the responsibilities and status of the work of each department reporting to the CAO and how their work interfaces with other divisions and the schools</li> </ul>
	<ul style="list-style-type: none"> <li>• Gather information from meetings with stakeholders and use it to inform decision-making</li> </ul>
<b>Policy and Research</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of federal and local budgets, adoption and procurement policies, and the tactical parts of managing budgets in the district, including:               <ul style="list-style-type: none"> <li>○ How to budget and allocate funds equitably and strategically in support of students</li> <li>○ How to budget for recurring costs, i.e., device replacement and subscription/recurring costs for technology instructional resources</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Stay abreast of national, state, and local issues, including legislation in each of these areas</li> </ul>
	<ul style="list-style-type: none"> <li>• Use research, student data, and other sources of evidence to inform practices</li> </ul>
	<ul style="list-style-type: none"> <li>• Obtain research-based information to drive decision-making</li> </ul>

<b>Core Knowledge of Instruction</b>	<ul style="list-style-type: none"> <li>• Develop and apply an understanding of the science of “learning” and how the brain develops and works <ul style="list-style-type: none"> <li>○ How students acquire language, knowledge and high levels of literacy across content areas;</li> <li>○ How students develop foundational understanding of conceptual and procedural knowledge across content areas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of key issues in curriculum and instruction</li> </ul>
	<ul style="list-style-type: none"> <li>• Translate the need for all students to have access to quality, rigorous instruction into the resources needed to support teaching and learning (curriculum, professional development, assessment), while demonstrating a growth mindset</li> </ul>
	<ul style="list-style-type: none"> <li>• Advance equity and access within the district, based on an understanding of the ways equity and access need to be woven into pedagogical practices, content, staffing, course offerings, instructional time management, and professional learning (addressed both strategically and tactically)</li> </ul>
<b>Planning and Change Management</b>	<ul style="list-style-type: none"> <li>• Study and select a change management model that aligns well with the district’s vision for reform</li> </ul>
	<ul style="list-style-type: none"> <li>• Clearly articulate a long-range vision, including the message that “sometimes you have to go slow to go fast”</li> </ul>
	<ul style="list-style-type: none"> <li>• Decide whether to stay the course or change course based on what the data indicate, including: <ul style="list-style-type: none"> <li>○ An assessment of Return on Investment (ROI)</li> <li>○ An awareness of which key pieces need to be changed rather than jumping from initiative to initiative</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Manage to the “north” (superintendents and the Board) and “south,” including: <ul style="list-style-type: none"> <li>○ Knowing how to take advantage of time with the superintendent</li> <li>○ Knowing what to share and not to share with the school board</li> <li>○ Knowing when and how to share sensitive or politically charged information to members of your department</li> <li>○ Build channels for keeping informed about what is actually happening in the schools and across the district</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Manage expectations to avoid becoming overwhelmed</li> </ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>● Communicate messages internally as well as externally. This involves: <ul style="list-style-type: none"> <li>○ Navigating hot button political issues with the superintendent and board</li> <li>○ Communicating messages internally to obtain buy-in</li> <li>○ Effectively working with the media, both in terms of conveying a message and dealing with crisis situations</li> <li>○ Communicating with the public and other stakeholders</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Proactively communicate successes and innovations within your district to compete with private and charter schools</li> </ul>
	<ul style="list-style-type: none"> <li>● Establish multiple mechanisms for effective, efficient two-way communication with parents, students, and the community to ensure that multiple viewpoints and diverse voices are heard</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Manage both strategic and tactical planning to achieve district vision and goals. This involves: <ul style="list-style-type: none"> <li>○ Having a clear vision of instructional objectives</li> <li>○ Knowing the data – both qualitative and quantitative</li> <li>○ Being able to engage in hard conversations</li> <li>○ Engaging stakeholders</li> <li>○ Building a shared understanding of the instructional vision</li> <li>○ Engaging and empowering a team to ensure all voices are heard)</li> <li>○ Promoting cross-functional communication and collaboration to accomplish shared goals</li> <li>○ Connecting various initiatives across departments so that everyone sees how they fit together</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Know how instructional decisions impact all areas within the organization</li> </ul>
	<ul style="list-style-type: none"> <li>● Effectively model and monitor to ensure that expectations are being met</li> </ul>
	<ul style="list-style-type: none"> <li>● Manage Talent, including: <ul style="list-style-type: none"> <li>○ Knowing how to attract, develop, and maintain exceptional talent</li> <li>○ Knowing how to effectively coach (and be coached) <ul style="list-style-type: none"> <li>▪ Understanding how to provide feedback that moves the knowledge and expertise of the person receiving coaching forward</li> <li>▪ Knowing how to provide 360 feedback</li> <li>▪ Learning to accept feedback and coaching from others without becoming defensive</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Effectively utilizing the talents of external partners in ways that align with the vision and mission of the district and build internal capacity rather than dependence</li> </ul>
	<ul style="list-style-type: none"> <li>● Effectively manage interpersonal relationships and engage in team building, including <ul style="list-style-type: none"> <li>○ Building trust and demonstrating empathy</li> <li>○ Assessing the relative assets of your team, and how they complement your own strengths or areas of need</li> <li>○ Knowing how to motivate and inspire a team</li> <li>○ Validating and celebrating the work of a team</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Build the capacity of principals and principal supervisors as instructional leaders, including <ul style="list-style-type: none"> <li>○ Developing an understanding of the roles of the principal supervisor and principals in order to assist them in supporting instruction in schools and managing change</li> <li>○ Working collaboratively with principal supervisors and their chief of schools to effectively address district curriculum and instructional expectations and to establish equity across every school in the district</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate effective time management, including <ul style="list-style-type: none"> <li>○ Delegating and monitoring tasks and assignments</li> <li>○ Balancing the work within the district with your personal life</li> <li>○ Developing and maintaining a realistic schedule while remaining flexible to handle unforeseen events</li> </ul> </li> </ul>
<b>School Transformation and Reform</b>	<ul style="list-style-type: none"> <li>● Study and apply the lessons of successful school transformation in urban districts</li> </ul>
	<ul style="list-style-type: none"> <li>● Gather and use the educational interests of parents, students, and the community to develop demand for schools within your district</li> </ul>
	<ul style="list-style-type: none"> <li>● Design schools to compete effectively with charters, private schools, and school choice options within the district</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand how technology and workforce demands change and evolve over time and how school districts need to evolve to address these issues</li> </ul>

In addition, the advisory group recommended the following activities and field-based experiences for program participants:

- An opportunity to shadow leaders or staff in other district departments, such as procurement or budgeting, to build a better understanding of the various components of the organization
- Use of a case study or a site visit to examine challenges and successes in change management
- An opportunity to shadow principals and students at schools in diverse communities
- Use of book studies for key topics listed in the matrix
- Support in thinking through the areas to address in an entry plan
- Hands-on training in coaching, including
  - Learning effective coaching strategies
  - Observing different people coaching
  - Discussing observations as a group
  - Enacting mock coaching sessions in front of the group in order to receive feedback and improve their practice

#### Chief Academic Officer Advisory Group

Charlotte-Mecklenburg	Nicolette Grant
Chicago	Anna Alvarado
Dallas	Ivonne Durant
Denver	Suzanne Cordova
Guilford County	Brian Schulz
Los Angeles (formerly)	Judy Elliott
Miami-Dade	Marie Izquierdo
New York City Department of Education	Linda Chen
Norfolk	Jaqueline Colander Chavis

**MANAGING FOR RESULTS**

# Managing for Results in America's Great City Schools 2018

RESULTS FROM FISCAL YEAR 2016-17



**ActPoint KPI**  
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2018

# TABLE OF CONTENTS

---

<b>Introduction</b>	<b>1</b>
<b>Accounts Payable</b>	<b>5</b>
AP Cost per 100K Revenue	6
AP Cost per Invoice	7
Invoices - Days to Process	8
Invoices Processed per FTE per Month	9
Invoices Past Due at Time of Payment	10
Payments Voided	11
<b>Cash Management</b>	<b>13</b>
Cash Flow - Short-Term Loans per \$100K Revenue	14
Investment Earnings per \$100K Revenue	15
Investment Earnings as Percent of Cash/Investment Equity	16
Cash/Investment Equity per \$100K Revenue	17
Treasury Staffing Cost per \$100K Revenue	18
<b>Compensation</b>	<b>19</b>
Pay Checks Processed per FTE per Month	20
Payroll Cost per \$100K Spend	21
Payroll Cost per Pay Check	22
Pay Check Errors per 10K Payments	23
Payroll Staff - Overtime hours per FTE	24
Personnel Record Self-Service Usage per District FTE	25
W-2 Correction Rate (W-2c's)	26
Pay Checks - Direct Deposits	27
<b>Financial Management</b>	<b>29</b>
Debt Principal Ratio to District Revenue	30
Debt Servicing Costs Ratio to District Revenue	31
Fund Balance Ratio to District Revenue - All Types	32
Fund Balance Ratio to District Revenue – Unrestricted	33
Expenditure Efficiency - Adopted Budget Difference from Actual	34
Revenue Efficiency - Adopted Budget Difference from Actual	35
Expenditure Efficiency - Final Budget Difference from Actual	36
Revenue Efficiency - Final Budget Difference from Actual	37



<b>Grants Management</b>	<b>39</b>
Grant Funds as Percent of Total Budget	40
Grant-Funded Staff as Percent of District FTEs	41
Returned Grant Funds per \$100K Grant Revenue	42
Competitive Grant Funds as Percent of Total	43
Days to Access New Grant Funds	44
Grant Receivables Aging	45
<b>Procurement</b>	<b>47</b>
Procurement Cost per Purchase Order	48
Procurement Cost per \$100K Revenue	49
Procurement Savings Ratio	50
Strategic Sourcing Ratio	51
Competitive Procurements Ratio	52
Cooperative Purchasing Ratio	53
P-Card Purchasing Ratio	54
PALT for Requests for Proposals	55
PALT for Invitations for Bids	56
PALT for Informal Solicitations	57
Procurement Staff with Professional Certificate	58
Warehouse Operating Expense Ratio	59
Warehouse Stock Turn Ratio	60
<b>Risk Management</b>	<b>61</b>
Cost of Risk per Student	62
Workers' Compensation Cost per \$100K Payroll Spend	63
Workers' Compensation Cost per Employee	64
Workers' Compensation Lost Work Days per 1,000 Employees	65
Liability Claims - Percent Litigated	66
Liability Claims per 1,000 Students	67
Liability Cost per Student	68
Workers' Compensation Claims per 1,000 Employees	69
Workplace Incidents per 1,000 Employees	70
<b>Food Services</b>	<b>71</b>
Breakfast Participation Rate (Meal Sites)	72
Breakfast Participation Rate (Districtwide)	73
Breakfast F/RP Participation Rate	74
Lunch Participation Rate (Meal Sites)	75

Lunch Participation Rate (Districtwide)	76
Lunch F/RP Participation Rate	77
Cost per Meal	78
Food Cost per Meal	79
Fund Balance per Revenue	80
Total Cost as Percent of Revenue	81
Food Cost per Revenue	82
Labor Cost per Revenue	83
Meals per Labor Hour	84
USDA Commodities as Percent of Revenue	85
Provision II Enrollment Rate – Breakfasts	86
Provision II Enrollment Rate – Breakfasts	87
<b>Maintenance &amp; Operations</b>	<b>89</b>
Custodial Work - Cost per Square Foot	90
Custodial Work - Cost per Student	91
Custodial Workload (Sq. Ft.)	92
Custodial Supply Cost per Square Foot	93
Routine Maintenance - Cost per Square Foot	94
Routine Maintenance - Cost per Work Order	95
Routine Maintenance - Proportion Contractor-Operated, by Work Orders	96
Major Maintenance - Cost per Student	97
Major Maintenance – Delivered Construction Costs as Percent of Total Costs	98
Major Maintenance – Design to Construction Cost Ratio	99
Renovations - Cost per Student	100
Renovations - Delivered Construction Costs as Percent of Total Costs	101
Renovations - Design to Construction Cost Ratio	102
New Construction - Cost per Student	103
New Construction - Delivered Construction as Percent of Total Costs	104
New Construction - Design to Construction Cost Ratio	105
M&O Cost per Student	106
M&O Cost Ratio to District Budget	107
Work Order Completion Time	108
Recycling - Percent of Material Stream	109
Utility Costs per Square Foot	110
Utility Usage - Electricity Usage per Square Foot	111

Utility Usage - Heating Fuel Usage per Square Foot	112
Utility Usage - Water (Non-Irrigation) Usage per Square Foot	113
Green Buildings - Buildings Green Certified or Equivalent	114
<b>Safety &amp; Security</b>	<b>115</b>
Incidents - Assault/Battery Incidents per 1,000 Students	116
Incidents - People Incidents per 1,000 Students	117
S&S Expenditures per Student	118
S&S Expenditures per Student	119
S&S Staff per 1,000 Students	120
Training Hours per Safety/Security Personnel	121
Crisis Response Teams - Drills per Team	122
Crisis Response Teams - Teams per Academic Site	123
Health/Safety Inspections - Sites Inspected Annually	124
Health/Safety Violations per Site	125
Incidents - Bullying/Harassment Incidents per 1,000 Students	126
Incidents - Intrusion/Burglary Incidents per Site	127
Intrusion/Burglary Alarm Systems - Percent Of Sites	128
<b>Transportation</b>	<b>129</b>
Bus Fleet - Average Age of Fleet	130
Cost per Mile Operated	131
Cost per Rider	132
Cost per Bus	133
On-Time Performance	134
Bus Equipment - GPS Tracking	135
Accidents - Miles between Accidents	136
Accidents - Miles between Preventable Accidents	137
Bus Fleet - Alternatively Fueled Buses	138
Bus Fleet - Daily Buses as Percent of Total Buses	139
Bus Usage - Daily Runs per Bus	140
Fuel Cost as Percent of Retail – Diesel	141
Fuel Cost as Percent of Retail – Gasoline	142
Daily Ride Time - General Education	143
Daily Ride Time – SPED	144
<b>Human Resources</b>	<b>145</b>
Teacher Retention - Teachers Hired 1 Year Ago	146
Teacher Retention - Teachers Hired 2 Year Ago	147

Teacher Retention - Teachers Hired 3 Year Ago	148
Teacher Retention - Teachers Hired 4 Year Ago	149
Teacher Retention - Teachers Hired 5 Year Ago	150
Substitute Placement Rate	151
Substitute Placements with BA/BS or Higher	152
Employee Separation Rate	153
Employee Separation Rate – Teachers	154
Employee Separation Rate - Instructional Support Staff	155
Employee Separation Rate – School-Based Exempt Staff	156
Employee Separation Rate – School-Based Non-Exempt Staff	157
Employee Separation Rate – Non-School Exempt Staff	158
Employee Separation Rate – Non-School Non- Exempt Staff	159
Exit Interview Completion Rate	160
Health Benefits Enrollment Rate	161
Health Benefits Cost per Enrolled Employee	162
HR Cost per District FTE	163
HR Cost per \$100K Revenue	164
Employee Relations - Discrimination Complaints per 1,000 Employees	165
Employee Relations - Misconduct Investigations per 1,000 Employees	166
<b>Information Technology</b>	<b>167</b>
Devices - Average Age of Computers	168
Devices - Computers per Employee	169
Devices per Student	170
Devices - Advanced Presentation Devices per Teacher	171
IT Spending Percent of District Budget	172
IT Capital Investments Ratio to Operational Spending	173
IT Spending per Student	174
Network - Bandwidth per 1,000 Students (Mbps)	175
Network - Days Usage Exceeds 75% of Capacity	176
Network - WAN Availability	177
Support - Break/Fix Staffing Cost per Ticket	178
Support - Help Desk Call Abandonment Rate	179
Support - Help Desk Staffing Cost per Ticket	180
Systems Cost - Business Systems Cost per Employee	181
Systems Cost - Instructional Systems Cost per Student	182

# INTRODUCTION

## OVERVIEW

### The Performance Management and Benchmarking Project

In 2002 the Council of the Great City Schools and its members set out to develop performance measures that could be used to improve business operations in urban public school districts. The Council launched the Performance Measurement and Benchmarking Project to achieve these objectives. The purposes of the project were to:

- Establish a common set of **key performance indicators** (KPIs) in a range of school operations, including business services, finances, human resources, and technology;
- Use these KPIs to benchmark and compare the performance of the nation's largest urban public school systems;
- Use the results to improve operational performance in urban public schools.

Since its inception, the project has been led by two Council task forces operating under the aegis of the organization's Board of Directors: the Task Force on Leadership, Governance, and Management, and the Task Force on Finance. The project's work has been conducted by a team of member-district managers, technical advisors with extensive expertise in the following functional areas: business services (transportation, food services, maintenance and operations, safety and security), budget and finance (accounts payable, financial management, grants management, risk management, compensation, procurement and cash management), information technology, and human resources.

### Methodology of KPI Development

The project's teams have used a sophisticated approach to define, collect and validate school-system data. This process calls for each KPI to have a clearly defined purpose to justify its development, and extensive documentation of the **metric definitions** ensures that the expertise of the technical teams is fully captured.

At the core of the methodology is the principle of **continuous improvement**. The technical teams are instructed to focus on operational indicators that can be *benchmarked* and are *actionable*, and thus can be strategically managed by setting improvement targets.

From the KPI definitions, the surveys are developed and tested to ensure the comparability, integrity and validity of data across school districts.

### Power Indicators and Essential Few

The KPIs are categorized into three levels of priority—Power Indicators, Essential Few, and Key Indicators—with each level having its own general purpose.

- **Power Indicators:** Strategic and policy level; can be used by superintendents and school boards to assess the overall performance of their district's non-instructional operations.
- **Essential Few:** Management level; can be used by chief executives to assess the performance of individual departments and divisions.
- **Key Indicators:** Technical level; can be used by department heads to drive the performance of the higher-level measures.

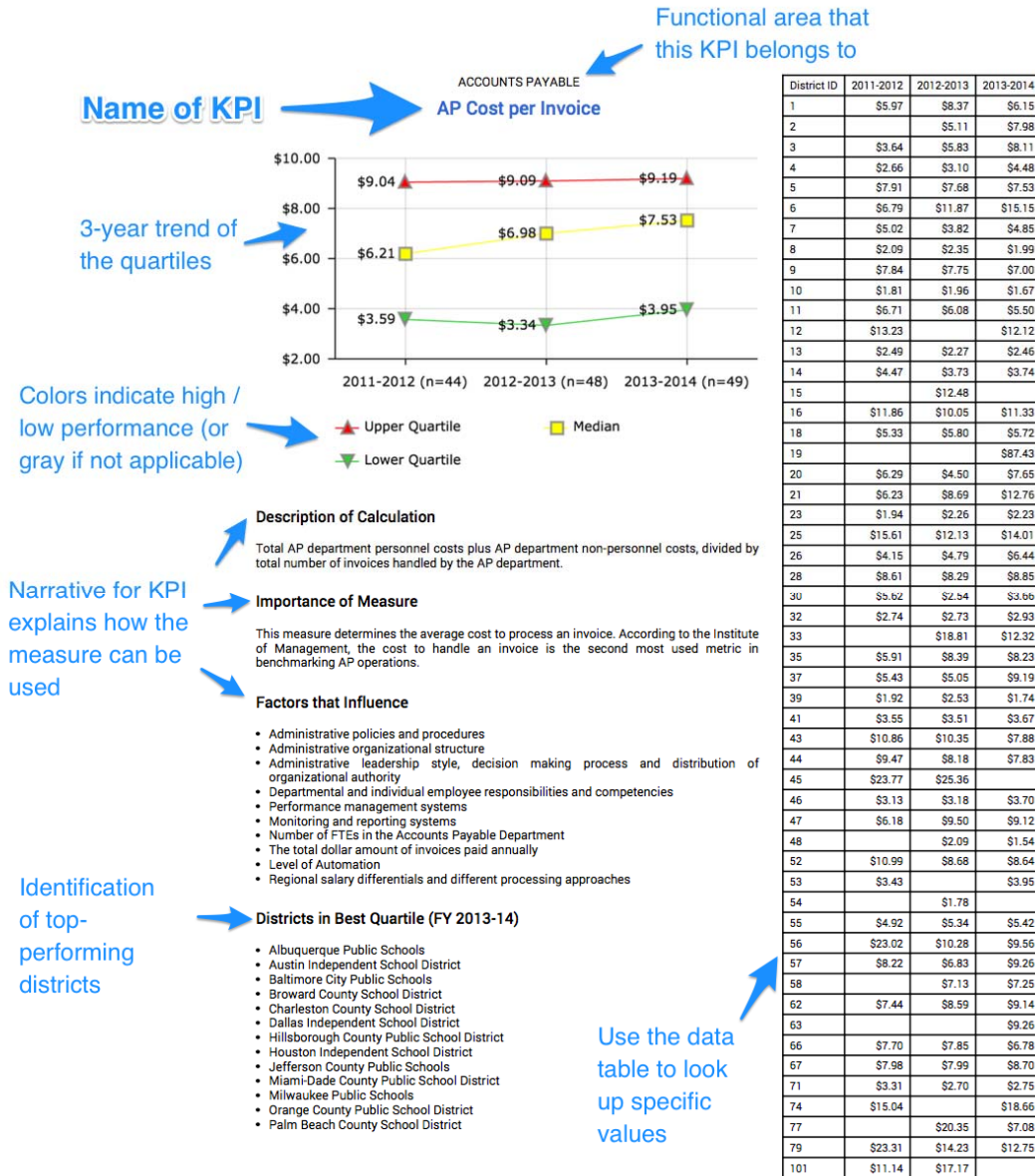
This division is more or less hierarchical, and while it is just one way of many to organize the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

### A Note on Cost of Living Adjustments

We adjust for **cost of living** in most cost-related measures. Regions where it is more expensive to live, such as San Francisco, Boston, New York City and Washington, D.C., are adjusted downward in order to be comparable with other cities. Conversely, regions where the costs of goods are lower, such as Columbus, OH, and Nashville, TN, are adjusted upwards.

# GUIDANCE FOR READING THIS REPORT

Each page of this report shows detailed information for a single KPI measure. The figure below shows the key components.



The quartiles plotted on the chart are reasonable benchmarks (“high, middle, low”) for measuring performance. Showing the multi-year trend is useful for thinking about national trends over time. The green line in the charts indicates the desired outcome and the red line indicates the need for improvement. Charts with no desired direction are colored in gray.

Reports from previous years (before the 2015 edition of this report) showed only the latest year of data as a single bar chart for each measure. The new format makes it easier to see the broad trends for a measure. And because the data table is sorted by district ID number, it is also easier to look up a single district’s data.

## FREQUENTLY ASKED QUESTIONS

### **Why are districts in this report identified by ID number instead of district name?**

The data tables in this report list districts by their ID number. This is done to create a safe environment so public reporting of the data is done through district numbers, and not by name.

### **How do I find my district's ID number?**

You can contact Bob Carlson at [rcarlson@cgcs.org](mailto:rcarlson@cgcs.org) or Eric Vignola at [evignola@cgcs.org](mailto:evignola@cgcs.org) and ask for your KPI ID. Your ID is also shown when you log in to ActPoint® KPI (<https://kpi.actpoint.com>).

### **How do I get the ID numbers for all the other districts?**

The ID numbers of other districts are confidential, and we do not share them without the permission of each district. If you would like to identify specific districts that are in your peer group in order to collaborate with them, please contact Bob Carlson at [rcarlson@cgcs.org](mailto:rcarlson@cgcs.org) or Eric Vignola at [evignola@cgcs.org](mailto:evignola@cgcs.org).

Districts can share their own ID numbers with others at their own discretion.

### **Why isn't my data showing? My district completed the surveys.**

It is likely that your data was flagged for review or is invalid. To resolve this, log in and check the Surveys section of the website. You should see a message telling you that there are data that needs to be reviewed.

It is also possible that you submitted your data after the publication deadline for this report. To resolve this, log in to ActPoint® KPI (<https://kpi.actpoint.com>) and check the Survey section of the website.

In either case, it may be possible to update your data in the surveys. Once you do, your results will be reviewed and approved by CGCS or TransAct within 24 hours of your submission. You will then be able to view the results online.

### **Can I still submit a survey? Can I update my data?**

You may still be able to submit or edit a survey depending on the survey cycle. Log in to ActPoint® KPI where you will see a message saying "This survey is now closed" if the survey is closed to edits. If you do not see this message, then updates are still allowed for the fiscal year.

If the surveys are still open, any data that is updated will need to be reviewed and approved by CGCS or TransAct before the results can be viewed online. You can expect your data to be reviewed within 24 hours of your submission.

# Accounts Payable

Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per \$100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district. This metric is supported by a similar metric, **AP Cost per Invoice**, which compares against the number of invoices processed rather than district revenue.

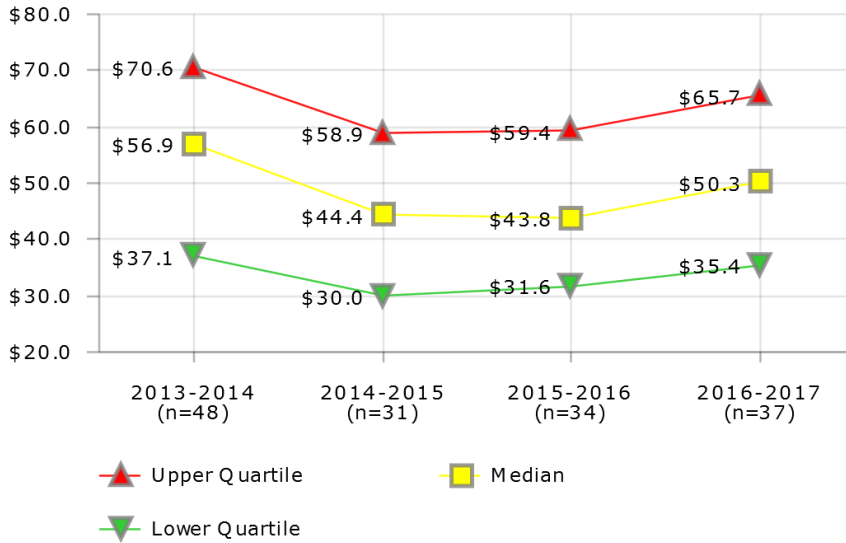
Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

With the above KPIs combined with **staffing** and **electronic invoicing** KPIs, district leaders have a baseline of information to consider whether their AP function:

- Needs better automation to process invoices
- Is overstaffed or has staff that is under-trained or under-qualified
- Should revise internal controls to improve accuracy
- Needs better oversight and reporting procedures



ACCOUNTS PAYABLE  
AP Cost per \$100K Revenue



Description of Calculation

Total AP department personnel costs plus AP department non-personnel costs divided by total district operating revenue over \$100,000.

Importance of Measure

This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence

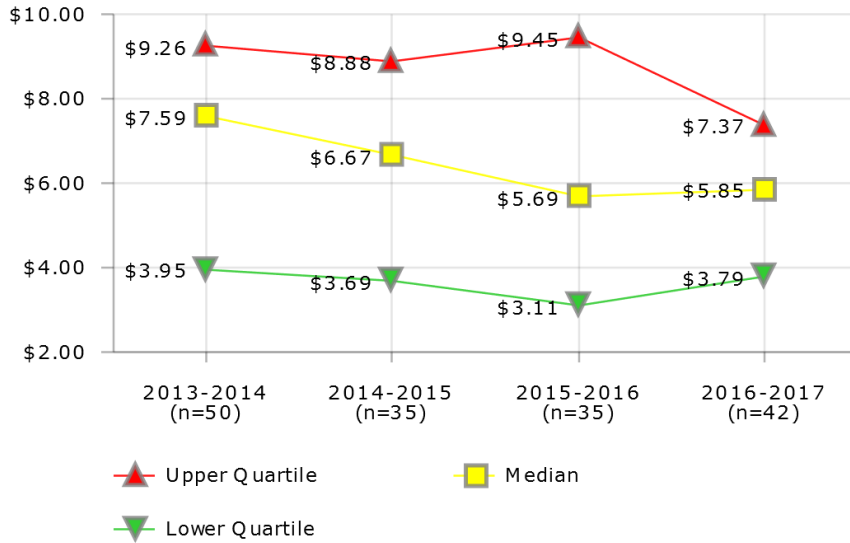
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Houston Independent School District
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$63.0			
2		\$108.8	\$122.1	
3			\$38.3	\$69.0
4	\$36.1	\$37.7	\$31.8	\$33.9
5	\$66.2			
6	\$200.2			
7	\$35.9	\$19.2	\$47.2	\$45.4
8	\$32.1	\$31.0	\$33.9	\$27.3
9	\$34.6	\$32.6	\$31.6	\$35.4
10	\$25.0		\$28.6	\$28.6
11	\$44.0		\$33.6	\$33.8
12	\$162.7	\$152.2	\$158.9	\$145.9
13	\$33.8	\$34.6	\$38.0	
14	\$63.6		\$46.7	\$60.0
16	\$75.7	\$52.5		
18	\$47.7	\$58.9		\$62.2
19	\$136.8			
20	\$72.6	\$47.7	\$59.4	\$53.5
21	\$51.2	\$38.1		
23	\$55.9			
25	\$45.4	\$46.7	\$36.2	
26	\$23.3	\$22.4		
28	\$71.4		\$62.8	\$50.5
30	\$32.9	\$28.9	\$28.6	\$30.6
32	\$35.5	\$30.0	\$29.4	\$28.1
34	\$58.5	\$111.3	\$120.2	
35	\$71.1	\$79.8	\$84.1	\$74.8
37	\$66.8	\$59.4		\$39.2
39	\$31.6	\$29.8	\$29.1	\$30.4
40				\$46.2
41	\$49.8	\$53.8	\$55.1	\$49.6
43	\$38.0		\$28.0	\$52.7
44	\$61.7	\$51.6	\$61.2	\$68.3
45	\$64.2			
46	\$22.3	\$23.6	\$26.1	\$18.0
47	\$64.3	\$50.7	\$39.7	\$37.0
48	\$46.3	\$49.3	\$44.9	\$50.3
49	\$58.2		\$43.9	\$65.3
50				\$93.7
51		\$158.0	\$151.8	\$130.4
52	\$53.7			
53				\$63.3
54		\$11.8	\$13.9	
55	\$46.9	\$43.8	\$47.0	\$44.4
56	\$62.2			
57	\$70.1			\$51.6
58	\$16.5	\$16.0	\$15.7	\$17.8
62	\$51.8		\$43.8	
63	\$58.0	\$40.0	\$43.8	\$39.4
66	\$85.3			
67	\$91.9	\$78.0	\$73.4	\$65.7
71	\$47.6	\$44.4	\$46.4	\$47.4
74	\$81.8			
79	\$102.8			\$104.8
97				\$98.0
101	\$191.6			
431				\$87.3

ACCOUNTS PAYABLE  
AP Cost per Invoice



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$6.15			\$5.78
2	\$7.98	\$9.97	\$11.22	
3	\$8.11	\$9.26	\$4.60	\$3.79
4	\$4.48	\$6.41	\$4.67	\$6.47
5	\$7.53	\$9.33		
6	\$15.15			
7	\$4.85	\$4.06	\$5.01	\$4.14
8	\$1.99	\$1.92	\$2.00	\$1.82
9	\$7.00	\$6.67	\$6.32	\$7.82
10	\$1.67		\$1.51	\$1.67
11	\$5.50		\$4.38	\$4.24
12	\$12.12	\$10.85	\$11.74	\$10.68
13	\$2.46	\$2.54	\$2.92	\$2.74
14	\$3.74		\$1.35	\$3.49
16	\$11.33	\$10.11		
18	\$5.72	\$6.07	\$6.62	\$6.67
19	\$87.43	\$21.29		
20	\$7.65	\$7.20	\$11.78	\$13.98
21	\$12.76	\$9.97		
23	\$2.23			
25	\$14.01	\$15.57	\$12.72	\$10.71
26	\$6.44			
28	\$8.85		\$9.40	\$4.98
30	\$3.66	\$3.30	\$3.11	\$3.02
32	\$2.93	\$2.58	\$2.57	\$2.31
33	\$12.32			
35	\$8.23	\$8.62	\$8.67	\$7.74
37	\$9.19	\$8.05		\$3.29
39	\$1.74	\$2.94	\$2.86	
40				\$4.21
41	\$3.67	\$4.33	\$4.89	\$4.73
43	\$7.88		\$11.77	\$11.90
44	\$7.83	\$6.59	\$13.79	\$7.14
45	\$25.19			
46	\$3.70	\$3.69	\$3.75	\$2.63
47	\$9.12	\$4.86	\$5.69	\$3.59
48	\$1.54	\$1.74	\$1.67	\$1.87
49				\$7.22
50				\$16.83
51		\$8.88	\$9.45	\$11.72
52	\$8.64			\$3.90
53	\$3.95	\$3.70		\$5.52
54		\$1.99	\$2.62	\$3.95
55	\$5.42	\$5.15	\$5.78	\$5.91
56	\$9.56			
57	\$9.26	\$6.86	\$5.83	\$6.13
58	\$7.25	\$7.66	\$6.62	\$7.37
62	\$9.14		\$10.15	
63	\$9.26	\$7.66	\$8.01	\$6.01
66	\$6.78	\$7.01	\$4.25	\$7.37
67	\$8.70	\$8.27	\$9.60	\$8.11
71	\$2.75	\$2.83	\$3.56	\$6.06
74	\$18.66			
77	\$7.08			
79	\$12.75			\$17.99
97				\$7.30
431				\$4.02

Description of Calculation

Total AP department personnel costs plus AP department non-personnel costs, divided by total number of invoices handled by the AP department.

Importance of Measure

This measure determines the average cost to process an invoice. According to the Institute of Management, the cost to handle an invoice is the second most used metric in benchmarking AP operations.

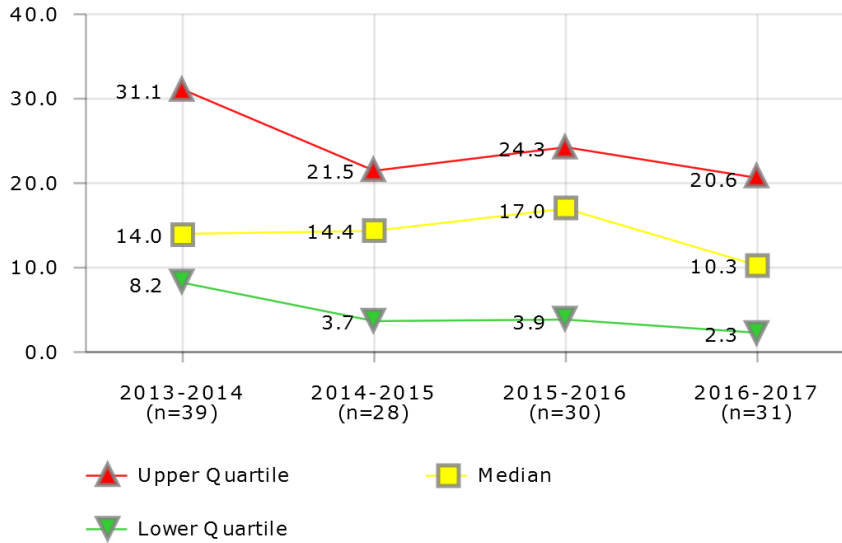
Factors that Influence

- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Denver Public Schools
- Hillsborough County Public Schools
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

ACCOUNTS PAYABLE  
Invoices - Days to Process



Description of Calculation

Aggregate number of days to process all AP invoices, from date of invoice receipt by the AP department to the date of payment post/ check release, divided by the total number of invoices handled by the AP department.

Importance of Measure

This measures the efficiency of the payment process.

Factors that Influence

- Automation
- Size of district
- Administrative policies

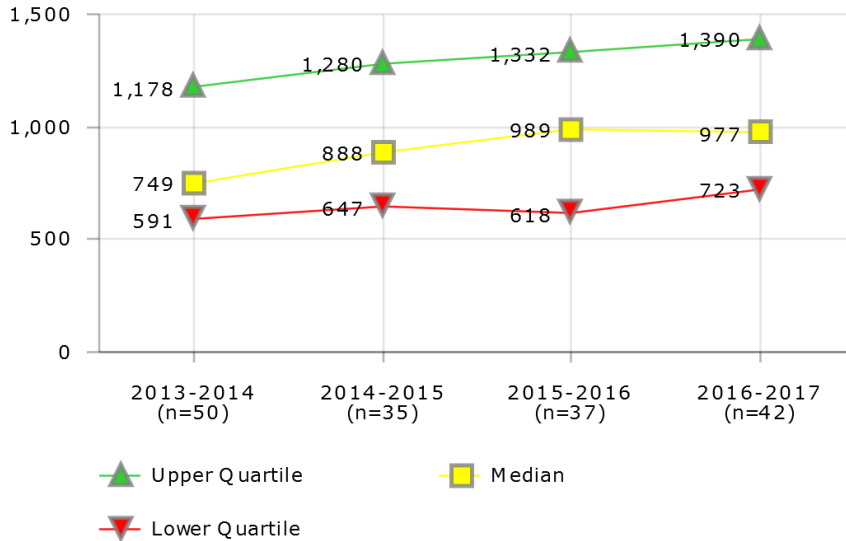
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Detroit Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Omaha Public School District

District	2013-2014	2014-2015	2015-2016	2016-2017
3	59.3	13.8	14.0	10.3
4	20.4	18.1	19.7	19.7
5	10.8	19.8		
6	7.0			
7	13.5	15.0	16.7	5.2
8	8.3	7.3	6.9	7.6
9	20.0	22.3	20.0	20.6
10	8.2		1.4	3.4
11	20.9		19.7	19.0
12		3.4	18.1	15.5
13	2.2	2.2	2.0	2.2
14			9.2	
16	19.8	14.9		
18	20.1	20.4	20.4	3.6
20				32.6
21	30.0	7.6		
23	23.2			
25	52.4	53.9	53.3	84.8
26	0.0			
28	11.6			
30	10.0	10.0	10.0	10.0
32	1.0	1.7	1.0	0.7
33	8.5			
35	21.2	20.6	21.2	23.0
37	7.3	13.7		2.5
39	38.1			
40				19.0
43	1.0			
44	41.6	35.0	0.4	0.3
45	39.4		57.4	
46	32.6	75.0	64.9	46.0
47	3.6	3.0	24.3	
48	17.4	17.3	17.3	16.8
50				0.0
51			0.7	
53	3.7	1.1		1.1
54		0.0	0.6	0.7
55	4.3	3.9	3.9	3.5
56	37.9			
57			46.0	44.2
58	40.5	38.5	52.3	41.8
62	10.2		8.4	
63	31.6	32.4	34.7	34.0
66	14.0	0.0	1.3	1.3
67	31.1	35.1	43.2	
71	10.3	8.6	8.6	2.3
79	13.0			14.8
431				12.9

ACCOUNTS PAYABLE

Invoices Processed per FTE per Month



District	2013-2014	2014-2015	2015-2016	2016-2017
1	684			754
2	713	647	618	
3	680	493	1,084	1,390
4	1,222	823	1,167	763
5	652	555		
6	536			
7	1,013	1,194	1,187	1,429
8	1,990	2,281	2,516	2,590
9	778	792	826	723
10	2,240		2,618	2,613
11	893		1,159	975
12	376	462	450	504
13	1,686	1,695	1,482	1,533
14	862		1,678	903
16	434	465		
18	1,178	1,134	1,076	1,149
19	77	322		
20	833	527	493	446
21	400	595		
23	2,033			
25	282	374	359	353
26	820			
28	719		645	1,119
30	1,949	1,905	1,980	2,206
32	1,631	2,025	2,010	2,196
33	419			
35	951	913	989	1,098
37	591	691		1,120
39	2,408	1,280	1,332	
40				752
41	1,332	1,233	1,149	978
43	635		611	481
44	571	682	289	588
45	241		225	
46	1,473	1,531	1,541	1,904
47	694	1,079	839	1,112
48	2,564	2,700	2,707	2,764
49				823
50				495
51		802	730	580
52	692		82	1,510
53	1,056	952		1,056
54		3,019	2,694	2,693
55	849	888	870	841
56	594			
57	856	894	959	1,193
58	1,046	1,024	1,202	985
62	669		558	
63	645	812	824	1,032
66	840	709	764	730
67	604	674	614	667
71	1,517	1,626	1,332	910
74	240			
77	455			
79	419			375
97				640
431				898

Description of Calculation

Total number of invoices handled by the AP department, divided by total number of AP staff (FTEs), divided by 12 months.

Importance of Measure

This measure is a major driver of accounts payable department costs. Lower processing rates may result from handling vendor invoices for small quantities of non-repetitive purchases; higher processing rates may result from increased technology using online purchasing and invoice systems to purchase and pay for large quantities of items from vendors.

Factors that Influence

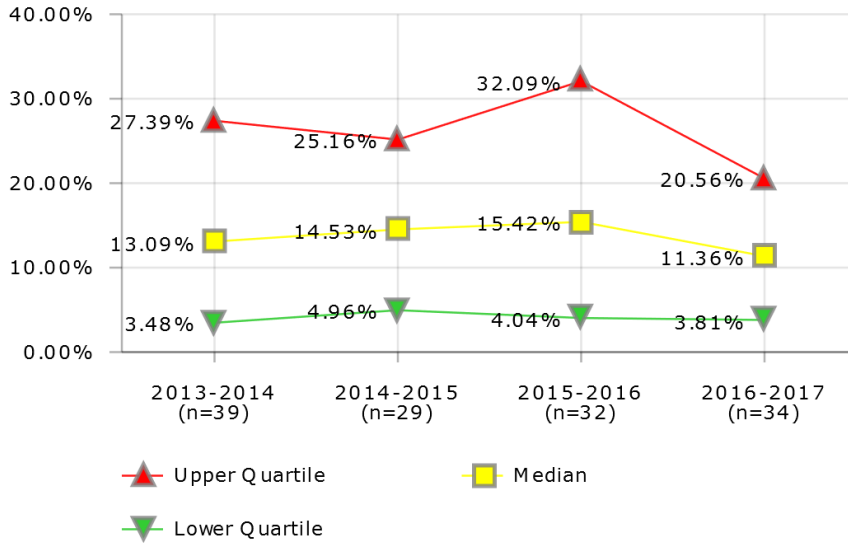
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The number of invoices paid annually
- Level of automation

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Baltimore City Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

ACCOUNTS PAYABLE

Invoices Past Due at Time of Payment



Description of Calculation

Number of invoices past due at time of payment, divided by total number of invoices handled by the AP department.

Importance of Measure

Minimizing the number of payments that are past due should be a crucial mission of the accounts payable department.

Factors that Influence

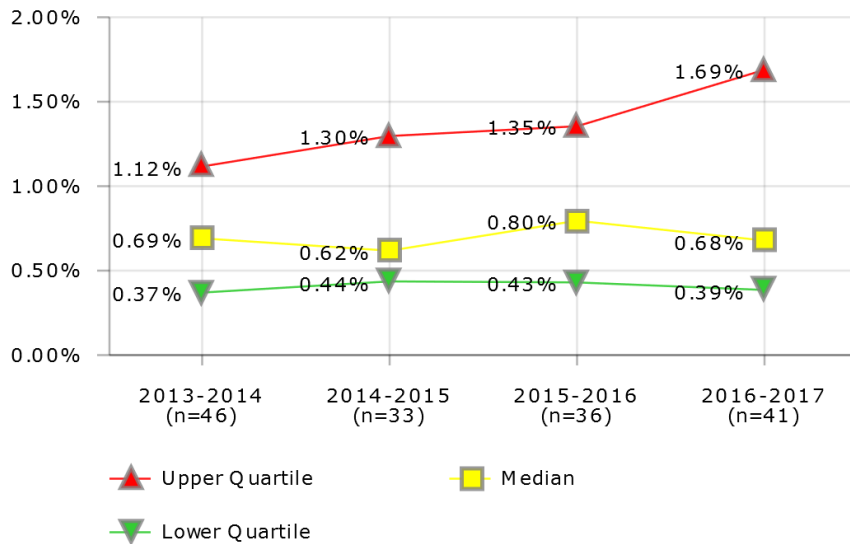
- Process controls
- Department workload management
- Overtime policy

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Austin Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Omaha Public School District
- Orange County Public School District
- School District of Philadelphia

District	2013-2014	2014-2015	2015-2016	2016-2017
2	1.86%	1.82%	1.50%	
3	35.43%	8.75%	5.79%	3.83%
4	17.37%	14.43%	17.16%	15.59%
5	16.18%	18.43%		
6	5.00%			
7	3.48%	4.13%	4.60%	3.81%
8	3.29%	4.96%	6.08%	5.54%
9	8.21%	14.53%	17.01%	19.40%
10	7.99%		2.79%	3.09%
11	19.02%		21.13%	14.33%
12	12.22%	0.43%	1.19%	2.76%
14			3.71%	3.85%
16	35.83%	36.28%		
18	20.21%	28.53%	24.53%	28.14%
19		20.08%		
20				33.63%
21		66.84%		
23	14.57%			
25	63.22%	66.14%	71.57%	88.21%
28	13.09%			20.01%
32	19.78%	17.55%	18.08%	12.71%
33	0.86%			
35	16.62%	15.42%	17.39%	19.20%
37	27.39%	28.89%		10.00%
39	19.82%	21.28%	21.71%	10.00%
40				20.56%
41	34.05%	25.16%	100.00%	27.02%
43	31.07%			
44	1.52%	1.63%	2.22%	1.26%
45	41.42%		75.27%	
46	34.41%	37.46%	46.83%	47.33%
47	1.56%	34.57%	54.42%	35.48%
48	0.39%	0.40%	0.50%	0.43%
50				9.40%
51			1.05%	
52			5.00%	
53	2.48%	1.98%		12.79%
54		9.32%	41.28%	
55	5.49%	5.24%	4.37%	6.92%
56	43.14%			
57	36.73%		42.31%	23.78%
58	9.27%	7.24%	5.64%	1.77%
62	7.30%		39.64%	
63	13.80%	13.20%	13.84%	13.12%
66	1.77%	1.69%	1.69%	1.70%
67	12.13%	15.55%	22.12%	25.07%
71	8.33%		6.56%	0.87%
79	2.00%			9.25%
431				3.45%

ACCOUNTS PAYABLE  
Payments Voiced



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.94%			1.18%
2	2.63%	2.93%	3.10%	
3	0.99%	0.89%	0.50%	0.53%
4	0.39%	1.13%	0.48%	0.41%
5	1.00%	1.03%		
6	1.12%			
7	0.22%	0.21%	2.49%	2.44%
8	0.49%	0.48%	0.44%	0.36%
9	0.49%	0.60%	0.61%	0.74%
10			0.43%	0.61%
11	0.44%		0.35%	0.47%
12	0.10%	0.21%	0.76%	0.17%
13	1.28%	0.61%	0.67%	0.68%
14	0.36%		0.12%	0.07%
16	1.72%	2.15%		
18	0.55%	0.71%	0.83%	1.20%
19		1.02%		1.81%
20	2.05%	2.97%	2.66%	1.69%
21	1.08%	2.36%		
23	0.57%			
25	1.13%	1.30%	2.42%	2.27%
28	0.45%			1.56%
30	0.37%	0.44%	0.30%	0.32%
32	0.99%	0.58%	1.19%	2.90%
33	1.02%			
34			1.08%	
35	0.36%	0.67%	0.24%	0.24%
37	0.28%	0.06%		
39	1.15%	0.27%	0.32%	1.99%
40				0.15%
41	5.51%	1.61%	2.34%	
43	0.71%		1.08%	0.59%
44	0.67%	0.46%	1.37%	0.14%
45	0.30%		0.68%	
46	0.78%	0.62%	2.39%	2.45%
47	0.14%	0.12%	0.09%	0.05%
48	3.71%	2.41%	1.70%	2.97%
49				0.88%
50				2.06%
51			1.12%	1.38%
52	0.12%		0.16%	0.55%
53	7.14%	0.48%		0.68%
54			1.19%	4.37%
55	1.82%	1.58%	1.49%	1.87%
56	0.42%			
57	0.77%	0.60%	0.99%	0.47%
58	0.61%	0.39%	0.41%	0.41%
63	2.06%	2.63%	1.07%	1.09%
66	0.32%	0.42%	0.50%	0.46%
67	0.76%	0.86%	1.34%	
71	0.76%	0.08%	0.64%	0.15%
74	0.51%			
77	0.06%			
79	0.27%			0.98%
97				0.09%
431				0.39%

**Description of Calculation**

Number of payments voided, divided by total number of AP transactions (payments).

**Importance of Measure**

This measure reflects processing efficiencies and the degree of accuracy. Voided checks are usually the result of duplicate payments or errors. A high percentage of duplicate payments may indicate a lack of controls, or that the master vendor files need cleaning, creating the potential for fraud.

**Factors that Influence**

- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total number of checks written annually
- Level of automation

**Districts in Best Quartile (2016-2017)**

- Albuquerque Public Schools
- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Metropolitan Nashville Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools

# Cash Management

These performance metrics can help a district assess their cash management. Cash management relies upon *well-controlled cash-flow practices*. Performance metrics that indicate healthy cash management include **Months below Target Liquidity Level** and **Short-Term Loans per \$100K Revenue**.

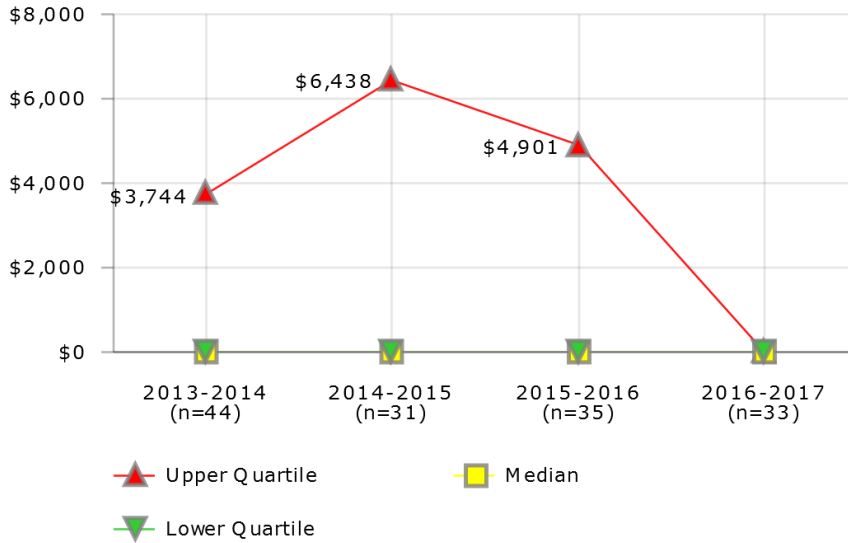
Measures that look at *investment yield* include **Investment Earnings per \$100K Revenue** and **Investment Earnings as Percent of Cash/Investment Equity**.

When evaluating cash- management performance, the following conditions should be considered among the influencing factors:

- Revenue inflows and expenditure outflows, and the accuracy of cash flow projections
- School board and administrative policies requiring internal controls and transparency
- Accounting standards
- Borrowing eligibility and liquidity
- State laws and regulations

CASH MANAGEMENT

Cash Flow - Short-Term Loans per \$100K Revenue



Description of Calculation

Total amount borrowed in short-term loans (with a repayment period of one year or less), divided by total district operating revenue over \$100,000

Importance of Measure

This measure identifies the degree to which districts need to borrow money to meet cash flow needs. Short-term borrowing is defined here as any loan with a repayment term of less than one year.

Factors that Influence

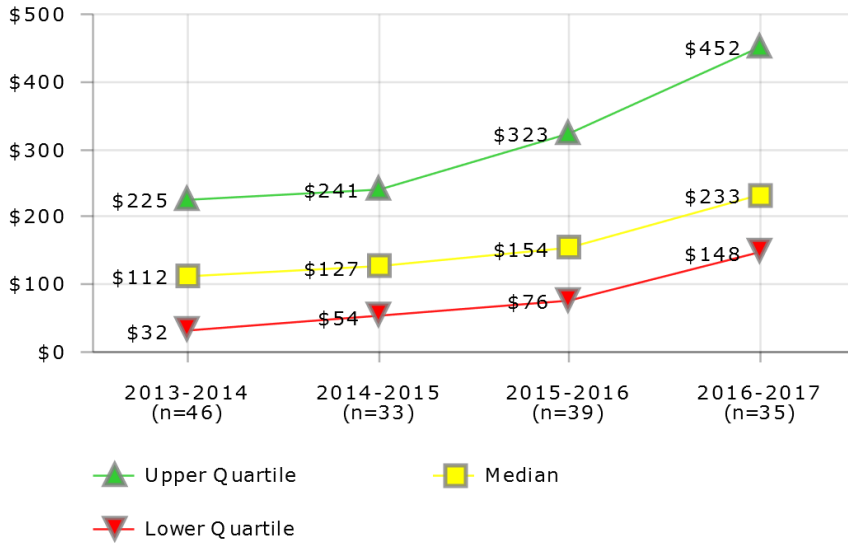
- The timing of revenue inflows and expenditure outflows and the arbitrage ability to cover the borrowing
- Ability to meet required spending for tax-exempt borrowing eligibility
- State law may restrict or prohibit certain types of short-term borrowing

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$0			
2		\$0	\$0	
3			\$0	\$0
4	\$0	\$0	\$0	\$0
5	\$0			
6	\$0			
7	\$0	\$0	\$0	
8	\$6,623	\$6,438	\$6,109	\$5,671
9	\$0	\$0	\$0	\$0
10	\$0		\$0	\$0
11			\$0	\$0
12	\$0	\$0	\$0	\$0
13	\$5,172	\$5,075	\$4,901	
14	\$0	\$0	\$0	\$0
16	\$13,048	\$6,426		
18	\$0	\$0		
19	\$0			
20	\$0	\$0	\$0	\$0
21	\$0	\$0		
23	\$14,847			
25	\$2,265	\$0	\$2,319	
28			\$0	\$0
30	\$20,399	\$17,564	\$22,656	\$20,640
32	\$7,721	\$9,439	\$9,303	\$8,325
34	\$14,865	\$0	\$0	
35	\$0	\$0	\$0	\$0
37	\$12,633	\$14,739	\$16,921	\$20,493
39	\$0	\$0	\$0	\$0
41	\$0	\$0	\$0	\$0
43	\$0		\$0	\$0
44	\$0	\$0	\$129	\$0
46	\$0	\$23	\$0	\$0
47	\$0	\$0		\$0
48	\$0	\$0	\$0	\$0
49	\$0		\$0	\$0
50				\$0
51		\$0	\$0	\$0
52	\$0			
53				\$0
54		\$18,660	\$18,433	
55	\$0	\$0	\$0	\$0
56	\$0			
57	\$18,044		\$0	\$0
58	\$3,800	\$8,522	\$22,807	\$11,154
62	\$3,689		\$0	
63	\$0	\$7,624	\$9,035	\$8,630
66	\$0			
67	\$0	\$0	\$0	\$0
71	\$5,592	\$9,444	\$9,364	\$2,042
74	\$0			
79	\$0			\$0
97				\$10,610
101	\$0			



CASH MANAGEMENT

Investment Earnings per \$100K Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$474			
2		\$2	\$6	
3			\$149	\$632
4	\$32	\$20	\$58	\$127
5	\$112			
6	\$107			
7	\$178	\$28	\$325	\$149
8	\$138	\$127	\$175	\$274
9	\$201	\$155	\$242	\$174
10	\$128		\$196	
11	\$405		\$333	
12	\$118	\$115	\$311	\$233
13	\$66	\$81	\$149	
14	\$98	\$106	\$78	\$172
16	\$388	\$241	\$498	
18	\$29	\$50		\$351
20	\$173	\$241	\$132	\$155
21	\$16	\$54		
23	\$15			
25	\$19	\$20	\$18	
28	\$10		\$76	\$148
30	\$225	\$262	\$394	\$500
32	\$85	\$78	\$130	\$253
34	\$1,249	\$516	\$317	
35	\$94	\$316	\$416	\$286
37	\$667	\$197	\$146	\$452
39	\$189	\$167	\$323	\$647
40				\$546
41	\$90	\$170	\$395	\$636
43	\$120		\$90	\$332
44	\$301	\$497	\$445	\$360
45	\$112			
46	\$35		\$62	\$118
47	\$19		\$15	\$11
48	\$1,193	\$1,735	\$2,042	\$1,708
49	\$10		\$5	\$31
50				\$6
51		\$19	\$1	\$105
52	\$129			
53				\$209
54		\$228		
55	\$45	\$40	\$65	\$99
56	\$327	\$213	\$314	
57	\$253			\$318
58	\$31	\$37	\$39	\$67
61	\$107	\$92	\$129	
62	\$24		\$136	
63	\$309	\$121	\$154	\$188
66	\$38			
67	\$370	\$340	\$304	\$460
71	\$22	\$82	\$199	\$355
77		\$417	\$341	
79	\$32			\$204
97				\$223
101	\$156	\$148	\$200	
431				\$566

Description of Calculation

Total investment earnings, divided by total district operating revenue over 100,000.

Importance of Measure

This indicates the rate of return on cash and investment assets. It reflects the degree to which the district uses its available assets to build value.

Factors that Influence

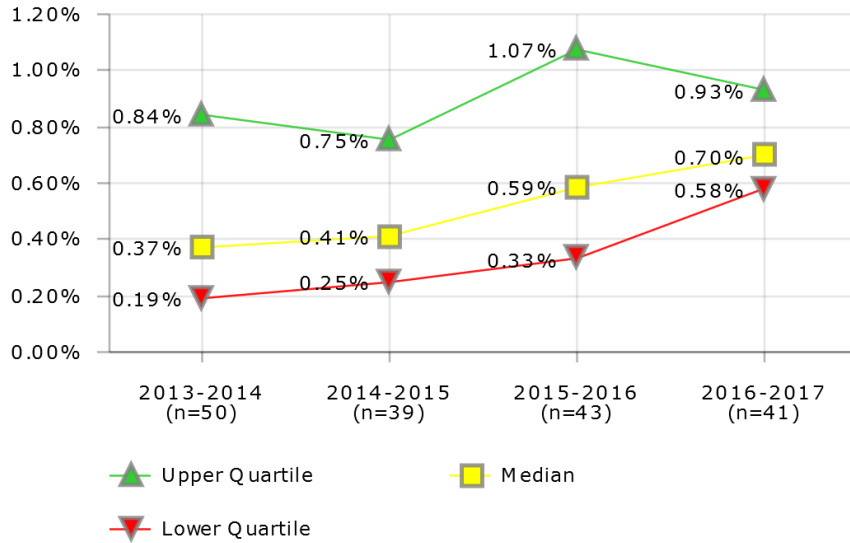
- Revenue types
- Types of receipt percentages
- Investments internal or external
- Investment policy

Districts in Best Quartile (2016-2017)

- Dallas Independent School District
- Denver Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Milwaukee Public Schools
- Orange County Public School District
- St. Paul Public Schools

CASH MANAGEMENT

Investment Earnings as Percent of Cash/Investment Equity



Description of Calculation

Total investment earnings, divided by total cash and investment equity.

Importance of Measure

This indicates the rate of return on cash and investment assets. It reflects the degree to which the district uses its available assets to build value.

Factors that Influence

- Investment rate of return
- Investment policy

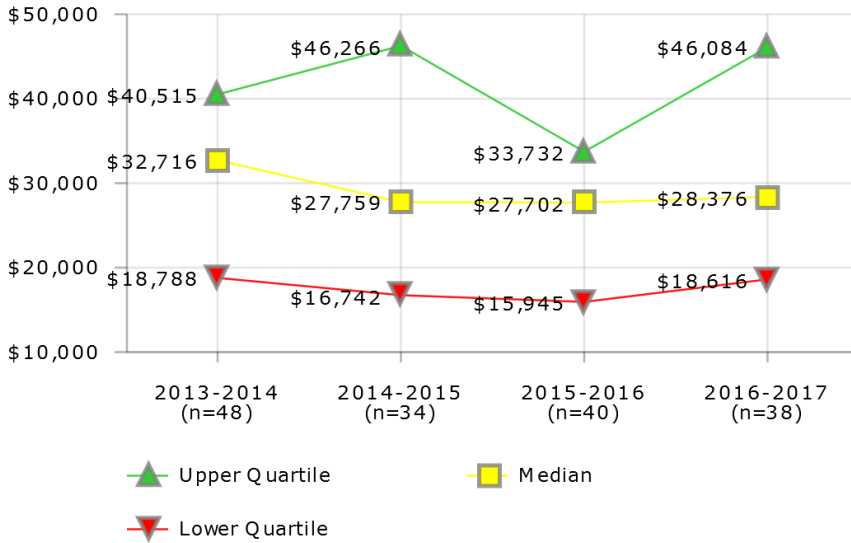
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- Shelby County School District
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.60%			0.93%
2	8.94%	0.40%	1.32%	
3	0.47%	0.21%	0.93%	1.65%
4	0.08%	0.25%	0.27%	2.48%
5	0.30%			
6	0.43%			
7	0.96%	0.25%	1.39%	0.90%
8	0.42%	0.43%	0.56%	0.70%
9	0.84%	0.79%	0.80%	0.60%
10	0.28%		0.95%	
11	1.04%		2.41%	
12	0.34%	0.34%	0.95%	0.72%
13	0.24%	0.24%	0.45%	0.76%
14	0.17%	0.18%	0.15%	0.27%
16	0.62%	0.79%	0.69%	
18	0.15%	0.22%	0.43%	1.61%
19		0.67%		
20	0.43%	0.67%	0.43%	0.59%
21	0.06%	0.29%		
23	0.10%			
25	0.38%	0.41%	1.14%	0.56%
28	0.03%		0.37%	0.73%
30	2.00%	1.81%	3.46%	3.92%
32	0.53%	0.47%	0.64%	0.80%
33	0.26%			
34	2.18%	0.83%	0.51%	
35	0.18%	0.65%	1.42%	0.70%
37	0.97%	0.39%	0.39%	0.63%
39	0.26%	0.18%	0.33%	0.59%
40		0.09%		0.93%
41	0.14%	0.29%	1.16%	0.79%
43	0.42%		0.56%	1.25%
44	1.10%	1.77%	1.99%	2.25%
45	0.27%		0.05%	
46	0.19%		0.30%	0.53%
47	0.21%		0.17%	0.44%
48	1.09%	1.57%	1.71%	1.50%
49	0.27%	0.10%	0.11%	0.58%
50				0.04%
51		0.03%	0.00%	0.20%
52	0.32%		0.14%	0.33%
53				0.64%
54		1.83%		
55	0.37%	0.35%	0.59%	1.01%
56	0.99%	0.46%	0.74%	
57	0.71%	0.75%	0.85%	0.69%
58	0.37%	0.36%	0.28%	0.33%
61	0.28%	0.31%	0.41%	
62	0.14%		0.43%	
63	0.83%	0.47%	0.61%	0.70%
66	0.13%	0.55%	0.66%	0.83%
67	1.67%	1.24%	1.07%	1.42%
71	0.06%	0.20%	0.33%	0.57%
76				0.66%
77	0.88%	1.54%	1.09%	
79	0.10%			0.55%
97				0.81%
101	0.48%	0.58%		
431				0.61%

CASH MANAGEMENT

Cash/Investment Equity per \$100K Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$29,560			
2		\$455	\$434	
3			\$15,993	\$38,365
4	\$41,349	\$7,866	\$20,972	\$5,120
5	\$37,719			
6	\$24,994			
7	\$18,455	\$11,040	\$23,361	\$16,562
8	\$33,278	\$29,472	\$31,317	\$39,158
9	\$23,888	\$19,742	\$30,109	\$29,148
10	\$45,888		\$20,701	\$17,401
11	\$38,717		\$13,858	\$18,616
12	\$34,811	\$34,212	\$32,666	\$32,213
13	\$27,382	\$34,042	\$33,346	
14	\$58,174	\$58,844	\$53,047	\$63,874
16	\$62,525	\$30,702	\$72,732	
18	\$19,122	\$22,693		\$21,875
19	\$39,190			
20	\$40,234	\$35,669	\$31,078	\$26,385
21	\$27,712	\$18,570		
23	\$15,386			
25	\$5,036	\$4,752	\$1,586	
28	\$33,889		\$20,496	\$20,220
30	\$11,244	\$14,496	\$11,396	\$12,756
32	\$16,149	\$16,742	\$20,366	\$31,721
34	\$57,209	\$61,933	\$62,672	
35	\$52,892	\$48,865	\$29,394	\$40,555
37	\$68,749	\$51,270	\$37,913	\$71,723
39	\$72,977	\$91,924	\$97,026	\$109,156
40				\$58,508
41	\$62,433	\$58,958	\$34,117	\$80,720
43	\$28,357		\$15,898	\$26,501
44	\$27,288	\$28,028	\$22,320	\$16,034
45	\$41,082			
46	\$18,151	\$19,389	\$20,902	\$22,353
47	\$9,185		\$8,535	\$2,400
48	\$109,794	\$110,268	\$119,392	\$114,250
49	\$3,738		\$3,988	\$5,360
50				\$15,575
51		\$74,016	\$66,791	\$51,150
52	\$40,796			
53				\$32,474
54		\$12,440	\$10,324	\$25,705
55	\$12,052	\$11,511	\$11,079	\$9,754
56	\$33,071	\$46,266	\$42,704	
57	\$35,756			\$46,084
58	\$8,414	\$10,012	\$14,186	\$20,147
61	\$38,720	\$29,264	\$31,187	
62	\$17,953		\$31,776	
63	\$37,358	\$25,627	\$25,341	\$26,849
66	\$29,603			
67	\$22,177	\$27,490	\$28,240	\$32,269
71	\$36,581	\$41,323	\$61,127	\$62,144
74	\$9,165			
77		\$27,115	\$31,382	
79	\$31,110			\$37,430
97				\$27,604
101	\$32,360	\$25,511	\$27,164	
431				\$93,295

Description of Calculation

Total cash and investment equity, divided by total district operating revenue over 100,000.

Importance of Measure

This measure indicates the total amount of cash and investment equity relative to annual district revenue.

Factors that Influence

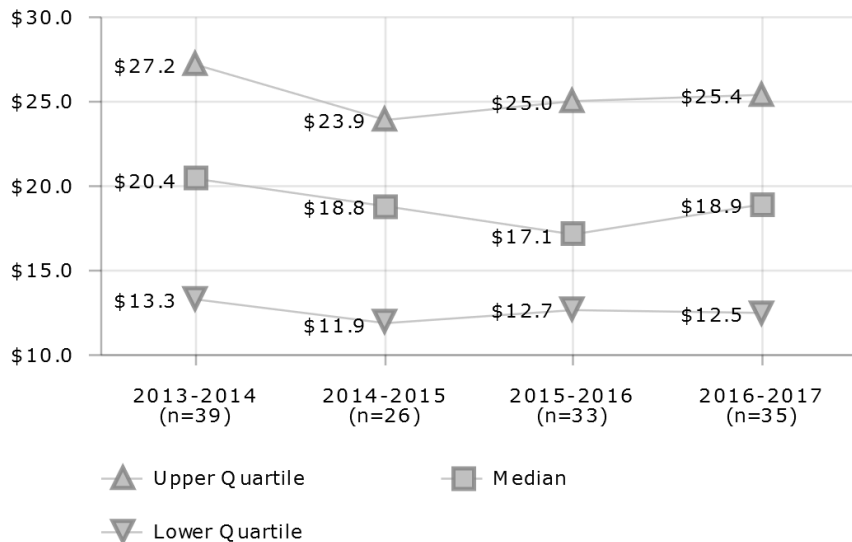
- Amount of funds available for investment
- Fund balance

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Oklahoma City Public Schools
- Orange County Public School District

CASH MANAGEMENT

Treasury Staffing Cost per \$100K Revenue



Description of Calculation

Total Treasury personnel costs, divided by total district operating revenue over \$100,000.

Importance of Measure

This measure helps evaluate staffing costs.

Factors that Influence

- Number and wages of Treasury personnel

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$26.3			
3			\$11.0	\$19.5
4	\$9.5	\$12.4	\$13.1	\$13.7
5	\$36.0			
7	\$27.5	\$11.1	\$25.0	\$27.8
8	\$18.2	\$20.9	\$15.0	\$15.2
9	\$12.0	\$11.9	\$12.7	\$11.6
10	\$14.5		\$14.0	\$13.6
11			\$3.2	\$2.5
12	\$122.2	\$125.5	\$135.6	\$136.2
13	\$15.7	\$18.8	\$19.1	
14	\$3.9	\$3.9	\$4.1	\$4.2
18	\$12.1	\$14.5		\$12.5
19	\$50.8			
20			\$373.5	\$321.6
21	\$18.6	\$10.8		
23	\$23.2			
25	\$23.3	\$25.2	\$22.5	
28	\$38.9		\$15.6	
30	\$7.0	\$7.4	\$7.4	\$7.9
32	\$24.7	\$24.4	\$26.1	\$25.4
34	\$27.2	\$32.7	\$35.3	
35	\$16.4	\$19.7	\$20.3	\$15.7
37	\$20.5	\$20.9	\$20.0	\$19.3
39	\$20.4	\$19.7	\$19.4	\$20.5
40				\$14.9
41	\$35.2	\$38.9	\$42.5	\$40.0
43	\$13.3		\$14.3	\$18.9
44	\$23.9	\$23.9	\$22.0	\$24.0
45	\$3.8			
46			\$17.2	\$14.6
48	\$17.5	\$17.2	\$17.0	\$16.2
49			\$4.4	\$7.5
50				\$49.6
51		\$121.2	\$134.4	\$112.3
52	\$21.2			
53				\$1.6
54		\$12.2	\$11.5	
55	\$6.0	\$5.9	\$5.9	\$5.9
56	\$81.9			
57	\$12.1			\$24.9
58	\$9.6	\$8.6	\$9.4	\$10.2
62	\$68.0		\$48.5	
63	\$59.0	\$21.7	\$25.8	\$24.4
66	\$15.7			
67	\$17.0	\$16.7	\$15.3	\$14.5
71	\$20.5	\$18.9	\$17.1	\$19.2
79	\$20.4			\$20.6
97				\$32.6
101	\$22.5			
431				\$29.7

# Compensation

Performance metrics in compensation evaluate the cost efficiency and productivity of the payroll department. Cost efficiency is broadly represented by the two measures **Payroll Cost per Pay Check** and **Payroll Cost per \$100K Spend**, which both evaluate the total costs of the Payroll department relative to workload. Productivity is broadly represented by **Pay Checks Processed per FTE per Month**, which is also a cost driver of payroll.

Because compensation involves high volumes of regular and predictable transactions, most cost efficiencies can be realized by expanding the use of existing tools such as employee direct deposit and employee self-service modules. This is captured in part by the measures **Direct Deposit Rate** and **Personnel Record Self-Service Usage per District FTE**.

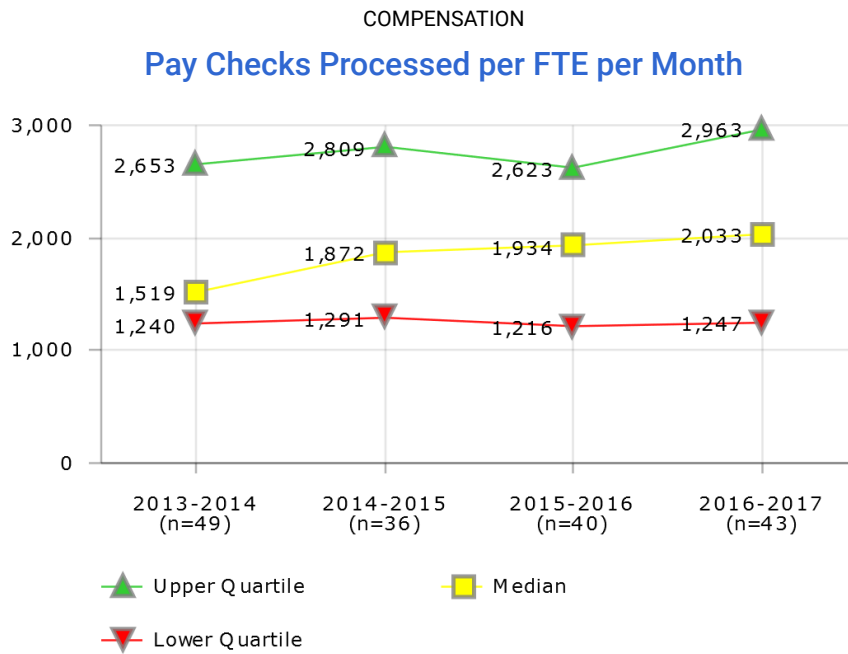
Conversely, districts that underutilize modern automation systems could see an increase in **Pay Check Errors per 10K Payments** and increased **W-2 Correction Rates (W-2c's)** due to the manual effort required, as well as an excessive level of **Overtime Hours per Payroll Employee**. **Percent of Off-Cycle Payroll Checks** may also indicate lower productivity, as this may increase the workload of the Payroll department staff.

These service level, productivity, and efficiency measures should be considered in combination, and provide district leaders with a baseline of information to determine whether their payroll function:

- Needs better automation to improve accuracy and reduce workload
- Should consider switching to software that is more accurate and efficient
- Has problems with time management or workload management, or should have clearer policies around timelines
- Has staff that is under-skilled or under-trained
- Should adopt a policy to increase direct deposits

Additionally, the following factors should be considered when evaluating performance levels:

- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements



**Description of Calculation**

Total number of pay checks processed by Payroll department, divided by total number of Payroll staff (FTEs), divided by 12 months.

**Importance of Measure**

This measure is a driver of a payroll department's costs. Lower processing rates may result from a low level of automation, high pay check error rates, or high rates of off-cycle pay checks that must be manually processed. Higher processing rates may be the result of increased automation and highly competent staff.

**Factors that Influence**

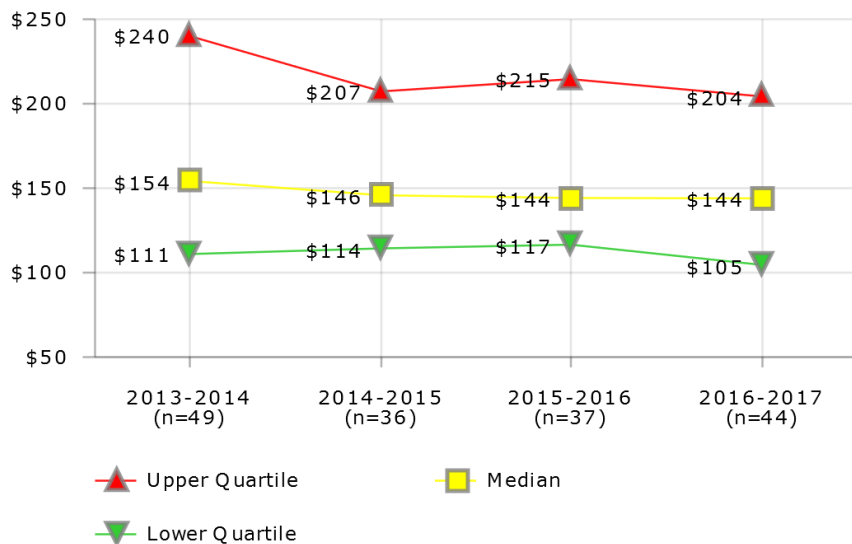
- Direct deposit participation rate
- Pay check error/correction rate
- Staffing levels

**Districts in Best Quartile (2016-2017)**

- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Palm Beach County School District
- Pinellas County Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	744			564
2	1,339	1,425	1,803	
3	1,597	1,568	1,135	1,247
4	1,355	1,649	1,333	1,512
5	789			
6	633			
7	1,301	1,292	1,301	1,327
8	2,808	2,799	2,686	2,963
9	2,749	2,476	2,689	2,603
10	2,653		2,508	2,374
11	817		944	1,267
12	659	705	750	744
13	4,223	4,464	4,305	4,467
14	2,379	2,348	1,887	2,371
16	1,401	1,400		
18	3,704	3,038	2,924	4,112
19	1,285	849		
20	1,496	1,703	981	1,515
21	1,364	1,291		
23	1,875			
25	1,451	2,042	2,040	2,245
26	3,973	4,763		
28	2,061		2,181	1,823
30	3,399	3,774	3,439	3,657
32	4,677	4,500	4,662	4,618
34		887	1,061	
35	1,861	1,210	1,352	1,167
37	1,172	1,131	1,064	988
39	4,210	4,268	4,558	3,762
40				1,082
41	1,759	1,600	1,652	1,779
43	1,993		1,981	2,033
44	1,240	1,296	1,297	1,220
45	1,519		1,542	1,528
46	2,729	2,600	2,560	2,770
47	3,087			
48	2,140	2,434	2,330	2,276
49	2,113		2,155	2,114
50				1,565
51		2,138	2,123	1,953
52	4,233		1,105	3,553
53	2,144	2,281	2,247	2,238
54		2,925	3,611	3,389
55		2,818	2,953	2,978
56	1,020			
57	1,269		1,257	1,486
58	3,561	3,652	3,379	3,258
62	441	406	813	
63	1,404	1,392	1,250	1,081
66	2,112	2,159	2,182	2,198
67	969	1,041	895	873
71	1,396	1,224	1,182	1,246
74	1,046			
76				1,099
79	716			
97				6,259
101	543			
431				2,125

COMPENSATION  
Payroll Cost per \$100K Spend



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$179			\$144
2	\$199	\$174	\$159	
3	\$153		\$283	\$296
4	\$244	\$145	\$215	\$301
5	\$201			
6	\$323			
7	\$118	\$121	\$123	\$128
8	\$100	\$128	\$134	\$131
9	\$84	\$91	\$103	\$91
10	\$106		\$103	\$101
11	\$206		\$171	\$157
12	\$540	\$538	\$535	\$415
13	\$80	\$76	\$79	\$73
14	\$161	\$146	\$137	\$161
16	\$237	\$217		
18	\$109			\$93
19	\$383	\$310		
20	\$281	\$156	\$433	\$357
21	\$267	\$268		
23	\$304			
25	\$112	\$583	\$111	\$124
26	\$55	\$44		
28	\$129			\$205
30	\$141	\$126	\$144	\$163
32	\$51	\$51	\$49	\$50
34		\$293	\$335	
35	\$173	\$345	\$327	\$336
37	\$146	\$145	\$132	\$144
39	\$111	\$106	\$113	\$58
40				\$151
41	\$105	\$99	\$117	\$121
43	\$121		\$117	\$108
44	\$181	\$165	\$204	\$202
45	\$224		\$196	\$145
46	\$107	\$117	\$117	\$100
48	\$163	\$150	\$146	\$203
49	\$154	\$141	\$200	\$205
50				\$147
51		\$198	\$254	\$270
52	\$65		\$224	\$109
53	\$125	\$111	\$122	\$119
54		\$72		\$75
55	\$60	\$224	\$78	\$79
56	\$298			
57	\$176		\$219	\$294
58	\$92	\$97	\$98	\$99
62	\$7,890		\$313	
63	\$240	\$159	\$154	\$157
66	\$124	\$134	\$133	\$128
67	\$148	\$149	\$159	\$221
71	\$125	\$126	\$105	\$128
74	\$374			
76				\$175
77	\$336	\$320		
79	\$353			\$303
97				\$117
101		\$173		
431				\$93

Description of Calculation

Total Payroll personnel costs plus total payroll non-personnel costs, divided by total district payroll spend over 100,000.

Importance of Measure

This measures the efficiency of the payroll operation. A higher cost could indicate an opportunity to realize efficiencies in payroll operation while a lower cost indicates a leaner, more efficient operation.

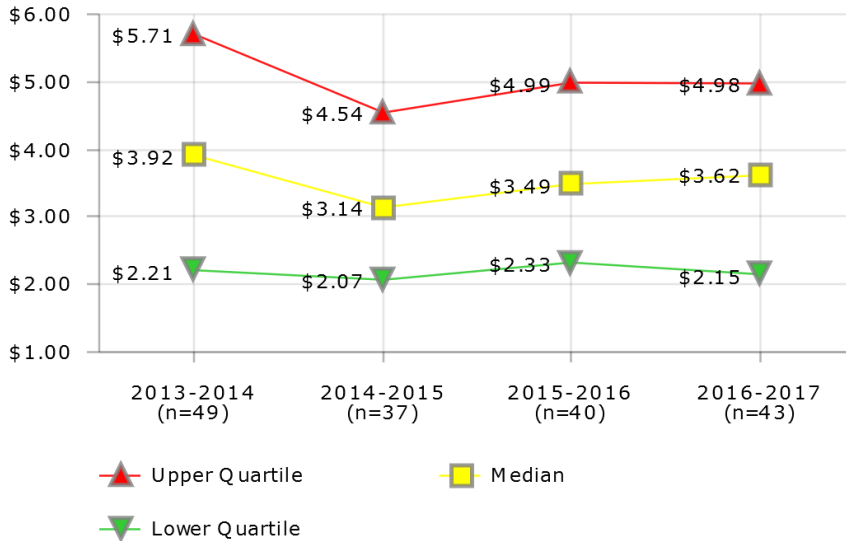
Factors that Influence

- Number of employees processing the payroll
- Skill level of the employees processing payroll
- Types of software/hardware used to process the payroll
- Processes and procedures in place to collect payroll data
- Number of employees being paid
- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Clark County School District
- El Paso Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- School District of Philadelphia
- Shelby County School District

COMPENSATION  
Payroll Cost per Pay Check



Description of Calculation

Total Payroll personnel costs plus total payroll non-personnel costs, divided by total number of payroll checks.

Importance of Measure

This measures the efficiency of the payroll operation. A higher cost could indicate an opportunity to realize efficiencies in payroll operation while a lower cost indicates a leaner, more efficient operation.

Factors that Influence

- Number of employees processing the payroll
- Skill level of the employees processing payroll
- Types of software/hardware used to process the payroll
- Processes and procedures in place to collect payroll data
- Number of employees being paid
- Number of contracts requiring compliance
- Frequency of payrolls
- Complexity of state/local reporting requirements

Districts in Best Quartile (2016-2017)

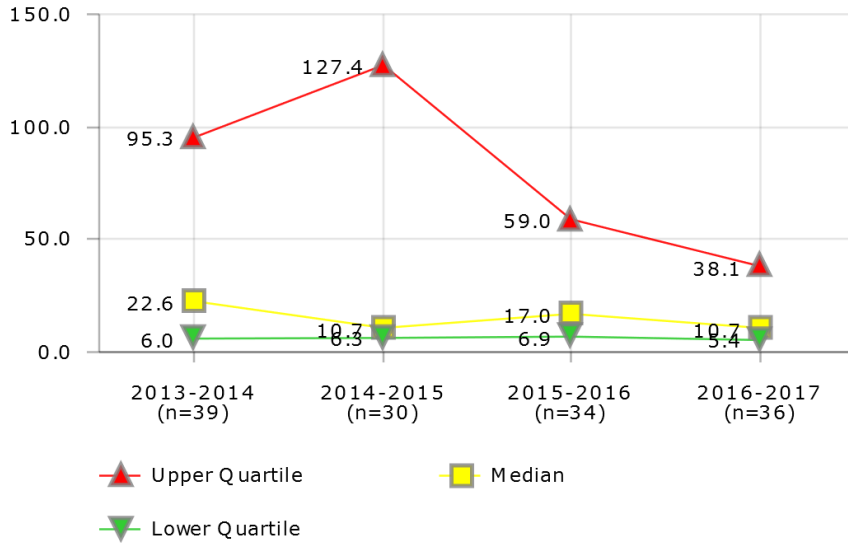
- Albuquerque Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- El Paso Independent School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$8.29			\$9.01
2	\$4.46	\$4.16	\$3.70	
3	\$3.62	\$3.90	\$8.85	\$9.25
4	\$4.93	\$3.14	\$4.65	\$6.35
5	\$7.40			
6	\$13.33			
7	\$4.39	\$4.54	\$4.78	\$4.91
8	\$2.05	\$2.06	\$2.30	\$2.12
9	\$2.12	\$2.23	\$2.55	\$2.47
10	\$1.95		\$2.14	\$2.20
11	\$6.20		\$5.54	\$4.60
12	\$10.04	\$9.83	\$9.68	\$9.73
13	\$1.16	\$1.09	\$1.14	\$1.07
14	\$2.13	\$2.07	\$2.25	\$2.09
16	\$6.84	\$6.45		
18	\$2.21	\$2.64	\$2.49	\$1.81
19	\$6.30	\$8.39		
20	\$3.92	\$2.39	\$8.57	\$5.96
21	\$5.54	\$5.55		
23	\$4.41			
25	\$2.51	\$2.42	\$2.43	\$2.75
26	\$1.28	\$1.08		
28	\$3.69		\$3.06	\$4.65
30	\$2.31	\$1.99	\$2.20	\$2.43
32	\$1.12	\$1.16	\$1.15	\$1.21
34		\$5.79	\$6.09	
35	\$4.75	\$6.53	\$6.67	\$7.31
37	\$4.75	\$4.70	\$4.73	\$4.88
39	\$2.16	\$2.08	\$2.02	\$1.14
40				\$5.36
41	\$3.15	\$3.32	\$4.13	\$3.97
43	\$4.89		\$5.19	\$4.98
44	\$3.50	\$3.12	\$3.41	\$3.58
45	\$4.11		\$3.52	\$3.16
46	\$2.48	\$2.84	\$3.21	\$2.49
47	\$2.10			
48	\$3.69	\$3.57	\$3.45	\$3.62
49	\$1.81	\$1.64	\$2.36	\$2.61
50				\$4.28
51		\$4.04	\$3.73	\$4.00
52	\$1.56		\$4.77	\$2.33
53	\$2.88	\$2.67	\$3.04	\$2.91
54		\$1.77	\$1.72	\$1.81
55		\$1.84	\$1.77	\$1.84
56	\$5.82			
57	\$4.77		\$6.14	\$5.26
58	\$1.84	\$1.86	\$2.02	\$2.15
62	\$6.37	\$6.77	\$6.57	
63	\$4.27	\$4.19	\$4.41	\$4.35
66	\$3.29	\$3.59	\$3.63	\$3.66
67	\$5.71	\$5.94	\$7.05	\$10.26
71	\$3.17	\$3.56	\$3.39	\$4.62
74	\$6.41			
76				\$5.74
79	\$5.88			
97				\$1.54
101	\$8.96			
431				\$1.98



COMPENSATION

Pay Checks - Errors per 10K Payments



District	2013-2014	2014-2015	2015-2016	2016-2017
1	36.3			
2			17.6	
3	69.5		21.9	13.1
4	35.8	4.0	1.8	1.8
5	17.8			
6	24.6			
7	4.1	8.9	4.9	3.3
8	2.0	2.8	2.0	2.5
9	0.8	0.6	1.6	0.3
11	111.7		28.9	2.7
12	17.5	13.4	13.6	10.5
13	85.0	85.0	83.2	79.7
14	15.0	14.3	18.8	10.7
16	49.8	44.8		
18	111.7	12.6	7.1	6.6
19	342.2	127.4		
20				34.7
21	4.0			
25				17.2
26		6.3		
28	95.3			2.7
30	13.6	8.9	9.4	10.6
32	1.9	1.2	1.1	2.1
34		7.1	73.6	
35	112.2	180.9	40.1	
37	115.1	187.0	111.9	277.5
39	1.3	2.0	2.0	6.6
40				41.5
41	170.1	35.6	35.6	74.9
43	5.0		16.4	8.7
44	6.0	5.2	6.9	5.9
45			1.5	
46	524.1	293.5	90.6	16.6
47	50.4			
48	10.6	8.4	11.2	11.9
49			125.6	148.8
50				10.9
51			17.6	10.8
52	31.3		59.0	329.9
53	2.7	1.4	2.9	2.5
54		256.4	250.8	244.8
55		371.8		
56	22.6			
58	8.0	7.6	10.0	4.8
62	166.6	181.0	154.7	
63		87.5	47.6	46.5
66	10.8	8.9	11.0	19.0
67	94.9	181.0	140.9	5.9
71	14.8	7.0	10.0	26.3
74	13.6			
76				53.4
79	2.2			
101	153.5			
431				8.1

Description of Calculation

Total number of pay check errors, divided by total number of pay checks handled by Payroll department over 10,000.

Importance of Measure

High error rates can indicate a lack of adequate controls.

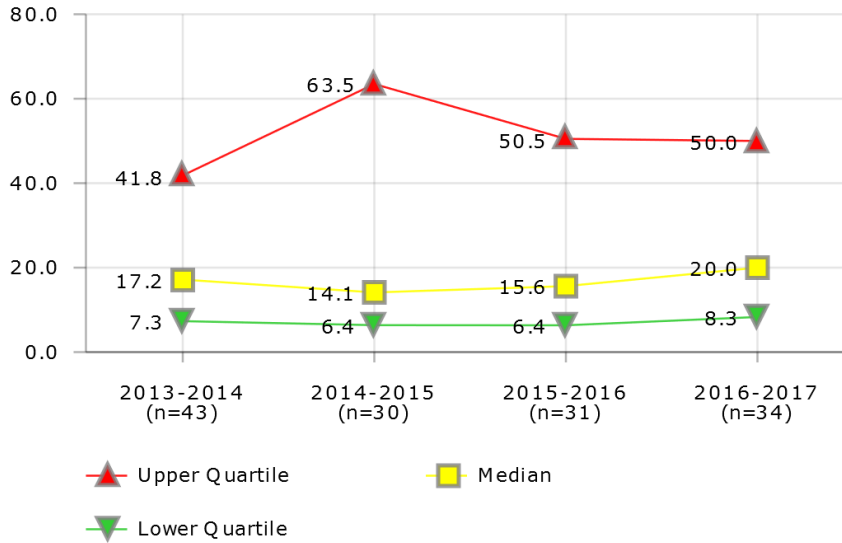
Factors that Influence

- Process controls
- Staff turnover
- Staff experience
- Payment system
- Level of automation

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Clark County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Miami-Dade County Public Schools
- Palm Beach County School District
- School District of Philadelphia
- Wichita Unified School District

COMPENSATION  
Payroll Staff - Overtime Hours per FTE



Description of Calculation

Total number of Payroll overtime hours, divided by total number of Payroll staff (FTEs).

Importance of Measure

This measures the efficiency and effectiveness of the payroll department. Excessive overtime can be an indication that staffing levels are inadequate or that processes and procedures need to be revised and streamlined to make the work more efficient. An absence of any overtime may indicate staffing levels that are too high for the volume of work the department is processing.

Factors that Influence

- Staffing levels
- Error rate
- Direct deposit participation

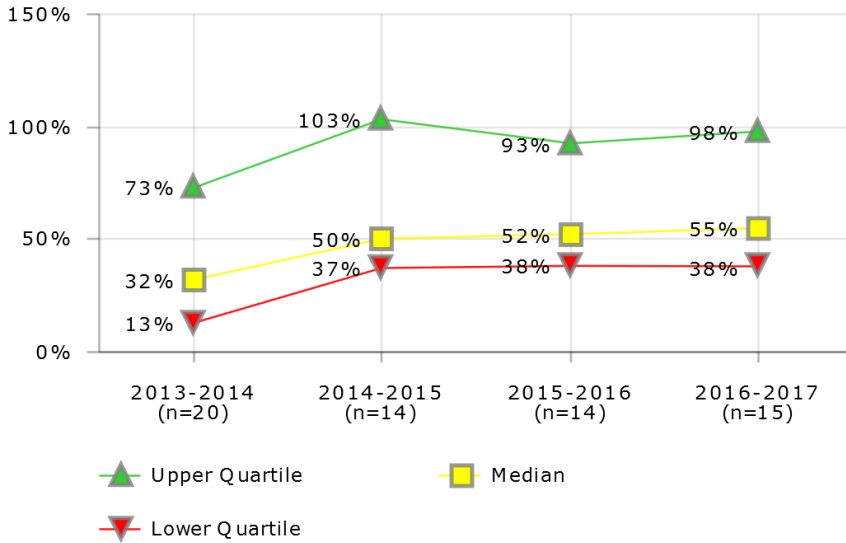
Districts in Best Quartile (2016-2017)

- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Seattle Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.7			1.6
2	15.4	12.6	38.3	
3	167.7	117.3	46.4	36.8
4	27.7	15.8	48.9	50.0
5	18.9			
6	42.2			
7	4.9	23.5	6.4	12.6
8	0.7			
10	7.3		31.8	25.3
11	10.8		24.9	31.7
12			5.8	4.7
14	9.3	9.5	12.8	20.0
16	6.5	10.1		
18	160.7	119.2	10.8	25.1
19	126.8	68.9		
20	110.0	268.9	117.3	33.6
21	54.5	43.9		
23	3.2			
25	38.1	149.2	79.8	102.9
26	29.8	41.2		
28	41.8		17.5	23.4
30	0.8	6.1	1.7	0.8
32	0.3		3.2	2.2
34		1,106.0	100.0	
35	37.1	3.2	14.6	8.4
37	85.2	91.5	62.5	133.8
39	14.8	10.9	11.1	8.9
40				88.7
41	11.5			
44	0.9	4.5		12.6
45	8.3		50.5	53.0
46	8.4	15.7	59.4	20.0
48	1.8	36.1	15.6	8.3
49	24.9	0.4		
50				54.5
51		2.6	5.6	2.4
52	26.3		3.8	2.0
53	39.6	45.7	46.0	54.5
54		7.8	15.3	23.4
55	17.2	9.4	13.0	10.8
57	86.7		91.7	
58	9.6	8.1		
62			8.1	
63	0.3	0.2		1.2
66	1.1	1.0	4.4	13.1
67	7.7	6.4	1.5	2.7
71	73.6	63.5	79.2	219.9
74	34.7			
76				77.7
79	37.8			
101	50.0			
431				11.1

COMPENSATION

Personnel Record Self-Service Usage per District FTE



District	2013-2014	2014-2015	2015-2016	2016-2017
3				16%
4	48%	52%	57%	43%
5	12%			
8	91%	103%	150%	156%
11	24%			
12	14%	18%	38%	38%
13	205%	214%	93%	
16	33%	37%		
18	10%			
21	58%			
26	39%	37%		
28	99%			
30	31%	31%	33%	72%
32	53%	47%	38%	42%
37	31%	48%	53%	57%
39		184%	52%	98%
41			48%	36%
46	12%		11%	29%
48	27%	65%	54%	57%
51				54%
52	88%		228%	55%
54		130%	142%	121%
55	153%	84%		120%
66	1%	1%	2%	
67	8%			

Description of Calculation

Total number of employee records self-service changes, divided by total number of district employees (FTEs).

Importance of Measure

This measures the level of automation of the payroll department, which can reduce error rates and processing costs.

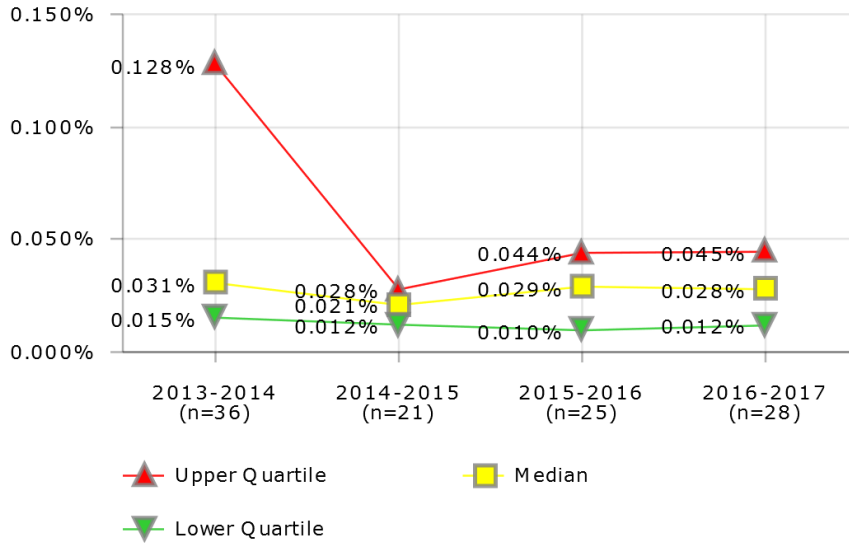
Factors that Influence

- Software used may not provided employee self-service
- Employee self-service modules of the software may not be in use
- Implementation of these modules may be to costly
- Support/help desk services for the employee self-serve modules may not be available

Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Houston Independent School District
- Palm Beach County School District

COMPENSATION  
W-2 Correction Rate (W-2c)



**Description of Calculation**

Total number of W-2(c) forms issued, divided by total number of W-2 forms issued.

**Importance of Measure**

W-2(c) forms are the result of errors in the initial W-2 filing. Corrections can be costly in terms of staff time.

**Factors that Influence**

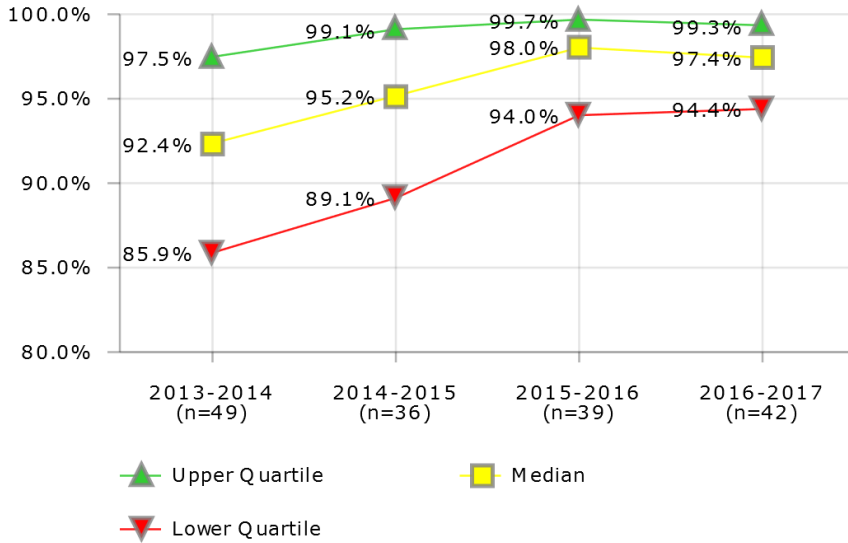
- Process controls
- Quality controls

**Districts in Best Quartile (2016-2017)**

- Anchorage School District
- Atlanta Public Schools
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1				0.047%
2			0.967%	
3			0.023%	0.023%
5	0.095%			
6	0.073%			
7	0.021%		0.035%	0.010%
8	0.003%		0.010%	
9	0.014%	0.002%	0.011%	0.002%
10	0.032%		0.006%	0.015%
11	0.113%		0.044%	
12		0.015%	0.043%	0.029%
13	0.025%	0.028%	0.013%	
14	0.006%	0.025%		
16	0.291%	0.157%		
18	0.005%	0.006%	0.006%	0.012%
20				0.041%
21	0.501%	0.139%		
23	0.019%			
25		0.053%	0.157%	0.079%
26	0.015%			
28				0.011%
30	0.030%	0.015%	0.029%	0.029%
32	0.043%	0.012%	0.002%	0.002%
35	100.000%			
37	0.048%		0.055%	0.092%
39	0.068%	0.015%	0.188%	0.041%
41	0.004%	0.004%	0.008%	0.027%
43			0.060%	
44	0.045%	0.012%		
45	0.910%			
46	0.007%	0.023%	0.032%	0.024%
47	98.308%			
48	0.016%	0.022%	0.015%	0.044%
49		0.021%	0.035%	0.029%
51			0.058%	0.031%
52	0.100%			
53		0.010%	0.005%	0.005%
54		0.041%	0.004%	0.016%
55	0.024%	0.008%		0.045%
56	0.024%			
57				0.059%
58	0.023%	0.028%	0.042%	0.023%
62	0.225%			
63	100.000%	0.038%		0.083%
67	0.008%		0.016%	0.008%
71	0.006%			18.647%
74	100.000%			
79	0.023%			
97				0.005%
101	0.142%			

COMPENSATION  
Pay Checks - Direct Deposits



District	2013-2014	2014-2015	2015-2016	2016-2017
1	87.9%			90.5%
2	82.5%	95.2%	99.8%	
3	93.9%	93.5%	94.0%	96.3%
4	83.6%	84.2%	94.4%	94.4%
5	81.4%			
6	87.1%			
7	85.9%	86.4%	89.1%	89.7%
8	98.0%	98.0%	97.8%	98.1%
9	86.6%	87.0%	89.8%	90.8%
10	95.8%		98.5%	98.3%
11	81.3%		83.2%	85.5%
12	96.3%	97.2%	96.8%	97.2%
13	99.0%	98.9%	98.9%	98.9%
14	99.2%	99.2%	99.1%	99.3%
16	85.6%	86.6%		
18	92.2%	99.7%	99.4%	99.9%
19	87.0%	90.9%		
20	88.0%	87.2%	94.9%	97.0%
21	89.8%	91.2%		
23	90.8%			
25	77.7%	79.1%	86.7%	97.3%
26	92.0%	92.8%		
28	100.0%		100.0%	100.0%
30	84.0%	85.6%	84.8%	86.3%
32	99.7%	99.8%	99.8%	99.8%
34		99.0%	100.0%	
35	96.5%	96.7%	97.4%	98.5%
37	100.0%	100.0%	100.0%	100.0%
39	95.0%	95.1%	95.9%	99.3%
41	92.4%	99.5%	99.5%	91.5%
43	100.0%		100.0%	100.0%
44	96.9%	97.8%	98.0%	97.5%
45	76.2%		84.1%	85.2%
46	86.4%	90.4%	92.1%	92.7%
47	93.7%			
48	99.3%	99.6%	99.6%	99.5%
49	92.5%	87.0%	95.8%	96.4%
50				97.1%
51		94.9%	100.0%	99.5%
52	95.2%		94.7%	96.6%
53	99.6%	100.0%	100.0%	100.0%
54		95.1%	99.1%	96.7%
55		99.6%		100.6%
56	85.5%			
57	100.0%		99.7%	94.7%
58	94.3%	94.0%	95.4%	95.0%
62	17.0%		84.7%	
63	97.5%	97.7%	98.5%	99.0%
66	98.9%	99.0%	99.1%	98.3%
67	82.9%	87.8%	85.1%	87.4%
71	99.9%	100.0%	99.9%	99.8%
74	76.2%			
76				68.4%
79	92.6%			
97				98.9%
101	89.8%			
431				99.3%

Description of Calculation

Total number of pay checks paid through direct deposit, divided by the total number of pay checks issued.

Importance of Measure

Use of direct deposit can increase the levels of automation and decrease costs.

Factors that Influence

- Payment systems
- Pay check policy

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- Shelby County School District

# Financial Management

Performance metrics in financial management assess the overall financial health of a district, as measured by its **Fund Balance Ratio to District Revenue** and **Debt Service Burden per \$1,000 Revenue**. They also measure a district's *practices in effective budgeting*. These practices are broadly represented by a district's **Expenditure Efficiency** and **Revenue Efficiency**, which compare the adopted and final budgets to actual levels of income and spending. A value close to 100% shows highly accurate budget forecasting. Finally, **Days to Publish Annual Financial Report** is a measure of the timeliness of a district's financial disclosures.

Generally, *leadership and governance factors* are the starting point of good financial health:

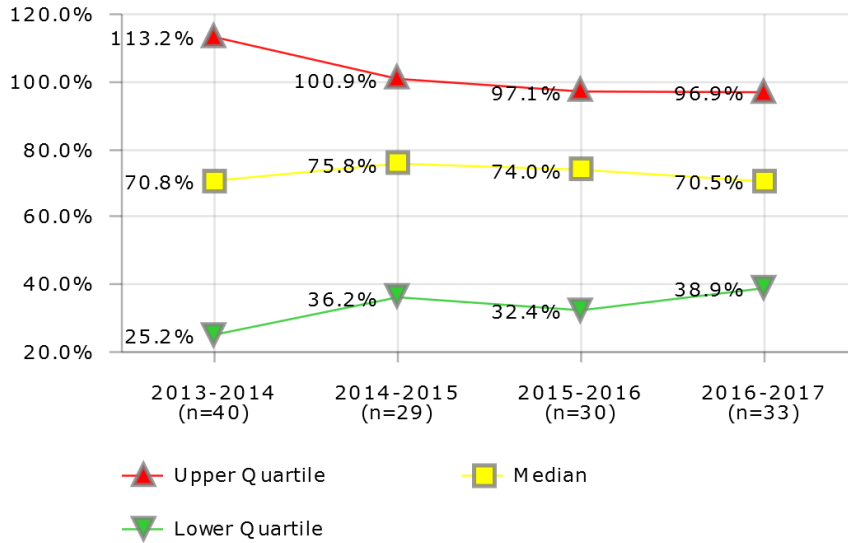
- School board and administrative policies and procedures
- Budget development and management processes
- Unrestricted fund balance use policies and procedures
- Operating funds definition

Additionally, other conditions and factors should be considered as you evaluate your district's financial health and forecast for the future:

- Revenue experience, variability, and forecasts
- Expenditure trends, volatility, and projections
- Per capita income levels
- Real property values
- Local retail sales and business receipts
- Commercial acreage and business property market value
- Changes in local employment base
- Changes in residential development trends
- Restrictions on legal reserves
- Age of district infrastructure
- Monitoring and reporting systems

FINANCIAL MANAGEMENT

Debt Principal Ratio to District Revenue



Description of Calculation

Total debt principal, divided by total debt servicing costs.

Importance of Measure

This evaluates the total level of debt that the district currently owes relative to its annual revenue.

Factors that Influence

- Tax base and growth projections
- Capital projects
- Levels of state and grant funding
- Interest rates (cost of borrowing)
- Fund balance ratio

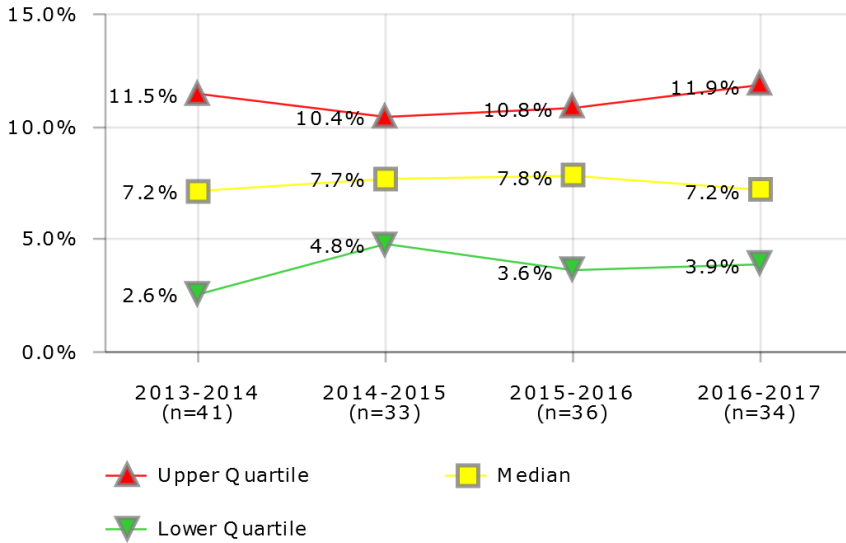
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- Pinellas County Schools
- Shelby County School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	7.9%			
2		3.8%		
3			27.6%	58.5%
4	78.9%	75.8%	75.0%	70.5%
5	99.1%			
6	7.4%			
7	78.6%	42.4%	85.3%	79.7%
8	115.7%	104.1%	97.1%	88.4%
9	117.8%	100.9%	100.8%	90.9%
10	0.1%		51.3%	52.0%
11	0.0%		140.9%	131.8%
12	39.8%	36.2%	32.4%	29.1%
13	82.4%	85.5%	80.4%	
14		70.5%	73.0%	81.6%
18	0.1%	0.1%		0.0%
19	98.7%			
20	125.2%	93.2%	72.1%	67.1%
21	57.8%	22.1%		
23	165.3%			
28	17.1%		11.2%	10.2%
30	30.5%	33.2%	32.4%	34.1%
32	116.2%	112.6%	116.1%	125.3%
34		0.9%	25.8%	
35	55.2%	52.3%	47.0%	49.2%
37	279.8%	250.1%	234.8%	263.2%
39	128.3%	136.1%	146.7%	161.6%
40				104.7%
41	187.5%	177.5%		174.9%
43	54.6%		25.4%	46.8%
44	36.3%	39.8%	41.0%	38.9%
45	136.9%			
46	11.6%	11.1%		
47	67.2%	84.3%	83.2%	96.9%
48	87.3%	81.9%	76.4%	72.0%
51		60.7%	55.7%	40.8%
52	71.9%			
53				39.0%
54		123.7%	134.9%	
55	0.2%	0.1%	0.1%	0.0%
57	19.8%			34.3%
58	115.2%	105.3%	98.0%	103.7%
62	13.1%		10.2%	
63	98.4%	89.4%	86.7%	77.5%
66	41.4%			
67	69.6%	60.6%	51.9%	
71	91.6%	80.6%	79.3%	94.1%
79	38.4%			27.9%
97				1.5%
101	111.3%			
431				107.0%

FINANCIAL MANAGEMENT

Debt Servicing Costs Ratio to District Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	7.7%			
2		0.4%		
3			5.7%	5.7%
4	7.0%	7.5%	15.4%	7.8%
5	15.7%			
6	1.0%			
7	11.5%	6.4%	12.4%	12.2%
8	10.4%	8.8%	8.2%	9.3%
9	20.0%	17.6%	15.9%	15.7%
10	5.3%		17.0%	7.4%
11	0.0%		12.6%	12.2%
12	2.6%	3.6%	3.4%	4.3%
13	8.6%	8.0%	8.0%	
14		9.2%	10.5%	9.6%
16			7.3%	
18	0.0%	0.0%		0.0%
19	41.6%			
20	12.0%	9.5%	7.0%	6.9%
21	5.6%	6.3%		
23	13.1%			
28	2.3%		1.8%	1.7%
30	2.4%	3.2%	2.7%	6.9%
32	9.7%	10.2%	9.6%	9.3%
34		14.2%	2.7%	
35	4.2%	2.4%	2.2%	2.2%
37	18.1%	33.8%	16.1%	18.5%
39	14.5%	12.1%	13.9%	16.6%
40				11.9%
41	0.3%	0.3%	0.3%	15.5%
43	9.1%		4.1%	7.0%
44	2.8%	5.1%	2.8%	2.3%
45	11.8%			
46	1.4%	1.5%		
47	8.5%	9.1%	9.3%	5.7%
48	7.2%	6.5%	5.6%	5.3%
51		11.3%	8.5%	8.7%
52	29.5%			
53				3.9%
54		10.9%	9.9%	11191.1%
55	0.0%	0.0%	0.0%	0.0%
56		6.2%	6.5%	
57	3.2%			2.6%
58	9.7%	8.9%	8.3%	43.7%
61	15.9%	18.8%	12.1%	
62	0.3%		0.0%	
63	7.9%	7.7%	7.9%	7.9%
66	4.3%			
67	6.0%	4.9%	4.2%	
71	10.6%	10.4%	7.7%	9.0%
77		10.9%	11.2%	
79	3.1%			2.5%
97				0.6%
101	1.5%	4.8%	3.9%	
431				6.6%

Description of Calculation

Total debt servicing costs, divided by total district operating revenue.

Importance of Measure

This evaluates the annual amount paid in debt servicing relative to annual district revenue.

Factors that Influence

- Interest rates (cost of borrowing)
- Level of debt
- Tax base and growth projections
- Revenue sources to pay down debt
- Fund balance ratio

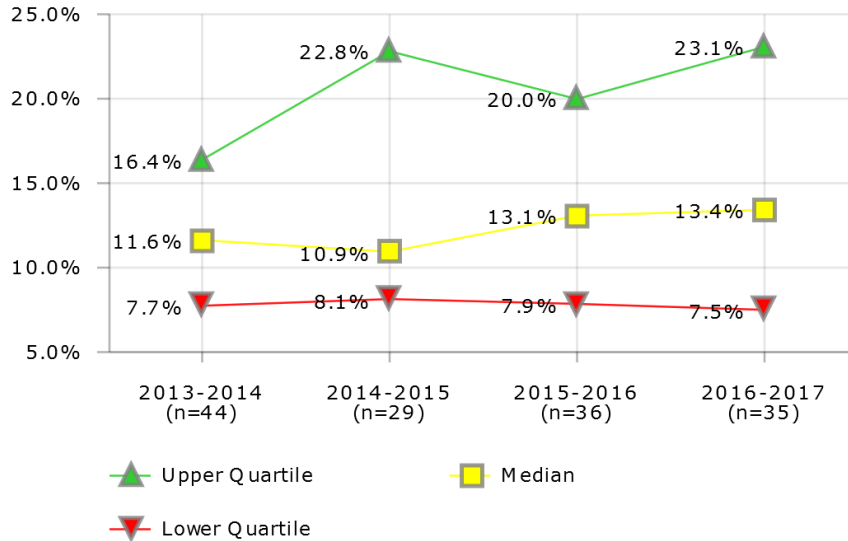
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Shelby County School District
- Toledo Public Schools



FINANCIAL MANAGEMENT

Fund Balance Ratio (E) All Types



Description of Calculation

Total fund balance of all types (includes unassigned, assigned, committed, restricted and nonspendable fund balance), divided by total district operating expenditures.

Importance of Measure

This measure assesses the fiscal health of the district supported by the general fund, including financial capacity to meet unexpected or planned future needs. A high percentage indicates greater fiscal health and financial capacity to meet unexpected or future needs. A low percentage indicates risk for the district in its ability to meet unexpected changes in revenues or expenses.

Factors that Influence

- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections
- Planned uses of fund balance
- Restrictions on legal reserves
- Unreserved fund balance use policies and procedures
- Local fiscal authority policies and procedures
- Operating funds definition

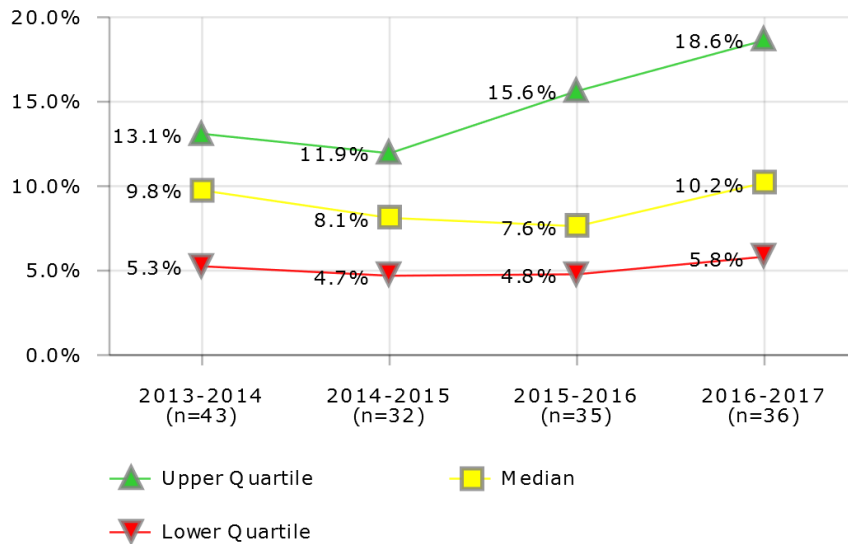
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Fort Worth Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Orange County Public School District
- Pittsburgh Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.7%			
2		3.2%	7.6%	
3			8.7%	9.8%
4	8.4%	8.2%	9.4%	9.8%
5	14.5%			
7	17.4%	11.0%	19.8%	17.8%
8	6.8%	7.1%	7.5%	7.8%
9	5.6%	17.8%	3.5%	2.2%
10	13.0%		8.7%	7.5%
11	12.2%		19.0%	24.9%
12	47.6%	39.0%	15.1%	14.7%
13	6.8%	7.5%	8.1%	
14	7.4%	8.1%	9.2%	8.5%
16	7.7%	9.6%	12.6%	
18	13.6%	13.9%		18.2%
19	6.4%			
20	11.4%	36.8%	32.8%	34.5%
21	11.2%	9.4%		
23	12.8%			
25	11.9%			
28	13.6%		13.6%	12.3%
30	7.0%	7.4%	7.6%	3.8%
32	1.8%	4.2%	5.8%	7.1%
34		46.1%	26.2%	
35	55.6%	42.0%	34.5%	34.9%
37	18.5%	17.1%	14.0%	14.8%
39	30.7%	35.9%	39.4%	36.8%
40				55.0%
41	26.6%	24.5%	23.6%	16.3%
43	23.6%		24.2%	23.1%
44	10.6%	10.9%	9.5%	7.2%
45	25.0%			
46	8.6%	9.9%		
47	9.9%	8.4%	8.6%	7.4%
48	27.1%	22.8%	26.1%	24.0%
49	2.8%		2.5%	6.8%
50				13.4%
51			17.8%	10.2%
52	16.3%			
53				22.9%
54		6.4%		
55	7.7%	7.0%	7.0%	6.4%
56	15.1%	15.8%	20.2%	
57	16.5%			12.5%
58			3.5%	0.7%
61	6.6%		6.6%	
62	7.7%		16.0%	
63	8.2%	15.3%	19.3%	25.1%
66	15.4%			
67	10.6%	8.8%	10.7%	
71	22.9%	23.9%	30.5%	24.8%
77			15.3%	
79	14.9%			20.4%
97				8.0%
101	9.2%			
431				23.0%

FINANCIAL MANAGEMENT

Fund Balance Ratio (C) Unrestricted



District	2013-2014	2014-2015	2015-2016	2016-2017
1	8.3%			
2		2.1%	5.9%	
3			4.8%	9.2%
4	4.5%	4.0%	6.5%	6.9%
5	12.4%			
7	13.3%	8.9%	15.6%	13.7%
8	4.5%	4.8%	6.1%	6.2%
9	5.3%	4.6%	2.7%	0.8%
10	11.0%		7.0%	5.4%
11	8.5%		15.6%	22.1%
12	13.9%	11.7%	11.1%	10.6%
13	6.4%	6.4%	6.5%	
14	5.6%	6.4%	7.6%	6.5%
16	5.2%	8.1%		
18	10.7%	10.2%		14.3%
20	10.8%	24.7%	22.5%	25.5%
21	9.8%	8.0%		
23	11.1%			
25	5.3%			
28	13.1%		11.8%	10.5%
30	4.6%	4.2%	3.9%	2.8%
32	1.5%	3.8%	5.2%	6.5%
34		37.8%	26.1%	
35	33.7%	35.4%	27.8%	29.2%
37	11.1%	8.7%	7.1%	9.3%
39	28.1%	33.5%	37.1%	34.4%
40				23.6%
41	25.6%	23.8%	22.9%	15.5%
43	22.8%		23.3%	21.8%
44	9.6%	9.4%	7.7%	5.4%
45	21.3%			
46	7.9%	9.0%	0.0%	0.0%
47	9.8%	8.1%	8.4%	7.2%
48	26.3%	20.5%	24.0%	22.3%
49	1.2%		1.1%	3.0%
50				13.0%
51			14.3%	9.9%
52	15.7%			
53				12.4%
54		4.5%		
55	3.1%	2.9%	2.4%	1.5%
56	10.6%	12.2%		
57	10.3%			9.7%
58			3.3%	0.5%
61	3.9%	3.9%	0.3%	
62	5.1%		14.3%	
63	8.0%	6.2%	6.1%	14.0%
66	12.8%			
67	9.1%	8.1%	9.5%	
71	21.8%	17.4%	17.5%	24.5%
77		5.6%		
79	8.0%			13.3%
97				5.0%
101	5.4%	8.2%	1.2%	
431				21.8%

Description of Calculation

Total fund balance that was unrestricted (includes unassigned, assigned and committed fund balance), divided by total district operating expenditures.

Importance of Measure

This measure assesses the fiscal health of the district supported by the general fund, including financial capacity to meet unexpected or planned future needs. A high percentage indicates greater fiscal health and financial capacity to meet unexpected or future needs. A low percentage indicates risk for the district in its ability to meet unexpected changes in revenues or expenses.

Factors that Influence

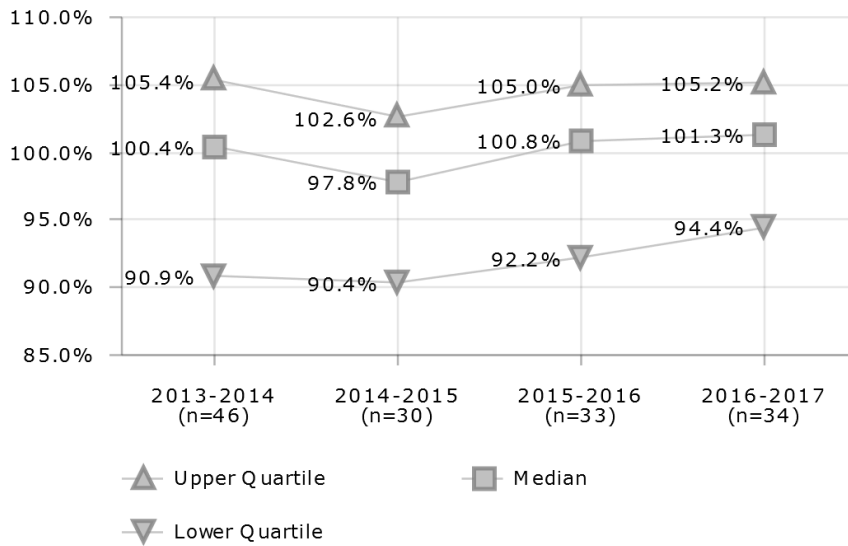
- School board and administrative policies and procedures
- Administrative leadership and decision making processes
- Budget development and management processes
- Revenue experience, variability and forecasts
- Expenditure trends, volatility and projections
- Planned uses of fund balance
- Restrictions on legal reserves
- Unreserved fund balance use policies and procedures
- Local fiscal authority policies and procedures
- Operating funds definition

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Orange County Public School District
- Pittsburgh Public Schools

FINANCIAL MANAGEMENT

Expenditures Efficiency - Adopted Budget as Percent of Actual



Description of Calculation

Total budgeted expenditures in the adopted budget, divided by total district operating expenditures.

Importance of Measure

This measure assesses efficiency in spending against the initially adopted general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

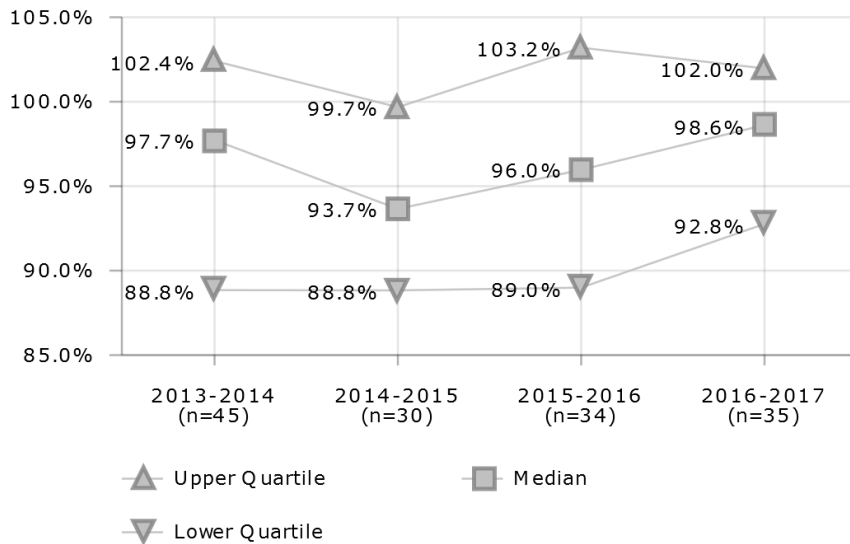
Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	106.8%			
2		85.0%	85.5%	
3			55.2%	92.9%
4	91.3%	96.5%	97.1%	97.7%
5	110.9%			
6	93.3%			
7	86.6%	48.1%	93.7%	94.7%
8	101.8%	103.7%	104.2%	102.6%
9	103.1%	105.7%	101.2%	100.5%
10	100.7%		116.0%	99.1%
11	107.3%		101.8%	104.1%
12	77.1%	75.0%		79.2%
13	100.0%	103.1%	101.7%	
14	103.9%	106.6%	107.2%	109.3%
16	84.5%	81.3%		
18	102.6%	97.8%		106.0%
19	88.9%			
20	118.3%	82.6%	99.0%	99.3%
21	97.9%	100.2%		
23	100.3%			
25	96.8%	91.6%	91.7%	
28	115.6%		106.0%	101.4%
30	97.2%	98.6%	98.4%	97.0%
32	101.2%	102.3%	105.0%	106.7%
34		90.4%	92.2%	
35	101.3%	131.5%	107.1%	105.2%
37	105.9%	103.4%	109.9%	101.7%
39	96.5%	102.1%	104.4%	101.2%
40				92.2%
41	90.9%	87.2%	84.1%	94.4%
43	85.6%		86.8%	87.2%
44	106.8%	106.0%	108.5%	105.9%
45	103.4%			
46	87.6%	92.9%		
47	90.9%	93.1%	103.7%	103.7%
48	111.6%	93.8%	96.9%	95.2%
49	100.5%		89.0%	
50				111.3%
51			104.2%	87.1%
52	97.8%			
53				112.7%
54		102.4%	100.8%	
55	105.3%	102.6%	105.1%	102.3%
56	102.9%			
57	108.7%			105.2%
58	69.1%	77.6%	89.6%	89.1%
62	70.7%		97.0%	
63	106.4%	97.9%	100.6%	102.7%
66	106.1%			
67	97.2%	97.8%	89.2%	
71	88.1%	91.4%	114.1%	94.0%
74	85.6%			
79	105.4%			85.8%
97				101.9%
101	98.2%			
431				124.0%

FINANCIAL MANAGEMENT

Revenues Efficiency - Adopted Budget as Percent of Actual



District	2013-2014	2014-2015	2015-2016	2016-2017
1	102.3%			
2		84.9%	83.1%	
3			55.0%	88.2%
4	89.1%	93.5%	95.4%	94.7%
5	108.1%			
6	92.8%			
7	85.3%	47.4%	95.8%	95.1%
8	98.8%	98.4%	98.5%	97.2%
9	100.3%	102.6%	103.2%	101.3%
10	98.0%		100.9%	101.7%
11	103.0%		95.7%	97.8%
12	76.7%	75.2%	75.3%	80.0%
13	100.0%	102.1%	101.3%	
14	99.0%	97.7%	98.6%	98.6%
16	97.7%	65.7%		
18	100.1%	98.3%		103.4%
19	85.8%			
20		82.8%	94.8%	93.9%
21	97.8%	100.5%		
23	103.6%			
25	90.8%	93.6%	90.7%	
28	111.3%		103.5%	100.9%
30	96.9%	97.9%	95.7%	96.8%
32	102.4%	101.9%	102.9%	103.3%
34		89.0%	91.8%	
35	75.4%	152.7%	117.1%	110.4%
37	95.1%	93.2%	96.1%	91.0%
39	91.4%	94.4%	98.6%	99.7%
40				88.5%
41	85.1%	84.0%	87.2%	92.8%
43	81.5%		44.4%	88.7%
44	102.8%	100.1%	104.0%	103.3%
45	90.9%			
46	87.3%	92.3%		
47	88.8%	89.7%	103.4%	99.7%
48	89.2%	90.4%	90.7%	92.0%
49	101.0%		89.0%	144.9%
50				100.7%
51			103.3%	94.5%
52	98.3%			
53				110.5%
54		99.7%	111.9%	
55	103.7%	104.0%	104.2%	102.0%
56	94.3%			
57	118.0%			101.2%
58	81.1%	82.8%	87.0%	99.4%
62	66.6%		54.5%	
63	105.8%	98.1%	101.7%	95.9%
66	106.3%			
67	104.7%	93.7%	88.7%	
71	86.7%	88.8%	118.7%	92.4%
74	85.6%			
79	91.1%			82.0%
97				105.2%
101	107.7%			
431				125.7%

Description of Calculation

Total budgeted revenue in the adopted budget, divided by total district operating revenue.

Importance of Measure

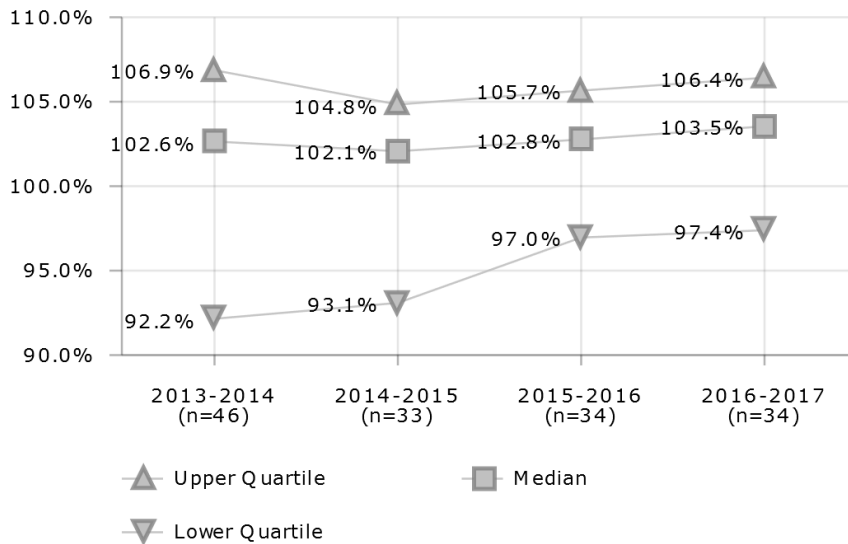
This measure assesses efficiency in spending against the initially adopted general fund revenue budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

FINANCIAL MANAGEMENT

Expenditures Efficiency - Final Budget as Percent of Actual



Description of Calculation

Total budgeted expenditures in the final budget, divided by total district operating expenditures.

Importance of Measure

This measure assesses efficiency in spending against the final approved general fund expenditure budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/ or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

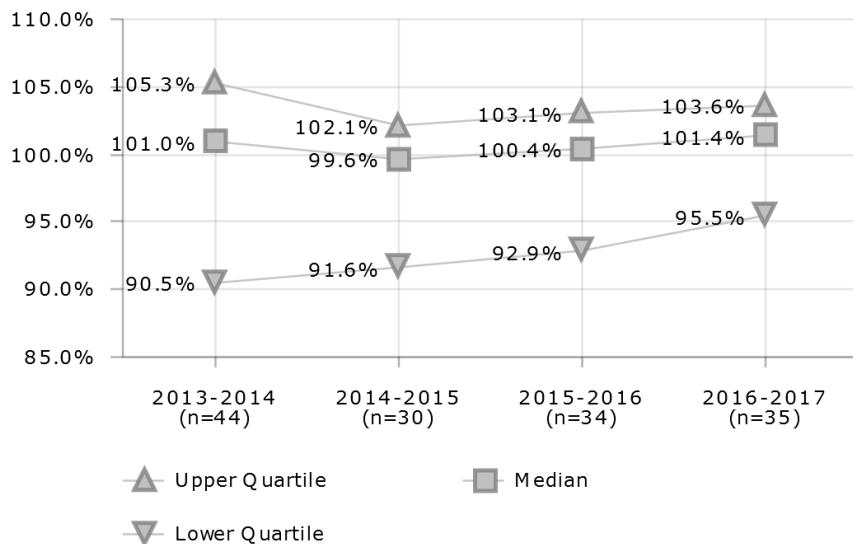
Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	102.2%			
2		86.7%	86.4%	
3			58.2%	97.4%
4	92.2%	95.9%	97.0%	97.8%
5	115.6%			
6	94.7%			
7	87.3%	48.1%	95.8%	95.1%
8	104.9%	105.4%	105.5%	106.4%
9	106.3%	104.3%	103.4%	101.7%
10	112.0%		118.3%	104.2%
11	106.4%		106.6%	107.1%
12	81.3%	76.2%	77.6%	80.5%
13	102.5%	103.9%	102.5%	
14	109.1%	110.1%	112.1%	110.0%
16	87.9%	87.0%		
18	110.8%	106.8%		106.4%
19	89.3%			
20	118.1%	87.1%	99.3%	104.2%
21	102.8%	102.1%		
23	107.9%			
25	100.2%	95.8%	97.6%	
28			102.1%	105.6%
30	101.2%	102.4%	105.7%	102.5%
32	101.6%	102.3%	103.1%	103.4%
34		104.8%	101.3%	
35	99.9%	129.7%	106.5%	105.5%
37	108.9%	107.3%	112.0%	106.5%
39	117.5%	122.2%	119.6%	116.5%
40				92.6%
41	91.6%	90.2%	89.2%	101.0%
43	85.6%		86.8%	87.2%
44	104.6%	106.0%	107.8%	105.9%
45	103.7%			
46	92.7%	95.2%		
47	90.9%	93.1%	103.7%	103.7%
48	107.2%	107.8%	107.9%	105.6%
49	105.9%		92.4%	
50				110.6%
51			104.2%	87.1%
52	99.5%			
53				113.0%
54		102.4%	99.9%	
55	106.9%	103.5%	105.5%	103.3%
56	113.3%	100.0%		
57	104.7%			102.4%
58	75.3%	75.5%	90.3%	84.6%
61	100.0%			
62	74.7%		101.6%	
63	106.1%	103.9%	104.3%	108.6%
66	106.1%			
67	102.0%	101.9%	97.7%	
71	87.9%	92.8%	104.3%	95.6%
74	85.6%			
77		100.0%		
79	111.7%			89.4%
97				102.8%
101	105.8%	100.0%		
431				119.3%

FINANCIAL MANAGEMENT

Revenues Efficiency - Final Budget as Percent of Actual



Description of Calculation

Total budgeted revenue in the final budget, divided by total district operating revenue.

Importance of Measure

This measure assesses efficiency in spending against the final approved general fund revenue budget. A high percentage nearing 100% indicates efficient utilization of appropriated resources. A low percentage, or a percentage significantly exceeding 100%, indicates major variance from the final approved budget and signifies that the budget was inaccurate, misaligned with the actual needs of the school system, significantly impacted by unforeseen factors, and/or potentially mismanaged. Districts experiencing a low percentage or a significantly high percentage should thoroughly investigate the causes for the variances and reevaluate their budget development and management processes to improve accuracy and alignment. Districts having significant variances in expenditures to budget when measured against the original budget, but near 100% when measured against the final amended budget, are monitoring and adjusting their budgets during the year to meet the changing conditions of the district. Such districts should also consider reevaluating their budget development and management processes to improve accuracy and alignment.

Factors that Influence

- School board and administrative policies and procedures
- Budget development and management processes
- Administrative organizational structure, leadership styles, decision making processes and distribution of authority
- Departmental and individual employee responsibilities and competencies
- Performance management, monitoring, and reporting systems
- General Fund definition

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.5%			
2		86.7%	83.9%	
3			56.9%	95.5%
4	89.9%	92.8%	95.2%	94.8%
5	112.6%			
6	93.9%			
7	86.0%	47.4%	96.5%	96.0%
8	101.0%	101.4%	101.0%	101.4%
9	103.1%	102.1%	104.2%	101.7%
10	104.6%		102.5%	102.0%
11	101.3%		98.1%	99.4%
12	79.7%	76.3%	76.6%	81.0%
13	101.9%	103.0%	101.6%	
14	103.3%	101.1%	102.2%	98.8%
16	100.9%	70.5%		
18	108.0%	107.9%		103.3%
19	93.0%			
20		118.4%	100.0%	105.6%
21	102.1%	101.8%		
23	110.9%			
25	95.8%	97.8%	94.4%	
28			99.5%	102.4%
30	98.6%	98.4%	98.5%	97.7%
32	101.3%	102.0%	102.4%	102.4%
34		103.4%	100.8%	
35	74.4%	151.1%	116.5%	112.0%
37	97.1%	97.1%	96.7%	96.6%
39	105.0%	105.2%	100.8%	104.8%
40				88.9%
41	88.2%	87.2%	89.0%	95.4%
43	81.5%		44.4%	88.7%
44	99.9%	99.6%	103.1%	102.7%
45	91.1%			
46	92.4%	94.9%		
47	88.8%	89.7%	103.4%	99.7%
48	101.6%	102.0%	101.1%	102.4%
49	106.3%		92.4%	151.4%
50				108.8%
51			103.3%	94.5%
52	100.0%			
53				110.8%
54		99.7%	110.9%	
55	105.5%	106.2%	103.9%	103.0%
56	106.6%			
57	113.9%			100.3%
58	83.4%	83.4%	89.1%	97.7%
62	72.5%		59.2%	
63	106.7%	101.2%	105.5%	103.6%
66	106.3%			
67	110.3%	98.9%	92.9%	
71	86.6%	91.6%	105.1%	93.1%
74	85.6%			
79	103.6%			85.4%
97				106.0%
101	111.9%			
431				117.2%

# Grants Management

Good performance in grants management is reflected in a few basic performance characteristics. Cash flow and availability of grant funds are the primary concerns: Do you spend all your grant funds in the grant period? How quickly do you process reimbursements? These are addressed in part using the metrics **Returned Grant Funds per \$100K**, **Grant Revenue** and **Aging of Grants Receivables**.

Grant-funded programming should also be considered an exposure to risk. Looking at levels of **Grant-Funded FTE Dependence** can guide a district to either:

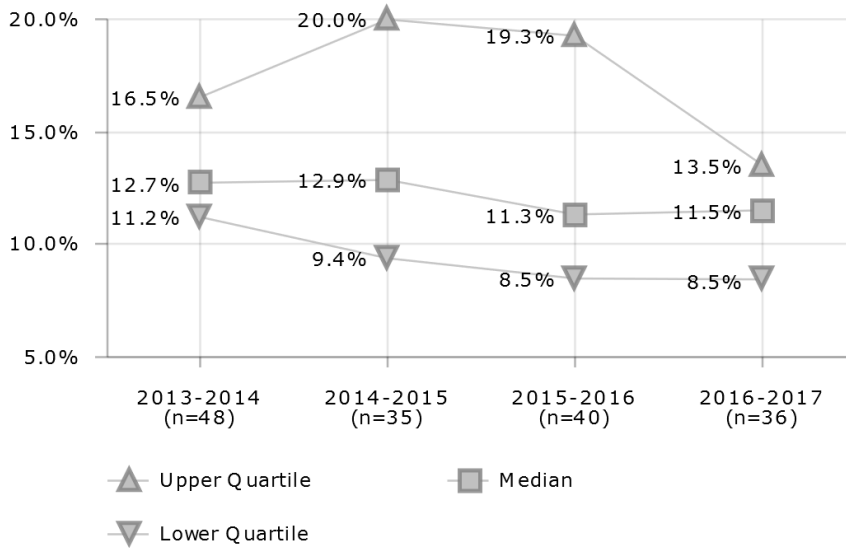
1. Allocate enough fund reserves to insure themselves against possible shifts in funding sources; or
2. Have an evaluation system in place that helps determine whether positions should be continued beyond the term of a grant.

These metrics should give a basic sense of where a district might improve its performance in grants management. Areas of improvement may include:

- Monitoring and reporting systems
- Escalation procedures to address timeliness
- Administrative leadership style, decision-making process, and distribution of organizational authority
- SchoolBoard, administrative policies, and management process
- Procurement regulations and policies
- Reserve funds to supplant the risks of high grant dependency

GRANTS MANAGEMENT

Grant Funds as Percent of Total Budget



Description of Calculation

Total grant funds expenditures, divided by total district operating revenue.

Importance of Measure

Shows the magnitude of a district's reliance on additional and alternative funding sources.

Factors that Influence

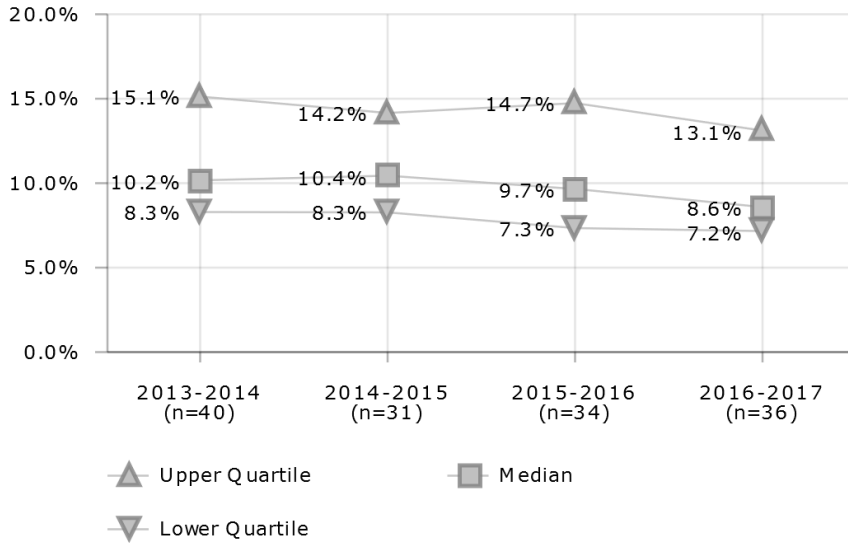
- District demographics that drive eligibility for categorical grants
- Philosophy, policies, procedures embraced by district in identifying and pursuing grants
- Local economic conditions

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.9%			
2		13.6%	14.4%	
3			4.7%	9.1%
4	11.1%	13.0%	12.5%	12.1%
5	12.4%			
6	32.6%			
7	6.9%	6.1%	79.7%	76.3%
8	12.2%	11.8%	11.8%	11.9%
9	13.9%	14.3%	16.2%	18.6%
10	15.3%		14.3%	11.9%
11	9.4%		7.6%	7.7%
12	53.0%	8.9%	10.0%	9.2%
13	8.6%	8.6%	8.5%	
14	12.0%	10.1%	11.1%	11.5%
16	38.9%	30.0%	35.9%	
18	12.5%	15.2%		15.6%
19	9.3%			
20	17.1%	12.9%	8.5%	8.1%
21	15.2%			
23	22.6%			
25	13.9%	13.5%	13.7%	
26	14.2%	11.3%		
28	16.0%		11.6%	12.1%
30	19.8%	20.0%	18.5%	19.6%
32	12.7%	9.9%	9.8%	10.4%
34	21.6%	3.6%	20.1%	
35	8.2%	9.1%	8.5%	7.8%
37	12.7%	15.0%	14.4%	12.4%
39	13.6%	10.8%	10.5%	10.1%
40				10.9%
41	10.2%	9.6%	7.3%	7.4%
43	12.7%		6.4%	11.5%
44	11.4%	10.3%	10.2%	10.0%
45	12.3%			
46	8.4%	7.5%	7.8%	8.0%
47	9.6%	9.4%	7.8%	10.3%
48	9.4%	9.0%	8.5%	8.2%
49	11.1%		7.9%	3.6%
50				32.3%
51		20.2%	15.1%	17.7%
52	11.9%			
53				11.6%
54		17.0%	23.1%	
55		9.4%	7.5%	8.7%
56	31.3%	33.6%	33.0%	
57	13.7%			11.7%
58	11.6%	11.9%	11.1%	13.9%
61	40.3%	38.8%	47.4%	
62	31.5%		32.5%	
63	14.1%	20.5%	21.4%	19.4%
66	11.6%			
67	41.4%	40.5%		
71	14.3%	13.1%	10.3%	7.4%
74	14.3%			
77		31.3%	36.8%	
79	11.3%			7.3%
97			7.0%	13.2%
101	46.5%	30.7%	33.1%	
431				18.3%



GRANTS MANAGEMENT

Grant-Funded Staff as Percent of District FTEs



District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.1%			8.4%
3	7.9%		12.1%	7.1%
4	13.2%	12.5%	13.9%	13.2%
5	12.0%			
6	21.9%			
7	5.6%	5.6%	5.7%	6.4%
8	7.2%	7.5%	7.9%	7.9%
9	8.2%	8.7%	10.7%	7.2%
10	19.0%		6.8%	7.7%
11	1.4%			
12	8.4%	8.3%	9.2%	10.3%
13	11.3%	9.2%	9.3%	
14	8.1%	7.2%	9.4%	10.3%
16	45.1%	43.8%		
18	9.0%	12.7%	14.2%	15.0%
19	12.3%	11.9%		
20	7.1%	11.1%	8.9%	8.4%
21	8.2%			
23	6.4%			
25		5.3%	0.3%	0.2%
26	11.2%	8.8%		
30	14.5%	14.7%	13.7%	14.1%
32	9.2%	10.4%	10.5%	10.2%
34		15.7%	17.2%	
35			7.4%	6.4%
37		47.7%	42.6%	40.1%
39	8.5%	8.7%	6.2%	6.2%
40				8.6%
41	10.1%	9.6%	8.1%	8.5%
43	15.7%		16.1%	15.2%
45	17.9%			
46	5.4%		6.8%	7.1%
47	8.3%	6.8%		5.9%
48	9.0%	8.9%	8.5%	8.6%
49	26.8%	10.6%	0.0%	3.8%
50				29.4%
51		12.9%	10.2%	10.9%
52	8.7%		7.3%	7.3%
53		19.2%	114.4%	13.1%
54		14.2%	15.3%	17.9%
55		7.6%	7.2%	7.2%
56	35.5%			
58	13.6%	15.6%	16.5%	17.6%
62	43.3%		37.4%	
63		12.4%	14.7%	11.5%
66	10.3%	9.9%	10.0%	
67	37.6%	5.1%		
71	10.3%	18.5%	14.9%	13.1%
74	8.6%			
79	11.0%			13.1%
97			3.7%	6.1%
101	37.5%			
431				9.0%

Description of Calculation

Number of grant-funded staff (FTEs), divided by total number of district employees (FTEs).

Importance of Measure

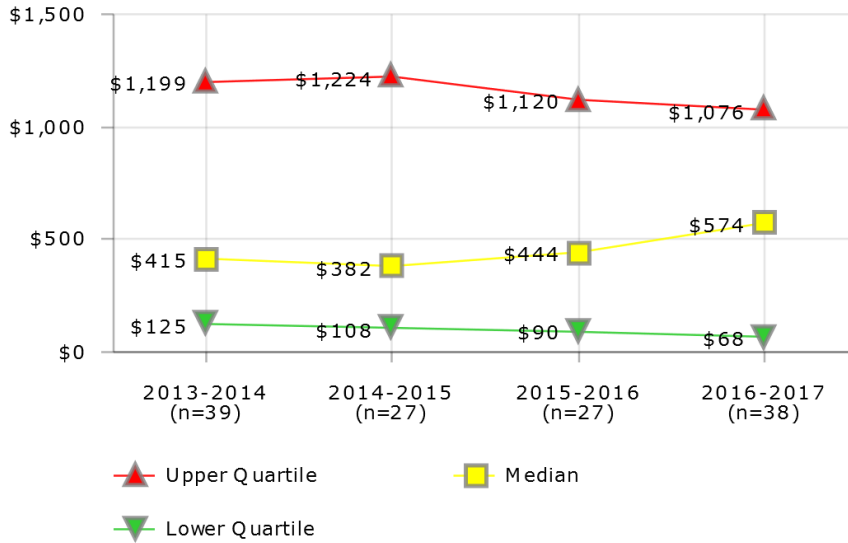
This measure shows the level of dependency on grant funds for district personnel funding.

Factors that Influence

- Amount of grant funding

GRANTS MANAGEMENT

Returned Grant Funds per \$100K Grant Revenue



Description of Calculation

Total grant funds returned (not spent), divided by total grant funds expenditures over \$100,000.

Importance of Measure

Identify and improve cycle time of grant fund availability. Ensure that no delays exist from budget approval to program implementation that the grant timelines can't be met. This measure assesses efficiency in spending grant funds that are provided by federal, state and local governments, as well as other sources such as foundations.

Factors that Influence

- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies; as well as budget development and management process and procurement regulations and policies
- Therefore, the timeliness of expenditures is a good indicator for the grantor to ensure that programming is occurring in time to meet grant deliverables and expected outcomes by the expiration date
- A low number of days between the date the budget is approved until the date of the first expenditure would indicate an effective use of grant funds
- A high number of days would indicate an ineffective use of supplemental resources that could limit or reduce the district's ability to obtain additional revenues in the future

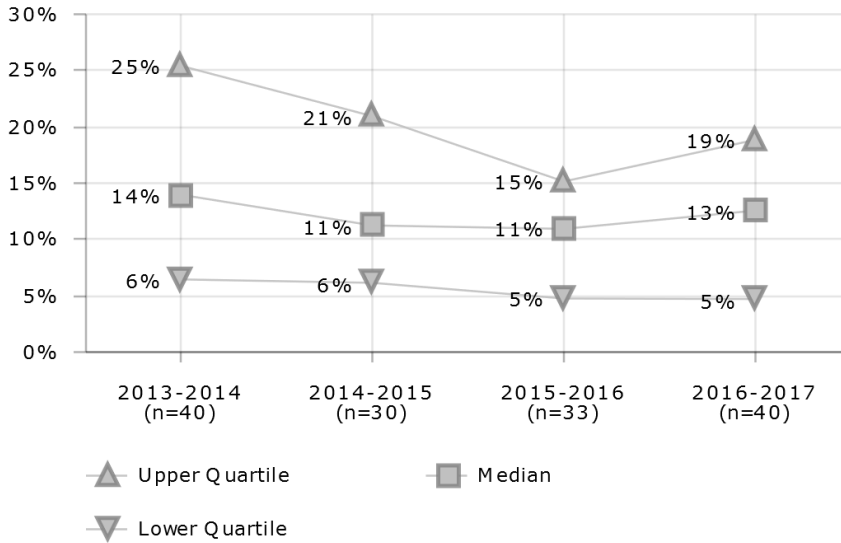
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Dallas Independent School District
- El Paso Independent School District
- Hillsborough County Public Schools
- Los Angeles Unified School District
- Milwaukee Public Schools
- Minneapolis Public Schools
- Omaha Public School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$808			\$480
3				\$18
4	\$7	\$375	\$543	\$707
5	\$74	\$1,598		
8	\$546	\$188	\$284	\$154
9	\$156	\$4	\$44	\$1,267
10	\$402		\$136	\$10
11	\$453		\$267	\$36
12	\$32	\$382	\$2,296	\$926
13	\$725	\$857	\$740	\$888
14	\$1,167	\$1,224	\$1,739	\$1,673
18	\$296	\$628	\$1,120	\$473
19	\$10,764	\$3,677		\$5,911
20	\$319	\$2,121	\$444	\$459
21	\$7,541			
23	\$246			
25	\$961	\$0	\$470	\$1,230
26	\$0	\$108		
28	\$2,123			
30	\$795	\$17	\$61	\$68
32	\$130	\$217	\$400	\$234
33	\$797			
35	\$125	\$1,997	\$1,162	\$2,167
37				\$1,076
39	\$1,199	\$1,041	\$1,002	\$437
40				\$2,502
41	\$23	\$26	\$42	\$31
43	\$209			\$999
44	\$4,015			
45	\$2,828		\$1,694	\$2,130
46	\$1,588	\$1,224	\$90	\$11
48	\$1,565	\$736	\$943	\$549
49	\$18,330			
50				\$598
52	\$415		\$42	\$64
53	\$388	\$117	\$538	\$191
54		\$5	\$16	\$10
56	\$526			
57		\$158		\$1,321
58	\$299	\$559	\$424	\$129
63		\$121	\$2,609	\$1,009
66		\$5	\$208	\$65
67	\$4	\$652		
71	\$12,331	\$10,384	\$9,279	\$12,484
76				\$911
77	\$53			
79	\$53			\$783
97			\$55	\$869
101	\$63			
431				\$12

GRANTS MANAGEMENT

Competitive Grant Funds as Percent of Total



District	2013-2014	2014-2015	2015-2016	2016-2017
1	15%			10%
3	22%	19%	83%	26%
4	5%	11%	7%	6%
5	18%	58%		
6	0%			
7	36%	55%	1%	1%
8	11%	9%	11%	10%
9	4%	4%	11%	13%
10	8%		4%	
11	39%		32%	29%
12	2%	16%	18%	15%
13	15%	17%	15%	17%
14	1%	3%	4%	3%
18	15%	21%	28%	30%
19	14%	10%		3%
20	12%	29%	13%	19%
21	59%			
23	38%			
25	7%	22%	3%	3%
26	31%	12%		
30	6%	6%	8%	8%
32	26%	8%	14%	15%
33	2%			
34		6%	13%	
35	12%	16%	15%	10%
37				13%
39	14%	14%	15%	23%
40				18%
41				2%
43	19%		15%	7%
44				5%
45	26%		27%	18%
46	25%	12%	7%	15%
48	18%	7%	7%	5%
49	100%	10%		19%
52	35%		33%	33%
53	1%	1%	1%	12%
54		49%	6%	2%
55		6%	4%	3%
56	10%			
57		3%	4%	9%
58	11%	25%	25%	22%
62	0%		5%	
63		0%	1%	2%
66	3%	3%	13%	13%
67	9%			
71	30%	99%	96%	17%
76				42%
79	18%			53%
97			7%	3%
101	7%			
431				6%

Description of Calculation

Grant funds expenditures that are from competitive grants, divided by total grant funds expenditures.

Importance of Measure

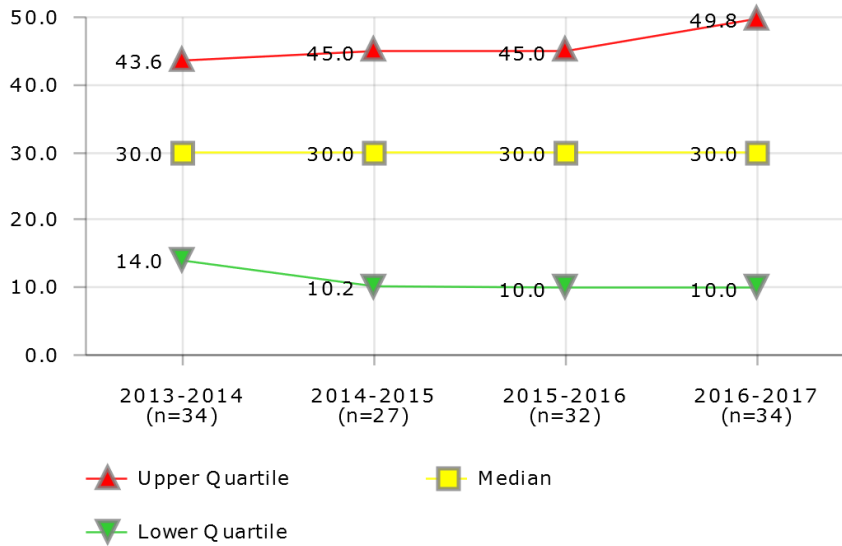
This can be used to evaluate the level of competitive grant funding in a district. Competitive grant funds can provide useful resources, but can be difficult for long-term planning and can raise concerns about sustainability.

Factors that Influence

- Experience and network of grant writers
- Level of focus on obtaining competitive grants
- Vision of district mission

GRANTS MANAGEMENT

Days to Access New Grant Funds



Description of Calculation

Total aggregate number of days that passed after new grant award notification dates to the first expenditure date, divided by the total number of new grant awards in the fiscal year.

Importance of Measure

Identify and improve cycle time of grant fund availability. Ensure that no delays exist from budget approval to program implementation that the grant timelines can't be met. This measure assesses efficiency in spending grant funds that are provided by federal, state and local governments, as well as other sources such as foundations.

Factors that Influence

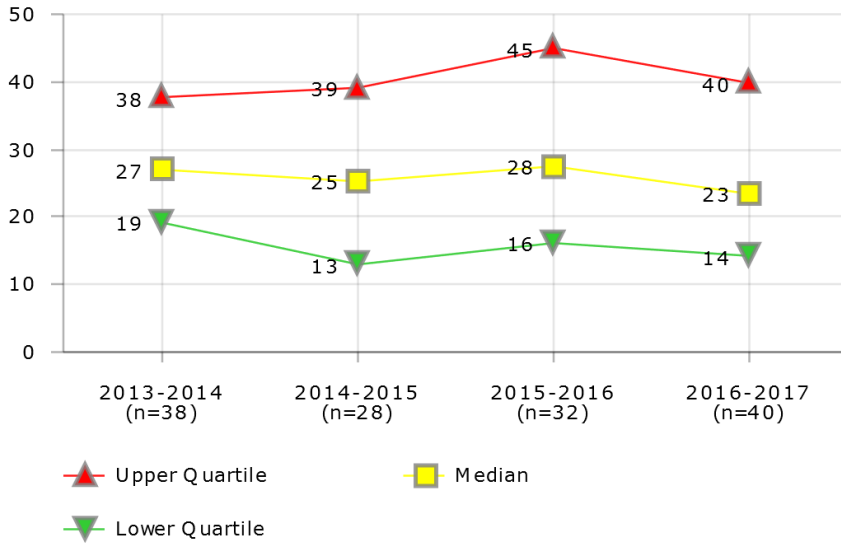
- Who monitors awards and the grant program coordinator to assure timeliness
- Timeliness of award notification from Federal and State entities
- School Board and administrative policies, as well as budget development and management process and procurement regulations and policies
- Therefore, the timeliness of expenditures is a good indicator for the grantor to ensure that programming is occurring in time to meet grant deliverables and expected outcomes by the expiration date
- A low number of days between the date the budget is approved until the date of the first expenditure would indicate an effective use of grant funds
- A high number of days would indicate an ineffective use of supplemental resources that could limit or reduce the district's ability to obtain additional revenues in the future

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Dayton Public Schools
- Omaha Public School District
- Palm Beach County School District
- Pinellas County Schools
- Pittsburgh Public Schools
- School District of Philadelphia

District	2013-2014	2014-2015	2015-2016	2016-2017
1	162.5			75.3
3	14.0	9.3	45.0	25.0
4	17.2	59.0	60.0	59.0
5	30.0	30.0		
7	30.0	30.0	30.0	30.0
8	5.0	5.0	5.0	5.0
9	10.1	10.0	10.0	10.0
10	30.0		30.0	30.0
11			41.0	87.7
12	43.6	39.0	64.9	49.8
13	30.0	30.0	30.0	30.0
14	127.3	52.4	174.3	103.3
18	65.5	30.0	45,766.3	60.0
19	4.7	4.5		8.6
20	60.0	60.0	60.0	60.0
23	7.8			
25	37.2	29.3	503.9	126.8
26	34.4	21.9		
30	45.0	45.0	45.0	45.0
32	45.0	45.0	45.0	45.0
33	1.5			
35	14.0	14.0	30.0	30.0
39	24.3	32.3	18.0	15.0
40				47.0
41				89.9
43	5.0		7.1	4.8
45			0.0	0.0
46	14.0	10.4	0.2	
47	30.0	30.0	30.0	30.0
48	20.0	20.0	14.0	14.0
49			0.0	
51		7.5		
53	15.0	15.0	20.0	20.0
54			0.0	0.1
55			30.0	30.0
57			15.0	
58	10.0	10.0	10.0	10.0
62	30.0		30.0	
63		50.0		
66	9.3	10.2	9.0	8.7
71	137.0	114.8	80.8	0.2
74	21.0			
79	35.0			35.0
97			30.0	1.0
101	94.2			
431				42.9

GRANTS MANAGEMENT  
Grants Receivables Aging



District	2013-2014	2014-2015	2015-2016	2016-2017
3	26	41	48	34
4	35	23	31	20
5	11	11		
7	45	45	45	45
8	36	36	42	44
9	25	25	26	25
10	25		25	25
11	32		81	100
12	53	56	55	45
13	12	12	12	12
14	22	23	25	27
18	30	8	18	25
19	19	21		17
20	35	37	14	14
25	28	18	28	24
26	35	35		
28	11			
30	35	35	35	35
32	45	45	45	45
33	41			
35	12	12	12	12
37				41
39	21	26	18	14
40				19
41				7
43	24		31	31
45	36		42	42
46	53	61	61	61
47	3	3	3	3
48	7	14	10	14
50				5
51		27	420	19
52	38		32	32
53	22	22	22	22
54			11	11
55		30	45	45
56	48			
57			27	
58	60	60	60	60
62	60			
63		105	18	18
66	19	11	12	39
71	8	12	10	11
74	20			
76				19
77	22			
79	9			2
97				23
101	54			
431				6

Description of Calculation

Aggregate number of calendar days to internally process grants receivables invoices, from date grant reimbursements are filed to date invoice is submitted to the grantor, plus the aggregate number of calendar days to receive payment of submitted invoices.

Importance of Measure

Aging greater than 30 days may indicate that expenditures have not been submitted timely to funding agency or funding agency is slow in sending reimbursement thereby requiring follow-up.

Factors that Influence

- Funding agency reimbursement process
- Level of automation
- Complexity of grant
- Frequency of billing
- Payroll suspense

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Detroit Public Schools
- El Paso Independent School District
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Toledo Public Schools

# Procurement

Procurement improvement strategies generally fall into two categories:

1. Increasing the level of cost savings, represented broadly by Procurement Savings Ratio.
2. Improving efficiency and decreasing costs of the Purchasing department, represented broadly by Cost per Purchase Order and Purchasing Department Costs per Procurement Dollars Spent.

The first goal is assessed by the cost savings measures Competitive Procurements Ratio, Strategic Sourcing Ratio, and Cooperative Purchasing Agreements Ratio.

Purchasing department cost efficiency is generally improved through the effective automation of procurement spending. This is largely represented through P- Card Transactions Ratio and Electronic Procurement Transactions Ratio.

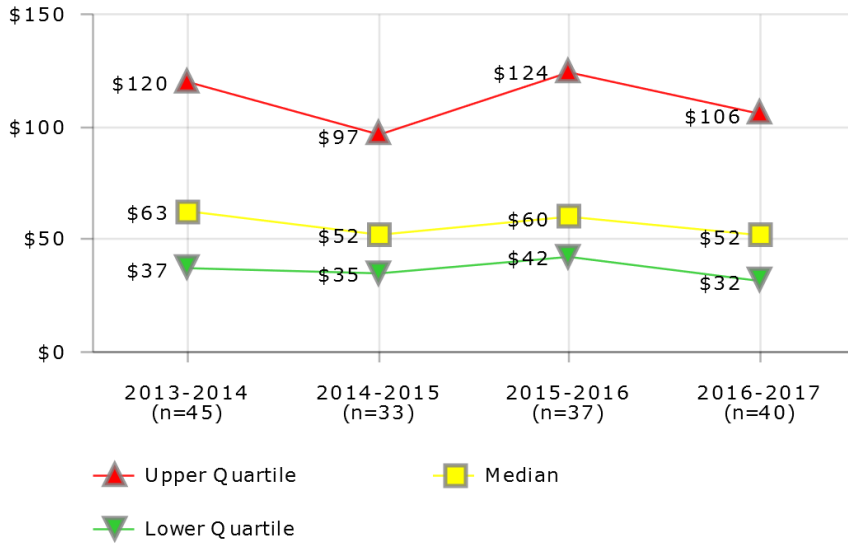
Finally, metrics of the procurement department's service level, such as Procurement Administrative Lead Time, should also be considered.

These metrics of district procurement practices should provide district leaders with a good baseline of information on how their district can improve its Procurement function. The general influencing factors that can guide improvement strategies include:

- Procurement policies, particularly those delegating purchase authority and P-Card usage
- Utilization of technology to manage a high volume of low dollar transactions
- e-Procurement and e-Catalog processes utilized by district
- P-Card reconciliation software and P-Card database interface with a district's ERP system
- Budget, purchasing, and audit controls, including P- card credit-limit controls on single transaction and monthly limits
- Utilization of blanket purchase agreements (BPAs)
- Degree of requirement consolidation and standardization
- Use of P- Cards on construction projects and paying large dollar vendors, e.g., utilities, textbook publishers, food, technology projects
- Number of highly complex procurements, especially construction

PROCUREMENT

Procurement Cost per Purchase Order



Description of Calculation

Total Purchasing department costs, divided by the total number of purchase orders that were processed by the Purchasing department, excluding P-card transactions and construction.

Importance of Measure

This measure, along with other indicators, provides an opportunity for districts to assess the cost/benefits that might result from other means of procurement (e.g., P-Card program, ordering agreements, and leveraging the consolidating requirement).

Factors that Influence

- Utilization of BPAs
- Strategic sourcing (minimizing total vendors)
- Purchasing Dept. expenditures and FTE degree of e-procurement automation and P-Card utilization
- Degree of requirement consolidation and standardization

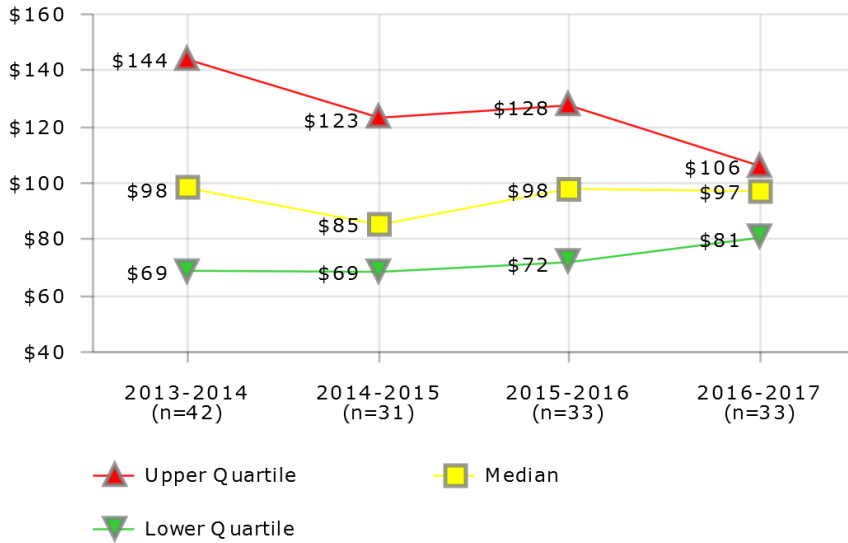
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Fort Worth Independent School District
- Hillsborough County Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$30			\$29
2	\$217		\$132	\$693
3	\$120	\$192	\$253	\$218
4	\$126	\$97	\$127	\$110
5	\$123	\$118		
6	\$35			
7	\$259	\$129	\$124	\$131
8	\$38	\$38	\$42	\$46
9	\$62	\$60	\$58	\$57
10	\$27		\$44	\$27
11	\$55			
12	\$25	\$59	\$60	\$88
13	\$25	\$30	\$49	\$63
14	\$34	\$23	\$28	\$31
16	\$88	\$87	\$117	\$79
18	\$29	\$35	\$42	\$40
19	\$75	\$95		\$102
20		\$28	\$48	\$136
21	\$114			
23	\$118			
25	\$135		\$120	
28	\$169		\$146	\$113
30	\$177	\$184	\$217	
32	\$78	\$64	\$66	\$71
33	\$135			
34	\$70	\$42	\$40	
35		\$43	\$181	\$121
37	\$104	\$105	\$232	\$242
39	\$68	\$23	\$25	\$21
40				\$25
41	\$40	\$50	\$47	\$31
43	\$35		\$48	\$39
44	\$60	\$60	\$64	\$62
45			\$84	\$73
46	\$37	\$40	\$48	\$45
47	\$35	\$33	\$37	\$34
48	\$40	\$44	\$50	\$42
49	\$53	\$52	\$76	
50				\$49
51		\$33	\$34	\$40
52	\$48			\$55
53	\$22	\$23	\$22	\$21
54			\$21	\$25
55	\$26	\$26	\$28	\$26
56	\$190			
57				\$28
58	\$45	\$51		
63		\$88	\$80	\$63
66	\$107	\$104	\$103	\$115
67	\$154	\$137	\$135	
71	\$134	\$126	\$151	\$170
74	\$40			
76				\$32
77	\$63			
101	\$73			
431				\$36

PROCUREMENT

Procurement Costs per \$100K Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$96			
2		\$181	\$201	\$215
3			\$43	\$68
4	\$139	\$99	\$105	\$100
5	\$129			
6	\$110			
7	\$144	\$58	\$130	\$131
8	\$74	\$70	\$84	\$96
9	\$133	\$128	\$128	\$124
10	\$76		\$98	\$56
11	\$32			
12	\$50	\$69	\$66	\$57
13	\$68	\$82	\$132	
14	\$114	\$85	\$115	\$80
16	\$168	\$123	\$166	
18	\$95	\$114		\$100
19	\$156			
20	\$112	\$78	\$77	\$212
21	\$88			
23	\$205			
25	\$153		\$128	
26		\$49		
28	\$171		\$109	\$97
30	\$61	\$67	\$88	\$123
32	\$57	\$50	\$46	\$44
34	\$284	\$193	\$188	
35		\$78		\$223
37	\$97	\$78	\$102	\$97
39	\$108	\$116	\$120	\$123
40				\$99
41	\$96	\$132	\$122	\$81
43	\$47		\$27	\$40
44	\$73	\$72	\$80	\$81
46	\$99	\$90	\$97	\$89
47	\$89	\$87	\$91	\$93
48	\$109	\$110	\$116	\$98
49	\$67		\$69	
50				\$106
51		\$146	\$139	\$101
52	\$53			
53				\$97
54			\$41	
55	\$56	\$53	\$54	\$50
56	\$204			
57	\$69			\$69
58	\$28	\$30		
63		\$66	\$72	\$98
66	\$168			
67	\$374	\$256	\$225	
71	\$117	\$108	\$96	\$82
74	\$95			
77		\$81	\$55	
97				\$99
101	\$197	\$369		
431				\$175

Description of Calculation

Total Procurement department expenditures, divided by total district revenue over 100,000.

Importance of Measure

This measure identifies the indirect cost of the procurement function as compared to the total district revenue. Assuming all other things being equal, this is a relative measure of the administrative efficiency of district's procurement operations.

Factors that Influence

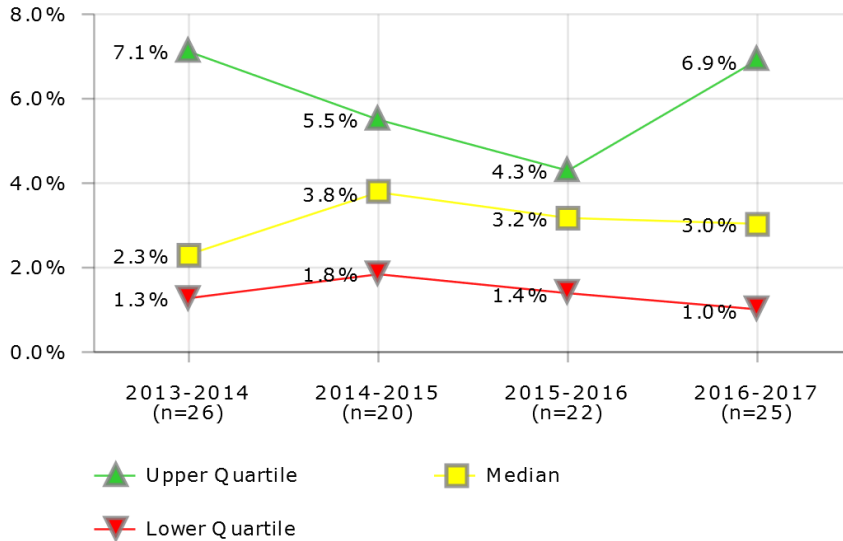
- Degree of P-Card Utilization
- e-Procurement automation
- Delegation of purchasing authority
- Purchasing office professional staff grade structure, contract services and other expenditures
- Number of highly complex procurements especially construction
- Skill level of staff

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Des Moines Public Schools
- Duval County Public Schools
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- St. Paul Public Schools



PROCUREMENT  
Procurement Savings Ratio



Description of Calculation

Total savings from Invitations for Bids, Requests for Proposals and informal solicitations, divided by total procurement outlays (excluding P-cards and construction).

Importance of Measure

This measure compares a district's savings or "cost avoidance" that result from centralized purchasing to the total procurement spend (less P-Card spending). This measure only captures savings/ cost avoidance in a limited form since districts may realize other procurement savings that are not captured by this measure (e.g., make-buy, certain life cycle savings, service, quality, reliability, and other best value "savings" to the district). This return-on-investment measure is important as a district considers the degree of delegated purchasing authority as compared to resources devoted to a professional procurement staff and other factors, like cycle time.

Factors that Influence

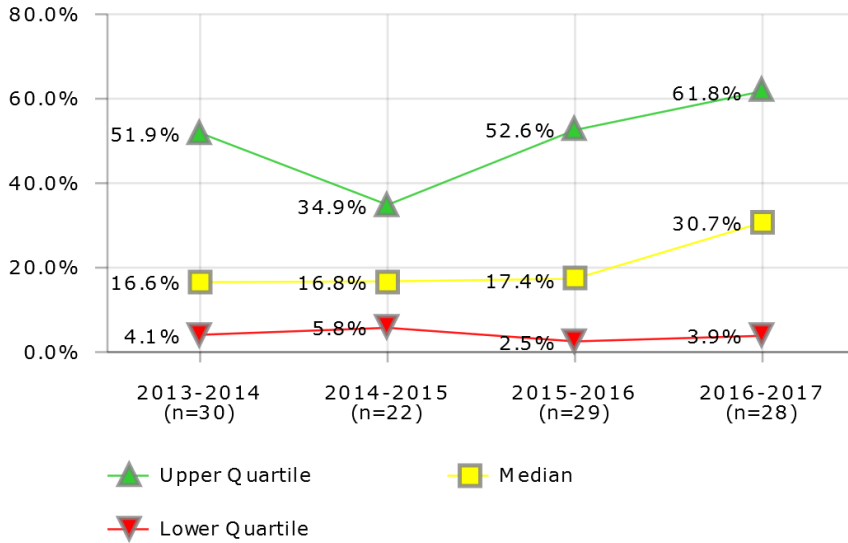
- Procurement policies, e.g., delegated purchase authority level, procurements exempted from competition, minimum quote requirements, sole source policies, vendor registration/solicitation procedures (may determine magnitude of competition)
- Utilization of technology and e-procurement tools
- Use of national or regional vendor databases (versus district only) to maximize competition, use of on-line comparative price analysis tools (comparing e-catalog prices), etc.
- Identification of alternative products/methodology of providing services.
- Degree of leveraging requirement volumes through standardization and utilization of cooperative contracting

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Clark County School District
- Denver Public Schools
- Omaha Public School District
- Orange County Public School District
- Shelby County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.0%			2.4%
2		2.9%	1.9%	5.0%
3	3.1%	7.8%	3.7%	33.7%
4		0.2%	0.5%	0.9%
5	2.1%			
7	11.6%	3.9%	3.4%	4.4%
8	2.1%	1.0%	0.4%	5.2%
9	2.1%	3.7%	4.3%	6.9%
10	2.1%			0.7%
12		0.0%		
13	11.2%	5.7%		2.4%
14	35.0%		5.6%	19.0%
16	16.3%	9.6%	12.8%	
18	7.2%	5.3%	0.6%	48.7%
19	1.1%	1.7%		
20	2.5%			0.3%
23	0.4%			
28	6.0%			
32			0.1%	
35			1.9%	1.0%
37	37.3%	4.2%	7.8%	8.8%
39	0.5%	2.0%	4.2%	0.5%
41				0.1%
43	6.5%		3.0%	
46	1.6%	2.7%	1.4%	2.8%
47	4.2%	26.4%	3.7%	4.3%
48	7.1%	5.2%	9.5%	7.2%
52	1.1%			
54				1.6%
55	2.7%	3.0%	0.7%	3.0%
58		1.0%		
63		9.8%	1.7%	
66			15.3%	32.5%
67	1.3%		2.3%	
71	1.2%	4.9%	3.4%	6.5%
76				0.6%
77	0.7%			
431				1.9%

PROCUREMENT  
Strategic Sourcing Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
1	14.0%			6.0%
2	4.1%	0.0%	0.0%	0.0%
3	6.0%	10.5%	7.1%	84.4%
4	20.8%	5.8%	18.1%	35.7%
5	18.3%			
7	9.0%	12.7%	17.4%	30.4%
8		91.7%	64.9%	64.1%
9	81.2%	67.2%	70.0%	84.1%
10	83.3%		76.6%	78.2%
11	0.7%			
12			0.0%	0.0%
13	2.1%	2.0%	92.5%	92.5%
14	14.8%		10.9%	65.3%
16	82.0%	89.9%		
18	45.8%	33.9%	18.5%	
19	30.6%	16.9%		6.0%
20		0.0%	0.1%	1.8%
21	0.0%			
23	1.1%			
25	3.5%		0.0%	
28				99.4%
32	51.9%	24.1%	52.6%	40.0%
33	60.7%			
34		0.0%	0.0%	
35			2.5%	0.0%
37		27.7%	100.0%	
39	51.9%	87.5%	2.6%	
40				14.3%
41			100.0%	
46	28.4%	34.9%	30.7%	32.6%
47	76.0%	7.5%	25.0%	31.0%
48	53.0%	65.3%	69.3%	59.4%
49			0.0%	
53	0.0%		0.0%	0.4%
54			2.8%	37.8%
55	13.1%	15.3%	13.7%	17.0%
58	5.1%			
63		16.6%	3.4%	0.0%
66	4.7%	0.0%	23.7%	15.1%
67	70.8%			
71	35.9%	27.0%	32.7%	48.0%
76				0.2%
77	1.6%			
431				9.5%

**Description of Calculation**

Total spending utilizing strategic sourcing, divided by total procurement outlays (excluding P-cards and construction).

**Importance of Measure**

This measure is a strong indicator of potential cost savings that can result from leveraging consolidated requirements with competitive procurements, and minimizing spot buying and maverick spending. The National Purchasing Institute (NPI) Achievement of Excellence in Procurement Award cites an agency's use of term (annual or requirements) contracts for at least 25% of total dollar commodity and services purchases as a reasonable benchmark.

Strategic sourcing is a systemic process to identify, qualify, specify, negotiate, and select suppliers for categories of similar spend that includes identifying competitive suppliers for longer-term agreements to buy materials and services. Simply put, strategic sourcing is organized agency buying that directly affects the available contracts for goods and services, i.e., items under contract are readily accessible, while others are not.

**Factors that Influence**

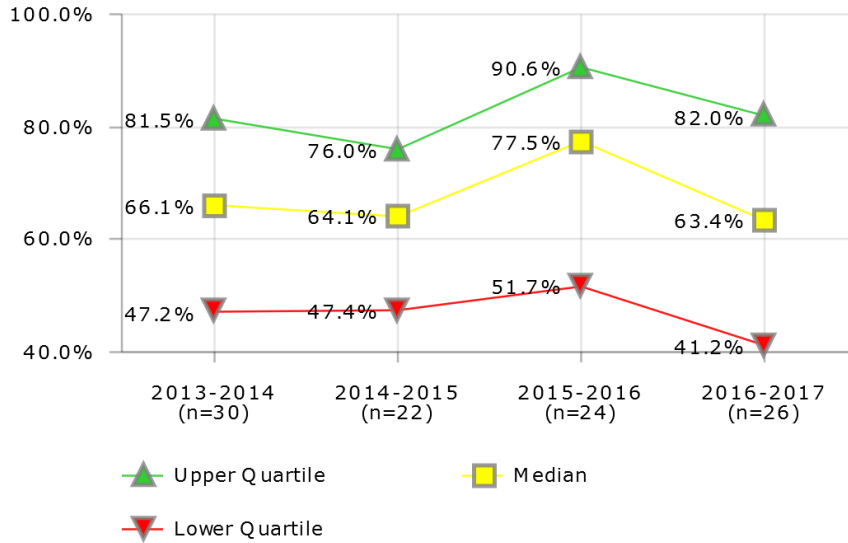
- Technical training of procurement professional staff
- Effectiveness of spend analysis regarding frequently purchased items
- Policies on centralization of procurement
- Balance between choice and cost savings
- Dollar approval limits without competitive bids

**Districts in Best Quartile (2016-2017)**

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Clark County School District
- Hillsborough County Public Schools
- Palm Beach County School District
- St. Paul Public Schools

PROCUREMENT

Competitive Procurements Ratio



Description of Calculation

Total amount of purchasing that was through competitive procurements, divided by the sum of total procurement outlays, total P-card purchasing and total construction spending.

Importance of Measure

This measure is important because competition maximizes procurement savings to the district, provides opportunities for vendors, assures integrity, and builds Board's and taxpayers' confidence in the process, which remain as the cornerstone of public procurement.

Factors that Influence

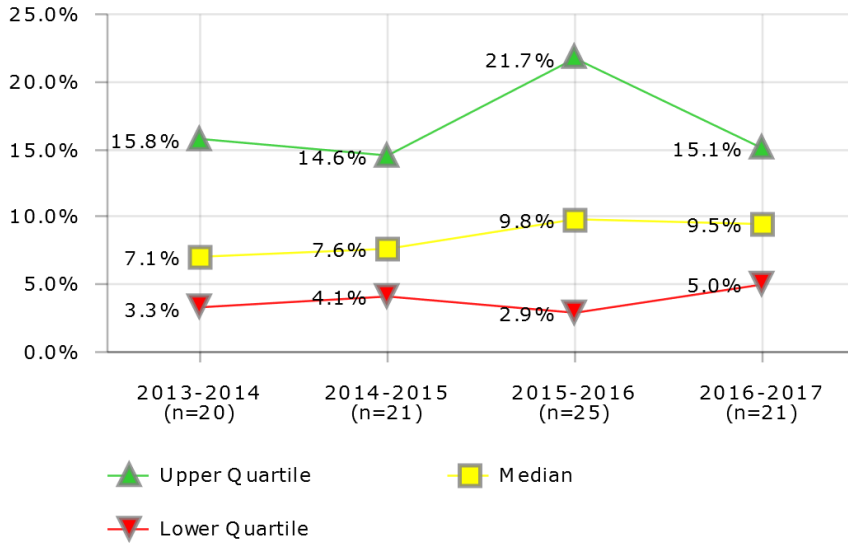
- Procurement policies governing procurements that are exempted from competition, emergency or urgent requirement procurements, direct payments (purchases without contracts or POs), minimum quote levels and requirements, and sole sourcing
- Degree of shared services that may be included in purchase dollars with other public agencies
- Vendor registration/ solicitation procedures which may determine magnitude of competition
- Professional services competition which may be exempted from competition
- In some instances, districts may have selection criteria for certain programs, such as local preference, environmental procurement, M/WBE, etc., that result in less competition
- Utilization of technology and e-procurement tools
- Market availability for competition; e.g., utilities

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	48.9%			
2		40.9%	84.6%	80.4%
3	36.5%	30.2%	31.9%	74.7%
4	83.3%	64.8%	63.1%	
5	47.2%			
7	73.2%	80.3%	81.7%	69.6%
8	99.2%	64.3%	90.6%	95.9%
9	74.1%	60.1%	66.3%	77.2%
10	80.5%		83.7%	89.2%
12		11.9%	55.4%	50.0%
13	0.7%		67.6%	75.5%
14	55.1%			36.8%
16	73.4%	47.4%		
18	71.8%	53.8%		44.1%
19	52.9%	23.8%		
20	19.7%	31.4%	98.6%	17.0%
23	48.4%			
25	3.2%			
28	4.7%			50.0%
32	86.6%	68.1%	98.4%	97.3%
33	60.4%			
34	55.0%		99.1%	
35				17.2%
37	79.8%	70.5%	82.9%	38.9%
39	35.1%			
40				5.3%
41	98.6%	76.0%	73.3%	
43	19.4%		19.7%	
44	90.9%	86.7%	90.6%	85.7%
45			97.5%	41.3%
46	80.6%	80.4%	89.7%	82.0%
47	87.3%	50.9%	71.8%	41.2%
48	82.9%	75.5%	96.7%	88.8%
54			45.1%	57.2%
55	58.4%	57.2%	42.1%	47.5%
58		82.5%		
63		90.7%	13.2%	
71	81.5%	63.9%	47.9%	77.4%
76				6.1%
431				91.7%

PROCUREMENT  
Cooperative Purchasing Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
2		43.5%	22.4%	37.8%
4		29.2%	29.0%	50.0%
5	7.4%	12.3%		
7	6.7%	5.3%	5.6%	9.5%
8	14.4%	4.2%	15.9%	10.8%
9	3.6%	4.1%	6.9%	10.0%
10	2.9%		9.8%	8.6%
12		19.2%	17.8%	
13	2.4%		0.6%	6.1%
14				14.6%
16	27.4%	9.9%	21.7%	
18			1.2%	
19	30.6%	14.6%		
25			0.2%	
32	4.0%			
33	3.8%			
34	3.0%	1.1%	0.1%	
35				2.3%
37		12.6%	21.9%	24.1%
39	15.8%	20.6%	19.9%	13.9%
40				3.3%
46	10.0%	7.6%	7.5%	8.9%
47	21.7%	8.9%	19.2%	26.2%
48	7.7%	6.9%	8.7%	15.1%
49		1.1%	22.8%	2.3%
53	0.5%	3.5%	3.9%	5.7%
54			0.9%	2.4%
55	3.9%	4.3%	2.9%	5.0%
58		1.5%		
63		0.3%	1.7%	
66			23.7%	
67	15.7%		13.7%	
71	21.0%	48.3%	56.0%	25.4%
76				3.4%
77	1.6%			

Description of Calculation

Total district dollars spent during the fiscal year under cooperative agreements (including P-Cards transactions but excluding construction), divided by total procurement outlays (including P-Cards but excluding construction)

Importance of Measure

This measure assesses the use of cooperative purchasing agreements that districts can use to leverage their collective buying power to maximize savings through economies of scale. Additionally, cooperative agreements provide purchasing efficiencies by having one buyer from one district buy for many districts, and decreasing the cycle time for new requirements.

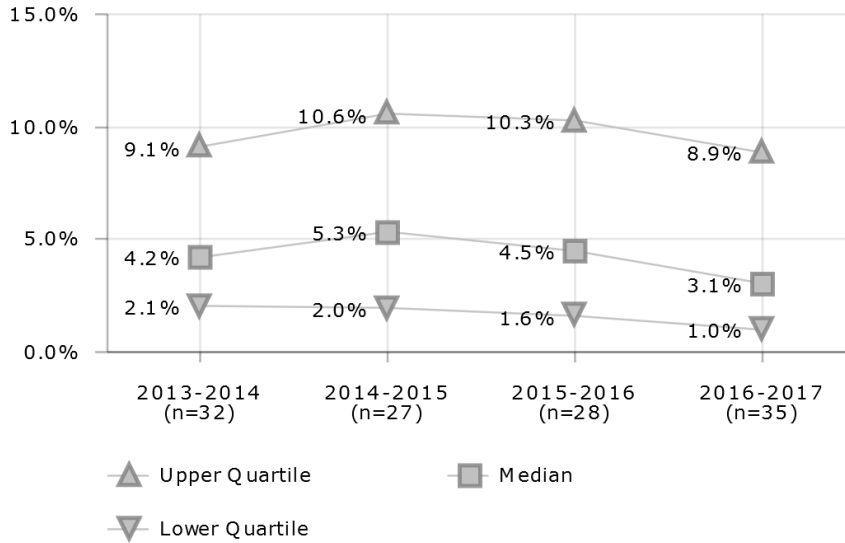
Factors that Influence

- Procurement laws and policies
- Commodity (some goods and services lend themselves to leveraging volume more than others)
- Degree of item standardization with other entities
- Number of available and eligible cooperative agreements
- Market environment (cooperative contracts may not remain competitive with market)

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Denver Public Schools
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Richmond City School District
- Wichita Unified School District

PROCUREMENT  
P-Card Purchasing Ratio



Description of Calculation

Total dollar amount purchased using P- cards, divided by total procurement outlays (including P-card purchases).

Importance of Measure

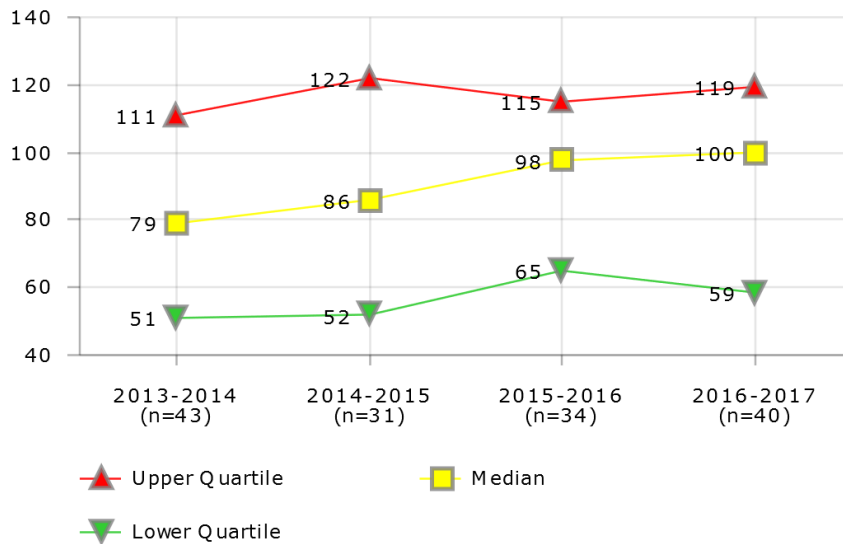
P-Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a Purchase Order (2010 RPMG Research Corp cited average PO transaction cost = \$93 from requisition to check, versus P-Card transaction cost = \$22), and provides for more localized flexibility. It allows procurement professionals to concentrate efforts on the more complex purchases, significantly reduces Accounts Payable workload, and gives schools a shorter cycle time for these items. Increased P-Card spending can provide higher rebate revenues, which in turn can pay for the management of the program. There are trade-offs however. The decentralized nature of these purchases could have an impact on lost opportunity for savings, and requires diligent oversight to prevent inappropriate use and spend analysis to identify contract savings opportunities.

Factors that Influence

- Procurement policies, particularly those delegating purchase authority and P-Card usage
- Utilization of technology to manage a high volume of low dollar transactions
- e-Procurement and e-Catalog processes utilized by district
- P-Card reconciliation software and P-Card database interface with a district's ERP system
- Budget, purchasing, and audit controls, including Pcard credit limit controls on single transaction and monthly limits
- Accounts Payable policies for P-Card as an alternative payment method
- Use of PCards on construction projects and paying large dollar vendors; e.g., utilities, textbook publishers, food, technology projects.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.5%			1.4%
2				0.3%
3	6.8%	12.5%	10.3%	13.6%
4	6.0%	5.3%	4.7%	7.6%
5	4.7%	6.5%		
6	0.1%			
7	9.6%	9.1%	12.1%	14.2%
8	3.7%	2.7%	4.3%	4.4%
9	7.6%	11.6%	11.8%	10.4%
10	9.3%		7.8%	8.2%
11	2.1%			
12	9.0%	32.4%	10.2%	20.2%
13	4.2%	8.1%	9.0%	9.0%
14	1.0%	1.1%	0.4%	1.0%
16	3.8%	5.9%	5.2%	3.1%
19	6.7%	4.1%		1.4%
20	0.1%	0.9%	0.2%	1.0%
21	2.3%			
23	4.2%			
28	10.2%		3.4%	5.4%
32	4.2%	3.2%	1.7%	3.3%
34		1.4%		
37	51.9%	10.5%	17.0%	23.4%
39	10.7%	10.1%	8.8%	6.8%
40				1.4%
43	15.6%		14.3%	17.0%
44	2.3%	2.0%	2.1%	2.8%
45			1.5%	0.1%
46	0.0%	0.0%	0.0%	0.0%
47	0.3%	1.2%	0.2%	2.1%
48	4.8%	4.7%	4.2%	3.1%
49		14.4%	11.4%	8.9%
50				0.9%
51				0.1%
52	1.5%			
54			3.1%	2.4%
55	2.0%	2.5%	2.3%	2.9%
57		0.1%	0.2%	0.3%
63		2.4%		0.0%
66	9.7%	10.6%	9.1%	8.5%
67	0.2%	15.1%	0.2%	
71	13.1%	11.0%	16.8%	21.0%
76				0.0%

PROCUREMENT  
PALT for Requests for Proposals



District	2013-2014	2014-2015	2015-2016	2016-2017
1	44			102
2	50	50	50	50
3	111	111	115	115
4	104	58	77	77
5	181	194		
6	60			
7	141	86	125	148
8	103	103	103	113
9	149	150	99	132
10	100		87	87
11	120			
12	43	45	45	45
13	84	204	153	157
14	73	60	70	80
16	56	105	108	119
18	125	89	65	70
19	51	51		52
20	35	45	40	35
21	85			
23	61			
25	58		69	
28	38		109	117
32	150	140	140	140
33	120			
34	58		61	
35			121	121
37	57	57	120	120
39	120	100	100	100
40				109
41	123	177	177	123
44	66	80	80	70
45			115	47
46	100	100	100	100
47	97	122	96	102
48	79	86	113	130
49	37	40	56	45
50				86
51		66	70	70
52	104			60
53	46	52	49	49
55	22	22	22	27
57				218
58	138	129		
63		125	130	105
66	38	44	52	57
67	73	75	75	
71	106	86	101	101
76				49
77	80			
79	42			
97				90
101	65			
431				158

Description of Calculation

Average number of days to administer Requests for Proposals, from receipt of requisition to the date that the contract was issued.

Importance of Measure

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for informal bidding or quoting. Informal bids/quotes are usually for small purchases less than the formal bid or formal proposal threshold where quotes can be obtained in writing, including electronically using e-commerce tools, via telephone, etc., and can be processed without Board approval typically using more efficient small purchase procedures.

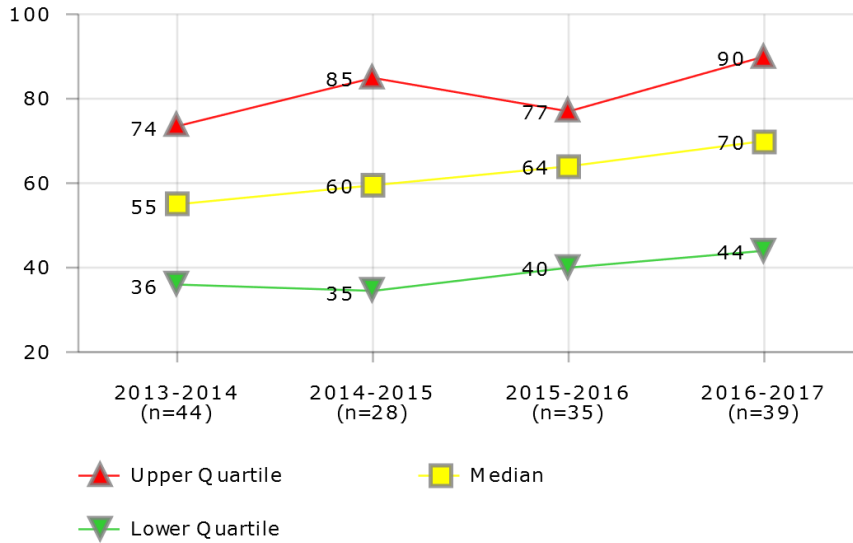
Factors that Influence

- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development for contract sponsors
- The award process including RFP proposal evaluation, vendor presentations, # of proposals, negotiations, pre-proposal conferences, site visits, and vendor reference checks
- Use of standard boilerplate bid and contract documents
- Use of current ERP and e-procurement technology to streamline internal procurement processes and external solicitation process with vendors
- Frequency of vendor protests
- Complexity and size of procurement
- Degree of commodity standardization within the district

Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dayton Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Richmond City School District
- San Antonio Independent School District

PROCUREMENT  
**PALT for Invitations for Bids**



**Description of Calculation**

Average number of days to administer Invitations for Bids, from receipt of requisition to the date that the contract was issued.

**Importance of Measure**

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for formal competitive bidding (IFBs). It is an important measure that examines the balance between competition/ objectivity, procedural compliance, and the need to get products/services in place in a timely manner to meet customer requirements.

**Factors that Influence**

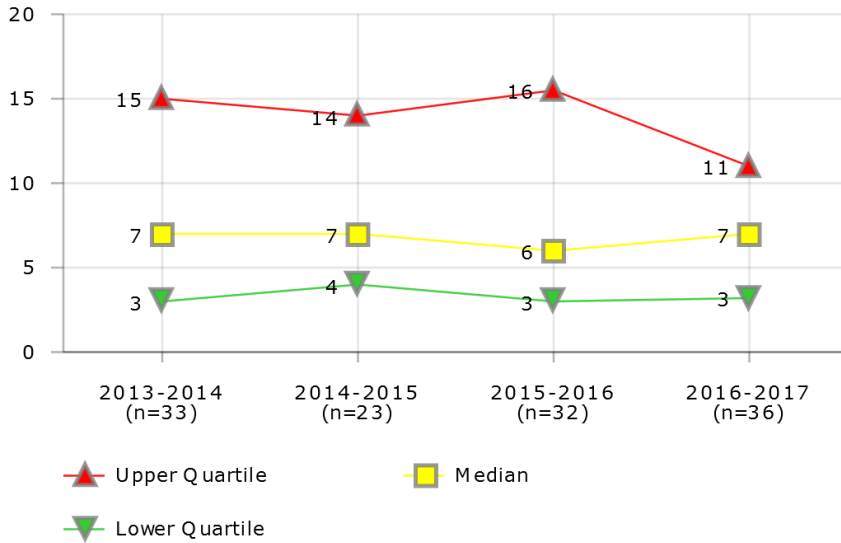
- Federal, State and local Board procurement policies and laws, including formal solicitation requirements, minimum advertising times and procurement dollar limits
- Frequency of board meetings
- Budget/FTE allocation for professional procurement staff
- Training on scope of work and specification development for contract sponsors
- The award process including IFB evaluation, pre-bid conferences, site visit requirements, and vendor reference checks
- Use of standard boilerplate bid and contract documents
- Use of current ERP and e-procurement technology to streamline internal procurement processes and external solicitation and response process with vendors
- Frequency of vendor protests
- Complexity and size of procurement
- Degree of commodity standardization within the district

**Districts in Best Quartile (2016-2017)**

- Charlotte-Mecklenburg Schools
- Columbus Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Guilford County School District
- Metropolitan Nashville Public Schools
- Minneapolis Public Schools
- Richmond City School District
- San Antonio Independent School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	44			72
2	30	30	30	30
3	56	64	64	264
4	33	33	33	33
5	106			
6	50			
7	55	49	56	70
8	40	40	40	45
9	110	137	95	120
10	55		84	92
12	31	23	23	23
13	67	113	119	117
14	50	55	70	70
16	72	87	73	80
18	33	33	45	45
19	46	46		53
20	54		55	55
21	69			
23	63			
25	49		68	
28	24		65	84
32	141		165	165
33	79			
34	24		45	
35			19	29
37	34	34	44	44
39	90	75	75	75
41	97	97	97	97
43	51		51	51
44	76	70	71	71
45			30	46
46	89	89	89	89
47	34	35	29	42
48	62	71	77	90
49	27	26	30	27
51		83	83	90
52	24			30
53	45	45	45	87
55	27	27	27	27
56	65			
57				211
58	101	89		
63		109	130	105
66	38	44	44	51
67	65	65	65	
71	73	64	64	64
76				38
77	80			
79	74			
97				68
101	65			
431				153

PROCUREMENT  
PALT for Informal Solicitations



District	2013-2014	2014-2015	2015-2016	2016-2017
1	15			15
2	30	30	50	50
3	14	14	14	14
4		5	58	58
5	80			
7	12	14	12	12
8	5	5	5	5
9	7	4	4	4
10	15		15	15
12	2	10	10	10
13	7	7	2	3
14	3		3	3
16		106	90	90
18	3	10	3	
19				10
20	20		15	3
21	2			
23	2			
25	5		4	
28	3			10
32		10	10	10
33	20			
34	2		3	
35			5	5
37	5	5	3	3
39	3	3	3	5
43	15		15	7
44	1	2	2	2
45			5	8
46	3	3	3	3
47	2	2	3	3
48	16	22	32	10
49	11	7	20	7
51			7	7
52				2
53	2		2	2
55	7	7	22	7
58		90		
63		9	30	90
66	4	4	4	4
71	15	14	16	16
76				10
77	10			
79	14			
97				3
431				10

Description of Calculation

Average number of days, from receipt of requisition by the Purchasing department to date that purchase order issued, to process all informal solicitations.

Importance of Measure

This measure establishes a "cycle time" benchmark for commencing and completing the acquisition process for informal bidding or quoting. Informal bids/quotes are usually for small purchases less than the formal bid or formal proposal threshold where quotes can be obtained in writing, including electronically using e-commerce tools, via telephone, etc., and can be processed without Board approval typically using more efficient small purchase procedures.

Factors that Influence

- Degree of P-Card utilization
- Extent of delegated purchase authority for small dollar procurements
- State/local laws and regulations
- Small purchase policies/procedures
- Utilization of e-procurement automation tools including online solicitation broadcasts and responses

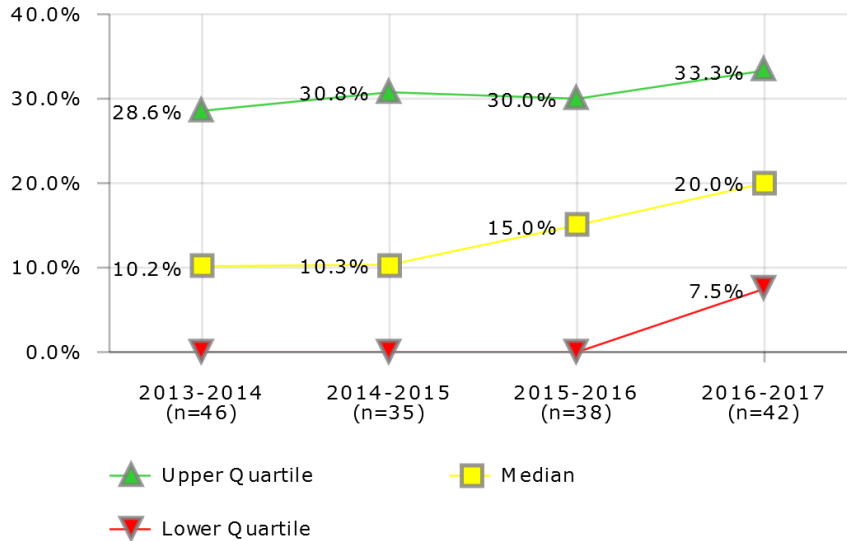
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Broward County Public Schools
- Cincinnati Public Schools
- Denver Public Schools
- Duval County Public Schools
- Jefferson County Public Schools (KY)
- Minneapolis Public Schools
- Pinellas County Schools



PROCUREMENT

Procurement Staff with Professional Certificate



Description of Calculation

Number of Purchasing department staff with a professional certificate, divided by total number of Purchasing staff (FTEs).

Importance of Measure

This measure assesses the technical knowledge of the district's procurement staff which directly affects processing time, negotiation, procedural controls, and strategies applied to maximize cost savings. The procurement function has evolved to require procurement professional staff to focus on--

- strategic issues versus transactional processing
- advanced business skills that look at agency supply chain, logistics optimization, total cost of ownership evaluations, make versus buy analysis, leveraging cooperative procurements, complex negotiations focusing on cost and other value-added factors, and agency spend analyses, and
- balance of service with internal controls and compliance.

Factors that Influence

- Budget/ FTE allocations to central procurement functions and employee professional development
- Procurement policies such as delegated purchasing authority, formal procurement dollar threshold, small purchase procedures, P-card utilization, etc.
- Utilization of technology and knowledge required for e-procurement and e-commerce
- Value that an organization places on its procurement functions and procedures
- Policies favoring internal promotion over technical recruitment
- Incentive pay

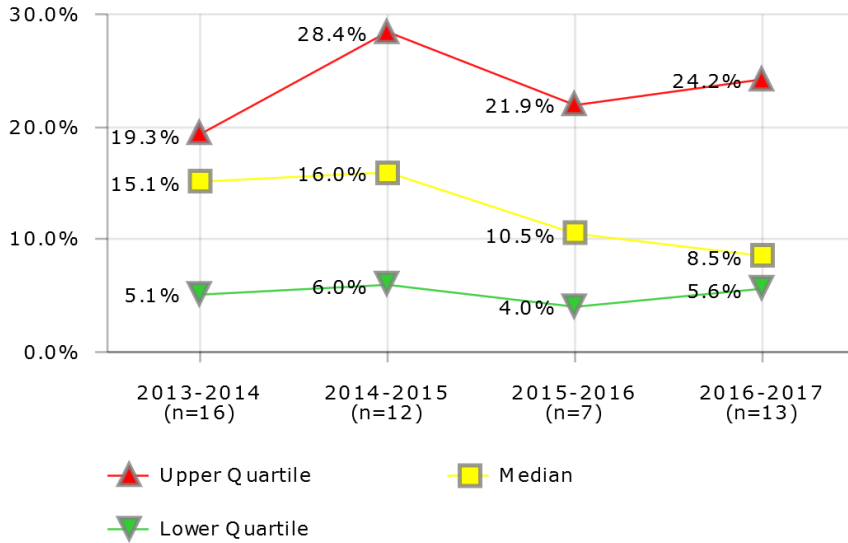
Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Dallas Independent School District
- El Paso Independent School District
- Fort Worth Independent School District
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.5%			40.0%
2	66.7%	66.7%	50.0%	50.0%
3	42.9%	16.7%	20.0%	20.0%
4	10.0%	0.0%	11.1%	0.0%
5	51.3%	51.3%		
6	0.0%			
7	0.0%	0.0%	0.0%	0.0%
8	19.5%	19.5%	20.4%	24.5%
9	28.6%	29.8%	26.1%	27.9%
10	32.0%		22.7%	14.3%
11	26.5%			
12	0.0%	0.0%	0.0%	25.0%
13	15.6%	16.7%	30.0%	19.4%
14	28.6%	28.6%	21.4%	14.8%
16	48.3%	37.5%	36.7%	32.1%
18	23.1%	0.0%	0.0%	8.3%
19	0.0%	0.0%		0.0%
20	0.0%	0.0%	14.3%	14.3%
21	0.0%			
23	23.1%			
25	9.1%		20.0%	
28	41.7%		45.5%	62.5%
30	0.0%	0.0%	0.0%	0.0%
32	23.3%	21.7%	15.8%	31.3%
33	0.0%			
34	0.0%	0.0%	0.0%	
35		33.3%	33.3%	33.3%
37	23.1%	30.8%	22.2%	30.8%
39	9.7%	7.3%	7.0%	7.5%
40				46.2%
41	35.3%	39.1%	43.5%	62.1%
43	0.0%		0.0%	0.0%
44	9.1%	9.1%	9.1%	9.1%
45			0.0%	0.0%
46	42.9%	46.2%	46.2%	46.2%
47	20.0%	10.0%	10.0%	20.0%
48	10.3%	10.3%	20.0%	33.3%
49	50.0%	50.0%	50.0%	28.6%
51		16.7%	33.3%	80.0%
52	0.0%		0.0%	33.3%
53	0.0%	0.0%	0.0%	0.0%
54			11.4%	13.9%
55	62.5%	62.5%	62.5%	57.1%
56	0.0%			
57		0.0%		50.0%
58	11.1%	10.5%		
63		0.0%	0.0%	0.0%
66	7.4%	0.0%	0.0%	0.0%
67	0.0%	0.0%	0.0%	
71	0.0%	0.0%	0.0%	0.0%
74	0.0%			
76				9.1%
77	0.0%			
97				15.4%
101	0.0%			
431				50.0%

PROCUREMENT

Warehouse Operating Expense Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
5	35.9%	17.4%		
8	6.4%	5.8%	5.8%	6.2%
9	13.1%			8.5%
10	52.9%			117.7%
12	19.7%	16.6%		
13	19.0%			
14		47.0%		24.2%
16	17.2%	32.9%	21.9%	21.5%
21	18.9%			
32	17.5%	23.9%	24.3%	27.6%
33	4.6%			
35		15.3%	14.3%	6.9%
39	91.9%	95.0%		
41	1.2%	2.0%	2.4%	2.9%
47	2.6%	13.0%	10.5%	62.8%
55	6.3%	6.2%		4.1%
71	5.6%	5.7%	4.0%	18.6%
76				5.6%
79	4.0%			
431				4.1%

Description of Calculation

Total operating expenses of all measured warehouses (including school/ office supplies, textbooks, food service items, facility maintenance items, and transportation maintenance items), divided by total value of all issues/sales from the warehouse(s).

Importance of Measure

The operational cost of maintaining an intermediate storage/distribution point (warehouse) should be constantly evaluated against other alternatives as the market and other supply chain factors change in the district's region.

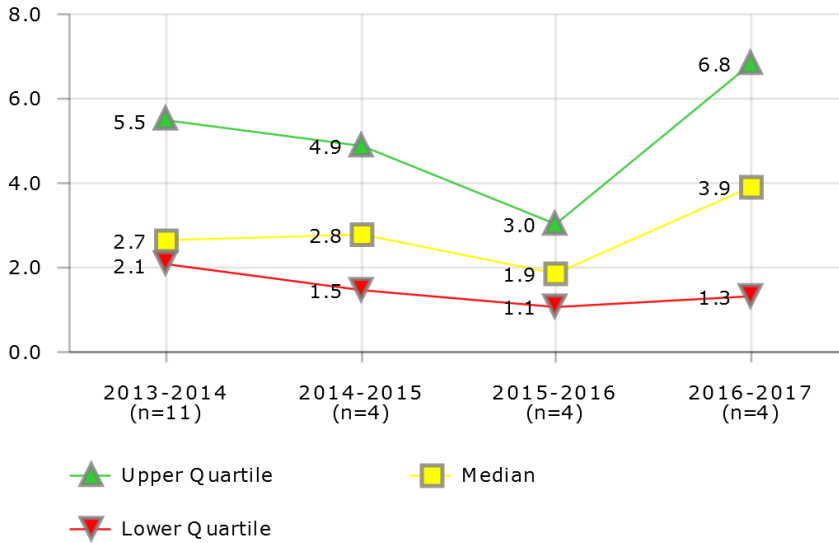
Factors that Influence

- Warehouse building utility cost and space efficiency
- Total SKUs for indirect and direct cost allocations
- Number of warehouse personnel and material handling equipment/vehicles
- Type of warehouse (environmentally controlled or not)
- Cycle time requirements

Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- El Paso Independent School District
- San Antonio Independent School District

PROCUREMENT  
Warehouse Stock Turn Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
5	2.1			
8			2.6	
9	5.5			7.7
13	2.6			
14				6.0
16	1.5	3.8	1.0	
21	3.8			
32	6.6			
33	4.0			
39	1.1	1.2	1.1	0.8
55	2.7	1.8		1.9
71	6.1	6.0	3.4	
79	2.6			

**Description of Calculation**

Total dollar value of annual issues/ sales at purchase price at all measured warehouses (including school/office supplies, textbooks, food service items, facility maintenance items, and transportation maintenance items), divided by the twelve-month average

**Importance of Measure**

Warehouse inventory turnover ratios can be used to examine opportunities for improved warehouse operations and reduced costs. Generally, total costs decline and savings rise when inventory stock turn increases. After a certain point - typically 8-10 turns - the reverse occurs, according to the National Institute of Governmental Purchasing (NIGP). Generally, an inventory turn rate of 4-6 times per year in the manufacturing, servicing, and public sector is considered acceptable. However, the overall stock turn ratio should be broken down into types of commodities, as some commodities are optimally less than 4-6 (NIGP). Viewed another way, inventory turnover ratios indicate how much use districts are getting from the dollars invested in inventory. Stock turn measures inventory health and may provide an indication of—

- Inventory usage and amount of inventory that is not turned over (“dead stock”),
- Optimum inventory investment and warehousing size, and
- Warehouse activity/movement.

**Factors that Influence**

- Inventory financing costs
- Inflation
- Purchasing policies

**Districts in Best Quartile (2016-2017)**

- Clark County School District

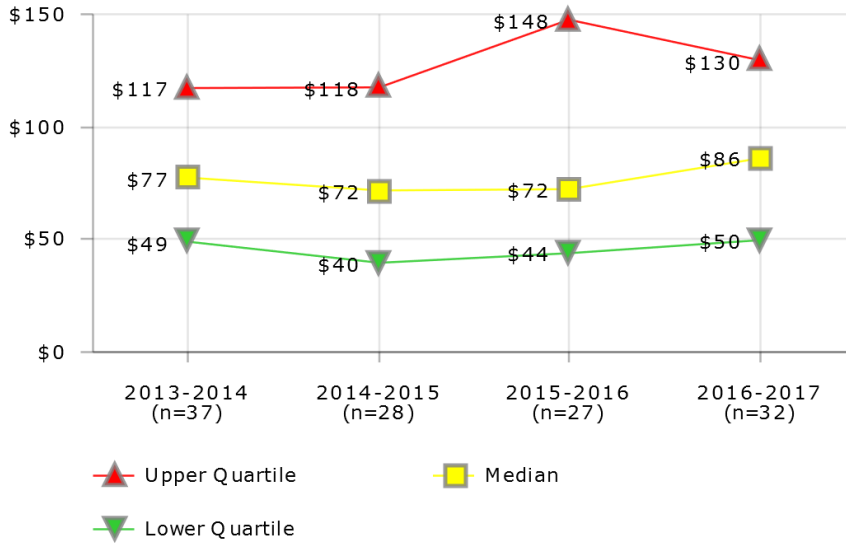
# Risk Management

Performance metrics in risk management evaluate the rate of incidents that could lead to claims against the district, as well as the total cost of claims and insurance. The total cost is broadly considered with **Cost of Risk per Student**, and **Employee Incident Rate** (expressed per employee or per work hour) and could be a reflection of the general safety of a district.

Broad measures of *relative costs* and *levels of claims* for both workers' compensation and liability will help district leaders understand their performance in risk management, which may prompt such improvement strategies as:

- Searching for better medical management programs
- Improving access to quality medical care
- Providing benefits in a timely fashion
- Conducting risk factor analysis and prevention
- Adopting policies that avoid litigation
- Improving the reporting and tracking process for correcting hazardous conditions
- Revising safety protocols/guidelines/Employer Policies
- Improving injury investigations used to determine cause of injury

RISK MANAGEMENT  
**Cost of Risk per Student**



**Description of Calculation**

Total liability premiums, claims and administration costs, plus total workers' compensation premiums, claims and administration costs, divided by total district enrollment.

**Importance of Measure**

This metric is important for long-term budget planning. School funding is based on student enrollment.

**Factors that Influence**

- Frequency and severity of claims filed
- Safety program's efforts to correct hazardous conditions

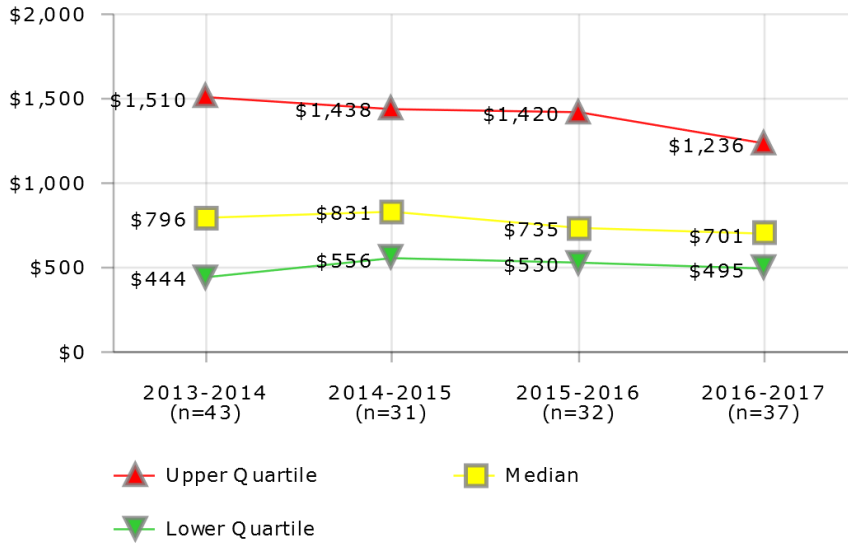
**Districts in Best Quartile (2016-2017)**

- Charlotte-Mecklenburg Schools
- Clark County School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- Shelby County School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$70			
2		\$72	\$82	
3	\$117	\$115		
4	\$77	\$94	\$95	\$87
5	\$59	\$47		
6	\$5			
7	\$95	\$102	\$96	\$76
8	\$47	\$37	\$40	\$35
9	\$35	\$32	\$44	\$50
10	\$26		\$44	
12	\$170	\$147	\$155	\$160
13	\$65	\$71	\$65	\$90
14	\$109	\$101	\$148	\$138
16	\$110	\$106		
18	\$6	\$10	\$10	\$15
19		\$228		
20	\$87			
21	\$212	\$39		
23	\$120			
25	\$127	\$193		\$270
28			\$76	\$92
30	\$75	\$85	\$90	\$104
32	\$83	\$120	\$104	\$105
34		\$323	\$225	
37	\$71	\$72	\$50	\$63
39	\$49	\$37	\$35	\$39
40				\$117
43	\$158		\$186	\$132
44	\$59	\$54	\$55	
45	\$121			
46	\$51			
47				\$127
48	\$35	\$34	\$50	\$49
49	\$32	\$41	\$59	\$39
50				\$54
51		\$278	\$239	\$174
52	\$75			
53				\$94
54		\$61	\$61	\$64
55	\$16	\$21	\$12	\$11
56	\$110			
57				\$151
58	\$202	\$187	\$184	\$141
62	\$180		\$176	
66	\$78		\$72	\$78
67				\$188
71	\$46	\$50	\$36	\$50
79	\$139			\$11
97				\$85
101	\$103			
431				\$71

RISK MANAGEMENT

Workers' Compensation Cost per \$100K Payroll Spend



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$517			\$310
2	\$444	\$618	\$688	
3	\$796		\$647	\$626
4	\$401	\$595	\$653	\$474
5	\$731			
7	\$790	\$831	\$735	\$579
8	\$434	\$565	\$584	\$508
9	\$411	\$327	\$431	\$430
10	\$292		\$444	
11	\$2,037			
12	\$1,610	\$1,444	\$1,546	\$1,158
13	\$967	\$1,073	\$749	\$1,048
14	\$1,096	\$902	\$1,445	\$1,162
16	\$1,622	\$1,438		
18	\$54	\$121	\$97,117	\$155
19	\$2,076	\$1,230		
20	\$1,155	\$939	\$891	\$471
21	\$1,541			
23	\$1,510			
25	\$960	\$8,001	\$2,147	\$2,164
28	\$981			\$1,226
30	\$991	\$1,099	\$1,085	\$1,368
32	\$1,018	\$1,543	\$1,365	\$1,347
34		\$2,802	\$1,440	
35		\$1,029		\$1,519
37	\$710	\$657	\$444	\$668
39	\$642	\$459	\$476	\$531
40				\$1,633
41	\$291	\$406	\$395	\$299
43	\$722		\$593	\$495
44	\$1,099	\$1,138	\$1,148	\$1,236
45	\$1,302			
46	\$632		\$735	\$738
48	\$404	\$343	\$335	\$399
49	\$416	\$549	\$831	\$292
51		\$4,188	\$4,984	\$3,722
52	\$306		\$644	\$531
53	\$536	\$556		\$579
54		\$823		\$701
55	\$171	\$822	\$140	
56	\$1,969			
57				\$1,224
58	\$2,713	\$2,776	\$2,727	\$1,812
62	\$91,907		\$3,170	
63	\$2,005	\$1,510	\$1,400	\$1,350
66	\$483	\$740	\$662	\$638
67				\$1,493
71	\$479	\$500	\$408	\$420
74	\$1,298			
79	\$1,654			
97				\$1,153
431				\$796

Description of Calculation

Total workers' compensation premium costs plus workers' compensation claims costs incurred plus total workers' compensation claims administration costs for the fiscal year, divided by total payroll outlays over 100,000.

Importance of Measure

This is a metric that can be used to measure success of programs or initiatives aimed at reducing workers' compensation costs.

Factors that Influence

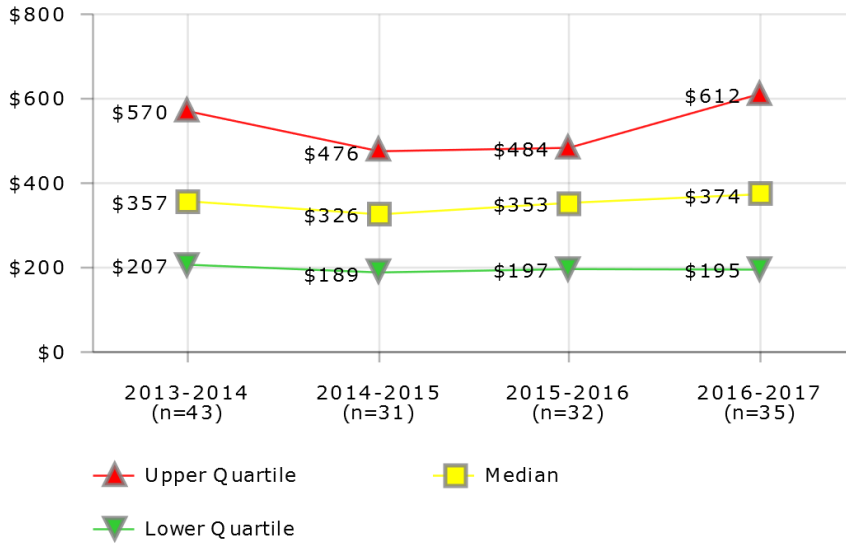
- Medical management programs
- Quality of medical care
- Litigation
- Timely provision of benefits

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Clark County School District
- Dallas Independent School District
- Guilford County School District
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- Shelby County School District
- Wichita Unified School District

RISK MANAGEMENT

Workers' Compensation Cost per Employee



Description of Calculation

Total workers' compensation premium costs plus workers' compensation claims costs incurred plus total workers' compensation claims administration costs for the fiscal year, divided by total number of district of district employees (number of W-2's issued)

Importance of Measure

This metric would most likely be used for the same purpose as the average cost per workers' compensation claim -- to measure success of programs and initiatives. It can also be a way to measure trends over time or to bench mark against other employers.

Factors that Influence

- Medical management programs
- Quality of medical care
- Litigation
- Timely provision of benefits

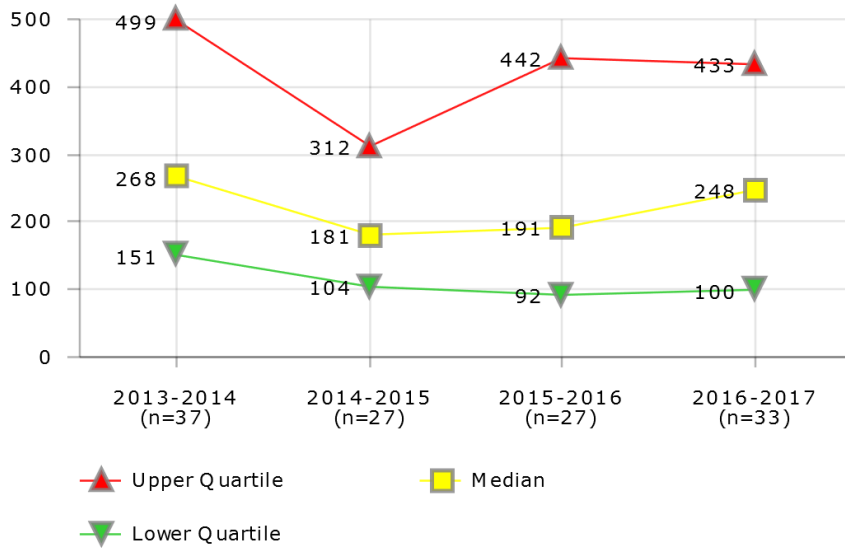
Districts in Best Quartile (2016-2017)

- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Seattle Public Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$224			\$184
2		\$276	\$312	
3	\$339		\$386	\$369
4	\$128	\$203	\$221	\$159
5	\$249	\$204		
7	\$441	\$476	\$470	\$328
8	\$188	\$190	\$198	
9	\$207	\$162	\$215	\$235
10	\$118		\$196	
11	\$815			
12	\$570	\$537	\$567	\$542
13	\$357	\$389	\$269	
14	\$316	\$275	\$452	\$364
16	\$622	\$564		
18	\$29	\$47	\$42	\$77
19	\$714			
20	\$432	\$361	\$350	\$177
21	\$710			
23	\$251			
25	\$474	\$689	\$1,030	\$1,051
28			\$427	\$534
30	\$370	\$404	\$398	\$525
32	\$505	\$732	\$675	\$683
34		\$982	\$554	
35		\$398		\$697
37	\$261	\$237	\$180	\$526
39	\$271	\$189	\$178	\$195
40				\$612
41	\$108	\$160	\$169	\$130
43	\$544		\$498	\$425
44	\$410	\$397	\$391	\$441
45	\$509			
46	\$323		\$397	\$392
47	\$384	\$326		\$772
48	\$192	\$168	\$162	\$148
49	\$120	\$162	\$248	\$89
51			\$1,361	\$1,015
52	\$148			
53	\$273	\$295		\$324
54		\$420	\$357	\$339
55	\$78	\$96	\$47	\$37
56	\$576			
57				\$553
58	\$1,154	\$1,187	\$1,171	\$838
62	\$883			
63	\$705	\$763	\$732	\$704
66	\$212	\$332	\$308	
67				\$840
71	\$157	\$160	\$148	\$259
74	\$605			
79	\$602			
97				\$374
101	\$506			
431				\$337

RISK MANAGEMENT

Workers' Compensation Lost Work Days per 1,000 Employees



District	2013-2014	2014-2015	2015-2016	2016-2017
1	331			248
2		70	143	
3	531		546	433
4	185	146	93	90
5	499	308		
7	438	215	411	318
8	14	45	116	
9	270	262	345	410
10	11		14	
11	787			
13	180	174	83	
14	75	69	78	100
16	765	647		
18	96	26		13
19	1,847			
20	244	312	130	283
23	95			
25			1,244	2,993
28			97	114
30	315	193	240	476
32	250	307	219	122
34		74	47	
35		1,233		1,423
37	113	118	442	1,006
39	329	233	178	143
40				317
41	171	18	15	18
43	293		636	461
44				111
45	861			
46			490	494
47	153	155		119
48	90	104	92	95
49	268	313	78	84
51		138	242	89
52	284			
53	525	581		204
54		651	1,071	1,024
55	62	122	213	210
56	1,004			
57				328
58	949	978	658	570
62	229			
63	257	181	191	45
66	47			
67				374
71	856			
79	289			
97				97
101	151			
431				325

Description of Calculation

Total number of lost work days for all workers' compensation claims filed during the fiscal year divided by total number of employees (W-2's) over 1,000.

Importance of Measure

This metric could be used to track the effectiveness of medical treatment and a Return to Work program, but since this metric is using all employees in the equation instead of just the number of injured employees, a drastic change in the number of employees (reduction in force, etc.) would impact this metric without any actual change in the items being tracked.

Factors that Influence

- Quality of medical care (Medical Provider Networks)
- Type of injury
- Use of nurse case managers
- Litigation
- Availability of modified or alternative work on both a temporary and permanent basis

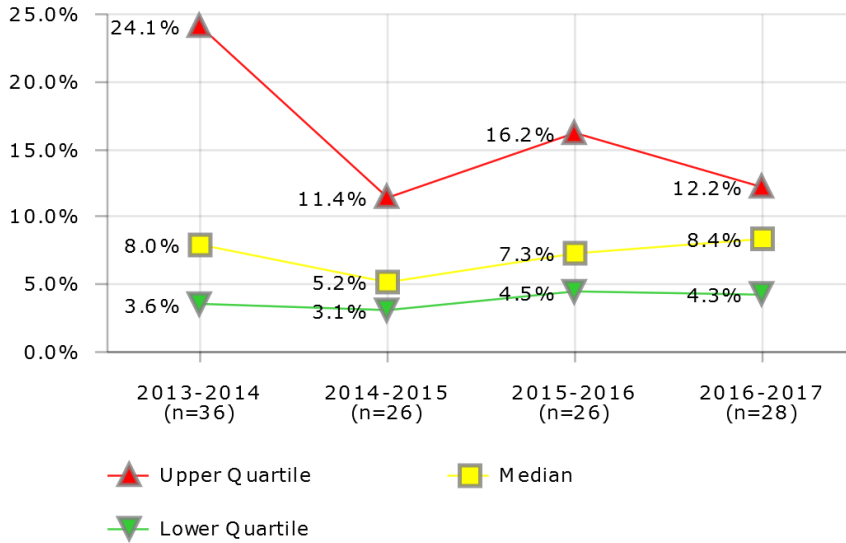
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Dallas Independent School District
- Guilford County School District
- Oklahoma City Public Schools
- Orange County Public School District
- Pinellas County Schools
- Shelby County School District
- St. Louis Public Schools
- Wichita Unified School District



RISK MANAGEMENT

Liability Claims - Percent Litigated



Description of Calculation

Number of liability claims litigated, divided by total number of liability claims filed during the fiscal year.

Importance of Measure

This is an important metric as litigation is expensive and increases the cost of the claim.

Factors that Influence

- Severity of injuries
- Settlement rate
- Motivation of plaintiff

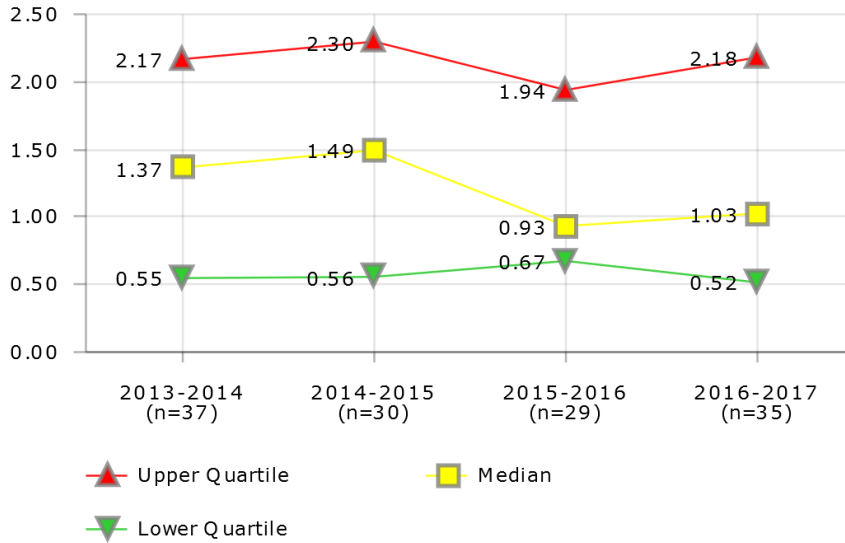
Districts in Best Quartile (2016-2017)

- Broward County Public Schools
- Clark County School District
- District of Columbia Public Schools
- Fort Worth Independent School District
- Miami-Dade County Public Schools
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	33.3%			
2			20.0%	
3	0.5%			
4	2.0%			
5	6.9%	38.7%		
6	100.0%			
7	2.8%	3.8%		9.8%
8	7.4%	4.9%	2.7%	
9	4.6%	6.5%	2.3%	2.2%
10	4.2%		4.5%	
12	37.5%	40.0%	23.5%	42.1%
13	2.6%	2.6%	3.6%	2.5%
14	4.7%		7.0%	9.3%
16	6.2%	5.4%		
18	2.0%	1.5%	3.6%	3.3%
19		5.6%		
21	14.8%	8.4%		
23	24.2%			
25		4.3%	4.7%	9.5%
29				3.0%
30	10.5%	5.8%		
32	3.3%	2.2%	2.2%	1.5%
33		9.4%		
34	60.7%	14.3%	55.6%	
37	24.1%	11.4%	4.4%	8.8%
39	100.0%	100.0%	100.0%	16.7%
40				1.3%
43	66.7%		33.3%	66.7%
44	24.3%	32.0%	7.0%	38.5%
46			5.3%	5.3%
47	8.4%	3.7%	6.8%	6.0%
48	7.5%	7.5%	8.1%	7.6%
49	3.8%	4.9%	13.3%	17.6%
51		3.1%	14.7%	
52	13.3%		16.2%	7.8%
53				11.9%
54		18.5%	25.8%	20.7%
55	1.0%	2.0%	4.5%	5.5%
56	17.0%			
57				8.3%
58	5.8%	3.1%	7.6%	3.8%
62	24.1%			
66	0.3%	4.9%	11.4%	
67				12.5%
71	1.6%	3.0%	9.8%	4.7%
79	10.0%			8.4%
97				8.9%
101	13.6%			

RISK MANAGEMENT

Liability Claims per 1,000 Students



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.12			
2		0.17	0.84	
3	16.24	2.78	6.71	3.54
4	0.98	0.94	1.00	0.87
5	2.72	0.64		
6	0.20			
7	0.75	0.54	0.83	0.84
8	1.82	1.43	1.98	2.16
9	1.91	1.94	2.16	2.58
10	1.64		1.94	
12	0.49	0.46	0.51	0.60
13	2.61	2.35	2.59	2.68
14	2.17	2.43	2.56	1.03
16	2.26	2.30		
18	1.37	1.69	1.70	1.94
19		6.33		
21	3.72	3.50		
23	0.71			
25	0.50	1.88	1.19	0.59
29				0.68
30	0.48	0.67	0.29	0.35
32	1.83	3.64	3.77	4.12
34	1.76	1.84	1.16	
37	1.52	1.17	1.09	1.35
39	0.04	0.06	0.05	0.11
40				1.80
43	0.12		0.76	0.37
44	0.55	0.39	0.67	0.51
45	0.51			
46			0.90	0.91
47	2.89	8.91		4.25
48	2.11	2.28	3.44	3.35
49	0.71	0.56	0.41	0.46
50				0.36
51		1.58	0.83	0.65
52	0.41			
53				1.25
54		0.41	0.76	0.52
55	0.69	1.03	0.59	0.73
56	0.58			
57				2.18
58	2.25	1.37	0.93	1.87
62	1.35		1.25	
66	6.03	1.56	0.67	1.32
67				0.23
71	1.46	0.39	0.49	2.59
79	5.03			4.17
97				1.54
101	1.20			
431				0.25

Description of Calculation

Total number of liability claims filed during the fiscal year, divided by total district enrollment over 1,000.

Importance of Measure

This metric can be used to measure your performance against other entities of similar size and with similar claims.

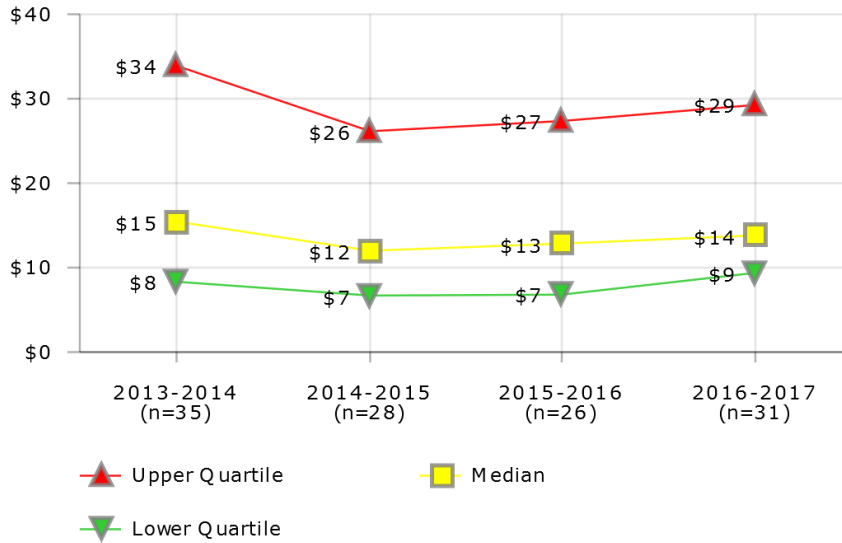
Factors that Influence

- Frequency of claims
- Type of claims
- Severity of injuries

Districts in Best Quartile (2016-2017)

- Chicago Public Schools
- Detroit Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Guilford County School District
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools

RISK MANAGEMENT  
**Liability Cost per Student**



**Description of Calculation**

Total liability premiums, claims and administration costs, divided by total district enrollment.

**Importance of Measure**

Used to determine estimated costs for claims referred to outside attorneys. Can also be used to measure against other entities of similar size and with similar claims.

**Factors that Influence**

- Litigation
- Frequency of claims
- Injury type

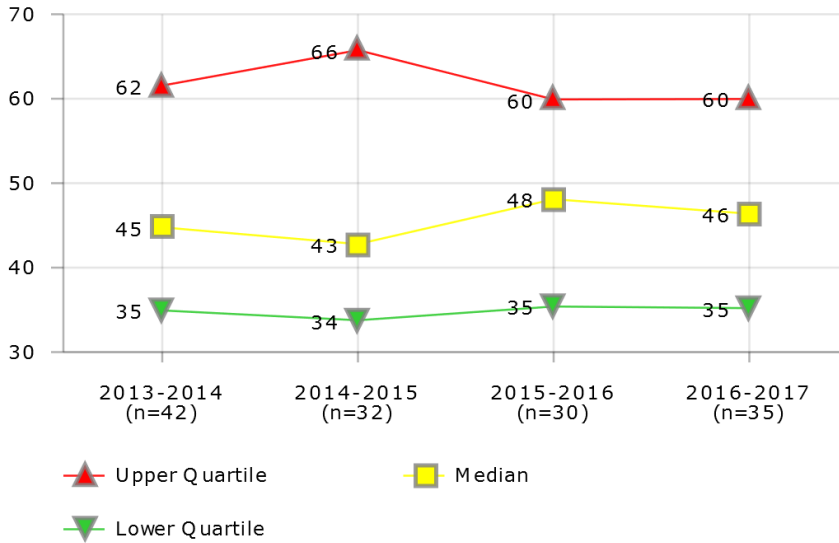
**Districts in Best Quartile (2016-2017)**

- Anchorage School District
- Charlotte-Mecklenburg Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Houston Independent School District
- Palm Beach County School District
- School District of Philadelphia
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$29			
2		\$4	\$6	
3	\$31	\$29		
4	\$52	\$53	\$51	\$55
5	\$15	\$11		
6	\$5			
7	\$6	\$9	\$12	\$9
8	\$16	\$6	\$8	\$7
9	\$7	\$9	\$14	\$17
10	\$5		\$10	
12	\$55	\$39	\$38	\$42
13	\$17	\$18	\$20	\$23
14	\$52	\$49	\$63	\$70
16	\$12	\$17		
18	\$3	\$3	\$4	\$4
19		\$84		
20	\$7			
21	\$42	\$39		
23	\$35			
25	\$10	\$16		\$10
30	\$12	\$13	\$18	\$18
32	\$12	\$18	\$14	\$13
34		\$129	\$118	
37	\$23	\$23	\$19	\$14
39	\$7	\$7	\$7	\$8
40				\$5
43	\$50		\$79	\$42
44	\$9	\$5	\$6	
47				\$14
48	\$9	\$8	\$27	\$29
49	\$8	\$9	\$10	\$22
50				\$20
51		\$11	\$11	\$13
52	\$34			
53				\$30
54		\$7	\$15	\$19
55	\$4	\$6	\$4	\$5
56	\$23			
57				\$30
58	\$14	\$5	\$5	\$9
62	\$43		\$39	
66	\$34		\$9	\$13
67				\$34
71	\$12	\$15	\$4	\$13
79	\$20			\$11
97				\$18
101	\$38			
431				\$5

RISK MANAGEMENT

Workers' Compensation Claims per 1,000 Employees



District	2013-2014	2014-2015	2015-2016	2016-2017
1	36			30
2		39	38	
3	98		34	30
4	72	78	66	62
5	34	33		
7	62	56	71	73
8	56	51	52	
9	33	31	30	31
10	38		40	
11	46			
12	87	84	83	68
13	56	58	50	
14	38	35	35	35
16	57	56		
18	80	25		60
19	53			
20	24	23	22	22
21	53			
23	14			
25	75	76	69	72
28			55	49
30	91	75	54	58
32	59	54	54	55
34		37	30	
35		24		33
37	40	37	34	63
39	33	38	39	41
40				46
41	62	73	69	70
43	52		60	55
44	40	42	61	41
45	25			
46	13			14
47	34	28		35
48	44	45	47	41
49	29	37	44	51
51		44	43	43
52	48			
53	127	121		114
54		17	17	19
55	40	39	41	38
56	44			
57				31
58	81	84	71	72
62	39			
63	47	46	49	58
66	86	75	51	
67				47
71	31	31	34	53
79	35			
97				44
101	39			
431				42

Description of Calculation

Total number of workers' compensation claims filed during the fiscal year, divided by total number of district employees (W-2's issued) over 1,000.

Importance of Measure

This is a metric that can be used to measure success of programs or initiatives aimed at reducing workers' compensation costs.

Factors that Influence

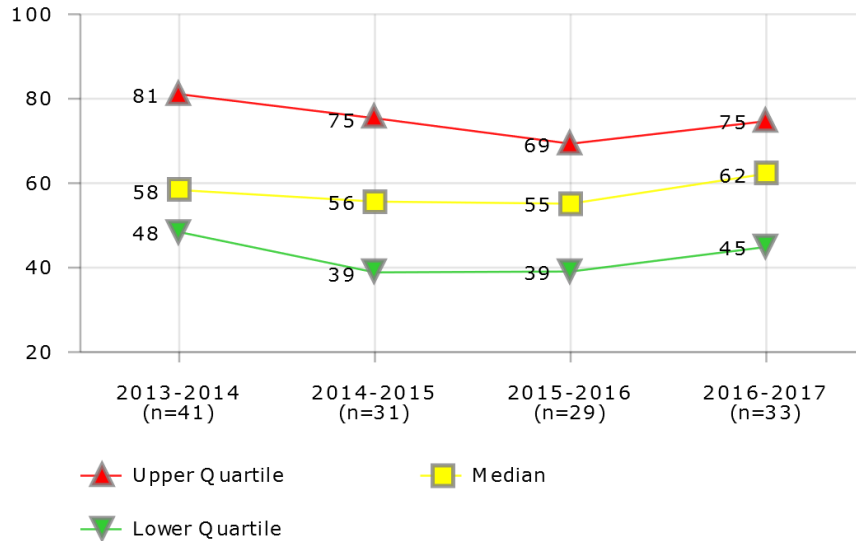
- Risk factor prevention
- Medical management programs
- Quality of medical care
- Timely provision of benefits

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Seattle Public Schools
- St. Paul Public Schools

RISK MANAGEMENT

Workplace Incidents per 1,000 Employees



Description of Calculation

Total number of employee workplace accidents/incidents reported during the fiscal year.

Importance of Measure

This metric would be used to measure the success of programs and initiatives aimed at reducing workplace injuries/incidents.

Factors that Influence

- Disciplinary actions
- RIF notices
- Management support
- Effectiveness of safety programs
- Safety training
- Injury investigations used to determine cause of injury
- Maintenance of facilities
- Established safety protocols/guidelines/Employer policies

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Des Moines Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Orange County Public School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	49			48
2		55	44	
3	98		63	69
4	72	78	66	62
5	34	33		
7	62	56	71	73
8	92	85	83	
9	49	52	54	57
10	61		60	
11	52			
12			8	6
13	97	95	87	
14	38	35	39	36
16	48	20		
18	80	72		77
19	53			
20	51	54	48	46
21	101			
23	17			
25	75	76	69	74
28			55	49
30	91	75	38	89
32	107	82	82	80
34		37	35	
35		45		19
37	51	58	34	106
39	32	63	63	61
40				71
41	62	73	69	70
43	103		98	90
44	66	66	80	61
45	25			
46	56			
47	59	53		71
48	48	45	47	45
49	30	39	44	30
51		54	30	79
52	56			
53	127	121		23
54		21	21	19
55	41	37	38	36
56	58			
57				31
58	81	84	71	72
62	64			
63	54	58	59	75
66	86	75	54	
67				79
71	31	31		
79	84			
97				91
101	37			
431				54

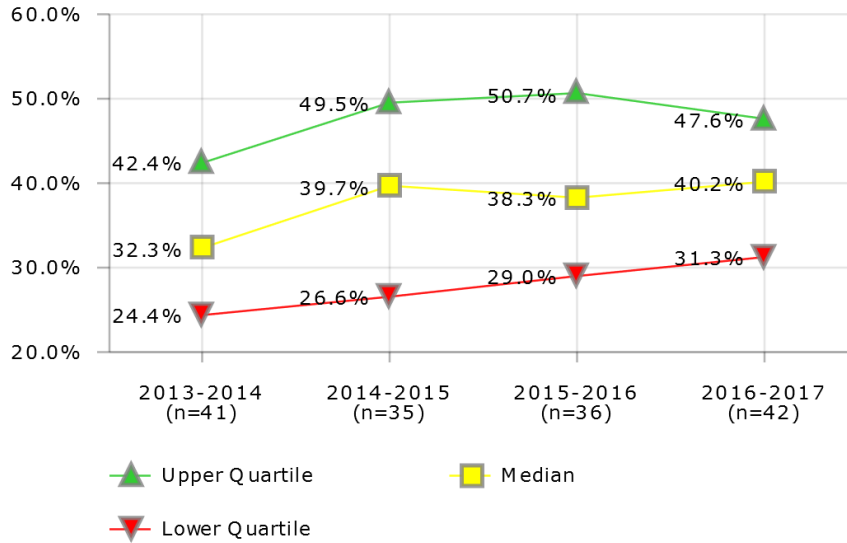
# Food Services

Performance metrics in food services measure the productivity, cost efficiency, and service levels of a district's nutritional services. Productivity is broadly assessed by **Meals per Labor Hour**, a standard measure of the industry. Cost efficiency can be determined by looking at **Food Cost per Revenue** and **Labor Cost per Revenue**. Finally, a basic measure of service levels includes meal participation rate (measured by **Breakfast Participation Rate** and **Lunch Participation Rate**, and is further measured by looking at rates by grade spans).

These measures should serve as diagnostic tools to gauge performance, as well as a guide for improvement. The importance and usefulness of each KPI is described under the "Importance of Measure" and "Factors that Influence" sections of each indicator in the pages that follow.

FOOD SERVICES

Breakfast Participation Rate (Meal Sites)



Description of Calculation

Total number of breakfast meals served, divided by total number of students with access to breakfast meals times the total number of days in the school year.

Importance of Measure

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success.

A strong breakfast program indicates a commitment by the food service program and the district leadership to preparing students to be "ready to learn" in the classroom.

Factors that Influence

- Menu selections
- Provision II and III and Universal Free
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat

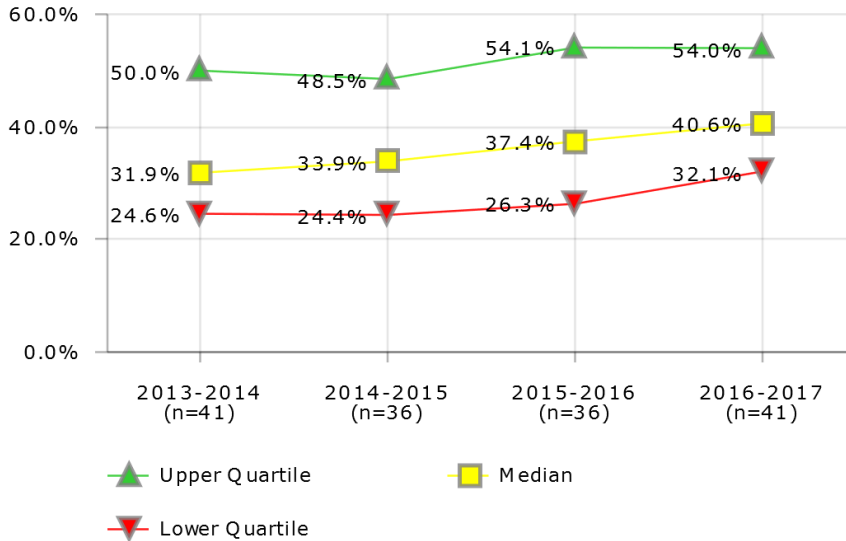
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Richmond City School District
- San Antonio Independent School District
- Shelby County School District
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.4%			
2		47.8%	50.3%	54.7%
3	59.9%	56.6%	59.1%	58.6%
4	24.4%	25.5%	26.6%	27.0%
5	24.4%	25.1%		
6	31.2%			
7	18.7%	26.6%	28.4%	27.8%
8	25.0%	25.0%	25.3%	25.9%
9	20.2%	20.5%	25.9%	31.3%
10	38.5%		37.9%	37.9%
12	32.3%	35.5%	39.0%	40.9%
13	22.2%	22.0%	25.4%	
14	27.5%	28.7%	31.5%	27.5%
16	34.5%	37.6%	35.2%	
18	41.1%	49.5%		50.3%
19	59.1%	52.5%	55.3%	54.6%
20	42.4%	44.7%	43.2%	50.6%
23	37.4%	32.3%	29.8%	28.4%
25	57.9%	58.3%		
26	43.4%	42.7%		37.6%
28		41.6%	40.3%	42.9%
29				37.3%
30	39.5%	43.8%	48.6%	47.6%
32	26.1%	25.4%	27.6%	26.2%
34	52.6%	56.6%	55.5%	
35		51.4%	51.1%	51.4%
37		40.0%		35.5%
39	55.2%	54.8%	54.0%	53.7%
41	51.0%	60.1%	62.2%	61.7%
43	49.9%		53.4%	45.9%
44	29.2%	36.3%	38.3%	37.5%
46	33.5%	33.8%	35.3%	33.7%
47	31.5%	43.4%		41.6%
48	28.8%	26.9%	29.7%	29.6%
49	33.8%	39.7%	39.7%	45.3%
51			36.5%	41.4%
52	21.9%			
53			41.6%	43.0%
54				39.7%
55	25.0%	25.8%	26.6%	28.0%
56	22.4%			
57				40.6%
58	41.4%	39.6%	38.2%	37.7%
62	23.4%		27.0%	
63			58.2%	47.8%
66	53.1%	42.1%	46.9%	45.5%
67	33.8%		32.6%	32.0%
71	22.4%	24.3%	23.4%	28.0%
74	53.8%	52.1%	51.1%	
76				74.1%
79	29.2%			30.2%
97				31.3%
101	23.3%			
431				43.7%

FOOD SERVICES

Breakfast Participation Rate (Districtwide)



District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.2%			
2		47.9%	68.1%	55.9%
3	60.7%	58.0%	60.8%	60.3%
4	25.2%	26.0%	27.1%	27.7%
5	23.1%	23.8%		
6	32.8%			
7	15.1%	22.2%	23.4%	23.3%
8	25.0%	24.6%	24.9%	25.1%
9	21.9%	21.9%	27.7%	33.7%
10				40.8%
11	58.5%			
12	31.9%	34.8%	38.8%	39.0%
13	20.1%	19.5%	22.4%	
14	28.1%	29.1%	33.5%	29.2%
16	35.4%	35.2%	40.8%	
18	43.8%	53.5%		
19	62.3%	58.6%	62.1%	60.3%
20				54.0%
21	57.3%			
23	38.4%	32.3%	29.8%	28.4%
26	50.0%	49.2%		40.0%
28			39.7%	42.1%
29				40.8%
30	44.0%	49.1%	54.7%	54.8%
32	25.0%	24.1%	24.6%	20.8%
34		63.4%	66.0%	
35		50.7%	55.8%	56.0%
37		45.0%		29.7%
39	59.4%	58.8%	57.3%	57.8%
41	55.2%	65.0%	67.6%	67.1%
43	52.9%			54.5%
44	27.4%	32.9%	36.6%	36.6%
45	87.0%			
46	37.5%	37.9%	41.6%	39.1%
47	33.3%	44.7%		39.7%
48	30.4%	27.8%	28.9%	28.8%
49				43.8%
50				87.9%
51			42.2%	44.8%
52	22.1%			
53			44.3%	44.6%
54		40.1%	38.0%	38.0%
55	26.5%	27.2%	27.7%	28.9%
56	23.5%	22.0%	2.9%	
57				43.9%
58	48.1%		41.6%	40.6%
61	21.4%	21.5%	0.9%	
62	27.0%		32.8%	
63		0.1%	58.5%	51.7%
66	58.3%	44.6%	53.5%	49.3%
67	37.3%	38.1%	36.9%	36.1%
71	24.6%	26.6%	25.6%	31.1%
74	59.5%			
76				84.9%
77	11.5%	14.1%	1.6%	
79	31.3%			32.9%
97				32.1%
101	22.8%	28.8%	2.3%	

Description of Calculation

Total breakfast meals served, divided by total district student enrollment times the number of school days in the year.

Importance of Measure

Studies show a positive correlation between breakfast and school attendance, alertness, health, behavior and academic success.

A strong breakfast program indicates a commitment by the food service program and the district leadership on preparing students to be "ready to learn" in the classroom.

Factors that Influence

- Menu selections
- Provision II and III and Universal Free
- Free/Reduced percentage
- Food preparation methods
- Attractiveness of dining areas
- Adequate time to eat

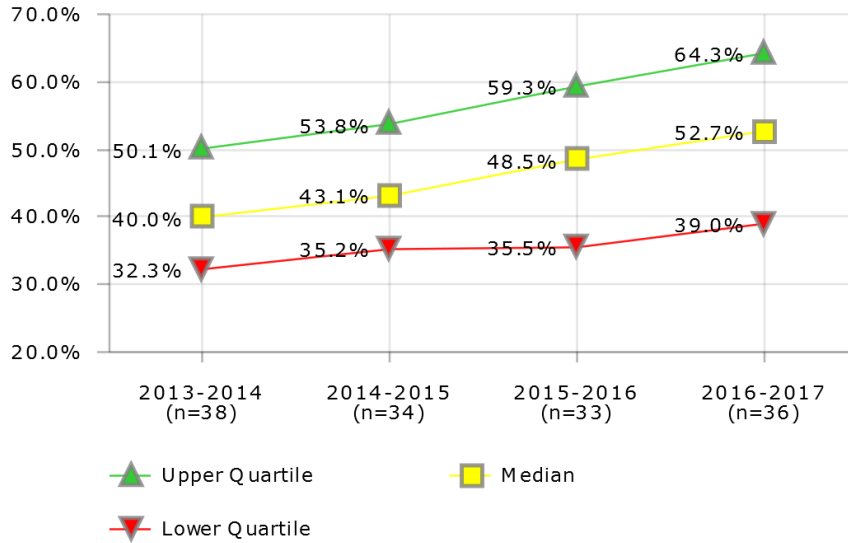
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Detroit Public Schools
- Houston Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- San Antonio Independent School District
- St. Paul Public Schools



FOOD SERVICES

Breakfast F/RP Participation Rate



Description of Calculation

Number of free breakfasts plus reduced-price breakfasts served, divided by free-meal eligible plus reduced-price eligible students times the ratio of average daily attendance to the total student enrollment.

Importance of Measure

This evaluates how well a district maximizes the level of participation of its neediest students.

Factors that Influence

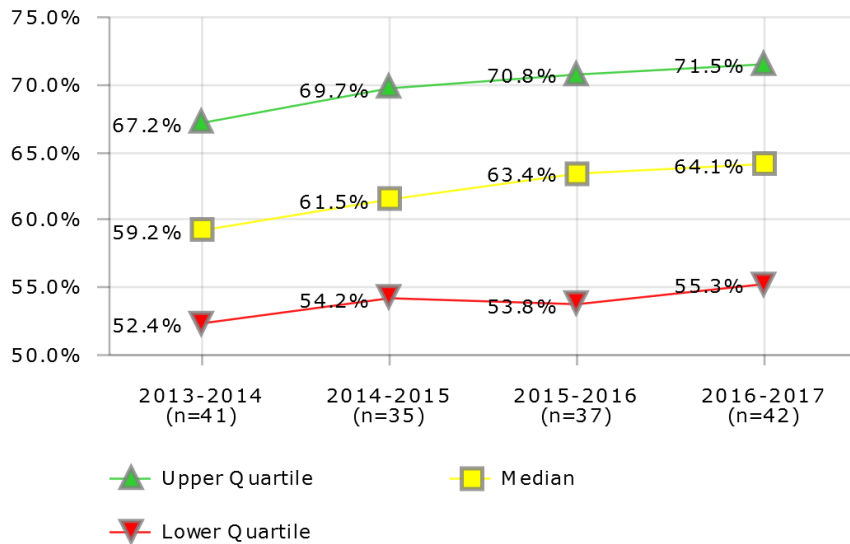
- Levels of poverty
- School bell times per district policy

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Guilford County School District
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Richmond City School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	27.9%			
2		47.6%	66.5%	68.9%
3	65.5%	64.1%	76.8%	75.5%
4	32.6%	35.0%	37.2%	38.2%
5	42.6%	57.2%		
6	36.5%			
7	31.5%	40.6%	39.5%	39.3%
8	37.0%	35.2%	35.5%	36.2%
9	34.4%	33.5%	30.5%	49.5%
10				53.4%
12	43.9%	48.7%	52.6%	53.0%
13	34.5%	32.8%	29.7%	
14	40.4%	39.3%	48.1%	40.1%
16	27.9%	56.2%	66.8%	
18		53.8%		
19	59.3%	59.7%		
20				67.7%
21	0.6%			
23	66.9%	59.8%	53.5%	51.5%
26	50.1%	50.4%		
28			49.4%	52.6%
29				51.3%
30	50.6%	49.9%	55.8%	59.6%
32	32.3%	26.6%	28.4%	28.9%
34			67.6%	
35		53.6%	58.3%	58.5%
37		57.3%		38.7%
39	70.1%	38.9%	69.3%	70.0%
41	57.8%			65.7%
43	68.4%			88.0%
44	32.4%	42.3%	52.0%	37.5%
45	80.7%			
46	41.7%	41.8%	24.4%	20.1%
47	44.1%	57.5%		
48	48.5%	41.2%	48.5%	44.4%
49				79.3%
50				89.6%
51			45.4%	47.1%
52	45.9%			
53			67.4%	71.5%
54		44.5%	42.4%	38.3%
55	39.3%	48.7%	40.8%	39.3%
56	30.6%	30.6%	35.3%	
57				62.7%
58	48.2%	72.7%	67.8%	62.8%
61	12.6%	25.3%	23.8%	
62	28.8%			
63			59.3%	
66	40.7%	44.0%	52.5%	58.3%
67	39.6%	36.6%	35.1%	34.7%
71	38.6%	41.6%	41.3%	52.9%
74	61.1%			
77		22.3%	16.0%	
79	25.0%			38.6%
97				57.9%
101	25.9%	35.2%	84.4%	

FOOD SERVICES  
Lunch Participation Rate (Meal Sites)



District	2013-2014	2014-2015	2015-2016	2016-2017
1	34.4%			
2		68.9%	69.2%	71.5%
3	75.4%	73.5%	76.7%	76.1%
4	65.8%	65.6%	65.4%	65.6%
5	42.7%	43.8%		
6	73.3%			
7	37.3%	40.7%	40.1%	42.3%
8	52.4%	53.0%	53.7%	53.7%
9	47.7%	48.6%	48.2%	48.1%
10	59.2%		60.8%	59.4%
12	66.1%	66.8%	66.6%	70.2%
13	58.2%	58.8%	58.2%	
14	50.0%	51.1%	49.3%	49.2%
16	51.5%	49.6%	51.1%	
18	54.1%	70.5%		71.8%
19	87.0%	76.9%	78.2%	78.7%
20	54.0%	54.4%	60.3%	76.6%
23	47.1%	48.8%	49.7%	49.8%
25	61.8%	63.2%		
26	67.2%	68.1%		63.4%
28		65.2%	63.5%	64.2%
29				57.8%
30	65.2%	70.5%	71.4%	69.8%
32	59.7%	58.2%	61.1%	58.9%
34	72.8%	78.2%	79.6%	
35		73.1%	71.1%	71.6%
37		54.2%		47.1%
39	60.2%	61.2%	60.7%	61.0%
41	74.2%	77.4%	75.6%	75.0%
43	72.5%		67.7%	49.8%
44	51.7%	53.5%	53.4%	53.1%
46	56.1%	57.9%	68.6%	70.8%
47	57.4%	69.7%		55.3%
48	59.7%	58.8%	60.8%	60.7%
49	57.2%	61.5%	61.5%	61.2%
51			65.6%	73.9%
52	59.5%		21.2%	
53			66.8%	68.8%
54				68.3%
55	54.3%	54.9%	53.7%	54.2%
56	51.0%			
57				67.5%
58	59.8%	63.8%	63.4%	63.5%
62	56.6%		58.4%	
63			85.2%	69.1%
66	72.3%	75.3%	76.4%	74.4%
67	72.4%		75.0%	75.5%
71	57.3%	54.7%	53.8%	50.8%
74	70.8%	64.9%	70.8%	
76				78.9%
79	7.8%			64.1%
97				56.0%
101	74.0%			
431				64.6%

Description of Calculation

Total number of lunch meals served, divided by total number of students with access to lunch meals times the total number of days in the school year.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

Factors that Influence

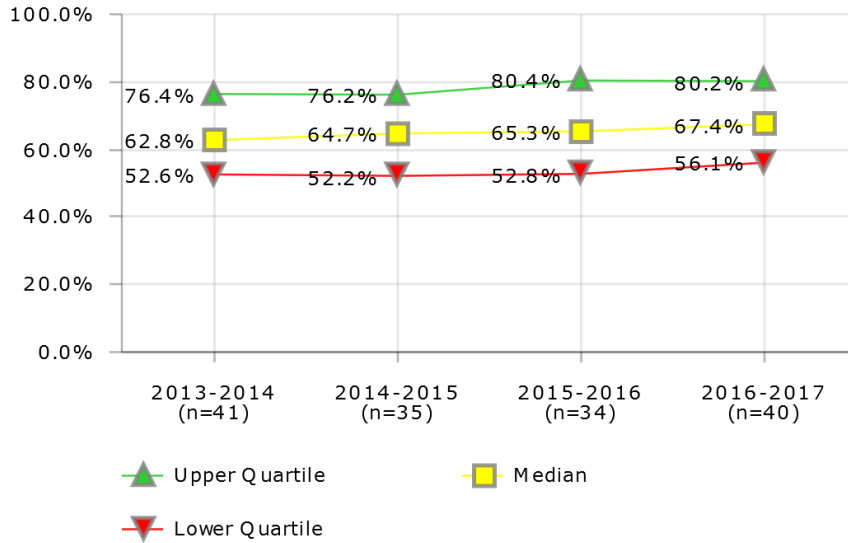
- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Fresno Unified School District
- Oklahoma City Public Schools
- Omaha Public School District
- Richmond City School District
- San Antonio Independent School District
- Shelby County School District
- St. Paul Public Schools

FOOD SERVICES

Lunch Participation Rate (Districtwide)



Description of Calculation

Total lunch meals served, divided by total district student enrollment times the number of school days in the year.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

Factors that Influence

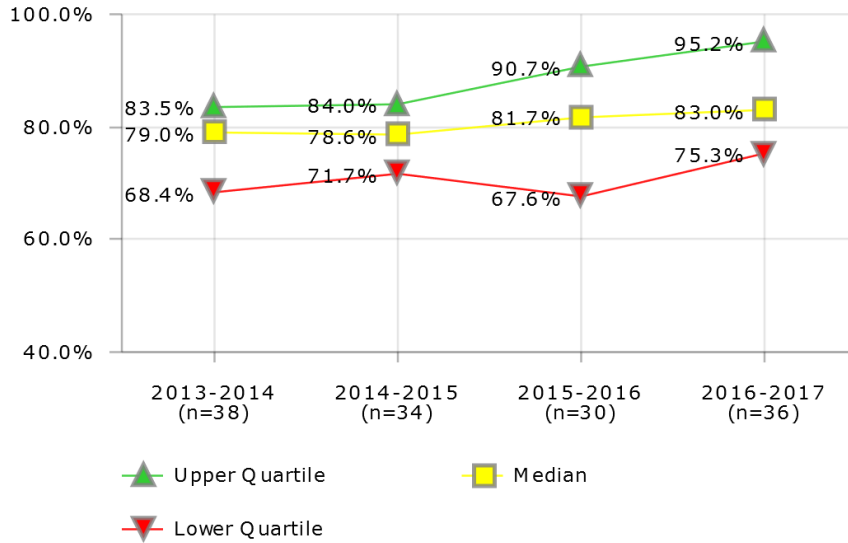
- Menu selections
- Dining areas that are clean, attractive, and "kid-friendly"
- Adequate number of Point of Sale (POS) stations to help move lines quickly and efficiently
- A variety of menu selections
- Adequate time to eat
- Food preparation methods

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	33.8%			
2		69.0%	93.7%	73.1%
3	76.4%	75.3%	78.9%	78.3%
4	68.0%	66.8%	66.7%	67.5%
5	41.6%	43.3%		
6	76.9%			
7	37.0%	41.3%	39.9%	41.9%
8	52.3%	52.2%	52.8%	52.1%
9	51.8%	52.0%	51.7%	51.9%
10				63.9%
11	56.1%			
12	65.1%	65.5%	66.3%	67.0%
13	52.6%	52.2%	51.3%	
14	51.1%	51.7%	52.4%	52.5%
16	54.9%	47.7%	59.5%	
18	57.7%	76.2%		
19	91.7%	85.9%	87.9%	86.9%
20				81.7%
21	78.0%			
23	48.4%	48.9%	49.7%	49.9%
26	77.5%	78.4%		67.4%
28			63.5%	63.0%
29				63.2%
30	72.6%	79.0%	80.4%	80.3%
32	57.1%	55.3%	54.4%	46.9%
34		87.5%	94.6%	
35		72.2%	77.6%	78.1%
37		60.2%		39.3%
39	64.8%	65.7%	64.4%	65.7%
41	80.4%	83.6%	82.1%	81.6%
43	76.9%			86.6%
44	48.4%	48.6%	51.0%	51.7%
45	104.9%			
46	62.9%	64.7%	80.7%	82.1%
47	60.6%	71.7%		52.8%
48	63.0%	61.0%	59.2%	59.0%
50				104.0%
51			75.8%	80.0%
52	59.9%			
53			71.1%	71.4%
54		66.9%	64.3%	65.3%
55	57.5%	57.8%	55.9%	55.9%
56	54.2%	53.3%	7.2%	
57				73.0%
58	69.5%		69.0%	68.4%
61	59.2%	56.4%		
62	66.6%		70.9%	
63			85.7%	74.7%
66	81.9%	79.7%	87.1%	80.5%
67	82.3%	85.1%	84.7%	85.3%
71	62.8%	59.8%	58.8%	56.3%
74	78.3%			
76				90.4%
77	43.8%	41.7%		
79	8.4%			70.0%
97				57.5%
101	72.5%	81.1%	6.5%	

FOOD SERVICES  
Lunch F/RP Participation Rate



District	2013-2014	2014-2015	2015-2016	2016-2017
1	65.6%			
2		68.6%	91.5%	89.9%
3	91.2%	84.7%	93.3%	103.1%
4	81.6%	83.0%	83.6%	85.4%
5	71.8%	90.3%		
6	85.9%			
7	70.5%	69.6%	62.7%	64.7%
8	75.8%	73.8%	74.4%	74.3%
9	74.8%	73.7%	59.0%	75.3%
10				84.7%
12	79.2%	84.0%	83.5%	87.0%
13	79.4%	78.1%	65.5%	
14	59.8%	65.9%	67.6%	66.6%
16	40.4%	76.8%	93.4%	
18		78.0%		
19	86.2%	88.2%		
20				105.0%
21	0.6%			
23	78.8%	80.3%	75.7%	75.3%
26	77.8%	80.2%		
28			76.8%	76.2%
29				78.1%
30	83.4%	80.9%	82.6%	87.8%
32	77.3%	63.6%	65.8%	67.2%
34			97.3%	
35		76.8%	81.6%	81.9%
37		79.2%		53.0%
39	80.1%	44.6%	79.9%	81.2%
41	83.3%			80.0%
43	102.7%			138.6%
44	54.4%	61.6%	68.9%	54.0%
45	99.1%			
46	68.4%	74.3%	47.4%	41.9%
47	76.2%	92.2%		
48	92.3%	82.1%	90.7%	82.8%
49				100.2%
50				106.5%
51			81.8%	84.6%
52	81.1%			
53				111.5%
54		74.3%	71.8%	66.1%
55	83.5%	101.0%	81.8%	75.8%
56	67.1%	71.7%	99.1%	
57				103.8%
58	69.4%	116.7%		105.1%
61	35.5%	67.7%	66.1%	
62	67.7%			
63			88.4%	
66	86.4%	89.3%	96.4%	90.4%
67	86.4%	83.2%	82.9%	83.2%
71	86.6%	83.5%	91.8%	86.3%
74	82.0%			
77		62.1%	43.0%	
79	56.8%			80.0%
97				100.0%
101	79.7%	95.4%		

Description of Calculation

Number of free lunches plus reduced-price lunches served, divided by free-meal eligible plus reduced-price eligible students times the ratio of average daily attendance to the total student enrollment.

Importance of Measure

High participation rates indicate customer satisfaction because food selections are appealing, quick to eat, and economical.

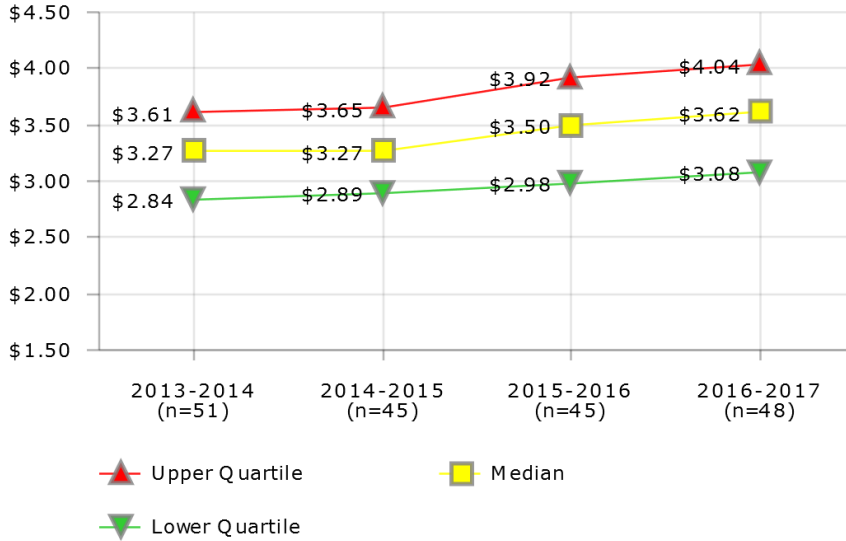
Factors that Influence

- Menu selections
- Clean, attractive dining areas with adequate seating capacity
- Provision II and III and Universal Free
- Food preparation methods
- Adequate time to eat

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Detroit Public Schools
- Guilford County School District
- Jefferson County Public Schools (KY)
- Pinellas County Schools
- Pittsburgh Public Schools
- School District of Philadelphia
- St. Paul Public Schools

**FOOD SERVICES**  
**Cost Per Meal**



**Description of Calculation**

Total direct costs of the food services program, divided by the total meal count of all meal types. Breakfast meals are weighted at one-half; lunch meals at one-to-one; snacks at one-fourth; and suppers at one-to-one.

**Importance of Measure**

Total costs relative to meal volume demonstrates efficacy of the food service operation.

**Factors that Influence**

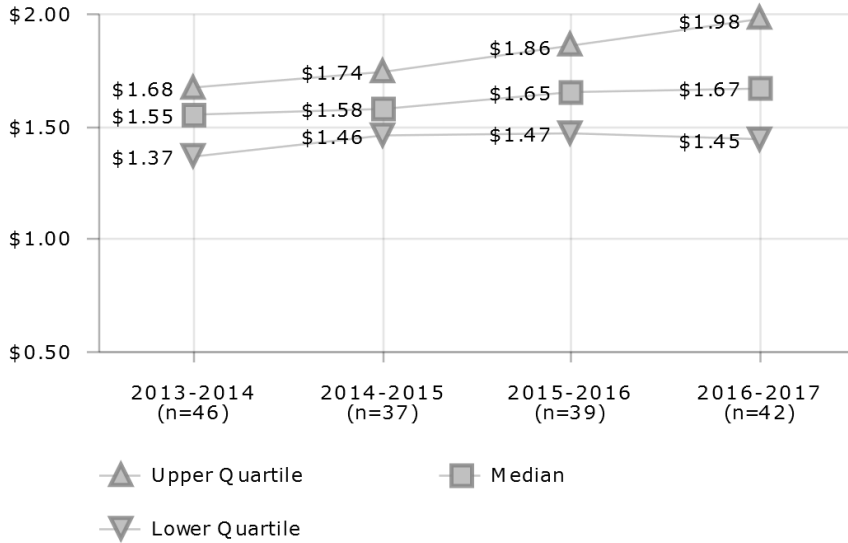
- The "chargebacks" to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, dining room supervisory staff
- Direct costs such as food, labor, supplies, equipment, etc.
- Meal quality
- Participation rates
- Purchasing practices
- Marketing
- Leadership expertise
- Meal prices
- Staffing formulas

**Districts in Best Quartile (2016-2017)**

- Baltimore City Public Schools
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Clark County School District
- Columbus Public Schools
- District of Columbia Public Schools
- Fresno Unified School District
- San Diego Unified School District
- School District of Philadelphia
- Seattle Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$2.65		\$2.16	\$1.84
2	\$3.60	\$3.82	\$2.43	\$3.47
3	\$2.96	\$3.15	\$2.98	\$3.07
4	\$3.56	\$3.36	\$3.41	\$3.79
5	\$2.84	\$2.73		
6	\$4.17			
7	\$4.35	\$4.37	\$3.96	\$4.11
8	\$2.96	\$3.01	\$2.88	\$3.19
9	\$2.76	\$2.65	\$2.95	\$2.93
10	\$3.82		\$4.01	\$4.00
11	\$3.27			
12	\$3.69	\$3.96	\$3.95	\$4.12
13	\$2.85	\$2.97	\$2.98	\$3.08
14	\$3.04	\$3.07	\$3.18	\$4.79
16	\$2.52	\$2.59	\$2.58	\$2.42
18	\$3.83	\$3.60	\$3.91	\$4.44
19	\$3.39	\$3.75	\$4.04	\$3.95
20	\$3.29	\$3.59	\$3.23	\$3.08
21	\$3.49	\$3.72		
23	\$3.66	\$3.81	\$3.48	\$3.50
25	\$2.88	\$2.89		
26	\$2.46	\$2.52		\$2.50
28	\$3.21	\$3.25	\$3.50	\$3.77
29				\$2.79
30	\$2.97	\$3.25	\$3.44	\$3.34
32	\$3.31	\$3.08	\$3.10	\$3.12
33	\$2.91	\$3.47	\$3.65	\$19.91
34	\$3.56	\$3.46	\$3.52	
35		\$3.55	\$3.70	\$2.14
37		\$3.14		\$4.17
39	\$3.23	\$3.40	\$3.54	\$3.58
41	\$3.42	\$3.28	\$3.54	\$3.63
43	\$3.61		\$3.99	\$4.12
44	\$3.65	\$3.16	\$3.50	\$3.64
45	\$3.42		\$3.92	\$3.77
46	\$3.27	\$3.27	\$3.00	\$3.07
47	\$4.22	\$3.65	\$3.61	\$3.48
48	\$3.49	\$3.34	\$3.30	\$3.31
49	\$3.63	\$4.03	\$4.04	\$4.04
50				\$3.52
51			\$4.54	\$4.04
52	\$3.40	\$3.15	\$10.54	
53	\$3.94	\$3.76	\$3.68	\$3.71
54	\$2.83	\$2.83	\$2.78	\$2.91
55	\$3.45	\$3.30	\$3.04	\$3.08
56	\$2.73	\$2.50		
57	\$4.00		\$4.15	\$3.61
58	\$2.73	\$2.86	\$2.84	\$2.99
61	\$2.62	\$2.55		
62	\$2.28		\$2.96	
63		\$3.82	\$4.14	\$4.35
66	\$3.07	\$3.73	\$3.41	\$4.86
67	\$3.09		\$2.71	\$2.87
71	\$3.73	\$3.78	\$3.78	\$3.70
74	\$2.54	\$1.66	\$2.58	
76			\$4.16	\$4.27
77	\$2.23	\$2.09		
79				\$3.70
97				\$3.87
101	\$2.63	\$2.05		
431				\$4.23

FOOD SERVICES  
Food Cost per Meal



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$1.06			
2	\$1.73	\$2.03	\$1.81	\$1.93
3	\$1.28	\$1.49	\$1.26	\$1.31
4	\$1.96	\$1.74	\$1.81	\$2.16
5	\$1.33	\$1.29		
6	\$1.72			
7	\$1.74	\$1.70	\$1.61	\$1.71
8	\$1.35	\$1.37	\$1.38	\$1.22
9	\$1.54	\$1.58	\$1.74	\$1.67
10	\$1.81		\$1.77	\$1.67
11	\$1.67			
12	\$1.69	\$1.89	\$1.95	\$1.98
13	\$1.30	\$1.37	\$1.34	\$1.43
14	\$1.43	\$1.50	\$1.55	\$3.61
16	\$1.01	\$1.09	\$1.05	\$0.90
18	\$1.71	\$1.85	\$1.98	\$2.13
19	\$1.60	\$1.91	\$1.99	\$2.21
20	\$1.40	\$1.52	\$1.37	\$1.33
23	\$1.66	\$1.80	\$1.73	\$1.60
25	\$1.68	\$1.52		
26	\$1.34	\$1.42		\$1.34
30	\$1.42	\$1.63	\$1.77	\$1.83
32	\$1.58	\$1.52	\$1.47	\$1.45
33	\$1.49	\$1.78	\$1.84	\$2.08
34	\$1.65	\$1.63	\$1.59	
35			\$1.65	\$1.44
37		\$1.46		\$1.76
39	\$1.51	\$1.57	\$1.61	\$1.61
41	\$1.63	\$1.65	\$1.71	\$1.80
43	\$1.39		\$1.86	\$1.75
45	\$1.87		\$2.26	\$2.10
46	\$1.55	\$1.61	\$1.50	\$1.53
47	\$1.61	\$1.55	\$1.46	\$1.61
48	\$1.63	\$1.58	\$1.59	\$1.53
49	\$1.94	\$2.06	\$2.09	\$2.35
50				\$2.20
51			\$2.18	\$2.23
52	\$1.92	\$1.76	\$5.54	
53	\$1.57	\$1.56	\$1.52	\$1.44
55	\$1.54	\$1.66	\$1.44	\$1.48
56	\$0.96			
57	\$1.80		\$2.32	\$1.58
58	\$1.56	\$1.72	\$1.63	\$1.67
61	\$1.37	\$1.33		
62	\$1.03		\$1.52	
66	\$1.57	\$1.92	\$1.67	\$1.52
67	\$1.50		\$1.22	\$1.33
71	\$1.30	\$1.37	\$1.41	\$1.41
76			\$2.19	\$2.25
77	\$1.37	\$1.29		
79				\$1.48
97				\$1.74
101	\$1.26	\$0.98		
431				\$1.96

**Description of Calculation**

Total food costs, divided by the total meal count of all meal types. Breakfast meals are weighted at one-half; lunch meals at one-to-one; snacks at one-fourth; and suppers at one-to-one.

**Importance of Measure**

Food cost is the second largest expenditure that food service programs incur.

Careful menu planning practices, competitive bids for purchasing supplies, including commodity processing contracts, and the implementation of consistent production practices can control food costs.

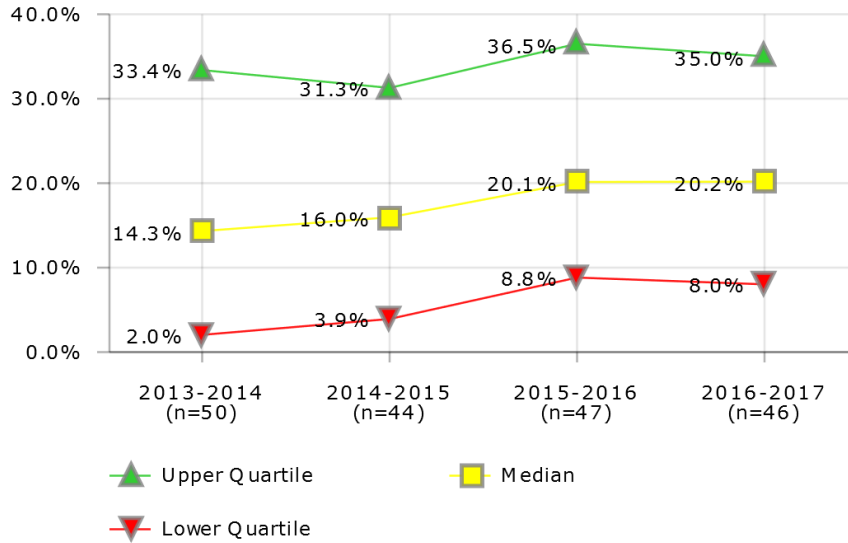
Food cost as a percent of revenue can be reduced if participation revenue is high.

**Factors that Influence**

- USDA Menu and Nutrient requirements
- A la carte items
- Convenience vs. Scratch Food Items
- Purchasing and production practices
- Meal prices
- Participation rates
- Use of commodities
- Use of a warehouse or drop-ship deliveries
- Theft

FOOD SERVICES

Fund Balance as Percent of Revenue



Description of Calculation

Fund balance divided by total revenue.

Importance of Measure

A positive fund balance can provide a contingency fund for equipment purchases, technology upgrades, and emergency expenses.

A "break-even" status indicates that there is just enough revenue to cover program expenses, but none left for program improvements.

Factors that Influence

- USDA allows a Food Service program to have no more than a three month operating expenses fund balance.
- Districts may have taken part or all of the Food Services Fund Balance for non-Food Service activities.
- Food Services may have funded large kitchen remodeling projects, implemented new POS systems, and thereby reduced a fund balance with a large capital outlay project

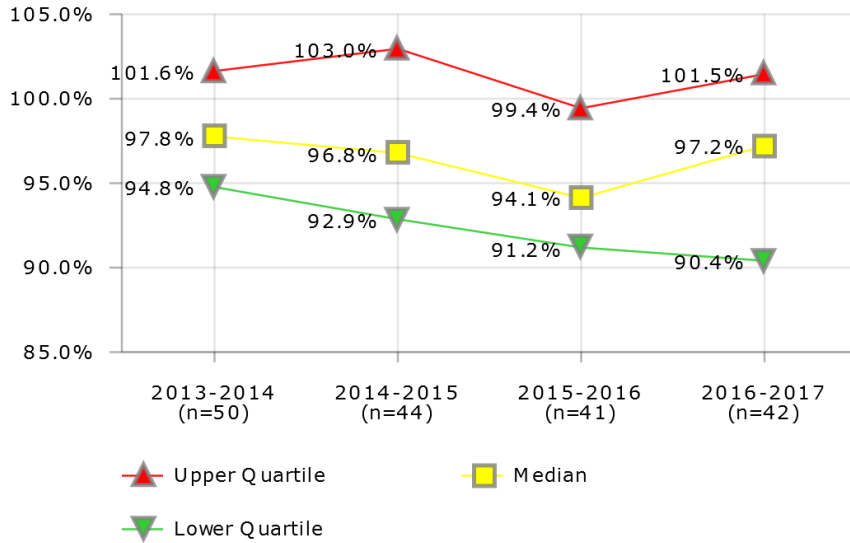
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Dayton Public Schools
- Indianapolis Public Schools
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Shelby County School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.0%			0.0%
2	6.9%	112.6%	12.8%	8.4%
3	6.9%	6.3%	13.4%	20.7%
4	34.5%	31.0%	36.5%	39.7%
5	2.4%	5.4%		
6	27.1%			
7	-2.2%	0.0%	-2.9%	-3.3%
8	33.4%	34.4%	32.2%	28.2%
9	56.7%	27.4%	31.9%	38.2%
10	32.7%		24.9%	19.4%
11	8.0%		38.8%	
12	21.1%	23.6%	24.9%	24.8%
13	41.5%	44.2%	45.2%	43.7%
14	40.6%	44.0%	52.4%	62.2%
16	3.2%	2.7%	1.5%	4.9%
18	29.9%	28.5%	39.4%	39.7%
19	40.0%	62.7%	98.0%	121.5%
20	43.0%	56.6%	58.6%	66.0%
21	7.3%	12.7%		
23	34.7%	32.0%	31.1%	32.7%
25	0.0%	0.0%		
26	-4.4%	-4.2%		
28	6.0%	32.0%	34.6%	35.0%
29				0.0%
30	0.0%	0.0%	18.4%	30.6%
32	12.3%	13.3%	16.9%	19.1%
33				120.3%
34	22.4%	27.6%	14.0%	
35		11.5%	23.0%	22.7%
37		-1.0%		0.7%
39	17.9%	7.3%	6.8%	8.0%
41	16.4%	21.8%	19.4%	17.4%
43	65.4%		62.6%	67.5%
44	18.6%	20.9%	17.3%	13.0%
45	76.7%		67.9%	66.3%
46	2.3%	3.0%	8.1%	12.5%
47	32.8%	31.5%	33.1%	
48	23.9%	23.3%	27.4%	27.6%
49	0.1%	28.2%	28.2%	6.8%
50				31.6%
51			15.0%	24.8%
52	6.5%	8.1%	8.8%	
53	53.3%	45.7%	30.0%	43.9%
54	1.9%	4.8%	2.9%	1.9%
55	2.0%	3.8%	8.4%	4.8%
56	23.2%	25.6%	77.7%	
57	0.1%		3.5%	1.0%
58	0.2%	-52.1%		24.3%
61	1.2%	0.0%	0.0%	
62	46.2%		54.7%	
63		18.1%	7.7%	11.5%
66	5.0%	6.3%	9.8%	1.8%
67			20.1%	28.5%
71	17.0%	13.8%	15.0%	12.8%
74	5.3%	4.1%	4.5%	
76			19.9%	19.7%
77	0.2%	0.7%	3.9%	
79	0.0%			8.9%
97				0.8%
101	58.9%	63.1%	88.7%	
431				10.4%

FOOD SERVICES

Total Costs As Percent of Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.9%			
2	99.6%	97.8%	69.4%	89.7%
3	97.8%	103.7%	92.0%	94.9%
4	94.8%	91.1%	87.7%	88.8%
5	97.6%	94.6%		
6	103.2%			
7	109.8%	103.7%	101.9%	98.7%
8	97.5%	97.8%	99.4%	102.6%
9	91.8%	93.0%	91.2%	93.0%
10	97.7%		102.9%	106.8%
11	114.4%			
12	94.1%	93.8%	95.5%	97.9%
13	92.8%	96.6%	97.6%	100.3%
14	85.4%	97.0%	91.8%	
16	103.2%	104.8%	103.9%	109.6%
18	98.7%	95.0%	95.7%	106.6%
19	80.2%	80.0%	90.3%	75.8%
20		98.7%	87.5%	88.4%
21	97.2%	106.9%		
23	97.0%	101.2%	88.4%	87.8%
25	114.3%	118.9%		
26	97.4%	102.7%		
28	94.0%	95.0%	95.0%	108.8%
29				85.6%
30	94.5%	90.9%	91.4%	87.0%
32	98.2%	99.2%	96.0%	97.9%
33	88.5%	95.3%		
34	97.7%	89.8%	52.9%	
35		88.8%	87.1%	
37		100.8%		99.7%
39	95.1%	96.0%	100.4%	93.8%
41	99.2%	92.7%	102.4%	101.5%
43	97.8%		91.7%	98.1%
44	99.8%	88.0%	94.1%	92.1%
45	95.4%		103.0%	104.3%
46	105.5%	107.0%	94.2%	95.9%
47	101.6%	97.0%		93.8%
48	103.5%	92.6%	83.3%	86.2%
49	97.6%	104.5%	103.3%	98.1%
50				90.4%
51			92.5%	99.0%
52	99.9%	87.9%	93.4%	
53	101.8%	96.4%	93.9%	97.2%
54	91.5%	95.2%	95.3%	101.5%
55	96.6%	95.8%	92.1%	93.6%
56	97.3%	100.9%		
57	99.1%		107.0%	90.5%
58	100.0%	100.5%	86.0%	87.1%
61	105.9%	103.6%		
62	77.8%		114.4%	
63		113.7%	97.5%	103.2%
66	92.2%			
67	103.6%		87.7%	82.8%
71	103.2%	103.2%	99.9%	97.2%
74	85.7%	57.5%	92.3%	
76			97.6%	100.8%
77		109.9%		
79	97.9%			94.5%
97				106.7%
101	110.0%	92.0%		
431				112.2%

Description of Calculation

Total direct costs plus indirect and overhead costs, divided by total revenue.

Importance of Measure

This measure gives an indication of the financial status of the food service program, including management company fees. Districts that keep expenses lower than revenues are able to build a surplus for reinvestment back into the program for capital replacement, technology, and other improvements. Districts that report expenses higher than revenues may either be drawing from their fund balance, or may be subsidized by the district's general fund.

Factors that Influence

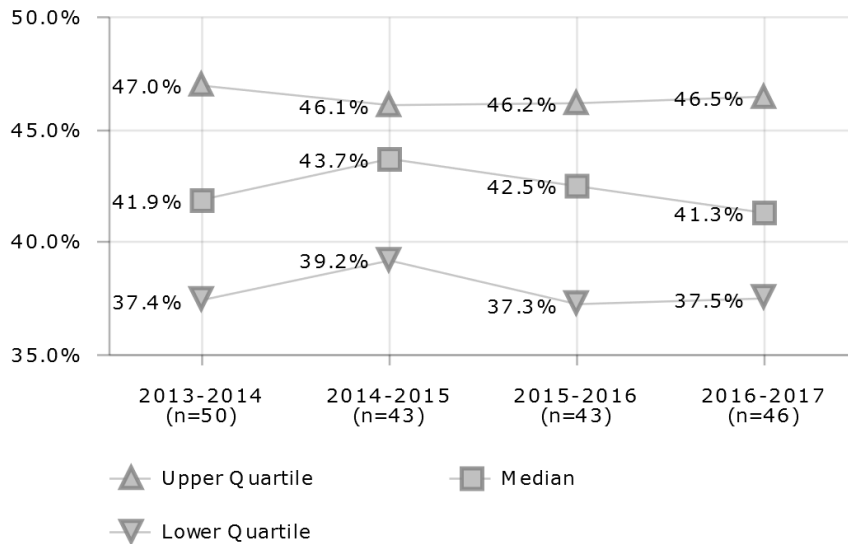
- The "chargebacks" to food service programs such as energy costs, custodial, non-food service administrative staff, trash removal, dining room supervisory staff
- Direct costs such as food, labor, supplies, equipment, etc.
- Meal quality
- Participation rates
- Purchasing practices
- Marketing
- Leadership expertise
- Meal prices
- Staffing formulas

Districts in Best Quartile (2016-2017)

- Charleston County School District
- Cincinnati Public Schools
- Dayton Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Orange County Public School District
- Richmond City School District
- School District of Philadelphia
- Wichita Unified School District



FOOD SERVICES  
Food Cost per Revenue



**Description of Calculation**

Total food costs divided by total revenue.

**Importance of Measure**

Food cost is the second largest expenditure that food service programs incur.

Careful menu planning practices, competitive bids for purchasing supplies, including commodity processing contracts, and the implementation of consistent production practices can control food costs.

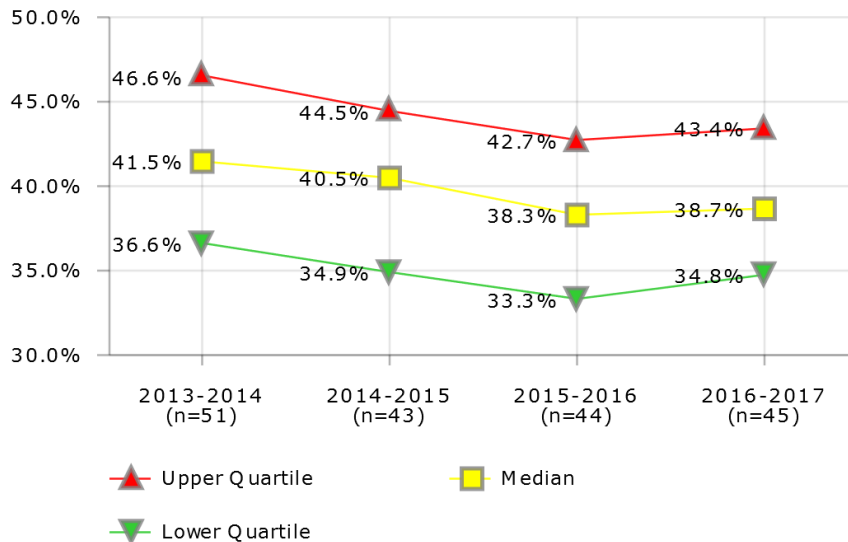
Food cost as a percent of revenue can be reduced if participation revenue is high.

**Factors that Influence**

- USDA Menu and Nutrient requirements
- A la carte items
- Convenience vs. Scratch Food Items
- Purchasing and production practices
- Meal prices
- Participation rates
- Use of commodities
- Use of a warehouse or drop-ship deliveries
- Theft

District	2013-2014	2014-2015	2015-2016	2016-2017
1	36.0%			40.5%
2	47.7%	51.8%	46.9%	47.1%
3	39.0%	45.7%	36.3%	36.6%
4	48.9%	44.1%	43.2%	47.6%
5	45.1%	43.9%		
6	38.0%			
7	41.9%	38.9%	40.0%	39.4%
8	43.3%	43.5%	43.4%	38.0%
9	48.2%	48.9%	49.8%	48.2%
10	43.7%		41.7%	39.4%
11	56.3%			
12	42.7%	44.2%	45.8%	45.7%
13	41.2%	43.4%	42.9%	45.4%
14	38.4%	45.9%	40.7%	
16	39.1%	40.9%	38.5%	37.6%
18	41.6%	43.2%	42.3%	44.5%
19	37.4%	37.4%	39.1%	42.4%
20	25.5%	39.2%	34.5%	36.0%
21	7.6%	11.7%		
23	39.8%	43.7%	41.5%	37.9%
25	23.4%	41.1%		
26	51.8%	56.6%		27.0%
28	8.5%	7.2%	10.2%	25.2%
29				4.0%
30	42.5%	44.5%	45.7%	45.5%
32	45.3%	47.4%	44.1%	43.7%
33	41.0%	44.1%		51.4%
34	45.1%	42.0%	23.8%	
35		5.5%	38.9%	30.3%
37		45.7%		41.1%
39	42.0%	42.4%	42.5%	41.2%
41	45.6%	45.5%	48.1%	49.0%
43	36.9%		42.8%	41.7%
44	6.6%	5.8%	5.6%	6.3%
45	50.9%		55.4%	54.1%
46	47.9%	50.8%	45.4%	45.9%
47	38.6%	40.8%	39.2%	41.4%
48	47.0%	42.5%	38.7%	38.9%
49	48.7%	50.3%	50.3%	53.1%
50				53.1%
51			43.9%	53.3%
52	51.8%	46.1%	46.2%	
53	39.5%	38.9%	35.5%	34.6%
54				6.7%
55	40.1%	45.1%	37.3%	38.6%
56	33.6%	27.7%		
57	43.5%		59.4%	39.2%
58	53.7%	53.9%	47.8%	46.5%
61	51.7%	50.7%	15.5%	
62	34.7%		57.6%	
63		47.4%	42.6%	42.9%
66	46.1%			
67	46.5%		36.2%	35.4%
71	34.5%	36.0%	35.7%	35.3%
74	33.0%	3.1%	31.3%	
76			50.1%	51.6%
77		60.8%		
79	36.3%			37.5%
97				42.1%
101	51.1%	40.6%	60.8%	
431				47.7%

FOOD SERVICES  
Labor Costs per Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	48.0%			
2	44.1%	38.0%	13.5%	32.0%
3	41.9%	41.3%	38.6%	37.5%
4	31.0%	30.9%	30.1%	30.8%
5	41.4%	39.4%		
6	49.4%			
7	55.9%	54.1%	51.7%	49.0%
8	35.4%	34.4%	35.6%	37.1%
9	32.3%	30.8%	28.2%	30.3%
10	38.2%		43.0%	45.1%
11	51.7%			
12	44.6%	42.1%	42.5%	44.2%
13	36.6%	37.5%	37.4%	38.5%
14	37.4%	44.9%	37.5%	31.1%
16	46.6%	41.8%	49.1%	56.6%
18	41.5%	32.6%	33.0%	38.4%
19	37.8%	31.9%	32.5%	33.4%
20	29.9%	46.6%	40.3%	38.3%
21	49.6%	46.2%		
23	39.9%	43.2%	36.8%	38.9%
25	26.1%	33.5%		
26	37.7%	38.4%		
28	7.6%		10.0%	14.2%
29				0.6%
30	40.7%	34.9%	33.7%	28.8%
32	38.3%	38.2%	39.0%	40.4%
33	29.5%	31.5%		41.2%
34	42.6%	40.5%	23.1%	
35		43.4%	42.2%	38.7%
37		45.7%		48.9%
39	32.1%	37.1%	39.1%	39.9%
41	38.7%	35.8%	38.9%	39.6%
43	43.1%		41.1%	46.5%
44		4.4%	4.2%	3.5%
45	33.9%		33.6%	34.8%
46	48.7%	47.9%	42.3%	43.4%
47	50.8%	45.3%	45.9%	40.8%
48	43.1%	39.4%	35.4%	37.7%
49	40.9%	40.7%	40.7%	36.4%
50				27.8%
51			43.6%	39.3%
52	34.8%	31.6%	36.8%	
53	44.9%	42.0%	38.0%	42.6%
54	46.7%	45.0%	43.9%	46.9%
55	43.3%	37.7%	37.4%	38.2%
56	55.4%	63.9%		
57	48.4%		46.2%	48.0%
58	37.9%	34.2%	33.1%	34.9%
61	41.7%	41.6%	16.5%	
62	37.1%		46.0%	
63		44.5%	38.6%	43.1%
66	35.8%			
67	42.4%		37.6%	34.7%
71	57.7%	57.4%	54.1%	53.2%
74	42.4%	41.5%	43.2%	
76			32.2%	35.7%
77	35.7%	35.9%		
79	53.9%			51.9%
97				43.2%
101	45.8%	42.5%	60.3%	
431				43.8%

**Description of Calculation**

Total labor costs divided by total revenue.

**Importance of Measure**

Labor contributes the largest expense that food service revenue must cover.

School boards can control labor costs by establishing salary schedules and benefit plans, and directors can control labor cost by implementing productivity standards and staffing formulas.

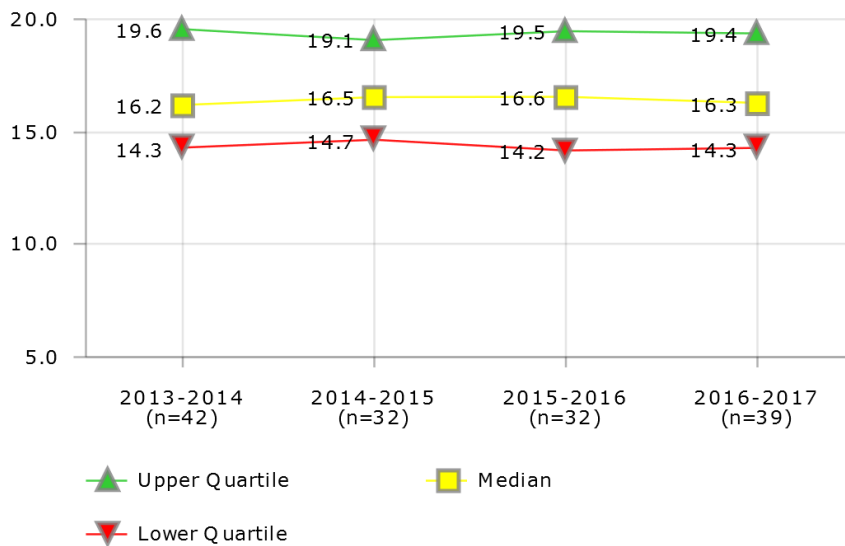
**Factors that Influence**

- Salary schedules and health and retirement benefits
- Number of annual work days and annual paid holidays
- Staffing formulas and productivity standards
- Union contracts
- Type of menu items

**Districts in Best Quartile (2016-2017)**

- Albuquerque Public Schools
- Atlanta Public Schools
- Buffalo Public Schools
- Clark County School District
- Dayton Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Milwaukee Public Schools
- Richmond City School District
- Wichita Unified School District

FOOD SERVICES  
Meals Per Labor Hour



Description of Calculation

Annual number of breakfasts (less contractor-served breakfasts) *divided* by two *plus* annual number of lunches (less contractor-served lunches) *plus* annual number of snacks (less contractor-served lunches) *divided* all *divided* by the total annual labor hours of all food preparation and cafeteria staff.

Importance of Measure

Efficiency is important in making the best use of available food service funds.

Factors that Influence

- Menu offerings
- Provision II and III
- Free/Reduced percentage
- Food preparation methods
- Local nutrition standards for al la carte foods

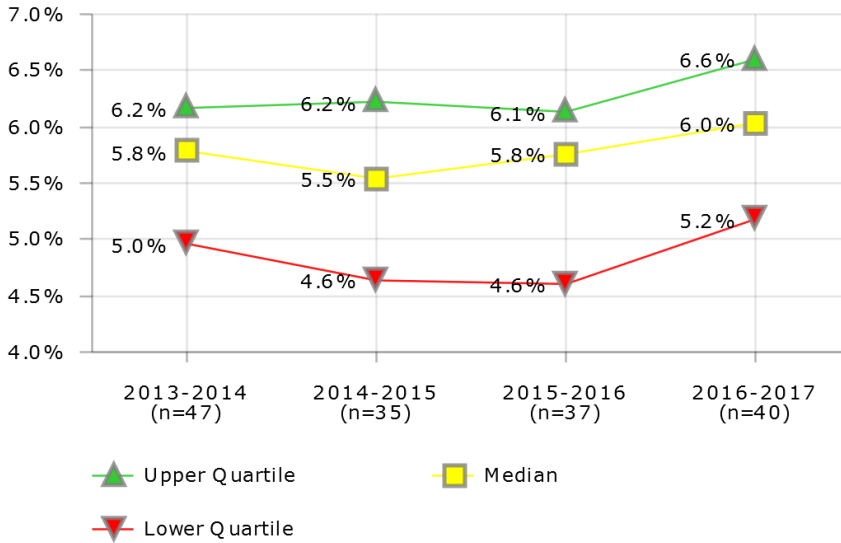
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Clark County School District
- Columbus Public Schools
- Fresno Unified School District
- Indianapolis Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	17.9			
2	12.6	13.2	13.1	16.7
3	17.4	16.8	17.9	19.4
4	15.7	16.2	15.4	16.6
5	15.9	16.7		
6	14.3			
7	11.5	14.1	12.3	14.2
8	15.9	15.3	18.2	17.3
9	19.9	22.1	21.7	22.3
10	11.4		11.4	10.9
12	14.3	14.3	15.2	14.6
13	18.0	17.7	17.3	15.7
14	15.0	13.6	13.3	15.6
16	16.1	16.5	16.5	18.1
18	17.7		16.6	18.0
19	25.4	21.1	20.7	
20	18.2	19.3	19.2	22.0
25	8.0			
26	23.4	21.0		
30	12.9	15.1	15.5	15.5
32	19.6	16.0	16.6	27.6
33	26.3	27.1		23.1
34	15.3	16.6		
35		22.5	24.8	23.1
37		6.5		8.6
39	16.7	17.5	14.0	15.5
41	16.3	18.9	17.4	16.8
43	33.1		32.8	33.1
45	20.2		15.7	14.3
46	12.5	12.6	14.3	15.3
47	14.1	15.7	15.5	15.7
48	15.9	17.6	20.9	23.6
49	11.4	12.2	12.2	12.3
50				16.9
51				7.5
52	29.6	19.9	5.3	
53	14.9	15.9	16.6	16.2
55	13.2	15.0	15.0	14.6
56	16.0			
57	17.3			16.3
58	18.0	22.9	22.2	18.1
62	27.9			
66	17.9	16.6		3.7
67	23.7		23.7	25.5
71	8.9	10.1	10.4	11.6
76			19.7	19.9
79				13.1
97				11.1
101	24.8			
431				17.2

FOOD SERVICES

USDA Commodities - Percent of Total Revenue



District	2013-2014	2014-2015	2015-2016	2016-2017
1	6.1%			
2	2.9%	3.7%	3.9%	2.6%
3	4.5%	5.7%	5.5%	5.7%
5	6.2%	5.7%		
6	5.2%			
7	1.9%	3.1%	4.6%	4.5%
8	6.3%	6.4%	5.8%	6.2%
9	6.0%	6.8%	6.5%	6.9%
10	5.2%		5.7%	6.0%
12	5.5%	5.2%	5.8%	5.8%
13	6.4%	7.2%	7.2%	8.8%
14	6.4%	6.7%	6.1%	7.5%
16	4.9%	5.4%	6.1%	5.5%
18	10.7%	4.1%	2.9%	4.9%
19	5.0%		0.0%	
20	6.8%	5.9%	5.6%	6.3%
21	5.4%	6.8%		
23	3.9%			
25	6.5%	8.8%		
26	1.1%	3.1%		3.1%
28	6.6%	6.2%	6.0%	6.9%
29				4.0%
30	5.8%	5.2%	5.4%	6.1%
32	6.0%	5.8%	6.4%	6.7%
33	5.9%	5.2%		6.2%
34	4.1%	4.9%	2.3%	
35		5.5%	5.9%	5.8%
37		3.8%		6.4%
41	6.1%	5.6%	6.3%	6.2%
43	5.6%		5.7%	3.2%
44	4.2%	5.8%	6.1%	5.9%
45	5.0%		5.9%	5.2%
46	5.8%	6.2%	4.6%	6.5%
47	5.5%	4.3%	3.5%	
48	6.9%	6.6%	6.0%	6.2%
49	5.7%	5.2%	5.2%	5.6%
50				5.7%
51			3.4%	6.7%
52	5.8%	4.3%	6.0%	
53	8.6%	4.6%	5.5%	5.2%
54	5.3%	5.2%	6.3%	6.7%
55	5.9%	5.8%	6.3%	6.5%
56	5.9%			
57	6.3%		6.3%	6.9%
58	5.9%	5.5%	5.2%	5.9%
62	5.4%			
63				4.4%
66	5.9%			
67	6.2%		7.0%	6.8%
71	3.0%	3.2%	2.4%	2.2%
74	4.7%	5.5%	6.5%	
76			4.6%	4.7%
79	3.3%			6.7%
97				6.5%
101	7.4%			

Description of Calculation

Total value of commodities received divided by total revenue.

Importance of Measure

Maximizing the use of USDA Commodities is a common strategy to minimize direct costs

Factors that Influence

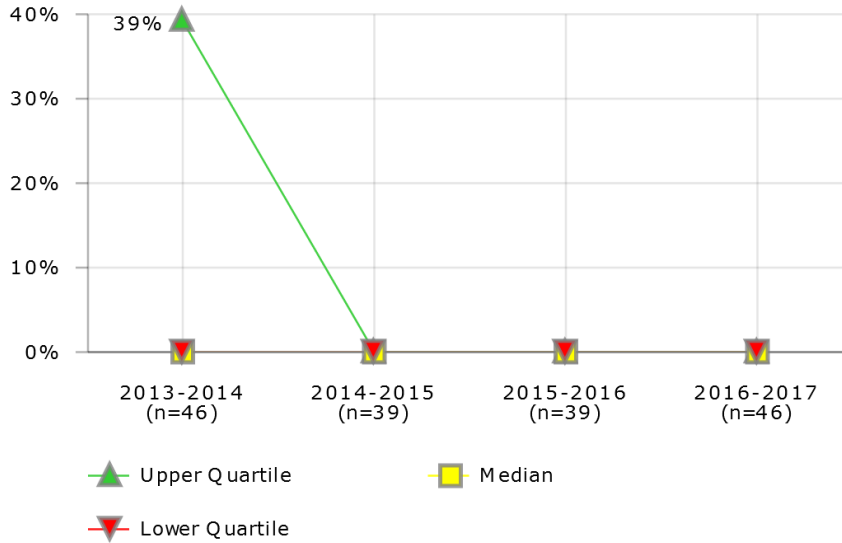
- Flexibility of meal planning
- Use of USDA bonuses
- Maximization of reimbursements

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Broward County Public Schools
- Chicago Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Oklahoma City Public Schools
- Toledo Public Schools

FOOD SERVICES

Provision II Enrollment Rate - Breakfasts



Description of Calculation

Number of students enrolled in Provision II breakfast program divided by total number of students with access to breakfast meals.

Importance of Measure

This Provision reduces application burdens and simplifies meal counting and claiming procedures. It allows schools to establish claiming percentages and to serve all meals at no charge for a four-year period.

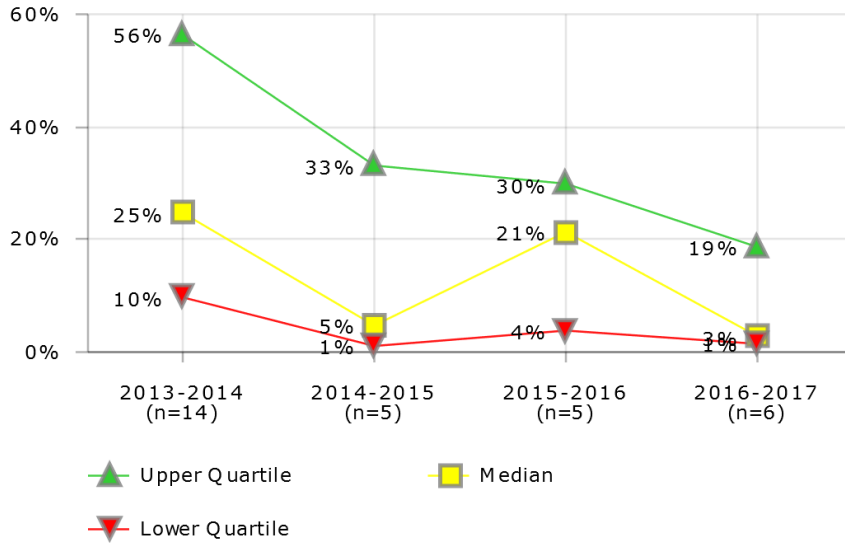
Factors that Influence

- History of schools serving meals to all participating children at no charge for 4 years
- Stability of income of school's population
- Increased participation to offset increased costs and loss of full pay and reduced-price meal charges.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0%			0%
2	57%	0%	0%	0%
3	100%	100%	42%	42%
4	0%	0%	0%	0%
5	42%	14%		
6	0%			
7	0%	0%	0%	0%
8	20%	21%	0%	1%
9	5%	5%	21%	1%
10	0%		0%	0%
12	21%	0%	0%	0%
13	0%	0%	0%	0%
14	0%	0%	4%	3%
16	37%	41%	44%	42%
18	0%	0%	0%	0%
19	0%	0%	0%	0%
20	100%	100%	21%	100%
23	0%	0%	0%	0%
25	0%	0%		
26	0%	0%		0%
28	0%	0%	0%	0%
29				3%
30	0%	0%	0%	0%
32	0%	0%	0%	0%
33	92%	0%		0%
34	0%	0%	0%	
35		0%	0%	0%
37		0%		0%
39	0%	0%	0%	0%
41	100%	0%	0%	0%
43	0%		0%	0%
44	39%	0%	0%	0%
46	100%	100%	0%	0%
47	0%	0%	0%	0%
48	42%	33%	30%	19%
49	0%	0%	0%	0%
51			31%	34%
52	0%	0%	0%	
53	10%	0%	0%	0%
54				0%
55	0%	0%	0%	0%
56	16%			
57	0%			0%
58	0%	0%	0%	0%
62	31%			
63		0%	0%	0%
66	95%	100%	100%	100%
67	58%		1%	1%
71	0%	0%	0%	0%
74	0%	0%	0%	
76			0%	0%
79	0%			0%
97				0%
101	100%			
431				0%

FOOD SERVICES

Provision II Enrollment Rate - Lunches



District	2013-2014	2014-2015	2015-2016	2016-2017
5	1%	0%		
8				0%
9	5%	5%	21%	1%
12	19%			
14			4%	3%
16	36%	39%	43%	41%
20	1%	1%		
29				3%
33	79%			
41	100%			
44	39%			
48	19%	33%	30%	19%
53	10%			
56	12%			
62	31%			
67	56%		1%	
101	100%			

**Description of Calculation**

Number of students enrolled in Provision II lunch program divided by total number of students with access to lunch meals.

**Importance of Measure**

This Provision reduces application burdens and simplifies meal counting and claiming procedures. It allows schools to establish claiming percentages and to serve all meals at no charge for a four-year period.

**Factors that Influence**

- History of schools serving meals to all participating children at no charge for 4 years
- Stability of income of school's population
- Increased participation to offset increased costs and loss of full pay and reduced-price meal charges.

**Districts in Best Quartile (2016-2017)**

- Orange County Public School District
- San Diego Unified School District

# Maintenance & Operations

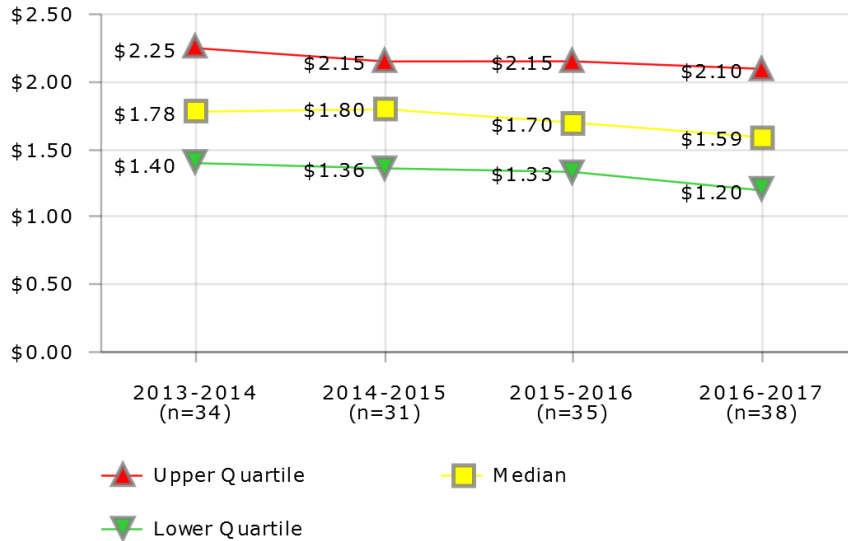
Performance metrics in maintenance and operations (M&O) assess the cost efficiency and service levels of a district's facilities management and labor. Areas of focus include *custodial work, maintenance work, renovations, construction, utility usage, and environmental stewardship*. The cost efficiency of custodial work is represented broadly by **Custodial Workload** and **Custodial Cost per Square Foot**, where low workload combined with high cost per square feet would indicate that cost savings can be realized by reducing the number of custodians. Additionally, the relative cost of supplies can be considered by looking at **Custodial Supply Cost per Square Foot**.

The relative cost of utilities is represented by **Utility Usage per Square Foot** and **Water Usage per Square Foot**.

These KPIs should give district leaders a general sense of where they are doing well and where they can improve. The importance and usefulness of each KPI is described in the "Importance of Measure" and "Factors that Influence" headings, which can be used to guide improvement strategies.

MAINTENANCE & OPERATIONS

Custodial Work - Cost per Square Foot



Description of Calculation

Total cost of district-operated custodial work plus total cost of contract-operated custodial work, divided by total square footage of all non-vacant buildings.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Factors that Influence

- Cost of labor
- Collective bargaining agreements
- Cost of supplies and materials
- Size of school

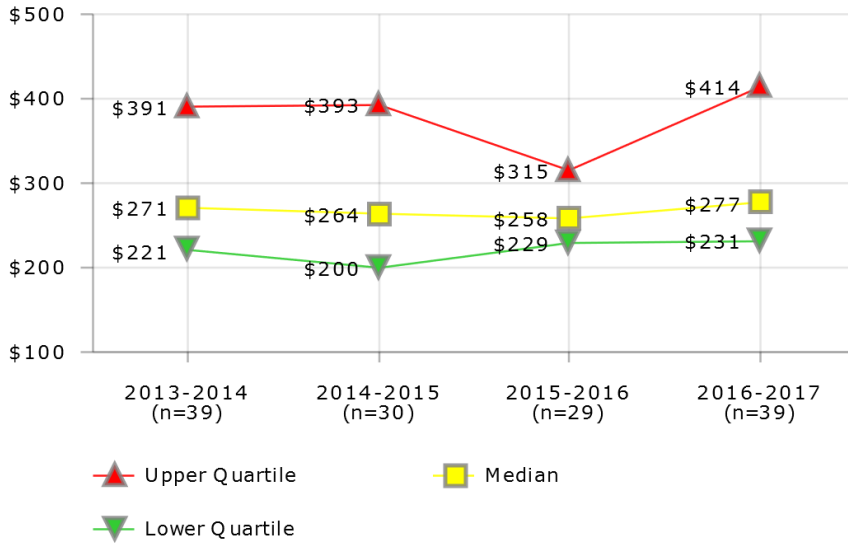
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Detroit Public Schools
- Miami-Dade County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- San Antonio Independent School District
- Shelby County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$1.74			
2	\$1.63			
3	\$2.06	\$2.02	\$2.42	\$2.20
4		\$1.59	\$1.84	\$1.59
5	\$1.52	\$1.55		
7	\$1.82	\$1.82	\$1.78	\$2.03
8	\$1.17	\$1.17	\$1.18	\$1.17
9	\$2.30	\$2.20	\$2.07	\$2.25
10		\$1.81	\$1.81	\$1.91
12	\$2.54	\$2.71	\$2.75	\$2.78
13	\$1.65	\$1.95	\$1.58	\$1.65
14	\$1.15	\$1.07	\$1.17	\$1.16
16	\$1.87	\$1.80	\$1.89	
18	\$1.08	\$1.58	\$1.47	\$1.20
19	\$3.00			\$3.97
20	\$1.84	\$1.87	\$1.87	\$1.84
21	\$2.48	\$2.45		
23	\$1.24			
28		\$1.26	\$1.29	\$1.31
29				\$1.53
30	\$1.40	\$1.43	\$1.34	\$1.48
32				\$0.04
33	\$1.96			
34	\$1.58	\$1.72	\$1.70	
35			\$5.30	
37	\$1.12		\$1.63	\$1.66
39	\$1.22	\$1.25	\$1.32	\$1.66
41		\$1.08	\$1.27	\$1.18
43	\$3.32		\$3.43	\$3.51
44	\$1.76	\$1.83	\$1.93	\$1.93
46		\$0.53		
47	\$1.70	\$1.41	\$2.12	\$1.28
48		\$1.36	\$1.67	\$1.59
49	\$1.00	\$0.99	\$1.33	\$1.47
50				\$0.59
51			\$1.24	\$1.23
52	\$1.97	\$2.08	\$2.15	
53				\$4.60
54			\$1.53	\$0.58
55	\$1.47	\$1.36	\$1.47	\$1.58
57	\$0.97		\$1.02	\$1.02
58	\$2.81	\$2.39	\$2.70	
63	\$2.25	\$2.24	\$2.30	\$1.55
66	\$2.42	\$2.21	\$2.15	\$2.10
67	\$2.40			\$3.76
71	\$1.80	\$2.21	\$1.49	\$2.12
74	\$2.25	\$2.15	\$2.28	\$2.31
76			\$0.53	\$0.62
79				\$1.92
97				\$1.09



MAINTENANCE & OPERATIONS  
Custodial Work - Cost per Student



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$320			
3	\$391	\$393	\$472	\$438
4	\$319	\$297	\$279	\$296
5	\$271	\$274		
6	\$315			
7	\$299	\$299	\$294	\$331
8	\$186	\$185	\$184	\$181
9	\$251	\$243	\$229	\$240
10	\$216		\$251	\$266
12	\$451	\$478	\$487	\$528
13	\$236	\$235	\$258	\$277
14	\$201	\$198	\$224	\$229
16	\$214	\$207	\$217	
18	\$203	\$254	\$237	\$232
19	\$600			\$848
20	\$354	\$358	\$353	\$343
21	\$543	\$501		
23	\$226			
25				\$466
26				\$109
28		\$135	\$283	\$292
29				\$414
30	\$311	\$322	\$315	\$295
34	\$458	\$518	\$502	
35				\$566
37	\$181		\$243	\$282
39	\$182	\$182	\$193	\$231
41	\$146	\$178	\$211	\$201
43	\$825			\$917
44	\$236	\$246	\$259	\$254
46	\$253	\$118		
47	\$285	\$239		\$209
48	\$221	\$226	\$248	\$231
49	\$185	\$185	\$251	\$262
50				\$256
51			\$223	\$226
52	\$410	\$459		
53				\$719
54			\$263	\$92
55	\$221	\$200	\$218	\$238
56	\$258			
57	\$234		\$277	\$241
58	\$517	\$452	\$511	
63	\$660	\$644	\$702	\$477
66	\$495	\$444		\$444
67	\$248			\$400
71	\$293	\$363	\$250	\$354
74	\$384	\$377	\$387	
76				\$123
79				\$404
97				\$189

Description of Calculation

Total custodial work costs (contractor and district operated), divided by total student enrollment.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Factors that Influence

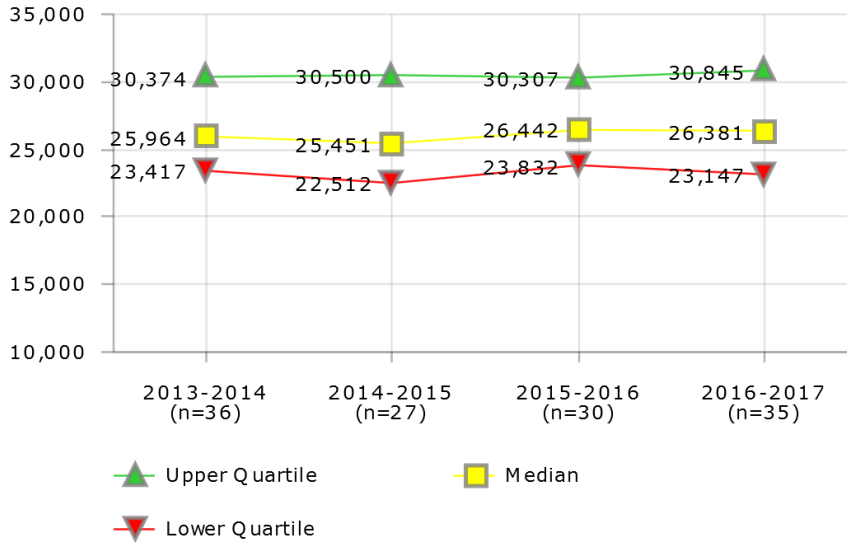
- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Boston Public Schools
- Chicago Public Schools
- Dallas Independent School District
- Metropolitan Nashville Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Palm Beach County School District
- Pinellas County Schools
- San Antonio Independent School District

MAINTENANCE & OPERATIONS

Custodial Workload



Description of Calculation

Total square footage of non-vacant buildings that are managed by the district, divided by total number of district custodial field staff. This measure only applies to district-operated sites.

Importance of Measure

This measurement is a very good indicator of the workload for each custodian. It allows districts to compare their operations with others to evaluate the relative efficiency of the custodial employees. A value on the low side could indicate that custodians may have additional assigned duties, or have opportunities for efficiencies as compared to districts with a higher ratio. A higher number could indicate a well managed custodial program or that some housekeeping operations are assigned to other employee classifications. It is important for a district to examine what drives the ratio to determine the most effective workload.

Factors that Influence

- Assigned duties for custodians
- Management effectiveness
- Labor agreements
- District budget

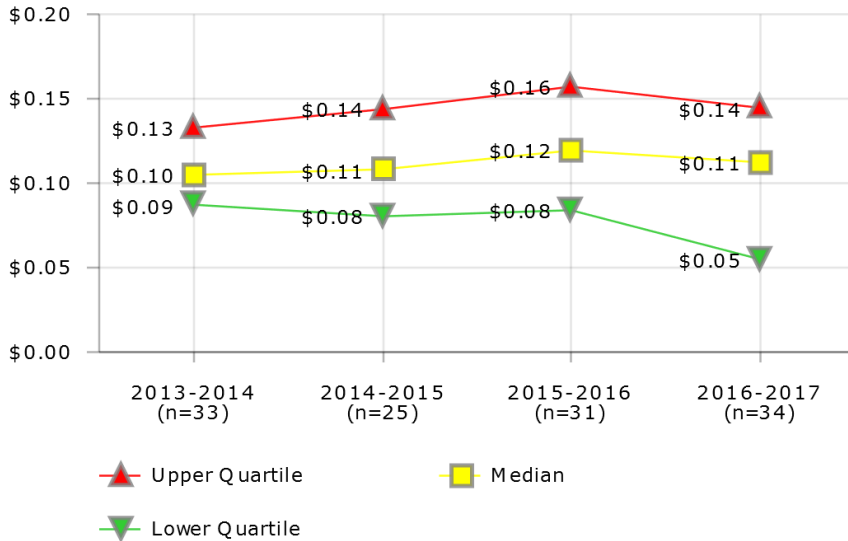
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- St. Louis Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	32,886			
2	24,409	22,512		
3	30,596	31,110	31,110	31,448
4	30,029	32,499	27,451	32,635
5	28,888	28,694		
7	30,331	30,331	30,331	30,331
8	23,250	23,565	23,832	23,590
9	23,836			23,350
10	17,729	17,479	17,916	16,994
12	24,173	25,027	24,405	23,147
13	27,861	23,686	27,627	26,691
14	26,019	25,102	26,466	26,381
16	24,016	27,455	25,667	25,335
19	24,658			26,434
20	30,580	30,500	30,307	30,845
21	25,955	25,752		
26				29,852
28	30,996		49,780	
29				28,258
30	39,030	38,372	33,528	30,984
33	29,213			
34	23,585	23,185	22,944	
35			24,454	24,182
37	25,806		26,257	24,822
39	20,181	20,342	19,626	18,838
41	27,621	28,986	29,298	29,794
43	23,879		24,348	24,348
44	15,625	18,018	20,721	19,010
46	21,559	19,528		
48	26,168	25,475	27,225	31,092
49	21,849	21,849	24,751	24,830
51			42,865	42,865
52	30,721	30,504	28,297	
53				21,695
55	30,417	31,842	29,972	29,313
57	44,399		44,838	44,838
58	19,157	23,414	21,927	
63	31,506	32,718	32,718	32,375
66	25,973	25,451	26,418	27,037
67	16,878			24,112
71	12,422	18,850	20,584	19,876
76			17,293	17,293
79				33,823
97				22,877
431				21,538

MAINTENANCE & OPERATIONS

Custodial Supply Cost per Square Foot



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$0.13			
2	\$0.09	\$0.09		
3	\$0.15	\$0.18	\$0.14	\$0.14
4	\$0.16	\$0.17	\$0.16	\$0.12
5	\$0.13	\$0.15		
7	\$0.06	\$0.07	\$0.08	\$0.07
8	\$0.07	\$0.07	\$0.07	\$0.06
9	\$0.12		\$10.35	\$0.01
10	\$0.12	\$0.13	\$0.12	\$0.11
12	\$0.11	\$0.14	\$0.12	\$0.12
13	\$0.08	\$0.09	\$0.05	\$0.09
14	\$0.04	\$0.04	\$0.04	\$0.04
16	\$0.09	\$0.09	\$0.10	
19	\$0.26			\$0.24
20	\$0.21	\$0.21	\$0.25	\$0.23
21	\$0.08	\$0.11		
26				\$0.11
28	\$0.24		\$0.09	
30	\$0.04	\$0.05	\$0.03	\$0.04
32		\$0.04	\$0.05	\$0.04
33	\$0.06			
34	\$0.17	\$0.17	\$0.17	
35			\$0.19	\$0.14
37	\$0.11		\$0.12	\$0.13
39	\$0.15	\$0.11	\$0.10	\$0.15
41	\$0.10	\$0.08	\$0.09	\$0.06
43	\$0.10		\$0.12	\$0.11
46				\$0.01
48	\$0.10	\$0.12	\$0.15	\$0.11
49	\$0.05	\$0.02	\$0.01	\$0.04
51			\$0.24	\$0.16
52	\$0.18	\$0.14	\$0.16	
53				\$1.50
55	\$0.10	\$0.10	\$0.11	\$0.08
57	\$0.10		\$0.11	\$0.11
58	\$0.09	\$0.09	\$0.16	
63			\$0.05	\$0.20
66	\$0.11	\$0.11	\$0.11	\$0.10
67	\$0.12			\$0.01
71	\$0.10	\$0.15	\$0.13	\$0.18
76			\$0.12	\$0.17
79				\$0.03
97				\$0.05
431				\$0.12

Description of Calculation

Total custodial supply cost of district-operated custodial services, divided by total square footage of buildings managed by the district. This measure only applies to district-operated sites.

Importance of Measure

This measure is an important indicator of the efficiency of the custodial operations. The value is impacted not only by operational effectiveness, but also by labor costs, material and supply costs, supervisory overhead costs as well as other factors. This indicator can be used as an important comparison with other districts to identify opportunities for improvement in custodial operations to reduce costs.

Factors that Influence

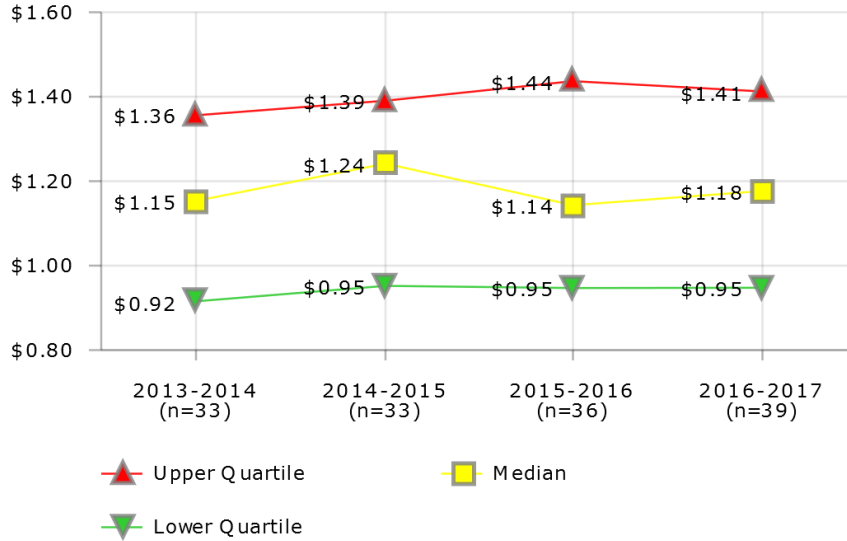
- Cost of labor
- Cost of supplies and materials
- Scope of duties assigned to custodians

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Clark County School District
- Fresno Unified School District
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Pinellas County Schools
- Toledo Public Schools

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Square Foot



Description of Calculation

Cost of district-operated maintenance work plus cost of contractor-operated maintenance work, divided by total square footage of non-vacant buildings.

Importance of Measure

This provides a measure of the total costs of routine maintenance relative to the district size (by building square footage).

Factors that Influence

- Age of infrastructure
- Experience of maintenance staff
- Training of custodial staff to do maintenance work
- Deferred maintenance backlog

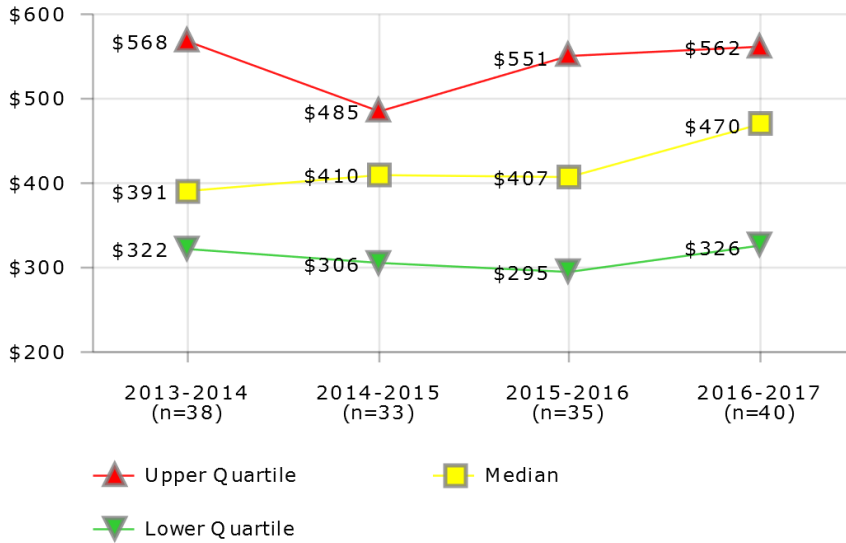
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Broward County Public Schools
- Denver Public Schools
- Detroit Public Schools
- District of Columbia Public Schools
- El Paso Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Orange County Public School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$0.71			
2	\$0.65	\$0.67		
3	\$1.00	\$1.09	\$1.06	\$0.90
4		\$1.05	\$1.65	\$1.17
5	\$1.01	\$0.92		
7	\$1.38	\$0.61	\$1.28	\$1.47
8	\$0.92	\$1.00	\$0.96	\$1.08
9	\$1.15	\$1.24	\$1.27	\$1.39
10		\$1.06	\$0.96	\$0.96
12	\$0.92	\$0.95	\$0.59	\$1.20
13	\$1.26	\$1.52	\$1.05	\$0.95
14	\$1.30	\$1.19	\$1.24	\$1.23
16		\$1.05	\$1.35	\$1.33
18	\$0.94	\$1.42	\$1.45	\$1.39
19	\$1.34			
20	\$1.25	\$1.36	\$1.37	\$1.43
21	\$0.83	\$1.62		
23	\$1.07			
28		\$1.57	\$1.58	\$1.41
29				\$0.78
30	\$1.32	\$1.33	\$0.93	\$1.21
32		\$0.91	\$0.83	\$1.63
33	\$1.38			
34	\$1.33	\$1.32	\$1.25	
37	\$0.69		\$0.81	\$0.93
39	\$1.53	\$1.56	\$1.72	\$1.62
41		\$1.39	\$1.08	\$1.06
43	\$1.36		\$1.61	\$1.80
44	\$1.44	\$1.55	\$1.67	\$1.79
46		\$1.26	\$1.08	\$0.79
47	\$1.56	\$1.48	\$1.42	\$1.46
48		\$0.75	\$0.80	\$0.83
49	\$0.67	\$0.68	\$0.66	\$0.86
50				\$0.60
51			\$1.03	\$1.15
52	\$1.88	\$1.48	\$1.76	
53				\$0.61
54			\$1.20	\$1.43
55	\$1.32	\$1.38	\$1.51	\$1.18
57	\$0.61		\$0.63	\$1.25
58	\$0.55	\$0.55	\$0.93	
63	\$0.65	\$0.82	\$0.91	\$1.22
66	\$1.08	\$1.04	\$1.06	\$1.10
67	\$2.56			\$2.70
71	\$1.02	\$1.24	\$1.50	\$1.07
74	\$1.70	\$1.31	\$1.39	\$1.40
76			\$1.01	\$1.05
97				\$1.02
431				\$0.85

MAINTENANCE & OPERATIONS

Routine Maintenance - Cost per Work Order



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$169			
2	\$205	\$230		
3	\$554	\$492	\$576	\$484
4	\$438	\$317	\$447	\$386
5	\$659	\$475		
6	\$1,093			
7	\$436	\$186	\$390	\$465
8	\$259	\$285	\$255	\$302
9	\$403	\$485	\$597	\$766
10	\$275	\$268	\$231	\$225
12	\$373	\$399	\$295	\$530
13	\$673	\$692	\$551	\$525
14	\$242	\$250	\$239	\$244
16		\$274	\$378	\$257
18	\$647	\$461	\$507	\$567
19	\$496			
20	\$357	\$450	\$426	\$860
21	\$322	\$516		
23	\$331			
25				\$1,210
28	\$568	\$466	\$567	\$487
29				\$556
30	\$1,026	\$1,045	\$768	\$866
32		\$621	\$600	\$1,225
33	\$340			
34		\$1,272	\$252	
35				\$517
37	\$368		\$517	\$494
39	\$440	\$417	\$489	\$475
41	\$294	\$455	\$407	\$351
43	\$498		\$520	\$534
44	\$179	\$187	\$206	\$246
46	\$326	\$330	\$312	\$259
47	\$568	\$448	\$430	\$452
48	\$357	\$375	\$326	\$343
49	\$322	\$306	\$310	\$356
50				\$650
51			\$123	\$249
52	\$872	\$622	\$778	
53				\$193
54			\$242	\$2,388
55	\$347	\$354	\$403	\$357
57				\$3,236
58	\$379	\$410	\$702	
63	\$415	\$355	\$385	\$629
66	\$404	\$390	\$427	\$514
67	\$597			\$417
71	\$170	\$206	\$243	\$182
74	\$828	\$661	\$623	
76			\$369	\$373
97				\$363
431				\$310

Description of Calculation

Total costs of all routine maintenance work, divided by total number of routine maintenance work orders.

Importance of Measure

This provides a measure of the costs of each routine maintenance work order.

Factors that Influence

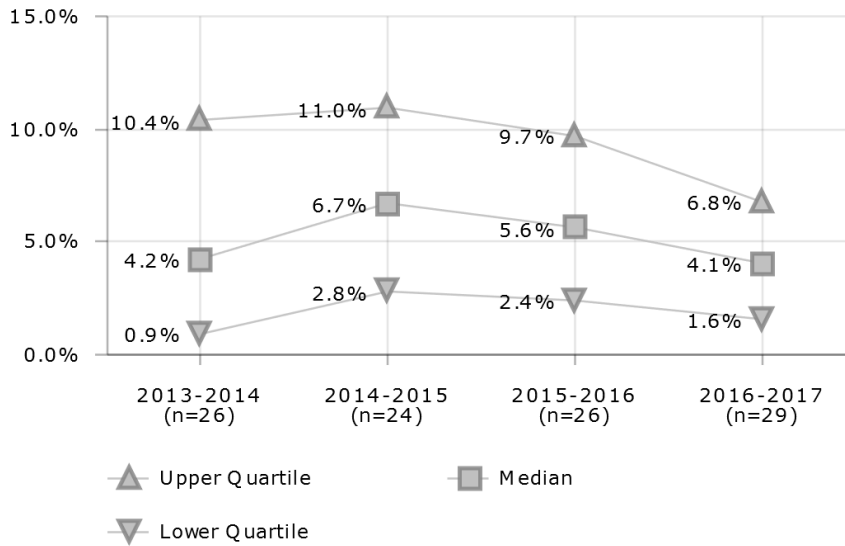
- Age of infrastructure
- Experience of maintenance staff
- Training of custodial staff to do maintenance work
- Deferred maintenance backlog

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Palm Beach County School District
- San Diego Unified School District

MAINTENANCE & OPERATIONS

Routine Maintenance - Proportion Contractor-Operated, by Work Orders



Description of Calculation

Number of routine maintenance work orders handled by contractors, divided by total number of routine maintenance work orders.

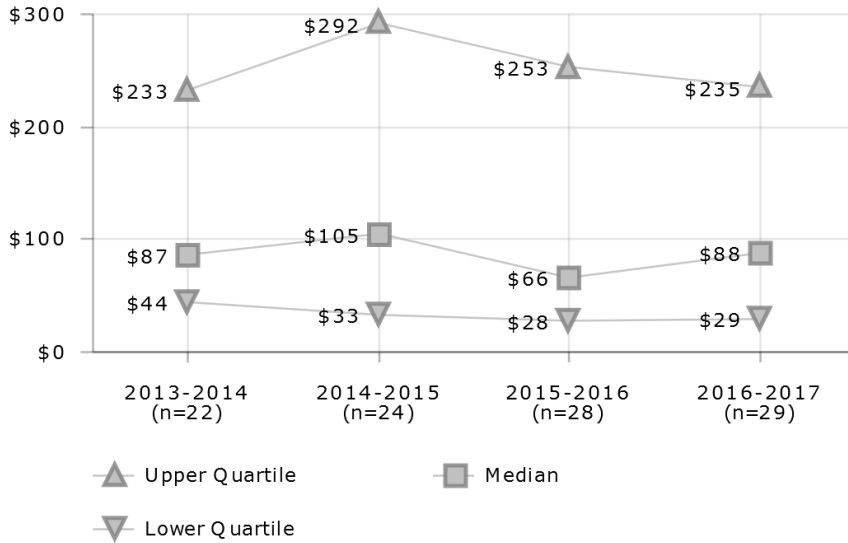
Importance of Measure

Can be used to identify districts that utilize contractors to perform routine maintenance.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.8%			
2	2.5%	3.1%		
3	0.6%	2.1%	2.4%	2.5%
4		10.9%	0.4%	0.3%
10	15.3%	12.9%	13.2%	12.6%
12	4.6%	7.0%	9.7%	6.2%
13	0.8%	0.8%	4.0%	3.7%
14	12.4%	18.4%	20.0%	23.9%
16	0.8%	0.8%	2.0%	1.3%
18		0.2%	1.2%	1.6%
20	0.9%	6.4%	6.4%	6.5%
21	3.0%	3.0%		
23	12.9%			
25				4.2%
28	10.4%	13.5%	4.8%	6.0%
30	4.2%	7.6%	6.2%	5.2%
32		4.0%	5.2%	5.2%
34		9.0%	0.8%	
37	2.5%			
39	20.0%	20.0%	20.0%	0.3%
41	1.0%	2.6%	3.3%	2.1%
43	6.7%		7.9%	13.9%
44	4.3%	4.5%	9.6%	6.8%
46	10.8%	12.2%	11.4%	16.4%
48	5.8%	11.0%	11.3%	12.4%
49	10.4%	9.2%	6.1%	3.4%
51			0.0%	3.4%
52	8.8%	8.9%	10.1%	
54			7.7%	1.2%
57				44.9%
66	0.4%	0.4%	4.8%	4.1%
67	0.3%			0.3%
71	0.9%	3.9%	2.5%	0.9%
74	100.0%			
76			2.1%	3.0%
79				0.1%
97				8.0%

MAINTENANCE & OPERATIONS

Major Maintenance - Cost per Student



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$44			
2		\$13		
3	\$233	\$230	\$272	\$629
4		\$511	\$253	\$288
5	\$105	\$73		
7	\$508	\$354	\$253	\$235
8	\$20	\$43	\$45	\$69
9		\$42	\$12	\$24
10			\$86	\$88
12			\$379	\$181
13	\$90	\$90	\$59	\$65
14	\$52	\$21	\$20	\$21
16		\$121	\$85	
18			\$45	
19	\$106			\$552
21	\$584	\$507		
23	\$132			
28		\$16	\$20	\$20
30	\$83	\$172	\$271	\$205
32			\$2	\$35
34	\$1,029	\$1,021	\$28	
37	\$82			
39	\$82	\$131	\$73	\$31
41		\$410	\$612	\$664
43	\$288		\$501	\$688
44	\$73	\$28	\$5	\$128
48		\$35	\$27	\$23
49	\$170	\$123	\$210	\$200
50				\$70
52	\$271	\$402		
53				\$41
55	\$32	\$29	\$30	\$29
56	\$21		\$30	
57			\$363	\$316
63				\$116
66	\$33	\$31	\$15	\$22
67	\$6			\$21
71		\$146	\$124	\$239
74		\$53	\$60	
76				\$16
77			\$101	
97				\$109

Description of Calculation

Total cost of major maintenance work divided by total student enrollment.

Importance of Measure

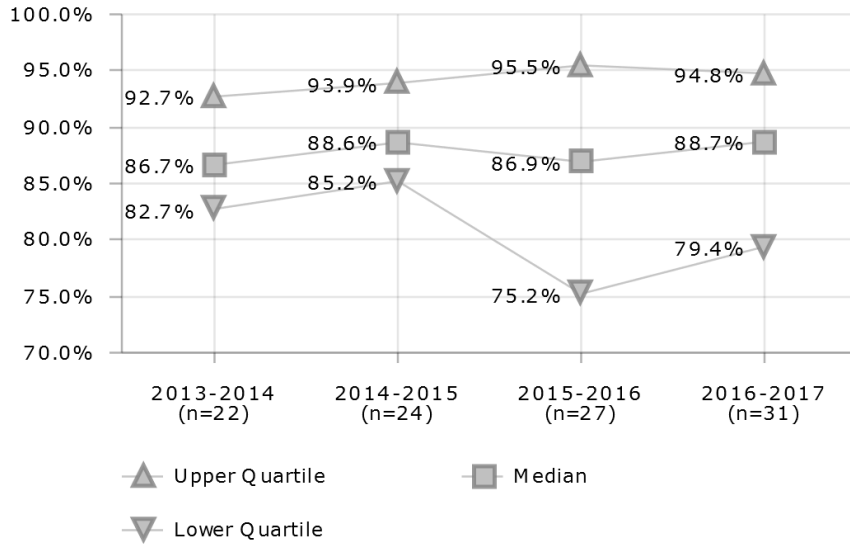
This looks at the cost of major maintenance projects relative to the size of the district (by student enrollment).

Factors that Influence

- Number of capital projects
- Deferred maintenance backlog
- Passage of bond measures
- Age of infrastructure
- District technology plan

MAINTENANCE & OPERATIONS

Major Maintenance - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Construction costs of major maintenance/minor renovation projects, divided by total costs of all major maintenance/minor renovation projects.

Importance of Measure

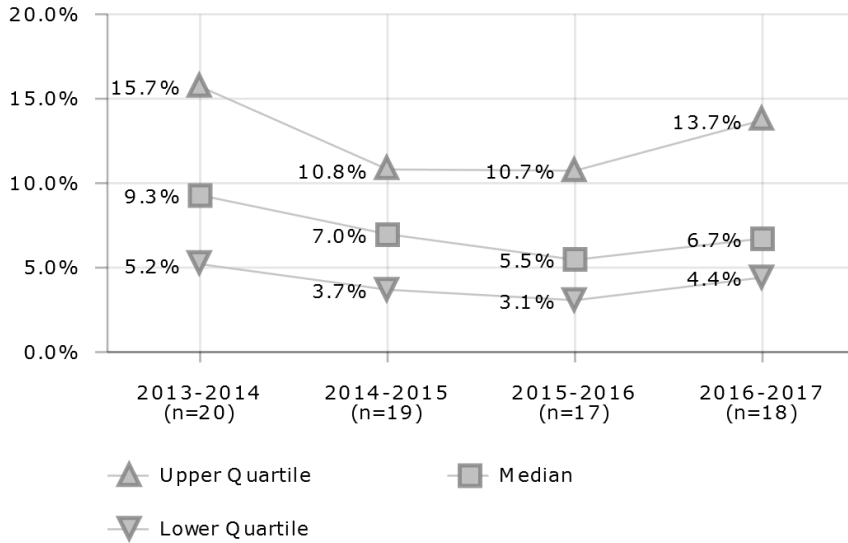
This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	96.2%			
3	86.8%	85.3%	94.9%	85.5%
4		88.8%	82.8%	88.7%
5	85.5%	87.4%		
7	83.9%	81.3%	75.2%	72.7%
8	82.6%	92.2%	76.5%	88.1%
9		93.8%	98.7%	87.0%
10		91.5%	93.0%	94.8%
12			100.0%	96.8%
13	99.4%	99.4%	92.5%	91.9%
14	54.2%	30.4%	41.1%	41.0%
16		88.4%	93.3%	93.3%
18			18.6%	
19	92.7%			64.5%
21	89.7%	87.3%		
23	82.7%			
28		78.5%	58.0%	59.1%
30	89.9%	94.4%	93.3%	91.6%
32				83.9%
33	79.9%			
34	87.8%	94.0%	75.0%	
37	83.0%			
39	100.0%	100.0%	100.0%	100.0%
41		90.3%	86.9%	81.0%
43	74.2%		62.8%	79.4%
44	86.5%	89.4%	45.2%	82.8%
48		76.2%	79.5%	80.7%
49	91.7%	88.5%	91.9%	94.6%
50				92.2%
52	80.0%	84.7%	83.8%	
53				89.7%
55	100.0%	100.0%	100.0%	100.0%
56	100.0%			
57			95.5%	95.5%
63				54.8%
66	85.2%	85.2%	79.3%	78.6%
67				100.0%
71		86.2%	85.6%	35.4%
74		100.0%	100.0%	100.0%
76			100.0%	95.8%
97				90.1%



MAINTENANCE & OPERATIONS

Major Maintenance - Design to Construction Cost Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
3	11.3%	12.4%	1.9%	14.8%
4	4.3%	2.2%	1.5%	5.8%
5	5.1%	8.4%		
7	14.4%	12.2%	10.7%	13.7%
8	1.8%	0.6%	4.0%	
9		0.2%	1.4%	14.9%
10	4.6%	6.3%	5.1%	4.1%
12				3.3%
14	3.8%	2.5%	0.2%	5.9%
16		8.9%	6.0%	6.0%
18			141.6%	
19	5.4%			
21	6.9%	9.8%		
23	17.0%			
28	31.9%	10.8%	6.2%	6.1%
30	8.6%	4.8%	5.5%	7.4%
32				10.0%
34	11.6%	3.7%		
37	9.9%			
41	18.0%	8.8%	13.5%	21.2%
43	24.1%			20.5%
44	10.2%	6.8%	46.3%	13.4%
49	6.1%	7.0%	4.9%	1.7%
50				8.5%
52	19.5%	11.1%	11.1%	
57			3.1%	3.1%
66	5.8%	5.8%		
71		11.0%	7.2%	
76				4.4%

Description of Calculation

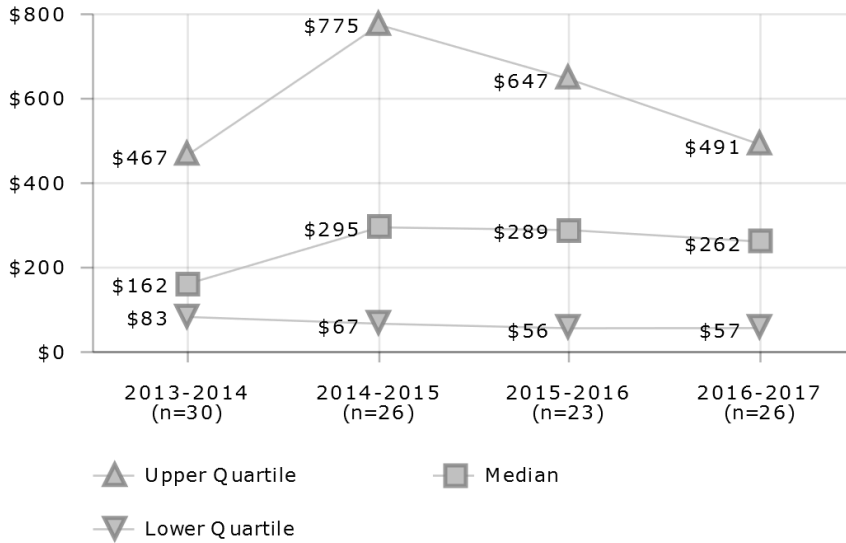
Design costs of all major maintenance/minor renovation projects, divided by construction costs of all major maintenance/minor renovation projects.

Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

MAINTENANCE & OPERATIONS

Renovations - Cost per Student



Description of Calculation

Total cost of renovations divided by total student enrollment.

Importance of Measure

This indicates the level of spending on major renovations relative to the size of the district (by student enrollment).

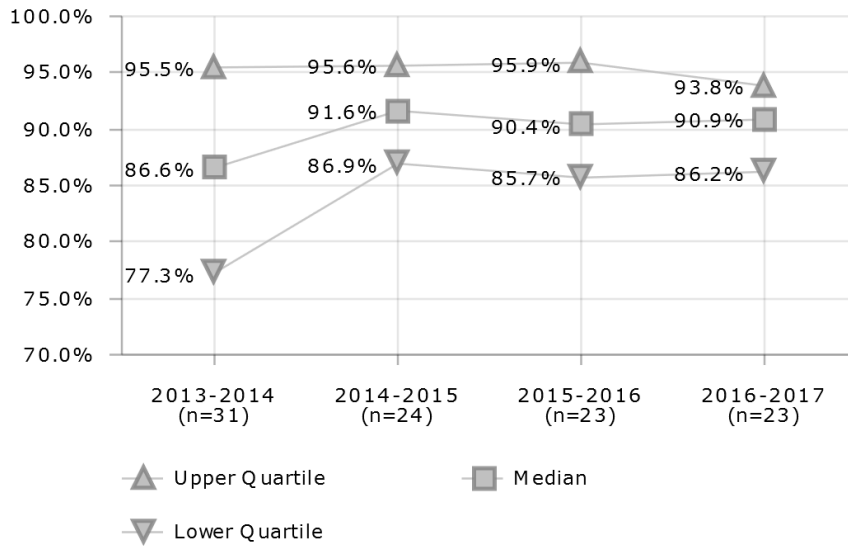
Factors that Influence

- Number of capital projects
- Age of infrastructure
- District technology plan

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$147			
3	\$397	\$444	\$408	\$934
4	\$97	\$122	\$51	\$55
5	\$387	\$781		
6	\$195			
7	\$60	\$775	\$514	\$245
8	\$11	\$12	\$5	\$4
9		\$67	\$27	\$230
10	\$169		\$137	\$84
12	\$725	\$1,240	\$1,392	\$871
13		\$30		\$134
14	\$83	\$393	\$379	\$366
16	\$533	\$640	\$570	
18	\$154	\$198		
20	\$467	\$147		\$278
21	\$7	\$9		
23	\$21			
25				\$19
28		\$99	\$1,928	\$719
30	\$89	\$100	\$289	\$183
34		\$446	\$56	
37	\$547		\$565	
39	\$674	\$960	\$1,720	\$4,786
43	\$274		\$954	\$491
44	\$1	\$43	\$63	
46	\$13	\$23	\$33	\$240
48	\$709	\$786	\$688	\$427
49	\$130	\$124	\$164	\$322
52	\$661	\$1,630		
53				\$582
54				\$2
55	\$384	\$442	\$70	\$57
57	\$262			\$10
58	\$99	\$53		
63	\$1,336	\$1,658	\$170	
66			\$25	\$52
71	\$101	\$723	\$647	\$884
74	\$26			
76				\$451
97				\$366

MAINTENANCE & OPERATIONS

Renovations - Delivered Construction Costs as Percent of Total Costs



District	2013-2014	2014-2015	2015-2016	2016-2017
1	46.0%			
3	78.6%	82.9%	95.6%	61.3%
4	89.6%	93.2%	84.8%	89.0%
5	63.2%	71.2%		
6	85.4%			
7	77.3%	87.0%	85.6%	87.2%
8	74.2%			49.8%
9		83.8%	85.7%	87.8%
10	86.6%	91.4%	90.0%	90.1%
12	92.9%	95.1%	95.9%	90.9%
13		88.2%		77.9%
14	91.9%	98.4%	98.7%	98.6%
16	88.1%	87.9%	87.8%	
18	96.1%	96.1%		
20	100.0%	100.0%		95.2%
23	87.0%			
28	80.2%	93.9%	96.5%	93.1%
30	75.6%	90.7%	94.8%	91.0%
33	83.0%			
34		90.1%	75.0%	
37	78.1%		89.0%	
39	96.4%	98.3%	98.5%	99.5%
43	85.3%		95.9%	93.8%
44	53.1%	86.0%	87.3%	
46	50.8%			93.7%
48	92.8%	93.7%	90.4%	93.8%
49	86.6%	86.9%	90.6%	96.0%
52	82.1%	92.4%	92.4%	
53				86.2%
55	95.5%	91.8%	90.1%	92.2%
57	99.8%			
58	100.0%	100.0%		
63	98.3%	99.2%	96.6%	
66			80.7%	96.9%
71	70.9%	76.3%	76.7%	83.3%
74	100.0%			
76			93.1%	87.2%
97				75.8%

Description of Calculation

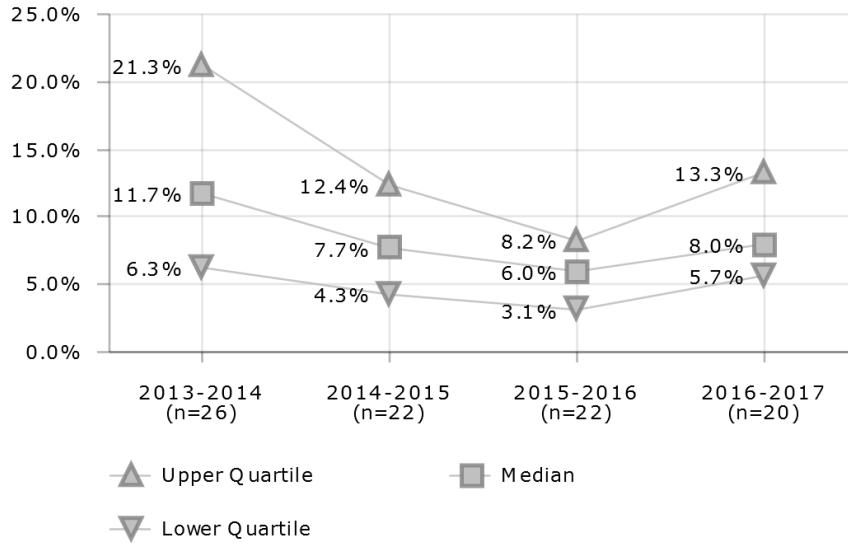
Construction costs of major rehab/renovation projects, divided by total costs of all major rehab/renovation projects.

Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

MAINTENANCE & OPERATIONS

Renovations - Design to Construction Cost Ratio



Description of Calculation

Design costs of all major rehab/renovation projects, divided by construction costs of all major rehab/renovation projects.

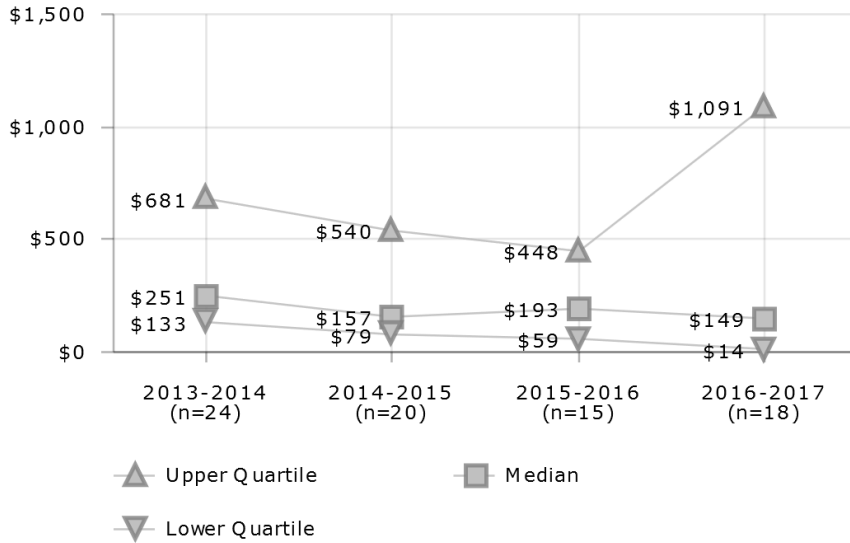
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	84.4%			
3	21.2%	19.8%	3.8%	60.1%
4	4.3%	2.2%	1.5%	5.8%
5	43.7%	33.7%		
6	13.0%			
7	14.6%	12.8%	13.6%	8.1%
8	7.8%	15.0%	7.0%	
9		11.1%	1.0%	12.0%
10	11.5%	5.8%	6.2%	6.0%
12	6.3%	4.3%	3.1%	7.9%
13		2.7%		23.3%
14	6.1%	1.0%	0.8%	0.9%
16	12.0%	12.4%	12.4%	
18	0.9%	0.9%		
20				2.8%
23	10.6%			
28	24.6%	6.4%	3.4%	6.6%
30	25.6%	9.8%	4.4%	8.1%
33	19.4%			
34	84.8%	6.5%		
37	21.3%		8.1%	
43	3.4%		0.8%	0.2%
44	6.8%	7.9%	7.5%	
46			8.2%	6.7%
48	6.7%	5.8%	9.9%	5.5%
49	10.9%	9.1%	5.8%	2.8%
52	17.4%	7.5%	7.5%	
53				15.0%
55	4.6%	8.9%	11.0%	8.5%
63	0.0%	0.1%	0.2%	
71	35.8%	27.3%	25.5%	14.6%
76			5.6%	9.0%
97				23.7%

MAINTENANCE & OPERATIONS

New Construction - Cost per Student



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$185			
4	\$422	\$1,665	\$59	\$8
5	\$17	\$38		
6	\$174			
7	\$666			
8	\$235			\$2
9		\$8	\$193	\$1,091
10	\$65		\$168	\$169
12	\$266	\$83		
13		\$16		\$17
14	\$1,812	\$1,075	\$1,210	\$1,182
16	\$834	\$886	\$502	
18	\$385	\$494	\$225	
20	\$697	\$147		
23	\$2,969			
28		\$851		
30		\$160	\$5	
37	\$1,092		\$334	
39	\$86	\$14	\$61	\$129
41	\$106	\$129	\$196	\$40
44	\$68	\$127		
46			\$22	
47	\$617	\$218		\$1,187
48	\$199	\$191	\$560	\$2,682
49	\$114	\$74	\$83	\$446
51				\$354
52	\$152	\$586		
55	\$156	\$213	\$448	\$523
57	\$2,041			\$6,508
66				\$4
71	\$563	\$154	\$8	\$12
76				\$99
97				\$14

Description of Calculation

Total costs of new construction projects, divided by total student enrollment

Importance of Measure

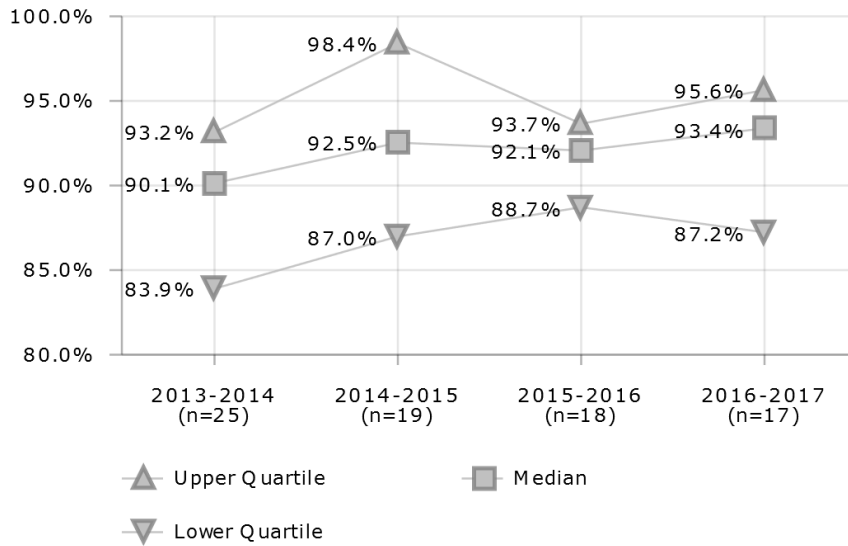
This looks at the total amount of construction spending relative to district size (by student enrollment).

Factors that Influence

- Number of capital projects
- Population growth trends
- Quality of buildings

MAINTENANCE & OPERATIONS

New Construction - Delivered Construction Costs as Percent of Total Costs



Description of Calculation

Delivered construction costs of new construction projects, divided by total costs of all new construction projects.

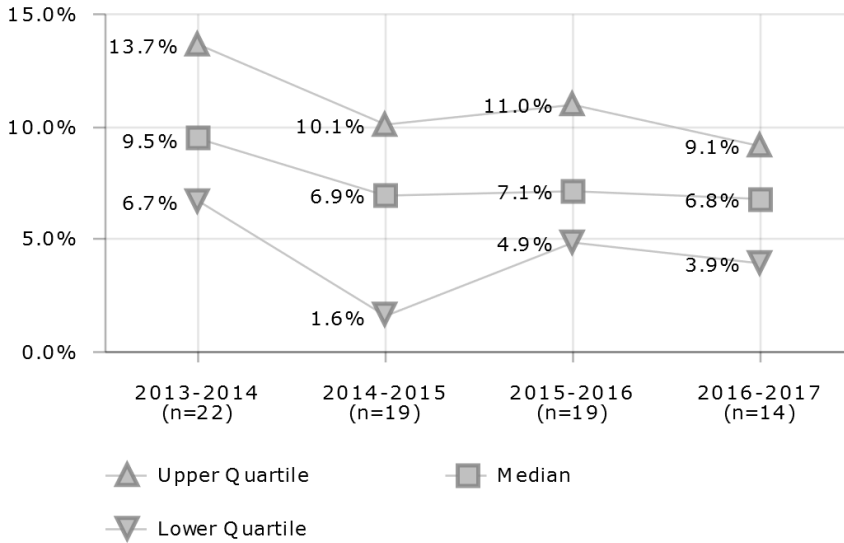
Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs and personnel costs.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	27.9%			
4	83.4%	98.2%	92.0%	76.8%
5	51.8%			
6	87.9%			
7	88.2%			
8	91.0%			23.6%
9		99.3%	43.1%	91.4%
10	83.9%	89.1%	92.1%	94.7%
12	95.9%	88.4%		
13		83.5%		94.2%
14	93.2%	98.4%	98.7%	98.6%
16	86.6%	87.0%	87.5%	
18	98.8%	98.8%	82.5%	
20	96.1%	100.0%		
23	94.8%			
28	92.5%	95.5%		
30		99.6%	88.7%	
37	33.1%		92.2%	
39	98.6%		98.6%	99.3%
41	83.3%	94.3%	96.3%	91.3%
44	87.7%	92.5%		
47	90.4%	68.1%	90.5%	88.5%
48	91.1%	90.6%	89.4%	94.0%
49	88.2%	45.7%	91.3%	96.6%
51				87.2%
52	70.2%	92.5%	92.8%	
54				100.0%
55	91.0%	96.6%	94.0%	95.6%
57	96.6%		93.2%	93.4%
66				3.3%
71	90.1%	84.7%	50.5%	
76			93.7%	84.5%

MAINTENANCE & OPERATIONS

New Construction - Design to Construction Cost Ratio



District	2013-2014	2014-2015	2015-2016	2016-2017
4	19.1%	1.6%	1.4%	6.6%
5	77.9%			
6	10.9%			
7	12.0%			
8	8.9%	7.4%	7.0%	61.8%
9		0.7%	131.6%	9.0%
10	13.5%	10.1%	6.4%	3.9%
12	2.6%	6.9%		
13		9.7%		2.4%
14	6.1%	1.0%	0.8%	0.9%
16	13.7%	13.0%	13.0%	
18		0.2%	18.6%	
20	4.1%			
23	4.7%			
28	7.6%	4.5%		
30		0.4%	11.0%	
37	20.2%		4.4%	
41	17.0%	4.1%	2.5%	7.4%
44	12.1%	7.1%		
46			7.2%	
47	9.3%	42.3%	10.0%	12.4%
48	6.7%	5.8%	9.9%	6.0%
49	8.8%	107.4%	5.0%	2.1%
51				9.1%
52	37.4%	7.5%	7.5%	
55	9.6%	3.5%	6.4%	4.6%
57	2.9%		7.1%	7.0%
71	6.9%	14.8%	90.6%	
76			4.9%	9.4%

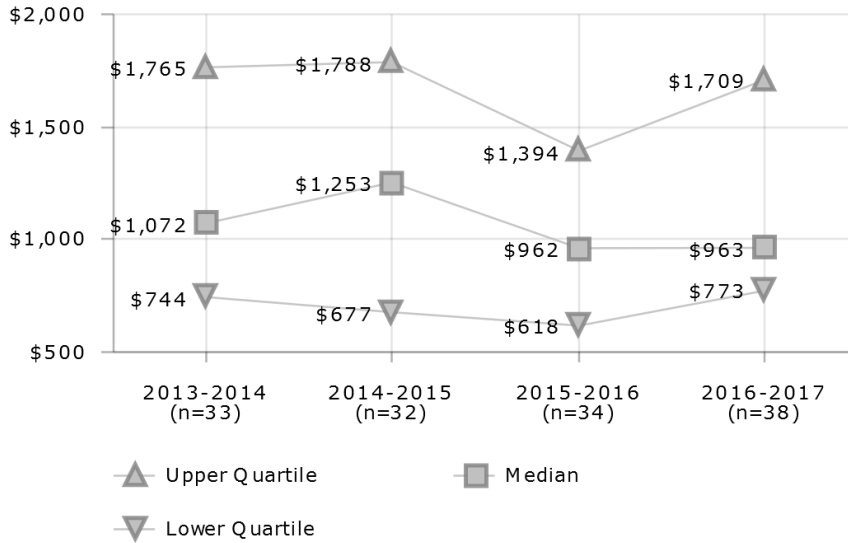
Description of Calculation

Design costs of all new construction projects, divided by construction costs of all new construction projects.

Importance of Measure

This can be used to evaluate the cost of delivered construction relative to design costs.

MAINTENANCE & OPERATIONS  
M&O Cost per Student



Description of Calculation

Total custodial costs (district and contractor) plus total grounds work costs (district and contractor) plus total routine maintenance costs (district and contractor) plus total major maintenance/ minor renovations costs plus total major rehab/ renovations divided by enrollment.

Importance of Measure

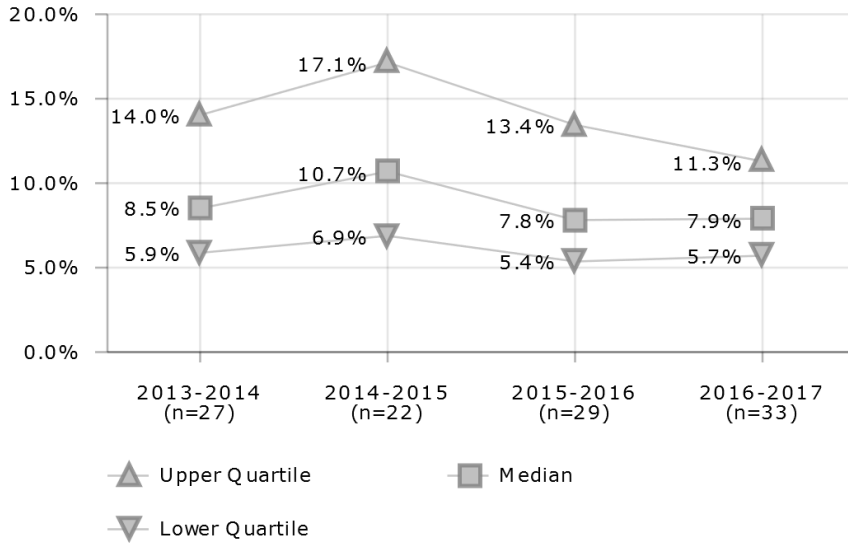
This is a broad view of the costs of maintenance, operations and facilities work. Expenditures may fluctuate drastically depending on the number of capital projects.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$858			
2		\$2,659		
3	\$1,245	\$1,311	\$1,394	\$2,210
4		\$2,824	\$914	\$891
5	\$980	\$1,361		
7	\$1,844	\$1,588	\$1,344	\$1,127
8	\$624	\$543	\$427	\$449
9	\$406	\$527	\$631	\$1,763
10			\$834	\$794
12	\$1,624	\$1,995	\$2,386	\$1,847
13	\$548	\$595	\$537	\$717
14	\$2,422	\$1,955	\$2,123	\$2,091
16	\$1,623	\$2,019	\$1,571	
18	\$959	\$1,206	\$771	\$553
19	\$1,072			\$1,800
20	\$1,765	\$919	\$618	\$895
21	\$1,353	\$1,386		
23	\$3,609			
25				\$938
28		\$1,300	\$2,636	\$1,408
30	\$802	\$1,107	\$1,161	\$988
32		\$525	\$485	\$622
34		\$2,493	\$1,049	
35			\$347	\$892
37	\$2,080		\$1,301	\$476
39	\$1,279	\$1,539	\$2,327	\$5,434
41		\$983	\$1,251	\$1,141
43	\$1,793		\$2,925	\$2,639
44	\$598	\$673	\$574	\$641
46	\$608	\$471	\$361	\$439
47	\$1,208	\$741		\$1,667
48		\$1,398	\$1,679	\$3,517
49	\$741	\$651	\$864	\$1,409
50				\$697
51			\$435	\$817
52	\$1,970	\$3,522		
53				\$1,472
54			\$475	
55	\$1,013	\$1,111	\$1,009	\$1,051
56	\$407			
57	\$2,715		\$8,157	\$7,403
58	\$744	\$626	\$702	
63	\$2,208	\$2,570	\$1,188	\$1,013
66	\$804	\$699	\$728	\$773
67	\$812			\$773
71	\$1,149	\$1,621	\$1,310	\$1,709
74	\$725	\$681	\$705	
76				\$930
79				\$483
97				\$882



MAINTENANCE & OPERATIONS

M&O Costs Ratio to District Operating Budget



District	2013-2014	2014-2015	2015-2016	2016-2017
1	9.1%			
2		19.5%		
3			5.1%	13.4%
4		22.7%	7.5%	7.2%
5	10.9%			
7	14.9%	7.3%	11.8%	9.7%
8	7.9%	6.9%	5.4%	5.7%
9	5.2%	6.8%	7.6%	20.7%
10			8.5%	7.5%
12		11.5%	13.4%	
13	7.3%	7.8%	5.8%	
14	26.6%	21.0%	22.3%	22.0%
16	20.7%	25.7%	21.8%	
18	8.8%			4.2%
19	4.7%			
20	8.5%	3.9%	2.4%	3.5%
21	5.9%	5.8%		
28		13.3%	16.9%	9.0%
30	5.8%	7.7%	7.8%	6.8%
32		6.9%	6.2%	7.9%
34		15.6%	6.7%	
35			1.7%	4.3%
37	22.2%		14.5%	4.4%
39	14.3%	17.1%	25.1%	57.1%
41		9.9%	11.8%	10.9%
43	6.9%		9.6%	9.2%
44				7.0%
46			2.6%	3.2%
47	10.8%	7.0%	21.9%	16.2%
48		14.8%	18.9%	39.0%
49	8.0%		8.0%	39.1%
50				5.7%
51			4.3%	7.2%
52	14.0%			
53				11.3%
54			4.0%	
55				11.1%
56	5.7%			
57	13.1%			34.4%
58	4.6%	4.0%	4.3%	
63	15.4%	17.4%	7.6%	6.5%
66	6.0%			
67	8.4%			6.1%
71	9.3%	12.9%	9.0%	10.9%
74	5.4%			
79				2.4%
97				9.0%
431				2.0%

Description of Calculation

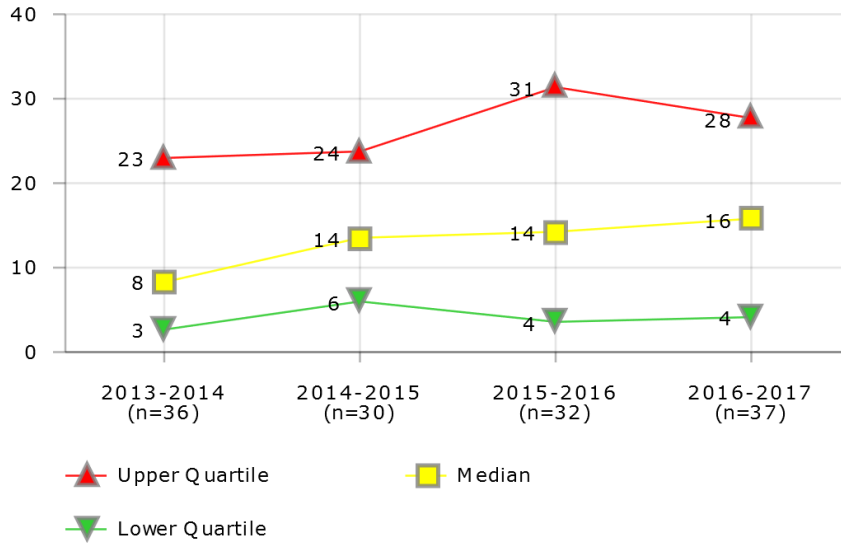
Total custodial costs (district and contractor) plus total grounds work costs (district and contractor) plus total routine maintenance costs (district and contractor) plus total major maintenance/minor renovations costs plus total major rehab/renovations

Importance of Measure

This is a broad view of the costs of maintenance, operations and facilities work. Expenditures may fluctuate drastically depending on the number of capital projects.

MAINTENANCE & OPERATIONS

Work Order Completion Time (Days)



Description of Calculation

Total aggregate number of days to complete all work orders, divided by total number of work orders.

Importance of Measure

This measure is an indicator of a district's timeliness in completing work orders

Districts with lower completion times are more likely to have a management system in place with funding to address repairs.

Factors that Influence

- Number of maintenance employees
- Management effectiveness
- Automated work order tracking
- Labor agreements
- Funding to address needed repairs
- Existence of work flow management process

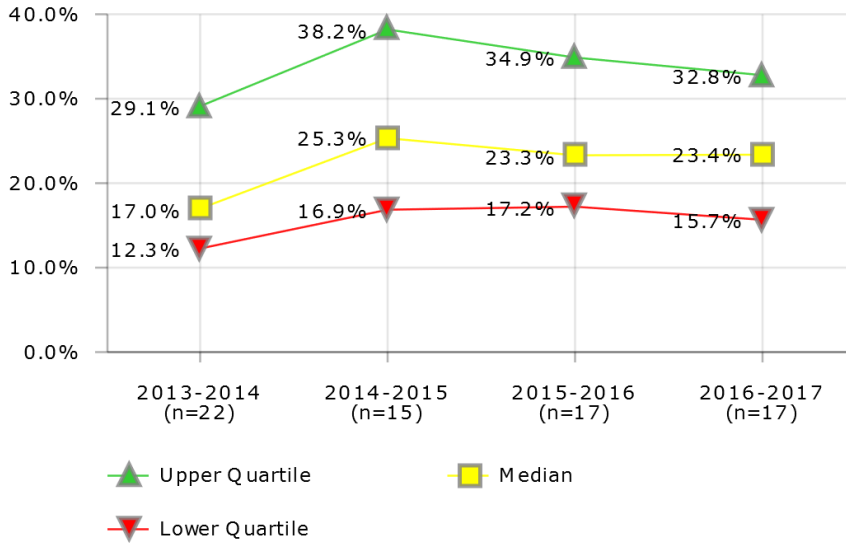
Districts in Best Quartile (2016-2017)

- Chicago Public Schools
- Clark County School District
- Dayton Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Guilford County School District
- Newark Public Schools
- Orange County Public School District
- San Diego Unified School District
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	20			
2	5	5		
3	13	18	31	27
4	7	6	5	4
5	24	29		
7			15	23
8	45	45	27	55
9	2	9	1	1
10	17	17	26	26
12	23	15	26	29
13	53	53	32	35
14	5	5	5	5
16	63	10	4	4
18	3	3	1	28
19	5			2
20	27	12	11	7
21	43	19		
23	10			
25				2
28	7	24	55	12
29				22
30	57	59	40	59
32		38	44	50
33	2			
34			69	
37	140		33	24
39	0	39	24	34
41	23	49	40	19
43	0		68	52
44	7	9	11	10
46	10	10	14	20
47				16
48	19	22		0
49	6	7	0	0
50				1
51			3	14
52	14	9	9	
53				30
54			0	0
55	12	16	16	16
58	0	0	0	
63	2	5	5	6
66	1	1	0	49
67	0			0
71	4	2	2	15
74	0	16	15	
431				5

MAINTENANCE & OPERATIONS

Recycling - Percent of Total Material Stream



District	2013-2014	2014-2015	2015-2016	2016-2017
3	34.2%	46.7%	42.6%	47.3%
5	25.3%	25.3%		
8	15.7%	15.7%	16.4%	16.6%
9	33.6%	30.9%	34.9%	42.9%
12	17.1%	16.9%	17.9%	15.6%
14	37.8%	38.2%	39.5%	28.4%
16		28.9%	33.3%	34.4%
19	16.5%			
20	16.9%	100.0%		
21	14.9%	9.7%		
23	28.2%			
26				27.3%
28	11.6%		100.0%	
30	29.9%	22.8%	23.3%	23.4%
33	1.5%			
37	12.3%		14.9%	14.9%
41	20.1%	21.7%	22.1%	21.3%
43	6.3%		6.8%	5.2%
44			25.9%	25.9%
48	45.4%	53.0%	53.9%	56.0%
52	27.1%	27.1%	27.8%	
55	16.8%	19.8%	17.2%	13.2%
66	11.3%	13.0%	16.0%	15.7%
67	29.1%			32.8%
74	4.8%			
76			17.9%	16.4%

Description of Calculation

Total material stream that was recycled (in tons), divided by total material stream (in tons).

Importance of Measure

This measures the degree to which districts recycle.

Factors that Influence

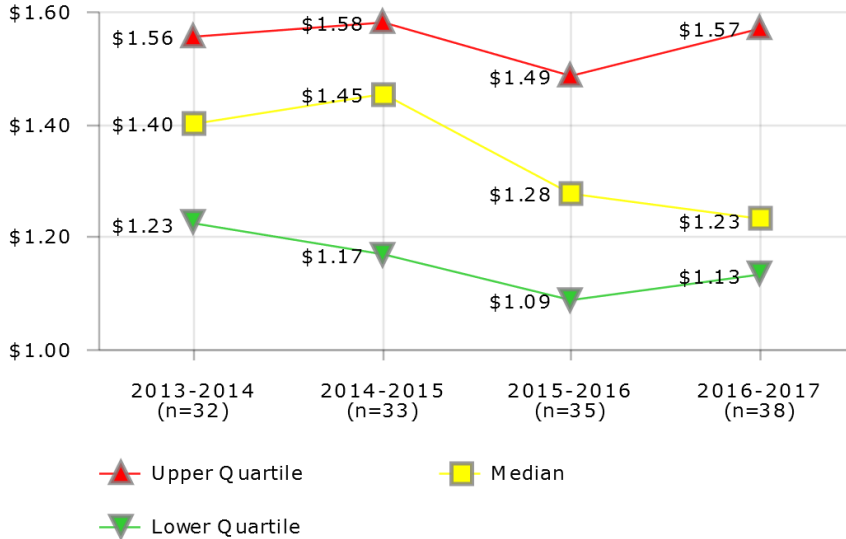
- Placement of recycling bins near waste bins
- Number of recycling bins deployed
- Material collection contracts
- Commitment to environmental stewardship
- State requirements

Districts in Best Quartile (2016-2017)

- Clark County School District
- Fresno Unified School District
- Orange County Public School District
- San Diego Unified School District
- St. Paul Public Schools

MAINTENANCE & OPERATIONS

Utility Costs - Cost per Square Foot



Description of Calculation

Total utility costs (including electricity, heating fuel, water, sewer), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the efficiency of the district's building utility operations

It may also reflect a district's effort to reduce energy consumption through conservation measures being implemented by building occupants as well as maintenance and operations personnel.

Higher numbers signal an opportunity to evaluate fixed and variable cost factors and identify those factors that can be modified for greater efficiency.

Factors that Influence

- Age of buildings and physical plants
- Amount of air-conditioned space
- Regional climate differences
- Customer support of conservation efforts to upgrade lighting and HVAC systems
- Energy conservation policies and management practices

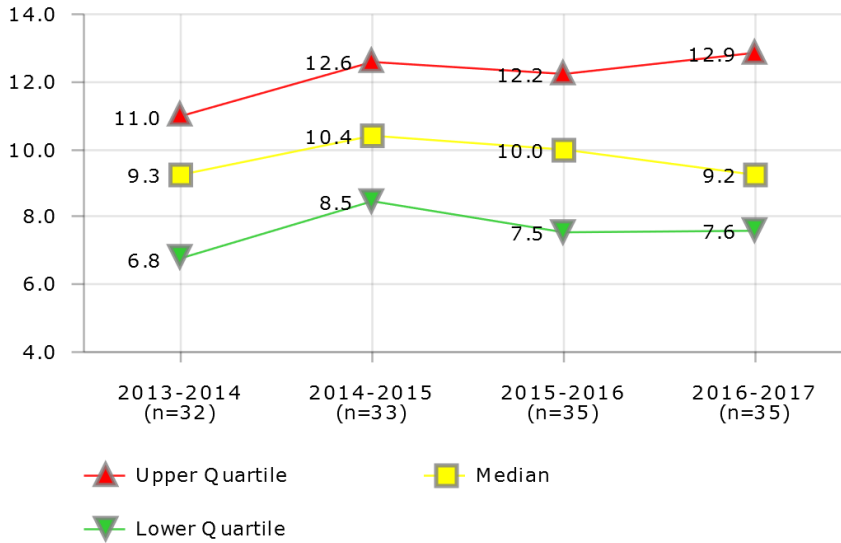
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Dayton Public Schools
- Denver Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$0.54			
2	\$1.42	\$1.54		
3	\$1.29	\$1.02	\$0.89	\$0.99
4		\$1.13	\$1.34	\$1.15
5	\$0.86	\$0.83		
7	\$1.36	\$1.49	\$1.44	\$1.52
8	\$1.10	\$1.13	\$1.07	\$1.07
9	\$1.57	\$1.55	\$1.93	\$1.97
10		\$1.65	\$1.60	\$1.49
12	\$0.96	\$0.93	\$0.89	\$0.94
13	\$1.38	\$1.63	\$1.38	\$1.34
14	\$1.27	\$1.23	\$1.18	\$1.22
16		\$0.96	\$1.03	
18	\$1.43	\$1.67	\$1.45	\$1.19
19	\$1.96			\$1.10
20	\$1.71	\$1.83	\$1.60	\$1.91
21	\$1.50	\$1.39		
23	\$1.55			
28		\$1.60	\$1.61	\$1.56
30	\$1.21	\$1.16	\$1.14	\$1.24
32		\$1.20	\$1.09	\$1.17
33	\$1.33			
34	\$1.51	\$1.61	\$1.66	
37	\$0.77		\$0.84	\$0.94
39	\$1.51	\$1.57	\$1.13	\$1.46
41		\$1.58	\$1.49	\$1.46
43	\$1.37		\$1.28	\$1.21
44	\$1.24	\$1.17	\$1.15	\$1.18
46		\$1.45	\$1.01	\$1.11
47	\$1.96	\$1.75	\$1.75	\$1.73
48		\$1.61	\$1.68	\$1.57
49	\$1.50	\$1.54	\$1.45	\$1.57
50				\$0.62
51			\$1.14	\$1.07
52	\$1.61	\$1.38	\$1.31	
53				\$1.62
54			\$0.89	\$0.92
55	\$1.19	\$1.19	\$1.20	\$1.23
58	\$1.62	\$1.37	\$1.10	
63	\$1.48	\$1.48	\$1.50	\$1.60
66	\$1.36	\$1.31	\$1.23	\$1.13
67	\$1.85			\$2.11
71	\$1.64	\$1.49	\$1.45	\$1.62
74	\$1.18	\$1.05	\$0.93	\$1.14
76			\$1.33	\$1.65
79				\$1.91
97				\$1.50
431				\$1.16

MAINTENANCE & OPERATIONS

Utility Usage - Electricity Usage per Square Foot (KWh)



District	2013-2014	2014-2015	2015-2016	2016-2017
1	6.0			
2	10.5	11.7		
3	6.2	6.2	6.0	6.2
4		9.6	11.6	9.3
5	4.1	4.1		
7	8.6	8.5	8.4	8.5
8	11.2	11.2	11.5	11.9
9	12.2	13.4	13.5	14.3
10		12.6	12.2	12.1
12	8.9	8.5	8.3	8.5
13	14.1	16.5	14.4	14.1
14	6.5	6.2	6.5	6.3
16		5.1	5.1	
18	9.6	11.1	10.1	8.3
19	12.8			
20	12.6	11.8	11.7	12.9
21	8.3	8.9		
23	1.6			
28		14.1	13.5	13.6
30	6.3	6.2	6.2	6.7
32		14.7	15.8	
33	0.1			
34	13.8	13.3	11.2	
37	7.7		6.9	6.6
39	16.6	16.7	16.4	17.3
41		14.5	14.7	14.7
43	7.1		7.5	7.5
44	10.5	10.4	10.0	10.2
46		8.1	7.7	7.7
47	12.3	12.1	12.0	13.0
48		13.1	13.7	13.3
49	10.2	9.8	8.7	8.8
51			9.6	9.1
52	8.4	8.5	7.5	
53				10.4
54			7.8	8.9
55	8.9	9.2	9.1	9.6
58	7.5	6.8	6.1	
63	10.6	10.4	10.6	7.6
66	10.4	10.0	9.8	9.2
67	9.6			8.9
71	10.7	11.2	11.5	12.0
74	5.0	4.8	4.8	4.5
76			13.0	15.0
79				4.8
97				11.0
431				7.1

Description of Calculation

Total electricity usage (in kWh), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the level of electricity usage. Districts with high usage should investigate ways to decrease usage in order to reduce costs.

Factors that Influence

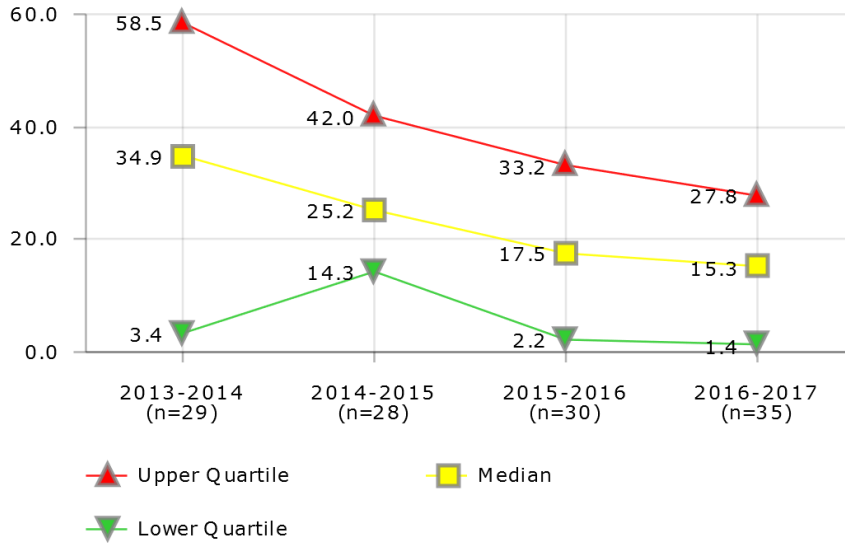
- Use of high-efficiency lightbulbs
- Automated light switches
- Shutdown policy during winter break
- Regulation of heating and air conditioning

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Denver Public Schools
- El Paso Independent School District
- Milwaukee Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- St. Louis Public Schools
- St. Paul Public Schools
- Toledo Public Schools

MAINTENANCE & OPERATIONS

Utility Usage - Heating Fuel Usage per Square Foot (KBTU)



Description of Calculation

Total heating fuel usage (in kBTU), divided by total square footage of all non-vacant buildings.

Importance of Measure

This measures the level of heating fuel usage. Heating fuel can be in a variety of forms, such as fuel oil, kerosene, natural gas, propane, etc. This excludes electricity that is used for heating.

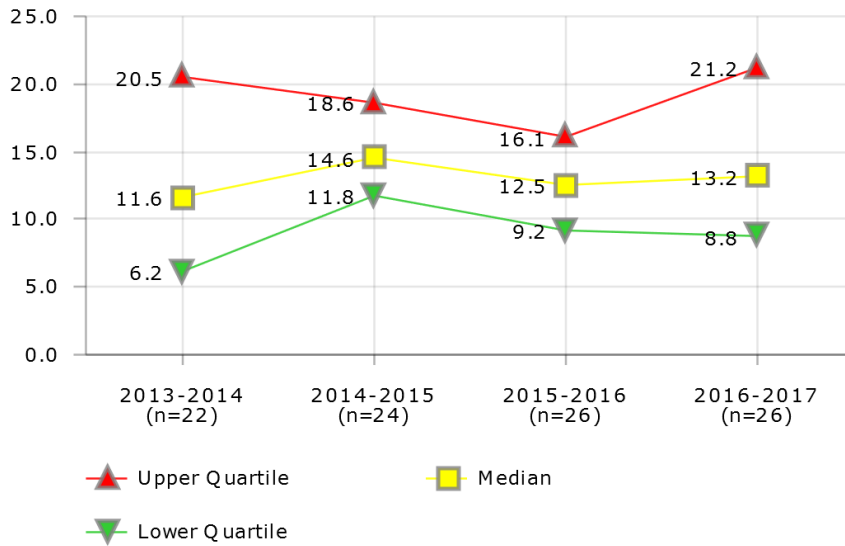
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Columbus Public Schools
- Hillsborough County Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Shelby County School District
- St. Louis Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	19.1			
2	71.1	65.6		
3	49.2	48.1	41.2	43.4
4		30.6	33.2	27.8
5	46.2	37.5		
7		68.3	138.7	140.1
8	1.4	1.3	0.9	1.1
9	13.5	16.0	0.2	16.7
10		0.6	1.5	1.4
12	58.9	23.0	18.0	17.0
14	66.2	0.4	0.4	0.4
16		4.0	5.3	6.0
18	2.2	22.2	15.1	0.1
19	46.7			
20	39.5	34.7	28.0	30.2
21	64.3	54.4		
23	3.4			
28		16.0	11.9	11.1
30	58.5	54.8	45.7	50.1
33	0.4			
34	44.3	36.6	30.3	
35			0.7	0.7
37	0.0		37.6	
39	6.6	10.2	7.0	5.8
41		14.9	10.7	9.6
43	66.5		56.2	52.1
46		44.5	32.4	35.5
47	0.2	20.2	16.8	13.4
48		1.9	2.2	2.1
49	28.7	27.5	21.0	22.9
50				20.3
51			19.6	18.8
52	78.2			
53				19.1
54			0.0	49.0
55	17.3	17.1	17.0	14.6
58	61.5	58.4		
63	0.0	39.5	47.4	0.0
66	34.9	33.6	27.2	26.2
67	0.2			22.4
71	13.8	13.7		0.1
74	52.8		44.2	47.5
76			0.1	9.9
79				0.0
97				0.0
431				15.3

MAINTENANCE & OPERATIONS

Utility Usage - Water (Non-Irrigation) Usage per Square Foot (Gal.)



District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.3			
2		12.3		
3	5.7	9.7	9.2	8.8
4		8.5	9.4	0.0
5	11.6	11.6		
7	6.9	7.3	7.1	7.2
9	20.5			92.7
10		14.4	15.3	15.1
12	11.7	11.9	12.6	12.9
13	63.9	75.0	168.8	37.6
14	24.0	21.6	21.1	20.8
16			6.6	
18			0.0	
19	0.1			
20	8.8	8.7	10.5	11.0
21	12.3	13.9		
28		6.4	9.2	10.4
30	20.9	18.7	21.5	22.8
35			0.3	
37	6.2		6.7	7.9
39		16.5		
41		20.8	23.4	21.2
43	8.9		8.8	8.7
46		18.5	11.8	15.3
47		17.6	15.0	17.7
48		14.7	16.1	15.3
49	30.1	30.7	30.2	32.5
51			12.0	0.0
52	13.7	14.5	13.7	
53				22.9
55	12.1	12.7	12.5	13.1
58	9.8	16.4	13.0	
63	0.0	18.3	22.0	
66	87.4	98.6	13.5	13.3
71	18.6			25.4
74	0.0			0.0
76				11.3
97				12.0

Description of Calculation

Total water usage (in gallons) excluding irrigation, divided by total square footage of all non-vacant buildings.

Importance of Measure

Can be used to evaluate water usage.

Factors that Influence

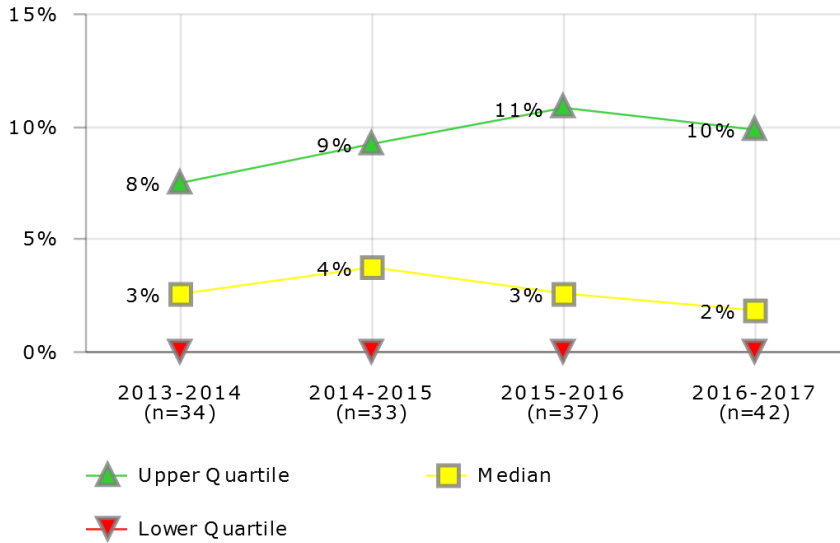
- Low-flow toilets and urinals
- Maintenance of faucet aerators
- Motion-sensor faucets to reduce vandalism

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Denver Public Schools
- Oklahoma City Public Schools
- Pittsburgh Public Schools
- Providence Public Schools
- St. Paul Public Schools
- Wichita Unified School District

MAINTENANCE & OPERATIONS

Green Buildings - Buildings Green Certified or Equivalent



Description of Calculation

Square footage of all permanent buildings (academic and non-academic) with a green building certificate, plus square footage of all permanent buildings (academic and non-academic) that were built in alignment with a green building code but not certified.

Importance of Measure

This measure compares the number of energy efficient or "green" buildings in the district.

Factors that Influence

- Community support for environmental and sustainability measures
- Grant availability
- District policy
- Environmental site assessment
- Local health issues

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Atlanta Public Schools
- Austin Independent School District
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Denver Public Schools
- Guilford County School District
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Providence Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0%			
2	4%	13%		
3	0%	0%	0%	0%
4		0%	0%	0%
5	1%	1%		
7	1%	4%	4%	4%
8	5%	5%	5%	5%
9	5%	5%	5%	6%
10		1%	1%	1%
12	0%	0%	0%	0%
13	0%	0%	0%	0%
14	36%	56%	67%	66%
16	11%	14%	14%	0%
18	0%	0%	0%	0%
19	84%			0%
20	95%	98%	100%	100%
21	0%	0%		
23	31%			
25				4%
28		32%	31%	30%
30	0%	0%	0%	0%
32		1%	1%	1%
33	18%			
34	0%	0%	0%	
35				0%
37	5%		11%	12%
39	8%	8%	9%	9%
41		9%	10%	10%
43	0%		0%	0%
44	5%	5%	5%	5%
46		0%	1%	3%
47	8%	7%	20%	10%
48		23%	20%	23%
49	21%	22%	22%	23%
50				7%
51			0%	0%
52	2%	2%	2%	
53			0%	1%
54			0%	0%
55	0%	0%	1%	0%
57	2%		54%	54%
58	3%	3%	3%	
63	0%	0%	0%	0%
66	4%	4%	4%	4%
67	0%			0%
71	7%	8%	11%	11%
74	0%	11%	11%	11%
76			0%	0%
79				0%
97				7%
431				0%



# Safety & Security

There are a number of performance metrics that can be used to determine a district's relative performance in the area of school safety. For instance, the *use of ID badges and other methods of access control* are important parts of security, as are measures of *use of alarm systems and Expenditures as a Percent of General Fund*. Additionally, personnel preparedness and capacity is measured by looking at **Hours of Training per District Security and Law Enforcement Member** and **District Uniformed Personnel**.

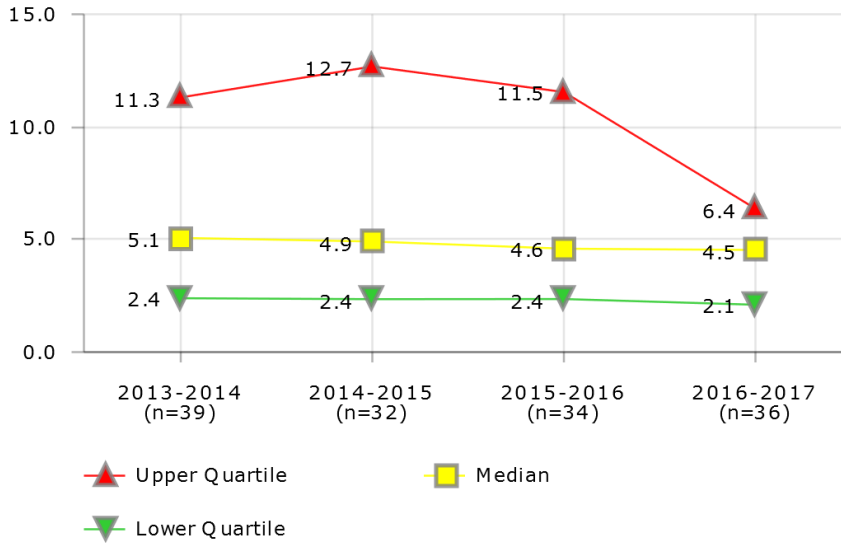
Finally, **People Incidents per 1,000 Students** and **Assault/ Battery Incidents per 1,000 Students** are baseline measures of incidents in a district.

The following influencing factors are likely to apply to these measures:

- Level of crime in the surrounding neighborhoods
- Configuration of school (office, front desk, etc.) to make access control a possibility
- Inclusion of security systems in a district's construction and modernization program
- Utilization of technology such as security cameras to offset the need for more staff
- Documented need for additional safety and security staff—for example, documented crime statistics and trends.

SAFETY & SECURITY

Incidents - Assault/Battery Incidents per 1,000 Students



Description of Calculation

Total number of assault/battery incidents, divided by total student enrollment over one thousand.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Factors that Influence

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

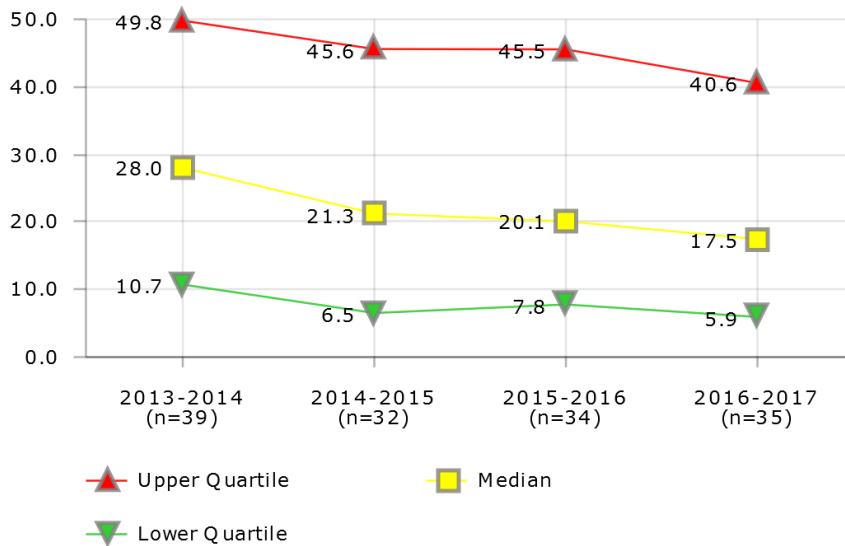
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Duval County Public Schools
- Miami-Dade County Public Schools
- Newark Public Schools
- Pittsburgh Public Schools
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	2.7			
2		22.0	21.4	
3	4.0	2.6	2.6	2.7
4	15.6	17.1	17.8	18.0
6	15.1			
7	2.4		2.5	0.6
8	5.1	4.3	3.4	2.9
9	4.2	4.5	4.4	6.2
10	8.7		9.3	
11	11.1			
12	0.3		1.0	0.7
13	3.0	3.0		
14	3.9	4.8	4.1	3.5
16	3.3	2.1	2.4	
18		7.2	7.2	7.0
19		0.8		4.5
20	0.5	0.3	0.1	0.2
21	10.3	7.5		
23	0.9			
25	1.7	0.8	2.3	1.9
26	12.3	13.5		11.5
28		4.3	5.0	5.6
29				4.4
32	2.0	1.8	1.7	1.6
34	44.1	36.1	27.1	
35		6.2	4.0	2.2
37	6.4		4.6	4.6
39	1.3	1.0	1.6	4.1
41	1.9	1.6	1.6	1.7
43	9.0		7.9	0.9
44	1.4	3.4	1.9	2.0
46	15.9	0.4	4.6	6.2
47	10.0	19.3		14.3
48	15.7	21.6	21.0	12.4
49	3.3	5.2	4.6	5.5
50				6.5
51			11.5	5.3
52	57.7	70.9		
53				5.4
54			6.4	5.9
55	4.4	4.3	2.3	2.9
57	13.1		15.8	13.2
58	11.3	9.4	9.3	
62	1.2			
63	9.7	5.1	14.5	0.6
66	47.2	41.1	59.0	64.8
71	9.4	11.8	12.9	11.3
74	5.9	6.7	6.9	
79				4.5
101	2.7			
431				5.4

SAFETY & SECURITY

Incidents - People Incidents per 1,000 Students



District	2013-2014	2014-2015	2015-2016	2016-2017
1	18.4			
2		40.3	45.7	
3	36.4	15.4	82.5	117.0
4	49.8	57.9	58.1	61.9
6	36.8			
7	23.3		18.9	5.1
8	10.4	10.1	5.8	4.9
9	19.4	22.1	20.2	243.6
10	19.0		24.8	
11	36.2			
12	3.9	24.2	19.2	22.7
13	10.7	11.2		
14	10.7	11.1	12.5	17.5
16	11.0	11.4	11.9	
18		7.7	7.8	7.7
19		1.3		4.5
20	1.7	1.3	1.1	0.9
21	290.1	267.3		
23	17.0			
25	6.8	4.4	5.9	4.1
26	29.0	42.7		40.6
28		13.4	22.1	8.7
29				23.3
32	12.0	4.6	3.8	2.7
34	621.5	78.7	41.0	
35		32.9	14.3	9.2
37	47.6		38.9	43.8
39	3.6	1.7	2.4	16.2
41	3.5	2.1	2.1	2.0
43	28.9		22.5	19.7
44	60.9	44.7	55.7	39.0
46	19.0	1.5	9.9	7.0
47	1,037.1	900.8		770.3
48	35.4	45.3	45.5	36.3
49	150.8	218.7	255.3	228.8
50				8.5
51			11.9	41.4
52	57.9			
54			6.4	5.9
55	5.6	5.4	4.3	5.9
57	28.0		34.0	31.0
58	30.1	26.7	26.4	
62	2.5			
63	89.8	61.1	60.4	33.8
66	109.6	85.0	128.5	160.4
71	17.4	20.4	19.9	18.8
74	36.6	45.9	49.3	
79				9.0
101	235.3			
431				8.1

Description of Calculation

Total number of people incidents, divided by total student enrollment over one thousand.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

Factors that Influence

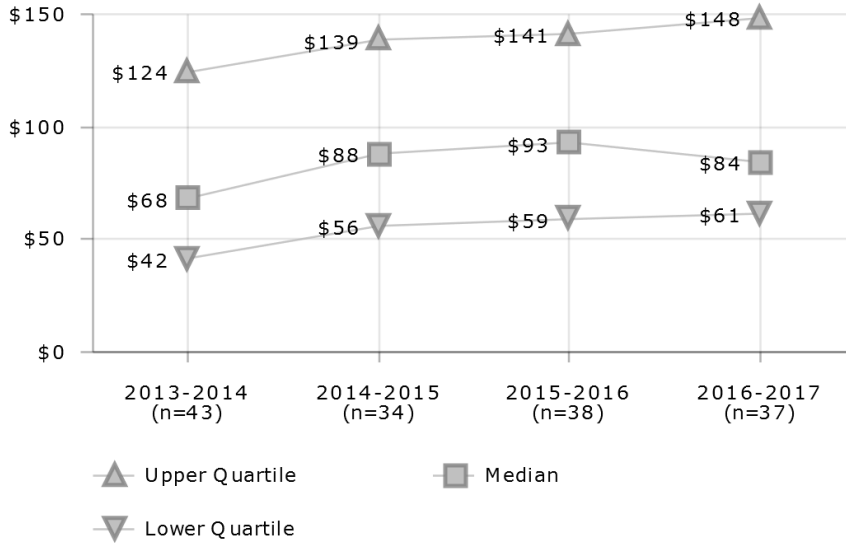
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Enrollment

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Dayton Public Schools
- Miami-Dade County Public Schools
- Newark Public Schools
- Palm Beach County School District

SAFETY & SECURITY

S&S Expenditures per 1,000 Students



Description of Calculation

Total safety and security expenditures, divided by total student enrollment over one thousand.

Importance of Measure

- This measure gives an indication of the level of support for safety and security operations as a percent of district general fund budget
- A low percentage could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

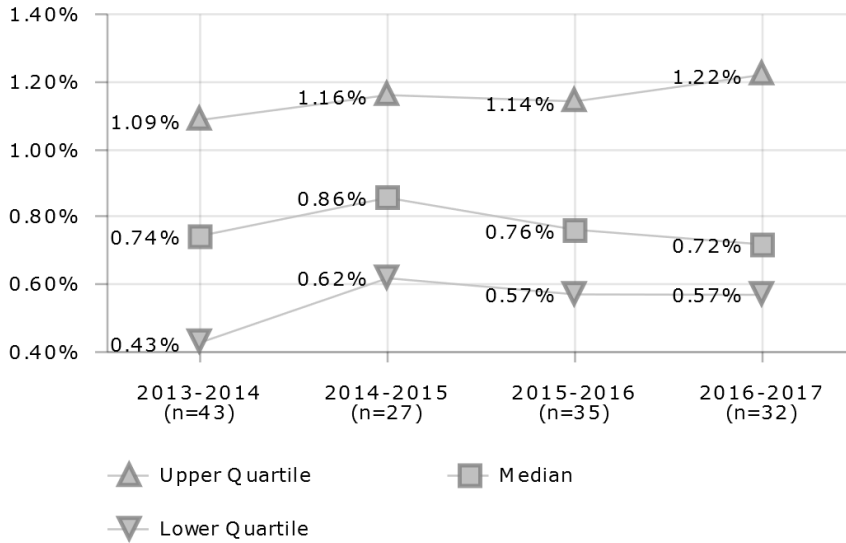
Factors that Influence

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$57			
2		\$166	\$161	
3	\$60	\$67	\$68	\$69
4	\$87	\$87	\$100	\$85
5	\$12	\$26		
6	\$74			
7	\$113		\$62	\$67
8	\$59	\$59	\$59	\$59
9	\$54	\$60	\$60	\$61
10	\$49		\$81	
12	\$27	\$49	\$49	\$64
13	\$19			
14	\$59	\$110	\$112	\$139
16	\$50	\$56	\$52	
18		\$110	\$137	\$148
19	\$170	\$182		\$182
20	\$163	\$159	\$153	\$154
21	\$258	\$241		
23	\$42			
25		\$431	\$504	\$668
26	\$49	\$46		\$53
28		\$85	\$211	\$199
29				\$463
30	\$148	\$136	\$140	\$140
32	\$71		\$54	\$52
34	\$253	\$316	\$332	
35		\$87	\$95	\$121
37	\$68		\$57	\$64
39	\$106	\$106	\$119	\$117
41	\$71	\$91	\$88	\$87
43	\$207		\$257	\$216
44	\$37	\$42	\$50	\$50
46	\$124	\$126	\$141	\$70
47	\$36	\$37		\$36
48	\$27	\$34	\$34	\$38
49	\$42	\$44	\$41	\$45
51			\$61	\$84
52	\$76	\$89		
53				\$30
54			\$139	\$140
55	\$101	\$97	\$96	\$82
56	\$34		\$91	
57	\$224		\$306	\$266
58	\$195	\$179	\$186	
62	\$8		\$15	
63	\$228	\$213	\$264	\$274
66	\$124	\$139	\$135	\$130
67	\$10			
71	\$83	\$76	\$75	\$75
74	\$4	\$4	\$5	
77	\$61	\$57	\$59	
79				\$259
97				\$65
101	\$84			
431				\$53

SAFETY & SECURITY

S&S Expenditures Percent of District Budget



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.63%			
2		1.22%	1.14%	
3			0.25%	0.42%
4	0.67%	0.71%	0.84%	0.70%
5	0.14%			
6	0.73%			
7	0.95%		0.57%	0.61%
8	0.77%	0.76%	0.76%	0.76%
9	0.75%	0.82%	0.76%	0.74%
10	0.52%		0.85%	
12	0.17%	0.28%	0.28%	0.32%
13	0.26%			
14	0.66%	1.20%	1.20%	1.49%
16	0.65%	0.73%	0.73%	
18		0.95%		1.20%
19	0.81%			
20	0.78%	0.68%	0.59%	0.60%
21	1.15%	1.03%		
23	0.41%			
25	1.90%	1.87%	2.04%	
26	0.35%	0.34%		
28	1.35%	0.87%	1.36%	1.27%
30	1.10%	0.99%	0.99%	1.03%
32	0.88%		0.71%	0.68%
34	2.05%	2.04%	2.21%	
35		0.47%	0.49%	0.60%
37	0.74%		0.65%	0.63%
39	1.19%	1.19%	1.29%	1.24%
41	0.82%	0.94%	0.84%	0.84%
43	0.83%		0.87%	0.77%
44	0.43%	0.50%	0.57%	0.56%
46	0.79%	0.85%	1.06%	0.51%
47	0.32%	0.35%	0.35%	0.35%
48	0.33%	0.37%	0.39%	0.43%
49	0.46%		0.38%	1.26%
50				4.16%
51			0.63%	0.76%
52	0.55%			
53				0.23%
54			1.16%	
55	1.19%	1.11%	1.07%	0.87%
56	0.53%		1.08%	
57	1.09%			1.24%
58	1.24%	1.16%	1.15%	
62	0.06%		0.14%	
63	1.59%	1.44%	1.68%	1.77%
66	1.00%			
67	0.11%			
71	0.69%	0.62%	0.53%	0.49%
74	0.03%			
77		0.86%	0.76%	
79				1.31%
97				0.68%
101	1.40%			
431				0.58%

Description of Calculation

Total safety and security expenditures, divided by district operating expenditures.

Importance of Measure

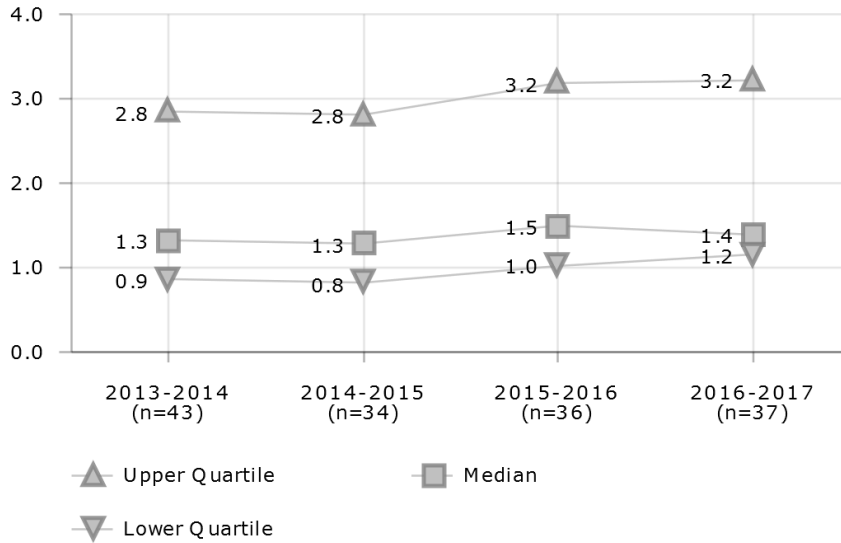
This measure gives an indication of the level of support for safety and security operations as a percent of district general operating budget

A low percentage could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

Factors that Influence

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

**SAFETY & SECURITY**  
**S&S Staff per 1,000 Students**



**Description of Calculation**

Total safety and security staff, divided by total student enrollment over one thousand.

**Importance of Measure**

This measure gives an indication of the level of support for safety and security operations as a ratio to student enrollment

A low ratio could be an indication that security needs are not being met by the district or that other revenue sources are needed to support security for district staff and students

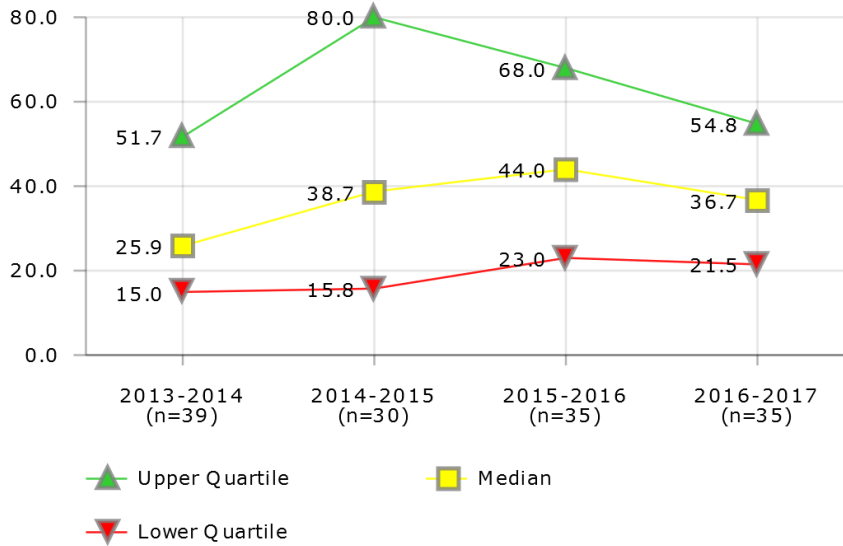
**Factors that Influence**

- Overall general fund budget
- Level of crime statistics of surrounding neighborhoods
- District policy for security
- Budget allocations

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.3			
2		2.8	2.7	
3	1.7	0.7	1.6	1.7
4	1.3	1.3	1.3	1.3
5	2.8	2.8		
6	1.7			
7	1.6		1.6	1.3
8	1.1	1.3	0.9	0.9
9	0.6	0.6	0.6	0.7
10	1.1		1.2	
12	0.3	0.6	0.6	0.7
13	0.9	0.8		
14	2.3	2.4	2.4	2.4
16	0.5	0.6	0.6	
18		1.3	1.2	1.2
19	2.4	2.5		3.2
20	3.6	3.7	3.8	3.8
21	4.8	4.8		
23	1.2			
25	6.3	6.6	6.3	7.1
26	1.4	1.4		1.4
28		1.4	3.1	2.0
29				7.5
30	3.7	3.5	3.7	3.4
32	0.5		3.2	3.2
34	4.8	4.9	7.4	
35		1.3	1.4	1.5
37	1.5		1.5	1.7
39	1.1	1.2	1.3	1.3
41	1.1	1.2	1.2	1.2
43	2.9		3.4	3.5
44	0.7	0.7	0.7	0.7
46	1.8	1.7	1.7	1.7
47	1.3	1.2		1.3
48	0.8	0.8	0.8	0.8
49	0.6	0.6	0.5	0.6
51			1.5	1.2
52	1.3	1.2		
53				0.7
54			3.9	3.2
55	1.5	1.4	1.3	1.2
56	0.5			
57	5.5		6.2	5.7
58	3.3	2.9	2.9	
62	0.3		0.1	
63	5.1	5.0	5.4	5.6
66	8.5	2.8	2.9	3.3
67	1.8			
71	1.1	1.1	1.1	1.2
74	0.5	0.5	0.5	
79				2.4
97				0.7
101	1.3			
431				1.0

SAFETY & SECURITY

Training Hours per Safety/Security personnel



District	2013-2014	2014-2015	2015-2016	2016-2017
1	21.3			
2	85.8	90.8	103.6	
3	67.2	82.4	24.6	23.9
4	25.9	34.5	43.6	41.3
5	0.2			
6	1.3			
7	6.3		6.7	
8	106.3	84.8	170.6	174.3
9	34.8		61.3	36.7
10	70.9		63.1	
12		4.3		52.4
13		1.5		
14	84.6	88.2	44.0	50.0
16	82.8	59.7	68.7	66.5
18		41.0	46.4	
19	33.9	80.0		5.0
20	22.6	24.0	23.0	23.0
21	116.2	6.9		
25	0.2	0.2	4.8	16.6
26		2.0	13.5	6.8
28	28.8	15.8		95.0
29				0.1
30	15.0	7.5	7.0	7.4
32	8.1		19.4	15.4
33	24.0			
34	22.6	35.2	35.6	
35		67.0	41.0	41.1
37	51.7		53.9	50.9
39	22.6	123.0	52.7	35.7
41	43.1	40.6	40.6	41.3
43			26.0	21.5
44	28.8		16.3	17.9
46	49.0	60.0	60.0	54.8
47	95.2	96.2	94.0	66.8
48	13.4	37.5	68.0	70.3
49	18.0	18.0	53.8	11.2
51			18.6	22.3
52	28.8	35.1	33.7	
53				45.5
54			245.3	22.2
55	15.6	46.5	60.2	43.8
56	34.6			
57	4.0	40.0	75.1	80.0
63	109.1	111.8	125.0	160.3
66	20.5		28.0	31.0
67	0.8			
71	17.5	31.1	155.8	139.8
74	13.2	14.3	15.6	
79				24.2
101	31.0			
431				25.0

Description of Calculation

Total number of hours of safety-related drills and trainings for all safety and security personnel, divided by total number of safety and security personnel.

Importance of Measure

Most school districts complete crisis response training prior to the opening of each school year.

Factors that Influence

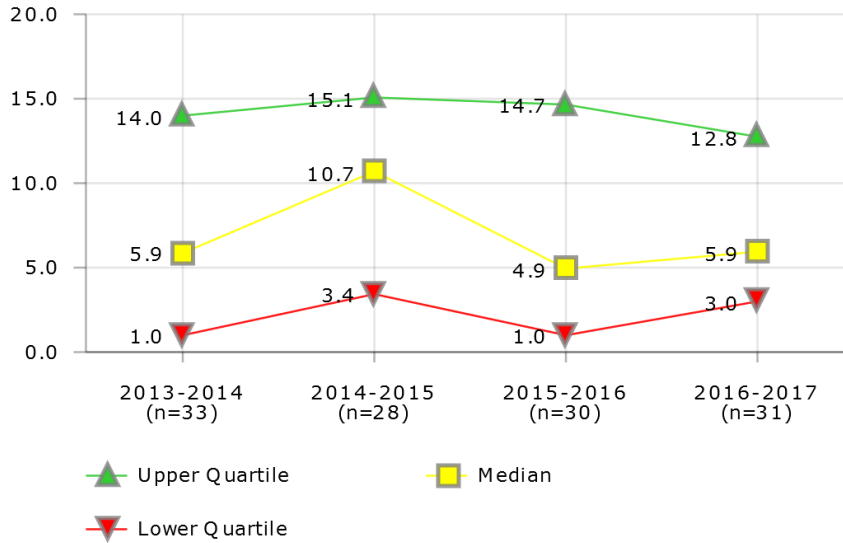
- Emergency response priority with school/district leadership
- Emergency response resources
- Thoroughness of school/district crisis response plan
- Weather

Districts in Best Quartile (2016-2017)

- Atlanta Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Cleveland Metropolitan School District
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Palm Beach County School District
- San Diego Unified School District
- St. Louis Public Schools

SAFETY & SECURITY

Crisis Response Teams - Drills per Team



Description of Calculation

Total number of team drills conducted by crisis response teams, divided by the total number of crisis response teams.

Importance of Measure

Ideally, district sites with a designated crisis response team have all conducted drills of some sort.

Factors that Influence

- Geography of district
- Priorities of district leadership
- Previous traumatic events or crisis
- Emergency response resources
- Updated procedures and protocols

Districts in Best Quartile (2016-2017)

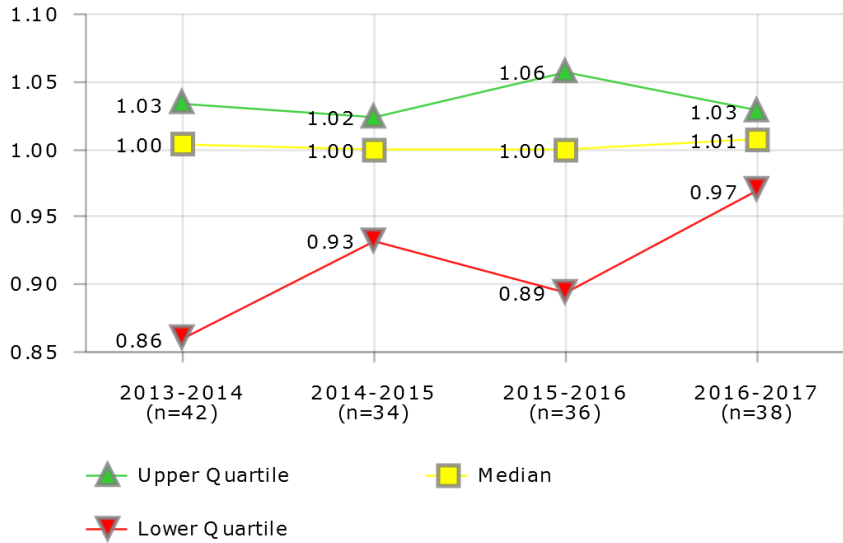
- Atlanta Public Schools
- Austin Independent School District
- Columbus Public Schools
- Des Moines Public Schools
- El Paso Independent School District
- Houston Independent School District
- Metropolitan Nashville Public Schools
- Palm Beach County School District

District	2013-2014	2014-2015	2015-2016	2016-2017
2	0.4	18.0	17.6	
3	10.6	10.8	1.1	11.2
4	2.0	3.5	4.0	6.0
5	12.8	10.4		
6	0.7			
7			2.9	3.5
8	14.0	14.0	14.0	14.0
9	10.0	10.6	8.8	
12	20.1	22.6	13.9	12.8
13	1.0	0.7		
14	3.4	3.4	3.4	3.4
16	3.0	4.0		4.0
18				0.1
20	3.9	3.9	3.9	3.9
21	4.9	4.4		
23	2.0			
25	0.9	0.9	0.9	10.0
26	5.9	5.9	5.4	5.4
28	21.5	24.2	21.6	17.8
29				9.1
32	0.0	0.0	0.0	0.0
35		25.8	21.7	27.4
37	16.0		16.6	6.4
39		0.1	1.0	20.9
41	9.2	15.2	4.5	4.5
43	0.0		0.1	
44	0.2		12.5	0.9
47	16.9	16.9	16.9	16.9
48	10.3	11.1	12.1	12.0
49	14.4	14.4	14.7	0.0
51			3.0	3.0
52	10.9	10.8	11.0	
53				2.0
54				5.9
55	0.0	0.0	0.0	0.0
57	9.0	15.0	0.1	8.0
58	2.0			
63			0.7	
66	64.1	0.2	0.2	
71	15.2	15.2	14.7	16.0
74	14.2	14.7	15.0	3.9
97				2.0
101	1.0			
431				15.8



SAFETY & SECURITY

Crisis Response Teams - Teams per Academic Site



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.01	0.01	0.01	1.01
2	0.94	1.00	1.06	
3	1.00	1.00		1.03
4	1.06	1.06	1.06	1.06
5	1.01	0.93		
6	0.80			
7	0.02		1.01	1.02
8	1.76	1.72	1.72	1.72
9	1.00	1.03	1.03	1.01
10	0.00		0.86	
12	1.03	1.11	1.11	1.11
13	0.71	1.00		
14	0.92	0.92	0.92	1.00
16	0.73	0.00	1.02	0.00
18				0.97
19				0.04
20	1.05	1.05	1.05	1.05
21	3.08	3.20		
23	1.01			
25	1.06	1.06	1.06	1.00
26	1.02	1.02	1.03	1.03
28	1.06	0.99	0.97	1.00
29				1.08
30	1.00	1.00	31.00	1.00
32	1.00	1.00	1.00	1.00
35		1.00	1.00	1.00
37	1.18		1.00	1.00
39	0.10	0.13	0.00	0.05
41	1.00	1.00	1.00	1.02
43	0.84		0.85	0.85
44	0.89	0.01	0.02	1.02
46	0.25	0.17	0.17	
47	1.01	1.01	1.01	1.01
48	1.06	1.06	1.06	0.96
49	1.02	1.02	1.02	1.02
51			0.01	0.01
52	1.01	1.00	1.09	
53				1.01
54			1.00	1.01
55	1.01	0.99	0.99	1.14
56	1.00			
57	1.00	0.93	0.74	0.75
58	0.86	1.00	1.00	
63	0.04	0.04	0.04	0.04
66	1.03	0.97	0.97	0.96
67	1.05			
71	1.02	1.02	1.12	1.10
74	1.02	1.02	0.98	1.10
97				1.01
101	1.10			
431				1.01

Description of Calculation

Total number of crisis response teams, divided by the total number of academic sites.

Importance of Measure

Districts should build capacity to respond to crises by having designated crisis response teams.

Factors that Influence

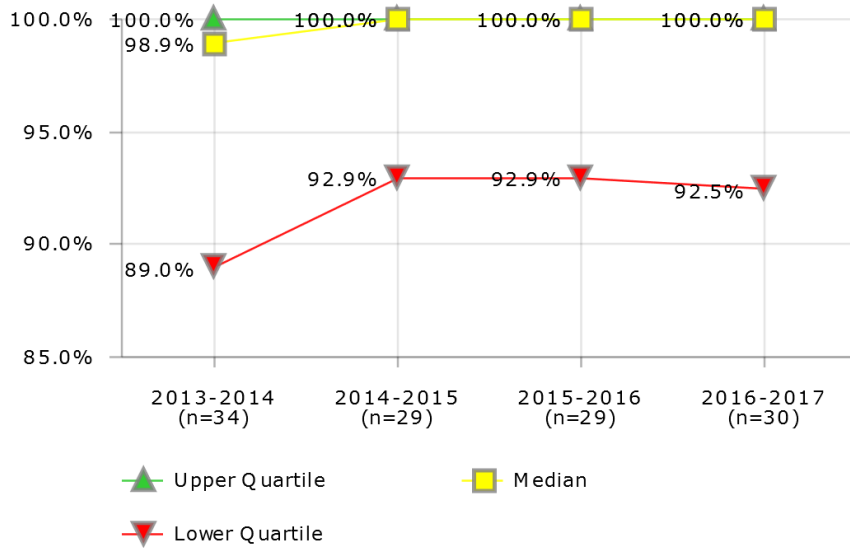
- Geography of district
- Priorities of district leadership
- Previous traumatic events or crisis
- Emergency response resources

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Boston Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- District of Columbia Public Schools
- Palm Beach County School District
- Providence Public Schools
- St. Paul Public Schools
- Wichita Unified School District

SAFETY & SECURITY

Health/Safety Inspections - Sites Inspected Annually



Description of Calculation

Total number of sites/campuses (academic and non-academic) inspected annually, divided by the total number of district sites.

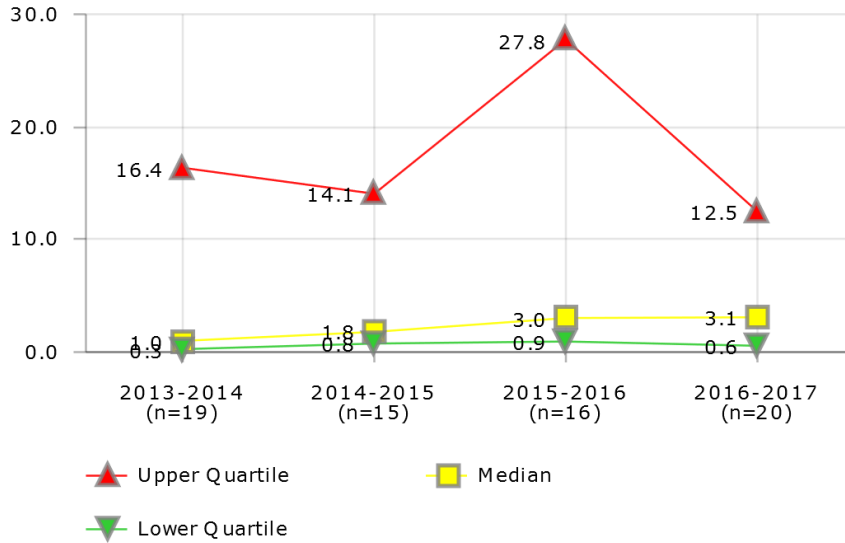
Importance of Measure

Regular health and/or safety inspections are important for compliance and risk mitigation.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.0%	100.0%	100.0%	100.0%
2	96.0%	81.5%		
3	100.0%	100.0%	55.6%	55.6%
4	92.2%	77.7%		3.1%
6	78.6%			
7	100.0%		100.0%	100.0%
8	86.8%	100.0%	99.0%	102.4%
9	100.0%	100.0%	100.0%	75.4%
10	89.0%		90.6%	
12	100.0%	100.0%	104.3%	100.0%
13	77.4%	100.0%		
14	92.9%	92.9%	92.9%	100.0%
16	75.2%	89.8%	99.2%	100.0%
18				27.3%
19	100.0%	100.0%		
20	100.0%	100.0%	100.0%	100.0%
23	100.0%			
25	100.0%		100.0%	100.0%
26	100.0%	100.0%	100.0%	100.0%
28	89.6%	88.4%	80.0%	100.0%
32	86.9%	100.0%	86.9%	86.9%
34	100.0%	100.0%	102.6%	
35		88.7%		
39	97.0%	98.4%	101.0%	93.3%
43	100.0%		100.0%	100.0%
44	90.7%	90.7%	90.7%	82.6%
46	100.0%	100.0%	100.0%	
47	93.8%	94.5%	95.3%	95.4%
48	100.0%	98.6%	100.0%	96.1%
49	100.0%	100.0%	97.1%	100.0%
51			67.4%	93.5%
52	82.5%	100.0%	100.0%	
53				103.5%
54			87.9%	100.0%
58		109.7%		
62	100.0%	91.1%	94.1%	
63	68.1%	100.0%	101.2%	100.0%
66	97.9%	100.0%	100.0%	92.5%
67	86.1%			
74	100.0%	100.0%	97.9%	107.0%
79				87.9%
97				100.0%
431				100.0%

SAFETY & SECURITY

Health/Safety Violations per Site



District	2013-2014	2014-2015	2015-2016	2016-2017
2	0.7	3.3	2.6	
3	7.7	9.0	0.1	0.1
4			27.0	9.3
6	0.1			
7				0.0
8	16.4	14.1	6.7	5.8
9				5.4
10	26.2		32.1	
12		1.4	1.1	0.2
13				79.1
16		0.2	4.5	0.6
18				15.6
19	0.2			
26	0.2	0.1	0.1	
28	0.3			0.5
32	33.4	23.9	28.5	28.7
34	1.0			
35		1.2		
39	5.1	1.8	1.6	2.7
43	0.2			
46	0.9	0.8	0.8	
47	1.2	2.7	3.1	3.3
48	44.8	69.8	68.5	57.9
49	1.8	0.0	3.0	2.9
51			36.6	29.0
53				1.1
54			0.0	3.4
58	21.6	21.6		
63	0.7			
74	0.6	1.3		1.2
431				0.4

Description of Calculation

Total number of health/safety violations identified at site inspections, divided by the total number of district sites that were inspected.

Factors that Influence

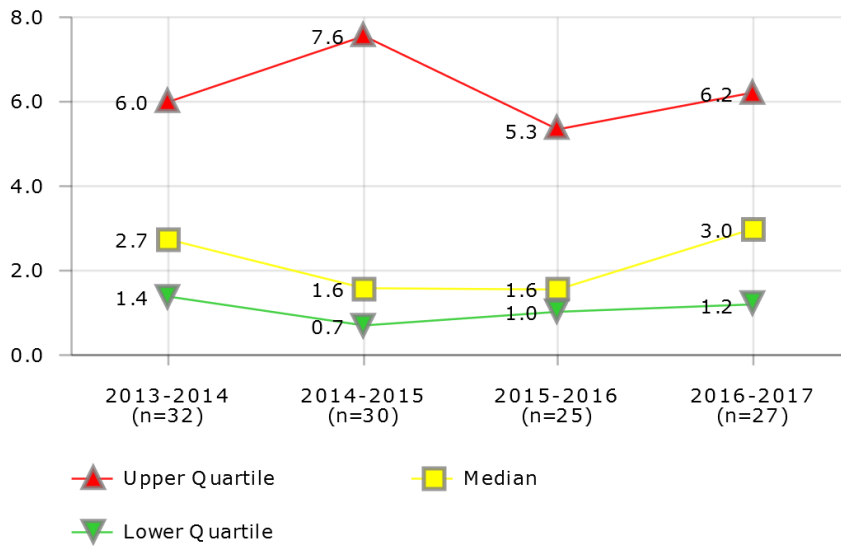
- Risk mitigation efforts
- Focus of leadership on health and safety

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Des Moines Public Schools
- El Paso Independent School District
- St. Paul Public Schools

**SAFETY & SECURITY**

**Incidents - Bullying/Harassment per 1,000 Students**



**Description of Calculation**

Total number of bullying/harassment incidents, divided by total district enrollment over one thousand.

**Importance of Measure**

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district in terms of enrollment.

**Factors that Influence**

- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff

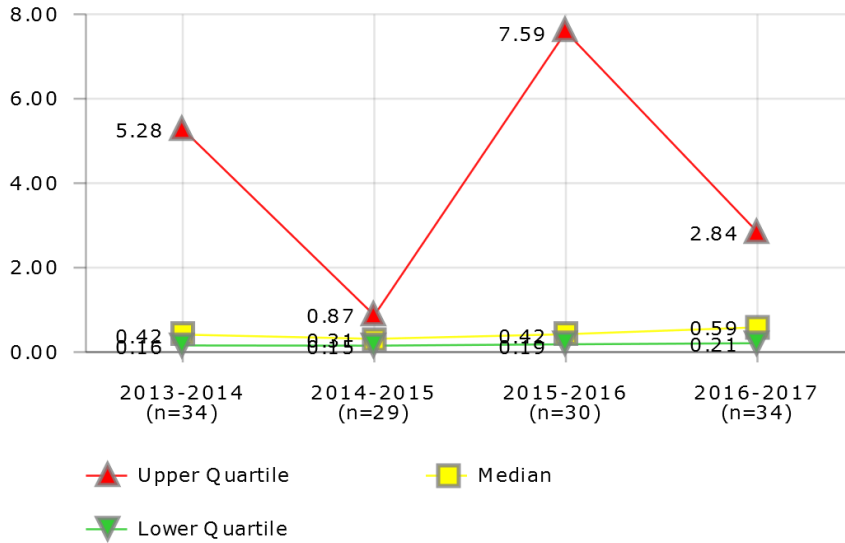
**Districts in Best Quartile (2016-2017)**

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Guilford County School District
- Houston Independent School District
- Orange County Public School District
- Palm Beach County School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.9			
2		7.6	5.3	
3	20.5	27.4	1.3	2.2
4	11.8	16.0	16.8	17.6
6	4.0			
7	2.6		5.9	12.9
8	2.9	1.4	0.5	0.3
9	4.1	0.2	2.9	21.0
10	1.7		2.1	
11	1.0			
12	1.1	0.3		
14	15.3	16.7	7.0	6.2
16	0.5	0.3	3.5	
18		1.4		6.3
19		0.7		1.4
20	0.5	0.4	0.1	0.1
21	26.2	1.6		
25	1.3	1.0	1.6	2.6
26	4.4			3.4
28		0.0	0.1	
32	1.4	0.8	1.4	2.5
34	6.4	2.0	1.3	
35		172.3		166.2
39	1.6	0.9	0.4	0.0
43	3.5			
44	2.8	2.4	1.3	1.6
46	5.6	3.7	5.9	
47	7.3	8.3		5.9
48	1.5	1.5	1.0	0.4
49	3.8	2.6	1.1	1.2
51				3.0
52	9.7	9.7		
53				6.2
54			6.2	5.0
55		0.1	0.9	2.5
57	0.2		0.7	0.4
58	2.2	3.1	1.7	
63	0.1	0.0		0.2
66	17.6	15.9	18.2	22.0
71	2.3	0.7		
74	2.6	3.4	4.2	
79				3.5
431				6.0

SAFETY & SECURITY

Incidents - Intrusion/Burglary Incidents per Site



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.66	0.87	1.19	0.94
2	159.64	74.44		
3	9.81	0.29	1.67	2.07
4	0.13	0.16	0.07	0.03
5	0.39	11.58		
6	1.95			
7	2.77			57.69
8	0.26	0.26	0.17	0.09
9	95.13	14.79	10.50	8.81
10	0.08		0.09	
13	1.69	1.93		
14	0.42	0.59	0.32	0.38
16	0.16	0.15	0.26	10.57
18		0.41	0.29	0.48
19	0.17	0.15		100.38
20	0.03	0.05	0.05	0.06
25	0.31	0.31	0.14	0.03
26	0.16	0.14	0.17	0.21
28	1.33		0.69	0.75
29				0.04
32	0.41	0.11	0.43	0.69
34	9.55	6.59	51.28	
35		0.15	8.99	11.86
37	7.99		10.29	1.59
39	0.17	0.24	34.15	0.41
41	0.34	0.32	0.42	0.37
43			7.59	
44	24.79	0.31	0.21	0.26
46	0.57	0.69	0.66	0.45
48	0.10	0.19	0.19	1.42
49	0.06	0.06	151.73	2.84
51			4.35	3.63
53				0.22
54			0.04	0.12
55				0.85
56	0.16			
57	0.06	0.07	0.19	0.10
58	5.28	6.50	7.59	
63	6.44	8.62	3.73	0.22
66				10.75
71	0.02	0.18	0.22	0.09
74	0.64	0.59		
97				1.32
101	10.01			
431				12.55

Description of Calculation

Total number of intrusion/burglary incidents, divided by total number of district sites.

Importance of Measure

This gives districts an idea of the density of incidents in each district, adjusted for the size of the district (by number of sites).

Factors that Influence

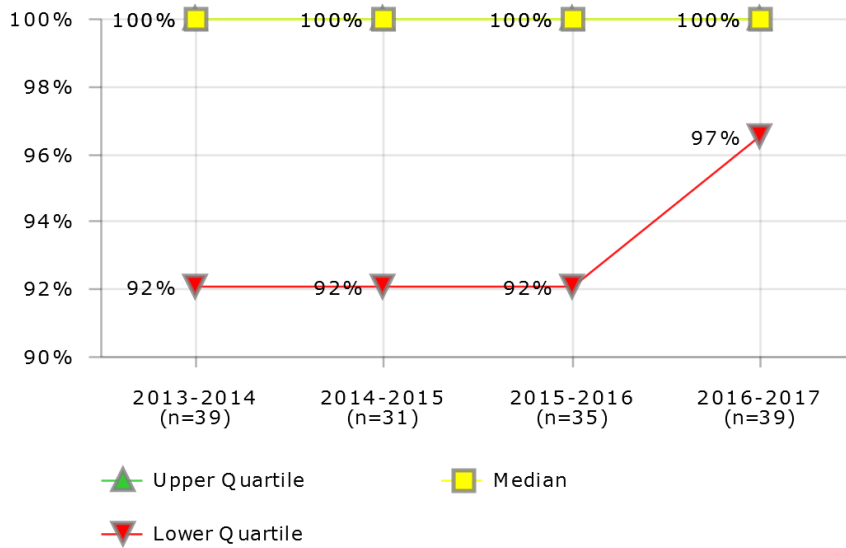
- Available resources to allocate for safety and security
- Staffing formulas
- Documented need for additional safety and security staff through data such as crime statistics
- Utilization of technology such as security cameras to offset the need for more staff
- Effectiveness of security alarm systems

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Boston Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- District of Columbia Public Schools
- Newark Public Schools
- Palm Beach County School District
- Wichita Unified School District

SAFETY & SECURITY

Intrusion/Burglary Alarm Systems - Percent of Sites



Description of Calculation

Total number of sites with intrusion/burglary alarm systems, divided by the total number of district sites.

Importance of Measure

This measure is an indication of the number of schools that have an intrusion alarm system to safeguard district assets.

Factors that Influence

- Historical crime rates for physical property
- Reliability of alarm system
- Response time of monitors (if applicable)
- Configuration of the alarm system
- Budget allocation

District	2013-2014	2014-2015	2015-2016	2016-2017
1		102%	102%	97%
2		100%		
3	100%		100%	100%
4	100%	100%	100%	100%
5	100%	93%		
6	79%			
7	99%		100%	100%
8	100%	100%	100%	100%
9	100%	100%	100%	100%
10	87%		87%	
12	100%	0%		100%
13	74%			
14		100%	108%	114%
16	90%	92%	92%	100%
18		100%	76%	100%
19	100%	100%		86%
20	100%	100%	100%	100%
21	100%			
23	100%			
25	100%	100%	100%	75%
26	100%	100%	100%	100%
28		78%	80%	100%
30	100%	100%	100%	100%
32	100%		100%	100%
34	100%			
35		97%		131%
37			100%	100%
39	90%	90%	95%	95%
41	100%	100%	104%	100%
43	87%		100%	100%
44	86%	86%	84%	85%
46	99%	100%	100%	99%
47	100%	100%	100%	99%
48	100%	99%	98%	95%
49	92%	92%	92%	92%
51			79%	100%
52	100%	86%	100%	
53				100%
54				80%
55	100%		103%	113%
56	100%			
57	70%	85%	76%	76%
58	86%	94%	98%	
62	100%	100%	100%	
63	100%	151%	101%	100%
66	100%		105%	100%
71	100%	100%	17%	96%
74	100%	100%	100%	107%
79				100%
97				100%
101	94%			
431				100%

# Transportation

Performance metrics in transportation cover a broad range of factors that affect service levels and cost efficiency. The broad summative measures are **Cost per Total Mile Operated** and **Transportation Cost per Rider**, and other measures include diagnostic tools to weed out inefficiencies and excessive expenses. A key measure of efficiency is **Daily Runs per Bus**, which reflects the daily reuse of buses; and important service-level measures include **On-Time Performance** and **Turn Time to Place New Students**.

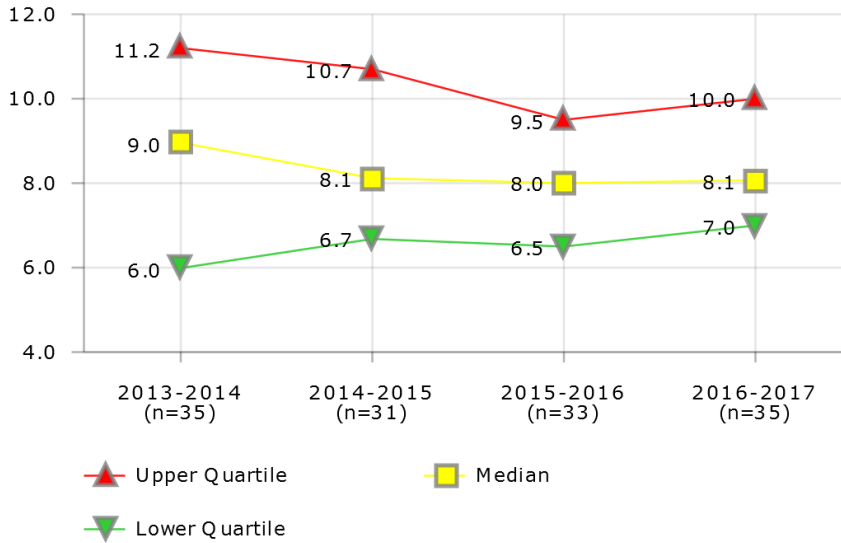
Careful consideration of each measure and its impact on a district's transportation services is vital to the improvement of performance.

General factors that influence transportation measures and improvement strategies include:

- Types of transported programs served
- Bell schedule
- Effectiveness of the routing plan
- Spare bus factor needed
- Age of fleet
- Driver wage and benefit structure and labor contracts
- Maximum riding time allowed and earliest pickup time allowed
- Enrollment projections and their impact on transported programs

TRANSPORTATION

Bus Fleet - Average Age of Fleet



Description of Calculation

Average age of bus fleet.

Importance of Measure

- Fleet replacement plans drive capital expenditures and on-going maintenance costs
- Younger fleets require greater capital expenditures but reduced maintenance costs
- A younger fleet will result in greater reliability and service levels.
- An older fleet requires more maintenance expenditure but reduces capital expenses.

Factors that Influence

- Formal district-wide capital replacement budgets and standards
- Some districts may operate climates that reduce bus longevity
- Some districts may be required to purchase cleaner burning or expensive alternative-fueled buses
- Availability of state or local bond funding for school bus replacement

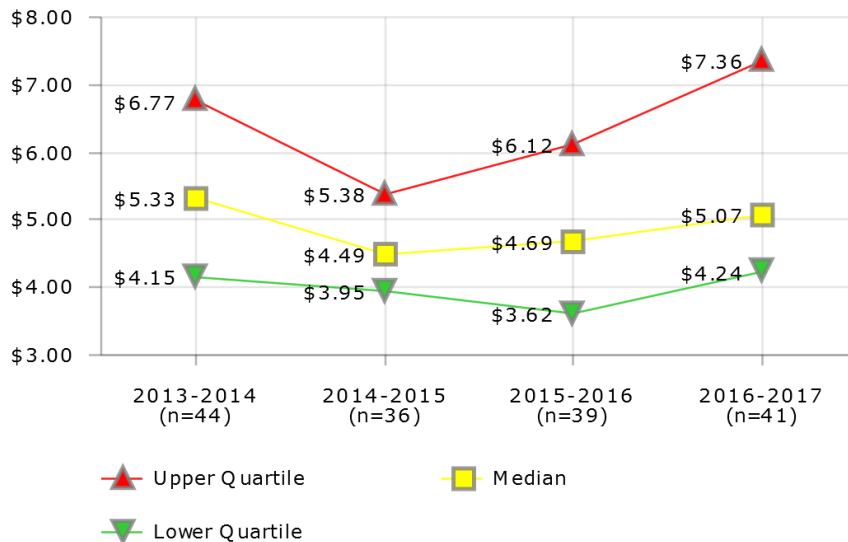
Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Duval County Public Schools
- El Paso Independent School District
- Indianapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
2	15.0	12.3	12.3	13.5
3	3.0	3.0	3.0	3.0
5	10.2	9.3		
6	4.8			
7	11.9	12.8	12.4	13.4
8	9.0	8.1	8.2	7.0
9	6.6	6.7	7.0	7.5
10	12.7	12.3	10.3	8.5
11	13.3	12.4	13.4	12.7
12	6.6	7.1	7.0	8.1
13	11.2	10.7	10.8	8.9
14	7.5	7.9	5.7	10.0
16	12.8	13.8	14.8	16.0
18	12.0			
19	9.5			
20	5.6	4.7	5.0	5.0
21	7.0			
25	9.0	10.0	8.0	8.4
28	6.0	7.0	7.4	7.2
32		6.7	7.7	8.7
33				3.0
35	5.4	6.4	7.4	8.4
37	9.7	9.6	11.0	11.1
39	8.8	9.5	9.5	11.0
44		6.7	5.4	5.3
46	5.4	2.5	2.4	2.4
47	9.1	8.9	8.2	8.9
48	6.4	6.4	6.5	6.1
49	9.7	8.0	8.0	10.0
51			8.8	7.9
52	6.0	5.7	5.6	
53			9.7	10.0
54				7.0
55	6.0	7.0	7.6	8.0
56	5.0			
57	13.0		6.0	6.0
58	10.3	10.1	8.9	
62	14.3	14.2		
66	9.0	8.6	8.6	7.9
67	3.9		2.5	
71	7.7	6.6	6.9	7.8
74		10.9		
76			9.5	9.8
79				8.0
97				12.0
431				6.3



TRANSPORTATION  
Cost per Mile Operated



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$6.25	\$5.35	\$5.75	\$5.57
2	\$4.56	\$4.27	\$4.29	\$9.12
3	\$4.61	\$4.57	\$4.89	\$4.99
4		\$3.08	\$3.23	\$3.13
5	\$5.48	\$4.75		
6	\$8.13			
7	\$5.76	\$4.87	\$4.95	\$5.81
8	\$3.02	\$3.65	\$3.62	\$4.30
9	\$4.94	\$4.66	\$4.80	\$5.07
10	\$3.20	\$4.25	\$3.15	\$4.24
11	\$5.65	\$5.47	\$5.99	\$6.27
12	\$9.20	\$5.57	\$6.12	
13	\$4.30	\$4.40	\$4.69	\$4.26
14	\$3.12	\$3.04	\$3.60	\$3.26
16	\$4.34	\$4.12	\$4.04	\$7.15
18	\$3.25	\$4.02	\$11.93	\$4.21
19	\$7.42			
20	\$6.10	\$2.06	\$5.61	\$5.54
21	\$6.74			
26		\$7.80		\$8.11
28	\$5.35	\$8.70	\$7.47	\$7.88
30	\$4.59	\$4.63	\$4.80	\$4.69
32		\$5.52	\$7.12	\$4.88
33				\$12.02
34	\$6.15			
35	\$3.75	\$4.00	\$2.74	
37	\$5.69	\$6.03	\$8.00	\$8.46
39	\$3.29	\$3.41	\$3.42	\$5.16
40				\$3.32
41	\$4.09	\$3.99	\$4.10	\$4.57
43	\$10.68		\$4.36	\$8.90
44	\$3.24	\$3.18	\$3.27	\$3.44
45	\$6.80		\$7.80	\$7.36
46	\$15.09			
47	\$5.97	\$5.33		\$5.42
48	\$5.30	\$4.77	\$4.73	\$5.95
49	\$3.38	\$3.90	\$3.26	\$3.47
51			\$3.55	\$4.73
52	\$4.21	\$3.86	\$3.95	
53				\$1.85
54	\$6.52		\$10.36	\$12.26
55	\$3.36	\$3.31	\$3.22	\$3.34
57	\$9.47		\$4.51	\$13.35
58	\$8.22	\$8.18	\$7.36	
62	\$5.31	\$4.73		
63	\$4.82	\$12.28	\$12.57	\$5.54
66	\$3.68	\$4.30	\$4.23	\$4.16
67	\$7.14		\$4.47	
71	\$4.49	\$4.41	\$4.30	\$4.64
74	\$9.11	\$5.41	\$6.25	
76			\$5.37	\$4.63
79				\$8.37
97				\$3.08
101	\$8.70			
431				\$9.11

Description of Calculation

Total direct cost plus total indirect cost plus total contractor cost of bus services, divided by total miles operated.

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program. It allows a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement. A greater than average cost per mile may be appropriate based on specific conditions or program requirements in a particular district. A less than average cost per mile may indicate a well-run program, or favorable conditions in a district.

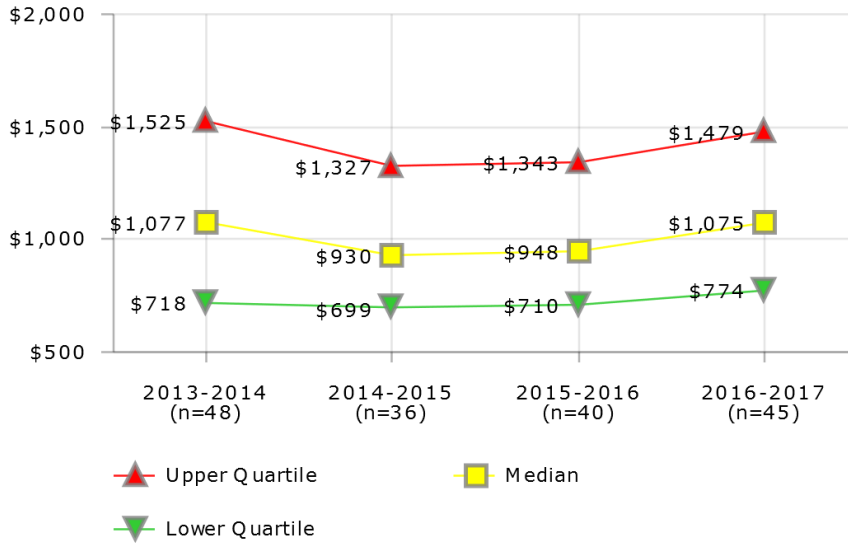
Factors that Influence

- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Charlotte-Mecklenburg Schools
- Duval County Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Pinellas County Schools
- Shelby County School District
- Wichita Unified School District

TRANSPORTATION  
Cost per Rider



Description of Calculation

Total direct cost plus total indirect cost plus total contractor cost of bus services, divided by number of riders.

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program. It allows a baseline comparison across districts that will inevitably lead to further analysis based on a district's placement.

Factors that Influence

- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

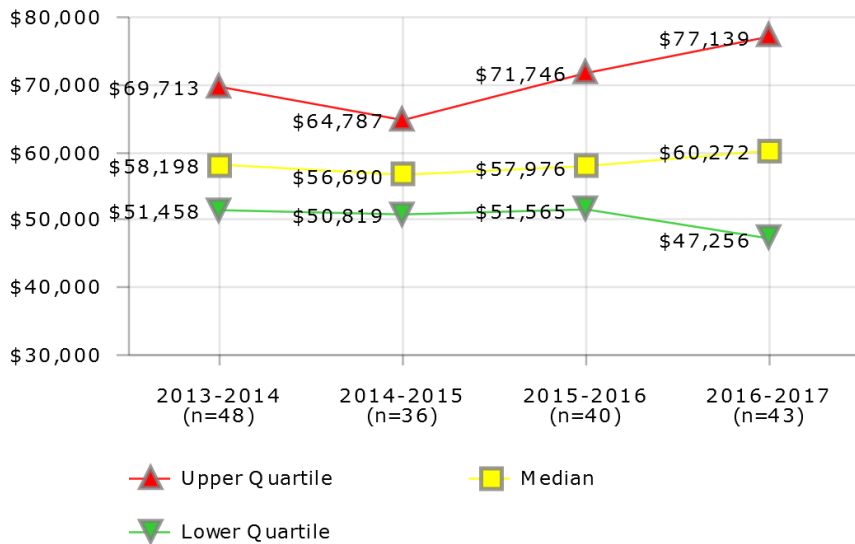
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Anchorage School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Oklahoma City Public Schools
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$1,096	\$907	\$905	\$889
2	\$946	\$809	\$840	\$1,501
3	\$649	\$636	\$695	\$819
4	\$1,755	\$1,636	\$1,507	\$1,524
5	\$842	\$661		
6	\$1,214			
7	\$705	\$735	\$689	\$727
8	\$621	\$890	\$792	\$840
9	\$1,024	\$879	\$846	\$901
10	\$606	\$768	\$604	\$774
11	\$2,678	\$2,572	\$2,641	\$2,578
12	\$1,005	\$648	\$725	\$598
13	\$633	\$666	\$630	\$690
14	\$454	\$424	\$474	\$439
16	\$2,502	\$2,366	\$2,436	\$4,140
18	\$533	\$828	\$947	\$1,009
19	\$1,688			
20	\$946	\$310	\$871	\$761
21	\$1,677			
23	\$456			
25	\$688		\$285	\$1,917
28	\$779	\$1,417	\$1,082	\$1,214
30	\$985	\$1,135	\$1,166	\$1,214
32		\$1,456	\$1,600	\$1,042
33				\$1,420
34	\$1,208			
35	\$1,057	\$1,228	\$1,729	\$1,161
37	\$498	\$562	\$415	\$1,243
39	\$1,374	\$1,343	\$1,479	\$1,901
40				\$1,052
41	\$1,200	\$1,268	\$614	\$682
43	\$3,192		\$1,250	\$1,366
44	\$1,114	\$1,105	\$1,192	\$1,268
45	\$1,193		\$1,599	\$1,479
46	\$1,286	\$1,311		\$3,072
47	\$700	\$814	\$984	\$1,075
48	\$1,133	\$970	\$949	\$1,204
49	\$891	\$953	\$860	\$972
50				\$566
51			\$577	\$737
52	\$925	\$1,032	\$988	
53				\$435
54	\$2,814		\$4,776	\$5,119
55	\$505	\$489	\$458	\$496
56	\$2,771			
57	\$811		\$1,425	\$1,385
58	\$3,191	\$3,136	\$1,262	
62	\$4,014	\$4,080		
63	\$1,141	\$1,081	\$1,218	\$1,540
66	\$2,122	\$2,226	\$2,307	\$2,123
67	\$1,210			
71	\$732	\$731	\$740	\$793
74	\$1,111	\$598	\$735	
76			\$1,057	\$1,019
79				\$1,179
97				\$712
101	\$3,428			
431				\$2,885

TRANSPORTATION

Cost per Bus



Description of Calculation

Total direct transportation costs plus total indirect transportation costs, divided by total number of buses (contractor and district).

Importance of Measure

This is a basic measurement of the cost efficiency of a pupil transportation program.

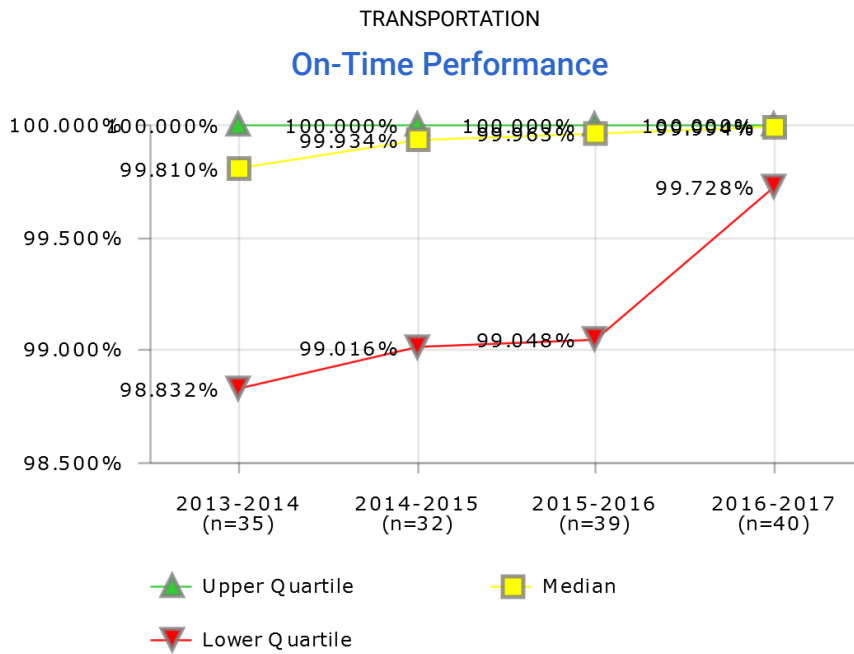
Factors that Influence

- Driver wage and benefit structure; labor contracts
- Cost of the fleet, including fleet replacement plan, facilities, fuel, insurance and maintenance also play a role in the basic cost
- Effectiveness of the routing plan
- Ability to use each bus for more than one route or run each morning and each afternoon
- Bell schedule
- Transportation department input in proposed bell schedule changes
- Maximum riding time allowed and earliest pickup time allowed
- Type of programs served will influence costs

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Newark Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$35,438	\$68,897	\$61,212	\$62,492
2	\$37,022	\$34,228	\$42,979	\$116,490
3	\$72,323	\$72,706	\$71,784	\$85,147
4	\$53,856	\$52,928	\$51,028	\$48,753
5	\$53,712	\$43,077		
6	\$51,541			
7	\$64,054	\$56,080	\$55,585	\$61,173
8	\$44,734	\$52,096	\$55,876	\$66,645
9	\$68,516	\$61,227	\$64,464	\$68,318
10	\$38,915	\$50,874	\$38,444	
11	\$65,269	\$61,670	\$62,498	\$61,881
12	\$115,314	\$67,389	\$74,905	\$35,307
13	\$54,026	\$57,749	\$56,486	\$57,030
14	\$38,376	\$38,147	\$35,984	\$34,940
16	\$54,061	\$50,764	\$50,411	\$82,930
18	\$51,810	\$65,381	\$68,959	\$67,628
19	\$94,283			
20	\$69,455	\$24,978	\$62,396	\$70,751
21	\$58,307			
23	\$27,987			
25	\$16,008			\$32,099
26				\$106,344
28	\$59,147	\$101,176	\$79,994	\$80,267
30	\$55,495	\$55,801	\$56,015	\$57,739
32		\$64,192	\$64,084	\$37,746
33				\$75,921
34	\$75,177			
35	\$51,376	\$56,360	\$54,677	\$58,055
37	\$51,869	\$53,368	\$73,018	\$77,139
39	\$45,318	\$47,179	\$50,930	\$60,083
40				\$42,002
41	\$66,069	\$62,555	\$45,517	\$71,591
43	\$100,386		\$45,200	\$44,774
44	\$57,590	\$56,298	\$58,684	\$58,953
45	\$65,276		\$83,859	\$78,896
46	\$106,916	\$131,059		\$37,980
47	\$59,921	\$61,441	\$76,096	\$58,707
48	\$84,145	\$80,285	\$74,180	
49	\$44,478	\$46,968	\$42,555	\$46,297
51			\$48,166	\$60,272
52	\$64,564	\$73,513	\$79,460	
53				\$24,349
54	\$65,340		\$71,709	\$76,187
55	\$56,868	\$53,954	\$52,394	\$54,322
56	\$55,007			
57	\$105,892		\$57,917	\$129,686
58	\$86,733	\$86,275	\$84,278	
62	\$68,267	\$62,768		
63	\$69,970	\$50,136	\$52,534	\$108,976
66	\$51,128	\$58,633	\$60,408	\$57,623
67	\$128,907		\$97,145	
71	\$58,088	\$57,019	\$53,928	\$59,427
74	\$76,092	\$47,048	\$52,101	
76			\$58,036	\$47,256
79				\$105,485
97				\$46,867
101	\$39,720			
431				\$97,738



District	2013-2014	2014-2015	2015-2016	2016-2017
1	100.000%			
2		100.000%	100.000%	100.000%
3	98.900%	99.066%	99.042%	99.069%
4	100.000%	96.380%	96.558%	97.182%
5	90.340%			
7	99.858%	99.788%	99.244%	99.452%
8	100.000%	100.000%	100.000%	99.990%
9		100.000%	100.000%	100.000%
10	99.810%		100.000%	100.000%
11	99.111%		96.861%	
12	100.000%	100.000%	100.000%	100.000%
13	100.000%	100.000%	100.000%	
14	99.658%	99.603%	100.000%	99.865%
16	98.832%	98.966%	99.048%	
18	100.000%	96.687%		100.000%
19	100.000%			
20	99.991%	99.994%	99.995%	99.998%
21	100.000%			
23	99.852%			
25	100.000%	99.972%	99.417%	99.746%
26				100.000%
28		100.000%	100.000%	95.421%
30	98.935%	99.897%	99.865%	99.804%
32		100.000%	100.000%	99.988%
34	99.682%	99.804%	99.628%	
35		99.824%	99.793%	99.781%
37	99.926%	100.000%	99.918%	99.917%
39	98.107%	95.913%	95.609%	95.939%
40				100.000%
41	100.000%	100.000%	100.000%	100.000%
43			100.000%	100.000%
44		100.000%	97.082%	97.710%
45	100.000%			
46	91.021%	94.552%	100.000%	100.000%
47		100.000%		100.000%
48	99.989%	99.988%	99.963%	99.982%
49		100.000%	100.000%	100.000%
50				100.000%
51			89.455%	84.008%
52	92.459%		57.383%	
53			100.000%	100.000%
54			90.694%	99.948%
55	98.000%	98.000%	98.000%	98.000%
56	100.000%			
57			100.000%	100.000%
58	91.340%	91.080%	100.000%	
63	99.314%	93.401%	100.000%	100.000%
66		100.000%	100.000%	100.000%
67	92.505%		99.887%	
71	99.708%	99.711%	99.708%	99.710%
74	98.526%	99.117%	99.354%	
76				93.805%
79				100.000%
97				99.967%
101	99.715%			
431				100.000%

**Description of Calculation**

One, minus: the sum of bus runs that arrived late (contractor and district), divided by the total number of bus runs (contractor and district) over two.

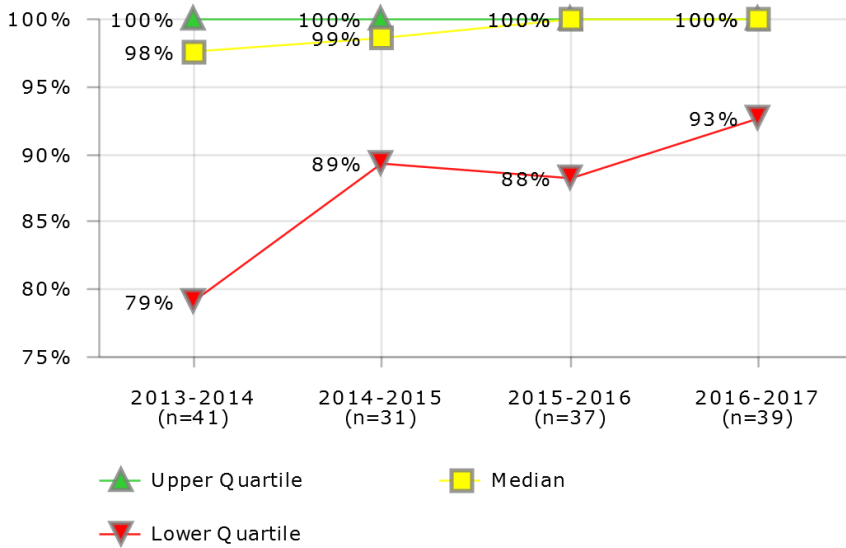
**Importance of Measure**

- This measure refers to the level of success of the transportation service remaining on the published arrival schedule.
- Late arrival of students at schools causes disruption in classrooms and may preclude some students from having school-provided breakfast.

**Factors that Influence**

- Automobile traffic
- Accident
- Detour
- Weather
- Increased ridership
- Mechanical breakdown
- Unrealistic scheduling

TRANSPORTATION  
Bus Equipment - GPS Tracking



District	2013-2014	2014-2015	2015-2016	2016-2017
1	53%		100%	100%
2			66%	100%
3	100%	100%	100%	100%
4	100%	100%	96%	100%
5	97%	98%		
7	41%	99%	98%	100%
8	98%	98%	98%	94%
9	100%	100%	100%	100%
10	100%	100%	100%	100%
11	91%	97%		96%
12	95%	96%	88%	47%
13	99%		100%	100%
14	32%	34%	35%	95%
16	89%	89%	90%	81%
18	100%	100%	100%	91%
19	100%			
20	100%		88%	104%
21	73%			
23	31%			
25	31%	31%		
26				100%
28	100%	83%	100%	100%
30	103%	100%	100%	100%
32			32%	55%
33				103%
34	100%	100%	100%	
35	100%	100%	100%	
37	100%	99%		116%
39	100%	100%	101%	93%
40				86%
41			100%	
43	29%		48%	54%
44	100%	100%	100%	99%
45	97%		100%	100%
46	79%			
47	100%	100%	100%	100%
48	99%	99%	99%	94%
49	8%	33%	23%	60%
50				92%
51			82%	
52	93%	98%	100%	
53				80%
54			100%	100%
55	100%	100%	100%	100%
56	100%			
57			92%	97%
58	72%	74%	85%	
62		98%		
63	96%	71%	71%	
66	35%	38%		100%
71	86%	97%	98%	100%
74	100%	100%	100%	
76			88%	97%
79				97%
97				100%
101	87%			

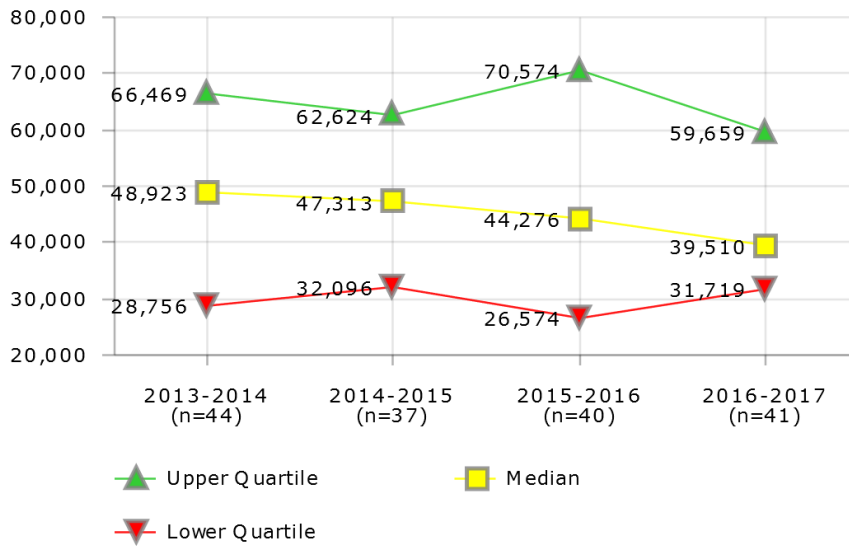
**Description of Calculation**

Number of buses with GPS tracking, divided by total number of buses.

**Importance of Measure**

GPS tracking greatly expands the capacity for routing management and reporting.

TRANSPORTATION  
Accidents - Miles Between Accidents



Description of Calculation

Total number of transportation accidents (contractor and district), divided by total number of miles driven (contractor and district).

Importance of Measure

Whether a district provides internal service or contracts for its service, student safety is a primary concern for every student transportation organization.

Tracking accidents by type allows for trending and designing specific training programs to reduce/prevent trends noted

Accident awareness and prevention can reduce liability exposure to a district

Factors that Influence

- Definition of accident and injury as defined by the survey vs. district definition
- Preventative accident training programs
- Experience of driving force

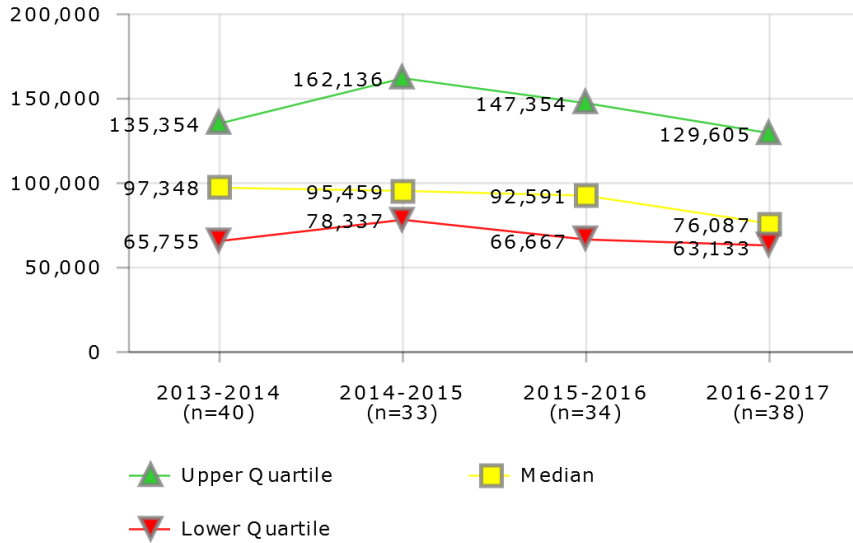
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Guilford County School District
- Milwaukee Public Schools
- Oklahoma City Public Schools
- Orange County Public School District
- Richmond City School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	109,148	20,478	20,606	39,510
2	68,953	51,630	77,654	67,947
3	49,929	108,184	71,847	97,774
4		267,154	106,963	82,937
5	22,113	20,322		
6	98,035			
7	30,263	47,313	35,280	28,722
8	23,775	48,257	68,615	45,049
9	40,981	45,147	44,417	40,625
10	35,808	37,048	38,428	39,044
11	33,063	32,096	25,784	33,041
12	55,413	49,851	47,555	
13	30,561	25,953	24,612	30,075
14	89,151	76,202	67,736	51,726
16	56,175	52,500	49,218	49,553
18	80,742	58,406	18,027	58,216
19	32,653			
20	62,467	62,624	83,491	130,245
21	58,994			
25			9,099	19,867
28	49,152	34,094	26,923	45,332
30	69,217	53,415	51,283	59,659
32		33,563	23,256	23,064
33				17,117
34	26,071	35,514	69,301	
35	28,746	18,272	34,449	
37	18,430	28,643	15,230	20,198
39	63,985	80,639	78,902	38,600
40				39,458
41	22,772	22,519	24,526	27,441
43	48,694		68,498	44,953
44	109,412	89,948	98,156	78,789
45	22,692		43,941	34,668
46	14,515	19,451		
47	23,038	35,471		21,722
48	117,978	129,834	100,280	119,677
49	70,564	73,138	72,509	78,723
51			184,201	115,206
52	54,298	100,889	76,996	
53				37,425
54	28,839		18,546	17,155
55	53,017	44,879	37,004	38,960
57	47,096		59,882	34,684
58	28,481	28,393	40,080	
62	43,382	51,130		
63	73,661	26,173	29,663	102,466
66	51,524	54,274	44,135	32,922
67	178,571			
71	50,889	42,300	45,016	31,719
74	28,501	67,217	26,225	
76			39,764	40,202
79				25,195
97				45,968
101	28,767			
431				134,093

TRANSPORTATION

Accidents - Miles Between Preventable Accidents



District	2013-2014	2014-2015	2015-2016	2016-2017
1	114,606	46,344	59,464	69,613
2	216,053	291,003	172,956	114,054
3				3,031,000
4		425,017	248,531	169,404
5	40,307	33,645		
6	269,595			
7	78,824	88,712	61,741	58,509
8	105,069	348,523	133,765	82,640
9	95,096	86,330	84,375	72,562
10	84,379	114,697	89,397	90,212
11	111,831	95,459	95,785	113,096
12	90,411	78,337	69,350	
13	95,525	88,438	72,996	83,977
14	153,785	123,828	129,314	71,123
16	105,903	115,500	108,447	103,611
18	146,346	94,657	34,051	127,580
19	50,794			
20	95,288	95,476	535,730	752,524
21	112,625			
28	110,592	79,356	66,667	78,301
32		65,734	48,458	48,058
33				55,000
34			126,372	
35	58,509	43,731	52,974	
37	41,521	69,641	41,573	37,839
39	186,212	162,136	161,749	61,360
40				67,287
41	45,462	41,169	52,228	42,651
44	334,672	267,033	194,107	237,417
45	52,312		84,181	70,573
46	30,865	45,126		
47	47,016	54,876		51,301
48	225,634	248,997	166,820	247,440
49	99,171	120,156	133,381	129,605
51			429,803	219,938
52	102,562	230,982	147,354	
53				71,285
54	61,847		85,000	73,874
55	95,323	79,655	62,342	65,860
57	69,662		185,089	66,216
58	446,200	298,667		
62	124,361	116,462		
63	235,715			678,839
66	95,227	86,257	75,564	51,589
67	416,667			
71	111,266	135,533	110,631	63,133
74	85,504	184,847	88,510	
76			124,480	132,093
79				35,855
97				102,039
101	57,533			
431				134,093

Description of Calculation

Total number of transportation accidents (contractor and district) that were preventable, divided by total number of miles driven (contractor and district).

Importance of Measure

Whether a district provides internal service or contracts for its service, student safety is a primary concern for every student transportation organization.

Tracking accidents by type allows for trending and designing specific training programs to reduce/prevent trends noted

Accident awareness and prevention can reduce liability exposure to a district

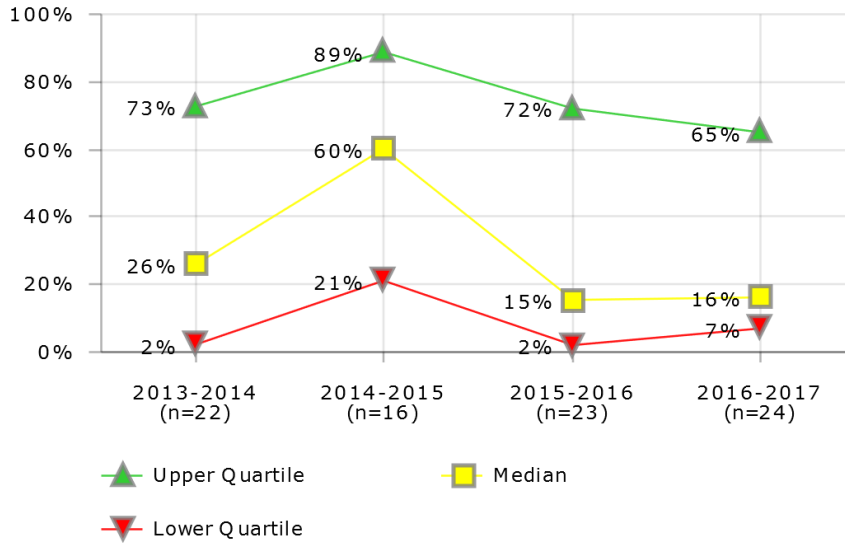
Factors that Influence

- Definition of accident and injury as defined by the survey vs. district definition
- Preventative accident training programs
- Experience of driving force

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Duval County Public Schools
- El Paso Independent School District
- Guilford County School District
- Oklahoma City Public Schools
- Orange County Public School District
- San Antonio Independent School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

TRANSPORTATION  
**Bus Fleet - Alternately-Fueled Buses**



**Description of Calculation**

Number of alternatively-fueled buses, divided by total number of buses.

**Importance of Measure**

Bus fleets using alternative fuels tend to be more eco-friendly, and depending on fuel prices they can be a cheaper alternative.

**Districts in Best Quartile (2016-2017)**

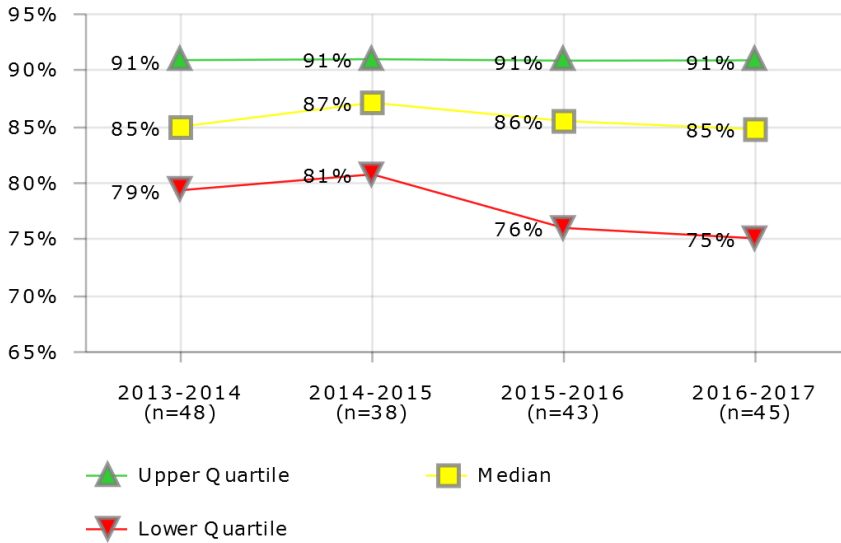
- Clark County School District
- Guilford County School District
- Jefferson County Public Schools (KY)
- Los Angeles Unified School District
- Orange County Public School District
- San Diego Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10%	36%	31%	31%
3	17%	16%	7%	7%
5	86%	88%		
6	4%			
9	100%	100%	100%	100%
10			4%	7%
11	63%	68%	67%	68%
13			11%	14%
16	89%	89%	100%	100%
20	20%	26%	24%	32%
28	1%			
33				19%
35	1%	1%	1%	1%
39	100%	100%	101%	12%
40				12%
41	31%	27%	100%	16%
43	0%			
44	2%	3%	2%	1%
47			0%	
48	50%	100%	100%	100%
49	73%	73%	72%	70%
51			2%	
52			3%	
53				100%
54	2%		5%	4%
55			0%	0%
56	44%			
57			15%	16%
62	93%	85%		
66	54%	53%	55%	52%
67	21%		23%	
71	1%	1%	1%	1%
97				16%
431				62%



TRANSPORTATION

Bus Fleet - Daily Buses as Percent of Total Buses



District	2013-2014	2014-2015	2015-2016	2016-2017
1	94%	97%	90%	90%
2	54%	54%	52%	72%
3	91%	90%	85%	85%
4	93%	91%	87%	86%
5	80%	92%		
6	79%			
7	79%	79%	78%	79%
8	72%	72%	76%	81%
9	78%	83%	93%	82%
10	100%	100%	69%	71%
11	88%	88%	89%	91%
12	75%	76%	75%	89%
13	76%	81%	80%	77%
14	80%	84%	91%	76%
16	58%	57%	59%	59%
18	91%	91%	91%	91%
19	79%			
20	93%	100%	98%	97%
21	87%			
23	81%			
25	94%	94%	94%	93%
28	82%	83%	81%	72%
30	91%	91%	91%	91%
32		77%	74%	61%
33				74%
34	93%	91%	91%	
35	84%	85%	87%	100%
37	80%	74%	82%	79%
39	84%	87%	91%	93%
40				86%
41	88%	88%	80%	96%
43	100%		100%	100%
44	88%	87%	88%	87%
45	91%		91%	91%
46	88%	91%	96%	91%
47	75%	64%	69%	51%
48	79%	84%	79%	75%
49	81%	81%	81%	79%
50				90%
51			71%	59%
52	85%	87%	88%	
53				72%
54	92%		86%	91%
55	89%	89%	89%	88%
56	85%			
57	76%		76%	77%
58	87%	87%	86%	
62	89%	89%		
63	90%	93%	94%	100%
66	83%	94%	94%	92%
67	85%		82%	
71	76%	73%	68%	75%
74	83%	85%	84%	
76			70%	100%
79				83%
97				72%
101	100%			
431				84%

Description of Calculation

Number of daily buses, divided by total number of buses.

Importance of Measure

A goal of a well-run transportation department is to procure only the number of buses actually needed on a daily basis, plus an appropriate spare bus ratio.

Maintaining or contracting unneeded buses is expensive and unnecessary as these funds could be used in the classroom.

Factors that Influence

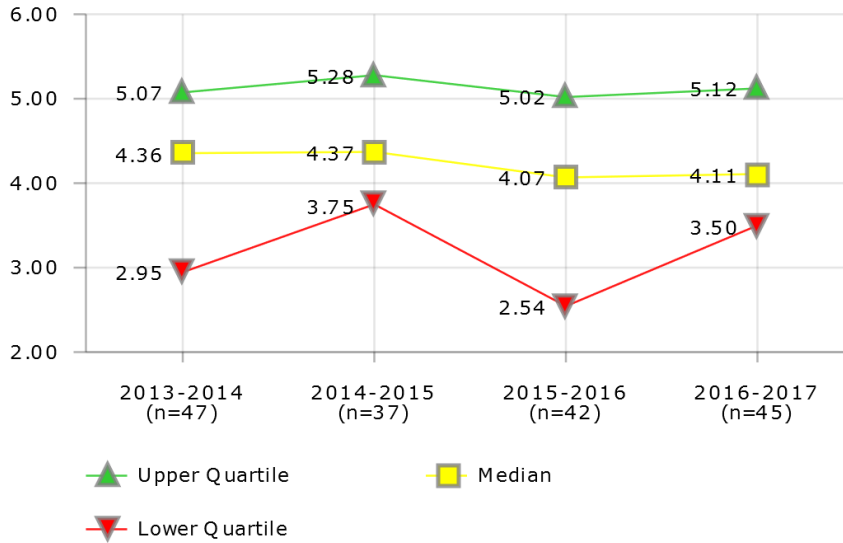
- Historical trends of the number of students transported
- Enrollment projections and their impact on transported programs
- Changes in transportation eligibility policies
- Spare bus factor needed
- Age of fleet

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Dallas Independent School District
- Houston Independent School District
- Los Angeles Unified School District
- Milwaukee Public Schools
- Newark Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- San Antonio Independent School District
- St. Louis Public Schools

TRANSPORTATION

Bus Usage - Daily Runs per Bus



Description of Calculation

Total number of daily bus runs, divided by the total number of buses used for daily yellow bus service (contractor and district).

Importance of Measure

- There is a positive correlation between the number of daily runs a bus makes and operating costs.
- Efficiencies are gained when one bus is used multiple times in the morning and again in the afternoon.
- Using one bus to do the work of two buses saves dollars.

Factors that Influence

- District-managed or contractor transportation
- Tiered school bell times
- Transportation department input in proposed bell schedule changes
- Bus capacities
- District guidelines on maximum ride time
- District geography
- Minimum/shortened/staff development day scheduling
- Effectiveness of the routing plan
- Types of transported programs served

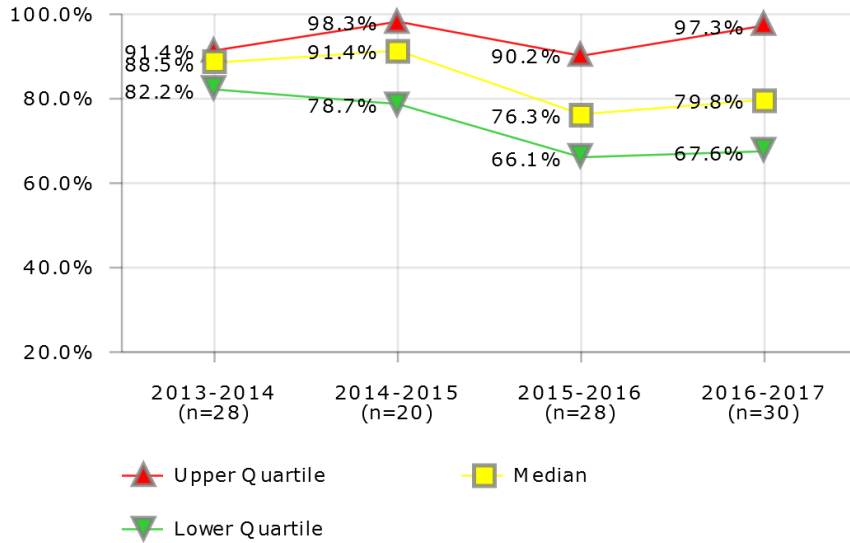
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Des Moines Public Schools
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Orange County Public School District
- Palm Beach County School District
- Richmond City School District
- San Diego Unified School District
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	4.41	4.71	4.25	4.21
2	5.52	5.52		8.49
3	5.24	5.88	5.35	5.47
4	4.85	4.95	5.02	4.88
5	3.64	3.77		
6	3.74			
7	8.52	6.12	5.87	6.04
8	4.37	4.37	7.05	5.67
9	5.06	5.10	4.47	5.11
10	5.07	4.48	5.17	5.02
11	2.71		2.41	
12	4.97	5.28	5.54	15.59
13	4.86	5.19	5.11	5.38
14	5.80	5.81	4.19	3.72
16	5.41	5.44	5.52	5.51
18	6.00	4.83	4.46	5.11
19	2.00			
20	3.98	3.98	4.11	3.76
21	2.12			
23	4.46			
25	2.06	2.05	1.00	1.03
26				4.68
28	4.39	4.32	4.34	5.12
30	3.75	3.75	3.80	3.77
32		8.19	8.20	7.98
33				3.86
34	2.15	2.28	2.13	
35	4.08	4.10	3.97	3.69
37	3.72	3.70	3.57	3.73
39	5.47	2.53	2.54	1.99
40				3.74
41	3.08	3.21	3.37	2.38
43	3.31		1.44	1.44
44		4.15	4.21	4.11
45	3.89		3.60	3.58
46	2.88	3.29	2.31	1.31
47	3.17	3.52	4.14	6.06
48	6.29	6.25	6.32	6.38
49	4.60	4.65	4.72	4.70
50				3.50
51			2.13	2.46
52	5.75	5.84	1.04	
53				2.33
54	2.78		3.13	3.09
55	5.91	5.36	5.45	5.35
56	6.05			
57	4.36		1.78	3.98
58	1.00	1.00	1.14	
62	4.54	4.14		
63	2.95	2.91	2.87	2.89
66	3.74	3.91	4.03	4.01
67	1.00		1.00	
71	4.47	4.50	4.59	4.16
74	1.77	4.00	3.45	
76			3.39	2.30
79				5.10
97				5.00
101	2.21			
431				2.40

TRANSPORTATION

Fuel Cost as Percent of Retail - Diesel



District	2013-2014	2014-2015	2015-2016	2016-2017
1			79.7%	63.7%
3		92.6%	89.7%	90.8%
4	84.6%	93.8%	73.3%	74.7%
6	100.0%			
7	84.4%	86.5%	77.1%	76.4%
8	88.5%	89.0%	79.6%	79.4%
10	90.6%	97.5%	67.7%	
11	83.4%	76.6%	66.2%	
12			100.0%	100.0%
14			97.8%	97.3%
18	89.0%	80.9%	69.4%	80.0%
19	98.3%			
20		76.0%	59.7%	59.3%
21	81.0%			
25	97.1%		100.0%	100.0%
26				100.0%
28	88.8%		65.8%	
32				70.9%
33				100.0%
35	69.9%	69.5%	66.1%	62.7%
37	83.8%	83.4%	86.7%	66.3%
44	90.2%	94.3%	92.6%	93.1%
45	83.5%		54.3%	58.4%
46	95.1%	98.0%	75.6%	75.6%
47	99.7%	98.9%	100.0%	100.0%
48	92.0%	90.2%	82.9%	93.0%
49	79.3%	100.0%	63.6%	66.4%
51			90.6%	89.9%
52	85.7%	100.0%		
55	79.9%	70.3%	56.2%	63.7%
57	100.0%		100.0%	100.0%
62	61.2%	64.2%		
63	55.4%			
66	90.9%	98.5%	71.1%	67.6%
67	89.1%		61.1%	
71	88.6%	105.6%	86.3%	72.8%
74	38.0%			
76			74.7%	85.1%
79				79.5%
97				91.6%
431				100.0%

Description of Calculation

Per-gallon price paid by the district for diesel, divided by the per-gallon price of diesel at retail.

Importance of Measure

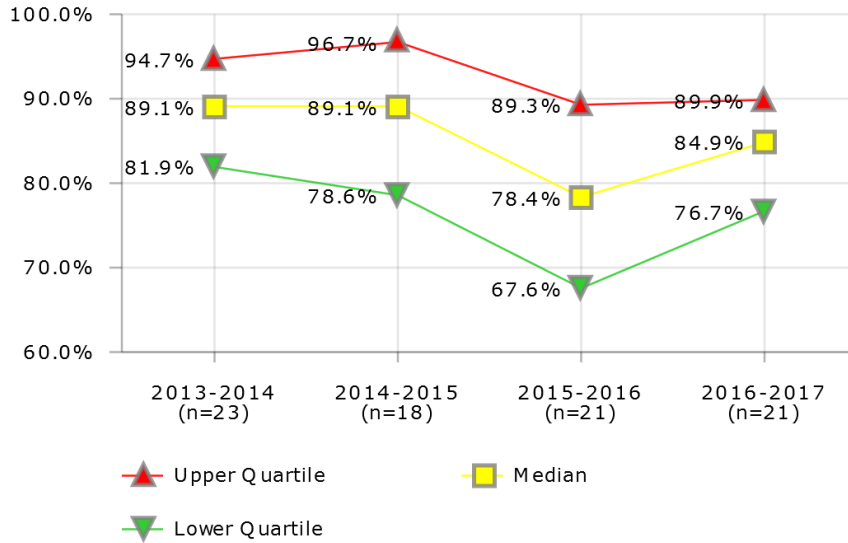
Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Denver Public Schools
- Guilford County School District
- Omaha Public School District
- Seattle Public Schools

TRANSPORTATION

Fuel Cost as Percent of Retail - Gasoline



Description of Calculation

Per-gallon price paid by the district for gasoline, divided by the per-gallon price of gasoline at retail.

Importance of Measure

Fuel discounts reflect the degree to which the district leverages its considerable buying power when negotiating fuel procurements.

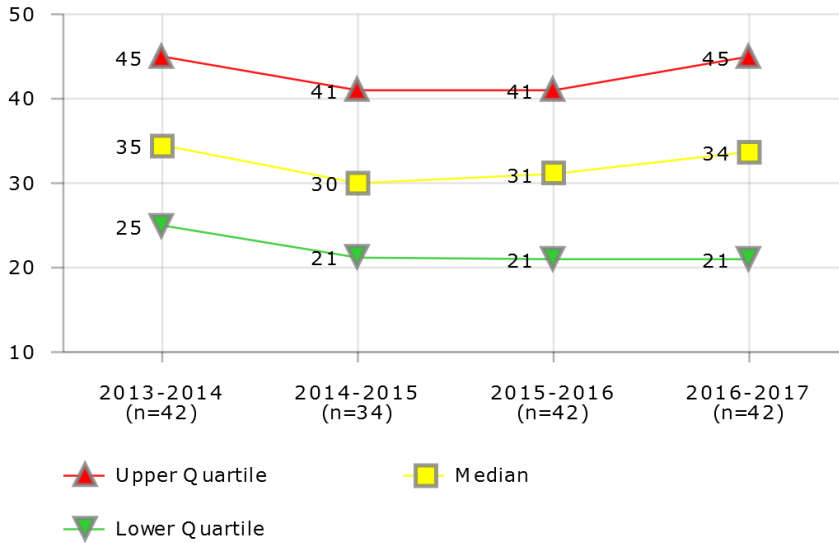
Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Charlotte-Mecklenburg Schools
- Denver Public Schools
- Guilford County School District
- Miami-Dade County Public Schools
- San Antonio Independent School District

District	2013-2014	2014-2015	2015-2016	2016-2017
5	98.2%	78.2%		
6	100.0%			
7	89.1%	97.7%	95.8%	86.6%
8	89.4%	92.5%	78.2%	81.4%
9	94.6%	76.2%	75.1%	89.9%
10	84.9%	92.6%	98.3%	
11	91.2%	84.7%	77.1%	
14				97.2%
16	89.2%	88.9%	87.5%	87.9%
21	78.8%			
25	102.5%		100.0%	100.0%
28	83.7%		58.6%	
32				71.1%
33				100.0%
35	73.8%	84.7%	78.4%	77.1%
37	81.6%	77.1%	61.5%	68.9%
45			67.4%	69.2%
46	93.6%	114.9%		
47	100.0%	98.6%	100.0%	100.0%
48	99.7%	92.7%	79.4%	84.9%
49	81.9%	78.6%	67.6%	71.7%
51			89.3%	89.5%
52	86.2%	100.0%	80.4%	
53				83.3%
55	80.8%	72.1%	62.9%	65.1%
62	80.3%	89.3%		
66	94.7%	83.7%	64.1%	87.4%
67	87.3%		70.8%	
71	87.4%	96.7%	84.3%	78.9%
76			100.0%	76.7%
431				100.0%

TRANSPORTATION

Daily Ride Time - General Education



District	2013-2014	2014-2015	2015-2016	2016-2017
1	29	17	15	17
2	34	34	34	40
3	20	20	20	20
4	21	21	21	21
5	18	19		
6	30			
7	20	21	22	22
8			60	60
9		29	36	22
10	35	35	25	25
11	40	41	41	43
12	25	25	18	
13				20
14	22	22	15	15
16	70	70	34	32
18	45	45	45	45
19	62			
20	35	41	41	41
21	65			
23	40			
25		30	20	
28	30	30	30	40
30	52	51	51	51
33				60
34	33	28	27	
35	48	50	47	49
37	36		40	40
39	41	45	45	45
40				60
41	20	20	20	20
43	45		40	40
44	27	27	27	27
45			40	42
46	45	39	51	51
47	35	35	35	30
48	29	35	29	14
49	24	24	24	24
50				13
51			27	32
52	18	18	18	
53			28	28
54	45		39	40
55	14	15	15	16
56	30			
57	45		45	45
58	75	75	32	
62	30	35		
63	60	30	35	35
66	31	31	30	32
67	60		45	
71	24	19	19	19
74	50	45	45	
76			19	53
79				15
97				62
431				44

Description of Calculation

Average one-way (single trip) daily ride time, in minutes - General Education

Importance of Measure

Cost efficiency must be balanced with service considerations. Districts certainly wish to maximize the loading of their buses but hopefully not at the expense of an overly long bus ride for the students.

Factors that Influence

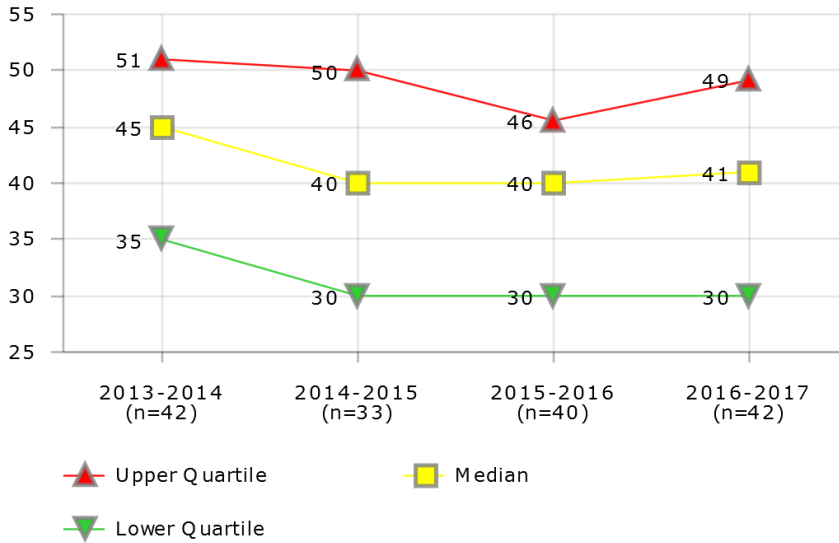
- Bus capacities
- State or district or state guidelines on maximum ride time and earliest pick up time
- District geography, attendance boundaries and zones

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Detroit Public Schools
- Orange County Public School District
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

TRANSPORTATION

Daily Ride Time - SWD Students



Description of Calculation

Average one-way (single trip) daily ride time, in minutes - Students with Disabilities

Importance of Measure

Cost efficiency must be balanced with service considerations. Districts certainly wish to maximize the loading of their buses but not at the expense of an overly long bus ride for the students.

Factors that Influence

- Bus capacities
- State or district or state guidelines on maximum ride time and earliest pick up time
- District geography, attendance boundaries and zones
- Programs transported

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Broward County Public Schools
- Detroit Public Schools
- Guilford County School District
- Hillsborough County Public Schools
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Richmond City School District
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	31	22	20	21
2	14	14	16	20
3	25	25	25	25
4	21	21	21	21
5	20	20		
6	35			
7	38	38	34	34
8			60	60
9		36	34	38
10	50	50	30	30
11	38	38	38	38
12	30	30	25	
13				26
14	50	50	30	30
16	71	71	30	47
18	60	60	60	60
19	68			
20	45	46	46	46
21	50			
23	65			
25	30	30	30	33
28	45	45	40	40
30	53	52	52	53
33				60
34	51	40	45	
37	45		40	45
39	40	45	45	45
40				60
41	45	45	45	45
43	60		50	50
44	50	50	50	50
45			42	42
46	45	39	45	45
47	35	45	35	30
48	63	65	61	29
49	20	20	20	20
50				28
51			44	45
52	22	21	21	
53				36
54	50		38	38
55	38	36	36	36
56	60			
57	45		55	55
58	80	80	39	
62	45	43		
63	45	40	45	45
66	45	43	45	49
67	60		60	
71	31	25	25	23
74	40	50	56	
76			42	48
79				20
97				75
431				58

# Human Resources

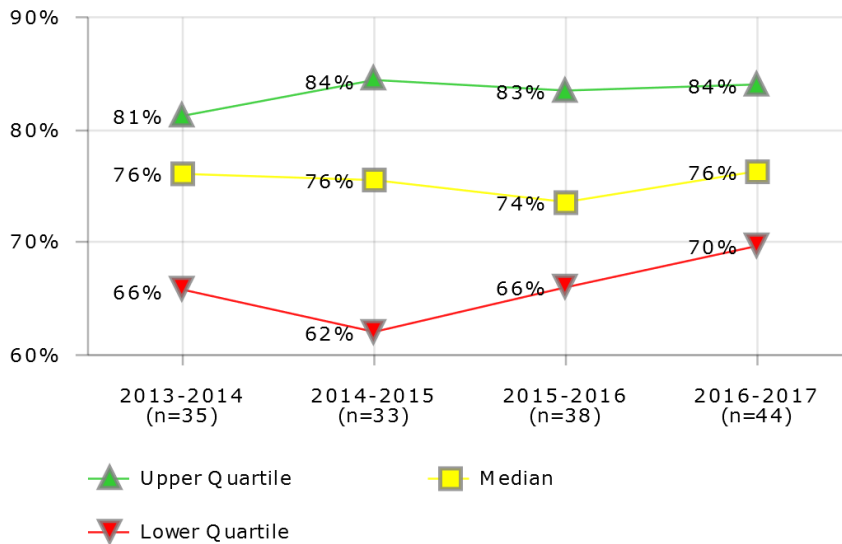
The measures in this section include such districtwide indicators as **Teacher Retention Rate** and **Employee Separation Rate**, as well as indicators that are focused more narrowly on the operation of the district's human resources department, such as **HR Cost per District FTE**, **HR Cost per \$100k Revenue**, **Exit Interview Completion Rate**, and **Substitute Placement Rate**. In addition, there are several measures that can be used to benchmark a district's health benefits and retirement benefits, including **Health Benefits Enrollment Rate** and **Health Benefits Cost per Enrolled Employee**.

The factors that influence these measures and that can guide improvement strategies may include:

- Identification of positions to be filled
- Diverse pool of qualified applicants
- Use of technology for application-approval process
- Site-based hiring vs. central-office hiring process
- Availability of interview team members
- Effectiveness of recruiting efforts
- Salary and benefits offered
- Employee satisfaction and workplace environment
- Availability of skills in local labor market
- Personnel policies and practices

HUMAN RESOURCES

Teacher Retention - Remaining After 1 Year



Description of Calculation

Number of teachers retained after one year, divided by number of teachers that were newly hired two years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/induction program and maintain desired staff continuity.

Factors that Influence

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2016-2017)

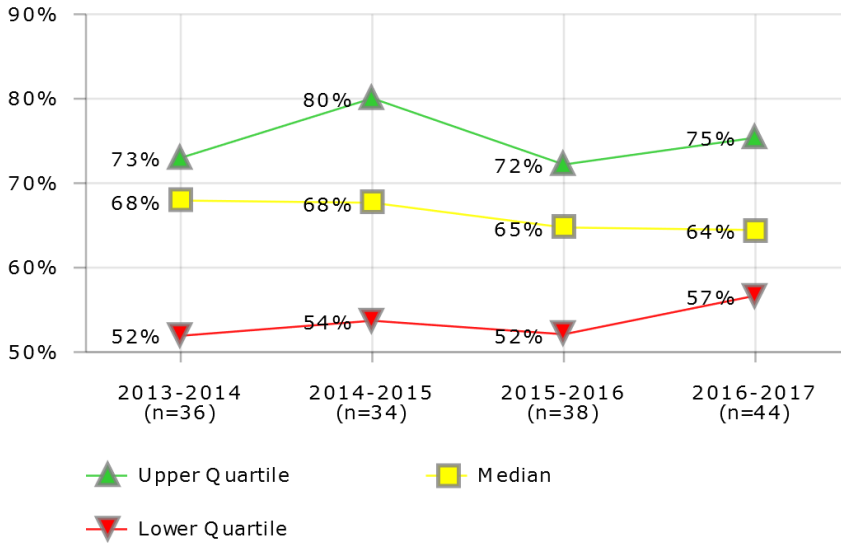
- Anchorage School District
- Buffalo Public Schools
- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Columbus Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	78%			81%
2	84%	87%	86%	84%
3	77%		78%	60%
4	78%	72%	72%	75%
5	88%	84%	80%	
6	100%	83%		
7	80%	80%	72%	87%
8	64%	68%	59%	61%
9	82%	84%	84%	85%
10	29%		80%	67%
11	88%			
12	76%	91%	83%	77%
13	76%	61%	83%	
14	79%		78%	76%
15				100%
16		94%		
18		43%	66%	56%
19	98%			
20		75%	44%	89%
21	72%	81%		
23	63%			
27			43%	72%
28		62%	79%	83%
29				73%
30	76%	79%	65%	70%
32	74%	87%	89%	84%
33	75%			
34		54%	72%	
35		98%	87%	94%
37				69%
39	63%	59%	59%	63%
40				74%
41		62%	88%	70%
43	58%		67%	84%
44	73%	67%	56%	55%
45				90%
46	74%		60%	72%
47	84%	88%		
48	78%	76%	67%	74%
49	71%	57%	64%	66%
50				84%
51			90%	65%
52	58%	76%	63%	63%
53			85%	84%
54		71%	70%	72%
55		76%	76%	80%
56	81%			
57	97%			85%
58	61%	62%	66%	72%
62			73%	
63		61%	69%	47%
66		103%		77%
67	79%	85%	86%	84%
71	54%	66%	80%	82%
74	76%	75%	85%	
79				100%
97			75%	77%
101	66%			
431				84%



HUMAN RESOURCES

Teacher Retention - Remaining After 2 Years



District	2013-2014	2014-2015	2015-2016	2016-2017
1	68%			85%
2	71%	67%	70%	86%
3	39%		58%	60%
4	71%	73%	63%	64%
5	83%	79%	78%	
6	100%	80%		
7	70%	66%	64%	73%
8	71%	64%	51%	47%
9	77%	70%	75%	73%
10	34%		66%	59%
11	75%			
12	69%	77%	80%	73%
13	64%	51%	72%	
14	68%		67%	64%
15				100%
16		82%		
18		47%	48%	44%
19	92%			
20		99%	35%	82%
21	50%	70%		
23	67%			
27			36%	64%
28	23%	54%	78%	67%
29				56%
30	73%	68%	60%	51%
32	33%	87%	66%	75%
33	51%			
34		27%	53%	
35		92%	76%	92%
37				58%
39	49%	50%	47%	51%
40				60%
41		50%	52%	59%
43	47%		63%	76%
44	58%	57%	67%	38%
45				75%
46	53%		49%	54%
47	73%	68%		
48	68%	66%	76%	67%
49	60%	53%	48%	54%
50				79%
51		92%	66%	42%
52	57%	56%	65%	53%
53			80%	79%
54		59%	58%	58%
55		68%	68%	64%
56	67%			
57	73%			67%
58	46%	48%	57%	64%
62			48%	
63		43%	50%	38%
66		80%		63%
67	74%	85%	85%	86%
71	94%	91%	54%	80%
74	76%	76%	75%	
79				74%
97			66%	71%
101	58%			
431				90%

Description of Calculation

Number of teachers retained after two years, divided by number of teachers that were newly hired two years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/induction program and maintain desired staff continuity.

Factors that Influence

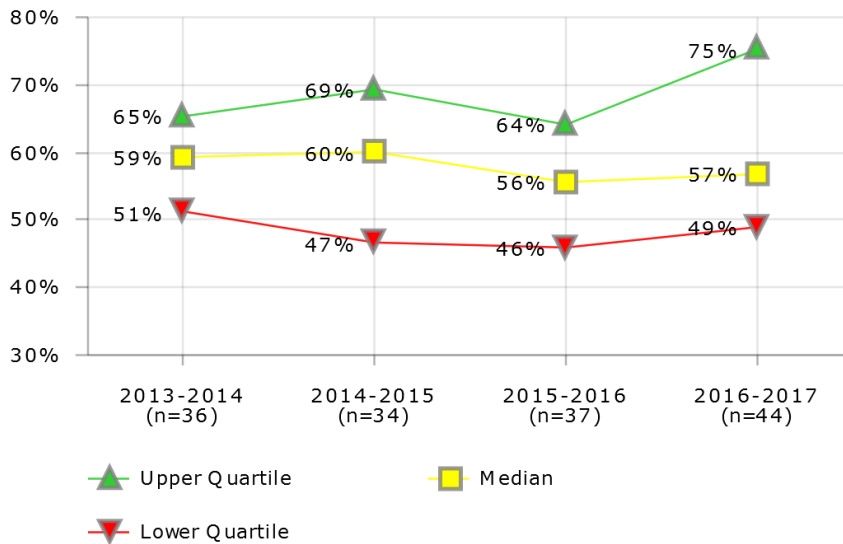
- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- Richmond City School District
- Seattle Public Schools

HUMAN RESOURCES

Teacher Retention - Remaining After 3 Years



Description of Calculation

Number of teachers retained after three years, divided by number of teachers that were newly hired three years ago.

Importance of Measure

Based on review of this measure, a district may re-allocate funds to adopt new mentor/induction programs or revise their current programs. Districts will also have data available to justify making changes in their selection process and engaging local universities regarding coursework designed to better prepare graduates for urban teaching. By tracking, monitoring and examining retention of second year teachers, districts can measure early attrition rates and thereby manage the cost of bringing in new teachers, revised mentoring/induction program and maintain desired staff continuity.

Factors that Influence

- Culture
- Communication
- School leadership
- Professional development
- Selection and hiring process
- Support

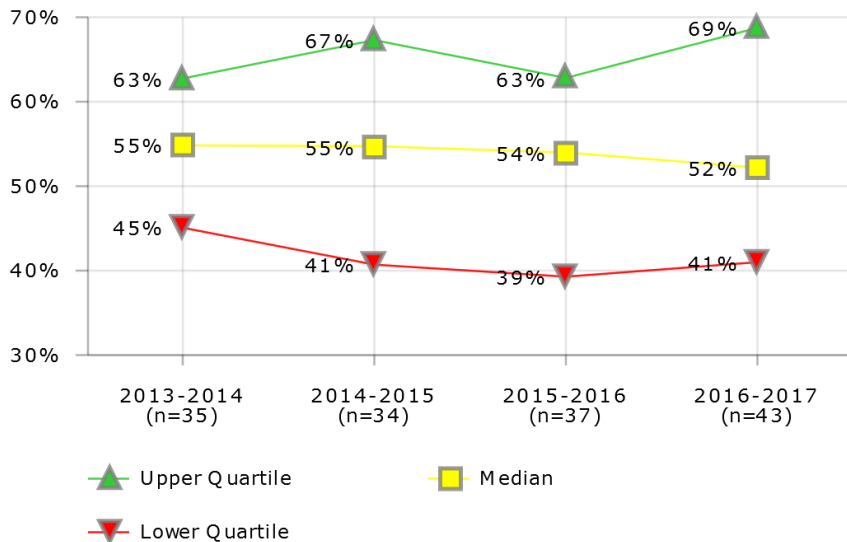
Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Omaha Public School District
- Orange County Public School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	60%			85%
2	57%	49%	52%	70%
3	50%		58%	53%
4	64%	64%	67%	56%
5	76%	75%	75%	
6	100%	100%		
7	59%	65%	57%	60%
8	62%	76%	42%	43%
9	73%	69%	62%	67%
10	60%		64%	53%
11	61%			
12	67%	69%	76%	70%
13	66%	50%	63%	
14	65%		63%	61%
15				100%
16		64%		
18		53%	34%	35%
19	97%			
20		59%	40%	78%
21	53%	63%		
23	57%			
27			33%	49%
28	37%	42%	60%	60%
29				44%
30	63%	60%	54%	51%
32	75%	80%	69%	62%
33	40%			
34		8%	30%	
35		92%	79%	89%
37				49%
39	35%	41%	42%	43%
40				76%
41		45%	42%	40%
43	48%		50%	57%
44	49%	46%	57%	36%
45				75%
46	43%		41%	45%
47	58%	64%		
48	61%	58%	66%	76%
49	55%	47%	46%	42%
50				87%
51		94%	46%	31%
52	47%	54%	49%	63%
53			69%	79%
54		60%	53%	50%
55		56%	56%	51%
56	57%			
57	64%			50%
58	39%	38%	46%	54%
62			53%	
63		42%	36%	29%
66		72%		89%
67	67%	90%	85%	85%
71	58%	67%	73%	54%
74	59%	39%		
79				57%
97			59%	57%
101	67%			
431				91%

HUMAN RESOURCES

Teacher Retention - Remaining After 4 Years



District	2013-2014	2014-2015	2015-2016	2016-2017
1	55%			87%
2	44%	51%	45%	52%
3	56%		54%	55%
4	61%	57%	60%	62%
5	75%	73%	69%	
6	100%	100%		
7	53%	52%	54%	52%
8	61%	66%	55%	37%
9	64%	67%	63%	58%
10	60%		57%	55%
11	63%			
12	70%	67%	73%	69%
13	48%	34%	63%	
14	63%		64%	58%
15				100%
16		54%		
18		59%		
19	93%			
20		35%	19%	74%
21	35%	89%		
23	45%			
27			24%	41%
28	55%	31%	71%	49%
29				40%
30	50%	56%	54%	47%
32	50%	83%	66%	71%
33	28%			
34		6%	12%	
35		83%	75%	85%
37				40%
39	34%	30%	35%	41%
40				50%
41		40%	36%	34%
43	29%		47%	38%
44	46%	41%	46%	30%
45				79%
46	44%		37%	39%
47		54%		
48	58%	56%	58%	66%
49	49%	42%	41%	43%
50				91%
51		82%	35%	28%
52	51%	43%	52%	41%
53			71%	69%
54		59%	54%	48%
55		49%	48%	45%
56	36%			
57	50%			50%
58	44%	32%	33%	43%
62			53%	
63		30%	36%	29%
66		72%		60%
67	60%	83%	90%	85%
71	58%	46%	55%	73%
74	67%	59%	39%	
79				50%
97			59%	54%
101	67%			
431				91%

Description of Calculation

Number of teachers retained after four years, divided by number of teachers that were newly hired four years ago.

Importance of Measure

The measure of attrition rates helps districts identify "hot spots" within a district by tracking, monitoring and examining teacher retention on a school-by-school basis. A low retention rate at a school may indicate a lack of support from the leadership of the district, insufficient professional development, and/or a misunderstanding of district's mission. A high retention rate may indicate stability and job satisfaction. The data can be used to show that continuity of teaching staff within a school has a positive effect on student achievement.

Factors that Influence

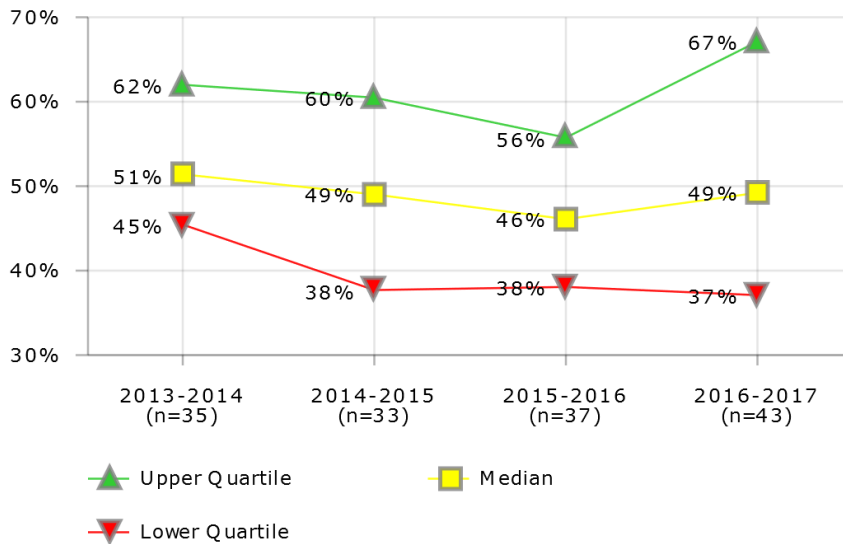
- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Miami-Dade County Public Schools
- Seattle Public Schools

HUMAN RESOURCES

Teacher Retention - Remaining After 5 Years



Description of Calculation

Number of teachers retained after five years, divided by number of teachers that were newly hired five years ago.

Importance of Measure

The measure of attrition rates helps districts identify "hot spots" within a district by tracking, monitoring and examining teacher retention on a school-by-school basis. A low retention rate at a school may indicate a lack of support from the leadership of the district, insufficient professional development, and/or a misunderstanding of district's mission. A high retention rate may indicate stability and job satisfaction. The data can be used to show that continuity of teaching staff within a school has a positive effect on student achievement.

Factors that Influence

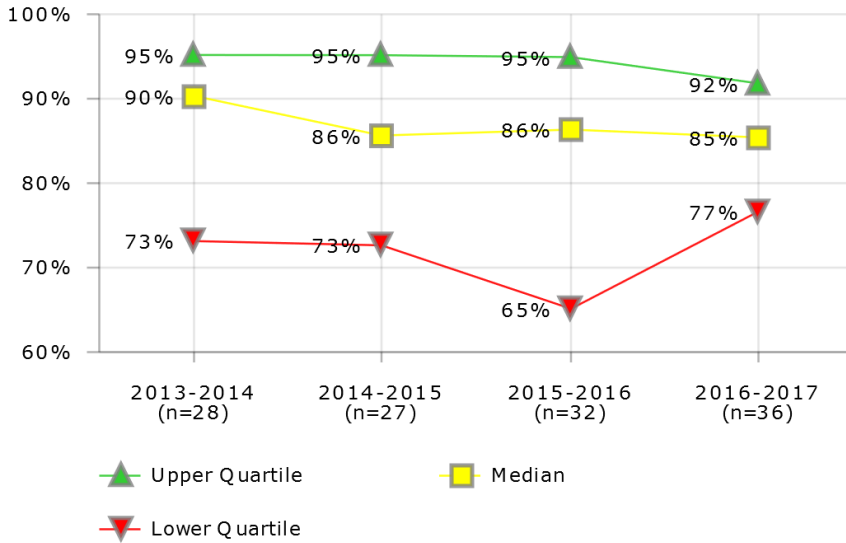
- Culture
- Communication
- School Leadership
- Professional development
- Selection and hiring process
- Support

Districts in Best Quartile (2016-2017)

- Buffalo Public Schools
- Cincinnati Public Schools
- Columbus Public Schools
- Detroit Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jackson Public School District (MS)
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Seattle Public Schools
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	56%			89%
2	46%	34%	46%	45%
3	47%		48%	53%
4	52%	56%	53%	56%
5	64%	62%	70%	
6	100%	82%		
7	47%	50%	48%	47%
8	53%	63%	51%	50%
9	62%	60%	62%	59%
10	62%		60%	48%
11	52%			
12	61%	71%	62%	60%
13	43%	36%	43%	
14	56%		55%	47%
15				100%
16		62%		
18		57%		
19	65%			
20		20%	10%	95%
21	48%	46%		
23	41%			
27			32%	37%
28	45%	33%	31%	38%
29				32%
30	55%	45%	46%	50%
32	47%		86%	67%
33	25%			
34		6%	22%	
35		79%	70%	81%
37				37%
39	34%	31%	24%	36%
40				49%
41		39%	31%	35%
43	47%		49%	45%
44	43%	40%	41%	28%
45				73%
46	45%		44%	34%
47		51%		
48	51%	52%	56%	58%
49	41%	38%	38%	37%
50				86%
51		74%	34%	21%
52	48%	43%	39%	49%
53			65%	70%
54		46%	52%	48%
55		43%	43%	38%
56	42%			
57	65%			33%
58	47%	37%	28%	33%
62			41%	
63		24%	23%	21%
66		58%		49%
67	65%	86%	83%	90%
71	87%	49%	41%	55%
74	79%	60%	59%	
79				99%
97			52%	50%
101	60%			
431				91%

HUMAN RESOURCES  
Substitute Placement Rate



District	2013-2014	2014-2015	2015-2016	2016-2017
1	91%			92%
2	73%	81%	73%	82%
3			95%	92%
4	78%	81%	91%	89%
5	99%	97%	96%	
6		73%		
7	95%	95%	99%	97%
8	94%	95%	94%	94%
9	91%	86%	88%	88%
10	81%		88%	57%
11	95%			
12	84%	89%	85%	84%
13	98%	95%		
14	95%		57%	77%
16		95%		
18			1673%	
19	69%			
20				85%
27				77%
28			97%	98%
30		85%	84%	84%
33	59%			
34		91%	9%	
35		81%	64%	
37				90%
39	77%	62%	77%	82%
40				86%
41		68%	59%	72%
43	75%		58%	65%
44			95%	97%
45				73%
46	64%		53%	72%
47	93%			
48	98%	97%	95%	96%
49	93%	91%	90%	86%
51		51%	55%	53%
52	90%	89%	66%	94%
54		70%	83%	80%
55		78%	78%	82%
56	99%			
57	73%			86%
58	73%	58%	40%	73%
62			100%	
63		100%		75%
66		66%		81%
67	98%	95%	98%	96%
71	97%	96%	92%	92%
74	60%	83%	72%	
97			91%	89%
101	69%			
431				91%

Description of Calculation

Number of student attendance days where a substitute was successfully placed in a classroom, divided by the total number of student attendance days that classroom teachers were absent from their classrooms.

Importance of Measure

Failure to place substitutes to fill teacher absences can adversely affect students, as well as school staff, and should be reduced to a minimum.

Factors that Influence

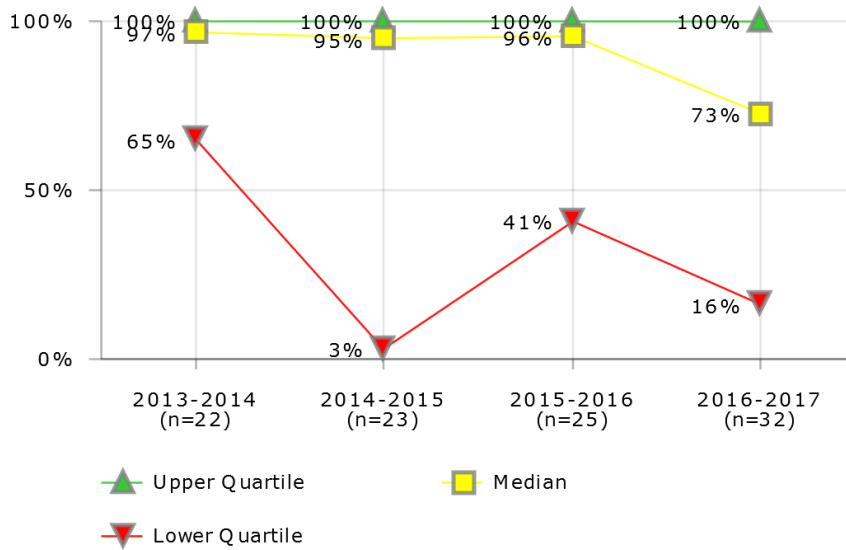
- Quality of substitute pool database
- Substitute back-up policy

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Duval County Public Schools
- Fresno Unified School District
- Minneapolis Public Schools
- Orange County Public School District
- Palm Beach County School District
- Seattle Public Schools
- St. Paul Public Schools

HUMAN RESOURCES

Substitute Placements With a BA/BS or Higher



Description of Calculation

Number of teachers retained after one year, divided by number of teachers that were newly hired one year ago.

Importance of Measure

Increasing the number of substitutes with a college degree improves the students' experience when a teacher is absent.

Factors that Influence

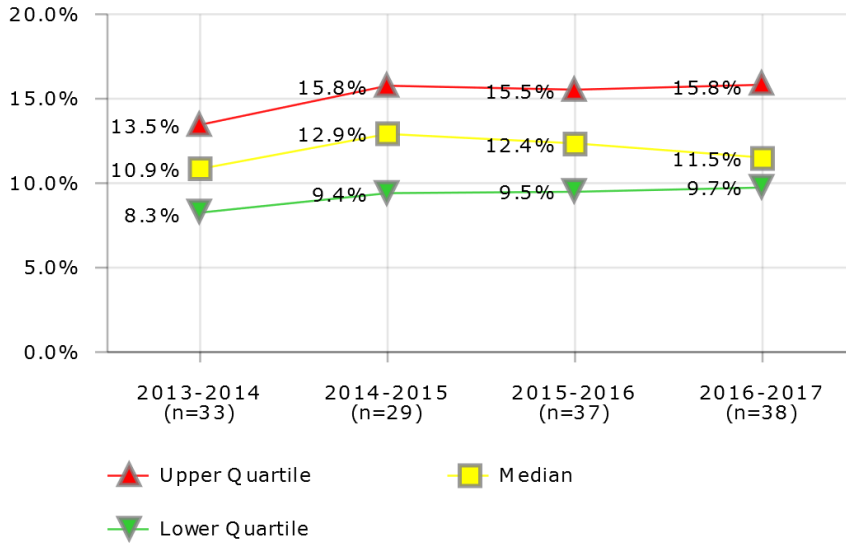
- Quality of substitute pool database
- Substitute back-up policy

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Buffalo Public Schools
- Chicago Public Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Pittsburgh Public Schools
- School District of Philadelphia
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	100%			83%
2	95%	95%	95%	79%
3				108%
5	100%	100%	100%	
7	100%	100%	100%	100%
8	64%	63%	64%	64%
9	65%	66%	65%	65%
10	99%		1%	1%
11	100%			
12	100%	100%	100%	100%
14	77%			
16		0%		
18			2%	
19	5%			
20				100%
27				77%
30	1%	100%	100%	0%
32				69%
35		100%	2%	1%
37				95%
39	2%	2%	21%	16%
40				66%
41		100%	100%	97%
43	100%		100%	100%
44	76%	83%	82%	83%
45				100%
46				57%
48	79%	77%	75%	1%
49	68%	71%	96%	77%
51		3%	100%	49%
52	2%	2%	2%	2%
54		100%	100%	100%
55		0%	41%	38%
57	100%			
58	100%	100%	100%	100%
62			119%	
63		3%		1%
66		100%		
67		100%	99%	100%
74	100%	100%	100%	
97			2%	2%
101	100%			
431				16%

HUMAN RESOURCES  
Employee Separation Rate



District	2013-2014	2014-2015	2015-2016	2016-2017
1	12.0%			10.7%
2		8.9%	15.5%	11.5%
3	9.8%		7.0%	6.1%
4	8.5%	9.4%	11.7%	11.5%
5	8.3%		10.6%	
6	10.8%			
7	12.5%	10.6%	10.5%	9.6%
8	14.4%	11.3%	13.1%	11.0%
9	13.7%	10.2%	11.3%	10.6%
10	12.3%		12.0%	11.0%
11	9.9%			
12	6.4%	8.0%	8.3%	10.3%
13	13.5%	7.8%	9.7%	
14	6.2%		12.4%	14.8%
16		10.8%		
18		13.9%	12.8%	15.8%
19	5.9%			
20			3.1%	9.1%
21	8.7%			
23	11.3%			
28	59.8%	14.4%	14.9%	17.1%
30	9.2%	9.6%	9.5%	10.0%
32	7.4%	8.6%	8.4%	7.9%
34		20.6%	27.7%	
35			8.2%	9.3%
37				22.7%
39	27.5%	27.3%	27.3%	21.2%
40				16.0%
41		17.0%	17.7%	17.3%
43	8.2%		6.3%	6.0%
44	15.5%	17.6%	17.2%	16.9%
46	16.7%		11.1%	15.7%
47	11.6%	8.3%		
48	10.2%	12.4%	12.9%	12.6%
49	12.8%	12.9%	13.8%	13.0%
51		19.0%	42.9%	35.2%
52	14.3%	16.4%	16.8%	15.1%
53			13.6%	11.2%
54		15.0%	15.7%	13.4%
55		19.9%	19.7%	17.1%
56	10.9%			
57				11.0%
58	27.9%	13.5%	15.5%	16.5%
62			6.4%	
63		15.8%	19.2%	12.5%
66		13.7%		
67	6.1%	6.9%	7.3%	6.6%
71	11.8%	13.6%	14.4%	15.8%
74	7.0%	2.4%	5.1%	
79				7.2%
97			11.1%	6.8%
101	6.8%			
431				9.7%

Description of Calculation

Total number of employees that left the district (retirement, resignation or termination), divided by the total number of district employees (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

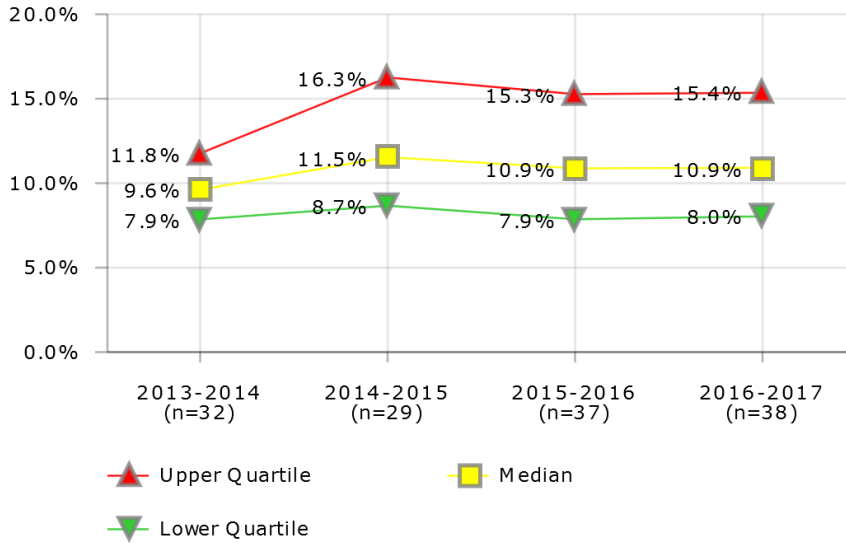
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Cincinnati Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- St. Paul Public Schools
- Toledo Public Schools

HUMAN RESOURCES

Employee Separation Rate - Teachers



Description of Calculation

Number of instructional support staff that left the district (retirement, resignation or termination), divided by the total number of instructional support staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2016-2017)

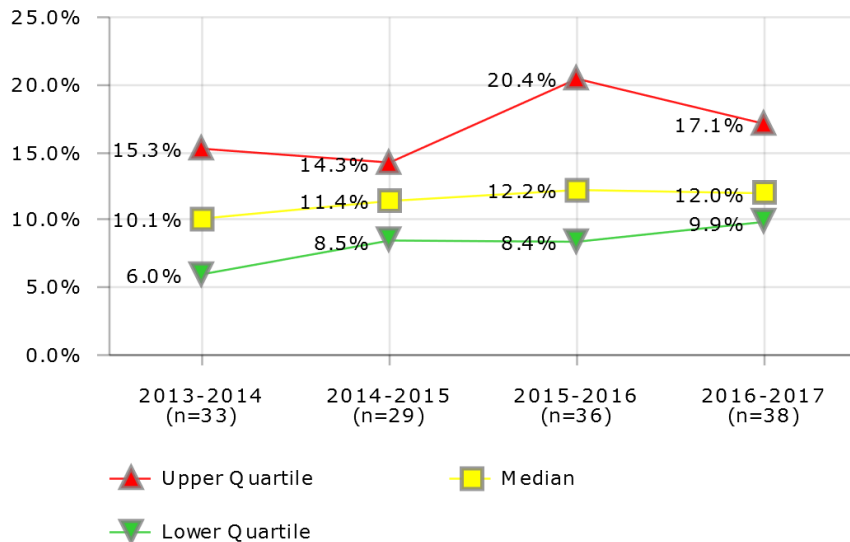
- Albuquerque Public Schools
- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Columbus Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.1%			10.2%
2		13.1%	17.4%	13.2%
3	6.2%		5.0%	4.0%
4	8.1%	8.7%	10.9%	11.0%
5	4.3%		9.0%	
6	10.9%			
7	9.7%	7.8%	8.2%	8.6%
8	10.5%	11.2%	12.9%	11.0%
9	9.7%	9.0%	9.9%	9.4%
10	9.2%		11.8%	10.8%
11	6.3%			
12	5.1%	7.2%	4.6%	7.3%
13	11.0%	7.0%	8.8%	
14	7.0%		7.8%	8.0%
16		10.0%		
18		13.8%	13.8%	17.3%
19	3.3%			
20			3.5%	6.5%
21	11.9%			
23	11.6%			
28		16.3%	14.3%	16.1%
30	9.0%	8.1%	7.9%	8.6%
32	9.2%	8.7%	7.9%	7.8%
34		13.0%	20.6%	
35			5.6%	6.9%
37				15.4%
39	21.3%	19.9%	19.0%	15.7%
40				15.0%
41		20.8%	3.0%	18.8%
43	8.8%		5.1%	5.5%
44	16.4%	20.1%	17.9%	17.8%
46	15.4%		13.3%	15.1%
47	13.7%	9.8%		
48	9.6%	12.5%	14.2%	11.8%
49	15.0%	13.5%	15.3%	12.3%
51		19.0%	54.5%	45.6%
52	10.0%	11.5%	12.3%	10.6%
53			9.1%	9.0%
54		16.6%	16.3%	14.0%
55		20.5%	19.9%	15.4%
56	8.3%			
57				8.0%
58	24.4%	10.6%	17.3%	12.3%
62			6.5%	
63		23.2%	23.0%	15.9%
66		8.6%		
67	7.8%	7.9%	8.6%	7.6%
71	12.9%	12.8%	14.5%	16.5%
74	7.9%	2.7%	5.2%	
79				8.7%
97			9.4%	5.8%
101	5.7%			
431				8.7%



HUMAN RESOURCES

Employee Separation Rate - Instructional Support Staff



District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.9%			9.9%
2		4.8%	22.2%	12.7%
3	10.2%		9.5%	8.8%
4	0.4%	0.5%	10.5%	8.0%
5	7.1%		5.8%	
6	34.3%			
7	15.7%	18.3%	21.7%	17.4%
8	16.9%	10.8%	17.1%	12.6%
9	52.2%	25.1%	25.6%	22.7%
10	9.4%		11.9%	12.0%
11	4.2%			
12	13.0%	11.4%	6.9%	12.0%
13	59.1%	9.7%	7.6%	
14	6.3%			72.7%
16		10.5%		
18		12.0%	15.5%	14.2%
19	5.0%			
20			3.2%	11.6%
21	3.4%			
23	10.1%			
28	2.2%	7.6%	36.4%	34.0%
30	11.1%	9.5%	11.9%	11.4%
32	9.7%	7.7%	11.7%	9.9%
34		39.0%	25.7%	
35			19.2%	11.9%
37				17.1%
39	44.7%	36.9%	58.4%	38.1%
40				14.8%
41		11.6%	1.8%	13.8%
43	6.0%		5.3%	5.0%
44	14.1%	11.8%	13.6%	12.4%
46	9.6%		8.1%	7.1%
47	6.4%	14.3%		
48	7.5%	8.5%	8.6%	11.2%
49	13.0%	15.2%	15.1%	15.6%
50				21.3%
51		12.6%	47.5%	11.8%
52	23.7%	28.4%	25.5%	25.5%
53			128.5%	
54		11.8%	9.6%	9.4%
55		13.5%	14.1%	9.9%
56	14.0%			
57				8.9%
58	46.7%	21.4%	14.0%	21.8%
62			13.4%	
63		7.3%	11.9%	12.7%
66		10.3%		
67	5.4%	7.4%	6.1%	8.9%
71	14.5%	10.3%	9.9%	22.1%
74	2.2%	2.3%	1.8%	
79				6.2%
97			12.5%	7.1%
101	15.3%			
431				10.1%

Description of Calculation

Number of instructional support staff that left the district (retirement, resignation or termination), divided by the total number of instructional support staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

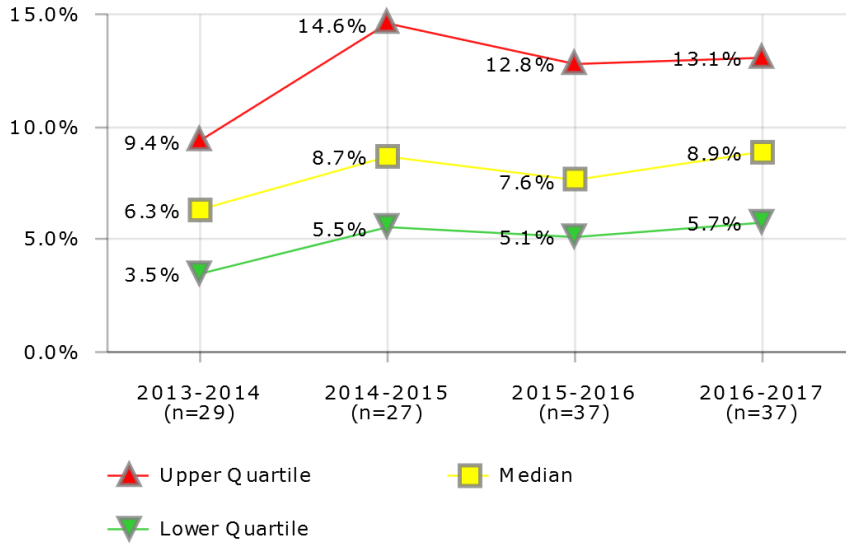
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2016-2017)

- Baltimore City Public Schools
- Chicago Public Schools
- Cleveland Metropolitan School District
- Fresno Unified School District
- Pinellas County Schools
- Pittsburgh Public Schools
- Seattle Public Schools
- St. Paul Public Schools
- Toledo Public Schools
- Wichita Unified School District

HUMAN RESOURCES

Employee Separation Rate - School-Based Exempt Staff



Description of Calculation

Number of school-based exempt staff that left the district (retirement, resignation or termination), divided by the total number of school-based exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

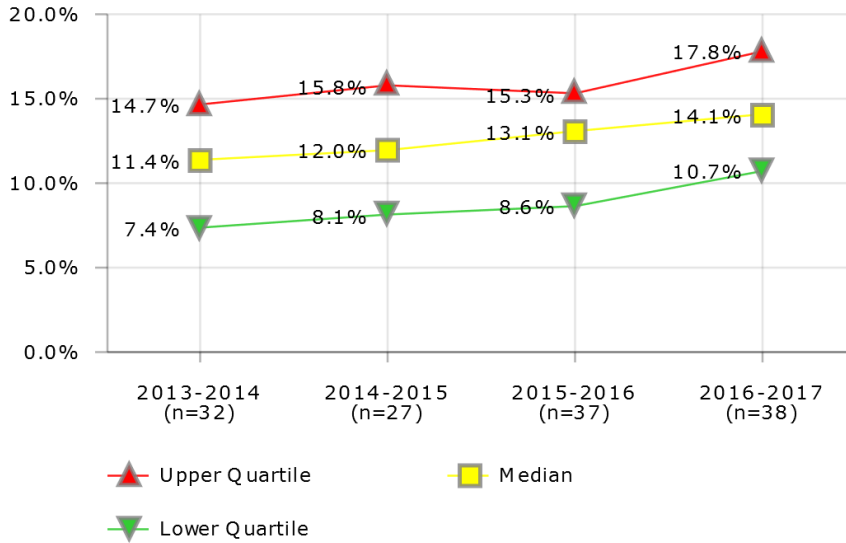
Districts in Best Quartile (2016-2017)

- Columbus Public Schools
- Des Moines Public Schools
- Detroit Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Palm Beach County School District
- Pinellas County Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	5.5%			10.3%
2		7.9%	8.6%	8.8%
3	17.3%		13.8%	13.1%
4			3.7%	5.8%
5	2.8%		4.3%	
7		15.9%	11.1%	8.9%
8	3.2%	6.8%	6.0%	5.3%
9	1.7%	5.5%	5.0%	6.6%
10	6.0%		17.3%	1.6%
11	7.5%			
12	3.1%	14.6%	9.3%	5.0%
13	4.6%	3.2%	5.2%	
14	2.0%		4.1%	39.4%
16		2.6%		
18		8.7%	14.5%	
19	6.3%			
20			4.3%	12.0%
21	6.4%			
23	6.7%			
28	6.3%	5.3%	5.6%	24.6%
30	3.1%	16.3%	7.0%	4.6%
32	1.3%	4.2%	5.8%	4.0%
34		56.6%	13.4%	
35			5.5%	5.7%
37				53.6%
39	21.3%	16.1%	19.1%	15.6%
40				7.5%
41		12.7%	14.5%	13.4%
43	7.4%		3.0%	6.3%
44	7.0%	5.1%	6.2%	7.8%
46	6.0%		6.5%	26.2%
47	12.4%	8.7%		
48	9.4%	7.7%	7.6%	6.6%
49	9.2%	10.2%	11.3%	10.1%
50				4.4%
51		26.3%	9.2%	82.7%
52	16.7%	12.2%	12.8%	11.0%
53			5.1%	1.7%
54		9.4%	10.8%	10.2%
55		10.4%	10.1%	9.2%
56	96.7%			
57				7.0%
58	61.5%	8.2%	14.3%	9.2%
62			0.8%	
63		9.4%	18.1%	11.4%
67	3.5%	4.2%	2.6%	2.8%
71	9.6%	35.6%	33.9%	14.4%
74		6.4%	7.8%	
97			4.0%	5.3%
101	5.4%			
431				24.8%

HUMAN RESOURCES

Employee Separation Rate - School-Based Non-Exempt Staff



District	2013-2014	2014-2015	2015-2016	2016-2017
1	32.7%			11.7%
2		9.0%	12.9%	8.9%
3	9.9%		14.8%	11.9%
4	11.3%	13.4%	13.6%	14.5%
5	15.6%		15.3%	
6	12.4%			
7		7.8%	8.0%	8.5%
8	28.1%	11.7%	14.6%	12.2%
9	13.0%	8.1%	11.2%	10.7%
10	4.1%		10.2%	12.5%
11	17.3%			
12	11.5%	6.8%	17.8%	17.0%
13	5.9%	8.3%	12.6%	
14	4.0%		6.4%	7.0%
16		7.8%		
18		28.3%	13.1%	17.8%
19	8.3%			
20			1.3%	13.2%
21	11.8%			
23	12.7%			
28	7.7%	12.1%	16.8%	14.5%
30	10.9%	12.6%	14.0%	14.1%
32	4.3%	8.4%	8.0%	7.7%
34			41.4%	
35			16.5%	36.1%
37				30.3%
39	25.1%	27.0%	22.3%	23.9%
40				15.8%
41		11.4%	10.6%	14.9%
43	8.6%		9.1%	8.1%
44	16.9%	15.8%	19.4%	14.9%
46	39.0%		8.6%	13.0%
47	7.5%	7.1%		
48	13.8%	14.8%	15.1%	18.5%
49	13.3%	14.4%	14.3%	17.6%
50				16.1%
51			75.4%	35.9%
52	13.6%	18.3%	20.4%	20.5%
53			7.7%	8.7%
54		12.0%	13.0%	12.1%
55		25.2%	26.1%	25.3%
56	7.3%			
57				18.6%
58	43.3%	15.4%	13.2%	22.2%
62			5.8%	
63		16.3%	4.1%	5.8%
66		26.7%		
67	2.9%	4.6%	5.8%	5.3%
71	9.2%	11.3%	15.3%	14.1%
74	6.9%	2.4%	7.9%	
97			13.0%	8.3%
101	7.0%			
431				12.9%

Description of Calculation

Number of school-based non-exempt staff that left the district (retirement, resignation or termination), divided by the total number of school-based non-exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

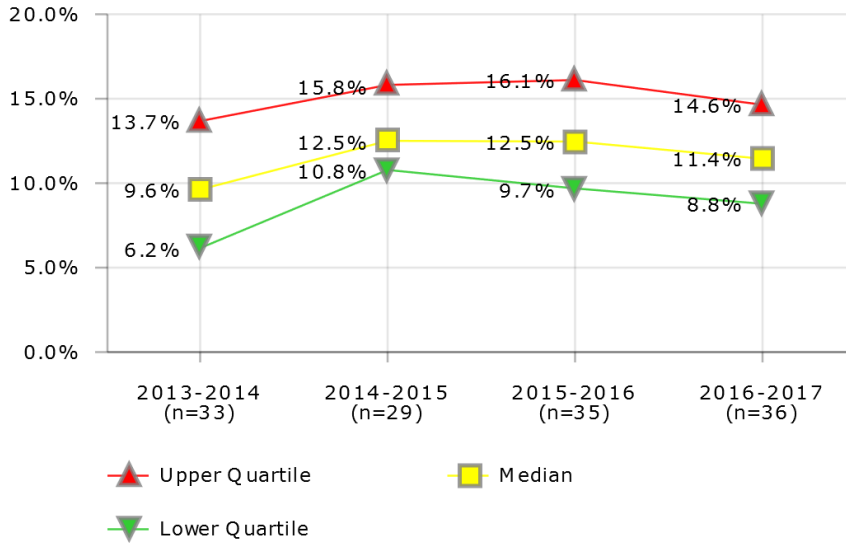
- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Anchorage School District
- Clark County School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pinellas County Schools
- Pittsburgh Public Schools
- Richmond City School District
- St. Louis Public Schools

HUMAN RESOURCES

Employee Separation Rate - Non-School Non-Exempt Staff



Description of Calculation

Number of non-school non-exempt staff that left the district (retirement, resignation or termination), divided by the total number of non-school non-exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

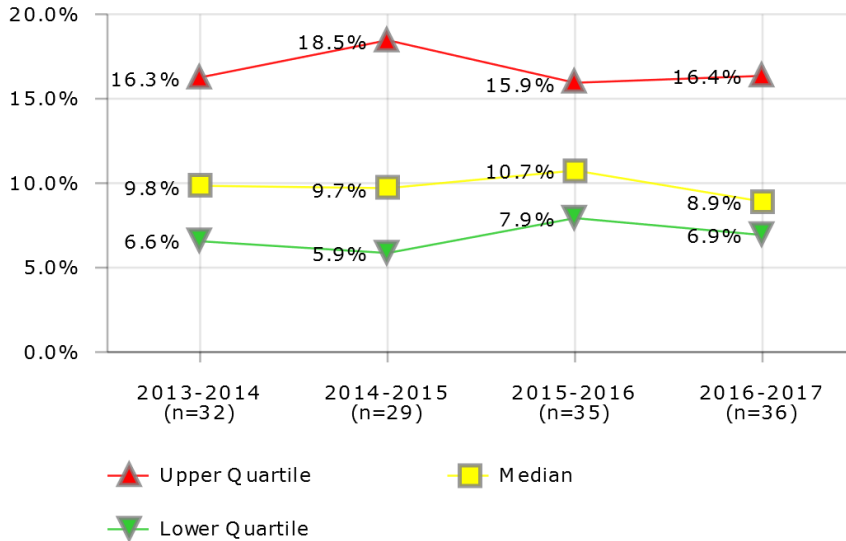
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Atlanta Public Schools
- Columbus Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Jefferson County Public Schools (KY)
- Pittsburgh Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	20.2%			10.8%
2		2.7%	11.6%	9.2%
3	73.4%		3.8%	3.3%
4	9.3%	10.8%	15.4%	10.0%
5	13.5%		9.8%	
6	13.7%			
7	4.9%	17.8%	12.7%	6.7%
8	9.7%	12.7%	13.8%	10.7%
9	25.1%	12.0%	12.6%	12.2%
10	50.6%		19.9%	10.8%
11	4.5%			
12	7.0%	9.5%	26.5%	25.7%
13	9.3%	9.2%	11.4%	
14	9.9%			
16		15.8%		
18		23.6%	15.9%	11.3%
19	8.0%			
20			1.7%	11.6%
21	2.9%			
23	17.9%			
28	13.7%	13.0%	6.2%	8.3%
30	3.9%	12.5%	6.3%	12.4%
32	5.5%	11.5%	10.7%	9.9%
34		17.6%	23.9%	
35			1.5%	2.3%
37				15.6%
39	57.8%	65.9%	70.6%	37.8%
40				67.1%
41		21.5%		22.4%
43	9.6%		13.1%	5.8%
44	8.8%	11.2%	13.9%	21.8%
46	40.0%		11.1%	18.6%
47	12.6%	4.7%		
48	9.7%	12.9%	11.8%	12.7%
49	6.3%	9.5%	9.7%	9.5%
51		11.4%	17.7%	13.4%
52	14.7%	14.5%	16.1%	13.7%
53			20.7%	6.1%
54		13.8%	16.2%	14.9%
55		14.2%	13.9%	14.4%
56	9.0%			
57				36.7%
58	6.2%	11.0%	12.5%	13.3%
62			2.5%	
63		10.8%	70.4%	7.0%
66		44.3%		
67	3.2%	7.3%	8.2%	5.6%
71	10.2%	17.8%	12.0%	14.2%
74	5.7%	0.9%	6.0%	
97			11.2%	9.4%
101	3.5%			
431				6.8%

HUMAN RESOURCES

Employee Separation Rate - Non-School Exempt Staff



District	2013-2014	2014-2015	2015-2016	2016-2017
1	13.2%			10.7%
2		3.6%	11.4%	8.2%
3	7.7%			14.1%
4	8.1%	3.8%	13.5%	7.4%
5	13.8%		19.2%	
7	45.7%	20.2%	14.8%	8.9%
8	6.2%	9.0%	9.8%	5.0%
9	8.4%	9.7%	4.4%	2.7%
10	45.7%		3.5%	2.7%
11	5.4%			
12	3.3%	3.9%	3.1%	8.0%
13	6.9%	7.2%	4.9%	
14	3.4%			56.9%
16		48.7%		
18		6.0%	5.4%	7.6%
19	14.7%			
20			9.0%	2.1%
21	5.0%			
23	8.2%			
28	19.5%	18.5%	12.8%	20.6%
30	4.9%	8.1%	6.9%	7.3%
32	2.6%	3.2%	10.4%	6.9%
34		0.8%	60.0%	
35			14.3%	16.7%
37				34.0%
39	18.6%	21.9%	15.9%	15.8%
41		11.7%	32.1%	17.7%
43	7.5%		8.0%	6.6%
44	17.9%	11.1%	6.7%	16.0%
46	13.5%		11.2%	31.5%
47	27.2%	5.9%		
48	11.6%	10.0%	7.9%	8.2%
49	11.2%	10.0%	9.3%	14.3%
51		7.0%	15.2%	26.5%
52	21.7%	20.0%	24.7%	14.1%
53			30.4%	3.0%
54		19.0%	46.8%	25.0%
55		12.5%	10.7%	11.9%
56	1.3%			
57				5.5%
58	60.0%	25.4%	18.0%	34.9%
62			10.4%	
63		18.9%	10.7%	7.5%
66		8.3%		
67	8.6%	5.8%	6.9%	3.8%
71	11.1%	13.7%	15.3%	11.6%
74	12.1%	2.6%	18.8%	
79				8.9%
97			9.4%	6.9%
101	8.3%			

Description of Calculation

Number of non-school exempt staff that left the district (retirement, resignation or termination), divided by the total number of non-school exempt staff (FTEs).

Importance of Measure

These measures may serve as indicators of district policies, administrative procedures and regulations, and management effectiveness. Measuring these allows the district to further analyze its actions in terms of resources, allocation of funds, policy and support to its employees. They also may be measures of workforce satisfaction and organizational climate.

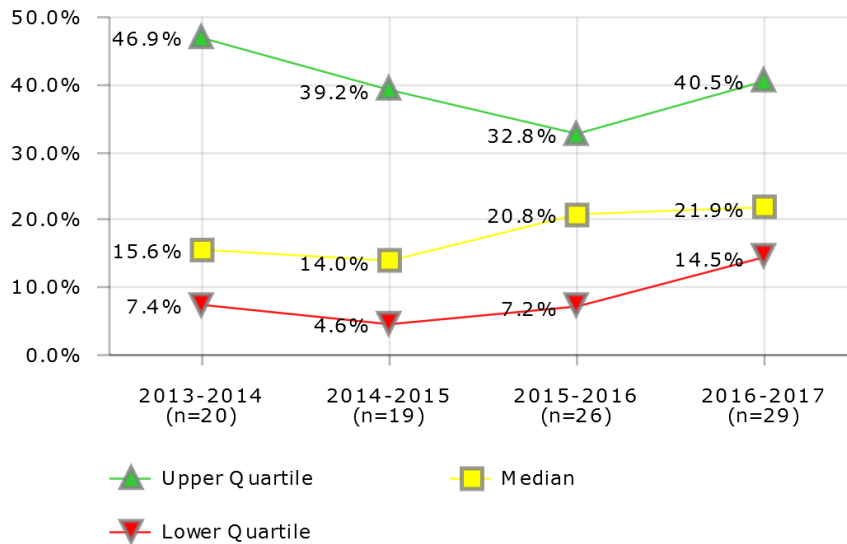
Factors that Influence

- Compensation and benefits
- Recognition and rewards
- Career path/advancement
- Age distribution of workforce
- Effectiveness of leadership
- Training and professional development

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Clark County School District
- Cleveland Metropolitan School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Jefferson County Public Schools (KY)
- Palm Beach County School District
- Pinellas County Schools
- Pittsburgh Public Schools

HUMAN RESOURCES  
Exit Interview Completion Rate



**Description of Calculation**

Total number of exit interviews completed, divided by the total number of employee separations (including retirement, resignation and termination) in the district.

**Importance of Measure**

Exit interviews can provide important insight into problems and patterns.

**Factors that Influence**

- Placement of exit interview on separation/resignation forms
- Internal review processes
- Pro-active focus on customer service

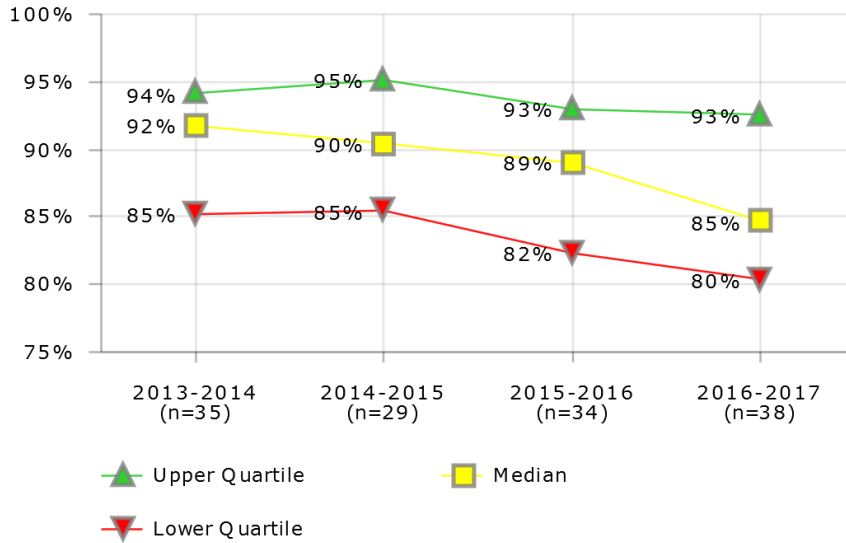
**Districts in Best Quartile (2016-2017)**

- Anchorage School District
- Atlanta Public Schools
- Dallas Independent School District
- Duval County Public Schools
- Fort Worth Independent School District
- Fresno Unified School District
- Milwaukee Public Schools
- Norfolk School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	10.7%			
2	16.1%	9.8%	3.7%	21.0%
3			4.0%	1.3%
4	14.1%			
5	75.7%	94.8%	90.4%	
7			32.8%	41.0%
9	1.9%	2.5%	10.6%	12.3%
10	64.3%		100.0%	29.5%
12			29.3%	31.5%
13	15.1%	19.9%	24.3%	
14	1.5%		2.3%	2.1%
15				21.8%
18		27.4%		
19	41.1%			
20			32.9%	14.5%
21	3.3%			
23	19.3%			
27			45.7%	66.4%
28		40.9%	32.6%	47.9%
30	28.6%	97.3%	46.6%	94.0%
34		39.2%		
39	7.3%	5.8%	6.2%	2.4%
40				92.5%
41		13.8%	22.0%	47.5%
44	52.8%	26.9%	31.4%	40.5%
47	7.6%	8.5%		
48			11.5%	20.6%
49	13.0%	14.0%	10.3%	11.5%
51			7.2%	10.3%
52		2.7%	9.2%	29.2%
53				35.4%
55		0.8%	0.8%	7.8%
57				21.9%
58	2.2%	3.8%	8.7%	19.8%
62			1.3%	
63		4.6%	21.8%	16.9%
67	91.4%	85.6%	81.3%	70.1%
71	20.2%	18.7%	19.9%	18.2%
74	100.0%			
79				28.4%
431				32.3%

HUMAN RESOURCES

Health Benefits Enrollment Rate



District	2013-2014	2014-2015	2015-2016	2016-2017
1	94%			
2	85%	83%	83%	74%
3	93%		82%	84%
4	84%	100%	85%	81%
5	92%	95%	93%	
6	90%	71%		
7	93%	85%	89%	85%
8	94%	89%	90%	90%
9	97%	97%	96%	95%
10	87%		85%	84%
11	93%			
12	87%	85%	81%	88%
13	94%	94%	94%	
14	71%		66%	66%
16		98%		
18			62%	72%
19	86%			
20		78%	83%	84%
23	94%			
27				80%
28	83%	87%	92%	84%
30	90%	90%	90%	80%
32	92%	92%	93%	93%
33	74%			
34		88%	93%	
35		95%	89%	86%
39	62%	66%	79%	68%
40				54%
41		63%	74%	68%
43	92%		90%	90%
44	100%	99%	99%	97%
45				94%
46	92%		91%	
47	81%	88%		95%
48	100%			
49	86%	86%	86%	83%
51		80%	81%	79%
52	85%	86%	77%	82%
53			82%	83%
54		94%	94%	95%
55			84%	82%
56	51%			
57	92%			87%
58	89%	94%	99%	93%
63		98%	98%	98%
66		98%		95%
67	100%	100%	100%	100%
71	99%	91%	94%	93%
74	100%			
79				88%
97			78%	87%
101	99%			
431				79%

Description of Calculation

Total number of employees enrolled in health benefits plan, divided by total number of employees eligible for health benefits.

Importance of Measure

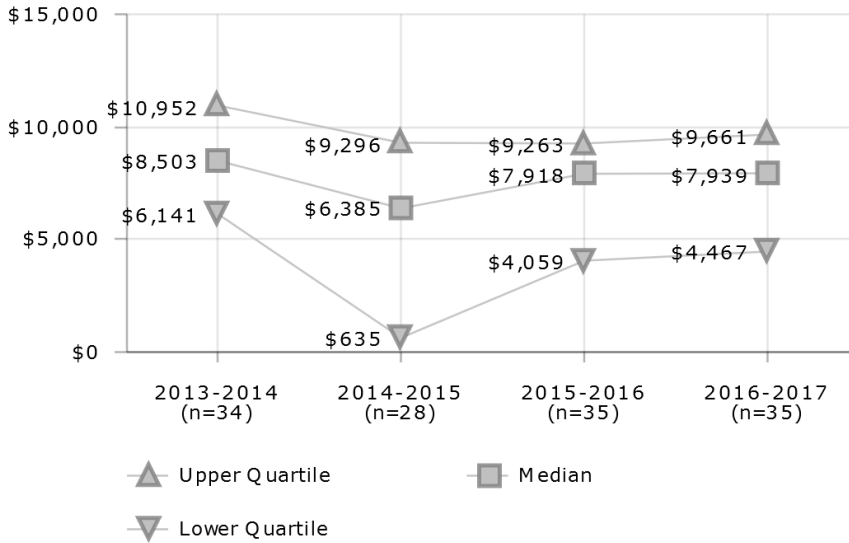
Identifies the level of employee enrollment in the district health benefits plan.

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Buffalo Public Schools
- Chicago Public Schools
- Clark County School District
- Duval County Public Schools
- Fresno Unified School District
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Omaha Public School District
- St. Louis Public Schools

HUMAN RESOURCES

Health Benefits Cost per Enrolled Employee



Description of Calculation

Total health benefits cost (self-insured) plus total health benefits premium costs, divided by total number of employees enrolled in health benefits plan.

Importance of Measure

It is important to all districts to have a competitive benefit package to attract and retain employees. However, health care costs represent an increasing percentage of overall employee costs. Rapid increases in health care costs make it even more critical for districts to ensure that their health care dollars are well spent and their benefits are competitive. Health care costs are an important component in the total compensation package of employees. While it is important to provide good benefits it is also equally important to do it at a competitive cost compared with other districts that are competing for the same applicants.

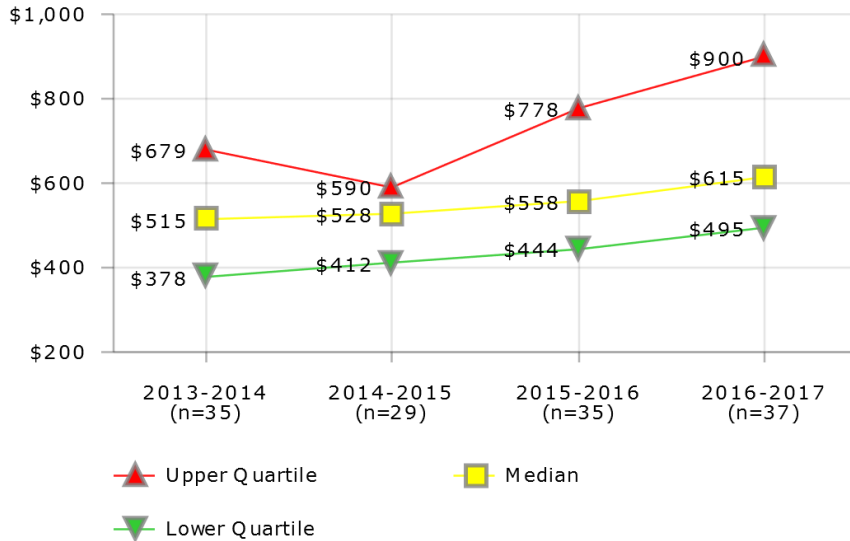
Factors that Influence

- Costs may be influenced by district wellness programs and promoting healthy lifestyles
- Plan benefits and coverage (individual, individual & spouse, family, etc.) are major factors in determining costs.
- Costs are influenced by availability and competitiveness of providers.
- Costs are influenced by geographic location (reasonable and customary charges for each location).
- Costs may vary based on plan structure (fully insured, self insured, minimum premium etc.).
- Increased costs in health care will mean less money available for salary or other benefits.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$606			
2	\$7,921	\$9,178	\$8,999	\$8,750
3			\$8,260	\$9,661
4	\$9,228	\$8,126	\$535	\$612
5	\$949	\$928	\$11,984	
7	\$13,702	\$0		\$1
8	\$7,050	\$7,341	\$6,922	\$6,760
9	\$6,292	\$6,408	\$6,690	\$6,741
10	\$7,037		\$8,381	\$7,235
11	\$8,540			
12	\$11,175	\$13,521	\$13,730	
13	\$545	\$503		
14	\$6,141		\$7,827	\$825
16			\$3,844	
18			\$7,219	\$10,528
19	\$14,861			
20		\$10,575	\$8,518	\$11,319
23	\$8,136			
27				\$8,845
28	\$8,465		\$10,780	\$13,731
30	\$14,665	\$14,830	\$14,670	\$16,024
32	\$8,716	\$9	\$8,999	\$9,177
33	\$12,100			
35		\$16,039		
37				\$7,939
39	\$4,368	\$4,915	\$5,167	\$626
40				\$3,475
41		\$3,782	\$3,701	\$3,990
43	\$11,896		\$15,468	\$14,684
44	\$8,121	\$7,727	\$7,918	\$7,998
45				\$15
46	\$10,469		\$9,263	
47	\$10,395	\$9,414		
48	\$7,464	\$8,291	\$8,255	\$9,648
49	\$5,696	\$5,900	\$7,009	\$6,745
51		\$7,578	\$9,888	\$6,598
52	\$1,521	\$1,725	\$1,724	\$4,467
54		\$8	\$7	\$6,487
55		\$0		
56	\$21,980		\$3,109	
57	\$10,952			\$14,559
58	\$9,779	\$10,929	\$8,867	\$11,258
61			\$4,059	
62			\$8,539	
63		\$767	\$9,410	\$730
66				\$9,372
67	\$13,902	\$13,605	\$7,691	\$8,331
71	\$5,807	\$6,363	\$6,919	\$6,460
74	\$10,333			
77	\$27	\$25	\$3,042	
79				\$15,096
97			\$12,787	\$8,760
101	\$10,099	\$57	\$1,922	
431				\$5,670



HUMAN RESOURCES  
HR Cost per District FTE



District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$811			\$1,168
2		\$497	\$682	\$669
3	\$549		\$532	\$523
4	\$316	\$383	\$273	\$399
5	\$626		\$649	
6	\$405			
7	\$512	\$427	\$406	\$434
8	\$520	\$538	\$564	\$548
9	\$501	\$528	\$538	\$495
10	\$504		\$530	\$467
11	\$429			
12	\$466	\$514	\$639	\$615
13	\$567	\$536	\$362	
14	\$367		\$585	\$595
16	\$372	\$435		
18		\$295	\$4,757	\$1,487
19	\$123			
20		\$917	\$1,126	\$913
21	\$250			
23	\$647			
28	\$1,444	\$884	\$977	\$996
30	\$569	\$566	\$558	\$632
32	\$720	\$313	\$317	\$368
34		\$723	\$802	
39	\$378	\$426	\$1,374	\$254
40				\$316
41	\$1,619	\$642	\$610	\$615
43	\$746		\$830	\$791
44	\$452	\$590	\$576	\$698
46	\$360		\$795	\$665
47	\$1,394	\$636		\$606
48	\$221	\$265	\$271	\$296
49	\$1,110	\$761	\$778	\$987
50				\$1,433
51		\$402	\$503	\$766
52	\$1,228	\$1,395	\$809	\$1,069
53			\$444	\$527
54		\$563	\$359	\$525
55		\$521	\$525	\$577
56	\$479			
57				\$900
58	\$306	\$412	\$359	\$493
62			\$747	
63		\$377	\$387	\$867
66		\$379		
67	\$515	\$528	\$548	\$450
71	\$608	\$551	\$474	\$515
74	\$679		\$518	
79				\$1,681
97				\$1,772
101	\$515			

Description of Calculation

Total HR department costs, divided by total number of district employees (FTEs).

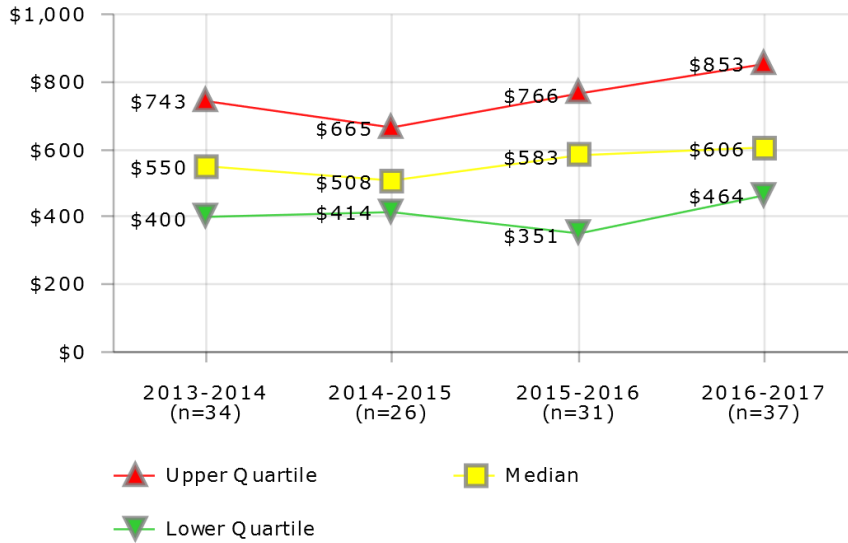
Importance of Measure

This can be help evaluate the size of the budget for the human resources department. Since districts often have different structures and priorities, this indicator should be used in conjunction with other measures that indicate actual performance.

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Clark County School District
- Fort Worth Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- School District of Philadelphia
- Wichita Unified School District

HUMAN RESOURCES  
HR Cost per \$100K Revenue



Description of Calculation

Total HR department costs, divided by total district operating revenue over \$100,000.

Importance of Measure

This can be help evaluate the size of the budget for the human resources department. Since districts often have different structures and priorities, this indicator should be used in conjunction with other measures that indicate actual performance.

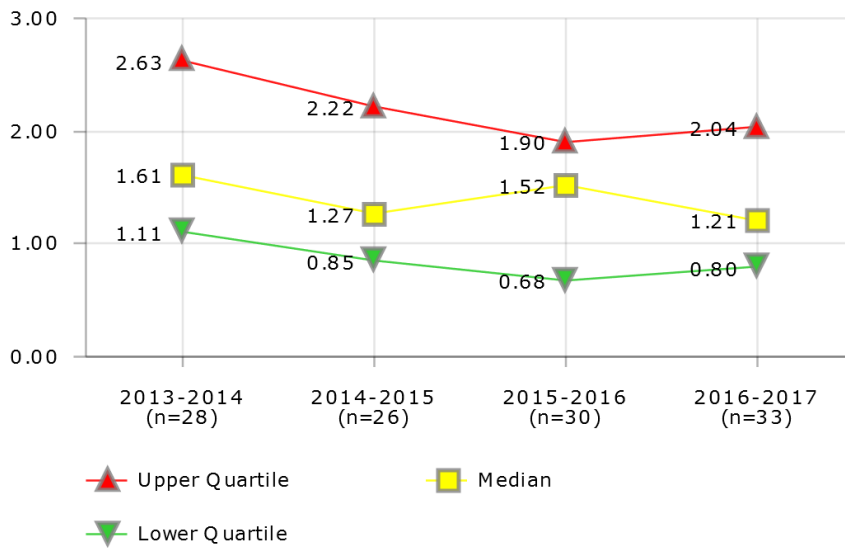
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Columbus Public Schools
- El Paso Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Houston Independent School District
- Miami-Dade County Public Schools
- Orange County Public School District
- School District of Philadelphia
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$735			
2		\$665	\$766	\$728
3			\$297	\$510
4	\$352	\$436	\$322	\$464
5	\$544			
6	\$449			
7	\$400	\$200	\$395	\$376
8	\$743	\$739	\$712	\$674
9	\$570	\$594	\$601	\$551
10	\$778		\$1,136	\$917
11	\$451			
12	\$451	\$471	\$583	\$531
13	\$678	\$635	\$436	
14	\$615		\$770	\$771
16	\$361	\$306		
18		\$326		\$1,545
19	\$108			
20		\$581	\$635	\$539
21	\$255			
23	\$792			
28	\$1,180	\$545	\$729	\$738
30	\$449	\$470	\$460	\$524
32	\$862	\$329	\$351	\$376
34		\$822	\$1,009	
35				\$79
37				\$2,198
39	\$369	\$414	\$1,340	\$287
40				\$415
41	\$2,156	\$835	\$785	\$734
43	\$441		\$259	\$481
44	\$531	\$665	\$666	\$817
46	\$324		\$602	\$486
47	\$2,090	\$955		\$853
48	\$314	\$372	\$378	\$390
49	\$1,812		\$1,112	\$2,118
50				\$1,339
51		\$632	\$771	\$897
52	\$1,315			
53				\$606
54		\$436	\$265	
55		\$709	\$704	\$767
57	\$679			\$656
58	\$210	\$231	\$195	\$297
62			\$351	
63		\$457	\$453	\$1,078
67	\$528	\$452	\$375	\$351
71	\$711	\$667	\$508	\$483
74	\$561			
79				\$1,104
97			\$177	\$2,698
101	\$556			
431				\$273

HUMAN RESOURCES

Employee Relations - Discrimination Complaints per 1,000 Employees



District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.55			
2		0.97	0.82	0.82
3	1.02			0.48
4	0.45	0.45	0.30	0.30
5	2.50		1.49	
6	14.47			
7	2.43	1.72	1.96	3.39
8	2.09	1.91	1.02	0.91
9	1.79	2.22	1.95	1.21
10	1.21		0.26	0.86
11	3.44			
12	2.10	2.55	3.03	2.28
13	1.07	1.49	1.09	
14	4.98		1.90	3.26
16		0.83		
18			3.84	1.66
19	5.45			
20		0.94	1.08	1.01
23	1.59			
30	2.75	2.29	1.86	2.04
32	0.55	1.27	0.67	1.00
34		13.19	5.46	
35				0.87
37				3.75
39	5.36	1.46	1.55	0.80
40				0.28
41		1.24	0.34	0.65
43			1.82	
44	1.63	2.29	1.70	2.40
46	1.66		1.89	
47	1.53	1.27		
48	1.14	0.72	0.93	1.85
49	1.07	0.89		0.10
50				2.73
51		0.59	1.59	2.73
52	3.32	16.29	4.95	1.68
53				1.36
54		0.84	1.39	1.73
55		1.29	0.52	0.73
56	1.41			
57				5.16
62			1.67	
63		3.26	2.99	
66		0.85		
67	1.32	0.79	0.63	0.27
71	0.45	1.16	0.68	0.59
79				1.64
97			0.30	1.10
101	1.52			
431				1.24

Description of Calculation

Number of complaints/charges of discrimination filed by employees with any governmental with any governmental or regulatory agency, e.g., Equal Employment Opportunity Commission (EEOC), divided by total number of district employees (FTEs) over 1,000.

Factors that Influence

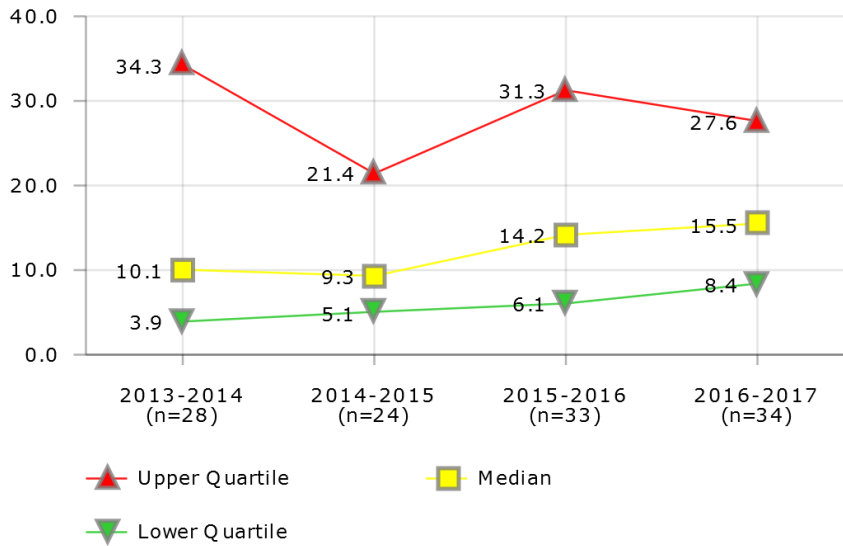
- State and local laws defining discrimination will impact
- Board Policy and organizational protocol for resolution
- Organizational climate
- Quality and level of supervisory training
- Quality and level of EEO Awareness training for all employees
- Indicator as to the effectiveness of supervisors and managers

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Dallas Independent School District
- Fort Worth Independent School District
- Fresno Unified School District
- Guilford County School District
- Houston Independent School District
- St. Paul Public Schools
- Wichita Unified School District

HUMAN RESOURCES

Employee Relations - Misconduct Investigations per 1,000 Employees



Description of Calculation

Number of misconduct investigations, divided by total number of district employees (FTEs) over 1,000.

Importance of Measure

This measure is an indicator of the effectiveness of hiring and supervisory practices within a district. Administrative costs associated with investigation and resolution diminish resources that could be used more productive educational purposes. High instances of alleged employee misconduct reflect a negative public image on the district.

Factors that Influence

- Organizational attitude and tolerance toward employee misconduct
- Quality of supervision
- Quality of training
- Understanding of expectations
- The hiring processes of the district

Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Clark County School District
- Cleveland Metropolitan School District
- Denver Public Schools
- Des Moines Public Schools
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Toledo Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	41.5			
2		22.2	14.2	30.0
3	36.9		65.1	39.8
4	39.1	23.6	15.2	12.9
5			31.3	
6	2.6			
7	70.7	4.8	12.5	12.2
8	8.9	8.8	11.5	9.0
9	5.0	6.1	7.6	8.4
10	8.1		7.0	3.1
11	1.8			
12	2.3	1.7	6.1	2.9
13	5.4	9.8		
14	18.4		0.6	11.1
16		4.7		
18			52.9	41.1
19	4.5			
20		2.6	3.0	
23	56.8			
28	13.0	16.2	14.7	17.3
30	26.2	25.2	26.8	23.3
32	11.3	20.6	18.7	14.3
34		6.2	4.7	
35			37.6	18.9
37				2.4
39	1.3		1.4	2.1
40				18.2
41		8.5	16.9	24.9
43			49.2	
44	31.7	26.2	23.3	16.1
46	6.1		16.5	
47	6.5	5.8		
48	110.6		96.7	100.7
49	17.3	12.4	13.2	14.9
50				56.2
51		5.3	4.2	16.8
52	74.8	62.1	62.5	57.4
53				26.7
54		12.3	9.8	10.5
55			12.2	14.4
56	1.6			
57				7.6
62			5.6	
63		87.2	88.7	48.5
66		10.8		
67	3.3	1.7	3.5	2.8
71	2.0	0.8	0.8	1.6
79				4.9
97			61.6	73.7
101	19.5			
431				27.6

# Information Technology

Performance metrics in information technology (IT) assess the productivity, cost efficiency, and service levels of the Information Technology Department. The metrics generally fall in the following categories:

1. Network services
2. Computers and devices
3. Help desk and break/fix technical support
4. Systems and software

Network-service measures examine such service-level indicators as **Bandwidth per Student** and **Number of Days Network Usage Exceeds 75% of Capacity** and such cost-efficiency indicators as **Network (WAN) Cost per Student**.

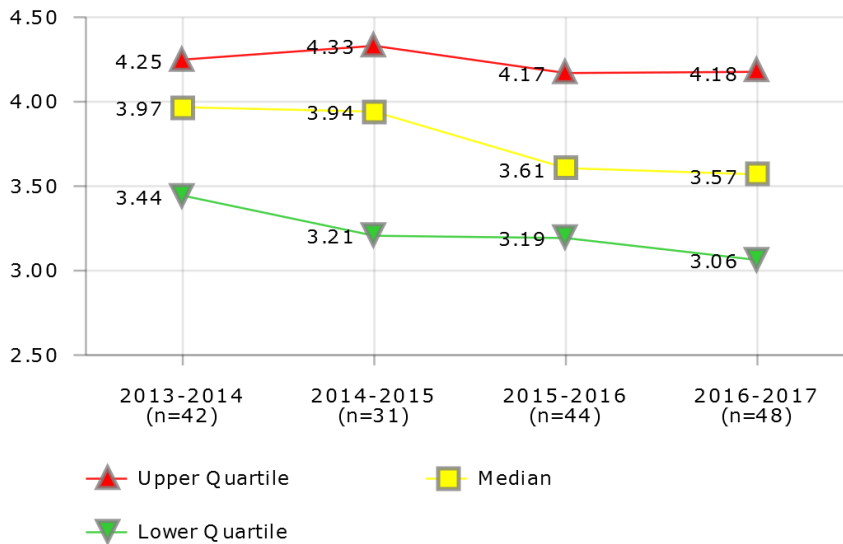
Measures of personal computers and devices include **Average Age of Computers**, which reflect the refresh goals of a district, as well as **Devices per Student**.

The cost effectiveness of technical support services such as the help desk and break/fix support are measured by **Help Desk Staffing Cost per Ticket** and **Break/Fix Staffing Costs per Ticket**.

Finally, the performance of systems and software is measured, in part, by the downtime of these systems, as high rates of interruption are likely to adversely affect district end-users. The operating cost of these systems is measured with **Business Systems Cost per Employee** and **Instructional Systems Cost per Student**.

INFORMATION TECHNOLOGY

Devices - Average Age of Computers



Description of Calculation

The weighted average age of all district computers, i.e., number of one-year-old computers, plus number of two-year-old computers times two, plus number of three-year-old computers times three, plus number of four-year-old-computers times four, plus number of computers five years or older times five.

Importance of Measure

The measure creates an aging index that counts the number of computers in the district by age. Understanding the average age of computers provides data for budget and planning purposes, and impacts break-fix support, supplies, and training. Understanding computer aging will help identify district readiness as software applications become available to staff and students. Developing comprehensive refresh cycles impacts not only the purchasing of equipment but also training cycles.

Many organizations in the private sector use a standard of three years for age of computers before they are replaced. And many school districts refresh their computers over a five-year period to get maximum benefits out of their equipment.

Factors that Influence

- School board and administrative policies and procedures
- Budget development for capital, operational, and categorical funds
- Budget development for schools and department in refresh and computer purchasing
- Budget development in support, supplies, and maintenance.
- Implementation and project management for new software applications in both instructional and operations areas.
- Type of machine (ie: desktop, laptop, netbook, etc.)

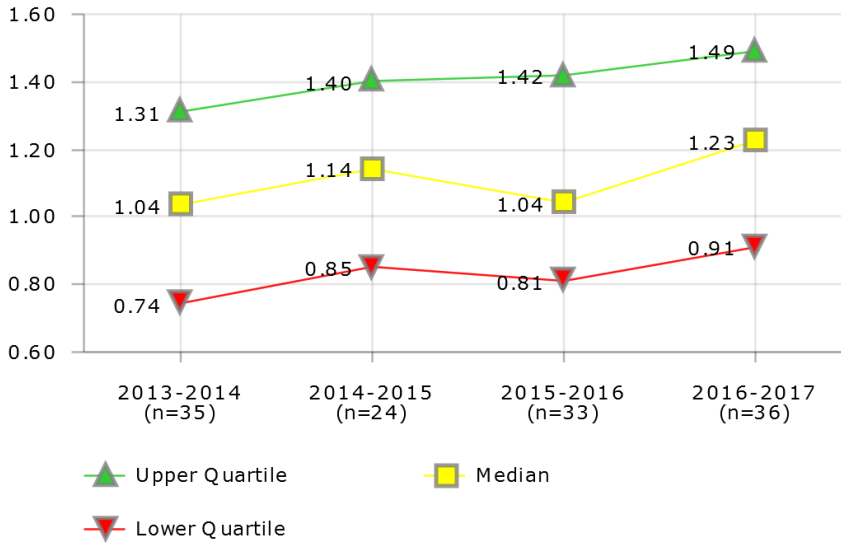
Districts in Best Quartile (2016-2017)

- Austin Independent School District
- Broward County Public Schools
- Cleveland Metropolitan School District
- Denver Public Schools
- Des Moines Public Schools
- Fort Worth Independent School District
- Guilford County School District
- Miami-Dade County Public Schools
- Milwaukee Public Schools
- Providence Public Schools
- St. Louis Public Schools
- St. Paul Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1				4.00
2	4.03	4.33	4.36	4.20
3	1.37		3.40	1.88
4	3.77	4.23	3.81	4.28
5	5.09	3.21	3.29	
6	4.00			
7	3.81	3.83	4.30	3.46
8	4.12	4.50	4.13	4.15
9	4.25	4.17	4.64	4.74
10	4.49		4.48	4.37
11	4.27		3.45	3.94
12	4.43	3.90	3.26	2.61
13	2.90	2.47	2.15	2.55
14	3.76		4.30	4.72
16	4.06	4.05	4.03	3.99
18		3.07	3.19	3.09
19	3.02	4.02	4.79	
20	3.21	2.83	3.06	3.25
21	3.52	3.48	3.57	4.39
23	3.40			
26			3.33	3.29
27			4.45	3.78
28				3.13
30	4.57	3.65	3.24	2.77
32	4.17	2.25	2.90	2.96
33				3.58
34	5.39	5.56	3.64	
35		5.06	3.93	3.80
37	2.91		2.89	2.11
39		2.78	3.00	4.16
40	5.06		4.13	1.82
41	3.44	4.10	3.19	3.99
43	3.70		4.06	3.23
44			3.00	3.24
45	4.04			4.21
46	3.66	3.94	4.04	3.66
47	3.01	3.11	3.68	4.45
48	3.52	3.40	3.38	3.71
49	4.01	4.48	4.72	2.94
50	3.35			3.41
51		4.29	5.19	3.21
52	3.71	4.27	4.65	4.70
53	4.25	4.44	4.20	4.70
54			3.53	3.83
55	4.26		2.91	3.56
57	4.87	4.77		2.99
58	4.96	3.93	2.96	
62	3.09			
63		2.50	2.39	2.50
66				3.27
67	2.93		3.39	3.39
71	4.25	4.55	2.89	2.97
74	4.00	3.76	4.14	3.04
79	3.94			5.70
97			3.96	4.86
101	3.93			

INFORMATION TECHNOLOGY

Devices - Computers per Employee



District	2013-2014	2014-2015	2015-2016	2016-2017
1				1.76
2			0.51	
3	0.93		0.99	1.43
4	1.49	1.82	1.50	1.58
5	0.70		1.43	
6	0.59			
7	1.26	1.17	1.18	2.12
8	1.00	1.00	1.04	1.06
10	0.96		1.10	1.22
11	0.65			
12			1.42	1.72
13	1.08	1.05	1.04	
14	1.33		1.59	1.38
16	0.24	1.41		
18		0.91	0.95	1.32
19	0.80	0.78		
20	0.63	0.84	0.81	0.67
21	0.82	1.13		
23	1.31			
28			0.79	0.78
30	1.33	1.26	1.33	1.36
32	1.02	1.16	1.11	1.18
34		2.39		
35			0.57	0.59
37	1.03		1.02	0.95
40	4.38			2.17
41	1.04	0.48	1.05	0.86
43	1.92			1.57
44	1.24	1.64	1.54	1.24
45	1.96			
46	0.85		1.45	1.15
47	1.75	1.40		0.88
48	1.21	1.28	1.16	1.56
49	0.44	0.32	0.32	0.35
50				1.10
51		0.86	0.68	0.92
52	1.06	0.95	0.88	0.90
53		1.22	0.61	0.63
54			0.30	0.25
55	0.44		1.63	1.34
57				1.34
58	0.60	0.53	0.75	
63		1.44	1.69	1.63
67	1.31		1.26	1.41
71	1.76	1.81	1.81	1.83
74	0.74	0.77	0.83	
79	1.07			1.12
97			0.90	1.15
101	1.12			
431				1.23

Description of Calculation

Total number of office-use and teacher-use laptops and desktops, divided by the total number of district employees (FTEs).

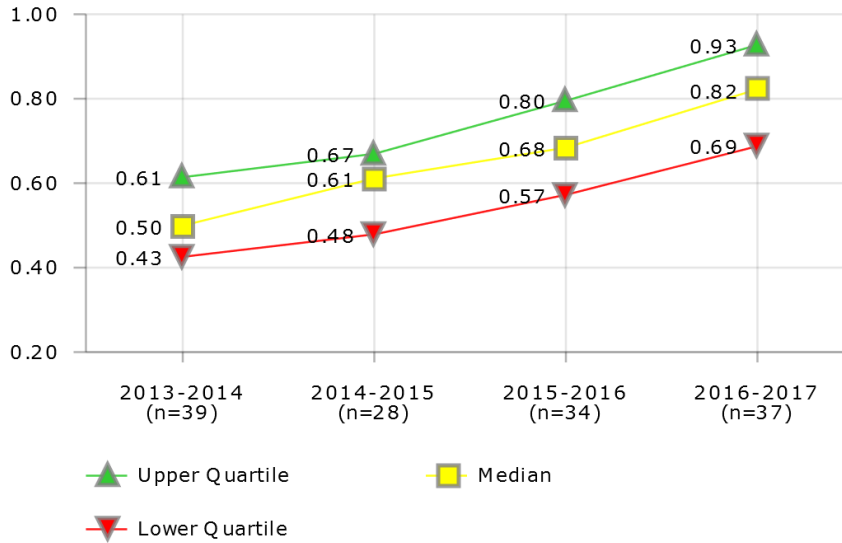
Importance of Measure

Indicates the number of computers used by employees.

Districts in Best Quartile (2016-2017)

- Anchorage School District
- Austin Independent School District
- Des Moines Public Schools
- Fort Worth Independent School District
- Orange County Public School District
- Pittsburgh Public Schools
- Seattle Public Schools
- St. Louis Public Schools
- Wichita Unified School District

INFORMATION TECHNOLOGY  
Devices per Student



**Description of Calculation**

Total number of desktops, laptops and tablets that are for student-only use or mixed-use, divided by total student enrollment.

**Importance of Measure**

This tracks the movement toward a one-to-one ratio of students to devices.

**Districts in Best Quartile (2016-2017)**

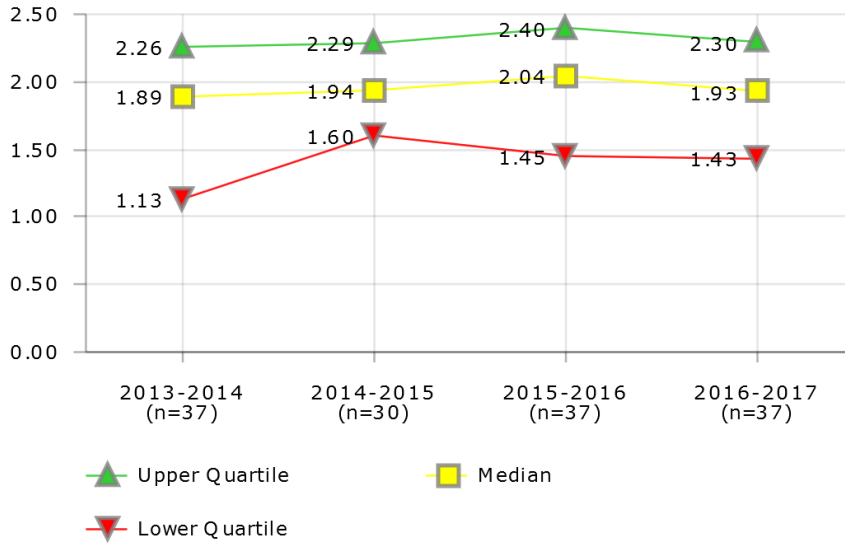
- Albuquerque Public Schools
- Austin Independent School District
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Milwaukee Public Schools
- Shelby County School District
- St. Louis Public Schools
- St. Paul Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0.62			
2			0.80	
3	0.68		1.14	1.24
4	0.62	0.62	0.69	0.93
5	0.32	0.67		
6	0.34			
7	0.36	0.45	0.48	0.65
8	0.47			0.74
9	0.49	0.62	0.74	0.90
10	0.31		0.35	0.39
11	0.57			
12	0.50	0.66	0.75	0.93
13	0.43	0.48	0.61	0.63
14	0.61		0.98	1.19
16	0.07	0.35	0.37	
18		0.51	0.76	1.07
19	0.50	0.52	0.57	
20	0.62	0.78	0.97	1.15
21	0.68	0.42		
23	0.59			
26				0.84
27				0.87
28			0.47	0.87
30	0.51	0.63	0.85	1.04
32	0.53	0.63	0.78	0.69
34		1.14		
35		0.58	0.69	0.82
37	0.39		0.49	0.77
40	0.43			0.50
41	0.53	0.58	0.61	0.92
43	0.63		0.63	0.70
44	0.45	0.67	0.80	0.71
45	0.57			
46	0.43	0.48	0.62	0.44
47	0.46	0.85		0.87
48	0.49	0.65	0.73	0.82
49	0.43	0.68	0.68	0.74
51		0.44	0.35	0.63
52	0.78	0.81		
53		0.61	0.63	0.80
54			0.67	0.85
55	0.52		1.08	1.30
57	0.66			0.40
58	0.37	0.44	0.48	
63		0.82	0.88	1.30
66				0.87
67	0.52		0.70	0.79
71	0.50	0.57	0.93	1.20
74	0.28	0.38	0.44	
79	0.64			0.30
97			0.59	0.65
101	0.38			



INFORMATION TECHNOLOGY

Devices - Advanced Presentation Devices per Teacher



District	2013-2014	2014-2015	2015-2016	2016-2017
1	3.01			2.56
2		1.65	1.96	2.04
3	1.58		1.75	1.82
4	2.31	2.52	2.58	2.72
5	2.10		2.90	
6	2.11			
7	1.71	1.73	1.71	1.88
8	2.08	2.12	2.22	2.20
9	2.33	2.08	2.62	2.52
10	1.25		1.17	1.16
12	1.89	2.33	2.26	2.23
13	1.96	1.95	2.18	
14	1.01		1.27	1.18
16	3.30	3.17		
18		1.29	0.39	1.51
19	2.65	2.41		
20	1.09	1.85	2.04	1.65
21	0.94	1.16		
23	3.11			
28		1.60	1.70	1.75
30	0.94	0.97	1.09	1.29
32	1.88	1.77	0.82	1.13
34		0.51	2.86	
35			3.04	2.63
37	1.93		1.77	1.83
39		2.82	2.08	2.04
40	1.12			1.00
41	1.96	2.20	1.70	3.14
43	0.28		2.42	
44	1.85	2.71	2.74	2.82
45	0.71			
46	1.13		1.45	1.15
47	2.11	1.92		2.30
48	2.48	2.22	2.28	2.39
49	2.00	2.10	2.85	2.20
50				0.41
51		1.78	1.84	2.28
52	2.32	2.14	2.08	1.93
53		2.50	2.40	2.29
54			0.30	0.41
55	1.50	2.29	2.37	1.69
57				1.12
58	0.98	1.00	0.88	
63		1.46	1.35	1.43
67	2.26		2.44	2.16
71	1.87	1.89	1.89	1.85
74	0.48	0.55	0.56	
79	1.78			
97			2.05	2.31
101	2.81			
431				4.53

Description of Calculation

Total number of advanced presentation devices (video/data projectors, document cameras/digital overheads, interactive whiteboards), divided by the total number of teachers (FTEs).

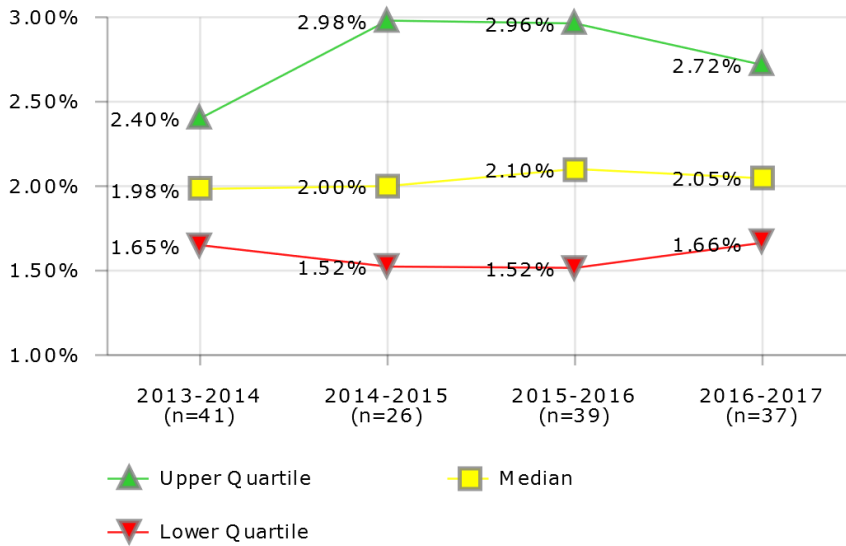
Importance of Measure

Hi-tech presentation devices are useful for technology-enhanced instruction.

Districts in Best Quartile (2016-2017)

- Clark County School District
- Columbus Public Schools
- Dallas Independent School District
- Duval County Public Schools
- El Paso Independent School District
- Metropolitan Nashville Public Schools
- Orange County Public School District
- Pinellas County Schools
- Seattle Public Schools
- Wichita Unified School District

INFORMATION TECHNOLOGY  
IT Spending Percent of District Budget



Description of Calculation

Total IT staffing costs plus total IT hardware, systems and services costs, divided by total district operating expenditures.

Importance of Measure

The measure provides a tool for districts to compare their IT spending per student with other districts. Because each district defines IT slightly differently, it is important to define what is included in the IT budget calculation regardless of the department in which the budget resides.

Keeping IT costs as low as possible and maintaining proper support of academic and operational needs of the district is important in all educational institutions. This measure must be viewed in relationship to other KPIs to strike the correct balance between the district's efficiency and its effective use of technology. If other KPIs such as customer satisfaction, security practices, and ticket resolution are not performing at high levels, low costs associated with IT Spending per Student may indicate an under-resourced operation.

Factors that Influence

- Budget development and staffing
- IT expenditures can be impacted by new enterprise implementations
- The commitment of community for support technology investments in education
- IT Department standards and support model
- Age of technology and application portfolio
- IT maturity of district

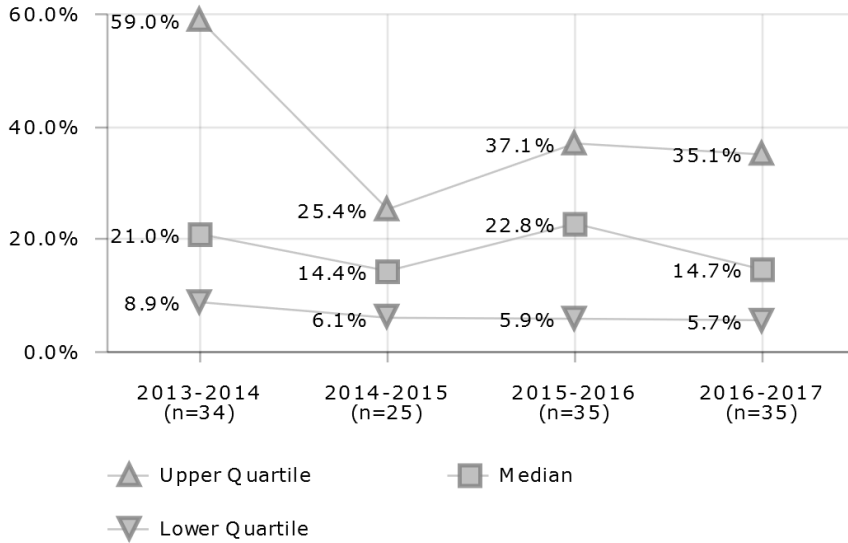
Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Cincinnati Public Schools
- Dallas Independent School District
- Detroit Public Schools
- Duval County Public Schools
- Guilford County School District
- Houston Independent School District
- Metropolitan Nashville Public Schools
- Miami-Dade County Public Schools
- Oklahoma City Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	1.72%			
2			1.94%	1.87%
3			1.04%	1.53%
4	2.11%	2.39%	2.56%	2.52%
5	2.05%			
6	2.86%			
7	2.40%	1.24%	2.32%	2.65%
8	1.65%	1.59%	1.52%	1.66%
9	1.32%	1.69%	1.30%	1.41%
10	0.65%		1.08%	2.05%
11	2.92%		0.97%	1.03%
12	2.46%	3.94%	3.15%	2.63%
13	2.20%	2.80%	2.90%	
14	4.64%		4.18%	3.23%
16	1.86%	1.62%	1.87%	
18		1.52%		2.18%
19	2.53%			
20	3.34%	3.60%	3.54%	3.85%
21	2.14%	2.25%		
23	1.66%			
26	0.61%			
28		0.13%	1.60%	1.37%
30	3.11%	2.47%	2.26%	2.21%
32	2.01%	2.23%	2.20%	3.32%
34		2.98%	2.96%	
35		1.34%	0.96%	0.90%
37	2.15%		2.23%	2.40%
39	5.20%	4.33%	3.41%	3.20%
40	1.90%			2.28%
41	3.16%	3.93%	3.46%	3.31%
43	1.70%		1.46%	1.66%
44	1.39%	1.64%	3.19%	2.72%
45	1.49%			
46	1.20%	1.46%	1.67%	1.79%
47	2.06%	3.00%	2.10%	2.84%
48	1.86%	1.96%	2.00%	1.52%
49	2.30%		3.42%	6.49%
50				3.06%
51		3.20%	4.43%	2.89%
52	2.21%			
53				1.12%
54			1.92%	
55	1.81%	0.51%	2.39%	1.88%
56			2.35%	
57	1.72%			1.91%
58	0.60%	0.59%	0.62%	
61			2.18%	
62	1.03%		1.49%	
63		2.04%	3.07%	1.92%
67	1.98%		1.35%	2.13%
71	1.80%	1.75%	1.71%	1.80%
74	1.09%			
77			1.71%	
79	3.20%			2.03%
97			1.60%	2.03%
101	1.63%			
431				1.47%

INFORMATION TECHNOLOGY

IT Spending - Capital Investments



District	2013-2014	2014-2015	2015-2016	2016-2017
1	132.3%			28.4%
3				13.3%
5	17.0%	32.1%	30.9%	
7	5.7%	13.1%	1.4%	44.3%
8	8.9%	25.4%	4.7%	27.5%
9	19.1%	16.4%	5.4%	30.0%
10	10.5%			
11	126.9%		148.9%	
12	19.9%	10.5%	39.0%	10.2%
13	22.8%	7.1%	30.7%	56.7%
14	11.6%		12.3%	5.7%
16	28.0%	15.2%	3.4%	3.0%
18		5.4%		
19	3.0%	16.6%	40.7%	
21	18.5%	13.3%	22.7%	6.9%
26	27.1%		37.1%	54.8%
27				26.7%
28			26.9%	68.1%
30			38.8%	3.7%
32	80.9%	3.1%	28.8%	16.8%
34	0.3%	2.4%	3.8%	
35			68.5%	72.3%
37	18.0%		7.8%	7.0%
39	59.0%	6.1%	35.0%	35.1%
40	102.2%			
41	46.0%	25.7%	22.8%	10.9%
43			24.7%	
44	65.5%		66.9%	53.9%
45				4.6%
46		44.9%		
47	59.0%	39.3%	25.0%	24.1%
48	3.8%	3.6%	5.9%	1.8%
49	16.1%	14.4%	9.4%	14.7%
50	70.2%			3.7%
51		1.7%	1.5%	
52	32.0%	24.1%	9.9%	
53				1.3%
54			13.0%	38.5%
55	22.0%		6.0%	2.3%
57	0.7%	10.1%		20.8%
58	31.8%	18.8%	57.2%	
63		96.2%	4.2%	
66				16.2%
67	0.6%		57.8%	
71	2.2%	2.3%	2.2%	2.7%
74	64.9%	79.3%	22.2%	46.0%
79	39.5%			5.8%
97			25.3%	9.6%
101	4.2%			
431				8.2%

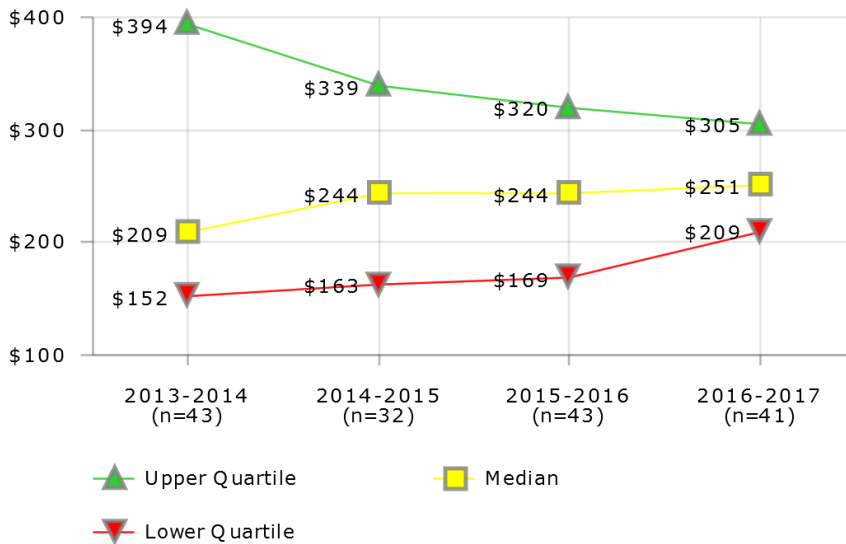
Description of Calculation

Total amount of capital spending in IT as a ratio of (divided by) total IT personnel spending and total IT hardware, systems and services spending.

Importance of Measure

This can help evaluate the level of spending by cost category.

INFORMATION TECHNOLOGY  
IT Spending per Student



Description of Calculation

Total IT staffing costs plus total IT hardware, systems and services costs, divided by total student enrollment.

Importance of Measure

The measure provides a tool for districts to compare their IT spending per student with other districts. Because each district defines IT slightly differently, it is important to define what is included in the IT budget calculation regardless of the department in which the budget resides.

Keeping IT costs as low as possible and maintaining proper support of academic and operational needs of the district is important in all educational institutions. This measure must be viewed in relationship to other KPIs to strike the correct balance between the district's efficiency and its effective use of technology. If other KPIs such as customer satisfaction, security practices, and ticket resolution are not performing at high levels, low costs associated with IT Spending per Student may indicate an under-resourced operation.

Factors that Influence

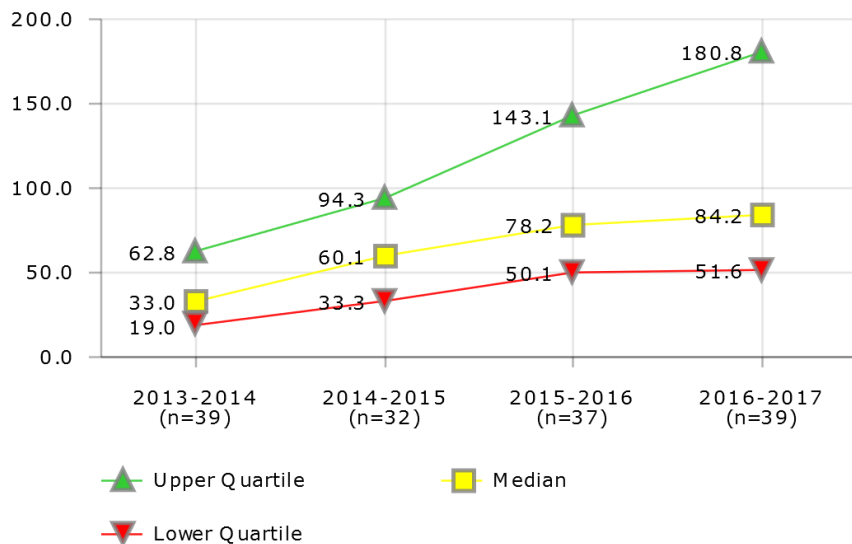
- Budget development and staffing
- IT expenditures can be impacted by new enterprise implementations
- The commitment of community for support technology investments in education
- IT Department standards and support model
- Age of technology and application portfolio
- IT maturity of district

Districts in Best Quartile (2016-2017)

- Cincinnati Public Schools
- Cleveland Metropolitan School District
- Dallas Independent School District
- Des Moines Public Schools
- Detroit Public Schools
- Norfolk School District
- Oklahoma City Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- Toledo Public Schools
- Wichita Unified School District

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$156			
2			\$273	\$230
3	\$886		\$279	\$251
4	\$272	\$294	\$306	\$305
5	\$183	\$205		
6	\$291			
7	\$286	\$260	\$253	\$291
8	\$128	\$123	\$118	\$128
9	\$96	\$125	\$103	\$118
10	\$62		\$102	\$209
11	\$227			
12	\$394	\$683	\$559	\$520
13	\$158	\$203	\$253	\$193
14	\$417		\$391	\$301
16	\$143	\$125	\$132	
18		\$177	\$244	\$268
19	\$532	\$625	\$728	
20	\$692	\$846	\$923	\$997
21	\$481	\$527		
23	\$170			
26	\$85			\$98
27			\$214	\$320
28			\$249	\$215
30	\$419	\$341	\$320	\$303
32	\$161	\$168	\$169	\$257
34		\$463	\$445	
35		\$250	\$184	\$183
37	\$198		\$196	\$242
39	\$461	\$385	\$315	\$303
40	\$176			\$213
41	\$274	\$381	\$360	\$340
43	\$424		\$435	\$465
44	\$121	\$138	\$277	\$242
45	\$352			
46	\$190	\$216	\$222	\$246
47	\$229	\$316		\$292
48	\$152	\$182	\$175	\$136
49	\$209	\$238	\$366	\$232
50				\$376
51		\$292	\$428	\$322
52	\$304	\$268		
53		\$338	\$300	\$144
54			\$230	\$236
55	\$153	\$45	\$216	\$177
56			\$197	
57	\$355		\$318	\$409
58	\$95	\$90	\$101	
61			\$161	
62	\$125		\$153	
63		\$301	\$483	\$297
66				\$369
67	\$178		\$153	\$246
71	\$217	\$216	\$242	\$274
74	\$148	\$158	\$169	
77			\$134	
79	\$508			\$403
97			\$163	\$193
101	\$98			
431	\$398	\$112		\$136

INFORMATION TECHNOLOGY  
**Network - Bandwidth per Student**



District	2013-2014	2014-2015	2015-2016	2016-2017
1	57.6			
2		41.7	334.1	287.8
3	105.8		266.1	289.8
4	23.5	77.9	78.2	79.1
5	41.6	82.5		
7	18.7	20.7	31.0	30.8
8	21.7	42.7	42.0	
9	62.8	62.9	62.6	62.4
10	24.8		51.7	51.6
11	54.8			
12		745.8	732.3	189.6
13	7.6	30.1	44.3	45.3
14	33.9		47.7	47.7
16	30.9	31.0	30.9	
18		85.4	0.1	180.8
19	69.6	703.6	143.1	
20	154.2	149.9	146.6	290.9
21	33.0	33.3		
23	75.3			
26	17.5			176.0
27			58.0	59.6
28		99.6	194.2	192.6
30	101.9	129.2	132.5	
32	28.7	28.1	56.1	84.2
34	63.0	65.5	160.5	
35		28.1	50.1	79.2
37	4.4		57.7	140.2
39	19.0	27.9	46.5	92.7
40	14.8			22.9
41	50.2	125.0	126.4	127.0
43	30.9		253.8	243.4
44	81.4	89.0	78.4	77.7
46	17.7	17.7	17.9	48.6
47	48.6	47.3		66.8
48	21.1	33.3	60.1	98.3
49	27.8	54.3	68.2	82.0
50				40.4
51		267.6	269.1	274.2
52	55.1	57.3		
53			98.8	148.5
54			42.0	42.7
55	24.5	70.9		274.9
57	52.7			51.9
58	80.4	142.5	142.4	
62	2.3			
63		38.3	81.5	41.8
66				458.9
67	142.7		141.4	141.4
71	44.5	65.5	90.3	108.7
74	16.7	42.9	207.5	
79				43.8
97			57.9	78.2
101	18.6			
431				134.9

**Description of Calculation**

Total standard available bandwidth (in Mbit/s), divided by total student enrollment.

**Importance of Measure**

This measure compares similarly situated districts and provides a quantifiable measure toward the goal of providing adequate bandwidth to support the teaching and learning environment. Bandwidth per Student provides a relative measure of the capacity of the district to support computing applications in a manner conducive to teaching, learning and district operations. Some district and student systems are very sensitive to capacity constraints and will not perform well. Students and staff have come to expect certain performance levels based on their experience with network connectivity at home and other places in the community, and schools if they are to maintain their effectiveness utilizing technology must provide performance on a par with that available elsewhere.

**Factors that Influence**

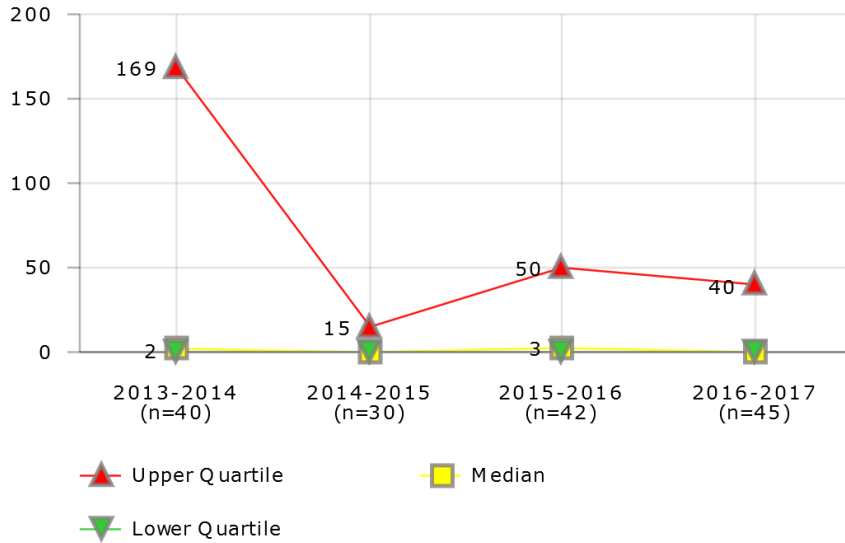
- The number of enterprise network based applications
- The capacity demands of enterprise network based applications
- Fund availability to support network bandwidth costs
- Capacity triggers that provide enough time for proper build out and network upgrades
- Network monitoring systems and tools that allow traffic shaping, prioritization, and application restriction

**Districts in Best Quartile (2016-2017)**

- Atlanta Public Schools
- Charlotte-Mecklenburg Schools
- Cincinnati Public Schools
- Des Moines Public Schools
- Oklahoma City Public Schools
- Omaha Public School District
- Pittsburgh Public Schools
- Richmond City School District
- Shelby County School District
- St. Paul Public Schools

INFORMATION TECHNOLOGY

Network - Days Usage Exceeded 75% of Capacity



Description of Calculation

The number of days that peak daily internet usage reaches more than 75% of the standard available bandwidth for five (5) minutes or longer.

Importance of Measure

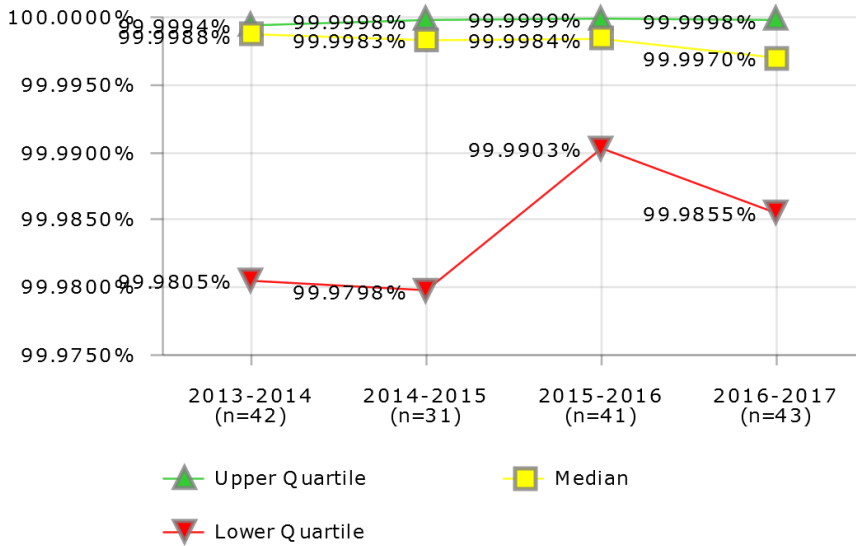
Staying below the metric threshold is critical to application performance and user satisfaction. This metric may also provide justification for network expansion and capacity planning.

Factors that Influence

The number of online applications sensitive to latency, digital video, and voice will all impact the amount of bandwidth a district needs. Also, school districts may experience short periods of time with exceptional network demand and large portions of time with plenty of excess capacity.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	0			
2	0	0	0	0
3	160		0	0
4	173	1	0	0
5	190	0	26	
7	180	180	180	180
8	180	0	25	
9	0	0	144	172
10	0			11
11	0		0	0
12				180
13	180	159	162	54
14	200		260	180
16	0			0
18		0	5	0
19	0	0	0	
20	0	0	12	6
21	210	210	210	210
23	135			
26	180		0	0
27			0	0
28		0	0	0
30	0	0	10	0
32	0	0	0	0
33				0
34	1	5	25	
35		150	210	175
37	20		20	40
39			260	0
40	15		15	0
41	0	0	0	0
43	0		0	0
44	98	83	0	30
45	0			160
46	180		0	0
47	0	100	175	
48	73	213	201	5
49	180	15	30	12
50	0			0
51		1	0	7
52	0	0	0	0
53		0	150	175
54			0	36
55	58	15	0	0
57	0	4		146
58	3	0	0	
63		0	0	0
66				0
67	0		0	10
71	5	5	5	5
74		0	0	0
79	0			5
97			50	90
101	164			

INFORMATION TECHNOLOGY  
Network - WAN Availability



District	2013-2014	2014-2015	2015-2016	2016-2017
1	99.9990%			100.0000%
2	99.9994%	99.9986%	100.0000%	99.9998%
3	99.9998%		99.9945%	99.9815%
4	99.9955%	99.9957%	99.9966%	99.9947%
5	99.9978%	99.9991%	99.9994%	
7	99.9994%	99.9971%	99.9968%	99.9965%
8	99.9382%	99.9983%	99.9903%	99.9970%
9	99.8493%	99.8361%	99.8860%	99.7638%
10	99.9994%			99.8592%
11			99.9999%	99.9866%
13	99.9031%	99.9798%	99.9785%	99.9914%
14	99.9993%		99.9953%	99.9999%
16	99.9625%	99.9693%	99.9693%	99.9995%
18		99.9993%	99.9099%	99.9013%
19	100.0000%	100.0000%	100.0000%	
20	99.9990%	99.9980%	99.9974%	99.9941%
21	100.0000%	100.0000%	100.0000%	100.0000%
23	99.9988%			
26	99.9933%		99.9991%	99.9995%
28			99.8316%	99.9958%
30	99.9658%	99.9886%	99.9987%	99.9315%
32	100.0000%	100.0000%	99.9999%	100.0000%
33				99.9921%
34	99.9994%	99.9994%	99.9982%	
35		99.9071%	99.9986%	99.9986%
37	99.9872%		99.9998%	99.9997%
39	99.8549%	99.8576%	99.5455%	99.4299%
40	99.9982%		99.9982%	99.9999%
41	99.9998%	99.9997%	99.9997%	
43	99.9997%		99.9996%	99.9995%
44	99.9952%	99.9956%	99.9957%	99.9755%
45	99.9987%			100.0000%
46	100.0000%	100.0000%	99.9999%	100.0000%
47	99.9919%	99.9540%	99.8135%	99.8645%
48	99.9964%	99.9989%	99.9973%	99.9874%
49	99.9543%	99.9999%	99.9999%	100.0000%
50	99.9935%			99.6598%
51		99.9750%	100.0000%	99.9855%
52	99.9633%	99.9800%	99.9800%	99.9969%
53		99.9998%	99.9984%	99.9973%
54				99.9517%
55	99.9805%	99.9420%	99.9208%	99.9981%
57	99.9992%	99.9874%		99.9999%
58	99.9993%	99.9994%	99.9997%	
62	100.0000%			
63			100.0000%	
66				99.9995%
67	99.8975%		99.9652%	99.9980%
71	99.9999%	100.0000%	100.0000%	100.0000%
74	99.9997%	99.9999%	99.9997%	99.9978%
79	99.9990%			
97			99.9999%	99.9963%
101	99.9805%			

Description of Calculation

Total minutes of all outages on WAN circuits, divided by the total number of WAN circuits.

Importance of Measure

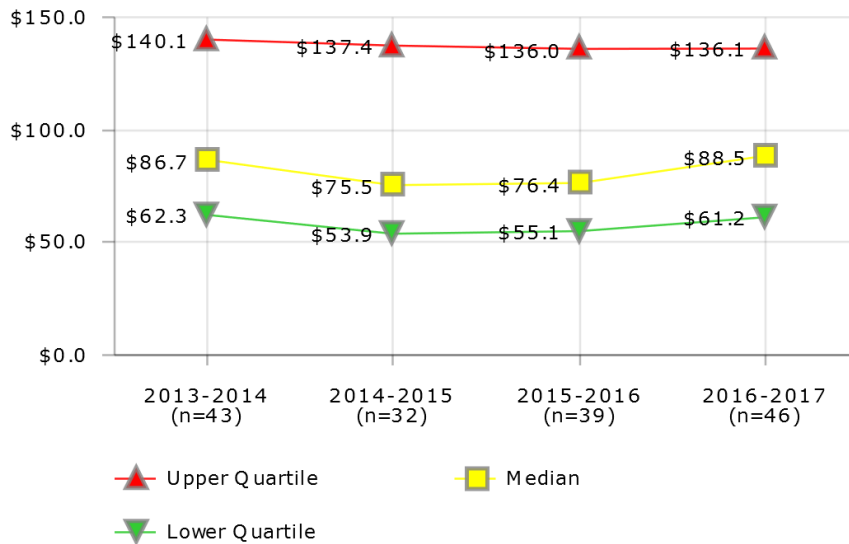
The number of online applications sensitive to latency, digital video, and voice will all impact the amount of bandwidth a district needs.

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Austin Independent School District
- Baltimore City Public Schools
- Buffalo Public Schools
- Cleveland Metropolitan School District
- Fort Worth Independent School District
- Guilford County School District
- Miami-Dade County Public Schools
- Richmond City School District
- Rochester City School District
- Seattle Public Schools

INFORMATION TECHNOLOGY

Support - Break/Fix Staffing Cost per Ticket



Description of Calculation

Total personnel costs of Break/Fix Support costs (including managers), divided by the total number of tickets/incidents.

Importance of Measure

This measure assesses staffing cost per incident which may indicate how responsive and how efficient the help desk is in making itself available to its customers. The goal is to improve customer satisfaction through resolving incidents quickly, effectively, and cost efficiently. There are various costs that could be included in this metric such as hardware, software, equipment, supplies, maintenance, training, etc. Staffing cost per ticket was selected because data is easily understood and accessed and salary costs are typically the biggest cost factor in a help desk budget.

Factors that Influence

- Software and systems that can collect and route contact information
- Knowledge management tools available to help desk staff and end users
- Budget development for staffing levels

Districts in Best Quartile (2016-2017)

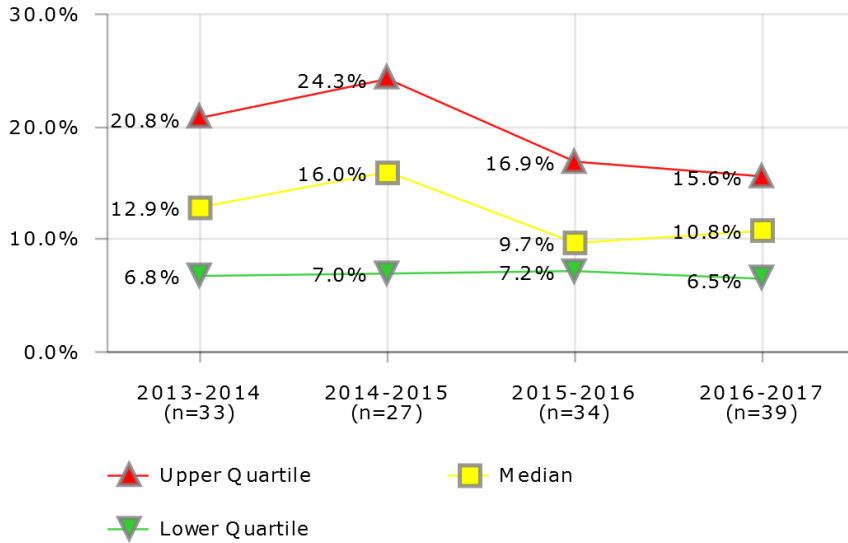
- Broward County Public Schools
- Buffalo Public Schools
- El Paso Independent School District
- Fresno Unified School District
- Hillsborough County Public Schools
- Houston Independent School District
- Oklahoma City Public Schools
- Palm Beach County School District
- Pinellas County Schools
- Richmond City School District
- Shelby County School District
- St. Louis Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$114.4			\$250.4
2	\$167.9	\$61.2	\$61.0	\$61.2
3	\$364.9		\$319.8	\$91.9
4	\$95.1	\$129.5	\$105.0	\$104.2
5		\$49.6	\$55.1	
7	\$66.1	\$79.0	\$78.5	\$110.1
8	\$97.5	\$92.3	\$54.9	\$57.7
9	\$146.7	\$220.0	\$136.0	\$136.1
10	\$67.1		\$63.8	\$46.1
11	\$39.5			\$263.1
12	\$89.7	\$98.2	\$52.4	\$62.5
13	\$55.6	\$47.8	\$93.1	\$52.5
14	\$135.4		\$225.8	\$94.7
16	\$126.1	\$59.8	\$74.5	\$98.1
18		\$52.3	\$66.7	\$59.7
19	\$47.3	\$98.7	\$92.3	
20	\$899.0	\$372.4		\$995.8
21	\$139.5	\$238.8	\$233.1	\$199.6
23	\$72.7			
26	\$125.1			
27			\$87.9	\$115.9
28		\$71.9	\$112.2	\$108.9
30	\$357.3	\$308.7	\$385.1	\$594.5
32	\$159.0	\$145.3	\$153.6	\$189.2
33				\$207.2
34	\$85.2			
35		\$203.6	\$72.6	\$102.8
37	\$50.2		\$46.1	\$85.1
39	\$22.9	\$32.9	\$21.3	\$35.6
40	\$69.7		\$67.9	\$62.7
41	\$33.4	\$41.3	\$51.6	\$71.5
43	\$423.1		\$201.1	\$78.1
44	\$202.5	\$33.3	\$249.1	\$426.3
45	\$39.0			\$35.0
46	\$67.1	\$53.7	\$49.5	\$83.0
47	\$4.7		\$3.7	
48	\$64.9	\$61.9	\$77.3	\$72.4
49	\$71.7	\$69.9	\$70.5	\$67.3
50				\$151.9
51		\$107.2	\$435.1	\$50.2
52	\$62.3	\$54.1	\$76.4	\$96.8
53	\$102.7	\$228.5	\$76.8	\$96.4
54			\$132.9	\$66.3
55	\$76.9	\$82.8	\$19.4	\$79.0
57	\$86.7	\$69.4		
58	\$72.3	\$88.8	\$67.7	
62	\$87.8			
63		\$50.8	\$52.9	\$45.8
66				\$509.4
67	\$326.5		\$61.2	\$57.8
71	\$52.6	\$58.3		\$65.6
74	\$193.6	\$191.4	\$170.8	\$144.7
79	\$140.1			\$95.4
97				\$0.6
101	\$26.6			
431				\$54.0



INFORMATION TECHNOLOGY

Support - Help Desk Call Abandonment Rate



District	2013-2014	2014-2015	2015-2016	2016-2017
1	14.5%			9.5%
2	20.4%	23.1%	23.7%	10.1%
3				18.4%
4	21.7%	24.3%	18.8%	17.1%
5	19.7%	18.8%	7.2%	
7	20.8%	27.2%	16.9%	15.3%
8	21.7%	25.5%	13.8%	10.8%
9	6.8%	18.0%	14.3%	12.4%
10	10.8%			15.1%
11	27.7%		100.0%	28.3%
13	4.9%	8.5%	8.5%	14.8%
14	3.3%		6.0%	5.7%
16	42.8%	10.9%	9.4%	6.5%
18		58.2%	2.6%	5.5%
20	26.3%	17.3%	8.7%	11.3%
21	23.4%	27.1%	14.0%	8.6%
23	9.0%			
26	12.9%		9.9%	62.5%
27			4.4%	
28		9.1%	12.6%	13.4%
30	5.8%	7.0%	3.1%	2.2%
33				40.2%
34			10.4%	
35		24.5%	12.8%	6.2%
37	15.7%		20.0%	15.6%
39	11.7%	17.9%	9.5%	8.9%
40	27.7%		29.4%	26.5%
41	12.4%	6.7%	8.8%	10.2%
43			29.7%	33.5%
44	15.0%	3.9%		0.1%
45				12.4%
46	14.3%	20.8%	8.9%	5.5%
47	5.9%	6.0%	9.9%	12.8%
48	8.2%	7.0%	6.8%	8.6%
50	5.6%			16.9%
51		16.0%	23.9%	20.0%
53		7.1%	8.0%	9.3%
54			8.1%	3.3%
55	7.1%	3.3%	4.1%	1.6%
57	75.6%	15.0%		13.4%
58	16.2%	26.8%	22.5%	
63		2.0%	1.4%	1.2%
67	2.1%			
71	7.2%	7.4%		9.0%
79	2.1%			
97			0.9%	9.8%
101	0.2%			

Description of Calculation

Number of abandoned calls to the Help Desk, divided by total number of calls to the Help Desk.

Importance of Measure

This measure assesses the percentage of telephone contacts that are not answered by the service desk staff before the caller disconnects. CAR is an indicator of the staffing level of the service desk relative to the demand for service. The CAR can be used as a management indicator to determine staffing levels to support seasonal needs or during times of system issues (application or network problems). On an annual basis, it is a measurement of the effectiveness of resource management. This measure should be used as a tool to help guide quality improvement processes.

Factors that Influence

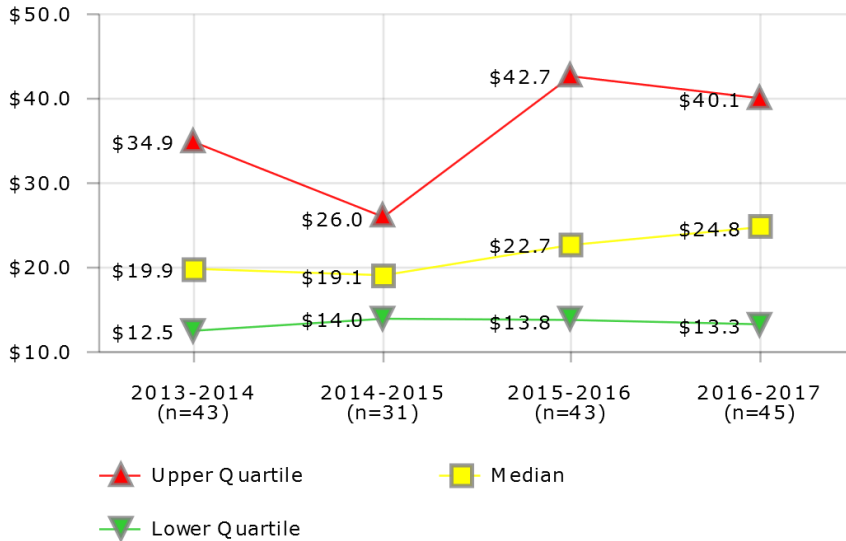
- The Call Abandonment Rate will be influenced by effective supervision to ensure that service desk team members are online to take calls
- A high percentage could indicate low availability caused by inadequate staffing, long call handling times and/or insufficient processes
- Length of time the caller is on hold
- Capacity of the organization to respond to customer support requests
- Proper staffing when implementing district-wide applications, which significantly increase calls
- Automation tools like password reset can reduce number of calls to the help desk and reduce overall call volume
- Increased training of help desk can reduce long handling time freeing up staff to take more calls

Districts in Best Quartile (2016-2017)

- Albuquerque Public Schools
- Baltimore City Public Schools
- Charlotte-Mecklenburg Schools
- Chicago Public Schools
- Columbus Public Schools
- Duval County Public Schools
- Milwaukee Public Schools
- San Diego Unified School District
- Shelby County School District
- St. Louis Public Schools

INFORMATION TECHNOLOGY

Support - Help Desk Staffing Cost per Ticket



Description of Calculation

Total personnel costs of the Help Desk (including managers), divided by the total number of support tickets/incidents.

Importance of Measure

This measure assesses staffing cost per incident which may indicate how responsive and how efficient the help desk is in making itself available to its customers. The goal is to improve customer satisfaction through resolving incidents quickly, effectively, and cost efficiently. There are various costs that could be included in this metric such as hardware, software, equipment, supplies, maintenance, training, etc. Staffing cost per ticket was selected because data is easily understood and accessed and salary costs are typically the biggest cost factor in a help desk budget.

Factors that Influence

- Software and systems that can collect and route contact information
- Automation tools for common help desk issues like password reset can improve performance and reduce costs these numbers should be included in data collection
- Other duties performed by the help desk staff that restrict them from taking calls
- Knowledge management tools available to help desk staff and end users
- Budget development for staffing levels

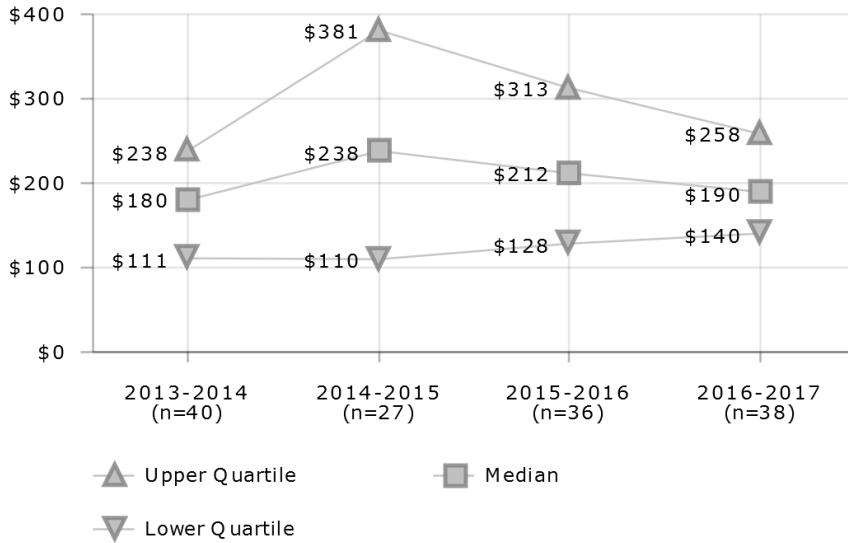
Districts in Best Quartile (2016-2017)

- Anchorage School District
- Baltimore City Public Schools
- Boston Public Schools
- Buffalo Public Schools
- Chicago Public Schools
- Columbus Public Schools
- Houston Independent School District
- Jefferson County Public Schools (KY)
- Miami-Dade County Public Schools
- Pittsburgh Public Schools
- Richmond City School District
- Seattle Public Schools

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$13.7			\$9.3
2	\$19.8	\$12.0	\$5.8	\$13.2
3	\$67.6		\$24.0	\$40.1
4	\$23.8	\$14.1	\$12.4	\$14.6
7	\$9.6	\$9.9	\$11.3	\$7.8
8	\$16.2	\$21.6	\$26.4	\$25.6
9	\$12.5	\$14.4	\$13.0	\$18.1
10	\$6.9		\$16.3	\$19.9
11	\$7.7			\$31.3
12	\$20.7	\$26.0	\$27.2	\$28.5
13	\$21.3	\$25.8	\$30.2	\$49.4
14	\$19.9		\$21.5	\$17.7
16	\$27.9	\$23.6	\$22.8	\$26.7
18		\$16.7	\$22.7	\$26.9
19	\$25.7	\$46.7	\$43.3	
20	\$28.2	\$28.5	\$32.8	\$24.6
21	\$15.1	\$19.1	\$34.0	\$29.7
23	\$12.1			
26	\$21.0		\$55.2	\$12.1
27			\$116.1	
28			\$15.9	\$19.7
30	\$29.7	\$38.4	\$42.7	\$27.1
32	\$9.9	\$4.6	\$4.9	\$6.3
34	\$614.5		\$545.2	
35		\$10.1	\$10.5	\$10.7
37	\$5.7		\$38.1	\$24.8
39	\$13.7	\$15.2	\$10.6	\$9.4
40	\$106.9		\$109.3	\$93.5
41	\$18.1	\$14.6	\$17.6	\$13.4
43	\$199.9		\$10.6	\$3.7
44	\$11.4	\$25.7	\$44.8	\$47.1
45	\$91.4			\$11.6
46	\$11.8	\$9.5	\$13.8	\$13.3
47	\$6.9	\$8.1	\$8.0	\$51.2
48	\$15.5	\$18.5	\$18.7	\$46.1
49	\$71.8	\$94.5	\$95.2	\$91.0
50				\$21.2
51		\$21.8	\$348.1	\$34.0
52	\$46.7	\$56.7	\$59.1	\$59.7
53	\$47.4	\$25.2	\$14.2	\$8.5
54			\$1.3	\$1.3
55	\$17.8	\$58.9	\$31.4	\$32.9
57	\$21.4	\$24.1		\$80.3
58	\$12.3	\$14.3	\$24.9	
62	\$34.9			
63		\$13.0	\$19.4	\$18.5
66				\$75.0
67	\$17.1		\$15.8	\$21.4
71	\$15.4	\$14.0	\$19.8	\$38.0
74	\$73.5	\$118.8	\$119.7	\$107.9
79	\$182.7			
97			\$17.0	\$40.2
101	\$26.3			

INFORMATION TECHNOLOGY

Systems Cost - Business Systems Cost per Employee



Description of Calculation

Personnel costs of staff for administration, development and support of enterprise business systems, plus annual maintenance fees for all enterprise business systems, plus total outsourced services fees for enterprise business systems, all divided by total number of district FTEs.

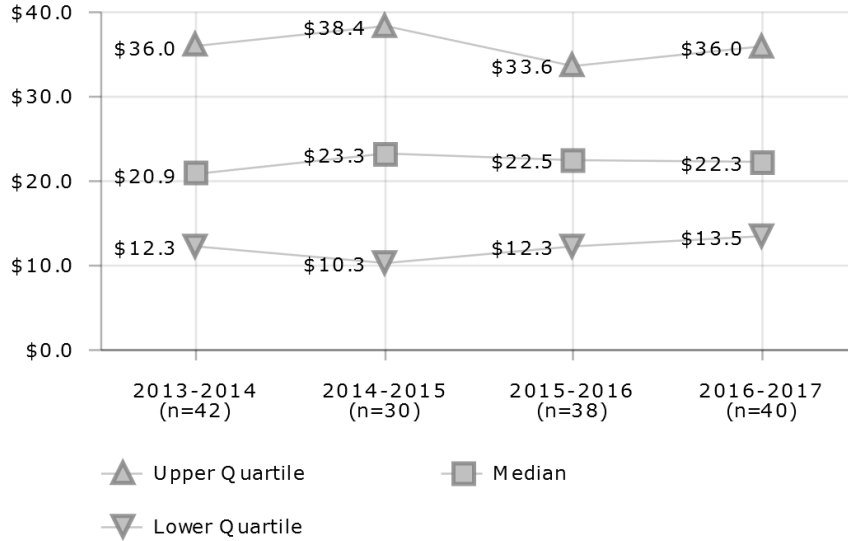
Importance of Measure

Can be used to evaluate total relative cost of systems. This includes recurring costs and maintenance fees only, it does not include capital costs or one-time implementation fees.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$185			\$220
2		\$81	\$215	\$58
3	\$118		\$375	
4	\$508	\$571	\$663	\$782
5	\$200		\$209	
6	\$151			
7	\$199	\$181	\$163	\$180
8	\$189	\$199	\$219	\$223
9	\$201	\$230	\$230	\$215
10	\$142		\$46	\$78
11	\$238			
12	\$239	\$273	\$218	\$144
13	\$400	\$381	\$332	
14	\$148		\$186	\$121
16	\$187	\$202		
18		\$131	\$294	\$143
19	\$300	\$291		
20	\$170	\$470	\$472	\$492
21	\$342	\$458		
23	\$82			
26	\$25			
28			\$412	\$258
30	\$774	\$862	\$712	\$702
32	\$108	\$107	\$152	\$140
34		\$485	\$123	
35			\$166	\$161
37	\$118		\$240	\$380
39	\$245	\$254	\$404	\$322
40	\$416			\$230
41	\$189	\$430	\$426	\$389
43	\$87		\$107	\$132
44	\$99	\$238	\$177	\$140
45	\$731			
46	\$189		\$246	\$238
47	\$120	\$102		\$174
48	\$78	\$96	\$94	\$381
49	\$97	\$68	\$70	\$76
50				\$424
51		\$309	\$691	\$187
52	\$250	\$241	\$106	\$239
53		\$262	\$134	\$180
54			\$228	\$221
55	\$92		\$117	\$126
57				\$390
58	\$98	\$109	\$108	
62	\$175			
63		\$161	\$196	\$158
67	\$207		\$180	\$118
71	\$129	\$110	\$254	\$192
79	\$111			\$192
97			\$47	\$75
101	\$111			
431				\$141

INFORMATION TECHNOLOGY

Systems Cost - Instructional Systems Cost per Student



Description of Calculation

Personnel costs of staff for administration, development and support of instructional systems plus annual maintenance fees for instructional systems plus total outsourced services fees for instructional systems all divided by total number of students in the district.

Importance of Measure

Can be used to evaluate total relative cost of systems. This includes recurring costs and maintenance fees only, it does not include capital costs or one-time implementation fees.

District	2013-2014	2014-2015	2015-2016	2016-2017
1	\$24.8			
2			\$12.5	\$13.9
3			\$12.6	
4	\$20.5	\$28.6	\$30.0	\$27.7
5	\$15.9	\$14.8		
6	\$51.1			
7	\$43.9	\$38.4	\$34.6	\$30.0
8	\$9.9	\$9.9	\$10.9	\$14.9
9	\$11.7	\$10.8	\$12.2	\$13.4
10	\$8.8		\$12.3	\$54.5
11	\$9.0			
12	\$39.0	\$65.1	\$79.4	\$95.8
13	\$19.9	\$21.1	\$27.7	\$24.3
14	\$19.5			\$12.2
16	\$25.1	\$19.9	\$18.1	
18			\$5.6	\$13.9
19	\$54.9	\$56.3	\$37.3	
20	\$39.7	\$56.3	\$57.6	\$66.2
21	\$104.7	\$98.7		
23	\$4.1			
26	\$10.4			\$11.2
27			\$25.2	\$48.8
28		\$8.8	\$5.0	\$7.5
30	\$25.6	\$26.4	\$27.9	\$14.1
32	\$36.4	\$35.1	\$33.6	\$41.0
34	\$42.3	\$28.2	\$30.0	
35		\$10.2	\$12.7	\$12.5
37	\$17.5		\$31.7	\$20.6
39	\$12.3	\$29.4	\$34.1	\$34.9
40	\$31.2			\$37.4
41	\$17.2	\$31.9	\$31.2	\$37.0
43	\$32.8		\$68.8	\$51.3
44	\$18.3	\$8.3	\$8.1	\$13.0
45	\$72.1			
46	\$21.2	\$40.9	\$43.0	\$44.2
47	\$4.9	\$6.0		\$6.4
48	\$13.3	\$15.6	\$17.4	\$33.0
49	\$7.5	\$10.3	\$10.7	\$10.9
50				\$16.3
51		\$15.0	\$105.8	\$82.2
52	\$29.1	\$8.5		
53		\$63.5	\$6.7	\$13.6
54			\$11.7	\$9.8
55	\$46.3		\$11.6	\$27.9
57	\$36.0		\$25.3	\$26.4
58	\$9.7	\$9.9	\$13.3	
62	\$18.9			
63		\$25.5	\$29.1	\$23.9
66				\$25.3
67	\$16.6		\$19.8	\$11.2
71	\$23.0	\$16.8	\$17.6	\$14.4
74	\$25.7	\$42.6	\$37.3	
79	\$23.2			\$27.0
97			\$17.2	\$17.0
101	\$4.5			
431				\$15.7

**BEST PRACTICES IN PROCUREMENT BOOKLET**



# Best Practices in Urban Public School Procurement: Guidelines, Standards, and Lessons

Council of the Great City Schools

October 2018

# **Best Practices in Urban Public School Procurement:**

**Guidelines, Standards, and Lessons**



**COUNCIL OF THE GREAT CITY SCHOOLS**

**October 2018**

# TABLE OF CONTENTS

Executive Summary .....	3
Procurement Organization and Staffing.....	7
Policies and Procedures .....	13
Supplement: <i>Sole Source Procurement</i> .....	16
Ethics.....	18
Strategic Planning .....	21
Social Responsibility .....	26
Strategic Sourcing .....	41
Cooperative Procurement .....	46
Formal Solicitations.....	51
Supplement: Guide for an Invitation to Bid (ITB) Template.....	79
Supplement: Sample RFP Evaluation and Scoring Manual .....	84
Supplement: Sample Conflict of Interest Declaration .....	89
Supplement: Sample Reference Check Worksheet .....	90
Supplement: Sample Mandatory Requirements Checklist .....	92
Protests .....	93
Contract Management .....	97
Supplement: <i>Dispute Resolution</i> .....	103
Supplier Relationship Management.....	106
Internal Customer Service/Communications.....	110
Procurement Card (P-Card) Program.....	118
E-Procurement .....	122
Key Performance Indicators (KPI).....	128
Risk Management .....	133
Supplement: <i>Internal Controls</i> .....	138
Supplement: <i>Cyber Insurance</i> .....	147
List of Resources.....	150
Great City Schools Best Practices in Procurement Team.....	152



## 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, which 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. The evolution of technology has brought new purchasing and sourcing tools and techniques to bear, federal regulations (and many state statutes) have undergone significant revision or expansion, and the digital age and the advancement 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
- Ongoing value delivery
- Rapid procure-to-pay cycle time (typically 15 to 40 percent 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 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 questions a Procurement professional must answer about those suppliers that the district intends to do business with.

The whole concept behind identifying "best practices" is to help individual district Procurement Departments to excel quickly and not have to 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 regarding 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 on cost. Many best practices just need a commitment of time.

This White Paper identifies and describes a number of best practices, both tactical and strategic. The complete list of tactical best practices provided in this Paper 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 sections of the Paper.

- *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 successful 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 not only to encourage feedback about how your unit is doing today, but also to solicit 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 not 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 a complicated 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's 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? It is important to educate this group about (a) the value-add 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 attention now with 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." This is an excellent way to let 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 exactly what your department does and what value your activity can (and does) bring to the district. Never assume 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.

# PROCUREMENT ORGANIZATION AND STAFFING

## INTRODUCTION

Achieving high-level performance and organizational value from any department requires department members that have a combination of functional skills, knowledge, and expertise and department leadership that has strategic vision, cultural acuity, and moral fortitude. This is true for the Procurement Department. However, even if these elements are present, the potential for Procurement's contribution to the district's success cannot be fully realized without the inclusion of Procurement in the highest level of strategic planning and governance of the district.

This section's primary focus is the message of the last sentence above. If the competence of your procurement professionals matches the criteria described above or can be quickly developed to that level, all that remains is appropriately defining the position and role of the department within your district. If there are professional competency gaps that cannot be closed by development (particularly in the leadership position), start recruiting efforts.

## ORGANIZATION AND STAFFING

Historically (currently, in many cases), Procurement has been tasked as a transactional activity reporting to lower-level functional managers, and frequently populated by personnel charged with purely clerical responsibilities ("push the paper"). Public procurement professionals have become increasingly sophisticated in their understanding and application of methods to achieve best value, balancing multiple factors regarding costs, quality, risk, and other values. To optimize procurement decisions and align them with district goals, public procurement professionals now look at the total cost of ownership and other strategic areas of public procurement. Consequently, the procurement practitioners of today must master an understanding of the practices and methodologies that achieve best value outcomes. This change has evolved a higher-level of public procurement professional, with executive-level education, training, and capability for serving the district's business needs. Public procurement officers are increasingly examining the overall strategic needs, rather than the strictly transactional needs, of the district. To be effective in this role, the Procurement organization of a district must be staffed, structured, and positioned within the district as enablers of the district's mission and vision.

### Establish a Governing Procurement Council

A Governing Procurement Council's purpose is to provide direction and help align the procurement strategy with the district's overall strategy. The Council's membership should include the chief procurement officer, district executives, and other influential district leaders. Ideally, the Council should hold regularly scheduled meetings. Even if it does not, its mere existence will indicate that Procurement management has the endorsement and commitment of senior leadership.

A good Council can provide critical support to Procurement in the following areas:

- Providing constant, consistent validation that the procurement strategy directly correlates with and supports the district strategy
- Removing barriers to success that exist within the district so that Procurement is given the opportunity to perform up to its potential
- Providing an effective forum for cross-functional communication.

## **Put Contract Responsibility Under the Procurement Function**

Procurement teams are often able to negotiate significant potential savings during the sourcing process, only to see those savings never fully realized. The reasons for this vary, but they often include a failure to communicate contract terms to the affected organizations and a failure to monitor contract compliance.

More districts are moving responsibility for contract management to the Procurement organization rather than leaving it in Legal, Operations, or other departments. This shift ensures that contracts are collected and maintained in a central repository, are easily retrievable for reference and review, are systematically and consistently drafted with legal and statutory/regulatory compliance, and are monitored for expiration and renewal, performance compliance and deliverables, payment performance, and insurance/certification renewals. Placing contract management in the Procurement organization also allows the Procurement leader to more effectively leverage the district spend, particularly in the area of services, where there is a great opportunity for cost reduction and risk mitigation.

## **Include the Chief Procurement Officer on the Executive Staff**

The placement of Procurement should be operationally distinct from other departments and divisions within the district. Best practice is for the chief procurement officer (CPO) to hold a position at the chief-level, reporting to the district Superintendent or chief of staff, where the CPO's influence and usefulness to the district can be maximized. This provides horizontal separation from other departments, which ensures organizational checks and balances and reinforces the public trust. Regardless of the size or structure of the district, the CPO should be positioned to maximize working relationships with other departments, including Finance, Human Resources, Budget, Information Technology, Operations, Academics, and Legal. The professional expertise of the CPO is critical to the success of the district and is best leveraged when Procurement is involved in the development of the district's strategic plan.

Following are justifications for positioning the CPO at the executive level.

### *Alignment with District Goals*

Procurement's inclusion on a district's leadership team ensures that procurement strategies are aligned with district goals. It also enables Procurement to proactively identify and capitalize on opportunities that improve operational and financial outcomes as a result of:

- Gaining cross-functional knowledge of the challenges facing each department and opportunities for effective collaboration and strategic planning
- Collaboratively developing procurement strategies that align with the strategic plan of the district
- Providing a strategic perspective and authority to execute the responsibilities of Procurement and contribute value to districtwide planning, budget resolution, and project execution
- Enabling Procurement to leverage strategic knowledge of the district to maximize efficiency and effectiveness through timely planning of cost-effective purchases and identification of opportunities (e.g., economics of scale, cooperative purchasing)
- Providing authority for Procurement to make decisions that can manage risks to the district.

*Success of the District's Strategic Plan*

The professional expertise of the CPO is critical to the success of the district and best leveraged when Procurement is involved in the development of the strategic plan of the district.

- Procurement expertise contributes practical knowledge of available options for achieving the goals of the strategic plan (e.g., timing, competition among suppliers, alternatives for achieving sustainable [Green] procurement, cooperative purchasing opportunities).
- Procurement knowledge of internal and external stakeholders helps in aligning the strategy of the district with end-user needs.
- Procurement expertise and influence serve to communicate and assist in the achievement of the strategic plan of the district.

*Function and Agenda Distinct from other Departments*

Historically, Procurement has most frequently been located within the Finance Department (i.e., the department that handles the budget and other financial aspects of the district). Although Procurement works jointly with Finance to ensure that funds and authority are in place for procurements, Procurement does not perform a finance function (i.e., the processing of funds to support a procurement). The functions of Procurement are strategic and operational, more akin to Human Resources, Information Technology, Legal, and other departments that work with the budget to achieve district goals. Like those departments, Procurement maintains relationships with internal and external stakeholders that are critical to the accomplishment of the district's goals.

- Although Procurement and Finance staff may receive comparable education in effective communication, critical thinking, and analysis, Procurement training is specific to the profession and includes sourcing, life-cycle costing, managing contracts, negotiating, developing specifications, supplier relationship management, Procurement management, and contract law. In contrast, Finance training focuses on budgeting, financing, and accounting procedures.
- The day-to-day operations of Procurement require:
  - Interaction with internal and external stakeholders such as company executives governing boards, elected officials, citizens, and the supplier community
  - Protection of the public trust
  - Knowledge of codified processes.
- To achieve the dual role of interaction with internal and external stakeholders and protection of the public trust, Procurement must:
  - Maximize working relationships with colleagues in other departments, including Finance, Human Resources, Budget, Information Technology, Operations, Academics, and Legal.
  - Achieve separation of duties — The action of soliciting bids and proposals must be separate from the functions of Finance to invoice and process payments.
  - Establish and maintain procurement procedures that support departmental goals and comply with laws and policies.
- Separation of duties is a key concept of internal controls for protection from fraud, errors, and other potential risks.

- Keeping the Finance and Procurement Departments separate and positioning Procurement with C-level authority help to ensure that there is no undue influence on the agenda of Procurement, which is to serve in the best interest of the district and the public.

Potential risks from Procurement reporting to Finance include:

- Authority of Finance to impose an agenda on Procurement
- Lack of checks and balances
- Loss of potential savings or revenue generating opportunities
- Reluctance to recognize Procurement best practices.

The Association of Certified Fraud Examiners' Fraud Risk Assessment and Generally Accepted Accounting Principles (GAAP) provide support for separation between the Procurement function and the Finance function.

Although this Paper advocates positioning Procurement at the executive table, each district needs to consider the unique current context of the district (e.g., skills, culture, etc.) and plan for success before making this change in organizational structure. Here are some possible steps to take:

- Assess the current professional, technical, and leadership skills of the Procurement staff. If there are gaps, fill them by internal development and/or recruitment. The leadership competency and technical expertise of the chief procurement officer and the Procurement Department must merit, and impart credibility to, the elevation to an executive position.
- Build internal support for Procurement (e.g., executive management, department heads, directors, elected officials).
  - Establish, build, and maintain a credible reputation within the district that Procurement is service-oriented towards clients and end users.
  - Increase awareness of Procurement education, expertise, professional certification, and experience in delivering best value.
- Focus on the business case. At the executive level, Procurement is positioned to:
  - Maximize return on investment
  - Approach procurement matters strategically
  - Leverage purchase volume
  - Effectively lead standardization efforts and streamlining of processes
  - Maximize the accountability and transparency of the procurement process.

## **Organization Within the Procurement Department**

It can be difficult to organize the Procurement Department in a way that will maximize its effectiveness and bring commensurate benefits to the district. Some districts are best served by embedding proficient procurement professionals directly into decentralized or remote business units. For others, a centralized model is the more effective approach. Some districts have adopted a hybrid approach that combines a centralized strategy to gain consensus with decentralized execution to improve service.



Whatever structure is used, correctly staffing the Procurement organization is vital to success. Developing the management skills and knowledge of Procurement staff members is always a priority, of course, but top leadership focuses more on strategy and is less concerned about transactional ability. For Procurement leaders to be effective members on their district's management teams, they must have additional characteristics. Best practice is to develop (or hire) Procurement leaders who have strong communication and relationship management skills (both internally and externally), the ability to think strategically, and a focus on value creation.

The organization of Procurement within a district may depend on various factors, one of which is district size. In smaller districts, administrators and support staff wear many hats and the Procurement leader may also be responsible for several other major functional areas. In larger districts, greater staffing levels allow personnel to be more specialized and perform a specific function, such as Procurement. Assignment of roles may vary according to the number of people employed in Procurement, but typical assignments include:

- *A chief procurement officer (CPO), procurement director or purchasing agent* is primarily responsible for the effective operation of the Procurement system. Typically, he/she:
  - Manages the procurement of goods and services in a timely and cost-efficient manner
  - Approves purchase orders and service contracts, including competitive procurement specifications and tabulations
  - Is responsible for the development, modification, and implementation of Procurement Policies and Procedures
  - Resolves problems encountered within the procurement system
  - Establishes and monitors supplier performance and accountability
  - Provides the main district communication interface for suppliers and approves communication protocols between suppliers and schools/department
  - Ensures that district staff are aware of, and compliant with, relevant procurement statutes, regulations, and policies through formal and informal training programs
  - Stays current on purchasing statutes, regulations, and practices through professional development and networking.
- *A procurement supervisor or deputy procurement director* assists the CPO by:
  - Managing assigned activities within the Procurement Department
  - Preparing competitive procurement specifications
  - Evaluating competitive procurement tabulations
  - Maintaining the supplier database and bidder lists
  - Supervising the process of approving and issuing purchase orders
  - Evaluating the performance of suppliers
  - Training and assisting users
  - Supervising buyers.

- *Contract officers, contract agents or contract buyers* are responsible for the purchase of goods and services for the district following state and federal laws and local board policy. They may:
  - Write, review and modify specifications for competitive procurements
  - Facilitate the evaluation of competitive procurements
  - Identify and qualify sources of goods and services needed by the district
  - Maintain an updated supplier list from which purchases can be made
  - Obtain and verify supplier price quotes.
- *Buyers* are responsible for the purchase of goods and services for the district, following state and federal laws and local board policy. They may:
  - Write, review and modify specifications for competitive procurements
  - Assist in the evaluation of competitive procurements
  - Identify sources to obtain competitive prices and terms
  - Assist in maintaining an updated supplier list from which purchases can be made
  - Obtain and verify supplier price quotes.
- The *clerical support staff* performs the daily clerical activities within the Procurement department, including:
  - Preparing competitive procurement specifications, solicitation documents, and competitive procurement award notices
  - Assisting in competitive procurement tabulations
  - Distributing purchase orders to suppliers
  - Performing other miscellaneous clerical support tasks
  - Assisting users.

Best practice is to require a minimum of a bachelor's degree for all positions listed above except for the clerical support staff, and to require CPPO or CPPB certification (either at the time of hire/promotion, or by a fixed deadline thereafter) for the positions requiring undergraduate degrees (CPPO certification is an appropriate minimum requirement for the CPO and Supervisor positions). An additional best practice is to financially recognize and give incentives to employees for achieving certification.

# POLICIES AND PROCEDURES

## INTRODUCTION

The most appropriate combination and content of Policies and Procedures for any specific district is likely to be unique. Therefore, it is not the purpose of this Paper to provide a one-size-fits-all set of governance documents suitable for any district. Rather, it provides a listing and brief description of the generic policies that are best practice to include in any district's full set.

Good examples of individual policy content and language are available by simple internet search. If your state has a Procurement Code established by statute, it would be prudent to start there in constructing your own. Additionally, the content of this White Paper can provide some excellent material for scope and content of policies.

## POLICIES AND PROCEDURES

A Policy is a governing set of principles that establish the general parameters for an organization to follow in carrying out its responsibilities.

Procurement is a complex set of functions guided by numerous federal, state, and local regulations, statutes, and ordinances. A comprehensive Procurement Policy Manual (or Procurement Code) referencing these applicable laws is critical to ensuring that Procurement, other departments, schools, and all other district stakeholders follow proper procedures and rules and have a clear and consistent understanding of the governing regulations. In the absence of such guidance, inconsistent compliance and arbitrary interpretation result in frustration within the district.

The overall purpose of a Procurement Policy Manual should be to:

- Establish the legal authority of Procurement within the organization
- Simplify, clarify, and reflect the laws governing Procurement
- Establish uniform Procurement Policies throughout the organization
- Build public confidence in public procurement
- Ensure the fair and equitable treatment of everyone who deals with the procurement system
- Provide for increased efficiency, economy, and flexibility in public procurement activities and fully maximize the purchasing power of the district
- Foster effective broad-based competition from all segments of the supplier community
- Safeguard the integrity of the procurement system and protect against corruption, waste, fraud, and abuse
- Ensure appropriate public access to contracting and purchase information
- Foster compliance with legal requirements (e.g., equal employment opportunities, etc.) in the policies and practices of suppliers and subcontractors wishing to do business with the district.

Procurement management policies and procedures should follow an appropriate sequence and structure, and it is important to review them frequently (if not constantly) and bring them up to date. Keeping them realistic and easy to understand and follow will help to ensure compliance. Here are some examples of general areas to cover in the Manual.

- Definitions
  - Clearly define the terms used in the policy
  - Clearly define criteria for any procurement decision that may be unclear without further explanation (e.g., description of a responsive and responsible bidder)
- Applicable laws and regulations (citations)
- Authority, organization, roles, and responsibilities of the central Procurement Office
  - Authorities, roles, and responsibilities of personnel
  - Reporting and oversight requirements
  - Technical and professional qualifications for management and professional staff
  - Orientation and training requirements for new employees, and those that will be involved in the procurement process
  - Certification and educational requirements of professional staff.
- Authority of the chief procurement officer
  - Appointment and qualifications of the chief procurement officer
  - Tenure, removal, and compensation of the chief procurement officer
  - Authorities, roles, and responsibilities of the chief procurement officer
- Governing Procurement Council
- Ethics
  - Conflicts of interest
  - Gratuities and kickbacks
  - Contingent fees
  - Misuse of confidential information
  - Process for disciplining district employees who violate the Procurement policies or code of ethics
- Requisitioning
- Approvals (including School Board)
- Purchasing
- Purchases with federal funds
- Small purchase procedures
- Emergency purchases
- Sole source purchases (see Supplemental section below)
- “Pilot” program procurement

- E-Procurement
- P-cards
- Specifications
  - Development of specifications to ensure maximum competition
  - Monitoring of specifications to ensure that they are not overly restrictive
  - Use of appropriate specification type (design, performance) and description (functional, brand name, brand name or equal)
- Solicitations
  - Competitive sealed bidding
  - Competitive sealed proposals
  - Reverse Auctions
  - Competitive selection procedures for designated types of services.
- Contracts
- Joint or cooperative procurement, cooperative contracts, piggyback contracts
- Travel and reimbursement
- School activity funds
- Construction
- Charter schools
- Protests
- Surplus disposition
- Insurance/bonds
- Public records requests
- Debarment/suspension
- Social responsibility
  - Small, minority-owned, women-owned, and other disadvantaged or diversity business enterprises (as permitted by policy or law)
  - Local business preference
  - Sustainable procurement program (e.g., Green purchasing)

It is possible to go too far in establishing policies and procedures. That is why best practices include periodic review of policies and controls to ensure that they reflect regulatory changes, and technology advances and are not creating bottlenecks. The objective is to streamline procurement without sacrificing the controls that deter theft, fraud, and other problems.

## **Supplement: Sole Source Procurement**

Noncompetitive sole source procurement is a sensitive topic in the public sector. While competition is the preferred basis for awarding a purchase or contract, sole source procurement is not categorically a bad thing and may be the appropriate method under certain circumstances. The sensitivity on this subject arises from users' tendency to default to a sole source declaration for expediency in obtaining goods/services, rather than defer to the procurement professional's commitment to legal compliance (competitive award) and good stewardship of public funds.

### **What is sole source procurement?**

While there is no one, common definition used by all states, the term "sole source" can be generally defined as any purchase/contract entered into without a competitive process, based on a justification that only one known source exists to fulfill the requirements. Although federal regulations and state statutes generally do not permit non-competitive procurements, exceptions are allowed where competition is not feasible. Examples of acceptable exceptions from the competitive procurement process *may* include these situations:

- Only one known source exists for supplies or services as determined by documented research.
- No other reasonable alternative source exists that meets the district requirements (specification that is functionally and technically detailed, and not unnecessarily restrictive).
- Only one source meets the business needs of the district (e.g., infrastructure compatibility, unique feature to meet district's business need).
- Procurement of public utility services (where the service provider is locally mandated).

### **What is not sole source procurement?**

- A district requirement for a particular proprietary product or service does not automatically justify a sole source procurement if there is more than one potential bidder or offeror for that item or its equivalent.
- A particular brand name preference does not justify a sole source procurement.
- A product's or service's "uniqueness" alone may not qualify the producer or supplier as a sole source, particularly if the "unique" feature is not one essential to the district's operation.
- An emergency condition does not, by definition, create a sole source justification. Federal regulations and most state and local laws require a competitive process, modified as necessary based on time available, for award of an emergency purchase.

### **What are acceptable considerations for sole source procurements?**

District reasons for sole sources vary greatly but should fall within one of the following areas:

- Only one known source can meet the district's needs (e.g., due to timing, capacity needs). Lack of proper planning or delaying the purchase request do not survive this test.
- Unique requirement (commodity/service is unique/special in nature).
- Compatibility needs (e.g., with existing equipment or technology).
- Limited or proprietary systems (i.e., additional licenses, updates, specialized replacement parts, etc.).

- A professional expert is requested.
- Sales channel is dictated by geographic or industry boundaries (e.g., exclusive distributorship).

### **What are best practices for handling requests for sole source procurements?**

- Provide a standard template for a written justification. The justification may require the requestor to provide information such as:
  - a description of the unique features that prohibit competition;
  - documented research conducted to verify the supplier as the only known source;
  - a description of the marketplace, including distributors, dealers, resellers, etc.;
  - known compatibility issues; and/or
  - timing/capacity issues.
- Centralize review and approval of all sole source requests.
- Publish all sole source requests for public notice.
  - Posting allows potential suppliers to view and indicate interest in bidding on the proposed sole source procurement, in which case a competitive process could be used.
  - Some districts allow for a protest process related to sole source procurements. Documentation provided by the challenging supplier is reviewed, and the protest can be sustained if the intended supplier for the sole source is indeed not the only supplier who can provide the service or commodity. A sustained protest negates the sole source request and a competitive procurement method must be used.

### **How can my district maximize the use of competitive procurement?**

- Ensure that timely market research and acquisition planning processes are in place. This requires collaboration between Procurement and the requesting department to clearly identify needs far enough in advance of the procurement to allow time for market research.
- Include a requirement to post a notice of intent to sole source in your policies. For most districts, the notice is placed on the district website and/or email notifications are used through the district's e-Procurement or ERP system.
- Maintain a record listing all sole source purchases and contracts.
- Publish your record of sole source purchases and contracts, and/or submit a copy to your governing board or legislative body.

### **How can my district mitigate the risk of using sole source procurements?**

- Limit the term of a sole source contract. Some districts issue a short-term (e.g., one year) contract for sole source procurements, after which a determination is made as to whether (a) a longer-term sole source contract is warranted, (b) competition is available, or (c) requirements have changed before the department provides a new justification.
- Educate departments about ending any unnecessary reliance on noncompetitive contracts.

# ETHICS

## INTRODUCTION

Policy and procedural guidelines on ethics are intended to protect the district not only from the social and legal consequences from outright “bad” behavior by employees, but also from actions that might be interpreted as “bad” if disclosed to the public. The traditional justification for having ethics standards is, “How would it appear if your actions were displayed on the 5 o’clock news?”

A natural reaction to restrictions imposed by an Ethics Policy is to the effect that, “this action has no effect on my ability to perform my job, treat people fairly, and be impartial in my business decisions.” Best practice in setting ethics standards is to make them stringent enough for any action that is compliant with those standards to pass the scrutiny of public exposure at any level. This avoids the need for distracting “damage control” after a disclosure or for a judgement call to be made by the business’ Ethics Officer prior to every contemplated action.

## ETHICS

Ethics are the principles which define behavior as right, good, and appropriate.

The magnitude (\$) of the transactions in the procurement process, along with pressures to lower costs, can provide a temptation for bribery, corruption, and other unethical practices. In the public sector, where goods and services are funded by taxpayers, it is imperative that procurement should operate ethically, with impartiality, transparency, and professionalism.

Public procurement professionals and stakeholders must adhere to a well-defined and established code of ethics. Ethical procurement prevents breach of the public’s trust by deterring public employees from attempting to realize personal gain through conduct inconsistent with the proper discharge of their duties. The district should have a code of ethics and require all district employees to uphold the code.

Best practice is to establish a formal district Ethics Policy that clearly defines acceptable and unacceptable actions and activities, identifies a single central resource available to all employees for guidance on ethics questions and incidents, conducts ethics training for all employees at least once a year and requires annual signed affidavits of disclosure from all Board members, executive staff, and other key staff members regarding gifts and conflicts of interest.

Ethics in business dealings is expected not only of all employees, but also of suppliers doing business with the district. In that regard, it is also a best practice to have a formal, published, and posted Supplier Code of Ethics and to collect affidavits affirming observation of the Code from all suppliers performing work for, or responding to solicitations from, the district.

## Conflict of Interest

District procurement personnel, as well as anyone else in the district who can direct or influence in any way the selection of suppliers or the award of contracts, must follow these practices:

- Avoid any private or professional activity that would create a conflict of interest or the appearance of impropriety.
- Avoid engaging in personal business with any supplier representative or similar person.
- Avoid lending money to or borrowing money from any supplier.
- Avoid all potential for nepotism.



- Observe and enforce traditional “separation of duties” principles in the organization structure and responsibility assignment.
- Safeguard the procurement process from political or other outside influence.

## Conduct with Suppliers

Business dealings with suppliers must be fair and transparent. The district, and its employees, must follow these practices:

- Refrain from showing favoritism to, or being influenced by, suppliers through the acceptance of gifts, gratuities, loans, or favors.
- Safeguard supplier confidentiality to the extent permitted by law.
- Refrain from requiring suppliers to pay a fee to be included on an approved or preferred supplier list.
- Refrain from requesting suppliers to donate goods or services to the district.
- Select suppliers based on appropriate and fair selection criteria.
- Discourage the arbitrary or unfair use of purchasing leverage or influence when dealing with suppliers.
- Treat all suppliers fairly and equally.

## Corruption

The district should not tolerate bribery or corruption in any form. Forms of corruption include, but are not limited to:

- *Bribery*: The offering, promising, giving, authorizing or accepting of any undue financial or other advantage, by or for any persons associated with the procurement process, or for anyone else to obtain or retain a business or other improper advantage. Bribery may include (a) kickbacks to government officials, Board members, or employees, their close relatives, friends, or business partners or (b) using intermediaries such as agents, subcontractors, consultants, or other third parties, to channel payments to any of the aforementioned parties.
- *Extortion or Solicitation*: The demanding of a bribe or other action favoring an individual/entity, whether coupled with a threat if the demand is refused.
- *Trading in Influence*: The offering or solicitation of an undue advantage to exert an improper real or apparent influence.
- *Laundering*: The concealing or disguising of the illegitimate origin, source, location, disposition, movement or ownership of property and/or money, knowing that such is the proceeds of crime.
- *Nepotism*: The use of authority or influence to show favoritism to relatives or friends without merit.

Any district employee who becomes aware of corrupt activity in the district has a duty to the general public and district to alert senior management and/or elected officials of the situation/event. The form and avenue for such notification should be clearly defined in the district’s Ethics Policy and may be further enhanced or mandated by state statutes and/or federal regulations, as applicable.

## **Gifts and Hospitality**

The offer and receipt of business gifts and entertainment are sensitive areas for districts. There should be a clear district policy to govern the acceptance of business gifts, consistent with other policies and prevailing laws. Minimal guidelines should include these:

- Do not solicit or accept money, loans, credits, or prejudicial discounts, gifts, entertainment, favors, or services from present or potential suppliers that might influence or appear to influence a procurement decision/ process; and
- Avoid meals or other hospitality from or with suppliers.

Best practice policies address the issue of gifts and hospitality by strict prohibition, regardless of the magnitude of the gift, meal, etc., to remove all doubt, ambiguity, and temptation. Typical policies address this subject, but provide less restrictive and subjective guidance (e.g., acceptable to receive gifts of “nominal” value), which still leaves the district vulnerable to at least the appearance of impropriety or undue influence.

## **Other Policies and Considerations**

Best practice is to define and embed ethical considerations in other policies, procedures, and practices, such as those governing

- competition and anti-competitive practices;
- supplier diversity;
- social responsibility (SR);
- sustainability;
- anti-discrimination;
- risk management; and
- transparency.

## **Ensuring Compliance**

Ensuring compliance, focusing on high risk areas, understanding suppliers’ operations, and offering guidance and support when improvement is necessary or appropriate can and should ensure that the strategic and operational risks associated with unethical practices are minimized.

Districts need to focus on ensuring compliance with their Code of Ethics and the policies that it touches upon. This should be done in parallel with the development of monitoring procedures. If your district has not previously had a Code of Ethics, or you are significantly tightening previously vague or loose standards, you are initiating a cultural change in the district. These changes it will take time to become fully embedded; they might need to be introduced in phases with priority given to areas associated with ethical issues that pose greater risk to the organization.

# STRATEGIC PLANNING

## INTRODUCTION

Just about anyone who has worked in a management position at a large private or public enterprise has sooner or later been exposed to seminars, workshops, or books that define ideal time management as a blend of strategic and tactical thinking and actions. This Paper does not provide a “silver bullet” for finding time to devote to critically important strategic planning; it does deal with how to develop a strategic plan and what needs to be addressed in it.

The importance of strategic planning can be put in perspective by the simple phrase, “If you don’t know where you are going, you won’t get there.” As you read this Paper, consider that either you can define where you (your department) are going, or someone else will. Which would you prefer?

## STRATEGIC PLANNING

Strategic Planning is the documented process of creating alignment and consistency of action to establish the long-range objectives and overall strategy or course of action by which a district fulfills its mission.

*Strategic Procurement Planning (SP2)* is the transformation of a district’s mission, goals, and objectives into measurable activities that will be used to plan, budget, and manage the procurement function within the district.

The strategic planning process for Procurement is divided into two parts. The first part is developing the strategic plan to align goals, programs, activities, and resources with the mission of the district. The second part allows Procurement to determine how it is going to accomplish the elements of the strategic plan. Ultimately, the goal of strategic procurement planning is to improve district culture, systems, and operational processes.

Best practice is for the Procurement Department to create and maintain a strategic plan and have that plan ratified by the Executive Committee and the Board.

## Developing a Strategic Plan

All successful projects or endeavors begin with some type of strategic plan. Creating mission and vision statements for your department is a first step and will let stakeholders, such as your staff, customers, suppliers, and senior management, know who you are and what you plan to be in the near future.

An important task in the planning process is to perform some type of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. By truly knowing the initial pluses and minuses of your department, you can then focus on optimizing the strengths and opportunities, while minimizing the weaknesses and threats.

Discuss and share your strategic plan with your stakeholders. It will give both you and them a better insight into your role within your district.

*Mission Statement:* The plan should begin with a mission statement, which should be

- specific to the Procurement Department’s purpose and role within the district; and
- a short statement of the reasons for the existence of the Procurement Department, reflecting the values of public procurement.

*Vision Statement:* This should

- identify where the Procurement Department wants to be in the future; and
- develop possible improvement paths that may be linked to the goals.

*Values:* These are core attributes held by the Procurement Department to exemplify its identity. Here are some examples:

- Problem solving
- Transparent
- Empathetic
- Adaptable
- Accountable
- Integrity
- Respect
- Innovation

*Set Goals:* The plan should have clearly defined goals. The goals for Procurement will vary based on external and internal factors and will change over time, thereby requiring constant monitoring, review, and revision as needed. At a minimum, goals should be

- aligned with the goals of the district;
- prioritized and aligned with the Procurement Department’s vision, mission, and values;
- expressed in a communication medium (i.e., written or electronic) that is available to applicable stakeholders;
- whenever possible, expressed to include a quantifiable result;
- prioritized and aligned to meet the expressed needs of the community and key stakeholders;
- designed proactively with the involvement of all stakeholders;
- referenced when making resource allocation decisions; and
- specific enough to define the desired outcome, avoiding ambiguous language, so that the goal is easily and clearly communicated, and makes sense to those inside and outside the Procurement Department.

*Establish Objectives:* Once goals are prioritized, clear objectives should be established to aid in the attainment of each goal, considering all external and internal factors. Objectives should

- result in the attainment of the goal upon completion;
- be assigned to an individual or group for action;
- have clearly defined time frames for accomplishment;
- be measurable, preferably objectively, using easily obtained and unambiguous data and metrics;
- be tracked to monitor progress (best practice is monthly, to identify, justify, and support course correcting/recovery actions);
- be specific;

- be relevant; and
- be ambitious but achievable.

*Identify Process Improvements.* We are all sometimes too busy to see ways of improving how we do business. Here are some effective ways to identify potential process enhancements:

- Supplier councils
- Customer councils
- Networking with other Procurement organizations
- Benchmarking best practices of other districts through national organizations such as the Council of the Great City Schools (CGCS), The Institute for Public Procurement (NIGP), the Association of School Business Officials (ASBO), etc., and their regional/state/local affiliates
- Brainstorming
- Staff meetings

Creating supplier and customer councils is an excellent way to encourage feedback on how your department is doing today and to solicit ideas on how to improve procedures, processes, and systems.

*Establish a Dynamic Savings Program.* A frequent deterrent to adopting and executing a vigorous savings program in the public sector is the reality that reducing costs does not typically result in reducing spending or the annual budget (the number of items/services purchased will simply be increased to consume the existing budget). However, school districts spend taxpayers' money, so it is incumbent upon them to get the best value for the dollars spent.

Focus on total cost of ownership (TCO), not price. Shift the focus away from looking only at the purchase price, and expand it to understand the total cost of owning, using, and disposing of a product or service. Total Cost of Ownership mentality involves the team's understanding that the true cost of any product or service consists of:

acquisition cost + operating cost + maintenance cost + training cost + warehousing cost, less any salvageable value

Price is important, but not as important as understanding Total Cost of Ownership. Cheaper is not always better—the evaluation scoring rubric should consider Total Cost and not just the lowest unit price. Consider that acquisition costs typically account for only 25 to 40 percent of the total cost of most products and services.

Identifying the Total Cost of Ownership requires looking at the entire process of procuring and consuming the product or service, something that can only happen with cooperation and input from both the buyer and the seller. Best-in-class organizations do not stop there, however. They also ask suppliers and internal stakeholders the following important question: "How can we work together to reduce the Total Cost of Ownership?"

All savings identification and reporting methods need to be re-evaluated every so often. When doing so, bring in some partners, such as Finance or your key customers.

Use a spend analysis to help in forecasting not only potential current savings, but additional savings in new areas as well. Achieving savings is an excellent way of demonstrating to senior management the capability of your Procurement Department. If you have been successful in achieving, savings in your traditional areas of involvement, the spend analysis can highlight new products, services, customers, etc., that can benefit from your staff's teaming with others to gain additional savings.

A strong savings program solidifies your unit's importance to the objectives of your district and provides a springboard to new strategic opportunities.

*Implement Supplier Scorecards.* This best practice can be achieved in several ways, such as use with solicitations (RFPs, etc.), as well as in the periodic evaluation of key suppliers.

Developing scorecards in conjunction with solicitations need not be a complicated process. In determining the factors and weights to be used in selecting a supplier, strategic internal customers should provide input and participate in making decisions. That minimizes the perception of suppliers being "Procurement's suppliers" and reinforces the sense that suppliers are indeed "district suppliers."

Over the years, using scorecards to evaluate the periodic (e.g., annual) performance of strategic suppliers has been a very effective tool for improving the productivity of Procurement Departments. A scorecard not only gives suppliers a quantitative measurement of how they are faring in support of your operations, but it also opens a dialogue for possibly creating long-term partnerships. This best practice is applicable to any size Procurement Department.

*Expand Stakeholders' Involvement.* Before you can increase the role your stakeholders play in procurement, you need to first identify who your stakeholders are. Here are some suggestions:

- Your staff
- Your customers
- Suppliers
- Support departments and personnel, such as Legal, Finance, IT, Maintenance, etc.
- Senior management

Procurement Departments fail 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 additional savings and avoid wasted steps and money.

The more you involve your stakeholders, the more effective, strategic, and credible your department will become in the eyes of the stakeholders. Here are some ways of broadening your interaction with your stakeholders.

- Supplier councils
- Customer councils
- Procurement planning sessions
- Customer and support departments' planning sessions
- Business sessions/luncheons with individual customer departments

Stakeholders are very receptive to better understanding how their money is being spent if you are trying to help their budgets to be more productive.

*Win over Senior Management.* Why is winning over senior management a best practice? It is an excellent way of letting the key decision makers in your district know that there is a dynamic entity within that has achieved some great district results.

What perception does your manager's manager have of you and your department? How does your district's Board or Executive Council view the role your department plays in the achievement of district objectives?

You need to start this best practice by ensuring that your manager and, perhaps, his/her manager knows what exactly it is that your department does. Never assume that they are up to speed on what you are doing, even when you might be sending in monthly reports. Show-and-tell demonstrations work just as well in the professional world as they do in elementary school! Invite senior management to your Procurement planning sessions, and include them at customer and supplier councils.

Procurement must understand its purpose in relation to the district and constituency that it serves. The purpose should be clearly stated, in written format, through the development of a mission, vision, and values statement.

Procurement should then develop a strategic plan that aligns goals and objectives in accordance with the mission, vision, and values, while fulfilling the obligation to meet the needs of the district and the public. The plan should be reviewed and/or updated annually.

# SOCIAL RESPONSIBILITY

## INTRODUCTION

Social Responsibility is the acceptance that more is required/expected of a school district, as a contribution to the well-being of society, than simply providing an education to our children. This Section of the White Paper discusses several of the areas of social responsibility that traditionally get addressed strategically as separate subjects, but in reality are all part of a district's commitment to advance and improve the social and physical environment within which it resides.

## SOCIAL RESPONSIBILITY

Buyers and consumers are increasingly taking social responsibility into consideration when making purchases. It is playing an increasingly significant role in best-in-class districts' decisions, not just when it comes to Procurement but also regarding risk evaluation. A district that does not have a meaningful social responsibility program risks criticism from employees, parents, and taxpayers.

### What Is Social Responsibility (SR)?

Social Responsibility consists of a framework of measurable policies and procedures that result in behavior designed to benefit the workplace, the individual, the district, the community, and the environment. It is not merely a marketing challenge; it is a management planning and performance challenge.

Principles of Social Responsibility are:

- Economic responsibility (to produce an acceptable return on investment)
- Legal responsibility (to act within the legal framework)
- Ethical responsibility (to do no harm to its stakeholders and operating environment)
- Philanthropic responsibility (proactive, strategic behaviors that can benefit the district or society or both).

Stakeholders are more positive when they see SR as being values driven and strategic. They think badly if the district's efforts are attributed to egotism or as merely accommodating.

At least four realities are ever present in management discussions and strategic planning regarding social responsibility:

- Every district operates in a multiple stakeholder arena where each stakeholder is likely to hold different expectations of how the district should operate.
- No absolute standards of social responsibility exist - they are re-defined (socially constructed) by each generation.
- How discussion takes place within a district (e.g., defensive response to issues) accounts substantially for its positive or negative impact on helping management to be reflective.
- Calls for operating in the public interest or the community interest often require profoundly complicated analysis to identify and accommodate the interlocking set of multidimensional determinants of the "interest" (the devil is in the details).



## Why Is a Social Responsibility Program Important?

SR is important to a district's success for two primary reasons: (1) to enhance its reputation of moral integrity and (2) to advance its credibility and character in public policy battles and during the early stages of a crisis.

To address SR in a programmatic fashion, it is important to understand and manage the financial impact to the district. A well-conceived and managed SR program should result in both direct and indirect cost savings for the district.

## How to Implement SR

How districts implement SR depends on how they define it: as a moral obligation, or as a rational approach to stakeholder satisfaction. It serves best when it is part of the districts' culture, planning, and management. It has implications for budgeting, return on investment, and measures of effectiveness.

Mutually beneficial SR standards exhibit the following characteristics:

- **Openness and transparency:** Letting others see whether the district has sound SR principles and whether it meets them.
- **Trustworthiness:** Demonstrating that the district uses SR principles seen as reliable, non-exploitative, and dependable.
- **Cooperation:** Collaborating on making decisions regarding what standards should be met and the measures needed to achieve them.
- **Alignment:** Showing that the district is responsible, responsive, and able to achieve moral integrity through shared interests, rewards, and goals with its stakeholders.
- **Compatibility of views/opinions:** Co-creating (socially constructing) through dialogue the standards and implementation of SR.
- **Commitment:** Planning and operating in ways that achieve a balance between the interests of the district and those of the persons whom the district affects and whose support the district needs for its success.

*Plan of Action:* SR implementation requires a comprehensive approach:

- **Cognitive:** Matters of identity and legitimacy that define what and how the district thinks. SR requires every discipline in a district to understand how the district can improve, how that improvement enhances stakeholder relationships, and how it can be communicated.
- **Linguistic:** Matters of justification, positioning, and transparency that define what the district says. Human experience can never free itself from the terminology that filters views of physical and social realities (including standards of social responsibility).
- **Conative:** Matters of posture, consistency, and commitment that define how the district behaves. Best practice districts believe transparency includes publicly stating their SR goals and then reporting how well they meet those goals.

### *Implementable Strategies and Tactics*

However hard a district strives to meet high SR standards, that effort can be squandered if targeted stakeholders do not know of the district's accomplishments and commitment to SR. Reputation, crisis response, relationship development, and other benefits depend on how well the district can communicate its SR performance.

- Short-Term Strategies:
  - *Top Down Commitment:* The integration of SR into a district's operational culture should start with top management, preferably the Superintendent, who should collaboratively establish an effective policy and institutionalize it within the district—and use those standards for the assessment of individual, unit, and district effectiveness.
  - *SR Framework:* SR should be at the same executive level as other key governance issues. To gain visibility and sponsorship, ideally a Social Responsibility Officer position should be filled by a district executive and backed by the Superintendent.
  - *SR Position Statement:* This statement should involve the perspectives of key stakeholders and contain a conflict resolution process that seeks mutually beneficial solutions. It should also provide practical guidance by reinforcing the importance of SR through rewards and sanctions and by specifying how SR is to be implemented on a day-to-day basis.
  - *SR Audit:* An SR audit with published results will provide further awareness among internal and external stakeholders.
  - *SR Annual Report:* This report should incorporate triple bottom line thinking: financial, environmental, and social performance. The report could be included as an Appendix in the district's Comprehensive Annual Financial Report (CAFR) and should
    - o be written from the perspective of the demand (stakeholders);
    - o focus on management systems and not list too many detailed indicators;
    - o not consist of more than 50 pages and should be complemented by the internet and special publications;
    - o reveal its key messages within, at most, 30-minutes' reading time; and
    - o be written in a businesslike fashion and sparsely illustrated.

Financial stakeholders (e.g., taxpayers) appreciate the district's ability to reduce/contain costs in ways that demonstrate preferred standards of responsibility. Districts can tout the reduction in materials used, improved processes to lessen environmental impact, lowered accident rates, and other practices that mark financial and ethical improvements.

Establish online reports of the district's SR standards and accomplishments, available by link on the home page of the district website. It is wise, as well, to continually report on progress and be willing to confront unsupported or biased claims to the contrary.

- *Employee Communication:* Another means of communicating social responsibility lies in the array of messages, including executive statements and the intranet, used to reach employees.
- *Awareness Creation:* Rewards and measures are key in creating a district culture that is sensitive to SR. Many articles report that key stakeholders are less aware of SR performance than the sponsoring district would prefer.

- Medium to Long-Term Strategies:
  - Stakeholder Involvement: Lack of awareness about a district's obligations to its stakeholders can produce a legitimacy gap. Therefore, stakeholders' engagement is more likely to lead to informed management thinking and decision making.
  - Corporate Governance: Transparency and accountability are the key words.
  - Manage the Message: Strategic SR requires that stakeholder expectations be met in reality (facts) and that excessive self-promotion should be avoided.
  - Measure Social Performance: Develop appropriate metrics - essential benchmarks for measuring social and environmental performance and goal setting.
  - Communicate Strategy Guidelines: Frame strategies for communicating about social responsibility, adhering to these guidelines: (a) Be realistic and do not promise what the district cannot deliver, (b) encourage districtwide input into the standards and the best means of accomplishing them (as well as the stumbling blocks), (c) allow diversity, (d) allow whistle-blowing, (e) provide ethics training, (f) recognize the ambiguity that is inherent in ethical standards and their implementation, and (g) integrate ethical decision making into employee and operating unit appraisal.

## **SUSTAINABILITY OR ENVIRONMENTALLY PREFERABLE (“GREEN”)**

Districts on the leading edge are responding to the global trends of accelerating expansion in business and population infrastructure with a new business paradigm that makes sustainability a performance linchpin for future existence.

Environmental, social, and governance issues must be seamlessly integrated into strategic planning and investment decision-making. District practices must reflect an understanding that they are dependent upon goods provided by nature, and that nature's limits and finite resources must be fully valued and managed for prosperity.

### **The Stakeholder Perspective**

#### *Investors*

Local communities are now asking districts to detail and quantify sustainability risks and opportunities in their financial reporting. As the district's financial sponsors, they look to sustainability performance as an indicator of strong management, strong governance, and long-term thinking and planning.

#### *Business Partners and Suppliers*

Districts should expect their suppliers to adopt and follow the same standards that they do for integrating sustainability into their business. Business-to-business relationships increasingly incorporate sustainability standards and criteria, reflected in solicitations (RFPs) and procurement guidelines.

#### *Employees*

Current employees and talented job candidates seek work that is meaningful and demonstrate value to society. They seek out employers that have a clear vision of their contribution to a sustainable global economy, and, once inside, seek to influence that sustainability and drive improvements through their specific responsibilities.

## Getting Started

Districts start by

- assessing the district’s baseline environmental and social performance;
- analyzing district management and accountability structures and systems; and
- conducting a “materiality analysis” of risks and opportunities.

A district can then formulate its own route to sustainability, which will vary according to district culture and stakeholder influence.

## Performance Operations

Districts should invest the necessary resources to achieve environmental neutrality and to demonstrate respect for human rights in their operations.

### *Energy Efficiency*

- **Assess Energy Use and Set Goals:** A key first step in lowering a district’s carbon-footprint is lowering energy use. Districts can begin this process with a systematic inventory of energy use in operations, after which the district can set absolute reduction targets and phased interim goals.
- **Generate or Procure Renewable Energy:** To reach the greenhouse gas reduction goal, districts will need to set specific targets for the procurement of renewable forms of energy generation (wind, solar, etc.) that have little or no carbon footprint. To overcome market capacity constraints, districts may find it advantageous to invest in projects on site or to promote local investment in cost-effective generation capacity.

### *Facilities and Buildings*

- **Assess, Analyze, Set Goals:** Begin by conducting comprehensive audits to ascertain a baseline measurement of current resource use, efficiency, waste, and employee health and safety considerations in your buildings and facilities. Several guidelines exist to support this assessment, such as BREEAM and LEED, the rating systems developed respectively by the research agency BRE in the UK and by the U.S. Green Building Council.

This analysis will inform and help prioritize strategic planning and capital allocation decisions regarding building retrofit projects, new technology investment, and the siting and construction of new facilities.

- **Water Management:** The nature and extent of district impacts on, and risks relating to, fresh water scarcity will differ by geographic region. Even so, in an environment where increasing numbers of people suffer from limited water availability, districts will face growing pressure to manage those impacts.
  - **Assess, Analyze, Set Goals:** As with energy efficiency, a comprehensive water audit will help districts identify “low-hanging fruit” opportunities to reduce water withdrawals, consumption, and discharges across their operations.
  - **Reuse and Recycle:** To improve efficiencies and decrease stress on freshwater sources, districts should find innovative ways to recycle or to reuse water across their operations.

- **Eliminate Waste:** Districts should design (or redesign, as appropriate) business processes such as closed-loop systems to reduce toxic air emissions and hazardous and non-hazardous waste to zero.
- **Close the Loop:** Undertake life-cycle assessments (LCAs), a process for evaluating current or new materials, inputs, and processes to continuously improve the efficiency of resource use. This can help districts move to lower impact and zero waste processes. Whenever LCAs show that key resources are at risk or are particularly scarce or harmful to the environment or human health, a district can work to find suitable substitutes. Districts usually start this process with one facility and then build from this experience to apply these concepts more broadly.
- **Turn Waste into Wealth:** Districts should identify new ways to use what has traditionally been considered waste. Think in terms of industrial ecology – the outputs of one industry are the inputs of another, thus reducing use of raw materials and pollution, as well as saving on waste treatment.

### *Procurement*

For many districts, the largest opportunity for improving sustainability performance is in its supply chain. Districts should require their suppliers to meet the same environmental and social standards that the district has established for itself. By managing supplier engagement in a way that achieves the highest social and environmental standards, a district can achieve performance goals while creating a ripple effect that raises standards deep within the supply chain.

Sustainable supply chain performance begins with establishing supplier policies and endorsing industry codes or practices containing explicit references to social and environmental standards. These policies, codes and standards can only be realized when they are integrated into the solicitation processes, supplier selection criteria, procurement practices, and ongoing supplier engagement.

- **Craft a Supply Chain Policy:** Procurement policies should align with overall district environmental and social policies and standards and should address priority issues relevant to the industry, supplier base, geographic areas of operation, and stakeholder concerns.

These policies should be put into effect through a supplier code of conduct, which mirrors the standards applied to the district's direct operations.

- **Communicate Standards Clearly and Appropriately:** Districts have the obligation to ensure that social and environmental standards are clearly explained and understood by workers and contractors. This practice should extend throughout the supply chain.
- **Align Sourcing Practices:** Procurement managers need to systematically integrate sustainability considerations into day-to-day procurement and contracting practices, alongside quality and cost concerns. In every procurement decision, districts need to meet baseline environmental and human rights standards before factoring in cost and quality concerns.
- **Incentives and Rewards:** In addition to rewarding suppliers for innovation, quality, and speed of delivery, a district can favor those suppliers that are operating to fair labor standards and meeting environmental performance targets. It can provide incentives to encourage workers across the supply chain to identify the best sustainability practices that can be replicated in other factories.
- **RFP Process:** The RFP processes should be enhanced to include supplier self-assessments, and the evaluation criteria should be expanded to cover the supplier's ability to deliver on social and environmental performance requirements.

- **Engaging Suppliers:** Districts should ensure that at least 75 percent of the district’s Tier 1 and Tier 2 suppliers meet the district’s standards for sustainability performance and should disclose a list of those suppliers and their sustainability performance.

Suppliers should be required to set and disclose sustainability goals and to measure and collect data on their social and environmental performance using standardized indicators and measurement protocols. Data should cover noncompliance incidents, actions taken to remedy those incidents, and measures taken to contribute to the long-term prevention or mitigation of specific concerns.

- **Communication is Key:** To achieve improved performance, districts cannot simply enforce standards but must commit to communication, training and capacity development. Suppliers, in turn, must also commit to achieving the standards, to seeking continual improvement, and to disseminating these standards throughout their own supply chain.

The monitoring and verification of compliance with supply chain sustainability standards remains a crucial strand of the communication loop. Districts should ensure that their suppliers have established effective mechanisms for capturing worker feedback; that their employees have access to independent, fair, and confidential grievance mechanisms for raising human rights and environmental concerns; and that there is protection for whistleblowers.

- **Address Priority Issues:** Strategies and implementation plans should be weighted according to the issues posing the greatest challenges across the supply chain, recognizing regional vulnerabilities, the scarcity of resources, and other prioritized constraints. Energy efficiency may be the guiding concern of one district, while water scarcity may be the challenge in another district. Supply chain planning and procurement processes should also take into consideration how to maximize local economic development opportunities, and mitigate known social and environmental risks.
- **Make Monitoring Meaningful:** In order to be productive, the monitoring and auditing process must be based on open dialogue, honest analysis, a mutual commitment to continuous improvement, and incentives for performance. Suppliers should be made aware not only of standards and the consequences of noncompliance, but also of the potential for capacity development through collaboration with buyers and industry groups, and for improved performance to benefit to their own bottom line.
- **Commit to Remediation Before Termination:** In instances of noncompliance, districts should engage in strategic and genuine remediation efforts with a supplier before terminating the relationship. The goal is to improve practices across and within industries, not simply to pick winners.

### *Transportation and Logistics*

In the United States, transportation accounts for nearly 30 percent of total greenhouse gas (GHG) emissions, placing that activity second only to electric power generation as a contributor to climate change. Districts should systematically prioritize low-impact transportation systems and modes and address business travel and commuting.

- **Assess, Analyze, Set Goals:** One of the first steps districts can take to improve transportation sustainability is to quantify air emissions (greenhouse gases, NO<sub>x</sub>, SO<sub>x</sub>) produced by the current and planned transportation modes.
- **Leverage IT:** Districts should adopt sophisticated information systems that automate the analysis necessary to optimize vehicle use, route selection and use of space.

- **Plan for End of Life:** Where does a product go when it is no longer useful to the consumer? Reverse logistics is focused on ensuring that a product at the end of its life is collected by or returned to the producer, sorted, and then recycled into new products, reused, or reconditioned.
- **Transportation Modes:** Districts should review logistics to prioritize low-impact transportation modes.
  - **Adopt New Vehicle Technologies:** Move towards low-carbon fuels and more fuel-efficient vehicles.
  - Carbon emissions can be directly reduced by switching to alternative vehicle technologies, including flexible fuel vehicles using advanced biofuels, vehicles powered by hydrogen fuel cells, electric vehicles using stored electricity produced from renewable sources, and plug-in hybrids.
  - **Business Travel and Commuting:** Districts should decrease greenhouse gas emissions from business travel and employee commuting by 50 percent within 10 years.
  - **Provide Alternatives to Business Travel:** Districts should employ better planning to reduce the frequency and number of trips. When possible, districts should discourage business travel by using teleconferencing technologies, saving costs and reducing stress on employees and the environment. Users can hold virtual meetings and collaborate without having to meet at one physical location.
  - **Prioritize and Incentivize Sustainable Transportation:** Where business travel is necessary, districts should choose lower-impact modes of transport. Trains, for example, have a lower impact than flights for shorter distances and often have a comparable door-to-door transit time. Districts can also support the use of hybrid taxis or mass transit for business journeys within metropolitan areas. Examine your annual employee business travel needs, and reward departments that use virtualization and low-carbon travel modes to reduce carbon emissions.
  - **Support Low-Carbon Commuting:** Just as with business travel, districts can provide employee programs to encourage sustainable commuting practices or to enable working from home or other convenient locations. These types of programs are fairly common and are growing in their creativity and impact.

### *Employees*

Districts should make sustainability considerations a core part of recruitment, compensation, and training and should encourage sustainable lifestyle choices.

The commitment of employees and other workers will continue to be a critical resource in moving a district towards sustainability – especially if sustainability is going to drive a competitive advantage for the district.

Beyond treating its people properly, obtaining the engagement of employees means demonstrating to them that sustainability is embraced at the core of the district. Demonstrating such commitment entails embedding sustainability deep into the district culture. That culture begins with each new hiring decision and extends to training, performance management and the values that bind the district together as a community.

Where districts demonstrate a firm commitment to sustainability, they benefit from improved recruitment and retention rates, employee morale and productivity, and lower healthcare costs.

- **Recruitment and Retention:** Districts should incorporate sustainability criteria into recruitment protocols, employee performance processes, compensation, and incentives.

If sustainability is to be more than a district talking point, then sustainability criteria should be embedded in each employee's goals, job responsibilities, and performance incentives – not just in the incentive plans for senior executives.

- **Reward Sustainable Job Performance:** Many districts now include sustainability criteria in job descriptions and performance assessments. In addition, credible sustainability programs help districts stand out from the crowd as employers of choice to attract top talent.
- **Inspire Innovation:** Just as districts have continuous improvement systems in place to engage workers in identifying and addressing quality and productivity issues, districts should have formal systems in place to offer incentives and capture employee ideas and feedback on the sustainability vision and goals and on innovations that will help the district to achieve them.
- **Training and Support:** Districts should develop and implement formal training on key sustainability issues for all executives and employees and facilitate coaching, mentoring, and networks for sustainability knowledge sharing.

The district should undertake training needs analysis and set training goals and strategies in the same way that it does for other aspects of an employee's job. Results should be assessed and the program improved based on feedback.

- **Promoting Sustainable Lifestyles:** Districts should promote sustainable lifestyle choices across their community of employees through education and innovative employee benefit options.
- **Provide Tools and Resources:** Districts should devote resources to employee education on sustainability and tools that empower them to take action at work and outside of work. Results from these efforts should be tracked and quantified to identify effective programs and to support continuous learning.
- **Offer Incentives for Sustainable Choices:** Where information alone does not promote action, incentives can fill the gap. Districts should look at innovative ways to encourage people to act in ways that promote sustainability.

### *Human Rights*

Districts should (a) regularly assess key risks related to human rights throughout their entire operations and (b) employ management systems that are aligned with internal policies and that support the implementation of universal standards.

- **Integrate Human Rights into the Sustainability Management System:** Districts will most effectively protect their own interests, as well as the interests of their employees, contract laborers, and host communities, by integrating a strong, clear human rights policy systematically across the district.
- **Address Indirect Impacts:** While there are limits to a district's direct impact and control of its entire supply chain, district policies and practices should recognize the rights of supply chain workers, including contract workers, as well as those directly employed by the district. Society increasingly expects the district's obligation to respect human rights to extend beyond direct operations and apply throughout the supply chain.
- **Communicate Rights and Address Grievances:** Districts should ensure that policies and processes are clearly explained and understood by employees, host communities, and other relevant stakeholders. Policies should be readily available in various formats, languages, and locations and should be written in a way that is understandable and meaningful for those to whom they apply. Those covered by the human rights policy should also have clear, well-publicized channels for raising an issue or seeking a remedy in relation to human rights issues. Grievance mechanisms should incorporate an objective, third party communication channel to allow open and transparent communication and to avoid intimidation or fear of reprisal.



## Governance for Sustainability

Sustainability begins with Board oversight and commitment, and it follows through into management systems and processes that integrate sustainability into day-to-day decision making. It is this chain of accountability, stretching from the boardroom to the classroom, that drives home the importance of achieving truly sustainable performance.

- *Inform Directors:* To enable informed oversight and long-term planning, school boards should receive regular training and education on key sustainability issues.
- *Make a Board Committee Responsible:* In order to ensure that sustainability issues are overseen in sufficient depth, they must become the focus of a specific Board committee. The committee charter should spell out specific sustainability-related responsibilities and accountability structures, including the responsibility to oversee the content and effectiveness of policies, to review the district's sustainability targets, strategy and performance, and to review the adequacy of the district's transparency on that performance.
- *Engage the C-Suite:* When the size of the district warrants it, the Superintendent should appoint a publicly identifiable C-level executive to act as a focal point for efforts driving the sustainability agenda.

A management committee chaired by the Superintendent or chief Sustainability Officer and comprised of senior-level managers from across the district can provide a strong mechanism for leading and coordinating the integration of sustainability into strategy, planning, and operations. The committee should envision the district's approach to the most critical sustainability issues over a 25-year view; translate that vision into specific, clearly articulated goals and strategies; ensure that adequate resources are allocated; and review and update the vision at least annually.

- *Embed Management Accountability:* Management retains responsibility for achieving sustainability targets and programs through day-to-day operations and decision making. Specific senior individuals responsible for sustainability-related outcomes could be identified in district communications in order to underscore that personal accountability.
- *Align Executive Incentives:* Sustainability performance results must be a core component of the evaluation of senior executive performance and compensation packages. The weighting given to sustainability performance should be disclosed in annual reports so that it is clear to shareholders and other stakeholders how executives are being rewarded.

## Craft Key Policies on Material Issues

Districts should develop policies covering all sustainability issues that materially impact the district's performance and plans and should outline the district's vision and strategy for implementing these policies. As part of this process, districts will need to engage stakeholders to obtain feedback on the relevance of existing and proposed policies and to identify gaps. These policies should guide the district's activities across its operations, the supply chain, logistics, and the management of its employees.

Districts should have a policy on human rights that is publicly available. The policy should cover issues including the labor rights of employees, contract workers and consultants, and suppliers' workers; diversity and discrimination; and the respect of host communities.

## Public Disclosure and Transparency

- *Identify Stakeholders:* Districts should systematically engage a diverse array of stakeholders from various key constituencies, both internal and external. Stakeholder mapping is the process whereby districts identify stakeholders and understand, track, and assess how each group is being engaged on key sustainability issues by various business lines, across geographies, and across the entire value chain.
- *Identify What Matters:* Identify key issues of concern to the district through an internal materiality analysis and then share this analysis with external stakeholders. Stakeholder dialogue can be used to identify additional issues, prioritize efforts, and recognize emerging risks that could become increasingly important to the district over the long term. The district should then explore the links between identified material issues and the leadership team's vision and strategy.
- *Use Appropriate Channels:* Different constituencies should be engaged through channels appropriate to each group. Community Action Panels might be the best way to engage with community groups near district facilities; employees can be engaged through the district intranet or employee surveys; government can be engaged through regulatory discussion forums. Every avenue of communication offers an opportunity to interact with one or more stakeholder groups on sustainability issues. Many districts, for example, are turning to online communication tools, such as blogs and social media platforms, including Facebook, Twitter, and others, to engage their connected stakeholders.

Regardless of the relative formality or informality of the engagement channel, districts should commit to ensure that they provide credible information that is supported by performance data. Online engagement should not replace traditional engagement or disclosure that the district has in place.

- *Demonstrate Accountability:* Districts should disclose the feedback provided by key stakeholder groups and explain how this has influenced their business strategy. This disclosure reinforces the two-way nature of engagement and completes the accountability feedback loop. When districts are unable to address all stakeholder concerns, they should be explicit about the rationale for not doing so. This transparency will build the trust and credibility necessary for ongoing long-term engagement.

Comprehensive disclosure of sustainability performance and impacts is a key part of a district's sustainability journey. What gets measured gets managed, and what gets disclosed gets done.

- *Make Financial Disclosures Complete:* A district's financial filings should include discussion of material environmental and social risks, including strategy, performance data, and forward-looking information as appropriate. Districts should disclose sustainability-related liabilities and costs in financial statements, even where they are contingent or difficult to quantify.
- *Look Backwards and Forwards:* Districts should capture both past sustainability performance and their plans for the future. Past performance data should extend back at least three years and ideally five years. Looking forward, districts should disclose emerging issues using data projections on key environmental issues, such as GHG emissions, and on human rights and community impact trends.
- *Drill Down:* Districts should disclose district-level data and facility-level data as appropriate and should publicly disclose the names, locations, and aggregate performance-related information of all such facilities, including contract facilities.
- *Address Dilemmas and Challenges:* Districts should disclose their performance in a way that is balanced, adequately addressing dilemmas as well as successes. Picking issues that are a particular challenge for the district and providing the rationale for the direction that the district has chosen to pursue is critical for balanced reporting.

- *Capture the Business Case:* To demonstrate the importance of environment-related investments, districts should include a cost-benefit summary for key environmental expenditures.
- *Benchmark Against Peers:* Districts should benchmark their performance against the performance of other districts and publish the results in their report.
- *Report Regularly:* Districts should report comprehensively on an annual basis, normally at the same time as release of financial reports for the same period.
- *Target your Reporting:* Districts should increasingly customize their disclosures based on concerns and communication preferences of audiences involved.

Districts can use tools such as dedicated websites, social media, and consumer labeling to engage with target constituency groups. Regardless of the engagement channel, disclosure standards should be rigorous and credible.

- *Obtain External Verification:* At a minimum, districts should have an independent and credible third party verify key sustainability systems, information, and data.

The district should clearly state the name of the group that has provided the assurance, as well as the methodology and the scope of the process involved.

- *Share Stakeholder Perspectives:* To help demonstrate that engagement processes are substantive, credible, and transparent, districts should include unedited stakeholder perspectives in their disclosures.

For further and more detailed discussion specifically on implementing “Green Purchasing” in your district, an excellent resource is the NASPO White Paper entitled Green Purchasing Guide, located on the NASPO website at <http://www.naspo.org/green/index.html>.

## **DISADVANTAGED/DIVERSITY BUSINESSES (MWBE)**

Supplier Diversity is a program that truly requires commitment from the district’s top executive level and Board to realize the benefits of participating. Whatever the nature and strategy of your program, and however successful or unsuccessful it might be, it is a certainty that it will be highly scrutinized, internally and externally, and likely be the subject of both public and private criticism at one time or another.

The historical volatility of this subject makes it paramount that there should be (a) committed support from the district superintendent (and preferably the Board), (b) absolute vertical alignment within your district on what the program is (scope) and what the strategic objectives of the program are, and (c) an identified C-level champion of the program. Do not proceed with initiating a program until this imperative is established, documented, and signed off on by all stakeholders involved.

It can take time to fully understand the practices that will best suit your organization and to strategically source the correct suppliers. Steps to establish a successful program include:

### *Establish an Accurate Baseline*

Defining a baseline starts with identifying diverse suppliers already in your supply chain and tabulating your district’s “spend level” with those suppliers. If your supplier master file already carries [reliable] information in each supplier’s profile regarding their diversity status, this should be a fairly routine process of data extraction from your ERP system.

However, if your master file information is not current and well maintained or does not carry diversity classification information at all, you face the tasks of (a) identifying which of your suppliers meet the definitions for diversity and (b) establishing a process to frequently repeat the analysis of spend for comparison against the baseline.

For expediency, one way to perform the initial classification of your suppliers is to run your supplier file through a third-party supplier data enrichment service. Supplier data changes frequently, so to ensure the integrity of your program, be sure you are working with a service that maintains an up-to-date database. Use of a third-party service can also be how you periodically update your diversity spending profile.

By combining the diversity category information with actual spend dollars per supplier retrieved from your Accounts Payable system, you will gain an understanding of the current state of your organization's supplier diversity program – your baseline.

There are two other important decisions required when establishing your baseline. First, which diversity categories will your program focus on? Most diversity programs at least baseline against minority- and woman-owned business enterprises (MWBE). Minority-owned traditionally includes Asian-American, Asian-Pacific, African-American, Hispanic, and Native American. Additional categories that may be tracked/targeted are small businesses, veteran-owned (or disabled veteran-owned), HUBZone, and local businesses that meet any of the aforementioned criteria. There are also some initiatives to include LGBTQ-owned business enterprises (LGBTQE). The decision about which categories are to be included in your program may in part be dictated by state statutes and will almost certainly be strongly affected by local political preferences. Get this question answered with crystal clarity before embarking on your program – it will be painfully difficult to re-set your baseline and program initiatives later on.

The second decision is to determine what types of certifications your program will accept as part of your baseline and ongoing reporting, including third-party-certified segments and/or self-reported segments.

Third-party private agencies such as the National Minority Development Council (NMSDC) and Women's Business Enterprise National Council (WBENC) manage processes in which qualified firms must complete a series of certification steps prior to being granted a diversity certification by the agency. Many states maintain a list of acceptable certifying agencies, which is a good place to start. Maintaining your own certification process at the district level is both tedious and resource-dependent.

A self-reported or self-classified firm is one that has indicated to your district, or to a non-certifying third party, that it qualifies for a diversity designation. There is no vetting process involved for self-reported firms, so you should consider the risk of over-reporting diversity spend due to a lack of verification.

Once you have established which diversity categories your program will focus on and which certifications you will accept as part of your baseline, it is time to determine the objectives and goals of the program.

### *Define the Scope and Strategic Objectives*

Sadly, too many diversity programs are launched with no strategic objectives and nothing more substantive than arbitrary and myopic tactical goals that are primarily “window dressing” so that the district can check-the-box that a program of some sort is in place. This approach is characterized by the absence of any meaningful analysis of the district's expenditures and how they align with the capabilities of the diversity supplier pool that is accessible to the district.

If your district is serious about having a program, then it needs to conceive and articulate the scope of the program and the effect expected (on the district and the diversity business community). Aspects of this articulated strategy could include any or all the following:

- Increase the district spend, except for utilities, P-card expenditures, and construction spend, with diversity suppliers.
- Count district \$ that flow to both tier 1 and tier 2 suppliers for the district.
- Based on a local diversity analysis, target only diversity business categories that represent a disproportionately lower percentage of the local business enterprises compared to local population demographics.
- Seek to increase the number of diversity employees working for district suppliers.
- Create a mentoring program (directly or through prime contractors) that increases the number of diversity suppliers with the skills, capacity, and financial solvency to be considered responsible when bidding on district solicitations.
- Increase the portion of district spend flowing to diversity suppliers whose headquarters are located within the district or immediately adjacent counties.

Defining the strategic objectives in this manner may very well require extensive negotiation with local community and government entities. It will also need vetting by your Legal Department for compliance with state and local laws. However, once completed, it will be far easier to define effective tactics and goals and will greatly increase the likelihood of realizing the true objectives of the program.

### *Benchmark and Set Specific Goals*

Now that you know your starting point, it is time to map out the journey to your destination. Set short-term and long-term goals to serve as guideposts along the way, and establish the right metrics to determine when you've reached those goals.

Recognizing that location and district size make a difference when it comes to comparing spend, benchmarking can be challenging. Take a look at other districts, preferably those of a similar size, and ascertain their diversity spend. The Council of the Great City Schools collects this information (at an aggregate level) annually from its membership, and their data can be filtered by district size, geographic region, etc.

The real value of benchmarking lies not in defining a target achievement number but in identifying and adapting winning processes that lead to supplier diversity success. While the diversity spend reported by a peer district may be an unrealistic goal (short or long term), bringing in techniques from other districts may well be your ticket to achieving the strategic objectives of your program.

Setting meaningful goals ties supplier diversity to business strategy for the district as a whole. Your goals should be quantifiable, reasonable, and achievable; be tailored by commodity; help to identify weak areas that need improvement; challenge the status quo; discourage complacency; and provide strong motivation for change. This last point is critical to establishing employee and management support.

Goal setting is not as simple as picking a number that someone else has achieved. Done correctly and meaningfully, it is a painstaking process of carefully comparing the capacity and capability of the diversity supplier base available, or projected to be available, and establishing realistic targets on a project-by-project basis, with the aggregate forming a short-term goal.

### *Establish Accountability*

Managers as well as individual buyers need to be held accountable for reaching diversity goals. The best companies include this in individual performance appraisals for each contributor in the procurement chain. What gets measured, gets done.

### *Pre-Sourcing*

Once your baseline, benchmarks, and goals are established, it is time to identify opportunities for adding diversity suppliers to the supply chain. Examine when current contracts are expiring and what new sourcing opportunities are arising. Next, identify qualified suppliers for the Procurement team to include in the RFP process.

Your program should identify a single point of contact who is responsible for communicating program initiatives and recruiting diversity firms for engagement with the district.

The first source of proven firms should be diversity companies you are currently doing business with. Have you maximized the opportunities for those firms? To expand the list, a good technique is to utilize a large and accurate database of diverse suppliers that contains detailed supplier information. This database should allow searching for suppliers through an internet portal based on any parameter.

Another identification/qualification technique is to purchase or build a supplier management portal that prequalifies potential suppliers (many ERP systems already contain this feature). Diversity firms can register in your portal on a walk-up basis and provide details about their businesses. For this to be effective, it is important that you market/advertise the fact that you have such a portal on a consistent and ongoing basis. It is also important that the portal be linked to the procurement section of your district's website.

### *Collaborate with Suppliers and Agencies*

The registration portal described above will be one of your most valuable tools for collaborators. Customized, commodity-specific surveys can ask suppliers to answer prequalification questions specific to the product/service they provide. By implementing this system, the Procurement team—which has direct access to the registration portal—only spends time reviewing company profiles for suppliers that have been prequalified.

The national agencies mentioned in section 1 above can provide information on the availability of diversity suppliers in your geographic area. Your goal is to identify diversity categories that have (a) low utilization by your district and (b) a high concentration of diverse suppliers according to the certification agencies.

### *Awards Program*

Successful supplier diversity programs are no accident. Internal and external persons who make the extra effort should be recognized, not only to reward them but also to encourage others.

### *Track Performance*

A successful supplier diversity program is one that demonstrably drives business growth and increases shareholder value. Tracking spend with Tier 1 and Tier 2 suppliers is critical, but consider going beyond these numbers to measure the program's impact on the entire organization. Cost savings, market share, corporate image, revenue impact and economic impact are all valuable metrics to measure the long-term success of your supplier diversity program. Successful supplier diversity programs are constantly evolving, with results tracked frequently basis, metrics adjusted when necessary, and the program refined over time.

# STRATEGIC SOURCING

## INTRODUCTION

Strategic sourcing is the proactive method of planning and preparing (in advance) for future purchases of goods and services. One of the benefits of this approach is that it helps avoid delays in later purchase execution regarding performing a formal solicitation or identifying and qualifying suitable sources.

The step-by-step process described here starts with an analysis of system data, using historical patterns to predict future needs. However, it is equally appropriate and important to solicit projections from district staff members of future requirements, particularly for services that may not become obvious solely from data analysis. The objective of strategic sourcing is to target, and prepare in advance for, all strategically important procurement, irrespective of transaction volume or financial magnitude.

## STRATEGIC SOURCING

Strategic sourcing is an organized and collaborative approach to leverage district spend and allow Procurement to systematically work on areas or processes that can result in strategic benefits (e.g., savings, product/service supply assurance, leverage to obtain additional value-added services). Eight essential steps (listed below) are involved in the process, beginning with identifying a spend area and concluding with selecting and managing a relationship with supplier(s). This must happen in a collaborative manner and in an atmosphere where working with cross-functional teams is vital to success. Best practice is for organizations to get internal "customers", such as Finance, Accounting, Engineering, Operations, Maintenance, Safety/Health/Environment, actively involved in the decision-making process.

The eight essential elements are:

1. Identify the targeted spend area (spend analysis)
2. Create the sourcing team
3. Develop a team strategy and communication plan based on such factors as the nature of the product/service, characteristics of the marketplace, stakeholders affected by the sourcing actions, etc.
4. Gather market information
5. Develop a list of qualified suppliers
6. Define performance metrics and outcome
7. Negotiate, evaluate, and reach commitment and agreement
8. Supplier relationship management

### Spend Analysis

Spend Analysis is the process of collecting, cleansing, classifying, and analyzing expenditure data from all sources within the organization (i.e., purchasing card, e-Procurement systems, etc.). The process analyzes the current, past and forecast expenditures to allow drill-down visibility (by supplier, by commodity or service, by department) within the district. Spend analysis can be used to make future management decisions by providing answers to such questions as: What was bought? When was it bought? Where was it purchased? How many suppliers were used? How much was spent with each supplier? How much was paid for the item/service?

Procurement should use spend analysis to leverage buying power, reduce costs, provide better management and oversight of suppliers, improve relationships with internal and external stakeholders, and develop an informed procurement strategy.

Critical to this step is prioritizing the various spend areas to align with the goals and objectives of the district. It does not necessarily have to be spend areas with large volume but identifying areas that are common across the district is extremely important. It is essential at the outset that an Executive Sponsor for each spend area is identified (not from Procurement) to push the initiative along and keep it going.

The data should be updated, and the spend analysis repeated, regularly (at least annually) to support decisions on strategic sourcing and procurement management for the organization. The detailed steps for spend analysis are described below.

### *Identify and Collect the Data*

Procurement should work to identify all spend data, internal and external, for the organization. Once spend data sources are identified, the data should be collected and automated. Gathering spend data begins with these steps:

- *Create a Spend Data System Map:* Understand which systems contain data required to create a complete spend record. The map should include both internal systems (e.g., ERP, e-Procurement, Accounts Payable) and external systems (e.g., P-card financial institutions, suppliers).
- *Assess spend data quality:* Examine the completeness of spend data, identify additional data elements that might be required to create a detailed spend record, and assess the accuracy and granularity of the classifications assigned.
- *Assess classification schema:* Assess the number, type, and usefulness of classification schemes (e.g., commodity codes, etc.) currently used by the district. Assess whether the existing scheme can be mapped to an industry standard scheme to enable benchmarking or collaborative aggregate analysis with peer districts.
- *Review data management processes:* Understand existing procedures and systems used for extracting, cleansing, and classifying spend data. Note which functions require spend data and which resources actually perform the spend data management activities.
- *Review data storage, reporting, and analysis capabilities:* Examine how your organization stores and analyzes spend data. Determine requirements for spend data access, types of reports, and frequency of such requests. Ensure that data is accessible and can be efficiently analyzed and drilled into to meet the needs of decision makers.

### *Cleanse, Group, and Categorize the Data*

Once data is collected, it should be cleansed to remove any duplicates or errors, categorized, grouped, and aggregated. These processes are necessary to ensure accurate organization and correlation of spend data and to enable analyses that can be acted upon.

- Grouping and categorizing spend data should be done by adopting an internal taxonomy or by adopting an industry-standard classification scheme (e.g., commodity codes).
- Higher-level classification of spend at the category or supplier level is the first step in grouping and categorizing spend data. Examples include: categorizing goods and services that are being acquired and determining how many suppliers are being used for specific categories and how much the organization is spending on specific categories, in total and with each supplier.



- Item-level detail of spend data enables a precise view of spending with each supplier and for each commodity on a district, department/school, project, and buyer basis.
- Additional enhancements should also be applied to the collected spend data. These include, but are not limited to: contract terms, minority- or women-owned business status, alternative parts data, industry pricing indexes, average purchase prices, supplier financial risk scores, performance information, lead times, and inflation.

#### *Create Repeatable Processes (Automation)*

Excellence in spend data management requires that spend data extraction, classification, enhancement, and analysis activities be supported by automation and services that can streamline existing procedures and make spending analysis a repeatable process.

- Creating a repeatable process may require directly licensing automated data cleansing and classification software or engaging consultants or other service providers that leverage such solutions, to deliver a turnkey spend data management service.
- Procurement should seek to incorporate the knowledge of sourcing and commodity experts into the automated system through the use of software engine rules and self-learning capabilities.
- Create automated reports of spend data to ensure that the most current spend position of the district is being considered in new procurements. Match the report frequency to your purchase cycle – you don't need a monthly report for a commodity that is only sourced every two years.

#### *Analyze the Data*

Regular analysis of collected spend data is necessary to support management decisions for the organization and better oversight of supplier relationships. The analysis should assess whether the current procurement structure, processes, and roles are adequate to support a strategic approach to acquiring goods and services.

With the implementation of regular spend analysis, the data should be used to do the following:

- Understand and model the cost drivers of goods/services to form cost control/reduction strategies for individual commodities/items.
- Reduce material and service costs through informed strategic sourcing strategies based on the data.
- Eliminate duplicate/redundant suppliers.
- Improve contract compliance.
- Use contract pricing to create savings.
- Meet regulatory reporting rules.
- Improve inventory management and costs.
- Reduce expediting costs.
- Facilitate early supplier integration.
- Reduce spend analysis project cycles.
- Refocus procurement professionals on strategic tasks.

## **Create and Develop a Sourcing Team**

Most initiatives in strategic sourcing include team members who are available on a part-time basis. Rarely do sourcing initiatives have the luxury of having full time team members devoted solely to the sourcing effort. Regardless of the method of team formation, any successful sourcing effort is collaborative, involving multiple departments and functions in addition to Procurement.

Prior to selecting team members, it is important to obtain executive sponsorship of the sourcing initiative. Having the endorsement of a district executive will help eliminate or reduce resistance at operational levels. Placement of the chief procurement officer in the Executive Cabinet of the district, and having Procurement directly involved in the district's strategic planning cycle, often provide the needed support without further effort. After executive sponsorship has been secured, it is vital to select team members from a cross-functional perspective.

Managers of personnel who are to be team members want to know how this will impact them. As far as they are concerned, their personnel already have "day jobs", but someone is about to utilize their services on a part-time basis to serve on a team. Successfully marketing the initiative and effectively describing/illustrating the benefits resulting from strategic sourcing will help with the organizational buy-in on the process.

## **Team Strategy and Communication Plan**

Develop a strategy for how the team will approach the identified spend area. To do that, the team must understand their current suppliers' capabilities and compare that to the district's future requirements for the commodity or service. They must identify and establish timelines and milestones as a road map to accomplish the team objectives. Finally, and probably most important, the team must develop a communication plan. This plan will outline how the team will convey team progress and updates. Effective and constant communication will keep the district informed and provide a key element of credibility to the project.

Convey the strategy of the team to the Business Unit managers. This is part of the plan to keep all decision makers and others who have influence in the spend area involved in the direction of the initiative.

## **Gather Market Information**

Now that the strategy and the current suppliers' capabilities are defined, it is time to find out what supplier capabilities there are in the marketplace, as well as where the market for a good/service seems, or is predicted, to be trending in terms of product/service availability, pricing, and technical progression. Too commonly, suppliers and products/services are selected/mandated purely based on familiarity and not after an effort to understand what options are available (currently or in the future) in the market.

Once preliminary information about the market is determined, the team will decide which suppliers should receive a Request for Information (RFI) and how broad a net will be cast to the marketplace of suppliers. Typically, RFIs are designed to gather data on suppliers regarding product/service offerings, quality programs, financial stability, service capabilities, service or distribution center locations, references from clients, organizational structure, and a myriad of other-than-price issues. It is also a good practice to include your standard contract terms and conditions in the RFI. This early review allows firms to prepare themselves for further discussion if they qualify for the proposal stage.

## **Qualifying Suppliers for Future Consideration**

The team may begin to develop criteria for a future solicitation based on the information received from the RFI. The team will also begin to identify companies that have potential to be developed either on

a districtwide or an individual school basis. Update management on the conclusions to date. This is paramount because some traditional or “preferred” suppliers may not be on the list of suppliers that the team determines should be invited to submit a formal commercial proposal.

For a detailed discussion on constructing a solicitation document, see the separate section on *Solicitations*.

## **Metrics and Performance Outcomes for Contract**

This is one of the more important steps in the entire process. After proposals have been received, an evaluation process can begin. The evaluation process entails developing a business case, performing a gap analysis, and establishing two very important and critical criteria for the team to include in the evaluation rubric used to select supplier(s): (1) Total Cost of Ownership and (2) Performance Metrics.

*Total Cost of Ownership* mentality involves the team’s understanding that the true cost of any product or service consists of acquisition cost + operating cost + maintenance cost + training cost + warehousing cost, less any salvageable value. Price is important, but not as important as the understanding of Total Cost of Ownership. Cheaper is not always better—the evaluation scoring rubric should consider Total Cost and not just the lowest unit price.

Establishing *Performance Metrics* with our suppliers is mandatory for developing an eventual successful relationship in the long term. In a Procurement environment, professionals are challenged with developing suppliers who can create value and benefit. We must also have a mechanism in place for measuring both their performance and ours. On time deliveries, warranty issues, customer satisfaction, and quality issues are just a few of the multitude of performance metrics that need to be considered. Each commodity or service under review will have different applicable metrics. The team must identify these and establish the performance review methodology prior to beginning the final selection of supplier(s).

The final part of this step is for the team to understand and adopt the mindset that eventual award of contract(s) involves a three-phase process:

Phase 1: Selection of supplier will be based on best value

Phase 2: Continuous improvement objectives must be established with the supplier(s)

Phase 3: Innovation from the selected supplier(s) will be the key to significant savings

## **Selecting Supplier(s) and Negotiating Contract(s)**

During this step, the team may elect to “short list” the suppliers to begin the negotiating process. A key consideration during this step is the term length of the contract(s) that will be awarded. It takes time to develop a trust relationship and to fully realize savings, whether they be in continuous improvement processes or in innovation. The likelihood of significant savings comes from supplier innovation, which needs time to develop. During negotiations, it is important to ensure that you reach for higher levels of trust between the parties. Being firm but fair will yield more rewards in the long run. If the trust factor is not established during negotiations, you may probably never see innovation from the suppliers. Finalize any performance metrics during the negotiation stage and prior to contract execution.

## **Managing the Supplier Relationship**

See separate section of this White Paper on *Supplier Relationship Management*.

# COOPERATIVE PROCUREMENT

## INTRODUCTION

Cooperative purchasing and contract piggybacking are not new concepts for Procurement organizations. However, the makeup, breadth of product/service coverage, and scope of operation (national, regional, local) of cooperatives has changed considerably over the past decade or so. There is now a wide selection of national cooperatives available to school districts, and a growing number of states recognize (by statute) that cooperatives are a viable, valuable, and expedient vehicle for obtaining goods and services without needing to conduct time-consuming and redundant formal solicitations locally.

Although cooperatives make it easier for a school district to source and purchase many of its requirements, there are several precautions (due diligence) that districts should stay mindful of in order to ensure that they are achieving (via cooperative purchasing) the same or better cost benefit as is available from local open market competition. This Paper discusses those precautions and other best practices related to cooperative purchasing.

## COOPERATIVE PROCUREMENT

*Cooperative Procurement* is a term that refers to the combining of requirements of two or more procurement entities to leverage the benefits of volume purchases, delivery and supply chain advantages, best practices, and the reduction of administrative time and expenses. Purchasing cooperatives exist at the local, regional, and national levels. Their activities result in contracts that members of the cooperative may “piggyback”.

*Piggyback Procurement* is a form of cooperative purchasing in which an entity will be extended the same pricing and terms of a contract entered into by another entity. Generally, the originating entity will competitively award a contract that will include language allowing for other entities to utilize the contract, which may be to their advantage in pricing and contract terms, thereby gaining economies of scale that they would otherwise not achieve if they competed on their own.

Use of cooperative contracts is a best practice for both the administrative efficiency and the purchase leverage gained. However, due diligence by the prospective buyer is paramount.

Some states/districts do not allow participation in cooperative contracts, or at least restrict or regulate the scope of participation allowed. It is up to the procurement professional to be cognizant of any local restrictions and ensure compliance with all applicable laws and policies.

After conducting appropriate due diligence and market research, public procurement should, where permissible by law or regulation, consider the use of cooperative contracts in order to lower prices and administrative costs, increase competition, and obtain more favorable terms and conditions. When using cooperative contracts, attention should be given to ensuring legal compliance, open competition, and effective/efficient use of time and resources.

Perhaps best known are the Cooperative Purchasing Organizations that operate at the national level and serve public procurement entities. Some examples of these include:

- 1 Government Procurement Alliance (1GPA)
- Association of Educational Purchasing Agents (AEPA)
- E&I Cooperative Services
- Keystone Purchasing Network (KPN)

National Association of State Procurement Officers (NASPO)  
National BuyBoard (interlocal)  
National Cooperative Purchasing Alliance (NCPA)  
National IPA  
National Joint Powers Alliance (NJPA)  
Pennsylvania Education Purchasing Program for Microcomputers  
TIPS/TAPS (interlocal)  
US Communities  
ProcureSource

The last entry on the list above (ProcureSource) is not a cooperative. It is a free-to-use website that provides a directory of contracts available from a number of national and regional cooperatives.

There are also regional and local cooperatives in many areas that should be investigated for possible opportunities.

Not all cooperatives are organized or operate in the same way. Some operate as non-profit, others as for-profit; some serve all public procurement entities, while others specialize in particular industries or segments (e.g., higher education, municipalities, etc.); some rely on “lead agencies” to conduct solicitations and manage suppliers, while others maintain their own organic resources for those functions; some fund their operations by charging members a fee, while others charge contracted suppliers a fee and allow members to use their services at no charge. Administrative processes (e.g., order placement, reporting) that cooperatives require of their members vary considerably as well. Before joining or utilizing any cooperative, it behooves you to understand exactly how that cooperative operates, whether its solicitation and contract award processes satisfy your legal and procedural requirements, and what obligations you must agree to use their services/contracts.

Typically, membership in a cooperative is required to piggyback on the contracts managed by that cooperative. For national cooperatives, membership is usually free to any interested public purchasing entity and can be accomplished online in a few minutes.

### **Conduct Due Diligence Before Using a Cooperative’s Contracts**

Prior to making the decision to use a cooperative contract, Procurement should perform thorough due diligence by using the following checklist:

- Perform some “market research” to compare the pricing and terms of cooperative contracts available for your required product or service against what you reasonably would expect to achieve through your own solicitation. When making the comparison, include your administrative costs of conducting the solicitation and managing the resultant contract.
- Analyze all costs associated with conducting a competitive solicitation.
- Ensure that the award of the cooperative contract meets all competitive requirements mandated by local policies and state laws.
- Review the cooperative contract terms for conformance with all applicable laws and best practices.

- Analyze the product or service specifications, price, terms and conditions, and other factors, such as cost to utilize the contract, shipping, minimum spend requirements, and availability of contract documentation, to ensure that the cooperative contract produces best value.
- Ensure that any terms and conditions mandated by your state law or local policies are incorporated into the cooperative contract. Any gap in this regard can be addressed by incorporating additional terms (and removing any terms not permitted by your local statutes/policies) in a “Rider” contract that you develop (or addendum to the cooperative contract) that is signed by both you and the contracted supplier.
- Contact the cooperative (and lead agency for the contract, if applicable) to verify contract application and eligibility.
- Get a clear understanding of any reporting (log of purchases against the contract, etc.) that you will be required (or expected) to provide to the cooperative.

### **Obtain Contract Documents for Your Files**

Documents in your cooperative contract file should include the following. These can be obtained by downloading from the cooperative’s web site, or upon request from the cooperative administrator.

- Solicitation for the goods/services under contract;
- The bid tabulation, or evaluation summary, with the justification for award;
- A copy of the winning proposal/bid; and
- A copy of all insurance/bond certificates required by the contract.

### **Cooperative Contract Administration**

Whether required or not, it is a good practice to provide the cooperative with a periodic accounting of purchases you’ve placed against the cooperative’s contracts. This may be the primary (or only) reliable means for the cooperative to tabulate the administrative fee they collect from the supplier and/or to calculate the volume discount (cash rebate) that you are entitled to for purchases you make against the cooperative contract (Note: not all cooperatives provide cash rebates).

Keep the cooperative (and lead agency, if applicable) informed of any problems you have with the supplier (delivery, order entry, spec adherence, quality, etc.).

Contracts issued by or on behalf of national cooperatives typically have pricing that is guaranteed for a “quantity of one” purchase, meaning the contract pricing, though better than the general market, does not anticipate and is probably not appropriate for individual large volume purchases. Many cooperative contract suppliers will provide additional discounts on substantial individual orders, if requested. Best practice is for the Procurement Department to establish a purchase item threshold that procedurally triggers a special pricing request before placing a substantial order with a cooperative supplier.

When pricing is established under the cooperative contract, ensure that invoices match the contract prices (unless special volume prices are negotiated, as described above).

## GSA CONTRACTS

### Introduction/Background

The U.S. General Services Administration (GSA) awards and administers the Multiple Award Schedules (MAS) program pursuant to the Federal Property and Administrative Services Act of 1949. The E-Government Act of 2002 amended the Federal Property and Administrative Services Act to allow states and local governments access to “cooperative purchasing” under the MAS program. State and local governments are defined as “States, counties, municipalities, cities, towns, townships, tribal governments, public authorities, school districts, institutions of higher education, council of governments, regional or interstate government entities, or any agency or instrumentality of the preceding, and including legislative and judicial departments.”

GSA amended the Acquisition Regulations to allow states and local governments to order information technology supplies via GSA Schedule 70 contracts, as well as alarm and signal systems, facility management systems, law enforcement and security equipment, special purpose clothing, and related services via GSA Schedule 84 contracts. Most state and local entities that participate in GSA Schedule contracts do so via “piggybacking”.

Key aspects of GSA contracts are described below.

*Competitive Bidding – Negotiation.* Contractors for GSA Schedules are selected through an open and continuous qualification process instead of competitive bids or proposals. GSA users are to obtain competitive quotations from multiple GSA contractors at the point of purchase.

*Industrial Funding Fee.* The Schedule contract price includes an Industrial Funding Fee (IFF), which is used to reimburse GSA for procurement and administrative costs incurred to operate the MAS program. The IFF is currently .75 percent and is automatically built into the prices for products and/or services. No action is required of users regarding this fee.

*Ordering Procedures.* Since use of the GSA Schedules is voluntary for state and local governments, GSA contractors have the option of whether they will accept each order tendered by state or local government buyers.

*Contract Terms and Conditions.* Differences in state requirements for contract/purchase terms and conditions are generally addressed in a participating addendum to the GSA contract. GSA allows participating agencies to incorporate their own statutorily mandated terms and conditions by addenda; however, those terms and conditions must not conflict with the terms and conditions of the GSA Schedule contract.

*Pricing and Most Favored Customer/Price Reduction Clauses.* GSA requires most favored customer pricing, which provides state and local governments with a price advantage based upon federal purchasing economies of scale. However, even deeper discounts can be obtained beyond the stated GSA contract thresholds through competition. State and local governments are ultimately responsible for the final negotiations, based upon their own needs and requirements.

*Small, Minority- and Women-Owned Local Businesses Impact.* Many states have socio-economic programs supporting small and/or women-owned and/or minority-owned and/or local businesses. The GSA E-library identifies contractors in these categories by state and status.

*Ability to Use P-Cards.* GSA allows state and local governments to place orders using P-Cards.

*Liability and Disputes.* The federal government is not liable for the performance or non-performance of contracts established between a Schedule contractor and any state or local government. Any dispute under GSA's Cooperative Purchasing Program is to be resolved by the parties directly involved or litigated in any state or federal court with jurisdiction over the parties (federal procurement law and the Uniform Commercial Code apply).

GSA Schedules are one of the many cooperative contract sources available to districts. They can save contract administration costs, reduce procurement lead-time, provide ready specifications, identify sources within the fifty (50) states, and are particularly valuable for disaster preparedness and emergency/recovery procurement.

If state and local governments are to use these schedules efficiently and effectively, they must be able to place orders electronically (including P-Card orders), use the Schedule contract terms and conditions (or supplement the GSA terms by addendum), and pay a fee that is reasonable and capped for large purchases.

Even with the above limitations, GSA Schedules can be used by most districts to their advantage.



# FORMAL SOLICITATIONS

## INTRODUCTION

Formal solicitations are how Procurement organizations (a) comply with government regulations and statutes that require a competitive process for awards through public posting/advertising, (b) provide a transparent objective process open to public review and critique, and (c) provide a standardized method of award for significant (major) expenditures that encourages and cultivates open competition among interested and capable suppliers.

Although a formal solicitation is not the most expedient means for awarding a purchase or contract, it is a process that, if conducted with integrity, will assure a soundly defensible outcome if faced with formal objection (protest) or legal action.

## FORMAL SOLICITATIONS

There are a variety of types of formal solicitations (generically referred to as RFx) in business use. Below are the most commonly used types, with brief definitions of each.

*A Request for Quotation (RFQ)* is used when discussions with bidders are not required and when price is the only information desired. A quote submitted in response to an RFQ is not binding on either the buyer or the seller, although it may be used as the basis for awarding a purchase order or as a means of collecting pricing estimates prior to issuing a formal solicitation (e.g., ITB, RFP) for competitive award.

*A Request for Qualifications (RFQ)*, also known as a Pre-Qualification Questionnaire, is a document often distributed separately from and prior to the publication of a formal solicitation from which a competitive award will be made. It is used to gather information from any interested suppliers and, based on analysis of the information provided, to develop a list of pre-qualified (responsible) suppliers for solicitation to award a contract. Used as a pre-qualification tool, the RFQ eases the solicitation review process by preemptively shortlisting candidates to those that meet the desired qualifications.

*A Request for Information (RFI)* is an invitation for potential sellers to provide information about the products and/or services they offer. It is generally used to determine what products and services are available in the marketplace that might meet a buyer's needs, as well as to understand the capabilities of individual sellers. RFIs are commonly used on major procurements, where a requirement could potentially be met through several alternative means. An RFI is not a solicitation for award, is not binding on either the buyer or the seller, and may or may not lead to a formal solicitation for award.

*An Invitation to Bid (ITB) or Invitation for Bid (IFB)* is an invitation to contractors or equipment/product suppliers to submit a price offer on a defined project, product, or service. The ITB focuses on pricing and not on ideas or concepts. A response to an ITB is a bid (not to be confused with a quote) that, if accepted, binds the responder to perform the resultant contract. If not stated otherwise, the contract is awarded to the supplier with the lowest bid, provided it meets the minimum criteria stated in the ITB/IFB.

*A Request for Proposal (RFP)* is a document that solicits proposals from suppliers to provide a product or service that satisfies an outcome-based specification. It is used when the request requires technical expertise or specialized capability, or where the product or service being requested does not yet exist. The proposal may require research and development to create whatever is being requested. The RFP specification (or scope of work) focuses on the result desired, not a presumed means by which to accomplish that result. Contract award results from evaluating proposals against a pre-defined set of criteria, of which price is but one factor.

A *Request for Solution (RFS)* is similar to an RFP but is even more open and general. It defines a problem and invites suppliers to propose their own concept(s) to best solve the problem. The RFS is the most flexible of the RFx's, allowing suppliers to express their solution(s) without being constrained by a specific product or service pre-defined by the customer.

This Section of the White Paper will discuss best practices in the process of creating and conducting a Request for Qualifications (RFQ), a Request for Information (RFI), an Invitation to bid (ITB), and a Request for Proposal (RFP).

## **Request for Qualifications (RFQ)**

An RFQ is a research tool used by procurement professionals to gather information about suppliers and the products/services they offer or are capable of offering. It is commonly used in one or more of the following applications.

- To create a shortlist of suppliers to whom you will issue a formal solicitation for competitive award, as you are able to see which suppliers may or may not be able to meet your needs before inviting them to submit a formal bid/proposal. Check for any local laws governing your district that may prohibit “shortlisting” suppliers before the formal solicitation is issued.
- As part of a registration or onboarding process
- Issued to suppliers about whom you need more information regarding the products or services they can provide
- Issued to the marketplace at large in order to identify/qualify prospective suppliers not previously known to the district.

A questionnaire can be a useful way to organize your RFQ. Additionally, you can ask suppliers to upload documents or certificates in order to support their responses.

Finding the right suppliers can be a lengthy process. You want to find out which suppliers are able to provide you with the goods or services you need, reducing the risk of non-performance. RFQs can help make the supplier qualification process more efficient by standardizing the information-gathering process.

The goal is to pre-qualify suppliers for participation in future solicitations. Therefore, all suppliers should be asked the same questions and required to respond in a defined format. This makes it easier to compare the data afterwards.

Below is a suggested list of response topics and documents to request in an RFQ, depending on your specific needs:

- Management
  - Company background (e.g., length of time on the market, experience with similar projects, etc.)
  - Organization structure
  - Locations of HQ, manufacturing sites, distribution centers, service centers
  - Years in business; years of experience providing the products/services described in the RFI
  - Number of K-12 customers
  - Major shareholders
  - MWBE Certification (if applicable)

- Corporate Social Responsibility (“Green”, etc.) policy, program, certifications (if applicable)
- Other relevant company certifications (e.g., ISO, etc.)
- Financial Sustainability
  - Financial information (annual reports, income statements, balance sheets, risk rating, etc. for last two or three years)
  - D&B Comprehensive Report
  - Insurance coverage: Best practice is to provide a response template that lists the specific coverage types that you typically require (general liability, automotive, workers’ comp, errors & omissions, cyber, etc.) and have respondents provide their coverage limit for each one.
- Processes/Products/Services
  - List of items/services provided (including a checklist of items/services purchased by the district) gives a more complete picture of matches between supplier capability and district need. An alternative method is to require suppliers to categorize the products/services that they offer, using a list of commodity codes/categories that you supply.
  - Lead times required
  - Technical and production capabilities (such as surge capacity)
  - Quality handbook or any other internal quality document
- Innovation (Research & Development)
  - R&D team size and budget
- References
  - Case studies or contact information for previous customers (especially other K-12 customers)
- Additional information: Allow suppliers to provide additional relevant information that you did not request.

### **Request for Information (RFI)**

A request for information (RFI) is a research and/or discovery tool used to gather information about suppliers, their products/services, and their corresponding markets relative to a specific or general need of the district. It is commonly used in one or more of the following applications.

- Issued to suppliers about whom you need more information regarding the products or services they can provide.
- Issued to the marketplace at large in order to identify prospective suppliers not previously known to the district.
- To gather insight into the current market situation. Suppliers know their market inside and out, and asking the right questions can give you information you may not have been able to find out otherwise.

The information collected from the responses can be used for developing strategy, building a database, deciding what steps to take next, or preparing for an RFP or ITB. Normally the RFI follows a format that can be used for comparative purposes.

Ideally, an RFI identifies the requirements or expectations of the organization and requests specific answers on how a supplier would propose to meet them. A good RFI will focus on requirements that are unique to the inquiring business and on concerns that are less likely to be addressed by every vendor.

An RFI signals to potential bidders that a competition will likely ensue for a product or service and that the potential client is seeking information in a formal, structured and comparable way.

*Be specific about the information needed.* The more specific you are about the information you need, the more likely you are to receive a useful response. If your questions are too vague, suppliers may not understand what you are seeking and will provide information that is not relevant to your needs.

*Limit the information request.* Seek service and resource capability information only. Appropriate information could include specific details concerning the vendor's abilities to perform a given service or to provide personnel, facilities, etc.

*Do not request pricing information.* Pricing information is not needed at this introductory stage.

*Be considerate.* Remember that the gathering exercise ultimately leads to establishing a relationship with a respected business partner. The success of any such partnership involves mutual consideration, beginning with initial requests for time and resources. Above all, the process should be engaged without prejudice for or against any individual supplier.

*Be cost conscious.* Remember also that there is a cost to the supplier to prepare responses. The more you ask of the supplier during the request process, the more cost you add to their business. They will need to add that cost into their pricing models.

*Give the supplier appropriate time to respond.* Preparing a response to an RFI typically takes less time than for other request documents, such as an RFP or RFQ. A one-week turnaround is the minimum time expected for a supplier to respond to an RFI. A more standard time frame is two weeks, but the process may take longer depending on the amount of information requested.

## **Invitation to Bid (ITB)**

### Introduction

An ITB is a request sent out to suppliers, asking for pricing (bids) to supply specific goods or services. It is not recommended that you use an ITB to obtain services since the purchase award from an ITB is based almost solely on lowest price. If you do use an ITB to procure services, it is strongly recommended that you develop a thorough, task-level description of the services so that there is no ambiguity about what gets done, how often, what time of day, where, by whom, what tools to use, etc. Even with this level of detail, the qualitative aspects inherent in any service will be ignored in the award process.

Specifications are clearly defined from the start, and when all else is equal (payment terms, quality, etc.), the award goes to the bidder with the lowest price.

ITBs are best used for goods or services with very detailed and clear (or industry standard) specifications.

ITBs are an efficient way to ensure that you are optimizing your district's spend on defined items, especially in highly competitive markets. Additionally, cumulative purchases that are individually under your ITB threshold may be ripe for savings if solicited as a projected volume to be purchased-as-needed over a fixed term, depending on the market.

## Preparation

As ITBs are typically used to identify the lowest-cost options, they are commonly sent out only to pre-qualified suppliers. Therefore, you may need to issue an RFQ to qualify suppliers beforehand.

A category spend profile will give you a better idea of how much you are spending, on what, and with which suppliers. This overview can help you see where you might have consolidation opportunities for increasing price leverage.

### *Draft the ITB Document*

A suggested guide for the contents of your ITB template is included as a Supplement at the end of this section of the White Paper. Consult with your school district's attorney (Legal Department) before finalizing your template, as terms or content mandated by state statute and local policy vary considerably among districts.

## Posting/Notification

Despite the evolution to the "digital age," most states still require formal solicitations (ITBs, RFPs) to be advertised in local newspapers. There is no harm in this (other than the financial burden to the district), but it does not take advantage of the opportunity available (through the internet) to notify a much broader market of providers. Best practice is to take maximum advantage of electronic media to notify this broader (e.g., national) market of your requirements, including posting on "electronic bulletin boards" operated by regional or national organizations, or utilizing social media (Twitter, Facebook, etc.). Before using electronic posting and notification, confirm with your Legal Department that your state statutes don't prohibit it. Also, in any posting or advertisement of your solicitation, be careful to include all documents related to the solicitation (e.g., forms, attachments, addenda, etc.) or clear instructions on how to access or obtain them.

## Pre-Bid Conference

A pre-bid conference is a forum for prospective bidders to ask questions about the ITB process, specifications, and instructions. It can be held face-to-face, by tele/video-conferencing, or a combination of both. At these sessions, suppliers may refrain from asking questions to avoid giving away their concerns in a public forum. However, following the session, those suppliers may submit their questions individually. Even if no questions are asked, a well-planned conference is likely to give the suppliers (1) an opportunity to meet and partner with other suppliers and (2) the best sense of what the problem is that the district is attempting to solve.

The requirement to hold a pre-bid conference is optional but is advised as an opportunity for the district to gain additional insight on suppliers and the marketplace of the goods/services solicited.

## Bid Opening

In most jurisdictions, state law requires that bids be opened publicly and that the bid prices be disclosed (read out loud) to all parties attending the opening. The "opening" event is not the determination of award – the formal award from the ITB follows testing each received bid for responsiveness and responsibility. A clear statement affirming this should be issued at the bid opening (before any bids are opened).

Best practice is to utilize a secure web-based method for transmitting solicitation notifications, receiving bids, and preparing the bid tabulation.

In most states, the “opening” of submitted bids is a public event by law. The following describes the traditional paper-based approach for bid receipt and opening:

Upon receiving bids, the district must perform and record the following:

- Date and time stamp each bid as it is received and record the same in a permanent file.
- The bids must remain unopened and secured in a safe location until the established time for bid opening has been reached.
- bidders should be allowed to revoke or amend/correct their submitted bids at any time prior to the bid deadline. Should this occur, the originally submitted bid should be returned unopened to the bidder, and that action recorded.
- Before the bid opening, information concerning bids received (quantity, bidders’ identities, bid content, etc.) is not to be disclosed to anyone, either within the district or external to it.
- Submissions received after the established deadline must be rejected and returned unopened to the bidder who submitted them, and a record made of this action.

The submitted bids are examined by authorized individuals at the time and place indicated in the ITB. Follow your individual state statutes and district policies regarding what information from the bids is to be publicly announced/disclosed (typically just the bidder identity and pricing).

After the bid opening, examine each submitted bid for responsiveness.

- Envelope marking: The requirements for this vary by state and district. Best practice is at least to require the envelope to clearly indicate the legal identity of the bidder and the identifier (number) of the ITB. Any bid envelopes that do not have all the required markings must be rejected and returned to the bidder unopened.
- Required forms/documents/information: To be accepted, (a) a bid must have all required forms/ documents included with the bid and (b) all forms must be completed correctly (per the ITB instructions). Any bids not in compliance must be rejected.
- Properly completed price sheet: All required entries on the price sheet must be completed, legible, and unqualified (not dependent on deviations from specifications or ITB terms). Any qualified prices must be rejected.

Errors: Corrections after opening, but before award, can be allowed if the error is (a) an obvious (typo, calculation error, etc.) or (b) verifiable from other information provided in the bid. Errors not evident and correctable, based on the bid submitted, should not be corrected. At the buyer’s discretion, a bidder may be allowed to withdraw an erroneous bid. Errors discovered after award should not be corrected unless the buyer determines that it would be unconscionable to proceed with the error enforced, in which case the bid should be rejected and the initial award withdrawn.

## References

Make sure that you treat all suppliers equally by contacting the same number of references for all bidders.

When you check references, it is important to ask the same objective questions of every contact at each [checked] reference. Best practice is to conduct the checks, whether done orally or in writing, by using a printed script of questions to be asked. Record all responses and comments from contacts in document form for future discussion/reference. Some examples of typical reference interview questions are:

- Did the supplier satisfactorily perform the contract? If not, what went wrong?
- Did the supplier complete the project on schedule or perform on a timely basis? If not, why not, and how large was the deviation?
- Was the project completed within budget (no price adjustments needed)? If not, why not, and how large was the overrun?
- Were there any unforeseen issues that arose during the project? What were they?
- Would you rehire the supplier for a similar project?
- Would you recommend the supplier to other companies/districts?

Tailor the script questions to get the information that is most important to you. For example, if one of your primary concerns is durability of the equipment after the first two contract years, then ask for references from all customers who have had the equipment two years or longer, and ask questions of these references about any service problems during and after the initial two years of the contract.

In summary, focus your attention on distinguishing "acceptable" performers from "unacceptable" performers for the type of product or service that you are soliciting. Obtain references from those who will give you the most useful information, and ask questions designed to elicit that information.

### Bid Tabulation

The bid tabulation is a listing, typically in spreadsheet form, of bid prices submitted and the calculated bid values used to determine the awardee(s). The tabulation must include the actual bid prices, plus the formula and calculations for Total Cost (if specified as the method of award) and/or special adjustments (see Section VII: Rule for Award in the Supplement on writing an ITB that follows this section of this Paper). Any rejected bids (i.e., not responsive and/or not responsible) are not displayed in the bid tabulation.

### Award

The award is made (usually pending ratification by the School Board) to the bidder with the lowest calculated bid value. In cases where the award is made based on prices "adjusted" for special circumstances, the actual bid price of the awardee(s) is the award/contract price.

#### *Strategies for maximizing cost savings during the bid process*

A basic ITB is relatively straightforward. However, to maximize savings, there are few additional techniques you can use.

- **Price Breakdown**  
Provide suppliers with a pricing template that breaks down the price of the product or service you are requesting into its component costs. The breakdown will be somewhat unique depending on the product/service solicited. Examples of elements that might be included in the breakdown are: tooling cost, setup cost, raw materials (cost and quantity), labor (rate and hours), freight, duty, travel, etc. Breaking down the price will help you identify any cost outliers and help you during the negotiation phase.

- **Multiple Rounds of Bidding**  
Your solicitation process needn't stop after you receive the first round of bids, especially if multiple suppliers have responded. You can use the results of the initial posting to narrow the field and notify the selected suppliers of another round of bidding (i.e., "Best and Final Offers"). It is important to reduce the number of eligible bidders before requesting a Best and Final Offer, rather than telling all bidders to re-submit, as a smaller field gives more incentive for the finalists to "sharpen their pencils." This technique can be very effective in highly competitive markets.
- **Reverse Auction**  
A traditional auction is conducted when a seller pits multiple buyers against one another, each offering progressively higher prices for the item being auctioned. As the name implies, a Reverse Auction does the opposite; it is conducted by a buyer who pits multiple sellers against one another, with each one offering progressively lower selling prices. This tool can drive down prices more effectively than a single or multi-round ITB by providing sellers an unlimited number of "second looks". A reverse auction can be employed as the initial solicitation process, or following one or more rounds of sealed bidding. In either case, make sure you only invite suppliers to the reverse auction that you have already qualified. Also, check your state laws to confirm that a reverse auction is an allowable method for awarding contracts.

While the straightforward ITB process can be carried out manually, or by using email and Excel, an e-sourcing tool is an absolute must for running a successful reverse auction. Don't let your technology replace good supplier management, however. Your suppliers will need to be informed of your plans to run a reverse auction. They'll also need to understand how you plan to select the winner and the procedures they need to follow to participate.

## **Request for Proposal (RFP)**

### Introduction

An RFP is used to purchase products and services by soliciting competitive proposals from suppliers and selecting an awardee based on the qualitative nature of the proposed solution, in addition to price and other factors. The RFP may dictate to varying degrees the exact structure and format of the supplier's response. Effective RFPs typically reflect the district's strategy and short/long-term business objectives, providing detailed insight upon which suppliers will be able to offer an appropriate proposal.

An RFP involves more than a request for price. Other requested information may include basic company information and history, financial information (whether the company perform without risk of insolvency), technical capability (for items not previously produced, or where the requirement could be met by varying technical means), product information such as stock availability and estimated completion period, and customer references that can be checked to determine a company's suitability (including background and expertise of employees to be assigned to the project).

Through this process, suppliers can offer an array of potential solutions and prices. The district evaluates the competing solutions, picking the one that best satisfies for the district's business need. RFPs are most useful in the following cases:

- Multiple (different) solutions are available that will fit the need.
- Multiple suppliers can provide the same solution with different implementation scenarios.
- The project requires special skills, expertise, and technical capabilities from suppliers.
- The problem requires that suppliers partner or subcontract in order to provide the products/services.



Interested suppliers return a proposal by a set date and time. The proposals are used to evaluate suitability of the proposer, as well as the solution proposed.

Districts may follow a supplier screening (pre-qualification) process to short-list the suppliers to be invited for further rounds of evaluation and negotiation. This screening process could use either proposal scoring models or internal discussions. Additional rounds may include panel interviews, functional and/or technical presentations by proposers, product demonstrations, trial usage periods, etc.

Discussions may be held with suppliers after proposals are submitted (often to clarify technical capabilities or to note errors in a proposal, or to negotiate the price). In most instances, only shortlisted suppliers will be invited to participate in subsequent rounds or might be asked to submit their best technical and financial proposal, commonly referred to as a Best and Final Offer (BAFO).

### Select the Proposal Evaluation Team

Since the RFP process involves subjective analysis and comparison of different technical solutions offered to address the district's need, the principles of transparency and fairness are best ensured by using a team of technical experts in the applicable field to evaluate the proposal(s) and select the one that best satisfies the district's need.

The evaluation team must (a) be competent, (b) follow all applicable laws and policies, as well as the principles of impartiality and transparency, (c) be able to identify the most advantageous proposal by using the predetermined evaluation criteria, and (d) make a recommendation for [contract] award to the final approving authority (usually the School Board). Those involved in the process must maintain integrity and professionalism in all aspects of the evaluation.

The evaluation team leader should almost always be the person charged with administering the contract(s) to be awarded from the RFP.

Best practice is for the buyer/purchasing agent who is responsible for the RFP to fill the role of facilitator (i.e., non-voting member) for the evaluation team to assure integrity of the RFP process, regulatory and policy compliance, impartiality, transparency, and adequate and proper documentation of actions and results during the evaluation process.

Some suggestions regarding team makeup are:

- Include the stakeholder who will be the "owner" of the contract (user of the end product/service).
- Include district subject matter experts.
- Team size is recommended as five to seven people. If fewer are used, loss of a single member jeopardizes the ability to proceed; if a large group is used, have a predetermined reaction plan in case one or more team members become unable to participate (e.g., replace with identified alternative; proceed without replacing).
- Districts should presume that their business problems are not unique, but are shared by other districts. If another district experiences all or part of the same problem and could benefit from the solution, invite a representative from that district to be on the team.
- Consider including outside (third-party) "consultants" who have expertise in the subject matter. Carefully vet any third-party participants to assure that they have no actual or perceived conflict of interest with possible proposers.

- The team should ideally be made up of individuals from several functions within your organization. A cross-functional team means you'll be able to take advantage of expert knowledge for highly technical or complex specifications.
- No supervisor-subordinate relationships can exist among team members. For example, allowing the district Superintendent, or any member of the Cabinet, to be on the team makes it difficult to form a team that can avoid the appearance of supervisory influence or bias.

Best practice is to create a district *RFP Evaluator Manual* to distribute to the evaluators (see the sample Evaluator Manual in the Supplement that follows this section of this Paper).

### Draft the RFP Document

A well-crafted RFP document will be organized and look very similar to an ITB document. However, there are several sections of the document where an ITB and an RFP typically differ significantly from one another (e.g., the Introduction/General Information; the Specification/Scope of Work; the process for recommending an award, etc.). The following discussion focuses on those areas in detail.

Never simply take a previous RFP from another procurement effort and just replace product names. The most effective RFPs are customized to match the current business need. Even in the case where an RFP was previously issued for the same product/service, it is highly likely that the business requirements (specification) for that product/service have changed/evolved since the previous RFP.

Many districts have developed standardized templates for RFPs in order to churn them out faster to meet the demands (solicitation volume and cycle time) of its internal school/department customers. This semi-automated approach is useful for shortening the procurement time frame, but it can also lead to a reduction in the critical thinking that is needed in constructing each RFP. Just "filling in the blanks" on a template simply isn't sufficient. Issuing an RFP isn't a best practice on its own; the RFP needs to be carefully composed in order to maximize the return that the district obtains from the RFP process.

#### *Introduction Section*

To provide context for proposers, start your RFP with an executive summary of your business goals. The RFP must provide sufficient business information to enable each supplier to understand the context of the service. This should include information along multiple dimensions, including business (strategic objectives of the district, how the services support the district's business processes, the criticality of the services to the district's business, anticipated business changes that may impact the services, etc.), operations (volume of transactions, calendar/time of process execution, and extent of manual intervention required), and technology (technology roadmap, frequency of projects, existing projects, and anticipated projects). This contextual information allows each supplier to differentiate their proposal by demonstrating how they can address the immediate as well as the ongoing issues facing the district.

Follow the Executive Summary with a short, succinct statement of the business problem. Districts need to clearly articulate the problem they are trying to solve through the RFP. No single critical success factor for the RFP is more important than this. If you cannot state the business problem in a single sentence, you are probably including requirements that you think are part of the solution, rather than just identifying the business problem itself.

The overarching goals of the procurement should be clearly defined and prioritized to enable each supplier to create a compelling solution tailored to the district's intended outcome. Avoid using generic, broad/based objectives, such as "improve quality," "reduce cost," or "improve student achievement". Describe in detail the short- and long-term effect and result that the district is after. For example, "The

district desires to increase academic achievement of Middle School students (grades 5-8) by an average of two grade levels in Reading Comprehension across all demographic categories within two years.” This strategic information helps all suppliers address the key goals of the initiative within their proposal.

The temptation to mandate a specific solution to the business problem is difficult to avoid. (This temptation is mitigated somewhat by properly defining the business problem.) Though districts may have a very good idea of the methods and technology that can be applied, it is essential to write requirements that leave the door open to supplier experience and innovation.

The key stakeholders and the evaluation team must review, refine, and endorse the business problem before specific requirements are established. RFPs are consistently more effective/successful when the team that will review the responses has been involved in the development of the RFP.

Suppliers should be encouraged to add their expertise and creativity and to offer different options for solving the problem. Include a statement to the effect that, regardless of potentially conflicting requirements, the RFP solicits the respondent’s best solution to the problem.

Different options with different prices offered by a single proposer are entirely acceptable. However, it is recommended that you require suppliers to submit separate, standalone proposals for each option. The options can then be evaluated and scored independently.

Provide information that will help create/assure competitive participation by suppliers. A competitive environment requires multiple, motivated responders to the solicitation. The most carefully planned procurement process can be derailed if targeted suppliers elect “no bid” or provide a weak proposal. Specialized disciplines that have a limited number of potential supplier options are particularly vulnerable in this respect.

There are two primary reasons that a capable supplier might submit a half-hearted response or no response at all: Either the supplier can’t see enough benefit in providing the service (e.g., the deal provides an unacceptable risk/reward ratio) or the supplier feels that it has little or no chance of winning the business, and therefore submitting a proposal is a pointless effort.

The potential benefits of the deal need to be made clear to suppliers. The district should be judicious when including speculative requirements that are clearly unreasonable or unnecessary or that make the district seem less appealing to work with. An enticement might be that the service providers will have the opportunity to propose additional and/or “discretionary” services. If the district anticipates using discretionary hours, or if there are related projects in the pipeline, the RFP should accentuate these.

#### *Specification/Statement of Work Section*

RFPs include specifications of the item, project, or service to be provided. Because an ITB is the more commonly used solicitation type for procuring products, this section of the Paper focuses primarily on using an RFP for procuring services. Specifications define precise requirements of services. To understand the context in which a service will be used, and with clear knowledge of statutes, regulations, policies, market availability, budget, and the strategic plan of the district, the team must translate a need into detailed requirements. Written with an intent to maximize competition, specifications should use language that is relevant to, and understood by, potential proposers.

There are two types of specifications: design (or technical; product) and performance (or functional). The specification written for a particular RFP may incorporate features of both. Specifications can be envisioned as a continuum, with pure performance on one end and pure design on the other. Each requirement in a specification falls somewhere on this continuum.

1. A design specification establishes the prescriptive characteristics that a product must possess, including details of how it will be manufactured; engineering plans, drawings, blueprints, dimensions, tolerance levels and ranges; definition of terms; prescribed materials and process of construction. Delivery, detailed testing, inspection methods, and Industry standards may be included.

The objective of a design specification is to meet a custom or unique requirement. It limits the options of the supplier, placing high risk on the buying entity for design errors or omissions within the specification. Hence, if the desired outcomes from a solicitation are not achieved, the supplier may argue that any poor performance is due to the design that was specified and not to the supplier's assembly.

Although design specifications provide a predictive certainty regarding the nature of the item/service being procured, and greatly simplify the selection for award process, their prescriptive form is more time-consuming and expensive to develop, and they may limit competition.

2. A performance specification describes the desired outcome from receiving a service. It allows proposers to use their expertise, creativity, and innovation to provide a solution (the proposer chooses the method of achieving the outcome) and places more risk on the awarded supplier, who is responsible for achievement of the outcome and will be evaluated based on the outcome instead of the process for achieving it.

Well-designed performance metrics are essential for defining acceptance testing and achievement of outcomes. They are also critical for enabling rewards and consequences regarding contract performance.

The RFP specification needs to enable the suppliers' responses to be normalized, compared, and ranked. If the specification does not sufficiently enable an apples-to-apples comparison of responses, the selection and award will be made with the attendant risks of a poor or subjective decision, or there will need to be RFP addenda, follow-ups and clarification sessions to attain the required normalization. At the same time, the district must also be careful not to lock suppliers into an overly rigid response format that limits their ability to differentiate themselves or limits their ability to propose a solution that provides the maximum benefit to the district.

When purchasing a service, it is important for both parties to clearly understand what the expectations are. Any lack of clarity or room for interpretation in the RFP specification will introduce a degree of uncertainty when comparing proposals and can become a sticking point when negotiating the final deal. For example, the requirement statement, "Supplier provides groundskeeping services" is open to interpretation. Does that mean just cutting the grass occasionally, or is it cutting the grass on all district property once a week between April and October to a height of 1.5 inches and removing all cuttings from the property? Does it include trimming trees and shrubs? Does it include weed control?

While there are core service areas for which the supplier's responsibility is obvious (e.g., database and application monitoring), the boundaries of the supplier's responsibilities, where ownership and accountability are potentially more ambiguous, need to be very clearly defined. The procurement can be thrown off-track if a supplier selection is made without having the boundaries of service locked down. In most cases, the suppliers will have significantly more experience with the potential pitfalls, loopholes, and contractual gray areas than the district, and they may use ambiguity in the RFP to the detriment of the district in contract negotiations. Examples of some boundary areas that require particular focus include:

- The definition of software "updates" and "upgrades" vs. "modifications" and "enhancements".
- Roles and responsibilities in monitoring, procuring, applying and testing upgrades, updates, and patches.

- Timing and flexibility (e.g., maximum class size) of training to be provided.
- Availability (timing, lead time) of spare/replacement parts.
- Restored condition of surrounding landscape after a construction/demolition project.
- The application and timing of fixes for specific issues.
- The definition of discretionary activities.

Ask thoughtful questions that will prompt thoughtful responses. Avoid repetition and stock questions to ensure each supplier's responses will better demonstrate how its capabilities provide real solutions to your exact business situation.

While there's always room to ask suppliers to describe their capabilities, the RFP should be built around a set of requirements to which the supplier can provide a "yes/no/partial" response. A common approach is to provide very discrete requirements (e.g., "The supplier shall notify [the district contact] within two hours of a suspected or potential data breach.") and then provide the supplier with a two-stage response format, where the first part is a "yes/no" response to indicate if it will meet the requirement in full, and the second part is a field that allows the supplier to provide further description. The supplier is required to complete the description field for all requirements to which it does not fully comply (in order to provide an alternative solution or explanation), but the supplier can also use the field to provide further relevant information regarding the way in which it would meet the requirement (or even to suggest a better way in which the goals of the requirement might be met). This RFP response format enables a quantitative analysis, while also allowing the suppliers a degree of flexibility in their response.

Include adherence to quality standards and guidelines from professional associations, if they exist for the services you are contracting.

Try to quantify quality criteria whenever possible. Then decide who will be responsible for measuring and how often. If a specification says, "Keep the classroom floors clean," the word "clean" will get as many different interpretations as you have teachers in the district.

#### *Performance Monitoring and Measurement*

Closely tied to the performance of a service is the measurement of how well the service is being performed. Performance measurements are generally captured via key performance indicators (KPIs). The RFP should define the KPIs to be monitored and reported by the supplier, or at least require the supplier to include appropriate KPI recommendations in the proposal.

The RFP should identify the most critical dimensions of the supplier's service as defined by the district. In addition to the obvious measurements, such as application availability, the district may have other specific concerns, such as timely detection and notification of issues (e.g., disk space limits), the successful completion of critical business transactions, or even accurate service invoicing.

Relying solely on the service provider to measure performance creates an obvious vulnerability. Best practice is for the district to independently collect apples-to-apples data on at least some of the KPIs to compare and reconcile to the performance measures reported by the supplier.

While the performance measures need to address all key dimensions of service, they should also be manageable. The goal is to have the supplier perform the services contracted, rather than to focus on churning out reports.

### *Rewards and Consequences Related to Performance*

Standard practice in most districts is to include punitive measures in contracts for performance shortfalls. Defining punitive measures is rarely a challenge, but careful thought should be applied in order to define measures that will truly prevent poor performance and drive fast, effective corrective measures when a problem occurs. These measures should be designed to drive supplier behavior rather than to provide money-making opportunities for the district. The district may consider nonmonetary recourses rather than, or as a precursor to, punitive financial damages. Examples might include requiring the supplier to provide root cause analysis reports or to develop and implement mitigation plans. It is also recommended that the district take advantage of the dynamics within the supplier organization, requiring progressively more involvement by senior supplier management for severe or sustained performance failures or shortcomings.

The RFP should reflect the district's business priorities. Priority is typically indicated by the severity of penalties or actions triggered by performance shortfalls, as well as the associated incentives/rewards for exceeding requirements. For example, the KPI and performance reward/consequence for service availability should be emphasized over similar provisions for timely release of new features. If there is a particularly important period during which it is imperative that the actions or deliverables be met (e.g., month-end closing for financial systems), the KPIs and performance reward/consequences should appropriately reflect that emphasis.

In contrast to punitive measures, contractually providing incentives/rewards for performance that exceeds contractual requirements can be quite challenging. There are two key questions to answer in order to determine if performance incentives should and can be included in the RFP and resultant contract.

The first question is, "Will performance in excess of contractual requirements benefit the district in a tangible way (financially or otherwise), and at what level of performance does the district realize this value?" For example, under a contract to build a new school with a deadline of being occupancy-ready by no later than the first day of the school year, does the district realize a benefit if the new school is ready for occupancy three months early? Maybe not. However, if the school is ready one year early, then maybe yes. In another example, if the district issues a contract for groundskeeping services and the contractor salts and clears ice from entryways during the winter (service not included in the specification) at no extra charge, the district probably realizes a financial benefit.

If the answer to the first question (benefit to the district) is "yes," the second question is, "What is the district able to offer as incentive/reward for the above-and-beyond performance?" Even if the district realizes a tangible financial benefit, rewarding the contractor financially may be difficult, if not impossible. Districts typically do not have a budget line for "contingency contractor incentives." This dilemma presents a test of the chief procurement officer's skill in articulating the financial benefit to the district in a compelling way that results in budget adjustments to accommodate an incentive/reward.

Alternatively, in such a scenario, the contractor may realize equivalent (or greater) value from nonfinancial incentives. For example, district-sponsored marketing on behalf of the contractor (e.g., "built by" plaque on building, logo on district website or district marketing brochures, district sponsorship/endorsement at regional/national conventions, etc.) may be highly prized advertising that the contractor cannot otherwise obtain.

In summary, the key point is that effective reward and punishment provisions require a lot more imagination and creativity than simply resorting to a generic "failure to meet contractual requirements will result in liquidated damages."

### *Key Personnel*

Make sure to ask for information about the key people involved in providing the service. You may want to ask for qualifications, time at the company, current and past projects, etc. The provider should also supply a contingency plan should a key person leave the company.

### *Implementation/Transition Period*

In the RFP, require the proposal to address the implementation/transition period in detail, if applicable. The proposal should include the projected transition/project timeline, roles and responsibilities during that period, the obligations on the incumbent, the level of district support to be provided during the transition period, risk mitigation strategies, and the performance responsibilities of the supplier during the transition/implementation period.

### *Proposal Pricing Format*

A key consideration in any procurement is the price, which is best incorporated into a total cost of ownership (TCO) model. In their proposals, suppliers may use diverse cost elements, bundle different services within sundry line items, and use differing definitions and assumptions. Develop the pricing format around key line items, but try to avoid curtailing the supplier's ability to price its offer. Allow some flexibility by including space in the pricing tables for the supplier to insert additional and discretionary charges, as well as to provide clarifications. This flexibility should be coupled with a strong "totality of charges" provision (i.e., a statement that the supplier can't invoice for charges that are not delineated in the proposal) to ensure that the suppliers disclose all rates and related or potential charges.

The district should request pricing at as granular (detailed) a level as is reasonable. Granular pricing enables comparison of specific cost elements between suppliers and increases leverage for negotiation. It also allows the source of cost element outliers to be addressed and understood (e.g., whether the supplier is overpriced or is simply using erroneous assumptions).

### *RFP Responses Will Be Contractually Binding*

Clearly state that the RFP terms and the supplier's proposal (portions of the proposal terms that are "accepted" or agreed upon via negotiation) will be used as the basis for the resultant contract. Some districts, as a standard practice, simply include the RFP responses as an exhibit to the contract. Other districts state that, by submitting a proposal, the supplier accepts that any or all terms from the RFP document may be included in the contract. At a minimum, the RFP should require that each supplier's response include a declaration from an authorized representative that all claims made in the proposal are truthful and binding.

The transition from RFP to a draft contract can be streamlined if the RFP requirements are "contract-ready," meaning, if a supplier indicates compliance with or agreement to a particular requirement stated in the RFP, then the RFP language is what will appear in the contract. This can considerably accelerate the time required to move from RFP response to contract draft and reduce the opportunity for a supplier to renege or "clarify" its proposal commitments after the contract is drafted.

### *Standard Contract Terms*

You should include the proposed contract template as part of the RFP, with a requirement that any proposed exceptions or additions to the standard contract terms must be expressed by the proposer as a red-lined version and returned as part of the supplier's proposal. The RFP should make it clear that any material deviation from the standard terms will be evaluated negatively when the district selecting a supplier with whom to enter negotiations. Don't accept a response of "will be negotiated in good faith."

You can force a meaningful response by including a provision that such a statement will render the proposal non-responsive. This will require suppliers to complete their legal and business review of your standard contract terms before submitting a proposal, rather than after the Notice of Award. Additional time for suppliers to respond to this requirement should be incorporated into the response deadline, but the additional time is worth it. Suppliers are more inclined to meet the district's initial terms when business is still at stake, whereas they may be intractable when they know that they are the leading contender for the business or have been recommended for award.

#### *Define Evaluation Criteria and Scoring Rubric*

Evaluation criteria and scoring methodology (rubric) must:

- Be agreed upon by the evaluation team and stakeholders before the RFP is published.
- Be published in the notice for the RFP, or within the RFP, or both.
- Not be changed once the RFP has been published and notification has been sent to potential proposers. If changes become necessary, they must be executed as addenda to the RFP, and all potential proposers must be notified of the changes. A change to the criteria/weightings may also necessitate (for transparency and fairness) an extension of the response deadline.

Appropriate criteria should (a) be used to determine whether a potential proposer is suitable, (2) be directly related to the subject matter of the RFP, and (3) be clear enough to ensure that the potential proposer has an accurate understanding of what is most important to the district. Criteria will vary by the type of service that is being procured. Extensive market and supplier research, along with a full understanding of the subject matter of the RFP, will aid in the selection of the most appropriate evaluation criteria for the particular procurement. Using consistent objective scoring, based on the priorities and concerns of all stakeholders, will make it easier to defend and justify your award recommendation.

Development of the evaluation criteria will vary depending on the RFP type (single-step, multi-step) that is being used. For a multi-step RFP, the criteria may be subdivided into selection criteria (to qualify proposers for further consideration) and award criteria.

1. The selection criteria may assess the proposer's financial condition, ethics, quality of services supplied, capability of facilities/equipment/personnel used to provide the service, reliability, management, experience, and technical ability. Examples of selection criteria:
  - Economic and financial standing, including bonding capacity and applicable insurances
  - Technical and professional ability, including specified licenses, permits, and professional certifications
  - Criminal history/background checks
  - Quality of services that the proposer currently/historically offers
  - Reliability (e.g., indication or evidence that the proposer will ethically and faithfully complete the terms of the contract)
  - Past performance and experience (e.g., determined through reference checks)
  - Management practices and ability to perform

*Note: Cost is not normally a consideration during the first phase of a multi-step RFP.*



2. The award criteria must relate directly to the services or works to be provided. They are used to determine which proposal is the most economically advantageous offer or to further determine the proposer's ability to perform/ deliver as it relates to the contract.

Award Criteria must be linked to the subject matter of the RFP and may consider any or all of the following:

- Price or total/lifetime cost
- Quality
- Technical merit
- Aesthetic and functional characteristics
- Environmental characteristics
- Technical assistance
- Delivery date and delivery period, implementation process, timing and requirements, or period of completion
- Social considerations (e.g., local sourcing, MWBE content, Green content, etc.)
- Sustainability
- Innovation

#### *Total Cost of Ownership (TCO)*

One benefit of strategic sourcing is that it shifts the focus from looking only at the purchase price to understanding the total cost of owning, consuming, maintaining, and disposing of a product or service. For significant spend areas, procurement teams at best-in-class districts consider many factors that affect the total cost of ownership. This makes good sense when you consider that acquisition price accounts for only 25 to 40 percent of the total cost of most products and services. The balance (and majority) of the cost is comprised of operating, training, maintenance, warehousing, environmental, quality, and logistics costs, as well as the disposal cost or residual value at the end of its application or useful life.

Calculating the total cost of ownership requires looking at the entire process of procuring and consuming the product or service, something that can only happen with cooperation and input from both the buyer and the seller. Best-in-class districts also continuously engage suppliers to form strategies for the ongoing reduction of the total cost of ownership.

It may not be easy to convince your district's executive leadership to truly prioritize value over price, but it is essential to realize the benefits. Establishing a "total cost of ownership" mindset is a goal that the district needs to embrace and perpetuate throughout the entire organization.

#### *Define Criteria Weighting Factors*

Each criterion should be weighted to reflect its relative importance to ensure that the district identifies the most advantageous proposal. When it is not possible to provide weights that are based on objective grounds, the criteria should be listed in the RFP in descending order of importance.

Weighted evaluation criteria help suppliers identify where to focus their efforts when responding to your RFP and to craft their most competitive proposal possible.

Here are the two most common ways you can apply weighting factors:

1. You decide on a different maximum possible score (points) for each criterion in order to reflect its importance relative to the other criteria. The sum of the individual criterion scores is the total score for the supplier. The total possible score (sum of the max numbers of all criteria) is immaterial, although a forced total of 100 is the most commonly used techniques. For example, if *total cost*, *technical performance*, *delivery*, and *functional performance* are the criteria, weighted maximum points allotted might be 10 for *total cost*, 20 for *technical performance*, 5 for *delivery*, and 15 for *functional performance*. The resultant scores are summed to get the total score for each proposal.
2. The second method uses a single maximum score and scale (e.g., 1-10) for all criteria, with relative weighting of each criterion defined as a unique multiplier that is applied after evaluator scoring. For example: if *total cost*, *technical performance*, *delivery*, and *functional performance* are the criteria, each is scored on a 1-10 scale and a different weighting multiplier is applied to the raw scores of each criterion (e.g., *total cost* multiplier = 1.0; *technical performance* multiplier = 2.0; *delivery* multiplier = 0.5; *functional performance* multiplier = 1.5). The resultant “weighted” scores are summed to get the total score for each proposal.

Either method is effective. However, advantages of the second method are that it (a) is easier and faster for evaluators to use, (b) gives a better qualitative result, and (c) mitigates the effect of bias that any evaluator may have. A fuller explanation of these advantages is provided below.

- (a) Using the same scale (e.g., 1-10) for measuring all attributes is easier for evaluators to deal with than having to make a mental transition to a new scale for each criterion. At some time or another, you’ve probably had to complete a survey that started out something like this: “For each of the following statements, indicate your answer on a scale of 1-5, 1 meaning that you strongly disagree and 5 meaning that you strongly agree.” But you have probably never been asked to complete a survey with instructions like, “Indicate your level of agreement or disagreement with each of the following statements; on the first statement, indicate your answer on a scale of 1-4, with 1 meaning you strongly disagree and 4 meaning you strongly agree; on the second statement, indicate your answer on a scale of 1-37, with 1 meaning you strongly disagree and 37 meaning you strongly agree; on the third statement, indicate your answer on a scale of 1-9, with 1 meaning you strongly disagree and 9 meaning you strongly agree.” The arithmetic result of the two surveys (once normalized by “weighting”) is exactly the same, but which one do you think it would take you longer to complete?
- (b) In the example above, where the scale changes for each response, which of the scored survey statements do you suppose the respondent is going to put the most time and thought into? The 1-37 scale, right? So, the quality of thought/effort put into responding will correlate with the implied importance of the statement (smaller scale implies less important = less effort in providing a quality response).
- (c) Forming an evaluation team is a little akin to selecting a trial jury. As much as you desire for all members to be totally objective and unbiased, it is virtually impossible to get that result. That’s not to say that your team members will be open-minded through the evaluation process, but their personal knowledge and experiences regarding some of the proposers will tend to influence them to one degree or another. The easiest way (intentionally or subconsciously) to skew the scoring results is to disproportionately favor (or disfavor) one of the proposers in the scores assigned to

the criterion with the largest point scale (in the case above, that's the 1-37 statement). Equalizing the scoring scale for all criteria has a mitigating effect on any bias that may be present.

A common dilemma that districts encounter is that the smaller the grading scale is, the smaller the differentiation (distribution) of scores among proposers tends to be. For example, if a criterion has a scoring scale of 1-5, the distribution of scores assigned to all proposers for that criterion may only have a one or two-point spread (e.g., all proposers received a score of 3, 4, or 5). This creates an easy target for protest, particularly for any criteria that are scored subjectively. This problem can be avoided by increasing the scoring range used. For example, a scale of 1-100 is likely to result in more differentiation in scores than a scale of 1-5. This technique can be applied in either of the weighting methods defined above.

Proper publication of criteria will help proposers to meet the most important (most heavily weighted) needs of the district. Furthermore, it will protect the district from challenges claiming the criteria were chosen post-notification to favor a particular proposer.

#### *Instructions for Preparing and Submitting Proposals*

Best practice is to provide guidelines to prospective proposers regarding the format, content and organization of information/documents submitted as the proposal. For example, you can instruct proposers to sequentially address each element of the RFP specification, and likewise each element of the evaluation criteria. Each element/section can be separated by tabs (or separator pages if electronic submission is allowed) for easier reference by the evaluation team. For ease of handling and distribution to the evaluation team, you can require that specific sections of the proposal (e.g., pricing, financials, etc.) be delivered in separate packages.

If your instructions and evaluation criteria require submittal of financial statements, privately held proposers (non-public, but not publicly traded) may balk or object to providing financial statements as they are confidential and not publicly disclosed. It is recommended that, in your instructions, you provide an assurance of confidentiality and a secure means of delivery and handling that will prevent the financial information from becoming part of the public record or be otherwise disclosed.

Instructions for submitting RFP proposals are essentially the same as for submitting bids in response to an ITB. You must provide the submittal deadline, the number of copies to be submitted, and how the proposal package (box, envelope, etc.) is to be marked/labeled. If you require hard copy submittal, it is highly recommended that you also require an electronic copy (e.g., CD ROM, flash drive) to be submitted.

#### *Black-Out Period*

Include clear instructions that prospective proposers are not allowed to have any direct contact with evaluation team members, district management, or School Board members prior to the ratification of award. Some districts expand this provision to prohibit contact with any district personnel. The only permissible contact point for the proposers should be the RFP facilitator.

For many of your RFPs, one or more of the prospective proposers may already be engaged with the district on projects (either as the incumbent or on unrelated projects). You may consider carefully granting exceptions to the black-out rule for these cases. It is a best practice to require all prospective proposers to submit a written declaration of existing engagements for review and approval of exception to the black-out restriction. Whether or not an exception is granted, you should notify the district employees who are in routine contact with the proposer that the "black-out period" is in effect, and they must (a) refrain from initiating or participating in discussions about the RFP with the proposer and (b) immediately report any attempt by the proposer to initiate such discussions.

## Review the Draft

At some point in the process of developing the RFP, the team should read the RFP from the point of view of a supplier who is digesting it for the first time. It is frequently surprising how many of the RFP requirements need clarification due to the use of district-specific terms, assumed supplier knowledge of district processes, or an incomplete description of technical requirements.

Using internal stakeholders, thoroughly proofread the RFP. Having the business problem definition and the RFP itself reviewed by a group of respected minds outside the evaluation team (a "Red Team Review") will prove quite valuable, especially for more complex RFPs. If possible, have several individuals provide a mock response to the RFP draft to make sure it elicits the type and quality of proposal you are looking for.

Prior to publication of the RFP, it is allowable to have suppliers review the draft to give you feedback. If you select this option, it is important to allow all willing suppliers to review the document to ensure fairness. However, despite the precautions you may take to preserve transparency in the process, this practice will tend to make you vulnerable to claims of biasing the RFP in favor of a particular supplier.

## Publicly Posting the RFP

Despite the evolution of the "digital age," most states still require formal solicitations to be advertised in local newspapers. There is no harm in this (other than the financial burden to the district), but it does not take advantage of the opportunity available through the internet to notify the same and a much broader community of providers. Best practice is to take maximum advantage of electronic media to notify this wider (e.g., national) market of your requirements, including posting on "electronic bulletin boards" operated by regional or national organizations, or utilizing social media (Twitter, Facebook, etc.). Before using electronic posting or notification, confirm with your Legal Department that your state statutes don't prohibit it. Also, in any posting or advertisement of your solicitation, be careful to include all documents related to the solicitation (e.g., forms, attachments, addenda, etc.) or clear instructions on how to access or obtain them.

## Pre-Proposal Conference

A pre-proposal conference is a forum for prospective proposers to ask questions about the RFP process, specifications, and instructions. It can be held face-to-face or by tele/video-conferencing or a combination of both. At these sessions, suppliers may refrain from asking questions to avoid giving away their concerns in a public forum. However, following the session, those suppliers may pose their questions individually. Even if no questions are asked, a well-planned conference is likely to give the suppliers (1) an opportunity to meet and partner with other suppliers and (2) the best sense of what the problem is that the district is attempting to solve.

The requirement to hold a pre-proposal session is optional but is advised as an opportunity for the district to gain additional insight on suppliers and the marketplace.

## Proposal Receipt

Best practice is to utilize a secure web-based method for receiving proposals and for conducting the entire evaluation process and scoring.

Where an e-Procurement system or portal is being used for the receipt of solicitation responses, the security built into the system may only allow for opening after the final receipt time/date is reached. The buyer/purchasing agent responsible for the RFP will open the responses and send them electronically to the team members, along with the evaluation score sheet, to enable evaluation to begin.

The steps for receiving, opening, and examining proposals for an RFP are almost the same as for an ITB but with some specific differences. The following details the traditional paper-based approach for RFP proposal receipt and opening (the process for electronic proposal submittals will vary somewhat, depending on the media tool used):

Upon receiving the proposals, the district must perform and record the following:

- Date and time each proposal is received. A date/time stamp should be applied physically or electronically to each proposal as it is received.
- The RFP documentation must remain unopened and secured in a safe location until the deadline for submittal is reached.
- Proposals received after the established deadline should be rejected and returned unopened to the proposers who submitted them, and a record made of this action.

Before the proposal deadline, information concerning proposals received (quantity, proposer identities, proposal content, etc.) is not to be disclosed to anyone, either within the district or external to it.

Proposers should be allowed to revoke or amend/correct their proposals at any time prior to the closing date. Should this occur, the originally submitted proposal should be returned unopened to the proposer.

Depending on your local statutes and policies, a public “opening” of submitted proposals may or may not be required. Regardless of what else your mandates do or don’t require, a public opening of proposals should never disclose any of the contents of proposals submitted. The contents should not become available to the public until after final award approval.

### Evaluation of Proposals

RFP evaluation consists of the examination and evaluation of the documentation submitted in response to the requirements in the RFP. It is a complete review of the received proposals based on pre-defined evaluation criteria. The criteria should be comprehensive enough to determine the best value solution for the district so that a recommendation for award can be made.

All proposals received must be kept secure and confidential during the evaluation process, subject only to applicable freedom of information or public records legislation.

#### *Team Preparation*

Planning is important for the timely and proper conduct of the evaluations. It is recommended that the evaluation team hold a preparatory/ planning meeting before proposals are distributed (made available) to them. All members of the evaluation team must understand and agree to the following:

- The process to be followed, including signature of a conflict of interest statement.
- Have no direct contact with potential proposers for the duration of the solicitation and award process.
- How criteria scoring is to be done.
- Legal and policy constraints.
- Their responsibilities while serving on the team.

- The evaluation timetable, including scheduled meetings of the team. Despite the usefulness of RFPs, stakeholders frequently consider them something to avoid due to the time required for the RFP process (planning, scope of work definition, proposal evaluations, etc.). Since the stakeholders and evaluators are the significant controllers for the total time required to complete an RFP, it is critical (up front) to set and get agreement from these groups on a firm timetable. Immediately report any infraction of the timetable and involve the management structure that these individuals report to for corrective action.

All team members must sign a declaration of impartiality, non-disclosure, and conflict of interest, or similar kind of declaration, before they start to evaluate the submitted documentation (see the sample declaration form included as a Supplement following this section of the White Paper). By signing such a document, each team member (a) declares that he/she is not associated with any of the potential suppliers or their proposed subcontractors, etc., and (b) commits to not disclose any information obtained or received during the evaluation process to suppliers or any other persons not officially involved in the evaluation process.

#### *Examine for Mandatory Requirements (Responsiveness)*

Once the proposals have been opened, they must be checked for compliance with the requirements of the RFP (responsiveness). It is recommended that a checklist be used to confirm and record that all mandatory requirements have been met (see the sample checklist for mandatory requirements included as a Supplement following this section of the Paper). proposals not meeting the mandatory requirements will be excluded from further evaluation.

1. Procedural Compliance Check – Do the submitted documents comply with the RFP requirements (e.g., correct number of copies, submission of requested documents, etc.)? To help proposers avoid inadvertent omissions in the proposal, a checklist of the RFP requirements can be included as an attachment to the RFP, with instructions to complete and return it with the proposal.
2. Technical and Substantive Compliance Check – This consists of evaluating the submitted documentation for compliance with the specifications and other fundamental substantive requirements (e.g., insurance types and limits, licenses, bonds, etc.).

As a rule, noncompliance with any of the fundamental procedural requirements, specifications, and other technical and substantive requirements may result in the rejection of a proposal. The evaluation team should establish (prior to publishing the RFP) which procedural requirements will be classified as substantive so that noncompliant proposals are easily identified. It is against the principle of impartiality to accept noncompliant proposals. Reasons for rejecting a proposal for noncompliance (non-responsiveness) must be clearly explained and documented in the evaluation report and communicated without delay to the affected proposer. Best practice is to have decisions to reject proposals ratified by your district's attorney.

#### *Evaluation of Technical Criteria*

The way the members of the evaluation team operate (i.e., whether they jointly or independently access the submitted documentation) depends on local law, policy and preference. Best practice is to have team members perform independent evaluations and scoring, which are then aggregated for discussion at a final consensus scoring meeting. Regardless of the method of operation chosen, team members must serve only the district's interests to ensure the fairness of the evaluation process and must never manipulate or unfairly influence other members of the team.

Below are the two most common ways to organize your RFP evaluation. Regardless of which you choose, the idea is to give individuals time to independently evaluate proposals first, and then come together and discuss them as a team. The two methods are:

1. Every team member scores all criteria for every proposal. This technique can work if you don't have many offers to go through, or if the proposal evaluation does not require specific technical expertise. Each team member will get a holistic overview of every proposal and can then compare overall impressions during the whole team evaluation.
2. Every team member scores a certain aspect of every offer. For example, if you are looking for cloud-based project management software, your team member for IT security does not need to evaluate pricing or company background, but only the security questionnaire section of the proposals. Similarly, the team member for Finance need only review the pricing and does not need to look at the security questionnaire.

Your choice will depend on the number, length, and complexity of your RFP responses. Whichever method is used, you should make it clear to the evaluation team that the offers are to be evaluated based solely on what's been submitted in response to the RFP requirements. Any information collected by the evaluation team that conflicts with the information submitted by the proposer must be further investigated/verified with the proposer via a request for clarification or interview.

When evaluating criteria other than price/cost, all proposals must have met the procedural requirements and formalities, as well as the mandatory substantive requirements. Once this has been verified, the evaluation team examines the submitted documentation according to the specific RFP evaluation criteria, using the relative scales and weightings defined in the RFP. Each team member must observe the following practices:

- Disregard any unrequested information provided in the proposal. Best practice is to exclude/redact any such information from the materials provided to the team.
- Use a consistent approach when scoring against the specified criteria.
- Record scores in grids/matrices and, for transparency, attach the grids/matrices to the evaluation report (best practice is to record and maintain only the team's consensus scores as public record).
- Record justification comments to support the scores assigned.

If the evaluation team determines that clarifying information is not required, the evaluation process is complete.

Requests for clarification, issued from the evaluation team to one or more proposers, can be used for clarification of the proposal response for either fundamental requirements (necessary to meet the minimum functional, technical, or operational aspects of the specification) or non-fundamental requirements, but may not be used to bring a response to a fundamental requirement into compliance. When a request for clarification is necessary, it is important to remember:

- Requests for clarification do not imply negotiations.
- Any request for clarification, and its corresponding response, must be in writing.
- The evaluation team must agree on any request for clarification before it is sent to a proposer.

- Any agreed-upon request for clarification should be sent exclusively through the team chairperson/facilitator. Individual members of the evaluation team must not contact proposers directly to seek clarifications.
- The clarification correspondence exchanged must be summarized in detail in the evaluation report, with a clear indication of whether the answers received are satisfactory to the evaluation team and, if not, why not.

#### *Evaluation of Cost*

It is a best practice to withhold any proposal pricing/cost information from the evaluation team members until after evaluation and scoring of the non-price criteria are complete, and to have price/cost scoring performed by persons who are not evaluating the non-price criteria. This avoids the potential for any actual or perceived manipulation of scoring to compensate for the weighted effect of the pricing submitted.

The recommended size of the cost evaluation team is two (2) members. One member should complete the cost proposal calculations per the RFP formula; the other member should verify all cost calculations for accuracy.

Submitted price/cost documentation should be examined to ensure:

- Prices submitted include all of the price elements required by the RFP.
- Arithmetic errors are corrected and recorded.
- All costs are included, where requested by the evaluation criteria.
- Discounts are applied and not just stated separately from prices (RFP should provide clear instructions for this).
- Prices that appear to be unreasonably low (not credible) should be appropriately investigated. In this case, the proposer should not be asked to increase the submitted price but can be asked to review and confirm that the submitted price is correct. If the proposer responds that the submitted price is in error (too low), the proposer should be allowed to withdraw the proposal.

#### *Reference Checks*

Best practice is to use a scripted list of questions for all reference check interviews and to record the results (see the sample interview questions included as a Supplement at the end of this section of the Paper). If the reference check is being used as a selection criterion (pass/fail result to determine eligibility for further evaluation), a standard for a “pass” result can be easily defined and defended. However, if the reference check is an award criterion and will receive a score (e.g., scale of 1-10) that will be contribute to the proposer’s aggregate score, care must be taken to preserve consistency in scores assigned (e.g., if practical, have all reference checks conducted and scored by one person). Also include in the RFP a declaration to the effect that the district reserves the right to check any reference(s), regardless of the source of the reference information.



### *Financial Evaluation*

Financial information (e.g., audited financial statements, annual reports, D&B reports, etc.) can help you to assess a supplier's financial viability. However, these materials are only useful if you have the expertise to properly analyze them. The financial information provided with the proposal can be used to either (a) determine the level of responsibility of the proposer (meets at least a minimum standard of financial viability and sustainability) or (b) assign a subjective score for financial viability as one of the evaluation criteria, or both. If you lack the expertise to make such a judgment, you should consider other means of assuring financial viability, such as requiring the supplier to be bondable/bonded, obtaining information from a credit reporting agency, etc.

### *Consensus Meeting*

Once the evaluation team members have completed their independent reviews of the non-pricing criteria, the facilitator should develop a compilation and summary of the individual scores and submit them to the team. A team meeting is then held to discuss differing perspectives and opinions and to arrive at a consensus score for each proposal. To avoid having the team get mired down by immaterial or meaningless differences between individual scores, perform simple statistical analysis on the scores to identify relatively non-homogeneous results for each specific criterion scored, by supplier. Those outliers are the appropriate items for the discussion-to-reach-consensus meeting. At this meeting the evaluation team will:

- Consider the scores and comments assigned by each member of the evaluation team.
- Request any additional clarifications from proposers or solicit expert advice to recommend how to resolve material inconsistencies among the scores assigned by individual team members. The method chosen to resolve such differences should be agreed upon in advance and align with applicable policies and laws.
- Decide if additional rounds/steps are needed (e.g., interviews, presentations, demos, BAFO, etc.).

### *Oral Interviews/Presentations/Demonstrations*

If the evaluation team concludes that a round of oral interviews/presentations and/or demonstrations is required to determine the successful proposer, there are several decisions and actions to be completed before the actual event is scheduled. Below is the recommended sequence of steps to follow.

1. If not previously determined, the team must decide how the results of the interview/presentation/demonstration will be applied or added to the initial evaluation scores. In one approach, after the interview/presentation/demonstration round is completed, each evaluator independently revises (with comments) the team consensus scores (relevant criteria) previously established. There would be another consensus meeting, resulting in final consensus scores. For some RFPs, the need for a second round for interviews/presentations/demonstrations is recognized during the drafting of the RFP and scoring of this event is included in the original evaluation criteria.
2. Next, construct the agenda and timetable for the second round. The written agenda provided to each proposer should include:
  - a. Instructions that proposers cannot alter or amend their original proposal in any way.
  - b. Scope boundary – presenter cannot demo/discuss anything that was not contained in the more restrictive of (a) the RFP specification or (b) the proposal content.

- c. Time limit and schedule for the session (e.g., 10-minute setup, 20-minute intro, two-hour presentation/demo, 30-minute Q&A).
  - d. Equipment (what's available, what to bring, etc.).
  - e. Scenarios within the RFP specification (if applicable, specific problems to show proposed method to address them). All proposers get the same scenarios and must complete all scenarios successfully, demonstrating actual steps required.
  - f. Demonstrations must be conducted in the proposer's live or test environment (not PowerPoint or screenshots).
3. The evaluation team must be carefully prepped and acknowledge specific restrictions imposed on the team's participation in the round:
    - a. For oral interviews, scripted questions must be prepared in advance and used equally with all proposers, with no ad hoc questions, other than as provided for below.
    - b. No negotiating.
    - c. No "scope creep" questions (e.g., "Will you add...?" "Will you change...?").
    - d. OK to ask clarification questions (e.g., "What happens if...?" "Is function x an 'out of the box' feature, or does it require customization?").
    - e. No reference to other proposals or proposers.
    - f. No suggestions regarding [improvement or addition to] product/service features.
    - g. Only the team facilitator responds to questions from the proposer. The facilitator can grant exceptions case-by-case.
    - h. The facilitator has absolute authority to interrupt, suspend, or terminate interactions with proposers if the content of discussions, presentations, etc., violates the restrictions described.
  4. If a hands-on user trial of the product/service is to be conducted, the team must also define testing scenarios to be used by the trial evaluators, the time schedule for trial completion, method for recording trial results (e.g., list of test failures, result of repeat test if failure is resolved by proposer, etc.)
  5. Next, the team must determine which, or how many, proposers will be invited for the additional round. The team has the prerogative of inviting all proposers or limiting the round to a shortlist of the highest-scoring proposals, ranked on their initial review scores. If the shortlist process is used, some care must be exercised to accommodate the desires of the evaluation team while continuing to withhold the cost scores from the team. This task falls to the team facilitator as the non-voting member.
  6. The team facilitator will send the interview/presentation/demonstration letters to proposers selected to participate, as well as notify unsuccessful proposers.

At this point, proposers are not allowed to alter or amend their proposals. Evaluators will score each presenting proposer based on the criteria and points allowed for the second-round event (or appropriate initial evaluation criteria, whichever the case may be).

### *Best and Final Offer (BAFO)*

The evaluation team may conclude that best and final offers are required. The team facilitator will prepare and send notification to the RFP proposers/finalists that a best and final offer (price only) is to be submitted. The BAFO submittals will be evaluated and scored by the cost evaluation team, using the stated criteria. The BAFO pricing and cost scores will supersede those associated with the original proposals submitted.

### *Final Scoring and Negotiations*

Combining the consensus team scores with the price/cost scores, demo/interview scores (if applicable), and any other criteria scores determined outside the consensus process yields final total scores for the proposals. The highest total score determines the proposal to be recommended for award.

In the case where multiple awards are appropriate and desired, the number of awardees necessary/desired should be determined by the team prior to RFP posting. To preserve the integrity of the RFP process, you must steadfastly disallow any request or suggestion, after final scoring has been completed, to expand the number of awardees (from one to multiple or from multiple to multiple plus x) presented solely for including a “favored supplier” in the list of awardees.

Negotiate terms, pricing, etc. with the supplier(s) selected for award. Negotiation with the presumptive awardee(s) can be for the purpose of reducing the cost of the products/services to be provided, obtaining additional goods/services at no additional cost, reaching agreement (or improving) on business terms and conditions, or any combination of the foregoing. Negotiation cannot reduce the RFP Scope of Work/ Specification, even with price concession, as that would necessitate re-issuing the RFP with a revised Specification. This step is recommended before submitting the recommendation for award to the approving authority, as this is the point when the district’s negotiating leverage is greatest.

If negotiation with the highest-scoring proposer(s) does not yield a pre-defined minimally acceptable result, move on to the next highest-scored proposal(s) and negotiate. Repeat as necessary until a minimally acceptable outcome is achieved. The minimally acceptable standard must be applied equally to each negotiation.

### Prepare the Evaluation Report

The evaluation report should be prepared by the chairperson of the evaluation team, with support from team members. The report should include:

- Names of the team members
- Description of the RFP
- Clear summary of the activities and analyses the team carried out during the evaluation process, and associated results.
- The team’s recommendation for award
- Names of unsuccessful proposers
- Clear justification for the recommendation that is being made
- Attachment of all documentation drawn up by the evaluation team during the performance of its tasks.

## Award

In accordance with applicable laws and local policy, the evaluation team will submit the recommendation for award to the local approval authority (usually the Board of Education) and will include the evaluation team report.

Depending on applicable law, the local approval authority will:

- Verify that the process of solicitation, evaluation, and award recommendation was conducted properly.
- Ensure that the recommendation of award is sound and correct.
- Make the final award decision (approve or reject). Rejection can result in withdrawal of the RFP or other actions, as instructed by the local approval authority.

Once the award approval has been given, all proposers should be notified of the result in writing, and the Notice of Award should be publicly posted.

An acceptable practice is to issue an "Intent to Award" notice to all proposers at the time that the evaluation team forms its recommendation. This "Intent" notice must carry the qualifier that it is pending ratification by the final approval authority. Depending on the process and timing for ratification, this technique can considerably shorten the time for contract execution and for resolution of any protest.

## Mandatory Standstill

Local statute and/or policy may require a mandatory standstill period (e.g., 15 calendar days) to elapse between the award notification and the signing of the contract. Once the standstill period has passed, the district may continue with the execution of the contract in accordance with the conditions that were set forth in the RFP documents.

## **Supplement: Guide for an Invitation to Bid (ITB) Template**

### **I. General Information**

This section should give bidders general information about the ITB process, such as:

- Whether or not any exceptions to terms, deviations from specifications, substitutions, etc., will be allowed/considered.
- Any necessary terms and conditions of the ITB (e.g., delivery or performance dates, warranties, term length, renewal options, pricing formats, handling of defects, etc.).
- How ITB addenda will be issued.
- How questions from prospective bidders will be handled.
- How mistakes and minor errors will be handled.
- Time and place for pre-bid conference (if applicable).
- Notice regarding your jurisdiction's right to cancel the ITB or reject bids.
- Payment terms.
- Anticipated term (start and end date) of the award
- Incoterms (e.g., FOB dock, etc.).
- Method of acquisition (outright purchase, lease, lease-purchase, etc.). If the acquisition method is not specified, the default assumption is outright purchase.

### **II. Bid Submission Requirements**

This section should define all bid submission requirements, such as:

- Where and when (time, date and physical location) bids must be delivered.
- Detailed instructions for submitting the bid.
- Number of copies of the bid to be submitted.
- How the bid envelope must be marked (consult your state statutes, particularly regarding construction ITBs).
- How bidders can modify or withdraw their bids (prior to the bid submission deadline).
- Pricing method to be used: firm fixed price (FFP), fixed price with escalation (FPE), cost plus fixed fee (CPFF), fixed price incentive (FPI), etc.
- Notice that bid prices must remain firm for a minimum number of days (specify the number) after the bid opening.
- List of any special forms (e.g., non-collusion form, tax compliance certificate, bid pricing sheet, reference form, etc.) that must be included with (or before) the bid submittal, including any affidavits or declarations required by federal law (if funding from federal grants is anticipated).
- Requirement that bid be signed by authorized individual(s).

- Bonding requirements (if applicable).
- Bid deposit (if applicable).

### **III. Description/Specification**

This section should provide bidders with the essential physical and functional characteristics of the item(s) or a detailed description of the service, you wish to procure. Unnecessary exactness is expensive; the more restrictive the specifications, the less competition they will generate. However, imprecision can also be costly. Vague specifications can result in prices that are inflated to cover unknown costs or that are understated for lack of understanding the complete specification. The challenge in writing good specifications is to find the appropriate balance: To provide enough detail to ensure that you will get what you want at a fair price, while omitting unnecessary details that unduly limit competition and/or add cost.

*Brand name descriptions:* A brand name description is a title, term, symbol, design, or any combination thereof used to describe a product by a unique identifier and its producer. This type of description allows for district standardization (e.g., fleet standardization for purposes of training and maintenance), meets the expectations of the end user by providing the exact commodity needed, and reduces the time required to develop the specification. However, it is very restrictive and may limit competition, it excludes alternative brands from consideration, and it requires significant justification (e.g., maintenance, compatibility of parts).

*Brand-name-or-equivalent descriptions* (a.k.a. brand name or equal): a brand name or equivalent description provides one or more manufacturers' brand names with identifying model numbers. In a performance specification, a brand-name-or-equivalent description states the standards of quality, performance, and characteristics needed to meet the requirements of the end user. To meet the standard of performance of "or equivalent," the commodity must be functionally equivalent to the brand name product but not necessarily the same in every detail. A checklist may be included for suppliers to identify how their commodity meets or could be modified to meet the specification requirements. When appropriate, the description should include at least two acceptable brand name products. The advantages of this type of description are that they aid in communicating the desired quality and performance levels and reduce the time required to develop the specifications.

Include the actual or estimated quantities that you intend to purchase. If you are requiring suppliers to bid an hourly rate, include the actual or estimated hours required. If you are providing an estimate, state that you are and that you will only purchase the quantity actually needed.

You should specify a maximum quantity large enough to meet your needs under reasonably foreseeable circumstances. In this manner, you can be assured that you will have the benefit of a competitive price should you need to purchase slightly more than originally estimated. However, if your actual requirement significantly exceeds the original estimate, you will need to consider either retracting the ITB and re-issuing it (with corrected quantities), or issuing a second ITB for the additional quantity. If the purchase from the original ITB has already been executed, it may be more prudent to negotiate with the original awardee to achieve a reasonable discount for the additional volume.

Include any specifications regarding packaging, delivery restrictions (locations, time of day, etc.), and installation requirements (location, etc.). Include everything that is a firm requirement and may impact the bid price.

You should state any minimum or maximum performance standards, as well as any operational, compatibility, or conversion requirements. If the item you are purchasing must comply with an established government or industry standard, that condition should be stated.

The use of samples or the demonstration of equipment can be a valuable tool in the procurement process. When you request sample items or equipment, instruct bidders to submit a sample that exactly matches your specification and is representative of what they are offering to supply. If the items will be tested, the test methods should be outlined in the ITB. Also, state whether or not the sample(s) will be returned after examination.

If you are requiring bidders to provide a warranty and/or service agreement in conjunction with their bid, specify the length and scope of coverage required to eliminate that requirement as a variable among the bidders.

If you require training or technical support, your specification should define and standardize those requirements.

#### **IV. Quality and Experience Requirements**

Include in this section any minimum experience, certification, or licensing requirements. Be as stringent as necessary to assure a minimally acceptable level of competence and viability (e.g., minimum of three years of experience providing the product/service), but not so restrictive as to severely limit competition (e.g., minimum of 25 years of experience, servicing at least five large school districts [25K+ students] in each year).

If you are procuring equipment or products for which *Total Cost of Ownership* or *Lifetime Cost* is significant, include minimum quality performance requirements related to that (e.g., mean time between failure, mean time to repair, average miles before replacement, average fuel economy, annual license fees and/or service costs, etc.). Keep in mind that it is pointless to include these types of requirements unless you have the means to consistently and accurately monitor actual performance.

If the awardee will, by definition, be the provider of repair/maintenance/inspection services and/or parts, require pricing for these (e.g., fixed for some term, including hourly rates; fixed with capped escalation/de-escalation methodology; etc.), frequency of inspection/maintenance, average duration of service calls, and fixed method for pricing parts.

#### **V. References**

References are an important part of any solicitation. You need to know if the supplier has the capability, integrity, and reliability to fulfill your contract. Information about a suppliers' past performance can help you make that determination. Unfortunately, obtaining an accurate (holistic) picture of a supplier's past performance through the use of reference checks can be difficult.

Not surprisingly, the references provided by suppliers are not likely to include projects that had performance shortfalls. To avoid this problem, you might require bidders to submit a complete list of customers for whom they have contracted for projects of similar size and scope to your contract, including contact names and telephone numbers. For practicality in performing reference checks, you should limit this list to a maximum number or a maximum period. Make sure that you treat all suppliers equally by contacting the same number of references for all bidders.

When you check references, it is important to ask the same objective questions of every contact at each [checked] reference. Best practice is to conduct the checks, whether done orally or in writing, by using a printed script of questions to be asked. Record all responses and comments from contacts in document form for future discussion/reference. Some examples of typical reference interview questions are:

- Did the supplier satisfactorily perform the contract? If not, what went wrong?
- Did the supplier complete the project on schedule, or perform on a timely basis? If not, why not, and how large was the deviation?

- Was the project completed within budget (no price adjustments needed)? If not, why not, and how large was the overrun?
- Were there any unforeseen issues that arose during the project? What were they?
- Would you rehire the supplier for a similar project?
- Would you recommend the supplier to other companies/districts?

Used in an ITB, the result of reference checks is to determine responsibility of the bidder, so it is a pass/fail test. See the discussion in the RFP section of this Paper for using reference check results as an element in a scoring rubric.

Tailor the script questions to get the information that is most important to you. For example, if one of your primary concerns is durability of the equipment after the first two contract years, then ask for references from all customers who have had the equipment two years or longer, and ask questions of these references about any service problems during and after the initial two years of the contract.

In summary, focus your attention on distinguishing "acceptable" performers from "unacceptable" performers for the type of product or service that you are soliciting. Obtain references from those who will give you the most useful information, and ask questions designed to elicit that information.

## **VI. Financial Information**

Require appropriate financial information (e.g., audited financial statements, annual reports, D&B reports, etc.) to help you assess a supplier's financial viability. Note, however, that these materials are only useful if you have the expertise to properly analyze them. As stated in the discussion on references above, the result of your analysis will be a pass/fail judgment as to Responsibility. If you lack the expertise to make such a judgment, you should consider other means of assuring financial viability, such as requiring the supplier to be bondable/bonded, obtaining information from a credit reporting agency, etc.

## **VII. Bid Price Sheet**

Your ITB should include a bid price sheet for suppliers to complete. This form facilitates bid uniformity and makes it easier for you to compare bid prices. Even if stated elsewhere in the ITB, include clear instructions on the price sheet regarding incoterms, packaging requirements, minimum/maximum order size, etc.

## **VIII. Rule for Award**

By definition, the contract awarded from an ITB will go to the responsive and responsible bidder who meets your minimum quality and qualification requirements and offers the lowest price. This section should inform bidders how many contracts will be awarded from the ITB and how you will determine the winning bids.

In some cases, by state law or local policy, the submitted prices may (or must) be "adjusted" by factors to improve the award opportunity for special groups of suppliers (e.g., small businesses, local businesses, minority-owned businesses, etc.). Most commonly, this type of adjustment is applied as a multiplier or discount to the price submitted (e.g., 5 percent discount from submitted price for small businesses). The "adjusted" price is used to determine the contract award, but the actual submitted price is used as the contract price. If an "adjustment" like this will apply, it needs to be clearly defined, and its application in determining the award needs to be spelled out.

If the award is to be made on the basis of *Total Cost of Ownership*, you must describe in detail the formula that will be used to calculate that value. The calculation of Total Cost must be a purely mathematical formula, with no subjective factor or judgment applied.



When awarding a multi-year contract, there are several possible methods for soliciting prices that can be meaningfully compared. Three of these are: (1) require bidders to submit prices that will remain constant for the entire contract term; (2) require bidders to submit firm fixed first-year prices that will be adjusted each succeeding year by a set formula or published index (specified in the solicitation); (3) permit bidders to submit different fixed prices for each year of the contract. If you do not use method (1), you should include a formula for calculating the net present value of each bid for the entire contract term.

For multi-item solicitations, state whether the award(s) will be made on a line item basis (each line item is awarded to the lowest bidder for that line item), by groups/categories of items (e.g., one award for the aggregate of cleaning soaps/detergents, another for the aggregate of brooms, mops and other hardware, etc.), or on a total aggregate basis (summative bid value of all line items, each extended by the actual/estimated quantity used).

As opposed to an award by line item, a split award results in multiple contracts for the same items/services. This redundancy is normally for assuring available capacity or for maintaining multiple capable sources for mission critical items/services.

If your intent is to split the award among multiple bidders, this must be stated as the intent or option of the district. The method for selecting the awardees and determining the split must be clearly defined and should provide a logical share split based on bid ranking (e.g., lowest bid gets lion's share, etc.).

This section should also explain the process that will be used to determine the award in the case of multiple bidders submitting the identical winning price (tie-breaking process).

#### *Bundled Item Awards*

When you are issuing a solicitation for several items, you may want to give bidders the option to provide bundled bids to ensure that you get the best overall price. For example, if your jurisdiction is buying three vehicles – an SUV, a van, and a sedan – you can give suppliers the opportunity to submit standalone bids on individual vehicles and/or to submit bundled pricing for two or three vehicle combinations, and then award the contract(s) that result in the best total price. For such options, it is advisable to provide fill-in-the-blank spaces on the price sheet for each possible bundle to remove any ambiguity about the ITB response. The bid price sheet should carefully explain these options and how to indicate both standalone and bundled bids.

### **IX. Additional Contract Terms and Conditions**

- Standard terms and conditions required by your jurisdiction, such as insurance, indemnification provisions, payment terms, confidentiality, protest rights and process, etc.
- Any supplemental terms and conditions, such as packaging, installation, bonding, warranty, etc. (You should make sure that none of these supplemental terms or conditions conflict with your jurisdiction's standard terms and conditions.)

# Supplement: Sample RFP Evaluation and Scoring Manual

## TABLE OF CONTENTS

1. OVERVIEW .....	
1.1. Evaluation Committee - Technical.....	
1.2. Evaluation Committee – Cost.....	
1.3. Evaluation Committee Meeting .....	
2. EVALUATION PROCESS.....	
2.1. Screening for Mandatory Requirements:.....	
2.2. Preliminary Technical Proposal Evaluations:.....	
2.3. Cost Evaluation.....	
2.4. Reference Checks:.....	
2.5. Initial Evaluation/Ranking: .....	
2.6. Invitations for Oral Interviews:.....	
2.7. Oral Interviews/Presentations and/or Demonstration: .....	
2.8. Final Evaluation/Ranking with Oral Interviews:.....	
2.9. Best and Final Offer (BAFO):.....	
2.10. Final Scoring/Ranking with Best and Final Offer (BAFO): .....	
3. SUPPORTING EXHIBITS .....	
3.1. Declaration Concerning Conflict of Interest and Confidential Information.....	
3.2. Mandatory Requirements Checklist .....	
3.3. Evaluator Scoring Worksheet .....	
3.4. Cost Proposal Evaluation Worksheet.....	
3.5. Reference Check Worksheet .....	
3.6. Final Evaluation Document.....	
3.7. Oral Interview Letter – Version One.....	
3.8. Oral Interview Letter – Version Two .....	
3.9. Oral Interview Letter – Version Three .....	
3.10. Oral Interview Scoring Worksheet .....	
3.11. Final Evaluation Document with Oral Interviews.....	
3.12. Best and Final Offer Letter .....	
3.13. Final Evaluation Document with Best and Final Offer .....	

## OVERVIEW

This manual defines the evaluation and scoring process and procedures to be applied to proposals received in response to Request for Proposal (RFP) # \_\_\_\_\_ for \_\_\_\_\_.

Proposals must conform to the specifications described in RFP # \_\_\_\_\_ which can be found at: \_\_\_\_\_.

The evaluation team should use the forms and scoring sheets provided with this manual. Other guidance to evaluation committee members is available in the District Procurement Manual/Policy and may be found at: \_\_\_\_\_.

The primary desire of the district for this procurement is to ensure that an award will be made based on the highest quality of service that best matches the district's requirements, at the most economical cost.

### Evaluation Team - Technical

The district should establish the evaluation committee(s) and project leader for the Request for Proposal. The recommended size for technical evaluation committees is five (5) members with the appropriate expertise to conduct such proposal evaluations but could be more for some projects.

### Evaluation Team – Cost

The recommended size for cost evaluation committee is two (2) members. One member should complete the cost proposal calculations per the RFP formula; the other member should verify all cost calculations for accuracy.

### Evaluation Team Meeting

The initial step of the evaluation process will be for the RFP project leader to schedule a meeting with all members of the evaluation committee. During this meeting, the RFP project leader will brief all evaluators on the RFP activities to date, provide instructions about the evaluation process, and provide an evaluation schedule.

The agency project leader is responsible for coordinating the evaluation committee's activities.

Evaluation committee members will be required to sign and submit to the RFP project leader the "Declaration Concerning Conflict of Interest and Confidential Information" (see Supporting Exhibits).

## EVALUATION PROCESS

The evaluation process may include but is not limited to the following ten (10) steps. (These steps may be reordered depending on the proposal evaluation requirements. For example, best and final offers may be required prior to oral Interviews).

### Screening for Mandatory Requirements:

After the opening of the proposals, the RFP project leader will examine each proposal response to determine if all mandatory requirements have been met to warrant further evaluation.

Proposals not meeting the mandatory requirements will be excluded from further evaluation by the district (see RFP Mandatory Requirements Checklist in the Supporting Exhibits).

### Preliminary Technical Proposal Evaluations:

Each evaluation team member will **independently score each proposal** in \_\_\_\_\_ scoring categories, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Each category will have a maximum point total as will certain subcategories within each category (see Evaluator Scoring Worksheet in the Supporting Exhibits).

### Cost Evaluation

Cost points must be calculated as follows:

Establish lowest total cost submitted – lowest total cost submitted receives the maximum points.

To assign points to all others, the following formula should be followed:

Lowest Cost Submitted ÷ Cost Submitted x Maximum Possible Cost Points = Cost Points to Award (see example below).

	<u>Formula</u>	<u>Sample</u>	<u>Sample</u>	<u>Sample</u>
	Lowest Cost Submitted	\$100,000	\$100,000	\$100,000
÷	Cost Submitted	\$100,000	\$200,000	\$150,000
x	Maximum Possible Cost Points	40	40	40
=	Points to Award	40	20	26.7

(see Cost Proposal Evaluation Worksheet in the Supporting Exhibits)

### Reference Checks:

The district reserves the right to check any reference(s), regardless of the source of the reference information. Information may be requested from references and evaluated (see Reference Check Worksheet in the Supporting Exhibits). The district reserves the right to use a third party to conduct reference checks. Only top-scoring proposers may receive reference checks, and negative references may eliminate proposers from consideration for award.

### Initial Evaluation/Ranking:

Following the technical and cost proposal evaluations, the RFP project leader will compile the final scores. All committee evaluations will be combined and divided by the total number of evaluators. This will result in an overall technical point score for each proposer. If the evaluation team determines that clarifying information is not required, the evaluation process is complete. The award recommendation will be made to the highest-scoring responsive proposer (see Final Evaluation Document in the Supporting Exhibits).

### Invitations for Oral Interviews:

After the Technical and Cost Proposal evaluations are completed, the evaluation team(s) may conclude that oral interviews/presentations and/or demonstrations are required to determine the successful proposer.

The selection of the proposers to make presentations is based on the highest point total when combining the technical scores with the cost scores. Proposers will be ranked based on their initial proposal review score. All proposers may not have an opportunity to interview/present and/or give demonstrations; the district reserves the right to select only the top-scoring proposers to present/give oral interviews in its sole discretion.

(In the event of a ranking tie, both proposers will be invited for oral interviews.)

The RFP project leader will arrange for the oral interviews (see sample “Oral Interview Letters” in the Supporting Exhibits).

### Oral Interviews/Presentations and/or Demonstration:

Selected proposers will deliver oral interviews in support of their proposals. The presentation process will allow the proposers to demonstrate their proposal offering, explaining and/or clarifying any unusual or significant elements related to their proposals. Proposers shall not be allowed to alter or amend their proposals. Evaluators will score each presenting proposer based on the criteria and points allowed for the oral interviews (see Oral Interview Scoring Worksheet in the Supporting Exhibits).

### Final Evaluation/Ranking with Oral Interviews:

The final award is based on the highest point total. Total score will be determined using the following formula:

$(\text{original technical score} + \text{oral interview score}) + (\text{original cost score}) = \text{final total score}$  (see Final Evaluation Document with Oral Interviews in the Supporting Exhibits).

The RFP project leader compiles/documents the final scores and presents to the district chief procurement officer, as required. Upon final determination the “Letter of Intent to Contract” to the highest-scoring proposer, along with the final scoring document, is submitted for posting on the district website.

### Best and Final Offer (BAFO):

The evaluation team may conclude that best and final offers are required. If best and final offers are requested and submitted by the proposers, the team will evaluate them the stated criteria and will score them.

The RFP project leader will arrange for the best and final offers. The district is responsible for sending the BAFO letters to proposers (see Best and Final Offer in the Supporting Exhibits).

### Final Scoring/Ranking with Best and Final Offer (BAFO):

The final award is based on the highest point total. Total score will be determined using the following formula:

$(\text{original technical score}) + (\text{best and final offer cost score}) = \text{final total score}$ .

The RFP project leader compiles/documents the final scores and presents to the district chief procurement officer, as required. Upon final determination, the Letter of Intent to Contract to the highest-scoring proposer is submitted for posting on the district website, along with the final scoring document (see Final Evaluation Document with Best and Final Offer in the Supporting Exhibits).

## **SUPPORTING EXHIBITS**

Declaration Concerning Conflict of Interest and Confidential Information

Mandatory Requirements Checklist

Evaluator Scoring Worksheet

Cost Proposal Evaluation Worksheet

Reference Check Worksheet

Final Evaluation Document

Oral Interview Letter

Oral Interview Scoring Worksheet

Final Evaluation Document with Oral Interviews

Best and Final Offer Letter

Final Evaluation Document with Best and Final Offer

## Supplement: *Sample Conflict of Interest and Confidentiality Declaration*

### Conflict of Interest:

I hereby certify that neither I, nor any member of my immediate family, nor any other party having influence over me, has a material, personal, or financial relationship with any proposer, subcontractor, or potential subcontractor, or to a direct competitor of any proposer, subcontractor or potential subcontractor under consideration by this Proposal evaluation team. I further certify that I have not, and shall not, solicit or accept gratuities, favors, or anything of monetary value from any proposers, subcontractors or potential subcontractors under consideration. I further certify that no other relationship, bias or ethical conflict exists that will prevent me from evaluating any proposal solely on its merits and in accordance with the Request for Proposal's evaluation criteria.

Furthermore, I agree to notify the chief procurement officer of [the district] if my personal or financial relationship with one of the proposers is altered at any time during the evaluation process. If I am serving as the evaluation team leader of record, I agree to advise the chief procurement officer and my supervisor of any change that could appear to represent a conflict of interest.

### Confidential Information:

As an evaluation team member, I may receive materials that have been determined to be confidential. I promise to keep these materials confidential and return all confidential material to the evaluation team Leader.

### Third Party Contact:

I hereby certify that I will not engage in any contact or communication with any third party, including but not limited to any supplier, proposer, or potential proposer regarding this Request for Proposal or evaluation process. Further, if any such contact or communication should occur, or if I reasonably believe any such contact may have occurred or will occur, I will notify the chief procurement officer and the evaluation team leader immediately.

---

Date

---

Evaluation Team Member (signature)

---

RFP Number

---

Print Name

---

Department/School

## Supplement: *Sample Reference Check Worksheet*

RFP Number: \_\_\_\_\_ RFP Title: \_\_\_\_\_

Proposer Name: \_\_\_\_\_

Person Conducting Check: \_\_\_\_\_

Company Contact Person: \_\_\_\_\_

Phone # / email contacted: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Questions:

a. What is the size of your company/district? (\$ revenue / # students) \_\_\_\_\_

b. Describe the project that the supplier worked on for you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. In what capacity have you worked with this supplier? (narrative response)

\_\_\_\_\_

\_\_\_\_\_

d. How satisfied were you with the services provided?

Excellent

Good

Adequate

Unsatisfactory

Comments: \_\_\_\_\_

\_\_\_\_\_

e. How responsive was the supplier in addressing and correcting problems?

Immediate and Effective

Within a reasonable time and satisfactory

Delayed and/or Ineffective

Failed to Respond

Comments: \_\_\_\_\_

\_\_\_\_\_



f. Can you describe the technical knowledge and/or expertise of the supplier? (narrative)

---

---

g. Was the project completed on schedule?      Yes       No

Was the project completed within budget?      Yes       No

If not, why \_\_\_\_\_

---

h. Did the supplier's staff meet the expectations and needs of the project?      Yes       No

Explain: \_\_\_\_\_

---

i. Would you choose to renew a contract with this supplier?      Yes       No

Explain: \_\_\_\_\_

---

j. Would you recommend this supplier to others?      Yes       No

k. Is there anything else that you would like to tell me about doing business with this supplier?

---

---

---

## Supplement: *Sample Mandatory Requirements Checklist*

RFP #: _____		Mandatory Requirements				Certificate of Insurance	Proprietary Information	Copy Righted Information	Required Affidavits and Certificates	Exceptions to T&Cs	Binders Submitted / Enclosures	Comments
		Request for Proposal For Contractual Services form, signed in ink	Corporate Overview	Technical Approach	Completed Section III							
Proposer Firm's Name												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
	Reviewed By:											
	Date:											

**Instructions:** This form is used to document Mandatory Requirement submissions for each proposal submitted. Requirements should be revised to exactly match the requirements of the RFP. Example: if the RFP had a Mandatory Pre-Proposal Conference, a column would be added to annotate if the firm had representation at the Pre-Proposal Conference. This form may also be used to annotate other key response information, such as submission of a Certificate of Insurance, Letter or Certificate of Good Standing, Proprietary Information, Copyrighted Information, or Exceptions to the Terms and Conditions. It is also important to annotate what the bidder submitted to make sure that all the information is returned after it has been handed out for proposal opening participant review. **These instructions should be deleted from the final form to be use at the Proposal Opening.**

## PROTESTS

### INTRODUCTION

The prospect of receiving a formal protest during or immediately following a solicitation tends to create the same amount of anxiety as receiving notice that a formal audit of your business practices is about to be conducted. Protests (non-frivolous ones) can actually be a good check-and-balance mechanism for the processes that result in contract or purchase awards. Additionally, they provide an expedient means for addressing formal complaints administratively before, or instead of, resorting to a legal forum. Whether or not an individual protest is upheld, the substance of the protest should be used to examine the processes in place for possible improvement.

This Paper discusses the main reasons that protests get filed, as well as best practices regarding how to handle them and in what circumstances they should be allowed/invited.

### PROTESTS

A protest is a written objection to a solicitation, or to the award of a contract or purchase, with the intention of receiving a remedial result.

Traditionally viewed as a negative force that diverts valuable district resources, legitimate protests can be a positive force to bolster the practice of good public procurement. Exercise of the right to protest benefits the transparency, accountability, education, and integrity of the procurement process.

#### Reasons for a Protest

A formal protest may result from circumstance or the attitude of the offeror. Some reasons for protests are:

- Emotion. The protester may just need to vent or complain.
- Confusion. The protester may genuinely misunderstand or misinterpret some requirements of the solicitation or the scope of work involved.
- Anticipation of an unfavorable decision.
  - Information gained at a public bid opening may lead a bidder to believe that he/she will not win the award.
  - The protester may use the protest in a strategy to cause the district to reissue the solicitation, believing that politics will sway the eventual award to him/her (to avoid further protest).
- Strategic or economic reasons. The incumbent supplier may wish to extend the current contract.
- Industry or district culture. Some industries/companies traditionally protest unfavorable award decisions as a tactic to “renegotiate” the solicitation terms, the bid tabulation, or the evaluation criteria/scoring that the award is based upon.
- Conduct. The protester may suspect a conflict of interest, or that statutes, regulations, policies, or evaluation criteria were not followed appropriately.
- Restriction of competition.

According to the General Accountability Office, “the most prevalent reasons for sustaining protests during the 2015 fiscal year were: (1) unreasonable cost or price evaluation; (2) unreasonable past performance

evaluation; (3) failure to follow evaluation criteria; (4) inadequate documentation of the record; and (5) unreasonable technical evaluation." Protests pertaining to the solicitation document are generally filed for the following reasons:

- Lack of clarity or vague requirements in the specification;
- Original specification was modified, but with no solicitation addendum was issued.
- Unfair or biased specifications that resemble a manufacturer's literature or a product.
- Unreasonable requirements that severely limit competition.
- Rating factors or evaluation criteria that place an offeror at a disadvantage.

Protests pertaining to district award decisions may result from the following:

- A declaration of an offer to be non-responsive and/or not responsible
- A declaration that an offer is submitted/received "late"
- A delay or failure by the district to provide enough information with adequate time for the offeror to respond
- Use of a sole source as the basis of award
- Use of a multi-step process
- Unclear or vague award processes
- The award that is perceived to be any of the following:
  - Arbitrary or involving an abuse of discretion
  - Not compliant with constitutional, statutory, or regulatory provisions
  - Not compliant with stated process or procedures
  - Not awarded in accordance with the solicitation requirements
  - Containing computation errors in the evaluation score
  - Lacking transparency
  - The result of unfair or unequal treatment
  - Influenced by bias of the evaluation committee
  - A conflict of interest by an evaluation committee member.

## Establish a Protest Policy

Each district should ensure that a protest policy (or procedure) is established. Understanding the context and motivation for the filing of a protest may be as important as the specific protest issue. The procurement professional should ensure that the Legal Department is aware of each protest and consulted on appropriate action to be taken in response. Throughout the solicitation process, Procurement and stakeholders should employ best practices that promote transparency, accountability and competition. Conducting closeout assessments of protests supports continual improvement in the procurement process.

Protests must be filed by an interested party. An interested party, in the context of a solicitation for bids/proposals, is “an actual or prospective offeror whose direct economic interest would be affected by the award of a contract or by the failure to award a contract” (FAR 33.1).

A protest policy establishes the procedures to thoroughly and openly investigate complaints and allow the procurement process to expeditiously move forward. The protest policy must be based on law and referenced in the solicitation document. The policy must be made available publicly (e.g., district’s website). At a minimum, it should

- state the right of an interested party to protest;
- state the mandatory filing procedures (e.g., timing and format);
- describe roles and responsibilities of the district for handling a protest; and
- define the process for appeal by the protester if the protest is initially denied.

## Actions to Mitigate Protests

Throughout the solicitation process, Procurement and stakeholders should follow procurement best practices to avoid or mitigate potential protests. Here are some suggested practices:

- Provide potential offerors with education/instruction specific to conducting business with the district.
- Contact other districts that have issued a similar solicitation (lessons learned).
- Collaborate with stakeholders to develop a well-written specification and scope of work (detailed technical and functional specs, and not unnecessarily restrictive).
- Conduct a “pre-bid conference” for prospective offerors.
- Offer debriefing opportunities to all unsuccessful offerors as soon as practicable.

The district may also choose to consider the appropriateness and impact of requiring a protest bond as part of the protest policy or of individual solicitation requirements.

## Protest Procedure

Immediately upon receipt of a protest, the contract agent or buyer responsible for the solicitation should take the following actions:

- Alert Procurement management, the Legal Department, and any other interested parties.
- Ensure that the district is in compliance with the appropriate requirements for
  - having a designated procurement professional who must receive, process, and resolve protests (best practice is for the chief procurement officer to fill this role);

- directing all communications regarding the protest to the contract agent or buyer responsible for the solicitation; and
- maintaining confidentiality of any proprietary information.
- Conduct a fair and independent review of all written concerns expressed in the protest regarding the solicitation and district decisions resulting therefrom.
- Determine whether the solicitation or award of contract(s) should be suspended until the protest process is concluded.

The procurement official designated by the protest policy/procedure should respond in writing to the protester with the decision reached by the district. Best practice is to have the written response reviewed by Legal before it is issued. If a protest is received after the period allowed by the protest policy, a written response should still be issued that denies the protest on those grounds. The response should be timely, signed by the designated procurement official, and addressed to the protester. If the protester is not satisfied with the decision, he/she may appeal as provided for in the protest policy. Best practice is to have appeals submitted to a district "Appeal Board or to an independent authority for final decision.

Throughout the protest process, procurement professionals should keep accurate and detailed documentation, which will serve to justify the protest decision, provide access to communication records, and ensure that the response to the protest is legally defensible.

### **Protest Closeout Assessment**

A post-mortem assessment should be conducted and documented for each formal protest. The assessment should include:

- The root cause of the protest.
- The impact of the protest on stakeholders.
- Whether the protest process was conducted correctly (if not, why).
- Whether any changes to the protest or solicitation processes need to be made (if yes, what, when, and by whom).

## CONTRACT MANAGEMENT

### INTRODUCTION

The processes for creating, executing, and managing contracts varies greatly among school districts. This Paper is written from the basic premise that contract management should reside in Procurement, with support and oversight as needed from Legal and other departments.

Many of the best practices related to contract management are universally applicable, regardless of the nature of the goods or services that the contract covers. Specifically regarding contracts for services, the best practice of including the following items in the contract is particularly important:

- Clarity and completeness of the scope of work (what is to be done, by whom, when, where).
- Detailed definitions and descriptions of any deliverables due during the term of the contract.
- Clear instructions on when, in what format, and to whom invoices are to be submitted (including any information or attachments to include or reference in the invoice).
- Specific consequences for nonperformance under the contract.
- Schedule of payments (if the service is to produce some result, how that will be measured and by whom, and how much of the compensation is based on the actual outcome).

### CONTRACT MANAGEMENT

Contract management is the process that a district will use to ensure that contractors have performed in accordance with the requirements included in the contract statement of work, specifications, and terms.

The processes and activities involved in contract administration vary depending on the complexity of the product or service that is being procured and include contract monitoring, managing changes to contracts, maintaining contract-related documents, addressing claims and disputes, and contract closeout activities.

Contract management is successful when the following essential steps are carried out:

- Provide training for best practices in contract management.
- Define a descriptive or quantified Return on Investment (ROI) for the contract (e.g., improvement in average reading skills of two grade levels within one year).
- Prepare a Contract Administration Plan (CAP).
- Establish performance metrics for the contract.
- Collect quantifiable monitoring data from user departments during contract performance.
- Schedule regular meetings or on-site visits to customer departments to monitor and discuss the progress of the contract and the contractor's performance.
- Establish good communication on contract compliance and potential issues between the central procurement office and customer departments before, during, and after the contract has been awarded and signed.
- Allow changes to specifications and terms and conditions within the general scope of the original contract.

- Assess contract risks before a contract is executed and monitoring those risks throughout the contract term.
- Implement reporting tools and having processes in place for user departments to report deficiencies to the central procurement office.
- Use tracking tools to monitor spending patterns and to monitor whether a contract is working as intended.
- Have procedures in place for expedient resolution of contract disputes and claims, encouraging informal resolution while ensuring that the contractor has a fair opportunity to be heard.

### **Contract Kick-off/Pre-Performance Period**

Best practice includes conducting pre-performance conferences or project “kick-off” meetings with all stakeholders, especially for high-risk or high-dollar-value contracts. These conferences should include discussions about the roles and responsibilities for the central procurement office, department personnel, and the contractor to determine how performance will be evaluated, documented, and reported and how best to set performance metrics, among other things. Having a good understanding of the standards of performance helps establish a positive relationship between the district and the contractor.

All parties involved should have a thorough understanding of their roles and responsibilities. There should be close communications, as early as possible, between the central procurement office and user departments, so that members of the contract team know their authority, roles, and responsibilities and understand the importance of communication and coordination among the team.

Contractors who are successful in a competition should be required to comply with business registration requirements and submission of financial documents, certifications, insurances, and licenses prior to commencement of the contract. Contracts should not be executed before all required documents are received.

### **Ongoing Maintenance for the Duration of the Contract**

The contract manager needs to ensure that all elements and planning tools that will guide or monitor the contract are in place before execution.

Best practice is to prepare a Contract Administration Plan (CAP) in the pre-award stage to document all aspects of the procurement process, from the development of specifications to the contract closeout. The CAP should be developed in collaboration with user departments/schools (recipients of the contracted goods/services) and include the following:

- Identification and roles of the contract administration team
- Justification for the type of solicitation used and the source(s) selected
- Scope of work or specifications
- Pricing structure and payment terms
- Delivery/performance terms and conditions (including deliverables)
- Potential risks, assignment of risk severity levels, and any risk mitigation measures in place or needed
- Contract monitoring/measurement/reporting methods, frequency, and responsibility (who, when, what, how)



- Schedule of performance milestones
- Proper and timely renewal/update of insurances, certifications, background checks, etc.
- Documentation required.

Having the proper tools in place to support contract management is essential. Best practice is to utilize an automated contract management tool for efficient processing and record retention.

## **Monitoring Contractor Performance, Documentation, and Record-keeping**

Monitoring contract performance is a key function of contract administration to ensure performance compliance by all parties.

Central procurement offices typically gather feedback from user department about the service received and contractor performance through surveys, telephone, or face-to-face inquiry. Documenting and maintaining a contract file are good practices to ensure the delivery is in line with the contract requirements and issues are addressed in a timely manner. All contract performance issues should be properly documented and included in the official contract file.

The contract file should contain the essential record of contract award, performance, and closeout, including:

- Pre-award documents:
  - Solicitation document (e.g., RFP), including all amendments/addenda
  - All responses to the solicitation
  - Copy of the draft contract, including all attachments
  - Compliance documents (bonds, insurance, certifications, affidavits, etc.)
- Post-award and contract closeout documents:
  - Copies of all correspondence with the contractor
  - Notes from all meetings and oral and written communications
  - Documentation of performance issues/complaints, cure letters
  - Contract amendments/addenda
  - Documentation of deliverables
  - Invoice and payment records
  - Contract closeout documentation (see section below on Contract Closeout).

Documenting contract compliance and performance issues when the contractor is not able to perform as agreed upon, and addressing them promptly, is an important activity in the administration process. Regular communications with the contractor should identify problems promptly. Dispute resolution processes need to be in place.

Managing documentation is especially important in cases of disputes, in assessment of liquidated or actual damages, and for justifying termination for default.

## Contract Changes

Contract changes are inevitable. The process for executing anticipated amendments, such as contract prices, time of performance, extensions and renewals, or other terms, as well as processes for handling claims or disputes, should be built into the contract provisions.

Contract amendments are typically approved by the procurement office. Involvement of legal counsel may be requested depending on contract complexity and any requested modifications to the standard terms and conditions.

The importance of having a change management process in place cannot be overstated. A good practice for handling unforeseen amendments effectively should follow these principles:

- Only changes that are within the general scope of the original contract should be accepted.
- Changes should be in accordance with the original terms of the contract.
- Only changes that are due to legitimate unforeseen circumstances should be allowed.
- Written determination of need should be required prior to amending the contract.
- Any changes need to be evaluated in terms of the impact on the scope, schedule and budget.
- Formal, written approval of all changes should be required prior to the change taking place.

Poor or nonperformance should never be accepted. That is why documenting problems is critical when requesting a cure. Acceptable means to resolve disputes may include:

- Informal dispute resolution through collaboration and negotiation.
- Alternative Dispute Resolution.
- Liquidated damages.
- Contract Termination/Cancellation.
  - Termination without Cause: – Mutual consent of both parties.
  - Termination for Convenience: When the contract no longer serves the best interest of the district.
  - Termination for Cause (Default) due to failure to perform, failure to deliver on time, or failure to comply with other terms and conditions. Prior to terminating a contract for default, a cure notice should be sent to the contractor, allowing a reasonable time to cure the deficiencies and thereby avoid contract termination. Alternatives to termination for default that can be considered include withholding payment until performance requirements are met, seeking an alternative source of supply, revising the contract or delivery schedule, or re-procuring the product or service.
  - Termination for lack of funding.
  - Repudiation: Either the district or the contractor indicates that it cannot or will not perform.

See also the Supplement on Dispute Resolution at the end of this section of the paper.

## End of the Contract/Contract Closeout

Managing the closeout of the contract is the final phase in contract administration.

Contract execution is complete and successful when all performance obligations have been met, including the completion of all legal, administrative, and managerial tasks. A Contract Closeout Checklist is a helpful tool to use during the final review of the contract to ensure that all the necessary steps in the closeout process are completed. The checklist should include these steps:

- Confirm that all contractual obligations have been completed.
- Verify if the contract term (including all optional renewals) has expired.
- Confirm that all testing reports, inspections, etc., have been received and analyzed.
- Confirm that any district-furnished property and/or information has been returned.
- Confirm that no claims, issues, or unresolved matters exist on the contract.
- Confirm that all required contract audits have been completed.
- Confirm that all contractor invoices have been submitted and paid.
- Confirm that contractor performance evaluation has been completed by the contract administration team.
- Determine if an early termination was completed (if it was initiated).
- Determine if all outstanding subcontracting issues have been resolved.
- Verify that the contract file includes:
  - An updated copy of the contract
  - Any contract amendments
  - All original signatures for all file documents, including invoices, letters to contractor, etc.
  - All change orders

Additional actions to be taken:

- Communicate to the contractor that performance and deliverables for the contract have been reviewed and are considered completed.
- The contract manager completes and signs a Contract Completion Statement (acknowledgment that performance and deliverables have been satisfactorily rendered).
- Conduct a contract postmortem and document lessons learned (what worked well, what activities failed).
- Provide a report, including conclusions and recommendations from the contract postmortem, to all stakeholders for reference on future contracts.

## **Challenges to Successful Contract Management:**

- Inadequate resources (not having a separate contract administration group).
- Decentralized Procurement and/or contract performance review.
- Formal contract performance monitoring is ignored unless there is a problem.
- Lack of planning, leading to reactive rather than proactive behaviors.
- Lack of team skills and qualifications needed for effective contract administration.
- Complexity of goods/services being purchased.
- Strictly manual methods to support contract management and records retention.
- Inefficient collection of contract documentation.

These problems can be avoided (or mitigated) by doing the following:

- Provide clear guidance for awarding, monitoring, and closing out contracts.
- Provide training to staff involved in contract management.
- Communicate as early as possible, and conduct pre-performance conferences or kick-off meetings to discuss requirements, performance metrics, etc.
- Create a separate contract administration group and staff it with personnel who possess the appropriate contract management skill set.
- Build and maintain relationships with stakeholders, contractors, and external partners.
- Create and retain documentation of all contract communications and changes.

## Supplement: *Dispute Resolution*

Purchasers have many options when drafting dispute resolution clauses in their contracts. Some appear very similar, but not all are suitable for every project. Whichever is most appropriate, buyers must ensure that contracts set out a dispute escalation process and specify the method. If the contract is silent on this point, each party will treat the other's proposals with suspicion, assuming that there is an agenda or advantage behind a recommendation to, for example, arbitrate rather than adjudicate. There would also be the opportunity for the party receiving the claim to stall the process by refusing to agree.

Here are the four main approaches to resolving contractual disputes.

### Adjudication

A single adjudicator reviews written evidence and arguments set forth by opposing parties without the need for a hearing. The parties agree in advance on the powers of the adjudicator, such as the ability to make an award on costs for pursuing or defending the dispute.

The appointment of the adjudicator is normally left to an independent individual named in the contract. Contracting parties could agree to the name of an adjudicator in advance. However, there could be problems if that individual is not available when a dispute arises.

Adjudicators will be experts in a particular sector. Their use has grown dramatically, most notably in construction.

Pros:

- This approach is confidential and not a matter for public record.
- It is usually undertaken while the contract is still live, allowing resolution and payment at the time.
- It is quick to resolve. The contract should specify a timetable; if not, the adjudicator will advise.
- It is cheaper than arbitration or litigation, as it may not require the use of lawyers.

Cons:

- Adjudication is enforceable at the time, but only final and binding if agreed to in advance of the dispute.
- It produces no case law.
- It is prone to ambush: A party could spend months preparing their claim and, due to short timescales, the defendant may struggle to respond in time.
- An adjudicator can only preside over the matter before him. There is no opportunity to counter-claim on a different issue. In that case, a separate action would have to be raised.

### Arbitration

Disputes are heard by a lone arbitrator or a panel and are resolved outside the courts. If arbitration is to be used on high-value contracts, an arbitration panel may be preferable. This removes the reliance on an individual, but it is likely to be cost prohibitive for smaller contracts.

There could be a hearing that follows a mini-trial format, where both parties submit documentation. The applicable law and seat of the arbitration need to be stated in the contract.

Pros:

- It is confidential.
- A court is unlikely to overturn an arbitrator's decision unless they were acting in bad faith or negligent.
- The arbitrator is likely to be an expert in the disputed field.
- There is the option to have more than one person make a decision.

Cons:

- This is a potentially lengthy, formal process and can be expensive when external advisers, such as claims consultants and lawyers, are involved.
- Arbitrators are not bound to give reasons for a decision, and there are limited grounds for appeal.
- This process usually only takes place at the end of a contract, which can leave the claimant party without restitution for some time. It is final and binding, requiring all matters to be concluded before a decision can be made.

## **Litigation**

It is used where the party starting an action (the plaintiff) seeks a legal or equitable remedy. A defendant is required to respond to the plaintiff's complaint. If the plaintiff is successful, judgment will be given in its favor, and a range of court orders may be issued to enforce a right, award damages, or impose an injunction to prevent an act or compel an act. A party can make an offer to settle at any stage, but settlement cannot be resolved through negotiation; it will be heard in court.

Pros:

- It is tried and tested with a vast body of case law.
- It imposes a final decision that parties are obligated to respect. The outcomes of litigation are, without exception, binding and enforceable, while being subject to appeal.
- It is institutionalized (meaning a party with a complaint needs no one's permission to bring a lawsuit against another party).

Cons:

- It is lengthy and expensive.
- Litigation requires a significant management overhead, distracting employees from their roles and duties.
- Control of the process is removed from the parties and delegated to the lawyer and the court, where the judge may not be a subject matter expert.
- It often drives parties apart because of its adversarial nature. This process usually only takes place at the end of a contract, which can leave the claimant party without restitution for some time. It is final and binding, requiring all matters to be concluded before a decision can be made.

## Mediation

With a third-party mediator, going to court can be avoided. There are regional associations of mediators who can appoint an expert in a particular field. It is good practice to include mediation in contracts as a precursor to proceeding to formal dispute resolution to allow the parties to attempt to negotiate a settlement.

### Pros:

- This approach is quicker, cheaper, and less adversarial.
- The outcome is confidential and within the control of the parties.
- The process is “without prejudice.” If settlement is not reached, there is no risk of having given away anything that the other could use in court.

### Cons:

- It is not final and binding.
- If both parties are entrenched, mediation will not work, and it will add time and costs to resolve disputes.
- Litigation, with lawyers protecting client interests and rules ensuring full disclosure of information, can be seen to ensure fairness more than the informal and variable process of mediation.
- Settlement is voluntary, so you cannot be certain of getting a result. There is no outside party imposing a solution, and a cynical opponent could exploit the process.

## SUPPLIER RELATIONSHIP MANAGEMENT (SRM)

### INTRODUCTION

Supplier Relationship Management can be thought of as a tiered approach. It is highly unlikely that you have the breadth of staff needed to maintain personalized daily contact with and monitoring of every supplier that your district does business with. A tiered approach means that there are some principles and activities that are applied to every single supplier, but progressively more formalized and vertically integrated interactive relationships will be established and maintained with suppliers at the high end of strategic importance to the district.

The more dependent the district is on a supplier (for the district's success), the more formalized the structure for relationship management should be. This is true regardless of the level of trust that the district may have in the ability and intentions of the supplier. In the words of Ronald Reagan, after signing an agreement for nuclear disarmament, "Trust, but verify."

### SUPPLIER RELATIONSHIP MANAGEMENT

Supplier Relationship Management (SRM) is a set of principles, processes, and tools that can assist organizations to maximize relationship value with suppliers, minimize risk, and manage overhead through the entire supplier relationship life cycle. Supplier Relationship Management has two aspects:

- Clear commitment between the supplier and the buyer
- Understanding, agreeing, and codifying the interactions between them.

Best-in-class districts work closely with suppliers long after a deal has been signed. This requires both buyer and seller to jointly manage the relationship, with representatives from both parties working together to enhance the relationship. The success of the relationship depends on each party (a) treating the other equitably, with neither preference nor discrimination, and without imposing unnecessary constraints on the competitive market; (b) maintaining consistency in all processes and actions; and (c) acting and conducting business with honesty, integrity, and the avoidance of impropriety.

Good Supplier Relationship Management (SRM) is an effective practice that will allow an organization to

- identify strategic suppliers;
- establish a governance structure for interactions across the life cycle of the relationship;
- clarify internal roles and responsibilities;
- create a platform for problem resolution.
- develop continuous improvement goals with the objective of achieving value for both parties; and
- ensure that performance measurement objectives are achieved.

Establishing an effective SRM program will help ensure the savings and improvements that were initially targeted in the sourcing process. The team should be focused on executing the contract, establishing field effectiveness teams to implement new ideas or processes, developing continuous improvement cost drivers with the selected supplier(s), and refining the score cards and metrics originally developed to measure performance.

With a sound SRM program in place, you will be equipped to use the talents of your supply base to create sustained value and constant improvement.



- Use end-user feedback to create a performance report card.
- Meet quarterly with the 10 highest spend suppliers.
- Have suppliers provide reports on contract usage, repair/support tickets, data against Service Level Agreements (SLA), verification on price points.
- Document the process of the agreed upon communication plan between district and supplier.
- Plan on how to address issues/escalation within supplier's organization.

## **Supplier Stratification**

Effective SRM requires a clear understanding of which suppliers are the most strategic to the district. Identifying strategic suppliers will help districts optimize resource allocation across a broad supplier base and provide strategic and operational groups with a view of their supplier portfolios based on relationship value. Rather than viewing the suppliers on which the district spends the most resources as the most important, additional factors should be considered, such as:

- Risk
- Operational criticality
- Technical integration
- Total value
- Long-term fit with the organization
- Profitability
- Distributor services
- Performance
- Loyalty

## **Governance and Organization**

Once the importance of an individual supplier is established via supplier stratification, the next step is to define the team structure (vertical alignment, organizational and functional, between the district and the supplier) that will be required to manage the relationship on a day-to-day basis, as well as the roles and responsibilities involved. Once a team structure with roles and responsibilities is defined, the next step is to formalize the ongoing governance to make the process repeatable, transparent to management, and consistent throughout the district.

## **Hold Regular Supplier Relationship Reviews**

Organizations should hold regularly scheduled joint relationship reviews with the supplier to facilitate ongoing relationship management and provide a senior management overview of the relationship between the organization and the supplier. The joint reviews should have a standardized agenda (with documented minutes) that at least includes review of past and current activities/issues, escalation or corrective action to resolve current issues before they fester, review of any business projections that may have implications for the structure of the relationship, and discussion of any changes needed in the formal documented definition (i.e., contract) of the relationship. The benefits of joint reviews are that they

- force collaboration between the parties;
- encourage creative thinking about the relationship and performance metrics;
- provide a focus on opportunities to generate savings in targeted spend;
- lead to better quality improvement solutions, teamwork, and communications;
- set agendas for future relationship review meetings;
- provide oversight of day-to-day activities such as contract management, financial management, and issue resolution; and
- Trigger escalation paths for supplier issue resolution.

## **Supplier and Organization Development**

A district benefits greatly when key suppliers reduce costs, introduce new services, and streamline joint processes. Districts can address supplier development needs by establishing a formal supplier development program that (a) selects suppliers where development effort has the highest value to the organization, (b) determines the specific development need(s), and (c) applies the appropriate development techniques. Techniques to achieve this include

- joint investment in new capabilities;
- intellectual capital sharing;
- joint value creation opportunity identification;
- joint process mapping and systems integration;
- capability acquisition by supplier;
- multi-supplier and multi-organization collaboration; and
- joint personnel training.

## **Service Level Agreements (SLA) and Performance Management**

Districts can support continuous supplier performance improvement by holding suppliers accountable for poor performance and providing incentives for performance that exceeds expectations.

If performance management is to provide maximum value, the district must identify its key business value drivers, understand how the supplier can impact those, and define appropriate target performance levels and tolerance ranges. In some cases, it may be advantageous to redefine the scope of the supplier relationship (e.g., contract) to ensure that the supplier can truly enhance value.

The next step is to establish a contractual agreement (Service Level Agreement) that clearly defines the performance expectations; the consequences of under-performing or over-performing; the specific trigger points, conditions, and process for remediation; and ownership of the supplier performance within the district and the supplier.

The resulting relationship agreement elements must be captured and presented in an integrated fashion. This is typically accomplished by creating a “performance map” that outlines what the supplier is accountable for and what specific steps must occur as consequences of the supplier’s nonperformance. Developing and using a performance map ensures that all parties involved in the relationship understand how performance will be managed and by whom.

## **Supplier Relationship Management Systems**

While successful supplier relationship management is largely driven by well-defined and well-documented processes, roles, and supplier agreements, effective systems are a critical enabler. Systems play three key roles in enabling SRM.

- They provide standardized tools and templates, which allow for streamlined SRM adoption through an easily accessible system while reducing reliance on individual development of SRM processes and tools, and facilitating training;
- They enable SRM data management, with a single source of data for everyone involved to access a common and consistent repository of information (versus reliance on paper records or individuals’ hard drives). Systems also enable common understanding of status and current relationship activities, and its secure storage and maintenance reduces the risk of data loss.
- They enable relationship visibility that provides relevant information and allows staff to manage and audit supplier relationships more proactively. This also allows access to consistent reports for management reviews and summaries of risk, performance, and resource allocation.

## INTERNAL CUSTOMER SERVICE/COMMUNICATION

### INTRODUCTION

Procurement, like most functions within any organization, is not an activity that takes place in isolation without interaction with or dependence on other people. How the people that interact with Procurement perceive they are treated by Procurement, and how informed they feel they are about the aspects of Procurement that affect them, has a direct effect on the productivity, value-add, and quality of work provided by the Procurement Department. Those individuals' perceptions are a reflection of the quality of the interpersonal experience (customer service) they encounter when dealing with Procurement.

Good (or bad) customer service is in the eye of the beholder, but not every individual who interacts with, or is dependent on, Procurement has the same needs. Therefore, aspiring to provide good or excellent customer service requires incorporating both general and personalized elements of relationship and communication. More importantly, success (improvement) in this area cannot be measured by the service provider through self-measure; it can only be measured by feedback from the individuals receiving the service.

This Paper addresses many best practices for good customer service, no single one of which, by itself, will bring success. Achievement of great customer service requires establishment and management of a culture of customer service (attention to many of the behavioral characteristics described here) within the department.

### COMMUNICATIONS

Efficient and clear communication between employees (i.e., service providers and internal customers) is critical. Your department's employees are your best service ambassadors.

To establish a communications strategy, it is important to have a strong grasp of best practices for sharing information and aligning goals on a districtwide level. Below are three of the best practices for creating a stronger, more interconnected employee network. These best practices can be used as a guide for laying the groundwork and understanding how your strategy will scale alongside department and district growth.

#### 1. *Define and Refine Your Business Goals*

As with most strategies, effective communication in the workplace starts with a strong plan. Determine at a high level where you are now and where you want to go next, and then confirm that plan with other stakeholders involved in executing and maintaining the strategy.

This means you need to start thinking strategically about what information needs to be served up to employees (internal customers), at what cadence it should be delivered, and which method should be used to deliver it. Some initial questions you might ask to get this conversation started are:

- What do you want your internal communications strategy to do for your department?
- Which delivery techniques are working well, why are they working well, and what needs improvement?
- How quickly do you want to achieve your communication objectives?
- Which communication tools or platforms are available, given your expectations of what employees should be doing with information shared?

Answering these questions will paint a clearer picture of what you want your internal communications strategy to actually accomplish. These objectives will serve as the desired outcome of your strategy and will lead to modifying/maintaining that strategy over time.

Initially think about small but specific actions you can implement to make identifiable changes, always keeping in mind how you want those short-term goals to impact your team in the long term. In doing so, you'll enable your team to look ahead and extract the information most important to the department as a whole. You don't need to know what you are going to do for the next ten years; you just need a place to start.

2. *Involve Employees/Customers in Your Communication Strategy.*

Eighty percent of employees want to be kept updated about district news, 77 percent believe it would help them at their job, and 66 percent think it helps them build better relationships with their colleagues.

Internal communication strategies are often focused around informing team-members of important updates and district information. While this is certainly a factor to bear in mind, a successful internal communications program needs to invoke action. Your strategy needs to be rooted in the idea that the goal is to involve, motivate, and inspire your team and your internal customers.

There are plenty of ways you can inspire your employees, but it may take a few instances of trial-and-error to find what works best for your specific team. Sixty-nine percent of employees say they would work harder if they felt more appreciated and recognized; your internal communications program is the perfect place to show that. Try some of the following for involvement and recognition:

- Ask your team members to share what they have learned from customer experience interactions, and then use that knowledge to improve communications.
- Share positive feedback from customers with your team through regular staff meetings, highlighting positive behavior to be praised.
- Have your team members share personal stories about customer experiences—both good and bad; you learn equally well from both.

Real-life examples will help your team members relate to you, identify with the department brand, establish trust, and provide team training on improving customer service.

Caution! Discussing negative customer experiences shouldn't be about pointing fingers and placing blame. Those experiences should be treated as precious "jewels" for teaching/learning opportunities, particularly if the team is allowed to dissect the circumstances and figure out a more effective way to approach/deal with a similar situation.

3. *Measure, Analyze, and Optimize*

As internal communications strategies are developed and deployed, many organizations struggle with tracking and reporting on the results. This is a common dilemma. According to International Association of Business Communicators (IABC), 60 percent of businesses have no way of measuring whether their workplace communications are working.

For effective communication in the workplace to take place, you need to know what you are doing right and what you are doing wrong.

Think about which metrics and data points are most important to your team as you evaluate the program's performance. The more you learn, the more you can adapt your internal communications strategy to engage and inspire employees.

Measuring employee engagement can seem complicated or time-consuming, but it is a critical part of the process and will be well worth the time and effort that goes into gathering the data. One of the best ways to see whether your employees are engaged is to simply ask them. For example, ask them if they

- know what's expected of them at work;
- feel valued and respected;
- have the materials they need to do their work properly;
- feel important in their position;
- can expand on their skills;
- get recognition for good work;
- are given the opportunity to develop as a professional.

Understanding where employees fall in these areas allows you to baseline and benchmark your results. You can benchmark your results against historical survey data, and compare your progress over the years. Other ways to measure employee engagement include:

- Measuring employee turnover
  - ◆ According to a Gallup meta study, even high-turnover companies experience 25 percent less turnover with an engaged workforce.
  - ◆ Carefully monitoring your turnover rates (including moves to other departments) gives insight into whether your department culture has a positive impact.
- Examining referral data
  - ◆ If you discover that new hires are applying to join your department as a result of referrals by district employees, leverage that by emphasizing the department's culture in your communications. Using employee advocacy to boost social recruiting allows you to enhance staff engagement online and unlock networks you haven't yet been able to tap into, gaining access to a whole new pool of talent.
- Investing in training and development
  - ◆ If your employees are constantly taking advantage of training opportunities and continuing to find ways to grow and learn in their respective fields, then they're clearly engaged and excited by their job. Forty-one percent of millennials expect to be in their job for less than two years, but employers can counter this statistic by giving employees opportunities to grow in their roles and expand their skillsets. By making it a point to ensure your employees don't feel stagnant in their careers, they'll be less likely to seek a new opportunity.

Creating and following internal communication best practices requires patience, innovation and experience. Not all the messages you send out will get the right response, and you'll need to be ready to adapt and improve as necessary. The best results will come from infusing personality in your message and customizing your content to employee needs and interests.

We all struggle in some way with how to best present information to our employees so that it is actually consumed. So, how can districts of all sizes better message internal communications?

*Remember that Less Is Usually More:* Sending too many emails means employees will ignore some of your messages. If you are continually emailing FYIs, most messages turn into a steady stream of static.

*Use “Strategic Targeting”:* When you think about it, “internal communications” is just marketing to employees. And just like in traditional marketing, the more you tailor your message to niche audiences, the more effective it will be. Consider who needs to know what in order to help clear out unnecessary static. You can still be transparent with information (sharing national and district news), but flagging everyone on these notes is often unnecessary.

*Make Your Objectives Clear:* The Coca-Cola Company bases internal communications on the premise that success depends on “...employees understanding where [the company is] headed, why, what it’s going to take to get there, and why each employee matters.” They also use spot surveys throughout the year to gauge the temperature of company culture.

*Avoid Becoming a “Corporate Publicist”:* If you are trying to solve an organizational problem, first make sure you are taking steps to solve it. Publicizing a problem before, or without, taking steps to solve it will gain you nothing. People voice genuine issues/grievances because they want assurance that you will (or at least will attempt to) do something about it.

*Give Employees a Voice:* Rolling out a new system? Take an iPhone video of an employee walking you through how to access pertinent information, and add it to your next district-wide newsletter. This technique allows employees to be the mouthpieces for your department brand. When internal communications work well, your employees end up being so in tune with the business they’ll begin to tell the department story for you – and they’ll take pride in doing it.

## CUSTOMER SERVICE

If you want to provide excellent customer service, start by focusing on your department employees. The brutally honest truth is this: It is just about impossible to have happy customers when you have unhappy employees!

Every customer contact made by an unhappy employee will negatively impact that customer’s perception of your service. Even when employees do their very best to hide their displeasure, it comes across through voice inflection, what they say and what they don’t, and how hard they work to please the customer or deliver a quality service. The employees may not realize this, but it happens.

So, before you focus outwardly toward your customers, make sure that you have addressed the wellbeing and attitude of your employees who interact with those customers.

For your department to function smoothly and effectively, people must communicate clearly within and between departments, organize tasks and timelines, and implement them effectively and efficiently.

The more effective people are at serving one another, the smoother their processes will be, and they will achieve better results in service, innovation, and efficiencies.

Here are suggestions on how each individual employee can provide stellar customer service:

- Be aware of what you think about yourself and others. Behavior follows thought. Are your thoughts helping you and building you up, or are your thoughts hurting you and making circumstances more difficult between you and others? Practice respectful/helpful thoughts.
- Communicate clearly and often. Ask for clarification when you are unsure of what is conveyed through verbal and nonverbal means. Repeat back the key points of the message you thought you heard and get confirmation of your understanding.

- Talk face-to-face or by phone instead of exclusively using e-mail. The benefits of this far outweigh the time saved by using email. Too much email can be a “crutch” and seriously affect the communication of a group of people working to achieve common goals. Tailor your communication method (phone or email) to individuals. If you have a reputation for responding promptly to both phone and email inquiries, individual customers will let you know their “comfort” media by how they contact you.
- Confront (by talking about) the pink elephant in the corner that everyone knows about and talks about in their cliques, but no one addresses directly or in formal meetings. These taboo topics are the core problems that cripple organizations. When colleagues learn to work through their misunderstandings and collaborate, they will be in a strong position to significantly improve and increase service output.
- Fine points of etiquette don’t have to be the same for everyone, but the spirit of kindness and dedication to helping the caller must prevail.
- Through lateral service, we do more for each other, and for the district. By moving out of our assigned positions to help fellow employees when they are temporarily short-staffed, we build a stronger district for employees and our common customers.
- Language matters because feelings matter. “Please”, “Thank you”, and “What can I do to help” are not forbidden phrases. Use them often.
- Respect is expected. With no exceptions. Bullying has to be addressed immediately, no matter how high up in the organization it occurs.
- Expressed and unexpressed wishes are both important. Example: A fellow employee makes a specific request by email. You can either send them exactly what they asked for (and nothing more), or you can also thoughtfully include the attachments that they will need to begin working on X, even though they didn't explicitly ask for them.
- What gets celebrated gets repeated. By celebrating the times when our fellow employees succeed at work, we inspire further success.

As a department leader, what can you do to stimulate exemplary customer service in your team?

Providing good customer service is not only important to customers, but to co-workers as well. A huge factor in being able to deliver outstanding customer service is providing a satisfying and enriching work environment for your employees.

Create an environment in which your people can become passionate about your vision. Be visible to your team. The passion (or lack thereof) that you display to the team will be reflected in their actions, interactions, and communications throughout the district.

According to a survey in *Fortune Magazine*, when employees were asked why they loved working for the best companies, they didn't mention pay, reward schemes, or advancing to a more senior position. They spoke first of the sincerity of the relationships at work. They spoke enthusiastically of their colleagues as being supportive. Successful managers of these top ten companies are characterized as genuinely caring; every single employee really matters. These employees looked forward to going to work – a place to maximize their talent with like-minded people.



Here are a few guidelines to live by:

- *Set Clear Expectations:* Establish behavior norms for the organization – enforce them until they become values that the organization identifies itself with. Values do not need enforcing and are difficult (or impossible) to dislodge.

Become the model of behavior that customers refer to and that other departments seek out for consultation.

As an internal provider of service, you are responsible for setting clear guidelines about what internal customers can reasonably expect. Last-minute requests are typically due to poor planning on the part of the internal customer. However, if someone reaches out to you with a request while you are working on something time sensitive, talk with him/her and identify how important his/her task is relative to one you are working on. If he/she has unrealistic expectations, explain your workflow, priorities, processes, and timelines; reinforce that your goal is to provide top-notch service for them. Your customer does not know what your backlog is; however justified it may be, a blunt denial of a request with no other discussion or explanation can leave the customer with the impression that you don't care about their need.

- *Always Keep Customers Informed on Project Progress:* If you have agreed to a timeline and milestones for a customer's project (best practice), let them know the project status periodically, especially if there is significant time between milestones (more than a couple of days), and when you plan to complete the rest of the project. Silence gives the customer time to imagine the worst and will prompt frequent requests for updates, which are distracting.
- *Get to Know your Teammates:* Spend time with co-workers in other departments or schedule quick calls just to check in and see what's happening in their department. In a school district, many of your co-workers may be remote, so it takes a little more effort to get to know everyone, but it is worth it.
- *Get the "Big Picture":* Develop an understanding of how the whole district works (no, they don't all work the same way). How does what you do contribute to the big picture? What do other departments need from you to meet their goals? Think outside of your function and department.
- *Publicize your Schedule:* Keep your calendar updated with your schedule for at least the next several weeks. Use your automatic out-of-office email response when you are absent (don't just say "I'm out." Let the other party know when you will be back and whom to contact while you are gone).
- *Always Close the Loop:* When you receive an email that requires additional work or research, let the person know that you received it, that you'll work on it, and when you'll update them on progress. Do not let it sit in your inbox for days until you get around to working on it.
- *Make your Co-workers Feel Valued:* Recognize them with a smile and call them by name. When someone approaches your desk, stop what you are doing, make eye contact, and be attentive to what they have to say.
- *Develop a Positive Attitude:* Your attitude is reflected in everything you do. It not only determines how you approach your job and your co-workers, but it also determines how they respond to you. Avoid complaining. Do whatever it takes to get the job done—and done right.
- *Solve Problems:* Great customer service professionals are quick on their feet. Don't procrastinate - develop a plan of attack, and handle the situation as quickly and efficiently as possible.

- *Identify and Anticipate Needs:* The more you know about your customers, the better you become at anticipating their needs. Communicate regularly to stay aware of problems or upcoming needs. For example, establish outreach tools and programs to educate and keep customers updated about related issues (e.g., budget planning, contract and supplier management, contract expirations and contract calendar, available contracts, etc.).
- *Develop a Robust User Training Program that Provides:*
  - Timely basic training for new employees and new users (requisitioners, approvers, executive staff, etc.)
  - Periodic (at least annual) refresher training for users
  - Differentiated supplementary training for intermediate/advanced users
  - A feedback mechanism for user input on improving the training provided
  - A “broadcast alert” process to quickly communicate new features, compliance changes, productivity developments, etc.
  - Convenient (i.e., web-based) access for users to training materials, productivity, compliance tools, procurement policies and procedures, supplier lists, etc.

## Walk the Talk

One of the best strategies is to walk the talk, being consistent with your communication themes. Developing the right attitudes and behaviors is the biggest challenge to leaders and managers. The way your employees feel about their job and their department is what makes your operation distinctive and makes the people who work there proud to do so. Some managers think chatting to their employees about social issues is all they need to do to build relationships with them. Wrong! Your people need to know exactly what is important to you and the business.

Listen to the people you deal with. You can have the most competent leader in the world, but if he or she does not listen, then his or her leadership potential will go unrealized. Make your conversations count. Speak with confidence, and bravely confront the real issues. Always remain positive and contribute that which is helpful. Don't use your words to criticize or divide individuals or teams. Be the first to roll up your sleeves and do whatever is needed to help the team. They will respect you for it.

Always be honest. Trust is born out of truth; masking the truth breeds mistrust and disrespect. Everyone needs to take responsibility for what they do or don't get accomplished in a day. Support people who do the “right” thing.

In addition to ensuring that staff enjoy varied and interesting work through job rotation, as a service leader you can motivate your workforce in the following ways:

- Provide high-quality training and development; continually reinforce the importance of service excellence, particularly with the goal of changing mindsets and attitudes towards customers.
- Operate an “open door” policy in which leaders and managers are approachable and ensure that you spend a significant portion of your time (best practice is more than 50 percent) with customers and staff.
- Lead by example and displaying consistent and genuine behavior, which also translates into leaving your personal problems at home.

- Have respect for a good work-life balance, e.g., offering the opportunity (where possible) for flexible working schedules.
- Ensure fairness at work, including promoting equality and diversity.
- Ensure proactive and regular communication, staff newsletters, and regular team meetings.
- Give regular appraisals with positive feedback, restating service objectives and recognizing your staff's contribution.
- Encourage your teams to be innovative, via staff suggestion and initiative, gaining staff feedback on how they feel about their roles and the support they receive.
- Develop a customer satisfaction survey tool to use as a department KPI and to modify/refine department behaviors.
- Recognize and reward employees for exceptional performance and innovative ideas (especially ones that improve their customers' experience).

In summary, be sympathetic to the needs of your employees—inspire, involve, and reward them. Smart districts realize that happy employees are the secret behind happy customers.

## **PROCUREMENT CARD (P-CARD) PROGRAM**

### **INTRODUCTION**

Procurement Cards (P-Cards) are employed by districts to serve either or both of two primary purposes: (1) to reduce cost and transaction time to execute relatively small purchases and (2) to recover (by rebate from the P-Card financial institution) and repurpose a portion of the district's total expenditures for goods and services.

Both of these benefits are attractive. However, both represent significant procedural changes that require careful planning and implementation, including installation of sufficient monitoring and control systems that may not already be in place.

This Paper explores the uses of P-Cards and describes in detail how to organize a successful implementation.

### **PROCUREMENT CARD PROGRAM**

All districts need to reduce operating expenses and effort expended to execute non-value-added transactions. On average, 80 percent of transactions that Procurement processes account for less than 20 percent of the dollars spent. A Purchasing Card offers the opportunity to move Procurement activity away from "heads-down" tasks and reduce transaction costs. The Government Finance Officers Association (GFOA) recommends that governments explore the use of P-Cards to improve the efficiency of their Procurement procedures.

There are numerous benefits to a P-Card program. Benefits to the cardholder can include

- reduced administrative work (no requisition or purchase order);
- faster order placement;
- expanded list of merchants from whom purchases can be made; and
- reduced paperwork.

Benefits to the district can include

- simplified Procurement and payment process;
- lower transaction costs per purchase;
- increased management information on purchasing histories;
- reduced paperwork;
- decentralized purchase process (for non-value-add purchases);
- the ability to set and control purchase dollar limits;
- the ability to control purchases by merchant categories and suppliers; and
- rebates from P-card purchases from the financial Institution; and
- an alternative method of payment on all purchases; thereby magnifying the rebate potential.

Benefits to the supplier include

- expedited payments;
- reduced paperwork; and

- lowered risk of nonpayment.

P-Cards may be issued in the user's name or in the district's name, which is clearly indicated on the card as the buyer of goods and services.

It is important for districts to be aware of risks related to the use of P-Cards and establish controls to address those risks (see the section below titled Implementation Planning). Districts should develop annual P-Card training for all card holders to encourage compliance and responsible use of district funds. In addition, clear consequences for the misuse of P-cards should be included in the district P-Card Policy and annual training.

There are several disadvantages of P-Cards:

- There is potential for duplicate payments to suppliers, unless payments are recorded by individual supplier within the accounting system.
- The public perception of issuing "credit cards" to employees may be negative.
- There is potential for abuse despite the controls available with P-Cards.

A competitive process should be used to select a P-Card provider financial institution). In addition to the normal factors included in the solicitation, consideration should be given to suppliers who can provide the following benefits and services:

- Automated approval and reconciliation software. This software should provide integration with the district's accounting records in a timely fashion.
- A program that is simple and easy to use.
- Comprehensive control restrictions for single and cumulative card transactions (the number and amounts authorized per day and per cycle) and restrictions on the types of suppliers and merchant category codes (MCC) with which the card may be used.
- Provisions for handling questioned items and chargebacks.
- Immediate notification from the financial institution when suspect transactions occur.
- A broad selection of reports and/or ad hoc reporting ability.
- Training materials and desktop manuals/aids.
- Customer support.
- Program rebates.

## **Implementation Planning**

The decision to implement a P-Card program is a decision to re-engineer the existing procurement process for the transactions affected. Plan for and manage the transition with the same care and thoroughness you would give to any other significant user system change. Assemble a team to lead, create shared goals, shape vision, mobilize commitment, secure support, and monitor progress of the change initiative. The P-Card program impacts areas across the district that aren't always evident at first glance. Involve impacted constituencies early and often. Key participants of the team should include all of the following:

- Procurement
- Accounting

- Audit
- Tax
- Requisitioners
- Information Systems

Involvement of *Audit* ensures compliance with district policies. Traditionally, Procurement is granted the authority to commit expenditures on behalf of the district. A P-card program puts that authority into the hands of numerous other employees. Make sure early on that your procedures and controls for this process support district policies and provide adequate audit trails.

*Tax* is your resource for approval for compliance with tax laws. Use this area to ensure that your P-Card process will provide adequate documentation of taxes paid or not paid. Districts that self-assess transactions and accrue tax due must work with their suppliers to avoid paying taxes on transactions twice.

*Requisitioners*: Keep their workload and responsibilities in mind. Employees who previously created requisition documents may now be card holders. They must be prepared and able to review a statement of their charges and itemized invoices each month (or more frequently) to ensure an accurate and complete reconciliation. In most cases, the more commodities available for them to purchase using their card, the easier the ordering process will be for them, but the more laborious the tracking and reconciliation process may become. Teach them to keep a log of their transactions so this process becomes second nature to them; then they can discover for themselves their individual "best practice" method of tracking expenditures. Their method of tracking should not be the focus, but rather their accurate reconciliation. A best practice is to scan and archive all P-card reconciled statements and back-up for audit purposes.

*Information Systems*: Best practice is to require the system to automatically upload all P-card transactions into your general ledger (an alternative is to utilize P-Card accounting software available from some credit card companies). Either way, it is the department responsible for the hardware and software in your district, and they are affected by any new system introduced by the P-Card program.

Commit yourself and your team to this project. Determine your roll-out plan. This is where and when you decide the scope of your implementation. A phased approach provides checks and balances and opportunities for learning. Tailor the approach to meet the needs of your district culture.

- *Secure senior management support* when involving key players. Senior leaders have a key role in setting and enforcing P-Card policies and procedures. In addition, project managers should work with their peers in Finance, Procurement, HR, and other departments to reinforce compliance.
- *Establish checks and balances*. Segregation of duties (expense, audit, approval) is as critical in a P-Card program as in a traditional procurement process.
- *Establish consistent policies across the organization*. All cardholders (including Board members and executive staff) should be covered by the same set of rules.
- *Mandate annual training* for all cardholders and card managers, in addition to the initial training provided to cardholders before being issued cards.
- *Establish protective controls* up front. These might include cardholder transaction limits (e.g., \$500 per transaction), monthly spending limits (e.g., \$1,000 per month), restrictions on funding types allowed (e.g., no federal grant funds), blocks on unauthorized merchant category codes (e.g., no usage allowed at ATMs, liquor stores, etc.), and procedural restrictions (e.g., no deliveries to personal residences).

- *Use technology* to streamline back-end auditing. Tools that analyze card program data can identify indicators of potential problems, such as
  - unusual increases in the cardholder's average spend;
  - purchase transactions suspiciously close to (e.g., 1-3 percent) but below your threshold that requires a competitive purchase process;
  - purchases from unauthorized suppliers;
  - transactions made in the evening or on weekends; and
  - transactions not appropriate or allowable under federal regulations.
- *Foster positive relationships with cardholders*. Don't limit your focus strictly on investigation and confrontation; you have to create an atmosphere in which cardholders feel comfortable reaching out with questions and concerns.
- *Conduct periodic peer reviews* before official audits occur. Program administrators can perform relatively informal audits and mini-reviews of cardholder transactions and documentation, in addition to formal audits.
- *Network* to gain new ideas. Conferences and networking can help P-Card administrators understand best practices and improve their organization's processes.

Set program goals.

- To reduce costs: Compute the average cost of a P-Card transaction vs. the average cost of a purchase transaction in your ERP system.
- To reduce cycle time: Look at the elimination of steps and time spent in the former process vs. the P-Card process.
- To increase employee satisfaction: User surveys can collect this data, as well as provide suggestions for improving the program.
- To increase supplier satisfaction: Don't forget about the suppliers; they can be a valuable resource for process improvement and limitations.
- To improve productivity: Quantify the work output/quality effect in Procurement and other departments after removing the non-value-added transaction load that P-Cards now handle.

Create a policy and procedure governing P-card usage, including the specific control mechanisms and responsibilities described earlier.

Establish written agreements with the P-Card financial institution(s), including fee schedules, processing procedures, and security requirements.

## E-PROCUREMENT

### INTRODUCTION

E-Procurement is one of the areas where general technology advancement results in continuous, significantly improved and expanded functionality available to Procurement organizations.

Principal among the improvements are ease of use and user accessibility. The early applications of e-Procurement were a simple transmission of purchase requirements, on a vehicle resembling fax or email. Using a proprietary application required heavy, almost customized, enabling by IT staff at both the supplier and the buyer ends. Sophistication and ease of use have advanced rapidly, now enabling use of an application for all procure-to-pay transactions (quote, order, delivery notice, invoice, payment, etc.) through cloud-based portals, and even more functionality beyond that.

These and other aspects of e-Procurement and how to take advantage of them are discussed at length in this section of the Paper.

### E-PROCUREMENT

E-Procurement is the business-to-business procurement of supplies and services using the Internet. It consists of several different processes, including sourcing, supplier management, catalog management, purchase order integration, order status, ship notice, electronic invoicing, electronic payment, and contract management. A properly implemented e-Procurement system integrates with the district's ERP or internal systems and directly to suppliers, allowing system-to-system integration and automation of much of the Procurement process.

An e-Procurement system allows employees within the district to browse and order from online supplier catalogs. The user builds a "shopping cart" online and submits a purchase requisition electronically through the e-Procurement system. The purchase requisition is routed electronically within the district for approvals. After approval, a purchase order is generated and sent electronically to the supplier.

E-Procurement is not synonymous with Enterprise Resource Planning (ERP). An ERP system is a broad-based application that connects Finance, Payroll, Operations, and other functions together. E-Procurement deals primarily with a subset (Contracting, Procurement, Accounts Payable) of the full suite of ERP modules. Almost all ERP systems offer e-Procurement as part of their functionality.

Full ERP systems are typically very expensive (although worth the cost), while fully functional standalone e-Procurement systems are available at a fraction of a full ERP system cost.

Some of the most common e-Procurement systems are: Ariba, MRO, Oracle, Epicor, Jaggaer (SciQuest), SupplyNet, SAP, ExoStar, Infor, ePlusB2B, PeopleSoft, Market4Care, Perfect Commerce, Oracle Exchange, Science Warehouse, IBM ShopOut, Ketera, Unity, Coupa, ESM, Equal Level, Ionwave, Epsilon, etc. This is a rapidly evolving marketplace, so this list is certainly not inclusive. Protocols and message forms used by these systems include: Flat files, SOAP, CSV, TapOut, EDI Van, AS2, XML, API, S-FTP, ANSI X12, EdiFact, RosettaNet, Oracle XML, EDI Software, Ariba Punch-out, cXML, OCI Roundtrip, and SAP idocs.

Since the Internet began being utilized as a supply management tool in the mid-1990s, districts have steadily progressed in realizing the benefits that e-Procurement can deliver: cost reduction, process streamlining, improved contract compliance, increased spend under management, and more. Initially, severe challenges stood in the way, but evolution of the e-Procurement market has made it possible for any district to take full advantage of the benefits available.

Through effective deployment of e-Procurement technology, districts can achieve the following improvements:



- Significantly reduce or eliminate paper forms (requisitions, purchase orders, invoices, etc.) and their associated manual handling activities.
- Reduce transaction costs.
- Improve process efficiency.
- Significantly reduce off-contract and “maverick” spending.
- Increase purchase and contract compliance (typically reported as 20 percent+ improvement).
- Reduce requisition-to-delivery cycle times.
- Improve supplier relationship management.
- Reduce inventory and inventory costs.
- Reduce costs of purchased goods/services (typically reported as 5 percent - 20 percent reduction).
- Improve financial and operational controls in the Procurement processes.
- Increase transparency.
- Expand the supplier base and promote increased competition.
- Provide a single point-of-entry for access (by requisitioners) to all e-Procurement suppliers.
- Provide an Amazon-like shopping experience for requisitioners.

Perhaps most important, e-Procurement can shift transaction processing to the end users who actually use the purchased goods or services, freeing up Procurement personnel for more strategic value-creation work.

Best practices in e-Procurement include

- centralized procurement governance;
- electronic vs. paper documents (quotes, requisitions, purchase orders, invoices, etc.);
- automated process and approval workflows;
- integration that provides contract and financial compliance;
- full automation of sourcing (solicitation) processes and contract management;
- online credit card transactions (P-Cards);
- enabled supplier relationship;
- robust spend data analysis; and
- increased visibility through reporting tools.

### **Centralized Procurement Governance**

Centralized governance is critical to success. E-Procurement can help by providing a central hub for disseminating information, enforcing preferred supplier and product purchases, and maintaining visibility and control over the whole supply chain.

E-Procurement has long been touted as the key lever for keeping spend under control. By incorporating

negotiated price lists from preferred suppliers and utilizing automated workflow approval, your e-Procurement system will help you to quickly and efficiently educate all business units about procurement policy and enforce that policy.

If you have an e-Procurement system in place, you can reach all areas of Procurement instantaneously (assuming they all use the same system) when putting a new policy in place. However, if you rely on a supplier-hosted procurement solution, you have to invest greater effort in educating your staff on the chosen suppliers and how to use their procurement portal(s).

### **Automated Processes/Workflow**

By capitalizing on automated workflow approval process capabilities available in most e-Procurement systems, you can better manage and monitor procurement activity. You can set up exception notifications to act as alerts when non-preferred products and/or suppliers are being used. This will reduce incidents of rogue purchasing and ensure that, when difficult buying decisions must be made, the procurement champions on staff are able to weigh in.

Process automation reduces manual processes and paper consumption. Just consider: The production of a 500-sheet ream of paper equates to 6 percent of a tree, 27.8 kWh of energy, 14 lbs. of greenhouse gas, 47.6 gallons of water waste, and 5.7 lbs. of solid waste. To print or fax that same ream of paper would be an additional 10 kWh of electricity and 12.3 lb. of carbon emissions. That may not seem like a lot, but once you multiply these figures with the amount of paper you save with e-Procurement, the impact adds up quickly.

### **Integration with Contract Compliance and Finance, Invoice Integration, and Online Credit Card Transactions**

Another productivity boost can come from invoice integration. If your supplier is able to integrate its invoice system with your e-Procurement system, then invoices can be automatically generated from purchase orders, which in turn can be generated from the quote. This results in less potential for manual-entry error as well as less paperwork.

Additional benefits can be gained through the use of online credit card transactions, or the use of P-cards. The remittance of payment electronically via a credit card not only speeds up the Procurement process, but alleviates the need for invoices to be created or checks to be cut, and can generate revenue for the district in the form of a rebate (% of the transaction \$) from the credit card company.

### **Enabled Supplier Relationship**

Supplier relationships are greatly improved/enabled when business documents and communications are exchanged electronically, the supplier catalog content is managed online, or the master supplier file is managed through an automated or self-service process (including collection, verification, cleansing, and updating). If you can actively manage supplier information via an automated or self-service process, you have the means to review up-to-date credentials and information, such as government and agency certifications, insurance certificates, W9s, licenses, etc.

By working with suppliers who offer online catalogs, you are not only able to access more up-to-date pricing information, but you may also be able to access product specifications, which is helpful in making informed buying decisions that comply with your procurement policy.

## Conducting Spend Data Analysis and Increasing Visibility Through Reporting Tools

With e-Procurement, your district will gain greater insight into spend data, owing to a variety of reports that can be run from the e-Procurement (or ERP) system. This will help your procurement strategy in two ways.

- Price negotiations: Being able to show past purchasing patterns with a supplier and/or predict future purchasing patterns can help you target spend categories for price negotiation.
- Historical purchasing data provides volume leverage for negotiations.

## Custom Supplier E-Catalogs

Custom catalogs or pricelists are a standard best practice implemented with most e-Procurement systems. If you already have certain products or suppliers identified as meeting your criteria, then you should be utilizing your e-Procurement system to create purchasing templates for these preferred products/suppliers.

By leveraging custom e-catalogs in conjunction with an automated workflow approval process, you can put controls in place that will help ensure that your organization is indeed purchasing the preferred products at the negotiated prices.

A **“punchout”** catalog is a specific type of web-based supplier catalog that connects to a Procurement organization's e-Procurement system. It is simply one of several names given to the technical protocols or routines that allow suppliers to directly connect their product catalogs to a Procurement organization's e-Procurement systems.

A punchout website is a standard ecommerce website with the special ability to communicate directly with a procurement system through Commerce eXtensible Markup Language (cXML) and to return a pending purchase order to the requisitioner/buyer so that he/she does not need to enter product information in the procurement system.

Through the punchout mechanism, requisitioners/buyers can access a supplier's ecommerce website, be automatically logged in, search the catalog, configure items, add them to the shopping cart, and return the cart to the procurement system as a pending purchase order. After the shopping cart is returned, the requisitioner/buyer proceeds through the normal workflow steps, which may include adding additional items to the requisition, canceling or editing the requisition, submitting the requisition, or discarding the requisition. An order is not submitted to the supplier until the requisitioner/buyer has actually added the line items to a requisition or purchase order and the purchase order is approved and sent to the supplier.

The punchout catalog features only your contracted or requested items. That helps you by eliminating the hassle of wading through the entire product line to find what you need.

Additionally, the punchout catalog displays your specific contract pricing, which means that the requisitioner/buyer does not have to manually calculate the contract pricing for the item purchased.

A Level 2 (a.k.a. Level II) punchout catalog allows buying organizations to search for punchout items within the marketplace of the e-Procurement application instead of having to search multiple suppliers punchout catalog sites incrementally. The requisitioner/buyer can enter a term in the search results window of the marketplace, and those products matching the search term (limited to suppliers enabled as Level 2) will appear in the search results. The requisitioner/buyer can click a link next to the product that they are interested in, and the application will direct him/her to the specific product page of that supplier's punchout catalog. Not all suppliers support Level 2 functionality within their application.

Even if you don't have an e-Procurement system in place or your suppliers are not able to support custom catalogs or price lists, you can still leverage the best practices and subsequent benefits described above by (a) working exclusively with suppliers who offer their own client-facing purchasing portals (a standalone portal available for user access and Amazon-like shopping experience) and/or (b) working with a third-party service provider that has an internet-accessible automated procurement system connected with a network of suppliers.

If you are working with third-party suppliers, be sure to ask if their pricing catalogs and/or hosted procurement solution are integrated with the original equipment manufacturers' (OEM) catalogs. This will indicate how up-to-date the pricing information and product availability are. If these are not integrated, you may run into problems with having to redo quotes or purchase orders due to old or expired data. Also, find out if the supplier's solution offers automated approval workflow.

Ask about reporting and data transparency. If you already have an e-Procurement system, you should be able to set up all the reports necessary to provide the right level of insight. However, it is important to make sure you have a detailed list of the types of data and information you are trying to capture and that the supplier can push that information to your e-Procurement system or ERP.

## **E-Procurement Strategy**

Best-in-class e-Procurement performers have long-term, well-thought-out strategies for e-Procurement implementation. These key strategies are used by companies that have achieved Best Practice status in e-Procurement:

- Solicit top management support to help drive system compliance and ensure sufficient funding and resources are made available.
- Focus on ease of use to improve end users' acceptance of the system.
- Don't underestimate change management. Insufficient focus on change management has held back acceptance of many e-Procurement systems.
- Make sure processes are efficient before applying automated solutions.
- Clearly define and reinforce metrics for measuring costs, process efficiency, and performance of e-Procurement technologies and processes. Nothing convinces administrators and users that e-Procurement is important like hard numbers. Where possible, link incentives for both Procurement and business units to these metrics.

## **Challenges to e-Procurement Implementation**

Though much progress has been made, significant challenges to successful e-Procurement implementation remain. Specifically:

- *Supplier enablement.* In the early days of e-Procurement, buying enterprises and solution providers underestimated the time, effort, and resources required to enable suppliers to transact business electronically. Leading enterprises typically use a combination of supplier-enablement approaches.
- *User adoption.* Individual end users and entire business units will naturally resist any change in business processes that reduces local autonomy and buying flexibility. The increase in users adopting e-Procurement has essentially mirrored the pace of suppliers being enabled to deliver it. With more products and suppliers on the e-Procurement system, users have less reason to try to circumvent the system. Still, end users report that several factors continue to hold back user adoption, including inadequate representation of spending categories within the system, inconsistent purchase requirements, and a lack of executive mandates or policies to drive adoption and system compliance.

- *Budget and policy support.* Securing budget/policy support for e-Procurement initiatives is a challenge that can delay or mute the benefits of e-Procurement.

## **E-Procurement Implementation**

The first step is to secure strong support from the district's top management, including a commitment to provide adequate funding for the implementation as well as the ongoing system operating costs. District leadership will also have to convince the lower-level managers and employees that they are truly committed to the endeavor for the long haul. No one wants to spend months learning new technology and adapting to a new approach to doing business if it is simply going to be changed at a moment's notice.

Form a cross-functional team consisting of representatives from Procurement, Finance, Information Technology, and others from throughout the district. In teams, district personnel can work together in order to achieve the larger goals of the district's e-Procurement strategy. At the appropriate point, bring your key suppliers (including initial e-catalog suppliers) onto the team.

Identify the cost/productivity drivers of your current procurement processes. Once you've identified those elements, you can use them to assess e-Procurement system candidates for the most beneficial fit to your district's needs.

Conduct thorough process mapping – Picturing the “how we do it now” versus the “how we’ll do it in the new system.” Review the processes that need improvement, and only then select the technology that best satisfies those process needs. Avoid a scenario where you end up feeding the system with information but don’t end up with the data you need for making sound strategy and business decisions.

Form robust communication and training plans at the beginning of the implementation project. Many districts make the mistake of bringing in costly and complicated new technology, then leaving their workforce to learn how to use it and to adjust to the dramatic change.

“Brand” your e-Procurement website. Although this may sound a little sophomoric, a branding strategy is a key lever in embedding identification and adoption by internal and external users.

Set and enforce adoption deadlines. You've got to cut the ties to old processes to make e-Procurement work.

## **Pitfalls to Avoid**

Don't bite off more than you can chew.

Don't expect an immediate return on investment. A short-term gain may be noticeable, but it may be eaten up by the cost of staff training and equipment purchases. A year or two down the road, a larger ROI should be evident.

Since the late 1990's, the promise of e-Procurement as a way of saving companies as much as 60 percent on their bottom line has been much discussed but rarely achieved. However, most districts can see results that live up to those expectations if they use specific implementation strategies and avoid falling into some common e-Procurement pitfalls that may undermine their implementation.

The bottom line is that e-Procurement systems can be effective at reducing waste and saving money, but special steps must be taken to effectively implement the system and to avoid the types of problems that can hinder the successful adoption of e-Procurement systems.

## KEY PERFORMANCE INDICATORS (KPI)

### INTRODUCTION

Two often-used sayings regarding performance measurement are:

“You can’t improve what you can’t measure” and

“If you measure it, it will improve.”

The purist could certainly argue against either of these since improvement can happen (theoretically) purely by accident and measuring something that is immaterial to business success is unlikely to stimulate any attempt at improvement.

However, the most efficient and systematic way to achieve performance improvement in key business areas starts with timely, reliable and repeatable measurement. In addition, figuring out who are the best performance examples to learn from (benchmarking) is extremely difficult without a common (or comparable) system of performance measurement.

### KEY PERFORMANCE INDICATORS

*Performance measurement* is the process of establishing criteria, based on strategic planning goals, for determining the results and quality of its activities. It involves creating a simple, effective system for determining if an entity is meeting its objectives.

*Performance metrics* is the term given to the measurement of performance; an analytical application of measurements that allows comparison of actual performance to standards/targets.

Appropriate metrics need to be aligned with overarching organizational goals. When developing a metric, consider collaborating with the individual(s) who will be responsible for decision making and performance management.

Procurement should have a performance measurement system that assesses progress towards achievement of the strategic plan. There should be a standard set of metrics that are aligned with strategic goals and that are used regularly to measure all aspects of the procurement function.

### Methods Used in Performance Measurement

Methods used to measure performance should be designed to motivate staff at all levels to contribute to organizational improvement. The following are examples of methods that may be used to measure procurement performance:

- Performance reviews that identify accomplishments and areas for improvement.
- Regular staff meetings to share performance measures and progress.
- Benchmarking.
- Performance indicators (indirect measures that correlate to a desired result/outcome).
- Performance targets.
- Related performance management tools (i.e., checklists, progress charts, graphs).

## Planning Performance Measures

For Procurement managers to know “what” to measure, accurate planning must be completed before developing the metrics. This step is necessary to ensure that (a) you are measuring activity relevant to and supporting the district’s and department’s strategic goals and (b) you are not investing time and resources on irrelevant measures. To accomplish this:

- Obtain input from key stakeholders (those to whom performance will be reported).
- Ensure that measures are simple and relevant to the intended audience (e.g., public, stakeholders, elected officials).
- Ensure that measures are specific, consistently applied, and within the control of Procurement.
- Identify (and avoid, if possible) measures that are dependent on activities in other departments and outside of procurement control.
- Define a measurement frequency that is timely relative to the goals and objectives in the strategic plan (e.g., monthly, quarterly, etc.).
- Use measures that can be acted upon (you use them to make decisions).
- Select a set of measures that provide a balanced view of performance across all of the strategic objectives and goals.

## Levels to be Assessed Using Performance Measurement

As described above, it is important for measures to encompass a horizontal span (across all goals and objectives). Likewise, each measure (where practical) should have a vertical “drill-down” capability. Measures let you know if your progress is on-track or off-track (meeting or exceeding/lagging behind progress objectives). If performance is off-track, an effective metric will enable (by drill-down) quick identification of the dominant source(s) of deficiency. Some examples of vertical alignment in metrics are:

- District, department, individual
- District, school, grade, class, student
- Fleet, vehicle type, vehicle
- District, commodity, supplier

## Types of Metrics

*Input Metric:* Inputs are resources used. They include labor, materials, equipment, supplies and services.

*Output Metric:* Outputs are the recording of activity or effort that can be expressed in a quantitative or qualitative manner (e.g., total number of new contracts, total number of employees who obtained professional certification, total spend).

*Outcome Metric:* Outcomes are an assessment of the results of an activity and show whether expected results were achieved. (e.g., customer satisfaction, improved performance of supplier, employee retention).

*Efficiency Metric:* Efficiency measures are a ratio representing inputs to outputs or outcomes (e.g., turnaround time per purchase order processed, average administrative cost per contract, percentage of small business contracts as a percentage of total contracts issued).

*Explanatory Information:* Explanatory information should identify internal or external variables that affect performance. (e.g., staff workload, supplier performance).

## Using Metrics with Targets

Relevant metrics provide a method for tracking progress toward (or adherence to) specific performance standards/goals. Targets will vary depending on established goals and objectives; however, quality metrics will allow for the collection of meaningful data for trending and analysis of rate of change over time.

### *Setting Targets when Standards Are Available*

- The standards (benchmarks) may come from either internal or external sources.
- When tracking performance trends against a standard, take care to ensure that you are using the same measurement method and metric and comparable operational attributes as those used for the standard/benchmark (e.g., organizations of similar size, same start time for measuring turnaround times, same survey questions used regarding customer satisfaction, etc.).

### *Setting Targets when Standards Are to be Established*

- When there are no comparable standards of performance available, the metric is initially used to establish a baseline and, after that, a performance target (e.g., we know that we want to improve cycle time, but we're not sure what our current performance is).

### *Binary Targets*

- This measure is a simple Yes/No metric, usually resorted to in start-up cases when trends, baselines, and targets are not yet established (e.g., was a milestone achieved, etc.). Because this type of metric does not provide a valid calibration of level of performance, it should be used sparingly.

## Recommended Metrics

The decision regarding which metrics to use will vary by organizational goals and objectives. It is recommended that, at a minimum, Procurement track the following metrics:

### *Cost Savings/Cost Avoidance*

- Percentage of purchase \$ competitively awarded
- Percentage of purchase \$ placed against cooperative/piggyback contracts
- Negotiated savings
- Level of savings due to new contract/supplier arrangements or Procurement initiatives
- Value of negotiated additional benefits
- Savings due to using alternative goods or services
- Value of improved warranties
- Savings from outsourcing services (e.g., janitorial, maintenance, transportation, food service, etc.)
- Savings from reduced inventory (e.g., consignment inventory, VMI, etc.)
- Savings from improved payment terms (either discounts from quick pay or time-value of money from extended payments)



- Savings due to improved waste management (recycling, etc.)
- Percentage of spend under management (not “direct paid” without Procurement involvement or approval)
- Refunds, credits, rebates from suppliers (e.g., P-card rebate programs)

#### *Supplier and Industry Development*

- Potential local suppliers identified
- Purchase \$ placed with disadvantaged businesses (MWBE); a subcategory of this metric is \$ placed by prime contractors with disadvantaged subcontractors
- Number of new sources identified for particular goods and services
- Number of firms (prime contractors) conducting local supplier development programs

#### *Supplier Performance*

- Quantified effect of supplier’s efforts to reduce total cost
- Gauge whether contract requirements, service, and quality requirements are being met through the use of a consistently applied evaluation procedure

#### *Efficiency of Internal Procurement Systems and Processes*

- Percentage of spend \$ transacted by e-commerce (“punch-outs”, EDI, etc.), or through other efficient transaction methods like P-cards (e-Procurement metric)
- Percentage of spend \$ transacted against procurement contracts
- Reduction in transaction and inventory management costs and distribution costs
- Internal customer satisfaction with the district’s Procurement processes
- Average cycle time from requisition to purchase order
- Solicitation (RFPs and bids separately) cycle time from request to contract issued
- Procurement operating costs per Procurement FTE
- Procurement operating costs as a percentage of managed spend

#### *Procurement Professional Development and Employee Retention*

- Number of full-time employees with a professional certification (e.g., CPPO, CPPB); subset of this metric is the number of employees in management that hold a professional certification (CPPO)
- Spending (budget & actual) per full-time employee for professional development and training
- Average number of hours per full-time employee spent on professional development and training
- Employee turnover rate
- Average tenure (years) of Procurement employees

## **Evaluating Metrics**

When considering specific metrics to use, apply the following questions as validation (all “yes” answers = a good metric):

- Is it meaningful?
- Is it relevant?
- Is it focused on customer needs and demands?
- Is the data used for the metric accurate and reliable?
- Is it simple enough to be understood?
- Is it cost effective to collect and report the data?
- Can the data be compared over time?
- Have those who are responsible for what is being measured been fully involved in the development of this metric?

## RISK MANAGEMENT

### INTRODUCTION

The concept of successful Risk Management is a balance of weighing the calculated probability and effect of a potential bad event/circumstance against the cost/effort required to avoid, prevent, or mitigate the risk.

Although a great deal can be learned about risk management from books, workshops, Papers like this one, etc., this is an area where skill at execution is gained largely through repetitive (and incrementally improved) execution.

This Paper covers a lot of ground, which can seem overwhelming if you attempt to apply all of the principles at once. Start small and expand your use of the tools and techniques described herein.

### RISK MANAGEMENT

Risk management includes the identification and analysis of risk, and the decision to either accept or mitigate the exposure to such risk when compared to its potential impact on the achievement of the district's objectives. In any procurement there are a variety of risk factors that arise from external and internal sources that must be assessed.

Risk management starts with a risk assessment, which involves analyzing the probability, the impact, and the effect of every known risk to the achievement of established objectives, as well as the corrective action to take should that risk occur. The risk assessment precedes determining how the risks should be managed. Mitigation seeks to put measures in place to avoid or lessen the severity of a risk event.

The formality of an overall risk management plan for a procurement is based on the size and nature of that procurement. Planning can extend from simple incorporation of risk registers in the procurement planning agenda, to inclusion of risk assessments in more formal acquisition plans, to comprehensive risk management plans on enterprise-wide projects.

To realize the maximum benefit of risk management, the management and communication of risks needs to be an integral part of existing Procurement and organizational functions.

Risk mitigation goes together with policies and controls, and best-in-class Procurement organizations integrate risk-mitigation methodologies into their sourcing decision process (See the Supplement following this section titled *Internal Controls for Risk Management & Mitigation*). These organizations adopt sound methodologies that include: (1) identifying all of the risk elements, (2) determining the probability of the risk event occurring, (3) assessing the dollar impact on the sourcing decision if the risk event actually takes place, and (4) prioritizing risks for monitoring and prevention.

Procurement should identify risk factors associated with each significant procurement, analyze the probability of the risk occurring, and quantify the potential impacts. Risk management plans should then be developed based on a decision to avoid, assume, or transfer the identified risks.

### Identifying Where Risk Is Located

It is important to identify where risks are located. The following should be considered:

#### *Strategic Risk*

Defined as risks that need to be considered in relation to medium- and long-term goals and objectives of the district. They include:

- *Political*: Risks associated with a failure to deliver policy for the district or to meet the local administration's policy commitments (e.g., a failure to integrate sustainability considerations into acquisition decisions), with the impact of social unrest, changes in government, and the potential for political turmoil.

- *Economic*: Risks affecting the district's ability to meet its financial commitments (e.g., failing to consider the consequences of proposed major investment decisions prior to an acquisition; effects of inflation, recession, and foreign exchange rates).
- *Social*: Risks relating to the effects that changes in demographic, residential, or socio-economic trends will have on the district's ability to deliver appropriate services (e.g., failure to procure sufficient elderly care provision for an aging population).
- *Technological*: Risks associated with the district's capacity to deal with the pace/scale of technological change or with its ability to use technology to address changing demands (e.g., a failure to maintain appropriate technology infrastructure protection against intrusion or sabotage); failure to anticipate or plan for technical obsolescence prior to the end of useful life of significant hardware investments.
- *Legislative/Regulatory*: Risks associated with current or potential changes in law (e.g., a failure to address a legal directive).
- *Competitive*: Risks affecting the cost, quality, or competitiveness of a product/service (e.g., the failure to address a failing service through improvement, market testing, or outsourcing; failure to consider significant changes in market pricing due to technology "price learning curve" effect, or dependent raw material constraints).
- *Customer/citizen*: Risks associated with the failure to meet the current or changing needs and expectations of customers and citizens (e.g., the demand to improve the availability of public transport).

#### *Operational Risk*

These are risks that managers and staff will encounter in their work. They may be:

- *Professional*: Risks associated with the execution of procurement (e.g., failure to develop and implement robust procurement processes).
- *Financial*: Risks associated with a failure to secure a most economically advantageous outcome to an acquisition (e.g., failure to apply lifetime costing techniques in a solicitation).
- *Legal*: Risks related to possible breach of legislation (e.g., failing to advertise a contract under required directives; failure to include specific contract terms, leading to contract failure).
- *Physical*: Risks related to fire, security, accident prevention, and health and safety (e.g., failing to regularly inspect fire alarm systems).
- *Contractual*: Risks associated with the failure of contractors to fulfill contract terms (e.g., delivery by contractors of substandard or out of date food products; failure to meet specified outcomes).
- *Technological*: Risks relating to a reliance on operational equipment (e.g., exclusive reliance on an e-Procurement system to deliver critical supply acquisitions).
- *Environmental*: Risks relating to pollution, noise or the energy efficiency of ongoing operations (e.g., reliance on unsustainable sources of commodities).

## Types of Risk Factors

The decision regarding which risk factors to focus on will vary by organizational goals and objectives. However, it is recommended that, at a minimum, Procurement should consider the following risk factors:

- Escalating costs of fuel, energy, and raw materials
- General lack of internal risk management capability on the part of the supplier
- Financial instability of suppliers
- Conflicts in supply chain caused by cost cutting and survival activities (e.g., cost vs. quality)
- Supplier failure to deliver on contracted obligations
- Sole source arrangements
- Changes in environment or legislation that affect the supply base
- Products with no available alternatives
- Product obsolescence
- Use of new/unproven technology or products

## Methods and Tools to Identify Risk

Techniques and tools that may be used to identify Procurement risks include:

- Brainstorming sessions to identify risks
- Risk Registers (a scatterplot acting as a repository for all risks identified, including information about each risk: e.g., nature of the risk, reference and owner, mitigation measures, etc.)
- Total Risk Profiling (determining relative ratings in probability and severity—likelihood and impact—of potential risk scenarios)
- Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis
- Financial reports analysis (income statement, cash flow statement, balance sheet)
- Site observation
- Close collaborative working with suppliers

## When to Consider Procurement Risk

Analysis should be performed throughout the procurement cycle to understand the probability and severity of the risks, and the actions necessary to mitigate such risks.

- *Identifying the Need for Procurement:* Once the need to procure is established, the procurement professional should think about the main areas of risk involved in the specific procurement.
- *Creating the Procurement Strategy:* This stage occurs prior to the specification stage and requires the procurement professional to determine whether to carry out a formal risk analysis. During this stage, it may be determined whether or not to use a risk register to allocate and manage the mitigation of the procurement risks.

- *Preparing for the Quotation or Procurement:* If it is determined that a formal risk analysis is necessary, the lead procurement professional, in collaboration with those drafting the specifications, should produce a procurement Risk Register that identifies risks. The Risk Register will be the document that identifies the risks and the chosen risk management approach, as well as any related contract provisions. A simple template for the Risk Register should be provided by the Procurement Department.
- *Issue Request and/or Solicitation:* The choice of contract type (e.g., fixed price or cost/labor hours, performance-based vs. design) is sometimes one of the fundamental decisions to manage procurement risk during this stage. In appropriate cases, requirements may include a request that offerors address risk management in their proposals (e.g., what do they consider the most significant risks to the project; what risk management model do they use; what specific actions, transfers, reductions, avoidance, sharing, or acceptance of risk do they recommend for each risk).
- *Evaluation Period:* Consider including risk as part of the criteria for evaluation, (e.g., understanding of the requirements, soundness of approach, and overall risk of unsuccessful project performance).
- *Award and Implementation of Contract:* Prior to the award of contract, the lead procurement professional should revisit the procurement Risk Register along with the prospective supplier to check that risk has been appropriately allocated (e.g., avoided, transferred, assumed) and that it is appropriate to award the contract on this basis.
- *Management of the Contract:* Risk monitoring is considered the last element of effective risk management. Contract management arrangements should be sufficiently flexible to allow for the review of the Risk Register and revision of the mitigation plans at appropriate intervals, including exercise of appropriate contract remedies.
- *Review and Consider Options for Future:* This stage should always include an assessment of how well risk was managed and comment on the future allocation of risk in any forthcoming contract.

## **The Risk Management Plan – Allocation and Mitigation**

Procurement should focus on the balance between the severity of the risk and its mitigation. Mitigation seeks to put measures in place to lessen the severity of an unplanned event should that event occur. Mitigation should flow to those risks that have the potential for the most severe impact and greatest probability.

Identification of risks and consideration of their probability and impacts should lead to a risk management plan that allocates the identified risks appropriately. This may be done by:

- *Sharing the Risk* – Appropriate contract provisions can grant entitlement to equitable adjustment in schedule and/or price for identified events (e.g., force majeure clauses, and clauses relating to excusable delay for default, suspension of work, differing site conditions in construction, changes, and terminations for convenience).
- *Monitoring the Risk* – Consider reporting, notice, and dispute elevation provisions as monitoring methods to forecast events that increase risk. In appropriate cases, the contractor may be required to have a quality management system that includes periodic reporting requirements and progress meetings between the contractor and the district.
- *Transferring risk* – Risks may be transferred via a number of strategies. These strategies include, but are not limited to the following:

- **Insurance** – Care must be taken to ensure that all needed types of insurance to be carried by the supplier are identified (e.g., comprehensive, general liability, automobile liability, error and omission, cyber liability, and travel-per-occasion) for the term or post contract.
- **Bid Deposit, Bond, and Security** – These should be requested in high-risk, high-value, and highly sensitive procurements. The amount of a bid deposit should be reasonable and based on the risk and nature of the acquisition in terms of its technical aspects or sensitivity. A bid -bond (surety bond, irrevocable letter of credit, a bank note or draft, a certified or cashier’s check, money order, bearer bond, or an insurance certificate from a registered bonding company) acts as surety and, when submitted, should be retained by the district until the evaluation process has been completed and contract award has been determined.
- **Performance and Payment Bond** – A performance bond indemnifies the district for a certain percentage of the contract value in the event of supplier default. A payment bond serves as a guarantee that all suppliers and sub-suppliers are paid for labor and materials furnished to the prime supplier for use in fulfilling the terms of the contract. Clear and concise explanation of the bond should be included in the Special Conditions section of the solicitation.

## **Supplement: *Internal Controls for Procurement Risk Management & Mitigation***

Objective: Purchase Orders Are Properly Authorized

*Risks:*

- The district makes unauthorized, unnecessary, or fraudulent orders for goods/services.
- The district orders goods/services from unauthorized suppliers or at the wrong prices or terms.
- Unauthorized work is performed by suppliers.
- The district is exposed to financial liabilities related to the purchase.
- Improper charges are assigned to incorrect accounts, resulting in misappropriation of funds.
- Purchased goods do not meet quality standards.
- Unauthorized individuals order and receive goods/services.

*Controls:*

- The district assigns related buying functions to different people (separation of duties). Best practice is to have different people:
  - Approve purchases
  - Receive ordered materials
  - Approve invoices for payment
  - Review and reconcile financial records
  - Perform inventory counts
- All contracts (“Contract”, “Agreement”, “Memorandum of Understanding”, “Letter of Intent”, etc. – any document requiring two party signatures) are pre-approved by Procurement.
- Signature/approval authority for purchase orders and contracts is clearly detailed in district policy; signature authorizations are updated on a regular basis.
- A purchase requisition (with approval signature(s)) is created prior to the purchase of any goods/ services.
- Supplier, price, quality, quantities, and terms are approved prior to issuance of a purchase order. Orders not issued from Procurement are considered invalid and are not honored by the district.
- Availability of funds is verified for the account number selected before a purchase order is issued.
- The “ship to” location for the purchase is verified as an existing, active, and occupied district facility.
- The order approval process includes verification that each purchase is allowable for the funding source selected.
- Departments/schools are not authorized to establish direct billing accounts, house accounts, or credit cards with any supplier in the name of the district.



- Computer system input screens and routines are used to generate purchase order documents/ transactions.
- Computer system routines have been designed to automatically verify that purchase orders are created only for authorized suppliers (e.g., the system automatically verifies the supplier against the supplier master file during purchase order entry).
- Purchasing agents or buyers are periodically rotated among Procurement responsibilities to ensure independence (equivalent compensating controls may be used if rotation is impractical).
- Competitive bids are obtained for all purchases over amounts specified by regulation/statute/policy.
- Justification and management approval are required in the absence of competitive bids or for the acceptance of a price other than the lowest bid.

**Objective: Purchase Orders Are Accurately and Completely Prepared and Recorded on a Timely Basis**

*Risks:*

- Receiving rejects deliveries because there is no valid purchase order.
- The district receives incorrect goods/services or quantities of goods/services and incurs additional costs to return or store these goods.
- The district obtains an inadequate supply of goods/services.
- Purchase orders are lost due to manual processing, resulting in incomplete records of goods/services to be received and potentially resulting in double ordering.
- Management is unable to determine unfulfilled purchase commitments.

*Controls:*

- Computer system routines are used to assign purchase order numbers to order requests.
- Appropriate personnel (e.g., the original requestor) review generated purchase orders to ensure that items ordered are correct.
- Computer system routines are used to generate exception reports to identify purchase orders that have been outstanding for excessive lengths of time.

**Objective: All Purchasing System Transactions Are Reliably Processed and Recorded**

*Risks:*

- Unauthorized changes are made to programs. This will cause unauthorized processing results.
- Unauthorized versions of files and/or programs are used to process transactions. This will result in unauthorized or incorrect business transactions.
- Files (transaction, reference, or master) are lost, altered, or damaged. This will result in inefficiencies, lost assets, or incorrect processing of transactions.

*Controls:*

- Authorization is required for all changes to program routines; all changes are recorded electronically and preserved.
- User approval is required for program change test results.
- Tape and/or disk management systems are used to ensure that appropriate versions of transaction files, master files, and programs are used for processing.
- Computer system controls have been installed to preclude unauthorized changes in the versions of files and programs used to process transactions.
- Computer system controls have been installed to protect files and programs from unauthorized use, modification, or deletion.

**Objective: Receipts of Goods/Services Are Properly Authorized**

*Risks:*

- The district accepts goods/services for which no authorized order has been placed.
- The district accepts incorrect or excessive quantities of goods/services and/or goods/services that do not meet specifications.
- Unauthorized individuals order and receive goods/services.
- The district receives and pays for, rather than returning or refusing:
  - Unordered goods/services,
  - Excessive quantities or incorrect items, and
  - Canceled or duplicated orders.

*Controls:*

- Only goods/services supported with an authorized purchase order or its equivalent are accepted.
- Computer system routines are used to verify that receipts match legitimate open purchase orders.
- The computer application is used to generate exception reports of any receipts for which there is no outstanding purchase order on file.
- Computer system controls have been installed to preclude unauthorized entry of receiving transactions into the system.
- Receiving reports are safeguarded from theft, destruction, and unauthorized use.
- System access is controlled for correction of receipt errors; correction transactions are recorded and retained.

**Objective: Receipts of Goods/Services are Recorded Accurately and Completely on a Timely Basis***Risks:*

- The district does not record, or inaccurately records, receipts of goods/services. Liabilities will not be recorded and inventory will be misstated.
- The district loses the records of goods/services received.

*Controls:*

- Incoming goods are test counted, weighed, or measured on a sample basis to determine the accuracy of the suppliers' shipments.
- All discrepancies are noted on the receiving reports, and these discrepancies are resolved with the supplier.
- Incoming goods are inspected for damage, quality characteristics, product specifications, etc.
- Receiving documents or online computer input routines are used to record the actual receipt of goods/services.
- Reconciliation controls are implemented to ensure that all receiving transactions are entered into the system.
- Computer controls have been installed that are designed to highlight discrepancies on exception reports and denote purchase orders on file with partial receipt indicators.
- Computer procedures have been designed to close purchase order records when all line items match and have been received.

**Objective: Performance Measurements Used to Control and Improve the Process Are Reliable***Risks:*

- Inaccurate measurements are made, resulting in erroneous perceptions about process performance.

*Controls:*

- Tools implemented to automatically capture/calculate performance measures use data captured at the transaction source (e.g., processing time, number of defects, on-time delivery, etc.).
- The measures are periodically reviewed to ensure that they reflect actual process performance.
- Quality reports and customer surveys are used to capture relevant information about process performance.
- The information captured is communicated to employees responsible for supplier relations and for improving the procurement and receiving process.
- The performance measures are linked with employees' performance evaluations.

### **Objective: Goods/Services Purchased Satisfy the District's Requirements and Needs**

*Risks:*

- Products ordered do not meet the necessary technical specifications or quality standards.
- Materials are received too early or too late. This will result in business interruptions and/or excessive levels of inventory.
- Suppliers are not aware of the district's needs or are not able to supply the necessary materials.

*Controls:*

- The district investigates and periodically updates supplier capabilities regarding product line and product specifications, product quality, and capacity and order lead times.
- Procedures are specified for notifying suppliers of potential performance problems and for appropriate investigation and follow through.
- Data is developed on alternative suppliers, and the supplier selection decision is periodically re-evaluated.
- Purchasing agents, buyers, and cross-functional teams are evaluated consistently with management's objectives of reduced inventories, improved quality, lower costs, and frequent, reliable deliveries.
- Other measures are used to address issues such as supplier relationships, frequency of returned purchases, production problems related to out of stock materials, and quality problems.
- The approved suppliers are periodically and systematically monitored for just-in-time purchasing to ensure that their actual performance meets expectations. Performance reporting includes: percentage of on-time delivery, accuracy of shipments, product quality, and actual cost performance compared with original cost projections.

### **Objective: Goods/Services Are Purchased at an Appropriate Price**

*Risks:*

- Costs of goods/services are higher than anticipated.

*Controls:*

- A mechanism has been developed for determining the total cost of major purchases. Considerations should include percentage of on-time delivery, accuracy of shipments, product quality, and actual cost performance compared with original cost projections.
- Procurement (purchasing control and oversight) is centralized within the district.
- The district requires publicly posted solicitations for all purchases in excess of a threshold established by policy.
- Periodic spend analysis is performed to identify repetitive purchases that are candidates for aggregated price leverage.
- The district re-competes purchases/contracts at appropriate intervals to take advantage of changing market conditions (pricing, product availability, technology trends, etc.); the interval is customized by commodity (e.g., five years for office supplies, two years for technology).

- All public solicitations are conducted/facilitated by Procurement.
- When bids are required by policy, they are conducted on an open and competitive basis and without favoritism, maximizing the best value to the district. Interested suppliers receive fair and impartial consideration.
- Suppliers are instructed to send invoices directly to Accounts Payable for proper processing; invoices are recorded/entered by Accounts Payable.
- The district has established a firm deadline for invoice submission after goods/services are rendered.
- Supplier invoices are reviewed for accuracy; invoice charges are validated against purchase order/contract.
- Appropriate performance measures are used to monitor process performance, such as percentage of purchases made under a bid process, amount of volume discounts obtained, and actual cost performance compared to original cost projections.
- Winning suppliers are periodically evaluated on their performance and on whether their pricing structures remain at competitive market rates.

**Objective: Orders Are Placed on a Timely Basis***Risks:*

- Orders are not placed in sufficient time to account for supplier lead times, resulting in late deliveries.

*Controls:*

- Forecasts for goods/services requirements are documented.
- Usage rates of goods are periodically reconciled with purchase orders and inventory levels to ensure they are adequately aligned.
- Long-term needs are analyzed, and forward contracts are established with standing (blanket) orders.
- The district uses e-Procurement techniques (e.g., EDI, punch-out catalogs, etc.) to place orders directly into the suppliers' order entry system.

**Objective: Goods/Services Are Received on a Timely Basis***Risks:*

- The district does not receive goods/services in time to meet operational needs.
- The district receives goods/services prior to actual needs.

*Controls:*

- Just-in-time inventory techniques (replenishment) have been implemented.
- Supplier performance ratings have been developed, applied, and monitored.

### **Objective: The Receiving Process Is Efficient and Cost-Effective**

*Risks:*

- The receiving process incurs higher labor costs than necessary.
- The organization of the receiving area does not allow for optimum storage of goods, nor for the efficient movement of goods from receiving into warehousing or requester facilities.

*Controls:*

- The physical activities of the receiving process are reviewed.
- The receiving area and procedures are designed to reduce the number of activities and the time required to complete activities.
- Employees are trained in the process of materials handling.
- Employees are encouraged to share ideas and suggestions on ways to improve the process.
- Only limited storage space is allowed within the receiving area to enforce the efficient distribution of goods.

### **Objective: Goods Received Are Processed on a Timely Basis**

*Risks:*

- Goods arrive, but end users remain unaware of the receipt.
- Plans and schedules for goods to be received are not communicated to the receiving department.

*Controls:*

- Requesting users are notified when goods/services are received.
- Communication channels have been established between Procurement, end users, and receiving to ensure that all parties are aware of delivery needs and the timing of these needs.

### **Objective: Goods Received Meet Required Quality Standards**

*Risks:*

- The district encounters operational problems because goods received do not meet quality standards and specifications.
- Operations/implementation is delayed if accepted goods are later found to be unusable.
- The district incurs additional costs of returning unacceptable goods at a later date.

*Controls:*

- Receiving personnel are trained in inspecting the quality of goods received to ensure that the goods meet the district's minimum standards for use.

- Strategic alliances or partnerships have been developed with suppliers to ensure that quality is built in by the supplier.
- Suppliers are involved in the new product development and value analysis process.

**Objective: Physical Safeguards Are Adequate***Risks:*

- Goods are lost, stolen, damaged, destroyed, used for unauthorized purposes, or temporarily diverted.
- Additional costs are incurred for lost/misplaced goods.

*Controls:*

- Access to receiving and storage areas is restricted to authorized personnel.
- Receiving gates or loading docks are kept closed when no delivery is in process.
- Entry to and exit from facilities is checked and logged, appropriate visiting documents are issued, and random checks are performed of persons on the premises.
- The receiving function is physically segregated from other facilities and shipping, unless good business practice dictates otherwise.
- Incoming goods are secured in a restricted area and safeguarded upon receipt.
- Inventory records and balances are maintained; regular reconciliation between beginning and ending inventory counts are conducted.
- Physical inventory counts are conducted at least annually; cycle counts are conducted on a scheduled basis.
- Appropriate handling and storage practices are communicated to employees to prevent damage to materials.

**Objective: The Receiving Process Is Safe***Risks:*

- Accidents occur in which employees are injured or facilities are damaged.
- The district does not comply with regulatory requirements.

*Controls:*

- Employees are fully trained in the safe handling and storage of both hazardous and non-hazardous materials.
- Procedures have been established for reporting and addressing safety concerns.
- Procedures and policies that comply with relevant safety rules and regulations are maintained.
- Hazardous materials are stored in appropriate containers.
- Hazardous materials are segregated from the main facilities used by employees.
- The handling and storage procedures and facilities are regularly inspected.

**Objective: Goods/Services Are Obtained in Compliance with Applicable Laws, Regulations, and Policies**

*Risks:*

- The district incurs fines or other penalties.
- The district makes inappropriate or unallowable payments and/or incurs conflict of interest situations.
- The district incurs bad publicity and loss of reputation.

*Controls:*

- Legal review of all relevant laws and regulations is required.
- Procedures have been developed that comply with these laws and regulations.
- Industry organizations or regulatory bodies are consulted about compliance with laws and regulations and possible future requirements.
- The political, law making, and regulatory environments are monitored to ensure that the district's procedures remain in accordance with any applicable laws and regulations.
- The district's policies and procedures concerning compliance with laws and regulations are documented; this information is distributed to appropriate personnel.
- A legal officer has been designated and is generally responsible for compliance with laws and regulations and is available to advise management.



## Supplement: Cyber Insurance

### Introduction

It is difficult to turn on the news without hearing about cyber-attacks, which have led to the exposure of millions of records containing consumer, taxpayer, student, and health care data. Not only do cyber-breaches result in the troubling dissemination of personal and financial information, they are extremely costly, averaging \$190 per lost or stolen record (estimate as of 2017).

It is important for districts that are safeguarding students' Personally Identifiable Information (PII) to have the knowledge and skills to identify and prevent risks of cyber-breach in their procurement contracts. One of the best tools for mitigating the cost risks associated with a cyber-breach is Cyber Liability Insurance.

### Understanding Cyber Liability Insurance

Cyber Liability Insurance, also known as Cyber Risk Insurance or Cyber Breach Insurance, is coverage for the financial consequences of electronic security incidents and data breaches. It is important to note that there are differences between what constitutes a security incident versus a data breach. A "security incident" refers to a security event that compromises the integrity, confidentiality, or availability of an information asset. A "data breach" is any incident that results in the confirmed disclosure (not just potential exposure) of data to an unauthorized party. For school districts, "data" typically refers to a student's personally identifiable information (PII).

Determination of whether there was a security incident or a confirmed data breach is important when it comes to each state's laws regarding notice requirements to those potentially affected by a security incident or data breach. In the instance of a data breach, the nature of the data accessed without authorization is significant in determining the applicable notification and potential remediation requirements. While it is important to remain diligent about protecting against both security incidents and data breaches, the distinction between the two must be carefully considered when reviewing the terms and conditions of cyber liability policies.

### Methods of Coverage

Cyber Liability Insurance can have many different coverage components, and needs may vary across different districts. Being familiar with the various iterations of coverage can assist in ensuring that suppliers and service providers have the appropriate coverage required under the circumstances of their relationship with the district and that the district is adequately covered in the case of security incidents or data breach. This knowledge can be important when reviewing proposals from potential suppliers and service providers. Further, in the event of a data breach, knowing what remediation options are available becomes paramount for developing a quick and effective response.

The most common coverage components in cyber liability insurance policies are:

- *Data Breach and Privacy Crisis Management* includes expenses for general management of an incident, specifically, the investigation, remediation, data subject notification, call management, and credit checking and monitoring.
- *Breach Response Coverage* can provide legal consultation with breach response experts, forensic investigation expenses, data restoration or replacement expenses, and public relations consultant expenses. It can also include expenses involved with notifying affected parties and offering credit monitoring and repair.
- *Business Interruption Coverage* provides coverage for the business loss experienced during and immediately following a data breach.

- *Fiduciary Liability Coverage* protects in the event of a data breach that requires prompt notice of the breach, and/or comes with strict penalties if there is a violation of law involved. This policy may also include coverage for notice expenses but may not cover credit monitoring and/ or full forensic investigations.
- *Cyber Extortion/ Ransomware Coverage*. Hackers can attempt to extort money by threatening to release the information they have obtained through a successful data breach. They can also threaten to hold an entire network hostage. This coverage will allow funds to pay the ransom/extortion demand, the costs of a consultant or expert to help negotiate with the hackers, and/or the costs of an expert to help block the attempted intrusion and reinforce the security.
- *Media Liability Coverage* provides coverage for defense costs and liability arising out of claims alleging libel, slander, and/or infringement of intellectual property.
- *Professional Liability Coverage* provides coverage for defense costs and liability arising out of claims that allege negligence in providing a professional service such as a consultant, advertising agency, technology developer, and/ or service provider.

Contact your legal counsel and/or risk management office for more information on what cyber liability coverage is available in the event of a security incident or data breach. Cybersecurity is a relatively new area of insurance coverage, and consequently, whatever insurance a district obtains or requires now will need to be constantly monitored and revisited to keep up with the changing policy options available.

## **Prevention**

Most data breaches are the result of either malicious or criminal attacks, system glitches, or human error. No location, industry, or organization is bulletproof when it comes to the potential for a compromise of data, and government servers are no exception.

Cybersecurity can seem like a daunting task, but there are resources available to educate staff and things that can be done to help prevent security incidents or data breaches. The following are suggestions for proactive preventative measures.

### *Invest in Proper Cybersecurity*

The importance of having the right cybersecurity software, encryption devices, and firewalls cannot be overstated.

Updating software regularly can also be instrumental, and staff should be educated about why that step is so important when prompted to do so on their devices. In March of 2016 alone, Wisconsin state IT staffers reported approximately 45,000 instances of scans by potential hackers of the state's networks for vulnerabilities, "checking to see if anything was unlocked." Having a strong first line of defense in place can help prevent these types of attacks.

### *Educate Staff About Phishing*

Phishing is when a message is received, typically an email, that contains an attachment or link that, when clicked on, will install malware onto the computer and/or direct the user to a site that is used to capture user input. Verizon's 2016 Data Breach Investigation Report found that 30 percent of phishing messages were opened by the target, and 12 percent went on to click the malicious attachment, allowing the attack to succeed. Educating staff about what to look for to determine if a message is unsafe is pivotal in avoiding this method of cyber-attack. Other ways to prevent phishing include strong email filters, segmenting networks from one another, and requiring authentication when logging onto the network.

*Emphasize Password and Authentication Security*

In the United States, 63 percent of confirmed data breaches involved weak, default, or stolen passwords. Emphasizing the importance of choosing a strong password can be that needed “ounce of prevention.” No one enjoys having a complicated password or changing their password every 30-days, but such measures can help prevent unwanted intrusions. It is also key to be selective about what kind of electronic data that staff, suppliers, or service providers have access to, based on their job or task requirements and duties. Limiting access to personal and/or sensitive data can prevent an unnecessary breach.

Empowering staff, suppliers, and service providers to be on guard for cyber-attacks can provide a powerful shield in the battle against cyber-attacks. Unsuspecting people will click on malware or venture to an unsafe website, thinking that their firewall will protect them. Education and awareness can make someone think twice about exposing the network or server to attack and can lead them to ask for help or advice before doing something questionable. Things that we might think of as being “common sense” are often not when it comes to technology, and giving people the tools and information they need to spot an attempt at phishing or an action that might lead to grave consequences is an important step in prevention.

*Know the Cyber Incident or Breach Response Plan*

Knowing what to do in the event of a data breach can save time and limit the damage as much as possible. Staff should know to immediately document any breaches they become aware of, noting the date, time, and duration (if known) of the alleged breach. Educate everyone on whom to contact in the event of a data breach, and establish a method for reporting questionable activity or suspected breaches.

*Require Cyber Insurance Coverage by Your Suppliers*

K-12 school districts are experiencing an explosive proliferation of digitally delivered educational products, from core curriculum to all manner of supplementary products. Many of these are accessible via the internet. Scrutinize all suppliers to learn whether their product, platform, or portal captures students’ Personally Identifiable Information. If so, your district is directly at risk of the resultant expenses if that supplier should experience a data breach. In such a situation, your district’s only significant financial protection may lie in cyber insurance coverage, either purchased directly by the district or purchased by your supplier, naming your district as an additional insured.

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Jim Sessions (Austin Independent School District)

Qiana Collins (Aramark)

Rene Almaraz (San Diego Unified School District)

Justin Hill (Dallas Independent School District)

Kimi Tate (Dallas Independent School District)

Debra Love (San Bernardino Unified School District)

Judith Reese (Los Angeles Unified School District)

Dee Jackson (Los Angeles Unified School District)

Art Hanby (San Diego Unified School District)

Robert Carlson, Director of Management Services, Council of the Great City Schools

# COUNCIL OF THE GREAT CITY SCHOOLS

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**Council of the Great City Schools  
1331 Pennsylvania Ave., N.W.  
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**SECURITY STANDARDS OPERATIONS BOOKLET**



## **Providing a Safe Learning Environment in America's Great City Schools**

The Council of the Great City Schools places a high premium on the ability of its member districts to provide a safe environment that supports the academic growth of their students.

To help achieve this objective, the Council assembled a team of senior managers with extensive experience in school safety and security operations from major urban school systems across the country to develop some guidelines to help steer the critical work that needs to be done. While there are many factors that might dictate the most comprehensive model for school safety and security, the team focused on organizational guidelines as the single most first critical component, so the work is not viewed as "Security Theater." Districts can then expand outward to address security needs in other areas such as transportation and food services. The Council encourages its member districts to consider these guidelines for determining the appropriate model for an "All Hazards" approach during ALL times when their school facilities are in use.

### **❖ Ownership of Site Security**

- While site administrators bear the ultimate responsibility for their site, the team recommends that the management of personnel specifically performing safety and security duties needs to be centrally controlled to maintain fidelity.

### **❖ District Structure**

- Regardless of who they report to, e.g., the Superintendent, Chief Operating Officer, Chief of Staff, etc., the Police Chief, Executive Director or Director of safety and security operations should be represented at the cabinet level, so their knowledge and expertise can be delivered directly to all senior staff.

- There should be a clear focus on Security, Emergency Management, and Public Safety.
  - School climate, which is an important component of school safety, should be primarily the responsibility of the academic division. However, there should be clearly defined and structured partnerships crossing divisional boundaries to ensure accountabilities so appropriate action is taken to prevent and respond to critical incidents.
- There needs to be both highly trained and certified armed and un-armed personnel in any safety and security model a district might choose to adopt. And there are recommended best practices and policies that the personnel should be required to follow for each of these models.<sup>1</sup>

#### ❖ **Role Clarity and Fidelity**

- The role of school safety and security personnel, which is the protection of students, staff, families, the public, and buildings in that order, should be clearly communicated and not compromised by their assignment to other duties such as classroom or behavioral managers at the school sites.

#### ❖ **Hiring and Training**

- School safety and security operations should be an integral part of a district's vetting process in the selection of applicants applying for positions and should be primarily responsible for training those selected. Site Building administrators, however, should have a role in determining who is to be assigned to their school sites.

#### ❖ **Accountability**

- While safety and security operations have primary responsibilities for protecting entire school communities, there should be mechanisms, including self-audits and performance evaluations in place to test the capacity of building administrators and staff to augment (including, e.g., comprehensive

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<sup>1</sup> The National Association of School Safety and Law Enforcement Officials (NASSLEO), the National Association of School Resource Officers (NASRO), and the International Association of Chiefs of Police (IACP) provide guidelines for structuring internal or external police departments; and the American Society for Industrial Security International (ASIS) and the International Association of Campus Law Enforcement (IACLEA) provide guidelines for civilian or hybrid models

emergency plans and required emergency drills) and share in the total accountability for these operations.

#### ❖ **Operational Considerations**

- Provide staff training that emphasizes safety and security procedures and helps them identify and address suspicious activity.
- Conduct annual self-assessments covering all aspects of safety and security procedures.
- Engage parents and other community stakeholders so they are aware of the general plan for security and emergency management both as a deterrent to garner their support for processes and procedures.
- Monitor security posts at arrival and dismissal and maintain staff vigilance by urging employees to ask questions of unidentified individuals on campus throughout the day.
- Ensure all visitors sign in, are verified and use physical and/or behavioral screening (searches, suspicious indicators, etc.) when required.
- Create a cross-functional team including representatives from the broader law enforcement community that conducts risk assessments and identifies potential threats and hazard.
- Provide a secure communication channel for the anonymous reporting and gathering of sensitive information.

#### ❖ **Physical Security Considerations**

- The overall design and construction of schools should follow the principals of Crime Prevention through Environmental Design. Districts should also consider additional physical upgrades based on a Threat and Hazard Identification and Risk Assessment and the return on available capital investments to be derived from, for example—
  - Perimeter fencing providing secure and limited access points for both vehicular and pedestrian traffic
  - Access control and single points of entry for authorized personnel only
  - Metal detectors including the proper training of staffing

- Closed circuit television cameras with live monitoring during school operational hours
- Emergency notification systems with building level responders and links to district support and law enforcement when appropriate
- Interior Doors lockable from inside

**RICHMOND FINANCE AND OPERATIONS REVIEW**



# **Review of the Finance and Business Operations of the Richmond Public Schools**

**June 2018**

Jason Kamras, Superintendent of the Richmond Public Schools (RPS), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's financial operations.<sup>1</sup> It was requested that the Council--

- Review, evaluate, and comment on the structure and operations of the district's business and finance activities, and provide comparisons, metrics, and other benchmarking data on how the district spends its funds and provides services.
- Identify opportunities to improve existing processes, internal controls, organizational structures, spans of control, and communications within and between departments.
- Develop recommendations that would assist the Office of the Chief Operating Officer in achieving greater operational efficiency, effectiveness, and enhance its strategic value to the school district.

Based on the request to review the district's financial operations and general spending patterns, the Council assembled a Strategic Support Team (the team) of senior managers from other major urban city school systems across the country. These individuals have extensive experience in budgeting, finance, and business operations. The team was composed of the following persons. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director  
Director, Management Services  
Council of the Great City Schools (Washington, D.C.)

David Palmer, Principal Investigator  
Deputy Director (Retired)  
Los Angeles Unified School District (California)

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<sup>1</sup> The Council has conducted over 300 instructional, management, and operational reviews in over 60 big city school districts over the last 20 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 G lists the reviews that the Council has conducted.)

Gary Appenfelder  
Former Director, Purchasing & Ethics  
Metropolitan Nashville Public Schools (Tennessee)

Tom Ciesynski  
Chief Financial Officer (Retired)  
Washoe County School District (Nevada)

Sabrena Harris  
Director, Budget Development  
Charlotte-Mecklenburg Schools (North Carolina)

Rhonda Ingram  
Chief Financial and Operations Officer  
Norfolk Public Schools (Virginia)

Don Kennedy  
Chief Financial and Administrative Officer  
Charleston County School District (South Carolina)

Gretchen Saunders  
Chief Business Officer  
Hillsborough County Schools (Florida)

The team reviewed documents provided by the district prior to a four-day site visit to Richmond, Virginia, on June 5-8, 2018. The general schedule for the site visit is described below, and the complete working agenda for the site visit is presented in Attachment B.

The team met with Superintendent, Jason Kamras, and Chief Operating Officer, Darin Simmons, during the evening of the first day of the site visit to discuss expectations and objectives for the review, and to make final adjustments to the work schedule. The team used the second and third days of the site visit to conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C), and examine additional documents and data. (A complete list of documents reviewed is included in Attachment D).<sup>2</sup> The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and providing the Superintendent and Chief Operating Officer with a briefing on the team's preliminary findings.

The Council sent the 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 contains the findings and recommendations that have been designed by the team to help improve the operational efficiency and effectiveness of the Richmond Public Schools' finance and operations activities.

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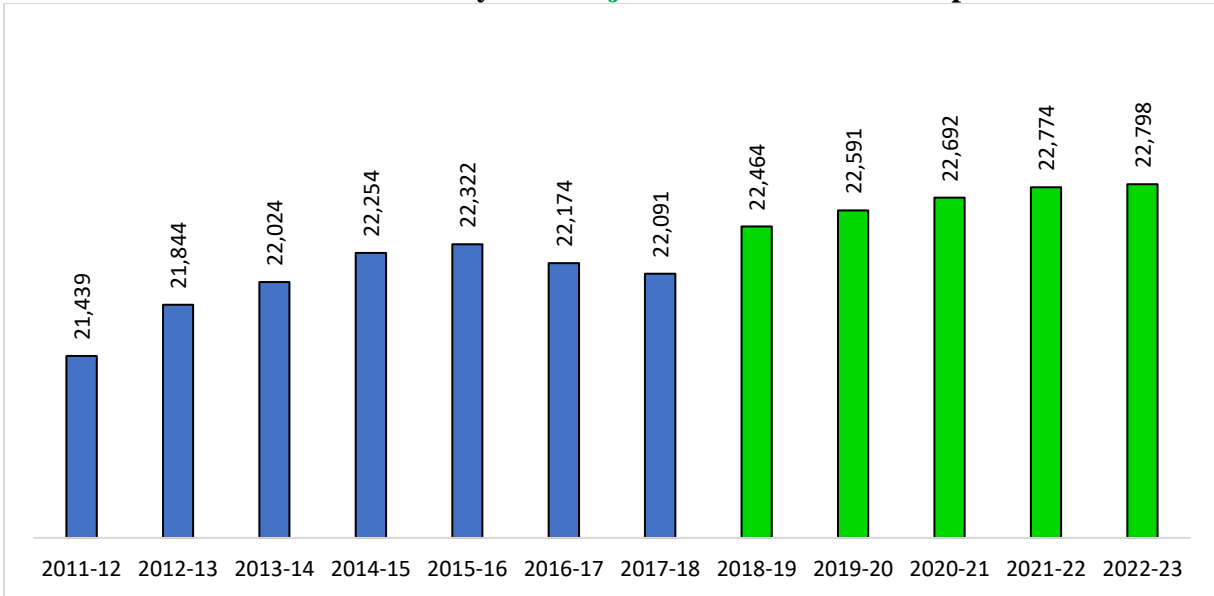
<sup>2</sup> The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.



## Richmond Public Schools

Richmond Public Schools, the twelfth largest school district in Virginia,<sup>3</sup> is comprised of 26 elementary schools (including one charter school), eight middle schools, five comprehensive high schools, and three specialty schools. The district covers a geographic area of approximately 60 square miles<sup>4</sup> and currently educates a diverse enrollment of 22,091 pre-kindergarten through 12<sup>th</sup>-grade students,<sup>5</sup> supported by nearly 3,850 employees. Exhibit 1 below shows seven years of enrollment history, and it projects a slight upward trend through 2022-2023.<sup>6</sup>

**Exhibit 1. RPS History and Projected PK-12 Membership**



Source: CGCS Using Data Provided by the Richmond Public Schools

Richmond Public Schools is a fiscally dependent school division under state law. As a fiscally dependent school division, RPS does not levy taxes or issue debt. The school board derives its authority as a political subdivision of the state and has the constitutional responsibility to provide public education to the residents of Richmond. Funding consists of city appropriations from revenues, state revenues based on student enrollment, and sales tax receipts, along with federal revenues typically targeted to specific programs and student needs, and other revenues such as school cafeteria sales, tuition, and building rental fees. The primary sources of revenue for the district’s operating budget are the City of Richmond and the Commonwealth of Virginia.<sup>7</sup>

<sup>3</sup> Source: Virginia Department of Education at: [http://www.doe.virginia.gov/statistics\\_reports/enrollment/fall\\_membership/report\\_data.shtml](http://www.doe.virginia.gov/statistics_reports/enrollment/fall_membership/report_data.shtml) .

<sup>4</sup> Source: <https://www.census.gov/quickfacts/fact/table/richmondcityvirginia/PST045216> .

<sup>5</sup> The team found it difficult to reconcile accurate membership counts. The district’s website, the RPS FY18 Comprehensive Annual Financial Report, Board approved budget documents, and the Virginia Department of Education all had differing membership or enrollment counts. The team sought clarification from the district, but none was received.

<sup>6</sup> Source: *Ibid.*

<sup>7</sup> Source: RPS FY2017 *Comprehensive Annual Financial Report*.

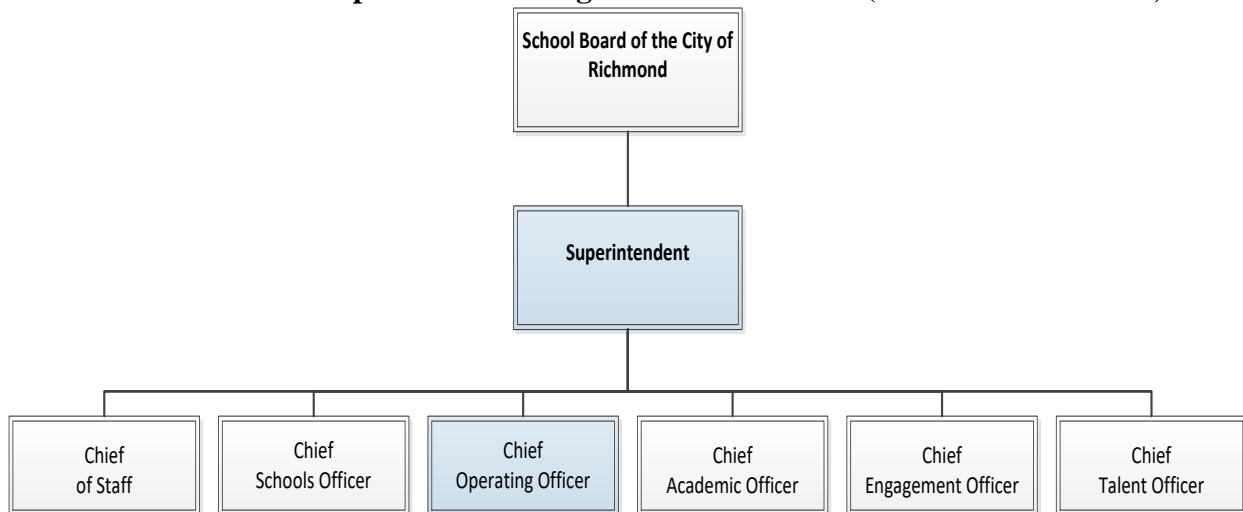
The school board of the City of Richmond governs and is responsible for policymaking and oversight of the Richmond Public Schools. The board is an elected body made up of nine individuals, one from each district within the city, with members elected to four-year terms.

The school board appoints the Superintendent of Schools, who is responsible to the board for the efficient and effective operation of the school system. In May 2018 the district launched a *Strategic Planning Process*, which included plans to conduct over 150 engagement sessions to gather input from stakeholders. The RPS Education Foundation raised \$150,000 to help with the strategic planning process, with the goal of raising an additional \$100,000 to further support this effort.<sup>8</sup>

The RPS Mission states: *The mission of Richmond Public Schools, the gateway to infinite possibilities, is to lead our students to extraordinary, honorable lives as inspirational global leaders who shape the future with intellect, integrity and compassion through challenging, engaging learning experiences guided by highly qualified, passionate educators in partnership with families and communities.*

The superintendent is responsible for the efficient management of the district’s resources. The RPS FY2018 approved general operating fund budget is \$292,240,526.<sup>9</sup> Exhibit 2 below displays the organizational structure of the Office of the Superintendent and his six direct reports.

**Exhibit 2. Office of the Superintendent Organizational Chart – (Revised March 2018)**



Source: CGCS Using Data Provided by the Richmond Public Schools

Since fall 2017, the Richmond Public Schools has been operating under a *Memorandum of Understanding* (MOU) with the Virginia State Board of Education. The MOU will remain in place until all RPS schools are fully accredited.<sup>10</sup> Consequences to the district for not meeting any obligation defined in the MOU can include withholding payment of some or all the At-Risk Add-On funds allocated to RPS by the State Board of Education.

<sup>8</sup> Source: <https://www.rvaschools.net/Page/4869> .

<sup>9</sup> Source: RPS Fiscal Year 2018 Approved Budget.

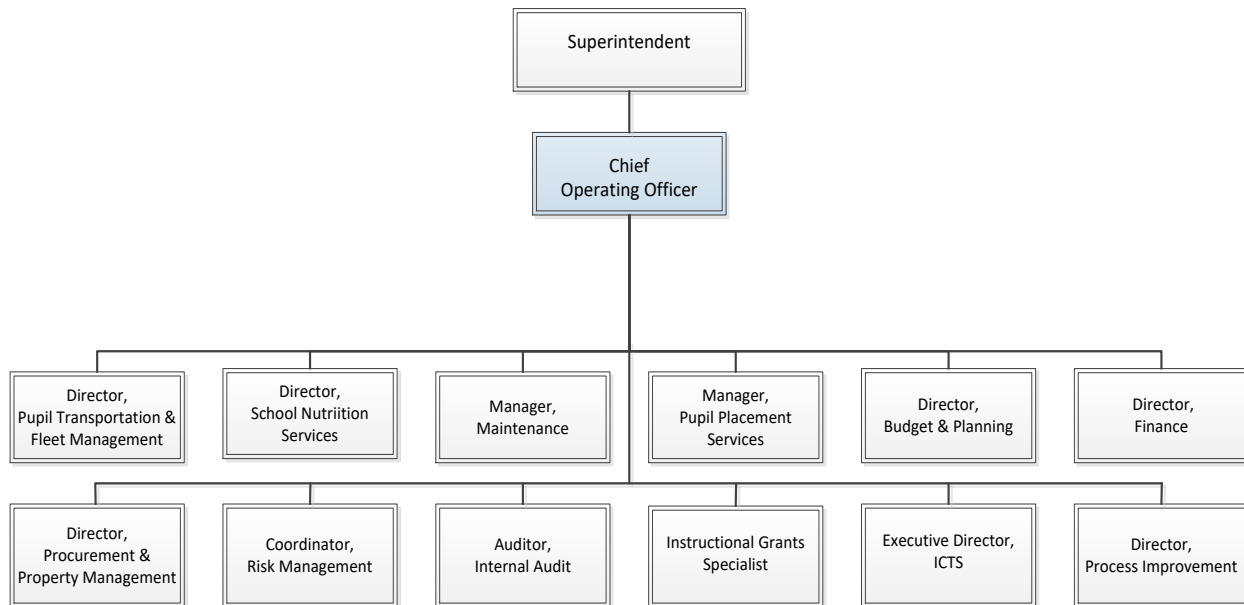
<sup>10</sup> At the time of the team visit, approximately 50% of RPS schools were not accredited.

## Office of the Chief Operating Officer

As a result of internal realignments, the Chief Operating Officer now oversees RPS’s business operations and financial activities, and he manages the goal of streamlining various district systems, including technology, software, and databases. The following positions and functional areas are direct reports to the Chief Operating Officer: Director, Pupil Transportation and Fleet Management; Director, School Nutrition Services; Manager, Maintenance; Manager, Pupil Placement Services; Executive Director, Information Communication & Technology Services (ICTS); Director, Budget and Planning; Director, Finance; Director, Procurement and Property Management; Coordinator, Risk Management; Auditor, Internal Audit; Specialist, Instructional Grants; and Director, Process Improvement.

Exhibit 3 below presents an overview of the COO’s organizational structure and Exhibit 4 provides general budget information for the departments and units now reporting to the COO. Green-shaded functions in Exhibit 4 were formally part of the Fiscal Services unit that reported to the Chief Financial Officer. Yellow-shaded support service functions in Exhibit 4 continue to report to the COO. Student Placement Services was moved from Student Services, and Process Improvement is a new function.

**Exhibit 3. Office of the Chief Operating Officer Organizational Chart**



Source: CGCS, Using Data Provided by the Richmond Public Schools

**Exhibit 4. Budget Data for Departments Reporting to the Chief Operating Officer**

Budget Data for Departments Reporting to the Chief Operating Officer										
Function	FY18	FY19	FY2015		FY2016		FY2017		FY2018	FY2019
	FTE		Budget	Actual	Budget	Actual	Budget	Actual	Budget	Budget
Financial Services	1	1	\$ 268,722	\$ 190,653	\$ 278,841	\$ 240,132	\$ 196,568	\$ 205,608	\$ 214,397	\$ 210,122
Finance Department	17	18	1,268,666	1,107,599	1,370,364	1,200,383	1,446,847	1,285,787	1,544,295	1,677,775
Budget & Planning	4.5	4.5	582,233	514,813	594,425	580,358	779,974	757,152	790,135	833,244
Risk Management	3	3	2,765,233	3,305,657	3,577,868	3,369,619	3,774,738	4,105,539	3,799,430	4,204,533
Property Management	2	2	0	0	131,921	131,121	137,204	136,174	143,488	202,124
Procurement	6	6	1,679,978	1,877,769	656,405	619,975	665,133	696,067	691,631	709,826
Warehouse Services	0	0	138,580	718,215	0	75,912	0	117,590	0	0
Internal Audit	1	2	440,044	374,670	203,599	148,928	301,626	191,326	212,984	315,973
Info. Comm. & Tech. Serv.	44	50	8,281,865	7,786,983	9,158,567	9,194,623	9,218,484	9,449,360	9,412,947	10,091,954
Instructional Grants										
<b>Sub Total</b>	<b>78</b>	<b>86</b>	<b>15,425,321</b>	<b>15,876,359</b>	<b>15,971,990</b>	<b>15,561,051</b>	<b>16,520,574</b>	<b>16,944,603</b>	<b>16,809,307</b>	<b>18,245,551</b>
Admin-Plant Services					354,005	215,368	357,970	222,065	361,036	367,846
Pupil Transportation	235	242	9,996,109	12,319,148	9,885,063	13,305,203	9,903,316	15,083,071	13,733,703	15,321,201
Fleet Maintenance	0	0	425,468	236,917	353,464	370,135	353,464	202,440	353,464	353,500
Nutrition Services	141	141	12,817,058	13,855,581	15,673,516	16,422,789	15,759,370	18,133,877	15,911,280	18,705,058
Operations & Maintenance	279	280	26,983,238	28,391,148	26,718,885	26,253,266	28,437,315	27,869,494	27,565,710	28,352,167
<b>Sub Total</b>	<b>655</b>	<b>663</b>	<b>50,221,873</b>	<b>54,802,794</b>	<b>52,984,933</b>	<b>56,566,761</b>	<b>54,811,435</b>	<b>61,510,947</b>	<b>57,925,193</b>	<b>63,099,772</b>
Pupil Placement Serv.	2	2	212,373	212,297	263,254	180,015	262,921	198,025	246,599	217,222
Process Improvement										
<b>Sub Total</b>	<b>2</b>	<b>2</b>	<b>212,373</b>	<b>212,297</b>	<b>263,254</b>	<b>180,015</b>	<b>262,921</b>	<b>198,025</b>	<b>246,599</b>	<b>217,222</b>
<b>GRAND TOTAL</b>	<b>1,468</b>	<b>1,500</b>	<b>\$65,859,567</b>	<b>\$70,891,450</b>	<b>\$69,220,177</b>	<b>\$72,307,827</b>	<b>\$71,594,930</b>	<b>\$78,653,575</b>	<b>\$74,981,099</b>	<b>\$81,562,545</b>

Source: Richmond Public Schools Budget Books

**Findings<sup>11</sup>**

The findings of the Council's Strategic Support Team are organized around five general areas: Commendations, Leadership and Management, Organization, Operations, and Performance Metrics and Comparisons. These findings<sup>12</sup> are followed by recommendations in each area.

**Commendations**

- Many staff members in the district have a “can-do” attitude and work hard to meet deadlines that relate to budget, accounts payable, payroll, and procurement.
- The Council team was told that the district's Information Communication & Technology Services department applied for and received E-Rate funding with the assistance of an outside consultant for added expertise.<sup>13</sup>
- District employees have access to their pay stubs, and back-up W2's *via* an online employee portal, which reduces staff time in printing and distributing paper forms.

<sup>11</sup> All findings and recommendations in this report were current as of the date of the site visit. The Council was told during a conference call on August 30 that some findings and recommendations were being acted on before the issuance of this report. The Council is confident that the RPS administration can sort out which items were being acted on and which ones continue to need action.

<sup>12</sup> Review teams often identify areas of concern that may go beyond the intended scope of the project. As a service to our member districts, any concern that rises to a high-level is included in the report.

<sup>13</sup> Per the RPS FY19 budget book, the district anticipates e-rate reimbursements to be approximately \$700,000 for FY18 and approximately \$250,000 for FY19.

- The team was told that the payroll system has TSA/IRS<sup>14</sup> built-in limits to prevent over contributions by employees. Additionally, payroll meets IRS compliance by providing annual TSA information to employees.
- The team was assured that in the event of a catastrophic data system failure or breach the district has an adequate off-site disaster recovery system in place, which is tested annually, to protect and recover critical data, including student information, employee information, and payroll.
- Accounts Payable follows best practices of only processing payments after a three-way document match,<sup>15</sup> requiring invoices (not statements) to initiate the payment process, and the unit exercises appropriate internal control by checking for duplicative invoices to avoid double payments.

### **Leadership and Management**

- The team did not see any evidence that the district has developed an action plan to address the issues identified in the *Memorandum of Understanding* or has used the MOU as an opportunity to accelerate change. When the team asked for a copy of the district's Corrective Action Plan, the team was told, "We are working on our CAP with the state now." Additionally, a request for samples of the last six "required monthly updates" on steps taken to implement corrective action in the areas of operations and support services went unanswered.
- There is a lack of communication channels up-and-down and side-to-side within and between departments. The team was told that --
  - Departments work in silos with little communications between and among staff teams,
  - Facilities construction planning meetings do not include all concerned stakeholders. This lack of inclusion and communication hampers the Information Communication & Technology Services (ICTS) team to appropriately plan for technology and other infrastructure needs, such as surveillance cameras or servers, at district sites,
  - There was weak intra-and interdepartmental collaboration since regular staff meetings do not exist at all levels.
- The team found few analytical tools and techniques, such as key performance indicators (KPIs),<sup>16</sup> are used to measure and compare performance to increase effectiveness, achieve greater efficiencies, and set goals. To illustrate --

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<sup>14</sup> Tax Sheltered Annuities/Internal Revenue Service.

<sup>15</sup> The three-way match compares the invoice with the purchase order with the receiving document. The "match" compares the quantities and price per unit appearing on the invoice to the information on the purchase order against the quantities received (receiving document). Only when the three-way is validated should payment be processed. This process safeguards the district's assets.

<sup>16</sup> A key performance indicator (KPI) is a type of performance measurement.

- Although the district submits data into the CGCS annual KPI survey, *Managing for Results*,<sup>17</sup> the team found little evidence the data was leveraged to measure the effectiveness or performance levels of departments and their sub-units, or to identify positive and negative trending, and
- The team found no plan to perform formal surveys or utilize focus groups to better understand customers' needs or measure the degree of customer satisfaction with services provided or received to guide process improvement or continuous improvement efforts.
- Departments have not been provided annual districtwide goals or priorities for planning and articulating a clear direction. This may be due, in part, to the constant churning at senior leadership levels that have hindered the district's ability to generate change. As a result --
  - The district has no mechanism to roll-up budget and expense lines aligned to district priorities,
  - No current strategy is in place that drives financial goals to address the educational priorities of the school district,
  - None of the interviewees could articulate a vision, mission, goals, objectives, or priorities of the administration,
  - Business plans with goals and objectives, benchmarks, accountabilities, timelines, deliverables, cost estimates, cost-benefit analysis, return on investment, and other analytics are generally not used or required. Performance metrics to drive programs and support projects and initiatives have not been developed,
  - There is no uniform methodology for identifying or establishing opportunities for improvement. For example--
    - The finance department has not developed a business plan outlining its future direction,
    - Accounts payable does not take advantage of discounts or other quick-pay options, and
    - Return on investments are not measured or benchmarked against other institutions.

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<sup>17</sup> The Council's *Managing for Results* report is a performance measurement and benchmarking tool that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation.

- The lack of a robust position control and management system has created frustration and finger-pointing between budget and human resources departments. Procedural weaknesses exist within the system, including--
  - Necessary internal controls to prevent payment to non-contract employees *not* assigned to a position,
  - Positions created without budget authority,
  - Data flow and work processes that are not well defined,
  - Positions not always linked to approved staffing levels and formulas, and
  - The lack of a position control review committee.
- There is an absence of written materials or online resources available to help guide employees. For example--
  - An employee handbook containing relevant policy and procedural information, which is typically distributed to all employees, does not exist,<sup>18</sup> and
  - Documented departmental processes and procedures, customarily used for quality control, improving productivity, and increasing effectiveness and efficiencies, are generally absent.
- The team found no deliberative, proactive succession plan, capacity building, or cross-training in critical functions to ensure continuity in the event of leave, retirement, promotion, or resignation of crucial department staff. There are few opportunities for networking or the use of modern multimedia to further develop the leadership, management and technical competencies of staff.
- P-Cards, and other industry standard alternative processes, are not used to achieve savings, increase efficiency and productivity, and generate revenue.<sup>19</sup> To illustrate –
  - Purchase orders are required for all purchases, regardless of value,<sup>20</sup>

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<sup>18</sup> Embedded within the Human Resources webpage is a link to a *New-Hire Packet*, that describes the new-hire process and forms to be completed, and links to benefit information (also under new-hire information).

<sup>19</sup> P-Card utilization significantly improves cycle times for schools, decreases procurement transaction costs as compared to a purchase order, and provides for more localized flexibility. It allows procurement professionals to concentrate efforts on more complex purchases, significantly reduces accounts payable workload, and gives schools a shorter cycle time for these items. Increased P-Card spending can provide higher rebate revenues, which in turn can pay for the management of the program. There are trade-offs however. The decentralized nature of these purchases could have an impact on lost opportunity for savings and requires diligent oversight to prevent inappropriate use and spend analysis to identify contract savings opportunities. (Source: *CGCS Managing for Results*, 2017)

<sup>20</sup> The lowest value purchase order issued YTD was written on October 3, 2017, in the amount of forty-cents.

- Procurement cost-efficiency is lost due to the district’s reluctance to transition to and adopt a well-managed P-Card program, and
- In 2015, the procurement department developed a viable business case to transition to P-Card usage, especially for purchases under \$1,000, but the proposal gained little traction at that time. Exhibit 5 below illustrates potential transaction cost efficiencies (using conservative estimates)<sup>21</sup> for FY18 year-to-date purchase order activity.<sup>22</sup>

**Exhibit 5. Comparing Estimated Transaction Costs - Purchase Orders vs. P-Cards**

FY18 YTD Count of PO's at or Under \$1,000		
Purchase Order Range	Count	Running Total
Zero to \$20	663	663
\$20.01 - \$40	780	1,443
\$40.01 - \$60	893	2,336
\$60.01 - \$80	791	3,127
\$80.01 - \$100	753	3,880
\$100.01 - \$200	2,753	6,633
\$200.01 - \$300	1,753	8,386
\$300.01 - \$400	1,191	9,577
\$100.01 - \$500	1,109	10,686
\$500.01 - \$600	840	11,526
\$600.01 - \$700	662	12,188
\$700.01 - \$800	510	12,698
\$800.01 - \$900	554	13,252
\$900.01 - \$1,000	579	13,831

Comparison of Estimated YTD Transaction Costs	
Estimated Cost to Process a PO Transaction	\$120.00
Number PO's YTD at or Under \$1,000	13,831
Total Estimated Cost to Process Purchase Orders	\$1,659,720
Estimated Cost to Process a P-Card Transaction	\$25.00
Number of PO's YTD at or Under \$1,000	13,831
Total Estimated Cost to Process P-Card	\$345,775

Source: Data provided by the Richmond Public Schools Procurement Department and KPI reporting.

- The team found a limited sense of urgency in addressing issues and challenges that would enable departments to move forward and improve productivity. For example--
  - There has been no focus within the business and finance teams to work together and reapply for the *Certificate of Achievement for Excellence in Financial Reporting* from the Government Finance Officers Association of the United States and Canada (GFOA),
  - There was a lack of collaboration, shared ownership, and collective accountability in working toward common goals and strategies,
  - Departments suffer from inertia by “doing the same thing, in the same way, with the same results” without any sense of resolve to change, and
  - Employees “hunker down” to “get through the day” and “stay under the radar.”

<sup>21</sup> Conservative cost estimates were used for Exhibit 5. Although RPS reported in the last KPI survey that the procurement cost per purchase order to be \$132.00, and the accounts payable cost per invoice to be \$11.22, a flat-rate cost of \$120.00 was used.

<sup>22</sup> Actual cost avoidance will vary due to implementation type, purchase review and audit infrastructure, and how dollars or staff are repurposed.



- It does not appear that RPS and the city have a current plan to address long-term funding needs for deferred and preventive maintenance of district properties.
- The best practice of conducting annual audits is deficient. For example, the team was told that the last audit for recovery of accounts payable errors (overpayments, duplicative payments, etc.) was conducted in 2016.
- There is a pervasive culture that the school district is viewed negatively. The team was told that even though salaries are competitive, RPS is not perceived as a preferred employer, which is reflected in the district’s inability to recruit and retain highly-qualified employees in critical positions.
- No less than fifteen Richmond Public Schools audits, and inspector general investigations were conducted by the Richmond City Auditor in the last 11 years.<sup>23</sup> Multiple conditions identified in this review were also found in previous audits. Exhibit 6 below presents a listing of RPS audits and inspector general investigations.<sup>24</sup>

**Exhibit 6. City of Richmond Audits and IG Investigations of RPS**

Activity	Date	Number of Recommendations or Outcome	Number of Recommendations Implemented
Audit: Accounts Payable Division	May 18, 2015	17	Unknown
Audit: Workers’ Compensation Program	August 18, 2014	10	Unknown
Audit: Nutrition Services	July 14, 2014	6	Unknown
Audit: Training and Development	July 14, 2014	4	Unknown
Audit: Transportation	May 19, 2014	17	Unknown
Audit: Purchasing Services	April 7, 2014	20	Unknown
Audit: Benefits	November 4, 2013	21	Unknown
Audit: Payroll	October 28, 2013	6	Unknown
Audit: Grants Management	August 13, 2009	22	Unknown
Audit: Information Technology	February 20, 2009	57	Unknown
Audit: Purchasing and Accounts Payable	April 2, 2008	102	Unknown
Audit: Efficiencies and Funding	June 2007	59	Unknown
IG Report: Computer Purchases	May 10, 2010	N/A	-
IG Report: Computer Purchases	October 22, 2010	N/A	-
IG Report: Embezzlement of Grant Funds	July 16, 2009	Guilty Plea in Federal Court	-

Source: City of Richmond, Virginia – City Auditor

- The team was unable to determine if any of the 27 recommendations from the August 2004 *School Efficiency Review: City of Richmond Public Schools Division*,<sup>25</sup> conducted by the Commonwealth of Virginia – Office of the Secretary of Finance, were acted upon. A complete listing of the 27 recommendations is presented in Attachment E.
- Although employee performance evaluations are generally issued annually, assessments are not tied to goals or accountabilities.

<sup>23</sup> Source: <http://www.ci.richmond.va.us/Auditor/reports.aspx#IG> .

<sup>24</sup> The team requested an update on the status of the recommendations, but the request went unanswered.

<sup>25</sup> Source: [http://www.doe.virginia.gov/school\\_finance/efficiency\\_reviews/richmond\\_city.pdf](http://www.doe.virginia.gov/school_finance/efficiency_reviews/richmond_city.pdf) .

- The team noted an absence of focus on successful student outcomes, as evidenced by --
  - High school graduation rates are in the low 80 percent levels compared to the state average of 91 percent,
  - No mention was made by those interviewed that they were aware of what 21<sup>st</sup>-century education should look like in appropriately preparing students,
  - Little recognition by most interviewed of how their specific role and function supported the classroom, students, or student achievement.
- The district lacks a *Technology Steering Committee* to help direct or guide the planning, acquisition, and expenditure of funds for technologies that support district priorities.

## Organization

- The span of control (fourteen direct reports)<sup>26</sup> of the Chief Operating Officer is too broad to be effective. Large spans of control at the executive level contribute to--
  - A lack of internal controls and checks and balances due to commingling of otherwise separate functions and duties,
  - A lack of efficiency and effectiveness,
  - The fostering of information islands and operational silos,
  - Negatively impacting processes, systems, business units, management styles, and
  - Communication breakdowns where employees cannot or do not interact with each other effectively.
- Several critical positions under the COO are vacant, including the Director, Process Improvement<sup>27</sup> and the Executive Director for Information Communications and Technology Services.<sup>28</sup>
- The revised COO organizational chart provided to the team does not appropriately distinguish between line and staff functions.<sup>29</sup>
- The elimination of the CFO position, the bifurcation of the financial and budget functions, the COO's lack of a finance background, and the lack of a single point of contact for financial management and oversight could jeopardize the appropriate development and monitoring of the district's financial condition and aligned fiduciary responsibilities.

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<sup>26</sup> Includes two executive office associates.

<sup>27</sup> This position is the critical driver to improved cross-functional collaboration and cooperation.

<sup>28</sup> In addition, the Chief Talent Officer (formally titled Executive Director of Human Resources) is also vacant.

<sup>29</sup> A line function or position has authority and responsibility for achieving the major goals of the organization. A staff function or position is a position whose primary purpose is providing specialized expertise and assistance to line positions.

- Several positions that report to the COO are undervalued or misaligned. For example –
  - The Manager, Maintenance, is undervalued at a manager level. The scope and mission-critical functions of facilities, operations and maintenance necessitates this position be moved-up to a director or executive director-level,
  - Information Communications and Technology Services is undervalued and misaligned in that current best practices recognize this function as an enterprise-wide strategic role reporting directly to the Superintendent,
  - The risk management function is misaligned in that risk management is an enterprise-level function that generally reports to someone in the Office of the Superintendent. The department lacks enough staff to mitigate potential risks that could negatively impact the district,
  - The internal audit function is misaligned in that the current reporting relationship represents an internal control issue as the independence of the function has the potential to be compromised. For independence and impartiality, the internal audit function generally reports to the school board. The internal audit activity must be free from interference in determining the scope of internal auditing, performing work, and communicating results and should be independent of those being audited.<sup>30</sup> RPS internal audit staffing levels have been reduced to two FTE's, which has significantly abridged its ability to appropriately and independently audit at an enterprise-level. Further, the Internal Auditor is not included in the distribution of the external audit reports,
  - The Instructional Grants Specialist position is misaligned in that the job description<sup>31</sup> states, in pertinent part, “Performs professional work in grant development, monitoring implementation of grant programs, including the impact of programs on student outcomes,” and “Provides ongoing staff development and technical assistance to administrators, school-level teams and teachers to improve the instructional program and student outcomes in relation to grant program.” These duties are more typically aligned with the Office of the Chief Academic Officer, not the Office of the Chief Operating Officer. If, however, the primary duties of this *specific* position involve fiscal oversight for grant monitoring and budget transactions, the appropriate placement for this position would be in finance, not a direct report to the Chief Operating Officer,

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<sup>30</sup> The Institute of Internal Auditor’s International Professional Practices Framework (IPPF) recommends that a Chief Audit Executive report functionally to an organization’s board and administratively to the organization’s Chief Executive Officer or other appropriate executive. These reporting lines are meant to ensure that an auditor’s work is independent, impartial, and objective so decision-makers can trust the audit’s findings and recommendations. See: <https://na.theiia.org/standards-guidance/Public%20Documents/IPPF-Standards-2017.pdf> , page 4, and [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS\\_InternalAudit\\_Report\\_final.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS_InternalAudit_Report_final.pdf) .

<sup>31</sup> Source:

<https://www.rvaschools.net/cms/lib/VA02208089/Centricity/Domain/822/Instructional%20Grants%20%20Specialist.pdf><https://www.rvaschools.net/cms/lib/VA02208089/Centricity/Domain/822/Instructional%20Grants%20%20Specialist.pdf> .

- The Pupil Personnel Services<sup>32</sup> function is misaligned in that this office, according to the current RPS budget book, “. . . provides leadership for home-based instruction, homebound instruction, and re-enrollment to make certain students receive the appropriate educational support as they transition between educational settings. Additionally, Pupil Personnel Services facilitates open enrollment and the development of the student code of conduct, also known as the *Student Code of Responsible Ethics*.”<sup>33</sup> With the exception of a few minor crossover duties (plans and coordinates student placement needs for classroom space with plant services, and transportation needs with the pupil transportation department), the vast majority of duties and performance expectations for this position are more typically aligned with student service functions, not the Office of the Chief Operating Officer.
- The district lacks a designated cybersecurity position to help prevent information breaches, equipment damage, overall network failures, and the potential for “hacking.”
- The team saw no evidence that department organizational structures and workflows had been examined, and if staff and positions could be repurposed to achieve operational efficiencies and effectiveness. The team was also told of under-utilized staff members and poor delegation of work, which inhibits productivity.
- Job descriptions provided to the team did not have a date of issuance or revision printed on the document.

## Operations

- The district’s Enterprise Resource Planning (ERP) legacy software system is antiquated (25+ years old), highly customized, and highly inefficient.<sup>34</sup> To illustrate--
  - To overcome many of the shortcomings of the current ERP software, the district relies on multiple third-party, stand-alone software systems, which do not fully integrate with each other or the ERP. For example--
    - Procurement utilizes several third-party applications to assist with bid solicitations, signature workflows, and contract management,
    - Budget uses a third-party application for budget development,
    - Employee timekeeping is tracked in a third-party application, and
    - Bar-coding software, used by property management, does not interface with the ERP system,

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<sup>32</sup>The team believes this position was incorrectly listed on the revised COO Organizational Chart as Manager, Pupil Placement Services.

<sup>33</sup> Source: Richmond Public Schools – School Board Approved FY2019 Budget Book, page 91.

<sup>34</sup> The district opted not to piggyback on the city’s upgrade to a modern ERP system several years ago.

- Operating procedures and workflow processes are unnecessarily complicated as staff must perform many manual, inefficient, and cumbersome paper processes that waste staff time and incur a high risk of error. Examples include--
  - Using a spreadsheet to manage position control,
  - Multiple manual processes are used for routine HR functions due to the district's utilizing only one of the HR modules in the ERP system,
  - Procurement staff members manually process orders from daily hard-copy printouts, as the ERP system is unable to handle this function electronically,
  - Grant accounting and management tracking is manually maintained in a spreadsheet,
  - Fixed-asset information must be manually entered into a spreadsheet,
- There is no defined understanding of the utility and risks associated with the current ERP system. There is also a disconnect between ICTS staff, who see no problem with its continued use, and most of ERP system users, who consider the current software a significant risk and hindrance to productivity, and
- The student activity accounting system has a history of problems reporting correct information on IRS 1099 forms.
- The team identified material internal-control weakness concerning payroll and purchase order approval. There was no formal process in place for directors, managers, or site administrators to formally certify/approve, electronically or by hard-copy, payroll or purchase orders. The absence of documented approval creates the potential for fraud, abuse, and a lack of accountability. Also--
  - The team identified several weaknesses in purchase-order practices and internal controls. Specifically--
    - The policy prohibiting split purchasing is not enforced,
    - Purchase orders under \$1,000 (referred to internally as small purchase orders (SPO)) are not routed electronically to procurement for review to ensure compliance,
    - SPOs are not routinely or randomly audited for purchasing compliance, and
    - Purchase order numbers, regardless of the total purchase amount,<sup>35</sup> are created by the ERP system before review or approval and are available to the requisitioner and other system users. Displaying a purchase order number before procurement

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<sup>35</sup> Purchase orders over \$1,000 require procurement department approval.

approval creates the potential for fraud and abuse. The team was told that schools and offices had provided vendors with purchase order numbers before procurement department approval had taken place.

- The district is not using their fund balance in a manner that would advance the interests of the district. Further--
  - There is a lack of clarity about what accounts have fund balances, and
  - There is an unresolved discrepancy in what the district and the city view as the “correct” remaining fund-balance amount. Exhibit 7 below presents fund balances for the last four years.

**Exhibit 7. Richmond Public Schools Fund Balances (in millions)**

	FY2014	FY2015	FY2016	FY2017
Beginning Fund Balance	\$ 12.65	\$ 10.96	\$ 9.90	\$ 16.09
Total Revenue	245.26	262.53	272.43	283.93
Total Expenditures	245.37	267.65	263.13	273.60
Excess (deficiency) of revenues over (under) expenditures	(0.11)	(5.13)	9.30	10.33
Transfers In/Out	(1.58)	(2.49)	(3.11)	(1.99)
Capital Leases	-	6.56	-	-
Net change in fund balances	(1.69)	(1.06)	6.19	8.33
<b>Total Fund Balance</b>	<b>\$ 10.96</b>	<b>\$ 9.90</b>	<b>\$ 16.09</b>	<b>\$ 24.43</b>

Source: Richmond Public Schools – Comprehensive Annual Financial Reports

- Although three-way match accounts payable documents are scanned into a stand-alone document management system, all hard copies of the scanned documents are unnecessarily retained and stored indefinitely.
- It was reported to the team that --
  - Accounting transactions associated with employee benefits have not always been recorded in a timely manner or accurately,
  - The reconciliation of accounts has not been completed on a regular basis,<sup>36</sup>
  - Some liability accounts maintain consistently high balances due to a lack of appropriate account reconciliation and potential data-entry errors, and
  - Insurance-related functions (e.g., workers compensation, property and casualty insurance, and employee benefits) are accounted for in the general fund vs. the best practice of accounting for these items in the internal service fund.
- During the districtwide payroll audit, paper checks were distributed to all employees. Several inconsistencies were found regarding employee work locations and paycheck locations. The team did not hear that the discrepancies had been resolved.

<sup>36</sup> The team was told that HR has retained a veteran employee who is aggressively addressing the potential risks that could impact the district.

- The district may be vulnerable and at-risk due to the following conditions--
  - Insurance coverage limits may be inadequate to sufficiently protect the district and its physical assets and data assets,
  - A lack of accountability to ensure that safety issues at district sites that require repair are promptly remedied,<sup>37</sup> and
  - Annual building safety inspections are not taking place.
- There is a lack of accountability in the district's organizational structure that relates to grants administration as there is no single point of contact to ensure oversight responsibility. Also, while the 21 grants identified in the MOU receive high attention, the remaining (approximately) 40 grants receive less than appropriate attention.
- It was reported that the property management team does not consistently complete annual school property audits. Failure to complete annual audits could lead to increased loss of district assets. Further, when audits do occur, missing assets are merely noted in an email or police report, and then removed from the district's inventory list.

### **Performance Metrics and Comparisons**

This portion of the management letter provides comparative data, from a variety of footnoted sources, on district spending and other metric comparisons that are commonly used to determine a district's spending priorities, staffing levels, and relative performance.<sup>38</sup> For example-

- Exhibit 8 below compares FY17 per pupil expenditures<sup>39</sup> and percent of total expenditures by activity<sup>40</sup> of the 25 largest school districts in Virginia.

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<sup>37</sup> This same condition was identified in the *Audit of: Richmond Public Schools Workers' Compensation Program*, conducted by the Richmond office of the City Auditor in 2014. The full report can be found at: [http://www.ci.richmond.va.us/Auditor/documents/2015/2015-03\\_WorkersCompReport.pdf](http://www.ci.richmond.va.us/Auditor/documents/2015/2015-03_WorkersCompReport.pdf).

<sup>38</sup> The team must rely on the accuracy and consistency of the data reported by school districts when making comparisons.

<sup>39</sup> Source: [http://www.doe.virginia.gov/statistics\\_reports/supts\\_annual\\_report/2016-17/index.shtml](http://www.doe.virginia.gov/statistics_reports/supts_annual_report/2016-17/index.shtml) (Table 15).

<sup>40</sup> Source: [http://www.apa.virginia.gov/data/download/local\\_government/comparative\\_cost/Cost17.xlsx](http://www.apa.virginia.gov/data/download/local_government/comparative_cost/Cost17.xlsx) (Exhibit C-6).

**Exhibit 8. FY17 Per Pupil Expenditure and Expenditure Percentage by Activity**

District	Membership	Per Pupil Expenditure	% of Total Expenditures For Instruction	% of Total Expenditures on Administration, Attendance & Health	% of Total Expenditures on Pupil Transportation	% of Total Expenditures on Operations & Maintenance	% of Total Expenditures on Food Srv. & Other Non-Inst Operations
Fairfax County/City	187,449	\$14,897	79.15%	3.53%	5.12%	8.55%	3.66%
Prince William	89,577	\$11,356	75.51%	4.44%	6.40%	8.48%	5.16%
Loudoun	79,063	\$14,317	77.55%	3.57%	4.96%	11.37%	2.48%
Virginia Beach	68,738	\$11,507	76.01%	3.15%	4.61%	12.70%	3.53%
Chesterfield	60,213	\$9,892	77.95%	4.62%	5.71%	7.94%	3.77%
Henrico	51,229	\$9,790	78.46%	3.12%	5.91%	8.54%	3.89%
Chesapeake	40,308	\$11,265	77.27%	3.32%	7.17%	9.62%	2.60%
Norfolk	31,035	\$11,686	74.18%	4.09%	3.84%	9.61%	8.27%
Newport News	28,682	\$11,600	73.33%	5.89%	5.40%	10.21%	5.17%
Stafford	28,530	\$10,533	73.45%	4.11%	4.62%	7.76%	10.06%
Arlington	26,333	\$19,797	79.29%	4.43%	3.17%	7.75%	5.36%
<b>Richmond</b>	<b>24,714</b>	<b>\$13,567</b>	<b>77.33%</b>	<b>5.15%</b>	<b>4.11%</b>	<b>8.16%</b>	<b>5.25%</b>
Spotsylvania	23,590	\$10,873	75.98%	4.19%	7.32%	8.54%	3.89%
Hampton	20,185	\$11,097	73.68%	8.78%	3.94%	8.40%	5.19%
Hanover	18,038	\$10,004	75.28%	5.30%	5.01%	10.69%	3.72%
Alexandria	15,420	\$17,533	75.03%	9.53%	3.67%	8.39%	3.37%
Portsmouth	14,377	\$11,230	72.00%	5.50%	4.70%	9.50%	8.30%
Suffolk	14,257	\$10,507	75.87%	3.91%	6.21%	9.03%	4.98%
Roanoke	14,114	\$10,394	76.43%	3.13%	3.70%	9.08%	7.66%
Albemarle	13,802	\$13,568	78.97%	4.15%	5.26%	8.68%	2.93%
Roanoke	13,590	\$13,064	72.45%	7.50%	5.77%	8.51%	5.76%
Frederick	13,299	\$11,823	78.55%	3.79%	5.49%	9.02%	3.10%
York	12,738	\$10,346	74.93%	5.90%	5.85%	10.65%	2.67%
Williamsburg-James City	12,047	\$11,341	72.22%	7.50%	6.78%	10.13%	3.37%
Rockingham	11,779	\$11,423	74.08%	4.35%	6.66%	11.24%	3.67%
<b>Highest Value</b>		<b>\$19,797</b>	<b>79.29%</b>	<b>9.53%</b>	<b>7.32%</b>	<b>12.70%</b>	<b>10.06%</b>
<b>Lowest Value</b>		<b>\$9,790</b>	<b>72.00%</b>	<b>3.12%</b>	<b>3.17%</b>	<b>7.75%</b>	<b>2.48%</b>
<b>Average</b>		<b>\$12,136</b>	<b>75.80%</b>	<b>4.92%</b>	<b>5.25%</b>	<b>9.30%</b>	<b>4.71%</b>

Source: Virginia Department of Education and Commonwealth of Virginia – Auditor of Public Accounts

- The team also reviewed RPS per student expenditures in several key financial categories using data from the U.S. Department of Education - National Center for Education Statistics (NCES).<sup>41,42</sup> NCES 2013-14 data (the most recent national financial data sets available at the time of the site visit) were used to compare RPS to other CGCS districts. In general, the results indicate that Richmond Public Schools ranked better than the CGCS adjusted median<sup>43</sup> in total expenditures per student, instructional expenditures per student, central office administration expenditures per student, and operations, business services and other expenditures per student. RPS ranked noticeably worse in school site administration expenditures per student. To illustrate--
  - RPS total expenditures, per student, was \$13,395, compared to the Great City School median of \$12,835 per student, which was slightly better than the CGCS adjusted median (see Exhibit 9),

<sup>41</sup> Source: <https://nces.ed.gov/>. The NCES has an extensive array of data on every school district in the nation, including data on staffing levels by category and personnel expenditures.

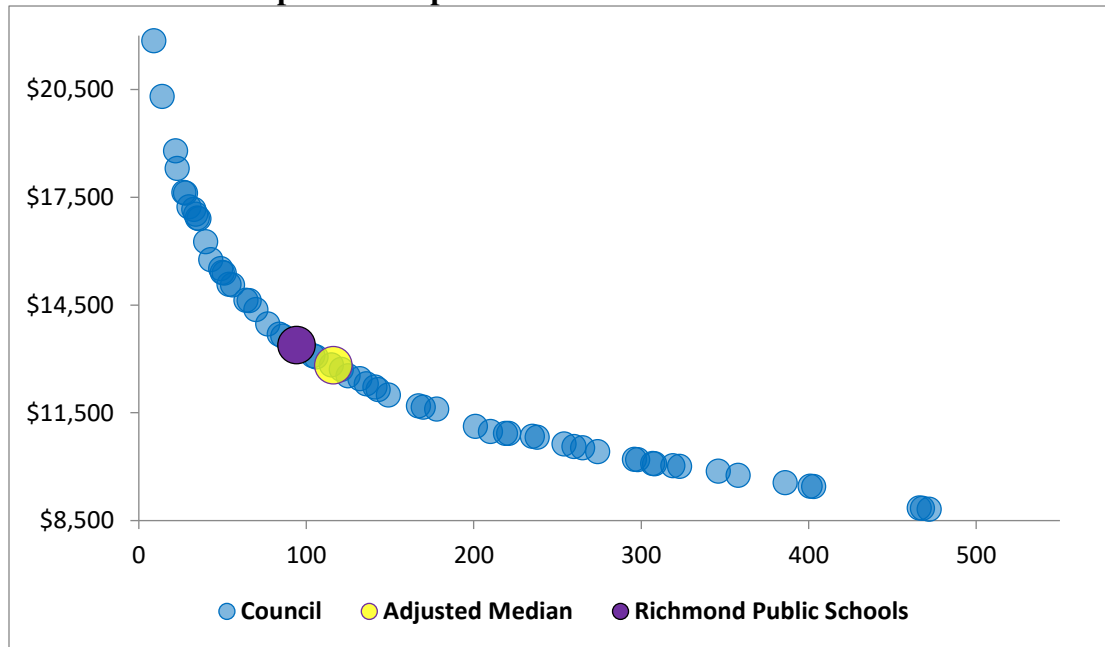
<sup>42</sup> The team must rely on the accuracy of the data reported by school districts and states to NCES when making comparisons.

<sup>43</sup> The median of this group was calculated, and a ranking was assigned that corresponds to where that median would have ranked among the districts with membership of 15,000 students and over.



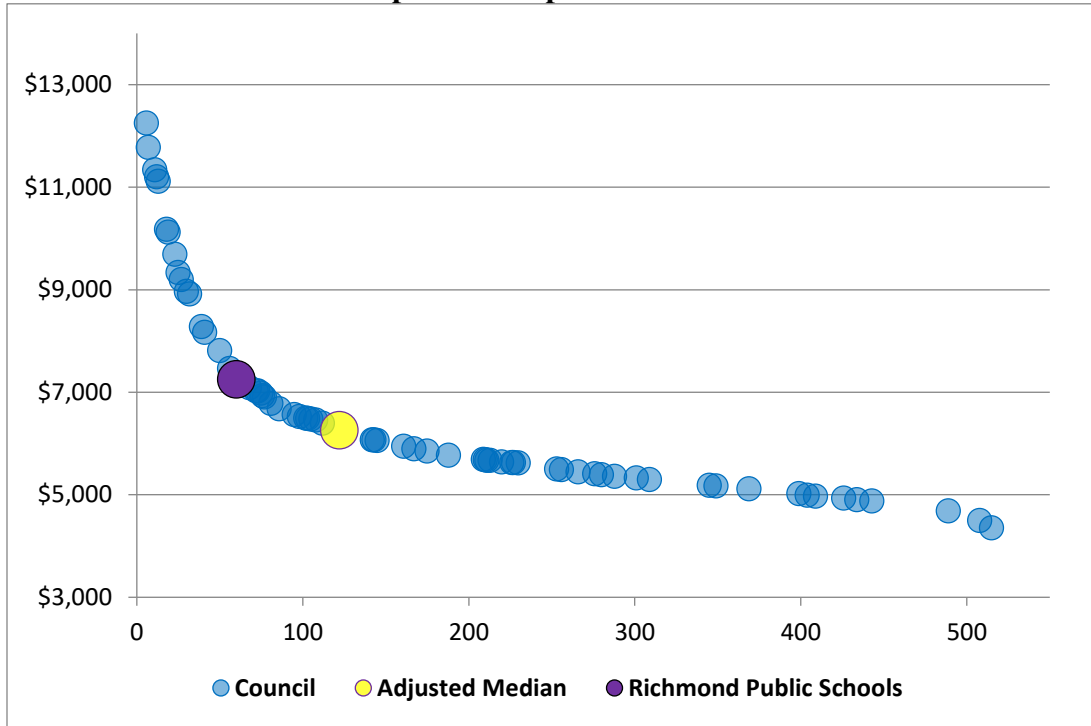
- RPS average instructional expenditure, per student, was \$7,255 compared to the Great City School median of \$6,262 per student, which was noticeably better than the CGCS adjusted median (see Exhibit 10),
- RPS school site administration expenditure, per student, was \$738 compared to the Great City School median of \$639 per student, which was noticeably worse than the CGCS adjusted median (see Exhibit 11),
- RPS central office administration expenditure, per student, was \$84 compared to the Great City School median of \$128 per student, which was noticeably better than the CGCS adjusted median (see Exhibit 12), and
- RPS operations, business services, and other expenditures, per student, was \$5,317 compared to the Great City School median of \$5,806 per student, which was somewhat better than the CGCS adjusted median (see Exhibit 13).

**Exhibit 9. Total Expenditures per Student**



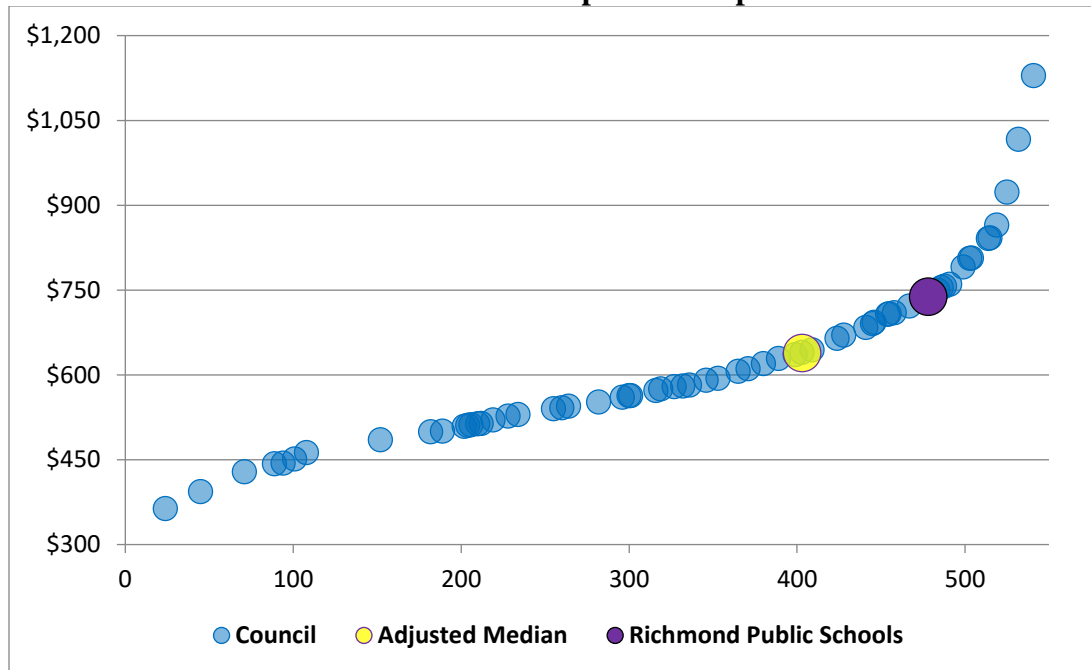
Y-axis=total expenditures per student; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS spent \$13,395 per student; the median for the Great City Schools was \$12,835 for total expenditures per student.

**Exhibit 10. Instructional Expenditures per Student**



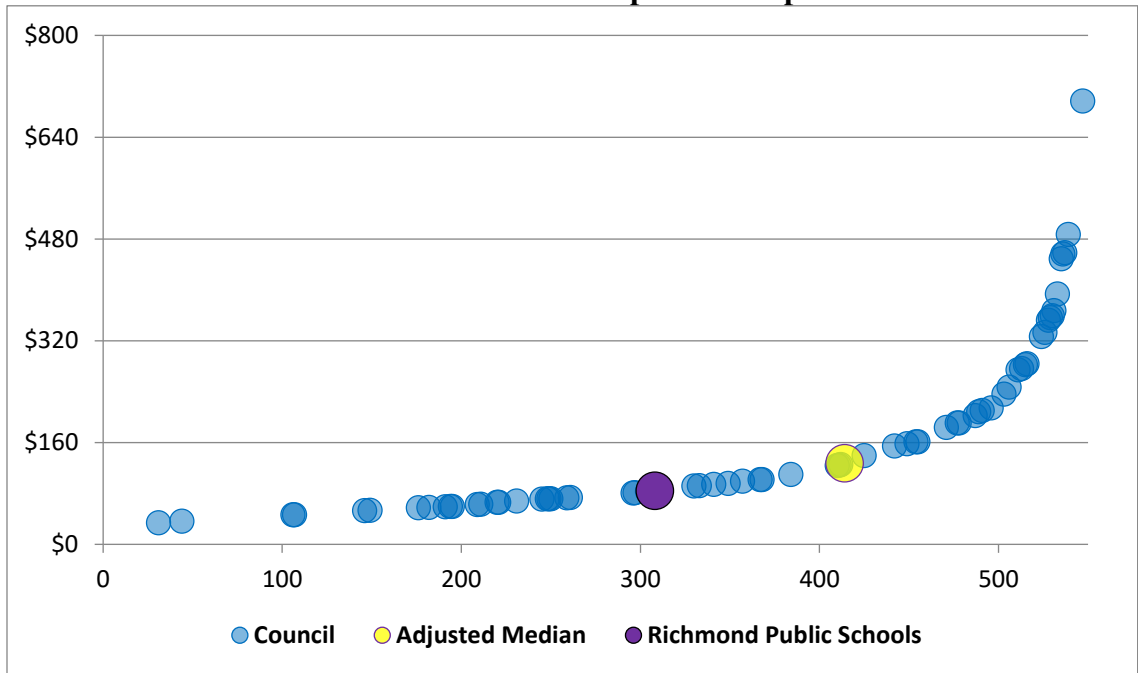
Y-axis=total instructional expenditures per student; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS spent \$7,255 on instructional expenditures per student; the median for the Great City Schools was \$6,262 for instructional expenditures per student.

**Exhibit 11. School Site Administration Expenditures per Student**



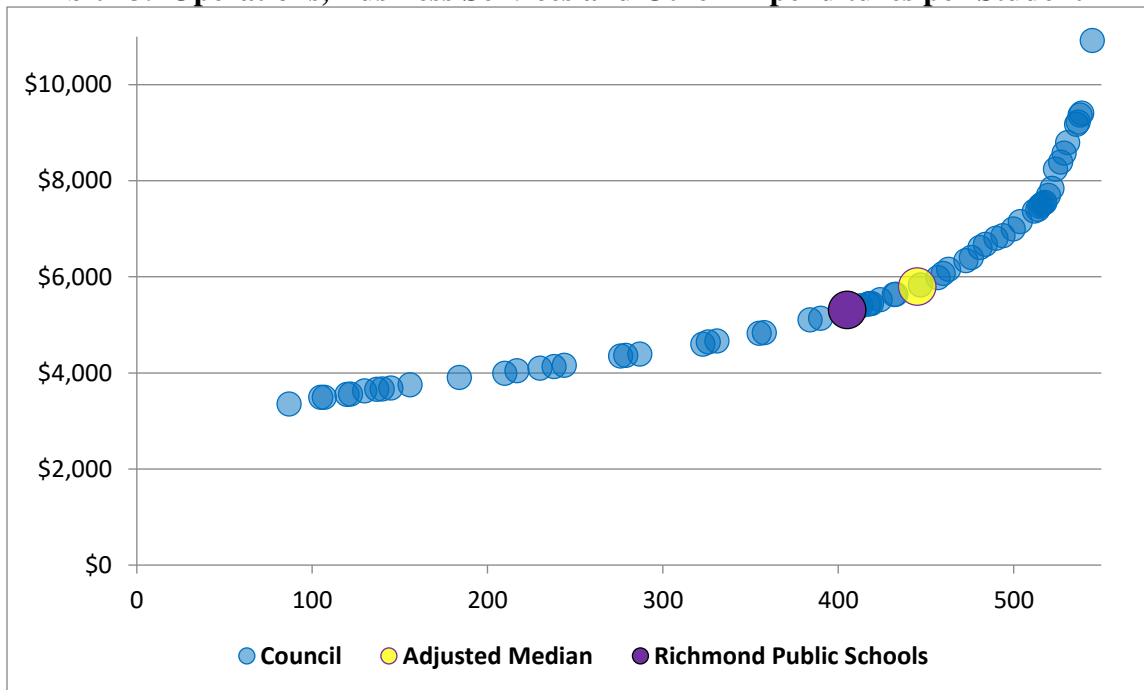
Y-axis=total school site administration expenditures per student; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS spent \$738 on school administration expenditures per student; the median for the Great City Schools was \$639 for school administration expenditures per student.

**Exhibit 12. Central Office Administration Expenditures per Student**



Y-axis=total central office administration expenditures per student; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS spent \$84 on general administration expenditures per student; the adjusted median for the Great City Schools was \$128 for general administration expenditures per student.

**Exhibit 13. Operations, Business Services and Other Expenditures per Student**



Y-axis=total operations, business services and other expenditures per student; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS spent \$5,317 on operations, business services and other expenditures per student; the adjusted median for the Great City Schools was \$5,806 for operations, business services and other expenditures per student.

- Exhibit 14 below compares several categories of median *personnel* costs, per student, for all NCES reporting districts with membership of a minimum of 15,000 students, to all CGCS districts and the Richmond Public Schools.

**Exhibit 14. Median Personnel Expenditures by Category**

Median Personnel Expenditures	15K+ Membership Districts (National)	Great City Schools	Richmond Public Schools
Total personnel expenditures per student	\$7,431	\$8,871	\$10,404
Percentage of total	100.00%	100.00%	100.00%
Instructional personnel costs per student	\$4,887	\$5,742	\$6,664
Percentage of total	65.76%	64.73%	64.05%
Operations, business services and other personnel costs per student	\$1,974	\$2,439	\$3,008
Percentage of total	26.56%	27.49%	28.91%
School administration costs per student	\$532	\$614	\$672
Percentage of total	7.16%	6.92%	6.46%
District administration costs per student	\$38	\$77	\$60
Percentage of total	0.52%	0.86%	0.58%

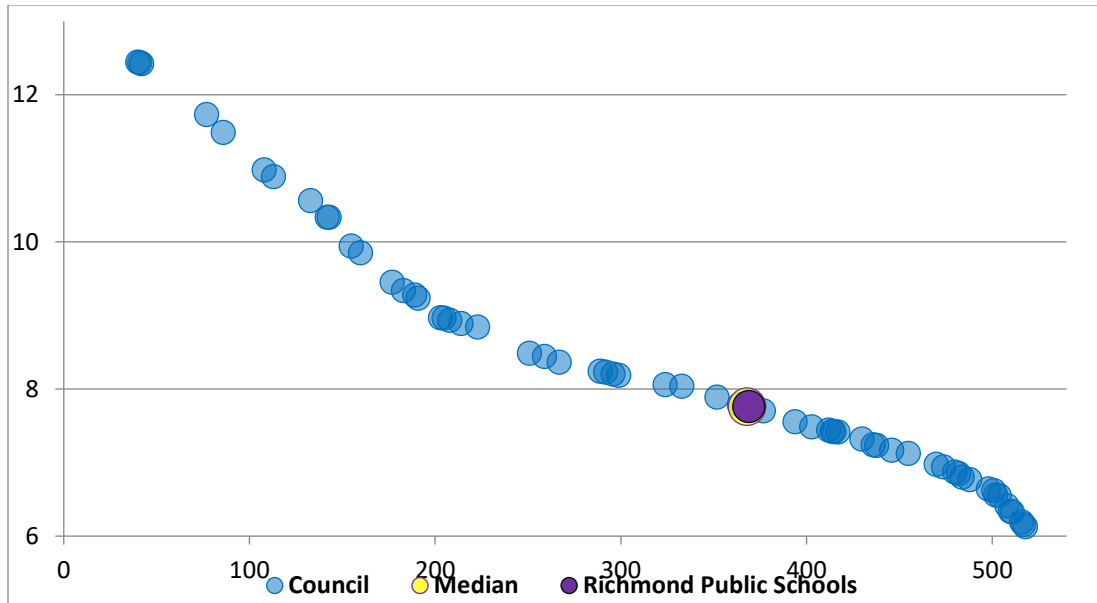
Source: NCES Latest Financial Data Available (FY13-14)

- The team similarly reviewed current staffing levels (FTEs) of the Richmond Public Schools using NCES 2015-16 staffing data (the most recent federal data sets available at the time of the site visit), comparing RPS staffing levels with the median of other Great City Schools nationwide. In general, the results indicate that the Richmond Public Schools ranked well in student-to-administrator ratios, but RPS had fewer teachers, thus more students per teacher that would be expected for a district with its membership. For example--
  - RPS had approximately 7.76 students per total staff member, which matched the Great City School median of 7.76 students per total staff member (see Exhibit 15),
  - RPS had a smaller proportion of total staff members who were teachers than the median Great City School district, 46.67 percent vs. 49.74 percent, respectively (see Exhibit 16),
  - RPS had slightly more students per teacher than the median Great City School district, 16.63 vs. 15.55, respectively. In other words, RPS had somewhat fewer teachers for its enrollment than did the median Great City School district (see Exhibit 17),
  - RPS had more students per total central office administrative staff than the median Great City School district, 296.05 vs. 207.70, respectively. In other words, RPS had fewer district-level administrators for a district its size, scoring significantly better than the CGCS median (see Exhibit 18),
  - RPS had more students per school site administrative and support staff compared to the median Great City School district, 131.56 vs. 115.77, respectively. In other words,

RPS had fewer school site administrators and support staff for a district its size, scoring significantly better than the CGCS median (see Exhibit 19), and

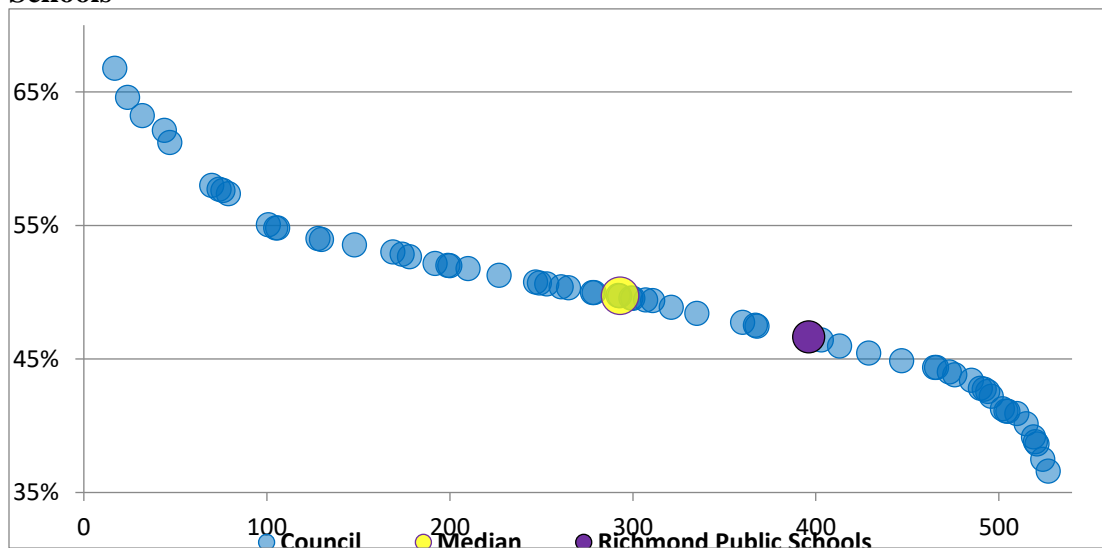
- RPS had more students per combined school and central office administrative and support staff than the median Great City School, 91.09 vs. 70.38, respectively. In other words, RPS had significantly fewer such staff for a district its size, scoring significantly better than the CGCS median (see Exhibit 20).

**Exhibit 15. Student to *Total District Staff* Ratio in Richmond Public Schools**



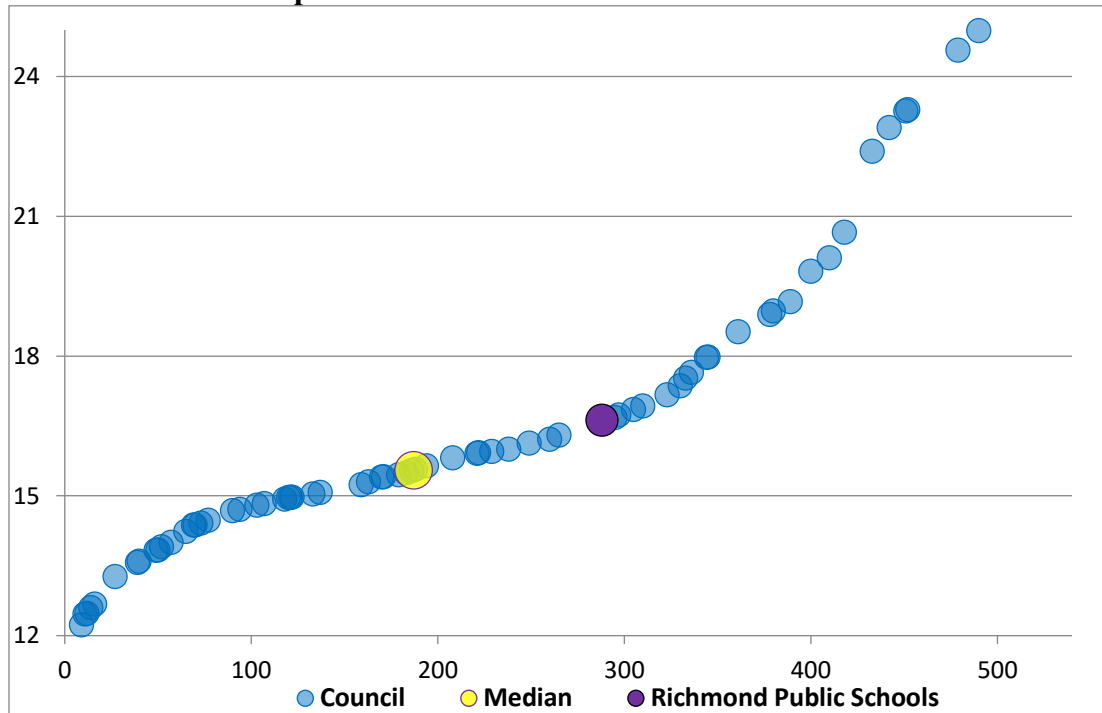
Y-axis=number of students to total district staff; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. RPS had 7.76 students per staff member; the median for the Great City Schools was also 7.76 students per staff member.

**Exhibit 16. Teachers as a Percentage of *Total District Staff* in Richmond Public Schools**



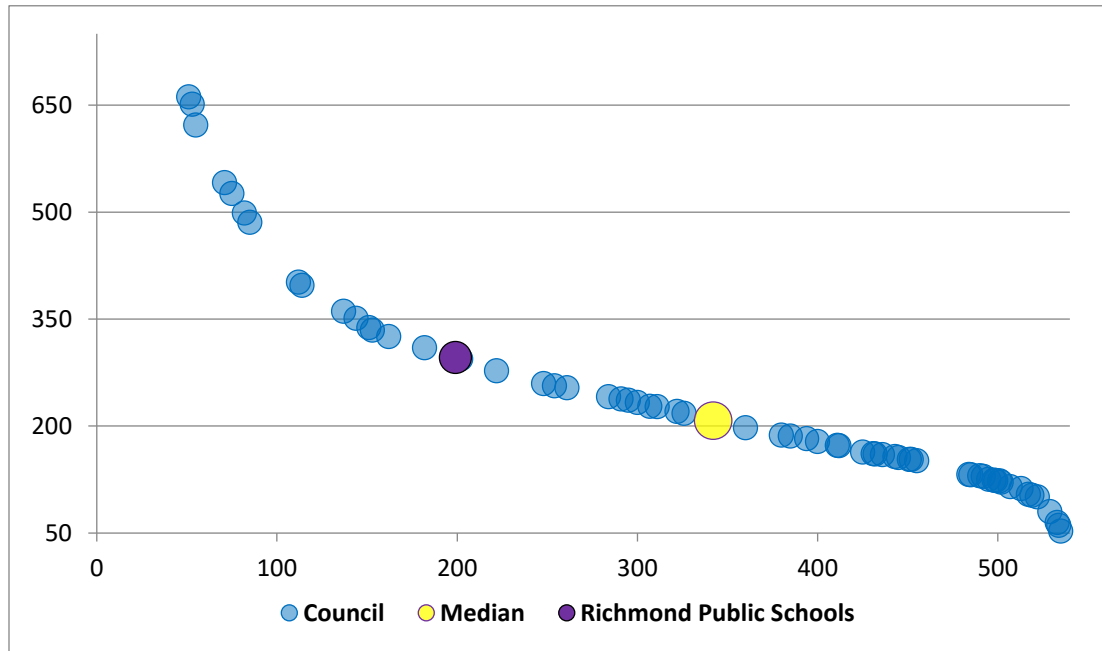
Y-axis=percent of total staff who were teachers; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. Richmond's percentage of all staff who were teachers was 46.67 percent; the median for the Great City School districts was 49.74 percent.

**Exhibit 17. Students per Teacher in Richmond Public Schools**



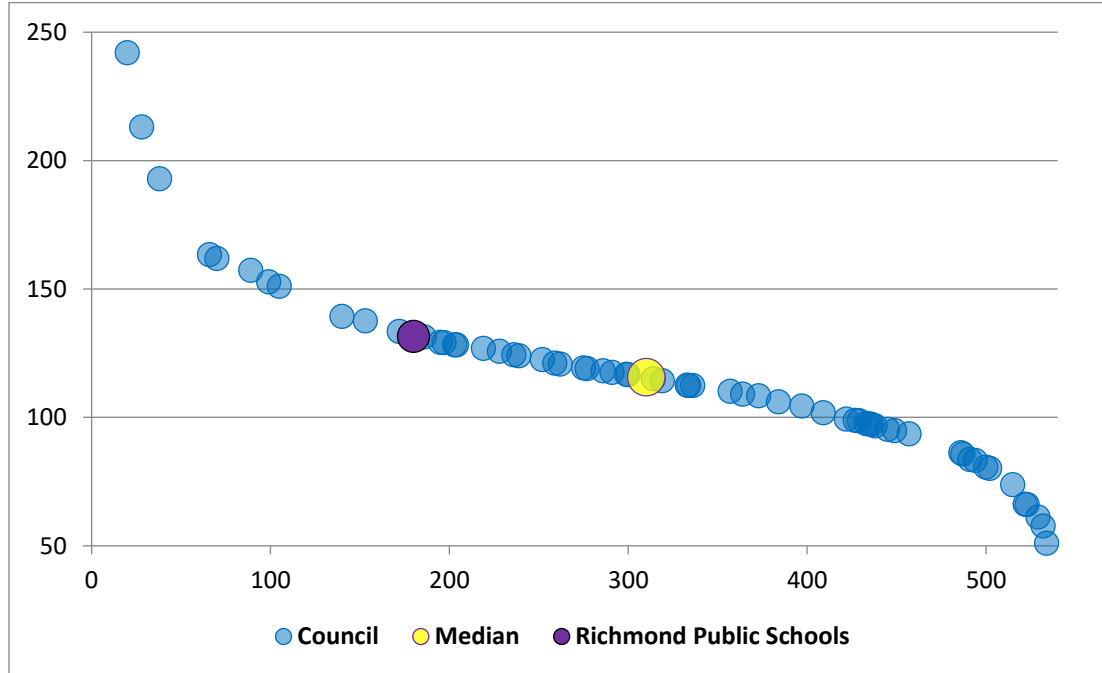
Y-axis=number of students to teachers; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. Richmond had 16.63 students per teacher; the median for the Great City Schools was 15.55 students per teacher.

**Exhibit 18. Students per *Central Office* Administrative and Support Staff in Richmond Public Schools**



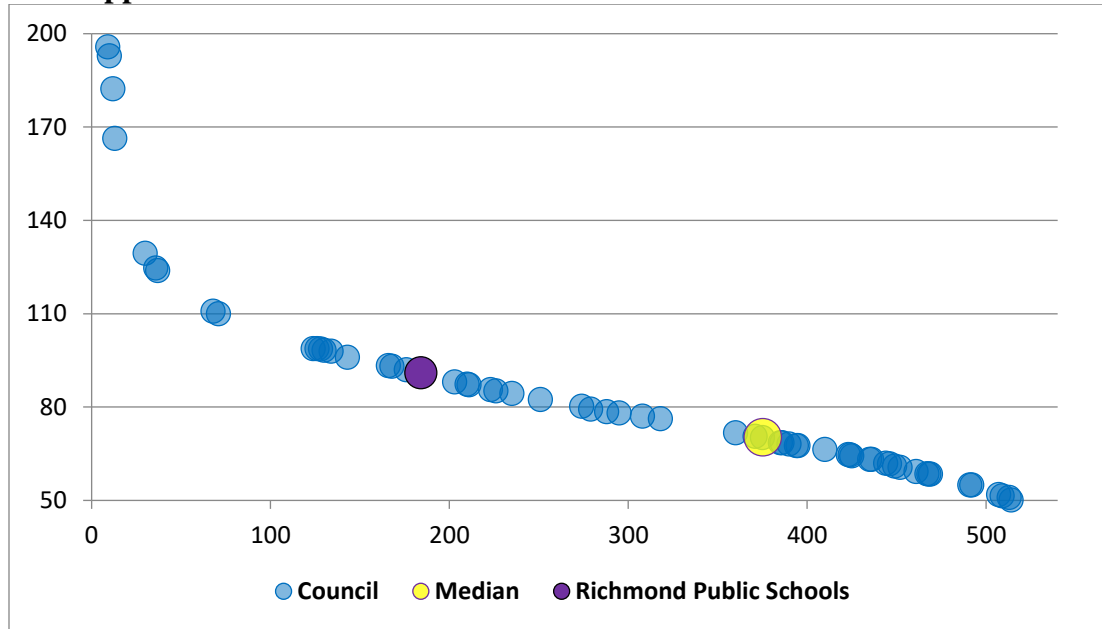
Y-axis=number of students per district-level administrator and support staff; X-axis=ranking (a ranking to the left of the median is the goal) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. Richmond had 296.05 students per central office administrative and support staff; the median for the Great City Schools was 207.70 students per central office administrative and support staff.

**Exhibit 19. Students per Total *School Site* Administrative and Support Staff in Richmond Public Schools**



Y-axis=number of students per school-based administrator and support staff; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. Richmond had 131.56 students per school-based administrator and support staff; the median for the Great City Schools was 115.77 students per school-based administrator and support staff.

**Exhibit 20. Students per *Combined* School and Central Office Administrative and Support Staff in Richmond Public Schools**



Y-axis=number of students per combined school-based and central office administrative and support staff total; X-axis=ranking (a ranking to the left of the median is better) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. Richmond had 91.09 students per combined school-based and central office administrative and support staff; the median for the Great City Schools was 70.38 students per combined school-based and central office administrator and support staff.

- The team also examined 2015-16 NCES staffing data for school districts within the state of Virginia.<sup>44</sup> Similar to the charts above, RPS ranked positively in all categories except staff percentage of teachers (ranked poorly), and students per teacher (ranked very poorly --128 out of 133 districts), and when compared against all other reporting districts in the state. A complete display of Virginia charts can be found in Attachment F.
- Exhibits 21-31 compare RPS self-reported data with other CGCS urban school districts in multiple key performance measures across various disciplines. All KPI exhibits below compare RPS data with CGCS national median scores of member districts.<sup>45</sup> The exhibits also note whether RPS scored in the best quartile or worst quartile among all CGCS districts reporting data.

**Exhibit 21. Various CGCS Cash Management KPI's**

Key Performance Indicator <b>Cash Management</b>	Richmond Public Schools	CGCS National Median	Note
Investment Earnings per \$100K Revenue	\$6	\$165	<b>Worst Quartile</b>
Investment Earnings as Percent of Cash/Investment Equity	1.32%	0.56%	
Cash/Investment Equity per \$100K Revenue	\$434.45	\$28,240	<b>Worst Quartile</b>

Source: CGCS KPI Project

**Exhibit 22. Various CGCS Accounts Payable KPI's**

Key Performance Indicator <b>Accounts Payable</b>	Richmond Public Schools	CGCS National Median	Note
AP Cost per \$100K Revenue	\$122.13	\$43.85	<b>Worst Quartile</b>
AP Cost per Invoice	\$11.22	\$5.35	<b>Worst Quartile</b>
Invoices Processed per FTE per Month	618	1,076	
Invoices Past Due at Time of Payment	1.5%	15.42%	
Payments Voided	3.1%	0.72%	<b>Worst Quartile</b>

Source: CGCS KPI Project

**Exhibit 23. Various CGCS Compensation KPI's**

Key Performance Indicator <b>Compensation</b>	Richmond Public Schools	CGCS National Median	Note
Pay Checks Processed per FTE per Month	1,803	1,887	
Payroll Cost per \$100K Spend	\$159	\$141	
Payroll Cost per Pay Check	\$3.70	\$3.32	
Pay Checks - Errors per 10K Payments	17.6	16.4	
Payroll Staff - Overtime Hours per FTE	38.3	15.6	
W-2 Correction Rate (W-2c)	0.967%	0.023%	<b>Worst Quartile</b>
Pay Checks - Direct Deposits	99.8%	98.0%	<b>Best Quartile</b>

Source: CGCS KPI Project

<sup>44</sup>One hundred thirty-three Virginia districts submitted enough data to make valid comparisons.

<sup>45</sup> Source: 2015-2016 CGCS *KPI Report*. This is the latest data available; 2016-2017 data will not become available until October 2018.



**Exhibit 24. Various CGCS Financial Management KPI's**

Key Performance Indicator <b>Financial Management</b>	Richmond Public Schools	CGCS National Median	Note
Expenditures Efficiency - Adopted Budget as Percent of Actual	85.5%	100.7%	
Revenues Efficiency - Adopted Budget as Percent of Actual	83.1%	95.8%	
Expenditures Efficiency - Final Budget as Percent of Actual	86.4%	102.5%	
Revenues Efficiency - Final Budget as Percent of Actual	83.9%	100.0%	

Source: CGCS KPI Project

**Exhibit 25. Various CGCS Grants Management KPI's**

Key Performance Indicator <b>Grants Management</b>	Richmond Public Schools	CGCS National Median	Note
Grant Funds as Percent of Total Budget	14.4%	11.6%	
Grant Funds - Percent State	7.1%	9.6%	
Grant Funds - Percent Local/Private	0.89%	4.21%	
Grant Funds - Percent Federal	92.10%	82.85%	

Source: CGCS KPI Project

**Exhibit 26. Various CGCS Procurement KPI's**

Key Performance Indicator <b>Procurement</b>	Richmond Public Schools	CGCS National Median	Note
Procurement Cost per Purchase Order	\$132	\$60	<b>Worst Quartile</b>
Procurement Costs per \$100K Revenue	\$201	\$102	<b>Worst Quartile</b>
Procurement Savings Ratio	1.9%	3.2%	
Strategic Sourcing Ratio	0.0%	17.4%	<b>Worst Quartile</b>
Competitive Procurements Ratio	84.6%	81.7%	
Cooperative Purchasing Ratio	22.4%	9.3%	
Procurement Acquisition Lead Time (PALT) for Request for Proposals	50	98	<b>Best Quartile</b>
PALT for Invitations for Bids	30	64	<b>Best Quartile</b>
PALT for Informal Solicitations	50	6	<b>Worst Quartile</b>
Procurement Staff with Professional Certificate	50%	15%	<b>Best Quartile</b>

Source: CGCS KPI Project

**Exhibit 27. Various CGCS Risk Management KPI's**

Key Performance Indicator <b>Risk Management</b>	Richmond Public Schools	CGCS National Median	Note
Cost of Risk per Student	\$82	\$74	
Workers' Compensation Cost per \$100K Payroll Spend	\$688	\$735	
Workers' Compensation Cost per Employee	\$312	\$357	
Workers' Compensation Lost Work Days per 1,000 Employees	143	185	
Competitive Procurements Ratio	84.6%	81.7%	
Liability Claims - Percent Litigated	20%	7.9%	<b>Worst Quartile</b>
Liability Claims per 1,000 Students	0.84	1.0	
Liability Cost per Student	\$6	\$14	<b>Best Quartile</b>
Workers' Compensation Claims per 1,000 Employees	38	50	
Workplace Incidents per 1,000 Employees	44	59	

Source: CGCS KPI Project

**Exhibit 28. Various CGCS Food Services KPI's**

Key Performance Indicator <b>Food Services</b>	Richmond Public Schools	CGCS National Median	Note
Breakfast Participation Rate (Meal Sites)	50.3%	38.7%	
Breakfast Participation Rate (Districtwide)	68.1%	38.4%	Best Quartile
Breakfast F/RP Participation Rate	66.5%	48.5%	Best Quartile
Lunch Participation Rate (Meal Sites)	69.2%	63.4%	
Lunch Participation Rate (Districtwide)	93.7%	66.7%	Best Quartile
Lunch F/RP Participation Rate	91.5%	81.8%	Best Quartile
Cost per Meal	\$2.43	\$3.50	Best Quartile
Food Cost per Meal	\$1.81	\$1.65	
Fund Balance as Percent of Revenue	12.8%	19.4%	
Total Costs as Percent of Revenue	69.4%	94.6%	Best Quartile
Food Cost Per Revenue	46.9%	42.4%	Worst Quartile
Labor Costs per Revenue	13.5%	38.0%	Best Quartile
Meals per Labor Hours	13.1	16.6	Worst Quartile
USDA Commodities - Percent of Total Revenue	3.9%	5.9%	Worst Quartile

Source: CGCS KPI Project

**Exhibit 29. Various CGCS Transportation KPI's**

Key Performance Indicator <b>Transportation</b>	Richmond Public Schools	CGCS National Median	Note
Bus Fleet - Average Age of Fleet	12.3	8.0	Worst Quartile
Cost per Mile Operated	\$4.29	\$4.71	
Cost per Rider	\$840	\$947	
Cost per Bus	\$42,979	\$57,917	Best Quartile
Accidents - Miles Between Accidents	77,654	44,276	Best Quartile
Accidents - Miles Between Preventable Accidents	172,956	92,591	Best Quartile
Bus Fleet- Daily Buses as Percent of Total Buses	52%	86%	Worst Quartile
Daily Ride Time - General Education	43 min	30 min	
Daily Ride Time - SWD Students	16 min	40 min	Best Quartile

Source: CGCS KPI Project

**Exhibit 30. Various CGCS Information Technology KPI's**

Key Performance Indicator <b>Information Technology</b>	Richmond Public Schools	CGCS National Median	Note
Devices - Average Age of Computers	4.36 yrs.	3.61 yrs.	Worst Quartile
Devices - Computers per Employee	0.51	1.04	Worst Quartile
Devices per Student	0.80	0.67	Best Quartile
Devices - Advanced Presentation Devices per Teacher	1.96	2.05	
IT Spending Percent of District Budget	1.94%	2.10%	
IT Spending per Student	\$273	\$244	
Network - Bandwidth per Student	334.1 Mbit/s	78.3 Mbit/s	Best Quartile
Support - Break/Fix Staffing Cost per Ticket	\$61	\$76.60	
Support - Help Desk Call Abandonment Rate	23.7%	9.5%	Worst Quartile
Support - Help Desk Staffing Cost per Ticket	\$5.80	\$22.10	Best Quartile
System Cost - Business Systems Cost per Employee	\$215	\$212	
System Cost - Instructional Systems Cost per Student	\$12.50	\$21.70	

Source: CGCS KPI Project

**Exhibit 31. Various Maintenance and Operations KPI’s**

Key Performance Indicator <b>Maintenance and Operations</b>	Richmond Public Schools	CGCS National Median	Note
No Data Submitted			

Source: CGCS KPI Project

**Recommendations**

The CGCS Strategic Support Team developed the following recommendations<sup>46</sup> to improve the business and financial operations of the Richmond Public Schools:

1. Prioritize the focus of *all* staff on how their roles and functions support the district’s efforts to reach and maintain 100 percent accreditation for the Richmond Public Schools.
2. Accelerate the recruitment and onboarding of proven executives to fill all key vacancies and newly recommended positions identified in this management letter. As staff positions are filled, department leaders reporting to the COO should establish compelling department visions and identify, develop, and articulate department priorities that support the RPS Mission, Core Values, and Strategic Plan, when developed. These priorities should include--
  - a. The collaborative development of department objectives that articulate and embrace a clear direction aligned with the school board and superintendent’s strategic plan and goals,
  - b. Setting appropriate benchmarks, performance plans, goals, and expectations that ensure empowerment and accountability across teams and departments,
  - c. The development of realistic five-year department strategic plans that are focused on *customer needs*. The plans, to be developed with the participation of staff and other stakeholders, should include quantifiable goals, performance measures, accountabilities, targets, metrics, and timelines. The plan should be refreshed annually,
  - d. The transition to a data-driven organization and culture that relies upon fact-based and analysis-centric justifications for decisions, including the use of modern automated systems, tools, and techniques such as --
    - i. Defined performance measures, including KPIs and industry best practices and standards for all primary functions of each department, including manager and supervisor accountability for achieving these measures,
    - ii. Cost-benefit analysis, risk assessment, and business-case justifications for proposed initiatives, organizational changes, and significant procurements to continually move departments forward, and
    - iii. Root-cause analysis and corrective action plans to address operational issues.

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<sup>46</sup> Recommendations are not listed in any specific order or priority.

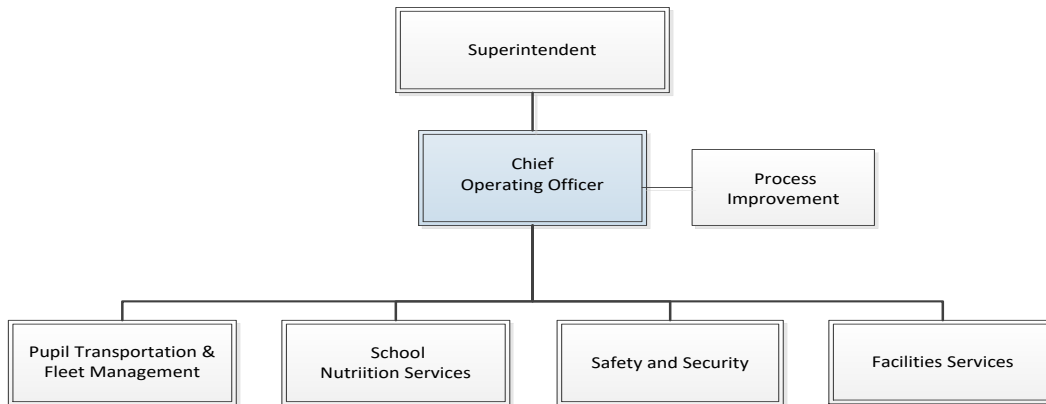
- e. The design of strategies to reduce, and ultimately eliminate, any KPI results that put RPS in the “worst quartile” range.
3. Develop or hire leaders who will lead by example to champion knowledge sharing and collaboration. Ensure regular staff meetings take place at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities, so employees know-
  - a. The district’s and their department’s goals and objectives and how they will be achieved,
  - b. That interdepartmental collaboration is taking place with all appropriate departments and stakeholders at the table,<sup>47</sup>
  - c. How personnel will be held accountable and evaluated using performance-monitoring metrics,
  - d. That managers and supervisors are held responsible for ensuring that information and feedback is disseminated up-and-down and side-to-side within departments, and
  - e. That employee feedback and suggestions are welcomed and considered, so team members know there is an ongoing departmental process-improvement program to encourage innovation.
4. Collaborate with appropriate departments to produce and distribute (or make available online) an employee handbook for all district employees. This handbook should include, at a minimum, information on employee rights and responsibilities, fringe benefits, general working requirements (workdays, leave policies, holidays, etc.), personnel evaluation process, compensation policies, and code of ethics.
5. Consider adopting GFOA and ASBO<sup>48</sup> budgeting and reporting standards and applying for their certificates of excellence.
6. Reorganize the Office of the Chief Operating Officer to establish appropriate separations of duties and responsibilities, and to optimize efficiency, effectiveness, improve internal communication, eliminate silos, and promote clear lines of authority and accountability. Exhibit 32 below illustrates a potential high-level functional reorganization. Under this organization, the Chief Operating Officer’s span of control is reduced, permitting increased departmental oversight, goal setting, and focus on streamlining systems and workflows throughout the organization. Based on current best practices, the core functions of the office should be reorganized or changed as follows --

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<sup>47</sup> An example of interdepartmental collaboration would be inviting appropriate Information Communication & Technology Services staff to relevant facilities construction planning meetings to ensure technology and other infrastructure needs are appropriately addressed in the early planning stages.

<sup>48</sup> American Association of School Business Officials.

**Exhibit 32. Office of the Chief Operating Officer Functional Organization**



Source: CGCS Review Team

- a. Pupil Transportation and Fleet Management, School Nutrition Services, and Facilities Services (formally Maintenance) should continue to report as line functions to the COO,
- b. Security and Safety should return as a direct report to the COO,
- c. The Office of Process Improvement should continue to report to the COO, but change from a line function to a staff function,
- d. The current Budget and Planning Department and the current Finance Department should be merged into a *Financial Services Department*, led by an executive director or chief-level position reporting to the Office of the Superintendent,
- e. The Information Communication & Technology Services position should be upgraded to the chief-level and be transferred to a new enterprise-level line position in the Office of the Superintendent,
- f. The Procurement and Property Management function should be transferred to the new Financial Services Department,
- g. The current Risk Management function should be transferred to a new enterprise-level staff position in the Office of the Superintendent,
- h. The current Manager, Maintenance position should be upgraded to a Director or Executive Director-level position,
- i. The current Internal Audit function should be transferred to the school board to establish independence from operational influence,
- j. The Instructional Grants Office should be transferred, depending on the emphasis of the duties, to a component of the Office of the Chief Academic Officer, or to the new Financial Services Department if most of the work is budget monitoring and facilitating budget transfers,

- k. The Pupil Personnel Services function should be transferred back to Student Services, and
  - l. Ensure that individuals placed in leadership positions in the new functional organization have the appropriate skills, expertise, experience, and ongoing training to be successful. Changes to job descriptions to support the reorganization may be necessary.
7. Collaborate with the Office of the Chief Talent Officer in reviewing and updating job titles and job descriptions to provide a more realistic portrayal of duties, responsibilities, and expectations. Add date of issuance or revision on all job descriptions.
  8. Develop business cases that incorporate accurate costs, benchmarks, goals, cost-benefit analysis, return on investment (ROI) analysis, risk assessments, total cost of ownership (TCO) analysis, reasonable implementation timelines, and other appropriate analytical tools, for, at a minimum, the following activities--
    - a. Investing in a modern, fully integrated, ERP system. Solicit proposals from proven vendors or consultants that have broad experience in building business cases for the implementation of new ERP systems.<sup>49</sup> Assign a well-represented, cross-functional “project team” to work with the selected vendor, and
    - b. Updating the 2015 P-Card proposal with current program administrative costs, anticipated savings, and rebate-income estimates. Develop a strategic rollout approach, in phases and user types, to carefully monitor systems for potential abuse and fraud. Examine the benefit, if any, of using an imprest account in concert with P-Cards, and identify new financial technology (FinTech) available to improve processes and activities relating to low-value purchases. Prepare a presentation for the COO, the Superintendent, and ultimately the Board of Education, with business-case justifications, recommendations, and proposed timelines.
  9. Examine all department practices and procedures for a *customer service* focus. Evaluate and revise as necessary, with the goal of streamlining and simplifying operations and incorporating best practices. Disseminate, or post on the district’s intranet, documented administrative processes and procedures, for all functions and processes, to all department staff.
  10. Establish, as a best practice,<sup>50</sup> an Audit Committee composed of School Board members and community leaders with experience in accounting, finance, or auditing and empower them with the following responsibilities—
    - a. Reviewing and approving the Internal Auditor’s annual work plan based on a risk assessment of district operations,

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<sup>49</sup> Additional guidance and training on implementing ERP projects can be found online, including at the GFOA website under the training tab, training schedule link.

<sup>50</sup> See the 2017 CGCS publication, *Internal Auditing in the Great City Schools*, which can be found at this link: [https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS\\_InternalAudit\\_Report\\_final.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/CGCS_InternalAudit_Report_final.pdf) .

- b. Reviewing and commenting on all internal and external audit reports,
  - c. Reviewing and commenting on all interim and annual financial reports,
  - d. Establishing a direct reporting relationship of the internal auditor to the School Board's Audit Committee,
  - e. Strengthening the district's internal audit function by augmenting the office with additional experienced professional personnel,
  - f. Employing an outside independent firm (or the augmented internal audit unit) to conduct a comprehensive review and evaluation of internal control issues identified in this review and ensure that best practices are in place throughout the district, and
  - g. Prioritizing interim reviews of departments, offices, and schools with a history of audit problems and issues found in this review.
11. Monitor turnover rates, establish exit interview protocols for employees who voluntarily separate from RPS, and identify and track the causes of why employees are leaving. Survey all employees or create focus groups across all departments to identify reasons why the district is often perceived as a non-desirable employer. Convene a task force with parent, teacher, and administrator representatives, the Office of the Chief Talent Officer staff, Office of Communications and Media Relations staff, and stakeholders as appropriate, to review the data to catalog opportunities to make or recommend changes in policy, practices, and culture.
12. Implement, across all departments, programs to measure customer satisfaction of services provided using surveys and focus groups to identify and act on areas of concern. Use this input to establish future priorities and training opportunities. Additionally, develop a web-based customer satisfaction report where school principals can provide the Chief Operating Officer with a monthly assessment of services received.
13. Institute or strengthen financial practices and reporting to include, but not limited to--
- a. Budgets aligned to annual district and department goals and priorities,
  - b. The development of a three to five-year strategic budget plan that includes the gradual spending down of the district's ending fund balances to more reasonable levels,
  - c. Explanatory narratives and projections of year-end balances,
  - d. Establishing an investment committee that includes outside treasury professionals,
  - e. Rigorous evaluations of continuing programs in the ongoing budget,
  - f. The regular reconciliation of all accounts,
  - g. The timely and accurate accounting of transactions associated with employee benefits,

- h. Creating a single point of contact for fiscal matters relating to grants administration and the tracking of all (approximately 61) grants,
  - i. Liability account balance limits, and
  - j. Insurance-related functions (e.g., workers compensation, property and casualty insurance, and employee benefits) and best practice fund accounting.
14. Develop succession planning and cross-training within all departments to ensure knowledge transfer and the orderly transition of responsibilities. Avoid creating organizational dependence on any individual by designing workflow sharing and cross-training to ensure continuity of service in the event of employee unavailability or absenteeism.
15. Convene a team of appropriate stakeholders from the Office of the Chief Talent Officer and financial services to clarify and document the district's position-control process. This documentation should include flowcharts and identify who "owns" each step in the process. Strengthen the position-control process by limiting the creation of positions to appropriate staff within the Finance Services Department. Establish expiration dates in the position control system for grant-funded and other limited-term positions and consider the value-add a position-control review committee might bring to the process.
16. Chart and evaluate all recommendations from the audits prepared by the Office of the Richmond City Auditor, and the Commonwealth of Virginia – Office of the Secretary of Finance *Efficiency Study*, that has not been fully implemented. From these lists --
- a. Prepare an analysis for each remaining recommendation, with applicable costs, if any, and timelines for implementation,
  - b. Prepare a presentation for the COO and Superintendent with recommendations, and
  - c. Finalize a priority for implementation and assign project owners to move the recommendations forward.
17. Invest in creating a cybersecurity position and recruiting a highly-qualified and certified<sup>51</sup> cybersecurity professional.
18. Create a *Technology Steering Committee* to help direct or guide the standardization, planning, acquisition, and expenditure of funds for technologies that support district priorities.
19. Invest in creating staff development programs that provide opportunities for new and current employees at all levels to enhance their skills, create capacity, increase promotability, learn industry best practices, participate in professional organizations, and visit peer districts to examine different approaches to solving similar challenges facing RPS.

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<sup>51</sup> Security certifications include Certified Information Systems Security Professional (CISSP) and Certified Information Security Manager (CISM).



20. Initiate a comprehensive staffing study of all department units to ensure all functions are staffed appropriately. Evaluate current organizational structures and workflows to determine if staff could be repurposed to achieve operational efficiencies and effectiveness.
21. Conduct a comprehensive review of district vulnerabilities and design an action plan to address --
  - a. Insurance coverage limits,
  - b. Annual building safety inspections not taking place, and
  - c. The frequency of safety-related repairs not being promptly addressed.

**HISTORY OF STRATEGIC SUPPORT TEAM  
REVIEWS**

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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.

<b>City</b>	<b>Area</b>	<b>Year</b>
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
	Special Education	2018
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
	Information Technology	2018
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
	Budget and Finance	2018
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
	Special Education	2018
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
	Finance	2018
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
	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
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
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
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
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
	Facilities Training	2018
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
	Budget and Finance Operations	2018
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
	Human Resource	2018
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

**TASK FORCE AGENDA**



1331 Pennsylvania Avenue, NW, 1100N  
Washington, DC 20004

## **Governance, Leadership, Management and Finance Task Force**

**Co-Chairs:** Michael O'Neill, Boston School Committee  
Barbara Jenkins, Superintendent, Orange County Public Schools  
Barbara A. Seals Nevergold, Buffalo Board of Education

### **Agenda**

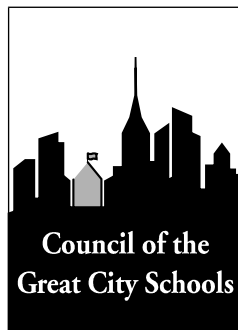
**Wednesday, October 24, 2018  
3:30 – 5:00 p.m.**

- ***Board of Education Governance and Partnership with Harvard University***
- ***Michael Casserly Urban School Executive Leadership Institute***
- ***Managing for Results in the Great City Schools*** – the 2018 Report of the Performance Measurement and Benchmarking Project
- ***Best Practices in Urban School Procurement: Guidelines, Standards, and Lessons***
- ***Providing a Safe Learning Environment in America's Great City Schools***
- ***Strategic Support Teams/Technical Assistance***
- ***Next Steps in Our Dialogue***

### **Goals of the Task Force**

- 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.
  - To increase federal funding and support of urban public schools.
- To pass new federal school infrastructure legislation to repair and build urban public school buildings.
  - To enhance the ability of urban schools to use Medicaid.

# **STRATEGIC PLANNING**



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

**Strategic Plan, 2019-2024**

# Strategic Plan Of the Council of the Great City Schools 2019-2024

## Organization

The Council of the Great City Schools is a coalition of 72 of the nation’s largest urban public-school districts, founded in 1956 and incorporated in 1961. The group was formed with 12 big-city school systems at a period in American history when the nation’s cities and their public schools were undergoing substantial transition and there was no formal national organization that could help address the challenges ahead.

The organization is governed by a board of directors that is composed of the superintendent and one school board member from each city. The Chair alternates each year between a superintendent and school board member. The board of directors elects a 24-member executive committee that is equally composed of superintendents and school board members and that oversees the operation, rules, and finances of the organization when the board is not in session.

The organization has been guided over the last 25 years by three broad goals: to educate all urban students to high standards; to lead, govern, and manage our urban schools efficiently and effectively; and to bolster public confidence in urban education.

## Strategic Planning

In late 2017, the leadership of the Council of the Great City Schools initiated a strategic planning process to guide the organization over the next five years. The process involved an extensive survey of the membership, a retreat by the organization’s executive committee, and a detailed analysis of organizational assets and liabilities by the group’s senior staff members. From survey results, the membership articulated several critical needs and priorities, including—

- ❖ Increasing the level of academic achievement throughout and across districts to ensure that students are graduating college and career ready
- ❖ Turning around the lowest performing schools
- ❖ Closing achievement gaps
- ❖ Balancing budgets while delivering quality instruction
- ❖ Strengthening the pipeline of effective educators
- ❖ Increasing public confidence in public schools

These priorities are consistent with the Council’s long-standing vision, mission, values, and goals.



## Vision of the Great City Schools

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, values 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, cities will become the centers of a strong and equitable nation with urban public schools successfully teaching our children and building our communities.

## Mission of the Great City Schools

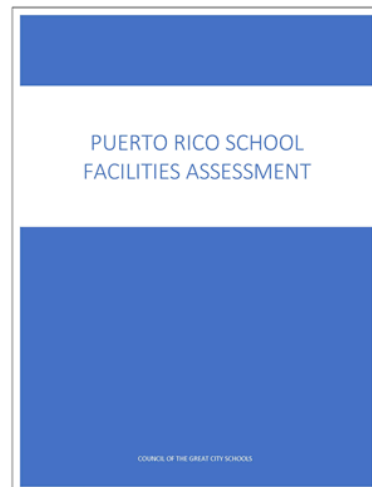
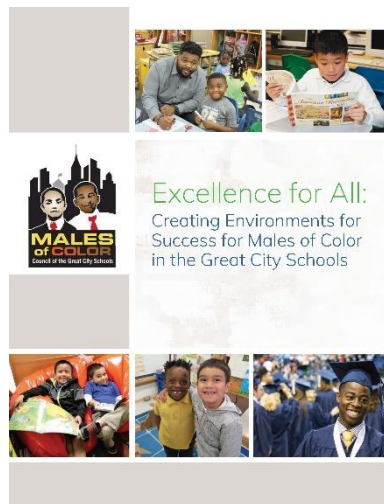
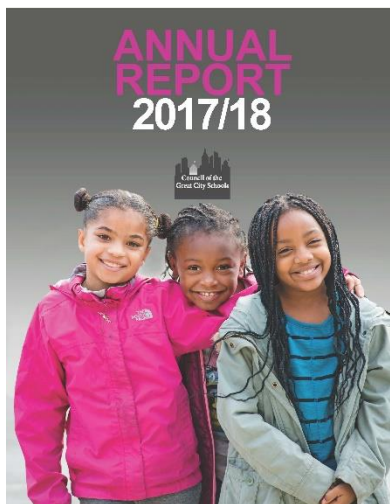
It is the special mission of America’s urban public schools to educate the nation’s most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

## Values and Commitments of the Great City Schools

The ongoing work of the Council is built on the following values and commitments that we embrace both for and with our students:

1. *Leadership.* The Council of the Great City Schools is the nation’s premier leader in urban public education. This is true not only because the organization is unrivaled in the field in terms of the quality and innovation of its work, but because it seeks to make its schools the best in the country. In addition, the organization’s leadership is defined by its unwillingness to wait for anyone else to improve the quality of public education for us, instead harnessing the expertise of urban education practitioners across cities—as well as the voices of our communities and students—to take charge of our own, shared future and to show what is possible in our big-city public schools.
2. *Improvement.* The Council and its members embrace continuous improvement in the instructional and non-instructional services provided by the membership and the organization. In many ways, this long-standing commitment sets the organization apart from other national education associations who simply represent and defend their memberships or constantly change priorities. 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.

3. *Accountability.* The Council has sought ways to demonstrate accountability for results and foster a culture of shared responsibility for the education of urban children. 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 initiation of the NAEP Trial Urban District Assessment, its hard-hitting Strategic Support Team reviews of districts, its research reports, and other activities and efforts.
  
4. *Equity.* The Council is a strong and outspoken voice for equity, equality, opportunity, and social justice. Over the years, the organization has repeatedly spoken out on the education-related 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.
  
5. *High Expectations.* The Council is unwavering in its demand for quality work from ourselves and our students. The organization 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.
  
6. *Integrity.* The organization is uncompromising in its veracity, consistency, and truthfulness in the pursuit of its mission—including the ability to self-critique. These qualities have helped build the organization’s reputation for forthrightness with the public, the media, and government. The group works from the assumption that if one builds a reputation for high quality and integrity then the organization attracts the right kind of attention and support.



## The Challenges Ahead for the Great City Schools

The nation's urban public schools face an extraordinarily difficult landscape over the next five years. These challenges might best be characterized as falling into the following categories—

- *Pressure for Better Academic Performance.* Despite improvements, the nation's urban school systems and the Council will encounter ever greater pressure to advance further. This pressure will come from many sources and will have multiple agendas, but ultimately the health and welfare of the nation depends on our ability to raise student achievement and close achievement gaps. The challenge to urban school systems will be to improve our outcomes as student needs remain high.
- *High Student Needs and Scarce Funding.* The needs of urban school students are expected to remain high over the next several years. There is no reason to think that poverty, language needs, disability status, and other challenges that students bring to school will fade over the next several years. In fact, even with a pull-back in immigration, there are likely to be substantial numbers of English learners, students living in poverty, and students with disabilities in urban schools. This dynamic may be further exacerbated by the rising gentrification and increasing polarization of the population.
- *Dominance of State Policy and Governance.* State authority in educational policy making has waxed and waned over the decades, but it is now resurgent and is expected to remain a prevalent force for the foreseeable future. This prevalence was codified in the latest authorization of the *Every Student Succeeds Act*, which essentially pulled the federal government back from any leading role in educational decision making. The challenge to urban schools will be to maneuver around or create common ground with a governing entity that may sometimes be hostile to urban interests. Either way, the historic bonds between the federal government and the nation's major urban areas is steadily eroding.
- *Rising Polarization and Partisanship.* The political landscape both in Washington and in state capitols has become debilitatingly partisan and antagonistic to public entities of every type. This partisanship is fed, in part, by rising distrust of public institutions and government *writ large*. The challenge for urban schools will involve remaining as bipartisan as possible and maintaining good relations with supporters in both political parties.
- *Appeal of Choice and Charters.* Choice and charter schools have been backed by a bipartisan base of proponents for some 25 years. Despite evidence of mixed efficacy, there is little indication that support will end anytime soon. While the Council supports effective charter schools—with appropriate local oversight and accountability, choice advocates and critics of public education have sought to portray them as a replacement—rather than a partner—for traditional public schools, essentially weaponizing them in an effort to dismantle the public-school system. In reality, our district public schools will remain the primary institution for serving the full range of diverse learners in urban areas for years to come. The challenge for districts, then, will be communicating the vital and enduring role public schools play in advancing educational, social, and economic opportunities.

- *Changing Press Imperatives.* Economic pressure on the media has resulted in substantial cuts in funding and staff for newspapers and television stations across the country. One of the consequences is a rise in sensationalized coverage of the perceived failures of government institutions in general—and public schools in particular— in order to build audience share. Journalists and news organizations are also increasingly partisan in their coverage, allowing their reporting of news to reflect underlying political agendas or allegiances. Finally, another consequence of funding and staffing cuts to traditional media outlets is the rise of alternative forms of media (including blogs and various social media platforms). This has meant an explosion in the sheer numbers and varieties of people who are now considered part of the press—a palpable challenge for communications directors and staff charged with building and maintaining relationships with the media and ensuring fair and accurate coverage of public schools.
- *Increasing Racial Divisions and Hostilities toward Immigrants.* Underneath many of the challenges already articulated is an emerging division in the American population defined by race, income, native language, class, national origin, and sense of victimization. These divisions are being fanned and encouraged in ways that are more open now than ever, and they show little sign of ebbing. This climate can be felt acutely in urban areas and big-city schools, which serve the highest numbers of diverse and immigrant students. The support for public education, moreover, requires a sense of shared responsibility for the nation’s future. This sense of common purpose appears to be fracturing, and the lack of unity will challenge public education and the nation in ways that are hard to predict.
- *Other challenges.* The nation’s urban public schools are also faced with challenges around the scarcity of diverse educators who are ready and willing to work in urban education, the waning of community partnerships in some locales, and pushback on high standards, standardized tests, and accountability.



## Goals and Strategies of the Great City Schools

The Council pledges to build on the legacy of continuous improvement and collective action it has constructed over the years to expand opportunities for all our children. The Council proposes to remain faithful to its three main goals between 2019 and 2024, adjusting its tactical efforts from time to time to ensure that it can address any new or foreseeable challenges. The strategies and tactics to be employed to achieve the organization's goals include the following.

### GOAL 1. TO EDUCATE ALL URBAN SCHOOL STUDENTS TO THE HIGHEST ACADEMIC STANDARDS.

#### Strategy:

Build the capacity of the membership to implement high standards and improve student achievement. This strategy will have three prongs: an emphasis on continuing *districtwide* academic improvements; a focus on turning around our chronically low-performing *schools*; and a concentration on supporting the academic growth of *student groups* that have been historically underserved, including males of color, English learners, students with disabilities, and students living in poverty.

#### Tactics:

1. Enhance and protect federal financial support and regulatory flexibility for urban school systems. Ensure continued targeting of federal aid for major urban school systems, protect major civil rights protections, and support local flexibility in program operations. Continue strong urban school advocacy in the nation's capital.
2. Lead and support the continuing implementation of challenging college- and career-readiness standards. Maintain emphasis on successful implementation of common core standards or similar college- and career-readiness standards, high-quality assessments, and support for high standards of academic attainment for urban students.
3. Conduct continuing research on why and how some urban school *systems* improve faster than others, draw lessons, identify high-leverage approaches, and imbed emerging findings into the Council's technical assistance, resources, conferences, and professional development. Synthesize lessons learned from the many Strategic Support Teams and technical assistance that the Council has provided over the years to help build member capacity to improve student achievement.
4. Support and improve *schools* in our cities that are identified as the lowest performing. Conduct additional research on strategies that districts are using to

- improve their lowest-performing schools, draw broad lessons, provide technical assistance to districts with these schools, and track trends.
5. Identify, develop, and emphasize effective initiatives for improving the academic attainment of males of color, English learners, students living in poverty, and *students* with disabilities. Track which member districts make the most progress for each student group, identify reasons for the improvements, and build member support around lessons learned.
  6. Pilot test methods of augmenting balanced literacy in urban schools and assess the effects of these strategies on reading performance. (The Council has piloted a new approach to balanced literacy in Nashville that showed promising results. The pilot is being expanded to San Antonio in the fall of 2018.)
  7. Track our performance on the Trial Urban District Assessment, state assessments, and the organization's Academic Key Performance Indicators (KPIs) to gauge progress and identify where additional emphasis is needed. Automate the academic KPIs for improved district access and usage. Begin tracking core-course participation rates among urban students and build strategies for enhancing the numbers of students successfully completing these courses, particularly in math.
  8. Pressure commercial organizations to improve the quality of their instructional products, particularly for struggling students and English learners, and enhance member use of Council tools, such as the Professional Learning Platform and Curriculum Framework, to improve academic achievement.
  9. Encourage social services and wrap-around supports for urban students—but not as a substitute for higher standards of instruction. Conduct research on district use of social-emotional and social support strategies and help assess the effects on academic attainment. Retain academic achievement as the organization's primary goal.
  10. Conduct research on the numbers and percentages of educators of color in member districts and begin developing strategies for increasing those numbers and percentages. Document and disseminate promising practices and lessons learned from educator pipeline programs in districts around the country.
  11. Partner with colleges of education in the Great Cities in preparing the next generation of educators and diversifying the teacher force in urban schools.
  12. Create a new urban school executive management training program for district instructional leaders to help improve academic leadership and programming.

13. Continue to convene regular meetings of chief academic officers, bilingual education directors, directors of teaching and learning, research directors, and special education directors to foster and enhance collaboration, mutual support, and ability to act collectively. Increase the numbers of member staff participating in these meetings and coordinate the agendas of the meetings with priorities of the executive committee and board of directors.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. Guidance and data to Congress on the need, value, and use of federal dollars in urban school systems.	Continued targeting of federal financial aid for urban school systems.
	Changes to regulatory language indicating increased flexibility for urban school districts.
2. a) A report analyzing factors contributing to urban school improvement.	Improved district performance on NAEP, state assessments, the Council’s academic key performance indicators, and other indicators of academic improvement.
b) A report synthesizing lessons learned across strategic support teams in academics and instruction.	Higher graduation rates and levels of college and career readiness.
3. Technical assistance and support for low-performing schools in the ten districts participating in the Wallace Foundation turnaround initiative.	Higher student performance in struggling schools across the ten Wallace Foundation turnaround initiative districts.
4. A report identifying and analyzing the characteristics and strategies of districts that have made strong progress improving outcomes for males of color, ELLs, students living in poverty, and students with disabilities.	Improved academic outcomes for historically underserved student groups, including males of color, ELLs, students with disabilities, and students living in poverty.
5. An evaluation of the effects of the Balanced Literacy initiative in pilot districts, and dissemination of lessons learned.	Higher reading performance in Balanced Literacy pilot districts.
6. a) Annual reporting on district performance on NAEP, state assessments, and academic key performance indicators.	Improved district performance on NAEP, state assessments, the Council’s academic key performance indicators, and other indicators of academic improvement.
b) An automated system of academic KPIs for member use.	Improved district performance on NAEP, state assessments, the Council’s academic key

	performance indicators, and other indicators of academic improvement.
7. a) Greater number of companies and organizations producing high-quality, standards-aligned instructional materials for ELLs and struggling students.	Improved academic outcomes for ELLs and struggling students.
b) An online Professional Learning Platform providing professional development for effective instruction of struggling students.	Improved academic outcomes for ELLs and struggling students.
8. Survey of district practices around social-emotional and social support strategies.	Appropriate metrics and linkages to academic achievement and completion.
9. a) A survey of the numbers and percentages of teacher of color in member districts.	Increased number of educators of color in member districts.
b) Summaries of promising teacher and leader pipeline programs across the country.	Stronger human capital strategies for identifying and developing educators in urban school systems.
10. Revitalized network of Great City Colleges of Education and boost participation.	Improved local collaboration, pipelines, and joint initiatives.
11. A new urban school executive management training program for district instructional leaders.	Stronger, more effective instructional leadership.
12. Annual meetings of chief academic officers, bilingual education directors, research directors, and special education directors.	A strong and growing network of academic leaders and staff across urban school districts.





**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.**

**Strategy**

Build the capacity of urban school boards, superintendents, and managers to lead, govern, and manage our districts; improve the academic and operational performance of our school districts; and bolster the tenures of effective urban school leaders.

**Tactics:**

1. Expand the organization's work to strengthen the governing capacity of member school boards and bolster the working relations between boards and superintendents. This will involve new professional development and more technical assistance to sitting school boards and cross-district support of board teams, school board presidents, and new school board members on both effective governance and their roles in improving student achievement.
2. Provide technical assistance, ongoing mentoring, and support for member superintendents through a cadre of successful former superintendents. The Council will pursue additional financial support to provide mentors for new superintendents in the organization's membership, participate on new superintendent transition teams, and provide on-site orientation for new superintendents.
3. Revamp and expand the Council's urban school executive's management training program to include chief operating officers, chief financial officers, human resource directors, chief information officers, and key academic leaders. Coordinate this effort with the Casserly Institute.
4. Sustain and improve the Council's performance management system and its non-instructional key performance indicators. Analyze urban districts with exemplary governance and operations and use the results to track and improve school board governance, organizational and process effectiveness, cost-efficiency, and return-on-investment. Conduct additional analysis of progress on operational key performance indicators across districts and strategies that produce better results.
5. Continue to provide Strategic Support Teams (SSTs) and technical assistance to member school systems on management and operational issues. SSTs will focus on in the areas of organizational structure, staffing levels, human resources, facilities operations, maintenance and operations, budget and finance operations, information technology, safety and security, procurement, food services, and transportation.

6. Begin synthesizing the results of the Council’s many SSTs over the years to articulate lessons learned and best practices. The Council has conducted some **300** SSTs over the last 20 years. The results, in combination with the key performance indicators, have significantly improved operations across the Great City Schools. The Council will begin synthesizing lessons learned and best practices to allow the membership to sustain and improve the gains made over the years.
7. Convene regular meetings of operational and finance staff to foster and enhance collaboration, mutual support, and the ability to act collectively. Coordinate agendas of job-alike meetings of the human resource directors, chief operating officers, chief financial officers, and information technology directors with priorities of the executive committee and board of directors.
8. Continue responding to ongoing information requests, providing data and best practices, sharing data, and conducting customized research for member district staff.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. a) Cross-district professional development for board teams, school board presidents, and new school board members on effective governance.	Stronger, more effective urban school board leadership and increased board and superintendent tenure.
b) On-site technical assistance to sitting school boards on effective governance and their role in improving student achievement.	Stronger, more effective urban school board leadership and increased board and superintendent tenure.
2. Support for new urban district superintendents.	Stronger, more effective district leadership and increased superintendent tenure.
3. A re-envisioned urban school executive management training program for chief operating officers, chief financial officers, human resource directors, and chief information officers.	Stronger, more effective operational leadership.
4. a) An online performance management system and annual	Increased operational efficiency on key performance indicators across member districts.

report on operational data and trends across districts.	
b) Analysis of operational practices among effective urban school districts.	Increased operational efficiency on key performance indicators across member districts.
5. Technical assistance through Strategic Support Team reviews of district financial and operational functions.	Increased operational efficiency on key performance indicators across member districts.
6. A report synthesizing lessons learned across strategic support teams in the area of finance and operations.	Increased operational efficiency on key performance indicators across member districts.
7. Annual meetings of human resource directors, chief operating officers, chief financial officers, and information technology directors.	A strong and growing network of financial and operational leaders and staff across urban school districts.
8. On demand research and information on district management practices.	Increased operational efficiency on key performance indicators across member districts.



### 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.

#### Strategy:

Improve the public's perceptions of, support for, and confidence in public education by making progress academically and operationally, letting people know about that progress, and celebrating success. Negative is always louder than positive, so in service of this goal it will be necessary to listen to our critics and address our challenges but avoid spending much time or energy trying to persuade opponents. In sum, our strategy is to make progress and build the capacity of districts to communicate it; it's hard to fight success.

#### Tactics:

1. Enhance the Council's outreach efforts to the public, placing more explicit emphasis on the successes and progress of urban public schools, and our members' role in strengthening our communities. Place additional priority on finding and sharing examples of district, school, and student success across a broader public audience at the national level.
2. Develop and provide member districts with additional communications tools, platforms, and strategies for improving the public's perception of urban schools at the local level. In addition, create a prototype for districts to use to better communicate with the public in crisis situations, manage negative news, and build the capacity of the membership to tell their own stories of progress and success.
3. Assist districts in developing strategies and models for more effectively engaging parents and community stakeholders. Design a prototype for how urban school leaders could reconceive and enhance their public engagement initiatives and strengthen public trust in the institution.
4. Provide additional Strategic Support Teams to member districts to help improve their capacity to communicate with the public. These teams would consist of expert communications staff from peer districts that have particularly strong programs and initiatives.
5. Conduct polling on the public's perceptions of urban public schools and where and how targeted messaging might prove effective. Seek external funds to support polling like what the Council has done in the past to gauge the public's evolving confidence in urban public education.
6. Expand the Council's social media presence to reach a wider audience when

communicating the progress of urban public education. Step up the organization’s daily postings on social media (Twitter and Facebook) and the numbers of ‘followers’ it has on social media outlets. Expand social media presence into Instagram. Increase use of memes, videos, and photos. Expand use of the Council’s #GreatCityGrads hashtag and connections to the #mybrotherskeeper hashtag.

7. Provide more comprehensive information to national and local community-based groups on the social services that our schools deliver to parents and the community. Distribute this information through national and local parent groups to help build support for their local public schools.
8. Continue conducting the biennial survey of member communications departments, their staffing levels, functions, responsibilities, funding, and the like. Moreover, expand the representation of districts at the annual meeting of the Council’s public relations executives.
9. Strengthen contacts with mainstream media, alternative media, and ethnic media and their reporters to ensure that the Council is called when they are writing stories relevant to urban education.
10. Carefully vet partnerships with external organizations around critical priorities identified by the membership.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. Identification and dissemination of stories on the successes and progress of urban public schools through <i>The Urban Educator</i> and other outlets.	Enhanced public support and confidence in urban public schools.
2. A guide for district communications leaders and staff on managing crisis communications.	More effective district messaging and management of crisis situations.
3. A guide for district communications leaders and staff on community, parent, and media engagement.	More effective district communication and engagement of stakeholders, and stronger customer satisfaction.
	Stronger parent and community buy-in and support for public schools.

4. Technical assistance through Strategic Support Team reviews of district communications and community engagement functions.	More effective district communication and engagement of stakeholders.
5. A survey of the public's perceptions of urban public schools.	More effective Council and district communications and messaging to improve public perception of urban public schools.
6. Increased social media presence for the Council.	Enhanced public support and confidence in urban public schools.
7. Tools for districts for increasing parent understanding and access to the social services provided by public schools.	More effective district communication and engagement of stakeholders.
	Stronger parent and community buy-in and support for public schools.
8. Biennial survey of member communications departments, including their staffing levels, functions, responsibilities, and funding.	More effective district communication and engagement of stakeholders.
9. Information and input into mainstream and alternative media coverage of education issues and urban school trends and progress.	Enhanced public support and confidence in urban public schools.
10. Approved partnerships that enhance the Council's support and services for member districts and students.	



# Officers of the Council of the Great City Schools

Larry Feldman, Chair of the Board  
Miami-Dade County School Board Member

Eric Gordon, Chair-elect of the Board  
Cleveland Metropolitan Schools Chief Executive Officer

Michael O'Neill, Secretary/Treasurer  
Boston School Committee Member

Felton Williams, Immediate Past Chair  
Long Beach School Board Member

Michael Casserly, Executive Director

**SUBCOMMITTEE ON MEMBERSHIP**



# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on Membership**

**2018-2019**

### ***Subcommittee Goal***

To review criteria and applications for membership, and recruit and retain members.

### ***Chair***

Thomas Ahart, Des Moines Superintendent

### ***Members***

Sharon Contreras, Guilford County Superintendent  
William Hite, Philadelphia Superintendent  
Barbara Nevergold, Buffalo School Board  
Raquel Reedy, Albuquerque Superintendent  
Susan Valdes, Hillsborough County School Board  
Van Henri White, Rochester School Board

### ***Ex Officio***

Larry Feldman, Miami-Dade County School Board

# COUNCIL OF THE GREAT CITY SCHOOLS

## Membership by Region

October 2018

East (E)	Midwest (MW)	Southeast (SE)	West (W)
Boston	Arlington (TX)	Atlanta	Albuquerque
Bridgeport	Aurora	Baltimore	Anchorage
Buffalo	Austin	Birmingham	Fresno
Cincinnati	Chicago	Broward County	Hawaii
Cleveland	Dallas	Charlotte	Las Vegas
Columbus	Denver	Charleston	Long Beach
Dayton	Des Moines	Guilford County	Los Angeles
Detroit	El Paso	Jackson	Oakland
Newark	Ft. Worth	Jacksonville	Portland
New York City	Houston	Louisville	Sacramento
Philadelphia	Indianapolis	Memphis-Shelby Cty	San Diego
Pittsburgh	Kansas City	Miami-Dade County	San Francisco
Providence	Milwaukee	Nashville	Santa Ana
Rochester	Minneapolis	New Orleans	Seattle
Toledo	Oklahoma City	Norfolk	Stockton
Toronto	Omaha	Orlando	
	San Antonio	Palm Beach	
	St. Louis	Puerto Rico	
	St. Paul	Richmond	
	Tulsa	St. Petersburg	
	Wichita	Tampa	
		Washington D.C.	
16	21	22	15

**COMPOSITION OF EXECUTIVE COMMITTEE**

CONCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE

FOR FISCAL YEAR 2018-2019 (as of 10/3/18)

	EXPIRATION OF TERM	POSITION		SEX		RACE					REGION			
		SUPT	BOARD	MALE	FEMALE	AA	HISPANIC	WHITE	ASIAN	OTHER	EAST	MW	SE	WEST
1	Feldman, Larry,Chair		1	1				1					1	
2	Gordon, Eric, Chair-Elect	1		1				1			1			
3	O'Neill, Michael,Secty/Trea		1	1				1			1			
4	Felton Williams, IPChair		1	1		1								1
5	Ahart, Tom	1st 6/30/19	1	1				1				1		
6	Cabrera, Juan	1st 6/30/20	1	1			1				1			
7	Carranza, Richard	Knowles6/30/19	1	1			1				1			
8	Contreras, Sharon	1st 6/30/20	1		1	1							1	
9	Cruz, Paul	1st 6/30/18	1	1			1				1			
10	Davis, Valerie	O'Neil 6/30/19		1	1					1				1
11	Guerrero, Guadalupe	A Lora 6/30/19	1	1			1							1
12	Haynes, Happy	1st 6/30/20		1	1	1						1		
13	Hinojosa, Michael	1st 6/30/20	1	1			1				1			
14	Hite, Bill	1st 6/30/20	1	1		1					1			
15	Jenkins, Barbara	1st 6/30/20	1		1	1							1	
16	Merica, Lacey	1st 6/30/20		1	1			1				1		
17	Nevergold,Barbara	CGray 6/30/19		1	1	1					1			
18	Paz, Ashley	1st 6/30/20		1	1			1				1		
19	Reedy, Raquel	M King 6/30/20	1		1		1							1
20	Snelling, Elisa	Edgcmb 6/30/18		1	1			1						1
21	Valdes, Susan	1st 6/30/20		1	1		1						1	
22	White, Van Henri	RonLee 6/30/20		1	1	1					1			
23	Woo, Darrell	MCooper 6/30/19		1	1				1					1
24	Wright, Paula	1st 6/30/19		1	1	1							1	
TOTAL		11	13	13	11	8	7	7	1	1	6	7	5	6

Composition of Executive Committee  
FY2018-19 as of October 2018

<b>Region</b>	<b>Male</b>	<b>Female</b>	<b>Board</b>	<b>Supt</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>	<b>Totals</b>
East	5	1	3	3	3	1	2	0	6
Southeast	1	4	3	2	3	1	1	0	5
Midwest	4	3	3	4	1	3	3	0	7
West	3	3	4	2	1	2	1	2	6
Totals	13	11	13	11	8	7	7	2	24

**MEMBERSHIP REQUEST FROM ALIEF, TX**

October 8, 2018

Michael Casserly  
Executive Director  
Council of the Great City Schools  
1331 Pennsylvania Avenue, N.W., Suite 1100N  
Washington, D.C. 20004

Mr. Casserly,

This correspondence serves as a formal letter of interest in membership to your Council of the Great City Schools. As the Superintendent of Schools for the Alief Independent School District I would like to share with you a little about our district and the community we serve.

Alief is a diverse district which serves students in the southwest area of the nation's 4<sup>th</sup> largest city Houston, Texas. With a student enrollment of more than 46,000 students in grade levels Pre K-12, our district serves a population with more than 80 languages. According to our 2017/2018 data, 43.55% of our students are Limited English Proficient, 99.52% are Title I students and our ethnicity enrollment is as follows:

Hispanic/Latino	53.14%
Black/African American	28.97%
Asian	11.95%
White	4.06%
American Indian/Alaskan	1.11%
Hawaiian/Pacific Island	0.14%
Two or More	0.63%

These numbers are just a reflection of the community we serve. Our district is made up of 47 campuses including several school of choice options for our students from an Early College High School, STEM Academy, International School and a new state of the art Center for Advanced Careers along with numerous award winning programs providing our students with meaningful academic and career pathway opportunities.

I would like to thank you for your consideration of our district membership to your Council. I look forward to hearing from you soon.

Sincerely,



HD Chambers  
Superintendent of Schools

## Key Statistics on Alief, TX

	<b>Council By-laws Criteria</b>	<b>Alief Independent School District</b>
<b>Population of city</b>	250,000	106,657
<b>School district enrollment</b>	35,000	47,265
	<b>Council Average</b>	<b>Alief Independent School District</b>
<b>Free/reduced price lunch</b>	70%	80%
<b>Percent African American</b>	29%	29%
<b>Percent Hispanic</b>	40%	52%
<b>Percent ELL</b>	17%	38%



**MEMBERSHIP REQUEST FROM MANCHESTER, NH**



**MANCHESTER SCHOOL DISTRICT**  
SCHOOL ADMINISTRATIVE UNIT NO. 37  
195 McGregor Street, Suite 201  
Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

**Joyce Craig**  
Mayor & Chair of the  
Board of School Committee

**Bolgen Vargas, Ed.D.**  
Superintendent of Schools

October 9, 2018

Michael Casserly  
Head Council  
Council of the Great City Schools  
1331 Pennsylvania Ave., N.W., Ste. 1100N  
Washington D.C., 20004

Re: Council of the Great City Schools Petition Letter

Dear Dr. Casserly:

On behalf of the Manchester School District (MSD) and the City of Manchester, New Hampshire, please accept this letter of petition for MSD's membership with the Council of the Great City Schools (Council).

Manchester is the largest, most diverse city in New Hampshire, and the largest city in Northern New England; similarly, MSD is the largest and most diverse school district in the state. Manchester was incorporated as a city in 1846 and is located in Hillsborough County, approximately 60 miles north of Boston, situated along the banks of the Merrimack River. Current estimates put Manchester's population at 111,196.

MSD was established in 1875 and is the oldest school district in New Hampshire. It currently serves approximately 13,600 students. MSD is overseen by the Manchester Board of School Committee (BOSC). The BOSC has 15 members including representatives from each of Manchester's 12 wards, 2 at-large representatives, and the Mayor, who serves as the Chair. The Mayor and all other BOSC members are elected every 2 years. The current members of the BOSC are:

1. Sarah Ambrogi, Ward 1
2. David Scannell, Ward 2
3. Mary Ngwanda Georges, Ward 3
4. Leslie Want, Ward 4
5. Lisa M. Freeman, Ward 5
6. Dan Bergeron, Ward 6
7. Ross Terrio, Ward 7
8. Jimmy Lehoux, Ward 8

*It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan; the 504 Coordinator is Mary Steady. Please see above for contact information.*

9. Arthur Beaudry (Vice Chair), Ward 9
10. John Avard, Ward 10
11. Katie Desrochers, Ward 11
12. Kelly Thomas, Ward 12
13. Richard H. Girard, At-Large
14. Vacant, At-Large
15. Joyce Craig, Mayor and Chair

MSD is comprised of 22 schools, 14 elementary schools, 3 middle schools, 3 high schools, and 1 career high school. The student population is the most diverse in the state of New Hampshire. Students of color make up 42% of the total district population and includes high percentages of Hispanic (23%), African American (9%) and Asian/Pacific Islander (5.2) students. The MSD also has high percentages of students eligible for free/reduced price lunch (57%), and English Language Learners or ELLs (15%) in comparison to state averages (students of color – 15%, Hispanic - 6%, Asian/Pacific Islander - 3.4% and African American - 2%; eligible for free/reduced price lunch – 27%, ELLs – 2%).

MSD is a national-leader in competency-based education and project-based learning (PBL). The Hewlett Packard Foundation and the Buck Institute recently selected MSD as one of two school districts in the country – the other is Pearl City-Waipahu Complex Area in Hawaii – to receive a significant investment to scale-up high-quality PBL across the district. The goal is by 2021 for at least 80% of MSD's students to be engaged in two high-quality PBL experiences per year, beginning in kindergarten.

We are eager to begin a partnership with the Council. MSD is currently working with a community movement called Manchester Proud to reimagine learning in the City. Manchester Proud is leading an inclusive, community-driven process to create a new strategic plan for MSD that is by and for all the people of Manchester. This process would greatly benefit from the insight, experience, and knowledge of the Council's membership. MSD also looks forward to contributing as an active member of the Council. We share a common commitment to ensuring all of our students graduate ready to thrive in the twenty-first century.

Should you have any questions or require any additional information, please contact us at 603-624-6300.

Thank you.



Joyce Craig, Mayor  
Chairman, Board of School Committee



Bolgen Vargas, Ed.D.  
Superintendent of Schools

*It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan; the 504 Coordinator is Mary Steady. Please see above for contact information.*

## Key Statistics on Manchester, NH

	<b>Council By-laws Criteria</b>	<b>Manchester School District</b>
<b>Population of city</b>	250,000	110, 506
<b>School district enrollment</b>	35,000	14, 396
	<b>Council Average</b>	<b>Manchester School District</b>
<b>Free/reduced price lunch</b>	70%	57%
<b>Percent African American</b>	29%	8%
<b>Percent Hispanic</b>	40%	18%
<b>Percent ELL</b>	17%	10%

**SUBCOMMITTEE ON BY-LAWS**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on By-Laws**

**2018-2019**

### ***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, New York City Chancellor  
Valerie Davis, Fresno School Board  
Barbara Jenkins, Orange County Superintendent  
Lacey Merica, Omaha School Board  
Felton Williams, Long Beach School Board  
Darrel Woo, Sacramento School Board

### ***Ex Officio***

Larry Feldman, Miami-Dade County School Board

**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 5.01 Board of Directors.** The affairs of the Corporation shall be operated by the Board of Directors. Members of the Board of Directors are the officers of the corporation and the Superintendent of Schools and a member of the Board of Education officially designated by each Board of Education and the Chair of the Great City Colleges of Education. Each member of the Board of Directors shall vote as an individual. No proxies may be appointed to the Board of Directors for the purposes of constituting a quorum of the Board of Directors



or for purposes of voting on matters coming before the Board of Directors. A member of the Board of Directors who is unable to attend a board meeting may, in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the board member on the business of the meeting.

### **Section 5.02 Officers.**

- (a) Elected Officers.** The elected officers of the Corporation shall be the Chair, Chair-Elect, and Secretary/Treasurer. No person shall be elected to the same position for more than two successive years. The officers shall be elected annually by the Board of Directors from persons who have served on the Executive Committee. Officers and shall take office on the 1st of July following their election. If an officer is unable to complete a term, the Board of Directors shall fill the vacancy at the next meeting of the Directors. The Office of the Chair shall alternate generally between superintendents and Board of Education members. Where the Chair or Chair-Elect is a Board of Education member, he or she may continue to be Chair, or Chair-Elect and then Chair, as the case may be, even though he or she is no longer the designated Board of Education member for his or her school district; provided, however, that only the designated Board of Education member from his or her district shall be entitled to vote at Board of Directors meetings.
- (b) Non-Elected Officers.** The immediate past Chair shall serve as a non-elected, but voting officer of the Corporation. The Executive Director shall serve as a non-elected and non-voting officer of the Corporation.

### **Section 5.03 Executive Committee**

- (a) Voting Members.** The voting members of the Executive Committee shall consist of the Chair, Chair-Elect, Secretary/Treasurer, Immediate Past Chair, and twenty (20) persons elected by the Board of Directors. The Executive Committee shall be elected by the Directors at the Annual Meetings of the membership on a staggered basis for terms of three years and shall take office on the 1st of July following their election. The maximum consecutive number of years that a member of the Board of Directors can serve on the Executive Committee shall be limited to the total of (i) the balance of an unexpired term to which, pursuant to subsection 5.03(e), he or she is appointed by the Executive Committee and is then elected by the Board of Directors; (ii) two three-year terms; and (iii) any additional consecutive years during which he or she serves as an officer of the Corporation.
- (b) Proxies.** No proxies may be appointed to the Executive Committee for purposes of constituting a quorum of the Executive Committee or for purposes of voting on matters to come before the Executive Committee. A member of the Executive Committee who is unable to attend a committee meeting may in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the committee member on the business of the meeting.
- (c) Composition.** The Executive Committee and Officers of the Corporation shall have equal proportion of Superintendents and Board of Education Members; shall include geographic representation, race, gender, ethnicity, and attendance at Board of

Directors meetings as criteria for membership on the Executive Committee and for Officers of the Corporation. Attendance at Executive Committee meetings will be a criterion for renomination to the Executive Committee and for Officers of the Corporation. Failure to attend both the summer and winter meetings of the Executive Committee in any single calendar year may result in a member's replacement. No more than one person from each member district shall be nominated to the Executive Committee. In addition, the Chair of the Great City Colleges of Education shall serve as an *Ex Officio* non-voting member of the Executive Committee.

- (d) Responsibilities and Powers of the Executive Committee.** Except as to matters for which the General Not For Profit Corporation Act of 1986 of the State of Illinois, as amended from time to time, requires the approval of the members and to the extent not otherwise limited in these By-Laws and by resolution from time to time adopted by the Board of Directors, the Executive Committee shall have and may exercise all the authority of the Board of Directors, when the Board of Directors is not in session. The Executive Committee shall have power to authorize the seal of the Corporation to be affixed to all papers where required. Copies of the recorded minutes of the Executive Committee shall be transmitted to the Board of Directors. The Executive Committee shall have the power to contract with and fix compensation for such employees and agents as the Executive Committee may deem necessary for the transaction of the business of the Corporation, including but not limited to the Executive Director who shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation. All salary rates shall be approved annually by a vote of the Executive Committee.
- (e) Vacancies.** Between meetings of the Board of Directors, the Executive Committee shall have and exercise the authority to fill vacancies on the Executive Committee on a temporary basis and to declare a vacancy on the Executive Committee if a member shall be unable to attend meetings of the Committee, or should no longer hold a Superintendency or be a member of a Board of Education in the membership. Appointments to such vacancies shall be confirmed by the Board of Directors at their next regular meeting.
- (f) Subcommittees of the Executive Committee.** There shall be three subcommittees of the Executive Committee: Audit, By-Laws, and Membership. These Committees and their chairpersons will be appointed by the Executive Committee upon the recommendations of the Chair.

**Section 5.04 Task Forces of the Board of Directors.** The Board of Directors may from time to time create Task Forces to address critical issues facing urban public education. A Chair and Co-Chair of each Task Force shall be appointed by the Chair of the Board and shall include one Superintendent and one School Board member, and may also include a representative of the Great City Colleges of Education. The mission, goals, products, and continuation of each Task Force shall be subject to annual review and concurrence by the Board of Directors. Recommendations of the Task Forces shall be posted and circulated to the Board of Directors within a reasonable time before its meetings in order to be considered.

**Section 5.05 Nominations Committee.**

**(a) Composition.** A Nominations Committee shall be chosen annually by the Chair to nominate officers and members of the Executive Committee. In order to ensure racial, ethnic and gender representation on all committees and subcommittees, the Chair shall use these criteria in establishing the Nominations Committee and all other committees and subcommittees. The Nominations Committee shall consist of the Immediate Past Chair of the Organization, who shall act as Chair of the Committee, and at least four other persons appointed by the Chair. The elected officers of the Corporation shall not serve on the Nominations Committee.

A majority of the members of the Nominations Committee shall be members of the Board of Directors who do not serve on the Executive Committee. The Nominations Committee shall have, to the extent possible, an equal number of Superintendents and Board of Education members, and in addition to being geographically representative, shall be balanced by race, ethnicity and gender.

**(b) Responsibilities and Procedures.** The Nominations Committee shall announce nominations at least 14 days before the date of the Board of Directors meeting at which such election will occur. Additional nominations may be made by written petition submitted to the Chairperson of the Nominations Committee at least 24 hours in advance of the start of the Business Meeting at which the election will take place. A written petition must have at least five written signatures from five Board of Directors members from at least five different member cities.

## **ARTICLE VI: EXECUTIVE DIRECTOR**

**Section 6.01 Duties and Responsibilities.** An Executive Director shall be employed by the Executive Committee. In general, the responsibilities of the Executive Director shall be to organize and to coordinate the activities that form the basic program of the Corporation. The Executive Director shall function as the Chief Administrative Officer of the Corporation in accordance with policies established by the Executive Committee. The Executive Director shall be responsible for executing contracts in the name of the Corporation. The Executive Director shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation.

**Section 6.02 Fidelity Bond.** The Executive Director shall be responsible for the acquisition and maintenance of a fidelity bond for all corporate officers and employees.

## **ARTICLE VII: CONFERENCE MEETINGS**

**Section 7.01 Conferences.** The Board of Directors shall provide for at least one conference annually at which its members and staff shall meet to plan, discuss and hear reports of the organization. These meetings shall be determined and planned by the Executive Committee. The Conference may recommend to the Board of Directors problems and items for the Corporation's consideration.

**Section 7.02 Time and Place of Meetings.** Meetings of the Board of Directors and/or the Executive Committee shall be held at the call of the Chair, a majority of the Executive Committee, or one-third of the Board of Directors, and shall be held in the city of the registered office of the Corporation, or in member cities. The Board of Directors shall meet at least twice annually, once in the spring and once in the fall.

**Section 7.03 Spring Directors Meeting.** The spring meeting of the Board of Directors shall be held to elect officers, approve the annual budget, and transact such other matters of business as are necessary.

**Section 7.04 Notices of Meetings.** Written notices of the meetings of the Board of Directors and the Executive Committee shall be given at least fourteen (14) days prior to the date of the meeting.

**Section 7.05 Quorum.** The presence of one-third of the Board of Directors or a majority of elected Executive Committee members, respectively, shall constitute a quorum for the transaction of business, and unless otherwise provided in these By-Laws or by law, the act of a majority of The Board of Directors present or the act of a majority of elected Executive Committee members present at a meeting at which a quorum is present shall be an act of the Corporation.

**Section 7.06 Organization.** At every meeting of the Executive Committee, the Chair of the Board of Directors shall act as Chair. The Chair-Elect of the Board or other person designated by the Chair may chair the Executive Committee when the Chair is absent. The Executive Director or his or her designee shall serve as the Recording Secretary at all meetings of the Executive Committee and the Board of Directors.

**Section 7.07 Press Policy.** All meetings of the Corporation shall be open to the press and to the public. The Board of Directors or the Executive Committee, however, may by a majority vote declare a meeting closed.

#### **ARTICLE VIII: FISCAL YEAR**

**Section 8.01 Fiscal Year.** The fiscal year of the Corporation shall be from July 1st of each year to June 30th of the succeeding year.

**Section 8.02 Audit.** The accounts of the Corporation for each fiscal year shall be audited, and the financial reports verified annually by the Audit Committee of the Executive Committee. A written report of the Audit Committee shall be filed in the minutes of the meeting of the Corporation at which the report is submitted.

**Section 8.03 Bond.** The Officers and employees responsible for handling funds for the organization shall be bonded in an amount to be determined by the Executive Committee and premium shall be paid by the Corporation.

#### **ARTICLE IX: FINANCES**

**Section 9.01 Financial Support.** The Board of Directors shall determine the amount of the service charges and/or membership dues to be paid to the Corporation by Boards of Education in the membership. The Executive Committee shall review the membership dues structure and amounts in years ending in zero or five, and may recommend modifications to the Board of Directors.

**Section 9.02 Grants.** The Board of Directors shall be empowered to receive grants from foundations or other sources tendered to the Corporation.

**Section 9.03 Receipts.** All funds received are to be acknowledged by the Executive Director or his or her designee, and a monthly financial report is to be created internally for

management purposes and quarterly financial reports are to be submitted to the Executive Committee. Earmarked funds are to be carried in a separate account.

**Section 9.04 Checks, Drafts, and Order for Payment of Money.** Orders for payment of money shall be signed in the name of the corporation by such officers or agents as the Executive Committee shall from time to time designate for that purpose. The Executive Committee shall have the power to designate the officers and agents who shall have authority to execute any instruments on behalf of the Corporation.

**Section 9.05 Disbursements.** Checks written for amounts not exceeding \$100,000 shall be signed by the Executive Director or other persons authorized by the Executive Committee. Checks written in excess of \$100,000 shall be countersigned by the Executive Director and an officer.

**Section 9.06 Contracts and Conveyances.** When the execution of any contract or conveyance has been authorized by the Executive Committee, the Executive Director shall execute the same in the name and on behalf of the Corporation and may affix the corporate seal thereto.

**Section 9.07 Borrowing.** The Executive Committee shall have the full power and authority to borrow money whenever in the discretion of the Executive Committee the exercise of said power is required in the general interest of the Corporation. In such case, the Executive Committee may authorize the proper officers of the Corporation to make, execute and deliver in the name and on behalf of the Corporation such notes, bonds, and other evidence of indebtedness as the Executive Committee shall deem proper. No pledge or mortgage of the personal or real property of the Corporation is authorized unless by a resolution of the Board of Directors.

## **ARTICLE X: MISCELLANEOUS**

**Section 10.01 Amendments.** These By-Laws may be altered, amended, or repealed, and new By-Laws may be adopted by a vote of a majority of the Board of Directors at any meeting for which there has been written notification fourteen (14) days prior to the meeting at which the By-Laws are proposed to be amended.

**Section 10.02 Rules of Order.** The parliamentary procedures governing meetings of the Board of Directors and the meetings of its committees and subcommittees shall to the extent not otherwise covered by these By-Laws, be those set out in the most current edition of *Robert's Rules of Order*.

## APPROVED

April 19, 1961 Chicago, Illinois

## REVISED

April 23, 1961 Philadelphia, Pennsylvania  
March 25, 1962 Chicago, Illinois  
November 4, 1962 Detroit, Michigan  
April 12, 1964 Chicago, Illinois  
November 20, 1964 Milwaukee, Wisconsin  
March 20, 1966 Chicago, Illinois  
April 9, 1967 Chicago, Illinois  
November 10, 1967 Cleveland, Ohio  
May 4, 1968 Boston, Massachusetts  
December 7, 1968 Philadelphia, Pennsylvania  
March 29, 1969 San Diego, California  
May 9, 1970 Buffalo, New York  
May 8, 1971 San Francisco, California  
November 16, 1972 Houston, Texas  
March 21, 1974 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 15, 1992 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 AUDIT**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on Audit**

**2018-2019**

### ***Subcommittee Goal***

To review and report on Council budgetary matters, and ensure the proper management of Council revenues.

### ***Chair***

Michael O'Neill, Boston School Committee

### ***Members***

Paul Cruz, Austin Superintendent  
Eric Gordon, Cleveland CEO  
Guadalupe Guerrero, Portland Superintendent  
Michael Hinojosa, Dallas Superintendent  
Ashley Paz, Fort Worth School Board  
Elisa Snelling, Anchorage School Board  
Paula Wright, Duval County School Board

### ***Ex Officio***

Larry Feldman, Miami-Dade County School Board



**2017-2018 BUDGET**

**COMBINED REPORT  
GENERAL OPERATIONS  
AND  
CATEGORICAL PROGRAMS**

**PRELIMINARY TOTALS  
FOR  
FISCAL YEAR 2017-2018**

**ENDING JUNE 30, 2018**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
PRELIMINARY REPORT FOR FY17-18

COMBINED GENERAL OPERATIONS AND CATEGORICAL PROGRAMS

	GENERAL OPERATIONS FY17-18	CATEGORICAL PROGRAMS FY17-18	PRELIMINARY COMBINED TOTAL
<b>REVENUE</b>			
MEMBERSHIP DUES	\$2,839,010.00	\$500.00	\$2,839,510.00
GRANTS AND CONTRACTS	\$0.00	\$681,112.28	\$681,112.28
SPONSOR CONTRIBUTION	\$52,000.00	\$1,179,550.00	\$1,231,550.00
REGISTRATION FEES	\$0.00	\$545,027.50	\$545,027.50
INTEREST AND DIVIDENDS	\$471,044.50	\$0.00	\$471,044.50
ROYALTIES AND OTHER INCOME	\$1,502.73	\$36,755.00	\$38,257.73
TOTAL REVENUE	\$3,363,557.23	\$2,442,944.78	\$5,806,502.01
<b>EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$2,306,093.32	\$896,938.61	\$3,203,031.93
OTHER INSURANCE	\$17,517.18	\$0.00	\$17,517.18
TRAVEL & MEETINGS	\$71,734.50	\$1,595,773.54	\$1,667,508.04
GENERAL SUPPLIES	\$10,392.64	\$77,743.29	\$88,135.93
SUBSCRIPTION & PUBLICATIONS	\$30,660.17	\$486.45	\$31,146.62
COPYING & PRINTING	\$93,450.80	\$96,519.59	\$189,970.39
OUTSIDE SERVICES	\$619,092.92	\$1,124,895.76	\$1,743,988.68
TELEPHONE	\$26,211.53	\$342.87	\$26,554.40
POSTAGE & SHIPPING	\$10,294.38	\$34,378.98	\$44,673.36
EQUPT LEASE MAINT & DEP	\$100,937.06	\$4,685.92	\$105,622.98
OFFICE RENT & UTILITIES	\$375,762.81	\$0.00	\$375,762.81
ALLOW FOR UNCOLLECTED REVENUE	\$120,000.00	\$0.00	\$120,000.00
EXPENSES ALLOCATED TO PROJECTS	(\$418,590.08)	\$418,590.08	\$0.00
TOTAL OPERATING EXPENSES	\$3,363,557.23	\$4,250,355.09	\$7,613,912.32
REVENUE OVER EXPENSES	\$0.00	(\$1,807,410.31)	(\$1,807,410.31)
<b>ADJUSTMENTS:</b>			
NET ASSETS, BEGINNING OF YEAR	\$7,070,823.29	\$3,275,204.05	\$10,346,027.34
NET GAIN/(LOSS) ON INVESTMENT COMPLETED PROJECTS	\$138,133.00	\$0.00	\$138,133.00
	\$0.00	(\$2,211.11)	\$0.00
NET ASSETS, END OF YEAR	\$7,208,956.29	\$1,465,582.63	\$8,676,750.03

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2017-18 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF March 26, 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	3/26/2018		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	10/11/2017		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		5/27/2016		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		waived		waived		waived		waived
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	10/11/2017		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	7/1/2017		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	\$113,604	\$2,839,010							

12

9

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14

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2017-18

BY FUNCTION

	AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	PRELIMINARY TOTALS FY17-18
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	\$2,839,010.00
GRANTS AND CONTRACTS	15,000.00	0.00	0.00
SPONSOR CONTRIBUTION	46,000.00	52,000.00	52,000.00
REGISTRATION FEES	0.00	0.00	0.00
INTEREST AND DIVIDENDS	258,081.78	415,000.00	471,044.50
ROYALTIES AND OTHER INCOME	3,295.87	0.00	1,502.73
TOTAL REVENUE	\$3,066,395.65	\$3,306,010.00	\$3,363,557.23
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$1,266,240.24	\$1,330,043.00	\$1,377,420.33
EXECUTIVE LEADERSHIP	\$525,433.05	792,298.97	569,630.93
FUNDRAISING ACTIVITIES	\$25,331.63	26,000.00	38,389.61
LEGISLATIVE ADVOCACY	\$585,339.34	584,694.41	668,105.66
CURRICULUM & INSTRUCTION	\$54,711.87	60,000.00	64,289.26
PUBLIC ADVOCACY	\$423,109.22	511,053.44	489,763.68
MEMBER MANAGEMENT SERVICES	\$177,230.09	179,412.50	189,071.65
POLICY RESEARCH	\$233,026.13	614,507.68	385,476.18
INDIRECT EXPENSES FROM PROJECTS	(\$469,357.63)	(612,154.00)	(418,590.08)
TOTAL OPERATING EXPENSES	\$2,821,063.94	\$3,485,856.00	\$3,363,557.23
REVENUE OVER EXPENSES	\$245,331.71	(\$179,846.00)	\$0.00
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52		\$10,346,027.34
CATEGORICAL PROG NET REVENUE	(\$471,840.59)		(\$1,807,410.31)
NET GAIN/(LOSS) ON INVESTMENT	\$574,644.70		\$138,133.00
LOSS ON RETURN OF GRANT FUNDS	\$0.00		\$0.00
<b>ENDING BALANCE</b>	<b>\$10,346,027.34</b>		<b>\$8,676,750.03</b>

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	PRELIMINARY TOTALS FY17-18
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	\$2,839,010.00
GRANTS AND CONTRACTS	15,000.00	0.00	0.00
SPONSOR CONTRIBUTION	46,000.00	52,000.00	52,000.00
REGISTRATION FEES	0.00	0.00	0.00
INTEREST AND DIVIDENDS	258,081.78	415,000.00	471,044.50
ROYALTIES AND OTHER INCOME	3,295.87	0.00	1,502.73
TOTAL REVENUE	\$3,066,395.65	\$3,306,010.00	\$3,363,557.23
<b>GENERAL OPERATING EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$1,992,880.10	\$2,655,012.00	\$2,306,093.32
OTHER INSURANCE	21,012.40	22,500.00	\$17,517.18
TRAVEL & MEETINGS	66,040.64	70,000.00	\$71,734.50
GENERAL SUPPLIES	8,976.55	15,000.00	\$10,392.64
SUBSCRIPTION & PUBLICATIONS	30,863.91	30,000.00	\$30,660.17
COPYING & PRINTING	107,020.80	125,000.00	\$93,450.80
OUTSIDE SERVICES	504,168.71	523,510.00	\$619,092.92
TELEPHONE	30,953.52	25,000.00	\$26,211.53
POSTAGE & SHIPPING	4,128.70	8,000.00	\$10,294.38
EQPT LEASE MAINT & DEPRECIATION	91,123.60	135,546.00	\$100,937.06
OFFICE RENT & UTILITIES	313,252.64	368,442.00	\$375,762.81
ALLO FOR UNCOLLECTED REVENUE	120,000.00	120,000.00	\$120,000.00
INDIRECT EXPENSES FROM PROJECTS	(469,357.63)	(612,154.00)	(\$418,590.08)
TOTAL OPERATING EXPENSES	\$2,821,063.94	\$3,485,856.00	\$3,363,557.23
REVENUE OVER EXPENSES	\$245,331.71	(\$179,846.00)	\$0.00
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52		\$10,346,027.34
CATEGORICAL PROG NET REVENUE	(\$471,840.59)		(\$1,807,410.31)
NET (GAIN)/LOSS ON INVESTMENT	\$574,644.70		\$138,133.00
LOSS ON RETURN OF GRANT FUNDS	\$0.00		\$0.00
<b>ENDING BALANCE</b>	<b>\$10,346,027.34</b>		<b>\$8,676,750.03</b>

07/03/18  
 (4th Qtr Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2016-17  
 AUDITED TOTALS FOR FISCAL YEAR ENDING June 30, 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)	AUDITED TOTALS (7/1/16-6/30/17)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$456,916.89	\$401,983.33	\$24,596.39	\$427,379.59	\$0.00	\$302,014.72	\$167,633.92	\$212,355.26	\$1,992,880.10
OTHER INSURANCE	21,012.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,012.40
TRAVEL & MEETINGS	\$5,481.28	38,235.68	0.00	2,421.38	0.00	772.06	8,503.41	10,626.83	66,040.64
GENERAL SUPPLIES	8,927.55	0.00	0.00	0.00	0.00	49.00	0.00	0.00	8,976.55
SUBSCRIPTION & PUBLICATIONS	5,672.12	1,599.00	0.00	11,655.28	0.00	7,772.54	0.00	4,164.97	30,863.91
COPYING & PRINTING	260.25	11,184.50	0.00	0.00	484.95	90,252.95	0.00	4,838.15	107,020.80
OUTSIDE SERVICES	215,936.05	68,569.87	735.24	141,964.87	54,226.92	22,340.00	0.00	395.76	504,168.71
TELEPHONE	24,919.35	2,973.04	0.00	1,733.69	0.00	(311.63)	1,092.76	546.31	30,953.52
POSTAGE & SHIPPING	2,738.11	887.63	0.00	184.53	0.00	219.58	0.00	98.85	4,128.70
EQPT LEASE MAINT & DEP	91,123.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	91,123.60
OFFICE RENT & UTILITIES	313,252.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00	313,252.64
ALLO FOR UNCOLLECTED REVENUE	120,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	120,000.00
INDIRECT EXPENSES FROM PROJECTS	(469,357.63)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(469,357.63)
TOTAL OPERATING EXPENSES	<u>\$796,882.61</u> \$469,357.63	<u>\$525,433.05</u>	<u>\$25,331.63</u>	<u>\$585,339.34</u>	<u>\$54,711.87</u>	<u>\$423,109.22</u>	<u>\$177,230.09</u>	<u>\$233,026.13</u>	<b>\$2,821,063.94</b>
	<u>\$1,266,240.24</u>								

(07/03/18)  
(4TH QTR REPORT)

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
<b>GENERAL OPERATING EXPENSES</b>									
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	<u>(612,154.00)</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>(612,154.00)</u>
TOTAL OPERATING EXPENSES	<u>\$717,889.00</u>	<u>\$792,298.97</u>	<u>\$26,000.00</u>	<u>\$584,694.41</u>	<u>\$60,000.00</u>	<u>\$511,053.44</u>	<u>\$179,412.50</u>	<u>\$614,507.68</u>	<u>\$3,485,856.00</u>
	\$612,154.00								
	\$1,330,043.00								



07/03/18  
 (4th Qtr Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2017-18  
 EXPENSES FOR TWELVE MONTHS ENDING June 30, 2018

	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)	ONE YEAR TOTAL (7/1/17-6/30/18)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$491,306.63	\$345,075.58	\$27,857.10	\$521,626.96	\$0.00	\$370,174.67	\$183,971.78	\$366,080.59	\$2,306,093.32
OTHER INSURANCE	17,517.18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,517.18
TRAVEL & MEETINGS	\$1,888.30	42,530.00	0.00	6,561.47	0.00	3,028.13	3,966.49	13,760.11	71,734.50
GENERAL SUPPLIES	10,392.64	0.00	0.00	0.00	0.00	0.00	0.00	0.00	10,392.64
SUBSCRIPTION & PUBLICATIONS	8,600.29	1,198.00	0.00	14,077.12	230.66	2,637.16	0.00	3,916.94	30,660.17
COPYING & PRINTING	722.01	622.50	0.00	0.00	214.30	91,466.99	0.00	425.00	93,450.80
OUTSIDE SERVICES	227,883.03	173,825.05	10,532.51	122,933.03	63,844.30	20,075.00	0.00	0.00	619,092.92
TELEPHONE	18,167.77	3,664.06	0.00	2,172.84	0.00	616.12	1,023.76	566.98	26,211.53
POSTAGE & SHIPPING	4,242.61	2,715.74	0.00	734.24	0.00	1,765.61	109.62	726.56	10,294.38
EQPT LEASE MAINT & DEP	100,937.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100,937.06
OFFICE RENT & UTILITIES	375,762.81	0.00	0.00	0.00	0.00	0.00	0.00	0.00	375,762.81
ALLO FOR UNCOLLECTED REVENUE	120,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	120,000.00
INDIRECT EXPENSES FROM PROJECTS	(418,590.08)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(418,590.08)
TOTAL OPERATING EXPENSES	\$958,830.25	\$569,630.93	\$38,389.61	\$668,105.66	\$64,289.26	\$489,763.68	\$189,071.65	\$385,476.18	\$3,363,557.23
	\$418,590.08								
	\$1,377,420.33								

## 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**

**PRELIMINARY TOTALS  
FOR  
FISCAL YEAR 2017-2018**

**ENDING JUNE 30, 2018**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
TWELVE MONTHS ENDING JUNE 30, 2018

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)	URBAN DEANS NETWK (40)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
GRANTS & CONTRACTS	0.00	432,654.50	0.00	0.00	0.00	134,140.78	0.00	0.00	0.00
SPONSOR CONTRIBUTION	1,179,250.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	545,027.50	0.00	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	0.00
ROYALTIES AND OTHER INCOME	0.00	0.00	0.00	36,755.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$1,724,277.50</b>	<b>\$432,654.50</b>	<b>\$0.00</b>	<b>\$36,755.00</b>	<b>\$0.00</b>	<b>\$134,140.78</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$500.00</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$125,442.25	\$0.00	\$0.00	\$0.00	\$150,072.09	\$5,658.22	\$150,046.09	\$109,069.39	\$3,885.82
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	1,199,249.50	44,153.62	0.00	0.00	56,049.94	6,707.64	70,674.32	64,239.29	0.00
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	450.00	9,840.64	67,452.65	0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
COPYING & PRINTING	89,008.09	0.00	0.00	0.00	969.62	250.00	0.00	0.00	0.00
OUTSIDE SERVICES	195,867.13	257,008.04	25,000.00	0.00	58,120.36	0.00	128,169.34	218,958.66	2,527.51
TELEPHONE	72.69	0.00	0.00	0.00	32.88	0.00	0.00	0.00	4.35
POSTAGE & SHIPPING	33,830.81	0.00	0.00	0.00	0.00	100.00	0.00	0.00	448.17
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	4,685.92	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	80,807.03	101,492.84	2,500.00	0.00	39,786.73	2,725.33	36,341.63	50,280.01	0.00
<b>TOTAL PROJECT EXPENSES</b>	<b>\$1,724,277.50</b>	<b>\$402,654.50</b>	<b>\$27,500.00</b>	<b>\$0.00</b>	<b>\$305,031.62</b>	<b>\$15,891.19</b>	<b>\$399,757.94</b>	<b>\$510,000.00</b>	<b>\$6,865.85</b>
REVENUE OVER EXPENSES	\$0.00	\$30,000.00	(\$27,500.00)	\$36,755.00	(\$305,031.62)	\$118,249.59	(\$399,757.94)	(\$510,000.00)	(\$6,365.85)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$619,756.43	(\$149,449.53)	\$109,901.03	(\$19,632.08)	\$568,997.87	\$0.00	\$334,652.54	\$510,000.00	\$8,401.78
ENDING BALANCE 06/30/18	\$619,756.43	(\$119,449.53)	\$82,401.03	\$17,122.92	\$263,966.25	\$118,249.59	(\$65,105.40)	\$0.00	\$2,035.93

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
**TWELVE MONTHS ENDING JUNE 30, 2018**

**CATEGORICAL PROJECTS**  
**PAGE 2 OF 2**

	S Schwartz Urban Impact Award (41)	GATES FOUNDATION CCSS Implem (49)	WALLACE FOUNDATION Principal Supvrs (55)	WALLACE FOUNDATION ESSA (56)	UNIVERSITY OF CHICAGO GRANT (60)	DISASTER RELIEF GRANT (77)	PROFESSIONAL LEARNING PLATFORM (78)	COLLEGE BOARD GRANT (86)	<b>ONE YEAR TOTAL (7/1/17-06/30/18)</b>
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	9,317.00	50,000.00	55,000.00	0.00	\$681,112.28
SPONSOR CONTRIBUTION	300.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$1,179,550.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$545,027.50
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
SALE OF PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$36,755.00
<b>TOTAL REVENUE</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$9,317.00</b>	<b>\$50,000.00</b>	<b>\$55,000.00</b>	<b>\$0.00</b>	<b>\$2,442,944.78</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$0.00	\$109,853.32	\$68,445.78	\$96,330.74	\$3,029.53	\$0.00	\$0.00	\$75,105.38	\$896,938.61
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	0.00	110,946.15	3,344.39	2,786.68	0.00	37622.01	0.00	0.00	\$1,595,773.54
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$77,743.29
DUES, SUBSCR & PUBLICATION	0.00	486.45	0.00	0.00	0.00	0.00	0.00	0.00	\$486.45
COPYING & PRINTING	0.00	6,291.88	0.00	0.00	0.00	0.00	0.00	0.00	\$96,519.59
OUTSIDE SERVICES	0.00	31,934.04	1,211.02	131,948.12	3,975.44	0.00	5176.10	65,000.00	\$1,124,895.76
TELEPHONE	0.00	232.95	0.00	0.00	0.00	0.00	0.00	0.00	\$342.87
POSTAGE & SHIPPING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$34,378.98
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$4,685.92
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	0.00	38,961.72	10,950.18	34,659.83	2,312.03	3,762.20	0.00	14,010.54	\$418,590.08
<b>TOTAL PROJECT EXPENSES</b>	<b>\$0.00</b>	<b>\$298,706.51</b>	<b>\$83,951.37</b>	<b>\$265,725.37</b>	<b>\$9,317.00</b>	<b>\$41,384.21</b>	<b>\$5,176.10</b>	<b>\$154,115.92</b>	<b>\$4,250,355.09</b>
REVENUE OVER EXPENSES	\$300.00	(\$298,706.51)	(\$83,951.37)	(\$265,725.37)	\$0.00	\$8,615.79	\$49,823.90	(\$154,115.92)	(\$1,807,410.31)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	(\$2,211.11)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$2,211.11)
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$21,989.50	\$300,917.62	\$278,725.59	\$290,943.30	\$0.00	\$0.00	\$0.00	\$400,000.00	\$3,275,204.05
ENDING BALANCE 06/30/18	\$22,289.50	\$0.00	\$194,774.22	\$25,217.93	\$0.00	\$8,615.79	\$49,823.90	\$245,884.08	\$1,465,582.63

**2018-2019 BUDGET**

**GENERAL OPERATING BUDGET**

**FOR**

**FISCAL YEAR 2018-2019**



(01/05/18)

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>



## 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

STATUS OF MEMBERSHIP DUES AS OF October 16, 2018

DISTRICT	NOT PAID	PAID	Date Rec'd FY18-19		Date Rec'd FY17-18		Date Rec'd FY16-17		Date Rec'd FY15-16		Date Rec'd FY14-15
1 Albuquerque		\$44,228	6/19/2018	***	6/19/2017	***	6/22/2016		8/20/2015		7/21/2014
2 Anchorage		\$38,701	6/29/2018	***	7/19/2017		8/1/2016	***	6/8/2015	***	6/3/2014
3 Arlington		\$44,228	7/9/2018		12/4/2017		2/7/2017		9/8/2015		NEW
4 Atlanta		\$38,701	10/1/2018		3/26/2018		8/1/2016		8/4/2015		8/11/2014
5 Aurora (Colorado)		\$38,701	6/29/2018	***	not a member						
6 Austin		\$44,228	9/5/2018		7/26/2017		6/30/2016	***	10/22/2015		3/2/2015
7 Baltimore		\$44,228	9/24/2018		8/14/2017		11/1/2016		8/24/2015		7/23/2014
8 Birmingham		\$38,701	9/5/2018		7/31/2017		7/28/2016		6/10/2015	***	6/30/2014
9 Boston		\$44,228	10/16/2018		10/30/2017		8/2/2016		7/5/2015		8/11/2014
10 Bridgeport	\$21,419				8/28/2017		8/18/2016		8/20/2015		6/26/2014
11 Broward County		\$57,128	10/9/2018		10/11/2017		2/21/2017		3/8/2016		9/23/2014
12 Buffalo		\$38,701	7/30/2018		8/22/2017		8/18/2016		9/9/2015		8/18/2014
13 Charleston County		\$38,701	8/27/2018		did not pay		did not pay		5/27/2016		5/7/2015
14 Charlotte-Mecklenburg		\$49,755	6/29/2018	***	6/27/2017	***	6/21/2016	***	6/8/2015	***	6/13/2014
15 Chicago	\$57,128				2/9/2018		4/18/2017		5/16/2016		2/17/2015
16 Cincinnati		\$38,701	7/23/2018		11/1/2017		3/6/2017		12/7/2015		2/10/2015
17 Clark County		\$57,128	8/7/2018		7/24/2017		8/24/2016		9/17/2015		7/31/2014
18 Cleveland		\$38,701	8/13/2018		1/12/2018		10/14/2016		7/21/2015		6/30/2014
19 Columbus		\$38,701	7/30/2018		8/10/2017		8/18/2016		7/24/2015		8/29/2014
20 Dallas		\$49,755	6/29/2018	***	6/30/2017	***	6/30/2016	***	5/3/2016		7/21/2014
21 Dayton		\$38,701	10/16/2018		12/11/2017		8/11/2016		7/15/2016		9/18/2014
22 Denver		\$44,228	8/7/2018		10/30/2017		9/7/2016		7/13/2015		8/4/2014
23 Des Moines*		\$31,269	6/12/2018	***	6/29/2017	***	7/12/2016		10/27/2015		6/17/2014
24 Detroit		\$38,701	8/6/2018		3/1/2018		2/13/2017		did not pay		11/21/2014
25 Duval County		\$49,755	10/9/2018		8/22/2017		8/29/2016		8/20/2015		8/4/2014
26 El Paso		\$44,228	9/10/2011		8/7/2017		1/24/2017		8/6/2015		2/17/2015
27 Fort Worth		\$44,228	9/26/2018		1/3/2018		8/1/2016		7/31/2015		2/25/2015
28 Fresno		\$44,228	8/8/2018		8/7/2017		9/20/2016		7/14/2015		9/3/2014
29 Greensboro(Guilford Cty)		\$44,228	7/27/2018		8/24/2017		9/13/2016		11/5/2015		10/3/2014
30 Hawaii		\$49,755	9/18/2018		7/19/2017		6/21/2016	***	7/6/2015		11/25/2014
31 Hillsborough County (Tampa)		\$57,128	10/16/2018		11/3/2017		1/24/2017		8/4/2015		7/23/2014
32 Houston		\$57,128	10/2/2018		8/14/2017		8/2/2016		6/5/2015	***	7/7/2014
33 Indianapolis		\$38,701	8/23/2018		9/12/2017		8/1/2016		1/12/2016		7/7/2014
34 Jackson. MS		\$38,701	8/8/2018		8/14/2017		12/21/2016		2/24/2016		8/11/2014
35 Jefferson County		\$44,228	8/9/2018		8/1/2017		8/23/2016		8/7/2015		8/4/2014
36 Kansas City, MO		\$38,701	10/1/2018		11/27/2017		8/18/2016		7/28/2015		9/15/2014
37 Long Beach		\$44,228	7/24/2018		7/31/2017		7/12/2016		8/25/2015		8/11/2014
38 Los Angeles		\$57,128	8/16/2018		1/29/2017		8/10/2016		3/2/2016		8/8/2014
39 Miami-Dade County		\$57,128	7/30/2018		8/8/2017		8/18/2016		7/28/2015		8/4/2014
40 Milwaukee		\$44,228	7/6/2018		6/19/2017	***	6/15/2016	***	6/3/2015	***	6/23/2014
41 Minneapolis		\$38,701	8/3/2018		8/1/2017		8/1/2016		3/15/2016		9/18/2014
42 Nashville		\$44,228	7/24/2018		8/1/2017		8/4/2016		8/4/2015		7/23/2014
43 New Orleans	\$38,701		Waived		Waived		Waived		Waived		Waived
44 New York City		\$57,128	9/26/2018		9/22/2017		8/19/2016		1/19/2016		10/1/2014
45 Newark	\$38,701				did not pay		did not pay		3/8/2016		2/6/2015
46 Norfolk		\$38,701	6/25/2018	***	7/24/2017		8/29/2016		2/17/2016		9/15/2014
47 Oakland	\$38,701				10/16/2017		7/12/2016		7/28/2015		6/19/2014
48 Oklahoma City		\$38,701	8/28/2018		8/8/2017		8/18/2016		8/20/2015		8/12/2014
49 Omaha		\$38,701	6/12/2018	***	6/14/2017	***	6/15/2016	***	6/5/2015	***	6/20/2014
50 Orange County, FL		\$49,755	7/20/2018		12/11/2017		6/7/2016	***	5/20/2015	***	6/2/2014
51 Palm Beach County		\$49,755	7/27/2018		7/10/2017		7/18/2016		7/21/2015		2/10/2015
52 Philadelphia		\$49,755	7/19/2018		10/11/2017		4/4/2017		9/17/2015		2/12/2015
53 Pinellas County		\$49,755	8/17/2018		7/24/2017		7/22/2016		3/2/2016		
54 Pittsburgh		\$38,701	7/13/2018		6/27/2017	***	7/12/2016		6/8/2015	***	7/11/2014
55 Portland		\$38,701	8/2/2018		7/24/2017		7/18/2016		7/20/2015		6/20/2014
56 Providence*		\$31,269	10/1/2028		2/2/2018		3/28/2017		8/20/2015		1/21/2015
57 Puerto Rico	\$31,269		Waived		not a member						
58 Richmond		\$38,701	9/24/2018		7/31/2017		3/10/2017		4/26/2016		6/11/2014
59 Rochester		\$38,701	9/24/2018		6/30/2017	***	7/22/2016		6/16/2015	***	6/11/2014
60 St. Louis		\$38,701	8/13/2018		6/27/2017	***	6/29/2016	***	7/28/2015		8/11/2014
61 St. Paul		\$38,701	7/23/2018		7/14/2017		7/28/2016		6/30/2015	***	7/3/2014
62 Sacramento		\$38,701	9/17/2018		9/21/2017		7/15/2016		6/3/2015	***	8/1/2014
63 San Antonio		\$38,701	8/3/2018		12/5/2017		1/18/2017		8/17/2015		NEW
64 San Diego		\$49,755	7/20/2018		7/24/2017		7/18/2016		8/20/2015		8/1/2014
65 San Francisco		\$44,228	7/30/2018		8/14/2017		8/2/2016		8/20/2015		7/31/2014
66 Santa Ana		\$38,701	8/27/2018		11/20/2017		did not pay		did not pay		8/11/2014
67 Seattle		\$38,701	6/19/2018	***	6/27/2017	***	7/12/2016		8/3/2015		7/23/2014
68 Shelby County		\$49,755	8/3/2018		8/14/2017		8/11/2016		9/25/2015		8/11/2014
69 Stockton, CA		\$38,701	10/9/2018		not a member						
70 Toledo		\$38,701	7/19/2018		7/19/2017		1/18/2017		10/22/2015		8/11/2014
71 Toronto	\$45,000				not a member						
72 Tulsa		\$38,701	7/18/2018		7/1/2017		7/11/2016		2/18/2016		not a member
73 Washington, D.C.		\$38,701	6/25/2018	***	6/30/2017	***	2/7/2017		8/4/2015		7/23/2014
74 Wichita		\$38,701	6/25/2018	***	6/27/2017	***	6/30/2016	***	6/16/2015	***	6/17/2014
Total	\$270,919	\$2,900,537			11	12	9		13		14

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2018-19

BY FUNCTION

	AUDITED REPORT FY16-17	PRELIMINARY TOTAL FY17-18	APPROVED BUDGET FY18-19	ESTIMATED 1ST QTR TOTALS 7/1/18 - 9/30/18	
<b>GENERAL OPERATING REVENUE</b>					
MEMBERSHIP DUES	\$2,744,018	\$2,839,010	\$2,911,532	\$2,900,537	100%
GRANTS AND CONTRACTS	\$15,000	\$0	\$0	\$0	
SPONSOR CONTRIBUTION	\$46,000	\$52,000	\$50,000	\$21,000	42%
REGISTRATION FEES	\$0	\$0	\$0	\$0	
INTEREST AND DIVIDENDS	\$258,082	\$471,045	\$415,000	\$183,983	44%
ROYALTIES AND OTHER INCOME	\$3,296	\$1,503	\$0	\$0	
<b>TOTAL REVENUE</b>	<b>\$3,066,396</b>	<b>\$3,363,557</b>	<b>\$3,376,532</b>	<b>\$3,105,520</b>	<b>92%</b>
<b>GENERAL OPERATING EXPENSES</b>					
ADMIN AND FINANCIAL MANAGEMENT	\$1,266,240	\$1,377,420	\$1,440,740	\$348,024	24%
EXECUTIVE LEADERSHIP	\$525,433	\$569,631	\$756,595	\$114,756	15%
FUNDRAISING ACTIVITIES	\$25,332	\$38,390	\$26,000	\$13,440	52%
LEGISLATIVE ADVOCACY	\$585,339	\$668,106	\$603,145	\$214,908	36%
CURRICULUM & INSTRUCTION	\$54,712	\$64,289	\$60,000	\$22,258	37%
PUBLIC ADVOCACY	\$423,109	\$489,764	\$521,365	\$109,495	21%
MEMBER MANAGEMENT SERVICES	\$177,230	\$189,072	\$183,889	\$54,240	29%
POLICY RESEARCH	\$233,026	\$385,476	\$712,140	\$66,819	9%
EXPENSES ALLOCATED TO PROJECTS	(\$469,358)	(\$418,590)	(\$407,592)	(\$163,010)	40%
<b>TOTAL OPERATING EXPENSES</b>	<b>\$2,821,064</b>	<b>\$3,363,557</b>	<b>\$3,896,282</b>	<b>\$780,929</b>	<b>20%</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$245,332</b>	<b>\$0</b>	<b>(\$519,750)</b>	<b>\$2,324,590</b>	
<b>ADJUSTMENTS:</b>					
OPERATIONS CARRYOVER BALANCE	\$9,997,892	\$10,346,027	\$8,676,750		
CATEGORICAL PROG NET REVENUE	(\$471,841)	(\$1,807,410)			
NET GAIN/(LOSS) ON INVESTMENT	\$574,645	\$138,133			
<b>ENDING BALANCE</b>	<b>\$10,346,027</b>	<b>\$8,676,750</b>	<b>\$8,157,000</b>		

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2018-19

BY EXPENSE LINE

	AUDITED REPORT FY16-17	PRELIMINARY TOTALS FY17-18	APPROVED BUDGET FY18-19	ESTIMATED 1ST QTR TOTALS 7/1/18- 9/30/18	
<b>GENERAL OPERATING REVENUE</b>					
MEMBERSHIP DUES	\$2,744,018	\$2,839,010	\$2,911,532	\$2,900,537	100%
GRANTS AND CONTRACTS	\$15,000	\$0	\$0	\$0	
SPONSOR CONTRIBUTION	\$46,000	\$52,000	\$50,000	\$21,000	42%
REGISTRATION FEES	\$0	\$0	\$0	\$0	
INTEREST AND DIVIDENDS	\$258,082	\$471,045	\$415,000	\$183,983	44%
ROYALTIES AND OTHER INCOME	\$3,296	\$1,503	\$0	\$0	
<b>TOTAL REVENUE</b>	<b>\$3,066,396</b>	<b>\$3,363,557</b>	<b>\$3,376,532</b>	<b>\$3,105,520</b>	<b>92%</b>
<b>GENERAL OPERATING EXPENSES</b>					
SALARIES & FRINGE BENEFITS	\$1,992,880	\$2,306,093	\$2,827,990	\$616,516	22%
OTHER INSURANCE	\$21,012	\$17,517	\$22,500	\$8,799	39%
TRAVEL & MEETINGS	\$66,041	\$71,735	\$70,000	\$5,099	7%
GENERAL SUPPLIES	\$8,977	\$10,393	\$15,000	\$5,177	35%
SUBSCRIPTION & PUBLICATIONS	\$30,864	\$30,660	\$30,000	\$12,045	40%
COPYING & PRINTING	\$107,021	\$93,451	\$125,000	\$25,388	20%
OUTSIDE SERVICES	\$504,169	\$619,093	\$542,510	\$97,864	18%
TELEPHONE	\$30,954	\$26,212	\$25,000	\$5,522	22%
POSTAGE & SHIPPING	\$4,129	\$10,294	\$10,000	\$3,614	36%
EQPT LEASE MAINT & DEP	\$91,124	\$100,937	\$138,257	\$37,143	27%
OFFICE RENT & UTILITIES	\$313,253	\$375,763	\$377,617	\$96,770	26%
ALLO FOR UNCOLLECTED REVENUE	\$120,000	\$120,000	\$120,000	\$30,000	25%
EXPENSES ALLOCATED TO PROJECTS	(\$469,358)	(\$418,590)	(\$407,592)	(\$163,010)	40%
<b>TOTAL OPERATING EXPENSES</b>	<b>\$2,821,064</b>	<b>\$3,363,557</b>	<b>\$3,896,282</b>	<b>\$780,929</b>	<b>20%</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$245,332</b>	<b>\$0</b>	<b>(\$519,750)</b>	<b>\$2,324,590</b>	
<b>ADJUSTMENTS:</b>					
OPERATIONS CARRYOVER BALANCE	\$9,997,892	\$10,346,027	\$8,676,750		
CATEGORICAL PROG NET REVENUE	(\$471,841)	(\$1,807,410)			
NET GAIN/(LOSS) ON INVESTMENT	\$574,645	\$138,133			
<b>ENDING BALANCE</b>	<b>\$10,346,027</b>	<b>\$8,676,750</b>	<b>\$8,157,000</b>		

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2018-19  
 ESTIMATED EXPENSES FOR QUARTER ENDING SEPTEMBER 30, 2018

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	ESTIMATED 1ST QUARTER TOTAL (7/1/17-9/30/18)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$ 133,327.61	\$ 104,833.00	\$ 13,439.94	\$ 172,679.72	\$ -	\$ 80,066.86	\$ 54,062.32	\$ 58,106.99	\$ 616,516.43
OTHER INSURANCE	\$ 8,798.78	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,798.78
TRAVEL & MEETINGS	\$ 120.65	\$ 2,476.77	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,501.57	\$ 5,098.99
GENERAL SUPPLIES	\$ 3,828.40	\$ -	\$ -	\$ -	\$ -	\$ 1,348.21	\$ -	\$ -	\$ 5,176.61
SUBSCRIPTION & PUBLICATIONS	\$ 1,839.39	\$ 1,000.00	\$ -	\$ 1,731.93	\$ -	\$ 1,840.93	\$ -	\$ 5,633.22	\$ 12,045.47
COPYING & PRINTING	\$ 590.00	\$ -	\$ -	\$ -	\$ -	\$ 24,373.40	\$ -	\$ 425.00	\$ 25,388.40
OUTSIDE SERVICES	\$ 31,011.30	\$ 4,028.39	\$ -	\$ 39,831.95	\$ 22,257.55	\$ 735.00	\$ -	\$ -	\$ 97,864.19
TELEPHONE	\$ 3,294.80	\$ 1,449.05	\$ -	\$ 351.21	\$ -	\$ 125.02	\$ 177.28	\$ 125.02	\$ 5,522.38
POSTAGE & SHIPPING	\$ 1,299.68	\$ 968.81	\$ -	\$ 313.00	\$ -	\$ 1,005.29	\$ -	\$ 27.26	\$ 3,614.04
EQPT LEASE MAINT & DEP	\$ 37,143.33	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 37,143.33
OFFICE RENT & UTILITIES	\$ 96,770.10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,770.10
ALLO FOR UNCOLLECTED REVENUE	\$ 30,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000.00
INDIRECT EXPENSES FROM PROJECTS	\$ (163,009.59)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (163,009.59)
TOTAL OPERATING EXPENSES	\$ 185,014.45	\$ 114,756.02	\$ 13,439.94	\$ 214,907.81	\$ 22,257.55	\$ 109,494.71	\$ 54,239.60	\$ 66,819.06	\$ 780,929.13
	\$ 163,009.59								
	\$ 348,024.04								

**CATEGORICAL PROJECTS  
BUDGET REPORT**

**FOR**

**FISCAL YEAR 2018-19**

**1<sup>ST</sup> QUARTER**

**ENDING SEPTEMBER 30, 2018**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
FIRST QUARTER ENDING SEPTEMBER 30, 2018

CATEGORICAL PROJECTS  
Page 1 of 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KELLOG SAP GRANT (25)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	NAGB TUDA CONTRACT (33)	HELMSLEY GRANT (34)	URBAN DEANS NETWK (40)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
GRANTS & CONTRACTS	0.00	187,121.37	0.00	669,061.00	0.00	0.00	0.00	0.00	0.00
SPONSOR CONTRIBUTION	578,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	307,600.00	0.00	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	0.00
ROYALTIES/SUBSC & OTHER INCOME	0.00	0.00	0.00	0.00	28,629.52	0.00	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$885,600.00</b>	<b>\$187,121.37</b>	<b>\$0.00</b>	<b>\$669,061.00</b>	<b>\$28,629.52</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,500.00</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$30,088.88	\$0.00	\$0.00	\$0.00	\$0.00	\$123,180.07	\$16,989.35	(\$65,105.40)	\$0.00
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	353,358.45	4,012.66	0.00	0.00	1,109.16	2,850.08	0.00	0.00	0.00
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	650.00	0.00	0.00
COPYING & PRINTING	3,052.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OUTSIDE SERVICES	63,714.19	49,206.17	0.00	0.00	0.00	14,846.27	7,195.00	0.00	1,305.43
TELEPHONE	15.33	0.00	0.00	0.00	0.00	15.21	0.00	0.00	0.00
POSTAGE & SHIPPING	2,832.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	113,265.49	14,453.01	0.00	0.00	166.37	21,133.75	5,140.71	0.00	0.00
<b>TOTAL PROJECT EXPENSES</b>	<b>\$566,327.45</b>	<b>\$67,671.84</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,275.53</b>	<b>\$162,025.38</b>	<b>\$29,975.06</b>	<b>(\$65,105.40)</b>	<b>\$1,305.43</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$319,272.55</b>	<b>\$119,449.53</b>	<b>\$0.00</b>	<b>\$669,061.00</b>	<b>\$27,353.99</b>	<b>(\$162,025.38)</b>	<b>(\$29,975.06)</b>	<b>\$65,105.40</b>	<b>\$194.57</b>
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/18	\$619,756.43	(\$119,449.53)	\$82,401.03	\$0.00	\$17,122.92	\$263,966.25	\$118,249.59	(\$65,105.40)	\$2,035.93
<b>ENDING BALANCE 9/30/18</b>	<b>\$939,028.98</b>	<b>\$0.00</b>	<b>\$82,401.03</b>	<b>\$669,061.00</b>	<b>\$44,476.91</b>	<b>\$101,940.87</b>	<b>\$88,274.53</b>	<b>\$0.00</b>	<b>\$2,230.50</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 REVENUE AND EXPENSE REPORT  
**FIRST QUARTER ENDING SEPTEMBER 30, 2018**

**CATEGORICAL PROJECTS**  
 Page 2 of 2

	S Schwartz Urban Impact Award (41)	WALLACE FOUNDATION (55)	WALLACE FOUNDATION GRANT (56)	WALLACE FOUNDATION GRANT (62)	DISASTER RELIEF GRANT (77)	PROFESSIONAL LEARNING PLATFORM (78)	WALLACE ESSA RESEARCH (79)	THE COLLEGE BOARD GRANT (86)	FIRST QTR TOTAL (7/1/18-9/30/18)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
GRANTS & CONTRACTS	0.00	0.00	400,000.00	75,000.00	15,000.00	0.00	100,000.00	0.00	\$1,446,182.37
SPONSOR CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$578,000.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$307,600.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ROYALTIES/SUBSC & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	15,750.00	0.00	0.00	\$44,379.52
<b>TOTAL REVENUE</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$400,000.00</b>	<b>\$75,000.00</b>	<b>\$15,000.00</b>	<b>\$15,750.00</b>	<b>\$100,000.00</b>	<b>\$0.00</b>	<b>\$2,377,661.89</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$0.00	\$20,813.34	\$12,407.10	\$12,739.60	\$0.00	\$0.00	\$3,091.81	\$12,010.65	\$166,215.40
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	0.00	482.19	0.00	0.00	0.00	0.00	0.00	0.00	\$361,812.54
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	480.00	0.00	0.00	\$1,130.00
COPYING & PRINTING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$3,052.60
OUTSIDE SERVICES	0.00	1,091.00	369.57	0.00	0.00	0.00	0.00	0.00	\$137,727.63
TELEPHONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$30.54
POSTAGE & SHIPPING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$2,832.51
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	0.00	3,357.98	1,916.50	1,910.94	0.00	0.00	463.77	1,201.07	\$163,009.59
<b>TOTAL PROJECT EXPENSES</b>	<b>\$0.00</b>	<b>\$25,744.51</b>	<b>\$14,693.17</b>	<b>\$14,650.54</b>	<b>\$0.00</b>	<b>\$480.00</b>	<b>\$3,555.58</b>	<b>\$13,211.72</b>	<b>\$835,810.81</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$0.00</b>	<b>(\$25,744.51)</b>	<b>\$385,306.83</b>	<b>\$60,349.46</b>	<b>\$15,000.00</b>	<b>\$15,270.00</b>	<b>\$96,444.42</b>	<b>(\$13,211.72)</b>	<b>\$1,541,851.08</b>
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/18	\$22,289.50	\$194,774.22	\$25,217.93	\$0.00	\$8,615.79	\$49,823.90	\$0.00	\$245,884.08	\$1,465,582.64
<b>ENDING BALANCE 9/30/18</b>	<b>\$22,289.50</b>	<b>\$169,029.71</b>	<b>\$410,524.76</b>	<b>\$60,349.46</b>	<b>\$23,615.79</b>	<b>\$65,093.90</b>	<b>\$96,444.42</b>	<b>\$232,672.36</b>	<b>\$3,007,433.72</b>



# **INVESTMENT POLICY AND GUIDELINES**

# Council of The Great City Schools

## Statement of Investment Policy and Guidelines

July 15, 2016

### ***Purpose***

Council of The Great City Schools (hereafter CGCS) must invest its resources prudently. The following guidelines will define the investment policy and guidelines for CGCS. It will identify a set of investment objectives, guidelines and performance standards. The objectives have been created in response to:

- The anticipated financial needs of CGCS
- CGCS risk tolerance; and
- The need to document and communicate objectives, guidelines, and performance standards

### ***Roles and Responsibilities***

The Executive Committee (Audit) is charged with the responsibility of overseeing how Management administers the assets of the organization. The Executive Committee (Audit) shall discharge its duties solely in the interest of the organization, with the care, skill, prudence and diligence under the circumstances then prevailing, and that a prudent man acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character with like aims.

The specific responsibilities of the **Committee** include:

1. Projecting the organization's financial needs.
2. Determining the Fund's risk tolerance and investment horizon.
3. Establishing reasonable and consistent investment objectives, policies and guidelines, which will direct the investment of the organization's assets.
4. Prudently and diligently selecting qualified investment professionals, including Investment Managers, Investment Consultants, and Custodians.
5. Regularly evaluating the performance of the portfolio.
6. Regularly reporting to the Board of Directors on the investment performance and financial condition of the portfolio.

An **Investment Advisor/Consultant** may be retained to assist in managing the overall investment process and to help the Committee satisfy its fiduciary responsibility. Specific responsibilities of the Investment Advisor/Consultant include:

1. Assisting in the development and periodic review of the organization’s investment policy.
2. Providing “due diligence”, or research, on the Investment Manager(s) or Mutual Funds.
3. Monitoring the performance of the portfolio.
4. Communicating matters of policy, manager research, and manager performance to the Executive Committee (Audit).

**Investment Objective**

The primary goals of the investment policy are the preservation and growth of capital resources and the generation of current income to provide sufficient funds for the payment of CGCS’s obligations and mission-related expenses, administrative expenses, and the growth of CGCS’s financial surplus.

Over the long-term, CGCS’s objective is to optimize its net worth, and increase the capital value of its investment portfolio. In meeting this objective, Management and the Committee seek to achieve a high level of total investment return with a prudent level of portfolio risk.

**Asset Allocation**

The Executive Committee (Audit) has the responsibility of approving CGCS’s overall investment strategy. CGCS’s strategy will reflect long-term financial goals within the current business and economic climate.

The strategic and tactical bands for the portfolio based on market values are as follows.

<u>Asset Class</u>	<u>Strategic Target (%)</u>	<u>Tactical Range Change (%)</u>
Fixed Income	38.0	20.0 – 60.0
Large Cap Equity	27.0	20.0 – 40.0
Small/Mid Cap Equity	15.0	5.0 – 25.0
International Equity	15.0	10.0 – 30.0
Alternative Investments	3.0	0.0 – 20.0
Cash Equivalents	2.0	0.0 – 20.0

It is Management's responsibility to monitor the overall allocation. It is understood that there may be deviations from the strategic targets as a result of market fluctuations or from short-term timing decisions made by Management.

Any permanent changes to these guidelines must be approved by the Committee.

### ***Investment Guidelines – Allowable Assets***

1. Cash Equivalents
  - Treasury Bills
  - Money Market Funds
  - STIF Funds
  - Commercial Paper
  - Banker's Acceptances
  - Repurchase Agreements
  - Certificates of Deposit
  
2. Fixed Income Securities
  - U.S. Government and Agency Securities
  - Corporate Notes and Bonds
  - Mortgage Backed Bonds
  - Preferred Stock
  - Fixed Income Securities of Foreign Governments and Corporations
  - Planned Amortization Class Collateralized Mortgage Obligations (PAC CMOs) or other "early tranche" CMOs
  
3. Equity Securities
  - Common Stocks of U.S. Companies
  - American Depository Receipts (ADRs) of Non-U.S. Companies
  - Stocks of Non-U.S. Companies (Ordinary Shares)
  - Convertible Notes and Bonds
  - Convertible Preferred Stocks
  
4. Alternative Investments
  - Hedge Fund of Funds
  - Managed Futures Funds
  - Commodities Funds
  
5. Mutual Funds
  - Mutual Funds, which invest in securities as allowed in this statement.

6. Separately Managed Accounts
  - Separately Managed Accounts, which invest in securities as allowed in this statement.
7. Exchange Traded Funds
  - Exchange Traded Funds, which invest in securities as allowed in this statement.

### ***Performance Standards***

Performance reports generated by the Investment Advisor/Consultant shall be compiled at least quarterly and communicated to the Executive Committee for review. The investment performance of total portfolios, as well as asset class components, will be measured against commonly accepted performance benchmarks. Consideration shall be given to the extent to which the investment results are consistent with the investment objectives, goals, and guidelines as set forth in this statement. The Executive Committee intends to evaluate the portfolio(s) over at least a three-year period, but reserves the right to terminate or make changes to the portfolio for any reason, including the following:

1. Investment performance, which is significantly less than anticipated given the discipline employed and the risk parameters established, or unacceptable justification of poor results.
2. Incongruence with any aspect of this statement of investment policy, including the securities guidelines stated above.
3. Any material legal or regulatory actions that may impact the reputation or future performance of the provider.
4. Significant loss or growth of assets under management.
5. Other significant qualitative changes to the investment management organization.

Investment managers (Mutual Funds) shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact their ability to achieve the desired investment results.

### ***Investment Policy Review***

To assure continued relevance of the guidelines, objectives, and financial status as established in this statement of investment policy, Management plans to review the investment policy with the Investment Advisor/Consultant at least annually. The agenda for these meetings shall include at least:

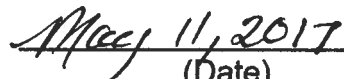
2. A discussion of the investment strategies.

### **Acceptance Agreement**

The Statement of Investment Policy was adopted for the Council of the Great City Schools on June 29, 2006, and amended by the Executive Committee at its meeting on July 15, 2016 in Boston, MA.

Signed by:

  
\_\_\_\_\_  
Felton Williams, Chair of the Board FY16-17

  
\_\_\_\_\_  
(Date)

**ASSET ALLOCATIONS**

10/15/2018

**INVESTMENT SCHEDULE - FY18-19  
ENDING 9/30/18  
Balances are from date of purchase**

<b>INVESTMENT ACCOUNTS</b>	<b>ENDING BALANCE 9/30/2018</b>	<b>PURCHASES (7/1/18 - 9/30/18)</b>	<b>SOLD (7/1/18 - 9/30/18)</b>	<b>UNREAL GAINS/(LOSS) (7/1/18 - 9/30/18)</b>	<b>REAL GAINS/(LOSS) (7/1/18 - 9/30/18)</b>
Goldman Sachs Bk USA CD	\$249,783	\$0	\$0	\$223	\$0
Pacific Western Bank CD	\$249,985	\$0	\$0	\$117	\$0
Aberdeen FDS Emerging Mkts Fd	\$296,145	\$29,352	\$0	-\$2,015	\$0
Amer Cent Fds	\$632,738	\$0	-\$122,698	\$6,423	\$46,716
Baron Invt Funds Trust Small Cap	\$472,944	\$0	-\$65,017	\$33,498	\$6,372
DWS Enhanced Comm Strat/Deutsche Secs	\$147,633	\$30,323	\$0	-\$11,494	\$0
Dodge&Cox Intl Stock	\$370,018	\$4,411	\$0	\$2,960	\$0
Eaton Vance Inc Fd	\$304,704	\$39,545	\$0	\$5,657	\$0
First Eagle Fds Sogen Overseas	\$0	\$0	-\$293,347	\$15,525	\$12,443
Goldman Sachs Treas Instr	\$75,368	\$14,967	\$0	\$0	\$0
Harbor Fund Cap Appr	\$545,040	\$0	-\$153,942	-\$25,623	\$63,585
Hartford Mut Fds MIDCAP Fd	\$304,254	\$0	-\$57,655	\$141	\$14,832
JPMorgan Core Bd FD Selct	\$900,757	\$106,877	\$0	-\$6,688	\$0
MFS Ser TR 1 Value Fd	\$852,472	\$91,844	\$0	\$41,476	\$0
MFS Ser TR X Emerging Mkts Debt	\$225,254	\$41,163	\$0	\$256	\$0
Nuveen INVT Fds Inc RE Secs*	\$0	\$786	-\$123,644	-\$6,620	\$6,675
Oakmark Equity and Income Fd (Harris)	\$755,681	\$2,327	\$0	\$18,082	\$0
Principal FDS Inc. Glob RE Secs	\$224,558	\$5,738	\$0	\$206	\$0
T. Rowe Price Intl. Fund	\$300,113	\$293,245	\$0	\$6,868	\$0
T. Rowe Price RE Fund	\$149,462	\$82,471	\$0	-\$383	\$0
Victory Portfolios Sm Co Oppty	\$453,922	\$0	-\$58,490	\$8,832	\$9,466
Virtus Emerging Mkts Opportunitis	\$212,997	\$0	\$0	\$7,667	\$0
Virtus Asset CEREDX (formly Ridgewth)	\$378,473	\$0	-\$16,739	\$13,986	-\$1,399
<b>TOTAL:</b>	<b>\$8,102,299</b>	<b>\$743,049</b>	<b>-\$891,532</b>	<b>\$109,095</b>	<b>\$158,689</b>

NOTE: The investments ending balance shown above does not include the Cash Accounts used for operations which has an ending balance of \$2,726,581.69 as of 9/30/18.



COUNCIL OF THE GREAT CITY SCHOOLS  
Investment Portfolio by Asset Class  
As of 09/30/2018

Fund Name	Ticker	Category per Morningstar	Amount	Asset Class
Goldman Sachs Bank USA CD		Certificate of Deposit	\$249,783	Fixed Income
Pacific Western Bank CD		Certificate of Deposit	\$249,985	Fixed Income
MFS Ser TR X Emerging Markets Debt	MEDIX	Diversified Emerging Markets	\$225,254	Fixed Income
Eaton Vance Inc Fd	EIBIX	High yield bond	\$304,704	Fixed Income
JPMorgan Core Bd Fd Selct	WOBDX	Intermediate term - bond	\$900,757	Fixed Income
			<u>\$ 1,930,483</u>	
Amer Cen Mut Funds	TWGIX	Large growth - equity	\$632,738	Large Cap Equity
Harbor Fund Cap Appr	HACAX	Large growth - equity	\$545,040	Large Cap Equity
MFS Ser TR 1 Value Fd	MEIIX	Large Value equity	\$852,472	Large Cap Equity
			<u>\$ 2,030,249</u>	
Victory Sycamore Small Co. Opp I	VSOIX	Small Value	\$453,922	Small/Mid Cap Equity
Baron Invt Funds Trust Small Cap	BSFIX	Small growth - equity	\$472,944	Small/Mid Cap Equity
Virtus Asset CEREDX	SMVTX	Mid-Cap Value	\$378,473	Small/Mid Cap Equity
Hartford Mut Fds MIDCAP Fd	HFMIX	Midcap Growth - equity	\$304,254	Small/Mid Cap Equity
			<u>\$ 1,609,592</u>	
Aberdeen Emerging Markets Instl	ABEMX	Diversified Emerging Markets	\$296,145	International Equity
Virtus Emerging Mkts Opportunities	HIEMX	Diversified Emerging Markets-equity	\$212,997	International Equity
Dodge & Cox Intl Stock Fd	DODFX	Foreign Large Blend - equity	\$370,018	International Equity
T. Rowe Price International Fund	PRITX	Foreign Large Blend - equity	\$300,113	International Equity
			<u>\$ 1,179,274</u>	
Principal FDS Inc. Glob RE Secs	POSIX	Real Estate - equity	\$224,558	Alternative Investments
Deutsche Secs TR Comm Stra	SKIRX	Commodities Broad Basket	\$147,633	Alternative Investments
T. Rowe Price RE Fund	TRREX	Real Estate - equity	\$149,462	Public Real Estate (Alternative Investments)
			<u>\$ 521,652</u>	
Goldman Sach TR Treas Instr	FTIXX	Money Market	\$75,368	Cash Equivalents
Harris Assoc Invt Tr Oakmk Equity	OAYBX	Moderate Allocation - equity	** \$755,681	Balanced Strategy (38% Large Cap/15% Small/Midcap/ 6% International/24% Fixed Income/10% Alternative/75 cash)
<b>Total Investments</b>			<u><b>\$ 8,102,299</b></u>	

COUNCIL OF THE GREAT CITY SCHOOLS  
 ASSET ALLOCATION ACTUALS VS TACTICAL RANGE  
 For Fiscal Year ending 9/30/2018

ASSET CLASS DISTRIBUTION							
Fixed	Large Cap	Small/Mid	Intl	Alternative	Cash	TOTAL	
\$1,930,483	\$2,030,249	\$1,609,592	\$1,179,274	\$521,652	\$75,368	\$7,346,618	
\$173,807	\$279,602	\$136,023	\$45,341	\$75,568	\$45,341	\$755,681	**
\$2,104,290	\$2,309,851	\$1,745,615	\$1,224,615	\$597,220	\$120,708	\$8,102,299	<b>TOTALS</b>
25.97%	28.51%	21.54%	15.11%	7.37%	1.49%	100.00%	ACTUALS FY18-19 (%)
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 (%)



October 15, 2018

# Asset Allocation Presentation - September 30, 2018

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Prepared for:  
**Council of The Great City Schools**

Prepared by:  
**Tom Greaser, CFP®**  
Senior Vice President  
Wells Fargo Advisors

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This report is not complete unless all pages, as noted, are included. Please read the information in 'Disclosures' found within this report for an explanation of the terms and concepts presented in this report.

**Investment and insurance Products:** ▶ NOT FDIC-Insured ▶ NO Bank Guarantee ▶ MAY Lose Value

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## Table Of Contents

Cover Page	1
Accounts Included in the Report	3
Asset Allocation Questionnaire	4
Current vs Strategic Allocation Comparison - Asset Class Detail	5
Current vs Strategic Efficient Frontier	7
Account Summary	8
Disclosures	10

## Accounts Included in the Report

Account Number	Account Name	Account Nickname	Tax Status	Int/Ext	Last Updated
	Investments		Taxable	External	10/15/2018

## Asset Allocation Questionnaire

### Risk Tolerance

All investments involve risk, including the potential loss of principal. Higher risk investments may have the potential for higher returns, but also have the potential for greater losses.

Understanding risk characteristics: When making a selection, please choose the most appropriate allocation that best reflects your acceptable level of risk tolerance profiled in this report.

Select Portfolio	Strategic Allocation	Percent in Equities	Downside Risk	Strategic Allocation Risk Range	Average Return
<input type="checkbox"/>	Aggressive Growth	84%	-14.7%	-9% to -20%	8.0%
<input type="checkbox"/>	Moderate Growth	75%	-13.1%	-8% to -18%	7.7%
<input checked="" type="checkbox"/>	Conservative Growth	68%	-11.7%	-7% to -16%	7.3%
<input type="checkbox"/>	Aggressive Growth & Income	57%	-10.2%	-6% to -14%	7.0%
<input type="checkbox"/>	Moderate Growth & Income	49%	-8.5%	-5% to -12%	6.6%
<input type="checkbox"/>	Conservative Growth & Income	39%	-6.6%	-3% to -10%	6.1%
<input type="checkbox"/>	Aggressive Income	28%	-5.0%	-2% to -8%	5.5%
<input type="checkbox"/>	Moderate Income	20%	-3.3%	-1% to -6%	4.9%
<input type="checkbox"/>	Conservative Income	8%	-1.9%	0% to -5%	4.0%

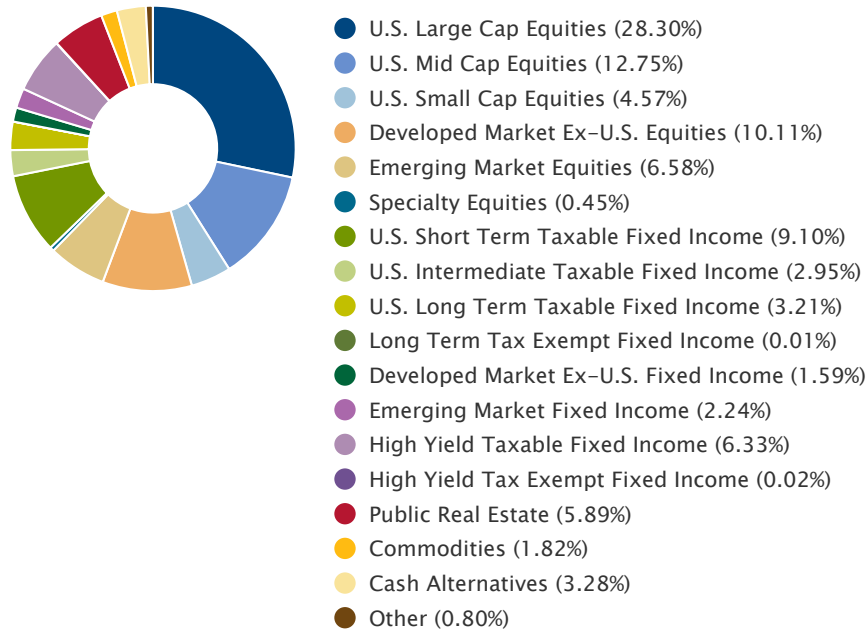
*Strategic Allocation Risk Range is the Expected Spectrum of downside risk for an allocation model.*

*This questionnaire was designed to help you answer some important questions about yourself and your investment goals. Your answers to the above questions were used to generate an asset allocation model and determine an investment profile that may be the most appropriate to help you achieve your stated goals, taking into account your investment horizon and tolerance for risk. This information is not used to update your client account profile information. Please contact your Financial Advisor if any changes are needed to update your client profile.*

*The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.*

## Current vs Strategic Allocation Comparison - Asset Class Detail

**Current**



**Conservative Growth**



Average Return: 7.1%  
Downside Risk: -11.1%

Average Return: 7.3%  
Downside Risk: -11.7%

On this Current vs Strategic Allocation Comparison report, all individual funds, ETFs, UITs and annuity sub-accounts may be assigned to multiple asset classes based on their underlying holdings. Funds in alternative and real asset investment strategies are assigned to a single asset class.

### Long Positions

Asset Class Detail	Current	Strategic	Difference
U.S. Large Cap Equities	\$ 2,292,820.68 28.30%	\$ 2,349,666.53 29.00%	\$ 56,845.85 0.70%
U.S. Mid Cap Equities	\$ 1,032,789.35 12.75%	\$ 972,275.81 12.00%	\$ - 60,513.54 - 0.75%
U.S. Small Cap Equities	\$ 370,265.09 4.57%	\$ 810,229.84 10.00%	\$ 439,964.75 5.43%
Developed Market Ex-U.S. Equities	\$ 819,353.46 10.11%	\$ 729,206.85 9.00%	\$ - 90,146.61 - 1.11%
Emerging Market Equities	\$ 533,407.75 6.58%	\$ 648,183.87 8.00%	\$ 114,776.12 1.42%
Specialty Equities	\$ 36,571.82 0.45%	\$ 0.00 0.00%	\$ - 36,571.82 - 0.45%

## Long Positions

Asset Class Detail		Current		Strategic		Difference
U.S. Short Term Taxable Fixed Income	\$ 737,658.62	9.10%	\$ 324,091.94	4.00%	\$ - 413,566.69	- 5.10%
U.S. Intermediate Taxable Fixed Income	\$ 238,837.66	2.95%	\$ 486,137.90	6.00%	\$ 247,300.24	3.05%
U.S. Long Term Taxable Fixed Income	\$ 260,316.53	3.21%	\$ 324,091.94	4.00%	\$ 63,775.40	0.79%
Long Term Tax Exempt Fixed Income	\$ 460.29	0.01%	\$ 0.00	0.00%	\$ - 460.29	- 0.01%
Developed Market Ex-U.S. Fixed Income	\$ 129,063.60	1.59%	\$ 162,045.97	2.00%	\$ 32,982.36	0.41%
Emerging Market Fixed Income	\$ 181,346.29	2.24%	\$ 243,068.95	3.00%	\$ 61,722.67	0.76%
High Yield Taxable Fixed Income	\$ 512,486.04	6.33%	\$ 324,091.94	4.00%	\$ - 188,394.10	- 2.33%
High Yield Tax Exempt Fixed Income	\$ 2,001.48	0.02%	\$ 0.00	0.00%	\$ - 2,001.48	- 0.02%
Public Real Estate <sup>‡</sup>	\$ 476,942.35	5.89%	\$ 405,114.92	5.00%	\$ - 71,827.43	- 0.89%
Commodities	\$ 147,633.04	1.82%	\$ 162,045.97	2.00%	\$ 14,412.93	0.18%
Cash Alternatives	\$ 265,614.00	3.28%	\$ 162,045.97	2.00%	\$ - 103,568.03	- 1.28%
Other	\$ 64,730.32	0.80%	\$ 0.00	0.00%	\$ - 64,730.32	- 0.80%
<b>Total:</b>	<b>\$ 8,102,298.38</b>	<b>100.00%</b>	<b>\$ 8,102,298.38</b>	<b>100.00%</b>	<b>\$ 0.00</b>	<b>0.00%</b>

<sup>‡</sup>The Public Real Estate category may contain Master Limited Partnerships (MLPs) due to a statistical relationship which represents how closely two variables (REITs and MLPs in this case) track each other's movement or price change.

Current Allocation indicates how an investor's portfolio is allocated based on Wells Fargo Advisors asset classifications and current market value.

Strategic Allocation illustrates how much of an investor's portfolio should be allocated to the various asset classes based on the recommended investment plan.

The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.

Your current portfolio allocation may classify assets based on the underlying holdings of funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. The Cash Alternatives asset class may include cash alternatives or other securities such as futures settlements, synthetic securities or securities in the form of a trust. These securities have unique risks and characteristics and can lose value. For more information on these types of investments, consult the fund prospectus. Underlying classification data is updated periodically and the frequency of updates will vary by fund. When repositioning assets within your portfolio, it is important to note that underlying holdings of funds, ETFs, UITs and annuity sub-account shares cannot be bought or sold individually. You may only buy or sell shares of the actual funds, ETFs and UITs.

Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.

The downside risk and average return for the current allocation are calculated based on a classification of the underlying holdings for funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. Underlying classification data is updated periodically and the frequency of updates will vary by fund.

Totals may not equal calculated amounts due to rounding differences.

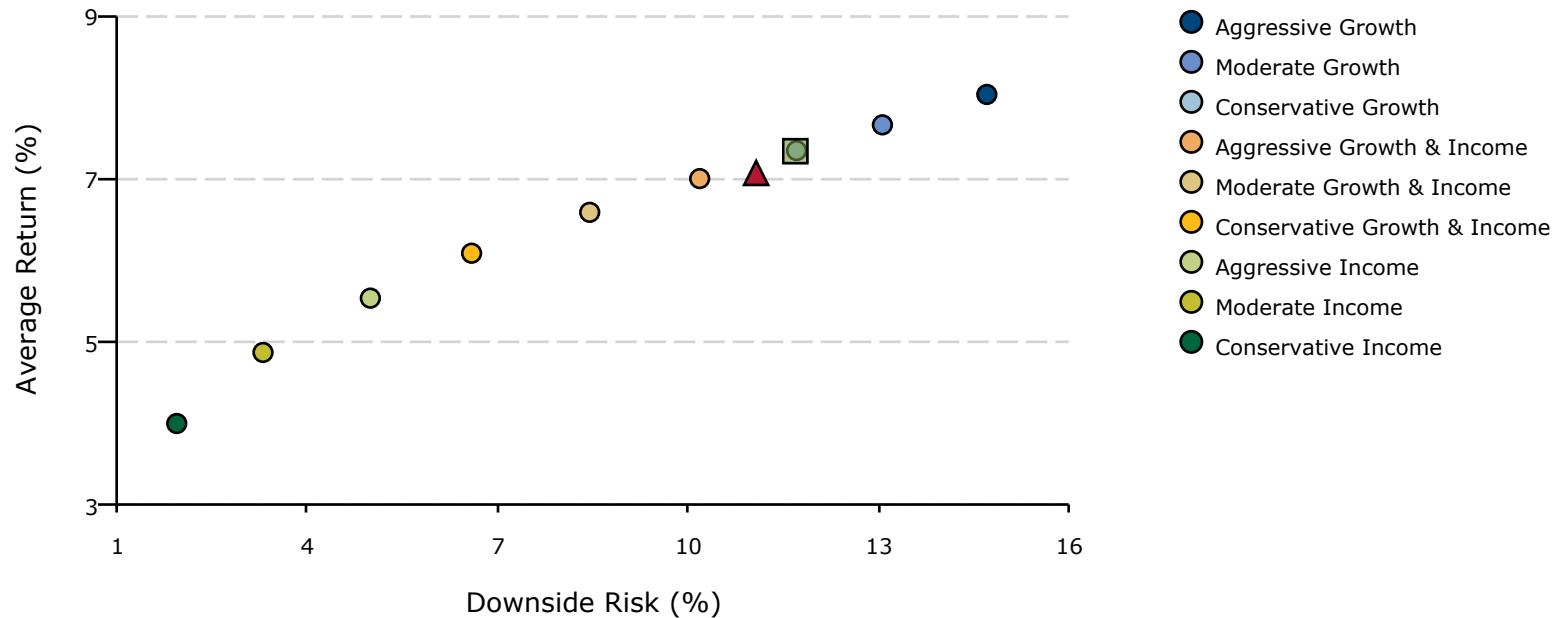
The Disclosures include definitions of the terms on this page and other detailed information.

Market Values are based on closing prices and positions as of 10/12/2018 for security level holdings.

If we have included or if you have provided us with information on accounts managed by you or an affiliate of Wells Fargo Advisors, including self-directed WellsTrade accounts at Wells Fargo Advisors, and fiduciary accounts at Wells Fargo Bank, N.A., you should understand that Wells Fargo Advisors has no authority to manage or influence the management of such accounts. With respect to such accounts, the Strategic Allocation and Differences listed on this page are for information purposes only and should not be considered a recommendation from Wells Fargo Advisors or your Financial Advisor. The views, opinions, asset allocation models and forecasts may differ from our affiliates.



## Current vs Strategic - Efficient Frontier



	Average Return:	Downside Risk:
▲ Current Allocation	7.1%	-11.1%
■ Conservative Growth	7.3%	-11.7%

Each Strategic Allocation has an average return and level of Downside Risk. An "efficient" portfolio allocation is designed to seek the maximum rate of return for the amount of risk assumed. The Efficient Frontier is created to represent the optimal rate of return attainable for any determined level of risk. In theory, the closer your portfolio allocation came to the efficient frontier, the more return you received for the amount of risk you assumed.

The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.

The downside risk and average return for the current allocation are calculated based on a classification of the underlying holdings for funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. Underlying classification data is updated periodically and the frequency of updates will vary by fund.

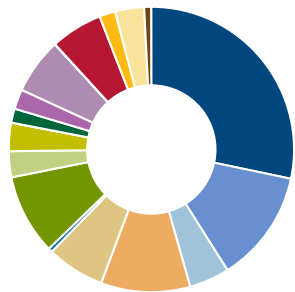
## Account Summary

On this Account Summary report, all individual funds, ETFs, UITs and annuity sub-accounts may be assigned to multiple asset classes based on their underlying holdings. Funds in alternative and real asset investment strategies are assigned to a single asset class.

Account Profile information (Investment Objective, Account Purpose, Time Horizon and Liquidity Needs) is highlighted for your accounts on this report. Please contact your financial advisor if you wish to review this information in more detail or if you feel there is a discrepancy. The Account Profile information is only available for Internal Accounts.

Investments () (EXTERNAL) Last Updated: 10/15/2018

### Asset Allocation



- U.S. Large Cap Equities (28.30%)
- U.S. Mid Cap Equities (12.75%)
- U.S. Small Cap Equities (4.57%)
- Developed Market Ex-U.S. Equities (10.11%)
- Emerging Market Equities (6.58%)
- Specialty Equities (0.45%)
- U.S. Short Term Taxable Fixed Income (9.10%)
- U.S. Intermediate Taxable Fixed Income (2.95%)
- U.S. Long Term Taxable Fixed Income (3.21%)
- Long Term Tax Exempt Fixed Income (0.01%)
- Developed Market Ex-U.S. Fixed Income (1.59%)
- Emerging Market Fixed Income (2.24%)
- High Yield Taxable Fixed Income (6.33%)
- High Yield Tax Exempt Fixed Income (0.02%)
- Public Real Estate (5.89%)
- Commodities (1.82%)
- Cash Alternatives (3.28%)
- Other (0.80%)

### Security Level - Long Positions

Name	Amount	%
ABERDEEN EMRGNG INSTL I	\$ 296,145.32	3.66
AMER CENT GROWTH CLASS I	\$ 632,737.88	7.81
BARON SMALL CAP FD CL I	\$ 472,944.27	5.84
DODGE & COX INTL STCK FD	\$ 370,018.06	4.57
DWS ENHANCED INST	\$ 147,633.04	1.82
EV INCOME FD OF BOSTON I	\$ 304,704.28	3.76
GOLDMAN FINL SQ TREAS MM	\$ 75,367.54	0.93
GOLDMAN SAC 2.1% 042519	\$ 249,782.00	3.08
HARBOR CAP APPREC I	\$ 545,039.63	6.73
HARTFORD MIDCAP I	\$ 304,253.60	3.76
JPMORGAN CORE BOND I	\$ 900,757.37	11.12
MFS EMRG MKTS DEBT I	\$ 225,253.94	2.78
MFS VALUE I	\$ 852,471.59	10.52
OAKMARK EQ AND INCM ADVR	\$ 755,681.15	9.33
PACIFIC WESTN 1.9%110818	\$ 249,985.00	3.09
PRINCIPL GLBL R/E SEC IN	\$ 224,557.51	2.77
T ROWE PR INTL OVERSEAS	\$ 300,113.17	3.70
T ROWE PRICE REAL ESTATE	\$ 149,461.57	1.84
VICTORY SYCAMORE SMALL I	\$ 453,921.52	5.60
VIRTUS CEREDEx M/C VLU I	\$ 378,472.64	4.67
VIRTUS VONTOBEL EMG I	\$ 212,997.30	2.63

**Long Mkt Value: \$ 8,102,298.38**

**Security Level - Long Positions**

<b>Name</b>	<b>Amount</b>	<b>%</b>
<b>Short Mkt Value:</b>		<b>\$ 0.00</b>
<b>Cash Alternative Balance:</b>		<b>\$ 0.00</b>
<b>Account Value:</b>	<b>\$ 8,102,298.38</b>	
<hr/>		
<b>Security-Level Holdings:</b>	<b>\$8,102,298.38</b>	
<b>Asset Class-Level Holdings:</b>	<b>\$0.00</b>	
<b>Asset Class and Security Level Holdings:</b>	<b>\$0.00</b>	
<b>Total Holdings:</b>	<b>\$8,102,298.38</b>	

As a service, we may have included your assets and/or your liabilities held at other financial institutions. We assume no responsibility for the accuracy or completeness of the information you provided either to your Financial Advisor or through any third party aggregation service regarding your assets or liabilities held at other firms. We may update the pricing of these securities; however, there may be cases when updating prices is not possible. In addition, any transactions, values or changes in your external accounts will not be reflected unless you provide updated information to your Financial Advisor. In instances where you use a third party aggregation service, we rely on you to take action when notified by the third party service that updates are needed. The accuracy and completeness of the information you provide may materially affect the results and any recommendations contained in this report.

Your current portfolio allocation may classify assets based on the underlying holdings of funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. The Cash Alternatives asset class may include cash alternatives or other securities such as futures settlements, synthetic securities or securities in the form of a trust. These securities have unique risks and characteristics and can lose value. For more information on these types of investments, consult the fund prospectus. Underlying classification data is updated periodically and the frequency of updates will vary by fund. When repositioning assets within your portfolio, it is important to note that underlying holdings of funds, ETFs, UITs and annuity sub-account shares cannot be bought or sold individually. You may only buy or sell shares of the actual funds, ETFs and UITs.

Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.

## Disclosures

### Asset Class Assumptions

Securities are grouped in classes based on shared characteristics, such as maturity for bonds and size of the corporation for stocks. The mix of classes best suited for an investor will depend on his or her individual investment goals and tolerance for risk. It is generally understood that as an investor takes more risk, he or she can seek a higher rate of return over time.

*Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.*

*Asset Classification for mutual funds, variable annuities and exchange-traded funds are derived from Morningstar Categories. Underlying holdings classification provided by Morningstar. ©2018 Morningstar, Inc. All Rights Reserved. The information contained herein: (1) is proprietary to Morningstar and/or its content providers; (2) may not be copied or distributed; and (3) is not warranted to be accurate, complete or timely. Neither Morningstar nor its content providers are responsible for any damages or losses arising from any use of this information.*

### Asset Class Assumptions - Risk

Risk calculations are used to estimate how asset classes and combinations of classes may respond during negative market environments. The downside risk calculation represents a loss that is unlikely to be exceeded in 19 out of 20 years. However, there is a 1 in 20 risk (5% probability) that the loss over a one-year period could be greater than the downside risk calculation. Risk and return figures are derived from standard investment industry statistical calculations. These are for comparative purposes and not designed to predict actual performance. This is not the maximum loss your portfolio could experience.

### Asset Class Assumptions - Portfolio Implementation

As outlined above, it is assumed that the implemented portfolio matches the recommended allocation model. In actuality, the implemented portfolio may or may not match the risk and return characteristics of the recommended model over time due to security selection, inability to invest in the indices, and other factors. Also, there is no guarantee that portfolios will not exceed the risk tolerance range or that historically derived results will be achieved in the future. Returns have not been reduced by sales charges or expenses typically associated with various types of investments. Your actual investment performance may be higher or lower than that of the asset class to which it was assigned. Our assumptions about risks and returns for individual asset classes are combined with assumptions about the relationships between these returns (their correlation). Asset allocation cannot eliminate the risk of fluctuating prices and uncertain returns. We use our best efforts to correctly classify investments. However, no warranty of accuracy is made.

**Equity Investments:** Equity investments refer to buying stocks of United States companies. The investment return to the owner of stock (shareholder) is in the form of dividends and/or capital appreciation. The market capitalization of companies is used to group large, medium (Mid), and small companies. Shareholders share in both the upside potential and the downside risk.

**Capitalization:** Market capitalization definitions differ, but one example of capitalization methodology is that of Morningstar, which defines "large-capitalization" stocks as those stocks that form the top 70% of the market capitalization of the stocks eligible to be included in the Morningstar US Market Index (a diversified broad market index that represents approximately 97% of the market capitalization of publicly traded U.S. Stocks). The Morningstar index methodology defines "mid-capitalization" stocks as those stocks that form the 20% of market capitalization between the 70th and 90th percentile of the market capitalization and "small-capitalization" stocks as those

stocks that form the 7% of market capitalization between the 90th and 97th percentile of the market capitalization of the stocks eligible to be included in the Morningstar US Market Index.

*Investing in small and mid-cap companies involve additional risks such as limited liquidity and greater volatility.*

**Fixed Income Securities (Bonds):** Bonds are promissory notes of a United States corporation or federal government entity (taxable bonds) or a state or local government entity (tax-exempt or municipal bonds). Bonds usually make a series of interest payments followed by a return of principal at maturity. If sold prior to maturity, the price that can be obtained for a bond may be more or less than face value, depending on interest rates at the time the bond is sold and the remaining term of the bond.

Fixed income securities include Treasuries (i.e., public obligations of the U.S. Treasury that have remaining maturities of more than one year), government-related issues (i.e., agency, sovereign, supranational, and local authority debt), and corporate bonds.

*Investments in fixed-income securities are subject to market, interest rate, credit/default, inflation and other risks. Bond prices fluctuate inversely to changes in interest rates. Therefore, a general rise in interest rates can result in the decline in the bond's price. Lower rated securities are speculative and involve greater risk of default.*

**Term:** Short-term bonds have effective maturities of five years or less, intermediate bonds have effective maturities between five and ten years; and long-term bonds have maturities of ten years or longer.

*Income from tax exempt bonds is generally free from federal and state taxes for residents of the issuing state. While the interest income is tax-free, capital gains if any are subject to taxes. Income of certain tax-exempt bonds may be subject to the Federal Alternative Minimum Tax (AMT).*

**High Yield Fixed Income:** High yield bonds are promissory notes of a corporation or government entity that are considered to be below investment grade by bond rating services. The characterization of a high yield bond reflects the creditworthiness of the issuer and potential concerns that interest payments and return of principal may not be made as promised. High yield bonds may have maturities of various lengths.

*High-yield bonds, also known as junk bonds, are subject to greater risk of loss of principal and interest, including default risk, than higher-rated bonds. Investors should not place undue reliance on yield as a factor to be considered in selecting a high yield investment.*

**Multi-Class:** This category is primarily used to classify investments that include a substantial amount of both equity and fixed income investments, or some other combination of classes.

**International Investments:** International investments include any type of investment made in financially established markets outside of the United States. Various securities can be used to invest in international markets, including but not limited to fixed income securities, American Depository Receipts (ADRs), equities and funds.

The MSCI EAFE Index currently consists of the following 21 developed market country indexes: Australia, Austria, Belgium, Denmark, Finland, France, Germany, Hong Kong, Ireland, Israel, Italy, Japan, the Netherlands, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, and the United Kingdom.

*Investing in foreign securities such as Developed Market Ex-U.S. Equities, Emerging Market Equities, Developed Market Ex-U.S. Fixed Income and Emerging Market Fixed Income including ADRs, involves greater risks than those associated with investing domestically including political, economic, currency and the risks associated with different accounting standards. These risks are heightened in emerging markets.*

**Emerging Market Equities:** Emerging Market Equities consist of stocks issued by publicly traded companies of the major developing countries around the world. Examples of these countries would include: Argentina, Brazil, China, Russia, and South Africa.

**Emerging Market Fixed Income:** Emerging Market Fixed Income is comprised of external debt instruments in the developing markets. These instruments may be denominated in United States dollars or in external currencies. A large portion of the emerging market debt is issued by Argentina, Brazil, Bulgaria, Columbia, Ecuador, Egypt, Mexico, Morocco, Nigeria, Panama, Peru, Philippines, Poland, Russia, South Africa, Turkey, Ukraine and Venezuela.

**Public Real Estate:** Public Real Estate includes listed real-estate companies and equity and mortgage REITs. A REIT combines the capital of many investors to either acquire or provide financing for real estate. An equity REIT usually assumes ownership status in the property in which it invests, enabling its investors to earn dividends on rental income from the property and appreciation in property sale. A mortgage REIT (mREIT) usually invests in loans and mortgages secured by real estate and derive income from mortgage interest and fees. Some mortgage REITs also borrow money from the banks and re-lend it at higher interest rates.

*There are special risks associated with an investment in real estate, including possible illiquidity of the underlying properties, credit risk, interest rate fluctuations and the impact of varied economic conditions. mREITs will be subject to interest rate fluctuations and to the spread between short-term and long-term bond rates.*

**Private Real Estate:** Private real estate is an investment that uses an active management strategy consisting of both direct and secondary ownership of equity and debt interests in various types of real property. Often diversified across property types and locations, strategies can range from moderate repositioning or releasing of properties to new development or extensive redevelopment. Private real estate investments are typically made through private equity real estate funds. These funds usually have a seven- to ten-year life span consisting of a two- to three-year investment period where properties are acquired, then a holding period where active asset management is carried out and the properties are sold.

*Privately offered real estate funds are speculative and involve a high degree of risk. Investments in real estate have special risks, including the possible illiquidity of the underlying properties, credit risk, interest rate fluctuations, and the impact of varied economic conditions. There can be no assurance a secondary market will exist and there may be restrictions on transferring interests.*

**Commodities:** These assets are usually agricultural products such as corn, livestock, coffee and cocoa or metals such as gold, copper and silver, or energy products such as oil and natural gas. Each commodity generally has a common price internationally. For example, corn generally trades at one price on commodity markets worldwide. Commodities can either be sold on the spot market for immediate delivery or on the commodities exchanges for later delivery. Trade on commodities exchanges is usually in the form of future contracts.

*The commodities markets are considered speculative, carry substantial risks, and have experienced periods of extreme volatility.*

**Alternative Investments:** Alternative Investments encompass a range of product structures to provide the investor with access to markets or investment strategies that are generally

not easily accessible by individuals or smaller institutional investors. These often involve potentially higher risk strategies, such as employing leverage and / or short sales.

*Alternative investments, such as hedge funds, are speculative and involve a high degree of risk that is suitable only for those investors who have the financial sophistication and expertise to evaluate the merits and risks of an investment in a fund. Short sales theoretically involve unlimited loss potential since the market price of securities sold short may continuously increase. Leverage can magnify gains and losses.*

**Hedge Funds (Fund of Funds):** Currently four types of fund of funds are classified in the Capital Markets Assumptions:

**Hedge Funds - Relative Value:** Investment Managers who maintain positions in which the investment thesis is predicated on realization of a valuation discrepancy in the relationship between multiple securities. Managers employ a variety of fundamental and quantitative techniques to establish investment theses, and security types range broadly across equity, fixed income, derivative or other security types. Fixed income strategies are typically quantitatively driven to measure the existing relationship between instruments and in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager. Hedge Funds - Relative Value positions may also be involved in corporate transactions.

**Hedge Funds - Macro:** A Fund of Hedge Funds that falls under this category usually invests with hedge funds that fall under relative value and hedged equities categories. This category may also include Managed Futures.

**Hedge Funds - Event Driven:** Event Driven strategies maintain positions in companies currently or prospectively involved in corporate transactions of a wide variety including mergers, restructurings, financial distress, tender offers, shareholder buybacks, debt exchanges, security issuance or other capital structure adjustments. Security types can range from most senior in the capital structure to most junior or subordinated and frequently involve additional derivative securities. Exposure includes a combination of sensitivities to equity markets, credit markets and idiosyncratic, company-specific developments.

**Hedge Funds - Equity Hedge:** Equity Hedge strategies maintain positions both long and short in primarily equity and equity derivative securities. A wide variety of investment processes can be employed to arrive at an investment decision, including both quantitative and fundamental techniques; strategies can be broadly diversified or narrowly focused on specific sectors and can range broadly in terms of levels of net exposure, leverage employed, holding period, concentrations of market capitalizations and valuation ranges of typical portfolios. Hedge Funds - Equity Hedge managers would typically maintain at least 50% and may, in some cases, be substantially invested in equities, both long and short. Hedge Funds - Equity Hedge funds generally seek to make profits by buying a group of underpriced stocks/bonds and shorting a related group of over-priced stocks/bonds or indices.

*The use of hedge fund investment strategies, such as Equity Hedge, Event Driven, Macro and Relative Value, are speculative and involve a high degree of risk. These strategies may expose investors to risks such as short selling, leverage, counterparty, liquidity, volatility, the use of derivatives and other significant risks, including the loss of the entire amount invested.*

**Private Equity:** Private equity invests directly into private companies or assets that result in an equity ownership position. Capital for private equity is raised from retail and institutional investors, and can be used to fund new technologies, expand working capital within an owned company, make acquisitions, or to strengthen a balance sheet. Private equity investments often demand long holding periods to allow for a turnaround and exit strategy. Typically, a private equity fund

has a term of 10+ years. Traditionally, private equity investment strategies include the following: buyout, special situations, growth equity and venture capital.

*Private equity funds are complex, speculative investment vehicles and are not suitable for all investors. They are generally open to qualified investors only and carry high costs, substantial risks, and may be highly volatile. There is often limited (or even non-existent) liquidity and a lack of transparency regarding the underlying assets.*

**Cash Alternatives:** Cash Alternatives include liquid, short term and interest bearing investments. Examples are Treasury bills and commercial paper. It is possible to lose money by investing in cash alternatives.

**Other:** This classification represents securities which could not be definitively classified because there is insufficient similarity between the security and the defined asset classes. There may be inconsistencies in one or more of the following factors: historical performance, investment objective or asset composition. This analysis assigns relatively high downside risk and relatively low returns to assets classified as 'Other' in order to conservatively assess their impact on the portfolio.

**Specialty:** Classifications of Specialty Equities, Specialty Fixed Income, Specialty Real Assets and Specialty Alternative Investments include securities in the highest level asset class that do not map into one of the detailed asset categories and those securities for which there is not enough data available to classify more precisely.

### External Accounts Included in Your Report

As a service, we may have included your assets and/or your liabilities held at other financial institutions. We assume no responsibility for the accuracy or completeness of the information you provided either to your Financial Advisor or through any third party aggregation service regarding your assets or liabilities held at other firms. We may update the pricing of these securities; however, there may be cases when updating prices is not possible. In addition, any transactions, values or changes in your external accounts will not be reflected unless you provide updated information to your Financial Advisor. In instances where you use a third party aggregation service, we rely on you to take action when notified by the third party service that updates are needed. The accuracy and completeness of the information you provide may materially affect the results and any recommendations contained in this report.

If we have included or if you have provided us with information on accounts managed by you or an affiliate of Wells Fargo Advisors, including self-directed WellsTrade accounts at Wells Fargo Advisors, and fiduciary accounts at Wells Fargo Bank, N.A., you should understand that Wells Fargo Advisors has no authority to manage, direct or influence the accounts. With respect to such accounts, the Strategic Allocation listed in this report is for informational purposes only and should not be considered a recommendation from Wells Fargo Advisors or your Financial Advisor. The views, opinions, asset allocation models and forecasts may differ from our affiliates.

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### Report Disclosures

The indexes mentioned in this report, such as the S&P 500 and MSCI EAFE are unmanaged indexes of common stock or fixed-income. Unmanaged indexes are for illustrative purposes only. An investor cannot invest directly in an index.

The material has been prepared or is distributed solely for information purposes and does not supersede the proper use of your account statements and/or trade confirmations, which are considered to be the official and accurate records of your account activity. Any market prices are only indications of market values, are subject to change, and may not reflect the value at which securities could be sold. Additionally, the report is prepared as of trade date, rather than settlement date, and may be prepared on a different date than your statement. The information contained in this report may not reflect all holdings or transactions, their costs, or proceeds in your account. Contact your Financial Advisor for further information. The report may also include information you provided about assets held at other firms. Information on assets held away from Wells Fargo Advisors was provided by you and may not be covered by SIPC. We have relied solely on information from you regarding those assets. We do not verify or confirm those assets held with other firms or affiliates and you are responsible for notifying your Financial Advisor of any changes in your externally held investments including cost basis. Incomplete or inaccurate cost basis will affect your plan results because the tax assumptions are incorrect. Due to timing issues, if this report includes assets held at a Trust Company, positions and market data should be verified. Before making any decisions please validate your account information with your Financial Advisor.

Annuities are long-term investments and may be subject to market fluctuations and investment risk. Many annuities offer guarantees that provide protection of an income stream or an account value. All guarantees are subject to the claims paying ability of the issuing insurance companies. Annuity features and benefits vary and are based on a set of general product assumptions. For specific details about how your annuity works, consult your annuity policy.

This report is not the official record of your account. However, it has been prepared to assist you with your investment planning and is for information purposes only. Your Client Statement is the official record of your account. Therefore, if there are any discrepancies between this report and your Client Statement, you should rely on the Client Statement and call your local Branch Manager if you have any questions. Transactions requiring tax consideration should be reviewed carefully with your accountant or tax advisor. This is not a substitute for your own records and the year-end 1099 form. Cost data and acquisition dates provided by you are not verified by our firm.

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**Strategic Allocations (Standard)**

Additional firm-sponsored strategic allocation models may be selected for your Investment Plan that may include updated asset allocation assumptions or may vary slightly from these standard strategic allocation models. Please refer to your Current vs. Strategic Allocation page for an illustration of the allocation mix for these models.

Name	Conservative Income	Conservative Growth & Income	Conservative Growth	Moderate Income	Moderate Growth & Income	Moderate Growth	Aggressive Income	Aggressive Growth & Income	Aggressive Growth
U.S. Large Cap Equities	4.00%	17.00%	29.00%	12.00%	21.00%	29.00%	15.00%	25.00%	27.00%
U.S. Mid Cap Equities	2.00%	7.00%	12.00%	2.00%	9.00%	13.00%	4.00%	11.00%	15.00%
U.S. Small Cap Equities	0.00%	6.00%	10.00%	2.00%	8.00%	13.00%	4.00%	8.00%	14.00%
Developed Market Ex-U.S. Equities	2.00%	5.00%	9.00%	4.00%	6.00%	10.00%	5.00%	7.00%	14.00%
Emerging Market Equities	0.00%	4.00%	8.00%	0.00%	5.00%	10.00%	0.00%	6.00%	14.00%
U.S. Short Term Taxable Fixed Income	28.00%	7.00%	4.00%	19.00%	4.00%	2.00%	8.00%	2.00%	0.00%
U.S. Intermediate Taxable Fixed Income	38.00%	20.00%	6.00%	30.00%	16.00%	3.00%	25.00%	11.00%	0.00%
U.S. Long Term Taxable Fixed Income	5.00%	10.00%	4.00%	7.00%	7.00%	3.00%	10.00%	4.00%	3.00%
Developed Market Ex-U.S. Fixed Income	6.00%	3.00%	2.00%	5.00%	3.00%	2.00%	5.00%	3.00%	0.00%
Emerging Market Fixed Income	3.00%	5.00%	3.00%	5.00%	5.00%	3.00%	8.00%	6.00%	2.00%
High Yield Taxable Fixed Income	5.00%	6.00%	4.00%	6.00%	6.00%	3.00%	8.00%	7.00%	2.00%
Public Real Estate	4.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
Commodities	0.00%	2.00%	2.00%	0.00%	2.00%	2.00%	0.00%	2.00%	2.00%
Cash Alternatives	3.00%	3.00%	2.00%	3.00%	3.00%	2.00%	3.00%	3.00%	2.00%

## Strategic Capital Market Assumptions

Capital Market Assumptions (CMAs) for all asset classes assume a broadly diversified portfolio generally representative of the risks and opportunities of the asset class. To the extent that the investor's portfolio is not as diversified as the assumptions made for the asset class, the return and risk potential for the portfolio may vary significantly from the assumed CMAs.

The Strategic CMAs used within this illustration are forward looking and based on a building-block approach of risk premiums and Sharpe Ratio Equivalency. The returns for each asset class reflect the premium above the short-term risk-free rate of return that investors are likely to demand in order to compensate for the risk of holding those assets. Sharpe ratio equivalency provides a consistent comparison of long term risk premium across various asset classes for 10 years (representative of a one to two business cycle time period). All portfolio return and downside risk calculations are based on the Strategic CMAs. These assumptions may differ greatly from the short-term performance and volatility experienced by your actual investment holdings. There are no assurances that the estimates will be achieved. They have been provided as a guide to help you with your investment planning.

Asset Class	Downside Risk	Average Annual Return <sup>1</sup>
U.S. Large Cap Equities	-15.23%	7.79%
U.S. Mid Cap Equities	-16.80%	8.37%
U.S. Small Cap Equities <sup>3</sup>	-19.25%	8.55%
Developed Market Ex-U.S. Equities <sup>4</sup>	-17.36%	7.47%
Emerging Market Equities <sup>4</sup>	-21.98%	9.16%
Specialty Equities	-28.13%	5.88%
U.S. Short Term Taxable Fixed Income	-0.14%	2.70%
U.S. Intermediate Taxable Fixed Income	-4.01%	3.12%
U.S. Long Term Taxable Fixed Income	-12.55%	3.25%
Short Term Tax Exempt Fixed Income	-0.68%	2.16%
Intermediate Tax Exempt Fixed Income	-4.65%	2.48%
Long Term Tax Exempt Fixed Income	-11.09%	2.63%
Developed Market Ex-U.S. Fixed Income <sup>4</sup>	-9.74%	2.92%
Emerging Market Fixed Income <sup>4</sup>	-11.71%	6.15%
High Yield Taxable Fixed Income <sup>2</sup>	-11.73%	6.13%
High Yield Tax Exempt Fixed Income <sup>2</sup>	-13.07%	4.76%
Specialty Fixed Income	-15.76%	2.02%
Public Real Estate	-18.22%	7.20%
Private Real Estate	-14.09%	7.68%
Commodities	-17.27%	4.42%
Specialty Real Assets	-21.33%	3.96%
Multi-Class	-8.59%	6.21%
Hedge Funds - Relative Value	-3.93%	5.09%



Asset Class	Downside Risk	Average Annual Return <sup>1</sup>
Hedge Funds - Macro	-4.90%	4.86%
Hedge Funds - Event Driven	-5.60%	5.27%
Hedge Funds - Equity Hedge	-7.65%	5.74%
Private Equity	-19.28%	10.87%
Specialty Alternative Investments	-26.87%	2.82%
Cash Alternatives	0.86%	2.50%
Other	-22.21%	1.20%

### Additional Disclosures

<sup>1</sup> The Average Annual Return is time-weighted. It is a measure of the compound rate of growth of the asset class.

<sup>2</sup> Various rating services, such as Standard and Poor's and Moody's Investor Service rate the creditworthiness of bonds. Investing in lower-rated debt securities or funds that invest in such securities involves additional risk because of the lower credit quality of the security or fund portfolio. These securities or funds are subject to a higher level of volatility and increased risk of default, or loss of principal.

<sup>3</sup> Investing in small companies or mutual funds that invest in small companies involves additional risk. Smaller companies typically have a higher risk of failure and are not as well established as larger blue chip companies. Historically, smaller-company stocks have experienced a greater degree of price volatility than the overall market average.

<sup>4</sup> International investing may involve special risks such as currency fluctuation, political instability, and different methods of accounting and reporting requirements.

\* Hedge Fund Research, Inc. ©2018, [www.hedgefundresearch.com](http://www.hedgefundresearch.com)

*Alternative investments carry specific investor qualifications which can include high income and net-worth requirements as well as relatively high investment minimums. They are complex investment vehicles which generally have high costs and substantial risks. They tend to be more volatile than other types of investments and present an increased risk of investment loss. There may also be a lack of transparency as to the underlying assets. Alternative investments are subject to fewer regulatory requirements than mutual funds and other registered investment company products and thus may offer investors fewer legal protections than they would have with more traditional investments. Additionally, there may be no secondary market for alternative investment interests and transferability may be limited or even prohibited.*

**NOTE: The ending market value of \$7,602,531 does not include two Certificates of Deposit with a total of \$499,768, which will bring the Investment Portfolio Total to \$8,102,299**



Presented by: **TOM GREASER**  
800-503-6232  
Advisory assets reported as of Sep 30, 2018

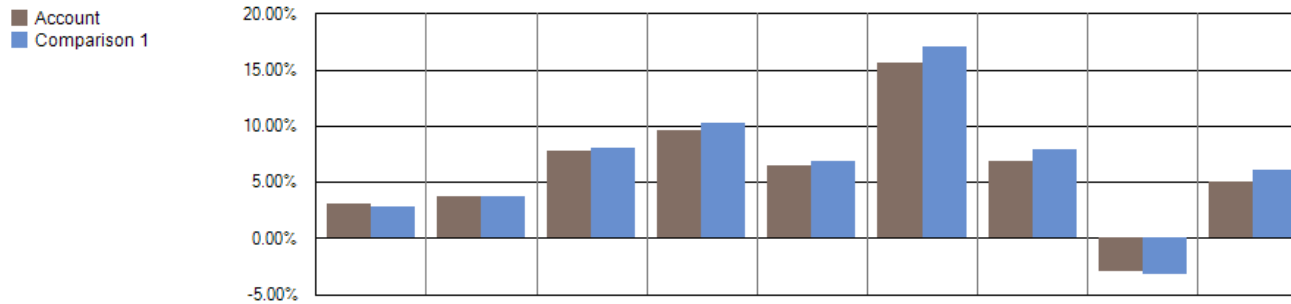
**COUNCIL GREAT CITY S**  
XXXX3603  
**FUNDSOURCE/CONSERVATIVE GROWTH OPTIMAL BLEND/CONSERVATIVE GROWTH V3 (NEW)**

**Summary of your account's investment growth**

	MTD	QTD	YTD	Since 07/10/06
Beginning market value	\$7,630,250	\$7,363,810	\$7,289,428	\$1,200,000
Deposits minus withdrawals	\$0	\$0	\$0	\$3,500,116
Net invested capital	\$7,630,250	\$7,363,810	\$7,289,428	\$4,700,116
<b>Investment results</b>	<b>-\$27,718</b>	<b>\$238,722</b>	<b>\$313,104</b>	<b>\$2,902,415</b>
Advisory assets ending market value	\$7,602,531	\$7,602,531	\$7,602,531	\$7,602,531
<b>Your net money-weighted returns</b>	<b>-0.4%</b>	<b>3.0%</b>	<b>3.7%</b>	<b>6.0%</b>
Total assets ending market value				\$10,730,691
Non-advisory assets				\$3,128,160

Net invested capital is your combined market value at the beginning of a stated time period plus deposits and minus withdrawals. Returns are annualized for the time periods greater than one year and are calculated after the deduction of program fees. Net money-weighted rates of return reflect your decisions to deposit or withdraw assets and should not be used to measure performance of an investment manager. Past performance is no guarantee of future results.

**Advisory net time-weighted performance:**

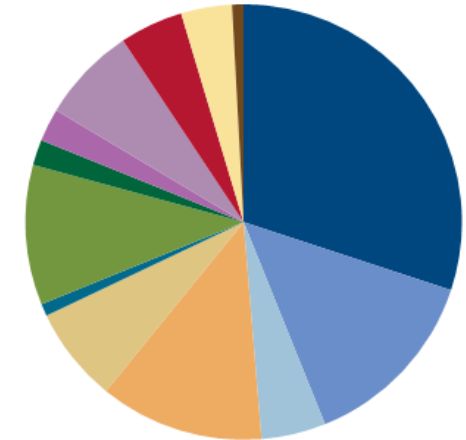


	QTD	YTD	1 Yr	3 Yrs	5 Yrs	2017	2016	2015	Since 07/10/06
Account (After Fees)	3.1%	3.7%	7.8%	9.5%	6.4%	15.6%	6.8%	-2.9%	5.0%
Comparison 1	2.8%	3.7%	8.0%	10.3%	6.9%	17.1%	7.9%	-3.2%	6.1%

**Market indices**

	QTD	YTD	1 Yr	3 Yrs	5 Yrs	2017	2016	2015	Since 07/10/06
S&P 500	7.7%	10.6%	17.9%	17.3%	13.9%	21.8%	12.0%	1.4%	9.3%
RUSSELL MIDCAP	5.0%	7.5%	14.0%	14.5%	11.7%	18.5%	13.8%	-2.4%	9.5%
RUSSELL 2000	3.6%	11.5%	15.2%	17.1%	11.1%	14.6%	21.3%	-4.4%	8.9%
MSCI EAFE NET	1.4%	-1.4%	2.7%	9.2%	4.4%	25.0%	1.0%	-0.8%	3.5%
MSCI EMERGING MKTS NET	-1.1%	-7.7%	-0.8%	12.4%	3.6%	37.3%	11.2%	-14.9%	5.2%
60S&P500/40SLAB	4.6%	5.6%	10.0%	10.8%	9.2%	14.2%	8.3%	1.3%	7.5%
BARCAP US AGGREGATE	0.0%	-1.6%	-1.2%	1.3%	2.2%	3.5%	2.6%	0.5%	4.1%
BLOOMBERG COMMODITY	-2.5%	-3.4%	0.9%	-1.0%	-7.7%	0.8%	11.4%	-24.7%	-5.7%
ML 3M TBILL	0.5%	1.3%	1.6%	0.8%	0.5%	0.9%	0.3%	0.1%	1.0%
CPI ALL URBAN NSA	0.1%	2.3%	2.2%	2.0%	1.5%	2.1%	2.1%	0.7%	1.8%

Advisory level asset allocation



	Market value	% of assets
US Large Cap Equities	\$2,284,799	30.1%
US Mid Cap Equities	\$1,054,335	13.9%
US Small Cap Equities	\$362,746	4.8%
Devlpd Mkt Ex-US Equities	\$924,972	12.2%
Emerging Mkt Equities	\$537,748	7.1%
Specialty Equities	\$69,262	0.9%
US Taxbl Invst Grd Fxd Inc	\$789,871	10.4%
Tax Exmt Invst Grd Fxd Inc	\$461	0.0%
Devlpd Mkt Ex-US Fxd Inc	\$143,877	1.9%
Emerging Mkt Fxd Inc	\$185,862	2.4%
High Yield Fxd Inc	\$540,060	7.1%
Public Real Estate	\$357,009	4.7%
Cash Alternatives	\$287,259	3.8%
Other	\$64,271	0.8%
Advisory assets	\$7,602,531	100.0%
Accrued interest	\$0	
Ending market value	\$7,602,531	

**Advisory top holdings**

	%
JPMORGAN TR II	11.8
MFS SER TR I	11.2
OAKMARK EQUITY AND	9.9
AMERICAN CENTY MUT FDS	8.3
HARBOR FD	7.2
BARON INVST FUNDS TRUST	6.2
VICTORY SYCAMORE	6.0
VIRTUS ASSET TR	5.0
DODGE & COX FDS	4.9
EATON VANCE SER II	4.0



Presented by: **TOM GREASER**  
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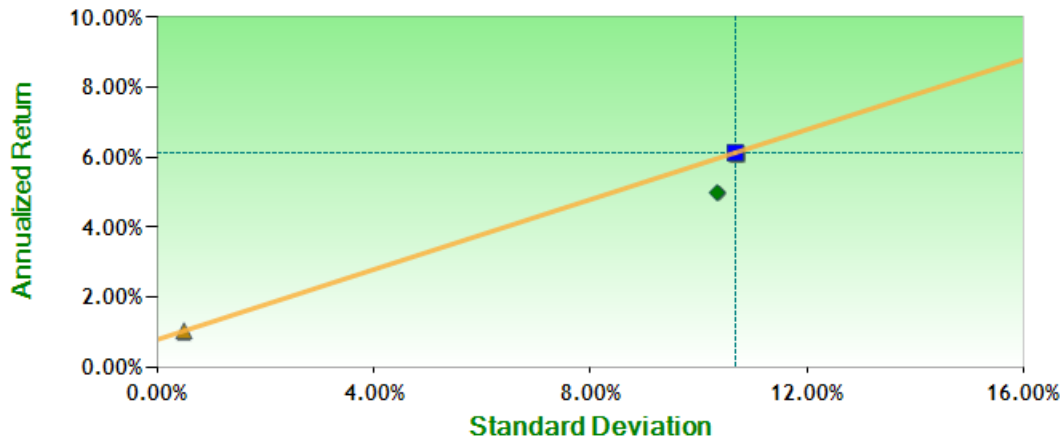
Returns are annualized for time periods greater than one year. Net time-weighted returns are independent of the timing and magnitude of your cash flow decisions and are calculated after the deduction of program fees. Each return period is given an equal weighting, regardless of portfolio value. They are appropriate for measuring the performance of an investment manager. Past performance is no guarantee of future results.

### Comparison History

#### Comparison 1:

7/10/2006 MBCG is a blend of 14.5% MSTRLCGC/14.5% MSTRLCVC/9% MSTRFLCC/8% MSTRMVC/6% MSTRIMBC/6% MSTRMCGC/6% MSTRMVC/5% MSTRGREC/5% MSTRSCGC/5% MSTRSCVC/4% MSTRHYC/4% MSTRLTBC/4% MSTRSTBC/3% MSTRMVC/2% LPRTF/2% MSTRCOMC/2% MSTRWBC/ index

### Risk / Return analysis for your account since inception on Jul 10, 2006



	Annualized Return	Standard Deviation
Account (after fees)	4.98%	10.34%
Comparison 1	6.12%	10.67%
Risk-free comparison	1.03%	0.48%

Comparison 1 (Benchmark) - is a blend of 14.5% MSTRLCGC/14.5% MSTRLCVC/9% MSTRFLCC/8% MSTRMVC/6% MSTRIMBC/6% MSTRMCGC/6% MSTRMVC/5% MSTRGREC/5% MSTRSCGC/5% MSTRSCVC/4% MSTRHYC/4% MSTRLTBC/4% MSTRSTBC/3% MSTRMVC/2% LPRTF/2% MSTRCOMC/2% MSTRWBC/ index  
 Risk-free rate - The return of an investment with little, or no risk (US T-Bills)

Standard Deviation (Risk) - Is a statistical measure of risk reflecting the extent to which rates of return for an asset or portfolio may vary from period to period and gauges the dispersion of monthly returns around the average return. The larger the standard deviation, the greater the range of possible returns and, therefore, the more risky the asset or portfolio.

Risk/Return Chart - Shows how well the manager has done managing the portfolio's risk (as measured by variability of returns) to earn its return. The line running from the risk-free rate (T-bill) to an appropriate market index is called the Capital Market Line. If the manager's risk/return plot is above the line, it earned a higher rate of return than expected given the level of risk taken. If the manager's risk/return plot is below the line, it earned a lower rate of return than expected given the level of risk taken.

### Disclaimers

The report is not the official record of your account. However, it has been prepared to assist you with your investment planning and is for informational purposes only. Your Client Statements are the official record of your account. Therefore, if there are any discrepancies between this report and your Client Statement, you should rely on the Client Statement and call your local Branch Manager with any questions. Transactions requiring tax consideration should be reviewed carefully with your accountant or tax advisor. Unless otherwise indicated, market prices/values are the most recent closing prices available at the time of this report, and are subject to change. Prices may not reflect the value at which securities could be sold.

The indices are presented to provide you with an understanding of their historic long-term performance, and are not presented to illustrate the performance of any security. Individual investors cannot directly purchase an index.



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## Indexes

BARCAP US AGGREGATE (SLAB)	The Bloomberg Barclays U.S. Aggregate Bond Index covers the USD-denominated, investment-grade, fixed-rate, taxable bond market of SEC-registered securities. The index is composed of government and corporate securities, mortgage pass-through securities, and asset-backed securities. All securities are rated investment grade (Baa3/BBB-/BBB- or above) using the middle rating of Moody's, S&P, and Fitch, respectively and have a maturity greater than one year.
BLOOMBERG COMMODITY (DJAIG)	A broadly diversified index of commodity futures on 20 physical commodities, subdivided into energy, U.S. agriculture, livestock, precious metals, and industrial metals sectors. Commodity weights are derived in a manner that attempts to fairly represent the importance of a diversified group of commodities to the world economy. To that end, liquidity and product data is used to derive individual weights. To ensure diversification, there is a maximum weight limit of 33 percent and a minimum weight limit of two percent. The index family formerly known as the Dow Jones-UBS Commodity Index family has been rebranded as the Bloomberg Commodity Index Family as of July 1, 2014 and Bloomberg will replace Dow Jones & Company, Inc. as the Index administrator.
CPI ALL URBAN NSA (CPI)	The CPI All Urban Consumers NSA Index (CPI) is a non-seasonally adjusted measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. The CPI is calculated by the Bureau of Labor Statistics and published monthly. Due to a late publishing date each month, the index number provided always includes an estimated return for the prior month.
LIPPER TE MM (LPRTF)	The Lipper Tax-Exempt Money Market Fund Index is an equal-weighted benchmark comprised of the 30 largest funds that invest in high quality municipal obligations with dollar-weighted average maturities of less than 90 days.
ML 3M TBILL (MLTBILL)	The BofA Merrill Lynch U.S. 3-Month Treasury Bill Index is comprised of a single issue purchased at the beginning of the month and held for a full month. At the end of the month that issue is sold and rolled into a weekly selected issue. The issue selected at each month-end-rebalancing is the outstanding Treasury Bill that matures closest to, but not beyond, three months from the rebalancing date.
MRNSTR COMMODITIES CAT (MSTRCOMC)	The Morningstar US Commodities Broad Basket Category Index consists of portfolios that can invest in a diversified basket of commodity goods including but not limited to grains, minerals, metals, livestock, cotton, oils, sugar, coffee, and cocoa. Investment can be made directly in physical assets or commodity-linked derivative instruments, such as commodity swap agreements.
MRNSTR DIVRSE EM CAT (MSTREMC)	The Morningstar US Diversified Emerging Markets Category Index consists of portfolios that tend to divide their assets among 20 or more nations, although they tend to focus on the emerging markets of Asia and Latin America rather than on those of the Middle East, Africa, or Europe. These portfolios invest predominantly in emerging market equities, but some funds also invest in both equities and fixed income investments from emerging markets.
MRNSTR EM BOND CAT (MSTREMB)	The Morningstar US Emerging Markets Bond Category Index consists of portfolios that invest more than 65% of their assets in foreign bonds from developing countries. The largest portion of the emerging-markets bond market comes from Latin America, followed by Eastern Europe, Africa, the Middle East, and Asia make up the rest.
MRNSTR FORGN LRG CAP CAT (MSTRFLCC)	The Morningstar US Foreign Large Blend Category Index consists of portfolios that invest in a variety of big international stocks. Most of these portfolios divide their assets among a dozen or more developed markets, including Japan, Britain, France, and Germany. These portfolios primarily invest in stocks that have market caps in the top 70% of each economically integrated market (such as Europe or Asia ex-Japan). The blend style is assigned to portfolios where neither growth nor value characteristics predominate. These portfolios typically will have less than 20% of assets invested in U.S. stocks.
MRNSTR GL REAL ESTATE CAT (MSTRGREC)	The Morningstar US Global Real Estate Category consists of portfolios that invest primarily in non-U.S. real estate securities but may also invest in U.S. real estate securities. Securities that these portfolios purchase include: debt & equity securities, convertible securities, and securities issued by real estate investment trusts and REIT-like entities. Portfolios in this category also invest in real estate operating companies.
MRNSTR HY BOND CAT (MSTRHYC)	The Morningstar US High Yield Bond Category Index consists of portfolios that concentrate on lower-quality bonds, which are riskier than those of higher-quality companies. These portfolios generally offer higher yields than other types of portfolios, but they are also more vulnerable to economic and credit risk. These portfolios primarily invest in U.S. high-income debt securities where at least 65% or more of bond assets are not rated or are rated by a major agency such as Standard & Poor's or Moody's at the level of BB (considered speculative for taxable bonds) and below.
MRNSTR INTRM BOND CAT (MSTRIMBC)	The Morningstar US Intermediate-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of 3.5 to 6.0 years. These portfolios are less sensitive to interest rates, and therefore less volatile, than portfolios that have longer durations.
MRNSTR LARGE GROWTH CAT (MSTRLCGC)	The Morningstar US Large Growth Category Index consists of portfolios that invest primarily in big U.S. companies that are projected to grow faster than other large-cap stocks. Stocks in the top 70% of the capitalization of the U.S. equity market are defined as large cap. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields). Most of these portfolios focus on companies in rapidly expanding industries.



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MRNSTR LARGE VALUE CAT (MSTRLCVC)	The Morningstar US Large Value Category Index consists of portfolios that invest primarily in big U.S. companies that are less expensive or growing more slowly than other large-cap stocks. Stocks in the top 70% of the capitalization of the U.S. equity market are defined as large cap. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR LONG-TRM BOND CAT (MSTRLTBC)	The Morningstar US Long-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of more than 6.0 years. Because of their long durations, these portfolios are exposed to greater interest-rate risk.
MRNSTR MIDCAP GROWTH CAT (MSTRMCGC)	The Morningstar US Mid-Growth Category Index consists of portfolios that invest in stocks of all sizes, thus leading to a mid-cap profile, but others focus on midsize companies. Mid-cap growth portfolios target U.S. firms that are projected to grow faster than other mid-cap stocks, therefore commanding relatively higher prices. The U.S. mid-cap range for market capitalization typically falls between \$1 billion and \$8 billion and represents 20% of the total capitalization of the U.S. equity market. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields).
MRNSTR MIDCAP VALUE CAT (MSTRMCVC)	The Morningstar US Mid-Value Category Index consists of portfolios that focus on medium-size companies while others land here because they own a mix of small-, mid-, and large-cap stocks. All look for U.S. stocks that are less expensive or growing more slowly than the market. The U.S. mid-cap range for market capitalization typically falls between \$1 billion and \$8 billion and represents 20% of the total capitalization of the U.S. equity market. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR SHORT-TRM BOND CAT (MSTRSTBC)	The Morningstar US Short-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of 1.0 to 3.5 years. These portfolios are attractive to fairly conservative investors, because they are less sensitive to interest rates than portfolios with longer durations.
MRNSTR SMALL GROWTH CAT (MSTRSCGC)	The Morningstar US Small Growth Category Index consists of portfolios that focus on faster-growing companies whose shares are at the lower end of the market-capitalization range. These portfolios tend to favor companies in up-and-coming industries or young firms in their early growth stages. Because these businesses are fast-growing and often richly valued, their stocks tend to be volatile. Stocks in the bottom 10% of the capitalization of the U.S. equity market are defined as small cap. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields).
MRNSTR SMALL VALUE CAT (MSTRSCVC)	The Morningstar US Small Value Category Index consists of portfolios that invest in small U.S. companies with valuations and growth rates below other small-cap peers. Stocks in the bottom 10% of the capitalization of the U.S. equity market are defined as small cap. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR WORLD BOND CAT (MSTRWBC)	The Morningstar US World Bond Category Index consists of portfolios that invest 40% or more of their assets in foreign bonds. Some world-bond portfolios follow a conservative approach, favoring high-quality bonds from developed markets. Others are more adventurous and own some lower-quality bonds from developed or emerging markets. Some portfolios invest exclusively outside the U.S., while others regularly invest in both U.S. and non-U.S. bonds.
MSCI EAFE NET (MSEAFANR)	The Morgan Stanley Capital International (MSCI) EAFE Net Returns Index is a free float-adjusted market capitalization index that is designed to measure the equity market performance of developed markets, excluding the US & Canada. The Net Total Return methodology employs a standard withholding tax by applying the maximum rate of the company's country of incorporation applicable to institutional investors.
MSCI EMERGING MKTS NET (MSCIEMNR)	The MSCI Emerging Markets Net Returns index is a free float-adjusted market capitalization index that is designed to measure equity market performance of emerging markets. The Net Total Return methodology employs a standard withholding tax by applying the maximum rate of the company's country of incorporation applicable to institutional investors.
RUSSELL 2000 (FR2000)	The Russell 2000 Index consists of the smallest 2,000 securities in the Frank Russell 3000 Index. This is the Russell Company's small-capitalization index that is widely regarded in the industry as the premier measure of small-capitalization stocks.
RUSSELL MIDCAP (FRMIDCAP)	The Russell Midcap Index measures the performance of the 800 smallest companies by market capitalization in the Russell 1000 Index. This mid-cap index represents approximately 31% of the Russell 1000 index total market capitalization.
S&P 500 (S&P500)	The S&P 500 Index consists of 500 stocks chosen for market size, liquidity, and industry group representation. It is a market-value weighted index (stock price times number of shares outstanding) with each stock's weight in the Index proportionate to its market value. The S&P 500 is one of the most widely-used benchmarks of U.S. equity performance. Performance includes reinvestment of dividends.

Wells Fargo Advisors is a trade name used by Wells Fargo Clearing Services, LLC, a registered broker-dealer and non-bank affiliate of Wells Fargo & Company.

**PROJECTED REVENUES**

10/15/18

COUNCIL OF THE GREAT CITY SCHOOLS

**REVENUE ANALYSIS**

	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FIVE YEAR AVERAGE	PROJECTED FY18-19
Dues/Interest & Dividends	\$ 2,754,217	\$ 3,226,209	\$ 3,032,202	\$ 3,014,100	\$ 3,310,555	\$ 3,067,457	\$ 3,572,531
Grant Expenses* and Contracts	\$ 2,141,557	\$ 3,262,715	\$ 2,117,140	\$ 2,122,690	\$ 2,045,757	\$ 2,337,972	\$ 1,418,028
Sponsors/Regist/Royalties/SSTs/PD Sales	\$ 1,843,058	\$ 2,015,910	\$ 1,794,376	\$ 2,256,369	\$ 2,302,490	\$ 2,042,441	\$ 2,302,491
<i>* Expenditures, NOT Revenues</i>							
TOTAL REVENUE	\$ 6,738,832	\$ 8,504,834	\$ 6,943,718	\$ 7,393,159	\$ 7,658,802		\$ 7,293,050
CARRYOVER BALANCES	\$ 10,341,451	\$ 8,696,127	\$ 9,997,892	\$ 10,346,028	\$ 8,721,854		

