

**COUNCIL OF THE GREAT CITY SCHOOLS**

**EXECUTIVE COMMITTEE MEETING**

**JANUARY 20, 2018**

**ORLANDO, FL**

# COUNCIL OF THE GREAT CITY SCHOOLS

## Executive Committee Meeting Agenda

**January 20, 2018  
Orlando**

<b>January 20 8:00 am</b>	<b>EXECUTIVE COMMITTEE CONVENES</b>	
	<ul style="list-style-type: none"> <li>• <b>Welcome and Introductions</b></li> </ul>	Page 5
	Opening of Executive Committee meeting and introductions.	
	<i>Darienne Driver, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Minutes</b></li> </ul>	Page 13
	Consideration of minutes from the October 19, 2017 meeting of the Executive Committee and the October 21, 2017 meeting of the Board of Directors in Cleveland, OH.	Vote
	<i>Darienne Driver, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Nominations</b></li> </ul>	Page 28
	Discussion and vote on nominations.	Vote
	<i>Darienne Driver, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Membership Subcommittee Report</b></li> </ul>	Page 33
	Report of the Membership Subcommittee.	Vote
	<i>Larry Feldman, Membership Subcommittee Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>By-Laws Subcommittee Report</b></li> </ul>	Page 39
	Report of the By-Laws Subcommittee.	
	<i>Allegra "Happy" Haynes, By-Laws Subcommittee Chair</i>	

	<ul style="list-style-type: none"> <li>• <b>Audit Subcommittee Report</b></li> </ul>	Page 49
	Status report on the 2017-18 budget and the budget for 2018-19.	Vote
	<i>Eric Gordon, Audit Subcommittee Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>Conferences and Meetings</b></li> </ul>	Page 119
	Executive Committee convenings, job-alike meetings, and major conferences in 2018.	
	<i>Michael Casserly, Executive Director</i>	
	<ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul>	Page 169
	Overview and discussion of the Council’s communications activities and initiatives.	
	<i>Michael Casserly, Executive Director</i>	
	<ul style="list-style-type: none"> <li>• <b>Legislation and Political Strategy</b></li> </ul>	Page 314
	Overview and discussion of federal legislation and regulatory activity.	
	<i>Jeff Simering, Director of Legislation</i>	
	<ul style="list-style-type: none"> <li>• <b>Research</b></li> </ul>	Page 349
	Overview and discussion of the Council’s research activities and initiatives.	
	<i>Michael Casserly, Executive Director</i>	
	<ul style="list-style-type: none"> <li>• <b>Achievement and Professional Development Task Force</b></li> </ul>	Page 444
	Report by the Council’s Achievement Task Force.	
	<i>Paul Cruz, Task Force Co-Chair Paula Wright, Task Force Co-Chair</i>	

	<ul style="list-style-type: none"> <li>• <b>Males of Color Task Force</b></li> </ul>	Page 509
	Overview and discussion of the Council's efforts to raise achievement among Males of Color.	
	<p style="text-align: center;"><i>Michael Hinojosa, Task Force Co-Chair</i> <i>Bill Hite, Task Force Co-Chair</i></p>	
	<ul style="list-style-type: none"> <li>• <b>Bilingual Education Task Force</b></li> </ul>	Page 647
	Report by the Council's Bilingual Education Task Force.	
	<p style="text-align: center;"><i>Ashley Paz, Task Force Co-Chair</i></p>	
	<ul style="list-style-type: none"> <li>• <b>Leadership, Governance, and Management Task Force</b></li> </ul>	Page 660
	Report by and discussion of direction of the Council's Task Force on Leadership, Governance, and Management.	
	<p style="text-align: center;"><i>Barbara Jenkins, Task Force Co-Chair</i> <i>Michael O'Neill, Task Force Co-Chair</i></p>	
	<ul style="list-style-type: none"> <li>• <b>Finance Task Force</b></li> </ul>	Page 767
	Report by the Council's Finance Task Force.	
	<p style="text-align: center;"><i>Tom Ahart, Task Force Co-Chair</i> <i>Barbara Nevergold, Task Force Co-Chair</i></p>	
<b>5:00 pm</b>	<b>EXECUTIVE COMMITTEE ADJOURNS</b>	
<b>6:00 pm</b>	<b>MEET IN LOBBY FOR TRANSPORTATION TO DINNER</b>	
<b>6:30 pm</b>	<b>DINNER, PADDLEFISH RESTAURANT</b>	

## **ABOUT THE COUNCIL**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **OUR VISION**

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

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We pledge to commit ourselves to the work of advancing empathy, equity, justice, and tolerance, and we vow to do everything we can to vigorously resist the forces of ignorance, fear, and prejudice, as we teach and guide our students. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

## **OUR MISSION**

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

## **OUR GOALS**

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

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

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

# COUNCIL OF THE GREAT CITY SCHOOLS

## Executive Committee

**2017-2018**

### OFFICERS

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

### MEMBERS

Thomas Ahart, Des Moines Superintendent  
Juan Cabrera, El Paso Superintendent  
Richard Carranza, Houston Superintendent  
Sharon Contreras, Guilford County Superintendent  
Paul Cruz, Austin Superintendent  
Allegra “Happy” Haynes, Denver School Board  
Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent  
Barbara Jenkins, Orange County Superintendent  
Michelle King, Los Angeles Superintendent  
Aurora Lora, Oklahoma City Superintendent  
Lacey Merica, Omaha School Board  
Barbara Nevergold, Buffalo School Board  
Michael O’Neill, Boston School Committee  
Ashley Paz, Fort Worth School Board  
Elisa Snelling, Anchorage School Board  
Susan Valdes, Hillsborough County School Board  
Paula Wright, Duval County School Board

*Vacancy*

*Vacancy*

*Ex Officio*

Deborah Shanley, Lehman College Interim Dean

COUNCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE  
FY 2017-18

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COUNCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE  
FY 2017-18

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<i>EX-OFFICIO MEMBER</i>				
SHANLEY, DEBORAH	School of Education Lehman College 250 Bedford Park Blvd, West Bronx, NY 10468	Cell (203) 917-0818 Office (718) 960-6777	Univ (718) 960-7855	<a href="mailto:deborah.shanley@lehman.cuny.edu">deborah.shanley@lehman.cuny.edu</a>

**COUNCIL OF THE GREAT CITY SCHOOLS**  
**Board of Directors (as of January 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
Austin	Paul Cruz	Kendall Pace
Baltimore	Sonja Santelises	Martha James-Hassan
Birmingham	Lisa Herring	Wardine Alexander
Boston	Tommy Chang	Michael O'Neill
Bridgeport	Aresta Johnson (Interim)	John R. Weldon
Broward Co.	Robert W. Runcie	Laurie Rich Levinson
Buffalo	Kriner Cash	Barbara Nevergold
Charlotte-Mecklenburg	Clayton Wilcox	Mary T. McCray
Chicago	Janice K. Jackson	Jaime Guzman
Cincinnati	Laura Mitchell	Melanie Bates
Clark County	Pat Skorkowsky	Linda P. Cavazos
Cleveland	Eric Gordon	Denise Link
Columbus	John D. Stanford (Interim)	Gary Baker II
Dallas	Michael Hinojosa	Lew Blackburn
Dayton	Elizabeth Lolli (Acting)	TBD
Denver	Tom Boasberg	Allegra "Happy" Haynes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Nikolai Vitti	Steven Rhodes
Duval County	Patricia Willis	Paula Wright
El Paso	Juan Cabrera	Dori Fenenbock
Fort Worth	Kent P. Scribner	Ashley Paz
Fresno	Robert Nelson	Brooke Ashjian
Guilford County	Sharon Contreras	Linda Welborn
Hawaii Department of Education	Christina Kishimoto	Lance Mizumoto
Hillsborough County	Jeff Eakins	Susan Valdes
Houston	Richard Carranza	Diana Davila
Indianapolis	Lewis Ferebee	Samuel Odle
Jackson	Freddrick Murray (Interim)	Rickey Jones
Jefferson County	Martin Pollio	Diane Porter
Kansas City	Mark Bedell	Ajia Morris
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Michelle King	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	Christopher Cerf	Antoinette Baskerville- Richardson
New Orleans	Henderson Lewis Jr.	N/A
New York City	Carmen Fariña	N/A
Norfolk	Melinda Boone	Rodney Jordan
Oakland	Kyla Johnson-Trammell	Nina Senn
Oklahoma City	Aurora Lora	Paula Lewis
Omaha	Mark A. Evans	Lacey Merica
Orlando	Barbara Jenkins	William Sublette
Palm Beach County	Robert Avossa	Marcia Andrews

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

William R. Hite, Jr.  
Michael Grego  
Anthony Hamlet  
Guadalupe Guerrero  
Christopher Maher  
Thomas Kranz  
Barbara Deane-Williams  
Jorge Aguilar  
Kelvin Adams  
Joe Gothard  
Pedro Martinez  
Cindy Marten  
Vincent Matthews  
Stefanie P. Phillips  
Larry Nyland  
Dorsey E. Hopson, II  
Romules L. Durant  
Deborah Gist  
Antwan Wilson  
Alicia Thompson

Marjorie G. Neff  
Peggy O'Shea  
Thomas Sumpter Jr.  
Julie Esparza Brown  
Nicholas Hemond  
Dawn Page  
Van Henri White  
Darrel Woo  
Daranetta Clinkscale  
Jon Schumacher  
Patti Radle  
Kevin Beiser  
Mark Sanchez  
TBD  
Jill Geary  
Kevin Woods  
Chris Varwig  
Suzanne Schreiber  
N/A  
TBD

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Staff**

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

**EXECUTIVE COMMITTEE**

**COUNCIL OF THE GREAT CITY SCHOOLS  
MINUTES  
EXECUTIVE COMMITTEE MEETING  
CLEVELAND, OH  
October 19, 2017**

**Thursday, October 19, 2017**

Present:

Officers:

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

Members:

Tom Ahart, Des Moines Superintendent  
Richard Carranza, Houston Superintendent  
Sharon Contreras, Guilford County Superintendent  
Marnell Cooper, Baltimore School Board  
Paul Cruz, Austin Superintendent  
Allegra Haynes, Denver School Board  
Michael Hinojosa, Dallas Superintendent  
Barbara Jenkins, Orange County Superintendent  
Ronald Lee, Dayton School Board  
Aurora Lora, Oklahoma City Superintendent  
Lacey Merica, Omaha School Board  
Barbara Nevergold, Buffalo School Board  
Michael O'Neill, Boston School Committee  
Ashley Paz, Fort Worth School Board  
Deborah Shanley, Brooklyn College, CUNY Dean  
Elisa Snelling, Anchorage School Board  
Susan Valdes, Hillsborough County School Board  
Paula Wright, Duval County School Board

Absent:

Juan Cabrera, El Paso Superintendent  
William Hite, Philadelphia Superintendent  
Michelle King, Los Angeles Superintendent

Darienne Driver, Chair of the Board of Directors, called the meeting to order at 4:30 pm. Members introduced themselves and a quorum was established.

The meeting began with an update on hurricane relief efforts. The response by member districts across the country on behalf of Houston and Florida had been extraordinary. An avalanche of supplies was sent. Michael Casserly, the Council's executive director, informed the group that it had also received a request from Puerto Rico for assistance, and the organization was working on how to respond.

The superintendent and school board representative from Guilford County, Sharon Contreras and Linda Welborn, respectively, then made a presentation on a program launched in the district called "change for children," which raised funds for students and families in areas affected by Hurricane Harvey. Checks were then presented to Houston Superintendent Richard Carranza and Dallas Superintendent Michael Hinojosa.

### Minutes

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

### Nominations

Committee materials provided a list of all nominations for 2017-18 chairs and members of the audit, by-laws, and membership subcommittees, as well as the achievement and professional development, males of color, bilingual education, leadership and governance, and finance task forces, made by Board Chair Darrienne Driver. No action was required.

### Membership

Larry Feldman, Miami-Dade County school board chair, gave the report for the membership subcommittee. To review, of the three districts that had applied for membership as of the last meeting, two—Garland, TX and Peoria, IL, did not meet the criteria for membership. The third—Aurora, CO—did meet the criteria, and was recommended for approval at the last meeting. When staff followed up with them, however, the Aurora superintendent indicated they would have problems paying the membership dues, so their membership has been deferred.

### By-Laws

No report. A copy of the current by-laws was included in Committee materials.

### Audit

Casserly called the group's attention to three recommended changes at the end of the Audit section of the Executive Committee materials. These changes were agreed upon at the July committee meeting in Portland and had now been folded into the materials.

Casserly then reviewed the budget materials, including a status report on the 2016-17 budget. The numbers presented were nearly identical to what the committee saw in July.



The data will be reviewed by external auditors this fall, and a draft report will be ready for the January meeting. A final report will be ready for the Board of Directors in March.

The audit report presented the general operating budget and expenditures by function and category. The committee reviewed each of these expenditure categories in depth in July.

Asset allocations were also reviewed and shown to be inside the guard-rails set by the committee.

The materials also provided a preliminary report on the first quarter of the 2017-18 year. This included the status of membership dues payments for the year.

As of this point in the fiscal year, the organization was on track for another balanced budget. Still pending was a decision by the Gates Foundation on the proposed use of over \$500K in unexpended grant funds, which they have since approved.

Casserly presented draft language making changes to the Council's investment and personnel policies per discussion by the committee at its July meeting. The committee had proposed new language on conflict of interest and socially-responsible investment instruments and companies.

All changes to both the personnel and investment policies passed by voice vote.

### Conferences and Meetings

Casserly presented the meeting lineup for the remainder of 2017 and 2018. The winter 2018 meeting of the Executive Committee will be held in Orlando, FL, January 19 and 20. Casserly reminded the group that we were planning on starting the meeting early to discuss strategic planning. This extra night stay will be paid for by the Council through grant funds.

The summer 2018 meeting will be held in Anchorage, AK, July 20 and 21. The 2018 annual fall conference will be held in Baltimore, MD, and the 2019 conference will be in Louisville. Staff will send out RFPs for the 2020 conference and beyond. The criteria for hosting an annual conference was provided in the materials.

### Awards

The Council has several awards programs. Tonight, the organization will award the Green-Garner award to a board member, and tomorrow the group will present the Queen Smith Award (for teachers), and the Shirley Schwartz Award (for district/college partnerships). A list of finalists for these awards was provided in Committee materials.

### Strategic Planning

The materials included a baseline document that described the context of where the organization is and the challenges likely to be faced moving forward. Casserly asked members about what they most needed to make the January discussion productive.

Cleveland CEO Eric Gordon suggested a SWOT analysis by the senior Council leadership team.

Another member brought up the question of how far out we should be planning. Members agreed that a plan spanning no more than five years would be a more helpful guide than a longer-term plan, such as ten years. The group then discussed the role of the Council, and how it impacts the group's stated objectives.

Members suggested that in advance of the January session, the officers should discuss broad parameters for the meeting.

In closing, Casserly brought up the Marshall College Fund proposal, which the committee needed to review and respond to. Members suggested that additional discussion of the proposal should be deferred until January.

The Chair adjourned the meeting at 5:40 pm.

Respectfully submitted:

Michael Casserly  
Executive Director

**BOARD OF DIRECTORS**

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

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

Minutes

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

Annual Reports

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

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

Conferences and Meetings

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

Legislation

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

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

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

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

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

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

### Communications

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

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

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

### Research

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

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

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

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

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

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

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

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

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

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

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

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

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

### Task Force on Males of Color

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

### Achievement and Professional Development Task Force

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

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

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

### Bilingual Task Force

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

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

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

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

### Leadership, Management, and Governance Task Force

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

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

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

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

### Finance Task Force

No report.

### Membership

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



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

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

#### By-Laws

No report.

#### Audit

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

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

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

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

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

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

The Chair adjourned the meeting at 12:15 pm.

Respectfully submitted:  
Michael Casserly  
Executive Director

## Executive Committee/Board of Directors Meeting Follow-up Steps

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

## **NOMINATIONS**

# COUNCIL OF THE GREAT CITY SCHOOLS

## Nominations

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

### Vacancies

- 1) Be it resolved: That Don Samuels (Minneapolis School Board) fill the vacancy created by Ronald Lee (Dayton School Board), whose term was set to expire June 30, 2020.

ACTION BY COMMITTEE

Approved

Not Approved

AFFIRMED

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Chair of the Board

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

ACTION BY COMMITTEE

Approved

Not Approved

AFFIRMED

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Chair of the Board

Composition of Executive Committee  
FY2017-2018 as of January 2018<sup>1</sup>

<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>Asian</b>	<b>Totals</b>
East	3	1	2	2	2	0	2	0	4
Southeast	1	4	3	2	3	1	1	0	5
Midwest	6	5	4	7	3	5	3	0	11
West	2	2	3	1	2	0	1	1	4
Totals	12	12	12	12	10	6	7	1	24

<sup>1</sup> Including proposed new members

# **APPOINTMENTS BY THE CHAIR, 2017-18**

## **SUBCOMMITTEE CHAIRS AND MEMBERS**

Audit Subcommittee Chair: Eric Gordon, Cleveland CEO

Paul Cruz, Austin Superintendent

Michael Hinojosa, Dallas Superintendent

Michelle King, Los Angeles Superintendent

Ashley Paz, Fort Worth School Board

Elisa Snelling, Anchorage School Board

Paula Wright, Duval County School Board

Bylaws Subcommittee Chair: Allegra “Happy” Haynes, Denver School Board

Juan Cabrera, El Paso Superintendent

Richard Carranza, Houston Superintendent

Barbara Jenkins, Orange County Superintendent

Aurora Lora, Oklahoma City Superintendent

Lacey Merica, Omaha School Board

Michael O’Neill, Boston School Committee

Felton Williams, Long Beach School Board

Membership Subcommittee Chair: Larry Feldman, Miami-Dade County School Board

Thomas Ahart, Des Moines Superintendent

Sharon Contreras, Guilford County Superintendent

William Hite, Philadelphia Superintendent

Barbara Nevergold, Buffalo School Board

Susan Valdes, Hillsborough County School Board

## **Task Force Chairs**

Achievement and Professional Development Task Force

Co-Chair: Paul Cruz, Austin Superintendent

Co-Chair: Paula Wright, Duval County School Board

Co-Chair: Deborah Shanley, Lehman College of Education Dean

Males of Color Task Force

Co-Chair: Bill Hite, Philadelphia Superintendent

Co-Chair: Michael Hinojosa, Dallas Superintendent

Bilingual Task Force

Co-Chair: Richard Carranza, Houston Superintendent

Co-Chair: Ashley Paz, Fort Worth School Board

Leadership & Governance Task Force

Co-Chair: Michael O’Neill, Boston School Committee

Co-Chair: Barbara Jenkins, Orange County Superintendent

Finance Task Force

Co-Chair: Thomas Ahart, Des Moines Superintendent

Co-Chair: Barbara Nevergold, Buffalo School Board



**SUBCOMMITTEE ON MEMBERSHIP**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on Membership**

**2017-2018**

### *Subcommittee Goal*

To review criteria and applications for membership, and recruit and retain members.

### *Chair*

Larry Feldman, Miami-Dade County School Board

### *Members*

Thomas Ahart, Des Moines Superintendent  
Sharon Contreras, Guilford County Superintendent  
William Hite, Philadelphia Superintendent  
Barbara Nevergold, Buffalo School Board  
Susan Valdes, Hillsborough County School Board

### *Ex Officio*

Darienne Driver, Milwaukee Superintendent

# COUNCIL OF THE GREAT CITY SCHOOLS

## Membership by Region

October 2017

<b>East (E)</b>	<b>Midwest (MW)</b>	<b>Southeast (SE)</b>	<b>West (W)</b>
Boston	Arlington (TX)	Atlanta	Albuquerque
Bridgeport	Austin	Baltimore	Anchorage
Buffalo	Chicago	Birmingham	Fresno
Cincinnati	Dallas	Broward County	Hawaii
Cleveland	Denver	Charlotte	Las Vegas
Columbus	Des Moines	Guilford County	Long Beach
Dayton	El Paso	Jackson	Los Angeles
Detroit	Ft. Worth	Jacksonville	Oakland
Newark	Houston	Louisville	Portland
New York City	Indianapolis	Memphis-Shelby Cty	Sacramento
Philadelphia	Kansas City	Miami-Dade County	San Diego
Pittsburgh	Milwaukee	Nashville	San Francisco
Providence	Minneapolis	New Orleans	Santa Ana
Rochester	Oklahoma City	Norfolk	Seattle
Toledo	Omaha	Orlando	
	San Antonio	Palm Beach	
	St. Louis	Richmond	
	St. Paul	St. Petersburg	
	Tulsa	Tampa	
	Wichita	Washington D.C.	
15	20	20	14

**PUERTO RICO MEMBERSHIP REQUEST**

Interest from Puerto Rico

Dear Mike,

I'm writing to express interest that the Puerto Rico Dept of Education join the Council of Great City Schools. Speaking on behalf of my entire team, we have been profoundly impressed by the support and knowledge the Council has provided and would be honored to be part of your organization. What is the best next step?

Thanks

Julia

Julia Keleher  
Secretary of Education  
Puerto Rico  
787-638-8876

# Puerto Rico Department of Education Statistics

District	City Population (San Juan)	Student Enrollment (Puerto Rico Public Schools)	Student Enrollment (San Juan Public Schools)	% Minority (Hispanic)
Puerto Rico Department of Education	395,326	410,797	35,170	100%

## Puerto Rico Public Schools

- Puerto Rico is the #26 largest school system in the United States, serving 410,797 students across 1,383 public schools.
- There are [19 special education schools](#).
- Minority enrollment is 100% (majority Hispanic) and the student:teacher ratio is 13:1.

## San Juan Public Schools

- There are 125 public schools in San Juan, PR, serving 35,170 students.
- Minority enrollment is 100% (majority Hispanic) and the student:teacher ratio is 13:1.

## Poverty in Puerto Rico

- According to the United States Census Bureau, in 2015, [46.1 percent](#) of people were living below the poverty line.

**SUBCOMMITTEE ON BY-LAWS**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on By-Laws**

**2017-2018**

### ***Subcommittee Goal***

To define the mission, responsibilities and composition of the Council’s structural components within the framework of applicable laws and regulations.

### ***Chair***

Allegra “Happy” Haynes, Denver School Board

### ***Members***

Juan Cabrera, El Paso Superintendent  
Richard Carranza, Houston Superintendent  
Barbara Jenkins, Orange County Superintendent  
Aurora Lora, Oklahoma City Superintendent  
Lacey Merica, Omaha School Board  
Michael O’Neill, Boston School Committee  
Felton Williams, Long Beach School Board

### ***Ex Officio***

Darienne Driver, Milwaukee Superintendent



**BY-LAWS  
OF THE  
COUNCIL OF THE GREAT CITY SCHOOLS**

**ARTICLE I: NAME**

**Section 1.01 Name.** The Corporation shall be organized as non-profit and be known as the Council of the Great City Schools.

**ARTICLE II: PURPOSE AND MISSION**

**Section 2.01 Purpose.** The purpose of this Corporation shall be to represent the needs, challenges, and successes of major-city public school districts and their students before the American people and their elected and appointed representatives; and to promote the improvement of public education in these districts through advocacy, research, communications, conferences, technical assistance, and other activities that may also benefit other schools, school districts and students across the country.

**Section 2.02 Mission.** The Council of the Great City Schools, being the primary advocate for public urban education in America, shall:

- Articulate the positive attributes, needs and aspirations of urban children and youth;
- Promote public policy to ensure improvement of education and equity in the delivery of comprehensive educational programs;
- Provide the forum for urban educators and board members to develop strategies, to exchange ideas and information and to conduct research; and
- Create a national focus for urban education in cooperation with other organizations and agencies.

to ensure that the members of the Great City Schools meet the needs of the diverse urban populations they serve.

**ARTICLE III: OFFICES**

**Section 3.01 Principal Office.** The principal office of the Corporation shall be at 1331 Pennsylvania Avenue, Northwest, Suite 1100N, Washington, D.C. The location of the registered office of the Corporation shall be in the offices of the Corporation Trust System in Chicago, Illinois at 228 South LaSalle Street, Chicago, Illinois.

The Registered Agent of the Corporation shall be the Corporation Trust System in Chicago, Illinois and Washington, D.C.

**ARTICLE IV: MEMBERSHIP**

**Section 4.01 Membership.** A Board, Committee or Commission (hereafter referred to as "Board of Education") responsible for public education in cities with a population of two hundred fifty thousand (250,000) or more, and an enrollment in public elementary and secondary schools of thirty five thousand (35,000) or more in 1980 or which is the predominant Board of Education serving the largest urban city of each state regardless of the enrollment of the school district. If the Board of Education has jurisdiction over areas outside

the central city, then the enrollment of those areas may also be included for purposes of eligibility, but the population outside the central city shall not.

Provided the above criteria are met, the Executive Committee will examine the urban characteristics of each applicant city brought to it by the membership committee prior to submitting a recommendation for membership to the Board of Directors for final approval.

Such urban characteristics may include: children eligible for Title I of the Elementary and Secondary Education Act; children in families qualifying for T.A.N.F.; children who are English language learners; and children who are African American, Hispanic, Asian American, Native American, Alaskan Native or other racial minorities as classified by federal Civil Rights statutes.

The enrollment of school districts for purposes of membership in the organization shall be based on the official district enrollment reported to the state, however calculated.

A Board of Education may retain its membership by meeting its dues-paying obligations without regard to changes in population or enrollment. To remain in good standing, dues must be paid.

A district that has not paid its dues will be notified after one year of nonpayment that it will not receive services from the organization in the subsequent year. A district will be dropped from membership after two consecutive years of non-payment of dues and will be required to reapply for membership should it wish to rejoin the organization. The Executive Committee retains the right to levy a "reinstatement fee" in an amount the committee will determine as a condition of a district's rejoining the organization after its membership has otherwise lapsed or to waive such fees depending on the circumstances of the district. The Committee will annually review the status of all district dues and make determinations for needed action.

**Section 4.02 Participation of Non-Member Cities.** Non-member districts may, on approval of the Executive Committee, be involved in studies or other projects of the Council of the Great City Schools. Conditions for such participation shall be established by the Executive Committee.

**Section 4.03 Participation of Former Board of Directors Members.** Former members of the Board of Directors may be involved as non-voting members at conferences and may receive publications of the organization under conditions established by the Executive Committee.

**Section 4.04 Colleges of Education.** Colleges of Education located in or serving cities that are members of the Council of the Great City Schools may be represented *ex officio* on the Executive Committee and Board of Directors and may meet and confer with the Council on issues of joint concern as necessary.

## **ARTICLE V: ORGANIZATION AND ELECTIONS**

**Section 5.01 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**

**2017-2018**

### ***Subcommittee Goal***

To review and report on Council budgetary matters, and ensure the proper management of Council revenues.

### ***Chair***

Eric Gordon, Cleveland CEO

### ***Members***

Paul Cruz, Austin Superintendent  
Michael Hinojosa, Dallas Superintendent  
Michelle King, Los Angeles Superintendent  
Ashley Paz, Fort Worth School Board  
Elisa Snelling, Anchorage School Board  
Paula Wright, Duval County School Board

### ***Ex Officio***

Darienne Driver, Milwaukee Superintendent

**2016-2017 AUDIT REPORT**

**DRAFT INDEPENDENT AUDITOR'S REPORT**

**FOR**

**FISCAL YEAR 2016-2017**

**ENDING JUNE 30, 2017**



## **Financial Statements and Supplemental Information**

*For the Year Ended June 30, 2017*

*(With Summarized Financial Information for the Year Ended June 30, 2016)*



**and  
Report Thereon**



**COUNCIL OF THE GREAT CITY SCHOOLS**

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**For the Year Ended June 30, 2017**

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**FOR REVIEW & DISCUSSION**  
**PURPOSES ONLY**



*Certified Public Accountants*

## **INDEPENDENT AUDITOR'S REPORT**

To the Board of Directors of the  
Council of the Great City Schools

We have audited the accompanying financial statements of the Council of the Great City Schools (the Council), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Council of the Great City Schools as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Continued

- 1 -

**Other Matters***Report on Summarized Comparative Information*

We have previously audited the Council's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 3, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016, is consistent, in all material respects, with the audited financial statements from which it has been derived.

*Report on Supplemental Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedule of project revenue and expenses on page 16 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**DRAFT COPY**

Raffa, P.C.

Washington, DC  
Report Date

**DRAFT COPY  
FOR REVIEW & DISCUSSION  
PURPOSES ONLY**



**COUNCIL OF THE GREAT CITY SCHOOLS**

**STATEMENT OF FINANCIAL POSITION**

**June 30, 2017**

**(With Summarized Financial Information as of June 30, 2016)**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 2,263,603	\$ 2,882,372
Accounts receivable	31,268	92,117
Grants, contributions and contracts receivable, net	1,699,264	1,932,417
Prepaid expenses	180,040	82,847
Investments	7,259,586	5,936,730
457(b) and 457(f) plan assets	514,151	408,790
Property and equipment, net	721,830	796,903
Deposits	29,717	86,377
	<u>                    </u>	<u>                    </u>
<b>TOTAL ASSETS</b>	<b><u>\$ 12,699,459</u></b>	<b><u>\$ 12,218,553</u></b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Liabilities</b>		
Accounts payable	\$ 85,615	\$ 378,003
Accrued expenses	152,228	166,936
Deferred compensation plan liability	514,151	408,790
Deferred membership dues	355,172	223,421
Deferred sponsorships and other	260,250	363,485
Deferred rent and lease incentive	986,015	680,026
	<u>                    </u>	<u>                    </u>
<b>TOTAL LIABILITIES</b>	<b><u>2,353,431</u></b>	<b><u>2,220,661</u></b>
<b>Net Assets</b>		
Unrestricted	7,624,803	6,944,457
Temporarily restricted	2,721,225	3,053,435
	<u>                    </u>	<u>                    </u>
<b>TOTAL NET ASSETS</b>	<b><u>10,346,028</u></b>	<b><u>9,997,892</u></b>
	<u>                    </u>	<u>                    </u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$ 12,699,459</u></b>	<b><u>\$ 12,218,553</u></b>

The accompanying notes are an integral part of these financial statements.

**COUNCIL OF THE GREAT CITY SCHOOLS**

**STATEMENT OF ACTIVITIES**

**For the Year Ended June 30, 2017**

**(With Summarized Financial Information for the Year Ended June 30, 2016)**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2017 Total</u>	<u>2016 Total</u>
<b>OPERATING REVENUE AND SUPPORT</b>				
Grants and contracts	\$ 443,863	\$ 1,784,513	\$ 2,228,376	\$ 3,762,186
Membership dues	2,756,018	-	2,756,018	2,744,256
Sponsorships	1,253,275	30,900	1,284,175	1,051,050
Registration fees	478,248	-	478,248	380,567
Interest and dividends	258,082	-	258,082	287,946
Royalties and other income	60,083	-	60,083	40,590
Net assets released from restriction:				
Satisfaction of program restrictions	<u>2,147,623</u>	<u>(2,147,623)</u>	<u>-</u>	<u>-</u>
<b>TOTAL OPERATING REVENUE AND SUPPORT</b>	<u>7,397,192</u>	<u>(332,210)</u>	<u>7,064,982</u>	<u>8,266,595</u>
<b>EXPENSES</b>				
Program services	5,943,843	-	5,943,843	5,429,693
Management and general	1,322,316	-	1,322,316	1,122,700
Fundraising	<u>25,332</u>	<u>-</u>	<u>25,332</u>	<u>32,160</u>
<b>TOTAL OPERATING EXPENSES</b>	<u>7,291,491</u>	<u>-</u>	<u>7,291,491</u>	<u>6,584,553</u>
Change in net assets before nonoperating activities and losses	105,701	(332,210)	(226,509)	1,682,042
Loss on return of grant funds	-	-	-	(64,569)
<b>NONOPERATING ACTIVITIES</b>				
Net gains (losses) on investments	<u>574,645</u>	<u>-</u>	<u>574,645</u>	<u>(315,708)</u>
<b>CHANGE IN NET ASSETS</b>	680,346	(332,210)	348,136	1,301,765
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>6,944,457</u>	<u>3,053,435</u>	<u>9,997,892</u>	<u>8,696,127</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 7,624,803</u>	<u>\$ 2,721,225</u>	<u>\$ 10,346,028</u>	<u>\$ 9,997,892</u>

The accompanying notes are an integral part of these financial statements.

**COUNCIL OF THE GREAT CITY SCHOOLS**

**STATEMENT OF CASH FLOWS**

For the Year Ended June 30, 2017

(With Summarized Financial Information for the Year Ended June 30, 2016)

Increase (Decrease) in Cash and Cash Equivalents

	<u>2017</u>	<u>2016</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ 348,136	\$ 1,301,765
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	82,460	13,947
Realized losses (gains) on sales of investments	(118,349)	83,364
Unrealized losses (gains) on investments	(456,296)	232,344
Change in provision for doubtful accounts	12,245	(52,000)
Changes in assets and liabilities:		
Accounts receivable	60,849	(25,191)
Grants, contributions and contracts receivable	220,908	(1,480,356)
Prepaid expenses	(97,193)	67,786
Deposits	56,660	(59,433)
Accounts payable	(292,388)	136,920
Accrued expenses	(14,708)	14,725
Deferred membership dues	131,751	(228,272)
Deferred sponsorships and other	(103,235)	190,140
Deferred rent and lease incentive	305,989	-
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<u>136,829</u>	<u>195,739</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(7,387)	(110,660)
Purchases of investments	(1,502,045)	(2,648,563)
Proceeds from sales of investments	753,834	2,469,836
<b>NET CASH USED IN INVESTING ACTIVITIES</b>	<u>(755,598)</u>	<u>(289,387)</u>
<b>NET DECREASE IN CASH AND CASH EQUIVALENTS</b>	<u>(618,769)</u>	<u>(93,648)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>2,882,372</u>	<u>2,976,020</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 2,263,603</u>	<u>\$ 2,882,372</u>
<b>SUPPLEMENTAL CASH FLOW INFORMATION</b>		
<b>NONCASH INVESTING ACTIVITIES</b>		
Leasehold improvements acquired under operating lease	\$ -	\$ 680,026
Deferred leasehold improvement allowance included in operating lease	-	(680,026)
	<u>\$ -</u>	<u>\$ -</u>

The accompanying notes are an integral part of these financial statements.

# COUNCIL OF THE GREAT CITY SCHOOLS

## NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2017

---

### 1. Organization and Summary of Significant Accounting Policies

#### **Organization**

The Council of the Great City Schools (the Council) is a coalition of 70 of the nation's largest urban public school systems. Founded in 1956 and incorporated in 1961, the Council is located in Washington, DC, where it works to promote urban education through legislation, research, media relations, instruction, management, technology and other special projects designed to improve the quality of urban education. The Council serves as the national voice for urban educators, providing ways to share promising practices and address common concerns. These activities are funded primarily through membership dues, grants, contracts and sponsorships.

#### **Basis of Presentation**

The accompanying financial statements are presented on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP). Consequently, revenue is recognized when earned and expenses are recognized when the obligation is incurred.

#### **Cash Equivalents**

The Council considers money market funds, sweep funds and all highly liquid investments purchased with maturities of three months or less that are not held in investment accounts to be cash equivalents.

#### **Accounts Receivable and Grants, Contributions and Contracts Receivable**

Accounts receivable and grants, contributions and contracts receivable are stated at net realizable value. Receivables that are past due are individually analyzed for collectibility. When all collection efforts have been exhausted, the account is written off against an allowance account. Management provides an allowance for those receivables it believes to be uncollectible.

#### **Investments**

Investments consist of mutual funds, money market funds, certificates of deposits, and investments in the deferred compensation plans. These investments are recorded in the accompanying statement of financial position at fair value based on quoted market prices. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. For disclosure of the inputs used to measure fair value and related valuation techniques, see Note 4. Interest and dividend income is recorded as earned. Unrealized gains or losses are determined by comparison of cost to fair value at the beginning and end of the reporting period. Realized gains or losses on sales of investments are recorded on the trade date of the transaction. All such gains and losses are included in net gains (losses) on investments in the accompanying statement of activities and considered nonoperating revenue. Interest and dividends are shown as a separate line item in the accompanying statement of activities and considered to be operating revenue.

#### **Fair Value Measurement**

Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 820, *Fair Value Measurement*, defines fair value, establishes a framework for measuring fair value in accordance with GAAP and requires disclosures about fair value measurements for assets and

Continued

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## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2017

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#### 1. Organization and Summary of Significant Accounting Policies (continued)

##### **Fair Value Measurement (continued)**

liabilities measured at fair value on a recurring basis. The ASC emphasizes that fair value is a market-based measurement, not an entity-specific measurement, and therefore, a fair value measurement should be determined based on the assumptions that market participants would use in pricing the asset or liability. As a basis for considering market participant assumptions in fair value measurements, the ASC established a fair value hierarchy based upon the transparency of the inputs to the valuation of an asset or liability. These inputs may be observable, whereby market participant assumptions are developed based on market data obtained from independent sources, and unobservable, whereby assumptions about market participant assumptions are developed by the reporting entity based on the best information available in the circumstances.

The three levels of the fair value hierarchy are described as follows:

*Level 1* – Inputs based on quoted prices (unadjusted) in active markets for identical assets or liabilities accessible at the measurement date.

*Level 2* – Inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly, such as quoted prices for similar assets or liabilities in active markets.

*Level 3* – Unobservable inputs for the asset or liability, including the reporting entity's own assumptions in determining the fair value measurement.

The Council's assets that are measured at fair value on a recurring basis as of June 30, 2017, are described in Note 4 of these financial statements.

##### **Property and Equipment and Related Depreciation and Amortization**

All property and equipment with a useful life of more than one year and an acquisition cost greater than \$1,000 is capitalized at cost. Depreciation and amortization are provided on a straight-line basis over the estimated useful lives of three to seven years, with no salvage value. Leasehold improvements are amortized on the straight-line basis over the shorter of the lease term or the estimated useful life of the asset. The cost of property and equipment retired or disposed of is removed from the accounts along with the related accumulated depreciation, and any gain or loss is reflected in income or expense in the accompanying statement of activities. Expenditures for major repairs and improvements are capitalized; expenditures for minor repairs and maintenance costs are expensed when incurred.

##### **Classification of Net Assets**

The net assets of the Council are reported as follows:

- Unrestricted net assets represent the portion of expendable funds that are available for support of the Council's operations.
- Temporarily restricted net assets represent funds that are restricted by donors for specific programs or use in future periods.

Continued

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## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2017

---

1. Organization and Summary of Significant Accounting Policies (continued)

#### **Revenue Recognition**

The Council reports cash and other assets received as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor-imposed restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statement of activities as net assets released from restrictions.

Unrestricted grants are reported as revenue in the year in which payments are received and/or unconditional promises to give are made. Revenue recognized on grants that have been committed to the Council, but have not been received, is reflected as part of grants, contributions and contracts receivable in the accompanying statement of financial position.

Contract revenue is recognized as costs are incurred on the basis of direct costs plus allowable indirect expenses at a provisional rate. Revenue recognized on contracts for which billings have not been presented to or collected from the awarding agency is included in grants, contributions and contracts receivable in the accompanying statement of financial position.

Membership dues are recognized in the year to which the membership dues relate. Membership dues paid in advance of the membership period are reported as deferred membership dues in the accompanying statement of financial position.

Sponsorship and registration fees received for conferences and meetings are deferred upon receipt and are recognized as revenue in the year in which the conferences or meetings are held.

#### **Functional Allocation of Expenses**

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on direct costs.

#### **Estimates**

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

#### **Measure of Operations**

Operating revenue and expenses generally reflect those revenues and expenses that arise from the Council's activities, and exclude all realized and unrealized gains and losses from investments.

Continued

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**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

---

2. Grants, Contributions and Contracts Receivable

As of June 30, 2017, grants, contributions and contracts receivable consisted of unconditional promises to give, sponsorships for conferences that had already taken place and work conducted by the Council under the strategic support teams initiative. All amounts were due to be collected within one year. The Council has established an allowance for doubtful accounts of \$137,755. Grants, contributions and contracts receivable consisted of the following:

Grants receivable	\$ 1,365,017
Strategic support teams	230,545
Sponsorships receivable	208,000
Other receivables	<u>33,457</u>
Total Grants, Contributions and Contracts Receivable	1,837,019
Less: Allowance for Doubtful Account	<u>(137,755)</u>
Grants, Contributions and Contracts Receivable, Net	<u>\$ 1,699,264</u>

3. Investments

Investments, at fair value, consisted of the following as of June 30, 2017:

Equity mutual funds	\$ 5,520,131
Bond mutual funds	1,179,880
Certificates of Deposit	499,835
Money market funds	<u>59,740</u>
Total Investments	<u>\$ 7,259,586</u>

Investment income is summarized as follows for the year ended June 30, 2017:

Interest and dividends	\$ 258,082
Realized gains	118,349
Unrealized gains	<u>456,296</u>
Total Investment Income	<u>\$ 832,727</u>

Investment fees incurred for the year ended June 30, 2017, were \$46,779 and are included in management and general expenses in the accompanying statement of activities.

Continued

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**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

4. Fair Value Measurement

The following table summarizes the Council's investments measured at fair value on a recurring basis as of June 30, 2017, aggregated by the fair value hierarchy level within which those measurements were made:

	<u>Fair Value</u>	Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Assets:				
Investments:				
Mutual funds:				
Equity funds:				
Large growth	\$ 1,087,951	\$ 1,087,951	\$ -	\$ -
Large value	752,228	752,228	-	-
Moderate allocation	689,322	689,322	-	-
Foreign large value	620,983	620,983	-	-
Diversified emerging markets	478,270	478,270	-	-
Real estate	306,052	306,052	-	-
Small value	431,202	431,202	-	-
Small cap growth	389,163	389,163	-	-
Commodity broad basket	118,922	118,922	-	-
Mid cap value	355,255	355,255	-	-
Mid cap growth	<u>290,783</u>	<u>290,783</u>	-	-
Total Equity Funds	<u>5,520,131</u>	<u>5,520,131</u>	-	-
Bond funds:				
Intermediate term	733,090	733,090	-	-
High yield	259,503	259,503	-	-
Emerging Markets	<u>187,287</u>	<u>187,287</u>	-	-
Total Bond Funds	<u>1,179,880</u>	<u>1,179,880</u>	-	-
Money market funds	<u>59,740</u>	<u>59,740</u>	-	-
Certificates of deposit	<u>499,835</u>	-	499,835	-
Total Investments	<u>7,259,586</u>	<u>6,759,751</u>	<u>499,835</u>	-

Continued  
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**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017**

4. Fair Value Measurement (continued)

<i>(continued)</i>	<u>Fair Value</u>	Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
<b>Assets:</b>				
457(b) and 457(f) plan assets:				
457(b) plan assets:				
Cash surrender value of life insurance policy	\$ 194,067	\$ -	\$ 194,067	\$ -
Mutual funds	113,975	113,975	-	-
Exchange traded funds	26,346	26,346	-	-
Stocks	8,483	8,483	-	-
Fixed Income	22,368	-	22,368	-
457(f) plan assets:				
Mutual funds	77,093	77,093	-	-
Exchange-traded funds	23,319	23,319	-	-
Equity securities	<u>43,779</u>	<u>43,779</u>	-	-
Subtotal 457(b) and 457(f) Plan Assets	<u>509,430</u>	<u>292,995</u>	<u>216,435</u>	<u>-</u>
Total Investments and 457(b) and 457(f) Plan Assets, Measured at Fair Value	7,769,016	<u>\$ 7,052,746</u>	<u>\$ 716,270</u>	<u>\$ -</u>
Interest-bearing cash deposits	<u>4,721</u>			
Total Investments and 457(b) and 457(f) Plan Assets	<u>\$ 7,773,737</u>			

The Council used the following methods and significant assumptions to estimate fair value for assets recorded at fair value:

*Mutual funds, exchange-traded funds, stocks and equity securities* – Mutual funds, exchange-traded funds and equity securities are valued at quoted market prices for identical assets in active markets.

*Certificates of deposit* – Valued by discounting the related cash flows based on current yields of similar instruments with comparable characteristics.

*Money market funds* – Money market funds are valued at the net asset value of shares held, as reported in the active market in which the individual security or fund is traded.

COUNCIL OF THE GREAT CITY SCHOOLS

NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017

4. Fair Value Measurement (continued)

*Cash surrender value of life insurance policies* – Cash surrender value of life insurance policies is based upon the reserve value, which is the face amount of the contracts discounted at a specific rate of interest according to the insured's life expectancy.

*Fixed income* – Fixed income represents securities that are generally not traded on a daily basis. The fair value estimates of such investments are based on observable market information, rather than on market quotes. Accordingly, the estimates of fair value for such investments, as provided by the pricing service, are included in Level 2.

5. Property and Equipment and Accumulated Depreciation and Amortization

The Council held the following property and equipment as of June 30, 2017:

Leasehold improvements	\$ 680,026
Furniture and equipment	<u>177,350</u>
Total Property and Equipment	857,376
Less: Accumulated Depreciation and Amortization	<u>(135,546)</u>
Property and Equipment, Net	<u>\$ 721,830</u>

Depreciation and amortization expense were \$82,460 for the year ended June 30, 2017.

6. Temporarily Restricted Net Assets

As of June 30, 2017, temporarily restricted net assets are available for the following projects which are part of the categorical grants program:

Gates Foundation Project	\$ 869,913
Wallace Foundation Project	569,669
Schusterman Foundation Grant	510,000
College Board Grant	400,000
Helmsley Foundation Grant	334,654
Shirley Schwartz Urban Impact Award	21,989
Green Garner Scholarship	<u>15,000</u>
Total Temporarily Restricted Net Assets	<u>\$ 2,721,225</u>

7. Commitments and Contingencies

**Operating Lease**

On December 21, 2015, the Council entered into a noncancelable operating lease for a new office space for its headquarters in Washington, DC. The lease term is for the period July 1, 2016 through June 30, 2027. The lease provides for 12 months of rent abatement, and contains a fixed

Continued

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COUNCIL OF THE GREAT CITY SCHOOLS

NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017

7. Commitments and Contingencies (continued)

**Operating Lease (continued)**

escalation clause for increases in the annual minimum rent. Additionally, under the terms of the lease, the Council received an allowance of \$721,491 for building improvements as an incentive to enter into the lease agreement, of which \$680,026 was used for the office build-out and the remaining \$41,465 was set aside for future improvements. Under GAAP, all fixed rent increases, less any rental abatements and all lease incentives, are recognized on a straight-line basis over the term of the lease. The difference between rent paid and that expensed is reflected as deferred rent and lease incentive in the accompanying statement of financial position.

Rent expense totaled \$313,253 for the year ended June 30, 2017.

The future minimum rental payments required under this lease, as of June 30, 2017, were as follows:

For the Year Ending June 30,	
2018	\$ 361,077
2019	370,117
2020	379,363
2021	388,859
2022	398,603
Thereafter	<u>2,147,887</u>
Total	<u>\$ 4,045,906</u>

**Concentration of Cash**

The Council maintains its cash and cash equivalents with certain commercial financial institutions, which aggregate balance, at times, may exceed the Federal Deposit Insurance Corporation (FDIC) insured limit of \$250,000 per depositor per institution. As of June 30, 2017, the Council had approximately \$2,867,000 composed of demand deposits, which exceeded the maximum limit insured by the FDIC by approximately \$1,367,000. The Council monitors the creditworthiness of these institutions and has not experienced any credit losses on its cash and cash equivalents.

**Hotel Commitments**

The Council has entered into agreements with several hotels through 2019 to provide conference facilities and room accommodations for its annual meeting and other meetings and workshops. The agreements contain various clauses whereby the Council is liable for liquidated damages in the event of cancellation or lower-than-anticipated attendance. The Council's management does not believe that any losses will be incurred under these contracts. As of June 30, 2017, the maximum possible amount of liquidated damages was approximately \$1,678,000.

**Employment Agreement**

The Council entered into an employment agreement with its Executive Director that expires in June 2018. Under the terms of the agreement, the Council is to pay the Executive Director amounts for compensation, benefits and allowances, unless the Council terminates the agreement

Continued

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COUNCIL OF THE GREAT CITY SCHOOLS

NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017

7. Commitments and Contingencies (continued)

**Employment Agreement (continued)**

for cause. If the Council terminates the agreement for reasons other than cause, the Executive Director is entitled to receive severance pay equal to six months of his then-current annual compensation.

8. Functional Expenses

The costs of providing various programs and other activities have been allocated among the programs based on direct costs and an allocated portion of shared costs. The Council's program service expenses were as follows for the year ended June 30, 2017:

Categorical Grants	\$ 2,122,690
Meetings and Conferences	1,690,525
Legislative Advocacy	585,339
Strategic Support Teams	514,959
Public Advocacy	423,109
Policy Research	233,025
Member Services	177,230
Special Projects Account	61,308
Curriculum and Instruction	54,710
KPI Business Plan	51,923
Exxon Mobil Bernard Harris Scholarship	25,024
Urban Deans	<u>4,001</u>
Total Program Services	<u>\$ 5,943,843</u>

9. Pension Plans

The Council sponsors a defined contribution pension plan, which is available to all full-time employees who have completed one year of service. The Council contributes 5% of each eligible employee's gross salary into the plan annually. For the year ended June 30, 2017, pension expense totaled \$148,129.

In addition, the Council has a deferred compensation plan under Section 457(b) and 457(f) of the Internal Revenue Code for "top hat" employees. For the year ended June 30, 2017, the Council deferred \$42,000 and \$18,000 for the 457(f) plan and 457(b) plan, respectively, on behalf of the Council's Executive Director, and these amounts are included in salaries and fringe benefits. As of June 30, 2017, the 457(b) plan had assets of \$366,836 and the 457(f) plan had assets of \$147,315, which represent the cumulative amount of contributions to the plans and accumulated earnings and losses since inception.

10. Income Taxes

The Council is exempt from the payment of taxes on income other than net unrelated business income under Section 501(c)(3) of the IRC. No provision for income taxes is required for the year ended June 30, 2017, as the Council had no net unrelated business income.

Continued

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## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2017

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#### 10. Income Taxes (continued)

The Council follows the authoritative guidance relating to accounting for uncertainty in income taxes included in ASC Topic 740, *Income Taxes*. These provisions provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition and derecognition of tax positions taken or expected to be taken in a tax return. The Council performed an evaluation of uncertain tax positions for the year ended June 30, 2017, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status. As of June 30, 2017, the statute of limitations for tax years ended June 30, 2014, through June 30, 2016 remained open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the Council files tax returns. It is the Council's policy to recognize interest and/or penalties related to uncertainty in income taxes, if any, in income tax expense. As of June 30, 2017, the Council had no accruals for interest and/or penalties.

#### 11. Summarized Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class and functional area. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the Council's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

#### 12. Subsequent Events

In preparing these financial statements, the Council has evaluated events and transactions for potential recognition or disclosure through (Report Date), the date the financial statements were available to be issued. There were no subsequent events that require recognition or disclosure in these financial statements.

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**SUPPLEMENTAL INFORMATION**

COUNCIL OF THE GREAT CITY SCHOOLS

SCHEDULE OF PROJECT REVENUE AND EXPENSES  
For the Year Ended June 30, 2017

	Meetings and Conferences	Exxon Mobil Bernard Harris Scholarship	Strategic Support Teams	Special Projects Account	KPI Business Plan	Helmley Foundation Grant	Schusterman Foundation Grant	Urban Deans	Shirley Schwartz Urban Impact Award	Gates Foundation Project	University of Chicago Grant	Wallace Foundation Project	College Board Grant	Total
<b>REVENUE AND SUPPORT</b>														
Grants and contracts	\$ -	\$ -	\$ 433,863	\$ -	\$ -	\$ -	\$ 510,000	\$ -	\$ -	\$ -	\$ 19,513	\$ 850,000	\$ 400,000	\$ 2,213,376
Sponsorships	1,212,275	25,000	-	-	-	-	-	900	-	-	-	-	-	1,238,175
Registration fees	478,248	-	-	-	-	-	-	-	-	-	-	-	-	478,248
Royalties and other income	-	-	-	-	56,788	-	-	-	-	-	-	-	-	56,788
Membership dues	-	-	-	-	-	-	12,000	-	-	-	-	-	-	12,000
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE AND SUPPORT</b>	<b>1,690,523</b>	<b>25,000</b>	<b>433,863</b>	<b>-</b>	<b>56,788</b>	<b>-</b>	<b>510,000</b>	<b>12,000</b>	<b>900</b>	<b>-</b>	<b>19,513</b>	<b>850,000</b>	<b>400,000</b>	<b>3,998,587</b>
<b>EXPENSES</b>														
Outside services	322,025	20,024	269,744	61,308	51,923	246,152	-	3,166	-	280,555	4,406	137,693	-	1,396,996
Salaries and fringe benefits	153,284	-	-	-	-	80,880	-	-	-	564,680	7,839	377,249	-	1,183,932
Travel and meeting expenses	1,094,105	310	95,574	-	-	16,278	-	-	-	75,716	2,250	47,498	-	1,331,731
Expenses allocated to projects	50,576	4,488	146,327	-	-	34,503	-	-	-	138,651	5,085	89,728	-	469,358
Postage and shipping	16,022	45	-	-	-	160	-	-	-	22	-	90	-	16,339
Copying and printing	54,503	-	1,169	-	-	3,964	-	835	-	1,900	-	-	-	62,371
Telephone	10	-	2,145	-	-	214	-	-	-	498	-	-	-	2,867
Dues, subscriptions, and publications	-	117	-	-	-	438	-	-	-	1,095	-	146	-	1,796
General supplies	-	40	-	-	-	5,000	-	-	-	-	-	-	-	5,040
<b>TOTAL EXPENSES</b>	<b>1,690,525</b>	<b>25,024</b>	<b>514,959</b>	<b>61,308</b>	<b>51,923</b>	<b>387,589</b>	<b>-</b>	<b>4,001</b>	<b>-</b>	<b>1,063,117</b>	<b>19,580</b>	<b>652,404</b>	<b>-</b>	<b>4,470,430</b>
<b>CHANGE IN NET ASSETS</b>	<b>(2)</b>	<b>(24)</b>	<b>(81,096)</b>	<b>(61,308)</b>	<b>4,865</b>	<b>(387,589)</b>	<b>510,000</b>	<b>7,999</b>	<b>900</b>	<b>(1,063,117)</b>	<b>(67)</b>	<b>197,596</b>	<b>400,000</b>	<b>(471,843)</b>
<b>Excess Cost (Revenue)</b>														
Transferred to Completed Programs and Returned Grant Funds	-	24	-	-	-	-	-	-	-	-	67	-	-	91
<b>PROJECT BALANCES, BEGINNING OF YEAR</b>	<b>619,759</b>	<b>-</b>	<b>(68,352)</b>	<b>171,209</b>	<b>(24,498)</b>	<b>722,243</b>	<b>-</b>	<b>403</b>	<b>21,089</b>	<b>1,933,030</b>	<b>-</b>	<b>372,073</b>	<b>-</b>	<b>3,746,956</b>
<b>PROJECT BALANCES, END OF YEAR</b>	<b>\$ 619,757</b>	<b>\$ -</b>	<b>\$ (149,448)</b>	<b>\$ 109,901</b>	<b>\$ (19,633)</b>	<b>\$ 334,654</b>	<b>\$ 510,000</b>	<b>\$ 8,402</b>	<b>\$ 21,989</b>	<b>\$ 869,913</b>	<b>\$ -</b>	<b>\$ 569,669</b>	<b>\$ 400,000</b>	<b>\$ 3,275,204</b>



Report Date

To the Audit Committee of the  
Council of the Great City Schools

Professional standards require us to advise those charged with governance of the following matters relating to our recently completed audit of the Council of the Great City Schools (the Council) as of and for the year ended June 30, 2017. The matters discussed herein are those that we have noted as of (Report Date), and we have not updated our procedures regarding these matters since that date. This letter is solely for the internal use of the Audit Committee, the Board of Directors, and management and is not intended to be and should not be used by anyone other than these specified parties.

**ITEMS TO BE COMMUNICATED**

**AUDITOR'S RESPONSE**

***The Auditor's Responsibility under Auditing Standards Generally Accepted in the United States of America.*** The auditor is responsible for obtaining reasonable assurance about whether the financial statements that have been prepared by management with the oversight of those charged with governance are free of material misstatements, whether caused by error or fraud. An audit in accordance with generally accepted auditing standards (GAAS) provides reasonable, rather than absolute, assurance or guarantee of the accuracy of the financial statements and is subject to the inherent risk that errors or fraud, if they exist, have not been detected. Such standards also require the auditor to obtain a sufficient understanding of the organization's internal controls to plan the audit for the purpose of determining the auditor's procedures and not to provide any assurance concerning such internal controls.

Communicated in our engagement letter dated March 24, 2017, and our opinion on the financial statements. Our audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

***Planned Scope and Timing of the Audit.*** The auditor should communicate with those charged with governance an overview of the planned scope and timing of the audit.

A discussion was held with the Treasurer/Secretary of the Board of Directors regarding the planned scope and timing of the audit, the intention of which was to assist those charged with governance in understanding better the consequences of our audit work on their oversight responsibilities, along with assisting us in understanding the Council and its environment.



## ITEMS TO BE COMMUNICATED

## AUDITOR'S RESPONSE

**Qualitative Aspects of Significant Accounting Practices.** Management is responsible for the selection and use of appropriate accounting policies. The auditor should advise those charged with governance about the appropriateness of accounting policies and their application and disclosures.

The significant accounting policies are described in the notes to the financial statements. The application of significant existing policies was not changed during the year. We have reviewed the accounting policies and disclosures that management has identified to be the most critical and concur with management's assessment. We noted no significant transactions entered into by the Council during the year that were unusual or transactions for which there is a lack of authoritative guidance.

**Management Judgments and Accounting Estimates.** Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

We believe that the Council's allocation of expenses and allowance for doubtful accounts represent particularly sensitive accounting estimates. We have evaluated the key factors and assumptions used to develop these estimates and believe they are reasonable in relation to the financial statements taken as a whole.

**Significant Difficulties Encountered.** The auditor should inform those charged with governance of any significant difficulties encountered in dealing with management related to the performance of the audit.

We are pleased to inform you that there were no significant difficulties encountered during the course of the audit. All records and information requested by Raffa were freely available for inspection. Management and other personnel provided full cooperation.

**Corrected and Uncorrected Misstatements and Financial Statement Disclosures.** The auditor is required to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and to communicate such misstatements to the appropriate level of management. The auditor should also communicate with those charged with governance corrected and uncorrected misstatements and the effect that these misstatements have on the financial statements.

During the audit, two adjustments were proposed by us, approved by management and properly recorded. These adjustments were to record an additional allowance for receivables that are deemed to be uncollectible and to record amortization expense on the leasehold improvements. In addition, management also proposed and recorded an adjustment to record additional sponsorship revenue. A copy of these adjustments posted as part of the audit process is attached (see Attachment 1).

There were no waived audit adjustments.

## ITEMS TO BE COMMUNICATED

## AUDITOR'S RESPONSE

**Disagreements with Management.** The auditor should discuss with those charged with governance any disagreements with management, whether or not satisfactorily resolved, about matters that, individually or in the aggregate, could be significant to the organization's financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

**Management Representations.** The auditor must inform those charged with governance of the representations required from management.

We have requested certain representations from management in the management representation letter. This letter will be provided to those charged with governance.

**Management's Consultation with Other Accountants.** When the auditor is aware that management has consulted with other accountants about accounting and auditing matters, the auditor should discuss with those charged with governance his or her views about significant matters that were the subject of such consultation.

We are not aware of any consultations by management with other accountants on the application of generally accepted accounting principles.

**Significant Issues Discussed with Management prior to Our Retention.** The auditor should communicate with those charged with governance any significant issues that were discussed or were the subject of correspondence with management prior to our retention.

There were no major accounting or other issues of concern discussed with management prior to our being retained as auditor for the 2017 audit.

**Independence.** GAAS requires independence for all audits. Relevant matters to consider in reaching a conclusion about independence include circumstances or relationships that create threats to auditor independence and the related safeguards that have been applied to eliminate those threats or reduce them to an acceptable level.

We are not aware of any circumstances or relationships that would impair our independence.

**Material Alternative Accounting Treatments Discussed with Management.** The auditor must inform those charged with governance of discussions with management regarding alternative accounting treatments.

During the past year, there were no discussions with management concerning material alternative accounting treatments.

**ITEMS TO BE COMMUNICATED**

**AUDITOR'S RESPONSE**

***Other Significant and Relevant Issues Arising from the Audit.*** The auditor must inform those charged with governance of findings or issues arising from the audit that are, in the auditor's professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process.

During fiscal year 2017, the Council entered into an agreement with the Executive Director to provide the Executive Director certain benefits after retirement. Raffa had discussions with management as part of the audit process regarding the valuation and potential recognition of this post-retirement benefit in the financial statements of the Council. In addition, we also had discussions regarding the importance of supporting how the Council's Board of Directors performed its due diligence related to the Executive Directors compensation.

There were no other issues arising from the audit that we consider significant and relevant to those charged with governance.

***Internal Control Matters.*** The auditor must communicate, in writing, to management and those charged with governance all significant deficiencies and material weaknesses identified during the audit.

We did not identify any deficiencies in internal control that we consider to be material weaknesses.

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**Council of the Great City Schools**

**Year End: June 30, 2017**

**Adjusting Journal Entries**

**Date: 7/1/2016 To 6/30/2017**

<b>Number</b>	<b>Date</b>	<b>Name</b>	<b>Account No</b>	<b>Debit</b>	<b>Credit</b>
1	6/30/2017	Accounts Receivable	1040-10	5,000.00	
1	6/30/2017	Sponsor Contribution	4032-20-F		5,000.00
PBC: To record contribution from Scholastic for the Green/Garner scholarship award.					
2	6/30/2017	Allowance for Bad Debt	1071-10		10,000.00
2	6/30/2017	Uncoll Revenue	5003-10	10,000.00	
Raffa proposed: To record an additional allowance for receivables that are deemed to be uncollectible to conform to CGCS allowance policy.					
3	6/30/2017	Accu Amort - Leasehold Improvement	1066-10		68,003.00
3	6/30/2017	Amortization Expense	5084-10	68,003.00	
Raffa proposed: To record amortization expense for the leasehold improvement.					
				<b>83,003.00</b>	<b>83,003.00</b>

**2016-2017 BUDGET**

**COMBINED REPORT  
GENERAL OPERATIONS  
AND  
CATEGORICAL PROGRAMS**

**AUDITED TOTALS  
FOR  
FISCAL YEAR 2016-2017**

**ENDING JUNE 30, 2017**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
PREMILINARY REPORT FOR FY16-17

COMBINED GENERAL OPERATIONS AND CATEGORICAL PROGRAMS

	GENERAL OPERATIONS FY16-17	CATEGORICAL PROGRAMS FY16-17	PRELIMINARY COMBINED TOTAL
<b>REVENUE</b>			
MEMBERSHIP DUES	\$ 2,744,018.00	\$ 12,000.00	\$ 2,756,018.00
GRANTS AND CONTRACTS	\$ 15,000.00	\$ 2,213,375.99	\$ 2,228,375.99
SPONSOR CONTRIBUTION	\$ 46,000.00	\$ 1,238,175.02	\$ 1,284,175.02
REGISTRATION FEES	\$ -	\$ 478,247.50	\$ 478,247.50
INTEREST AND DIVIDENDS	\$ 258,081.78	\$ -	\$ 258,081.78
ROYALTIES AND OTHER INCOME	\$ 3,295.87	\$ 56,788.03	\$ 60,083.90
<b>TOTAL REVENUE</b>	<b>\$ 3,066,395.65</b>	<b>\$ 3,998,586.54</b>	<b>\$ 7,064,982.19</b>
<b>EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$ 1,992,880.10	\$ 1,183,931.35	\$ 3,176,811.45
OTHER INSURANCE	\$ 21,012.40	\$ -	\$ 21,012.40
TRAVEL & MEETINGS	\$ 66,040.64	\$ 1,333,173.24	\$ 1,399,213.88
GENERAL SUPPLIES	\$ 8,976.55	\$ 5,040.00	\$ 14,016.55
SUBSCRIPTION & PUBLICATIONS	\$ 30,863.91	\$ 1,795.36	\$ 32,659.27
COPYING & PRINTING	\$ 107,020.80	\$ 62,371.10	\$ 169,391.90
OUTSIDE SERVICES	\$ 504,168.71	\$ 1,395,554.81	\$ 1,899,723.52
TELEPHONE	\$ 30,953.52	\$ 2,866.20	\$ 33,819.72
POSTAGE & SHIPPING	\$ 4,128.70	\$ 16,337.44	\$ 20,466.14
EQUPT LEASE MAINT & DEP	\$ 91,123.60	\$ -	\$ 91,123.60
OFFICE RENT & UTILITIES	\$ 313,252.64	\$ -	\$ 313,252.64
ALLOW FOR UNCOLLECTED REVENUE	\$ 120,000.00	\$ -	\$ 120,000.00
EXPENSES ALLOCATED TO PROJECTS	\$ (469,357.63)	\$ 469,357.63	\$ -
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 2,821,063.94</b>	<b>\$ 4,470,427.13</b>	<b>\$ 7,291,491.07</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$ 245,331.71</b>	<b>\$ (471,840.59)</b>	<b>\$ (226,508.88)</b>
<b>ADJUSTMENTS:</b>			
NET ASSETS, BEGINNING OF YEAR	\$ 6,250,935.95	\$ 3,746,955.57	\$ 9,997,891.52
NET GAIN/(LOSS) ON INVESTMENT COMPLETED PROJECTS	\$ 574,644.70	\$ -	\$ 574,644.70
	\$ (90.85)	\$ 90.85	\$ -
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 7,070,821.51</b>	<b>\$ 3,275,205.83</b>	<b>\$ 10,346,027.34</b>

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2016-17 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF June 30, 2017

DISTRICT	NOT PAID	PAID	Date Rec'd FY16-17	Date Rec'd FY15-16	Date Rec'd FY14-15	Date Rec'd FY13-14	
1 Albuquerque		\$42,557	6/22/2016	8/20/2015	7/21/2014	7/22/2013	
2 Anchorage		\$37,239	8/1/2016	6/8/2015 ***	6/3/2014 ***	7/2/2013	
3 Arlington		\$42,557	2/7/2017	9/8/2015	NEW		
4 Atlanta		\$37,239	8/1/2016	8/4/2015	8/11/2014	7/16/2013	
5 Austin		\$42,557	6/30/2016 ***	10/22/2015	3/2/2015	6/11/2013 ***	
6 Baltimore		\$42,557	11/1/2016	8/24/2015	7/23/2014	8/13/2013	
7 Birmingham		\$37,239	7/28/2016	6/10/2015 ***	6/30/2014 ***	5/30/2013 ***	
8 Boston		\$42,557	8/2/2016	7/5/2015	8/11/2014	8/7/2013	
9 Bridgeport		\$20,088	8/18/2016	8/20/2015	6/26/2014 ***	6/17/2013 ***	
10 Broward County		\$54,969	2/21/2017	3/8/2016	9/23/2014	8/2/2013	
11 Buffalo		\$37,239	8/18/2016	9/9/2015	8/18/2014	8/6/2013	
12 Charleston County	\$37,239		Not Paying	5/27/2016	5/7/2015	8/6/2013	
13 Charlotte-Mecklenburg		\$47,875	6/21/2016 ***	6/8/2015 ***	6/13/2014 ***	6/7/2013 ***	
14 Chicago		\$44,696	4/18/2017	5/16/2016	2/17/2015	10/4/2013	
15 Cincinnati		\$37,239	3/6/2017	12/7/2015	2/10/2015	10/23/2013	
16 Clark County		\$54,969	8/24/2016	9/17/2015	7/31/2014	2/11/2014	
17 Cleveland		\$37,239	10/14/2016	7/21/2015	6/30/2014 ***	6/17/2013 ***	
18 Columbus		\$37,239	8/18/2016	7/24/2015	8/29/2014	7/22/2013	
19 Dallas		\$47,875	6/30/2016 ***	5/3/2016	7/21/2014	7/19/2013	
20 Dayton		\$37,239	8/11/2016	7/15/2016	9/18/2014	4/4/2014	
21 Denver		\$42,557	9/7/2016	7/13/2015	8/4/2014	7/22/2013	
22 Des Moines*		\$30,088	7/12/2016	10/27/2015	6/17/2014 ***	7/16/2013	
23 Detroit		\$37,239	2/13/2017	did not pay	11/21/2014	5/23/2014	
24 Duval County		\$47,875	8/29/2016	8/20/2015	8/4/2014	9/3/2013	
25 El Paso		\$42,557	1/24/2017	8/6/2015	2/17/2015	4/22/2014	
26 Fort Worth		\$42,557	8/1/2016	7/31/2015	2/25/2015	10/7/2013	
27 Fresno		\$42,557	9/20/2016	7/14/2015	9/3/2014	8/27/2013	
28 Greensboro(Guilford Cty)		\$42,557	9/13/2016	11/5/2015	10/3/2014	10/23/2013	
29 Hawaii		\$47,875	6/21/2016 ***	7/6/2015	11/25/2014	new	
30 Hillsborough County (Tampa)		\$54,969	1/24/2017	8/4/2015	7/23/2014	7/22/2013	
31 Houston		\$54,969	8/2/2016	6/5/2015 ***	7/7/2014	7/19/2013	
32 Indianapolis		\$37,239	8/1/2016	1/12/2016	7/7/2014	11/6/2013	
33 Jackson. MS		\$37,239	12/21/2016	2/24/2016	8/11/2014	2/10/2014	
34 Jefferson County		\$42,557	8/23/2016	8/7/2015	8/4/2014	8/13/2013	
35 Kansas City, MO		\$37,239	8/18/2016	7/28/2015	9/15/2014	3/19/2014	
36 Long Beach		\$42,557	7/12/2016	8/25/2015	8/11/2014	9/10/2013	
37 Los Angeles		\$54,969	8/10/2016	3/2/2016	8/8/2014	3/13/2014	
38 Miami-Dade County		\$54,969	8/18/2016	7/28/2015	8/4/2014	7/22/2013	
39 Milwaukee		\$42,557	6/15/2016 ***	6/3/2015 ***	6/23/2014 ***	7/31/2013	
40 Minneapolis		\$37,239	8/1/2016	3/15/2016	9/18/2014	11/6/2013	
41 Nashville		\$42,557	8/4/2016	8/4/2015	7/23/2014	8/1/2013	
42 New Orleans	\$37,239		Not Paying	did not pay	did not pay	did not pay	
43 New York City		\$54,969	8/19/2016	1/19/2016	10/1/2014	2/24/2014	
44 Newark	\$37,239		Not Paying	3/8/2016	2/6/2015	11/26/2013	
45 Norfolk		\$37,239	8/29/2016	2/17/2016	9/15/2014	4/4/2014	
46 Oakland		\$37,239	7/12/2016	7/28/2015	6/19/2014 ***	7/16/2013	
47 Oklahoma City		\$37,239	8/18/2016	8/20/2015	8/12/2014	did not pay	
48 Omaha		\$37,239	6/15/2016 ***	6/5/2015 ***	6/20/2014 ***	6/25/2013 ***	
49 Orange County, FL		\$47,875	6/7/2016 ***	5/20/2015 ***	6/2/2014 ***	6/4/2013 ***	
50 Palm Beach County		\$47,875	7/18/2016	7/21/2015	2/10/2015	2/18/2014	
51 Philadelphia		\$47,875	4/4/2017	9/17/2015	2/12/2015	10/4/2013	
52 Pinellas County		\$47,875	7/22/2016	3/2/2016			
53 Pittsburgh		\$37,239	7/12/2016	6/8/2015 ***	7/11/2014	5/24/2013 ***	
54 Portland		\$37,239	7/18/2016	7/20/2015	6/20/2014 ***	7/11/2013	
55 Providence*		\$30,088	3/28/2017	8/20/2015	1/21/2015	2/18/2014	
56 Richmond		\$37,239	3/10/2017	4/26/2016	6/11/2014 ***	3/31/2014	
57 Rochester		\$37,239	7/22/2016	6/16/2015 ***	6/11/2014 ***	6/11/2013 ***	
58 St. Louis		\$37,239	6/29/2016 ***	7/28/2015	8/11/2014	3/27/2014	
59 St. Paul		\$37,239	7/28/2016	6/30/2015 ***	7/3/2014	7/5/2013	
60 Sacramento		\$37,239	7/15/2016	6/3/2015 ***	8/1/2014	10/15/2013	
61 San Antonio		\$37,239	1/18/2017	8/17/2015	NEW		
62 San Diego		\$47,875	7/18/2016	8/20/2015	8/1/2014	8/1/2013	
63 San Francisco		\$42,557	8/2/2016	8/20/2015	7/31/2014	8/1/2013	
64 Santa Ana	\$47,875		Not Paying	did not pay	8/11/2014	3/4/2014	
65 Seattle		\$37,239	7/12/2016	8/3/2015	7/23/2014	6/4/2013 ***	
66 Shelby County		\$47,875	8/11/2016	9/25/2015	8/11/2014	did not pay	
67 Toledo		\$37,239	1/18/2017	10/22/2015	8/11/2014	7/18/2013	
68 Tulsa		\$37,239	7/11/2016	2/18/2016	not a member		
69 Washington, D.C.		\$37,239	2/7/2017	8/4/2015	7/23/2014	7/5/2013	
70 Wichita		\$37,239	6/30/2016 ***	6/16/2015 ***	6/17/2014 ***	6/17/2013 ***	
Total	\$159,592	\$2,744,018		9	13	14	11



**GENERAL OPERATIONS  
BUDGET REPORT**

**DRAFT AUDITED TOTALS FOR  
FISCAL YEAR 2016-2017**

**ENDING JUNE 30, 2017**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2016-17

BY FUNCTION

	AUDITED REPORT FY15-16	REVISED BUDGET FY16-17	DRAFT AUDITED TOTALS FY16-17
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$ 2,735,255.50	\$ 2,759,609.00	\$ 2,744,018.00
GRANTS AND CONTRACTS	\$ -	\$ -	\$ 15,000.00
SPONSOR CONTRIBUTION	\$ 9,000.00	\$ 56,000.00	\$ 46,000.00
REGISTRATION FEES	\$ -	\$ -	\$ -
INTEREST AND DIVIDENDS	\$ 285,735.24	\$ 270,000.00	\$ 258,081.78
ROYALTIES AND OTHER INCOME	\$ -	\$ -	\$ 3,295.87
<b>TOTAL REVENUE</b>	<b>\$ 3,029,990.74</b>	<b>\$ 3,085,609.00</b>	<b>\$ 3,066,395.65</b>
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$ 1,237,949.14	\$ 913,307.60	\$ 1,266,240.24
EXECUTIVE LEADERSHIP	\$ 385,690.69	\$ 714,173.37	\$ 525,433.05
FUNDRAISING ACTIVITIES	\$ 32,160.00	\$ 29,239.79	\$ 25,331.63
LEGISLATIVE ADVOCACY	\$ 519,367.37	\$ 359,178.53	\$ 585,339.34
CURRICULUM & INSTRUCTION	\$ 19,310.25	\$ 76,000.00	\$ 54,711.87
PUBLIC ADVOCACY	\$ 474,980.34	\$ 481,799.51	\$ 423,109.22
MEMBER MANAGEMENT SERVICES	\$ 185,403.40	\$ 181,460.99	\$ 177,230.09
POLICY RESEARCH	\$ 226,047.27	\$ 411,438.21	\$ 233,026.13
INDIRECT EXPENSES FROM PROJECTS	\$ (500,940.52)	\$ (466,055.00)	\$ (469,357.63)
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 2,579,967.94</b>	<b>\$ 2,700,543.00</b>	<b>\$ 2,821,063.94</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$ 450,022.80</b>	<b>\$ 385,066.00</b>	<b>\$ 245,331.71</b>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$ 8,696,126.57		\$ 9,997,891.52
CATEGORICAL PROG NET REVENUE	\$ 1,232,019.20		\$ (471,840.59)
NET GAIN/(LOSS) ON INVESTMENT	\$ (315,708.05)		\$ 574,644.70
LOSS ON RETURN OF GRANT FUNDS	\$ (64,569.00)		\$ -
<b>ENDING BALANCE</b>	<b>\$ 9,997,891.52</b>		<b>\$ 10,346,027.34</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2016-17

BY EXPENSE LINE

	AUDITED REPORT FY15-16	REVISED BUDGET FY16-17	DRAFT AUDITED TOTALS FY16-17
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$ 2,735,255.50	\$ 2,759,609.00	\$ 2,744,018.00
GRANTS AND CONTRACTS	\$ -	\$ -	\$ 15,000.00
SPONSOR CONTRIBUTION	\$ 9,000.00	\$ 56,000.00	\$ 46,000.00
REGISTRATION FEES	\$ -	\$ -	\$ -
INTEREST AND DIVIDENDS	\$ 285,735.24	\$ 270,000.00	\$ 258,081.78
ROYALTIES AND OTHER INCOME	\$ -	\$ -	\$ 3,295.87
<b>TOTAL REVENUE</b>	<b>\$ 3,029,990.74</b>	<b>\$ 3,085,609.00</b>	<b>\$ 3,066,395.65</b>
<b>GENERAL OPERATING EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$ 1,926,875.31	\$ 2,161,633.00	\$ 1,992,880.10
OTHER INSURANCE	\$ 22,481.29	\$ 22,500.00	\$ 21,012.40
TRAVEL & MEETINGS	\$ 87,575.67	\$ 80,000.00	\$ 66,040.64
GENERAL SUPPLIES	\$ 28,393.60	\$ 30,000.00	\$ 8,976.55
SUBSCRIPTION & PUBLICATIONS	\$ 21,293.04	\$ 25,000.00	\$ 30,863.91
COPYING & PRINTING	\$ 113,638.89	\$ 126,000.00	\$ 107,020.80
OUTSIDE SERVICES	\$ 412,910.21	\$ 519,100.00	\$ 504,168.71
TELEPHONE	\$ 39,431.61	\$ 25,000.00	\$ 30,953.52
POSTAGE & SHIPPING	\$ 4,933.48	\$ 10,000.00	\$ 4,128.70
EQPT LEASE MAINT & DEPRECIATION	\$ 24,434.42	\$ 40,000.00	\$ 91,123.60
OFFICE RENT & UTILITIES	\$ 279,440.94	\$ 7,365.00	\$ 313,252.64
ALLO FOR UNCOLLECTED REVENUE	\$ 119,500.00	\$ 120,000.00	\$ 120,000.00
INDIRECT EXPENSES FROM PROJECTS	\$ (500,940.52)	\$ (466,055.00)	\$ (469,357.63)
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 2,579,967.94</b>	<b>\$ 2,700,543.00</b>	<b>\$ 2,821,063.94</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$ 450,022.80</b>	<b>\$ 385,066.00</b>	<b>\$ 245,331.71</b>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$ 8,696,126.57		\$ 9,997,891.52
CATEGORICAL PROG NET REVENUE	\$ 1,232,019.20		\$ (471,840.59)
NET (GAIN)/LOSS ON INVESTMENT	\$ (315,708.05)		\$ 574,644.70
LOSS ON RETURN OF GRANT FUNDS	\$ (64,569.00)		\$ -
<b>ENDING BALANCE</b>	<b>\$ 9,997,891.52</b>		<b>\$ 10,346,027.34</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2016-17  
DRAFT 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)	DRAFT 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	\$796,882.61	\$525,433.05	\$25,331.63	\$585,339.34	\$54,711.87	\$423,109.22	\$177,230.09	\$233,026.13	\$2,821,063.94
	\$469,357.63								
	\$1,266,240.24								

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 16-17 INVESTMENT SUMMARY

INVESTMENT ACCOUNTS	1-Jul-16		Sales-Procd	RG(Loss)	URG(Loss)	30-Jun-17
	BB-FMV	Purchases				EB-FMV
1 Aberdeen Fds Emerging Mkts	311,454.24	2,827.79	(81,141.47)	12,897.85	30,081.10	276,119.51
2 Amer Cen Mut Funds	470,952.84	29,219.49	0.00	0.00	76,208.37	576,380.70
3 Bank of Calif NA CD	0.00	250,000.00	0.00	0.00	(42.50)	249,957.50
4 Citibank NA - CD	0.00	250,000.00	0.00	0.00	(122.50)	249,877.50
5 Deutsche Secs TR Comm Stra	181,576.62	8,520.85	(50,701.22)	3,446.52	(23,922.47)	118,920.30
6 Deutsche Secs TR Glob RE Se	184,780.01	7,670.82	(1,463.42)	77.25	(7,815.98)	183,248.68
7 Dodge & Cox Intl Stock Fd	286,330.56	11,130.05	(10,596.54)	(627.98)	74,606.04	360,842.13
8 Eaton Vance Inc Fd	238,286.84	14,688.95	(3,436.49)	11.08	9,952.24	259,502.62
8 Eaton Vance Large Cap Val Fd	654,246.48	25,023.69	0.00	0.00	72,958.22	752,228.39
9 First Eagle Fds Sogen Overseas	240,326.01	8,700.28	(2,649.77)	335.02	13,429.23	260,140.77
10 Goldman Sachs TRUST Strat Inc Fd	176,366.50	1,054.78	(181,008.70)	(11,584.72)	15,172.14	0.00
11 Goldman Sach TR Treas Instr	59,571.71	196.03	(27.47)	0.00	0.00	59,740.27
12 Harbor Fund Cap Appr	575,385.60	25,729.26	(174,276.92)	80,880.10	3,852.15	511,570.19
13 Harris Assoc Invt Tr Oakmk Equity	645,520.70	25,791.59	(59,661.19)	4,630.60	73,040.58	689,322.28
14 Hartford Mutual Fds MIDCAP Fds	0.00	253,775.37	0.00	0.00	37,007.98	290,783.35
15 JPMorgan Core Bd Fd Selct	665,137.06	90,378.15	0.00	0.00	(22,425.61)	733,089.60
16 MFS Ser TR X Emerging Mkts	0.00	189,045.05	0.00	0.00	(1,757.68)	187,287.37
16 Munder MIDCAP Core	175,147.20	0.00	(178,835.99)	27,224.17	(23,535.38)	0.00
17 Nuveen INVT Fds Inc Real Est Secs	125,774.52	12,156.75	(888.35)	304.49	(14,544.09)	122,803.32
19 Investmnt Mangrs Oak Ridge Sm Cp	290,043.64	83,924.01	0.00	0.00	15,195.79	389,163.44
20 Ridgeworth FDS Mid-Cap Value	175,803.13	136,907.62	0.00	0.00	42,544.35	355,255.10
22 Victory Small Comp Opp Fund	294,979.66	73,889.16	0.00	0.00	62,333.46	431,202.28
23 Virtus Emerging Mkts Opportunities	185,047.13	1,414.97	(9,146.19)	753.95	24,080.93	202,150.79
<b>TOTAL INVESTMENTS PER GL A/C</b>	<b>5,936,730.45</b>	<b>1,502,044.66</b>	<b>(753,833.72)</b>	<b>118,348.33</b>	<b>456,296.37</b>	<b>7,259,586.09</b>

**NOTE:** The investments ending balance shown above does not include the Wells Fargo Checking Accounts used for operations, which had an ending balance of \$2,263,601

COUNCIL OF THE GREAT CITY SCHOOLS  
Investment Portfolio by Asset Class  
As of 06/30/2017

Fund Name	Ticker	Category per Morningstar	Amount	Asset Class
Bank of California NA		Certificate of Deposit	\$ 249,958	Fixed Income
Citibank NA		Certificate of Deposit	\$ 249,878	Fixed Income
MFS Ser TR X Emerging Markets Debt	MEDIX	Diversified Emerging Markets	\$ 187,287	Fixed Income
Eaton Vance Inc Fd	EIBIX	High yield bond	\$ 259,503	Fixed Income
JPMorgan Core Bd Fd Selct	WOBDX	Intermediate term - bond	\$ 733,090	Fixed Income
			\$ 1,679,715	
Amer Cen Mut Funds	TWGIX	Large growth - equity	\$ 576,381	Large Cap Equity
Harbor Fund Cap Appr	HACAX	Large growth - equity	\$ 511,570	Large Cap Equity
Eaton Vance Large Cap Val Fd	EILVX	Large Value equity	\$ 752,228	Large Cap Equity
			\$ 1,840,179	
Victory Sycamore Small Co. Opp I	VSOIX	Small Value	\$ 431,202	Small/Mid Cap Equity
Pioneer Oak Ridge Sm Cp	ORIYX	Small growth - equity	\$ 389,163	Small/Mid Cap Equity
RidgeWorth Mid-Cap Value Equity I	SMVTX	Mid-Cap Value	\$ 355,255	Small/Mid Cap Equity
Hartford Mut Fds MIDCAP Fd	HFMIX	Midcap Growth - equity	\$ 290,783	Small/Mid Cap Equity
			\$ 1,466,404	
Aberdeen Emerging Markets Instl	ABEMX	Diversified Emerging Markets	\$ 276,120	International Equity
Virtus Emerging Mkts Opportunities	HIEMX	Diversified Emerging Markets-equity	\$ 202,151	International Equity
Dodge & Cox Intl Stock Fd	DODFX	Foreign Large Blend - equity	\$ 360,842	International Equity
First Eagle Fds Sogen Overseas	SGOIX	Foreign Large Blend - equity	\$ 260,141	International Equity
			\$ 1,099,253	
Nuveen INVT Fds Inc Real Est Secs	FARCX	Real Estate - equity	\$ 122,803	Alternative Investments
Deutsche Secs TR Comm Stra	SKIRX	Commodities Broad Basket	\$ 118,920	Alternative Investments
Deutsche Secs TR Glob RE Se	RRGIX	Real Estate - equity	\$ 183,249	Public Real Estate (Alternative Investments)
			\$ 424,972	
Goldman Sach TR Treas Instr	FTIXX	Money Market	\$ 59,740	Cash Equivalents
Harris Assoc Invt Tr Oakmk Equity	OAKBX	Moderate Allocation - equity	** \$ 689,322	Balanced Strategy (23% fixed income, 37% Large Cap, 18%Small/MidCap,6%International,10%Alternative,6%cash)
<b>Total Investments</b>			<b>\$ 7,259,586</b>	

COUNCIL OF THE GREAT CITY SCHOOLS  
 ASSET ALLOCATION ACTUALS VS TACTICAL RANGE  
 For Fiscal Year ending 6/30/2017

ASSET CLASS DISTRIBUTION							
Fixed	Large Cap	Small/Mid	Intl	Alternative	Cash	TOTAL	
\$1,679,715	\$1,840,179	\$1,466,404	\$1,099,253	\$424,972	\$59,740	\$6,570,264	
\$158,544	\$255,049	\$124,078	\$41,359	\$68,932	\$41,359	\$689,322	**
\$1,838,259	\$2,095,229	\$1,590,482	\$1,140,613	\$493,905	\$101,100	\$7,259,586	<b>TOTALS</b>
25.32%	28.86%	21.91%	15.71%	6.80%	1.39%	100.00%	ACTUALS FY16-17 (%)
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 (%)

**CATEGORICAL PROGRAMS  
BUDGET REPORT**

**DRAFT AUDITED TOTALS FOR  
FISCAL YEAR 2016-2017**

**ENDING JUNE 30, 2017**



THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
DRAFT AUDITED TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2017

CATEGORICAL PROJECTS  
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	EXXON MOBIL SCHOLARSHIPS (20-EX)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	HELMSLEY GRANT (34)	SCHUSTERMAN FOUNDATION GRANT (38)
<b>OPERATING REVENUE</b>								
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS & CONTRACTS	0.00	0.00	433,862.99	0.00	0.00	0.00	0.00	510,000.00
SPONSOR CONTRIBUTION	1,212,275.02	25,000.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	478,247.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ROYALTIES & OTHER INCOME	0.00	0.00	0.00	0.00	56,788.03	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$1,690,522.52</b>	<b>\$25,000.00</b>	<b>\$433,862.99</b>	<b>\$0.00</b>	<b>\$56,788.03</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$510,000.00</b>
<b>OPERATING EXPENSES</b>								
SALARIES & FRINGE BENEFITS	\$153,283.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,879.71	\$0.00
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	1,094,104.72	310.40	95,573.69	0.00	0.00	0.00	16,277.59	0.00
GENERAL SUPPLIES	0.00	40.00	0.00	0.00	0.00	0.00	5,000.00	0.00
DUES, SUBSCR & PUBLICATION	0.00	116.66	0.00	0.00	0.00	0.00	438.10	0.00
COPYING & PRINTING	54,502.71	0.00	1,169.49	0.00	0.00	0.00	3,964.00	0.00
OUTSIDE SERVICES	322,025.32	20,024.00	269,744.49	61,308.10	51,923.16	0.00	246,152.19	0.00
TELEPHONE	9.83	0.00	2,144.85	0.00	0.00	0.00	214.00	0.00
POSTAGE & SHIPPING	16,020.53	44.80	0.00	0.00	0.00	0.00	160.09	0.00
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	50,575.86	4,488.14	146,327.25	0.00	0.00	0.00	34,503.57	0.00
<b>TOTAL PROJECT EXPENSES</b>	<b>\$1,690,522.52</b>	<b>\$25,024.00</b>	<b>\$514,959.77</b>	<b>\$61,308.10</b>	<b>\$51,923.16</b>	<b>\$0.00</b>	<b>\$387,589.25</b>	<b>\$0.00</b>
REVENUE OVER EXPENSES	\$0.00	(\$24.00)	(\$81,096.78)	(\$61,308.10)	\$4,864.87	\$0.00	(\$387,589.25)	\$510,000.00
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$24.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/16	\$619,758.23	\$0.00	(\$68,352.75)	\$171,209.13	(\$24,496.95)	\$568,997.87	\$722,241.79	\$0.00
<b>ENDING BALANCE 6/30/17</b>	<b>\$619,758.23</b>	<b>\$0.00</b>	<b>(\$149,449.53)</b>	<b>\$109,901.03</b>	<b>(\$19,632.08)</b>	<b>\$568,997.87</b>	<b>\$334,652.54</b>	<b>\$510,000.00</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 REVENUE AND EXPENSE REPORT  
**DRAFT AUDITED TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2017**

**CATEGORICAL PROJECTS**  
**PAGE 2 OF 2**

	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)	GATES FOUNDATION CCSS Implem (49)	WALLACE FOUNDATION GRANT (54/56/57)	UNIVERSITY OF CHICAGO GRANT (60)	THE COLLEGE BOARD GRANT (86)	ONE YEAR TOTAL (7/1/16-6/30/17)
<b>OPERATING REVENUE</b>							
MEMBER DUES	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
GRANTS & CONTRACTS	0.00	0.00	0.00	850,000.00	19,513.00	400,000.00	\$2,213,375.99
SPONSOR CONTRIBUTION	0.00	900.00	0.00	0.00	0.00	0.00	\$1,238,175.02
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	\$478,247.50
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ROYALTIES & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	0.00	\$56,788.03
<b>TOTAL REVENUE</b>	<b>\$12,000.00</b>	<b>\$900.00</b>	<b>\$0.00</b>	<b>\$850,000.00</b>	<b>\$19,513.00</b>	<b>\$400,000.00</b>	<b>\$3,998,586.54</b>
<b>OPERATING EXPENSES</b>							
SALARIES & FRINGE BENEFITS	\$0.00	\$0.00	\$564,679.63	\$377,249.29	\$7,839.17	\$0.00	\$1,183,931.35
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	0.00	0.00	75,716.07	48940.59	2250.18	0.00	\$1,333,173.24
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	\$5,040.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	1,094.60	146.00	0.00	0.00	\$1,795.36
COPYING & PRINTING	835.00	0.00	1,899.90	0.00	0.00	0.00	\$62,371.10
OUTSIDE SERVICES	3,165.72	0.00	280,554.98	136250.45	4406.40	0.00	\$1,395,554.81
TELEPHONE	0.00	0.00	497.52	0.00	0.00	0.00	\$2,866.20
POSTAGE & SHIPPING	0.00	0.00	22.16	89.86	0.00	0.00	\$16,337.44
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	0.00	0.00	138,650.52	89,728.19	5,084.10	0.00	\$469,357.63
<b>TOTAL PROJECT EXPENSES</b>	<b>\$4,000.72</b>	<b>\$0.00</b>	<b>\$1,063,115.38</b>	<b>\$652,404.38</b>	<b>\$19,579.85</b>	<b>\$0.00</b>	<b>\$4,470,427.13</b>
REVENUE OVER EXPENSES	\$7,999.28	\$900.00	(\$1,063,115.38)	\$197,595.62	(\$66.85)	\$400,000.00	(\$471,840.59)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$66.85	\$0.00	\$90.85
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/16	\$402.50	\$21,089.50	\$1,364,033.00	\$372,073.25	\$0.00	\$0.00	\$3,746,955.57
ENDING BALANCE 06/30/17	<u>\$8,401.78</u>	<u>\$21,989.50</u>	<u>\$300,917.62</u>	<u>\$569,668.87</u>	<u>\$0.00</u>	<u>\$400,000.00</u>	<u>\$3,275,205.83</u>

**COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2016-17  
MEMBERSHIP DUES - COLLEGES OF EDUCATION**

	<b>UNIVERSITY/ COLLEGE</b>	<b>DUES INVOICED</b>	<b>DUES PAID</b>
1	Baldwin-Wallace College	\$500	
2	Boston College		\$500
3	Boston University		\$500
4	Brigham Young Univ	\$500	
5	Brooklyn Coll, Univ. of NY		
6	Buffalo State College (SUNY)		\$500
7	Cal St. Univ. - Dom Hills	\$500	
8	Cal St. Univ. - Fresno	\$500	
9	Cal St. Univ. - Hayward	\$500	
10	Cal St. Univ. - Long Beach	\$500	
11	Cal St. Univ. - Los Angeles	\$500	
12	Cal St. Univ. - Northridge	\$500	
13	Cal St. Univ. - Sacramento	\$500	
14	City College of New York		\$500
15	Cleveland State Univ		\$500
16	College of Staten Island	\$500	
17	Coppin State College	\$500	
18	Duquesne University	\$500	
19	Eastern Michigan University	\$500	
20	Edward Waters College	\$500	
21	Florida Atlantic University		\$500
22	Florida International University	\$500	
23	Florida State College, Jacksonville	\$500	
24	Fordham University	\$500	
25	George Washington University	\$500	
26	Georgia State University		\$500
27	Graduate Center	\$500	
28	Hamline University	\$500	
29	Harvard University	\$500	
30	Howard University	\$500	
31	Hunter College	\$500	
32	Illinois State University	\$500	
33	Indiana U., Purdue U/Indianpls	\$500	
34	Jacksonville Univeristy	\$500	
35	Johns Hopkins University	\$500	
36	Kennesaw State University		\$500
37	Lehman Coll, City U. of NY	\$500	

38	Lewis & Clark College		\$500		
39	Marquette University		\$500		
40	Medgar Evers College		\$500		
41	Mercy College		\$500		
42	Montclair State University		\$500		
43	Morgan State University		\$500		
44	Nazareth College of Rochester		\$500		
45	New York University				\$500
46	Norfolk State University		\$500		
47	North Carolina A&T St. Univ.		\$500		
48	NOVA Southeastern Univ		\$500		
49	Ohio State University		\$500		
50	Old Dominion University				\$500
51	Portland State University				\$500
52	Queens College		\$500		
53	Rhode Island College		\$500		
54	Rockhurst University		\$500		
55	San Diego State Univ				\$500
56	San Francisco State Univ		\$500		
57	St. John's University		\$500		
58	Stanford University		\$500		
59	State Univ of NY at Buffalo		\$500		
60	Temple University		\$500		
61	Tennessee State Univ		\$500		
62	Texas Christian University		\$500		
63	Towson University		\$500		
64	Univ of Alabama at Birmingham				\$500
65	University of Alaska - Anchorage		\$500		
66	University of Arizona		\$500		
67	Univ of Colorado @ Denver		\$500		
68	University of Dayton				\$500
69	University of Detroit Mercy		\$500		
70	University of Houston				\$500
71	Univ of Illinois at Chicago		\$500		
72	University of Kansas		\$500		
73	University of Louisville		\$500		
74	University of Maryland		\$500		
75	University of Mass @ Boston		\$500		
76	University of Memphis		\$500		
77	University of Miami				\$500
78	University of Michigan		\$500		
79	University of Minnesota		\$500		
80	Univ of Missouri @ Kansas City		\$500		
81	Univ of Missouri @ St. Louis		\$500		

82	Univ of Nebraska @ Omaha		\$500		
83	Univ of Nevada @ Las Vegas		\$500		
84	Univ of New Mexico		\$500		
85	Univ of NC at Charlotte		\$500		
86	Univ of NC at Greensboro		\$500		
87	Univ of North Florida		\$500		
88	University of North Texas		\$500		
89	University of Oklahoma		\$500		
90	University of Pittsburgh				\$500
91	Univ of Rhode Island				\$500
92	University of Rochester		\$500		
93	University of San Francisco		\$500		
94	University of South Florida				\$500
95	University of Toledo				\$500
96	University of Utah		\$500		
97	University of Washington				\$500
98	Univ of Wisconsin at Milwaukee				\$500
99	Ursuline College		\$500		
100	Virginia Commwlth Univ		\$500		
101	Wayne State University		\$500		
102	Wichita State University				\$500
103	Winthrop University		\$500		
104	Wright State University				\$500

**Total**

**\$39,500**

**\$12,000**

**2017-2018 BUDGET**

**GENERAL OPERATIONS  
BUDGET REPORT**

**FOR**

**SIX MONTHS ENDING**

**DECEMBER 31, 2017**

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2017-18 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF January 12, 2018

DISTRICT	NOT PAID	PAID	Date Rec'd FY17-18		Date Rec'd FY16-17		Date Rec'd FY15-16		Date Rec'd FY14-15
1 Albuquerque		\$43,276	6/19/2017	***	6/22/2016		8/20/2015		7/21/2014
2 Anchorage		\$37,868	7/19/2017		8/1/2016		6/8/2015	***	6/3/2014
3 Arlington		\$43,276	12/4/2017		2/7/2017		9/8/2015		NEW
4 Atlanta	\$37,868				8/1/2016		8/4/2015		8/11/2014
5 Austin		\$43,276	7/26/2017		6/30/2016	***	10/22/2015		3/2/2015
6 Baltimore		\$43,276	8/14/2017		11/1/2016		8/24/2015		7/23/2014
7 Birmingham		\$37,868	7/31/2017		7/28/2016		6/10/2015	***	6/30/2014
8 Boston		\$43,276	10/30/2017		8/2/2016		7/5/2015		8/11/2014
9 Bridgeport		\$20,746	8/28/2017		8/18/2016		8/20/2015		6/26/2014
10 Broward County		\$55,898			2/21/2017		3/8/2016		9/23/2014
11 Buffalo		\$37,868	8/22/2017		8/18/2016		9/9/2015		8/18/2014
12 Charleston County	\$37,868				did not pay		5/27/2016		5/7/2015
13 Charlotte-Mecklenburg		\$48,684	6/27/2017	***	6/21/2016	***	6/8/2015	***	6/13/2014
14 Chicago	\$55,898				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				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				8/10/2016		3/2/2016		8/8/2014
38 Miami-Dade County		\$55,898	8/8/2017		8/18/2016		7/28/2015		8/4/2014
39 Milwaukee		\$43,276	6/19/2017	***	6/15/2016	***	6/3/2015	***	6/23/2014
40 Minneapolis		\$37,868	8/1/2017		8/1/2016		3/15/2016		9/18/2014
41 Nashville		\$43,276	8/1/2017		8/4/2016		8/4/2015		7/23/2014
42 New Orleans	\$37,868		did not pay		did not pay		did not pay		did not pay
43 New York City		\$55,898	9/22/2017		8/19/2016		1/19/2016		10/1/2014
44 Newark	\$37,868		did not pay		did not pay		3/8/2016		2/6/2015
45 Norfolk		\$37,868	7/24/2017		8/29/2016		2/17/2016		9/15/2014
46 Oakland		\$37,868	10/16/2017		7/12/2016		7/28/2015		6/19/2014
47 Oklahoma City		\$37,868	8/8/2017		8/18/2016		8/20/2015		8/12/2014
48 Omaha		\$37,868	6/14/2017	***	6/15/2016	***	6/5/2015	***	6/20/2014
49 Orange County, FL		\$48,684	12/11/2017		6/7/2016	***	5/20/2015	***	6/2/2014
50 Palm Beach County		\$48,684	7/10/2017		7/18/2016		7/21/2015		2/10/2015
51 Philadelphia		\$48,684			4/4/2017		9/17/2015		2/12/2015
52 Pinellas County		\$48,684	7/24/2017		7/22/2016		3/2/2016		
53 Pittsburgh		\$37,868	6/27/2017	***	7/12/2016		6/8/2015	***	7/11/2014
54 Portland		\$37,868	7/24/2017		7/18/2016		7/20/2015		6/20/2014
55 Providence*	\$30,596				3/28/2017		8/20/2015		1/21/2015
56 Richmond		\$37,868	7/31/2017		3/10/2017		4/26/2016		6/11/2014
57 Rochester		\$37,868	6/30/2017	***	7/22/2016		6/16/2015	***	6/11/2014
58 St. Louis		\$37,868	6/27/2017	***	6/29/2016	***	7/28/2015		8/11/2014
59 St. Paul		\$37,868	7/14/2017		7/28/2016		6/30/2015	***	7/3/2014
60 Sacramento		\$37,868	9/21/2017		7/15/2016		6/3/2015	***	8/1/2014
61 San Antonio		\$37,868	12/5/2017		1/18/2017		8/17/2015		NEW
62 San Diego		\$48,684	7/24/2017		7/18/2016		8/20/2015		8/1/2014
63 San Francisco		\$43,276	8/14/2017		8/2/2016		8/20/2015		7/31/2014
64 Santa Ana		\$37,868	11/20/2017		did not pay		did not pay		8/11/2014
65 Seattle		\$37,868	6/27/2017	***	7/12/2016		8/3/2015		7/23/2014
66 Shelby County		\$48,684	8/14/2017		8/11/2016		9/25/2015		8/11/2014
67 Toledo		\$37,868	7/19/2017		1/18/2017		10/22/2015		8/11/2014
68 Tulsa		\$37,868			7/11/2016		2/18/2016		not a member
69 Washington, D.C.		\$37,868	6/30/2017	***	2/7/2017		8/4/2015		7/23/2014
70 Wichita		\$37,868	6/27/2017	***	6/30/2016	***	6/16/2015	***	6/17/2014
<b>Total</b>	<b>\$331,732</b>	<b>\$2,620,882</b>							

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THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2017-18

BY FUNCTION

	DRAFT AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	SIX MONTHS REPORT FY17-18
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	\$2,620,882.00
GRANTS AND CONTRACTS	15,000.00	0.00	0.00
SPONSOR CONTRIBUTION	46,000.00	52,000.00	25,000.00
REGISTRATION FEES	0.00	0.00	0.00
INTEREST AND DIVIDENDS	258,081.78	415,000.00	370,182.57
ROYALTIES AND OTHER INCOME	3,295.87	0.00	0.00
TOTAL REVENUE	\$3,066,395.65	\$3,306,010.00	\$3,016,064.57
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$1,266,240.24	\$1,330,043.00	\$697,753.88
EXECUTIVE LEADERSHIP	\$525,433.05	792,298.97	288,020.57
FUNDRAISING ACTIVITIES	\$25,331.63	26,000.00	13,798.34
LEGISLATIVE ADVOCACY	\$585,339.34	584,694.41	339,655.26
CURRICULUM & INSTRUCTION	\$54,711.87	60,000.00	5,381.57
PUBLIC ADVOCACY	\$423,109.22	511,053.44	240,960.68
MEMBER MANAGEMENT SERVICES	\$177,230.09	179,412.50	91,583.33
POLICY RESEARCH	\$233,026.13	614,507.68	189,757.66
INDIRECT EXPENSES FROM PROJECTS	(\$469,357.63)	(612,154.00)	(231,402.92)
TOTAL OPERATING EXPENSES	\$2,821,063.94	\$3,485,856.00	\$1,635,508.36
REVENUE OVER EXPENSES	\$245,331.71	(\$179,846.00)	\$1,380,556.21
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52		
CATEGORICAL PROG NET REVENUE	(\$471,840.59)		
NET GAIN/(LOSS) ON INVESTMENT	\$574,644.70		
LOSS ON RETURN OF GRANT FUNDS	\$0.00		
<b>ENDING BALANCE</b>	<b>\$10,346,027.34</b>		

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2017-18

BY EXPENSE LINE

	DRAFT AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	SIX MONTHS REPORT FY17-18	
<b>GENERAL OPERATING REVENUE</b>				
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	\$2,620,882.00	
GRANTS AND CONTRACTS	15,000.00	0.00	0.00	
SPONSOR CONTRIBUTION	46,000.00	52,000.00	25,000.00	
REGISTRATION FEES	0.00	0.00	0.00	
INTEREST AND DIVIDENDS	258,081.78	415,000.00	370,182.57	
ROYALTIES AND OTHER INCOME	3,295.87	0.00	0.00	
TOTAL REVENUE	\$3,066,395.65	\$3,306,010.00	\$3,016,064.57	91%
<b>GENERAL OPERATING EXPENSES</b>				
SALARIES & FRINGE BENEFITS	\$1,992,880.10	\$2,655,012.00	\$1,195,769.97	
OTHER INSURANCE	21,012.40	22,500.00	\$11,133.80	
TRAVEL & MEETINGS	66,040.64	70,000.00	\$22,707.84	
GENERAL SUPPLIES	8,976.55	15,000.00	\$5,663.33	
SUBSCRIPTION & PUBLICATIONS	30,863.91	30,000.00	\$14,752.87	
COPYING & PRINTING	107,020.80	125,000.00	\$45,152.59	
OUTSIDE SERVICES	504,168.71	523,510.00	\$248,158.01	
TELEPHONE	30,953.52	25,000.00	\$12,357.72	
POSTAGE & SHIPPING	4,128.70	8,000.00	\$2,504.15	
EQPT LEASE MAINT & DEPRECIATION	91,123.60	135,546.00	\$67,773.00	
OFFICE RENT & UTILITIES	313,252.64	368,442.00	\$180,938.00	
ALLO FOR UNCOLLECTED REVENUE	120,000.00	120,000.00	\$60,000.00	
INDIRECT EXPENSES FROM PROJECTS	(469,357.63)	(612,154.00)	(\$231,402.92)	
TOTAL OPERATING EXPENSES	\$2,821,063.94	\$3,485,856.00	\$1,635,508.36	47%
REVENUE OVER EXPENSES	\$245,331.71	(\$179,846.00)	\$1,380,556.21	
<b>ADJUSTMENTS:</b>				
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52			
CATEGORICAL PROG NET REVENUE	(\$471,840.59)			
NET (GAIN)/LOSS ON INVESTMENT	\$574,644.70			
LOSS ON RETURN OF GRANT FUNDS	\$0.00			
<b>ENDING BALANCE</b>	<b>\$10,346,027.34</b>			

(01/09/18)  
 (Budget-Jan 2018)

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	(612,154.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(612,154.00)
TOTAL OPERATING EXPENSES	\$717,889.00	\$792,298.97	\$26,000.00	\$584,694.41	\$60,000.00	\$511,053.44	\$179,412.50	\$614,507.68	<b>\$3,485,856.00</b>
	\$612,154.00								
	\$1,330,043.00								

(01/09/18)  
(SIX MONTHS Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2017-18  
EXPENSES FOR SIX MONTHS ENDING DECEMBER 31, 2017

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	SIX MONTHS TOTAL (7/1/17-12/31/17)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$245,727.36	\$211,516.40	\$13,798.34	\$264,379.99	\$0.00	\$183,923.79	\$91,217.79	\$185,206.31	\$1,195,769.97
OTHER INSURANCE	11,133.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	11,133.80
TRAVEL & MEETINGS	\$477.20	17,905.02	0.00	103.47	0.00	1,237.38	0.00	2,984.77	22,707.84
GENERAL SUPPLIES	5,663.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,663.33
SUBSCRIPTION & PUBLICATIONS	3,552.30	1,099.00	0.00	7,886.12	0.00	1,218.19	0.00	997.26	14,752.87
COPYING & PRINTING	112.75	622.50	0.00	0.00	214.30	43,778.04	0.00	425.00	45,152.59
OUTSIDE SERVICES	112,471.96	54,662.01	0.00	65,856.77	5,167.27	10,000.00	0.00	0.00	248,158.01
TELEPHONE	9,192.83	1,449.05	0.00	1,106.53	0.00	139.97	325.02	144.32	12,357.72
POSTAGE & SHIPPING	711.35	766.59	0.00	322.38	0.00	663.31	40.52	0.00	2,504.15
EQPT LEASE MAINT & DEP	67,773.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	67,773.00
OFFICE RENT & UTILITIES	180,938.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	180,938.00
ALLO FOR UNCOLLECTED REVENUE	60,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	60,000.00
INDIRECT EXPENSES FROM PROJECTS	(231,402.92)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(231,402.92)
TOTAL OPERATING EXPENSES	\$466,350.96	\$288,020.57	\$13,798.34	\$339,655.26	\$5,381.57	\$240,960.68	\$91,583.33	\$189,757.66	\$1,635,508.36
	\$231,402.92								
	\$697,753.88								

1/9/2018

**INVESTMENT SCHEDULE - FY17-18  
ENDING 12/31/17  
Balances are from date of purchase**

<b>INVESTMENT ACCOUNTS</b>	<b>ENDING BALANCE 12/31/2017</b>	<b>PURCHASES (7/1/17 - 12/31/17)</b>	<b>SOLD (7/1/17 - 12/31/17)</b>	<b>UNREAL GAINS/(LOSS) (7/1/17 - 12/31/17)</b>	<b>REAL GAINS/(LOSS) (7/1/17 - 12/31/17)</b>
Banc of Calif NA CD	\$ -	\$ -	\$ (250,000.00)	\$ 42.50	\$ -
Citibank NA CD	\$ -	\$ -	\$ (250,000.00)	\$ (873.05)	\$ -
Discover Bank CD	\$ 249,942.50	\$ 250,000.00	\$ -	\$ (17.50)	\$ -
SALLIE Mae Bank CD	\$ 249,880.00	\$ 250,000.00	\$ -	\$ (120.00)	\$ -
Aberdeen FDS Emerging Mkts Fd	\$ 302,128.63	\$ 3,940.47	\$ -	\$ 22,068.65	\$ -
Amer Cent Fds	\$ 649,202.01	\$ 60,819.01	\$ -	\$ 12,002.30	\$ -
Baron Inv Funds Trust Small Cap	\$ 454,711.59	\$ 461,792.60	\$ -	\$ 22,846.13	\$ -
Deutsche Sec TR Enhanced Comm	\$ 128,919.18	\$ 301.52	\$ -	\$ 9,697.36	\$ -
Deutsche Sec Tr Glob RE	\$ -	\$ -	\$ (184,877.56)	\$ (3,693.91)	\$ 1,726.11
Dodge&Cox Intl Stock	\$ 390,555.74	\$ 7,377.29	\$ -	\$ 22,336.32	\$ -
Eaton Vance Inc Fd	\$ 264,261.31	\$ 7,511.82	\$ -	\$ (2,753.13)	\$ -
Eaton Vance Large Cap Val Fd	\$ -	\$ -	\$ (744,995.43)	\$ (186.84)	\$ (7,046.12)
First Eagle Fds Sogen Overseas	\$ 271,926.17	\$ 9,417.10	\$ -	\$ 2,368.30	\$ -
Goldman Sachs Treas Instr	\$ 59,998.42	\$ 258.15	\$ -	\$ -	\$ -
Harbor Fund Cap Appr	\$ 595,809.29	\$ 60,943.76	\$ -	\$ 23,295.34	\$ -
Hartford Mut Fds MIDCAP Fd	\$ 322,948.04	\$ 14,153.31	\$ -	\$ 18,011.38	\$ -
JPMorgan Core Bd FD Selct	\$ 812,158.21	\$ 82,477.97	\$ -	\$ (3,409.36)	\$ -
MFS Ser TR 1 Value Fd	\$ 746,019.77	\$ 714,157.15	\$ -	\$ 31,862.62	\$ -
MFS Ser TR X Emerging Mkts Debt	\$ 193,984.90	\$ 4,421.92	\$ -	\$ 2,275.61	\$ -
Nuveen INVT Fds Inc RE Secs*	\$ -	\$ 785.96	\$ (123,644.48)	\$ (6,619.76)	\$ 6,674.96
Inv Mgrs Pioneer Oak Ridge Sm Cp	\$ -	\$ -	\$ (381,547.51)	\$ (29,979.94)	\$ 22,364.01
Oakmark Equity and Income Fd (Harris)	\$ 744,992.48	\$ 59,961.50	\$ -	\$ (1,291.30)	\$ -
Principal FDS Inc. Glob RE Secs	\$ 214,622.49	\$ 212,441.41	\$ -	\$ 2,181.08	\$ -
T. Rowe Price RE Fimd	\$ 67,495.97	\$ 66,093.39	\$ -	\$ 1,402.58	\$ -
Victory Portfolios Sm Co Oppty	\$ 476,520.96	\$ 25,129.19	\$ -	\$ 20,189.49	\$ -
Virtus Emerging Mkts Opportunites	\$ 221,265.92	\$ 857.50	\$ -	\$ 18,257.63	\$ -
Virtus Asset CEREDX (formerly Ridgewth)	\$ 371,906.67	\$ 67,028.03	\$ -	\$ (50,376.46)	\$ -
<b>TOTAL:</b>	<b>\$ 7,789,250.25</b>	<b>\$ 2,359,869.05</b>	<b>\$ (1,935,064.98)</b>	<b>\$ 109,516.04</b>	<b>\$ 23,718.96</b>

*\*(Banc of Calif NA CD was redeemed 8/25/17)*

**NOTE:** The Investment ending balance shown above does not include the Wells Fargo Checking Accounts used for operations, which had an ending balance of \$2,746,428.31 as of 12/31/17.

COUNCIL OF THE GREAT CITY SCHOOLS  
Investment Portfolio by Asset Class  
As of 12/31/2017

Fund Name	Ticker	Category per Morningstar	Amount	Asset Class
Discover Bank CD		Certificate of Deposit	\$ 249,943	Fixed Income
SALLIE Mae Bank CD		Certificate of Deposit	\$ 249,880	Fixed Income
MFS Ser TR X Emerging Markets Debt	MEDIX	Diversified Emerging Markets	\$ 193,985	Fixed Income
Eaton Vance Inc Fd	EIBIX	High yield bond	\$ 264,261	Fixed Income
JPMorgan Core Bd Fd Selct	WOBDX	Intermediate term - bond	\$ 812,158	Fixed Income
			<u>\$ 1,770,227</u>	
Amer Cen Mut Funds	TWGIX	Large growth - equity	\$ 649,202	Large Cap Equity
Harbor Fund Cap Appr	HACAX	Large growth - equity	\$ 595,809	Large Cap Equity
MFS Ser TR 1 Value Fd	MEIIX	Large Value equity	\$ 746,020	Large Cap Equity
			<u>\$ 1,991,031</u>	
Victory Sycamore Small Co. Opp I	VSOIX	Small Value	\$ 476,521	Small/Mid Cap Equity
Baron Invt Funds Trust Small Cap	BSFIX	Small growth - equity	\$ 454,712	Small/Mid Cap Equity
Oakmark Equity and Income Fd (Harris)	OAYBX	Mid-Cap Value	\$ 744,992	Small/Mid Cap Equity
Virtus Asset CEREDX (Formerly Ridgewth)	SMVTX	Mid-Cap Value	\$ 371,907	Small/Mid Cap Equity
Hartford Mut Fds MIDCAP Fd	HFMIX	Midcap Growth - equity	\$ 322,948	Small/Mid Cap Equity
			<u>\$ 2,371,080</u>	
Aberdeen Emerging Markets Instl	ABEMX	Diversified Emerging Markets	\$ 302,129	International Equity
Virtus Emerging Mkts Opportunities	HIEMX	Diversified Emerging Markets-equity	\$ 221,266	International Equity
Dodge & Cox Intl Stock Fd	DODFX	Foreign Large Blend - equity	\$ 390,556	International Equity
First Eagle Fds Sogen Overseas	SGOIX	Foreign Large Blend - equity	\$ 271,926	International Equity
			<u>\$ 1,185,876</u>	
Principal FDS Inc. Glob RE Secs	POSEX	Real Estate - equity	\$ 214,622	Alternative Investments
Deutsche Secs TR Comm Stra	SKIRX	Commodities Broad Basket	\$ 128,919	Alternative Investments
T. Rowe Price RE Find	TRREX	Real Estate - equity	\$ 67,496	Public Real Estate (Alternative Investments)
			<u>\$ 411,038</u>	
Goldman Sach TR Treas Instr	FTIIX	Money Market	\$ 59,998	Cash Equivalent
			<u>\$ 59,998</u>	
<b>Total Investments</b>			<b>\$ 7,789,250</b>	

COUNCIL OF THE GREAT CITY SCHOOLS  
 ASSET ALLOCATION ACTUALS VS TACTICAL RANGE  
 For Fiscal Year ending 12/31/2017

ASSET CLASS DISTRIBUTION							
Fixed	Large Cap	Small/Mid	Intl	Alternative	Cash	TOTAL	
\$1,770,227	\$1,991,031	\$2,371,080	\$1,185,876	\$411,038	\$59,998	\$7,789,250	
\$0	\$0	\$0	\$0	\$0	\$0	\$0	
\$1,770,227	\$1,991,031	\$2,371,080	\$1,185,876	\$411,038	\$59,998	\$7,789,250	<b>TOTALS</b>
22.73%	25.56%	30.44%	15.22%	5.28%	0.77%	100.00%	ACTUALS, Dec 31 2017 (%)
20.0%-60%	20%-40%	5%-25%	10%-30%	0%-20%	0%-20%		TACTICAL RANGE Change (%)
38%	27%	15%	15%	3%	2%	100.00%	STRATEGIC TARGET (%)

## Components of Operational Expense Types

### Salaries and Fringe Benefits

- Basic salaries
- Life and disability insurance
- 403 (b) employer contribution
- Health benefits
- Unemployment compensation
- Employment taxes
- Paid absences

### Other Insurances

- Officers and Directors Liability
- Umbrella Liability
- Workmen's Compensation

### Travel and Meetings

- Staff Travel (unreimbursed)

### General Supplies

- Paper
- Letterhead
- Mailing labels
- Envelops
- Folders
- Binders
- Computer supplies

### Subscriptions and Publications

- New York Times
- USA Today
- Education Weekly
- Education Daily
- Committee for Education Funding membership
- AERA membership
- NABJ membership
- Bank card

### Copying and Printing

- Report printing
- Urban Educator printing



Outside Services

- Auditing Services
- Technology and internet support
- Database maintenance
- Corporate registration
- Banking services and charges
- Temporary services
- Editing services
- Legal services
- ADP payroll services
- Transact license
- Ricki Price-Baugh
- Julie Wright-Halbert
- Strategic Support Team Member expenses

Participant Support Costs

- SubGrantee Expenses

Telephone

- Monthly telephone
- Conference calls
- Cell phones

Postage and Shipping

- Mailings
- Messenger services
- Federal Express
- UPS

Equipment Lease, Maintenance and Deprecation

- Postage meter
- Copier Maintenance
- Computers
- Printers
- Fax machine

Office Rent and Utilities

- Office rent
- Off-site storage

Project In-kind Contribution

- Matching

Expenses Allocated to Projects

- Indirect costs

**CATEGORICAL PROJECTS  
BUDGET REPORT**

**FOR**

**SIX MONTHS ENDING**

**DECEMBER 31, 2017**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
SIX MONTHS ENDING DECEMBER 31, 2017

CATEGORICAL PROJECTS  
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	NAGB TUDA CONTRACT (33)	HELMSLEY GRANT (34)	SCHUSTERMAN GRANT (38)
<b>OPERATING REVENUE</b>								
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS & CONTRACTS	0.00	30,000.00	0.00	0.00	0.00	134,140.78	0.00	0.00
SPONSOR CONTRIBUTION	782,775.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	314,687.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ROYALTIES AND OTHER INCOME	0.00	0.00	0.00	28,629.52	0.00	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$1,097,462.50</b>	<b>\$30,000.00</b>	<b>\$0.00</b>	<b>\$28,629.52</b>	<b>\$0.00</b>	<b>\$134,140.78</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>OPERATING EXPENSES</b>								
SALARIES & FRINGE BENEFITS	\$76,697.56	\$0.00	\$0.00	\$0.00	\$18,908.54	\$0.00	\$87,031.25	\$45,898.05
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	733,360.73	1,907.92	0.00	0.00	0.00	0.00	6,168.21	0.00
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	32,608.23
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	59.70	0.00
COPYING & PRINTING	36,219.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OUTSIDE SERVICES	183,046.03	53,644.72	25,000.00	0.00	0.00	0.00	53,931.84	147,666.44
TELEPHONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
POSTAGE & SHIPPING	14,339.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	104,366.26	17,221.32	2,500.00	0.00	2,836.28	0.00	13,544.62	24,586.91
<b>TOTAL PROJECT EXPENSES</b>	<b>\$1,148,028.84</b>	<b>\$72,773.96</b>	<b>\$27,500.00</b>	<b>\$0.00</b>	<b>\$21,744.82</b>	<b>\$0.00</b>	<b>\$160,735.62</b>	<b>\$250,759.63</b>
REVENUE OVER EXPENSES	(\$50,566.34)	(\$42,773.96)	(\$27,500.00)	\$28,629.52	(\$21,744.82)	\$134,140.78	(\$160,735.62)	(\$250,759.63)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$619,756.43	(\$149,449.53)	\$109,901.03	(\$19,632.08)	\$568,997.87	\$0.00	\$334,652.54	\$510,000.00
ENDING BALANCE 12/31/17	\$569,190.09	(\$192,223.49)	\$82,401.03	\$8,997.44	\$547,253.05	\$134,140.78	\$173,916.92	\$259,240.37

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
**SIX MONTHS ENDING DECEMBER 31, 2017**

**CATEGORICAL PROJECTS**  
**PAGE 2 OF 2**

	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)	GATES FOUNDATION CCSS Implem (49)	WALLACE FOUNDATION GRANT (55/56)	DISASTER RELIEF GRANT (77)	COLLEGE BOARD GRANT (86)	SIX MONTHS TOTAL (7/1/17-12/31/17)
<b>OPERATING REVENUE</b>							
MEMBER DUES	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	50,000.00	0.00	\$214,140.78
SPONSOR CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	\$782,775.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	\$314,687.50
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
SALE OF PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	\$28,629.52
<b>TOTAL REVENUE</b>	<b>\$500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$1,340,732.80</b>
<b>OPERATING EXPENSES</b>							
SALARIES & FRINGE BENEFITS	\$0.00	\$0.00	\$112,062.43	\$65,498.92	\$0.00	\$0.00	\$406,096.74
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	0.00	0.00	38,508.01	2193.41	9915.44	0.00	\$792,053.72
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	\$32,608.23
DUES, SUBSCR & PUBLICATION	0.00	0.00	486.45	0.00	0.00	0.00	\$546.15
COPYING & PRINTING	0.00	0.00	6,293.88	0.00	0.00	0.00	\$42,512.88
OUTSIDE SERVICES	2,527.51	0.00	104,372.18	55298.54	14456.43	65000.00	\$704,943.69
TELEPHONE	4.35	0.00	232.95	0.00	0.00	0.00	\$237.30
POSTAGE & SHIPPING	316.62	0.00	0.00	0.00	0.00	0.00	\$14,655.88
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	0.00	0.00	38,961.72	18,448.63	2,437.19	6,500.00	\$231,402.92
<b>TOTAL PROJECT EXPENSES</b>	<b>\$2,848.48</b>	<b>\$0.00</b>	<b>\$300,917.62</b>	<b>\$141,439.50</b>	<b>\$26,809.06</b>	<b>\$71,500.00</b>	<b>\$2,225,057.51</b>
REVENUE OVER EXPENSES	(\$2,348.48)	\$0.00	(\$300,917.62)	(\$141,439.50)	\$23,190.94	(\$71,500.00)	(\$884,324.71)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$8,401.78	\$21,989.50	\$300,917.62	\$569,668.87	\$0.00	\$400,000.00	\$3,275,204.03
ENDING BALANCE 12/31/17	\$6,053.30	\$21,989.50	\$0.00	\$428,229.37	\$23,190.94	\$328,500.00	\$2,390,879.32

**PROPOSED BUDGET FOR FY 2018-2019**

(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

(01/09/18)

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2018-19 Membership Dues

District	2016-17 Dues	2017-18 Dues	2.20% increase <b>2018-19 Dues</b>
1 Albuquerque	\$42,557	\$43,276	\$44,228
2 Anchorage	\$37,239	\$37,868	\$38,701
3 Arlington	\$42,557	\$43,276	\$44,228
4 Atlanta	\$37,239	\$37,868	\$38,701
5 Austin	\$42,557	\$43,276	\$44,228
6 Baltimore	\$42,557	\$43,276	\$44,228
7 Birmingham	\$37,239	\$37,868	\$38,701
8 Boston	\$42,557	\$43,276	\$44,228
9 Bridgeport	\$30,088	\$30,596	\$31,269
10 Broward County	\$54,969	\$55,898	\$57,128
11 Buffalo	\$37,239	\$37,868	\$38,701
12 Charleston County	\$37,239	\$37,868	\$38,701
13 Charlotte-Mecklenburg	\$47,875	\$48,684	\$49,755
14 Chicago	\$54,969	\$55,898	\$57,128
15 Cincinnati	\$37,239	\$37,868	\$38,701
16 Clark County	\$54,969	\$55,898	\$57,128
17 Cleveland	\$37,239	\$37,868	\$38,701
18 Columbus	\$37,239	\$37,868	\$38,701
19 Dallas	\$47,875	\$48,684	\$49,755
20 Dayton	\$37,239	\$37,868	\$38,701
21 Denver	\$42,557	\$43,276	\$44,228
22 Des Moines*	\$30,088	\$30,596	\$31,269
23 Detroit	\$37,239	\$37,868	\$38,701
24 Duval County	\$47,875	\$48,684	\$49,755
25 El Paso	\$42,557	\$43,276	\$44,228
26 Fort Worth	\$42,557	\$43,276	\$44,228
27 Fresno	\$42,557	\$43,276	\$44,228
28 Greensboro (Guilford Cty)	\$42,557	\$43,276	\$44,228
29 Hawaii	\$47,875	\$48,684	\$49,755
30 Hillsborough County	\$54,969	\$55,898	\$57,128
31 Houston	\$54,969	\$55,898	\$57,128
32 Indianapolis	\$37,239	\$37,868	\$38,701
33 Jackson, MS	\$37,239	\$37,868	\$38,701
34 Jefferson County	\$42,557	\$43,276	\$44,228
35 Kansas City, MO	\$37,239	\$37,868	\$38,701
36 Long Beach	\$42,557	\$43,276	\$44,228
37 Los Angeles	\$54,969	\$55,898	\$57,128
38 Miami-Dade County	\$54,969	\$55,898	\$57,128
39 Milwaukee	\$42,557	\$43,276	\$44,228
40 Minneapolis	\$37,239	\$37,868	\$38,701
41 Nashville	\$42,557	\$43,276	\$44,228

42	New Orleans	\$37,239	\$37,868	\$38,701
43	New York City	\$54,969	\$55,898	\$57,128
44	Newark	\$37,239	\$37,868	\$38,701
45	Norfolk	\$37,239	\$37,868	\$38,701
46	Oakland	\$37,239	\$37,868	\$38,701
47	Oklahoma City	\$37,239	\$37,868	\$38,701
48	Omaha	\$37,239	\$37,868	\$38,701
49	Orange County, FL	\$47,875	\$48,684	\$49,755
50	Palm Beach County	\$47,875	\$48,684	\$49,755
51	Philadelphia	\$47,875	\$48,684	\$49,755
52	Pinellas County	\$47,875	\$48,684	\$49,755
53	Pittsburgh	\$37,239	\$37,868	\$38,701
54	Portland	\$37,239	\$37,868	\$38,701
55	Providence*	\$30,088	\$30,596	\$31,269
56	Richmond	\$37,239	\$37,868	\$38,701
57	Rochester	\$37,239	\$37,868	\$38,701
58	St. Louis	\$37,239	\$37,868	\$38,701
59	St. Paul	\$37,239	\$37,868	\$38,701
60	Sacramento	\$37,239	\$37,868	\$38,701
61	San Antonio	\$37,239	\$37,868	\$38,701
62	San Diego	\$47,875	\$48,684	\$49,755
63	San Francisco	\$42,557	\$43,276	\$44,228
64	Santa Ana	\$37,239	\$37,868	\$38,701
65	Seattle	\$37,239	\$37,868	\$38,701
66	Shelby County (Memphis)	\$47,875	\$48,684	\$49,755
67	Toledo	\$37,239	\$37,868	\$38,701
68	Tulsa	\$37,239	\$37,868	\$38,701
69	Washington, D.C.	\$37,239	\$37,868	\$38,701
70	Wichita	\$37,239	\$37,868	\$38,701
<hr/>				
	Total	\$2,913,247	\$2,962,464	\$3,027,635

\*Largest city in the state



(01/10/18)  
 (Budget-Jan 2018)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET

BY FUNCTION

	DRAFT AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	PROPOSED BUDGET FY18-19
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	<b>\$2,911,532.00</b>
GRANTS AND CONTRACTS	15,000.00	0.00	<b>0.00</b>
SPONSOR CONTRIBUTION	46,000.00	52,000.00	<b>50,000.00</b>
REGISTRATION FEES	0.00	0.00	<b>0.00</b>
INTEREST AND DIVIDENDS	258,081.78	415,000.00	<b>415,000.00</b>
ROYALTIES AND OTHER INCOME	3,295.87	0.00	<b>0.00</b>
<b>TOTAL REVENUE</b>	<b>\$3,066,395.65</b>	<b>\$3,306,010.00</b>	<b>\$3,376,532.00</b>
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$1,266,240.24	\$1,330,043.00	<b>\$1,440,740.25</b>
EXECUTIVE LEADERSHIP	525,433.05	792,298.97	<b>756,595.00</b>
FUNDRAISING ACTIVITIES	25,331.63	26,000.00	<b>26,000.00</b>
LEGISLATIVE ADVOCACY	585,339.34	584,694.41	<b>603,145.00</b>
CURRICULUM & INSTRUCTION	54,711.87	60,000.00	<b>60,000.00</b>
PUBLIC ADVOCACY	423,109.22	511,053.44	<b>521,365.00</b>
MEMBER MANAGEMENT SERVICES	177,230.09	179,412.50	<b>183,888.75</b>
POLICY RESEARCH	233,026.13	614,507.68	<b>712,140.00</b>
EXPENSES ALLOCATED TO PROJECTS	(469,357.63)	(612,154.00)	<b>(407,592.00)</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>\$2,821,063.94</b>	<b>\$3,485,856.00</b>	<b>\$3,896,282.00</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$245,331.71</b>	<b>(\$179,846.00)</b>	<b>(\$519,750.00)</b>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52		
CATEGORICAL PROG NET REVENUE	(\$471,840.59)		
NET GAIN/(LOSS) ON INVESTMENT	\$574,644.70		
LOSS ON RETURN OF GRANT FUNDS	\$0.00		
<b>ENDING BALANCE</b>	<b>\$10,346,027.34</b>		

(01/10/18)  
 (Budget-Jan 2018)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET

BY EXPENSE LINE

	DRAFT AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	PROPOSED BUDGET FY18-19
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,744,018.00	\$2,839,010.00	<b>\$2,911,532.00</b>
GRANTS AND CONTRACTS	15,000.00	0.00	<b>0.00</b>
SPONSOR CONTRIBUTION	46,000.00	52,000.00	<b>50,000.00</b>
REGISTRATION FEES	0.00	0.00	<b>0.00</b>
INTEREST AND DIVIDENDS	258,081.78	415,000.00	<b>415,000.00</b>
ROYALTIES AND OTHER INCOME	3,295.87	0.00	<b>0.00</b>
TOTAL REVENUE	<u>\$3,066,395.65</u>	<u>\$3,306,010.00</u>	<u><b>\$3,376,532.00</b></u>
<b>GENERAL OPERATING EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$1,992,880.10	\$2,655,012.00	<b>\$2,827,990.00</b>
OTHER INSURANCE	21,012.40	22,500.00	<b>22,500.00</b>
TRAVEL & MEETINGS	66,040.64	70,000.00	<b>70,000.00</b>
GENERAL SUPPLIES	8,976.55	15,000.00	<b>15,000.00</b>
SUBSCRIPTION & PUBLICATIONS	30,863.91	30,000.00	<b>30,000.00</b>
COPYING & PRINTING	107,020.80	125,000.00	<b>125,000.00</b>
OUTSIDE SERVICES	504,168.71	523,510.00	<b>542,510.00</b>
TELEPHONE	30,953.52	25,000.00	<b>25,000.00</b>
POSTAGE & SHIPPING	4,128.70	8,000.00	<b>10,000.00</b>
EQPT LEASE MAINT & DEP	91,123.60	135,546.00	<b>138,257.00</b>
OFFICE RENT & UTILITIES	313,252.64	368,442.00	<b>377,617.00</b>
ALLO FOR UNCOLLECTED REVENUE	120,000.00	120,000.00	<b>120,000.00</b>
EXPENSES ALLOCATED TO PROJECTS	<u>(469,357.63)</u>	<u>(612,154.00)</u>	<u><b>(407,592.00)</b></u>
TOTAL OPERATING EXPENSES	<u>\$2,821,063.94</u>	<u>\$3,485,856.00</u>	<u><b>\$3,896,282.00</b></u>
REVENUE OVER EXPENSES	<u>\$245,331.71</u>	<u>(\$179,846.00)</u>	<u><b>(\$519,750.00)</b></u>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$9,997,891.52		
CATEGORICAL PROG NET REVENUE	(\$471,840.59)		
NET GAIN/(LOSS) ON INVESTMENT	\$574,644.70		
LOSS ON RETURN OF GRANT FUNDS			
<b>ENDING BALANCE</b>	<u><u>\$10,346,027.34</u></u>		

(01/10/18)  
 (Budget-Jan 2018)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 PROPOSED BUDGET FOR FISCAL YEAR 2018-19

	FINANCE & ADMIN (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE ADVOCACY (13)	CURRICULUM & INSTRUCTION (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	RESEARCH ADVOCACY (17)	ONE YEAR TOTAL
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$523,156.25	\$625,595.00	\$25,000.00	\$430,945.00	\$0.00	\$372,865.00	\$177,288.75	\$673,140.00	\$2,827,990.00
OTHER INSURANCE	22,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,500.00
TRAVEL & MEETINGS	2,500.00	32,500.00	0.00	10,000.00	0.00	7,000.00	3,000.00	15,000.00	70,000.00
GENERAL SUPPLIES	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,000.00
SUBSCRIPTION & PUBLICATIONS	1,200.00	0.00	0.00	13,700.00	0.00	5,000.00	100.00	10,000.00	30,000.00
COPYING & PRINTING	500.00	5,000.00	0.00	3,000.00	0.00	105,500.00	1,000.00	10,000.00	125,000.00
OUTSIDE SERVICES	232,510.00	88,000.00	0.00	140,000.00	60,000.00	\$21,000.00	0.00	1,000.00	542,510.00
TELEPHONE	7,000.00	5,000.00	500.00	5,000.00	0.00	2,500.00	2,500.00	2,500.00	25,000.00
POSTAGE & SHIPPING	500.00	500.00	500.00	500.00	0.00	7,500.00	0.00	500.00	10,000.00
EQPT LEASE MAINT & DEP	138,257.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	138,257.00
OFFICE RENT & UTILITIES	377,617.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	377,617.00
ALLO FOR UNCOLLECTED REVENUE	120,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	120,000.00
EXPENSES ALLOCATED TO PROJECTS	(407,592.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(407,592.00)
<b>TOTAL OPERATING EXPENSES</b>	<b>\$1,033,148.25</b>	<b>\$756,595.00</b>	<b>\$26,000.00</b>	<b>\$603,145.00</b>	<b>\$60,000.00</b>	<b>\$521,365.00</b>	<b>\$183,888.75</b>	<b>\$712,140.00</b>	<b>\$3,896,282.00</b>
	\$407,592.00								
	\$1,440,740.25								

<http://www.bls.gov/cpi/cpid1511.pdf>

Subtract Index for CPI Nov of past year from CPI of Nov of current year  
(November data is released 2nd week of December therefore this is used for  
budget to be submitted to the Exec Committee in January).

Divide result by the CPI of past year to get the percent change

Percent Change will be used for dues increase of upcoming fiscal year

i.e.           1999 CPI = 168.3  
              1998 CPI = 164  
               $168.3 - 164 = 4.3 / 164 \times 100 = 2.62\%$

DATA USED:

	CPI	% Increase
Nov-95	153.6	2.60%
Nov-96	158.6	3.26%
Nov-97	161.5	1.83%
Nov-98	164.0	1.55%
Nov-99	168.3	2.62%
Nov-00	174.1	3.45%
Nov-01	177.4	1.90%
Nov-02	181.3	2.20%
Nov-03	184.5	1.77%
Nov-04	191.0	3.52%
Nov-05	197.6	3.46%
Nov-06	201.5	1.97%
Nov-07	210.2	4.31%
Nov-08	212.4	1.07%
Nov-09	216.3	1.84%
Nov-10	218.8	1.14%
Nov-11	226.2	3.39%
Nov-12	230.2	1.76%
Nov-13	233.1	1.24%
Nov-14	236.2	1.32%
Nov-15	237.3	0.50%
Nov-16	241.4	1.69%
Nov-17	246.7	2.20%



**Transmission of material in this release is embargoed until  
 8:30 a.m. (EST) December 13, 2017**

USDL-17-1643

Technical information: (202) 691-7000 • [cpi\\_info@bls.gov](mailto:cpi_info@bls.gov) • [www.bls.gov/cpi](http://www.bls.gov/cpi)  
 Media Contact: (202) 691-5902 • [PressOffice@bls.gov](mailto:PressOffice@bls.gov)

**CONSUMER PRICE INDEX – NOVEMBER 2017**

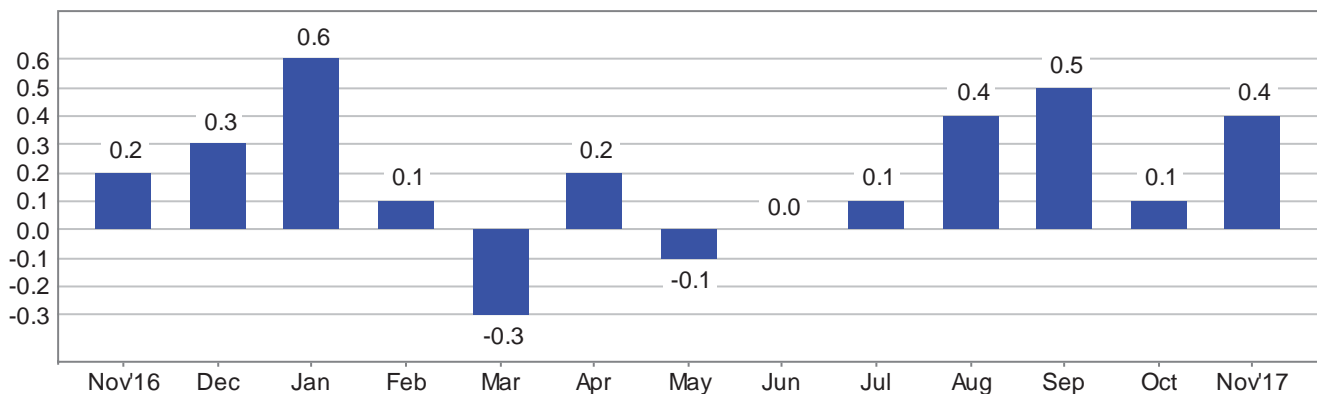
The Consumer Price Index for All Urban Consumers (CPI-U) rose 0.4 percent in November on a seasonally adjusted basis, the U.S. Bureau of Labor Statistics reported today. **Over the last 12 months, the all items index rose 2.2 percent.**

The energy index rose 3.9 percent and accounted for about three-fourths of the all items increase. The gasoline index increased 7.3 percent, and the other energy component indexes also rose. The food index was unchanged in November, with the index for food at home declining slightly.

The index for all items less food and energy increased 0.1 percent in November. The shelter index continued to rise, and the indexes for motor vehicle insurance, used cars and trucks, and new vehicles also increased. The indexes for apparel, airline fares, and household furnishings and operations all declined in November.

The all items index rose 2.2 percent for the 12 months ending November. The index for all items less food and energy rose 1.7 percent, a slight decline from the 1.8-percent increase for the period ending October. The energy index rose 9.4 percent over the last 12 months, and the food index rose 1.4 percent.

**Chart 1. One-month percent change in CPI for All Urban Consumers (CPI-U), seasonally adjusted, Nov. 2016 - Nov. 2017**  
 Percent change



**Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, by expenditure category, November 2017**

[1982-84=100, unless otherwise noted]

Expenditure category	Relative importance Oct. 2017	Unadjusted indexes			Unadjusted percent change		Seasonally adjusted percent change		
		Nov. 2016	Oct. 2017	Nov. 2017	Nov. 2016- Nov. 2017	Oct. 2017- Nov. 2017	Aug. 2017- Sep. 2017	Sep. 2017- Oct. 2017	Oct. 2017- Nov. 2017
All items.....	100.000	241.353	246.663	246.669	2.2	0.0	0.5	0.1	0.4
Food.....	13.627	247.435	251.364	250.871	1.4	-0.2	0.1	0.0	0.0
Food at home.....	7.832	236.930	239.543	238.403	0.6	-0.5	0.0	0.0	-0.1
Cereals and bakery products.....	1.044	271.896	270.858	269.646	-0.8	-0.4	0.1	-0.5	-0.2
Meats, poultry, fish, and eggs.....	1.751	243.633	248.413	247.027	1.4	-0.6	-0.4	0.6	-0.3
Dairy and related products.....	0.798	216.773	217.170	216.878	0.0	-0.1	-0.6	-0.3	0.3
Fruits and vegetables.....	1.345	293.554	299.700	296.791	1.1	-1.0	-0.2	0.0	-0.5
Nonalcoholic beverages and beverage materials.....	0.940	166.258	167.990	166.271	0.0	-1.0	0.4	0.0	-0.6
Other food at home.....	1.955	207.703	209.528	209.624	0.9	0.0	0.2	-0.2	0.4
Food away from home <sup>1</sup> .....	5.794	264.699	270.658	271.152	2.4	0.2	0.3	0.1	0.2
Energy.....	7.388	191.402	207.290	209.383	9.4	1.0	6.1	-1.0	3.9
Energy commodities.....	3.754	196.855	223.219	229.195	16.4	2.7	12.6	-2.3	7.1
Fuel oil <sup>1</sup> .....	0.107	221.808	250.640	263.132	18.6	5.0	8.2	2.3	5.0
Motor fuel.....	3.557	193.432	219.640	225.322	16.5	2.6	13.0	-2.5	7.2
Gasoline (all types).....	3.503	192.522	218.591	224.227	16.5	2.6	13.1	-2.4	7.3
Energy services <sup>2</sup> .....	3.634	194.838	201.661	200.225	2.8	-0.7	-0.2	0.4	0.6
Electricity <sup>2</sup> .....	2.833	202.984	210.424	208.111	2.5	-1.1	0.0	0.5	0.5
Utility (piped) gas service <sup>2</sup> .....	0.801	167.469	172.373	173.504	3.6	0.7	-0.8	0.3	0.6
All items less food and energy.....	78.985	249.227	253.638	253.492	1.7	-0.1	0.1	0.2	0.1
Commodities less food and energy.....	18.775	144.593	144.273	143.295	-0.9	-0.7	-0.2	0.1	-0.1
Apparel.....	3.138	127.377	129.570	125.398	-1.6	-3.2	-0.1	-0.1	-1.3
New vehicles.....	3.541	147.027	144.868	145.442	-1.1	0.4	-0.4	-0.2	0.3
Used cars and trucks.....	1.921	137.789	135.867	134.901	-2.1	-0.7	-0.2	0.7	1.0
Medical care commodities.....	1.840	371.540	377.038	378.328	1.8	0.3	-0.8	0.0	0.6
Alcoholic beverages.....	0.944	243.395	246.621	246.991	1.5	0.2	0.4	0.1	0.2
Tobacco and smoking products.....	0.693	975.110	1,047.932	1,048.219	7.5	0.0	0.4	1.6	0.2
Services less energy services.....	60.210	313.702	321.253	321.690	2.5	0.1	0.2	0.3	0.2
Shelter.....	33.865	291.953	300.846	301.185	3.2	0.1	0.3	0.3	0.2
Rent of primary residence <sup>2</sup> .....	7.932	301.587	311.501	312.670	3.7	0.4	0.2	0.3	0.3
Owners' equivalent rent of residences <sup>2, 3</sup> .....	24.677	299.738	308.190	309.101	3.1	0.3	0.2	0.3	0.2
Medical care services.....	6.655	500.697	509.256	508.879	1.6	-0.1	0.1	0.3	-0.1
Physicians' services <sup>2</sup> .....	1.650	384.110	379.072	377.037	-1.8	-0.5	0.2	0.2	-0.8
Hospital services <sup>2, 4</sup> .....	2.300	307.403	322.368	322.871	5.0	0.2	0.2	0.5	0.1
Transportation services.....	5.983	302.164	312.290	313.772	3.8	0.5	0.3	0.2	0.1
Motor vehicle maintenance and repair <sup>1</sup> .....	1.162	277.348	283.257	282.502	1.9	-0.3	0.6	0.4	-0.3
Motor vehicle insurance.....	2.584	503.440	537.222	543.613	8.0	1.2	0.5	0.1	0.8
Airline fares.....	0.615	274.761	267.297	267.970	-2.5	0.3	-0.1	0.6	-2.4

<sup>1</sup> Not seasonally adjusted.

<sup>2</sup> This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

<sup>3</sup> Indexes on a December 1982=100 base.

<sup>4</sup> Indexes on a December 1996=100 base.

NOTE: Index applies to a month as a whole, not to any specific date.

## **CONFERENCES AND MEETINGS**

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

**Executive Committee Meeting**

January 19 & 20, 2018

Hyatt Regency Grand Cypress, Orlando, FL

**HRD/Personnel Directors & CIO Meeting**

February 6-9, 2018

Gallery One Hotel, Ft. Lauderdale, FL

**Legislative/Policy Conference**

March 17-20, 2018

The Mayflower Hotel, Washington, DC

**Chief Operating Officers Conference**

April 17-20, 2018

Sheraton Downton Hotel, Atlanta, GA

**Bilingual Directors Meeting**

May 15-19, 2018

Renaissance Hotel, Ft. Worth, TX

**Curriculum & Research Directors' Joint Meeting**

June, 2018

TBD

**Public Relations Executives Meeting**

July 12-14, 2018

Hyatt Regency Orange County, Garden Grove, CA

**Executive Committee Meeting**

July 20 & 21, 2018

Hilton Anchorage, Anchorage, AK

**Annual Fall Conference**

October 24-28, 2018 at the Baltimore Marriott Waterfront in Baltimore, MD

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

**Chief Financial Officers Conference**

November, 2018

TBD



**FALL CONFERENCE EVALUATIONS**

## **Overall Conference Survey Responses**

There were 85 responses to the conference survey.

### **Which best describes your profession?**

Superintendents- 4

Board Member- 12

Central Office Staff- 55

Building Level Administrator- 4

Nonprofit Staff- 10

### **Overall how would you rate the content of sessions included in this year's conference?**

Excellent- 52

Good- 27

Satisfactory- 6

Unsatisfactory- 1

### **Amount of new information learned**

Excellent- 37

Good- 37

Satisfactory- 9

Unsatisfactory- 2

### **Overall content of sessions**

Excellent- 42

Good- 34

Satisfactory- 8

Unsatisfactory- 1

### **What specific topic(s) would you like to see in next year's Annual Fall Conference?**

- 1.** Design sessions that allow us to concretely identify solutions, 2) Representation from the housing, healthcare, tech industries and sessions focused on a cross-sector approach to education, 3) A women of color forum devoted to disparities in access to STEM and leadership opportunities
- 2.** Improving district's IT infrastructure 2. Innovative credential and PD pathways for teachers and leaders
- 3.** More new superintendent lessons learned. 2. More on turnaround success 3. Where are American schools going in 20 years? Insight from U.S. Department of Education
- 4.** Public school advocacy. 2. Working with/educating state legislatures
- 5.** A board member session on aligning board focus on academics; ensuring performance and ROI regarding programs/contracts; building a community advocacy base for quality public schools. Also, would be interesting to have attendees select topics for special breakfast meet ups.
- 6.** A round table or panel discussing research questions that can be explored in partnership with the colleges/universities. Example: How are we blending data systems to track teacher performance comparing different pathways or programs?
- 7.** Arts in schools to increase student achievement and success
- 8.** Behavioral health, safety best practices
- 9.** Besides the sessions being informative and pushing me to think outside the box, the “extra” treats make me feel appreciated as an educator.
- 10.** Best practices in Central office supports of principals Finance support of principals/school leaders (value added approach)
- 11.** Change management strategies for implementing districtwide tools and programs.
- 12.** College and Career Readiness and English learners Competency based learning and English Learners
- 13.** Continue and expanded use of the smart phone app
- 14.** Continued conversations on equity.

- 15.** Continue sessions with focus on teacher shortage, recruitment & retention. Also, those that focus on topics for teaching & learning. Update on federal actions & status are extremely valuable.
- 16.** Continue to have bold conversations about equity. Continue to share best practices and tell the presenters to be prepared to give the contact info away.
- 17.** Continue with hiring & retention of effective staff. Effective professional learning for all staff.
- 18.** Culturally Responsive Teaching and Leadership Practices
- 19.** Data from districts who have implemented trauma-informed training and practices, and its effect on instruction, achievement, and closing achievement gaps
- 20.** Data management best practices
- 21.** Dayton was excellent with Achievement Gaps. More racial equity training and PBL.
- 22.** Disproportionality in special education
- 23.** District information on creating specific systems district and school-wide from the beginning stages.
- 24.** Education funding
- 25.** Effective community engagement models and strategies
- 26.** Equity, SEL measurement, urban board member training tips, Academic kpi applications
- 27.** ESSA implementation State accountability systems and linkages to district accountability systems
- 28.** Excellent work!
- 29.** Focus on strategy development for principal Supervisors regarding managing a portfolio of schools -superintendents must manage and govern their district. In some instances, the management structure is different from a governance structure (not talking about the board). What does it look like when an effective management and governance structure work in concert for a superintendent? We know that the board is the ultimate governance structure but the superintendent needs a structure to assist him/her in governing.

- 30.** Greater focus on instruction at the classroom level and less on district structures. Topics were good, but how do district structures impact classroom instruction and outcomes? What is happening when the best laid plans go awry?
- 31.** How to get teachers to attend professional development.
- 32.** Improving math instruction, work works.
- 33.** Integrating cultural competency into the whole district. Effective Board governance
- 34.** I would like to see more on enrollment. We are struggling with substantial charter competition and I would like to hear from other districts who are doing more in the marketing and branding areas as well as how they are matching families with best fit schools (particularly our neighborhood schools). We have a paper based process for choice applications in our district and this past year we lost track of about 40 applications which caused some major headaches for our teams and board.
- 35.** I would love to see more on digital learning and student achievement.
- 36.** Leadership pipelines Coaching Principals Support for Principal Supervisors Principal Evaluations
- 37.** Legislative updates, standards based grading
- 38.** Lowering chronic absenteeism, changing educators mindset- building positive relationships with students, dealing with mental health issues, success with teachers as mentors
- 39.** Managing and planning for demographic student population shifts — continue updates on curriculum advances
- 40.** Media relations, working with employee groups, working with difficult, parents, education communities on budget issues, importance of integrating social and emotional learning in every classroom.
- 41.** More about including parents as partners.
- 42.** More board level topics and education.
- 43.** More emphasis on assessments used in various districts
- 44.** More on Equity and legislative updates are so helpful
- 45.** More on teacher preparation

- 46. More practical applications
- 47. More preschool and communication related sessions
- 48. More topics on technology
- 49. Professional Development - Principals and aspiring Superintendents.
- 50. School Improvement/ District Improvement Best Practices
- 51. Serving students with disabilities in least restrictive environment
- 52. Shifting culture around accountability away from fear
- 53. Social emotional learning (SEL)
- 54. The Art of Relationships: The Needs and Wants of the School Board Chair and Superintendent
- 55. Too many presentations in each session...keep it to 2 and allow questions periodically instead of at the end
- 56. Upset we did not get breakfast
- 57. Year of the arts/ supporting the arts/ arts integration.

**What was the most helpful during the conference?**

- Mobile App- 77
- Conference Program- 2
- Council Website- 1

**Please indicate your overall satisfaction with the conference**

- Very Satisfied- 63
- Satisfied- 14
- Dissatisfied- 2

**Please list any Comments/Suggestions:**

1. Again, more board content. Table skirts. I saw many uncomfortable women in skirts... Timely upload of docs to app. See you in Baltimore!
2. A job alike mini session would have been good. I loved the speakers on Friday. Keep giving us "real" people that have a great understanding of what we do.

3. Always a great learning experience. I really enjoyed hearing about what other districts are doing around growth and development of principals.
4. Best conference I've ever attended! Kudos 🙌👏🙌👏
5. Charter schools lurk at the margins of what we discuss and I think we need to figure out how to create effective responses as public school districts. The competitive environment needs to be acknowledged and addressed concretely.
6. Conference experience has improved a lot when I compare it to my last conference in Newark.
7. Continue including student voice on the town hall panels.
8. Excellent conference. Cleveland hosting events were great. CGCS Leadership is exceptional.
9. Friday breakfast was awful.
10. Great conference for my first time! The conference app was wonderful!
11. Great conference! I look forward to it annually! Van Jones was an excellent luncheon keynote & town hall moderator! Student entertainment & artwork from Cleveland was awesome!
12. Great speakers. Can we get Elon Musk next year? I heard this being discussed. We would love to hear about his vision for the type of students our urban schools need to produce in order to live in a changing world.
13. I was a newcomer and I truly enjoyed myself. I received confirmation regarding my current initiatives as well as new ideas to move my work forward.
14. Local Heroes - 10/19/2017 -2:15 - convention Center room 6. Clark Count Team outstanding presentation. Des Moines & Toledo also excellent.
15. Looking forward to Maryland!
16. More effort to have sessions presenters on the same topic. Having a presenter off topic breaks the conversation and the discourse in sessions.
17. Need more sessions on cultural competency
18. Never received breakfast
19. Posting of presenter presentations. Let's try to get more of these uploaded before the conference starts. If that's not possible, try to upload them as soon as possible afterwards.

- 20.** Presenters share/attach presentations to session info in the app. A few did and I found this very helpful.
- 21.** Speakers were excellent.
- 22.** Sponsors should speak prior to main speaker. More diverse content. Quality of food was awful and made members of my team sick.
- 23.** Thank you Cleveland for such a fabulous, welcoming conference. The hotel staff was great and the set-up was so easy to navigate.
- 24.** Thank you! I met many delightful people and learned a lot!
- 25.** The app was very useful & convenient. Many rooms were too large; couldn't hear the q&a or see the screen clearly.
- 26.** The inclusion of students within the various presentations/sessions. An excellent conference that matched the professionalism of the Council. How to keep the members present got the BoD meeting. Without sacrificing the freedom of choice.
- 27.** The only suggestion is ending earlier the night of the awards dinner .. it was a very long, long day.
- 28.** There were discrepancies between the app, website, and program. For example, not all speaker names were listed in the app and conversely not all presenters were listed in conference program. It was challenging to easily find information. You needed to find coordinate multiple sources.
- 29.** This by far is the most beneficial conference. Thank you so much!!!!
- 30.** This conference seems less relevant for me than in years past. Not a lot of information on best practices across county.
- 31.** This was one of my favorite conferences by far!
- 32.** Upload the presentations to the app.
- 33.** We have to approach this work in a manner that is solutions-based and process-oriented. We must modernize our approach and avoid celebrating mediocrity.
- 34.** We participated as a vendor sponsor. We sponsored thru the city of Cleveland. No one used the Internet Cafe, or heard our name announced anywhere. Very confusing Sponsorship process



## Statistics from the Mobile App

- **756 people used the app this year.** Last year 468 people downloaded the app, so we increased the number of people who used the app by 288.
  - 516 people used IOS devices, including iPhones and iPads
  - 127 used Android devices
  - 116 used Web devices such as Chrome, Firefox and Safari
- 
- 47 minutes was the total number of minutes attendees spent using the app.
- 
- The app was launched on Monday, October 16. Here's a breakdown of the app by day:
    - Monday, October 16 the app had **81 users**
    - Tuesday, October 17 the app had **192 users**
    - Wednesday, October 18 the app had **481 users**
    - Thursday, October 19 the app had **610 users**
    - Friday, October 20 the app had **502 users**
    - Saturday, October 21 the app had **169 users**
    - Sunday, October 22 the app had **100 users**
- 
- **Top Sessions by Engagement-** The total number of actions related to sessions across all users for this event. Actions include adding a session to a personal schedule, viewing a session, sharing to social, taking notes or taking a survey. etc. The top session was the lunch and speaker by Bill Gates.

- 655** Lunch and Speaker, Bill Gates, Co-chair, The Bill & Melinda Gates Foundation
- 533** INNER STRENGTH: HOW GREAT CITY SCHOOLS ARE DEVELOPING DISTRICT STAFF TO BE URBAN SCHOOL LEADERS
- 508** BRIDGE OVER TROUBLED WATER: HOW URBAN PUBLIC SCHOOLS SUPPORT SOCIAL EMOTIONAL LEARNING
- 492** Breakfast and Speaker, Darienne Driver, Chair of the Council of the Great City Schools
- 463** IT'S ALL YOU: PROVIDING PERSONALIZED LEARNING OPPORTUNITIES FOR URBAN STUDENTS
- 435** MAGIC NUMBERS: USING DATA TO IMPACT URBAN SCHOOL INSTRUCTION
- 410** LESSONS LEARNED: BEST INSTRUCTIONAL PRACTICES FROM THREE URBAN SCHOOL DISTRICTS
- 377** WE'VE ONLY JUST BEGUN: THREE FIRST YEAR SUPERINTENDENT SHARE THE UP AND DOWNS OF LEADING URBAN SCHOOL DISTRICTS
- 375** BE TRUE TO YOUR SCHOOL: HOW PARTNERSHIPS AND PERSISTENCE TURNED AROUND HIGH-NEED URBAN SCHOOLS
- 332** HEAD FIRST: SUCCEEDING WITH GREAT PRINCIPALS IN OUR URBAN SCHOOLS
- 318** I HEARD IT THROUGH THE NAEP VINE: PERSPECTIVES FROM DISTRICTS PARTICIPATING IN TUDA
- 313** JOIN OUR TEAM: RECRUITING AND TRAINING URBAN SCHOOL TEACHERS AND LEADERS
- 307** LEADER OF THE PACK: BUILDING LEADERS TO MAKE A DIFFERENCE IN URBAN SCHOOLS
- 300** A,B,C: MAKING EARLY LITERACY AS EASY AS 1,2,3 IN URBAN SCHOOLS
- 224** Lunch and Speaker, Van Jones, CNN Political commentator (Name Badges Must be Worn at All Meal Events)

52 Males of Color Task Force Meeting (All conferees are welcome to attend)

45 Meeting of the Achievement and Professional Development Task Force

41 RIGHT ON THE MONEY: BEST FISCAL PRACTICES IN URBAN SCHOOL DISTRICTS

21 STAYIN' ALIVE: DEVELOPING BOLD LEADERS TO INVIGORATE LOW-PERFORMING URBAN SCHOOLS

18 RING OF FIRE: UPDATE FROM WASHINGTON

- **Top PDF's By Engagement-** These pdf's had the most views and downloads.

- 
- 22 PRINCIPAL'S\_OFFICE-\_PALM\_BEACH-Build\_IL\_Team\_v06.pdf
  - 22 SpeakerBio\_-\_Rosario\_Dawson.pdf
  - 20 THE\_KIDS\_ARE\_ALRIGHT-ST\_PAUL.pdf
  - 16 SpeakerBio\_-\_Van\_Jones.pdf
  - 15 PRINCIPAL'S\_OFFICE-PALM\_BEACH.pdf
  - 14 Academic\_KPI.pdf
  - 13 Males\_of\_Color\_Task\_Force\_Meeting\_Agenda.pdf

- **Most Rated Sessions-** These sessions received the most ratings on the app. This helps compare the ratings across the most popular sessions

36 Lunch and Speaker, Bill Gates, Co-chair, The Bill & Melinda Gates Foundation

24 Lunch and Speaker, Van Jones, CNN Political commentator

20 CRSS Governance Symposium

16 Town Hall Meeting on "What Does Equity Really Mean?"

16 THE KIDS ARE ALRIGHT: INCORPORATING STUDENT VOICES IN TO OUR GREAT CITY SCHOOLS

14 Meeting of the Achievement and Professional Development Task Force

14 HAPPY TOGETHER: FOSTERING A POSITIVE CLIMATE IN OUR URBAN SCHOOL DISTRICTS

12 ON THE JOB TRAINING: BUILDING CAPACITY FOR URBAN SCHOOL PROFESSIONALS

11 Breakfast and Speaker, Darienne Driver, Chair of the Council of the Great City Schools

9 Breakfast and Speaker, Rosario Dawson, Actress and Advocate

## Survey Responses for the Individual Sessions

There were 383 responses

### **LET'S STAY TOGETHER: BUILDING AND PRESERVING A MULTIFACETED APPROACH TO URBAN SCHOOL IMPROVEMENT**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

6 excellent

#### **Comments/Suggestions**

1. Dayton and Milwaukee were great
2. Great discussion!
3. More of this. Relating topic at classroom/teacher level.
4. Need more like this.

### **INNOVATIVE APPROACHES TO NEW TEACHER PREPARATION AND INDUCTION IN THE GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses**

3 excellent

#### **Comments/Suggestions**

The New Teacher Center presentation was outstanding

### **PRINCIPAL'S OFFICE: URBAN SCHOOL DISTRICT EFFORTS TO DEVELOP STRONG SCHOOL LEADERS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

3 excellent, 1 fair

#### **Comments/Suggestions**

Orange County, Palm Beach and CMSD had strong stories.

### **JOIN OUR TEAM: RECRUITING AND TRAINING URBAN SCHOOL TEACHERS AND LEADERS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

4 excellent, 1 good

#### **Comments/Suggestions**

Excellent review of different programs interesting to see districts having to get creative for growing their own

Interesting ways to recruit and retain teachers  
Loved hearing about St. Louis and MPS

**INNER STRENGTH: HOW GREAT CITY SCHOOLS ARE DEVELOPING DISTRICT STAFF TO BE URBAN SCHOOL LEADERS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 good, 1 fair

**Comments/Suggestions**

Could benefit from more details of these programs  
I thought it would focus more on ways to move into Leadership roles

**WORD UP: HIGHLIGHTING BALANCED LITERACY IN URBAN SCHOOL PROFESSIONAL DEVELOPMENT**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 1 good

**Comments/Suggestions**

Liked the common implementation across grades and schools

**MAGIC NUMBERS: USING DATA TO IMPACT URBAN SCHOOL INSTRUCTION**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 1 fair

**Comments/Suggestions**

Loved the feedback. It is good to hear the struggles and know we are not alone. Best practices are often stolen and I am coming away rich.

Very informative.

**SUPPORTING INCLUSIVE PRACTICES FOR URBAN STUDENTS WITH DISABILITIES**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 2 good

**Comments/Suggestions**

Broaden description of inclusion.  
Great session. It would have been helpful to see Chicago's data by percentage to better understand

equity in their data.

Too much "jargon". Not enough on how it looks in the successful classroom

### **USER FRIENDLY: INTEGRATING TECHNOLOGY IN STUDENT COURSEWORK AND TEACHER TRAINING IN URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

1 excellent, 1 good

#### **Comments/Suggestions**

Love to hear how others are using technology with all students.

Thought the Houston district had a great presentation.

### **THE KIDS ARE ALRIGHT: INCORPORATING STUDENT VOICES IN TO OUR GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

4 excellent

#### **Comments/Suggestions**

Fantastic! Presentation was amazing, audience engagement was wonderful and knowledge sharing was powerful

Loved hearing real examples, strategies, and challenges

### **RING OF FIRE: UPDATE FROM WASHINGTON**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

4 excellent

#### **Comments/Suggestions**

Great session!

Lots of great info conveyed!

### **RIGHT ON THE MONEY: BEST FISCAL PRACTICES IN URBAN SCHOOL DISTRICTS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

3 excellent, 1 good, 1 fair

#### **Comments/Suggestions**

Cleveland talked about audits not fiscal effectiveness, but very good insight; all presentations were excellent

This session was fantastic. Three very strong presenters reflecting realities in their districts. Specific, actionable. Criticism: too short

Transparency of improvements in budget development and internal audits

### **FOLLOW THAT DREAM: UPDATE ON THE DEFERRED ACTION FOR CHILDHOOD ARRIVALS PROGRAM (DACA)**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

1 excellent, 1 good

#### **Comments/Suggestions**

Would love to have access to Powerpoints.

### **A,B,C: MAKING EARLY LITERACY AS EASY AS 1,2,3 IN URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

3 excellent, 1 good, 1 fair

#### **Comments/Suggestions**

Good variety of presenters in terms of implementation status of early literacy programs.

Great strategies for improving classroom environment to support early literacy instruction.

Great to hear how others who are putting an emphasis on literacy

### **GAP ANALYSIS: RAISING ACHIEVEMENT LEVELS FOR ALL URBAN STUDENTS**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

3 excellent, 2 good

#### **Comments/Suggestions**

Dynamic presentations. Useful and practical. Good data to show evidence of success. I like that one group had teachers there.

**SUCCESSFUL STRATEGIES TO IMPROVE URBAN PUBLIC HIGH SCHOOLS: HOW TWO DISTRICTS MAKE PROGRESS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent

**Comments/Suggestions**

Great knowledge, clear data, succinct presentations. Well done!

**WE'VE ONLY JUST BEGUN: THREE FIRST YEAR SUPERINTENDENT SHARE THE UP AND DOWNS OF LEADING URBAN SCHOOL DISTRICTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent

**Comments/Suggestions**

Awesome, Passionate, Insightful!

Refreshing to hear the new superintendents speak frankly about their experiences & for other new superintendents to ask questions.

Superintendents were engaging and provided great examples of what right could look like

**BE TRUE TO YOUR SCHOOL: HOW PARTNERSHIPS AND PERSISTENCE TURNED AROUND HIGH-NEED URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 1 good, 1 fair

**Comments/Suggestions**

Fantastic- courageous leadership and strategic district planning

Great presentations; Stan, awesome work and very inspiring!

I liked the OCPS portion but felt that the second portion was a bit if a sales pitch.

Keep Stan Law sharing, ongoing

Neither panels talked about partnerships, which was very disappointing to me as I'm charged with cultivating and formalizing partnerships.

**LEADER OF THE PACK: BUILDING LEADERS TO MAKE A DIFFERENCE IN URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?



**Responses:**

1 good, 1 fair

**Comments/Suggestions**

Awful lot of materials to get through in short period of time. Maybe 2 presenters to allow more how to sharing

**PAY SCALE: BALANCING OPERATIONAL AND ACADEMIC FISCAL NEEDS IN URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 poor

**Comments/Suggestions**

Individual presentations did not coherently link together

**BRIDGE OVER TROUBLED WATER: HOW URBAN PUBLIC SCHOOLS SUPPORT SOCIAL EMOTIONAL LEARNING**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

6 excellent, 2 good

**Comments/Suggestions**

All useful

Need more sessions on SEL; organize a series for districts new to this work

Very useful information. Thanks

Wonderful session! Would love more on SEL. I hope to have access to the resources

**GREAT COACHING: DEVELOPING TEACHER, MENTORS AND LEADERS FOR URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 6 good

**Comments/Suggestions**

Important topic and helpful information

Impressed with their focus on culturally responsible and equitable environment

**HOW URBAN ADMINISTRATORS ARE USING INSTRUCTIONAL ROUNDS TO ADVANCE URBAN SCHOOL ACHIEVEMENT**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 2 good

**Comments/Suggestions**

Great presentations.

Have the facilitator prepared with questions if there are none from the group

Very well done two separate perspectives with similar implementation strategies

**REBEL, REBEL: ENGAGING STUDENTS AND REDUCING SUSPENSIONS ON URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

7 excellent, 1 good

**Comments/Suggestions**

Great panel! CCS panel members were passionate and real! More time.

Great suggestions to ponder for our program.

Just wonderful

Loved this session and the transparency of the presenters!

Nothing new.

**LIFTING ME HIGHER: IMPROVING ACCESS TO ADVANCED COURSEWORK FOR URBAN STUDENTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 3 good

**Comments/Suggestions**

Good practical information on supporting and building advanced academic opportunities

Great insights on issue of educating students and oatents of the possibilities

Very informative

**TESTING 1,2,3: MODERNIZING ASSESSMENTS IN OUR URBAN SCHOOL DISTRICTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 1 good, 1 poor

**Comments/Suggestions**

Great presenters

I was hoping to get actionable information

Very interesting

**PERSONNEL INTEREST: SUCCESSFUL RECRUITING AND HIRING PRACTICES IN THE GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 6 good

**Comments/Suggestions**

A topic that warrants continued focus

Excellent presentation

Great facilitation Skilled redirection when a participant dominated the floor thx!

Please identify acronyms ! Not everyone knows AFA, for example

### **IT'S ALL YOU: PROVIDING PERSONALIZED LEARNING OPPORTUNITIES FOR URBAN STUDENTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 3 good

**Comments/Suggestions**

Great conversation on 3 different models of personalized learning for both students and teachers focusing on Student Centered

I liked the way the providence presented from the district level of work to the building level of work. Very practical.

### **CYBERSECURITY IN THE GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent

**Comments/Suggestions**

Great energy from Dr T

Great information and dialogue! Energized presenter!

Great session!

Very informative on this important topic

### **WHAT A WONDERFUL WORLD: HONORING LANGUAGE AND DIVERSITY IN URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent

**Comments/Suggestions**

Great data resources given!

Informative session

### **STAYIN' ALIVE: DEVELOPING BOLD LEADERS TO INVIGORATE LOW-PERFORMING URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 1 fair, 1 poor

**Comments/Suggestions**

Good content, and will follow up with some presenters

Thanks to Hillsborough for having their slides on the app but wrong to use data "really want a male"  
Boston - acronyms!

**WALK THIS WAY: REMOVING BARRIERS TO IMPROVE URBAN SCHOOL ATTENDANCE**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent

**Comments/Suggestions**

Amazing. I was blown away by the creativity of every strategy

Great session with good solutions for attendance problems.

**ON THE JOB TRAINING: BUILDING CAPACITY FOR URBAN SCHOOL PROFESSIONALS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 good, 1 fair

**Comments/Suggestions**

Extend time for presentation

**BE THE CHANGE: URBAN DISTRICTWIDE REFORM AND IMPROVEMENT**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

9 excellent, 5 good, 1 fair

**Comments/Suggestions**

Cleveland's part was the most informative

Good to hear from these districts and even more detail about their approach would have been helpful.

Great perspective on what is going on at other districts. It mirrors somewhat our district plans are.

Very good visuals to support presentation; great food for thought to achieve the needed change

Very high level - not clear on take-aways

**ACCESS AND EXCEL: USING TECHNOLOGY TO PROMOTE INCLUSION IN OUR URBAN SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 1 good, 1 fair

**Comments/Suggestions**

Good topic, but not enough in the presentation on robotics. I would have liked to have more on unified robotics.

Loved the OCPS portion!

Moderator "struggled"

**TRAINING DAY: THREE URBAN DISTRICTS' INNOVATIVE PROFESSIONAL DEVELOPMENT MODELS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 5 good

**Comments/Suggestions**

Boston did a great job disappointed Hillsboro didn't show  
Great ideas on how to collaborate with charters and parochials  
Great sharing of ideas  
Hillsborough did not attend

**HIGH INTENSITY TRAINING: HOW PROFESSIONAL DEVELOPMENT PARTNERSHIPS WORK OUT IN THE GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent

**Comments/Suggestions**

Pinellas presentation was great!!!  
The ISM portion was outstanding.

**I FOUGHT THE LAW: A SUPREME COURT UPDATE AND OTHER LEGAL ISSUES**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 1 good

**Comments/Suggestions**

Looking forward to Title IX webinar.

**BORN TO RUN: ACCELERATING COLLEGE AND CAREER READINESS IN URBAN PUBLIC SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 1 good

**Comments/Suggestions**

Wonderful programs that help our children advance and succeed

**THE WINNERS CIRCLE: CELEBRATING HIGHER EDUCATION AND URBAN EDUCATION PARTNERSHIPS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent, 2 good

**Comments/Suggestions**

Presenters were all from IHEs. Having district and IHE repped would be better.

**POWER UP: INCREASING DIVERSITY AMONG URBAN SCHOOL LEADERS AND EDUCATORS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 4 good

**Comments/Suggestions**

Important that we need African American teachers in elementary schools, so little boys of color can see success.

I would suggest bigger slides to see numbers but the info was phenomenal!

Overall great session!

Room was not well configured for effective q+a...content was very good

**DON'T STOP BELIEVIN'": EFFECTIVE INITIATIVES IN URBAN SCHOOL TURNAROUND**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent

**Comments/Suggestions**

Affirmation of some strategies. Ideas for modifications to improve focus.

Upload docs used to app ahead of time

**BLINDING ME WITH SCIENCE (STEM): STEM SUCCESS IN OUR GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

2 excellent, 1 good

**Comments/Suggestions**

Outstanding presentation with concrete examples and actions.

**STOP GAP: THREE URBAN DISTRICTS RAISING STUDENT PERFORMANCE USING PROFESSIONAL LEARNING**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 1 good

**Comments/Suggestions**

Good work not enough time for 3 presentations

Great resources and strategies

**SHOULD I STAY OR SHOULD I GO: SCHOOL CHOICE OPTIONS IN AMERICA'S GREAT CITIES**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 2 good

**Comments/Suggestions**

Great complementary district presentations and timely.

Maybe one of the best presentations of the week, and engaged the most dialogue.

Very different situations but common themes emerged .

**ONE LOVE: UNIFYING SCHOOL AND COMMUNITY SUPPORTS FOR URBAN CHILDREN**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 2 good

**Comments/Suggestions**

Facilitator should reinforce that questions are the focus for the post-presentation session, versus audience commentary.

Great variety/perspective on community partner work. Thank you

The session facilitator should have done a better job managing/controlling the Q&A. Towards the end, one person monopolized the conversation

Very broad range of aspects of community partners presented!

**HAPPY TOGETHER: FOSTERING A POSITIVE CLIMATE IN OUR URBAN SCHOOL DISTRICTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

5 excellent, 6 good, 1 fair

**Comments/Suggestions**

Name tents for speakers would be great!

Seattle presentation excellent provoking many ideas.

Title did not reflect content.

Toledo did a nice job touching on school level actions from Central Office view point.

Wish both of the panelists had been able to attend.

Wow! Thank you Seattle, Toledo, and Cleveland for sharing your successes in school climate!

**LEAN ON ME: FOSTERING LOCAL PARTNERSHIPS TO ENGAGE URBAN STUDENTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 good

**Comments/Suggestions**

Arlington's innovative partnerships maximizing support low SES children needs

**MAN IN THE MIRROR: RECRUITING AND RETAINING EDUCATORS THAT REFLECT URBAN SCHOOL DIVERSITY**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 1 good

**Comments/Suggestions**

Session needs to be conducted at CGCS HR Conference

**LOCAL HEROES: EMPOWERING PARENT AND COMMUNITY DECISION-MAKING IN OUR GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

4 excellent, 1 fair

**Comments/Suggestions**

I loved it

Some of the presenters did not stay true if the topic

**MEDIA FRENZY: DISSEMINATING THE GOOD NEWS OF THE GREAT CITY SCHOOLS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 2 good

**Comments/Suggestions**

Austin portion was great.

Can we get the PowerPoint presentation on the app? Great presentations, enjoyed seeing the data as proof that the strategies work

Congratulations to Cleveland for using media to change their narrative and create positive stories!

Congratulations to Austin for increasing

This session was very helpful in terms of rethinking our marketing strategy.

**COME TOGETHER: UNIFIED DISTRICT APPROACHES FOR STRENGTHENING URBAN SCHOOL PERFORMANCE**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 good

**Comments/Suggestions**

Liked varying perspectives that the panelists brought



**LESSONS LEARNED: BEST INSTRUCTIONAL PRACTICES FROM THREE URBAN SCHOOL DISTRICTS**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 excellent, 2 good

**Comments/Suggestions**

Room set-up made it difficult to see the screen handout of one or two pages might have helped  
Would like to hear more about stumbling blocks and how districts refined their approaches to push through these challenges to increase outcomes

**Breakfast and Speaker, Darienne Driver, Chair of the Council of the Great City Schools**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

21 excellent, 3 good

**Comments/Suggestions**

Appreciated the pace and quality of presentation. Recognition of Michael was very well done with class.

Darienne is my SHERO!!!!

Darienne rocked it! Well done!!

Dr. driver was very inspirational

Dr. Driver's speech was incredibly moving and uplifting.

Everything from the colors presented, the choir, Dr Driver's presentation to recognition of Dr. Casserly's mammoth contributions

Great delivery of message

It was a targeted, well-focused, and passionate presentation.

It was great to hear the focus of this group of leaders

Love Dr. Driver's Collective Impact and Collective Action, and the interweaving of her personal story with Cleveland's story--thank you!

This was a great intro into the PD for today

Very inspirational!

Very inspirational.

**Breakfast and Speaker, Rosario Dawson, Actress and Advocate**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

15 excellent, 4 good, 5 fair, 2 poor

**Comments/Suggestions**

Absolutely fantastic. Motivating and inspiring!!!

Dr Isaac's work has been phenomenal; Ms. Dawson's testimony and work is inspiring

Excellent speaker engaging and insightful

Ms. Dawson was pleasant but didn't really have a message that was unique for this audience.

Much of her message was rambling.

One of the most inspiring presentations I've heard, and highlight of the conference! Intro too long, though.

Outstanding

Passionate young voice...strong & compelling.

Refreshingly passionate about education.

Relevant

She is awe inspiring!!!

She was awesome!!

She was fabulous!!!

The person who introduced Ms. Dawson was very challenged and committed any number of offensive statements

Too political

Very engaging

#### **Lunch and Speaker, Van Jones, CNN Political commentator**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

29 excellent

#### **Comments/Suggestions**

Beyond a wonderful choice!

Excellent presentation

Excellent speaker with great perspectives on our role amongst the political madness.

Exceptional!!!

Extremely honest & enlightening

Fantastic luncheon speaker- thought provoking and entertaining

Finally an inspiring, thoughtful and insightful keynote!

Great motivational speaker

Motivational

Moving & powerful !!! Great message relevant fir educators!

Mr. Van Jones was engaging and relevant with a very balanced and common sense approach to fostering healthy relationships.

Pleasantly surprised with his comments

Really great, what a day for mealtime presentations.

So incredible

Van Jones amazing Pork or eggplant ? Poor choices

Van Jones is the greatest of all time!

Van Jones was excellent - "with liberty and justice for all !"

Van Jones was Outstanding!!

### **Town Hall Meeting on "What Does Equity Really Mean?"**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

14 excellent, 1 good

#### **Comments/Suggestions**

Best town hall I have attended

Don't forget about the parents.

Excellent! However, we needed more Q&A time!

Excellent moderator and excellent panelists! I will definitely attend CGCS 2018! Thank You!

Extremely inspirational.

Fantastic town hall-really in depth conversation. Like the mix of administrators, students and parents

Great interaction --Van Jones an added delight!

Great to see what many are doing to make a difference. Thanks for having the students and parents!

He embodies the mission of the conference

Q&A questions were insightful but difficult to hear. This seems to be a problem in most of the large rooms throughout the conference.

The best speaker I have seen

Thought the panel was unbalanced, some spoke a lot, some spoke very little

Would have liked to hear from all administrators- student perspective did not seem to reflect the actual population

### **Males of Color Task Force Meeting**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

2 excellent, 4 good

#### **Comments/Suggestions**

Appreciate website already shared. Need more info on Title VI.

Strengthen parent participation at every step.

TF goals should have been on a slide \* text on slides needs to be big enough to read to furthest placed chair

### **Meeting of the Achievement and Professional Development Task Force**

How would you rate the contribution of this session toward your professional growth?

#### **Responses:**

4 excellent, 2 good, 1 fair

#### **Comments/Suggestions**

Great resource reports.

Reach out to Guilford County regarding block schedule and the Achievement Gap for males of color

Strong content but session format doesn't foster meaningful discussion.

Upload docs?

What are the critical questions that board members can ask that move the discussion towards continuous progress?

**Joint Meeting of the School Finance Task Force and the Leadership, Governance and Management Task Force**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 good

**Comments/Suggestions**

Appreciated the learning opportunities and looked forward to more in depth conversation from authors

More development of what board's need to function and how to get buy in.

**Meeting of the English Language Learners and Bilingual Education Task Force**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

1 excellent

**Comments/Suggestions**

Great work in this area. Consortium and curriculum purchase concept.

**New Member & Newcomer's Orientation**

How would you rate the contribution of this session toward your professional growth?

**Responses:**

3 good, 1 fair

**Comments/Suggestions**

Good introduction would like more information on Blue Ribbon Panel

Have slides or visuals please to show attendees.

I look forward to participating.

I would like to under more about how potential business partners can engage

More visuals about who you are. Bigger room. How to use service.

## Responses to Bill Gates Survey

There were 89 survey responses

- 1. How would you rate the contribution of this session toward your professional growth?**
  - 31 excellent responses
  - 38 good responses
  - 18 fair responses
  - 2 poor responses
  
- 2. How would you rate the contribution of this session toward your professional growth?**
  - 51 very positive
  - 26 somewhat positive
  - 9 neither positive nor negative
  - 3 somewhat negative
  - 0 very negative
  
- 3. From what you heard in the Keynote Address, will the Bill & Melinda Gates Foundation measure the success of its investments primarily through: Choose 1**
  1. Improvements in student achievement- 59 responses
  2. Improvements in teacher effectiveness- 29 responses
  
- 4. Based on what you heard in the Keynote Address, which of the following comes closer to describing the goal of the Bill & Melinda Gates Foundation's K12 investment strategy moving forward? Choose 1**
  1. Ensuring all students- but especially students of color and low-income students – get a great public education- 63 responses
  2. Ensuring all students get a great public education- 24 responses
  
- 5. Again, based on what you heard in the Keynote Address, which of the following is an important component of the Bill & Melinda Gates Foundation's K12 investment strategy moving forward? Please select all that apply.**
  1. Data-driven continuous improvement and evidence-based interventions- 73 responses
  2. High quality curricula and professional development aligned to state standards- 63 responses

3. Locally-driven solutions identified by networks of schools- 64 responses
4. Individually-paced, personalized learning for students with targeted learning tasks- 20 responses
5. Charter schools, especially seats for special needs students- 59 responses
6. Innovative research to accelerate progress- 49 responses
7. Gathering data on the impact of teacher evaluation systems- 24 responses
8. New initiatives based on teacher evaluations and ratings- 17 responses
9. Alternative disciplinary practices in schools- 3 responses
10. Core social and emotional competencies- 11 responses

### **Comments/suggestions**

1. Before today, I didn't fully know his stance on charter schools. I'm glad his view isn't that of DeVos but I didn't know he supported them to that point. I see the need when it comes to Special Education; however, in some systems it has turned competitive and kids are losing out. I am very interested in learning more and working on a tasks force. We have much work to do and I appreciate his work.
2. Disappointed in his speaking abilities, topics were delivered in an uninspiring way. Actually, quite boring. Very disappointed
3. Educational outcomes for students of color will only improve through a cross-sector approach in which leaders and educators of color are key decision makers. These decision makers must include advocacy groups and community activists.
4. Enjoyed him and was happy to hear that the Gates Foundation will be investing in public schools.
5. Excellent choice for a speaker. Gates appears to be a very good supporter of the CGCS.
6. Exciting new goals for improving k-12 education.
7. Great keynote speaker. Interesting comments and perspectives and appreciate the substantial philanthropic effort. A little confused about the fascination with charter schools.
8. Great presentation, gives public educators/education hope
9. Hearing the presentation provided a more in-depth understanding of the goals of the foundation
10. He was a great get and loved the chance to hear from him. Inspired by the work the foundation is engaged in.
11. Hoping for more detail on evidence-based approaches and how to apply to participate in network of districts/ schools approaches

- 12.** I am grateful for his honesty on the challenges of bringing best practices to scale.
- 13.** I heard a lot about what is needed but not a lot of detail and substance on how the foundation will accomplish it. There was a lot to talk about many factors in a little bit of time and I think the intended message was lost. I would have preferred one or two focus points with a more in-depth presentation.
- 14.** I love that Mr. Gates is collecting data to measure the effectiveness of his message delivery. I will be using this strategy for my future presentations.
- 15.** Impressed with speaker. Glad we have his level of support for public education.
- 16.** It was exciting to hear all of the initiatives funded by their foundation.
- 17.** More examples would have been helpful.
- 18.** My first opportunity to hear Mr. Bill Gates in person! His passion for public education is worthy and righteous. Effective Professional Learning is essential!
- 19.** Slides would have been helpful.
- 20.** Thanks for the opportunity to hear him speak. Inspiring.
- 21.** Thank you to Bill and Melinda Gates for investing in public education!
- 22.** Thought-provoking. How do they disseminate results?
- 23.** Trick question! I heard most of the last question's responses in his Keynote! The keynote and his answers to questions were excellent, but I was only marginally impressed with how closely-connected to the questions being posed... only 1 response seemed to me to specifically answer the person's inquiry. The rest were solid, but general "state of the world and what needs to change" responses
- 24.** Wonderful and inspiring

**LEGISLATIVE CONFERENCE 2018**



# 2018 Annual Legislative/Policy Conference Registration Brochure



March 17-20, 2018

The Mayflower Hotel • Washington, D.C.



# COUNCIL OF THE GREAT CITY SCHOOLS LEGISLATIVE/POLICY CONFERENCE

## Saturday, March 17, 2018

Registration  
Continental Breakfast  
Fall Conference Planning Meeting  
Blue Ribbon Corporate Advisory Group Meeting  
Discussion on State Policy Issues  
The "ABC's" of Federal Education Policy  
Meeting of Legislative & Federal Programs Liaisons  
Executive Committee Meeting  
Task Force Meetings  
New Member & New Attendees Orientation  
Welcome Reception

## Sunday, March 18, 2018

Registration  
Buffet Breakfast  
Board of Directors Meeting  
Great City Colleges of Education Meeting  
Luncheon with Speaker  
Legislative Briefings with Council Staff  
"Taste of Baltimore" Reception

## Monday, March 19, 2018

Breakfast with Speaker  
Policy Briefings with Congressional and Administration Staff  
Luncheon with Speaker  
Capitol Hill Visits (You must arrange your own appointments)  
Reception

## Tuesday, March 20, 2018

Breakfast and Briefing  
Adjourn

## TOPICS TO DISCUSS

- EDUCATION PRIORITIES FOR THE TRUMP ADMINISTRATION IN 2018
- FEDERAL EDUCATION FUNDING FOR SCHOOL YEAR 2018-19
- STATUS OF DACA
- UPDATE ON ESSA ACCOUNTABILITY AND STATE PLANS
- EDUCATION LEGISLATION ON CAPITOL HILL
- PROSPECT FOR SCHOOL INFRASTRUCTURE FUNDING

## HOTEL INFORMATION

**The Mayflower Hotel**  
1127 Connecticut Avenue N.W.  
Washington, D.C. 20036  
phone: 877-212-5752 fax: 202-776-9184

**Make online reservations [here](#).**

*\*Please note that online reservations for the conference can only be made using the above link.*

**The cutoff date for the group rate is February 23rd.** Room rates are **\$253.00 per night, single and double occupancy, plus 14.5% tax.** Two nights' room and tax are required at the time reservation is made. For cancellation after February 13th, the deposit of 2 nights room and tax is non refundable.

**Don't Delay - Rooms are Limited!**

## **REGISTRATION FEES INFORMATION**

### **Payment Methods:**

Payment can be made by card during online registration, or by mailing in a check. Checks should be made payable to the Council of the Great City Schools. **Please have invoice number, registrant name and conference name listed on check.** Please note that purchase order numbers will not be accepted for those registering on-site. A \$100 late fee is applied to registrations received February 19, 2018 through March 16, 2018. A \$200 late fee is applied to on-site registrations (on top of base registration price).

***Unless registering on-site, payment must be received prior to the start date of the conference.***

**\*REFUND AND CANCELLATION POLICY:** Refund requests, cancellations or substitutions must be emailed to: [AVann@cgcs.org](mailto:AVann@cgcs.org). You will receive a full refund if cancellation is received on or before February 19, 2018 and a 50% refund if received from February 20 - March 1, 2018. Cancellations made after March 1, 2018 or no-shows on March 17, 2018 will not receive a refund and will be billed the full amount.

**Fee is waived for Superintendents and official Council School Board Representatives only** (No Proxies). Fee is also waived for sponsors who have been identified through sponsorship information submitted prior to the conference.

### **\*Per Person Rate**

\$175 for Council School District member

\$175 for Council College of Education member

\$375 for Non-member school districts and Education Associations

\$775 Additional person(s) from sponsor company (per person)

\$1,000 for Companies Not Sponsoring (per person)

\$100 late fee (if registration is received February 19 through March 16)

\$200 late fee (On-site registration)

\$150 for Spouse (Spouse will receive special name badge for meal events only)

**Register online at <http://www.cvent.com/2018LegislativeConference>**





COUNCIL OF THE GREAT CITY SCHOOLS  
1331 PENNSYLVANIA AVENUE, N.W.  
SUITE 1100N  
WASHINGTON, D.C. 20004



**Annual Legislative/Policy Conference**  
**March 17-20, 2018**

**SUMMER 2018 EXECUTIVE COMMITTEE  
MEETING**

**COUNCIL OF THE GREAT CITY SCHOOLS**  
**SUMMER MEETING OF THE EXECUTIVE COMMITTEE**

**JULY 20 & 21, 2018**

**Hosted by**  
**Elisa Snelling, Board Member**  
**Anchorage Public Schools**

**CONFERENCE HOTEL:**

**Hilton Anchorage**

500 West Third Avenue

Anchorage, AK 99501

Telephone (907) 272-7411

<http://www3.hilton.com/en/hotels/alaska/hilton-anchorage-ANCAHHF/index.html>

GROUP RATE: \$ 225/night for Single/Double plus 12% tax

**Transportation**

- Ted Stevens International Airport: 7 miles/10 minutes
- Taxi from/to airport: \$17 each way

The Hilton Anchorage hotel is located in the heart of downtown within walking distance of the Alaska Railroad Depot and Anchorage Convention District. Explore popular attractions including the Alaska Museum of History and Art and Fifth Avenue Mall all only 2 blocks from the hotel. Most rooms feature spectacular views of the Chugach Mountain Range, Cook Inlet or cityscape.

Guests of the Hilton Anchorage are sure to remember their Alaskan dining experience when dining within the Hotel. Executive Chef Keith Culhane offers a fantastic American/Alaskan menu to be enjoyed in either Hooper Bay Café, Bruin's Lounge, or within the comfort of guest roomd with their In Room Dining option. Starbucks® Coffee is proudly brewed at the Lobby Coffee Kiosk. The hotel has a fitness center and an indoor pool with a steam room. The business center is accessible 24-hours a day. In room high-speed internet access is complimentary to the CGCS group.

Few things to do in Anchorage include the Alaska Native Heritage Center, Anchorage Museum of History and Art, Earthquake Park, The Alaska Zoo, The Ulu Factory, the Tony Knowles Coastal Trail, Segway Tours of Anchorage, The Bear & Raven Adventure Theatre and Bear-Ly Enough Ice Cream.

**FALL CONFERENCE  
2018**

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

# BUILDING A GENERATION:

# BLUEPRINTS

FOR SUCCESS IN URBAN EDUCATION

SEE YOU IN

OCTOBER 24–28, 2018

**BALTIMORE**  
BALTIMORE



**COUNCIL OF THE GREAT CITY SCHOOLS**

**62nd ANNUAL FALL CONFERENCE**

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

**OCTOBER 24 - 28, 2018**

**CONFERENCE HOTEL:**

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

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

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



**FALL CONFERENCE  
2019**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **63rd ANNUAL FALL CONFERENCE**

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

**OCTOBER 20 - 28, 2019**

### **CONFERENCE HOTEL:**

**Omni Louisville Hotel**  
400 South 2<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**



January 8, 2018

Dear Great City School Leader:

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

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

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

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

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

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

Sincerely,

Michael Casserly  
Executive Director

## **Criteria for Selection of Fall Conference Host Cities**

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

## Sites of Fall Conferences

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

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



## **COMMUNICATIONS**

**PRESS RELEASES**

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)

**EMBARGOED FOR RELEASE**

October 19, 2017 (9 p.m., Eastern)

CONTACT: Henry Duvall

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

## **Long Beach School Board Member Named Top Urban Educator**

CLEVELAND, Oct. 19 – School board member Felton Williams of California’s Long Beach Unified School District tonight received recognition as the 2017 Urban Educator of the Year at the Council of the Great City Schools’ 61<sup>st</sup> Annual Fall Conference here.

Eleven school board members from big-city school districts competed for the nation’s highest honor in urban education leadership, recognizing in alternating years an outstanding superintendent and school board member from 69 of the largest urban public-school systems in the country.

Urban school leaders applauded Williams during the Council’s 28<sup>th</sup> Annual “Urban Educator of the Year” award banquet, where he received the prestigious Green-Garner Award by his peers.

Sponsored by the Washington, D.C.-based Council, Aramark K-12 Education and Scholastic, Inc, the top prize is presented each year 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.

Williams has been on the Long Beach Board of Education for more than 13 years, serving multiple terms as president and vice president of the 75,000-student school system’s policymaking body. He has led efforts to improve student academic performance, including the planning of the district’s Academic and Career Success Initiative. He developed a program to increase the number of students of color pursuing Advanced Placement (AP) courses and exams, and recommended adoption of an ethnic studies program in partnership with California State University, Long Beach.

The former college dean has also contributed to improving urban education nationally. He is the immediate past chair of the Council of the Great City Schools’ Board of Directors.

“Felton Williams has made substantial contributions to urban public education at both the local and national levels,” says Council Executive Director Michael Casserly. “His passion for equity and excellence has had a profound effect on how all of us serve our urban students. There could be no one more deserving.”

As the recipient of the 2017 Green-Garner Award, Williams receives a \$10,000 college scholarship to present to a student.

# # #

# Department of Education Withdraws Outdated Subregulatory Guidance

October 27, 2017

**Contact:** Press Office, (202) 401-1576, [press@ed.gov](mailto:press@ed.gov)

**WASHINGTON**— As part of the ongoing Administration-wide effort to reduce the regulatory burden on Americans, today the Department of Education announced it will withdraw nearly 600 out-of-date pieces of subregulatory guidance on its books. Each item has been either superseded by current law or is no longer in effect. Removing these out-of-date materials will make it easier for schools, educators, parents and the public to understand what guidance is still in effect.

Appointed on April 25, 2017, the Department's Regulatory Reform Task Force, composed of career and non-career employees, has analyzed Department regulations and policy guidance for possible repeal, modification or replacement over the last six months. As part of this review, which involved attorneys from the Department's Office of General Counsel, the Task Force identified hundreds of subregulatory documents that are ready for withdrawal due to being superseded by current law or simply out-of-date.

As part of its review, the Task Force has directed Principal Offices in the Department to conduct stakeholder outreach to solicit input on regulations and guidance that are ready for repeal, replacement or modification. The Department also sought public input through a request for comments in the Federal Register and received 16,391 comments by the time the 90 day comment period closed on September 20, 2017. These comments are currently under study by the Task Force.

## Office of Elementary and Secondary Education (OESE)

**Outreach:** U.S. Secretary of Education Betsy DeVos convened a listening session on October 2, 2017, with education policy and thought leaders who individually presented views on the topic of regulatory relief for State educational agencies, local school districts, schools, teachers and administrators. The Department also sought and received input from a cross-section of stakeholder groups including, but not limited to, The School Superintendents Association, Council of Chief State School Officers, **Council of the Great City Schools**, Education Trust, Interstate Migrant Education Council, National Alliance for Public Charter Schools, National Association of State Boards of Education, National Association of Federally Impacted Schools, National Governors Association, National Indian Education Association, National Indian Impacted Schools Association, National Title I Association, and United Parent Leaders Action Network.

**Action:** From 228 guidance documents, OESE has identified 97 out-of-date guidance documents for withdrawal.

Examples of OESE guidance documents being withdrawn include those relating to the 1994 amendments to the ESEA (Cross-Cutting Guidance to the Elementary and Secondary Education Act), to long ago appropriations (Guidance on the FY 2000 Appropriation for School Improvement), to grant programs that no longer exist (Gulf Coast Recovery Grant Initiative), and to policy letters to States under NCLB (NCLB Policy Letters to States—Use of Funds for Districts and Schools Identified for School Improvement).

### **Office of Special Education and Rehabilitative Services (OSERS)**

**Outreach:** OSERS hosted more than 1,000 people at its Annual Leadership Conference on July 17-19, 2017, where attendees were provided three opportunities to provide feedback on the regulatory reform process. On September 11, 2017, OSERS conducted an on-site meeting with more than 60 organizations representing parents, disability advocates, civil rights groups and education associations. During monthly and quarterly phone calls, OSERS also alerted State Directors of Special Education, State Part C Coordinators for Early Intervention, and members of the Council of State Administrators for Vocational Rehabilitation to the opportunity to submit comments on regulatory reform. OSERS also conducted a stakeholders call open to the public on October 24, 2017, concerning the superseded, out-of-date guidance that it intends to withdraw.

**Action:** Out of 169 documents, OSERS identified 72 out-of-date guidance documents for withdrawal.

Examples include guidance going back to the early 1980s, such as OSEP's Informal Letter to Chief State School Officers on Data Submissions Due During FY 1983 or those superseded by statute or regulation (like OSEP's May 4, 2000 Memo 00-14 Qs & As on Obligations of Public Agencies Serving Children with Disabilities Placed by their Parents in Private Schools).

### **Office of Postsecondary Education (OPE)**

**Outreach:** OPE held two public hearings (at Salt Lake Community College in Sandy, UT, on September 26 and at the Department of Education, Washington, DC, on October 4).

**Action:** Out of 1,171 documents, OPE has identified 398 out-of-date guidance documents for withdrawal. OPE will archive these materials in the coming months.

Examples include many guidance documents dating back to 1994, such as those relating to closed invitations for Experimental Site Initiatives (such as GEN 13-21, Invitation to Participate in the Experimental Sites Initiative) and historical occurrences, like the flooding that occurred in 1997 in North Dakota, South Dakota and Minnesota.

The **Office of Career, Technical, and Adult Education**, the **Office of Innovation and Improvement**, and the **Office of the Chief Financial Officer** conducted similar outreach efforts and are also withdrawing out-of-date guidance documents.

For a look at the Regulatory Reform Task Force's full report and a list of out-of-date subregulatory guidance by POC, [click here](#).



DUVAL COUNTY  
PUBLIC SCHOOLS

FOR IMMEDIATE RELEASE

CONTACT: Laureen Ricks  
904.390.2211

## **“COURAGE IN CRISIS” AWARD PRESENTED TO DCPS FOR SERVICES PROVIDED DURING HURRICANE IRMA**

**JACKSONVILLE, FL., OCT. 27, 2017** – In recognition of the tremendous relief efforts provided by Duval County Public Schools during Hurricane Irma, the district was awarded a “Courage in Crisis” honor by the Council of Great City Schools, a national association of urban public school districts. This honor was announced and presented on Friday to DCPS Superintendent Dr. Patricia Willis during the district’s recognition ceremony for all employees who served during the storm

“This award belongs to all of you,” Dr. Willis said to the more than 200 employees present representing school-based staff, administrators, school police, food service workers and maintenance and operations staff. “You all worked tirelessly for the cause of children. That is why we do this work, and none of this could have been accomplished without your efforts.”

DCPS staff and facilities were instrumental in helping ensure community safety throughout the entire hurricane period. Eleven of the 12 facilities designated as hurricane shelters were district schools. Before the storm, employees helped prepare each shelter school and distributed more than 2,000 cots, 300 animal cages, 800 sleeping mats and 1,400 blankets. During the storm, teams of maintenance staff, administrators, food service personnel, and school police were at each shelter school around the clock to provide support. Afterwards, administrative teams, operations staff and school police worked to assess damage, clean and sanitize schools, clear debris and ensure campuses were safe for reopening. In total, approximately 466 employees were involved in Hurricane Irma relief efforts.

### **About Duval County Public Schools**

Duval County Public Schools is the 20th largest school district in the nation, educating more than 128,000 students in over 190 schools. Its mission is to provide educational excellence for every school, in every classroom, for every student, every day. Visit [www.duvalschools.org](http://www.duvalschools.org) to learn more.

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

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 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 and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge to deliver the best possible education for urban youth. [www.cgcs.org](http://www.cgcs.org)

#####



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Tonya Harris

202-393-2427

[tharris@cgcs.org](mailto:tharris@cgcs.org)

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

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

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

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

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

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

###

### **About Husch Blackwell**

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

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

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

### **About the Education Law Association**

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



**PRESS ADVISORIES**

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)

## MEDIA ADVISORY

October 16, 2017

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

### **Bill Gates, Van Jones and Rosario Dawson, and Town Hall Meeting On Equity Highlight Conference of Nation's Urban School Leaders**

WASHINGTON, Oct. 16 – Philanthropist Bill Gates, co-chair of the Bill & Melinda Gates Foundation, will deliver a keynote address at the Council of the Great City Schools' 61st Annual Fall Conference, Oct. 18-22, in Cleveland, as will CNN commentator Van Jones and actress Rosario Dawson.

The conference will also feature a national town hall meeting on equity in education, moderated by Van Jones.

More than 1,000 big-city school superintendents, board members and senior administrators from around the nation will exchange best practices in instruction and operations at the Hilton Cleveland Downtown hotel under the banner "Advancing the State of Urban Education." Some 75 discussion sessions are scheduled. (Access [www.cgcs.org](http://www.cgcs.org) for conference agenda.)

The pinnacle event of the conference will be the **National Town Hall Meeting -- *What Does Equity Really Mean?*** The 90-minute program, scheduled Oct. 20 from 2:30 to 4 p.m., will feature a panel of urban-school leaders, a parent and two students.

On the evening of Oct. 19, anticipation will be in the air when the "**Urban Educator of the Year**" is named. Eleven school board members from urban school districts are finalists.

Hosted by the Cleveland Metropolitan School District, the five-day conference will feature three keynote speakers:

- Philanthropist Bill Gates (Oct. 19 lunch);
- Actress Rosario Dawson (Oct.20 breakfast); and
- CNN contributor Van Jones (Oct. 20 lunch).

# # #

**The *Twitter* hashtag for the conference is [#cgcs17](https://twitter.com/cgcs17)**

**Bill Gates address to be streamed live at <http://clevelandMetroSchools.org/CGCS17>**

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)

## **MEDIA ADVISORY**

October 16, 2017

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

### **Equity in Education Focus of National Town Hall Meeting**

#### ***CNN's Van Jones to Moderate Forum***

WASHINGTON, Oct. 16 – CNN political commentator Van Jones will moderate a discussion on *What Does Equity Really Mean?* featuring a panel of urban-school leaders, a parent and two students on Oct. 20 in Cleveland.

The 90-minute forum is being held in conjunction with the Council of the Great City Schools' 61<sup>st</sup> Annual Fall Conference, Oct. 18-22, where more than 1,000 big-city school leaders from around the nation will converge. The national town hall meeting is held every year to focus on an issue of the day in urban education.

**WHO: CNN contributor Van Jones, Moderator**

Cleveland Metropolitan School District CEO Eric Gordon  
Milwaukee Public Schools Superintendent Darienne Driver  
Denver school board member Allegra "Happy" Haynes  
Dallas Independent School District Superintendent Michael Hinojosa  
Cleveland parent Jessica Nelson  
Cleveland high-school senior Shauntia Adams  
Cleveland 10<sup>th</sup>-grader Jonathan Chikuru

**WHAT: National Town Hall Meeting:  
*What Does Equity Really Mean?***

**WHEN:** Friday, Oct. 20 (2:30-4 p.m., Eastern Time)

**WHERE:** Hilton Cleveland Downtown Hotel, Hope Ballroom D (3<sup>rd</sup> Floor)

# # #

**The Twitter hashtag for the town hall meeting is #cgcs17**

**Town Hall Meeting to be streamed live at <http://ClevelandMetroSchools.org/CGCSTownHall17>**

## **SOCIAL MEDIA**

# Social Media Report

**Tracking The Council's Social Presence**

**Annual Report**  
**Analysis of 2017**



# Twitter Goals

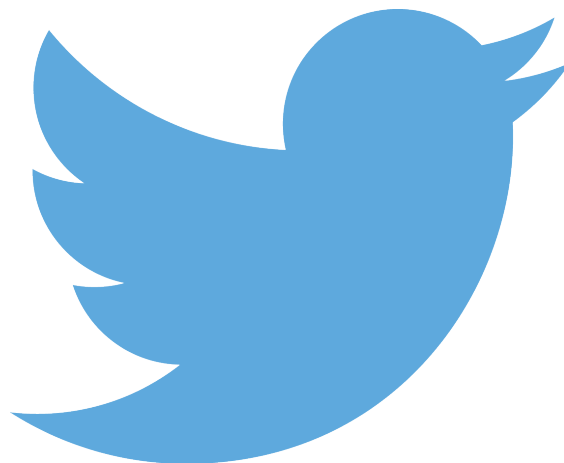
---

The Council's Twitter monthly goals for the 2017 calendar year were created after analyzing data from the end of 2016, after the Communications team was once again fully staffed, and reviewing what the organization wanted and needed from social media.

Four goals were then set as both ambitious and attainable parameters. The monthly goals were based on:

- **Content; post 60 tweets**
- **Impressions; earn 45,000 impressions (measures the total number of views of tweets)**
- **Engagement; average 2 link clicks per day**
- **Followers; gain 40 new followers**

The following is a month-to-month summary that includes data, statistics, and a short description of notable information for that month.



# Twitter Results

---

## **January - 3 out of 4 goals accomplished**

- 80 posts
- 47,400 impressions
- 75 link clicks/averaged 2 per day
- 37 retweets
- 117 likes
- 34 new followers

Established goals and expectations for the year.

## **February - 4 out of 4 goals accomplished**

- 93 posts
- 45,000 impressions
- 46 link clicks/averaged 2 per day
- 32 retweets
- 114 likes
- 41 new followers

New #OnTheMove hashtag performed well.

## **March - 4 out of 4 goals accomplished**

- 95 posts
- 63,400 impressions
- 123 link clicks/averaged 4 per day
- 99 retweets
- 199 likes
- 129 new followers

Gained over 100 new followers thanks to Legislative/Policy Conference in Washington D.C.

# Twitter Results

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## ***April - 1 out of 4 goals accomplished***

- 53 posts
- 30,100 impressions
- 75 link clicks/averaged 3 per day
- 21 retweets
- 52 likes
- 37 new followers

Spring breaks across the country affected stats.

## ***May - 3 out of 3 goals accomplished***

- 90 posts
- 73,600 impressions
- 170 link clicks/averaged 5 per day
- 86 retweets
- 206 likes
- New follower data unavailable this month

High #BIRE2017 (Bilingual Meeting) coverage.

## ***June - 3 out of 4 goals accomplished***

- 64 posts
- 43,500 impressions
- 178 link clicks/averaged 6 per day
- 48 retweets
- 118 likes
- 47 new followers

Quality content kept public aware of Council districts even in the summer.



# Twitter Results

---

## **July - 3 out of 4 goals accomplished**

- 48 posts
- 50,900 impressions
- 75 link clicks/averaged 2 per day
- 76 retweets
- 203 likes
- 83 new followers

Multimedia posts were extremely well received.

## **August - 3 out of 4 goals accomplished**

- 53 posts
- 73,300 impressions
- 105 link clicks/averaged 3 per day
- 98 retweets
- 263 likes
- 69 new followers

A variety of posts obtained high engagement.

## **September - 4 out of 4 goals accomplished**

- 70 posts
- 63,800 impressions
- 110 link clicks/averaged 4 per day
- 53 retweets
- 178 likes
- 77 new followers

High quality content on current issues like DACA and tragic hurricanes.

# Twitter Results

---

## **October - 4 out of 4 goals accomplished**

- 158 posts
- 172,400 impressions
- 167 link clicks/averaged 5 per day
- 329 retweets
- 907 likes
- 364 new followers

#cgcs17 (Fall Conference) saw unmatched success and established a new apex.

## **November - 3 out of 4 goals accomplished**

- 38 posts
- 60,800 impressions
- 141 link clicks/averaged 5 per day
- 94 retweets
- 248 likes
- 76 new followers

High engagement with posts on Council in Puerto Rico.

## **December - 2 out of 4 goals accomplished**

- 25 posts
- 35,200 impressions
- 98 link clicks/averaged 3 per day
- 16 retweets
- 55 likes
- 43 new followers

Holiday season affected stats.

# Other Social Media

---

Though used at a lesser consistency than Twitter, the Council does publish content through other social media outlets. These include Facebook, LinkedIn, Vimeo, and YouTube.

In 2018, goals and data analysis will be conducted for the Council's Facebook page in similar fashion to how Twitter is now. Also, the Council plans to increase quality and output of video content in the new year.



**YouTube**

# 2017 Highlights

Here are only a few of the many amazing tweets and mentions of 2017!



CGCS

@GreatCitySchls

Watch what these students were up to at an ELL Summer Program in Anchorage!

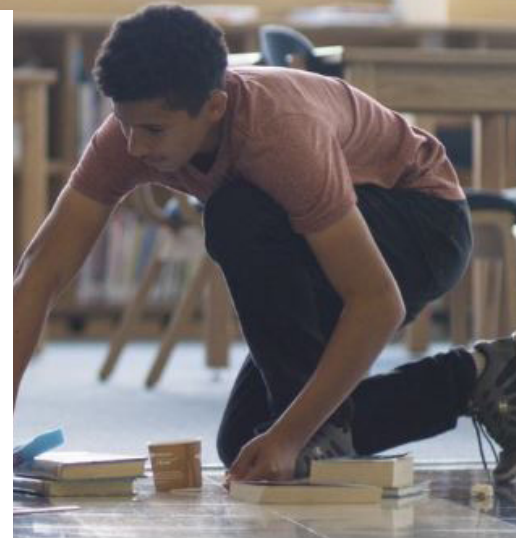
[@ASD\\_Info vimeo.com/230095512](https://www.vimeo.com/230095512)



CGCS

@GreatCitySchls

Wow! @SContreras and Linda Welborn, Board Member of @GCSchoolsNC, gave \$10k raised by students to @HoustonISD and @dallasschools #cgcs17



# 2017 Highlights



**Bill Gates** ✓  
@BillGates

Follow

I had the privilege of speaking with [@GreatCitySchls](#) about how we can continue to address inequities in public ed:  
[b-gat.es/2guJAyd](https://b-gat.es/2guJAyd)



**Eric S. Gordon, CEO**  
@EricGordon\_CEO

Following

Just surprised [@CLEMetroSchools](#) grad Brinden Harvey with \$10,000 [@GreatCitySchls](#) Green-Garner Scholarship! He will attend [@BaldwinWallace](#) !



**CGCS**  
@GreatCitySchls

Current mood of the ENTIRE room during a great presentation from [@AustinISD](#) at our Public Relations Executive Conference



# 2017 Highlights



CGCS

@GreatCitySchls



Council's Statement Condemning #DACA Rollback [tinyurl.com/ydgmv69e](http://tinyurl.com/ydgmv69e)



Rebecca Suárez

@SuarezRebecca

Following



Talented women executives from urban school districts across the US at @GreatCitySchls #SanAntonio



CGCS

@GreatCitySchls



Council Helps Open School in Puerto Rico!



190

# 2017 Highlights



**CGCS**  
@GreatCitySchls



4 Urban Students Honored by Council and @exxonmobil as 2017 Math and Science Scholarship Winners [bit.ly/2smz4AG](http://bit.ly/2smz4AG)



**Jose Larrea-Garcia**  
@larreapbc

Follow

Spreading the word to representatives across the nation that providing ELLs equity access to complex text is possible #BIRE2017



**CGCS**  
@GreatCitySchls



"We need each other. I've never seen a bird fly without a left wing ... or a right wing." - @VanJones68 #cgcs17



**ARTICLES ON PUERTO RICO**



## ***Education Week***

# **About 90 Percent of Puerto Rico's Schools Are Open, But Enrollment Is Down**

By [Andrew Ujifusa](#) on December 5, 2017 8:03 AM

The vast majority of Puerto Rico's schools are back online, but that's not even close to the end of [the issues facing the island's educational system](#).

Last Friday, we spoke with the island's Secretary of Education Julia Keleher about the state of K-12 there. Here's the update she gave us:

- 1,075 schools have reopened. That's compared to the nearly 1,200 schools that were open on the island before Hurricane Maria hit the island in late September. (Before the storm, the island had closed a large number of schools due to financial problems.)
- Keleher said 38 schools have been permanently closed due to structural damage.
- The number of students enrolled stands at about 331,000, down from approximately 350,000 before Maria hit. However, Keleher called the 331,000 figure a "fluid" number.
- She didn't have info on the number or share of teachers who have come back to schools. Keleher granted a hardship waiver so that teachers have until January to return to work.

Keleher also singled out the **Council of the Great City Schools**, a district leadership organization, for helping Puerto Rico's K-12 leaders manage the challenges of getting schools back on their feet.

But she remains concerned about the condition of the schools that have reopened, such as the mold in many schools that have suffered water damage. Puerto Rico is a single, unified school district under the control of Keleher's department, although she was in the process of trying to beef up local control of schools when the hurricane hit. When we asked her why she had agreed to allow such schools to open, she stressed that while her department had mitigated the worst potential issues, there is also tremendous pressure in local communities to get the schools up and running.

Communities on the U.S. mainland would not accept the circumstances under which many Puerto Rican schools are opening, Keleher added.

"I am not satisfied with these conditions," Keleher said. "We're mitigating the major risks. But the expectation should not be that schools have mold."

Puerto Rico's schools were allowed to re-open without power, although they did need to be able to provide water to students.

## *Albuquerque News*

# APS leader joins crew assessing school safety in Puerto Rico

*Erica Zucco*

*November 27, 2017 06:17 AM*

ALBUQUERQUE, N.M. -- As Albuquerque Public Schools Maintenance and Operations Executive Director John Dufay assessed schools ravaged by hurricanes in Puerto Rico, he found himself both heartbroken and inspired.

“The devastation was unbelievable. But the thing is, none of the people there that we met and talked to and ate with and everything else, ever took themselves as a victim,” Dufay said. “And none of them ever felt sorry for themselves. It was just like, ‘Hey, we’re moving on -- whatever it’s going to take.’”

Dufay served on a team with the **Council of Great City Schools** to assess existing school structures and decide whether they were safe for students to return to after hurricane damage in Puerto Rico. Dufay said Puerto Rico Secretary of Education Julia Keleher knew staff and families were eager to get kids back into classrooms but wanted to balance that desire with safety and to make sure that the bar for acceptability wasn’t set too low.

The team trekked across the island, analyzing the structures of buildings and making tough calls about what should happen next.

“It was ‘Do we let the schools open as long as they’re safe?’” Dufay said. “[We’d tell school staff] we think they’re safe. We did structural inspections. We thought everything was safe, [but there was still no power]. We’d be asked the question, ‘Why do we need electricity?’ Well, that’s something we think is important. But to them, it’s ‘No it’s not. We have an open roof. We have walls. But as long as it’s not raining, what does it matter?’”

Dufay said the schools play an important role in entire neighborhoods.

“The school is the hub of their communities, just like it is here,” he said. “But especially in the mountains because it’s where they congregate. That’s their community center. That’s where the kids go to eat. That’s where they see their friends and have some normalcy of life, of their whole existence.”

But the drive to make sure kids are able to keep up comes from an importance placed on education itself.

“It's their ticket out of poverty,” Dufay said. “It’s not a ticket out of Puerto Rico. It’s this ticket to the next step. They’re so proud. They want to stay there, just a lot of people are trying to survive.”

In some cases, Dufay and the team had to make the assessment that schools just weren’t ready to reopen. But sometimes, they were.

In one neighborhood, Dufay met school staff that came together to rebuild classrooms themselves after construction crews left to take on work in other towns. They spent weeks scrubbing each floor and wall, repainting the classrooms and making them as habitable as possible.

The Council of Great City Schools assessed the structure, and teachers watched and waited for an answer.

“How do you say no after all this?” Dufay said. “Forty-five days they've been cleaning, working and they let their own houses just go. They came every day -- parents, kids, the staff, doing it all themselves.”

Dufay said they were so glad to be able to give them the answer they’d been waiting for.

“It was like the greatest celebration when we said, let's open it, and they were thrilled,” he said.

Dufay said no one wants to jump the gun, but with each passing day that schools remain closed, the education system is losing steam. He said more than 20,000 students have already left the island. If they have money or access, they’re now living with relatives on the U.S. mainland. In many cases, teachers are also moving to serve in those districts.

“When you get off the plane there's a kiosk for teachers,” Dufay said. “They'll hire you right there and then, they have records, they're hiring teachers before they even get their luggage.”

They have pride in the island and want to return, Dufay said, but it’s hard to tell whether they will in some cases.

“They're leaving, a lot are planning on coming back,” he said. “But it’s hard when they have nothing and some places they can’t even get back to their homes.”

## ***KOB-TV4 Albuquerque***

# **APS leader joins crew assessing school safety in Puerto Rico**

*Erica Zucco*

*November 27, 2017 06:17 AM*

ALBUQUERQUE, N.M. -- As Albuquerque Public Schools Maintenance and Operations Executive Director John Dufay assessed schools ravaged by hurricanes in Puerto Rico, he found himself both heartbroken and inspired.

“The devastation was unbelievable. But the thing is, none of the people there that we met and talked to and ate with and everything else, ever took themselves as a victim,” Dufay said. “And none of them ever felt sorry for themselves. It was just like, ‘Hey, we’re moving on -- whatever it’s going to take.’”

Dufay served on a team with the **Council of Great City Schools** to assess existing school structures and decide whether they were safe for students to return to after hurricane damage in Puerto Rico. Dufay said Puerto Rico Secretary of Education Julia Keleher knew staff and families were eager to get kids back into classrooms but wanted to balance that desire with safety and to make sure that the bar for acceptability wasn’t set too low.

The team trekked across the island, analyzing the structures of buildings and making tough calls about what should happen next.

“It was ‘Do we let the schools open as long as they’re safe?’” Dufay said. “[We’d tell school staff] we think they’re safe. We did structural inspections. We thought everything was safe, [but there was still no power]. We’d be asked the question, ‘Why do we need electricity?’ Well, that’s something we think is important. But to them, it’s ‘No it’s not. We have an open roof. We have walls. But as long as it’s not raining, what does it matter?’”

Dufay said the schools play an important role in entire neighborhoods.

“The school is the hub of their communities, just like it is here,” he said. “But especially in the mountains because it’s where they congregate. That’s their community center. That’s where the kids go to eat. That’s where they see their friends and have some normalcy of life, of their whole existence.”

But the drive to make sure kids are able to keep up comes from an importance placed on education itself.

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Dufay said no one wants to jump the gun, but with each passing day that schools remain closed, the education system is losing steam. He said more than 20,000 students have already left the island. If they have money or access, they're now living with relatives on the U.S. mainland. In many cases, teachers are also moving to serve in those districts.

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## *Greensboro News & Record*

# Guilford County Schools leader in Puerto Rico to help reopen schools

By [Jessie Pounds jessie.pounds@greensboro.com](mailto:jessie.pounds@greensboro.com)

November 6, 2017

**GREENSBORO** — Julius Monk, Guilford County Schools' director of facilities, sometimes gets to sit in the hot seat at school board meetings, fielding questions about the condition of schools and construction and renovation projects.

Now he's using his expertise in Puerto Rico in the aftermath of the Sept. 20 landfall of Hurricane Maria.

Out of 1,013 schools, 515 have reopened at some capacity, according to Monk.

He's there this week as part of a team of eight school leaders from across the country aiding the U.S. Department of Education in evaluating the condition of schools in the U.S. territory. They want to get as many schools back open as possible, while making sure they are safe to house students.

"This is certainly a huge opportunity to give to a school system that is desperate to get back up and open again," Monk said, in a statement shared by Guilford County Schools.

One of Monk's teammates is Eugene Salazar, director of business operations for the Houston Independent School District. Houston experienced its own educational challenges this semester due to flooding from Hurricane Harvey.

Other teammates include directors from other major U.S. school districts, as well as, Michael Casserly, executive director of the **Council of Great City Schools**.

The team left for San Juan on Sunday and expect to return next week.

## *Guilford County Public Schools*

# **Post-Hurricane Puerto Rico: What A GCS School Official Saw**

Julius Monk will have that scene etched in his mind forever – a concrete slab, a classroom with no roof and a principal asking him simply for a list of supplies to make the repairs.

Monk had to tell her.

No amount of supplies would make her school right. Her school needed major work, and her school had to remain closed.

She was heartbroken. Monk could tell by her face. But he could really tell by her commitment.

She had a school for children ranging from 18 months to six years old, tucked in the southeastern corner of Puerto Rico where parents and volunteers stood ready to rebuild a communal hub in Yabucoa, a city of 38,000 people.

But that couldn't be done. A hurricane with 155 mph winds barreled into the school and ripped off the roof, waterlogged her classrooms and made the walls feel like putty.

“That tugs at your heart,” Monk says.

He knows what he's talking about.

In Guilford County, Monk makes sure every school has warm classrooms, a stable roof and the safest space where education can happen for 72,000 students attending the county's 126 public schools.

Monk is the executive director of facilities for Guilford County Schools, and he and his 14-person staff inspect and monitor the district's 12 million square feet that represent the brick-and-mortar memory maker where students can learn and grow.

But in Puerto Rico, Monk was the truth teller. He was one of seven people picked from seven school districts nationwide to review the damage caused by Hurricane Maria to the island's schools.

He went in early November, and he joined construction experts from Baltimore, Cleveland, Houston, Miami, New Mexico and Fresno, Calif.

In eight days, they saw 33 of the island's 1,300 schools. They traveled as close as 15 minutes from their hotel in San Juan to three hours away into the island's mountainous western side where roads were as steep as a rollercoaster incline.

Monk was invited because Dr. Sharon Contreras, Guilford County Schools' superintendent, is an executive committee member of the **Council of Great City Schools**.

The council is an organization that brings together 68 of the country's largest urban public school systems to look for ways to help one another educate the next generation.

This time, the Council of Great City Schools looked southward to help Puerto Rico.

So, Monk went. He had never been to Puerto Rico. But he had been through hurricanes before.

He grew up in Warsaw, N.C., and he remembers filling bathtubs full of water, riding out a hurricane with his cousins in his grandmother's house and losing power for at the most two weeks.

But not for three months like in Puerto Rico.

Hurricane Maria caused at least \$72 billion in damages, blacked out the entire island and killed, according to some estimates, nearly 1,100 people.

There are still sections of the island without power, and according to the Washington Post, Puerto Rico is now struggling to function during the largest blackout in U.S. history.

That is what Monk saw firsthand.

During his island-wide inspections, he visited schools in various stages of repair and ruin. He walked into some schools where backpacks hung on the back of desks, and teachers asked him to speak English for their students.

It all looked normal – except when he asked about what happened and heard how a troop of volunteers came together and worked weeks to repair what Hurricane Maria had damaged.

He saw heating and air conditioning units as big as VW Beetles tossed like a toy car off a roof and spotted big utility transformers propped on a 2-by-4 in the middle of the road.

He walked into buildings where the island's heat and the aftermath of the storm surge had turned dry wall into rot and created a smell that caused him to inhale deeply, put on a mask and walk quick.

Then there was the bridge.

He and his cadre of American school officials drove over a bridge to see a school. Forty-five minutes later, the bridge disappeared. A river swallowed it.



Monk stood on the other side and took a video of a truck driving across an underwater bridge, and he immediately remembered when he was a teenager in Warsaw driving through standing water and feeling his Geo Metro lose control.

It was the most frightened Monk had ever been in his life. And here was a guy in a truck driving across a submerged bridge – and he made it.

Monk saw that perseverance everywhere in Puerto Rico, an island 100 miles long and 30 miles wide. He realized that the people he talked to and the teachers he met weren't waiting on federal assistance.

They were relying on themselves.

He saw communities rallying to repair their schools, and when he and the other school officials talked to Julia Keleher, Puerto Rico's secretary of education, they heard firsthand what the U.S. territory wanted done.

They saw Keleher's passion and her tears. She cried on them.

Like many, Monk had heard all these rumblings about Puerto Rico's commitment and read the Twitter rants from President Donald Trump. But what he saw in Puerto Rico as he and the others worked 16-hour days, made him pause and think about priorities.

"Let's be better stewards and not punish children," Monk says today. "If students miss 60 days or 90 days of school at a time, you're affecting future generations on that island, and there is no way we'd allow that to happen in North Carolina, the continental United States or on our island state of Hawaii.

"Puerto Rico, they deserve the same human decency as everyone else. They are our brothers and sisters, they're Americans like us."

After a week of observing, of not taking showers for two days and climbing 16 flights of stairs to his hotel room when the power was off, Monk and his American school officials gave Keleher a 236-page report on what needed to be done.

Then, two weeks before Thanksgiving, Monk flew home to see his wife, Selena, and his two boys, Jack and Tyler.

"Dad, did you build anything?" asked Tyler, 10.

"No, Daddy just looked at it and wrote stuff down," he told his boys. "But I saw kids like you."

Before Monk caught his flight home, he spent eight hours in an airport in San Juan and thought about what he saw – the stoicism of principals, the resilience of teachers, the tears of Keleher and the diligence of the group's driver, Manuel.

“How are they going to get along?” he kept thinking.

“You have all this time alone, thinking about the things you saw with your own eyes and you realize there’s something about overcoming tragedy that brings people together,” Monk says. “I felt like I left a piece of myself there.”

He also felt he got a clearer picture of the importance of what he does in Guilford County.

“People talk about the need to focus on reading, writing and math,” he says. “But you also have to make sure the facilities are maintained and the technical support is there so our students can learn or they won’t learn it all.

“You don’t want students going to school where classrooms are 80 degrees one day and 50 degrees the next,” he says. “You want them to have facilities they can be proud of, and you want them to know that we care about their well-being.

“It reminds me of the quote we have on our wall (in the hallway outside his office) ‘What can we do if we aren’t afraid?’ When we’re not afraid, we can focus on the students -- and everything else will work the way it’s supposed to.

**ARTICLES ON THE FALL CONFERENCE**

*The Washington Post*

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

By [Moriah Balingit](#) October 19

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

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

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

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

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

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

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

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

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

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

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

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

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

**CNBC**

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

[Abigail Hess](#) | [@AbigailJHess](#)

10:23 AM ET Mon, 30 Oct 2017

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

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

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

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

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

## 1. Collect data

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

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

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

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

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

## **2. Work locally**

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

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

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

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

## **3. Improve curriculum**

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

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

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

## **4. Help students with special needs**

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

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

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

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

## **5. Fund research**

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

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

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



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

# Gates Foundation to Shift Education Focus

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

By [Lauren Camera](#), Education Reporter | Oct. 19, 2017, at 12:02 p.m.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Oct. 20, 2017, 1:00 PM

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

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

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

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

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

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

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

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

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

## *Edtech Business*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

—Clarence Tabb Jr./CGCS

### Foundation pivots from previous priorities

By **Francisco Vara-Orta**

October 19, 2017

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



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

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

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

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

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

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

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

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

2. It will focus on “locally-driven solutions” that networks of schools will identify as working well with more potential to improve, with a focus on those that use a “continuous improvement” methodology that relies on data and feedback to incrementally reach set outcomes.
3. It will help to develop curricula and professional development models aligned to state standards, despite the political fallout that accompanied the adoption of the common core in some states.
4. It will do more in support of high-quality charters—with an emphasis on efforts that improve outcomes for special needs students, especially those with mild-to-moderate learning and behavioral disabilities.
5. It will make more funding available for “innovative” research to accelerate progress for underserved students.

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

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

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

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

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

### **A Change in Approach?**

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

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

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

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

## *Fresno Bee*

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

By Mackenzie Mays

October 24, 2017 1:40 PM

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

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

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

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

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

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

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

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

Bill Gates at the Great City Schools conference

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

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

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

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

## *Ideastream*

# Gates Announces Education Investments at Cleveland Conference

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

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

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

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

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

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

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

## *Social Good*

# **Bill Gates announced a massive investment in public education**

Billionaire Bill Gates is investing big time in public education.

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

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

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

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

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

The Bill & Melinda Gates Foundation has already put \$3.4 billion toward public education, according to the [Washington Post](#).

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

*The 74*

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

By [Kate Stringer](#) | October 18, 2017

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

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

The livestream can be viewed at the [Council's website](#) at 12:50 p.m. Eastern Time.

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

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

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

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

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



## *Gates Notes*

# Our Education Efforts Are Evolving

By [Bill Gates](#)

| October 19, 2017

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The conditions for developing and spreading new approaches in education, particularly technology-enabled ones, are better than ever. Broadband access in schools is reaching 90 percent. Students and teachers have access to more affordable and more powerful tools for learning. Educators are seeking each other out and sharing ideas in digital communities. And there are promising developments in neuroscience, cognitive psychology, and behavioral economics.

But the PreK-12 research, development and translation ecosystem is underfunded and fragmented, with less than 1 percent of total government spending in public education focused on R&D.

Math is one area where we want to generate stronger evidence about what works. What would it take, for example, to get all kids to mastery of Algebra I? What kinds of intelligent tools do teachers and students need to get there? And how might we design these in partnership with the best math teachers in the country?

We are also interested in what role we can play to prepare students for the dramatic changes underway in the workforce. We have to make work-related experiences a consistent part of high schools in ways that build student engagement and relevant skills, and that put young people on a path to credentials with labor market value in our future economy.

We anticipate that the final 15 percent of our funding in the next five years will go to the charter sector.

We will continue to help high-performing charters expand to serve more students. But our emphasis will be on efforts that improve outcomes for special needs students – especially kids with mild-to-moderate learning and behavioral disabilities. This is a critical problem across the education sector, and we believe that charters have the flexibility to help the field solve this problem.

Over the last 17 years, we have invested \$1 billion in the cities represented in the room in support of school improvement and redesign efforts. We are proud of that work and have seen some good things come out of it that make me optimistic about the future.

Education is, without a doubt, one of the most challenging areas we invest in as a foundation. But I'm excited about the shift in our work and the focus on partnering with networks of schools.

Giving schools and districts more flexibility is more likely to lead to solutions that fit the needs of local communities and are potentially replicable elsewhere.

I'm also hopeful this will attract other funders focused on particular approaches or who work in one state or community.

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

Our role is to serve as a catalyst of good ideas, driven by the same guiding principle we started with: all students – but especially low-income students and students of color – must have equal access to a great public education that prepares them for adulthood. We will not stop until this has been achieved, and we look forward to continued partnership with you in this work in the years to come.

Thank you.

*Cleveland Plain Dealer*

## **Big city school leaders gathering in Cleveland: Bill Gates and Van Jones discussions will be highlights**

Updated on October 17, 2017 at 3:26 PM Posted on October 17, 2017 at 1:36 PM



Bill and Melinda Gates Foundation Co-Chair Bill Gates will speak at the Council of the Great City Schools conference here in Cleveland on Thursday. (*Manuel Balce Ceneta/AP*)  
227 shares

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

CLEVELAND, Ohio - Leaders of more than 60 big-city school districts across the country will meet downtown the rest of this week, discussing issues facing urban schools at the [national conference of the Council of the Great City Schools](#).



Events will be closed to the public, but highlights include:

- A symposium Wednesday morning on "Is the American Education System Really Broken?"
- A lunch talk from Microsoft co-founder Bill Gates Thursday about education efforts he has backed and what he has learned from them.
- A breakfast talk on Friday by actress Rosario Dawson.
- A Friday afternoon "Town Hall" discussion - "What does equity really mean?" - led by author and commentator Van Jones.

Gates's speech and the Town Hall discussion will be webcast on the Cleveland school district website. See below for more details.

School leaders will meet at the Hilton Cleveland Downtown Hotel starting Wednesday, for discussions on issues like school finance, bilingual education and teaching "males of color." The Cleveland schools, who are hosting the conference, will also provide tours of the Campus International and Lincoln West health schools.

Thursday and Friday will feature presentations on "best practices" of schools by districts across the country.

Gates, who will speak shortly after 12:30 on Thursday, created the [Bill and Melinda Gates Foundation](#) with his wife, Melinda. The foundation has donated millions to several educational initiatives, including a movement to break large high schools up into small ones and attempts to improve teaching by rating teachers.

[Cleveland is also participating in Gates' plan to create a "compact"](#) for collaboration between school districts and charter schools in several cities.

Gates' talk will cover "the arc of our investments in education, the lessons learned and what they mean for the future," according to a foundation spokesman.

The speech [can be seen live here](#).

Jones, a commentator on CNN and former advisor for the Obama administration, will speak at lunch Friday before running the town hall meeting from 2:30 to 4 p.m.

Panel members are:

Cleveland Metropolitan School District CEO Eric Gordon

Milwaukee Public Schools Superintendent Darienne Driver

Denver school board member Allegra "Happy" Haynes

Dallas Independent School District Superintendent Michael Hinojosa

Cleveland parent Jessica Nelson

Cleveland high-school senior Shauntia Adams

Cleveland 10<sup>th</sup>-grader Jonathan Chikuru

The town hall can be [viewed live at this link.](#)

## *Cleveland Plain Dealer*

# Is "equity" in education just about money? Educators debate strategies (video)

Updated on October 22, 2017 at 7:47 AM Posted on October 21, 2017 at 8:00 AM



Cleveland schools CEO Eric Gordon, Milwaukee Superintendent Darienne Driver and Denver school board member Allegra Haynes discuss equity in education at the Council of the Great City Schools conference Friday in Cleveland.(WVIZ/Ideastream)

24 shares

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

CLEVELAND, Ohio - Everyone agrees that black students, Hispanic students and poor students deserve good educations, Denver school board member Allegra Haynes told educators from across the country gathered in downtown Cleveland Friday.

But they start backing away when discussions about equity in education involve money or having to change behavior or biases.

"People equate the idea of taking away from one group and giving to another as a lose-lose," Haynes said.

How to change that attitude was a major focus of a panel - "What is equity?" - at the [annual conference of the Council of the Great City Schools](#), the national organization for the nation's big-city school districts.

Haynes was joined by Cleveland schools CEO Eric Gordon, superintendents from Dallas and Milwaukee, a Cleveland parent and two Cleveland students in a 90-minute discussion of how learning gaps between different racial and economic groups can be closed.

Led by CNN commentator and author Van Jones, panelists spent little time spelling out the test score differences between the groups or the significantly-higher poverty and incarceration rates for minority groups in the nation. Those are all just part of the daily life of city schools.

They instead talked about ways to attack the issues - like involving students more, creating a friendly atmosphere at an early age, helping kids address emotional issues, and forcing curriculum and teaching changes to best help students.

See a full video below.

Gordon said that he wants to let his students "dream without limits," to be able to have the education and ability to chase their dreams, despite the racial and class issues of the city, multi-generational poverty and anger over police shootings.

"Those of us in this room have an awesome responsibility because we are most positioned...to create that space for dreaming."

Milwaukee Superintendent Darienne Driver said she hopes to change the longstanding belief that black students can't learn as well as white students and are doomed to troubled lives. That can only happen by tackling the school and personal needs of all students.

"Public school can work for all kids, but it has to be a commitment," she said. "It has to be a choice."

That raised the issue of money - adding more money, likely by taking it away from others.

"I was all for taxing rich people when I was broke," Jones said, drawing laughter.

"But I got a raise recently and I'm starting to get a little bit wobbly"

"Why," he asked, "is it good for me to give up my money for somebody who has less?"

Haynes said that people can agree to spend money when it brings results. She told of how more money brought changes to some Denver schools - extra social supports for kids, improved social and emotional learning in classrooms, and changes with teachers and curriculum - that led to "miraculous" improvements.

That has helped make the case for continuing to aid those schools, Haynes said.

"They did the things to make a difference," she said, cautioning, "You can't just throw money at the problem and that's the end."

Dallas Superintendent Michael Hinojosa said education is the only way for the poor to advance, so he appeals to people's altruistic values. If that doesn't work, he said, he talks about house values.

"You've got values somewhere," he said, drawing loud laughter.

Driver and others said that changing the atmosphere of schools - being more welcoming, and avoiding suspensions through "restorative justice" methods where students reflect on behavior and how to make amends - is a good first step.

While Driver said she questions students and families on where the district falls short, Hinojosa said his district hired consultants to do an "equity audit" on his district to find things he and his staff would overlook,

Cleveland parent Jessica Nelson, who has two children in the district and one who graduated, said parents also need to be advocates for their children. If they don't know how, they need help finding people who can.

She also reinforced a belief by many in the audience that students with disabilities are often not treated equitably and pushed aside. But she praised the district for including a daughter with disabilities in regular classes, where she can thrive.

Cleveland students Shauntia Adams and Jonathan Chikuru discuss education equity at a Council of the Great City Schools panel.

Student Shauntia Adams, a senior at New Tech East High School, also appreciated district efforts - particularly Gordon's regular meetings with students from every high school to discuss issues in their schools.

Sophomore Jonathan Chikuru, who attends the Lincoln-West School of Global Studies, drew the largest reaction from the crowd and from Jones. A refugee from the Congo, he talked about coming here 15 months ago, while his parents in the audience looked on.

"Here they can help you to achieve your goals," he said. "Not like in Africa."

## *TrustED blog*

# In their own words: Big city school leaders on making equity a reality in schools

By: [Todd Kominiak](#) October 25, 2017

We have a lot of work to do to shrink the achievement gap in schools.

That was the consensus among leaders from some of the largest urban school districts in the country at a town hall discussion during last week's [Council of Great City Schools](#)' 61<sup>st</sup> Annual Fall Conference in Cleveland.

During the discussion, [presented live on 90.3 WCPN's Facebook page and hosted by CNN personality Van Jones](#), school leaders from Cleveland, Milwaukee, Denver, and Dallas explained the equity challenges their districts are facing and how they are tackling them head-on.

While the issue of resources—or a lack thereof—was discussed, the crux of the discussion was on why pushing for equity among students of different socioeconomic backgrounds is so critical to student success.

If you missed the conversation, here's a few of the more salient points made by participating school leaders, in their own words.

### **Eric Gordon, CEO, Cleveland Metropolitan School District, on why student equity needs to be a priority for all school leaders:**

“The core of what I do as a superintendent is I want to make sure that my kids and my kids’ families can dream without limits and that they’re fully able to pursue whatever their dream is. To me, that’s the ultimate win in equity...We do talk about the resources we have, the curriculum we need, the education that is the pathway out of it, but I fundamentally believe we have to create a space where we bring our whole self. Education is only one piece of that and if we only narrow it to the piece about education, I don’t see how any of us will get to the goal. We just recently, in this town, talked about how we have all these ‘islands of excellence’ in all of our districts across the country, but there’s not been yet one city where everyone’s thriving.”

### **Darienne Driver, Superintendent of Schools, Milwaukee Public Schools, on her mission to change the narrative about what students can achieve in public schools:**

“We have the worst achievement gaps between white students and black students, the highest incarceration rates for black males, highest unemployment rates for black males, and so there is, unfortunately, this repetitive narrative that ‘blacks can’t, blacks don’t and that whites can and that they have.’ Part of my mission is to change that narrative and the way to do that is through equity...I’m a public education product. My parents were. My grandparents were. I know that public schools can work

for all kids, but it has to be a commitment. It has to be a choice, because you can have the infrastructure, and the policies, and the frameworks—and we have those things now—but it really has to be the adults choosing that this is the best pathway forward to make sure all kids have.”

**Allegra “Happy” Haynes, Board Member, Denver Public Schools, on the idea of equity versus actually putting it into practice:**

“We had a conversation earlier about the challenge we have when people nod their heads when you say ‘all kids should be able to do this’ and ‘we want all kids to graduate.’ But when it came time for us to address issues around budget and giving some of our struggling schools the resources that they needed, people got nervous, because then it meant to them, ‘you’re going to take resources away from us.’ When people equate the idea of equity with taking away from one group and giving to another, it’s a lose-lose strategy. So, I like to turn it around and talk about *every* child, not all children, because it’s too easy to lose the individual needs. If you know me, if you know what my needs are as a student, then you’ll understand what it takes to educate me and meet me where I am.”

**Michael Hinojosa, Superintendent, Dallas Independent School District, on putting the best talent in the most challenging schools:**

“Dallas is a tale of two cities. What people don’t realize is that Dallas ISD has 93 percent economically disadvantaged. We have 44 percent English learners...We’ve had to get courageous and try to do certain things. So, first of all, we used to pay teachers for how long they’ve been breathing instead of how good they are. So, now we’ve paid them for how good they are. We’ve identified them. And now, part of our equity strategy is a program called ACE—Achieving Campus Excellence. We pay the best teachers to go to the toughest schools, and we pay them a lot of money to go to the toughest schools.”

To see more about how school leaders, parents, and students are encouraging equity in their schools, check out the video of the full discussion below:

**How is your school or district making equity a priority? How do you engage your community to help battle the real challenges your schools face? Tell us in the comments.**

## *Cleveland Plan News*

# **CMSD, city shine during national conference**



A national urban education conference put CMSD and the city in the spotlight this month -- and both shone brightly.

With CMSD serving as their host, more than 1,100 urban superintendents, school board members and other leaders came for the **Council of the Great City Schools**' annual fall conference.

The turnout was the second largest in the 61-year history of the Council of the Great City Schools' annual fall conference. The council represents 70 of the nation's largest urban school systems.

Visitors gathered from Oct. 18-22 at the downtown Hilton and Huntington Convention Center. They also spent time at the Cleveland History Center, East 4th Street and the Rock and Roll Hall of Fame and Museum.

"Cleveland was a splendid host to educators from all over the nation," said Michael Casserly, the council's executive director.

"The school district showed off the city to best effect, attendees loved what they saw, and many vowed to return" he said. "Many of our conferees had never been to Cleveland before, but loved



the people, the hospitality, the architecture, and the many diverse things to do. A first-rate experience in a first-class city.”

Headline speakers included Microsoft co-founder and philanthropist Bill Gates, who outlined plans for investing \$1.7 billion in K-12 education, actress and activist Rosario Dawson and CNN contributor Van Jones. Ideastream live streamed Gates’ and Jones’ appearances.

District students caught attention with dance and instrumental performances and artwork used as table centerpieces. Some also participated in panel presentations.

On the first day of the conference, Chief Executive Officer Eric Gordon told District leaders that the turnout was high because of the city’s location in America’s heartland and the critical issues facing urban education.

But he said the visitors also wanted to get a glimpse of reform work going on under The Cleveland Plan.

"People want to know what we're doing," he said. "This is a big moment for us."

District staff participated in 18 of 75 small-group presentations, discussing initiatives in areas such as developing leaders, curbing chronic absenteeism, giving students a voice in their education and recruiting and retaining quality teachers.

It was noteworthy audience. Gordon calls the council the nation’s “single-most professional development organization for urban educators.”

## *Cleveland Plain Dealer*

# **Rosario Dawson thanks urban educators, addresses youth and social justice issues in Cleveland speech**

Posted on October 20, 2017 at 10:39 AM

By [Emily Bamforth, cleveland.com](#)

CLEVELAND, Ohio -- One of the biggest steps in enacting social change is educating urban youth, actress and activist Rosario Dawson said in a Cleveland speech Friday morning.

"It's not just marching out in the streets, it's not just raising your fist up in the air and screaming all the time. Oftentimes it's pretty boring, and it's detailed and you're showing them what that looks like."

Dawson has had a long film career and appeared in movies such as *Kids* and *Rent* and is also known for a recurring role in a number of Marvel television series.

When she addressed a room at the fall conference of [Council of the Great City Schools](#), which represents more than 60 of the nation's largest school districts, though, she was speaking not only as an activist who is involved in a number of youth organizations, but as a product of urban education.

Dawson [grew up in poverty on the Lower East Side](#), but said she was exposed to STEM subjects (science, technology, engineering and math) from concerned parents and teachers, including her mother, who became pregnant with her at 16.

Dawson, who received the President's Volunteer Service award for her charity work, said it's leading by example and showing that putting in hard work can make a difference that prompts youth to take action on social issues.

She used the example of members of the Council of the Great City Schools connecting with each other to provide relief to districts battered by recent hurricanes.

"That's the stuff that really teaches your kids ... I just want to say thank you from the bottom of my heart because I know how valuable that is," she said.

Dawson said she can see online how much youth are becoming attuned to social justice. She pointed to the [#MeToo campaign](#), a social media trend designed to show the widespread problem of sexual assault and harassment against women. #MeToo was popularized after a flood of

women made allegations of sexual misconduct and rape against Hollywood executive Harvey Weinstein.

Dawson said she's thankful to live in a time where these types of problems have come to light and people are fighting against them, referencing backlash against President Donald Trump, who she called the "Sexual-Predator-In-Chief."

With the vast amount of challenges facing urban teachers, Dawson said self-care should always be a priority when doing community work. She said it's something she's struggled with in the past, but making time for yourself is important because it expands what a person can do.

"When you're in (that) space, there's a lot of energy to come from it," she said.

Dawson also spoke about the rescinding of the federal [Deferred Action for Childhood Arrivals \(DACA\) program](#), which allowed children who immigrated to the United States illegally to remain here. Dawson, who founded Voto Latino, an effort to get Latino voters to the polls, said that it's important to slow down and not get overwhelmed. Instead, small steps are critical, such as forming networks for support and providing services for thousands of people affected.

At the end of the day, she said, education should be about showing students that teachers are human and providing an example of what it means to be human, from the actions that educators take to the opportunities they provide in and out of the classroom.

"When you start making life part of school, you really show kids what is possible."

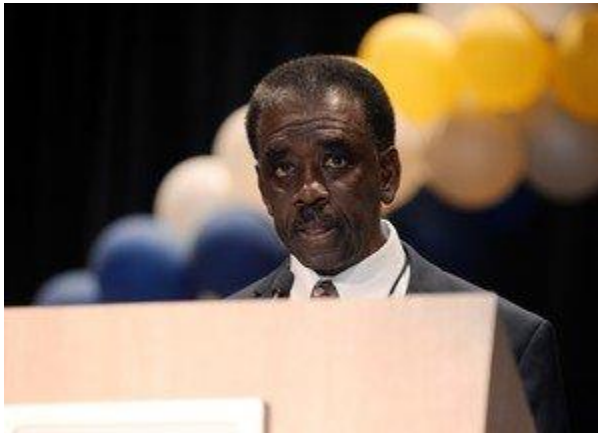
## EDUCATION WEEK

# Long Beach School Board Member Named Urban Educator of the Year

By Denisa R. Superville on October 20, 2017 12:06 PM

Veteran Long Beach school board member Felton Williams was selected as the Urban Educator of the Year on Thursday.

The Green-Garner Award is handed out annually at the fall convening of superintendents, school board members, and top district officials from school districts that are members of the Council of Great City Schools, the Washington, D.C.-based organization that represents 68 mostly urban school systems and the state of Hawaii.



This year in Cleveland was especially notable for its keynote speaker, Microsoft founder and co-chair of the Gates Foundation Bill Gates, who announced that over the next five years the foundation will invest about \$1.7 billion in K-12 education.

The foundation will also be shifting its education philanthropy approach, moving away from directly investing in initiatives rooted in teacher-evaluations. The foundation was—and continues to be—a strong supporter of the Common Core State Standards, Gates said.

Gates said about 60 percent of the investments will go toward supporting curricular and about 30 networks of schools that are identifying local problems and solutions and using data for continuous learning.

The foundation will start with high-needs districts in six to eight states and then expand from there. Some districts (or networks) that could potentially benefit include the CORE districts in California—Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana—and LIFT Network in Tennessee, which includes schools in both rural and urban districts, such as Metro Nashville and Shelby County school systems.

About 15 percent of the funding over the next five years will go toward charter schools, he said.

The award to Williams is named after Richard Green, the first African-American schools chancellor in New York City, and Edward Garner, a former Denver school board member. The award, which alternates each year between a school board member and a superintendent, comes with a \$10,000 college scholarship to a student in the winner's district.

Last year's award went to **Eric Gordon, the CEO of the Cleveland School District.**

Williams, an immediate past-chairman of the council, **was among the 11 school board members up for this year's honor.**

He has been an integral part of Long Beach's Academic and Career Success Initiative, which the school board adopted in 2007 to boost college and career readiness among its students, efforts to increase the number of students of color in Advanced Placement courses, and the launching of the district's ethnic studies program in 2015.

***Precinct Reporter News*** (serving Southern California's African American communities since 1965)

## **Dr. Felton Williams: Education Champion of the Cause**

By [Precinct Reporter News](#)

November 4, 2017 Dianne Anderson

If Long Beach educator Dr. Felton Williams had his way, the outpouring of accolades for his successful program development within the city unified school district would be a low key event without much fanfare.

His traditionalist quiet side doesn't surprise Uduak-Joe Ntuk, a local engineer and youth mentor.

He said that while Dr Williams holds important standing in the educational community, he often works behind the scenes. As only the second ever African American board member in the history of the city school district, he commended Williams for developing important programming, especially for Black students.

"The work speaks for itself. He's a different generation of leader," Ntuk said.

Over the years, Dr. Williams has elevated the Concerned African American Parents group district-wide through workshops, information outreach to address the achievement gap with parent support, homework, and access to parenting classes. He has also pushed access for Advanced Placement classes for Black and Brown students.

In past years, Ntuk said students were required to be in magnet programs to qualify for AP courses, which was previously open only to PACE students.

Dr. Williams expanded that process.

"Now, more African American and Latino students have access to AP classes. They have a better chance to go to college, and increased academic exposure in high school," Ntuk said.

Dr. Williams, who has served on the Long Beach Board of Education for over 13 years, has championed the lead on President Obama's Boys to Men of Color Initiative through a number of citywide events for both the male and female academies. Students can access support systems, work in smaller groups, coaching on etiquette and receive job training preparation.

Since elected in 2004, Dr. Williams said that the low AP course participation rate for Black students, and all students of color, bothered him. Advanced Placement classes became a top priority, giving many more kids a chance for educational choices that they may not have been able to access otherwise.

“When I looked at the numbers district-wide, we were looking at 500 kids of color in AP. Now we’ve got over 3,000 today,” said Dr. Williams, who has also served as president and vice president overseeing the Board for the 74,000 student school system.

He feels there are many reasons why Black and Brown students get left behind.

Looking at the big picture, sometimes kids will “self-select” out of AP because they think the study is too difficult, he said. Or, they don’t want to bring their GPA down, fearing that the work is too challenging.

They must be nudged in the right direction.

“You have to bring the kids in and make sure the infrastructure is there to deal with it. We put things in place, devised a program, setup orientations for kids and parents, and a way to support them,” Dr. Williams said.

He attributes program success to working directly with the schools, volunteers, and making sure the connections to the students were tight. It helped move the process along.

“A lot of good people gave up their time for that,” he said. “It took three years worth of work, meeting every month, sometimes more than every month.”

Dr. Williams, also a former dean at Long Beach City College, holds his Master’s degree in business administration at CSULB, and a Ph.D. in higher education at Claremont Graduate University.

Establishing board member goals was another big part of the process, he said. Out of that effort, they were able to establish a methodology to look at everything from math to reading, and determine the measurements needed to bring the kids up to a new level.

“Getting the district to a place where it was able to strategically plan its goals, and how to move from one point to another — to me that was major,” he said.

Dr. Williams, immediate past chair of the **Council of the Great City Schools’** Board of Directors, is locally and nationally recognized for his impact in areas of urban public education.

“His passion for equity and excellence has had a profound effect on how all of us serve our urban students. There could be no one more deserving,” said the Council Executive Director Michael Casserly.

In the winning, Dr. Williams also took home the 2017 Green-Garner Award of the \$10,000 college scholarship to present to a student.

LBUSD Superintendent Christopher J. Steinhauser applauded Dr. Williams’ many contributions.

“We can’t thank you enough for everything that you’ve done for our young people. From the day you stepped on as a board member you’ve been a huge advocate for equity and access for all of our kids, and because of your efforts to lead our initiatives, our district is recognized as one of the best in the nation,” he said



**ARTICLES ON DISTRICT SUPPORT AND  
IMPROVEMENT**

*The New York Times*

# How Effective Is Your School District? A New Measure Shows Where Students Learn the Most

By [EMILY BADGER](#) and [KEVIN QUEALY](#) DEC. 5, 2017

CHICAGO — In the Chicago Public Schools system, enrollment has been declining, the budget is seldom enough, and three in four children come from low-income homes, a profile that would seemingly consign the district to low expectations. But students here appear to be learning faster than those in almost every other school system in the country, according to new data from researchers at Stanford.

[The data](#), based on some 300 million elementary-school test scores across more than 11,000 school districts, tweaks conventional wisdom in many ways. Some urban and Southern districts are doing better than data typically suggests. Some wealthy ones don't look that effective. Many poor school systems do.

This picture, and Chicago's place in it, defy how we typically think about wealth and education in America. It's true that children in prosperous districts [tend to test well, while children in poorer districts on average score lower](#). But in [this analysis](#), which measures how scores grow as student cohorts move through school, the Stanford researcher Sean Reardon argues that it's possible to separate some of the advantages of socioeconomic status from what's actually happening in schools.

In Chicago, third graders collectively test below the second-grade level on reading and math. But this data shows that over the next five years, they receive the equivalent of six years of education. By the eighth grade, their scores have nearly caught up to the national average:

By comparison, children in the Milwaukee Public Schools test at similarly low rates in the third grade but advance more slowly, leaving them even further behind by the eighth grade. In Maryland's Anne Arundel County, third graders test above the national average. But growth there lags behind Chicago, where the poverty rate is about five times higher.

Across the country, this analysis shows, the wealth of a district tells us little about the effectiveness of its schools.

"One question we've been asking ourselves is: Do urban public school systems simply reflect the poverty of the kids in the schools, or do they overcome those effects to any degree?" said Michael Casserly, the executive director of the [Council of the Great City Schools](#), which represents large urban districts.

This new data shows that many do overcome them. It also suggests that states that rate schools and select which ones to reward or shutter based on average test scores are using the wrong metric, Mr.

Reardon argues. And so are parents who rely on publicly available test scores to identify what they believe are the best school districts — and so the best places to live.

“Most people think there’s some signal in that,” Mr. Reardon said of average test scores. “But it’s a pretty bad signal.”

Standardized tests, he acknowledges, are an incomplete measure of educational success. And even the Chicago Teachers Union warns that they don’t measure the richness of a curriculum, or whether students have access to librarians and college counselors. Mr. Reardon’s data also can’t detect when changes occur because students leave or enter a district between third and eighth grade. So demographic change may affect growth rates in a place like Anne Arundel, which has experienced an influx of children who are still learning English.

Educators have long debated whether it’s better to evaluate students and schools [on proficiency levels or growth rates](#). Mr. Reardon’s data makes possible a national database of both. The No Child Left Behind Act of 2001 required states to conduct their own assessments in reading and math. This analysis converts those state scores, from 2009 to 2015, into a common standard measured in grade levels.

Districts with high growth are scattered across the country, in contrast with sharp geographic divisions on proficiency that show Northern schools ahead of those in the Deep South. School systems across Arizona and Tennessee that appear to test well below national averages are in fact overperforming in growth. Many predominantly minority districts where third graders start behind have high growth rates. But in New York City, where third graders test at the national average, slow growth puts them at a disadvantage later.

Even the fastest growth rates Mr. Reardon measures couldn’t completely close the proficiency gap that exists early on between typical poor and wealthy districts. That suggests that the most effective school systems alone can’t overcome all the disadvantages of poverty that accumulate before children even reach third grade and that shape the country’s [racial achievement gaps](#).

There is promise, however, in a place like Chicago.

“Here’s the third-biggest school system in the country that’s dramatically outperforming not just the other big poor districts, but almost every district in the country, at scale,” Mr. Reardon said. If we understood what was causing that, in Chicago and other disadvantaged but high-growth districts, that might help reduce educational inequality, he said.

Even within this city, there’s broad disbelief in good news about the schools, in how they could succeed amid perpetual budget cuts, contentious [school closings](#), rising crime and [financial crisis](#).

But Mr. Reardon finds no evidence of inflated test scores in the district (by contrast, the [recent cheating scandal in Atlanta](#) is apparent in his data). Researchers at the University of Chicago and the University of Illinois at Chicago have also pointed to positive results for Chicago, [relative to the rest of Illinois](#), and using other metrics.

“At some point, you’ve got to say, ‘O.K., this is getting to be an accurate picture,’ ” Mayor Rahm Emanuel said. The district has come far from 30 years ago, Mr. Emanuel notes, when Education Secretary William Bennett described the city’s schools as [the worst in the country](#).

“I do wonder, if our students were not predominantly minority and poor, would people have the same level of skepticism?” said Janice Jackson, the district’s chief education officer since 2015 and a former teacher and principal in the system. “In public education we talk all the time about ‘beating the odds,’ about public education as ‘the great equalizer.’ But when we see it happen, we question it.”

Mr. Reardon’s data shows that every demographic group within the district is growing at rates well above the national average, with Hispanic students outpacing whites. But while growth is broadly distributed, the pattern in Chicago and across the country means that black-white achievement gaps aren’t narrowing much even in the districts with the strongest growth.

On the city’s far South Side, scores have risen at Mildred I. Lavizzo Elementary School, which serves a student population that’s nearly 98 percent black and 93 percent low income. Several homes across the street are boarded up, and the area has lost population and jobs. Inside the school, the halls are decorated with emblems of other places: college banners, foreign flags, clocks that tell the time in Nairobi and Dublin.

Tracey Stelly, the principal since 2009, has brought in every enhancement she can find. The school uses an [International Baccalaureate](#) curriculum. The students read the [Junior Great Books](#). The school hosts a community farmer’s market. Outside groups lead choir classes and organized games at recess.

“Whatever kids come in here, we know we can grow them,” Ms. Stelly said. She peered into the gymnasium one afternoon this fall while the fifth graders were dancing with their teachers to celebrate a schoolwide fund-raising project. “When kids come in the building,” she said, “they know, ‘This is where I belong.’ ”

At Lavizzo, the district’s emphasis on data and performance tracking is also conveyed to students in a manner Ms. Stelly hopes will inspire competition while remaining playful. One first-floor bulletin board updates the school’s attendance targets. Another records goals that students have set for their standardized test scores.

Across the district, data about attendance and grades is being used to identify the students likely to need extra attention. And the district has emphasized [the role of more autonomous principals](#) in improving instruction, an element of reform that Mr. Emanuel said is underappreciated nationally in debates that more often focus on teachers.

The mayor has pushed other changes, including [a longer school day](#) and [expanded pre-K](#), but those policies have shifted too recently to explain all the gains in Mr. Reardon’s data. **Mr. Casserly** suggests that Chicago and other large urban districts have been focused for years on the quieter work of defining what “grade level” actually means and how to get children there.

Between all these changes, it’s hard to untangle what’s been most effective, said Elaine Allensworth, who leads an [education research consortium](#) at the University of Chicago that works with the district. But she is confident the results are real.

“I go into schools now and I see places that are very different from what I saw 15 years ago,” she said.  
“It’s much more collaborative among teachers and data-focused, and focused on students.”

## *Chicago Sun-Times*

# CPS student scores show equivalent of 6 years of learning in 5 years

11/02/2017, 05:20pm

[Lauren FitzPatrick](#)

Chicago Public Schools students have made the fastest academic progress of the 100 largest school districts in the country, with all racial groups making similar improvements.

That's according to a new analysis by Stanford University researcher Sean F. Reardon, who told a gathering of Chicago's educational brain trust Thursday that test scores for the average Chicago student went up by about six grades in the five years between third and eighth grade.

At each grade level, CPS students' scores also rose faster from 2009 to 2014 than the rest of the nation's on average, about two-thirds of a grade level locally versus about one-sixth. And the results generally held across racial and ethnic groups, with Hispanic students making even faster progress, said Reardon, using the Center for Education Policy's database of hundreds of millions of standardized test scores for every third- through eighth-grader in the country.

"Chicago moves from being relatively low-performing even among similar school districts to having test scores that are much closer to the national average," he told the audience of education experts from the University of Chicago, the [Council of Great City Schools](#), the University of Illinois at Chicago and several foundations. "So that's remarkably fast, that's like an extra year of schooling squeezed in somehow between third and 8th grade."

Elsewhere in the country, he said, as kids progress through school, their score curve generally goes up in affluent districts and down in poorer ones.

Reardon said when he saw the anomaly in Chicago, where students are nearly all low-income, "my first reaction was to be a little suspicious." Atlanta showed a score bump in 2009 that turned out to be the result of a cheating scandal. But the consistency across race as well as similar growth on a nationally administered no-stakes NAEP test convinced him that CPS' growth was real and not from a demographic shift in students or from holding lots of kids back a grade.

In his research, Reardon used Illinois State Achievement scores for CPS and its charter students, who are predominantly low-income.

Earlier this week, the state released scores for the PARCC test it has administered for the past few years showing that barely more than one in four CPS elementary students can read, write and do math at grade level. CPS officials have refused many requests to discuss those scores.

Appearing at the same conference, Chief Education Officer Janice Jackson said the district's improvements have come during one of CPS' most tumultuous eras because staffers use data to guide instruction, and because principals have been empowered to lead schools.

"Despite all the chaos, it really took strong leadership at classroom and principal level in order to maintain that," she said.

## *Greensboro News & Record*

# Guilford school board talks about goals for student performance, school growth

By Tyler Fleming Special to the News & Record

**GREENSBORO** — Guilford County school leaders focused Wednesday on crafting a series of goals to meet by 2022.

Superintendent Sharon Contreras presented the Guilford County Board of Education with five goals to discuss during a work session. In the coming year, the board will vote on whether to accept all or some of the goals. The decision will guide the superintendent in creating the 2022 strategic plan and subsequent yearly budgets.

The goals focus on student performance, school growth and closing the achievement gap.

Goals I and II are aimed at student growth in reading and math, respectively. Goal I looks to raise the percentage of students who read proficiently by the end of third grade from 53.4 percent to 63 percent by 2022.

Goal II aims to have 75 percent of incoming sixth graders passing NC Math I, also known as Algebra I, with a C or better by the end of their ninth grade year. Currently, 69.8 percent meet that goal.

Contreras described Goal IV as an “umbrella effect” encompassing Goals I and II. It looks to increase the number of schools that “exceed growth” by 50 percent. Right now, 38 of 118 schools exceeded growth targets, which measure whether a student has achieved a year of academic growth based on state tests. If the goal is met, this number would increase to 57 schools.

All three goals can only be accomplished through increasing education quality across all grades, said Michael Casserly, executive director of The **Council of the Great City Schools**.

“You’ve got to build the pipeline of student expertise,” he said.

Goal III looks to increase the percentage of graduating seniors who complete the Career and Technical Education program to 35 percent of graduates, up from the current 28.6 percent. CTE is a rigorous career pathway program that teaches skills aimed to prepare students for the workforce.

Board member Byron Gladden asked if this would lead to a high school focused on the CTE programs, to which the superintendent answered yes.



Goal V looks to decrease the achievement gap between black and Latino students and their white peers by 10 percentage points. Contreras said that the system has not seen significant changes in the gap in the last five years.

According to Casserly, if this is achieved Guilford County would have one of the smallest achievement gaps in the nation for a system its size.

Board member Anita Sharpe asked about the costs for reaching the goals.

“In my ideal world, each of these goals would have a dollar amount attached to it,” she said.

She was not alone in having concerns about the resources needed to make the goals possible.

Casserly and A.J. Crabill, the Texas deputy commissioner of education and a member of the Council of the Great City Schools executive board, who also attended the meeting, both said it is the superintendent’s job to worry about implementing the goals.

The goals give the superintendent a direction, and it will be up to the board to determine if Contreras is doing a satisfactory job, they said.

## *Greensboro News & Record*

# Board meetings have got to change, consultants tell Guilford school board

[By Jessie Pounds jessie.pounds@greensboro.com](mailto:jessie.pounds@greensboro.com)

**HIGH POINT** — Poor leadership by the Guilford County Board of Education risks undercutting school system progress, advisers told board members Saturday.

Board members also had a dim view of how well they've been doing together.

Michael Casserly, executive director of the **Council of the Great City Schools**, told board members about the practices and characteristics he said are associated with faster improvement in urban school districts.

Then he showed them the results of a survey they filled out. On three of the five indicators for being an effective school board, Casserly said, their answers would put them 51st out of 52 big district school boards surveyed.

“This doesn't sound to me like a board, by your own admission and in these indicators, that is functional, that looks anything like a board in an urban school district that significantly improves achievement on behalf of its kids,” he said. “That's the bottom line. I'm sorry to say it flat out like that. Is it a failure? I'd look at it as more of an opportunity for you.”

Board members seemed interested in getting and trying out advice on how to improve.

“I was really proud of them today,” said Winston McGregor, executive director of the Guilford Education Alliance and the sole community spectator for the board's annual fall retreat. “I thought this was really good work.”

All nine of the board members attended the day-long communication and governance training retreat held from about 9 a.m. to 3 p.m. in a meeting space at High Point University. One member had to leave early for a funeral, but otherwise everyone stayed for the whole presentation.

Superintendent Sharon Contreras also participated with the board members.

In recent months there have been tense moments and bitter communication among some board members, as well as tension between some board members and the superintendent.

The meeting facilitators were less interested in rehashing what could have been done better during a recent controversy over the district's graduation schedule than were board members.

Their most emphatic recommendation was board members need to shift how they spend most of their time in meetings.

The board needs to set three to five measurable goals for what students should be learning or achieving in Guilford County Schools and then spend about half of their meeting time monitoring progress toward those goals, the consultants said.

According to the averaged survey results, board members think they are spending about 13 percent of their meeting time on student achievement and student outcomes.

The consultants cautioned against simply holding longer meetings to pack in this new priority. So if board members go with this recommendation, they will face possibly tough choices about what they want to spend less time on.

It also presents a potential challenge to figure out how to do things differently for the superintendent and her staff who pull together the agendas for meetings.

Board members did not go into closed session at the retreat, even though one was listed on the agenda.

The board and superintendent spent the last part of the meeting working on narrowing possibilities for goals for the district and made plans to discuss choices at the next regular board meeting. They also agreed to take the facilitators up on their offer to meet with the board again.

Asked after the meeting whether the training was worthwhile, board members' responses ranged from "I'm here, aren't I," to high praise.

Board member Anita Sharpe leaned toward wait-and-see.

"We'll see how much we take back," she said. "I hope so."

## ***Greensboro News & Record***

# Guilford schools transportation review sees inefficiencies, offers improvements

By Jessie Pounds [jessie.pounds@greensboro.com](mailto:jessie.pounds@greensboro.com)

Shorter walks to bus stops help make Guilford County Schools' transportation department less efficient than other large districts in the state, a new report shows.

In Guilford, a bus rider travels 392 feet on average to get to a school bus stop. In Charlotte-Mecklenburg, it's 577 feet.

Guilford gets an 85 percent efficiency score for 2016-17 from the state, the lowest rating of the top five school districts. Charlotte-Mecklenburg is at 98 percent.

Shorter walk-to-stop distances go with longer average bus rides for students and additional fuel costs and bus driver time needed by a district, according to the report.

The comparison came up as part of a major new review of the district transportation department shared at Tuesday night's Guilford County Board of Education meeting.

Chief Operations Officer Scott McCully, who joined the district this summer from Charlotte's school system, asked the **Council of the Great City Schools** to bring in experts to conduct a management review of Guilford's student transportation program. The impetus, he said, came from the superintendent's transition team, which met and crafted recommendations last school year.

McCully said he's been incredibly impressed with Director of Transportation Jeff Harris, and that he feels that the district has the right leader in place. The review, McCully said, is about process and efficiency.

Michael Casserly, executive director of the Council of the Great City Schools, helped present the preliminary review findings Tuesday.

Inspectors had some good things to report, for example, high ratings for miles between accidents and strong positive reviews of bus service and transportation staff from school principals.

The department had a positive culture and staff were truthful and forthcoming for the review, Casserly said.

Most of the report, however, was critique and recommendations for improvement. The council team recommended changes to everything from how transportation management is organized to hiring practices and route planning changes.

School board members had a lot of questions and concerns about investigators finding that the department was doing an inadequate job of controlling its parts inventory. Nearly \$1.75 million in parts

went unaccounted for between 2006-2007 and 2015-16, the review detailed. The worst year was 2011-12, at about \$502,000 in unaccounted parts.

In 2014-15, the state began requiring districts to reimburse it for unaccounted inventory. Guilford had about \$70,000 in unaccounted inventory in 2014-15 and about \$28,000 in 2015-16.

Investigators noted an unlocked outside door to the parts room on their visit and said they were able to wander through without anybody challenging them. They also said the parts room was so crammed order was impossible.

"This is an upsetting report," board member Byron Gladden said. "Hopefully going forward we will set clear expectations with the superintendent, because I want to see the losses every year."

District staff think this issue has more to do with problems with cataloging of parts and inventory, as opposed to theft, McCully said before the meeting. In staff experience, parts that appeared to be missing turned out to be in use on buses running around the district — just never properly recorded.

Chief Financial Officer Angie Henry said no one on staff thinks the district literally lost \$500,000 worth of parts in a single year. She said because of antiquated software, keeping track of parts involves having to input inventory information twice into separate systems. One wrong keystroke, she said, can, and probably did, result in massive records discrepancies. She said people in districts across the state have been getting more careful since they started having to reimburse the state.

In their report, authors recommend the district get a bar-code linked software system for tracking parts, if it doesn't just decide to outsource parts inventory entirely.

The report found the transportation department had in the past recommended outsourcing vehicle parts inventory and management and upgrading and adding vehicle maintenance facilities to district administrators and board members, among other efficiency suggestions.

## *Jackson Clarion Ledger*

# **New JPS board approves \$1,400-a-day consultant to help improve district**

[Bracey Harris](#), Clarion Ledger

Published **Nov. 29, 2017**

A reconstituted Jackson Public Schools board held its first meeting Tuesday, approving an up-to \$1,400-a-day contract for a consultant helping improve the troubled school district.

Tuesday's board meeting was the first for the district in a month and new trustees elected officers and drilled down into expectations for a consulting company tasked with helping the district clear accreditation standards.

Much of the three-hour meeting was filled with housekeeping measures, but considerable time was spent on a contract concerning the Bailey Education Group. Consultants from the Ridgeland-based company were initially hired in April to advise district leaders on how to correct deficiencies found during a limited audit by the state Department of Education. The previous school board awarded the group two additional contracts, one in August and another in September.

Tuesday night, William Merritt, who is charged with the implementation of the district's current corrective action plan and the development of another one, asked the board to approve a fourth contract with Bailey that would pay the consultants up to \$1,400 a day for 20 days to assist in the work.

Five new Jackson Public Schools Board of Trustees and one returning member were sworn in Tuesday, effectively restoring a quorum to the governing body of Mississippi's second-largest school district.

JPS had lacked a board since the October resignation of previous trustees. Those members stepped down amid efforts by Gov. Phil Bryant, Jackson Mayor Chokwe A. Lumumba and the W.K. Kellogg Foundation to find an alternate route to improve the district, as opposed to a recommended state takeover.

Jeanne Hairston —a professor in the Millsaps Department of Education— was selected as president. Ed Sivak, who also serves on the "Better Together Commission," was elected vice president. Barbara Hilliard, a retired JPS educator, will serve as secretary.

Letitia Simmons-Johnson, the only previous board member to regain a seat, expressed concerns about how the district could assess the effectiveness of the consulting group. A reason for hesitation, she said, was that MDE had not yet cleared the district of any standards.

"We feel confident even though we used them initially and the results from MDE were not necessarily that great?" she asked. "I'm really concerned with spending \$1,400 for 20 days on a consultant group that I'm not sure if it merits out."

Hairston also questioned the district's confidence in the group.

"What we rely on is the work they've done with MDE," said Interim Superintendent Fredrick Murray.

One of the consultants, Ann Moore, previously worked in the state's accreditation department, while another, Pat Ross, served as MDE's deputy superintendent.

But there have been disconnects in the past between the group's updates and MDE's findings. In June, Moore gave the district a positive progress report, telling the board that their approved corrective action plan was almost complete. But there turned out to be a caveat —standards are not clear until MDE signs off. And the next month the state closed an audit, which ultimately found the district in violation of 75 percent of state accreditation standards.

After much discussion —the item received the most questions of the night — the board agreed to the contract.

Also approved Tuesday was a memorandum of understanding between the city, the district, the governor's office and the Kellogg Foundation for a plan to move the district forward. That work, which will encompass a six to 10-month study identifying the district's strengths and weaknesses, is occurring alongside the board's regular governance responsibilities.

The district is focusing on implementing its own action plan in the meantime. The Bill and Melinda Gates Foundation-backed **Council of Great City Schools** is set to visit the district next week as part of an effort to improve classroom instruction.

## *St. Louis Post-Dispatch*

# **At final forum on governance, residents say elected school board is best option for St. Louis**

[By Ashley Lisenby St. Louis Post-Dispatch](#)

Nov 14, 2017

At the final public meeting to discuss governance models for St. Louis Public Schools, residents again said they wanted a fully elected school board.

Those who spoke told members of a task force set up to recommend school governing options to state officials they want the people they elected last year to represent them and not someone appointed by state officials.

“I’ve listened to the presentations, and even before I came was pretty strong on elected boards. And after listening to all three of your presentations, I still feel that way,” Lew Moye, president emeritus of the Coalition of Black Trade Unionists, said at the forum Monday night at Northwest Law Academy. “And it’s very difficult for me to be on the side of history that says that the St. Louis community is not capable of electing a board that can govern our school system.”

Moye urged the crowd to look at the elected school members’ credentials adding, “I really think our current elected board can serve and do what we need here in St. Louis.”

“Get behind the elected board because the voters have spoken,” he said. “We elected them last year.”

The first of the three forums focused on the option of an elected board and the second on appointed boards.

Michael Casserly, executive director of the **Council of the Great City Schools**, presented Monday’s report on hybrid models.

Casserly outlined three types: those with elected and appointed members, those with some members are elected citywide and others by ward, and those with members appointed by different people such as the mayor and the governor.

He said any model depends on other factors such as school leadership, goals, accountability and strategy. While the hybrid model can ensure certain levels of political and regional diversity, it runs the risk of being easily fractured.



“The track record of hybrid schools, I have to say, is typically poor,” he said. “Particularly when the term ‘hybrid board’ means a combination of elected and appointed board members. That is a structure that, by and large, members of the commission, does not work.”

Casserly acknowledged concerns about the state having control over city schools.

“There’s a whole lot of conflicting interests that are likely involved in the state’s interest in taking over a city school system, that doesn’t necessarily exist when it comes to a smaller school district that doesn’t have the money, power, the clout, the visibility...” he said.

Residents said they have already made their preference known through voting.

State Rep. Bruce Franks, D-St. Louis, thanked the task force and expressed his support for transferring power back to an elected board.

“As a legislator, the parents and all the supporters have my word that me and other legislators that have been talking across the board will support making that legislation... to bring back the power to our elected school board.”

“We know how to hold folks accountable,” Franks said, noting hundreds of days protesting in Ferguson and most recently the weeks protesting the not-guilty verdict in the Jason Stockley case. “If we protest for that, we’re damn sure gonna protest for our kids.”

St. Louis Public Schools is conducting [a survey through Nov. 28 to collect more public input on the governance issue](#). The task force plans to make its recommendation to the state Board of Education and post it on its website on Jan. 8.

*Tampa Bay Tribune*

# Pinellas calling: district to conduct survey about its schools, communication efforts

By [Colleen Wright](#)

*Tampa Bay Tribune (Dec. 6, 2017)*

A "Dream Big" message greeted families during a tour of North Shore Elementary in St. Petersburg earlier this month. With support from a nonprofit led by current and prospective parents, North Shore's kindergarten enrollment has grown 23 percent over the last two years and more families from the school's zone are enrolling. [DIRK SHADD | Times]

Keep your phone handy: the Pinellas County school district may be calling you for your two cents beginning next week.

The district announced at a School Board meeting Tuesday that it is contracting with the University of North Florida's Public Opinion Research Laboratory to survey more than 1,000 families on their local schools and district communication efforts.

Pinellas superintendent Mike Grego said the move comes after a recent Tampa Bay Times story about [families in northeast St. Petersburg rallying around their neighborhood school, North Shore Elementary, to make it the number one school choice for families who are surrounded by other options.](#)

"We as a district have grown and looking for better ways to introduce information to the community in various ways for community members and parents to get attached to their community school," he said.

Melanie Parra, the district's director of communications, said her department was inspired by the Austin Independent School District, which presented research found through surveys at a recent [Council of Great City Schools](#) conference.

The district will pay \$18,400 for the survey which will be conducted before winter break, in the midst of school open houses, discovery nights and magnet application season.

"Maybe the school down the street has what the families are looking for and they just don't know it," Parra said. "It's really about understanding what people want to know and how they want to know it."

“It’s the right time to do this,” she added.

Michael Binder, PORL's faculty director, said his lab has worked with school districts to survey communities on topics from policies to sex education awareness.

The lab’s employees, who are mostly UNF students, plan to cold call up to 1,000 families — including current families, families who have left the school district or families who may have applied but never enrolled in a public school— on the cell phone and landline numbers. They plan to ask a mix of 20 to 30 close-ended questions, where respondents can pick answers like “excellent,” “good,” “fair” and “poor,” and open-ended questions.

The questions center around key ideas: What are the most important factors families consider when choosing a school? How do families prefer to receive information about a current or potential school? Is the district providing information families want to make informed choices? What can the district do through its communication efforts to further support neighborhood schools?

Not all of the questions are being created from scratch — some have been used previously and have been tested for validity, though they will be tailored to Pinellas. There will be questions that will be the same for callers countywide as well as specific geographical questions pertaining to nearby neighborhood schools.

The district plans to target Dunedin in its survey. Parra said there are a “cluster of schools there with the potential to grow.” She said the district is how responses vary from families in different areas.

The answers are confidential — all names and numbers will be stripped from survey answers, which will be aggregated, Binder said. The findings are expected to be ready by January.

“The heart of the matter is we want to understand better parental decision-making when it comes to the schools in which they send their children,” he said. “We want to get a better sense of overall opinions and overall thoughts so Pinellas can do a better job of marketing to constituents and customers.”

# *Rochester Democrat and Chronicle*

## RCSD must stop bungling special education reorg

Editorial Board

Published 4:16 p.m. ET Nov. 29, 2017

The Rochester City School District's [dismal record](#) of providing adequate care to students with disabilities has to stop. The situation is beyond ridiculous. It is beyond shameful.

In early September, a reorganization of special education in the Rochester City School District intended to restore more control to school-level administrators was rolled out as [artfully as a bull in a china shop](#). Training meant to prepare building-level administrators for their new responsibilities was inadequate and the district admitted as much.

"I agree the process could have been stronger," Superintendent Barbara Deane-Williams told *Democrat and Chronicle* Reporter Justin Murphy in September. "There should have been more attention on it, and it's something we'll strengthen in the future."

As of Nov. 28, building administrators are still under-trained and no written feedback from the admins about what they need to do their jobs better has been collected. More training for administrators, starting with the collection of written feedback that outlines their questions and needs, must become a top priority right now.

For decades, special education has been a persistent problem in the RCSD. A lawsuit on behalf of the district's children with disabilities led to court supervision from 1983 to 2002. Nearly 20 years weren't enough to address basic underlying issues.

A 2009 report from the [Council of Great City Schools](#) concluded the district had dropped the ball again. It noted confusion and miscommunication among staff, the lack of district-level leadership and the segregation of students with disabilities from general education at a too-high rate.

In 2015, a [special report](#) by the *Democrat and Chronicle* found that Latino students with disabilities in the RCSD were undeserved and in some cases faced neglect and mistreatment. The report found that the individualized special education plans for these students not only failed to address their needs, they were also often disregarded.

We acknowledge that special education in a district as large as the RCSD comes with unique challenges, and those challenges are compounded by that fact there is a [shortage](#) of qualified

special education teachers. As such, it is imperative that the RCSD take care of business when it comes to the things that are well within its control.

Not only did the district bungle the roll-out of the special education reorganization, it has now bungled fixing the original bungle.

Enough is enough.

***Las Vegas Sun***

## **Trustees spurn offers to help with cost of search for superintendent**

By [April Corbin](#)

Thursday, Dec. 14, 2017

Selecting a superintendent is one of the biggest responsibilities bestowed upon the Clark County School Board, and trustees say they are determined not to cut corners.

To them, that means paying an outside search firm almost \$50,000 to recruit candidates nationally while simultaneously grappling with the fallout of cutting more than \$60 million from its budget this year. And it means turning down offers from the business and philanthropic communities to assist in picking up the tab for the superintendent search.

Current Superintendent Pat Skorkowsky on Sept. 7 announced he will retire in June after 30 years with the district, five of which have been in its top leadership role.

Discussions about finding his successor began shortly thereafter. Trustees had to decide whether to use an outside search firm to conduct a national search or to handle the vacancy internally, as they opted to in 2013 by promoting Skorkowsky after then-Superintendent Dwight Jones abruptly resigned to care for his ailing mother.

Local education advocates and members of the business community made it clear they wanted a national search to be conducted and that they were willing to put up the money for it if need be.

“We did not want cost to hinder efforts,” said Paul Moradkhan, vice president of government affairs at the Las Vegas Metro Chamber of Commerce, one of the organizations that offered to contribute money to cover the cost of a national search. “We were willing to help underwrite costs.”

The Rogers Foundation, during a school board meeting, also pledged to help cover costs. Other local organizations were approached but made no public commitment.

Moradkhan says the idea was to get multiple organizations to contribute money to make it clear that nobody was trying to buy the position.

“It was about being a good community partner,” he said. “The district is the largest supplier of employees in Clark County. We want the best quality candidates for superintendent.”

Trustees in October voted 4-3 in favor of considering outside donations to cover the cost of the search firm. They made it clear then that contributions would need to be transparent and capped.

Since then, the tide has shifted toward rejecting the financial help. Trustee Deanna Wright originally voted that the board should consider accepting outside donations but changed her mind after consulting with Michael Casserly, the executive director of the **Council of the Great City Schools**. He advised her that the burden of paying for a superintendent search should be the responsibility of the district and trustees, not third parties.

“Even amid budget cuts,” Wright said. “He cautioned that even though donors will say there are no strings attached, his experience has led him to conclude there are always strings attached.”

Other trustees have been even stronger in their opposition.

“I don’t want to take a penny,” said Trustee Linda Young during a previous board meeting. “Even if it were \$3 or \$10 or \$100,000. I don’t want to take your money. ... We come up with the money to pay for this ourselves.”

Wright believes paying for a search firm is just “the cost of doing business.” Comparing the almost \$50,000 contract, which the trustees are expected to approve at tonight’s meeting, with any line item from the \$60 million worth of cuts made over the last few months is unfair, she says.

Wright says the business community, as well as the general public, will have a chance to weigh in on the district’s next superintendent. While details on the exact process have not yet been determined, she anticipates a series of meetings where people can meet the finalists and weigh in.

Lumping the business community in with the general public doesn’t sit well with everyone. Glenn Christenson, chairman of the Community Implementation Council dealing with the state-mandated reorganization of CCSD, says some members of the business community feel trustees are not engaging in a meaningful way with them.

“They are not looking to make the decision,” he said, “but they do bring a lot to the table. They have lots of experience bringing key people to the state.”

Christenson would like the trustees to model their superintendent search after presidential searches at the collegiate level. The process used by the Nevada System of Higher Education Board of Regents during national searches includes the creation of a search committee comprising four to six regents and additional nonvoting advisory members. Those advisory members may come from the business community. They are involved in the process, but the decision ultimately lies with the elected officials.

“I think that’s a better way to do it,” Christenson said, adding that he is unconvinced by trustees who argue they need to mitigate influence from the business community. “You can only be influenced by people if you allow them to influence you.”

**ARTICLES ON STUDENT DISCIPLINE**



## *Pittsburgh Post-Gazette*

# City schools no longer will suspend youngest students

Elizabeth Behrman  
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Dec 20, 2017

Beginning next fall, Pittsburgh Public Schools no longer will suspend its youngest students for minor infractions.

The school board approved the policy in a 7-2 vote Wednesday night, clearing the way to ban suspensions for nonviolent offenses for students in kindergarten through second grade starting next school year.

The policy passed after nearly two hours of debate and months of discussion and study. A dozen supporters rallied before the meeting to urge the board to pass the measure, then the meeting itself contained some tense moments as board members argued over how specifically to implement the change.

“It would be unfair to our children and staff to put this policy in place with having all of our T’s crossed and I’s dotted,” said board member Cynthia Falls, who voted with Terry Kennedy against the measure because there is not yet a concrete implementation plan or a guarantee about what other classroom supports will be provided to teachers and administrators.

But other board members said they were confident the plan would be formalized by the district administration by the Sept. 1 implementation date.

“We need to help these babies that need a little extra support to stay in class,” said board member Moira Kaleida.

The change comes in the wake of a specific recommendation to eliminate suspensions for the district’s youngest students in a January report from the **Council of the Great City Schools**. The findings revealed that Pittsburgh Public’s suspension rates were high relative to other city school systems and that its disciplinary actions disproportionately affected students of color.

Superintendent Anthony Hamlet noted that the district has made great strides in reducing suspensions across the board — by roughly 25 percent over last year— and restorative-practices training and other supports already have been put in place at a number of schools.

An estimated \$2.5 million will be necessary to provide training and other support for teachers as the suspension ban for younger students is implemented, he said. So far this year, seven students in those younger grades have received single-day suspensions for non-violent infractions.

The board also spent considerable time during the meeting debating whether the suspension ban should be expanded to include students in third through fifth grades, the subject of an amendment proposed by board member Sala Udin and supported by board member Kevin Carter.

“It’s beyond necessary that if we’re talking about doing things for black children, then let’s do it in full and do it all the way,” Mr. Carter said.

That motion ultimately failed in a 4-4 vote, with Ms. Kaleida abstaining. Mr. Hamlet said a district-level working group will begin studying how to expand the ban into grades three to five in the spring.

“It’s like this mountain that we have to do in chunks,” said board president Regina Holley.

In other business, the board unanimously approved a \$619.8 million operating budget for 2018 that includes no tax increase

## *90.5 WESA (Pittsburgh's National Public Radio News Station)*

# **Committee Says PPS Needs More Support Staff to Avoid Suspensions For Youngest Students**

By [Sarah Schneider](#) • Nov 9, 2017

A committee tasked with finding alternatives to suspending Pittsburgh students below third grade for non-violent offenses says the district needs more counselors, social workers and de-escalation training.

The board formed the working group in August after it voted down a last-minute policy revision calling for a ban on using suspensions in the early grades. Advocacy groups and the **Council of Great City Schools**, a consultant hired last year, have been calling for the district to stop using the punitive measure, but board members and the union representing the district's 3,000 teachers were wary that teachers needed more support.

Some board members voiced concern at an education committee meeting Wednesday night that the recommendations would be costly.

"I think all of these recommendations are great, but we have to think of the cost implications and understand that it's costing a lot of money to do all of these things," said board member Sylvia Wilson. "So we have to find the smart way of being able to provide this."

Board president Regina Holley said that shouldn't be a deterrent.

"We cannot keep going down this road with the number of students that are sent home in kindergarten through second grade," she said. "And there seems to be a large number of students of a particular hue that are being sent home more often than any other."

Kindergarten through second graders together missed nearly 800 days of school during the 2015-16 school year, [according to a report from the Education Rights Network](#). The group originally pushed for a ban of K-5 suspensions saying those students in the same year missed a total of 3,160 days of school because of suspensions. The report noted that 65 percent of those suspensions were labeled as a "disruption of school."

That investigation and the report from the **Council of Great City Schools** both note a significant disparity in which students are suspended; according to the Education Rights Network, black students at PPS are suspended four times as often as white students.

The committee of teachers, principals, students, parents, community members including university representatives and board members was also tasked with defining violent and non-violent offenses.

Vandalism, harassment, fighting, bullying and physical altercations would still warrant time away from the school building, according to the group. Academic dishonesty, misuse of electronic devices or profane language should be dealt with in the school.

The group also recommended a “cool down” room in every building where students could meet with a full-time counselor or social worker.

Board member Thomas Sumpter was part of the working group. He said the recommendations were a step in the right direction, but that there is more work to be done. He suggested the central office staff take over the work.

It’s unclear when the board will vote on a revised suspension policy. Board member Moira Kaleida did ask superintendent Anthony Hamlet to include funding for additional support staff in his next budget proposal.

## *Milwaukee Journal Sentinel*

# **Borsuk: Let's get a candid assessment of the state or order — and disorder — in schools**

Jan. 5, 2018

Here are three questions, and I don't know the answer to any of them.

The first question: What's the real picture when it comes to order and disorder in classrooms and in schools?

The second: What would actually make things better?

The third: What's the report on doing whatever the answer to the second is?

I don't know the answer to the first question because I don't know whom to believe.

I hear from some people, mostly school administrators, that things are not that bad. Suspensions and expulsions are down. We're helping more students with the issues that lead them to be hard to manage in a classroom.

I hear from others that things in a lot of schools (and this doesn't apply only to central city schools) are worse than people realize. Order in classrooms is harder to maintain than in the past. Troublemakers are not being dealt with successfully. Bad incidents are more common than many acknowledge.

Sadly, but probably inevitably, the debate over what to do about students behaving badly is polarized by race and politics.

Look at the controversy over suspending and expelling students from school. On a national level, in 2014, the Obama administration told school districts across the nation that the data showed there was racial discrimination – black students were being suspended disproportionately. Change this or face civil rights investigations, the administration said. Suspensions declined across the country.

Some say the Obama move backfired and climate in schools has gotten worse. Some say the Obama position was a step toward wiser policies because suspensions don't help kids. Building their social and emotional abilities is what is needed.

No surprise: The Trump administration is heading toward reversing the direction Obama took.

### **MPS suspensions**

The national debate has been playing out on the local and state level here. Let's focus on Milwaukee Public Schools as the main arena.

A decade ago, almost half of all MPS ninth graders and a quarter of all students were suspended at least once a year.

A team of consultants from the **Council of the Great City Schools**, a peer organization of urban school district leaders, studied MPS discipline policies in 2008 and said the MPS suspension rate was likely the highest in the nation. Their report urged MPS to build up alternatives to suspensions, such as counseling and encouraging positive behavior.

MPS leaders ordered principals to reduce suspensions, and that happened. New efforts were launched to deal with student problems. My guess is that, in some schools, such efforts were and are helpful.

So are things better overall? Not based on a lot of anecdotal reports. Instead of suspending a student for, say, three days, a lot of misbehavior is just not dealt with, some teachers say.

There has been too little candid and thoughtful public discussion of the actual state of things in schools. I wish all of us had a better handle on this. But at the moment, I haven't succeeded even in getting current suspension data from MPS. I asked for this on Dec. 12. I even put in a formal open records request. No numbers yet.

I did talk with Matthew Boswell, MPS director of student services, who said the priority now is "getting in front of the behavior" by dealing with students' psychological needs.

Suspensions are "a reactive practice" and are not generally helpful, Boswell said. They are being used as a last resort. "My mind set is more preventive," Boswell said. "There's a reason for the behavior." The reasons need to be addressed.

How's this going? "I think it's been going extremely well," Boswell said. He said "amazing work" is being done in a lot of schools. He did not offer any data on results.

Marquette Law School hosted a program Nov. 29 on social-emotional learning issues. I was the main organizer. One of the speakers, Andre Perry of the Brookings Institution in Washington, said suspensions and other punitive steps in schools should be banned.

"We really don't know ways to treat black children that fall outside the realm of punishment," he said. "Discipline is about punishment . . . I would ban punishment just so we can see, oh, there is a better way to change behavior than suspension, expulsion, in school suspension, putting a kid in a closet, so on and so forth." High-quality teaching can do a lot to reduce behavior issues, he said.

That brought a question from a woman in the audience who described an actual incident. The teacher tried to break up a fight among students so the kids could deal with their anger more appropriately.

"She's punched in the face and her eye is affected, and she leaves the city schools because of that," the woman said. She asked what can be done for idealistic teachers who deal with "really tough stuff, day to day."

Perry acknowledged the problem. "I do know the answer isn't suspension," he said. "I do know that at some point that kid has to learn appropriate behavior. . . . I want to see less trauma in schools, but the way you correct that is by being more nurturing, by being more loving."

I want to continue this discussion in coming weeks. One thing I'd particularly like is to hear from teachers and students from any school in Wisconsin. What is the atmosphere in your school? What would improve things? Given the chances of negative consequences for those who speak up, I will not use names in any piece I write. [My email address](#) is at the end of this piece.

Let's face issues as crucial as this with candor, wisdom and an openness that I hope will move us forward.

*Alan J. Borsuk is senior fellow in law and public policy at Marquette Law School. Reach him at [alan.borsuk@marquette.edu](mailto:alan.borsuk@marquette.edu).*

*The Cleveland Plain Dealer*

## **36,000 suspensions for Ohio third graders and younger could prompt ban on harsh punishments**

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

November 12, 2017

CLEVELAND, Ohio - Ohio could join the growing number of states and cities to ban suspensions of young students as damaging and counterproductive, under a new bill to be released this week.

State Sen. Peggy Lehner, who chairs the Senate education committee, says she is astounded that Ohio schools kick kids in kindergarten through third grade out of school more than 30,000 times a year.

There were 36,000 such suspensions - removal from school for up to 10 days - of Ohio's 540,000 PreK-3 students in 2015-16 and 34,000 in 2016-17.

Many were for serious offenses like vandalism, hurting other students, bringing a gun to school and even "unwelcome sexual conduct" by kindergarteners.

But others, she said, come from overzealous use of "zero-tolerance" policies and schools' inability to manage students. And just under half - 48 percent - are mainly for the lesser offense of disobedient or disruptive behavior.

"We have to come up with a better way to deal with those kids than to throw them out of the classroom," said Lehner, who will spell out details of her long-anticipated bill to cut suspensions on Tuesday.

It's an issue that has been drawing increased scrutiny nationally and across Ohio in recent years, as educators worry that suspensions for misdemeanor-like offenses keep kids out of class and hurt learning unnecessarily. The new goal of states like Connecticut and California and cities like Cincinnati, Denver St. Louis and Milwaukee is to help young students manage their behavior, not just punish.

Most of the new bans allow suspensions and expulsions for serious offenses, but limit them for things like ["disruptive conduct, rule-breaking and disobedience,"](#) or ["willfull defiance."](#)

Former U.S. Secretary of Education John King is among those who believe that tossing kids out of school rather than teaching them better behavior makes no sense.



"When a student fails a math quiz, we don't say to the student, 'No more math for you,'" King said at a recent speech at the Cleveland City Club. "But we do say that around behavior. If you're struggling with behavior and struggling with a social environment, therefore we're going to exclude you."

"What we should say is, 'We are going to help you learn to adjust your behavior'," King added.

That has been the plan of the Cincinnati school district, which banned most suspensions for kids third grade and younger in 2003. That district also [tries to avoid suspensions for older students](#).

"The solution to problem behavior is not to expel or suspend most students who misbehave," the district's website states. "Too often, students' behavior does not improve when they return to school, and, to make matters worse, the returning students now are behind in class work."

Lorain school district CEO David Hardy talks about reducing student suspensions at the [Council of the Great City Schools](#) national conference in Cleveland

David Hardy, the new CEO of the Lorain school district, said that was the approach he used in his last job as deputy superintendent for academics in St. Louis.

That district banned suspensions for K-2 students, before adding third grade to that ban this year.

"We were changing the narrative about how to best handle the choices our kids make," Hardy said. "We had leaned way too heavily on the punitive aspect."

Hardy wants to move Lorain away from suspensions to a more "restorative justice" approach, where students accept responsibility for their behavior and try to make amends. He said the district may be a year or two away from having teachers and principals ready to make that shift.

Lehner said she wants more schools to use methods like the [Social and Emotional Learning that Cleveland and other districts have added](#) in recent years to improve behavior and the ["Positive Behavioral Interventions and Supports \(PBIS\)" the state mandates](#).

"You can't learn if you're not in the classroom," Lehner said, concerned that suspensions bring unintended consequences.

"(If suspended), now they're feeling antagonistic toward the school for throwing them out, and some parent probably had to take time off from work, possibly lost their job, and now they're behind in school and we're looking at more failure."

"What are the consequence of this for students' long-term futures?" he asked in his Cleveland talk. "What is the message that students take away when what they hear from school is that we don't want you here, beginning at four?"

There's also a huge racial and income division in how discipline is handed out.

King presented data from the civil rights office of the U.S. Department of Education showing that black boys are three times as likely to be suspended as white boys. Black girls were suspended six times as often as white girls.

The division is similar for Ohio's PreK-3 students that Lehner is looking at. About 64 percent of Ohio's suspended students in that age group are black, while black students make up just 16.5 percent of the state's enrollment.

	<b>Percentage of statewide enrollment</b>	<b>Percentage of suspensions</b>
Black students	16.5	64
Students with disabilities	14.5	65
Economically disadvantaged students	49.9	90

The same kind of over-representation occurs with students with disabilities and economically disadvantaged students, as shown in the chart above, which shows a breakdown of suspensions in Ohio in 2016-17. Note that students that meet more than one of those characteristics will count in each category.

Lehner said these suspensions at young ages, mostly for minor things, add to the continuing gap in test scores between minority and white students.

"We don't have to condemn kids to a school career of failure," she said.

Multiple studies suggest that much of this disparity is not from worse behavior by students but by teacher bias and perception.

"A common fallacy suggests these disturbing statistics represent differences in these students' behaviors," [say officials of the National School Climate Center](#). "The types of infractions whereby students of color are suspended are discretionary - subjective, non-violent offenses such as disrespect or excessive noise."

Denver school board member Allegra "Happy" Haynes said teachers and parents pushed back as her [board has limited suspensions of students third grade and younger](#). She told a panel at the [Council of the Great City Schools](#) conference in Cleveland last month that fear and biases drive a lot of the suspensions there.

"They are afraid of four-year-olds," Haynes said. "That's the elephant in the room."

She and other board members, though, want the district and teachers to explore why kids are having behavior issues and examine how to resolve them without punishment.

Milwaukee schools CEO Darienne Driver said at the same conference that her district slashed suspensions for second grade and younger in 2015. Driver said though parents and teachers

worried what would happen when punishments were eased, her district wants to build relationships with students so that they trust the school and want to be there.

That, she said, gives students a chance to fix their mistakes before being punished.

"I refuse to believe that kids at five years old are bad," she said.

**MISCELLANEOUS ARTICLES**

## *GW Hatchet*

# Spanish department starts new master's program to train language teachers

The Spanish department will debut a new five-year master's degree program next semester, allowing students to earn degrees in both Spanish and foreign language education.

By [Rachel Walsh](#) Oct 30, 2017 2:28 AM

The Spanish language program is looking to send more of its students back to grade school as foreign language teachers.

The program will debut a new five-year master's degree program next semester, allowing students to earn degrees in both Spanish and foreign language education. Spanish faculty said the program, which will feature two new courses taught entirely in Spanish, aims to train more foreign language educators to address a nationwide shortage of bilingual teachers.

Starting in the spring, Spanish majors will be able to graduate in five years through the new combined bachelor's and master's degree program.

The new major program will include upper-level courses in Studies in Latinx Cultural Production, which will examine how culture is reflected through art and literature, and Spanish Applied Linguistics, a class focused on the mechanics of teaching the Spanish language.

“Every single state in the U.S. reports that there is a shortage of Spanish teachers at every level of education.”

María José De la Fuente, the director of the Spanish language program, said the new degree is an opportunity for students to fill the growing need for Spanish teachers around the country and, specifically, in D.C.

“Every single state in the U.S. reports that there is a shortage of Spanish teachers at every level of education and Spanish is growing exponentially,” de la Fuente said.

About half of school districts in large cities either had a shortage of bilingual teachers in 2013 or will have a lack of those instructors by next year – at a time when the population of bilingual public school students is surging, [according](#) to a report by the **Council of the Great City Schools**.

De la Fuente said the new courses and the new degree will hopefully encourage more students to teach grade school students and meet the growing demand for bilingual educators.

“We are trying to move toward getting some students excited about being teachers, and teaching the language, and that’s why we are offering more variety of upper-level courses that are beyond learning the language,” she said.

The new major will also include an additional service learning component that will give students one credit toward their degree for spending a semester tutoring or participating in outreach efforts at local schools and youth centers.

Faculty said the new program – especially the two Spanish-only courses – would increase students’ comfort with speaking the language, making it more likely they will graduate speaking fluent Spanish.

Dolores Perillan, a teaching instructor in Spanish, said serving the community is an experience students often need to become bilingual because they are put in situations that the classroom can’t always replicate.

“We can provide excellent professionals to devote to education in this part of our country and beyond,” Perillan said. “That can provide the depth and the wealth that students from GW can bring to many fields, but the field of education is one of them.”

Allison Caras, an assistant professor of Spanish who will teach Spanish Applied Linguistics, said the new major would help students improve verbal language skills that may have been lacking in the past.

“Where most students struggle is that they can read, write, listen really well, but everyone has a really hard time talking.”

“This University is a very global university, so if you have students who don’t speak a foreign language or use it out there, then what does ‘global’ mean?” Caras said.

Paul Wahlbeck, the vice dean for programs and research in the Columbian College of Arts and Sciences, said departments are ultimately responsible for the amount and type of courses they offer, a decision made based on student interest.

“Course offerings are continually reviewed by department chairs to provide the best, most engaging courses possible for our students,” Wahlbeck said in an email.

Students said a focus on service learning could help further develop their language skills by providing more opportunities to speak their target language.

Clare O’Connor, a freshman in the Elliott School who intends to minor in Spanish, works every Monday at Operación Impacto, a student organization that tutors youth at the D.C. Bilingual Public Charter School. The new program will allow her to work at the school for credit toward her degree.

O'Connor said there's not enough focus in the Spanish program on actually speaking the language in class, one of her chief complaints about the department.

This fall, the Department of Romance, German and Slavic Languages and Literatures – which includes the Spanish program – began [teaching](#) some courses in English, with an optional foreign language component. The move came after the department was forced to [cancel](#) several classes last year due to a shortage of professors.

“Where most students struggle is that they can read, write, listen really well, but everyone has a really hard time talking,” O'Connor said. “There's not enough discussion.”

*Morgan Camp contributed to reporting.*

## *The Cleveland Plain Dealer*

# All those tests at school are key to fixing inequities, former U.S. education secretary John King tells City Club

October 24, 2017 at 4:57 PM

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

CLEVELAND, Ohio - There's a real reason for all that testing in schools and for detailed school report cards, former U.S. Secretary of Education John King told a lunchtime crowd at the City Club today.

It's all about equity in education, he said. Though school "accountability" measures like tests are unpopular, he said, they help make sure that students of all incomes and ethnicities have fair resources and learning opportunities.

"We can only do that if we hold ourselves accountable for making progress," said King, who served as education commissioner for New York State before taking over the U.S. Department of Education in the last year of the Obama administration.

[Former U.S. education secretary John King talks about why equal opportunities in school matter](#)

In his half-hour talk, King outlined how test scores have risen across the United States, but gaps between the scores of affluent and white students versus poor, black and Hispanic students have persisted.

"Despite the progress, the gaps remain - significant gaps in achievement for Hispanic and African American students," he said.

Graduation rates, at a national all-time high, are 13 points lower for black students and 10 points lower for Hispanic students than for white students, he said.

Almost half of the nation's black and Hispanic students score at the lowest level in 4th grade reading on a key national test, compared to just 21 percent of white students.

And students in high-poverty districts, he said, are taught by teachers without expertise in the subject twice as often as in low-poverty districts.

"This is very worrisome for our future," King said, listing additional gaps in math classes and at other grades.

See his full slideshow below.



He reminded the audience the often-reviled No Child Left Behind law created under Pres. George W. Bush was primarily a civil rights law. By forcing schools and states to report scores for all ethnic, disability and income groups, issues of small groups falling behind were then counted.

The new Every Student Succeeds Act (ESSA) continues that mission with added focus on homeless students and English language learners.

The key, he said, will be making sure that schools add support and development for teachers to close the gaps the tests find.

"What changes so that outcomes improve?" he told people to ask.

Not enough has changed in Ohio, he said, noting that gaps continue here. Though he credited Ohio with directing more money to poor and challenged districts, he said there does not seem to be enough extra help.

King's talk was the second discussion of education equity issues in Cleveland in the last week. Superintendents from Dallas, Milwaukee, here in Cleveland debated ways to reduce inequities with a Denver school board member at the [Council of the Great City Schools national conference](#) here last Friday.

**SAMPLE URBAN SCHOOL CAMPAIGN FLYERS**



## Did You Know that Martin Luther King Jr. Was a Graduate of the Atlanta Public Schools?

### Other Graduates of Big-City Public Schools?

- Golda Meier, former Israeli Prime Minister, was a graduate of the Milwaukee Public Schools.
- Thurgood Marshall, former U.S. Supreme Court justice and civil rights leader, was a graduate of the Baltimore city public schools.
- Michelle Obama, former First Lady, was a graduate of the Chicago public schools
- Mitch McConnell, Senate majority leader, was a graduate of the Jefferson County (Louisville) public schools
- Chuck Schumer, Senate Minority Leader, was a graduate of the New York City public schools
- Ruth Bader Ginsburg, U.S. Supreme Court justice, was a graduate of the New York City public schools
- Anthony Kennedy, U.S. Supreme Court justice, was a graduate of the Sacramento public schools
- Elena Kagan, U.S. Supreme Court justice, was a graduate of the New York City public schools

And thousands and thousands more leaders are on their way!

We thought you might like to know!



## For the Record

Senior Advisor to President Donald Trump, Kellyanne Conway, was quoted in the *Washington Post* on January 15, 2017 as saying that the new president would “infuse levels of accountability, metrics and deliverables in a system (the federal government) that seems to lack if not abhor all three of these things.”

### Did You Know that the Nation’s Urban Public Schools--

- Developed a performance management system with over 400 *metrics* by which to benchmark their performance academically, financially, and operationally?
- Initiated the Trial Urban District Assessment to hold themselves publicly *accountable* on the nation’s toughest test?
- Provide technical assistance teams for each other in order to *deliver better results* for children and the public?

We thought you might like to know!



## Did You Know?

- The winner of the U.S. Academic Decathlon has been a public high school in Los Angeles for the past six years.
- The public school districts in Atlanta, Austin, Dallas, Charlotte, Chicago, and Denver were named to the 7<sup>th</sup> Annual AP Honor Roll by the College Board for boosting enrollment in advanced placement courses *and* increasing passing rates.
- High school students from the Cleveland public schools won the world student robotics championship.
- A Dallas public high school was ranked No. 1 by *U.S. News & World Report* for a fifth consecutive year.
- The Long Beach public schools were ranked by global-management consulting firm McKinsey & Company as one of the five best school systems in the *world*.

We thought you might like to know!



## It's Not a Secret. Big-City Public Schools Are Improving on All Fronts.

- Between 2003 and 2015, the nation's large city public schools improved faster on the National Assessment of Educational Progress (NAEP) in reading and math than the national average.
- Graduation rates in the country's big-city public school systems have improved.
- Incidents of bullying and harassment among students has dropped.
- The cost of many operational functions in big city school districts—such as payroll, procurement, and food service labor costs—has decreased as efficiencies have increased.

We thought you might like to know!



## For the Record

### Urban Public Schools Play a Major Role in America's Prosperity...

- The nation's 70 largest urban school systems enroll more students than the entire population of the state of California.
- Urban public school systems in America serve more children every day than there are people in half the countries in the United Nations.
- The nation's largest buyer and consumer of milk are its big-city public schools.
- The large city public schools serve more meals every day than Meals on Wheels.
- The nation's largest 4-H chapter is operated by a big-city public school district (Philadelphia).

We thought you might like to know!



## What Are America's Urban Public Schools Trying to Achieve in Their Reform Efforts?

- Boost standards and expectations for ALL urban children.
- Create access, opportunity, and equity to high quality instruction for ALL urban children.
- Improve the quality of instruction for ALL urban children.
- Strengthen our leadership, governance, management, and operations.
- Advance accountability for results and transparency in our operations.
- Bolster the public's confidence in public education in our urban areas.

We thought you might like to know!





## For the Record

### Urban Public School Districts Provide and Support Parental Choice.

- The 10 highest rated city school districts on Brookings' Educational Choice Index in 2016 were Denver, New Orleans, New York City, Newark, Boston, Columbus, Chicago, Houston, D.C., and Pinellas County (St. Petersburg, FL).
- Over half of the students enrolled in the nation's big-city public school districts do not attend the school in their immediate neighborhood.
- Many big-city school systems—like Baltimore, Chicago, Denver, and Los Angeles—create charter schools as part of their district reforms.
- Urban school systems—like Cleveland and Nashville—provide large numbers of theme schools or academies from which parents can choose.
- Magnet schools—like those in Miami, Dallas, St. Paul, and Seattle—provide excellent academic choices

We thought you might like to know!



Did You Know that Quincy Jones, music composer and director, was a graduate of the Seattle Public Schools?

### Other Graduates of Big-City Public Schools?

- Prince, prolific music composer and recording artist, was a graduate of the Minneapolis public schools.
- Lin Manuel Miranda, author and star of the Broadway show “Hamilton” was a graduate of the New York City public schools.
- Marion Anderson, opera star, was a graduate of the Philadelphia public schools.
- Maya Angelou, poet and author, was a graduate of the San Francisco public schools.
- Nancy Wilson, jazz singer, was a graduate of the Columbus public schools.
- Jennifer Hudson, pop singer, was a graduate of the Chicago public schools.
- Paul Simon, music composer and singer, was a graduate of the New York City public schools.
- Al Jarreau, grammy award-winning singer, was a graduate of the Milwaukee Public Schools.
- Johnny Mathis, award-winning crooner, was a graduate of the Chicago Public Schools

And thousands more are on their way!



## Did You Know that the Orange County (Orlando) Public Schools—

- Increased its graduation rate by some 10 percentage points since 2010-11? It now stands at 81.3 percent.
- Saw over one-third of its graduates in 2015-16 score a three or higher on at least one Advanced Placement exam? And the district saw a 40 percent increase in the number of students with an Industry Certification?
- Saw voters approve a half-penny sales tax by a 64 percent margin to support over \$2-billion in new school construction and renovation?
- Saw voters three months later approve a millage increase by 77 percent to support operations?
- Developed a Philanthropic Strategic Plan into which local businesses and partners committed \$21 million to support students?

They did! We thought you might like to know!

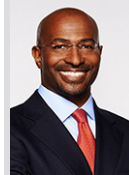


Did You Know that Graduates of the Great City Schools who have made substantial contributions to science and medicine include--

- Ben Carson, world renowned brain surgeon and current Secretary of Housing and Urban Development, was a graduate of the Detroit public schools
- Polykarp Kusch, winner of 1955 Nobel Prize in physics, was a graduate of the Cleveland public schools
- Charles Drew, physician and pioneering blood transfusion researcher, was a graduate of the District of Columbia public schools
- Martin Lewis Peri, winner of the Nobel Prize in physics, was a graduate of the New York City Public Schools
- Wendy Chung, clinical geneticist, was a graduate of the Miami-Dade County Public Schools
- Gary Becker, winner of the Nobel Prize in economics, was a graduate of the New York City Public Schools
- Robert Lefkowitz, winner of the 2012 Nobel Prize in chemistry, was a graduate of the New York City Public Schools.

It's true! And more are on the way!

**THE URBAN EDUCATOR**



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- 40 Years of Service, p.7
- LEGISLATIVE**
- Tax Bill Impact, p.10

## Bill Gates Sets New Priorities in Address At Council Conference

CLEVELAND — As the co-chair of the Bill & Melinda Gates Foundation, philanthropist Bill Gates has been involved in efforts to improve K-12 education in the United States since 2000. In the past 17 years, a lot has changed in education reform. But what has not changed is the foundation's goal of wanting every student to get a great public education.

"It's so key to the future of America, whether it's the economic strength of the country or, more importantly, our commitment that individuals have an opportunity to succeed," said Gates to more than 1,000 urban school leaders assembled here for the Council's 61<sup>st</sup> Annual Fall Conference.

Those educators had a front row seat as Gates unveiled what the priorities of his foundation are going to be for the next five years in the area of education.

*Bill Gates continued on page 6*



Philanthropist Bill Gates

## Council Leads Team to Help Reopen Schools in Puerto Rico

A team of eight urban-school leaders led by the Council of the Great City Schools recently spent a week in Puerto Rico, assessing damaged school buildings and conducting repairs to reopen schools in the aftermath of Hurricane Maria that hit the island in September.

Puerto Rico Secretary of Education Julia Keleher had requested a Council facilities team to visit 35 schools in every region of the island to inspect and assess the condition of school buildings and determine the extent of damage caused by Hurricane Maria. The team was also asked to ascertain repair and maintenance needs of each of the schools and conduct repairs to help reopen damaged schools.

The team arrived in San Juan on Nov. 5, and traveled throughout Puerto Rico for seven days in two trucks. At one point, the team was stranded on a mountain top in the Puerto Rican countryside by a washed-out bridge.



Council team members John Dufay and Mark Zaher cut an electrical ground cable to enable students access to Jose Robles Otero School in Puerto Rico.

And this was the same week that U.S. Secretary of Education Betsy DeVos visited the island on Nov. 8, meeting with the

*Puerto Rico continued on page 4*

## 'Courage Award' Given to Urban Districts Impacted by Hurricanes

CLEVELAND — The Houston public school system and seven big-city Florida school districts impacted by Hurricanes Harvey and Irma, respectively, received awards from the Council of the Great City Schools at its recent Fall Conference here.

The Council's *Courage in Crisis Award* was presented to the Houston Independent School District and the urban school districts in Florida's Broward County (Fort Lauderdale), Duval County (Jacksonville), Hillsborough County (Tampa), Miami-Dade, Orange County

*Courage Award continued on page 4*

# Long Beach School Board Member Named Top Urban Educator

CLEVELAND—The Green-Garner Award, the most prestigious honor in urban education leadership, was presented to school board member Felton Williams of California's Long Beach Unified School District during the Council of the Great City Schools's 61<sup>st</sup> Annual Fall Conference here.

Sponsored by the Council, Aramark K-12 Education and Scholastic, Inc., the award recognizes Williams as the top urban educator of 2017, and affirms his outstanding contributions in urban education. Along with the award is a \$10,000 college scholarship Williams will be able to give to a student in the Long Beach school system.

Williams has served on the Long Beach school board for 13 years and 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.

"I am positively on cloud nine,"



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.

said Williams upon receiving the award. "I want to extend my appreciation to the men and women and students of the Long Beach Unified School District for adding meaning to my life. They take their responsibility seriously in the worst of times and the best of times. They are committed, resilient and work diligently to provide chal-

lenging opportunities to each and every student."

## Queen Smith Award

Alicia Isaac, a teacher for 11 years at Boca Ciega High School in Florida's Pi-

**Top Educator** continued on page 8



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Superintendent, Milwaukee

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## Education Equity Focus of Council Town Hall Meeting

CLEVELAND—What does equity really mean?

That was the focus of a town hall meeting moderated by CNN political commentator Van Jones at the Council of the Great City Schools 61st Annual Fall Conference here.

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

For Eric Gordon, CEO of the Cleveland Metropolitan School District, equity is the core of what he does. “I want to make sure my kids and my kids’ families can dream without limits and fully be able to pursue whatever that dream is,” said Gordon. “To me, that’s the ultimate win in equity.”

Darrienne Driver, superintendent of Milwaukee Public Schools, said that Milwaukee has the worst achievement gap between white and black students, which has led to a narrative that blacks can’t achieve. So she believes that part of her mission is to change that narrative, and the way to do that is through equity.

“It really does mean that we are bold and brave enough to put the resources in places where they are needed most,” said

Driver. “That sounds really great on paper, but it’s about doing business differently and getting the community around the whole concept of having to serve the needs of our students and approaching it in a very different way.”

Jones noted that the challenge of equity often requires taking resources and putting them someplace else.

Denver school board member Allegra “Happy” Haynes said that when people equate the idea of equity with taking away from one group and giving it to another it’s a lose, lose strategy.

“So I like to turn it around and talk about every child because it’s too easy to lose the individual needs of a child,” said Haynes. “If you know me and what my needs are as a student, then you’ll understand what it takes to educate me and meet me where I am.”

“What are some of the things you see working?” asked Jones.

Haynes said that the school board recently received a report about low-performing schools that received intensive supports and they are now improving.

“You can’t just throw money at the problem and that’s the end,” said Haynes. “They changed, were accountable and did

the things that made a difference.”

Dallas Schools Superintendent Michael Hinojosa said that part of the district’s equity strategy is a program called ACE, Achieving Campus Excellence, where the best teachers are paid more money to teach at the toughest schools. The district also did an equity audit. “We had someone from the outside come and tell us where our issues are,” said Hinojosa.

He also advises school district officials who want to redistribute money where it is most needed to appeal to people’s altruistic values. “Tell them to do this for the greater good, and if they have none, I appeal to their property values,” said Hinojosa. “If you don’t do this, ain’t nobody going to buy your house. Everyone has values somewhere, you just have to find them.”

Jessica Nelson is a parent of a recent graduate and two current students in the Cleveland Metropolitan School District.

When her kids started school, the question she always asked herself is ‘Am I an advocate for my child and what school do I want them to attend?’ As a result, she researched different schools and became an active parent. “I do not have a problem going into a school and classroom and that’s

**Town Hall** continued on page 8



Van Jones, left, moderates the Council’s Town Hall Meeting on equity featuring panelists, left to right, Cleveland Schools CEO Eric Gordon, Milwaukee Schools Superintendent Darrienne 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.





Council team in Puerto Rico working on water supply problems at Cruz-Garcia and Jose-Padin schools.

**Puerto Rico** continued from page 1

governor of Puerto Rico, education secretary and other officials, including Council Executive Director Michael Casserly, who led the team of facilities and operations leaders from seven big-city school districts.

Of the 35 schools visited, the Council team recommended 20 to be opened or brought back on line, and 15 were deemed not ready to open or should be shut down. Reportedly, more than 450 schools on the island remain closed due to hurricane damage.

“People were crying, praying and cheering when we announced that their schools were opening,” says Casserly in an *Urban Educator* interview.

With no electricity on most of the island, Casserly points out that there were more electrical repairs that the team conducted than anything else, which included tying off live electrical wires and hooking up generators to provide power to schools. The team also made minor plumbing repairs.

Additionally, the team identified broad facilities issues that the Puerto Rico Department of Education was likely to face in the aftermath of the storm, and provided guidance to the department in working with FEMA and the Army Corps of Engineers. Moreover, it provided a series of

recommendations to the department on island-wide rebuilding and school-by-school repairs.

At the end of the week, the Council facilities team submitted a 230-page report to the Puerto Rico secretary of education that gave findings, photos of damages with observations, inventory of building-by-building conditions and recommendations on next steps for the buildings.

Because so many Puerto Ricans were fleeing the heavily damaged island, the team faced a challenge trying to get flights home. Joining Casserly on the mission to reopen schools were Eugene Salazar, director of business operations for the Houston Independent School District; John Dufay, executive director of maintenance and operations for the Albuquerque Public Schools; Mark Zaher, director of school operations for the Miami-Dade County Public Schools; Keith Scroggins, chief operating officer of the Baltimore City Public Schools; Alex Belanger, assistant superintendent for facilities management and planning for California’s Fresno Unified School District; Julius Monk, executive director of facilities for North Carolina’s Guilford County Public Schools in Greensboro; and Patrick Zohn, chief operating officer of the Cleveland Metropolitan Public Schools.

## Detroit Enrollment Increases for First Time in 15 Years



Nikolai Vitti

The Detroit Public School Community District recently reported its first increase in student enrollment since the 2002-2003 school year – 15 years ago.

Some 4,600 more students enrolled in the Detroit school system this year, bringing the total enrollment up to more than 50,100 students from 45,500 last year.

“There are few indicators more important than enrollment to determine the health of a district because it reflects the intentional decision on the part of parents to place their children where they believe they will receive the best education,” said Superintendent Nikolai Vitti in a press release.

Moreover, more than 1,650 students enrolled in the Detroit public school district from charter schools in September, according to the district, which saw the low-

**Detroit Enrollment** continued on page 12

**Courage Awards** continued from page 1

(Orlando), Palm Beach County and Pinellas County (St. Petersburg).

Following the conference, a few school districts announced the award at their school board meetings.

In Jacksonville, Florida, the “Courage” Award was presented to Duval County Public Schools Superintendent Patricia Willis during the district’s recognition ceremony for all employees who provided services during Hurricane Irma.

“This award belongs to all of you,” Willis said to the more than 200 employees at the ceremony who represented school-based staff, administrators, school police, food service workers and maintenance and operations staff. “You all worked tirelessly for the cause of children.”

## CNN's Van Jones and Actress Rosario Dawson Address Urban School Leaders

CLEVELAND— CNN political commentator Van Jones calls himself a progressive. Yet, he believes the best educators must be both liberal and conservative. He believes 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.

“The fact that this seems like an odd conversation, that conservative and liberal values are both needed to make America strong, is a part of why nothing is working anymore,” said Jones in an insightful address to more than 1,000 urban school superintendents, senior administrators, board members and deans of colleges of education assembled here for the Council’s 61st Annual Fall Conference.

The son of two teachers, Jones said he learned from his parents the importance of educators. “A future that can be great or terrible is sometimes based on a single word from a teacher,” said Jones. “There’s no more noble work than your work.”

A political commentator on television for almost four years, he believes that the nation has underestimated the heroism of its cause as Americans.

“In America, there are 300 million people of every color, class, faith, gender, sexuality, ability level, every kind of human being ever born in one country and we mostly get along,” marvels Jones.

When he travels the world, he visits countries that may have only two ethnic groups, but fight all the time. “You look at what we do every day, in your cities, is a miracle in human history,” observed Jones, because for 10,000 years it was perfectly acceptable to kill people because they are in a different tribe.

“You are the only weird people that have somehow convinced yourselves that your tribe is everybody,” he said.

The bestselling author realizes that it is so much easier to divide people based on a problem than to unite people based on a solution, but he urged people not to give up. “Democracy is hard to do, this is tough.”



CNN commentator Van Jones

He also noted that Americans may wonder how people on the left and right sides of the political spectrum can listen to one another and help students succeed, when they don’t even listen to the same news or share the same body of facts.

But he believes the nation can get through the turmoil if they follow those words found in the Pledge of Allegiance, ‘liberty and justice for all.’

“Liberty is a right wing concept, justice is a left wing concept,” said Jones, and “justice without liberty is a nightmare.” He said that the two need each other and compared it to a bird who cannot fly without a left or right wing.

“What holds those two wings together is a beating heart,” Jones told conferees. “You’re that beating heart that knows the value of all those kids.”

### Helping Emotionally

Actress Rosario Dawson was born to 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.

When Dawson was in elementary school, her mother and a group of parents

started a school, with funding from local colleges. The actress was one of 60 children that ended up being in a segmented part of an elementary school where the students were encouraged to participate in STEM (science, technology, engineering and math) activities. In the summer, Dawson took a calculus course at a local college where her favorite teacher helped her understand how exciting it was to understand math.

“I think it’s so remarkable how much time and energy people spend on trying to figure out what the influencers are on their children, and how little research they do into the teachers that they actually spend most of their time with,” said Dawson. “I’m grateful that my mom put that time in and I’m grateful that all of you do.”

Dawson told conferees that she understands how neglected so many urban communities are and that the neighborhood she grew up in New York City had high teenage pregnancy and high school dropout rates.

And she believes that the biggest thing educators are fighting against is the emotional intelligence of the children they are working with, those who may come from single-family homes, have to dodge bullets on their way from school or are worried about their parents being taken away because they are undocumented.

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

“When you show up for them, it becomes what poet Maya Angelou said, ‘the rainbows in the clouds’. And I want to thank you so much for being rainbows in the clouds because it’s stormy out there. And you are showing up and showing what true service is.”



Actress Rosario Dawson

**Bill Gates** *continued from page 1*

He said that the foundation's biggest investment will be funding a network of public schools across the nation that are committed to using data-driven continuous learning and evidence-based interventions to drive student achievement.

The networks will start initially with high-need schools and districts in six to eight states. Each network will be backed by a team of education experts skilled in continuous improvement, coaching, data collection and analysis.

According to Gates, while the networks might look different from each other, they will all have a commitment to continuous improvement, as well as a commitment to use the data to examine the progress of students.

"The goal is to share the results, including the things that don't go well," said Gates. "So that other people don't go down the same path."

The foundation backed the Common Core State Standards because it believed, and still believes, that all students – no matter where they go to school – should graduate with the skills and knowledge to succeed after high school. As a result, the foundation is increasing its commitment to developing great curricula and professional development aligned to state standards.

In the past, the foundation invested directly in teacher evaluations, and while this will no longer be the case, it will continue to gather data on the impact of these systems and encourage the use of tools that help teachers improve their practice.

Gates, co-founder of Microsoft, said that innovative research involving technology and digital learning will also be an area the foundation will delve into.

He then posed this question to conferees, "So, what does this mean for our work with you and others?"

During the next five years the foundation will invest more than \$1.7 billion in K-12 education initiatives, announced Gates. And the majority of that funding, more than 60 percent, will support the networks of public schools and the curricula they will be using.

And while the foundation will continue to be involved in charter schools and help them in areas they have challenges, such as serving special needs students, "we feel we need to put the vast majority of our money into these networks of public schools," said Gates.

Most importantly, the effort will be driven by the schools themselves. "We will let people come to us with the set of approaches they think will work for them in their local context," said Gates.

### **Using Data Effectively**

He noted that many school districts now have the data they need to track student progress and achievement, and some are using it to great effect.

He cited California's Fresno Unified School District, which discovered that students weren't aware of their college options. The district then created individualized college information packets for every senior who met the state's college requirements, and the result was a 50 percent increase in the number of students applying to California's public universities.

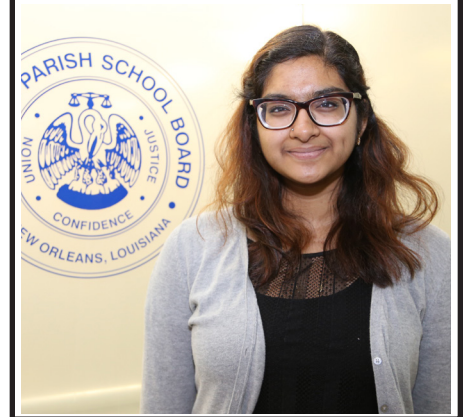
And he mentioned how Chicago Public Schools partnered with the University of Chicago to create their Network for College Success, a network of schools that is using data to identify strategies.

"So these kinds of approaches, where networks of schools have the flexibility to propose the approaches they want, we think this will lead to more impactful and durable systemic change that will be attractive enough to be widely adopted by other schools," said Gates.

He told conferees that the role of the Bill & Melinda Gates Foundation is to serve as a catalyst of good ideas, driven by these guiding principles: helping all students, especially low-income students and students of color, so that everyone has access to a great public education that fully prepares them for adulthood. "We won't give up on this until this has been achieved, and we look forward to continued partnership with you in this work in the years to come," said Gates.

## **New Orleans Student Aces SAT and ACT**

Obtaining a perfect score on a college entrance exam is an incredible accomplishment. And Maanasa Narayanamoorthy, a 16-year-old senior at Benjamin Franklin High School in New Orleans, did it not once – but twice! She received the highest possible marks on both the ACT and SAT college readiness exams. Narayanamoorthy's advice to other students is to customize their approach. "You have to find the testing strategy that works best for you," she said in an interview with the *Times-Picayune*.



## **Council Math Director Elected to Board**

Denise Walston, the director of mathematics for the Council of the Great City Schools, was recently elected to the National Council of Teachers of Mathematics Board of Directors. The board sets the direction, establishes policy and oversees the activities of the math teachers group.

As the Council's director of mathematics, Walston provides member districts support for improving student achievement and for implementing the Common Core State Mathematics Standards. She has also served on numerous Council support teams in the area of curriculum, instruction and professional development.

## 40 Years of Service: Executive Director Recognized | Des Moines Opens New Americans Center

CLEVELAND — In a surprise announcement, the chair of the Council of the Great City Schools Board of Directors noted that “rarely during our busy schedules . . . do we take time out to celebrate the accomplishments of our colleagues.”

But Darienne Driver took the time on Oct. 19 at a Council Fall Conference breakfast to recognize “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.

“Today, we have the unique opportunity to celebrate the nation’s foremost champion for urban education, Dr. Michael Casserly.”

Casserly, executive director of the Council since 1992, joined the national urban-school coalition in 1977, and served as the Council’s director of legislation and research for 15 years.

The board chair, Superintendent Driver of the Milwaukee Public Schools, surprised him further when she invited Casserly’s wife and daughter as well as the organization’s officers and staff to the stage for the recognition of Casserly’s long tenure.

Applause thundered through the hotel ballroom as urban school leaders from around the nation attending the conference here paid tribute to Casserly. But there was more.



**Council Executive Michael Casserly receives a congratulatory hug from Council Chair Darienne Driver for his 40 years of service.**

Driver also announced, on behalf of the board and staff, the creation of the Michael Casserly Urban School Leadership Institute to honor the work and legacy of “urban education’s greatest champion.”

Casserly has expressed an interest over the years in working with urban-school districts to support the development of senior executives, such as superintendents and chief academic officers.

Clearly surprised, Casserly graciously accepted the honor and delivered impromptu acceptance remarks.

## Chicago School Progress Substantiated

Chicago Public Schools was once labeled the worst school district in the nation. But now the district is experiencing a remarkable turnaround, with students making gains on test scores, and a recent study by Stanford University revealing that the academic growth of district students is 25 percent higher than average on national test scores among big-city school districts.

These improvements were the focus of a recent forum, *What’s Driving Chicago’s Educational Progress?* Sponsored by the Joyce and Spencer Foundations, the forum

assembled educators and school-reform advocates in Chicago to discuss the factors behind the improvements taking place in the nation’s third largest school district.

“The forum was an excellent way to highlight the progress and accomplishments of Chicago Public Schools,” said Ray Hart, director of research for the Council of the Great City Schools, who participated in the program, “while exploring explanations for why the district has shown significant improvements over the years.”

In America’s heartland, Iowa’s Des Moines Public Schools this school year launched the Center for New Americans, a facility for newcomers to the United States.

The new center has evolved from the school district’s DMPS Welcome Center, which was equipped to help families new to the school system. But the need has grown to provide families new to the country, many from refugee camps, a range of specialized services to help them get acclimated to their new homes.

“I don’t mean any disrespect, but the people who are in there {the center} learning basic English phrases like how to introduce themselves are in many cases not even literate in their native languages when they come to us,” says Vinh Nguyen, who supervises the new Center for New Americans, in a school system blog story. “We need to teach them as well as their children.”

Interpreters at the center welcome immigrants who speak Arabic, Nepalese, Burmese and other languages.

### *Refugee Challenge*

Trying to absorb a refugee population in the community is a challenge the Des Moines school district faces. The resettlement agencies sponsor families for three months, and then they’re on their own, according to the district.

But the mission of the Center for New Americans is “to serve and help acclimate newly arrived language minority families into a new environment and school setting.”

“The feedback we get from these families is very positive,” says Laura Secory, a school district bilingual family liaison at the new center. “How do we gauge feedback? You look around the room and read people’s faces. People who, on the one hand are relieved to have escaped dire situations in their homelands, but on the other are frightened to be strangers in a land that’s foreign to them in all ways.”

**Town Hall** *continued from page 3*

the one thing I inform our parents, you are the advocate for your child, you are the one who will speak for that child.”

“What do we do about parents who can’t be advocates like yourself?” asked Jones.

“Look for resources because there’s always someone to speak for them,” said Nelson. “...It takes a village to raise a child.”

Shauntia Adams is a senior in the Cleveland Metropolitan School District and serves on her school’s leadership team. She believes that equity means being fair, but also impartial and treating all students with the same respect.

“In order for me to achieve success, I have to achieve equity,” said Adams, who takes a biochemistry class at a local community college and said that because it is her most challenging subject, it is her favorite subject.

Jonathan Chikuru is a 10th-grade student in the Cleveland Metropolitan School District who has lived in the United States a little more than a year. Before moving to Cleveland, he lived in a refugee camp in Uganda for many years. “It’s a big opportunity to come from Africa to here as a refugee, I thank God for that,” said Chikuru. “In America, they see your goals and help you achieve them.”

Jones asked Gordon what is he doing to make Cleveland students like Chikuru be successful.

“Our answer to this is creating every opportunity with the resources we have and giving every family the opportunity to self-select where they want to go.” He said that within the last decade the district has worked hard to create a full array of choices, including charter schools.

“I don’t care who owns kids, I care that they have the opportunity to get the education that they want,” declared Gordon. “That’s our strategy, take the resources we have and create as many opportunities as we can.”

### **Correcting Biases**

According to Driver, in the Milwaukee school system 87 percent of students are of

color, 70 percent of teachers are white, and 70 percent of principals are of color.

“I don’t believe you have to be black to teach black kids, but in a hyper-segregated city people just don’t know how to interact with each other,” said Driver. “We’re expecting people who never have to do it in their daily lives to do it in a classroom.”

Milwaukee has instituted a policy that eliminates suspension from kindergarten to second grade. The district has also instituted cultural competency teaching and has an equity specialist, but Driver admits it’s been a journey.

“We are testing people’s belief systems about what they think children can do. But regardless of what you believe, you have a responsibility to teach our students.”

Haynes said the Denver school board passed a resolution ending suspensions in the early grades and received feedback from teachers, who said they were afraid of 4 year-olds. “That’s the elephant in the room when it comes to our achievement gap and issues facing our young men and women of color,” said Haynes. “You cannot teach someone you are afraid of. We have a lot of work to do.”

Hinojosa said there is no silver bullet because everyone has assumptions and biases they come to the table with. But he said that while members of his school board often disagree with each other, they were unified after the violent incidents in Charlottesville, Va., agreeing to change the names of schools students considered offensive. “And we passed a resolution unanimously to protect our Dreamers,” said Hinojosa, referring to deferred immigrants.

During a question-and-answer session, the panelists were asked about their efforts to hire more teachers of color.

The Cleveland school district is finding ways to hire more of the district’s paraprofessionals, many of whom are minorities.

“It’s something you have to be real intentional about,” said Gordon. “If we continue just going down the road to the universities in Ohio, we will never solve this problem, even if we hired every traditional candidate that was a minority. We have to create new pipelines.”

**Top Urban Educator** *continued from page 2*



**Alicia Isaac holds her Queen Smith Award.**

nellas County Schools, was the winner of the Queen Smith Award in Urban Education. The \$5,000 award is named in honor of the late vice president of urban programs for Macmillan/McGraw Hill Publishing Company.

A social studies teacher, Isaac has created an afterschool study club that has led to a significant increase in the number of students passing Advanced Placement exams.

### **Urban Impact Award**

The Council of the Great City Colleges of Education, an affiliate group of deans working with urban school leaders, presented the Dr. Shirley Schwartz Urban 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 Preparation (EXCEED) Program. The initiative works to improve teacher preparation in core subject areas (mathematics, science, social studies, English language arts) and is currently operating in 55 schools.



**Winners receive the Dr. Shirley Schwartz Urban Impact Award from Lehman College CUNY Dean Deborah Shanley, left.**

## Council Releases New Reports

The Council of the Great City Schools recently released new reports focusing on cyber-security, internal auditing, operational management, males of color and a pilot report on key academic performance indicators.

*Cyber-Security in Today's K-12 Environment* outlines key consideration for establishing secure environments in large urban school districts. "Technology has ushered in a new era for teaching and learning in classrooms from kindergarten through high school..." says the report, noting that the digital age has also affected district administrative and operational offices.

*Internal Auditing in the Great City Schools* describes best practices in internal auditing and makes the case for the value

of the function. "Internal auditing offers school boards and senior management an independent and objective source of information that can help them identify . . . operational and compliance issues preventing them from meeting their goals," the report emphasizes.

*Managing for Results in America's Great City Schools 2017* is an update of the Council's annual report on performance measures that could be used to improve business operations in urban school districts, such as procurement, information technology, budget and finance and other business and management services.

*Excellence for All: Creating Environments for Success for Males of Color in the Great City Schools* gives a summary of the Council's Males of Color Policy Conference in the spring of 2017 paired with research-based strategies for boosting the outcomes of males of color. "Urban schools are in the best position to change how society values males of color and invests in their success," says the report.

*Academic Key Performance Indicators Pilot Report* is a preliminary collection of data that presents a number of ways urban school districts can analyze the data by disaggregating results, showing trends and combining variables. The report focuses on the data collection and analysis of academic key performance indicators such as pre-k enrollment relative to kindergarten enrollment, algebra I completion rates, absentee rates by grade level, Advanced Placement participation rates among other KPIs.



### Humanitarian Award

Superintendent Alberto Carvalho of the Miami-Dade County Public Schools receives the 2017 Alvah H. Chapman Jr. Humanitarian Award for his commitment to serving the homeless. "Providing support and resources to children and families who are displaced . . . is not uncommon to the work we do; it is part of our mission to place every child on a path to personal and academic success," he stressed.

### Law Firm, Council Win Legal Brief Award

A team of Husch Blackwell attorneys and the legal and legislative team from the Council of the Great City Schools recently won the 2017 "Best Brief" Award from the Education Law Association.

**Legal Award** continued on page 12

## Voters Weigh in On Education Ballot Issues

Election Day brought positive results for four large urban school districts.

A \$1.05-billion bond proposal was approved by voters for Texas' Austin Independent School District. Funds from the bond will be used to modernize or construct 16 new campus facilities, technologically upgrade learning spaces and purchase new school buses.

"We're grateful to the voters for placing their trust in Austin ISD, and we're excited to get started creating 21st-century learning spaces for all our students," said Austin Schools Superintendent Paul Cruz.

Voters in North Carolina's Charlotte-Mecklenburg Schools approved \$922 million in funding for the school system. The bond will aid the construction of new schools, renovations of old schools and the remodeling of more than a thousand classrooms. "The approval of the bond means that we will be able to expand access to some of our most popular programs," said Charlotte Schools Superintendent Clayton Wilcox. "We'll also be able to create and provide learning spaces worthy of our students and our staff, expanding the scope of teaching and learning across the district."

A \$750-million bond package for Texas' Fort Worth Independent School District was approved, which will be used to make capital improvements at 14 schools. Voters also approved an accompanying "Penny Swap", which will restructure a portion of the tax rate and provide the district with an additional \$23 million annually. According to the *Fort Worth Star Telegram*, it is the third bond package in 10 years passed by voters.

And voters in Cincinnati approved Issue 24, the renewal of a tax levy for Cincinnati Public Schools. The levy covers 10 percent of the district's operating budget and, as a renewal, will not raise taxes.



## Public Schools Clear Losers Under Pending Tax Legislation

By Jeff Simering, *Director of Legislation*

Congress is rushing to complete a federal tax overhaul under expedited procedural rules before the end of the calendar year. The House has already passed its bill, and the Senate will consider its version after the Thanksgiving recess.

Ironically, this fast-track “budget reconciliation” process being used now was created decades ago to get the federal deficit under control, but it would add \$1.5 trillion to the national debt over the next 10 years. And while some of the details of the tax bill continue to change as negotiations proceed, the basic contours remain unaltered.

The driving force behind the “Tax Reform” initiative is tax relief for corporations and certain “pass-through” businesses (S-corps, LLCs, partnerships, and sole proprietorships), which would garner over a trillion dollars in tax breaks over the next 10 years. Other winners and losers in the federal tax sweepstakes depend on specific financial circumstances, or even state or local tax jurisdiction. For each set of taxpayers getting a tax benefit, others will lose one.

Alternatively, tax breaks can reduce federal revenues and balloon future federal deficits. The pending tax bills in both the House and Senate do both—reduce revenues and increase deficits. Either way, public school districts are clear losers under the pending tax bills—both directly and indirectly.

For example, over 30 million taxpaying families are at risk of losing their state and local tax deductions (SALT) in addition to other deductions. The bulk of school district revenues, of course, comes from state and local property taxes and state and local income and sales taxes, which are currently “write-offs” for nearly a third of the nation’s taxpayers. The loss or limitation of SALT deductions would likely restrict the ability of school districts (as well as states, cities, and counties) to maintain or raise operational revenues, as well as reduce home values and assessed valuations for homeowners in every school district nationwide.

Further, repealing three specific tax-favored bonding authorities will directly undercut school-facility financing. And, the House bill changes federal tax policy to allow tax-free gains on “529” education savings accounts of



up to \$10,000 per year to cover private school tuition, and two other private school voucher subsidies may be considered by amendment on the Senate floor.

Moreover, the trillion-dollar business tax cut is coupled with an array of tax cuts for individual taxpayers in various income categories. To offset these major tax cuts, a new trillion-dollar revenue source was envisioned – a border-adjustment tax levied on imported products once they were sold in the United States.

However, opposition to this provision from President Trump as well as corporate and consumer groups forced Congress to create an alternative trillion-dollar revenue source—i.e., eliminating the individual SALT deductions (\$1.3 trillion) and eliminating the personal exemption of \$4,050 for each family member (\$1.5 trillion). Finally, adding \$1.5 trillion to the deficit over the next 10 years ultimately provides the budget room to underwrite or fund the major tax cuts contained in both bills.

The tax legislation became even more partisan and controversial when the Senate added repeal of the pivotal Obamacare “individual mandate” that levied a tax penalty on anyone not covered by or purchasing health insurance. The legislation also sunset individual tax cuts after 2025 while making the business tax cuts permanent. Moreover, the \$1.5 trillion deficit created by the tax bill is set to trigger renewed attention on cutting federal domestic spending, and even a return to spending “sequestration,” especially to non-exempt domestic entitlement programs.

In sum, regular taxpayers are paying for much of the corporate and small business tax breaks in both House and Senate bills. And, public schools will face direct and collateral damage in the pending tax legislation because of the shifting federal tax preferences and subsidies. The Council of the Great City Schools has strongly opposed both the House and Senate versions of the tax legislation and their damaging effects on the nation’s public schools.

# Pictorial of 61st Annual Fall Conference



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



Cleveland Mayor Frank Jackson welcomes conferees to the city of Cleveland.



Albuquerque Schools Superintendent Raquel Reedy facilitates a session on language and diversity.



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.



Dallas Schools Superintendent Michael Hinojosa presents information at a session facilitated by Miami Schools Superintendent Alberto Carvalho.

## Photos by Clarence Tabb Jr.





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## Former D.C. Schools Chief Remembered

Dr. Vincent Reed, a former District of Columbia Public Schools superintendent, died on Oct. 17 at his Washington home. He was 89.

Dr. Reed spent more than 20 years in the D.C. school system, beginning as a teacher and rising to various administrative positions leading to becoming superintendent in 1975. Before taking the reins, he was the first black principal of the predominantly white Wilson High School in the city.

He led the school district in the nation's capital for five years, and was very active in the Council of the Great City Schools, says Council Executive Director Michael Casserly.

"Dr. Vincent Reed was one of the most popular superintendents D.C. Public Schools has ever had," Casserly pointed out.

In 1981, President Reagan named Dr. Reed assistant secretary for elementary and secondary schools. A year later, he became the vice president of communications at the *Washington Post*, a post he held for some 15 years until he retired in 1997.

### **Cincinnati Leader Dies**

Also remembered is Cincinnati school board member Chris Nelms, who reportedly died Sept. 19 at 64 after a fight with cancer.

Elected to the Cincinnati Board of Education in 2008, Mr. Nelms helped launch the Cincinnati Public Schools' M.O.R.E. program -- Men Organized, Respectful and Educated -- a mentorship organization for black students.

He was also affiliated with Activities Beyond the Classroom, a support group for extracurricular activities for students.

### **Detroit Enrollment** *continued from page 4*

est exodus of students to charter schools in four years.

While reporting the district's enrollment increase at a press conference, Superintendent Vitti also rolled out a new three-year strategic plan.

The strategic plan, emphasizing that "Every Student Deserves an Excellent Public Education in Detroit," focuses on five priorities: outstanding achievement, transformative culture, whole-child commitment, exceptional talent and responsible stewardship.

"Parents, it's a brand-new day and a brand-new district, come on out and be part of it," Detroit parent advocate Derrick Anderson stressed.

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### **Legal Award** *continued from page 9*

The legal firm and the Council wrote and filed an *amicus curiae* brief in the U.S. Supreme Court in the case of *Andrew F. v. Douglas County School District*. The brief was submitted on behalf of the Council, a Husch client, in support of the respondent school district.

In a unanimous ruling last March, the

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

## **LEGISLATION**

**TAX BILL**

## CGCS Update on Final Passage of Tax Reform Legislation

**From:** Michael Casserly  
**Sent:** Tuesday, December 19, 2017  
**To:** Superintendents and School Board Representatives  
**Subject:** Update on Federal Tax Legislation

Great City Schools Superintendents/Chancellors/CEOs--

Under a highly-partisan budget reconciliation procedure, the House and Senate are in the process today of passing and sending to the White House a major restructuring of the federal tax code. The expedited budget process under which the bill is being considered was established originally to control and reduce federal deficits, and now ironically will add nearly \$1.5 trillion to the federal deficit over the next decade. Corporate and “pass-through” business interests are the primary beneficiaries of the new federal bill, although some benefits are expected for a majority of individual taxpayers, depending on their particular financial circumstances. The Great City Schools, as well as virtually every public sector, charitable, non-profit, and social service-oriented organization, have opposed this tax bill from start to finish.

A handful of revisions during the legislative process have made the final “Tax Cuts and Jobs Act” somewhat less harmful to the financial foundation of the nation’s public schools than originally proposed some three months ago. State and local tax deductions (SALT) for income, property, and/or sales taxes will continue to be deductible but only up to a maximum of \$10,000. Some economic studies now suggest that this new SALT deduction cap at \$10,000 coupled with a reduced cap on mortgage interest deductions for new mortgages up to \$750,000 may have only a limited impact in the long run on home ownership across the country -- and by extension on the local tax base. Nonetheless, raising state, local, or school revenue through property, income, or sales taxes undoubtedly will face additional community resistance from families no longer able to write-off those taxes on their annual federal tax returns, particularly in high-tax and high cost-of-living communities.

The final congressional agreement also repeals the federal tax subsidies for tax credit bonds and advanced bond refunding, which have often been employed to underwrite public school facility funding. Federal tax subsidies for private activity bonds are retained in the final bill, although these instruments are more frequently used for housing, hospital, and university facilities than for public schools.

The partisan nature of the legislation was also on prominent display in expanding federal tax-free gains on “529” education savings accounts to private elementary and secondary school tuition payments and homeschooling costs of up to \$10,000 per year.

In sum, the tax reform legislation has been a corporate and business-oriented initiative from the outset. Targeted lobbying efforts by public school officials, state and local governments, and other public sector interests, as well as negative reactions from the public at-large have forced

some concessions and modifications during the legislative process. Still, the full implications of the provisions, revisions, and loophole modifications on various sectors of the economy will take a while to sort out.

The Council has attached a quick side-by-side comparison of some of the key education-related provisions of the final congressional conference committee agreement. Please let us know if you have questions.

--Michael Casserly  
Council of the Great City Schools

**COMPARISON OF SCHOOL AND HOMEOWNER-RELATED PROVISIONS  
OF THE HOUSE, SENATE, AND FINAL CONFERENCE COMMITTEE TAX BILLS**

Tax Issue	House Tax Bill	Senate Tax Bill	Final Tax Bill
<b>School-Related Tax Issues</b>			
<b>Reduces the State and Local Tax Deductions (SALT) -- restricts the ability to maintain and raise school revenue and maintain assessed valuations</b>	Repeals the state and local income tax deduction  Repeals the state and local sales tax deduction  Restricts the state and local property tax deductions to \$10,000 or less	Restricts the state and local tax deduction to \$10,000 or less in state and local income, property, and/or sales taxes	Restricts the state and local tax deduction to \$10,000 or less in state and local income, property, and/or sales taxes
<b>Restricts the Home Mortgage Interest Tax Deduction -- lowers assessed property valuations</b>	Limits the home mortgage interest tax deduction to \$500,000 for new mortgage indebtedness  Repeals the home equity loan deduction	Retains the current itemized home mortgage interest deduction  Repeals the home equity loan deduction	Limits the itemized home mortgage interest deduction to \$750,000 for new mortgage indebtedness  Repeals the home equity loan deduction
<b>Repeals Tax-Favored Bonding Authority -- limits financing options for school infrastructure improvements</b>	Repeals private activity bond tax authority  Repeals tax benefits of advanced bond refunding  Repeals tax credit bond authority	Retains private activity bond authority  Repeals tax benefits of advanced bond refunding  No provision	Retains private activity bond tax authority  Repeals tax benefits of advanced bond refunding  Repeals tax credit bond authority

Tax Issue	House Tax Bill	Senate Tax Bill	Final Tax Bill
<p><b>Provides New Tax Breaks for Private School Tuition – reduces federal revenue and provides financial incentives to help pay for the cost of attending private schools or home schooling costs</b></p>	<p>Allows “529” tax-favored education savings accounts with tax-free gains and up to \$10,000 per year in withdrawals to pay for private elementary and secondary school tuition costs</p>	<p>Allows “529” tax-favored education savings accounts with tax-free gains and up to \$10,000 per year in withdrawals to pay for private elementary and secondary school tuition costs, or homeschool costs</p>	<p>Allows “529” tax-favored education savings accounts with tax-free gains and up to \$10,000 per year in withdrawals to pay for private elementary and secondary school tuition costs, or homeschool costs</p>
<p><b>Homeowner-Related Tax Issues</b></p>			
<p><b>Loss of Long-Standing Itemized Deductions – may lower home values by some 10% according to the National Association of Realtors</b></p>	<p>Repeals the state and local income tax deduction</p> <p>Repeals the state and local sales tax deduction</p> <p>Restricts the state and local property tax deductions to \$10,000 or less</p> <p>Limits the home mortgage interest tax deduction to \$500,000 in new home mortgage indebtedness</p> <p>Repeals home equity interest deduction</p>	<p>Restricts the state and local tax deductions to \$10,000 or less in state and local income, property, and/or sales taxes</p> <p>Retains the current home mortgage interest tax deduction at \$1 million in new mortgage indebtedness</p> <p>Repeals home equity interest deduction</p>	<p>Restricts the state and local tax deductions to \$10,000 or less in state and local income, property, and/or sales taxes</p> <p>Limits the home mortgage interest tax deduction to \$750,000 in new home mortgage indebtedness</p> <p>Repeals home equity interest deduction</p>

Tax Issue	House Tax Bill	Senate Tax Bill	Final Tax Bill
<p><b>Loss of Some Itemized and Other Education-Related Deductions – impacts teachers, other school staff, and millions of middle class taxpayers</b></p>	<p>Repeals most itemized deductions (including medical expenses), except the charitable deduction, disaster-related casualty losses, and caps the state and local property tax deductions at \$10,000 and the mortgage interest deduction at \$500,000</p> <p>Repeals the \$250 deduction for educator-paid expenses</p> <p>Repeals the student interest deduction of higher education student loans</p>	<p>Retains the itemized deductions listed above, as well as the itemized deduction for medical expenses</p> <p>Provides \$500 deduction for educator-paid expenses</p> <p>Retains current student interest deduction for higher education student loans</p>	<p>Retains the itemized deductions listed above, as well as the itemized deduction for medical expenses</p> <p>Retains the current \$250 deduction for educator-paid expenses</p> <p>Retains current student interest deduction for higher education student loans</p>
<p><b>Reduces the Benefit of Itemizing Federal Tax Deductions – by restricting one the three major itemized tax deductions, millions of families will be foreclosed from the benefit of itemizing any deductions, and may lower home values (often the largest single investment for many taxpayers)</b></p>	<p>Repeals the state and local income and sales tax deductions, and caps the property tax and new mortgage interest deductions, which may nullify the benefit of taking the charitable and the other few remaining itemized deductions for millions of taxpayers</p>	<p>Caps the state and local income, property and/or sales tax deductions, retains the current mortgage interest deduction, and expands the medical expense deduction for two years, effectively reducing the number of current families able to benefit from itemizing deductions</p>	<p>Caps the state and local income, property and/or sales tax deductions, limits new mortgage interest deductions, and expands the medical expense deduction for two years, effectively reducing the number of current families able to benefit from itemizing deductions</p>



Tax Issue	House Tax Bill	Senate Tax Bill	Final Tax Bill
<p><u>NOTE:</u> The loss of individual tax deductions results in typical taxpayers effectively paying for the business tax relief below (excluding pass-thru businesses taxes, repeal of the alternative minimum tax and doubling the estate tax exemptions).</p>	<p>Individual and business tax provisions are permanent</p>	<p>Individual income tax changes expire after 2025, while business tax cuts are permanent</p>	<p>Individual income tax changes expire after 2025, while business tax cuts are permanent</p>
<p><b>Basic Business Tax Relief</b></p>			
<p><b>Reduces the corporate tax rates</b></p>	<p>Cuts corporate tax rate from 35% to 20% and eliminates the corporate alternative minimum tax</p>	<p>Cuts corporate tax rate from 35% to 20% and revises the corporate alternative minimum tax</p>	<p>Cuts corporate tax rate from 35% to 21% and repeals the corporate alternative minimum tax</p>
<p><b>Reduces taxes for “pass-thru” businesses (S-corps, LLCs, sole proprietorships, partnerships)</b></p>	<p>Sets a 25% tax rate applied to an income vs. expense formula for non-service “pass-thru” businesses</p>	<p>Provides a 23% deduction for certain “pass-thru” businesses</p>	<p>Provides a 20% deduction for certain “pass-thru” businesses</p>



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**Council of the Great City Schools®**

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(202) 393-2427 (202) 393-2400 (fax) www.cgcs.org

November 6, 2017

United States House  
Washington, DC 20515

Dear Representative:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, strongly opposes passage of the Tax Cut and Jobs Act in its current form. While tax legislation typically creates winner and losers, the nation’s public school districts are clear financial losers under the pending tax bill.

The bulk of school district revenue comes from state and local property taxes and state and local income and sales taxes, which are current “write-offs” for nearly a third of the nation’s taxpayers. The loss or limitation of those state and local tax deductions (SALT) in the House tax bill will restrict the ability of school districts (as well as states, cities and counties) to maintain or raise operational revenue for schools and other public services. Additionally, the tax bill repeals a number of important bond provisions often used to underwrite public school infrastructure improvements. And to add insult to injury, the bill includes a significant change to federal tax policy allowing “529” tax-favored education savings accounts of up to \$10,000 per year to pay for private school tuition costs.

Moreover, millions of homeowners and “itemized” taxpayers also may be major losers under the House bill due to the elimination or restriction of long-cherished individual tax deductions, including the state and local income tax deduction, the state and local sales tax deduction, the state and local property tax deduction, the mortgage interest deduction, and other itemized deductions. Over 30 million taxpaying families deduct their state and local income taxes, state and local property taxes, and mortgage interest payments – including teachers, administrators and other school staff. Elimination or restrictions on one or more of the three major itemized tax deductions is expected to foreclose the benefit of itemizing deductions for millions of families, as well as reduce home values and assessed valuations.

On the other hand, corporations and “pass-through” businesses (sole proprietorships, partnerships, S-corps, etc.) are clear winners in the House tax bill.

In short, individual taxpayers are basically paying for the corporate and pass-through business tax breaks in the House tax bill due to shifts in federal tax preferences and subsidies. And, public schools will suffer direct and collateral financial damage if the pending House tax legislation is enacted. The Council of the Great City Schools, therefore, urges a NO vote on the Tax Cut and Jobs Act.

Sincerely,

Michael Casserly  
Executive Director



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November 13, 2017

United States Senate  
Washington, DC 20510

Dear Senator:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, strongly opposes passage of the Tax Cuts and Jobs Act in its current form. While tax legislation typically creates winner and losers, the nation’s public school districts are clear financial losers under the pending tax bill.

The bulk of school district revenue comes from state and local property taxes and state and local income and sales taxes, which are currently “write-offs” for nearly a third of the nation’s taxpayers. The loss of those state and local tax deductions (SALT) in the Senate tax bill will restrict the ability of school districts (as well as states, cities and counties) to maintain or raise operational revenue for schools and other public services. And to add insult to injury, pending amendments to the bill include major changes to federal tax policy allowing tax credits to pay for private school tuition scholarships, as well as tax credits specifically for religious instruction in sectarian schools.

Moreover, millions of homeowners and “itemized” taxpayers also may be major losers under the Senate bill due to the elimination of long-cherished individual tax deductions, including the state and local income tax deduction, the state and local sales tax deduction, the state and local property tax deduction, and other itemized deductions. Over 30 million taxpaying families deduct their state and local income taxes, state and local property taxes, and mortgage interest payments – including teachers, administrators and other school staff. Elimination or restrictions on one or more of the three major itemized tax deductions is expected to foreclose the benefit of itemizing deductions for millions of families, as well as reduce home values and assessed valuations.

On the other hand, corporations and “pass-through” businesses (sole proprietorships, partnerships, S-corps, etc.) are clear winners in the Senate tax bill.

In short, individual taxpayers are basically paying for the corporate and pass-through business tax breaks in the Senate tax bill due to shifts in federal tax preferences and subsidies. And, public schools will suffer direct and collateral financial damage if the pending Senate tax legislation is enacted. The Council of the Great City Schools, therefore, urges a NO vote on the Senate’s Tax Cuts and Jobs Act.

Sincerely,

Michael Casserly  
Executive Director



Council of the Great City Schools®

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November 29, 2017

United States Senate  
Washington, DC 20510

Dear Senator:

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, strongly opposes passage of the Senate’s Tax Cuts and Jobs Act in its current form. While tax legislation typically creates winner and losers, the nation’s public school districts are clear financial losers under the pending tax bill.

The bulk of school district revenue comes from state and local property taxes and state and local income and sales taxes, which are currently “write-offs” for nearly a third of the nation’s taxpayers. The loss of those state and local tax deductions (SALT) in the Senate tax bill will restrict the ability of school districts (as well as states, cities and counties) to maintain or raise operational revenue for schools and other public services. The Council also strongly opposes all amendments to the bill that would change federal tax policy to allow tax credits to pay for private school tuition scholarships, deductions for religious instruction in sectarian schools, or other federal tax subsidies for private schools.

Additionally, millions of homeowners and “itemized” taxpayers also may be major losers under the Senate bill due to the elimination of long-cherished individual tax deductions, including the state and local income tax deduction, the state and local sales tax deduction, the state and local property tax deduction, and other itemized deductions. Over 30 million taxpaying families deduct their state and local income taxes, state and local property taxes, and mortgage interest payments – including teachers, administrators and other school staff. Elimination or restrictions on one or more of the three major itemized tax deductions is expected to foreclose the benefit of itemizing deductions for millions of families, as well as reduce home values and assessed valuations in virtually even community across the country.

On the other hand, corporations and “pass-through” businesses (sole proprietorships, partnerships, S-corps, etc.) are clear winners in the Senate tax bill.

In short, individual taxpayers are basically paying for the corporate and pass-through business tax breaks in the Senate tax bill due to shifts in federal tax preferences and subsidies. And, public schools will suffer direct and collateral financial damage if the pending Senate tax legislation is enacted. The Council of the Great City Schools, therefore, urges a NO vote on the Senate’s Tax Cuts and Jobs Act.

Sincerely,

Michael Casserly  
Executive Director

## **Fact Sheet on Senate Tax Bill**

The new Senate tax bill also creates winner and losers among individuals and various sectors of the American economy. **The nation's public school districts are clear financial losers under the pending Senate version of the "Tax Cuts and Jobs Act"**.

Corporations and certain "pass-through" businesses (sole proprietorships, partnerships, S-corps, etc.) are clear winners in the Senate tax bill. Other winners and losers among individuals, families, and businesses in the tax bill generally depend on their specific financial circumstances and their state or local tax jurisdictions.

- The cuts for corporate tax rates (\$1.4 trillion over 10 years) and for pass-through business tax rates (\$460 billion) as well as the tax breaks provided by the doubling of estate tax exemption and repeal of the alternative minimum tax (\$94 billion and \$708 billion respectively) for wealthier Americans starkly contrast to the increase in individual taxes for many taxpayers across various income levels.

### **Impact on School Districts**

- **School Revenue Loss**: The bulk of school district revenue comes from state and local property taxes and state and local income and sales taxes, which are current "write-offs" for nearly a third of the nation's taxpayers.
- **Repealing the Deduction for State and Local Taxes**: The full repeal of state and local tax deductions (SALT) in the Senate tax bill (\$1.3 trillion) will restrict the ability of school districts (as well as states, cities, and counties) to maintain or raise operational revenue for schools and other public services.
- **Repealing Deductions for State and Local Income and Property Taxes**: The repeal of the SALT deductions will lower home values by 10% (estimated in September by the National Association of Realtors), resulting in a reduction in assessed valuation (i.e. the property tax base) on which public school revenue generally relies.
- **Loss of Federal Bonding Authority**: The tax bill also repeals the tax benefit of advanced refunding of local government bonds often used to efficiently finance public school infrastructure improvements.
- **New Tax Breaks for Private and Sectarian School Tuition**: Adding insult to injury, pending amendments to the Senate tax bill include major changes to federal tax policy allowing tax credits to pay for private school tuition scholarships, as well as tax deductions specifically for religious instruction in sectarian schools.

### **Impact on Homeowners and Itemized Taxpayers**

Millions of homeowners and "itemized" taxpayers – who pay for a major portion of the operating revenue for school districts -- also may be major losers under the Senate bill.

- **Loss of Long-Standing Homeowner Deductions**: Homeowners and itemized taxpayers risk the elimination of long-cherished individual tax deductions, including: 1) the state and local income tax deduction entirely; 2) the state and local sales tax deduction entirely; and 3) the state and local property tax deduction entirely, as well as other itemized deductions.
- **Impacting Teachers, other School Employees, and Middle-Class Taxpayers**: Over 30 million taxpaying families deduct their state and local income taxes, state and local property taxes, and mortgage interest payments, including teachers, administrators and other school staff.
- **Nullifying the Benefit of Itemizing Federal Tax Deductions**: Elimination or restrictions on one or more of these three major itemized tax deductions is expected to foreclose the benefit of itemizing deductions for millions of families, as well as reduce home values (often the largest single financial investment for individuals and families) and assessed valuations.

**Your Opinion on the Senate Tax Bill can be voiced by asking for your Senator at 202-224-3121.**

**BUDGET AND APPROPRIATIONS**

## **CGCS Update on Continuing Resolution Into January 2018**

**From:** Jeff Simering  
**Sent:** Friday, December 22, 2017  
**To:** Legislative Liaisons  
**Subject:** Update: Temporary Federal Government Funding Bill thru January 19

### **Great City Schools Legislative Liaisons:**

The House and Senate passed another short-term Continuing Resolution (CR) on Thursday, avoiding a government shutdown and delaying decisions on FY 2018 spending and other issues until after the holidays.

This latest Continuing Resolution expires on January 19, 2018.

The CR includes a three month extension for the Children's Health Insurance Program (CHIP) and addresses a limited number of defense-related provisions. The temporary measure, however, does not include emergency disaster funding for hurricane and wildfire recovery nor does it address the Deferred Action for Childhood Arrivals (DACA) program. An \$81 billion emergency disaster supplemental appropriation was passed separately by the House, but no agreement could be reached in the Senate before it adjourned until January.

These issues add to a long list of priorities that Congress failed to finish before the end of the year, and now await reconvening after the New Year. Moreover, there is yet to be an agreement over how to split defense and domestic discretionary appropriations for the current year -- a critical precursor to setting specific program funding levels. And, a new assault on entitlement spending -- which may include Medicaid, school meals, food stamps, welfare, and possibly even Medicare and Social Security -- appears to be teed-up for later in 2018.

Bah Humbug.

## CGCS Update on House Continuing Resolution and Disaster Relief Funding

**From:** Manish Naik  
**Sent:** Tuesday, December 19, 2017  
**To:** Legislative Liaisons  
**Subject:** House introduces another CR and supplemental funding for disaster relief

The current Continuing Resolution (CR) funding government operations for FY 2018 expires this Friday, December 22nd at midnight. Later today, the House Rules Committee will consider H.J. Res. 124, a Further Continuing Resolution for federal FY 2018, that includes:

- Another continuation of government funding for FY 2018, through January 19, 2018;
- Increases in defense spending of \$68 billion for FY 2018 and a waiver of any sequestration cuts in defense that would be necessary to meet budget caps;
- Delay of sequestration cuts for non-defense programs until January; and
- Five year extension of funding for the Children's Health Insurance Program (CHIP), through FY 2022.

Note that the House bill increases defense spending for the entire fiscal year yet provides only a short-term continuation of existing domestic spending into January. This will likely be unacceptable to the Senate, and may force an 11th hour government shutdown controversy as the Friday deadline approaches at the end of this week.

The House Rules Committee will also consider an additional supplemental aid package today that will provide \$2.9 billion in education funding for disaster assistance for areas impacted by Hurricanes Harvey, Irma, and Maria, and this year's wildfires. This disaster assistance for K-12 schools is closely modeled on the legislation that followed Hurricane Katrina. Approximately \$2.5 billion will be distributed to States to provide: (1) immediate aid for school districts and private schools in impacted areas for restarting school operations and (2) temporary emergency impact aid for public or private schools enrolling displaced students.

- In determining the amount of funding for school districts and private schools for restarting school operations, the Secretary shall consider the number of students enrolled, during the 2016–2017 school year, in elementary schools and secondary schools that were closed as a result of a covered disaster or emergency.
- The amount of temporary emergency impact aid that a State educational agency is eligible to receive shall include \$8,500 for each displaced student, \$9,000 for each displaced English Learner student, or \$10,000 for each displaced student with a disability.

The remaining funding in the supplemental appropriations package includes over \$300 million in funding for higher education institutions that either are located in disaster areas or enrolled displaced students from disaster areas, \$35 million for the Secretary of Education to distribute through Project SERV grants, and \$25 million for school districts serving homeless children and youths displaced by a covered disaster or emergency.

We will continue to provide updates as these funding bills progress throughout the week.



**Proposed FY 2018 Funding Levels for Federal Education Programs (school year 2018-19)**  
(in thousands)

Federal Education Program	FY 2017 Final	FY 2018 Proposed Trump Budget Request	FY 2018 House Omnibus	FY 2018 Senate Committee
Title I - Grants to LEAs <sup>1</sup>	15,459,802	14,881,458	15,459,802	15,485,000
<i>Title I - FOCUS Demonstration (new Trump proposal)</i>	NA	1,000,000	0	0
School improvement grants (SIG) <sup>1</sup>	0	NA	NA	NA
Migrant Education	374,751	374,039	374,751	374,751
Neglected and delinquent	47,614	47,523	47,614	47,614
Homeless children and youth	77,000	69,867	77,000	77,000
Impact Aid	1,328,603	1,236,435	1,334,000	1,340,000
Comprehensive Literacy Development Grant <sup>2</sup>	190,000	0	0	190,000
Title IV - Student Support and Academic Enrichment <sup>3</sup>	400,000	0	500,000	450,000
Advanced placement <sup>3</sup>	0	NA	NA	NA
State assessments	369,100	377,281	369,100	369,100
Rural education	175,840	175,506	175,840	175,840
Education for Native Hawaiians	33,397	0	33,397	33,397
Alaska Native Education Equity	32,453	0	32,453	32,453
Promise Neighborhoods	73,254	60,000	60,000	73,254
School counseling <sup>3</sup>	0	NA	NA	NA
Physical Education <sup>3</sup>	0	NA	NA	NA
21st century learning centers	1,191,673	0	1,191,673	1,191,673
Indian Education	164,939	143,665	164,939	164,939
Race to the Top	0	NA	NA	NA
Education Innovation and Research <sup>2, 4</sup>	100,000	370,000	0	95,000
Math and science partnerships <sup>3</sup>	0	NA	NA	NA
Title II - Effective Instruction <sup>2</sup>	2,055,830	0	0	2,055,830
Transition to teaching	0	NA	NA	NA
Teacher quality partnership (HEA)	43,092	0	NA	38,092
School Leader Recruitment/Support	14,500	0	0	0
Teacher and Leader Incentive Fund <sup>2</sup>	200,000	199,563	200,000	187,000

<b>Federal Education Program</b>	<b>FY 2017 Final</b>	<b>FY 2018 Proposed Trump Budget Request</b>	<b>FY 2018 House Omnibus</b>	<b>FY 2018 Senate Committee</b>
Charter schools grants	342,172	500,000	370,000	367,172
Magnet schools assistance	97,647	96,463	96,463	97,647
English Language Acquisition	737,400	735,998	737,400	737,400
IDEA - Part B	12,002,848	11,890,202	12,202,848	12,002,848
IDEA Preschool	368,238	367,538	368,238	368,238
IDEA Infants and Families	458,556	457,684	458,556	458,556
Perkins Career and Technical Education	1,117,598	949,499	1,117,598	1,117,598
Adult Education	581,955	485,849	581,955	581,955
GEAR UP	339,754	219,000	349,754	339,754
Research, development, and dissemination	187,500	194,629	187,500	187,500
Statistics	109,500	111,787	109,500	109,500
Regional educational laboratories	54,423	54,320	54,423	54,423
National assessment (NAEP)	149,000	148,717	149,000	149,000
National Assessment Governing Board	7,745	8,219	7,745	7,745
Statewide data systems	32,281	34,473	32,281	32,381
<i>Preschool development grants (in HHS)</i>	<i>250,000</i>	<i>0</i>	<i>250,000</i>	<i>250,000</i>
<i>Head Start (in HHS)</i>	<i>9,253,000</i>	<i>9,168,000</i>	<i>9,275,000</i>	<i>9,253,000</i>
<i>Child Care and Development Block Grant (in HHS)</i>	<i>2,856,000</i>	<i>2,761,000</i>	<i>2,860,000</i>	<i>2,856,000</i>
<b>Department of Education Discretionary Appropriations total</b>	<b>66,929,000</b>	<b>58,989,000</b>	<b>62,753,000</b>	<b>65,668,000</b>

1: Only \$100 million of the FY 2017 final Title I amount are additional formula funds for school districts over FY 2016. Approximately \$450 million in Title I offsets the increased set-aside for School Improvement under ESSA. The increased set-aside replaced the separate SIG line-item.

2: These existing programs - Striving Readers, Investing in Innovation, Teacher Quality State Grants, Teacher Incentive Fund - were given a new name under ESSA.

3: Title IV is a new program under ESSA consolidating Math and Science Partnerships; Advanced Placement; School Counseling; and Physical Education for Progress Program.

4: A \$250 million increase was requested by the Trump Administration to research the effectiveness of private school voucher programs.

## Updated Census Poverty Data - 2016 and 2015

Great City School District	2015	2015	2016	2016	Population Change	Poverty Change	Percent Poverty Change
	5-17 Population	5-17 Poverty	5-17 Population	5-17 Poverty			
Albuquerque	112,348	25,689	112,667	23,996	319	(1,693)	-6.6%
Anchorage	51,599	5,659	52,309	4,634	710	(1,025)	-18.1%
Arlington (TX)	70,091	14,804	70,756	15,923	665	1,119	7.6%
Atlanta	58,303	20,047	58,615	19,520	312	(527)	-2.6%
Austin	101,011	20,103	102,363	17,478	1,352	(2,625)	-13.1%
Baltimore	90,052	29,472	89,009	27,470	(1,043)	(2,002)	-6.8%
Birmingham	30,807	13,067	30,585	11,226	(222)	(1,841)	-14.1%
Boston	73,631	22,449	75,249	21,309	1,618	(1,140)	-5.1%
Bridgeport	24,942	6,384	24,546	6,080	(396)	(304)	-4.8%
Broward County	295,659	54,609	295,468	48,843	(191)	(5,766)	-10.6%
Buffalo	41,244	18,770	40,937	15,052	(307)	(3,718)	-19.8%
Charlotte	180,828	32,994	183,372	31,461	2,544	(1,533)	-4.6%
Chicago	411,135	118,152	408,677	108,558	(2,458)	(9,594)	-8.1%
Cincinnati	48,150	17,202	48,029	16,051	(121)	(1,151)	-6.7%
Clark County	366,489	75,873	367,926	69,496	1,437	(6,377)	-8.4%
Cleveland	63,385	27,090	62,345	26,968	(1,040)	(122)	-0.5%
Columbus	72,414	27,554	72,743	25,484	329	(2,070)	-7.5%
Dallas	193,745	65,638	195,691	59,579	1,946	(6,059)	-9.2%
Dayton	22,942	9,873	22,723	10,568	(219)	695	7.0%
Denver	95,093	22,091	96,455	19,503	1,362	(2,588)	-11.7%
Des Moines	37,031	8,221	37,353	7,773	322	(448)	-5.4%
Detroit	125,574	65,228	124,278	57,539	(1,296)	(7,689)	-11.8%
District of Columbia	74,755	21,541	77,386	21,997	2,631	456	2.1%
Duval County	145,790	34,875	147,336	28,913	1,546	(5,962)	-17.1%
El Paso	61,251	16,816	61,880	18,527	629	1,711	10.2%
Fort Worth	93,621	26,697	94,508	28,946	887	2,249	8.4%
Fresno	79,977	33,599	80,662	34,739	685	1,140	3.4%
Guilford County	86,222	18,753	86,576	20,490	354	1,737	9.3%
Hawaii	218,421	28,666	216,481	21,877	(1,940)	(6,789)	-23.7%
Hillsborough County	225,399	43,582	228,744	43,271	3,345	(311)	-0.7%
Houston	246,263	78,939	248,155	76,878	1,892	(2,061)	-2.6%
Indianapolis	50,092	21,067	50,343	20,642	251	(425)	-2.0%
Jackson	31,353	13,268	30,781	10,766	(572)	(2,502)	-18.9%
Jefferson County (KY)	121,939	25,467	122,586	23,365	647	(2,102)	-8.3%
Kansas City (MO)	29,810	10,615	29,909	10,198	99	(417)	-3.9%

Great City School District	2015		2016		Population Change	Poverty Change	Percent Poverty Change
	5-17 Population	5-17 Poverty	5-17 Population	5-17 Poverty			
Long Beach	84,784	19,030	84,056	19,563	(728)	533	2.8%
Los Angeles	721,634	193,443	715,436	194,823	(6,198)	1,380	0.7%
Miami-Dade	394,492	102,636	394,651	93,050	159	(9,586)	-9.3%
Milwaukee	110,787	37,941	110,915	37,495	128	(446)	-1.2%
Minneapolis	52,110	12,797	52,646	12,593	536	(204)	-1.6%
Nashville	97,939	25,367	98,704	22,632	765	(2,735)	-10.8%
New Orleans	55,652	19,785	56,240	19,969	588	184	0.9%
New York City	1,233,021	353,949	1,245,611	328,553	12,590	(25,396)	-7.2%
Newark	48,796	18,179	48,643	16,131	(153)	(2,048)	-11.3%
Norfolk	32,485	9,172	32,766	10,118	281	946	10.3%
Oakland	58,197	13,663	58,151	12,817	(46)	(846)	-6.2%
Oklahoma City	54,055	17,025	55,074	17,390	1,019	365	2.1%
Omaha	65,085	15,549	65,240	11,932	155	(3,617)	-23.3%
Orange County	210,808	44,113	213,379	44,506	2,571	393	0.9%
Palm Beach County	203,974	39,092	205,311	35,926	1,337	(3,166)	-8.1%
Philadelphia	237,280	89,014	238,855	86,599	1,575	(2,415)	-2.7%
Pinellas County (FL)	116,987	21,093	116,901	19,940	(86)	(1,153)	-5.5%
Pittsburgh	33,305	9,330	33,141	7,691	(164)	(1,639)	-17.6%
Portland	56,309	7,308	56,467	7,235	158	(73)	-1.0%
Providence	28,015	10,245	27,807	8,523	(208)	(1,722)	-16.8%
Richmond	26,437	10,133	26,797	10,496	360	363	3.6%
Rochester	34,029	15,570	33,845	14,209	(184)	(1,361)	-8.7%
Sacramento	52,789	13,872	52,925	13,719	136	(153)	-1.1%
San Antonio	60,794	20,225	61,265	20,582	471	357	1.8%
San Diego City	138,350	27,502	138,882	25,011	532	(2,491)	-9.1%
San Francisco	75,930	10,655	78,037	9,639	2,107	(1,016)	-9.5%
Santa Ana	53,318	14,234	53,184	12,085	(134)	(2,149)	-15.1%
Seattle	65,130	6,599	66,075	6,627	945	28	0.4%
Shelby County (TN)	133,350	44,686	132,312	44,897	(1,038)	211	0.5%
St. Louis	42,261	16,385	41,401	15,039	(860)	(1,346)	-8.2%
St. Paul	51,588	14,579	52,126	13,905	538	(674)	-4.6%
Toledo	37,793	13,856	37,203	13,070	(590)	(786)	-5.7%
Tulsa	49,807	15,092	50,125	15,996	318	904	6.0%
Wichita	57,490	14,355	57,497	12,758	7	(1,597)	-11.1%
<b>TOTAL - CGCS</b>	<b>8,806,147</b>	<b>2,371,328</b>	<b>8,839,111</b>	<b>2,240,639</b>	<b>32,964</b>	<b>(130,689)</b>	<b>-5.5%</b>
<b>TOTAL - NATION</b>	<b>54,298,373</b>	<b>10,561,295</b>	<b>54,247,630</b>	<b>9,933,333</b>	<b>(50,743)</b>	<b>(627,962)</b>	<b>-5.9%</b>

**ESSA REGULATIONS**



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**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

November 13, 2017

**Docket ID: ED--2017—OS—0078**  
**RIN 1894—AA09**

**Comments on Secretary’s Proposed Supplemental Priorities and Definitions for Discretionary Grant Programs**

U.S. Department of Education  
400 Maryland Ave., SW  
Washington D.C. 20202

Attention: Jennifer Bell-Ellwanger

The Council of the Great City Schools, the coalition of the nation’s largest central city school districts, submits the following comments on the Secretary’s proposed supplemental priorities and definitions for discretionary grants issued in the October 12, 2017 Federal Register, and recommends withdraw of the proposed priorities.

The Council observes that three years ago the Education Department proposed 12 pages of supplemental discretionary grant priorities, and now proposes 10 pages of new supplemental priorities. Notably, these proposed supplemental grant priorities may or may not be used in actual grant competitions to expand the specific selection criteria issued for each individual discretionary grant announcement. In short, such regulatory exercises for setting optional supplemental priorities may never be operationalized. More importantly, these supplemental priorities are unnecessary as well. Discretionary grant requirements, priorities, and selection criteria will continue to be issued separately in public grant announcements, and procedurally should be done in a notice and comment process. The development of this set of optional priorities – to be held in abeyance – at best is a questionable, if not superfluous, regulatory adventure.

This notice of proposed priorities would establish 11 supplemental priorities along with 75 sub-priority areas that could be added to any discretionary grant competition. These priorities and sub-priorities would further supplement the 9 general EDGAR selection criteria and 98 optional EDGAR selection factors. This labyrinth of competitive priorities, sub-priority areas, criteria and factors allow for wide swings in discretionary grant preferences that result in needless uncertainty across the education community. The excessive number of Department priorities and sub-priorities create the appearance that virtually everything and everyone can be a federal priority – which clearly is unrealistic.

And of greater concern is that these dozens of Department-created priorities and sub-priorities effectively dilute and denigrate the priorities, requirements, criteria, and considerations specifically authorized by Congress under each separate program in ESSA and in other authorizing statutes. The Council suggests that the Department

more properly focus on the congressionally-established provisions for each competitive grant program and not administratively originate new priorities and sub-priorities.

Over-regulation, even in furtherance of particular priorities, is still over-regulation. And, exceeding statutory authority for any rationale remains a regulatory overreach. This proposed set of supplemental “administrative” priorities from the Education Department is clearly inconsistent with the cornerstone principles of the Trump Administration regarding federal deregulation and the limited role of the Department.

**Overall Recommendation:** *Withdraw all supplemental priorities for discretionary grant programs in the October 12, 2017 notice, and subsequently issue only individual grant competition announcements that directly reflect the provisions of each applicable statute.*

### **Additional Comments on the Content of Notice of Proposed Priorities and Definitions**

The “*Educational Choice*” in proposed supplemental priority #1 and also in priorities #6 and #11 improperly create a prioritized use of federal funds -- potentially for any Department discretionary grant program – beyond the authorization language of ESSA or other statutes. Not only does the Council strongly object to educational choice as an appropriate national educational priority, but notes that ESSA only authorizes school choice activities under the Magnet School program in the context of school desegregation [ESSA Title IV Part D]; optional funding of public school transfers from low performing schools [ESSA, Section 1111(d)(1)(D)]; and in the use of the optional state set-aside for specified direct services [ESSA, Section 1003A]. These proposed supplemental priorities supporting educational choice in discretionary grant competitions otherwise exceed the Department’s administrative authority and should be stricken in each instance, including deleting the “education choice” definition in the notice.

The “*High Needs*” student definition in the notice omits any specific reference to racial and ethnic minority groups with persistent achievement gaps. The Council recommends replacing “such as” in the definition with “including”; and also inserting “who are from racial and ethnic minority groups with persistent achievement gaps” in the definition.

Finally, the Council objects to the multiple references to *rural schools* within a number of the proposed supplemental discretionary grant priorities. Students in major urban school districts face serious challenges in their classrooms, schools, and neighborhoods that are every bit as profound as the needs in rural schools, if not more so. If the Department is determined to set a geographic sub-priority, the Council suggests inserting “and urban” within the phrase “communities served by rural local educational agencies”.

Despite offering the above comments on three specific content areas within the proposed priorities and definitions, the Council reemphasizes the overall recommendation to withdraw all the supplemental priorities as unnecessary regulatory action and extra-statutory administrative overreach.

Please let the Council know if there are questions regarding our comments at [jsimering@cgcs.org](mailto:jsimering@cgcs.org).

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Simering". The signature is fluid and cursive, with the first name "Jeffrey" and last name "Simering" clearly distinguishable.

Jeffrey Simering  
Director of Legislative Services



**HEA REAUTHORIZATION**

# 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



Council of the  
Great City Schools®

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Washington, D.C.  
Wichita

December 11, 2017

The Honorable Virginia Foxx  
Chairwoman  
Education and Workforce Committee  
U.S. House of Representatives  
Washington D.C. 20515

The Honorable Bobby Scott  
Ranking Member  
Education and Workforce Committee  
U.S. House of Representatives  
Washington D.C. 20515

Dear Chairwoman Foxx and Representative Scott:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, writes to provide our initial perspective on the higher education reauthorization bill pending before the Committee. The Council has some concerns with the bill in its current form, which we hope will be addressed during the legislative process.

High-poverty school districts, including the nation's Great City Schools, experience major challenges in recruiting and retaining teachers and other professional staff due to resource limitations, including salary levels that generally cannot compete with surrounding school districts. The federal programs offering college loan forgiveness provide a useful incentive to teachers and other staff to undertake challenging jobs in high-poverty school districts. Preliminary data from a number of our large urban districts indicate that as many as 3 to 4 percent of our professional staff apply for federal student loan forgiveness each year based on completing the five or ten-year employment-tenure requirements in a high-poverty school. The Council views these modest federal loan programs as important tools to overcome teacher shortages and recruitment and retention gaps in high-poverty schools.

Additionally, the Council supports maintaining the current financial structure of the Pell Grant program. The Council is concerned that any additional responsibilities added to the program might further encumber the discretionary funds allotted under the appropriations subcommittee's allocation limitations.

The Council requests that the Committee consider modifications that address these concerns as the PROSPER Act moves through the legislative process. Thank you.

Sincerely,

Michael Casserly  
Executive Director

**SPECIAL EDUCATION MEETING**

## Information on CGCS Special Education Meeting

**From:** Jeff Simering  
**Sent:** Thursday, December 21, 2017  
**To:** Special Education  
**Subject:** Great City Schools Special Education Meeting Information -- March 20<sup>th</sup> – 21<sup>st</sup>

### **PRELIMINARY GREAT CITY SCHOOLS SPECIAL EDUCATION MEETING INFORMATION:**

Please see the following hotel and other information for our member districts that have indicated their plans to attend the March 20-21, 2018 Great City Schools Special Education Directors meeting in Washington, D.C. at The Mayflower Hotel. [Note: Tentative Start Time at 9:00 am on March 20<sup>th</sup> and ending about 4:00 pm on March 21<sup>st</sup>.]

**Please also note that the Council's registration fee for the meeting will be \$295.** We will provide formal conference registration information in the upcoming weeks, and shortly thereafter will collect your preferences on discussion topics and then conduct a topic prioritization survey. We hope to have some of the new leadership in the U.S. Department of Education join us as well.

Please make your Mayflower Hotel reservations at the link below (Note that the Council's Special Ed Meeting follows the Council's Legislative Meeting also at the Mayflower):

Feb. 23, 2018 is the cut-off date to make hotel reservations, including for the March 20-21 Great City Schools Special Education Meeting. The room rate for the Mayflower Hotel is \$253 per night plus 14.5% tax (which is the government rate).

Please use the link below:



We are looking forward to hosting your event, CGCS 2018 Annual Legislative Conference, planned from Mar 15, 2018 to Mar 20, 2018. This email contains important information regarding the reservations process and private booking website, as well as instructions for accessing the Event Dashboard which will provide you with up-to-date information on CGCS 2018 Annual Legislative Conference's progress at anytime.

## 1. RESERVATIONS PROCESS & BOOKING WEBSITE

Online and phone reservations will be accepted beginning on Dec 11, 2017 until the group's cut off date.

A dedicated booking website has been created for your event so your guests will be able to make, modify and cancel their hotel reservations online, as well as take advantage of any room upgrades, amenities or other services offered by the hotel.

To preview the website, please click the following link:

<https://aws.passkey.com/e/49554337>

**IMPORTANT NOTE:** The web address shown above should be shared with your attendees to ensure that they have access to the group rate. This communication is typically done in one of 2 ways:

1. Copying and pasting the above link into an email to your guests that announces the event.
2. Prominently displaying the link on an event page or registration page if applicable.

Finally, if you wish to provide your guests with the option of phone reservations, please use the following dedicated Group Reservations phone numbers in order to make sure guests are able to access special block rates and ensure they book within the block.

Reservations Toll Free: 877-212-5752

**E-RATE**

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

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

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

The Council of the Great City Schools is pleased to submit reply comments to the Public Notice published by the Federal Communications Commission on September 22, 2017 (WC Docket No. 13-184), regarding the sufficiency of Category Two budgets for meeting the funding needs of the E-Rate Program, as well as other simplification issues for schools and libraries.

**Introduction**

The Council of the Great City Schools appreciates the efforts of the Commission and staff in recent years to modernize the E-Rate, prioritize broadband service for schools and libraries, and continuing to determine if further improvements can be made. We are encouraged by the Public Notice’s inquiry into the sufficiency of Category 2 funding, and continue to offer input to assist the Commission’s decision-making.

The financial support the E-Rate has helped many schools be a part of the immense technological advancements our society has seen in the last 15 years, and provided educators with access to modern communications that they may not have been able to obtain otherwise. The Council of the Great City Schools includes 69 of the nation’s largest urban school districts that represent less than one-half of one percent of the approximately 14,000 school districts in the U.S., yet enroll almost 7 million students, including approximately 25 percent of the nation’s Hispanic students, 30 percent of the nation’s African American students, and 25 percent of the nation’s children living in poverty. The value of the E-Rate is apparent every day to the members of the Council, as we serve the highest numbers and concentrations of disadvantaged children, employ the largest number of teachers, and operate in the greatest number of outdated and deteriorating buildings.

The Council supported the goals outlined in the E-Rate modernization effort, and remains eager to help the Commission convert the laudable proposal into effective policy. Our nation has an interest in improving our schools to make sure the American workforce has the skills needed to expand opportunities, grow our economy and compete in the international marketplace. In urban school districts, this means making sure that our students and teachers learn and work in safe, secure and modern classrooms that prepare graduates for college and careers after their K-12 experience.

The Commission's efforts to strengthen the E-Rate has provided additional benefits to schools and helped them with the kind of innovative changes urban districts want to make, like online assessments and computer adaptive testing, interactive instruction, blended learning, and 1:1 computing initiatives. Additional funding for Category 2 budgets and further refinements to the program will help deliver the benefits of next-generation broadband and high-speed wireless to more schools in our nation's cities.

## **Continue Support for Category 2 Budgets**

Like other commenters, the Council of the Great City Schools would urge the Commission to continue funding Category 2 services for internal connections and wireless deployment. Similar to the statement of the Schools, Health & Libraries Broadband Coalition (SHLB), the Council offers its general support for Category 2 funding and highlights the benefits it provides to applicants. SHLB stated, "The combination of raising the cap and establishing the category two budgets has expanded the availability of Wi-Fi funding, and the nation's schools and libraries have seen tangible results. The mere fact that the E-rate program actually funded category two requests over the past two funding years, after not having disbursed any category two funding in the previous two years, shows that the Modernization Orders' framework has made a positive difference."

The request for continuation of funding is significant, one reason being that most schools have not yet used their entire five-year allocation. The Council surveyed our members on the use of Category 2 funding, and received about a dozen responses from large urban school districts. In those responses, only one district indicated that almost 100% of the budgets had been used at all of their schools. The next closest district indicated that about 25% of their schools' budgets have been fully used, and the remaining districts all fell below that threshold. About half of the responses indicated that the number of school sites that had used all of their Category 2 funding was in the single digits.

As the Commission reviews the Category 2 utilization data, we would also like to highlight a comment submitted by the State E-Rate Coordinators Alliance (SECA). "SECA would like to take this opportunity to express our concern that the data available after three application funding years under the Modernization Order's 5-year Category 2 budget cycle does not tell the whole story. As with many things 'E-rate', there are a myriad of variables that affect why applicants have utilized or not yet utilized their Category 2 pre-discount budget and it is important to turn the page to see what the rest of the story unveils."



## Insufficiency of Category 2 Funding

We appreciate the Commission's question in the Notice about the sufficiency of Category 2 funding and the awareness it displays of an applicant's ability to make the goals of the program's Modernization Order an on-the-ground reality. The Council provided examples of the need for funding above the \$150 level in our 2014 comments on the Further Notice of Proposed Rulemaking, and we have included an excerpt from those comments in Appendix A.

The responses to the Council's recent survey on the sufficiency of Category 2 funding were similar to our 2014 examples in that the estimated operational cost for wi-fi networks varied greatly in school districts. The costs could differ based on school size, as smaller schools with lower enrollments generate a more modest Category 2 budget under the E-Rate funding mechanism and may require a higher per-pupil amount. While urban districts do operate many large schools, we would point that our school systems have buildings of all sizes including small schools. Out of 12,000 total school sites in our 69 member districts, approximately 2,000 city schools enroll less than 200 students, and some 4,500 schools in our urban districts have less than 400 students.

The additional funds needed for Wi-Fi also varied on the types of service needed. Districts recommending an additional \$50-100 per student in the budget tended to have existing wireless infrastructure but need some additional funds to ensure maintenance and upgrade schedules are performed and adhered to. Interestingly, districts recommending a lower amount of additional Category 2 funds indicated their existing budget covered items that needed updating, such as network switches, wireless controllers and wireless access points. But the districts responding that doubling or tripling the per-pupil budget was necessary indicated that their existing budgets were insufficient to purchase and install many of those same items, as well as other eligible services needed to deploy wireless networks, such as caching and firewalls. One district indicated that the individual school budgets meant they had to stop full school network upgrades and instead must rely on a more reactive, piecemeal approach based on equipment failure.

One common theme in the request for a larger Category 2 budget was the need to upgrade the cabling that served the schools. One district with 100,000 students in explaining the need for a larger Category 2 budget said, "We have been unable to replace our OM-1 fiber, which was industry-standard when we first wired our schools but cannot meet the Gbps speeds needed for our classrooms today. We are attempting to use conditioning patch cables to increase the Gbps backbone in the schools to help meet demand."

An even larger urban school district explained their similar cabling issues in greater detail. "Networks include both wired and wireless equipment. This means schools need a router, core switch, switches, wireless controller, and access points. The wireless equipment needs cabling, and the cabling for most of our schools are 20 years old or older. This has created challenges since fiber life is typically 15 to 20 years depending on site conditions. Most of our schools' backbone cabling can handle speeds up to 1 Gbps, but with the increased demands these need to be replaced with cabling and equipment that can accommodate up to 10 Gbps." This district indicated that the existing Category 2 budgets covered labor for break/fix services, basic care or bug fix and firmware type support, eligible equipment during repairs, and the replacement of wired equipment and some controllers at selected schools.

Another common theme in responses to the question of Category 2 budget sufficiency was the impact that reduced funding for Voice services had on districts' ability to pay for other technology services that are beyond the reach of Category 2 budgets. In its comments to the Commission's Notice, the Newark Public Schools made this exact point, stating, "Funding reimbursements, previously received from category one voice services, is no longer available to bridge these gaps. In addition, the need to budget and pay in full for all voice services has diverted funding for these, otherwise eligible, category two services." A number of districts referenced the loss of reimbursements they received before the Modernization Order as a factor in their inability to fund any wireless costs on their own. We also note that the Council made this same point in our FNPRM comments in 2014, explaining, "The Report and Order focused the program's existing resources on wireless deployment, but eliminated support for other existing services, shifting a significant financial burden onto district budgets and potentially putting the broadband targets out of reach."

## **Easing Applicant Burden**

Both the stakeholders submitting their initial comments to the Commission and the CGCS districts responding to our inquiry were essentially unanimous in calling for one fundamental change to the program: allowing the use of Category 2 budgets district-wide, rather than limiting them to the school level. The uniform calculation that currently exists does not reflect the varied costs of deploying and maintaining Wi-Fi at school sites. In urban districts, issues of equity and access are central to our mission of providing a high-quality education for all students regardless of the school they attend. High student mobility in urban areas means that students often attend multiple schools in the district, and further emphasizes the need to implement a standard wireless infrastructure throughout the school system. This is not always possible when individual school budgets for Category 2 can vary considerably based on student enrollment.

As Education Superhighway, the Consortium for School Networking, and Funds for Learning explained in their joint comments, "Each facility is provided the same basic budget formula regardless of the facility's age or its specific technology needs. A recently opened facility may not need as much support as an older facility, but the building-level budgets treat both facilities the same. This has created a situation where some Category Two funds go unused at one building while another building in the same system needs additional Category Two funds."

There are a number of reasons why individual schools have different per-pupil funding needs for wireless deployment in schools, such as the enrollment size issue discussed earlier in these comments. In smaller schools and those in areas of economic disadvantage, the existing Category 2 budgets are often not high enough to cover basic wireless needs. The age and location of buildings, the existing infrastructure and refresh cycle, and the size and scope of wireless deployments can also play an important role in selecting the proper solution for a school campus. For example, deciding between cloud or campus-based Wi-Fi solutions is dependent on the difference in function and features needed for a specific school.

The Commission cannot track these school-by-school needs, but can provide districts with the flexibility to meet differing costs and consolidate low budget balances from multiple schools by

allowing the transfer of unused funds to schools with eligible needs elsewhere in the school system. This change in program rules will allow school districts to spend the allotted funds more effectively and efficiently.

## Conclusion

As one of the E-Rate program's most dedicated stakeholders and supporters, urban public schools appreciate the opportunity to provide input on the Commission's Public Notice. The E-Rate allows city school districts to access the benefits of digital learning, and the program has helped many students and schools – regardless of income or location – integrate technology, media, and information-rich instructional content that is a necessary part of modern education. The Commission's work to deploy high-capacity wireless and broadband to all students, teachers, and schools is a sound investment for our nation, and one we wholly support. Recent changes to the E-Rate program have helped to identify where applicants need additional assistance, and further changes can help make the Commission's goals a reality. We must not waste this opportunity to make sure all students can benefit from modern instruction and learn in classrooms that mirror the technology-prevalent world beyond the school walls.

Respectfully Submitted,



Michael D. Casserly, Executive Director  
Council of the Great City Schools

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The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 69 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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

## **Appendix A**

### **Excerpt from CGCS Comments on FNPRM in 2014**

#### Category 2 and WI-FI

The Council appreciates the opportunity provided in the FNPRM to offer input on the \$150 per-pupil amount adopted for internal connections in the Report and Order. As the Order itself stated, costs for wi-fi deployment can be significantly higher in urban schools, yet for many of the poorest city school districts, the reimbursements available through the E-Rate have been reduced to 85%. Urban school systems that already have significant wi-fi systems in place indicated that the \$150 per-pupil allocation for Category 2 might be sufficient to keep their access layer current, pay for maintenance costs, or upgrade old wireless systems. But paying for all three over the next five years, or attempting to deploy wireless throughout dozens or hundreds of the nation's oldest school buildings typically exceeds the amount approved by the Commission.

Overcrowded classrooms are common in urban schools, with up to or more than 40 students, and sometimes two access points must be installed to ensure stability. In many urban schools, the condition of facilities and the construction materials used in the nation's oldest sites also has an impact on density needs. The cost of routers can also be higher in urban areas since schools with thousands of users need enterprise-class routers to ensure stable and secure access to the network. In some parts of the country, a school's outside and assembly areas are used for instructional time and need to be covered, also increasing the per-student amount.

There are additional factors in urban schools that can drive up the costs beyond the \$150 amount. Most major cities have labor stabilization agreements, mandating the wages paid to all contractors and workers, as well as the terms, conditions and costs on public projects. Due to the age of urban schools, installation projects have routinely higher costs because workers must be certified and insured to work in buildings with lead and asbestos. Despite the popular notion that cities have an abundance of service providers, many urban schools also see prices go up on major projects due to a limited pool of bidders. Finally, some cities and school districts have approved tougher radio frequency exposure standards, which also results in higher costs.

The result of these factors leads to an increase in costs for internal connections in urban areas, as the Commission found itself. One Council district with 50,000 students enrolled in 100 school sites received bids in 2013 for a subset of schools, and was able to project a district-wide cost of about \$30 million to install wireless service. This equals about \$600 per-student (pre-discount).

Another district estimated a similar cost of approximately \$700 per-pupil, based on a 30 students-per-classroom assumption. One district stated that the \$150 amount was sufficient for two years, but that the five-year estimate for deploying, maintaining, and upgrading wireless networks to cover their entire school system was closer to \$400 per student. A number of urban districts had estimates in this \$300-400 range, including one that recently completed their district-wide wi-fi installation for approximately \$325 per-student.

# RESEARCH

## **RESEARCH DEPARTMENT OVERVIEW**



# Research Department Overview January 2018

## Overall Research Department Goals/Priorities

The goal of the research department is to conduct, facilitate and disseminate research that will provide guidance and support to the Council's member districts and other key stakeholders as they work to improve academic achievement and reduce achievement gaps in large urban school districts. The following reports and presentations will be available on our Research Department webpage: <http://www.cgcs.org/Research>.

### Update on New Projects

#### ***Analysis of Student Performance in State Recovery School Districts: Examining Data from Tennessee, Louisiana, and Michigan***

**This project will start in February 2018 and is expected to take 7 months and will include two major reviews:**

- The research team will analyze longitudinal student achievement data from state assessments for recovery/achievement school district students and public school students across two states and districts. This will include analysis of school performance and demographic composition (race, family income, ELL status, SWD status, etc.) prior to the transition of schools to state recovery status and post-transition. The analysis will include a study of the differences in student populations of the current schools compared to their population prior to becoming recovery schools.
- The research team will also conduct a qualitative analysis that will include analyzing closure trends, parent perceptions of new schools, administrator perceptions of the new districts through surveys and interviews.

#### **Project Timeline:**

The timeline for this project includes the following:

- Quantitative data collection and analysis – school performance data, demographic data, etc. – 3 months
- Qualitative data collection and analysis – closure trends, parent perceptions of new schools, administrator perceptions of the new districts, etc. – 3 months

- Final Report – 1 month

***Trial Urban District Assessment Advisory Task Force to the  
National Assessment Governing Board***

Given the 2017 expansion of the Trial Urban District Assessment (TUDA) program to 27 districts, the Council submitted a technical proposal to the National Assessment Governing Board (NAGB) to establish a Task Force of local education leaders from TUDA districts. The Task Force is expected to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program. It is our hope that the Task Force will help inform the Strategic Vision of the NAGB and help strengthen and guide the evolution of the TUDA program.

The Council has been awarded a contract for a 24-month effort that will include the creation, project management, and on-going coordination of the TUDA Task Force. The Council will establish and coordinate a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The effort will be devoted to creating, coordinating, and supporting the on-going work of a 10 member – excluding Council and NAGB staff – Task Force of local education agency leaders from TUDA districts. The Council proposed a 10-member distribution as follows:

- Two (2) district superintendents,
- Two (2) deputy or associate superintendents/chief academic officers,
- Three (3) research and evaluation or assessment directors, and
- Three (3) public relations/communication officers.



## 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***

In the spring of 2011, the Council research team published the study *Pieces of the Puzzle: Recent Performance Trends in Urban Districts – A Closer Look at 2009 NAEP Results (An Addendum)*. A portion of that report analyzed the National Assessment of Educational Progress (NAEP) performance of Trial Urban District Assessment (TUDA) performance while adjusting the district performance based on key background variables. The key background variables included race/ethnicity, special education status, English language learner status, free- or reduced-price lunch eligibility, parental education level (grade eight only), and a measure of literacy materials available in the home. The analysis compared the predicted NAEP performance (after controlling for the background variables) to the actual NAEP performance of the districts. The analysis allowed the Council to identify districts that were performing better than expected on the NAEP assessment and beginning to mitigate some of the effects of poverty and other background characteristics of students that typically suppress academic performance.

The lessons learned from that study have prompted the Council research team to replicate the analysis using data from the 2011 and 2015 administrations of NAEP reading and mathematics assessments in grades four and eight. This study not only identifies districts that continue to perform better than expected based on background variables, but when combined with the analysis of the 2009 data, district trends in performance can be examined which provide a very different picture of the changes in district effects over time. For example, Detroit has typically been one of the lowest performing TUDA district, and even when controlling for relevant background variables, Detroit performs lower than expected. However, this analysis revealed that Detroit is one of only a few districts that has made consistent progress on the NAEP assessment each year across multiple grades and subjects (grade eight reading and grade four math). The progress Detroit is making is all but lost in any other analysis of student performance in the district, but indicates that student achievement, though not where it needs to be, is improving.

#### ***Methodology***

For this analysis, the research team conducted a regression analyses to estimate the performance of a district if its demographic profile, in terms of the selected student background characteristics, is the same as the average profile of all students across the country. The analyses put the districts on a more level playing field with regard to these characteristics. Based on this regression analyses (using student level data), we computed

the expected performance of each district based on their profile in terms of the selected student background characteristics. We subtract the expected performance from the actual performance to calculate the “district effect.” We then analyzed the changes in the district effects over the 2009, 2011, 2013 and 2015 NAEP administrations.

Based on the NAEP district effect analysis, the Council selected four districts—Boston, Chicago, Dallas, and Washington, DC—that have made substantial progress overcoming the effects of poverty, language, and discrimination on student achievement for site visits. The team will conduct the site visits to these districts in the spring of 2018 to speak with a broad cross section of central office and school staff about the factors that led to their success in raising student achievement—particularly with vulnerable student groups. A “counterfactual” district—one that has not demonstrated any growth among these student groups on NAEP—will also be selected, and the team will visit this district to explore potential differences in practices between districts with varied outcomes.

Using our *Indicators of Success*, we will determine the level of common core implementation in these improving districts to investigate whether strong standards implementation work has made a difference in districts’ ability to overcome the effects of poverty and language and raise student achievement. We will also explore a broad range of other factors that may have played a role in the achievement outcomes. Based on our findings, we will finalize our NAEP analysis and report by answering the question of how some districts were able to “beat the odds.”

A draft report of the initial results of the quantitative study has been completed. A final formal report will be released in the Fall of 2018.

### ***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 research team initiated the first wave of updated Academic KPI data collection in January 2017. The Council released a full report in Fall 2017. In addition, a new wave of updated Academic KPI data collection will begin in January 2018, with a report to follow in Fall 2018. The Academic KPI data request for this year will include a new special education data tab. A draft of this tab is included in the research materials below.

### ***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***

The Council's next steps will include updating current activities and implementation plans for males of color across Council districts.

### **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.

**SPECIAL NAEP ANALYSIS**



# MIRRORS OR WINDOWS:

How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?

## About the Council of the Great City Schools

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public-school districts. Composed of 70 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, instructional support, leadership, management, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge to deliver the best education for urban youth.

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Council of the Great City Schools

# Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?



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2018



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## **Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?**

### **Introduction**

One of the most consistent and long-standing relationships in social science research is the one between poverty and student academic performance. In nearly every case, study after study demonstrates that student achievement declines as poverty rises. At least as far back as the Coleman report (1966), research has suggested that poor students do not do as well in school as students whose parents are better off financially. More recently, a study by Reardon (2016) showed similar results and concluded that the gap between high- and low-income students may have widened between the 1980s and the early 2000s.

At the same time, education has been depicted by countless politicians, philosophers, scientists, and advocates as the ticket out of poverty. Education is thought to be society's main engine for smoothing out its inequities. In fact, Horace Mann once stated, "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." To be sure, schooling aspires to level the playing field for rich and poor alike. Immigrant and native born. Commoner and blue-blood.

But it is not possible for these two themes to be true at the same time. Either schools help overcome the effects of poverty and other barriers or they reflect those inequities. Either schools serve to perpetuate society's inequalities or they serve to overcome them. Either schools work to level the playing field or they keep opportunity at bay. As noted Chicago journalist Sydney Harris once asserted, "The whole purpose of education is to turn mirrors into windows."

Our question in this report is a straightforward one: Are urban public schools, which have the largest numbers and concentrations of poor students in the nation, mirrors or windows?

Do urban public schools overcome the effects of poverty and other barriers or do they simply reflect them? Do urban public schools do a better job at overcoming the effects of poverty on achievement than public schools nationally? Do some urban public-school districts do a better job at overcoming these effects than other urban school districts? Which are they? Are urban school districts getting any better at overcoming these effects over time, or are they producing the same results they have always produced? What is the difference between urban school districts that appear to be 'beating the odds' and those that are not progressing? What are the more effective urban school districts doing that other urban school districts are not doing? Do other types of schools, e.g., private schools, do a better job at overcoming these barriers? Why might that be?

These are questions that are infrequently asked in the research or answered in a way that gives urban schools better guidance about what they need to be doing differently. Instead, most research is backward leaning in the sense that it helps explain why things in the past looked like they did. This study and the one to follow will lean forward and will attempt to show where to look for clues for a better future.

To conduct this analysis, the Council of the Great City Schools used data from the National Assessment of Educational Progress (NAEP) and looked at the effects not only of poverty but also of language status, parental education, disability, literacy materials in the home, and race to answer many of the questions above. We predict statistically what results are likely to be based on these variables and compare those predictions against actual results over four separate administrations of NAEP.

In other words, we have created a 'district effect' or 'value-added' measure to determine whether urban school districts have enough educational torque to overcome these long-standing effects to any degree and to ascertain if they are getting better at it.

To be sure, urban public schools are under more pressure to improve than any other institution in the nation, public or private. They are being told to produce results or get out of the way. They are being told to improve or see the public go somewhere else. They are being told to be accountable for what they do or let someone else do it. Some of this pressure is justified. Some of it is not. Either way, they are being challenged in the court of public opinion and by history to improve in unprecedented ways.

### **Demographics of Large City and Comparison Schools**

Members of the Council of the Great City Schools educate disproportionately large numbers of the nation's students facing barriers to their educational success. The 69 cities whose school districts are members of the Council are home to about 17.4 percent of the U. S. population (56,863,400 of 326,474,013 est.). Their school districts enrolled some 7.3 million students in 2016-17 or about 15 percent of the nation's public elementary and secondary school enrollment.

This report primarily looks at the educational performance of Large City schools using data from the National Assessment of Education Progress (NAEP). In general, the Council's membership comprises the bulk of the Large City variable in NAEP, a variable that we use extensively in this report. Reading and math performance on NAEP for students in grade eight are controlled statistically for relevant background variables summarized earlier, i.e., race/ethnicity groups, national school lunch program (FRPL), students with disabilities (IEP), English language learners (ELL), literacy materials in the home, and parent education level. Relevant background variables are defined in more detail in subsequent sections, but generally they were selected because previous research indicated that they consistently predict student outcomes.

We also compare the results of NAEP test takers<sup>1</sup> in Large City schools with the results of test-takers in other types of schools. Our analysis looks at three distinct, mutually exclusive, and not-overlapping types of schools—

- Large City Schools that are not charters--Large City Schools
- Schools that are not in large cities and are not charters—Not Large City Schools)
- National Non-Public/Private schools.

The reader should keep in mind that NAEP data on charter schools is not coded in a way that would allow one to determine which charters are authorized and governed by regular public-school districts and which ones are chartered and operated independently or are chartered by some other entity. Consequently, in this analysis, we have not included an analysis of charters. In addition, the sample sizes for nonpublic/private schools are typically not large enough to generate estimates city by city.<sup>2</sup> In fact, sample sizes for non-public schools were too small in 2015 to yield even national estimates. Our main purpose is to see how well Large City Schools are doing in overcoming the various barriers we examine. We compare results from that group with others to provide some context for the findings.

Finally, the reader should keep in mind that there is often wide variation within each school type—more variation, in fact, than between groups. The reader should bear this in mind in going through the analysis.

<sup>1</sup> The analysis uses test-takers in math in both fourth and eighth grades rather than test takers in English language arts, because the numbers of ELA test-takers is likely to be more skewed by testing exclusions related to English proficiency or disability status.

<sup>2</sup> Nonpublic/private schools include Catholic, Conservative Christian, Lutheran, and other private schools. (Data on these schools for 2015 was limited because of low participation rates that year.)

We start the analysis by looking at the student demographic characteristics of Large City Schools (Not Charter) schools and compare them with other school types. One should keep in mind that the demographics of school types in the fourth grade are different from demographics in the eighth grade.

Exhibits 1 through 5 summarize critical demographic characteristics of the three types of schools reported in the NAEP data for Large City (Not Charter) schools and other school types.

**Exhibit 1. Percentages of NAEP Fourth Grade Math Test Takers by Race and Type of School, 2009 to 2015.**

	% Black				% Hispanic				% White			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Large City Schools (Not Charter)</b>	27%	25%	24%	22%	43%	45%	44%	47%	21%	20%	22%	20%
<b>Not Large City Schools (Not Charter)</b>	14%	14%	14%	14%	19%	20%	22%	22%	61%	59%	58%	56%
<b>National Non-Public/Private Schools</b>	10%	10%	12%	--	10%	12%	11%	--	74%	69%	71%	--

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.

Data in Exhibit 1 shows that Large City Schools (Not Charter) had an aggregate enrollment in 2015 that was 22 percent African American, 47 percent Hispanic, and 20 percent white. The composition of students in these schools who were either black or Hispanic remained about the same between 2009 and 2015 (approximately 70 percent.)

By comparison, white students were considerably more prevalent in Non-public/private schools than in Large City Schools (Not Charter) schools. Only 23 percent of students in Non-public/private schools nationally were either black or Hispanic in 2013. (Again, the numbers for Non-Public/Private schools in 2015 were too small in the NAEP sample to estimate results.)

Finally, the enrollment in Not Large City (Not Charter) public schools in 2015 was 14 percent black, 22 percent Hispanic, and 56 percent white.

Across the study period—2009 to 2015—the enrollments of Large City Schools (Not Charter) became increasingly Hispanic—particularly among fourth graders; while the racial demographics of Non-public/private schools remained consistent.

**Exhibit 2. Percentages of NAEP Fourth Grade Math Test Takers by FRPL Status, Language Status, and IEP Status and Type of School, 2009 to 2015.**

	% FRPL				% ELLs				% IEPs			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Large City Schools (Not Charter)</b>	71%	74%	73%	74%	20%	22%	20%	21%	11%	11%	12%	13%
<b>Not Large City Schools (Not Charter)</b>	43%	48%	50%	51%	8%	9%	9%	10%	12%	12%	13%	14%
<b>National Non-Public/Private</b>	8%	8%	10%	--	1%	2%	1%	--	4%	5%	4%	--

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.

The NAEP data also show that 74 percent fourth-grade students in Large City Schools (Not Charter) were eligible for free and reduced-price lunch (FRPL) in 2015, somewhat higher than the 71 percent level in 2009 (Exhibit 2). In addition, Large City Schools (Not Charter) had higher FRPL rates in fourth grade than Not Large City schools (Not Charter, 51 percent), or Non-public/private schools nationally (10 percent in 2013). Between 2009 and 2015, the portion of students who were FRPL-eligible increased somewhat in Large City (Not Charter) schools and in Not Large City (Not Charter) schools.

NAEP data on fourth grade English Language Learners (ELLs) show that these students composed 21 percent of the population in Large City Schools (Not Charter) in 2015, about the same as in 2009. This was larger than any of the other comparison school types. Only about 1 percent of students in Non-Public/Private schools were ELLs in 2013.

In addition, NAEP data in 2015 showed that fourth grade students with Individualized Education Plans (IEPs) accounted for some 13 percent of the Large City (Not Charter) school sample, about the same as the Not Large City (Not Charter) sample, 14 percent, while only 4 percent of students enrolled in Non-Public/Private schools in 2013 had IEPs. All school types, except Non-Public/Private, showed some increases in their proportions of students with IEPs over the study period, 2009 to 2015.

Eighth grade NAEP data showed similar patterns as those in the fourth grade. As indicated above, the differences between the percentage of black students in Large City Schools (Not Charter) was smaller at the eighth-grade level than at the fourth-grade level. In addition, the percentage of black students in Large City (Not Charter) schools remained about the same over the period. (See Exhibit 3.)

**Exhibit 3. Percentages of NAEP Eighth Grade Math Test Takers by Race and Type of School, 2009 to 2015.**

	% Black				% Hispanic				% White			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Large City Schools (Not Charter)</b>	26%	25%	25%	25%	42%	44%	43%	44%	22%	21%	21%	21%
<b>Not Large City Schools (Not Charter)</b>	14%	14%	13%	13%	17%	19%	20%	21%	63%	60%	59%	58%
<b>National Non-Public/Private</b>	8%	10%	10%	--	11%	11%	13%	--	74%	71%	70%	--

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.

At the eighth-grade level, the data also indicated that the percentage of students who were FRPL-eligible was about the same as at the fourth-grade level. All types of schools saw at least some increases in their percentages of poor students over the study period. (Exhibit 4)

**Exhibit 4. Percentages of NAEP Eighth Grade Math Test Takers by FRPL Status, Language Status, and IEP Status and Type of School, 2009 to 2015.**

	% FRPL				% ELLs				% IEPs			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Large City Schools (Not Charter)</b>	66%	69%	69%	71%	12%	11%	11%	12%	11%	11%	12%	13%
<b>Not Large City Schools (Not Charter)</b>	39%	44%	46%	48%	5%	5%	4%	5%	10%	10%	12%	12%
<b>National Non-Public/Private</b>	6%	7%	8%	--	1%	1%	--	--	4%	5%	7%	--

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.

In addition, the eighth-grade data indicate that the percentages of ELL students in Large City (Not Charter) schools remained at the same level (12 percent) between 2009 and 2015. ELLs were considerably more prevalent in these schools than in any of the other comparison schools. (Exhibit 4)

Thirteen percent of eighth-grade students in Large City (Not Charter) schools had IEPs in 2015, the same level as among fourth graders, a level that that showed some increase over 2009. In other types of schools, about 12 percent of eighth graders had IEPs, an uptick from 2009 in all types of schools.

Finally, we examined changes in the education levels of parents of students in Large City and other types of schools. (Exhibit 5) The data on this NAEP background variable were available only on eighth graders, not fourth graders. In this case, there were small changes over the study period in the percentage of eighth graders in Large City (Not Charter) schools whose parents had not finished high school or who had graduated from college. The percentage of students in Non-Public/Private schools whose parents had graduated from college was considerably higher in 2013 than either Large City (Not Charter) or Large City (Charter) schools.

**Exhibit 5. Percentages of NAEP Eighth Grade Math Test-Takers Whose Parents Had Differing Levels of Educational Attainment, 2009 to 2015.<sup>3</sup>**

	Did Not Finish High School				Graduated High School				Graduated College			
	2009	2011	2013	2015	2009	2011	2013	2015	2009	2011	2013	2015
<b>Large City Schools (Not Charter)</b>	13%	12%	11%	12%	17%	17%	17%	17%	35%	37%	38%	38%
<b>Not Large City Schools (Not Charter)</b>	7%	7%	7%	7%	17%	17%	16%	16%	47%	49%	50%	50%
<b>National Non-Public/Private</b>	1%	2%	2%	--	7%	6%	5%	--	75%	77%	77%	--

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.

Note: Parental income data were not available on fourth grade students.

In sum, the data indicate that the demographics of Large City (Not Charter) schools was different from schools not in large cities, and all public schools in the sample differed substantially from non-public/private schools. The percentage of students in Large City (Not Charter) schools who were eligible for a free and reduced-price lunch was significantly higher than non-charter schools that were not in large cities and from non-public schools.

Finally, the data on eighth graders (only grade available) showed some interesting differences in the percentages of parents who either did not finish high school or graduated from college when comparing Large City (Not Charter)—differences that do not appear in public schools outside of large cities. In general, Large City (Not Charter) schools had a *larger* portion of eighth graders whose parents did not graduate from high school and a *smaller* portion whose parents graduated from college than did public schools outside the large cities. And the percentage of students in non-public schools whose parents graduated from college was substantially higher than those in public schools of any type.

<sup>3</sup> The variable is defined as “at least one parent.”

## Methodology

In 2010, the Council of the Great City Schools, along with the American Institutes of Research, analyzed the results of the National Assessment of Education Progress (NAEP) in a way that had not been done previously (Dogan, et al., 2011). The two prominent research questions of that study were:

1. How did urban districts participating in the Trial Urban District Assessment (TUDA) in 2009 compare to other districts when one controls for relevant background variables?
2. How did urban districts participating in the Trial Urban District Assessment (TUDA) in 2009 perform, compared to their statistically expected performance based on relevant background variables?

To answer these questions, the study compared the performance of each district against other districts after adjusting for specified student background characteristics, i.e., race/ethnicity, special education status, English language learner status, eligibility for free- or reduced-price lunch under the National School Lunch Program, the highest level of education attained by either parent, and information on the availability of written materials and computers in a student's home. The analysis employed a methodology used elsewhere in the literature (e.g., Braun, Jenkins, and Grigg, 2006). A regression analysis was conducted to estimate the "expected" performance of an urban district against a national sample of other public-school students, controlling for variations in these demographic characteristics.

Next, each district's actual performance was compared to the expected performance for that district. The difference between the two (actual vs. expected) was called a "district effect." Positive effects indicated that the district was performing better than expected statistically, and negative effects indicated that the district was performing below what was expected statistically.

A similar methodology using NAEP restricted-use data from 2009, 2011, 2013, and 2015 was used in this report. The following background variables were used to calculate (using regression analysis) "adjusted" NAEP scale scores in TUDA districts and to make comparisons between actual and statistically expected scores. The variables included:

- **Race/ethnicity**

In the NAEP files, student race/ethnicity information is obtained from school records and classified according to six categories: *White*, *Black*, *Hispanic*, *Asian/Pacific Islander*, *American Indian/Alaska Native*, or *unclassifiable*. When school-reported information was missing, student-reported data from the Student Background Questionnaire were used to establish student race/ethnicity. Using restricted NAEP data sets, we categorized as *unclassifiable* students whose race-ethnicity based on school-records was *unclassifiable* or *missing* and (1) who self-reported their race as *multicultural* but not *Hispanic* or (2) who did not self-report race information.

- **Special education status**

Student has an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or is a student with a Section 504 Plan.

- **English language learner status**

Student is currently classified as an English language learner and is receiving services.

- **Free- or reduced-price lunch eligibility**

Eligibility for the National School Lunch Program is determined by a student's family income in relation to the federally established poverty level. Based on available school records, students were

classified as either currently eligible for free/reduced-price lunch or currently not eligible. If the school record indicated the information was not available, the student was classified as not eligible.

- **Parental Education**

Highest level of education attained by either parent: *did not complete high school, graduated high school, had some education after high school, or graduated college*. This indicator is only available for grade 8 students.

- **Literacy Materials**

The presence of reading materials in the home is associated with both socioeconomic status and student achievement. The measure reported in 2009 was based on questions in both grade 4 and grade 8 in the *Student Background Questionnaires*, which asked about the availability of computers, newspapers, magazines, and more than 25 books in the home. Between 2009 and 2015, the *Student Background Questionnaire* changed, and a different combination of items was used to calculate a summary score of how many materials were present. In 2011, the items included the availability of computers, magazines, and more than 25 books in the home (newspapers were dropped as a survey item). In 2013 and 2015, the items included the availability of computers in the home, the availability of the internet, and more than 25 books in the home (magazines were dropped as a survey item). A summary score was created to indicate how many of these types of literacy materials were present in the home.<sup>4</sup>

Information on race/ethnicity, free-lunch, ELL, and disability status come from the school and are available for all students. However, data on background characteristics for students who did not participate in NAEP are not available: excluded students or students who are not tested do not complete the *Background Questionnaire*. Therefore, data on *reading materials in the home* and *parent education* are only available for the tested populations. Consequently, the calculation of adjusted scores controlling for background characteristics was conducted on the reported sample only.

The data analysis for this study compared the predicted NAEP performance levels (after controlling for background variables) in grades four and eight in both reading and mathematics, to actual NAEP performance for the Large City districts in 2009, 2011, 2013, and 2015. Comparisons were also made to other types of schools. The analysis allowed the Council to identify districts and school types that were performing better than expected on the NAEP assessment and those that were performing under expectation. In other words, we could estimate over time whether Large City schools and others were getting better at mitigating the effects of poverty and other variables that typically suppress academic performance.

Exhibit 6 shows the actual performance for all school types that are compared in this report, so the reader can see uncorrected results. After making the corrections or adjustments, we analyzed the changes in district effects for 2009, 2011, 2013, and 2015 to see if Large Cities were getting better at overcoming these effects. Note that Albuquerque, Dallas, and Hillsborough County began participating in TUDA in 2011, and trends are reported for only two assessment cycles. Duval County began participating in 2015, and Milwaukee public schools did not participate in 2015. Further, the minimum sample size for estimating effects was not met by Non-Public/Private schools in 2015, so their results could not be estimated for that year.

<sup>4</sup> This summary score has been used for reporting NAEP background variables for several years and has been shown to be associated with students' achievement scores. (See, for example, NAEP 1996 Mathematics Cross-State Data Compendium.)



**Exhibit 6. Actual Scale Scores of TUDA Districts and Other Types of Schools, 2009 to 2015**

Jurisdiction	2009				2011				2013				2015			
	Math		Reading		Math		Reading		Math		Reading		Math		Reading	
	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8	Grade 4	Grade 8
Albuquerque	—	—	—	—	235	275	209	254	207	256	235	274	231	271	207	251
Atlanta	225	259	209	250	228	266	212	253	214	255	233	267	228	266	212	252
Austin	240	287	220	261	245	287	224	261	221	261	245	285	246	284	220	261
Baltimore	222	257	202	245	226	261	200	246	204	252	223	260	215	255	199	243
Boston	236	279	215	257	237	282	217	255	214	257	237	283	236	281	219	258
Charlotte	245	283	225	259	247	285	224	265	226	266	247	289	248	286	226	263
Chicago	222	264	202	249	224	270	203	253	206	253	231	269	232	275	213	257
Cleveland	213	256	194	242	216	256	193	240	190	239	216	253	219	254	197	240
Dallas	—	—	—	—	233	274	204	248	205	251	234	275	238	271	204	250
Detroit	200	238	187	232	203	246	191	237	190	239	204	240	205	244	186	237
D.C. (DCPS)	220	251	203	240	222	255	201	237	206	245	229	260	232	258	214	245
Duval County	—	—	—	—	—	—	—	—	—	—	—	—	243	275	225	264
Fresno	219	258	197	240	218	256	194	238	196	245	220	260	218	257	199	242
Hillsborough County	—	—	—	—	243	282	231	264	228	267	243	284	244	276	230	261
Houston	236	277	211	252	237	279	213	252	208	252	236	280	239	276	210	252
Jefferson County	233	271	219	259	235	274	223	260	221	261	234	273	236	272	222	261
Los Angeles	222	258	197	244	223	261	201	246	205	250	228	264	224	263	204	251
Miami	236	273	221	261	236	272	221	260	223	259	237	274	242	274	226	265
Milwaukee	220	251	196	241	220	254	195	238	199	242	221	257	—	—	—	—
New York City	237	273	217	252	234	272	216	254	216	256	236	274	231	275	214	258
Philadelphia	222	265	195	247	225	265	199	247	200	249	223	266	217	267	201	248
San Diego	236	280	213	254	239	278	215	256	218	260	241	277	233	280	216	262
Large City (Not Charter) Schools	232	272	210	252	233	274	211	255	235	275	213	257	234	274	214	256
Not Large City (Not Charter) Schools	241	284	222	264	242	284	222	265	242	285	222	268	241	283	223	265
Non-public/Private Schools	246	296	235	282	247	296	234	282	246	296	235	285	*	*	*	*

\* Indicates that minimum reporting standards (sample size) were not met for this jurisdiction.

The raw data show that Large City (Not Charter) schools generally scored below public schools (Not Large City) outside the large cities (Not Charter) by between six and nine scale score points in 2015—depending on grade and subject. The same Large City schools also scored below Non-Public/Private schools by between 11 and 28 scale score points in 2013—depending on grade and subject. (There were no 2015 data for private schools because of low participation rates.) Individual Large City school districts also showed extensive variation. In 2015, differences in scale scores from one city to another could exceed 40 points in some cases.

However, comparing these results without statistically controlling for background variables is only one way to look at these data. For instance, comparing Detroit and Charlotte-Mecklenburg on raw scores clearly indicates that one scores better than another, but they have vastly different demographics and quite different challenges. To sort out these distinctions and how they might mask how districts improve, we asked a series of questions—

- Are Large City (Not Charter) schools performing the same level as, above, or below statistical expectations in reading and math on NAEP in fourth and eighth grades after adjusting for differences in demographic characteristics? In other words, do urban public schools overcome—to any degree—the effects of poverty and other barriers, or do they simply reflect them?
- Are Large City (Not Charter) schools getting better at overcoming these effects over time (2009, 2011, 2013, and 2015)? Which school districts appear to be improving the most at overcoming these effects?
- Do Large City (Not Charter) schools do a better job of overcoming the effects of poverty and other variables on achievement than public schools outside the cities?
- Do some urban public-school districts do a better job of overcoming these effects than other urban school districts? Which are they?
- Are there any fundamental differences between urban school districts that overcome these effects compared with ones that do not?
- What are the more effective urban school districts doing that other urban school districts are not doing? (Subsequent study.)
- Do other types of schools, e.g., private schools, do a better job of overcoming these effects than large urban school districts do? Are they making more progress after controlling for relevant background variables?

To answer these questions, this study compared the performance of each district or type of school against other districts and school types after adjusting for their student background characteristics. A regression analysis estimated the performance of a district or type of school had its demographic profile been the same as the average profile of all districts or jurisdictions in the nation using the NAEP restricted data set for each of the study years. The methodology to estimate the adjusted mean scores is shown below.

Let  $y_{ijv}$  be plausible value<sup>5</sup>  $v$  of student  $j$  in district (or school type)  $i$ , and

$X_{ijk}$  be the demographic characteristic  $k$  of student  $j$  in district (or school type)  $i$ .

Assume the mean plausible value student  $j$  in district  $i$ ,  $y_{ij\bullet}$ , can be expressed as a function of an overall mean achievement  $\mu$ , a differential effect  $\alpha_i$  associated with district (or school type)  $i$ , and differential effects  $\beta_k$  associate with characteristic  $k$  of student  $j$  in district or school type  $i$ :

$$y_{ij\bullet} = \mu + \alpha_i + \sum_k \beta_k X_{ijk} + e_{ij}, \quad [1]$$

<sup>5</sup> Plausible values are imputed values that resemble individual test scores and have approximately the same distribution as the latent trait being measured. Plausible values were developed as a computational approximation to obtain consistent estimates of population characteristics in assessment situations where individuals are administered too few items to allow precise estimates of their ability. Plausible values represent random draws from an empirically derived distribution of proficiency values that are conditional on the observed values of the assessment items and the background variables. The random draws from the distribution represent values from the distribution of scale scores for all adults in the population with similar characteristics and identical response patterns. These random draws or imputations are representative of the score distribution in the population of people who share the background characteristics of the individual with whom the plausible value is associated in the data.

where  $\mu$  is the overall mean,

$\alpha_i$  is the district (or school type)  $i$  effect, and

$\beta_k$  is the effect of demographic characteristic  $k$  of student  $j$  in district (or school type)  $i$ .

Letting the subscript  $\bullet$  indicate average, then the average scale score in district (or school type)  $i$  is expressed as

$$y_{i\bullet\bullet} = \mu + \alpha_i + \sum \beta_k X_{i\bullet k} + e'_i, \quad [2]$$

Subtracting [2] from [1] we can estimate the regression in [3]

$$z_{ij} = y_{ij\bullet} - y_{i\bullet\bullet} = \sum \beta_k [X_{ijk} - X_{i\bullet k}] + e''_{ij} \quad [3]$$

and obtain estimates of  $\beta_k$  directly, without any contamination from  $\alpha_i$  because  $\alpha_i$  has been subtracted out before the regression.

With the estimates  $\hat{\beta}_k$ , we compute the average effect of the demographic characteristics of student  $j$  in district (or school type)  $i$ .

$$\hat{y}_{ij\bullet} = \sum \hat{\beta}_k [X_{ijk} - X_{i\bullet k}] \quad [4]$$

where  $X_{i\bullet k}$  is the overall mean of  $X_{\bullet\bullet k}$ .

The adjusted score,  $y'_{ijv}$  is estimated by subtracting  $\hat{y}_{ij\bullet}$  from each  $y_{ijv}$ :

$$y'_{ijv} = y_{ijv} - \hat{y}_{ij\bullet} \quad [5]$$

The adjusted score,  $y'_{i\bullet\bullet}$  is the critical statistic for the analysis. It is an estimator for  $\mu + \alpha_i$ , and we can estimate its standard error by the usual NAEP procedures. Note that  $\mu + \alpha_i$  is the overall mean plus the effect of district (or school type)  $i$ . It is what the mean of district (or school type)  $i$  would be if the mean of all demographics in district (or school type)  $i$  were the same as the overall mean.

Next, the expected performance of each district and school type—based on the selected student background characteristics—was computed. Each district's actual performance was then compared to the expected performance for that district or comparison group. The difference between the two was called a "district effect" or group effect. Significant positive effects indicated that a district or group was performing better than expected statistically, and significant negative effects indicated that the district or group was performing worse than expected statistically.

#### Variance Accounted for by the Regression Analysis

Exhibit 7 estimates the variance, or the R-squared value, explained by the background variables for each of the regressions calculated on the *national* sample (including all public and non-public school students nationally). The variances in the national sample ranged from a low of 0.2966 to a high of 0.3838. A recent presentation by Ward, Broer, and Jewsbury (2017) estimated explained variance at about 0.306 when using similar background variables. Their R-squared values were consistent with the values reported in this study.

#### Exhibit 7. Percentage of Variance (R<sup>2</sup>) Explained by Relevant Background Variables for the Total NAEP Sample of Students (Public and Non-public) by Subject and Grade, 2009 to 2015

R2 Values for All Students in NAEP Sample (Public and Non-public) by Grade and Subject				
	Math		Reading	
Year	Grade 4	Grade 8	Grade 4	Grade 8

2009	0.2966	0.3530	0.3031	0.3471
2011	0.3198	0.3607	0.3390	0.3498
2013	0.3457	0.3733	0.3802	0.3712
2015	0.3367	0.3838	0.3777	0.3671
$\Delta$	+0.0401	+0.0308	+0.0746	+0.0200

In addition to the significance of these variables in explaining overall NAEP results, the analysis suggests that the power of these variables in predicting results has increased somewhat over time. In each subject-grade combination, the R-squared value increases somewhat between 2009 and 2015.

*Limitations of this and similar analysis*

Several limitations in the current study—and other similar studies—should be mentioned. First, both the adjusted and expected performance numbers are estimates based on variables that research indicates affect student achievement. Most of these variables are beyond the control of educators and policy-makers even though they affect performance. Still, the purpose of this study was to determine the extent to which Large City schools were overcoming their effects.

Second, there may be other variables related to achievement that were not controlled for in this analysis. Some of these variables are not measured in NAEP, and possibly some are not measurable at all. A district effect is the product of our best estimate of whether a district or school type was performing differently than expected, given its student profile on a limited number of variables measured in NAEP. We did not look at other background variables like spending levels, in part because previous studies have not shown them to be as powerful in predicting performance as the ones we did choose.

Third, comparing school types at any grade level ignores the fact that public and private school students may enter the formal educational process at very different achievement levels. Consequently, attempts to control for differences using various student characteristics or attempts to match students based on background variables will not always account for other differences that affect student achievement. For example, parents electing to enroll their children in private schools may have very different parenting practices than parents who send their children to neighborhood public schools – particularly in high poverty urban areas.

Research (e.g., Wilder, 2014; Jeynes, 2012; Hill & Tyson, 2009; Patall, Cooper, & Robinson, 2008; Senechal & Young, 2008; Jeynes, 2007; Erion, 2006; Jeynes, 2005; Jeynes, 2003; Fan & Chen, 2001) indicates that differences in parental involvement and expectations have a significant impact on student achievement, yet many studies, including this one, do not adequately account for these differences except to the extent that we look at parental education levels and literacy materials in the home.

Fourth, this study was not able to parse the differences between charter schools that were authorized by school districts, those that were authorized by other entities, and those that were entirely independent. NAEP does not code charter schools in a way that would allow analyses of each type—so we have not analyzed those data.

Fifth, this analysis does not control for differences in such in-school variables as teacher experience, school location, or school size. Other studies have shown that these variables have little impact on difference between school types (see, e.g., Braun, Jenkins, & Grigg, 2006), although these variables may have effects in other types of analyses.

Finally, differences in concentrations of poverty are likely to affect comparisons as well. (See, for example, Orfield & Lee, 2005 for a discussion of concentrated poverty.) This study attempts to explain some of this

effect in the next section by looking at income levels within jurisdictions with Census data, but additional analyses are needed.

### Results of Analysis

This section answers study questions posed in the previous section. First, we look at “district effects” using the 2015 restricted-use NAEP data set. Second, we look at trends city by city and across cities using NAEP restricted-use data from 2009, 2011, 2013, and 2015. Third, we more carefully examine the poverty levels in cities whose school districts show district effects above and below what might be expected statistically. Fourth, we compare the performance of large city school districts to others.

#### *(a) Actual vs. Expected (Adjusted) Mean NAEP Performance*

Exhibits eight through 11 show the actual mean scale scores of districts and school types in 2015, the expected mean of the same groups after adjusting for relevant background variables, and the overall “district effect” of individual cities and various school types. Comparable tables for 2009, 2011, and 2013 are available in Appendix A. Again, the district effect is the difference between the actual performance and the adjusted performance. A positive effect suggests that the entity is scoring higher than one would expect statistically, given its demographic characteristics; a negative effect suggests that the entity is scoring lower than one would expect statistically, given its demographic characteristics. Zero is the point at which an entity scores exactly what one would expect statistically—suggesting that the entity is more likely to reflect its demographic characteristics.

In grade four reading (Exhibit 8), Large City (Not Charter) schools generally and many individual TUDA districts—the focus of this study—nominally out-scored their expected performance in 2015 after adjusting for relevant background variables. The Large City (Not Charter) school effect was +1.18, and individual city effects ranged from a high of +15.39 in Boston to a low of -18.25 in Detroit. Overall, 13 of 21 cities (Boston, Chicago, Houston, New York City, the District of Columbia, Charlotte-Mecklenburg, San Diego, Austin, Jefferson County, Miami-Dade County, Dallas, Hillsborough County, and Duval County) on which there were NAEP data on grade four reading in 2015 had positive district effects; and eight of 21 had negative district effects.

Not Large City (Not Charter) schools had district effects that were slightly below zero (-0.91, -0.55, and -1.19, respectively). There were no data in 2015 for either non-public schools or for Milwaukee, which did not participate in TUDA that year.

In grade 8 reading (Exhibit 9), Large City (Not Charter) schools had a district effect of +1.09 while individual cities ranged from +9.85 in Boston to a low of -7.16 in Albuquerque. Overall, 12 of 21 cities (Boston, Atlanta, Chicago, New York City, Charlotte-Mecklenburg, San Diego, Austin, Jefferson County, Miami-Dade County, Dallas, Hillsborough County, and Duval County) on which there were NAEP data in 2015 had positive district effects, and nine of 21 had negative district effects.

Public schools outside the large cities had somewhat lower effects. Again, there were no data in 2015 for either non-public schools or for Milwaukee.

Exhibit. 10 shows that Large City (Not Charter) schools had an effect of +2.15 in fourth grade math and while individual cities ranged from a high of +12.94 in Austin to a low of -19.76 in Detroit. Overall, 12 of 21 cities (Austin, Chicago, Houston, the District of Columbia, Boston, Charlotte-Mecklenburg, Jefferson County, Miami-Dade County, Albuquerque, Dallas, Hillsborough County, and Duval County) posted positive effects. and nine had negative effects.

Not Large City (Not Charter) schools generally trailed the Large City (Not Charter) schools, and no data were available for non-public schools that year.

Exhibit 11 shows that Large City (Not Charter) schools overall had a positive effect, +2.48, in eighth grade mathematics, while individual cities varied from a high of +17.27 in Boston to a low of -14.04 in Detroit. Some 11 of 21 cities (Boston, Atlanta, Chicago, Houston, New York City, Charlotte-Mecklenburg, San Diego, Austin, Miami-Dade County, Dallas, and Hillsborough County) on which there were NAEP data in 2015 had positive district effects, and 10 of 21 had negative effects.

**Exhibit 8. Grade Four Reading Actual Performance, Expected Performance, and District Effects in 2015**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	206.89	214.63	-7.74
Atlanta	212.12	213.28	-1.16
Austin	220.02	211.09	8.93
Baltimore	198.95	208.08	-9.13
Boston	219.46	204.07	15.39
Charlotte	225.58	218.85	6.72
Chicago	213.04	211.63	1.41
Cleveland	196.81	202.98	-6.17
Dallas	204.02	201.78	2.24
Detroit	186.43	204.68	-18.25
District of Columbia (DCPS)	213.90	212.98	0.92
Duval County	225.27	220.26	5.01
Fresno	198.95	209.15	-10.21
Hillsborough County	229.65	217.92	11.73
Houston	209.55	206.33	3.22
Jefferson County	221.95	218.74	3.20
Los Angeles	204.43	210.56	-6.13
Miami	226.41	215.79	10.62
Milwaukee			
New York City	214.01	211.91	2.09
Philadelphia	200.53	213.13	-12.60
San Diego	215.91	213.22	2.69
Large City Schools (Not Charter)	213.54	212.36	1.18
Not Large City Schools (Not Charter)	223.05	223.96	-0.91*
Non-Public/Private	--	--	--

\*District effect is significantly different from zero.

**Exhibit 9. Grade Eight Reading Actual Performance, Expected Performance, and District Effects in 2015**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	250.99	258.16	-7.16
Atlanta	252.46	251.71	0.75
Austin	261.49	258.09	3.40
Baltimore	243.42	246.76	-3.34
Boston	257.87	248.01	9.85
Charlotte	262.67	261.38	1.29
Chicago	256.60	251.81	4.79
Cleveland	240.16	242.42	-2.26
Dallas	249.59	244.67	4.92
Detroit	237.28	244.07	-6.79
District of Columbia (DCPS)	244.71	248.33	-3.62
Duval County	264.00	262.28	1.72
Fresno	241.84	253.60	-11.76
Hillsborough County	261.03	258.24	2.79
Houston	251.63	252.24	-0.60
Jefferson County	261.42	261.11	0.31
Los Angeles	250.90	254.52	-3.61
Miami	264.62	258.60	6.01
Milwaukee			
New York City	257.74	256.11	1.62
Philadelphia	248.40	254.19	-5.79
San Diego	261.74	261.67	0.07
Large City Schools (Not Charter)	256.23	255.14	1.09
Not Large City Schools (Not Charter)	265.39	265.82	-0.43
Non-Public/Private	--	--	--

\*District effect is significantly different from zero.



**Exhibit 10. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects in 2015**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	230.58	224.33	6.25
Atlanta	228.09	230.46	-2.38
Austin	246.14	233.21	12.94
Baltimore	214.96	225.66	-10.71
Boston	235.53	226.42	9.11
Charlotte	247.82	236.61	11.21
Chicago	231.94	230.76	1.18
Cleveland	219.15	223.15	-4.00
Dallas	237.92	236.96	0.97
Detroit	204.66	224.41	-19.76
District of Columbia (DCPS)	232.21	230.77	1.44
Duval County	242.80	231.98	10.82
Fresno	217.68	230.52	-12.84
Hillsborough County	243.61	238.04	5.57
Houston	238.71	227.91	10.80
Jefferson County	235.74	235.53	0.21
Los Angeles	224.18	231.58	-7.40
Miami	242.10	234.64	7.46
Milwaukee			
New York City	231.03	232.17	-1.14
Philadelphia	217.45	235.40	-17.95
San Diego	232.76	235.16	-2.40
Large City Schools (Not Charter)	234.15	231.99	2.15*
Not Large City Schools (Not Charter)	241.20	241.72	-0.52
Non-Public/Private	--	--	--

\*District effect is significantly different from zero.

**Exhibit 11. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects in 2015**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	270.72	274.22	-3.49
Atlanta	266.37	265.19	1.19
Austin	283.99	275.17	8.83
Baltimore	255.24	258.28	-3.04
Boston	281.15	263.88	17.27
Charlotte	286.23	277.92	8.31
Chicago	274.88	267.09	7.79
Cleveland	254.32	254.97	-0.64
Dallas	270.87	260.45	10.43
Detroit	244.16	258.20	-14.04
District of Columbia (DCPS)	258.37	261.76	-3.40
Duval County	274.53	278.38	-3.86
Fresno	256.87	270.86	-13.99
Hillsborough County	275.62	274.93	0.69
Houston	276.48	268.24	8.25
Jefferson County	271.59	277.00	-5.42
Los Angeles	263.48	270.55	-7.06
Miami	274.50	274.20	0.30
Milwaukee			
New York City	275.36	273.08	2.28
Philadelphia	267.09	269.46	-2.37
San Diego	280.40	279.89	0.51
Large City Schools (Not Charter)	273.53	271.05	2.48*
Not Large City Schools (Not Charter)	282.76	283.08	-0.32
Non-Public/Private	--	--	--

\*District effect is significantly different from zero.

*(b) Trends in Overcoming Poverty and Other Variables*

Exhibits 12 through 15 show the district effects for all TUDA districts across all four assessment periods (2009, 2011, 2013, and 2015) in grades four and eight, reading and math. These data are meant to answer the question about whether or not Large City (Not Charter) schools are getting better at overcoming the effects of poverty, language, and other demographic variables or not.

In grade four reading, several cities had district effects that were above expectations and several had improved those effects between 2009 and 2015. In 2015, there were 13 cities that showed overall positive effects. Of these districts, five had improved since 2009—Boston, Charlotte-Mecklenburg, Austin, Jefferson County, and Miami-Dade County. Moreover, in 2015, there were eight cities with negative effects. Of these districts, four showed gains over 2009. (Milwaukee showed gains between 2009 and 2013.) Three districts—Chicago, the District of Columbia, and Jefferson County—moved from having a negative district effect in 2009 to having a positive one in 2015.

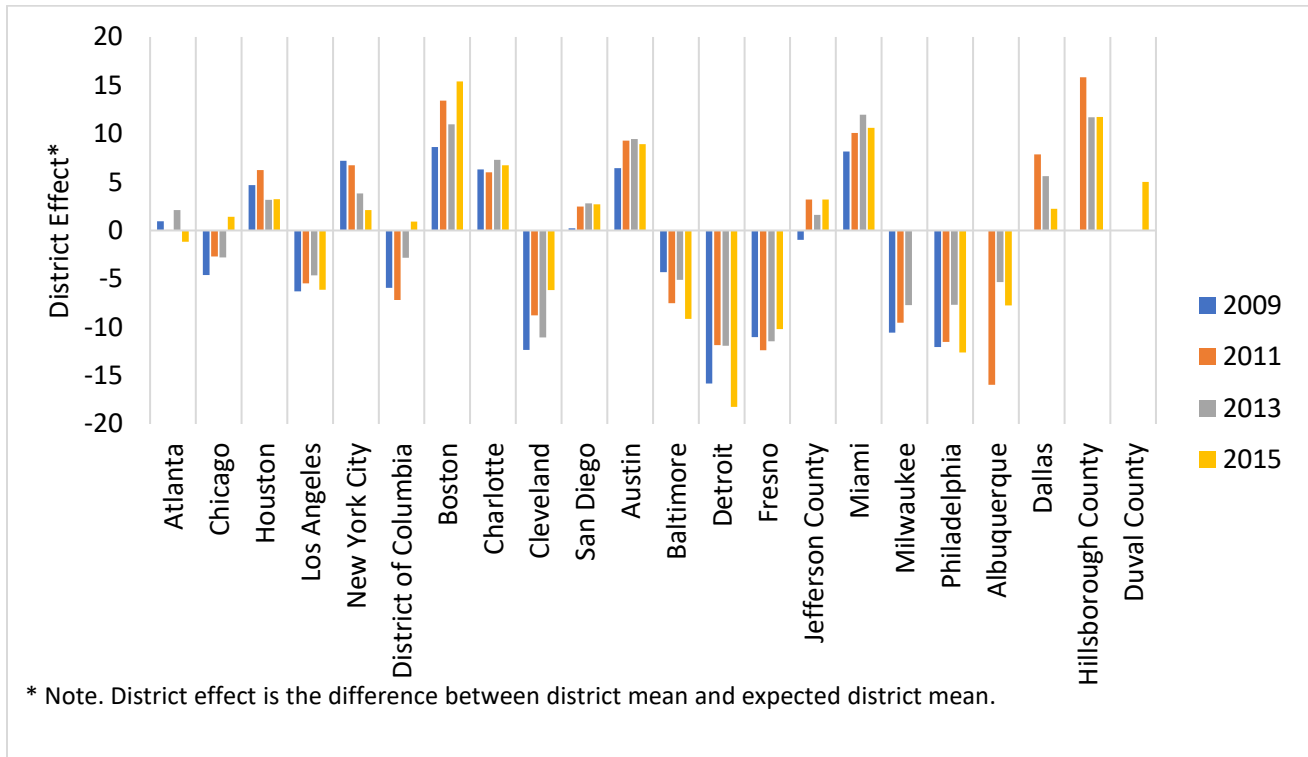
In grade eight reading (Exhibit 13), 11 cities had positive effects in 2015. Of these cities, five showed larger effects in 2015 than in 2009—Boston, Chicago, New York City, Jefferson County, and Dallas. Duval County had only one year of data. Nine districts had negative district effects in 2015. Of these districts, two showed a larger effect in 2015 than in 2009, even though they remained in negative territory—the District of Columbia and Detroit. One district—Cleveland—held steady during the study period. (Milwaukee showed gains between 2009 and 2013.) And both New York City and Jefferson County moved from below the zero line in 2009 to above it in 2015. The remaining districts showed slippage.

In grade four mathematics (Exhibit 14), 11 of the TUDA districts performed better than expected in 2015. All these districts, except Dallas and Hillsborough County, showed gains in 2015 over and above their effects in 2009. (Duval County had only one year of data.) Nine other districts had negative district effects in 2015, two of which showed gains over and above 2009—even though they remained in negative territory throughout the period. (Milwaukee essentially saw no movement over the three years that it participated in NAEP.) Only three districts—Chicago, the District of Columbia, and Albuquerque—went from below the line to above the line between 2009 and 2015.

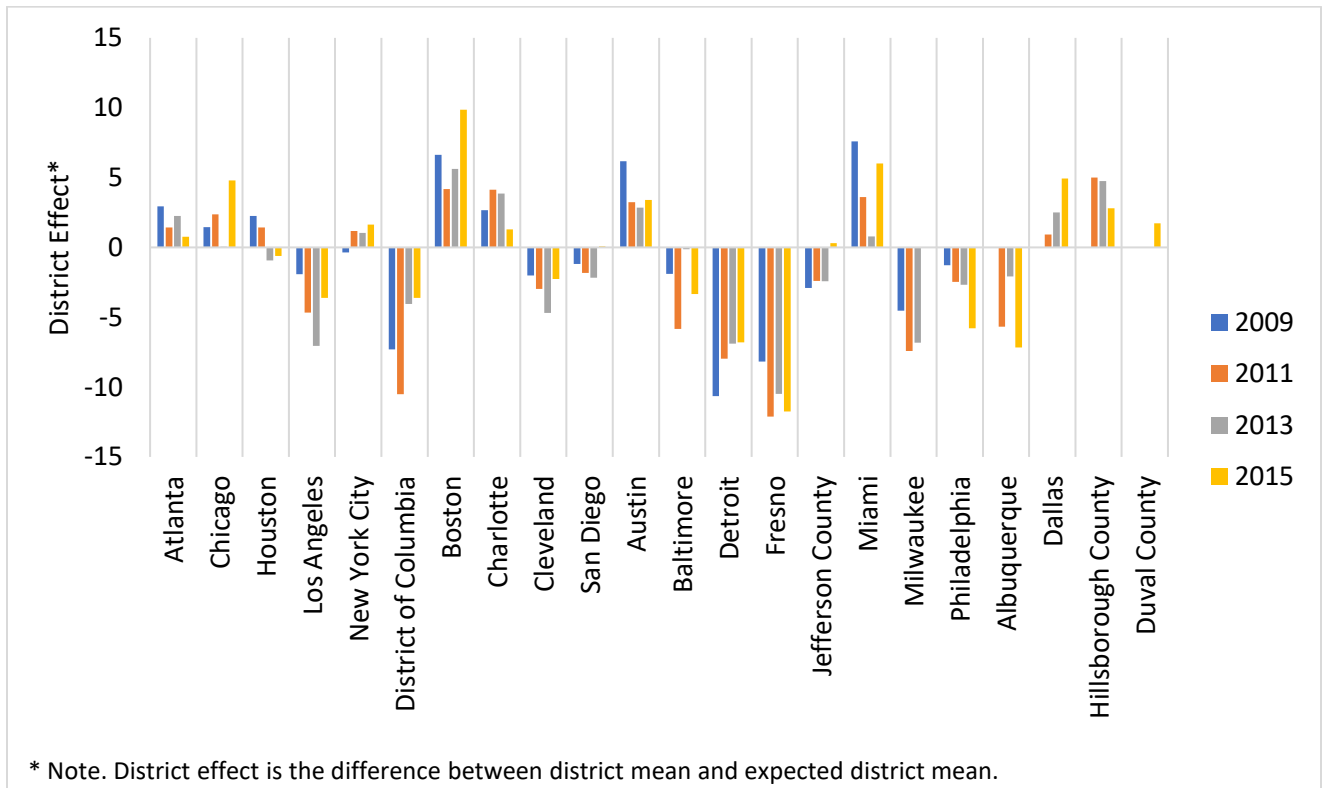
Finally, in grade eight mathematics (Exhibit 15), 10 of the TUDA districts performed better than expected in 2015. Of those 10, three—Boston, Atlanta, and Chicago—had larger effects in 2009 than in 2015. Dallas remained essentially the same over the period, and the remaining six showed some slippage. In addition, 10 cities showed a negative district effect in 2015. Four of these districts (D.C., Cleveland, Detroit, and Jefferson County) showed higher district effects in 2015 than in 2009; one (Baltimore) remained about the same), and one (Duval County) only had one year of data. Milwaukee improved in the three assessment cycles that it participated in despite performing lower than expected in 2013. The remaining districts slipped in their district effects. Only Atlanta moved from a negative district effect in 2009 to a positive one in 2015.

Overall, there were several notable trends. Boston, for instance, which had the largest positive district effect, showed improvements in all four assessments (i.e., reading, math, fourth grade, and eighth grade) from 2009 to 2015. Chicago also posted increased district effects on all four assessments, as did the District of Columbia. Cleveland, Detroit, and Jefferson County showed gains on three of four assessments areas. And several districts showed gains across two assessment areas: Charlotte-Mecklenburg, Austin, Miami-Dade County, and Albuquerque. In addition, several districts went from a negative district effect in 2009 to a positive one in 2015 in at least one assessed area—Chicago, the District of Columbia, Jefferson County, New York City, San Diego, Albuquerque, and Atlanta. Chicago, the District of Columbia, and Jefferson County did so in two areas. Later in this analysis, we will see that Large City (Not Charter) schools, in general, had larger effects in 2015 than in 2009 and that Large City (Not Charter) schools had positive effects in all four tested areas in 2015.

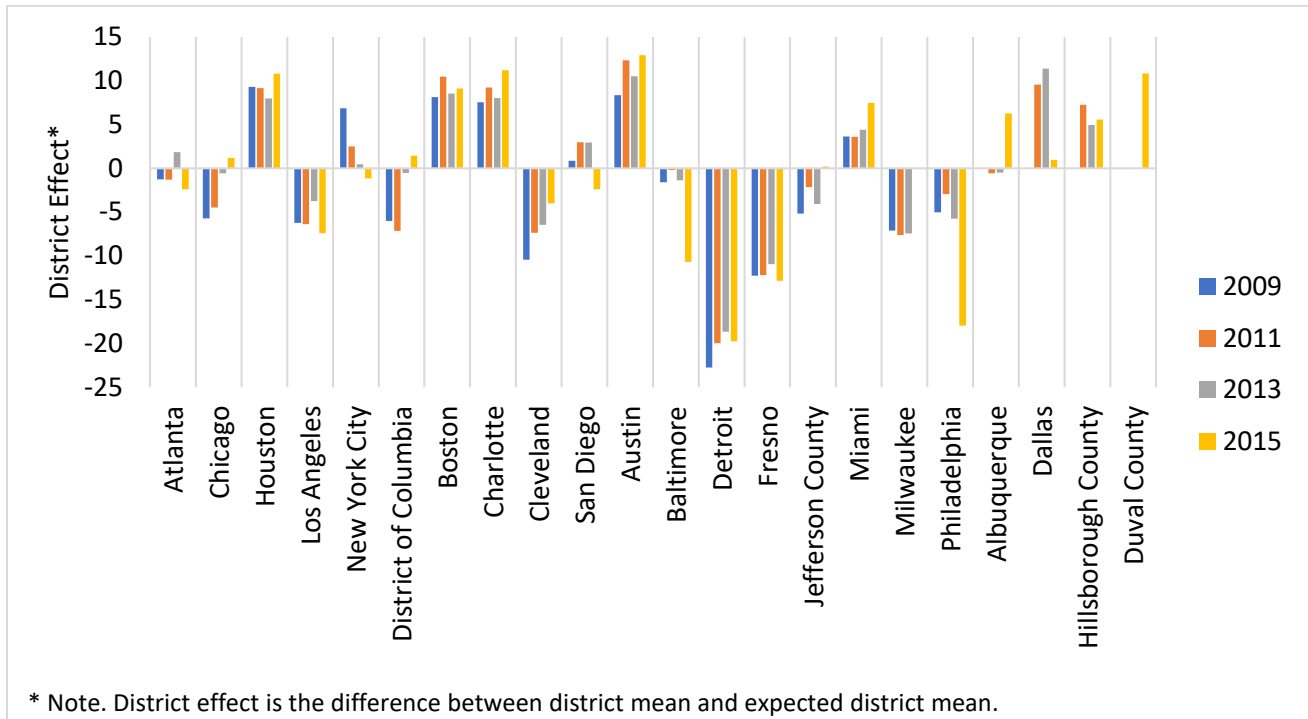
**Exhibit 12. Trends in District Effects in Grade Four Reading by City, 2009 to 2015**



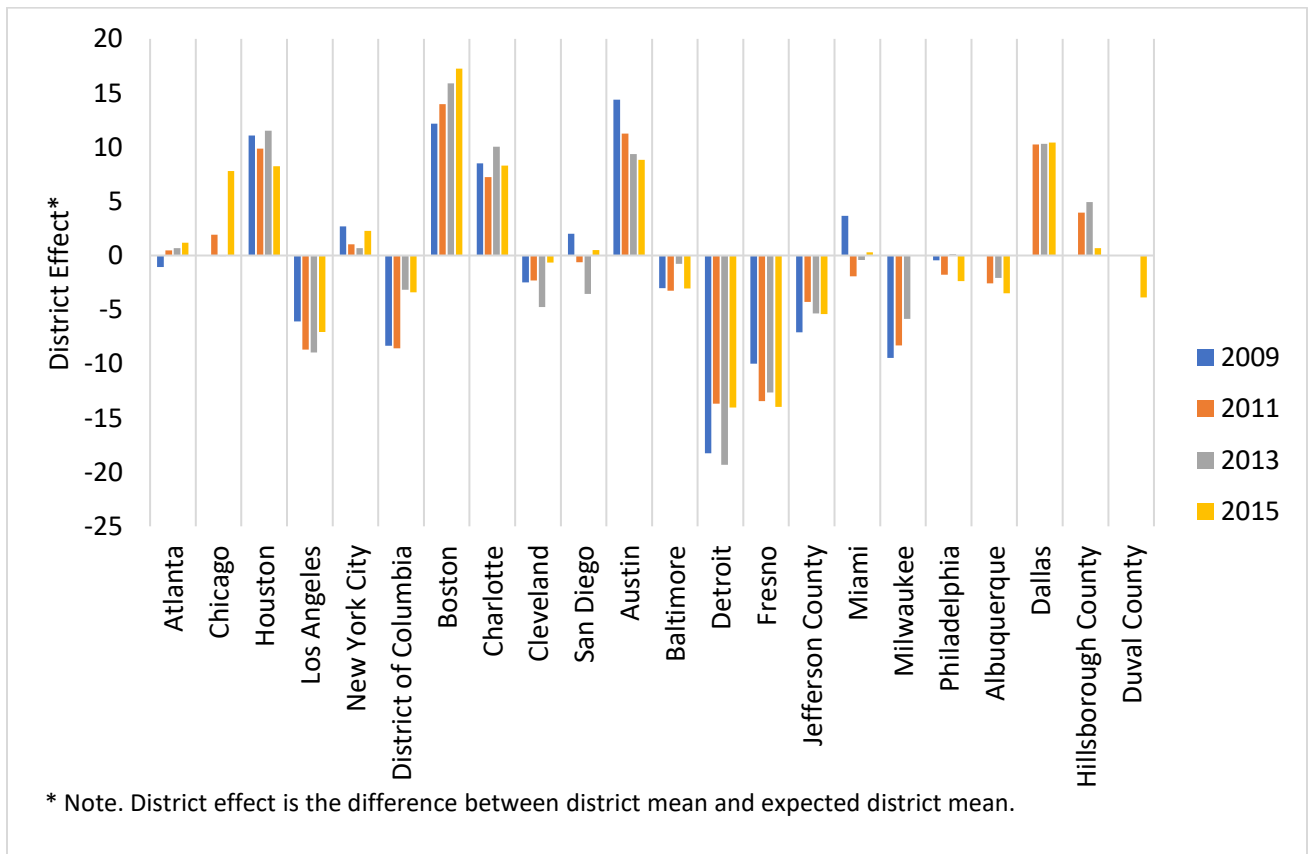
**Exhibit 13. Trends in District Effects in Grade Eight Reading by City, 2009 to 2015**



**Exhibit 14. Trends in District Effects in Grade Four Mathematics by City, 2009 to 2015**



**Exhibit 15. Trends in District Effects in Grade Eight Mathematics by City, 2009 to 2015**



*(c) Influence of Abject Poverty*

An initial review of results after adjusting for relevant background variables indicated that those variables might not adequately control for poverty. The question emerged about whether the Free & Reduced-Price Lunch-eligibility measure used by NAEP sufficiently differentiated poverty levels or took adequate account of deep or abject poverty. The National School Lunch Act in 1946 created the modern school lunch program through the U. S. Department of Agriculture, and about 7.1 million children were participating in it by the end of its first year, 1946-47. By 1970, 22 million children were participating, and by 1980 the figure was nearly 27 million. In 2012, more than 31.6 million children were participating in the National School Lunch Program.

The program provides free meals to eligible children in households with income at or below 130 percent of the federal poverty guidelines, and reduced-price meals to eligible children in households with income above 130 percent and at or below 185 percent of poverty. Unfortunately, as the number of participating students rose and the income categories remained the same, the lunch-eligibility data became less and less able to differentiate the very poor from the poor and near-poor.

The distinction between levels of poverty becomes important as we look at which districts are most able to overcome the effects of poverty and other barriers—and conversely, which ones have a more difficult challenge. Exhibit 16 shows the difference in abject poverty across districts. Later in this analysis, one will see that, despite progress, districts like Detroit, Cleveland, Fresno, and others with high levels of abject poverty have a more difficult time rising above statistical expectations.

Using free and reduced-priced lunch as a proxy for poverty has been an acceptable and frequently used measure in many research studies, but it has flaws. In fact, the measure has become increasingly challenging because of the new Community Eligibility Provision (CEP). The CEP is a meal service option for schools and school districts in low-income areas. A key provision of the *Healthy, Hunger Free Kids Act* (HHFKA, Public Law 111-296; December 13, 2010), CEP allows the highest-poverty schools to serve breakfast and lunch at no cost to all enrolled students, without the burden of collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula (1.6 times direct certification) based on the percentage of students participating in other means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

As a result, a school that may have 85 percent of its students eligible for free and reduced-priced lunch will serve 100 percent of students. Obviously, the change has been important for ensuring that students have adequate nutrition, but the new provision has been problematic for researchers trying to measure poverty or use it in their analyses. The changes, for instance, have affected the ability to maintain trend lines in poverty levels and obtain accurate counts of students actually in poverty. Researchers have tried to use a combination of direct certification, census poverty data using geocodes, and prior information to determine a best metric, but the attempts have not always been fully successful.

Finally, poverty thresholds in the federal free and reduced-price lunch data do not vary by geography or economic cost-of-living factors, although other adjustments can be made. They also do not account for students who are at or below the 100 percent poverty threshold. And poverty rates are compounded in cities where the cost of living varies (e.g., New York City vs. Des Moines).

The table below (Exhibit 16) shows income levels for TUDA districts according to bands of income below \$50,000 annually—using Census income data for 2015. For the purposes of this analysis, abject poverty is annual income below \$10,000. We also use that measure in combination with annual income below \$50,000. Unfortunately, the Census data cannot be juxtaposed against all the NAEP variables used in this study.

**Exhibit 16. Percentage of Households by Income Level in TUDA Districts, 2015**

	Less than \$10,000	\$10,000 to \$14,999	\$15,000 to \$24,999	\$25,000 to \$34,999	\$35,000 to \$49,999	Total Percent of Families
<b>Detroit City School District</b>	21.7	10.2	16.9	12.7	13.6	75.1
<b>Cleveland Municipal School District</b>	20.5	10.6	17.1	12.5	13.5	74.2
<b>Fresno Unified School District</b>	11.5	9.4	16.0	13.4	14.5	64.8
<b>Milwaukee School District</b>	12.2	8.7	15.1	12.9	14.5	63.4
<b>Philadelphia City School District</b>	14.2	7.9	13.0	11.6	13.6	60.3
<b>Fort Worth Independent School District</b>	9.9	7.1	13.3	12.2	14.0	56.5
<b>Baltimore City Public Schools</b>	13.1	7.5	11.6	11.1	13.0	56.3
<b>Dallas Independent School District</b>	9.6	6.5	13.1	12.2	14.9	56.3
<b>Miami-Dade County School District</b>	10.6	6.8	13.3	11.1	14.1	55.9
<b>Guilford County Schools</b>	8.1	5.8	12.3	12.2	15.0	53.4
<b>Shelby County School District</b>	9.7	6.2	12.7	11.1	13.2	52.9
<b>Houston Independent School District</b>	9.1	6.4	12.8	10.8	13.3	52.4
<b>Duval County School District</b>	8.7	5.6	10.9	11.6	15.1	51.9
<b>Albuquerque Public Schools</b>	9.1	5.8	12.3	11.2	13.4	51.8
<b>Atlanta City School District</b>	12.8	6.3	11.1	9.4	12.0	51.6
<b>Jefferson County School District</b>	8.5	6.0	11.3	10.8	14.6	51.2
<b>Chicago Public School District 299</b>	11.1	5.9	11.6	10.0	12.4	51.0
<b>Los Angeles Unified School District</b>	7.9	6.9	12.0	10.5	12.8	50.1
<b>Hillsborough County School District</b>	7.7	5.4	11.3	10.6	14.3	49.3
<b>Clark County School District</b>	6.7	4.6	10.4	11.4	15.2	48.3
<b>New York City</b>	10.4	6.1	10.5	8.9	11.4	47.3

	Less than \$10,000	\$10,000 to \$14,999	\$15,000 to \$24,999	\$25,000 to \$34,999	\$35,000 to \$49,999	Total Percent of Families
<b>Denver County School District 1</b>	8.4	5.2	9.6	10.1	13.4	46.7
<b>Boston School District</b>	12.0	7.3	9.3	7.2	10.2	46.0
<b>Austin Independent School District</b>	7.9	4.5	9.3	9.6	13.6	44.9
<b>Charlotte-Mecklenburg Schools</b>	6.4	4.4	9.4	10.3	13.7	44.2
<b>San Diego City Unified School District</b>	6.3	4.9	9.0	8.5	12.2	40.9
<b>District of Columbia Public Schools (DCPS)</b>	10.2	4.2	7.4	6.7	9.6	38.1
<b>Hawaii Department of Education</b>	5.7	3.4	7.3	7.3	11.6	35.3

What is clear from the data is that TUDA districts with NAEP scores in reading and math below expectations in 2015 in all four subject-grade combinations (reading, math, grade 4, grade 8) also had unusually high poverty rates. See Exhibit 17. This suggests that districts with particularly low-income levels and high concentrations of such poverty are much less likely to produce a positive district effect in reading and math performance.

**Exhibit 17. TUDA Districts with Negative District Effects in Four Areas and Their Abject Poverty Levels, 2015**

	District Effect in Grade 4 Reading	District Effect in Grade 8 Reading	District Effect in Grade 4 Math	District Effect in Grade 8 Math	Percent of Families below \$10,000	Percent of Families below \$50,000
<b>Detroit</b>	-18.25	-6.79	-19.76	-14.04	21.7	75.1
<b>Cleveland</b>	-6.17	-2.26	-4.00	-0.64	20.5	74.2
<b>Fresno</b>	-10.21	-11.76	-12.84	-13.99	11.5	64.8
<b>Milwaukee*</b>	-7.72	-6.82	-7.43	-5.86	12.2	63.4
<b>Philadelphia</b>	-12.60	-5.79	-17.95	-2.37	14.2	60.3
<b>Baltimore</b>	-9.13	-3.34	-10.71	-3.04	13.1	56.3
<b>Los Angeles</b>	-6.13	-3.61	-7.40	-7.06	7.9	50.1

\*District Effects data for 2013

By and large, this effect appears to apply to districts with populations where at least 10 percent have incomes below \$10,000 annually and at least 30 percent have incomes below \$50,000. All districts in Exhibit 17, except Los Angeles, have these characteristics. At the same time, there are districts with both demographic conditions that have at least one or more positive district effects. In fact, Dallas, Miami-Dade County, and Chicago have four positive district



effects--reading and math in both fourth and eighth grades. And Atlanta has two. Interestingly, Chicago has gone from below the zero line to above it in two areas between 2009 and 2015—fourth grade reading and fourth grade math.

*(d) Comparing Large City School Trends with Others*

This section examines how large city school districts participating in TUDA performed compared to other types of schools. Results of the data analysis are shown in Exhibits 18 through 21. Exhibit 18 shows changes in district effects for Large City schools (Not Charter) compared to their Not Large City (Not a Charter) peers by subject and grade. The results show three things. First, in fourth grade reading on NAEP, Large City (Not Charter) public schools demonstrated a nominally positive district effect in 2015, meaning that the aggregate of large urban schools across the nation was adding value academically in reading in grade four over and above what might be expected statistically. Second, Large City public schools nominally increased their district effect between 2009 and 2015 in grade four reading. And third, Large City (Not Charter) public schools produced a larger district effect than non-large city public schools (Not Charter) nationally—or non-public schools in 2009, 2011, and 2013.

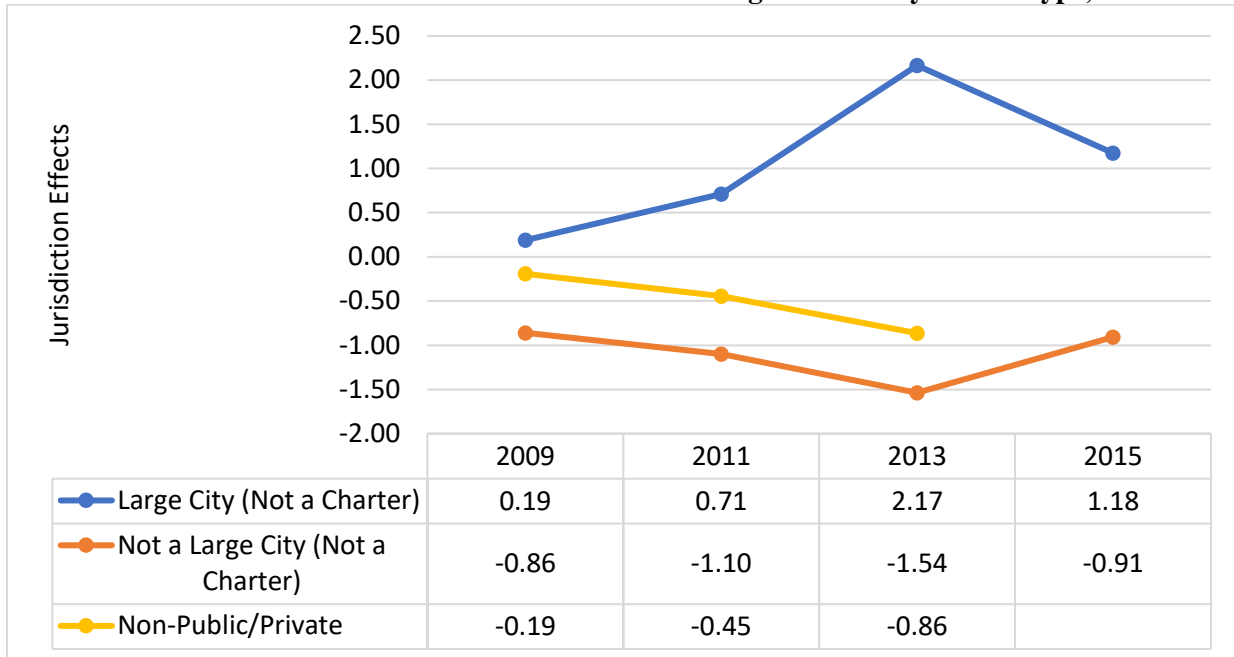
In Exhibit 19, the district effects of Large City (Not Charter) public schools were compared to Large City (Charter), Not Large City (Not Charter), and the aggregate of non-public or private schools in 2009, 2011, and 2013. (There were no estimates of private school performance in 2015 for NAEP because of small sample sizes.) The results of the analysis show two things. One, Large City (Not Charter) public schools had a nominally positive district effect in 2015. Two, Large City (Not Charter) increased the size of their district effect between 2009 and 2015, going from nominally negative to nominally positive. Schools outside the large cities generally reflected their demographic characteristics and did not show appreciable improvement. On the other hand, non-public schools showed a generally positive effect in grade 8 reading in 2013, but trends moved nominally downward.

In Exhibit 20, we look at the district effects of Large City (Not Charter) public schools and other types of schools in grade 4 math after adjusting for demographic differences in 2009 through 2015. In general, the data show three things. First, Large City (Not Charter) public schools showed a positive district effect in 2015. Second, Large City (Not Charter) public schools improved substantially between 2009 and 2015. Third, Large City (Not Charter) public schools had a larger district effect than any other type of school that year.

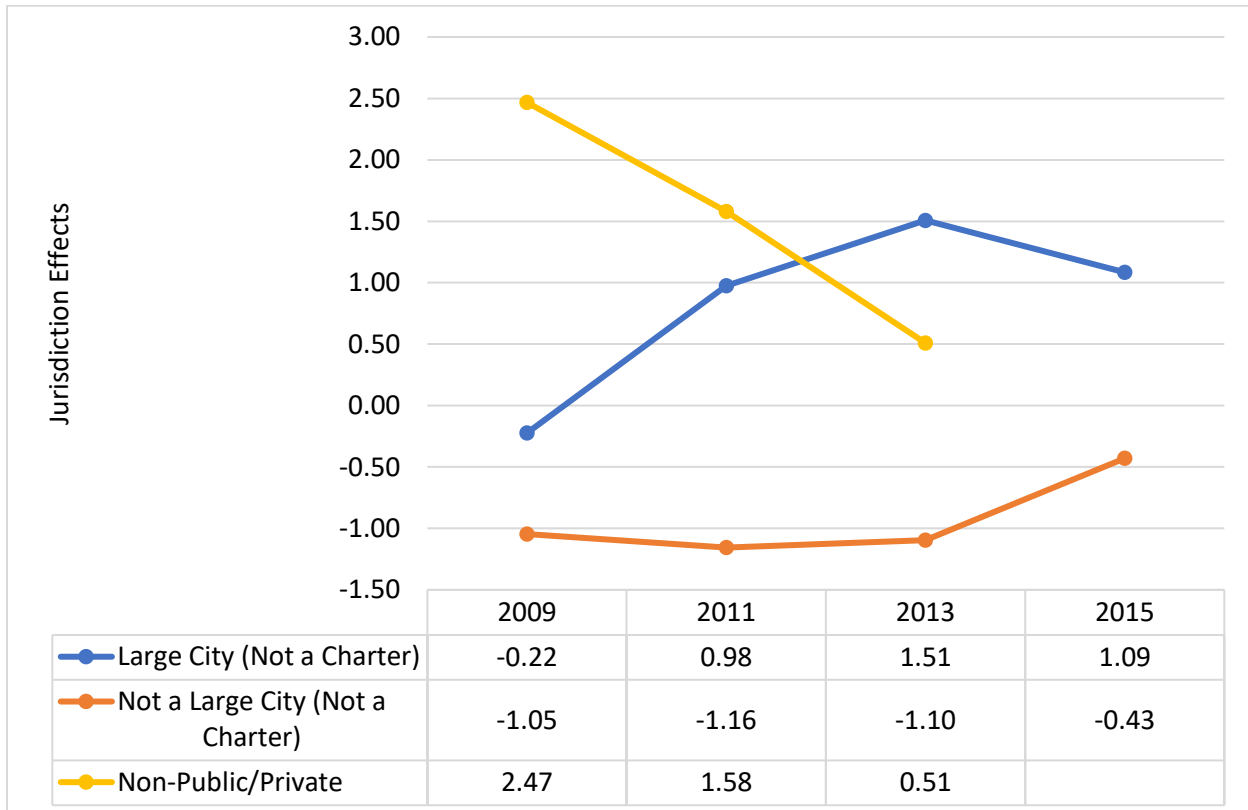
Finally, in Exhibit 21, we compare Large City (Not Charter) public schools with other types of schools in eighth grade math. Here, the analysis shows three things. One, Large City (Not Charter) public schools had a nominally positive district effect in 2015. Two, the Large City (Not Charter) district effect improved between 2009 and 2015. And three, public schools outside the large cities appeared to show lower district effects than schools in the large cities. By and large, non-public schools did not produce positive effects between 2009 and 2013.

In summary, the analysis shows that Large City (Not Charter) public schools had at least nominally positive district effects in 2015 in all four grade-subject combinations (i.e., reading and math, grade four and grade eight). These schools were the only ones among the comparison groups to show this pattern. The results also showed that the district effects of Large City (Not Charter) public schools uniformly improved at least nominally in all four grade-subject combinations between 2009 and 2015.

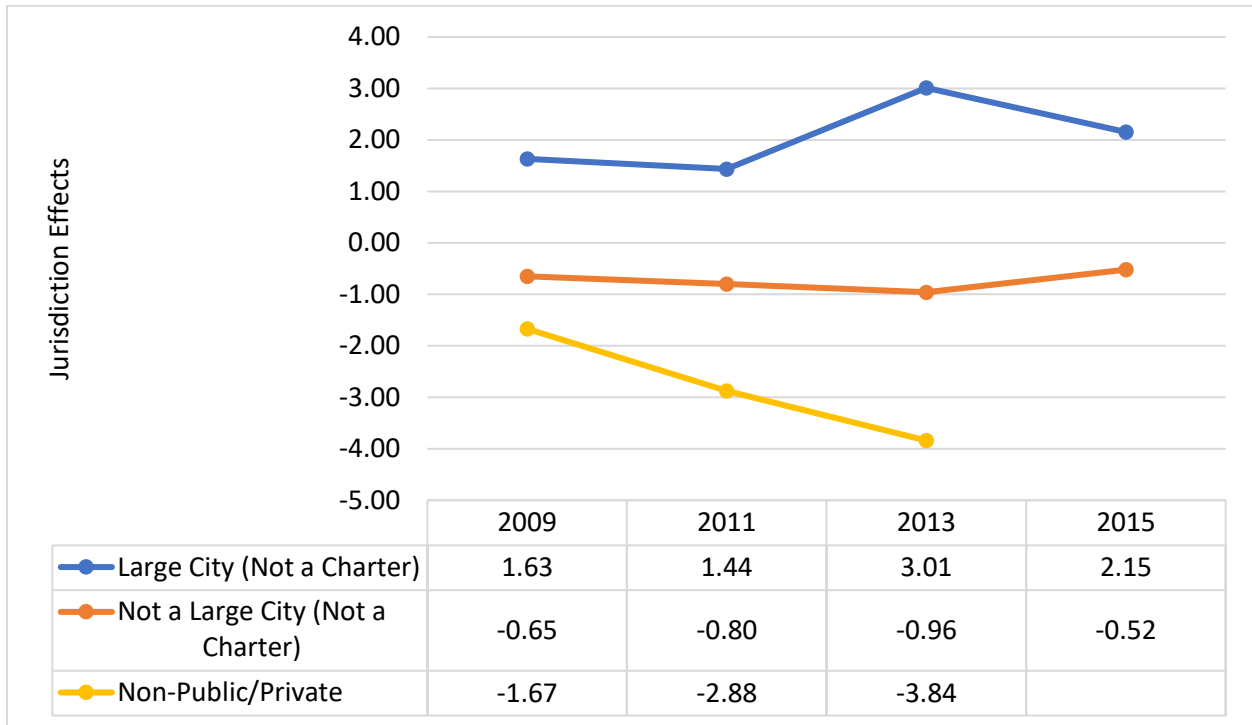
**Exhibit 18. Trends in District Effects in Grade Four Reading on NAEP by School Type, 2009 to 2015**



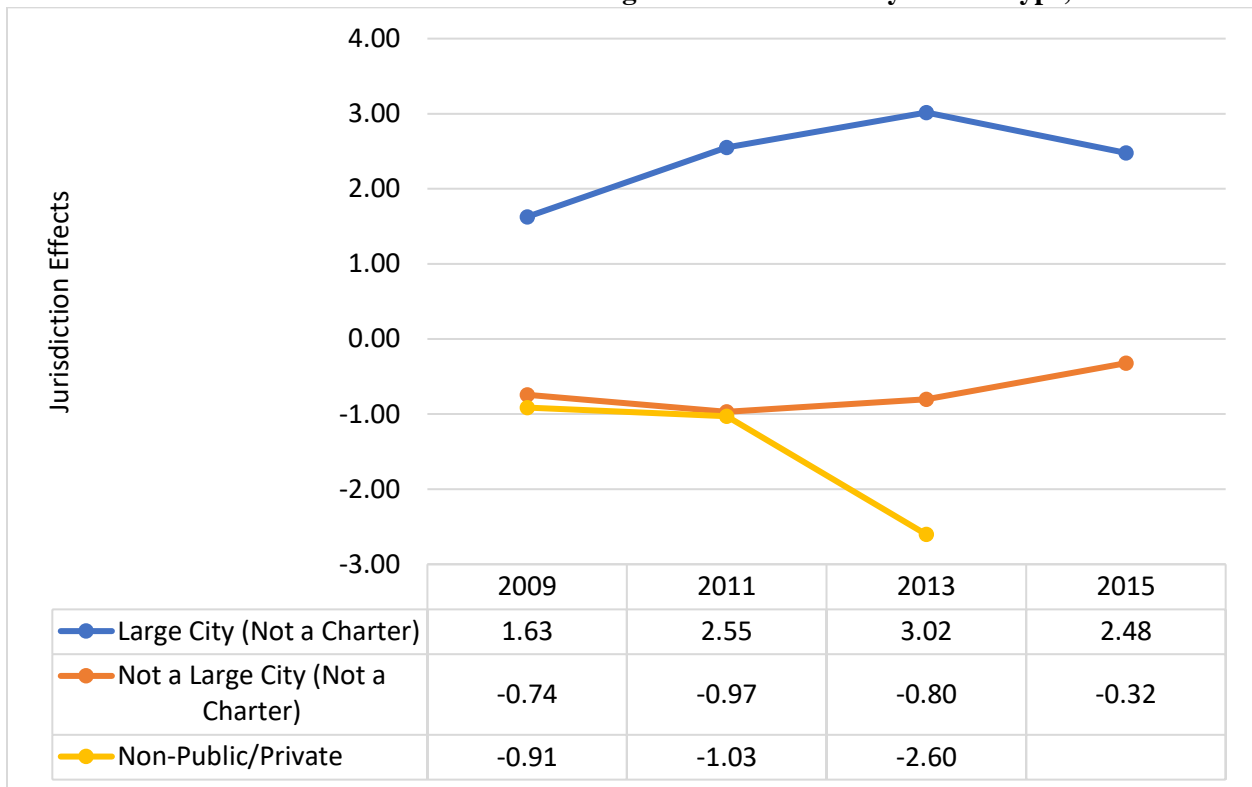
**Exhibit 19. Trends in District Effects in Grade Eight Reading on NAEP by School Type, 2009 to 2015**



**Exhibit 20. Trends in District Effects in Grade Four Math on NAEP by School Type, 2009 to 2015**



**Exhibit 21. Trends in District Effects in Grade Eight Math on NAEP by School Type, 2009 to 2015**



## Discussion and Conclusions

The findings from this report suggest several conclusions. One, any analysis of NAEP—or other student achievement results—that does not take into consideration the effects of poverty, race, ELL status, disability status, literacy materials in the home, and family education levels is likely to produce incomplete results and an only partial understanding of student attainment. The background variables used in this analysis explain nearly one-third of the differences in student achievement scores on NAEP.

Two, the data suggest that efforts to account for the effects of poverty using free or reduced-price lunch may fall short of capturing the full impact of abject and concentrated poverty on student outcomes. Districts with large percentages of students living in households with annual incomes below \$10,000 and \$50,000 face a more difficult set of challenges than other urban school systems in producing a “value-added” effect that is higher than statistical expectations. One could see this from the reading and math results in Detroit, Cleveland, Fresno, Milwaukee, Baltimore, and Philadelphia. In addition, other studies show consistently that high poverty levels are strongly associated with individual schools being identified as either focus or priority schools under federal statutes.

Still, some of these districts, like Cleveland, produced improvements in the effects they were producing, even though they remained below statistical expectations. At the same time, there were urban school districts with high abject poverty levels that demonstrated positive district effects, i.e., Dallas, Miami-Dade County, and Chicago. And there were districts that demonstrated the ability in the short period between 2009 and 2015 to go from a negative effect to a positive effect in at least some areas, e.g., the District of Columbia and Chicago.

Three, several TUDA districts demonstrated consistently that they were overcoming the influence of identified student background characteristics on achievement. Boston, Austin, Charlotte, Dallas, Hillsborough, and Miami-Dade were among the districts that consistently out-performed expected levels. Interestingly, districts like Boston and the District of Columbia have high percentages of students living in households with annual incomes below \$10,000 but lower numbers with incomes below \$50,000—and they show impressive results.

The second phase of this project will involve looking in greater detail at many of these districts to better understand why and how achievement levels look like they do and what helped them get better. The Council of the Great City Schools has done this twice before with studies in 2002 and 2011 on why some urban school systems improved faster than others.<sup>6</sup>

Four, the data are clear that Large City schools—in the aggregate—are producing results on NAEP that are above statistical expectations. This appears to be the case in all four subject-grade combinations—reading, math, fourth grade, and eighth grade. Moreover, the data are clear that urban public schools—in the aggregate—have improved their ability to out-perform statistical expectations over time. District effects produced by Large City public schools improved substantially between 2009 and 2015.

Five, we wanted to put the changes in urban school performance in context, because we were unclear about whether the results that urban schools were producing were better or worse than those of others. Consequently, we adjusted the NAEP outcomes produced by Not Large City (Not Charter), and Non-public/private schools by the same variables—in the same ways—that we adjusted Large City (Not Charter) results. With the restricted-use NAEP data set, we could produce district effects for public schools nationally (Not Large City) after subtracting out the Large Cities. The results showed generally that public schools nationally did not produce so large a district effect as did Large City schools after adjusting for the

<sup>6</sup> Snipes, J. et.al. 2002. *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement*. Washington, D.C.: MDRC for the Council of the Great City Schools, September 2002. Casserly, M. et. al. 2011. *Pieces of the Puzzle: Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress*. Washington, D.C.: Council of the Great City Schools, Fall 2011.

demographic characteristics of each. In other words, urban public schools produced a larger effect than did the typical public school nationally. Does this mean that urban public schools have higher results than the average public school across the nation? No. The typical public school across the nation has higher NAEP scores than do urban public schools. But the results do suggest that urban public schools do a better job of overcoming the effects of poverty, language, discrimination, disability, and differences in family education than the average school does. Put another way, urban public schools appear to produce greater instructional torque than does the typical public school.

Finally, we analyzed NAEP results with non-public or private schools. The completeness of the analysis was compromised, however, by the fact that participation by non-public schools in NAEP in 2015 was too low to yield estimates in either reading or math. Consequently, our analysis was restricted to 2009, 2011, and 2013. These data indicated that non-public schools did not have higher performance than urban public schools after adjusting for demographic differences. This does not mean that private schools had lower NAEP scores; they had higher scores. But it does mean that, after adjusting for demographic differences, they did not have better results than urban public schools.

This latter finding has implications for the ongoing debate about private school vouchers, which are typically awarded to public school students who have some of the same demographic characteristics that are studied in this report. It may be that studies of the academic effects of vouchers are producing uneven or negative results because many of these schools are not as well equipped to address issues of poverty and language, which are not so prevalent in these schools as other schools. It is a hypothesis that is worth researchers testing.

The findings in this preliminary report are consistent with recent research that suggests there are very few differences between school types (large city, public, and private schools) after controlling for differences in student characteristics. Over the last decade, large city school districts have narrowed the achievement gap with the nation at large, but what is new here is that urban public schools are doing a better job of overcoming the effects poverty, English language proficiency, and other factors that often limit student outcomes. To be sure, urban public schools have not overcome them entirely; otherwise, results across differing types of schools would be similar without the adjustments. There is a great deal of work to be done, but urban public schools are doing a better job of opening the windows of opportunity rather than simply mirroring the inequities that students so often face.

## Appendices

### Appendix A

#### District/Jurisdiction Actual Scaled Score, Expected Scaled Score, and “District Effects” for 2009, 2011, 2013

**Exhibit A-1. Grade Four Reading Actual Performance, Expected Performance, and District Effects, 2009**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Atlanta	209.16	208.20	0.96
Austin	220.35	213.90	6.45
Baltimore	201.99	206.30	-4.31
Boston	215.02	206.40	8.62
Charlotte	224.51	218.20	6.31
Chicago	202.18	206.80	-4.62
Cleveland	193.75	206.10	-12.35
Detroit	187.27	203.10	-15.83
District of Columbia (DCPS)	203.48	209.40	-5.92
Fresno	197.26	208.30	-11.04
Houston	211.39	206.70	4.69
Jefferson County	219.43	220.40	-0.97
Los Angeles	197.41	203.70	-6.29
Miami	221.16	213.00	8.16
Milwaukee	196.03	206.60	-10.57
New York City	216.80	209.60	7.20
Philadelphia	195.05	207.10	-12.05
San Diego	212.83	212.60	0.23
Large City Schools (Not Charter)	210.29	210.10	0.19
Not Large City Schools (Not Charter)	221.53	222.38	-0.86*
Non-Public/Private	234.86	235.05	-0.19

\*District effect is significantly different from zero.

**Exhibit A-2. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2009**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Atlanta	249.84	246.90	2.94
Austin	261.07	254.90	6.17
Baltimore	244.61	246.50	-1.89
Boston	257.32	250.70	6.62
Charlotte	259.46	256.80	2.66
Chicago	249.14	247.70	1.44
Cleveland	242.40	244.40	-2.00
Detroit	232.15	242.80	-10.65
District of Columbia (DCPS)	240.30	247.60	-7.30
Fresno	239.63	247.80	-8.17
Houston	251.86	249.60	2.26
Jefferson County	258.51	261.40	-2.89
Los Angeles	243.78	245.70	-1.92
Miami	260.69	253.10	7.59
Milwaukee	241.37	245.90	-4.53
New York City	252.45	252.80	-0.35
Philadelphia	247.03	248.30	-1.27
San Diego	254.42	255.60	-1.18
Large City Schools (Not Charter)	252.44	252.66	-0.22
Not Large City Schools (Not Charter)	264.13	265.18	-1.05*
Non-Public/Private	281.62	279.16	2.47*

\*District effect is significantly different from zero.

**Exhibit A-3. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2009**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Atlanta	225.35	226.60	-1.25
Austin	240.46	232.10	8.36
Baltimore	222.21	223.80	-1.59
Boston	236.23	228.10	8.13
Charlotte	244.94	237.40	7.54
Chicago	221.88	227.60	-5.72
Cleveland	213.48	223.90	-10.42
Detroit	199.76	222.50	-22.74
District of Columbia (DCPS)	219.99	226.00	-6.01
Fresno	218.92	231.20	-12.28
Houston	235.79	226.50	9.29
Jefferson County	232.83	238.00	-5.17
Los Angeles	221.88	228.10	-6.22
Miami	236.34	232.70	3.64
Milwaukee	219.90	227.00	-7.10
New York City	237.47	230.60	6.87
Philadelphia	221.56	226.60	-5.04
San Diego	236.27	235.40	0.87
Large City Schools (Not Charter)	231.68	230.05	1.63*
Not a Large City Schools (Not Charter)	240.68	241.33	-0.65*
Non-Public/Private	245.93	247.60	-1.67*

\*District effect is significantly different from zero.



**Exhibit A-4. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2009**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Atlanta	259.42	260.50	-1.08
Austin	287.19	272.80	14.39
Baltimore	257.08	260.10	-3.02
Boston	279.47	267.30	12.17
Charlotte	282.50	274.00	8.50
Chicago	263.61	263.60	0.01
Cleveland	255.81	258.30	-2.49
Detroit	238.15	256.40	-18.25
District of Columbia (DCPS)	251.06	259.40	-8.34
Fresno	258.33	268.30	-9.97
Houston	276.87	265.80	11.07
Jefferson County	271.10	278.20	-7.10
Los Angeles	258.43	264.50	-6.07
Miami	272.75	269.10	3.65
Milwaukee	251.36	260.80	-9.44
New York City	272.78	270.10	2.68
Philadelphia	264.56	265.00	-0.44
San Diego	280.09	278.10	1.99
Large City Schools (Not Charter)	271.54	269.91	1.63*
Not Large City Schools (Not Charter)	283.61	284.36	-0.74*
Non-Public/Private	295.64	296.55	-0.91

\*District effect is significantly different from zero.

**Exhibit A-5. Grade Four Reading Actual Performance, Expected Performance, and District Effect, 2011**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	198.75	214.70	-15.94
Atlanta	211.60	211.54	0.06
Austin	223.63	214.33	9.30
Baltimore	200.50	208.00	-7.51
Boston	217.00	203.58	13.43
Charlotte	224.19	218.18	6.01
Chicago	203.27	205.95	-2.68
Cleveland	192.54	201.31	-8.77
Dallas	208.91	201.04	7.87
Detroit	191.07	202.93	-11.86
District of Columbia (DCPS)	201.02	208.20	-7.18
Fresno	194.25	206.62	-12.37
Hillsborough County	230.83	214.98	15.85
Houston	213.04	206.82	6.23
Jefferson County	222.79	219.60	3.20
Los Angeles	200.62	206.10	-5.48
Miami	221.01	210.93	10.08
Milwaukee	195.49	205.03	-9.54
New York City	216.39	209.66	6.73
Philadelphia	195.49	207.00	-11.52
San Diego	215.41	212.94	2.48
Large City Schools (Not Charter)	210.96	210.24	0.71
Not Large City Schools (Not Charter)	221.80	222.90	-1.10*
Non-Public/Private	234.49	234.94	-0.45

\*District effect is significantly different from zero.

**Exhibit A-6. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2011**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	253.88	259.56	-5.68
Atlanta	252.62	251.19	1.43
Austin	261.45	258.21	3.24
Baltimore	245.83	251.68	-5.85
Boston	254.37	250.18	4.19
Charlotte	264.87	260.75	4.12
Chicago	252.84	250.46	2.37
Cleveland	240.13	243.10	-2.97
Dallas	247.58	246.67	0.91
Detroit	236.57	244.54	-7.97
District of Columbia (DCPS)	236.88	247.40	-10.52
Fresno	237.51	249.63	-12.12
Hillsborough County	264.45	259.45	5.00
Houston	252.49	251.05	1.43
Jefferson County	259.69	262.10	-2.41
Los Angeles	246.14	250.81	-4.67
Miami	259.85	256.24	3.61
Milwaukee	238.18	245.61	-7.43
New York City	254.37	253.19	1.18
Philadelphia	246.77	249.25	-2.47
San Diego	256.04	257.86	-1.82
Large City Schools (Not Charter)	254.61	253.64	0.98*
Not Large City Schools (Not Charter)	265.28	266.44	-1.16*
Non-Public/Private	282.44	280.86	1.58*

\*District effect is significantly different from zero.

**Exhibit A-7. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2011**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	235.44	235.99	-0.55
Atlanta	228.12	229.41	-1.29
Austin	245.35	233.03	12.32
Baltimore	225.59	225.78	-0.19
Boston	237.24	226.78	10.46
Charlotte	246.86	237.64	9.22
Chicago	223.76	228.23	-4.47
Cleveland	215.82	223.18	-7.36
Dallas	232.83	223.28	9.54
Detroit	203.16	223.15	-19.99
District of Columbia (DCPS)	221.82	228.96	-7.14
Fresno	217.74	229.93	-12.19
Hillsborough County	243.33	236.06	7.26
Houston	237.04	227.87	9.17
Jefferson County	235.24	237.39	-2.15
Los Angeles	223.24	229.63	-6.39
Miami	235.51	231.92	3.59
Milwaukee	219.55	227.17	-7.62
New York City	234.46	231.96	2.50
Philadelphia	225.31	228.25	-2.93
San Diego	238.94	235.97	2.96
Large City Schools (Not Charter)	232.95	231.51	1.44*
Not Large City Schools (Not Charter)	241.57	242.37	-0.80*
Non-Public/Private	247.23	250.11	-2.88*

\*District effect is significantly different from zero.

**Exhibit A-8. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2011**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	274.93	277.50	-2.57
Atlanta	265.91	265.44	0.47
Austin	286.93	275.66	11.27
Baltimore	261.38	264.63	-3.25
Boston	281.62	267.64	13.98
Charlotte	285.38	278.15	7.23
Chicago	270.36	268.43	1.92
Cleveland	255.98	258.28	-2.30
Dallas	274.27	264.01	10.26
Detroit	246.19	259.87	-13.67
District of Columbia (DCPS)	255.50	264.07	-8.57
Fresno	256.04	269.48	-13.44
Hillsborough County	282.10	278.13	3.97
Houston	279.32	269.44	9.88
Jefferson County	274.17	278.45	-4.27
Los Angeles	260.75	269.43	-8.68
Miami	271.75	273.67	-1.92
Milwaukee	254.21	262.51	-8.30
New York City	272.08	271.06	1.02
Philadelphia	264.92	266.68	-1.76
San Diego	278.48	279.09	-0.61
Large City Schools (Not Charter)	273.84	271.29	2.55*
Not Large City Schools (Not Charter)	284.35	285.32	-0.97*
Non-Public/Private	296.21	297.24	-1.03

\*District effect is significantly different from zero.

**Exhibit A-9. Grade Four Reading Actual Performance, Expected Performance, and District Effects, 2013**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	206.55	211.87	-5.32
Atlanta	214.28	212.17	2.11
Austin	220.81	211.34	9.47
Baltimore	204.26	209.35	-5.09
Boston	214.40	203.43	10.98
Charlotte	226.44	219.15	7.29
Chicago	206.15	208.93	-2.77
Cleveland	189.66	200.71	-11.04
Dallas	204.65	199.03	5.62
Detroit	189.71	201.63	-11.92
District of Columbia (DCPS)	205.73	208.55	-2.83
Fresno	195.85	207.32	-11.46
Hillsborough County	227.84	216.13	11.71
Houston	207.86	204.70	3.16
Jefferson County	220.94	219.31	1.63
Los Angeles	204.85	209.50	-4.65
Miami	223.11	211.15	11.96
Milwaukee	198.71	206.43	-7.72
New York City	216.27	212.45	3.82
Philadelphia	199.93	207.60	-7.67
San Diego	217.77	214.97	2.80
Large City Schools (Not Charter)	212.77	210.60	2.17*
Not Large City Schools (Not Charter)	222.32	223.86	-1.54*
Non-Public/Private	235.19	236.05	-0.86

\*District effect is significantly different from zero.

**Exhibit A-10. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2013**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	255.96	258.04	-2.08
Atlanta	254.67	252.43	2.24
Austin	261.16	258.31	2.85
Baltimore	251.77	251.90	-0.13
Boston	256.52	250.91	5.61
Charlotte	266.43	262.57	3.86
Chicago	253.50	253.44	0.06
Cleveland	238.76	243.47	-4.70
Dallas	251.32	248.82	2.50
Detroit	239.30	246.19	-6.90
District of Columbia (DCPS)	244.59	248.63	-4.04
Fresno	244.57	255.06	-10.49
Hillsborough County	267.12	262.37	4.75
Houston	252.19	253.13	-0.93
Jefferson County	260.61	263.03	-2.42
Los Angeles	249.80	256.86	-7.05
Miami	258.98	258.20	0.78
Milwaukee	241.54	248.36	-6.82
New York City	256.43	255.38	1.05
Philadelphia	248.51	251.18	-2.67
San Diego	259.58	261.74	-2.17
Large City Schools (Not Charter)	257.23	255.72	1.51*
Not Large City Schools (Not Charter)	267.55	268.65	-1.10*
Non-Public/Private	284.70	284.19	0.51

\*District effect is significantly different from zero.

**Exhibit A-11. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2013**

TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	234.53	235.02	-0.49
Atlanta	233.10	231.25	1.85
Austin	244.97	234.45	10.52
Baltimore	222.87	224.26	-1.39
Boston	236.87	228.34	8.53
Charlotte	247.35	239.33	8.03
Chicago	230.50	231.06	-0.56
Cleveland	216.27	222.70	-6.44
Dallas	234.22	222.83	11.40
Detroit	204.25	222.90	-18.64
District of Columbia (DCPS)	228.61	229.13	-0.52
Fresno	219.69	230.64	-10.95
Hillsborough County	242.80	237.85	4.95
Houston	235.90	227.92	7.98
Jefferson County	233.70	237.76	-4.07
Los Angeles	228.46	232.22	-3.76
Miami	237.40	233.00	4.40
Milwaukee	221.45	228.88	-7.43
New York City	235.84	235.39	0.46
Philadelphia	223.38	229.16	-5.77
San Diego	240.88	237.93	2.95
Large City Schools (Not Charter)	235.27	232.25	3.01*
Not Large City Schools (Not Charter)	242.49	243.45	-0.96*
Non-Public/Private	246.01	249.86	-3.84*

\*District effect is significantly different from zero.



**Exhibit A-12. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2013**

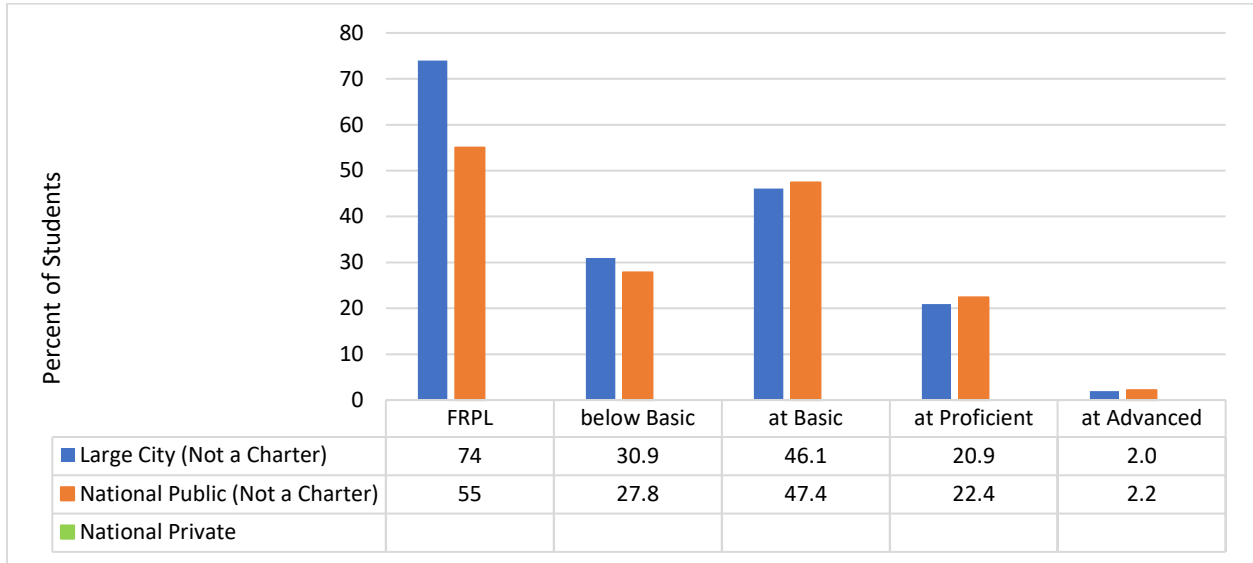
TUDA/ Jurisdiction	Actual Mean	Expected Mean	District Effect
Albuquerque	273.77	275.84	-2.07
Atlanta	266.84	266.16	0.68
Austin	284.58	275.20	9.38
Baltimore	259.78	260.55	-0.77
Boston	283.14	267.26	15.89
Charlotte	289.04	278.98	10.06
Chicago	268.87	268.93	-0.06
Cleveland	252.73	257.48	-4.75
Dallas	274.62	264.30	10.32
Detroit	239.82	259.12	-19.31
District of Columbia (DCPS)	260.29	263.44	-3.16
Fresno	259.66	272.32	-12.66
Hillsborough County	283.71	278.77	4.94
Houston	280.49	268.98	11.51
Jefferson County	273.46	278.81	-5.35
Los Angeles	264.31	273.26	-8.95
Miami	273.79	274.22	-0.42
Milwaukee	257.25	263.11	-5.86
New York City	273.62	272.95	0.67
Philadelphia	266.46	266.35	0.11
San Diego	276.89	280.45	-3.56
Large City Schools (Not Charter)	275.13	272.11	3.02*
Not Large City Schools (Not Charter)	285.12	285.93	-0.80*
Non-Public/Private	295.73	298.33	-2.60

\*District effect is significantly different from zero.

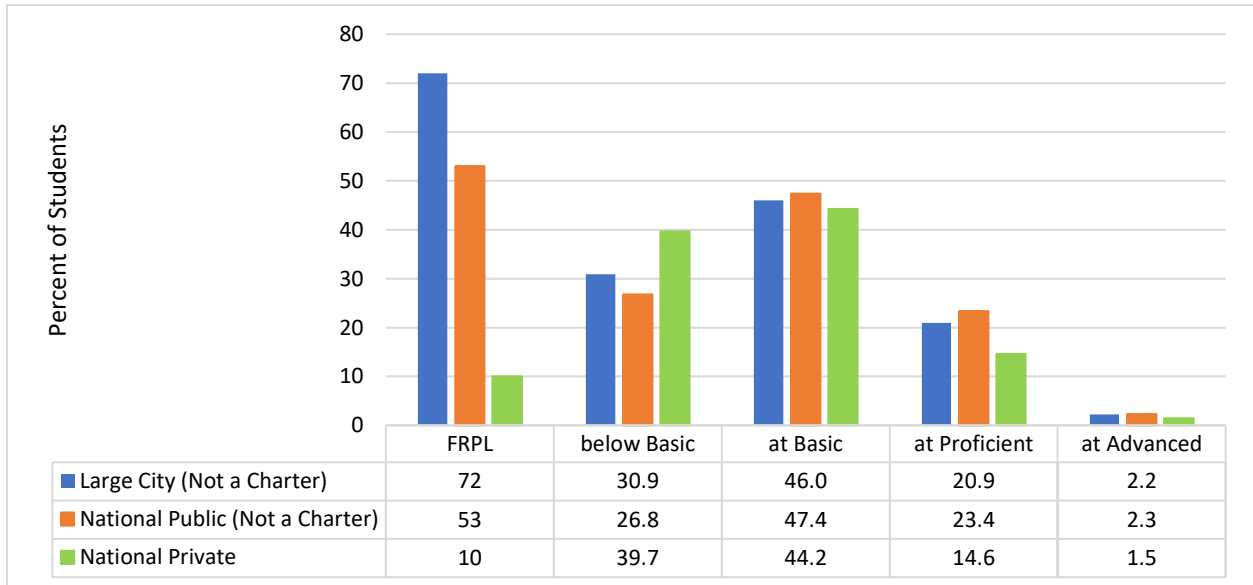
## Appendix B

### Performance Levels among Low-Income Students, 2013, and 2015<sup>7</sup>

#### B-1. Percentage of Grade Four Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Mathematics by School Type, 2015

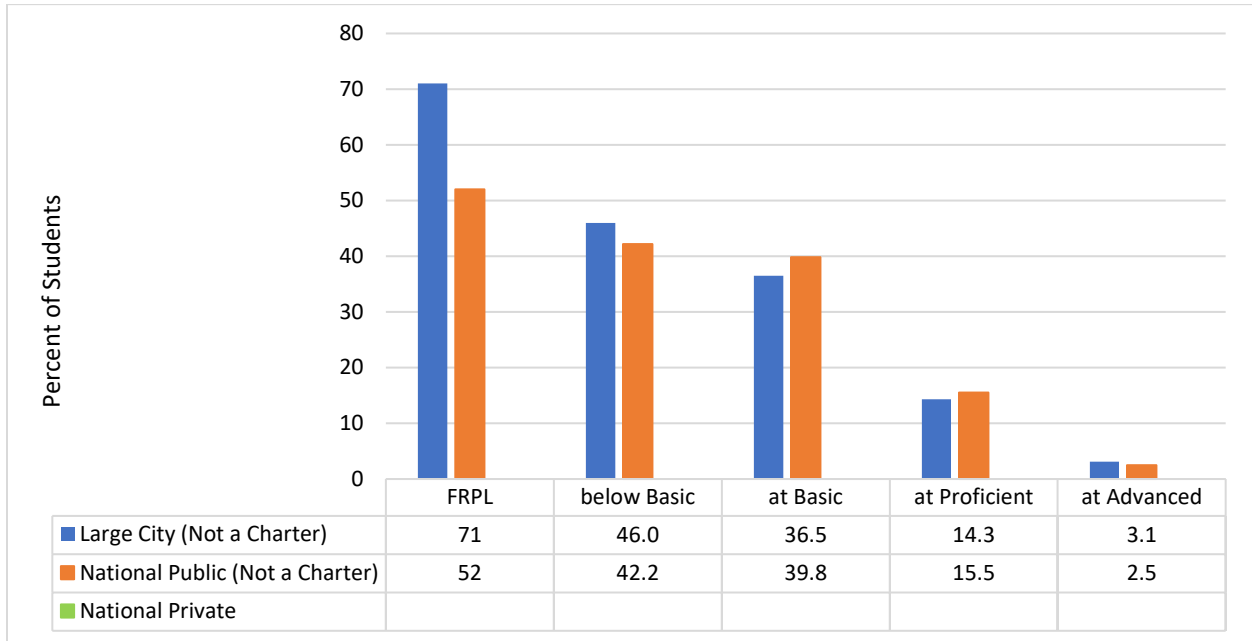


#### B-2. Percentage of Grade Four Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Mathematics by School Type, 2013

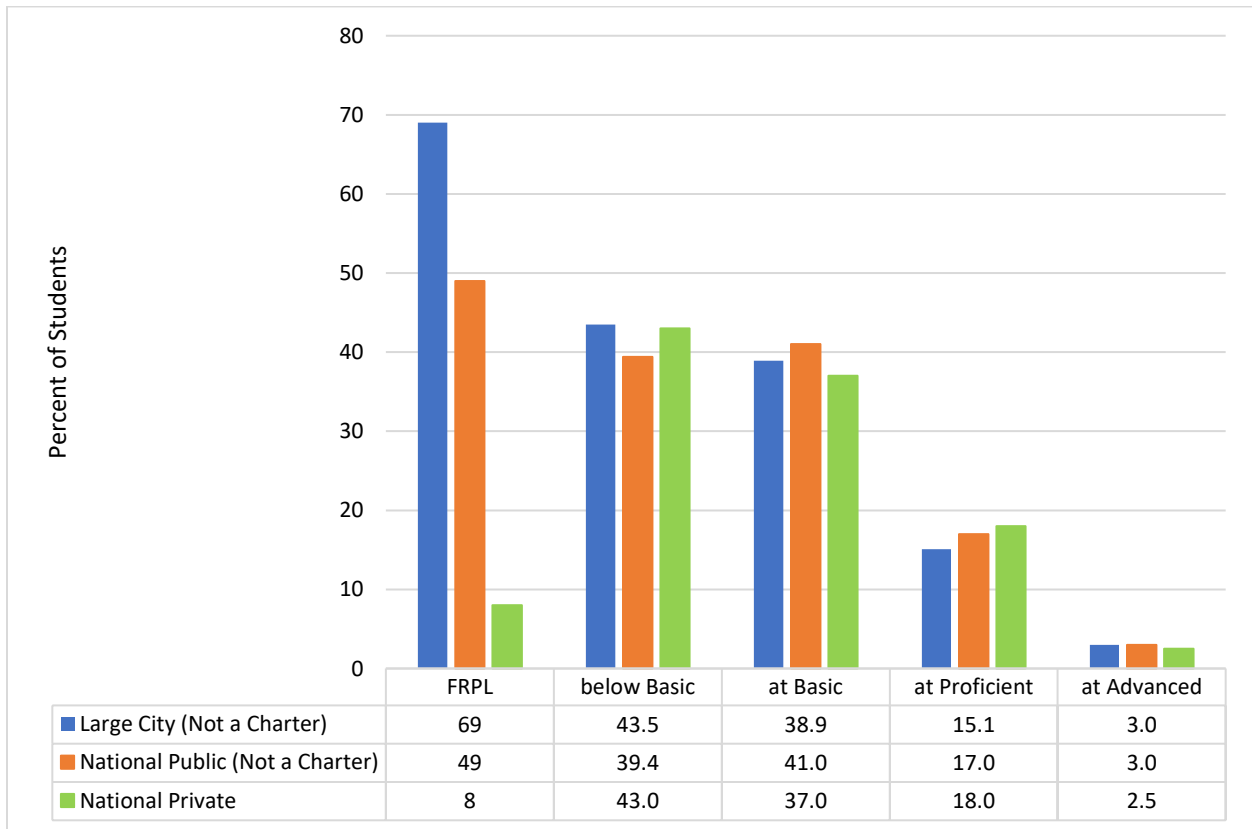


<sup>7</sup> The exhibits in this appendix present NAEP performance levels (*below basic*, *at basic*, *at proficient*, *at advanced*) for free and reduced-price lunch-eligible students only by type of school (Large City, Charter School Large City, National Public, Charter School National Public, and National Private School). No data are reported for non-public schools in 2015 because of inadequate sample sizes. The first cluster of bars on the left side of each graph shows the percentage of low-income students in each jurisdiction from NAEP estimates. The remaining bars show the percentage of low-income students in each NAEP performance level by school type.

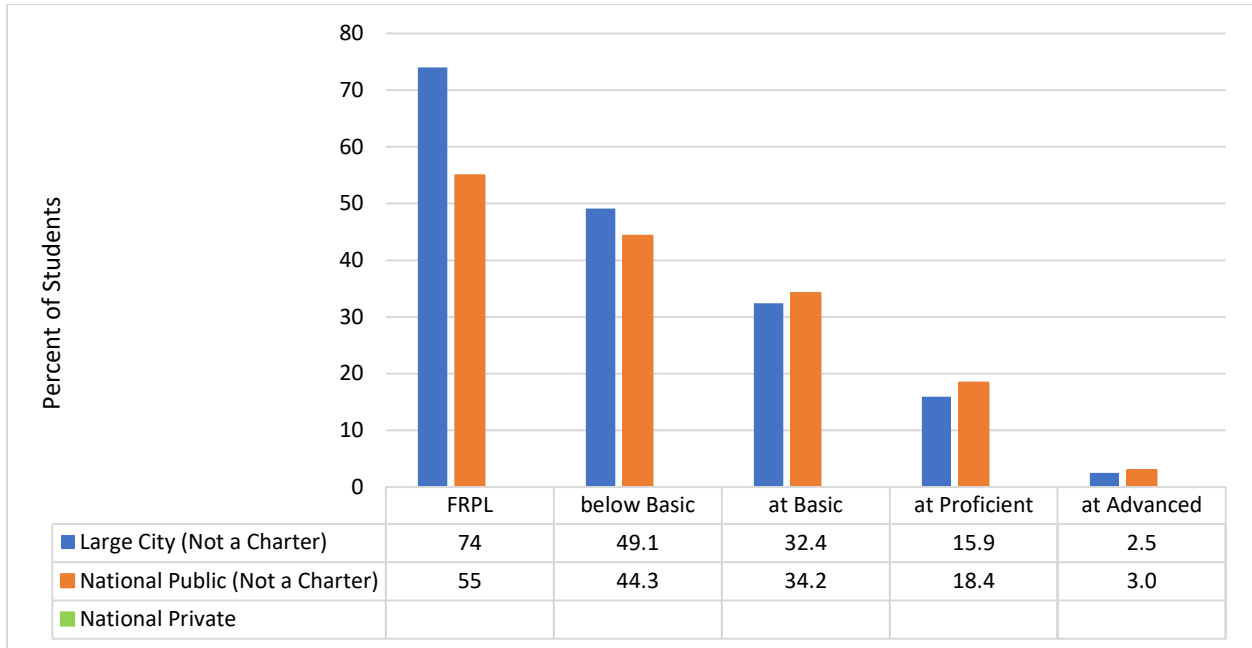
**B-3. Percentage of Grade Eight Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Mathematics by School Type, 2015**



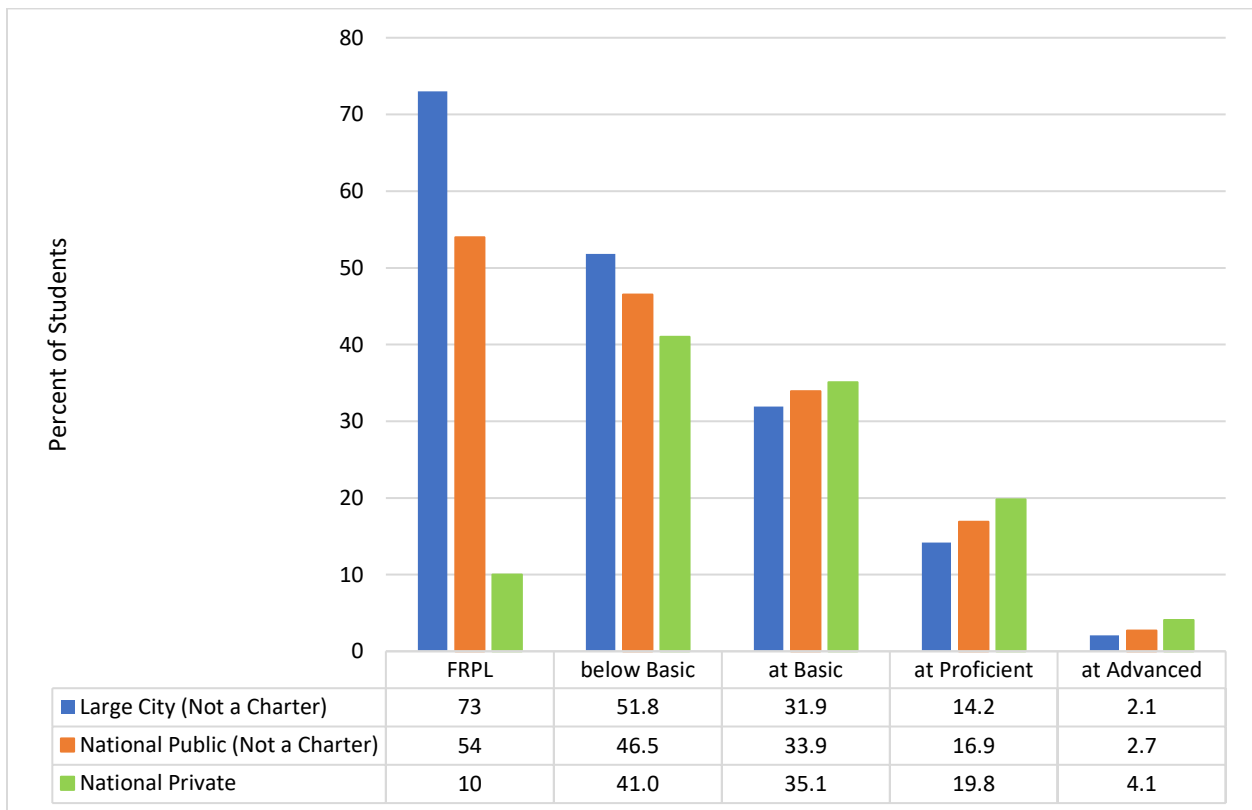
**B-4. Percentage of Grade Eight Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Mathematics by School Type, 2013**



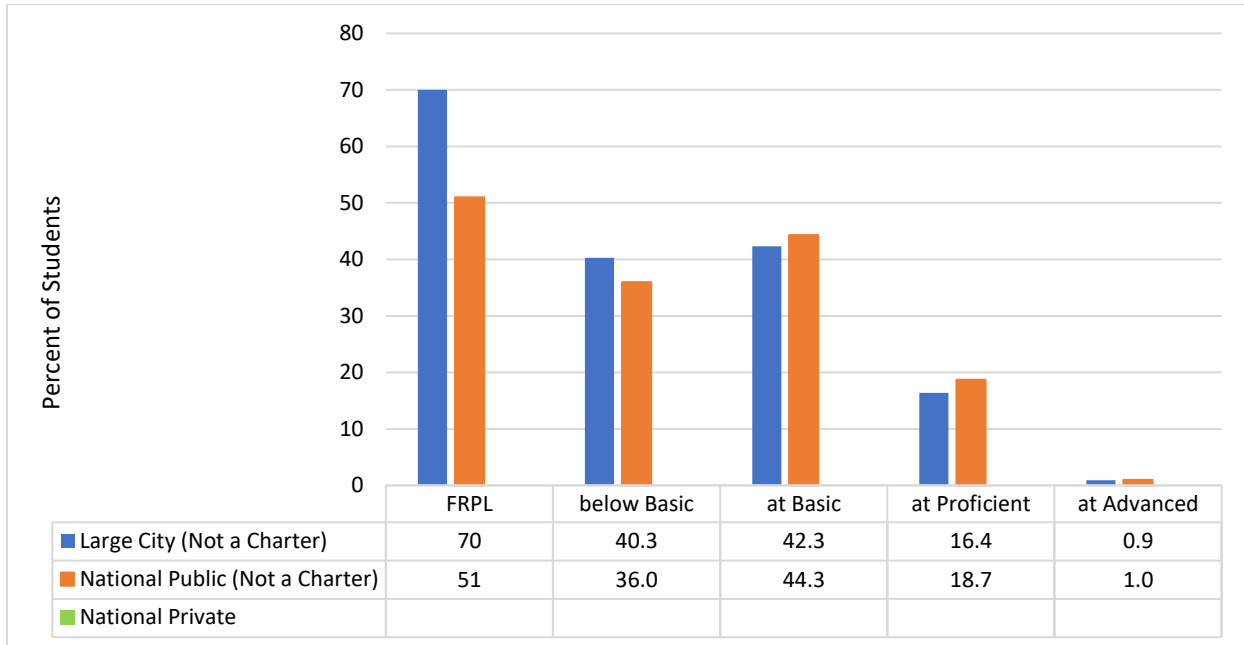
**B-5. Percentage of Grade Four Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Reading by School Type, 2015**



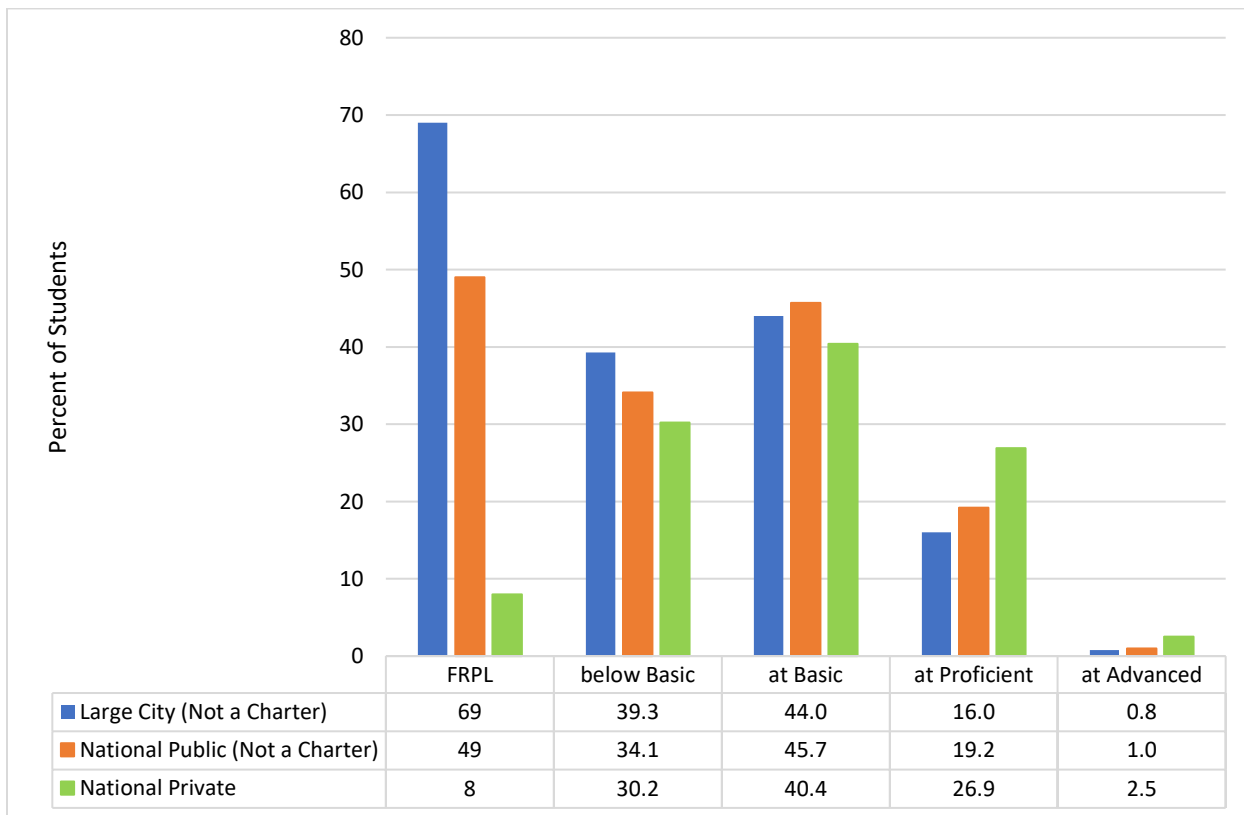
**B-6. Percentage of Grade Four Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Reading by School Type, 2013**



**B-7. Percentage of Grade Eight Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Reading by School Type, 2015**



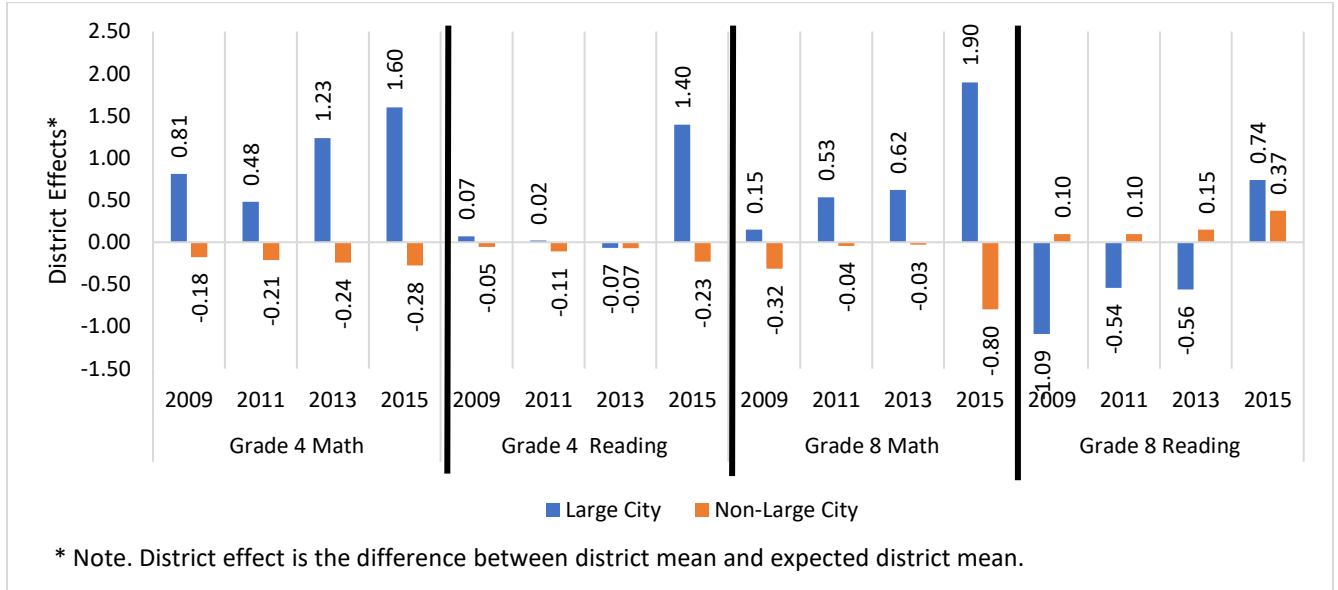
**B-8. Percentage of Grade Eight Free & Reduced-Price Lunch-Eligible Students Scoring in Each NAEP Performance Level in Mathematics by School Type, 2013**



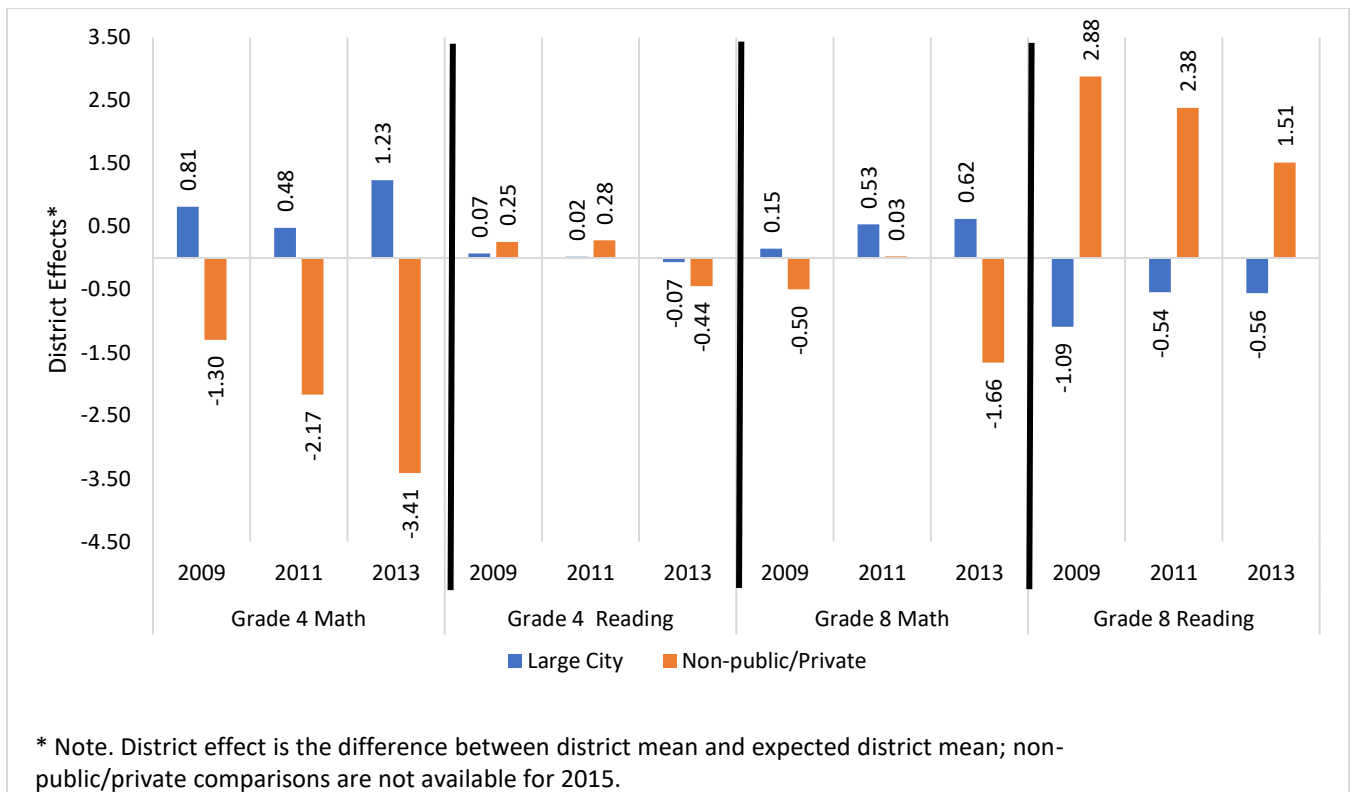
## Appendix C

### Additional Comparisons

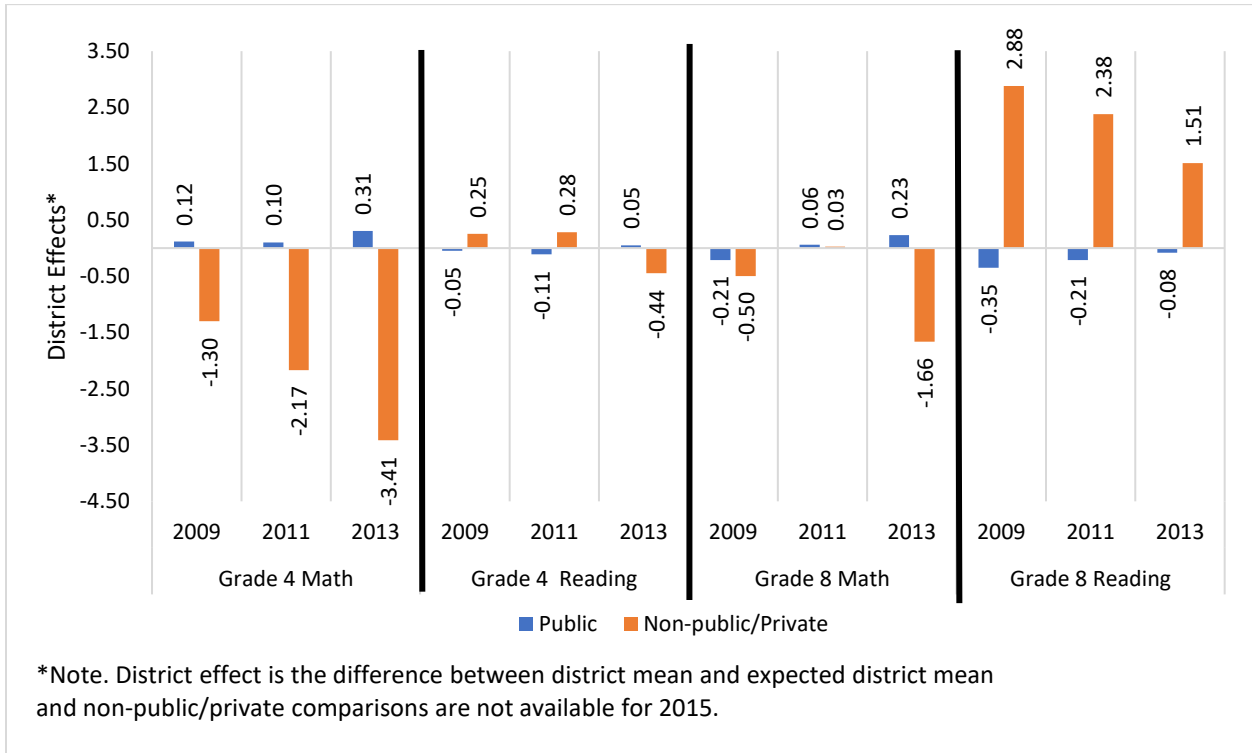
**Exhibit C-1. Adjusted NAEP performance of large city vs. non-large city schools over time**



**Exhibit C-2. Adjusted NAEP performance of large city vs. non-public and private schools over time**



**Exhibit C-3. Adjusted NAEP performance of public schools vs. non-public and private schools over time**



**DISTRICT CASE STUDIES**





# PRELIMINARY DISTRICT PROFILES

## COMMON CORE IMPLEMENTATION IN DISTRICTS THAT HAVE MADE GAINS ON NAEP

Short summaries of conversations with instructional leaders and staff in Boston Public Schools,  
Chicago Public Schools, and the District of Columbia Public Schools. Fall/Winter 2017.  
DRAFT COPY NOT FOR DISTRIBUTION

## District Profile: Chicago Public Schools

### A look at progress on NAEP in CPS

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The mathematics and reading results for grades four and eight in the Chicago Public Schools (CPS) are presented in Figures 1 through 12. The analysis revealed CPS made significant progress in closing the gap in student performance in fourth and eighth grade math and reading between 2009 – the year before states and districts began the adoption of the Common Core State Standards (CCSS) – and the most recent NAEP data available, 2015. Moreover, the data illustrates that the sample cohort of fourth graders in 2011 made more progress between fourth and eighth grade (2015) compared to the national public and other large city schools.

The math scale score difference between CPS and the national public fourth grade and eighth grade was reduced from 17 and 18 points in 2009 to eight and six points, respectively, in 2015 (Figures 1 and 2). The district reduced the eight-point fourth grade math difference with large city schools to 2 scale score points in 2015, and the 11-point deficit in grade eight math was one point better than large city schools in 2015.

In Figures 3 and 4, the reading scale score difference between CPS and the national public in grades four and eight was reduced from 18 and 13 points in 2009 to eight and seven points in 2015. The district has essentially erased the eight and three-point reading difference with large city schools. Similarly, the district improved the performance for low income students in fourth eighth grade (Figures 5 through 8). In fourth grade, the district is equal to large city schools and two or three scale score points below the national public. In eighth grade, the district performance was three points better than large cities and essentially equal to the national public for low income students.

Finally, in Figures 9 through 12, students showed greater improvement between the 4<sup>th</sup> and 8<sup>th</sup> grade cohort of students in reading and math when compared to large cities and the national public.

## NAEP Math and Reading Comparison for Chicago Public Schools, All Students

Figure 1. NAEP Math Scale Scores for Grade 4, 2009 - 2015

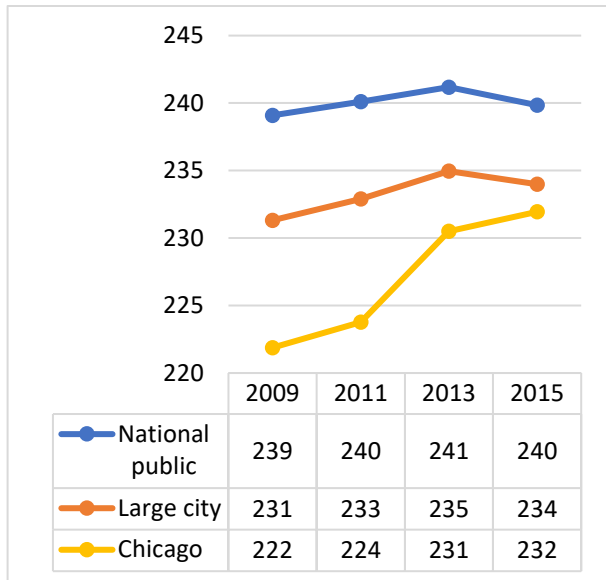


Figure 2. NAEP Math Scale Scores for Grade 8, 2009 - 2015

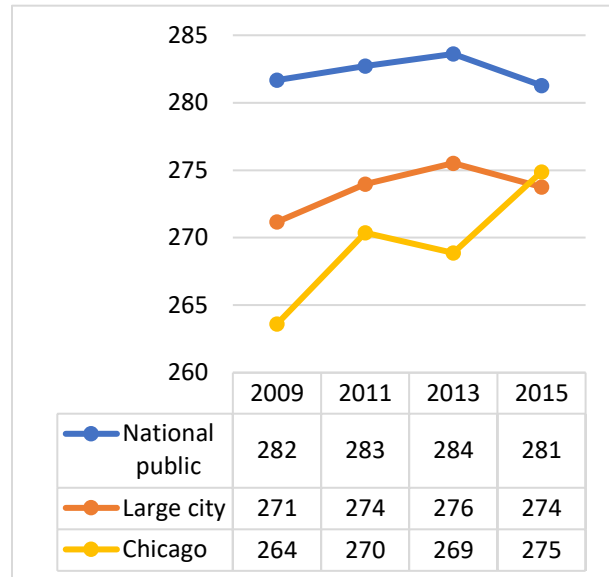


Figure 3. NAEP Reading Scale Scores for Grade 4, 2009 - 2015

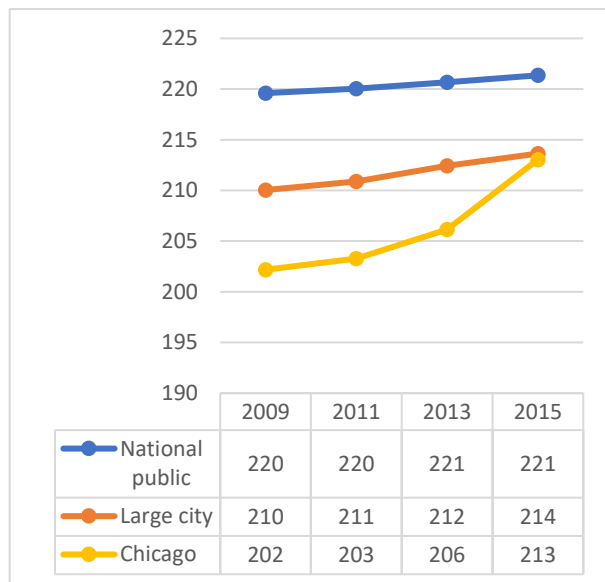
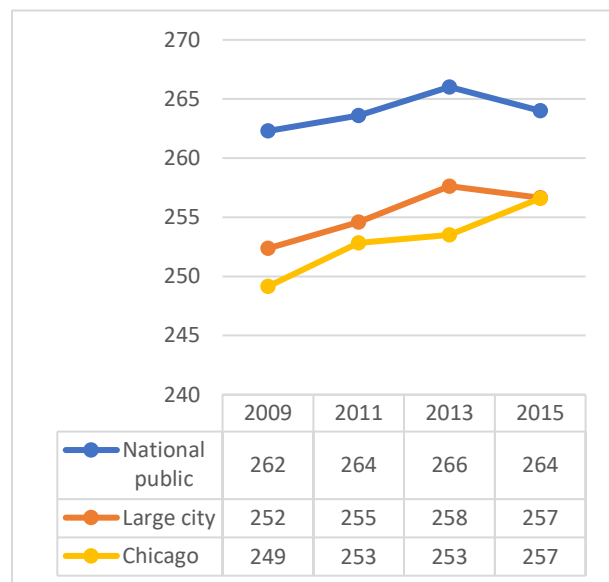


Figure 4. NAEP Reading Scale Scores for Grade 8, 2009 - 2015



## NAEP Math and Reading Comparison for Chicago Public Schools, Free or Reduced-Price Lunch Eligible Students

Figure 5. NAEP Math Scale Scores for Grade 4, 2009 - 2015

Figure 6. NAEP Math Scale Scores for Grade 8, 2009 - 2015

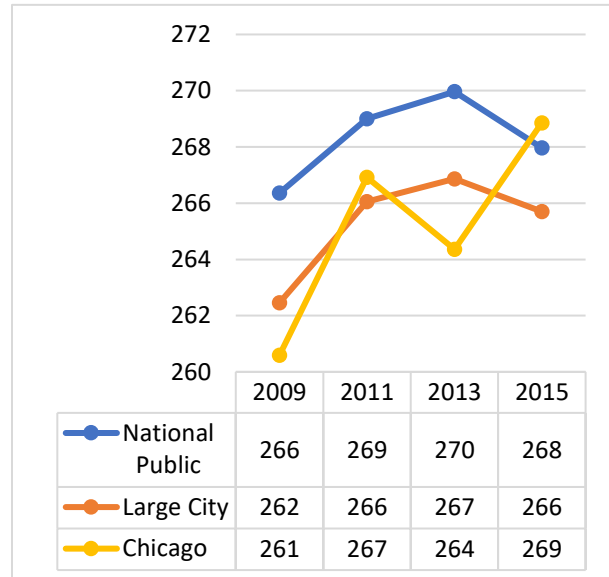
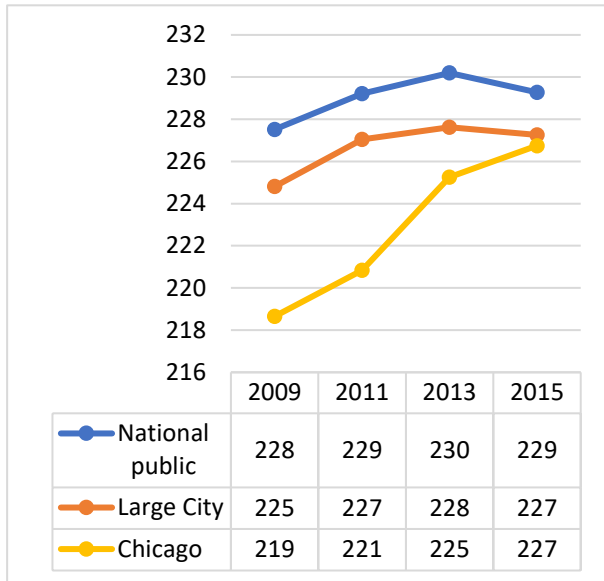
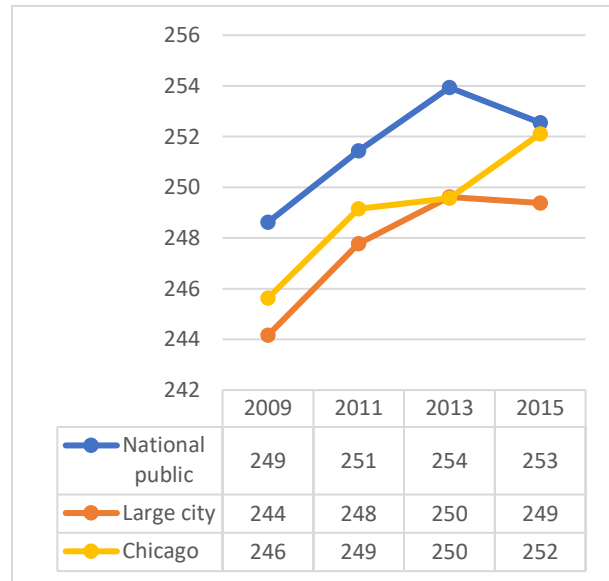
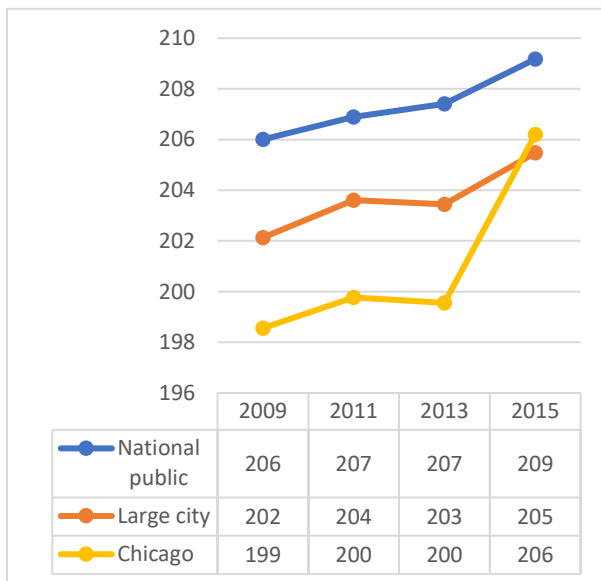


Figure 7. NAEP Reading Scale Scores for Grade 4, 2009 - 2015

Figure 8. NAEP Reading Scale Scores for Grade 8, 2009 - 2015



## NAEP Math and Reading Change from 4<sup>th</sup> to 8<sup>th</sup> Grade for Chicago Public Schools, Free or Reduced-Price Lunch Eligible Students

Figure 9. NAEP Math Scale Score Change from Grade 4 2011 to Grade 8 2015, All Students

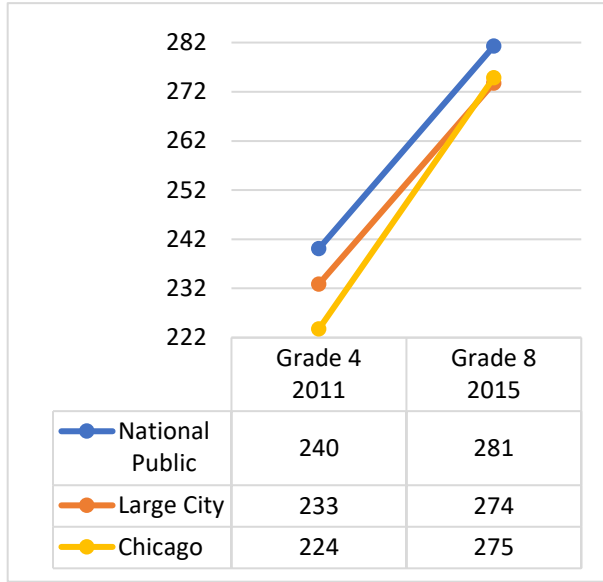


Figure 10. NAEP Math Scale Score Change from Grade 4 2011 & Grade 8 2015, Free or Reduced Price Lunch Eligible Students

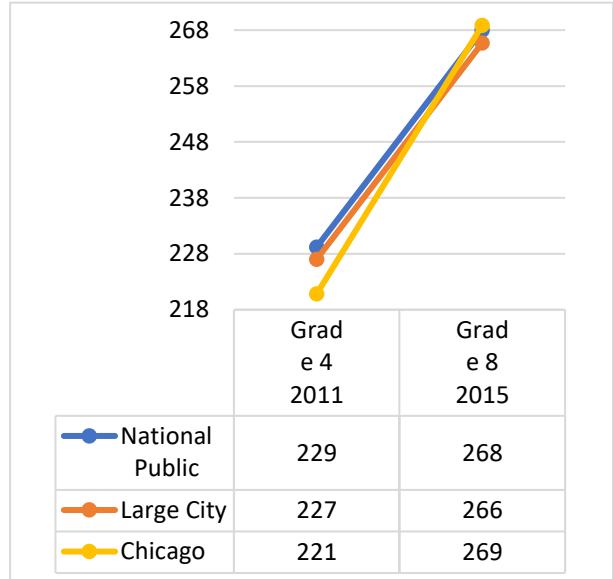


Figure 11. NAEP Reading Scale Score Change from Grade 4 2011 to Grade 8 2015, All Students

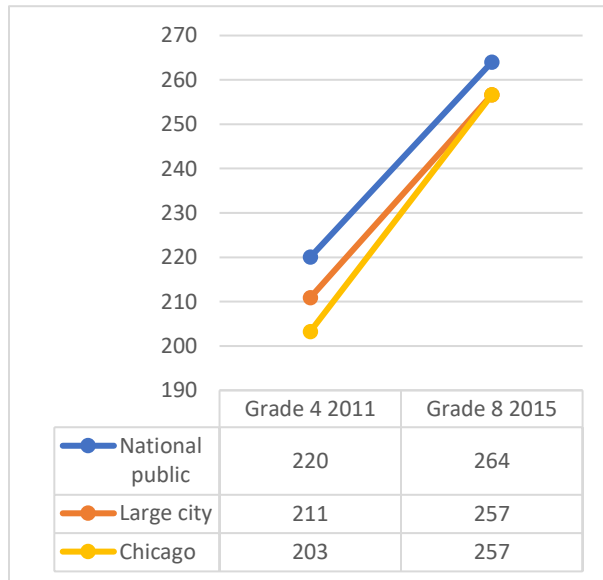
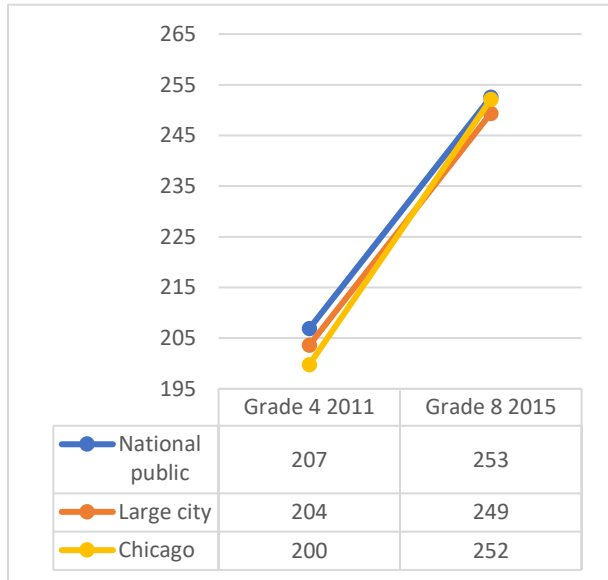


Figure 12. NAEP Math Scale Score Change from Grade 4 2011 & Grade 8 2015, Free or Reduced Price Lunch Eligible Students



Chicago Public Schools was an early adopter of college- and career-readiness standards, embarking on the process of adoption and implementation roughly five years ago, during the 2012-13 school year, when it recognized the Common Core State Standards as the systemwide benchmark for grade-level instruction. The process of implementation in math and literacy started the same year, although in literacy the district implemented the standards across K-12—with an initial focus on kindergarten through grade five—while in math the focus was on grades six through eight, building a 6-8 bridge to algebra and geometry.

To support implementation of the standards across the district, the central office spent three years training district leaders, content specialists, teacher leaders, and principals in the content and instructional shifts called for by the standards. Following a “train the trainer” model, these staff were expected to turn around and pass the skills and training on to teachers and staff in their buildings, thus building school capacity throughout the system. District staff cited the Teacher Leader Institutes, in particular, as one of the main vehicles for bringing Common Core implementation to scale. The district also employed videos in professional learning sessions to demonstrate various concepts and strategies.

CPS is geographically divided into networks, and the professional development provided by these networks was designed to be an extension of districtwide professional development and messaging around the shifts in instruction called for by the new Common Core standards and in the Next Generation Science Standards. Both districtwide and network-based professional development in the first year placed a heavy emphasis on text complexity, and on supporting teachers in developing and implementing rigorous, rich learning tasks aligned to college- and career-readiness standards. In the second year, CPS moved into a “teams” approach, tapping instructional leadership teams in schools to carry out implementation and raise the quality of instruction.

The implementation process also involved looking at the instructional materials being used across the system and developing better guidance to ensure all students had access to grade-appropriate curriculum and materials. In the last few years the district has adopted new materials. But the lack of new materials in the early stages of implementation provided both a challenge and opportunity for the district to focus first on articulating the overall changes they wanted to see made to the classroom experience, rather than just introducing new content. For example, in literacy there was a concerted emphasis on reinforcing the three main instructional shifts called for by the new standards, and in mathematics the emphasis was on teaching the key math practices at each grade level. Across all grades and subject areas there was also a focus on challenging belief systems and setting common, high expectations for students. District staff cited this work as having had the greatest impact in changing classrooms and yielding the greatest buy-in among staff across the district. Having built this foundation of shared beliefs and understanding of instructional shifts, the district then moved into unpacking the standards.

While the process of standards implementation has led to a number of changes in schools that can be seen districtwide, district staff acknowledge that the pace and success of implementation has sometimes varied by school, network, and by grade level. This could be attributed to both variability in capacity between school sites and networks, as well as how receptive schools and staff were at different grade levels. For example, elementary schools and staff generally embraced the new standards more enthusiastically than high schools, so they are in the midst of this transition at the secondary level now. District staff also cited an initial reluctance on the part of k-2 schools and classrooms to implement the new standards. They therefore made this a focus of their implementation efforts, introducing a balanced literacy block at the elementary level and providing detailed guidance on what this block should look like. They are now expanding this work, but these basic structures are seen as an important foundation for the work of successfully implementing the standards from kindergarten through high school.

District staff cited the importance of the data and feedback they receive through school visits known as instructional learning rounds in supporting implementation of district standards at the school and classroom level. These instructional learning rounds help the district measure and track where schools are in the process of rolling out standards and instituting the instructional shifts, and help them reinforce the importance of being at grade level in the content and rigor of instruction seen in all classrooms.

District staff also cited the importance of the data they receive through their teacher evaluation system, which helps the identify the types of professional learning opportunities they need to provide to teachers and support staff.

### [The role of standards implementation in district instructional reform](#)

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The most important role standards implementation played, according to district instructional leaders, was to prompt a systemwide focus on Tier 1, *grade-level appropriate* instruction. Prior to adopting college- and career-readiness standards, the district struggled to ensure that students had equitable and sufficient opportunities to engage with challenging grade-level content and rigorous texts. Standards implementation has thus been credited with helping the district to “level set” — to develop a clearly defined structure and common language around what grade level appropriate instruction and rigor should look like.

The adoption of districtwide college- and career-readiness standards also prompted the district to articulate the learning objectives and expectations they held for student attainment and progress, and in doing so, think more strategically about how to ensure support and accountability for teachers in meeting these expectations. This led the district to refocus their professional learning around standards-based instruction, and to more clearly connect instruction to formative and summative assessments.

## Other factors at work

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### ➤ Assessment

In addition to the implementation of college- and career-readiness standards, district staff cite the importance of the district's adoption of the NWEA MAP assessment, which allowed teachers and instructional support staff to look at student progress in real time, at critical points throughout the year. The use of such student growth measures is seen as having provided the impetus for a systemwide cultural shift toward data-driven instruction and decision making. For example, central office staff cited the fact that, while only the end-of-year assessment is mandatory, about 80% of district schools opt to take beginning and mid-year assessments in order to gain data they can put to use to inform instruction.

### ➤ Early Learning

The district has also focused on early childhood education and literacy, taking such steps as making full-day kindergarten mandatory. This is all part of an overarching strategy of getting students in school sooner to assist in language and skills acquisition. District staff credit this strategy as the reason behind the rapid decrease (46%) in students who require remediation after the third grade, and for the rising number of students meeting and exceeding expectations when they reach the eighth grade. While this work started out with a focus on early literacy skills, the district is now expanding its efforts into the area of math, working on developing greater understanding of math concepts in early grades.

### ➤ School Leadership

Finally, the district credits its student performance gains to their efforts to invest locally in principals that understand how to impact student achievement. To ensure that every school has a strong leader, the district has launched a well-defined, multi-pronged strategy to recruit, retain, and develop principals in schools throughout the district, and in high-needs schools in particular.

## The road ahead

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Implementing high standards and ensuring continuing growth in student achievement is an ongoing process. Each year has brought incremental progress and learning, and the district is consistently working toward greater instructional quality and tighter alignment between various elements of the system, as well as greater levels of joint planning and collaboration between departments. District staff acknowledge that when the standards implementation process began the common vision was there, but that collaboration around the standards is only just now being formalized.



The 2017-18 school year is expected to be a big turning point for CPS. To bring staff throughout the organization together around the standards, a three-year professional learning plan has just been launched. This districtwide professional development will be built around a common theme of “student agency, authority, identity,” and will be rolled out across all grade levels and content areas.

The district is also beginning the work of developing a districtwide k-12 curriculum to provide greater consistency and coherence to the instructional program. When the standards were first introduced, district instructional staff developed curricular frameworks that laid out the college- and career-readiness standards that students should be exposed to throughout their k-12 academic careers. But staff cite the fact that teachers in the district still spend too much time researching and developing curriculum, distracting from other essential efforts such as looking at student work and improving instruction. So the district is now introducing a Request for Proposals to create a fully standards-aligned k12 curriculum.

Evaluation of their work and the impact of districtwide standards is another key step the district is pursuing. While they are collecting some data from small-scale surveys and studies of what teachers are learning and how that is impacting student learning, they have not conducted the sort of large-scale, robust analysis of their work that they feel needs to be done. While the district works closely with the University of Chicago, this research is focused mostly on graduation patterns and indicators. So the district will be issuing a call for research proposals in the coming months to launch more comprehensive research into whether there is a connection between the new, higher standards and student academic outcomes, and to what extent the key instructional shifts are being actively implemented in classrooms throughout the district.

## District Profile: District of Columbia Public Schools

### A look at progress on NAEP in DCPS

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The mathematics and reading results for grades four and eight in the District of Columbia are presented in Figures 1 through 8. The analysis revealed DCPS made significant progress in closing the gap in student performance in fourth grade math and reading between 2009 – the year before states and districts began the adoption of the Common Core State Standards (CCSS) – and the most recent NAEP data available, 2015.

The math scale score difference between DCPS and the national public was reduced from 19 points in 2009 to eight points in 2015 (Figure 1). The district reduced the 11-point math difference with large city schools to 2 scale score points in 2015. In Figure 3, the reading scale score difference between DCPS and the national public was reduced from 17 points in 2009 to seven points in 2015. The district has completely erased the seven-point reading difference with large city schools. Similarly, the district improved the performance for low income students in fourth grade – reducing the national public math gap (Figure 5) from 18 points to 10 points and the reading gap (Figure 7) from 13 points to 11 points. The large city math gap closed from 15 points to eight points, and the reading gap closed from nine points to seven points.

## NAEP Math and Reading Comparison for the District of Columbia Public Schools, All Students

Figure 1. NAEP Math Scale Scores for Grade 4, 2009 - 2015

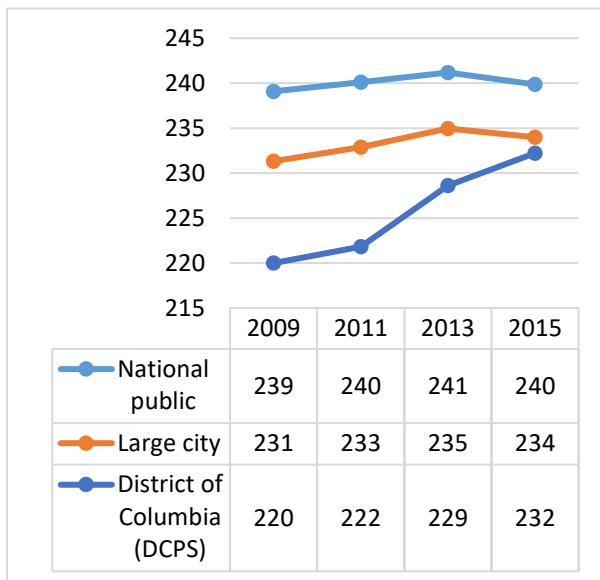


Figure 2. NAEP Math Scale Scores for Grade 8, 2009 - 2015

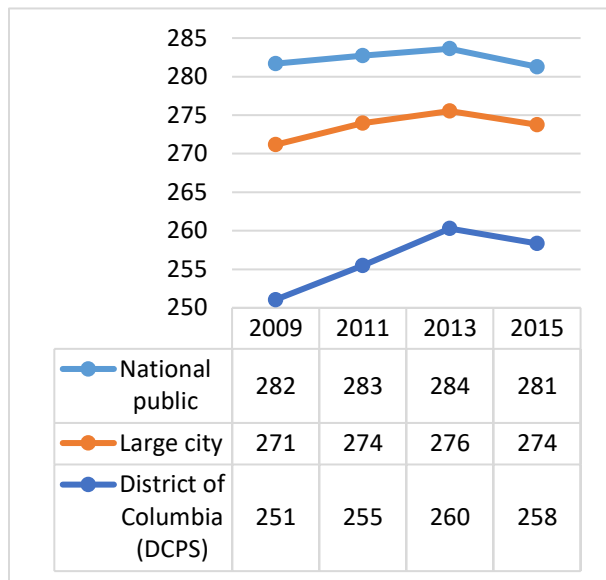


Figure 3. NAEP Reading Scale Scores for Grade 4, 2009 - 2015

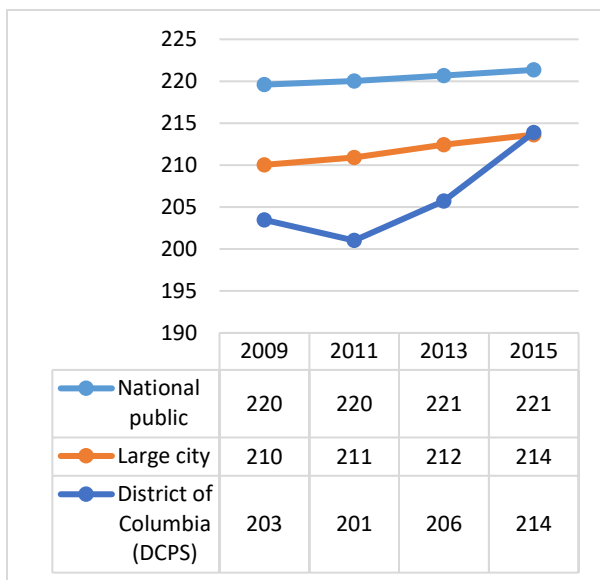
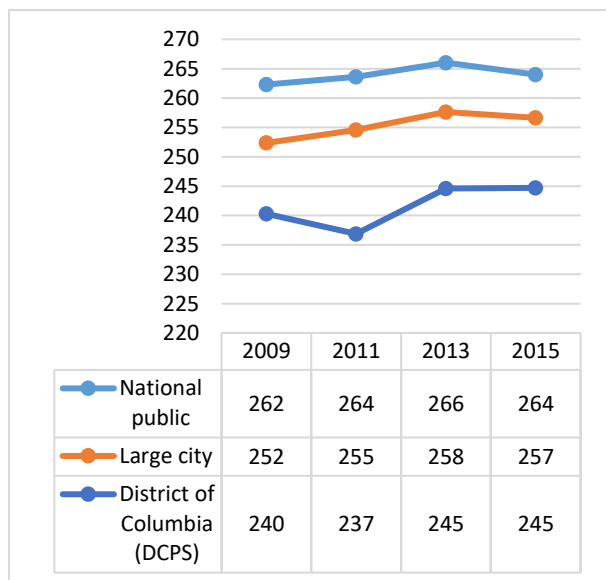


Figure 4. NAEP Reading Scale Scores for Grade 8, 2009 - 2015



## NAEP Math and Reading Comparison for District of Columbia Public Schools, Free or Reduced-Price Lunch Eligible Students

Figure 5. NAEP Math Scale Scores for Grade 4, 2009 - 2015

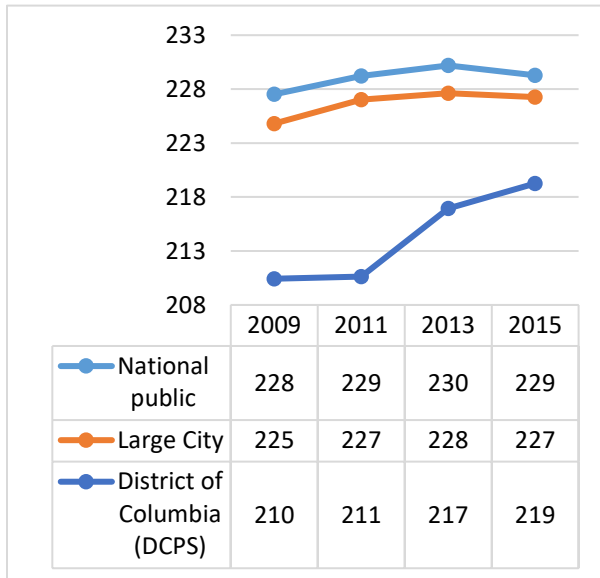


Figure 6. NAEP Math Scale Scores for Grade 8, 2009 - 2015

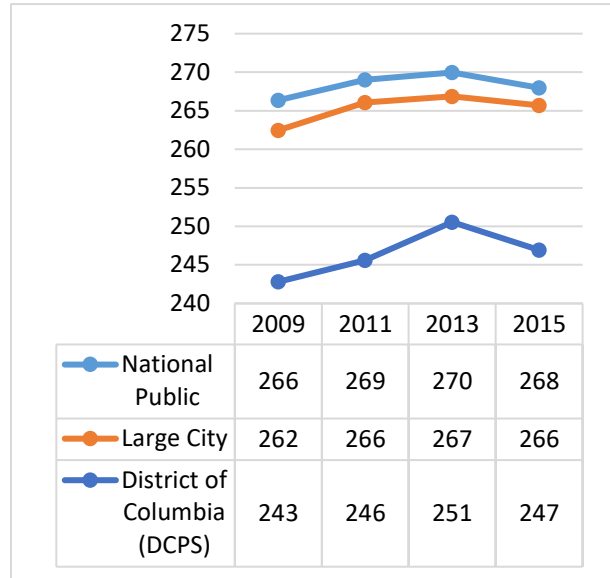


Figure 7. NAEP Reading Scale Scores for Grade 4, 2009 - 2015

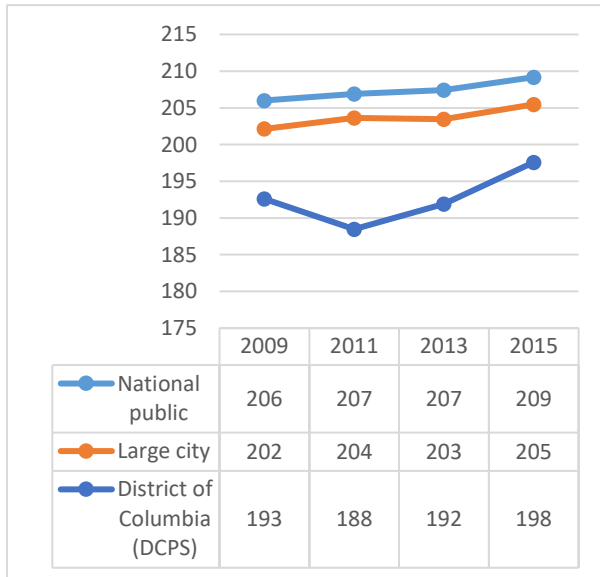
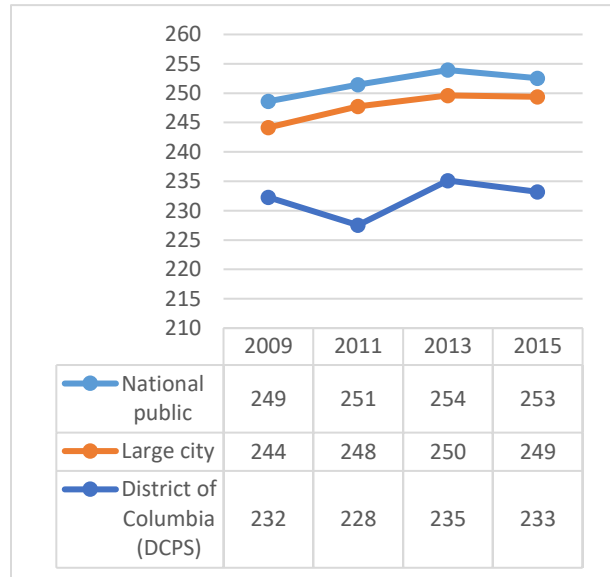


Figure 8. NAEP Reading Scale Scores for Grade 8, 2009 - 2015



DCPS was one of the earliest adopters of the Common Core State Standards. The English language arts standards were rolled out in the spring of the 2010-11 school year across all grade levels, with the math standards following the next year. In year three, writing instruction aligned to the common core was introduced—again across K-12.

The district has been very aggressive with this rollout process, planning and implementing the ELA, math, and then writing standards at scale from the outset. This approach of implementing at scale can come at a risk, but it is credited with giving the standards—as well as other reform initiatives the district pursues—sticking power.

Yet while the standards were adopted systemwide, it still required several years for the district to build out a fully-aligned curriculum. The support and guidance provided to schools started out with curricular units of study aligned to the new standards, but has grown progressively more detailed and specific. There is now lesson by lesson guidance, providing a clear blueprint of what skills and content should be taught on a nearly daily basis. They have also added specialized guidance and support for ELLs and students with IEPs at both the unit and lesson levels.

All of this curricular work was intentionally paired with professional development focused initially on the instructional shifts called for by the common core. This professional development was delivered at the school level at first through instructional coaches, and more recently through the LEAP (LEarning together to Advance our Practice) program. Particularly in the beginning, this professional development was designed to not only equip teachers with the deep content knowledge and instructional skills they needed to meet the new standards, but also to provide context and articulate the rationale for why various curricular decisions had been made in order to build support and buy-in for implementation.

Assessment was another key step in the district's standards implementation process. While the standards themselves have been in place for nearly seven years, the district cites the introduction of the standards-aligned PARCC assessment as the turning point for when the system became fully aligned.

In sum, this intentional integration of instruction, training, materials, and assessment has worked to create much needed coherence throughout the system, and has helped the district move to a centralized system of guidance and support. While the district has been careful about striking the right balance between centralized support and school autonomy, district staff report that the curriculum is now doing a lot of the work of sustaining standards implementation as the system moves forward.

## The role of standards implementation in district instructional reform

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District instructional staff cite the adoption of the Common Core standards as a catalyst for their improvement efforts, providing them with a strategic direction and spurring them on to develop a strong instructional vision where it had been largely lacking in the past. The standards gave them an impetus for investing in the work and helping to drive the design of a district curriculum.

The high bar the standards set was particularly important. The new focus on rigor required a tangible adjustment in instructional planning and practice, enabling the district to push for materials and instruction that emphasize understanding over a more procedural approach to learning. District staff point out that fluency is still important, but it is now coupled with authentic, project-based learning designed to advance conceptual understanding of rigorous content.

The instructional shifts called for by the standards thus provided a useful framework for the changes the district wanted to see in classrooms. Moreover, the research that accompanied the standards helped teachers understand the rationale behind the move to the common core, providing the philosophical underpinnings of the work.

Implementation has also helped advance communication and the development of a shared understanding of instructional quality. The systemwide program of adoption meant that everyone was learning something new at the same time, and the district worked hard to ensure that everyone was on the same page through the establishment of the collaborative learning cycle. There was also a strong push to engage teachers in the development of curriculum, as well as the development and continuous improvement of professional development around this curriculum.

## Other factors at work

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While implementation of the common core standards served a key role in the district's path to improvement, district staff cite "three sides of the triangle," including a renewed emphasis on *educators* (through their teacher hiring, capacity building, and evaluation work), *student and family engagement* (including efforts to boost attendance, expand participation in parent teacher conferences, etc.), and *content* (through implementation of a standards-aligned curriculum as well as professional development).

The human capital work, in particular, was cited as one of the district's greatest accomplishments over the past several years. The district worked to build capacity at the school level by developing not only principals, but a full range of school-based staff including assistant principals, LEAP leads, and teacher leaders. This has equipped school-based academic leadership teams with the knowledge and skills they need to lead the work around raising academic standards, and has afforded the district a deep bench of leaders.

The district also moved to a formative assessment system closely aligned to the district curriculum and units of study. Teachers receive guidance on using this assessment data, as well as instant access to data through the district's online system and time to review the data directly following the unit of study. This allows for real-time adjustments in instruction and the targeting of support for students. In designing the assessment system, the district used several different vendors, but were very careful to ensure this close alignment to the district's curriculum and units of study.

Finally, district staff cite the value of moving to departmentalization at the elementary school level, a transition that provided teachers with the time and space to specialize, allowing them to develop and apply a deeper understanding of the content in their classroom instruction.

### The road ahead

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District staff are quick to acknowledge that despite across-the-board gains, district student proficiency levels are still too low, and they need to sustain and advance their efforts to provide students with access to rigorous grade-level content and high-quality instruction. Elementary education, in particular, is an area the district would like to address, where increased support to struggling students and attention to gaps in achievement is needed.

The district is also in the midst of implementing widespread changes in professional development. The focus in the first years of the standards implementation process was on building greater understanding of the instructional shifts, and on developing a common understanding and language around rigor and instructional quality. More recently, the district unveiled the LEAP (LEarning together to Advance our Practice) program, which is now an extension of the human capacity work. LEAP involves a weekly cycle of development where teachers engage in small content-specific professional learning communities (LEAP Teams), led by content experts (LEAP Leaders) at their schools. The central office continues to provide support and guidance around Tier I instruction, but the shift to LEAP is seen as an acknowledgement that "we are ready to graduate." This next step will entail even greater differentiation in support and training for instructional leaders, and the articulation of specific sets of instructional practices by grade level and content area. The district is also working on embedding socio-emotional practices into this work.

## District Profile: Boston Public Schools

### A look at progress on NAEP in Boston

The mathematics and reading results for grades four and eight in the Boston Public Schools (BPS) are presented in Figures 1 through 4. The analysis revealed BPS made significant progress in closing the gap in student performance in fourth and eighth grade math and reading between 2009 – the year before states and districts began the adoption of the Common Core State Standards (CCSS) – and the most recent NAEP data available, 2015. Moreover, the data illustrates that BPS performance is consistently higher than large city districts and often on par with or better than the national public.

Figures 1 to 4 illustrate that BPS results were higher than large city districts in three of the four grade and subject combinations on NAEP between 2009 and 2015. The math scale score difference between BPS and the national public eighth grade was eliminated between 2009 and 2015 (Figure 2). The district reduced the five-point fourth grade reading difference with the national public to two scale score points in 2015.

#### NAEP Math and Reading Comparison for the District of Columbia Public Schools, All Students

Figure 1. NAEP Math Scale Scores for Grade 4, 2009-2015

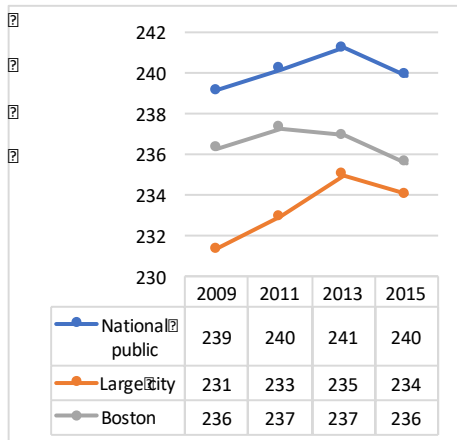
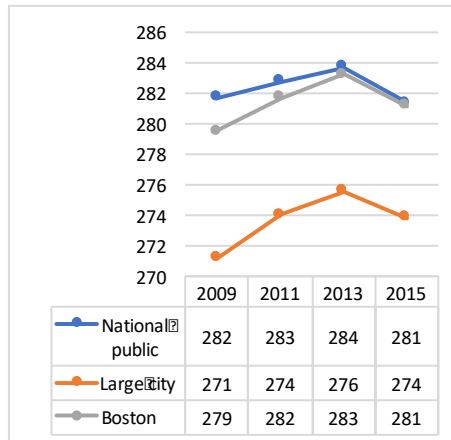


Figure 2. NAEP Math Scale Scores for Grade 8, 2009-2015





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Figure 3. NAEP Reading Scale Scores for Grade 4, 2009-2015

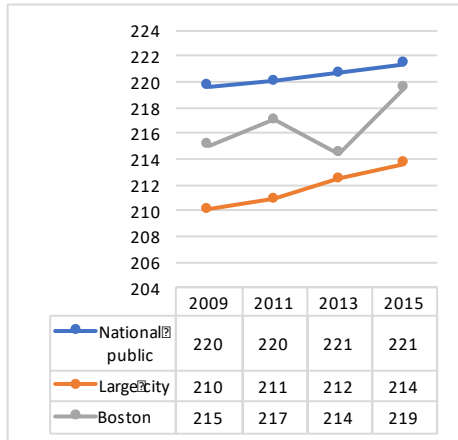
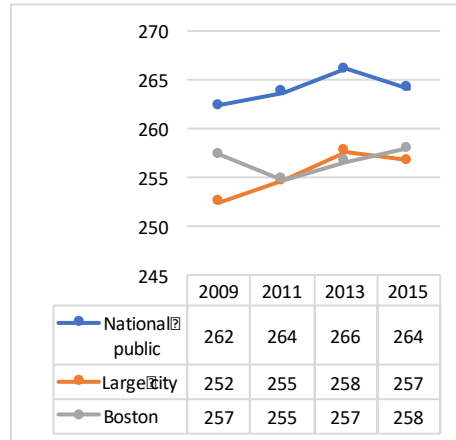


Figure 4. NAEP Reading Scale Scores for Grade 8, 2009-2015



### College- and career-readiness standards implementation in the district

Boston Public Schools (BPS) was an early adopter of the Common Core State Standards, initiating implementation around 2012-13. The district pursued a multi-faceted strategy of rolling out the standards alongside assessments that measured the impact of these standards and school level accountability for implementation. The district spent a significant amount of time building up a base of teacher content knowledge in the core subjects of English language arts and mathematics—particularly at the elementary level, where it isn’t always as strong. Teachers were also equipped with the skills to identify what students know, and to move them to mastery based on a deep understanding of the concepts behind the content. Moreover, the academics department supported schools in meeting the new instructional standards by creating a host of materials and resources—as well as pursuing partnerships with universities, foundations, and community organizations—aligned to the standards. For example, a grant from The Gates Foundation helped support professional development around the standards early on in the implementation process.

The district was also adept at taking advantage of a host other opportunities for building their understanding and capacity for implementing the new standards, participating in the Common Core Institute and several of the Council’s common core professional development sessions, as well as professional development in using the EQUiP rubric and the Instructional Materials Evaluation Tool (IMET).

#### Common Core Math Standards

The adoption of the math standards started at the elementary level with the greatest intensity, and was rolled out at scale in all elementary schools throughout the district. (when were they adopted in middle school? High school?) In this process the district focused not just on the standards themselves, but on math instructional practices, which had been part of the Massachusetts framework and aligned to what Boston had been doing for a long time. In fact, Boston’s relatively low teacher turnover meant that the district was effectively building on a decade of teaching experience aligned to these mathematical practices.

**Commented [d1]:** I couldn't find the dates for middle school and high school either.

The district’s math department helped align the district’s newly-adopted math curriculum—consisting of Investigations and the Connected Mathematics Project (CMP)—to the common core. However, there was the early recognition that materials alone were not going to be enough to shift practice—that they needed to build strong mathematical pedagogical and content knowledge to serve as the foundation of the rollout of the district’s new standards-aligned math curriculum. To help deliver this professional development and ensure coherence and consistency across the system, the math department relied on the math facilitators that were in place in every building. In the beginning, these facilitators ran a math-focused instructional leadership team, and were trained on unpacking the standards, learning pedagogical skills and strategies aligned to the common core.

District staff reported that having math materials that were effectively aligned with professional development and support is what drove the real changes in math instructional practice. Strong leadership is cited as another key factor in the rollout of the new math standards. The fact that the superintendent championed the new curriculum signaled that it was a districtwide priority.

### *English Language Arts Standards*

Unlike in math, Boston phased in the Common Core standards in English language arts in two large cohorts. (what were these cohorts? Any dates available?)

**Commented [R2]:** The information that I have dates ELA implementation in 2013-2014 starting in the elementary grades and then secondary grades (6-12)

For grades three through five classrooms the curriculum selected was Expeditionary Learning, which the academics department worked hard to pair with the right professional development, and coaching where possible. There was also the adoption of new materials in grades six through 12, but there was less intensive PD and support around it.

**Commented [AC3R2]:** But when was it rolled out for secondary? And what about math?

The implementation of the ELA standards was also integrated into the district’s implementation and training in the workshop model. (Brief description here?) Teachers benefited from professional development and services that were aligned to the model, as well as clear, hands-on guidance on what the workshop model should look like in practice. District staff acknowledge that the workshop model was not a perfect fit for all subjects, such as science, but that it was an extremely useful approach for ELA.

Overall, district staff attribute the success in raising English language arts and literacy achievement to having a multi-pronged strategy for building educator capacity, including on-the-ground experts to support teachers in implementing the common core standards and the instructional shifts that accompanied them. These ELA facilitators, like the math facilitators, had received intensive district training.

Of course, implementation was not always a smooth, effective process in the district. During the 2014-15 school year a review by TNTP found that implementation of the instructional shifts was still uneven across schools, and that a number of classrooms still lacked a sufficient level of grade-level rigor. The district seized on these findings as an opportunity to redouble their implementation efforts, focusing first on the issue of supporting teachers in employing cognitively demanding tasks in their classrooms. This approach of constantly assessing progress and acting on data in order to improve implementation has been a driving force behind the district's success in systemic reform.

Any more here on district responses to TNTP report? Or remove from section?

#### The role of standards implementation in district instructional reform

By all accounts the state of Massachusetts had strong standards in place prior to the Common Core. However, the process of aligning the district curriculum, instructional materials, professional development, and assessment to the Common Core is cited as having helped shape and advance the academic vision of the district.

The rigor of the standards, in particular, helped the district refocus their priorities on developing deep conceptual understanding through cognitively demanding learning tasks, and providing teachers with the right training in content and pedagogy to lead this work. The district now emphasizes the importance of mathematical thinking, not just fluency, as well as getting students to talk about what they are reading, thinking, and learning from rigorous texts.

#### Other factors at work

##### ➤ Human Capital Strategy

Boston has very low teacher turnover, so there is an unusually strong pool of experienced teachers who have been honing their craft over a number of years. This strong teaching force is no accident. In Boston the theory of action for instructional improvement is built on the belief that schools are the unit of change, so the district invests heavily in teacher leaders and school leaders, empowering them to build capacity and adult learning at the building level. The district has made cyclical, consistent investments to ensure that these teachers have the materials, support, and training they need. The professional development provided by the math department, for example, is cited as having had just as much of an impact as the new curriculum in raising math instructional standards and practices.

For roughly the past decade the system has also focused on the importance of early hiring, and put into place policies for removing ineffective teachers, so that principals can replace them with more effective teachers. The district has also taken steps to enable principals to hire from outside the district so that they are drawing from the strongest possible pool of potential teachers.

Of course, retaining and nurturing teaching talent is just as important in this human capital strategy. In addition to the investments in professional development, the Human Capital department also works closely with principals to make sure teachers get actionable feedback and targeted support to continue to improve their practice.

➤ The Seven Essentials of Whole School Improvement

The development of the Seven Essentials of Whole School Improvement in YEAR? have provided the district with an effective school quality framework, articulating the district's core principles for transforming schools. What else should we say about role of the seven essentials in improvement of student achievement? Should we even include this here?

Commented [d4]: Think we should. I had only a couple of statements but this may be a good question posed to Linda Davenport and the Reading Director about how the 7 Essentials influence the work in mathematics and ELA. Secondly, it seems that this became their whole scale instructional strategy model too.

➤ Use of Data

Boston places a high premium on the collection and use of data, and data utilization tools such as Data Wise—have been credited with creating a culture of collaborative data inquiry. The district has a cadre of data inquiry facilitators who are trained in the Data Wise process, and use it to examine problems of practice and develop instructional techniques to address areas of need.

➤ Partnerships

As mentioned above, the district has developed longstanding partnerships with a host of universities, community organizations, and foundations, and the pilot programs, research, and innovation efforts that have come from these partnerships have been an important source of added support and learning for the district.

### The road ahead

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Boston staff members are proud of the progress they have made, but aware that there is more work to be done to address persistent achievement gaps. In particular, the district mounted a cross-departmental process last year to establish a vision of instruction designed to eliminate opportunity and achievement gaps. This process led to the development of the BPS Essentials for Educational Equity, which include—

- Creating Safe, Healthy, and Sustaining Learning Environments
- Designing Learning Experiences for Action and Agency

- Facilitating Cognitively Demanding Tasks and Instruction
- Assessing for learning

The initiative was launched over the summer of 2017 via a teacher conference, as well as at a Leadership Institute held with district principals in August. Through the Essentials for Instructional Equity, the district aims to continue to address biases and beliefs around expectations for student progress and to provide a common language and understanding of equity, while still embracing the school autonomy emphasis that is a hallmark of the district. As of this school year teachers are now engaging with this work, with lead teachers acting as ambassadors and leading projects in their buildings.

Given the emphasis on school autonomy in Boston, there is also the ongoing need to ensure that schools are making the right choices in terms of instructional materials, supports, and interventions aligned to district standards. The district is working to refine the guidance and criteria provided to schools on what curricular materials and programs they should be using. In fact, the district is now working on an audit and curation of programs and interventions in use throughout the system. The aim is to create a “multi-tier playbook” to help inform school-level decision-making and to ensure consistency in the messaging and guidance offered by the central office. This emphasis on building capacity at the school level has been central to the district’s progress to date, and will clearly be an important part of the district’s strategy for improving student performance and addressing achievement gaps moving forward.

**NAGB ADVISORY GROUP**

**Proposal to the National Assessment Governing Board on the Development of the  
Trial Urban District Assessment Task Force  
By the  
Council of the Great City Schools**

**I. Proposal Overview**

The Council of the Great City Schools (Council), the nation's primary coalition of large urban school districts, submits this proposal to the National Assessment Governing Board (NAGB) to support the development of the Trial Urban District Assessment (TUDA) Task Force to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program.

The mission of the Council is to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global economy. Some seven million inner city children attend school in these urban school systems, including 30 percent of the nation's poor, limited English proficient, African American, and Hispanic students. The organization's goals include educating all urban students to high standards; leading and managing our schools effectively; and inspiring public confidence in urban school progress.

The Council has been relentless in pursuit of its mission across 70 member districts. It has launched innovative research around why and how some urban school systems improve faster than others. It provides on-the-ground technical assistance to city school systems on how to improve instruction, management, and operations. And it supports policies and programs that boost achievement, spur reforms, and strengthen accountability.

Related to these efforts, the Council in 2000 proposed to and advocated for the use of National Assessment of Educational Progress (NAEP) in our large urban school districts to enable them to generate comparisons to their peers, states, and the nation. Six districts participated in the first TUDA pilot program in 2002, and the number of participating districts now includes 27 of the largest urban districts in the country, all of whom are members of the Council. The program has been invaluable to the Council and its member districts and provides a consistent measure of student performance from which participating districts can assess progress and evaluate efforts to improve student achievement.

Given the 2017 expansion of the TUDA program to 27 districts, the Council submits the following technical proposal to fulfil the goals and objectives outlined in the Statement of Work to establish a Task Force of local education leaders from TUDA districts. The Task Force is expected to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program. It is our hope that the Task Force will help inform the Strategic Vision of the NAGB and help strengthen and guide the evolution of the TUDA program.

The Council is requesting \$134,140.78 from NAGB for a 24-month – January 8, 2018 through January 8, 2020 – effort that will include the creation, project management, and on-going coordination of the TUDA Task Force. The project will be based at the Council of the Great City

Schools and will involve the support of Council research and administrative staff as well as the participation of district staff identified to serve on the Task Force.

## II. Project Description

### *Specific Project for Which Funds Are Sought*

The Council of the Great City Schools proposes to establish and coordinate a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The 24-month effort will be devoted to creating, coordinating, and supporting the ongoing work of a 10 member – excluding Council and NAGB staff – Task Force of local education agency leaders from TUDA districts. The Council proposes a 10 member distribution as follows:

- Two (2) district superintendents
- Two (2) deputy or associate superintendents
- Three (3) research and evaluation or assessment directors; and
- Three (3) public information officers.

A description of proposed activities follows--

**1) Task 1 – Project Management.** The Council proposes to coordinate all aspects of the project, including recruitment and support of all Task Force participants, coordination of all meetings, including managing and facilitating travel and all meeting logistics, coordinating meetings with NAGB staff along with kick-off meeting, senior leadership meetings, meetings with the contracting officer (CO) and/or the contracting officer’s representative (COR), and creating all materials related to the project and Task Force meetings. These materials would include development of meeting agendas and minutes, quarterly milestone reports (with each quarterly invoice), and annual reports to the Governing Board. The following activities would be associated with the project management:

1. *Kick-off meeting* — Within 10 business days following award of the contract, the Council’s key staff, Michael Casserly and Ray Hart, will meet with the Contracting Officer (CO), COR, and other key Governing Board staff in Washington, DC to review key elements of the contract’s requirements and discuss work plans. A summary of the kick-off meeting minutes will be submitted to the CO and COR within five business days of the meeting.
2. *Senior leadership meetings* — The Council will arrange for in-person meetings with our senior leadership and the Governing Board, as needed, to plan Task Force activities and pursue discussions on areas of mutual interest. The Council will submit brief written meeting minutes within two business days after each meeting. The minutes from each meeting will capture major discussion areas and decision points. We propose one such meeting before each Task Force session – four (4) meetings in the 24-month period.  
*Meetings with COR* — The Council will conduct project planning calls with COR, as needed. The Council will submit minutes within two business days of each call. The minutes will capture the major discussion areas and decision points from each call.
3. *Milestone Reports* — With the submission of each quarterly invoice, the Council will submit a milestone report summarizing project activities that have been conducted during the period and are reflected in the invoice.



- 2) **Task 2 – Task Force Membership.** Within 10 business days following award of the contract, the Council will submit to COR a proposed list of Task Force Members consistent with the parameters identified in the Scope of Work and the draft Task Force Outreach materials (e.g., Task Force Overview and Invitation Letter). The Council expects the Governing Board to provide feedback within five business days. Final deliverables will be submitted not later than five business days after Governing Board feedback.

The Council will invite and welcome all new Task Force members. The Council will attend to overall member relations, e.g., preparing and distributing welcome materials and clarifying Task Force member tenure. The Council will also suggest candidates to fill Task Force vacancies when they occur.

- 1) *Member Recruitment* — The Council will strategically recruit members for the Task Force representing the geographic make up of TUDA districts from the northeast, south, midwest, and the western regions of the country. Student enrollment in Council member districts is currently 40% Hispanic, approximately 30% African American, 20% White, and 8% Asian/Pacific Islander. The Council will recruit members for the Task Force that reflect the diversity of the students served by our member districts. Task Force members, particularly district superintendents, will also serve on the Council’s Board of Directors, but their input in providing guidance to the NAGB is intrical to the success of the Task Force and will not create any conflict of interest between the two roles.
- 2) *Recruitment Process* — The Council’s executive director, research director, academic director and communications director maintain a strong working relationship with district leaders across all member districts. Council staff will identify potential Task Force members from across TUDA districts who meet the criteria for Task Force membership and recruitment outlined above and can provide strong and actionable feedback on policies and issues to inform the work of the Governing Board.
- 3) *Membership* — Within 10 business days after the award of the contract, The Council shall submit to the contractor a proposed list of Task Force members consistent with the parameters identified in member recruitment. The Council will expect feedback from the Governing Board within five business days, and the Council will submit final deliverables not later than five business days after Board feedback including, but not limited to, welcome materials and service acknowledgement for all new Task Force members. In the event membership vacancies arise, the Council will recommend a new member to fill the vacant role to the Governing Board consistent with the member recruitment parameters within 10 business days of the announcement of the vacancy. The Council will expect feedback from the Governing Board within five business days, and the distribution of welcome materials and service acknowledgement will follow within five days after NAGB feedback.

The Council will maintain and provide the Governing Board with up-to-date informational resources about the Task Force. This documentation will include Task Force Outreach Materials (e.g., Task Force Overview and Invitation Letter to be used for member recruitment) and the Task Force Membership Documentation (e.g., the Task Force Member List for public use, Task Force Member Contact Information List for internal use, and Member biographies).

- 3) **Task 3 – Task Force Membership – Task Force Meetings in DC.** Under the base contract period of 24 months, the Task Force will meet two (2) times in person in Washington, D.C.

The Council will plan and coordinate all aspects of these meetings and provide for travel and arrangement costs at each Task Force meeting. Specific requirements include:

- Coordinating a planning meeting with Council and Governing Board staff in advance of Task Force meetings to determine the meeting agendas (to be based on policy issues suggested by Task Force Members, other Council forums, and the Governing Board).
- Scheduling all Task Force meetings.
- Coordinating logistics for in-person meetings, including meeting room arrangements, travel arrangements, and processing reimbursements in accordance with federal travel regulations.
- Arranging information technology resources, including audiovisual arrangements and, if needed, webinar hosting capacity to enable Task Force Members to participate remotely.
- Supporting the preparation and distribution of meeting materials, including preparing the draft agenda and meeting materials one month in advance, reviewing draft and final meeting materials before distribution, and sending meeting materials to Task Force Members two weeks before a meeting.

1. *Minimizing Contract Costs* — The Council anticipates that all meetings in Washington, DC will be held in conjunction with Council convenings. The Council will work with the Mayflower hotel for these meetings to consistently seek to minimize costs. The Council has negotiated with the hotel to waive the room rental fee for the meeting. The Council projectors and computers will be used for all presentations when needed. This proposal assumes that microphones and other audio equipment are not needed for a small group. AV costs in this proposal are assumed for only the “LCD support package” in the meeting room (i.e., screen, cables, empty table for projector, labor for screen set-up). Finally, should a Task Force member need to join the meeting via webinar, the Council has the software needed for a webinar, and all Wi-Fi and other costs are included in the audio/visual services negotiated with the venue. No additional costs are expected for webinar participation for Task Force members.
2. *Meeting Materials* — The Council shall submit all meeting materials, including but not limited to, the draft Agenda, reading materials, and other meeting materials, to the Governing Board one month prior to each meeting. The Council will expect feedback from the Governing Board within five business days, and the Council will distribute final meeting materials to all participants at least two weeks prior to each Task Force meeting.
3. *Travel Assumptions* — The hotel per diem for March 2018 in Washington, D.C. is \$253. The Council assumes the same travel rates for 2019 in Washington, D.C. The estimated airfare for each Task Force Member is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$51.75 per day for 2 days or \$103.50. Staff travel for both days is \$20 per day for taxi fare.

- 4) **Task 4 – Task Force Meetings at the Council’s Annual Conference.** Under the base contract period of 24 months, the Task Force will meet two (2) times in person in conjunction with the Council’s 2018 annual fall conference in Baltimore, MD on Tuesday, October 23, 2018 and the 2019 annual fall conference in Louisville, KY on Tuesday, October 22, 2019.

The Council will plan and coordinate all aspects of this meeting and provide for travel and arrangement costs. For budgeting purposes, the specific requirements and deliverables of this task will be assumed to be identical to Task 3. If an additional requirement arises (e.g., focus group, live stream event, panel) a contract modification will be executed.

1. *Travel Assumptions* — The estimated hotel per diem for October 2018 in Baltimore, MD is \$160. The estimated airfare for each Task Force Member is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$51.75 per day for 2 days or \$103.50. Staff travel is estimated for rail fare to Baltimore in lieu of airfare. All other estimates are the same. The estimated hotel per diem for October 2019 in Louisville, KY is \$118. The estimated airfare for each Task Force Member or Council staff member is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$44.25 per day for 2 days or \$88.50.

**5) Task 5 – Task Force Representation at Governing Board Meetings.**

*Attendance at Quarterly Governing Board Meetings*—To support communication and the sharing of ideas between the Governing Board and the TUDA Task Force, the Council will support the attendance of a Task Force Representative (i.e., either a Task Force Member or a Council staff person) at each quarterly Governing Board meeting.

One representative of the Task Force (i.e., either a Member or Council staff) will be invited to attend each of the Governing Board quarterly meetings during the contract period. Attendance of the Task Force representative will typically be at the Friday session of each Governing Board meeting. The Council will budget travel, lodging, and per diem expenses for each quarterly meeting in accordance with Federal Travel Regulations. The anticipated Friday sessions of the Governing Board meeting dates through 2018 and estimated for 2019 are:

- March 2, 2018 (*Washington, DC*)
- May 18, 2018 (*Montgomery, AL*)
- August 3, 2018 (*Washington, DC*)
- November 16, 2018 (*Washington, DC*)
- March, 2019 (*Washington, DC*) - *estimated*
- May, 2019 (*Location TBD*) - *estimated*
- August, 2019 (*Washington, DC*) – *estimated*
- November, 2019 (*Washington, DC*) – *estimated*

The period of performance will include Task Force representation at eight (8) Governing Board meetings, which include the dates and locations identified above as well as dates and locations in 2019. The Council expects that four of these Governing Board meetings will be held in Washington, DC and four will be held at various locations across the country.

1. *Annual Briefings at Governing Board Meetings* — Under the contract period of 24 months, one (1) member of the Council and one (1) additional Task Force Representative will brief the Governing Board on the work of the Task Force at two (2) quarterly

Governing Board meetings. If needed, the Council will prepare any necessary background materials one month in advance of the briefing and any necessary presentation aides (e.g., slides) to be used during the briefing of the Governing Board.

2. *Travel Assumptions* — The estimated hotel per diem for May 2018 in Montgomery, AL is \$93. The estimated airfare for each Task Force Member is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$38.25 per day for 2 days or \$76.50. For all “*Location TBD Meetings*” the Council assumed the travel rate at Washington, D.C. per diem. Note that only actual per diem will apply when meeting locations are known. Consequently, the estimated hotel per diem for *Location TBD Meetings* is \$253 per participant per meeting. The Council assumes the same travel rates for 2019 in *Location TBD Meetings*. The estimated airfare for one Task Force Member or Council Staff to attend is \$600 per participant per meeting. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$51.75 per day for 2 days or \$103.50 per participant per meeting.

- 6) **Task 6 – Special Outreach Events.** The Council will support special outreach efforts to allow for broader perspectives of large urban districts at various Governing Board events in accordance with the Task Force’s charge. Special outreach events will include logistical and planning considerations associated with Task Force meetings specified in Tasks 3 and 4, including planning calls, preparation of presentation materials, event-summary reports, and travel arrangements in accordance with Federal Travel Regulations.

Under the performance period of 24 months, the Council will support two (2) special outreach events. The Council is proposing to support the participation of 5 individuals, who may include but are not limited to Task Force members or staff, at a special event after the release of the 2017 NAEP assessment results at a *Location TBD*. The event will be open to other potential participants and experts, Task Force members, and/or Council Staff. The Council is proposing to convene a moderated panel discussion on NAEP 2017 Reading and Mathematics results for TUDA districts, how those results are expected to be used in TUDA districts, along with future ramifications for the TUDA program. We propose convening this meeting in a TUDA district to be identified based on TUDA performance results released in spring 2018. The event is expected to highlight the performance of the district where the event is held and all 27 districts overall.

In addition, the Council is proposing to replicate a smaller version of this event with a panel discussion at the Council of Chief State School Officers National Conference on Student Assessment (NCSA) meeting, *Location TBD*, with 5 individuals, who may include but are not limited to Task Force members or staff, in June 2019. The event will be open, and the cost covered in this proposal are for Task Force members, TUDA experts, and/or Council Staff.

1. *Travel Assumptions* —For TUDA and CCSSO special events in “*Location TBD*” the Council assumed the travel rate at Washington, D.C. per diem. Note that only actual per diem will apply when the meeting location is known. Consequently, the estimated hotel per diem for *Location TBD* is \$253 per participant. The estimated airfare to attend is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per

diem incidentals rate is \$51.75 per day for 2 days or \$103.50 per participant. The estimated hotel per diem for June 2019 CCSSO event in *Location TBD* is \$253. The estimated airfare for each Task Force Member is \$600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is \$51.75 per day for 2 days or \$103.50 per participant. The CCSSO conference event also includes an estimated conference registration fee of \$500 per participant.

### ***Specific Needs Being Addressed and Why the Proposed Project Will be Effective***

The nation's Great City School systems are under substantial pressure to improve achievement, graduate more students, and generally improve their outcomes for the country's big-city children and youth. To meet this imperative, the Council of the Great City Schools has been using a series of data-based strategies to improve the academic and operational performance of its member districts. These strategies have included the initiation of the Trial Urban District Assessment (TUDA) that provides district-specific NAEP data on selected urban school districts. We believe the opportunity to improve the TUDA program in the manner proposed, as well as opportunities for outreach and sharing the implications of NAEP results to improve student achievement, are invaluable.

### ***Direct Beneficiaries of Proposed Project***

The direct and immediate beneficiaries of the project will be the 27 TUDA districts as well as all member school districts of the Council of the Great City Schools. These school districts are found in every region of the country and enroll over seven million students, including about 30 percent of the nation's poor, limited English proficient, African American, and Hispanic students. Therefore, the proposed work indirectly benefits other school districts nationwide that work to educate populations of students that mirror those in the nation's large-city school systems.

Further, the collaboration is expected to provide district input and feedback to the Governing Board to improve the TUDA program and inform efforts to promote the use of TUDA data. The Council expects the Task Force to provide guidance to NAGB on topics related to the Strategic Vision and the TUDA program specifically. The Council views this collaboration as being mutually beneficial to the Governing Board, our member districts, and those working to improve educational outcomes for students in large city districts across the country.

### **III. Organizational Capacity**

The Council of the Great City Schools is a coalition of 70 of the nation's largest urban school districts based in Washington, D.C. It has a diverse staff of 27 professionals with expertise in communications, instruction, management and operations, research and assessment, and federal legislation and policy. The group's board of directors is composed of the superintendent or chancellor of schools and one school board member from each member city, making the 501(c)(3) organization the only national association of big city school districts and the only one whose focus is solely urban. In between meetings of the board, an executive committee of 21 individuals who are equally divided between superintendents and school board members and who are elected from

the board of directors oversees the operations of the Council. The Council's executive director reports to the executive committee and board of directors.

The Council's mission is to improve the quality of public education in the nation's major cities, and its three-fold goals include teaching all urban students to the highest academic standards; improving leadership, governance, management, and operations in the nation's largest urban school systems; and strengthening the public's confidence in their progress.

The Council works to attain these goals through instructional leadership, management and governance reforms, research, technical assistance, and dissemination activities that leverage the organization's unique and extensive network of school board members, superintendents, chief academic officers, chief financial and operating officers, communications directors, personnel directors, bilingual education directors, and others who meet regularly to share best practices and solve common problems. No other network or organization has the same relentless focus on the reform and improvement of urban schools, making it uniquely qualified and positioned to successfully pursue the proposed project.

The proposed project will directly enhance the mission and goals of the Council by boosting the group's efforts to spur reform and strengthen academic achievement. Moreover, the project will help the organization improve the TUDA program and ensure that reforms are moving in the right direction.

The Council is well suited to fulfill the requirements of this contract. In 2006, the Council received a \$2.5 million dollar grant award from the Institute of Education Sciences to establish the Senior Urban Education Research Fellowship Program. The fellowship program was designed to facilitate partnerships between large urban school districts and high quality senior researchers to produce rigorous research that is relevant to the specific challenges facing urban schools districts. In 2008, the council received a \$100,000 grant award to conduct subscale analyses of NAEP results from the Institute of Education Sciences. Council member districts have been involved extensively in NAEP since 2002 when the National Assessment Governing Board and Congress approved the Trial Urban District Assessment (TUDA).

The project will be overseen by the Council's Executive Director Michael Casserly. The project's day-to-day point person will be Ray Hart, the Council's Director of Research, with support from two research staff members, a research manager and research specialist. The project's financial operations will be administered by the Council's Director of Finance, Administration, and Conferences. The project will be directly managed and operated by the organization and will not be outsourced or contracted to a third-party.

### ***Conflict of Interest***

This project does not present any conflict of interest, either personal or organizational, related to the roles of the employees involved in the project. All employees of the Council are required to adhere to the Conflict of Interest guidelines of the organization. The Council respects employee's rights to engage in activities outside the work of the organization. Employees are encouraged to be well-rounded, active and contributing citizens of the community. However, to avoid any actual or apparent conflicts of interest:

- Employees should not become involved in any outside transaction or activity that could be viewed as a conflict between those of the Council or those of the individual's role as an employee of the Council.
- Employees should not accept any outside employment that potentially could interfere with attendance or satisfactory performance of duties at the Council.
- Employees should not accept gifts, payments, fees, return services, discounts, privileges or favors of any type that might appear to obligate or compromise the Council or the individual as an employee of the Council.
- Supervisors should refrain from hiring or retaining relatives, or from influencing the hiring or retaining of relatives by the organization's members, sponsors, or providers.

#### IV. Project Budget

The Council of the Great City Schools is requesting a 24-month contract in the amount of \$134,140.78 from The National Assessment Governing Board to fund the creation of a Task Force of local education agency representatives from TUDA districts. The organization's leadership does not foresee major changes to its proposed budget for the two-year period of the contract. The Council does not anticipate financial risks in conducting the proposed project. All budgets, including this one, are reviewed and approved by the Council's Executive Committee and Board of Directors. The detailed explanations for key budget line items are found below:

#### PERSONNEL AND BENEFITS

Personnel labor costs are based on timesheets reflecting labor hours directly related to specific project accounts. The Council will keep detailed, coded records reflecting that the Trial Urban District Assessment Task Force received direct benefit from the labor expenditure. Personnel time is distributed as follows:

	Executive Director		Director of Research		Research Manager		Research Specialist	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
Task 1	5	5	14	12	4	4		
Task 2	2	2	15	5	10	5	5	5
Task 3	10	5	30	30	20	20	20	20
Task 4	5		30	30	20	20	20	20
Task 5			32	32				
Task 6			10	10	10	10	10	10
Total Hours	22	12	131	119	64	59	55	55

Fringe Benefits are calculated at 45.7 percent of direct salaries. The Council Fringe Benefits rate includes vacation, sick and other compensated absence expenses, health and life insurance benefits, payroll taxes, and pension expenses. Fringe Benefits are based on the following expenditures:

The Council of the Great City Schools  
1331 Pennsylvania Avenue, N.W., Suite 1100 N, Washington, D.C. 20004  
For the Fiscal Year Ended June 30, 2017

ADDITIONAL INFORMATION

		FY 2016-17	
Fringe Benefits Pool includes:			
5021	Health Insurance	\$316,378.60	32.5%
5022	Life & Disability Insurance	\$29,688.06	3.0%
1088	403(b) Plan - 5% Employer Contribution	\$124,090.93	12.7%
1089	Unemployment Compensation	\$4,089.35	0.4%
1090	Sick Leave and Holiday Pay	\$166,391.37	17.1%
1091	Vacation Leave	\$182,979.01	18.8%
1092	FICA - Employer Contribution	\$157,741.83	16.2%
5020	Parking for Executive Director	<u>\$3,025.44</u>	0.3%
Total for Allocation FY16-17		\$984,384.59	101.0%
ADD:	5020-10	Used Carryover Vacation Leave FY15-16	<u>(\$9,860.90)</u> -1.0%
Total Direct & Indirect Benefits		\$974,523.69	

TOTAL BENEFITS \$974,523.69  
 divided by: TOTAL SALARIES 2,130,451.66

FRINGE BENEFITS RATE 45.743%

Total Personnel and Benefits for twenty-four months related to this contract is \$43,319.19.

**TRAVEL AND ACCOMODATIONS**

The Task Force will convene twice a year for two years to discuss the policies and practices related to the TUDA program. The budget includes travel costs for ten (10) members and two (2) Council staff members to Task Force meetings, NAGB Governing Board meetings, and two special outreach events. Per person travel costs include \$600 for roundtrip airfare, per diem costs for hotel accommodations and meals, and incidental expenses (cost varies based on location). The meetings will be held in conjunction with an ongoing Council meetings, thereby saving travel costs.

GSA rates will be used for all travel, accommodation and per diem expenses in this contract. For budgeting purposes, the Council has used the average GSA travel and per diem rates since many actual locations for meetings are to be determined. Actual rates will be adjusted based on specific locations. In addition, the proposal assumes two partial travel days for all participants to meetings since specific travel arrangements are not known at this time. The Council will strictly follow all Federal Travel Regulations in the execution of this contract including, but not limited to, travel day per diem rates, lodging, and incidental and meal rates specific to travel locations.

Total Travel and Accommodations for twenty-four months is \$59,616.50.



## CONFERENCES, CONVENTIONS, MEETINGS

Budget for conferences and meetings includes expenses per convening for the LCD Support Package at \$500 (depending on location). Finally, we estimate that the cost for a webcast of a NAEP special event in a district to be named after 2017 results are released will be \$3,000.

Total Conferences, conventions, meetings for twenty four months is \$5,000.

## OTHER DIRECT COSTS

This cost is budgeted at \$1,800 for materials and supplies, and \$1,400 for phone, printing and copying.

Total Other Direct Costs for twenty four months is \$3,000.

## INDIRECT COSTS

Indirect costs include those expenditures that cannot be readily identified and charged to a specific program but are nevertheless necessary to the operation of the organization and the performance of its programs. The Council maintains an annual indirect cost budget. Examples of the types of expenditures normally included in the indirect cost pool are:

- General administration
- Salaries and expenses of the executive officers, finance, accounting and administration personnel (Net of offsetting charges billed directly to specific project accounts)
- Depreciation of equipment and buildings
- Office rent and maintenance

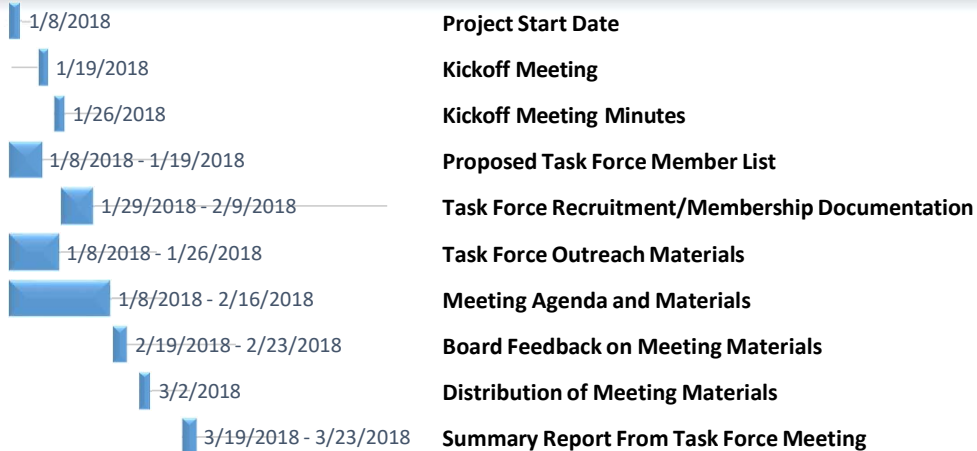
Current Federal Funding Agency will serve as the Council's Cognizant Audit Agency and has the responsibility of establishing the Council's indirect cost rates. These rates will be binding on all other agencies and their contracting officers unless specifically prohibited by federal or state statute. The Council follows an Approved Negotiated Indirect Cost Recovery Agreement (NICRA) with respect to the computation of indirect cost rates.

Indirect Cost Allowed for 501(c)(3) organizations w/ 20.7 percent IDC maximum is \$23,005.09

TOTAL PROJECT COST PROPOSED is \$134,140.78.

## V. Contact Information

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**ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT  
TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Achievement and Professional Development**

**2017-2018**

### ***Task Force Goals***

To assist urban public school systems in teaching all students to the highest academic standards and in closing identifiable gaps in the achievement of students by race.

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

### ***Task Force Chairs***

Paul Cruz, Austin Superintendent  
Paula Wright, Duval County School Board  
Deborah Shanley, Lehman College of Education Dean

## **ACADEMIC DEPARTMENT OVERVIEW**



# Academic Department Overview

January 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, job-alike conferences to facilitate networking and collaboration among our members.

Major efforts this year focus on supporting our members with the implementation of the Common Core State Standards and college- and career-readiness standards. This includes providing technical assistance and written guidance for developing and implementing high-quality curriculum documents to support school staff in elevating teaching and learning to align to college- and career-readiness standards, guidance for assessing the level of implementation of the standards throughout the district, and increasing the functionality of academic key performance indicators.

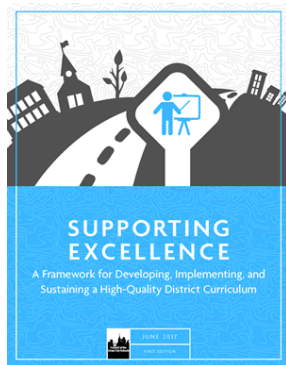
## Current Activities/Projects

### ➤ *Supporting Rigorous Academic Standards*

#### *Overview*

With funding from the Bill and Melinda Gates Foundation, the Council works to advance district capacity to implement college- and career-readiness standards, ensuring that all urban students have access to high-quality instructional materials, interventions, and programming.

#### *Assessing the Quality of District Curriculum*



The Academics team led the development of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* with principles that are appropriate for all college- and career-readiness standards. This framework provides instructional leaders and staff with criteria for what a high-quality curriculum entails. Developed through combined efforts of Council staff together with school, district academic leaders, and other experts, this first edition guide includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and high expectations for all students, and that it clarifies the instructional work in every school

throughout the district. The document includes a study guide for district to use. Additionally, the Council provided on-site technical assistance for using the tool in Cleveland Metropolitan School District (May 2017). Similar professional development will be provided to Jackson Public Schools (February 1-2, 2018) and is available to member districts upon request. The Academics team also gave written feedback to Kansas City on

units they were developing. These collaborations guide districts in determining implications for curriculum development and refinement, implementation, teaching and learning, and raising student achievement.

### ***Technical Assistance to Southern Cities***

In July 2017, we provided technical assistance to several Southern city school systems during the Academic, Information Technology, and Research Directors' conference. Participants engaged in discussions on the leading challenges these districts face in addressing achievement gaps and in implementing college- and career-readiness standards for all students. This information was used to identify key priorities that the districts wanted to examine during the pre-conference on October 17, 2017. During the session, districts shared successful strategies leading to greater gains in literacy and mathematics and meaningful use of school improvement plans. Presentations from the field featured Boston, Charlotte-Mecklenburg, Dallas and Des Moines with open discussions facilitated by Council staff and retired superintendent Carol Johnson.

### ***Academic Key Performance Indicators***



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

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

### ***Indicators of Success***



The Council convened a cross-functional working group to discuss and inform the development of indicators districts might use to track their progress on implementation of college- and career-readiness standards. After considerable feedback, this document has been published and is available on the Council's website under the title *Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards*.

Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides a core set of leading questions, along with descriptions of what it might look like to be "on track" or "off track" in these areas and possible sources of evidence districts could use to determine where they fall on the continuum. Members report that this document has played a key role in their planning and monitoring of standards implementation.

### **➤ *Principal Supervisor (PSI) Initiative***

#### *Overview*

With funding from the Wallace Foundation, project staff worked with grant recipients in enhancing the role of urban principal supervisors in improving instruction.



The Council team completed a third round of follow-up visits to PSI districts in April 2017. The visits included: Baltimore City Public Schools (January 23-24); Broward County Public Schools (February 7-8); Cleveland Public Schools (February 9-10); District of Columbia Public Schools (March 6-7); Tulsa Public Schools (April 4-5); Long Beach Unified School District (April 12-13); Minneapolis Public Schools (April 18-19); and Des Moines Public Schools (April 20-21). For the first time, many of these rounds included representatives from PSI districts on the site visit teams to facilitate on-going networking between and among these districts to enhance and expand their reform efforts.

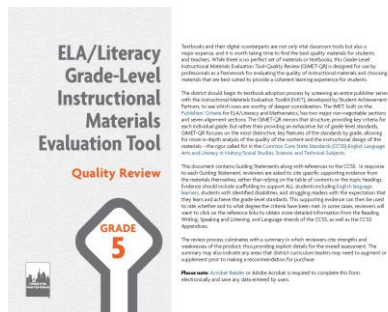
In spring 2018, project staff will visit five districts that have shown the greatest gains on NAEP on reading and mathematics in grades 4-8. During these rounds, we will examine the role of principal supervisors in supporting school principals in implementing district initiatives to raise student achievement.

➤ **Balanced Literacy and Foundational Skills: Joint Project with Student Achievement Partners**

With funding from the Schusterman Foundation, the Council and Student Achievement Partners collaborated with member districts to provide support that ensures students in balanced literacy programs develop the foundational reading skills, knowledge, and vocabulary required to read grade-level complex text.

During SY 2017-18, the Metropolitan Nashville Public School district is piloting an augmented balanced literacy pilot in kindergarten and grade one for ten schools. The goal of this pilot is to adjust their current content and instructional practices to incorporate research-based content, focused on strengthening foundational skills, and building knowledge and vocabulary through Read-Alouds during the literacy block. Milwaukee Public Schools, Memphis Public Schools, Seattle Public Schools, and San Antonio Independent School District are observing the training and participating in learning walks to determine if they want to incorporate this approach in their districts.

➤ **Grade-Level Instructional Materials Tool-- Quality Review (GIMET-QR)**



The Hewlett Foundation provided funding for CGCS to work with district academic leaders and national experts in content, special education, and English language learning to develop and publish grade-by-grade rubrics consistent with textbook adoption procedures used in urban districts. These rubrics, called the *Grade-Level Instructional Materials Tool-Quality Review (GIMET-QR)*, amplify selected non-negotiable areas and alignment criteria so that districts can discriminate which sets of materials best fit their needs for English language arts and mathematics.

Additionally, they help districts determine priority support areas in implementing the adopted classroom materials. Moreover, each rubric dovetails with the set of requirements for English language learners seen in other CGCS publications (*A Framework for Raising Expectations and Instructional Rigor for English Language Learners* and *A Framework for Re-envisioning Mathematics Instruction for English Language Learners*) concurrently developed and published under the leadership of Gabriela Uro. Both frameworks are available on the Council’s website.

The GIMET-QR tools can be found on the Council’s website, as well as on [www.commoncoreworks.org](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:

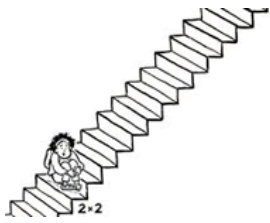
- 1) to assess alignment and identify gaps/omissions in current instructional materials;
- 2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and

- 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 website, [www.commoncoreworks.org](http://www.commoncoreworks.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)

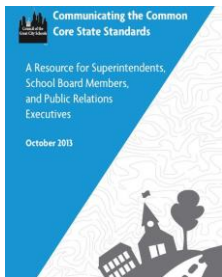
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*Conversation.* Two three-minute videos (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

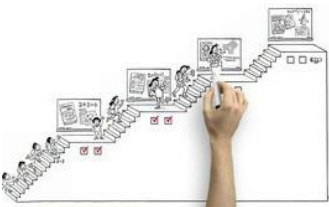
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**Communicating the Standards**



*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)

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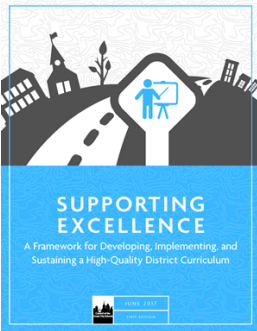


*Conversation.* Two 30-second Public Service Announcements (one in English and one in Spanish) that explain how the Common Core State Standards will help

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>

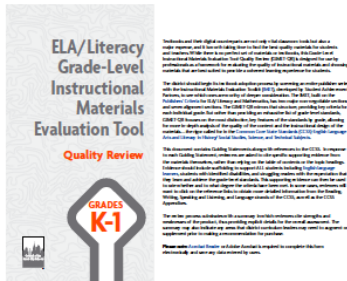
## Developing and Aligning Standards-based District Curriculum



*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)

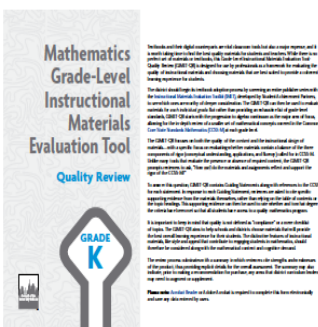
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## Selecting and Using Standards-based Instructional Materials



*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 decision about bringing computer science for all students to scale. This website was designed in partnership with the University of Chicago team at the Center for Elementary Mathematics and Science Education.

<https://www.cgcs.org/domain/290>

*Alignment Projects:* The Council collaborated with Student Achievement Partners to create four English Language Arts projects demonstrating how to adapt textbooks to the rigor of college-and career-readiness standards. The resources developed through these projects are available at <https://achievethecore.org/category/679/create-aligned-lessons>.

*Basal Alignment Project.* A set of classroom tools for adapting basal texts to the rigor of the Common Core in English language arts and literacy for grades 3-5. It contains over 350 lesson examples demonstrating how to write quality text-dependent questions.

*Anthology Alignment Project.* A set of classroom tools for adapting English language arts textbook lessons to the rigor of the Common Core in English language arts and literacy for grades 6-10. It contains over 200 lesson examples demonstrating how to write quality text-dependent questions for secondary school anthologies.

*Read Aloud Project.* A set of classroom tools that explain how to identify and create text-dependent and text-specific questions that deepen student understanding for kindergarten through grade 2. It contains more than 150 sample lessons.

*Text Set Project: Building Knowledge and Vocabulary.* A set of classroom tools that include materials and activities, enabling participants to create and using Expert Packs (text sets) to support students in building knowledge, vocabulary and the capacity to read independently for grades kindergarten through grade 5. Text sets are comprised of annotated bibliographies and suggested sequencing of texts to provide a coherent learning experience for students. This is accompanied by teacher instructions and supports, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

### Professional Development on the Standards



*From the Page to the Classroom—ELA.* A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English Language Arts and literacy. The video can be stopped and restarted at various spots to allow for discussion. (2012)

<https://www.cgcs.org/domain/127>



*From the Page to the Classroom—Math.* A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in mathematics. The video can be stopped and restarted at various spots to allow for discussion. (2012)

<https://www.cgcs.org/Page/345>

- *Fraction Progression:* Classroom tools and videos for teaching fractions across grades three through six, developed in collaboration with Illustrative Mathematics and Achieve.

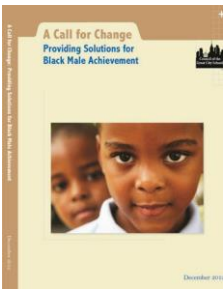
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## Implementing High Standards with Diverse Students



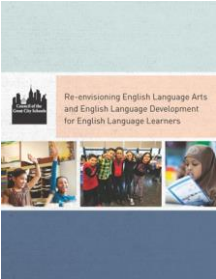
*Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support.* A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (2012)

<https://www.cgcs.org/domain/146>



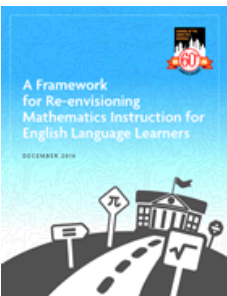
*A Call for Change: Providing Solutions for Black Male Achievement.* A book-form compendium of strategies by leading researchers and advocates on improving academic outcomes for African American boys and young men. Areas addressed include public policy, expectations and standards, early childhood, gifted and talented programming, literacy development, mathematics, college- and career- readiness, mental health and safety, partnerships and mentoring, and community involvement. (2012)

<https://tinyurl.com/yap8zll8>



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

<http://tinyurl.com/yasg9xc4>



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

<http://tinyurl.com/y7flpyoz>

- *Butterfly Video:* A 10-minute video of a New York City kindergarten ELL classroom illustrating Lily Wong Fillmore's technique for ensuring that all students can access complex text using academic vocabulary and build confidence in the use of complex sentences as they study the metamorphosis of butterflies.

<https://vimeo.com/47315992>

## Assessing District Implementation of the Standards



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

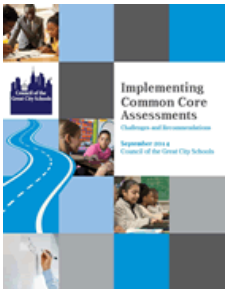
<http://tinyurl.com/hh6kesd>



*Calendar of Questions.* A series of questions about ongoing Common Core implementation 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)

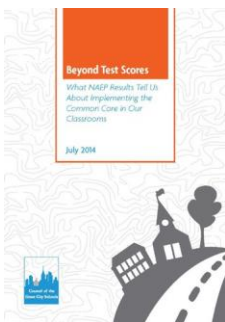
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## Implementing Standards-based Assessments



*Implementing the Common Core Assessments: Challenges and Recommendations.* A summary of the PARCC and SBAC assessments, challenges in implementing large scale on-line assessment, and recommendations for successfully implementing them. (2014)

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Implementing Common Core Assessments-2014.pdf>



*Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms.* An analysis of results on four sample NAEP items—two in mathematics and two in ELA— that are most like the ones students will be seeing in their classwork and on the new common core-aligned assessments. In this booklet, the Council shows how students did on these questions, discusses what may have been missing from their instruction, and outlines what changes to curriculum and instruction might help districts and schools advance student achievement. It also poses a series of questions that district leaders should be asking themselves about curriculum, professional development, and other instructional supports. (2014)

[https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond Test Score\\_July 2014.pdf](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)

**Coming Soon!**

*The Great City Schools Professional Learning Platform.* A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018)

### ➤ *Building Awareness and Capacity of Urban Schools*

#### *English Language Arts*

#### Professional Development Opportunities

Districts interested in any of the following professional learning opportunities can contact the Council's Director of Language Arts and Literacy, Robin Hall ([rhall@cgcs.org](mailto:rhall@cgcs.org)).

- The Council conducts two-day writing conferences including a component to address writing in mathematics. The literacy component focuses on students' use of knowledge gained from a series of texts on a specific topic in order to produce effective argumentative compositions. The conference presents practical approaches for teaching argumentative writing that can be expanded to other content areas.

#### *Urban Library Council*

The Council of the Great City Schools and the Urban Libraries Council (ULC) facilitated a special literacy focus group breakfast in July 2016 to share ideas and guidance on strategies for improving reading proficiency among low-income K-3 grade students, as well as experiences working with public libraries to support early

reading skills. The key points made in the discussion have been used in a ULC call-to-action report, released in June 2017 and is available on the Council's website.

### *Mathematics and Science*

- The Council partnered with a University of Chicago team from the Center for Elementary Mathematics and Science Education to provide feedback on a toolbox for K-12 teachers, administrators, and district leaders. This toolbox, located at <http://www.leadcs.org>, helps urban districts make decisions about improving computer science education at scale.

During Fall 2017, the Council and the University of Chicago team hosted three webinars to support member districts in increasing access and opportunities in computer science for students in K-12. Each webinar was facilitated by a STEM leader from either San Francisco Unified, Dallas Independent, or Metropolitan Nashville School districts. The facilitators allowed participants a window into their district's efforts for computer science and structured additional opportunities for district leaders to network and collaborate to strategically build and improve upon existing computer science programs with an emphasis on either STEM or STEAM.

- Under the leadership of the CGCS Bilingual team, the academic department supported the development of a new tool for materials selection, *A Framework for Re-envisioning Mathematics Instruction: Examining the Interdependence of Language and Mathematical Understanding*. The tool is to be used by publishers of mathematics materials to create the type of instructional content that will enable our districts to successfully address the needs of ELLs and students with disabilities while implementing college and career-readiness standards in mathematics. Under the leadership of Gabriella Uro, the Framework will inform the work of a Joint Procurement Project, to use the Council's joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials for English language learners. This project includes the convening of a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. On December 12-13, 2017, the working group provided concrete and detailed feedback about the interdependence of language and mathematics to selected vendors to improve their proposed materials.

### ➤ *Curriculum and Research Directors' Conference*

The 2017 Annual Academic, Information Technology and Research Conference for Curriculum Leaders, Principal Supervisors, Research and Assessment Directors Conference took place in Pittsburgh, PA, July 11-14, 2017. District leaders were encouraged to send teams to share in discussions and information around the theme: *Connecting the Dots: Collaborating to Solve Organizational Issues for Student Success*.

We built upon previous work on improving collaboration across district departments and roles. The Academic sessions focused upon the features of quality district curriculum, key areas that are often missing from reading programs, new CGCS online professional development modules to address struggling readers, developing a strong kindergarten through grade twelve computer science program, promising materials in ELA and mathematics that are aligned to college-and career-readiness standards, and the interdependence of language and mathematics.

The 2018 Curriculum and Research Directors' meeting will take place from June 25-27 in Portland, Oregon. A team of Council members will provide input on the issues they want the conference to address.

### ➤ *Academic Strategic Support Teams*



Several districts requested strategic support team visits to answer specific questions raised by their superintendents for an objective analysis of their academic program. In 2016-17, Council teams reviewed extensive district documents and were onsite to meet with appropriate personnel to assess and compile findings and make recommendations for Minneapolis Public Schools, Metropolitan Nashville Public Schools, Pittsburgh Public Schools, Kansas City Public Schools, and Jackson Public Schools.

**JACKSON REVIEW MEMO**



## Memorandum

TO: Freddrick Murray, Interim Superintendent  
Jackson Public Schools

CC: William Merritt  
Jackson Public Schools

FROM: Michael Casserly, Executive Director  
Council of the Great City Schools

SUBJECT: Preliminary Findings and Short-Term Recommendations

DATE: December 15, 2017

Thank you for the invitation to the Council of the Great City Schools to work with you in your efforts to improve. We appreciate the time that the school board, administrative leadership, staff, principals, teachers, and community members took with us last week when we were in Jackson to begin our work together. These discussions were very productive, and we gained considerable insight into the challenges the district faces and the opportunities that it has. The purpose of this memo is to provide you with preliminary thoughts, findings, and short-term recommendations for your consideration. We are scheduled to provide you with a detailed report next month that will include more specifics and a set of longer-term proposals. We are also scheduled to return to Jackson during the last week of January to work with your academic staff on various curricular issues.

The team that accompanied me to Jackson last week included the following individuals:

- Ricki Price-Baugh, Director of Student Achievement  
Council of the Great City Schools
- Ray Hart, Director of Research  
Council of the Great City Schools
- Robin Hall, Director of Literacy  
Council of the Great City Schools

- Denise Walston, Director of Mathematics  
Council of the Great City Schools
- Amanda Corcoran, Manager of Special Projects  
Council of the Great City Schools

The Council has considerable experience in conducting organizational, academic, and operational reviews of big city school systems. An attachment to this memo lists some 300 technical assistance teams that the Council has provided to over 50 major city school systems over the last 20 years.

During the team's visit to Jackson from December 3 through December 6, we interviewed approximately 73 individuals either one at a time or in focus groups. On the first evening of the site visit, the team met with Interim Superintendent Fredrick Murray and senior staff member William Merritt to better understand their expectations and objectives for the review and to make last-minute adjustments to the agenda. The team used the next two full days of its site visit to conduct interviews with key staff members and examine documents and data. The complete lists of individuals interviewed and materials reviewed are presented in the appendices.<sup>1</sup> On the evening of the second day, the team held a preliminary briefing for Dr. Murray and Dr. Merritt. The final day of the visit was devoted to synthesizing and refining the team's findings and initial recommendations.

This approach by the Council of the Great City Schools of providing technical assistance, peer reviews, and support to urban school districts to improve student achievement and operational effectiveness is unique to the organization and its members, and the process has proven to be effective over the years for several reasons.

First, the approach allows the superintendent and staff to work directly with talented, experienced practitioners who have worked in other major urban school systems that have established track records of performance and improvement. No one can claim that these individuals do not know what working in a large school system like Jackson means.

Second, the recommendations developed by these teams have validity because the individuals who developed them have faced many of the same problems now encountered by the school system requesting a Council review. Team members are aware of the challenges faced by urban schools, and their strategies have been tested under the most rigorous conditions.

Third, using experienced urban school leaders from the Council is typically faster and less expensive than retaining a large management consulting firm. It does not take team members long to determine what is going on in a district. This rapid learning curve permits reviews that are faster and

<sup>1</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 teams conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

less expensive than could be secured from experts who are not so well versed on how urban school systems work.

Fourth, the reports generated from this process are often more hard-hitting and pointed than what school systems often get when hiring a consulting business that may pull its punches because of the desire for repeat business. For the Council, this work is not a business; it is a mission to help improve public education in the country's major urban school systems.

Finally, the teams comprise a pool of experts that a school system such as Jackson can call on as a member of the Council at no additional cost to implement recommendations or develop alternative plans and strategies. The Council would be pleased to put this team at the disposal of the new superintendent as he works to carry out recommendations and pursue other reforms.

That said, this memo presents a preliminary, summary report on the Council's findings and short-term proposals. The narrative is divided into six major sections: commendations and strengths, academic performance, organizational structure and goals, curriculum and instruction, data systems, and initial recommendations. (Recommendations are grounded in research by the Council and others on why some urban school systems make substantial academic progress and others do not, and on extensive experience reviewing scores of instructional programs in big-city school systems nationwide.) Please keep in mind that a full report and technical assistance will follow.

#### **A. Commendations and Strengths**

- The leadership of the school system has a real opportunity to change and improve the district and its services to students. The governor and mayor have given the district additional time to improve, having come together despite political differences to provide a viable option that avoids a takeover. Both leaders seem ready to work together on improving public schools in the state's capital city. In addition, the district's leadership seems to know that it has been handed an opportunity and appears determined to take advantage of it.
- The new school board appointed by the mayor is a strength for the district. School board members interviewed by the team demonstrated a clear sense of urgency, dedication to the district, attention to detail, and a focus on student achievement.
- Members of the Better Together Commission interviewed by the team voiced their commitment to working with the new school board. The commission is charged with engaging the community, among other things, and incorporating their feedback into the process of reform and improvement.
- The district's interim superintendent appears determined to use his position to get the school system back on track.

- The school board, commission, and staff leadership seem to be taking a holistic view of reform and improvement rather than simply envisioning a series of limited, technical changes.
- The school district has considerable staff talent, is generously staffed, and has many committed community members. The pool of talent that the district has forms the basis for building considerable long-term capacity to improve on its own.
- After several years without a curriculum department or professional development unit, the district’s administrative leadership team have reinstated these functions. One of the results is a renewed focus on instruction this school year. Both principals and teachers report that administrators are more visible in their classrooms this year. (Still, it was clear that the district is still paying the price for the decision some years ago to eliminate the department.)
- The district has brought back its teacher mentoring program this year, after being shuttered for some time. The district is also working to expand its PBIS strategy systemwide.
- Individual school principals and teachers interviewed by the team reported having common planning time, which—if expanded—could become a vehicle for more systemic job-embedded professional development moving forward.
- AP calculus/math is available in every high school in the district, although participation rates are not high and AP test passing rates are low.
- The district has an appointed staff member to work with partner organizations to coordinate their efforts and identify areas of need for these organizations to address.

## **B. Academic Performance**

Figures 1 through 4 compare reading and math performance of Mississippi, the nation, and the Large City Schools nationally on the National Assessment of Educational Progress (NAEP). Figures 5 through 20 compare the performance of Jackson to the state in 2016 and 2017. The state and national comparisons show that—

- Mississippi scored below national averages in fourth grade NAEP reading in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year.
- Mississippi scored below national averages in fourth grade NAEP math in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year.
- Mississippi scored below national averages in eighth grade NAEP reading in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year.

- Mississippi scored below national averages in eighth grade NAEP math in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year.
- Between 2009 and 2015, Mississippi has shown improvements on NAEP reading and math, except eighth grade reading.
- Between 2009 and 2015, Mississippi showed similar or larger gains than the Large City Schools on NAEP reading and math, except eighth grade reading.

#### English Language Arts (ELA)

- The Council team consistently heard from teachers, principals, and staff that improving the performance of the lowest quartile of students was a priority of the district's improvement efforts. Figures one and two illustrate that this emphasis has resulted in a smaller gap in ELA between the state and the district for students in the lowest performance level (Minimal or Level 1) at all tested grades except one – the seventh-grade gap increased 4.1 percentage points. See figures one and two.)
- Figures three and four show the change over the two years in student ELA performance at Level 2 (Basic) on the MAP Assessment. The gap between JPS and the state increased at all grades except grade 5 and 7, which were down 1.1 and 1.6 percentage points, respectively.
- One explanation for the increase in the gap at Level 2 involves the district's ability to lower the gap at Level 1. The district might note that its focus on the lowest quartile has likely resulted in a larger number of students in Level 2. The percentage of students in Levels 1 and 2 districtwide ranged from 38.3 percent at grade five to 52.5 percent in English II, with other grade levels at or close to half of all tested students. Consequently, a focus on the lowest quartile only results in a ballooning of the Level 2 population, because those at the upper end of the Basic level are not receiving the attention they need to move to Pass (Level 3) or Proficient (Level 4).
- Figures five and six support the previous hypothesis in that there was very little change (one percentage point or less) in the gap between the state and district at Level 3 (Pass) in all grades except grade six where Jackson closed the gap by 3.7 percentage points. Across all grade levels, the percentage of students at Level 3 in Jackson remained steady, suggesting that very few students are moving into or out of this category.
- Finally, Figures seven and eight show that the gap between JPS and the state in the percentage of students at or above Proficient (Levels 4 and 5) grew between 2016 to 2017 in every grade except Grade 5, where the gap decreased 3.3 percentage points. Increasing the number of students who are at or above Proficient levels contribute to a greater extent to district and school accountability ratings. Despite the increasing gap, the district did improve its overall percentage of students at or above Proficient by about 8.6 percentage points in ELA--driven by a slight improvement in grade three (1.3 percentage points)--and an improvement in grades five and six, 6.4 and 9.1 percentage points respectively.

## Mathematics

- Figures 9 and 10 show that the emphasis on the lowest quartile of students has not affected the gap between the state and district in mathematics among students in the lowest performance level (Minimal or Level 1). Gaps at most grade levels remained essentially unchanged and grew in grades four, eight, and Algebra I. The overall percentage of students at Level 1 decreased in grades three, six and seven, but they increased in grades four and eight and in Algebra I.
- Figures 11 and 12 show that the gap between the state and district at Level 2 increased in each grade level except grade five. The gap in Algebra I increased over 10 percentage points. The overall percentage of students in Level 2 decreased slightly or remained the same in most grade levels. There was an increase in Level 2 students at grade seven, but this was somewhat expected given the corresponding grade-seven decrease in students at Level 1.
- At the same time, the percentage of Jackson students at Level 2 on the Algebra I exam increased seven (7) percentage points. This, coupled with a 6.5 percentage point increase in the number of Level 1 students on the Algebra I exam, indicates students in the 2017 student cohort struggled more than their peers in 2016, while students statewide improved over these two years.
- Conversely, the percentage of students at Levels 3, 4, and 5 (Figures 13 – 16) declined in Algebra I between 2016 and 2017. The percentage of students at Levels 4 and 5 declined 3.2 percentage points as the state percentage climbed 5.3 points. The percentage of students at Level 3 declined 10.4 percentage points and the state percentage declined 3.3 points. As a result, the Algebra I gap between the district and the state widened by 15.6 percentage points across these three Levels. At other grades for these three performance levels, the gap between the district and the state remained relatively consistent. The only exception was the gap in the percentage of students at or above Proficient (Levels 4 and 5) in the middle grades (sixth, seventh, and eighth grades), which increased between the two assessment years.
- Finally, it has been our experience that broad comparisons between state and district performance often yield misleading interpretations because the demographic populations of the comparison groups can differ significantly. Consequently, the Council compared the performance of Economically Disadvantaged students in Jackson and those in the state of Mississippi based on results from the Partnership for Assessment of Readiness for College and Careers (PARCC) in 2015 (the only data available that was disaggregated by economic status). As expected, the gaps between the district and the state were smaller across performance levels – ranging from 1.4 to 2.3 percentage points in ELA and 4.9 to 7.7 percentage points in math. However, the district’s performance still consistently trailed the state in all categories. This provides evidence that even after controlling for differences in student demographic factors, the gaps between the district and state.



Figure 1. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Reading Assessment, 2009-2015

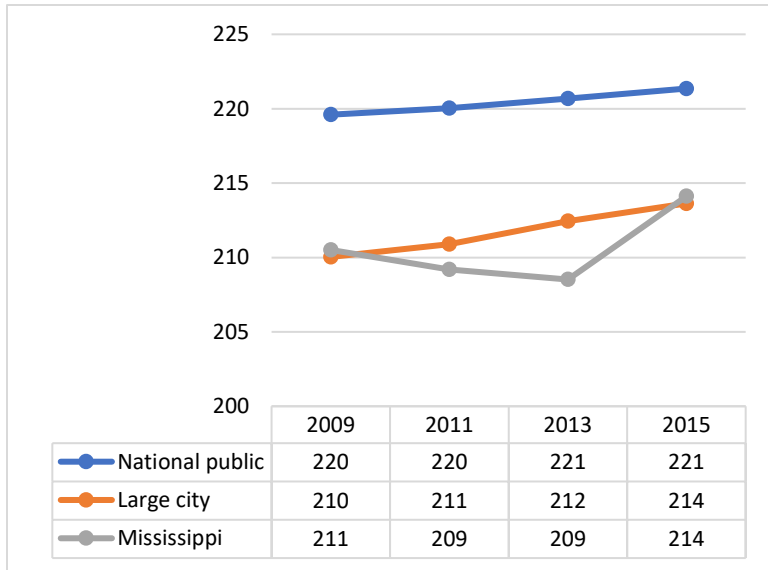


Figure 2. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Reading Assessment, 2009-2015

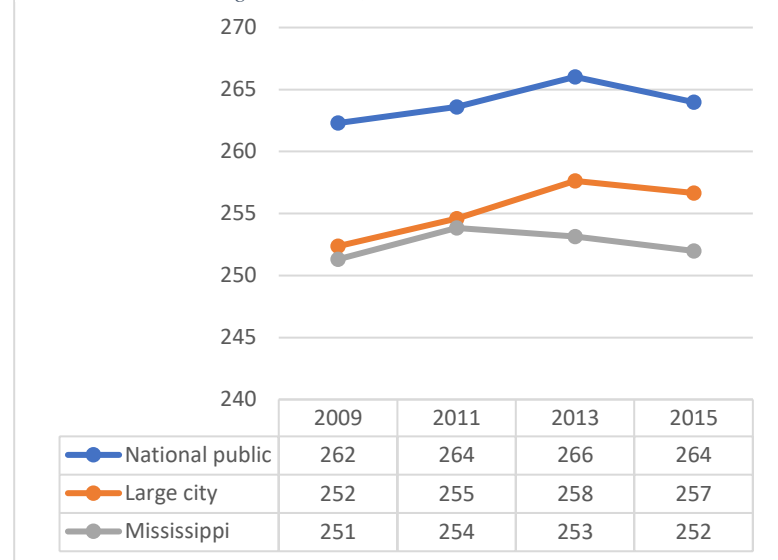


Figure 3. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Math Assessment, 2009-2015

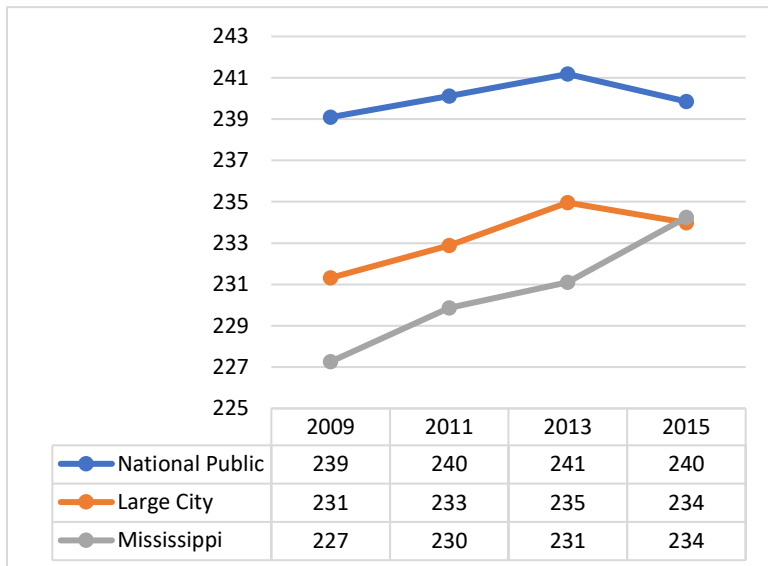


Figure 4. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Math Assessment, 2009-2015

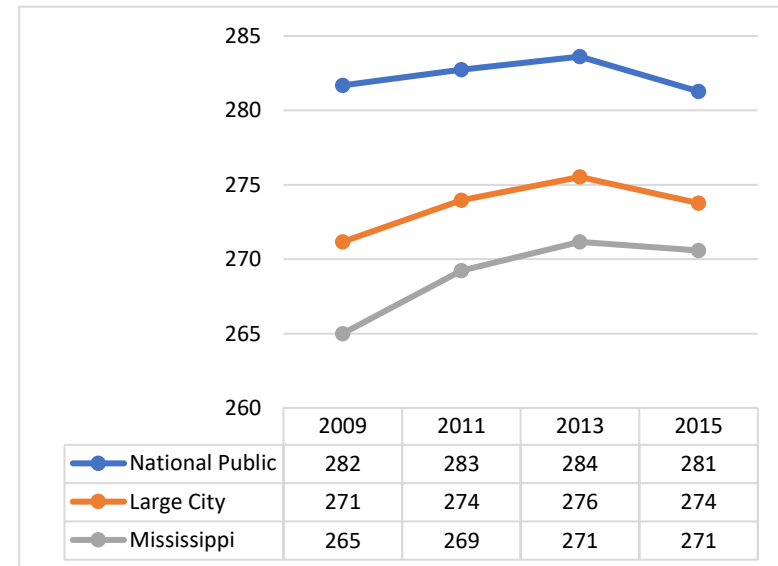


Figure 5. Percentage of Level 1 Students on the ELA MAP Assessment, 2016

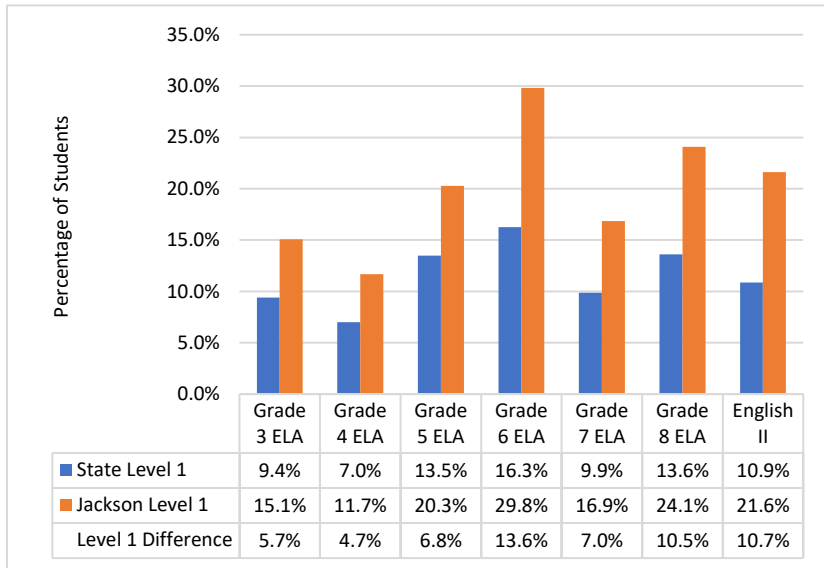


Figure 6. Percentage of Level 1 Students on the ELA MAP Assessment, 2017

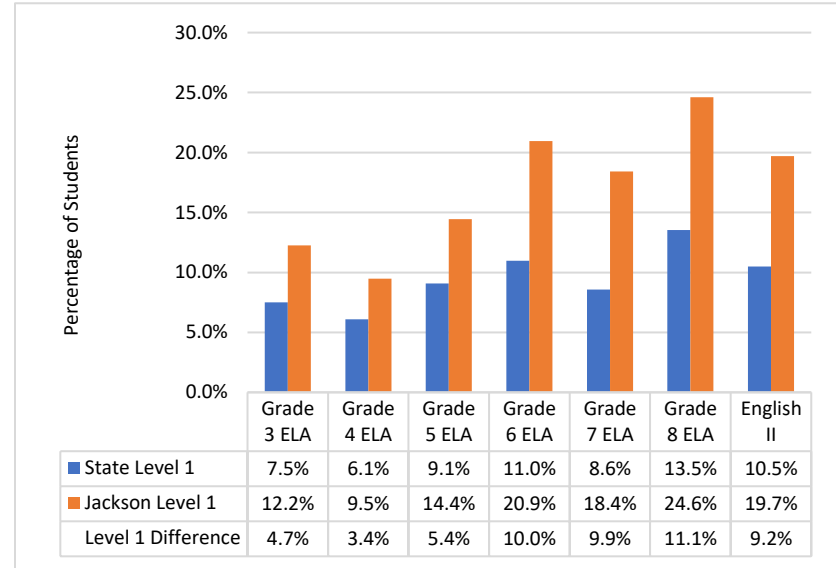


Figure 7. Percentage of Level 2 Students on the ELA MAP Assessment, 2016

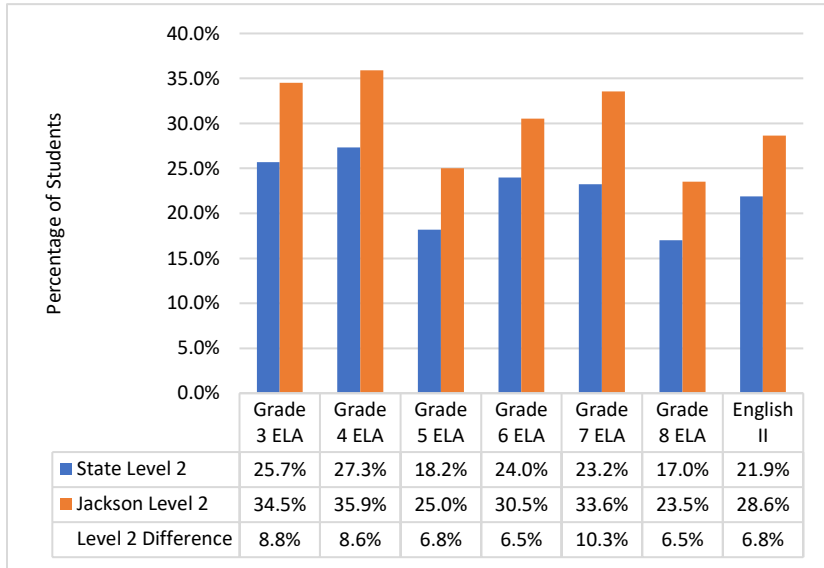


Figure 8. Percentage of Level 2 Students on the ELA MAP Assessment, 2017

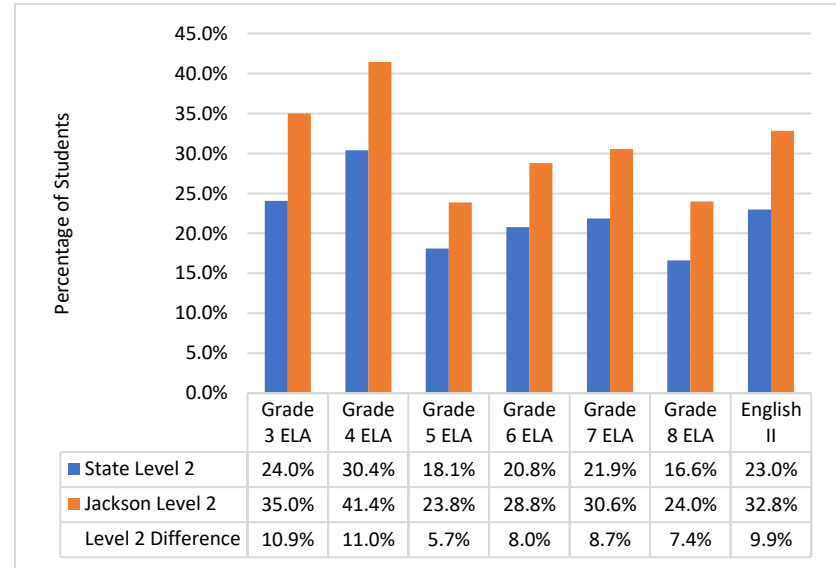


Figure 9. Percentage of Level 3 Students on the ELA MAP Assessment, 2016

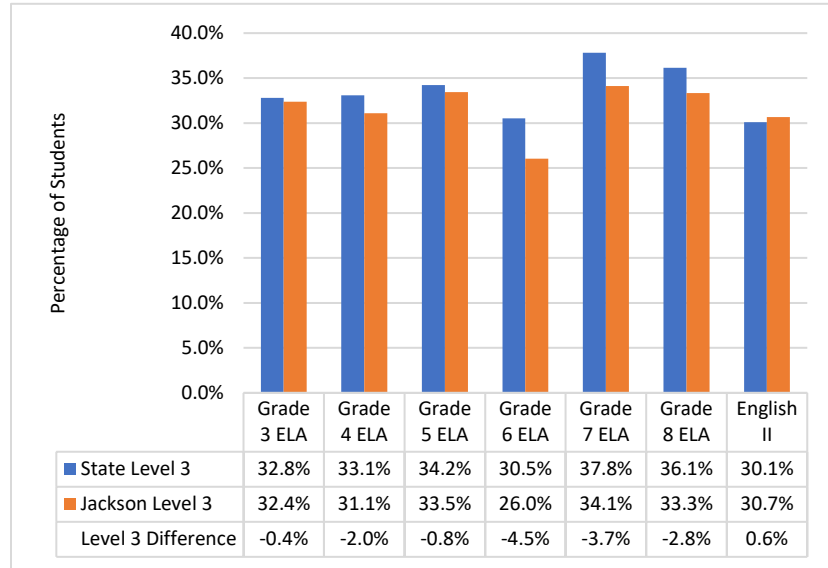


Figure 10. Percentage of Level 3 Students on the ELA MAP Assessment, 2017

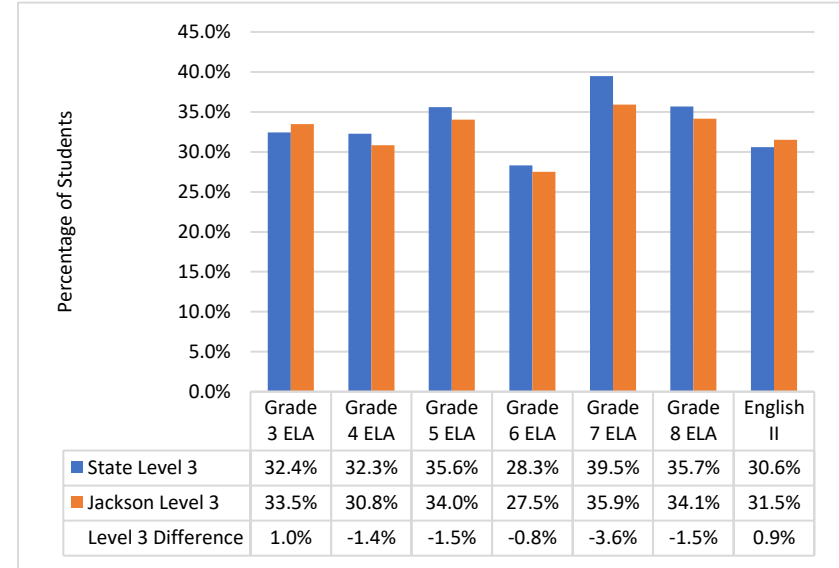


Figure 11. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2016

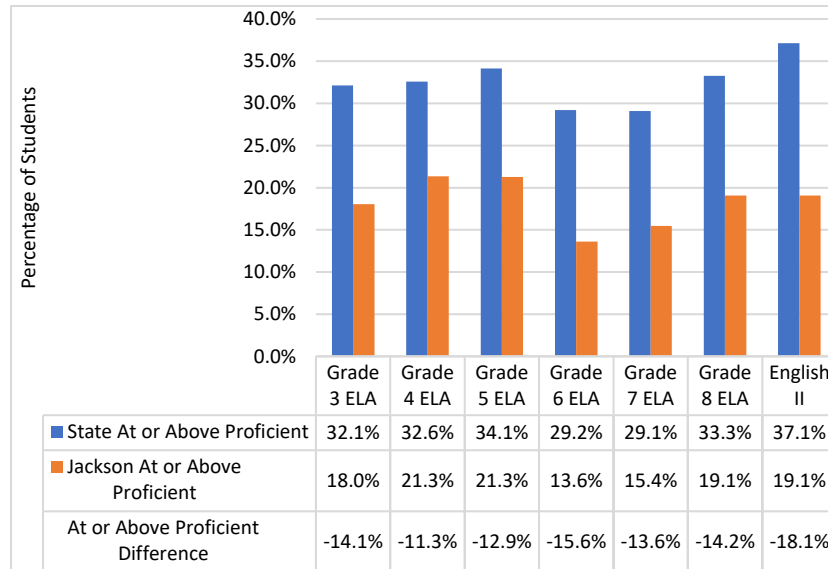


Figure 12. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2017

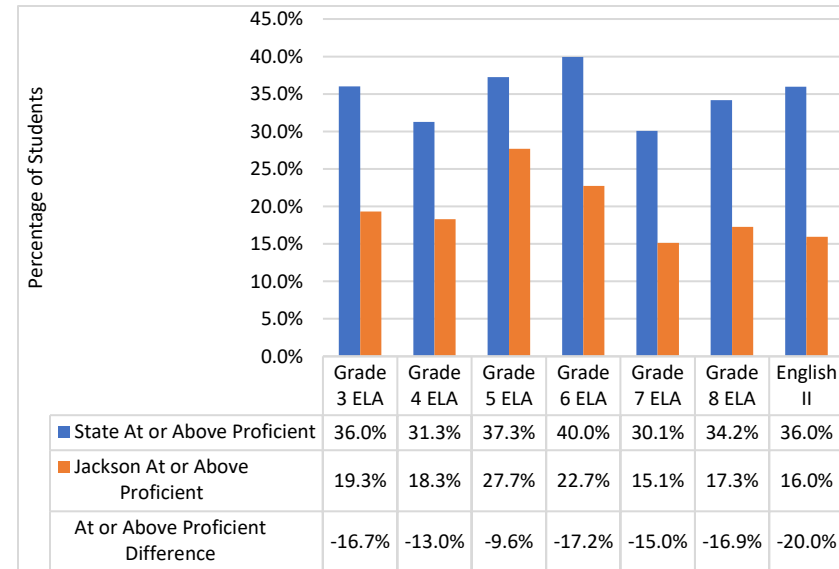


Figure 13. Percentage of Level 1 Students on the Math MAP Assessment, 2016

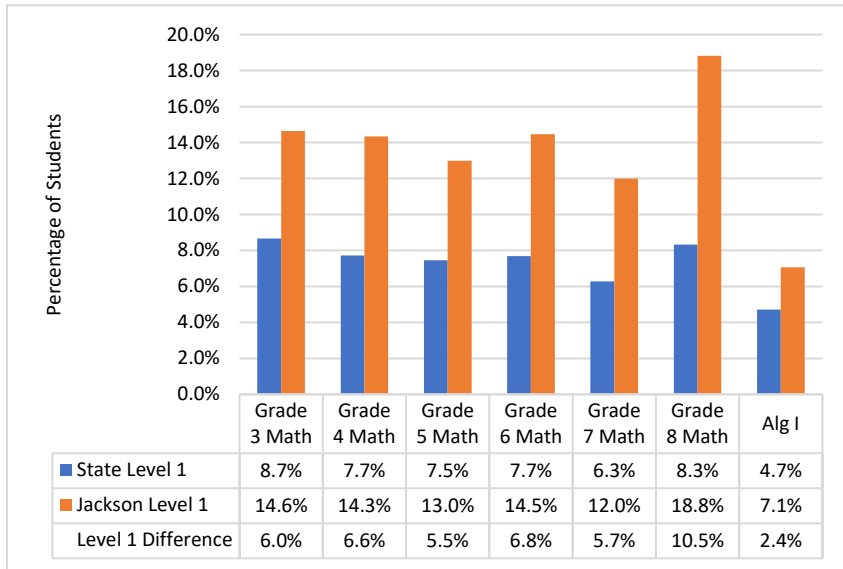


Figure 14. Percentage of Level 1 Students on the Math MAP Assessment, 2017

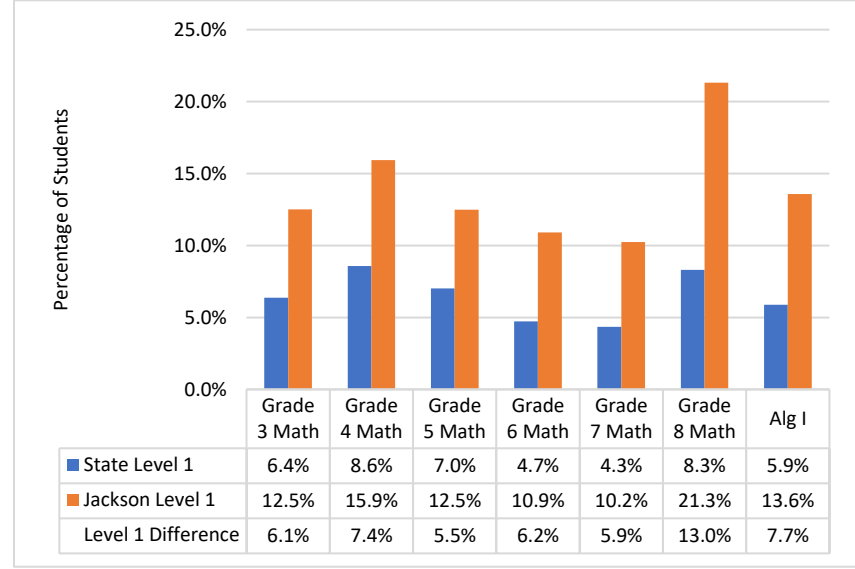


Figure 15. Percentage of Level 2 Students on the Math MAP Assessment, 2016

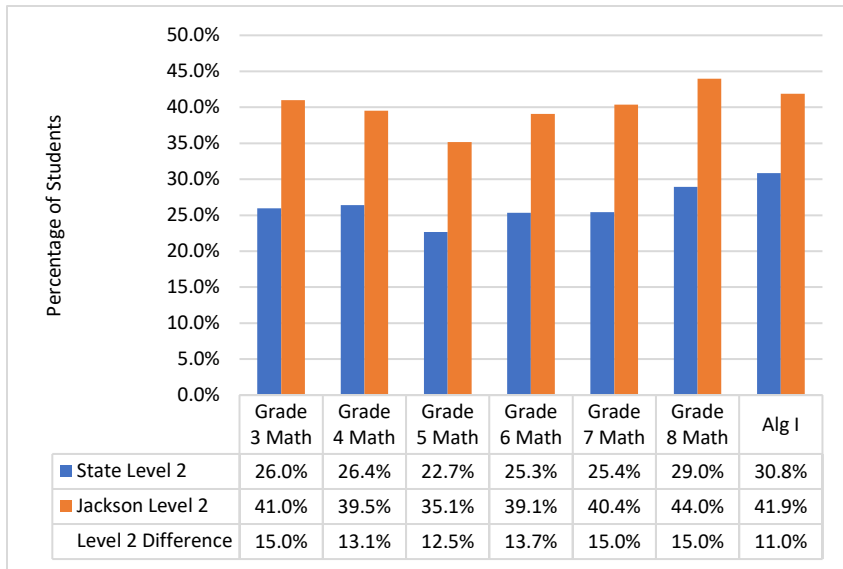


Figure 16. Percentage of Level 2 Students on the Math MAP Assessment, 2017

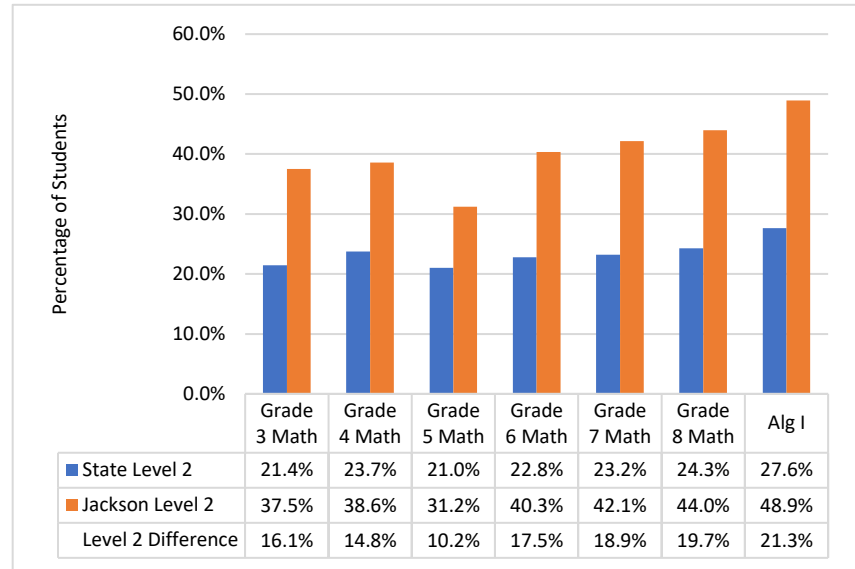


Figure 17. Percentage of Level 3 Students on the Math MAP Assessment, 2016

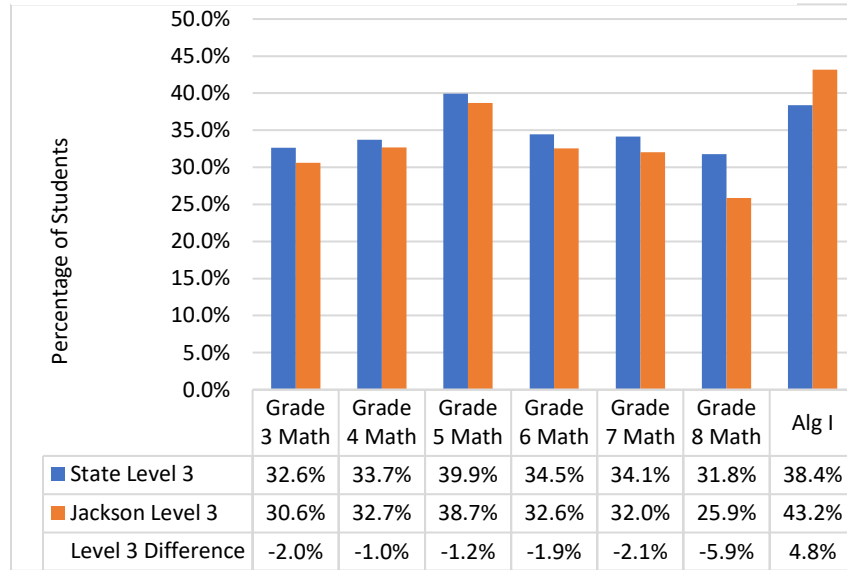


Figure 18. Percentage of Level 3 Students on the Math MAP Assessment, 2017

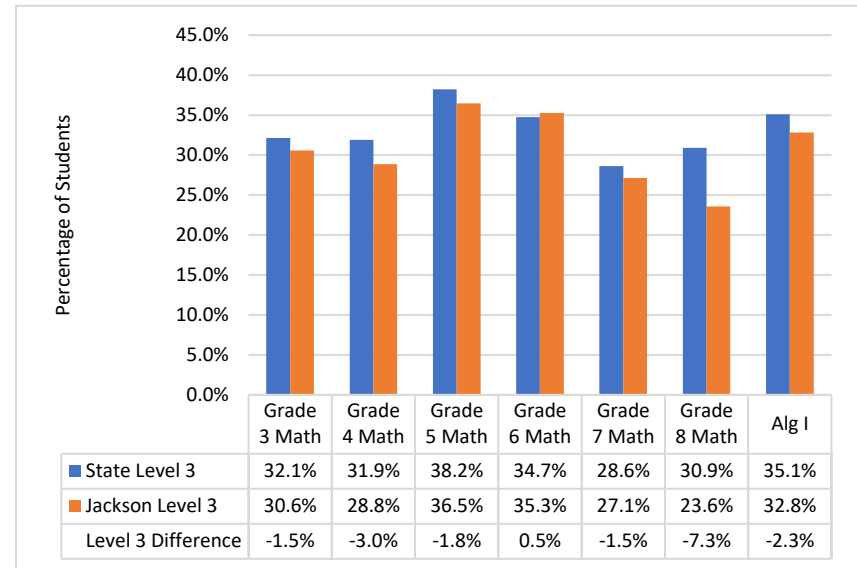


Figure 19. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2016

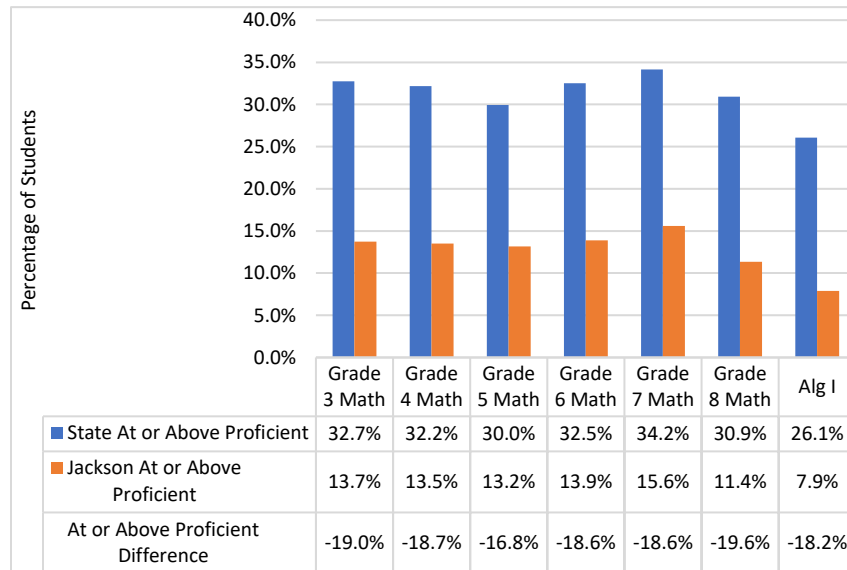


Figure 20. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2017

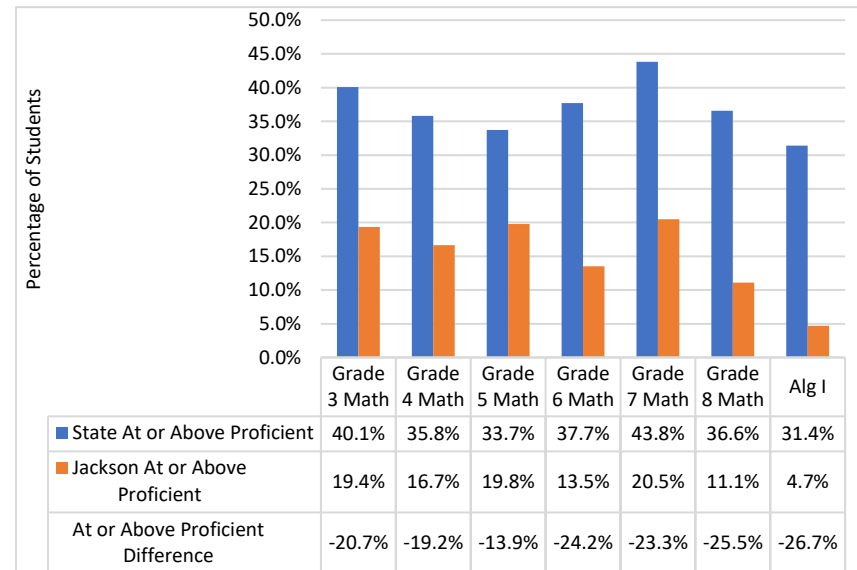


Figure 21. Percentage of State and District Economically Disadvantaged Students in each Performance Level on the Math MAP Assessment, 2015

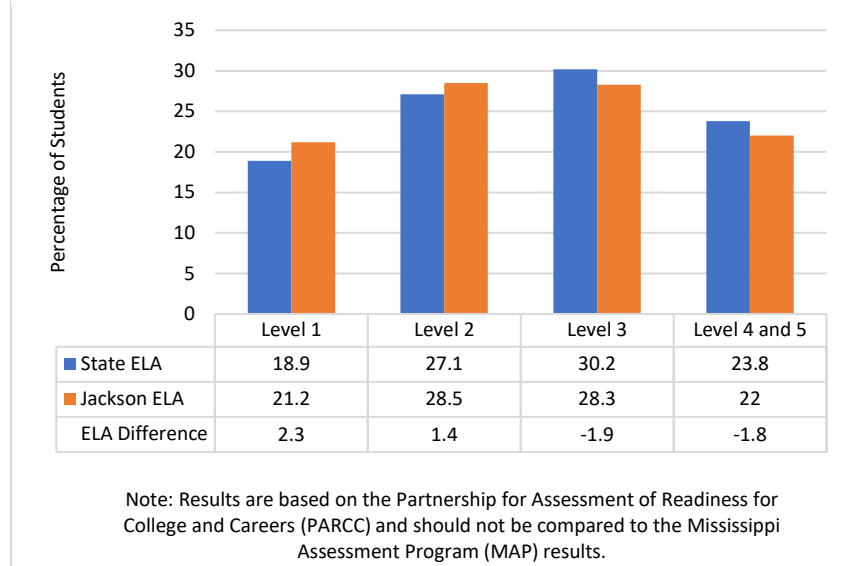
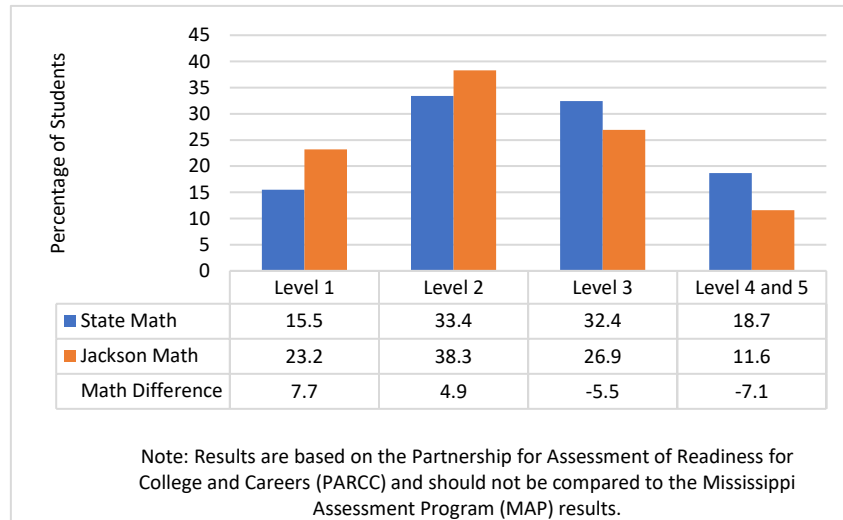


Figure 22. Percentage of State and District Economically Disadvantaged Students in each Performance Level on the Math MAP Assessment, 2015



### C. Organizational Structure and Goals

- The team was given multiple organizational charts (one draft dated 7-20-17, one undated, and one showing only the board of education, superintendent, community, deputy superintendent (vacant), area superintendents, and district counsel) of the central office administration. None were aligned to any systemic instructional priorities. (See exhibit below). The team was also told that none of the structures were correct.

Exhibit 23. Organizational Structure of the Jackson Public Schools (undated)

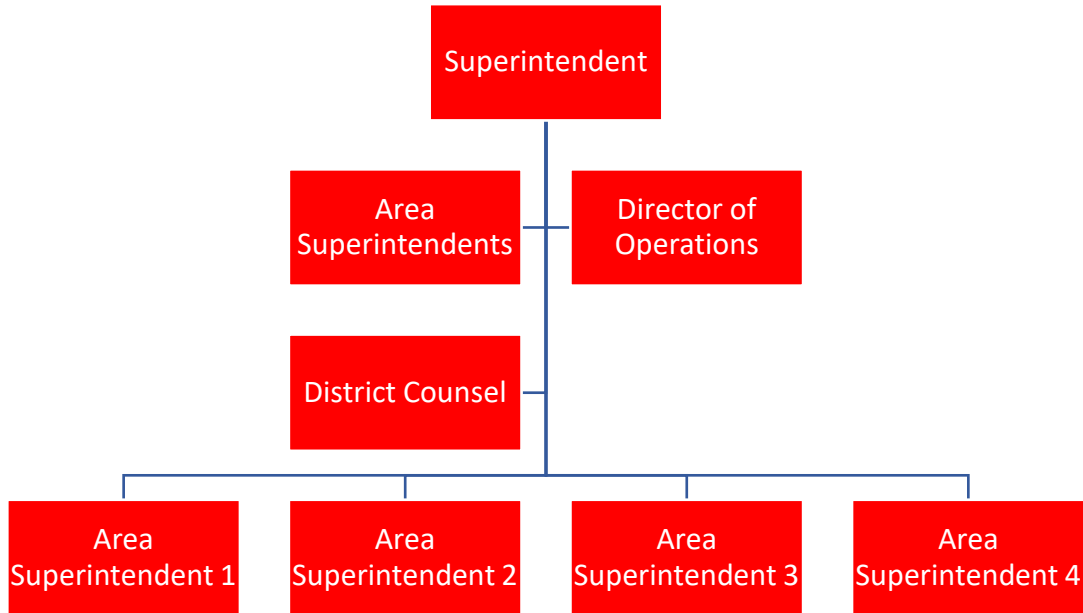


Exhibit 24. Organizational Structure of the Jackson Public Schools (dated DRAFT 7-20-17)

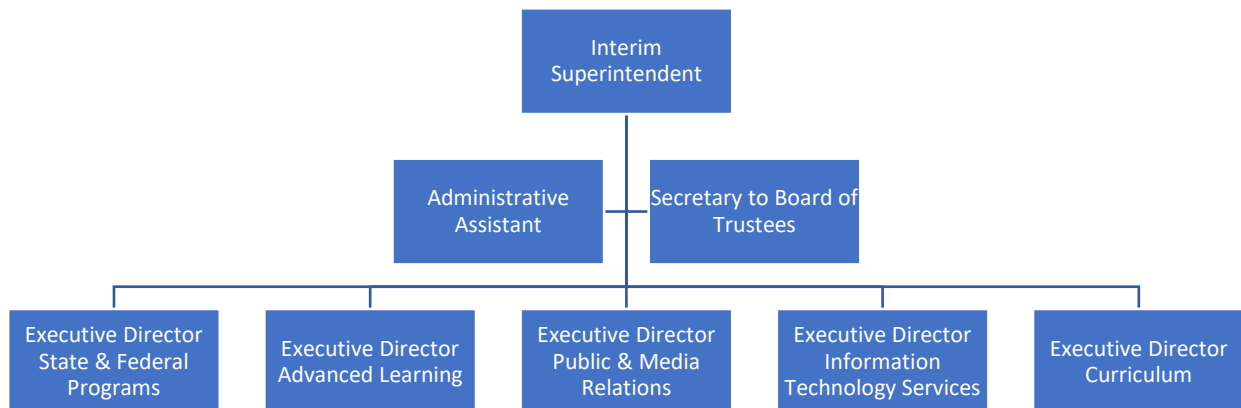
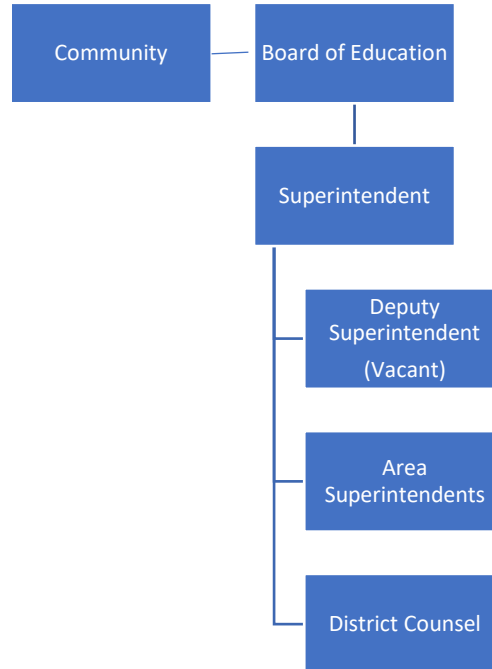


Exhibit 25. Organizational Structure of the Jackson Public Schools (showing limited reports)



- Either of the first two staffing structures of the district’s organizational chart is likely to contribute to poor coordination, fracturing of communications and collaboration, and uneven support of schools. The organizational structure is driven more by individual personalities and relationships than on the district’s vision, direction, and priorities. The final structure could work with some modifications.)
- In general, the organizational structure of the Jackson Public Schools does not reflect best practice in organizational design for any large-scale operation, public or private. Like functions are not grouped together; spans of control are uneven and too large in some cases; and reporting lines do not clearly articulate authority and decision making.
- There is no evidence of cross-functional teaming to spur staff collaboration or to get multiple perspectives on how to solve complex district problems.
- The Council team has never seen an organizational structure in a major city school system that was built around its regions rather than its functions and had any possibility of success in meeting its systemwide goals.
- The span of control of the interim superintendent may be too wide, depending on what organizational structure is correct.
- The district’s leadership, in general, seems more focused on narrow operational and compliance details of the district rather than on its broader policy needs. (This may be partially due to the state’s compliance audit, however.)



- The district’s major instructional functions are dispersed across the organizational structure. For instance, the curriculum director reports to an area director, the pre-k director reports to federal programs, and professional development is not shown on the organizational chart at all.
- The curriculum department is isolated from the rest of the leadership structure of the district.
- The district uses a feeder pattern system within four areas. Each area, except for one, consists of two feeder patterns. Area directors operate largely as independent school systems, but with uneven numbers of schools (ranging from 8 to 17). There is no norming of practice across regions, contributing to uneven and irregular implementation of the instructional and assessment program.
- The district’s three main goals are well-stated, but the strategies underneath them are not well aligned to these goals. In addition, the goals appear to lack metrics for determining progress.
- The district appears to have little capacity for strategic planning or thinking. It does not appear to strategically roll out initiatives, hire staff and teachers, manage multiple vendors, or manage public or political expectations about what can be accomplished before April testing.

#### **D. Curriculum and Instruction**

- The district does not appear to have a coherent strategy for moving F schools out of that status and up the grading scale. There is also no commonly understood strategy for improving student achievement districtwide.
- The district has done preliminary work on its own curriculum, but it is incomplete and does not yet contain all the instructional elements needed
- The 90-minute literacy block is not implemented consistently throughout the district
- The district has adopted the *Wonders* commercial literacy program, which does provide quality questions and tasks, but does not fully meet the criteria for alignment with the literacy standards, according to EdReports. The district does not know how adequate implementation of the program has been. The district would need to provide additional guidance to teachers on where the misalignments occur and what to do about them, but the team saw no evidence that this was happening.
- For several years, the district has been using materials provided through the Kirkland Group. Several concerns were raised by the team—
  - It was not clear why the district was paying money to unpack standards when the state was doing this with some standards at no cost. The approach that the state used for unpacking the standards was adequate to guide the district in doing this work

themselves, a process that would have also helped the district develop additional instructional capacity that it now does not have.

- The district is paying for a recurring subscription that doesn't provide adequate guidance to the district or its teachers on how to implement the vendor material. The materials (C3D) provide a sequence for instruction, but they provide inadequate guidance on how to integrate the standards, how to build connections to past or future learning, how to address learning deficits, unfinished learning, or common misperceptions, what to emphasize, how to prioritize, or exemplars. For instance—
  - There are no strategies for developing the concept of fractions on a number line as called for in the standards; instead fractions are only presented as part of a whole;
  - The unpacking process de-emphasizes reading and math fluency (which is a bridge to comprehension) and conceptual understanding, a gap that will lead to future learning problems as content becomes more complex in later grades;
  - There is little attention paid to teaching K-5 foundational literacy skills;
  - The documents provide insufficient guidance on how to boost the rigor of instruction to attain the necessary depth of understanding;
  - Guidance on how and when to use district materials are found in a separate document for which the district pays another fee. In other words, the district is paying twice for access to its own materials;
  - Assessments do not appear to be fully aligned with the pacing guides; and
  - The license agreement does not appear to contain any accountability for results clauses.
- There is also inadequate guidance from the vendor, or in any district materials on how to address gaps in learning among students who are already behind academically.
- The district appears not to have any data on how widely vendor materials—or any specific other materials—are being used from school to school across the district.
- District overemphasizes its interventions with the lowest 25 percent of students, thereby failing to address the needs of all kids below proficient. This is done to garner extra accountability points (because growth can be demonstrated in two overlapping categories), but the district is missing an important segment of students—those between 25 percent and proficiency—and piling up students in the basic and pass categories.
- An overemphasis on interventions undermines effective use of Tier 1 instruction to boost student achievement.
  - Interventions are not clearly defined, are not integrated into broader instructional programming, and are not accompanied with adequate professional development on their use.
  - They are also differentially applied from school to school and from area to area within the district, and they are not evaluated for effectiveness.

- The district appears to over-rely on a pull-out model of instruction for Tier II and III rather than devoting adequate time to strengthening its Tier I instructional programming.
- The district also uses a pull-out strategy in its gifted and talented programming in a way that may be undermining the value of the program and creating gaps in students' access to core curriculum. In addition—
  - The gifted and talented program ends after grade 6; and
  - Identification for gifted and talented eligibility appears overly reliant on IQ testing.
- Learning walks used to monitor classroom practice appear to be focused more on student engagement, classroom climate, and procedures than on the content and rigor of instruction. In addition, results of the walk-throughs do not appear to be used beyond the school to inform broader patterns of systemic needs or to improve districtwide strategies.
- The work of instructional interventionists is not well connected with the curriculum specialists.
- The team saw little evidence that the district was evaluating its instructional programs for effectiveness or using effectiveness data to make budgeting decisions.

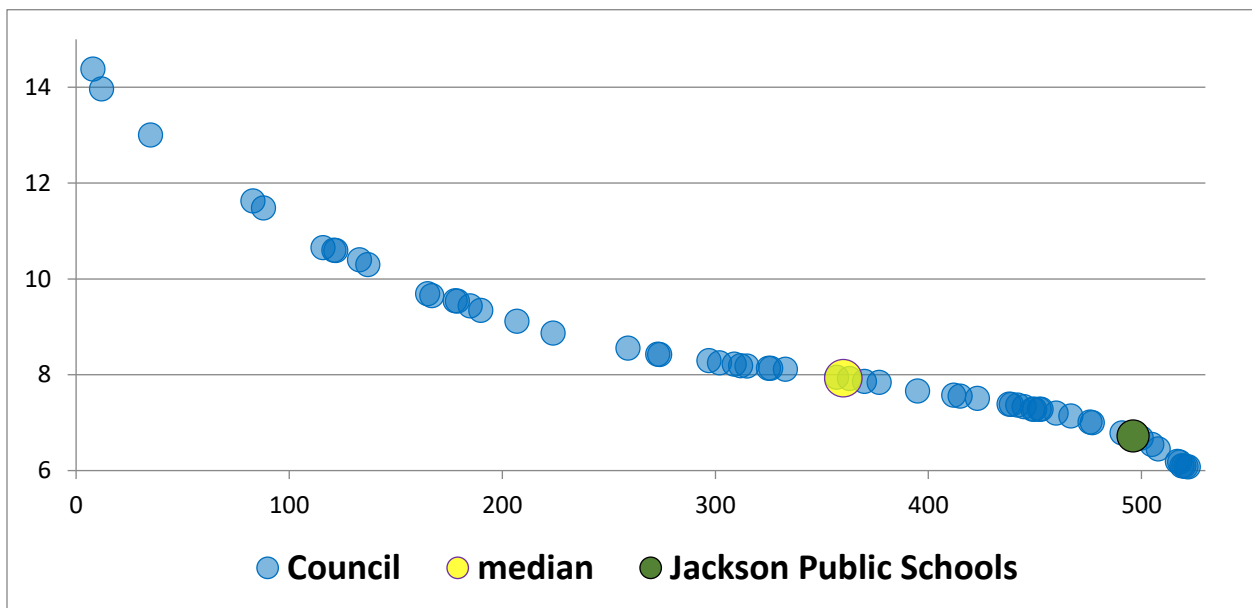
#### **E. Personnel, Professional Development, and Staffing Levels**

- The school district has few mechanisms in place to improve the capacity of its people. Examples include—
  - The professional development system is essentially a menu of course offerings that are not aligned to district priorities or needs and that accrue cost liabilities to the district as staff move up the salary scale with no clear benefits to the district.
  - Professional development is not differentiated by expertise or experience, and appears not to meet the needs of either new or veteran teachers.
  - The quality of professional development can vary from region to region in the school district. In addition, the nature and content of the professional development can also vary depending on the regional director.
  - The required number of professional development hours are different for teachers with master's degrees and those without, even though research indicates that there is no significant difference in the expertise of teachers with and without these degrees.
  - Job-alike professional development is not mandatory and has not been evaluated for implementation or effectiveness.

- The shift in the role of lead teacher from level to content area was not accompanied with any training or support for the new role.
- The use of professional learning communities (PLCs) appears to be uneven from school to school and area to area.
- The new teacher induction program is more focused on instructional processes and procedures than on content and is often ill-timed to meet the needs of new teachers.
  - Only 90 minutes of the professional development is devoted to lesson planning, and that occurs in September—after the school year starts;
  - There is no mention in the new teacher induction program of orienting new teachers to the curriculum or how to use it;
  - There is no visible plan for how teachers will develop or share an understanding of district expectations for student learning in various grades or subjects;
  - Professional development on classroom management is not covered in the new teacher induction program until October, after the point new teachers may have lost control of their classrooms; and
  - There is no professional development for new teachers on the use of instructional interventions or differentiation.
- District administrators could use additional training on how to plan and sequence new initiatives.
- The district reported that they had unusually high rates of teacher and staff turnover in the school system. District staff and the Council team speculated that this was likely due to—
  - General lack of support, which is typically the reason why teachers leave.
  - No functional HR operation. The main purpose of this office – identifying and hiring qualified teachers—has been delegated to principals, a situation that does not exist in most other major urban school systems.
  - The lack of pipeline programs to recruit, develop, and support new teachers or principals internally in the system.
  - The lack of a systemwide onboarding process for principals and area superintendents.
- Staffing levels (FTEs) in 2014-15 (the most recent federal data available) were somewhat more generous than the median of other urban school districts across the country. For example—
  - Jackson had approximately 6.73 students per staff member compared to the Great City School median of 7.94 students per staff member. (See exhibit 26.) In other words, Jackson had more total staff for its size than the median Great City School district.

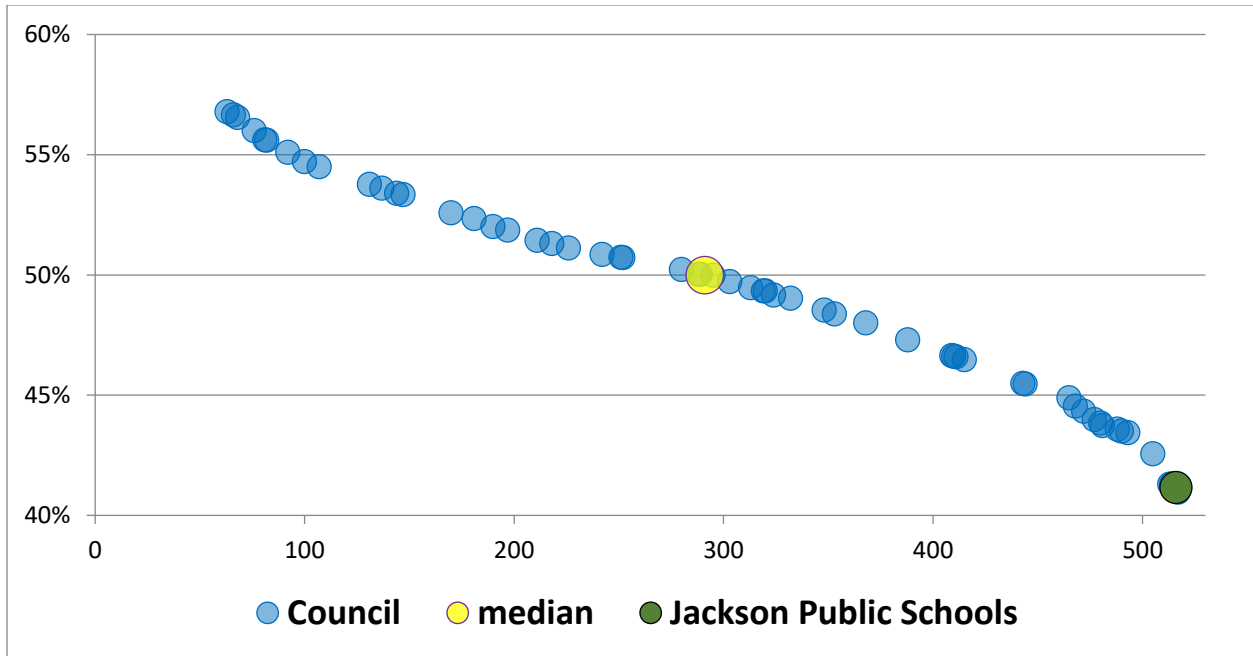
- Jackson had a smaller proportion of total staff members who were teachers than the *median* Great City School district, 41.16 percent vs. 50.0 percent, respectively. (See exhibit 27.) The *mean* across the Great City School districts was 51.58 percent.
- Jackson had more students per teacher than the median Great City School district, 16.34 vs. 15.93, respectively. (See exhibit 28.) In other words, Jackson had fewer teachers for its enrollment than did the median Great City School district.
- Jackson had fewer students per administrator compared to the median Great City School district, 57.17 vs. 71.77, respectively. (See exhibit 29.) In other words, Jackson had more total administrators for a district its size than the median Great City School district.
- Jackson had fewer students per school-based administrator than the median Great City School, 89.48 vs. 116.35, respectively (See exhibit 30.) In other words, Jackson had more school-based administrators for a district its size than the median Great City School district.
- Jackson had fewer students per district-level administrator than the median Great City School district, 158.28 vs. 216.71, respectively. (See exhibit 31.) In other words, Jackson had more district-level administrators for a district its size than the median Great City School district.
- Jackson had a higher percentage of support services staff (26.76) than the average Great City School district (16.95). (See exhibit 32.)

**Exhibit 26. Students per Staff Member in the Jackson Public Schools**



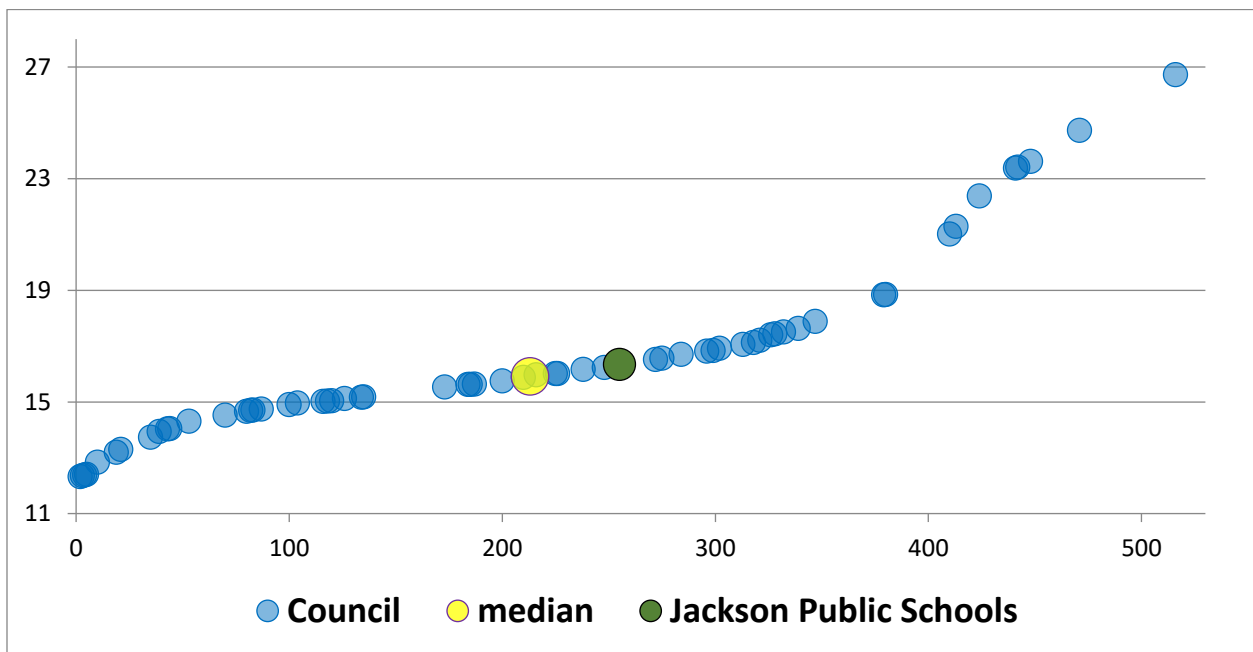
Y-axis=number of students-to-total staff; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 6.73 students per staff member; the median for the Great City Schools was 7.94 students per total staff member.

**Exhibit 27. Percent of Total Staff in the Jackson Public Schools who were Teachers**



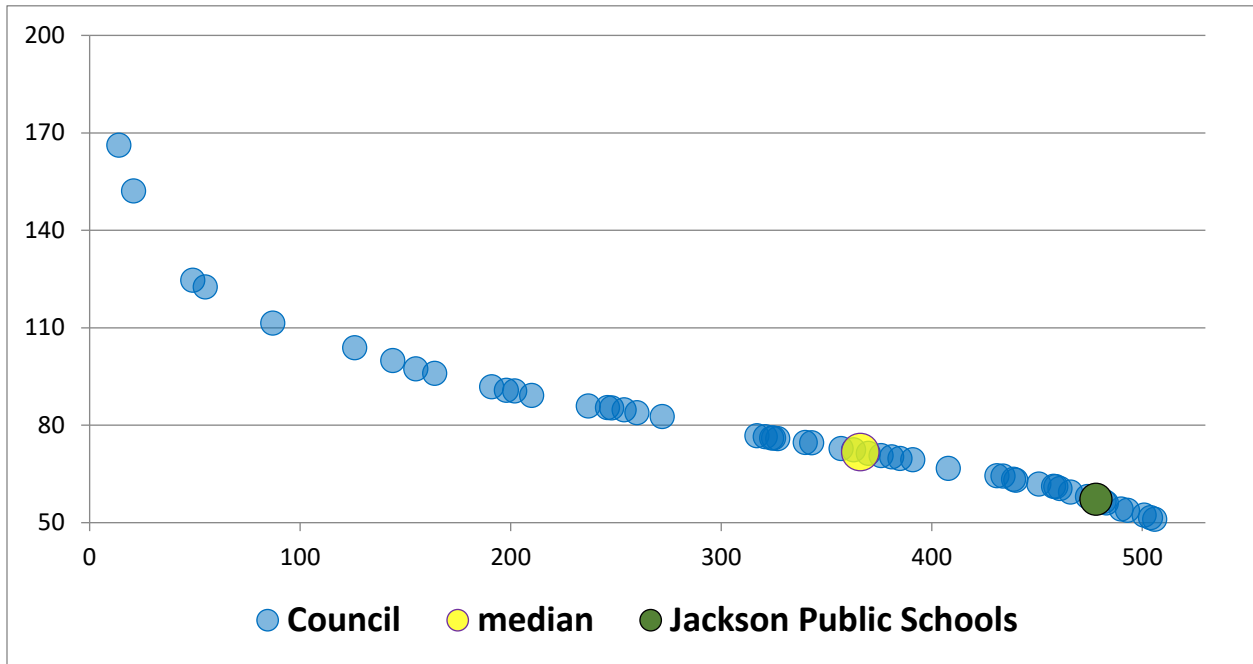
Y-axis=percent of total staff who were teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson’s percentage of all staff who were teachers was 41.16 percent; the median for the Great City School districts was 50.0 percent

**Exhibit 28. Students per Teacher Ratio in the Jackson Public Schools**



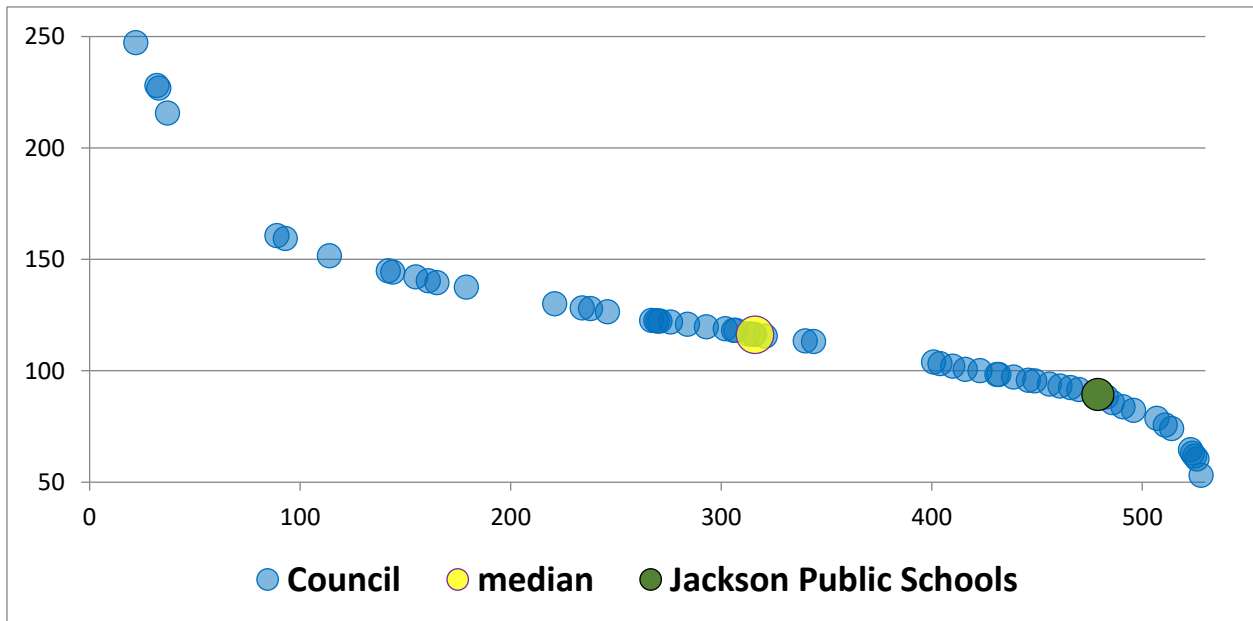
Y-axis=number of students-to-teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 16.34 students per teacher; the median for the Great City Schools was 15.93 students per teacher.

**Exhibit 29. Students per Total Administrator in the Jackson Public Schools**



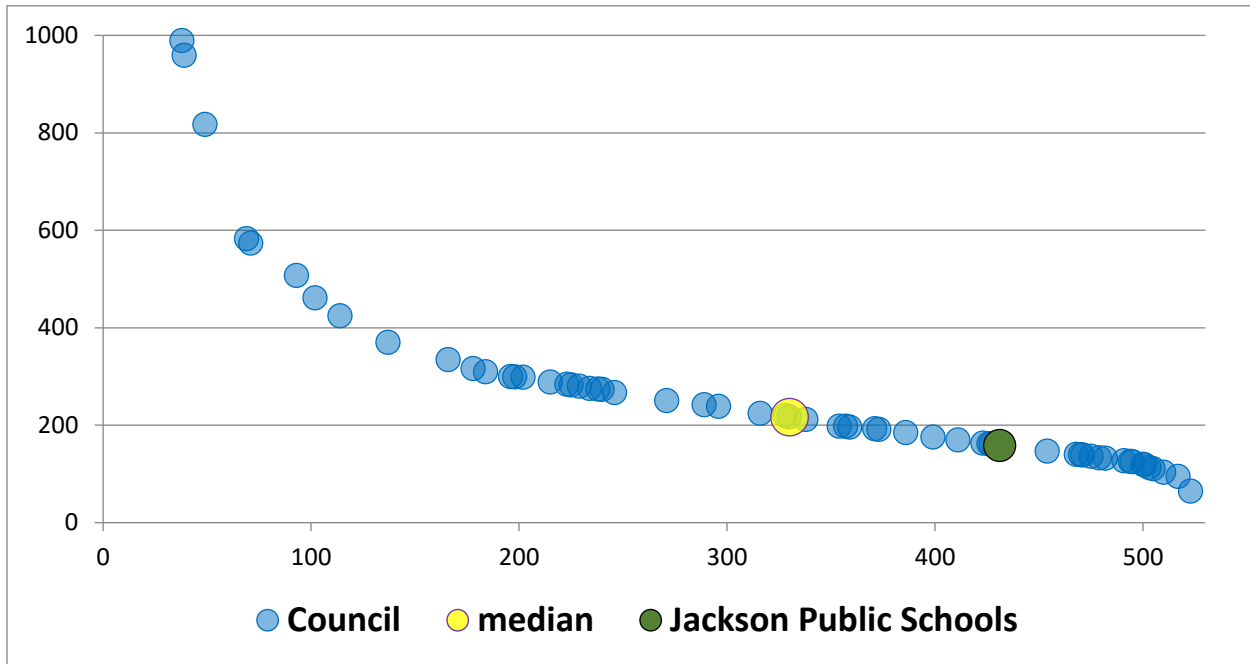
Y-axis=number of students per administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 57.17 students per administrator; the median for the Great City Schools was 71.77 students per administrator.

**Exhibit 30. Students per School-based Administrator in the Jackson Public Schools**



Y-axis=number of students per school-based administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 89.48 students per school-based administrator; the median for the Great City Schools was 116.35 students per school-based administrator.

**Exhibit 31. Students per District-level Administrator in the Jackson Public Schools**



Y-axis=number of students per district-level administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 158.28 students per district-level administrator; the median for the Great City Schools was 216.71 students per district-level administrator.

**Exhibit 32. Percent of Total Staff by Major Position in Jackson, Compared to Mississippi and the Great City Schools**

Position	Mississippi mean	Great City Schools mean	Jackson
Teachers	47.72%	51.58%	41.16%
Paraprofessionals	11.36%	10.99%	10.26%
Instructional Supervisors	1.03%	1.74%	1.34%
Guidance Counselors	1.58%	1.75%	1.97%
Librarians-Media Specialists	1.21%	0.77%	1.27%
Librarians-Media Support	0.19%	0.24%	0.00%
LEA Administrators	2.17%	1.04%	0.58%
LEA Administrative Support	3.14%	2.90%	3.67%
School Administrators	2.92%	3.22%	2.98%
School Administrative Support	3.21%	4.25%	4.54%
Student Support Services	4.83%	4.57%	5.46%
All Other Support Services	20.63%	16.95%	26.76%
Total Staff	100.00%	100.00%	100.00%

- Staffing patterns in Jackson, in general, are much more like those in other Mississippi school districts than like other Great City School districts.



## F. Data and Evaluations

- State and district assessment functions are run by two different offices. (The research department oversees district assessments, while the student support services director oversees state testing).
- The research department fails to provide analyses of student data to principals and schools—the unit essentially hands over scores/data to schools and teachers without interpretation.
- The Kirkland assessment (KOAT) is not aligned to the pacing of the curriculum, and is trying to do two things—measure growth and mastery of standards. However, it only selects two standards to measure, and these are not always aligned to the curriculum. Moreover, it confuses adding more difficult items that were taught with adding items that have not yet been taught to increase difficulty.
- There is not a regular schedule of program evaluations

## G. Short-term Recommendations

- 1. Clarify district instructional vision and goals.** Have the new school board and superintendent revisit the district's academic goals, reaffirm or clarify them, and communicate them throughout the organization and the community. (The board might use the commission's community listening sessions to help clarify district direction.)
- 2. Begin developing a new district strategic plan and use the process to enhance the capacity of district leadership to design and execute short- and long-term improvement planning.** Also use the planning process as an opportunity to stabilize the district as it searches for a new superintendent or decides to name the interim as permanent.
- 3. Restructure the central office.** To address serious disconnects and misalignments in the administrative organizational structure of the district, we recommend the following steps. (See the proposed organizational structures.)
  - a) Hire a Chief Academic Officer rather than a curriculum director to oversee all instructional functions, including:
    - Curriculum and Instruction
    - Pre-K
    - Professional Development
    - Special Education
    - ELL Programming
    - Student Services
    - Career and Technical
    - Federal Programs
    - Instructional Technology
    - Student Services

- b) Place gifted and talented under curriculum and instruction.
- c) Make the Research, Assessment, and Evaluation office chief a direct report to the superintendent.

Exhibit 33. Proposed Organizational Structure for the Jackson Public Schools<sup>2</sup>

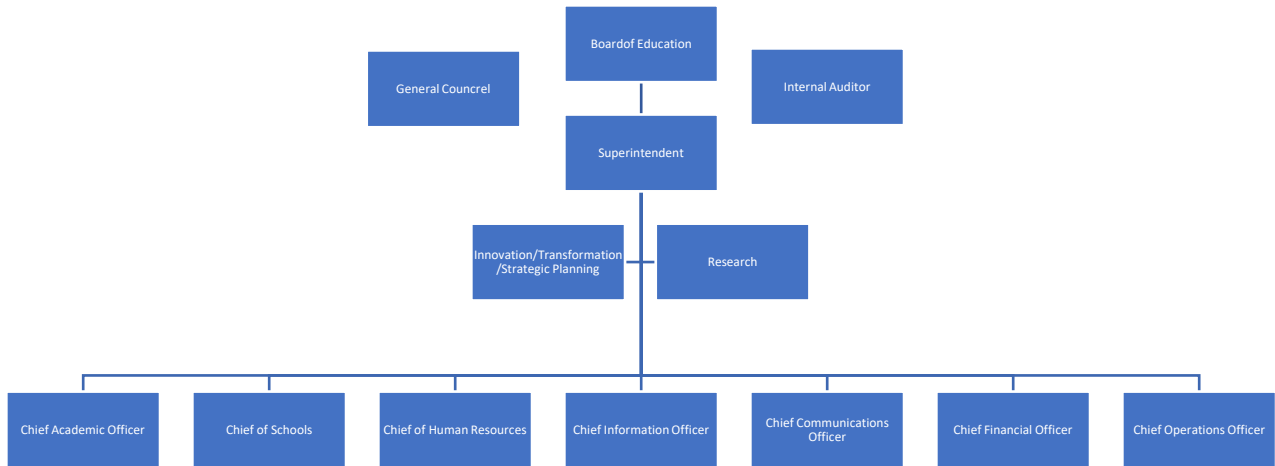


Exhibit 34. Proposed Organizational Structure for Chief Academic Officer

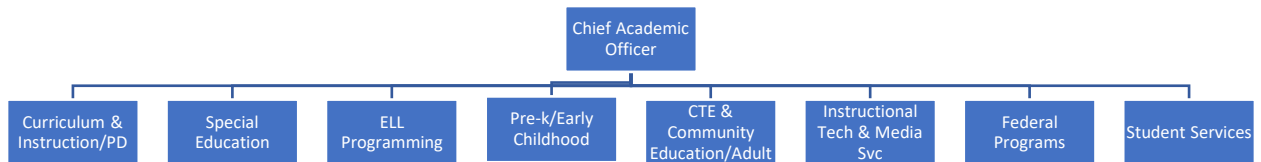
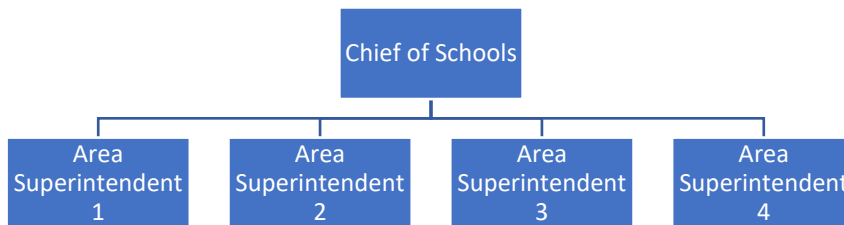


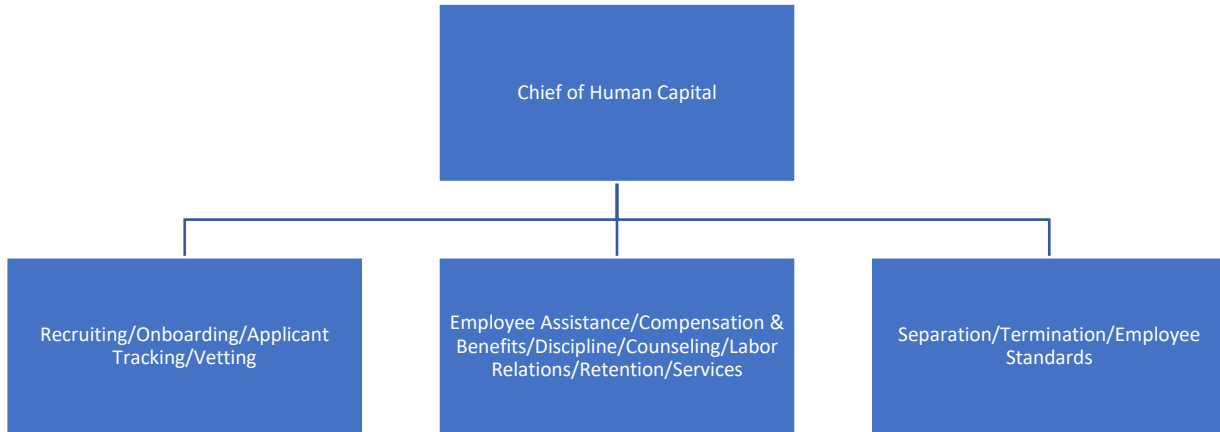
Exhibit 35. Proposed Organizational Structure for the Office of Chief of Schools



<sup>2</sup> An alternative would be to fill the deputy superintendent's position to oversee the superintendent's direct reports, but the interim superintendent might be better served by directly overseeing these functions during the reform period.

- 4. Re-envision and revamp the role of the Human Resources department.** The Human Resources department should be transformed from an office dedicated primarily to filing paperwork and other transactional activities to one focused on and equipped to lead the strategic work of comprehensive talent management. The head of this office should be a direct report to the superintendent.

Exhibit 36. Proposed Organizational Structure of a Revamped Human Resources Department



- 5. Restructure the remaining operational departments as follows—**

Exhibit 37. Proposed Organizational Structure of the Chief Financial Officer

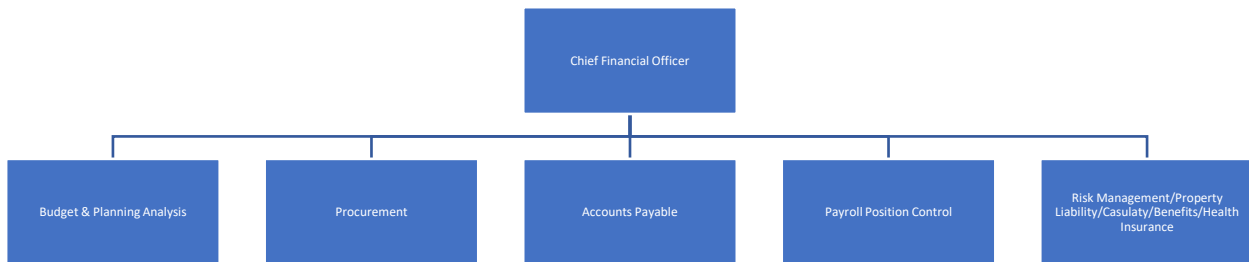
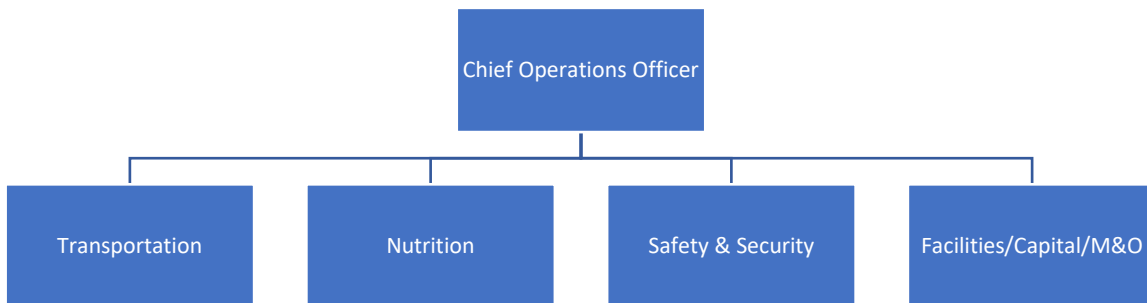


Exhibit 38. Proposed Organizational Structure of the Chief Operating Officer



- 6. Provide the new school board with focused professional development on their roles and responsibilities.** The new school board should undergo professional development to orient them and to help them structure their work around academic improvement in the district. The Council is prepared to provide this support *pro bono* upon request.
- 7. Review all instructional and operational contracts to ensure accountability clauses for results are included in each.** Any outside organizations and vendors working with the district or individual schools should be held accountable not only for the delivery of products and services, but for meeting student growth targets. The district should review current contracts to ensure such accountability, and should create a calendar laying out the schedule of ongoing evaluation of all funded and contractual programs moving forward.
- 8. Begin the process of developing in-house a new curriculum and professional development system.** This curriculum should include a clear vision of what ELA/math instruction should look like, a pacing guide/scope of sequence, exemplars of what student work should look like throughout the year, and resources/techniques to address Tier I instruction as well as gaps and misperceptions in student learning. Professional development on the new curriculum should to be aligned with upcoming lessons in the pacing guides. Establish a cross-functional team, including instructional coaches (see next recommendation), content specialists, special education staff, bilingual staff, gifted and talented program staff, expert teachers, and others to do the work. This process should be part of the effort to build stronger staff and district capacity.
- 9. Redefine the roles of instructional interventionists and curriculum specialists to form one pool of instructional coaches.** These coaches would have the dual role of coaching (70 percent) and compliance with folder requirements (30 percent). Have the instructional coaches report to the director of curriculum under the new chief academic officer. Identify four lead staff members from this pool (one for elementary ELA, one for elementary math, one for secondary ELA, and one for secondary math) to oversee the team of subject area coaches in each area. Provide training to all coaches for their new roles in both Tier I instruction and interventions. Also charge them with working on the development of a new, coherent college- and career-readiness-aligned curriculum (see recommendation above). Finally, these individuals should be the point staff in working with teachers on the formation and direction of site-based PLCs and on job-imbedded professional development at all schools to support instruction.
- 10. Ensure that the 90-minute literacy instructional block is more uniformly implemented from school to school.**
- 11. Develop and implement a non-evaluative, districtwide classroom walk-through procedure that focuses on the depth of instruction and use of the curriculum.**
- 12. Begin the process of building a teacher/principal and principal supervisor pipeline program.** To address the district's teacher shortage and high-turnover rates, charge leadership with designing and building a pipeline program to identify and develop future teachers and school leaders. Examples of urban district pipelines that may provide a model

for the design of such a pipeline program include those in Charlotte-Mecklenburg, Des Moines, and the District of Columbia.

- 13. Reinstate a professional teacher recruiter.** Another step the district should take to prioritize talent development is to hire or redeploy a teacher recruiter. The team heard that this role once existed, but was not deemed effective. We recommend re-instating this role, but ensuring that this recruiter is experienced, can communicate with principals and department heads about their needs, and equipped to effectively reach out to candidates throughout Mississippi and beyond. The person should also be held accountable for the numbers of individuals recruited and how long they stay in the district.
- 14. Address teacher retention through improved teacher support and professional development.** The district should develop a districtwide strategy for boosting teacher retention. This work should start by addressing the needs of new teachers, and equipping them to succeed. For example, professional development for new teachers should be mandatory, and needs to begin before the start of their initial school year, with refresher courses and sessions that grow in depth throughout the year.
- 15. Begin repurposing job-alike professional development sessions.** These professional development opportunities should be made grade-level and content specific. Job-alike professional development should include:
  - a) just-in-time professional development that addresses concepts that will be taught in an upcoming unit/quarter. This would include how to address misconceptions aligned with the concept(s) that students may bring to the unit of study.
  - b) a framework for how the lesson should progress from beginning to end.
  - c) follow-up support at some low performing schools as well as collecting samples of student work on the unit that will be shared and discussed at the next session.

In addition, charge the curriculum department, in collaboration with principals, with identifying exemplary teachers to support them in delivering job-alike professional development sessions.

- 16. Identify pockets of excellence throughout the district and use the lessons to expand best practice throughout the district.** In addition to having exemplary teachers help deliver job-alike professional development, district leadership should work to identify promising programs or practices being implemented in high achieving schools, and build on this work by having staff at these school sites collaborate with their peers. This will help spread effective instructional practice not only across schools, but across the four area offices.
- 17. Create an after-school tutoring program to support struggling schools in the short term.** We recommend establishing an after-school tutoring program starting in January in F-rated elementary and middle schools. This program should tap more effective teachers who have proven track records to help provide real-time support for students who are struggling. Consider using Kahn Academy, Starfall, and Student Achievement Partner's

online mini-course on foundational literacy skills in grades k-2 as resources.<sup>3</sup> (They are free.) Also, keep in mind that tutors don't have to be traditional full-time teachers. Evaluate the results of this program using a pre/post-test (such as STAR), so even if results aren't captured in the April state testing, progress can be demonstrated. This evaluation will also help the district gauge the impact of the tutoring effort, and the utility of implementing it in the future.

**18. Improve long-term support for struggling schools.** For F schools, consider lengthening the school day.

**19. Establish cross-functional teams charged with leading the work around the most pressing district priorities.** Teams that bring together staff from different departments and levels—including district, area, and school staff—will help the district build greater cross-functional collaboration and elevate the quality of planning and execution of district objectives. We recommend establishing three such cross-functional teams, each focused on one of the following areas:

- a) Low performing schools—surveying the needs and compiling the strategies and resources likely to improve performance at these sites
- b) Curriculum design and implementation across schools
- c) The design and establishment of a teacher and principal pipeline

**20. Combine the district and state assessment functions, which are now divided across two offices, under the research and assessment department.** Charge the unified research office with providing schools with interpretations and analysis of assessment data in a way that can inform instruction and professional development. Have the unit report directly to the superintendent. In addition, have the new department develop a calendar of regularly scheduled program evaluations. All evaluations should be built into program development and rollout, including all contracted services. Finally, use Title I funds to retain an evaluator to assess the efficacy of intervention programs in schools receiving federal funds.

**21. Consider eliminating the Kirkland assessment.** This announcement could come this year, and be executed next year. The district has other measures it could use to gather much the same kind of information.

<sup>3</sup> The SAP on-line course begins on January 9, 2018, and runs for seven weeks, one hour per week.

## Appendices

Figure 1.1: Pre-K Enrollment as a Percent of Kindergarten Enrollment, 2015-16

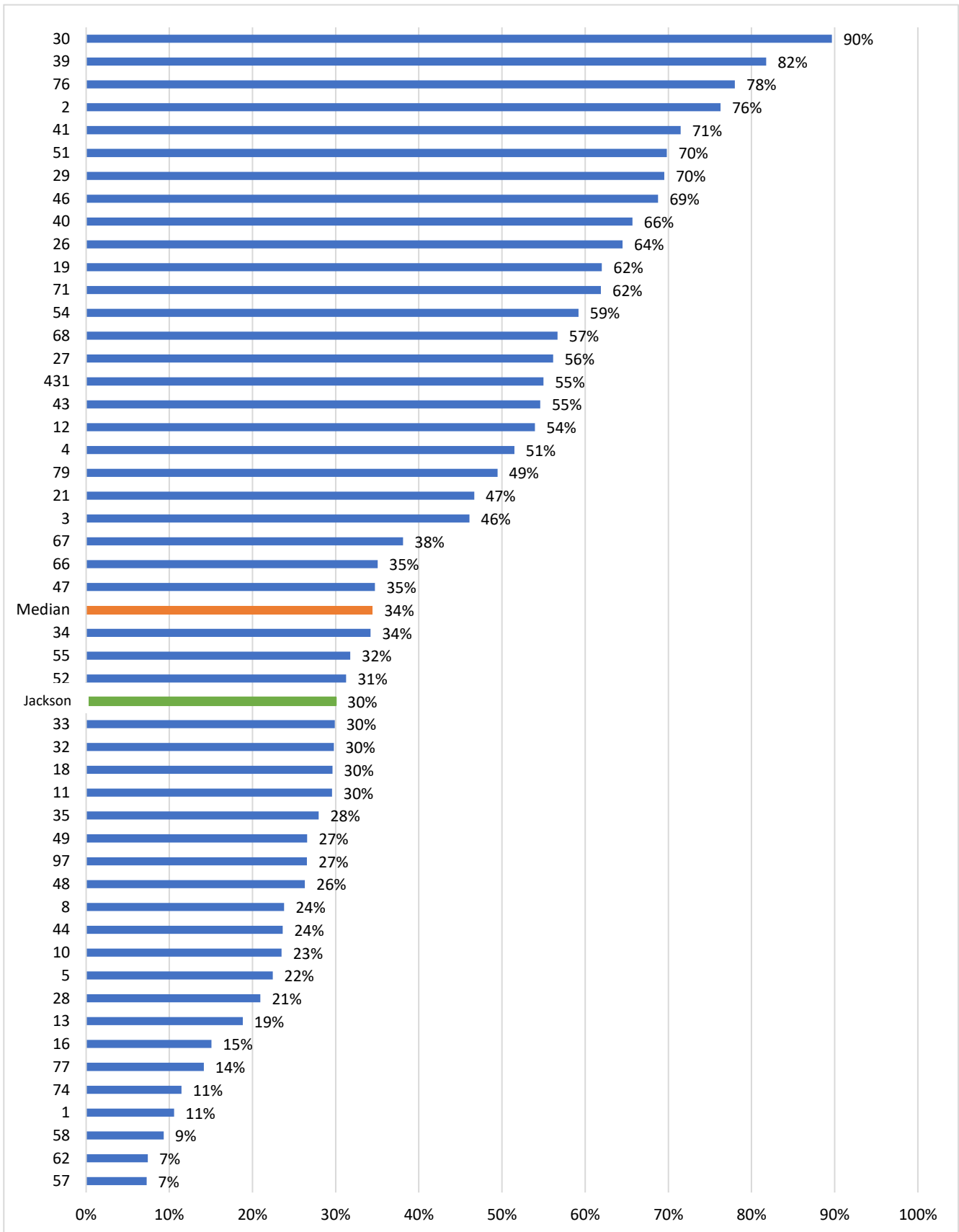




Figure 3.1. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2015-16

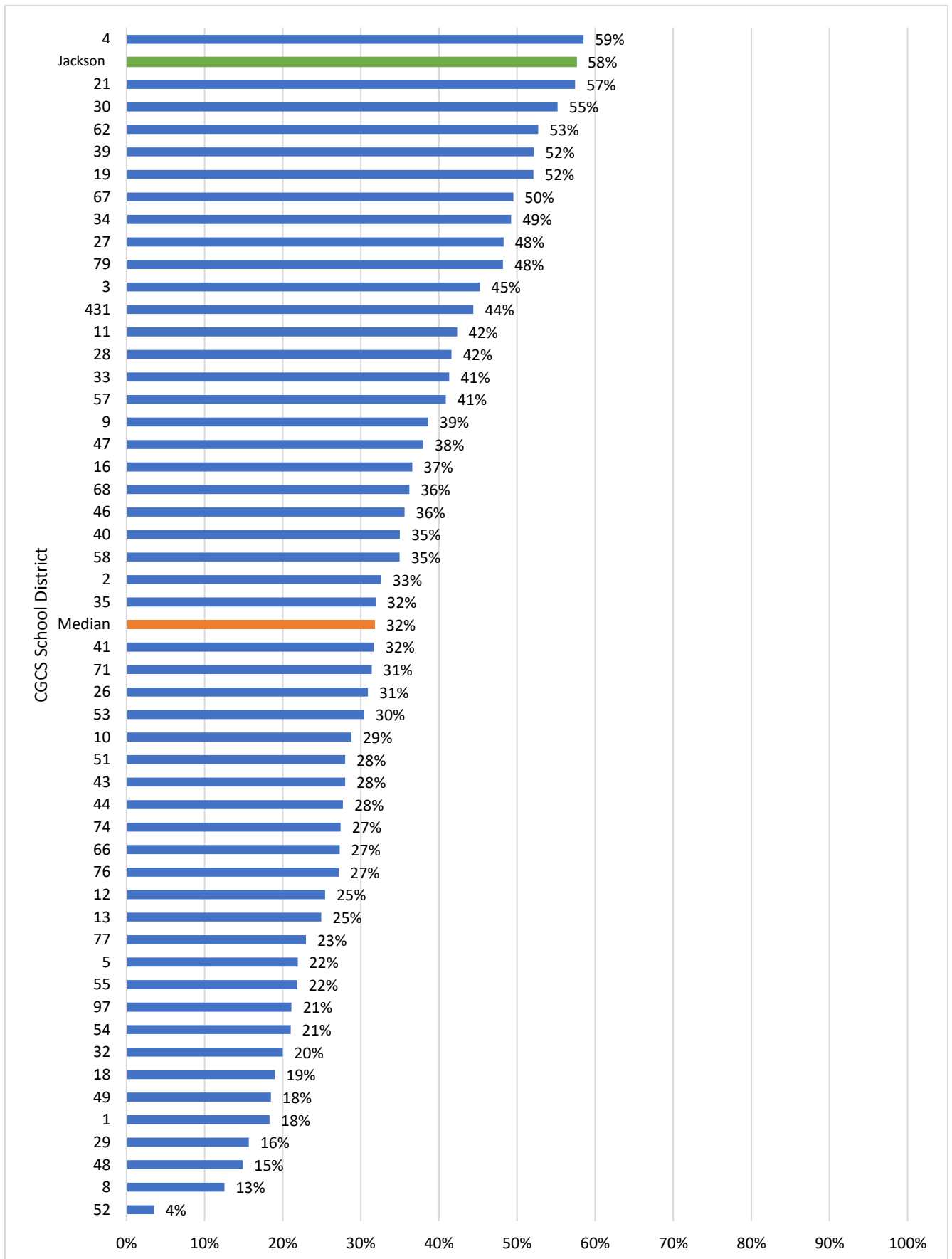


Figure 4.1: Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2015-16

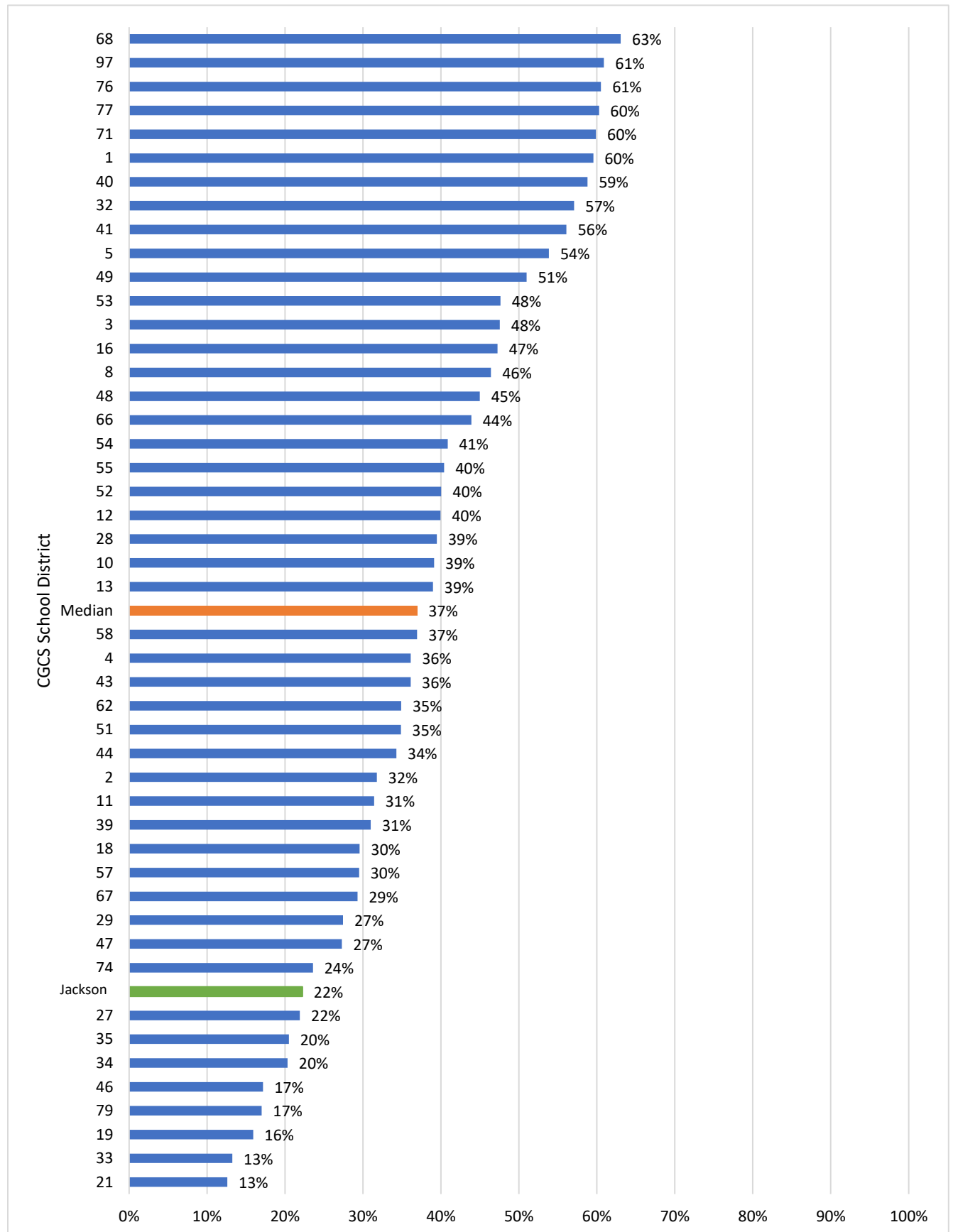


Figure 5.1: Percentage of Students who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16

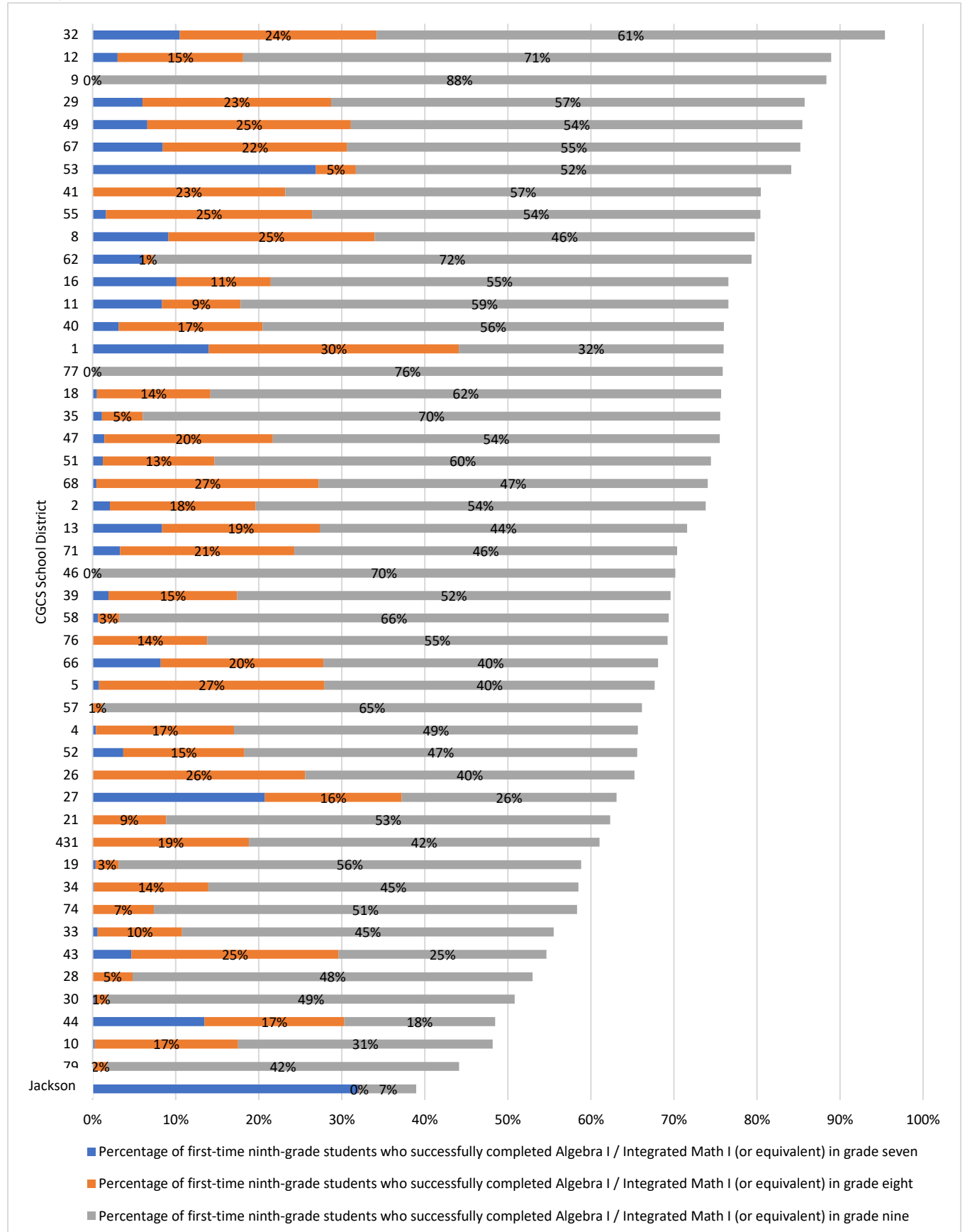


Figure 6.1. Percentage of Secondary Students Who Took One or More AP Courses, 2015-16

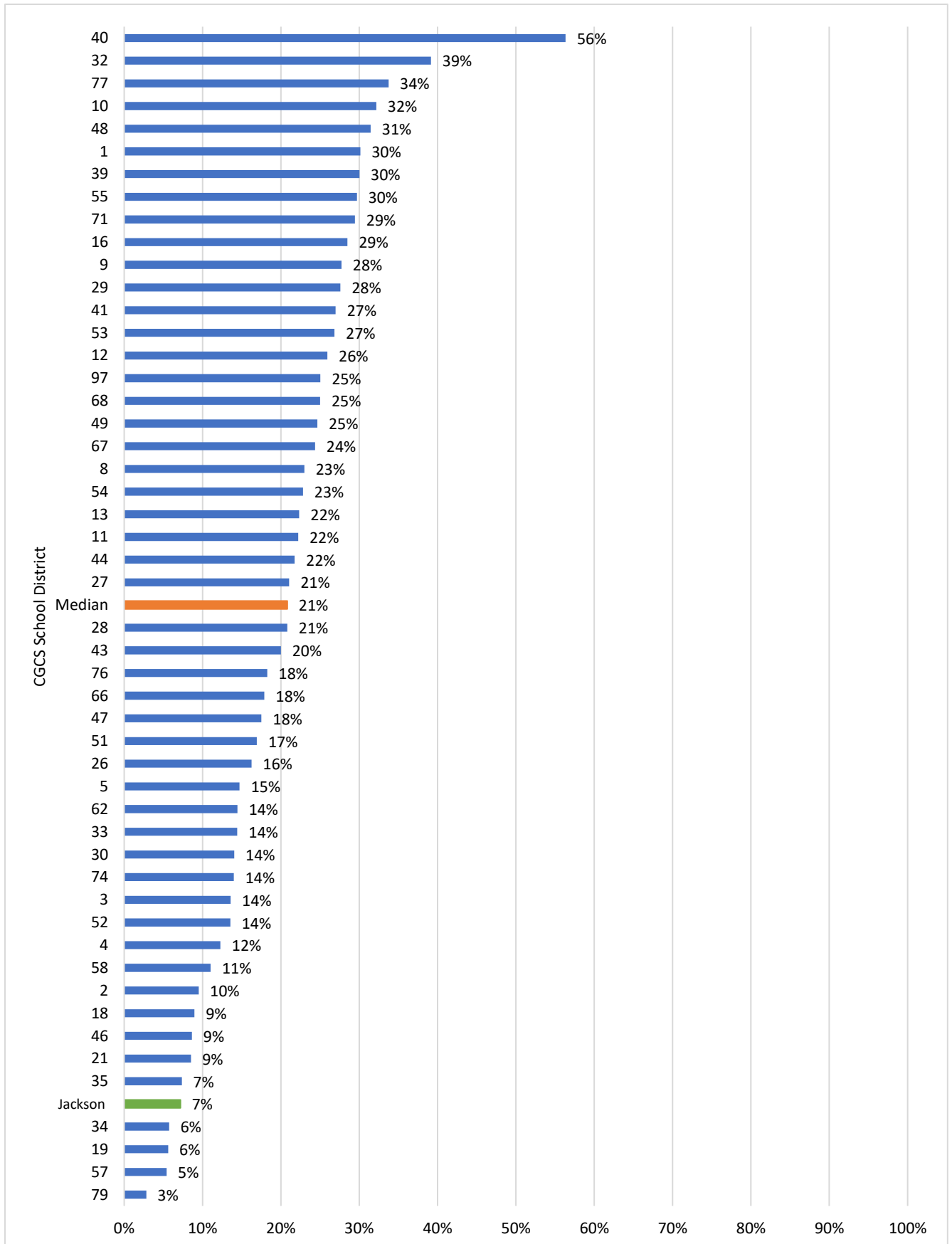


Figure 7.1. Four Year Cohort Graduation Rate Using Methodology Required for State Reporting, 2015-16

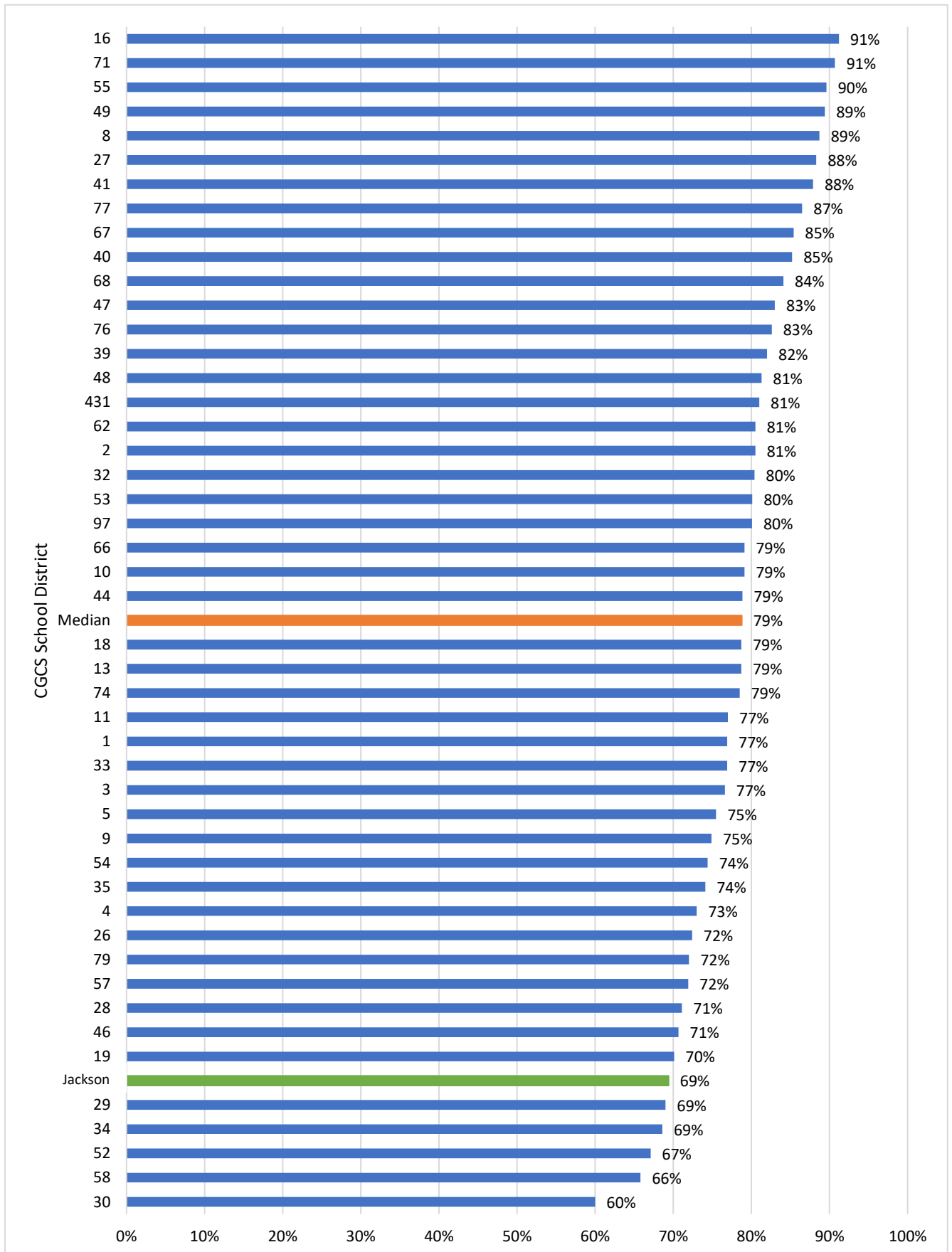


Figure 8.1. Percentage of all Third Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

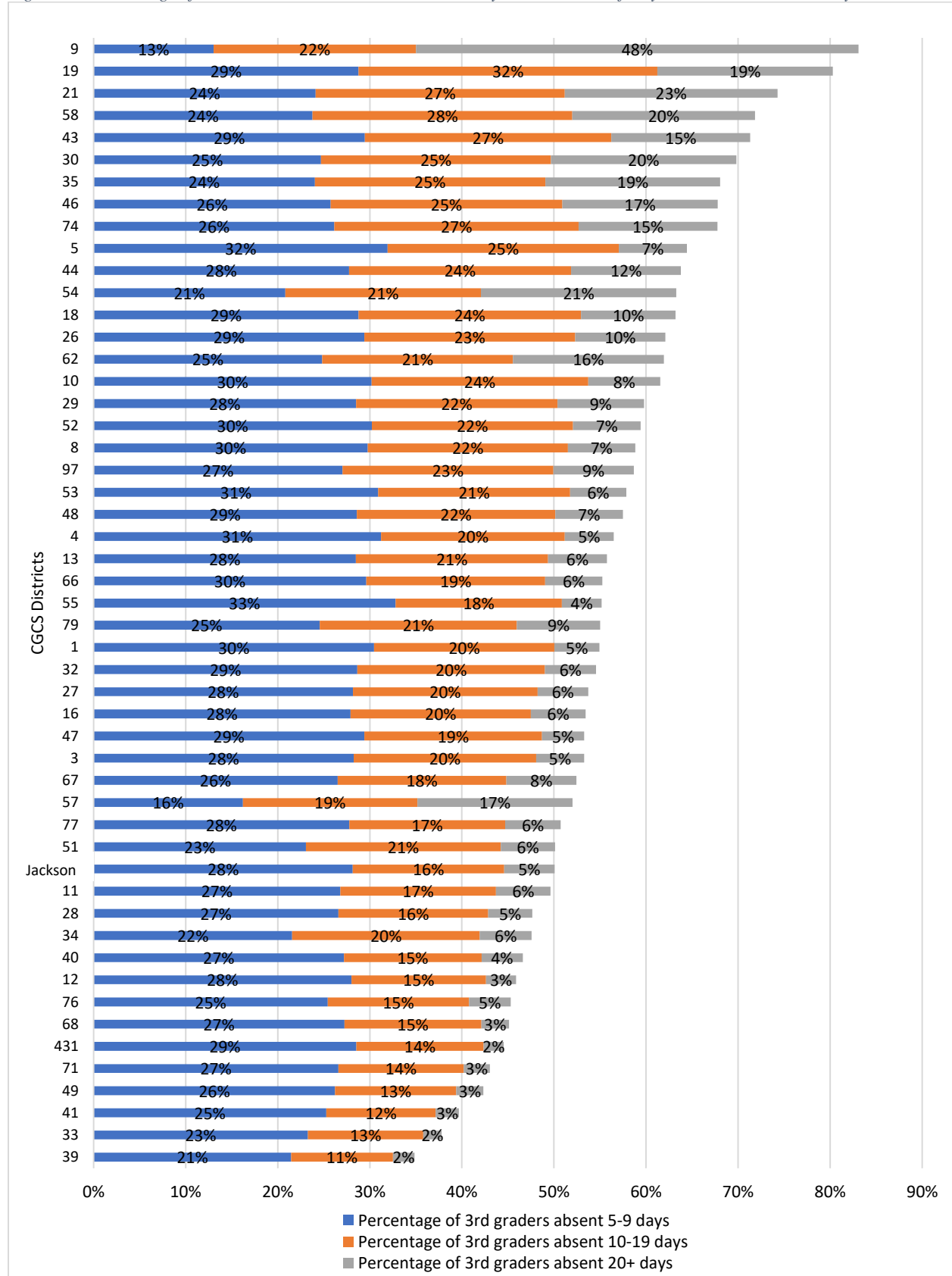


Figure 8.2. Percentage of all Sixth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

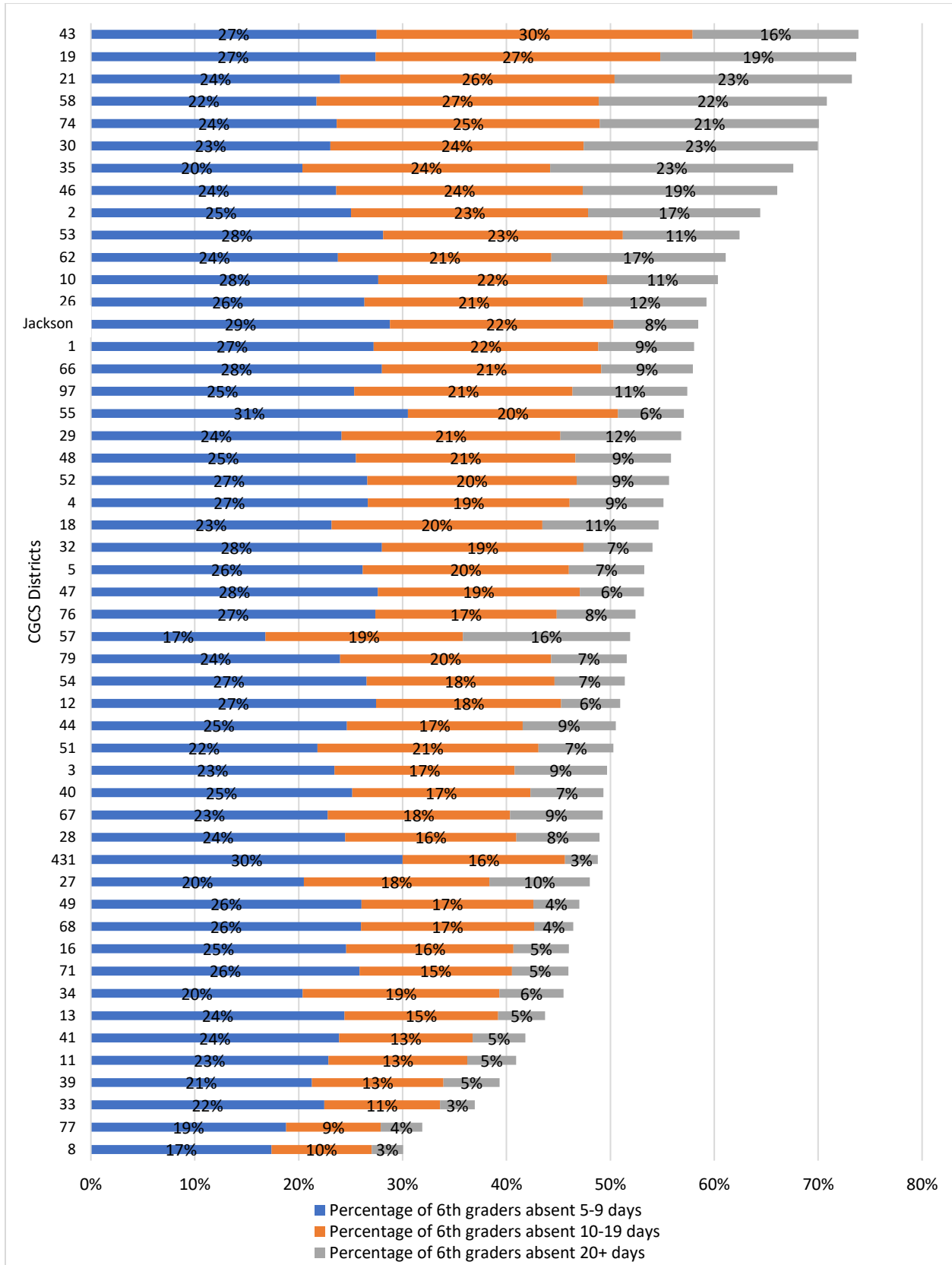


Figure 8.3. Percentage of all Eighth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

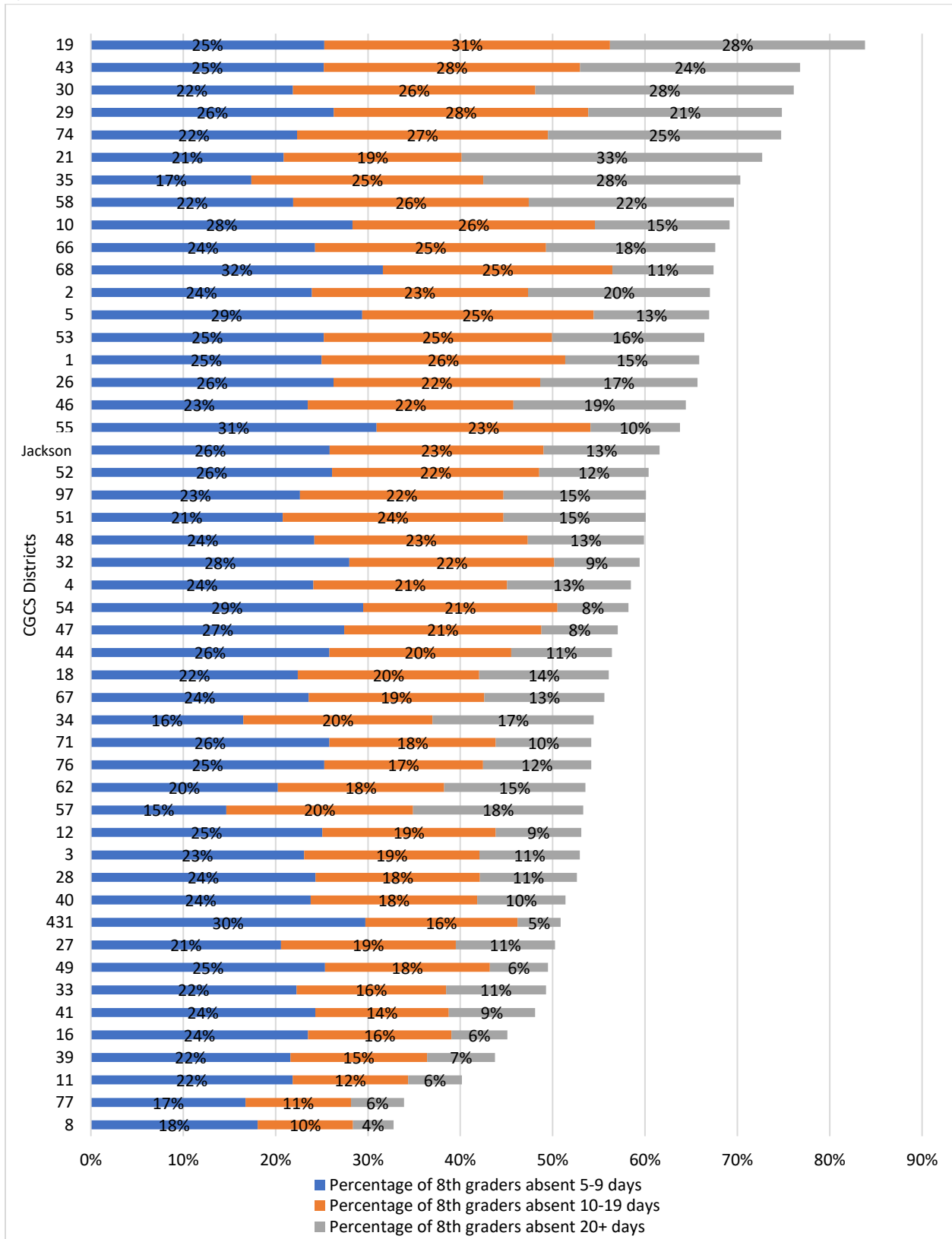




Figure 8.4. Percentage of all Ninth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

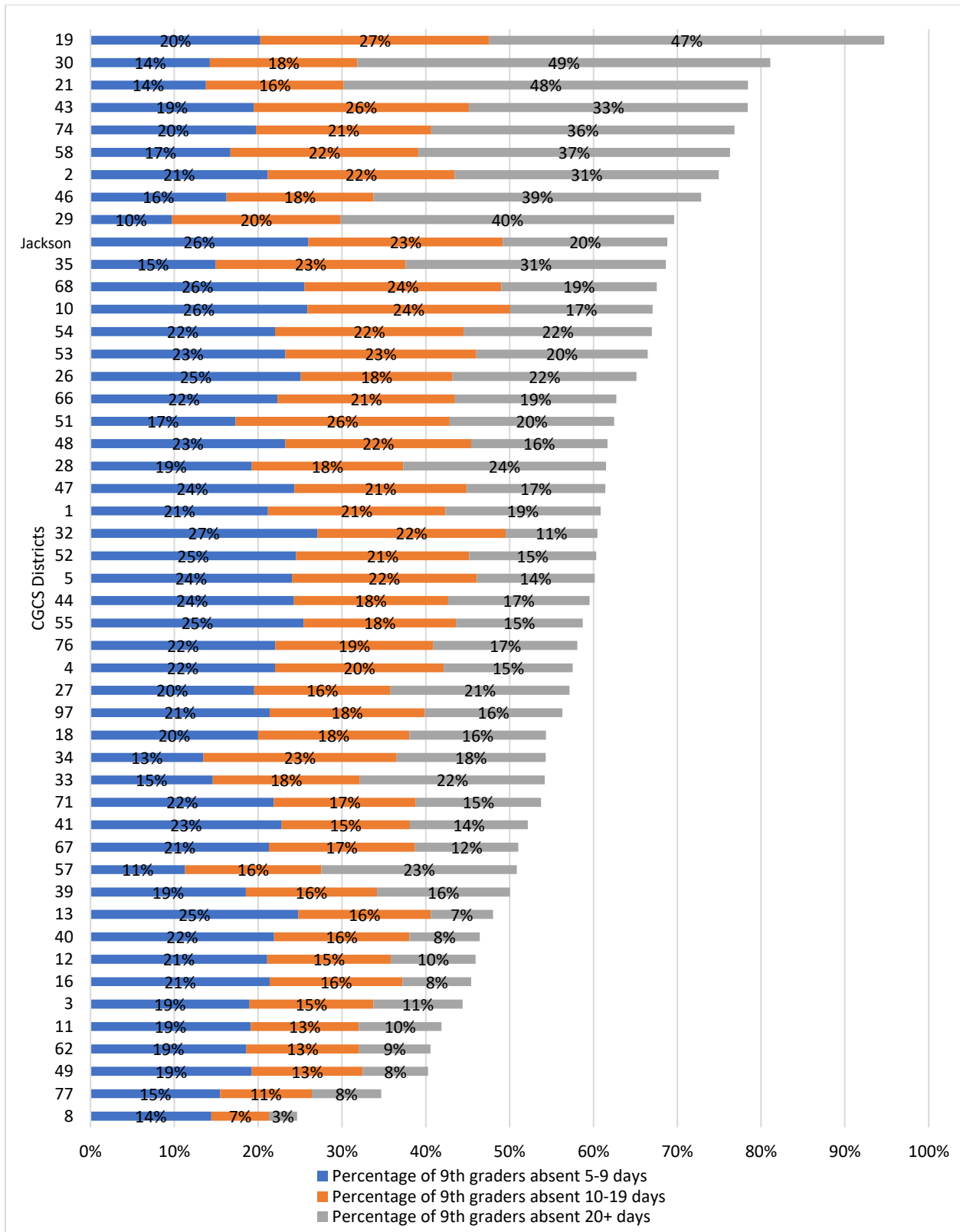


Figure 9.1: Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2015-16

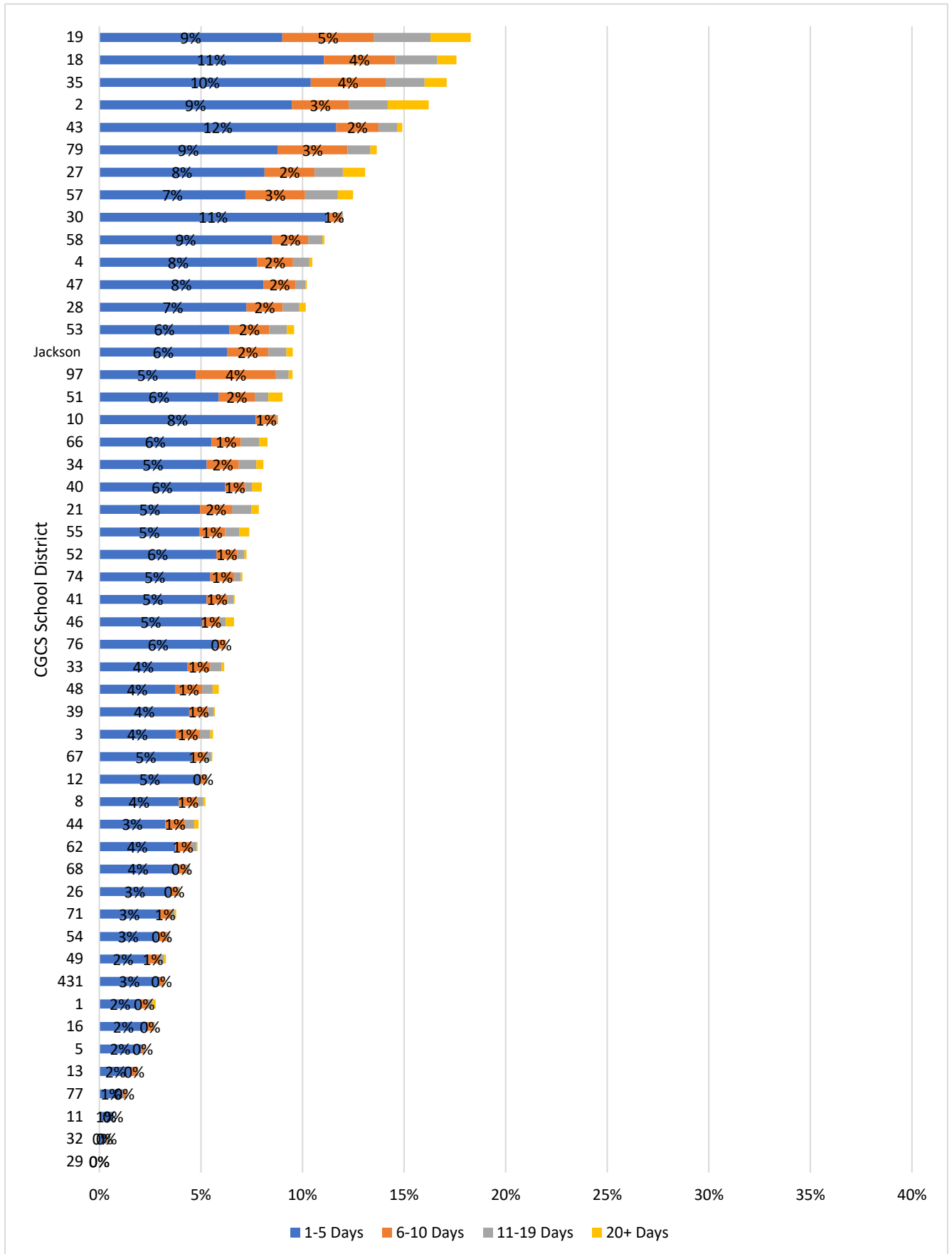
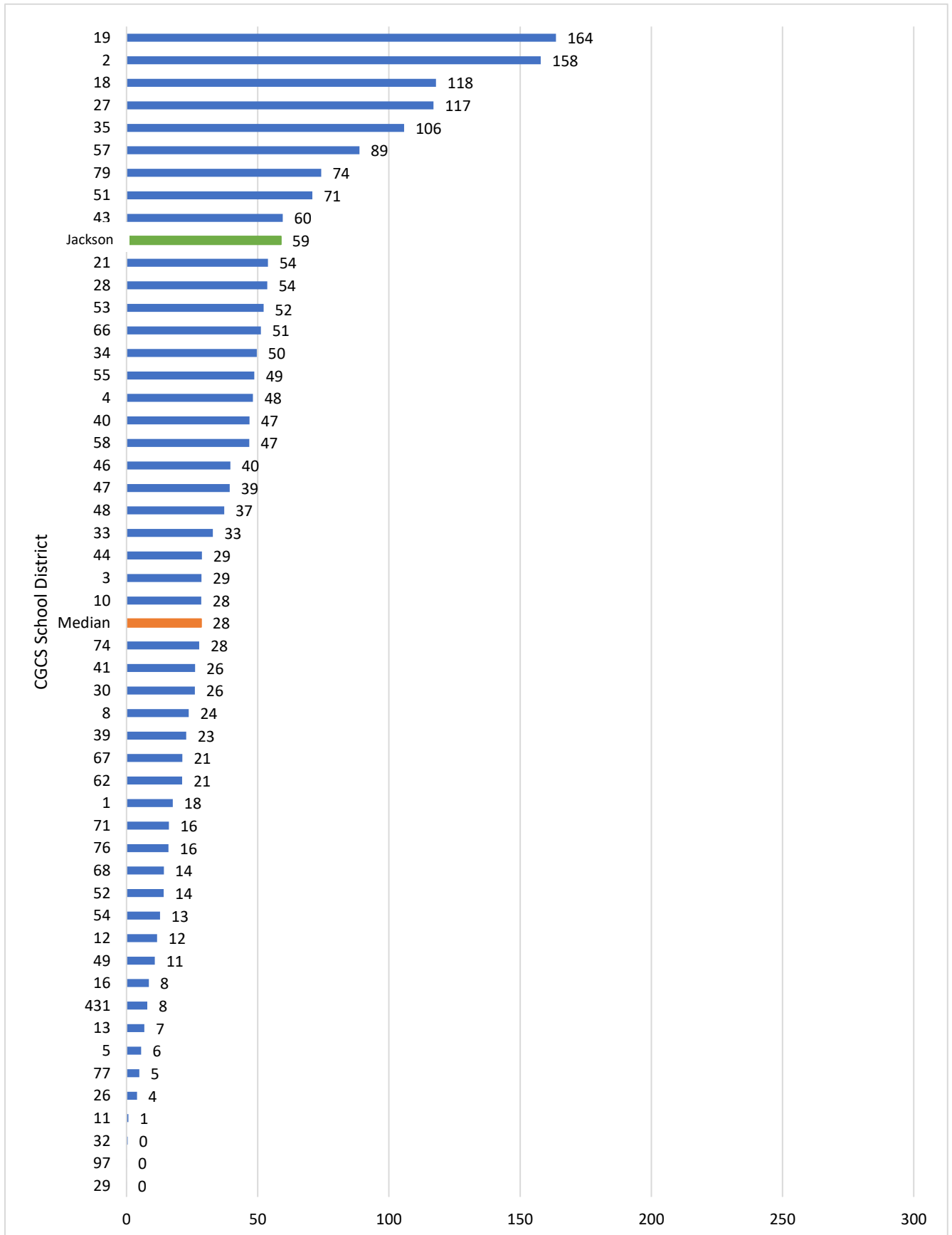


Figure 10.1: Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2015-16



**NASHVILLE BALANCED LITERACY PILOT**

## **Metropolitan Nashville Public Schools: K-1 Balanced Literacy Pilot**

The Council of the Great City Schools, Metropolitan Nashville Public Schools (MNPS) and Student Achievement Partners (SAP) are engaged in an educational pilot project together, funded by the Schusterman Foundation, to examine whether specific changes in literacy practices can positively improve student outcomes in early reading. The implementation of this pilot is currently underway in nine district elementary schools in kindergarten and first grade classrooms.

**Purpose:** The goal of this pilot is to adjust current content and instructional practices during the balanced literacy block in order to raise the literacy levels of students in K-1 so that they are able to read grade-level texts and are prepared for success in future grades. During the 2017-2018 school year, K-1 teachers in the MNPS pilot schools are receiving on-going support in adjusting their current content and instructional practices to incorporate research-based content, focused specifically on strengthening foundational skills and building knowledge and vocabulary through read-alouds.

**Description:** In order to realize the promise of the college and career readiness for all students, all teachers need specific training and support. There are two areas which are historically short changed in traditional balanced literacy settings, particularly in early childhood classrooms. These are: (1) a systematic and research-based approach to word study (foundational skills: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and (2) building student knowledge and vocabulary through the skillful use of read-alouds as students encounter rich complex text.

The pilot is providing targeted professional development to support teachers in using new or modified instructional materials that will employ more systematic use of word study (foundational skills) and read-alouds during the balanced literacy block. Additionally, teachers have online access to The Reading Teacher's Top Ten Tools, a virtual course that is offered free of charge for all participants. Teachers, coaches, and administrators are working collaboratively to understand the content behind grade level foundational skills and how to approach this systematically in the classroom. They are also learning the importance of building knowledge and vocabulary through content rich materials. As a part of the pilot, qualitative data via observations, surveys, focus groups, etc. will be collected in order to learn what is working and what is not.

# **2017-2018 Metropolitan Nashville K-1 Balanced Literacy Pilot at a Glance**

## **Cycle 1: Foundational Skills**

### **Professional Development and Support**

- Cycle 1 training from SAP (July 30-August 3, 2017)
- Virtual Professional Development - Top Ten Tools
- Learning walks (September 25-26, 2017)
- Monthly office hours, and school/district support

### **Resources**

- MNPS Curriculum (Journeys)
- Supporting Resources for Decodables and Practice
- Guidance Documents

## **Cycle 2: Read Aloud (Building Knowledge and Vocabulary)**

### **Support and Professional Development**

- Cycle 2 training from SAP (October 4–October 6, 2017)
- Virtual Professional Development - Top Ten Tools
- Learning walks (December 12-13, 2017)
- Continued monthly office hours and school/district support

### **Resources**

- Supporting Resources for Read Alouds
- Text Sets
- Guidance Documents

## **Cycle 3: Reflection and future planning, March 2017**

- Next Steps for Scaling in Metropolitan Nashville Public Schools
- Next Steps for Observer Districts

**COMPUTER SCIENCE WEBINARS**

## District Highlight: San Francisco Unified

San Francisco Unified School District (SFUSD) focuses on providing a computer science experience for every student, at every school, in grades K-8 to alleviate gaps between traditional K-12 computer science participation, K-12 school enrollment, and the computing workforce in San Francisco. Their strategy connects curriculum and instruction with carefully orchestrated professional development coordinated by the central office in response to local school needs.

### Discussion

As the urban school district closest to Silicon Valley, San Francisco Unified School District (SFUSD) has long had technology learning as a focus. As part of the board's Vision 2025, proficiency in computer science was defined as a new basic skill for all graduates, and in June 2015 the board unanimously voted to expand computer science education to all students at all schools, beginning in pre-kindergarten and extending through 12th grade.

The SFUSD strategy focuses on three components, to be deployed sequentially over time. Their theory of action is that if all aspects of the computer science educational system is aligned, and if quality curriculum is provided to teachers and schools with accompanying professional development, then students will receive high-quality computer science instruction in K-8. If students are taught well, they will become engaged with the subject, develop an awareness that they could thrive in the discipline and have a future in computer science. This will result in more students electing to take computer science courses when they reach high school.

At the elementary level, SFUSD uses a team of computer science specialists to “push in” and co-teach 20 hours of computer science content per student per year to all students. This strategy is more effective and affordable than providing supports to every elementary teacher to do computer science on their own. The work is integrated with literacy, mathematics, and science, and focuses on (1) normalizing computer science for students, (2) building self-identity, and (3) developing transferrable skills in problem solving and creativity. In the fall of 2017, SFUSD had successfully implemented this model in 39% of their elementary schools.

At the middle school level, SFUSD assigned dedicated computer science teachers to teach discrete computer science courses during “electives” or an exploratory course slot. SFUSD decided not to integrate computer science into mathematics or science at this level. Instead, computer science is a standalone discipline and does not detract from the intensity of the work in mathematics and science. The middle school courses focus on developing a strong conceptual foundation and building self-efficacy. By fall 2017, SFUSD had expanded to nearly 50% of middle schools, and had an external evaluation conducted which indicates that students perceived the computer science experience as fun, relevant, and challenging.

At the high school level, SFUSD has a set of computer science courses ranging from Exploring CS to Advanced Placement options. These are stand-alone courses, designed to fulfill a “general elective” requirement in 11<sup>th</sup> or 12<sup>th</sup> grade. These courses are now available in all comprehensive high school sites.



Coordination and management of the computer science work is provided from the central curriculum and instruction office, who organize district engagement and participation to drive the development of the curricular materials and coordinate extensive professional development opportunities, including a summer institute, monthly meetings, an online community, peer classroom visits, and coaching.

The computer science effort is funded via external resources, costing just under \$2M during SY 2017-18. Figuring out how to transition to internal funding, maintaining the expansion rate particularly at the elementary schools, supporting redesign of middle-school schedules to enable broader participation, and creating more high school courses for different students and needs are the top challenges the district faces as the work proceeds.

## **For Additional Information**

Contact Jim Ryan, STEM Executive Director, San Francisco Unified School District at [ryanj3@sfusd.edu](mailto:ryanj3@sfusd.edu).

## District Highlight: Dallas Independent

Dallas Independent School District's (DISD) K-12 computer science goals and strategy focus on leveraging after-school opportunities to increase capacity and interest in computer science.

### Discussion

Dallas Independent School District's focus on K-12 computer science is driven by both a commitment to equity and the desire to match job demand in the Dallas metropolitan area. In central Texas, there is a strong demand for STEM jobs. However, 71% of the STEM jobs are in computing and only 8% of STEM graduates are in computer science.

Dallas Independent School District set three goals for their computer science work:

1. Increase options so that all students in grades K-12 will have computer science learning opportunities.
2. Increase the number of students who choose STEM endorsement in 8th grade by exposing students to computer science and robotics in elementary and middle school.
3. Increase the number of high schools that are offering the Computer Science pathway leading to a STEM endorsement.

DISD's work consists of course-based supports at the elementary and middle school for teachers and schools, with professional development and tools provided by WeTeach\_CS, Carnegie Mellon, Code.org, and Texas Tech University. Robotics is highlighted at both levels, with a standalone course entitled "Introduction to Robotics" offered in the middle grades. At the high school level, computer science is promoted through coursework (both robotics and Advanced Placement) as well as through a STEM endorsement for students.

Building on DISD's extensive after-school sports culture, robotics competitions were seen by district leadership as an important way to drive student and parent interest in computing and STEM studies. An extensive network of FIRST Lego, VEX, and BEST robotics competitions touches nearly every school and community in DISD. Additionally, the number of students involved has increased each year for the past half-decade. In 2016-17, 10 elementary schools formed their own "coding clubs", where students used Scratch to build their own video games, and in 2017-18 this will expand to 30 total elementary schools. By explicitly coupling after school clubs and competitions to core academic goals and strategies, Dallas Independent hopes to increase demand at the local school for additional computer science classes and student offerings.

### For Additional Information

Contact Oswaldo Alvarenga, STEM Executive Director, Dallas Independent School District at [ovalvarenga@dallasisd.org](mailto:ovalvarenga@dallasisd.org).

# District Highlight: Metropolitan Nashville Public Schools

Metropolitan Nashville Public School's (MNPS) middle school computer science efforts connect with their Science, Technology, Engineering, Arts, and Mathematics goals and strategies.

## Discussion

Metropolitan Nashville Public Schools chose to connect STEM education with the arts, in order to build on their city's deep artistic history. Their "STEAM Pedagogy Framework" focuses on teaching communication, collaboration, critical thinking, and creativity in a way that is interdisciplinary, connected to careers, and builds upon existing school cultures.

There are several strategies that are part of Metropolitan Nashville's STEAM effort, including new curriculum, additional professional learning opportunities, a STEM certification, and more technology. Computer science plays an important role in this work, as the board has declared that "computer science for all students" at the middle grades is one of the district's goals.

MNPS turned to one of their schools, RePublic's [Nashville Academy of Computer Science](#), to provide support to the entire district. The Academy had built and used a middle school computer science curriculum that was based on Scratch and HTML/CSS, focused on the STEAM Pedagogy Framework, and was developed so that any teacher could teach the content. The district worked to make sure that other schools in Nashville were aware of this resource from the Academy.

MNPS settled on a "bottoms-up" strategy for computer science implementation. All middle schools were invited to participate in 2017-18. While 52% of middle schools chose to participate during 2017-18, and other schools were given an option to join later. Each school needed to identify an implementation model that was reviewed by the central office—the most popular was to create a computer science unit alongside an arts rotation; three schools chose to embed computer science into their existing mathematics and science courses; two chose to focus on offering computer science after school and in extracurricular spaces. Teachers received professional development in the summer to enhance their skills.

The MNPS team highlighted the challenges of doing this work, noting that getting various partners and schools to align to common goals and strategies was difficult. At the central office, a great deal of formal and informal data collection is conducted, and that information is used to adjust and modify their work as it proceeds.

## For Additional Information

Contact David Williams, Executive Officer of Curriculum and Instruction, Division of Teaching and Learning, Metro Nashville School District at [david.williams2@mnps.org](mailto:david.williams2@mnps.org).

## **About This Series**

Each district highlight describes the K-12 computer science goals and strategies of urban school districts affiliated with the Council of Great City Schools. This document was jointly developed by UChicago STEM Education, the Council of Great City Schools, and the seminar presenters. This material is based upon work supported by the National Science Foundation under award 1542965. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

**TASK FORCE ON MALES OF COLOR**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Males of Color**

**2017-2018**

### *Achievement Task Force Goal*

TBD

### *Task Force Chairs*

Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent

**TASK FORCE STATUS REPORT**



## **Task Force on Males of Color January 2018**

### **Overall Goals/Priorities for the Task Force on Males of Color**

The goals and objectives for the Task Force on Males of Color will be established in 2018 based on feedback and the needs of representatives supporting the improvement of young men of color across member districts. The Council staff will survey key stakeholders and establish goals and objectives for the initiative by fall 2018. Reports, activities, and presentations related to our males of color initiative are available on our Research Department webpage: [malesofcolor.org](http://malesofcolor.org).

### ***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**

### ***Sharing Best Practice Across Council Member Districts***

#### ***Cross District Site Visits***

In addition to reports, such as *Supporting Environments of Excellence for Males of Color in the Great Cities*, the Council has focused on sharing best practices related to programs to support males of color through cross district site visits. Two such visits were conducted in August and October of 2017. Representatives from the Miami-Dade County Public School district's 5000 Role Models of Excellence program visited the Clark County Public School district to exchange ideas and plans for programs. In October, representatives from the Detroit Public Schools participated in school visits and planning meetings with Miami-Dade County representatives to bring best practices to DPS.

#### ***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. These plans and initiatives will be reported on our website and at our Males of Color Task Force meeting in October 2018.

**DISTRICT MALES OF COLOR INITIATIVES**

# Males of Color Initiatives in America's Great City Schools:

Follow Through on the Pledge: As of July 1, 2016

COUNCIL OF THE GREAT CITY SCHOOLS



### A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and (1)
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and (2)
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and (3)
- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and (4)
- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and (5)
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and (6)

- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and (7)
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and (8)
- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and (9)
- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents. (10)
- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district. (11)

Council of the Great City Schools

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools
Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools

Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools
Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	New York City Department of Education
Norfolk Public Schools	Oakland Unified School District
Oklahoma City Public Schools	Omaha Public Schools
Orange County (Orlando) Public Schools	Palm Beach School District
Philadelphia School District	Pittsburgh Public Schools
Portland Public Schools	Providence Public Schools
Richmond Public Schools	Rochester City School District
Sacramento City Unified School District	Saint Paul Public Schools
San Diego Unified School District	San Francisco Public Schools

Seattle Public Schools	Shelby County (Memphis) Public Schools
Toledo Public Schools	

Males of Color Initiatives in America’s Great City Schools  
By the  
Council of the Great City Schools

City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Albuquerque		Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.			
Anchorage	<p>Named Mike Graham as the lead. <a href="mailto:Graham_Michael@asdk12.org">Graham_Michael@asdk12.org</a> (907) 742-4412</p> <p>Developed “Actions and Measures” around each aspect of the Council’s pledge.</p>	Held a community dialogue on issues with the NAACP on February 18, 2015.	Actions on preschool will target students with highest needs, smaller class size, gender balance in programming, collaboration with Kids Corps/Head Start, and collaborating on kindergarten readiness with ARISE	Middle school actions will include providing access to school counselors and extra school staff and before and after school interventions, provide special classes for students of color through Cook Inlet Tribal Council, gender balance in programming, after school programs with 21 <sup>st</sup> century learning centers, and focusing on	<p>Specific and detailed data from the 2014-15 school year on each pledge element will serve as the baseline for district efforts and progress.</p> <p>The district’s academic services department will provide quarterly updates on progress.</p>



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			community coalitions.	SEL skills and responsive teaching at two middle schools. High school actions include core team planning to support individual students, partnering with ANSEP on science and engineering academies, pre-AP training for teachers at ASD summer academy, CITC classes and interventions, professional development in math, after school and SEL programming.	Continue data collection through RTI and SEL programming.
Atlanta			Use state early learning standards to address social and emotional needs of pre-k students—and plan lessons around them.	Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum.  Enhance the district’s multi-tiered systems of supports (RTI),	Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender.

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				<p>including RTI specialists, interventions, training, and supports.</p> <p>Review the district’s wrap-around services and enhance where needed.</p>	
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</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</p>	

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		<p>(Mentoring to Achieve Latino Educational Success; Communities in Schools on leadership development and support; Austin Voices for Education and Youth on youth empowerment; the Austin Urban League on the Young Men’s Leadership Academy; the University of Texas on equity symposia; Prairie View A&amp;M University and justice system on changing counterproductive behaviors.</p>		<p>assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables.</p> <p>Establish Males of Color Council.</p>	
Baltimore	Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating			Expose Males of Color to professional men of color, build relations,	

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	<p>college and career ready, completing postsecondary education, entering the workforce, and reducing violence.</p> <p>Has hired a project manager to support the integration of various strategies, plan activities, conduct a community resource audit, and engage philanthropic groups.</p>			<p>and receive guidance. (Reading buddies, career day, lunch mentors)</p> <p>Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)</p>	
Boston	Developed “Opportunity. Access. Equity: My Brother’s Keeper Boston—Recommendations for Action” with the Office of the Mayor as part of MBK Community Challenge	<p>Mayor established MBK Boston Advisory Committee in September 2014.</p> <p>Set three MBK Milestones: (1) Graduating from high school ready for college and career, (2) Successfully entering the workforce, (3) Reducing youth</p>	Set goal of expanding access to high-quality pre-k for all 6,300 four year olds by 2020.	<p>Set goal of lengthening the school day in 60 schools in BPS over the next three years.</p> <p>Set goal of increasing access to rigorous and culturally relevant curriculum and instruction.</p> <p>Set goal of making BPS a premier Digital District by 2020 and investing in a major capital plan to improve</p>	

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		<p>violence, and providing a second chance.</p> <p>Partnered with city agencies, including the Boston Public Schools, and the Black and Latino Collaborative</p> <p>Expanding partnership registry to allow better management and coordination of resources.</p>		all 133 BPS facilities by 2024.	
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></p>				

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	and Melissa Jenkins <a href="mailto:mjenkins@bridgeportedu.net">mjenkins@bridgeportedu.net</a> as leads				
Broward County	Developed the Mentoring Tomorrow's Leaders (MTL) program for minority males attending Deerfield Beach High School and Nova High School.  Developed a video message from the superintendent to schools outlining mission to change disciplinary practices. <sup>1</sup>	Developed work groups with internal and external stakeholders, e.g., the Committee for Eliminating the School-House to Jail-House Pipeline. <sup>1</sup>		Establishing the "Mentoring Tomorrow's Leaders initiative for Males of Color at two high schools.	Developing district oversight mechanisms for data collection and to monitor school practices. <sup>1</sup>
Charlotte-Mecklenburg	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>				
Chicago	Named Chanel King as lead. <a href="mailto:Clking1@cps.edu">Clking1@cps.edu</a>				
Cincinnati	Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district's males of color.			Have placed M.O.R.E. clubs in 15 elementary and 11 middle and high schools. Programs focus on students in grades 4-12 to promote	Data on all M.O.R.E. club participants is entered into data system and tracks progress of

<sup>1</sup> From Rethinking School Discipline, July 22, 2015.

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	District has a M.O.R.E. Program Coordinator.			higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 20-25 male students.	students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes.
Clark County (Las Vegas)	Strategic Plan includes Cultural Competency Training for all school district administrators and school police.	Working cooperatively with City of Las Vegas around “My Brother’s Keeper” Initiative which aims to close achievement gaps and address the disproportionate number of African-American	Pre-K provided to schools with high numbers of students of poverty and English Language Learners. These classes are capped at a ratio of 10 students to 1 adult.	Increased the rigor of the Nevada Academic Content Standards  Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings.	Beginning stages of implementing a Data Dashboard to strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data.

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		and Hispanic men who are unemployed or in the criminal justice system.		Mentoring program for males of color in select schools.  Men Mentoring Men	Transparent gap data by school and Performance Zone posted online.
Cleveland	<p>Prepared “Raising Achievement for Males of Color in Cleveland.</p> <p>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.</p>		<p>Working to ensure that preschool efforts better serve Males of Color.</p> <p>Increase number of high-quality seats by adding staff and forming partnerships. District now has more than 1,800 pre-k seats.</p> <p>Have formed, funded, and partnered with PRE4CLE, a citywide network to ensure that all city 3- and 4-year olds have access to high-quality preschool.</p>	<p>Established Linkage Coordinators at each school to serve as mentors for males of color; provide life-changing experiences outside the neighborhood; provide social-emotional support; foster relationships between males of color and male administrators and teachers; and provide culturally relevant teaching.</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>Tracking academic, attendance, behavior and other data on every student.</p> <p>Monitor progress of Males of Color and appropriately intervene at earliest signs.</p> <p>Use NWEA, RIMPS (grades 1-3), on-track cohorts (grades 9-12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses.</p>



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				<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, summer literacy program for intensive intervention.</p>	<p>Have established a School Performance and Planning Framework to track student and school performance.</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, the YMCA Head Start program, and the Franklin County Early Childhood center</p>	<p>District offers 750 four year olds developmentally appropriate early childhood programs in 41 elementary schools aligned with the State Early Learning Content Standards taught by teachers with either pre-k</p>	<p>Participate in the state’s Third-Grade Reading Guarantee that requires districts to assess third grader’s reading proficiency and develop plans for students below grade level that includes summer school and literacy coaching. Students below the state-determined cut score are retained, but beforehand are provided with 120</p>	

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		<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 Force, and district partners with children's hospital, and</p>	<p>certification or a master's degree in early childhood education. Program also provides family outreach, health and social services, and kindergarten transitions. Literacy data show participants need less intervention in kindergarten than non-participants.</p>	<p>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 social studies achievement faster than district rates, narrowing gaps.</p>	

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		others on children's health issues.			
Dallas					
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 American males in advanced courses, and reducing expulsions.</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> <p>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</p>			

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		statement, develop website, do fund-raising, and set up training.			
Denver			<p>Increase mill levy to expand full day ECE for all 4-year olds, and expand seats for 3-year olds in partnership with community providers targeting underserved areas.</p> <p>Partner with community to increase quality, establish standards and assessments, and increase resources for summer reading-loss programs, particularly for ELLs</p>	<p>Increase rigor of common core implementation. Increase tutoring.</p> <p>Expand partnerships, enrichment, and engagement.</p> <p>Expand social emotional supports, mentoring, pre-collegiate information, CTE offerings, and pilot a personalized learning project.</p>	<p>Conduct opportunity quartile study to identify groups for intervention and targeted investment.</p>

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Des Moines	Developed a District Plan to implement on-going Cultural Proficiency Training to all staff as well as revise and continuously edit district priorities to reflect culturally competent language; Developed District Equity Team to monitor progress towards district actions, policies, practices, etc... reflecting progress on the continuum of becoming a more culturally proficient district; Implemented Equity Team at the building level in all schools to monitor progress towards building actions, policies, practices, etc...	Engaged in Community Conversations on September 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 students, particularly our students of color		Implemented standards-based grading and an Embedded Honors system at the middle school level in place of traditional advanced courses to provide equal opportunity for all students to engage in rigorous curriculum and activities; expanded middle school activities to engage more students in before and after-school programming targeting the need for students to feel connected to school and an increased sense of hope, engagement and well-being; implemented Advanced Placement (AP) 4 All philosophy to increase equity of access into college level coursework at the high schools	Creating data dashboard to monitor progress of Males of Color on the following metrics: graduation, attendance, college and career readiness, suspensions, office referrals, expulsions, special education referrals, Advanced Placement Course Participation, Advanced Placement Test Performance, and enrollment into Gifted and Talented Program
District of Columbia	Developed a five-point plan called "A Capital Commitment"	Announced \$20 million	Established a three-school pilot	Set up "500 for 500: Mentoring through	Developed Equity Scorecard with

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	<p>to increase achievement rates, improve literacy, invest in 40 lowest performing schools, increase attendance and graduation rates, improve student satisfaction, increase AP participation, college admissions, and career preparation, and increase enrollment.</p>	<p>“Empowering Males of Color” initiative with the mayor and partners on January 21, 2015. Built around a three-pronged theory of action: Engage students, family and community; improve and expand implementation of research-based strategies; innovate and challenge approaches to improving achievement.</p> <p>Held fund-raiser lunch for a male academy and follow-up activities.</p>	<p>program with professional development to support school readiness for Males of Color.</p>	<p>Literacy” program to ensure reading on grade level by grade three.</p> <p>Collaborating with external organizations to decrease summer learning loss.</p> <p>Set up Honor Roll Luncheons to recognize students for success and encourage progress.</p> <p>Revised elementary and middle school promotion/retention policies to rely more on data and less on teacher judgment.</p> <p>Provide two-year grants to schools through the DC Education Fund to support efforts to improve social and emotional well-being of Males of Color, community and family engagement, or academic enrichment.</p>	<p>measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and student satisfaction.</p>

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Duval County	Named Larry Roziers <a href="mailto:roziersl@duvalschools.org">roziersl@duvalschools.org</a> as lead.		<p>Introduced Success by Six at two schools.</p> <p>Expanded access to three-year old programs in low-income areas from 800 to 1,450 students</p> <p>Partnered with Head Start in public schools.</p>	<p>Revised elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures 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.</p> <p>Expanding overage schooling for students in grades 5-10 to individualize course recovery.</p>	<p>Developed modern, integrated early-warning tracking system (Performance Matters) to ensure all students on-track for graduation.</p> <p>Tracks attendance, suspensions, grade, and state test results.</p> <p>Allows teachers to follow students if they change schools.</p>

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El Paso	<p>MBK District Points of Contact:</p> <p>Manuel Castruita, Director, Guidance Services (<a href="mailto:mcastrui@episd.org">mcastrui@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. Student mentorship programs established at all comprehensive high schools. Mentorship at all middle schools will begin in Fall 2015. Students mentored by District personnel. Will explore mentorship opportunities by non-District personnel in Fall 2015.</p> <p>In the process of creating a Social-Emotional Learning Department to support implementation of Positive Behavior Interventions and Supports at 43 Demonstration Schools.</p>	<p>One of three districts statewide selected for participation in Project MALES (Mentoring to Achieve Latino Educational Success). Project is led by The University of Texas and Texas A&amp;M.</p> <p>Engaged in partnership with the University of Texas at El Paso to establish a collaborative mentorship program at one high school. The university will select graduates from the selected high school for continued mentorship at the university level.</p>	<p>District will launch Pre-K center in August 2015.</p>	<p>Implementing AVID at selected middle schools to promote college awareness and readiness.</p> <p>Analyzed advanced course enrollment and success rates at all middle and high schools and identified opportunities for increased enrollment.</p> <p>Offering PSAT grades 9<sup>th</sup> through 11<sup>th</sup> and SAT to all 11<sup>th</sup> grade students to bolster advanced course enrollment.</p> <p>Exploring curriculum support options for advanced courses in middle and high schools at selected feeder patterns.</p> <p>Exploring venues to increase college matriculation.</p>	<p>Data tracking system is in development.</p>



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		<p>Attended Texas Consortium for Male Students of Color Summer Leadership Summit in June 2014. Scheduled to attend in August 2015.</p> <p>Met with El Paso Community College Project MALES representatives to discuss opportunities for collaboration on student mentorship.</p> <p>In the process of establishing a partnership with the United Way to support the Campaign for Grade Level Reading</p> <p>Alternative High School contracts</p>			

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		<p>with the El Paso Child Guidance Center to provide trauma counseling to students assigned to the campus.</p> <p>In the process of developing a leadership academy for mentored students.</p>			
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	Hillsborough County Public Schools Males of Color Implementation Pan, 2014-2015		District will monitor observation, assessment and	Monitor outcomes of the Extended Reading Time initiative through	Use early warning system to monitor RTI/MTSS

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	<p>Named Lewis Brinson as lead. (813) 272-4368 <a href="mailto:Lewis.brinson@sdhc.k12.fl.us">Lewis.brinson@sdhc.k12.fl.us</a></p>		<p>evaluation data on pre-k and Head Start teachers to determine areas of strength and need.</p> <p>Correlate VPK assessment results with Kindergarten Readiness Assessment to determine impact of program.</p> <p>Evaluate effect of new pre-k and Head Start expansion into high-poverty schools.</p> <p>Monitor implementation of pre-k professional development during walk-throughs.</p>	<p>observations in project schools.</p>	<p>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>

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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 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>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 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 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 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</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 deteriorating into irreversible negative outcomes.</p> <p>Will set up an evaluation framework to assess effectiveness of the initiative.</p>

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		Was involved in MBK summit in Houston on November 134, 2014. Follow up involved 12 focus groups.		reading support services.  Determine target-area pilot schools.	
Indianapolis	Have developed “Your Life Matters: Plan of Action.”	Partnering with the mayor, Indiana Black Expo, and the Indiana Civil Rights Commission on the Your Life Matters (YLM) Task Force. The task force includes 115 organization, agencies, and offices—and includes teams on education, employment, health, justice, and mentoring. The Indiana Black Expo (IDE) handles project management, data,		Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to expand mentoring opportunities for African American male youth.	Are developing with the task force measures of high school graduation, out-of-school suspensions, attendance rates, behavioral issues, employment status of African American males ages 16-24, risk of referral to juvenile court, percentage of African American males returning to IDOC within 12 months, and deaths by homicide among African American males ages 15-25

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		management, and communications.			
Jackson	Named William Merritt as lead. <a href="mailto:wmerritt@jackson.k12.ms.us">wmerritt@jackson.k12.ms.us</a>			Implementing and providing professional development for teachers and parents on the IMMC’s “New Strategies for Teaching African and African American History to African Americans.” Includes teaching African American history, culture, and leadership models to students in after-school and summer school program.	
Kansas City	Males of Color Implementation Plan  Named Luis Cordoba and Derald Davis (816) 418-7322 <a href="mailto:jcordoba@kcpublicschools.org">jcordoba@kcpublicschools.org</a> <a href="mailto:dedavis@kcpublicschools.org">dedavis@kcpublicschools.org</a> as leads.	Held the “Am I My Brother’s Keeper” conference with 150 high school student.  Working with Citywide Gateway Crime Task Force		Initiated “Each One, Teach One” mentoring program for males of color involving high school students mentoring elementary students.	Created data dashboard to monitor progress of Males of Color on pledge elements and provide support. Metrics include graduation, attendance, college and career

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		<p>Convened a Student Diversity Leadership Conference: Building An Appetite for 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.</p>			<p>readiness, suspensions, expulsions, special education classifications, AP, and G/T</p>
Long Beach	Developed “My Brother’s Keeper Long Beach: Local Action Plan”	<p>Held “Students of Color Town Hall Meeting” on February 28, 2015</p> <p>Formed the City of Long Beach My Brother’s Keeper Task Force with</p>	Setting up the Long Beach Home Visitation Collaborative with 20 service providers to coordinate services.	Have formed a Long Beach Campaign for Grade-level Reading whose goals are to increase kindergarten readiness, reduce absenteeism, and improve summer learning.	

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		<p>elected officials, city departments, the school systems, colleges, community organizations, and consultants.</p>	<p>Set goal of establishing universal preschool for all children by 2018.</p> <p>Committed to re-establishing a citywide Early Childhood Plan</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>Retained Wes Hall from the Institute for Student Empowerment to oversee the program and design new activities.</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 leaders in government, education, media, public health, banking, law enforcement, and religion.</p>	Expanding full-day pre-kindergarten and kindergarten.	<p>Developed the Academic English Mastery Program to improve access core language and literacy curriculum for standard English learners, particularly African American and under-achieving students.</p> <p>Created the Middle School Collaborative to boost performance of middle school students.</p> <p>Created a four-week Extended Learning Opportunity Summer Program at selected middle schools focusing</p>	



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		The MBK Leadership Team will meet quarterly.		on English language arts and math.	
Louisville			Continue CADRE menu of professional development of professional development geared toward the needs of “at promise” students.	Strengthen after school programs: Men of Quality Street Academy, REACH Program.  Continue Louisville Linked program that provides wraparound services to students.	Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color.  Design interventions to “catch” students that are falling behind.  Present quarterly reports on each element of the pledge on Males of Color
Miami-Dade County	Implementing a Districtwide Equity Parity Plan. <sup>2</sup>		Collaborate with community groups to provide curriculum	Implement a mentoring, life skills tutoring, career preparation and academic coaching	Establish a data base to monitor diversity, equity, and access to

<sup>2</sup> From Rethinking School Discipline, July 22, 2015.

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			<p>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>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 partners to Males of Color receive more mentoring and opportunities.</p> <p>Advertise schools of choice and parental options for Males of Color.</p>	<p>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>
Milwaukee	Developed a strategic plan called “My Brother’s Keeper: Improving	Working with public health	Providing vision screenings for	Partnering with Milwaukee Succeeds,	

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	<p>the Life Outcomes of Boys and Men of Color—Implementation Plan.”</p> <p>Naming a new Equity Specialist.</p>	<p>partners to ensure that students are immunized and ready for school.</p>	<p>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>Expanding sports physicals, offering more health fairs, expanding wellness activities, and working with parents to coordinate health activities.</p>	<p>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 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</p>	

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				<p>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 small-group tutoring for students who are below target in reading.</p>	
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>	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		<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</p>	

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		focus on character development and leadership. BLACK (Building Lives Acquiring Cultural Knowledge) courses will be taught by local community experts in classes no larger than 20 students.		engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.  Expanding funds for AVID	
Nashville	Named Tony Majors as lead. <a href="mailto:Tony.Majors@mnps.org">Tony.Majors@mnps.org</a>				
New York City	Named Ainsley Rudolfo as lead. (917) 940-6496 (c ) <a href="mailto:Arudolfo@schools.nyc.gov">Arudolfo@schools.nyc.gov</a>				
Oakland	Established an Office of African American Male Achievement with 30 staff members and an annual budget of \$3.5 million.			Initiated the Manhood Development Program (MDP), an academic mentoring model designed and implemented <i>by</i> African American males <i>for</i> African American males. Program has grown	

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				from three to 17 sites. Program is designed to decrease suspensions and increase attendance, decrease incarceration and increase graduation, and decrease the achievement gap and increase literacy.	
Oklahoma City	Named Aurora Lora as lead. <a href="mailto:aalora@okcps.org">aalora@okcps.org</a> (405)587-0448				
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>Researched best practices in promoting academic success at pre-k level.</p> <p>Gathered best practices from most successful pre-k teachers.</p> <p>Discuss ways to better serve pre-k males of color</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>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>Meet with principals at all</p>

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	<p>Named James Lawson as lead.            (407) 317-3470  <a href="mailto:James.lawson@ocps.net">James.lawson@ocps.net</a></p>		<p>Compiled academic and social development strategies and communications plan.</p> <p>Offered enhanced professional development for pre-k teachers.</p> <p>Monitored implementation, and tracked performance of pre-k males of color.</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>Shared protocol with area superintendents and all principals.</p> <p>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</p>	<p>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> <p>Execute appropriate interventions.</p>

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				Project at two middle schools, On the Record Reading at two middle schools, and 5 <sup>th</sup> grade math at 10 elementary schools.	
Palm Beach County		Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals. The Summit was led by the Chair of the County Commission in partnership with the School District	Partnership with Head Start to ensure that all students, particularly boys of color, have received quality pre-K preparation by providing professional development for Head Start teachers to ensure that the instruction is aligned with State Standards.	The School District has purchased 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.  Creation of JumpStart to High School Program for twice-retained students. In two years we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. 68% of them maintained at least a 2.0 GPA or higher.	Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions.



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Philadelphia		Working with the office of the mayor on a citywide strategy		Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades.	
Portland	Names Jeanine Fukuda and Bonnie Gray as leads. (503) 916-3769 <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,	Are creating early learning hubs in four targeted communities with partner agencies (including key culturally specific partners—Albina Head Start, Indian Education, Neighborhood House, Teen Parent Program, Oregon Community Foundation, Concordia University, Multnomah Education Service District,	Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade.  Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in reading events and home libraries.	Will disaggregate all data on superintendent's priorities by race, gender, and language.  Designate staff from the Strategic Planning and Performance department whose primary focus is on data.  Implement Early response System to identify students at risk and take appropriate action by NAME.

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		<p>District Equity and Inclusion Council, Superintendent’s Student Advisory Council, Portland Association of Teachers, PTA, Pacific Educational Group,, Coalition of Communities of Color, Black Male Advisory Group, Coalition of Black Men, Delta Sigma Theta, Multnomah County Chair, All Hands Raised, Portland Business Alliance, City Club, Portland metro Education Collaborative.</p>	<p>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>Gathered research on best practices in pre-k.</p> <p>Enhanced professional development for pre-k teachers, kindergarten</p>		<p>(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>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 Elementary School.</p> <p>Work with state and city officials to expand the availability of pre-k opportunities.</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 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</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> <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,</p>

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				<p>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>discipline referrals, special education placements, and other.</p> <p>Will establish goals and targets in each area and monitor progress.</p>
Rochester	<p>“We Will Treat Every Child Like One of Our Own: An Action Plan for the Rochester City School District”</p>		<p>District currently offers universal pre-k for every four year old at no cost to families—was mostly half-day programming in previous years.</p>	<p>Move aggressively to ensure that all students are reading by the third grade.</p> <p>Expand summer school opportunities in order to cut summer learning loss, provide interventions, and offer enrichment.</p> <p>Continue Summer of Reading program that supplies students with backpacks of books and reading lists.</p>	

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				<p>Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in multiple subject areas.</p> <p>Increase learning time by eliminating early dismissal of students every Wednesday and increase expanded-day schedules in elementary and secondary schools.</p>	
Sacramento	<p>Established Restorative Justice Task Force in 2014.</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>District continues to co-lead Sacramento's Boys and Men of Color Collaborative and MBK Task Force</p>	<p>Co-Convended first My Brother's Keeper meeting with Systems Leaders in March 2015 along with Mayor.</p> <p>My Brother's Keeper Community Convening. Over 300 boys and girls of color (170+ from SCUSD) participated in</p>	<p>Expanded Transitional K program</p> <p>Implemented the First 5 Play is a FUNDamental play group program for infants and toddlers</p> <p>Opened 5 additional Early Head Start</p>	<p>Continued implementation of Social Emotional Learning (SEL) initiative district wide through 3 year NOVO Foundation grant</p> <p>Hired 3 coaches to support SEL and Positive Behavior Intervention and Support (PBIS)</p>	<p>Developing Data Dashboards to address Chronic Absence, Discipline and Academic Performance.</p>

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	Adopted Resolution to have Ethnic Studies as a graduation requirement by year 2020.	community conversation about three MBK initiatives: education, employment and safety.	Infant/Toddler classrooms	<p>Started cohort of 9 PBIS schools</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. Developed cross-age mentoring program for MLA into Middle and Elementary Schools. Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss; incoming 1<sup>st</sup> – 12<sup>th</sup> grade.</p> <p>Children’s Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites.</p>	

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				<p>City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.</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>Middle schools provided additional funding to support under performance in mathematics through data driven intervention programs.</p>	

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)
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 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</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 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>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, behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement</p>



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)
	American 12 <sup>th</sup> graders through LinkIn, provide alumni tracking, and provide coaching) provide school-site support and summer-school support.			<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>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 allows for more flexible analysis of school level and student level data</p>
Toledo			RttT, SIG, Academic Turnaround, EWS, Inclusion, gender-based k-12.	Initiated the Young Men of Excellence mentoring program with 2,000 students	EWS, PBIS, Safe schools ordinance, mental health intervention.

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)
				Expanding credit recovery.	

Males of Color Initiatives in America's Great City Schools (continued 2)

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
Anchorage	Continue attendance policy implementation; make phone calls to student homes during absences; and continue school business partner recognition of students with good attendance. Track results.	Implement new drug/alcohol policy for reducing suspensions and expulsions through alternative placements; implement RTI social emotional framework; and produce quarterly and annual suspension reports.	Continue focus on recruiting under-represented students for gifted programs; intentional core team planning for under-represented students with potential for AP; provide AP training for 300 secondary teachers; continue NMSI grant at two high schools; promote performance scholarships; continue TRIO in three high schools; and continue college and career guides at	Participate in Education Matters Summit with focus on improving teacher preparation; continue ongoing meetings with University of Alaska and Alaska Pacific University; continue dual credit opportunities; and partner with ANSEP.	Continue ELL workshops for families; conduct Title VII workshops for families; promote FAFSA through TRIO in three high schools; provide support through CTE/counselor coordinators and promote FAFSA completion in three high schools.	Examine disaggregated data to inform instructional decisions and use RTI and intervention data with individual students.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
			three high schools.			
Atlanta		<p>Have set goal with state department of education to eliminate 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>	PLCs of AP and IB coordinators are focusing on increasing enrollment, retention, and success of African American males in advanced courses.			<p>Provide more inclusive environments for students with disabilities and 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. Continue monitoring to ensure that students are placed in LRE.</p>
Austin		Worked to reduce numbers of Males of				Hold special education workshops for

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		<p>Color suspensions and expulsions.</p> <p>Establish partnership with Greater Calvary Rites of Passage and other groups to develop alternatives to out-of-school suspensions.</p>				<p>staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes.</p>
Baltimore		<p>Diversion program and community conferencing.<sup>3</sup></p> <p>Professional development in de-escalation and portfolio of school-based climate supports.<sup>4</sup></p> <p>Re-engagement/intervention centers.<sup>4</sup></p>				
Boston		<p>Mayor's office created the Violence Interrupters Program and expanded its StreetSafe program to provide community support to youth and gang intervention services.</p>		<p>Set goal of increasing the diversity and cultural proficiency of BPS administrative and teaching staff.</p>		

<sup>3</sup> From Rethinking School Discipline, July 22, 2015.

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Bridgeport		<p>Goal to reduce out-of-school suspensions by 5% over two years.<sup>4</sup></p> <p>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs in order to reduce chronic absenteeism.<sup>5</sup></p> <p>Implement RULER, an emotional intelligence program developed by Yale University.<sup>5</sup></p> <p>Reduce school-based arrests through partnerships with police department and community agencies.<sup>5</sup></p>				
Broward County		<p>Ended suspensions for non-violent activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring,</p>				

<sup>4</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>Interventions, Support and Education) program.</p> <p>Revising Code of Student Conduct policy and discipline matrix that require police involvement and to clarify expectations.<sup>5</sup></p>				
Buffalo		<p>Implement restorative justice practices.<sup>6</sup></p> <p>Revising agreements between district and school resource officers to lower the number of non-violent misdemeanor arrests for school-based behavior.<sup>7</sup></p> <p>Implement Student Support Teams and Social-emotional clinics in all schools.<sup>7</sup></p> <p>Develop a new code of conduct to emphasize intervention over</p>				

<sup>5</sup> From Rethinking School Discipline, July 22, 2015.

<sup>6</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)
		punishment and exclusion. <sup>7</sup>				
Chicago		Developed the Suspension and Expulsions Plan to reduce out-of-school suspensions, encourage positive school climate, and peer councils to handle discipline issues.				
Cincinnati	M.O.R.E. clubs incentivize good attendance and GPA with field trips and outings.	Set goal of reducing disciplinary incidents by 560 percent through M.O.R.E clubs.			FAFSA completion is built into M.O.R.E. high school clubs.	
Clark County (Las Vegas)	Working collaboratively with City on Downtown Achieves (DA) Schools to expand a successful attendance incentive pilot across on DA schools. The goal of the City	Monthly data tracking of hard and soft expulsions.  District Policy revised to align with State regulations and policies.	AP Goal establishment to target students of color  Increase in the number of schools which offer IB programs at elementary,	A working group has been established at the State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The	Historic Black College and University Tours  Affiliations with Fraternal and Sorority programs at schools.  Gear Up Partnerships	Implement instructional strategies that are culturally responsible to teaching and assessment practices.  Appropriate and tiered interventions at



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	and District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools.		middle, and high schools.  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.	working group will present potential regulations before the Commission on Professional Standards. The rationale being that if teachers take a multicultural education course during their, they would likely be more effective in reaching their students who come from different backgrounds to increase their learning.		the elementary level.
Cleveland	Launched the “Get to School: You Can Make It” campaign. Partnering with the Cleveland	Retain Males of Color in school and reduce disproportionate suspension and expulsion rates.  Expand use of Planning Centers (an alternative	Increase numbers of Males of Color participating in honors, AP, and G&T classes.	Adopt curriculum addressing academic, social, and cultural needs of Males of Color	Increase number of Males of Color who complete the FAFSA. College Now Greater Cleveland staff	Reduce disproportionate numbers of Males of Color in special education courses.

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	<p>Browns foundation.</p> <p>Established Safe Routes to School initiative to ensure safe corridors for students going to school.</p> <p>Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons.</p>	<p>to suspension) at each school to reduce suspensions with staff trained in de-escalation strategies.</p> <p>Providing extensive social-emotional support to students through CASEL.</p>	<p>Expanded AP to 18 schools in 18 subjects with total enrollment of 1,200</p> <p>Have 10 high schools participate in the National Math and Science Initiative's College Readiness Program.</p>	<p>in colleges of education.</p> <p>Working with Profound Gentleman to increase the number of male teachers of color.</p>	<p>work directly with students to complete FAFSA.</p> <p>Expand College Now program.</p> <p>Implemented Naviance, an on-line college and career planning tool for students in grades 6-12.</p>	<p>Reduce number of ED classes in district by 5 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>
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%.</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,</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</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</p>

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	<p>Provide in-school immunizations, school nurses, health screenings, and chronic disease management for students with chronic conditions.</p> <p>Has a District Wellness Initiative for students.</p>	<p>emotional, and mental health concerns.</p> <p>Has implemented a Truancy Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program).</p>	<p>work with each other; and enhancing primary grade programs.</p> <p>District has 29 site coordinators who work with teachers on analyzing data 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 a number of enrichment activities.</p>			<p>environments for students of color.</p> <p>Offering professional development on inclusion, culturally relevant teaching, universal design for learning, racial identity development, and other factors to reduce mis-identification of males of color as disabled.</p>
Dallas			Increased numbers of			

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			<p>African-American and Hispanic students taking AP exams in math &amp; science and numbers scoring 3 or above. (See graphs)</p> <p>Continue expanding NMSI College Readiness Program.</p>			
Dayton	<p>Set goal of reducing chronic absenteeism by Males of Color by 20 percent</p> <p>Monitor attendance and discipline data monthly.</p>	<p>Set goal of reducing 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>Set goal of increasing advanced coursework by Males of Color by 10 percent.</p> <p>Increase the numbers of students identified as gifted and provide services.</p>		<p>Create baseline for all students completing FAFSA and disaggregate by gender and ethnicity.</p> <p>Participate in country's first "Signing Day" for college acceptance.</p>	

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		<p>Post discipline data on district website and communicate to stakeholders.</p> <p>Restorative justice now implemented in eight schools.</p>				
Denver	<p>Implement early warning system 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>Focus on culturally 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.<sup>7</sup></p> <p>Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.<sup>8</sup></p>	<p>Identify criteria that might qualify 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>Implement Strategic Plan for 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>Strengthen partnerships with higher education and pre-collegiate mentoring providers. Establish accountability for FAFSA and post-secondary applications.</p> <p>Start identifying middle-school students.</p>	<p>Implement intentional strategies to focus on culturally responsive teaching and assessment practices.</p>

<sup>7</sup> From Rethinking School Leadership, July 22, 2015.

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			Increase training and recruitment for teachers with advanced certification.			
District of Columbia			Working to ensure that AP courses and SAT prep opportunities are equitable and available throughout the district.	Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district.		
Duval County	Built the Performance Matters data base with an early warning system that includes attendance needs. Attendance plan and policies will identify students with excessive absences for	Revised student code of conduct to incorporate restorative justice, in-school suspensions, parent conferences, and teacher PD  Implementing mental health, positive behavior support, and classroom management training for all teachers and administrators.  Early warning system will highlight discipline	Redesigned the eligibility protocol to gifted programs to expand minority participation.  Expanded accelerated courses in every district high school—including AP, IB, AICE, dual enrollment, and	Meeting with local colleges of education on academic, cultural, and social needs of Males of Color  Beginning to collect data on effectiveness of teacher college graduates with Males of Color.	Will begin collecting quarterly data on numbers of Males of Color who have completed FAFSA form.  Set goals to have District School Counseling Office to increase attendance at Financial Aid Nights at each	Implementing the GRASP Academy for dyslexic students  Implementing Tier III reading and math intervention programs in all elementary schools.  Electronic data system will allow tracking of

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	<p>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 attendance and annual reports on achievement gaps.</p>	<p>needs related to suspensions and expulsions, and identify when interventions are needed.</p>	<p>industry certification.</p> <p>Saw participation by Black students in accelerated courses increase 42%.</p>	<p>Expanding “Call Me Mister” program to recruit Black males into teaching.</p> <p>Implementing the Jacksonville Teacher Residency Program to recruit high-performing Males of Color to teach math and science in urban schools.</p>	<p>high school as well as College Goal Sunday held each spring.</p>	<p>academic and behavioral interventions even if they change schools.</p> <p>Will continue gathering data and conducting analysis of data by race on ESE students.</p>

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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 support for students with excessive absences. These staff members maintain communication between school and parents and council students with school resources to keep students attending school on a regular basis.</p>	<p>The student code of conduct was revised with the following state mandate provision, 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 engaged in the conduct, and</li> <li>3. the student's disciplinary history, regardless of whether the decision of the principal or designee concerns a mandatory or discretionary action.</li> </ol>	<p>AP and Dual Credit is now a District measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exams taken, AP exam takers, and dual credits received. All of this information is monitored at campus and student group levels. Enrollment in all AP classes is monitored and reviewed for equity. We have added additional counselors at the high school level to support students enrolling in AP opportunities.</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 opportunities. Primarily at the secondary level, FWISD has GO centers which are college and resource rooms where students can research colleges and careers. FWISD has extensive programming such as College Night which has over 300 college representatives present to talk to students.</p>	<p>FWISD has college days, which helps students and parents with college admittance. There is a monthly scholarship bulletin made available district-wide that outlines criteria for scholarships from elementary to college. FWISD has district-wide college financial aid nights hosted at each traditional high school from January through March. In the college and career classes and programming, financial aid workshops are given for both parents and students in both</p>	<p>The Special Education department has set up a system of monitoring Special Education referral data by ethnicity on a monthly basis.</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>English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provides peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students receive scholarships. UNCF provided over 50% of the scholarships to young men of color.</p>	
Fresno		<p>Implemented restorative practices in several schools in 2013 and authorized \$500,000 for districtwide strategy.<sup>8</sup></p>				

<sup>8</sup> From Resource Guide for Superintendent Action, July 2015.

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		Saw students implement an advocacy group— Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS). <sup>9</sup>				
Hillsborough County	Continue implementing and monitoring the Student Success Program in all targeted middle and high schools with focus on reducing achievement gap, lowering suspensions, increasing attendance, and reducing dropouts.	Initiate and implement Project Prevent grant that will assist 21 high poverty schools break the cycle of violence.  Continue and evaluate Project Promise for Title I schools to purchase or support programs to improve discipline and attendance.	Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses.  Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for AP and honors placement.  Continue to use MTSS framework to identify gifted and talented	Continue the partnership with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires.  Continue the collaboration with area colleges and universities to provide	Continue the partnership with the Florida HBCU Alliance to increase numbers of students of color who enroll in college.  Promote and increase participation in the Black/Brown College Bound program in partnership with Hillsborough Community College.  Strengthen marketing to all high schools and CTE schools of	Support MTSS implementation in all schools K-12.  Implement and monitor new Project AWARE grant to provide mental health services.  Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools.

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			students of color.	leadership development and “think tanks” around diversity and cultural awareness.	College Goal Sunday, a student and parent workshop geared to increase FAFSA completion rates.	
Houston		<p>Will develop a school-based early-detection and intervention system that connect students and parents to services.</p> <p>Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.<sup>9</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>10</sup></p>				

<sup>9</sup> From Rethinking School Discipline, July 22, 2015.

<sup>10</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>Providing schools with classroom management tools like <i>The Leader in Me</i> and “Safe and Civil Schools’ Classroom Management” Training.<sup>10</sup></p>				
Indianapolis		<p>Surveying other county schools to learn about alternatives to suspensions and best practices.</p> <p>Reviewing suspension codes to see if the grounds for suspensions can be reduced.</p> <p>Implementing a new Student Code of Conduct designed to increase equity in disciplinary practices.<sup>11</sup></p> <p>Increasing building and district supports to instructionally respond to inappropriate behavior (e.g.,</p>		<p>Are engaging teacher training at universities in Indiana on culturally responsive instruction and classroom management techniques.</p>		

<sup>11</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>restorative practices, PBIS, MTSS).<sup>11</sup></p> <p>Working with Marion County Superior Court on conditions under which the court will accept or reject school referrals and arrests for misdemeanor and status offenses.</p> <p>Beginning to coordinate with other community organizations on alternatives to court referrals and other services.</p>				
Jackson						
Kansas City	<p>Have set up truancy intervention efforts to reduce absenteeism with Males of Color, e.g., SEL support, Knock-N-Talk, Attendance Ambassadors, Truancy Court,</p>	<p>Began “No Out of School Suspension Absences” initiative.</p> <p>Eliminating “willful defiance” and insubordination” as grounds for suspension.</p> <p>PBIS and Behavior Intervention Support Teams</p>				

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	Success Court, letters to parents	<p>Shifting all truant officers into the schools from central office.</p> <p>Regularly report on progress on reducing suspensions and expulsions.</p>				
Long Beach	Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently attendance is 97% districtwide.	<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 restorative justice approaches.</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 school students in a summer</p>			

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)
			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.</p> <p>Initiated the Attendance Improvement Program to focus on improving attendance in transitional kindergarten, kindergarten, and grade 9.</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, and decrease expulsion rate.<sup>12</sup></p> <p>Created school pathways for students</p>	<p>Have adopted an Open Access Policy for AP course enrollment.</p> <p>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</p>			

<sup>12</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>Initiated the Student Attendance Review Board to keep young men of color out of the juvenile justice system by coordinating services for students with low attendance.</p> <p>Formed the FamilySource Partnership Program in collaboration with the housing and community investment unit of the city to promote attendance and achievement.</p>	<p>who have been released from juvenile detention centers.</p> <p>Planning to create a television program to highlight the positive accomplishments of young men of color.</p>	<p>increase in the number of participating African American and Latino students.</p> <p>Expanded the use of AVID and AVID Excel to over 60 secondary schools.</p> <p>Expanded efforts to identify students for gifted programs, professional development, and use of linguistic and culture-free assessments.</p>			
Louisville	Strengthen Equity Institutes to address disengaged	Institute districtwide restorative justice training.	Enhance the Advance Program Institute	CARDS Program.	Design new dashboard that charts participation in	Advance Program Sustaining and



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)
	students and teachers. These institutes are led by school officials and local and national experts.	Make modifications in the Code of Conduct.  Develop equity scorecards  Conduct school-level data dives and reports.	designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools.	Partner with University of Louisville and Kentucky State University to design curriculum that focuses on diversity, equity, and inclusion.	scholarships and FAFSA	Improving Initiative
Memphis	Launched the “Represent Everyday” campaign with the Memphis Grizzlies to develop a robo-call to students about attending school.					
Miami-Dade County	Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color.	Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color.  Plan to eliminate out-of-school suspensions in 2015-16 school year and	Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented,	Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color.	Create opportunities for universities and colleges to present information on college readiness, financial aid applications, FAFSA	Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses.

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>instead will send students to Student Success Centers for counseling and social services.<sup>13</sup></p> <p>Leveraging community partnerships that focus on providing wrap-around services.<sup>14</sup></p>	<p>CTE, and other programs.</p> <p>Provide information to Males of Color on magnet school opportunities.</p>	<p>Monitor teacher effectiveness with Males of Color using value-added scores.</p>	<p>completion, and 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</p>	<p>Eliminating exclusionary discipline practices. Redefining the circumstances in which discipline practices are applied to students in k-2 grade. Partnering with a variety of nonprofit organizations to reduce violence through</p>	<p>Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District</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</p>		

<sup>13</sup> StateImpact, July 29, 2015.

<sup>14</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>that trained over 400 staff members. Are using district attendance data to identify and support students with attendance issues.</p>	<p>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>has doubled the number of students enrolled in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12.</p>	<p>seeking to reinstate 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>		
Minneapolis		<p>Revamping discipline policies based on suspension data with</p>				<p>Conducting a program audit to determine over-</p>

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)
		new emphasis on interventions, restorative justice, and SEL.				identification in SPED.
New York City		<p>Expand the use of restorative approaches instead of exclusionary discipline.<sup>15</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>				
Oakland		<p>Community schools strategy.<sup>16</sup></p> <p>New district discipline policy to end willful defiance as grounds for suspensions.<sup>15</sup></p> <p>Restorative justice and trauma-informed services.<sup>15</sup></p>				

<sup>15</sup> From Rethinking School Discipline, July 22, 2015.

<sup>16</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>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> <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>Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.</p> <p>Held meetings with administrators from</p>	<p>Prepared a breakdown by race and gender of all honors and AP courses.</p> <p>Convened a high-level staff meeting to</p>	<p>Initiated a relationship among three local colleges of education around the Males of Color initiative.</p>	<p>Work with guidance offices and directors to develop a protocol to report on progress of Males of Color who complete the FAFSA process.</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</p>

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>Established monitoring procedures to routinely evaluate student attendance and intervene before students become chronically absent.</p> <p>Create a multi-pronged 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</p>	<p>these schools along with area administrators.</p> <p>Meet with selected schools on a monthly basis 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>17</sup></p> <p>Positive Alternatives to School Suspension (PASS).<sup>16</sup></p>	<p>develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions.</p> <p>Continue 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>Set up discussions about strengthening pipeline of minority teacher candidates. Exploring the development of a local “Call Me Mister” program.</p> <p>Exploring the development of a curriculum at local colleges of education that addresses the academic, cultural, and social needs of Males of Color.</p> <p>Meet with local colleges of education to develop a data monitoring system on how teachers perform</p>	<p>Meet with parent groups on the importance of the FAFSA forms. Schedule annual meetings for parents of students who are in junior class.</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>to discuss disproportionality and assign personnel to monitor and coordinate efforts.</p> <p>Review cases of students who may have been improperly identified.</p> <p>Assign staff to monitor efforts to reduce disproportionality .</p> <p>Track progress of efforts.</p>

<sup>17</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>systems for students whose attendance does not improve.</p> <p>Monitor and evaluate intervention systems for effectiveness.</p> <p>Monitor students who are chronically absent.</p>	<p>Alternatives to Suspension Centers.<sup>16</sup></p>		<p>with Males of Color.</p> <p>Monitor program progress.</p>		
Palm Beach		<p>Implemented restorative Justice practices in Title schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active youth Court program. Implemented SwPBS in all schools in the District.</p>	<p>Increased Boys of Color participation in AP classes by using the AP Potential.</p> <p>Started a new IB Program in Majority Hispanic School with an aggressive recruitment of Boys of Color.</p>		<p>We have required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools the graduation coach ensures that all males of color complete the FAFSA form.</p>	<p>Multi-Tiered Support Systems (MTSS) implementation in all school, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality.</p>

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)
			Creating new Gifted cluster sites at majority minority schools to increase access for Boys of Color.			
Philadelphia	<p>Analyzed data on the link between attendance and dropping out, state test scores, and graduation</p> <p>Created attendance awareness campaign focused on the 50% of students who miss the most days. Target communications to parents and guardians about importance of</p>	<p>Develop a structure to support climate transformation.</p> <p>Promote fair and effective disciplinary practices.</p> <p>Develop multi-tiered behavior framework in 14 existing schools and 28 new schools.</p> <p>Collaborate with state and national partners to promote a system of change and improvement.</p> <p>Eliminating zero tolerance policies.<sup>18</sup></p>				

<sup>18</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)
	school attendance.	School Climate Transformation Grant. <sup>17</sup>  School Diversion Program. <sup>17</sup>  Trauma-informed schools. <sup>17</sup>				
Pittsburgh		Implementing restorative justice practices in 23 schools, designed to enhance relationships between students, staff, and parents to improve student behavior and reduce incidents.				
Portland	Continue participating in Attendance Matters with All Hands Raised partners SUN, Department of Human Services—providing onsite social workers.	Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary discipline by 50% in two years. <sup>19</sup>  Integration of PBIS, restorative practices, and collaborative action research for equity. <sup>18</sup>	Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college-	Continue partnership with Portland Teacher Project, Portland Community College, and Portland State University to recruit and prepare culturally	Have GEAR UP and AVID participants complete FAFSA.  Have counselors at schools not participating in GEAR UP or AVID provide needed support to	Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to prevention and culturally response

<sup>19</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>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>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 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</p>	<p>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</p>	<p>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>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>interventions prior to special education placement.</p> <p>Pilot “blind panel” for special education eligibility screening.</p>

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>Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and establish restorative justice practices.</p> <p>Pilot “blind hearing” concept for disciplinary hearings.</p> <p>Restructuring expulsion hearing process.</p>	<p>recruiting Black 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</p>			

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)
			preparation classes at the 9 <sup>th</sup> grade.			
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>Focus the work of parent liaisons at each school on attendance.</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 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>	<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>			

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)
	Continue community impact campaign linking attendance and poor achievement.					
Rochester		<p>Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused revamping the district's code of conduct and will track progress.</p> <p>Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.)<sup>20</sup></p> <p>Expanded learning time in 22 schools.<sup>19</sup></p>				<p>Continue expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.</p> <p>Expand use of consulting teachers in general education classes.</p> <p>Expand language enrichment and intervention efforts with young students to reduce</p>

<sup>20</sup> From Rethinking School Discipline, July 22, 2015.

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						<p>inappropriate placements in speech and language impairment.</p> <p>Expand use of IDEA funding for reading intervention programs.</p>
Sacramento	Chronic Absenteeism Task Force is working to reduce chronic absenteeism by implementing interventions, providing professional development and build capacity.	<p>Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.</p> <p>Revised School Climate Policy and School Discipline to address racial disproportionality and inequitable disciplinary practices.</p> <p>Cohorts of schools received training in Restorative practices and equity frameworks and Positive Behavior Intervention and Supports.</p>	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	<p>Sacramento Pathways to Success continues to deepen relationship between SCUSD, Sacramento City College and Sacramento State University in order to help students transition to, and succeed in, college.</p> <p>Culturally relevant college tours conducted</p>	Culturally relevant Supplemental providers and Youth Development staff support boys of color, foster youth and Men's Leadership Academy students with FAFSA participation.	Addressed Special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and Social Emotional Learning (SEL).

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		<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>by SCUSD staff and community providers.</p> <p>Expanded Learning programs offer opportunities to cultural brokers/community providers to offer culturally relevant programming, mentoring, and leadership/internship opportunities during after school space.</p>		
San Francisco		<p>Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from</p>				

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)
		3,098 in 2009-10 to 1,921 in 2012-13. <sup>21</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

<sup>21</sup> From Resource Guide for Superintendent Action, July 2015.



Males of Color Initiatives in the Great City Schools (continued 3)

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Anchorage	Provide college and career guides at three high schools; expand freshman houses, academies, and small learning communities to personalize attention on students at risk; continue SEL programs; and focus professional development on student engagement.	<p>Provide parent engagement training and parent meetings with focus on under-served populations.</p> <p>Conduct regular ELL parent meetings and classes for refugee parents.</p> <p>Continue soliciting concerns from Alaska Native and American Indian community groups.</p>	Collaborate with broad range of community organizations, e.g., MECAC, NAC, Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, CITC, UAA, and others.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
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</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Building Up Brothers, Dukes Foundation, and 100 Black Men.					
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> <p>Power of One Institutes</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Baltimore	Engage students in activities that will define their future selves while receiving supports. (Mentor match, college visits, college planning, SAT prep.)		Will hold a conversation about race, Black male identity development and support on MLK birthday. Expand into monthly discussions			
Boston	<p>Mayor's Office is partnering with the Mass Mentoring Partnership with 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>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Mayor has expanded the number of summer jobs available to young people—10,187 in 2014—and expanded the MLK Scholars Program.</p> <p>Graduation rate among all African American students in the district has increased from 54.2 percent in 2007 to 64.5 percent in 2014.</p> <p>Graduate rate among ELLs in the district has increased from 51.9 percent in 2013 to 59.3 percent in 2014.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
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>Provide peer mentoring, leadership support, and dropout prevention efforts to help students transition to college or workforce.</p>					
Cincinnati	M.O.R.E. programs in high schools focus on academic success, career readiness,					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness.					
Clark County (Las Vegas)	Lowest performing high schools placed in Turnaround Zone to receive “triage” to increase graduation rates by allowing schools flexibility in scheduling, resources, hiring, and curriculum.  Star On Programs.	Parent Engagement Centers located geographically across the District.  Newly-Created Family Engagement Department.	Cultural Competency Training for Administrators with ongoing PD  Case Study Learning/Bennett Model  Look Fors and Instructional Rounds			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>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>Graduation Advocates provided by the School Partnership Office</p>					



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Cleveland	<p>Transform high schools with low graduation rates. (100 mentors matched with 100 mentees) Established an all-male high school (Ginn Academy) in addition to two all-male K-8 schools. School has a four-year graduation rate of 84.1 percent.</p> <p>Providing one-on-one mentoring as males of color enter and move through high school. The Tru2U program provides 200 mentors for 800 students in 23 low-performing schools. Will</p>	<p>Provide literacy and engagement initiatives with parents.</p> <p>Expand use of parent/teacher conferences, Fathers Walks, Parent University, and Student Advisory Councils.</p> <p>Conduct extensive home visits.</p> <p>Wrap-around services provided in 25 schools.</p>	<p>Engage in broader discussion and examination of how issues of race, language, and culture affect the work of the district.</p> <p>Sponsoring symposiums for Black and Hispanic students to discuss issues of race.</p> <p>Facing History New Tech High focuses on social justice and human rights and holds annual human rights summit.</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>expand to 70 schools serving 2,400 8<sup>th</sup> graders.</p> <p>District established charter school (Promise Academy) offers a drop-out recovery program.</p> <p>Established a School of One for at-risk high school students that provides advisors who stay with students all four years.</p>					
Columbus	District has rich portfolio of activities to engage middle and high school students in athletics,	Implemented Parent Literacy Academies to help parents work on literacy with				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>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>District is implementing a number of initiatives focused on character development, e.g., “Boys Won’t Be Boys,” REAL</p>	<p>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)			
	Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men.					
Dallas						
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> <p>Monitor graduation rates.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
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 4<sup>th</sup> 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>Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools, including student voice.</p> <p>Increase leadership opportunities, particularly for students not typically engaged.</p> <p>Implement Black Male Achievement Initiative (BMAI)</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>Expand birth to three initiative to more school clusters.</p> <p>Partner with community to increase family supports.</p>				
District of Columbia	<p>Establishing an all-male high school in DC to spur academic success of Males of Color.</p> <p>Establishing “Championing Academic Success” modeled after college football signing day to celebrate each graduate’s next steps toward college or career training.</p>	.				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Duval County	<p>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.</p> <p>Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on</p>	Are implementing Parent Academy Courses promoting literacy and parent engagement for families of color	Are requiring all district and school-based administrators to participate in cultural sensitivity training.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	how to ensure that all students graduate.					
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</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</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>			



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	graduation rates.	media used to connect with families (Facebook, Twitter, Instagram, Vine, Pinterest, as well as a FWISD App). Parent Link and Parent Portal used to communicate with parents. Morningside Children's Project and Historic Stop Six Projects. SMART goals written with data and assessments planned as well as connected to other programs.				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Hillsborough County	Launch the Gear-up Grant to increase the performance of secondary and post-secondary students, increase graduation rates, and improve family knowledge of post-secondary opportunities.	<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>Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year.</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</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>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>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>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color.					
Indianapolis			<p>Working with IBE and Mind Trust on community conversations about how to address the needs of educators as they balance the educational, social, and emotional needs of African American males.</p> <p>Participate in a summer IBE conference on cultural competencies.</p>			
Jackson						
Kansas City						

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Long Beach	<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</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>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.</p> <p>Expanding the Safe Long Beach Mentoring Program to connect city employees to middle school youth.</p> <p>Expand the district’s high school summer</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>school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery, and other efforts.</p>					
Los Angeles	<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>Implementing the “You are the Money for Young Men of Color” curriculum that is used monthly</p>	<p>Provide a Grad Van to give information to parents and the community on district programs, school and attendance records, and resources.</p> <p>Established a Parent, Community, and Student Services office to engage</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>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</p>	<p>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>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</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>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 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</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	school students districtwide has increased by 10% since 2009-10.					
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	Place graduation coaches in high schools with persistently low rates of graduation among Males of Color.		Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations,			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			agencies, and others to examine ways to provide greater equity, access, and diversity in 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</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 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>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<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> <p>Working with the community to provide job internships and employment opportunities for</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	students: Milwaukee Area Workforce Investment Board, Career Cruising, ccSpark, Inspire Southeast Wisconsin, and GPS Education Partners.					
Minneapolis		Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher	Established a Collaborative Action Research Cohort (CARC) to project sites focusing initially on the book Pedagogy of Confidence that is built into professional development time.			



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		<p>success, collaboration with school, student success at home and school, social and emotional learning, college readiness, and advocacy.</p>				
Oakland	<p>Launched a Student Leadership Council in September 2014 consisting of African American males from middle and high school across the district. Goals included—creating a network of African American male students in</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</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>positions of leadership who support each other at their school sites; acting as role models for other African American males in our schools; participating in school site councils to assess and create school site interventions and programming for African American males; and counter offensive negative images of young black and brown men.</p> <p>Created Khepera Pathway to</p>	Finance College.				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>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 review with area superintendents</p>	<p>Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents.</p> <p>Meet with parents in high schools</p>	<p>Research professional development that is effective in raising awareness of issues.</p> <p>Met with consultant to determine appropriate culturally</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>and guidance staff.</p> <p>Meet with staff of schools where Males of Color are not graduating and plan parent meetings.</p> <p>Monitor course passage rates among Males of Color in schools with low graduation rates. Monitor 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</p>	<p>where graduation rates are not high to encourage student achievement.</p>	<p>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> <p>Monitor effects and progress.</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Scholars program and the Ethnic Minority Enrichment in Research and Graduate Education.					
Palm Beach	Have placed graduation coaches in all Title I high schools. The District also sponsors every student to take the SAT in the 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 a majority of high school principals have gone through the Undoing Racism training levels 1 & 2. We have also begun "Courageous Conversations" meetings with key District staff and stakeholders. Complete the data analysis portion of an equity audit done by leading expert, Pedro Noguera.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Philadelphia	<p>Work with City Year in high-needs high schools on individualized English and math tutoring, attendance, and behavior.</p> <p>Focusing on students with attendance below 90%, more than one out-of-school suspension, and an F grade in math or English.</p>					
Portland	<p>(See items under advanced placement.)</p> <p>Expanding career and technical offerings at career centers.</p> <p>Expanding academic</p>	<p>Continue offering family learning events through the Office of School and Family Partnerships.</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)			
	engagement through athletics.	Partner with Black Parent Initiative and 8 other community partners on third-grade reading initiative.  Offer Parent University classes through the Black parent Initiative.	Courageous Conversations.  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.  Named “Equity Teams” that is responsible for ongoing professional development around equity at every school and central office department.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			<p>Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that will be expanded to all schools in order to strengthen culturally responsive teaching practices.</p> <p>Developed and implemented an “Equity Formula” for staffing and differentiated resource allocations by student subgroup. Using “Equity Lens” tool for school board and central office decision making.</p> <p>School board approved an “Equity in Public Purchasing and</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>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-</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>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>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Expand the P-TECH Rochester program preparing students for computer technology jobs 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</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	a non-traditional setting.					
San Francisco	Have launched the African American Postsecondary Pathway (AAPP) program that connects all graduating African American 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					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>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>			

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL  
EDUCATION TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on English Language Learners and Bilingual Education**

**2017-2018**

### ***Task Force Goal***

To assist urban public school systems nationally in improving the quality of instruction  
for  
English Language Learners and immigrant children.

### ***Task Force Chairs***

Richard Carranza, San Francisco Superintendent  
Ashley Paz, Fort Worth School Board



**BILINGUAL SURVEY STATUS**

**District Responses to ELL Demographics, Staffing, and Professional Development Survey**

**Survey Status as of January 5, 2018**

*January 16, 2018 is the final day to submit responses for inclusion in the upcoming publication.*

<b>District</b>	<b>Survey Monkey</b>	<b>Data Worksheet</b>
Albuquerque Public Schools	✓	✓
Anchorage School District	✓	✓
Arlington Independent School District	✓	✓
Atlanta Public Schools	✓	✓
Austin Independent School District	✓	✓
Baltimore City Public Schools	✓	✓
Birmingham City Schools	✓	
Boston Public Schools	✓	✓
Bridgeport Public Schools	✓ <sup>1</sup>	
Broward County Public Schools	✓	✓
Buffalo Public Schools	Partial Response	✓
Charlotte-Mecklenburg Schools	Expected by 1/16	✓
Chicago Public Schools	Partial Response	✓
Cincinnati Public Schools	✓	
Clark County School District	✓	✓
Cleveland Metropolitan School District	✓	✓
Columbus City Schools	✓	✓
Dallas Independent School District	✓	✓
Dayton Public Schools	✓	
Denver Public Schools	✓	✓
Des Moines Public Schools	✓	✓
Detroit Public Schools Community District		
District of Columbia Public Schools	✓	
Duval County Public Schools	✓	Partial Response <sup>2</sup>
El Paso Independent School District	✓	✓
Fort Worth Independent School District	✓	✓
Fresno Unified School District	✓	✓
Guilford County Schools	✓	✓
Hawaii State Department of Education	✓	✓
Hillsborough County School District	✓	✓
Houston Independent School District	✓	✓
Indianapolis Public Schools	✓	✓
Jackson Public Schools	✓	✓
Jefferson County Public Schools	✓	✓
Kansas City Public Schools	✓	✓

<sup>1</sup> Language data for SY 2015-16 and SY 2014-15 in addition to professional development data needed.

<sup>2</sup> Special education enrollment needed for SY 2013-2014.

District	Survey Monkey	Data Worksheet
Long Beach Unified School District		
Los Angeles Unified School District	✓	✓
Metropolitan Nashville Public Schools	✓	✓
Miami-Dade County Public Schools	✓	✓
Milwaukee Public Schools	✓	✓
Minneapolis Public Schools	✓	✓
New Orleans Public Schools		
New York City Department of Education		
Newark Public Schools		
Norfolk Public Schools	✓	✓
Oakland Unified School District	✓	✓
Oklahoma City Public Schools	✓	✓
Omaha Public Schools	✓	✓
Orange County Public Schools	✓	✓
The School District of Palm Beach County	✓	✓
The School District of Philadelphia	✓	✓
Pinellas County Public Schools	✓	✓
Pittsburgh Public Schools	Expected by 1/16	
Portland Public Schools		
Providence Public School District		
Richmond Public Schools	✓	✓
Rochester City School District		
Sacramento City Unified School District	Partial Response	
Salt Lake City School District	✓	✓
San Antonio Independent School District	✓	✓
San Diego Unified School District	✓	✓
San Francisco Unified School District	✓	✓
Seattle Public Schools	✓	✓
Shelby County Schools	✓	✓
St. Louis Public Schools	✓	✓
St. Paul Public Schools	✓	✓
Toledo Public Schools		
Tulsa Public Schools	✓	✓
Wichita Public Schools	✓	✓
<b>Total Complete Responses</b>	55	52
<b>Response Rate</b>	80.9%	76.5%

**ELL MATERIALS  
PROCUREMENT PROJECT**

## ELL Materials-Joint Procurement Initiative Update

January 2018

**Purpose:** This project aimed to explore the possibility of using the Council’s joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials for English language learners. Conditions in the instructional materials marketplace and the parameters of district procurement were examined to arrive at a proposed process for joint procurement of materials.

**Status:** In response to the RFP issued by Los Angeles Unified School District (LAUSD) on August 8, 2017, a total of nine proposals were reviewed by the Source Selection Committee (SSC). Of the reviewed proposals, five were selected for ongoing participation in the project. Publishers have been provided feedback generated from the first round of instructional materials review conducted in early December. A second will take place in late spring 2018 with final procurement selections being made in November 2018. The resulting contract will be the underlying vehicle by which other districts may also purchase the instructional materials selected via a committee review process.

**Districts Participating:** In addition to Los Angeles Unified (Lead District), experts, and Council staff, six other member districts are participating in the review of proposals and selection process to decide on which vendors will proceed to the materials review and feedback phase. [Districts: Albuquerque, Boston, Cleveland, Dallas, Denver, LAUSD, Palm Beach.]

### DETAILED TIMELINE

#### **Progress/Activity to Date:**

*Early Fall 2016:* Council staff conducted preliminary research regarding district protocols and state laws related to the procurement of instructional materials.

*September 2016:* First face-to-face meetings in Washington, D.C., engaging expert consultants Joseph Gomez and Geoffrey Fletcher to facilitate discussion among various district participants from procurement and curriculum departments. Discussion focused on generating key issues and potential obstacles related to joint procurement.

*October 2016:* Second face-to-face meeting in Miami, Florida. At this meeting, the group engaged in a discussion to review and further refine a draft Request for Proposal (RFP).

*December 2016:* Los Angeles Unified leadership confirmed involvement as “Lead District” for this initiative; subsequently, consultants worked with LAUSD procurement leadership to create an evolved RFP that reflects LAUSD protocols as a vehicle for cooperating districts to also procure materials.

*January 2017:* Joseph Gomez finalized summary report of potential obstacles and results of discussions resulting in a proposed protocol and vehicle to realize a joint procurement of instructional materials for ELLs.

*April 2017:* Council staff met in Los Angeles with LAUSD staff responsible for procurement and the Office of Multicultural and Multilingual Education (MMED) to refine criteria and the review process for the RFP. Based on recommendations from the working group, the RFP will seek to procure mathematics materials for middle school grades.

*July 2017:* Council staff met with LAUSD in mid-July to finalize criteria to be folded into the RFP.

*August 2017:* Established selection review teams, drawing from initially involved member districts and other interested members. **Issued RFP** and commenced LAUSD protocol for procurement. All selection committee members involved, including Council staff, began adhering to a strict Cone of Silence for communication through the LAUSD procurement specialist.

*September 2017:* Reviewed nine submissions that were deemed by the LAUSD procurement office to have met the minimum requirements of the RFP to be evaluated by the Source Selection Committee (SSC). Submissions were received from the following publishers: Curriculum Associates; Imagine Learning, Inc.; LEGO Education, Lifelong Learning, Inc.; McGraw-Hill Education; Mind Research Institute; Open Up Resources; Pearson Education, Inc.; and Revolution K12.

*October 2017 through November 2017:* The SSC held several meetings to finalize the review and to select winning proposals. A total of five publishers were deemed to be in the competitive range for continued involvement in the project. Selected publishers: Curriculum Associates; Imagine Learning, Inc.; McGraw-Hill Education; Open Up Resources; and Pearson Education, Inc.

Established the Materials Review Committee for purposes of conducting in-depth reviews and providing feedback to publishers to make improvements in their materials.

*December 2017:* Convened the Materials Review Committee in Washington, D.C. to review the materials from the five selected publishers and to engage in detailed discussions with publishers. Written feedback to each publisher was provided during the first week of 2018.

### **Next Steps:**

*April/May 2018:* Second and final convening of the Materials Review Committee for the iterative process of review and feedback to improve instructional materials proposed by selected vendors.

*November 2018:* Convene review teams for final meeting to review the resulting materials to determine whether they meet the criteria stipulated in the RFP. Materials that deemed to meet the criteria will be eligible for purchase using the LAUSD contract.

**ONLINE ELL PROFESSIONAL DEVELOPMENT  
PROJECT**



**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.

# Vision of the Council’s Professional Learning Platform

We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.

For more information, contact the Council of the Great City Schools at: [PLP@cgcs.org](mailto:PLP@cgcs.org).

## Content and Structure of Inaugural Courses

The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and 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



# Member District Pricing\*

Districts may select one of three packages for subscription access to all 10 courses in the program for an entire calendar year, from the date of contract. These packages offer varying numbers of subscriptions and bundled training to meet the professional development needs of different school systems. [\*Non-member districts can access the courses at a higher rate, subject to approval by the Council.]

## 1-Year Package

Package 2K- \$15,000	Package 4K- \$25,000	Package 10K- \$50,000
<ul style="list-style-type: none"> <li>• 2,000 subscriptions</li> <li>• 2 facilitators</li> <li>• Technical support</li> </ul>	<ul style="list-style-type: none"> <li>• 4,000 subscriptions</li> <li>• 3 facilitators</li> <li>• Technical support</li> </ul>	<ul style="list-style-type: none"> <li>• 10,000 subscriptions</li> <li>• 5 facilitators</li> <li>• Technical support</li> </ul>

*Additional facilitators beyond the bundled components may be added at \$700 per person.*

Price protection extension plans are available for discounted rates in the subsequent year. Districts without the plan will contract at market rates for subscription access and facilitators' training to renew.

### +1 Year Price Protection Extension Plan (Subscription Price in Year 2)

Districts that purchase the extension plan will secure a discounted price for subscriptions in Year 2 at a subscription level of choice, which can be different from the previous year. A la carte facilitators' training provided under the price protection extension plan is guaranteed at \$700 per person beyond the initial year.

Extension Plan 1- \$12,500	Extension Plan 2- \$21,000	Extension Plan 3- \$42,000
<ul style="list-style-type: none"> <li>• 2,000 subscriptions</li> <li>• Technical support</li> </ul>	<ul style="list-style-type: none"> <li>• 4,000 subscriptions</li> <li>• Technical support</li> </ul>	<ul style="list-style-type: none"> <li>• 10,000 subscriptions</li> <li>• Technical support</li> </ul>

When the price protection plan expires, districts will contract at the market price, with an option to purchase an additional price protection extension plan for the subsequent year.



## How to sign up for the Program

Contracting for the Council's inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

Contact us at [PLP@cgcs.org](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

Darienne Driver, Superintendent  
Milwaukee Public Schools

### Chair-Elect

Lawrence Feldman, Board Member  
Miami-Dade County Public Schools

### Secretary-Treasurer

Eric Gordon, CEO  
Cleveland Metropolitan School District

### Immediate Past-Chair

Felton Williams, Board Member  
Long Beach Unified School District

### Executive Director

Michael Casserly  
Council of the Great City Schools



Council of the Great City Schools  
1331 Pennsylvania Ave. N.W.  
Suite 1100N  
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**LEADERSHIP, GOVERNANCE & MANAGEMENT  
TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Urban School Leadership, Governance, and Management**

**2017-2018**

### ***Task Force Goals***

To improve the quality of leadership in urban public education.

To improve the effectiveness of urban school boards

To lengthen the tenure of urban school superintendents

To enhance accountability, management, and operations of the nation's urban public school systems.

### ***Task Force Chair***

Michael O'Neill, Boston School Committee

Barbara Jenkins, Orange County Superintendent

**URBAN EDUCATION LEADERSHIP INSTITUTE**

# Casserly Institute Interviews - Synopsis

## What should the vision / mission of the Institute be?

### Consensus Points

- The institute should develop leaders capable of supporting improvements in CGCS member districts.
- Protecting the legacies of CGCS and Michael Casserly are critically important.

### Decision Points

- Should the Institute focus on potential superintendents, potential cabinet members, rising principals, current board members, or some combination of the above?
- How will success be measured? What exactly does success look like in five years? Ten?

## What are key activities the Institute should engage in?

### Consensus Points

- The Institute's offerings should have high but culturally inclusive standards for who is accepted in.
- The Institute's offerings should not just be a lecture.
- Some form of cohort-based programming would make sense.
- Some form of shadowing may make sense.
- Some form of mentoring would make sense.
- Some amount of weekend, in-person sessions would make sense.
- Existing strategic support team reports and upcoming strategic support team visits should be leveraged as important aspects of the curriculum.
- Programming can utilize CGCS' professional learning platform.
- Curriculum should include problem solving and analysis as well as self-reflection.
- Should cultivate individuals capable of leading, not just managing.
- Learning needs to be hands on as much as is possible.
- Should cover the relationship between superintendents and school boards.
- Some type of exit credential, preferably with a higher ed partner, would be ideal but completion should be competency based, not just awarded because participants attended all the sessions.
- Successful completion of the Institute's programming needs to mean something in and of itself.

### Decision Points

- How often would participants meet in person and how often would they interact virtually?
- How will the Institute's offerings be differentiated from other programs that exist?
- How will participants be selected?

## **What are things the Institute should not engage in?**

### Consensus Points

- Should not become a talent placement agency.
- Should be more than just hearing from former superintendents and board members.
- Some amount of travel makes sense, but it shouldn't be all about travel. Should just be a social platform or a cohort of junkets to member districts.
- Cannot just be sit and get.
- Programming should not get involved in political races or elections.

### Decision Points

- Should the focus be on building talent specifically for the district participants are currently at, or building talent whose next step may be another member district? Can this be controlled for in some way? Should it be?
- Should the Institute focus on potential superintendents, potential cabinet members, rising principals, current board members, or some combination of the above?

## **How should the Institute's activities be funded?**

### Consensus Points

- Efficiencies could be achieved by having participants gather at the same times and places as existing job-alike meetings that the Council hosts.
- Protecting the integrity of CGCS and Michael Casserly is critically important.
- Linda DuBois / Curriculum Associates have offered to contribute.
- Much of the costs for any cohort-based programming are likely to be travel related.

### Decision Points

- Should programming be entirely funded through the existing CGCS budget? This creates limitations but it also creates protections.
- What will the criteria be for whether or not funds would be accepted from a potential donor?

## **Who else should we be reaching out to regarding the creation of the Institute?**

### Consensus Points

- CGCS staff
- CGCS executive committee members
- Some existing CGCS grant funders
- Blue ribbon advisory committee

### Decision Points

- Vendors?
- Former superintendents?
- Leaders who have led similar programs?



## **What else do we need to know as we begin planning the Institute?**

### Consensus Points

- Buy-in already exists from the executive committee and senior staff. Will need to engage more CGCS members and CGCS staff members.

### Decision Points

- How do we continue this work without adding more to Mike's plate?
- How will participants be selected?

## **Recommended Next Steps**

- Expand the listening by including all CGCS staff, all CGCS executive committee members, and all individuals recommended to be included by CGCS staff and executive committee members. Additional listening will be used primarily to test the consensus points and clarify the decision points.
- Provide an updated synopsis of the listening at the next executive committee meeting.
- Provide a lean canvas for the Institute at the next executive committee meeting.

**DISASTER RELIEF EFFORTS**

Hurricane Relief Efforts by the Great City Schools  
 By the  
 Council of the Great City Schools<sup>1</sup>  
 October 11, 2017

City	Response
Albuquerque	Albuquerque Public Schools posted information from the Council of the Great City Schools on how to help Houston schools on the district’s website and social media sites (Facebook, Twitter and Instagram). In addition, many local schools gathered supplies and clothing donations, and the Student Senates of 13 high schools initiated a donation challenge.
Atlanta	<p>Atlanta Public Schools sent 250 backpacks stuffed with school supplies to Houston students recovering from Hurricane Harvey. Individual Atlanta schools organized drives to collect hygiene products and other necessities to send to Houston students.</p> <p>Atlanta also arranged for some 2,300 cases of ceiling tiles to be delivered to Houston to help the district fix water-damaged ceilings, courtesy of construction partners Carroll Daniel Construction and Simco Interiors.</p> <p>Finally, Atlanta shipped another 500 backpacks filled with school supplies in addition to Atlanta Hawks apparel for Houston’s students impacted by the storm.</p>
Austin	<p>Austin ISD was the first tier of the city’s inter-local emergency support agreement and resourced and supported some 7,000 evacuees at 2 stadium mega-centers and 3 high schools, including medically fragile populations. The school district staffed a number temporary sites, providing daily meals (breakfast, lunch and dinner) and counseling services, and enrolled and supported students as needed.</p> <p>The district also collected donations for the Austin Ed Fund Hurricane Harvey Relief Fund, which provided school supplies, clothing, basic needs and financial support for students enrolling in Austin ISD</p>

<sup>1</sup> The Council of the Great City Schools has also set up a Great City Schools Emergency Relief Fund with initial support from the Stuart Foundation and PureEdge.

	campuses. Austin ISD’s Project Help program coordinated this program.
Boston	<p>Boston Public Schools sent toiletries, diapers, baby formula, non-perishable foods, new clothing, and blankets to the Houston school system, and prepared an emergency response playbook for all Council member districts: <a href="#">School Partnership Playbook</a></p> <p>In addition to efforts for Houston, the Boston Public Schools rallied folks from numerous school districts, city agencies, and non-profit partners in response to Hurricane Maria in Puerto Rico to coordinate services and supports to handle an influx of students from Puerto Rico. The district created one-stop shops with our community partners as well as deploying its "Welcome Centers," (where students sign up for school) to provide incoming families one place to register for school, get winter clothing, facilitate immunizations, help locate housing, etc. The district also worked with its Office of Engagement to find ways to streamline the enrollment process for these students -- many of whom were homeless or living with relatives — and reallocating current bilingual supports.</p> <p>We invited select media (a reporter from the Boston Globe, and two radio reporters from our NPR affiliates) to observe our meeting to coordinate efforts. We were also interviewed by the Wall Street Journal. Our Superintendent, Tommy Chang, was quoted saying that it is our "legal and moral obligation" to help these students.</p> <p>Here is a write-up in the Boston Globe:  <a href="https://www.bostonglobe.com/metro/2017/09/28/boston-schools-prepare-for-influx-puerto-rican-families-after-hurricane-maria/K67mo2RXb8YZq4TcXJhYLP/story.html">https://www.bostonglobe.com/metro/2017/09/28/boston-schools-prepare-for-influx-puerto-rican-families-after-hurricane-maria/K67mo2RXb8YZq4TcXJhYLP/story.html</a></p>
Bridgeport	The Bridgeport Public Schools sent 100 back packs with school supplies to Houston and another 200 to Miami.
Broward County	In addition to being hit by Hurricane Irma, the Broward County Public Schools are enrolling students who were displaced by hurricanes in Texas, Puerto Rico, Florida,

	<p>the U.S. Virgin Islands, and other islands of the Caribbean.</p> <p>During Hurricane Irma, the Broward County schools opened multiple shelters for local residents, provided meals, clothes, and supplies to thousands of people.</p>
Buffalo	<p>The Buffalo Public Schools provided supplies to Houston through community organizations and its teacher association,</p> <p>In addition, the district is preparing for an influx of students from Puerto Rico by putting together backpacks full of school supplies that will be at Central Registration, at the same time that the district is collecting goods at several locations that will be sent to Puerto Rico. Board President Dr. Barbara Nevergold spearheaded the effort. Video on the story is linked below.</p> <p><a href="http://www.wkbw.com/news/after-devastation-in-puerto-rico-buffalo-schools-expect-influx-of-students-from-island">http://www.wkbw.com/news/after-devastation-in-puerto-rico-buffalo-schools-expect-influx-of-students-from-island</a></p>
Charlotte-Mecklenburg	<p>The Charlotte-Mecklenburg Schools set up collection boxes at all 176 schools in the district. Donations of new children's clothing in all sizes and toiletries were collected and transported to Houston on an 18-wheel truck. It took over an hour to unload the truck because of the volume of supplies.</p> <p>Individual departments of the school district are also raising funds to donate to the HISD Foundation.</p>
Cleveland	<p>The Cleveland school CEO sent an urgent message to all district staff and to the leadership of all surrounding school districts to begin collecting new and gently used clothing, uniforms, water, canned and dry goods, school supplies, and toiletries for the children of Houston's Schools. Schools and work sites were asked to set up collection points. The district shipped over 100 boxes of clothes to Houston from its own and surrounding districts.</p> <p>The CEO encouraged not only CMSD Educators to participate, but also for schools to consider how the</p>

	<p>district’s scholars and families/caregivers could contribute individually.</p> <p>Cleveland also sent about 35 boxes of supplies to the Miami-Dade County school district.</p>
Dallas	<p>The Dallas ISD immediately enrolled students impacted by Hurricane Harvey, who had been displaced and were housed with family, friends, in shelters and hotels.</p> <p>Students who evacuated to the Kay Bailey Hutchinson Convention Center and wished to attend school while in Dallas received bus service to and from the John F. Kennedy Learning Center, Alex W. Spence Talented/Gifted Academy, and North Dallas High School, depending on grade level.</p> <p>Dallas ISD did not turn away any students who did not have the required enrollment documentation, including immunization records. Of note, counselors, social workers, and psychologists assisted students who needed emotional support.</p> <p>Finally, the Dallas schools donated some \$63.6 thousand dollars in school uniforms (720), back packs with school supplies (490), and cash (\$35,000)</p>
Dayton	<p>The Dayton Public Schools collected new school clothes and bottled water at athletic events and shipped them to Houston in the aftermath of the hurricane. The district also set up a "read initiative" where 3rd graders had family members pledge money for every word they read. The Red Cross collected some \$200 students raised at last reporting.</p>
Des Moines	<ul style="list-style-type: none"> <li>• North and Roosevelt high schools: Paired up and filled a truck with supplies for the Houston school district.</li> <li>• East High School: Students in the deaf program at the school made signs on how people could help, primarily giving to the Red Cross.</li> <li>• Central Academy: Instituted a donation drive that involved several schools in the district.</li> <li>• Merrill Middle School: Conducted a ‘Hats and Hoodies for Houston’ day; students who brought a donation for HISD could ignore the dress code.</li> </ul>

	<ul style="list-style-type: none"> <li>• McCombs Middle School: Students did a ‘Dimes for Hurricane Harvey Relief’ to raise funds for the American Red Cross.</li> <li>• Greenwood Elementary School: Collected and shipped supplies to HISD.</li> <li>• Hubbell Elementary School: Students had a hat day, and money raised was given to the HISD Foundation.</li> <li>• Walnut Street School: Students conducted a Meals from the Heartland (a group based in Des Moines that prepares ready-to-eat meals shipped to areas in need around the world) day; meals were shipped to Houston.</li> <li>• The school board president sent four large boxes of clothes.</li> </ul> <p>The Des Moines school district also provided school supplies to the Miami-Dade County schools.</p>
District of Columbia	The D.C. Public Schools collected clothing, school uniforms, school supplies and other items and sent them to the Houston schools.
Duval County	During Hurricane Irma, the Duval County schools opened multiple shelters for 11,000 local residents, and provided meals, clothes, and supplies.
El Paso	<p>The El Paso Independent School District, new car dealerships, and several news stations joined forces to collect and deliver much-needed supplies (school supplies, clothes, toiletries, and water) to the thousands of southeast Texas families who were impacted by Hurricane Harvey. In an operation called El Paso Cares, the three groups collected the necessary supplies that shelters and responders needed to tend to displaced families in the Houston area. The partnership sent five tractor trailers full of supplies to the Houston schools.</p> <p>The district also offered education and housing services to children and families that arrived in El Paso because of the evacuation. The district provided buses to transport families and hired certified substitutes to provide instructional services to displaced school-aged children.</p>
Fort Worth	Fort Worth ISD partnered with Goodwill Industries and accepted donations to support Hurricane Harvey

	<p>evacuees. The school district also let the City of Fort Worth use the district’s Wilkerson-Greines Activity Center as a shelter for people who had been displaced by Hurricane Harvey. The district hosted nearly 1,000 evacuees at the center, many of them children under age three, and staffed it throughout the storm. The district also installed smart boards in the center for both adults and children to use. Transportation to school for evacuees was provided by the district, which allowed parents to ride along to their children’s new settings.</p>
Fresno	<p>The Fresno Unified School District collected 1,009 boxes full of donated school supplies, clothes, and other items for students and staff at Houston Independent School District. Papé Kenworth, which has a location in Fresno, generously offered to provide two trucks and ship all items for free to Houston. DTL Transportation also stepped up last minute to donate two trailers to hold donated items.</p>
Guilford County (Greensboro)	<p>The Guilford County schools launched its Change for Children campaign and placed a donation bucket at each school to collect change from students. (The campaign ran through October 13.) Donations of clothing, non-perishable food items, and toiletries were also made and shipped. Oak View Elementary adopted James Berry Elementary School in Houston, which served as a shelter before being flooded. Northern and Northwest high schools also collaborated to collect supplies, toiletries, household goods, baby items, and non-perishable foods before football games. Multiple other schools made donations and sent cards to Houston students. In all, district students raised \$33k.</p>
Hawaii	<p>The Hawaii state district sent emails asking for help from all Hawaii schools. Multiple schools responded. For instance, staff and students of Kilohana Elementary School, Molokai, HI, and several others sent school supplies to Houston ISD.</p>
Hillsborough County	<p>During Hurricane Irma, the Hillsborough County schools opened multiple shelters for 29,000 local residents, and provided meals, clothes, and supplies throughout and after the storm.</p>



<p>Kansas City</p>	<p>Kansas City Public Schools sent 100-200 backpacks through a partnership with Costco and the district secured uniforms for Houston students through its partnership department.</p>
<p>Long Beach</p>	<p>The superintendent and school board chair sent the word out to schools regarding the need for clothing to be sent to Delmar Stadium in Houston. Multiple schools responded</p>
<p>Los Angeles</p>	<p>The Los Angeles Unified School District team provided the following in response to Hurricane Harvey:</p> <p>A communication to all employees was sent by superintendent Michelle King, providing information on how folks could donate directly to the Houston ISD and victims of the hurricane.</p> <p>A spotlight on the front page of the LAUSD website (<a href="http://lausd.net">lausd.net</a>) provided donation information.</p> <p>A tweet by Superintendent King asking staff and others to please donate with a link to all other district social media platforms).</p> <p>The district also asked its operations team to identify districtwide donation drop-off locations. All items were sent to Houston via the address the Council of the Great City Schools provided.</p>
<p>Miami-Dade County</p>	<p>The Miami-Dade County Public Schools sent children's clothes and school supplies to the Houston schools. And building inspectors were standing by to help determine the usability of HISD buildings.</p> <p>During Hurricane Irma, the Miami-Dade County schools opened multiple shelters for thousands of local residents, and provided meals, clothes, and supplies throughout and after the storm. In addition, the district superintendent Alberto Carvalho reached out to schools in Key West and to migrant areas in the state to provide supplies and relief for those areas.</p> <p>The Miami-Dade County public schools are also providing personnel and assistance to Puerto Rico.</p>

Milwaukee	<p>The Milwaukee Public Schools encouraged donations to the HISD Foundation, and posted a blog from the superintendent asking people to support HISD through donations to the foundation or by sending supplies and clothing. The district also held a clothing and supply drive with all collections sent to HISD.</p> <p>The district also set up a page dedicated to helping on its website:</p> <p><a href="http://mps.milwaukee.k12.wi.us/News/Help-for-Houston.htm">http://mps.milwaukee.k12.wi.us/News/Help-for-Houston.htm</a></p> <p>The district is also enrolling students from Puerto Rico.</p>
Minneapolis	<p>The Minneapolis superintendent tweeted out the link to Houston’s school foundation to all school employees asking them to donate.</p>
Nashville	<p>Metropolitan Nashville Public Schools placed all donation information for the Houston schools foundation on its website and Facebook page and other social media sources. District leadership encouraged both staff and the community to give.</p>
New York City	<p>The New York City Department of Education provided cash donations through an official source for Houston schools to purchase clothes and supplies.</p>
Norfolk	<p>The Norfolk Public Schools sent 200 backpacks with supplies to Houston. Also, one of the district’s high schools, Booker T. Washington, collected toiletry items at home football games to send to displaced residents.</p>
Oakland	<p>Oakland’s Education Fund provided a grant to the Houston Education Fund. The district also collected new clothes and shipped them to Houston. Items collected included backpacks stuffed with supplies and classroom supply kits. The district worked in partnership with Sydney Page, based in the East Bay, who the district uses for backpacks and school supplies for newcomer students.</p>
Oklahoma City	<p>The Oklahoma City Public Schools sent information to its staff and social-media sites asking them to consider donating to Houston’s HISD Foundation. The district hosted fundraisers throughout the month of September to raise money for the Houston ISD Foundation The</p>

	<p>district also enrolled students relocating to Oklahoma City from southern Texas.</p>
Omaha	<p>The Omaha Public Schools coordinated with its foundation and teachers' union to do fundraising for the HISD foundation.</p>
Orange County (Orlando)	<p>The Orange County Public Schools, the Foundation for OCPS, and non-profit partner--A Gift for Teaching, joined together to hold a school supply drive for fellow public schools in the Houston area.</p> <p>In addition, OCPS and the Foundation coordinated with their clothing pantry non-profit, A Kids' Closet, as well as A Gift for Teaching, to collect new, in-the-package socks and underwear in child through adult sizes and sent to Houston.</p> <p>The Foundation for OCPS also collected donations of money to pass through to Houston area school districts.</p> <p>In addition to being hit by Hurricane Irma, the Orange County Public Schools are enrolling all students who were displaced by hurricanes in Texas, Puerto Rico, and Florida. Orange County has one of the largest Puerto Rican populations in the nation.</p> <p>During Hurricane Irma, the Broward County schools opened multiple shelters for thousands of local residents, provided meals, clothes, and supplies both during and after the storm.</p>
Palm Beach County	<p>In addition to being hit by Hurricane Irma, the Palm Beach County Public Schools enrolled students who were displaced by hurricanes in Texas, Puerto Rico, and Florida.</p> <p>During Hurricane Irma, the Palm Beach County schools opened scores of shelters for 50,000 local residents, provided meals, and supplies both during and after the storm.</p> <p>In response to Hurricane Maria in Puerto Rico, Palm Beach delivered backpacks from local churches stuffed with supplies. The district also assembled packets to put</p>

	in back packs providing information about services available to families who were displaced.
Philadelphia	The school district of Philadelphia placed donation boxes in all its schools and trucked all donations to the Houston Independent School District.
Pinellas County	<p>During Hurricane Irma, the Pinellas County schools opened multiple shelters for some 25,000 local residents, and provided meals, clothes, and supplies.</p> <p>In addition, the district—</p> <ul style="list-style-type: none"> <li>• Educated district staff on ways they could connect families affected by Hurricane Irma with community resources and counseling services.</li> <li>• Enrolled Puerto Rican students whose families had been displaced by Hurricanes Irma and Maria and connected them with free school supplies, meals, and community resources.</li> <li>• Participated in donation drives to assist hurricane victims in Houston, Puerto Rico and statewide.</li> <li>• Brought water and other supplies to a Florida district hard-hit by Hurricane Irma.</li> </ul>
Portland	The Portland Public Schools organized a week-long donation drive in conjunction with Starbucks, KOIN, iHeart Radio, and OnPoint Community Credit Union for Houston and Miami-Dade County Public Schools. The effort collected shoes, socks, and school supplies.
Providence	The Providence school system is preparing for an influx of students from Puerto Rico, because of the sizable population in the city. Many new arrivals will be school age, and some will arrive without their parents. The school district’s Student Registration Center (325 Ocean St.) is ready to handle all students from Puerto Rico with expedited registration procedures. For example, academic records may not be available but registration will occur; the district will follow protocol for unaccompanied minors. Once students are in school, bilingual teachers and social workers will be providing ESL and social emotional supports. Our Office of Family and Community Engagement will also offer

	<p>personal support to families and connect them with appropriate services in the community.</p> <p><a href="http://turnto10.com/news/local/providence-schools-superintendent-ready-to-enroll-students-from-puerto-rico">http://turnto10.com/news/local/providence-schools-superintendent-ready-to-enroll-students-from-puerto-rico</a></p>
Sacramento	<p>The Sacramento City Unified School District team reached out to all schools to collect clothes to send to HISD. Schools sent clothes to the central office, which were then shipped to HISD at the address provided by the Council of the Great City Schools.</p> <p>A communication was also sent to all employees by the Superintendent, providing information on how folks could donate directly to Houston ISD and victims of the hurricane.</p> <p>A spotlight was also posted on the front page of the district’s website (<a href="http://www.scusd.edu">www.scusd.edu</a>), which provided donation information. Here was the link to the district’s webpage for the effort: <a href="http://www.scusd.edu/hurricane-harvey-relief">http://www.scusd.edu/hurricane-harvey-relief</a></p>
San Antonio	<p>San Antonio ISD welcomed all students displaced by Hurricane Harvey. All students could register immediately in any of the district’s schools.</p> <p>The district also prepared one of its schools for processing evacuees as the Red Cross requested, and processed children from the refugee center located on the city’s Eastside.</p>
San Diego	<p>The San Diego Unified School District asked San Diegans to send donations of clothing of all sizes, school uniforms, and school supplies to aid the Houston Independent School District. The district also sent city-wide bulletins and alerts out calling for assistance. The call to action was seen by over 31,000 people on Facebook in the first couple of days of posting and by over 58,000 people on Twitter. Nearly every media outlet in the city repeated the district’s call for assistance.</p>
Seattle	<p>Seattle Public Schools placed hurricane donation information on its website, pushed notifications on</p>

	<p>social media and shared the need with Seattle City Council and PTSA. Staff and the community were encouraged to give.</p>
<p>St. Louis</p>	<p>The St. Louis superintendent sent a message to all staff and community partners setting a goal of raising at least \$10,000 to donate to the Houston Independent School District for Hurricane Harvey relief. Ultimately, the district raised \$15,977.90, and cut a check to the HISD Foundation.</p> <p>The elementary, middle, and high schools that raised the highest average amount per student won a prize. Schools were encouraged to hold penny wars, bake sales, dance-a-thons, or other activities to aid Houston students. The district and its schools held a series of small fundraisers like pay \$1 and get to dress like a super hero for the day (Heroes for Houston) or pay \$1 and get to wear a funny hat for the day (Hats for Harvey). The SLPS Foundation counted \$107 in dimes and nickels alone, so the district’s little ones were definitely involved!</p> <p>Gateway STEM High School JROTC and student council also hosted a “Stuff the Bus” event during its football games to collect supplies and raise funds for HISD students. First Student provided the bus and the local teamsters drove it to Houston. The effort produced 14 mixed skids and 23 boxes containing non-perishable food, household cleaning products, pet food, water, uniforms, diapers, diaper wipes, personal hygiene items, uniforms, and book bags for Houston students.</p>
<p>St. Paul</p>	<p>The St. Paul Public Schools sent an all-staff message to suggest that employees make donations to disaster relief sites to help displaced Houston families, or that schools handle the collection/sending of donations.</p>
<p>Toledo</p>	<p>Students and staff at Toledo Public Schools raised money for their counterparts in Houston, after the city — and much of its public-school district — was devastated by Hurricane Harvey. The Toledo district did not have a complete tally of how much was donated district-wide, but about a dozen schools ran dress-down days where students could donate. Beverly Elementary alone raised \$1,453, Riverside Elementary raised \$435, and Robinson Elementary raised \$310.</p>

	<p>The Toledo Public Schools also worked with their local NBC affiliate and several other local school districts to collect supplies for HISD. Supplies were shipped.</p>
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**PUERTO RICO FACILITIES ASSESSMENT**



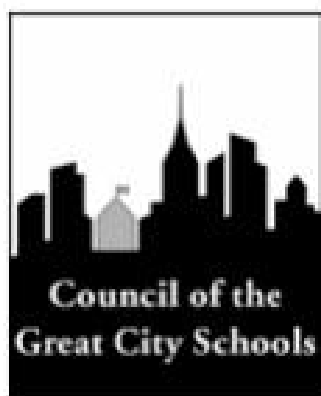


# PUERTO RICO SCHOOL FACILITIES ASSESSMENT



COUNCIL OF THE GREAT CITY SCHOOLS

# **PUERTO RICO SCHOOL FACILITIES ASSESSMENT**



**Council of the Great City Schools**

**NOVEMBER 11, 2017**

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# Hurricane Maria Damage Assessment of School Facilities in Puerto Rico

By the  
Strategic Support Teams  
of the  
Council of the Great City Schools

Hurricane Maria, which hit Puerto Rico on September 20, 2017, was one of the most devastating natural disasters in the history of the island. Schools suffered severe storm damage and substantial flooding, affecting students and communities throughout the island. But the indomitable Puerto Rican people refused to bow to the storm's fury and moved immediately to rebuild. Central to its strategy of getting back on its feet was reopening as many of the island's schools as soon as possible.

The process of rebuilding began under the leadership of State Secretary of Education Julia Keleher and included thousands of parents, administrators, teachers, support staff, and community members, who worked to clean up debris, haul trash, repaint classrooms, and undertake thousands of other chores to allow children to return to their classrooms.

Secretary Keleher asked the Council of the Great City Schools (CGCS), a coalition of the 70 largest urban public school districts in the United States, to review and conduct a physical assessment of a subset of schools on the island to determine which, if any, could be reopened in relatively short order. Several hundred schools have been opened to date, but there were a number—some open and some still closed—where the Puerto Rico Department of Education was unsure whether they were ready to receive students.

To conduct this assessment, the Council assembled a Strategic Support Team of senior facilities directors, business and school operations officers, and chief operating officers from its member districts. The team was composed of—

- Alex Belanger, Assistant Superintendent, Facilities Management and Planning, Fresno Unified School District
- John Dufay, Executive Director, Maintenance and Operations, Albuquerque Public Schools
- Julius Monk, Executive Director, Facilities, Guilford County Public Schools
- Eugene Salazar, Business Operations Officer, Houston Independent School District
- Keith Scroggins, Chief Operating Officer, Baltimore City Public Schools
- Mark Zaher, Director of School Operations, Miami-Dade County Public Schools
- Patrick Zohn, Chief Operating Officer, Cleveland Metropolitan Public Schools
- Michael Casserly, Executive Director, Council of the Great City Schools

The group was specifically asked to—

- Assess designated schools across the island to see which ones were ready to open and receive students
- Determine the extent of damage caused to school buildings by Hurricane Maria
- Document damage done to designated schools and ascertain repairs and maintenance needs  
Identify broad facilities issues that the Department of Education would face on the heels of the storm
- Make a series of recommendations to the department about next steps in the rebuilding process

To meet its charge, the Strategic Support Team visited Puerto Rico on November 5-11, 2017. The team conducted an initial briefing on November 6 with the Puerto Rico Secretary of Education and various members of the Army Corps of Engineers; visited schools on November 6-10; participated in a meeting with the Secretary, Army Corps staff, staff from the Federal Emergency Management Agency (FEMA); joined a site visit to one school by the U.S. Secretary of Education; and held a debriefing session for the Puerto Rico Secretary of Education on November 11, 2017.

During its site visit, the Strategic Support Team was able to visit and assess the following 33 schools from every region of the island—

1. Escuela Segunda Unided Certenejas
2. Antonio Roza Guzman
3. Agapito Lopez-Flores
4. Ana Roque Duprey
5. Domingo Nieves Ortiz
6. Guillermina Rosado de Ayala
7. Matias Loiza Cordero
8. Jose Robles Otero
9. Manuel Febres Gonzales
10. SU Maximino A Salas
11. Jose Horacio Cora
12. Cerro Gordo Medina
13. Rafael Aparicio Jimenez
14. Escuela de la Comunidad Rabanal
15. SU Josefina Sitiriche
16. Matias Gonzalez Garcia
17. Segundo Ruiz Belvis
18. Jose Julian Acosta
19. Oscar Bunker
20. Porfirio Cruz-Garcia
21. Dr. Jose Badin
22. Jose Celso Barbosa
23. Bayamon High School

24. Cerro Gordo Lao
25. Esquela Barriada Caban
26. Juan Suares Pelegrina
27. Antonio Gonzalez Suarez
28. Escuela de la Comunidad Consejo
29. Superior Stella Marquez
30. Escuela El Coquinas Salinas
31. De La Comunidad Jaime Rodriguez Montessori
32. Carlos M. Alverio Pimentel
33. Maria E. Rodriguez



The team was able to get access to most classrooms in each school along with kitchens, libraries, rooftops, bathrooms, P.E. shelters, and other facilities. In addition, the team examined the structural features of each building, along with electrical wiring, plumbing, fire and safety features, kitchen equipment, and other aspects of the facilities.

### General Observations and Findings

- Buildings inspected by the team experienced anywhere from minor to severe storm damage from Hurricane Maria.
- Teachers, community members, and parents, in many cases, did important work on their own to repair and paint their local schools. This work was often impressive and deserves thanks by

officials and the citizenry of the island. In addition, many teachers and community members bought materials on their own to repair their local schools.

- Most schools visited by the team would not meet the standards and expectations of most parents of students in the mainland U.S. At the same time, there is a critical need to get students back into classrooms as soon as possible.
- The physical condition of schools throughout the island appears to reflect not only storm damage, but a long-standing lack of resources devoted to these facilities and low expectations for the education system *writ large* and the children it serves.
- The team found a systemic lack of regular preventive maintenance at schools. For instance, the failure to routinely clean rooftop drains can lead to flooding, water saturation and intrusion, paint peeling, water damage, and other infrastructure-related issues.
- Most schools continue to lack power and a few lack water as well.
- The Department of Education appears to lack an up-to-date set of facilities standards that would guide building design, routine maintenance, life-cycle and replacement of equipment and materials, exterior envelope, electrical infrastructure, alternative power and water sources, and other facilities-related items.
- The Department of Education also does not appear to have a universal facilities and operations plan that would keep standards up to date, monitor enforcement of standards, provide professional development on maintaining standards, or deliver technical assistance or direct services to schools.
- Grades and site planning to prevent regular flooding of school facilities, especially in low lying areas, do not meet industry standards. In addition, many schools lack retaining walls in cases where hillsides might fail in heavy rains.
- Many schools observed by the team have substantial amounts of mold—sometimes severe levels, which present health risks for students and staff.
- There was an almost universal lack of functioning fire alarms or fire-fighting equipment in schools visited by the team.
- Attempts to repair schools over the years demonstrate the use of substandard materials and workmanship. Examples include:
  1. the failure to anchor or secure air-conditioning units to roof tops
  2. the use of acoustic ceiling tiles in unconditioned space. (Material is affected by condensation and becomes a breeding ground for mold.)
  3. the common practice on the island of having sidewalks at the same elevation as classrooms, which leads to unnecessary flooding
  4. the use of corrugated steel for roofing, which can lead to roof failure, the risk of a roof blowing off in a storm, and excessive condensation

- Many schools were in various states of disrepair or had numerous life/safety code violations. The Department should understand that FEMA is not likely to pay to fix these pre-existing conditions.
- The Department appears to lack any pre-storm preparation protocols or post-storm procedures to minimize storm damage. Also, there does not appear to be any routine staging of emergency equipment for schools before storms that could be moved into place quickly.
- The team found little quality control or accountability in the new construction of schools. This situation was also evident in the maintenance program.
- The team saw a surprising number of open cisterns, which present potential health problems. The team also saw many live electrical wires or connections that were within reach of students or could cause fires.
- There was no evidence of systemwide training on how to effectively repair, clean, and maintain facilities. Unacceptable chemicals were utilized to remediate problems.
- The instructional materials found in many classrooms were often outdated, and did not reflect college- and career-readiness standards or high expectations for student learning.
- The Department may be too optimistic about the availability of contractors, given the scale of the disaster and the generosity of FEMA, and overly optimistic about how long the entire rebuilding process will take.
- Over the long run, the Department will have to find ways outside of the FEMA process to bring schools up to a standard that better reflects those of the mainland.
- Of the 33 schools that the team examined, the team found that 19 could be re-opened, partially opened, or could remain open. Some 14 other schools required more extensive repairs, but could be opened after those repairs were conducted.

#### Schools Ready to Open and Those that Are Not Ready

Ready to Open or Can Stay Open (Sometimes with Conditions)	Not Ready to Open
Lopez-Flores	Cerro Gordo Lao
Roque De Duprey	El Coqui Salinas
Antonio Gonzalez Suarez	Domingo Nieves Ortiz
Rosa Guzman	Bo. Consejo
Alverio Pimentel	Rosado de Ayala
Cerro Gordo Medina	Jaime Rodriguez
Escuela Segundo Unidad Certenejas	Suares Pelegrina
Barriada Caban	Cordero Del Rosario
Jose Julian Acosta	Matias Gonzalez-Garcia



Jose Padin	Bayamon
Robles Otero	Rafael Aparicio Jimenez
Ferbres Gonzalez	Ruiz Belvis
Maria Rodriguez	Celso Barbosa
Oscar Bunker	Josefina Sitiriche
Porfirio Cruz-Garcia	
Rabanal	
Stella Marquez	
Maximino a Salas	
Jose Horacio Cora (Partial opening)	

### Recommendations

1. Continue to articulate the message that the Department sees the current crisis as an opportunity to raise academic and facilities standards over the long term. Endeavor to stay away from controversial political issues and focus on the effort to make schooling better overall for students. The Department and its leadership has an historic chance to shift the culture of the district in a way that reflects high expectations for all students.
2. The Department should remain committed to opening as many schools as possible, but it should do so without risking the health and safety of children. Open as many schools as possible in the short-run with the repairs recommended in this report to ensure that students resume their lessons.
3. Develop an immediate plan for the transfer of students to nearby schools if it is unlikely that their home schools will open soon, or at all.
4. Put out a positive message each day describing the progress that has been made to open schools and raise facilities and academic standards.
5. Build into the Secretary's weekly schedule time to be in schools and to engage the community. Clearly articulate her vision for reconstruction, and build community support for the new direction she is setting.
6. Place short-term priority on addressing the repair needs of schools that can be opened right away. (See list above)
7. Prepare for the likelihood that the FEMA rebuilding effort and reimbursements will take seven to ten years.
8. Clarify that the ultimate authority for deciding whether a school opens or closes rests with the Puerto Rico Secretary of Education.
9. Create a standard that is consistent across the board for the operations of schools.

10. Create a new position that coordinates the facilities work of the school system and the public buildings agency and that reports to the Secretary. The coordination should include the following management functions—

- Facilities Strategic Planning
- Project Planning and Construction
- Environmental Programs
- Operations - Custodial Support
- Grounds Operations & Pest Control
- Maintenance
- Plant Services – Plumbing, Heating, Electronics, Electrical, Air Conditioning, Carpentry, Roofing, Painting, Mill/Shade/Stage, Heavy Construction and Warehousing
- Real Estate and Property Rentals
- Utility Management

11. Issue a Request for Qualifications (RFQ)--possibly through the Council of the Great City Schools--for the development of a Facilities Index Conditions Assessment Report. A sample RFQ from the Guilford County (NC) school system is found here—

<http://purchasing.gcsnc.com/RFQAttachments/RFQforSchoolassignmentoptimization&Facilitiesconditionassessment.pdf>

12. Develop a comprehensive set of facilities standards to guide every aspect of building design and maintenance. A sample set of facilities standards used by the Miami-Dade County Public Schools can be found here—

<http://www.fldoe.org/finance/edual-facilities/state-requirements-for-edual-facilitie/>

13. Design a long-range facilities master plan for the island that includes a substantial effort to provide professional development to custodial and maintenance staff to raise the quality and expertise of school-level personnel.

14. Appoint someone to lead a team of staff exclusively dedicated to working on FEMA and insurance-claim issues to maximize reimbursements.

15. Retain an operations expert with a facilities background to help coordinate the rebuilding effort across multiple agencies and contracts. Person should report directly to the Secretary. An option might involve having members of the Council team serve interim rotating stints on the island while a full-time person is identified and hired.

16. Work with GSA (<https://www.gsa.gov/>) on a solicitation for the purchase and installation of generators to power wells and pumps to provide safe, clean water.

17. Work with GSA on a solicitation for the provision of cold food storage at school sites that are ready to open.

18. Immediately put out for competitive bid through GSA a solicitation for contractors and suppliers to begin broad-scale repair work in earnest.
  - There is a coordinator in San Juan by the name of Edgar Hernandez; cell # 646-457-0815 office 787-766-5415. The national office was also very helpful; 800-488-3111. Below and attached are the links and step-by-step instructions for using GSA, if you choose, and getting on the GSA list if you are not already on it.
  - Another option might be to piggy-back on one of the repair contracts from one of our Florida cities.
19. Consider the benefits and liabilities of two broad strategies going forward—
  - Launch a large-scale repair and renovation effort across the school district to repair buildings
  - Sequence the repairs over time in a way that starts with the acquisition of generators to power lights and water, fix electrical dangers, and restores roofing before moving onto other items.
20. Begin the process of upgrading Puerto Rico’s curriculum, materials, professional development, and interventions to boost the academic outcomes of students on the island.<sup>1</sup> Devote special attention to programming for English learners and students with disabilities. Conduct an inventory of instructional texts and materials used in the schools.
21. Develop a system of accountability to begin holding senior staff, directors, principals, and custodians responsible for improving the physical condition of school buildings.
22. Develop a system of accountability for setting high academic standards and raising student achievement, based on multiple measures of instructional quality and academic growth.
23. Partner with major city school systems on the mainland that have substantially improved the quality of their facilities and boosted student achievement. A sister-city mentoring program might provide ongoing support.

The challenges that lay ahead for Puerto Rico and its education system are substantial; so are the opportunities. In its efforts to rebuild, the island should look beyond simply restoring its schools to the conditions that existed before the storm. These schools and classrooms should be worthy of the goals and aspirations that Puerto Rico’s parents hold for their children. Now is the time for the island and its people to set its sights higher, and to build the foundation for a society that provides for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

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<sup>1</sup> Puerto Rico has implemented academic standards similar in rigor and content to the Common Core State Standards

**GUILFORD COUNTY TRANSPORTATION REVIEW**



# **Review of the Student Transportation Programming in the Guilford County Schools**

**October 2017**

Scott McCully, Chief Operations Officer of the Guilford County Schools (GCS), requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's student transportation program. Specifically, he requested that the Council<sup>1</sup> --

- Review and comment on the existing organizational structure, business processes, outsourcing, planning and forecasting, and internal controls of the transportation department, and identify opportunities for improvement.
- Identify opportunities to improve existing department facilities and bus parking practices.
- Develop recommendations that would help the district's transportation operations achieve greater operational efficiency, effectiveness, and sustainability

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in transportation operations from other major city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director  
Director, Management Services  
Council of the Great City Schools

David Palmer, Principal Investigator  
Deputy Director of Transportation (Retired)  
Los Angeles Unified School District

James Beekman  
General Manager, Transportation  
Hillsborough County Public Schools

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<sup>1</sup> The Council has conducted some 300 instructional, management, and operational reviews in about 50 big-city school districts over the last 19 years. The reports generated by these reviews are often critical, but they have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. These reports have also been the basis for identifying "best practices" for other urban school systems to replicate. Attachment E lists the reviews that the Council has conducted.

## Review of Student Transportation Programming in the Guilford County Schools

Nathan Graf  
Senior Executive Director, Transportation and Vehicle Maintenance  
San Antonio Independent School District

Nicole Portee  
Executive Director, Transportation Services  
Denver Public Schools

Reginald Ruben  
Director, Transportation Services  
Fresno Unified School District

Janet Thomas  
Executive Director, Transportation  
Charlotte-Mecklenburg Schools

William Wen  
Senior Director, Transportation Services  
Orange County Public Schools

The team reviewed documents provided by the district prior to a four-day site visit to Guilford County, North Carolina, on October 8-11, 2017. The general schedule for the visit is described below, and the complete working agenda is presented in Attachment B.

The team met with Chief Operations Officer Scott McCully during the evening of the first day of the visit to discuss expectations and objectives for the review, and make final adjustments to the work schedule. The team used the second and third days to observe operations, 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 site visit was devoted to synthesizing and refining the team's findings and recommendations, and providing the Superintendent and Chief Operations Officer with a briefing on the team's preliminary findings.

The Council sent the draft of this document to team members for their review in order to affirm the accuracy of the report and obtain their concurrence on the final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the operational efficiency, effectiveness, and sustainability of the Guilford County Schools' transportation program.

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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.

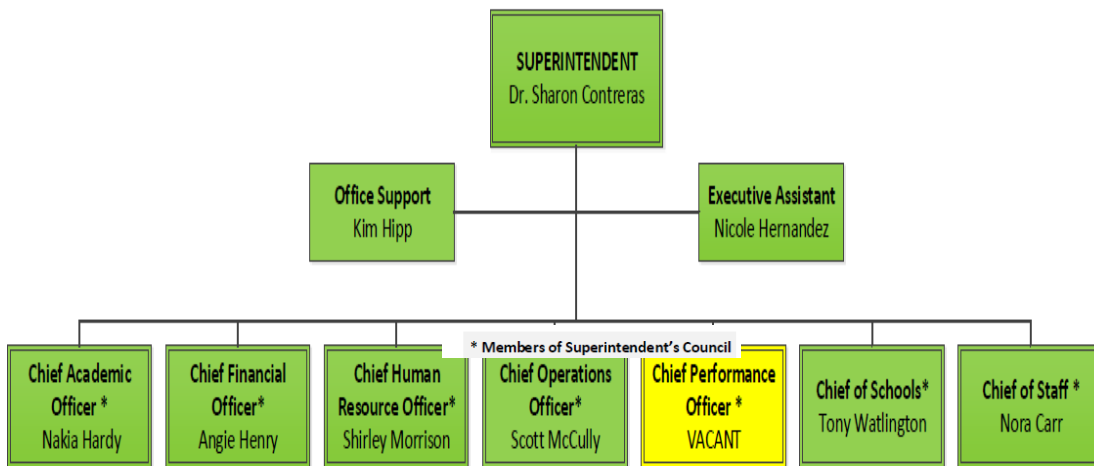
## Guilford County Schools

Guilford County Schools, the third largest school district in North Carolina, serves 11 cities and towns that cover over 645 square miles.<sup>3</sup> GCS currently serves an enrollment of some 71,900 kindergarten through 12<sup>th</sup> grade students,<sup>4</sup> and employees over 10,000 individuals.

GCS is governed by a nine-member elected Board of Educations that appoints the Superintendent of Schools. The superintendent is responsible to the school board for the effective operation of the school system. GCS’s mission states: *Guilford County students will graduate as responsible citizens prepared to succeed in higher education, or in the career of their choice.*

The superintendent is also responsible for the efficient management of the school district’s resources. The GCS 2017-2018 budget will receive final approval in December 2017.<sup>5</sup> The 2016-2017 final budget was \$880,296,008.<sup>6</sup> Exhibit 1 below shows the organizational structure of the Office of the Superintendent and her seven direct reports.

**Exhibit 1. Office of the Superintendent Organizational Chart – September 2017**



Source: Guilford County Schools

The Chief Operations Officer (COO), who is a direct report to the superintendent, is responsible for Emergency Management, Facilities, Maintenance, Student Assignment, Student Information, Technology, and Transportation. The Chief Operations Officer’s organization is shown below in Exhibit 2.

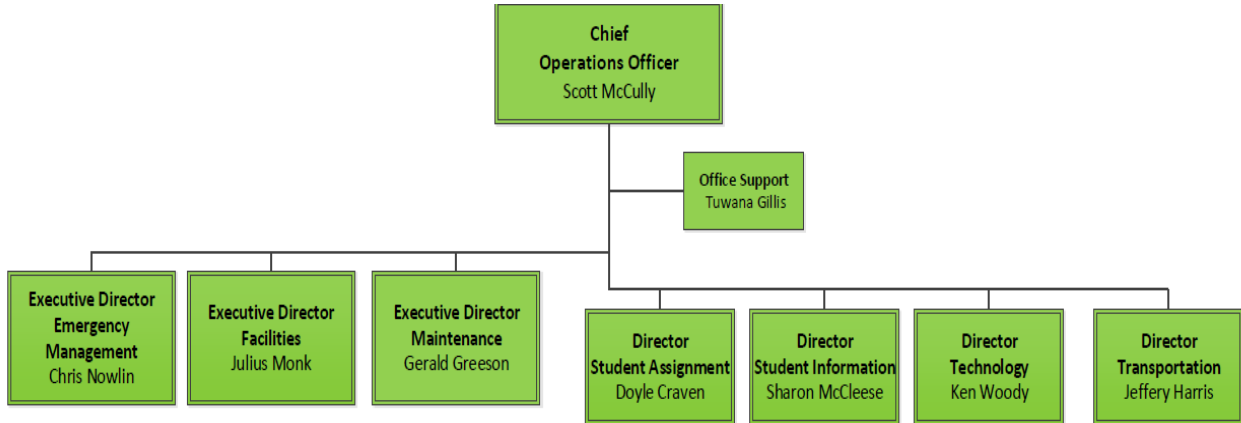
<sup>3</sup> Source: 2016 GCS Annual Report.

<sup>4</sup> Source: GCS Facilities Planning.

<sup>5</sup> Source: GCS Financial Services.

<sup>6</sup> Source: *Ibid.*

**Exhibit 2. Chief Operations Officer’s Organizational Chart**

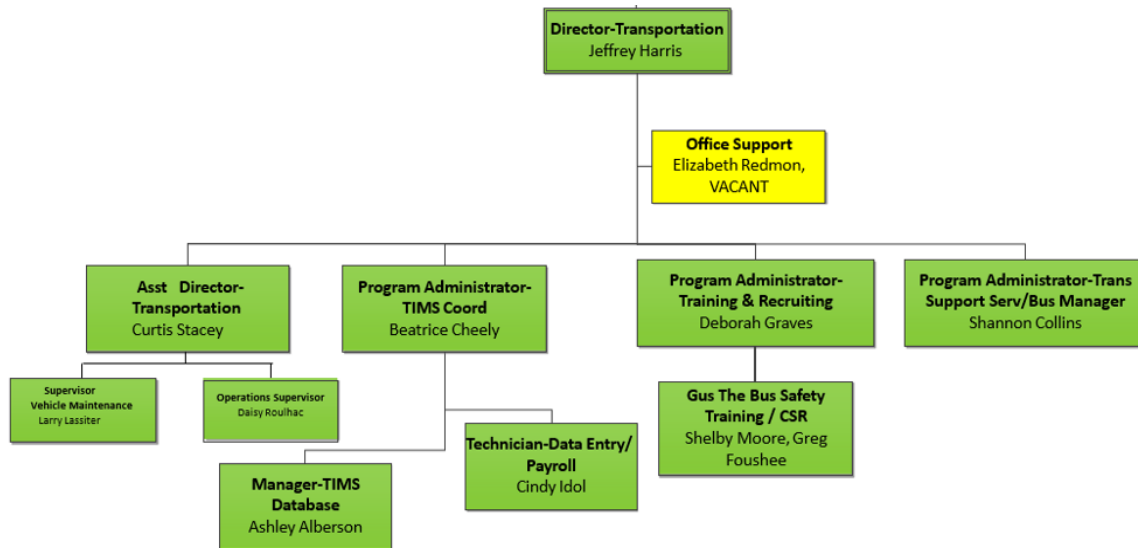


Source: Guilford County Schools

**Department of Transportation**

The DoT is led by a Director of Transportation. This position has four direct reports: one Assistant Director - Transportation, one Program Administrator II – TIMS<sup>7</sup> Coordinator, one Program Administrator I – Supervisor, Safety, Training & Recruiting, and one Program Administrator I – Transportation Support Services Specialist/Business Manager position. Exhibit 3 below presents an abridged overview of the Department’s organizational structure.

**Exhibit 3. Department of Transportation Organizational Chart**



Source: Guilford County Schools

<sup>7</sup> Transportation Information Management System, operated by the North Carolina Department of Public Instruction.



The Director of Transportation is responsible for the DoT budget. In FY17, the department’s budget<sup>8</sup> was \$35,510,751, which was 3.81 percent of the district’s general budget. Exhibit 4 below compares DoT’s budget allocations to actual expense summaries over the past four fiscal years, and shows the DoT budget as a percent of total district budget.

**Exhibit 4. Department of Transportation Allocated Budget vs. Actual Expense**

Fiscal Year	DoT Budget	DoT Actual Exp	Balance	District Budget	% of Dist Budget
FY14	\$ 38,535,826	\$ 35,657,484	\$ 2,878,342	\$ 922,353,185	4.18%
FY15	36,633,428	33,320,287	3,313,140	881,807,658	4.15%
FY16	33,471,718	31,562,818	1,908,900	865,402,363	3.87%
FY17	33,510,751	31,486,794	2,023,957	880,296,008	3.81%

Source: GCS Financial Services

The DoT is responsible for the daily transportation of 37,520<sup>9</sup> students (52 percent of total district enrollment). Students are transported on 619 district and contract-operated bus routes into all 127 district schools. GCS buses traveled nearly 8.5 million miles in FY16, picking-up and dropping-off students at approximately 12,000 separate stops.<sup>10</sup> Exhibit 5 below compares the number of students transported and routes used for each school year since 2013-2014.

**Exhibit 5. GCS Students Transported FY2014 – Present**

Year	District Enrollment	# of Students Transported	# of Routes-District	# of Routes-Contract	Total Routes	% of Enrolled Students Transported
2013-2014	72,338	41,143	609	67	676	57%
2014-2015	72,192	37,384	610	67	677	52%
2015-2016	71,908	40,379	597	70	667	56%
2016-2017	71,747	37,384	560	67	627	52%
2017-2018	71,928	37,520	552	67	619	52%

Source: GCS DoT and Facilities Planning

Based on current statutes and regulations, GCS is required to provide transportation for students participating in special education programs, when transportation has been identified as a related service. Students are eligible based on the distance they live from school, hazardous walk-to-school areas, and students in transition under McKinney-Vento.<sup>11</sup> Exhibit 6 below shows the yearly costs per student, by program, since FY14.

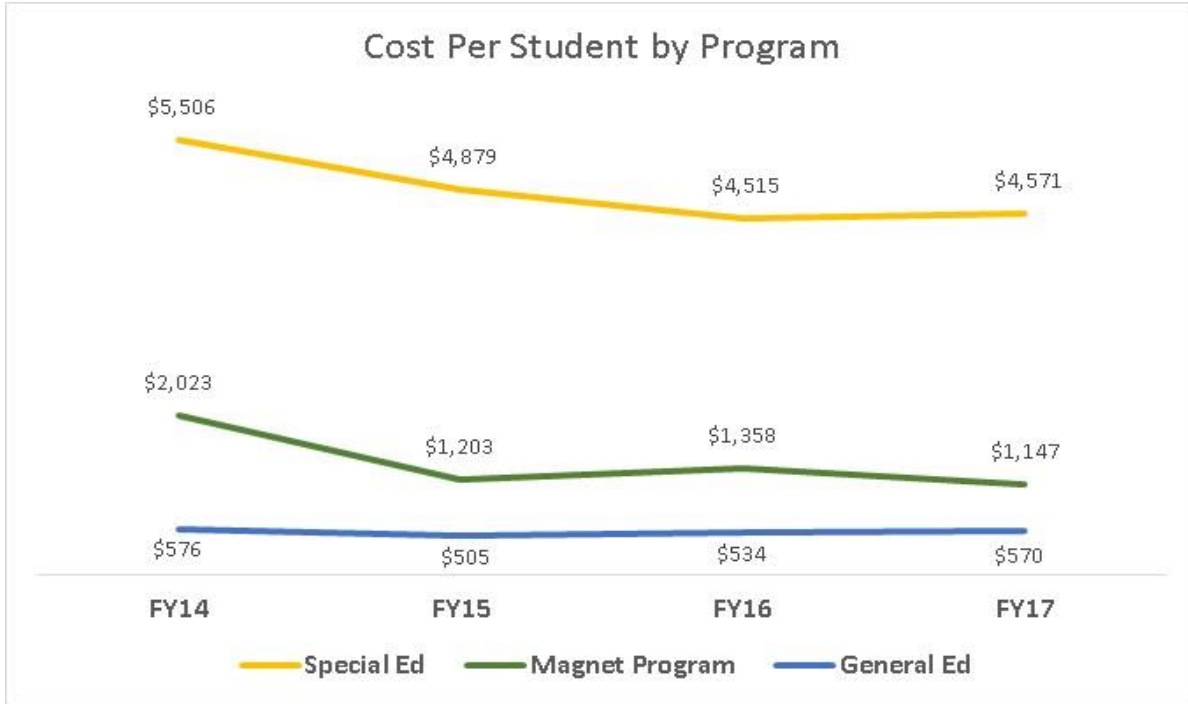
<sup>8</sup> The FY18 budget is incomplete in that the full state allotment and final adjustments will not be made until December 2017.

<sup>9</sup> Source: GCS DoT. Includes approximately 85 pre-k students.

<sup>10</sup> Source: GCS DoT.

<sup>11</sup> The McKinney-Vento Homeless Assistance Act was reauthorized by the *Every Student Succeeds Act (ESSA)*, which was signed into law in December 2015.

**Exhibit 6. Transportation Cost per Student**



Source: GCS Department of Transportation

The Department of Transportation also provided 4,250 students with summer transportation services to selected locations, and the department facilitates transportation of more than 9,300 athletic and curricular trips annually. In addition to the 802 district-operated 35-78 passenger buses,<sup>12</sup> the DoT maintains 400 white fleet<sup>13</sup> vehicles, and numerous district-owned small engine equipment.

**Findings**

The findings of the Council’s Strategic Support Team are organized into four general categories: Commendations, Leadership and Management, Organization, and Operations. These findings are followed by a set of related recommendations for the district.

**Commendations**

- The team observed a positive culture in the DoT and noted that employees displayed enthusiasm and pride, enjoyed their colleagues, and appeared to be committed to their jobs and student success.
- Principals interviewed indicated that they –

<sup>12</sup> Includes spare, activity, and surplus buses.

<sup>13</sup> A white fleet vehicle is a district-owned vehicle that is not a school bus. White fleets typically include district trucks, vans, automobiles, and other equipment with engines (e.g., generators, lawnmowers).

## Review of Student Transportation Programming in the Guilford County Schools

- Are very satisfied with the district’s transportation services
- Respect the complexity of DoT’s responsibilities
- Find DoT supervisors accessible and responsive.
- To improve safety, the DoT installed extended stop arms on buses that serve routes where motorists often fail to stop, as required, when buses are displaying a mechanical signal or flashing red lights. Exhibit 7 below shows this safety device in operation with lights flashing.

### Exhibit 7. Extended Stop Arm



Source: Guilford County Schools

- DoT staff members pursued and were awarded a \$10,000 grant for school bus safety education.
- Specialized training is provided by the DoT to parents of pre-kindergarten age children on how to correctly secure their child in safety seats. Additionally, “Gus the Bus” and his “staff” visit kindergarten classes throughout the county to introduce children to school bus safety. Exhibit 8 below presents a photograph of “Gus the Bus.”

### Exhibit 8. Gus the Bus



Source: Guilford County Schools

- The team noted that GCS was in the highest quartile in the 2015-16 CGCS's *Managing for Results* Key Performance Indicators (KPI)<sup>14</sup> survey in several areas. GCS DoT performed well on--
  - Miles between accidents
  - Daily ride time – Students with Disabilities.

#### Leadership and Management

- The team found a department that was stagnant and that contributed to many of the conditions described in this report. For example, the department has --
  - No business plans with financial and performance objectives measured against established targets, benchmarks, or key performance indicators
  - No plan to conduct formal surveys to gauge customer satisfaction with services

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<sup>14</sup> The Council's *Managing for Results* report is a Performance Measurement and Benchmarking Project 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.  
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## Review of Student Transportation Programming in the Guilford County Schools

provided or to identify areas of concern

- No clear succession plan to ensure continuity in the event of retirement, promotion, or resignation of key department staff
- No departmental vision, mission, or objectives that would align to the GCS strategic plan.<sup>15</sup>
- Viable options for achieving greater efficiency and cost savings have been identified and presented to the administration and Board of Education by the DoT. District reluctance to support these initiatives has delayed implementation of cost-savings opportunities. For instance, the DoT identified costs that could be reduced or efficiencies that could be gained by --
  - Upgrading and adding vehicle maintenance facilities,<sup>16</sup>
  - Leveraging GPS technology,<sup>17</sup>
  - Reducing magnet program transportation costs,<sup>18</sup>
  - Outsourcing vehicle parts inventory and management,<sup>19</sup> and
  - Transitioning from a manual DoT payroll process to an automated process.
- Business cases for achieving greater operational effectiveness have not been developed. Options include --
  - Bringing contracted bus services in-house vs. maximizing the use of all available contracted bus seats,
  - Outsourcing white fleet<sup>20</sup> vehicle maintenance,
  - Outsourcing the fueling of district buses,
  - Integrating, to the greatest extent possible, students from all transportation programs on the same buses.

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<sup>15</sup> The last GCS strategic plan, *Strategic Plan 2016*, is now closed; nonetheless, the team found no alignment to the DoT day-to-day operations, other than on older department initiatives.

<sup>16</sup> Proposed in 2013.

<sup>17</sup> Proposed in 2013.

<sup>18</sup> Proposed in 2014.

<sup>19</sup> Proposed in 2015 and 2016.

<sup>20</sup> A white fleet vehicle is a district-owned vehicle that is not a school bus. White fleets typically include district trucks, vans, automobiles, and other equipment with engines (e.g. generators, lawnmowers).

## Review of Student Transportation Programming in the Guilford County Schools

- The perception of those interviewed was that onboarding of DoT employees was a lengthy and convoluted process that often took between 90 and 20 days.<sup>21</sup> As a result, DoT has been unable to fill key positions, especially driver and mechanic positions, for several years.<sup>22</sup> Contributing factors that make it difficult to attract, onboard, and retain staff include—
  - A difficult and complicated online application process,<sup>23</sup>
  - New bus driver candidates incur a minimum of \$100.00 out-of-pocket expense for permits and certificates,
  - The current GCS pay schedule has 48 steps,
  - No minimum guarantee of daily hours,
  - Benefits are difficult to obtain,
  - Promotions do not appear to be based on merit or seniority,
  - The DoT lacks timely posting of open positions,<sup>24</sup>
  - Employee overtime is not paid, but is available as compensatory time,<sup>25</sup>
  - Surrounding operators<sup>26</sup> provide higher wages, improved benefits, guaranteed hours, attendance incentive bonuses, and weekly pay cycles,<sup>27</sup>
  - The DoT does not seem to own its recruitment and onboarding process, and it lacks a district-wide strategy to recruit and retain staff, and
  - The department does not require exit interviews to track the reasons why employees voluntarily separate from service. Exhibit 9 below illustrates the steps currently required for a new school bus driver applicant to navigate between an initial online application to a permanent position.

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<sup>21</sup> CGCS has found that there are typically insufficient FTEs in many Human Resource offices in many urban school districts to handle the recruiting and onboarding of classified personnel.

<sup>22</sup> This is a common issue that the Council has found in its reviews of district efforts to recruit and retain classified employees.

<sup>23</sup> Several team members who attempted to apply online as a bus driver found the process lacking in simplicity, ease of understanding, and some screens were challenging to complete for an entry level position. It should be noted that the online application was the same regardless of whether the applicant was applying for a certificated (teaching) position or a classified (non-teaching) position.

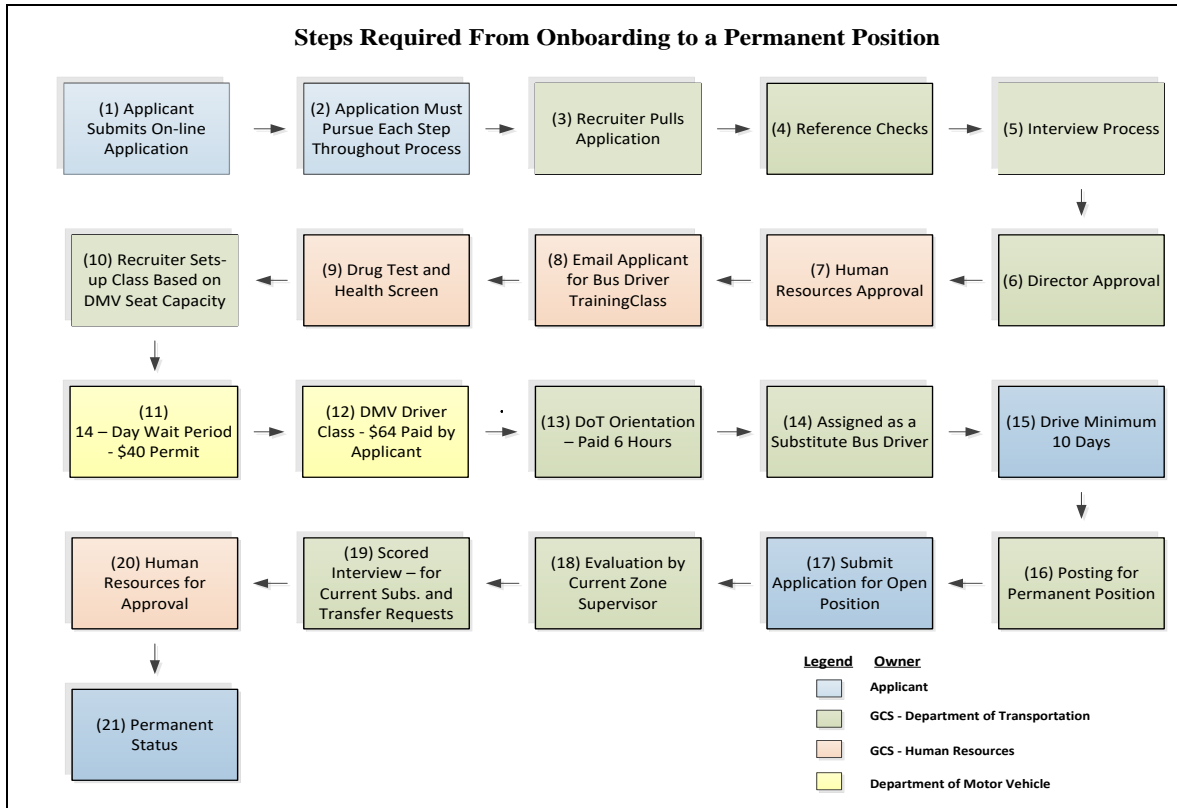
<sup>24</sup> At the time of the site visit, 25 full time open bus driver vacancies existed, and 14-part time vacancies existed.

<sup>25</sup> Per the “Public Schools of North Carolina – Department of Public Instruction, Division of School Business” the decision to provide overtime pay or compensatory time off for non-certified personnel rests with the local board of education. If compensatory time is used, it must be given at the premium rate of not less than one and one-half hours for each hour worked.

<sup>26</sup> This includes the current GCS contract provider, First Student.

<sup>27</sup> GCS employee pay cycles are monthly.

**Exhibit 9. Flow Chart – New Hire to Permanent Position**



Source: GCS On-site Interviews

- The team saw no evidence of an internal follow-up plan to evaluate bus accidents by type, monitor trends, and customize training based on trends.
- The team saw resistance to transporting non-disabled students on the same bus with their disabled peers. Virtually, one-hundred percent of transported students with disabilities (SWD) receive curb-to-curb service, pursuant to their Individual Educational Program (IEP)<sup>28</sup> that is designed to provide a Free Appropriate Public Education under the Individuals with Disabilities Education Act.<sup>29</sup>
- There is a lack of communication channels up-and-down and side-to-side within the Transportation Department. The team was told that--

<sup>28</sup> An Individualized Education Program (IEP) is a written education plan designed to meet a child’s learning needs.

<sup>29</sup> Pursuant to the U.S. Individuals with Disabilities Education Act, a least restrictive environment [LRE] is a principle that governs the education of students with disabilities and other special needs. LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. These students should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access, including transportation.

## Review of Student Transportation Programming in the Guilford County Schools

- There was weak intradepartmental collaboration since regularly scheduled staff meetings do not exist at all levels of the organization,
- Several individuals interviewed by the team indicated that they did not know who does what in the department, and
- Having 17 parking locations and 11 transportation zones were contributing factors to fragmented communications in the department.
- Of the five (5) largest school districts in North Carolina, Guilford County has the lowest efficiency rating (state reimbursement rate).<sup>30</sup> The state requires that (a) a pupil who lives one and one-half miles or more from their assigned school shall be eligible for school bus transportation, and (b) that a school bus shall be routed so that the bus passes within one mile of the residence of each pupil assigned to that bus,<sup>31</sup> but local districts have broad discretion in defining and operating the multiple factors that contribute to transportation efficiency, including –
  - Student placement and school choice options,
  - Bell schedules
  - Bus stop policies, including stop locations, stop frequency, and walk-to-stop distances, and
  - Locations of exceptional children programs.
- The team identified the following areas of concern about GCS’s routing practices--
  - While following a sample of buses, team members saw bus stops in very close proximity to one other,<sup>32</sup> which suggests inefficiencies,
  - The team compared state transportation service data from the five largest school districts in North Carolina, and found that--
    - GCS had the shortest walk-to-stop distance of the five districts. A short walk-to-stop distance often requires additional stops. Additional stops add driver time and bus miles (fuel), which lowers efficiency

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<sup>30</sup> North Carolina Department of Instruction - School Bus Safety, Pupil Transportation Data 2015-16 (2016-17 data had not yet been posted). See: <http://www.ncbussafety.org/resources.html>.

<sup>31</sup> North Carolina General Statutes §115C-246 (b).

<sup>32</sup> North Carolina State Board of Education Policy TRAN-002 states, “Unless safety or other conditions make it inadvisable to do so, superintendents shall not plan bus stops closer together than 0.2 miles.”



- GCS has a very high percentage of students that are picked-up in front of their residence, which also impacts efficiency. Exhibit 10 below shows several service indicators reported by the Public Schools of North Carolina.<sup>33</sup>

**Exhibit 10. Comparative Service Indicators**

Local Education Agency	Efficiency Rating	Enrollment	Students Transported	Student Walk to Stop Distance, AM (feet)	% of Students Picked-up in Front of their Residence	Average Student Ride Time, AM (min.)
C-Mecklenburg	98.03%	148,951	92,839	577	10.80%	16
Wake	96.14%	159,462	73,224	646	19.20%	19
W-S/Forsyth	94.74%	54,552	28,689	453	30.72%	20
Cumberland	94.28%	50,459	26,044	468	13.42%	18
Guilford	85.28%	71,710	40,960	392	30.58%	23

Source: North Carolina Pupil Transportation Service Indicators Report, 2016-2017

- The team was told that the DoT and the Department of Exceptional Children (EC) Services do not have a process in place to collaborate when decisions are being made on –
  - The fiscal and service impact of moving programs and classes from one school to another, and
  - Transportation for EC students that require specialized equipment or have specialized needs.
- It is unclear whether the district has an ongoing procedure in place throughout the year to verify the eligibility of all McKinney-Vento “Students in Transition.” As a result, unnecessary transportation costs could be negatively affecting the bottom line as GCS may be transporting students who are not currently eligible.
- In reviewing the current transportation services contract, the team noted that –
  - Only one vendor responded to the transportation services contract RFP and submitted a proposal,
  - The contract is silent on GCS’s ability to inspect contractor buses at any time, with or without notice, or observe driver pre-trip inspections,
  - Current contract language does not require GCS to be provided a vendor radio to monitor GCS contracted operations, and

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<sup>33</sup> Source: Public Schools of North Carolina, State Board of Education, Department of Public Instruction. The source of the efficiency rating, enrollment, and students transported is from the North Carolina Department of Instruction - School Bus Safety, Pupil Transportation Data 2015-16 (2016-17 data has not yet been posted). See: <http://www.ncbussafety.org/resources.html>.

## Review of Student Transportation Programming in the Guilford County Schools

- Current contract language does not exist in several key areas, including penalties if the contractor fails to --
  - Provide a bus or buses as required,
  - Provide on time service,
  - Provide timely notification to GCS in the event of an accident involving a bus with GCS students onboard or failure to follow all GCS accident procedures,
  - Provide a qualified driver as determined by GCS,
  - Provide a bus that meets all minimum state requirements,
  - Receive GCS approval before modifying a route or routes, and
  - Maintain a 10 percent spare ratio.
- The team found no written policy describing consequences for frequent absences of bus drivers.

### Organization

- The DoT is not organized to optimize effectiveness or promote clear lines of responsibility, authority, and accountability. For example –
  - Span and scope of responsibilities of management-level positions is inconsistent
  - Many employees interviewed indicated they reported to multiple supervisors.
- Job titles often do not reflect what functions individuals performed. For example–
  - The position “Program Administrator I - Transportation Support Services Specialist/Business Manager” inaccurately implies that it manages the department’s business functions. The team found that this position supports *some* business and *some* budget functions, and
  - The position “Program Administrator I – Supervisor, Safety, Training & Recruiting” incorrectly implies that it oversees the department’s recruiting efforts. The team found that this position does not actively recruit employees, but becomes engaged with potential candidates *after* they have applied to GCS.
- The team saw no evidence that the department’s organizational structure and workflows had been recently examined or evaluated to see if individuals could be reassigned to achieve greater operational efficiencies and effectiveness.

- The DoT lacks a driver training program led by an internal staff member trained by state certified instructors.<sup>34</sup> As a result, the DoT lacks--
  - Ongoing school bus driver training,
  - Evaluations of district and contract bus driver driving skills,
  - Specialized training based on accident trends, and
  - Remedial training.

## Operations

- The DoT's manual payroll process is outdated, lacks internal controls, and exposes the district to possible errors and increased costs. For example –
  - The team was told that multiple errors on driver handwritten time sheets were consistently found, requiring significant staff time to correct, and
  - Staff interviewed indicated that drivers were sometimes being paid for time not worked.
- School-site staff does not have view-only access to routing information for their traveling students. As a result, staff members are unable to assist with the identification of traveling students in the event of an emergency.
- In reviewing the GCS student routing process, the team found few best practices in use. For example –
  - Daily uploads from the district's student information system have not occurred at all this school year.<sup>35</sup> The lack of daily uploads has created a situation where –
    - The transportation routing database is not up-to-date,
    - Manual paperwork, faxes, or email are required to add a student or change an existing student's information,
    - There is no digital tracking of or immediately accessible emergency contact information for newly added students, and
    - Changes of address and phone numbers for students that ride buses are not accessible in the transportation routing database

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<sup>34</sup> A survey of CGCS member districts was conducted during this review to determine if dedicated driver trainer resources were utilized when providing district-operated bus service. All districts that responded indicated they do have an internal training department.

<sup>35</sup> The 2017-18 school year started on August 28, 2017. The team site visit occurred October 8-11, 2017.  
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## Review of Student Transportation Programming in the Guilford County Schools

- Routing is conducted at 11 separate locations. This arrangement creates a “routing in isolation,” environment. As a result –
  - Routing inconsistencies and differing policy interpretations occur within the DoT on how students are routed, how families are notified of route changes, or how drivers are notified of added or dropped students, and
  - Routing inefficiencies occur when routers are unaware of available buses in a nearby zone.
- The digital routing map has not been updated in over three (3) years,
- Route-optimization features<sup>36</sup> of the routing software appear to be underutilized or not utilized at all,
- The DoT lacks ongoing plans or processes to monitor and leverage daily ridership data to contain or reduce transportation costs by consolidating or eliminating buses. For example, other than ridership data being collected for state reporting, the team found no other evidence that data are formally monitored throughout the year to review actual ridership to identify opportunities for consolidating routes, eliminating buses, or equalizing loads.
- Upon reviewing the *Route Summary with School Information Report* provided by the DoT, the team found significant anomalies in the data, including –
  - Little correlation between “Assigned Count” and “Number of Stops” on an overwhelming number of runs,<sup>37</sup> which negatively affects printed route-driving directions, and pick up and departure times. For example –
    - Route ID 002, Run ID 481.001: Assigned Count-10, Number of Stops-30
    - Route ID 1102, Run ID 358.401: Assigned Count-3, Number of Stops-18
    - Route ID 623, Run ID 379.315: Assigned Count-4, Number of Stops-15
  - Many runs have unrealistic stop counts, which negatively affects route timing, the ability to add students for efficiency gains, route driving directions, and pick up and departure times. For example—
    - Route ID 002, Run ID 379.315: Number of Stops-40
    - Route ID 006, Run ID 313.108: Number of Stops-70
    - Route ID 019, Run ID 313.013: Number of Stops-46.

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<sup>36</sup> Used to identify opportunities to increase efficiency, the software plans and models route best possibilities to reduce costs by consolidating routes, consolidating stops, reducing drive time and fuel maintenance costs.

<sup>37</sup> A run is a sequence of stops made by a school bus while traveling to or from school.

## Review of Student Transportation Programming in the Guilford County Schools

- Principals interviewed by the team expressed concern about the multiple processes required to schedule field trips and activity buses and the limited use of automated trip scheduling software for all trip types.
- Although GCS utilizes the *Blackboard Connect*<sup>38</sup> communication system, the system is not utilized by the DoT to notify school administrators or parents of route delays.
- The team made the following observations about operations of contracted bus services –
  - There appears to be minimal oversight of the administration of the contract,
  - The district does not require the dispatching of a DoT supervisor to an accident scene involving a contracted bus that is transporting GCS students,
  - There is confusion among DoT staff about whether the district does or does not evaluate or inspect contractor equipment,
  - Contracted buses appear to have a high number of unused seats, and
  - There appears to be no written policy or decision matrix utilized when deciding if a SWD will be placed on a GCS bus or a contracted bus.
- Based on staff interviews, an on-site inspection of the vehicle service area, and document reviews, the team had several observations about fleet maintenance operations--
  - To maintain and support district buses, white fleet, and assorted equipment, the DoT operates only one, very inadequate, fleet maintenance garage facility. This finding is supported by –
    - The Public Schools of North Carolina publication, *School Bus Facility Planner (2011)*,<sup>39</sup> which recommends that–
      - Districts operate one bus maintenance garage for every 250 buses,<sup>40</sup> which equates to GCS being two garage facilities deficient,
      - Garage facilities have a minimum of 13 service bays per 250 buses. The current GCS fleet maintenance facility has nine (9) service bays, leaving GCS at least 25 service bays short

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<sup>38</sup> Blackboard Connect is a mass communications program that provides notifications to recipients via text message, email, voice, social media, or any combination thereof. Typical notifications about transportation could include route delays, emergencies, severe weather, substitute drivers on a route, and other related information.

<sup>39</sup> Source: <http://www.schoolclearinghouse.org/pubs/BUS%20GARAGEXPNew2011.pdf>.

<sup>40</sup> Multiple shifts can reduce this number if buses are parked nearby the maintenance facility, which is not the case in GCS.

Review of Student Transportation Programming in the Guilford County Schools

- Parts storage and dispensing areas be 1,000 square feet for each 250-bus service facility. The current GCS parts area is approximately 2,500 square feet, approximately 1,500 square feet undersized
- Written comments on the Public Schools of North Carolina – Department of Public Instruction 2013-2014 Annual Inspection Report state, in pertinent part –
  - “Guilford’s minimal garage space creates scheduling issues for GCS technicians as they try to repair buses and perform required preventative maintenance.”
  - [North Carolina General Statues] “GS: 115-249(e) . . . ‘It shall be the duty of the county board of education to provide adequate buildings and equipment for the storage and maintenance of all school buses and service vehicles owned or operated by the board of education. . . It shall be the duty of the tax-levying authorities . . . to provide in its capital outlay budget for the construction or acquisition of such buildings and equipment as may be required for this purpose.’”
- Industry productivity measurement tools, including flat-rate times for specific functions, repairs or services, are not utilized
- The district lacks a comprehensive white fleet vehicle replacement plan
- State-conducted GCS school bus maintenance program reviews over the past several years indicate significant need for improvement. For example–
  - GCS performed poorly in annual random school bus inspections.<sup>41</sup> The percent of vehicles removed from service is extraordinary high when compared to other CGCS member districts that participated in the latest Key Performance Indicators (KPI) Project survey. The median CGCS 2016 KPI score for buses that failed inspection on the first try was 10.3 percent. Exhibit 11 shows inspection scores, the high number of vehicles placed out of service, and equivalent percentages.

**Exhibit 11. State School Bus Inspections**

<b>Factor</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>	<b>2013-2014</b>
*GCS Score	36.69	33.69	36.97	39.72
*Regional Average Score	29.30	31.12	30.28	34.19
Number of Buses Inspected	61	62	61	61
Buses Removed from Service Due to Major Defect(s) Found	15	12	17	18
Percent Removed from Service	24.59%	19.35%	27.87%	29.51%

\*A low score indicates **fewer** defects found.

Source: Documents provided by GCS

<sup>41</sup> These inspections provide a critical window into the condition of GCS school buses, the GCS preventative maintenance program, and daily school bus inspections by GCS school bus drivers.  
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- The team was told that GCS utilizes two radio channels: one for SWD transported on 70 GCS buses, and a second channel for the remaining 480 GCS buses, which suggests communications challenges in the event of an emergency on the 480-bus channel.
- The team did not see evidence that all transported students have been instructed on bus evacuation or other emergency situations.
- The DoT lacks appropriate parts-inventory controls. For example–
  - Since 2006-2007, nearly \$1.75M in parts inventory was unaccounted for. Beginning in 2014-2015, districts were required to reimburse the state for each year’s loss. Exhibit 12 below shows ten years of inventory loss.

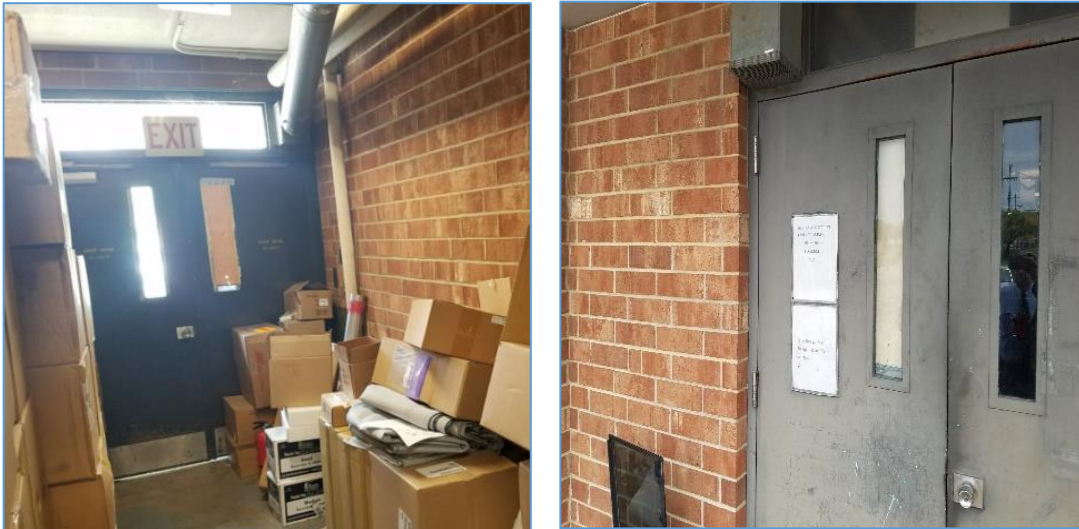
**Exhibit 12. Parts Inventory Loss**

Year	Inventory Loss
2006-2007	\$ 75,488
2007-2008	8,649
2008-2009	196,963
2009-2010	217,350
2010-2011	265,306
2011-2012	501,767
2012-2013	282,533
2013-2014	196,040
2014-2015	70,247*
2015-2016	28,112*
<b>Total</b>	<b>\$ 1,744,096</b>
* Required reimbursement back to state for inventory loss began 2014-2015.	

Source: GCS - Department of Transportation

- There are no systems in place to determine which parts are obsolete and no longer needed,
- Some parts still under warranty are not tracked in the work-order system in the event of failure, and not all warranty reimbursements were being sought,
- Due to space limitations, not all parts are stored in secured areas, and parts and debris line walls in the parts room, limiting emergency exit,
- The team found an exterior door to the main parts area unsecured, and team members wandered through the parts area unchallenged. Exhibit 13 below shows parts storage issues and an unlocked door.

### Exhibit 13. Parts Room



Source: CGCS Review Team Site Visit

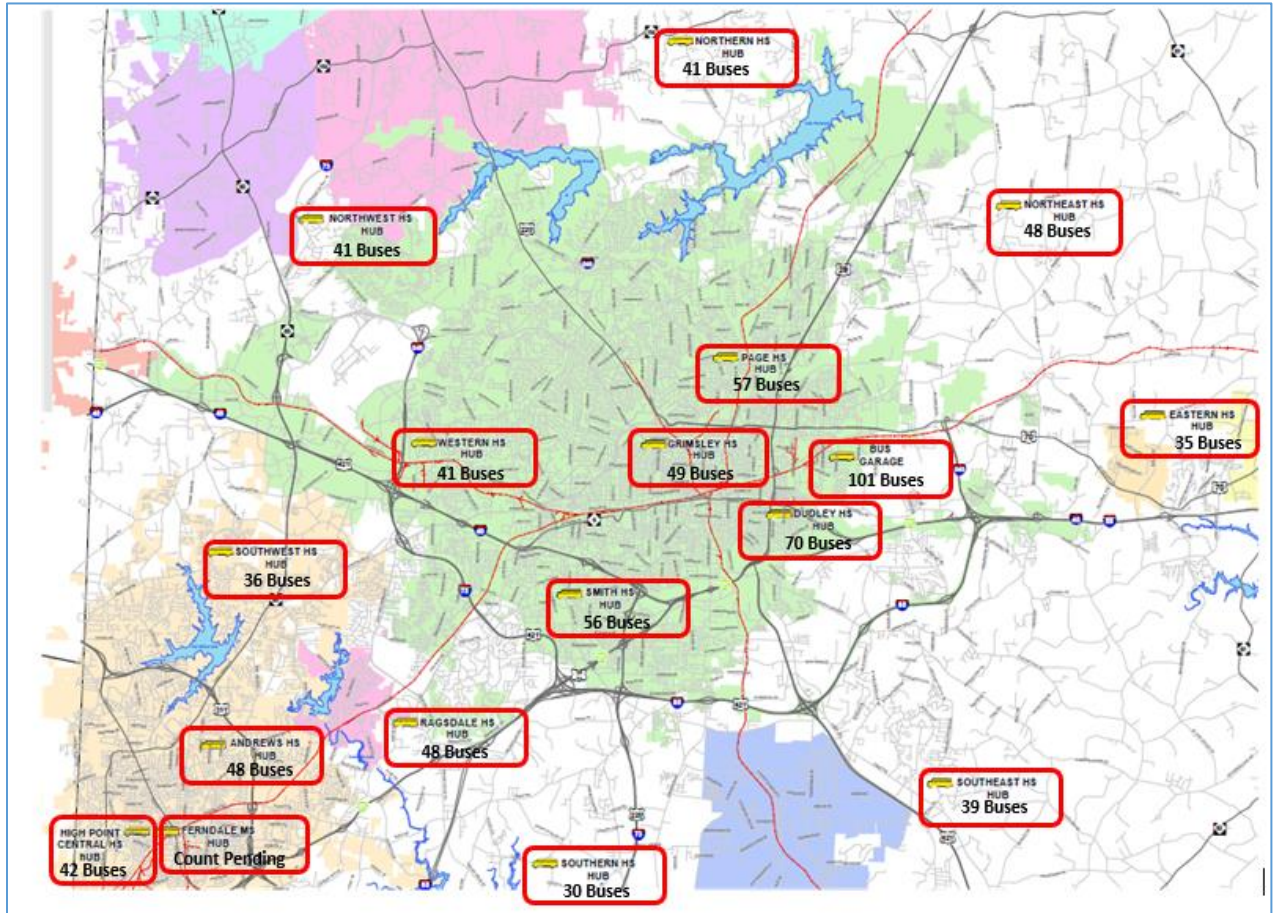
- The DoT parks school buses at 17 separate locations, which creates operational, safety and security issues, and adds risk to the district. For example—
  - Only one of the 17 locations was secured, i.e., buses were parked in an enclosed and locked area.<sup>42</sup> Unsecured bus parking increases the possibility of —
    - Theft of parts or buses,
    - Vandalism,
    - Potential for terrorist activity, or
    - Injury to children and others “playing” in and around the buses
  - Seventeen (17) route mechanics were assigned daily to these satellite locations, which requires driving to and from the central garage to pick up parts and drop-off paperwork. As a result, this practice —
    - Exacerbates non-productive use of a resource that is currently experiencing vacant mechanic positions and a low GCS reimbursement efficiency rating, and
    - Questions management’s ability to monitor and provide employee oversight and accountability.
  - These is weak supervision to ensure that driver pre-trip bus inspections are appropriately completed. Exhibit 14 below shows the 17 bus-park locations.

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<sup>42</sup> Source: GCS DoT.



### Exhibit 14. Map - Bus Park Locations



Source: GCS – Department of Transportation

- The fueling of buses parked at the 17 bus-park locations is handled internally and requires GCS employees to drive fuel trucks to and from the GCS central-vehicle maintenance facility, which, in and of itself, adds risk and liability. Additionally, the amount of fuel dispensed to each vehicle is a manually recorded process that lacks internal controls. As a result –
  - Accurate vehicle fuel usage is jeopardized,
  - There is an increased potential for fuel theft, and
  - Waiting to load fuel trucks requires non-productive paid time. Exhibit 15 shows fuel trucks waiting to load fuel.

### Exhibit 15. Trucks Waiting to Load Fuel



Source: CGCS Team Site Visit

- Dry runs<sup>43</sup> at the beginning of the school year are performed in the driver's personal vehicle, which is not consistent with industry best practice of driving a route in the actual bus to be used. As a result—
  - There is no means to ensure prior to transporting students that the driver can safely maneuver the bus through the route, and
  - There is no process to verify if the dry run was performed.
- The team saw a significant number of vehicles identified as surplus or out-of-service located in the back portion of the fleet maintenance facility. A loss of revenue exists if surplus buses and equipment are not sold. Exhibit 16 shows a portion of surplus buses observed by the team.

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<sup>43</sup> A dry run is an opportunity for the driver to practice driving through the route to familiarization him or herself with the specifics of that route prior to the start of school.

### Exhibit 16. Surplus Buses



Source: CGCS Team Site Visit

- It was reported to the team by interviewees that –
  - There has been no improvement in student discipline and behavior on buses, although cameras were installed for that purpose, and
  - Not all GCS buses were equipped with GPS, and those that had GPS installed were not fully leveraging available technology. For example –
    - GPS data was not integrated with the routing software,
    - Driver ‘start of shift’ and ‘end of shift’ times were not captured for payroll reporting
    - GPS data were not tracked to measure on-time bus arrival and departure.

### Recommendations

The CGCS Strategic Support Team developed the following recommendations<sup>44</sup> to help improve the efficiency and effectiveness of the district’s transportation organization, leadership and management, and operations.

1. Develop a comprehensive and definitive departmental business plan with goals, objectives, benchmarks, performance measures, accountabilities, and costs that support the district’s Mission and Core Values. The DoT plan should include timelines and process descriptions for, at least, the following activities–

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<sup>44</sup> Recommendations are not listed in any specific order or priority.  
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## Review of Student Transportation Programming in the Guilford County Schools

- a. A department business plan aligned with the superintendent's goals and future GCS strategic plan,
  - b. Yearly department initiatives,
  - c. Annual department forecasting, planning, and timelines,
  - d. Budget development,
  - e. Training and professional development,
  - f. Defined performance measures, including KPIs and industry standards for all major functions of the department, including manager and supervisor accountability for all measures
  - g. Employee performance appraisal and evaluations for all DoT staff, and
  - h. An ongoing departmental process-improvement program to encourage innovation.
2. Update, and, in consultation with the COO, prioritize all past proposals previously developed to reduce costs and increase efficiencies. Prepare a presentation for the Superintendent and the Board of Education that emphasizes statutory mandates<sup>45</sup> and highlights quantifiable cost savings options.
  3. Examine and prepare business-case justifications for the following activities—
    - a. Bringing contracted bus services in-house vs. continuing contracted bus services and maximizing use of all available contracted bus seats,
    - b. Outsourcing all or part of the white fleet vehicle maintenance function vs. maintaining the existing internal model,
    - c. Outsourcing the fueling of district buses vs. maintaining the existing internal model, and
    - d. GPS technology availability on all buses that transport GCS students, and other technologies needed to integrate driver time reporting, routing software integration, and on time performance monitoring.
  4. Create a comprehensive staff development plan that provides opportunities for new and current employees at all levels to enhance their skills and learn industry best practices through—
    - a. Participation in professional organizations
    - b. In-depth new employee orientation
    - c. Cross-functional training

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<sup>45</sup> Required minimal fleet maintenance facilities.

## Review of Student Transportation Programming in the Guilford County Schools

- d. Visiting peer districts to gather routing, safety, customer service, and technology leveraging strategies.
5. Establish an annual interdepartmental routing timeline committee that will develop appropriate and acceptable deadlines for the submission of data and completion of tasks. This committee should be comprised of key staff from Technology, Exceptional Children Services, Transportation, Student Assignment, and other departments. The committee should ensure--
  - a. That the timeline allows routing staff sufficient time to prepare summer and fall routes that are efficient and cost-effective,
  - b. That daily uploads of student adds, drops, and changes to DoT routing software occur throughout to the school year to keep transportation routing databases up-to-date,
  - c. That student routing information provided to schools is received in a timely manner and presented in a clear and logical format, and
  - d. That student eligibility is validated several times throughout the school year for programs requiring transportation, including Magnet, Students in Transition, and other specialized programs.
6. Design a strategy to monitor actual ridership throughout the school year with the goal of aggressively identifying stops, runs, and buses that could be consolidated or eliminated.
7. Relocate all routing functions into a single location to improve routing efficiency, routing consistency, teamwork, and intradepartmental communication. In addition –
  - a. Require TIMS refresher and optimization training for all routing staff,
  - b. Develop a routing policy that collectively maximizes ride times, earliest pick up times, number of students on each bus, walk-to-stop distances, and minimizes the number of stops on each run with the goal of reducing the number of runs and buses used,
  - c. Scrub and update, as soon as possible, all routing maps and data to ensure data elements are correct, and that all runs reflect only active riders and stops,
  - d. Develop procedures to ensure all routing maps and databases remain updated throughout the year, and
  - e. Utilize a test database, and run routing simulations and optimizations to identify potential efficiencies. Maximize opportunities to leverage and improve TIMS service indicators while maximizing stop, run, and route consolidation opportunities. Simulations should include –
    - i. Assigning students to any nearby bus, regardless of zone of origin, with the goal of reducing costs and increasing the district's efficiency rating,

## Review of Student Transportation Programming in the Guilford County Schools

- ii. Integrating, to the greatest extent possible, students from all transportation programs on the same buses, including, as appropriate, SWD, and
    - i. Creating a quality control review process that will ensure that, prior to implementation, all runs, and routes are evaluated as viable, efficient, and within guidelines. Make manual adjustments as necessary prior to implementation.
8. Expand the use of *Blackboard Connect* to allow the DoT to notify parents and school site administrators on a timely basis of route delays, and other critical transportation-related information.
9. Require DoT to become the “owner” and the Department of Human Resources to become the primary “supporter” of recruiting and onboarding of bus drivers and mechanics. Together, the two departments should –
  - a. Maintain and track all DoT verified vacancies, which drive recruiting, onboarding, training, and position control,
  - b. Appoint one individual from each organization (DoT and HR) who will have the authority, and be held accountable, for the timely completion of all processes within their respective departments. Together, these two individuals should review the onboarding procedures (see flowchart) and design a process that reduces the number of days between application and onboarding by at least 50 percent. Redundancies should be identified and eliminated, the number of “hands” involved in the process should be reduced, and opportunities for “fast tracking” candidates should be implemented,
  - c. Bi-weekly status reports should be forwarded to the Chief Human Resources Officer, Chief Operations Officer, and Transportation Director,
  - d. Monitor turnover rates, establish exit interview protocols for DoT employees that voluntarily separate from the district, and identify and track the causes for personnel leaving the district for opportunities to recommend changes in policy,
  - e. Plan and staff recruitment opportunities and fairs by leveraging mass communications and social media venues. Consider using *Blackboard Connect* to invite parents to join the “team,” and
  - f. Conduct employee classification and compensation studies that analyze job classifications, duties, salaries, and benefit structures in comparable organizations, so the district can take appropriate steps to better compete for and retain employees.
  - g. Develop opportunities for and invest in making GCS a more attractive employer by –
    - i. Streamlining the online application procedure to make it more user friendly for entry-level classified positions. Design strategies to assist applicants that are not computer savvy to navigate the online application process,

## Review of Student Transportation Programming in the Guilford County Schools

- ii. Reducing the number of steps in the current GCS salary schedule to better align with North Carolina Public Schools bus driver salary schedules,
  - iii. Evaluating the benefits of GCS's covering the up-front cost to candidates for permits, certificates, and physicals. Recover this cost during their first 120 (or 180) days of employment through payroll deductions from applicants who are hired,
  - iv. Continuing starting salary placement by factoring-in prior experience at the time of onboarding while monitoring salary compression effects on existing employees,
  - v. Exploring the possibility of creating minimum-hour guarantees for permanent employees,
  - vi. Promptly posting permanent bus driver openings that would allow non-permanent (subs) drivers to apply for and acquire benefits, and
  - vii. Allowing retired employees who are properly licensed to work at school startup periods and during high absentee periods, such as paydays or after the winter holiday break.
10. Expand best practices into fleet services by –
- a. Developing a white fleet replacement program that incorporates, at a minimum, vehicle age, vehicle mileage, and vehicle cost per mile to operate,
  - b. Reducing the number of spare and surplus school buses in inventory to national averages in order to eliminate unnecessary costs associated with maintaining these buses,
  - c. Implementing standardized industry productivity measurement tools, including flat-rate times for specific functions, repairs, or services,
  - d. Investing in a parts-inventory management software system if the district elects not to pursue outsourcing vehicle parts inventory and management. Select a system that supports the utilization of bar-code inventory technology, and can automatically interface with and transfer fleet parts inventory transactions to the state Business Systems Information Portal (BCIP),<sup>46</sup> and
  - e. Investing in a fuel management system that can capture the amount of fuel dispensed into vehicles parked at satellite locations, and supports the ability to interface with BCIP.
11. Implement programs to measure customer satisfaction, including use of customer surveys, to identify service concerns and establish future priorities. At a minimum, input from parents, school administrators, teachers on field trips, athletic directors, and coaches should be solicited.

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<sup>46</sup> See: <http://www.ncbussafety.org/BSIP/index.html>.  
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12. Conduct succession planning within the DoT to ensure knowledge transfer and orderly transition of responsibilities.
13. Convene a team of facilities staff, DoT staff, and other stakeholders, and charge them with the task of decreasing--over the next three (3) years--the number of bus park locations by at least 50 percent. To move forward, the team should--
  - a. Evaluate the amount of bus parking space that can be gained by disposing of older, out of service buses currently stored behind the fleet maintenance facility, and all other space available on that property,
  - b. Evaluate and recommend the appropriate number of spare buses needed at each location and dispose of unnecessary buses,
  - c. Evaluate the feasibility of parking route buses behind and next to the building that houses the office of the COO, located at 120 Franklin Boulevard, and
  - d. Investigate funding opportunities from federal, state, local agencies, and secure grant funds to fully secure the remaining bus lots. Ensure that all bus-park locations, including locations where activity buses are parked, provide --
    - i. Secured perimeters,
    - ii. Locking gates,
    - iii. Lights,
    - iv. Video surveillance, and
    - v. Restroom facilities.
14. Invest in an internal bus driver training unit. This effort should reduce risk and liability to the district while monitoring and improving delivery of services to students and schools. This unit should be charged with --
  - a. Developing a process for timely review and follow-up of all school bus accidents by --
    - i. Tracking bus accidents by type<sup>47</sup>
    - ii. Monitoring trends by type
    - iii. Customizing and delivering accident prevention training based on trends
  - b. Providing ongoing training to bus drivers on school bus driving standards and maintaining acceptable student discipline,

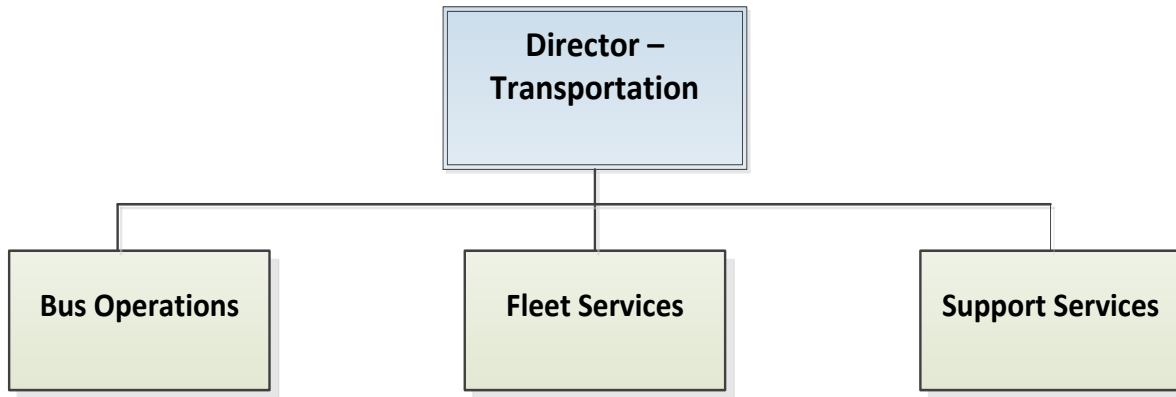
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<sup>47</sup> Accident types generally include accidents that occur while turning right, turning left, backing, or moving forward.



- c. Evaluating the driving skills of district and contract bus drivers using check rides and providing corrective training as necessary, and
  - d. Monitoring bus inspections at bus park locations.
15. Reorganize the Department of Transportation to optimize efficiency and effectiveness, sharpen its focus, improve internal communication, eliminate silos, and promote clear lines of responsibility, authority, and accountability. Exhibit 16 below shows a potential high-level functional reorganization for the department. Under this organization –

**Exhibit 16. Suggested Organizational Structure of the Department of Transportation**



Source: Council of the Great City Schools

- a. The Director’s span of control is simplified and reduced from four to three, permitting increased departmental oversight, goal setting, and ownership of the school bus maintenance program’s annual inspection scores and parts inventory administration,
- b. The Bus Operations function would oversee and be accountable for the delivery of high quality transportation services to students and schools. This function would also provide oversight of contracted services,
- c. The Fleet Services function would oversee and be accountable for the maintenance of all district vehicles, review or prepare vehicle procurement and fleet maintenance equipment specifications, parts inventory management, fuel management, and successful annual state reviews,
- d. A new Support Services function would oversee and be accountable for efficient school bus routing, DoT staff development, DoT new hire onboarding, bus driver training and remedial training, school and community outreach (i.e., Gus the Bus and specialized training for parents), securing grants, and maintaining and reporting on departmental KPIs, and
- e. Individuals would be placed in leadership positions that have the appropriate skills, expertise, experience and ongoing training to be successful. Changes to classifications and job descriptions to support the reorganization might be necessary.

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16. Explore the possibility of “fast tracking” the rollout of field-trip scheduling software, which is currently being tested, to include all trip types.
17. Require that dry runs, both district and contract, be conducted by the driver assigned to the route in the bus assigned to the route.
18. Create an effective communication system up and down the DoT organization that includes regular meetings at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities so employees know–
  - a. The Department’s mission, goals, and objectives and how they will be achieved,
  - b. How employees will be held accountable and be evaluated,
  - c. Managers and supervisors are held accountable for ensuring that information and feedback is disseminated up-and-down the organization, and
  - d. Communication channels are in place to distribute--on a regular basis--department news and information. A sample Communications Matrix is shown in Exhibit 17 below.

**Exhibit 17. Sample Department Communications Matrix**

<b>Annually</b>	<b>Quarterly</b>	<b>Twice Monthly</b>	<b>Weekly</b>
Department All-Employee Meeting	Department Central Office Staff Meeting	Department Leadership Team Meeting	Direct Report Meetings
<b>Purpose</b>			
Provide team building, employee recognition, mandatory training, common vision, and points of emphasis for the year.	Provide central staff with team building, interdepartmental updates, introduction of new staff, and review safety, telephone, and emergency procedures.	Provide department leadership staff an opportunity to share information on department projects, status reports, priority issues and challenges, and personnel updates.	Identify concerns and issues that affect unit and department that require support or action plans.
<b>Required Attendees</b>			
All Department of Transportation staff.	All central office staff.	Directors, managers, and others as appropriate	Managers/supervisors and direct reports

Source: Council of the Great City Schools

19. Identify opportunities to increase student safety and reduce risk and liability by –
  - a. Reviewing the student behavior referral process to ensure school administrators receive prompt notification of any referrals,

## Review of Student Transportation Programming in the Guilford County Schools

- b. Confirming that video recording equipment on all buses is working properly,
  - c. Requiring all drivers of district students and operations staff receive continuous training on GCS policies, and are held accountable for –
    - i. Picking-up and dropping-off students at the correct location,
    - ii. Not releasing any student who requires an authorized receiver until the driver confirms the authorized receiver is physically present at the stop, and
    - iii. Required responses to bus accidents, breakdowns, buses running late, bullying and harassment, unauthorized individuals attempting to board the bus, smoking on the bus, reported weapons on the bus, and all other safety related situations.
  - d. Requiring all students that ride, or could ride, school buses are instructed in school bus evacuation procedures and other emergency situations,
  - e. Reviewing the number of buses on each GCS radio frequency, and equalizing, to the greatest extent practical, the number of buses on each channel.
20. Create a committee comprised of leaders from transportation and the Department of Exceptional Children Services to regularly confer on issues of mutual concern. At a minimum, these discussions should include –
- a. Establishing when a transportation representative should be present at an IEP meeting to discuss specialized equipment or services a student requires,
  - b. The pros, cons, and costs associated with changing or adding Exceptional Children programs at schools,
  - c. Identifying opportunities to incorporate *least restrictive environment* principles whenever possible by –
    - i. Identifying students that can be integrated on buses with their non-disabled peers<sup>48</sup>
    - ii. Designing runs that will safely accommodate both corner and curb-to-curb stops.
21. Conduct--with appropriate DoT, purchasing, and legal staff--an in-depth review and analysis of the existing service contract with First Student. This process should involve–
- a. Identifying causes as to why only one vendor bid was received on the last RFP, and identifying and implementing remedies that would encourage additional vendors, both local and national, to submit bids,

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<sup>48</sup> See continuum for transportation assignment of a child with a disability on page 1-26 of *A Guide for the Transportation of Preschoolers and Children with Disabilities for North Carolina Public Schools*, at [http://www.ncbussafety.org/EC/Manual/EC\\_Transp\\_Manual2008.pdf](http://www.ncbussafety.org/EC/Manual/EC_Transp_Manual2008.pdf).  
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## Review of Student Transportation Programming in the Guilford County Schools

- b. Reviewing a variety of transportation-related contracts being used in similarly sized or larger school districts throughout the country for “best practice” contract language that could be incorporated into future GCS contracts,
  - c. Revising future contract language to incorporate performance standards and consequences for failure to perform,<sup>49</sup> and strengthening existing contract language that is ambiguous or difficult to enforce, and
  - d. Reviewing or adding, as appropriate, liquidated damages and performance-incentive language into future contracts.
22. Collaborate with Human Resources staff to develop a written policy describing DoT’s employee attendance expectations, poor attendance consequences, and progressive discipline. In addition–
- a. Require new and current employees to acknowledge receipt of a copy of the attendance policy and retain the signed copy in the employee’s HR file,
  - b. Include an attendance appraisal in annual performance evaluations,<sup>50</sup>
  - c. Stress positive attendance at every staff meeting throughout the year,
  - d. Reintroduce or implement attendance incentives. If paid incentives are not practical, identify nonmonetary incentives, such as allowing drivers with perfect attendance records to select their routes the next school year (as opposed to being assigned) or selecting, depending on the route, their bus, and other such incentives. A representative team of bus drivers (and other DoT staff) should be included in this conversation to contribute input and suggestions, and
  - e. Recognize perfect attendance annually at all department meetings with “Perfect Attendance” pins that employees can proudly wear.

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<sup>49</sup> Several suggested items are identified in the Findings section of this management letter.

<sup>50</sup> A visual attendance grid printed on the performance evaluation is recommended. The grid should include days of the week to highlight absence trends such as Mondays, Fridays, days before and after holidays.

**ST. PAUL ORGANIZATIONAL REVIEW**



# An Organizational Review of the St. Paul Public Schools

Fall 2017

Dr. Joe Gothard, Superintendent of the Saint Public (SPPS), requested that the Council of the Great City Schools (CGCS) provide a high-level review and evaluation of the district's organizational structure, staffing levels, and departmental structures; and recommend changes that might help the district achieve greater operational effectiveness and efficiency and enhance its ability to meet its strategic mission.<sup>1</sup>

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in organizational design and executive management from other major urban school systems across the country. (Attachment A provides brief resumes of team members.)

Tomas Hanna  
Chief Human Resources Officer  
New York City Board of Education

John McDonough  
Interim Superintendent & Chief Financial Officer (Retired)  
Boston Public Schools

Tom Ryan  
Chief Information Officer (Retired)  
Albuquerque Public Schools

Arnold Viramontes  
Chief of Staff (Retired)  
Dallas Independent School District

Denise Walston  
Director, Mathematics  
Council of the Great City Schools

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<sup>1</sup> The Council has conducted over 300 instructional, management, and operational reviews in over 50 big-city school districts over the last 18 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying “best practices” for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

## Organizational Review of the St. Paul Public Schools

Michael Casserly  
Executive Director  
Council of the Great City Schools

Robert Carlson  
Director, Management Services  
Council of the Great City Schools

The team conducted fieldwork for the project during a four-day site visit to Saint Paul on September 19-22, 2017. (The Working Agenda for the site visit is presented in Attachment D.)

In general, the team used the first day to review various documents, reports, and data that the district provided. It met with the superintendent on the morning of the second day to discuss his expectations and objectives for the review. The team spent the remainder of the second day and the entire third day interviewing staff members (a list of interviewees is presented in Attachment C). The final day of the visit was devoted to synthesizing the team's findings, formulating recommendations, and debriefing the superintendent.

This management letter identifies strengths that the district can draw on as it moves forward; provides a high-level analysis of the district's staffing levels; identifies overarching concerns with the current administrative structure; identifies related management issues that surfaced during the team's interviews with staff; and offers recommendations to restructure departments and realign functions to help the district meet its strategic mission.<sup>2</sup>

The Council sent the draft of this document to team members for their review to ensure the accuracy of the findings and obtain their concurrence with the final recommendations. This report contains the findings and recommendations that were designed by the team to help the district achieve greater operational effectiveness and efficiencies and enhance its ability to meet the its strategic mission.

### Findings

#### A. Commendations

- There was extensive institutional knowledge in the central office, because of the longevity of staff, many of whom had served in multiple positions over decades of service.
- There was also considerable talent and capacity on staff in all areas of the organizational structure.
- Staff members were excited about the new Superintendent and encouraged him to move forward with a sense of urgency in developing his vision and strategic plan for the school district. The team heard from staff that the Superintendent was—

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<sup>2</sup> All findings and recommendations are current as of the date of the site visit.

## Organizational Review of the St. Paul Public Schools

- Focused on teaching and learning
  - Committed to racial equity
  - Listening before acting
  - Data driven to improve student achievement
  - Determined to increase district effectiveness and efficiencies
  - Well versed in school district operations, having a business background that would be beneficial for the school system
- The Board of Education directed the Superintendent and the Human Resources Department to develop a strategy with clear goals and objectives that could guide labor negotiations, so labor agreements support the mission, vision, and goals of the district.
  - The district has developed an Urban Teacher Residency Program, which is an innovative, graduate-level, yearlong residency program developed in partnership with the University of St. Thomas to recruit, prepare, and retain effective teachers who reflect the diverse student population of the school district.
  - The Nutrition Services Department has transitioned from dependence on general funds to an enterprise profit center; and the department is being charged for all ancillary services it receives, e.g., trash disposal, utilized, custodial services.
  - Principals interviewed by the team stated that Nutrition Services, Transportation, Emergency Management, and Finance Departments provided better than average services.
  - There are strong communications channels within and between operations departments. For example, there were formal bi-weekly department meetings with working agendas and alternate one-on-one meetings with the Chief of Operations and individual department heads.
  - Staff members indicated that striving for racial equity was a major strength of the school district and that people were attracted to the district because of that commitment.
  - The integration of Special Education students and English Language Learner programming into the broader instructional operations has improved over the last several years, according to interviewees.
  - Each department does have their own organizational charts, and they are generally consistent with what one finds on the broader district organizational structure.
  - There were informal structures and personal relationships that were used to spur collaboration and networking across offices and departments—even when formal structures did not exist.



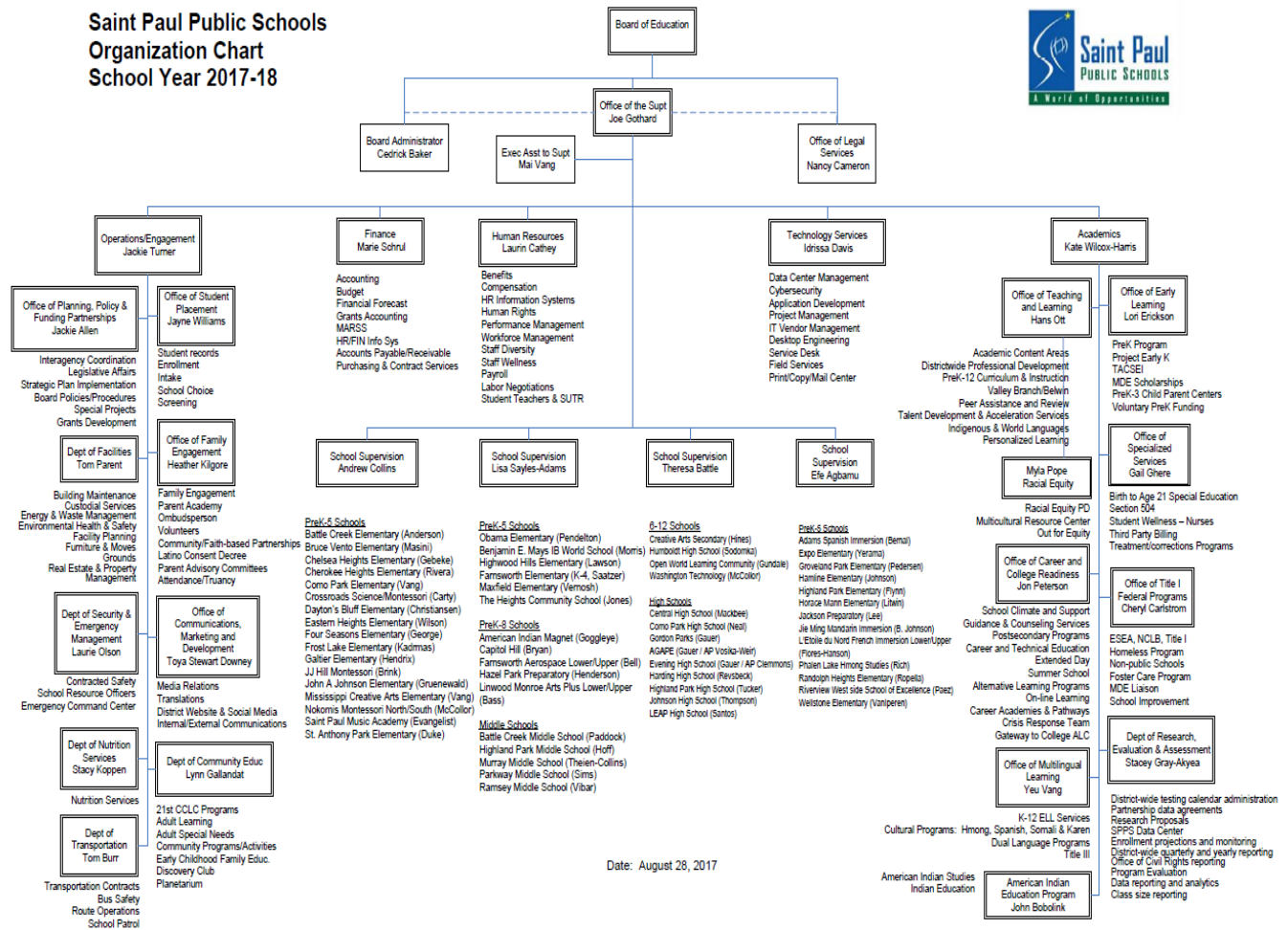
# Organizational Review of the St. Paul Public Schools

## B. Organizational and Administrative Structures

Overarching issues in the district’s organizational structure (See Exhibit A) that surfaced during the team’s interviews with staff members included the following—

- There were functional misalignments in the organizational structure where reporting relationships were not appropriately positioned,
- In addition, there were complimentary functions that were dispersed across multiple locations, which may result in staff working at cross-purposes because they either do not have a shared understanding of their functions or they are not coordinating with each other,
- Finally, there were other critical functions in the district’s organizational structure that were not clearly defined, were undervalued, or did not exist.

**Exhibit 1. Saint Paul Schools Organization Chart, 2017-18**



Date: August 28, 2017

➤ **Functional Misalignments**

- There were functional misalignments in the organizational structure that suggested a lack of clarity about where decision-making authority resided. For example, functional misalignments included—
  - The Department of Community Education, which reported to the Chief of Operations rather than to the Chief Academic Officer or to the Communications and Community Relations Office like it is in most other Council member districts, is responsible for—
    - Adult Basic Education, which offers General Educational Development, Adult Diplomas and Enrichment Programs for adults who want to improve their basic skills, prepare for employment or post-secondary education, or learn English,
    - Adult Special Needs Programs, which provide educational programs and classes that address the social and mental health needs of adults with special developmental disabilities,
    - Early Childhood Family Education, which offers parent and early childhood education for families with children under kindergarten age,
    - The Discovery Club, which provides out-of-school academic enrichment, recreational and cultural activities in support of learning and social development, and
    - 21<sup>st</sup> CCLC programs. (Extended day programs, however, were under the Office of Career and College Readiness.)
  - The Student Placement and Records Office, which typically reports to a department under the Chief Academic Office, e.g., Student Support Services, instead reports to the Chief Operations Officer and is responsible for—
    - Entering campus enrollments for accepted students, responding to inquiries about new enrollments, or making changes to enrollments,
    - Making demographic changes and corrections, including race, ethnicity, gender and name changes to all student records,
    - Handling transcript and records requests for current students when requested by someone other than the student, parent, next-of-kin, educational institutions and former students who left the district more than a year ago, and
    - School choice programming.

## Organizational Review of the St. Paul Public Schools

- The Office of Family Engagement and Community Partnerships, which typically reports to a district's Communications Office in most other Council members, instead reports to the Chief Operations Office and is responsible for—
  - Convening district-wide meetings and other special events for families and community members who advise district staff,
  - Improving districtwide school attendance, including—
    - ✓ Working with schools, students, families, and partners to improve school attendance district-wide
    - ✓ Utilizing a three-step intervention process when notified that there are school attendance problems that involves mandatory group meetings with parents, hearings to develop attendance-improvement plans, and court hearings when corrective actions fail
  - Providing parent coordinators, cultural specialists, and project coordinators who deliver training and technical assistance to parents to help them become strong advocates for their child's education,
  - The Latino consent decree and faith-based partnerships,
  - Providing families with tools to increase graduation rates for students of color; and
  - Working with parents, community members, and the school district to clarify and resolve questions, concerns, and complaints.
- Other functional misalignments include—
  - The Office of Communications, Marketing and Development, which reports to the Superintendent in most Council-member districts to enable clear internal and external communications and outreach strategies, reports to the Chief Operating Office and is responsible for—
    - Media relations,
    - Sharing information on various district activities with members of the community,
    - Supporting schools and their surrounding communities, and helping facilitate communications between them,
    - Developing social media and website communications, and
    - Building awareness of the important work being done in the schools.

## Organizational Review of the St. Paul Public Schools

- The Department of Research, Evaluation & Assessment, which reports to the Chief Academic Officer instead of to the Superintendent, which the Council considers to be best practice. The department is responsible for—
  - Coordinating all state-mandated and districtwide assessments,
  - All program evaluations, data analytics, the data center, districtwide quarterly and annual reporting, and
  - Producing district and school level analysis of test results, district demographics, attendance, discipline, course enrollment, AP results, post-secondary enrollment, enrollment projections, demographic maps, and other analyses important to the district.
- The Office of Planning, Policy and Funding Partnerships reports to the Chief Operations Officer, rather than to the Superintendent, which is the practice in most Council member districts. The office is responsible for—
  - Coordinating the development and implementation of the district’s strategic plan,
  - Assessing and reporting compliance with district, state, and federal performance goals and objectives,
  - Facilitating and implementing school board policies and administrative procedures, and
  - Overseeing district policy and legislative activities, including testimony and correspondence with local, state, and federal government agencies and officials.
- School board policies and procedures were placed under the Chief Operating Officer.
- The Payroll Office reports to the Executive Director of Human Resources and not to the Chief Financial Officer, which is considered best practice in other Council-member districts.
- The Third-Party Reimbursement Office, which has a finance function with fiduciary responsibilities, is housed in the Office of Specialized Services that reports to the Chief Academic Officer, rather than to the Chief Financial Officer. The Reimbursement Office is responsible for billing for Individualized Education Program (IEP) health-related services that include speech-language pathology and audiology services, occupational therapy, physical therapy, nursing services, mental health services (social work services, and school psychologist services), Children’s Therapeutic Services and Supports (CTSS), personal care assistant (PCA)/paraprofessional services, interpreter services (including spoken language, and sign language), assistive technology devices and special transportation.

## Organizational Review of the St. Paul Public Schools

- The Print, Copy and Mail Center, which is viewed as a logistical service that resides under the Chief Operations Office in most Council-member districts, reports to the Technology Services Department and is responsible for—
  - Digital high-speed copying and printing of posters, signs, newsletters, brochures, business forms, and annual reports,
  - Direct mailings, self-mailers, and report-card printing,
  - Bindery services for student planners, yearbook supplements, and other book projects,
  - Event material printing, including invitations, banners, table tents, envelopes and stationary, and
  - Laminations, magnets, window clings, and foam-board projects

### ➤ **Functions Dispersed across Multiple Departments**

- Professional Development is housed in multiple departments (a situation like many other large urban school systems), including—
  - The Office of Teaching and Learning, which “provides foundational, connected, focused, and targeted professional development”,
  - The Department of Equity, which implements racial-equity training at various school sites,
  - The Office of Multilingual Learning, which provides professional development for a variety of staff members and teachers, and
  - However, there does not appear to be a unit for providing professional development and training for the district’s classified staff.
- Technology support services are also hosted in multiple departments, including--
  - The Personalized Learning Department, which reports to the Office of Teaching and Learning and is responsible for building instructional leadership capacity within schools by sponsoring such initiatives and projects as—
    - The one-to-one (1:1) computing devices initiative to expand teaching methods, improve student educational outcomes, increase equity, and gain access to the Internet, digital-course materials, and digital textbooks,

## Organizational Review of the St. Paul Public Schools

- A Library and Resource Management System that provides resources to align curriculum and student interests and connect students and staff with authors, partner organizations, and enrichment opportunities,
- A districtwide student information system designed to manage attendance, grades, schedules, behavior incidents, and other information about students, and
- An online learning management system that posts student materials and assignments and where parents can check on the progress of their children.
- The Department of Alternative Education reports to the Office of Career and College Readiness and is responsible for providing options for students who do not pass a class during regular school time but can recover credit on-line.
- The Office of Business and Financial Affairs hosts automated systems that support the district's financial transactions, including—
  - A system for entry and reporting district financial data, including accounting functions,
  - A system for registering and paying for Community Education Classes; payments for Child Care; Early Childhood Family Education (ECFE); and use of indoor and outdoor district space,
  - A system for online scheduling of school and athletic activities by staff,
  - A system for online purchasing of school district materials or online payment of school district fees and copayments both by the administration and public, and
  - A system used by school and program staff to track budget-account balances, manage petty-cash checking accounts, and produce Request for Payment forms.
- The Human Resource Department hosts the automated systems that support payroll and data management, staffing, leaves, compensation and benefit functions.
- The Department of Research, Evaluation and Assessment hosts the district's data center, which produces data for required federal and state reports, and research and analysis.
- The responsibility for providing supplemental educational financial resources to ensure a quality education for all district children is dispersed among several departments. For example—
  - The Grants Department reports through the Office of Planning, Policy and Funding Partnerships to the Chief Operations Officer, and is responsible for all aspects of

## Organizational Review of the St. Paul Public Schools

- securing competitive grants issued by government agencies and foundations that support district initiatives and strategic goals,
- The Office of Communications, Marketing and Development reports to the Chief Operations Officers and is responsible for identifying and crafting school and classroom grant proposals to fund educational programs, and help district staff navigate policies and procedures tied to seeking grants,
  - The Office of Title 1 - Federal Programs reports to the Chief Academic Officer and is responsible for providing supplemental educational resources and implementing federal and state statues to achieve strategic goals and ensure all children have a fair, equitable, and significant opportunity to a high-quality education, and
  - The Research, Evaluation and Assessment Department reviews grants proposals and evaluation plans for all grant submissions. (The Office of Planning, Policy, and Funding Partnerships under the COO also plays a role.)
- Responsibilities for building an environment of safety, respect, and equity are divided among multiple departments, including—
    - The Department of School Climate and Support, which reports through the Office of Career and College Readiness to the Chief Academic Officer, and is responsible for aligning tools, strategies, protocols, and social emotional supports that create a positive climate, and high quality behavioral, mental health and wellness environment of safety, respect, and equity,
    - A Crisis Response Team, which is headed by a Juvenile Commander and comprised of School Resource Officers, who are posted at designated schools and advise on interventions and support for low-level offenses at school sites, reports through the Office of Career and College Readiness (OCCR) to the Chief Academic Officer, and
    - The Office of Security and Emergency Management reports to the Chief Operations Officer and is responsible for supervising staff who help prevent and solve potential problems, provide resources to help staff and students deal with crisis involving threatened violence, and help students resolve conflicts and feel safer.
  - After School Programs are dispersed across—
    - The Office of Career and College Readiness, which reports to the Chief Academic Officer, and offers five diploma-granting alternative education, evening high school, and summer school programs to help students earn their high school diplomas.
    - As noted above, the Department of Community Education, which reports to the Chief Operations Officer, offers General Educational Development, Adult Diploma and

## Organizational Review of the St. Paul Public Schools

Enrichment Programs for adults who want to improve their basic skills, prepare for employment or post-secondary education, or learn English.

- Family engagement and community partnerships are also hosted in multiple departments, including—
  - The Office of Family Engagement under the Chief Operating Officer, and
  - The Office of Early Learning (Family Engagement and Community Partnerships) under the Chief Academic Officer
- Language programs are found under both—
  - The Office of Multilingual Learning under the Chief Academic Officer, and
  - The indigenous and world languages office under the Office of Teaching and Learning, which also reports to the Chief Academic Officer.
- Some programs, like AVID, had staff and organizational placements in multiple departments.

### ➤ **Functions Not Clearly Defined, Undervalued, or Non-Existent**

- The roles and responsibilities of Assistant Superintendents were not clearly defined, and their span of control was sometimes too wide for them to be effective in driving the instructional performance of the schools they supervised. For example—
  - The team heard that the Assistant Superintendents see their roles as resolving managerial and operational issues, as well as providing instructional leadership, which they tended to lean towards but could not deliver effectively. At the same time, the team heard from building principals that the Assistant Superintendents tend to spend more of their time on managerial and operational issues (perhaps because there are so many operational issues) rather than providing instructional leadership.
  - The team noted that each of the Assistant Superintendents, depending on their grade levels, have 13-17 schools to supervise; and the Assistant Superintendent for High Schools who is responsible for providing instructional leadership and resolving managerial and operational issues also supervises athletic programs in nine schools.
- The district has project managers, e.g., technicians and support specialists who manage and support district technology projects and others who manage specific projects in other departments; but the district does not appear to have a formal enterprise-wide integrated management structure to identify programs, projects, and initiatives that would support the district's strategic direction; and a governance structure to oversee and control the execution of the entire portfolio of this work.



## Organizational Review of the St. Paul Public Schools

- Risk management responsibilities are narrowly defined and divided among--
  - Business and Financial Affairs Office staff who work to support accounting standards enforcement,
  - Human Resources staff who work to control costs associated with insurance options, such as medical plans, dental, vision, optional life insurance, short term disability, and long-term disabilities;
  - Facilities Department staff who are working to develop and monitor fiscal and document controls to ensure compliance of the district's deferred maintenance, modernization, and new construction projects with state statutes and district policies and procedures, and
  - Technology Services Department staff who uses Intrusion Detection Systems (IDS), firewall, and anti-virus software to protect district resources from cyber-attack; and controls access to student information and critical business and personnel systems.
- An Internal Audit function, which the district discontinued but was responsible for financial and operational compliance work involving the examining, evaluating, measuring and auditing of the effectiveness of accounting, financial and operating policies, procedures and controls on a districtwide basis and ensuring adherence to legal requirements.
- There was no designated Controller function, which in other Council-member districts reports to the Chief Financial Officer, and who would be responsible for all accounting operations of a business, assists in preparing the district's operating budget, oversees financial reporting, and performs essential duties related to the payroll function.
- A student services office that would include guidance and counseling, athletics, and similar services is not evident on the organizational chart. Instead, most of these activities are found under the Office of Career and College Readiness.

### **C. Organizational Impact**

The team identified the following examples of how the multiple functional misalignments; the placement of like functions into multiple locations; and the undervalued or non-existent functions affect the district's ability to meet its strategic vision, mission, and goals. For example-

- During staff interviews, the team heard that “people stay in their own lanes,” which suggests that the current organizational structure has created organizational silos that are—
  - Obfuscating clear lines of authority, responsibilities, and accountabilities for core functions,
  - Preventing easy access to information,

## Organizational Review of the St. Paul Public Schools

- Making it difficult to communicate and collaborate across departments,
  - Creating redundancies,
  
  - Inhibiting cross-functional planning and execution,
  
  - Undercutting personnel accountability,
  
  - Fostering a reluctance to change, and
  
  - In general, reducing the district's ability to meet its strategic vision, mission, goals and objectives.
- The placement of the payroll function in the Human Resources Department creates an internal control problem, because there is no segregation of duties to ensure that no single person can both create and approve payroll transactions. A two-tiered process of review in which the Human Resources Department would create and the Business and Finance Offices, notably the Controller, would oversee and approve all payroll transactions is considered best practice, because it mitigates the risk that unauthorized changes to the payroll master data or creation of fictitious employees can take place.
  
  - The district's Strategic Planning and Policy Development Department, which currently reports to the Chief Operations Officer and not to the Superintendent—
    - Is not positioned at a high enough level in the organization to inform planning and policy development decisions;
  
    - Lacks a formal and structured strategic planning, implementation, monitoring and evaluation process involving key stakeholders that could articulate the district's vision, mission, goals; and
  
    - Does not have defined strategies with short-term objectives, indicators, or quantifiable measures of progress, e.g., teacher recruitment targets and action steps to achieve them.
  
  - There is no districtwide results-based accountability system that has business rules and procedures with cross-functional technically-focused teams to measure progress, make recommendations, and hold people accountable for meeting specified performance levels.<sup>3</sup>
  
  - While there are individuals who manage specific departmental projects, there is no formal district enterprise-wide integrated management structure to identify the district's priority programs, projects, and initiatives that are launched to support the district's strategic direction. There is also no governance structure that would oversee and control the execution of the entire portfolio of this work. This may account for the following--

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<sup>3</sup> A cursory review of central office, principal, and teacher evaluation rubrics found no evidence of accountability for student outcomes.

## Organizational Review of the St. Paul Public Schools

- There were reported to be some 133 disparate projects and initiatives (a list of which was provided to the team) currently underway in the district and no way to prioritize or coordinate them or provide professional development on them,
- Problems with the implementation of the district's 1:1 initiative, because key stakeholders, e.g. the Technology Services Department, were not included in the initial planning and implementation,<sup>4</sup> and
- Significant customizations to and diminished functionalities of the district's Enterprise Resource Planning (ERP) because of piecemeal implementation, which, if repeated, could jeopardize implementation of a major system upgrade.
- There was no designated Controller in the Business and Financial Affairs Office who would be responsible for all accounting operations, assist in preparing the district's operating budget, oversee financial reporting, and perform essential duties related to the payroll function as they do in other Council-member districts.

### D. Staffing Levels

- There did not appear to be excessive layering of staff, although the district's position-control system made it impossible to determine the degree of layering with any certainty, because supervisory reporting lines were not included in the position-control system.
- Staffing levels (FTEs) in 2014-15 (the most recent federal data available) were somewhat more generous than the median of other urban school districts across the country. For example--
  - St. Paul had approximately 6.68 students per total staff member compared to the Great City School median of 7.94 students per total staff member. (See exhibit 2.) In other words, St. Paul had somewhat more total staff for its size than the median Great City School district.
  - St. Paul had a smaller proportion of total staff members who were teachers than the *median* Great City School district, 45.46 percent vs. 50.0 percent, respectively. (See exhibit 3.) The *mean* across the Great City School districts was 51.58 percent.
  - St Paul had slightly fewer students per teacher than the median Great City School district, 14.70 vs. 15.93, respectively. (See exhibit 4.) In other words, St. Paul had somewhat more teachers for its enrollment than did the median Great City School district.

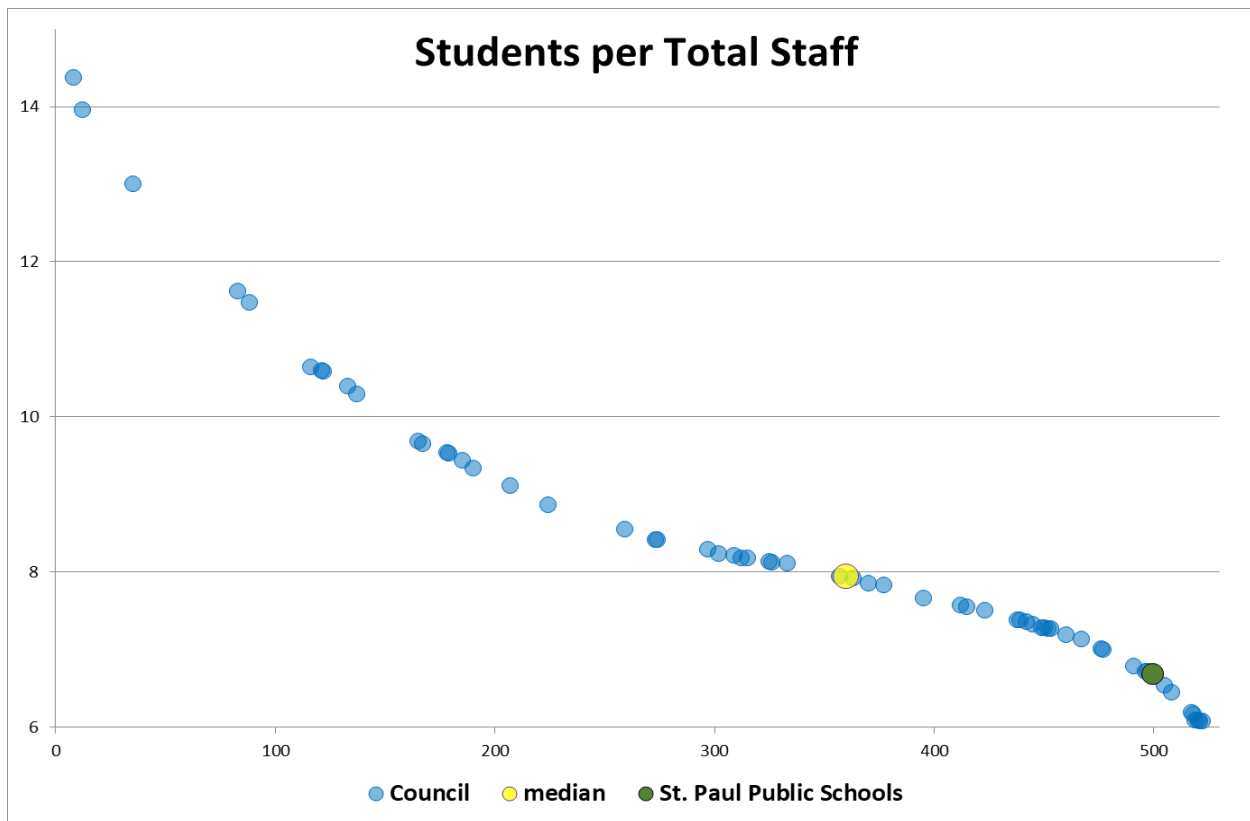
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<sup>4</sup> The Council team could not determine what problem the district had identified that the 1:1 initiative was supposed to solve.

## Organizational Review of the St. Paul Public Schools

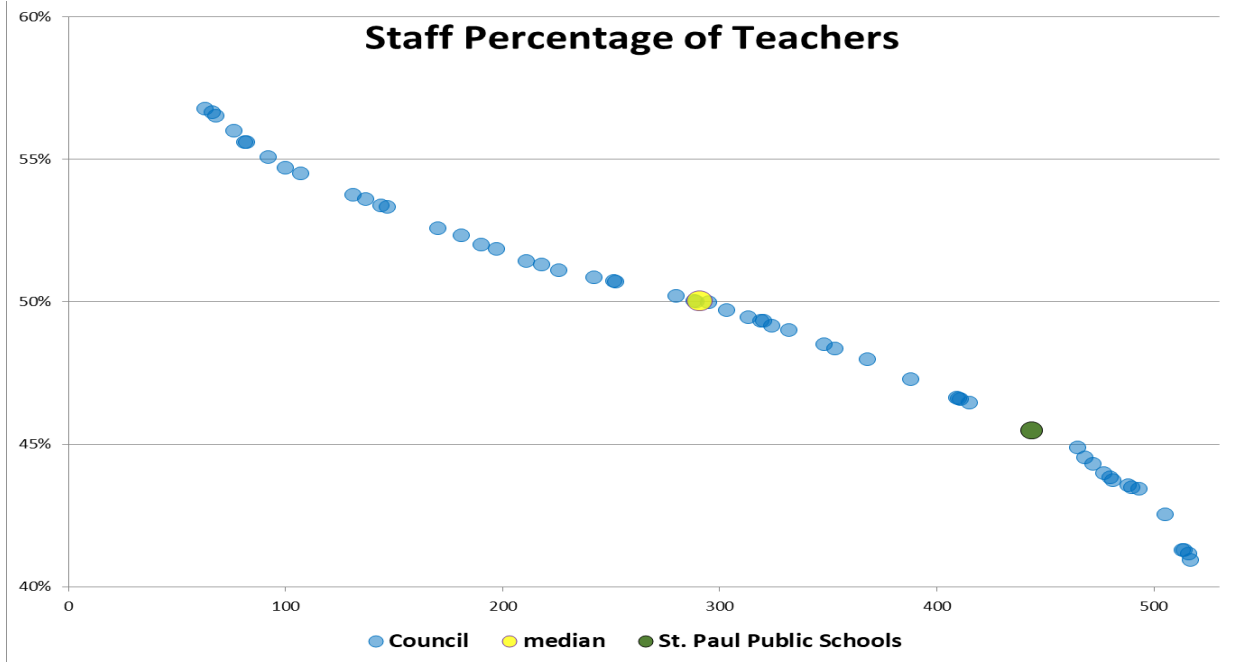
- St. Paul had more students per administrator compared to the median Great City School district, 83.78 vs. 71.77, respectively. (See exhibit 5.) In other words, St. Paul had fewer total administrators for a district its size than the median Great City School district.
- St. Paul had more students per school-based administrator than the median Great City School, 160.59 vs. 116.35, respectively (See exhibit 6.) In other words, St. Paul had fewer school-based administrators for a district its size than the median Great City School district.
- St. Paul had fewer students per district-level administrator than the median Great City School district, 175.17 vs. 216.71, respectively. (See exhibit 7.) In other words, St. Paul had more district-level administrators for a district its size than the median Great City School district. (This staffing level is driven in part by the organizational structure and its redundancies across departments.)
- St. Paul had a higher percentage of paraprofessionals (16.08) than the average Great City School district (10.99). (See exhibit 8.) The district also had considerably more student support services staff than the average Great City School district.

### Exhibit 2. Students per Staff Member in the St. Paul Public Schools



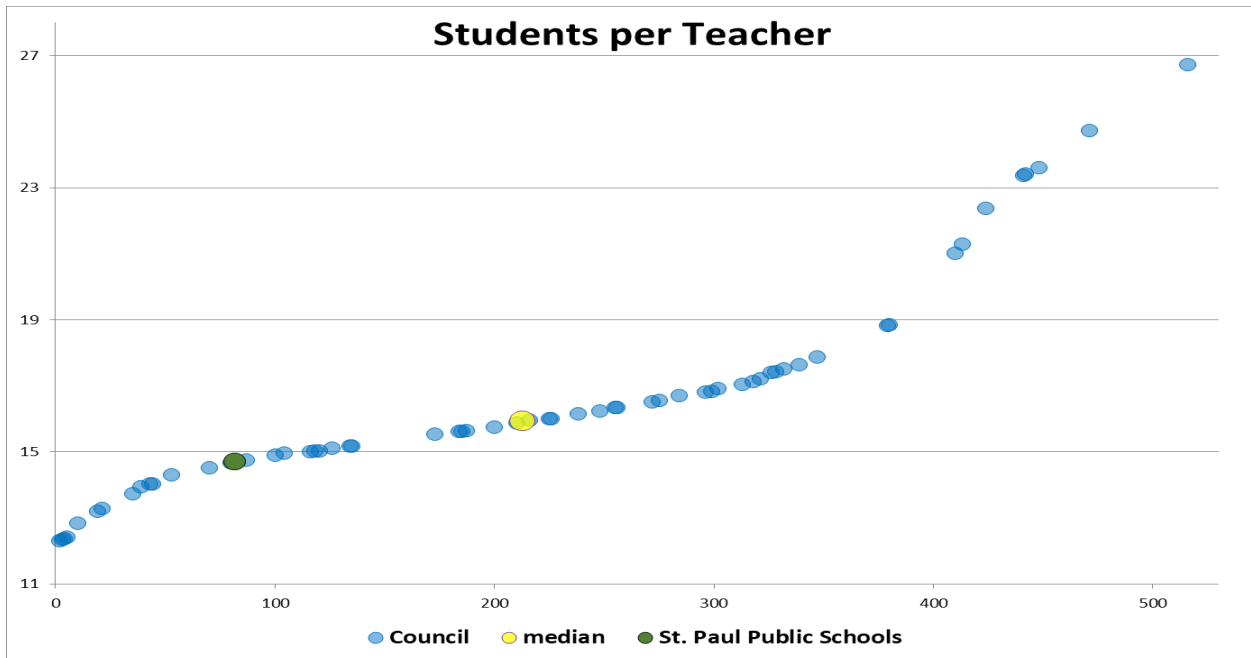
Y-axis=number of students-to-total staff; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 6.68 students per staff member; the median for the Great City Schools was 7.94 students per total staff member.

**Exhibit 3. Percent of Total Staff in the St. Paul Public Schools who were Teachers**



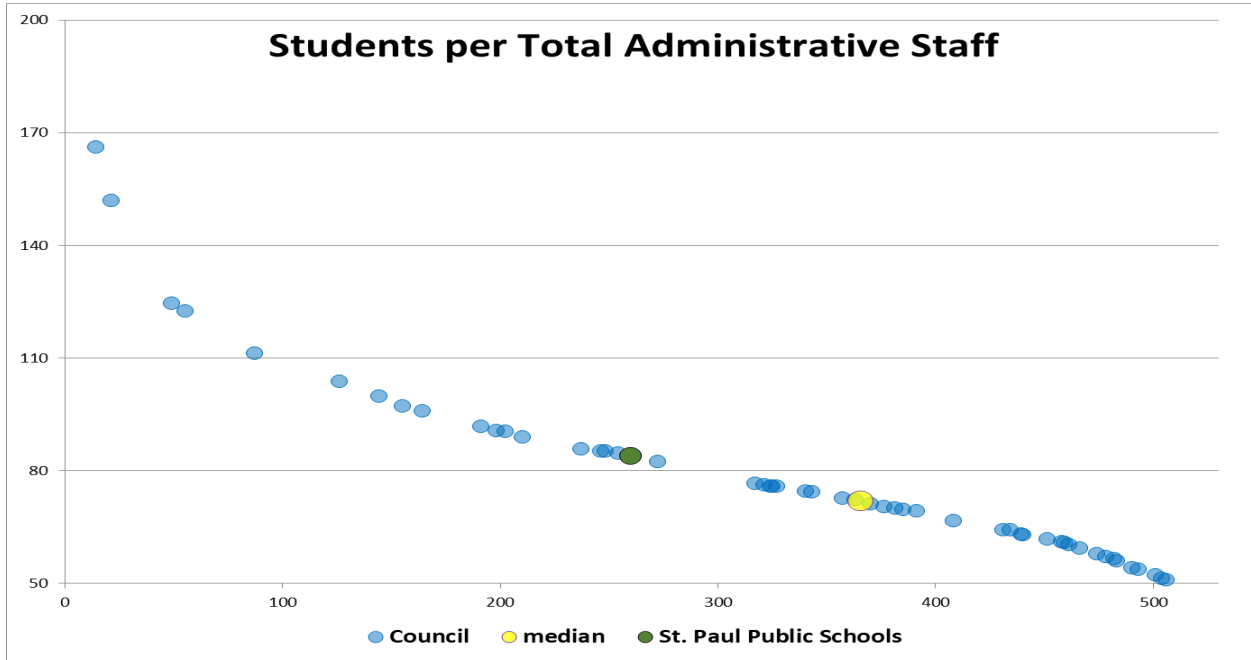
Y-axis=percent of total staff who were teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul’s percentage of all staff who were teachers was 45.46 percent; the median for the Great City School districts was 50.0 percent

**Exhibit 4. Students per Teacher Ratio in the St. Paul Public Schools**



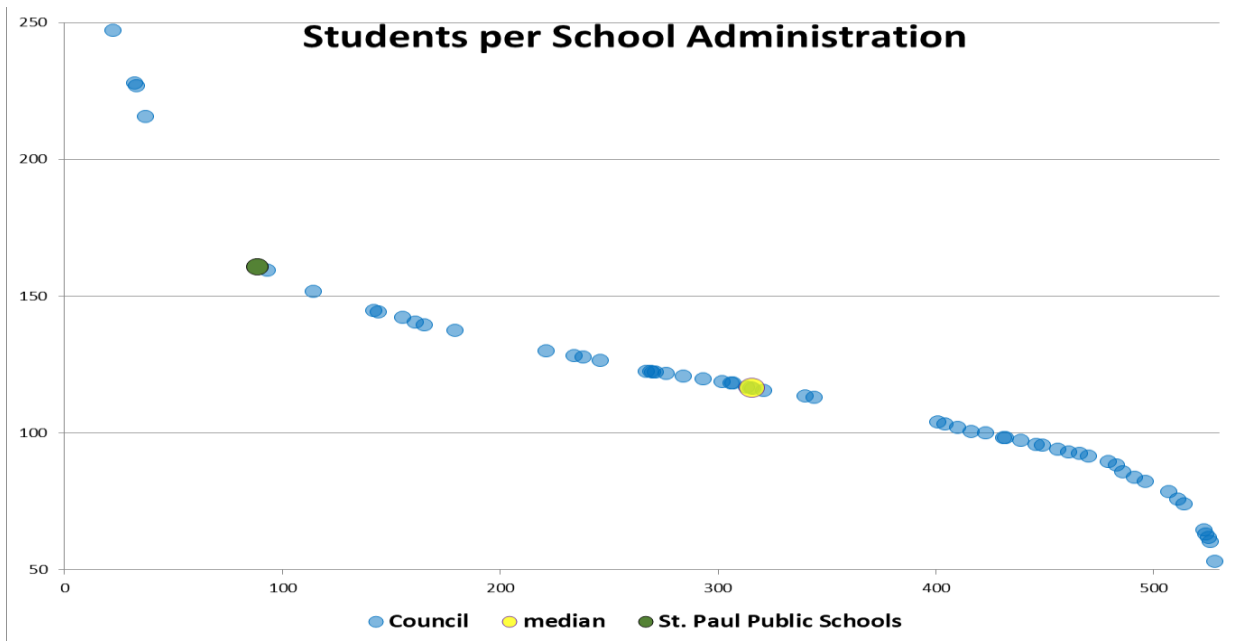
Y-axis=number of students-to-teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 14.7 students per teacher; the median for the Great City Schools was 15.93 students per teacher.

**Exhibit 5. Students per Administrator in the St. Paul Public Schools**



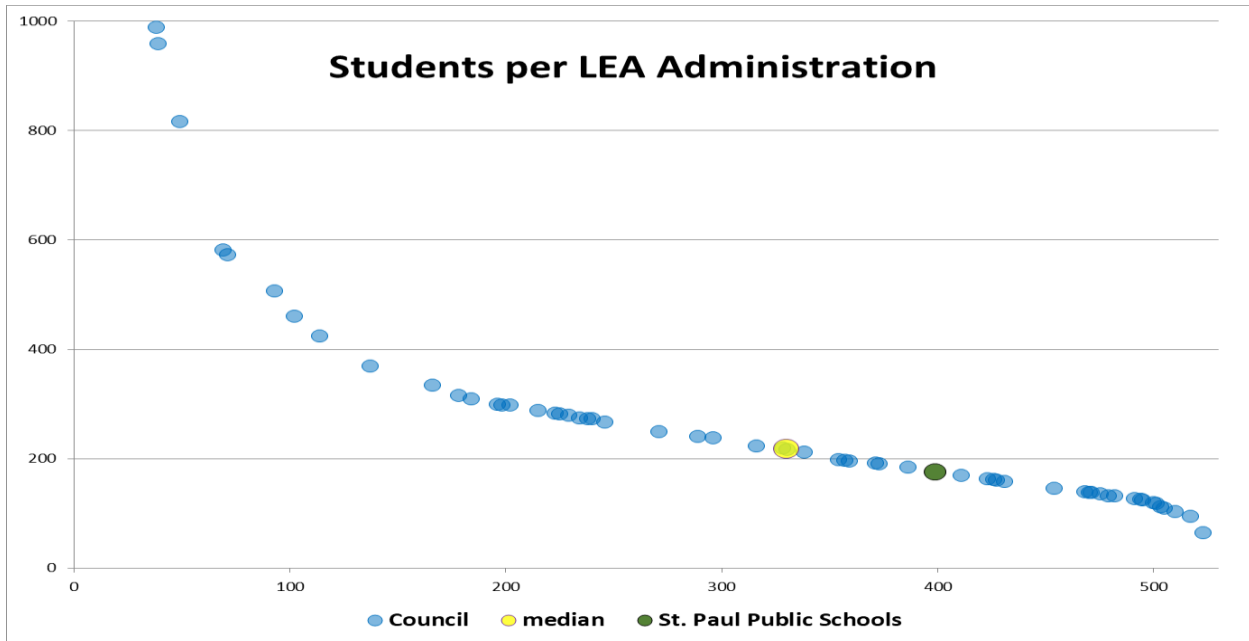
Y-axis=number of students per administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 83.78 students per administrator; the median for the Great City Schools was 71.77 students per administrator.

**Exhibit 6. Students per School-based Administrator in the St. Paul Public Schools**



Y-axis=number of students per school-based administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 160.59 students per school-based administrator; the median for the Great City Schools was 116.35 students per school-based administrator.

**Exhibit 7. Students per District-level Administrator in the St. Paul Public Schools**



Y-axis=number of students per district-level administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 175.17 students per district-level administrator; the median for the Great City Schools was 216.71 students per district-level administrator

**Exhibit 8. Percent of Total Staff by Major Position**

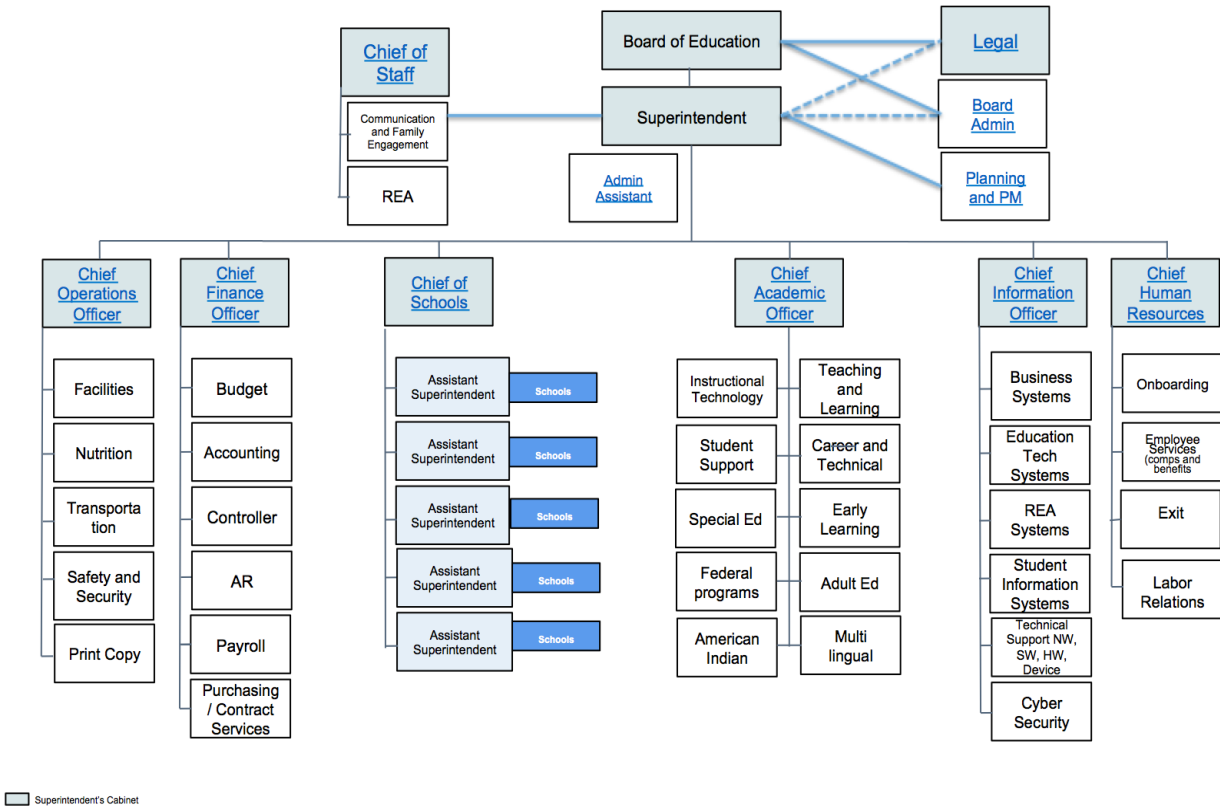
	Minnesota	Great City Schools	St. Paul
Position	mean	mean	mean
Teachers	50.29%	51.58%	45.46%
Paraprofessionals	17.51%	10.99%	16.08%
Instructional Supervisors	1.27%	1.74%	2.12%
Guidance Counselors	0.81%	1.75%	1.61%
Librarians-Media Specialists	0.34%	0.77%	0.23%
Librarians-Media Support	0.78%	0.24%	0.00%
LEA Administrators	3.35%	1.04%	2.49%
LEA Administrative Support	1.73%	2.90%	1.32%
School Administrators	2.18%	3.22%	2.09%
School Administrative Support	3.58%	4.25%	2.07%
Student Support Services	8.21%	4.57%	14.78%
All Other Support Services	9.95%	16.95%	11.76%
Total Staff	100.00%	100.00%	100.00%

- Staffing patterns, in general, are much more like those in other Minnesota school districts than like other Great City Schools

## Recommended Organizational and Administrative Structure

The following is a high-level realignment of the district’s Organization and Administrative Structure (shown in Exhibit 9) designed by the team to help the district achieve greater operational efficiencies and effectiveness.

**Exhibit 9. Recommended Structure**



### Superintendent’s Office

- Retain in the superintendent’s office the Executive Assistant, Board Administrator, and Office of Legal Services, and continue their current roles.
- Reassign or add other functions to be direct reports to the superintendent, including—
  - A Chief of Staff who would oversee and coordinate the day-to-day work of the Chief Academic Officer, Chief Operating Officer, Chief Financial Officer, Chief Human Resources Officer, and Chief Information Officer
  - A Chief of Schools who would direct, oversee and direct the work of the Assistant Superintendents or principal supervisors. To narrow their span of control, add one Assistant Superintendent, so they can devote the time to focus on the district’s instructional needs and less time on managerial and operational issues



## Organizational Review of the St. Paul Public Schools

- A Chief Communications Officer who would assume and, if required, redefine the roles, functions and responsibilities of the current Offices of Communications, Marketing and Development, and Community and Family Engagement.<sup>5</sup> The new unit would be responsible for the development and implementation of clear internal, external communications, and outreach strategies.
- The Department of Research, Evaluation and Assessment, which would lead the district's assessments, program evaluations, analyses, and accountability functions.
- The Office of Planning, Policy and Funding Partnerships, which would (1) be responsible for the development of the district's strategic plan; (2) the coordination point for the district's priority programs, projects, and initiatives in the plan's strategic direction; and (3) the governance structure to oversee and control the execution of the entire portfolio of strategic work.

### **Chief Academic Office**

- Realign core functions in the Chief Academic Office to create and support greater (1) clarity and focus around the district's instructional priorities, (2) school improvement planning, and 3) improve academic program coordination.
- Create a Student Support Services office as a direct report to the Chief Academic Officer with primary responsibilities for the following--
  - a) Student Placement and Records
  - b) Guidance and counseling,
  - c) Crisis Response Team.
- Move the School Improvement Planning function from Federal Programs to the Chief Academic Officer. This would change the School Improvement function from a compliance function to a continuous planning process. Additionally, the office of school improvement should work with the Chief of Schools, who monitors the work of the Assistant Superintendents.
- Realign the Personalized Learning unit, which reports to the Assistant Superintendent in the Office of Teaching and Learning, so there is an indirect or dashed link to the Chief Information Officer. This could create better alignment of strategic resources and continual planning for the one-to-one (1:1) computing devices.

### **Chief Operations Office**

- Conduct a significant functional realignment of the Chief Operations Office, so there is (1) clarity about where decision-making authority resides, and (2) a clear and sharp focus on the

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<sup>5</sup> For example, reassigning attendance and truancy to a newly created Office of Student Services in the Chief Academic Office.

## Organizational Review of the St. Paul Public Schools

basic needs of the district's operational support services, which include facilities, transportation, food services, and security and emergency management. The realignment would include—

- Reassign the Department of Community Education, including the Adult Basic Education, Adult Special Needs, Early Childhood Family Education, and Out-of-School Academic Enrichment, Recreation and Cultural programs to appropriate units under the Chief Academic Office
- Reassign the Student Placement and Records Office to a newly created Office of Student Support Services under the Chief Academic Office
- Reassign the Office of Family Engagement and Community Partnerships to the Chief Communications Officer, who would be a direct report to the Superintendent.

### **Human Resources**

- Reassign the Payroll Office to the Business and Finance Office to ensure better internal control and realign the remaining functions and workflows of the Human Resources Department to focus on core functions related to—
  - On-Boarding (including recruiting, vetting, and placement of new employees)
  - Employee Services (including labor relations, employee assistance and counseling, and benefits and compensation), and
  - Separation Services (including retirement and other separation processing).

### **Business and Financial Affairs**

- Move payroll function from the Human Resources Department to the Office of the Chief Financial Officer.
- Restructure the Business and Financial Affairs Office by creating a Controller's position that would assume accounting functions and essential duties related to payroll.

### **Information Technology**

- Retitle the department head as the Chief of Information and Technology and, as a direct report to the Superintendent, charge the office with supporting the core functions of--
  - The Department of Research, Evaluation and Assessment, which would be reassigned to the Superintendent's Office;
  - The Chief Academic Officer;
  - The Human Resources Department;

## Organizational Review of the St. Paul Public Schools

- The Business and Financial Affairs Office, including the payroll and controller functions.
- The Personalized Learning unit as it guides the 1:1 computing devices and other instructional technology initiatives that may come on-line.

### **Synopsis and Discussion**

The Council of the Great City Schools was asked by the new superintendent of the St. Paul Public Schools to provide a high-level review of the organizational structure of the school system. To conduct this review, the Council pulled together a cross-functional team of academic, finance, HR, organizational, and IT specialists from other major urban school systems across the country. The team found a wealth of talent in St. Paul and considerable experience and expertise in the central office. At the same time, the team found an organizational structure that was both overstaffed, redundant, and incoherent.

There were multiple instances where like functions were not placed together on the organizational chart; other instances where like functions were dispersed across multiple units; and examples of functions that should have been found in the organizational structure but were not. Over time, the district appears to have attempted to solve problems with coordinating people by simply adding staff with similar responsibilities to multiple departments. The result is not only higher staffing levels, but difficulty in coordinating work, silo-like behavior, and poor coordination. Ultimately, however, the main issue coming out of the review involved weak direction-setting, poor communications and coordination, and splintered functional alignment.

The Council team also saw very weak systems of staff accountability, and data systems that did not appear to drive policy or practice decisions like what one would expect from its VisionCard system. The district does not appear to devote much energy to evaluating its multiple programs, or asking on a systemwide basis why it is not producing better gains in student achievement. One staff member put the situation this way: “We have spent a lot of time over the years improving ourselves, but have not devoted much energy to boosting results for kids.”

In addition, it was clear to the Council team that the system’s uncertainty about its broad theory of action and how it defined school autonomy and districtwide non-negotiables was adding to its sense of disjointedness. This situation was exacerbated by the fact that the district appeared to have an extraordinary number of programs with no systemwide project or performance management function. Furthermore, a review of school board agendas found that the board, historically, had not devoted much time to student achievement outcomes.<sup>6</sup> And the team did not see a coherent strategy in place for improving the district’s lowest-performing schools.

It was obvious that the new and very talented superintendent, Joe Gothard, was acutely aware of the district’s organizational challenges and the toll it was taking on the district’s effectiveness, and was determined to sharpen the system’s direction. It was also clear to the Council’s team that district staff—and the school board—seemed hungry for leadership, clarity,

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<sup>6</sup> After the organizational review, the Council of the Great City Schools did conduct a retreat with the school board to sharpen its academic goals for the district.

## Organizational Review of the St. Paul Public Schools

and course-correction. There is no reason to believe that the district's very experienced and committed staff would not rise to the occasion if led properly by the school board and superintendent. The Council of the Great City Schools emerged from the review very optimistic about the district's future, and stands at the ready to help going forward.

**STRATEGIC SUPPORT TEAMS**

## History of Council of the Great City Schools Strategic Support Teams

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to urban school districts over the last 20 years.

<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
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
Bridgeport		

	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005

	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003



	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015

	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
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
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014

Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Puerto Rico		
	Hurricane Damage Assessment	2017
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		

	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005

	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017

**SAMPLE INFORMATION REQUEST**

Questions from School Board  
 Responses Compiled  
 by the  
 Council of the Great City Schools

City School District	Does your school board vote on start and end times for each of the individual schools in your district?	Does your school board vote on start and end times by type of school?	Do any of your elementary schools start as early as 7:15AM? If yes, has your Board ever considered whether that time is too early for them?
Albuquerque	No	No	No
Anchorage	No, the board does not vote on individual schools.	High – 7:30 am Middle – 8:15 am Elementary – 9:00 am	We have no schools starting as early as 7:15.
Atlanta	No, but we have some policy guidance  Our Board does not vote on school day start and end times.	Same as #1. In accordance with State Rule 160-5-1-.02< <a href="http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.02.pdf">http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.02.pdf</a> > (School Day and School Year for Students and Employees), the Board votes on the student calendar and delegates the setting of the school day to the Administration. The Administration is tasked with setting a school day that meets the minimum instructional time requirements.	No. ES-8am HS-8:30am MS-9  We have not had a conversation or vote about appropriateness of start times, I would not support that time unless extreme circumstances required it as a stop-gap
Austin	No	No	No. Our elementary schools start between 7:30 - 8 a.m.  Middle schools start at 8:20 a.m.  High Schools starts at 9:15 a.m.



			This is mainly due to bus schedules running multiple routes
Birmingham	No	No	No
Boston	No	No	Yes. Some have raised it, but not to date.
Bridgeport	Yes	Yes	No
Buffalo	No, our school times have been set. If we move a school time, the Board does not need to vote.	No. We have an early schedule and late schedule. School times have been established for many years. If there is a change, the Superintendent can make it.	No. The early schools begin at 8:00am, a few schools may begin at 7:55am. In accordance with our teacher's contract, teachers do not report prior to 7:50am.
Charleston	No	No	No, but some elementary schools begin at 7:25.
Cincinnati	CPS' Student Achievement Committee is currently reviewing school start times.	--	--
Clark County (Las Vegas)	No	No	No
Cleveland	Yes, Cleveland's board adopts every school's individual start and end time. We present the list annually.	While groups of schools have similar times, they are not uniform.	We have K-8 schools that start at 7:20 am. We think it is too early, but it is largely driven by transportation.
Dallas	No	No	No
Dayton	Yes	No	Yes. We actually have a few schools that start at 7:10 a.m. Transportation by school bus is a major issue in our district, and the board opted to place some schools on this earlier start time to aid the process in running smoother.
Duval County (Jacksonville)	No	No	No, except Magnet Schools. We have a Bridge-To-Success

			program that begins at 7 a.m., covering grades 4-8. There have not been any times I'm aware of that the Board has considered changing that.
El Paso	No	No	No
Fort Worth	No	No	Yes, but students are not engaging in instructional time that early. That time is allocated to physical activity and classroom enrichment in the form of a before school program. The official start time is 8:00 am
Fresno	No. Our board does not vote on start and end time for individual schools, only on the school year calendar.	No. Our board does not vote on start and end time for schools by type, only on the school year calendar.	None of our elementary schools start as early as 7:15 a.m., although students show up as early as 7:15 a.m. to participate in the breakfast program.
Hillsborough County	Yes	Yes	No
Honolulu	No	No	No
Houston	No	No	No
Indianapolis	No	No	No
Miami-Dade County	Yes	Yes	No
Milwaukee	No. Our school board does NOT vote on school start and end times for individual schools. Administration has moved a particular school's bell schedule without board action as recent as last year for 'minor change' purposes that related to facilitating the scheduling of transportation	Yes. Our school board does vote on school start and end times for school types as a unit. All large-scale changes are subject to approval by the board as spelled out in Administrative Policy 7.04. We have recently presented concepts of re-tiering bell schedules to the board for consideration on particular cost savings	Yes. There are a few schools that do have a 7:15a bell time for schools. Our typical bell is however 7:30a for any High Schools on an early tier or 7:35a for K-8 schools. The buses ARRIVE at 7:15a for all early tier high schools with a 7:30a bell (HS) or 7:20a for a 7:30a bell (K-8). MPS currently (SY17-

	(authorized to do so in Admin Policy 7.04).	resolutions that have been directed to the administration.	18) operates a two tier bell schedule, but is <i>considering</i> a three tier model in the near future, which may involve moving more schools to a 7:15a bell in order to optimize busing services with 3 tiers (and enough time in between the tiers to perform needed runs)
Minneapolis	Yes. We do have a policy on school start times – Policy 6132 School Day states that the Board of Education determines the “hours of opening and closing sessions” upon recommendation of the Superintendent.	Generally, the Superintendent creates the plan and asks the Board to ratify the plan. It is not usually school by school, but can be. It is also not usually grade band (all elementary, all middles, etc.). I know transportation and staggering start times to maximize routing plays a huge role in it.	We have a lot of schools that start at 7:30 and end at 2:00, but none that start earlier than that and I know I have heard discussion about even 7:30 being quite early.
Nashville	No, although there has been much discussion around school start times by the Board for several years, they do not actually vote on start and end times for individual schools in Metro Nashville.	The Board would vote if the Administration would recommend start time changes	None of our elementary schools have 7:15 start times.  For many years our start times have been 7:05 a.m. for high schools, 8:00 a.m. for elementary schools, and 8:55 a.m. for middle schools. We do not have any elementary schools that start earlier than 8:00 a.m. There has been much discussion about swapping start times for high schools and another tier level, but there has always been a concern about having younger children out waiting for buses before daylight. That seems to be the biggest obstacle with swapping the start times.
Norfolk	No	Yes	NO. There is an item with the Board to discuss

			potential changes to school start times, but that work has not been initiated at this time.
Oklahoma City	No	No	Yes (high schools); No
Omaha	No	Yes	No. Our Elementary start time is 8:50. We do have a few schools that have schedules slightly earlier than that, but not 7:15am.
Palm Beach County	No	No	No
Philadelphia	No	No	No
Pinellas County	Yes. At the April 11, 2017, school board meeting, non-consent agenda item #2: Request Approval of School Opening and Closing Times for 2017-2018 and Authorize the Superintendent to Make Additional Changes as Required by Statute- was approved. The agenda item lists all the district's schools with their opening and closing times and the board votes on it.	The type of school is listed in the agenda item, but it is only one item with all schools listed.	No. The earliest start time for any of our elementary schools is 7:35 AM.
Pittsburgh	No	No	No
Portland	No	No	No
Providence	No. But they are in our teacher union contract.	No. They are by school.	No.
Rochester	No	No	Our earliest start time for elementary schools is 7:30AM.
Sacramento	No, if the board voted for start and end times it was before my time with one exception. Several years ago, the board voted to	No	No

	approve teacher contract language, which would provide for one hour of collaborative time for teachers per week, which required extending the learning day by 15 minutes, so that the students would get out an hour earlier one day per week.		
San Antonio	No	No	No
San Diego	No	No	No
Seattle	For at least the last couple of years, the Seattle School Board has voted on bus arrival and departure times and given the superintendent flexibility to a) set school bell times based on these transportation standards and b) make minor modifications as necessary. Seattle Public Schools recently completed a major overhaul of its school start times.	The impetus was a push from the Board and community to have middle and high schools start later and elementary schools earlier. Initially, the Board approved a three-tier start time schedule that maximized bus efficiency.	The earliest school start time under our model is 7:45am. Starting this school year, the Board approved a two-tier start time schedule, with no school starting earlier than 8am or later than 9am.
St. Louis	No. Schools are grouped into three tiers and those start and end times are voted on periodically (but not by each individual school).	Not exactly. School tiers are mostly grouped by type of school, so in a sense, yes.	No. Only high schools and a few middle schools start at 7:10. Elementary schools begin at either 8:05, 8:15, 9:10 or 9:20. However many elementary school parents have lobbied for earlier start times based on evidence/research that supports earlier start times for young children (and HS parents would like later start times). Due to budget constraints, the district is unable to accommodate this request because high schools need

			to end early enough for afternoon sports, etc. and we cannot afford the additional buses required to have additional schools on an early tier.
St. Paul	No	YES, they don't have to, but with our recent full system restructure, we did seek a board vote for approval.	NO, but about 20 will move to <a href="#">7:30</a> in SY19-20.
Toledo	No	No	No, except for our magnet schools, which start earlier due to logistics of transportation.
Wichita	No	Yes. On June 5, 2017, the Board voted on general start times for all elementary, middle, and high schools. They also voted on early start times for those schools. In general, the Board has not voted on start times, but last year it had to take into account negative reaction to the effects of a longer school day/shorter school year that was approved in 2016-17 after severe budget cuts by the state of Kansas. Parents did not like students, especially elementary students, going to class until 4:40 p.m.	No

**FINANCE TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Urban School Finance**

**2017-2018**

### ***Task Force Goals***

To challenge the inequities in state funding of urban public schools.

To increase federal funding and support of urban public schools.

To pass new federal school infrastructure legislation to help repair, renovate and build urban public school buildings.

To enhance the ability of urban schools to use Medicaid for health services to students.

### ***Task Force Co-Chairs***

Thomas Ahart, Des Moines Superintendent

Barbara Nevergold, Buffalo School Board



**CFO ANNUAL MEETING**



# CFO Annual Meeting

## *Connecting the Dots: Collaborating to Solve Organizational Issues*

**Epic Hotel**

**Miami, FL**

**November 14-17, 2017**

### **AGENDA**

Subject to Change as Required

**Chief Finance Officers, Procurement Directors, Risk Managers & Internal Auditors**

Tuesday Morning, November 14	Activity	Facilitator
	Registration	
7:00 - 8:00 a.m.	Breakfast	
	<b>Joint Session</b>	

	<b>CFOs, Procurement Directors, Risk Managers &amp; Internal Auditors</b>	
8:15 - 8:45 a.m.	Welcome and Introductions	Bob Carlson
9:00 - 10:15 a.m.	District Initiatives – Promising Practices	All
10:30– 10:45 a.m.	Break	
11:00 - 11:45 a.m.	Table Talk about District Initiatives and Practices; Remaining Issues and Challenges	All
<b>Tuesday Afternoon, November 14</b>		
12:00 - 1:00 p.m.	Lunch	
	<b>Joint Session</b> <b>CFOs, Procurement Directors, Risk Managers &amp; Internal Auditors</b>	
1:00 – 1:45 p.m.	Security Considerations in Today’s K-12 Environment	Ken Thompson
2:00 – 2:45 p.m.	Internal Auditing in the Great City Schools, White Paper Introduction and Discussion	Andrew Medina Ken Bramlett
3:00 – 3:15 p.m.	Break	
3:30 – 3:45 p.m.	Energy & Sustainability	Jensen Adams
4:00 – 4:45 p.m.	Risk Management –General Risk Update and Overview and Disaster Preparedness (Disaster Preparedness and After Event- Fox, Henry; Miami and Broward)	Scott Clark David George
5:15 p.m.	Reception - Welcome to Miami	
<b>Wednesday Morning, November 15</b>		
7:00 - 8:00 a.m.	Breakfast	
8:15 - 12:00 Noon	<b>Breakout Sessions</b>	
	<b>CFOs Breakout Sessions</b>	Fred Schmitt
8:15 - 9:00 a.m.	Everything Else for Educators: A Case Study with Oakland Unified School District	Amazon Business
9:15 – 10:00 a.m.	Budget Panel Discussion	GFOA and Member Districts
10:15 – 10:30 a.m.	Break	
10:45 – 11:30 a.m.	Crowdfunding, Cash and Classroom Activities: They come in small pieces but create a lot of pain	Class Wallet, panel
11:45 – 12:00 noon	Morning Wrap-Up	Fred Schmitt
<b>Wednesday Afternoon, November 15</b>		
12:00 - 1:00 p.m.	Lunch	
1:15 - 5:00 p.m.	<b>Breakout Sessions</b>	
	<b>CFOs Breakout Sessions</b>	Fred Schmitt
1:15 - 2:00 p.m.	Pathways to SMART School Finance and Student Success	Allouev

2:15 - 3:00 p.m.	<b>IT / Cybersecurity assessment – what does a district CFO / Risk Manager need to know? (Joint Session with Risk Managers)</b>	<b>Plante Moran</b>
3:15 - 3:30 p.m.	Break	
3:45 - 4:30 p.m.	<b>Case Studies in Finance</b>	<b>US Communities/Trane</b>
4:45 - 5:00 p.m.	<b>Wrap Up</b>	<b>Fred Schmitt</b>
5:30 p.m.	Reception and Award Presentation	
<b>Wednesday Morning, November 15</b>		
	<b>Procurement Directors Breakout Sessions</b>	<b>Gary Appenfelder</b>
8:00 - 9:00 a.m.	<b>Introductions and Round Robin discussion of most pressing issues at each district</b>	<b>Gary Appenfelder</b>
9:00 – 9:45 a.m.	<b>IMFELL status update; purchasing consortiums</b>	<b>Quinton Dean</b>
9:45 – 10:00 a.m.	Break	
10:00 – 12:00 noon	<b>CGCS White Paper on Purchasing Best Practices</b>	<b>Gary Appenfelder</b>
<b>Wednesday Afternoon, November 15</b>		
12:00 - 1:00 p.m.	Lunch	
1:15 - 5:00 p.m.	<b>Breakout Sessions</b>	
	<b>Procurement Directors Breakout Sessions</b>	Gary Appenfelder
1:00 - 1:45 p.m.	<b>CGCS Repository for key document templates and samples (e.g. contracts, RFPs, etc.)</b>	<b>Gary Appenfelder</b>
1:45 - 2:30 p.m.	<b>CGCS KPIs</b>	<b>Gary Appenfelder</b>
2:30 - 3:15 p.m.	<b>Unsolicited Proposals; Pilot Programs</b>	<b>Quinton Dean</b>
3:15 - 3:30 p.m.	Break	
3:30 - 4:15 p.m.	<b>Digital Instruction Products</b>	<b>George Silva</b>
4:15 - 5:00 p.m.	<b>Charter Schools</b>	<b>Gary Appenfelder</b>
5:30 p.m.	Reception and Award Presentation	
<b>Wednesday Morning, November 15</b>		
	<b>Risk Managers Breakout Sessions</b>	<b>Scott Clark David George</b>
8:15 - 9:30 a.m.	<b>Benefits</b>	<b>Howard, Palm Beach</b>
9:30 – 10:15 a.m.	<b>Athletics- injuries, best practices</b>	<b>Chris Hoch, Rochester</b>
10:15 – 10:30 a.m.	Break	
10:30 – 12:00 noon	<b>Abuse prevention</b>	<b>Dave George, San Francisco</b>
12:00 noon	<b>Wrap-Up</b>	<b>Scott Clark David George</b>

<b>Wednesday Afternoon, November 15</b>		
12:00 - 1:00 p.m.	Lunch	
1:15 - 5:00 p.m.	<b>Breakout Sessions</b>	
	<b>Risk Managers Breakout Sessions</b>	
1:15 - 2:00 p.m.	Round table discussion of hot topics	All
2:15 - 3:00 p.m.	IT / Cybersecurity assessment – what does a district CFO / Risk Manager need to know? (Joint Session with CFOs)	Plante Moran
3:15 - 3:30 p.m.	Break	
3:30 - 4:45 p.m.	Cyber Threats (Possible Joint Session)	Michael Guzman, AJG
4:45 - 5:00 p.m.	Wrap Up	Scott Clark David George
5:30 p.m.	Reception and Award Presentation	
<b>Wednesday Morning, November 15</b>		
	<b>Internal Auditors Breakout Sessions</b>	Andrew Medina Ken Bramlett
8:15 - 9:00 a.m.	Peer Reviews	Williams, Miami
9:15 – 10:00 a.m.	Investigations and Forensic Audits	Donaghy, Philadelphia
10:15 – 10:30 a.m.	Break	
10:45 – 11:30 a.m.	Charter School Audits and Fiscal Oversight	Goodman, Miami
11:45 – 12:00 noon	Wrap-Up	Andrew Medina Ken Bramlett
<b>Wednesday Afternoon, November 15</b>		
12:00 - 1:00 p.m.	Lunch	
1:15 - 5:00 p.m.	<b>Breakout Sessions</b>	
	<b>Internal Auditors Breakout Sessions</b>	Andrew Medina Ken Bramlett
1:15 - 2:00 p.m.	Reporting to Audit Committees and School Boards	Lindsey, Orange County
2:15 - 3:00 p.m.	Benchmarking and Advocacy	Medina, Seattle
3:15 - 3:30 p.m.	Break	
3:45 - 4:30 p.m.	Best Practices and Success Stories	Group Discussion
4:45 - 5:00	Wrap Up	Andrew Medina Ken Bramlett
5:30 p.m.	Reception and Award Presentation	
<b>Thursday Morning, November 16</b>		
	Registration	

7:00 - 8:00 a.m.	Breakfast	
8:15 - 12:00 Noon	<b>CFOs, Procurement Directors, Risk Managers &amp; Internal Auditors Joint Session</b>	<b>All</b>
8:15 – 9:00 a.m.	<b>Lessons Learned from K-12 Experience; Strengths, Weaknesses, Challenges and Industry Ideas to Address the Challenges</b>	<b>Platinum Sponsors</b>
9:15 – 9:30 a.m.	Break	
10:00 – 11:45 a.m.	<b>The Role of the Chief as a Strategic Leader</b>	<b>Michael Eugene</b>
<b>Thursday Afternoon November 16</b>		
12:00 - 1:00 p.m.	Lunch	
1:15 – 2:30 p.m.	<b>Connecting the Dots to Solve Organizational Issues</b>	<b>PCG</b>
2:45 – 3:00 p.m.	Break	
3:15 – 4:30 pm.	<b>Connecting the Dots to Solve Organizational Issues</b>	<b>PCG</b>
4:45 – 5:15 p.m.	<b>Next Steps</b>	<b>Bob Carlson</b>
5:30 -	Dinner on Your Own	
<b>Friday Morning November 17</b>		
7:00 - 8:00 a.m.	Breakfast	
8:00 - 11:30 a.m.	<b>CFOs, Procurement Directors, Risk Manager &amp; Internal Auditors Joint Session</b>	<b>Bob Carlson</b>
11:30 –	Wrap Up & Departures	