

**COUNCIL OF THE GREAT CITY SCHOOLS**

**EXECUTIVE COMMITTEE MEETING**

**JANUARY 25-26, 2019**

**DENVER**

# COUNCIL OF THE GREAT CITY SCHOOLS

## Executive Committee Meeting Agenda

**January 25-26, 2019  
Denver**

<b>January 25 2:00 pm</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>Larry Feldman, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Minutes</b></li> </ul>	Page 31
	Consideration of minutes from the October 25, 2018 meeting of the Executive Committee and the October 27, 2018 meeting of the Board of Directors in Baltimore, MD.	Vote
	<i>Larry Feldman, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Nominations</b></li> </ul>	Page 43
	Discussion and vote on nominations.	Vote
	<i>Larry Feldman, Chair of the Board</i>	
	<ul style="list-style-type: none"> <li>• <b>Membership Subcommittee Report</b></li> </ul>	Page 48
	Report of the Membership Subcommittee.	Vote
	<i>Tom Ahart, Membership Subcommittee Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>By-Laws Subcommittee Report</b></li> </ul>	Page 56
	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 66
	Status report on the 2018-19 budget and the budget for 2019-20.	Vote
	<i>Michael O'Neill, Audit Subcommittee Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>Conferences and Meetings</b></li> </ul>	Page 168
	Executive Committee and job-alike meetings, and major conferences in 2019.	
	<i>Michael Casserly, Executive Director</i>	
<b>5:00 pm</b>	<b>EXECUTIVE COMMITTEE BREAKS FOR DINNER</b>	
<b>6:00 pm</b>	<b>Welcome Reception and Dinner Wine Cellar, Kimpton Hotel Monaco</b>	
<b>January 26 8:00 am</b>	<b>EXECUTIVE COMMITTEE RECONVENES</b>	
	<ul style="list-style-type: none"> <li>• <b>Communications</b></li> </ul>	Page 214
	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</b></li> </ul>	Page 339
	Overview and discussion of federal legislation and regulatory activity.	
	<i>Jeff Simering, Director of Legislation and Manish Naik, Legislative Manager</i>	

	<ul style="list-style-type: none"> <li>• <b>Research</b></li> </ul>	Page 368
	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 398
	Report by the Council’s Achievement Task Force.	Vote
	<i>Paul Cruz, Task Force Co-Chair Deborah Shanley, Task Force Co-Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>Males of Color Task Force</b></li> </ul>	Page 437
	Overview and discussion of the Council’s efforts to raise achievement among Males of Color.	
	<i>Bill Hite, Task Force Co-Chair Michael Hinojosa, Task Force Co-Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>Bilingual Education Task Force</b></li> </ul>	Page 618
	Report by the Council’s Bilingual Education Task Force.	
	<i>Richard Carranza, Task Force Co-Chair Ashley Paz, Task Force Co-Chair</i>	
	<ul style="list-style-type: none"> <li>• <b>Leadership, Governance, Management, and Finance Task Force</b></li> </ul>	Page 818
	Report by and discussion of direction of the Council’s Task Force on Leadership, Governance, Management, and Finance.	
	<i>Barbara Jenkins, Task Force Co-Chair Barbara Nevergold, Task Force Co-Chair Michael O’Neill, Task Force Co-Chair</i>	
<b>4:00 pm</b>	<b>EXECUTIVE COMMITTEE ADJOURNS</b>	
<b>5:00 pm</b>	<b>Dinner, Rioja Restaurant 1431 Larimer St.</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

**2018-2019**

### OFFICERS

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

Chair-Elect: Eric Gordon, Cleveland CEO

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

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

### MEMBERS

Thomas Ahart, Des Moines Superintendent  
Juan Cabrera, El Paso Superintendent  
Richard Carranza, New York City Chancellor  
Sharon Contreras, Guilford County Superintendent  
Paul Cruz, Austin Superintendent  
Valerie Davis, Fresno School Board  
Kelly Gonez, Los Angeles School Board  
Leslie Grant, Atlanta School Board  
Guadalupe Guerrero, Portland Superintendent  
Allegra "Happy" Haynes, Denver School Board  
Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent  
Barbara Jenkins, Orange County Superintendent  
Barbara Nevergold, Buffalo School Board  
Ashley Paz, Fort Worth School Board  
Raquel Reedy, Albuquerque Superintendent  
Sonja Santelises, Baltimore Superintendent  
Elisa Snelling, Anchorage School Board  
Van Henri White, Rochester School Board  
Darrel Woo, Sacramento School Board

### *Ex Officio*

Deborah Shanley, Lehman College Interim Dean

COUNCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE  
FY 2018-19

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COUNCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE  
FY 2018-19

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**COUNCIL OF THE GREAT CITY SCHOOLS**  
**Board of Directors (as of January 2019)**

<b>CITY</b>	<b>SUPERINTENDENTS</b>	<b>BOARD MEMBERS</b>
Albuquerque	Raquel Reedy	David Percy
Anchorage	Deena Bishop	Elisa Snelling
Arlington	Marcelo Cavazos	Aaron Reich
Atlanta	Meria Carstarphen	Leslie Grant
Aurora	Rico Munn	Marques Ivey
Austin	Paul Cruz	Kendall Pace
Baltimore	Sonja Santelises	Martha James-Hassan
Birmingham	Lisa Herring	Cheri Gardner
Boston	Laura Perille (Interim)	Michael O'Neill
Bridgeport	Aresta Johnson	Dennis Bradley
Broward County	Robert Runcie	Laurie Rich Levinson
Buffalo	Kriner Cash	Barbara Nevergold
Charleston	Gerrita Postlewait	Kate Darby
Charlotte-Mecklenburg	Clayton Wilcox	Mary McCray
Chicago	Janice Jackson	Jaime Guzman
Cincinnati	Laura Mitchell	Ericka Copeland-Dansby
Clark County	Jesus Jara	Linda Cavazos
Cleveland	Eric Gordon	Denise Link
Columbus	John Stanford (Interim)	Gary Baker II
Dallas	Michael Hinojosa	Lew Blackburn
Dayton	Elizabeth Lolli (Acting)	William E. Harris
Denver	Ron Cabrera (Interim)	Allegra "Happy" Haynes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Nikolai Vitti	Steven Rhodes
Duval County	Diana Greene	Darryl Willie
El Paso	Juan Cabrera	Mickey Loweree
Fort Worth	Kent Scribner	Ashley Paz
Fresno	Robert Nelson	Valerie Davis
Guilford County	Sharon Contreras	Linda Welborn
Hawaii Department of Education	Christina Kishimoto	Lance Mizumoto
Hillsborough County	Jeff Eakins	Susan Valdes
Houston	Grenita Lathan	Diana Davila
Indianapolis	Lewis Ferebee	Michael O'Connor
Jackson	Errick Greene	Barbara Hilliard
Jefferson County	Martin Pollio	Diane Porter
Kansas City	Mark Bedell	Jennifer Wolfsie
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Austin Beutner	Kelly Gonez
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Keith Posley	Mark Sain
Minneapolis	Ed Graff	Siad Ali
Nashville	Shawn Joseph	Rachael Anne Elrod
Newark	Roger Leon	Josephine Garcia
New Orleans	Henderson Lewis Jr.	N/A
New York City	Richard Carranza	N/A
Norfolk	Melinda Boone	Rodney Jordan
Oakland	Kyla Johnson-Trammell	Nina Senn
Oklahoma City	Sean McDaniel	Paula Lewis
Omaha	Cheryl Logan	Shavonna Holman
Orange County	Barbara Jenkins	William Sublette

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

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

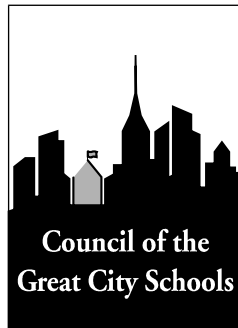
Marcia Andrews  
Joyce Wilkerson  
Carol Cook  
Sylvia Wilson  
Julie Esparza Brown  
Nicholas Hemond  
N/A  
Dawn Page  
Van Henri White  
Darrel Woo  
Daranetta Clinkscale  
Zuki Ellis  
Patti Radle  
Kevin Beiser  
Mark Sanchez  
Valerie Amezcua  
Jill Geary  
Kevin Woods  
TBD  
Polly Taylor-Gerken  
TBD  
Suzanne Schreiber  
N/A  
Ron Rosales

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Staff**

Michael Casserly, Executive Director  
Teri Trinidad, Director of Administration, Finance & Conferences  
Alisa Adams, Finance Manager  
Marilyn Banks, Administrative Assistant  
Michell Yorkman, Manager of Conferences and Partnerships  
Alexis Vann, Manager of Conferences  
Gregory Bacon, 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  
Tonya Harris, Director of Communications  
Joanne Coley, Communications Specialist  
Raymond Hart, Director of Research  
Renata Lyons, Research Manager  
Natalia Cooper, Research Intern  
Moses Palacios, Legislative and Research Manager  
Eric Vignola, Programmer/Technology Specialist  
Ricki Price-Baugh, Director of Academic Achievement  
Denise Walston, Director of Mathematics  
Robin Hall, Director of Language Arts and Literacy  
Robert Carlson, Director of Management Services  
Amanda Corcoran, Special Projects Manager

# **STRATEGIC PLAN**



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

***THE NATION'S VOICE FOR URBAN EDUCATION***

## **Strategic Plan, 2019-2024**

# Strategic Plan Of the Council of the Great City Schools 2019-2024

## Organization

The Council of the Great City Schools is a coalition of 72 of the nation’s largest urban public-school districts, founded in 1956 and incorporated in 1961. The group was formed with 12 big-city school systems at a period in American history when the nation’s cities and their public schools were undergoing substantial transition and there was no formal national organization that could help address the challenges ahead.

The organization is governed by a board of directors that is composed of the superintendent and one school board member from each city. The Chair alternates each year between a superintendent and school board member. The board of directors elects a 24-member executive committee that is equally composed of superintendents and school board members and that oversees the operation, rules, and finances of the organization when the board is not in session.

The organization has been guided over the last 25 years by three broad goals: to educate all urban students to high standards; to lead, govern, and manage our urban schools efficiently and effectively; and to bolster public confidence in urban education.

## Strategic Planning

In late 2017, the leadership of the Council of the Great City Schools initiated a strategic planning process to guide the organization over the next five years. The process involved an extensive survey of the membership, a retreat by the organization’s executive committee, and a detailed analysis of organizational assets and liabilities by the group’s senior staff members. From survey results, the membership articulated several critical needs and priorities, including—

- ❖ Increasing the level of academic achievement throughout and across districts to ensure that students are graduating college and career ready
- ❖ Turning around the lowest performing schools
- ❖ Closing achievement gaps
- ❖ Balancing budgets while delivering quality instruction
- ❖ Strengthening the pipeline of effective educators
- ❖ Increasing public confidence in public schools

These priorities are consistent with the Council’s long-standing vision, mission, values, and goals.

## Vision of the Great City Schools

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

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## Mission of the Great City Schools

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

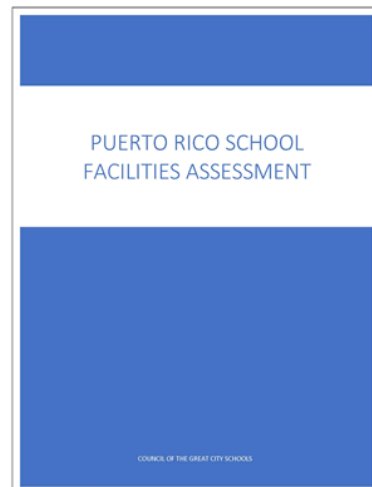
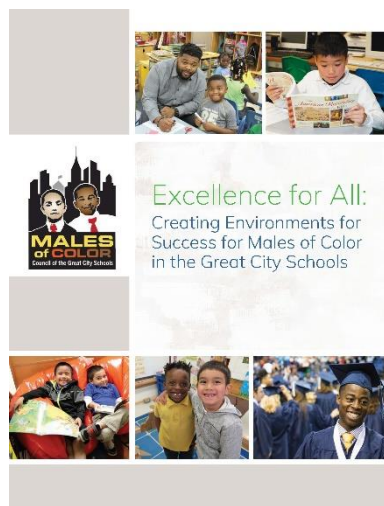
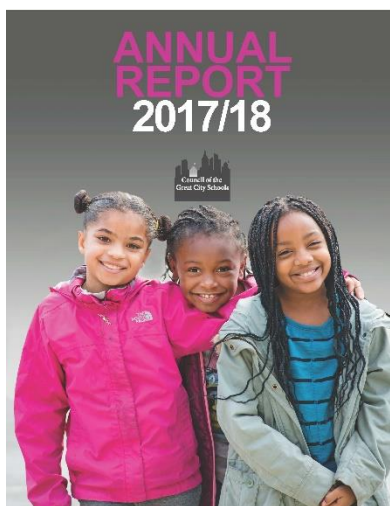
## Values and Commitments of the Great City Schools

The ongoing work of the Council is built on the following values and commitments that we embrace both for and with our students:

1. *Leadership.* The Council of the Great City Schools is the nation’s premier leader in urban public education. This is true not only because the organization is unrivaled in the field in terms of the quality and innovation of its work, but because it seeks to make its schools the best in the country. In addition, the organization’s leadership is defined by its unwillingness to wait for anyone else to improve the quality of public education for us, instead harnessing the expertise of urban education practitioners across cities—as well as the voices of our communities and students—to take charge of our own, shared future and to show what is possible in our big-city public schools.
2. *Improvement.* The Council and its members embrace continuous improvement in the instructional and non-instructional services provided by the membership and the organization. In many ways, this long-standing commitment sets the organization apart from other national education associations who simply represent and defend their memberships or constantly change priorities. Over the years, the Council has pursued those traditional roles, but also sought to improve public education in the nation’s urban areas using the expertise of member districts in unique and collaborative ways.



3. *Accountability.* The Council has sought ways to demonstrate accountability for results and foster a culture of shared responsibility for the education of urban children. One can see this in its annual reports, district-specific services and return on investment reports, its policy positions on legislation like No Child Left Behind, its initiation of the NAEP Trial Urban District Assessment, its hard-hitting Strategic Support Team reviews of districts, its research reports, and other activities and efforts.
  
4. *Equity.* The Council is a strong and outspoken voice for equity, equality, opportunity, and social justice. Over the years, the organization has repeatedly spoken out on the education-related issues of the day when others did not, and it has imbedded these values of equity into ongoing policy discussions, legislative positions, conference agendas and speakers, initiatives, reports and resources, and other activities.
  
5. *High Expectations.* The Council is unwavering in its demand for quality work from ourselves and our students. The organization strives in all its efforts to reflect the highest standards of expertise and performance in both students and adults. This commitment sets the organization apart from others and is evident in the group’s personnel, products, reports, research, conferences, recommendations, and communications.
  
6. *Integrity.* The organization is uncompromising in its veracity, consistency, and truthfulness in the pursuit of its mission—including the ability to self-critique. These qualities have helped build the organization’s reputation for forthrightness with the public, the media, and government. The group works from the assumption that if one builds a reputation for high quality and integrity then the organization attracts the right kind of attention and support.



## The Challenges Ahead for the Great City Schools

The nation's urban public schools face an extraordinarily difficult landscape over the next five years. These challenges might best be characterized as falling into the following categories—

- *Pressure for Better Academic Performance.* Despite improvements, the nation's urban school systems and the Council will encounter ever greater pressure to advance further. This pressure will come from many sources and will have multiple agendas, but ultimately the health and welfare of the nation depends on our ability to raise student achievement and close achievement gaps. The challenge to urban school systems will be to improve our outcomes as student needs remain high.
- *High Student Needs and Scarce Funding.* The needs of urban school students are expected to remain high over the next several years. There is no reason to think that poverty, language needs, disability status, and other challenges that students bring to school will fade over the next several years. In fact, even with a pull-back in immigration, there are likely to be substantial numbers of English learners, students living in poverty, and students with disabilities in urban schools. This dynamic may be further exacerbated by the rising gentrification and increasing polarization of the population.
- *Dominance of State Policy and Governance.* State authority in educational policy making has waxed and waned over the decades, but it is now resurgent and is expected to remain a prevalent force for the foreseeable future. This prevalence was codified in the latest authorization of the *Every Student Succeeds Act*, which essentially pulled the federal government back from any leading role in educational decision making. The challenge to urban schools will be to maneuver around or create common ground with a governing entity that may sometimes be hostile to urban interests. Either way, the historic bonds between the federal government and the nation's major urban areas is steadily eroding.
- *Rising Polarization and Partisanship.* The political landscape both in Washington and in state capitols has become debilitatingly partisan and antagonistic to public entities of every type. This partisanship is fed, in part, by rising distrust of public institutions and government *writ large*. The challenge for urban schools will involve remaining as bipartisan as possible and maintaining good relations with supporters in both political parties.
- *Appeal of Choice and Charters.* Choice and charter schools have been backed by a bipartisan base of proponents for some 25 years. Despite evidence of mixed efficacy, there is little indication that support will end anytime soon. While the Council supports effective charter schools—with appropriate local oversight and accountability, choice advocates and critics of public education have sought to portray them as a replacement—rather than a partner—for traditional public schools, essentially weaponizing them in an effort to dismantle the public-school system. In reality, our district public schools will remain the primary institution for serving the full range of diverse learners in urban areas for years to come. The challenge for districts, then, will be communicating the vital and enduring role public schools play in advancing educational, social, and economic opportunities.

- *Changing Press Imperatives.* Economic pressure on the media has resulted in substantial cuts in funding and staff for newspapers and television stations across the country. One of the consequences is a rise in sensationalized coverage of the perceived failures of government institutions in general—and public schools in particular— in order to build audience share. Journalists and news organizations are also increasingly partisan in their coverage, allowing their reporting of news to reflect underlying political agendas or allegiances. Finally, another consequence of funding and staffing cuts to traditional media outlets is the rise of alternative forms of media (including blogs and various social media platforms). This has meant an explosion in the sheer numbers and varieties of people who are now considered part of the press—a palpable challenge for communications directors and staff charged with building and maintaining relationships with the media and ensuring fair and accurate coverage of public schools.
- *Increasing Racial Divisions and Hostilities toward Immigrants.* Underneath many of the challenges already articulated is an emerging division in the American population defined by race, income, native language, class, national origin, and sense of victimization. These divisions are being fanned and encouraged in ways that are more open now than ever, and they show little sign of ebbing. This climate can be felt acutely in urban areas and big-city schools, which serve the highest numbers of diverse and immigrant students. The support for public education, moreover, requires a sense of shared responsibility for the nation’s future. This sense of common purpose appears to be fracturing, and the lack of unity will challenge public education and the nation in ways that are hard to predict.
- *Other challenges.* The nation’s urban public schools are also faced with challenges around the scarcity of diverse educators who are ready and willing to work in urban education, the waning of community partnerships in some locales, and pushback on high standards, standardized tests, and accountability.



# Goals and Strategies of the Great City Schools

The Council pledges to build on the legacy of continuous improvement and collective action it has constructed over the years to expand opportunities for all our children. The Council proposes to remain faithful to its three main goals between 2019 and 2024, adjusting its tactical efforts from time to time to ensure that it can address any new or foreseeable challenges. The strategies and tactics to be employed to achieve the organization’s goals include the following.

## GOAL 1. TO EDUCATE ALL URBAN SCHOOL STUDENTS TO THE HIGHEST ACADEMIC STANDARDS.

### Strategy:

Build the capacity of the membership to implement high standards and improve student achievement. This strategy will have three prongs: an emphasis on continuing *districtwide* academic improvements; a focus on turning around our chronically low-performing *schools*; and a concentration on supporting the academic growth of *student groups* that have been historically underserved, including males of color, English learners, students with disabilities, and students living in poverty.

### Tactics:

1. Enhance and protect federal financial support and regulatory flexibility for urban school systems. Ensure continued targeting of federal aid for major urban school systems, protect major civil rights protections, and support local flexibility in program operations. Continue strong urban school advocacy in the nation’s capital.
2. Lead and support the continuing implementation of challenging college- and career-readiness standards. Maintain emphasis on successful implementation of common core standards or similar college- and career-readiness standards, high-quality assessments, and support for high standards of academic attainment for urban students.
3. Conduct continuing research on why and how some urban school *systems* improve faster than others, draw lessons, identify high-leverage approaches, and imbed emerging findings into the Council’s technical assistance, resources, conferences, and professional development. Synthesize lessons learned from the many Strategic Support Teams and technical assistance that the Council has provided over the years to help build member capacity to improve student achievement.
4. Support and improve *schools* in our cities that are identified as the lowest performing. Conduct additional research on strategies that districts are using to

- improve their lowest-performing schools, draw broad lessons, provide technical assistance to districts with these schools, and track trends.
5. Identify, develop, and emphasize effective initiatives for improving the academic attainment of males of color, English learners, students living in poverty, and *students* with disabilities. Track which member districts make the most progress for each student group, identify reasons for the improvements, and build member support around lessons learned.
  6. Pilot test methods of augmenting balanced literacy in urban schools and assess the effects of these strategies on reading performance. (The Council has piloted a new approach to balanced literacy in Nashville that showed promising results. The pilot is being expanded to San Antonio in the fall of 2018.)
  7. Track our performance on the Trial Urban District Assessment, state assessments, and the organization's Academic Key Performance Indicators (KPIs) to gauge progress and identify where additional emphasis is needed. Automate the academic KPIs for improved district access and usage. Begin tracking core-course participation rates among urban students and build strategies for enhancing the numbers of students successfully completing these courses, particularly in math.
  8. Pressure commercial organizations to improve the quality of their instructional products, particularly for struggling students and English learners, and enhance member use of Council tools, such as the Professional Learning Platform and Curriculum Framework, to improve academic achievement.
  9. Encourage social services and wrap-around supports for urban students—but not as a substitute for higher standards of instruction. Conduct research on district use of social-emotional and social support strategies and help assess the effects on academic attainment. Retain academic achievement as the organization's primary goal.
  10. Conduct research on the numbers and percentages of educators of color in member districts and begin developing strategies for increasing those numbers and percentages. Document and disseminate promising practices and lessons learned from educator pipeline programs in districts around the country.
  11. Partner with colleges of education in the Great Cities in preparing the next generation of educators and diversifying the teacher force in urban schools.
  12. Create a new urban school executive management training program for district instructional leaders to help improve academic leadership and programming.

13. Continue to convene regular meetings of chief academic officers, bilingual education directors, directors of teaching and learning, research directors, and special education directors to foster and enhance collaboration, mutual support, and ability to act collectively. Increase the numbers of member staff participating in these meetings and coordinate the agendas of the meetings with priorities of the executive committee and board of directors.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. Guidance and data to Congress on the need, value, and use of federal dollars in urban school systems.	Continued targeting of federal financial aid for urban school systems.
	Changes to regulatory language indicating increased flexibility for urban school districts.
2. a) A report analyzing factors contributing to urban school improvement.	Improved district performance on NAEP, state assessments, the Council’s academic key performance indicators, and other indicators of academic improvement.
b) A report synthesizing lessons learned across strategic support teams in academics and instruction.	Higher graduation rates and levels of college and career readiness.
3. Technical assistance and support for low-performing schools in the ten districts participating in the Wallace Foundation turnaround initiative.	Higher student performance in struggling schools across the ten Wallace Foundation turnaround initiative districts.
4. A report identifying and analyzing the characteristics and strategies of districts that have made strong progress improving outcomes for males of color, ELLs, students living in poverty, and students with disabilities.	Improved academic outcomes for historically underserved student groups, including males of color, ELLs, students with disabilities, and students living in poverty.
5. An evaluation of the effects of the Balanced Literacy initiative in pilot districts, and dissemination of lessons learned.	Higher reading performance in Balanced Literacy pilot districts.
6. a) Annual reporting on district performance on NAEP, state assessments, and academic key performance indicators.	Improved district performance on NAEP, state assessments, the Council’s academic key performance indicators, and other indicators of academic improvement.
b) An automated system of academic KPIs for member use.	Improved district performance on NAEP, state assessments, the Council’s academic key

	performance indicators, and other indicators of academic improvement.
7. a) Greater number of companies and organizations producing high-quality, standards-aligned instructional materials for ELLs and struggling students.	Improved academic outcomes for ELLs and struggling students.
b) An online Professional Learning Platform providing professional development for effective instruction of struggling students.	Improved academic outcomes for ELLs and struggling students.
8. Survey of district practices around social-emotional and social support strategies.	Appropriate metrics and linkages to academic achievement and completion.
9. a) A survey of the numbers and percentages of teacher of color in member districts.	Increased number of educators of color in member districts.
b) Summaries of promising teacher and leader pipeline programs across the country.	Stronger human capital strategies for identifying and developing educators in urban school systems.
10. Revitalized network of Great City Colleges of Education and boost participation.	Improved local collaboration, pipelines, and joint initiatives.
11. A new urban school executive management training program for district instructional leaders.	Stronger, more effective instructional leadership.
12. Annual meetings of chief academic officers, bilingual education directors, research directors, and special education directors.	A strong and growing network of academic leaders and staff across urban school districts.



**GOAL 2. TO LEAD, GOVERN, AND MANAGE OUR URBAN PUBLIC SCHOOLS  
IN WAYS THAT ADVANCE THE EDUCATION OF OUR STUDENTS AND ENHANCE  
THE EFFECTIVENESS AND EFFICIENCY OF OUR INSTITUTIONS.**

**Strategy**

Build the capacity of urban school boards, superintendents, and managers to lead, govern, and manage our districts; improve the academic and operational performance of our school districts; and bolster the tenures of effective urban school leaders.

**Tactics:**

1. Expand the organization’s work to strengthen the governing capacity of member school boards and bolster the working relations between boards and superintendents. This will involve new professional development and more technical assistance to sitting school boards and cross-district support of board teams, school board presidents, and new school board members on both effective governance and their roles in improving student achievement.
2. Provide technical assistance, ongoing mentoring, and support for member superintendents through a cadre of successful former superintendents. The Council will pursue additional financial support to provide mentors for new superintendents in the organization’s membership, participate on new superintendent transition teams, and provide on-site orientation for new superintendents.
3. Revamp and expand the Council’s urban school executive’s management training program to include chief operating officers, chief financial officers, human resource directors, chief information officers, and key academic leaders. Coordinate this effort with the Casserly Institute.
4. Sustain and improve the Council’s performance management system and its non-instructional key performance indicators. Analyze urban districts with exemplary governance and operations and use the results to track and improve school board governance, organizational and process effectiveness, cost-efficiency, and return-on-investment. Conduct additional analysis of progress on operational key performance indicators across districts and strategies that produce better results.
5. Continue to provide Strategic Support Teams (SSTs) and technical assistance to member school systems on management and operational issues. SSTs will focus on in the areas of organizational structure, staffing levels, human resources, facilities operations, maintenance and operations, budget and finance operations, information technology, safety and security, procurement, food services, and transportation.



6. Begin synthesizing the results of the Council’s many SSTs over the years to articulate lessons learned and best practices. The Council has conducted some **300** SSTs over the last 20 years. The results, in combination with the key performance indicators, have significantly improved operations across the Great City Schools. The Council will begin synthesizing lessons learned and best practices to allow the membership to sustain and improve the gains made over the years.
7. Convene regular meetings of operational and finance staff to foster and enhance collaboration, mutual support, and the ability to act collectively. Coordinate agendas of job-alike meetings of the human resource directors, chief operating officers, chief financial officers, and information technology directors with priorities of the executive committee and board of directors.
8. Continue responding to ongoing information requests, providing data and best practices, sharing data, and conducting customized research for member district staff.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. a) Cross-district professional development for board teams, school board presidents, and new school board members on effective governance.	Stronger, more effective urban school board leadership and increased board and superintendent tenure.
b) On-site technical assistance to sitting school boards on effective governance and their role in improving student achievement.	Stronger, more effective urban school board leadership and increased board and superintendent tenure.
2. Support for new urban district superintendents.	Stronger, more effective district leadership and increased superintendent tenure.
3. A re-envisioned urban school executive management training program for chief operating officers, chief financial officers, human resource directors, and chief information officers.	Stronger, more effective operational leadership.
4. a) An online performance management system and annual	Increased operational efficiency on key performance indicators across member districts.

report on operational data and trends across districts.	
b) Analysis of operational practices among effective urban school districts.	Increased operational efficiency on key performance indicators across member districts.
5. Technical assistance through Strategic Support Team reviews of district financial and operational functions.	Increased operational efficiency on key performance indicators across member districts.
6. A report synthesizing lessons learned across strategic support teams in the area of finance and operations.	Increased operational efficiency on key performance indicators across member districts.
7. Annual meetings of human resource directors, chief operating officers, chief financial officers, and information technology directors.	A strong and growing network of financial and operational leaders and staff across urban school districts.
8. On demand research and information on district management practices.	Increased operational efficiency on key performance indicators across member districts.



### GOAL 3. TO BOLSTER THE PUBLIC'S CONFIDENCE IN URBAN PUBLIC EDUCATION AND BUILD A SUPPORTIVE COMMUNITY FOR RAISING OUR CHILDREN AND ENHANCING THEIR FUTURE.

#### Strategy:

Improve the public's perceptions of, support for, and confidence in public education by making progress academically and operationally, letting people know about that progress, and celebrating success. Negative is always louder than positive, so in service of this goal it will be necessary to listen to our critics and address our challenges but avoid spending much time or energy trying to persuade opponents. In sum, our strategy is to make progress and build the capacity of districts to communicate it; it's hard to fight success.

#### Tactics:

1. Enhance the Council's outreach efforts to the public, placing more explicit emphasis on the successes and progress of urban public schools, and our members' role in strengthening our communities. Place additional priority on finding and sharing examples of district, school, and student success across a broader public audience at the national level.
2. Develop and provide member districts with additional communications tools, platforms, and strategies for improving the public's perception of urban schools at the local level. In addition, create a prototype for districts to use to better communicate with the public in crisis situations, manage negative news, and build the capacity of the membership to tell their own stories of progress and success.
3. Assist districts in developing strategies and models for more effectively engaging parents and community stakeholders. Design a prototype for how urban school leaders could reconceive and enhance their public engagement initiatives and strengthen public trust in the institution.
4. Provide additional Strategic Support Teams to member districts to help improve their capacity to communicate with the public. These teams would consist of expert communications staff from peer districts that have particularly strong programs and initiatives.
5. Conduct polling on the public's perceptions of urban public schools and where and how targeted messaging might prove effective. Seek external funds to support polling like what the Council has done in the past to gauge the public's evolving confidence in urban public education.
6. Expand the Council's social media presence to reach a wider audience when

communicating the progress of urban public education. Step up the organization’s daily postings on social media (Twitter and Facebook) and the numbers of ‘followers’ it has on social media outlets. Expand social media presence into Instagram. Increase use of memes, videos, and photos. Expand use of the Council’s #GreatCityGrads hashtag and connections to the #mybrotherskeeper hashtag.

7. Provide more comprehensive information to national and local community-based groups on the social services that our schools deliver to parents and the community. Distribute this information through national and local parent groups to help build support for their local public schools.
8. Continue conducting the biennial survey of member communications departments, their staffing levels, functions, responsibilities, funding, and the like. Moreover, expand the representation of districts at the annual meeting of the Council’s public relations executives.
9. Strengthen contacts with mainstream media, alternative media, and ethnic media and their reporters to ensure that the Council is called when they are writing stories relevant to urban education.
10. Carefully vet partnerships with external organizations around critical priorities identified by the membership.

**Metrics:**

The Council will monitor and gauge progress on this goal by using the following metrics.

Outputs	Outcomes
1. Identification and dissemination of stories on the successes and progress of urban public schools through <i>The Urban Educator</i> and other outlets.	Enhanced public support and confidence in urban public schools.
2. A guide for district communications leaders and staff on managing crisis communications.	More effective district messaging and management of crisis situations.
3. A guide for district communications leaders and staff on community, parent, and media engagement.	More effective district communication and engagement of stakeholders, and stronger customer satisfaction.
	Stronger parent and community buy-in and support for public schools.

4. Technical assistance through Strategic Support Team reviews of district communications and community engagement functions.	More effective district communication and engagement of stakeholders.
5. A survey of the public's perceptions of urban public schools.	More effective Council and district communications and messaging to improve public perception of urban public schools.
6. Increased social media presence for the Council.	Enhanced public support and confidence in urban public schools.
7. Tools for districts for increasing parent understanding and access to the social services provided by public schools.	More effective district communication and engagement of stakeholders.
	Stronger parent and community buy-in and support for public schools.
8. Biennial survey of member communications departments, including their staffing levels, functions, responsibilities, and funding.	More effective district communication and engagement of stakeholders.
9. Information and input into mainstream and alternative media coverage of education issues and urban school trends and progress.	Enhanced public support and confidence in urban public schools.
10. Approved partnerships that enhance the Council's support and services for member districts and students.	



# Officers of the Council of the Great City Schools

Larry Feldman, Chair of the Board  
Miami-Dade County School Board Member

Eric Gordon, Chair-elect of the Board  
Cleveland Metropolitan Schools Chief Executive Officer

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

Felton Williams, Immediate Past Chair  
Long Beach School Board Member

Michael Casserly, Executive Director

# MINUTES

**EXECUTIVE COMMITTEE**



**COUNCIL OF THE GREAT CITY SCHOOLS  
MINUTES  
EXECUTIVE COMMITTEE MEETING  
Baltimore, MD  
October 25, 2018**

**Thursday, October 25, 2018**

Present:

Officers:

Lawrence Feldman, Chair, Miami-Dade School Board  
Eric Gordon, Chair Elect, Cleveland CEO  
Michael O'Neill, Secretary/Treasurer, Boston School Committee

Members:

Tom Ahart, Des Moines Superintendent  
Juan Cabrera, El Paso Superintendent  
Richard Carranza, New York City Chancellor  
Sharon Contreras, Guilford County Superintendent  
Paul Cruz, Austin Superintendent  
Valerie Davis, Fresno School Board  
Guadalupe Guerrero, Portland Superintendent  
Allegra Haynes, Denver School Board  
Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent  
Lacey Merica, Omaha School Board  
Barbara Nevergold, Buffalo School Board  
Ashley Paz, Fort Worth School Board  
Raquel Reedy, Albuquerque Superintendent  
Deborah Shanley, Brooklyn College, CUNY Dean  
Van Henri White, Rochester School Board  
Darrel Woo, Sacramento School Board  
Paula Wright, Duval County School Board

Absent:

Barbara Jenkins, Orange County Superintendent  
Elisa Snelling, Anchorage School Board  
Susan Valdes, Hillsborough County School Board  
Felton Williams, Immediate Past Chair, Long Beach School Board

Larry Feldman, Chair of the Board of Directors, called the meeting to order at 4:30 pm. Present members introduced themselves and a quorum was established by Executive Director Michael Casserly.

### Minutes

Larry Feldman presented the minutes of the July 20 and 21, 2018 meeting of the Executive Committee in Anchorage, Alaska. A motion to approve the minutes passed by voice vote.

### Membership

Tom Ahart gave the report of the Membership Subcommittee. The materials for the discussion included membership requests and information on Manchester, NH and Alief, TX. Alief appeared not to qualify since it was not the main city in the metropolitan region (it is outside of Houston), so the recommendation of the Subcommittee was to deny the district's application.

A motion to accept the Subcommittee's recommendation on Alief, TX passed by voice vote.

The next application was from Manchester, NH. While Manchester was the largest city in the state, it does not have the required demographic characteristics. However, one member pointed out that it is substantially different from the rest of the state. Members then discussed how to interpret the by-laws language governing membership. Casserly clarified that the language on the largest city in the state was only one requirement—demographic characteristics were also a factor. The Subcommittee asked for additional time to look more closely at the demographic characteristics of the district.

A motion to allow the Subcommittee to take another look at the application of Manchester, NH passed by majority vote.

### Audit

Michael O'Neill gave the audit report. The budget for FY 2017-18 was provided in the Committee's materials. The organization shows a balanced budget on the operating side, with a planned spend-down in categorical spending (specifically, on project funding received from foundations). The audit report provided a breakdown by project.

The budget for FY 2018/19 was also included with first quarter revenues and expenditures through September 30.

Casserly noted that 93 percent of membership dues were paid at this point— a much higher rate than usual. Typically, the organization had collected around 65 percent of dues at this point in the year. Casserly gave credit to the Council's Administrative Assistant, Marilyn Banks, for her aggressive follow-up with the membership.

Michael O'Neill then called the group's attention to the organization's asset allocations. The organization has significant balances invested in a conservative investment portfolio,

and the asset allocation report indicated that the organization's portfolio was well within target ranges.

Moreover, O'Neill informed the group that the Audit Subcommittee was going to review in more detail the organization's various revenue streams in advance of the January meeting in Denver to ensure that the committee fully understood the group's financial standing and challenges ahead.

Sharon Contreras raised a concern about the organization's banking with Wells Fargo or holding any investments with JP Morgan. The committee agreed to look at this as well.

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

#### Partnership Proposals

The Committee reviewed a proposal for a joint project with the Teaching Channel. Committee members agreed that this proposal was like what the group had seen before with others—a company using a proposed partnership with the Council as a way of marketing their own products.

A motion to deny this partnership proposal passed by voice vote.

#### Strategic Planning

A near-final draft of the strategic plan was presented and discussed by the group in Anchorage. This new draft reflected the various recommendations and additions Committee members had suggested.

A motion to accept the strategic plan passed by voice vote. The document will now go to the Board of Directors on Saturday.

#### Harvard Program Update

In Anchorage, the Committee decided to go ahead with the process of developing a plan for a three-day summer leadership training program with Harvard University. This plan will be presented to the Board on Sunday for informational purposes.

At the January meeting the committee will discuss the process of participant selection.

#### By-Laws

No report.

#### Award Programs

Committee materials also provided information on the Council's various awards programs, including this year's nominees for the Green-Garner Award.

### Conferences and Meetings

Casserly presented the meeting lineup for the remainder of 2018 and 2019. The 2019 annual conference will be held in Louisville, KY. The 2020 conference will be held in Dallas and the 2021 conference will be in Philadelphia.

Finally, this was the last meeting for two Committee members—Lacey Merica and Paula Wright. Larry Feldman thanked them for their commitment and service to the organization.

The Chair adjourned the meeting at 5:30 pm.

Respectfully submitted:

Michael Casserly  
Executive Director

**BOARD OF DIRECTORS**

**COUNCIL OF THE GREAT CITY SCHOOLS MINUTES  
BOARD OF DIRECTORS MEETING  
WASHINGTON, D.C.  
OCTOBER 27, 2018**

Larry Feldman, Chair of the Board of Directors and Miami-Dade County school board member, called the meeting to order at 8:45 am. Present members introduced themselves, and a quorum was established by Executive Director Michael Casserly.

Minutes

Larry Feldman presented the minutes of the March 18, 2018 meeting of the Board of Directors at the Legislative Conference in Washington D.C. and the July 20 and 21, 2018 meeting of the Executive Committee in Anchorage, Alaska. A motion to approve the minutes passed by voice vote.

Annual Report

Michael Casserly gave a brief overview of the 2017-18 annual report. Individualized member services reports, including a return on investment calculation, were also provided to member districts. A motion to approve the annual report passed by voice vote.

Conferences and Meetings

Casserly presented the lineup of meetings for the remainder of 2018 and 2019. He encouraged all members to send their staff to various job-alike convenings held throughout the year. The 2019 annual conference will be held in Louisville, KY, the 2020 annual conference will be in Dallas, and Philadelphia will host in 2021. The organization is open to applications for 2022 and beyond. Districts from the west were encouraged to apply since the organization needs to rotate its meetings regionally.

Communications

Casserly reviewed the Council's recent statements and press releases, as well as a sample of recent articles and editorials (organized by topic area) and a report on the organization's social media presence. Casserly welcomed any feedback, concerns, or questions concerning the Council's communications and outreach work, emphasizing that the group strives to represent the will of the membership.

Committee materials also included a presentation on crisis communications made during the Public Relations Executives meeting in July.

Casserly then turned to the report on the organization's social media presence. As an organization we are behind in this area, so we have hired a social media staff member, Joanne Cowley to bolster the organization's presence. Cowley was introduced to members of the board.

Finally, the board's materials included the latest edition of *The Urban Educator* and an agenda from the most recent meeting of communications directors.

### Legislation

Jeff Simering, the Council's Director of Legislation, gave a briefing on federal legislative developments. The nation's capital continues to be abnormally dysfunctional, but Simering predicted that if either side of Congress flips in the upcoming mid-terms that we are likely to see increased rancor and chaos in 2019 and 2020. There were seven appropriations bills pending still pending in Congress, although they did not include the Department of Education's. The issue of funding for a border wall will likely be front and center in the lame duck session as Congress tries to finish action on the appropriations measures. It was unclear whether action will include any relief or clarity around DACA, public benefits statutes, or legal immigration. A summary of education appropriations was included in board briefing materials

Simering indicated that overall, the Council and its members had benefited from the limited education agenda of the administration. The organization has tried to engage the administration on regulatory simplification without harming civil rights protections.

In terms of ESSA, all 50 states have now had their plans approved by the Department of Education. No serious implementation issues have come to light so far from the membership.

Turning to the census—Casserly indicated that the administration was curtailing partnerships that would encourage broad-based participation in the census. He noted that an incomplete census might lead to funding shortfalls and a lack of representation. He indicated that the Council will help create tools to encourage participation.

Casserly then discussed recent legal developments that have the potential of impacting school districts, such as the Harvard case concerning race-based decisions in college admissions.

### Research

Casserly and Ray Hart, the Council's Director of Research, gave an update on the Council's research activities. There were two main items. The first was the NAGB TUDA advisory board. Board materials included information about this group as well as minutes from the first meeting. Council staff also had a meeting with NCES/NAGB earlier in the week, where the group discussed the impact on scores of a lack of alignment between NAEP and state college- and career-readiness standards.

For the past few years the Council has also been collecting and analyzing academic key performance indicator data. The report was provided in board materials. Casserly stressed that the Council had spent five years refining these indicators, and this was the first time we've been able to release a report of this kind, tracking data patterns and trends across districts. Casserly then gave a brief summary of the report's findings.

### Achievement Task Force

Deb Shanley, head of the Council’s deans’ group, gave the report of the Achievement Task Force. There was a good discussion at the Task Force meeting, where Ray Hart walked the group through how to use the academic key performance indicators. There was also a discussion of emerging data from the Council’s site visits to a handful of districts that were making substantial gains on NAEP—districts that have exceeded expectations based on their demographics. The materials provided a brief writeup of these site visits, including preliminary observations of shared characteristics and strategies.

The academic team also gave an update on a new reading acceleration grant, as well as a report on the pre-conference held earlier this week on unfinished learning in math. Casserly pointed out a list of common core implementation resources that the Council has developed over the past ten years, for those who may be new and unfamiliar with the array of tools available to them and their staff members.

Casserly then went into more detail on the Gates Foundation site visits, as well as an upcoming report on principal supervisors, funded by the Wallace Foundation. This report is due out by summer 2019.

### Males of Color Task Force

Michael Hinojosa, Dallas superintendent and task force co-chair, gave the report for the Males of Color Task Force. He reported a very good, interactive discussion at the Task Force Meeting, as well as overwhelming participation. Ray Hart provided hands-on guidance on how to interpret and apply the data on key performance indicators pertaining to males of color, helping to build momentum behind the work.

Casserly explained that the Council’s strategy involves making two types of tools available to the membership—academic KPIs on males of color, as well as a set of annotated practices and programs for males of color from around the country. Eric Gordon, Cleveland schools CEO, encouraged members to ensure that they have submitted recent, updated information on their males of color work.

A handful of members then raised the possibility of a similar task force around females of color. This was something the Executive Committee will now discuss at the winter meeting.

### English Language Learners Task Force

Ashley Paz, Fort Worth board member and task force co-chair, gave the report of the English Language Learners Task Force. At the Task Force Meeting, Council ELL staff covered updates on three main items—the joint procurement project, the professional development platform, and the ELL survey report. She then turned it over to Gabriella Uro, the Council’s ELL Director, to provide further details for the board.

The discussion started with background information on the joint procurement project. The Council started this work several years ago with the aim of harnessing the collective purchasing power of districts to drive improvements in the quality and alignment of ELL



instructional materials. In a few weeks, the Council will have a final meeting of the selection committee to determine which of the three finalists/products will make it to our “bench.” At that point—around January/February of next year—any one of our member districts will be able to purchase these vetted materials against a single RFP.

Moving on to the Council’s Professional Learning Platform, Uro stressed that this was a set of ten online courses focused on complex thinking and communications. Nine districts were currently enrolled, with over 2,000 participants. Uro also indicated that the Council had recently received a grant (in partnership with UC Irvine and the Writing Project) to add writing courses to the lineup.

In response to a question regarding college credits for participation, Deb Shanley suggested that she could bring this up to the Dean’s group.

The task force discussion also touched on immigration issues and supreme court cases.

Uro then reviewed some of the highlights from ELL survey on ELL enrollment trends and home languages.

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

Michael O’Neill, Boston school committee member and task force co-chair, gave the report of the Leadership, Management, Governance, and Finance Task Force. He described the lengthy discussions that the Board and Executive Committee have had on what we can do to better prepare district leaders—particularly board members. To address this, we have pursued a partnership with Harvard University around board training that the executive committee agreed to move forward on at its summer meeting.

The Council will now solicit interest from the membership in participating in the initiative. In response to a question, Michael O’Neill clarified that this will not supplant the work the Council does in providing on-site board training.

Barbara Nevergold, Buffalo school board member and task force co-chair, then finished up the report with a summary of what was presented at the Leadership, Governance, Management, and Finance Task Force meeting, including a sample of recent SST reports, a procurement report, and *Managing for Results* (the operational KPI report). There was also an update on the Casserly Institute, a professional development program for CIOs, CFOs, and CAOs aimed at building a stronger pipeline for these leadership positions. The first pilot of this program is slated for 2019.

#### Strategic Planning

A copy of the new draft strategic plan was included in the Board materials. Casserly provided a background and summary of the feedback, survey data, and analysis that had been incorporated into the final draft. The Executive Committee met in January for a day of discussions as part of the strategic planning process. The process also included a series of member surveys that informed the work along with staff analyses of organizational strengths and weaknesses.

The plan was built around the three main goals of the organization, and incorporates strategies, tactics, and metrics for gauging progress toward each of these overarching goals. A motion to accept the five-year strategic plan passed by voice vote.

### Membership

There were two applications for membership: Alief, TX and Manchester, NH. The Executive Committee indicated that Alief did not meet the organization's membership requirements, and it should not be admitted.

A motion to deny Alief membership passed by voice vote.

For Manchester, the Executive Committee requested additional time to study the district's demographic characteristics and to more fully consider the diversity of this district relative to its state. The Membership Subcommittee will report out to the Committee at its January meeting and make a recommendation concerning membership at that time.

### Audit

Michael O'Neill, Boston school committee member and Council secretary/treasurer, gave the audit report. He walked the Board through the audit section of the meeting materials, which provided the 2017-18 budget and various funding and expense categories, an update on dues payments (along with an updated dues tier structure for the coming year), and detailed information on revenues. Materials also included the budget for the current year.

The organization's investment policy was also laid out, including asset allocations for Council investment funds.

O'Neill also called the Board's attention to a new chart that was developed to help the membership understand the three pools of revenue that were available to the Council and what might happen if any pool ran dry.

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

### By-Laws

No report.

In closing, Casserly thanked the Council staff and the city of Baltimore for the tremendous work they did hosting the 2018 annual conference. Baltimore received a standing ovation for its work

The Chair adjourned the meeting at 12:03 pm.

Respectfully submitted:

Michael Casserly  
Executive Director

## **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 Kelly Gonez (Los Angeles School Board) fill the vacancy created by Paula Wright (Duval County 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

- 2) Be it resolved: That Leslie Grant (Atlanta School Board) fill the vacancy created by Lacey Merica (Omaha 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

- 3) Be it resolved: That Sonja Santelises (Baltimore Superintendent) fill the vacancy created by Susan Valdes (Hillsborough County 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

**COMPOSITION OF EXECUTIVE COMMITTEE**

CONCIL OF THE GREAT CITY SCHOOLS  
EXECUTIVE COMMITTEE

FOR FISCAL YEAR 2018-2019 (as of 01/15/19)

	EXPIRATION OF TERM	POSITION		SEX		RACE					REGION				
		SUPT	BOARD	MALE	FEMALE	AA	HISPANIC	WHITE	ASIAN	OTHER	EAST	MW	SE	WEST	
1	Feldman, Larry,Chair		1	1				1					1		
2	Gordon, Eric, Chair-Elect	1		1				1			1				
3	O'Neill, Michael,Secty/Trea		1	1				1			1				
4	Felton Williams, IPChair		1	1		1								1	
5	Ahart, Tom	1st 6/30/19	1	1				1				1			
6	Cabrera, Juan	1st 6/30/20	1	1			1					1			
7	Carranza, Richard	P Knowles6/30/19	1	1			1				1				
8	Contreras, Sharon	1st 6/30/20	1		1	1						1			
9	Cruz, Paul	1st 6/30/18	1	1			1					1			
10	Davis, Valerie	M O'Neil 6/30/19		1	1					1				1	
11	Gonez, Kelly	P Wright 6/30/19		1	1		1							1	
12	Grant, Leslie	L Merica 6/30/20		1	1			1					1		
13	Guerrero, Guadalupe	A Lora 6/30/19	1	1			1							1	
14	Haynes, Happy	1st 6/30/20		1	1	1						1			
15	Hinojosa, Michael	1st 6/30/20	1	1			1					1			
16	Hite, Bill	1st 6/30/20	1	1		1					1				
17	Jenkins, Barbara	1st 6/30/20	1		1	1							1		
18	Nevergold,Barbara	C Gray 6/30/19		1	1	1					1				
19	Paz, Ashley	1st 6/30/20		1	1			1				1			
20	Reedy, Raquel	M King 6/30/20	1		1		1							1	
21	Santelises, Sonja	S Valdes 6/30/20	1		1	1							1		
22	Snelling, Elisa	D Edgcmb 6/30/18		1	1			1						1	
23	White, Van Henri	Ron Lee 6/30/20		1	1	1					1				
24	Woo, Darrell	M Cooper 6/30/19		1	1					1				1	
<b>TOTAL</b>			<b>12</b>	<b>12</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>7</b>

Composition of Executive Committee  
FY2018-19 as of January 2019

<b>Region</b>	<b>Male</b>	<b>Female</b>	<b>Board</b>	<b>Supt</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>	<b>Totals</b>
East	5	1	3	3	3	1	2	0	6
Southeast	1	4	2	3	3	0	2	0	5
Midwest	4	2	2	4	1	3	2	0	6
West	3	4	5	2	1	3	1	2	7
Totals	13	11	12	12	8	7	7	2	24

**SUBCOMMITTEE ON MEMBERSHIP**



# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on Membership**

**2018-2019**

### *Subcommittee Goal*

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

### *Chair*

Thomas Ahart, Des Moines Superintendent

### *Members*

Sharon Contreras, Guilford County Superintendent

William Hite, Philadelphia Superintendent

Barbara Nevergold, Buffalo School Board

Raquel Reedy, Albuquerque Superintendent

Van Henri White, Rochester School Board

### *Ex Officio*

Larry Feldman, Miami-Dade County School Board

# COUNCIL OF THE GREAT CITY SCHOOLS

## Membership by Region January 2019

East (E)	Midwest (MW)	Southeast (SE)	West (W)
Boston	Arlington (TX)	Atlanta	Albuquerque
Bridgeport	Aurora	Baltimore	Anchorage
Buffalo	Austin	Birmingham	Fresno
Cincinnati	Chicago	Broward County	Hawaii
Cleveland	Dallas	Charlotte	Las Vegas
Columbus	Denver	Charleston	Long Beach
Dayton	Des Moines	Guilford County	Los Angeles
Detroit	El Paso	Jackson	Oakland
Newark	Ft. Worth	Jacksonville	Portland
New York City	Houston	Louisville	Sacramento
Philadelphia	Indianapolis	Memphis-Shelby Cty	San Diego
Pittsburgh	Kansas City	Miami-Dade County	San Francisco
Providence	Milwaukee	Nashville	Santa Ana
Rochester	Minneapolis	New Orleans	Seattle
Toledo	Oklahoma City	Norfolk	Stockton
Toronto	Omaha	Orlando	
	San Antonio	Palm Beach	
	St. Louis	Puerto Rico	
	St. Paul	Richmond	
	Tulsa	St. Petersburg	
	Wichita	Tampa	
		Washington D.C.	
16	21	22	15

**MEMBERSHIP REQUEST FROM MANCHESTER, NH**



**MANCHESTER SCHOOL DISTRICT**  
SCHOOL ADMINISTRATIVE UNIT NO. 37  
195 McGregor Street, Suite 201  
Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

**Joyce Craig**  
Mayor & Chair of the  
Board of School Committee

**Bolgen Vargas, Ed.D.**  
Superintendent of Schools

October 9, 2018

Michael Casserly  
Head Council  
Council of the Great City Schools  
1331 Pennsylvania Ave., N.W., Ste. 1100N  
Washington D.C., 20004

Re: Council of the Great City Schools Petition Letter

Dear Dr. Casserly:

On behalf of the Manchester School District (MSD) and the City of Manchester, New Hampshire, please accept this letter of petition for MSD's membership with the Council of the Great City Schools (Council).

Manchester is the largest, most diverse city in New Hampshire, and the largest city in Northern New England; similarly, MSD is the largest and most diverse school district in the state. Manchester was incorporated as a city in 1846 and is located in Hillsborough County, approximately 60 miles north of Boston, situated along the banks of the Merrimack River. Current estimates put Manchester's population at 111,196.

MSD was established in 1875 and is the oldest school district in New Hampshire. It currently serves approximately 13,600 students. MSD is overseen by the Manchester Board of School Committee (BOSC). The BOSC has 15 members including representatives from each of Manchester's 12 wards, 2 at-large representatives, and the Mayor, who serves as the Chair. The Mayor and all other BOSC members are elected every 2 years. The current members of the BOSC are:

1. Sarah Ambrogi, Ward 1
2. David Scannell, Ward 2
3. Mary Ngwanda Georges, Ward 3
4. Leslie Want, Ward 4
5. Lisa M. Freeman, Ward 5
6. Dan Bergeron, Ward 6
7. Ross Terrio, Ward 7
8. Jimmy Lehoux, Ward 8

*It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan; the 504 Coordinator is Mary Steady. Please see above for contact information.*

- 9. Arthur Beaudry (Vice Chair), Ward 9
- 10. John Avard, Ward 10
- 11. Katie Desrochers, Ward 11
- 12. Kelly Thomas, Ward 12
- 13. Richard H. Girard, At-Large
- 14. Vacant, At-Large
- 15. Joyce Craig, Mayor and Chair

MSD is comprised of 22 schools, 14 elementary schools, 3 middle schools, 3 high schools, and 1 career high school. The student population is the most diverse in the state of New Hampshire. Students of color make up 42% of the total district population and includes high percentages of Hispanic (23%), African American (9%) and Asian/Pacific Islander (5.2) students. The MSD also has high percentages of students eligible for free/reduced price lunch (57%), and English Language Learners or ELLs (15%) in comparison to state averages (students of color – 15%, Hispanic - 6%, Asian/Pacific Islander - 3.4% and African American - 2%; eligible for free/reduced price lunch – 27%, ELLs – 2%).

MSD is a national-leader in competency-based education and project-based learning (PBL). The Hewlett Packard Foundation and the Buck Institute recently selected MSD as one of two school districts in the country – the other is Pearl City-Waipahu Complex Area in Hawaii – to receive a significant investment to scale-up high-quality PBL across the district. The goal is by 2021 for at least 80% of MSD’s students to be engaged in two high-quality PBL experiences per year, beginning in kindergarten.

We are eager to begin a partnership with the Council. MSD is currently working with a community movement called Manchester Proud to reimagine learning in the City. Manchester Proud is leading an inclusive, community-driven process to create a new strategic plan for MSD that is by and for all the people of Manchester. This process would greatly benefit from the insight, experience, and knowledge of the Council’s membership. MSD also looks forward to contributing as an active member of the Council. We share a common commitment to ensuring all of our students graduate ready to thrive in the twenty-first century.

Should you have any questions or require any additional information, please contact us at 603-624-6300.

Thank you.



Joyce Craig, Mayor  
Chairman, Board of School Committee



Bolgen Vargas, Ed.D.  
Superintendent of Schools

*It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan; the 504 Coordinator is Mary Steady. Please see above for contact information.*

## Key Statistics on Manchester, NH

	<b>Council By-laws Criteria</b>	<b>Manchester School District</b>
<b>Population of city</b>	250,000	110, 506
<b>School district enrollment</b>	35,000	14, 396
	<b>Council Average</b>	<b>Manchester School District</b>
<b>Free/reduced price lunch</b>	70%	57%
<b>Percent African American</b>	29%	8%
<b>Percent Hispanic</b>	40%	18%
<b>Percent ELL</b>	17%	10%

## Key Statistics on Manchester, NH

	Council By-laws Criteria		Manchester School District	
<b>Population of city</b>	250,000		110, 506	
<b>School district enrollment</b>	35,000		14, 396	
	Council Average	Council Range	Manchester School District	State of New Hampshire
<b>Free/reduced price lunch</b>	70%	32%--100%	57%	28%
<b>Percent African American</b>	29%	0%--97%	8%	2%
<b>Percent Hispanic</b>	40%	2%--100%	18%	5%
<b>Percent ELL</b>	17%	0%--40%	10%	2%*

\*All demographic data comes from the National Center for Education Statistics for the 2015-16 school year. However, the data on ELL enrollment did not meet NCES's data quality standards. This figure comes from the New Hampshire Department of Education Division of Education Analytics and Resources, also from the 2015/16 school year. Downloaded on 11/6 from [https://www.education.nh.gov/data/documents/lep\\_enrollment\\_1516.pdf](https://www.education.nh.gov/data/documents/lep_enrollment_1516.pdf)

**SUBCOMMITTEE ON BY-LAWS**



# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on By-Laws**

**2018-2019**

### ***Subcommittee Goal***

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

### ***Chair***

Allegra "Happy" Haynes, Denver School Board

### ***Members***

Juan Cabrera, El Paso Superintendent  
Richard Carranza, New York City Chancellor  
Valerie Davis, Fresno School Board  
Barbara Jenkins, Orange County Superintendent  
Felton Williams, Long Beach School Board  
Darrel Woo, Sacramento School Board

### ***Ex Officio***

Larry Feldman, Miami-Dade County School Board

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

**ARTICLE I: NAME**

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

**ARTICLE II: PURPOSE AND MISSION**

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

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

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

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

**ARTICLE III: OFFICES**

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

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

**ARTICLE IV: MEMBERSHIP**

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

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

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

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

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

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

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

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

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

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

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

**Section 5.01 Board of Directors.** The affairs of the Corporation shall be operated by the Board of Directors. Members of the Board of Directors are the officers of the corporation and the Superintendent of Schools and a member of the Board of Education officially designated by each Board of Education and the Chair of the Great City Colleges of Education. Each member of the Board of Directors shall vote as an individual. No proxies may be appointed to the Board of Directors for the purposes of constituting a quorum of the Board of Directors

or for purposes of voting on matters coming before the Board of Directors. A member of the Board of Directors who is unable to attend a board meeting may, in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the board member on the business of the meeting.

### **Section 5.02 Officers.**

- (a) Elected Officers.** The elected officers of the Corporation shall be the Chair, Chair-Elect, and Secretary/Treasurer. No person shall be elected to the same position for more than two successive years. The officers shall be elected annually by the Board of Directors from persons who have served on the Executive Committee. Officers and shall take office on the 1st of July following their election. If an officer is unable to complete a term, the Board of Directors shall fill the vacancy at the next meeting of the Directors. The Office of the Chair shall alternate generally between superintendents and Board of Education members. Where the Chair or Chair-Elect is a Board of Education member, he or she may continue to be Chair, or Chair-Elect and then Chair, as the case may be, even though he or she is no longer the designated Board of Education member for his or her school district; provided, however, that only the designated Board of Education member from his or her district shall be entitled to vote at Board of Directors meetings.
- (b) Non-Elected Officers.** The immediate past Chair shall serve as a non-elected, but voting officer of the Corporation. The Executive Director shall serve as a non-elected and non-voting officer of the Corporation.

### **Section 5.03 Executive Committee**

- (a) Voting Members.** The voting members of the Executive Committee shall consist of the Chair, Chair-Elect, Secretary/Treasurer, Immediate Past Chair, and twenty (20) persons elected by the Board of Directors. The Executive Committee shall be elected by the Directors at the Annual Meetings of the membership on a staggered basis for terms of three years and shall take office on the 1st of July following their election. The maximum consecutive number of years that a member of the Board of Directors can serve on the Executive Committee shall be limited to the total of (i) the balance of an unexpired term to which, pursuant to subsection 5.03(e), he or she is appointed by the Executive Committee and is then elected by the Board of Directors; (ii) two three-year terms; and (iii) any additional consecutive years during which he or she serves as an officer of the Corporation.
- (b) Proxies.** No proxies may be appointed to the Executive Committee for purposes of constituting a quorum of the Executive Committee or for purposes of voting on matters to come before the Executive Committee. A member of the Executive Committee who is unable to attend a committee meeting may in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the committee member on the business of the meeting.
- (c) Composition.** The Executive Committee and Officers of the Corporation shall have equal proportion of Superintendents and Board of Education Members; shall include geographic representation, race, gender, ethnicity, and attendance at Board of

Directors meetings as criteria for membership on the Executive Committee and for Officers of the Corporation. Attendance at Executive Committee meetings will be a criterion for renomination to the Executive Committee and for Officers of the Corporation. Failure to attend both the summer and winter meetings of the Executive Committee in any single calendar year may result in a member's replacement. No more than one person from each member district shall be nominated to the Executive Committee. In addition, the Chair of the Great City Colleges of Education shall serve as an *Ex Officio* non-voting member of the Executive Committee.

- (d) Responsibilities and Powers of the Executive Committee.** Except as to matters for which the General Not For Profit Corporation Act of 1986 of the State of Illinois, as amended from time to time, requires the approval of the members and to the extent not otherwise limited in these By-Laws and by resolution from time to time adopted by the Board of Directors, the Executive Committee shall have and may exercise all the authority of the Board of Directors, when the Board of Directors is not in session. The Executive Committee shall have power to authorize the seal of the Corporation to be affixed to all papers where required. Copies of the recorded minutes of the Executive Committee shall be transmitted to the Board of Directors. The Executive Committee shall have the power to contract with and fix compensation for such employees and agents as the Executive Committee may deem necessary for the transaction of the business of the Corporation, including but not limited to the Executive Director who shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation. All salary rates shall be approved annually by a vote of the Executive Committee.
- (e) Vacancies.** Between meetings of the Board of Directors, the Executive Committee shall have and exercise the authority to fill vacancies on the Executive Committee on a temporary basis and to declare a vacancy on the Executive Committee if a member shall be unable to attend meetings of the Committee, or should no longer hold a Superintendency or be a member of a Board of Education in the membership. Appointments to such vacancies shall be confirmed by the Board of Directors at their next regular meeting.
- (f) Subcommittees of the Executive Committee.** There shall be three subcommittees of the Executive Committee: Audit, By-Laws, and Membership. These Committees and their chairpersons will be appointed by the Executive Committee upon the recommendations of the Chair.

**Section 5.04 Task Forces of the Board of Directors.** The Board of Directors may from time to time create Task Forces to address critical issues facing urban public education. A Chair and Co-Chair of each Task Force shall be appointed by the Chair of the Board and shall include one Superintendent and one School Board member, and may also include a representative of the Great City Colleges of Education. The mission, goals, products, and continuation of each Task Force shall be subject to annual review and concurrence by the Board of Directors. Recommendations of the Task Forces shall be posted and circulated to the Board of Directors within a reasonable time before its meetings in order to be considered.

**Section 5.05 Nominations Committee.**

**(a) Composition.** A Nominations Committee shall be chosen annually by the Chair to nominate officers and members of the Executive Committee. In order to ensure racial, ethnic and gender representation on all committees and subcommittees, the Chair shall use these criteria in establishing the Nominations Committee and all other committees and subcommittees. The Nominations Committee shall consist of the Immediate Past Chair of the Organization, who shall act as Chair of the Committee, and at least four other persons appointed by the Chair. The elected officers of the Corporation shall not serve on the Nominations Committee.

A majority of the members of the Nominations Committee shall be members of the Board of Directors who do not serve on the Executive Committee. The Nominations Committee shall have, to the extent possible, an equal number of Superintendents and Board of Education members, and in addition to being geographically representative, shall be balanced by race, ethnicity and gender.

**(b) Responsibilities and Procedures.** The Nominations Committee shall announce nominations at least 14 days before the date of the Board of Directors meeting at which such election will occur. Additional nominations may be made by written petition submitted to the Chairperson of the Nominations Committee at least 24 hours in advance of the start of the Business Meeting at which the election will take place. A written petition must have at least five written signatures from five Board of Directors members from at least five different member cities.

## **ARTICLE VI: EXECUTIVE DIRECTOR**

**Section 6.01 Duties and Responsibilities.** An Executive Director shall be employed by the Executive Committee. In general, the responsibilities of the Executive Director shall be to organize and to coordinate the activities that form the basic program of the Corporation. The Executive Director shall function as the Chief Administrative Officer of the Corporation in accordance with policies established by the Executive Committee. The Executive Director shall be responsible for executing contracts in the name of the Corporation. The Executive Director shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation.

**Section 6.02 Fidelity Bond.** The Executive Director shall be responsible for the acquisition and maintenance of a fidelity bond for all corporate officers and employees.

## **ARTICLE VII: CONFERENCE MEETINGS**

**Section 7.01 Conferences.** The Board of Directors shall provide for at least one conference annually at which its members and staff shall meet to plan, discuss and hear reports of the organization. These meetings shall be determined and planned by the Executive Committee. The Conference may recommend to the Board of Directors problems and items for the Corporation's consideration.

**Section 7.02 Time and Place of Meetings.** Meetings of the Board of Directors and/or the Executive Committee shall be held at the call of the Chair, a majority of the Executive Committee, or one-third of the Board of Directors, and shall be held in the city of the registered office of the Corporation, or in member cities. The Board of Directors shall meet at least twice annually, once in the spring and once in the fall.

**Section 7.03 Spring Directors Meeting.** The spring meeting of the Board of Directors shall be held to elect officers, approve the annual budget, and transact such other matters of business as are necessary.

**Section 7.04 Notices of Meetings.** Written notices of the meetings of the Board of Directors and the Executive Committee shall be given at least fourteen (14) days prior to the date of the meeting.

**Section 7.05 Quorum.** The presence of one-third of the Board of Directors or a majority of elected Executive Committee members, respectively, shall constitute a quorum for the transaction of business, and unless otherwise provided in these By-Laws or by law, the act of a majority of The Board of Directors present or the act of a majority of elected Executive Committee members present at a meeting at which a quorum is present shall be an act of the Corporation.

**Section 7.06 Organization.** At every meeting of the Executive Committee, the Chair of the Board of Directors shall act as Chair. The Chair-Elect of the Board or other person designated by the Chair may chair the Executive Committee when the Chair is absent. The Executive Director or his or her designee shall serve as the Recording Secretary at all meetings of the Executive Committee and the Board of Directors.

**Section 7.07 Press Policy.** All meetings of the Corporation shall be open to the press and to the public. The Board of Directors or the Executive Committee, however, may by a majority vote declare a meeting closed.

## **ARTICLE VIII: FISCAL YEAR**

**Section 8.01 Fiscal Year.** The fiscal year of the Corporation shall be from July 1st of each year to June 30th of the succeeding year.

**Section 8.02 Audit.** The accounts of the Corporation for each fiscal year shall be audited, and the financial reports verified annually by the Audit Committee of the Executive Committee. A written report of the Audit Committee shall be filed in the minutes of the meeting of the Corporation at which the report is submitted.

**Section 8.03 Bond.** The Officers and employees responsible for handling funds for the organization shall be bonded in an amount to be determined by the Executive Committee and premium shall be paid by the Corporation.

## **ARTICLE IX: FINANCES**

**Section 9.01 Financial Support.** The Board of Directors shall determine the amount of the service charges and/or membership dues to be paid to the Corporation by Boards of Education in the membership. The Executive Committee shall review the membership dues structure and amounts in years ending in zero or five, and may recommend modifications to the Board of Directors.

**Section 9.02 Grants.** The Board of Directors shall be empowered to receive grants from foundations or other sources tendered to the Corporation.

**Section 9.03 Receipts.** All funds received are to be acknowledged by the Executive Director or his or her designee, and a monthly financial report is to be created internally for

management purposes and quarterly financial reports are to be submitted to the Executive Committee. Earmarked funds are to be carried in a separate account.

**Section 9.04 Checks, Drafts, and Order for Payment of Money.** Orders for payment of money shall be signed in the name of the corporation by such officers or agents as the Executive Committee shall from time to time designate for that purpose. The Executive Committee shall have the power to designate the officers and agents who shall have authority to execute any instruments on behalf of the Corporation.

**Section 9.05 Disbursements.** Checks written for amounts not exceeding \$100,000 shall be signed by the Executive Director or other persons authorized by the Executive Committee. Checks written in excess of \$100,000 shall be countersigned by the Executive Director and an officer.

**Section 9.06 Contracts and Conveyances.** When the execution of any contract or conveyance has been authorized by the Executive Committee, the Executive Director shall execute the same in the name and on behalf of the Corporation and may affix the corporate seal thereto.

**Section 9.07 Borrowing.** The Executive Committee shall have the full power and authority to borrow money whenever in the discretion of the Executive Committee the exercise of said power is required in the general interest of the Corporation. In such case, the Executive Committee may authorize the proper officers of the Corporation to make, execute and deliver in the name and on behalf of the Corporation such notes, bonds, and other evidence of indebtedness as the Executive Committee shall deem proper. No pledge or mortgage of the personal or real property of the Corporation is authorized unless by a resolution of the Board of Directors.

## **ARTICLE X: MISCELLANEOUS**

**Section 10.01 Amendments.** These By-Laws may be altered, amended, or repealed, and new By-Laws may be adopted by a vote of a majority of the Board of Directors at any meeting for which there has been written notification fourteen (14) days prior to the meeting at which the By-Laws are proposed to be amended.

**Section 10.02 Rules of Order.** The parliamentary procedures governing meetings of the Board of Directors and the meetings of its committees and subcommittees shall to the extent not otherwise covered by these By-Laws, be those set out in the most current edition of *Robert's Rules of Order*.



## APPROVED

April 19, 1961 Chicago, Illinois

## REVISED

April 23, 1961 Philadelphia, Pennsylvania  
March 25, 1962 Chicago, Illinois  
November 4, 1962 Detroit, Michigan  
April 12, 1964 Chicago, Illinois  
November 20, 1964 Milwaukee, Wisconsin  
March 20, 1966 Chicago, Illinois  
April 9, 1967 Chicago, Illinois  
November 10, 1967 Cleveland, Ohio  
May 4, 1968 Boston, Massachusetts  
December 7, 1968 Philadelphia, Pennsylvania  
March 29, 1969 San Diego, California  
May 9, 1970 Buffalo, New York  
May 8, 1971 San Francisco, California  
November 16, 1972 Houston, Texas  
March 21, 1974 Washington, D.C.  
October 18, 1974 Denver, Colorado  
May 21, 1975 Washington, D.C.  
November 21, 1976 Chicago, Illinois  
May 20, 1979 Los Angeles, California  
November 4, 1979 New York City, New York  
May 21, 1983 Philadelphia, Pennsylvania  
March 18, 1984 Washington, D.C.  
March 8, 1987 Washington, D.C.  
March 11, 1989 Washington, D.C.  
November 9, 1990 Boston, Massachusetts  
Revised- March 17, 1991 Washington, D.C.  
March 15, 1992 Washington, D.C.  
October 30, 1992 Milwaukee, Wisconsin  
March 14, 1993 Washington, D.C.  
October 29, 1993 Houston, Texas  
July 8, 1995 San Francisco, California  
March 21, 1999 Washington, D.C.  
October 14, 1999 Dayton, Ohio  
March 18, 2001 Washington, D.C.  
March 12, 2005 Washington, D.C.  
July 29, 2005 Portland, Oregon  
March 16, 2008 Washington, D.C.  
October 21, 2010 Tampa, Florida  
October 26, 2011 Boston, Massachusetts  
March 19, 2012 Washington, D.C.  
March 23, 2014 Washington, D.C.  
March 11, 2017 Washington, D.C.

**SUBCOMMITTEE ON AUDIT**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Subcommittee on Audit**

**2018-2019**

### ***Subcommittee Goal***

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

### ***Chair***

Michael O'Neill, Boston School Committee

### ***Members***

Paul Cruz, Austin Superintendent

Eric Gordon, Cleveland CEO

Guadalupe Guerrero, Portland Superintendent

Michael Hinojosa, Dallas Superintendent

Ashley Paz, Fort Worth School Board

Elisa Snelling, Anchorage School Board

### ***Ex Officio***

Larry Feldman, Miami-Dade County School Board

The Council of the Great City Schools

Audit Committee

Board of Directors

Meeting of January 8, 2019

Agenda

Welcome and Introductions

Update on status of External Auditor

Review of FY 2018 Audit plan with external auditor manager in Dec 2018

Update on FY 2018 Audit status

Review of FY 2018 draft audit report

Discussion on revenue categories of the Council and impact on direct and indirect expenses

Discussion on asset management firm for Council's assets (deposits and investments)

New Business

**2017-2018 AUDIT REPORT**

**DRAFT INDEPENDENT AUDITOR'S REPORT**

**FOR**

**FISCAL YEAR 2017-18**

**ENDING JUNE 30, 2018**



## **Financial Statements and Supplemental Information**

*For the Year Ended June 30, 2018*

*(With Summarized Financial Information for the Year Ended June 30, 2017)*



**and  
Report Thereon**



**COUNCIL OF THE GREAT CITY SCHOOLS**

**TABLE OF CONTENTS**  
**For the Year Ended June 30, 2018**

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	<i>Page</i>
Independent Auditors' Report .....	1-2
Financial Statements	
Statement of Financial Position .....	3
Statement of Activities .....	4
Statement of Cash Flows.....	5
Notes to Financial Statements .....	6-15
Supplementary Information	
Schedule of Project Revenue and Expenses .....	16

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



## INDEPENDENT AUDITORS' 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, 2018, 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.

### **Auditors' 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 from 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 auditors' 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 2018 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, 2018, 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.

### **Other Matters**

#### *Report on Summarized Comparative Information*

The 2017 financial statements of the Council as of and for the year ended June 30, 2017, were audited by Raffa, P.C., whose practice was combined with Marcum LLP as of October 1, 2018, and whose report dated January 31, 2018, expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2017, is consistent, in all material respects, with the audited financial statements from which it has been derived.

#### *Report on Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary 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**

**MARCUM LLP**

Washington, DC  
Report Date

**COUNCIL OF THE GREAT CITY SCHOOLS**

**STATEMENT OF FINANCIAL POSITION**

**June 30, 2018**

**(With Summarized Financial Information as of June 30, 2017)**

	<u>2018</u>	<u>2017</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 727,169	\$ 2,263,603
Accounts receivable	13,604	31,268
Grants, contributions and contracts receivable, net	881,807	1,699,264
Prepaid expenses	169,087	180,040
Investments	7,863,235	7,259,586
457(b) and 457(f) plan assets	406,473	514,151
Property and equipment, net	641,376	721,830
Deposits	29,717	29,717
<b>TOTAL ASSETS</b>	<u><u>\$ 10,732,468</u></u>	<u><u>\$ 12,699,459</u></u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Liabilities</b>		
Accounts payable	\$ 229,338	\$ 85,615
Accrued expenses	166,779	152,228
Deferred compensation plan liability	406,473	514,151
Deferred membership dues	269,002	355,172
Deferred sponsorships and other	160,650	260,250
Deferred rent and lease incentive	930,927	986,015
<b>TOTAL LIABILITIES</b>	<u>2,163,169</u>	<u>2,353,431</u>
<b>Net Assets</b>		
Unrestricted	7,791,118	7,624,803
Temporarily restricted	778,181	2,721,225
<b>TOTAL NET ASSETS</b>	<u>8,569,299</u>	<u>10,346,028</u>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u><u>\$ 10,732,468</u></u>	<u><u>\$ 12,699,459</u></u>

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, 2018**

**(With Summarized Financial Information for the Year Ended June 30, 2017)**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>2018 Total</u>	<u>2017 Total</u>
<b>OPERATING REVENUE AND SUPPORT</b>				
Grants and contracts	\$ 607,829	\$ -	\$ 607,829	\$ 2,228,376
Membership dues	2,840,510	-	2,840,510	2,756,018
Sponsorships	1,215,750	60,300	1,276,050	1,284,175
Registration fees	529,313	-	529,313	478,248
Interest and dividends	471,066	-	471,066	258,082
Royalties and other income	124,369	-	124,369	60,083
Net assets released from restriction:				
Satisfaction of program restrictions	<u>2,003,344</u>	<u>(2,003,344)</u>	<u>-</u>	<u>-</u>
<b>TOTAL OPERATING REVENUE AND SUPPORT</b>	<u>7,792,181</u>	<u>(1,943,044)</u>	<u>5,849,137</u>	<u>7,064,982</u>
<b>EXPENSES</b>				
Program services	6,210,707	-	6,210,707	5,943,843
Management and general	1,518,334	-	1,518,334	1,322,316
Fundraising	<u>38,782</u>	<u>-</u>	<u>38,782</u>	<u>25,332</u>
<b>TOTAL OPERATING EXPENSES</b>	<u>7,767,823</u>	<u>-</u>	<u>7,767,823</u>	<u>7,291,491</u>
Change in net assets before nonoperating activities	24,358	(1,943,044)	(1,918,686)	(226,509)
<b>NONOPERATING ACTIVITIES</b>				
Gains on investments	<u>141,957</u>	<u>-</u>	<u>141,957</u>	<u>574,645</u>
<b>CHANGE IN NET ASSETS</b>	166,315	(1,943,044)	(1,776,729)	348,136
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>7,624,803</u>	<u>2,721,225</u>	<u>10,346,028</u>	<u>9,997,892</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 7,791,118</u>	<u>\$ 778,181</u>	<u>\$ 8,569,299</u>	<u>\$ 10,346,028</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, 2018**

**(With Summarized Financial Information for the Year Ended June 30, 2017)**

**Increase (Decrease) in Cash and Cash Equivalents**

	<u>2018</u>	<u>2017</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ (1,776,729)	\$ 348,136
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	83,738	82,460
Realized gains on sales of investments	(23,719)	(118,349)
Unrealized gains on investments	(118,238)	(456,296)
Change in provision for doubtful accounts	17,755	12,245
Changes in assets and liabilities:		
Accounts receivable	17,664	60,849
Grants, contributions and contracts receivable	799,702	220,908
Prepaid expenses	10,953	(97,193)
Deposits	-	56,660
Accounts payable	143,723	(292,388)
Accrued expenses	14,551	(14,708)
Deferred membership dues	(86,170)	131,751
Deferred sponsorships and other	(99,600)	(103,235)
Deferred rent and lease incentive	(55,088)	305,989
<b>NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES</b>	<u>(1,071,458)</u>	<u>136,829</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(3,284)	(7,387)
Purchases of investments	(2,896,757)	(1,502,045)
Proceeds from sales of investments	2,435,065	753,834
<b>NET CASH USED IN INVESTING ACTIVITIES</b>	<u>(464,976)</u>	<u>(755,598)</u>
<b>NET DECREASE IN CASH AND CASH EQUIVALENTS</b>	<u>(1,536,434)</u>	<u>(618,769)</u>
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>2,263,603</u>	<u>2,882,372</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 727,169</u>	<u>\$ 2,263,603</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, 2018

---

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

##### **Organization**

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

##### **Basis of Presentation**

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

##### **Cash Equivalents**

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

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

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

##### **Investments**

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

Continued

- 6 -

## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS

For the Year Ended June 30, 2018

---

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

**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 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, 2018, 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

- 7 -

## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS

For the Year Ended June 30, 2018

---

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

#### **Revenue Recognition**

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

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

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

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

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

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

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

#### **Estimates**

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

#### **Measure of Operations**

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

Continued

- 8 -



**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS**

**For the Year Ended June 30, 2018**

2. Grants, Contributions and Contracts Receivable

As of June 30, 2018, 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 \$120,000. Grants, contributions and contracts receivable consisted of the following:

Strategic support teams	\$ 394,784
Grants receivable	300,000
Sponsorships receivable	231,500
Other receivables	<u>75,523</u>
Total Grants, Contributions and Contracts Receivable	1,001,807
Less: Allowance for Doubtful Account	<u>(120,000)</u>
Grants, Contributions and Contracts Receivable, Net	<u>\$ 881,807</u>

3. Investments

Investments, at fair value, consisted of the following as of June 30, 2018:

Equity mutual funds	\$ 6,055,462
Bond mutual funds	1,247,948
Certificates of deposit	499,425
Money market funds	<u>60,400</u>
Total Investments	<u>\$ 7,863,235</u>

Investment income is summarized as follows for the year ended June 30, 2018:

Interest and dividends	\$ 471,066
Unrealized gains	118,238
Realized gains	<u>23,719</u>
Total Investment Income	<u>\$ 613,023</u>

Investment fees incurred for the year ended June 30, 2018, were \$53,118 and are included in management and general expenses in the accompanying statement of activities.

Continued

- 9 -

**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS**  
**For the Year Ended June 30, 2018**

4. Fair Value Measurement

The following table summarizes the Council's investments measured at fair value on a recurring basis as of June 30, 2018, aggregated by the fair value hierarchy level within which those measurements were made:

	<u>Fair Value</u>	<u>Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
Assets:				
Investments:				
Mutual funds:				
Equity funds:				
Large growth	\$ 1,363,316	\$ 1,363,316	\$ -	\$ -
Moderate allocation	735,272	735,272	-	-
Large value	719,152	719,152	-	-
Foreign large value	627,026	627,026	-	-
Small cap growth	498,091	498,091	-	-
Small value	494,114	494,114	-	-
Diversified emerging markets	474,138	474,138	-	-
Mid cap value	382,625	382,625	-	-
Mid cap growth	346,936	346,936	-	-
Real estate	285,987	285,987	-	-
Commodity broad basket	<u>128,805</u>	<u>128,805</u>	<u>-</u>	<u>-</u>
Total Equity Funds	<u>6,055,462</u>	<u>6,055,462</u>	<u>-</u>	<u>-</u>
Bond funds:				
Intermediate term	800,568	800,568	-	-
High yield	263,545	263,545	-	-
Emerging markets	<u>183,835</u>	<u>183,835</u>	<u>-</u>	<u>-</u>
Total Bond Funds	<u>1,247,948</u>	<u>1,247,948</u>	<u>-</u>	<u>-</u>
Certificates of deposit	<u>499,425</u>	<u>-</u>	<u>499,425</u>	<u>-</u>
Money market funds	<u>60,400</u>	<u>60,400</u>	<u>-</u>	<u>-</u>
Total Investments	<u>7,863,235</u>	<u>7,363,810</u>	<u>499,425</u>	<u>-</u>

**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS**

**For the Year Ended June 30, 2018**

4. Fair Value Measurement (continued)

<i>(continued)</i>	<u>Fair Value</u>	<u>Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
<b>Assets:</b>				
457(b) plan assets:				
Cash surrender value of life insurance policy	\$ 202,500	\$ -	\$ 202,500	\$ -
Mutual funds	99,771	99,771	-	-
Exchange traded funds	44,840	44,840	-	-
Fixed income	16,677	-	16,677	-
Stocks	<u>5,272</u>	<u>5,272</u>	<u>-</u>	<u>-</u>
Subtotal 457(b) Plan Assets	<u>369,060</u>	<u>149,883</u>	<u>219,177</u>	<u>-</u>
Total Investments and 457(b) Plan Assets Measured at Fair Value	8,232,295	<u>\$ 7,513,693</u>	<u>\$ 718,602</u>	<u>\$ -</u>
Interest-bearing cash deposits part of 457(b) plan assets	<u>37,413</u>			
Total Investments and 457(b) Plan Assets	<u>\$ 8,269,708</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* – Certificates of deposit are 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.

*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.

Continued

COUNCIL OF THE GREAT CITY SCHOOLS

NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2018

4. Fair Value Measurement (continued)

*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, 2018:

Leasehold improvements	\$ 680,026
Furniture and equipment	<u>180,634</u>
Total Property and Equipment	860,660
Less: Accumulated Depreciation and Amortization	<u>(219,284)</u>
Property and Equipment, Net	<u>\$ 641,376</u>

Depreciation and amortization expense were \$83,738 for the year ended June 30, 2018.

6. Temporarily Restricted Net Assets

As of June 30, 2018, temporarily restricted net assets were available for the following projects which are part of the categorical grants program:

College Board Grant	\$ 276,446
Gates Foundation Project	225,748
Wallace Foundation Project	222,669
Green Garner Scholarship	25,000
Shirley Schwartz Urban Impact Award	22,286
Disaster Relief Fund	<u>6,032</u>
Total Temporarily Restricted Net Assets	<u>\$ 778,181</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, D.C. The lease term is for the period July 1, 2016 through June 30, 2027. The lease provides for 12 months of rent abatement, and contains a fixed escalation clause for increases in the annual minimum rent. Additionally, under the terms of the lease, the Council received an allowance of \$721,491 for building improvements as an incentive to enter into the lease agreement, of which \$680,026 was used for the office build-out and the remaining \$41,465 was set aside for future improvements. Under GAAP, all fixed rent increases, less any rental abatements and all lease incentives, are recognized on a straight-line basis over the term of the lease. The difference between rent paid and that expensed is reflected as deferred rent and lease incentive in the accompanying statement of financial position.

Continued

- 12 -

COUNCIL OF THE GREAT CITY SCHOOLS

NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2018

7. Commitments and Contingencies (continued)

**Operating Lease (continued)**

Rent expense totaled \$320,932 for the year ended June 30, 2018.

The future minimum rental payments required under this lease, as of June 30, 2018, were as follows:

<u>For the Year Ending</u> <u>June 30,</u>	
2019	\$ 370,117
2020	379,363
2021	388,859
2022	398,603
2023	408,596
Thereafter	<u>1,739,291</u>
Total	<u>\$ 3,684,829</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, 2018, the Council had approximately \$1,400,000 composed of demand deposits, which exceeded the maximum limit insured by the FDIC by approximately \$402,000. 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 2021 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, 2018, the maximum possible amount of liquidated damages was approximately \$1,060,000.

**Employment Agreement**

The Council entered into an employment agreement with its Executive Director that expired in June 2018. Under the terms of the agreement, the Council is to pay the Executive Director amounts for compensation, benefits and allowances, unless the Council terminates the agreement for cause. If the Council terminates the agreement for reasons other than cause, the Executive Director is entitled to receive severance pay equal to six months of his then-current annual compensation. Effective July 1, 2018, entered into a new employment agreement with the Executive Director. The agreement covers the Executive Director's employment until resignation and four years thereafter as a strategic advisor to the Council. Under the terms of the agreement, the Council is to pay the Executive Director amounts for compensation, benefits and allowances, unless the Council terminates the agreement for cause. If the Council terminates the agreement for reasons other than cause, the Executive Director is entitled to receive severance pay equal to six months of his then-current annual compensation.

**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS  
For the Year Ended June 30, 2018**

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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, 2018:

Categorical grants	\$ 2,010,450
Meetings and conferences	1,753,063
Legislative advocacy	754,987
Public advocacy	499,284
Strategic support teams	440,900
Policy research	398,143
Member services	192,874
Curriculum and instruction	54,082
Special projects account	50,000
Professional learning platform	32,282
NAGB/TUDA contract	17,695
Urban deans	<u>6,947</u>
Total Program Services	<u>\$ 6,210,707</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, 2018, pension expense totaled \$ 128,276.

In addition, the Council has a deferred compensation plan under Sections 457(b) and 457(f) of the Internal Revenue Code for "top hat" employees. For the year ended June 30, 2018, the Council contributed \$42,500 for the 457(b) plan on behalf of the Council's Executive Director, and these amounts are included in salaries and fringe benefits. As of June 30, 2018, the 457(b) plan had assets of approximately \$406,000, which represent the cumulative amount of contributions to the plans and accumulated earnings and losses since inception. The Council did not make any contributions to the 457(f) plan for the year ended June 30, 2018. During the year ended June 30, 2018 the Executive Director became vested and was required to withdraw all funds from the 457(f) plan, as stipulated under the terms of the plan.

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, 2018, as the Council had no significant net unrelated business income.

## COUNCIL OF THE GREAT CITY SCHOOLS

### NOTES TO FINANCIAL STATEMENTS For the Year Ended June 30, 2018

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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, 2018, 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, 2018, the statute of limitations for tax years ended June 30, 2015, through June 30, 2017 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, 2018, 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, 2017, 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. Except for subsequent event disclosed in Note 7, under Employment Agreement, there were no other subsequent events that require recognition or disclosure in these financial statements.

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

**SUPPLEMENTARY INFORMATION**



**COUNCIL OF THE GREAT CITY SCHOOLS**  
**SCHEDULE OF PROJECT REVENUE AND EXPENSES**  
For the Year Ended June 30, 2018

	Meetings and Conferences	Strategic Support Teams	Special Projects Account	KPI Business Plan	NAGB/TUDA Contract	Helmsley Foundation Grant	Schusterman Foundation Grant	Urban Deans	SS Urban Impact Award	Gates Foundation Grant	University of Chicago Grant	Professional Learning Platform	Disaster Relief Grant	Wallace Foundation Grant	The College Board Grant	Total
<b>REVENUE AND SUPPORT</b>																
Grants and contracts	\$ -	\$ 530,817	\$ -	\$ -	\$ 17,695	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,317	\$ -	\$ 50,000	\$ -	\$ -	\$ 607,829
Sponsorships	1,223,750	-	-	-	-	-	-	-	296	-	-	-	-	-	-	1,224,046
Registration fees	529,313	-	-	-	-	-	-	-	-	-	-	-	-	-	-	529,313
Royalties and other income	-	-	-	45,015	-	-	-	-	-	-	-	75,750	-	-	-	120,765
Membership dues	-	-	-	-	-	-	-	1,500	-	-	-	-	-	-	-	1,500
<b>TOTAL REVENUE AND SUPPORT</b>	<b>1,753,063</b>	<b>530,817</b>	<b>-</b>	<b>45,015</b>	<b>17,695</b>	<b>-</b>	<b>-</b>	<b>1,500</b>	<b>296</b>	<b>-</b>	<b>9,317</b>	<b>75,750</b>	<b>50,000</b>	<b>-</b>	<b>-</b>	<b>2,483,453</b>
<b>EXPENSES</b>																
Outside services	239,457	277,955	50,000	-	5,539	136,049	285,780	2,528	-	206,566	3,975	32,282	-	135,205	65,000	1,440,336
Salaries and fringe benefits	128,013	-	-	-	5,658	110,860	109,069	3,967	-	270,491	3,030	-	-	153,633	44,543	829,264
Travel and meeting expenses	1,199,411	46,264	-	-	2,663	42,795	29,013	-	-	73,049	-	-	40,206	12,443	-	1,445,844
Expenses allocated to projects	53,553	116,681	-	-	3,035	30,423	50,280	-	-	83,734	2,312	-	3,762	45,719	-	389,499
Postage and shipping	36,583	-	-	-	350	-	-	-	-	-	-	-	-	-	-	37,381
Copying and printing	95,829	-	-	-	-	5,337	-	448	-	7,264	-	-	-	-	-	108,430
Telephone	73	-	-	-	-	-	-	4	-	368	-	-	-	-	-	445
Dues, subscriptions, and publications	144	-	-	-	-	4,280	3,820	-	-	485	-	-	-	-	-	8,729
General Supplies	-	-	-	-	450	4,910	32,038	-	-	-	-	-	-	-	14,011	51,409
<b>TOTAL EXPENSES</b>	<b>1,753,063</b>	<b>440,900</b>	<b>50,000</b>	<b>-</b>	<b>17,695</b>	<b>334,654</b>	<b>510,000</b>	<b>6,947</b>	<b>-</b>	<b>641,957</b>	<b>9,317</b>	<b>32,282</b>	<b>43,968</b>	<b>347,000</b>	<b>123,554</b>	<b>4,311,337</b>
Change in Net Assets	-	89,917	(50,000)	45,015	-	(334,654)	(510,000)	(5,447)	296	(641,957)	-	43,468	6,032	(347,000)	(123,554)	(1,827,884)
Excess Cost (Revenue) Transferred on Completed Programs	-	43,714	-	-	-	-	-	-	-	(2,211)	-	-	-	-	-	41,503
Project Balances, Beginning of Year	619,756	(149,450)	109,901	(19,632)	-	334,654	510,000	8,402	21,990	869,916	-	-	-	569,669	400,000	3,275,206
Project Balances, End of Year	\$ 619,756	\$ (15,819)	\$ 59,901	\$ 25,383	\$ -	\$ -	\$ -	\$ 2,955	\$ 22,286	\$ 225,748	\$ -	\$ 43,468	\$ 6,032	\$ 222,669	\$ 276,446	\$ 1,488,825

See Independent Auditor's Report.

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, 2018. 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

***The Auditor's Responsibility under Generally Accepted Auditing Standards 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.

#### AUDITOR'S RESPONSE

Communicated in our engagement letter dated April 19, 2018, 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.

## ITEMS TO BE COMMUNICATED

## AUDITOR'S RESPONSE

**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 Secretary/Treasurer 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.

During the call, the Secretary/Treasurer asked Marcum to verify whether the Council is completing the deliverables it says it is going to complete under the grant agreements. Marcum reviewed one of the Council's grants and verified that grant deliverables were completed as evidenced by the grant expenditures and grant report that was approved and accepted by the grantor.

**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 Marcum were freely available for inspection. Management and other personnel provided full cooperation.

## ITEMS TO BE COMMUNICATED

## AUDITOR'S RESPONSE

***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 our audit, no material corrected misstatements were brought to the attention of management by us.

We proposed an adjustment that was not made by management because it was determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole (see Attachment).

***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 2018 audit.

## ITEMS TO BE COMMUNICATED

## AUDITOR'S RESPONSE

**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.

Our standard practice is to disclose all non-attest services to those charged with governance. We were engaged, through separate engagement letters with the Council's management to perform a compensation study for the Executive Director, provide guidance on the Executive Director's new contract and to upgrade the accounting system and provide support. During the year ended June 30, 2018, Marcum billed the Council approximately \$13,000 for these services.

We reviewed the nature of the requested work, our role and management's role as defined the separate letters of engagement and determined that our independence was not impaired, in fact or in appearance.

**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.

**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.

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.

Description of the Proposed Adjustment	Financial Statement Effect – Increase/(Decrease)						
	Assets	Liabilities	Net Assets – Beginning of Year	Net Assets – End of Year	Revenue	Expenses	Change in Net Assets
<u>Current year waived adjustment</u>							
PAJE 1 To record revenue for an exchange contract in the period when the deliverables have been completed.	\$ -	\$ -	\$ 30,000	\$ -	\$ (30,000)	\$ -	\$ (30,000)
Net Audit Differences	\$ -	\$ -	\$ 30,000	\$ -	\$ (30,000)	\$ -	\$ (30,000)
Financial Statement Totals	\$ 10,732,468	\$ 2,163,169	\$ 10,346,028	\$ 8,569,299	\$ 5,991,094	\$ 7,767,823	\$ (1,776,729)
Net Audit Differences as a Percent of the Financial Statement Totals	0.0%	0.0%	0.3%	0.0%	-0.5%	0.0%	1.7%

**2017-2018 BUDGET**

**COMBINED REPORT  
GENERAL OPERATIONS  
AND  
CATEGORICAL PROGRAMS**

**PRELIMINARY TOTALS  
FOR  
FISCAL YEAR 2017-2018**

**ENDING JUNE 30, 2018**



THE COUNCIL OF THE GREAT CITY SCHOOLS  
PREMILINARY REPORT FOR FY17-18

COMBINED GENERAL OPERATIONS AND CATEGORICAL PROGRAMS

	GENERAL OPERATIONS FY17-18	CATEGORICAL PROGRAMS FY17-18	AUDITED COMBINED TOTAL
<b>REVENUE</b>			
MEMBERSHIP DUES	\$ 2,839,010.00	\$1,500.00	\$ 2,840,510.00
GRANTS AND CONTRACTS	\$ -	\$607,828.77	\$ 607,828.77
SPONSOR CONTRIBUTION	\$ 52,000.00	\$1,224,050.00	\$ 1,276,050.00
REGISTRATION FEES	\$ -	\$529,312.50	\$ 529,312.50
INTEREST AND DIVIDENDS	\$ 471,066.24	\$0.00	\$ 471,066.24
ROYALTIES AND OTHER INCOME	\$ 3,604.67	\$120,765.00	\$ 124,369.67
<b>TOTAL REVENUE</b>	<b>\$ 3,365,680.91</b>	<b>\$ 2,483,456.27</b>	<b>\$ 5,849,137.18</b>
<b>EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$ 2,473,182.52	\$829,264.63	\$ 3,302,447.15
OTHER INSURANCE	\$ 17,113.48	\$0.00	\$ 17,113.48
TRAVEL & MEETINGS	\$ 96,662.20	\$1,445,843.31	\$ 1,542,505.51
GENERAL SUPPLIES	\$ 13,888.85	\$37,397.38	\$ 51,286.23
SUBSCRIPTION & PUBLICATIONS	\$ 32,290.81	\$8,730.26	\$ 41,021.07
COPYING & PRINTING	\$ 91,889.24	\$108,428.61	\$ 200,317.85
OUTSIDE SERVICES	\$ 559,994.54	\$1,440,337.05	\$ 2,000,331.59
TELEPHONE	\$ 25,364.07	\$444.61	\$ 25,808.68
POSTAGE & SHIPPING	\$ 4,667.80	\$37,381.27	\$ 42,049.07
EQUPT LEASE MAINT & DEP	\$ 90,271.80	\$0.00	\$ 90,271.80
OFFICE RENT & UTILITIES	\$ 320,932.10	\$0.00	\$ 320,932.10
ALLOW FOR UNCOLLECTED REVENUE	\$ 133,739.00	\$0.00	\$ 133,739.00
EXPENSES ALLOCATED TO PROJECTS	\$ (403,508.98)	\$403,508.98	\$ -
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 3,456,487.43</b>	<b>\$ 4,311,336.10</b>	<b>\$ 7,767,823.53</b>
<b>REVENUE OVER EXPENSES</b>	<b>\$ (90,806.52)</b>	<b>\$ (1,827,879.83)</b>	<b>\$ (1,918,686.35)</b>
<b>ADJUSTMENTS:</b>			
NET ASSETS, BEGINNING OF YEAR	\$ 7,070,822.18	\$ 3,275,205.16	\$ 10,346,027.34
NET GAIN/(LOSS) ON INVESTMENT COMPLETED PROJECTS	\$ 141,956.84	\$ -	\$ 141,956.84
	\$ (41,503.01)	\$ 41,503.01	\$ -
<b>NET ASSETS, END OF YEAR</b>	<b>\$ 7,080,469.49</b>	<b>\$ 1,488,828.34</b>	<b>\$ 8,569,297.83</b>

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

STATUS OF MEMBERSHIP DUES AS OF March 26, 2018

DISTRICT	NOT PAID	PAID	Date Rec'd FY17-18		Date Rec'd FY16-17		Date Rec'd FY15-16		Date Rec'd FY14-15
1 Albuquerque		\$43,276	6/19/2017	***	6/22/2016		8/20/2015		7/21/2014
2 Anchorage		\$37,868	7/19/2017		8/1/2016		6/8/2015	***	6/3/2014
3 Arlington		\$43,276	12/4/2017		2/7/2017		9/8/2015		NEW
4 Atlanta		\$37,868	3/26/2018		8/1/2016		8/4/2015		8/11/2014
5 Austin		\$43,276	7/26/2017		6/30/2016	***	10/22/2015		3/2/2015
6 Baltimore		\$43,276	8/14/2017		11/1/2016		8/24/2015		7/23/2014
7 Birmingham		\$37,868	7/31/2017		7/28/2016		6/10/2015	***	6/30/2014
8 Boston		\$43,276	10/30/2017		8/2/2016		7/5/2015		8/11/2014
9 Bridgeport		\$20,746	8/28/2017		8/18/2016		8/20/2015		6/26/2014
10 Broward County		\$55,898	10/11/2017		2/21/2017		3/8/2016		9/23/2014
11 Buffalo		\$37,868	8/22/2017		8/18/2016		9/9/2015		8/18/2014
12 Charleston County	\$37,868				did not pay		5/27/2016		5/7/2015
13 Charlotte-Mecklenburg		\$48,684	6/27/2017	***	6/21/2016	***	6/8/2015	***	6/13/2014
14 Chicago		\$55,898	2/9/2018		4/18/2017		5/16/2016		2/17/2015
15 Cincinnati		\$37,868	11/1/2017		3/6/2017		12/7/2015		2/10/2015
16 Clark County		\$55,898	7/24/2017		8/24/2016		9/17/2015		7/31/2014
17 Cleveland		\$37,868	1/12/2018		10/14/2016		7/21/2015		6/30/2014
18 Columbus		\$37,868	8/10/2017		8/18/2016		7/24/2015		8/29/2014
19 Dallas		\$48,684	6/30/2017	***	6/30/2016	***	5/3/2016		7/21/2014
20 Dayton		\$37,868	12/11/2017		8/11/2016		7/15/2016		9/18/2014
21 Denver		\$43,276	10/30/2017		9/7/2016		7/13/2015		8/4/2014
22 Des Moines*		\$30,596	6/29/2017	***	7/12/2016		10/27/2015		6/17/2014
23 Detroit		\$37,868	3/1/2018		2/13/2017		did not pay		11/21/2014
24 Duval County		\$48,684	8/22/2017		8/29/2016		8/20/2015		8/4/2014
25 El Paso		\$43,276	8/7/2017		1/24/2017		8/6/2015		2/17/2015
26 Fort Worth		\$43,276	1/3/2018		8/1/2016		7/31/2015		2/25/2015
27 Fresno		\$43,276	8/7/2017		9/20/2016		7/14/2015		9/3/2014
28 Greensboro(Guilford Cty)		\$43,276	8/24/2017		9/13/2016		11/5/2015		10/3/2014
29 Hawaii		\$48,684	7/19/2017		6/21/2016	***	7/6/2015		11/25/2014
30 Hillsborough County (Tampa)		\$55,898	11/3/2017		1/24/2017		8/4/2015		7/23/2014
31 Houston		\$55,898	8/14/2017		8/2/2016		6/5/2015	***	7/7/2014
32 Indianapolis		\$37,868	9/12/2017		8/1/2016		1/12/2016		7/7/2014
33 Jackson. MS		\$37,868	8/14/2017		12/21/2016		2/24/2016		8/11/2014
34 Jefferson County		\$43,276	8/1/2017		8/23/2016		8/7/2015		8/4/2014
35 Kansas City, MO		\$37,868	11/27/2017		8/18/2016		7/28/2015		9/15/2014
36 Long Beach		\$43,276	7/31/2017		7/12/2016		8/25/2015		8/11/2014
37 Los Angeles		\$55,898	1/29/2017		8/10/2016		3/2/2016		8/8/2014
38 Miami-Dade County		\$55,898	8/8/2017		8/18/2016		7/28/2015		8/4/2014
39 Milwaukee		\$43,276	6/19/2017	***	6/15/2016	***	6/3/2015	***	6/23/2014
40 Minneapolis		\$37,868	8/1/2017		8/1/2016		3/15/2016		9/18/2014
41 Nashville		\$43,276	8/1/2017		8/4/2016		8/4/2015		7/23/2014
42 New Orleans	\$37,868		waived		waived		waived		waived
43 New York City		\$55,898	9/22/2017		8/19/2016		1/19/2016		10/1/2014
44 Newark	\$37,868		did not pay		did not pay		3/8/2016		2/6/2015
45 Norfolk		\$37,868	7/24/2017		8/29/2016		2/17/2016		9/15/2014
46 Oakland		\$37,868	10/16/2017		7/12/2016		7/28/2015		6/19/2014
47 Oklahoma City		\$37,868	8/8/2017		8/18/2016		8/20/2015		8/12/2014
48 Omaha		\$37,868	6/14/2017	***	6/15/2016	***	6/5/2015	***	6/20/2014
49 Orange County, FL		\$48,684	12/11/2017		6/7/2016	***	5/20/2015	***	6/2/2014
50 Palm Beach County		\$48,684	7/10/2017		7/18/2016		7/21/2015		2/10/2015
51 Philadelphia		\$48,684	10/11/2017		4/4/2017		9/17/2015		2/12/2015
52 Pinellas County		\$48,684	7/24/2017		7/22/2016		3/2/2016		
53 Pittsburgh		\$37,868	6/27/2017	***	7/12/2016		6/8/2015	***	7/11/2014
54 Portland		\$37,868	7/24/2017		7/18/2016		7/20/2015		6/20/2014
55 Providence*		\$30,596	2/2/2018		3/28/2017		8/20/2015		1/21/2015
56 Richmond		\$37,868	7/31/2017		3/10/2017		4/26/2016		6/11/2014
57 Rochester		\$37,868	6/30/2017	***	7/22/2016		6/16/2015	***	6/11/2014
58 St. Louis		\$37,868	6/27/2017	***	6/29/2016	***	7/28/2015		8/11/2014
59 St. Paul		\$37,868	7/14/2017		7/28/2016		6/30/2015	***	7/3/2014
60 Sacramento		\$37,868	9/21/2017		7/15/2016		6/3/2015	***	8/1/2014
61 San Antonio		\$37,868	12/5/2017		1/18/2017		8/17/2015		NEW
62 San Diego		\$48,684	7/24/2017		7/18/2016		8/20/2015		8/1/2014
63 San Francisco		\$43,276	8/14/2017		8/2/2016		8/20/2015		7/31/2014
64 Santa Ana		\$37,868	11/20/2017		did not pay		did not pay		8/11/2014
65 Seattle		\$37,868	6/27/2017	***	7/12/2016		8/3/2015		7/23/2014
66 Shelby County		\$48,684	8/14/2017		8/11/2016		9/25/2015		8/11/2014
67 Toledo		\$37,868	7/19/2017		1/18/2017		10/22/2015		8/11/2014
68 Tulsa		\$37,868	7/1/2017		7/11/2016		2/18/2016		not a member
69 Washington, D.C.		\$37,868	6/30/2017	***	2/7/2017		8/4/2015		7/23/2014
70 Wichita		\$37,868	6/27/2017	***	6/30/2016	***	6/16/2015	***	6/17/2014
Total	\$113,604	\$2,839,010							

12

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**GENERAL OPERATIONS  
BUDGET REPORT**

**DRAFT AUDITED TOTALS FOR  
FISCAL YEAR 2017-18**

**ENDING JUNE 30, 2018**

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

BY FUNCTION

	AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	DRAFT AUDITED TOTALS FY17-18
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$ 2,744,018.00	\$ 2,839,010.00	\$ 2,839,010.00
GRANTS AND CONTRACTS	\$ 15,000.00	\$ -	\$ -
SPONSOR CONTRIBUTION	\$ 46,000.00	\$ 52,000.00	\$ 52,000.00
REGISTRATION FEES	\$ -	\$ -	\$ -
INTEREST AND DIVIDENDS	\$ 258,081.78	\$ 415,000.00	\$ 471,066.24
ROYALTIES AND OTHER INCOME	\$ 3,295.87	\$ -	\$ 3,604.67
TOTAL REVENUE	\$ 3,066,395.65	\$ 3,306,010.00	\$ 3,365,680.91
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$ 1,266,240.24	\$ 1,330,043.00	\$ 1,395,624.21
EXECUTIVE LEADERSHIP	\$ 525,433.05	\$ 792,298.97	\$ 526,219.07
FUNDRAISING ACTIVITIES	\$ 25,331.63	\$ 26,000.00	\$ 38,782.30
LEGISLATIVE ADVOCACY	\$ 585,339.34	\$ 584,694.41	\$ 754,986.62
CURRICULUM & INSTRUCTION	\$ 54,711.87	\$ 60,000.00	\$ 54,082.38
PUBLIC ADVOCACY	\$ 423,109.22	\$ 511,053.44	\$ 499,284.46
MEMBER MANAGEMENT SERVICES	\$ 177,230.09	\$ 179,412.50	\$ 192,874.23
POLICY RESEARCH	\$ 233,026.13	\$ 614,507.68	\$ 398,143.14
INDIRECT EXPENSES FROM PROJECTS	\$ (469,357.63)	\$ (612,154.00)	\$ (403,508.98)
TOTAL OPERATING EXPENSES	\$ 2,821,063.94	\$ 3,485,856.00	\$ 3,456,487.43
REVENUE OVER EXPENSES	\$ 245,331.71	\$ (179,846.00)	\$ (90,806.52)
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$ 9,997,891.52		\$ 10,346,027.34
CATEGORICAL PROG NET REVENUE	\$ (471,840.59)		\$ (1,827,879.83)
NET GAIN/(LOSS) ON INVESTMENT	\$ 574,644.70		\$ 141,956.84
<b>ENDING BALANCE</b>	<b>\$ 10,346,027.34</b>		<b>\$ 8,569,297.83</b>

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

BY EXPENSE LINE

	AUDITED REPORT FY16-17	REVISED BUDGET FY17-18	DRAFT AUDITED TOTALS FY17-18
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$ 2,744,018.00	\$ 2,839,010.00	\$ 2,839,010.00
GRANTS AND CONTRACTS	\$ 15,000.00	\$ -	\$ -
SPONSOR CONTRIBUTION	\$ 46,000.00	\$ 52,000.00	\$ 52,000.00
REGISTRATION FEES	\$ -	\$ -	\$ -
INTEREST AND DIVIDENDS	\$ 258,081.78	\$ 415,000.00	\$ 471,066.24
ROYALTIES AND OTHER INCOME	\$ 3,295.87	\$ -	\$ 3,604.67
TOTAL REVENUE	\$ 3,066,395.65	\$ 3,306,010.00	\$ 3,365,680.91
<b>GENERAL OPERATING EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$ 1,992,880.10	\$ 2,655,012.00	\$ 2,473,182.52
OTHER INSURANCE	\$ 21,012.40	\$ 22,500.00	\$ 17,113.48
TRAVEL & MEETINGS	\$ 66,040.64	\$ 70,000.00	\$ 96,662.20
GENERAL SUPPLIES	\$ 8,976.55	\$ 15,000.00	\$ 13,888.85
SUBSCRIPTION & PUBLICATIONS	\$ 30,863.91	\$ 30,000.00	\$ 32,290.81
COPYING & PRINTING	\$ 107,020.80	\$ 125,000.00	\$ 91,889.24
OUTSIDE SERVICES	\$ 504,168.71	\$ 523,510.00	\$ 559,994.54
TELEPHONE	\$ 30,953.52	\$ 25,000.00	\$ 25,364.07
POSTAGE & SHIPPING	\$ 4,128.70	\$ 8,000.00	\$ 4,667.80
EQPT LEASE MAINT & DEPRECIATION	\$ 91,123.60	\$ 135,546.00	\$ 90,271.80
OFFICE RENT & UTILITIES	\$ 313,252.64	\$ 368,442.00	\$ 320,932.10
ALLO FOR UNCOLLECTED REVENUE	\$ 120,000.00	\$ 120,000.00	\$ 133,739.00
INDIRECT EXPENSES FROM PROJECTS	\$ (469,357.63)	\$ (612,154.00)	\$ (403,508.98)
TOTAL OPERATING EXPENSES	\$ 2,821,063.94	\$ 3,485,856.00	\$ 3,456,487.43
REVENUE OVER EXPENSES	\$ 245,331.71	\$ (179,846.00)	\$ (90,806.52)
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$ 9,997,891.52		\$ 10,346,027.34
CATEGORICAL PROG NET REVENUE	\$ (471,840.59)		\$ (1,827,879.83)
NET (GAIN)/LOSS ON INVESTMENT	\$ 574,644.70		\$ 141,956.84
<b>ENDING BALANCE</b>	<b>\$ 10,346,027.34</b>		<b>\$ 8,569,297.83</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 FOR FY 2017-18  
 DRAFT AUDITED TOTALS FOR FISCAL YEAR ENDING June 30, 2018

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	DRAFT AUDITED TOTALS (7/1/17-6/30/18)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$560,094.68	\$370,339.95	\$28,428.03	\$573,763.52	\$0.00	\$377,761.39	\$187,742.29	\$375,052.66	\$2,473,182.52
OTHER INSURANCE	17,113.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,113.48
TRAVEL & MEETINGS	\$6,992.21	49,133.78	0.00	15,585.36	0.00	3,012.93	3,966.49	17,971.43	96,662.20
GENERAL SUPPLIES	13,888.85	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,888.85
SUBSCRIPTION & PUBLICATIONS	9,539.25	1,198.00	0.00	14,109.05	230.66	2,637.16	0.00	4,576.69	32,290.81
COPYING & PRINTING	(3,177.99)	622.50	0.00	0.00	214.30	94,230.43	0.00	0.00	91,889.24
OUTSIDE SERVICES	227,197.22	99,428.77	10,354.27	149,301.86	53,637.42	20,075.00	0.00	0.00	559,994.54
TELEPHONE	17,537.85	3,481.52	0.00	2,193.77	0.00	578.12	1,055.83	516.98	25,364.07
POSTAGE & SHIPPING	1,495.76	2,014.55	0.00	33.06	0.00	989.43	109.62	25.38	4,667.80
EQPT LEASE MAINT & DEP	90,271.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	90,271.80
OFFICE RENT & UTILITIES	320,932.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	320,932.10
ALLO FOR UNCOLLECTED REVENUE	133,739.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	133,739.00
INDIRECT EXPENSES FROM PROJECTS	(403,508.98)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(403,508.98)
TOTAL OPERATING EXPENSES	\$992,115.23	\$526,219.07	\$38,782.30	\$754,986.62	\$54,082.38	\$499,284.46	\$192,874.23	\$398,143.14	\$3,456,487.43
	\$403,508.98								
	\$1,395,624.21								

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 17-18 INVESTMENT SUMMARY

INVESTMENT ACCOUNTS	1-Jul-2017					30-Jun-2018
	BB-FMV	Purchases	Sales-Procd	RG(Loss)	URG(Loss)	EB-FMV
1 Aberdeen Fds Emerging Mkts	\$276,119.51	\$3,940.47	\$0.00	\$0.00	(\$11,251.61)	\$268,808.37
2 Amer Cen Mut Funds	\$576,380.70	\$60,819.01	\$0.00	\$0.00	\$65,097.61	\$702,297.32
3 Baron Invt Funds Trust Small Cap Fund	\$0.00	\$461,792.60	\$0.00	\$0.00	\$36,298.63	\$498,091.23
4 Deutsche Secs TR Comm Stra	\$118,920.30	\$722.59	\$0.00	\$0.00	\$9,160.86	\$128,803.75
5 Deutsche Secs TR Glob RE Se	\$183,248.68	\$0.00	(\$184,877.56)	\$1,726.11	(\$97.23)	(\$0.00)
6 Discover Bank CD	\$0.00	\$250,000.00	(\$250,000.00)	\$0.00	\$0.00	\$0.00
7 Dodge & Cox Intl Stock Fd	\$360,842.13	\$7,377.29	\$0.00	\$0.00	(\$5,572.57)	\$362,646.85
8 Eaton Vance Inc Fd	\$259,502.62	\$15,200.30	\$0.00	\$0.00	(\$11,157.49)	\$263,545.43
9 Eaton Vance Large Cap Val Fd	\$752,228.39	\$0.00	(\$744,995.43)	(\$7,046.12)	(\$186.84)	(\$0.00)
10 First Eagle Fds Sogen Overseas	\$260,140.77	\$9,417.10	\$0.00	\$0.00	(\$5,179.21)	\$264,378.66
11 Goldman Sachs Bank USA CD	\$0.00	\$250,000.00	\$0.00	\$0.00	(\$440.00)	\$249,560.00
12 Goldman Sach TR Treas Instr	\$59,740.27	\$660.12	\$0.00	\$0.00	\$0.00	\$60,400.39
13 Harbor Fund Cap Appr	\$511,570.19	\$61,809.06	\$0.00	\$0.00	\$87,639.58	\$661,018.83
14 Hartford Mutual Fds MIDCAP Fds	\$290,783.35	\$14,153.31	\$0.00	\$0.00	\$41,999.41	\$346,936.07
15 JPMorgan Core Bd Fd Selct	\$733,089.60	\$93,384.55	\$0.00	\$0.00	(\$25,906.28)	\$800,567.87
16 MFS Ser TR X Emerging Mkts	\$187,287.37	\$8,786.66	\$0.00	\$0.00	(\$12,238.94)	\$183,835.09
17 MFS Ser TR 1 Value Fund	\$0.00	\$720,730.07	\$0.00	\$0.00	(\$1,578.15)	\$719,151.92
18 Nuveen INVT Fds Inc Real Est Secs	\$122,803.32	\$785.96	(\$123,644.48)	\$6,674.96	(\$6,619.76)	\$0.00
19 Investmnt Mangrs Oak Ridge Sm Cp	\$389,163.44	\$0.00	(\$381,547.51)	\$22,364.01	(\$29,979.94)	\$0.00
20 Oakmark Equity and Income Fund (Harris)	\$689,322.28	\$56,961.50	\$0.00	\$0.00	(\$11,011.61)	\$735,272.17
21 Pacific Western Bank CD	\$0.00	\$250,000.00	\$0.00	\$0.00	(\$135.00)	\$249,865.00
22 Principal FDS Inc Glob RE Securities	\$0.00	\$213,920.52	\$0.00	\$0.00	\$4,692.71	\$218,613.23
23 Sallie MAE Bank CD	\$0.00	\$250,000.00	(\$250,000.00)	\$0.00	\$0.00	\$0.00
24 T Rowe Price RE Fund	\$0.00	\$66,895.61	\$0.00	\$0.00	\$478.26	\$67,373.87
25 Victory Small Comp Opp Fund	\$431,202.28	\$25,129.19	\$0.00	\$0.00	\$37,782.25	\$494,113.72
26 Virtus Emerging Mkts Opportunities	\$202,150.79	\$857.50	\$0.00	\$0.00	\$2,322.09	\$205,330.38
27 Virtus Asset CEREDEx Mid Cap(Ridgewrtr	\$355,255.10	\$73,413.40	\$0.00	\$0.00	(\$46,043.89)	\$382,624.61
<b>TOTAL INVESTMENTS PER GL A/C</b>	<b>\$6,759,751.09</b>	<b>\$2,896,756.81</b>	<b>(\$1,935,064.98)</b>	<b>\$23,718.96</b>	<b>\$118,072.88</b>	<b>\$7,863,234.76</b>
28 Bank of Calif NA CD	\$249,957.50	\$0.00	(\$250,000.00)	\$0.00	\$42.50	\$0.00
29 Citibank NA - CD	\$249,877.50	\$0.00	(\$250,000.00)	\$0.00	\$122.50	\$0.00
Wells Fargo Interests (3 Accounts)						
<b>GRAND TOTAL</b>	<b>\$7,259,586.09</b>	<b>\$2,896,756.81</b>	<b>(\$2,435,064.98)</b>	<b>\$23,718.96</b>	<b>\$118,237.88</b>	<b>\$7,863,234.76</b>

COUNCIL OF THE GREAT CITY SCHOOLS  
Investment Portfolio by Asset Class  
As of 06/30/2018

Fund Name	Ticker	Category per Morningstar	Amount	Asset Class
Goldman Sachs Bank USA CD		Certificate of Deposit	\$ 249,560	Fixed Income
Pacific Western Bank CD		Certificate of Deposit	\$ 249,865	Fixed Income
MFS Ser TR X Emerging Markets Debt	MEDIX	Diversified Emerging Markets	\$ 183,835	Fixed Income
Eaton Vance Inc Fd	EIBIX	High yield bond	\$ 263,545	Fixed Income
JPMorgan Core Bd Fd Selct	WOBDX	Intermediate term - bond	\$ 800,568	Fixed Income
			\$ 1,747,373	
Amer Cen Mut Funds	TWGIX	Large growth - equity	\$ 702,297	Large Cap Equity
Harbor Fund Cap Appr	HACAX	Large growth - equity	\$ 661,019	Large Cap Equity
MFS Ser TR 1 Value Fd	MEIIX	Large Value equity	\$ 719,152	Large Cap Equity
			\$ 2,082,468	
Victory Sycamore Small Co. Opp I	VSOIX	Small Value	\$ 494,114	Small/Mid Cap Equity
Baron Invst Funds Trust Small Cap	BSFIX	Small growth - equity	\$ 498,091	Small/Mid Cap Equity
Virtus Asset CEREDX	SMVTX	Mid-Cap Value	\$ 382,625	Small/Mid Cap Equity
Hartford Mut Fds MIDCAP Fd	HFMIX	Midcap Growth - equity	\$ 346,936	Small/Mid Cap Equity
			\$ 1,721,766	
Aberdeen Emerging Markets Instl	ABEMX	Diversified Emerging Markets	\$ 268,808	International Equity
Virtus Emerging Mkts Opportunities	HIEMX	Diversified Emerging Markets-equity	\$ 205,330	International Equity
Dodge & Cox Intl Stock Fd	DODFX	Foreign Large Blend - equity	\$ 362,647	International Equity
First Eagle Fds Sogen Overseas	SGOIX	Foreign Large Blend - equity	\$ 264,379	International Equity
			\$ 1,101,164	
Principal FDS Inc. Glob RE Secs	POPIX	Real Estate - equity	\$ 218,613	Alternative Investments
Deutsche Secs TR Comm Stra	SKIRX	Commodities Broad Basket	\$ 128,804	Alternative Investments
T. Rowe Price RE Fund	TRREX	Real Estate - equity	\$ 67,374	Public Real Estate (Alternative Investments)
			\$ 414,791	
Goldman Sach TR Treas Instr	FTIIX	Money Market	\$ 60,400	Cash Equivalents
Harris Assoc Invst Tr Oakmk Equity	OAYBX	Moderate Allocation - equity	** \$ 735,272	Balanced Strategy (38% Large Cap/15% Small/Midcap/ 6% International/24% Fixed Income/10% Alternative/75 cash)
<b>Total Investments</b>			<b>\$ 7,863,234</b>	



COUNCIL OF THE GREAT CITY SCHOOLS  
 ASSET ALLOCATION ACTUALS VS TACTICAL RANGE  
 For Fiscal Year ending 6/30/2018

ASSET CLASS DISTRIBUTION							
Fixed	Large Cap	Small/Mid	Intl	Alternative	Cash	TOTAL	
\$1,747,373	\$2,082,468	\$1,721,766	\$1,101,164	\$414,791	\$60,400	\$7,127,962	
\$169,113	\$272,051	\$132,349	\$44,116	\$73,527	\$44,116	\$735,272	**
\$1,916,486	\$2,354,519	\$1,854,115	\$1,145,280	\$488,318	\$104,516	\$7,863,234	<b>TOTALS</b>
24.37%	29.94%	23.58%	14.57%	6.21%	1.33%	100.00%	ACTUALS FY17-18 (%)
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**

**PRELIMINARY TOTALS  
FOR  
FISCAL YEAR 2017-2018**

**ENDING JUNE 30, 2018**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
TWELVE MONTHS ENDING JUNE 30, 2018

CATEGORICAL PROJECTS  
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	NAGB TUDA CONTRACT (33)	HELMSLEY GRANT (34)	SCHUSTERMAN GRANT (38)	URBAN DEANS NETWK (40)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
GRANTS & CONTRACTS	0.00	530,817.00	0.00	0.00	0.00	17,694.77	0.00	0.00	0.00
SPONSOR CONTRIBUTION	1,223,750.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	529,312.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ROYALTIES AND OTHER INCOME	0.00	0.00	0.00	45,015.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$1,753,062.50</b>	<b>\$530,817.00</b>	<b>\$0.00</b>	<b>\$45,015.00</b>	<b>\$0.00</b>	<b>\$17,694.77</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,500.00</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$128,013.19	\$0.00	\$0.00	\$0.00	\$160,637.81	\$5,658.22	\$110,860.37	\$109,069.38	\$3,966.63
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	1,199,410.54	46,263.99	0.00	0.00	34,541.27	2,663.27	42,794.52	29,013.19	0.00
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	450.00	4,910.14	32,037.24	0.00
DUES, SUBSCR & PUBLICATION	144.00	0.00	0.00	0.00	0.00	0.00	4,279.91	3,819.90	0.00
COPYING & PRINTING	95,828.60	0.00	0.00	0.00	969.62	0.00	5,336.51	0.00	0.00
OUTSIDE SERVICES	239,457.14	277,955.34	50,000.00	0.00	102,193.76	5,538.63	136,049.14	285,780.28	2,527.51
TELEPHONE	72.69	0.00	0.00	0.00	136.62	0.00	0.00	0.00	4.35
POSTAGE & SHIPPING	36,583.10	0.00	0.00	0.00	0.00	350.00	0.00	0.00	448.17
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	53,553.24	116,680.66	0.00	0.00	44,771.87	3,034.65	30,423.06	50,280.01	0.00
<b>TOTAL PROJECT EXPENSES</b>	<b>\$1,753,062.50</b>	<b>\$440,899.99</b>	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$343,250.95</b>	<b>\$17,694.77</b>	<b>\$334,653.65</b>	<b>\$510,000.00</b>	<b>\$6,946.66</b>
REVENUE OVER EXPENSES	\$0.00	\$89,917.01	(\$50,000.00)	\$45,015.00	(\$343,250.95)	\$0.00	(\$334,653.65)	(\$510,000.00)	(\$5,446.66)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$43,714.12	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$619,756.43	(\$149,449.53)	\$109,901.03	(\$19,632.08)	\$568,997.87	\$0.00	\$334,653.65	\$510,000.00	\$8,401.78
<b>ENDING BALANCE 06/30/18</b>	<b>\$619,756.43</b>	<b>(\$15,818.40)</b>	<b>\$59,901.03</b>	<b>\$25,382.92</b>	<b>\$225,746.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,955.12</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
TWELVE MONTHS ENDING JUNE 30, 2018

CATEGORICAL PROJECTS  
PAGE 2 OF 2

	S Schwartz Urban Impact Award (41)	GATES FOUNDATION CCSS Implem (49)	WALLACE FOUNDATION Principal Supvrs (55)	WALLACE FOUNDATION ESSA (56)	UNIVERSITY OF CHICAGO GRANT (60)	DISASTER RELIEF GRANT (77)	PROFESSIONAL LEARNING PLATFORM (78)	COLLEGE BOARD GRANT (86)	DRAFT AUDIT ONE YEAR TOTAL (7/1/17-06/30/18)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	9,317.00	50,000.00	0.00	0.00	\$607,828.77
SPONSOR CONTRIBUTION	300.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$1,224,050.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$529,312.50
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ROYALTIES AND OTHER INCOME	0.00	0.00	0.00	0.00	0.00	0.00	75,750.00	0.00	\$120,765.00
<b>TOTAL REVENUE</b>	<b>\$300.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$9,317.00</b>	<b>\$50,000.00</b>	<b>\$75,750.00</b>	<b>\$0.00</b>	<b>\$2,483,456.27</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$0.00	\$109,853.35	\$57,302.61	\$96,330.73	\$3,029.53	\$0.00	\$0.00	\$44,542.81	\$829,264.63
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	0.00	38,508.01	2,695.73	9,746.88	0.00	40,205.91	0.00	0.00	\$1,445,843.31
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$37,397.38
DUES, SUBSCR & PUBLICATION	0.00	486.45	0.00	0.00	0.00	0.00	0.00	0.00	\$8,730.26
COPYING & PRINTING	0.00	6,293.88	0.00	0.00	0.00	0.00	0.00	0.00	\$108,428.61
OUTSIDE SERVICES	0.00	104,372.15	4,942.80	130,262.53	3,975.44	0.00	32,282.33	65,000.00	\$1,440,337.05
TELEPHONE	0.00	230.95	0.00	0.00	0.00	0.00	0.00	0.00	\$444.61
POSTAGE & SHIPPING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$37,381.27
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	0.00	38,961.72	10,310.63	35,408.37	2,312.03	3,762.20	0.00	14,010.54	\$403,508.98
<b>TOTAL PROJECT EXPENSES</b>	<b>\$0.00</b>	<b>\$298,706.51</b>	<b>\$75,251.77</b>	<b>\$271,748.51</b>	<b>\$9,317.00</b>	<b>\$43,968.11</b>	<b>\$32,282.33</b>	<b>\$123,553.35</b>	<b>\$4,311,336.10</b>
REVENUE OVER EXPENSES	\$300.00	(\$298,706.51)	(\$75,251.77)	(\$271,748.51)	\$0.00	\$6,031.89	\$43,467.67	(\$123,553.35)	(\$1,827,879.83)
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	(\$2,211.11)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,503.01
IN-KIND CONTRIBUTION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/17	\$21,989.50	\$300,917.62	\$278,725.59	\$290,943.30	\$0.00	\$0.00	\$0.00	\$400,000.00	\$3,275,205.16
<b>ENDING BALANCE 06/30/18</b>	<b>\$22,289.50</b>	<b>\$0.00</b>	<b>\$203,473.82</b>	<b>\$19,194.79</b>	<b>\$0.00</b>	<b>\$6,031.89</b>	<b>\$43,467.67</b>	<b>\$276,446.65</b>	<b>\$1,488,828.34</b>

**COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2017-18  
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	\$500	
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 Commnwth Univ		\$500		
101	Wayne State University		\$500		
102	Wichita State University		\$500		
103	Winthrop University		\$500		
104	Wright State University		\$500		

**Total**

**\$50,500**

**\$1,500**

**2018-2019 BUDGET**

**GENERAL OPERATIONS  
BUDGET REPORT**

**FOR**

**SIX MONTHS ENDING**

**ENDING DECEMBER 31, 2018**



THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2018-19

BY FUNCTION

	DRAFT AUDITED REPORT FY17-18	REVISED BUDGET FY18-19	SIX MONTHS REPORT FY18-19	
<b>GENERAL OPERATING REVENUE</b>				
MEMBERSHIP DUES	\$2,839,010.00	\$3,101,486.00	\$3,101,486.00	100%
GRANTS AND CONTRACTS	0.00	0.00	0.00	
SPONSOR CONTRIBUTION	52,000.00	51,000.00	26,000.00	51%
REGISTRATION FEES	0.00	0.00	0.00	
INTEREST AND DIVIDENDS	471,066.24	623,416.00	558,416.00	90%
ROYALTIES AND OTHER INCOME	3,604.67	0.00	0.00	
<b>TOTAL REVENUE</b>	<b>\$3,365,680.91</b>	<b>\$3,775,902.00</b>	<b>\$3,685,902.00</b>	<b>98%</b>
<b>GENERAL OPERATING EXPENSES</b>				
ADMIN AND FINANCIAL MANAGEMENT	\$1,395,624.21	\$1,455,740.00	\$618,954.88	43%
EXECUTIVE LEADERSHIP	\$526,219.07	725,595.00	317,504.50	44%
FUNDRAISING ACTIVITIES	\$38,782.30	46,000.00	24,259.31	53%
LEGISLATIVE ADVOCACY	\$754,986.62	763,633.00	374,077.12	49%
CURRICULUM & INSTRUCTION	\$54,082.38	67,000.00	22,362.64	33%
PUBLIC ADVOCACY	\$499,284.46	507,365.00	216,083.28	43%
MEMBER MANAGEMENT SERVICES	\$192,874.23	211,378.00	101,868.67	48%
POLICY RESEARCH	\$398,143.14	441,639.00	86,842.24	20%
INDIRECT EXPENSES FROM PROJECTS	(\$403,508.98)	(442,448.00)	(254,463.54)	58%
<b>TOTAL OPERATING EXPENSES</b>	<b>\$3,456,487.43</b>	<b>\$3,775,902.00</b>	<b>\$1,507,489.10</b>	<b>40%</b>
<b>REVENUE OVER EXPENSES</b>	<b>(\$90,806.52)</b>	<b>\$0.00</b>	<b>\$2,178,412.90</b>	
<b>ADJUSTMENTS:</b>				
OPERATIONS CARRYOVER BALANCE	\$10,346,027.34			
CATEGORICAL PROG NET REVENUE	(\$1,827,879.83)			
NET GAIN/(LOSS) ON INVESTMENT	\$141,956.84			
<b>ENDING BALANCE</b>	<b>\$8,569,297.83</b>			

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2018-19

BY EXPENSE LINE

	DRAFT AUDITED REPORT FY17-18	REVISED BUDGET FY18-19	SIX MONTHS REPORT FY18-19	
<b>GENERAL OPERATING REVENUE</b>				
MEMBERSHIP DUES	\$2,839,010.00	\$3,101,486.00	\$3,101,486.00	100%
GRANTS AND CONTRACTS	0.00	0.00	0.00	
SPONSOR CONTRIBUTION	52,000.00	51,000.00	26,000.00	51%
REGISTRATION FEES	0.00	0.00	0.00	
INTEREST AND DIVIDENDS	471,066.24	623,416.00	558,416.00	90%
ROYALTIES AND OTHER INCOME	3,604.67	0.00	0.00	
<b>TOTAL REVENUE</b>	<b>\$3,365,680.91</b>	<b>\$3,775,902.00</b>	<b>\$3,685,902.00</b>	<b>98%</b>
<b>GENERAL OPERATING EXPENSES</b>				
SALARIES & FRINGE BENEFITS	\$2,473,182.52	\$2,675,976.00	\$1,133,496.74	42%
OTHER INSURANCE	17,113.48	22,500.00	\$8,798.78	39%
TRAVEL & MEETINGS	96,662.20	90,000.00	\$38,745.32	43%
GENERAL SUPPLIES	13,888.85	15,000.00	\$11,472.85	76%
SUBSCRIPTION & PUBLICATIONS	32,290.81	35,000.00	\$15,744.04	45%
COPYING & PRINTING	91,889.24	100,000.00	\$43,929.58	44%
OUTSIDE SERVICES	559,994.54	600,000.00	\$176,473.16	29%
TELEPHONE	25,364.07	26,000.00	\$8,203.68	32%
POSTAGE & SHIPPING	4,667.80	8,000.00	\$3,775.29	47%
EQPT LEASE MAINT & DEPRECIATION	90,271.80	138,257.00	\$67,773.00	49%
OFFICE RENT & UTILITIES	320,932.10	377,617.00	\$193,540.20	51%
ALLO FOR UNCOLLECTED REVENUE	133,739.00	130,000.00	\$60,000.00	46%
INDIRECT EXPENSES FROM PROJECTS	(403,508.98)	(442,448.00)	(\$254,463.54)	58%
<b>TOTAL OPERATING EXPENSES</b>	<b>\$3,456,487.43</b>	<b>\$3,775,902.00</b>	<b>\$1,507,489.10</b>	<b>40%</b>
REVENUE OVER EXPENSES	(\$90,806.52)	\$0.00	\$2,178,412.90	
<b>ADJUSTMENTS:</b>				
OPERATIONS CARRYOVER BALANCE	\$10,346,027.34			
CATEGORICAL PROG NET REVENUE	(\$1,827,879.83)			
NET (GAIN)/LOSS ON INVESTMENT	\$141,956.84			
<b>ENDING BALANCE</b>	<b>\$8,569,297.83</b>			

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
REVISED 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	\$523,156.00	\$605,595.00	\$45,000.00	\$540,433.00	\$0.00	\$372,865.00	\$177,288.00	\$411,639.00	\$2,675,976.00
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	30,000.00	0.00	7,000.00	3,000.00	15,000.00	90,000.00
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	10,000.00	35,000.00
COPYING & PRINTING	500.00	1,000.00	0.00	1,000.00	0.00	95,500.00	1,000.00	1,000.00	100,000.00
OUTSIDE SERVICES	232,510.00	85,000.00	0.00	166,000.00	67,000.00	\$21,000.00	27,490.00	1,000.00	600,000.00
TELEPHONE	7,000.00	1,000.00	500.00	10,000.00	0.00	2,500.00	2,500.00	2,500.00	26,000.00
POSTAGE & SHIPPING	500.00	500.00	500.00	2,500.00	0.00	3,500.00	0.00	500.00	8,000.00
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	130,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	130,000.00
EXPENSES ALLOCATED TO PROJECTS	(442,448.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(442,448.00)
TOTAL OPERATING EXPENSES	\$1,013,292.00	\$725,595.00	\$46,000.00	\$763,633.00	\$67,000.00	\$507,365.00	\$211,378.00	\$441,639.00	<b>\$3,775,902.00</b>
	\$442,448.00								
	\$1,455,740.00								

THE COUNCIL OF THE GREAT CITY SCHOOLS  
GENERAL OPERATING BUDGET  
FOR FY 2018-19  
EXPENSES FOR SIX MONTHS ENDING DECEMBER 31, 2018

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	SIX MONTHS TOTAL (7/1/18-12/31/18)
<b>GENERAL OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$212,069.83	\$247,157.47	\$19,538.76	\$309,254.28	\$0.00	\$168,563.18	\$101,327.38	\$75,585.84	\$1,133,496.74
OTHER INSURANCE	\$8,798.78	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,798.78
TRAVEL & MEETINGS	\$443.85	\$24,609.28	\$0.00	\$9,604.86	\$0.00	\$1,372.62	\$0.00	\$2,714.71	\$38,745.32
GENERAL SUPPLIES	\$10,124.64	\$0.00	\$0.00	\$0.00	\$0.00	\$1,348.21	\$0.00	\$0.00	\$11,472.85
SUBSCRIPTION & PUBLICATIONS	\$3,527.90	\$1,099.00	\$0.00	\$3,531.93	\$0.00	\$1,712.24	\$0.00	\$5,872.97	\$15,744.04
COPYING & PRINTING	\$590.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,077.58	\$0.00	\$2,262.00	\$43,929.58
OUTSIDE SERVICES	\$56,028.95	\$41,867.33	\$4,720.55	\$50,583.69	\$22,362.64	\$735.00	\$0.00	\$175.00	\$176,473.16
TELEPHONE	\$4,687.65	\$1,776.46	\$0.00	\$789.36	\$0.00	\$204.46	\$541.29	\$204.46	\$8,203.68
POSTAGE & SHIPPING	\$1,370.08	\$994.96	\$0.00	\$313.00	\$0.00	\$1,069.99	\$0.00	\$27.26	\$3,775.29
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	\$193,540.20	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$193,540.20
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	(\$254,463.54)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$254,463.54)
TOTAL OPERATING EXPENSES	\$364,491.34	\$317,504.50	\$24,259.31	\$374,077.12	\$22,362.64	\$216,083.28	\$101,868.67	\$86,842.24	\$1,507,489.10
	\$254,463.54								
	\$618,954.88								



**CATEGORICAL PROJECTS  
BUDGET REPORT**

**FOR**

**SIX MONTHS ENDING**

**ENDING DECEMBER 31, 2018**

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
EXPENSES FOR SIX MONTHS ENDING DECEMBER 31, 2018

**CATEGORICAL PROJECTS**

Page 1 of 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KELLOG SAP GRANT (25)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	NAGB TUDA CONTRACT (33)	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS & CONTRACTS	0.00	116,909.69	0.00	669,061.00	0.00	0.00	37,653.14	0.00	0.00
SPONSOR CONTRIBUTION	878,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	363,650.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ROYALTIES/SUBSC & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL REVENUE</b>	<b>\$1,241,650.00</b>	<b>\$116,909.69</b>	<b>\$0.00</b>	<b>\$669,061.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$37,653.14</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$54,328.59	\$0.00	\$0.00	\$18,640.79	\$0.00	\$141,704.54	\$25,390.13	\$0.00	\$0.00
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	692,158.58	10,317.13	0.00	0.00	0.00	6,839.27	1,002.14	0.00	0.00
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	5,000.00	650.00	0.00	0.00
COPYING & PRINTING	33,921.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OUTSIDE SERVICES	126,965.33	80,487.84	26,109.16	12,653.85	0.00	42,885.78	4,153.37	1,305.43	0.00
TELEPHONE	15.33	0.00	0.00	0.00	0.00	15.21	0.00	0.00	0.00
POSTAGE & SHIPPING	8,464.08	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	137,378.03	26,104.72	0.00	4,694.20	0.00	29,302.13	6,457.50	0.00	0.00
<b>TOTAL PROJECT EXPENSES</b>	<b>\$1,053,231.54</b>	<b>\$116,909.69</b>	<b>\$26,109.16</b>	<b>\$35,988.84</b>	<b>\$0.00</b>	<b>\$225,746.93</b>	<b>\$37,653.14</b>	<b>\$1,305.43</b>	<b>\$0.00</b>
REVENUE OVER EXPENSES	\$188,418.46	\$0.00	(\$26,109.16)	\$633,072.16	\$0.00	(\$225,746.93)	\$0.00	(\$1,305.43)	\$0.00
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$15,818.40	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CARRYOVER BALANCE 6/30/18	\$619,756.43	(\$15,818.40)	\$59,901.03	\$0.00	\$25,382.92	\$225,746.93	\$0.00	\$2,955.12	\$22,289.50
<b>ENDING BALANCE 12/31/18</b>	<b>\$808,174.89</b>	<b>\$0.00</b>	<b>\$33,791.87</b>	<b>\$633,072.16</b>	<b>\$25,382.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,649.69</b>	<b>\$22,289.50</b>

THE COUNCIL OF THE GREAT CITY SCHOOLS  
REVENUE AND EXPENSE REPORT  
EXPENSES FOR SIX MONTHS ENDING DECEMBER 31, 2018

**CATEGORICAL PROJECTS**

Page 2 of 2

	WALLACE FOUNDATION (55)	WALLACE FOUNDATION GRANT (56)	WALLACE FOUNDATION GRANT (62)	DISASTER RELIEF GRANT (77)	PROFESSIONAL LEARNING PLATFORM (78)	WALLACE ESSA RESEARCH (79)	THE COLLEGE BOARD GRANT (86)	GATES IMPL EXC (87)	SIX MONTHS TOTAL (7/1/18-12/31/18)
<b>OPERATING REVENUE</b>									
MEMBER DUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
GRANTS & CONTRACTS	0.00	400,000.00	75,000.00	15,000.00	0.00	100,000.00	0.00	1,000,000.00	\$2,413,623.83
SPONSOR CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$878,000.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$363,650.00
INTEREST AND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ROYALTIES/SUBSC & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
<b>TOTAL REVENUE</b>	<b>\$0.00</b>	<b>\$400,000.00</b>	<b>\$75,000.00</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$100,000.00</b>	<b>\$0.00</b>	<b>\$1,000,000.00</b>	<b>\$3,655,273.83</b>
<b>OPERATING EXPENSES</b>									
SALARIES & FRINGE BENEFITS	\$55,039.38	\$41,667.85	\$62,875.31	\$0.00	\$0.00	\$17,190.36	\$26,708.62	\$40,753.77	\$484,299.34
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
TRAVEL AND MEETING EXPENSES	5,524.46	2,347.60	2,342.09	0.00	2769.78	0.00	0.00	7,491.37	\$730,792.42
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	480.00	0.00	0.00	0.00	\$6,130.00
COPYING & PRINTING	0.00	0.00	0.00	0.00	917.50	0.00	0.00	0.00	\$34,839.10
OUTSIDE SERVICES	2,298.17	35,873.72	0.00	0.00	7,831.16	0.00	55,000.00	8,970.00	\$404,533.81
TELEPHONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$30.54
POSTAGE & SHIPPING	0.00	0.00	0.00	0.00	368.40	0.00	0.00	0.00	\$8,832.48
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
EXPENSES ALLOCATED TO PROJECTS	9,429.30	11,983.38	9,782.61	0.00	0.00	2,578.55	8,170.86	8,582.27	\$254,463.54
<b>TOTAL PROJECT EXPENSES</b>	<b>\$72,291.31</b>	<b>\$91,872.55</b>	<b>\$75,000.00</b>	<b>\$0.00</b>	<b>\$12,366.84</b>	<b>\$19,768.91</b>	<b>\$89,879.48</b>	<b>\$65,797.41</b>	<b>\$1,923,921.23</b>
REVENUE OVER EXPENSES	(\$72,291.31)	\$308,127.45	(\$0.00)	\$15,000.00	(\$12,366.84)	\$80,231.09	(\$89,879.48)	\$934,202.59	\$1,731,352.60
CLOSEOUT OF COMPLETED PROJECTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,818.40
CARRYOVER BALANCE 6/30/18	\$203,473.82	\$19,194.79	\$0.00	\$6,031.89	\$43,467.67	\$0.00	\$276,446.65	\$0.00	\$1,488,828.35
ENDING BALANCE 12/31/18	\$131,182.51	\$327,322.24	(\$0.00)	\$21,031.89	\$31,100.83	\$80,231.09	\$186,567.17	\$934,202.59	\$3,235,999.35

**ASSET ALLOCATIONS**

1/10/2019

**INVESTMENT SCHEDULE - FY18-19  
ENDING 12/31/2018**

Balances are from date of purchase

<b>INVESTMENT ACCOUNTS</b>	<b>ENDING BALANCE 12/31/2018</b>	<b>PURCHASES (7/1/18 - 12/31/18)</b>	<b>SOLD (7/1/18 - 12/31/18)</b>	<b>UNREAL GAINS/(LOSS) (7/1/18 - 12/31/18)</b>	<b>REAL GAINS/(LOSS) (7/1/18 - 12/31/18)</b>
Discover Bank CD	\$249,970	\$250,000	\$0	-\$30	\$0
Goldman Sachs Bk USA CD	\$249,663	\$0	\$0	\$103	\$0
Pacific Western Bank CD	\$0	\$0	-\$250,000	\$132	\$0
Aberdeen FDS Emerging Mkts Fd	\$286,089	\$33,777	\$0	-\$16,496	\$0
Amer Cent Fds	\$530,896	\$64,289	-\$122,698	-\$159,708	\$46,716
Baron Invst Funds Trust Small Cap	\$370,837	\$37,801	-\$65,017	-\$106,410	\$6,372
Delaware Group Equity FDS II	\$402,919	\$452,692	\$0	-\$49,773	\$0
DWS Enhanced Comm Strat/Deutsche Secs	\$135,487	\$37,906	\$0	-\$31,223	\$0
Dodge & Cox Income FD	\$1,174,414	\$1,177,910	\$0	-\$3,497	\$0
Dodge&Cox Intl Stock	\$324,190	\$13,627	\$0	-\$52,084	\$0
Eaton Vance Inc Fd	\$291,626	\$42,566	\$0	-\$10,443	\$0
First Eagle Fds Sogen Overseas	\$0	\$0	-\$293,347	\$15,525	\$12,443
Goldman Sachs Treas Instr	\$75,741	\$15,340	\$0	\$0	\$0
Harbor Fund Cap Appr	\$455,636	\$45,053	-\$153,942	-\$160,080	\$63,585
Hartford Mut Fds MIDCAP Fd	\$258,379	\$30,775	-\$49,313	-\$84,852	\$14,832
JPMorgan Core Bd FD Selct	\$0	\$374,203	-\$1,165,727	-\$144,323	\$135,279
MFS Ser TR 1 Value Fd	\$754,029	\$108,089	\$0	-\$73,211	\$0
MFS Ser TR X Emerging Mkts Debt	\$222,449	\$43,849	\$0	-\$5,236	\$0
Nuveen INVT Fds Inc RE Secs*	\$0	\$786	-\$123,644	-\$6,620	\$6,675
Oakmark Equity and Income Fd (Harris)	\$0	\$2,327	-\$730,376	-\$34,032	\$26,809
Principal FDS Inc. Glob RE Secs	\$212,002	\$11,153	\$0	-\$17,764	\$0
T. Rowe Price Intl. Fund	\$269,277	\$312,892	\$0	-\$43,615	\$0
T. Rowe Price RE Fund	\$136,301	\$87,309	\$0	-\$18,382	\$0
Victory Portfolios Sm Co Oppty	\$386,559	\$48,175	-\$58,490	-\$106,705	\$9,466
Virtus Emerging Mkts Opportunites	\$216,727	\$20,969	\$0	-\$9,572	\$0
Virtus Asset CEREDX (formly Ridgewth)	\$328,048	\$36,175	-\$16,739	-\$72,613	-\$1,399
<b>TOTAL:</b>	<b>\$7,331,237</b>	<b>\$3,247,664</b>	<b>-\$3,029,292</b>	<b>-\$1,190,910</b>	<b>\$320,777</b>

**NOTE:** The investments ending balance shown above does not include the Cash Accounts used for operations which has an ending balance of \$3,046,064 as of 12/31/18.

COUNCIL OF THE GREAT CITY SCHOOLS  
Investment Portfolio by Asset Class  
As of 12/31/2018

Fund Name	Ticker	Category per Morningstar	Amount	Asset Class
Goldman Sachs Bank USA CD		Certificate of Deposit	\$249,663	Fixed Income
Discover Bank		Certificate of Deposit	\$249,970	Fixed Income
MFS Ser TR X Emerging Markets Debt	MEDIX	Diversified Emerging Markets	\$222,449	Fixed Income
Eaton Vance Inc Fd	EIBIX	High yield bond	\$291,626	Fixed Income
Dodge & Cox Income Fd	DODIX	Intermediate term - bond	\$1,174,414	Fixed Income
			<u>\$ 2,188,122</u>	
Amer Cen Mut Funds	TWGIX	Large growth - equity	\$530,896	Large Cap Equity
Delaware Group Equity FDS II	DDVIX	Large Cap Equities Value	\$402,919	Large Cap Equity
Harbor Fund Cap Appr	HACAX	Large growth - equity	\$455,636	Large Cap Equity
MFS Ser TR 1 Value Fd	MEIIX	Large Value equity	\$754,029	Large Cap Equity
			<u>\$ 2,143,480</u>	
Victory Sycamore Small Co. Opp I	VSOIX	Small Value	\$386,559	Small/Mid Cap Equity
Baron Invt Funds Trust Small Cap	BSFIX	Small growth - equity	\$370,837	Small/Mid Cap Equity
Virtus Asset CEREDX	SMVTX	Mid-Cap Value	\$328,048	Small/Mid Cap Equity
Hartford Mut Fds MIDCAP Fd	HFMIX	Midcap Growth - equity	\$258,379	Small/Mid Cap Equity
			<u>\$ 1,343,823</u>	
Aberdeen Emerging Markets Instl	ABEMX	Diversified Emerging Markets	\$286,089	International Equity
Virtus Emerging Mkts Opportunities	HIEMX	Diversified Emerging Markets-equity	\$216,727	International Equity
Dodge & Cox Intl Stock Fd	DODFX	Foreign Large Blend - equity	\$324,190	International Equity
T. Rowe Price International Fund	PRITX	Foreign Large Blend - equity	\$269,277	International Equity
			<u>\$ 1,096,283</u>	
Principal FDS Inc. Glob RE Secs	POSIX	Real Estate - equity	\$212,002	Alternative Investments
Deutsche Secs TR Comm Stra	SKIRX	Commodities Broad Basket	\$135,487	Alternative Investments
T. Rowe Price RE Fund	TRREX	Real Estate - equity	\$136,301	Public Real Estate (Alternative Investments)
			<u>\$ 483,790</u>	
Goldman Sach TR Treas Instr	FTIXX	Money Market	\$75,741	Cash Equivalents
			<u>\$ 7,331,239</u>	
<b>Total Investments</b>			<b>\$ 7,331,239</b>	

COUNCIL OF THE GREAT CITY SCHOOLS  
 ASSET ALLOCATION ACTUALS VS TACTICAL RANGE  
 For Fiscal Year ending 12/31/2018

ASSET CLASS DISTRIBUTION							
Fixed	Large Cap	Small/Mid	Intl	Alternative	Cash	TOTAL	
\$2,188,122	\$2,143,480	\$1,343,823	\$1,096,283	\$483,790	\$75,741	\$7,331,239	
\$2,188,122	\$2,143,480	\$1,343,823	\$1,096,283	\$483,790	\$75,741	\$7,331,239	<b>TOTALS</b>
29.85%	29.24%	18.33%	14.95%	6.60%	1.03%	100.00%	ACTUALS FY18-19 (%)
20.0%-60%	20%-40%	5%-25%	10%-30%	0%-20%	0%-20%		TACTICAL RANGE Change (%)
38%	27%	15%	15%	3%	2%	100.00%	STRATEGIC TARGET (%)



January 3, 2019

# Asset Allocation Presentation - December 31, 2018

Prepared for: **Council of The Great City Schools**

Prepared by: **Tom Greaser, CFP®**  
Senior Vice President  
Wells Fargo Advisors

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11th Floor  
Washington, DC 20005  
202-414-3326

This report is not complete unless all pages, as noted, are included. Please read the information in 'Disclosures' found within this report for an explanation of the terms and concepts presented in this report.

**Investment and Insurance Products:**

- Not Insured by FDIC or any Federal Government Agency
- Not a Deposit or Other Obligation of, or Guaranteed by, the Bank or Any Bank Affiliate
- Subject to Investment Risks, Including Possible Loss of the Principal Amount Invested

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## Table Of Contents

Cover Page	1
Accounts Included in the Report	3
Asset Allocation Questionnaire	4
Current vs Strategic Allocation Comparison - Asset Class Detail	5
Current vs Strategic Efficient Frontier	8
Account Summary	9
Disclosures	11

## Accounts Included in the Report

Account Number	Account Name	Account Nickname	Tax Status	Int/Ext	Last Updated
	Investments		Taxable	External	1/3/2019

## Asset Allocation Questionnaire

### Risk Tolerance

All investments involve risk, including the potential loss of principal. Higher risk investments may have the potential for higher returns, but also have the potential for greater losses.

Understanding risk characteristics: When making a selection, please choose the most appropriate allocation that best reflects your acceptable level of risk tolerance profiled in this report.

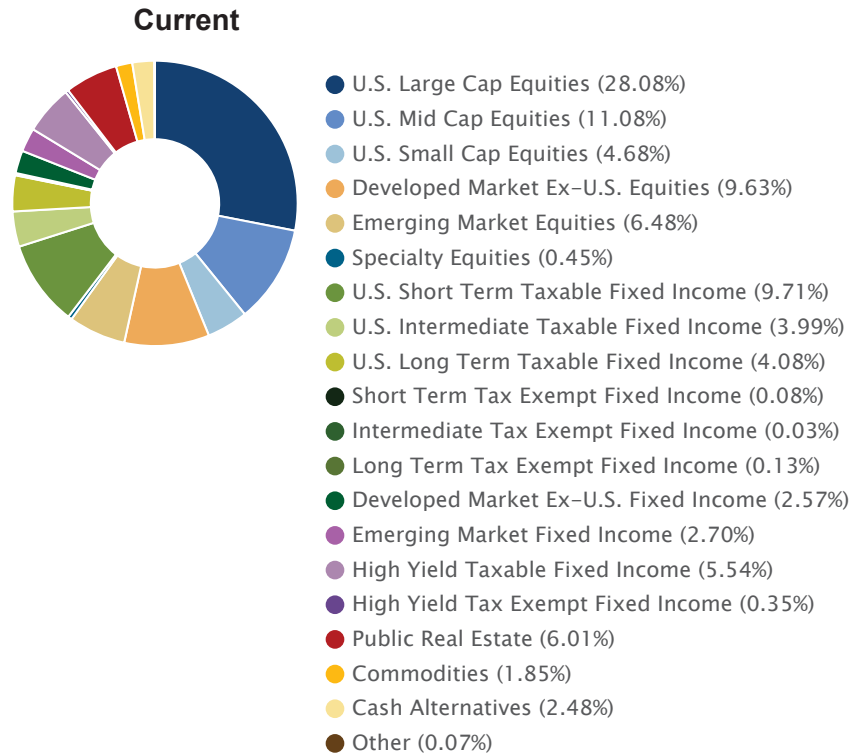
Select Portfolio	Strategic Allocation	Percent in Equities	Downside Risk	Strategic Allocation Risk Range	Average Return
<input type="checkbox"/>	Aggressive Growth	84%	-14.7%	-9% to -20%	8.0%
<input type="checkbox"/>	Moderate Growth	75%	-13.1%	-8% to -18%	7.7%
<input checked="" type="checkbox"/>	Conservative Growth	68%	-11.7%	-7% to -16%	7.3%
<input type="checkbox"/>	Aggressive Growth & Income	57%	-10.2%	-6% to -14%	7.0%
<input type="checkbox"/>	Moderate Growth & Income	49%	-8.5%	-5% to -12%	6.6%
<input type="checkbox"/>	Conservative Growth & Income	39%	-6.6%	-3% to -10%	6.1%
<input type="checkbox"/>	Aggressive Income	28%	-5.0%	-2% to -8%	5.5%
<input type="checkbox"/>	Moderate Income	20%	-3.3%	-1% to -6%	4.9%
<input type="checkbox"/>	Conservative Income	8%	-1.9%	0% to -5%	4.0%

*Strategic Allocation Risk Range is the Expected Spectrum of downside risk for an allocation model.*

*This questionnaire was designed to help you answer some important questions about yourself and your investment goals. Your answers to the above questions were used to generate an asset allocation model and determine an investment profile that may be the most appropriate to help you achieve your stated goals, taking into account your investment horizon and tolerance for risk. This information is not used to update your client account profile information. Please contact your Financial Advisor if any changes are needed to update your client profile.*

*The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.*

## Current vs Strategic Allocation Comparison - Asset Class Detail



Average Return: 7.0%  
Downside Risk: -10.6%



Average Return: 7.3%  
Downside Risk: -11.7%

On this Current vs Strategic Allocation Comparison report, all individual funds, ETFs, UITs and annuity sub-accounts may be assigned to multiple asset classes based on their underlying holdings. Funds in alternative and real asset investment strategies are assigned to a single asset class.

### Long Positions

Asset Class Detail	Current	Strategic	Difference
U.S. Large Cap Equities	\$ 2,058,267.49 28.08%	\$ 2,126,058.84 29.00%	\$ 67,791.35 0.92%
U.S. Mid Cap Equities	\$ 812,640.41 11.08%	\$ 879,748.49 12.00%	\$ 67,108.07 0.92%
U.S. Small Cap Equities	\$ 343,147.03 4.68%	\$ 733,123.74 10.00%	\$ 389,976.71 5.32%
Developed Market Ex-U.S. Equities	\$ 705,972.75 9.63%	\$ 659,811.36 9.00%	\$ - 46,161.38 - 0.63%

## Long Positions

Asset Class Detail	Current		Strategic		Difference	
Emerging Market Equities	\$ 474,908.73	6.48%	\$ 586,498.99	8.00%	\$ 111,590.27	1.52%
Specialty Equities	\$ 32,775.48	0.45%	\$ 0.00	0.00%	\$ - 32,775.48	- 0.45%
U.S. Short Term Taxable Fixed Income	\$ 711,961.64	9.71%	\$ 293,249.50	4.00%	\$ - 418,712.15	- 5.71%
U.S. Intermediate Taxable Fixed Income	\$ 292,795.67	3.99%	\$ 439,874.24	6.00%	\$ 147,078.57	2.01%
U.S. Long Term Taxable Fixed Income	\$ 299,216.81	4.08%	\$ 293,249.50	4.00%	\$ - 5,967.32	- 0.08%
Short Term Tax Exempt Fixed Income	\$ 5,592.56	0.08%	\$ 0.00	0.00%	\$ - 5,592.56	- 0.08%
Intermediate Tax Exempt Fixed Income	\$ 2,520.29	0.03%	\$ 0.00	0.00%	\$ - 2,520.29	- 0.03%
Long Term Tax Exempt Fixed Income	\$ 9,880.34	0.13%	\$ 0.00	0.00%	\$ - 9,880.34	- 0.13%
Developed Market Ex-U.S. Fixed Income	\$ 188,540.48	2.57%	\$ 146,624.75	2.00%	\$ - 41,915.73	- 0.57%
Emerging Market Fixed Income	\$ 197,863.79	2.70%	\$ 219,937.12	3.00%	\$ 22,073.33	0.30%
High Yield Taxable Fixed Income	\$ 406,185.12	5.54%	\$ 293,249.50	4.00%	\$ - 112,935.62	- 1.54%
High Yield Tax Exempt Fixed Income	\$ 25,951.02	0.35%	\$ 0.00	0.00%	\$ - 25,951.02	- 0.35%
Public Real Estate <sup>‡</sup>	\$ 440,481.84	6.01%	\$ 366,561.87	5.00%	\$ - 73,919.97	- 1.01%
Commodities	\$ 135,486.85	1.85%	\$ 146,624.75	2.00%	\$ 11,137.90	0.15%
Cash Alternatives	\$ 182,145.73	2.48%	\$ 146,624.75	2.00%	\$ - 35,520.98	- 0.48%
Other	\$ 4,903.36	0.07%	\$ 0.00	0.00%	\$ - 4,903.36	- 0.07%
<b>Total:</b>	<b>\$ 7,331,237.38</b>	<b>100.00%</b>	<b>\$ 7,331,237.38</b>	<b>100.00%</b>	<b>\$ 0.00</b>	<b>0.00%</b>

<sup>‡</sup>The Public Real Estate category may contain Master Limited Partnerships (MLPs) due to a statistical relationship which represents how closely two variables (REITs and MLPs in this case) track each other's movement or price change.

Current Allocation indicates how an investor's portfolio is allocated based on Wells Fargo Advisors asset classifications and current market value.

Strategic Allocation illustrates how much of an investor's portfolio should be allocated to the various asset classes based on the recommended investment plan.

The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.

Your current portfolio allocation may classify assets based on the underlying holdings of funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. The Cash Alternatives asset class may include cash alternatives or other securities such as futures settlements, synthetic securities or securities in the form of a trust. These securities have unique risks and characteristics and can lose value. For more information on these types of investments, consult the fund prospectus. Underlying classification data is updated periodically and the frequency of updates will vary by fund. When repositioning assets within your portfolio, it is important to note that underlying holdings of funds, ETFs, UITs and annuity sub-account shares cannot be bought or sold individually. You may only buy or sell shares of the actual funds, ETFs and UITs.

Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.

The downside risk and average return for the current allocation are calculated based on a classification of the underlying holdings for funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. Underlying classification data is updated periodically and the frequency of updates will vary by fund.

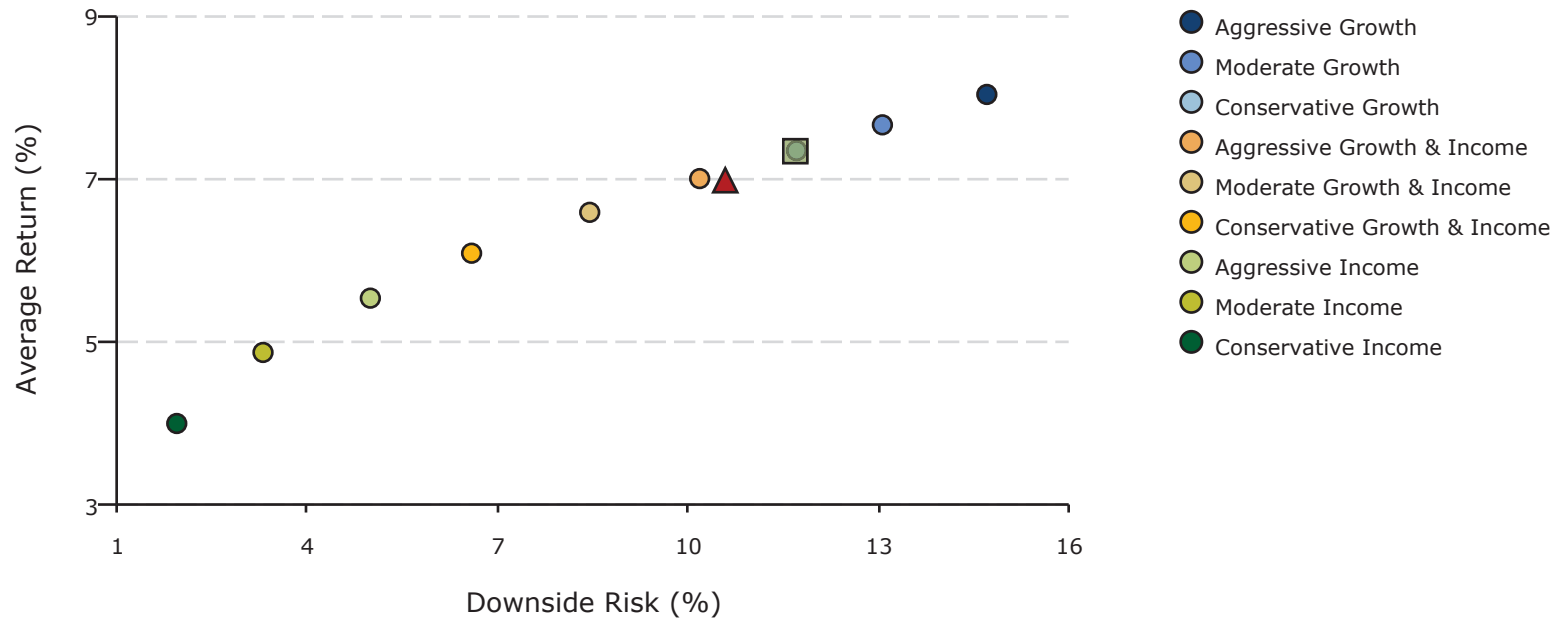
Totals may not equal calculated amounts due to rounding differences.

The Disclosures include definitions of the terms on this page and other detailed information.

Market Values are based on closing prices and positions as of 1/2/2019 for security level holdings.

*If we have included or if you have provided us with information on accounts managed by you or an affiliate of Wells Fargo Advisors, including self-directed WellsTrade accounts at Wells Fargo Advisors, and fiduciary accounts at Wells Fargo Bank, N.A., you should understand that Wells Fargo Advisors has no authority to manage or influence the management of such accounts. With respect to such accounts, the Strategic Allocation and Differences listed on this page are for information purposes only and should not be considered a recommendation from Wells Fargo Advisors or your Financial Advisor. The views, opinions, asset allocation models and forecasts may differ from our affiliates.*

## Current vs Strategic - Efficient Frontier



	Average Return:	Downside Risk:
▲ Current Allocation	7.0%	-10.6%
■ Conservative Growth	7.3%	-11.7%

Each Strategic Allocation has an average return and level of Downside Risk. An "efficient" portfolio allocation is designed to seek the maximum rate of return for the amount of risk assumed. The Efficient Frontier is created to represent the optimal rate of return attainable for any determined level of risk. In theory, the closer your portfolio allocation came to the efficient frontier, the more return you received for the amount of risk you assumed.

The risk and return information shown is based on the Strategic Capital Market Assumptions. Risk and return figures are based on forward looking asset class assumptions. For risk and return information, please see the Strategic Capital Market Assumptions table in the disclosure section of this report. Downside risk represents the potential loss the allocation could experience in a severe market downturn. The portfolio faces approximately a 5% chance each year of experiencing a loss this large or larger. The downside risk percentages displayed are for illustrative purposes and are not designed to predict actual performance. Past performance is not a guarantee of future results.

The downside risk and average return for the current allocation are calculated based on a classification of the underlying holdings for funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. Underlying classification data is updated periodically and the frequency of updates will vary by fund.

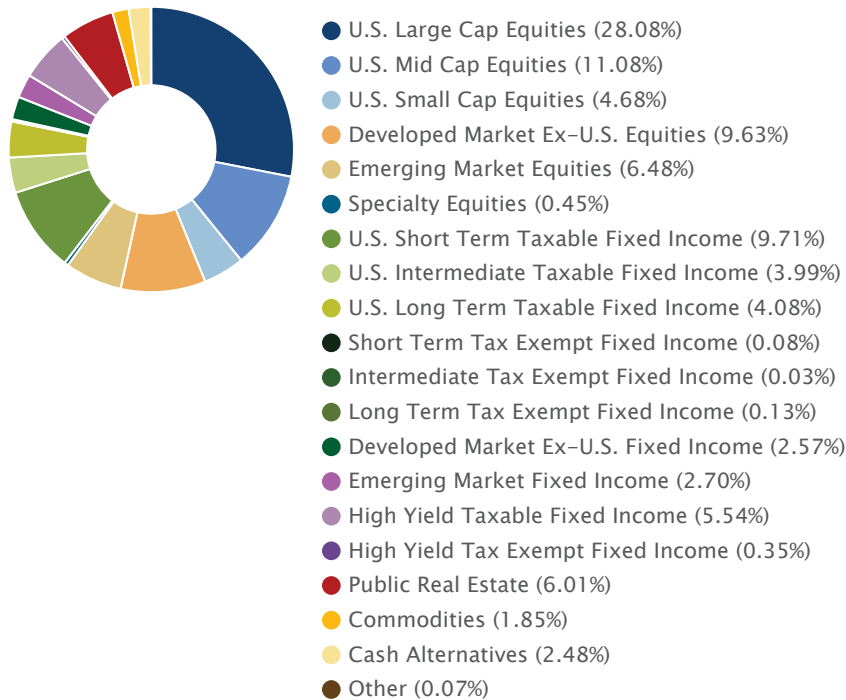
## Account Summary

On this Account Summary report, all individual funds, ETFs, UITs and annuity sub-accounts may be assigned to multiple asset classes based on their underlying holdings. Funds in alternative and real asset investment strategies are assigned to a single asset class.

Account Profile information (Investment Objective, Account Purpose, Time Horizon and Liquidity Needs) is highlighted for your accounts on this report. Please contact your financial advisor if you wish to review this information in more detail or if you feel there is a discrepancy. The Account Profile information is only available for Internal Accounts.

Investments () (EXTERNAL) Last Updated: 01/03/2019

### Asset Allocation



### Security Level - Long Positions

Name	Amount	%
ABERDEEN EMRGNG INSTL I	\$ 286,088.96	3.90
AMER CENT GROWTH CLASS I	\$ 530,896.12	7.24
BARON SMALL CAP FD CL I	\$ 370,837.26	5.06
DELAWARE VALUE I	\$ 402,919.13	5.50
DISCOVER BK 2.3% 031219	\$ 249,970.00	3.41
DODGE & COX INCOME FUND	\$ 1,174,413.66	16.02
DODGE & COX INTL STCK FD	\$ 324,189.97	4.42
DWS ENHANCED INST	\$ 135,486.85	1.85
EV INCOME FD OF BOSTON I	\$ 291,626.25	3.98
GOLDMAN FINL SQ TREAS MM	\$ 75,740.85	1.03
GOLDMAN SAC 2.1% 042519	\$ 249,662.50	3.41
HARBOR CAP APPREC I	\$ 455,635.87	6.22
HARTFORD MIDCAP I	\$ 258,378.51	3.52
MFS EMRG MKTS DEBT I	\$ 222,448.59	3.03
MFS VALUE I	\$ 754,029.10	10.29
PRINCIPAL GLBL RL INSTL	\$ 212,001.70	2.89
T ROWE PR INTL OVERSEAS	\$ 269,276.95	3.67
T ROWE PRICE REAL ESTATE	\$ 136,300.92	1.86
VICTORY SYCAMORE SMALL I	\$ 386,558.90	5.27
VIRTUS CEREDEx M/C VLU I	\$ 328,048.18	4.47
VIRTUS VONTOBEL EMG I	\$ 216,727.11	2.96

**Long Mkt Value: \$ 7,331,237.38**



**Security Level - Long Positions**

<b>Name</b>	<b>Amount</b>	<b>%</b>
<b>Short Mkt Value:</b>		<b>\$ 0.00</b>
<b>Cash Alternative Balance:</b>		<b>\$ 0.00</b>
<b>Account Value:</b>	<b>\$ 7,331,237.38</b>	
<hr/>		
<b>Security-Level Holdings:</b>	<b>\$7,331,237.38</b>	
<b>Asset Class-Level Holdings:</b>	<b>\$0.00</b>	
<b>Asset Class and Security Level Holdings:</b>	<b>\$0.00</b>	
<b>Total Holdings:</b>	<b>\$7,331,237.38</b>	

As a service, we may have included your assets and/or your liabilities held at other financial institutions. We assume no responsibility for the accuracy or completeness of the information you provided either to your Financial Advisor or through any third party aggregation service regarding your assets or liabilities held at other firms. We may update the pricing of these securities; however, there may be cases when updating prices is not possible. In addition, any transactions, values or changes in your external accounts will not be reflected unless you provide updated information to your Financial Advisor. In instances where you use a third party aggregation service, we rely on you to take action when notified by the third party service that updates are needed. The accuracy and completeness of the information you provide may materially affect the results and any recommendations contained in this report.

Your current portfolio allocation may classify assets based on the underlying holdings of funds, ETFs, UITs and annuity sub-accounts. For funds in alternative and real asset investment strategies and where underlying holdings are not available for classification, the asset class assigned to that security is used. The Cash Alternatives asset class may include cash alternatives or other securities such as futures settlements, synthetic securities or securities in the form of a trust. These securities have unique risks and characteristics and can lose value. For more information on these types of investments, consult the fund prospectus. Underlying classification data is updated periodically and the frequency of updates will vary by fund. When repositioning assets within your portfolio, it is important to note that underlying holdings of funds, ETFs, UITs and annuity sub-account shares cannot be bought or sold individually. You may only buy or sell shares of the actual funds, ETFs and UITs.

Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.

## Disclosures

### Asset Class Assumptions

Securities are grouped in classes based on shared characteristics, such as maturity for bonds and size of the corporation for stocks. The mix of classes best suited for an investor will depend on his or her individual investment goals and tolerance for risk. It is generally understood that as an investor takes more risk, he or she can seek a higher rate of return over time.

*Asset classification of holdings in external accounts where classification is not readily available may be assigned to a multi-asset class category or reassigned into additional asset classes by your Financial Advisor which may not be the most accurate asset class based on the holding's characteristics and risk profile. It is your responsibility to review the asset classification for external accounts and notify us of any changes.*

*Asset Classification for mutual funds, variable annuities and exchange-traded funds are derived from Morningstar Categories. Underlying holdings classification provided by Morningstar. ©2019 Morningstar, Inc. All Rights Reserved. The information contained herein: (1) is proprietary to Morningstar and/or its content providers; (2) may not be copied or distributed; and (3) is not warranted to be accurate, complete or timely. Neither Morningstar nor its content providers are responsible for any damages or losses arising from any use of this information.*

### Asset Class Assumptions - Risk

Risk calculations are used to estimate how asset classes and combinations of classes may respond during negative market environments. The downside risk calculation represents a loss that is unlikely to be exceeded in 19 out of 20 years. However, there is a 1 in 20 risk (5% probability) that the loss over a one-year period could be greater than the downside risk calculation. Risk and return figures are derived from standard investment industry statistical calculations. These are for comparative purposes and not designed to predict actual performance. This is not the maximum loss your portfolio could experience.

### Asset Class Assumptions - Portfolio Implementation

As outlined above, it is assumed that the implemented portfolio matches the recommended allocation model. In actuality, the implemented portfolio may or may not match the risk and return characteristics of the recommended model over time due to security selection, inability to invest in the indices, and other factors. Also, there is no guarantee that portfolios will not exceed the risk tolerance range or that historically derived results will be achieved in the future. Returns have not been reduced by sales charges or expenses typically associated with various types of investments. Your actual investment performance may be higher or lower than that of the asset class to which it was assigned. Our assumptions about risks and returns for individual asset classes are combined with assumptions about the relationships between these returns (their correlation). Asset allocation cannot eliminate the risk of fluctuating prices and uncertain returns. We use our best efforts to correctly classify investments. However, no warranty of accuracy is made.

**Equity Investments:** Equity investments refer to buying stocks of United States companies. The investment return to the owner of stock (shareholder) is in the form of dividends and/or capital appreciation. The market capitalization of companies is used to group large, medium (Mid), and small companies. Shareholders share in both the upside potential and the downside risk.

**Capitalization:** Market capitalization definitions differ, but one example of capitalization methodology is that of Morningstar, which defines "large-capitalization" stocks as those stocks that form the top 70% of the market capitalization of the stocks eligible to be included in the Morningstar US Market Index (a diversified broad market index that represents approximately 97% of the market capitalization of publicly traded U.S. Stocks). The Morningstar index methodology defines "mid-capitalization" stocks as those stocks that form the 20% of market capitalization between the 70th and 90th percentile of the market capitalization and "small-capitalization" stocks as those

stocks that form the 7% of market capitalization between the 90th and 97th percentile of the market capitalization of the stocks eligible to be included in the Morningstar US Market Index.

*Investing in small and mid-cap companies involve additional risks such as limited liquidity and greater volatility.*

**Fixed Income Securities (Bonds):** Bonds are promissory notes of a United States corporation or federal government entity (taxable bonds) or a state or local government entity (tax-exempt or municipal bonds). Bonds usually make a series of interest payments followed by a return of principal at maturity. If sold prior to maturity, the price that can be obtained for a bond may be more or less than face value, depending on interest rates at the time the bond is sold and the remaining term of the bond.

Fixed income securities include Treasuries (i.e., public obligations of the U.S. Treasury that have remaining maturities of more than one year), government-related issues (i.e., agency, sovereign, supranational, and local authority debt), and corporate bonds.

*Investments in fixed-income securities are subject to market, interest rate, credit/default, inflation and other risks. Bond prices fluctuate inversely to changes in interest rates. Therefore, a general rise in interest rates can result in the decline in the bond's price. Lower rated securities are speculative and involve greater risk of default.*

**Term:** Short-term bonds have effective maturities of five years or less, intermediate bonds have effective maturities between five and ten years; and long-term bonds have maturities of ten years or longer.

*Income from tax exempt bonds is generally free from federal and state taxes for residents of the issuing state. While the interest income is tax-free, capital gains if any are subject to taxes. Income of certain tax-exempt bonds may be subject to the Federal Alternative Minimum Tax (AMT).*

**High Yield Fixed Income:** High yield bonds are promissory notes of a corporation or government entity that are considered to be below investment grade by bond rating services. The characterization of a high yield bond reflects the creditworthiness of the issuer and potential concerns that interest payments and return of principal may not be made as promised. High yield bonds may have maturities of various lengths.

*High-yield bonds, also known as junk bonds, are subject to greater risk of loss of principal and interest, including default risk, than higher-rated bonds. Investors should not place undue reliance on yield as a factor to be considered in selecting a high yield investment.*

**Multi-Class:** This category is primarily used to classify investments that include a substantial amount of both equity and fixed income investments, or some other combination of classes.

**International Investments:** International investments include any type of investment made in financially established markets outside of the United States. Various securities can be used to invest in international markets, including but not limited to fixed income securities, American Depository Receipts (ADRs), equities and funds.

The MSCI EAFE Index currently consists of the following 21 developed market country indexes: Australia, Austria, Belgium, Denmark, Finland, France, Germany, Hong Kong, Ireland, Israel, Italy, Japan, the Netherlands, New Zealand, Norway, Portugal, Singapore, Spain, Sweden, Switzerland, and the United Kingdom.

*Investing in foreign securities such as Developed Market Ex-U.S. Equities, Emerging Market Equities, Developed Market Ex-U.S. Fixed Income and Emerging Market Fixed Income including ADRs, involves greater risks than those associated with investing domestically including political, economic, currency and the risks associated with different accounting standards. These risks are heightened in emerging markets.*

**Emerging Market Equities:** Emerging Market Equities consist of stocks issued by publicly traded companies of the major developing countries around the world. Examples of these countries would include: Argentina, Brazil, China, Russia, and South Africa.

**Emerging Market Fixed Income:** Emerging Market Fixed Income is comprised of external debt instruments in the developing markets. These instruments may be denominated in United States dollars or in external currencies. A large portion of the emerging market debt is issued by Argentina, Brazil, Bulgaria, Columbia, Ecuador, Egypt, Mexico, Morocco, Nigeria, Panama, Peru, Philippines, Poland, Russia, South Africa, Turkey, Ukraine and Venezuela.

**Public Real Estate:** Public Real Estate includes listed real-estate companies and equity and mortgage REITs. A REIT combines the capital of many investors to either acquire or provide financing for real estate. An equity REIT usually assumes ownership status in the property in which it invests, enabling its investors to earn dividends on rental income from the property and appreciation in property sale. A mortgage REIT (mREIT) usually invests in loans and mortgages secured by real estate and derive income from mortgage interest and fees. Some mortgage REITs also borrow money from the banks and re-lend it at higher interest rates.

*There are special risks associated with an investment in real estate, including possible illiquidity of the underlying properties, credit risk, interest rate fluctuations and the impact of varied economic conditions. mREITs will be subject to interest rate fluctuations and to the spread between short-term and long-term bond rates.*

**Private Real Estate:** Private real estate is an investment that uses an active management strategy consisting of both direct and secondary ownership of equity and debt interests in various types of real property. Often diversified across property types and locations, strategies can range from moderate repositioning or releasing of properties to new development or extensive redevelopment. Private real estate investments are typically made through private equity real estate funds. These funds usually have a seven- to ten-year life span consisting of a two- to three-year investment period where properties are acquired, then a holding period where active asset management is carried out and the properties are sold.

*Privately offered real estate funds are speculative and involve a high degree of risk. Investments in real estate have special risks, including the possible illiquidity of the underlying properties, credit risk, interest rate fluctuations, and the impact of varied economic conditions. There can be no assurance a secondary market will exist and there may be restrictions on transferring interests.*

**Commodities:** These assets are usually agricultural products such as corn, livestock, coffee and cocoa or metals such as gold, copper and silver, or energy products such as oil and natural gas. Each commodity generally has a common price internationally. For example, corn generally trades at one price on commodity markets worldwide. Commodities can either be sold on the spot market for immediate delivery or on the commodities exchanges for later delivery. Trade on commodities exchanges is usually in the form of future contracts.

*The commodities markets are considered speculative, carry substantial risks, and have experienced periods of extreme volatility.*

**Alternative Investments:** Alternative Investments encompass a range of product structures to provide the investor with access to markets or investment strategies that are generally

not easily accessible by individuals or smaller institutional investors. These often involve potentially higher risk strategies, such as employing leverage and / or short sales.

*Alternative investments, such as hedge funds, are speculative and involve a high degree of risk that is suitable only for those investors who have the financial sophistication and expertise to evaluate the merits and risks of an investment in a fund. Short sales theoretically involve unlimited loss potential since the market price of securities sold short may continuously increase. Leverage can magnify gains and losses.*

**Hedge Funds (Fund of Funds):** Currently four types of fund of funds are classified in the Capital Markets Assumptions:

**Hedge Funds - Relative Value:** Investment Managers who maintain positions in which the investment thesis is predicated on realization of a valuation discrepancy in the relationship between multiple securities. Managers employ a variety of fundamental and quantitative techniques to establish investment theses, and security types range broadly across equity, fixed income, derivative or other security types. Fixed income strategies are typically quantitatively driven to measure the existing relationship between instruments and in some cases, identify attractive positions in which the risk adjusted spread between these instruments represents an attractive opportunity for the investment manager. Hedge Funds - Relative Value positions may also be involved in corporate transactions.

**Hedge Funds - Macro:** A Fund of Hedge Funds that falls under this category usually invests with hedge funds that fall under relative value and hedged equities categories. This category may also include Managed Futures.

**Hedge Funds - Event Driven:** Event Driven strategies maintain positions in companies currently or prospectively involved in corporate transactions of a wide variety including mergers, restructurings, financial distress, tender offers, shareholder buybacks, debt exchanges, security issuance or other capital structure adjustments. Security types can range from most senior in the capital structure to most junior or subordinated and frequently involve additional derivative securities. Exposure includes a combination of sensitivities to equity markets, credit markets and idiosyncratic, company-specific developments.

**Hedge Funds - Equity Hedge:** Equity Hedge strategies maintain positions both long and short in primarily equity and equity derivative securities. A wide variety of investment processes can be employed to arrive at an investment decision, including both quantitative and fundamental techniques; strategies can be broadly diversified or narrowly focused on specific sectors and can range broadly in terms of levels of net exposure, leverage employed, holding period, concentrations of market capitalizations and valuation ranges of typical portfolios. Hedge Funds - Equity Hedge managers would typically maintain at least 50% and may, in some cases, be substantially invested in equities, both long and short. Hedge Funds - Equity Hedge funds generally seek to make profits by buying a group of underpriced stocks/bonds and shorting a related group of over-priced stocks/bonds or indices.

*The use of hedge fund investment strategies, such as Equity Hedge, Event Driven, Macro and Relative Value, are speculative and involve a high degree of risk. These strategies may expose investors to risks such as short selling, leverage, counterparty, liquidity, volatility, the use of derivatives and other significant risks, including the loss of the entire amount invested.*

**Private Equity:** Private equity invests directly into private companies or assets that result in an equity ownership position. Capital for private equity is raised from retail and institutional investors, and can be used to fund new technologies, expand working capital within an owned company, make acquisitions, or to strengthen a balance sheet. Private equity investments often demand long holding periods to allow for a turnaround and exit strategy. Typically, a private equity fund

has a term of 10+ years. Traditionally, private equity investment strategies include the following: buyout, special situations, growth equity and venture capital.

*Private equity funds are complex, speculative investment vehicles and are not suitable for all investors. They are generally open to qualified investors only and carry high costs, substantial risks, and may be highly volatile. There is often limited (or even non-existent) liquidity and a lack of transparency regarding the underlying assets.*

**Cash Alternatives:** Cash Alternatives include liquid, short term and interest bearing investments. Examples are Treasury bills and commercial paper. It is possible to lose money by investing in cash alternatives.

**Other:** This classification represents securities which could not be definitively classified because there is insufficient similarity between the security and the defined asset classes. There may be inconsistencies in one or more of the following factors: historical performance, investment objective or asset composition. This analysis assigns relatively high downside risk and relatively low returns to assets classified as 'Other' in order to conservatively assess their impact on the portfolio.

**Specialty:** Classifications of Specialty Equities, Specialty Fixed Income, Specialty Real Assets and Specialty Alternative Investments include securities in the highest level asset class that do not map into one of the detailed asset categories and those securities for which there is not enough data available to classify more precisely.

### External Accounts Included in Your Report

As a service, we may have included your assets and/or your liabilities held at other financial institutions. We assume no responsibility for the accuracy or completeness of the information you provided either to your Financial Advisor or through any third party aggregation service regarding your assets or liabilities held at other firms. We may update the pricing of these securities; however, there may be cases when updating prices is not possible. In addition, any transactions, values or changes in your external accounts will not be reflected unless you provide updated information to your Financial Advisor. In instances where you use a third party aggregation service, we rely on you to take action when notified by the third party service that updates are needed. The accuracy and completeness of the information you provide may materially affect the results and any recommendations contained in this report.

If we have included or if you have provided us with information on accounts managed by you or an affiliate of Wells Fargo Advisors, including self-directed WellsTrade accounts at Wells Fargo Advisors, and fiduciary accounts at Wells Fargo Bank, N.A., you should understand that Wells Fargo Advisors has no authority to manage, direct or influence the accounts. With respect to such accounts, the Strategic Allocation listed in this report is for informational purposes only and should not be considered a recommendation from Wells Fargo Advisors or your Financial Advisor. The views, opinions, asset allocation models and forecasts may differ from our affiliates.

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### Report Disclosures

The indexes mentioned in this report, such as the S&P 500 and MSCI EAFE are unmanaged indexes of common stock or fixed-income. Unmanaged indexes are for illustrative purposes only. An investor cannot invest directly in an index.

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This report is not the official record of your account. However, it has been prepared to assist you with your investment planning and is for information purposes only. Your Client Statement is the official record of your account. Therefore, if there are any discrepancies between this report and your Client Statement, you should rely on the Client Statement and call your local Branch Manager if you have any questions. Transactions requiring tax consideration should be reviewed carefully with your accountant or tax advisor. This is not a substitute for your own records and the year-end 1099 form. Cost data and acquisition dates provided by you are not verified by our firm.

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**Strategic Allocations (Standard)**

Additional firm-sponsored strategic allocation models may be selected for your Investment Plan that may include updated asset allocation assumptions or may vary slightly from these standard strategic allocation models. Please refer to your Current vs. Strategic Allocation page for an illustration of the allocation mix for these models.

Name	Conservative Income	Conservative Growth & Income	Conservative Growth	Moderate Income	Moderate Growth & Income	Moderate Growth	Aggressive Income	Aggressive Growth & Income	Aggressive Growth
U.S. Large Cap Equities	4.00%	17.00%	29.00%	12.00%	21.00%	29.00%	15.00%	25.00%	27.00%
U.S. Mid Cap Equities	2.00%	7.00%	12.00%	2.00%	9.00%	13.00%	4.00%	11.00%	15.00%
U.S. Small Cap Equities	0.00%	6.00%	10.00%	2.00%	8.00%	13.00%	4.00%	8.00%	14.00%
Developed Market Ex-U.S. Equities	2.00%	5.00%	9.00%	4.00%	6.00%	10.00%	5.00%	7.00%	14.00%
Emerging Market Equities	0.00%	4.00%	8.00%	0.00%	5.00%	10.00%	0.00%	6.00%	14.00%
U.S. Short Term Taxable Fixed Income	28.00%	7.00%	4.00%	19.00%	4.00%	2.00%	8.00%	2.00%	0.00%
U.S. Intermediate Taxable Fixed Income	38.00%	20.00%	6.00%	30.00%	16.00%	3.00%	25.00%	11.00%	0.00%
U.S. Long Term Taxable Fixed Income	5.00%	10.00%	4.00%	7.00%	7.00%	3.00%	10.00%	4.00%	3.00%
Developed Market Ex-U.S. Fixed Income	6.00%	3.00%	2.00%	5.00%	3.00%	2.00%	5.00%	3.00%	0.00%
Emerging Market Fixed Income	3.00%	5.00%	3.00%	5.00%	5.00%	3.00%	8.00%	6.00%	2.00%
High Yield Taxable Fixed Income	5.00%	6.00%	4.00%	6.00%	6.00%	3.00%	8.00%	7.00%	2.00%
Public Real Estate	4.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
Commodities	0.00%	2.00%	2.00%	0.00%	2.00%	2.00%	0.00%	2.00%	2.00%
Cash Alternatives	3.00%	3.00%	2.00%	3.00%	3.00%	2.00%	3.00%	3.00%	2.00%

## Strategic Capital Market Assumptions

Capital Market Assumptions (CMAs) for all asset classes assume a broadly diversified portfolio generally representative of the risks and opportunities of the asset class. To the extent that the investor's portfolio is not as diversified as the assumptions made for the asset class, the return and risk potential for the portfolio may vary significantly from the assumed CMAs.

The Strategic CMAs used within this illustration are forward looking and based on a building-block approach of risk premiums and Sharpe Ratio Equivalency. The returns for each asset class reflect the premium above the short-term risk-free rate of return that investors are likely to demand in order to compensate for the risk of holding those assets. Sharpe ratio equivalency provides a consistent comparison of long term risk premium across various asset classes for 10 years (representative of a one to two business cycle time period). All portfolio return and downside risk calculations are based on the Strategic CMAs. These assumptions may differ greatly from the short-term performance and volatility experienced by your actual investment holdings. There are no assurances that the estimates will be achieved. They have been provided as a guide to help you with your investment planning.

Asset Class	Downside Risk	Average Annual Return <sup>1</sup>
U.S. Large Cap Equities	-15.23%	7.79%
U.S. Mid Cap Equities	-16.80%	8.37%
U.S. Small Cap Equities <sup>3</sup>	-19.25%	8.55%
Developed Market Ex-U.S. Equities <sup>4</sup>	-17.36%	7.47%
Emerging Market Equities <sup>4</sup>	-21.98%	9.16%
Specialty Equities	-28.13%	5.88%
U.S. Short Term Taxable Fixed Income	-0.14%	2.70%
U.S. Intermediate Taxable Fixed Income	-4.01%	3.12%
U.S. Long Term Taxable Fixed Income	-12.55%	3.25%
Short Term Tax Exempt Fixed Income	-0.68%	2.16%
Intermediate Tax Exempt Fixed Income	-4.65%	2.48%
Long Term Tax Exempt Fixed Income	-11.09%	2.63%
Developed Market Ex-U.S. Fixed Income <sup>4</sup>	-9.74%	2.92%
Emerging Market Fixed Income <sup>4</sup>	-11.71%	6.15%
High Yield Taxable Fixed Income <sup>2</sup>	-11.73%	6.13%
High Yield Tax Exempt Fixed Income <sup>2</sup>	-13.07%	4.76%
Specialty Fixed Income	-15.76%	2.02%
Public Real Estate	-18.22%	7.20%
Private Real Estate	-14.09%	7.68%
Commodities	-17.27%	4.42%
Specialty Real Assets	-21.33%	3.96%
Multi-Class	-8.59%	6.21%
Hedge Funds - Relative Value	-3.93%	5.09%

Asset Class	Downside Risk	Average Annual Return <sup>1</sup>
Hedge Funds - Macro	-4.90%	4.86%
Hedge Funds - Event Driven	-5.60%	5.27%
Hedge Funds - Equity Hedge	-7.65%	5.74%
Private Equity	-19.28%	10.87%
Specialty Alternative Investments	-26.87%	2.82%
Cash Alternatives	0.86%	2.50%
Other	-22.21%	1.20%

### Additional Disclosures

<sup>1</sup> The Average Annual Return is time-weighted. It is a measure of the compound rate of growth of the asset class.

<sup>2</sup> Various rating services, such as Standard and Poor's and Moody's Investor Service rate the creditworthiness of bonds. Investing in lower-rated debt securities or funds that invest in such securities involves additional risk because of the lower credit quality of the security or fund portfolio. These securities or funds are subject to a higher level of volatility and increased risk of default, or loss of principal.

<sup>3</sup> Investing in small companies or mutual funds that invest in small companies involves additional risk. Smaller companies typically have a higher risk of failure and are not as well established as larger blue chip companies. Historically, smaller-company stocks have experienced a greater degree of price volatility than the overall market average.

<sup>4</sup> International investing may involve special risks such as currency fluctuation, political instability, and different methods of accounting and reporting requirements.

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*Alternative investments carry specific investor qualifications which can include high income and net-worth requirements as well as relatively high investment minimums. They are complex investment vehicles which generally have high costs and substantial risks. They tend to be more volatile than other types of investments and present an increased risk of investment loss. There may also be a lack of transparency as to the underlying assets. Alternative investments are subject to fewer regulatory requirements than mutual funds and other registered investment company products and thus may offer investors fewer legal protections than they would have with more traditional investments. Additionally, there may be no secondary market for alternative investment interests and transferability may be limited or even prohibited.*

**NOTE: The ending market value of \$6,831,605 does not include the two Certificates of Deposit with a total of \$499,633, which will bring the Investment Portfolio Total to \$7,331,237 as reported in the Asset Allocations.**



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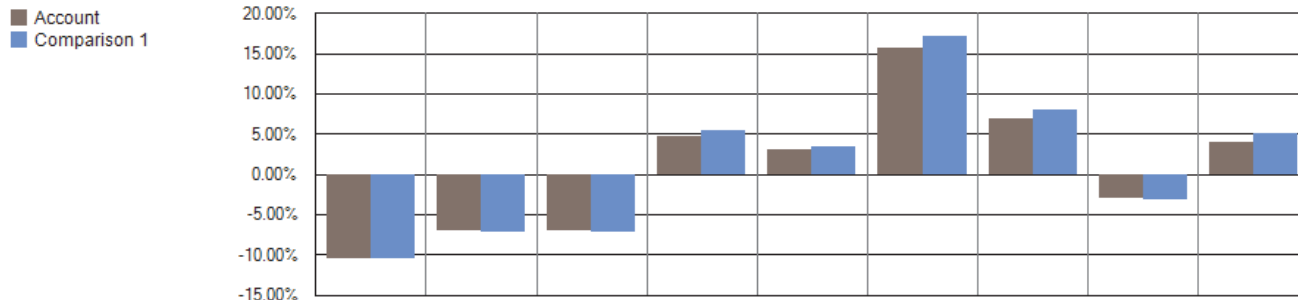
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### Summary of your account's investment growth

	MTD	QTD	YTD	Since 07/10/06
Beginning market value	\$7,263,206	\$7,602,531	\$7,289,428	\$1,200,000
Deposits minus withdrawals	\$0	\$0	\$0	\$3,500,116
Net invested capital	\$7,263,206	\$7,602,531	\$7,289,428	\$4,700,116
<b>Investment results</b>	<b>-\$431,602</b>	<b>-\$770,926</b>	<b>-\$457,823</b>	<b>\$2,131,489</b>
Advisory assets ending market value	\$6,831,605	\$6,831,605	\$6,831,605	\$6,831,605
<b>Your net money-weighted returns</b>	<b>-6.0%</b>	<b>-10.3%</b>	<b>-7.0%</b>	<b>4.3%</b>
Total assets ending market value				\$10,381,197
Non-advisory assets				\$3,549,592

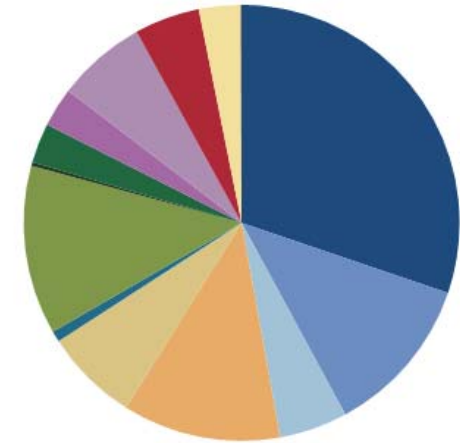
Net invested capital is your combined market value at the beginning of a stated time period plus deposits and minus withdrawals. Returns are annualized for the time periods greater than one year and are calculated after the deduction of program fees. Net money-weighted rates of return reflect your decisions to deposit or withdraw assets and should not be used to measure performance of an investment manager. Past performance is no guarantee of future results.

### Advisory net time-weighted performance:



	QTD	YTD	1 Yr	3 Yrs	5 Yrs	2017	2016	2015	Since 07/10/06
Account (After Fees)	-10.4%	-7.0%	-7.0%	4.7%	3.1%	15.6%	6.8%	-2.9%	4.0%
Comparison 1	-10.5%	-7.2%	-7.2%	5.4%	3.4%	17.1%	7.9%	-3.2%	5.1%
<b>Market indices</b>									
S&P 500	-13.5%	-4.4%	-4.4%	9.3%	8.5%	21.8%	12.0%	1.4%	7.9%
RUSSELL MIDCAP	-15.4%	-9.1%	-9.1%	7.0%	6.3%	18.5%	13.8%	-2.4%	7.8%
RUSSELL 2000	-20.2%	-11.0%	-11.0%	7.4%	4.4%	14.6%	21.3%	-4.4%	6.7%
MSCI EAFE NET	-12.5%	-13.8%	-13.8%	2.9%	0.5%	25.0%	1.0%	-0.8%	2.3%
MSCI EMERGING MKTS NET	-7.5%	-14.6%	-14.6%	9.2%	1.6%	37.3%	11.2%	-14.9%	4.4%
60S&P500/40SLAB	-7.6%	-2.3%	-2.3%	6.5%	6.2%	14.2%	8.3%	1.3%	6.7%
BARCAP US AGGREGATE	1.6%	0.0%	0.0%	2.1%	2.5%	3.5%	2.6%	0.5%	4.2%
BLOOMBERG COMMODITY	-10.0%	-13.0%	-13.0%	-0.8%	-9.4%	0.8%	11.4%	-24.7%	-6.4%
ML 3M TBILL	0.6%	1.9%	1.9%	1.0%	0.6%	0.9%	0.3%	0.1%	1.1%
CPI ALL URBAN NSA	-0.2%	2.2%	2.2%	2.1%	1.6%	2.1%	2.1%	0.7%	1.8%

Advisory level asset allocation



	Market value	% of assets
US Large Cap Equities	\$2,063,798	30.2%
US Mid Cap Equities	\$812,640	11.9%
US Small Cap Equities	\$345,295	5.1%
Devlpd Mkt Ex-US Equities	\$802,746	11.8%
Emerging Mkt Equities	\$475,904	7.0%
Specialty Equities	\$54,613	0.8%
US Taxbl Invst Grd Fxd Inc	\$857,466	12.6%
Tax Exmt Invst Grd Fxd Inc	\$17,993	0.3%
Devlpd Mkt Ex-US Fxd Inc	\$201,079	2.9%
Emerging Mkt Fxd Inc	\$199,749	2.9%
High Yield Fxd Inc	\$453,891	6.6%
Public Real Estate	\$330,808	4.8%
Cash Alternatives	\$210,718	3.1%
Other	\$4,903	0.1%
Advisory assets	\$6,831,605	100.0%
Accrued interest	\$0	
Ending market value	\$6,831,605	

Advisory top holdings	%
DODGE & COX INCOME FD	17.2
MFS SER TR I	11.0
AMERICAN CENTY MUT FDS	7.8
HARBOR FD	6.7
DELAWARE GROUP EQUITY	5.9
VICTORY SYCAMORE	5.7
BARON INVST FUNDS TRUST	5.4
VIRTUS ASSET TR	4.8
DODGE & COX FDS	4.7
EATON VANCE SER II	4.3





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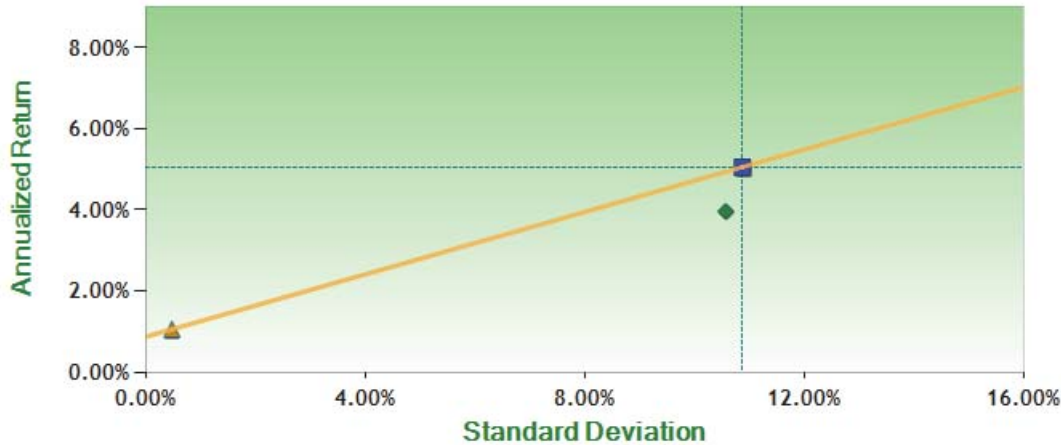
Returns are annualized for time periods greater than one year. Net time-weighted returns are independent of the timing and magnitude of your cash flow decisions and are calculated after the deduction of program fees. Each return period is given an equal weighting, regardless of portfolio value. They are appropriate for measuring the performance of an investment manager. Past performance is no guarantee of future results.

**Comparison History**

**Comparison 1:**

7/10/2006 MBCG is a blend of 14.5% MSTRLCGC/14.5% MSTRLCVC/9% MSTRFLCC/8% MSTRMVC/6% MSTRIMBC/6% MSTRMCGC/6% MSTRMVC/5% MSTRGREC/5% MSTRSCGC/5% MSTRSCVC/4% MSTRHYC/4% MSTRLTBC/4% MSTRSTBC/3% MSTRMVC/2% LPRTF/2% MSTRCOMC/2% MSTRWBC/ index

**Risk / Return analysis for your account since inception on Jul 10, 2006**



		Annualized Return	Standard Deviation
◆	Account (after fees)	3.96%	10.57%
■	Comparison 1	5.06%	10.88%
▲	Risk-free comparison	1.05%	0.48%

Comparison 1 (Benchmark) - is a blend of 14.5% MSTRLCGC/14.5% MSTRLCVC/9% MSTRFLCC/8% MSTRMVC/6% MSTRIMBC/6% MSTRMCGC/6% MSTRMVC/5% MSTRGREC/5% MSTRSCGC/5% MSTRSCVC/4% MSTRHYC/4% MSTRLTBC/4% MSTRSTBC/3% MSTRMVC/2% LPRTF/2% MSTRCOMC/2% MSTRWBC/ index  
 Risk-free rate - The return of an investment with little, or no risk (US T-Bills)

Standard Deviation (Risk) - Is a statistical measure of risk reflecting the extent to which rates of return for an asset or portfolio may vary from period to period and gauges the dispersion of monthly returns around the average return. The larger the standard deviation, the greater the range of possible returns and, therefore, the more risky the asset or portfolio.

Risk/Return Chart - Shows how well the manager has done managing the portfolio's risk (as measured by variability of returns) to earn its return. The line running from the risk-free rate (T-bill) to an appropriate market index is called the Capital Market Line. If the manager's risk/return plot is above the line, it earned a higher rate of return than expected given the level of risk taken. If the manager's risk/return plot is below the line, it earned a lower rate of return than expected given the level of risk taken.

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The indices are presented to provide you with an understanding of their historic long-term performance, and are not presented to illustrate the performance of any security. Individual investors cannot directly purchase an index.



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## Indexes

BARCAP US AGGREGATE (SLAB)	The Bloomberg Barclays U.S. Aggregate Bond Index covers the USD-denominated, investment-grade, fixed-rate, taxable bond market of SEC-registered securities. The index is composed of government and corporate securities, mortgage pass-through securities, and asset-backed securities. All securities are rated investment grade (Baa3/BBB-/BBB- or above) using the middle rating of Moody's, S&P, and Fitch, respectively and have a maturity greater than one year.
BLOOMBERG COMMODITY (DJAIG)	A broadly diversified index of commodity futures on 20 physical commodities, subdivided into energy, U.S. agriculture, livestock, precious metals, and industrial metals sectors. Commodity weights are derived in a manner that attempts to fairly represent the importance of a diversified group of commodities to the world economy. To that end, liquidity and product data is used to derive individual weights. To ensure diversification, there is a maximum weight limit of 33 percent and a minimum weight limit of two percent. The index family formerly known as the Dow Jones-UBS Commodity Index family has been rebranded as the Bloomberg Commodity Index Family as of July 1, 2014 and Bloomberg will replace Dow Jones & Company, Inc. as the Index administrator.
CPI ALL URBAN NSA (CPI)	The CPI All Urban Consumers NSA Index (CPI) is a non-seasonally adjusted measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. The CPI is calculated by the Bureau of Labor Statistics and published monthly. Due to a late publishing date each month, the index number provided always includes an estimated return for the prior month.
LIPPER TE MM (LPRTF)	The Lipper Tax-Exempt Money Market Fund Index is an equal-weighted benchmark comprised of the 30 largest funds that invest in high quality municipal obligations with dollar-weighted average maturities of less than 90 days.
ML 3M TBILL (MLTBILL)	The BofA Merrill Lynch U.S. 3-Month Treasury Bill Index is comprised of a single issue purchased at the beginning of the month and held for a full month. At the end of the month that issue is sold and rolled into a weekly selected issue. The issue selected at each month-end-rebalancing is the outstanding Treasury Bill that matures closest to, but not beyond, three months from the rebalancing date.
MRNSTR COMMODITIES CAT (MSTRCOMC)	The Morningstar US Commodities Broad Basket Category Index consists of portfolios that can invest in a diversified basket of commodity goods including but not limited to grains, minerals, metals, livestock, cotton, oils, sugar, coffee, and cocoa. Investment can be made directly in physical assets or commodity-linked derivative instruments, such as commodity swap agreements.
MRNSTR DIVRSE EM CAT (MSTREMC)	The Morningstar US Diversified Emerging Markets Category Index consists of portfolios that tend to divide their assets among 20 or more nations, although they tend to focus on the emerging markets of Asia and Latin America rather than on those of the Middle East, Africa, or Europe. These portfolios invest predominantly in emerging market equities, but some funds also invest in both equities and fixed income investments from emerging markets.
MRNSTR EM BOND CAT (MSTREMB)	The Morningstar US Emerging Markets Bond Category Index consists of portfolios that invest more than 65% of their assets in foreign bonds from developing countries. The largest portion of the emerging-markets bond market comes from Latin America, followed by Eastern Europe, Africa, the Middle East, and Asia make up the rest.
MRNSTR FORGN LRG CAP CAT (MSTRFLCC)	The Morningstar US Foreign Large Blend Category Index consists of portfolios that invest in a variety of big international stocks. Most of these portfolios divide their assets among a dozen or more developed markets, including Japan, Britain, France, and Germany. These portfolios primarily invest in stocks that have market caps in the top 70% of each economically integrated market (such as Europe or Asia ex-Japan). The blend style is assigned to portfolios where neither growth nor value characteristics predominate. These portfolios typically will have less than 20% of assets invested in U.S. stocks.
MRNSTR GL REAL ESTATE CAT (MSTRGREC)	The Morningstar US Global Real Estate Category consists of portfolios that invest primarily in non-U.S. real estate securities but may also invest in U.S. real estate securities. Securities that these portfolios purchase include: debt & equity securities, convertible securities, and securities issued by real estate investment trusts and REIT-like entities. Portfolios in this category also invest in real estate operating companies.
MRNSTR HY BOND CAT (MSTRHYC)	The Morningstar US High Yield Bond Category Index consists of portfolios that concentrate on lower-quality bonds, which are riskier than those of higher-quality companies. These portfolios generally offer higher yields than other types of portfolios, but they are also more vulnerable to economic and credit risk. These portfolios primarily invest in U.S. high-income debt securities where at least 65% or more of bond assets are not rated or are rated by a major agency such as Standard & Poor's or Moody's at the level of BB (considered speculative for taxable bonds) and below.
MRNSTR INTRM BOND CAT (MSTRIMBC)	The Morningstar US Intermediate-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of 3.5 to 6.0 years. These portfolios are less sensitive to interest rates, and therefore less volatile, than portfolios that have longer durations.
MRNSTR LARGE GROWTH CAT (MSTRLCGC)	The Morningstar US Large Growth Category Index consists of portfolios that invest primarily in big U.S. companies that are projected to grow faster than other large-cap stocks. Stocks in the top 70% of the capitalization of the U.S. equity market are defined as large cap. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields). Most of these portfolios focus on companies in rapidly expanding industries.



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MRNSTR LARGE VALUE CAT (MSTRLCVC)	The Morningstar US Large Value Category Index consists of portfolios that invest primarily in big U.S. companies that are less expensive or growing more slowly than other large-cap stocks. Stocks in the top 70% of the capitalization of the U.S. equity market are defined as large cap. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR LONG-TRM BOND CAT (MSTRLTBC)	The Morningstar US Long-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of more than 6.0 years. Because of their long durations, these portfolios are exposed to greater interest-rate risk.
MRNSTR MIDCAP GROWTH CAT (MSTRMCGC)	The Morningstar US Mid-Growth Category Index consists of portfolios that invest in stocks of all sizes, thus leading to a mid-cap profile, but others focus on midsize companies. Mid-cap growth portfolios target U.S. firms that are projected to grow faster than other mid-cap stocks, therefore commanding relatively higher prices. The U.S. mid-cap range for market capitalization typically falls between \$1 billion and \$8 billion and represents 20% of the total capitalization of the U.S. equity market. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields).
MRNSTR MIDCAP VALUE CAT (MSTRMCVC)	The Morningstar US Mid-Value Category Index consists of portfolios that focus on medium-size companies while others land here because they own a mix of small-, mid-, and large-cap stocks. All look for U.S. stocks that are less expensive or growing more slowly than the market. The U.S. mid-cap range for market capitalization typically falls between \$1 billion and \$8 billion and represents 20% of the total capitalization of the U.S. equity market. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR SHORT-TRM BOND CAT (MSTRSTBC)	The Morningstar US Short-Term Bond Category Index consists of portfolios that invest primarily in corporate and other investment-grade U.S. fixed-income issues and typically have durations of 1.0 to 3.5 years. These portfolios are attractive to fairly conservative investors, because they are less sensitive to interest rates than portfolios with longer durations.
MRNSTR SMALL GROWTH CAT (MSTRSCGC)	The Morningstar US Small Growth Category Index consists of portfolios that focus on faster-growing companies whose shares are at the lower end of the market-capitalization range. These portfolios tend to favor companies in up-and-coming industries or young firms in their early growth stages. Because these businesses are fast-growing and often richly valued, their stocks tend to be volatile. Stocks in the bottom 10% of the capitalization of the U.S. equity market are defined as small cap. Growth is defined based on fast growth (high growth rates for earnings, sales, book value, and cash flow) and high valuations (high price ratios and low dividend yields).
MRNSTR SMALL VALUE CAT (MSTRSCVC)	The Morningstar US Small Value Category Index consists of portfolios that invest in small U.S. companies with valuations and growth rates below other small-cap peers. Stocks in the bottom 10% of the capitalization of the U.S. equity market are defined as small cap. Value is defined based on low valuations (low price ratios and high dividend yields) and slow growth (low growth rates for earnings, sales, book value, and cash flow).
MRNSTR WORLD BOND CAT (MSTRWBC)	The Morningstar US World Bond Category Index consists of portfolios that invest 40% or more of their assets in foreign bonds. Some world-bond portfolios follow a conservative approach, favoring high-quality bonds from developed markets. Others are more adventurous and own some lower-quality bonds from developed or emerging markets. Some portfolios invest exclusively outside the U.S., while others regularly invest in both U.S. and non-U.S. bonds.
MSCI EAFE NET (MSEAFANR)	The Morgan Stanley Capital International (MSCI) EAFE Net Returns Index is a free float-adjusted market capitalization index that is designed to measure the equity market performance of developed markets, excluding the US & Canada. The Net Total Return methodology employs a standard withholding tax by applying the maximum rate of the company's country of incorporation applicable to institutional investors.
MSCI EMERGING MKTS NET (MSCIEMNR)	The MSCI Emerging Markets Net Returns index is a free float-adjusted market capitalization index that is designed to measure equity market performance of emerging markets. The Net Total Return methodology employs a standard withholding tax by applying the maximum rate of the company's country of incorporation applicable to institutional investors.
RUSSELL 2000 (FR2000)	The Russell 2000 Index consists of the smallest 2,000 securities in the Frank Russell 3000 Index. This is the Russell Company's small-capitalization index that is widely regarded in the industry as the premier measure of small-capitalization stocks.
RUSSELL MIDCAP (FRMIDCAP)	The Russell Midcap Index measures the performance of the 800 smallest companies by market capitalization in the Russell 1000 Index. This mid-cap index represents approximately 31% of the Russell 1000 index total market capitalization.
S&P 500 (S&P500)	The S&P 500 Index consists of 500 stocks chosen for market size, liquidity, and industry group representation. It is a market-value weighted index (stock price times number of shares outstanding) with each stock's weight in the Index proportionate to its market value. The S&P 500 is one of the most widely-used benchmarks of U.S. equity performance. Performance includes reinvestment of dividends.

Wells Fargo Advisors is a trade name used by Wells Fargo Clearing Services, LLC, a registered broker-dealer and non-bank affiliate of Wells Fargo & Company.

**PROPOSED BUDGET FOR FY 2019-2020**

(01/03/19)

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

	2018-2019 DUES	WITH 2.2% INCREASE 2019-2020 DUES
Largest city in the state TIER I	\$31,269.00	\$31,957.00
Based on enrollment		
TIER II 35,000 TO 54,000	\$38,701.00	\$39,552.00
TIER III 54,001 TO 99,000	\$44,228.00	\$45,201.00
TIER IV 99,001 TO 200,000	\$49,755.00	\$50,850.00
TIER V 200,001 PLUS	\$57,128.00	\$58,385.00

(01/04/19)

COUNCIL OF THE GREAT CITY SCHOOLS  
FY 2019-20 Membership Dues

District	2017-18 Dues	2018-19 Dues	2.20% increase <b>2019-20 Dues</b>
1 Albuquerque	\$43,276	\$44,228	\$45,201
2 Anchorage	\$37,868	\$38,701	\$39,552
3 Arlington	\$43,276	\$44,228	\$45,201
4 Atlanta	\$37,868	\$38,701	\$39,552
5 Aurora (Colorado)		\$38,701	\$39,552
6 Austin	\$43,276	\$44,228	\$45,201
7 Baltimore	\$43,276	\$44,228	\$45,201
8 Birmingham	\$37,868	\$38,701	\$39,552
9 Boston	\$43,276	\$44,228	\$45,201
10 Bridgeport	\$30,596	\$31,269	\$31,957
11 Broward County	\$55,898	\$57,128	\$58,385
12 Buffalo	\$37,868	\$38,701	\$39,552
13 Charleston County	\$37,868	\$38,701	\$39,552
14 Charlotte-Mecklenburg	\$48,684	\$49,755	\$50,850
15 Chicago	\$55,898	\$57,128	\$58,385
16 Cincinnati	\$37,868	\$38,701	\$39,552
17 Clark County	\$55,898	\$57,128	\$58,385
18 Cleveland	\$37,868	\$38,701	\$39,552
19 Columbus	\$37,868	\$38,701	\$39,552
20 Dallas	\$48,684	\$49,755	\$50,850
21 Dayton	\$37,868	\$38,701	\$39,552
22 Denver	\$43,276	\$44,228	\$45,201
23 Des Moines*	\$30,596	\$31,269	\$31,957
24 Detroit	\$37,868	\$38,701	\$39,552
25 Duval County	\$48,684	\$49,755	\$50,850
26 El Paso	\$43,276	\$44,228	\$45,201
27 Fort Worth	\$43,276	\$44,228	\$45,201
28 Fresno	\$43,276	\$44,228	\$45,201
29 Greensboro (Guilford Cty)	\$43,276	\$44,228	\$45,201
30 Hawaii	\$48,684	\$49,755	\$50,850
31 Hillsborough County	\$55,898	\$57,128	\$58,385
32 Houston	\$55,898	\$57,128	\$58,385
33 Indianapolis	\$37,868	\$38,701	\$39,552
34 Jackson, MS	\$37,868	\$38,701	\$39,552
35 Jefferson County	\$43,276	\$44,228	\$45,201
36 Kansas City, MO	\$37,868	\$38,701	\$39,552
37 Long Beach	\$43,276	\$44,228	\$45,201
38 Los Angeles	\$55,898	\$57,128	\$58,385
39 Miami-Dade County	\$55,898	\$57,128	\$58,385
40 Milwaukee	\$43,276	\$44,228	\$45,201
41 Minneapolis	\$37,868	\$38,701	\$39,552

42	Nashville	\$43,276	\$44,228	\$45,201
43	New Orleans	\$37,868	\$38,701	\$39,552
44	New York City	\$55,898	\$57,128	\$58,385
45	Newark	\$37,868	\$38,701	\$39,552
46	Norfolk	\$37,868	\$38,701	\$39,552
47	Oakland	\$37,868	\$38,701	\$39,552
48	Oklahoma City	\$37,868	\$38,701	\$39,552
49	Omaha	\$37,868	\$38,701	\$39,552
50	Orange County, FL	\$48,684	\$49,755	\$50,850
51	Palm Beach County	\$48,684	\$49,755	\$50,850
52	Philadelphia	\$48,684	\$49,755	\$50,850
53	Pinellas County	\$48,684	\$49,755	\$50,850
54	Pittsburgh	\$37,868	\$38,701	\$39,552
55	Portland	\$37,868	\$38,701	\$39,552
56	Providence*	\$30,596	\$31,269	\$31,957
57	Puerto Rico		\$31,269	\$31,957
58	Richmond	\$37,868	\$38,701	\$39,552
59	Rochester	\$37,868	\$38,701	\$39,552
60	St. Louis	\$37,868	\$38,701	\$39,552
61	St. Paul	\$37,868	\$38,701	\$39,552
62	Sacramento	\$37,868	\$38,701	\$39,552
63	San Antonio	\$37,868	\$38,701	\$39,552
64	San Diego	\$48,684	\$49,755	\$50,850
65	San Francisco	\$43,276	\$44,228	\$45,201
66	Santa Ana	\$37,868	\$38,701	\$39,552
67	Seattle	\$37,868	\$38,701	\$39,552
68	Shelby County (Memphis)	\$48,684	\$49,755	\$50,850
69	Stockton		\$38,701	\$39,552
70	Toledo	\$37,868	\$38,701	\$39,552
71	Toronto		\$45,000	\$45,990
72	Tulsa	\$37,868	\$38,701	\$39,552
73	Washington, D.C.	\$37,868	\$38,701	\$39,552
74	Wichita	\$37,868	\$38,701	\$39,552
<hr/>				
	Total	\$2,962,464	\$3,181,306	\$3,251,285

\*Largest city in the state

(01/15/19)  
 (Budget-Jan 2019)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET

BY FUNCTION

	DRAFT AUDITED REPORT FY17-18	REVISED BUDGET FY18-19	PROPOSED BUDGET FY19-20
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,839,010.00	\$3,101,486.00	<b>\$3,108,267.00</b>
GRANTS AND CONTRACTS	0.00	0.00	<b>0.00</b>
SPONSOR CONTRIBUTION	52,000.00	51,000.00	<b>50,000.00</b>
REGISTRATION FEES	0.00	0.00	<b>0.00</b>
INTEREST AND DIVIDENDS	471,066.24	623,416.00	<b>550,000.00</b>
ROYALTIES AND OTHER INCOME	3,604.67	0.00	<b>0.00</b>
<b>TOTAL REVENUE</b>	<b>\$3,365,680.91</b>	<b>\$3,775,902.00</b>	<b>\$3,708,267.00</b>
<b>GENERAL OPERATING EXPENSES</b>			
ADMIN AND FINANCIAL MANAGEMENT	\$1,395,624.21	\$1,455,740.00	<b>\$1,351,587.00</b>
EXECUTIVE LEADERSHIP	526,219.07	725,595.00	<b>772,202.00</b>
FUNDRAISING ACTIVITIES	38,782.30	46,000.00	<b>45,750.00</b>
LEGISLATIVE ADVOCACY	754,986.62	763,633.00	<b>634,074.00</b>
CURRICULUM & INSTRUCTION	54,082.38	67,000.00	<b>60,000.00</b>
PUBLIC ADVOCACY	499,284.46	507,365.00	<b>430,125.00</b>
MEMBER MANAGEMENT SERVICES	192,874.23	211,378.00	<b>189,207.00</b>
POLICY RESEARCH	398,143.14	441,639.00	<b>789,653.00</b>
EXPENSES ALLOCATED TO PROJECTS	(403,508.98)	(442,448.00)	<b>(564,331.00)</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>\$3,456,487.43</b>	<b>\$3,775,902.00</b>	<b>\$3,708,267.00</b>
<b>REVENUE OVER EXPENSES</b>	<b>(\$90,806.52)</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$10,346,027.34		
CATEGORICAL PROG NET REVENUE	(\$1,827,879.83)		
NET GAIN/(LOSS) ON INVESTMENT	\$141,956.84		
<b>ENDING BALANCE</b>	<b>\$8,569,297.83</b>		



(01/15/19)  
 (Budget-Jan 2019)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET

BY EXPENSE LINE

	DRAFT AUDITED REPORT FY17-18	REVISED BUDGET FY18-19	PROPOSED BUDGET FY19-20
<b>GENERAL OPERATING REVENUE</b>			
MEMBERSHIP DUES	\$2,839,010.00	\$3,101,486.00	<b>\$3,108,267.00</b>
GRANTS AND CONTRACTS	0.00	0.00	<b>0.00</b>
SPONSOR CONTRIBUTION	52,000.00	51,000.00	<b>50,000.00</b>
REGISTRATION FEES	0.00	0.00	<b>0.00</b>
INTEREST AND DIVIDENDS	471,066.24	623,416.00	<b>550,000.00</b>
ROYALTIES AND OTHER INCOME	3,604.67	0.00	<b>0.00</b>
TOTAL REVENUE	<u>\$3,365,680.91</u>	<u>\$3,775,902.00</u>	<u><b>\$3,708,267.00</b></u>
<b>GENERAL OPERATING EXPENSES</b>			
SALARIES & FRINGE BENEFITS	\$2,473,182.52	\$2,675,976.00	<b>\$2,813,897.00</b>
OTHER INSURANCE	17,113.48	22,500.00	<b>20,000.00</b>
TRAVEL & MEETINGS	96,662.20	90,000.00	<b>80,000.00</b>
GENERAL SUPPLIES	13,888.85	15,000.00	<b>15,000.00</b>
SUBSCRIPTION & PUBLICATIONS	32,290.81	35,000.00	<b>35,000.00</b>
COPYING & PRINTING	91,889.24	100,000.00	<b>90,000.00</b>
OUTSIDE SERVICES	559,994.54	600,000.00	<b>542,510.00</b>
TELEPHONE	25,364.07	26,000.00	<b>25,000.00</b>
POSTAGE & SHIPPING	4,667.80	8,000.00	<b>5,000.00</b>
EQPT LEASE MAINT & DEP	90,271.80	138,257.00	<b>141,022.00</b>
OFFICE RENT & UTILITIES	320,932.10	377,617.00	<b>385,169.00</b>
ALLO FOR UNCOLLECTED REVENUE	133,739.00	130,000.00	<b>120,000.00</b>
EXPENSES ALLOCATED TO PROJECTS	<u>(403,508.98)</u>	<u>(442,448.00)</u>	<u><b>(564,331.00)</b></u>
TOTAL OPERATING EXPENSES	<u>\$3,456,487.43</u>	<u>\$3,775,902.00</u>	<u><b>\$3,708,267.00</b></u>
REVENUE OVER EXPENSES	<u>(\$90,806.52)</u>	<u>\$0.00</u>	<u><b>\$0.00</b></u>
<b>ADJUSTMENTS:</b>			
OPERATIONS CARRYOVER BALANCE	\$10,346,027.34		
CATEGORICAL PROG NET REVENUE	(\$1,827,879.83)		
NET GAIN/(LOSS) ON INVESTMENT	\$141,956.84		
<b>ENDING BALANCE</b>	<u><u>\$8,569,297.83</u></u>		

(01/15/19)  
 (Budget-Jan 2019)

THE COUNCIL OF THE GREAT CITY SCHOOLS  
 GENERAL OPERATING BUDGET  
 PROPOSED BUDGET FOR FISCAL YEAR 2019-20

	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	\$421,186.00	\$665,452.00	\$45,000.00	\$443,874.00	\$0.00	\$296,125.00	\$182,607.00	\$759,653.00	\$2,813,897.00
OTHER INSURANCE	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
TRAVEL & MEETINGS	2,500.00	22,500.00	0.00	30,000.00	0.00	7,000.00	3,000.00	15,000.00	80,000.00
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	10,000.00	35,000.00
COPYING & PRINTING	500.00	1,000.00	0.00	1,000.00	0.00	85,500.00	1,000.00	1,000.00	90,000.00
OUTSIDE SERVICES	232,510.00	78,000.00	0.00	140,000.00	60,000.00	\$31,000.00	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	250.00	250.00	500.00	0.00	3,000.00	0.00	500.00	5,000.00
EQPT LEASE MAINT & DEP	141,022.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	141,022.00
OFFICE RENT & UTILITIES	385,169.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	385,169.00
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	(564,331.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(564,331.00)
TOTAL OPERATING EXPENSES	<u>\$787,256.00</u>	<u>\$772,202.00</u>	<u>\$45,750.00</u>	<u>\$634,074.00</u>	<u>\$60,000.00</u>	<u>\$430,125.00</u>	<u>\$189,207.00</u>	<u>\$789,653.00</u>	<u>\$3,708,267.00</u>
	\$564,331.00								
	\$1,351,587.00								

<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%
Nov-18	252.0	2.2%

Transmission of material in this release is embargoed until 8:30 a.m. (EST) December 12, 2018

USDL-18-1938

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

### CONSUMER PRICE INDEX – NOVEMBER 2018

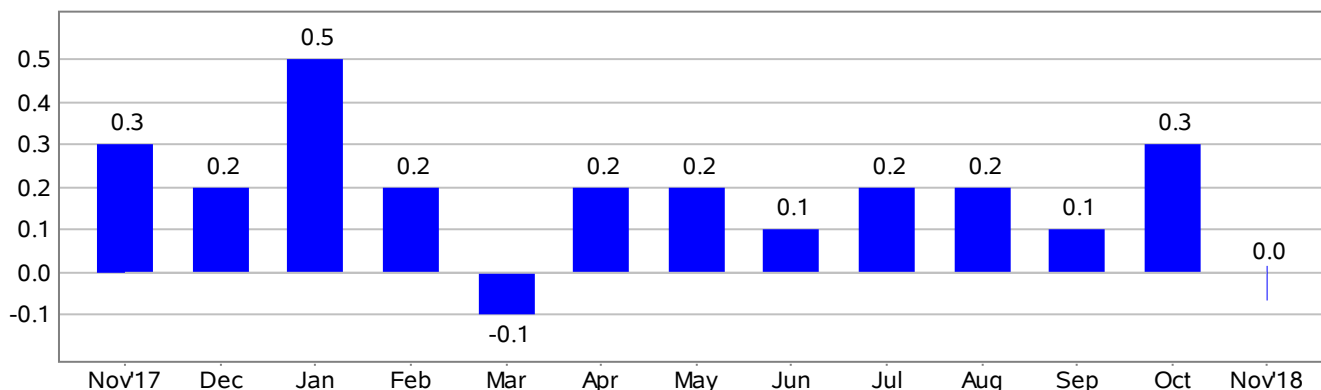
The Consumer Price Index for All Urban Consumers (CPI-U) was unchanged in November on a seasonally adjusted basis after rising 0.3 percent in October, the U.S. Bureau of Labor Statistics reported today. Over the last 12 months, the all items index increased 2.2 percent before seasonal adjustment.

The gasoline index declined 4.2 percent in November, offsetting increases in an array of indexes including shelter and used cars and trucks. Other major energy component indexes were mixed, with the index for fuel oil falling but the indexes for electricity and natural gas rising. The food index rose in November, with the indexes for food at home and food away from home both increasing.

The all items less food and energy index increased 0.2 percent in November. Along with the indexes for shelter and used cars and trucks, the indexes for medical care, recreation, and water and sewer and trash collection also increased. The indexes for wireless telephone services, airline fares, and motor vehicle insurance declined in November.

The all items index increased 2.2 percent for the 12 months ending November, compared to a 2.5-percent increase for the period ending October. The all items less food and energy index rose 2.2 percent in November. The energy index increased 3.1 percent for the 12 months ending November; this was its smallest 12-month increase since the period ending June 2017. The food index rose 1.4 percent over the last 12 months.

Chart 1. One-month percent change in CPI for All Urban Consumers (CPI-U), seasonally adjusted, Nov. 2017 - Nov. 2018  
Percent change



**Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, by expenditure category, November 2018**

[1982-84=100, unless otherwise noted]

Expenditure category	Relative importance Oct. 2018	Unadjusted indexes			Unadjusted percent change		Seasonally adjusted percent change		
		Nov. 2017	Oct. 2018	Nov. 2018	Nov. 2017- Nov. 2018	Oct. 2018- Nov. 2018	Aug. 2018- Sep. 2018	Sep. 2018- Oct. 2018	Oct. 2018- Nov. 2018
All items.....	100.000	246.669	252.885	252.038	2.2	-0.3	0.1	0.3	0.0
Food.....	13.210	250.871	254.358	254.379	1.4	0.0	0.0	-0.1	0.2
Food at home.....	7.235	238.403	239.882	239.352	0.4	-0.2	-0.1	-0.2	0.2
Cereals and bakery products.....	0.948	269.646	272.260	273.240	1.3	0.4	0.6	-0.6	0.6
Meats, poultry, fish, and eggs.....	1.591	247.027	247.966	247.954	0.4	0.0	-1.0	0.0	0.3
Dairy and related products.....	0.725	216.878	216.800	215.896	-0.5	-0.4	-0.3	-0.4	-0.2
Fruits and vegetables.....	1.278	296.791	298.531	296.362	-0.1	-0.7	-0.5	-0.7	0.0
Nonalcoholic beverages and beverage materials.....	0.869	166.271	169.570	167.891	1.0	-1.0	0.6	0.2	-0.4
Other food at home.....	1.824	209.624	210.224	210.407	0.4	0.1	0.2	0.0	0.3
Food away from home <sup>1</sup> .....	5.974	271.152	277.513	278.306	2.6	0.3	0.2	0.1	0.3
Energy.....	8.003	209.383	225.757	215.910	3.1	-4.4	-0.5	2.4	-2.2
Energy commodities.....	4.658	229.195	259.561	241.633	5.4	-6.9	-0.2	2.9	-4.1
Fuel oil.....	0.125	263.132	316.185	305.370	16.1	-3.4	0.3	3.7	-2.9
Motor fuel.....	4.459	225.322	255.126	236.934	5.2	-7.1	-0.2	3.0	-4.1
Gasoline (all types).....	4.363	224.227	253.793	235.381	5.0	-7.3	-0.2	3.0	-4.2
Energy services.....	3.345	200.225	201.798	200.148	0.0	-0.8	-0.8	1.7	0.4
Electricity.....	2.606	208.111	211.937	209.339	0.6	-1.2	-0.5	2.3	0.3
Utility (piped) gas service.....	0.739	173.504	168.770	169.821	-2.1	0.6	-1.7	-0.6	0.7
All items less food and energy.....	78.788	253.492	259.063	259.105	2.2	0.0	0.1	0.2	0.2
Commodities less food and energy commodities.....	19.551	143.295	144.134	143.542	0.2	-0.4	-0.3	0.3	0.2
Apparel.....	3.149	125.398	129.108	124.935	-0.4	-3.2	0.9	0.1	-0.9
New vehicles.....	3.686	145.442	145.588	145.826	0.3	0.2	-0.1	-0.2	0.0
Used cars and trucks.....	2.347	134.901	136.450	138.010	2.3	1.1	-3.0	2.6	2.4
Medical care commodities.....	1.703	378.328	379.662	380.658	0.6	0.3	-0.1	-0.1	0.4
Alcoholic beverages.....	0.965	246.991	250.757	251.326	1.8	0.2	0.5	0.1	0.3
Tobacco and smoking products.....	0.656	1,048.219	1,081.193	1,083.514	3.4	0.2	0.3	1.3	0.4
Services less energy services.....	59.236	321.690	330.465	330.983	2.9	0.2	0.2	0.2	0.2
Shelter.....	32.907	301.185	310.382	310.950	3.2	0.2	0.2	0.2	0.3
Rent of primary residence.....	7.838	312.670	322.628	323.968	3.6	0.4	0.2	0.2	0.4
Owners' equivalent rent of residences <sup>2</sup> .....	23.760	309.101	318.215	319.338	3.3	0.4	0.2	0.3	0.3
Medical care services.....	6.884	508.879	519.152	520.973	2.4	0.4	0.2	0.2	0.4
Physicians' services.....	1.723	377.037	380.489	379.872	0.8	-0.2	0.3	0.0	-0.3
Hospital services <sup>3</sup> .....	2.310	322.871	332.853	334.242	3.5	0.4	-0.3	0.0	0.5
Transportation services.....	5.970	313.772	324.131	324.168	3.3	0.0	0.5	0.1	-0.3
Motor vehicle maintenance and repair <sup>1</sup> .....	1.118	282.502	289.057	290.114	2.7	0.4	0.5	0.2	0.4
Motor vehicle insurance.....	2.400	543.613	573.050	573.338	5.5	0.1	0.8	0.5	-0.5
Airline fares.....	0.702	267.970	265.930	263.809	-1.6	-0.8	1.0	0.0	-2.4

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

<sup>2</sup> Indexes on a December 1982=100 base.

<sup>3</sup> Indexes on a December 1996=100 base.

## **INVESTMENT POLICY AND GUIDELINES**

# Council of The Great City Schools

## Statement of Investment Policy and Guidelines

July 15, 2016

### ***Purpose***

Council of The Great City Schools (hereafter CGCS) must invest its resources prudently. The following guidelines will define the investment policy and guidelines for CGCS. It will identify a set of investment objectives, guidelines and performance standards. The objectives have been created in response to:

- The anticipated financial needs of CGCS
- CGCS risk tolerance; and
- The need to document and communicate objectives, guidelines, and performance standards

### ***Roles and Responsibilities***

The Executive Committee (Audit) is charged with the responsibility of overseeing how Management administers the assets of the organization. The Executive Committee (Audit) shall discharge its duties solely in the interest of the organization, with the care, skill, prudence and diligence under the circumstances then prevailing, and that a prudent man acting in like capacity and familiar with such matters would use in the conduct of an enterprise of a like character with like aims.

The specific responsibilities of the **Committee** include:

1. Projecting the organization's financial needs.
2. Determining the Fund's risk tolerance and investment horizon.
3. Establishing reasonable and consistent investment objectives, policies and guidelines, which will direct the investment of the organization's assets.
4. Prudently and diligently selecting qualified investment professionals, including Investment Managers, Investment Consultants, and Custodians.
5. Regularly evaluating the performance of the portfolio.
6. Regularly reporting to the Board of Directors on the investment performance and financial condition of the portfolio.

An **Investment Advisor/Consultant** may be retained to assist in managing the overall investment process and to help the Committee satisfy its fiduciary responsibility. Specific responsibilities of the Investment Advisor/Consultant include:

1. Assisting in the development and periodic review of the organization’s investment policy.
2. Providing “due diligence”, or research, on the Investment Manager(s) or Mutual Funds.
3. Monitoring the performance of the portfolio.
4. Communicating matters of policy, manager research, and manager performance to the Executive Committee (Audit).

**Investment Objective**

The primary goals of the investment policy are the preservation and growth of capital resources and the generation of current income to provide sufficient funds for the payment of CGCS’s obligations and mission-related expenses, administrative expenses, and the growth of CGCS’s financial surplus.

Over the long-term, CGCS’s objective is to optimize its net worth, and increase the capital value of its investment portfolio. In meeting this objective, Management and the Committee seek to achieve a high level of total investment return with a prudent level of portfolio risk.

**Asset Allocation**

The Executive Committee (Audit) has the responsibility of approving CGCS’s overall investment strategy. CGCS’s strategy will reflect long-term financial goals within the current business and economic climate.

The strategic and tactical bands for the portfolio based on market values are as follows.

<u>Asset Class</u>	<u>Strategic Target</u> <u>(%)</u>	<u>Tactical Range</u> <u>Change (%)</u>
Fixed Income	38.0	20.0 – 60.0
Large Cap Equity	27.0	20.0 – 40.0
Small/Mid Cap Equity	15.0	5.0 – 25.0
International Equity	15.0	10.0 – 30.0
Alternative Investments	3.0	0.0 – 20.0
Cash Equivalents	2.0	0.0 – 20.0



It is Management's responsibility to monitor the overall allocation. It is understood that there may be deviations from the strategic targets as a result of market fluctuations or from short-term timing decisions made by Management.

Any permanent changes to these guidelines must be approved by the Committee.

### ***Investment Guidelines – Allowable Assets***

1. Cash Equivalents
  - Treasury Bills
  - Money Market Funds
  - STIF Funds
  - Commercial Paper
  - Banker's Acceptances
  - Repurchase Agreements
  - Certificates of Deposit
2. Fixed Income Securities
  - U.S. Government and Agency Securities
  - Corporate Notes and Bonds
  - Mortgage Backed Bonds
  - Preferred Stock
  - Fixed Income Securities of Foreign Governments and Corporations
  - Planned Amortization Class Collateralized Mortgage Obligations (PAC CMOs) or other "early tranche" CMOs
3. Equity Securities
  - Common Stocks of U.S. Companies
  - American Depository Receipts (ADRs) of Non-U.S. Companies
  - Stocks of Non-U.S. Companies (Ordinary Shares)
  - Convertible Notes and Bonds
  - Convertible Preferred Stocks
4. Alternative Investments
  - Hedge Fund of Funds
  - Managed Futures Funds
  - Commodities Funds
5. Mutual Funds
  - Mutual Funds, which invest in securities as allowed in this statement.

6. Separately Managed Accounts
  - Separately Managed Accounts, which invest in securities as allowed in this statement.
7. Exchange Traded Funds
  - Exchange Traded Funds, which invest in securities as allowed in this statement.

### ***Performance Standards***

Performance reports generated by the Investment Advisor/Consultant shall be compiled at least quarterly and communicated to the Executive Committee for review. The investment performance of total portfolios, as well as asset class components, will be measured against commonly accepted performance benchmarks. Consideration shall be given to the extent to which the investment results are consistent with the investment objectives, goals, and guidelines as set forth in this statement. The Executive Committee intends to evaluate the portfolio(s) over at least a three-year period, but reserves the right to terminate or make changes to the portfolio for any reason, including the following:

1. Investment performance, which is significantly less than anticipated given the discipline employed and the risk parameters established, or unacceptable justification of poor results.
2. Incongruence with any aspect of this statement of investment policy, including the securities guidelines stated above.
3. Any material legal or regulatory actions that may impact the reputation or future performance of the provider.
4. Significant loss or growth of assets under management.
5. Other significant qualitative changes to the investment management organization.

Investment managers (Mutual Funds) shall be reviewed regularly regarding performance, personnel, strategy, research capabilities, organizational and business matters, and other qualitative factors that may impact their ability to achieve the desired investment results.

### ***Investment Policy Review***

To assure continued relevance of the guidelines, objectives, and financial status as established in this statement of investment policy, Management plans to review the investment policy with the Investment Advisor/Consultant at least annually. The agenda for these meetings shall include at least:

1. A presentation of investment results in light of the stated objectives, and

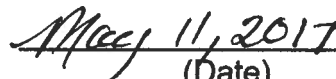
2. A discussion of the investment strategies.

### **Acceptance Agreement**

The Statement of Investment Policy was adopted for the Council of the Great City Schools on June 29, 2006, and amended by the Executive Committee at its meeting on July 15, 2016 in Boston, MA.

Signed by:

  
\_\_\_\_\_  
Felton Williams, Chair of the Board FY16-17

  
\_\_\_\_\_  
(Date)

## Socially Responsible Investment Policy

All assets of the Council of the Great City Schools shall be invested in institutions, companies, corporations, or funds, which are committed to a diverse workforce, do not support activities that would be contradictory to the vision and goals of the Council, or are detrimental to public education or urban children.

**PROJECTED REVENUES**

**COUNCIL OF THE GREAT CITY SCHOOLS  
FY2017-18**

	<b>DUES/INTERESTS/ OTHERS</b>	<b>CONF FEES/SPONSORS</b>	<b>OTHER PROJECTS (SST,PLP, etc)</b>	<b>NAGB &amp; FOUNDATION GRANTS</b>	<b>TOTAL</b>
<b>REVENUE</b>	\$ 3,365,680.91	\$ 1,753,062.50	\$ 653,382.00	\$ 77,011.77	\$ 5,849,137.18
<b>** DIRECT EXPENSES</b>	\$ 1,938,153.13	\$ 1,699,509.26	\$ 413,448.32	\$ 1,794,869.54	\$ 5,845,980.25
<b>* INDIRECT EXPENSES</b>	\$ 1,921,843.28				\$ 1,921,843.28
<b>*** OFFSETS</b>	\$ (403,508.98)	\$ 53,553.24	\$ 116,680.66	\$ 233,275.08	\$ -
<b>NET REVENUE</b>	\$ (90,806.52)	\$ -	\$ 123,253.02	\$ (1,951,132.85)	\$ (1,918,686.35)

<b>OPENING BALANCE</b> 7/1/2017				\$ 2,684,238.03	
<b>**** CLOSING BALANCE</b> 6/30/2018				\$ 730,894.07	

\* Indirect Expenses includes all expenses of Admin & Financial Management & Executive Leadership which also includes Salary & Benefits of Admin staff and the Executive Director. Expenses for the Executive Committee meetings are also included. This also includes office rent, etc.

\*\* Direct expenses includes salary and benefits of other staff that are directly related to general operations and categorical projects.

\*\*\* Offsets are indirect costs recovered from projects, based on allowed percentages of direct expenses.

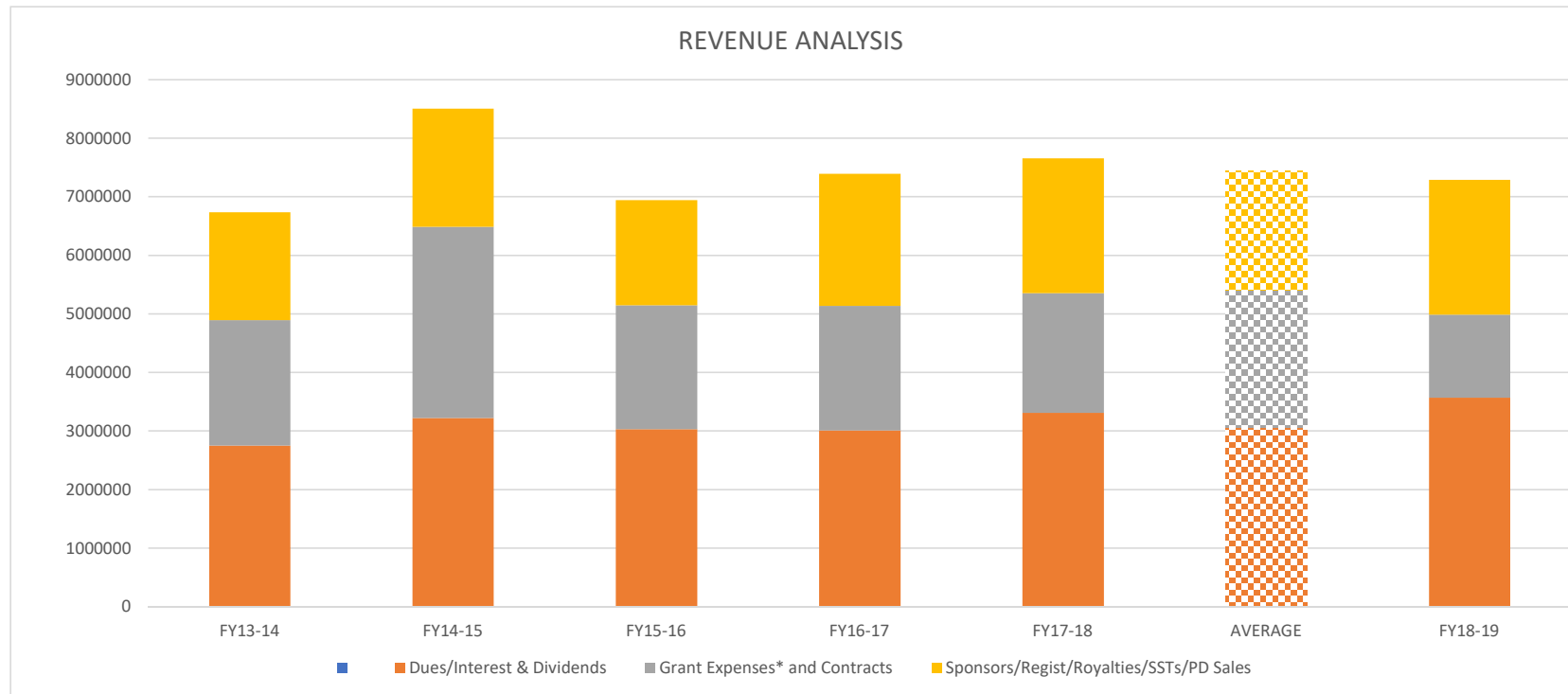
\*\*\*\* Closing Balances are the net revenues and opening balances for grants and projects.

10/15/18

COUNCIL OF THE GREAT CITY SCHOOLS

**REVENUE ANALYSIS**

	FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	FIVE YEAR AVERAGE	PROJECTED FY18-19
Dues/Interest & Dividends	\$ 2,754,217	\$ 3,226,209	\$ 3,032,202	\$ 3,014,100	\$ 3,310,555	\$ 3,067,457	\$ 3,572,531
Grant Expenses* and Contracts	\$ 2,141,557	\$ 3,262,715	\$ 2,117,140	\$ 2,122,690	\$ 2,045,757	\$ 2,337,972	\$ 1,418,028
Sponsors/Regist/Royalties/SSTs/PD Sales	\$ 1,843,058	\$ 2,015,910	\$ 1,794,376	\$ 2,256,369	\$ 2,302,490	\$ 2,042,441	\$ 2,302,491
<i>* Expenditures, NOT Revenues</i>							
TOTAL REVENUE	\$ 6,738,832	\$ 8,504,834	\$ 6,943,718	\$ 7,393,159	\$ 7,658,802		\$ 7,293,050
CARRYOVER BALANCES	\$ 10,341,451	\$ 8,696,127	\$ 9,997,892	\$ 10,346,028	\$ 8,721,854		



## **CONFERENCES AND MEETINGS**



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

**Executive Committee Meeting**

January 25-26, 2019  
Kimpton Hotel Monaco, Denver

**HRD/Personnel Directors Meeting**

February 11-15, 2019  
Hotel Albuquerque at Old Town, Albuquerque, NM

**Legislative/Policy Conference**

March 16-19, 2019  
The Mayflower Hotel, Washington, DC

**Chief Operating Officers Conference**

April 2-5, 2019  
Hyatt Regency Hotel, Columbus, OH

**Bilingual Directors Meeting**

May 5-17, 2019  
B Ocean Resort Hotel, Ft. Lauderdale, FL

**Curriculum & Research Directors' Meeting**

June 25-28, 2019  
Sheraton San Diego, CA

**Public Relations Executives Meeting**

July 11-13, 2019  
Omni Shoreham, Washington, DC

**Executive Committee Meeting**

July 19-20, 2019  
Intercontinental Hotel Times Square, New York City

**Annual Fall Conference**

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

**Chief Financial Officers Conference**

November 2019

**ANNUAL CONFERENCE 2018**

## Overall Conference Survey Responses

There were 75 responses to the conference survey.

### Which best describes your profession?

Superintendents- 4

Board Member- 27

Central Office Staff- 31

Building Level Administrator- 2

Nonprofit Staff- 11

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

Excellent- 41

Good- 19

Satisfactory- 5

Unsatisfactory- 0

### Amount of new information learned

Excellent- 28

Good- 29

Satisfactory- 7

Unsatisfactory- 0

### Please indicate your overall satisfaction with the conference

Very Satisfied- 45

Satisfied- 16

Dissatisfied- 1

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

1. Academies Quality Preschool Restorative Justice Literacy in early grades
2. Accountability and return on investment

3. Actual deep dives on the impact of institutional racism/implicit bias. Opportunities for multiple sessions on certain topics. Practical applications of Restorative Practices, Positive alternatives to OSS, re-engagement of students post OSS, instructional coaching to mitigate issues that plague the disenfranchised, and engagement of students w/ schools, schools with parents, and schools with communities.
4. All the topics are great
5. Anything about how districts make sense of data
6. Better sound and A/V during general session. Most of the room could not see or hear well what was going on on the stage. Really needs at least one camera to show it on the screens Especially the children's performances.
7. Board governance, Superintendent evaluation, board and community interaction.
8. Building learning culture / building capacity for networked improvement communities
9. Communication with the public, especially around change
10. Crowdfunding
11. Dual Language Curriculum and Assessments
12. ELL
13. ESSA implementation of new accountability frameworks School turnaround lessons learned
14. Leveraging university partnerships to meet ESSA evidence based intervention requirements

15. Expanding World Language programs in African American schools.
16. Hard to read slides so far away
17. High school turnaround. Early childhood. District strategic planning and monitoring.
18. Dismantling systemic racism from district systems.
19. How to analyze the data we receive
20. Info bew ideas on the operations side of the house, transportation, facillories, food service- Board Member only roundtables- hot topic/ solution search How to conduct a successful superintendent search withh the Superintendent development programs from Harvard & Howard University Fyi... have more seating at the receptions Best practices-On boarding new board members
21. Innovation in school structures and design that can better engage students and meet their needs
22. I would like to see Milwaukee present on its Black And Latino Male Achievement Department. I am very interested to hear it's impact. Please continue with Operational material as well. Very helpful, especially for our new superintendents and principals.
23. K-6 programming which has contributed to middle and high school success.  
- learning key results from within your organization - emotional intelligence as a leadership lever - politically intelligent leadership

24. Loved sessions that gave different perspectives that I combination provided a thorough overview. For example with SEL, Chicago School of the Arts provided a school level implementation perspective, Buffalo discussed the district wide approach, and Palm Beach shared the adult learning side.

25. Meeting the needs of DACA students in our secondary schools.

26. More about the African American population and more about school districts that are opening up more Dual language schools and any data to support bilingual schools are out performing English only gifted students.

27. More around how school districts are addressing implicit bias, courage conversations and conversations around race. Lots of good work shared this year, would love to hear more next year!

28. More discussion of addressing implicit bias on boards specific to gender and race

29. More Michelle Alexander related topics - school to prison pipeline, etc Controlling the narrative (2 way communications strategies) in urban public school settings Something about politics and navigating it to sustain leadership in urban education

30. More time to synthesis / process the of the how to vs information sharing— what steps were used and not just what it looks like at the end

31. Need some more classes on how to advocate with law makers, a couple more student panel discussions..... not so open... one on what they feel they need from the system, school safety, etc...

32. Race and equity, research on successful district-wide turn-arounds
33. Research of impact on trauma informed care practices in schools Successful restorative justice programs in urban schools
34. Restorative Practices
35. Retain & recapture students from charter schools
36. Retention and recruitment of good teachers. Great teachers and human capital as best assets over programs.
37. Seems many districts don't have formal evaluations of superintendents. Always interest regarding decreasing racial achievement gaps.
38. Sessions that share more detailed outcome data; sessions focused on strategy for improving outcomes for targeted student groups, specifically students with disabilities.
39. The student panel was the highlight for me. More district / student panels with how the strategy implementation changes lives.
40. The variety of topics was excellent. I can't think of additional topics at this time.
41. Topics of governance on multiple days not just one offering. More on implantation of rigorous curriculum and academic freedom. More topics on Board development.
42. Transportation Board Role in District Communication
43. Would like to see a small cluster of sessions built around structuring equity initiatives most effectively. Also interested in examination of financial and educational impact on

public education systems where there are a lot of charter schools. How do we ensure charter schools are meeting obligations to students who are identified through title programs.

**Please list any comments/suggestions**

1. Add a college tour option from our Great City universities. I would have loved to see Morgan State and John Hopkins. Have volunteers wear a brightly colored shirts so they are easier to find when loading buses. Bigger Karaoke room!
2. Allow down time and a few meals free from the conference
3. Allowing to go into more depth with content. Very surface level and facilitators rushed through their slides. Maybe less facilitators per session so they can go deeper into content and not rush. Tighter unifying themes between and within sessions would also be more beneficial
4. Best conference, keep the great work!
5. Don't serve fish at meals.
6. Give people a chance just to eat and talk over meals before the main speaker begins. Don't have people speaking and kids performing during that time. It doesn't work out well for anyone. Especially unfair to the kids.
7. Great entertainment, great dinners, fantastic sessions.
8. Great networking! Sessions with data and organized presentations and agendas were the strongest. Welcome reception and closing reception were stellar. Please consider norms for speaker events/student performances....people spoke over all of these.
9. Hotel was great. Please align meeting spaces better. I tried to get in the Literacy one— too tiny a room! There were several about training principals in large rooms, sometimes half empty.
10. I always feel like there could be some interesting discussions but the sessions fall short. I can imagine it could be a logistical nightmare, but it would be nice to see more alignment across panelists for each session, and more opportunities for discussion across the panel. Sometimes the presentations within a single session feel disjointed and don't allow each presenter to go deep enough to share some real learnings and takeaways with the audience.



- 11.** I enjoyed the round table format for all presentations. Please continue.
- 12.** I really appreciated the opportunity to see the work of so many students showcased. The keynotes were very good. I also liked the format of the sessions, giving us an opportunity to hear about the work of other districts and then ask questions.
- 13.** It was great. Thank you.
- 14.** I would love to experience a reception or networking session built around school districts regionally. A chance to engage with “near” districts.
- 15.** Make access to privacy room easier! I often had to wait over 20 minutes to be provided access, which led to missing sessions :(
- 16.** Maybe have an opening at top of you to allow more flexibility for a facilitator or presenter to get up and move around in the center while presenting.
- 17.** More diversity.
- 18.** Phenomenal first experience in the council
- 19.** Several of the sessions I attended did show some outcome data for their strategy, but minimal.
- 20.** The highlighting and inclusion of students from Baltimore in numerous ways was extremely important and necessary.
- 21.** The welcome reception must have more tables. Only 1 band upstairs would have been fine. People want to visit and it was just too loud. MORE TABLES NEEDED AT RECEPTIONS.
- 22.** Too many paper copies books — include online and list by session
- 23.** Well organized.
- 24.** We loved how the city of Baltimore and the students of Baltimore were incorporated and featured throughout the entire itinerary. Kudos!
- 25.** Wonderful conference and congratulations to all responsible for putting it together.

## Survey Responses for the Individual Sessions

### **JOINT VENTURE: HOW DISTRICT AND UNIVERSITY PARTNERSHIPS STRENGTHEN OUR GREAT CITY SCHOOLS**

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

**Responses:**

3 excellent, 2 good

**Comments/Suggestions**

1. Great examples of district partnerships Great discussion!
2. Allow sufficient time for questions.

### **FUTURE INTEREST: EMPLOYING COLLEGE AND CAREER READINESS IN THE GREAT CITY SCHOOLSS**

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

**Responses:**

3 excellent, 1 good

**Comments/Suggestions**

1. Long Beach report and St. Paul were interesting but not well matched together - disparate topics.
2. Fantastic ideas!

### **JUSTICE FOR ALL: ENGAGING GREAT CITY SCHOOL STUDENTS THROUGH RESTORATIVE PRACTICES**

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

**Responses:**

5 excellent, 1 good

**Comments/Suggestions**

1. Good job Guilford
2. Nice to hear presentation from both districts at 2 different stages of implementation.
3. Very useful and concrete

### **ON SPEAKING TERMS: A UNIQUE APPROACH TO LEARNING, LANGUAGE AND LITERACY FOR OUR URBAN ELLS – PART I**

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

**Responses:**

2 excellent, 2 good

**Comments/Suggestions**

Hard to hear, microphone would have been helpful, videos cut in and out

**ON SPEAKING TERMS: A UNIQUE APPROACH TO LEARNING, LANGUAGE AND LITERACY FOR OUR URBAN ELLS – PART II**

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

**Responses:**

2 excellent, 1 good, 1 poor

**Comments/Suggestions**

1. Better than part 1, too bad power point is not on the app
2. This was more of a sales pitch, and at an elevated cost for urban districts. Not what I was looking for.

**THE VALLEY OF UNREST: COLLECTING FEEDBACK FROM STUDENTS AND THE COMMUNITY TO MEET THE NEEDS OF URBAN**

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

**Responses:**

5 excellent

**Comments/Suggestions**

1. Excellent content on how districts are engaging stakeholders to understand their experience in the district
2. Thank you for the resources both electronically and in print
3. Buffalo is on the move.

**CELEBRATING THE GREAT CITY SCHOOL WINNERS OF THE SAT PRACTICE CHALLENGE CAMPAIGN**

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

**Responses:**

1 excellent

**Comments/Suggestions**

Want handouts

**ALL HANDS ON DECK: STRENGTHENING COMMUNITY PARTNERSHIPS TO IMPROVE URBAN SCHOOLS**

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

**Responses:**

2 excellent, 1 good

**Comments/Suggestions**

1. Intrigued by the partnership with Concordia University and Portland Public Schools.
2. Great Extended learning opportunities

**SPEAKING UP: RESPECTING ALL VOICES IN THE URBAN SCHOOL COMMUNITY**

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

**Responses:**

3 excellent

### **Comments/Suggestions**

1. Thank you Guilford
2. This topic on women in leadership with emphasis on women in color warrants primary attn
3. WOW! Eye-opening & relevant! This topic needs more air time!!!

### **ALL MEANS ALL: EQUIPPING URBAN TEACHERS TO CREATE INCLUSIVE CLASSROOMS FOR LGBTQ STUDENTS**

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

#### **Responses:**

1 good

### **Comments/Suggestions**

It would have been beneficial to have more than 1 presenter. Did a nice job but actual K-12 policy/practice/experience would have been great

### **CHOOSE CHOICE: DEVELOPING MULTIPLE SCHOOL OPTIONS FOR URBAN STUDENTS AND FAMILIES**

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

#### **Responses:**

3 excellent, 1 good

### **Comments/Suggestions**

Thoughtful and informative

### **Legislative Directors Lunch and Meeting**

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

#### **Responses:**

1 good, 1 fair

### **Comments/Suggestions**

Not a reflection of the team, a reflection of Congress

### **SHIP SHAPE: CREATING OPTIMAL LEARNING ENVIRONMENTS IN URBAN CLASSROOMS**

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

#### **Responses:**

2 excellent, 2 fair

### **Comments/Suggestions**

1. The School Specialty speaker did not have an opportunity to speak. The speech was very data driven. Would have enjoyed more hands on learning (Maggie.okponobi@schoolspecialty.com)

### **UPDATING THE TERMS AND CONDITIONS: HI-TECH PROFESSIONAL LEARNING IN URBAN PUBLIC SCHOOLS**

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

**Responses:**

2 excellent, 1 fair

**Comments/Suggestions**

1. Dallas PD structures were interesting and gave me ideas to enhance our current PD structure.
2. This session did a great job of showing how professional development and technology improve student achievement.

**WINNING PARTNERSHIPS: HOW TO DEVELOP SUCCESSFUL DISTRICT-UNIVERSITY PARTNERSHIPS**

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

**Responses:**

3 excellent, 1 good, 2 fair

**Comments/Suggestions**

1. Power of partnership evident in the work.
2. Because of the large panel size, there wasn't much time for questions or dialogue.
3. This could be useful for approaching the universities in our city
4. All information was useful but perhaps more connections could be drawn between the 4 programs described

**HOME RUN: SCORING PROFESSIONAL DEVELOPMENT BEST PRACTICES FOR URBAN SCHOOLS**

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

**Responses:**

1 excellent

**Comments/Suggestions**

The work of both districts validates what/how our math department team looks at things. Thank you!

**LESSONS LEARNED: MULTIFACETED APPROACHES TO IMPROVING URBAN SCHOOLS**

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

**Responses:**

7 excellent, 1 good

**Comments/Suggestions**

1. Enjoyed the sessions
2. Interesting points made

**TALENT SCOUT: IDENTIFYING AND DIVERSIFYING GIFTED STUDENTS IN THE GREAT CITY SCHOOLS**

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

**Responses:**

2 excellent

**Comments/Suggestions**

Useful information to leverage for our students

**BE MORE: RAISING URBAN SCHOOL ACHIEVEMENT THROUGH STRATEGIC AND TARGETED PLANNING**

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

**Responses:**

2 excellent, 2 good, 1 fair

**Comments/Suggestions**

1. Would like to have seen if there is a plan of action calendar. Other than that, good information
2. Real content that can be immediately applied! Thank you for your commitment and passion.
3. All districts did a great job
4. More information as to how Shelby County utilized TNTP to align the work of the district.
5. The mic didn't work so very difficult to hear. Also, not sure the title really reflected the content.

**MEASURING SUCCESS: IMPROVING INSTRUCTION IN THE GREAT CITY SCHOOLS**

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

**Responses:**

5 excellent, 3 good

**Comments/Suggestions**

1. Great representation of the different programs implemented
2. Great session

**WHERE CREDIT IS DUE: PROVIDING URBAN HIGH SCHOOL STUDENTS COLLEGE AND POSTSECONDARY OPPORTUNITIES**

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

**Responses:**

6 excellent

**Comments/Suggestions**

1. Handouts. Details. Want to know more!
2. Centered more on addressing challenges.
3. Great prezi by Chicago, liked seeing the organization of other departments under early college
4. Room setup not good for size of group, the U shape was inefficient
5. Great case studies

### **BEACON OF LIGHT: MEETING THE SOCIAL EMOTIONAL NEEDS OF URBAN STUDENTS**

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

#### **Responses:**

9 excellent, 5 good

#### **Comments/Suggestions**

1. All presenters were outstanding and great notes to take back to my district
2. Don't read slides
3. Learned more about exciting gains made by a CMSD school that I want to partner with. Buffalo's district wide initiative was very helpful.
4. Some great ideas
5. suggestion- add ppt
6. I took away a few good ideas to scale up my work.
7. Need to upload ppts

### **EXCEPTIONAL ELL'S: MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS WITH DISABILITIES**

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

#### **Responses:**

4 excellent, 2 good

#### **Comments/Suggestions**

1. Broward and Dallas shared practical tools that will help set a process in place.
2. The Q and A was very insightful melinda was spot on
3. This was a very-well organized and comprehensive session!

### **EVEN KEEL: STRENGTHENING STEM OFFERINGS IN A WELL-ROUNDED URBAN SCHOOL CURRICULUM**

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

#### **Responses:**

2 excellent, 2 good, 2 fair

#### **Comments/Suggestions**

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

#### **Responses:**

2 excellent, 1 good

#### **Comments/Suggestions**

1. Informative
2. Need hard copy

### **29th Annual Green-Garner Banquet**

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

**Responses:**

5 excellent, 2 good, 2 fair, 1 poor

**Comments/Suggestions**

1. The student performances were great! Baltimore's finest on display!
2. Winner way too long. Felt like a political speech.
3. Music was so loud you couldn't converse with other attendees, which is a strength of this conference also didn't appreciate the f word
4. Service is slow and non responsive, not impressed, desert was lacking for semi formal banquet dinner.
5. I wish the audience would have been as quiet for the student performances as they were for all of the awards announcements

**HOW AM I DOING? INNOVATIVE METHODS OF ASSESSING URBAN SCHOOL PERFORMANCE** How would you rate the contribution of this session toward your professional growth?

**Responses:**

7 excellent, 6 good

**Comments/Suggestions**

1. Good job
2. Very informative
3. Great discussions
4. For NY - i would love to see your impact results. For Bal - your sample school showed small improvements in achievement. Why not more?
5. Great session
6. Very informative
7. Would like to have additional data focused on outcomes and impact, change in adult practice.
8. Great evaluation processes

**Meeting of the Males of Color Task Force**

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

**Responses:**

8 excellent, 4 good, 1 fair, 1 poor

**Comments/Suggestions**

1. Couldn't get in - room was FAR too small!
2. Great spiral notebook. Interactive. Excellent activities. Knowledgeable and helpful presenters!
3. Loved the engagement component very informative
4. Handouts for all
5. The information was critical; however the room was too small for collaborative work. Also, accessing the data and reports is needed.
6. Session was interesting but would have liked more focus on strategies that are successful. 2nd session without enough space
7. Glad the documents were made available on this app.
8. A larger room is necessary for a topic such as this.



9. Larger room.

10. was great to dig into data at the beginning of the session. It was insightful to see the disparities that exist across the nation.

### **HIDDEN TREASURE: UNCOVERING AND NURTURING GIFTED ENGLISH LANGUAGE LEARNERS IN THE GREAT CITY SCHOOLS**

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

**Responses:**

4 excellent

**Comments/Suggestions**

1. Great strategies shared. Knowledgeable presenters. One team contacted a colleague to ensure a proper response was given. Great!
2. Dallas did a great job on how to create and support dual language programs.
3. In addition to questions, would like to hear ideas from other districts on the specific topics.

### **General Session E: Town Hall Meeting**

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

**Responses:**

13 excellent, 1 good

**Comments/Suggestions**

1. These young people have been the highlight of the conference and such an inspiration!
2. Would've been good to have more white students also have a conservative perspective we need to hear from all voices. ([hugo\\_enciso@discovery.com](mailto:hugo_enciso@discovery.com))
3. Most powerful session of the conference.
4. By far the best Townhall I've attended in my 11 years as a Council member!
5. This type of discussion is critical and there should be more of this. Too many topics for just once a year
6. Bravo to students' voice - perfect forum for this and every conference !!
7. Third was, by far, my favorite session of the week. Amazing insight and eloquence!
8. Powerful! Moving! Thank you for reminding us how important the voices of the students are in this work! This is why we do what we do!

### **33. URBAN TEACHER RESIDENCIES: PREPARING THE NEXT GENERATION OF GREAT CITY SCHOOL TEACHERS**

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

**Responses:**

4 excellent, 1 good

**Comments/Suggestions**

1. Good mix of participants
2. Thoughtful conversation around an essential issue

### **34. BATTEN DOWN THE HATCHES: SECURING SAFE LEARNING ENVIRONMENTS FOR OUR URBAN SCHOOL STUDENTS**

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

#### **Responses:**

4 excellent, 1 good

#### **Comments/Suggestions**

1. Baltimore very progressive
2. Impressed with Chief Hamm
3. Great presenters

### **TRAINING DAY: DEVELOPING EFFECTIVE INSTRUCTIONAL PRACTICES IN URBAN PUBLIC SCHOOLS**

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

#### **Responses:**

6 excellent, 5 good, 1 fair

#### **Comments/Suggestions**

1. Good panel. Would be even better with the employment of audio-visual tools like video and not just power point
2. It was an interesting session and I was most curious about the instructional coaching
3. Ensure tech is working for videos
4. Don't like when the session promotes a particular partnership Not replicable
5. First 2 presenters were not very helpful... need access to PowerPoint presentation. New Teacher was better.
6. The Albuquerque presentation was particularly thought provoking.

### **CAPITAL STEPS: RAISING FACILITIES STANDARDS TO A NEW LEVEL IN AMERICA'S URBAN SCHOOLS**

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

#### **Responses:**

4 excellent, 3 good

#### **Comments/Suggestions**

I wished it included some discussion about renovating versus replacing  
Memory walk for schools closing  
Great info, lots of engagement idea, great community media updates  
Great session!

### **THIS IS NOT A DRILL: CRISIS MANAGEMENT IN THE GREAT CITY SCHOOLS**

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

#### **Responses:**

4 excellent, 1 good

#### **Comments/Suggestions**

Very thoughtful presentation on a very emotional topic  
Great practical advice.  
Thank you to Broward for sharing your experience

**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:**

7 excellent, 2 good

**Comments/Suggestions**

Nice interactive components. Engaging presenters for late afternoon session!  
Some speakers are great at extemporaneous speeches  
Really good information slides too difficult to see liked the kahoot activity  
Loved the kahoot quiz  
I especially thought the point made about the role of the state was critical.  
Kahoot was too fast. I could only read the first half of each question before the slide would change, had to start over  
Interactive portion was so terrible. Too fast and stressful. Gabby was fantastic. Dave too

**New Member & Newcomer's Orientation**

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

**Responses:**

7 excellent, 8 good, 2 fair

**Comments/Suggestions**

A short video presentation would be a great for start of meeting. Liked the introductions.  
Skip the introductions we are more interested in the content than who is in attendance  
The orientation was helpful. I understand CGCS better.  
Specific examples of benefits to belonging to the organization  
Information was good perhaps a more visual presentation could be incorporated  
Too much talking Didn't need to know the people on staff  
This was a helpful overview of the organization to provide context for the rest of the conference.  
It was a lot of information - maybe a larger space next time  
Very helpful for a newbie  
A lot of info. A new member handout or brochure would be helpful. How can you access the various listservs?  
Perhaps a video overview vs lecture format  
Great information and resources

**HIGHER, FURTHER, FASTER: CLOSING THE ACHIEVEMENT GAP IN URBAN PUBLIC SCHOOLS**

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

**Responses:**

6 excellent, 2 good

**Comments/Suggestions**

Great information. Innovative

Maybe a separate session on addressing the achievement gap for children with disabilities

Room space was inadequate- if ONLY CHAIRS were set theater style would have been better. I wanted to be there, but I was not standing

Please provide more seating and have optional 1 page physical handouts for attendees to refer to.

Never enough time

Good data would love to have seen more on bridging the literacy divide

Standing room only! Good info on what may work

I would like to see all of the presentations.

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

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

**Responses:**

5 good

**Comments/Suggestions**

Book had interesting information but session was mostly a plug for various programs including harvard

**LEARNING THE ROPES: TRAINING HIGHLY QUALIFIED TEACHERS FOR OUR URBAN SCHOOLS**

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

**Responses:**

6 excellent

**Comments/Suggestions**

Great ideas and food for thought! Love the CGCS connection for Toledo project.

Great to hear what is happening in sf and Toledo

Both presentations from San Francisco and Toledo were relevant to issues we have in Baltimore.

Appreciated hearing directly from a teacher.

Both districts did an excellent job presenting usable ideas. I was especially impressed by the young lady from Toledo--very inspirational

**RISE UP: HOW THREE URBAN SCHOOL DISTRICTS ARE LIFTING ACHIEVEMENT TO NEW HEIGHTS**

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

**Responses:**

11 excellent, 3 good

**Comments/Suggestions**

Loved the impact each person had on the students and the great strides made

The implementation of the use of data was "eye opening" Thank you  
Larger space!,,,  
I would have benefited from a whole session on how Miami  
excellent structure of presentations so that not redundant information  
Amazing data starting points would be helpful  
Seating was a major issue.  
I enjoyed hearing about the transformation of these 3 schools... Very inspiring!  
Great session but even though there was enough space, there were not enough chairs.

### **RISE OF THE HOUSE OF DATA: INNOVATIVE USES OF DATA TO STEER URBAN ACHIEVEMENT**

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

#### **Responses:**

9 excellent, 4 good

#### **Comments/Suggestions**

Speak more on overcoming challenges of data usage  
Liked the variety of topics from each presentation  
I liked the part on special education data. Also, the information on district divisions reviewing data to develop plans to assist sites  
Liked the ability to ask questions as the speakers transitioned  
Content excellent  
Include info in future on how to improve data quality  
Please upload Philly handout  
Great work by Philadelphia and Washington DC.  
Cleveland has a very unique transparent and balanced approach to using data  
More than 10 min per presentation would give deeper understanding

### **TURNING THE PAGE: HOW URBAN SCHOOL DISTRICTS ARE USING CURRICULUM AND RESOURCE MATERIALS TO STRENGTH**

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

#### **Responses:**

2 excellent, 1 good

#### **Comments/Suggestions**

Great connections  
Really appreciate the "Supporting Excellence" Book! Clearly defines a structured approach to curriculum development  
It was interesting to hear the district approach. I really liked coverage of the Supporting Excellence booklet

### **General Session B: Lunch and Speaker: MICHELLE ALEXANDER**

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

**Responses:**

36 excellent, 2 good

**Comments/Suggestions**

Inspiring

Pay for her to travel and speak to districts across the country

Great

Awesome and inspiring

Very personable identified with message

Longer opportunity for question/answer

Excellent session! What a powerful message !

Excellent information and context. Perfect presentation. Wow!

Great advice

Absolutely amazing!

Fabulous speaker with first hand experience and suggestions for us as leaders

Awesome

The discussion really made me reflect on how I listen to others sharing their truth. Thank you!

She needed much more time with Q & A

Absolutely amazing message by Michelle, can't wait to read the book!!

Inspiring talk

Great choice

I hope somehow- some way- that young man will find out that she figured it out and appreciates him.

Amazing! Powerful!

Insightful

More time for audience questions.

Exceptional and loved the conversation style

Hard to eat with speakers

Inspiring

Food service was painfully slow, unacceptable. The sound for the singing was not loud enough, very disappointed in service of lunch food.

Great!!!!

A powerful book ... hearing her was illuminating

Keynote soaker was excellent. Her message really resonated with me and further moved me to be more active working towards equity in Education

Enlightening and thought provoking

It was an honor and a privilege to hear from her

One of the best speakers I've ever heard!

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

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

**Responses:**

6 excellent, 4 good, 4 fair

**Comments/Suggestions**

Ppt would've helped us for first part. Didn't feel like the meeting I expected. I wish the academic and research folks were here in the room  
Was a math lesson and repeat of males of color presentation Was looking for discussion and strategy of ways to solve the problem  
Brief instruction on how to read each table and visuals posted while going through each answer would have been helpful  
Why didn't the panel speak? Also please teach us how to look through the data before giving independent work time. Also structure the slides  
When you talk about data the presenter should reference pages from the data guide so no one is lost. This section of the session was poor.  
It was good to talk about the data from a different perspective. I attended this session with district colleagues & it was helpful to chat

### **SPOTLIGHT: FOCUSING URBAN EDUCATION ON EQUITY AND CULTURAL RELEVANCE**

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

#### **Responses:**

4 excellent, 1 good

#### **Comments/Suggestions**

Amazing

I loved the diverse perspectives !

Dallas Ft. Worth group was great!!!

Great work being done by these two districts! Good discussion. But it was a bit unclear how the Providence work related to equity.

### **VOICE RECOGNITION: DETERMINING URBAN SCHOOL NEEDS BY LISTENING TO STUDENTS**

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

#### **Responses:**

7 excellent, 1 good

#### **Comments/Suggestions**

This was far and beyond the best and most engaging session of my conference. Thank you to both districts!

Great session! Two fascinating programs.

Great information on empowering student voices

Great dialogue - but technology was not working properly...

Great Ideas

This session needs to have more time dedicated to it.

### **THE PIT AND THE PENDULUM: AN UPDATE FROM WASHINGTON 2018**

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

**Responses:**

5 excellent, 4 good

**Comments/Suggestions**

A lot of good information. Outline given on pdf. Suggest adding doc to app. Also add more notes to outline. Very knowledgeable presenters.

Very informative

A hard copy of the PowerPoint would be nice.

Excellent information.

Jeff and Manish are great!

Explained very well, easy to follow and understand

Very real and very helpful

**GRAND SLAM: EVALUATING THE PERFORMANCE OF URBAN SCHOOL SUPERINTENDENTS**

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

**Responses:**

5 excellent

**Comments/Suggestions**

Very much applicable to the process that we have been developing

Very informative!

Copies of the evaluation tool

**Breakfast and Speaker, Larry Feldman, Chair of the Council of the Great City Schools**

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

**Responses:**

14 excellent, 8 good. 5 fair, 1 poor

**Comments/Suggestions**

Enjoyed the student performances Positive motivational remarks Appreciation of the CGCS staff

First time attending loving the presentation

I liked that he was down to earth and genuine stories

Personal story was connecting for me

So wonderful to see a leader grounded in humility, gratitude and grace

Very inspiring presentation from Larry Feldman. Great energy from the band to get things started.

Thank you dr feldman

Loved the story about Leidy!

Not inspiring, several statements were condescending potentially offensive, not helpful to preview schedule,

Really well done Larry!

The student band was phenomenal and such a pleasure to see and hear this morning!

Not sure why it focused on his personal history. ...



### **STAY ON BOARD: STEADY GOVERNANCE IN OUR GREAT CITY SCHOOLS**

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

**Responses:**

6 excellent, 1 good,

**Comments/Suggestions**

### **NEVERMORE: SUSTAINING TURNAROUND EFFORTS IN THE GREAT CITY SCHOOLS**

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

**Responses:**

2 excellent, 1 good, 1 fair

**Comments/Suggestions**

Very specific helpful actions which can be adapted

Perhaps handouts or access to the PPTs would be most beneficial

Thank you NYC team!

I get BPS' passion re: no interference in the work. How realistic?

Highly focused on implementation/technical aspects rather than the core philosophy behind their focus in the topic

### **General Session D: Lunch and Speaker: JILL BIDEN**

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

**Responses:**

18 excellent, 2 good

**Comments/Suggestions**

Amazing speaker!

Fabulous

Students were great, lunch was horrible. I can not eat fish and there was no other options so i had to leave purchase lunch return for speak

Inspiring

Interesting discussion although I was on the fence is agreement.

Honored to meet Dr. Biden

Powerful message for teachers

Insightful

Speaker great Music accompanying children WAY too loud food terrible

Excellent Choice

Absolutely incredible

Best one.... great speaker.... nasty food, sad service.

Dr. Biden's speech was inspiring and humbling  
Jill Biden's message was inspirational & relevant for the audience & directed w so much humility!

**MONEYBALL: USING DATA TO GET BETTER RESULTS IN URBAN PUBLIC SCHOOLS**

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

**Responses:**

6 excellent, 1 good

**Comments/Suggestions**

The session was great but, even though there was enough space in the room, there were not enough chairs.

Great discussion.

Great combination of different data models used in the different districts

Really enjoyed presentation from Team Tulsa

Clearly well thought out strategies

Great info shared but longer presentations left little discussion time

Date: Oct 29, 2018

Account: PSAV, livestream.com/psav

# Livestream

## Filters

Time: from 10/26/2018, 11:00 AM to 10/26/2018, 05:00 PM

Timezone: (GMT-05:00) Central Time

Content: Live & Recorded

Event: Council of the Great City Schools | National Town Hall Meeting | Students Speak Out Ahead of Electi...

Media: All Media

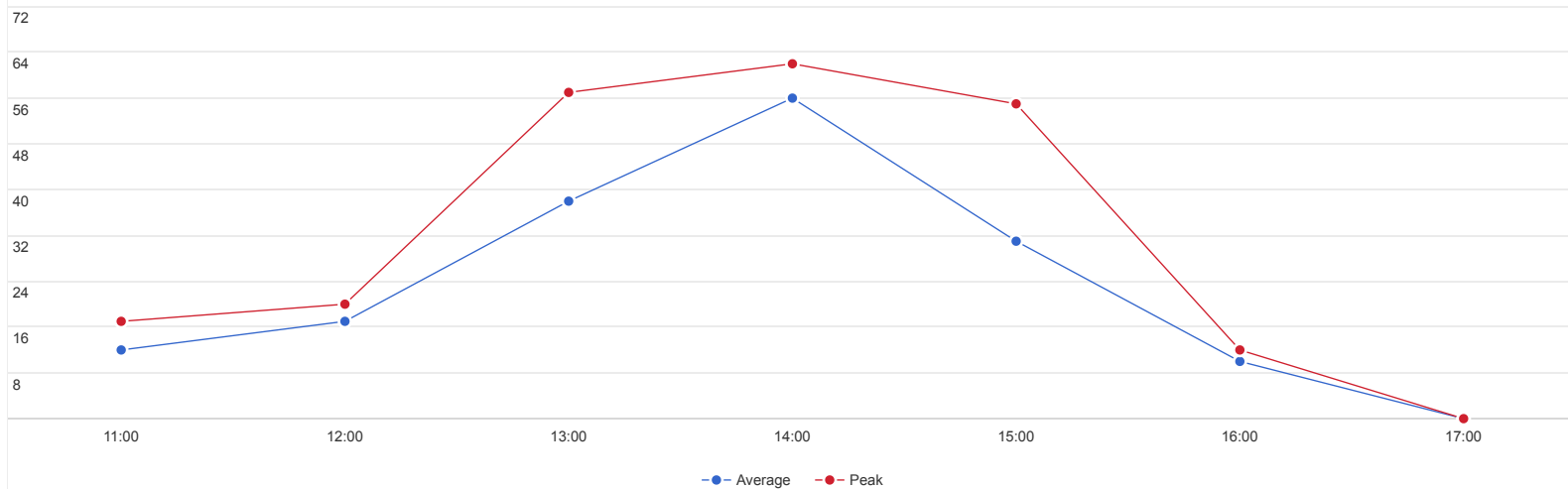
Location: All Locations

Exclude Impressions

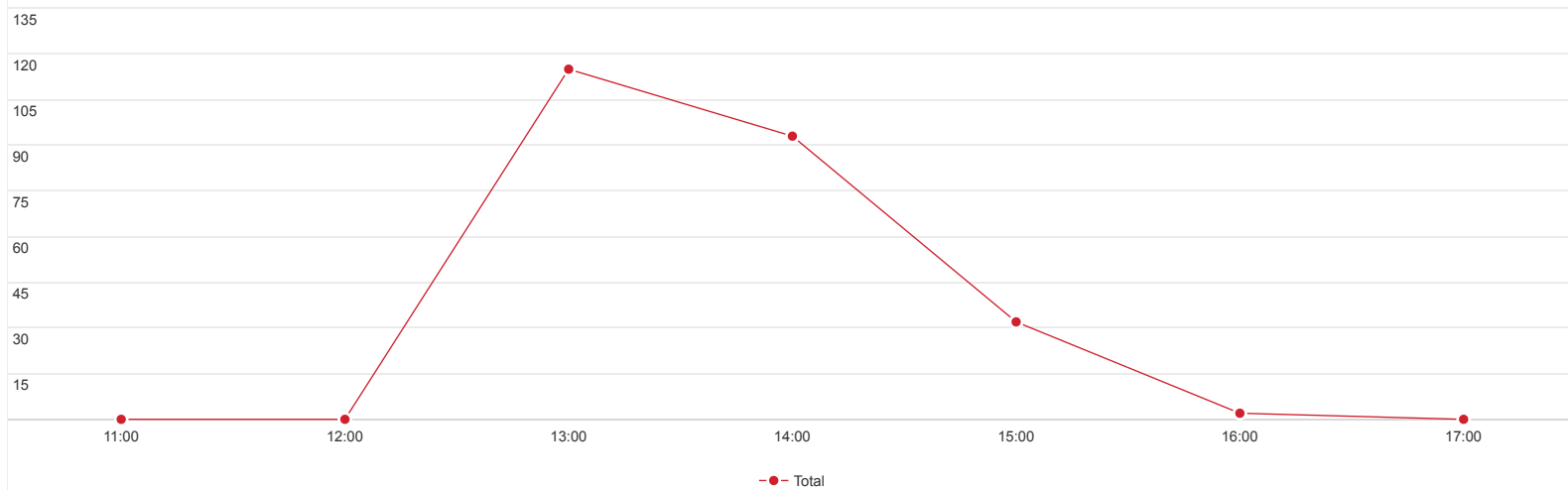
## Viewers

Total Views	Unique Views	Max. Concurrent Viewers	Total Minutes Viewed	Average Watch Time
206	157	62	5,229	00 : 31 : 18

## Concurrent views

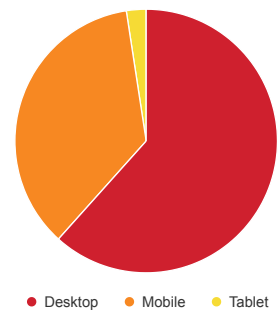


### Total views



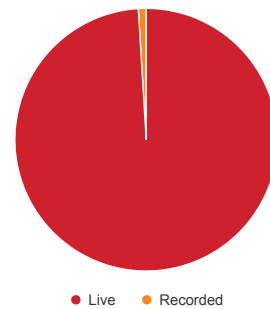
### Devices

Device	%Views	Total Views	Unique Views	Total Minutes	Avg. Watch Time
Desktop	61.7%	127	85	4,215	00 : 37 : 38
Player Embed	60.7%	125	84	4,191	00 : 38 : 06
Event Page	1.0%	2	1	23	00 : 11 : 57
Mobile	35.9%	74	67	864	00 : 17 : 17
iOS	24.8%	51	50	589	00 : 16 : 50
Player Embed	24.8%	51	50	589	00 : 16 : 50
Android	11.2%	23	17	275	00 : 18 : 21
Player Embed	11.2%	23	17	275	00 : 18 : 21
Tablet	2.4%	5	5	149	00 : 29 : 49
iOS	2.4%	5	5	149	00 : 29 : 49
Player Embed	2.4%	5	5	149	00 : 29 : 49
Connected TV	0.0%	0	0	0	00 : 00 : 00



# Media Type

Type	%Views	Total Views	Unique Views	Total Minutes	Avg. Watch Time
Live	99.0%	206	157	5,200	00 : 31 : 08
Recorded	1.0%	2	2	28	00 : 14 : 26



# Events

Event	%Views	Start Date	Total Views	Unique Views	Total Minutes	Avg. Watch Time
Council of the Great City Schools   National Town ...	100.0%	Oct, 26 2018 1:30 PM CDT	206	157	5,229	00 : 31 : 18

## Posts

Post	%Views	Type	Total Views	Unique Views	Total Minutes	Avg. Watch Time
<a href="#">Council of the Great City Schools   National Town Hall Meeting   St...</a>	100.0%	Video	206	157	5,229	00 : 31 : 18

## Referrer Domains

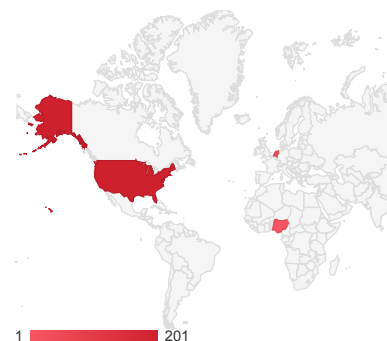
Referrer Domain	%Views	Total Views	Unique Views	Total Minutes	Avg. Watch Time
Unknown	99.0%	204	156	5,205	00 : 31 : 32
livestream.com	1.0%	2	1	23	00 : 11 : 57

## View Destination

Destination	%Views	Total Views	Unique Views	Total Minutes	Avg. Watch Time
<a href="#">live.hosted.events</a>	75.2%	155	137	4,849	00 : 38 : 47
Unknown	23.8%	49	19	356	00 : 08 : 54
Livestream	1.0%	2	1	23	00 : 11 : 57

## Locations

Country	%Views	Total Views	Unique Views	Total Minutes	Avg. Watch Time
United States	97.6%	201	152	5,229	00 : 31 : 18
Netherlands	1.9%	4	4	0	00 : 00 : 00
Nigeria	0.5%	1	1	0	00 : 00 : 00



## Glossary

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### Total Views

Text and image post views are counted when a visitor views them for 2-5 seconds. A video post view is counted when a viewer plays and then stops a video.

### Unique Views

Views per browser opened of a given post. If someone opens multiple tabs in the same browser, that is 1 unique view. However, if that person opens your event in one browser (Google Chrome) and also opens it in another browser (Mozilla Firefox), that will count as 2 unique views. If a single post is viewed by 5 different viewers, then 5 unique views will be counted. If a single viewer views 5 different posts, then each of those posts will register 1 unique view.

### Max Concurrent Viewers

The highest amount of concurrent viewers on your account or events in the chosen time frame. This is only available at the account and event level, so it cannot be filtered down in other sections.

### Total Minutes Viewed

The total number of minutes your content was viewed.

### Average Watch Time

The average length of time a viewer spent viewing your content within the selected time range. This is based on total minutes viewed and total video views.

### %Views

What percentage of your viewers viewed the stream on a particular device (ex: desktop vs. tablet).

### Exclude Impressions

This will exclude all instances where the content was loaded but the video was not played by the viewer (ex. an embedded recorded video loaded but was not played).

**LEGISLATIVE CONFERENCE**



# 2019 Annual Legislative/Policy Conference

## Registration Brochure

**March 16-19, 2019**  
**The Mayflower Hotel**  
**Washington, D.C.**



**Council of the  
Great City Schools**

# COUNCIL OF THE GREAT CITY SCHOOLS LEGISLATIVE/POLICY CONFERENCE

## Saturday, March 16, 2019

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 17, 2019

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

## Monday, March 18, 2019

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 19, 2019

Breakfast and Briefing  
Adjourn

### TOPICS TO DISCUSS

- **FEDERAL EDUCATION FUNDING FOR SCHOOL YEAR 2020-21**
- **EDUCATION PRIORITIES FOR THE NEW DEMOCRATIC MAJORITY IN THE HOUSE**
- **SCHOOL INFRASTRUCTURE PROPOSALS**
- **UPDATE ON DACA**

### 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 22nd.** Room rates are **\$251.00 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 5th, the deposit of 2 nights room and tax is non refundable.

**Don't Delay - <sup>202</sup>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 18, 2019 through March 15, 2019. 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 18, 2019 and a 50% refund if received from February 19 - March 1, 2019. Cancellations made after March 1, 2019 or no-shows on March 17, 2019 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 18 through March 15)

\$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/events/2019-annual-legislative-policy-conference/  
event-summary-5f2d1c5b4a39439db012a407bbaecc3d.aspx](http://www.cvent.com/events/2019-annual-legislative-policy-conference/event-summary-5f2d1c5b4a39439db012a407bbaecc3d.aspx)**





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



**Annual Legislative/Policy Conference**  
**March 16-19, 2019**

**SUMMER EXECUTIVE COMMITTEE MEETING**

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

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

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

**July 19 and 20, 2019**

#### **CONFERENCE HOTEL:**

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

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

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

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

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



**FALL CONFERENCE  
2019**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **63rd ANNUAL FALL CONFERENCE**

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

**OCTOBER 23 - 27, 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.





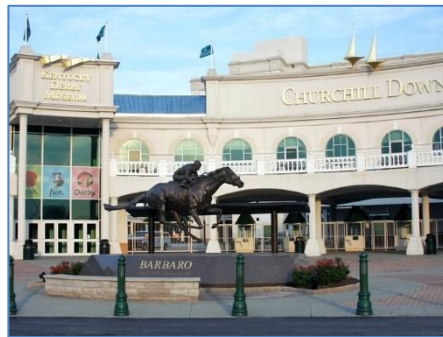
**COUNCIL OF THE GREAT CITY SCHOOLS  
2019 ANNUAL FALL CONFERENCE EVENING EVENT VENUES**

**WEDNESDAY, OCTOBER 23, 2019 -- Muhammad Ali Center**



The Muhammad Ali Center museum captures the inspiration derived from the story of Muhammad Ali's incredible life and Six Core Principles that fueled his journey. The Center features an interactive museum, educational programming, and special events to inspire young adults and adults to pursue greatness in their own lives, communities and countries.

**FRIDAY, OCTOBER 25, 2019 -- Kentucky Derby Museum/Churchill Downs Tour**



The Kentucky Derby Museum is one of the premiere attractions in the Louisville region, celebrating the tradition, history, hospitality and pride of the world-renowned event that is the Kentucky Derby. The Museum sits adjacent to historic Churchill Downs Racetrack which opened in 1875 and began its tradition as "Home of the Kentucky Derby" and the longest continually running sporting event in America.

**SATURDAY, OCTOBER 26, 2019 -- Old Forester Distillery**



Join us for a guided immersion through the Old Forester distillery that explains the history of bourbon's hometown, distilling, bottling process, and much more. Founded in 1870, Old Forester is the only bourbon continually distilled and marketed by the founding family before, during and after Prohibition.

**FALL CONFERENCE 2020**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **2020 Annual Fall Conference**

**Hosted by  
Dallas Independent School District**

**October 14-18, 2020**

### **CONFERENCE HOTEL:**

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

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

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

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

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



**FALL CONFERENCE 2021**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **2021 Annual Fall Conference**

**Hosted by  
The School District of Philadelphia**

**October 20-24, 2021**

### **CONFERENCE HOTEL:**

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

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

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

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



## **COMMUNICATIONS**

**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)

## **MEDIA ADVISORY**

October 18, 2018

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

### **Jill Biden, Gold Star Parent and Legal Scholar to Address City Educators**

#### ***Students to Speak Out Ahead of Elections at Town Hall Meeting***

WASHINGTON, Oct. 18 – Jill Biden, the nation’s former second lady, will be one of three keynote speakers at the Council of the Great City Schools’ 62nd Annual Fall Conference, Oct. 24-28, in Baltimore.

Also addressing the nation’s urban school leaders will be military Gold Star parent Khizr Khan, who became nationally known at the 2016 National Democratic Convention, and legal scholar Michelle Alexander, author of the award-winning book *The New Jim Crow*,

The pinnacle event of the conference will be a national town hall meeting on Oct. 26 featuring an all-student panel and moderator to discuss their concerns and issues ahead of the midterm elections.

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 Baltimore Marriott Waterfront Hotel under the banner “Building A Generation: Blueprints for Success in Urban Education.” Some 75 discussion sessions are scheduled. (Access [www.cgcs.org](http://www.cgcs.org) for conference agenda.)

On the evening of Oct. 25, anticipation will be in the air when the “**Urban Superintendent of the Year**” is named. Nine superintendents are finalists for the Green-Garner Award.

Hosted by the Baltimore City Public Schools, the five-day conference will feature keynote speakers:

- Legal scholar and author Michelle Alexander (Oct. 25 lunch);
- Gold Star parent and constitutional rights advocate Khizr Khan (Oct.26 breakfast); and
- Professor and education advocate Jill Biden (Oct. 26 lunch).

# # #

**The *Twitter* hashtag for the conference is #CGCS18**

**The National Town Hall Meeting will be streamed live at <https://live.hosted.events/cgcs/>**





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**EMBARGOED FOR RELEASE**

October 25, 2018 (9 p.m., Eastern)

CONTACT: Henry Duvall

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

## **Leader of Miami-Dade County Public Schools Recognized As 2018 Urban Superintendent of the Year**

BALTIMORE, Oct. 25 – Miami-Dade County Public Schools Superintendent Alberto Carvalho tonight received recognition as the 2018 Urban Superintendent of the Year by his peers at the Council of the Great City Schools’ 62nd Annual Fall Conference here.

Nine big-city school superintendents competed for the nation’s highest honor in urban education leadership, recognizing in alternating years an outstanding superintendent and school board member from 74 of the largest urban public-school systems in the country.

Urban school leaders applauded Carvalho during the Council’s 29<sup>th</sup> Annual Green-Garner Award Banquet, where he received the prestigious leadership award.

Sponsored by the Washington, D.C.-based Council, Aramark K-12 Education, Scholastic, Inc, and Cenergistic, 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.

Superintendent Carvalho has been at the helm of the fourth-largest school system in the nation for the past 10 years. Under his leadership, the district in 2012 won the annual Broad Prize for Urban Education that honors urban school districts across the country that make the greatest progress in closing academic achievement gaps. And just recently, the Miami-Dade County district received an “A” grade from the Florida Department of Education, with higher percentages of its schools receiving “A” grades in 2018 than statewide across all schools.

When he took the reins in 2008, the school district faced financial difficulties. Years later, the Miami County school system won the top national honor for financial management from the Council, recognizing the district for employing the highest standards in financial management, accountability and fiscal control.

“Alberto Carvalho has had a remarkable run as superintendent of one of the largest and most complex big-city school systems in the nation,” says Council Executive Director Michael Casserly. “On top of that, his 10 years of leadership of the district has shown all of us in urban education what is possible. He is one of the finest and most effective urban leaders I have known in over 40 years of doing this work. Congratulations to Alberto and kudos to Miami!”

As the recipient of the 2018 Green-Garner Award, Carvalho receives a \$10,000 college scholarship to present to a student.

# # #

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



Council of the Great City Schools

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## **MEDIA ADVISORY**

October 19, 2018

CONTACT: Henry Duvall at (202) 393-2427

or [hduvall@cgcs.org](mailto:hduvall@cgcs.org)

### **Students to Speak Out Ahead of Elections at National Town Hall Meeting**

#### *March for Our Lives Leader and Parkland Survivor on Panel*

WASHINGTON, Oct. 19 – Sparked by last February’s school massacre in Parkland, Fla., students nationwide rallied around a March for Our Lives movement and continue to express concerns as an all-student panel will address issues ahead of the midterm elections at a national town hall meeting.

The 90-minute forum will be held by the Council of the Great City Schools in conjunction with the urban-school coalition’s 62nd Annual Fall Conference, Oct. 24 to 28, where more than 1,000 big-city school leaders from around the nation will converge.

The town hall meeting will feature nine student leaders from seven urban school districts to focus on civic engagement, voting, social justice and equity, guns, immigration and other student concerns.

**WHO:** **Fez Zafar of Des Moines, member of the Iowa Board of Education, Moderator**  
Evelyn Reyes of Boston, March for Our Lives organizer  
Mei-Ling Ho-Shing of Broward County, Fla., a Parkland shooting survivor  
Kay Galarza of New York City, youth leader  
Joshua Lynn of Baltimore, a member of the city’s school board  
Nick Paesler of Portland, Ore., a member of the city’s school board  
Bishop Crosby of Cleveland, student ambassador  
Esther Ubadigbo of Des Moines, Me Too movement advocate  
Lily Kwiatkowski of Cleveland, an environmental protection advocate

**WHAT: National Town Hall Meeting:**  
*Students Speak Out Ahead of Elections on America’s Future*

**WHEN:** Friday, Oct. 26 (2:30-4 p.m., Eastern Time)

**WHERE:** Baltimore Marriott Waterfront Hotel, Harborside Ballroom C (4<sup>th</sup> Floor)

# # #

The *Twitter* hashtag for the town hall meeting is **#StudentVote18**  
Town Hall Meeting to be streamed live at <https://live.hosted.events/cgcs/>

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**Council of the Great City Schools**

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

**FOR RELEASE**  
November 5, 2018

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

## **Longtime Communications Director to Retire At Council of the Great City Schools**

WASHINGTON, Nov. 5 — Henry Duvall, director of communications at the Council of the Great City Schools for the past 26 years, has announced his retirement, effective Jan. 2.

Council Executive Director Michael Casserly appointed Duvall to the post in 1992, after Casserly took the helm of the nation's leading urban-schools coalition that year.

Since then, Duvall has been coordinating press relations and public information, and developing various forms of communications through advertising, electronic productions and special events as well as publications. He is the editor of the award-winning *Urban Educator* newsletter.

In the past 26 years, the Council has won 35 communications awards, including seven Telly Awards for outstanding TV public service announcements.

Succeeding the former journalist and U.S. Navy Vietnam veteran will be Tonya Harris, communications manager of the Council since 2005, serving as the newsletter's associate editor and the organization's webmaster. She started as a communications specialist in 1999 with the coalition.

"Henry Duvall has been the longest serving and most effective communications director of any education organization in the nation and we will miss him profoundly," says the Council's executive director, Michael Casserly. "But we know that we are in excellent hands with Tonya Harris, who has expertly managed communications operations for the Council for nearly 20 years."

# # #

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



**Council of the Great City Schools**

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

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

**FOR RELEASE**  
December 13, 2018

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

## **Veteran Council Manager to Retire From the Council of the Great City Schools**

WASHINGTON, Dec. 13 – After serving as the conference manager for the Council of the Great City Schools since 1991, Terry Tabor is retiring, effective December 31.

Tabor began working at the Council in 1985 as a special projects assistant and in 1991 she became the Council's conference specialist. In 2002, she was elevated to conference manager.

Tabor has been responsible for planning and organizing the Council's two major conferences, the Annual Fall Conference and the Legislative/Policy Conference. In addition, she coordinates and handles the logistics for several Council conferences held throughout the year, featuring networks of school district administrators who meet to discuss best practices.

“In her position as conference manager, Terry Tabor has done an excellent job managing the Council's conferences and providing an environment that has enabled urban educators from across the nation to meet and share information to improve outcomes for urban students,” said Council Executive Director Michael Casserly. “Terry has played a critical role in the development and success of the organization as it has grown to represent 74 urban school districts and she will truly be missed.”

# # #

**ARTICLES**

**CURRENT EVENTS AND ISSUES IN PUBLIC  
EDUCATION**

# ***Education Week***

## **How the Shutdown Is Starting to Impact Schools**

By Denisa R. Superville on January 13, 2019 3:00 PM

More than three weeks into what's now the longest federal government shutdown in history, school district officials are making plans to cope with the impacts on students, families, and their own operations should it drag on.

The current closure is different from earlier shutdowns because the agencies from which school districts receive critical federal dollars—chiefly the department of education—are funded during the partial shutdown.

But there is still a lot at stake for school districts if the shutdown persists for months—as President Trump had threatened during a meeting with Democratic congressional leaders earlier this month.

The biggest concern right now is the National School Lunch Program, which is administered through the Department of Agriculture and served more than 30 million children in 2016. The USDA said that it has enough money for reimbursements for the program, which provides free-and-reduced-price lunches to low-income children, through March.

What does this mean for school districts?

It doesn't necessarily mean that children who rely on the food program will go hungry, said Noelle Ellerson Ng, the associate executive director for policy and advocacy at the AASA, the School Superintendents Association.

"No superintendent is going to deny a child lunch," Ellerson Ng said. "What it means is that the superintendent is going to find money elsewhere, which means something else gets cut: Maybe money for an afterschool program, maybe money for a summer program."

Districts may also have to dip into rainy day or emergency funds to come up with the money if the shutdown goes beyond March, said Jeff Simering, the director of

legislative services at the **Council of the Great City Schools**, the Washington-based organization that represents 74 of the nation's largest school districts.

Seventy percent of the 7.3 million students enrolled in the districts that are part of the council are eligible for the federal free-and-reduced-price lunch program.

Still, Simering said, "I don't think they are thinking, at least at this point, they are going to be put into that situation."

Even with the uncertainty on the horizon, state and district officials were taking steps in recent days to ensure that parents affected by the shutdown know that they can apply for the federal free-and-reduced-lunch program if they have fallen on hard times.

The Alexandria City school district in Virginia, which is just outside of Washington, sent notices to parents to encourage them to sign up for the program if they were impacted by the shutdown, including if they had been previously denied such benefits.

Across Maine, school districts are doing the same.

"It's a whole new ground, which we don't want to be on," said Walter Beesley, the child nutrition director at the Maine Education Department, which circulated an application for impacted parents last week. The state advisory was sent out after several calls from districts asking for guidance on how to assist parents impacted by the shutdown.

"This is the best thing to do for the kids," Beesley said. "We have to put the kids first."

While Maine does not have as large a federal workforce as Washington or other areas of the country with military installations and bases, it has hundreds of federal employees who work for the Transportation Security Administration, or TSA, the United States Coast Guard, in the national parks, and as border patrol agents, Beesley said.



The department produced the guidance with not just federal employees in mind, he said. When federal workers don't have money to spend locally that affects local businesses, including other parents who may work in restaurants or in service-oriented jobs, Beesley said.

"It's a ripple effect, so the kids are being affected all the way through," Beesley.

### Helping Students and Families Cope With Financial and Emotional Stress

As nearly 800,000 federal workers missed a paycheck last week, the worry in some districts is less about the federal grants that may be at stake and more about helping students whose parents' finances have taken or will take a hit.

"Our biggest concern is the financial and emotional impact to kids and families," said Brian Woods, the superintendent of Northside Independent School District, the largest district in the San Antonio area. "That's where we are better able to assist."

The city is home to several military installations, including Fort Sam Houston, Randolph Air Force Base, and Lackland Air Force Base, and about 7,000 military-connected students are enrolled in Northside ISD.

While the district has information on students whose parents are in the military, it's harder to ascertain how many students have parents and guardians who work as government contractors and are also not getting paid during the shutdown, Woods said.

Woods said principals, social workers, and teachers will be actively involved in trying to find those students and families who need both financial and emotional assistance.

The district will shift some of its resources—such as clothing closets and food pantries—to schools where large numbers of affected students are enrolled, he said.

"That takes folks paying attention to kids' needs and changes in the family dynamic and reaching out and saying to the parents 'How can we help? And

these are the things we can offer to assist,' " Woods said. "It is going to take a collective effort to look for where the need really is."

Woods thinks the district is in a position to weather some cuts in federal funding this school year should that come to pass.

"Even if we had a loss of funding in some areas, we would be able to shift local dollars to support it—at least in the short term," he said.

Of course, he said, his answer could change if the stalemate continues for three or four months.

In Bibb County, Ga., Superintendent Curtis Jones has a similar worry about how the shutdown's impact will filter down to children. He is worried that students may pick up on their parents' anxieties and then take those stresses to school.

Warner Robins Air Force Base is about 20 miles from Macon, where the district's headquarters are located. About 15 percent of the district's students' families work in the agriculture sector, including in dairy production and cattle farming. Those families' livelihoods have already been impacted. The Atlanta Journal-Constitution reported that farmers were not receiving federal payments meant to blunt the effects of tariffs the administration placed on China, and some farmers may have been unable to apply for loans because local farm service centers, which also function as lenders of last resort and help farmers apply for federal aid, were closed.

Children pick up on such uncertainty, especially when routines change, Jones said.

"It just spreads through the family, and students recognize it and are able to feel what's happening," he added. "They know things aren't normal."

"We have counselors, we have behavior specialists," he said, "and we will make those available not only to the students, but we will also start looking at the impact on the families."

The district will also work to ensure that families know how to access resources from local foodbanks and other social service organizations, he said. Jones said

the district may even have to think about how it applies its discipline policy if it's determined that student behavior can be traced back to what's happening at home as a result of the shutdown.

### Districts Keep Close Watch on Shutdown

Despite the uncertainties, the superintendents and district officials interviewed by Education Week late last week described their level of concern about the shutdown's direct hit to their operations as low to moderate.

That's not surprising given that the large federal grants districts rely on—such as Title 1, which goes to schools serving large numbers of students in poverty, IDEA for special education, and Head Start—are housed in federal agencies that are currently funded.

"Folks in the past didn't know when they would be able to get their most sizeable grants and that was a concern, especially if they were going to have to front the money if the shutdown lasted a sizeable period of time," said Simering.

"I think it just hasn't reached a critical level for any of the programs that they are operating at this point," Simering said.

In Onslow County, N.C., which sustained an estimated \$125 million in damages from Hurricane Florence, officials are cautiously watching to see how this will play out.

Nearly 35 percent of the district's enrollment is connected to the military, and about 49 percent of students are eligible for free-and-reduce meals, though the district has been offering free breakfast to all students since last year's hurricane.

The district also received about \$14.2 million in federal grants last school year. And it's unclear whether a protracted shutdown will affect its applications for reimbursement from the Federal Emergency Management Agency, or FEMA, for storm damages. So far, no scheduled meetings had been cancelled or postponed, a district spokesman said.

"While we have not had any immediate impact, if the shutdown were to persist, we certainly could be impacted" said Brent Anderson, the spokesman. "District staff are closely following the situation, keeping a close eye on how things are progressing and any looking for any potential impacts for the district."

In Great Falls, Mt., Superintendent Tammy Lacey is worried about how a prolonged shutdown could affect the funds the district receives for its Indian Education Program and through Impact Aid, which provides funds to districts to compensate for the loss of property taxes because of federal activities like military bases. (The district received \$310,000 for the Indian Education Program and \$841,000 in Impact Aid funds last year.)

The district will be able to move money around in its budget to get through this school year if any federal funds are in jeopardy, she said. But it will make it more difficult for the district to close its financial books at the end of the year and apply for future grants, she said.

"The uncertainty is causing us to wonder what those year-end processes are going to look like," she said, "what the application processes are going to look like for next year, and if there would be the potential for us to discontinue or suspend some of the programs that we utilized federal funding for."

#### In Maryland, a Break for Furloughed Parents

Bob Sickels, who owns Kids After Hours, a before- and after-school program in 26 locations in Montgomery County, Md., is doing his part to help parents who are not receiving a paycheck during the shutdown.

Federal employees will be able to keep their children enrolled in the program and pay the tuition once they start receiving a salary.

"It was a wonderfully caring and humane thing to do," said Stacy Rabkin, who works at the Environmental Protection Agency and whose 6-year-old daughter is enrolled in Kids After Hours.

Rabkin, a single mom, is not receiving a paycheck, but her bills are still coming in: mortgage, homeowners' association dues, and electricity.

Kids After Hours, which costs about \$500 a month on average for parents who use it five days a week, is Rabkin's single largest monthly expense after her mortgage.

She's been cutting expenses wherever she can and volunteering at her daughter's school.

Sickel's offer relieves some of the anxiety she was feeling about dipping into her savings, and it will allow her to put that \$500 towards other expenses.

"None of us federal employees wants to be used as a pawn, and none of us wants to have financial challenges," she said. "It was a truly kind thing to do. It shows that he cares for the kids and the parents, which is very nice."

Sickels took the step—something he had done during a previous shutdown—after hearing from some parents that they may have a difficult time making the tuition payments.

"We see our kids every day for six years, from the time they are in kindergarten through 5th grade," Sickels said. "We are a huge part of their lives, and they are a huge part of our lives for six straight years while their kids are in elementary school. So, you can't not help. You just have to."

The program's expense can be prohibitive for families where both parents work for the federal government and may have more than one child in the program.

"We are able to make that offer," Sickels said. "Their mortgage company, their cell phone company, the electric company is not going to do that for them. But we can at least try and make life a little easier."

About 3,500 children use the program—2,000 of whom use it every day—and as of Thursday about 130 parents had indicated that they intended to take advantage of Sickels' offer, he said.

The temporary tuition waiver could cost Sickel about \$100,000 a month, he said, but he thinks the company can absorb the cost of the waiver for about two to three months.

After that, he's not sure.

"I've got to be honest, I think more with my heart than with my head; so, I didn't actually sit there and do the math to say we can do this for three months or four months or six months," Sickels said. "I thought that at some point in time, someone is going to have to grow a brain in the government and solve this problem... I guess I am holding my breath just like everybody else."

## *Education Week*

# Is 'Proficient' Insufficient? A New Wrinkle in the Debate Over NAEP Achievement Levels

By [Stephen Sawchuk](#) on November 18, 2018 8:55 AM

What's in a name? A lot, apparently.

Members of the panel that sets policy for the National Assessment of Educational Progress—better known as the Nation's Report Card—on Saturday approved [small but significant changes](#) to the test's description of what constitutes "advanced," "proficient," and "basic" performance.

From now on, they'll be preceded by the word NAEP, as in "NAEP advanced," "NAEP proficient," and "NAEP basic," and references to performance in a grade will be stricken and replaced with performance on the NAEP assessment.

The impetus behind these revisions is to improve public understanding about what NAEP's achievement levels mean; educators, parents, and the media often misunderstand NAEP proficiency to mean grade-level work, when it's generally considered somewhat more difficult than that.

The rewording may seem awfully minor to the uninitiated. But there's a deeper subtext behind the changes, and that's why this is a change worth noting.

For nearly 30 years, some advocates have criticized the NAEP proficient bar as too high and therefore misleading for the public, and this latest go-around has opened up that debate once again.

In the public comments that accompanied this change, some commenters urged the board to overhaul the achievement level system entirely and others commended the National Assessment Governing Board for sticking to its guns.

## **A History of Achievement Levels**

To fully appreciate this wording change, you need a little history lesson first. NAEP originally put the achievement levels and descriptors into place around 1990. Before that, the exam results were reported as a big list of scale scores, and there was no attempt to translate them for the lay person.

This was obviously difficult for most people to engage with, a problem because at that time people were hungry for more school-performance information. "A Nation At Risk," the report that sounded a national alarm over education, had come out just seven years earlier, and the first push of "reform" efforts were well underway.

The creation of the achievement levels was quite controversial. Both the wording of the achievement level descriptions, and also the technical "standards setting" itself—the process of setting the cutoff points for "basic," "proficient," and "advanced" performance—created a lot of consternation and were variously attacked and defended.

While never universally embraced, the achievement levels eventually gained currency through the 1990s and became a keystone of NAEP—especially among the media (cough) which naturally found reporting the results using achievement levels to be easier for readers than reporting out scale scores.

Then we come to 2002 and the advent of the No Child Left Behind Act. Under that law, every state had to develop its own tests and cutoff scores and passing levels. Many of them chose to use the word "proficient" in their own systems.

I'm pretty sure you know what I'm going to say next: People began to get all of these terms, tests, and policies hopelessly confused.

Sometimes, people who confuse NAEP with grade-level performance are making innocent mistakes, and [sometimes they're doing it to make an advocacy argument. \(Read this story for background on all the depressing ways people tend to misuse NAEP results\).](#)

In any case, from the beginning some edu-folks have argued that the NAEP proficient bar is really more aspirational than realistic. They say it's actively misleading parents and the public and warping education policy unproductively. The group currently leading this charge is the [Superintendents Roundtable, which has pointed to the fact that even top-performing countries would have many students not considered proficient](#) under NAEP's current levels.

The Roundtable has lobbied for NAGB to describe the proficient level on NAEP as "extremely demanding" and the basic level as "roughly analogous to grade level."

Studies of NAEP and state tests find that NAEP's idea of proficiency does tend to be higher than the states'—[but states have narrowed this gap significantly in recent years.](#)

## **New Questions Ahead?**

That brings us to the current action.

The change approved by NAGB at its Nov. 17 meeting is actually part of a larger document laying out its policy for examining and reviewing the cutoff scores for the achievement levels. (The board is required to do this by federal law.) NAGB wanted to refresh the document to reflect technical evolution in standards setting.

That document was out for public comment, and from the 70-plus responses that came back, it was clear that some observers are worried that the door could now be open for the board to lower the bar, while others think doing so would paint a better picture of student achievement.

To its credit, the board also hosted a panel discussion with various perspectives on this topic. Marc Tucker, who has long studied workforce preparedness, for example, said he thought NAEP proficiency



should be aligned to the level of work students need to succeed in the first year of community college—a lower threshold than the current one. On the other hand, David Driscoll, a former Massachusetts superintendent, attributed that state's work to align its expectations to NAEP as a factor in its improved student performance.

But let's make one thing really clear: There are no current proposals to change NAEP standards. While the board will begin revising its reading and math test frameworks over the next few years, the board's intent is to maintain the test's current cut scores and the preserve the "trend line," said Andrew Ho, a testing expert at Harvard University and the chair of NAGB's committee on standards, design, and methodology.

The board could do more to try to make the achievement levels easier for the public to understand what proficient performance looks like, beyond the [somewhat verbose definition](#) it currently uses, he said.

"The most common question we get asked is, 'What does proficient mean?' and the answer is this paragraph. But the paragraph is somehow deeply unsatisfying," Ho noted in remarks to the board. "It's also overwhelming and intimidating and dense."

And that, it appears, is what NAEP will try to do: contextualize the test scores better, possibly by examining the landscape of other tests or perhaps student work samples.

To conclude, I'll leave you with a sampling of the public comments that accompanied NAGB's draft.

**The Council of the Great City Schools:** "For decades ... NAEP has been, and should remain, the standard for these terms. Application of these terms from assessment-to-assessment have been made relative to NAEP definitions—even if they have not been faithfully applied. Changing the terminology suggests that NAEP should no longer be the standard upon which we understand student achievement."

**The Education Trust:** "If the revision of the Achievement Level Policy results in lower expectations for what it means to be 'proficient' or 'advanced' without solid justification for these changes, it could harm students across the country, with the highest risks for students who are already underserved in our schools."

**AASA, The School Superintendents Association:** "The original achievement levels were developed in a rushed process, and resulted in levels that continue to confuse educators, citizens, and policymakers. The levels have been described as 'wishful thinking' more than 'reasonable' or 'common sense,' and the latest research linking NAEP's benchmarks to international assessments reveals that the majority of students in most nations cannot clear NAEP's proficiency bar."

**The Superintendent's Roundtable:** "In the Roundtable's judgement, the modifications are in no way responsive to the major criticisms that have been leveled at the NAEP benchmarks over the years. To retreat behind the claim that the proficient benchmark is an aspirational standard is deceptive and evasive."

**Emily Maurek, teacher:** "America's children have been made out to be 'failing' when they score below Proficient, when in reality the passing mark is out of reach and always will be. The National Center for Education Statistics has clearly stated that 'proficient' is not synonymous with grade level performance."

But when a metric is so clearly misused, misunderstood, and abused, it is clearly time for an immediate restructuring. That time is now."

**Jack Jennings, former congressional aide and Center on Education Policy president:** "Those levels, instead, have led to confusion in the news media and among teachers, parents, and the general public. It appears that very high aspirations ruled their development, instead of realistic conclusions based on sound data."

## ***Austin American Statesman***

# **Austin school district enrollment tumbles by 1,600 students, as adjacent districts grow**

By [Melissa B. Taboada](#)

Posted Nov 16, 2018 at 8:29 PM Updated Nov 17, 2018 at 1:17 PM

After falling behind on her \$1,200 monthly rent last summer, Ashley Morales, along with her three children, was forced to move out of her East Austin apartment.

She found more affordable housing in Round Rock.

Her kids, previously enrolled in Norman Elementary in East Austin, now attend Old Town Elementary and Walsh Middle School in the highly rated Round Rock district.

Morales and her children are among thousands of families who have left Austin and its public schools in recent years, alighting in neighboring suburbs, where housing is less expensive and schools often rank higher in state academic ratings.

This year, the Austin district's enrollment dropped by 1,574 students, the largest decline in six consecutive years of falling enrollment.

Adjacent districts, meanwhile, have experienced steady growth, in part by welcoming many of those former Austin students.

More than half of all students who have left the Austin district between 2013 and 2017 — about 17,000 — moved to other Texas public school districts, with the majority relocating to neighboring districts, including Round Rock, Pflugerville and Hays, according to Austin district data.

The shrinking number of students, even as the city's population has boomed, has vexed Austin district leaders, prompting marketing campaigns and opening doors to students from outside the district, among other efforts.

“Declining enrollment is a serious issue for the district,” Trustee Ted Gordon said. “Some of the aspects are beyond our ability to influence, including the lack of affordability in the city of Austin. But some are aspects we can influence. And the district must do a better job of combating the loss of students to charter schools, which are a threat to public education. ... And the district must make the schools on the east and north central side of town more attractive to families and students. We've been saying this for a while.”

District demographic data suggests the students who are leaving are disproportionately Hispanic, black and low income. In 2012, when the district saw its peak enrollment, Hispanics made up 61 percent of its students, African-Americans made up 9 percent and whites were 24 percent. Latinos now are 55.4 percent, African-American students are 7.1 percent and white students make up 29.6 percent. (Asians and others make up the rest of the student body.) In 2012, 64.1 percent of

the students were classified as low-income. Now, 52.4 percent of kids are low income, according to district data.

Trustee Ann Teich said to boost numbers, the district must take a more calculated approach.

“It’s going to take going house to house among faculty and staff to invite students,” Teich said. “We’re going to have to do that. It’s personal marketing.”

### **Financial crunch**

Fewer students mean less state money — the district this year will lose an additional \$11.6 million in state school funding, allocated on a per-pupil basis — exacerbating a financial crunch largely brought on by the ballooning payments the district makes to the state under a complicated formula meant to help subsidize costs for districts considered property poor. Austin, considered property wealthy by the formula, this year will send to the state \$669.6 million, an increase of \$123 million, and 42 percent of its overall budget.

Because those payments to the state are calculated based on the amount of property wealth divided by student attendance, the district’s shrinking enrollment increases the amount of property tax revenue it must forfeit to the state.

The district has dipped into reserves the last two years, and it will deplete its savings within three years at current spending levels. A district committee is exploring ways to cut costs and will recommend spending cuts by the end of the year.

City leaders are trying to tackle one of the primary causes of the enrollment slide: housing prices that are growing out of reach for many families. The Austin City Council has pushed for more affordable housing, and voters this month approved \$250 million for subsidized housing, the largest housing bond ever passed in Austin.

The city’s Strategic Housing Blueprint calls for 60,000 affordable housing units to be built in the next decade, which accounts for about 44 percent of the 135,000 housing units the plan determined are needed over that period. The school district, in last year’s sales of several parcels of surplus land, also required that 25 percent of the housing built on those properties be reserved for affordable housing units, with priority given to district employees and families with children who attend Austin schools.

### **Doughnut hole**

The Austin district's student population long was buoyed by an influx of new residents. But that changed in 2013, when the district experienced the start of six consecutive annual declines, in part chalked up to fewer babies being born during the economic downturn in 2008, leading to smaller classes in prekindergarten through first grades. The shrinking population of school-age children — seen especially in Central and East Austin, where real estate is among the most expensive in the city — has formed what demographers describe as a doughnut-shaped hole in the city, where there are more schools with vacancies.

The district has lost more than 33,000 students in the past six years, but it has experienced a net loss of just 6,200 during that time, as new students continue to enroll in the district.

Some parts of the district continue to grow, with overcrowded schools in Northwest, Southwest and Southeast Austin, and plans to expand schools and build new ones in those areas.

But the departures mirror trends seen in other urban districts across the country for decades: outward migration to the suburbs and competition from charter schools, where about a quarter of students who leave the Austin district end up enrolling.

“Austin has probably been buffered from this for a long while just because of the growth of the city, but maybe it's eventually going to fall into the pattern that many other urban districts have fallen in the last half century,” said Ron Zimmer, an expert in declining enrollment among urban schools who is director of the University of Kentucky's Martin School of Public Policy and Administration. “It's a variety of factors, but it sounds like Austin is at the beginning edge of that movement.”

## **Round Rock**

The Round Rock district, meanwhile, continues to grow, this year exceeding 50,000 students. Austin district data show about 1,600 of its students moved into the Round Rock district through 2017, the most recent year available. District officials haven't studied the landing spots for departing students this year and are unsure whether they will do so.

“Quality schools benefit everyone,” Round Rock Superintendent Steve Flores said. “Our best advertising is the word-of-mouth experiences. As an administration and a board what we've looked at is that Round Rock is a destination district, not just a tagline, but that it's a reality for parents moving to the area or who are trying to find their next best stop for a school district.”

Morales says her children — she has a son in sixth grade and twins in fourth grade — are now excited to go to school and do their homework, something she hadn't seen before.

“The best decision we made was to enroll them in Round Rock ISD,” Morales said. “Once we went to the schools in Round Rock and had the tours, we knew this is where they had to be. The schools have been excellent compared to what my kids have had before. There's a dramatic change in my kids.”

Krystal Sanders moved to Central Texas 14 months ago from East Texas. Her home in far Northwest Austin is within Round Rock district boundaries, but she initially sent her son to school in North Austin because of its proximity to her job. Sanders said she was dissatisfied with the academics and extra programs offered to her 10-year-old son, Landon, and enrolled him in her neighborhood school, Live Oak Elementary, which boasts the largest number of after-school enrichment programs in the Round Rock district, including cooking, arts and robotics, among others.

“It’s a great campus,” Sanders said. “We have a lot of support from the teacher and the administrators. They offer a lot of the enrichment activities we were looking for. It’s been really good, and I’m definitely satisfied.”

### **Countermeasures**

Austin district leaders over the past few years have enacted multifaceted countermeasures in an attempt to keep students in the district and reverse declines. They expanded prekindergarten to 3-year-olds and added tuition-based prekindergarten, opened their doors to out-of-district transfers (which has brought in 2,567 students, up 500 from last year) and launched marketing campaigns to tout programs in various schools. The district also created new programs, including specialty early college high schools, which gives students an opportunity to earn an associate degree by the time they graduate from high school in such fields as health sciences.

In addition to spending \$129,000 for a three-person marketing department created to promote the district and attract new students, the district this year budgeted \$400,000 for targeted marketing of 38 low-enrolled campuses.

“Emphasis should be on spending money for education, but if you’re going to educate students in the city, you have to get them into the schools,” said Henry Duvall of the **Council of the Great City Schools**, a Washington, D.C.-based organization that represents 74 of the nation’s largest urban public school districts. “Austin has done a really good job about marketing. Quite frankly, more big city school districts need to do more of that.”

Without such efforts to allay the losses, the declines in Austin could have been steeper. The district exceeded its enrollment projections at middle schools and one-third of the out-of-district transfers attend one of the schools targeting for marketing.

“These marketing efforts are a holistic approach to mitigate loss in our enrollment numbers,” said Reyne Telles, the district’s executive director of communications and community engagement, who oversees retention efforts.

# The number of public school students could fall by more than 8% in a decade

*Declining U.S. births and immigration might lead to school closures but could also mean more pre-K spots*

Column by **JILL BARSHAY**

**November 26, 2018**

What does the declining birthrate mean for elementary, middle and high schools across the country? According to one set of projections, it could mean 8.5 percent fewer public school students a decade from now.

“If it does come true, we’re going to see massive changes,” said Mike Griffith, a school finance specialist at the Education Commission of the States, a think tank that aims to inform education policy. “Nobody is talking about this.”

Griffith says that a decline this large will likely lead to school closures around the country along with some unexpected consequences, such as more full-day kindergarten and publicly funded pre-kindergarten. Rural areas, already hard hit by depopulation, will likely feel the effects most severely. Teachers may face a tighter labor market.

I calculated a gradual decline in enrollment from projections made by the Western Interstate Commission for Higher Education (WICHE), a nonprofit agency among 15 states. The organization predicts the number of high school graduates to help colleges plan for the number of students in the future. But in order to predict high school graduates, WICHE’s statisticians also projected student enrollments for first grade through 2020 to 12th grade through 2030.

These grade-by-grade projections start to show a drop in first-grade children beginning in 2014, six years after the 2008 recession, when Americans started making fewer babies. (Economic uncertainty apparently has this side effect.) Fertility rates have continued to decline since, despite the economic recovery, and WICHE predicts the number of first graders will fall by more than 330,000 to 3.6 million in 2019. That’s a 8.5 percent decline from a peak of 3.9 million first graders in 2013. This 8.5 percent enrollment drop cascades through the whole elementary-to-high-school system as these first graders age and progress into higher grades.

Total enrollment diminishes gradually. The projections for all 12 grades end after 2020, but before that, between 2015 and 2020, the total number of students falls by only 1.4 percent or roughly 600,000 students. That's because, even by 2020, the post-recessionary birth dearth is only beginning to reach seventh grade. Grades eight through 12 are larger cohorts who were born before 2008.

Full high school projections extend further through 2028 in the WICHE data. The number of high school students is expected to fall by 6.8 percent or 1 million students from 15.4 million students in 2022 to 14.3 million students in 2028. That's an indication of how the whole system might lose students.

It's important to point out that the National Center for Education Statistics, the statistics arm of the U.S. Department of Education, shows an opposite trend. Its most recent projections, released May 2018, show that student enrollment should *increase* 3 percent between 2015 and 2027. However those projections were based on 2014 Census Department data which didn't factor in continued fertility declines through 2017, when the U.S. birthrate hit a 30-year low. Those 2014 Census figures also factored in higher levels of immigration, which have since fallen. In addition, the Education Department statistics include pre-K and kindergarten, which have been expanding across the nation, while the WICHE figures begin at first grade.

Student enrollment through 2015, the most recent year available, confirms that the number of first and second grade students has actually started to decline.

To be sure, increased immigration could still offset lower birthrates in the future. Michael Casserly, executive of the **Council of the Great City Schools**, an association of large, urban school districts, said that he is expecting "steady" enrollment in urban public schools in the coming years as immigrants enter the country. The question, of course, is whether enough immigrants will come to make up for declining births. That will depend on federal immigration policy after the 2020 election.

Daniel Domenech, executive director of the American Association of School Administrators, says some school districts may continue to see increases in students, even as the overall number of students drops across the nation. He expects rural areas, which are already suffering from depopulation, to be hardest hit. Domenech, a former superintendent on Long Island, N.Y., recalled that he had to close down many schools in the 1990s and says that his colleagues have experience adjusting to the ebbs and flows of the student population in their communities. Indeed, U.S. school districts coped with even larger drops in the student population in the 1970s and early 1980s following the baby boom generation.

Griffith of the Education Commission of the States anticipates an acceleration of school consolidations and reliance on online courses by rural school districts. School budgets around the country, not just in rural areas, may be slashed. Griffith explained that many districts are reliant on state funds, which are distributed at a fixed amount per pupil. "There won't be enough state dollars for all the things you used to do in the classroom," Griffith said.



Districts may also have to contend with excess real estate capacity after years of building new schools to educate a growing population and to house new charter schools.

One way of contending with declining enrollments, Griffith said, is to expand public education to younger children. Griffith predicts that many school districts will increase full-day kindergarten and start offering pre-kindergarten to all families. That way districts can recoup lost state funds and use their real estate. "It's odd. But you might be able to provide pre-K and break even without any additional cost to the state," he said.

That would be a silver lining.

*This story about declining school enrollment was written by Jill Barshay and produced by The Hechinger Report, a nonprofit, independent news organization focused on inequality and innovation in education. Sign up for the Hechinger newsletter.*

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**ANNUAL CONFERENCE COVERAGE**

## **Jill Biden Addresses National Town Hall On Setting Examples For Students**

By [Pat Warren](#)

October 26, 2018 at 5:54 pm

**BALTIMORE (WJZ)** — The wife of former Vice President Joe Biden described the scene at her home after one of the 13 pipe bombs mailed was found addressed to him, as she spoke at a National Education conference at the Marriott Waterfront Hotel in Baltimore on Friday.

“This has been one heck of a week hasn’t it?” Biden said. “I went home yesterday from teaching back to my home in Delaware and there were the police at the top of the driveway and I want to tell you they found the guy who did it,”

Students in the National Town Hall were also addressing violence, including a representative from Marjorie Stoneman Douglas High School where 17 were killed by a school shooter.

“We are out here and we are fighting now only for mass shootings, school shootings but also shootings that happen daily in black and brown communities,” Kay Galarza, the representative, said.

All are part of the **Council of Great City Schools** National Conference in Baltimore, where politics and education mixed in the runup to the general election.

Joshua Lynn, with the Baltimore Student Commission on the Board of Education, said he has a goal.

“I am definitely here for student advocacy, voter registration, especially within the 18-24 age-range,” Lynn said.

As an educator, Biden addressed how adults should set an example in classrooms and in the world.

“The words we choose, the conscious decisions we make to be present, the small acts of kindness,” she said contribute.

City Schools Superintendent Sonja Santelises said Baltimore was chosen as the host city for more than 1,000 superintendents and administrators around the country.

“Yes, there are challenges,” Santelises. “But there are fantastic young people, great things happening in individual schools and this is our time to come together to not only celebrate our success but those of our young people and to get better and learn from one another,”

# Politico

October 26, 2018

**HIGH SCHOOL STUDENTS SPEAK OUT BEFORE THE MIDTERMS:** Nine student leaders from seven urban school districts across the country are in Baltimore today to discuss what they see as the most pressing issues for young people ahead of the midterms. While voting may be out of reach for some who aren't 18 this November, they plan to talk about the importance of civic engagement and voting, in addition to guns, mental health, the #MeToo movement, social justice, equity, immigration and more.

— The student-led discussion is hosted by the **Council of the Great City Schools**, an organization that represents the nation's largest urban school systems, as part of its annual fall conference. The 90-minute discussion will livestream in some classrooms, said 17-year-old Fez Zafar, who's moderating the event.

— Zafar — a junior at Roosevelt High School in Des Moines, Iowa, and a student member of the Iowa Board of Education — told Morning Education that students are often disengaged "because they feel like no one is listening to them." Zafar hopes the discussion gets students thinking about civic engagement, the midterms and voting in the next presidential election. "I think it's important for students to see that there can still be civil discourse when there's disagreement," he said.

— Zafar said he expects guns, mental health and school safety to come up during the discussion. Since the Valentine's Day school shooting in Parkland, Fla., "I think every student has questioned themselves at some point — am I going to be safe today? I found myself thinking about escape routes in each of my classes." One of the students participating in the discussion, Mei-Ling Ho-Shing, is a survivor of the Parkland shooting, he noted.

— Joshua Lynn, who turns 16 today, said he plans to make some "key points" about gun violence and voting, since many of his peers will be eligible to vote in the 2020 presidential election. Lynn attends Baltimore City College and is a student member of the Baltimore City school board. He said he also plans to address the "school to prison pipeline," which "needs more attention." Of the event, Lynn said it's "a great opportunity to show people around the country that students actually care."

## *The 74*

# School Safety Tops Young People’s List of Election Concerns. But Will It Lead Them to Vote?

*Baltimore*

**T**he February school shooting in Parkland, Florida, and subsequent student activism around school safety and gun control are fueling young people’s political engagement ahead of next week’s midterm elections.

“We can argue all we want, but the only way we win the argument [for more gun control] is when we go and we vote on these decisions,” Mei-Ling Ho-Shing, a senior at Marjory Stoneman Douglas High School, said at a conference Friday.

Ho-Shing and eight other high school student activists from around the country spoke on a panel during the **Council of the Great City Schools’** annual conference in Baltimore days ahead of a new poll confirming the strong link between the Parkland shooting and the civic engagement of students. A study released Monday from the Education Week Research Center found that 40 percent of the youngest eligible voters, those ages 18 and 19, cited the Florida shooting as having quite a lot or a great deal of influence on their political engagement. It tied with “reaching the voting age,” and edged out President Trump and his administration as drivers of engagement, the study found.

However, the Baltimore forum and a spate of youth-focused polls offered some mixed signals about whether students of voting age would show up to the polls next week in any large numbers.

Students have led a wave of activism in the eight months since the Parkland shooting, including a national school walkout and the March for Our Lives in Washington. Leaders of the movement from Marjory Stoneman Douglas High School led a national bus tour this summer to register young voters, and a group of students last weekend wrote a School Safety Bill of Rights calling for better mental health care in schools and gun control *reform*.

On school safety questions, the students at the Baltimore conference were generally, though not universally, opposed to increasing the number of metal detectors, school safety officers, and other common security measures on campus.

“We should always be empowering our students, not disenfranchising them. More guns has never been the solution to any problem,” said Esther Ubadigbo, a junior at Roosevelt High School in Des Moines, Iowa, said of arming teachers, another proposed solution to school shootings.

Beyond gun issues and school safety, they discussed their concerns with the environment, immigration, the MeToo movement, and lowering the voting age.

The student panelists’ concerns about school safety and gun control are also reflected in broader public opinion polls of young voters.

In the Education Week survey, which was funded by the Education Writers Association, 15 percent of young people cited either school safety (8 percent) or gun control (7 percent) as the most important social problem facing the country. They were the most cited concerns among a long list, above issues like terrorism (4 percent) or health care (3 percent).

A separate study released last week of a broader group of young people also found a high degree of concern about guns: two-thirds of voters ages 18 to 29 said school shootings are one of the most important issues facing America, and 70 percent said gun laws in America should be more strict.

That’s similar to the general population: 68 percent of people surveyed by Pew in September said gun policy was a “very important” issue affecting their votes this fall, close behind Supreme Court appointments (the poll was conducted in the midst of the confirmation fight for now-Justice Brett Kavanaugh), health care, and the economy,

Despite the walkouts and increased media presence of student activists, the leaders at the Baltimore conference, most of whom aren’t yet old enough to vote, weren’t particularly optimistic that their slightly older peers would turn up at the polls next week.

“We tend to represent a very small amount of students that are civically engaged,” Nick Paesler, a senior at Cleveland High School in Portland, Oregon, told the conference. “Students don’t really see how their voice and their vote can make a difference.”

Some of the students on the panel said there isn’t a larger youth voting movement because there isn’t one bipartisan issue that unites young people’s advocacy, like ending the Vietnam War or lowering the voting age did in the 1970s.

Others said it’s because those in power make decisions that ignore the voice of young people.

“We see everything in our country and we think, or I think, ‘Man, our country really doesn’t care about me,’” Kay Galarza, a student in New York City, said. “Our country either doesn’t see us, or hears us but decides to silence us even further.”

The Education Week study, which surveyed just the youngest eligible voters, found very different results: nearly two-thirds of respondents said they plan to vote.

But there is cause for a high degree of skepticism. If anywhere even close to the 63 percent of those young people actually vote, it would be a historic high. No more than 20 percent of Americans ages 18 to 24 have turned out in any midterm election in the past 20 years, according to the U.S. Census. In 2014, the turnout was particularly low for that age group, just 15.9 percent.

Other surveys predict far less robust participation by young voters: a [June poll](#) found that just 28 percent of those 18 to 29 said they are “absolutely certain” they’ll vote next we



## *Education Week*

# Longtime Miami Superintendent, Who Almost Left for N.Y.C., Chosen as Urban Superintendent of the Year

By Denisa R. Superville on October 26, 2018 9:30 AM

### UPDATED

The coalition of the nation's urban school districts has selected Miami-Dade Superintendent Alberto Carvalho as its 2018 Urban Superintendent of the Year.

The award was given to the longtime Miami school leader on Thursday night at the [Council of the Great City Schools](#)' annual conference in Baltimore.

The honor, the Green-Garner Award, alternates annually between a district superintendent and a school board member. It is named after Richard R. Green, the first African-American chancellor of the New York City school system, and Edward Garner, a former Denver school board member. It comes with a \$10,000 college scholarship for a student in the district.

Carvalho has been superintendent in Miami for the last decade. But earlier this year he made headlines not for his stewardship of the district, but his very public flirtation with moving to New York to run the country's largest school system.

The drama unfolded at the end of February, when [New York City Mayor Bill de Blasio announced that Carvalho would be the city's next chancellor](#). But less than 24 hours later—[and after a long and emotional school board meeting in Miami—Carvalho changed course and announced that he was staying in Miami](#).

The district has received several academic accolades during Carvalho's tenure, including [the 2012 Broad Prize for Urban Education](#). The award, [which was discontinued in 2015](#), was given to urban school systems that were making gains in closing the achievement gap.

[This summer, the district trumpeted its first "A rating" from the state](#) education department and the second year of having no F-rated schools.

Carvalho was the state superintendent of the year in 2014 and was also named the [2014 National Superintendent of the Year by the AASA, the School Superintendents Association](#).

"Alberto Carvalho has had a remarkable run as superintendent of one of the largest and most complex big-city school systems in the nation," Michael Casserly, the executive director of the

Council of the Great City Schools, said in a press release announcing the award winner. "On top of that, his 10 years of leadership of the district has shown all of us in urban education what is possible. He is one of the finest and most effective urban leaders I have known in over 40 years of doing this work."

Those vying for the award included Tom Boasberg, who stepped down this month as superintendent in Denver; Juan Cabrera, the superintendent in El Paso, Tex.; Kriner Cash, the superintendent in Buffalo; Anthony Hamlet, the superintendent in Pittsburgh; Michael Hinojosa, the superintendent in Dallas; Dorsey Hopson, the superintendent in Shelby County, Tenn.; Clayton Wilcox, the superintendent in Charlotte-Mecklenburg, N.C.; and Alicja Winnicki, the superintendent of New York City's District 14 in Brooklyn, N.Y.

Last year's winner was Felton Williams, a school board member in the Long Beach, Calif., school system.

## *Education Next*

# **In the News: Longtime Miami Superintendent Chosen as Urban Superintendent of the Year**

Miami-Dade Superintendent [Alberto Carvalho](#) was named [Urban Superintendent of the Year](#) for 2018 by the [Council of the Great City Schools](#), Denisa Superville reports for Ed Week.

*“Alberto Carvalho has had a remarkable run as superintendent of one of the largest and most complex big-city school systems in the nation,” Michael Casserly, the executive director of the Council of the Great City Schools, said in a press release announcing the award winner. “On top of that, his 10 years of leadership of the district has shown all of us in urban education what is possible. He is one of the finest and most effective urban leaders I have known in over 40 years of doing this work.”*

Paul E. Peterson recently interviewed Carvalho on his weekly podcast, [The Education Exchange](#).

— Education Next

## *Miami Herald*

### **Miami-Dade Schools Superintendent Alberto Carvalho gets big national award**

By Colleen Wright

October 25, 2018 08:48 PM

Updated October 26, 2018 06:57 PM

Miami-Dade County Superintendent Alberto Carvalho has another award to add to his sprawling collection.

The [Council of Great City Schools](#) Thursday night honored Carvalho with the Green-Garner award, the highest honor for an urban educator, at its 62nd annual conference in Baltimore. He was one of nine finalists, all big-city school superintendents, from 74 of the largest urban public school systems in the country.

The honor, sponsored by the council as well as Aramark Education, Scholastic Inc., and Cenergistic, also comes with \$10,000 in scholarships for Miami-Dade students. The top prize, given to a superintendent every other year, 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.

Broward Superintendent Robert Runcie was also given the Courage Under Crisis award, according to a tweet by the council.

A video made by Miami-Dade County Public Schools honoring Carvalho played at the banquet ceremony. It features former Miami Heat player Alonzo Mourning, Miami-Dade County Mayor Carlos Gimenez, Urban League of Greater Miami President T. Willard Fair, United Way of Miami-Dade CEO Maria Alonso and School Board chairwoman Perla Tabares Hantman.

Hantman along with board members Martin Karp, Larry Feldman, Marta Perez and Steve Gallon traveled to Baltimore to support Carvalho. Feldman is also chair of the council.

In a press release, the council praised Carvalho's achievements during his decade-long tenure as superintendent, including the district's 2012 win of the Broad Prize for closing achievement gaps, and its first-ever A district grade this year. The press release also notes how Carvalho inherited a district that faced financial difficulties in 2008 and later went on to win the top national honor for financial management from the council.

"Alberto Carvalho has had a remarkable run as superintendent of one of the largest and most complex big-city school systems in the nation," said the council's executive director, Michael

Casserly, in the press release. "On top of that, his 10 years of leadership of the district has shown all of us in urban education what is possible. He is one of the finest and most effective urban leaders I have known in over 40 years of doing this work. Congratulations to Alberto and kudos to Miami!"

Former Miami-Dade County School Board member Holmes Braddock is the only other Miami educator to win the Green-Garner award, receiving it in 1994. The award has been presented annually since 1989. Former Broward County Superintendent Frank Till was named a co-recipient in 2003.

Carvalho was Florida's Superintendent of the Year in 2014 and went on to win the National Superintendent of the Year that same year. He was named by Scholastic Administrator as one of "The Fantastic Five" educators making a difference in America, was the 2016 winner of the Harold W. McGraw Jr. Prize in Education, and the Magnet Schools of America 2016 Superintendent of the Year.

In a tweet, the council praised Runcie for his courage in the wake of the Marjory Stoneman Douglas High tragedy, when 17 were killed and another 17 injured in the largest school shooting in Florida.

"The courage you all exhibited after a tragedy and the stand that you all took after to make ensure schools become safe is absolutely amazing!" the tweet read.

Andrew Pollack, the father of Meadow Pollack who was among those killed in the shooting, shared the news from the Broward school district account.

"This award going to Robert Runcie is reprehensible," Pollack wrote. "He has culpability in creating lenient policies in Broward Schools that cultivate criminals like the one that murdered my daughter. The award should be given to one of the MSD teachers that paid the ultimate sacrifice."

The school district's handling of the Valentine's Day shooting and the events leading up to the tragedy is currently under investigation by an independent board.

## *Buffalo News*

# Cash nominated for urban superintendent of the year

By [Jay Rey](#) | Published October 18, 2018 | Updated October 18, 2018

Kriner Cash is getting some national recognition for his work as superintendent of Buffalo Public Schools.

Cash is one of nine finalists up for Urban Superintendent of the Year, the top award among leaders in urban education. The winner will be announced next week in Baltimore at the annual fall conference of the **Council of the Great City Schools**, a coalition of 70 of the nation's largest school districts.

The winner receives a \$10,000 college scholarship to present to a student.

Cash in 2015 took over as superintendent in Buffalo, where he provided stability and a vision for the troubled school district with a reform agenda he dubbed the New Education Bargain. His multipronged plan for improving Buffalo schools has focused on six specific areas, including more rigorous early elementary education, new innovative high schools and services for the district's neediest students and families.

His nomination for the annual Green-Garner Award puts Cash in good company, as he goes up against superintendents representing the Denver Public Schools; the El Paso Independent School District; Miami-Dade County Schools; Pittsburgh Public Schools; the Dallas Independent School District; Shelby County Schools in Memphis; Charlotte-Mecklenburg Schools; and the New York City Department of Education District 14 in Brooklyn.

### Advertisement

He was nominated for the award by School Board President Barbara Seals Nevergold.

"It is a great honor to be recognized by the Council of Great City Schools for the leading-edge work we are doing in Buffalo," Cash said. "This is a team recognition that acknowledges the extraordinary dedication and focused effort of our entire city, our board, staff and children."

## Chalkbeat

National award

# Memphis schools chief a finalist for national school leadership award for city districts

By [Laura Faith Kebede](#) - September 27, 2018

Superintendent Dorsey Hopson is a finalist for a national award from an organization that honors outstanding leadership and student achievement.

The Green-Garner award is the top prize for urban school leadership from the **Council of Great City Schools**, a Washington D.C.-based group of urban school districts that share data on best practices in academics and operations.

Superintendents from Denver, El Paso, Miami, Buffalo, Pittsburgh, Dallas, Charlotte, and New York City also are finalists. The winner will receive a \$10,000 college scholarship for a student in their district.

Hopson is in his sixth year as superintendent of the Memphis district and has overseen a tumultuous era. Six suburban towns split from the school system in 2014, and the district lost about 30,000 students. At the same time, the state-run Achievement School District began taking over low-performing schools, further draining the school system of students and resources. Financial stress and low enrollment led to program cuts and the closure of almost two dozen schools to make up for huge budget deficits.

But in the last two years, Hopson started off in the black and invested millions back into classroom initiatives. During his tenure, the district's program for improving low-performing schools, the Innovation Zone, has boosted test scores and become a national model for school turnaround.

The award is named in memory of Richard R. Green, the first African American chancellor of the New York City school system, and businessman Edward Garner, who served on the Denver school board, said a council spokesman.

The Shelby County Schools board has worked with the organization to craft a "theory of action" to empower school officials to determine where resources should go, and de-emphasize decisions made by the district.

The winner will be announced at the council's 62nd annual fall conference Thursday, Oct. 25 in Baltimore.

**For Immediate Release**

Contact: Ebony R. Pugh (412) 529-3616

## **Superintendent Anthony Hamlet, Ed.D, Named 2018 Green-Garner Award Finalist**

(PITTSBURGH PA) October 3, 2018 - Superintendent Anthony Hamlet, Ed.D, has been named a 2018 Green-Garner Award Finalist for his “strong dedication to the needs of Pittsburgh’s students, a profound commitment to improvement, and significant community involvement and leadership.” Considered the highest honor in urban education, the Green-Garner Award is sponsored by the Council of the Great City Schools, Aramark K-12 Education, Scholastic, Inc., and Cenergistic and named for urban school leaders Richard R. Green and Edward Garner. This year’s winner will be announced at the Green-Garner Awards Banquet, which will be held on Thursday, October 25th in Baltimore, MD. The winner receives a \$10,000 scholarship.

“It is such an honor to be named a finalist for the prestigious Green-Garner Award,” said Dr. Hamlet. “ Named after two men who have left an indelible mark in urban education, I feel truly humbled even to be considered for this honor at the beginning of my third year as a Superintendent of Pittsburgh Public Schools.”

In addition to attending the Green-Garner Awards Banquet, Dr. Hamlet will sit on a panel with urban school leaders across the country to share district improvement stories and progress. Pittsburgh Public Schools is in the midst of its 5-year strategic plan Expect Great Things. Coupled with the 137 recommendations by the Council of the Great City Schools, the plan sets forth four desired long-term outcomes, with four strategic themes and 19 initiatives, phased in over three years, to achieve those goals.

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## Superintendent Hopson Named Finalist For Green-Garner Award Honoring Outstanding Urban Education

Posted on Tuesday, October 23, 2018

Shelby County Schools Superintendent Dorsey Hopson is a finalist for a national award honoring outstanding contribution in urban education.

The Green-Garner Award is the highest honor given to a superintendent or school board in urban areas by **the Council of the Great City Schools**, an organization that works to improve academic performance in the nation's largest urban school districts. The winner will receive a \$10,000 scholarship to award a student within their district.

"It is a huge honor to be named a finalist for the Green-Garner Award," said Superintendent Hopson. "I am proud that the District is being recognized for the innovative vision of our leaders and all of the hard work that our schools, families and students are putting in everyday so that we continue to see academic growth."

Highlights of Superintendent Hopson's five-year tenure include:

- SCS recently received the second highest rating on the Tennessee Department of Education's 2018 Accountability Report.
- Since the initial Priority School list, 28 of our schools have earned their way off.
- Over the past 5 years school years, all iZone schools experienced increases in success rates and that growth continued until the 2017 TNReady assessment change.
- At the beginning of 2018, Superintendent Hopson implemented a plan that increased all full-time employees' wages to a minimum of \$15 an hour, citing the importance of all District employees earning a living wage.

Superintendents from Buffalo, Charlotte, Dallas, Denver, El Paso, Miami, New York City and Pittsburgh are also finalists.

The winner will be announced at the Green-Garner Awards Banquet on Thursday, October 25th in Baltimore, MD.

## *Miami Herald*

### **Broward superintendent wins award for courage through Parkland shooting; victim's father calls honor 'reprehensible'**

By Colleen Wright

October 25, 2018 11:59 PM

Updated October 26, 2018 12:15 AM

Broward Superintendent Robert Runcie received an award for his courage in the aftermath of the Feb. 14 school shooting at Marjory Stoneman Douglas High, where 17 people were killed and another 17 injured.

The **Council of Great City Schools** honored Runcie with the “Courage under Crisis” award at its annual conference in Baltimore on Thursday night. The council tweeted the announcement, which the Broward school district’s Twitter account shared.

“The courage you all exhibited after a tragedy and the stand that you all took after to make ensure schools become safe is absolutely amazing!” the tweet read.

Little information is available about the award online.

Andrew Pollack, the father of Meadow Pollack, who was among those killed in the shooting, shared the news from the Broward school district account.

“This award going to Robert Runcie is reprehensible,” Pollack wrote. “He has culpability in creating lenient policies in Broward Schools that cultivate criminals like the one that murdered my daughter. The award should be given to one of the MSD teachers that paid the ultimate sacrifice.”

The school district’s handling of the shooting and the events leading up to it are the subject of several lawsuits and [currently under investigation by a commission appointed by the governor](#).

**COUNCIL REPORTS AND ACTIVITIES**

## **Clark County School District operations ‘out of date,’ report says**

By [Amelia Pak-Harvey](#)

January 10, 2019 - 9:36 pm

The Clark County School District relies on out-of-date practices, operating with bloated staff levels and departments often working in silos with little communication with one another, according to a new report from the **Council of the Great City Schools**.

The report, which new Superintendent Jesus Jara requested in order to find deficiencies in the district, analyzed the office of the chief operating officer with site visits, interviews and other data.

“There appears to be a culture in the district of relying on out-of-date practices with no apparent sense of urgency to bring it into the 21st century,” the report states.

It found the district lacked business plans with goals and objectives. The district’s transportation department, for example, is considering introducing a new bus type to its fleet for several million dollars without a business plan available for review.

The analysis also found no updated long-term facilities master plan and poorly planned staffing. In some cases, the report said, supervisors oversaw only one person.

“The team found some key leadership positions held by employees who may lack the requisite experience, skill sets, or training to effectively perform the duties of the position,” the report said.

It also cited “excessive staff layers” in transportation and facilities.

But Michael Casserly, executive director of the council, acknowledged the district has significant funding issues that exacerbate some of the highlighted problems.

“The truth of the matter is that this district is badly underfunded,” he said.

Compared with other large urban districts, the district spends much less per pupil on operations, the report found.

“You did protect your teachers through all these budget cuts the best you could, but the cost was that you’ve really eaten your seed corn on the operation side,” Casserly said. “And pretty soon here it’s going to come home to roost.”

Some trustees expressed concern over the veracity of data in the report, along with consternation that they’ve heard all of these unresolved issues before.

Jara said district officials will address the deficiencies with a sense of urgency, noting hope is not a strategy.

“Obviously as a board it’s not our fault, but it’s our problem,” the superintendent said. “We, together as one, we’re going to fix this, and it’ll be a part of our five-year plan.”

## *Pittsburgh Post-Gazette*

# **We must truly transform Pittsburgh's public schools**

Sala Udin

Dec 7, 2018

The superintendent of Pittsburgh Public Schools recently made public 2017-2018 student test results. The headline on his report was "Slight Gains in Reading, but We Still Have Work To Do."

Focusing on "slight gains," however, distracted from the district's longstanding academic achievement gap between black and white students.

We do not know with certainty the cause of either increases or decreases in the gap from year to year, from school to school, from class to class. But we do know that, consistently over the past 10 years, Pittsburgh Public Schools has failed to close the racial achievement gap. The gap has increased to 30 percentage points during this period, with 30 percent of white students and 60 percent of black students performing "below proficient" in reading, math and science.

The **Council of Great City Schools** thoroughly examined our school district's systems and operations, resulting in 137 pointed and helpful recommendations that informed the PPS Strategic Plan for 2017-2022. But one major shortcoming of the review was that it did not address the racial achievement gap. What is the point of being well-structured and operated if we are not advancing our core mission of providing all students with a world-class education that prepares them to compete with graduates from China, India, Africa, Europe and other parts of the world?

The Pennsylvania Department of Education recently published PSSA test results for all commonwealth schools. Schools in Pittsburgh's Hill District in 2017-2018 showed overall proficiency scores in reading, math and science of 10 percent at Miller African Centered Academy, 16 percent at Milliones University Preparatory School and 30 percent at Weil Elementary School. I focus on the Hill District because that is the district I represent on the school board, but this failure of black student achievement runs throughout our public schools — including magnet schools, special-focus schools and charter schools (with a few notable exceptions).

As a member of the school board, I hesitate to publicize these failures, but we will not be able to fix our problems unless we admit them and enlist help from the community at large.

The PPS administration has focused public attention on “slight improvements” since the current superintendent has been at the helm. But this is not a question of how well the superintendent is doing; it’s a question of how well our children are doing. And our children are not doing well.

Worse, Great City’s report and the PPS strategic plan seem more directed to accomplish only “slight improvements.” I have been asking for a transformative plan for the entire year I have been on the school board, but I don’t see transformation. I see continued failure with “slight improvements” that puts us on course to close the racial achievement gap in about a century.

I do not absolve myself or the board. We, too, must take our share of responsibility for high failure rates among black children. We engage with vigor on issues such as guns for school police and suspension rates, Chick-Fil-A Marathon sponsorship and charter schools, as we should, but when PSSA scores are released that should be cause for alarm, there is silence. When our attention is redirected away from failure rates toward “slight improvements,” there is silence. The school board must take its head out of the sand and ensure a first-rate education to *all* children in Pittsburgh Public Schools.

When I was first elected to Pittsburgh City Council nearly 25 years ago, the city sought to transform its economy and social fabric, and to move away from dependence on steel manufacturing and coal mining instead of managing decline. Since then, the development of eds, meds and high-tech through the collaboration of elected officials, foundations, universities, labor unions and corporations have turned Pittsburgh into a model of urban reinvention that sometimes is referred to as the “mini-Silicon Valley of the East.”

But what has our school district been doing during this transformation? It seems mired in the past, which will hinder Pittsburgh’s ability to keep up with the future.

The school district cannot transform on its own. It needs cooperation, collaboration and buy-in from all those forces that turned Pittsburgh around — political and foundation leaders, corporations, labor unions and universities.

Equally important partners are parents and students themselves. Parents and guardians want the best for their children and know that a bright future for them depends on a high-quality education. But many work two or three jobs and find it difficult to be involved in the schooling of their children. Nevertheless, they must insist that their children go to school prepared to learn, respect their teachers and administrators, and work hard, spending more time studying after school and completing their homework.

Students, please forgive my lecturing, but if you want to have a well-paying job, a nice car, a nice home and a healthy family, you must invest in your education now. It will take work and sacrifice, but that is the price of a happy life as adults. It will not just show up at your door. You are not entitled to a happy life; you must earn it.

One thing our society guarantees young black men and women is that if you are not educated and well prepared for the future, your future will consist of a life of poverty, crime, prison and premature death.

I am certain that, with the commitment of the city of Pittsburgh and its citizens, with the hard work of the school superintendent, school board, administrators and teachers, and with the help of parents and all the professionals available to us, we can create a high-performing public school system in Pittsburgh.

In fact, we must.

*Sala Udin represents District 3 on the Pittsburgh Public Schools board of directors.*



# Richmond Times-Dispatch

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

- By JUSTIN MATTINGLY Richmond Times-Dispatch

October 1, 2018

Two independent audits commissioned by Richmond Public Schools describe a school system with problems inside and outside the classroom, from widespread achievement gaps for students to poor central office management.

The audits, done by Washington-based **Council of the Great City Schools** and The Education Trust, analyzed the school district's finance and business operations as well as how equitable its academics are.

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

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

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

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

## Equity audit

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

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

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

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

The issues go beyond suspension rates.

## Absenteeism

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

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

After suspending its old attendance policy late last year to allow students to graduate, the School Board approved a new standard for this school year, reducing the number of allowed absences to 18 school days per year or 18 class periods of a course.

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

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

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

### Teachers

The audit's shortest component focused on teacher experience.

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

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

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

### Course access

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

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

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

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

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

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

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

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

### Academic performance

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

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

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

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

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

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

### Budget audit

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

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

Kamras, as part of a proposal to save the district about \$200,000, cut three cabinet positions, which included the merger of former Chief Financial Officer David Myers’ role with the COO’s. While the proposal saved the district money, some School Board and community members have questioned the salaries the six cabinet members are being paid — four of the five current administrators are making \$180,547 per year.

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

“I expressed concern with the plan to condense the cabinet, and the council made that same point in its audit,” said Kenya Gibson, who represents the city’s 3rd District. “There is an

incredible amount of work that needs to be done both operationally and in finance. These functions impact academics, too — we lose teachers because of the state of our facilities.

“As a city, we deserve to know what the plan is to ensure we are structurally set up to take this on.”

Kamras defended his decision in an email Saturday.

“I stand behind my cabinet structure and personnel 100%,” said Kamras, who presented his new central office structure beyond just cabinet members over the summer. “Let us not forget that it was the prior structure and personnel that led to the rampant dysfunction and gross mismanagement outlined in this audit.”

When administrators do leave, something that has happened frequently at RPS, there is not a succession plan to continue operations, the audit said. Departments also do not have goals or priorities and don’t know how they help student achievement.

“This may be due, in part, to the constant churning at senior leadership levels that have hindered the district’s ability to generate change,” the audit said.

The team of eight that conducted the audit also could not determine if RPS implemented recommendations made from 12 other reviews of RPS done since 2007.

The team made 21 recommendations of its own to improve the district’s operations, including the establishment of an audit committee composed of School Board members and community members with finance experience.

A spokeswoman for the council also did not immediately return an interview request Saturday.

“This scathing audit rightly points out what our teachers have known for a long time and specifically that the downtown RPS central office is the source of nearly all of their problems,” said Jonathan Young of the 4th District.

The School Board is set to discuss the audits at its meeting at 6 p.m. Monday in the School Board room on the 17th floor of City Hall.

School Board Chairwoman Dawn Page echoed Kamras' sentiment, calling the findings "nothing short of heartbreaking."

"However, audits help organizations understand potential risks, and provide recommendations for how to mitigate these risks and create efficiencies," Page said Saturday in a statement. "I'm looking forward to continuing to work with Superintendent Kamras and our board to understand our challenges and tackle issues head on."

# *Sacramento News & Review*

## **The audit exodus**

State-mandated advisory committee lost all its members mid-year over administration's delayed response to an independent audit

By [Scott Thomas Anderson](#)

This article was published on [01.10.19](#).

**In a year that saw the Sacramento City Unified School District** descend into a budgetary nightmare, a quieter crisis unfolded behind the scenes: All 11 members of the district's Community Advisory Committee for Special Education resigned in protest after a damning report suggested the administration was failing students with disabilities at every level.

That independent audit, performed by **Council of the Great City Schools**, revealed that disabled students at Sacramento City Unified suffered unusually poor graduation rates, lacked proper access to mental health services and were suspended at disproportionately high levels. The findings were released in 2017. After 12 months of what it perceived as inaction from the district, the committee charged with speaking up for disabled youth made its voice heard through a mass exodus.

Now, as school administrators prepare for a financially uncertain 2019, the ex-committee members are continuing to press for reform.

### **Signs of trouble**

Angel Garcia joined the advisory committee for special education after the district went eight years without telling her it existed.

Though her son is diagnosed with autism, she said the district didn't follow its own policy to let her know about the committee during various independent education plan meetings. The district is required to have and support the committee by the California Education Code. Looking back, Garcia said she believes the lack of communication was a weather vane for bigger problems affecting the district's 6,000 students with disabilities.



“They really disconnect families from support,” Garcia said. “The history of the district working with parents is one that involves them withholding information, and then deflecting and denying services.”

Sacramento City Unified chief communications officer Alex Barrios painted a different picture this week, saying his agency “remains committed to addressing the systemic issues” with its special education program.

Garcia got actively involved in the advisory committee in 2013. She began working alongside parents including Angie Sutherland, who had already served on it for several years. Sutherland’s daughter is also diagnosed with autism.

“I was feeling really isolated and alone and didn’t know what to do,” Sutherland remembered about her path to the committee. “There’s nothing out there that’s one resource that says, ‘You start here, and then go there.’”

Sutherland was trying to help other parents avoid that same disorientation. That included parents of children with physical disabilities, intellectual disabilities, language impairment and emotional disturbance.

In 2014, the advisory committee discovered Sacramento City Unified had a policy allowing teachers to choose whether or not disabled students were placed in their classrooms. The advisory committee was sure that was illegal under a landmark U.S. Supreme Court ruling that was, ironically, spurred by policies at Sacramento City Unified.

In 1992, the Disability Rights Education & Defense Fund sued the district on behalf of Rachel H., a kindergartener with an intellectual disability who school officials wouldn’t allow to attend a general education class. A federal judge ruled that Rachel had a right to be educated alongside her non-disabled peers. The ruling was upheld by the Ninth Circuit U.S. Court of Appeals; the U.S. Supreme Court denied a petition from the school district, leaving the ruling in place.

Garcia and Sutherland say that it took three years of constant pressure to get Sacramento City Unified to follow state law on placements. At one point, Garcia’s son testified in front of the district school board about the message it sent. “My son asked them, would it be wrong if a teacher said, ‘I don’t want a student in my class because they’re poor?’” Garcia recalled. “He said, ‘Now just change the words out.’”

The district finally adjusted the policy in 2017, but for Sutherland the years of allowing disabled students to be easily separated from mainstream classes had a ripple effect on the district's culture.

"Finding out about that policy was really like a puzzle piece that came together for us," she recalled. "This was why the district was not inclusive to our kids."

### **Audit shock**

The audit on the district's special education program landed in May 2017. It painted a bleak picture for most disabled students.

The audit especially questioned the handling of young African-American students, many of whom were assessed as experiencing emotional disturbance, and had nearly double the suspension rate as non-disabled students.

Those findings were mirrored by a recent study from San Diego State University, which indicated Sacramento City Unified had the most "egregious" overall suspension rate for black students in the entire state. That study found that black male students with disabilities comprised one of the highest subgroups suffering abnormal suspension rates.

Similar to the San Diego State study, Council of the Great City Schools made a host of recommendations to the district and identified 10 major areas of reform. The advisory committee suggested the district hire an independent expert to examine the shortcomings across all its departments.

"Some of these issues have been problems for a long time," Sutherland said. "I don't feel their staff have the capacity to achieve a new direction."

Additionally, the advisers wanted the school board to form a special committee to implement the audit's recommendations. They also wanted board members to get in-depth training about serving students with disabilities and the related laws.

A year later, in April 2018, the advisory committee decided none of its recommendations had been meaningfully adopted. More confounding to its members, the district had only shared plans to address three of the audit's 10 big recommendations. That's when the entire committee resigned in protest. Joseph Barry, a disabilities advocate who's getting his degree in education policy, has closely followed the district's progress on the audit separate from the now-imploded committee.

“Their frustration is warranted, obviously,” Barry said. “When you have a child with a disability, these problems really affect your family. But I also understand the district’s side, because it’s a lot of stuff to take care of and I think they want to do it the right way.”

That latter point was something the district’s chief education officer, Irish Taylor, and director of special education, Becky Bryant, tried to emphasize when updating the school board on the audit weeks after the committee resigned. Bryant said that, based on its findings, her team had already realigned its assessment practices for identifying students with autism and emotional disturbance.

“That process was developed and has been utilized throughout the entire year by our staff,” Bryant told the board.

Taylor emphasized several data-collecting initiatives that were underway that she said would lead to better services and outcomes for the students.

“It’s using our data as a means of continuous improvement and accountability,” Taylor said. “Using it as a framework and, more importantly, that as we’re looking at data, we recognize that behind every number is a child.”

But board president Jessie Ryan told district officials their presentation was full of jargon, overly technical and not likely to assure parents that rapid change was coming.

Garcia agrees, especially about the constant highlighting of data accumulation. “The internal people have had a long time to put their heads together, and what’s happening now is they’re gathering more data; but they’ve gathered so much data, and they’ve had so many task forces and initiatives to gather data,” she said. “How much data do you need to take action?”

Taylor and Bryant could not be reached for further comment, but Barrios said the district had made more progress implementing the recommendations since its spring presentation.

The treatment of special education students took on more urgency following the recent death of Max Benson, a 13-year-old with autism who became unresponsive while being held in a face-down position at the private Guiding Hands School in El Dorado Hills. According to The Sacramento Bee, Sacramento City Unified has contracted with Guiding Hands in the past.

Most of the committee members who resigned have joined a new group called the Coalition for Students with Disabilities. Freed from the confines of a government-sanctioned body, they're now advocating for their kids more fiercely than ever. "I plan on going to all the meetings," Sutherland said. "Because I'm not going away."

## Wisconsin's largest school districts join in effort to target black-white achievement gaps

[Annysa Johnson](#), Milwaukee Journal Sentinel Published 6:00 a.m. CT Oct. 29, 2018 | Updated 10:34 a.m. CT Oct. 29, 2018

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White students in Milwaukee Public schools are four times less likely than their black peers to be suspended.

In the Madison schools, white students are twice as likely as black children to be enrolled in gifted and talented programs. And in Green Bay, they're six times as likely to be in an AP class.

Those inequities, laid bare in a new project by the public interest journalism nonprofit ProPublica, underscore what has long been known: that Wisconsin has some of the widest achievement and opportunity gaps between black and white students in the country.

Now, for the first time, the state's largest districts — Milwaukee, Madison, Green Bay, Racine and Kenosha — are partnering in a new initiative they hope will narrow those gaps. The Wisconsin Urban Leadership Institute is a 10-month program aimed at helping principals recognize racial inequities in their schools and their own beliefs that may help perpetuate them.

Principals confer in small groups during the first session of the Wisconsin Urban Leadership Institute on Oct. 15. The institute was created as part of a strategy to address black and white achievement and opportunity gaps in the state's five largest school districts. (Photo: Annysa Johnson / Milwaukee Journal Sentinel)

"This is really about the principals learning about themselves," said Alisia Moutry, a Milwaukee-based education consultant who worked with the districts and the NYC Leadership Academy to develop the curriculum. "It's about having leaders have a serious, internal reflection about equity and how they themselves might be a barrier to students performing the way they should."

The institute grew out of a national effort by the nonprofit Wallace Foundation, the **Council of Great City Schools** and the National Urban League to strengthen school leadership under the 2015 Every Child Succeeds Act, the latest iteration of the 1965 federal law aimed at ensuring equal access to education.

Wisconsin is one of 10 states where they are focusing that work, in part because of the candor with which Superintendent of Public Instruction Tony Evers has publicly addressed Wisconsin's gaps in recent years, said Mary Dean Berringer, a Detroit-based consultant who helped assemble

the Wisconsin team that included representatives of the five districts, the Urban League of Madison, Evers' office and others.

"The challenge the team faced was what can we do that's different," she said. "What do we know they need to know that they just don't get in their (principal) preparation programs?"

Their answer: a yearlong course to help principals — who will, in turn, help their staffs — really look at the systems and structures that create or exacerbate inequities and their own implicit biases that support them.

The first class includes 28 principals from the five districts, which together represent about 20% of the public school students in the state. Over the next 10 months, they'll embark on some very difficult conversations about race and the psychology of bias. They'll get one-on-one coaching and create capstone projects aimed at addressing an issue related to equity gaps.

### **Uncomfortable exchanges**

Mary Rice-Boothe, chief access and equity officer for the NYC Leadership Academy, braced principals for what she warned could be some uncomfortable exchanges.

"We'll do a lot of individual work here. What are my individual personal biases?" she told principals assembled for a daylong session. "How does that play into my work and interactions with students and families? But also, how does that lend itself to the institutional and structural pieces that are happening within our school districts?"

Principals were selected in part because they are already working on these issues. At Milwaukee's Hartford Avenue School, for example, Principal Shannon Kilsdonk has been working with her teachers on how to recognize their own biases and strategies for countering them.

"Half the battle is becoming aware of it and making conscious decisions to try to combat it with a different approach," said Kilsdonk, who, like most of her staff, is white and serving in a predominantly African-American school.

### **Subtle biases**

Bias can manifest in many ways in schools: in the questions on standardized tests, in decisions about which students get recommended for Advanced Placement classes, tracked into certain career paths or referred for special ed services; and in the general lowering of expectations for children who live in poverty or in challenging family situations.

It's often subtle, so much so the teachers themselves may not see it. They may, for example, judge a student's intelligence by her grammar, or think nothing of a girl walking through a hallway but question a black boy about why he's there, Kilsdonk said.

"I've seen this in any school I've gone to. A white or Hispanic student and almost always a female can walk down a hallway without a pass and not be asked," she said. "But a black male is always going to be questioned: Where are you going? What are you doing? Do you have a pass?"

It's also not just about white bias. Teachers of color, too, have to look at the ways they interact with students whose life experiences may differ from their own, said Latish Reed, equity specialist for Milwaukee Public Schools.

As part of their training, principals are being asked to examine everything they do through an "equity lens" and to develop culturally responsive teaching practices — curricula and strategies that reflect students' own histories and experiences and help teachers meet the needs of students and families where they are.

Essential to that work is understanding the distinction between equity and equality, Reed said.

"When we think about the civil rights movement, it was about making sure people had equal access. Now, many years later," she said, "we realize that just giving equal access is not necessarily meeting their needs."

# ***Albuquerque Public Schools***

In her weekly message, Supt. Reedy talks about the benefits of being a member of the Council of the Great City Schools.



There's nothing like getting together with your peers to bounce off ideas, commiserate a bit and affirm the work you are doing. That's what a couple of board members, co-workers and I did last week when we attended the annual [Council of the Great City Schools](#) conference.

The Council is a coalition of 70 of the nation's largest urban public school systems including APS that provides opportunities to network, exchange ideas and solve problems in order to deliver the best possible education for the millions of students we collectively serve. We share ideas on improving curriculum, research and testing, finance, operations, personnel, technology, legislation, communications and more.

As the largest school district in New Mexico representing a fourth of the state's students, APS faces challenges that many smaller districts may not. Honestly, we probably have more in common with our counterparts in Anchorage, Dallas and El Paso than we do with Gadsden, Farmington or Texico.

That is confirmed every time I meet as a member of the Council's executive committee with top educators from the country's largest urban school districts including New York City, Denver, Austin, Portland and Philadelphia.

We grapple with a number of issues including mental health and suicide, technology, attendance, poverty and funding. At the annual conference, for example, we learned that between 55 and 60 percent of nation's schools are Title I. In APS, that number is even greater – more than 70 percent of our schools serve mostly students whose families struggle to make ends meet. As the needs of these students and families escalate, funding at both the state and federal level has decreased, putting school districts like ours in a financial quagmire.

Accountability was another hot topic among our Great City School partners. As in New Mexico, our sister school districts notice that school grading reports often align with socioeconomic statistics and poverty. Schools identified as failing in these large urban districts must also submit plans for restructuring, redesign and turnaround. Each district talked about the importance of local control and community engagement as the heart of school turnaround. Some common themes heard in school turnaround design included positive school culture, wraparound services for students, smaller classes, community partnerships and more time for teacher collaboration and professional development.

We also come together to talk about ways to move towards a new reality of equity and intentional diversity. Like APS, schools in large urban school districts are continuously looking for ways to engage their families and communities to drive positive change in the schools.

I am sure you can appreciate the importance of peer support. Whether you are a teacher or principal, cafeteria or maintenance worker, you understand the value of having a sounding board, of getting advice from someone in a similar position, of receiving affirmation that you are on the right track.

That is the role the Council of the Great City Schools plays in my professional life and in the jobs of many



leaders in Albuquerque Public Schools. I appreciate the support. I appreciate all of your support, too. It means the world to me.

*Broward-Palm Beach New Times*

## **Broward County Public Schools PR Agent Calls Families of Parkland Shooting Victims “Crazies”**

[Wendy Rhodes](#) | December 5, 2018 | 9:00am

A video of Sara Brady, the crisis management expert who represented Broward County Public Schools in the aftermath of the massacre at Marjory Stoneman Douglas High School in Parkland, has gone viral. In it, Brady takes vitriolic aim at both the families of Parkland victims and the media.

Hunter Pollack, 21, brother of 18-year-old Meadow Pollack, who was killed in the mass shooting on February 14, 2018 that left 17 people dead, posted a link to the video Monday on [Twitter](#).

The 90 minute video, which was taken down from a now-deleted Vimeo account hosting videos of Sara Brady's work, was shot in July 2018 at the 18th Annual Public Relations Executives Meeting for the **Council of the Great City Schools**. Brady's speech was about crisis management for schools and focused on how to preserve the school's reputation by using various tactics to influence public opinion.

During her presentation, Brady admonishes community members who failed to support the Promise (Preventing Recidivism Through Opportunities, Mentoring, Interventions, Supports & Education) program, an initiative aimed at reducing recidivism among at-risk youth.

For several months following the school shooting, Broward County Public Schools Superintendent Robert Runcie assured the public that shooter Nikolas Cruz had not been involved in any way with the Promise intervention program. But in May, Runcie was forced to backtrack on those claims after reporting by WLRN confirmed that Cruz had been assigned to the program as a middle school student in 2013. Runcie blamed his inaccurate statements on [scattered district record-keeping](#).

“This Promise program has nothing to do with this [Parkland] tragedy; it’s a red herring,” Brady says in defense of the program.

“Sure enough, all the crazies came out,” she continues, apparently referring to Pollack and others who spoke out against the program's effectiveness in the aftermath of the massacre. “This district knows who the crazies are and who the opposition is.”

Brady, who worked for Broward County Public Schools from the spring of 2018 until the end of August 2018, went on to say that Superintendent Robert Runcie agreed with her, and that the opinions of the families of the murdered victims do not matter.

“I talked to Mr. Runcie and he said, ‘It’s out there and we’re getting a lot of traction with it, some negative,’” Brady says. “And I said, ‘But it’s the crazies, the people you don’t really care about,’ and he said, ‘Right.’ And I said, ‘So let’s just let it go. Don’t respond. Leave it alone.’”

But Pollack believes that the Promise program failed the community and that his sister and others paid the ultimate price.

“He was able to bring bullets to school, he was able to threaten kids at school, fight at school,” Pollack says of the Parkland shooter. “He told his teacher that he was a bad kid who wanted to kill in eighth grade. All these things that he did, and he never got thrown out. That’s why we don’t like Promise. It just sets a horrible culture in the Broward County public school district.”

In the video, Brady also says that it is important for crisis management specialists to avoid getting wrapped up in sympathy for the victim’s families. In spite of being recorded on multiple videos, Brady looks around the room and comments that she is in a “safe zone” where no one will talk about or tweet what she is about to say.

“The survivors and the victims’ families, they will say anything because they are angry, and they want to blame, and they’re not always correct and true in what they say,” she goes on to say. “And so, people that are still alive and working and trying to live their lives get blamed for things that they are not responsible for and they are not guilty of. But if your sympathies lie with the parents, and you make decisions based on ‘Well, they said it, so we got to say that,’ that’s what I’m talking about. You have to make business decisions and you have to shut out their emotions.”

For Pollack and much of the community (of which the Orlando-based Brady is not a part), the mercilessness of the statement is incomprehensible.

“It’s like a spit in the face, because she references the superintendent and says that *we’re* the opposition and *we’re* the crazies and that the superintendent agrees with her,” Pollack says. “We lost family members under their leadership with their policy.”

While videotaped evidence seems to clearly contradict her claim, Brady tweeted that her comments were aimed at the media, not the families of Parkland victims.

Brady did not mince words in her repeated attacks on the media. She called herself a “recovering journalist” and proceeded to eviscerate mainstream media in a series of rants, calling them sloppy, reckless, and attention-seeking. She then mocks journalists by fake-crying while showing a picture of a baby.

“They’re just trying to be relevant,” Brady says of journalists. “Make no mistake, these reporters, particularly in print... are looking to validate themselves... They’re looking for those press awards and they’re looking for Pulitzers... No doubt about it.”

Brady says that one of the biggest problems with journalists is that they blow things out of proportion, and she cites a bizarre example. “I don’t mean to sound unempathetic, but, you know, if you have a kid that brings a machete to school one day, that’s not a crisis,” Brady says. “That’s kind of the norm. Those things happen.”

Brady says that for crisis experts, like herself, it is good that the public no longer pays attention to newspapers or network news. She shows a photo of boxing gloves and begins a venomous tirade, berating *Sun Sentinel* education reporter Scott Travis. “He is just a jerk. He’s sloppy, he’s reckless, he’s mean, and he smells bad,” she says, making faces and cackling for about 15 seconds.

Pollack is mortified. “This is a grown, professional woman,” Pollack says. “Ten-year-olds do that.”

In a sentiment shared by many in the community, Pollack says that Brady could not be more wrong about Travis. “Scott Travis has done a phenomenal job in exposing the corruption behind Broward schools,” Pollack says. “He’s transparent with our families, he shares information when he can, and all 17 families, I know for a fact, are thankful for the work that Scott Travis does.”

Pollack's defense of local media does not extend to Brady or Runcie. “They have empathy in front of the cameras, but not one time since February has the superintendent reached out to my family,” Pollack says. “Now I know that their crisis manager is a fraud herself. Well, not a fraud, but disrespectful. And it’s just so saddening.”

Brady did not respond to a request for an interview. Runcie declined an interview request but sent *New Times* the following email:

*Statements made by a former crisis communications consultant Sara Brady are inappropriate, hurtful and in no way represents the views and values of the leadership and School Board of Broward County.*

*Her comments about a reporter were unprofessional and unacceptable.*

*Her comments about ‘crazies’ were in no way referring to Parkland families - families who have suffered and continue to suffer immensely from this tragedy.*

*My family and I have received nasty, racist and hateful messages, phone calls and threats concerning this event and particularly around the misunderstood Promise program. My daughters have received jarring and upsetting hate mail and threats at work and school. Her comments were a reaction to this situation.*

*This continues to be a tense, stressful and contentious environment where misinformation and false perceptions can move very quickly, especially on social media.*

But for Pollack, there is no love lost on either Runcie or Brady. “She did a horrible job anyways, because everyone hates how the school board has been since the shooting,” Pollack says.

Pollack says that competent, intelligent people need to be at the helm in Broward County and plans to major in criminal justice at Florida State University this spring. “I want to dedicate my life to public service and helping others, whether that be law enforcement, federal agent or somewhere in politics,” he says.

*Orlando Sentinel*

# Parkland shooting PR consultant criticized in Broward was recommended by Orange schools

A public relations consultant for the Broward school district apologized Tuesday after a video surfaced in which she describes critics of the district in the Parkland massacre as “crazies” and a reporter as “skanky.”

## **Leslie Postal**

The Winter Park public relations consultant criticized this week for comments she made about families of the Parkland school shooting victims and a South Florida reporter was hired by the Broward school district on a recommendation from a counterpart in Orange County.

Sara Brady’s firm specializes in crisis management — she did work related to the Pulse nightclub massacre in 2016, among other events — and her often-repeated advice to clients is “just stop talking.”

But her own talking at a July conference in California exposed her work to harsh criticism when video of some of her speech was posted on Twitter this week and **published by the South Florida Sun-Sentinel.**

At that speech, attended by at least three Orange County schools employees, Brady referred to a “nasty, skanky reporter” who “smells bad.” She labeled as “crazies” those who criticized the Broward district after the shootings at

Marjory Stoneman Douglas High School. And she said school public relations departments shouldn't always follow the lead of victims' upset families, who will "say anything because they are angry and they want to blame," according to video from that meeting.

"You have to make business decisions, and you have to shut out their emotions," she said.

Her speech outraged Hunter Pollack, whose sister Meadow died during that school shooting, and he posted video clips of it on his Twitter account Monday, urging readers to share their thoughts of this "vile woman." Hundreds of people have commented, most sharing his upset, and thousands have watched the videos.

The Sun-Sentinel, which like the Orlando Sentinel is owned by Tribune Publishing, posted a [story about her speech](#) Tuesday.

In an interview with the Orlando Sentinel on Wednesday, Brady said her comments were not meant to target the families of the 17 who died in Parkland and that the firm she founded in 2010 often worked with people who had just faced terrible tragedies. "It's not my nature to do anything to add to their grief," she said, adding that she spoke to two Parkland victims' mothers Wednesday to explain that.

Brady's presentation in July was part of the **Council for Great City Schools'** annual conference for school public relations executives. The council represents large, urban school districts nationwide, and both the Broward and Orange school districts are members.

The Orange school district sent five employees to the conference, and the video shows at least three employees in the audience while Brady denounced Broward's critics and bashed the press.

Brady, highlighted in the conference brochure as a “crisis communication expert,” was recommended to speak at the conference by Dylan Thomas, who is the Orange district’s director of marketing, said Lorena Arias, a district spokeswoman.

That recommendation was made before the Parkland shooting. After the shooting, the council asked for recommendations for someone who could help Broward schools with communications, and Thomas again suggested Brady, Arias said in an email.

The Orange school district declined to provide someone for an interview this week. Brady has done \$1,600 worth of “PR consulting/training” work for the district in recent years but has no current contract, Arias wrote. Her comments at the July conference were “not appropriate,” the email said, but the district would not say whether they would keep her from doing work for the school system in the future.

The council posts videos from its conferences on its website but took down the video of Brady’s presentation this week, after learning some found it offensive, said Henry Duval, the council’s communications director, in an email. The conference was held in Garden Grove, Calif., about 30 miles from Los Angeles.

At the conference, Brady, who worked for the Orlando Sentinel from 1980 to 1988, spoke about how school public relations officials could respond to the press during a crisis, focusing in part on her work in Broward after Parkland.

She spoke of the “all the crazies” who criticized the school district after the tragedy. “The district knows who the crazies are, who the opposition is,” she said.

On Wednesday, she said her comments referred to “trolls and bots and conspiracy theorists who pop up after one of these terrible tragedies,” and not victims’ families.



Her advice to ignore emotions was meant to help school district media relations specialists understand what they might face in such a crisis, she said.

But when she began that section of the speech, she seemed to realize it could be controversial saying, “We’re in a safe zone, right? Nobody’s going to talk about or tweet any of this right now, right?”

Then she said of the Parkland victims’ families: “They will say anything because they are angry, and they are not always correct and true in what they say.”

She said on Wednesday that she knew those remarks “would be unpleasant for the general public,” but “the audience understood it.”

Brady also spent several minutes of the July meeting belittling a reporter at the Sun-Sentinel.

“He’s just a jerk,” she said. “He’s sloppy, he’s reckless, he’s mean. And he smells bad,” she added laughing, as the audience laughed, too.

The Sun-Sentinel reported that she was referring to Scott Travis, who writes about Broward schools. Travis, in an email, said he has never met Brady nor spoken to her. Brady, when asked about her comments, said in an email, “I sat and stood next to him and witnessed his activities during a couple of board sessions.”

During her speech, Brady also took broad swipes at the news media. “Make no mistake these reporters, particularly in print, my home ground, are looking to validate themselves and they’re looking for those press awards, and they’re looking for Pulitzers...No doubt about it. That’s why you see the aggressive behaviors, the sloppy behavior, the meanness.”

Brady on Wednesday conceded, “I kind of went over the top.”

She added, “I was having fun at the news media expenses. Maybe I could have used better language.”

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**DISTRICT LEADERSHIP**

## ***Fox 5 KVVU-TV Las Vegas***

# Superintendent Jara announces new programs, goals in first State of the Schools address

Gabriella Benavidez

Updated Jan 11, 2019 | Posted on Jan 11, 2019

LAS VEGAS (FOX5) -- Clark County School District Superintendent Dr. Jesus Jara delivered his first State of the Schools address at the Thomas and Mack Center Friday morning.

"We know we have work to do, and that is the state of our schools today," Jara said.

"But it's my intention to stand before you five years from now and tell you that the state of our schools is that we are the most improved district in America, thanks to the work of our team, our students and our families."

During his address, Superintendent Jara announced a five-year strategy draft plan he and his office have been working on.

The plan, called Focus 2024, aims to achieve the goals of the Board of School Trustees over the next five years:

- No more one or two star schools
- Reach 100 percent participation and performance for Advanced Placement, International Baccalaureate, dual enrollment and Career Technical Education programs
- Achieve a 90 percent graduation rate
- Increase college and career ready diplomas by 100 percent

Jara also noted on the need to improve recruitment and retention of school district staff, including teachers and support professionals like bus drivers. Superintendent Jara vowed to put "more adults" on campus to address concerns about large class sizes and to pursue funding to provide more "professional development."

CCSD officials said the district's top legislative priority is to fix the state education funding formula, which was originally created in 1967.

"Every time I do a public event, people ask me where the marijuana money went," Jara said. "I tell them that the funding formula is broken. It's like a leaky bucket. Sure, the marijuana money went in, but other money just went out. Let's put a plug in these leaks this session."

In presentation from the **Council of Great City Schools** given to the School Board of Trustees, it showed Clark County was one of the lowest-funded districts of all 74 urban school districts, according to CCSD officials.

"Not only do we lack transparency, but we're decades behind in areas like the efficiency of our facilities operations," Jara said. "I appreciate that the report gives us clear recommendations to address our challenges."

A new pilot program, also announced by Superintendent Jara, aims to provide a \$10,000 incentive to teachers and principals at eight at-risk, Title 1 middle schools. The program is a partnership with the Clark County Education Association and the Clark County Association of School Administrators.

The pilot program will also utilize federal Title 1 funds, which is set to begin during the 2019-2020 school year, CCSD officials said.

Jara also announced a new partnership with the Nevada System of Higher Education to offer more dual credit programs, reduce remediation rates and increase pathways into the workforce.

"This is a Pre-K - 20 partnership designed to support Nevada students from the time they enter Pre-kindergarten through whatever post-secondary path they choose," the superintendent said.

CCSD officials said that while the challenges ahead are large, Superintendent Jara is hopeful.

## ***Education Week***

# **Memphis Superintendent Dorsey Hopson Leaving to Join Healthcare Company**

By Denisa R. Superville on November 20, 2018 5:10 PM

After nearly six years leading the school system in Memphis, Shelby County superintendent Dorsey Hopson announced on Tuesday that he was stepping down to join the health insurance company Cigna.

Rumors have been swirling that Hopson would leave the district, but some had anticipated that he would take a role in the administration of Governor-elect Bill Lee, whom Hopson supported in the recently-concluded gubernatorial contest.

Hopson's name had been bandied about as a possible replacement for state [Education Commissioner Candice McQueen, who announced last week that she is leaving in January](#) to lead the National Institute for Excellence in Teaching.

In a press conference on Tuesday, Hopson said he was leaving to take a newly-created national role in Cigna's government and education business sector practice.

He described the last six years as a "remarkable journey" that moved the district through monumental changes, including a merger of Memphis City Schools with the Shelby County school system and [then a "de-merger" when six suburban communities broke away from Shelby County Schools to form their own districts.](#)

That splintering left the remaining Shelby County district in a financial bind, facing multi-million-dollar deficits, school closures, and state takeover of some of its schools.

During Hopson's tenure, the system moved from deficits to surpluses, from closing schools to opening new ones, and from laying off school employees to paying employees a living wage, he said at the press conference. (The district adopted [a policy this year to pay employees a minimum wage of \\$15 an hour.](#))

"I would love to see this work to the finish line," Hopson said. "But I feel confident what we have laid a strong foundation for the next leader of Shelby County Schools."

Hopson's resignation is effective Jan. 8.

He said that while it's hard to pinpoint one specific thing, his biggest accomplishment was putting the district on stronger financial footing.

"Student outcomes are not nearly where we want them to be," Hopson said.

"I can walk away knowing that this district is in much better shape than it was when I started, but also knowing that we've got a long way to go," he said.

The Memphis Commercial Appeal called Shelby County's [academic performance during Hopson's tenure a "mixed bag."](#)

Under Hopson, schools in the Shelby County district turnaround program—called the Innovation Zone—outpaced schools in the state-run turnaround program, called the Achievement Zone.

But the person responsible for running Shelby County's turnaround program, Sharon Griffin, left earlier this year to run the state turnaround system. (Griffin was honored as an [Education Week Leader to Learn From in 2016.](#))

The district has tentative plans to name an interim successor before the winter break, Shante K. Avant, the school board president, said at the press conference.

Avant said that she was proud to work with Hopson in the five years she has been on the board. He worked closely with the board to carry out its vision for better fiscal management and develop an academic program that the district will carry into the future, she said.

While Hopson and his team didn't always get everything right, Avant said, she appreciated the transparency in the way his team approached their work.

Hopson was a finalist for this year's Urban Superintendent of the Year Award, an honor given by the [Council of the Great City Schools](#), the national advocacy and support organization for the nation's urban school systems.

With nearly six years in the top job, Hopson has outlasted many of his colleagues running urban school systems. The [average tenure for a big-city superintendent is close to six years, according to a new analysis the Edythe and Eli Broad Foundation released this year.](#) (That's much longer than the popularly-held belief that the average urban schools chief sticks around for just a little more than three years.)

In his statement Tuesday, Hopson acknowledged that it was a tough job and that he had been thinking about leaving for a while. One of his children, now a sophomore in college, was in 8th grade when he took the job. He had missed many practices and games, he said. Two of his children attend schools in the district.

"It takes a lot out of you personally," he said. "It takes a lot out of your family."



## *Charlotte Observer*

# CMS shakes up superintendent's pay package. Net gain for Wilcox: \$37,000 a year

BY ANN DOSS HELMS

JANUARY 08, 2019 12:00 AM,

Superintendent Clayton Wilcox got a unanimous vote of confidence from the Charlotte-Mecklenburg school board Tuesday when the board approved an \$18,600 annual pay hike, a benefit increase worth \$18,420 a year and a two-year contract extension.

The board also removed a provision in his original contract that made him eligible for annual performance bonuses of up to 10 percent.

Here's how Tuesday's contract shakeup worked:

Wilcox started the job in July 2017, after a [three-month orientation period](#) in which he worked alongside then-Superintendent Ann Clark. His [initial four-year contract](#) gave him \$280,000 a year and said he'd get any raises awarded by the state, as well as a bonus to be determined.

This year the state awarded 3 percent raises, which boosted Wilcox to \$288,400.

The Nov. 30 deadline set for the first performance bonus passed as the board met behind closed doors with Wilcox to talk about his evaluation, contract and compensation. Without explanation, the board voted in public Tuesday to drop the bonus and extend Wilcox's contract to June 2023 at an annual salary of \$307,000. He will continue to be eligible for state raises, starting in 2020.

The board also awarded Wilcox up to 6 percent of his salary, or \$18,420, in additional retirement benefits each year.

While the board did not publicly discuss Wilcox's performance at Tuesday's meeting, Wilcox said he hopes the unanimous vote "sends a clear signal to our community that we are on a path together as a leadership team."

Wilcox, who led three smaller districts before coming to CMS, has seen victories, controversy and turmoil in his first 18 months.

Voters approved a record [school construction bond](#), county commissioners provided [raises for teachers](#) and gave Wilcox's school safety plan a [vote of confidence](#), and many local teachers

[lauded Wilcox's advocacy](#). He was one of [nine finalists](#) for the **Council of the Great City Schools'** urban superintendent of the year award.

He presented a [well-received report](#) on the links between race, poverty and academic achievement and has restructured central-office staff to focus on equity. But he and the board have yet to develop clear plans for ensuring that all students get strong teachers, rigorous classes and an education that prepares them for college and careers.

Test scores and graduation rates [showed little progress](#), and in some cases declined, during Wilcox's first year on the job.

Wilcox [faced criticism](#) for delaying disclosure of the results of lead testing in schools, a decision he first [defended](#), then described as a lesson in how to do better. The district launched a [new round of testing](#), with immediate disclosure of results.

After lead was found in the water at CMS schools, Superintendent Clayton Wilcox says they'll do a round of testing and will do a better job at informing the community.

On Oct. 29 a Butler High student was fatally shot at school, a tragic first for CMS. Wilcox immediately reported that [bullying might have been a factor](#), then stopped talking about the cause after the [victim's family objected](#) and police said their investigation [did not point to bullying](#).

At times, friction between Wilcox and board members has been visible. At a [February board meeting](#), Wilcox bristled when board member Ericka Ellis-Stewart responded to a report on student suspensions with a request for more details, noting that such requests take his staff away from other duties. Board Chair Mary McCray said later that Wilcox apologized to the board afterward.

At a July planning retreat, there were tense exchanges between Wilcox, Ellis-Stewart and Brian Jenkins, the facilitator who is still working with Wilcox and the board on strategic planning. Wilcox complained that it was difficult to get board members together to discuss issues and that Jenkins seemed to be accusing Wilcox of "dropping the ball."

After Tuesday's vote, Wilcox noted that sometimes he appeared to be at odds with board members and thanked them for their support.

The board also voted Wilcox an extra cushion should they choose to fire him before his contract expires. The original contract calls for him to be paid his base salary for 24 months following termination at the board's convenience; the new one adds that he'll also be paid medical benefits during that period.

## *Greensboro News & Record*

# Guilford superintendent gets contract extension, set to stay until 2022

By [Jessie Pounds jessie.pounds@greensboro.com](mailto:jessie.pounds@greensboro.com)

Jan 5, 2019

**GREENSBORO** — The Guilford County Board of Education voted Saturday to extend the superintendent’s contract through June 30, 2022.

In the same 6-1 vote, the board also gave Superintendent Sharon Contreras an additional \$10,000, to go into a qualified retirement plan. The board met Saturday for a retreat in a conference room at the International Civil Rights Center and Museum in downtown Greensboro.

The vote came just after the board completed its first formal evaluation of Contreras, who has served as superintendent since August 2016, and released a public message summarizing that evaluation.

Board members commended Contreras for her “thorough work” on the district’s strategic plan and her “strong management leadership” in difficult situations and weather disasters faced by the district, among efforts in other areas. They did not spell out any direct critiques of Contreras in the evaluation message.

“While the Board acknowledges that changing culture is difficult in any large institution, they appreciate the willingness shown by the Superintendent to confront hard issues and communicate a clear vision of high expectations for all children in Guilford County,” the board said in its message. “The Board understands that great changes in our district are hard and that we need to support our staff and community to create a balance between valuing our past and moving forward.”

Chairwoman Deena Hayes-Greene, Vice Chairwoman T. Dianne Bellamy-Small and board members Byron Gladden, Pat Tillman, Winston McGregor and Khem Irby voted in favor, while board member Linda Welborn voted against.

Board members Anita Sharpe and Darlene Garrett were absent for the vote. All board members, including those absent, filled out individual evaluation forms ahead of time.

Garrett expressed disappointment at the last regular school board meeting that Saturday’s board retreat had been rescheduled to a day and time she had a prior commitment, her son’s swearing in as a state senator.

Sharpe arrived later in the morning.

In a brief interview, Sharpe said she was disappointed not only that the day of the work session had changed, but also that Hayes-Greene and other board members agreed to a last-minute change on Saturday that moved the closed session discussion on the evaluation results and the vote earlier in the meeting's schedule. It had originally been set for the afternoon.

"She knew I wasn't going to be here until 11:30; it was intentional," Sharpe said. "I would have voted, without a doubt, not to extend."

She said her vote wasn't personal, but that she wouldn't support extending the superintendent contract two years without hard data to show Contreras is leading the district to achieve its academic goals. The form they used for this evaluation isn't set up well to assess that, she said.

**Council of Great City Schools** consultants and board retreat facilitators A.J Crabill and Michael Casserly later told Sharpe they were the ones to propose the change to the schedule, and they had no idea which school board members would or wouldn't be there. Sharpe said after the meeting she is still suspicious the change was purposeful.

Hayes-Greene, in an interview, said she proposed the schedule change based on that recommendation and went forward with it with the agreement of the other board members present. She said she had heard from Sharpe that she might have to be late, but she didn't know how late or the 11:30 a.m. arrival and wasn't thinking about it one way or the other.

She denied any intention to reschedule the vote to exclude Sharpe.

"I would never do that," Hayes-Greene said.

Casserly and Crabill wanted to get the evaluation out of the way and spend the majority of time laying the groundwork for a different kind of superintendent's evaluation tool to be used next fall.

They are urging board members to tie their format for the evaluation to progress toward academic goals the district set last winter. So they spent most of the day talking with board members about what that might look like, and how concepts like "goals" and "constraints" factor in.

In an interview, Contreras said as an employee, she would like feedback on her efforts each year. She said she also agrees with wanting to change the evaluation to be based more on the goals. She also said she's excited for the contract extension and now expects to be able to stay long enough to see the effects of major turnaround efforts.

## *Jackson Clarion Ledger*

# JPS' new leader plots 4 areas of focus for first 3 months

Errick L. Greene, Guest Columnist Published 8:00 a.m. CT Nov. 30, 2018

**Five minutes with Jackson Public Schools new superintendent Dr. Errick Greene. This interview has been heavily edited for length from a longer question and answer style interview. Sarah Warnock, Clarion Ledger**

I look forward to working with the entire Jackson community on behalf of our students and families. I especially want to thank the board of trustees and Interim Superintendent Freddrick Murray for their leadership and support as I've transitioned into this new role.

One of the things I am most excited about is the opportunity to work with so many great teachers, administrators, and classified staff members. I am confident the Jackson Public School District has boundless opportunities to provide compelling and rigorous learning experiences for students, and I look forward to celebrating as we see the fruits of those offerings in student achievement. As with any other school district, I know there are programs and practices that we need to protect and nurture, while there are others that will require improvement or be reconsidered altogether. This is the important and exciting work that we will do together.

Some have asked how I am prioritizing my work in these first few months — essentially looking for a 90- or 100-day plan. Here are my primary areas of focus for the first three months of my superintendency:

1. Engage deeply with the Jackson community and district.
2. Develop a strategic operating plan.
3. Improve customer service.
4. Address the issues found in the Mississippi Department of Education Corrective Action Plan.

### **To engage deeply with the Jackson community and district, I will...**

**Visit all of our schools** (meet with staff, students, parents and become familiar with our neighborhoods).

**Meet with local leaders** (including elected officials, community leaders, faith-based leaders and others).

**Develop advisory groups** to provide ongoing counsel on various issues.

**Participate in various events** to become more familiar with the community.

**Identify** a set of shared beliefs and values.

## **To develop an informed strategic operating plan, I will...**

**Review the reports** from Mississippi Department of Education, **Council of the Great City Schools** and the Better Together Commission.

**Review our data** and observe in district offices, schools and classrooms.

**Identify a set of key priorities** for the next three to five years.

**Utilize multiple modes of communication** to ensure two-way dialogue with members of the community.

**Engage intentionally** with our many partners to develop a plan for district transformation.

**Develop a plan** for district reorganization that is aligned to the key priorities and strategic operating plan.

## **To identify key areas for improvement in our customer service, I will...**

**Listen to the feedback** from parents, students and school-based staff.

**Identify quick wins** to improve our customers' experiences.

**Ensure** that we live our values by the way that we engage with one another.

## **To continue addressing the issues named by MDE in our Corrective Action Plan, I will...**

**Provide close supervision** of the actions to address the identified standards (including facilities issues in our bond projects).

**Provide ongoing communication** regarding our progress on those standards.

**Work closely with the MDE** team to ensure our efforts meet the standards and address the needs of our students and families.

As your superintendent, I am committed to promoting academic excellence and enhancing our students' physical, intellectual, and social-emotional growth. I will lead by example with integrity, honesty and sincerity. I am enthusiastic about this work and expect to learn from each of you. I appreciate the opportunity to lead this district, and I look forward to working with the entire community to ensure that JPS is the fastest improving school district in the country.

Amazing things are destined for Jackson Public Schools. Let's work together to achieve greatness for our children, and for this city.

**EDITORIALS**

## A Threat to Los Angeles' Students

By

Michael Casserly, Executive Director  
Council of the Great City Schools

The teacher's union for the Los Angeles Unified School District has called for a strike within the next several days, a shutdown that has special risks for the community's most vulnerable children—risks that warrant calling a halt to this impending shutdown. Coverage of the impending strike has been ample—there have been articles in news outlets across the country detailing the bitterness and lack of trust between district and union leadership, the specific issues being fought over, the impact the strike will likely have on the academic well-being of students, and the economic hardship likely to face families and the teachers themselves. But these articles have missed an important point. While the strike will undoubtedly hurt all students in the district, it will do profound harm to many of the school district's most at-risk children, particularly its students with disabilities.

At present, LA Unified serves some 60,000 students with disabilities, more than 17 times more students than the average school system in the country. These students require unique services specified by their Individualized Education Programs (IEP) that must be met under federal and state law. These services include occupational therapy, physical therapy, language and speech services, emotional supports, transportation, assistive technology, and other mandated services that cost the district over \$1 billion annually. In addition, many of these students have significant learning disabilities or medical restrictions.

Many of these services are provided by specially trained teachers and other "related services" personnel who would not be available if they are participating in a strike. Unfortunately, this is not simply an inconvenience but a matter of health and safety for some children. For example, some 11,500 of these students have autism and many do not handle change—even positive change—well. The absence of their service providers may result in students not knowing how to respond, acting out, or possible trauma.

Moreover, students with physical disabilities may be unable to access their medical equipment during a shutdown. For example, students who use specialized equipment at their schools are not likely to have access to them at home. Students with hearing impairments would be at greater risk because their access to sign-language interpreters would be curtailed. Nursing staff are critical to students with specified medical needs. Students with emotional disabilities require stability and consistency in their daily contacts with others that they would not have should a walk-out occur. Most of these services are provided outside the public eye, but they are vital to the welfare of the students affected—and they are required by law.

Although LA Unified will be doing everything possible to ensure coverage at school sites, it will not be enough to provide substitute teachers or other personnel during a strike—even if they could be found and would work—because they are not likely to have the training or skills needed to provide the services required in each student's IEP. In fact, the federal Individuals with Disabilities Education Act is quite clear in requiring that students with disabilities be provided a "free and appropriate public



education”—known as FAPE—a guarantee that would break down in the absence of the trained personnel now present in the schools every day.

It is also important to remember that students with disabilities are supposed to be educated each day in what the law refers to as a “least restrictive environment,” meaning that the presence of their non-disabled peers are viewed as essential to the academic and social health of these children. But these students won’t be there if there is a strike.

The truth of the matter is that all students are in jeopardy without the instruction they are provided day in and day out by their teachers and other support staff. We can’t just press pause on these critical days of intellectual development for children. But while a strike will certainly harm all students that LA Unified serves, it will be devastating for students with disabilities and their families. For some students, this is not just a threat to academic achievement, it is an issue of health and safety. It is therefore critical that there be no interruption in IEP-required services for students with disabilities because the unique expertise and oversight otherwise provided by their teachers and specialists won’t be available. This strike should not go forward.

## **SOCIAL MEDIA**

# Social Media Report

**Tracking The Council's Social Presence**

**Annual Report**  
**Analysis of 2018**



# Twitter Goals

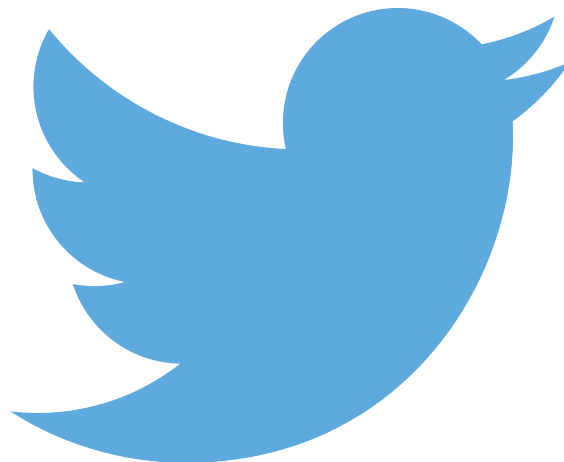
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The Council's Twitter monthly goals for the 2018 calendar year were created after analyzing data from the end of 2017, after the Communications team was once again fully staffed, and reviewing what the organization wanted and needed from social media.

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

- **Impressions; earn 45,000 impressions (measures the total number of views of tweets)**
- **Engagement; average 2 link clicks per day**
- **40 Retweets**
- **100 likes**
- **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 - 4 out of 5 goals accomplished**

- 42 posts
- 58,900 impressions
- 123 link clicks/averaged 4 per day
- 54 retweets
- 37 new followers
- 163 Likes/averaged 5 likes per day

Established goals and expectations for the year.

## **February - 1 out of 5 goals accomplished**

- 36 posts
- 36,500 impressions
- 94 link clicks/averaged 3 per day
- 20 retweets
- 39 new followrs
- 74 likes/averaged 3 per day

Communications specialist was on paternity leave.

## **March - 5 out of 5 goals accomplished**

- 47 posts
- 73,000 impressions
- 233 link clicks/averaged 8 per day
- 123 retweets
- 73 new followers
- 252 likes/averaged 8 per day

Legislative/Policy Conference helped gain new followers and quality content, such as a second visit to Puerto Rico and Bill Gates interviewing Seattle Superintendent.

# Twitter Results

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## **April - 5 out of 5 goals accomplished**

- 40 posts
- 50,100 impressions
- 136 link clicks/averaged 5 per day
- 54 retweets
- 118 likes/averaged 4 likes per day
- 45 new followers

NAEP and Urban Educator flourished for this month.

## **May - 4 out of 5 goals accomplished**

- 33 posts
- 44,200 impressions
- 78 link clicks/averaged 3 per day
- 63 retweets
- 208 likes/averaged 7 likes per day
- 64 new followers

Variety of posts (Council's statement on active shooter video game, graduation season, Bilingual Meeting, Urban Educator) obtained high engagement.

## **June - 3 out of 5 goals accomplished**

- 12 posts
- 34,400 impressions
- 68 link clicks/averaged 2 per day
- 48 retweets
- 47 likes/averaged 2 per day
- 45 new followers

Council's statement on family separations, Urban Educator, and Fall Conference registration helped stats.

# Twitter Results

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## **July - 1 out of 5 goals accomplished**

- 18 posts
- 18,000 impressions
- 6 link clicks/averaged 0 per day
- 1 retweets
- 6 likes/averaged 0 per day
- 60 new followers

Communications team was not fully staffed.

## **August - 0 out of 5 goals accomplished**

- 8 posts
- 32,500 impressions
- 11 link clicks/averaged 0 per day
- 4 retweets
- 48 likes/averaged 2 likes per day
- 4 followers

Communications team was not fully staffed.

## **September - 0 out of 5 goals accomplished**

- 10 posts
- 25,200 impressions
- 21 link clicks/averaged 1 per day
- 13 retweets
- 15 likes/averaged 1 per day
- 14 new followers

Communications team was not fully staffed.

# Twitter Results

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## **October - 5 out of 5 goals accomplished**

- 170 posts
- 161,000 impressions
- 454 link clicks/averaged 15 per day
- 251 retweets/ averaged 8 per day
- 907 likes
- 312 new followers

#cgcs18 (Fall Conference) boosted Twitter engagement as well as the Communications team being fully staffed, and creating a conference social media toolkit.

## **November - 1 out of 5 goals accomplished**

- 48 posts
- 50,500 impressions
- 27 link clicks/averaged 1 per day
- 17 retweets
- 69 likes/averaged 2 per day
- 30 new followers

Not enough original content to keep high engagement.

## **December - 0 out of 5 goals accomplished**

- 34 posts
- 35,200 impressions
- 37 link clicks/averaged 0 per day
- 17 retweets
- 90 likes/averaged 2 per day
- 29 new followers

Holiday season affected stats.



# Other Social Media

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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 2019, goals and data analysis will be conducted for the Council's Facebook page on a consistent basis to how Twitter is now. Also, the Council plans to increase quality and output of video content in the new year and look into creating another social media channel (Instagram).



**YouTube**

# 2018 Highlights

Here are only a few of the many amazing tweets and mentions of 2018!



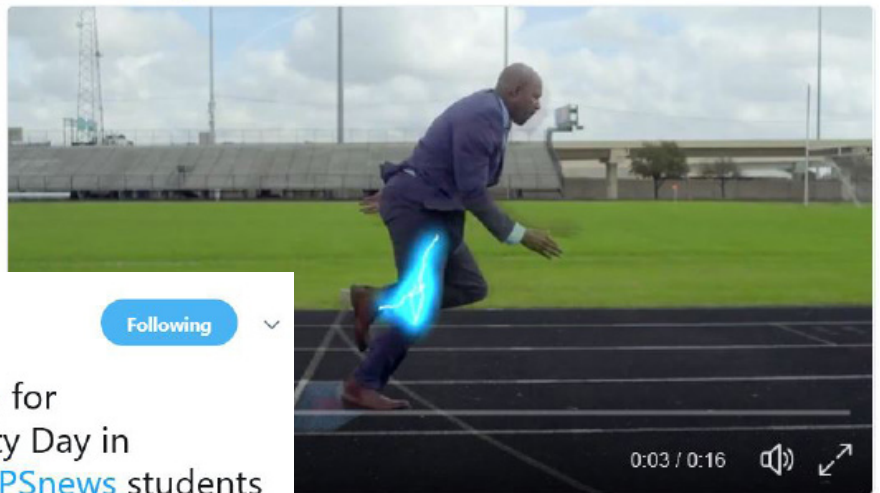
Out of fear there wouldn't be enough dads present for the students, Dade Middle School of @dallasschools asked and hoped to get 50 volunteers for their Breakfast With Dads event ... around 600 men answered via @NBCDFW [bit.ly/2BZ8NgO](http://bit.ly/2BZ8NgO)



Houston ISD  
@HoustonISD

Following

Must-see TV! #HISD principal is featured in an ad that will air during the #Olympics. Get a preview now and learn more about the ad here: [bit.ly/2Hx1tc1](http://bit.ly/2Hx1tc1) @WoodsonPK8



Dr. Anthony Hamlet  
@PghSuptHamlet

Following

Thank you, @MarvelStudios, for #BlackPanther Community Day in @CityPGH! Hundreds of @PPSnews students were able to catch a special screening of an awesome movie



# 2018 Highlights



Our facilities team convenes again in San Juan, Puerto Rico 🇵🇷 to help the educator department rebuild @EDUCACIONPR



Over 4.8 million English learners were enrolled in schools in 2014–15. How can you, your school, and your district best support your English language learners? Join the conversation at #BIRE18 [bit.ly/2t8zJXZ](https://bit.ly/2t8zJXZ)

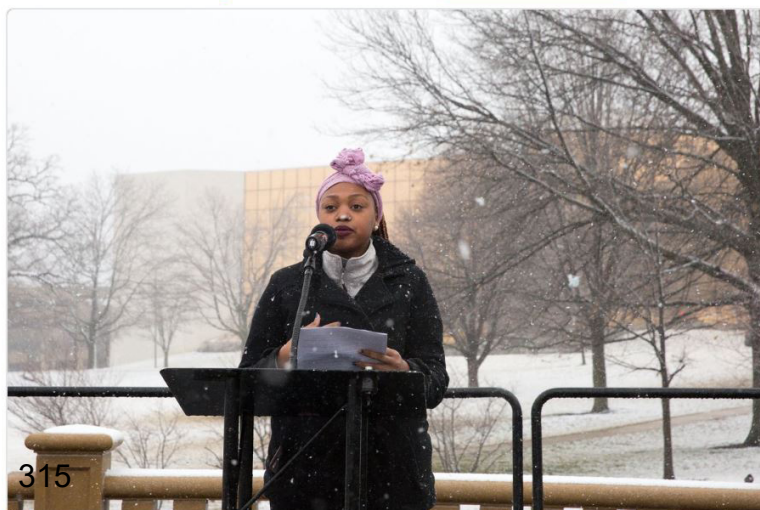
Bilingual, Immigrant, and Refugee Education Directors Meeting  
May 15-19, 2018  
Worthington Renaissance | Fort Worth, TX



Urban School Coalition Passes Resolution Urging Immediate Federal Action Against School Shootings [bit.ly/2FLEoVJ](https://bit.ly/2FLEoVJ)



"Snowy 'March for Our Lives' " via Urban Educator [bit.ly/2JeUvbY](https://bit.ly/2JeUvbY) @DMschools



# 2018 Highlights



Council's Statement Condemns Release of 'Active Shooter' Video Game [bit.ly/2](http://bit.ly/2)



REGISTRATION NOW OPEN!!!  
Join us at our Annual Fall Conference in Baltimore in October, hosted by @BaltCitySchools To register: [bit.ly/2lui8wd](http://bit.ly/2lui8wd)



These 6 #TUDA (Trial Urban District Assessment) districts showed significant improvement on #NAEP #math & #reading from 2009-2017 @apsupdate @ChiPubSchools @dcpublicschools @LASchools @MDCPS @sdschools @GreatCitySchls: [bddy.me/2wgkh](http://bddy.me/2wgkh)



Congratulations to Supt. Dr. @SuptJenkins of @OCPSnews for being honored as this year's Outstanding Superintendent Communicator presented by @SUNSPRA. Congrats @SuptJenkins and thank you for hard work, dedication, and daily communications initiatives!

THE NATION'S REPORT CARD: MATH + READING

**SIGNIFICANT IMPROVEMENT IN URBAN DISTRICTS**

These districts participating in the NAEP Trial Assessment of Educational Progress, known as TUDA, showed significant score improvement from 2009 to 2017 for public school students.

DISTRICT	GRADE 4 MATH	GRADE 4 READING	GRADE 8 MATH	GRADE 8 READING
Atlanta	+6	+5	+5	+5



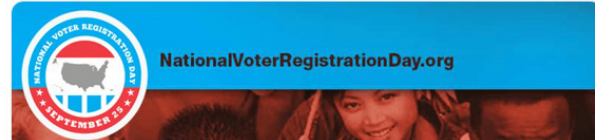
# 2018 Highlights



Council's Statement Decries Policy to Separate Families  
[bit.ly/2K3yZr9](http://bit.ly/2K3yZr9)



It's #NationalVoterRegistrationDay! Are you ready to #BeVocalVoteLocal? Update your voter registration at [NationalVoterRegistrationDay.org](http://NationalVoterRegistrationDay.org)



The students from @DMschools @BostonSchools @BaltCitySchools @PPSConnect @CLEMetroSchools @browardschools have just entered for the Town Hall Meeting starting now. #StudentVote18



2:32 PM · [@PPSConnect](#) · [@DMschools](#) earned 100+ engagements

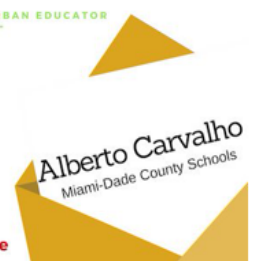
4 Ret **Miami Dade Schools**  
 @MDCPS · Oct 25

Congratulations to @MDCPS' own @MiamiSup, named 2018 National Urban Superintendent of the Year by @GreatCitySchls.  
[pic.twitter.com/tFyeyANKFC](http://pic.twitter.com/tFyeyANKFC)

"ENVELOPE, PLEASE! AND THE URBAN EDUCATOR OF THE YEAR IS..."



2018 Green Garner Nominee



The Countdown begins! CGCS Annual Fall Conference is 23 days away! Our 62nd annual fall conference is being held Oct.24-28 at the Baltimore Marriott Waterfront Hotel. Visit [bit.ly/2N6Opvz](http://bit.ly/2N6Opvz) for more info! #CGCS18



**COMMUNICATIONS STAFFING**



## Job Description

**I. Title:** Communications Manager

**II. Function:** Manages the day-to-day operations of the three-person communications department.

**III. Duties:**

- Serves as the associate editor of the award-winning *Urban Educator*, a monthly newsletter covering developments in urban education with more than 5,000 readers. Pursues and writes news and feature stories as well as edit articles.
- Oversees the Council's main website and two microsites. Serves as the Council's webmaster, posting to the website and adding/editing content.
- Supervises the Communications Specialist, who handles the Council's social media channels and performs graphic design.
- Along with the Director of Communications, plans and organizes a three-day professional development conference for communication directors, (known as Public Relations Executives), from urban school districts across the country every summer.
- Maintains dialogue with school district public relations executives to develop and cultivate good relations.
- Develops content for and designs the Council's Annual Report and various other publications, booklets, brochures, etc.
- Assists in media relations by writing press releases, responding to press inquiries, arranging press conferences and writing and editing op-eds.

- Provides editorial and proofreading support to other Council departments.
- Helps with onsite communication needs at the Council's Annual Fall Conference and March Legislative/Policy Conference.
- Performs other duties as assigned by the Director of Communications.

**IV. Accountability:**

- Provides timely and accurate communication products.
- Provides courteous and professional communications.
- Refrains from outside activities that may be in conflict with the Council.

**V. Relationships:**

- Reports directly to the Director of Communications.

**VI. Fair Labor Standards Act (FLSA) Classification:**

- Exempt



**BERNARD HARRIS SCHOLARSHIPS**

# 2019 CGCS-Bernard Harris Math and Science Scholarship Program



The Council of the Great City Schools and The Harris Institute are **awarding four scholarships, with a value of \$5,000 each**, to two Black and two Hispanic students interested in pursuing a degree in Science, Technology, Engineering or Mathematics (STEM). Students must be currently completing their senior year of high school in a member district of the Council of the Great City Schools and be accepted for full-time enrollment at a four-year college or university.

**The deadline to apply is April 12, 2019.  
Apply Online at [www.cgcs.org](http://www.cgcs.org)**





# 2019 CGCS-Bernard Harris Math and Science Scholarship Program



## Application Guidelines

*Scholarships awarded in May 2019*

For questions, please visit [www.cgcs.org](http://www.cgcs.org) or call 202.393.2427



# CGCS-Bernard Harris Math and Science Scholarships

## 2019 Application Guidelines

### COUNCIL OF THE GREAT CITY SCHOOLS

#### Member School Districts

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

### PROGRAM DESCRIPTION

The Council of the Great City Schools and Dr. Bernard Harris strongly believe that education is key to progress, development and economic growth in our country. Together, they have developed a partnership to increase awareness about the need for more math and science graduates, especially among underrepresented populations. This scholarship is part of their efforts to support students of color who plan to pursue math- and science- related degrees.

Four scholarships for two boys and two girls, with a value of \$5,000 each, will be awarded in May 2019 to two Black and two Hispanic students currently completing their senior year of high school in a member district of the Council of the Great City Schools (see list of member districts on left). Applicants must be accepted for full-time enrollment at a four-year college or university in the next academic year and pursuing a degree in Science, Technology, Engineering or Mathematics (STEM).

The scholarships, named in recognition of Dr. Bernard A. Harris, Jr., serve underrepresented students pursuing careers in the fields of Science, Technology, Engineering and Mathematics. As a former astronaut, physician and businessman, Dr. Harris is an outstanding role model dedicated to serving as a mentor to the scholarship recipients.

Applications will be reviewed by a committee appointed by the Council of the Great City Schools. Recipients will be selected by Dr. Harris and notified in May. The scholarship will be paid to the university of the recipient's choice and can be applied to tuition and related expenses during the 2019-2020 academic school year.

### PROGRAM GUIDELINES

To apply for the 2019 scholarship, **this application must be submitted online by April 12, 2019 at [www.cgcs.org](http://www.cgcs.org)** and should include evidence of the applicant's academic achievement in high school, leadership skills or community service in the area of Science, Technology, Engineering or Mathematics and the applicant's commitment to pursue a career in a STEM field. To be eligible for the scholarship, the applicant must have a minimum 3.0 unweighted grade point average and have been accepted as a full-time student at a four-year institution of higher education.

No person may receive more than one award administered by the Council of the Great City Schools in the same academic year. Employees or immediate family members of The Harris Foundation or the Council of the Great City Schools are not eligible to apply for these scholarships.

**\*All applicants must attend a public school in a Council of Great City Schools district. Go to: [www.cgcs.org/domain/57](http://www.cgcs.org/domain/57) to find the list of CGCS districts. (Students in Toronto are not eligible).**

## CGCS-Bernard Harris Math and Science Scholarships

*2019 Partners*

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The Harris Institute is a 501 (c) (3), non-profit organization founded by former NASA Astronaut Dr. Bernard A. Harris, Jr., to serve socially and economically disadvantaged communities locally and across the nation striving to reach the most underserved populations in the areas of **Education, Health, and Wealth**. The institute supports programs that empower individuals, in particular minorities and

economically and/ or socially disadvantaged, to recognize their potential and pursue their dreams. The education mission of The Harris Institute is to enable youth to develop and achieve their full potential through the support of social, recreational and educational programs. The Harris Institute believes students can be prepared now for the careers of the future through a structured education program and the use of positive role models. More than 50,000 students have participated and benefited from THI programs. [www.theharrisinstitute.org](http://www.theharrisinstitute.org)



The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools, and is based in Washington, D.C. Composed of 74 large city districts, its mission is to promote the cause of urban schools and to advocate for the inner-city students through legislation, research and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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**THE URBAN EDUCATOR**



- New Chief in Milwaukee, **p.3**
- Best Urban Schools, **p.9**
- LEGISLATIVE**
- Reconfigured Congress, **p.10**



Town hall participants, left to right, Evelyn Reyes, Joshua Lynn, Lily Kwiatkowski, Nick Paesler, Esther Ubadigbo, Bishop Crosby, Kay Galarza, Mei-Ling Ho-Shing and moderator Fez Zafar.

## Students Express National Concerns at Council Town Hall Meeting

BALTIMORE—Kay Galarza is a student youth leader in the New York City school district and believes that in order to end the school-to-prison pipeline the nation must stop criminalizing youth in school systems.

“If you have students being suspended and kicked out of the classroom, how do you expect them to come back?” she asked. “And when you have metal detectors, you’re further dehumanizing students.”

Galarza shared her beliefs during a 90-minute, live-streamed national town hall held in conjunction with the Council’s 62nd Annual Fall Conference here. She was one of eight student leaders from urban school districts across the nation who participated in a frank and riveting discussion on issues facing today’s youth.

Not only did the town hall feature all students, but the event was moderated by Fez Zafar, a junior from Iowa’s Des Moines

Public Schools.

Before the town hall began, Zafar had a message for students. “Your voice is important. Whether white, black, brown, gay, straight, male, female or in between, no matter your religion, cultural ethnicity, socioeconomic status, political affiliation or where you come from, you deserve to be heard.”

**Town Hall** continued on page 4

## Council Releases New Reports

The Council of the Great City Schools recently released new reports focusing on academic performance indicators, procurement best practices and operational management in the nation’s big-city school districts.

**New Reports** continued on page 8

## Former Second Lady Focuses on Education



Jill Biden

BALTIMORE—When Jill Biden’s husband Joe was vice president of the United States, she lived a double life. On some days, she would head to her office in the White House, a large stately room with a fireplace, filigree molding and windows overlooking Washington, D.C., the most powerful city in the world.

**Conference** continued on page 6

# Miami Schools Chief Recognized as Urban Superintendent of the Year

BALTIMORE—Alberto Carvalho has served as the superintendent of the Miami-Dade County Public Schools for 10 years. Under his leadership, the district has earned an “A” grade by the Florida Department of Education, was awarded the 2014 College Board Advanced Placement (AP) Equity and Excellence District of the Year for expanding access to AP courses and won the Broad Prize for Urban Education in 2012 for its strong leadership and community engagement.

The district received another accolade when Carvalho was recently selected as the 2018 recipient of the Green-Garner Award at the Council of the Great City Schools’ 62<sup>nd</sup> Annual Fall Conference here, recognizing him as the Urban Superintendent of the Year.

Sponsored by the Council, Aramark K-12 Education, Cenergistic and Scholastic, Inc., the award is the nation’s highest honor for urban education leadership. It is named for Richard Green, the first African American chancellor of the New York City School system, and Edward Garner, a businessman and former school board president of the Denver Public Schools.

“Receiving the Green-Garner Award from the Council of the Great City



Miami-Dade Schools Superintendent Alberto Carvalho, center, holds his Green-Garner Award and oversized check, receiving congratulations from, left to right, Council Executive Director Michael Casserly, Secretary-Treasurer Michael O’Neill, Tai Chapman of Scholastic, Inc., William Spears of Cenergistic and Yvette Turner of Aramark K-12 Education.

Schools is proof that regardless of challenge or circumstance, anyone’s impossible can become everyone’s inevitable, through belief, skill and will,” said Carvalho, after accepting the award. “I am humbled by this recognition for it serves as an acknowledgement of the district’s impressive body

of work over the past several years...” As a recipient of the Green-Garner Award, Carvalho receives a \$10,000 college scholarship to present to a 2019 graduate of the Miami-Dade County school system.

**Council Awards** continued on page 8



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A newsletter published by the Council of the Great City Schools, representing 74 of the nation’s largest urban public school districts.

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## Milwaukee and Denver School Districts Appoint New Leaders; Memphis and Rochester School Chiefs to Depart



Keith Posley

Milwaukee Public Schools recently appointed Keith Posley to lead Wisconsin's largest school district after he served as interim superintendent since May, and Denver Public

Schools named a veteran Colorado educator interim chief following a longtime superintendent's tenure.

Superintendent Posley took the reins of the Milwaukee school district in October after unanimous school board approval and has begun a renewed focus on district classrooms and increasing academic achievement. "Nothing is more important than the academic success of our young people," he said in a news release.

Posley has risen through the ranks after nearly 30 years in the Milwaukee school system, beginning as an elementary school teacher, then taking assistant principal and principal posts and serving in various district administrative roles, including chief school administration officer. He became interim superintendent last spring, succeeding Darienne Driver, who was also board chair of the Council of the Great City Schools at the time.

### Denver Transition

In Colorado's largest school district, the Denver school board named Ron Cabrera, who began his nearly 40-year education career as a teacher in the school system, interim superintendent to take the helm during the district's leadership transition.

For nearly 10 years, Superintendent Tom Boasberg has led the Denver Public Schools, and announced last July that he was stepping down in October.

"Ron's leadership capabilities and knowledge of DPS will allow our focus to remain exactly where it should be – on

helping every student succeed," Boasberg said in a news release.

Cabrera has served as a teacher, principal, instructional leader and superintendent in Denver and school districts in the Denver metropolitan area. He retired as assistant superintendent for instructional leadership and equity in Colorado's Boulder Valley School District in June 2017.

### Leaders Departing

Superintendent Dorsey Hopson of the Shelby County Schools in Memphis plans to leave Tennessee's largest school district in January to assume a position in the private sector.

He took the reins of the school system in January 2013 following the merger of the Memphis City school district with the Shelby County Schools. He had previously served as general counsel of Memphis City Schools, and subsequently was elected by the then-merged school board to head the school district.

"We have accomplished a great deal together, such as eliminating a \$100 million dollar deficit, investing more in students and developing the Summer Learning Academy to prevent summer learning loss," he said. "I would love to see this work to the finish line, but I feel confident that we have laid a strong foundation for the next leader of Shelby County Schools."

Hopson was recently one of nine finalists for recognition as Urban Superintendent of the Year by the Council of the Great City Schools.

Also stepping down will be Superintendent Barbara Deane-Williams of New York's Rochester City School District, who recently announced that she plans to retire at the end of January.

She became the first woman to serve as permanent superintendent of the Rochester school system in August 2016. She has been a school administrator for some 30 years and served as senior deputy superin-

tendent of Boston Public Schools before taking the reins in Rochester.

"Though we face many long-standing challenges, we have made progress..." she said in an online district message, giving examples such as ensuring students have expanded learning opportunities and creating stronger community schools.

### Aurora School Chief Tops in Colorado



Rico Munn

The Colorado Association of School Executives recently named Aurora Public Schools Superintendent Rico Munn 2019 Colorado Superintendent of the Year.

"Rico is the last to seek credit for his work and accomplishments; he prefers to keep the focus on the priorities that staff and teachers are pursuing to improve student achievement," said the association's executive director, Lisa Escárcega, in a news statement. "He is most deserving of this honor, and Colorado is so fortunate to benefit from his public education leadership."

Superintendent Munn, who is the first person of color to lead the Aurora Public Schools, has celebrated some milestones since taking the helm in 2013. Under his leadership, the district last year earned its way off the Colorado Department of Education's Accountability Clock. Over the past five years, graduation rates have climbed more than 15 percent and dropout rates have been cut in half.

As Colorado's Superintendent of the Year, Munn will represent the state in the 2019 American Association of School Administrators National Superintendent of the Year program.

**Town Hall** *continued from page 1*

According to the *Washington Post*, people ages 18-24 represent a third of the nation's electorate, but in the 2014 midterms only 16 percent of this age group voted. "Why are students so disengaged from voting and what can be done to increase their involvement?" Zafar asked the panelists.

"I think students don't really see how their voice and their vote can make a difference," said Nick Paesler, a senior in Oregon's Portland Public Schools. "We need to get more voting organizations and advocacy voting in our schools."

"I speak for the African American community and we have a system that does not work for that community," said Joshua Lynn, a sophomore in Baltimore City Public Schools. He is working with a local organization to organize events such as "Party at the Polls," which aim to encourage more young people to vote by making voting fun.

Evelyn Reyes, a junior in Boston Public Schools, believes that it's key for students to understand how their engagement can influence their local politics, as well as on a national level. She also advocates having young people educate other young people on what it means to vote. "Hearing it from one of your peers can be more impactful than hearing it said from someone else," said Reyes.

A question was asked about how to reach students who aren't engaged on the issues.

Bishop Crosby, a senior from the Cleveland Metropolitan School District, serves on the district's student advisory council and is a student mediator and ambassador at his school. "Me having a voice for the people that are in my school is important because I can relate to them, because I know what it's like to feel hungry; I know what it's like to have situations going on at home," said Crosby. "I feel like me speaking on this panel today is a huge opportunity and a blessing because I can speak for the students who can't speak."

Esther Ubadigbo, a junior in Des Moines Public Schools, said teachers should start discussions in their classrooms



**Kay Galarza speaks as student panelists, left to right, Bishop Crosby and Mei-Ling Ho-Shing look on.**

and get students talking because "you're promoting positive discourse and students can feel empowered to get out in the world and make a difference."

New York's Galarza noted that voting rights for undocumented students is a neglected issue and that the term "illegal aliens" strips people of their humanity.

"I think the least we can do is give them [immigrants] the right to vote...," she said, explaining that immigrants contribute to the welfare of the country and America is comprised of immigrants. "Undocumented immigrants are important to us, we see you, this isn't just our country, this is yours, too."

### **Addressing Gun Violence**

Zafar noted that with the rise of the March for Our Lives movement, following the shootings at a school in Parkland, Fla., there has been a major effort by students to bring gun control into the national conversation.

Mei-Ling Ho-Shing, a survivor of the Marjory Stoneman Douglas High School shootings, noted that when students say they want gun control, all people hear is that the government wants to take away their guns.

"It's a shame how we get counter protests when we just want to live," said Ho-Shing. "We are shooting each other, we need to stop appeasing people. We need to put our foot down and vote and say we are not going to have [gun violence] anymore."

"What can we do as students to alleviate the effects of climate change?" Zafar asked the panelists.

Lily Kwiatkowski, a senior in the Cleveland Metropolitan School District, is a member of a local environmental organization. In addition to stopping a company from building over a wetland, the group is involved in a landmark lawsuit suing the federal government for not taking action on climate change.

"Students feel they can't do anything about the environment," said Kwiatkowski, "but I am living proof that you can do things."

The panelists were asked what programs or policies they would implement to improve the nation's schools.

Baltimore's Lynn said that renovated schools in his district contain restorative justice classrooms that allow students to discuss their problems and issues. "By having these restorative justice classrooms, it gives students a sense of self worth," said Lynn.

Kwiatkowski advocated that schools provide more counselors and mental health services. "I am in a building that has three different schools and we have one counselor," said the Cleveland student. "On this issue, we need to be proactive rather than reactive."

Boston's Reyes believes that districts need to get rid of their zero tolerance policies. "Those aren't helping anybody, they are just pushing us out," she said.

Des Moines' Ubadigbo noted that despite coming from different areas of the country, the one thing the student panelists have in common is that they are passionate about what they believe in and she urged everyone to keep moving forward and continue to be a leader in

their communities.

"What I have noticed is that change is coming because we are empowering those who have been disenfranchised," said Ubadigbo. "The MeToo Movement is about empowering victims. What we are doing is correcting everything we see wrong in our society."



**Moderator Fez Zafar**

## Florida's Duval County Students Raise \$30,000 to Help Homeless Peers

There are more than 3,000 homeless students attending Duval County Public Schools in Jacksonville, Fla., and a group of students in the district are working to reduce that number.

The district recently received a \$30,000 check from the I'm A Star Foundation, a non-profit organization comprised of middle and high school students in the Duval County school system who volunteer to improve their community.

Since its conception in 2010, the I'm A Star Foundation has raised more than \$100,000 to help combat the increasing student homelessness in Duval County.

I'm A Star was started by former Duval County school board member Betty Burney to promote healthy living and to combat the homelessness among youth in Jacksonville.

The Foundation has held numerous events to raise money so that students can afford school supplies, bus passes and uniforms. Students have also organized 5K walks, phone-a-thons and celebrity basketball games to raise money for underprivileged youth.

### 3 Urban Principals Honored Nationally

As a child growing up in South Africa under apartheid, Nongongoma Majova-Seane was inspired by the impact her father, headmaster of a school, had on the lives of young students. She has followed in his footsteps, serving since 2010 as the principal of Stanton College Preparatory School in Jacksonville, Fla.

Majova-Seane is one of three big-city school leaders who recently received the 2018 Terrel H. Bell Award for Outstanding School Leadership from the U.S. Department of Education.

Also receiving the award was Reginald Landeau Jr., who has served as principal for 14 years at George J. Ryan Middle School

**Urban Principals** continued on page 12



Duval County Public Schools Superintendent Diana Greene, second from left, holds a \$30,000 check that district students from the I'm A Star Foundation raised to help their homeless peers. The check was presented at a recent school board meeting.

## Voters Decide on Education Ballot Issues

Election Day resulted in good news for several urban school districts.

In Texas, voters approved a Penny Swap that will enable the El Paso Independent School District to tap into \$7.5 million in state matching funds to reward employees and fund dual-language education programs. And voters approved a 13-cent tax increase that will be used to attract and retain high-quality teachers and fund early childhood learning programs in the Dallas Independent School District. Also approved was a \$75-million bond for new buses for the district and a \$75-million bond to refund outstanding maintenance tax notes.

Voters in Florida approved a half-penny sales tax the Hillsborough County Public Schools in Tampa will use to pay for improvements to schools, while a referendum to provide higher teacher compensation and improve school safety in Miami-Dade County Public Schools passed with 71 percent approval. And a referendum was approved that will provide the School District of Palm Beach County with approximately \$200 million a year over the next

four years to increase teacher salaries.

In Minnesota, two referendums that will increase operating revenue for Minneapolis Public Schools by \$30 million passed, while an operating levy that will provide an additional \$18.6 million for St. Paul Public Schools also passed.

In Indiana, an operating and capital referendum for Indianapolis Public Schools that will generate up to \$52 million to fund higher teacher salaries was approved.

In California, a \$3.5-billion bond measure for the San Diego Unified School District passed to fund school and safety upgrades. And voters approved a \$232-million school improvement bond measure for the Santa Ana Unified School District to update classrooms.

In Colorado, voters approved a \$35-million mill levy for Aurora Public Schools to expand staff and training dedicated to student mental health. But a ballot measure that would have provided Denver Public Schools with approximately \$150 million in additional funding for teacher compensation failed.



Conference continued from page 1

And on other days, Biden would go to a very different office: a small cubicle at Northern Virginia Community College (NOVA), where she used push pins to hang up drawings created by her grandchildren.

“Eight years of my life was divided between being second lady and Dr. B,” said Biden in an address to more than 1,200 urban educators assembled here for the Council’s 62<sup>nd</sup> Annual Fall Conference. “I’ve been a teacher for more than 30 years and still continue teaching full time at NOVA.”

An English professor, Biden told urban educators that she has been passionate about great city schools since she worked in the inner-city schools in Wilmington, Del., about 30 years ago. She was a reading specialist and it was her job to help kids who fell behind because they had been overlooked or attended poor schools.

“I saw how tough that hill was to climb when kids were beginning high school without the basic reading skills,” said Biden. “My students worked so hard but they were up against near insurmountable odds as well as poverty and institutional racism.”

She thanked conferees for taking on the work of educating students, not because it’s easy but because students need them.

She recalled that as second lady she met many interesting people from different professions. “But at the end of the day, it’s educators like you who I like to spend my time with because we share a love for education and students that is not always easy to explain to other people,” said Biden.

### Grandmother’s Footsteps

Biden chose to be an educator because of her grandmother, who taught in a one-room school and opened up new worlds for the students she taught.

“Every child who passed through the walls of her little classroom became enchanted, including me,” recalled Biden. “I wanted to do that, I wanted to help those kids see the world in a different way.”

At the University of Delaware, Biden decided to become a teacher herself, and



Education advocate Jill Biden

it was also where she met then-senator Joe Biden, who after five marriage proposals became her husband.

After graduating, Biden became a full-time teacher, raising three children and pursuing her education at the same time. “For 15 years, I worked and studied at night, one or two classes a semester, always the oldest student there,” said Biden. “But in the end, I completed two master’s degrees and a doctorate.”

Every day that she goes to work she is grateful that she chose to follow in her grandmother’s footsteps, because every day she sees how powerful education can be.

As a community college professor, she teaches veterans, refugees looking to become a part of a community and single moms trying to make a better life for their families.

“Over and over again, I’ve seen lives changed, not just with better jobs or career opportunities, but also in ways that can’t be quantified,” said Biden.

She acknowledged that educators are up against significant challenges, but must continue to fight to provide children with the best education they can give them.

“Shape the mind and hearts of the next generation, strengthen our schools and make a world that is worthy of our children,” urged Biden. “And because of your work, we’re a little bit closer to that today.”

### Immigration Advocate

In 2016, Khizr Khan and his wife were invited to participate in a tribute to Gold Star families at the Democratic National Convention in Philadelphia. But after talking with family and friends, who were worried about negative repercussions, they decided they would not attend.

That next morning Khan checked his mailbox and found a letter from several 4<sup>th</sup> grade students who wrote, “Mr. and Mrs. Khan would you make sure that Maria is not thrown out of this country, we love her, she is a good student.”

Khan showed his wife the letter, who told him to call convention organizers and tell them they would attend. “We will speak on [the students] their behalf,” Khan recalled his wife telling him.

Since Khan’s speech at the convention, he has traveled the country talking to people and his address to big-city educators at the Council’s conference marks his 229<sup>th</sup> speaking engagement.

Khan grew up in a modest home in Pakistan without electricity and running water and his grandparents always told him, “You’re not complete unless you complete your education.” It was the pursuit of education that brought

Khan to the United States in 1980, where he eventually received a law degree from Harvard Law School and pursued a career as a lawyer.

He thanked educators for their dedication and devotion. “In a world

where education is the currency of this information age, it is no longer just a pathway to opportunity and success, but a prerequisite,” said Khan.

He noted that China is graduating eight times as many engineers as the United States and only 20 percent of students in America are prepared to take college-level classes in English, math and science.



Constitutional scholar Khizr Khan

Conference continued on page 7

Conference continued from page 6

“This kind of America is morally unacceptable for the future citizenry, it is economically untenable for our future and it is not who we are as a nation,” said Khan. “America will only be as strong in this century as the education we provide to our students.”

He believes that educators are leaders who remain a source of hope and light for the nation, especially in times of turmoil and division the country is currently experiencing.

“In a democracy facing serious challenge, educators are our moral compass,” said Khan to conferees. “You have become not only educators, but the candle bearers for the nation.”

In 2015, when then-presidential candidate Donald Trump gave a speech promoting the idea of banning Muslims from entering the country, Khan, a Muslim American, gave an interview to a reporter for an online publication denouncing the policy and discussing how his son died in the Iraq war serving his country.

That article is the reason the Khans were asked to speak at the Democrat National Convention, where Khan held up a pocket-sized U.S. Constitution emphasizing the words “liberty” and “equal protection of law.”

Khan has received thousands of letters from people in the United States and from around the world, but one letter stands out.

The 26-page letter was written by a retired World War II army nurse, who on the last page wrote, “Mr. Khan continue to speak. Had more people spoken prior to the second World War we could’ve avoided it.”

“So even though I’m just one voice, I will continue to do my part,” said Khan.

### **A Racial Caste System**

Michelle Alexander’s 2010 book *The New Jim Crow, Mass Incarceration in the Age of Colorblindness* has sold more than a million copies and helped start a nationwide movement for sentencing reform. Yet, the ground-breaking book almost went unnoticed because it was published

when Barack Obama was elected president.

“The country was awash in post racialism and the fact that a racial caste system existed in the United States was something nobody wanted to hear,” recalled Alexander.

After almost two years of trying to get mainstream news outlets interested, she was on the verge of giving up when she received a phone call from Phillip Jackson, a grassroots activist in Chicago.

He read her book and invited Alexander to speak at a local church, where he filmed her talk and distributed it to everyone he knew. Soon, she started fielding speaking requests and NPR interviewed her. That interview helped put the book on the *New York Times* bestseller list, where it spent 180 weeks.

“Thanks to one grassroots activist,” said Alexander “...who said if you come to Chicago, I will fill a church with people who care about education and these kids and make sure your message gets out.”

When the author was doing research for the *New Jim Crow*, she learned that more African Americans are in correctional facilities than were enslaved in 1850, a decade before the American Civil War began.

A civil rights lawyer, she also came to learn that tens of thousands of African Americans are trapped in permanent second-class status, stripped of the right to vote, the right to serve on juries, the right to be free of legal discrimination in employment and housing and subject to legal discrimination no less than blacks were subjected to at the height of Jim Crow.

“We as a nation managed to rebirth a system of racial and social control that would have Dr. King turning in his grave today,” declared Alexander.

She recalled that she attended schools where white students did drugs and fought, but doesn’t ever remember a cop being called to arrest anyone.

That’s why she was so grateful when President Obama had the courage to say



Author Michelle Alexander has a Q&A with Philadelphia Schools Superintendent William Hite at the conference.

he did drugs when he was young.

“He didn’t go to Harvard Law School and become president of the United States because somebody taught him a good lesson by sending him to jail,” noted Alexander. “And yet with black kids, we have this mindset that what they really need is somebody to teach them a lesson, when what kids most need is someone to care about them.”

Alexander told the story of how a student she mentored told her that the middle school she attended looks like a prison. Alexander didn’t believe the student until she visited the school, which was surrounded by barb wire and had metal detectors.

“For young people who see their parents cycling in and out of prison, the worst thing you can do is send them to a school that feels like a prison,” said Alexander.

She advised educators to “create environments where kids matter because kids at a very young age internalize that ‘I’m a criminal and their lives don’t matter.’”

She told conferees that she is counting on them because there is no institution that has a greater impact every day in the lives of kids of color that are trapped in the new Jim Crow than urban schools.

“If we are honest with ourselves, we will see that our schools have come to function like prisons rather than places of learning, and that [educators] are functioning more like police than caring, compassionate, nurturing people that children deserve,” said Alexander. “Treat those kids in ghettos the way we want our own kids to be treated,” she stressed.

## Charleston District Receives Accreditation

South Carolina's Charleston County School District recently received a nod to receive its first-ever systemwide accreditation from AdvancED, an international accrediting agency of primary and secondary schools.

"The district is moving in the right direction. That's the major message. But it must maintain that effort," said AdvancED President and CEO Mark Elgart in a news release.

Elgart chaired the AdvancED team that conducted a rigorous on-site review of the district, spending three days in the state's second largest school system. He presented the agency's findings to the Charleston school board in October with a set of priorities for the district's initial five-year accreditation period.

"This AdvancED Performance Accreditation represents a significant milestone for our system," said Charleston County School District Superintendent Gerrita Postlewait. "This marks the first time in the history of CCSD that the entire school

district and all of our schools are internationally accredited. This truly is an accomplishment to cherish and to celebrate."

## Houston Grad Wins \$40,000 Award on TV

A 2017 graduate of Houston's Booker T. Washington High School recently received a \$40,000 scholarship on ABC-TV's "Good Morning America" to continue his studies at Langston University in Oklahoma.

Matthew Blue is one of the first recipients of the College Board's new Opportunity Scholarship, unveiled on the TV show. While in high school, Blue had increased his college chances by participating in the Official SAT Practice at Khan Academy in a partnership with the College Board and the Council of the Great City Schools.

Council Awards *continued from page 2*

### Queen Smith Award

Andrea Greene, the choral director for seven years at Jones High School in Florida's Orange County Public Schools in Orlando, was the recipient of the Queen Smith Award for Urban Education at the conference. The \$5,000 award is named in honor of the late vice president of urban programs for Macmillan/McGraw-Hill Publishing Company.

A graduate of Jones High School, Greene was a 2018 Grammy nominee for the Music Educator Award.



Andrea Greene gives remarks after receiving the Queen Smith Award.

### Urban Impact Award

Also, 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 the University of South Florida College of Education and Florida's Hillsborough County Public Schools in Tampa for the Mort Teacher Leader Academy. The teacher leader development program aims to transform teacher professional learning at a school site, while transforming graduate coursework and advanced credentials at the university, with the goal of improving student achievement on state standardized tests.



Winners receive the Dr. Shirley Schwartz Urban Impact Award from Lehman College CUNY Dean Deborah Shanley, left.

### New Reports *continued from page 1*

*Academic Key Performance Indicators* gives urban school districts a performance benchmark to compare their academic growth against the progress of others. The report presents different ways that Council districts can use data to disaggregate results, show trends and combine variables in analyzing academic performance in such areas as pre-K and kindergarten enrollment, algebra I completion rates, absentee rates by grade level, and Advanced Placement participation rates.



*Best Practices in Urban Public School Procurement: Guidelines, Standards, and Lessons* is a report to help procurement de-

partments in urban school districts "to excel quickly and not have to learn the best way by trial and error over a long period of time." With the evolution of technology and other factors, a school district's procurement function has evolved beyond just ordering and delivering goods and services efficiently. The report gives procurement best practices that are applicable today in providing "strategic contribution and guidance for cost management, supplier performance, and source identification and development."

*Managing for Results in America's Great City Schools 2018* is an update of the Council's annual report on performance measures that could be used to improve business operations and services, finances, human resources and technology in urban school districts.

## Three Urban Schools Named the Best

El Sol Science and Arts Academy in Santa Ana, Calif.; Patrick Henry Preparatory Academy P.S./I.S. 171 in New York City; and The Middle College at UNCG in Greensboro, N.C., are among the best urban schools in the nation.

The three schools were among the four recipients of the 2018 America's Best Urban Schools Award gold level winners, presented by the National Center for Urban School Transformation at San Diego State University.

The award is presented annually to the nation's highest performing urban elementary schools, middle schools and high schools. Fifteen winning schools were recognized at the gold, silver and bronze levels.

To be recognized, schools must serve a large percentage of students from economically disadvantaged families and must meet or exceed a list of student performance criteria, which include high achievement scores and high graduation rates for every demographic group of students.

Santa Ana's El Sol Science and Arts Academy has a dual language program in Spanish and English and middle school students use their bilingual skills in the community for service projects.

At New York's Patrick Henry Preparatory, teachers rely heavily on data to monitor student performance. Their data assessment allows teachers to pinpoint the areas each student needs to improve.

North Carolina's Middle College in Greensboro at UNCG has 100 percent of its graduation cohorts attending college and students reach at least 80 percent mastery in Advanced Placement or college-level courses.

Three schools in Texas' Fort Worth Independent School District were recognized at the silver level. And one school in California's Long Beach Unified School District, one school in Nevada's Clark County School District in Las Vegas and one school in Fort Worth earned a bronze award.



## Women Superintendents Converge

In a recent forum to promote women superintendents in addressing the underrepresentation of women in school district leadership, left to right, Oakland district chief Kyla Johnson-Trammell, retired Boston, Memphis and Minneapolis superintendent Carol Johnson and Chicago Schools CEO Janice Jackson joined more than 20 current and former women superintendents at the Spencer Foundation in Chicago, co-sponsored by Vanderbilt University. Subsequently, the Council of the Great City Schools also held a session at its Fall Conference in Baltimore focusing on women leaders, Title IX, and the MeToo Movement.

## Nashville Official Wins Council's CFO Award



**Chris Henson, left, receives the Bill Wise Award from the Council's Robert Carlson.**

Chief Financial Officers meeting in Nashville.

Sponsored by the Council and ABM Industries, the Bill Wise Award is presented to a past or present senior school business official in a Council district who exemplifies professionalism, commitment, integrity and leadership. Henson has served as

Chris Henson, the chief financial officer at Metropolitan Nashville Public Schools, received the Bill Wise Award at the Council of the Great City Schools' recent

the chief financial officer since 2016.

Also receiving an award was Melissa Dodd, the chief technology officer for the San Francisco Unified School District. Dodd received the Distinguished Service Award, sponsored by the Council and Gaggle, for representing the ideals of leadership, innovation, commitment and professionalism.

And the 2018 Arthur Hanby Chief Procurement Officer Memorial Scholarship was awarded to Gary Appenfelder, director of purchasing at Metropolitan Nashville Public Schools; and Tim Schmandt, director of procurement & supply at New York's Rochester City School District.

Sponsored by E&I Cooperative Services and the Council, the award honors two senior procurement leaders with a scholarship of \$2,000 each.

## A Reconfigured Congress

By Jeff Simering, *Director of Legislation*

The lame duck session of the 115th Congress limps toward adjournment, along with final negotiations on seven remaining appropriations bills, a major farm bill, an annual tax-extender bill, and assorted other legislative cats and dogs. These year-end activities are further complicated by threats of a federal government shutdown over border-wall funding and continuing high-pitched rhetoric following the 2018 election cycle. With funding for the Education Department already enacted for FY 2019 (the 2019-20 school year), a shutdown of education programs and the usual funding delays thankfully will be averted this year.

Leadership and procedural decision-making for the upcoming 116th Congress are already underway in the House of Representatives with its new Democratic majority of 235 votes, and in the Senate with its increased Republican majority of 53 votes. As the new House majority organizes its committees, new rules may provide enhanced opportunities for bipartisan legislative efforts while maintaining the traditional primacy of the majority party's legislative prerogatives. The traditional super-majority vote for passing important legislation in the Senate – with limited exceptions – will continue to be a procedural bottleneck that forces at least a degree of bipartisan support in order to get anything done.

The once-a-year expedited authority for budget-related legislation, the budget reconciliation process with its requirement for only a simple majority vote, has been the



preferred procedural vehicle for the House and Senate when operating under single-party control. The signature legislative accomplishments of the Obama and Trump administrations, the Affordable Care Act and the Tax Cut and Jobs Act, respectively, were both passed using reconciliation procedures. In the divided 116th Congress, however, reconciliation may have more limited utility.

Nonetheless, the first year following any national election typically provides the best opportunity for new legislative action before the politics of the next election cycle become all-consuming. But how the Trump administration interacts with a House and Senate controlled by different parties is uncertain at this point. The likelihood of multiple investigations of Trump administration policies and personnel could easily poison the well before common legislative interests emerge.

The nation's major education groups entertain only modest expectations for education-related legislation in the 116th Congress. Top on the wish list would be school infrastructure legislation – a priority for House Democrats, including incoming House Education Committee Chairman Bobby Scott. President Trump also prioritized a broad national infrastructure program as a campaign promise back in 2016. From the perspective of the Council of the Great City Schools, this seems like a constructive starting point for 2019.

## 8th-Grade Richmond Students to Receive Scholarships to Virginia Union U.

A new partnership between Virginia's Richmond Public Schools and Virginia Union University will enable 8th-grade students in the district to attend college tuition free.

Full academic scholarships will be given to 50 8th-grade students, who currently attend Richmond schools. When the students graduate from high school, they will receive scholarships to attend Virginia

Union University, a historically black university in Richmond.

The university will not only award scholarships to Richmond students, but will also give the district access to its labs, classrooms and advisement from professors for education and professional development.

In addition, a mentorship program will be created in which university students will

mentor students in the Richmond school district.

"We are so excited to partner with Virginia Union University—a pillar of the Richmond community – to offer this life-changing opportunity for 50 of our students," said Richmond Public Schools Superintendent Jason Kamras in a press release.



## Pictorial of 62nd Annual Fall Conference



Jill Biden, center, poses with the Council leadership, left to right, Chair-elect Eric Gordon, Past chair Felton Williams, Council Executive Director Michael Casserly, Chair Lawrence Feldman, Baltimore CEO Sonja Brookins Santelises, Denver school board member Allegra Haynes and Secretary-Treasurer Michael O'Neill.



Baltimore Mayor Catherine Pugh welcomes conferees to Baltimore as Council Executive Director Michael Casserly holds a "mayoral salute" she gave to the Council for its work on behalf of urban schoolchildren.



Fort Worth school board trustee Ashley Paz and Fort Worth Schools Superintendent Kent Scribner give a presentation together.



Clark County Schools Superintendent Jesus Jara (Las Vegas), Guilford County Schools Superintendent Sharon Contreras (Greensboro, N.C.) and Charlotte-Mecklenburg Schools Superintendent Clayton Wilcox participate in a session on school governance.



Nashville Schools Superintendent Shawn Joseph presents information at a session.

## Photos by Clarence Tabb Jr.



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## Former NYC Schools Chief Remembered

Harold O. Levy, chancellor of New York City's public school system from 2000 to 2002, died on Nov. 27 at his home in Manhattan. He was 65.

He reportedly had Lou Gehrig's disease, and in recent years was executive director of the Jack Kent Cooke Foundation.

He led the nation's largest school district during the administration of then-New York City mayor Rudolph Giuliani.

**Urban Principals** continued from page 5

216 in New York City.

A special lifetime of leadership award was presented to Kathleen Hurstell Riedlinger, CEO of the Lusher Charter School, the largest public charter school in New Orleans.

The Bell Award honors 11 principals from the 2018 cohort of National Blue Ribbon Schools and is presented to exceptional school leaders committed to improving outcomes for all students.

## New *Urban Educator* Editor Named



**Tonya Harris**

Tonya Harris has been named the new editor of the *Urban Educator*, the Council of the Great City Schools' award-winning newsletter.

She will succeed Henry Duvall, who is retiring Jan. 2 as the Council's director of communications and the news publication's editor for the past 26 years.

Council Executive Director Michael Casserly appointed Duvall to the post in 1992, after Casserly took the helm of the nation's leading urban-schools coalition that year. The *Urban Educator* was also launched then.

With Duvall departing, Harris has been elevated to director of communications after serving as the Council's communications manager since 2005.

She has been the newsletter's associate editor and the organization's webmaster. She joined the Council in 1999 as communications specialist.

Also, the Council recently appointed Joanne Coley as communications specialist to coordinate social media activities among other duties, which include being a staff writer for the *Urban Educator*.

In the past 26 years, the Council has won 35 communications awards, including seven Telly Awards for outstanding TV public service announcements.

"Henry Duvall has been the longest serving and most effective communications director of any education organization in the nation and we will miss him profoundly," says Casserly, who has been with the Council for more than 40 years. "But we know that we are in excellent hands with Tonya Harris, who has expertly managed communications operations for the Council for nearly 20 years."

## **LEGISLATION**

**BUDGET AND APPROPRIATIONS**

## Update Regarding Education Funding and Federal Government Shutdown

**From:** Michael Casserly  
**Sent:** Friday, December 21, 2018  
**To:** Superintendents  
**Subject:** Education Funding Not in Jeopardy this Year Despite a Possible Government Shutdown

Great City School Superintendents/Chancellors/CEOs--

This message is a reminder that the specter of a partial government shutdown today does not threaten federal education funds, including federal programs such as Title I or IDEA. Federal FY 2019 funding for the U.S. Department of Education (school year 2019-20) and a few other federal agencies was actually approved by Congress back in September. Other agencies—like Homeland Security--that have not had their final spending bills approved remain at risk of a shutdown because of the squabble over the border wall, but a shutdown will not affect education funding.

Several months ago, Congress approved the FY 2019 funding bill for the U.S. Department of Education. It rejected the Trump Administration's proposed funding cuts for the Title II Teacher Quality program and the 21<sup>st</sup> Century Afterschool program, and provided most K-12 programs with level-funding or a minimal increase. (Dollars to individual districts may go up or down, however, based on swings in child counts.) In the meantime, the news about a shutdown will not affect education dollars.

--Michael Casserly  
Council of the Great City Schools

**Final FY 2019 Funding Levels for Federal Education Programs:  
School Year 2019-20 (in thousands)**

<b>Federal Education Program</b>	<b>FY 2018 Omnibus Final</b>	<b>FY 2019 President Budget</b>	<b>FY 2019 Final "Minibus"</b>
Title I - Grants to LEAs	15,759,802	15,459,802	15,859,802
Migrant Education	374,751	374,751	374,751
Neglected and delinquent	47,614	47,614	47,614
Homeless children and youth	85,000	77,000	94,000
Impact Aid	1,414,000	1,259,790	1,446,000
Comprehensive Literacy Dev. Grant	190,000	0	190,000
Title IV - Support & Academic Grant	1,100,000	0	1,170,000
State assessments	378,100	369,100	378,100
Rural education	180,840	175,840	180,840
Education for Native Hawaiians	36,000	0	36,000
Alaska Native Education Equity	35,000	0	35,000
Promise Neighborhoods	78,000	0	78,000
21st century learning centers	1,211,673	0	1,221,673
Indian Education	179,939	164,939	179,939
<i>Opportunity Grants (Trump proposal)</i>	<i>NA</i>	<i>1,000,000</i>	<i>0</i>
Education Innovation and Research	120,000	180,000	130,000
Title II - Effective Instruction	2,055,830	0	2,055,830
Teacher quality partnership (HEA)	43,092	0	43,092
Teacher and Leader Incentive Fund	200,000	0	200,000
Charter schools grants	400,000	500,000	440,000
Magnet schools assistance	105,000	97,647	107,000
English Language Acquisition	737,400	737,400	737,400
IDEA - Part B	12,277,848	12,002,848	12,364,392
IDEA Preschool	381,238	368,238	391,120
IDEA Infants and Families	470,000	458,556	470,000
Perkins CTE	1,192,598	1,117,598	1,262,598
Adult Education	616,955	485,849	641,955
GEAR UP	350,000	0	360,000
Research, dev., and dissemination	192,695	187,500	192,695
Statistics	109,500	112,500	109,500
Regional educational laboratories	55,423	0	55,423
National assessment (NAEP)	149,000	149,000	151,000
National Assessment Governing Board	7,745	7,745	7,745
Statewide data systems	32,281	0	32,281
<b>Department of Education Discretionary Appropriations total</b>	<b>70,867,000</b>	<b>63,201,058</b>	<b>70,848,000*</b>

\* Increases were offset by \$600 million rescission in previously appropriated Pell Grant funding

RED = decrease from FY 2018 ; GREEN = increase from FY 2018

**CENSUS**

**Relationship of U.S. Census Data to Federal Elementary and Secondary Education Funding**  
**By the**  
**Council of the Great City Schools**  
**And Prepared for the**  
**Mexican American Legal Defense and Education Fund**

**Jeff Simering, Director of Legislation**  
**Manish Naik, Manager of Legislation**

The distribution of funding for the major federal elementary and secondary education programs is determined in large part using specific Census-derived population and poverty data for children residing in each jurisdiction. The total amount of funding for these programs is established by Congress through the annual appropriations process. But the way these funds are allocated to states and school districts is outlined in authorization statutes such as the *Every Student Succeeds Act* (ESSA) of 2015, the most recent federal iteration of the landmark *Elementary and Secondary Education Act* of 1965 (ESEA). ESSA includes funding formulas for Title I, the largest discretionary federal education program that is focused on poor students, as well as the Title II program for hiring and training instructional staff; the Title III program for English language acquisition and immigrant education; and the Title IV program for student support and academic enrichment. In addition, the Individuals with Disabilities Education Act (IDEA) distributes funding to states using Census-derived population and poverty data for children aged 3-21 to support special education and related services for children with disabilities.

Obtaining a census count of school-age children that is as accurate as possible is important for the proper allocation of these major federal education funds. Nonresponses to a census survey question or to the census survey itself affects the accuracy of the overall census enumeration. A census undercount of student population or student poverty within a state or school district will lead generally to a reduced allocation of these federal grant funds and result in corresponding and unjustified funding increases for other states and school districts either nationwide or within a particular state--depending on each federal distribution formula.

**ESEA Title I**

Title I, Part A of ESEA allocates over \$15 billion annually in funding to school districts based primarily on the residence of children from low-income families. The purpose of the funding is to close achievement gaps and help ensure that all children meet challenging state academic standards. The total Title I funding appropriated by Congress in a given fiscal year, as well as the total Title I allocation received by local school districts each year, is typically denoted with a single dollar amount. But, each total is actually the sum of four individual formulas that comprise Title I: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Of the \$15.6 billion in total Title I funds allocated to the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico in federal fiscal year 2018, 41.0 percent was allocated through Basic Grants, 8.6 percent through the Concentration Grants formula, and the Targeted and Education Finance Incentive Grants formulas are each allocated 25.2 percent.

In addition to the total amount of Title I funding appropriated by Congress each year, changes in the Census count of children living in poverty at the district level play a large role in determining whether an individual district receives increased or decreased funding from year to year. The total number of Title I-eligible children used to calculate each school district's Title I allocation is almost entirely based on the district's Census count of children living in poverty. While the number of total eligible children also



includes neglected and delinquent children, children in foster care, and certain children from families receiving Temporary Assistance for Needy Families (TANF), 96.9 percent of Title I-eligible children in federal fiscal year 2018 are included because they were counted as living in poverty through the Census.

Census data on the overall population of 5-17 year olds in each school district is also used to calculate a district's percentage of children living in poverty. This figure is then used to determine:

- a school district's eligibility to receive funding in each of the four Title I formulas;
- a weighted count of students based on concentrations of poverty in two of the Title I formulas; and
- a hold-harmless funding level for each school district in that federal fiscal year.

The Basic and Concentration Grants formulas are calculated by multiplying the number of Title I-eligible children by the relevant adjusted state expenditure amount for every eligible school district in the nation. The Targeted Grant formula uses a weighted count of Title I-eligible children, with the potential for five different weights reflecting higher concentrations of eligible students in a district. This weighted number of Title I-eligible children is then multiplied by the adjusted state expenditure to derive a Targeted Grant total for every eligible school district in the nation. The formula for Education Finance Incentive Grants differs slightly in that total amounts for every eligible school district in the nation are not initially calculated. Instead, a total amount for each state is calculated first by multiplying Title I-eligible students and the adjusted state expenditures, as well as state effort and equity factors. These state totals are then distributed to eligible school districts within each state based on the weighted numbers of eligible students. The amounts calculated for all eligible school districts under each of the four formulas are ratably reduced to match the total Congressional appropriation for that fiscal year, and reflect other grant provisions in ESSA, such as the annual hold-harmless requirements.

In general, reductions in the Census count of all children aged 5-17 in a school district and especially 5-17 year olds living in poverty would negatively affect the funding calculations for a school district under each of the Title I formulas.

- Basic Grants: A lower Census poverty count would impact calculations determining the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the district's eligibility for funding as well as the specific hold-harmless level for the school district.
- Concentration Grants: A lower Census poverty count would impact the calculations determining the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the district's eligibility for funding as well as the specific hold-harmless level for the school district.
- Targeted Grants: A lower Census poverty count would impact the weighted calculations that determine the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the specific weight the district receives for concentrations of poverty, as well as the district's eligibility for funding under the formula and the specific hold-harmless level for the school district.
- Education Finance Incentive Grants: A lower Census poverty count in individual districts would impact the calculations determining the total amount of funding allocated to each State. A lower poverty count would also affect the "effort" factor calculated for each State. A lower Census poverty count would also affect the weighted calculations that determine the amount of funding allocated to a district. Reductions in the child poverty count and the total number of children in the district could also impact the specific weight a district receives for its

concentrations of poverty, as well as the district's eligibility for funding under the formula and the specific hold-harmless level for the school district.

### **ESEA Title II**

Title II, Part A allocates over \$2 billion in funding to increase academic achievement by improving the quality and numbers of teachers, principals, and other school leaders. Under the *No Child Left Behind Act* (NCLB) of 2001, the Title II-A program for Teacher Quality was created by merging the existing Eisenhower Professional Development program and the Class-Size Reduction program. Congress included a hold-harmless level for states and school districts to ensure that they did not receive lesser funds under Title II-A than they did under the previous two programs prior to NCLB. Congress also included a stipulation that if Title II-A was appropriated at a level higher than the previous two programs combined, then 35 percent of the additional funds would be appropriated to States based on their current overall Census population of 5-17 year olds, and 65 percent would be distributed based on the States' current Census population of 5-17 year olds living in poverty. Within each State, school districts were also held harmless at the pre-NCLB levels, but any additional funding was to be distributed to school districts with 20 percent of the funds based on current 5-17 Census population and 80 percent based on Census 5-17 poverty.

Under the *Every Student Succeeds Act* of 2015, Congress sought to use more current Census data on the population and poverty of children in the distribution of Title II-A funds, and included provisions to (1) phase down the hold-harmless levels included for State funding when NCLB was enacted in 2001 and (2) ramp up the focus on children living in poverty in State allocations. Between fiscal years 2017 and 2022, the pre-NCLB hold-harmless for States will decrease by 14.29 percent each year and a greater amount of Title II funds will be distributed using current Census data. Between fiscal years 2017 and 2021, the amount of funds distributed based on current Census poverty data will increase by 5 percent each year until it reaches 80 percent. After fiscal year 2022, all funds under Title II-A will be distributed to States with 80 percent of the allocation based on their most recent Census 5-17 poverty count and 20 percent based on their overall Census 5-17 population. The pre-NCLB hold-harmless for school districts was removed entirely in ESSA, and beginning in fiscal year 2017, each State distributed 80 percent of Title II-A funds to school districts based on current Census child poverty data and 20 percent on overall Census child population.

Reductions in the Census count of all children aged 5-17 in a school district, especially the count of 5-17 year olds living in poverty, would negatively affect the calculations for a school district under Title II-A. Eighty percent of State funds distributed to school districts are allocated based on each district's share of the total number of children aged 5-17 living in poverty, as determined by the Census. The remaining 20 percent are allocated based on each district's share of the total number of children aged 5-17. The amount of funds each State receives for school districts and state activities would also be impacted by reductions in the Census counts. The impact on total State Title II-A funding will increase over the coming fiscal years as the older hold-harmless is phased out, and any reductions in Census counts of poor children in each State will become evident when 80 percent of allocations to States are determined based on their numbers of children living in poverty.

### **ESEA Title III**

Title III, Part A provides \$737 million in federal funds to improve instructional programs for English language learners (ELLs). Eighty percent of the allocations to states are based on the ELL population, and 20 percent on the population of immigrant children and youth. Under ESSA, the Secretary of Education has the discretion to use data on the number of English learners provided by the Census Bureau's

American Community Survey (ACS), state-reported data on the number of students being assessed for English language proficiency, or a combination of these two sources. For determinations on the number of ELLs, the U.S. Department of Education has chosen to use ACS data. For data on the number of immigrant children and youth, the law requires that the Secretary only use the Census ACS data source.

Reductions in the Census counts of English language learners and immigrant children would negatively affect the funding stream that makes up the total allocation that States receive for Title III-A.

#### **ESEA Title IV**

A revised Title IV, Part A program was authorized in the *Every Student Succeeds Act*, and aims to improve a student's academic achievement through access to a well-rounded education, improving school conditions for learning, and enhancing the use of technology. \$1.17 billion in federal funding for States under Title IV-A is based on their state's share of total funding under the larger Title I program. Likewise, within-state allocations of Title IV-A funds to school districts are based on each district's share of their State's total Title I amount. The formula for both State and local funding under Title IV-A include a minimum amount that must be provided.

As discussed above, reductions in the Census count of all children aged 5-17 in a school district, especially the numbers of 5-17 year olds living in poverty, would negatively impact the calculations for a school district under each of the Title I formulas and the total Title I allocations that States and school districts receive. Since Title IV-A is allocated based on a State or school district's share of Title I funding, the implications of reduced Census counts of population and poverty for children aged 5-17 would transfer to both the state-level allocations of Title IV-A and the within-state allocations to school districts.

#### **IDEA Part B**

The Individuals with Disabilities Education Act (IDEA), Part B, allocates over \$12 billion in federal funding annually to assist states and school districts with the costs of providing special education and related services to children with disabilities. These federal grant funds are distributed to states primarily based on their student population and low-income students (ages 3-21) as determined by the Census Bureau with certain floors, ceilings, and adjustments. To remove any incentive for overidentifying students with disabilities, the 1997 amendments to IDEA shifted to census data as the best available data source for state allocations, instead of using an allocation method based on state counts of the numbers of children with disabilities originated in the Education for All Handicapped Children Act of 1975. IDEA is the second largest federal elementary and secondary education grant program – exceeded only by ESEA Title I – and is distributed to states primarily based on Census data.

In summary, once Congress appropriates funds for these major federal education programs, the allocation of these funds becomes a “zero sum” equation in which a loss in a particular jurisdiction due to an undercount in its student population or poverty count results in an equivalent and unjustified gain in other jurisdictions. Getting the most accurate census count of students as possible is important to ensuring that federal financial aid and the resulting educational services are directed to their federally intended student beneficiaries.

CGCS	2016	2016	2016	2017	2017	2017	Difference	Difference	Difference	Pop%	Pov%
	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov		
Albuquerque	682,407	112,667	23,996	682,454	111,255	18,802	47	(1,412)	(5,194)	-1.3%	-21.6%
Anchorage	298,192	52,309	4,634	294,356	50,597	5,553	-3,836	(1,712)	919	-3.3%	19.8%
Arlington (TX)	379,821	70,756	15,923	386,776	71,755	13,552	6,955	999	(2,371)	1.4%	-14.9%
Atlanta	466,165	58,615	19,520	481,446	59,147	18,118	15,281	532	(1,402)	0.9%	-7.2%
Aurora	230,523	42,235	8,438	232,646	42,212	6,487	2,123	(23)	(1,951)	-0.1%	-23.1%
Austin	745,120	102,363	17,478	762,148	103,117	17,102	17,028	754	(376)	0.7%	-2.2%
Baltimore	614,664	89,009	27,470	611,648	87,173	25,415	-3,016	(1,836)	(2,055)	-2.1%	-7.5%
Birmingham	212,712	30,585	11,226	212,367	30,514	10,796	-345	(71)	(430)	-0.2%	-3.8%
Boston	670,832	75,249	21,309	682,584	75,238	19,998	11,752	(11)	(1,311)	0.0%	-6.2%
Bridgeport	148,536	24,546	6,080	149,439	24,244	6,446	903	(302)	366	-1.2%	6.0%
Broward County	1,909,632	295,468	48,843	1,935,878	298,929	51,365	26,246	3,461	2,522	1.2%	5.2%
Buffalo	261,975	40,937	15,052	263,190	40,610	16,449	1,215	(327)	1,397	-0.8%	9.3%
Charleston	396,484	55,211	11,106	401,438	55,810	11,198	4,954	599	92	1.1%	0.8%
Charlotte	1,054,835	183,372	31,461	1,076,837	184,813	28,182	22,002	1,441	(3,279)	0.8%	-10.4%
Chicago	2,699,986	408,677	108,558	2,704,044	402,830	100,533	4,058	(5,847)	(8,025)	-1.4%	-7.4%
Cincinnati	332,937	48,029	16,051	334,898	48,103	18,287	1,961	74	2,236	0.2%	13.9%
Clark County	2,155,664	367,926	69,496	2,204,079	374,695	70,774	48,415	6,769	1,278	1.8%	1.8%
Cleveland	389,340	62,345	26,968	389,013	61,369	26,013	-327	(976)	(955)	-1.6%	-3.5%
Columbus	545,179	72,743	25,484	558,879	74,057	26,115	13,700	1,314	631	1.8%	2.5%
Dallas	1,110,731	195,691	59,579	1,129,228	197,011	54,209	18,497	1,320	(5,370)	0.7%	-9.0%
Dayton	151,157	22,723	10,568	151,415	22,629	8,261	258	(94)	(2,307)	-0.4%	-21.8%
Denver	693,060	96,455	19,503	704,621	96,690	15,982	11,561	235	(3,521)	0.2%	-18.1%
Des Moines	225,057	37,353	7,773	228,757	37,921	6,382	3,700	568	(1,391)	1.5%	-17.9%
Detroit	686,003	124,278	57,539	687,729	122,956	55,731	1,726	(1,322)	(1,808)	-1.1%	-3.1%
District of Columbia	681,170	77,386	21,997	693,972	79,457	20,504	12,802	2,071	(1,493)	2.7%	-6.8%
Duval County	926,255	147,336	28,913	937,934	148,424	31,702	11,679	1,088	2,789	0.7%	9.6%

CGCS	2016	2016	2016	2017	2017	2017	Difference	Difference	Difference	Pop%	Pov%
	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov		
El Paso	342,319	61,880	18,527	344,938	61,995	17,297	2,619	115	(1,230)	0.2%	-6.6%
Fort Worth	520,135	94,508	28,946	529,943	95,899	24,552	9,808	1,391	(4,394)	1.5%	-15.2%
Fresno	402,616	80,662	34,739	405,796	81,353	27,182	3,180	691	(7,557)	0.9%	-21.8%
Guilford County	521,330	86,576	20,490	526,953	86,781	15,429	5,623	205	(5,061)	0.2%	-24.7%
Hawaii	1,428,557	216,481	21,877	1,427,538	215,635	22,463	-1,019	(846)	586	-0.4%	2.7%
Hillsborough County	1,376,238	228,744	43,271	1,408,566	232,538	45,437	32,328	3,794	2,166	1.7%	5.0%
Houston	1,529,513	248,155	76,878	1,550,689	250,713	71,626	21,176	2,558	(5,252)	1.0%	-6.8%
Indianapolis	308,736	50,343	20,642	311,604	50,577	17,217	2,868	234	(3,425)	0.5%	-16.6%
Jackson	166,567	30,781	10,766	165,366	30,459	9,623	-1,201	(322)	(1,143)	-1.0%	-10.6%
Jefferson County	765,352	122,586	23,365	771,158	122,427	22,561	5,806	(159)	(804)	-0.1%	-3.4%
Kansas City	199,232	29,909	10,198	201,274	29,958	9,690	2,042	49	(508)	0.2%	-5.0%
Long Beach	527,548	84,056	19,563	528,865	83,131	16,831	1,317	(925)	(2,732)	-1.1%	-14.0%
Los Angeles	4,688,889	715,436	194,823	4,701,006	707,609	167,859	12,117	(7,827)	(26,964)	-1.1%	-13.8%
Miami-Dade	2,712,945	394,651	93,050	2,751,796	399,160	84,519	38,851	4,509	(8,531)	1.1%	-9.2%
Milwaukee	597,105	110,915	37,495	597,239	110,073	34,285	134	(842)	(3,210)	-0.8%	-8.6%
Minneapolis	409,184	52,646	12,593	415,671	53,203	12,847	6,487	557	254	1.1%	2.0%
Nashville	684,410	98,704	22,632	691,243	98,954	21,915	6,833	250	(717)	0.3%	-3.2%
New Orleans	391,495	56,240	19,969	393,292	55,455	20,495	1,797	(785)	526	-1.4%	2.6%
New York City	8,537,673	1,245,611	328,553	8,622,698	1,237,149	304,745	85,025	(8,462)	(23,808)	-0.7%	-7.2%
Newark	281,694	48,643	16,131	285,733	48,920	14,636	4,039	277	(1,495)	0.6%	-9.3%
Norfolk	245,115	32,766	10,118	244,703	32,285	8,613	-412	(481)	(1,505)	-1.5%	-14.9%
Oakland	426,556	58,151	12,817	430,440	58,016	10,713	3,884	(135)	(2,104)	-0.2%	-16.4%
Oklahoma City	311,597	55,074	17,390	313,683	55,621	17,138	2,086	547	(252)	1.0%	-1.4%
Omaha	372,482	65,240	11,932	376,963	65,871	13,055	4,481	631	1,123	1.0%	9.4%
Orange County	1,314,367	213,379	44,506	1,348,975	218,392	44,755	34,608	5,013	249	2.3%	0.6%
Palm Beach County	1,443,810	205,311	35,926	1,471,150	207,543	31,505	27,340	2,232	(4,421)	1.1%	-12.3%

CGCS	2016	2016	2016	2017	2017	2017	Difference	Difference	Difference	Pop%	Pov%
	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov	Total Pop	5-17 Pop	5-17 Pov		
Philadelphia	1,567,872	238,855	86,599	1,580,863	239,211	72,959	12,991	356	(13,640)	0.1%	-15.8%
Pinellas County (FL)	960,730	116,901	19,940	970,637	116,754	18,690	9,907	(147)	(1,250)	-0.1%	-6.3%
Pittsburgh	309,581	33,141	7,691	308,692	32,776	7,793	-889	(365)	102	-1.1%	1.3%
Portland	500,445	56,467	7,235	505,330	56,894	6,382	4,885	427	(853)	0.8%	-11.8%
Providence	180,027	27,807	8,523	180,850	27,749	8,768	823	(58)	245	-0.2%	2.9%
Puerto Rico	3,411,307	534,358	285,462	3,337,177	508,826	282,524	-74,130	(25,532)	(2,938)	-4.8%	-1.0%
Richmond	223,170	26,797	10,496	227,032	26,787	9,908	3,862	(10)	(588)	0.0%	-5.6%
Rochester	211,697	33,845	14,209	211,602	33,420	15,619	-95	(425)	1,410	-1.3%	9.9%
Sacramento	346,437	52,925	13,719	350,139	53,187	10,275	3,702	262	(3,444)	0.5%	-25.1%
San Antonio	346,575	61,265	20,582	351,955	61,873	20,356	5,380	608	(226)	1.0%	-1.1%
San Diego City	1,088,608	138,882	25,011	1,095,339	139,217	23,597	6,731	335	(1,414)	0.2%	-5.7%
San Francisco	870,887	78,037	9,639	884,363	78,813	9,504	13,476	776	(135)	1.0%	-1.4%
Santa Ana	268,905	53,184	12,085	269,899	52,570	13,406	994	(614)	1,321	-1.2%	10.9%
Seattle	678,485	66,075	6,627	690,689	66,939	7,636	12,204	864	1,009	1.3%	15.2%
Shelby County (TN)	750,688	132,312	44,897	752,570	132,120	40,913	1,882	(192)	(3,984)	-0.1%	-8.9%
St. Louis	311,404	41,401	15,039	308,626	40,237	12,563	-2,778	(1,164)	(2,476)	-2.8%	-16.5%
St. Paul	303,003	52,126	13,905	307,112	52,864	12,647	4,109	738	(1,258)	1.4%	-9.0%
Stockton	212,690	42,755	11,415	216,086	43,130	12,926	3,396	375	1,511	0.9%	13.2%
Toledo	227,862	37,203	13,070	226,994	36,993	12,840	-868	(210)	(230)	-0.6%	-1.8%
Tulsa	303,090	50,125	15,996	304,539	50,235	13,517	1,449	110	(2,479)	0.2%	-15.5%
Wichita	335,490	57,497	12,758	336,577	57,429	12,556	1,087	(68)	(202)	-0.1%	-1.6%
<b>CGCS TOTAL</b>	<b>62,582,855</b>	<b>9,513,670</b>	<b>2,557,060</b>	<b>63,132,129</b>	<b>9,499,297</b>	<b>2,396,323</b>	<b>549,274</b>	<b>(14,373)</b>	<b>(160,737)</b>	<b>-0.2%</b>	<b>-6.3%</b>
<b>NATION</b>	<b>348,436,603</b>	<b>54,247,630</b>	<b>9,933,333</b>	<b>351,029,207</b>	<b>54,210,118</b>	<b>9,399,681</b>	<b>2,592,604</b>	<b>(37,512)</b>	<b>(533,652)</b>	<b>-0.1%</b>	<b>-5.4%</b>

**COMMENTS**

## Email Regarding Proposed Changes to Title IX Regulations

**From:** Jeff Simering  
**Sent:** Friday, January 4, 2019  
**To:** Legislation  
**Subject:** Conference Call on Proposed Title IX regulation changes

### **Great City Schools Legal Counsels and Legislative Liaisons:**

(please forward to your district's Title IX Coordinator as well)

In the week preceding the holiday break, the Council held an initial conference call with the Great City Schools' Legal Counsels and Title IX Coordinators on Secretary DeVos' proposed rules in the November 29<sup>th</sup> Federal Register that revise the decades-old Title IX regulations. [Link: <https://www.gpo.gov/fdsys/pkg/FR-2018-11-29/pdf/2018-25314.pdf>]. In the conference call, there was near universal concern expressed that the proposed regulations could upset current practices in sex discrimination/harassment investigations and adjudications, and would be inappropriate for situations involving school children.

Prior to these proposed regulations, the Obama administration's OCR guidance for Title IX was rescinded and interim guidance was issued as a stopgap replacement by the Trump administration in 2017. While much of the proposed Title IX rules are focused on institutions of higher education, Title IX clearly covers elementary and secondary public schools and portions of the proposed regulatory changes will impact public school systems.

On Wednesday, January 9<sup>th</sup> the Council will hold a second Conference Call with the Legal Counsels and Title IX Coordinators of the Great City Schools to further discuss the implications of these regulatory changes prior to the January 28<sup>th</sup> public comment deadline. We would like to discuss your current local practices and procedures that may be affected (even if the "live hearing option" is not used), the overlay of state law, distinctions in handling incidents involving students and incidents involving employees, and other areas of concern.

We hope you can arrange your schedule to join the Conference Call on the **proposed Title IX regulations** on Wednesday, January 9<sup>th</sup> at 2:00pm Eastern time.

Thanks for your participation in this conference call prior to the January 28<sup>th</sup> public comment deadline.

Jeff





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- Dallas
- Dayton
- Denver
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- Oakland
- Oklahoma City
- Omaha
- Orange County, FL
- Palm Beach County
- Philadelphia
- Pinellas County
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- Toledo
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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

December 10, 2018

**Attention: Comments on DHS NPRM for Inadmissibility on Public Charge Grounds**

CIS No: 2499-10

DHS Docket No: USCIS 2010--0012

RIN: 1615—AA22

Department of Homeland Security  
U.S. Citizenship and Immigration Services  
Regulatory Coordination Division, Office of Policy and Strategy  
20 Massachusetts Avenue NW  
Washington, DC 20529–2140

The Council of the Great City Schools, the coalition of the nation’s largest central city-based school districts, submits the following comments and recommendations on the proposed “Public Charge” rules issued by the Department of Homeland Security (DHS) in the October 10, 2018 Federal Register. The Council opposes the proposed rule changes and requests the withdraw of these regulations.

Tens of thousands of students across the Great City Schools reside with families in which one or more family members have various types of immigration or citizenship status. Within the family structure, the children are often U.S. citizens, while one or more family members (i.e., parents, siblings, grandparents or others in the household) may be either citizens, lawful permanent or conditional residents, have DACA status, have temporary protected status, have visas, or are undocumented.

Frequent fluctuations in federal immigration policy have resulted in significant upheaval in the lives of many school children and their families, and have manifested in school absenteeism, behavior incidents, mental health issues, and declining academic performance for many affected students. The proposed Public Charge regulations will exacerbate disruptions for the families of tens of thousands of school children with such mixed immigration and citizenship status affecting their financial, emotional, and even the physical well-being.

**General Recommendation:** The Council recommends: 1) withdrawing these new administrative regulations; 2) maintaining the status quo regarding cash assistance and excluded non-cash benefits; and 3) waiting for Congress to address comprehensive reform of federal immigration laws on a bipartisan basis.

The Council is concerned that the proposed Public Charge regulations are already having a chilling effect on students that are legitimately eligible for certain education programs and related services but are hesitant to participate because the current income status of their family or household may negatively affect an individual family member's future application for admission, extension, maintenance, or adjustment in immigration status or their application for citizenship. In short, school officials do not want eligible school children to avoid applying for the federal school lunch program or school health clinic services, for example, because they might believe it would affect the consideration of a family or household member's future immigration status or citizenship application.

Few parents possess a detailed understanding of the intricacies of federal statutory or regulatory law in order to make fully informed assumptions regarding the scope of the information or public benefits that could be considered, directly or indirectly, in immigration status or citizenship determinations. Urban school districts have noted more frequent instances of parents refusing to file government-related forms and documents – including applications for in-school program services for their children – for fear of negatively affecting their immigration status or future citizenship opportunities. While these parental assumptions leading to refusing school-based services may appear to be overly guarded, the qualification information provided to determine a child's program or service eligibility often includes household income statements which could later be used under the proposed public charge rules as evidence of current or past financial status of a family member or member of the household. The resulting non-participation in eligible programs deprives many students of essential services, and even basic nutrition, and undermines the efficiencies of scale built into critical federal programs like the National School Lunch and Breakfast Programs and the landmark ESEA Title I Program for Disadvantaged Students.

The Council, however, agrees with the exception delineated in the proposed regulations [8 CFR 212.21(b)(2)(i)(B) and (C)] exempting school-based Medicaid services for eligible children, including children with disabilities, from public charge consideration of a family member or member of the household. This school-based Medicaid exception underscores the need for even further clarification – which preferably should be in Department guidance, or alternatively in any preamble material to a final regulation – stating that public benefit programs and services provided to school children by public school systems will not be considered in immigration status determinations for a family member or member of the household. In short, any program or service provided by state or local educational agencies for which students are determined to be eligible would be exempt and not considered by DHS to be a public benefit for the purposes of individual public charge determinations of a family member or member of the household. Moreover, further clarification is needed that any application, documentation, or verification information collected by a public school for program eligibility, allocation, or qualification purposes would not be requested or subject to disclosure by the LEA or the student and their parents or guardians for DHS public charge considerations.

**Additional Recommendations:**

Add a clear statement at the appropriate place in the 1999 Field Guidance, or in the alternative at an appropriate place in the preamble material of any final regulation, as follows: “While public education programs and related services provided by public school systems (state and local

educational agencies) are not considered in public charge determinations of a family member or a member of a child's household, the Department of Homeland Security recognizes the privacy protections afforded students and their parents for information provided to their public school systems, and will not request such information."

The negative effect of the proposed public charge regulation on large numbers of students in the Great City Schools and their families and members of their households, both directly and indirectly, is the basis for our opposition to this DHS rulemaking action. This and related administrative actions should not be undertaken in a piecemeal manner and should be considered in the broader context of bipartisan comprehensive immigration law reform.

Please contact me at [mcasserly@cgcs.org](mailto:mcasserly@cgcs.org) or Jeff Simering at [jsimering@cgcs.org](mailto:jsimering@cgcs.org) if there are questions regarding these comments and recommendations.

Sincerely,

A handwritten signature in black ink that reads "Michael Casserly". The signature is written in a cursive, flowing style.

Michael Casserly  
Executive Director

## **SCHOOL DISCIPLINE**



## EDUCATORS FOR EXCELLENCE

80 Pine St., 28th Floor  
New York, NY 10005  
212-279-8510



Dear Secretary DeVos and Attorney General Sessions,

We — educators, advocates, and leaders dedicated to making bold progress toward educational equity — are writing to express our fervent hope that the United States Department of Education (ED) and Department of Justice (DOJ) maintain the federal guidance addressing racial and other disparities in school discipline.

We, the undersigned, wish to make it clear that our community supports the federal guidance on erasing racial and other disparities in school discipline and are committed to individual and collective action on rethinking school discipline.

We take our commitment to students and families very seriously: not only to provide them with an excellent education that affords them access the fullest range of life options, but also to ensure they are emotionally and physically safe and supported. Research shows that exclusionary discipline, such as out-of-school suspensions and expulsions, can be harmful to students and can negatively impact both their short-term school achievement and long-term life outcomes.<sup>i</sup> This harm, as illuminated by the federal government's increased efforts to collect, analyze and publish data, shows clear biases in who receives harsh punishments — despite efforts to make policies and practices more fair.

The data on school discipline disparities tells a story many of us have experienced first-hand:

- In 2011, the Council of State Governments published a methodical and rigorous study, [Breaking Schools' Rules](#), which found that Black students are disproportionately suspended and excluded from school, compared with their peers.
- Subsequent research, including data from the [2013-14 federal Civil Rights Data Collection](#), found that students with disabilities and students of color are also disproportionately punished compared with their peers.
- Other studies in the past five years have pointed out lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) students face similarly disparate discipline outcomes.<sup>ii</sup>
- Studies have also shown that Black girls and Native American girls are more likely to be suspended from school than their white peers.<sup>iii</sup>
- While data on disproportionality in exclusionary discipline is less egregious for Latino students than Black students, there is evidence that ethnic minorities are more likely to be in schools with harsh disciplinary policies and to be suspended or expelled. We also know that students of immigrant families experience explicit and implicit discrimination in schools, and that has an impact on their performance.<sup>iv</sup>
- A [2018 study by the bipartisan General Accounting Office](#) affirmed racial disparities in students' discipline. And the recently-released [2015-16 federal Civil Rights Data Collection](#) confirms the GAO's finding that inequities persist. For example, Black boys represent only 8% of the population, but account for 25% of students receiving one or more suspensions and 23% of the expulsions. Students with disabilities

represent 12% of school enrollment, but account for 28% of law enforcement referrals and 26% of those receiving one or more suspensions.

In 2014, ED and DOJ issued guidance to assist states, districts, and schools to develop practices and strategies to enhance school climate, develop discipline policies that keep students in the classroom, and ensure those policies and practices comply with existing federal civil rights law. Current Secretary of Education Betsy DeVos has publicly stated that she is contemplating revoking the federal guidance, despite the overwhelming evidence cited above.

As leaders dedicated to the intersection of excellence, equity, and education, we agree on the following:

- ***The federal government has an important role to play in upholding students' civil rights and can do so without stifling important local autonomy.*** *We recognize our country has a rich tradition of states' rights and local decision-making, but we also know that existing civil rights laws and regulations mandate the federal government ensure the rights of citizens are protected. Throughout history, the federal government has been appropriately called upon to ensure "...no person shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program receiving federal financial assistance." We believe that the federal government has a responsibility to protect the civil rights of all students, including addressing disproportionality in school discipline.*
- ***We all have to take responsibility for rethinking discipline because the consequences of inaction are dire.*** *It is unacceptable that students of color, students with disabilities, and students who identify as LGBTQQ experience harsher discipline than their peers. Exclusionary discipline, such as suspensions and expulsions, are linked to students failing in school, to students not finishing school (either because they drop out and/or are pushed out), and often to a lifetime connected to a life-altering juvenile and adult justice system. And while it is not yet possible to specifically isolate just how much these disparities are caused by adult biases, we know that bias plays a significant role. The federal government, states, and all of the organizations we represent must be concerned when the very institutions charged with educating students cement patterns of racial and other discrimination. We can and must do better.*
- ***One size does not fit all when it comes to approaches to student discipline — but research can point the way.*** *Each of our organizations may take different approaches to things like classroom rules, when we think it is acceptable to exclude a student from class, how we respond to student missteps, and when we engage families if there are behavior concerns. But we are all dedicated to supporting the healthy identity development of young people. This means we craft school design and policy decisions knowing that shaming and discrimination are incompatible with creating the conditions required for student learning and growth. We know students thrive if they are engaged in*

*deep and trusting relationships with adults, including in times of conflict. We also know there are ways to hold students accountable for their behavior that doesn't exclude them from school. We believe students can learn skills related to behavior like self-regulation and flexibility; these are not fixed characteristics. We recognize reducing suspensions or other exclusionary practices, while maintaining high expectations, requires investments in training and alternative practices.*

- ***We are dedicated to both the physical and emotional safety of students and staff — and reject the notion that you have to prioritize one over the other.*** *The recent proliferation of school shootings is causing educators at all levels to pay even closer attention to school safety measures. We agree with common sense approaches that secure the perimeters of schools, train school staff in identifying students in need of support beyond the capacity of the school, and partner with well-trained, respectful school safety officers. But we also know that further criminalizing student behavior or adding police-like security measures doesn't make schools safer and can lead to further discrimination and isolation of students<sup>v</sup>, particularly students of color. Schools are safer when there is a strong peer culture where students treat one another with respect and dignity — and adults model this same approach to relationships. Despite sweeping claims by pundits, there is no evidence that the federal guidance has made schools more unsafe<sup>vi</sup>. To the contrary, many of us feel the guidance accelerated important changes in policies, practices, and capacity within our organizations.*

We recognize that rethinking school discipline will take time and that each of us will be on our own unique journey. But together, we are committed to making demonstrable progress in stemming the school-to-prison pipeline. We believe the overwhelming evidence of racial and other biases in school discipline warrants action by the federal government — and will continue to catalyze long-overdue change. We hope ED and DOJ remain partners in this critical work and do not roll back the common sense guidance aimed at protecting students' civil rights.

Submitted respectfully by:

**Charter Organizations**

ACE Charter Schools  
Achievement First  
Alliance College-Ready Public Schools  
Alpha Public Schools  
Chicago Collegiate Charter School  
Democracy Prep  
Green Dot California  
Green Dot National  
Green Dot Tennessee  
Green Dot Washington  
Harlem Village Academies  
IDEA Public Schools  
KIPP Foundation

KIPP Massachusetts  
KIPP Texas Public Schools  
LEARN Charter School Network  
NYC Leadership Academy  
Rocketship Public Schools  
Summit Public Schools  
Voices College-Bound Language Academies

### **State and District Leaders**

The Council of the Great City Schools  
Tom Boasberg, Superintendent of Denver Public Schools  
Steve Canavero, Ph.D., Superintendent of Public Instruction, Nevada Department of Education  
Richard Carranza, Chancellor, NYC Department of Education  
Brenda Cassellius, Commissioner of Education, Minnesota Department of Education  
Tommy Chang, Former Superintendent of Boston Public Schools  
Chad E. Gestson, Ph.D, Superintendent, Phoenix Union High School District  
Eric S. Gordon, CEO, Cleveland Metropolitan School District  
Christina Grant, Assistant Superintendent of the Innovation and Opportunity Network, The School District of Philadelphia  
William R. Hite, Jr., Ed.D., Superintendent, The School District of Philadelphia  
Barbara Jenkins, Superintendent of Orange County Public Schools  
Jason Kamras, Superintendent of Richmond Public Schools  
Christopher N. Maher, Superintendent of Providence Schools  
Pedro Martinez, Superintendent of San Antonio Independent School District  
Rich K. Nye, PhD, Superintendent of Ogden Public Schools  
Robert Runcie, Superintendent of Broward County Public Schools

### **Education Organizations**

American Federation of Teachers  
Being Black at School  
Blue Engine, Anne Eidelman, CEO  
Bright Beginnings, Inc  
CASEL, Roger Weissberg, Chief Knowledge Officer  
Democrats for Education Reform  
EdNavigator  
Ednovate  
Education Forward DC, Maura Marino, CEO  
Education Leaders of Color  
Education Reform Now  
Educators for Excellence  
Forward Change Consulting  
Leading Educators, Jonas Chartock, Ed.D, CEO  
Massachusetts Parents United, Keri Rodrigues, Founder  
National Association of Secondary School Principals  
New Leaders, Jean Desravines, CEO  
Pahara Institute, Adria Goodson, Chief Program Officer,  
Pahara Institute, Kimberly C. Smith, Chief Executive Officer



Ripple Effects  
Stand for Children  
Stand for Children - Tennessee  
Teach For America, Elisa Villanueva Beard, CEO  
Teach Plus  
The Broad Center  
The Discipline Revolution Project  
The Education Trust  
The Fellowship: Black Male Educators for Social Justice  
Third Way Solutions  
TNTP, Dan Weisberg, CEO  
TNTP, Dr. Jack L. Perry  
TNTP, Joseph Hettler  
Turnaround for Children, Brigid Ahern, CEO

### **Other**

Sims-Fayola Foundation  
Travis J. Bristol, Ph.D., Peter Paul Assistant Professor at Boston University  
Wheelock College of Education and Human Development  
Felecia Evans, Principal, Lander Elementary School, Ohio  
Ron Rapatalo, Education Consultant

CC:

Kenneth L. Marcus, Assistant Secretary for Civil Rights  
Frank Brogan, Assistant Secretary of Elementary and Secondary Education  
Candice Jackson, Deputy Assistant Secretary for Strategic Operations and Outreach  
Jason Botel, Principal Deputy Assistant Secretary of Elementary and Secondary Education

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<sup>i</sup> Losen, D., Skiba, R. Suspended Education: Urban Middle Schools in Crisis. (2010). available at [https://www.splcenter.org/sites/default/files/d6\\_legacy\\_files/downloads/publication/Suspended\\_Education.pdf](https://www.splcenter.org/sites/default/files/d6_legacy_files/downloads/publication/Suspended_Education.pdf); Monahan, K.C., VanDerhei, S., Bechtold, J. et al. (2014). Youth Adolescence 43: 1110. <https://doi.org/10.1007/s10964-014-0103-1>; Perry, B.L., and Morris, E.W. (2014). Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools Perry, *American Sociological Review*. Vol 79, Issue 6, pp. 1067 – 1087; Rosenbaum, J. Educational and Criminal Justice Outcomes 12 Years After School Suspension. (2018). Available at <http://journals.sagepub.com/doi/abs/10.1177/0044118X17752208?journalCode=yasa>

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**RESTRAINT BILL**

## **Preliminary Summary - KEEPING ALL STUDENTS SAFE ACT**

(Restraint and Seclusion legislation – Introduced 105<sup>th</sup> Congress – December 2018)

### **Findings**

- References injury, trauma, and death due to restraint and seclusion in public and private schools
- States that children should be free from physical or mental abuse, aversive behavioral interventions, and any restraint or seclusion imposed solely for discipline or convenience
- Highlights availability of evidence-based strategies addressing challenging behaviors and staff training
- Underscores importance of staff working in safe environment and being appropriately trained
- Cites disparities among states and localities regarding safe learning environments
- References protections in other settings like hospitals and community-based facilities
- Points to nontherapeutic results of restraint and seclusion practices
- Emphasizes positive behavior supports
- References ESSA provision requiring states to support school district in improving school conditions through reducing aversive behavioral interventions

### **Purposes**

- Prohibit seclusion in schools
- Prevent seclusion and prevent and reduce physical restraint in schools
- Ensure safety of students and school personnel and promote positive school culture
- Protect students from physical and mental abuse; aversive behavioral interventions that compromise health and safety; any seclusion, any physical restraint solely for discipline or convenience; physical restraint and physical escort known to be life-threatening including restriction of breathing; and physical restraint if contraindicated based on disability, health care needs, or medical or psychiatric conditions
- Use of physical restraint only if imminent danger of serious physical injury
- Ensure parents are fully informed of requirements in this Act, applicable state and local policies, when restraint has been utilized, and meeting to discuss incident
- Assist state and local entities in policies and procedures to keep all students safe; provide training and support; collect data on physical restraint in schools; and identify and implement evidence-based models

### **Definitions** include:

- Chemical restraint; mechanical restraint; physical escort (referencing Public Health Service Act and considering a “student” as a “resident”); physical restraint (immobilize or reduce ability to move freely); positive behavior interventions and supports; protection and advocacy system (under the Developmental Disabilities Assistance Act of 2000)
- School resource officer as a sworn law enforcement officer assigned to the LEA/school, contracting with the LEA/school, or employed by the LEA
- School security guard as a contractor or employee of the LEA/school responsible for addressing safety and crime prevention activities in or around a school

- Seclusion meaning involuntary confinement of a student alone in a room or area and physically prevented from leaving (not including time out)
- State-approved crisis intervention training program approved by state or Secretary
- Student means student enrolled in a school, except for private school or program unless the student receives support in any form from any program or activity support in whole or part with federal funds – also not applicable to Home Schools
- Time Out defined by reference to the Public Health Service Act and considering a “student” as a “resident”

### **Minimum Standards**

- Required with 180 days of enactment
- Head Start regulations required as well
- Prohibits school personnel, school security guards and school resource officers from imposing – seclusion; mechanic restraints, chemical restraints, physical restraints or physical escort that is live-threatening or restricts breathing, physical restraint that is contraindicated for disability, health care needs or medical or psychiatric condition documented in health care directive or medical management plan, behavior intervention plan, IEP or IFSP, or other relevant record made available to the SEA or LEA, physical restraint or any other form of aversive behavioral interventions;
- exceptions for physical restraint only if each of the following requirements are met: 1. Imminent danger of serious physical injury, 2. Less restrictive interventions would be ineffective, 3. Imposed by personnel who continuously monitors the student face-to-face or if face-to-face monitoring compromises personnel safety then visual contact looking directly at the student from a distance (not electronic monitoring), 4. Personnel are trained and certified in a state-approved crisis intervention training program, or in the case of a rare and clearly unavoidable emergency circumstance when trained personnel are not immediately available due to unforeseeable nature of the circumstance, 5. Physical restraint ends immediately upon cessation of conditions, 6. Physical restraint does not interfere with ability to communicate, and 7. Physical restraint uses the least amount of force necessary to protect from injury
- Physical restraint not allowed in an IEP or other plan for the student
- State to ensure training of a sufficient number of school personnel to meet needs of school population
- Procedures following physical restraint shall include each of the following requirements: 1. Immediate verbal or electronic communication ASAP but not later than the same day; and 2. A written notification ASAP but not later than 24 hours, 3. A meeting with the parents ASAP but not later than 5 school days to include at minimum the parent, the student, staff who imposed the restraint, a teacher, a school leader, and an expert on behavior interventions who may be a special education teacher (purpose of discussing the incident, precipitating events, how incident occurred, deescalating actions, proactive strategies for future, need for functional behavioral assessment or intervention plan or referral for special education or related services, written statement from each adult witness to the event, and an assurance that information provided by the student may be used only to protect safety of the student and others, and may not be used against the student in any disciplinary, criminal, or civil investigation or proceeding, and 4. Other procedures determined appropriate by the Secretary

- No prohibitions by regulation on the use of: time out; or therapeutic or safety devices or supports (Note: handcuffs allowed by school resource officers in earlier bills not specified)
- Law Enforcement Rule of Construction: Nothing construed to prevent sworn law enforcement officer from carrying out their duties under otherwise applicable law – Editorial Note that other provisions of the bill appear to limit the exercise of conferred police powers of resource officers in schools.

### **State Plan and Reporting Requirements and Enforcement**

State plan submitted within 2 years of regulations that includes: state policies and procedures meeting minimum standards; monitoring and enforcement mechanism; plans to ensure broad awareness of state policies and procedures; description of state activities meeting ESSA sec. 1111(g) requirement on aversive behavior interventions and school conditions; description of efforts to engage stakeholder input including at least eight specified groups; description of oversight of schools including at least annual site visits to special education schools and discussions with school leaders every 6 months

### **Reporting Requirements**

- Annual report to Secretary and available to public beginning 2 years after regulation including incident numbers, multiple incidents, law enforcement referrals and other information determined by the Secretary
- Disaggregation required by injury, death, and actions by nontrained personnel, and by demographic characteristics of students including racial and ethnic groups, economic disadvantaged, English proficiency, sex, migrant status, students with IEPs, ADA or 504 plans, as well as number of school personnel involved, and type of school

### **Enforcement**

- SEA noncompliance requires Secretary to withhold further payments under an applicable program, require a corrective plan of action from SEA within 1 year, or issue a compliant/order to compel compliance, and refer to Justice Department and OCR.
- Rights and Remedies for Students and Parents
  - Nothing construed to limit rights and remedies otherwise available, or to restrict more stringent prohibitions or limitations on seclusion, restraint or aversive interventions beyond this Act.
  - Claims under the Constitution, ADA, Rehab Act, or other federal, state, or local law allowable
- Section 615(l) of IDEA on exhausting administrative appeals is not applicable

### **Grants to SEAs** (for FY2020 and each succeeding fiscal year)

- Competitive grants for SEAs authorized for a 3-year period to assist in establishing, implementing and enforcing minimum standards, improving state and local capacity to collect and analyze data, and improve school climate and culture by implementing PBIS and support programs.
- Multiple required and permissive activities listed in bill
- SEAs may use funds to award competitive subgrants to LEAs

- LEAs receiving funds must ensure that private school personnel may participate in activities on an equitable basis while maintaining public control of funds
- Evaluation and final report required for 3-year grant

**National Assessment** required by Secretary to determine effectiveness of this Act

**Report** to the House and Senate Committees also required

**Protection and Advocacy Systems**

If physical injury or death occurs in conjunction with seclusion, physical restraint or any intervention to control behavior at school, the LEA, school, or Head Start program must notify the SEA, local law enforcement, and relevant protection and advocacy system and provide any information that the protection and advocacy system may require – with protection and advocacy systems having the same authorities and rights provided under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (Title I, subtitle C) with respect to students under this Act “when such students are otherwise eligible to be clients of the P&A system, including investigating, monitoring, and enforcing such protections”

# RESEARCH



## **RESEARCH DEPARTMENT OVERVIEW**



# Research Department Overview January 2019

## **Overall Research Department Goals/Priorities**

The goal of the research department is to conduct, facilitate and disseminate research that will provide guidance and support to the Council's member districts and other key stakeholders as they work to improve academic achievement and reduce achievement gaps in large urban school districts. The following reports and presentations will be available on our Research Department webpage: <http://www.cgcs.org/Research>.

## **Update on Recent Completed Projects/Conferences**

### ***2017 National Assessment of Educational Progress (NAEP) Trial Urban District Assessment (TUDA) Release***

The research team spent the past few months support the national and district release of the 2017 NEAP assessment results. The team worked closely with all 27 TUDA districts on data analysis, communications and other aspects of the release. In addition, we have conducted several preliminary analyses of the results to inform the Council's monitoring of large city and TUDA progress.

Over the next seven months, we will continue to analyze the results of the 2017 assessment while preparing the TUDA districts for the 2019 assessment cycle and the release of the 2019 results in October. Our initial analysis and organization of the data can be found in the 2018 Academic Key Performance Indicators Report on our website.

## **Update on On-Going Projects**

### ***Analysis of TUDA Performance and the Influence and Impact of Private and Charter Schools on Student Achievement and Urban School Districts***

In the spring of 2011, the Council research team published the study *Pieces of the Puzzle: Recent Performance Trends in Urban Districts – A Closer Look at 2009 NAEP Results (An Addendum)*. A portion of that report analyzed the National Assessment of Educational Progress (NAEP) performance of Trial Urban District Assessment (TUDA) performance while adjusting the district performance based on key background variables. The key background variables included race/ethnicity, special education status, English language learner status, free- or reduced-price lunch eligibility, parental education level (grade eight

only), and a measure of literacy materials available in the home. The analysis compared the predicted NAEP performance (after controlling for the background variables) to the actual NAEP performance of the districts. The analysis allowed the Council to identify districts that were performing better than expected on the NAEP assessment and beginning to mitigate some of the effects of poverty and other background characteristics of students that typically suppress academic performance.

The lessons learned from that study have prompted the Council research team to replicate the analysis using data from the 2011, 2013, 2015, and 2017 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. We are currently analyzing the effects for the 2017 NAEP administration.

Based on the NAEP district effect analysis, the Council selected six districts—Boston, Chicago, Dallas, Miami-Dade, San Diego and Washington, DC—that have made substantial progress overcoming the effects of poverty, language, and discrimination on student achievement for site visits. The team conducted site visits in Boston and the District of Columbia Public Schools in Spring 2018. We followed with site visits to Miami-Dade County, Chicago Public Schools, and San Diego Public Schools in the Fall 2018. An additional site visit will occur in Dallas in early 2019. The team spoke with a broad cross section of central office and school staff about the factors that led to their success in raising

student achievement—particularly with vulnerable student groups. A “counterfactual” district—one that has not demonstrated any growth among these student groups—will also be selected, and the team will visit this district to explore potential differences in practices between districts with varied outcomes.

Using our *Indicators of Success*, we will determine the level of common core implementation in these improving districts in order to investigate whether strong standards implementation work has made a difference in districts’ ability to overcome the effects of poverty and language and raise student achievement. We will also explore a broad range of other factors that may have played a role in the achievement outcomes. Based on our findings, we will finalize our NAEP analysis and report by answering the question of how some districts were able to “beat the odds.”

A draft report of the initial results of the quantitative study has been completed. A final formal report will be released in the Spring of 2018.

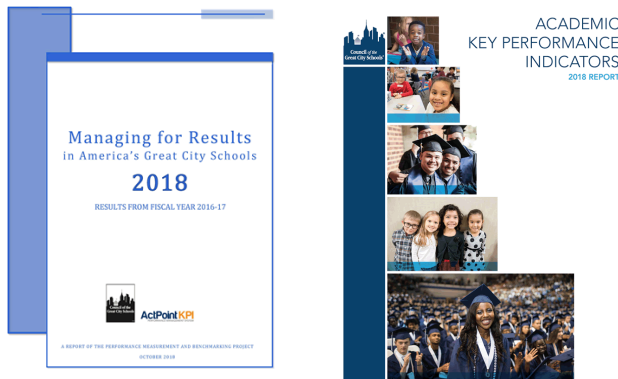
### *Operations and Academic Key Performance Indicators*

The board of directors authorized the development of Operations Key Performance Indicators in 2002 and the Academic Key Performance Indicators in the 2014. Several teams of educators from Council member districts crafted a list of desired indicators for operations areas including business services, finance, human resources, and technology and academic areas including general core instruction, special education, and English language learners. The refined set of Academic Key Performance Indicators are designed to measure the progress among the Council’s membership toward improving the academic outcomes for students and include the following:

- Ninth grade algebra completion
- Ninth graders failing one or more core courses
- Ninth graders with a GPA of B or better
- Number of high school students enrolled in advanced placement
- AP exam scores of 3 or higher
- Number of high school students enrolled in AP-equivalent courses
- Four-year high school graduation rate
- Five-year high school graduation rate
- Percent of students with 20 days or more absent from school
- Instructional days per student missed per year due to suspension
- Percent of students identified as needing special education
- Percent of students placed in each general education setting by percent of time

*Report.* The Council released has released full reports for the operations key performance indicators, [\*Managing for Results in America’s Great City Schools 2018\*](#), and the academic

key performance indicators, [Academic Key Performance Indicators 2018 Report](#), in October. The research team will initiate the next wave of updated Operations and Academic KPI data for the 2017-2018 school year collection in January 2019, and a report for both Operations and Academic KPIs will follow in Fall 2019. The Academic KPI data request for this year will include a new teacher demographics data tab and a new enrollment data tab designed to capture official and rolling enrollment information for the district. The full data collection tables for the Academic KPIs follow this department overview. The team explored the possibility of adding tabs/tables for student mobility and English learners in 2019, but we decided to bring these two issues to the directors of research and English learners at their respective conferences later this spring. The Operations KPI surveys remain unchanged for 2019, but several updates are being prepared for the 2020 data collection cycle by representatives from Council member districts.



***Trial Urban District Assessment Advisory Task Force to the  
National Assessment Governing Board***

Given the 2017 expansion of the Trial Urban District Assessment (TUDA) program to 27 districts, the Council submitted a technical proposal to the National Assessment Governing Board (NAGB) to establish a Task Force of local education leaders from TUDA districts. The Task Force is expected to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program. It is our hope that the Task Force will help inform the Strategic Vision of the NAGB and help strengthen and guide the evolution of the TUDA program.

The Council has been awarded a contract for a 24-month effort that will include the creation, project management, and on-going coordination of the TUDA Task Force. The Council has established a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The effort is devoted to creating, coordinating, and supporting the on-going work of a 10 member – excluding Council and NAGB staff – Task Force of local education agency leaders from TUDA districts. The TUDA Task Force convened in Washington, DC on March 16, 2018 and in

Baltimore during the CGCS Fall Conference on October 23, 2018. The next TUDA Task Force meeting will convene in Washington, DC on March 16, 2019.

***National Survey of Principal Supervisors in conjunction with  
The Wallace Foundation, Mathematica Policy Research, and Vanderbilt University***

The Council of the Great City Schools recently received a grant from The Wallace Foundation to support the development of a national survey of principal supervisors. The “*National Survey of Principal Supervisors*” will focus on principal supervisors in urban school districts, including their preparation and professional development, how they interact with other central office departments, and their relationship with the schools and principals they serve. The survey will aim to provide a better understanding of principal supervisors’ preparation, deployment, and on-going development.

To conduct this survey of principal supervisors, the Council is working with a research team from Mathematica Policy Research and Vanderbilt University. The survey was administered online and took less than 30 minutes to complete. The final response rates for the survey are detailed below. The response rates exclude six Council member school districts whose responses were submitted directly to Wallace as a part of their requirements for a grant. Over 60% of the 519 principal supervisor email addresses received completed the survey.

District	Launch Date	Total # of Supervisors	Total # of Completes	Response Rate
<b>Overall (in districts where launched)*</b>	--	<b>519</b>	<b>310</b>	<b>60%</b>
Albuquerque Public Schools	9-Apr	5	4	80%
Anchorage School District	24-Apr	8	6	75%
Arlington Independent School District	16-Apr	4	3	75%
Atlanta Public Schools	16-Apr	5	5	100%
Austin Independent School District	8-May	6	2	33%
Boston Public Schools	9-Apr	8	0	0%
Bridgeport Public Schools	29-May	1	0	0%
Buffalo Public Schools	16-Apr	5	1	20%
Charlotte-Mecklenburg Schools	16-Apr	10	5	50%
Chicago Public Schools	16-Apr	16	13	81%
Cincinnati Public Schools	20-Aug	3	2	67%
Clark County School District	16-Apr	18	14	78%
Columbus City Schools	20-Aug	5	5	100%
Dallas Independent School District	16-Apr	20	17	85%
Dayton Public Schools	24-Apr	1	1	100%
Denver Public Schools	16-Apr	25	16	64%

Detroit Public Schools Community District	29-May	5	4	80%
District of Columbia Public Schools	6-Jun	7	6	86%
Duval County Public Schools	6-Jun	5	0	0%
Fort Worth Independent School District	25-Jun	13	12	92%
Fresno Unified School District	16-Apr	4	4	100%
Guilford County Schools	9-Apr	13	7	54%
Hawaii State Department of Education	15-Aug	13	8	62%
Hillsborough County Public Schools	16-Apr	7	4	57%
Houston Independent School District	24-Apr	25	4	16%
Indianapolis Public Schools	16-Apr	5	3	60%
Jackson Public Schools	16-Apr	4	3	75%
Jefferson County Public Schools	15-Aug	5	1	20%
Kansas City Public Schools	15-Aug	2	0	0%
Los Angeles Unified School District	28-Jun	48	19	40%
Metro Nashville Public Schools	9-Apr	12	12	100%
Miami-Dade County Public Schools	15-Aug	17	1	6%
Milwaukee Public Schools	15-Aug	12	6	50%
Norfolk Public Schools	16-Apr	3	3	100%
Oakland Unified School District	15-Aug	8	2	25%
Oklahoma City Public Schools	16-Apr	7	7	100%
Omaha Public Schools	25-Jun	6	5	83%
Orange County Public Schools	9-Apr	10	9	90%
Palm Beach County Public Schools	16-Apr	15	6	40%
The School District of Philadelphia	29-May	12	7	58%
Pinellas County Public Schools	29-May	4	4	100%
Pittsburgh Public Schools	16-Apr	5	4	80%
Portland Public Schools	20-Aug	8	5	63%
Providence Public School District	29-May	5	4	80%
Richmond Public Schools	26-Aug	5	1	20%
Sacramento City Unified School District	16-Apr	4	4	100%
San Antonio Independent School District	16-Apr	8	7	88%
San Diego Unified School District	20-Aug	8	0	0%
San Francisco Unified School District	24-Apr	14	9	64%
Santa Anna Unified School District	25-Jun	6	3	50%
Seattle Public Schools	9-Apr	5	3	60%
Shelby County Schools (formerly Memphis City Schools)	16-Apr	21	15	71%
St. Louis Public Schools	29-May	7	6	86%
St. Paul Public Schools	9-Apr	5	4	80%
Toledo Public Schools	25-Jun	4	4	100%
Tulsa Public Schools	24-Apr	7	7	100%
Wichita Public Schools	8-May	5	3	60%
<b>Rosters not yet received (5 out of 62 districts)</b>				

Birmingham City Schools	TBD	n.a.	n.a.	n.a.
El Paso Independent School District	TBD	n.a.	n.a.	n.a.
New York City Department of Education	TBD	n.a.	n.a.	n.a.
Newark Public Schools	TBD	n.a.	n.a.	n.a.
Rochester City School District	TBD	n.a.	n.a.	n.a.
<b>Rosters for districts not being collected by Mathematica</b>				
New Orleans Public Schools	TBD	n.a.	n.a.	n.a.
Puerto Rico Department of Education	TBD	n.a.	n.a.	n.a.

\*Note: The list excludes six Council member districts that submitted responses as a separate process: Broward County, Baltimore City, Cleveland Metropolitan School District, Des Moines, Minneapolis, and Long Beach.

TBD = roster has not been received

n.a. = not applicable—survey has not yet launched in this district.

The data from the survey will contribute to two joint reports by the Council, Mathematica, and Vanderbilt University on school support and leadership. Individual responses will be kept strictly confidential, and only aggregated results will be reported. No individual staff members, schools or districts will be identifiable in any way.

### *Information Technology Update*

In an effort to improve the processes and functions of the organization, the Council of the Great City School has welcomed a new Web Programmer/Developer on staff. Eric Vignola was hired in February of 2018 to work along with the Research, Academic, and other teams to help streamline and improve important projects.

These projects include automating the Academic Key Performance Indicators, upgrading our membership directory technology, and re-envisioning the Edwires website. The Council looks forward to automating the data collection process for the Academic Key Performance Indicators and creating a web interface for final reporting that allows districts to review and analyze data more efficiently. We envision a custom-made system that mirrors the Operational KPI system. This will allow for more efficient data collection and analysis.

We anticipate an upgrade to the Council’s membership database system during the coming year. We are in the process of upgrading our membership directory and email listserv. These database upgrades will make it easier for the Council to maintain an up-to-date directory of member district personnel.

With a new and improved Edwires, the Council hopes to create a space where Council district staff can upload and store files, disseminate reports, policy documents, and evaluations, and contact other job-alike staff with ease. Edwires is a two-part platform that the Council offers to member districts. The first part of the platform is a file sharing service. Member districts can upload files and access them from any device with an internet



connection. Additionally, members can easily share those files with anyone by generating a password protected link. The Council will maintain an archive of documents that member districts can review for research purposes. The second part of the Edwires platform is a private social media network for member districts. While the listserv is great for mass communication, the Edwires forum will facilitate smaller discussions. On the forum, members can privately message each other for one-on-one discussions or post to job-alike groups. With feedback from member districts, the Council will continue to update Edwires with new features to make it more useful to member districts.

## **Update on New Projects**

### ***Academic KPI Automation and Interactive Dashboard***

We are automating the processing of the Academic KPI Surveys. This will allow the Council to programmatically clean and analyze data submitted by member districts. Automation will result in districts receiving faster and more frequent updates about potential errors in their data. These changes will ensure that member districts have more time to correct any issues with their data. Because of this, the Academic KPI data will be more accurate than it has ever been. Finally, this automation will allow The Council to more easily create interactive online data visualizations. All of these changes will allow districts to easily manipulate their data and generate customized graphs and reports for use with internal decision making.

As the Council continues to refine the Academic KPI data collection process, a primary goal is to provide data that is accessible and easily understood by member districts. Development is currently underway of an online dashboard that will contain longitudinal data from the Academic KPI. The dashboard will be designed using Tableau – an interactive dashboard that visually represents data to make connections among various data points. Districts will be able to compare themselves to demographically similar districts, see trends evolve over time, and observe relationships between indicators. A preliminary dashboard will be available at the end of the first quarter of 2019.

### ***Online Course on Leading Research Departments in the Great City Schools***

The Council research team is currently developing an online course to help research directors meet the evolving demands of research departments in large urban settings. As the roles and responsibilities of research departments change over time, research directors have voiced a need to provide an overview of the various functions of the director of research position. While the functions of a department can vary depending on the organizational structure of a specific school district, there are many common functions that a research department may be asked to fulfill. The aim of this course is to provide a foundation of best practices for leading a research department based on years of working

with big city research departments and feedback from research directors across the Council’s membership.

The course, titled “Leading Research Departments in the Great City Schools,” will be tailored to directors of research who are either new to the position or veterans who have assumed new responsibilities in their district. The course will focus on five key areas: Leadership, Organizational Structure, and Data Governance; Research and Evaluation; Assessment; Accountability; and Student Information Systems. The Council’s research team will create a pilot course and will seek the input of research directors in the coming months to build on the content of the course.

### **Upcoming/Pending Projects**

#### ***Survey of Teacher Demographics***

The Council research team has embedded a survey of the demographics of teachers across member districts into the data collection form for the Academic Key Performance Indicators. This data collection effort is designed to assess the demographic characteristics of the Council’s teaching force – data the Council or other repositories do not currently have. The Council research team plans to follow the data collection and analysis phase of this project with a qualitative look at district efforts that have contributed to any improvements in the recruitment, retention, and support of teachers of color across member districts.

#### ***Improving the Lowest Performing Schools under ESSA***

The Council research team is embarking on a qualitative study of the efforts across 10 Council member districts regarding their programs and practices designed to improve the lowest performing schools in member districts. This data collection effort is designed to catalog the reform efforts in these schools and potentially link any changes in academic outcomes to new reform efforts. The Council research team plans to interview key individuals across districts over a two-year period to identify plans for the lowest performing schools and to ascertain what aspects of the plans resulted in improved practices and student achievement.

#### ***Supporting Educators to Align Balanced Literacy Approaches to College and Career Ready Expectations***

The Council research team serves as the lead evaluator, in partnership with Student Achievement Partners (SAP) on a Kellogg Foundation grant to improve early literacy achievement in the San Antonio Independent School District (SAISD). The intent of the SAP and CGCS early literacy acceleration work is to significantly improve early reading outcomes for students across the country, particularly those who are of color, living in poverty, and/or English Language Learners. The teams are currently in the

planning phase of the grant, and we are collaborating with SAISD in the development of research questions, goals, and expected outcomes for the project.

**TUDA**

National Assessment Governing Board

Henry,

Hope all is well. I'm writing to call your attention to the new policy around NAEP achievement levels that were unanimously adopted during last week's quarterly Board meeting. Here is a link to the press release that went out Monday to announce [the updated policy on NAEP achievement levels](#), and you can read the new policy on Developing Student Achievement Levels for NAEP [here](#).

Given the relevance and importance of the Council's work to your community and constituents, I invite you to share this release and/or the link to the new policy.

The thoughtful and timely comments Mike submitted on the NAEP achievement levels helped to underscore the importance of this policy and inform the thoughtful conversation leading to the vote. The Board reviewed and considered all public comments in finalizing the policy. Just as important, your comments and partnership will help guide future work to ensure that NAEP results are presented clearly, accurately, and in ways that will help people better understand how our nation's students are doing. Again, please thank Mike and the team for input on this important decision and please let us know if we can help you to share this new policy.

Thanks,

Stephaan

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## **ACADEMIC KEY PERFORMANCE INDICATORS**

## Academic KPIs Survey

Thank you for participating in this survey of Academic Key Performance Indicators (KPIs). The Council of the Great City Schools and its members have developed and piloted this collection of academic progress and achievement KPIs to help your district make better informed decisions about curriculum and instruction, and compare yourself against other major city school systems.

### Survey Definitions

Term	Refers To
Survey School Year	The 2016-17 academic school year, including the summer immediately following the academic year
Next School Year	The school year after the Survey School Year
Previous School Year	The school year preceding the Survey School Year
Survey Fiscal Year	The 2016-17 fiscal year, as defined by the district
Next Fiscal Year	The fiscal year after the Survey Fiscal Year
Previous Fiscal Year	The fiscal year preceding the Survey Fiscal Year
FTE	Full-Time Equivalent staff. In this survey, FTE generally refers to district staff, but may also include independent contractors.
IEP	Individualized Educational Program
SWD	"Students with disabilities" (SWDs) refers to students who have a disability under the Individuals with Disabilities Education Act (IDEA) and who are eligible for a free appropriate public education under federal and state law. This is limited to students aged 6-21 unless otherwise specified.
ELL	English language learners, or students who are identified as having limited English proficiency (LEP)
Former English Language Learners	A student who was identified as ELL (thus having limited English proficiency) in the past but who no longer meets the state's definition of ELL (or the term used for a student with limited English proficiency)

**Table 1.1. Achievement in Algebra I/Integrated Math I (or equivalent) by Grade Nine, by Subgroup**  
 We are looking for the student count as of the official fall count. "Completing" a course successfully refers to earning whatever is considered a passing grade by the school. If a student completes Algebra I/Integrated Math I (or the equivalent) in **summer school**, count this towards the Survey School Year (i.e., the summer after the eighth grade counts towards the student's eighth-grade year). The three right-hand columns are all subsets of the left-hand column.

Table 1.1 Algebra I/Integrated Math I Completion Rate for Credit by Grade Nine, by Subgroup				
	Total number of first-time ninth-grade students in Survey School Year	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade seven</b>	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade eight</b>	Number of first-time ninth-grade students who successfully completed Algebra I / Integrated Math I (or equivalent) in <b>grade nine</b>
All Students				
American Indian, female				
American Indian, male				
Asian American/ Pacific Island, female				
Asian American/ Pacific Island, male				
Black/ African American, female				
Black/ African American, male				
Hispanic, female				
Hispanic, male				
White, female				
White, male				
Two or More Races, female				
Two or More Races, male				
Students with Disabilities				
English Language Learners				
Former English Language Learners				
Eligible for Free/Reduced-Price Meals				

**Table 1.2. AP Exam Scores**  
 For this section, consider each AP exam score, not each student. For a student who took four AP courses and took the exam for each course, this would count as four AP exam scores. All exam scores are for exams taken within the Survey School Year or in the summer immediately following the Survey School Year.

Table 1.2 AP Exam Scores		
	Total number of AP exam scores	Number of AP exam scores that were three or higher
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Island, female		
Asian American/ Pacific Island, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		

**Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup**  
**Number of ninth-grade students who failed one or more core courses in the ninth grade:** Core subjects are defined as Math, English, Science, and Social Studies. These include all ninth-grade students, including students who repeated the ninth grade.

**Number of ninth-grade students with a B average or better (Survey School Year):** This is a count of the number of students whose ninth-grade GPA was the equivalent of a "B average" as defined by the district. For example, some districts might define a "B" as a 3.0 GPA. This includes both first time ninth grade students as well as students repeating the ninth grade. If students are repeating the ninth grade, only include their most recent ninth-grade GPA (i.e., their GPA for the Survey School Year).

Table 1.3. Ninth-Grade Course Failures and GPAs, by Subgroup		
	Number of ninth-grade students who failed one core course or more	Number of ninth-grade students with B average GPA or better in all grade nine courses
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Island, female		
Asian American/ Pacific Island, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		

**Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation**  
**AP-Equivalent Courses** (third column from the left) should not include AP courses. It should only include non-AP courses that are equivalent in rigor and requirements [for example, International Baccalaureate (IB) and Advanced International Certificate of Education (AICE)]. Such courses must generally include an external student assessment and certificate of achievement. Do NOT include "honors-level" courses or courses for students identified for Gifted and Talented Education (GATE), unless they meet similar requirements as outlined above.

**Early college** is a general description for dual enrollment, early college, or any other program (other than AP or IB) in which a student can earn college credit. All student counts should be as of the official count in the fall of the Survey School Year.

Table 1.4. Advanced Placement, AP-Equivalent, and Early College Participation			
	Number of students in grades nine through 12 who took one AP course or more	Number of students in grades nine through 12 who took one or more AP-equivalent courses (not including actual AP courses). Do not include "honors-level" courses.	Number of students in grades nine through 12 who took a college credit-earning course through the district's early college program
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Eligible for Free/Reduced-Price Meals			



**Table 1.5. Four- and Five-Year Graduation Rates**

For the table below, enter the student graduation rate for each student subgroup as specified by the requirements of your state's four-year cohort and five-year cohort graduation rates [e.g., the National Governor's Association (NGA) Compact Rate]. These figures should be expressed as a percentage rounded to the nearest tenth, and should NOT include the percent symbol (%). For example, a rate of 75.4% should be entered as "75.4."

Table 1.5. Four- and Five-Year Graduation Rates		
	Percent of students who graduated in Survey School Year after being in grades nine through 12 for four years, using the methodology required for your state reporting	Percent of students who graduated in Survey School Year after being in grades nine through 12 for five years, using the methodology required for your state reporting
All Students		
American Indian, female		
American Indian, male		
Asian American/ Pacific Island, female		
Asian American/ Pacific Island, male		
Black/ African American, female		
Black/ African American, male		
Hispanic, female		
Hispanic, male		
White, female		
White, male		
Two or More Races, female		
Two or More Races, male		
Students with Disabilities		
English Language Learners		
Former English Language Learners		
Eligible for Free/Reduced-Price Meals		

**Table 3.1. Student Suspensions**

Include out-of-school suspensions only, do not include in-school suspensions. This is for all students in all grades, including pre-k. For each subgroup as specified, enter the total number of students who were suspended for the specified number of suspension days for the Survey School Year. Because this is a count of suspension days for the school year, a student can be included only once for each span. For example, a student who was suspended twice in the year, once for three days and once for nine days, would be counted under “11-19 suspension days,” because the student had a total of twelve suspension days. This student would not be included in the count for “1-5 suspension days” nor in the count for “6-10 suspension days,” because each of these are too low for this student’s suspension day count.

The “total number of instructional days missed due to suspension” refers to the aggregate sum of suspension days for all students in all grades. For example, if 2,500 students were suspended for six days each, then this would be counted as  $2,500 \times 6 = 15,000$  suspension days.

Table 3.1. Student Suspensions						
	Total number of students suspended	Number of students with 1-5 out-of-school suspension days for the Survey School Year	Number of students with 6-10 out-of-school suspension days for the Survey School Year	Number of students with 11-19 out-of-school suspension days for the Survey School Year	Number of students with 20+ out-of-school suspension days for the Survey School Year	Total number of instructional days missed due to out-of-school suspension for the Survey School Year
All Students						
American Indian, female						
American Indian, male						
Asian American/ Pacific Islander, female						
Asian American/ Pacific Islander, male						
Black/ African American, female						
Black/ African American, male						
Hispanic, female						
Hispanic, male						
White, female						
White, male						
Two or More Races, female						
Two or More Races, male						
Students with Disabilities						
English Language Learners						
Former English Language Learners						
Free/ Reduced-Price Meal Eligibility						

**Table 2.1. Student Absences - Grade Three**

For the table below, enter the official student count for the number of third-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.1. Student Absences, by Grade Level + Subgroup - Grade Three			
	Number of third-grade students absent 5-9 days	Number of third-grade students absent 10-19 days	Number of third-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 2.3. Student Absences - Grade Eight**

For the table below, enter the official student count for the number of eighth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.3 Student Absences, by Grade Level + Subgroup - Grade Eight			
	Number of eighth-grade students absent 5-9 days	Number of eighth-grade students absent 10-19 days	Number of eighth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 2.2 Student Absences - Grade Six**

For the table below, enter the official student count for the number of sixth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.2 Student Absences, by Grade Level + Subgroup - Grade Six			
	Number of sixth-grade students absent 5-9 days	Number of sixth-grade students absent 10-19 days	Number of sixth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 2.4. Student Absences - Grade Nine**

For the table below, enter the official student count for the number of ninth-grade students who were absent for the number of days specified (e.g., Absent 5-9 days) by student subgroup, as specified. The spans of absenteeism can be non-consecutive days of absences (i.e., the total number of days absent) throughout the Survey School Year for each individual student. Only include absences from the regular school year; do not include summer school absences. Include excused as well as unexcused absences. Do not count field trips as absences.

Table 2.4. Student Absences, by Grade Level + Subgroup - Grade Nine			
	Number of ninth-grade students absent 5-9 days	Number of ninth-grade students absent 10-19 days	Number of ninth-grade students absent 20+ days
All Students			
American Indian, female			
American Indian, male			
Asian American/ Pacific Island, female			
Asian American/ Pacific Island, male			
Black/ African American, female			
Black/ African American, male			
Hispanic, female			
Hispanic, male			
White, female			
White, male			
Two or More Races, female			
Two or More Races, male			
Students with Disabilities			
English Language Learners			
Former English Language Learners			
Free/ Reduced-Price Meal Eligibility			
Please briefly describe your district's definition of an "absence" for this grade level:			

**Table 4.1 Disability Type by Age Range and Subgroup**

Please enter the total number of students who were identified for the corresponding disability type in the survey school year by subgroup, age range, and grade level. We are looking for the official fall count of students.

Table 4.1 Special Education Disability Type by Age Range and Student Group.																
	Age Range	All Disabilities	Autism	Deaf-Blindness	Delay	Disturbance	Impairment	Disability	Disabilities	Impairment	Impairment	Disability	Language	Injury	Impairment	Other Disability
All Students	Ages 3-5															
American Indian, female	Ages 3-5															
American Indian, male	Ages 3-5															
Asian American/ Pacific Islander, female	Ages 3-5															
Asian American/ Pacific Islander, male	Ages 3-5															
Black/ African American, female	Ages 3-5															
Black/ African American, male	Ages 3-5															
Hispanic, female	Ages 3-5															
Hispanic, male	Ages 3-5															
White, female	Ages 3-5															
White, male	Ages 3-5															
Two or More Races, female	Ages 3-5															
Two or More Races, male	Ages 3-5															
Students with Disabilities	Ages 3-5															
English Language Learners	Ages 3-5															
Former English Language Learners	Ages 3-5															
Free/ Reduced-Price Meal Eligibility	Ages 3-5															
	Age Range	All Disabilities	Autism	Deaf-Blindness	Delay	Disturbance	Impairment	Disability	Disabilities	Impairment	Impairment	Disability	Language	Injury	Impairment	Other Disability
All Students	Ages 6-21															
American Indian, female	Ages 6-21															
American Indian, male	Ages 6-21															
Asian American/ Pacific Islander, female	Ages 6-21															
Asian American/ Pacific Islander, male	Ages 6-21															
Black/ African American, female	Ages 6-21															
Black/ African American, male	Ages 6-21															
Hispanic, female	Ages 6-21															
Hispanic, male	Ages 6-21															
White, female	Ages 6-21															
White, male	Ages 6-21															
Two or More Races, female	Ages 6-21															
Two or More Races, male	Ages 6-21															
Students with Disabilities	Ages 6-21															
English Language Learners	Ages 6-21															
Former English Language Learners	Ages 6-21															
Free/ Reduced-Price Meal Eligibility	Ages 6-21															
		All Disabilities	Autism	Deaf-Blindness	Delay	Disturbance	Impairment	Disability	Disabilities	Impairment	Impairment	Disability	Language	Injury	Impairment	Other Disability
Kindergarten	-															
Grade 1	-															
Grade 2	-															
Grade 3	-															
Grade 4	-															
Grade 5	-															
Grade 6	-															
Grade 7	-															
Grade 8	-															
Grade 9	-															
Grade 10	-															
Grade 11	-															
Grade 12	-															

**Table 4.2 Special Education Setting, by Subgroup**

Please enter the total number of special education students in each of the identified settings in the survey school year by subgroup and grade . We are looking for the official fall count of students.

	3-5 Years of Age			6-21 Years of Age							
	Total Numer of Children with disabilities age 3-5	Number of early childhood students with disabilities receiving the majority of their	Number early childhood students with disabilities receiving the majority of their	Number inside general education classes 80% or more of the day	Number inside general education classes 40% through 79% of the day	Number inside general education classes less than 40% of the day	Number in separate school and residential facility	Correctional Facility	Home	Homebound/ Hospital	Parentally placed in private schools
All Students											
American Indian, female											
American Indian, male											
Asian American/ Pacific Islander, female											
Asian American/ Pacific Islander, male											
Black/ African American, female											
Black/ African American, male											
Hispanic, female											
Hispanic, male											
White, female											
White, male											
Two or More Races, female											
Two or More Races, male											
Students with Disabilities											
English Language Learners											
Former English Language Learners											
Free/ Reduced-Price Meal Eligibility											
Kindergarten											
Grade 1											
Grade 2											
Grade 3											
Grade 4											
Grade 5											
Grade 6											
Grade 7											
Grade 8											
Grade 9											
Grade 10											
Grade 11											
Grade 12											

**Table 5.1. Total Enrollment (Rolling Count)**

Include students enrolled at any time during the previous Survey School Year (2016-17 school year). *The enrollment counts should reflect your total rolling enrollment for the entire school year for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.*

Table 5.1. Student Enrollment (Rolling Count)															
	Total number of students enrolled in the district in the Survey School Year (Rolling Count)	Total number of students enrolled in pre-kindergarten in the Survey School Year (Rolling Count)	Total number of students enrolled in kindergarten in the Survey School Year (Rolling Count)	Total number of students enrolled in grade one in the Survey School Year (Rolling Count)	Total number of students enrolled in grade two in the Survey School Year (Rolling Count)	Total number of students enrolled in grade three in the Survey School Year (Rolling Count)	Total number of students enrolled in grade four in the Survey School Year (Rolling Count)	Total number of students enrolled in grade five in the Survey School Year (Rolling Count)	Total number of students enrolled in grade six in the Survey School Year (Rolling Count)	Total number of students enrolled in grade seven in the Survey School Year (Rolling Count)	Total number of students enrolled in grade eight in the Survey School Year (Rolling Count)	Total number of students enrolled in grade nine in the Survey School Year (Rolling Count)	Total number of students enrolled in grade ten in the Survey School Year (Rolling Count)	Total number of students enrolled in grade eleven in the Survey School Year (Rolling Count)	Total number of students enrolled in grade twelve in the Survey School Year (Rolling Count)
All Students															
American Indian, female															
American Indian, male															
Asian American/ Pacific Islander, female															
Asian American/ Pacific Islander, male															
Black/ African American, female															
Black/ African American, male															
Hispanic, female															
Hispanic, male															
White, female															
White, male															
Two or More Races, female															
Two or More Races, male															
Students with Disabilities															
English Language Learners															
Former English Language Learners															
Free/ Reduced-Price Meal Eligibility															

**Table 5.2. Total Enrollment (Official Fall Count)**

Include students enrolled at any time during the previous Survey School Year (2016-17 school year). *The enrollment counts should reflect your official fall enrollment for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.*

Table 5.2. Student Enrollment (Official Fall Count)															
	Total number of students enrolled in the district in the Survey School Year (Official Fall Count)	Total number of students enrolled in pre-kindergarten in the Survey School Year (Official Fall Count)	Total number of students enrolled in kindergarten in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade one in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade two in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade three in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade four in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade five in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade six in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade seven in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade eight in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade nine in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade ten in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade eleven in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade twelve in the Survey School Year (Official Fall Count)
All Students															
American Indian, female															
American Indian, male															
Asian American/ Pacific Islander, female															
Asian American/ Pacific Islander, male															
Black/ African American, female															
Black/ African American, male															
Hispanic, female															
Hispanic, male															
White, female															
White, male															
Two or More Races, female															
Two or More Races, male															
Students with Disabilities															
English Language Learners															
Former English Language Learners															
Free/ Reduced-Price Meal Eligibility															

**Table 6.1. Total Enrollment (Rolling Count)**

Include students enrolled at any time during the Survey School Year. *The enrollment counts should reflect your total rolling enrollment for the entire school year for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.*

Table 6.1. Student Enrollment (Rolling Count)															
	Total number of students enrolled in the district in the Survey School Year (Rolling Count)	Total number of students enrolled in pre-kindergarten in the Survey School Year (Rolling Count)	Total number of students enrolled in kindergarten in the Survey School Year (Rolling Count)	Total number of students enrolled in grade one in the Survey School Year (Rolling Count)	Total number of students enrolled in grade two in the Survey School Year (Rolling Count)	Total number of students enrolled in grade three in the Survey School Year (Rolling Count)	Total number of students enrolled in grade four in the Survey School Year (Rolling Count)	Total number of students enrolled in grade five in the Survey School Year (Rolling Count)	Total number of students enrolled in grade six in the Survey School Year (Rolling Count)	Total number of students enrolled in grade seven in the Survey School Year (Rolling Count)	Total number of students enrolled in grade eight in the Survey School Year (Rolling Count)	Total number of students enrolled in grade nine in the Survey School Year (Rolling Count)	Total number of students enrolled in grade ten in the Survey School Year (Rolling Count)	Total number of students enrolled in grade eleven in the Survey School Year (Rolling Count)	Total number of students enrolled in grade twelve in the Survey School Year (Rolling Count)
All Students															
American Indian, female															
American Indian, male															
Asian American/ Pacific Islander, female															
Asian American/ Pacific Islander, male															
Black/ African American, female															
Black/ African American, male															
Hispanic, female															
Hispanic, male															
White, female															
White, male															
Two or More Races, female															
Two or More Races, male															
Students with Disabilities															
English Language Learners															
Former English Language Learners															
Free/ Reduced-Price Meal Eligibility															

**Table 6.2. Total Enrollment (Official Fall Count)**

Include students enrolled at any time during the Survey School Year. *The enrollment counts should reflect your official fall enrollment for the district or each grade level specified. Any student enrolled in your district during the school year should be counted as an enrollee.*

Table 6.2. Student Enrollment (Official Fall Count)															
	Total number of students enrolled in the district in the Survey School Year (Official Fall Count)	Total number of students enrolled in pre-kindergarten in the Survey School Year (Official Fall Count)	Total number of students enrolled in kindergarten in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade one in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade two in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade three in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade four in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade five in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade six in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade seven in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade eight in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade nine in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade ten in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade eleven in the Survey School Year (Official Fall Count)	Total number of students enrolled in grade twelve in the Survey School Year (Official Fall Count)
All Students															
American Indian, female															
American Indian, male															
Asian American/ Pacific Islander, female															
Asian American/ Pacific Islander, male															
Black/ African American, female															
Black/ African American, male															
Hispanic, female															
Hispanic, male															
White, female															
White, male															
Two or More Races, female															
Two or More Races, male															
Students with Disabilities															
English Language Learners															
Former English Language Learners															
Free/ Reduced-Price Meal Eligibility															

**PRINCIPAL SUPERVISORS SURVEY**





## Introduction

The Council of the Great City Schools recently received a grant from the Wallace Foundation for a survey project entitled, National Survey of Principal Supervisors. This work will provide a better understanding of “best practices” regarding principal supervisors and ways to strengthen their preparation, deployment, and on-going development.

We thank you for your participation in this survey that should take less than 5 minutes to complete.

\* 1. Please select your school district.

2. In total, how many supervisors of principals does your district have?

3. To whom do your principal supervisors report?

- |                                                           |                                                            |
|-----------------------------------------------------------|------------------------------------------------------------|
| <input type="radio"/> Superintendent                      | <input type="radio"/> Deputy Superintendent of Instruction |
| <input type="radio"/> Chief Academic Officer              | <input type="radio"/> Deputy Superintendent                |
| <input type="radio"/> Deputy Superintendent of Operations | <input type="radio"/> Chief Operations Officer             |
| <input type="radio"/> Other (please specify)              |                                                            |

4. Does your district have a formal system in place to evaluate principals?

- Yes
- No



Principal Evaluation

5. What, if any, standards is your principal evaluation system based upon? Select all that apply.

- Old Interstate School Leader Licensure Consortium (ISLLC) Standards
- Professional association standards such as NASSP or NAESP
- New Interstate School Leader Licensure Consortium (ISLLC) Standards
- Developed internally; not based on any particular outside standards
- Your state's leadership standards
- I do not know
- Other (please specify)

6. How was your principal evaluation system developed? Select all that apply.

- We are mandated to use our state's system to evaluation principals
- Modified version of another program
- Created by our school district
- Purchased from a developer
- Other (please specify)

7. What percentage of the total principal evaluation is based on:

Principal Supervisors Evaluation of the principal

Student assessment results

Principal evaluation of teachers

Parental engagement

Community engagement

Other

8. How many years has your current principal evaluation system been in place?

9. Does the principal evaluation system in your district take community feedback into account?

- Yes
- No

10. To what extent do you agree with the following statements about the principal evaluation system?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Principals were involved in creating our principal evaluation system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a mechanism in place for principals to annually provide feedback to district leaders (superintendent, deputy superintendent, chief academic officer, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers had an opportunity to critique the principal evaluation system before it became operationalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our evaluation system was piloted first in a few schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are consequences for poor student performance in the evaluation system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are rewards for improved student performance in the evaluation system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Assistant Principals

11. In total, how many assistant principals does your district have?

12. Approximately what percentage of your current principals were assistant principals in your district?

- Over 80%
- 50% to 80%
- 25% to 49%
- Less than 25%

13. What support do you currently have or plan to develop for assistant principals (APs)?

	Currently have	Plan to develop	Do not have and do not plan to develop
Specific and rigorous standards for the AP position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A formal AP evaluation system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A formal mentoring or coaching system for APs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A formal aspiring principals program for APs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-going professional development for APs to strengthen their ability to improve classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A data system that tracks the careers and development of APs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internship program for the principal position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate your level of agreement with the following statements about assistant principals (APs):

	Strongly agree	Agree	Disagree	Strongly disagree
Our principals are well prepared to mentor or coach APs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our APs are instructional leaders in our schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our APs spend most of their time performing administrative tasks or managing discipline in our schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our APs need additional professional development on being instructional leaders in our schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. What do your principals and assistant principals need to better lead turnaround efforts in your highest need schools?

**ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT  
TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Achievement and Professional Development**

**2018-2019**

### ***Task Force Goals***

To assist urban public school systems in teaching all students to the highest academic standards and in closing identifiable gaps in the achievement of students by race.

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

### ***Task Force Chairs***

Paul Cruz, Austin Superintendent  
Deborah Shanley, Lehman College of Education Dean

## **ACADEMIC DEPARTMENT OVERVIEW**





# Academic Department Overview

January 2019

## Overall Academic Department Goals/Priorities

The goal of the academic department is to support the work of urban educators to improve student achievement for all students in our member districts. The department collaborates with researchers to determine district systems and resources that correlate with improved student achievement. These results inform our recommendations to instructional leaders.

We share high-leverage information through publications and videos, and provide on-site strategic support teams, webinars, and job-alike conferences to facilitate networking and collaboration among our members.

Major efforts this year focus on providing technical assistance and written guidance for developing and implementing high-quality curriculum documents to support school staff in elevating teaching and learning to align to college- and career-readiness standards. Additionally, we offer guidance for assessing the level of implementation of curriculum standards throughout the district, and for increasing the functionality of academic key performance indicators.

## Current Activities/Projects

### ➤ *Supporting Rigorous Academic Standards*

#### *Overview*

With continued 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. Additionally, funding from the Wallace Foundation supports our districts in enhancing the role of principal supervisors as instructional leaders.

#### *Assessing the Quality of District Curriculum and Providing Technical Support to Districts*



The academic team led the development of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* with principles that are appropriate for all college- and career-readiness standards. This framework provides instructional leaders and staff with criteria for what a high-quality curriculum entails. Developed through combined efforts of Council staff together with school, district academic leaders, and other experts, this first edition framework includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district's curriculum. This emphasizes the importance of ensuring that the district's curriculum reflects shared instructional beliefs and high expectations for all students, and clarifies the level of instructional work expected in every school. The document includes a study guide.

In support of our member districts, the CGCS academic team will provide on-site as well as virtual technical assistance for district curriculum leaders and their teams throughout the curriculum development and

implementation process. We customize our work for individual districts in determining implications for teaching and learning, curriculum development and refinement, implementation, and raising student achievement. Such technical assistance is available to member districts upon request.

### ***Academic Key Performance Indicators***



The Council developed academic key performance indicators (KPIs) in a process similar to the one used to develop operational KPIs. Using feedback from the Achievement and Professional Development Task Force, indicators were selected for their predictive ability and linkage to progress measures for the Minority Male Initiative pledge taken from a list of 200 potential KPIs.

Since SY 2016-17, the indicators were refined and became part of the annual KPI data collection and reporting. This now enables districts to compare their performance with similar urban districts and to network to address shared challenges.

### ***Indicators of Success***



The Council developed indicators districts might use to track their progress on implementation of college- and career-readiness standards, which 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***

Beginning in spring 2018, project staff conducted site visits to districts that have shown the greatest gains on NAEP on reading and mathematics in grades 4 and 8 between 2009-2015. During 2019, these site visits will continue as we examine the role of principal supervisors in supporting school principals in implementing district initiatives to raise student achievement.

### ➤ ***Balanced Literacy and Foundational Skills: Joint Project with Student Achievement Partners***

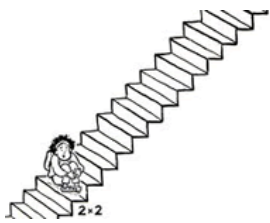
With funding from the Kellogg Foundation, the Council and Student Achievement Partners are collaborating with San Antonio Independent School District (SAISD) to pilot an augmented approach to balanced literacy. It provides research-based content and instructional practices to raise the literacy levels 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 planning year, SAISD, CGCS, and SAP are working collaboratively to build the systems and structures to develop shared buy-in in the pilot schools and to deliberately plan for evaluation and to prepare for future scaling of implementation throughout the district. Their ten pilot schools will receive strong support in two areas: strengthening their systematic instruction of foundational reading skills and building their students’ knowledge and vocabulary through using high-quality read

alouds during the literacy block. Representatives from five member districts will observe the process to consider implications for implementation in their own districts.

### ➤ *Common Core Website*

The Council hosts [www.commoncoreworks.org](http://www.commoncoreworks.org), a website where districts and organizations may share high quality materials. The Council of the Great City Schools developed the following tools to help its urban school systems and others implement college- and career-readiness standards. Many of these materials can also be found on the Council's website, [www.cgcs.org](http://www.cgcs.org).

## Basics about the Standards



*Staircase.* Two three-minute videos (one in English and one in Spanish) that explain the Common Core. This is particularly good for presentations to community and parent groups. (2012)

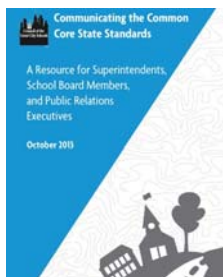
<https://www.cgcs.org/Page/380>



*Conversation.* Two three-minute videos (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

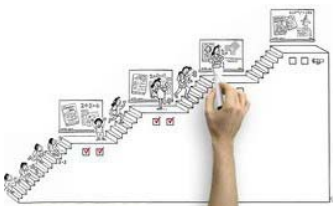
<http://www.cgcs.org/Page/467>

## Communicating the Standards



*Communicating the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives.* A resource guide that helps district leaders devise and execute comprehensive communication plans to strengthen public awareness about and support for college- and career-readiness standards. (2013)

<http://bit.ly/2wi5tu6>



*Staircase.* Two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for English Language Arts. Also, two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for Mathematics. (2012)

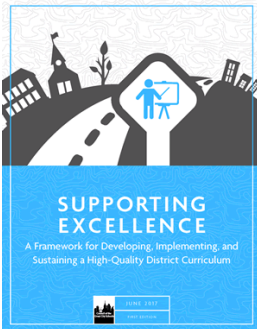
<https://www.cgcs.org/Page/380>



*Conversation.* Two 30-second Public Service Announcements (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

<http://www.cgcs.org/Page/467>

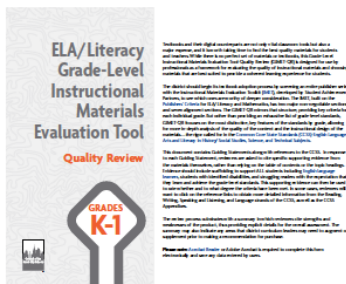
## Developing and Aligning Standards-based District Curriculum



*Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.* A framework that provides instructional leaders and staff with a core set of criteria for what a high-quality curriculum entails. This guide includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and common, high expectations for all students, and that it focuses the instructional work in every school. (2017)

<https://www.cgcs.org/domain/266>

## Selecting and Using Standards-based Instructional Materials

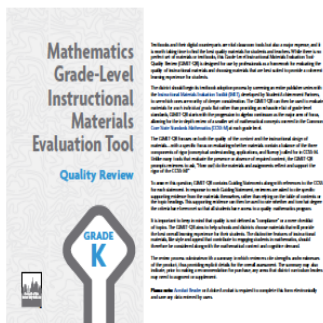


*The Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET- QR), (English Language Arts).* A set of grade-by-grade rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. In addition, the tools are useful in helping teachers decide where and how adopted classroom materials could be supplemented. The documents align with similar tools developed by the Council for English language learners. See below.(2015)

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.

<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)

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.

<http://www.cgcs.org/Page/475>

## Additional Tools and Resources

*LEADCS:* An electronic toolbox that includes research and additional vetted materials that member districts can use to make decisions about bringing computer science for all students to scale. This website was designed in partnership with the University of Chicago team at the Center for Elementary Mathematics and Science Education.

<https://www.cgcs.org/domain/290>

*Alignment Projects:* The Council collaborated with Student Achievement Partners to create four English Language Arts projects demonstrating how to adapt textbooks to the rigor of college-and career-readiness standards. The resources developed through these projects are available at <https://achievethecore.org/category/679/create-aligned-lessons>.

*Basal Alignment Project.* A set of classroom tools for adapting basal texts to the rigor of the Common Core in English language arts and literacy for grades 3-5. It contains over 350 lessons and includes examples that demonstrate how to write quality text-dependent questions.

*Anthology Alignment Project.* A set of classroom tools for adapting English language arts textbook lessons to the rigor of the Common Core in English language arts and literacy for grades 6-10. It contains over 200 lessons and includes examples that demonstrate how to write quality text-dependent questions for secondary school anthologies.

*Read Aloud Project.* A set of classroom tools that explain how to identify and create text-dependent and text-specific questions that deepen student understanding for kindergarten through grade 2. It contains more than 150 sample lessons.

*Text Set Project: Building Knowledge and Vocabulary.* A set of classroom tools that include materials and activities, enabling participants to create and use Expert Packs (text sets) to support students in building knowledge, vocabulary and the capacity to read independently for grades kindergarten through grade 5. Text sets are comprised of annotated bibliographies and suggested sequencing of texts to provide a coherent

learning experience for students. This is accompanied by instructional guidance and tools for teachers, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

### Professional Development on the Standards



*From the Page to the Classroom—ELA.* A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English Language Arts and literacy. The video can be stopped and restarted at various spots to allow for discussion. (2012)

<https://www.cgcs.org/domain/127>



*From the Page to the Classroom—Math.* A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in mathematics. The video can be stopped and restarted at various spots to allow for discussion. (2012)

<https://www.cgcs.org/Page/345>

*Fraction Progression:* Classroom tools and videos for teaching fractions across grades three through six, developed in collaboration with Illustrative Mathematics and Achieve.

<https://www.cgcs.org/site/Default.aspx?PageID=338>



*The Great City Schools Professional Learning Platform.* A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018)

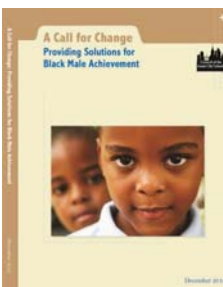
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### Implementing High Standards with Diverse Students



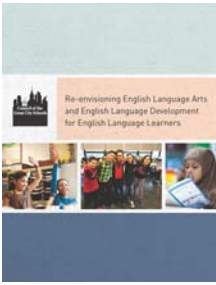
*Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support.* A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (2012)

<https://www.cgcs.org/domain/146>



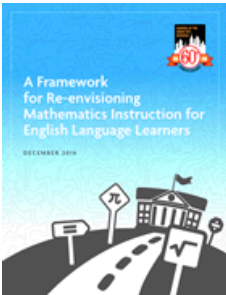
*A Call for Change: Providing Solutions for Black Male Achievement.* A book-form compendium of strategies by leading researchers that advocates for improving academic outcomes for African American boys and young men. Areas addressed include public policy, expectations and standards, early childhood, gifted and talented programming, literacy development, mathematics, college- and career-readiness, mental health and safety, partnerships and mentoring, and community involvement. (2012)

<https://tinyurl.com/yap8zll8>



***Re-envisioning English Language Arts and English Language Development for English Language Learners. A framework for acquiring English and attaining content mastery across the grades in an era when new college- and career-readiness standards require more reading in all subject areas. (2014, 2017)***

**<http://tinyurl.com/yasg9xc4>**



***A Framework for Re-envisioning Mathematics Instruction for English Language Learners. A guide for looking at the interdependence of language and mathematics to assist students with the use of academic language in acquiring a deep conceptual understanding of mathematics and applying mathematics in real world problems. (2016)***

**<http://tinyurl.com/y7flpyoz>**

***Butterfly Video:*** A 10-minute video of a New York City kindergarten ELL classroom illustrating Lily Wong Fillmore’s technique for ensuring that all students can access complex text using academic vocabulary and build confidence in the use of complex sentences as they study the metamorphosis of butterflies.

**<https://vimeo.com/47315992>**

## **Assessing District Implementation of the Standards**



***Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards.*** A set of indicators districts might use to track their implementation of college- and career-readiness standards. Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides descriptions of what “on track” or “off track” might look like, along with examples of evidence to look at in determining effective implementation. (2016)

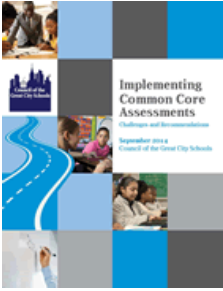
**<http://tinyurl.com/hh6kesd>**



***Calendar of Questions.*** A series of questions about ongoing implementation of college- and career-readiness standards, arranged by month, focusing on particular aspects of implementation for staff roles at various levels of the district, as well as milestones for parents and students. (2013)

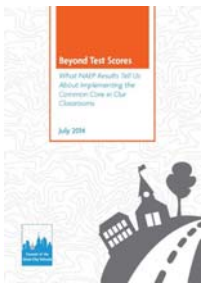
**<http://cgcs.org/Page/409>**

## Implementing Standards-based Assessments



*Implementing the Common Core Assessments: Challenges and Recommendations.* A summary of the PARCC and SBAC assessments, challenges in implementing large scale on-line assessment, and recommendations for successfully implementing them. (2014)

<https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Implementing Common Core Assessments-2014.pdf>



*Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms.* An analysis of results on four sample NAEP items—two in mathematics and two in ELA—that are most like the ones students will be seeing in their classwork and on the new common core-aligned assessments. In this booklet, the Council shows how students did on these questions, discusses what may have been missing from their instruction, and outlines what changes to curriculum and instruction might help districts and schools advance student achievement. It also poses a series of questions that district leaders should be asking themselves about curriculum, professional development, and other instructional supports. (2014)

[https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond Test Score\\_July 2014.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond Test Score_July 2014.pdf)

## Resources for Parents about the Standards



A series of parent roadmaps to the Common Core in English Language Arts and literacy, grades K-12 in English and grades K-8 in Spanish. (2012)

<https://www.cgcs.org/Page/330> (English)

<https://www.cgcs.org/domain/148> (Spanish)



A series of parent roadmaps to the Common Core in mathematics, grades K-12 in English and K-8 in Spanish. (2012)

<https://www.cgcs.org/Page/366> (English)

<https://www.cgcs.org/Page/367> (Spanish)

### ➤ *Building Awareness and Capacity of Urban Schools*

#### *Mathematics and Science*

Under the leadership of the CGCS Bilingual team, the academic department supported the development of a new tool for materials selection, *A Framework for Re-envisioning Mathematics Instruction: Examining the*



*Interdependence of Language and Mathematical Understanding.* The tool is to be used by publishers of mathematics materials to create the type of instructional content that will enable our districts to successfully address the needs of ELLs and students with disabilities while implementing college and career-readiness standards in mathematics. Under the leadership of Gabriella Uro, the Framework informed the work of a Joint Procurement Project, to use the Council’s joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials that reflect the interdependence of language and mathematics for English language learners. This project includes a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. This group is providing concrete feedback to selected vendors on their revised units in their proposed materials. Final selections will be released in early 2019.

➤ ***Curriculum and Research Directors’ Conferences***

The 2018 Curriculum and Research Directors’ meeting took place June 25-28 in Minneapolis, Minnesota with the theme of sharing what works in building instructional capacity, utilizing data and research, and boosting student success in three key areas:

- how districts develop and support strong Tier I instruction,
- how districts learn from and overcome pitfalls during the implementation of instructional initiatives, and
- how districts bridge multiple pathways of teaching and learning to maximize opportunities for student success

The conference featured a preconference presentation from Student Achievement Partners’ David Liben reviewing the latest five English language arts and reading materials to earn a strong rating from Ed Reports. While each program meets alignment criteria, each has different strengths and challenges. Selecting the best fit for the district context continues to be an important consideration.

Phil Daro, nationally-recognized mathematics educator, addressed how to help students complete unfinished learning in mathematics within the grade-level Tier I program.

The Houston Independent School District won the Making Strides Together Award for its Achieve 180 turnaround program. The collaborative effort brought together Human Resources, Leadership Development, Academics, Assessment, Research, Curriculum, Professional Development, Interventions, Wrap-Around Services, Family Engagement/Empowerment, coaches, school teams and others to address the needs in 35 schools. Most of these schools saw double-digit student growth. Annie Wolf and Carla Stevens accepted the \$4000 award on behalf of the district.

The 2019 meeting will be held in San Diego, California the week of June 24.

➤ ***Academic Strategic Support Teams and Technical Assistance Partnering***

Several districts requested strategic support team visits to answer specific questions raised by their superintendents for an objective analysis of their academic program. In 2017-18, Council teams reviewed extensive district documents and were on site to meet with appropriate personnel to assess and compile findings and make recommendations for St. Paul Schools, Metropolitan Nashville Public Schools, and Jackson Public Schools.

**SAN ANTONIO PROJECT**

**Early Reading Accelerators Project**  
**Funded by the W.K. Kellogg Foundation**

**Statement of Work**

**2018**

**Background**

Across the country, school districts, particularly in major urban areas, are focused on raising their students' achievement to meet college- and career-ready standards. Classroom by classroom, teachers are raising expectations. Strong, standards-aligned instruction in literacy, particularly around foundational skills in the early grades, is essential to student success. This project builds on and expands an initial pilot conducted in Metro Nashville Public Schools in the 2017-2018 school year that was designed to support the needs of educators and students in classroom settings that employ balanced literacy models. This modified approach focuses on "literacy accelerators" that will be introduced through a pilot in San Antonio Independent School District (SAISD) to strengthen foundational reading skills together with building student knowledge and vocabulary as teachers use instructional practices aligned to the rigorous expectations of college- and career-ready standards.

**Project Overview**

The Early Reading Accelerators project will support districts to enable their K-1 educators to use instructional practices aligned to the rigorous expectations of college- and career-ready standards. The literacy accelerators will help teachers to leverage the existing literacy block and structures while strengthening foundational reading skills, building student knowledge, and building vocabulary. The project will be explicitly designed to build central office staff capacity and ensure district ownership of the ongoing early literacy work throughout the project. District staff, instructional leaders/coaches and teachers will be supported to prioritize time and resources to make instructional decisions that support research-based best practices, ultimately accelerating students' attainment of early reading skills.

The intent of Student Achievement Partners (SAP) and the Council of the Great City Schools' (CGCS) early literacy acceleration work is to significantly improve early reading outcomes for students across the country, particularly those who are of color, living in poverty, and/or English Language Learners. This project is designed to improve teacher practice in San Antonio Independent School District, to provide a professional learning Cohort for up to five districts so that they can successfully adapt and implement the Early Reading Accelerators in their own context, and to create and share free, high-quality early literacy tools and resources that can be used by any district or school.

As a result of this project, participating educators will build their knowledge and capacity to meet the early reading needs of their students. Additionally, the project is designed to build central office staff capacity and ensure district ownership of the early literacy work through ongoing planning support. The participating districts will develop their own district-wide implementation plans by the end of year 2 and begin implementation in year 3. As a result, the districts will refine their vision for literacy instruction and set the conditions to support educators to improve early reading outcomes for students (e.g., allocate appropriate time and use/adopt high quality resources to allow for systematic teaching of foundational skills and instruction based on high quality, complex text and related academic vocabulary).

The project is designed to scale and reach classrooms beyond the participating districts. Both CGCS and SAP will leverage their networks to spread the program resources and research findings to educators and

districts beyond those participating in this project. Specifically, teacher and student facing resources which emphasize early literacy instruction, including specific supports for ELLs, will be developed and broadly shared via both organizations' existing distribution channels. The project also provides an opportunity to conduct a slim research study, examining the impact of the early literacy accelerators and adding to the body of research around effective early literacy instruction. Finally, partner organizations will be invited (at their own cost) to observe the project, positioning them to adapt and replicate the program in districts across the country.

### **Project Outcomes**

Through the project, the following goals will be accomplished:

- Student performance on reading assessments in SAISD's early adopter classrooms will improve in 2019-2020 and 2020-2021 school years compared to students not participating.
- Participating teachers will demonstrate an understanding of standards-aligned ELA foundational skills instruction, as evidenced by learning walks and/or teacher knowledge surveys.
- A suite of teacher and student facing resources, under the title "Early Reading Accelerators," including supports for English Language Learners and tools for instructional leadership, will be disseminated to involved districts and the field via SAP and CGCS partnerships and channels as measured by downloads of the materials from SAP's website, [www.achievethecore.org](http://www.achievethecore.org). By the end of the proposed project period, the resources and assets will be downloaded at least 50,000 times.
- Members of the professional learning Cohort will develop concrete action plans by end of spring 2020 and implement those plans starting in the 2020-2021 school year.
- A research study evaluating the impact of the early reading accelerators in SAISD will be completed and disseminated by Summer 2021, adding to the body of research around effective early literacy instruction and providing specific learnings to inform SAP and CGCS' future work.

### **Project Activities**

The three-year project will launch October 2018 and run through September 30, 2021, consisting of two components: a targeted project with approximately 10 early adopter schools from SAISD, and a professional learning Cohort of up to 5 districts. Early adopter K-1 teachers in SAISD will be supported in adjusting their literacy materials and instructional practices to incorporate research-based content. The districts will form a collaborative to observe the SAISD work and convene with CGCS, SAP and one another (including SAISD) as thought partners to develop and begin to implement plans to scale the learning in their own districts. CGCS and SAP will provide model plans, workshoping sessions, feedback on written implementation plans, and ongoing support through office hours.

#### *SAISD Activities:*

- Planning (2018): SAP and CGCS will participate in planning activities with SAISD's central office staff and school leaders to build capacity and ensure district ownership.
- Professional Development Sessions (2019): SAP and CGCS will provide four cycles of in-person targeted professional development sessions to early adopter K-1 teachers. These cycles will include the following content, though adjustments may be made based on district need:
  - Cycle 1: Learning why a systematic approach to foundational skills (i.e. structured phonics) is critical and best practices for teaching and assessing foundational skills.
  - Cycle 2: Learning why intentional knowledge and vocabulary building supports the needs of all readers, and how to enhance current instructional materials to allow this.

- Cycle 3: Implementation and ongoing support provided; teachers continue to implement foundational skills, knowledge and vocabulary building resources utilizing their current classroom structures.
- Cycle 4: Continued support based on findings of learning walks.
- Learning Walks (2019): SAISD's central office staff will participate in walks at early adopter schools to gain an on-the ground understanding of implementation. Walks will be organized and led by SAP and CGCS, with support from the central office.
- Ongoing virtual support (2019- 2020): Throughout the project, SAP and CGCS will support early adopter teachers and district staff learning.
- District-wide implementation (2020- 2021): SAISD will develop and begin to execute on a district-wide plan, in conjunction with the activities below.

*Professional Learning Cohort Activities:*

The Cohort will observe the work in SAISD, develop and begin to implement plans to scale the learning in their own districts and share learnings with support from CGCS and SAP. District representatives will:

- Participate in all four SAISD professional development cycles and two learning walks, including additional Cohort meetings (2019)
- Develop their own Early Reading Accelerator scaling plans with support from SAP and CGCS (2020)
- Share learnings and participate in up to four additional professional learning cohort meetings (one of which will be scheduled to coincide with CGCS' annual conference), begin implementation and continue engaging in office hours with SAP and CGCS (2020 - 2021)

*Research Study*

As part of the project, a slim research study will be designed and conducted with the intent of examining the implementation and effectiveness of the Early Reading Accelerators in SAISD to improve student literacy skills. The research study will be completed and disseminated nationally by Summer 2021, adding to the literature on effective early literacy instruction and providing specific lessons to inform SAP's and CGCS' future work in this critical area.

CGCS will use a pre-posttest methodology to assess the effects of the project on student literacy skills in SAISD. The research team will use assessments currently deployed by the system (e.g., Measures of Academic Progress in English and Spanish, the Woodcock Munoz Language Survey, the Learning Accomplish Profile, TELPAS Reading and Listening, and the STAAR Reading Test) and/or other identified assessments to track literacy skills across time and to compare students in project schools with a matched sample from non-project schools. Results will be analyzed using an Analysis of Covariance methodology.

The Council's research department, headed by Dr. Raymond Hart, will be responsible for developing the research methodology and conducting the evaluation.

*Communication Activities*

SAISD will be responsible for turnkeying the activities and learning from early adopter schools to the district at large, with support from SAP and CGCS. SAISD will create and execute a city-wide implementation plan based on learnings from the early adopter schools to provide high quality instructional resources and extend the professional learning to K-1 teachers across the district. The key

audience will be K-1 teachers citywide. The district will also be responsible for outreach to parents and the community.

The professional learning Cohort members will be responsible for devising their own district-specific Early Reading Accelerator plans. This means translating the work of SAISD to their own context and areas of need. Each district's instructional staff, literacy coaches, school leaders, and teachers are potential intermediary audiences with the ultimate audience being K-1 teachers. The Cohort will support one another's learning through shared observations, as well as in-person and virtual convenings to investigate problems of practice.

The project also calls for observing partner organizations working to support the academic needs of districts serving vulnerable students to participate in all SAISD early adopter activities. This might include groups such as TNTP, New Leaders, Relay, and potentially other nonprofits working in SAISD and/or with districts in the professional learning Cohort. These partner organizations will participate in the SAISD early adopter activities as learners, in order to support SAISD, the observing districts and other districts beyond those participating in the project.

CGCS will further maximize dissemination of the Early Reading Accelerators through their community of 70 of the nation's largest urban public-school districts. CGCS will share highlights of this project, including resources and results from the research study, with members and will build ongoing updates of the work into their annual conferences of Superintendents, Chief Academic Officers, Research Directors, and others.

SAP will spread the Early Reading Accelerators through their network of over 12,000 educators, 60,000 email subscribers, and more than 3 million unique users of SAP's website, [achievethecore.org](http://achievethecore.org). By sharing highlights, lessons learned, resources and results from the research study through channels such as monthly newsletters, blog posts, virtual webinars, and social media channels, SAP will continue to engage educators and extend the reach of this project to new audiences.

### **Project Roles & Responsibilities**

The Council of the Great City Schools and Student Achievement Partners will partner closely to plan, execute and achieve the outcomes of the project as outlined in the jointly developed grant proposal (Appendix 1).

Specifically, CGCS will **lead** the following aspects of the project with SAP's support:

- SAISD relationship management, particularly the relationship with the Superintendent and other senior leaders in the district
- SAISD district staff capacity building, change management and strategic planning support, including integrating pilot and citywide implementation into SAISD priorities and initiatives
- District Cohort recruiting, relationship management and meeting logistics (including Cohort District travel); cohort meeting planning and facilitation
- Cohort District support to enable the district to develop their individual action plans; collect, monitor and report out on action plan execution
- Research study evaluating the impact of the early reading accelerators in SAISD to be completed and disseminated by Summer 2021. This activity includes development of research plan, execution of the research study and associated analysis and reports (annual interim reports due

October 31, 2019, October 31, 2020; and final report completed and disseminated Summer 2021)

- Communication of highlights, resources and results of the project with CGCS member districts

SAP will **lead** the following aspects of the project with CGCS's support:

- Overall project management, including day-to-day coordination of the project activities with SAISD
- Advisory support for SAISD pilot lead and related district leaders in designing and implementing pilot activities
- SAISD pilot training and materials, including all PD cycles, learning walks and virtual office hours
- Partner organization management and coordination
- Funder management and reporting
- Communication of highlights, resources and results of the project with SAP educator network and virtual community

To support successful project execution and outcomes, the CGCS and SAP project teams will meet on a regular basis to plan and manage the project.

**GATES FOUNDATION GRANT**



## Proposed Scope of Work Supported by the Gates Foundation

By the

Council of the Great City Schools

The Council of the Great City Schools (CGCS) is a membership organization of the largest and most diverse urban school districts in the nation. The group is a longtime partner of the foundation, supporting efforts to implement the Common Core State Standards and to enhance equity and access to a high-quality public education for students across the nation. With support from the foundation, the primary result of the Council's proposed project will be continued academic improvement in member districts. The effort will involve a multi-faceted strategy involving research, hands-on technical assistance, networking, and the dissemination of promising practices and lessons learned in urban schools in the areas of curriculum, instruction, professional development, and support for vulnerable students and struggling schools.

This strategy involves work in four main areas:

- I. Improving Curriculum, Professional Development, and Support for Turnaround Schools
- II. Increasing Diversity in the Urban Teaching Corps
- III. Broadening Access to Standards-Aligned Instruction and Materials for English Language Learners
- IV. Supporting Accountability and Progress with Improved Accessibility to Academic Key Performance Indicators

### **I. Curriculum, Professional Development, and Support for Turnaround Schools**

There are three main components to the Council's plan of action in this area:

1. the improvement of district curricula;
2. the creation of more cohesive professional development; and
3. support for the lowest-performing urban schools

#### *Curriculum*

The emphasis in the Council's work around curriculum to date has been on building districts' capacity to review, assess, and improve the quality of their curricular and instructional materials, and determine whether these materials reflect college- and career-readiness standards for grade-level content and rigor. With the support of the foundation, the Council recently released an important resource for districts entitled *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*. This framework provided districts with foundational curriculum design principles and a set of seven key features of a high quality, standards-aligned curriculum, complete with exemplars and recommendations for improvement.

More and more districts are now coming to the Council for additional, individualized help in bolstering their curriculum, so they can give teachers stronger guidance on what to teach and at what level of depth to ensure that every student has access to content and instruction aligned to the standards. To meet this growing demand, the Council envisions providing technical assistance to districts with foundation support through one of three approaches:

1. Conducting individual site visits to 3-5 districts to provide hands-on assistance to teams of instructional leaders, reviewing current materials together, and making recommendations for how to strengthen the curricular guidance provided to schools and teachers
2. Collecting and reviewing the curricular and instructional materials for 3-5 additional districts virtually, and providing these districts with feedback and guidance through online meetings and written recommendations
3. Bringing together a group of instructional leaders from 3-5 other districts and conducting joint review sessions, wherein participants can work with each other and learn from Council staff.

We envision this work will take place over two years. A solicitation would be sent out in the beginning of the first year to identify districts that are working to improve their curriculum, and are interested in participating in an individual, virtual, or joint review of their curricular and instructional materials. The team would then begin conducting individual site visits in three to five districts. The knowledge and lessons learned from these visits, as well as the Council's extensive experience conducting instructional support team visits, would then be applied to the second phase of "virtual" reviews. The goal would be to provide a similar level of individualized support and feedback without having to be on the ground in these sites—an approach which, if successful, could greatly expand the Council's ability to provide hands-on support to its membership with limited staff and resources.

In the third phase of the work, the Council would plan and host joint curriculum planning sessions for an additional set of three to five districts, most likely in Washington DC, again applying knowledge of critical areas of need the Council has observed in conducting instructional reviews in urban school districts across the country. This session would involve extensive preliminary planning and preparation to ensure that the time spent together was productive. Again, if successful, this cross-district approach could expand the Council's ability to support multiple districts at once, and to build a long-lasting network of district leaders who face similar challenges in their efforts to improve instruction. In addition, the Council will explore the possibility of developing a video of the curriculum framework that can be used at the local level for training purposes on the organization's Professional Learning Platform.

The intended result of this technical assistance initiative would be to help participating districts develop and implement a stronger district curriculum and adopt aligned instructional materials that clearly communicate the district's academic standards and expectations. To this end, the Council's curriculum framework document would serve as a tool for guiding the work as well as a metric for assessing the success of the initiative. Specifically, the Council team could draft an initial rubric to assess the strengths and weaknesses of a district's curriculum based on the seven key features identified by the framework, and then re-assess the resulting curriculum and guidance the district produces after the review process is complete. Results will be summarized in a report to the foundation.

In addition to improving a district's curriculum and instructional program, we expect that the Council's work with each participating district will result in building greater *internal district capacity*, providing instructional leaders with the vision, experience, and skills needed to *sustain* the instructional improvements moving forward.

Another factor leading to the overall sustainability of these results involves the development of a peer network—a cohort of instructional staff across districts that have either worked together directly (under approach #3) or could be connected to one another through the Council in order to provide input and advice to one another on an ongoing basis.

Of course, one of the primary risks the Council will face in pursuing this work and ensuring its sustainability will be district staff and leader turnover. This is an inevitable reality of working in and with urban school districts. However, we intend to address this challenge by working with cross-functional teams of instructional staff and leaders at each site. This ensures that even if any given staff member leaves the district during or after the curriculum review process, that the remaining team members will be equipped to carry on the work, and the investment in building instructional knowledge and experience in the district is not lost.

### *Professional Development*

The Council also proposes to help its districts design and provide more cohesive professional development that is consistent with the standards. At present, there is a need to align and restructure the system of professional development used across most urban school systems across the country. Far too many systems build their professional development around state mandates for continuing education units. The system is badly flawed, a waste of money, menu-driven, and is not aligned with either the standards or any set of academic priorities articulated by school districts.

The Council envisions developing a framework for professional development that would be linked to its curriculum efforts and would add direction, cohesion, and alignment to what its urban school systems are currently doing. The team would start the work of developing such a framework by reviewing sample professional development plans from our districts—where they exist—and reviewing the findings and recommendations we have offered districts in the area of professional development during past instructional support team visits. We would then compile the lessons learned from this work into a resource that would guide districts in designing and implementing more effective professional development programs tied to district standards and strategic priorities. This resource would be shared across the 72-member districts of the Council.

We would initially assess the success of our efforts by surveying districts about the utility of the framework and about which features districts found valuable enough to begin implementing. The Council would also assess the features of current professional development in a sample of districts against changes districts made. Ultimately, the success of the effort would be measured by the academic attainment of students in the districts implementing the recommendations.

We expect the process of reviewing district professional development programs and developing and disseminating the framework to take between twelve and eighteen months. The effort would involve the Council’s academic team, Executive Director, and Special Projects Manager. As with the curriculum framework, we would approach the work in a manner designed to yield sustainable progress by building the internal capacity of districts to assess the effectiveness of their own professional development systems and to lead the work of redesigning and strengthening these systems, rather than merely outsourcing the function to external organizations and vendors.

One of the inherent challenges we will face in developing this type of tool will be the tendency of districts to approach such guidance as a checklist, and to assume they are meeting a given standard

based only on a cursory understanding of what a given strategy or theory of action entails. To provide a deeper understanding of how we are defining high quality, standards-aligned professional development, we envision this resource mirroring the Curriculum Framework’s emphasis on providing concrete design principles, real life examples of promising practices and programs, and actionable recommendations for developing better professional development that is built around improving student achievement rather than collecting credits or credentials.

### *Lowest-Performing Schools*

Finally, CGCS proposes to advance efforts to improve our lowest performing schools. To date, the organization’s work in this area has largely centered around conducting research on which of our urban school systems were improving performance in their lowest-achieving schools and how they were doing it. In addition, the organization currently brings staff from ten of our urban member districts together with staff from the Chief State School Officers (CCSSO) and the National Urban League in a shared commitment to equity in turning around these schools. These joint discussions have concluded that there is a pressing need to gather and share information on the turnaround strategies currently being used across districts, to strengthen data-driven planning and implementation, and to build networks of support. With the foundation’s support, the Council would spearhead this work by—

1. Fielding a comprehensive survey of the turnaround plans and efforts being undertaken in these Council member districts;
2. Adding further detail to these data through deep-dive interviews with staff in the ten districts who have participated in preliminary discussions with CGCS, CCSSO, and Urban League around turnaround efforts;
3. Synthesizing our findings in a report that documents the various turnaround approaches and strategies that districts are pursuing, sharing some of the successes and challenges that urban districts have faced in their turnaround efforts, and examining what appears to be effective and less effective practice, based on student progress data;
4. Using the findings to augment the ongoing technical assistance the Council provides to districts; and
5. Convening a meeting of staff from some of the low-performing schools to share lessons learned and formulate an ongoing network of school-based staff who could support each other’s work moving forward.

We expect this work to result in a report that builds our understanding of the needs of struggling schools and offers a set of preliminary conclusions about what is working—and not working—in schools and districts nationwide. This is a necessary step toward building greater expertise and collaboration across schools, districts, and states to lift up our lowest performing schools, and to ensure that every student has access to a high-quality public education. The sustainability of this work would rely on the establishment of a network of schools and districts working together to develop and support turnaround initiatives. Moreover, by integrating this information into our technical assistance, the Council will further ensure that the value of this investment lasts well beyond the period of the grant.

We estimate that this work would take a year, and would involve the Council’s research and academic teams. The Council would assess its work in this arena by looking initially at a set of inputs, e.g., the numbers of schools in the sample districts on which we could get good information on what they were doing, survey results, and the ability to synthesize lessons learned. We would

also look at the numbers of school districts for which we were able to share information, and changes in practice at the target schools that resulted from the shared information. Ultimately, we would assess progress by looking at the academic progress in the schools being targeted under this part of the project. The main risk in this area would involve changes in school strategies during the project period and the possibility that project staff would not be able to tell why some schools improved and others did not. While this latter concern is always an issue, the Council’s staff has an excellent track record in discerning why and how improvement happens or does not happen.

## **II. Increasing Diversity in the Urban Teaching Corps**

New research indicates that the diversity of our teachers has a direct impact on the academic performance of our students. The first such study in 2004 used the Tennessee Project STAR class-size data to determine that students taught by a teacher of the same race scored significantly higher in math and reading than students who had a teacher of a different race. Specifically, the data indicated that the positive effect of having a teacher of the same race was the largest among African American students. Other studies in 2007 and 2010 using data from North Carolina found similar results, as did a 2015 analysis of teachers and students in Florida. Finally, a recent 2017 study found that having at least one Black teacher in grades 3 to 5 reduced the probability of Black students’ dropping out of school by about eight percentage points, effectively halving the Black male dropout rate.

Recently, the Council’s executive committee asked the organization’s staff to launch an effort to boost diversity in our urban teaching corps. We propose taking the following steps to initiate this work—

1. Fielding a survey of the demographics of teachers across member districts (data that the Council currently does not have);
2. Presenting these data in a report, alongside recommendations for how districts can better recruit, retain, and support teachers of color.

This work would be coordinated with our ongoing efforts around Males of Color and equity, and it would involve the collaboration of our research team and our Great City Colleges of Education network.

The effort would take approximately 18 to 24 months, including the design and piloting of efforts in selected districts to boost the numbers of teachers of color. Because the data collection effort is likely to show that the turnover rate among teachers of color is higher than the already high average turnover rate among teachers in urban schools, the recommendations developed by the Council team will have to include proposals for both recruiting *and retaining* teachers of color. This dual focus will help build sustainability by helping districts develop human capital systems and strategies that address this need for continued support and development of teachers moving forward. If successful, this work will equip districts to build both the numbers and tenure of teachers of color, and ultimately, to support student achievement through an increasingly diverse teaching corps. The risk, of course, is that 18 to 24 months will not be a long enough period of time to move the needle on this problem, which will require changes beyond just the district level. This is one of the reasons we will be engaging our Great City Colleges of Education as partners in this work, as building a more intentional, effective teacher pipeline—particularly for teachers of color—will need to start before these candidates graduate and apply for teaching positions in urban schools.

### **III. Broadening Access to Standards-Aligned Instruction and Materials for English Language Learners**

There are two components to the Council’s plan of work on behalf of ELLs—raising the quality of *materials* and raising the quality of *instruction*. Specifically, the Council seeks support to—

1. Finalize the development of a joint purchasing agreement for high quality math instructional materials for ELLs
2. Expand the offerings, reach, and evaluation of online courses available on the Council’s new Professional Development Platform

#### *Joint Purchasing Agreement*

With support from The Bill and Melinda Gates Foundation, the Council has undertaken an effort to leverage the joint purchasing power of large urban school districts to raise the quality of math instructional materials for English language learners in the middle grades. Over the past two years, the Council established and convened an advisory committee of district staff and outside experts to develop criteria for high quality, standards-aligned materials and to work with textbook publishers to help them modify their materials to meet these standards. To date, three publishers remain in the running: Open Resources, Imagine Learning, and Curriculum Associates.

The publishers were given until November 2018 to revise their initial materials. This investment will allow the Council to complete this project by convening a final meeting of the materials review committee to select materials to be included in a joint procurement contract. In advance of this meeting, Council staff and committee members will conduct a preliminary review of the materials and conduct virtual meetings in order to work on the calibration of scoring ahead of time. Once those selections are made, the lead district (Los Angeles) will move forward in the purchasing process, holding a school board vote on the proposed purchase of instructional materials in January 2019. Project staff, meanwhile, will notify the publishers and disseminate the results across the membership to ensure that all Council districts are given the opportunity to benefit from the extensive vetting process and development of the joint purchasing contract. By February 2019, we expect all Council member districts will be able to order the vetted materials at the negotiated contract price.

We estimate that this effort will take six months and involve the work of the Council’s bilingual education staff and the ten members of the materials review committee (including five district representatives and five advisory members). Given the need to finalize the selection process by the end of the year, the Council plans to reconvene the advisory committee sometime during the first half of November 2018.

One potential risk to the reach and sustainability of the project moving forward would be low participation among publishers in these types of joint procurement contracts. Certainly, project staff saw several publishers drop out along the way, given the investment of time and resources it would have taken to revise their materials to meet the Council’s college- and career-readiness criteria. However, whether or not they made it to the final round, CGCS and the publishers agree that the process has prompted them to more carefully examine the role of language in mathematical learning, and it has pushed them to boost the quality of their materials. Our expectation is that as these contracts become established and start to drive market demand for higher quality materials,

vendors will respond by investing more heavily in the design and development of materials for ELLs.

### *Professional Development Platform*

A related effort that the Council has been pursuing over the last several years involves the development and pilot-testing of a video-based Professional Development Platform to help teachers in our member school districts work more effectively with struggling readers and ELLs. The Council has now produced 11 professional development courses with over 400 videos and is piloting them in Guilford County (NC), Nashville, Oakland, and Charlotte-Mecklenburg.

With the support of the foundation, the Council now proposes taking several steps to bring this Professional Development Platform to scale. In addition to finalizing all courses currently in development, project staff would fill some of the gaps in the course offerings by filming additional videos of instruction at the middle and high school level and developing additional courses on writing.

At this point in the project there is also a need to develop a robust outreach and dissemination plan to ensure that the courses have the broadest possible reach and impact on teachers and classrooms. This may involve inviting district representatives to take part in sessions that provide an overview of the resources available on the platform, as well as additional guidance documents and sessions on how the professional development resources should be used to effectively bolster the knowledge and skills of educators in working with struggling readers and English learners.

Project staff would also begin developing a strategy for monitoring and evaluating the impact of the professional development courses. Progress measures could include such indicators as participation rates across districts and participant reviews, but ultimately we will be interested in tracking the impact of the professional development offerings on instructional practice and student achievement. This evaluation strategy will likely also involve providing guidance or tools for districts in conducting their own data collection and evaluation, to ensure that the resources are yielding a return on their investment and are aligned to district instructional priorities and expectations.

We estimate that this work will take 12 to 18 months, and involve the Council's Bilingual Education staff, working in conjunction with district staff and educators in partner sites (such as the District of Columbia Public Schools, who we are in discussions with to serve as the next location for the video recordings of classroom practice). While district staff turnover is an ever-present risk, there are currently over 1200 participants across 8 districts who are taking the courses, which mitigates this risk and helps to build sustainability in the skills and practices the professional development platform is aiming to nurture in educators across districts. Expanding this base of participation will help further address staff turnover. We expect the development of a system for monitoring and evaluating impact will also work to build knowledge and demand for the resources, as districts observe the impact of effective teacher preparation on the achievement and outcomes of struggling readers and English language learners.

### **IV. Supporting Accountability and Progress with Improved Accessibility to Academic Key Performance Indicators (KPI)**

The key academic performance indicators developed by the Council are a major priority for the organization. We continue to fine tune and expand them, and we are now in the process of

gathering our fourth year of academic KPI data across our membership. With the foundation's support, we now propose significantly expanding their potential to improve instructional programming and decision-making through the development of an automated system for data collection and analysis. At the moment, the organization is relying on Excel spreadsheets, which makes the process slow and labor intensive, and limits the ability of users to analyze the data. Automating the academic KPI system would build increased functionality, allowing districts to not only enter their own data into the system in a streamlined manner, but to compare themselves to similar districts on a wide range of instructional outcome measures. Districts would also be able to calculate descriptive summary scores and quartile scores to better gauge their progress in relationship to other districts, as well as analyze two or more variables simultaneously. The Council, meanwhile, will gain the ability to gather and report data more quickly, and to analyze results across indicators more effectively.

The primary objective of this investment is improved instructional programming and decision-making based on data, and, ultimately, improvement in student academic achievement. The improved and more efficient access to the data will allow districts to easily identify academic areas of focus for their schools. For example, districts with significantly fewer eighth grade Algebra I completers compared to their peers will be able to specifically target increasing their rates of completion. That particular KPI has been developed based on its relationship to advanced course taking opportunities in high school and higher graduation rates. The automated data collection and analysis will also allow districts to focus on specific student groups, such as English learners or African American males, improving their ability to boost outcomes for historically low performing students. The Council will annually measure and publicly report progress on these KPI measures including, but not limited to, how districts are using the electronic resources developed as a result of the foundation's investment.

We estimate that this process will take 18-24 months, and involve the Council's Director of Research and technology staff. The project will be approached in three phases. Phase one will involve the development of a web-based data submission process for districts to easily respond to information requests. The current process involves completing and emailing Excel spreadsheets which are labor intensive and prone to error. The second phase of the process involves the creation of an electronic data management process to prepare the data for review and reporting. The final phase of the process will involve the creation of data dashboards allowing districts to manipulate and report on the data collected based on their specific needs. Since the Council is already manually collecting and analyzing the data, we do not anticipate any risks to collecting and analyzing the data electronically. Access to the automated data for member districts will be secured through a password protected website, and the data will be made available publicly via the release of an annual report on progress and trends across districts.



**CURRICULUM QUALITY RUBRIC**

## Curriculum Quality Rubric, Draft 1

Key Feature 1 of a Strong Curriculum	Ideal (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Requires Substantial Revision (0)
<p><b>A district’s curriculum documents reflect the district’s beliefs and vision about student learning and achievement.</b></p>	<p>The introduction to the curriculum documents directly references the district's beliefs and visions as well as how students learn best.</p> <p>Additionally, the wording used within district standards, explanations of the standards, sample units, exemplars of expected student work and the instructional approaches are a clear reflection of district beliefs and vision for student learning.</p>	<p>The introduction to the curriculum documents directly references the district's beliefs and visions about student learning and how students learn best.</p> <p>The guidance provided to teachers links to a high proportion of the district's beliefs and visions, but not all of them.</p> <p>The instructional approaches do not fully reflect the district's beliefs about how students learn best.</p>	<p>The guidance provided to teachers can be construed to link to the district's beliefs and vision, but is open to multiple interpretations that could lead to implementation that falls short of district beliefs and vision.</p>	<p>Reading the explanations of the standards and sample units and activities reflect low expectations for students that, if followed as written, would not lead to students' meeting the district's beliefs and vision.</p> <p>Suggested classroom instructional methods do not align to the district's stated beliefs about student learning.</p>	<p>Sample units and exemplars of expected student work reflect low expectations for student achievement.</p> <p>Suggested classroom assignments are not aligned to district beliefs and vision.</p>

Key Feature 2 of a Strong Curriculum	Ideal (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Requires Substantial Revision (0)
<p><b>A district’s curriculum documents are clear about what must be taught and at what depth to reflect college- and career-readiness standards for each grade level.</b></p>	<p>The curriculum guidance provided to teachers clearly describes what needs to be taught and the depth that learning is to reach.</p> <p>Exemplars of units and student work further elucidate district expectations at each grade level to lead to college and career-readiness.</p> <p>Guidance to administrators is provided to know what to look for in classroom instruction each quarter in each grade level they lead.</p>	<p>The district has provided descriptions of what their curriculum standards mean at each grade level, providing more granular assistance for standards where student achievement is weak districtwide.</p> <p>The district provides some exemplars of student work and sample units that illustrate the intent of the standards and the expected depth of learning and skills.</p>	<p>The curriculum guidance to teachers is strong, but on a limited number of standards.</p> <p>There is little to no indication of the depth of learning expected for students, but there are a few exemplars of student work to indicate district expectations for the level of work expected at a grade level.</p>	<p>While the district lists standards to be taught in each grading period, there is no indication or explanation of the depth or precise meaning of the standards.</p> <p>There are no exemplars of student work that might help all teachers develop a common understanding of the goals for student learning.</p>	<p>Standards for the year are listed, perhaps including "power standard" indications with no explanation of how to interpret the standard at the grade level or secondary school course.</p> <p>Teachers do not have ready access to the arc of the learning or cautions about the consequences of omitting standards that are not designated as "power standards".</p>
	<p><i>Note: To determine the optimal level of detail needed by teachers and administrators, ideally, the district has studied results from student assessments and classroom walkthroughs to determine the level of guidance their teachers and administrators need to have in order to improve student achievement results.</i></p>				

Key Feature 3 of a Strong Curriculum	Ideal (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)	Requires Substantial Revision (0)
<p><b>A curriculum builds instructional coherence within and across grade levels consistent with college- and career-readiness standards for each grade.</b></p>	<p>The curriculum guidance is explicit about the interconnectedness of concepts, knowledge and skills both within and across grade levels.</p> <p>This includes what learning students had the previous year and how that learning progresses and develops over time in subsequent grade levels.</p> <p>The guidance includes many exemplary units, lessons, and other examples to illustrate and draw attention to instructional coherence consistent with college- and career- readiness standards for each grade.</p> <p>The curriculum guidance also alerts teachers to typical student misconceptions or incomplete learning and how to help students meet grade-level standards.</p>	<p>The curriculum guidance is explicit about the interconnectedness of concepts, knowledge and skills within and across grade levels.</p> <p>This includes what learning students had the previous year.</p> <p>The guidance includes a few exemplary units and lessons to illustrate instructional coherence consistent with college- and career- readiness standards for each grade.</p> <p>The curriculum guidance alerts teachers to typical student misconceptions and incomplete learning, but does not provide details about how to help students meet grade-level standards.</p>	<p>The curriculum guidance is explicit about the interconnectedness of concepts, knowledge and skills within the grade level, but fails to provide an indication of how specific concepts and skills progress and develop over time and across grade levels.</p> <p>There is no mention of how the current grade level standards connect to the previous year.</p> <p>Some sample units and lessons do illustrate instructional coherence within a grade.</p>	<p>The curriculum guidance is a listing of standards that may reference learning from the previous grade level.</p> <p>The guidance does not indicate how the current grade level standards are connected or how learning develops over time.</p> <p>The units or lessons do not adequately illustrate instructional coherence consistent with college- and career- readiness standards for each grade.</p>	<p>The curriculum is simply a listing of standards and does not indicate any connections between and among standards (concepts, knowledge, and skills).</p> <p>Sample units and lessons do not illustrate instructional coherence consistent with college- and career- readiness standards for each grade.</p>

<b>Key Feature 4 of a Strong Curriculum</b>	<b>Ideal (4)</b>	<b>Effective (3)</b>	<b>Minimally Effective (2)</b>	<b>Ineffective (1)</b>	<b>Requires Substantial Revision (0)</b>
<b>A curriculum explicitly articulates standards-aligned expectations for student work at different points during the school year.</b>	<p>The curriculum guidance provides clear indicators of what student performances are likely to be at various points within the school year.</p> <p>The guidance includes many annotated exemplars of actual student work illustrating the level of performance the district expects at different points in the school year.</p> <p>The guidance targets areas where students have typically under-performed, providing strategies throughout the curriculum to enhance student performance, with key areas of focus and refinement at various points throughout the school year.</p>	<p>The curriculum guidance provides clear indicators of what student performances are likely to be at various points within the school year for some of the standards (or groups of standards).</p> <p>The guidance includes a few annotated exemplars of actual student work illustrating the level of performance the district expects at different points in the school year.</p> <p>The guidance targets areas where students have typically under-performed, providing strategies to help, but not differentiated for the time of year.</p>	<p>The curriculum guidance provides an indication of what student performances are likely to be at various points within the school year for some of the standards (or groups of standards).</p> <p>The guidance does not include any annotated exemplars of actual student work illustrating the level of performance the district expects at different points in the school year.</p> <p>The guidance identifies some areas where students have typically under-performed but does not include ways to address them.</p>	<p>The curriculum guidance does not provide an indication of what student performances are likely to be at various points within the school year for any of the standards (or groups of standards).</p> <p>The district relies on the adopted textbook or on-line materials as the sole guide for the content and depth of teaching.</p>	<p>The guidance is a listing of standards to be taught in each quarter without any detail of what to emphasize about long-term standards in a particular quarter.</p>
<b>Key Feature 5 of a Strong Curriculum</b>	<b>Ideal (4)</b>	<b>Effective (3)</b>	<b>Minimally Effective (2)</b>	<b>Ineffective (1)</b>	<b>Requires Substantial Revision (0)</b>

<p><b>A curriculum contains scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broadbased student attainment of grade-level standards.</b></p>	<p>The curriculum guidance clearly articulates how Tier I classroom instruction needs to be shaped to address the concepts and skills being taught.</p> <p>This includes scaffolds and supports geared to handling common challenges and misconceptions in the course of daily instruction.</p> <p>District curriculum guidance also provides examples of activities or links to videos of classroom techniques that can support classroom teachers.</p> <p>The district curriculum guidance explicitly describes strategies and supports to meet the needs of ELLs and students with disabilities during classroom instruction on specific concepts and skills.</p>	<p>The curriculum guidance addresses how Tier I classroom instruction needs to be shaped to address the concepts and skills being taught.</p> <p>This includes some scaffolds and supports geared to handling common challenges and misconceptions in the course of daily instruction.</p> <p>District curriculum guidance provides a few examples of activities or links to videos of classroom techniques that can support classroom teachers.</p> <p>The district curriculum guidance mentions strategies to meet the needs of ELLs and students with disabilities during classroom instruction on specific concepts and skills.</p>	<p>The curriculum guidance sometimes articulates how Tier I classroom instruction addresses common misconceptions in the course of daily instruction.</p> <p>District curriculum guidance provides few examples of activities or links to videos of classroom techniques that can support classroom teachers.</p> <p>There is minimal guidance for effective ways to incorporate scaffolds and multiple opportunities for ELLs and students with disabilities to meet grade-level expectations during Tier 1 instruction</p>	<p>The district curriculum guidance essentially leaves it up to individual teachers to identify and devise remedies for gaps in knowledge and unfinished learning.</p> <p>The district curriculum guidance provides a list of strategies for ELLs and students with disabilities.</p> <p>.</p>	<p>The curriculum guidance does not contain scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broadbased student attainment of grade-level standards.</p>
<p><b>Key Feature 6 of a Strong Curriculum</b></p>	<p><b>Ideal (4)</b></p>	<p><b>Effective (3)</b></p>	<p><b>Minimally Effective (2)</b></p>	<p><b>Ineffective (1)</b></p>	<p><b>Requires Substantial Revision (0)</b></p>

<p><b>A curriculum includes written links to adopted textbooks or computer-based products to indicate where the materials are high quality, where gaps exist, and how to fill them to meet district expectations.</b></p>	<p>The curriculum guidance includes written links to adopted textbooks or computer-based products that indicate where the materials are high quality, where gaps exist, and how to fill them to meet district expectations.</p> <p>Additionally, curriculum guidance draws teachers' attention to misleading statements or misrepresentations within the materials that are referenced.</p> <p>The district curriculum guidance provides examples of the rigor of texts they are to use or of the problems they are to ask students to solve.</p> <p>Guidance also includes annotations of what teachers will find in each of the suggested resources to decide which ones best suit their students' interests while addressing particular standards.</p>	<p>The curriculum guidance includes written links to adopted textbooks or computer-based products to indicate where the materials are high quality, where gaps exist, and how to fill them to meet district expectations.</p> <p>Additionally, curriculum guidance draws teachers' attention to misleading statements or misrepresentations within the materials that are referenced.</p> <p>The district curriculum guidance provides examples of the rigor of texts they are to use or of the problems they are to ask students to solve.</p> <p>Guidance includes references to resources, but there are no annotations of what teachers will find in each of them.</p>	<p>The curriculum guidance references the adopted textbook or online resources.</p> <p>It often includes advice on where the teacher will need to augment the materials; and areas that can be skipped.</p> <p>Guidance includes references to resources, but there are no annotations of what teachers will find in each of them.</p>	<p>District curriculum guidance simply lists adopted materials and other resources without page numbers or links.</p>	<p>The district curriculum guidance essentially leaves teachers to search for resources and materials to use during instruction, leading to uneven selections for the alignment to district standards and the level of the materials.</p>
<p><b>Key Feature 7 of a Strong Curriculum</b></p>	<p><b>Ideal (4)</b></p>	<p><b>Effective (3)</b></p>	<p><b>Minimally Effective (2)</b></p>	<p><b>Ineffective (1)</b></p>	<p><b>Requires Substantial Revision (0)</b></p>

<p><b>A curriculum provides suggestions for the best ways to measure whether students have met specific learning expectations.</b></p>	<p>The curriculum guidance is clear about what students are to accomplish.</p> <p>It provides samples of student work products that illustrate the quality of work the district expects from students and the level of tasks assigned to lead to that work.</p> <p>It provides sample tasks or guidance on how to measure student achievement.</p> <p>It provides focus areas for supporting students to meet expectations in terms of their academic language; ability to access complex text; writing, listening, and speaking skills; their mastery of key concepts, facts, and procedures; and their use of logic and skills to answer questions and solve problems.</p> <p>Rubrics are customized for particular assignments.</p>	<p>The curriculum guidance is clear about what students are to accomplish.</p> <p>It provides areas teachers can focus on to get them there in terms of their academic language; ability to access complex text; writing, listening, and speaking skills; their mastery of key concepts, facts, and procedures; and their use of logic and skills to answer questions and solve problems.</p> <p>The district curriculum provides a few samples of student work products that illustrate the quality of work the district expects from students and the level of tasks assigned to lead to that work.</p> <p>Generic rubrics are used for assignments.</p>	<p>The curriculum guidance is clear about what results students are to accomplish.</p> <p>The district guidance provides sample tasks and some guidance on how to measure student achievement.</p> <p>Generic rubrics are used for assignments.</p>	<p>The curriculum provides minimal or few suggestions addressing how teachers are to determine whether students have met specific learning expectations or the level of performance expected.</p>	<p>The district curriculum guidance does not provide suggestions for the best ways to measure whether students have met specific learning expectations.</p> <p>Teachers determine whether students have met specific learning expectations which may introduce high variability across schools and classrooms.</p>
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**COLLEGE BOARD OPPORTUNITY SCHOLARSHIPS**

## **Proposal for CGCS-College Board Opportunity Scholarships Challenge**

### *Background of College Board Opportunity Scholarships*

We hear from students and families across the country that getting into college is complicated and overwhelming. They are hungry for a simple guide that tells them what to do and when to do it. With the new College Board Opportunity Scholarships, the College Board has simplified the path to college by laying out the six most important actions on the path to college. Completing each step will earn students a chance for a scholarship; completing all six will earn students a chance for a \$40,000 scholarship for their college education. The six steps in this scholarship program help students plan, prepare, and pay for college. The College Board is making a \$25 million investment over the next five years beginning with the class of 2020. Approximately 4,000 students each year will earn a total of \$5 million in scholarships, ranging from \$500 to \$40,000. At least half of all the scholarships—\$2.5 million each year—will be awarded to students whose families earn less than \$60,000 per year.

### *Partnership with Council of the Great City Schools*

We are excited to partner with CGCS to engage member districts to ensure thousands of urban students begin taking the steps in the College Board Opportunity Scholarships program in their junior and senior years. We look forward to a partnership on this new challenge for two key reasons:

- We want to build off the momentum from the successful CGCS Official SAT Practice All in Campaign. Through the tremendous work of 30 districts, they engaged 400,000 students to link their Khan Academy and College Board accounts and log 800,000 practice hours. We are confident this new challenge with the College Board Opportunity Scholarships will similarly appeal to districts.
- We want to ensure the College Board Opportunity Scholarships reach as many low income and first-generation students as possible, many of whom are served by CGCS districts. During the CGCS Official SAT Practice All in Campaign, we learned there was a gap in the overall time that low income students spend practicing, between CGCS and non-CGCS schools. With the guidance of CGCS, and the diligent work of the districts to bring Official SAT Practice to their students, they were able to narrow the gap in overall practice time. With this new challenge, we hope to see strong participation among low income and first-generation students in CGCS districts.

The College Board will award three \$5,000 prizes to recognize districts in the following categories:

- District who gets the highest percentage of juniors to enroll in the College Board Opportunity Scholarships program
- District who gets the highest percentage of juniors to complete the first step - Build a College List
- District who gets the highest percentage of juniors to complete the second step – Practice for the SAT

### *CGCS – The College Board Opportunity Scholarships Partnership Goals*

- 50,000 students will join the College Board Opportunity Scholarships program
- Enrolled students will complete the first two College Board Opportunity Scholarships actions (Build Your College List and Practice for the SAT) necessary to be on track to plan for college and in doing so, will be eligible for scholarships
- District staff and principals feel supported to engage staff, students and families to complete the College Board Opportunity Scholarships actions
- Districts that are most successful at enrolling students and mobilizing them to take beginning steps will earn public recognition from CGCS and the College Board

### *Partner Responsibilities*

For successful outcomes, the following responsibilities have been assigned to each partner:

#### **CGCS will:**

- Announce the campaign to the districts in its network. District partners who want to participate are responsible for identifying a point of contact and regularly managing and motivating school staff and students to participate
- Disseminate regular information and updates to its network
- Work with College Board to plan a session at the CGCS Annual Fall Conference to recognize the winning districts

#### **The College Board will:**

- Generate content for all outgoing communications to district partners on behalf of CGCS
- Verify intent to participate and collect points of contact for interested districts
- Provide periodic updates to CGCS and the points of contact for participating districts concerning the metrics for awards and where district partners rank
- Hold informational webinars for district partners throughout February at the beginning of the campaign
- Distribute tools and resources to assist participating districts with promotion of campaign and scholarship program
- Award prizes to district winners at CGCS Annual Fall Conference

### *Participating Districts will receive:*

- Access to and support for implementing a large new scholarship and college planning opportunity for students
- Data on percentage and number of students in their districts who have:
  - joined the College Board Opportunity Scholarships program
  - built a College List
  - practiced for the SAT

- Resources from the College Board to publicize the College Board Opportunity Scholarships to educators, families and students. Resources will include digital access to posters, flyers, informational PowerPoint deck, and other materials to promote the College Board Opportunity Scholarships
- The chance to be recognized and rewarded for participation (\$5,000 awards) to support districts' college and career readiness efforts

*Timeline:*

<b>Time</b>	<b>Task</b>
February 1, 2019	Districts are notified of campaign announcement via a CGCS email
February 1 – February 15	Points of contact from interested districts will be collected via registration link (included in CGCS announcement email)
February 15	Deadline for districts to sign up – late sign-ups will be accepted; however, we want to encourage districts to sign up early
February 18	Welcome email to participating districts will go out to the point of contact from each district. Will include information about kits to districts and webinar date.
Week of February 25 – March 1	Webinar for participating districts – will focus on campaign goals and an overview of the College Board Opportunity Scholarships program
Week of March 4 – 8	Scholarship program kits will be mailed to participating districts
March 31	Monthly update to districts (find winners from competing districts to highlight)
April 30, May 31, June 30	Monthly update to districts (find winners from competing districts to highlight)
July 8	Winning districts will be notified
October, date TBD	CGCS Annual Fall Conference – Announcement and recognition of award winners

Next Steps:

1. CGCS and the College Board hold kick-off call to review and refine proposal by week of **Dec 31 – Jan 4**
2. CGCS shared feedback on e-mail by **Dec 31 – Jan 4**
3. College Board sends revised email to CGCS by **January 7**
4. CGCS sends email to member districts by **January 31**

**TASK FORCE ON MALES OF COLOR**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on Males of Color**

**2018-2019**

### ***Task Force Goal***

To assist urban public-school systems in improving academic outcomes of Males of Color by supporting the implementation of evidence-based strategies to educate students from different racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Males of Color.

To improve the social, emotional, and cultural competency of educators through professional learning opportunities that foster a deeper understanding of the support systems needed to ensure academic and life-long success for Males of Color.

To keep data and establish protocols to monitor the progress of Males of Color in our member districts.

### ***Task Force Chairs***

Michael Hinojosa, Dallas Superintendent  
William Hite, Philadelphia Superintendent

**MALES OF COLOR INITIATIVES**

# Males of Color Initiatives in America's Great City Schools:

Follow Through on the Pledge: As of January 1, 2019

COUNCIL OF THE GREAT CITY SCHOOLS







### A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and (1)
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and (2)
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and (3)
- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and (4)
- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and (5)

- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and (6)
- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and (7)
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and (8)
- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and (9)
- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents. (10)
- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district. (11)

#### Council of the Great City Schools

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools

Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools
Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools
Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	New York City Department of Education
Norfolk Public Schools	Oakland Unified School District
Oklahoma City Public Schools	Omaha Public Schools
Orange County (Orlando) Public Schools	Palm Beach School District
Philadelphia School District	Pinellas County Schools
Pittsburgh Public Schools	Portland Public Schools
Providence Public Schools	Richmond Public Schools
Rochester City School District	Sacramento City Unified School District

Saint Paul Public Schools	San Diego Unified School District
San Francisco Public Schools	Seattle Public Schools
Shelby County (Memphis) Public Schools	Toledo Public Schools
Wichita Public Schools	

Males of Color Initiatives in America's Great City Schools  
By the  
Council of the Great City Schools

City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Albuquerque*	<p>As part of the Academic Master Plan, the Superintendent's Big Five includes The Whole Child; Attendance; Early Learning; College and Career Readiness and Community; and Parent Engagement.</p> <p>Office of Equity, Instruction and Support has aligned the Annual Report with the work, achievements, and next steps to the Superintendent's Big Five. Hired a Director of Equity and Engagement in November 2017.</p>	<p>Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.</p> <p>Partner with Together for Brothers (T4B) organized for and with young men of color. Purpose is to build capacity for young men of color to lead at all levels in their communities.</p> <p>Working with the City of Albuquerque and T4B to develop a free universal bus pass for youth to</p>	<p>New Mexico and Title I expanded Pre-k program to "full-day" at 14 schools, created four new classrooms at existing sites, and added four classrooms at new school sites. Added two new 3-year-old classrooms at ESSA-designated schools. Collaborating with community early childhood groups; City of ABQ; Head</p>	<p>Implemented Success Mentors – Attendance Program at Atrisco Heritage Academy High School (AHA). Increased diversity in classroom and school libraries to include more culturally relevant books and books authored by and about minority populations. Increased academic supports and resources for EL populations. For example, opened eight English Acquisition Centers for parents and students. Created Newcomer Program at La Mesa Elementary School with additional Newcomer supports and resources for</p>	<p>District partner in the New Mexico Statewide Race, Class, Gender Data Policy Consortium focusing on academic outcomes PK-20. Mission is collaborative data collection, analysis, and reporting effective policy to address needs of diverse populations.</p>

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)
		<p>increase access to education, employment, and healthcare.</p> <p>Two Tribal Summits in Fall and Spring 2017, hosting Native American Pueblo educational partners and the Navajo Nation. Fall Tribal Summit October 2018. African American Student Summit scheduled for Fall 2018.</p> <p>Purpose is to convene stakeholders with the goal of increasing collaboration and partnership, strengthening and creating better communications between the district and community stakeholders. Black Student Unions</p>	start; and Youth Development (YDI)	<p>feeders into Van Buren Middle School and Highland High School. Established a K-12 Magnet School Engineering the Future Pathway program for three schools with high diverse populations.</p>	

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)
		<p>collaborate with Albuquerque private businesses and government departments to support mission of academic, career and personal achievement through mentorships and internships. Youth Voices in Action (VIA) is a community organization focusing on academic and personal achievement for students of color. Overall target is to provide educational and mentorship opportunities with local businesses and government leaders.</p> <p>Organized training and professional development.</p>			



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)
		Mentorship program for Native American young men with Sandia National Laboratories.			
Anchorage*	New Deputy Superintendent, Mark Stock, hired to develop a coordinated focus on specific initiatives. This includes Creating Equity and Access in Achievement (Building Strong Foundational Skills, Providing Alternatives to Suspension and Expulsion, and Closing the Achievement Gap), Developing 21 <sup>st</sup> Century Learners (Providing More Flexibility for Students and Families), Preparing for Post-Secondary (Expanding Career Exploration Opportunities), Developing Effective Leaders (Creating More Student Leadership Opportunities), Building Strong Relationships (Strengthening Relationships with Students), and Developing Strong Family/Community Partnerships (Strengthening Family Engagement Opportunities). Some of this work	Recipient of a SAMHSA grant, Partnership for Success with Cook Inlet Tribal Council to address cultural awareness and Adult SEL skills. Work now includes four middle schools. Several formal meetings held with Community United, an organization of predominately African American adults, focused on the achievement gap and concerns with equity, hiring practices, and opportunities for students of color.	Actions continue to target students with highest needs. Created a Director of Pre-School to coordinate and align programs focusing on kindergarten readiness with community partners such as Kids Corps/Head Start, Thread, the Anchorage Library, ARISE, United Way, Imagination Library, PIC, FOCUS, Learn	Federal Grant for Project Ki'L to empower Alaska Native students for success in school through a strong emphasis on cultural responsiveness, SEL, and effective teaching strategies. Participation in Alaska Native Science and Engineering Program (ANSEP) Middle School Academy and sponsorship of an ANSEP high school under the umbrella of the Alaska Middle College	Data-dashboard developed, providing information on performance, attendance, on-track progress, behavior, and graduation rates through multiple filters, including gender, race, grade, and other qualifiers along with Child in Transition, Economically Disadvantaged, English Learner, Gifted, Migrant Students with Disabilities, or Title VI Indian Education.

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)
	is well underway and some is just being initiated.		& Grow, and the Anchorage Literacy Project.	School. Piloting a Pre-AP curriculum and teaching strategies in a middle school has now spread to other schools with renewed efforts to recruit students.	Includes both an internal and external user version that tracks past three years.
Atlanta			Use state early learning standards to address social and emotional needs of pre-k students—and plan lessons around them.	<p>Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum.</p> <p>Enhance the district’s multi-tiered systems of supports (RTI), including RTI specialists, interventions, training, and supports.</p> <p>Review the district’s wrap-around services and enhance where needed.</p>	Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender.

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)
Austin*	<p>Created the districtwide “No Place for Hate” initiative and maintained it over the last five years.</p> <p>Established council on race and equity.</p>	<p>Communicated to all media and provided information on meeting opportunities about issues related to Males of Color.</p> <p>University of Texas at Austin on Project Males (Mentoring to Achieve Latino Educational Success).</p> <p>Communities in Schools leadership development and support.</p> <p>Austin Voices for Education on youth empowerment.</p> <p>The University of Texas on equity symposia.</p> <p>Prairie View A&amp;M University and</p>	<p>Expanding birth to 3 partnership with AVANCE, Head Start.</p> <p>PreK-3 in many elementary schools.</p> <p>Full-day Pre-K.</p> <p>Partnerships with outside entities for Pre-K.</p>	<p>Established the Gus Garcia Young Men’s Leadership Academy, an all-male public school with transportation provided for all students.</p> <p>Increased the number of culturally-sensitive mentors.</p> <p>Share promising practices for working with males of color at expanded monthly cabinet meetings.</p> <p>Develop curricular resources that address needs of Males of Color.</p> <p>Student motivational and inspirational assemblies with Manny Scott, and character-centered leadership workshops,</p>	<p>Created ECST data dashboard and service monitoring portal for all campuses. Dashboard includes up-to-minute attendance, grades, discipline, and college readiness data by campus broken down demographically.</p> <p>Review of data and action planning is a part of monthly principal meeting.</p> <p>Results from action plans are a part of the principals’ evaluations.</p> <p>District scorecard includes indicators for closing gaps</p>

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		justice system on changing counter-productive behaviors.		and student roundtables.	for students of color.
Baltimore*	<p>Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating college and career ready, completing postsecondary education, entering the workforce, and reducing violence.</p> <p>Developed a City Schools MBK District Action Plan in 2015 that was implemented through 2017. The Action Plan included:</p> <ul style="list-style-type: none"> <li>-Developing a focused, safe, and effective mentoring program that promotes 1) academic enrichment; 2) leadership development; and 3) school-to-career grooming.</li> <li>-Addressing the STEM dilemma and one of the economic drivers of cyclical poverty by connecting MBK mentees to real opportunities in STEM that increase competitiveness and chances at</li> </ul>	<p>Most recently, participated on the city-wide MBK Taskforce chaired by Congressman Elijah Cummings (D-MD) and staffed by representatives of other city agencies.</p> <p>In fall 2018, City Schools and the Mayor’s Office of Criminal Justice will collaborate on a male initiative in West Baltimore schools. Lead by Lucane Lafortune, SART Coordinator, the Baltimore against Rape and Violence (BRAVE) is a social justice initiative that engages men and</p>	<p>Offer full day Pre-K at nearly all elementary and elementary/middle schools. Provide wrap-around supports for students and families, birth to age 5, via “Judy Centers” in 11 high-need communities</p>	<p>Expose young Males of Color to professional men of color through the City Schools MBK Mentoring Program to build relationships and receive guidance. (Mentors, Reading buddies, Career Day presenters, STEM coaches)</p> <p>Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)</p>	

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	<p>economic prosperity. Fostering strategic partnerships with public and private sector stakeholders to maximize support and expand opportunities for City Schools' youth.</p> <p>In 2018, the district formed a work group to start developing a more comprehensive approach to effectively engage with and support our males of color.</p>	<p>boys in sexual violence prevention. Middle and high school students will have the opportunity to participate in small groups to screen the documentary "The Mask You Live In", engage in series of conversations about toxic masculinity v healthy masculinity, impact of trauma, and restorative circles. The film addresses father abandonment, bullying, male stereotypes, and the impact of positive role models to mitigate anti-social behavior and promote health male development. The long-term goal of the initiative is to establish Be BRAVE</p>			

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		clubs in local schools. Meetings with principals are in the works to schedule and plan screenings at each school.			
Boston*	<p>Lead: Colin Rose, Office of Opportunity Gaps crose@bostonpublicschools.org</p> <p>City developed “Opportunity. Access. Equity: My Brother’s Keeper Boston—Recommendations for Action” with the Office of the Mayor as part of MBK Community Challenge. Launched a mini-grant campaign.</p> <p>Developed the Opportunity and Achievement Gaps Policy and Implementation Plan- a strategic plan involving all BPS offices to close opportunity gaps and enact equity across the district. Boston Public Schools made significant investment in and elevated the work of the Office of Opportunity Gaps</p>	<p>Mayor established MBK Boston Advisory Committee in September 2014. Set three MBK Milestones: (1) Graduating from high school ready for college and career, (2) Successfully entering the workforce, (3) Reducing youth violence, and providing a second chance.</p> <p>Citywide conversation leading to the creation of a vision of a BPS graduate: “College,</p>	Set goal and making progress on expanding access to high-quality pre-k for all 6,300 four-year olds by 2020.	<p>Lengthened the school day in 60 schools in BPS (Expanded Learning Time).</p> <p>Set goal of making BPS a premier Digital District by 2020 and investing in a major capital plan to improve all 133 BPS facilities by 2024 (Build BPS).</p> <p>Created and Implementing Culturally and Linguistically Sustaining Practices (CLSP), which calls for three specific competencies:</p>	

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	<p>and Office of Social Emotional Learning and Wellness.</p>	<p>Career and Life Ready”</p> <p>BPS held citywide discussions around race, culture, and education through the Opportunity and Achievement Gaps Speaker Series.</p> <p>Built Opportunity and Achievement Gaps Policy and Implementation Plan with a taskforce representing a cross-section of the city (School system, City, non-profits, advocates, parents, students).</p> <p>Plan and host a yearly Attendance Symposium with all stakeholders in Boston.</p>		<p>awareness/socio-political consciousness of the structural and cultural biases that inform our systems and personal cultural views; authentic learning on relationship building with communities, parents and students; and the adaptation of practices to build assets and match needs based on the foundation of the prior two competencies: CLSP has been incorporated into the PD and accountability structures of the district over the past 2 years and every school has a yearly CLSP goal.</p> <p>Growing the 10-Boys Initiative: The 10-Boys and 10-Girls Initiative are classes</p>	

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		<p>Created a citywide School-to-prison pipeline working group.</p> <p>BPS hosted Regional Racial Equity Summits.</p>		<p>targeting Black and Latino students that engage in culturally affirming curriculum based on rites of passage, adapted to the BPS context. The program is currently serving over 350 students in more than 30 schools across the district.</p> <p>Introduction of the Becoming a Man (BAM) program. BAM launched its school-based group counseling and mentoring work in four schools in BPS 2017-2018. Research by the University of Chicago has found that BAM reduced violent crime arrests by 50% and increased on-time high school graduation rates for</p>	



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				<p>young men of color in at-risk communities.</p> <p>Implementing Excellence For All (EFA). EFA is designed to expand access to more challenging studies and enrichment experiences for all 4th - 6th graders in Boston Public Schools, helping to close opportunity gaps. In contrast to our Advanced Work Classes, EFA is more representative of the demographic make-up of the district and surpasses it for Black and Latino males.</p> <p>Improved the Exam School Initiative. The Exam School Initiative (ESI) is a free test preparation program for students</p>	

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				<p>in Boston to prepare for the exam school entrance test given in the fall of 6th grade. Over the past 3 years, BPS has doubled the percentage and tripled the number of Black and Latino Students in this program. Black and Latino students who went to the ESI program had an increased chance (nearly double) of acceptance into one of our 3 exam schools compared to their peers.</p> <p>Expanded our Diversity Pipeline Programs to create pathways for Black and Latino community members to become teachers and para-professionals in BPS.</p>	

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Bridgeport*	<p>The Bridgeport Board of Education established an ad hoc committee to address the objectives in the pledge. The committee is reviewing data along with the board’s curriculum committee, disaggregating data for males of color, and developing recommendations to the full board.</p> <p>Named Gladys Walker Jones <a href="mailto:gjones@bridgeportedu.net">gjones@bridgeportedu.net</a> and Melissa Jenkins <a href="mailto:mjenkins@bridgeportedu.net">mjenkins@bridgeportedu.net</a> as leads.</p>	<p>Held our first Males of Color Forum, which included all community stakeholders in whole group sessions and small break-out sessions for adults and students to garner feedback on how to support their success</p>		<p>Trained all administrators in Cultural Competency and worked in collaboration with the University of Connecticut to develop a Cultural Competency Handbook.</p> <p>Expanded Restorative Practices and secured 38 certified trainers of Restorative Practice.</p>	
Broward County*	<p>David L. Watkins, Ed.S            Director of the Department of Equity &amp; Academic Attainment            Broward County Public Schools            1400 NW 14th Court            Fort Lauderdale, Florida 33311            Office: 754-321-1600            Fax: 754-321-1645  <a href="mailto:david.watkins@browardschools.com">david.watkins@browardschools.com</a></p>	<p>Developed work groups with internal and external stakeholders, e.g., the Committee for Eliminating the School-House to Jail-House Pipeline.<sup>1</sup></p>		<p>Developed the Mentoring Tomorrow’s Leaders (MTL) program for minority males attending Deerfield Beach High School and Nova High School.</p> <p>Implementing the 5000 Role Models of</p>	<p>Developing district oversight mechanisms for data collection and to monitor school practices.<sup>1</sup></p>

<sup>1</sup> From Rethinking School Discipline, July 22, 2015.

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				<p>Excellence Project – a mentoring program for young men and boys.</p> <p>Developed a video message from the superintendent to schools outlining the district’s mission to change disciplinary practices.<sup>1</sup></p>	
Buffalo*	<p>BPS has developed a MBK Strategic Plan (Theory of Action) that focuses on:</p> <ol style="list-style-type: none"> <li>1. Increasing access to services, supports, programs</li> <li>2. Engaging staff, parents, community members, and students in solutions that guarantee long-term success for our males of color.</li> <li>3. Thinking innovatively on our approaches to identifying systems and programming that will enhance our impact on the academic achievement, social and emotional</li> </ol>	<p>Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.</p> <p>Meet bi-weekly with city and community-based organizations who have MBK initiatives, to align and coordinate city wide MBK activities.</p>	<p>BPS enhanced its work with teachers and parents by creating Grade Level Expectations (PK-12) and Developmental Expectations (12 month-36 month) around the following areas:</p>	<p>BPS established an All-Male Academy that provides year-round programming that focuses on academic excellence, leadership, and cultural identity.</p>	<p>BPS is currently in the process of developing a comprehensive Early Warning System that will enable better identification and support to students.</p>

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	<p>development and wellness of our males of color.</p> <p>4. Expanding resources, cultural, academic and social enrichment opportunities for our males of color.</p> <p>5. Motivating/cultivating our males of color to unleash their fullest potential and take advantage of the resources created under the New Education Bargain (the district’s strategic plan).</p> <p>As part of its Strategic Plan, BPS focuses its MBK efforts on the following:</p> <ul style="list-style-type: none"> <li>* Parent and Community Engagement</li> <li>* Early Learning and Education</li> <li>* Culturally &amp; Linguistically Responsive Teaching (CLRT)</li> <li>* Engaging Middle School Students <ul style="list-style-type: none"> <li>* Virtual Advance Placement Course</li> <li>* Access to College Courses</li> <li>* Mentoring Supports</li> </ul> </li> <li>* Career Readiness &amp; Internships</li> </ul> <p>Hired Staff include:</p>	<p>Planning a “My Brother’s Keeper Community Symposium” in November 2018.</p>	<p>Grade Level Expectations in:</p> <ul style="list-style-type: none"> <li>* Reading</li> <li>* Writing and language</li> <li>* Vocabulary</li> <li>* Math</li> <li>* Science</li> <li>* Social Studies <ul style="list-style-type: none"> <li>* Art</li> <li>* Music</li> <li>* Physical Education</li> </ul> </li> </ul> <p>Developmental Expectations in:</p> <ul style="list-style-type: none"> <li>* Language and Communication development <ul style="list-style-type: none"> <li>* Social/Emotional development</li> <li>* Cognitive Development</li> <li>* Physical Development</li> </ul> </li> </ul>		

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	<p>* Early Learning Coordinator * Mentoring Coordinator</p> <p>* Career Readiness and Internship Coordinator</p> <p>* CLRT Coordinator Buffalo Public Schools has three leads for its MBK initiative:</p> <p>Dr. Darren Brown <a href="mailto:dbrown@buffaloschools.org">dbrown@buffaloschools.org</a></p> <p>Dr. Eric Jay Rosser <a href="mailto:ejrosser@buffaloschools.org">ejrosser@buffaloschools.org</a></p> <p>Anibal Soler <a href="mailto:asoler@buffalsochools.org">asoler@buffalsochools.org</a></p>		* Fine Motor Development		
Charlotte-Mecklenburg*	<p>Released Equity Report 2024 Strategic Plan</p> <p>Named Earnest Winston as lead. 980-344-0010 (w) 704-634-7196 (c) <a href="mailto:earnest.winston@cms.k12.nc.us">earnest.winston@cms.k12.nc.us</a></p>	Working collaboratively with the Young Black Males Leadership Alliance, a non-profit organization in Charlotte-Mecklenburg focused on leadership		Cultural Proficiency – an ongoing learning experience that provides developmental opportunities for all CMS employees.  Provided AVID culturally relevant	

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		<p>development for young black men.</p> <p>Participating as an organizational partner in Race Matters for Juvenile Justice diversion program, a collaboration of local agencies such as juvenile judges in the state’s 26th Judicial District, Council for Children’s Rights, Charlotte-Mecklenburg Police Department, Social Services, members of the faith community and other local agencies.</p> <p>Leadership Summit for African American Males</p>		<p>teaching curriculum to all AVID schools.</p> <p>Incorporated culturally diverse language and skills-based application in health curricula.</p> <p>Purchased culturally responsive practices curriculum guides. Revised curriculum guides to include multi-genre texts in each unit to represent a variety of authors, cultures and perspectives.</p> <p>Provided access for K-12 programs to culturally authentic texts, media, etc. from all cultures that speak the seven languages offered in the district.</p> <p>Incorporated culturally responsive</p>	

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				<p>teaching practices into the CMS Teaching Residency for lateral-entry candidates.</p> <p>Piloting K-2 UNCC Cultural Proficiency student clinical placements at elementary schools.</p> <p>Reviewed School Improvement Planning and Department Planning Process (equity lens decision-making).</p> <p>Linked instructional strategies to differentiated small group instruction to focus on mastery of skills.</p> <p>School-wide Cultural Proficiency lessons for all students on early release days.</p>	



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				<p>Experiential learning opportunities (e.g., festivals, different house-of-worship visits, neighborhood tours, food tours, museum tours, volunteer work, etc.).</p> <p>Cultural book studies/reviews.</p> <p>Crucial conversation series.</p> <p>Global Ready designation.</p> <p>Launched African American Male Resilience and Self-Efficacy Model in partnership with National Institutes for Justice Research Study.</p> <p>In partnership with the Harvey Gantt Museum and Question</p>	

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				<p>Bridge to launch curricular tools that provide video and text resources that will foster healing in-class dialogues on diversity, identify, and inclusion. Question Bridge is an innovative transmedia art project that facilitates dialogues between Black men from different backgrounds and creates a platform to represent and redefine black identity.</p>	
Chicago	<p>Named Chanel King as lead. <a href="mailto:Clking1@cps.edu">Clking1@cps.edu</a></p>				
Cincinnati*	<p>Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district's males of color.</p> <p>District has a M.O.R.E. Program Coordinator. <a href="mailto:johnswi@cps-k12.org">johnswi@cps-k12.org</a></p>	<p>Held a Manpower Conference. The focus of the conference was to highlight the importance of education and show the impact it has on</p>		<p>Have placed M.O.R.E. clubs in 21 elementary and 13 middle and high schools. Programs focus on students in grades 4-12 to promote higher student achievement,</p>	<p>Data on all M.O.R.E. club participants is entered into data system and tracks progress of students on grades,</p>

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		the future. The break out groups explicitly address career goals and work readiness.		grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 15-20 male students.	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 and	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	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,

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		Hispanic men who are unemployed or in the criminal justice system.	students to 1 adult.	Mentoring program for males of color in select schools.  Men Mentoring Men	and other discipline data. 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>CMSD is adding high-quality preschool seats throughout the city and is seeking sites rated under Ohio’s Step Up to Quality system. Twelve sites have been reviewed and all have earned the top rating of five stars</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</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>The district now has more than 1,800 prekindergarten seats, with plans to add eight classrooms in eight schools next school year.</p> <p>CMSD is a primary funder and major partner in PRE4CLE, a network of District and private sites formed to make sure that all of Cleveland’s 3- and 4-year-olds have access to high-quality preschool. The network, which serves more than 4,100</p>	<p>Third Grade Reading Guarantee.</p> <p>Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.</p> <p>Expand PATRHS—teaching 5 competencies of SEL, CTAO feeder school work, a summer literacy program with intensive interventions.</p>	<p>Have established a School Performance and Planning Framework to track student and school performance.</p>

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			<p>children at more than 100 sites, markets preschool to families and works to help centers obtain state quality certification. Classrooms are including special-education students to accelerate development for all children.</p>		
Columbus	<p>Developed the “Males of Color Pledge Implementation Report”</p> <p>Board of Education passed a resolution approving the Council’s pledge on June 3, 2014.</p>	<p>Partner on early-childhood initiatives with Ohio State University, the city’s Early –Start Columbus initiative, 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</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.</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 others on</p>	<p>Standards taught by teachers with either pre-k certification or a master's degree in early childhood education.</p> <p>Program also provides family outreach, health and social services, and kindergarten transitions.</p> <p>Literacy data show participants need less intervention in kindergarten than non-participants.</p>	<p>Students below the state-determined cut score are retained, but beforehand are provided with 120 minutes per day in literacy instruction and 60 minutes of intervention. Have 30 teachers trained in Reading Recovery, and 800 volunteer Reading Buddies who read with students twice a week. Data show that more students are being promoted to the fourth grade.</p> <p>Data on OGT show that African American students improving reading, writing, and social studies achievement faster than district rates, narrowing gaps.</p>	

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		children's health issues.			
Dallas*	<p>Wrote the Male Mentorship Strategic Plan, 2018-2019</p> <p>Established the Dallas ISD Racial Equity Office</p>	<p>Convened the 2016-2017 Save Our Sons Conference.</p> <p>Initiated the Annual African American Male Academic Bowl Competition.</p>		<p>Created the Barack Obama Male Leadership Academy – an all-male magnet school focused on leadership development and a science and math curriculum. The school serves over 390 students in grades 6-12.</p> <p>Established Project MALES: Mentoring to Achieve Latino Educational Success.</p> <p>The district also offers the Young Men's Leadership Academy for middle school students. The school focuses on rigorous academics, social service, character building, and</p>	



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				<p>leadership opportunities.</p> <p>In initial planning stages for a Young Men’s Leadership Academy Boarding School.</p> <p>Implemented Project Still I Rise to provide academic enrichment, mentoring, and leadership development.</p>	
Dayton	<p>Board approved district participation in Males of Color initiative.</p> <p>Formed an Office for Males of Color with budget of \$200k beginning in 2016-17 school year. Goals for the office include: reducing disparities in suspensions, increasing graduation rates, reducing chronic absenteeism, increasing number of African 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</p>			

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		<p>churches, gather community needs and priorities, convene community meetings at schools, meet with Black male students, research best practices, develop mission and vision statement, develop website, do fund-raising, and set up training.</p>			
Denver*	<p>Planned and provide continuous work and partnership with Dr. Ed. Fergus and work jointly with Micheal Johnson <a href="mailto:micheal_johnson@dpsk12.org">micheal_johnson@dpsk12.org</a> and the Black Male Initiative.</p> <p>Partner with the City of Denver Michael Simmons, My Brother's Keeper.</p> <p>Micheal D. Johnson, Senior Advisor of Equity (Secondary),</p>	<p>During the 2017-2018 school year, DPS (Black Male Imitative) and Denver's My Brother Keeper held three collective events. Each event was focused on College and Career Readiness. In the final event that was held April 2018, fifteen young men</p>	<p>Increased mill levy to expand full-day ECE for all 4-year olds and increase seats for 3-year olds in partnership with community providers targeting underserved areas.</p>	<p>Strengthened rigor of common core implementation. Increased tutoring. Expanded partnerships, enrichment, and engagement. Expanded social emotional supports, mentoring, pre-collegiate information, CTE offerings, and</p>	<p>Conducted opportunity-quartile study to identify groups for intervention and targeted investment. All Secondary Schools have begun implementation of school-wide equity plans. These plans will be incorporated</p>

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	Director of Black Male Initiative. Micheal_johnson@dpsk12.org	were presented with scholarships.	Partner with community to increase quality, establish standards and assessments, and increase resources to reduce summer reading-loss, particularly among ELLs.	piloted a personalized learning project	into each school's Unified Improvement Plans and will be reflected in at least one of each school's Major Improvement Strategies.
Des Moines	Developed a District Plan to implement on-going Cultural Proficiency Training to all staff as well as revise and continuously edit district priorities to reflect culturally competent language; Developed District Equity Team to monitor progress towards district actions, policies, and practices, reflecting progress on the continuum of becoming a more culturally proficient district; Implemented Equity Team at the building level in all schools to monitor progress towards building actions, policies, and practices.	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	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

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				<p>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.</p>	<p>Placement Course Participation, Advanced Placement Test Performance, and enrollment into Gifted and Talented Program</p>
District of Columbia*	<p>Developed A Capital Commitment 2017-2022, a five-year strategic plan with five strategic priorities: Promote Equity, Empower Our People, Ensure Excellent Schools, Educate the Whole Child, and Engage Families. DCPS set goals aimed at increasing the high school graduation rate, accelerating early literacy, increasing student satisfaction, increasing excellent schools, and growing enrollment. In addition, DCPS is working to triple the percent of at-risk and students</p>	<p>Strong partnership with DCPS and the DC Public Education Fund, who has managed fundraising efforts to support programs targeting males of color, such as The Leading Men Fellowship and Innovation Grants.</p> <p>DCPS has strong partnerships with</p>	<p>Through the Leading Men Fellowship program, we place recent graduates who are males of color in PreK classrooms to support their literacy development. During this 9-month</p>	<p>DCPS launched Summer Bridge Programming, targeting students in key transition years (8th to 9th grade and PreK4 to Kindergarten). Summer Bridge is designed to ensure that students and families feel connected to their receiving schools,</p>	<p>Developed Equity Scorecards with measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and</p>

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	of color who are college and career ready by 2022.	community organizations who provide services to our schools to support students and the entire school community.	fellowship, fellows implement interventions to prepare pre-K children for Kindergarten.	learn about the importance of attending school every day, and receive an orientation to High School and Kindergarten.	student satisfaction.  Developed EMOC Reports that compare academic and non-academic performance metrics of students involved in EMOC programming, other males of color, and all other students to measure impact of programming on student outcomes.
Duval County*	<p>Tia Leathers, LeathersT@duvalschools.org Brandon Mack, MackB@duvalschools.org Lawrence Hills, HillsL@duvalschools.org</p> <p>The board went through a process of community input and board development to update the district's mission, vision, values and strategic</p>	Hired a Director of Governmental Relations to ensure effective partnerships and open lines of communication with all levels of government	* Teen Parent Program provides childcare for student parents with an added component on increasing fatherhood involvement.	* Revised Elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures aside from “teacher judgment.”	* Developed modern, integrated, early-warning tracking system with web-based dashboards (Performance Matters) to ensure all students are on-track for graduation. Tracks

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	<p>plan to focus on equity in all our interactions</p>	<p>* We have a joint agreement with all local law-enforcement agencies, the city of Jacksonville, and the State Attorney’s Office regarding civil citations. In addition, the Superintendent and the Mayor held a joint press conference to address community-wide issues involving the safety of Jacksonville’s children.</p> <p>* Worked collaboratively with the City of Jacksonville around the “My Brother’s Keeper” initiative (now a part of the Kids Hope Alliance), which aims to close achievement gaps</p>	<p>* Head Start in 7 DCPS sites serving 480 children.</p> <p>* VPK enrollment of 1,400 students in 52 schools</p> <p>* Beginning the Home Instruction for Parents of Preschool Youngsters (HIPPY) program.</p> <p>* Partnered with local organizations like the Rotary Club of South Jacksonville to get donors to provide enrichment programs for all</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>* Programs in middle schools such as AVID and GEAR UP</p> <p>* Expanded the PSAT to all middle school students</p> <p>* Expanded Advanced and High School courses to middle school students</p> <p>* 5000 Role Models of Excellence</p>	<p>attendance, suspensions, grade, and state test results.</p> <p>Allows teachers to follow students if they change schools.</p> <p>* Worked with the Office of Accountability and Assessment to develop a tool used to track data on attendance, test scores, behavior, grades, promotion rates, graduation rates and the transient status of minority male students.</p> <p>* In the process of developing an electronic tracking and Progress Monitoring Plan for students that</p>

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		<p>and reduce the pipeline from schools to prison for African-American male students.</p> <p>* Created an Annual Youth Symposium in concert with Florida State College at Jacksonville to specifically target male students of color to highlight trades and vocational programs in STEM related fields that provide high wage employment opportunities.</p> <p>* Introduced the 5000 Role Models of Excellence project in Duval County Public Schools and expanded it to a total of 12 schools (six middle and six high) with a focus on</p>	<p>Head Start classrooms</p> <p>* Designed, facilitated, and convened Parent Academy courses on the following topics:</p> <ul style="list-style-type: none"> <li>o Preschool Power! Raising a Self-Reliant Preschooler</li> <li>o Preschool Math and Science around the Neighborhood</li> <li>o Promoting Preschool Language and Literacy Skills</li> </ul>	<p>Programs in select middle schools</p> <p>* Met with coordinators for the “Black Educators Rock” conference to ensure awareness of the continued need to recruit minority-male educators</p> <p>* Partner with Edward Waters College’s “Call Me Mister” program, preparing minority-male educators matriculating at the oldest Historically Black College or University (HBCU) in the state of Florida</p> <p>* Expanded Early College to Edward H. White and started Pre-Early College at feeder schools</p>	<p>will monitor those who move frequently within the district to continue to be supported.</p>

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		<p>creating an environment that will support and promote post-secondary success.</p> <p>* Partnered with city, community, and faith-based partners to develop a “Save Our Sons” city-wide conference that puts minority male students before city officials, law enforcement and faith-based leaders to discuss plans for addressing low academic achievement, police relations, juvenile crime and lack of youth employment opportunities.</p> <p>* Served as a primary member of the Urban Education Symposium Steering</p>	<ul style="list-style-type: none"> <li>o Scribbles to Script for Preschoolers</li> <li>o Transition to Kindergarten</li> </ul>	<p>* Free access to Microsoft Office for all students both online and downloadable</p> <p>* Low cost (\$50) refurbished district computers are made available for student purchase.</p>	



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		<p>Committee to develop an Urban Education Symposium: “Reclaiming Young Black Males for Jacksonville’s Future,” which looked at recent Duval County Public School data on reading achievement and out-of-school suspensions to discuss current programs addressing these issues and future strategies for improving outcomes for local young Black male students.</p> <p>* Partnered with St. Paul’s Missionary Baptist Church, Jacksonville Sheriff’s Office, the Mayor’s Office, State Attorney’s Office, and</p>			

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		<p>Jacksonville Parks and Recreation to develop and launch “The SPOT: A Safe Place,” which is a safe place for Grand Park families to congregate on Friday evenings throughout the summer months. Sponsored activities including: Dance competitions, flag football, bounce houses, community-led vendors, face painting, food, a live DJ, and other varying activities each week. This initiative took place at the Johnnie Walker Community Center located in Grand Park from 6:30 PM – 9:30 PM each Friday evening beginning on June 8th and continued through June 27th.</p>			

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El Paso*	<p>MBK District Points of Contact: Project MALES Point of Contacts at all Secondary Campuses</p> <p>Velma Gonzalez-Sasser Project Manager-Project MALES (<a href="mailto:vgonzal2@episd.org">vgonzal2@episd.org</a>)</p> <p>Ray Lozano Executive Director, School Leadership Operations (<a href="mailto:rslozano@episd.org">rslozano@episd.org</a>)</p> <p>Campus Points of Contact (POCs) lead efforts at the campus level.</p> <p>All secondary campuses have been asked to participate in at least one community service project with their mentors and mentees</p> <p>Student mentorship programs established at all high schools and middle schools, supporting approximately 950 students. Students mentored by campus personnel.</p> <p>Student and Family Empowerment Department established in 2017 to implement SEL on campuses. As of</p>	<p>Member of Project MALES (Mentoring to Achieve Latino Educational Success) Project led by The University of Texas at Texas and Texas A&amp;M 2014-2017</p> <p>Attended Texas Consortium for Male Students of Color Summer Leadership Summit Summers 2014-2018. District has sponsored student delegates from 10 of 11 high schools.</p> <p>2015-2016 EPISD/UTEP MS/HS Leadership Summit at UTEP 2016-2017 EPISD/UTEP HS Leadership Summit at UTEP</p>	Pre-K offered at most district elementary campuses.	<p>Enhancing adult social emotional competency is the foundation of districtwide implementation of social-emotional learning.</p> <p>EPISD has emerged as a national leader in the implementation of New Tech Academies, most of which are established in underserved neighborhoods.</p> <p>Executive Director, SEL Director and Counseling and Advising Directors participate in the CASEL Equity Work Group. 2018-2019 is a planning year for launching a district-wide equity work group.</p>	Social Emotional growth measure is being piloted at six campuses.

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	<p>2018-2019, thee cohorts include 55 schools implementing SEL</p> <p>Social Emotional Learning Secondary Campuses:</p> <p>2016-2017: 7 schools (1 Secondary)</p> <p>2017-2018: 27 schools (10 Secondary)</p> <p>2018-2019: 57 schools (19 Secondary)</p> <p>Positive Behavior Interventions and Supports implemented at all district schools.</p>	<p>2017-2018 EPISD/EPCC/UTEP HS Fall Leadership Summit at UTEP MS Spring Leadership Summit at EPISD</p> <p>Boys and Girls Clubs of El Paso is working with 2 middle schools and 1 high school.</p>		<p>Implementing AVID at selected middle schools to promote college awareness and readiness.</p> <p>SEL Coordinator has led a pilot, in tandem with a teacher organization to develop a Multi-Cultural Studies Course at the secondary level. A course is currently being piloted at 1 middle school.</p> <p>Implementing evidence-based programs (EBPs) that provide explicit instruction to facilitate social-emotional growth at 5 elementary schools and 1 middle school in 2018-2019. Ten elementary and 9 secondary schools will</p>	

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				<p>implement in 2019-2020.</p> <p>Offering PSAT in grades 9th through 11th and SAT to all 11th grade students to bolster advanced course enrollment.</p> <p>International Baccalaureate program implemented at 2 middle schools and 1 high school.</p> <p>Early college high school options have expanded to two additional campuses.</p>	

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Fort Worth	<p>Has formed a My Brother’s Keeper Task Force to develop action plan.</p> <p>Using a cross- functional team with the annual planning process to identify equity issues.</p> <p>Using district goals and targets to address equity issues.</p> <p>Named Jerry Moore and Ashley Paz as leads. (817) 814-2703</p>	<p>Held “My Brother’s Keeper Summit on February 21, 2015</p>	<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>	<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.</p>	<p>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.</p>
Hillsborough* County	<p>Equity Plan with actions and measures aligned with the district Strategic Plan. Initiated based on the board’s approved Racial Equity Policy, March 2017. One of the district’s strategic priorities is to diversify its workforce with highly qualified teachers and administrators</p> <p>“Play it Forward” initiative. Held all year long. Eight grade students mentoring 4th and 5th-grade students of color</p>	<p>Shared with Community Partners: NAACP and TOBA</p> <p>Family Nights, Literacy Nights, Fathers, and Male role models</p> <p>Black History Educational Exhibits are a partnership with several community groups and the Florida State Fair. A</p>	<p>Equity Plan includes strategies to improve Pre-K readiness.</p> <p>Pre-School-Head Start. The program provides training, role models, and hands-on leadership experiences</p>	<p>Equity Plan includes strategies and approaches at all levels and by each division and focuses on Human Resource Exemplars for Closing Achievement Gaps.</p> <p>Launched in 4th and 5th grade by AVID to reduce disciplinary suspensions for students of color</p>	<p>Equity Goals are aligned to the district Strategic Plan and KPI’s are reviewed biannually by each division</p> <p>Logs of hours of mentoring by cooperating teachers. Annual Cooperating Teacher Survey</p>

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	<p>HCPS Head Start Heroes Male Involvement Program--September through May</p> <p>The district--through the Division of Federal Program--launched a formal Pre-K initiative called "Ready Freddy" to ensure students are Kindergarten Ready and reading proficiently by 3rd grade.</p> <p>Black History Educational Exhibits and Performances at the Annual Florida State Fair called a Tribute to Black History. As part of the African American Curriculum, students begin researching and studying Black/African American National and Local Legacies, six months prior to the event. Teachers have access to Black History/ African American Lessons developed by teachers that are housed in the district's database. This is a K-12 annual event. Organized by the Office of Diversity in collaboration with several divisions; i.e., Teaching and</p>	<p>Memorandum of Understanding and shared agreements exist between the school board and community partners. Over 100 employee/community members volunteer for the event.</p>	<p>District will continue monitoring outcomes of the Extended Reading Time program. Will use early warning system.</p> <p>Launched a formal Pre-K initiative called "Ready Freddy" to ensure students are Kindergarten Ready and reading proficiently by 3rd grade.</p> <p>Using assessment and evaluation data on Pre-k and Head Start teachers to</p>	<p>Monitoring outcomes of the Extended Reading Time initiative through observations in project schools.</p> <p>Students must follow rigorous criteria to participate in the event/program. These exhibits are competitive, and students receive awards and incentives</p>	<p>Annual participants program evaluations</p> <p>Use early warning system to monitor RTI/MTSS implementation and effects.</p> <p>Provide additional training on the use of the early warning system.</p> <p>Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools.</p> <p>Community and volunteer surveys; African American Studies Survey for Principals/Asst Principals;</p>

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	<p>Learning, Transportation, Community Outreach.</p> <p>Contact Person/Facilitator Minerva Spanner-Morrow Chief Diversity Officer</p>		<p>determine areas of strength and need.</p> <p>Correlating VPK assessment results with Kindergarten Readiness Assessment to determine impact of program.</p> <p>Evaluating effect of new pre-k and Head Start expansion into high-poverty schools.</p> <p>Monitoring implementation of pre-k professional development during walk-throughs</p>		<p>National and State Review and Recognition, i.e., the NSBA Rise Award; The FLDOE African American Exemplary Status</p>



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			<p>Begun in 2016 with K-12 schools, students must follow rigorous criteria to participate in this event/program. These are competitive exhibits. Students receive awards and incentives.</p>		
Houston	<p>Named Annvi S. Utter to lead. <a href="mailto:autter@houstonisd.org">autter@houstonisd.org</a> 713-556-7104</p> <p>Formed Equity Council to support district’s efforts to ensure equitable access to educational opportunities for all students.<sup>2</sup></p> <p>Collaborated on “Improving the Quality of Life for Young Men of Color in Houston: Local Action Plan, 2015.”</p>	<p>Partnering with the mayor and city department of health to implement MBK. Management team created.</p> <p>Goals include having males of color entering school ready to learn, reading at grade level by third grade, graduating from high</p>	<p>Will convene key stakeholders to agree on best practices for a continuum of care to facilitate whole child development to ensure school readiness.</p> <p>Develop evidence-based</p>	<p>Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed.</p> <p>Will work with community organizations to promote in-school efforts.</p>	<p>Will determine baseline performance criteria and set measurable targets to meet goals.</p> <p>Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from</p>

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		<p>school ready for college and career, completing post-secondary education or training, successfully entering the workforce, and reducing crime and violence and providing a second chance.</p> <p>Was involved in MBK summit in Houston on November 134, 2014. Follow up involved 12 focus groups.</p>	<p>metrics to evaluate school readiness.</p> <p>Implement recognized standards to ensure the quality of childcare providers and teacher.</p> <p>Will expand the number of children participating in high-quality full-day pre-K programs.</p>	<p>Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs.</p> <p>Will connect in-school literacy efforts to out-of-school services to advance children’s literacy.</p> <p>Will increase access to print and electronic books to K-3 children by connecting families to donations and reading support services.</p> <p>Determine target-area pilot schools.</p>	<p>deteriorating into irreversible negative outcomes.</p> <p>Will set up an evaluation framework to assess effectiveness of the initiative.</p>
Indianapolis*	Established partnership with the Racial Equity Institute, Inc. to facilitate racial equity trainings to	Partner with local NAACP to execute voter registration drive (and other	Currently operate 36 full day classrooms in 23 schools. Eleven schools	Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to	Currently track and internally/externally report on the progress over time

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	<p>central office staff, school leaders, teachers and community members.</p> <p>Established a District Equity Team to support the sustainability and impact of the racial equity initiative.</p> <p>Developed a recent three-year academic strategic plan, which includes specific priorities and initiatives around equity (data collection and systems of tracking, expansion of racial equity, system-wide definition of equity).</p>	<p>community initiatives).</p> <p>Partner with Indianapolis Urban League – hold regular meetings with district leadership to align specific supports.</p> <p>Partnered with local non-profits and governmental agencies to present a “Groundwater” presentation. This presentation and subsequent conversations focus on the use of stories and data to underscore the fact that racism is fundamentally structural in nature. These presentations/meetings are ongoing.</p>	<p>receive Paths to Quality certification to allow IPS to receive pre-K scholarship dollars from the state of Indiana.</p>	<p>expand mentoring opportunities for African American male youth.</p> <p>Partnering with Real Men Read mentoring program. Partners and community members develop mentoring relationships with students and inspire students to develop a love of reading.</p> <p>Established and currently operating a newcomer center with specific programming to welcome and provide ongoing support for families receiving English language learner services.</p> <p>Purchased guided reading libraries for every school and purchased classroom</p>	<p>of African American and Hispanic males on state summative assessments.</p> <p>Developing and implementing a data warehouse, which will allow for real-time progress monitoring and will house equity dashboard, which will include metrics specifically disaggregated by race and gender.</p> <p>Hired a Freshman on Track Data Strategist, who will design and implement an on-track system that will live in our data warehouse. This system will</p>

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				<p>libraries for every classroom K-8 and reading courses in high school.</p> <p>Partnering with the State of Indiana to promote and implement the 21st Century Scholars Program. The 21st Century Scholars program was established in 1990 to increase students' aspirations for and access to higher education. The Scholars program provides income-eligible students the opportunity to earn a scholarship that covers up to four years of tuition and regularly assessed fees.</p>	<p>allow for a research-based, best practice approach to highlighting specific students during their 8/9th grade year and supporting where necessary.</p> <p>Implementing a specific progress monitoring and data protocol across the organization (for both central office and schools). This protocol will force educators to ask specific questions about the outcomes and progress of male students of color.</p>
Jackson	Named William Merritt as lead. <a href="mailto:wmerritt@jackson.k12.ms.us">wmerritt@jackson.k12.ms.us</a>			Implementing and providing professional	

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				<p>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.</p>	
<p>Kansas City*</p>	<p>Developed Males of Color Implementation Plan</p> <p>Named Derald Davis as lead. dedavis@kcpublicschools.org (816) 418-7676</p>	<p>Held the “Am I My Brother’s Keeper” conference with 150 high school students.</p> <p>Working with Citywide Gateway Crime Task Force</p> <p>Convened a Student Diversity Leadership Conference: Building An Appetite for</p>		<p>In 2018, KCPS launched the Advancement Via Individual Determination (AVID) program in our middle schools. The AVID elective course provides students with the additional academic, social, and emotional support to help them</p>	<p>Created data dashboard to monitor progress of Males of Color data. Metrics include graduation, attendance, college and career readiness, suspensions, expulsions, special education classifications,</p>

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		<p>Diversity for seniors from four high schools.</p> <p>Held a Multicultural Leadership Symposium with Metropolitan Community College and participated in the Big XII Conference on Black Student Government. In September 2018, KCPS partnered with Congressman Emanuel Cleaver to engage 200+ Black and Latino men from the community in a discussion about how we can best support the success of boys and young men of color in Kansas City.</p>		<p>succeed in the most rigorous courses.</p> <p>KCPS has implemented Naviance, a college and career readiness program designed to help our secondary students align their strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life.</p>	<p>and enrollment in AP, IB, and dual credit courses.</p>
Long Beach		Held “Students of Color Town Hall	Setting up the Long Beach Home	Have formed a Long Beach Campaign for Grade-level Reading	

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		<p>Meeting” on February 28, 2015</p> <p>Formed the City of Long Beach My Brother’s Keeper Task Force with elected officials, city departments, the school systems, colleges, community organizations, and consultants.</p>	<p>Visitation Collaborative with 20 service providers to coordinate services.</p> <p>Set goal of establishing universal preschool for all children by 2018.</p> <p>Committed to reestablishing a citywide Early Childhood Plan.</p>	<p>whose goals are to increase kindergarten readiness, reduce absenteeism, and improve summer learning.</p> <p>Expanding “Reach Out and Read” parent reading program.</p> <p>Expanding the Long Beach Male Academy.</p>	
Los Angeles	<p>Developed “My Brother’s Keeper: Improving the Life Outcomes of Boys and Men of Color. Los Angeles Unified School District Implementation Plan.”</p> <p>Assigned the Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services Department to oversee the plan.</p>	<p>Held a Young Men of Color Conference.</p> <p>Formed the Gathering of Great Minds Community Coalition that includes the school system, community organizations, foundations, fraternities, and</p>	Expanding full-day pre-kindergarten and kindergarten.	Developed the Academic English Mastery Program to improve access core language and literacy curriculum for standard English learners, particularly African American and underachieving students. Created the	

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	Retained Wes Hall from the Institute for Student Empowerment to oversee the program and design new activities.	<p>leaders in government, education, media, public health, banking, law enforcement, and religion.</p> <p>The MBK Leadership Team will meet quarterly.</p>		Middle School Collaborative to boost performance of middle school students. Created a four-week Extended Learning Opportunity Summer Program at selected middle schools focusing on English language arts and math.	
Louisville			Continue CADRE menu of professional development of professional development geared toward the needs of “at promise” students.	<p>Strengthen after school programs: Men of Quality Street Academy, REACH Program.</p> <p>Continue Louisville Linked program that provides wraparound services to students.</p>	<p>Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color.</p> <p>Design interventions to “catch” students that are falling behind.</p> <p>Present quarterly reports on each</p>



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					element of the pledge on Males of Color
Miami-Dade County	Implementing a Districtwide Equity Parity Plan. <sup>2</sup>		<p>Collaborate with community groups to provide curriculum support, training, and advice to early childhood providers on how to better serve Males of Color.</p> <p>Leverage the Teenage Parent Program to provide information on pre-school opportunities to better serve Males of Color.</p>	<p>Implement a mentoring, life skills tutoring, career preparation and academic coaching model for Males of Color to provide successful transition to high school.</p> <p>Provide school-site guidance services to help Males of Color transition into high school STEM programs.</p> <p>Provide open houses and vocational fairs to better serve Males of Color.</p> <p>Provide information to stakeholders, businesses, and civic</p>	<p>Establish a data base to monitor diversity, equity, and access to educational practices for Males of Color—“District Data Tracking Dashboard.”</p> <p>Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions.</p>

<sup>2</sup> From Rethinking School Discipline, July 22, 2015.

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				<p>partners to Males of Color receive more mentoring and opportunities. Advertise schools of choice and parental options for Males of Color.</p>	
Milwaukee	<p>Developed a strategic plan called “My Brother’s Keeper: Improving the Life Outcomes of Boys and Men of Color—Implementation Plan.”</p> <p>Naming a new Equity Specialist.</p>	Working with public health partners to ensure that students are immunized and ready for school.	<p>Providing vision screenings for kindergarten students and other elementary students with special health or education needs.</p> <p>Also partnering with Smart Smiles program to provide oral and dental health services to students.</p>	<p>Partnering with Milwaukee Succeeds, Walgreens, and local universities to expand and strengthen out-of-school reading time and programming.</p> <p>Implementing Compass Learning Odyssey in all schools to help students work independently in areas of interest matched with a district screener: STAT.</p> <p>Implementing a Transformative Reading Instruction (TRI) model in five district schools with</p>	

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			<p>Expanding sports physicals, offering more health fairs, expanding wellness activities, and working with parents to coordinate health activities.</p>	<p>tutoring, parent workshops, experiential opportunities, and teacher professional development.</p> <p>Implementing a k-5 grade literacy curriculum that emphasized concept-based instruction to build stronger foundational literacy skills.</p> <p>Partnering with a variety of community groups to strengthen third grade reading skills: Boys and Girls Clubs, Milwaukee Repertory Theater, Reading Corps, and others.</p> <p>Implementing the Tutoring 4 You Program (T4U) in selected elementary schools to provide</p>	

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				small-group tutoring for students who are below target in reading.	
Minneapolis	<p>Hired Michael Walker as lead. (612) 668-0189  <a href="mailto:Michael.Walker@mpls.k12.mn.us">Michael.Walker@mpls.k12.mn.us</a></p> <p>Set up Office of Black Male Student Achievement with start-up budget of \$200,000 and five staff members.</p>	<p>Partnered with the University of Minnesota to develop a special curriculum for African American males centered around the Black male experience and history with a focus on character development and leadership. BLACK (Building Lives Acquiring Cultural Knowledge) courses will be taught by local community experts in classes no larger than 20 students.</p>		<p>Piloting second year work (2015-16) at 8 elementary schools, 4 middle schools, and 4 high schools.</p> <p>Developing professional development at project sites focused on engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.  Expanding funds for AVID</p>	
Nashville	<p>Named Tony Majors as lead.  <a href="mailto:Tony.Majors@mnps.org">Tony.Majors@mnps.org</a></p>				

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New York City*	<p>Launched a website and are publishing a quarterly newsletter on activities.</p>	<p>Participated in the MBK Alliance’s Inaugural Town Hall in July 2018.</p> <p>Participate in the annual state MBK Symposia hosted by the state department of education</p> <p>Saw 10 11<sup>th</sup> graders named part of the state’s MBK fellows</p> <p>Work closely with the Mayor on his Young Men’s Initiative.</p>	<p>Have launched a 3’K for All initiative, which provides free, full-day education to all three-year olds in the city.</p> <p>Have a Pre-K for All program for every 4-year old in the city.</p>	<p>Have a Universal Literacy initiative that provides reading coaches for k-2 grade teachers to ensure students are on grade level.</p> <p>Established an Algebra for All initiative where, by 2022, every student will have access to Algebra in 8<sup>th</sup> grade and will complete it no later than 9<sup>th</sup> grade.</p> <p>Expanding youth mentoring activities.</p> <p>Reviewing culturally relevant curriculum.</p> <p>Establishing rites of passage efforts.</p>	<p>Are developing an early warning system to identify students who are slipping behind.</p> <p>Beginning to track trends on a series of Key Performance Indicators (KPIs) on pre-k, achievement, gaps, absenteeism, suspensions, graduation, drop-outs, AP participation, college readiness, and college graduation.</p>
Oakland*	<p>Established an Office of African American Male Achievement with 30 staff members and an annual budget of \$3.5 million.</p>			<p>Initiated the Manhood Development Program (MDP), an academic mentoring model</p>	

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	<p>Christopher Chatmon Deputy Chief of Equity lead  (510) 589-4658 c  christopher.chatmon@ousd.org  www.ousd.org/aama  www.kingmakersofoakland.org</p> <p>Working in partnership with The Unity Council, who established the Latino Men &amp; Boys (LMB) Program.  (Multi-year MOUS established between OUSD and Unity Council</p>			<p>designed and implemented <i>by</i> African American males <i>for</i> African American males. Program has grown from three to 17 sites. Program is designed to decrease suspensions and increase attendance, decrease incarceration and increase graduation, and decrease the achievement gap and increase literacy.</p> <p>Implemented Student Leadership Council. Provided over 100+ MS &amp; HS AA youth Leadership Opportunities to present at National Conferences- COSEBOC, CBMA, MBK, etc.</p> <p>Created 7 Common</p>	

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				<p>Core Aligned, A-G accredited African Centered Courses that all MS and &amp; HS have access to</p> <ul style="list-style-type: none"> <li>o 3 Language Arts Course</li> <li>O 2 History Courses</li> <li>O 1 Arts Course</li> <li>O 1 Elective Course</li> </ul> <p>Lead PLC with 30+ AA Teacher Leaders improving instructional pedagogy, differentiated instruction that leads to improved educational outcomes for AAM's.</p> <p>Initiated MDP Class at 5 Elementary Schools.</p> <p>Group of 9 Academic and Career Mentors and one College</p>	

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				<p>Advisor work with 250 boys and young men and their families to improve key wellbeing indicators in health, education, behavior and resilience. LMB functions as an elective class, and provides daily support to students, faculty and administration. In direct collaboration with OUSD school-based health centers, and using culturally responsive approaches and positive, college educated role models; the program provides a range of services in critical areas such as academic support, mentoring, health, wellness, and career exploration. Key to the program is the use</p>	



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				<p>of a “healing-informed approach” to help boys and young men overcome the personal and community trauma that many of them face due to disinvestment in their communities, historical lack of access to education and economic opportunities, and racism and xenophobia. LMB helps build students’ resilience, overall wellness, and leadership potential.</p>	
Oklahoma City					
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>Researched best practices in promoting academic success at pre-k level.</p>	<p>Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades.</p>	<p>Collaborated with associate superintendent of accountability, research, and assessment to develop protocol</p>

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	<p>Created the Minority Achievement Office (MAO) to narrow the achievement gap, improve academic outcomes, reduce discipline referrals, and increase graduation rates.</p> <p>Empowering Environments strategic plan.<sup>7</sup></p> <p>Named James Lawson as lead. (407) 317-3470 <a href="mailto:James.lawson@ocps.net">James.lawson@ocps.net</a></p>		<p>Gathered best practices from most successful pre-k teachers.</p> <p>Discussed ways to better serve pre-k males of color</p> <p>Compiled academic and social development strategies and communication plan.</p> <p>Offered enhanced professional development for pre-k teachers.</p> <p>Monitored implementation and tracked performance of pre-k males of color.</p>	<p>Convened a committee to develop a protocol for tracking performance of Males of Color.</p> <p>Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE</p> <p>Set up early warning indicators for intervention.</p> <p>Set up procedure where committee is called if data suggest adjusting the protocol.</p> <p>Shared protocol with area superintendents and all principals. Expanded MTSS system to 21 elementary and 4 middle schools.</p>	<p>to disseminate data regularly.</p> <p>Gathered team to discuss the data and establish timelines.</p> <p>Met with principals at all grade levels to establish intervention procedures based on early warning data</p> <p>Implement protocols for monitoring data and intervening with students not on track.</p> <p>Executing appropriate interventions.</p>

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				<p>Established an accelerated reading program at the third grade in 25 elementary schools</p> <p>Monitoring progress of elementary and middle school students</p> <p>Initiated the summer Scholars of Orange County Calculus Project at two middle schools, On the Record Reading at two middle schools, and 5<sup>th</sup> grade math at 10 elementary schools.</p>	
Palm Beach County*	Has developed a Superintendent Committee for Black Student Excellence aimed at identifying best practices to improve academic outcomes and increasing graduation rates.	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	Partnership with Head Start to ensure that all students, particularly boys of color, have received quality pre-K preparation by	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	Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness,

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	<p>Created a Department of Student Services Equity and Access with the goal of addressing systemic disparities.</p> <p>Has an Office of African, African American, and Latino Studies that is responsible for developing culturally responsive curriculum and instructional materials.</p>	<p>the Chair of the County Commission in partnership with the School District</p> <p>Holds conferences each year on African American and Latino Studies that provides courses on best strategies to meet the needs of Males of Color.</p>	<p>providing professional development for Head Start teachers to ensure that the instruction is aligned with State Standards.</p>	<p>Baccalaureate participation. The district has also expanded AVID to start in elementary/middle.</p> <p>Creation of JumpStart to High School Program for twice-retained students. In two years, we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. Some 68% of them maintained at least a 2.0 GPA or higher.</p>	<p>suspensions, and expulsions.</p>
Philadelphia*	<p>Contact: Karyn Lynch (Klynch.philasd.org)</p>			<p>Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades.</p>	

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<p>Pinellas County*</p>	<p>The Pinellas County Schools established a plan to eliminate or greatly narrow the Achievement/Opportunity gap between Black males and non-Black learners through individualized systems. These systems provide an aggressive approach based on accountability, key strategies and systems thinking. This plan will be initiated according to the needs of each student and will be reviewed annually and updated accordingly.</p> <p>Contact: Brinson Lewis (BRINSONLE@pcsb.org)</p>			<p>Set goal to eliminate the achievement gap in proficiency rates in reading and math on state and national assessments for Black males and non-Black students. Action steps:</p> <ul style="list-style-type: none"> <li>• Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies, and student-centered practices.</li> <li>• Establish an online, Open Access Extended Learning Program</li> </ul>	

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				<p>to support Black male students who need to re-learn key skills and standards (a Restorative Academic Practices Program.</p> <ul style="list-style-type: none"> <li>• Ensure that black male students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) involving recruitment and targeted resources.</li> <li>• Identify and provide additional culturally relevant books, resources, and technology to supplement core instruction</li> </ul>	

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				<p>representing diverse perspectives to increase student engagement.</p> <ul style="list-style-type: none"> <li>• Provide parent workshops that are "linked to student learning. Empower families by providing a deeper understanding of student data, resources available, and personalized learning plans.</li> <li>• Ensure teachers have access to real-time data specific to black male students along with personalized plans and effective data chats.</li> </ul>	

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Portland	<p>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></p>	<p>Partnering with Portland Trailblazers of NBA on third-grade reading.</p> <p>Partnering with Mayor’s Black Male Achievement Initiative, AT&amp;T, Aspire, Cisco, JP Morgan Chase, College Board, and Youth Gang Task Force.</p> <p>Vetting entire plan with office of the mayor, school board, executive leadership team, District Equity and Inclusion Council, Superintendent’s Student Advisory Council, Portland Association of Teachers, PTA, Pacific Educational Group, Coalition of Communities of Color, Black Male</p>	<p>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, Native American Youth and Family Center,</p>	<p>Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade.</p> <p>Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in reading events and home libraries.</p>	<p>Will disaggregate all data on superintendent’s priorities by race, gender, and language.</p> <p>Designate staff from the Strategic Planning and Performance department whose primary focus is on data.</p> <p>Implement Early response System to identify students at risk and take appropriate action by NAME. (Indicators include attendance, behavior, and achievement.)</p> <p>Conduct case studies of schools with high achievement</p>



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		<p>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>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>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>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,</p>

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				<p>Review human resource policies to increase recruitment, hiring, and retention of more educators of color.</p> <p>Identify and enhance initiatives that spur the academic growth and social development of Males of Color, such as the Gilbert Stuart Gentlemen’s Association.</p>	<p>attendance data, discipline referrals, special education placements, and other.</p> <p>Will establish goals and targets in each area and monitor progress.</p>
Rochester*	“Every Student by Face & Name the Rochester City School District is committed to every student by face and name, every school, every classroom, to and through graduation.”	<p>My Brother’s Keeper initiative community in partnership with City Hall and community members.</p> <p>We are in partnership with NYU TAC-D to address disproportionality.</p>	District currently offers universal pre-k for every three & four-year old at no cost to families.	<p>Aggressive efforts to recruit and retain more educators of color.</p> <p>Expand summer school opportunities to cut summer learning loss, provide interventions, and offer enrichment.</p>	<p>Developed comprehensive data dashboard (ROC3D) assessing key performance indicators to disrupt patterns of failure in real time.</p> <p>Master schedules set-up to ensure</p>

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		Revision of Code of Conduct to reflect Restorative Practice framework.		Targeted personalized interventions for all students.  Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in multiple subject areas.	tutoring and intervention every 5 weeks.
Sacramento*	<p>District continues to co-lead Sacramento's Boys and Men of Color Collaborative and MBK Task Force</p> <p>Adopted Resolution to have Ethnic Studies as a graduation requirement by year 2020.</p> <p>YDSS Director is chair of the Education Strategy team for MBK Sacramento.</p> <p>Men's Leadership Academy becomes affiliated with the Campaign for Black Male Achievement 2016</p>	<p>African American Student Initiative to increase academic performance and reduce suspensions among African American and other disproportionately represented student groups</p> <p>My Brother's Keeper Community Convening. Over 300 boys and girls of color (170+ from SCUSD) participated in community</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>Implemented an Expanded Learning Summer Program focused on increasing the number of students making progress towards grade-level readiness.</p> <p>Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss;</p>	<p>Developed Performance and Targeted Action Index (PTAI) to monitor student progress in key areas including Third Grade Readiness, Middle School Readiness, High School Readiness, EL Re-designation, Graduation, A-G, College Readiness, Chronic Absenteeism,</p>

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	<p>Hired Assistant Superintendent of Equity in July 2015.</p> <p>Superintendent Co-Convened My Brother's Keeper (MBK) community meetings in 2015.</p> <p>Established Restorative Justice Task Force in 2014.</p>	<p>conversation about three MBK initiatives: education, employment and safety.</p> <p>District continues to contract with UCAN (United College Action Network) to host the annual HBCU (Historically Black Colleges and Universities) Fair. A total of 247 students of color attended the fair on 9/16/2017. Some 79 seniors and 65 juniors received followed-up throughout the school-year. During spring 2018, UCAN also hosted a mini-career fair at 5 of SCUSD high schools. District continues to partner with CSU</p>	<p>Infant/Toddler classrooms</p>	<p>incoming 1st – 12th grade.</p> <p>Children's Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites. City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.</p> <p>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</p>	<p>Suspensions, School Climate,</p> <p>Developed an Early Warning System (EIS) to monitor attendance, academics, and behavior</p>

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		<p>Sacramento Full Circle Project to host annual student leadership conferences and summer bootcamps for students in SCUSD of API background. Four student conferences took place in 2017-18: Mien, Lao, Pacific Islander, and Hmong with about 120 students per conference. Two bootcamps took place in summer 2018 with about 30 students per session.</p> <p>Co-Convended first My Brother’s Keeper meeting with Systems Leaders in March 2015 along with Mayor.</p>		<p>Development framework.</p> <p>District provides both PSAT 8/9 to all 8th and 9th grade students starting in 2018-19 and PSAT/NMSQT and to all 10th grade students since 2013-14. Scores are used to increase participation in AP &amp; IB courses.</p> <p>Continued implementation of Social Emotional Learning (SEL) districtwide through 6- year NOVO Foundation grant. SEL framework is grounded around 6 Core Competencies that focus on who we are as a community, how we belong, and what we can do to support/elevate each other. PD includes</p>	

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				<p>adult development and capacity building around topics such as Culturally Responsive Teaching, Mindset and Implicit Bias, Relationship Building, and Trauma Informed Practices. SEL curriculum and PD have been implemented in 60% of schools.</p> <p>Hired 6 coaches to support SEL and Positive Behavior Intervention and Support (PBIS)</p> <p>Cohort of 8 PBIS schools in year 3 of implementation</p> <p>Men’s Leadership Academy (MLA) program continues to provide culturally relevant instruction, social justice</p>	

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				<p>education and leadership opportunities to males of color within SCUSD. Men’s Leadership Academy (MLA) program started at two elementary schools 2017-2018.</p> <p>Developed cross-age mentoring program for MLA in Middle and Elementary Schools.</p> <p>Gifted Education ID Screening matrix re-designed in 2015 to focus on identifying and serving underserved populations.</p> <p>Implemented “Equity Factor” as a part of the scoring matrix.</p>	
San Francisco	Developed the African American Achievement and Leadership Plan	Convened My Brother’s Keeper Local Action	Developed plan to enhance Tier 2 and Tier 3	Launched African American Internal Oversight Committee	Convened staff team to evaluate African American



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	<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 American 12<sup>th</sup> graders through LinkIn, provide alumni</p>	<p>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>Behavioral RTI supports for PK – 3<sup>rd</sup> grade students</p>	<p>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>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> <p>Developed CORF and BASIS data systems for tracking student</p>

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	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>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.	<p>Initiated the Young Men of Excellence mentoring program with 2,000 students</p> <p>Expanding credit recovery.</p>	EWS, PBIS, Safe schools ordinance, mental health intervention.

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Wichita*	During 2017 -2018, WPS Superintendent engaged internal and external stakeholders to analyze data and develop strategic goals to implement in fall of 2018	<p>Listening sessions facilitated by district leaders and school personnel to brainstorm district’s strengths and needs to develop an initial draft of the strategic plan</p> <p>Listening sessions, included families, community leaders, and business partners, district staff and students</p>	<p>We provide a 1/2-day Pre-K program for students who are identified with one at-risk factor. (poverty, single parent families, DCF referral, teen parents, either parent lacking a high school diploma or GED, limited English proficiency, lower than expected developmental delay, child qualifying for migrant status)</p> <p>Our Pre-K programs offer a compressive curriculum directly aligned</p>	<p>Second Step Curriculum is implemented in all elementary and middle schools to promote social, emotional and character development.</p> <p>Read to Succeed Initiative, a partnership with the United Way designed to help students read on grade level by the 3rd grade.</p> <p>Partnership with “Real Mean Real Heroes” organization to provide mentoring, tutoring and social emotional learning in several elementary and middle schools</p> <p>Summer School for targeted students providing</p>	<p>Data Leaders and Achievement Gap Site Coordinators at the middle level track and monitor academic and social emotional progress with all school-based partnerships and achievement gap initiatives.</p> <p>The school calendar identifies quarterly assessment administration dates and windows to analyze data and appropriately assign curriculum to students based on individual needs.</p>

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			<p>to our state standards.</p> <p>Our Pre-K program has been developed over the past few years as we have moved our programs to an inclusive model.</p> <p>The developmentally-delayed program focuses on 3-4-year olds to bridge the transition into Kindergarten. In the 2018-19 school year 7 classrooms were changed to include SPED students and 3 new unified</p>	<p>interventions in ELA and Math Project and community-based learning is being provided with a STEM focus and enrichment opportunities</p> <p>Partnership formed with the local park board, the Greater Wichita Jr. Football League and the Wichita Public Schools.</p> <p>Partnership created an alliance with Parents, Jr. League Football League and Coaches to promote and hold 400 middle school athletes accountable in the classroom with Academics First, Impeccable Behavior Always and Social</p>	

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			<p>classrooms were opened. Currently we have 56 unified/at risk classrooms and 11 at risk classrooms. We have a total of 67 Pre-K classrooms serving around 2,400 3 and 4-year olds.</p>	<p>Excellence on and off the football field.</p> <p>Summer Bridge Program for Jr. Football League teams. Focusing on ELA and Math by frontloading instruction 10 days prior to the start of the school year.</p> <p>Middle Partnership Grant with “GEAR UP” Gaining Early Awareness and Readiness for Undergraduate Programs. This partnership engages parents, focuses on STEM related pathways and provides academic support while promoting College Awareness.</p>	

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				<p>The Middle School “How to Initiative”. A leadership conference for middle school students to focus on Service, Education and Character. A Partnership with Wichita State University</p> <p>Jobs for America's Graduates (JAG) - a school-to-work transition program focused on helping at-risk youth graduate from high school.</p>	

\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.

## Males of Color Initiatives in America's Great City Schools (continued 2)

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
Albuquerque*	Prioritized attendance as one of the Superintendent's Big-Five goals. Every school counselor identified 10 at-risk students to mentor and support. Success Mentors Program implemented in largest high school and K-8 schools utilize RTI process for chronic absenteeism and truancy -- Hired 9 social workers to get to root causes for high risk students. Results are tracked.	Allow schools to utilize Restorative Practices as part of discipline. Implementing a Restorative Practice research pilot program in 12 middle schools. Providing training to non-grant schools to implement restorative practices.	Increased minority enrollment in AP courses through Advancement Via Individual Determination (AVID) program.	Superintendent is a member of the University of New Mexico Dean of Education's advisory group.	School Counselors have increased the number of FAFSA events at each high school. APS has increased opportunities for one-on-one meetings with a College and Career Counselor to increase FAFSA completions for students.	Special Education follows State indicators and Federal regulations. Special Education has Universal Design for Learning (UDL) program.
Anchorage*	New policy and data reports are used to focus on students with	Continued work on alternatives to suspension (e.g., Reset Zone), and	Gifted program has revised testing qualifications	In partnership with the University of Alaska, have	TRIO/Upward Bound continues in two high schools with staff	Implementation of an online screening process for AEL students

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	chronic absenteeism. Data Dashboard allows educators to filter information on specific disaggregated groups.	on-going development of Multi-Tiered Systems of Support for behavior continue to reduce the number of suspensions. Provided professional development on trauma-informed practices for all elementary, middle and high school teachers over the last two years.	with the use of MAP local norms in Title I schools to recruit more underrepresented students. Elementary-level implementation of MTSS in reading providing enrichment and acceleration for identified students. New focus on implementing Pre-AP curriculum in middle schools and training teachers in both Pre AP and AP. teaching strategies.	implemented two Alaska Middle College Campuses, as well as dual credit opportunities with the Alaska Native Science and Engineering Program, for 11 <sup>th</sup> and 12 <sup>th</sup> grade students. A CTE pathway is being developed for aspiring educators in 2019. University of Alaska has realigned its three teacher education programs into one program with three campuses to bring consistency and increase numbers.	focused on college preparation and FAFSA completion. Coordination with UA Aspire program in three high schools in which 86% of participants completed the FAFSA. Migrant Ed currently exploring the possibility of bringing on a coach to work with students on postsecondary enrollment.	to ensure that students with English as a second language are being fully screened prior to referral for special education evaluation.  With continuous review and training for school psychologists and other staff, the district has not been found to be disproportionate or significantly disproportionate by race or ethnic category for over identification over the past three years.
Atlanta		Have set goal with state department of education to eliminate	PLCs of AP and IB coordinators are focusing on increasing enrollment,			Provide more inclusive environments for students with disabilities and



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		<p>disproportionate suspensions of African American males by the end of the year.</p> <p>Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions.</p> <p>Provide weekly discipline updates to associate superintendents and principals to review and make adjustments.</p>	<p>retention, and success of African American males in advanced courses.</p>			<p>provide additional training to lead and regular teachers.</p> <p>District is currently not disproportionate in special education.</p> <p>Using RTI to review and train staff around 504 accommodations.</p> <p>Continue monitoring to ensure that students are placed in LRE.</p>
Austin*	<p>Created dashboard system to identify students struggling with absenteeism.</p> <p>Implemented conferences specifically designed to</p>	<p>EIR Grant Culturally Responsive Restorative Practices at 10 Austin ISD schools focused on the elementary and middle school transition—Garcia is one of the 10 and all of the schools</p>	<p>Monitor the number of African American, Hispanic, and Economically Disadvantaged students who are taking advanced coursework.</p>	<p>Aligned crosswalk with Austin Community College to ensure access and supports for all students.</p> <p>Expanded UT-On Ramps Program</p>	<p>Work with the Austin Chamber of Commerce to provide FAFSA counseling and support for all students.</p> <p>Dashboard system that tracks progress in</p>	<p>Hold special education workshops for staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes.</p>

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	<p>provide social and emotional supports to struggling students.</p> <p>Installed Project Males and My Brother’s Keeper programs throughout school system.</p> <p>Installed school-based mental health centers in all high schools, most middle schools and 22 elementary schools.</p>	<p>serve males of color.</p>		<p>to provide access to college-level courses for all students during high school.</p> <p>Implemented Micro-major program to ensure students are taking rigorous courses to be successful in tier 1 colleges.</p> <p>Six early college high schools with a 7<sup>th</sup> in the works. Students earn up to 60 college credits and AISD pays tuition, books, and transportation.</p> <p>Four Career Launch programs. Successful students in either Career Launch will exit high school with the</p>	<p>completing each stage of the college process. (Applications, testing FAFSA)</p>	

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				<p>following: a diploma complete with endorsement, an associate’s degree in computer sciences or health sciences, applicable workplace experience, and a guaranteed interview for postsecondary employment with one of our industry partners.</p>		
<p>Baltimore*</p>	<p>Developing district-wide strategy to address common barriers to attendance.</p> <p>MTSS implementation at school level to address individual student barriers.</p>	<p>Diversion program and community conferencing. Professional development in de-escalation and portfolio of school-based climate supports.</p>	<p>Ongoing expansion of gifted and advanced learning programming in high need/under-represented communities has led to more males of color being identified as gifted, advanced, or talent development and</p>		<p>Citywide initiative to promote FAFSA completion through community-specific outreach and incentives. We will be emphasizing the use of student-level FAFSA data to identify where students are in the</p>	

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	Continuing to track student attendance and implement best practices such as phone calls and home visits.	Re-engagement/ intervention centers.	receiving targeted academic supports.  Planned expansion of AP course offerings to ensure access and preparation activities at all high schools.		completion process and leverage school counselors and community partners to provide individualized assistance.	
Boston*	Implementing Success Mentors: Mentoring program at multiple schools to support chronically absent students.  Built BPS Attendance Advisory Committee: Cross-sector group of leaders focusing on improving attendance (BPS, Health care system, City	Mayor’s office created the Violence Interrupters Program and expanded its StreetSafe program to provide community support to youth and gang intervention services.  Code of Conduct Advisory Committee (COCAC) and Boston Student	Built Excellence For All (EFA): EFA is designed to expand access to more challenging studies and enrichment experiences for all 4th - 6th graders in Boston Public Schools, helping to close opportunity gaps. In contrast to our Advanced Work Class in the same grades, EFA is more representative of	Set goal of increasing the diversity and cultural proficiency of BPS administrative and teaching staff.  BPS teacher pipeline programs linked to credits at UMass Boston.  Working with universities such as Wheelock (now part of Boston University) and	Working to have financial aid advisers in most of our high schools, providing one-on-one financial aid counseling to students and families along with application support to complete their FAFSA forms.  Major partnerships with UAspire and American Student Assistance (ASA)	Began Culturally and Linguistically Sustaining Practices (CLSP) for all schools to examine structural and cultural bias across schools and the district, including in Special Education.  The growth of inclusion seats across the district.  Created specific goals in the

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	<p>Services, Advocates)</p> <p>Holding Yearly Attendance Symposium with all stakeholders in Boston Created the BPS Attendance toolkit Collaborated to make the “I’m In: Attend Today, Achieve Tomorrow” Attendance Campaign in partnership with the MBTA and the Boston Celtics Stay in School initiative</p>	<p>Advisory Committee (BSAC) helped to revise discipline policy.</p> <p>Increase in Restorative justice practices across BPS in collaboration with Boston Teachers Union.</p> <p>Results of above: reduction of out-of-school suspensions from 2013 to 2017: 6.2% to 3.8% for all students, from 9.7% to 5.8% for Black students, and 5.4% to 3.7% for Latino students.</p>	<p>the demographic make-up of the district and surpasses that for Black and Latino males.</p> <p>Reformed the Exam School Initiative: The Exam School Initiative (ESI) is a free test preparation program for students in Boston to prepare for the exam school entrance test given in the fall of 6th grade. Over the past 3 years, we have doubled the percentage and tripled the number of Black and Latino students in the program. Black and Latino students who</p>	<p>William James College on course work centered on Cultural Proficiency.</p> <p>Created high school-to-teaching pipeline with local universities to help develop current high school students into our future teachers.</p>	<p>for post-secondary financial aid counseling</p> <p>These structures have moved our FASFA completion rates to 65% in 2017-2018 (up from 55% in 2016-2017). This means nearly all students in BPS who were going onto post-secondary institutions (70%) completed the FASFA process.</p>	<p>“Opportunity and Achievement Gaps Implementation Plan” to close disparities for boys of color in substantially separate classrooms (5-year target</p>

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			went to the ESI program increased their chances (nearly double) of being accepting into exam schools.			
Bridgeport*		<p>Goal to reduce out-of-school suspensions by 5% over two years.<sup>3</sup></p> <p>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs to reduce chronic absenteeism.<sup>5</sup></p> <p>Implementing RULER, an emotional intelligence program developed by Yale University.<sup>5</sup></p>				

<sup>3</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>Reduced 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, Interventions, Support and Education) program.</p> <p>Revising Code of Student Conduct policy and discipline matrix that requires police</p>				

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		involvement and to clarify expectations. <sup>4</sup>				
Buffalo*	<p>BPS has instituted multiple strategies to address chronic absenteeism:</p> <ul style="list-style-type: none"> <li>* Attendance Campaign that involves community, parents, students, and BPS staff</li> <li>* Attendance recognition and incentive campaign</li> <li>* Attendance intervention and prevention</li> <li>* K-12 Attendance Policy</li> </ul>	<p>BPS implements restorative justice practices.</p> <p>BPS partners with Buffalo Police Department to triage student supports so that the number of non-violent misdemeanor arrests for school-based behavior is lowered.</p> <p>BPS has created an Office of School Culture, which evaluates school culture and climate related to student support services. Schools with high rates of</p>	<p>BPS expanding opportunities for males of color to have access to advanced placement course.</p> <p>BPS has begun incorporating gift and talented methodologies into its PK-4 curriculum so that all students have access and exposure.</p> <p>Additionally, BPS is establishing a foundation for small group instruction and pull-out for gifted and talented students not</p>	<p>BPS has relationships with higher education institutions (i.e., Buffalo State College, State University New York at Buffalo, and Medgar Edgars College, to address teacher preparation and shortages.</p>	<p>BPS partners with the University of Buffalo and Say Yes Buffalo to expand FAFSA education and support</p>	<p>To develop the capacity of BPS teachers, they are provided with professional development and coaching in the following areas:</p> <ol style="list-style-type: none"> <li>1. Specially designed instruction.</li> <li>2. Classroom management</li> <li>3. Ongoing training for Student Support Teams and Committees on Special Education</li> <li>4. Trauma Informed Care</li> </ol>

<sup>4</sup> From Rethinking School Discipline, July 22, 2015.



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		<p>suspensions receive additional supports (i.e., action plan, professional development, culture and climate walks, monthly progress monitoring)</p> <p>Student Support Teams and social-emotional clinics in all schools.</p> <p>Code of Conduct to emphasize intervention over punishment and exclusion.</p>	enrolled in a gifted and talented program			<p>5. Social Emotional Learning</p> <p>6. Culturally and Linguistically responsive teaching</p> <p>Multi-Tiered supports are offered in every BPS school.</p> <p>BPS works very closely with New York State Department of Education to learn and implement best practices associated with SPED over identification.</p> <p>BPS is partnering with the Technical Assistance Center on Disproportionality</p>

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						(New York University) to address the over identification of males of color in SPED.
Charlotte-Mecklenburg*						
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	Monthly data tracking of hard	AP Goal establishment to	A working group has been established at the	Historic Black College and University Tours	Implement instructional strategies that are

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	<p>Downtown Achieves (DA) Schools to expand a successful attendance incentive pilot across on DA schools. The goal of the City and District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools.</p>	<p>and soft expulsions.</p> <p>District Policy revised to align with State regulations and policies.</p>	<p>target students of color</p> <p>Increase in the number of schools which offer IB programs at elementary, middle, and high schools.</p> <p>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.</p>	<p>State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The working group will present potential regulations before the Commission on Professional Standards. The rationale being that if teachers 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.</p>	<p>Affiliations with Fraternal and Sorority programs at schools.</p> <p>Gear Up Partnerships</p>	<p>culturally responsible to teaching and assessment practices.</p> <p>Appropriate and tiered interventions at the elementary level.</p>

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Cleveland*	<p>Launched the “Get to School: You Can Make It” campaign. Partnering with the Cleveland Browns foundation. Schools, with the help of attendance liaisons, monitor attendance and follow up with families of students who are off track.</p> <p>Established Safe Routes to School initiative to ensure safe corridors for students going to school.</p> <p>Implemented the Redirecting Our Curfew Kids program in partnership with the Cleveland Municipal Court.</p>	<p>Implementing PATHS (Promoting Alternative Thinking Strategies) curriculum that teaches children in prekindergarten through fifth grade to understand and manage their emotions. Second Step covers grades six through eight. A high school program is under discussion.</p> <p>Developed planning centers, an alternative to suspension, give children a place to reflect meaningfully on their behavior and chart strategies for more</p>	<p>Increase numbers of Males of Color participating in honors, AP, and G&amp;T classes.</p> <p>CMSD offers AP classes in 18 schools, with 70 courses and total enrollment of nearly 900.</p> <p>Eight high schools will participate in the National Math and Science Initiative’s College Readiness Program, which is designed to move more students, especially those from underserved groups, into Advanced Placement courses with more rigorous instruction.</p>	<p>The district is creating a training program and leadership pipeline for male educators of color. Fellows will participate in a weekend summer institute, attend weekly professional development, receive coaching and complete a capstone project.</p> <p>Placed special emphasis on hiring male educators of color through the annual Teach Cleveland recruiting campaign.</p> <p>Begun working with Profound Gentlemen to increase the number of male</p>	<p>Joined the Higher Education Compact of Greater Cleveland, created to ensure that more district students attend and complete college or other post-secondary education.</p> <p>The compact, which includes colleges and universities, tracks performance and publishes an annual report. Data shows that graduates are better prepared for higher education and are more persistent in obtaining their degrees.</p> <p>The district and compact aggressively</p>	<p>Reduce disproportionate numbers of Males of Color in special education courses.</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>

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	<p>The court delivers a strong attendance message and waives fines if students caught violating daytime curfew perform community service and attend a class. Parents must also attend a class and participate in a school meeting.</p> <p>Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons.</p>	<p>appropriate responses.</p> <p>Hosted class meetings to give students at certain grade levels a forum for airing their concerns and planning steps to improve the school climate.</p> <p>Conditions for learning surveys, administered three times a year, measure the extent to which students in school feel safe and supported.</p> <p>The CEO’s Student Advisory Committee, made up of more than 400 students from 30 high schools, provides feedback on their schools’ academic rigor,</p>	<p>Students will receive help studying and paying for exams.</p> <p>The John Hay Campus provides an option for high school students who meet academic criteria. The campus consists of three small schools that partner with institutions in the surrounding University Circle and focus, respectively, on science and medicine, architecture and design and an early-college program.</p> <p>Five K-8 schools have gifted and talented classrooms. Twelve others have pull-out</p>	<p>educators of color in classrooms. CMSD holds training for male educators of color.</p>	<p>promote completion of the Free Application for Federal Student Aid and provide guidance, in and outside of school, as students apply for admission and aid. College Now Greater Cleveland staff work directly with students in schools.</p> <p>Students in grades six through 12 use Naviance, an online college and career planning tool.</p> <p>CMSD serves as an ACT and SAT test site, annually administering exams during school at the district’s expense.</p>	

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		<p>safety and support.</p> <p>Anti-bullying programs like Not on Our Watch and Working Against Violent Environments are active in schools throughout the district.</p> <p>CMSD’s efforts to make students feel safe and supported fall under the Humanware Department.</p>	<p>reading and math programs.</p>		<p>Eighth-graders take the PSAT.</p>	
<p>Columbus</p>	<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</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</p>	<p>District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to work with each</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</p>

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	<p>and truancy by 36%. 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>school counselors and social workers at schools to address social, 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>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 several enrichment activities.</p>			<p>restrictive 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*		Collaborate with four Dallas County judges to establish the “Pipeline to Possibilities” program that works with	Increased numbers of African-American and Hispanic students taking AP exams in math & science and numbers			

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		students who seem at risk of heading for imprisonment.	scoring 3 or above. Continue expanding NMSI College Readiness Program.			
Dayton	Set goal of reducing chronic absenteeism by Males of Color by 20 percent  Monitor attendance and discipline data monthly.	Set goal of reducing disparities in suspensions by 20 percent and expulsions by 20 percent.  Convene stakeholders to review student code of conduct and recommend changes. Have board approve.  Research alternative programs to reduce suspensions.  Post discipline data on district website and	Set goal of increasing advanced coursework by Males of Color by 10 percent.  Increase the numbers of students identified as gifted and provide services.		Create baseline for all students completing FAFSA and disaggregate by gender and ethnicity.  Participate in country’s first “Signing Day” for college acceptance.	



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		<p>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.</p> <p>Goal: All schools will be LTE 3% unduplicated out-of-school</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>Increase training and recruitment for teachers with advanced certification.</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>

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		suspensions for Black students.				
District of Columbia*	<p>In School Year 2017-2018, DCPS made attendance a priority initiative, partnering with organizations like Attendance Works and Harvard’s Proving Ground to improve chronic absence. By the end of SY17-18, DCPS reduced chronic absentee rates by three percentage points to 27.8%. In SY18-19, all schools created an attendance plan to reduce chronic absenteeism and the district established a 3-</p>	<p>On July 12, the Student Fair Access to School Amendment Act of 2018 passed, which places restrictions on the number of consecutive and cumulative days in any out-of-school suspension that students can receive. Provide ongoing training, coaching, and technical support in the following areas: Legal requirements of student discipline; Utilizing SEL programs to build school culture and proactively address challenging behaviors; Restorative</p>	<p>DCPS has expanded the amount of Advanced Placement (AP) courses offered at each high school from a minimum of 4 to a minimum of 8 to address concerns around the equitable allocation of advanced coursework options throughout all parts of the city</p>	<p>Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district. The Male Educators of Color Collaborative (MEOCC) creates spaces for fellowship and provides tailored professional development opportunities for this target group</p>	<p>School-specific outreach and training about FAFSA completion and financial aid resources available – along with monthly student-level reporting about FAFSA completion and common errors to increase the completion rate.</p>	<p>DCPS acknowledges the role of the intersectionality of race, gender, and socio-economic status in the overidentification of young men of color as students with disabilities requiring SPED services.</p> <p>Provision of ongoing training to highlight the role of school-based staff in circumventing disproportionality is in the professional development series, including:</p>

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	<p>part vision for attendance:</p> <ul style="list-style-type: none"> <li>* Ensure systems integrity and actionable data</li> <li>* Inform and educate the importance of attending school</li> <li>* Proactively engage families and stakeholders</li> <li>* Revised Suspension and Discipline Policies</li> <li>* Addressed SPED Over-identification.</li> </ul>	<p>Justice; Classroom management; Crisis de-escalation; Bullying prevention</p>				<ul style="list-style-type: none"> <li>* Responding to Student Data</li> <li>* Universal Design for Learning</li> <li>* Race, Equity, &amp; Disability in DCPS The Role of SPED in the School-to-Prison Pipeline.</li> </ul>
<p>Duval County*</p>	<ul style="list-style-type: none"> <li>* Offered Parent Academy courses on “Attendance and Academics”</li> <li>* Hosting workshops</li> </ul>	<ul style="list-style-type: none"> <li>* New procedures and a Memorandum of understanding (MOU) have provided training to give school</li> </ul>	<ul style="list-style-type: none"> <li>* The district uses the EDGE program to teach gifted strategies to academically talented students</li> </ul>	<ul style="list-style-type: none"> <li>* Met with local colleges of education on academic, cultural, and</li> </ul>	<ul style="list-style-type: none"> <li>* Continue to push our BEACON platform to recruit volunteers to assist students</li> </ul>	<ul style="list-style-type: none"> <li>* Implemented the GRASP Academy for dyslexic students.</li> <li>* Initiating Tier III reading and</li> </ul>

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	<p>stressing the importance of attendance in the local courthouse for parents who are ordered to attend</p> <p>* Improved attendance is a deliverable in agreements with support-partners such as City Year, CIS, and Achiever’s for Life.</p> <p>* Built the Performance Matters data base with an early warning system that includes attendance needs. Attendance plan and policies will identify students with excessive absences for early intervention.</p>	<p>resource officers additional tools in lieu of arrests and suspensions</p> <p>* Deans in schools are regularly trained on alternatives to arrests/suspension to include night-time substance abuse courses and the SOS program.</p> <p>* Parent Academy workshops are offered on the Code of Student Conduct and community meetings are held each year to ensure stakeholder feedback before any policy revisions.</p> <p>* Revised student code of conduct</p>	<p>* An inner-city elementary school was repurposed as a dedicated magnet for gifted and academically talented students to ensure additional programming options in the neighborhood</p> <p>* Universal gifted screenings are completed for all 2<sup>nd</sup> grade students for early detection. Redesigned the eligibility protocol for gifted programs to expand minority participation</p> <p>* Expanded accelerated courses in every district high school, including</p>	<p>social needs of Males of Color.</p> <p>* Continuing to collect data on the effectiveness of college graduates who teach minority male students.</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>* Partnering with local colleges to develop internship opportunities for education majors to work specifically with 5000 Role Models of</p>	<p>with financial aid information</p> <p>* Programs such as GEAR UP promote college-readiness and scholarship opportunities</p> <p>* ACT/SAT waivers are provided to remove financial barriers to the assessment</p> <p>* Signing Days for student-athletes highlight college-going and career preparedness. Set goals to have district School Counseling Office increase attendance at Financial Aid Nights at each high school as well as College</p>	<p>math intervention programs in all elementary schools.</p> <p>* Electronic data system will allow tracking of academic and behavioral interventions even if students change schools to assist with gathering and conducting analysis of comprehensive data on ESE students by race.</p> <p>* Place ESE students in the 5000 Role Models of Excellence to ensure they are afforded opportunities to be introduced to successful men of color (some who</p>

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	<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>* Created a student accountability system whereby male students of color with attendance issues report to student leaders who assist, encourage, and give a report to the Site Director of a minority male</p>	<p>to incorporate restorative justice, in-school suspensions, parent conferences, and teacher professional development.</p> <p>* Implemented mental health, positive behavior support, and classroom management training for teachers and administrators.</p> <p>* An early warning system highlights discipline needs related to suspensions and expulsions, and it identifies when interventions are needed.</p>	<p>AP, IB, AICE, dual enrollment, and industry certification. Participation by Black students in accelerated courses increased incrementally.</p> <p>* Dedicated minority male mentoring initiatives have been placed in magnet schools with a focus on academically talented, advanced placement, and IB curriculum to provide supports and create a more welcoming environment in the school setting.</p>	<p>Excellence minority male students.</p> <p>* Looking to attract graduate students and non-college of education majors to consider taking advantage of programs like Ready-Set-Teach to educate and inspire students at predominantly minority schools in critical areas such as math, science and ELA.</p> <p>* Assisting students in 7<sup>th</sup> grade through the first year of college with partnerships provided <i>via</i> a GEAR UP grant</p>	<p>Goal Sunday held each spring. Partnered with the University of North Florida to provide workshops for students and parents to discuss changes to the FAFSA process.</p> <p>* Trained adult minority males serving as adult mentors in the 5000 Role Models of Excellence to serve as presenters and trainers in the “FAFSA Process” at community centers to help alleviate the obstacle of transportation for minority families.</p> <p>* Parent Academy partners</p>	<p>were once diagnosed as ESE) to encourage and inspire them to succeed despite challenges.</p> <p>* Created job shadowing experiences where students could observe work place environments in which they may be able to thrive on completion of a standard high school diploma and training.</p> <p>* Held Parent Academy classes on:</p> <ul style="list-style-type: none"> <li>o “How to Be a Better Advocate for Your Child in ESE”</li> </ul>

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	<p>leadership program.</p> <p>* Expanded our Full-Service Schools and Full-Service Schools PLUS model to provide all students with in-school mental health supports</p> <p>* Provided Youth Mental Health First Aid Training for all faculty and staff within schools</p> <p>* In conjunction with local community partners, opened a school-based health center at a local high school, serving students at the school and children in the</p>	<p>* Students groups to include those comprised solely of males of color, were consulted before making amendments to the existing School Code of Conduct. The feedback was instrumental in changing the delivery of training to ensure it received optimal effectiveness (i.e. pocketsize handbook and imbedded in the student’s online portal, “FOCUS”)</p> <p>* Utilize male students of color to serve on Student Accountability and Restorative Justice Councils to provide peer-</p>			<p>with the School Counseling Department to host “Financial Aid Nights” in schools and urban communities, and held Parent Academy classes on “Financial and Academic Planning: Preparing for Post-Graduation”</p> <p>* Partnered with the Jacksonville Public Library system to provide real time supports for students/parents who do not have a computer and/or Internet access to complete the FAFSA.</p>	<ul style="list-style-type: none"> <li>o “Getting to Know Your Child’s IEP”</li> <li>o “Does Your Child Struggle in School”</li> <li>o “Helping Your Struggling Reader: Dyslexia Affects 1 in 5”</li> </ul>

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	surrounding community.	<p>to-peer mentoring and ensure all students in the process are familiar with the school district's code of conduct.</p> <p>* Using a new alternative to out-of-school suspensions to reduce suspensions at the secondary level.</p>				
El Paso*						
Fort Worth	FWISD has established a comprehensive truancy program in collaboration with city resources. Stay-in-School Coordinators are assigned to each high school feeder pattern to provide outreach and support for	The student code of conduct was revised with new state mandates, based on changes from the 84 <sup>th</sup> legislative session. Before ordering an in-school or out-of-school suspension, placement in a DAEP, or	AP and dual credit are now a district measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exam takers, and dual credits received. All of this information is monitored at campus and	FWISD has a comprehensive college and career readiness initiative that promotes a college bound and workforce-ready culture from elementary to post-secondary placements. Primarily at the secondary level,	FWISD has college days, which help students and parents with college admittance. There is a monthly scholarship bulletin made available district-wide that outlines criteria for scholarships from	<p>The Special Education department has set up a system of monthly monitoring Special Education referral data by ethnicity.</p> <p>All schools with a large number of Special Education referrals</p>

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	<p>students with excess absences. These staff members maintain communications between school and parents and support students with school resources to keep students attending school on a regular basis.</p>	<p>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 concerns a mandatory or discretionary action.</li> </ol>	<p>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 GO centers that are college and resource rooms where students can research colleges and careers. FWISD has extensive programming such as College Night, which has over 300 college representatives present to talk to students.</p>	<p>elementary to college. FWISD has district-wide college financial aid nights hosted at each traditional high school from January through March. In the college and career classes, financial aid workshops are given for both parents and students in both English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provide peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students get</p>	<p>(particularly with students of color) received cultural responsibility pedagogy and professional learning and training.</p>



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					<p>scholarships. UNCF provided over 50% of their scholarships to young men of color.</p>	
<p>Fresno</p>		<p>Implemented restorative practices in several schools in 2013 and authorized \$500,000 for districtwide strategy.<sup>5</sup></p> <p>Saw students implement an advocacy group—Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS).<sup>9</sup></p>				

<sup>5</sup> From Resource Guide for Superintendent Action, July 2015.

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Hillsborough County*	<p>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.</p> <p>Young Men of Power initiative/Brother-to-Brother Mentoring at three schools, (elementary, middle, and high school) launched in 2016-2017. Partnership with Allen Temple AME Church and local Pastors Community</p>	<p>Continue implementing Project Prevent grant that will assist 21 high-poverty schools to break the cycle of violence. Continue and evaluate Project Promise for Title I schools that purchases or supports programs to improve discipline and attendance.</p> <p>Discuss potential barriers to academic and personal success while creating solutions for poor behavior, e.g., attendance and suspensions. Report cards, student planners, individual counseling</p>	<p>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 courses.</p> <p>Continue to use MTSS framework to identify gifted and talented students of color.</p>	<p>Continue partnering with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires.</p> <p>Continue collaborating with area colleges and universities to provide leadership development and “think tanks” around diversity and cultural awareness.</p>	<p>Continue partnering with Hillsborough Community College through the HOPE scholars program. Efforts include marketing to all high schools, specifically targeting African American and Hispanic students who are interested in going to college. An Annual College-wide Male Summit is held involving district high school students.</p>	<p>Support MTSS implementation in all schools K-12. Implement and monitor new Project AWARE grant to provide mental health services.</p> <p>Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools.</p>

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	members to serve as mentors for students	sessions, Behavior Tracker and OSS Referral Reports are used to monitor program success.				
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>6</sup></p> <p>Developing a districtwide framework that supports positive</p>				

<sup>6</sup> From Rethinking School Discipline, July 22, 2015.

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		<p>school environments by providing teacher and administrators with practical strategies to manage challenging student behavior.<sup>7</sup></p> <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*	Launched monthly districtwide Attendance Awareness campaign.	Recently implemented a new Student Code of Conduct designed to increase equity in disciplinary practices. Code of	<p>Expanded 8/9<sup>th</sup> grade PSAT pilot to include all 8<sup>th</sup>/9<sup>th</sup> graders across the district.</p> <p>AP enrollment is a district measure</p>	Providing teacher training at universities in Indiana on culturally responsive instruction and classroom	Committed to increasing FAFSA completions, specifically for those students enrolling in post-secondary	Through implicit bias training and specific protocols, the SPED department is addressing special education evaluation

<sup>7</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>Launched “Brag Tag” initiative to recognize positive attendance.</p> <p>Hired K-12 graduation coaches who provide data monitoring reports on individual students and provide strategic intervention supports to schools.</p> <p>Providing ongoing bi-lingual Parent Workshops focused on the importance of attendance.</p> <p>Provided principals with monthly actual/predicted attendance tracking reports</p>	<p>Conduct includes anti-bullying practices and related PD</p> <p>Partnering with local community organizations (Peace Learning Center) to support school initiatives around restorative justice.</p> <p>Intentionally tracking discipline data and holding leaders (both at the district and school level) accountable for reviewing.</p> <p>Conducted the PBIS Benchmark of Quality Survey to determine schoolwide PBIS practices in model schools.</p>	<p>that is reported and discussed with school leaders. The effort is designed to increase reporting and access.</p> <p>Revised screening process in 2015 to universally screen all students in 1<sup>st</sup> grade. Previous process did not screen all students.</p>	<p>management techniques.</p>	<p>schools. FAFSA completion is a goal at the Superintendent level and is disaggregated and tracked. Recently hired a postsecondary readiness leader to oversee commitment.</p>	<p>procedures that may have bias.</p> <p>Added weekly discipline data reviews on special education to help address discipline disproportionality for African American students.</p>

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	and provided PD on reducing chronic attendance.	<p>Implementing MTSS framework connected to the Student Code of Conduct.</p> <p>Working with multiple agencies to provide diversion programs as an alternative to suspensions and expulsions.</p>				
Jackson						
Kansas City*	<p>Launched (MBK) Success Mentors program to significantly decrease absenteeism by connecting chronically absent students to caring, trained adults who serve as mentors.</p> <p>Initiated weekly Dropout</p>	<p>Eliminated out-of-school suspensions for minor offenses.</p> <p>Capped principals' authority to suspend students to 3 days. Any exceptions require supervisor approval.</p>	<p>In 2018, KCPS added AP Human Geography for 9<sup>th</sup> grade students to increase interest for eight other AP courses that are available in junior and senior year. The Professional Development department sent 16 teachers to AP training.</p>		<p>Created "FAFSA Readiness" event for 11<sup>th</sup> grade students and families to learn about FAFSA.</p> <p>6<sup>th</sup> grade students attend a Kids2College program and learn about the importance of FAFSA.</p>	<p>To reduce the over-identification of African American males in the Intellectually Disabled (ID) category, the district now requires that the eligibility determination can only be made by a team of special educators that</p>

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	<p>Recovery Intervention Protocol (DRIP) committee meetings, which include principals, counselors, registrars, and attendance specialists to identify and execute interventions for students who are chronically absent.</p> <p>Launched partnership with the City of Kansas City to implement a Truancy Court.</p>	<p>Regularly report out on progress on reducing suspensions and expulsions</p>			<p>KCPS seniors participate in the “FAFSA Frenzy,” which is a celebration for our students who have completed the FAFSA in its entirety</p>	<p>includes the director of special education, school psychologist, and a district compliance officer.</p>
<p>Long Beach</p>	<p>Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently</p>	<p>Continue and strengthen district efforts to use conflict resolution, early intervention, training in</p>	<p>District will pay for all but \$5 of AP exam costs in grades 8-12, expand AP test-prep, summer bridge classes,</p>			

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	attendance is 97% districtwide.	<p>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>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 residential math program. Under-represented students are paired with mentors.</p>			
Los Angeles	Charging school-based pupil services and attendance counselors with increasing attendance for young men of color and other students at risk.	<p>Eliminated “willful defiance” as grounds for suspensions.</p> <p>Approved policy to require the use of alternative disciplinary practices such as</p>	Have adopted an Open Access Policy for AP course enrollment. Have also expanded 10 <sup>th</sup> grade PSAT administration; paid or waived AP exam fees;			



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	<p>Initiated the Attendance Improvement Program to focus on improving attendance in transitional kindergarten, kindergarten, and grade 9.</p> <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</p>	<p>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>8</sup></p> <p>Created school pathways for students who have been released from juvenile detention centers. Planning to create a television program to highlight the positive accomplishments</p>	<p>initiated AP readiness classes; provided teacher professional development; and held parent conferences.</p> <p>Result has been a steady 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>			

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	investment unit of the city to promote attendance and achievement.	of young men of color.				
Louisville	Strengthen Equity Institutes to address disengaged students and teachers. These institutes are led by school officials and local and national experts.	<p>Institute districtwide restorative justice training.</p> <p>Make modifications in the Code of Conduct.</p> <p>Develop equity scorecards</p> <p>Conduct school-level data dives and reports.</p>	Enhance the Advance Program Institute designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools.	CARDS Program.  Partner with University of Louisville and Kentucky State University to design curriculum that focuses on diversity, equity, and inclusion.	Design new dashboard that charts participation in scholarships and FAFSA	Advance Program Sustaining and Improving Initiative
Memphis	Launched the “Represent Everyday” campaign with the Memphis Grizzlies to develop a robo-call to students about attending school.					

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Miami-Dade County	Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color.	<p>Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color.</p> <p>Plan to eliminate out-of-school suspensions in 2015-16 school year and instead will send students to Student Success Centers for counseling and social services.<sup>9</sup></p> <p>Leveraging community partnerships that focus on providing wrap-around services.<sup>10</sup></p>	<p>Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented, CTE, and other programs.</p> <p>Provide information to Males of Color on magnet school opportunities.</p>	<p>Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color.</p> <p>Monitor teacher effectiveness with Males of Color using value-added scores.</p>	<p>Create opportunities for universities and colleges to present information on college readiness, financial aid applications, FAFSA 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>	Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses.

<sup>9</sup> StateImpact, July 29, 2015.

<sup>10</sup> From Rethinking School Discipline, July 22, 2015.

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Milwaukee	<p>Partnering with the Milwaukee Bucks to encourage students to attend school every day. Began a new attendance initiative based on PBIS/RTI that trained over 400 staff members. Are using district attendance data to identify and support students with attendance issues.</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 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>Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District has doubled the number of students enrolled in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12.</p>	<p>Are working with the Urban Teacher Residency Program to increase the numbers of male teachers of color in the district. Also recruiting at HBCUs and seeking to 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</p>		

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		<p>Are emphasizing social-emotional programming through Project Prevent and expanding restorative justice practices through expanded teacher training.</p>		<p>sessions for principals and assistant principals called the Continuum of Cultural Proficiency.</p>		
<p>Minneapolis</p>		<p>Revamping discipline policies based on suspension data with new emphasis on interventions, restorative justice, and SEL.</p>				<p>Conducting a program audit to determine over-identification in SPED.</p>
<p>New York City*</p>			<p>Have launched an AP for All program, where by 2021 all high schools will have at least five AP classes.</p> <p>Have launched a Computer Science for All</p>	<p>Working to recruit more racial/ethnic minority teachers.</p>		

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			<p>program to provide computer science courses at elementary, middle, and high school levels.</p>			
<p>Oakland*</p>		<p>Community schools strategy.<sup>11</sup></p> <p>New district discipline policy to end willful defiance as grounds for suspension.<sup>15</sup></p> <p>Restorative justice and trauma-informed services.<sup>15</sup></p> <p>Culturally responsive positive behavior interventions and supports.<sup>15</sup></p> <p>Culturally specific approaches for</p>				

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		<p>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>Established monitoring procedures to routinely evaluate student attendance and intervene before</p>	<p>Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.</p> <p>Held meetings with administrators from these</p>	<p>Prepared a breakdown by race and gender of all honors and AP courses.</p> <p>Convened a high-level staff meeting to develop stronger procedures for reporting participation in advanced courses</p>	<p>Initiated a relationship among three local colleges of education around the Males of Color initiative.</p> <p>Set up discussions about strengthening the pipeline of minority teacher candidates.</p>	<p>Work with guidance offices and directors to develop a protocol to report progress of Males of Color who complete the FAFSA process.</p> <p>Meet with parent groups on the importance of FAFSA. Schedule</p>	<p>Review data on the percentages of Males of Color and other subgroups identified in ESE programs.</p> <p>Meet with senior leadership team to discuss disproportionality and assign personnel to</p>

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	<p>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 systems for students whose attendance does not improve.</p> <p>Monitor and evaluate intervention systems for effectiveness.</p>	<p>schools along with area administrators.</p> <p>Met with selected schools monthly 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>by Males of Color. Involved principals in the discussions.</p> <p>Continued the second-grade universal screening process designed to capture more students of color.</p> <p>Presented plans to area superintendents and principals.</p> <p>Monitoring progress of efforts.</p> <p>Increased identification of minority students who could be successful in rigorous math courses and provided support and scaffolding in cohorts to assist with</p>	<p>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>Met with local colleges of education to develop a data monitoring system on how teachers perform with Males of Color.</p> <p>Monitor program progress.</p>	<p>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>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>



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	<p>Monitor students who are chronically absent.</p> <p>Provided targeted elementary students with MBK mentors focused on reducing chronic absenteeism.</p> <p>Targeted high schools who selected the attendance component in the Males of Color Pledge.</p> <p>Developed action steps to increase attendance and are supported by the Minority Achievement Office with progress monitoring of</p>	<p>Restorative justice.<sup>12</sup></p> <p>Positive Alternatives to School Suspension (PASS).<sup>16</sup></p> <p>Alternatives to Suspension Centers.<sup>16</sup></p> <p>Provided culturally responsive school training for all administrators and district departments to address implicit bias and how it affects discipline, student placement, and student achievement.</p>	<p>matriculation to AP Calculus.</p>			

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	data, school visits, and technical assistance.					
Palm Beach County*	Created an attendance committee composed of community members and district personnel.	Implemented restorative justice practices in Title I schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active Youth Court program. Implemented SwPBS in all schools in the district.	Increased Boys of Color participation in AP classes by using the AP Potential tool.  Started a new IB program in majority Hispanic schools with aggressive recruitment of Boys of Color.  Creating new gifted cluster sites at majority minority schools to increase access for Boys of Color.		Required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools, graduation coaches ensure that all males of color complete the FAFSA form.	Multi-Tiered Support Systems (MTSS) are implementation in all schools, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality .
Philadelphia*	Analyzed data on the link between attendance and dropping out,	Implemented a districtwide plan to address trauma in schools in				

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	<p>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 school attendance.</p>	<p>partnership with the Institute of Family Planning/ Lakeside.</p> <p>Provided central office and school level staff with trauma awareness training.</p> <p>Hired a Director of Trauma Informed Practices to focus on systemic issues of trauma, how it impacts students, and how to help them overcome these challenges.</p> <p>Implemented the Arrest Diversion Program in partnership with the Philadelphia Police Department to reduce the number of students who are</p>				

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		<p>arrested. The program has eliminated zero tolerance policies, worked to transform school climates, emphasized de-escalation and conflict resolution, ended arrests for low-level offenses.</p>				
Pinellas County*		<p>Set goal to reduce the number of disciplinary infractions (referrals) and suspensions for Black male students and decrease the disparity in referrals. Action steps include:</p> <ul style="list-style-type: none"> <li>Monitoring school discipline data to eliminate out-of-school</li> </ul>	<p>Set goal to eliminate the gap in advanced and accelerated participation and performance rates among Black males and non-Black students. Action steps include:</p> <ul style="list-style-type: none"> <li>Ensuring that all Black male students who show the potential to succeed in an</li> </ul>	<p>Set goal to increase the number of black teachers and administrators. Action steps include:</p> <ul style="list-style-type: none"> <li>Participating in job fairs throughout the country for Black teachers, especially males.</li> <li>Hiring a minority</li> </ul>		<p>Set goal to reduce the disparity of Black male students found eligible for Exceptional Student Education (ESE). Action steps include:</p> <ul style="list-style-type: none"> <li>Reducing the disparity of Black male students being found eligible for Exceptional Student</li> </ul>

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		<p>suspensions for non-violent infractions, such as skipping class/school, missed detentions, excessive tardiness, and defiance.</p> <ul style="list-style-type: none"> <li>• Training all School-Based Resource Officers to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews, and student arrests that are designed to decrease incarceration.</li> </ul>	<p>AP or dual enrollment course are scheduled into an appropriate course and that appropriate supports are provided.</p> <ul style="list-style-type: none"> <li>• Providing training to all school counselor teams on the use of data from the SAT Suite of Assessments to support students in selecting appropriate accelerated course options that matches their strengths.</li> </ul>	<p>recruitment specialist to focus on recruiting a highly qualified, diverse workforce.</p> <ul style="list-style-type: none"> <li>• Identifying future educators among current Black, PCS high school students as part of a Grow Your Own program and connect them with teaching academies in schools with “Take Stock in Children” scholarships and the promise of future job placement in</li> </ul>		<p>Education (ESE).</p> <ul style="list-style-type: none"> <li>• Initiating a records review of all Black male students who arrive as new students in Pinellas County Schools with an Emotional Behavior Disorder (EBD) designation.</li> <li>• Providing intensive intervention supports from school/district personnel for Black male students prior to being classified as EBD.</li> </ul>

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		<ul style="list-style-type: none"> <li>Implementing a Restorative Whole-School Implementation Guide for all schools based on best practices in working with Black male students.</li> </ul>		<p>the district (e.g., Teachers of Tomorrow.</p> <ul style="list-style-type: none"> <li>Establishing a summer, cultural awareness training program for teachers who are hired into high minority schools and Transformation Zone schools.</li> </ul>		<ul style="list-style-type: none"> <li>Disaggregating data for the past three years to identify patterns and trends that have led to the disparity of Black males being labeled EBD.</li> </ul>
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	Goal to reduce overall exclusionary	Continue Advanced Scholars program	Continue partnership with Portland Teacher	Have GEAR UP and AVID	Will align service delivery model with National

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	<p>Matters with All Hands Raised partners SUN, Department of Human Services—providing onsite social workers.</p> <p>Establishing attendance protocols and attendance toolkit with training on their use.</p> <p>Expanding attendance efforts to entire Roosevelt Cluster and beyond. Have hired attendance data analysts.</p> <p>Have created Student Attendance Response Teams to identify and support students</p>	<p>discipline by 50% and reduce disproportionately in exclusionary discipline by 50% in two years.<sup>13</sup></p> <p>Integration of PBIS, restorative practices, and collaborative action research for equity.<sup>18</sup></p> <p>Revising Student Handbook to reflect restorative practices.<sup>18</sup></p> <p>Restructuring expulsion hearing process.<sup>18</sup></p> <p>Targeted school-based culturally specific services.<sup>18</sup></p> <p>CARE teams to improve school climate.</p>	<p>at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college-going rate. Expand over time.</p> <p>Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits.</p> <p>Partner with local universities on scholarships beyond community college. Expanding dual credit opportunities, AP,</p>	<p>Project, Portland Community College, and Portland State University to recruit and prepare culturally responsive teachers and to increase diversity of teacher pool.</p> <p>Continue Portland Metro Education Partnership, which includes 10 teacher preparation programs to improve pre-service and in-service teacher training.</p> <p>Use Master Teachers with strong culturally responsive practices to co-</p>	<p>participants complete FAFSA.</p> <p>Have counselors at schools not participating in GEAR UP or AVID provide needed support to Black and Latino males in completing FAFSA.</p> <p>Collecting data monthly on numbers of Males of Color who have completed FAFSA form (through All Hands raised program).</p>	<p>Association of School Psychologists’ 10 domains of practice, which shifts focus to prevention and culturally response interventions prior to special education placement.</p> <p>Pilot “blind panel” for special education eligibility screening.</p>

<sup>13</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>who attend school less than 90 percent of the time.</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 Partners to identify areas where suspension moratoria are</p>	<p>and IB in all high schools. Asking each high school to set targets for 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 preparation</p>	<p>teach with student teachers.</p>		



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		<p>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>classes at the 9<sup>th</sup> grade.</p>			
<p>Providence</p>	<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</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>Set targets and goals for increased participation of Males of Color in AP courses</p> <p>Expand the number of middle school students the district works with to prepare them for AP in high school.</p>			

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	<p>residences of chronically absent students.</p> <p>Focus the work of parent liaisons at each school on attendance.</p> <p>Continue community impact campaign linking attendance and poor achievement.</p>	<p>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>				
Rochester*		<p>Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused on revamping the district's code of conduct and will track progress.</p>				<p>Continued expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.</p> <p>Expanded use of consulting teachers in general education</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)
		Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.) <sup>14</sup> Expanded learning time in 22 schools. <sup>19</sup>				classes. Expanded language enrichment and intervention efforts with young students to reduce inappropriate placements in speech and language impairment.  Expanded use of IDEA funding for reading intervention programs.
Sacramento*	Chronic Absenteeism Task Force is working to reduce chronic absenteeism by implementing interventions, providing professional	Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.  Revised School Climate Policy and School	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	Sacramento Pathways to Success continues to deepen relationships between SCUSD, Sacramento City College, and Sacramento State University to help students transition	Culturally relevant supplemental providers and Youth Development staff support boys of color, foster youth and Men's Leadership Academy, and	Addressed special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS),

<sup>14</sup> From Rethinking School Discipline, July 22, 2015.

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	<p>development, and building capacity.</p>	<p>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> <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>parent engagement process.</p>	<p>to and succeed in college.</p> <p>Culturally relevant college tours conducted by SCUSD staff and community providers.</p> <p>Expanded Learning program offers opportunities for cultural brokers/ community providers to offer culturally relevant programming, mentoring, and leadership/ internships during after school hours.</p>	<p>encourage students to participate in FAFSA.</p>	<p>Restorative Practices, and Social Emotional Learning (SEL).</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)
San Francisco		Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from 3,098 in 2009-10 to 1,921 in 2012-13. <sup>15</sup>				
Toledo	Started the Truancy Prevention Program  PBIS  Pathways to Success.	Initiating PBIS and SEL programs	Expanding AVID, gifted and talented, & AP courses  EHSO		Naviance  Graduation coaches	EHS
Wichita*	The Pando Initiative and the United Way “Check and Connect”	Elementary schools use the Neuro-Sequential Model in Education	BAASE (Better Academics and Social Excellence), a middle school	Partnership with Wichita State University, which provides 2 full years of	College and Career Coordinators in each high School	A Multi-Tier System of Supports (MTSS) has been implemented to

<sup>15</sup> From Resource Guide for Superintendent Action, July 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	<p>program works to improve tardiness/chronic absenteeism. Provides support to families, connects resources and works individually with students. Students are provided basic resources to prepare them for school each day. The Pando Initiative serves students at the elementary, middle, and high school levels.</p> <p>“Rise Up for Youth” and “Ready to Impact” are community-based programs that are housed in select high schools. The programs are designed to</p>	<p>(NME), which is a study of how brain-based strategies work to improve behavior.</p> <p>Biography Driven Instruction (BDI) is a communicative/cognitive method for providing culturally responsive pedagogy that guides teachers to maximize each learner’s potential for language acquisition and content learning. It draws upon students’ sociocultural, linguistic, cognitive, and academic resources.</p> <p>3-year plan in all Middle/High</p>	<p>initiative designed to promote school as “Cool” by students of color who serve as ambassadors. BAASE students are monitored by an Individual Plan of Studies with full access to Advance Placement Courses.</p> <p>High School GEAR UP Partnership Grant to focus on College Readiness with Site Coordinators monitoring student success, and to increase dual and concurrent enrollment</p> <p>Early College School and the</p>	<p>classroom field experience to teacher candidates to expose them to school culture, curriculum and instructional best practices to meet the needs of students in an urban district. High quality teacher candidates are recruited for positions in the district. Teacher Apprenticeship Program (TAP) is a partnership with Wichita State University where paraprofessionals in the district receive college credit for their work experiences and are released from duty to complete courses to become</p>	<p>High School GEAR UP Partnership Grant that focuses on college readiness FAFSA Pilot Schools will work with Wichita State University to expand FAFSA completion rates beginning in the 2018-2019 school year.</p>	<p>ensure students receive interventions and academic supports in a least restrictive environment before being referred to the Special Education process. MTSS provides 3 levels of support that fosters a relationship-based culture in a mutually inclusive environment.</p>

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>provide 1-to-1 mentoring, and small group social emotional support to keep students connected to school. Academic and Behavior Intervention Specialists are housed in select High Schools to provide 1-to-1 support. Intervention specialists take a team approach of caring for students and outreach to families.</p>	<p>Schools to create Trauma Sensitive Schools in a relationship-based school culture. Use Jim Sporleder’s book “Trauma Informed Schools” as a resource.</p> <p>Restorative Practices (RP) is implemented in all schools.</p> <p>Safe and Civil Schools using the STOIC Model– Structure Teach Organize Interact Positively Correct</p> <p>Reviewing pupil classroom discipline policy to better align it with our district’s beliefs statements and strategic goals.</p>	<p>International Baccalaureate program recruitment efforts focus on minority students.</p> <p>Middle and High School AVID Program is a college readiness program designed to support Tier 2 instruction. Ensure equal access to advanced placement courses.</p> <p>Career Technical Education program and pathways designed to promote college and career readiness by ensuring that classes are offered with dual</p>	<p>credentialed teachers.</p> <p>Partnership with Kansas Newman University to provide ESOL credentials.</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)
			and concurrent credit			

\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.



Males of Color Initiatives in the Great City Schools (continued 3)

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Albuquerque*	<p>Hosted first-ever Hispanic Scholarship Fund College 101 Night in New Mexico in February 2018. Provided students and parents with information on attending and funding college in both English and Spanish. Students from every high school in the district attended. Invited students from other area high schools.</p> <p>Added specialized opportunities for credit recovery courses for Native American students.</p> <p>Partnered with New Mexico Office of African American Affairs and the University of New Mexico Men of Color Initiative, African American Student Services, and Africana Studies on educational, social and career development programs for male students of color. Examples include a Male Summit for high and middle school males of color in March 2018; Black Cultural Conference in September 2018; and UNM African American Student Day (annual events).</p> <p>Collaboration with the United Way’s “Mission Graduate” to create a graduate profile.</p> <p>Rio Grande High School implemented successful Jobs for Americas Graduates (JAG) program for at-risk students. Indian Education sponsoring</p>	<p>Provide training for school teams to develop family engagement plans. Schools asked to look at target populations where applicable.</p> <p>Developed and implementing on-line family engagement workshops for parents in multiple languages.</p> <p>Assigned district level staff to provide assistance to schools in all Learning Zones.</p> <p>Districtwide Family Engagement Collaborative established to ensure inclusion of all families in looking at disparity data.</p> <p>Title I provides adult education classes</p>	<p>Teaching Tolerance training to facilitate critical conversations around race. Expanding Ethnic Studies courses at high schools and middle schools. Jefferson Middle School established Brotherhood, an American School Counseling Association-based group for African American males.</p> <p>Promotes scholarship, creates fraternal and cultural pride, and embraces opportunities for leaderships.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>JAG program for Native American students at Del Norte High School.</p> <p>Indian Education sponsoring Identity Project at Manzano High School and Atrisco Heritage High School to foster hope and weave identity through documentary storytelling.  <a href="http://www.theidentityproject.us/program">http://www.theidentityproject.us/program</a>.</p>		
Anchorage*	<p>Intensive focus on lowest performing high school has included implementation of PLTW Biomedical and Engineering programs; a NMSI grant that dramatically increases enrollment and scores of AP students and has continued since the grant concluded; a freshman orientation day to set a positive foundation for expectations; a reset zone to decrease suspensions; implementation of Capturing Kids Hearts to impact the learning environment and positive relationships; piloting a high school MTSS framework in English in Math; and implementation of a new math sequence. The results have been positive with the school’s graduation rate increasing to 85.84%. Other high schools also benefiting from the adoption of many of these same initiatives and programs with the graduation rate rising for all students by 5.2% between 2013 and 2017.</p>	<p>Hired new volunteer coordinator to work closely with parents in Title I schools to focus on family engagement. Continuation of regular AEL parent meetings and classes for refugee parents. Continue soliciting concerns from Alaska Native and American Indian Community groups.</p>	<p>Collaborate with a broad range of community organizations, including the Minority Education Concerns Advisory Committee, (MECAC), Native Advisory Committee (NAC), Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, Cook Inlet Tribal Council (CITC), and UAA. Elementary and Secondary Inservice Training on Racial Equity provided to all certificated staff by First Alaskans Institute in 2016. Zaretta Hammond keynote and culturally responsive teaching workshop to promote Equity in Education in 2017.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Atlanta	<p>Create at-risk indicators for dropping out that would be used to determine student case-loads for graduation coaches.</p> <p>BEST Academy is used for a supportive single-gender environment serving mostly African American males.</p> <p>Currently developing an African American male support initiative for high schools</p> <p>Continue partnerships with Brothers Building Up Brothers, Dukes Foundation, and 100 Black Men.</p>		
Austin*	<p>Worked to reduce the number of male drop outs.</p> <p>Altered approach to discretionary removals at each campus.</p> <p>Plan Students with a Graduation Goal (SWAGG) Conference—with male component.</p> <p>GPA campuses at Lanier and Travis high schools. The Graduation Preparatory Academies offer credit recovery and accelerated learning to students in a self-paced, non-traditional environment.</p> <p>Twilight School offers teacher-led and web-based academic opportunities before and after school and on Saturdays for high school students interested in staying on track to graduate on time and middle school students wanting to meet grade promotion standards.</p>	<p>Held Vertical Team Parent Focus Groups with African American parents.</p> <p>African American Parent Engagement Conference.</p> <p>Sustained Parent Support Specialist Program through restructured model/focus.</p> <p>Organize and conduct parent training sessions to help parents navigate school system; organize meetings for parents to disseminate information and gather input; and provide resources and referrals for academic, social service, and other support.</p> <p>Connect schools to parents via multicultural outreach efforts.</p>	<p>We provide “antiracist” professional learning.</p> <p>We provide a “culturally responsive” approach to teaching and learning.</p> <p>We engage staff in professional learning that encourages critical self-reflection, biases and beliefs and how it affects males of color.</p> <p>Cultural Proficiency &amp; Inclusiveness Cohorts 1-3 for professional learning.</p> <p>Twitter Chat series designed to connect</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>DELTA (Diversified Education Through Leadership, Technology Academies is a web-based individualized, self-paced, open-enrollment instructional program for students to recover and/or accrue academic credits to graduate from high school.</p>	<p>Austin ISD’s Television Programming AISD.TV includes two programs specifically designed for community inclusion that targets Hispanic and African American families. Breaking Down Barriers provides information on resources, programs, and district initiatives to support families of color as well as the general community to prepare our students for success. “Educa” is a radio program to better engage Spanish-dominant parents.</p> <p>Austin ISD’s Community Schools Initiative works to align school and community resources, prioritizing family and community engagement, planning, and strategic partnerships.</p> <p>Family Resource Centers provide support, resources, and leadership opportunities to promote well-being, self-sufficiency and family engagement in the public schools. FRCs are located on school grounds at each campus site, and families can receive support in the areas of housing, employment, healthcare, social connections, and education.</p> <p>Adelante! Conference is an educator-led conference focused on Bilingual/Dual Language education in central Texas.</p>	<p>social justice minded staff and provide a professional learning community to address issues affecting males of color.</p> <p>Restorative Practices work Anderson &amp; Austin High to address racial tensions surfaced through social media.</p> <p>Restorative practices at Akins High School and Alternative Learning Center designed to support social-emotional and academic needs of males of color.</p> <p>Restorative Practices at Crockett High School over last two years.</p> <p>Partner with University of Texas Department of Diversity and Community Engagement.</p> <p>Speaker series for administrators on reaching males of color;</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>book studies; and on-line professional development with Jawanza Kunjufu and Robin Jackson</p> <p>Power of One Institutes</p> <p>Austin ISD hosted COSEBOC with other organizations.</p> <p>Beyond Diversity training for school and district staff.</p> <p>National Alliance for Partnerships in Equity coaching pilot program, including coaching training, PLCs, and research.</p> <p>Adopted a definition of equity from the National Equity Project.</p> <p>Interrupting practices that negatively affect struggling students of color.</p>
Baltimore*	Engage students in activities that will define their future selves while receiving supports (mentor	The Engagement Office at City Schools is working to expand its reach into	Hold a conversation about race, Black male

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>match, college visits, college planning, SAT prep).</p>	<p>neighborhoods and communities to support parent engagement and student success. Through a strategic partnership with the “StartUp Nest” and the Center for Urban Families’ (CFUF), and Baltimore Responsible Father’s Project, we are collaborating to provide parents, families, and partners with learning opportunities to support family literacy and economic stability in Baltimore’s high-poverty neighborhoods. We have been working with CFUF to raise public awareness about the importance of engaging fathers and male caregivers in support of student wholeness and academic achievement.</p>	<p>identity development, and support on MLK birthday.</p>
<p>Boston*</p>	<p>Mayor’s Office is working with the Mass Mentoring Partnership on the goal of recruiting 1,000 mentors to work with young people.</p> <p>Mayor has opened an office of financial empowerment to increase job opportunities for young people and other goals.</p> <p>Mayor has expanded the number of summer jobs available to young people and expanded the MLK Scholars Program.</p> <p>BPS expanded use of Early Warning Indicator Systems to make sure students do not fall through the cracks and interventions are timely and targeted. EWIS has been in place at some of our high schools that have made significant</p>	<p>BPS Parent University: Classes and forums for parents directly connected to initiatives in the school system.</p> <p>BPS “Count Down to Kindergarten” holds events in every neighborhood and community to engaged, inform, and energize families about the start of the school year.</p> <p>Sponsor and co-plan events and forums with parent groups that represent families of color (CPLAN, Phenomenal Moms, etc.) and organizations such as COSEBOC to help deepen the work in</p>	<p>Culturally and Linguistically Sustaining Practices (CLSP): 2 years of course work led by the Office of Opportunity Gaps with multiple stakeholders (school leaders, cabinet, lead teachers, partners, parents). Topics for sessions include: The Construct of Race, White Privilege, Internalized Racism, Implicit Bias,</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>turnarounds. There is an ongoing goal to make this more systemic.</p> <p>Advisory programs such as “Building Assets Reducing Risk (BARR)” growing in use to improve connectedness and facilitate authentic relationships between staff and students and is showing strong results, especially during 9<sup>th</sup> grade.</p> <p>Turnaround office and schools partnering with programs such as Linked Learning, universities such as MIT, and corporations such as General Electric to create innovative models to turnaround/improve/innovate high schools.</p> <p>4-year graduation rates increased dramatically over the past decade: Graduation rate among Black students in the district has increased from 54.2 percent in 2007 to 68.9 percent in 2017.</p> <p>Latinx students increased graduation rates from 51.0 in 2007 to 69.0 in 2017. Graduate rate among ELLs in the district has increased from 38.8 percent in 2007 to 60.5 percent in 2017.</p>	<p>the community, e.g., “Trauma in the Village” conference.</p>	<p>Intersectionality, Culture I &amp; II.</p> <p>CLSP goals in all schools</p> <p>Speaker Series from Office of Opportunity Gaps over past 2 years targeted on the community (Speakers/Scholars included: Steve Suits, Joy Degruy, Yvette Modestin, Linda Tropp, Claude Anderson, Tim Wise, and Ibram X Kendi).</p> <p>Citywide Boston/Mayor’s Race dialogues.</p> <p>Hosted Regional Racial Equity Summits.</p> <p>Community organizations such as YW Race Dialogues are working with schools to lead discussions and build capacity.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			BPS introduced the use of the 7-Forms of Bias protocol to look for bias in our curriculum and begin the process of decolonizing curriculum.
Broward County*	<p>Started the “Mentoring Tomorrow’s Leaders” peer-to-peer program for minority males in two high schools in partnership with Broward College.</p> <p>Implementing the 5000 Role Models of Excellence Project, started by Congresswoman Frederica Wilson. This mentoring program targets young men and boys who can benefit from male role models. The goal is to intervene in the lives of at-risk boys and steer them away from negative influences and provide them with as many positive influences as possible. The program kicked off in December of 2017 with 300 boys and 100 male mentors. The request from men in the community who want to be involved has been endless. This is the most successful mentoring initiative we have had in terms of recruiting male mentors.</p> <p>Provide peer mentoring, leadership support, and dropout prevention efforts to help students transition to college or the workforce.</p>		
Buffalo*	BPS is implementing multiple school turn-around models/strategies to transform low performing	BPS has established Parent Center Academies. Parent Center Academies offer over 100 learning lessons and	BPS annually hosts an Urban Forum that focus on the dynamics that



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>schools, and spur graduation rates. These school turn-around models/strategies include:</p> <ul style="list-style-type: none"> <li>* Rigorous early Elementary Education</li> <li>* Strong Community Schools</li> <li>* New Innovative High Schools</li> <li>* Extended Learning opportunities for all students</li> <li>* Services for the district’s neediest students and families</li> <li>* Greater supports to teachers and staff.</li> </ul> <p>Models/strategies are included in the district’s transformation model: The New Education Bargain.</p>	<p>activities that fall into the following categories:</p> <ul style="list-style-type: none"> <li>* Academic and College Readiness</li> <li>* Social Emotional Learning and Wellness Supports</li> <li>* My Brother’s Keeper</li> <li>* Parent Leadership and Advocacy</li> <li>* Personal and Professional Growth and Development</li> <li>* Soon-to-be and new parent support</li> <li>* Family Bonding</li> </ul> <p>The purpose of these lessons is to build parents’ knowledge, skills, and networks to support effective school/ home partnerships.</p> <p>BPS has updated its Parent and Community Engagement Policy. A Parent Congress was created with the intent of engaging parents in shared decision making at the district level. Engagement is advancing the New Education Bargain. The Parent Congress meets with the superintendent monthly.</p>	<p>race has in K-12 schools.</p> <p>BPS engages in training teachers, administrators and parents on:</p> <ul style="list-style-type: none"> <li>* Culturally and Linguistically Responsive teaching</li> <li>* Trauma Informed Care</li> <li>* Disproportionality in referrals and suspensions</li> </ul>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Charlotte-Mecklenburg*			
Cincinnati*	M.O.R.E. programs in high schools focus on academic success, career readiness, building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness.		
Clark County (Las Vegas)	<p>Lowest performing high schools placed in Turnaround Zone to receive “triage” to increase graduation rates by allowing schools flexibility in scheduling, resources, hiring, and curriculum.</p> <p>Star On Programs.</p> <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>	<p>Parent Engagement Centers located geographically across the District.</p> <p>Newly-Created Family Engagement Department.</p>	<p>Cultural Competency Training for Administrators with ongoing PD</p> <p>Case Study Learning/Bennett Model</p> <p>Look Fors and Instructional Rounds</p>
Cleveland*	Implemented a “Closing the Achievement Gap Program (CTAG)” in high schools that average	Set goal for parents to have meaningful face-to-face contact with their	Sponsors annual symposiums for Black

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>graduation rates below 80 percent over three years. In the 2016-17 school year, 92 percent of ninth-graders who participated at eight high schools were promoted to 10<sup>th</sup> grade, compared with 37 percent of those who did not participate. The Closing the Achievement Gap program makes “linkage coordinators” available to at-risk students in select high schools 24 hours a day.</p> <p>Single-gender schools, including Ginn Academy along with two all-male K-8 schools, Kenneth W. Clement Boys’ Leadership Academy and Valley View Boys’ Leadership Academy, have four-year graduation rates of 95 percent.</p> <p>Implemented the True2U program that currently has mentors for eighth-graders in 48 schools and within a year will serve 2,400 eighth-graders across all K-8 schools.</p>	<p>children’s teachers at least once a year. Ninety-one percent of district parents met with teachers last school year.</p> <p>Works with parents to analyze their children’s academic data and provide support at home.</p> <p>CMSD’S Parent University provides parent-training workshops. Parent University’s college bus tours expose parents and students to higher education and help them understand admissions, financial aid, and support systems.</p> <p>The district hosts Annual Fathers Walk, which encourages dads to walk their children to school and become more involved in their education.</p>	<p>and Hispanic students, creating a forum to discuss issues of concern.</p> <p>Facing History New Tech High School concentrates on social justice and human rights. The school hosts an annual human rights summit.</p>
Columbus	<p>District has rich portfolio of activities to engage middle and high school students in athletics, performing arts, career and technical education, and academics to spur attendance and engagement despite budget cuts.</p> <p>District is expanding career and technical offerings at Career Centers and neighborhood schools, apprenticeships, and internships</p> <p>District is implementing several initiatives focused on character development, e.g., “Boys Won’t Be Boys,” REAL Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men.</p>	<p>Implemented Parent Literacy Academies to help parents work on literacy with their children at home.</p> <p>Have parent consultants at 40 schools to improve parent engagement.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Dallas*	<p>Implemented “LEAD (Leadership – Excellence – Achievement – Development)” mentoring program to help young men of color reach their potential. Currently, there are 500 male students participating in the program.</p> <p>Established the “Dallas ISD POWER BROKERS” program to provide mentoring.</p> <p>Hosted “Breakfast with Dads” where students paired with male role models in the community who volunteered to mentor students throughout the 2017-18 school year.</p> <p>Created the “African American Success Initiative (AASI) Student Advocacy Program” for at-risk 9<sup>th</sup> graders. The program provides advocates for students to help build a supportive network in their schools.</p>		
Dayton	<p>Set goal of increasing graduation rate over four year period by 20 percent.</p> <p>Monitor grade distribution in grades 7-12.</p> <p>Monitor course enrollment in AP, IB, 8<sup>th</sup> grade algebra, special education, CTE courses each semester and annually.</p> <p>Monitor graduation rates.</p>		
Denver*	<p>Increase multiple pathways to graduation.</p>	<p>Prepare materials and outreach strategies to help families understand</p>	<p>Implement Strategic Plan for Equity and Inclusion Training and Leadership</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>Promote innovations in competency-based credit and credit-recovery programs.</p> <p style="text-align: center;">Increase CTE offerings.</p> <p>Monitor students not on track at every grade level from 4<sup>th</sup> through high school.</p> <p style="text-align: center;">Increase student voice in policy program implementation.</p>	<p>trajectories to college and careers—and what students need to be ready.</p> <p style="text-align: center;">Conduct outreach to families on common core, and career readiness opportunities.</p> <p style="text-align: center;">Expand teacher home visits.</p> <p>Connect school performance framework with family practices.</p> <p>Expand birth-to-three initiative to more school clusters.</p> <p style="text-align: center;">Partner with community to increase family supports.</p>	<p>Development in all schools. Includes student voice.</p> <p style="text-align: center;">Increase leadership opportunities, particularly for students not typically engaged.</p> <p style="text-align: center;">Implement Black Male Achievement Initiative (BMAI)</p>
<p>District of Columbia*</p>	<p>Established expectation for all schools to complete Comprehensive School Plans (CSPs), that identify areas of need, strategies schools will use to directly address the areas of need, and modifications that will be made to meet the needs of students furthest from opportunity.</p> <p>Created and supported schools in using the Adjusted Cohort Graduation Rate (ACGR) and Cohort Tracker Report, which provides a consolidated, every-term view of course and transcript information for each student as well as information on students’ progress toward their designated diploma type. The ACGR Tracker updates credits and progress at the end of each term and provides information on what credits a</p>	<p>DCPS has continued to expand the Family Engagement Partnership (FEP). Supported by the Flamboyant Foundation. The Family Engagement Partnership (FEP) helps school leaders and teachers engage families in ways that benefit student learning.</p> <p>Participating schools have seen significant academic growth, along with more active and engaged school communities. In the most recent selection of schools to enter the FEP, schools serving students furthest from opportunity were prioritized. One of the key strategies of the FEP, Relationship Building Home Visits, have been shown</p>	<p>Ensuring that DCPS provides central office and school-based staff with resources and programming to dismantle institutionalized inequities, combat biases in our system, and accelerate the growth of students furthest away from opportunity. Creating opportunities to engage teachers, school leaders and support staff in conversations about</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>student still needs as well as credits currently in progress. This makes it easier for schools to monitor all students, beginning in their First Ninth Grade Year and to identify students in need of specific interventions to get them back on track to graduate within 4 years.</p> <p>Established an all-male high school in DC to spur academic success of Males of Color.</p>	<p>by a recent study to interrupt educator’s implicit bias. <a href="http://www.phvp.org/wp-content/uploads/2017/12/Mindset-Implicit-Bias-Shifts-with-Parent-Teacher-Home-Visits-Studied.pdf">http://www.phvp.org/wp-content/uploads/2017/12/Mindset-Implicit-Bias-Shifts-with-Parent-Teacher-Home-Visits-Studied.pdf</a></p>	<p>diversity, equity, and self-exploration by building a shared understanding of the lived experiences the DCPS school community and DC community members.</p>
<p>Duval County*</p>	<ul style="list-style-type: none"> <li>* Have launched the “5000 Role Models of Excellence Project” to improve academic achievement among males of color. District is recruiting 500 local businesses and community leaders to serve as role models to 500 African American boys in 10 middle and high schools.</li> <li>* Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on how to ensure that all students graduate.</li> <li>* Adopted an intense focus on correcting and labeling negative codes on students no longer attending our schools.</li> <li>* School leadership and district leadership meeting regularly to closely monitor student performance and provide intensive supports to at-risk students.</li> <li>* Encouraged high school “signing days” at all district high schools to recognize graduating</li> </ul>	<ul style="list-style-type: none"> <li>* The Parent Academy offers free courses throughout the community each semester. Courses are to enhance student achievement, promote parenting and advocacy, and support a parent’s personal and individual growth. Many courses are held in urban areas to help remove transportation barriers to course-offerings.</li> <li>* Parent workshops offered in the Duval County Courthouse to support parents whose students are in the juvenile justice system.</li> <li>* Partnering with the Jacksonville Public Education Fund and the Parent Leadership Training Institute to begin “Parents Who Lead,” a 20-week family civics curriculum, for a diverse group of parent leaders each year.</li> </ul>	<ul style="list-style-type: none"> <li>* Strategic Planning team members partner with the Rashean Mathis Foundation to plan the “Bridging the Divide Town Hall Meetings” where the 5000 Role Models of Excellence students attend, serve as student ambassadors, and act as panel members. Community members join to discuss race relations and how to improve it within the city.</li> <li>* Several high-level district staff members attend monthly meetings of the education committee for the National Association for the Advancement of</li> </ul>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	seniors pursuing postsecondary education or military service.		Colored People (NAACP). Staff members answer questions, provide data, and address NAACP education concerns to ensure the success of minority students.
El Paso*		Strong Fathers Con Mi Madre Love and Logic	<p>Began piloting Multicultural Studies in 5 schools in 2017-2018</p> <p>* Piloting Mexican American Studies Course in 2 High Schools</p> <p>* Integrating Multicultural Studies into 7<sup>th</sup> grade curriculum</p> <p>Will roll out to all schools in 2019-2020.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Fort Worth	<p>Developed District Focus Goals at all campuses to address matriculation rates but specifically at high schools for 1<sup>st</sup> year Freshmen.</p> <p>District Level Targets identified and monitored to increase student achievement on state assessments and increase graduation rates.</p>	<p>Family Communication Liaisons identify needs on every campus. Parenting classes organized by pyramids. “Strong Fathers Strong Families” model used. Parents as Teachers Liaisons at every elementary campus. “Ready Rosie” early childhood modeling program used. Social media used to connect with families (Facebook, Twitter, Instagram, Vine, Pinterest, as well as a FWISD App). Parent Link and Parent Portal used to communicate with parents. Morningside Children’s Project and Historic Stop Six Projects. SMART goals written with data and assessments planned as well as connected to other programs.</p>	<p>Began training for administrators in “Courageous Conversations about Race” with a follow-up plan to expand into campuses in 2015.</p> <p>Began Racial Equity Conversations in school feeder patterns experiencing most opportunity for growth.</p>
Hillsborough County*	<p>Men of Vision, Inc. (MOV) is a service program for all young men, particularly men of color. MOV provides an opportunity for young men to enhance knowledge and skills that will assist them with personal development, leadership development, individual responsibility, personal success, and graduation plans through service to the school and community. MOV is present at 15 schools and two private schools. MOV district-wide activities are funded by community partners/sponsors through the Hillsborough County Education Foundation. MOV students volunteer at several district and community events.</p>	<p>The parents of male students in MOV are engaged in this project and receive ongoing communication about the progress of their sons. Parents need to give consent for their sons to be mentored through this program. Mentoring activities include: service learning; PSAT, SAT, and ACT preparation</p> <p>Host and monitor Parent University, a districtwide initiative held four times a year to better engage parents, provide health information, and conduct workshops.</p>	<p>Most male students are of color. They attend activities, programs, and events where positive race-related topics are presented. The involvement of Black/African American and Hispanic role models is essential to the success of the program.</p> <p>A specific session was held at the Student Summit about Diversity with race/ethnicity and</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>Continue 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> <p>Student Summit was launched in June 2018 to engage high school students about a variety of topics related to diversity, bullying, college and career readiness. It was hosted by the Division of Professional Development and involved high school students from 27 high schools, launched in June 2018. Plans are to hold a bi-annual Student Summit. This event was a collaborative effort of various divisions: Transportation, Teaching and Learning, Professional, and Office of Diversity.</p> <p>‘Achievement Schools,’ a district-wide strategy, was initiated this year by the Superintendent. Fifty Schools will be supported in a way never seen before in the district to level the playing field for students. The district will put its best leaders and teachers into schools with the highest needs and provide the right resources to schools for sustained student success. Innovative and collaborative learning environments will be created that will center on high expectations for students. The overarching goal is to close the opportunity and achievement gap and eliminate inequitable practices that will enhance teaching and learning for all students in all schools. There are currently three (3) high schools that are part of the Achievement Schools.</p>	<p>Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year.</p> <p>Parents gave permission for their children to participate in the Student Summit in the Summer of 2018.</p> <p>Community and Parent Meetings/Focus Groups are ongoing. Parents and community members are actively engaged in community meetings. Community and parent input is solicited on how to improve and enhance the education of students. Community organizations such as the NAACP; Local Black Pastors; PTA, Latinos in Action, and University Partners, participate in these meetings.</p>	<p>LGBTQ related topics to gather input on how to improve the education of students of color and the treatment of LGBTQ students.</p> <p>Through the Office of Professional Development, the Office of Diversity, the Office of Federal Programs, and Teaching and Learning, the district has developed culturally relevant and race-related courses for district leadership, principals, and administrators who are part of the Achievement Schools. Community and parent focus groups, district meetings, and school-based meetings discuss topics that include equity, culture/race sensitivity, implied bias, poverty, and gaps in literacy and math.</p>

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Houston	<p>Will develop policies and practices around an early warning and response system that include whole-child indicators and interventions, focused on reducing chronic absenteeism and exclusionary discipline.</p> <p>Will develop an evidence-based list of interventions to improve school environments that will better prepare students for college and career.</p> <p>Will partner with community-based organizations and businesses to increase experiential learning for student academic success.</p> <p>Increase the number of high school students of color who have access to college preparation services, counselors, and financial aid.</p> <p>Will expand and align career and technical education training received by young men of color with local growth industries.</p> <p>Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color.</p>	<p>Will facilitate parental participation by providing caregivers tools to support their children’s academic and developmental progress and identify resources to meeting psycho-social and development needs</p>	
Indianapolis*	<p>Recently began implementing a high school redesign initiative. This initiative includes an all choice, academy model that allows students and their families to access and select a high school pathway that best aligns with their college and career aspirations and interests.</p>	<p>In partnership with Enroll Indy and the Mayor’s Office, IPS offers a comprehensive, family-friendly and transparent enrollment and choice application process that promotes excellent customer service to families. This enrollment process and system</p>	<p>In partnership with the Racial Equity Institute, Inc., IPS has launched and will scale system-wide racial equity trainings. Currently, community leaders,</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Also increased monitoring of students’ progress towards graduation and access to support systems. This includes the hiring and placement of graduation coaches in all comprehensive high schools to provide dropout prevention and graduation support services</p>	<p>allows for intentional data reporting and analysis that has informed school board policy on choice/magnet enrollment rounds and lotteries. The enrollment system offers transparent program and accountability data across school (charter and district) and is available to families on a website.</p> <p>Will implement an IPS-wide parent engagement survey with a national vendor. This survey will allow for data reporting and analysis that is nationally normed and will be used by central office and schools to determine and track engagement initiatives.</p>	<p>district leaders and staff, school leaders and select school staff engage in two-day (all day) trainings that offer an analysis of racism and bring an awareness of the root causes of disparities and disproportionality to create racially equitable organizations and systems.</p> <p>Using the REI trainings as a foundation, IPS has convened a district equity team and 22 school equity teams to determine how the conversations in REI training can result in changing behavior and practice in schools.</p>
Jackson			
Kansas City*	<p>Implemented the “Men of Color, Honor, and Ambition (M.O.C.H.A.)” mentoring program. The (M.O.C.H.A.) program is dedicated to encouraging young high school men to achieve academic success. M.O.C.H.A. is open to high school male students entering the tenth grade, and it has specifically been designed through the</p>	<p>Partnered with “Total Man CDC” to identify and recruit fathers to enroll in and complete the 10-week Total Man training. Outcomes are measured by increased parental participation of fathers who have completed the Total Man CDC training course. Goals</p>	<p>In July 2018, KCPS held equity training for employees to increase their knowledge, skills, and disposition to facilitate minority</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>lens of male students of color. M.O.C.H.A. is a partnership with the University of Missouri Division of Inclusion, Diversity &amp; Equity and the Kansas City Public Schools.</p>	<p>include increased academic achievement for students whose fathers, or male figures have completed the Total Man CDC training.</p>	<p>student achievement in racially equitable ways.</p>
<p>Long Beach</p>	<p>Continue Long Beach College Promise program that provides a tuition -free year at LBCC, guaranteed admission to CSULB, early outreach and support to students as early as elementary school.</p> <p>Continue high school reforms and improvements that have led to overall graduation rates of 80.6 districtwide, including 79.1% for African American students and 76.6% for Hispanic students.</p> <p>Working to replicate the California Academy of Math and Science, a nationally ranked “beating the odds” school.</p> <p>Participating in the College Board All -In Campaign. Expanding the Safe Long Beach Mentoring Program to connect city employees to middle school youth.</p> <p>Expanding the district’s high school summer school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery, and other efforts.</p>		
<p>Los Angeles</p>	<p>Established a Village Movement Mentoring Program to help young men of color achieve academically so that they graduate from high school with requisite skills and knowledge.</p>	<p>Provide a Grad Van to give information to parents and the community on district programs, school and attendance records, and resources.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Implementing the “You are the Money for Young Men of Color” curriculum that is used monthly as part of the Village Movement initiative.</p> <p>Instituted a summer term for high school students to recover lost credits, and expanded credit recovery initiatives.</p> <p>Expanded after school and in – school options to recover credits.</p> <p>Created middle school college and career coaches to guide students toward high school graduation.</p> <p>Created a Spring Bridge program for students accepted into CSULA programs; established dual enrollment courses at 12 sites; and set up college readiness advisory courses.</p> <p>Will open new all-girl and all- boy academies in 2016 -17 and 2017 -18.</p> <p>Instituted a Student Recovery Day to find and recover students who have dropped out.</p> <p>Set up an office of school choice in collaboration with UCLA and the College Board to increase the college competitiveness of African American students.</p> <p>Set up the Diploma Project to identify students at risk of dropping out and to provide extra support.</p>	<p>Established a Parent, Community, and Student Services office to engage parents and respond to parent concerns.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Established community – based re – engagement centers in high – needs areas of the city to target out -of-school youth.</p> <p>Are developing a districtwide plan to eliminate all dropouts.</p> <p>Graduation rates for all high school students districtwide has increased by 10% since 2009-10.</p>		
Louisville	<p>Ensure that Equity Scorecards itemize college and career readiness rates for all groups in every school.</p> <p>ACT boot camps for Males of Color.</p>		<p>Student voices and interviews with a cohort of Males of Color.</p> <p>Community conversations using district studios.</p> <p>Districtwide book studies centered on race, culture, bias, and males of Color.</p> <p>Develop Equity Council.</p>
Miami-Dade County	<p>Place graduation coaches in high schools with persistently low rates of graduation among Males of Color.</p>		<p>Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations, agencies, and others to examine ways to provide greater equity, access, and diversity in</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
			educational opportunities for Males of Color.
Milwaukee	<p>Initiated the “Gaining Early Awareness Readiness for Undergraduate Program” (GEAR UP) in eight high schools to work with 10<sup>th</sup> and 11<sup>th</sup> grade students on academic advising, tutoring, high school transition support, and college tours.</p> <p>GEAR UP program also working with AP to ensure eligible students enroll in AP courses.</p> <p>Continue support for two citywide College Access Centers that serve all high school students.</p> <p>Making available to all 11<sup>th</sup> grade students testing on the PSAT to provide more access to National Merit Scholarships.</p> <p>Expanding dual enrollment classes in conjunction with Milwaukee Area Technical College (MATC).</p> <p>Expanding career and technical education programs (M3 program).</p> <p>Created the MATC Promise program that provides no-cost education to Milwaukee high school graduates.</p> <p>Implemented the Passport to Adulthood program to prepare young people to enter the workforce, earn money, and gain experience.</p>		

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	Working with the community to provide job internships and employment opportunities for students: Milwaukee Area Workforce Investment Board, Career Cruising, ccSpark, Inspire Southeast Wisconsin, and GPS Education Partners.		
Minneapolis		Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher success, collaboration with school, student success at home and school, social and emotional learning, college readiness, and advocacy.	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.
New York City*	Have launched a College Access for All (Middle School) and College Access for All (High School) program to ensure that every student graduates with a college or career plan.  Have launched the Single Shepherd program for students in grades 6-12 in the highest need districts to ensure that students are on track to graduate.	Have established Family Resource Centers in each district.  Partnering with CBOs on early childhood literacy, health services, and parent training.	Are conducting implicit bias awareness training for all district and school leaders.
Oakland*	Launched a Student Leadership Council in September 2014 consisting of African American males from middle and high schools across the district. Goals included creating a network of African American male students in positions of leadership who support each other	Each project site has a parent leader who facilitates workshops, including: How to Support Your Student at Home, How to Create a College and Career Going Culture at Home, and How to Finance College.	



City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>at their school sites; acting as role models for other African American males in our schools; participating in school-site councils to assess and create school-site interventions and programming for African American males; and countering offensive negative images of young black and brown men.</p> <p>Created Khepera Pathway to equip students with critical thinking, idea generation, and problem solving skills needed to start and run a business. Students learn critical leadership roles by solving community problems and operating social enterprises.</p>		
Oklahoma City			
Orange County*	<p>Review district data on graduation rates among Males of Color.</p> <p>Devise a plan for addressing findings from data reviews with area superintendents and guidance staff.</p> <p>Met with staff of schools where Males of Color are not graduating and planned parent meetings.</p> <p>Monitored course passage rates among Males of Color in schools with low graduation rates. Monitored school efforts and actions when informed of data.</p> <p>Established an acceleration initiative in Algebra I in 19 high schools.</p>	<p>Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents.</p>	<p>Research professional development that is effective in raising awareness of issues.</p> <p>Met with consultant to determine appropriate culturally responsive training for teachers who contribute to high suspension rates.</p> <p>Determined which teachers needed training and began the Behavioral Leaders Consortium.</p>

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	<p>Setting up the Minority Leadership Scholars program and the Ethnic Minority Enrichment in Research and Graduate Education.</p>		<p>Begin training on Culturally Responsive Instruction for administrators, principals, deans, counselors and selected teachers.</p> <p>Monitor effects and progress.</p>
<p>Palm Beach County*</p>	<p>Have placed graduation coaches in all Title I high schools. The district also sponsors every student to take the SAT in 10<sup>th</sup> grade at no cost to the student. We have a Superintendent’s Graduation Task Force to increase graduation and decrease suspensions of African American males.</p>	<p>We have created an office of Parent and Community Engagement. We are working on plans to launch a district-wide Parent Academy.</p>	<p>All senior district leadership and most high school principals have gone through the Undoing Racism training, levels 1 &amp; 2. We have also begun “Courageous Conversations” meetings with key district staff and stakeholders. Completed the data analysis portion of an equity audit done by expert, Pedro Noguera.</p>
<p>Philadelphia*</p>	<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>		

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Pinellas County*	<p>Set goal of eliminating the gap between the graduation rate of black males and non-black students. Action steps include:</p> <ul style="list-style-type: none"> <li>• Provide targeted professional development to teachers and leaders on culturally responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for Black learners.</li> <li>• Develop a learner profile and personalized learning plan for all Black male students who are at risk or not on track to graduate.</li> <li>• Provide side-by-side coaching as needed to high school leadership teams on using their school’s Graduation Status Reports to focus support on Black students and review personalized plans on students who are not on track to graduate</li> <li>• Ensure Black students who are not on track to graduate participate in "in-school" classes to recover failed core courses and raise grade point averages to meet graduation requirements.</li> <li>• Empower families by hosting a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits and provide tools to support their children.</li> </ul>	<p>Provided parent workshops in schools to help parents understand their children’s data and raise awareness of available resources.</p>	

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
Portland	<p>(See items under advanced placement.)</p> <p>Expanding career and technical offerings at career centers.</p> <p>Expanding academic engagement through athletics.</p>	<p>Continue offering family learning events through the Office of School and Family Partnerships.</p> <p>Partner with Black Parent Initiative and 8 other community partners on third-grade reading initiative.</p> <p>Offer Parent University classes through the Black parent Initiative.</p>	<p>Board passed Racial Educational Equity Policy and developed five-year plan for implementation.</p> <p>Continue partnership with Pacific Educational Group around Courageous Conversations.</p> <p>Continue “Courageous Conversations about Race” diversity training with school board, executive leadership, building leadership, teachers, classified staff, bus drivers, and custodians. Have started with parents as well.</p> <p>Named “Equity Teams” that is responsible for ongoing professional development around equity at every school and central office department.</p> <p>Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that</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>will be expanded to all schools 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 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</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>discussions on race and culture for staff, parents, and community.</p> <p>Partner with City Club to engage broader audience in “Courageous Conversations.”</p>
Providence	Continue expanding CTE opportunities to district middle and high schools.		<p>Engage a broad community discussion and examination of how issues of race, language, and culture affect the work of the district. Will use town hall forums and public hearings.</p> <p>Name a working group of adult men of color to serve as an advisory group to the district.</p>
Rochester*	<p>Continue expanding sports programs to better engage Males of Color.</p> <p>Increase the number of offerings in art, music, band, physical education, and other extra-curricular activities.</p> <p>Continue the district’s Latin America Literature elective along with the current African American program.</p> <p>Considering a “Males in Mind” science fiction course in English to engage Males of Color.</p>		

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 credit recovery.</p> <p>Expand paying CTE costs for students in cooperative educational service course.</p> <p>Expand the P-TECH Rochester program preparing students for computer technology jobs along with providing mentors, work experience, and college credit.</p> <p>Continue the Leadership Academy for Young Men, a single-gender high school with grades 7-12 that focuses on discipline, respect, and academics.</p> <p>Continue All City High, which provides alternative paths to graduation in a non-traditional setting.</p>		
San Francisco	<p>Have launched the African American Postsecondary Pathway (AAPP) program that connects all graduating African American 12<sup>th</sup> graders to a postsecondary support system. Partnering with Beyond 12 to connect all African American seniors, provide coaching and mentors, and provide B12 MyCoach mobile apps to keep students informed about specific postsecondary education deadlines and resources.</p> <p>LinkedIn has provided profiles and workshops on career goals.</p> <p>Partnered with local Chamber of Commerce on summer jobs and career opportunities, and</p>		

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)
	partnered with Salesforce to provide 45 internships that will be expanded to 150.		
Toledo	Turnarounds, RtT, and SIG		Bridges out of Poverty  Forums on Racism
Wichita*	<p>Jobs for America's Graduates (JAG) - a school-to-work transition program focused on helping at-risk youth graduate from high school.</p> <p>All-day Learning Centers in each high school designed for credit recovery using an online teaching tool called Edgenuity.</p> <p>Chester Lewis Alternative Education center uses a blended learning approach that provides direct instruction for students while also using an online credit recovery program called “Edgenuity”. There is also a virtual component, which is another facet of the alternative program allowing more options for student to attain a high school diploma.</p> <p>Superintendent’s Challenge: A student athlete focused program requiring all athletes to participate in an afterschool tutoring program each week. School and team Awards are given for participation</p> <p>Wednesday Night Tutoring programs available at all comprehensive high schools.</p>	<p>Parents as teachers work with parents from birth to age 4, educating families in the areas of social emotional skills with an educational focus. Literacy activities and national PAT curriculum are utilized to help educate parents and students. Home visits, group connections and community events provide social interactions with our families. Parents are supported by PAT-certified parent educators trained to translate scientific information on early brain development into specific information on when, what, how, and who to advise.</p> <p>Literacy carnivals are set up in individual classrooms where students and their families rotate through the rooms to play games and win prizes. Book walks set up like cake walks, bobbing for adjectives, and “minute to win it” math challenges are popular games.</p> <p>Donuts with Dads is an event many schools use to bring fathers and father</p>	<p>Multilingual Education Services Department provides a gateway to the education system for our families from a wide variety of linguistic and cultural backgrounds. Services are in place to help with communications between schools and families. Staff members provide supports to educate families while supporting students with academics, social/cultural awareness, and wrap-around services when needed. When considering adoption of curriculum and instructional materials, the Wichita Public Schools Learning Services Department begins by ensuring all</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>Homework Hotline, students can call or email the hotline on weekday evenings to receive tutoring and homework support.</p> <p>The FLEX program works with seniors who are severely behind in credits. Students are enrolled in the Virtual School Program to recover credits to graduate on time.</p>	<p>figures into the academic setting. Schools serve donuts and children interact with their fathers over an academic based activity. Schools also do Muffins with Moms in the same fashion.</p>	<p>stakeholders are involved in explaining what students need. Groups also use rubrics on how materials relate to the culture of our district when evaluating the curriculum.</p> <p>The Magnet Schools Department of Wichita Public Schools actively addresses components of diversity and equity throughout the district in examining demographic data of all schools. For schools that are majority one race, the Magnet Department utilizes targeted recruitment and magnet programming to encourage diversity in schools.</p>

\*Districts with an asterisk are ones that have updated their program descriptions for October 2018.

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL  
EDUCATION TASK FORCE**

# **COUNCIL OF THE GREAT CITY SCHOOLS**

## **Task Force on English Language Learners and Bilingual Education**

**2018-2019**

### ***Task Force Goal***

To assist urban public school systems nationally in improving the quality of instruction  
for  
English Language Learners and immigrant children.

### ***Task Force Chairs***

Richard Carranza, New York City Chancellor  
Ashley Paz, Fort Worth School Board

**ELL MATERIALS  
PROCUREMENT PROJECT**

## Urban Schools Launch Unique National Purchasing Consortium

### Groundbreaking Effort to Improve Quality of Math Materials for Teachers of English Learners

The Council of the Great City Schools, the nation's primary coalition of large city public school systems, and the Los Angeles Unified School District, the county's second largest school system, announced today the establishment of a nationwide "bench contract" with three publishers who have met the organization's quality criteria for ELL math materials: Curriculum Associates, LLC; Imagine Learning, Inc.; and K12 OER Collaborative, d/b/a Open Up Resources. This means that any school district in the nation can now use this contract to purchase the vetted materials to support teachers of English learners.

This initiative is believed to be the first effort to harness the joint purchasing power of the nation's major city school systems to improve the quality of instructional materials across state lines.

The historic effort began in 2012 when survey data revealed that urban school systems with the largest numbers of English learners were frustrated with the overall quality and availability of instructional materials for these students.

The initiative was launched shortly afterwards by the Council and its member districts, who together developed criteria to ensure that materials in both mathematics and English language arts effectively serve the language-acquisition needs of English learners and reflect the rigor of new academic math standards being implemented across the nation.

Based on those criteria, the Council assembled procurement officers from major urban school systems across the nation to design a process to make the joint procurement process possible, gathered experts to review proposals, and requested that publishers develop or modify middle-school math materials in exchange for being included in the joint purchasing agreement.

Over 100 publishing groups requested initial information on the project; nine publishers participated in the rigorous development and selection process; and three publishers were ultimately chosen.

The Los Angeles school district stepped forward to serve as the lead district in the contract and 15 other major city school system have expressed initial interest in buying materials using the joint purchasing agreement.

“This is the first national effort that we know of where a consortia of major school systems have banded together to drive market demand for higher quality instructional materials,” said Michael Casserly, Executive Director of the Council. “Our school districts have sent a clear message that they will demand more for these students, and more for their scarce educational funding.”

Los Angeles Unified Superintendent Austin Beutner added, “Our excellent educators are challenged with closing achievement gaps and supporting students who many believe should be relegated to less rigorous courses with less rigorous materials because they lack English language skills, but nothing could be further from the truth. Many of our greatest mathematical minds spoke more than one language, and our schools are committed to ensuring that our dual language learners can speak the universal language of mathematics. This groundbreaking project is a step forward in that commitment.”

The Council of the Great City Schools will now disseminate the contract nationwide and encourage public school systems of all sizes to purchase high quality math materials for English learners using it. There are no fees or conditions for school district use of the contract.

## ELL Materials-Joint Procurement Initiative Update

January 2019

**Purpose:** This project set to explore the possibility of using the Council’s joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials for English language learners. Conditions in the instructional materials marketplace and the parameters of district procurement are examined to arrive at a proposed process for joint procurement of materials.

**Status:** In response to the RFP issued by Los Angeles Unified School District on August 8, 2017, a total of nine proposals were reviewed by the Source Selection Committee (SSC) with five having been selected for ongoing participation in the project. Publishers have been provided feedback generated by the first round of instructional materials review conducted in early December. A second took place in May 2018 with final procurement selections being made in November 2018. The resulting contract will be the underlying vehicle by which other district may also purchase the instructional materials selected via a committee review process.

**Districts Participating:** In addition to Los Angeles Unified (Lead District), experts, and Council staff, six other member districts are participating in the review of proposals and selection process which vendors will proceed to the materials review and feedback phase. [Districts: Albuquerque, Boston, Cleveland, Dallas, Denver, LAUSD, Palm Beach.]

### DETAILED TIMELINE

#### **Progress/Activity to Date:**

*Early Fall 2016:* Council staff conducted preliminary research regarding district protocols and state laws related to procurement of instructional materials.

*September 2016:* First face-to-face meetings in Washington DC, engaging expert consultants Joseph Gomez and Geoffrey Fletcher to facilitate discussion among district participants drawn from both procurement and curriculum departments. Discussion focused on generating key issues and potential obstacles related to joint procurement.

*October 2016:* Second face-to-face meeting in Miami, Florida. At this meeting, the group engaged in discussion to review and further refine a draft Request for Proposals (RFP).

*December 2016:* Los Angeles Unified leadership confirmed as “Lead District” for this initiative; subsequently, consultant worked with LAUSD procurement leadership to create an evolved RFP that reflects LAUSD protocols, as a vehicle for cooperating districts to also procure materials.

*January 2017:* Joseph Gomez finalized summary report of potential obstacles and results of discussions resulting in a proposed protocol and vehicle to realize a joint procurement of instructional materials for ELLs.

*April 2017:* Council staff met in Los Angeles with LAUSD staff responsible for procurement and the office of multicultural and multilingual education to refine criteria and the review process for

the RFP. Based on recommendations from the working group, the RFP will seek to procure mathematics materials for middle school grades.

*July 2017:* Council staff met with LAUSD mid-July to finalize criteria to be folded into RFP.

*August 2017:* Established selection review teams, drawing from initially involved member districts and other interested members. **Issued RFP** and commenced LAUSD protocol for procurement. All selection committee members involved, including Council staff, are adhering to a strict Cone of Silence and communication through the LAUSD procurement specialist

*September 2017:* Reviewed nine submissions that were deemed by the LAUSD procurement office to have met the minimum requirements of the RFP to be evaluated by the Source Selection Committee (SSC). Submissions received from the following publishers: Curriculum Associates; Imagine Learning, Inc.; LEGO Education, Lifelong Learning, Inc.; McGraw-Hill Education; Mind Research Institute; Open-up Resources; Pearson Education, Inc.; Revolution K12.

*October 2017 through November 2017:* The SSC held several meetings to finalize the review and selection of winning proposals. A total of five publishers were deemed to be in the competitive range to stay involved in the project. Selected publishers: Curriculum Associates; Imagine Learning, Inc.; McGraw-Hill Education; Open-up Resources; and Pearson Education, Inc. Established the Materials Review Committee for purposes of conducting in-depth reviews and providing feedback to publishers to make improvements in their materials.

*December 2017:* Convened the materials review committee in Washington, D.C. to review the materials from the five selected publishers and to engage in detailed discussions with publishers. Written feedback to each publisher was provided in the first week of 2018.

*May 2018:* Second and final convening of the materials review committee for the iterative process of review and feedback to improve instructional materials proposed by selected vendors. Only four publishers participated as McGraw-Hill Education voluntarily withdrew.

*November 2018:* Convened Source Selection Committee (voting and advisory members) for final review of the resulting materials from three publishers against the criteria stipulated in the RFP. Materials that are deemed to have met the criteria will be eligible for purchase using the LAUSD contract. Pearson, Inc. withdrew voluntarily stating inability to meet the November timeline. The three publisher materials recommended for approval to be included in the contract are: *Curriculum Associates, Imagine Learning, and Open-up Resources*. These three publishers were responsive to the reviewers' feedback and nimble to meet requests for improvements. Two publishers offer full curriculum materials while a third offers materials that can be supplementary.

#### **Next Steps:**

*January/February:* Based on the recommendations of the Source Selection Committee, LAUSD will have its Board of Education approve the contract that allows for the selected Mathematics Instructional Materials for English Language Learners to be purchased by LAUSD and other school districts across the nation (not only CGCS members). The Council, working with its procurement



consultant and with LAUSD, is crafting detailed instructions for other districts to know how they may purchase item(s) at the same price and upon the same terms and conditions of the LAUSD contract, as approved by the Board.

**PROFESSIONAL LEARNING PLATFORM (PLP)**

**CGCS Professional Development Platform Usage - As of January 7, 2019**

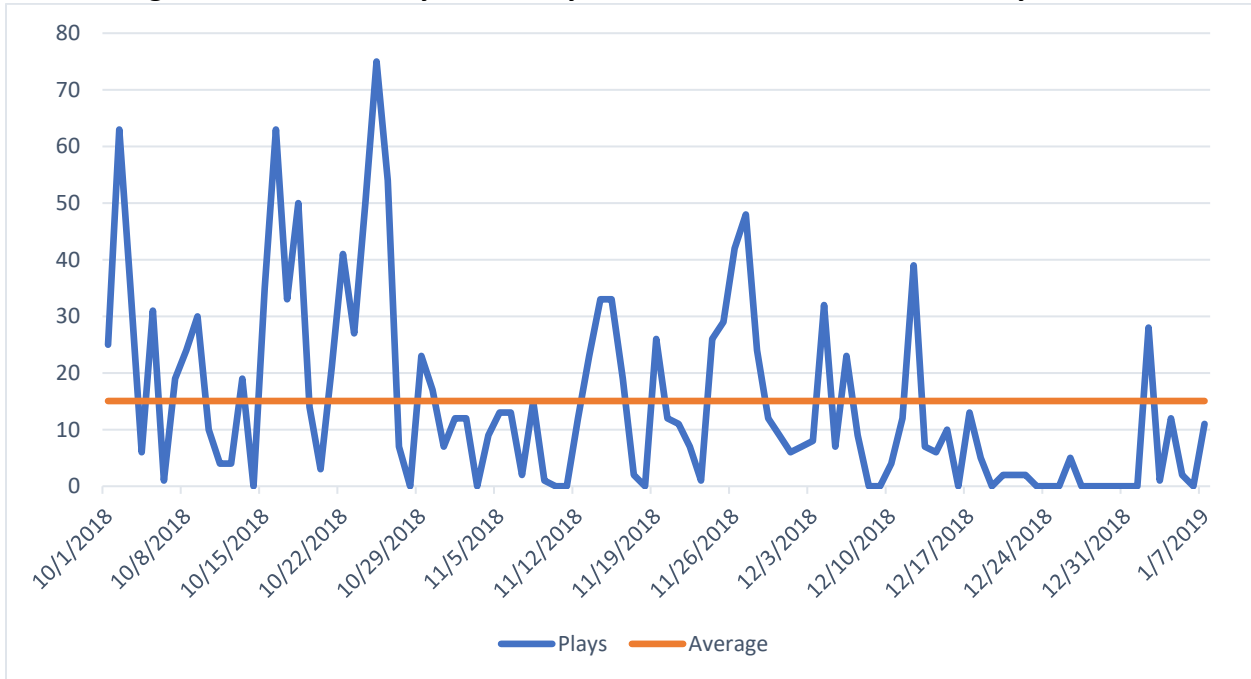
**Figure 1. Subscribing Districts**

Council-member Districts	Non-Council Districts
Anchorage School District Charlotte-Mecklenburg Public Schools District of Columbia Public Schools Guilford County Public Schools Metropolitan Nashville Public Schools NYC Department of Education – District 25 Oakland Unified School District The School District of Philadelphia	Clarksville-Montgomery County School District

**Figure 2. Enrollment of Facilitators and Participants by Course<sup>1</sup>**

Course	Facilitators	PD Participants	Districts
ELA/ELD 1	220	1,411	9
ELA/ELD 2	219	1,418	9
ELA/ELD 3	219	1,419	9
ELA/ELD 4	219	1,411	9
ELA/ELD 5	219	1,444	9
Math 1	105	1,291	5
Math 2	99	1,291	5
Math 3	99	1,291	5
Math 5 (preview)	6	0	1

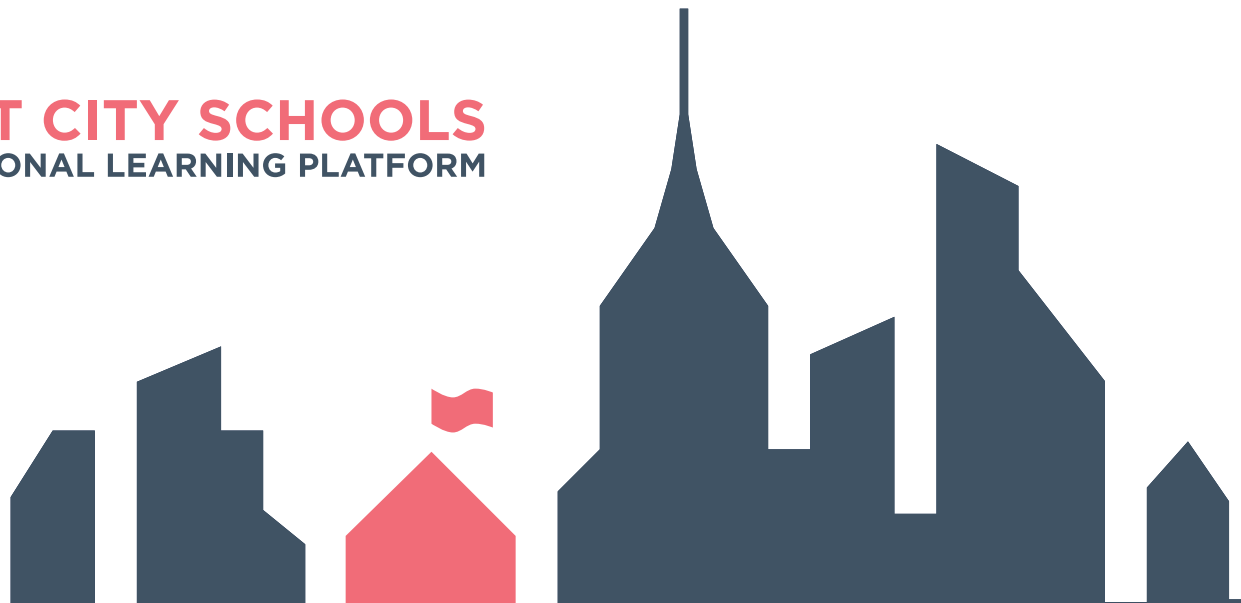
**Figure 3. ELA/ELD Daily Video Plays from October 1, 2018 to January 7, 2019**



<sup>1</sup> Figures include duplicated counts from enrollment of same users in multiple courses.



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM



## Inaugural Courses:

Complex Thinking and Communication Across Content Areas



A program of courses for teachers serving high-needs students to ensure they meet college- and career-readiness standards by engaging in complex forms of communication and thinking



## Unique Course Design Features

**Format and delivery.** Large urban districts have substantial professional development needs, and increasingly rely on professional learning communities to provide that development. To support these professional learning communities, and address the limited time and strained budgets many districts face, this professional development resource is designed to provide:

- **Affordable, on-demand, and ongoing access** to nationally-known experts, research, and evidence-based pedagogy, along with high-leverage practices
- **Flexibility** to be delivered either in face-to-face sessions or in professional learning communities with live facilitation
- **Adjustable pacing** to accommodate individual district professional development schedules and opportunities throughout the year
- **Explicit connections** between course content and a district's own tools and resources to maximize relevance for educators

**Adult learning cycle.** The Council's advisory teams, consisting of nationally-regarded researchers and urban district practitioners, identified three important design features for an effective professional learning experience. To help teachers transform their instructional practices to better support high-needs students in their attainment of rigorous standards—

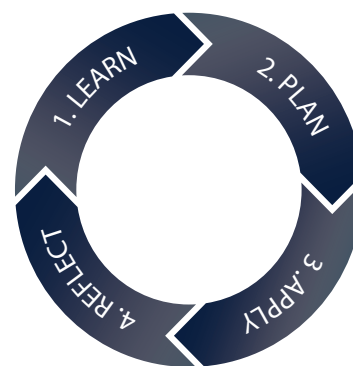
- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum integration or coordination with other ongoing district professional learning opportunities.

The web-based learning platform, the brief videos, and the overall design of activities allow for courses to be delivered in many ways and at any time during the year. Flexibility is embedded into the system to provide ample time for participants to experience each phase of the learning cycle: **learn** new approaches and strategies, **plan** to execute these approaches and strategies, **apply** them in classrooms, and **reflect** upon the implementation experience.

# Introduction

Today's college- and career-readiness standards require considerably higher levels of academic language mastery and cognitive functioning across the curriculum than ever before. Teachers across all content areas are expected to deepen their students' understanding of content and develop their mastery of academic language, while also addressing any "unfinished" learning students may bring. For educators in Great City School districts, this challenge is a daily reality. These districts enroll a large share of the nation's English learners and economically disadvantaged students, many of whom are performing below grade level. Few, if any, efforts have focused on helping teachers who serve high-needs students to acquire the knowledge and skills necessary to meet these new instructional standards.

To address this gap between instructional expectations and capacity, there is an urgent need for professional development that provides teachers new ways of supporting academic language and literacy development across content areas, particularly for high-needs students. The Council of the Great City Schools, with the generous support of the Leona Helmsley Charitable Trust, has therefore initiated its learning platform and developed a set of courses focused on expanding the capacity of teachers to support high-needs students in their acquisition and use of the complex thinking and communication skills required by college- and career-readiness standards in both English language arts and mathematics.



# Content and Structure of Inaugural Courses

The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and demonstrations of the “how.”** Each of the courses includes video clips of teachers and educators planning and implementing high-leverage strategies, along with video presentations of experts and practitioners describing how to prepare for and execute the instructional moves.
- **Tools and resources.** A range of tools and resources are also provided to aid in the planning and execution processes.
- **Contextualized integration.** Practical and locally-relevant application of new knowledge is built into the course design and the learning cycle. The design assumes a central role for district-based facilitators.

All participants are first required to complete the **Foundations** course in order to build a common understanding of the theory of action and the key research behind the professional development courses, as well as to build a common vocabulary. Once educators complete the **Foundations** course, they can select the course sequence in either the ELA pathway or the Mathematics pathway.

- **ELA pathway:** Focuses on building academic language skills in reading, writing, speaking, and listening, using complex grade-level materials aligned with the college- and career-readiness standards.
- **Mathematics pathway:** Focuses on building academic language skills to address the language demands of mathematics, equipping teachers with the skills necessary to engage students in grade-level reasoning and to build conceptual understanding in math.

## Inaugural Program: Ten Courses on Complex Communication and Thinking



For more information, contact:

The Council of the Great City Schools at: [PLP@cgcs.org](mailto:PLP@cgcs.org).

# Vision of the Council's Professional Learning Platform

*We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.*



## How to sign up for the Program

Contracting for the Council's inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

**Contact us at [PLP@cgcs.org](mailto:PLP@cgcs.org)** to request a free consultation to determine the best package for you.



### About the Council

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 68 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

#### Chair of the Board

Lawrence Feldman, Board Member  
Miami-Dade Public Schools

#### Chair-Elect

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Cleveland Metropolitan School District

#### Secretary-Treasurer

Michael O'Neill, Board Member  
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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  
Washington, D.C. 20004



# Member District Pricing\*

District-level packages and school-level packages are available to access the courses on Complex Thinking and Communication. The packages include a range of implementation levels that vary in their number of subscriptions, content area, and duration.

## District-level Packages




### District Starter Package \$5,000

- 500 subscriptions
- Technical support

 **1 course pathway (ELA/ELD or math)**  
 **12 months (nonrenewable)**  
 **0 facilitator training attendees**




### Package 2K \$15,000

- 2,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **2 facilitator training attendees**




### Package 4K \$25,000

- 4,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **3 facilitator training attendees**

### Package 10K \$50,000




- 10,000 subscriptions
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **5 facilitator training attendees**

## School-level Packages




### School Single Content Area \$5,000


- School-wide subscription
- Technical support

 **1 course pathway (ELA/ELD or math)**  
 **18 months**  
 **1 facilitator training attendee**

### School Comprehensive \$8,000

- School-wide subscription
- Technical support

 **2 course pathways (ELA/ELD and math)**  
 **24 months**  
 **2 facilitator training attendees**

 *Additional facilitators may be added at \$750 per person.*

*\*Non-member districts can access the courses at a higher rate, subject to approval by the Council.*



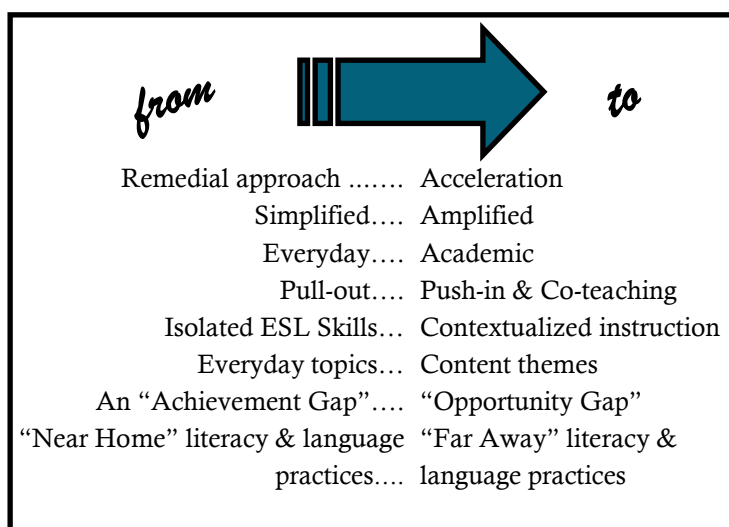


# 3Ls™ Learning, Language, and Literacy

Maryann Cucchiara

## THINKING DIFFERENTLY ABOUT HOW ENGLISH LEARNERS LEARN

The 3Ls™ is a unique approach that places LEARNING grade-level content at the center of the educational experience for English Language Learners (ELLs) integrating in a seamless and purposeful way LANGUAGE, AND LITERACY development. The approach includes newly designed elements and re-envisioned strategies, all integrated into the unique flow of a 3Ls™ lesson and thematic units of study. Based on the research of Dr. Lily Wong Fillmore and the joint work with Maryann Cucchiara, the 3Ls™ approach challenges educators to think differently about how ELLs learn.



To learn more about the 3Ls™ approach or to request on-site professional development services from its author, contact **Maryann Cucchiara** at: [macucchira@gmail.com](mailto:macucchira@gmail.com)

For access to a web-based (with live facilitation), five-series courses on learning and implementing the 3Ls™ approach, contact the **Council of the Great City Schools** at [PLP@cgcs.org](mailto:PLP@cgcs.org).

For information about the courses visit: <https://www.cgcs.org/Page/667>.



**GREAT CITY SCHOOLS**  
PROFESSIONAL LEARNING PLATFORM

## ORIGINS OF THE 3Ls™ WORK: ADDRESSING THE L2 STALL

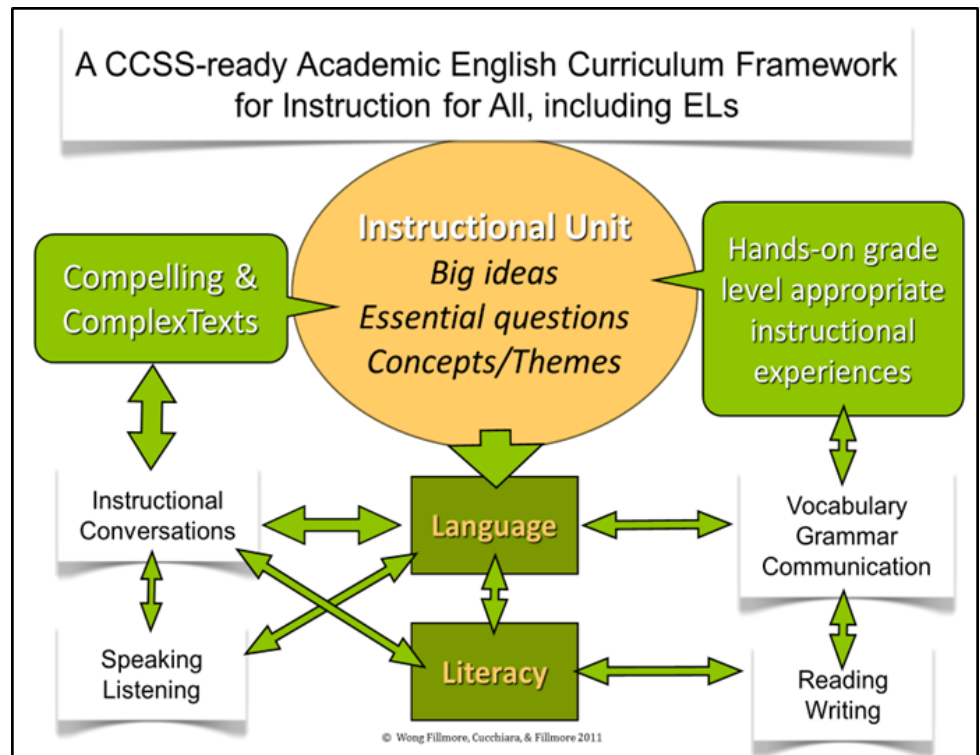
In 2007, Maryann Cucchiara then Director of Research and Development for NYC Schools, began working with Dr. Lily Wong Fillmore to raise the expectations and academic achievement of ELLs in over 365 public schools in NYC. The centerpiece of Dr. Lily Wong Fillmore's work was the notion of "juicy texts." For too long, Dr. Wong Fillmore contended, the prevailing instructional approach used for ELLs consisted of dull, rather de-contextualized texts centered on

everyday topics, rather than centered on grade-level content. Most of the texts were what we called "considerate" texts; that is, they were manipulated to remove all difficult vocabulary and grammatical structures that would add length and depth to the sentences. ELLs were not given access to grade appropriate, complex and compelling texts despite that ELLs **most** need access, attention and active engagement with complex and compelling texts in order to

learn academic English and succeed in school. Not surprisingly, a vast number of schools witness a "L2 stall" in students who do not have regular opportunities to work with complex and compelling texts. These students had stalled in their acquisition of the English language and in the development of literacy needed for higher grade-levels.

## COLLEGE AND CAREER-READY STANDARDS: A CATALYST

The adoption of College and Career-Ready standards brought a much needed focus on complex texts and grade appropriate standards for all students. Meeting these standards required that ELLs, as all students, have regular and routine access to what Dr. Wong Fillmore calls "juicy texts" and to active engagement in ways that call attention to the use of academic language in service for content learning. Through instruction that is centered on these "juicy texts" ELLs are able to access the 3Ls they needed: Learning, Language, and Literacy. Dr. Fillmore's groundbreaking research and her instructional centerpiece around attending to academic language inside of "juicy texts" has served



as a catalyst for the shift from *ESL as remediation* to *ESL as an accelerated, standards-aligned instructional approach*, resulting in the *Framework of Academic English Curriculum*. This *Framework of Academic English Curriculum* developed by Lily Wong-Fillmore, Maryann Cucchiara and Dr. Charles Fillmore established a complex system of key interconnected elements to address the three Ls that ELLs need.

## THE 3LS™ APPROACH

Operationalizing this *Framework* for teachers to understand and incorporate into their lesson design and instructional practices became the focused work of Maryann Cucchiara, resulting in the development of the 3Ls™ approach. The 3Ls™ approach aims to ensure that the Learning, Language and Literacy students initially bring dramatically changes as a result of learning experienced in a 3Ls™ lesson and unit of study built on the following instructional principles:

A) Text, Talk and Tasks should be cognitively demanding (3Ts)

B) Instruction should provide Access, Attention, and Active Engagement (3As)

C) Students learn from quality texts that are Complex, Compelling, Concise, and Connected (4 Cs)

The 3Ls™ approach and principles result in the development of coherent lesson plans and thematic units of study, that highlight *Learning* as the instructional goal while attending to *Language* and *Literacy* as the vehicles to uncover this learning of

grade-level content. The 3 Ls lessons represent a pathway to learning, language and literacy that differs dramatically from how instruction for ELLs and struggling students has been traditionally mapped out and that offers multiple opportunities for students to display what Dr. Lily Wong Fillmore calls “flashes of insight” that go beyond commonly held expectations.

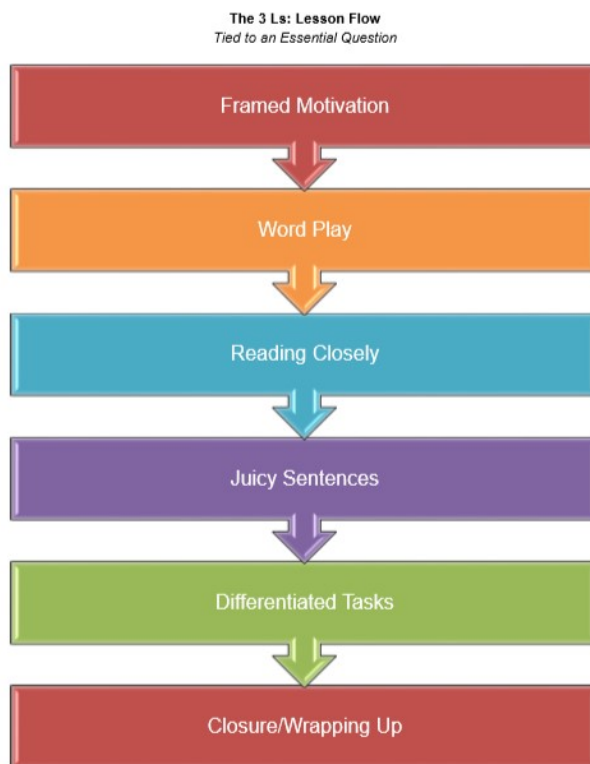
## ESSENTIAL ELEMENTS

The 3Ls™ approach comprises SIX ESSENTIAL ELEMENTS that build on each other, always centered around complex and compelling text and an essential question derived from and anchored in grade-level content. Each of these elements and strategic moves are interconnected and designed to uncover content as well as to augment language and literacy in a contextualized and integrated manner.

Based upon Grant Wiggins work on essential questions and enduring understandings, the overarching ESSENTIAL QUESTION in a 3Ls™ lesson serves as a thread connecting these six elements, binding them across lessons in the unit of study. Texts that are complex and compelling are carefully selected by teachers to allow them to attend to Learning, Language, and Literacy gather anchored in an Essen-

tial Question that students will be exploring throughout the lessons and unit of study.

The six ESSENTIAL ELEMENTS of the 3Ls™ are: Framed Motivation, Word Play, Reading Closely, Juicy Sentences, Differentiated Tasks, Closure/ Wrap-up. Some elements may be familiar-sounding to educators or appear similar to current instructional practices. However, although some of these elements do draw from existing best practices, they have been re-visited, refined, and ultimately re-created to deliver the Ls that ELLs need and all AELs (what Jeff Zwiers calls Academic English Learners). The 3Ls™ elements incorporate specific features and follow a unique flow, resulting in a powerful and original approach for Learning, Language and Literacy.



## ELEMENT ONE: FRAMED MOTIVATION



FRAMED MOTIVATION opens the lesson and creates opportunities to motivate students by connecting to the theme or topic being explored and providing them with a “sneak preview” of the upcoming complex and compelling text. Key to any lesson is the motivation required to engage students, tap into their prior

knowledge, and build the background knowledge needed to explore the essential questions and the upcoming text under discussion. What is *unique* about the FRAMED MOTIVATION is that as it is tapping into or building background knowledge of the upcoming theme or topic, it is also aug-

menting the academic language and literacy skills needed to engage in academic talk and academic writing around the content.

## ELEMENT TWO: WORD PLAY

WORD PLAY provides ELLs with access to the academic language and the academic vocabulary embedded within complex and compelling texts. In order for students to comprehend increasingly challenging texts and to use appropriate academic language in their speaking and writing, students need a deep understanding of general academic vocabulary that spreads across all content areas, as well as the domain-specific vocabulary. Unlike prevailing modes of vocabulary instruction that tend to be isolated and decontextualized, WORD PLAY is characterized by strategies and activities that are contextualized and interac-

tive, specifically designed to develop and expand academic vocabulary central to the big ideas in the text under discussion.

Through carefully designed and orchestrated instructional conversation, teachers guide students to uncover and comprehend the shades of meaning and nuances of vocabulary, and involve students in multiple opportunities to comprehend, internalize, and produce new and multi-layered academic language. Cucchiara’s “building from the base” is the starting point for all word play. Starting from the everyday (Tier 1) word, teachers

uncover the new academic words by comparing and contrasting them to their everyday counterpart to develop student understanding of the shades of meaning, the nuances embedded in the new vocabulary. Other WORD PLAY strategies include: purposeful use of newly acquired words in phrases and sentences connected to the context and content of the reading; strategic use of cognates and visuals for domain-specific words; and activities like Talk It Out, Act It Out, Grow It, Draw It, Stretch It, and Feel It.

### ROLE OF THE TEACHER

The 3Ls™ approach centers around the ESSENTIAL QUESTION and COMPLEX TEXT but it privileges the role of teachers as learners, creators, and teachers. It is their instructional vision that creates lessons that use texts, talk and tasks to uncover the essential questions, to uncover the learning, the content, the knowledge and, at the same time, uncover rich and complex academic language used in “juicy texts.”

## ELEMENT THREE: READING CLOSELY

This third element is related to the instructional practice that many literacy specialists have called “close read” to help readers “linger over words and watch how sentences unfold” as specified in college- and career-ready standards. The **READING CLOSELY** of complex and compelling texts within the 3Ls™ approach is guided by Dr. Wong Fillmore’s work on zooming in on a Juicy Sentence and is *uniquely designed* as a shared literacy event that is modeled and collaborative in nature. In this 3Ls™ shared literacy event, teachers model for and engage students in exploring es-

sential questions that build academic language and literacy skills needed to unpack challenging texts. Carefully planned and executed **READING CLOSELY** helps uncover the secrets that good readers know to understand authors craft and the use specific tools of their trade. Explicit instruction by teachers help students demystify **HOW** and **WHY** authors use words, phrases, figurative language, grammatical structures, and other cohesive literary devices. Text dependent questions are carefully designed to not only retrieve information from the

texts, but to uncover the author’s craft in building arguments and conveying rich relationships among characters and ideas embedded in these compelling texts. The 3Ls™ approach includes a planning tool for teachers to carefully construct learning activities around Text, Talk, and Tasks for this shared literacy event as they model for and lead students in tackling compelling and complex texts. In their planning, teachers carefully examine texts and find key landing places that are oftentimes challenging for ELLs and ALL Learners unfamiliar with both the content and/or the academic language revealed in these texts.

## ELEMENT FOUR: JUICY SENTENCE WORK

**JUICY SENTENCE** work was developed by Dr. Wong Fillmore, who elevated the importance of providing access to ELLs and all students to the features of academic language—rich, long, and embedded sentences that include phrases and grammatical structures used to convey complex ideas and the content of academic disciplines. Academic vocabulary is often nested inside these long and complex sentences, within phrases and unfamiliar grammatical structures. Vocabulary instruction **ALONE** won’t suffice as an effective reading

strategy to demystify the language and structure of such complex texts. Through Juicy Sentence work, teachers help students practice, one juicy sentence at a time, the retrieval of information from a key sentence in a complex text and the noticing of grammatical features in that particular sentence.

Within the **READING CLOSELY** of the text, teachers identify a “juicy sentence” – a sentence that carries weight, contains concepts or big ideas and relationships, and is richly detailed. This is the sentence teachers

mine and use to model how to tease apart long, embedded sentences into manageable chunks, deconstructing it, reconstructing it, and always “mapping meaning” back to the words, clauses, and phrases embedded in the juicy sentence that connect to the **ESSENTIAL QUESTION** established for the unit of study or lesson. Cucchiara makes innovative use of materials like “sentence strips” to create opportunities for students to engage in hands-on activities that help parse the Juicy Sentence into its main and dangling parts.

## ELEMENT FIVE: DIFFERENTIATED TASKS

DIFFERENTIATED TASKS, carefully and purposefully designed by teachers, provide students with routine and regular opportunities for active engagement to demonstrate their emerging mastery of the content learning, academic language learning, and literacy skills augmented throughout the lesson and throughout the unit of study. Differentiated Tasks provide substantial time for continued active engagement around the essential questions examined and around the juicy texts explored. Although these tasks are differentiated, they all have similar outcomes and are centered on the themes, grade-level content, and topic at hand. The 3Ls™ approach positions the DIFFER-

ENTIATED TASKS in a unique lesson structure to ensure that it builds on the strategies employed and maintains grade-level content learning for all students during this work period, giving learners an opportunity to apply new and emerging knowledge and the opportunity for continued practice in some aspect of the learning, language and literacy. Stated in terms of Vygotskian learning theory, the work period is a time for students to work as apprentices in becoming critical readers and writers, while employing the academic language they have been learning. The 3Ls™ approach calls for the teacher's role as the "more knowing expert other," a facilitator who pro-

vides feedback, guidance, and evaluation—which are the hallmark of successful work periods. Finally, building upon the work of Grant Wiggins, these tasks serve as assessments of the learning as well as assessments for learning. In other words, this time is not only a golden opportunity for students to reveal their learning, but also an opportunity for teachers to provide the feedback and guidance necessary for the learners to achieve their academic goals.

## ELEMENT SIX: CLOSURE

CLOSURE and Wrap-up is the sixth and final element of the 3Ls™ Lesson, during which individual students or groups share their learning and showcase the new academic language and literacy skills gained during the practice time. During CLOSURE, teachers return to the Essential Question and encourage students to share new understandings and perspectives and to reflect

on their own learning within the discipline, propelling them into future lessons and units of study. It's a time to encourage students as they develop a wide array of language and literacy tools and practices that they can ultimately apply across content areas and in progressively independent and critical ways.



## MARYANN CUCCHIARA



Maryann is an independent Educational Management Consultant who was formerly with New York City Department of Education. She was the Director of Research and Development for ELLs for Integrated Curriculum and Instruction, of a former NYC DOE cluster of more than 386 K-12 schools. As a former teacher in public schools, staff developer, and the director of Ramp Up to Literacy, Maryann’s work has focused on the intersection of language, literacy and learning for speakers of other languages. She has co-authored articles

about struggling adolescent literacy readers and second language learners and developed the Project Freire Literacy Academies especially for these striving readers.

Maryann’s work with the 3Ls™ continues to expand working directly with districts, principals, and in lab sites in NYC and the tri-state area, and a growing number of schools districts that are members of the Council of the Great City Schools.

## ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

The Council is the only national organization exclusively representing the needs of urban public schools. Comprised of 71 of large city school districts, its mission is to promote the cause of urban

schools and to advocate for inner-city students. The Council provides a network of school districts sharing common problems to collectively address new challenges as they emerge and to

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courses also include videos of teachers implementing the 3Ls™ approach, and guides to carry out these instructional practices.



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**ELL SURVEY REPORT**

# ENGLISH LANGUAGE LEARNERS IN AMERICA'S GREAT CITY SCHOOLS

DEMOGRAPHICS, ACHIEVEMENT, AND STAFFING



**RESEARCH CONDUCTED BY**

The Council of the Great City Schools

## **ABOUT THE COUNCIL**

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 74 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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**Michael Casserly**  
Council of the Great City Schools

# English Language Learners in America's Great City Schools

Demographics, Achievement, and Staffing

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Prepared by the:

Council of the Great City Schools

Washington, DC

October 2018

## Table of Contents

Tables.....	6
Figures.....	8
Acknowledgements.....	10
Executive Summary.....	11
ELLs in Member Districts of the Council of the Great City Schools .....	11
Report Highlights .....	12
Introduction .....	14
Methodology.....	15
Response Rate.....	16
Limitations .....	17
Historical Background .....	18
U.S.-Born Speakers of Languages Other Than English.....	19
Language Diversity in the Schools—A Legal Battleground .....	20
Defining English Language Learners .....	22
ELL Enrollment .....	23
Enrollment of ELLs in Urban Districts (N=73 Districts).....	23
Number of ELLs in Member Districts (N=73 Districts) .....	24
ELLs as a Percentage of Student Enrollment (N=73 Districts).....	27
ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 (N=59 Districts).....	30
Percentage Change of ELLs and Non-ELLs from SY 2007-08 to SY 2015-16 (N=59 Districts) .....	33
CGCS ELLs as a Percentage of State Total ELL Enrollment (N=73 Districts) .....	35
Languages Spoken by ELLs .....	40
Number of Languages and Number of ELLs in Top Five Languages (N=62 Districts).....	41
CGCS ELL Figures for Top-5 Languages Compared to National Figures (N=60 Districts) .....	42
Three-Year Trends for Most Prevalent Top-5 Languages (N=62 Districts) .....	45
ELL Enrollment in Districts Reporting Top-5 Languages (N=60 Districts) .....	46
Enrolled in ELL Program for 6+ Years (N=49 Districts).....	49
ELLs Requiring Special Education Services.....	53
Number of ELLs Identified as Requiring Special Education Services (N=49 Districts) .....	53
Special Education Services Disproportionality (N=57 Districts).....	54
Achievement Data.....	58
English Language Proficiency Data for SY 2015-16 by Level of Proficiency (N=54 Districts) .....	58

Districts with Three Levels of English Language Proficiency.....	60
Districts with Four Levels of English Language Proficiency.....	61
Districts with Five Levels of English Language Proficiency .....	62
Districts with Six Levels of English Language Proficiency.....	63
Proficiency in Reading and Mathematics on NAEP.....	67
Comparison of ELL Performance between 2005 and 2017 .....	68
Comparison of LC-NP Performance between 2015 and 2017 .....	69
General Observations about Achievement Trends between 2005 and 2017.....	70
Content NAEP Results by Grade .....	72
Grade 4 NAEP Reading.....	73
Grade 4 NAEP Mathematics.....	74
Grade 8 NAEP Reading.....	75
Grade 8 Mathematics .....	76
Analysis of Selected CGCS Academic Key Performance Indicators.....	78
Absences .....	79
Failure of One or More Core Courses in 9th Grade .....	85
Algebra I or Equivalent Course Completion by First-Time 9 <sup>th</sup> Grade Students.....	87
Teachers of ELLs: State Requirements and Number of Teachers with Relevant Endorsements or Certification.....	90
State Requirements of Teachers Providing Instruction to English Language Learners (N=55 Districts)	90
Percentage Distribution of Total Teachers of ELLs, by Type of Qualification and School Level in SY 2016-17 (N=54 Districts) .....	100
Recruitment and Hiring, and Evaluation of Instructional Personnel for ELLs.....	102
Recruitment Efforts for Teachers by District in SY 2016-17 (N=58 Districts) .....	102
Components of Staff Evaluation Process Related to ELL Instruction (N=54 Districts).....	104
Assignment of Instructional Aids .....	107
Professional Development.....	113
Instructional Personnel who Received ELL-Related Professional Development (N=55 Districts) .....	113
Professional Development Content (N=53 Districts).....	115
Title III Funds Allocation.....	120
Conclusion.....	124
Appendix A. Full Names of Council Member School Districts .....	126
Appendix B. District-reported Total and ELL Enrollment (N=54 Districts).....	127
Appendix C. ELL and Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts).....	129

Appendix D. ELLs as Percentage of Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts) .....	132
Appendix E. ELL and Non-ELL Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts) .....	135
Appendix F. Top Five Reported Languages by District.....	138
Appendix G. NAEP Reading in Large Cities.....	141
Statistical Significance of Performance Differences in 2005 and 2017 .....	141
Statistical Significance of Changes between Years from 2005 to 2017 .....	141
Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017 .....	142
Appendix H. NAEP Mathematics in Large Cities .....	144
Statistical Significance of Performance Differences in 2005 and 2017 .....	144
Statistical Significance of Changes between Years from 2005 to 2017 .....	144
Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017 .....	145
Appendix I. Survey Instrument .....	147
Appendix J. Data Sources.....	172
Appendix K. District Sample by Topic .....	173

DRAFT

## Tables

Table 1. Population 5 Years and Older Who Spoke Language Other Than English in 2000 and 2010 .....	19
Table 2. Total Students and ELLs in Council Member Districts, SY 2013-14 to SY 2015-16.....	24
Table 3. Council Member Districts by Range of Total ELL Enrollment, SY 2015-16.....	25
Table 4. Council Member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16.....	28
Table 5. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-1635	
Table 6. Number and Percentage of ELLs Speaking Top-5 Languages in School Districts, SY 2016-17 .....	41
Table 7. CGCS Share of Major Languages Spoken by ELLs .....	44
Table 8. Districts with the Highest Number of ELLs Speaking Top-5 Languages, SY 2016-17 .....	47
Table 9. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16 .....	49
Table 10. ELL and Non-ELL Participation in Special Education, SY 2013-14 to SY 2015-16 (N=49 Districts) .....	53
Table 11. Special Education Risk Ratio for ELLs from SY 2013-14 to SY 2015-16 .....	55
Table 12. A Comparison Statistically Significant LC-NP Differences between 2005 and 2017 .....	69
Table 13. Statistical Significance of Performance by FRPL Status from 2005-2017 .....	71
Table 14. Statistical Significance of Performance by FRPL Status from 2005-2017 .....	71
Table 15. State Requirements for BILINGUAL EDUCATION TEACHERS, SY 2016-17 (N=53 Districts).....	91
Table 16. State Requirements for ESL TEACHERS, SY 2016-17 (N=55 Districts) .....	93
Table 17. State Requirements for CONTENT AREA TEACHERS OF ELLS, SY 2016-17 (N=55 Districts).....	95
Table 18. State Requirements for GENERAL EDUCATION TEACHERS OF ELLS, SY 2016-17.....	97
Table 19. State Requirements for SPECIAL EDUCATION TEACHERS OF ELLS, SY 2016-17 (N=54 Districts) 98	
Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts).....	102
Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with 3+ Years of Experience, SY 2016-17 (N=54 Districts).....	105
Table 22. Instructional Aids to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016-17 (N=47 Districts) .....	107
Table 23. Instructional Aids to Support ELLs in Middle Schools by Setting and Language Support, .....	109
Table 24. Instructional Aids to Support ELLs in High Schools by Setting and Language Support, .....	111
Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 .....	114
Table 26. ELL-Related Professional Development Content by Percentage of Districts Reporting Topic, SY 2013-14 to SY 2015-16 (N=35 Districts).....	117
Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts).....	118
Table 28. Number of ELLs Served using Title III Funds between SY 2015-16 and SY 2015-16 .....	120
Table 29. Statistical Significance of NAEP Reading Percentage-Point Differences between 2005 and 2017 .....	141
Table 30. Statistical Significance of Prior Year Changes in NAEP Reading from 2005-2017 .....	142
Table 31. Statistical Significance of NAEP Reading Performance by LC or NP Enrollment from 2005-2017 .....	142
Table 32. Statistical Significance of NAEP Reading Performance by Former- and Non-ELL Status from 2005-2017 .....	143
Table 33. Statistical Significance of NAEP Mathematics Percentage-Point Differences between 2005 and 2017 .....	144
Table 34. Statistical Significance of Prior Year Changes in NAEP Mathematics from 2005-2017 .....	145



Table 35. Statistical Significance of NAEP Mathematics Performance by LC or NP Enrollment from 2005-2017 ..... 145

Table 36. Statistical Significance of NAEP Mathematics Performance by Former- and Non-ELL Status from 2005-2017 ..... 146

DRAFT

## Figures

Figure 1. Total Children Under 18, ACS 2016.....	19
Figure 2. Total Under 18 Years Old with Both Immigrant Parents, ACS 2016 .....	20
Figure 3. Total Under 18 Years Old with One Immigrant and One Native Parent, ACS 2016.....	20
Figure 4. Number of Districts by Range of ELL Enrollment, SY 2015-16 .....	25
Figure 5. Number of Districts by Range of ELLs as a Percentage of Total Student Enrollment, SY 2015-16 .....	28
Figure 6. Comparison of ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 .....	32
Figure 7. Percentage Change of ELLs and Non-ELLs between SY 2007-08 and SY 2015-16 .....	34
Figure 8. ELLs in Council Member Districts as Percent of Total ELLs in Respective State, SY 2015-16.....	39
Figure 9. Number of Speakers for Top-5 Languages Other Than Spanish, SY 2014-15 to SY 2016-17 .....	45
Figure 10. Change in Number of Speakers.....	46
Figure 11. District % L-TEL vs. Total ELL Enrollment, SY 2015-16 .....	52
Figure 12. District % L-TEL vs. % ELLs, SY 2015-16 .....	52
Figure 13. Percentage of Total ELLs, ELLs in Special Education, and Non-ELLs in Special Education, .....	54
Figure 14. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 15. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 16. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	60
Figure 17. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 18. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 19. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	61
Figure 20. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	62
Figure 21. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	62
Figure 22. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	63
Figure 23. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16 .....	64
Figure 24. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16 .....	65
Figure 25. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16 .....	66
Figure 26. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs .....	73
Figure 27. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility.....	74
Figure 28. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility .....	76
Figure 29. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility.....	77
Figure 30. Grade 6 Chronic Absences by ELL Status, SY 2015-16 (N=35 Districts) .....	80
Figure 31. Percentage of Grade 6 Students Absent Chronically Absent by ELL Status,.....	81
Figure 32. Grade 8 Chronic Absences by ELL Status, SY 2015-16 (N=37 Districts) .....	82
Figure 33. Percentage of Grade 8 Students Absent Chronically Absent by ELL Status,.....	83
Figure 34. Grade 9 Chronic Absences by ELL Status, SY 2015-16 (N=39 Districts) .....	84
Figure 35. Percentage of Grade 9 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=33 Districts) .....	85
Figure 36. Failure of One or More Core Courses by 9th Grade ELLs and Non-ELLs, SY 2016-17 .....	86
Figure 37. Percentage of Grade 9 Students Failing One or More Core Course by ELL Status, SY 2014-15 to SY 2016-17 (N=35 Districts) .....	87

Figure 38. Algebra I or Equivalent Course Completion by ELL Status, SY 2016-17 (N=44 Districts) ..... 88  
Figure 39. Percentage of First-Time Grade 9 Students Completing Algebra I or Equivalent by ELL Status,  
SY 2014-15 to SY 2016-17 (N=38 Districts) ..... 89  
Figure 40. Teachers of ELLs in Elementary Schools by Requirement Status and Type, SY 2016-17 ..... 101  
Figure 41. Teachers of ELLs in Middle Schools by Requirement Status and Type, SY 2016-17 ..... 101  
Figure 42. Teachers of ELLs in High Schools by Requirement Status and Type, SY 2016-17 ..... 101  
Figure 43. School District Distribution of Title III Expenditures, SY 2016-17 ..... 123

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## Acknowledgements

In 2013, the Council of the Great City School's published *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*,<sup>1</sup> an extensive one-of-a kind report on English language learner (ELL) programs within its member districts. The report has been widely used by leaders within Council-member districts and others to bolster the academic experiences of ELLs across the country. In recent years, the education of ELLs has garnered additional focus. With this update to our 2013 report, we hope to provide critical information about the current state of the Council's ELL programs and opportunities for continued improvement to benefit all ELLs.

This report is the product of considerable collaboration across the membership of the Council of the Great City Schools. Many people played a role in deciding what to collect as part of this updated study, and many individuals helped gather the data that made this report one of the most comprehensive data-collection efforts on English language learners ever attempted—even compared to our previous efforts.

We particularly appreciate the time that ELL program directors from Council-member districts devoted to gathering the information contained in this report. We know that the effort involved numerous district offices and the fresh analysis of data. We were especially pleased that many of the responding districts were able to provide disaggregated data in a way that allowed us a glimpse into urban school districts and the ELLs they serve that few have ever seen.

This study was also the product of considerable collaboration inside the Council office itself. We thank Ray Hart, the Council's research director, for his contributions in designing the survey and providing feedback. Julie Wright Halbert and Sue Gamm reviewed the findings related to ELLs who receive special education services. Jeff Simering, the Council's legislative director, provided important feedback throughout, from the design stage of the survey to the interim findings and the final draft. Interns Ramona Rubalcava and Samirah Ali assisted with preparing the data collected from member districts for analysis.

Finally, I thank Gabriela Uro and David Lai, who led the project and drafted the report. Their vision, leadership, and energy made sure the report happened. Thank you so much.

Michael Casserly  
Executive Director  
Council of the Great City Schools

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<sup>1</sup> Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.

## Executive Summary

In 2013, the Council published the first ever report on English Language Learner (ELLs) enrolled in member districts of the Great City Schools, reporting on a range of indicators in addition to ELL enrollment and languages spoken by such students. This report updates most of the data presented in the 2013 report, shedding light once again on ELL enrollment, student performance, staffing and professional development, along with Title III expenditures.

Consistent with our findings in the 2013 report, English Language Learners continue to be the fastest-growing demographic group in U.S. public schools. Among an increasing number of organizations that are turning their attention to this population, there seems to be relative consensus that the total number of ELLs has been approaching five million in recent years—

- Updated figures reported in the most recent Title III Implementation Biennial Report to Congress for School Years 2012-14 (September 2018) show that in SY 2013-2014 there were 4,931,996 ELLs enrolled in K-12 US public schools.<sup>2</sup>
- The National Center for Education Statistics (NCES) reports the following ELL enrollment figures in K-12 public schools—4,803,578 in SY 2014-15 and 4,843,963 in SY 2015-16.<sup>3</sup>

### ELLs in Member Districts of the Council of the Great City Schools

The ELLs attending schools in the member districts of the Council of the Great City Schools account for nearly one-quarter of all ELLs in the nation. Specifically, in 2015-16, Council-member districts enrolled about 1.2 million ELLs in grades K-12—or 25.0 percent of the 4.9 million estimated ELLs in the nation's K-12 public schools (using the 2012-14 U.S. Biennial Report on ELLs<sup>4</sup>).

This new report by the Council presents the results of a year-long effort to compile data on ELL enrollment and programs in our Great City School districts. Much of the data were collected from the membership via survey in 2017. Some 80 percent of the membership responded (60 of 69 districts who were members at the time the survey was conducted), but not every district responded to every question. In Appendix K of this report, we list the specific districts responding to each question when such details could be disclosed without compromising the integrity of district KPI codes used in some portions of the report. The responses provide a picture of ELL enrollment across the 60 responding districts, including total numbers, percentages, enrollment by school level, languages spoken, and

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<sup>2</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14*, Washington, D.C., 2018.

<sup>3</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2015–16. See *Digest of Education Statistics 2017*, table 204.27.

<sup>4</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, *The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14*, Washington, D.C., 2018.

ELLs receiving special education services.

## Report Highlights

The enrollment of ELLs in the 74 districts comprising the Council of the Great City Schools, excluding Puerto Rico and Toronto has remained relatively stable over the last couple of school years (SY 2013–14 through SY 2015–16) at about 16 percent of total urban school enrollment. Total ELL enrollment in these districts was about 1.3 million students in 2013–14 and 1.2 million in 2015–16, representing over one quarter of all ELLs enrolled in the nation’s public K-12 schools. Between SY 2007-08 and SY 2016-17, the number of Council-member districts with ELL enrollments between 5,000 and 10,000 almost doubled—from nine to 18 districts. Seven additional districts (from 19 to 26) moved into the category with ELL enrollments between 10,000 and 50,000. The number and percentage of member districts with ELL enrollments between 20 percent and 30 percent more than doubled in this same period, from eight to 18 districts. In 56 member districts, ELL enrollment remained stable or it outpaced their respective non-ELL enrollment. Finally, in 17 states, Council-member districts educated one-quarter or more of the ELLs in their respective state.

In addition, the survey asked for information on the top five languages spoken by children in each district and the number of ELLs speaking each of these languages. The language diversity in the Council’s membership increased from 38 in 2013 to 50 languages collectively appearing among the top-five languages. Member districts enroll a surprising percentage of speakers of particular languages; for example, in SY 2014-15 and SY 2015-16, respectively, three and four member districts enrolled 60 percent of all ELLs who spoke Haitian Creole in the nation.

Districts also provided information on their respective share of ELLs who were in ELL programs six or more years (termed Long-Term ELLs). Only 14 of 49 districts had fewer than 10 percent of their ELLs classified as Long-Term ELLs.

Moreover, the survey asked for information about ELLs receiving special education services. The results showed the growth in the numbers of ELLs and non-ELLs receiving special education. We calculated the disproportionality risk ratios for reporting districts, finding a threefold increase in the number of districts that approximated a ratio of 1.0.

The report also examines achievement data for ELLs in three distinct sections. First, we look at the English proficiency make-up for each reporting district, showing variance in the distribution of ELL across various proficiency scales used by districts. Second, we look at NAEP achievement data for ELLs spanning a 12-year period from 2005 to 2017. Drilling down deeper than we did in the 2013 report, we examined data by FRPL eligibility for all ELL-status groups. Across all seven testing years in both reading and math, ELLs who were FRPL-eligible showed the lowest levels of achievement, followed by ELLs ineligible for FRPL. Former ELLs who were FRPL-ineligible showed parity with performance levels of non-ELL, FRPL-ineligible students. Finally, we include member district data collected through the Academic KPI project. We examined comparison data for ELLs and non-ELLs on selected indicators—absentee rates, course failure in grade 9, and Algebra I completion by grade 9. While ELLs were equal or more likely to be in school than non-ELLs, they were more likely to

have failed one or more courses in grade 9 and less likely to complete Algebra I by grade 8. ELL had comparable rates of Algebra I completion by grade 9 than their non-ELL peers.

Survey responses also showed that districts continue to operate under an array of state staffing requirements, including mandates governing the qualification of teachers of ELLs. The most common state requirements for bilingual and ESL teachers involved their needing to have an ESL/ELD endorsement or credential. Fewer districts reported having requirements for special education teachers of ELL students.

In addition, 29 responding districts incorporated instructional components related to ELLs into their evaluations of instructional staff other than ESL/ELL teachers themselves.

Finally, some 57 responding districts were able to provide information about how they allocate their Title III funds between centrally determined priorities and school-based allocations. As one of the major expenditures of Title III funds, districts also provided information on ELL-related professional development offered to a range of instructional staff. An increased number of districts provided such professional development to principals--from 22 districts in SY 2009-10 to 39 districts in SY 2015-16. District responses on the content of professional development showed an increase in these top three areas: meeting the needs of students with interrupted formal education (SIFE), ELL-strategies to raise rigor, and meeting the needs of ELLs in special education.

## Introduction

In March 2017, the Council of the Great City Schools launched its data collection to provide an updated picture of English Language Learner (ELL) enrollment and services in Council member districts, following the 2013 publication of *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing*.<sup>5</sup> The data collection focused on several key areas, including: 1) district demographics, 2) languages spoken, 3) instructional staffing, 4) achievement, and 5) distribution of Title III funds. Roughly 81 percent (59 of 73 districts) of the Council membership responded to the survey questions and the data request between March 2017 and July 2018.<sup>6</sup> The completeness of survey responses varied across the member districts due to the availability of data or the lack of historical data on certain indicators. The Council aimed to provide as complete and updated a picture of overall ELL enrollment in the Great City Schools by using reputable federal and state sources, including the National Center for Education Statistics (NCES) and state education agency websites, to obtain ELL enrollment figures for member districts that did not respond to the survey or joined after the data collection phase was closed.

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<sup>5</sup> Uro, G., & Barrio, A. (2013). *English language learners in America's great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.

<sup>6</sup> Salt Lake City School District was not a member district by the completion of this report. With the inclusion of Salt Lake City, 60 of 74 districts (around 81 percent) submitted responses. (See Appendix A.)



## Methodology

The Council administered an extensive survey to ELL program directors of Council member districts in March 2017. The survey requested the most recent information available on ELL enrollment, performance, English proficiency levels, and professional development from SY 2013-14 through SY 2015-16. Language information is not subject to the same delays as official enrollment figures, and thus districts provided language data for SY 2016-17. As with the 2013 ELL survey, the ELL data request required ELL program directors to access multiple data sources in their respective districts, and to work with various departments over the course of the year. The difficulties in collecting and reporting data were consistent with, though seemingly fewer than in the Council's first ELL survey conducted for the 2013 report. These difficulties are reflected in the gaps in survey responses that resulted in an n-size that varies from one question to the other.

For completeness, the Council used secondary databases to supplement reported data, especially in cases when districts did not respond. Major sources included the National Center for Education Statistics (NCES) and state or local education agencies.<sup>7</sup> Additionally, data from these sources were used, when needed, to confirm responses from school districts where relevant and practical. In general, the Council deferred to district-reported data when no major discrepancies were found or after verification with school districts when reconciliation was necessary.

The Council was careful to not duplicate any data requests and thus crafted the survey to complement the data collected through Council's Academic KPI project.<sup>8</sup> This report, therefore, paints a picture of ELLs in the Great City Schools that draws from both the Academic KPIs and the ELL Survey. Using Academic KPI data enabled substantial improvements in contextualizing responses from portions of the formal survey regarding academic opportunities and outcomes. Furthermore, the availability of data on all students as an aggregate and subgroups allowed for the calculation of a comparison "non-ELLs" group from collected district-reported data. As a result, the comparison of ELLs to non-ELLs on various academic indicators is a unique feature of this report.

Lastly, this report uses the same numerical codes to represent districts corresponding to Council member districts' Key Performance Indicator (KPI) codes, as appropriate. This was done to allow districts to see sensitive data that were shared with the Council.

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<sup>7</sup> Educational agency data were only used for New York City and some California school districts. Most local and state educational agencies did not publicly publish the desired data on their websites.

<sup>8</sup> Ison, A., Lyons, R., Palacios, M., Hart, R., & Casserly, M. (2017, October). *Academic key performance indicators: Pilot report*. Washington, DC: Council of the Great City Schools.

## Response Rate

We made every effort to ensure that the findings of this report encompass as many Council-member districts as possible, despite the membership changes that occurred during the year-long data collection phase. At the time of the original launch of the ELL survey, Council membership totaled 69 districts, of which close to three-quarters (51 districts or 74 percent) submitted complete responses and an additional nine submitted partial responses. The Council obtained enrollment and other publicly available data for the 10 districts that did not submit responses as well as for the four districts that joined the Council after the data collection concluded. Appendix A provides the listing of member districts that were included in the report based on their responses and membership date.

During and after the data collection period between March 2017 and April 2018, the Council experienced membership changes that affected the specific districts included in distinct portions of the report:

- Salt Lake City, a former member of the Council of the Great City Schools, considered membership during the survey period and submitted responses to the survey. Despite that the district did not finalize their membership, we chose to leave Salt Lake City's data in the report's analyses.
- Aurora, Charleston, Puerto Rico, Santa Ana, Stockton, and Toronto joined the Council near or after the conclusion of data collection. In order to accurately depict the ELL enrollment of the Council in 2018, we included the enrollment figures for these districts, drawing from the National Center for Education Statistics.<sup>9</sup> Additionally, we used publicly available demographic data from state educational agencies to supplement other sections.<sup>10</sup>

At the writing of this report, the Council members totaled 74, which we use as the denominator when discussing the findings from the 60 responding districts. Where possible, the Council included data from districts that provided partial responses and noted the respective n-size for each item. For the purposes of the report, school district names are shortened; however, formal names are reported in Appendix A.

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<sup>9</sup> National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (ELSi). Retrieved from <https://nces.ed.gov/ccd/elsi/>

<sup>10</sup> The necessary data for analyses included in this report were only available for California districts. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>.

## Limitations

Extensive effort was invested to ensure the inclusion of all reported data on ELLs in Council-member districts. To this end, we aggregated all responses available and provided the number of responses (n-size) by item as we discuss the report's findings. In a limited number of instances in which data anomalies could not be clarified or responses could not be verified, the data were excluded.

Given the differing—and in some cases small—n-sizes, this report presents descriptive statistics to provide a general picture of ELL characteristics in Council districts. While we present more than one variable in the tables and graphs in some instances, we did not conduct statistical significance tests. We do not presume causation or imply the existence of causal relationships among any of the variables analyzed in this report.

Finally, the Academic KPI data included in the report draw from the SY 2014-15 to SY 2016-17 survey years of the KPI project. Data for SY 2014-15 and SY 2015-16 were from the pilot phase of the KPI project. As noted in the Council's KPI report *Academic Key Performance Indicators: Pilot Report* (2017), these data are for illustrative purposes only. At the time of the writing of the ELL survey report, the Council was refining the SY 2016-17 Academic KPIs, working closely with districts to certify the reported data.

## Historical Background

The history of linguistic diversity in the United States is as rich as it is polemic. The very founding of this nation was preceded by native settlements where hundreds of languages were spoken and by explorers who spoke Spanish, Portuguese, and French. The initial colonial settlements added an additional stream of languages including English, Flemish, and German. This linguistic mosaic is integrally and intricately linked to our nation's history.

For example, Philadelphia and its adjoining area were rich in linguistic diversity during the colonial times. Still a small village in 1700, its population was mostly English and Welsh, but this area also included Danes, Dutch, Finns, French, Germans, Irish, Scots, and Swedes. This diversity was representative of the diversity of the settlers in Pennsylvania, making it a challenge to assemble a jury where all the members spoke the same language. In 1766, Benjamin Franklin reported to the House of Commons that the Germans and Scots-Irish each comprised one third of Pennsylvania's population.<sup>11</sup>

Similarly, Virginia was among the most diverse of colonies; it was the most populous state of the Southern Colonies and where two-fifths of all slaves in the region lived.<sup>12</sup> The African population in the Southern Colonies came from Angola, Gold Coast (modern-day Ghana), Nigeria, and Senegambia, representing many tribes and languages. This diversity was even greater with approximately 40,000 Native Americans living in these colonies. While this diverse population made these colonies the most racially diverse (in comparison to New England and the Mid-Atlantic Colonies), the English were the dominant group in terms of control and power with the English comprising about 37 percent and the non-English Whites, mostly Scots, Scots-Irish, Germans, Irish, and French Huguenots comprising about 21 percent.<sup>13</sup> The non-White population was about 42 percent; African slaves comprised 39 percent. This diversity like the diversity of languages has been present since the beginning of U.S. history.

Today, the language diversity in the U.S. surpasses 300 languages. According to the most comprehensive language data released by the U.S. Census Bureau in October 2015, the total number of languages reported was 350.<sup>14</sup> The presence of many languages in the United States has been part of the history of the Americas, even before explorers and colonists arrived. The reasons that have compelled individuals from around the world to leave their home country and family to come to the United States continue today. The U.S. census began tracking data on languages spoken at home and ability to speak English in 1890. It was not until the 1980 census, however, that a standard set of questions was asked of everyone aged five and over. Data from these questions indicate that about

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<sup>11</sup>Nash, G. (1979). *The urban crucible: social change, political consciousness, and the origins of the American Revolution*. Cambridge, Mass.: Harvard University Press.; Parrillo, V. N. (2009). *Diversity in America* Thousand Oaks, CA: SAGE Publications, Inc.

<sup>12</sup> The total approximate population was about 500,000 in 1776. U.S. Bureau of the Census, *Historical Statistics of the United States, Part II, Series Z 20–132* (Washington, DC: Government Printing Office, 1976).

<sup>13</sup> Parrillo, V. N. (2009). *Diversity in America* Thousand Oaks, CA: SAGE Publications, Inc.

<sup>14</sup> U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009-2013. Retrieved from <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>

20 percent of the U.S. population aged five and above spoke a language other than English at home. The decennial census data since 1980 indicates that the share of the U.S. population aged five and over who speak languages other than English has increased about four percentage points every 10 years. Table 1 shows the numbers and percentage share from 2000 to 2010.

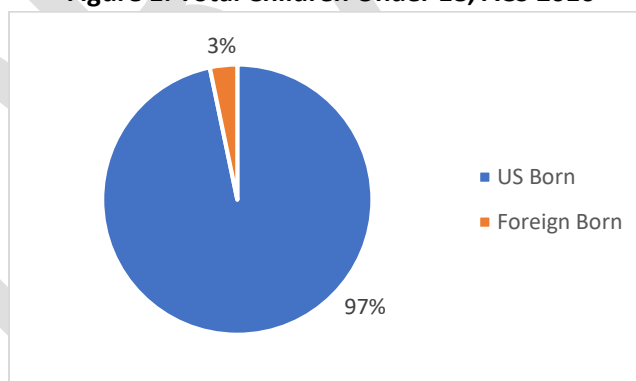
**Table 1. Population 5 Years and Older Who Spoke Language Other Than English in 2000 and 2010**

Population Characteristic	2000	2010
Population 5 years and older	262 million	289 million
Spoke a language other than English	47 million	60 million
Percentage share of total 5 years and older	18%	21%

### U.S.-Born Speakers of Languages Other Than English

This increase in the total percentage of the population five years and older who speak a language other than English is, indeed, related to the inflow of immigrants, but it is also attributed to the expected population growth of immigrant families already living in the U.S. In fact, the majority of individuals under the age of 18 who live with one or two parents who are immigrant are U.S.-born, according to the 2017 American Community Survey 1-Year Estimates. In 2017, the U.S. Census estimated a total of 69.8 million children under the age of 18; 22.7 million were under the age of 6; and 47 million were between 6 and 17 years of age. In the aggregate, 67.6 million or 97 percent of the total number of children under the age of 18 are US born, while 2.3 million or three percent are foreign-born.<sup>15</sup> (See Figure 1.)

**Figure 1. Total Children Under 18, ACS 2016**

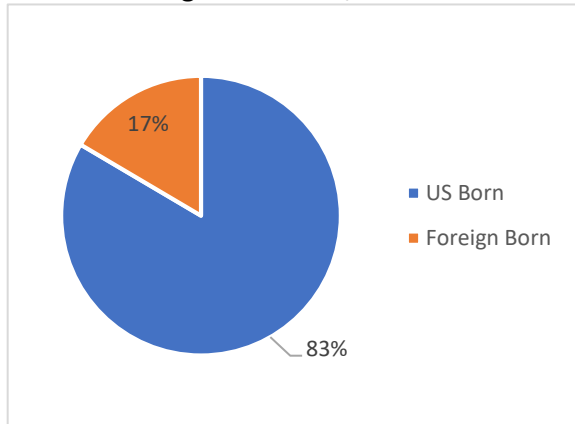


Further disaggregated census data show the percentage of children under 18 years old who are U.S.-born relative to whether one or both parents are immigrant. About 98 percent of children from families in which one parent is U.S. born and the other parent is an immigrant are U.S. born. In families in which both parents are immigrants, 83 percent of the children are U.S. born. The number of school-age children who come from homes where a language other than English is spoken is derived from this universe of predominantly U.S.-born children from immigrant families. Not

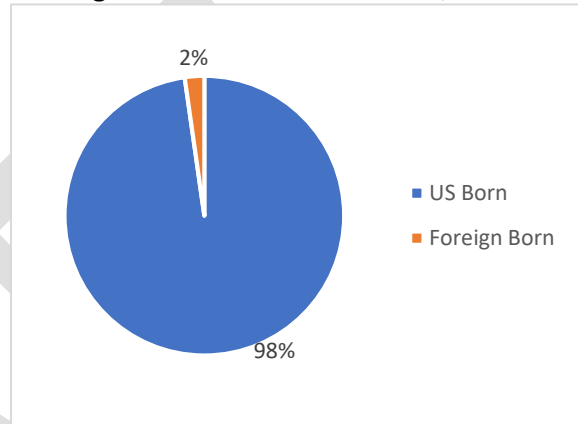
<sup>15</sup> Age and Nativity of Own Children Under 18 Years in Families and Subfamilies by Number and Nativity of Parents. 2017 American Community Survey 1-Year Estimates. (Table B05009)

surprisingly, data show that the majority of English language learners enrolled in school are U.S.-born. A report by the Migration Policy Institute indicates that 85 percent of pre-kindergarten to 5<sup>th</sup> grade ELL students and 62 percent of 6<sup>th</sup> to 12<sup>th</sup> grade ELL students were U.S.-born in 2013.<sup>16</sup>

**Figure 2. Total Under 18 Years Old with Both Immigrant Parents, ACS 2016**



**Figure 3. Total Under 18 Years Old with One Immigrant and One Native Parent, ACS 2016**



## Language Diversity in the Schools—A Legal Battleground

Our nation’s school system has had a long history of racial, ethnic, and linguistic isolation for a number of groups; our legal system has had a history of intervening to prohibit the harmful isolation of students. While there were no state laws in the Southwest that required segregation of children based on ethnicity, segregating practices were widespread and even the norm for Blacks and Mexican Americans. The Federal courts ruled in favor of parents demanding equal access to education; for instance, in the Federal 1945 court case *Mendez et al v. Westminster School District of Orange County et al.* in which the judge ruled in favor of the parents and enjoined the school district from continuing to segregate children that were of Mexican or Latin American descent. In the 1948 *Delgado v. The Bastrop Independent School District* case in Texas, the Federal court ruled that segregation of Mexican American children was illegal. The landmark Supreme Court decision in *Brown v. Board of Education* upheld that State laws that segregated students on the basis of race are unconstitutional. The promise of educational opportunity for groups who are struggling against forces of poverty, racism, and prejudice became a legal obligation of schools thanks to the ruling on this landmark case as well as the passage of subsequent civil rights laws.<sup>17</sup>

Passed on the heels of the Civil Rights movement, in 1967, Senator Ralph Yarborough of Texas introduced a bill that acknowledged the educational needs of limited English-speaking students and

<sup>16</sup> Zong, J., & Batalova, J. (2015). The limited English proficient population in the United States.

<sup>17</sup> United States Commission On Civil Rights. (1971) *Mexican American education study*. [Washington; For sale by the Supt. of Docs., U.S. Govt. Print. Off] [Web.] Retrieved from the Library of Congress, <https://lccn.loc.gov/77611963>.

called for specific instructional programs to teach English as a second language and give Spanish-speaking students an appreciation of their native language and culture. Another 37 related bills were introduced, eventually resulting in Title VII of the Elementary and Secondary Education Act (ESEA) or the Bilingual Education Act, enacted in 1968.<sup>18</sup> Title VII was the first federal recognition of the educational needs of English language learners (ELLs). It also specified that bilingual programs should receive federal support in the interest of equal educational opportunity. The Bilingual Education Act was, however, voluntary and thus did not require school districts to implement such programs.

In the absence of meaningful and ELL-appropriate instruction, school integration efforts as a result of the Supreme Court decision to prohibit segregation by race did not necessarily result in equal access to education for language minority children. The 1974 landmark Supreme Court ruling in *Lau v. Nichols* based on Title VI of the Civil Rights Law sought to bring an end to the exclusion in education for language minority groups. The ruling declared “...there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum...for students who do not understand English are effectively foreclosed from any meaningful education...”<sup>19</sup> The Supreme Court decision in the *Lau* case created a ‘class’ of students labeled “Limited English Proficient” (LEP, later referred to as English language learners—ELL). It also set out the legal requirement for school districts to ensure that ELLs are providing equal access to the instructional program using sound instructional practices.

Title VII has been reauthorized with every subsequent ESEA reauthorization. In the 2001 ESEA reauthorization by the No Child Left Behind Act, Title VII was renumbered to Title III and became a formula-driven program rather than a competitive grant program, thanks in part to advocacy by the Council of the Great City Schools.

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<sup>18</sup> Stewner-Manzanares, G. (1988). The Bilingual Education Act: Twenty Years Later. *New Focus*, Occasional Papers in Bilingual Education, Number 6. *New Focus*.

<sup>19</sup> *Lau v. Nichols*, 414 U.S. 563 (1974). The *Lau* case was filed in CA, a state with a long history of linguistic diversity, starting in 1542 and including a Spanish-English bilingual state constitution when it first became U.S. territory. [See <http://www.monterey.org/museums/MontereyHistory/ConstitutionalConvention.aspx>]

## Defining English Language Learners

The Every Student Succeeds Act (ESSA) of 2015 amendments to the Elementary and Secondary Education Act of 1965 (ESEA) retained the definition of Limited English Proficient (LEP) found in section 9101 of ESEA but replaced the term with English Learner. Under ESEA, the definition for English Learner—formerly called LEP—is a complex combination of objective and subjective criteria that states and local educational agencies must operationalize to identify students who are in need of English language instructional programs and eligible to receive federally-funded supplemental services.

As noted in the 2013 report, the complexity of the definition coupled with the discretion given to states led to substantial variability in school districts' ability to identify students as English Learners. The ESSA amendments to ESEA attempted to reduce this variability by requiring states to establish standardized entrance and exit procedures for ELLs, thereby diminishing school district discretion. ELL data reported by member districts is, therefore, presumed to reflect their respective state procedures. Given the state discretion in the initial identification of ELLs and their subsequent exiting from ELL programs, we acknowledge the inherent variability of the data.

### Definition of English Learner in ESSA

The term limited “English Learner”, when used with respect to an individual, means an individual:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English;  
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or  
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.



## ELL Enrollment

This section presents enrollment data on ELLs in 73 Council member districts.<sup>20</sup> In its survey to member districts, the Council requested figures on the enrollment of total students and ELLs. (See Appendix B.) To provide a complete estimate on ELL enrollment in Council-member districts despite missing responses, this section only uses publicly available data from the National Center for Education Statistics (NCES) Elementary/Secondary Information System (EISi)<sup>21</sup> and education agencies.<sup>22</sup>

The enrollment figures for ELLs reflect all students served in language instruction programs, as reported by NCES, which includes ungraded and pre-kindergarten to 13<sup>th</sup> grade students. Enrollment figures used to calculate ELL percentages of total enrollment for school districts include all public school<sup>23</sup> students, as reported by districts. Accordingly, estimates of ELL enrollment for SY 2013-2014 through SY 2015-2016 range from 4.8 million to 4.9 million nationwide.

### Enrollment of ELLs in Urban Districts (N=73 Districts)

The 2013 publication *English Language Learners in America's Great City Schools* reported data covering three years—SY 2007-08 through SY 2009-10—from the 65 districts that were Council members in 2013. The 2018 report also looks at a 3-year ELL dataset spanning SY 2013-14 through SY 2016-17 for a total of 73 districts that comprise the Council's membership today. Notwithstanding the additional eight districts in the Council's membership, we provide some general observations about changes in the overall ELL enrollment in the Council membership between the two points of data for the reports, SY 2007-08 and SY 2015-16, a nine-year period.

In SY 2007-08, a total of 6.7 million students were enrolled in K-12 schools in Council member districts and 1.11 million were identified as ELLs. By SY 2015-16, a total of 7.7 million students (an increase of 957,000 students) were enrolled in K-12 schools in Council member districts and 1.24

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<sup>20</sup> Salt Lake City is included in the enrollment analysis although it was no longer a member district during the drafting of this report. Puerto Rico and Toronto are excluded due to unique educational contexts compared to other Council member school districts related to educational services and data collection for ELLs.

<sup>21</sup> The EISi includes Common Core of Data files from which the enrollment figures were extracted. National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

<sup>22</sup> All data for the enrollment analyses are from NCES except for New York City. NCES did not have a complete set of desired data from New York City, so figures from the New York City Department of Education were used, unless otherwise noted.

<sup>23</sup> NCES defines public schools as, "An institution that provides educational services and (1) has one or more grade groups (prekindergarten through grade 12) or is ungraded; (2) has one or more teachers to give instruction; (3) is located in one or more buildings or sites; (4) has an assigned administrator; (5) receives public funds as primary support; and (6) is operated by an education agency." Glander, M. (2017). Documentation to the 2015–16 Common Core of Data (CCD) Universe Files (NCES 2017-074). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <https://nces.ed.gov/pubsearch/>.

million were identified as ELLs, comprising 25 percent of the nation’s ELLs. Over this nine-year period, Council membership experienced an overall increase of 957,000 students, or 14 percent, in overall enrollment and an increase of 125,444 ELLs, or 11.3 percent, in ELL enrollment.

Table 2 shows the most recent 3-year trend leading to SY 2015-16 in which overall K-12 enrollment has increased in Council member districts each year. The most notable increase occurred between SY 2014-15 and SY 2015-16 in which Council member districts enrolled 13,500 additional students. In contrast, the three-year trends show a declining number of ELLs enrolled in Council member districts. The largest change also occurred between SY 2014-15 and SY 2015-16 with a decrease of about 14,900 ELLs in Great City Schools.

**Table 2. Total Students and ELLs in Council Member Districts, SY 2013-14 to SY 2015-16**

	SY 2013-14 <sup>24</sup>		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
<b>Total</b>	7,640,389	1,258,145	7,648,472	1,249,970	7,662,034	1,235,090
<b>ELLs as % of Total</b>	16.47%		16.34%		16.12%	

### Number of ELLs in Member Districts (N=73 Districts)

The 2013 report indicated that in SY 2009-10, 46 percent (30 of 65 districts) of Council member districts had 5,000 or fewer ELLs. In SY 2016-17, the percentage dropped to 32 percent (13 of 73 districts). Seventeen fewer districts had relatively low levels of ELL enrollments. (See Figure 4.)

In contrast, an additional 17 Council-member districts moved into one of two categories—

- **Districts that enroll between 5,000 and 10,000 ELLs.** In 2013, 14 percent of Council membership (9 of 65) had between 5,000 and 10,000 ELLs. In 2017, 23 percent (17 of 73) of Council membership reported such enrollment.
- **Districts that enroll between 10,001 and 50,000.** In 2013, 29 percent (19 of 65) of Council membership enrolled between 10,001 and 50,000 ELLs. In 2017, 36 percent (26 of 73) of Council membership reported such enrollment.

<sup>24</sup> New York City’s total ELL enrollment figure for SY 2013-14 was missing in the NCES data. Therefore, total and ELL enrollment figures from the New York City Department of Education were used for all years. NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

**Figure 4. Number of Districts by Range of ELL Enrollment, SY 2015-16**

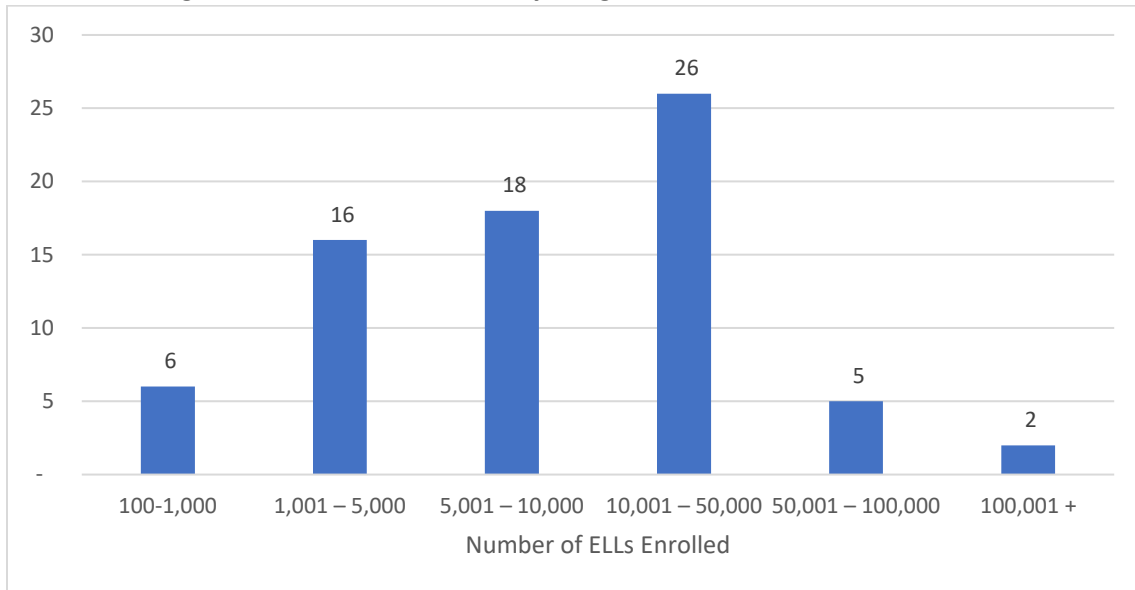


Table 3 provides individual district ELL enrollment figures, as reported by NCES, ranked by the total number of ELLs and grouped along six bands of enrollment. Los Angeles Unified School District enrolled the largest number of ELLs at 140,816, and Jackson, Mississippi had the lowest number at only 114 ELLs.

**Table 3. Council Member Districts by Range of Total ELL Enrollment, SY 2015-16**

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Los Angeles	639,337	140,816	22.03%	100,001 +
New York City	981,667	133,675	13.62%	
Miami-Dade County	357,579	69,102	19.32%	50,001 – 100,000
Dallas	158,604	62,575	39.45%	
Clark County	325,990	61,688	18.92%	
Chicago	387,311	60,257	15.56%	
Houston	215,627	58,067	26.93%	
Broward County	269,098	30,130	11.20%	10,001 – 50,000
San Diego	129,380	28,963	22.39%	
Orange County	196,951	28,537	14.49%	
Hillsborough County	211,923	25,290	11.93%	
Fort Worth	87,080	24,711	28.38%	
Denver	90,235	23,895	26.48%	
Santa Ana	55,909	22,444	40.14%	
Palm Beach County	189,322	22,391	11.83%	
Austin	83,648	20,561	24.58%	
Long Beach	77,812	17,879	22.98%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Fresno	73,460	16,229	22.09%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Albuquerque	90,566	15,960	17.62%	
El Paso	60,047	15,202	25.32%	
San Francisco	58,865	15,142	25.72%	
Boston	53,885	14,907	27.66%	
Arlington (TX)	63,210	14,592	23.08%	
Aurora	42,249	13,684	32.39%	
Hawaii	181,995	13,619	7.48%	
Metropolitan Nashville	85,598	12,913	15.09%	
Philadelphia	134,044	12,852	9.59%	
Oklahoma City	40,823	12,668	31.03%	
Oakland	49,098	12,058	24.56%	
St. Paul	37,698	11,792	31.28%	
Stockton	40,324	10,675	26.47%	
Wichita	50,943	10,135	19.89%	
San Antonio	53,069	8,905	16.78%	
Omaha	51,966	8,400	16.16%	
Minneapolis	36,793	8,161	22.18%	
Sacramento	46,843	8,076	17.24%	
Shelby County	114,487	7,655	6.69%	
Milwaukee	75,749	7,246	9.57%	
Columbus	50,028	7,003	14.00%	
Jefferson County	100,777	6,772	6.72%	
Tulsa	39,455	6,633	16.81%	
Des Moines	34,219	6,567	19.19%	
Seattle	53,317	6,426	12.05%	
Pinellas County	103,495	6,255	6.04%	
Anchorage	48,324	6,032	12.48%	
Providence	23,867	5,747	24.08%	
Guilford County	73,151	5,738	7.84%	
Duval County	129,192	5,589	4.33%	1,001 – 5,000
Detroit	46,616	5,569	11.95%	
Salt Lake City	24,526	5,166	21.06%	
Buffalo	33,345	4,582	13.74%	
District of Columbia	48,336	4,548	9.41%	
Indianapolis	31,371	4,386	13.98%	
Newark	40,889	3,728	9.12%	
Baltimore	83,666	3,722	4.45%	
Portland	48,345	3,664	7.58%	
Rochester	28,886	3,662	12.68%	
Kansas City	15,724	3,483	22.15%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Number
Cleveland	39,410	3,107	7.88%	
Bridgeport	21,015	2,964	14.10%	
Charleston	48,084	2,837	5.90%	
Richmond	23,980	2,369	9.88%	
Atlanta	51,500	2,123	4.12%	
Cincinnati	34,227	2,002	5.85%	
St. Louis	28,960	1,823	6.29%	
Norfolk	32,148	1,096	3.41%	
New Orleans	14,795	883	5.97%	
Birmingham	24,693	811	3.28%	
Dayton	13,846	781	5.64%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

### ELLs as a Percentage of Student Enrollment (N=73 Districts)

Figure 5 shows changes in the distribution of districts falling in specific categories based on the percent of ELLs between SY 2009-10 and SY 2016-17. These are the bookend years for the 2013 and the 2018 report.

- In SY 2009-10, almost half of reporting districts (29 of 65) had ELL enrollment that comprised less than 10 percent of total enrollment. In 2017, this percentage dropped to 34 percent of reporting districts (25 of 73) with ELL enrollments that are less than 10 percent of a district's enrollment.
- In SY 2009-10, 26 percent of reporting districts (17 of 65) had ELL enrollment that comprised between 10.1 percent and 20 percent. In 2017, the percentage increased to 34 percent of reporting districts (25 of 73) that were in this percentage range.
- In SY 2009-10, the last two categories, which were combined in the 2013 report, showed that 29 percent (19 of 65) of reporting districts had ELLs enrollments that comprised more than 20.1 percent of total K-12 enrollment. The SY 2016-17 data on these two combined categories, show that 32 percent of reporting districts (23 of 73) had ELL enrollments that comprised more than 20.1 percent. The changes in each of the two categories are worth describing in more detail—
  - ***ELL enrollment comprising between 20.1 and 30 percent of total district enrollment.*** The percentage of Council-member districts with enrollments between 20.1 and 30 percent doubled between SY 2007-08 and SY 2016-17. In the 2013 report, data showed that 12

percent, or eight districts, had ELL enrollments between 20.1 percent and 30 percent of their total K-12 enrollments. In SY 2016-17, the number of districts increased to 18 districts, or 25 percent, that reported having enrollments between 20.1 percent and 30 percent.

- ELL enrollment comprising more than 30.1 percent of total district enrollment.** The number and percentage of Council-member districts with ELL enrollments greater than 30 percent dropped by more than half between SY 2007-08 and SY 2016-17. As reported in the 2013 publication, a total of 11 Council member districts, or 17 percent, had ELL enrollments in SY 2009-10 that comprised more than 30.1 percent of their respective district enrollment. In SY 2016-17, the number dropped to five districts, or seven percent, that enrolled ELLs comprising more than 30.1 percent.

**Figure 5. Number of Districts by Range of ELLs as a Percentage of Total Student Enrollment, SY 2015-16**

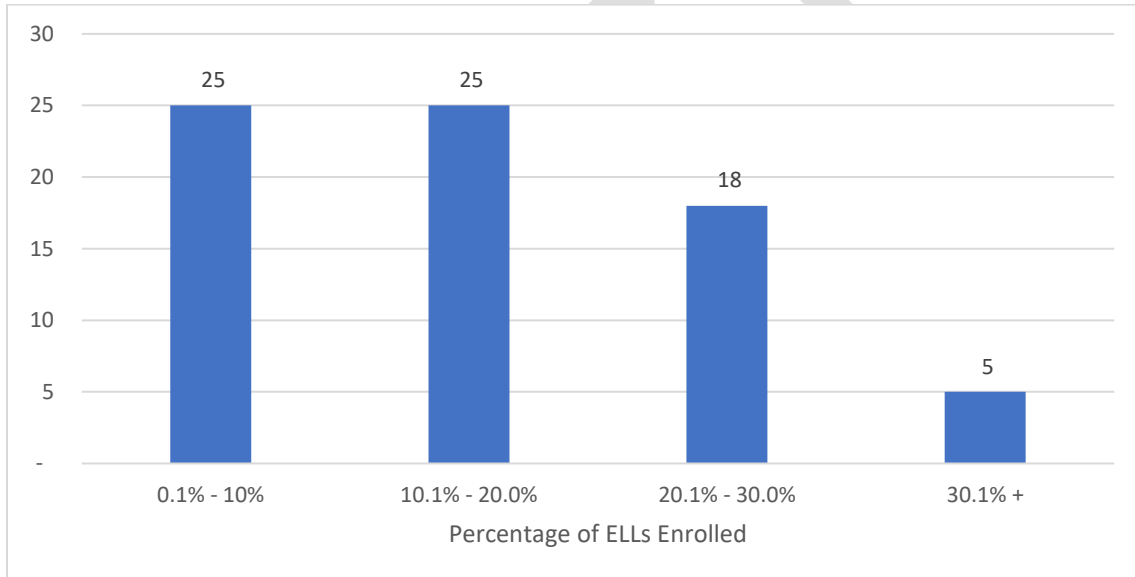


Table 4 provides ELL enrollment figures on individual districts as percentages of total district enrollment. Data are ranked by the total percentage of ELLs and organized within the four bands of enrollment described above. Santa Ana Unified School District enrolled the highest share of ELL enrollment at 40 percent of its total enrollment, while Jackson Public Schools enrolled the smallest percentage at 0.41 percent.

**Table 4. Council Member Districts Ranked by ELLs as Percentage of Total Enrollment, SY 2015-16**

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Santa Ana	55,909	22,444	40.14%	30.1% +
Dallas	158,604	62,575	39.45%	
Aurora	42,249	13,684	32.39%	
St. Paul	37,698	11,792	31.28%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Oklahoma City	40,823	12,668	31.03%	
Fort Worth	87,080	24,711	28.38%	20.1% - 30.0%
Boston	53,885	14,907	27.66%	
Houston	215,627	58,067	26.93%	
Denver	90,235	23,895	26.48%	
Stockton	40,324	10,675	26.47%	
San Francisco	58,865	15,142	25.72%	
El Paso	60,047	15,202	25.32%	
Austin	83,648	20,561	24.58%	
Oakland	49,098	12,058	24.56%	
Providence	23,867	5,747	24.08%	
Arlington (TX)	63,210	14,592	23.08%	
Long Beach	77,812	17,879	22.98%	
San Diego	129,380	28,963	22.39%	
Minneapolis	36,793	8,161	22.18%	
Kansas City	15,724	3,483	22.15%	
Fresno	73,460	16,229	22.09%	
Los Angeles	639,337	140,816	22.03%	
Salt Lake City	24,526	5,166	21.06%	
Wichita	50,943	10,135	19.89%	10.1% - 20.0%
Miami-Dade County	357,579	69,102	19.32%	
Des Moines	34,219	6,567	19.19%	
Clark County	325,990	61,688	18.92%	
Albuquerque	90,566	15,960	17.62%	
Sacramento	46,843	8,076	17.24%	
Tulsa	39,455	6,633	16.81%	
San Antonio	53,069	8,905	16.78%	
Omaha	51,966	8,400	16.16%	
Chicago	387,311	60,257	15.56%	
Metropolitan Nashville	85,598	12,913	15.09%	
Orange County	196,951	28,537	14.49%	
Bridgeport	21,015	2,964	14.10%	
Columbus	50,028	7,003	14.00%	
Indianapolis	31,371	4,386	13.98%	
Buffalo	33,345	4,582	13.74%	
New York City	981,667	133,675	13.62%	
Rochester	28,886	3,662	12.68%	
Anchorage	48,324	6,032	12.48%	
Seattle	53,317	6,426	12.05%	
Detroit	46,616	5,569	11.95%	

District	Total Enrollment	ELL Enrollment	ELLs as Percentage of Total Enrollment	Bands by Percentage
Hillsborough County	211,923	25,290	11.93%	
Palm Beach County	189,322	22,391	11.83%	
Charlotte-Mecklenburg	146,211	17,127	11.71%	
Broward County	269,098	30,130	11.20%	
Richmond	23,980	2,369	9.88%	0.1% - 10%
Philadelphia	134,044	12,852	9.59%	
Milwaukee	75,749	7,246	9.57%	
District of Columbia	48,336	4,548	9.41%	
Newark	40,889	3,728	9.12%	
Cleveland	39,410	3,107	7.88%	
Guilford County	73,151	5,738	7.84%	
Portland	48,345	3,664	7.58%	
Hawaii	181,995	13,619	7.48%	
Jefferson County	100,777	6,772	6.72%	
Shelby County	114,487	7,655	6.69%	
St. Louis	28,960	1,823	6.29%	
Pinellas County	103,495	6,255	6.04%	
New Orleans	14,795	883	5.97%	
Charleston	48,084	2,837	5.90%	
Cincinnati	34,227	2,002	5.85%	
Dayton	13,846	781	5.64%	
Baltimore	83,666	3,722	4.45%	
Duval County	129,192	5,589	4.33%	
Atlanta	51,500	2,123	4.12%	
Norfolk	32,148	1,096	3.41%	
Birmingham	24,693	811	3.28%	
Pittsburgh	24,083	749	3.11%	
Toledo	22,053	349	1.58%	
Jackson	28,019	114	0.41%	

ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16 (N=59 Districts)

As data presented in this report and others show, the previous decade has been marked by substantial enrollment changes, especially for ELLs. In presenting ELL enrollment changes within Council member districts, we use SY 2007-08 as a reference year—the first year of enrollment data collection



in the previous ELL report.<sup>25</sup> Figure 6 compares ELLs as a percent of total enrollment within their respective districts in SY 2007-08 and SY 2015-16 ranked by the percentage of ELL enrollment in the latter year using NCES<sup>26</sup> data. Only districts that had sufficient data for both school years in NCES' data system are included in the analysis, which results in an exclusion of 14 of 73 Council member districts.<sup>27</sup> (See Appendices C and D for all available figures between SY 2007-08 and SY 2015-16.)

Each set of horizontal bars shows the district's share of ELL enrollment for SY 2007-08 and SY 2015-16, respectively. Fifteen Council-member districts experienced changes in the share of ELLs to non-ELL students with ELL enrollment outpacing non-ELL enrollment. For a majority of member districts—41 districts—the relative share of ELLs to non-ELL enrollment remained stable throughout the nine-year period. For three districts the relative share of ELLs dropped by more than 5 percentage points. Key findings include—

- ***A 10+ percentage-point increase in ELLs as percent of total enrollment.*** In five districts (Dallas, Arlington, El Paso, Houston, and Austin), the share of ELLs relative to non-ELLs increased by more than 10 percentage-points from SY 2007-08 to SY 2015-16.
- ***A 5 to 10 percentage-point increase in ELLs as percent of total enrollment.*** In ten districts (Providence, Clark County, Boston, New York City, Oklahoma City, Richmond, Wichita, Des Moines, Buffalo, and Metropolitan Nashville), the share of ELLs relative to non-ELLs increased by five to 10 percentage-points from SY 2007-08 to SY 2015-16.
- ***Less than 10 percentage-point difference in ELLs as percent of total enrollment.*** In 41 districts, the share of ELLs relative to non-ELLs in SY 2015-16 remained less than five percentage-points of the SY 2007-08 figures. Among these districts, 33 districts had increases in their percentages of ELL enrollment, while eight districts had decreases in their percentages of ELL enrollment.<sup>28</sup>
- ***A 5+ percentage-point decrease in ELLs as percent of total enrollment.*** In three districts (Orange County, St. Paul, and Salt Lake City), the share of ELLs relative to non-ELLs decreased by five or more percentage-points from SY 2007-08 to SY 2015-16.

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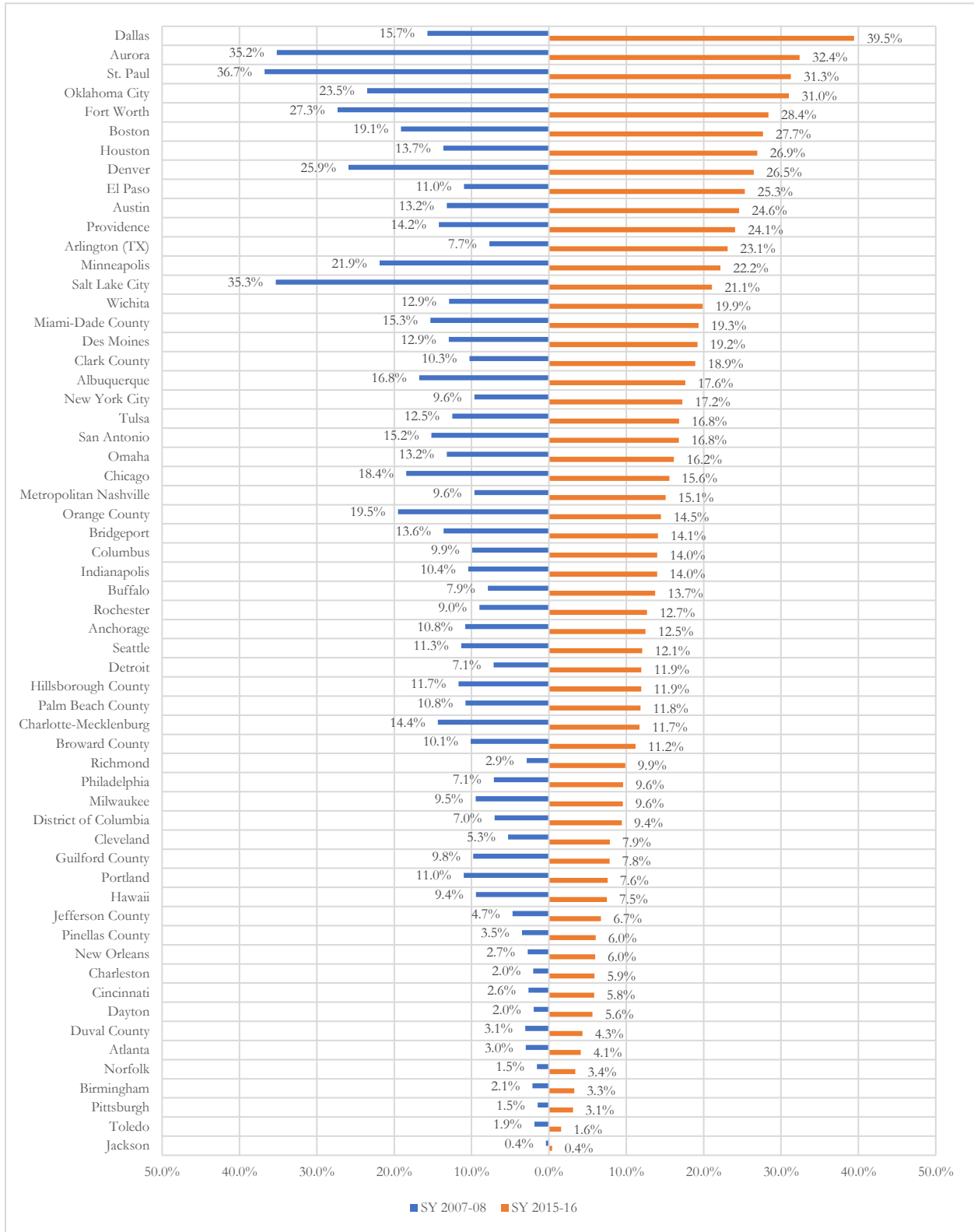
<sup>25</sup> Although SY 2007-08 is used as a reference year from the 2013 ELL report, district-reported data collected for the previous report are not reused. For both years in the comparison, data from NCES' Common Core of Data are used. Therefore, current enrollment figures for SY 2007-08 may differ from figures in the 2013 report.

<sup>26</sup> National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (EISi). Retrieved from <https://nces.ed.gov/ccd/elsi/>

<sup>27</sup> Districts that could not be included due to insufficient data are: Baltimore, Fresno, Kansas City, Long Beach, Los Angeles, Newark, Oakland, Sacramento, San Diego, San Francisco, Santa Ana, Shelby County, St. Louis, and Stockton.

<sup>28</sup> The percentage of ELLs enrolled in Jackson Public Schools was slightly less in SY 2015-16 compared to SY 2016-17 although the difference is not apparent in the figure due to rounding.

**Figure 6. Comparison of ELLs as Percent of Total Enrollment in SY 2007-08 and SY 2015-16  
Ranked by % ELL in SY 2015-16**

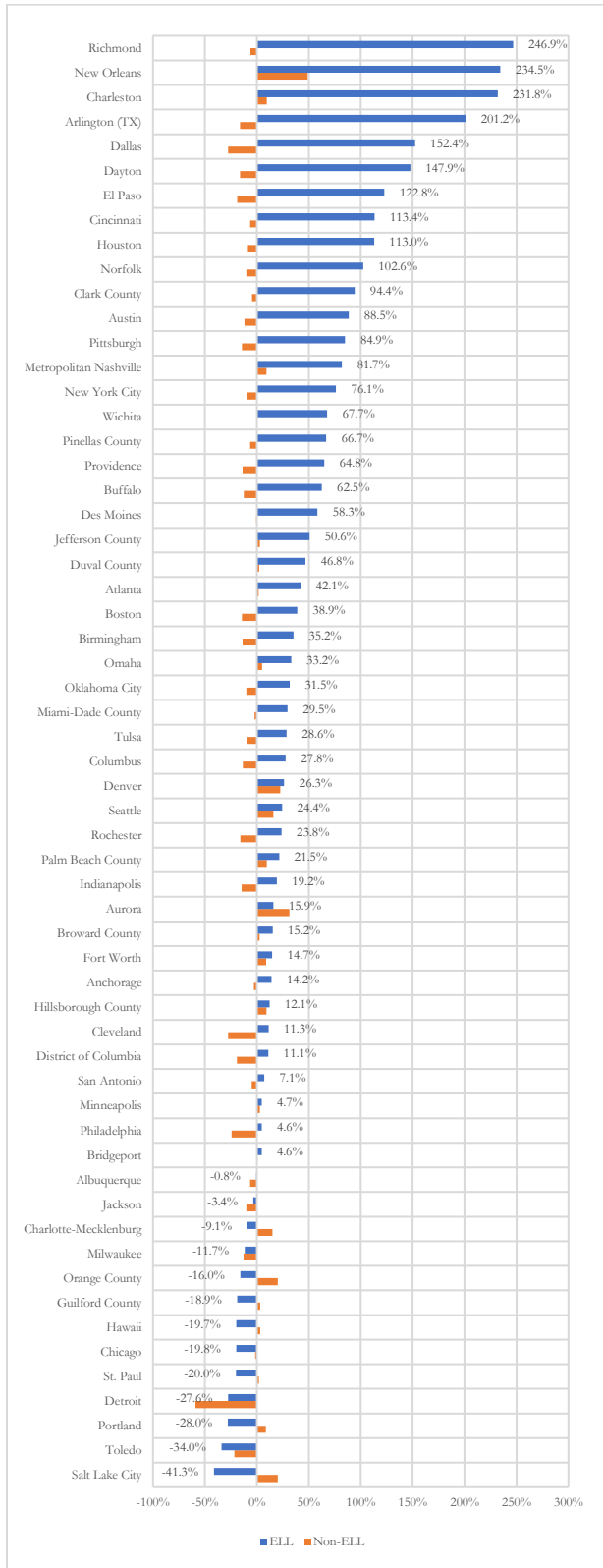


## Percentage Change of ELLs and Non-ELLs from SY 2007-08 to SY 2015-16 (N=59 Districts)

Figure 7 shows the percentage change of ELL and non-ELL enrollment between SY 2007-08 and SY 2015-16. Only 59 districts for which NCES had sufficient data from SY 2007-08 and SY 2015-16 were included in the analysis. We calculated the percentage change in enrollment for both ELLs and non-ELLs and depict these changes in the horizontal bar graph. Districts are ranked in descending order by their percentage change of ELL enrollment between the years of interest. In general, the data reveal that enrollment changes in Council member districts since SY 2007-08 were more pronounced for ELLs than non-ELLs. (See Appendix E for all years between SY 2007 and SY 2015-16.)

- ***Districts with positive ELL enrollment change.*** Compared to SY 2007-08, the ELL enrollment in 46 of the 59 examined districts (80 percent) was greater in SY 2015-16. The percentage changes of ELLs ranged from 0.3 percent to 246.3 percent in these districts.
- ***Districts with positive non-ELL enrollment change.*** On the other hand, Non-ELL enrollment increased in 24 of 59 districts (41 percent) during the same period. The percentage change of non-ELLs in these districts ranged from 0.2 percent to 43.0 percent.
- ***Districts with positive ELL enrollment change and negative non-ELL enrollment change.*** Finally, ELL enrollment increased while non-ELL enrollment declined in 23 of 59 districts (39 percent) between SY 2007-08 and SY 2015-16. In the absence of ELL enrollment increases, these districts have net declines in enrollment.

**Figure 7. Percentage Change of ELLs and Non-ELLs between SY 2007-08 and SY 2015-16**  
*Sorted by Percentage Change of ELLs*



District	SY 2007-08		SY 2015-16		Percent Change	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Richmond	683	23,071	2,369	21,611	246.9%	-6.3%
New Orleans	264	9,337	883	13,912	234.5%	49.0%
Charleston	855	41,361	2,837	45,247	231.8%	9.4%
Arlington (TX)	4,845	58,018	14,592	48,618	201.2%	-16.2%
Dallas	24,794	133,010	62,575	96,029	152.4%	-27.8%
Dayton	315	15,605	781	13,065	147.9%	-16.3%
El Paso	6,823	55,300	15,202	44,845	122.8%	-18.9%
Cincinnati	938	34,497	2,002	32,225	113.4%	-6.6%
Houston	27,260	172,274	58,067	157,560	113.0%	-8.5%
Norfolk	541	34,522	1,096	31,052	102.6%	-10.1%
Clark County	31,737	277,314	61,688	264,302	94.4%	-4.7%
Austin	10,906	71,658	20,561	63,087	88.5%	-12.0%
Pittsburgh	405	27,275	749	23,334	84.9%	-14.4%
Metropolitan Nashville	7,105	66,610	12,913	72,685	81.7%	9.1%
New York City	410,512	3,848,499	722,788	3,468,228	76.1%	-9.9%
Wichita	6,043	40,745	10,135	40,808	67.7%	0.2%
Pinellas County	3,752	104,140	6,255	97,240	66.7%	-6.6%
Providence	3,487	21,007	5,747	18,120	64.8%	-13.7%
Buffalo	2,819	32,858	4,582	28,763	62.5%	-12.5%
Des Moines	4,149	27,894	6,567	27,652	58.3%	-0.9%
Jefferson County	4,497	91,374	6,772	94,005	50.6%	2.9%
Duval County	3,808	120,932	5,589	123,603	46.8%	2.2%
Atlanta	1,494	48,497	2,123	49,377	42.1%	1.8%
Boston	10,730	45,438	14,907	38,978	38.9%	-14.2%
Birmingham	600	27,666	811	23,882	35.2%	-13.7%
Omaha	6,307	41,456	8,400	43,566	33.2%	5.1%
Oklahoma City	9,633	31,352	12,668	28,155	31.5%	-10.2%
Miami-Dade County	53,364	294,764	69,102	288,477	29.5%	-2.1%
Tulsa	5,158	36,113	6,633	32,822	28.6%	-9.1%
Columbus	5,481	49,788	7,003	43,025	27.8%	-13.6%
Denver	18,917	54,136	23,895	66,340	26.3%	22.5%
Seattle	5,167	40,414	6,426	46,891	24.4%	16.0%
Rochester	2,959	29,965	3,662	25,224	23.8%	-15.8%
Palm Beach County	18,422	152,461	22,391	166,931	21.5%	9.5%
Indianapolis	3,679	31,578	4,386	26,985	19.2%	-14.5%
Aurora	11,804	21,759	13,684	28,565	15.9%	31.3%
Broward County	26,151	232,742	30,130	238,968	15.2%	2.7%
Fort Worth	21,539	57,318	24,711	62,369	14.7%	8.8%
Anchorage	5,282	43,575	6,032	42,292	14.2%	-2.9%
Hillsborough County	22,553	170,627	25,290	186,633	12.1%	9.4%
Cleveland	2,792	50,162	3,107	36,303	11.3%	-27.6%
District of Columbia	4,092	54,099	4,548	43,788	11.1%	-19.1%
San Antonio	8,313	46,466	8,905	44,164	7.1%	-5.0%
Minneapolis	7,797	27,834	8,161	28,632	4.7%	2.9%
Philadelphia	12,281	160,423	12,852	121,192	4.6%	-24.5%
Bridgeport	2,834	17,990	2,964	18,051	4.6%	0.3%
Albuquerque	16,082	79,883	15,960	74,606	-0.8%	-6.6%
Jackson	118	31,073	114	27,905	-3.4%	-10.2%
Charlotte-Mecklenburg	18,846	112,330	17,127	129,084	-9.1%	14.9%
Milwaukee	8,210	78,609	7,246	68,503	-11.7%	-12.9%
Orange County	33,974	140,168	28,537	168,414	-16.0%	20.2%
Guilford County	7,076	65,313	5,738	67,413	-18.9%	3.2%
Hawaii	16,959	162,938	13,619	168,376	-19.7%	3.3%
Chicago	75,108	332,402	60,257	327,054	-19.8%	-1.6%
St. Paul	14,739	25,368	11,792	25,906	-20.0%	2.1%
Detroit	7,693	100,181	5,569	41,047	-27.6%	-59.0%
Portland	5,086	41,176	3,664	44,681	-28.0%	8.5%
Toledo	529	27,722	349	21,704	-34.0%	-21.7%
Salt Lake City	8,797	16,111	5,166	19,360	-41.3%	20.2%

## CGCS ELLs as a Percentage of State Total ELL Enrollment (N=73 Districts)

Table 5 provides district-specific ELL enrollment figures for SY 2013-14 to SY 2015-16 grouped by respective states for which subtotals are provided. A total of 39 states are represented by the member districts listed in the table. In 17 of these 39 states, Council-member districts are responsible for educating *one-quarter or more* of the state’s ELLs.

- **Enrolling more than half of all ELLs in a state.** In seven states during SY 2015-16, the collective Council member districts enrolled more than half of all ELLs in their state (HI, NV, DC, FL, NY, RI, and TN).
- **Enrolling between one-quarter and 49 percent of all ELLs in a state.** In ten states during SY 2015-16, Council member districts enrolled *between 25.1 and 49 percent* of all ELLs in their respective state (OK, NE, AK, CO, IL, KY, NM, MN, PA, and OH).
- **Enrolling between 10 percent and one-quarter of ELLs in a state.** In nine states during SY 2015-16, Council member districts enrolled *between 10 and 25 percent* of all ELLs in the state (IA, TX, NC, CA, KS, MA, MO, WI, and UT).
- **Enrolling fewer than 10 percent of ELLs in a state.** In thirteen states during SY 2015-16, Council member districts enrolled under 10 percent of all ELLs in the state (IA, CT, OR, SC, MI, MD, WA, NJ, AL, LA, VA, GA, and MS).

**Table 5. Enrollment of ELLs in CGCS Member Districts and Respective States, SY 2013-14 to SY 2015-16**  
Sorted by District-level ELL Enrollment in SY 2015-16

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
<b>Alabama</b>	<b>609</b>	<b>683</b>	<b>811</b>	<b>17,457</b>	<b>18,651</b>	<b>20,228</b>
Birmingham	609	683	811			
<b>Alaska</b>	<b>5,804</b>	<b>5,888</b>	<b>6,032</b>	<b>14,945</b>	<b>15,089</b>	<b>15,203</b>
Anchorage	5,804	5,888	6,032			
<b>California</b>	<b>329,587</b>	<b>312,974</b>	<b>272,282</b>	<b>1,413,167</b>	<b>1,392,295</b>	<b>1,307,804</b>
Los Angeles	179,322	164,349	140,816			
San Diego	33,877	32,471	28,963			
Santa Ana	27,458	26,377	22,444			
Long Beach	19,277	18,500	17,879			
Fresno	17,589	18,087	16,229			

<sup>29</sup> Total state ELL enrollment figures were obtained from the 2017 Digest of Education Statistics (Table 204.20). National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.20.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp)

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
San Francisco	16,136	16,227	15,142			
Oakland	14,483	15,543	12,058			
Stockton	11,223	11,356	10,675			
Sacramento	10,222	10,064	8,076			
<b>Colorado</b>	<b>41,540</b>	<b>38,632</b>	<b>37,579</b>	<b>107,742</b>	<b>104,979</b>	<b>104,289</b>
Denver	27,084	24,564	23,895			
Aurora	14,456	14,068	13,684			
<b>Connecticut</b>	<b>2,690</b>	<b>2,954</b>	<b>2,964</b>	<b>31,301</b>	<b>34,855</b>	<b>35,064</b>
Bridgeport	2,690	2,954	2,964			
<b>District of Columbia</b>	<b>4,716</b>	<b>4,882</b>	<b>4,548</b>	<b>7,331</b>	<b>7,330</b>	<b>6,215</b>
District of Columbia	4,716	4,882	4,548			
<b>Florida</b>	<b>178,120</b>	<b>176,635</b>	<b>187,294</b>	<b>250,430</b>	<b>252,318</b>	<b>268,189</b>
Miami-Dade County	72,437	65,163	69,102			
Broward County	26,323	28,139	30,130			
Orange County	24,771	26,508	28,537			
Hillsborough County	24,054	24,784	25,290			
Palm Beach County	20,527	21,153	22,391			
Pinellas County	5,592	6,053	6,255			
Duval County	4,416	4,835	5,589			
<b>Georgia</b>	<b>1,508</b>	<b>1,590</b>	<b>2,123</b>	<b>90,563</b>	<b>97,768</b>	<b>112,006</b>
Atlanta	1,508	1,590	2,123			
<b>Hawaii<sup>30</sup></b>	<b>15,949</b>	<b>14,425</b>	<b>13,619</b>	<b>15,949</b>	<b>14,425</b>	<b>13,619</b>
Hawaii	15,949	14,425	13,619			
<b>Illinois</b>	<b>65,489</b>	<b>69,091</b>	<b>60,257</b>	<b>191,209</b>	<b>210,221</b>	<b>194,040</b>
Chicago	65,489	69,091	60,257			
<b>Indiana</b>	<b>4,492</b>	<b>4,754</b>	<b>4,386</b>	<b>55,955</b>	<b>57,839</b>	<b>50,717</b>
Indianapolis	4,492	4,754	4,386			
<b>Iowa</b>	<b>5,711</b>	<b>6,001</b>	<b>6,567</b>	<b>23,137</b>	<b>25,875</b>	<b>27,300</b>
Des Moines	5,711	6,001	6,567			
<b>Kansas</b>	<b>8,555</b>	<b>8,807</b>	<b>10,135</b>	<b>45,530</b>	<b>47,209</b>	<b>52,789</b>
Wichita	8,555	8,807	10,135			
<b>Kentucky</b>	<b>6,216</b>	<b>6,445</b>	<b>6,772</b>	<b>19,602</b>	<b>20,716</b>	<b>22,067</b>
Jefferson County	6,216	6,445	6,772			
<b>Louisiana</b>	<b>551</b>	<b>604</b>	<b>883</b>	<b>15,037</b>	<b>18,665</b>	<b>23,924</b>
New Orleans	551	604	883			
<b>Maryland</b>	<b>3,005</b>	<b>3,460</b>	<b>3,722</b>	<b>56,047</b>	<b>60,705</b>	<b>63,349</b>
Baltimore	3,005	3,460	3,722			
<b>Massachusetts</b>	<b>15,022</b>	<b>14,894</b>	<b>14,907</b>	<b>70,883</b>	<b>75,531</b>	<b>82,779</b>
Boston	15,022	14,894	14,907			

<sup>30</sup> The Hawaii Department of Education functions as a statewide local education agency.

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
<b>Michigan</b>	<b>5,540</b>	<b>5,868</b>	<b>5,569</b>	<b>72,811</b>	<b>81,678</b>	<b>89,597</b>
Detroit	5,540	5,868	5,569			
<b>Minnesota</b>	<b>20,807</b>	<b>21,481</b>	<b>19,953</b>	<b>64,377</b>	<b>66,934</b>	<b>71,162</b>
St. Paul	12,491	13,006	11,792			
Minneapolis	8,316	8,475	8,161			
<b>Mississippi</b>	<b>224</b>	<b>239</b>	<b>114</b>	<b>6,574</b>	<b>7,773</b>	<b>9,588</b>
Jackson	224	239	114			
<b>Missouri</b>	<b>5,113</b>	<b>5,305</b>	<b>5,306</b>	<b>27,355</b>	<b>29,144</b>	<b>29,690</b>
Kansas City	3,426	3,525	3,483			
St. Louis	1,687	1,780	1,823			
<b>Nebraska</b>	<b>6,988</b>	<b>7,516</b>	<b>8,400</b>	<b>15,418</b>	<b>17,528</b>	<b>20,900</b>
Omaha	6,988	7,516	8,400			
<b>Nevada</b>	<b>52,744</b>	<b>59,400</b>	<b>61,688</b>	<b>68,053</b>	<b>75,282</b>	<b>78,416</b>
Clark County	52,744	59,400	61,688			
<b>New Jersey</b>	<b>3,108</b>	<b>3,513</b>	<b>3,728</b>	<b>61,151</b>	<b>66,748</b>	<b>68,725</b>
Newark	3,108	3,513	3,728			
<b>New Mexico</b>	<b>15,556</b>	<b>15,167</b>	<b>15,960</b>	<b>51,095</b>	<b>48,906</b>	<b>52,821</b>
Albuquerque	15,556	15,167	15,960			
<b>New York</b>	<b>153,584</b>	<b>154,726</b>	<b>150,750</b>	<b>184,562</b>	<b>187,445</b>	<b>216,378</b>
New York City <sup>31</sup>	146,393	146,742	142,506			
Buffalo	4,220	4,551	4,582			
Rochester	2,971	3,433	3,662			
<b>North Carolina</b>	<b>19,378</b>	<b>20,378</b>	<b>22,865</b>	<b>94,810</b>	<b>94,093</b>	<b>102,090</b>
Charlotte-Mecklenburg	13,740	14,980	17,127			
Guilford County	5,638	5,398	5,738			
<b>Ohio</b>	<b>11,654</b>	<b>11,707</b>	<b>13,242</b>	<b>43,502</b>	<b>46,766</b>	<b>51,441</b>
Columbus	6,419	5,928	7,003			
Cleveland	2,764	2,982	3,107			
Cincinnati	1,507	1,744	2,002			
Dayton	633	703	781			
Toledo	331	350	349			
<b>Oklahoma</b>	<b>20,577</b>	<b>21,063</b>	<b>19,301</b>	<b>48,318</b>	<b>49,102</b>	<b>46,831</b>
Oklahoma City	13,427	13,683	12,668			
Tulsa	7,150	7,380	6,633			
<b>Oregon</b>	<b>3,224</b>	<b>3,631</b>	<b>3,664</b>	<b>49,722</b>	<b>49,485</b>	<b>52,786</b>
Portland	3,224	3,631	3,664			
<b>Pennsylvania</b>	<b>12,606</b>	<b>13,870</b>	<b>13,601</b>	<b>48,404</b>	<b>51,623</b>	<b>52,624</b>

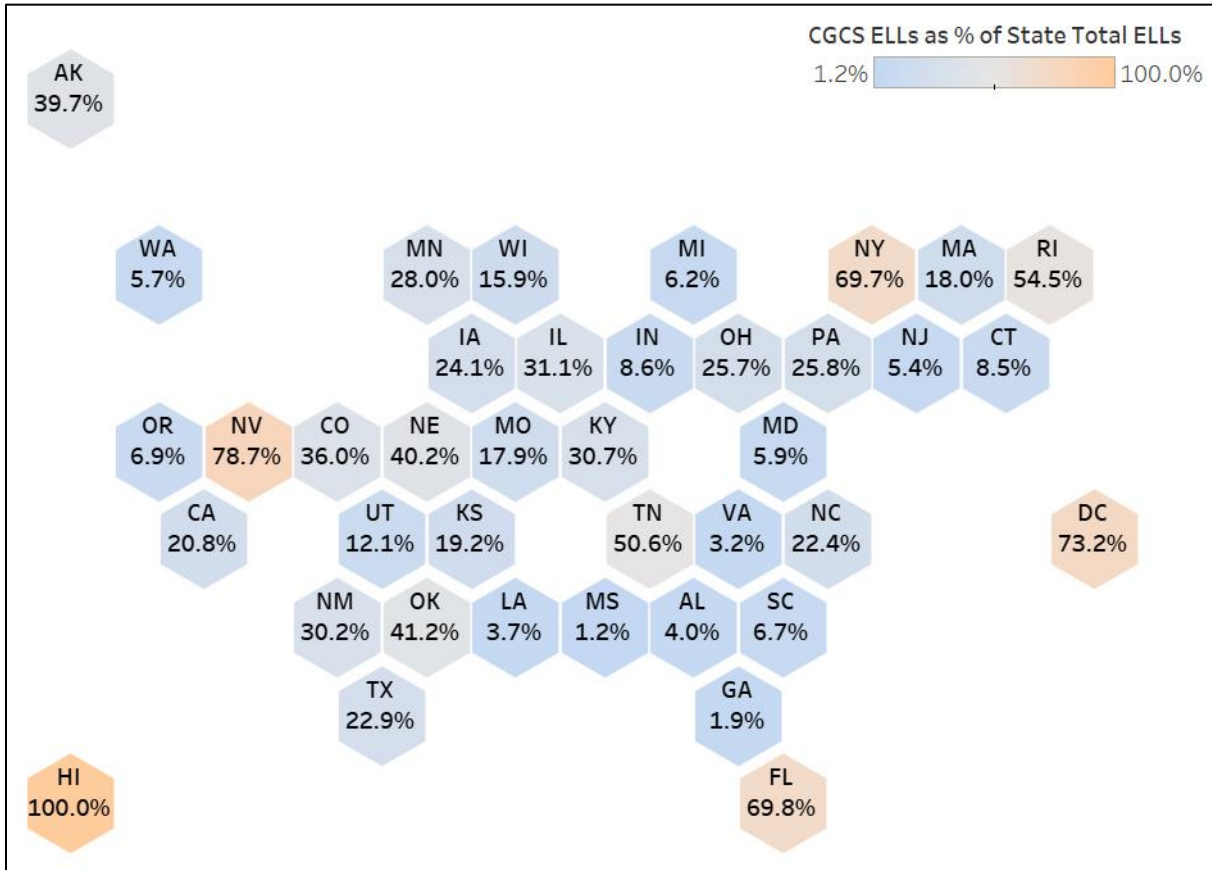
<sup>31</sup> New York City's total ELL enrollment figure for SY 2013-14 was missing in the NCES data. Therefore, ELL enrollment figures from the New York City Department of Education were used for all years. NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>.

State and District	CGCS ELL Enrollment			State Total ELL Enrollment <sup>29</sup>		
	SY 2013-14	SY 2014-15	SY 2015-16	SY 2013-14	SY 2014-15	SY 2015-16
Philadelphia	11,885	13,115	12,852			
Pittsburgh	721	755	749			
<b>Rhode Island</b>	<b>4,947</b>	<b>5,396</b>	<b>5,747</b>	<b>9,319</b>	<b>10,066</b>	<b>10,550</b>
Providence	4,947	5,396	5,747			
<b>South Carolina</b>	<b>2,566</b>	<b>2,856</b>	<b>2,837</b>	<b>40,340</b>	<b>42,480</b>	<b>42,574</b>
Charleston	2,566	2,856	2,837			
<b>Tennessee</b>	<b>17,885</b>	<b>19,063</b>	<b>20,568</b>	<b>34,397</b>	<b>36,398</b>	<b>40,637</b>
Metropolitan Nashville	10,186	11,722	12,913			
Shelby County	7,699	7,341	7,655			
<b>Texas</b>	<b>194,115</b>	<b>186,098</b>	<b>204,613</b>	<b>798,071</b>	<b>814,945</b>	<b>892,082</b>
Dallas	59,070	56,508	62,575			
Houston	55,717	51,277	58,067			
Fort Worth	24,593	23,412	24,711			
Austin	21,321	20,360	20,561			
Arlington (TX)	12,147	14,610	14,592			
El Paso	12,692	12,451	15,202			
San Antonio	8,575	7,480	8,905			
<b>Utah</b>	<b>4,135</b>	<b>4,672</b>	<b>5,166</b>	<b>34,409</b>	<b>38,543</b>	<b>42,815</b>
Salt Lake City	4,135	4,672	5,166			
<b>Virginia</b>	<b>1,812</b>	<b>2,665</b>	<b>3,465</b>	<b>94,496</b>	<b>97,871</b>	<b>109,104</b>
Richmond	1,173	1,810	2,369			
Norfolk	639	855	1,096			
<b>Washington</b>	<b>4,600</b>	<b>5,989</b>	<b>6,426</b>	<b>99,650</b>	<b>107,197</b>	<b>112,763</b>
Seattle	4,600	5,989	6,426			
<b>Wisconsin</b>	<b>7,418</b>	<b>6,648</b>	<b>7,246</b>	<b>43,007</b>	<b>42,729</b>	<b>45,669</b>
Milwaukee	7,418	6,648	7,246			
<b>Grand Total</b>	<b>1,258,145</b>	<b>1,249,970</b>	<b>1,235,090</b>	<b>4,416,126</b>	<b>4,517,207</b>	<b>4,638,825</b>

Figure 8 shows ELLs in CGCS districts as a percentage of total ELL enrollment within their respective states in SY 2015-16. The graph only depicts states in which the Council has member districts. In a total of 17 states, member districts enrolled more than one quarter of the ELLs in the state. In these states, to be sure, the state's overall progress in improving the achievement of ELLs is closely tied to how well the Council member districts serve such students.



Figure 8. ELLs in Council Member Districts as Percent of Total ELLs in Respective State, SY 2015-16



## Languages Spoken by ELLs

The ELL survey asked districts to specify the five most frequently spoken languages, other than English, and the number by ELLs speaking each of these languages. Respondents selected from a list of over 300 language reported in the U.S. Census Bureau’s *Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013*.<sup>32</sup> (Language that were not pre-listed were also accepted as responses.) For example, *Somali* was not listed by the U.S. Census but was reported as a top-5 language in 16 districts. A couple of additional points are worth noting to facilitate the interpretation of results—

- **Language grouping and coding variations.** Districts varied in the coding of some languages. This most likely impacted reported figures for Chinese, Cantonese, and Mandarin. The Council survey and some member districts reported these languages as separate, which we maintained in Council-specific analyses. NCES, however, aggregates these distinct languages under a generic Chinese code. When making comparisons to NCES data reported later in this section, we aggregated the Chinese languages to mirror the NCES definitions.<sup>33</sup>
- **Unspecified and “other” languages.** Some languages were reported as unspecified or “other languages” within a specific grouping (e.g., other African languages). Languages that were reported as “other” or unspecified were excluded from all analyses.
- **English as home language for ELLs.** “English” was reported a primary/home language spoken by around 5,000 ELLs in Baltimore, Boston, and Dallas, collectively. Due to uncertainties about the aggregation of English dialects and “pidgin” languages, languages classified as “English” were excluded.
- **Reported language groups without number of speakers.** Some districts listed the top five languages but omitted providing a specific number of speakers. (See Appendix F.) We therefore, limited the descriptive statistical analyses only to districts that reported the specific number of speakers for the respective reported languages.

The ‘top-5’ question in the survey aimed to highlight which languages, collectively, are among the top-five languages spoken by ELLs in Council member districts. These data should not be confused with the total number of speakers of each of these reported languages across the *entire* membership. In fact, the figures for the number of speakers of the top five specific languages are undercounts since

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<sup>32</sup> U.S. Census Bureau. (2015, October 28). Detailed languages spoken at home and ability to speak English for the population 5 years and over: 2009-2013. Retrieved August 29, 2018, from <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>

<sup>33</sup>For educational programming purposes and for community engagement, it is important to know the various Chinese languages and dialects and their geographic origins. Mandarin Chinese, the official language of China and Taiwan, is one of four official languages spoken in Singapore. Cantonese is a branch of Chinese that originated in southern China and is the official language of Hong Kong and Macau.

speakers of these languages are also in other districts but their figures were not large enough to land in a district's top-5.

### Number of Languages and Number of ELLs in Top Five Languages (N=62 Districts)

Over 60 districts reported language data for SY 2016-17, and in the aggregate, 50 languages are listed among the five most frequently spoken languages—other than English—with a total of 1,464,346 ELLs speaking one of these languages. Most of these students (86.6 percent) spoke Spanish, which was listed by 62 districts as the top language spoken by ELLs. Of the ELLs who speak one of the 50 languages identified as being in the top-5 languages among responding districts, approximately 92.4 percent speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. (See Table 6.)

**Table 6. Number and Percentage of ELLs Speaking Top-5 Languages in School Districts, SY 2016-17**

Language	Number of Speakers Reported in Top-5 Languages	Number of Speakers as % of ELLs Reported in Top-5 Languages	Number of Districts with ELL Speakers of Top-5 Language <sup>34</sup>
Spanish	1,268,485	86.625%	62
Arabic	28,687	1.959%	43
Chinese	24,582	1.679%	12
Haitian Creole	18,182	1.242%	4
Vietnamese	13,056	0.892%	26
Somali	12,211	0.834%	16
Tagalog	11,879	0.811%	11
Hmong	10,982	0.750%	8
Bengali	7,020	0.479%	1
Portuguese	6,682	0.456%	7
Cantonese	6,626	0.452%	4
Russian	6,520	0.445%	3
Armenian	5,475	0.374%	1
Karen	4,977	0.340%	7
Korean	4,908	0.335%	2
French Creole	3,804	0.260%	3
Nepali	3,476	0.237%	11
Burmese	2,988	0.204%	11
French	2,898	0.198%	10
Ilocano	2,306	0.157%	1
Amharic	1,864	0.127%	5
Trukese	1,777	0.121%	2
Marshallese	1,760	0.120%	2

<sup>34</sup> Districts that reported a specific language without an exact number of speakers are excluded from the district count.

Language	Number of Speakers Reported in Top-5 Languages	Number of Speakers as % of ELLs Reported in Top-5 Languages	Number of Districts with ELL Speakers of Top-5 Language <sup>34</sup>
Swahili	1,171	0.080%	8
Telugu	1,161	0.079%	2
Mandarin	1,156	0.079%	3
Samoan	1,138	0.078%	1
Urdu	1,115	0.076%	2
Mon-Khmer, Cambodian	1,106	0.076%	4
Cape Verdean Creole	1,072	0.073%	1
Polish	887	0.061%	1
Navajo	507	0.035%	1
Q'an'jobal	471	0.032%	2
Oromo	465	0.032%	2
Kurdish	452	0.031%	1
Serbocroatian	385	0.026%	1
Laotian	321	0.022%	3
Yupik	319	0.022%	1
Mam	312	0.021%	1
Mai Mai	294	0.020%	1
Bosnian	234	0.016%	1
Albanian	230	0.016%	1
Turkish	200	0.014%	1
Tongan	131	0.009%	1
Akateko	21	0.001%	1
Fulani	18	0.001%	1
Thai	15	0.001%	1
Tigrinya	12	0.001%	1
Pashto	4	0.000%	1
Wolof	4	0.000%	1
<b>Grand Total</b>	<b>1,464,346</b>	<b>100.000%</b>	

Note: "Other," "English," and unspecified languages are excluded.

### CGCS ELL Figures for Top-5 Languages Compared to National Figures (N=60 Districts)

To further contextualize the magnitude and the diversity of languages that rank among the top-5 in member districts, we compared these numbers to the total national estimates of ELLs who speak these specific languages. The Council's data collection includes figures that are more recent than

those reported by NCES. Because the *Digest of Education Statistics*<sup>35</sup> did not report data for SY 2016-17, a comparison was only possible for two of the survey years—SY 2014-15 and SY 2015-16. The comparison analysis was limited to languages for which national data were available. In this case, the two-year enrollment comparison shown in Table 7 is limited to 22 of the 50 languages reported by Council-member district as being the top-5 spoken by ELLs.

Even with the undercount resulting from the methodology described earlier, for almost half of the 22 languages, Council-member school districts enrolled over 20 percent of the national total of ELLs speaking each of these languages. For particular languages, the CGCS share of ELLs who speak such languages is uniquely high:

- ***Haitian Creole***—In SY 2014-15 and SY 2015-16, three and four Council districts, respectively, enrolled over 60 percent of all the Haitian Creole speaking students in the nation.
- ***Bengali***—In both SY 2014-15 and SY 2015-16, a single Council member district enrolled close to 45 percent of all the Bengali speaking students in the nation
- ***Karen, Tagalog, Hmong, Spanish, Chinese, and Somali***—CGCS districts enroll between 30 and 37 percent of the nation’s students who speak each of these languages.

Between SY 2014-15 and SY 2015-16, the number of districts reporting each language as one of its top-5 remained relatively consistent. This was also the case for the CGCS share of total speakers, other than few exceptions like Russian, whose share of speakers in CGCS districts declined about seven percentage-points in SY 2015-16 compared to SY 2014-15.

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<sup>35</sup> National home language data for ELLs enrolled in public elementary and secondary schools used to calculate percentages were obtained from the *2017 Digest of Education Statistics* (Table 204.27). National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

**Table 7. CGCS Share of Major Languages Spoken by ELLs**  
**Ranked by CGCS Share of Nation in SY 2015-16**

	SY 2014-15				SY 2015-16				SY 2014-15 to SY 2015-16 CGCS as % of Nation %-point Change
	CGCS Enroll.	National Enroll.	CGCS as % of Nation	CGCS Districts	CGCS Enroll.	National Enroll.	CGCS as % of Nation	CGCS Districts	
Haitian Creole	19,230	31,428	61.19%	3	18,405	30,231	60.88%	4	-0.31%
Bengali	6,502	14,704	44.22%	1	6,465	14,435	44.79%	1	0.57%
Karen	4,170	12,585	33.13%	7	4,724	12,805	36.89%	7	3.76%
Tagalog <sup>36</sup>	12,675	37,231	34.04%	13	12,606	35,725	35.29%	12	1.24%
Hmong	13,279	37,412	35.49%	8	11,451	34,813	32.89%	8	-2.60%
Spanish	1,226,912	3,709,828	33.07%	60	1,224,654	3,741,066	32.74%	60	-0.34%
Chinese <sup>37</sup>	33,954	104,279	32.56%	24	32,599	101,347	32.17%	25	-0.39%
Somali	10,570	33,712	31.35%	16	10,788	36,028	29.94%	16	-1.41%
Arabic	21,038	109,165	19.27%	39	23,947	114,371	20.94%	38	1.67%
Nepali	3,471	14,446	24.03%	12	2,949	14,125	20.88%	10	-3.15%
Korean	5,408	28,530	18.96%	2	5,313	27,268	19.48%	2	0.53%
Russian	3,922	32,493	12.07%	4	6,345	33,057	19.19%	4	7.12%
Portuguese	3,253	19,839	16.40%	4	4,531	23,673	19.14%	5	2.74%
Mon-Khmer, Cambodian <sup>38</sup>	1,889	11,027	17.13%	7	1,838	10,819	16.99%	6	-0.14%
Burmese	1,851	14,382	12.87%	9	2,547	15,183	16.78%	10	3.91%
Vietnamese	13,135	85,289	15.40%	29	11,803	81,157	14.54%	25	-0.86%
French	2,563	20,275	12.64%	11	2,341	20,664	11.33%	11	-1.31%
Polish	1,062	9,968	10.65%	1	999	9,659	10.34%	1	-0.31%
Amharic	645	9,337	6.91%	3	742	9,609	7.72%	3	0.81%
Swahili	221	7,065	3.13%	4	526	8,480	6.20%	5	3.07%
Urdu	977	22,294	4.38%	2	1,113	22,879	4.86%	2	0.48%
Punjabi	153	15,207	1.01%	1	251	15,630	1.61%	2	0.60%

<sup>36</sup> The Council’s survey grouped Tagalog and Filipino, but these languages are disaggregated in the NCES *Digest of Education Statistics*. In this analysis, the NCES figures for Tagalog and Filipino were aggregated.

<sup>37</sup> In following the language codes used by NCES ([http://www.loc.gov/standards/iso639-2/php/code\\_list.php](http://www.loc.gov/standards/iso639-2/php/code_list.php)), the Chinese CGCS enrollment includes Mandarin and Cantonese speakers.

<sup>38</sup> The NCES refers to this language grouping as “Mon-Khmer languages.”


### Three-Year Trends for Most Prevalent Top-5 Languages (N=62 Districts)

National figures show that the most commonly spoken language, other than English, by ELLs is Spanish with about 3.7 million in SY 2015-16. Council member-data show a relatively stable Spanish speaking enrollment from SY 2014-15 to SY 2016-17—1,226,912 students in SY 2014-15 and 1,224,654 in SY 2016-17.

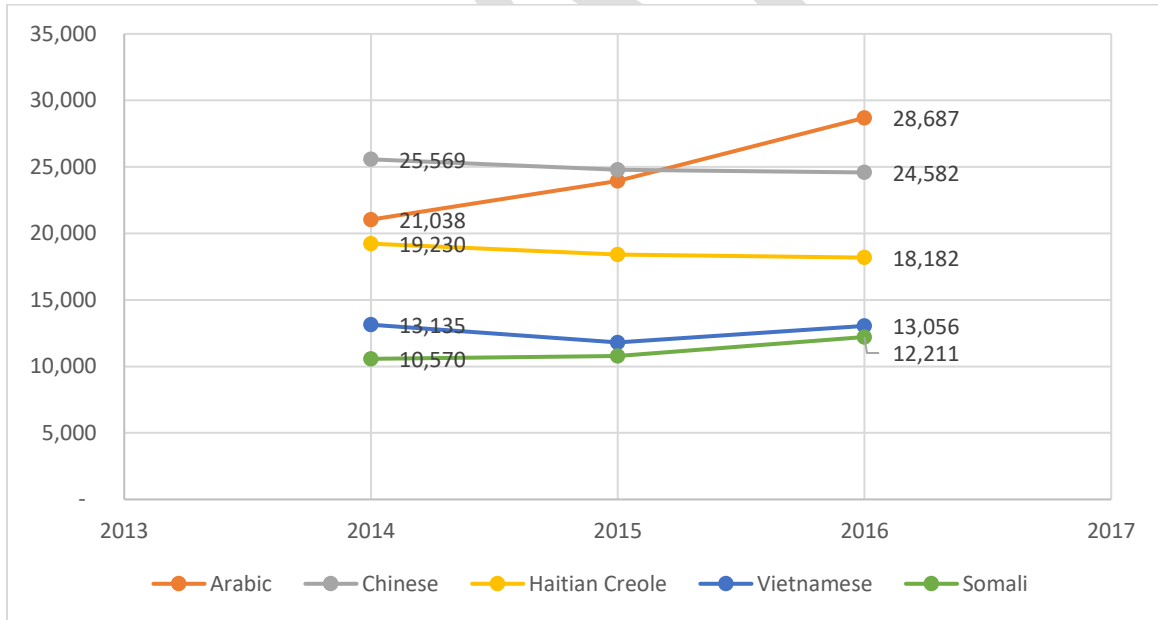
The number of ELLs who spoke languages other than Spanish among the top-5 showed more pronounced changes between SY 2014-15 to SY 2016-17. Figure 9 shows trends in the number of speakers that were identified by Council-member districts as being among the five most prevalent languages, after Spanish, from SY 2014-15 to SY 2016-17. The number of reported Arabic and Somali speakers increased, while the numbers of Chinese, Haitian Creole, and Vietnamese speakers declined in this three-year time span.

In SY 2009-10, 40 respondents indicated these numbers of the speakers for the most prevalent languages top-5 languages in the latest ELL survey, other than Spanish—

- Arabic: 7,687
- Chinese: 20,987
- Haitian Creole: 18,935
- Vietnamese: 12,294
- Somali: 6,119



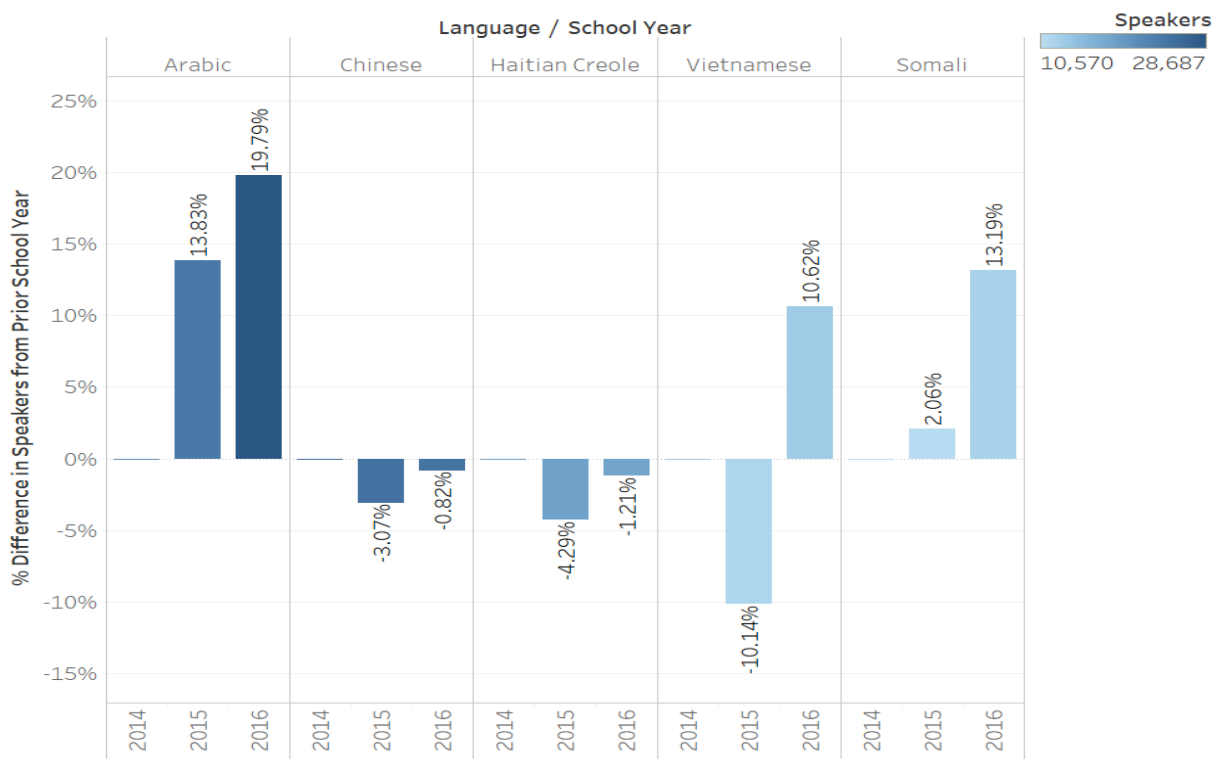
**Figure 9. Number of Speakers for Top-5 Languages Other Than Spanish, SY 2014-15 to SY 2016-17**



The percentage change of speakers from the previous year for the languages featured in the chart above is shown in Figure 10. From SY 2014-15 to SY 2015-16, the number of Arabic speakers who were enrolled in districts that reported Arabic to be in their top-5 language increased by approximately 13.8 percent. In SY 2016-17, the number of Arabic speakers increased by about 19.8 percent from the preceding school year. Between SY 2014-15 and SY 2015-16, the number of Vietnamese speakers who were enrolled in districts that reported Vietnamese to be in their top-5 language declined by 10.1

percent. In the following year, the number rebounded with a 10.6 percent increase in the number of speakers. (For the top five languages in each reporting district, see Appendix F.)

**Figure 10. Change in Number of Speakers for Top-5 Languages, Other than Spanish, SY 2014-15 to SY 2016-17**



### ELL Enrollment in Districts Reporting Top-5 Languages (N=60 Districts)

Table 8 shows select districts with the largest number of ELLs speaking their respective top five languages in SY 2016-17.<sup>39</sup> The languages are listed in order of prevalence, with the language garnering the largest number of speakers (Spanish) first and the language garnering the fewest number of speakers (Pashto and Wolof) last. The combined total number of ELLs which districts reported in their respective top-five languages is provided next to the language name; these totals do not include ELLs who speak the languages but were not reported as being among the top-5 for any district.<sup>40</sup>

<sup>39</sup> Data for Long Beach, Santa Ana, Stockton, and Sacramento were obtained from the California Department of Education. California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>.

<sup>40</sup> The listing of districts under a language indicates that the language is among the top-5 within a district and does not imply a greater number of speakers within a district overall. For example, the number of Chinese speakers is greater in Boston than Broward County based on figures from SY 2014-15 and SY 2015-16, but Chinese was not reported as a top-5 language in Boston for SY 2016-17.



Under each language, the five districts with the highest number of speakers are listed. Where fewer than five districts reported a language, all reporting districts that provided a specific number of speakers are listed.

**Table 8. Districts with the Highest Number of ELLs Speaking Top-5 Languages, SY 2016-17<sup>41</sup>**

<b>Language</b>	<b>ELL #</b>	<b>Language</b>	<b>ELL #</b>	<b>Language</b>	<b>ELL #</b>
<b>Spanish</b>	<b>1,268,485</b>	<b>Somali</b>	<b>12,211</b>	<b>Russian</b>	<b>6,520</b>
Los Angeles	339,043	Minneapolis	3,294	New York	3,805
New York	97,299	Columbus	2,347	Los Angeles	2,303
Clark County	73,497	St. Paul	1,187	Miami-Dade County	412
Dallas	63,696	Seattle	1,170	<b>Armenian</b>	<b>5,475</b>
Miami-Dade County	63,399	San Diego	858	Los Angeles	5,475
<b>Arabic</b>	<b>28,687</b>	<b>Tagalog</b>	<b>11,879</b>	<b>Karen</b>	<b>4,977</b>
New York	9,712	Los Angeles	5,221	St. Paul	2,267
Metropolitan Nashville	1,826	Clark County	2,842	Omaha	1,047
Chicago	1,571	San Diego	1,118	Des Moines	556
Hillsborough County	1,552	Hawaii	1,034	Buffalo	541
Houston	1,088	Anchorage	794	Milwaukee	440
<b>Chinese</b>	<b>24,582</b>	<b>Hmong</b>	<b>10,982</b>	<b>Korean</b>	<b>4,908</b>
New York	21,438	St. Paul	4,833	Los Angeles	4,905
Philadelphia	1,026	Fresno	1,927	Santa Ana	3
Clark County	783	Sacramento	1,369	<b>French Creole</b>	<b>3,804</b>
Seattle	697	Anchorage	1,081	Orange County	2,715
Broward County	328	Minneapolis	647	Hillsborough County	789
<b>Haitian Creole</b>	<b>18,182</b>	<b>Bengali</b>	<b>7,020</b>	Bridgeport	300
Broward County	6,898	New York	7,020	<b>Nepali</b>	<b>3,476</b>
Palm Beach County	5,465	<b>Portuguese</b>	<b>6,682</b>	Columbus	1,353
Miami-Dade County	4,669	Orange County	2,120	Jefferson County	366
Boston	1,150	Broward County	1,506	Fort Worth	290
<b>Vietnamese</b>	<b>13,056</b>	Palm Beach County	993	Des Moines	270
San Diego	1,602	Bridgeport	800	Dallas	245
Arlington (TX)	1,261	Miami-Dade County	677	<b>Burmese</b>	<b>2,988</b>
Charlotte-Mecklenburg	1,165	<b>Cantonese</b>	<b>6,626</b>	Dallas	569
Hillsborough County	1,129	San Francisco	4,297	Milwaukee	446
Denver	856	Chicago	925	Buffalo	438
		Oakland	833	Metropolitan Nashville	323
		Sacramento	571	Duval County	305

<sup>41</sup> English, other languages, and unspecified languages were excluded. Districts that listed a language within the top-5 without indicating the number of speakers were also excluded.

<u>Language</u>	<u>ELL #</u>	<u>Language</u>	<u>ELL #</u>	<u>Language</u>	<u>ELL #</u>
<b>French</b>	<b>2,898</b>	<b>Samoan</b>	<b>1,138</b>	<b>Mam</b>	<b>312</b>
Columbus	1,207	Anchorage	1,138	Oakland	312
Charlotte-Mecklenburg	702	<b>Urdu</b>	<b>1,115</b>	<b>Mai Mai</b>	<b>294</b>
Miami-Dade County	423	Chicago	890	Jefferson County	294
District of Columbia	165	Guilford County	225	<b>Bosnian</b>	<b>234</b>
Arlington (TX)	127	<b>Mon-Khmer, Cambodian</b>	<b>1,106</b>	St. Louis	234
<b>Ilocano</b>	<b>2,306</b>	Long Beach	656	<b>Albanian</b>	<b>230</b>
Hawaii	2,306	Stockton	260	Pinellas County	230
<b>Amharic</b>	<b>1,864</b>	Fresno	150	<b>Turkish</b>	<b>200</b>
Clark County	695	Santa Ana	40	Dayton	200
Denver	425	<b>Cape Verdean Creole</b>	<b>1,072</b>	<b>Tongan</b>	<b>131</b>
Seattle	354	Boston	1,072	Salt Lake City	131
District of Columbia	301	<b>Polish</b>	<b>887</b>	<b>Akateko</b>	<b>21</b>
Minneapolis	89	Chicago	887	Birmingham	21
<b>Trukese</b>	<b>1,777</b>	<b>Navajo</b>	<b>507</b>	<b>Fulani</b>	<b>18</b>
Hawaii	1,697	Albuquerque	507	Birmingham	18
Tulsa	80	<b>Q'an'jobal</b>	<b>471</b>	<b>Thai</b>	<b>15</b>
<b>Marshallese</b>	<b>1,760</b>	Palm Beach County	463	San Antonio	15
Hawaii	1,512	Birmingham	8	<b>Tigrinya</b>	<b>12</b>
Sacramento	248	<b>Oromo</b>	<b>465</b>	Jackson	12
<b>Swahili</b>	<b>1,171</b>	St. Paul	275	<b>Pashto</b>	<b>4</b>
Houston	386	Minneapolis	190	Richmond	4
Fort Worth	256	<b>Kurdish</b>	<b>452</b>	<b>Wolof</b>	<b>4</b>
Kansas City	144	Metropolitan Nashville	452	Jackson	4
Wichita	132	<b>Serbocroatian</b>	<b>385</b>		
Pittsburgh	112	Pinellas County	385		
<b>Telugu</b>	<b>1,161</b>	<b>Laotian</b>	<b>321</b>		
Hillsborough County	604	Fresno	172		
Charlotte-Mecklenburg	557	Wichita	104		
<b>Mandarin</b>	<b>1,156</b>	Oklahoma City	45		
San Francisco	685	<b>Yupik</b>	<b>319</b>		
Houston	324	Anchorage	319		
Austin	147				

## Enrolled in ELL Program for 6+ Years (N=49 Districts)

Students identified as ELL receive language acquisition instruction and remain in this category for accountability and reporting purposes until the school district determines that the student has met the criteria to deem them proficient in English, and thus able to exit the ELL classification. Criteria used to exit ELLs may include more than scores on the English language proficiency assessment and can vary significantly across school districts and states, though states are now required to establish standardized procedures for exiting under ESSA. The numbers reported by responding districts, accordingly, reflect varying contexts and criteria that preclude generalizing across districts. Nonetheless, the 3-year data provides an interesting look at trends within a single district and the overall trend over three years.

Districts fell along four distinct bands, or ranges, in the percent of ELLs who are deemed L-TELS. Specifically, about 29 percent (14 of 49 districts) had between 0 percent and 10 percent L-TELS; about 30 percent (15 of 49 district) had between 10.1 percent and 20 percent L-TELS; another 29 percent (14 of 49 districts) had between 20.1 percent and 30 percent L-TELS. Six districts (12.2 percent) reported L-TELS comprised more than 30 percent of the total ELL enrollment.

Table 9 displays ELLs enrolled and L-TELS<sup>42</sup> (long-term ELLs) as a percentage of total ELL enrollment in each of the three school years, and the percentage change between SY 2013-14 and SY 2015-16. The data are ranked by the percent change between SY 2013-14 and SY 2015-16 in the numbers of L-TELS. Of the 49 reporting Council member districts, 20 districts show decreases in the number of L-TELS from SY 2013-14 to SY 2015-16.

**Table 9. ELLs Enrolled in ELL Program for 6+ Years, SY 2013-14 to SY 2015-16**  
Sorted by L-TEL % Change from SY 2013-14 to SY 2015-16

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Richmond	4	1,795	0.2%	0	2,116	0.0%	0	2,192	0.0%	-100.0%
Hillsborough County	22,559	26,467	85.2%	18,991	24,691	76.9%	6,336	25,392	25.0%	-71.9%
Salt Lake City	190	6,975	2.7%	76	7,006	1.1%	63	7,389	0.9%	-66.8%
Miami-Dade County	7,662	73,540	10.4%	8,691	74,224	11.7%	4,168	67,946	6.1%	-45.6%
Albuquerque	12,400	15,587	79.6%	10,534	14,958	70.4%	8,531	14,577	58.5%	-31.2%
Los Angeles	40,780	157,807	25.8%	31,837	141,487	22.5%	29,996	141,415	21.2%	-26.4%
San Diego	5,249	28,988	18.1%	4,884	27,586	17.7%	3,982	26,878	14.8%	-24.1%

<sup>42</sup> Formal definitions for long-term ELLs do not exist at the federal level, though some states have developed their own (e.g. AB 2193 in California in 2012 and New York state definitions). Most references in literature refer to ELLs enrolled in ELL programs for five to seven or more years as long-term. The Council's ELL survey defines long-term ELLs as those enrolled in ELL programs for six or more years.

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Guilford County	1,541	5,228	29.5%	1,376	4,805	28.6%	1,301	5,196	25.0%	-15.6%
Hawaii	2,034	14,044	14.5%	1,845	13,064	14.1%	1,721	12,093	14.2%	-15.4%
Indianapolis	1,275	4,979	25.6%	1,167	5,448	21.4%	1,102	5,035	21.9%	-13.6%
Omaha	486	7,000	6.9%	495	7,534	6.6%	424	7,285	5.8%	-12.8%
Fresno	5,008	17,434	28.7%	5,026	17,783	28.3%	4,501	16,280	27.6%	-10.1%
Charlotte-Mecklenburg	3,382	14,460	23.4%	3,175	15,404	20.6%	3,157	16,002	19.7%	-6.7%
San Antonio	2,688	10,255	26.2%	2,560	10,203	25.1%	2,523	10,119	24.9%	-6.1%
Boston	2,196	15,008	14.6%	2,028	14,859	13.6%	2,096	14,912	14.1%	-4.6%
Oakland	2,620	11,375	23.0%	2,694	12,061	22.3%	2,522	12,060	20.9%	-3.7%
San Francisco	2,081	13,316	15.6%	1,997	15,220	13.1%	2,045	12,452	16.4%	-1.7%
Orange County	2,123	24,797	8.6%	2,260	26,523	8.5%	2,088	28,447	7.3%	-1.6%
Buffalo	308	4,080	7.5%	308	4,390	7.0%	303	4,486	6.8%	-1.6%
Des Moines	1,838	5,769	31.9%	1,642	6,163	26.6%	1,810	6,580	27.5%	-1.5%
Wichita	6,233	8,566	72.8%	6,297	8,812	71.5%	6,459	9,005	71.7%	3.6%
Houston	8,369	55,023	15.2%	8,614	57,102	15.1%	8,823	57,987	15.2%	5.4%
Arlington (TX)	3,781	14,564	26.0%	4,051	14,610	27.7%	4,039	14,455	27.9%	6.8%
Oklahoma City	1,310	12,276	10.7%	1,294	12,603	10.3%	1,417	12,609	11.2%	8.2%
Denver	8,676	27,103	32.0%	9,233	24,585	37.6%	9,750	23,920	40.8%	12.4%
Austin	4,195	20,116	20.9%	4,513	20,790	21.7%	4,748	20,561	23.1%	13.2%
Palm Beach County	446	17,845	2.5%	703	18,371	3.8%	508	19,139	2.7%	13.9%
Cleveland	1,329	3,135	42.4%	859	3,165	27.1%	1,530	3,282	46.6%	15.1%
Atlanta	133	1,558	8.5%	135	1,596	8.5%	155	1,559	9.9%	16.5%
Jefferson County	551	6,249	8.8%	592	6,523	9.1%	645	6,973	9.2%	17.1%
Dallas	16,647	59,424	28.0%	19,045	61,968	30.7%	19,799	62,615	31.6%	18.9%
Philadelphia	1,475	12,100	12.2%	1,577	12,492	12.6%	1,767	12,951	13.6%	19.8%
Seattle	567	5,852	9.7%	707	5,989	11.8%	685	6,111	11.2%	20.8%
St. Paul	1,929	12,404	15.6%	2,589	13,050	19.8%	2,376	11,709	20.3%	23.2%
St. Louis	255	2,298	11.1%	290	2,330	12.4%	323	2,352	13.7%	26.7%
Kansas City	575	3,436	16.7%	795	3,526	22.5%	747	3,482	21.5%	29.9%
Fort Worth	4,315	23,564	18.3%	5,318	24,589	21.6%	5,731	24,711	23.2%	32.8%
Baltimore	173	2,936	5.9%	201	3,411	5.9%	236	3,642	6.5%	36.4%
Milwaukee	423	7,078	6.0%	492	7,114	6.9%	585	7,123	8.2%	38.3%

District	SY 2013-14			SY 2014-15			SY 2015-16			L-TEL % Change from SY 2013-14 to SY 2015-16
	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	L-TELS	ELLs	L-TELS as % of ELLs	
Clark County	7,878	52,452	15.0%	9,219	58,792	15.7%	11,222	61,535	18.2%	42.4%
Broward County	1,225	24,150	5.1%	1,377	27,048	5.1%	1,748	28,122	6.2%	42.7%
El Paso	1,630	14,183	11.5%	2,052	14,697	14.0%	2,377	15,202	15.6%	45.8%
Pinellas County	807	5,498	14.7%	1,103	6,055	18.2%	1,208	6,245	19.3%	49.7%
Jackson	10	249	4.0%	15	233	6.4%	17	281	6.0%	70.0%
Duval County	313	4,864	6.4%	411	5,588	7.4%	547	5,638	9.7%	74.8%
Shelby County	678	7,637	8.9%	1,059	7,376	14.4%	1,505	7,771	19.4%	122.0%
Columbus	159	3,035	5.2%	305	2,523	12.1%	571	1,477	38.7%	259.1%
Anchorage	--	5,794	0.0%	1,015	5,892	17.2%	1,106	6,032	18.3%	--
Chicago	--	56,628	0.0%	11,852	58,862	20.1%	12,393	59,555	20.8%	--

(--) denotes missing or insufficient data to calculate.

Figure 11 displays the L-TEL enrollment data as a scatterplot with the total enrollment of ELLs shown on the x-axis and the percentage of ELLs who are identified as long-term ELL on the y-axis. The scatterplot shows a concentration of districts with between 5,000 and 25,000 total ELLs, and a concentration of districts reporting between 0 and 30 percent long-term ELLs. Two districts appear as outliers reporting more than half of their ELLs as L-TELS. The range of percentages identified as L-TEL shown in the report is not unlike ranges reported in the 2016 research brief by Regional Educational Laboratory West. Specifically, for SY 2013-14, New York City, Chicago, Colorado, and California reported between 23 percent to 74 percent of secondary EL population as L-TEL.<sup>43</sup>

<sup>43</sup> REL West. (2016, November). *Long-term English learner students: Spotlight on an overlooked population*. Retrieved from <https://relwest.wested.org/system/resources/236/LTEL-factsheet.pdf?1480559266>

**Figure 11. District % L-TEL vs. Total ELL Enrollment, SY 2015-16**

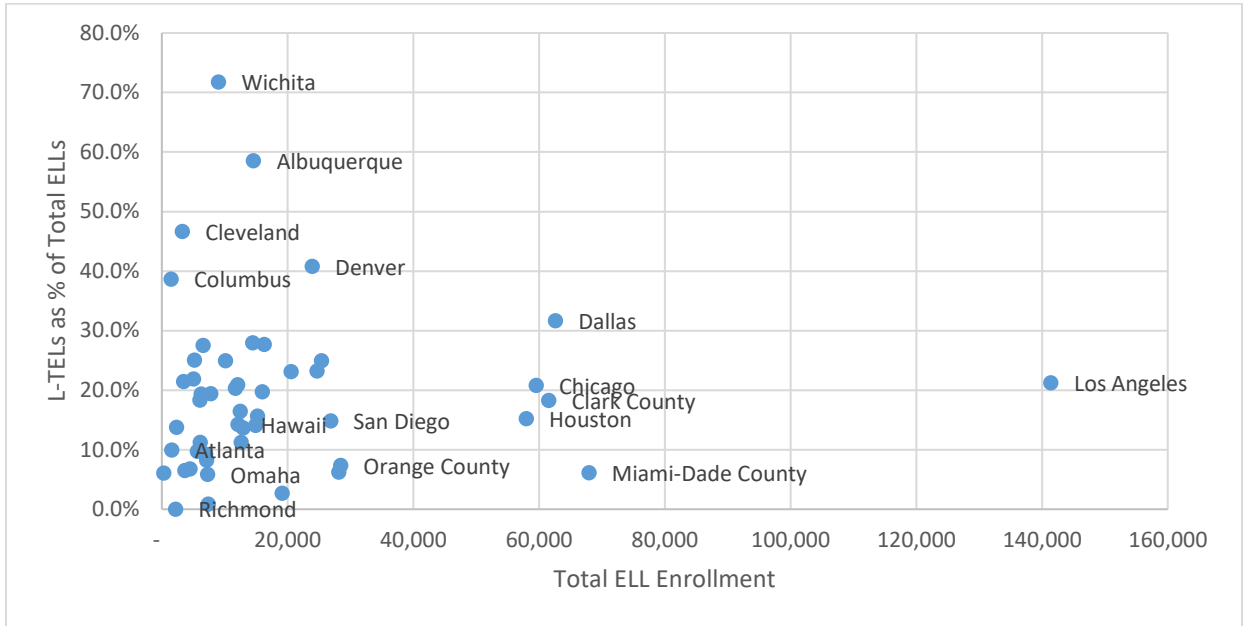
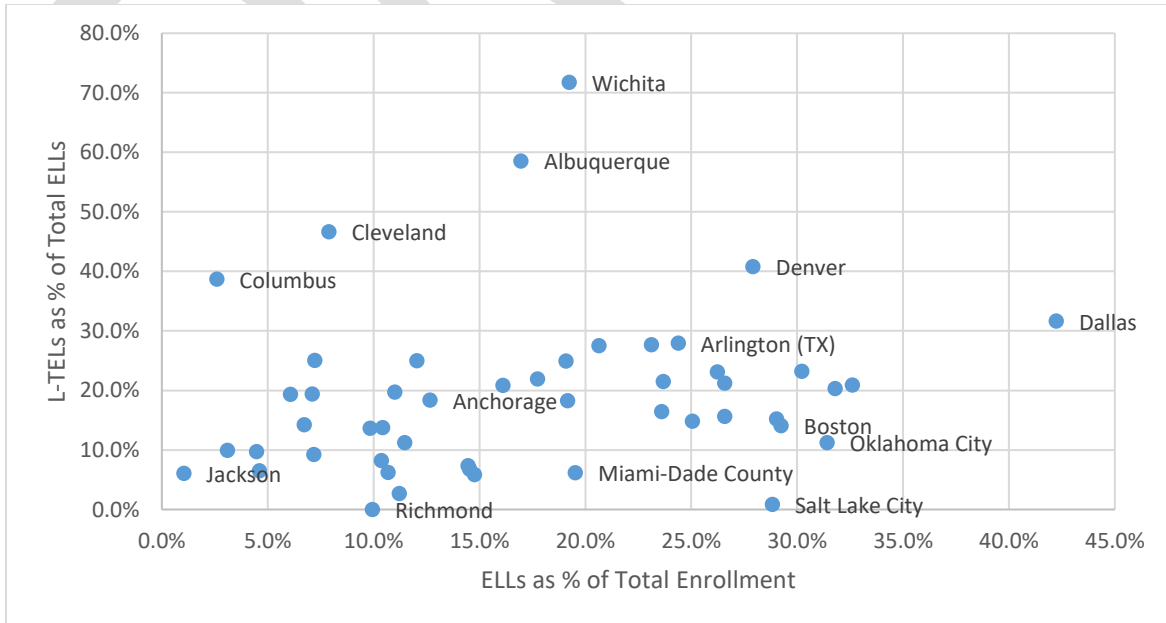


Figure 12 displays L-TELS as a percent of total ELLs on the y-axis and ELLs as a percent of total enrollment on the x-axis. There is no discernable correlation between the district L-TEL percentage of total ELLs and district's ELLs as a percent of total enrollment. For instance, districts that reported 40 percent of their ELLs were L-TEL had ELL enrollments that ranged from two percent to over 28 percent of the district total enrollment. Similarly, 14 districts that reported having between 20 and 30 percent of their ELLs as L-TELS had overall ELL enrollments that ranged between five and 35 percent of total enrollment.

**Figure 12. District % L-TEL vs. % ELLs, SY 2015-16**



## ELLs Requiring Special Education Services

The survey also asked for figures on ELLs who are identified as requiring special education services. Consistent with the previous ELL survey and the Academic KPIs, we defined such ELLs as those who have an individualized education program (IEP).

### Number of ELLs Identified as Requiring Special Education Services (N=49 Districts)

Table 10 shows the number of ELLs and non-ELLs enrolled in special education programs relative to total enrollment from SY 2013-14 to SY 2015-16. To maintain comparability of data over the years, only districts that reported the requested special education enrollment data for all years are included in this analysis. Ultimately, 49 districts are represented in the aggregated figures. Although 13 additional districts are included in the current dataset, the three-year change reported in the 2013 ELL report showed significantly larger swings than this latest survey. For instance, overall enrollment decreased by 35,000 between SY 2007-08 and SY 2009-10, and 20,000 more students were in special education.

The latest figures, in contrast, show that total student enrollment declined by 7,084 between SY 2013-14 and SY 2015-16 and special education enrollment increased by only 1,523. The detailed figures for ELL and non-ELL special education enrollment are provided in Table 10.

**Table 10. ELL and Non-ELL Participation in Special Education, SY 2013-14 to SY 2015-16 (N=49 Districts)**

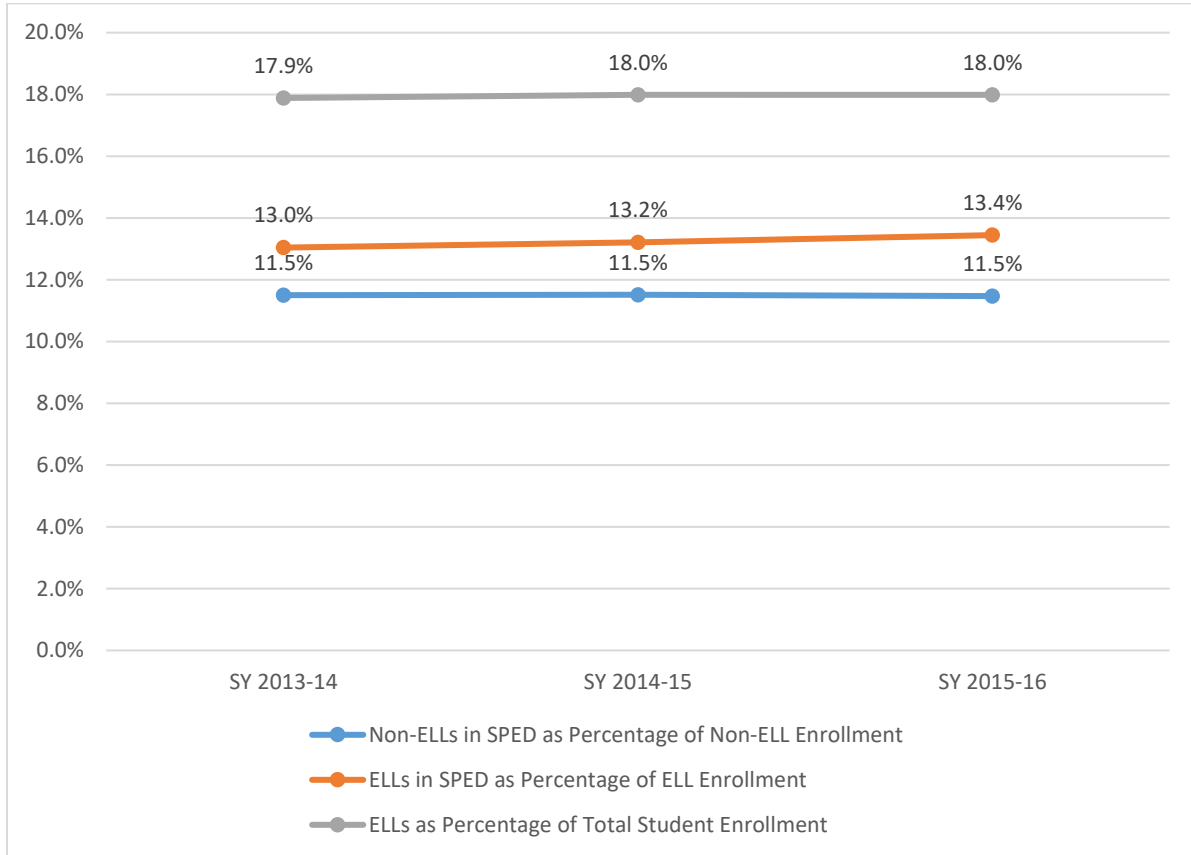
	SY 2013-14	SY 2014-15	SY 2015-16	Change from SY 2013-14 to SY 2015-16
Total Student Enrollment	4,833,258	4,832,318	4,826,174	-7,084
Non-ELLs	3,968,818	3,963,104	3,958,175	-10,643
ELLs	864,440	869,214	867,999	3,559
Total in Special Education	569,250	571,204	570,773	1,523
Non-ELLs in Special Education	456,508	456,341	454,069	-2,439
ELLs in Special Education	112,742	114,863	116,704	3,962

Note: Analysis only includes figures from districts that reported a complete set of SPED data for SY 2013-14 to SY 2015-16.

Using the figures in Table 10, Figure 13 shows the percentages of ELLs as a share of total student enrollment, non-ELLs in special education as a share of non-ELL enrollment, and ELLs in special education as a share of ELL enrollment for SY 2013-14 to SY 2015-16. Overall, the percentages either remained the same or changed slightly (less than half a percentage-point) during the three-year period. While ELLs in special education as a percentage of total ELLs remained relatively constant through the three-year period, it is worth noting that it remained higher than the comparable ratio for non-ELLs. In the 2013 report, data showed that in 2007-08 ELLs and non-ELLs had similar rates of special education participation—around 12.2 percent. Since then, the gap between these two groups widened

and for the last three years remained stable. The special education rate for ELLs increased to and remained over 13 percent while the rate for non-ELLs rate dropped to and remained at 11.5 percent.

**Figure 13. Percentage of Total ELLs, ELLs in Special Education, and Non-ELLs in Special Education, SY 2013-14 to SY 2015-16**



### Special Education Services Disproportionality (N=57 Districts)

The Council used district-reported data to determine whether ELLs are disproportionately represented in special education services in the member districts. Specifically, the calculation entails comparing the likelihood that an ELL would be classified with a disability to the likelihood of a non-ELL student being classified with a disability. This comparison is quantified as a disproportionality ratio represented by the following formula:

$$\text{Risk Ratio} = \frac{(ELLs\ in\ SPED)/(Total\ ELLs)}{(Non - ELLs\ in\ SPED)/(Total\ Non - ELLs)}$$

A disproportionality ratio of *less than one* suggests that there is a reduced likelihood that ELLs are identified as requiring special education services and a ratio *greater than one* indicates a higher likelihood. Generally, a disproportionality ratio of *2 or more* or of *0.5 or less* suggests an area of concern. In the



former case, it would suggest that ELLs are twice as likely to be identified as students requiring special education services, and in the latter case, ELLs would be half as likely to be identified compared to non-ELL students.

The number of districts that reported data on ELLs in special education almost doubled from the first ELL survey and the 2017 survey, from 30 to 57 reporting districts. This difference does not allow for numerical comparisons, but a percentage comparison is possible and enlightening. The distribution of districts that had disproportionality ratios that suggested either over or under identification of ELLs as having disabilities changed over the nine-year period. A couple of trends are worth noting—

- ***Fewer districts with disproportionality ratios suggesting under identification of ELLs.*** In SY 2009-10, 30 percent of reporting districts (9 of 30) had disproportionality ratios at or below 0.5 whereas in SY 2015-16, only 8.8 percent of reporting districts (5 of 57) had similar disproportionality ratios.
- ***Increased number of districts approaching a one-to-one proportionality.*** In SY 2009-10, 10 percent of reporting districts (3 of 30) had disproportionality ratios between 0.9 and 1.2, whereas in SY 2015-16, 35 percent of reporting districts (20 of 57) had disproportionality ratios within this range of which 15 were between 0.9 and 1.12.
- ***Increased number of districts with disproportionality ratios suggesting over identification of ELLs.*** In SY 2009-10, only 3.3 percent of reporting districts (1 of 30) had disproportionality ratios above 1.5 but this increased to 19 percent of reporting districts (11 of 57) in SY 2015-16.

Table 11 shows the special education-ELL disproportionality ratios for three consecutive years for each of the 57 reporting districts using KPI codes and ranked from highest to lowest risk ratio in SY 2013-14 in SY 2015-16.

**Table 11. Special Education Risk Ratio for ELLs from SY 2013-14 to SY 2015-16**

District	SY 2013-14	SY 2014-15	SY 2015-16
11	2.24	2.18	2.27
54	--	1.83	1.90
77	1.63	1.54	1.80
56	--	1.77	1.77
9	1.51	1.56	1.63
15	0.98	1.86	1.58
67	1.41	1.41	1.57
62	--	1.26	1.51
55	1.40	1.38	1.51
37	1.29	1.46	1.50
16	1.56	1.44	1.50
1	1.46	1.42	1.48
7	1.37	1.42	1.45
460	1.32	1.34	1.33
65	1.57	1.44	1.27
431	1.31	1.27	1.26

District	SY 2013-14	SY 2014-15	SY 2015-16
28	0.86	1.09	1.25
10	1.21	1.22	1.24
49	1.34	1.44	1.24
68	--	1.22	1.22
61	1.22	1.23	1.21
48	1.16	1.22	1.18
21	1.27	1.17	1.15
26	1.09	1.12	1.13
32	1.07	1.11	1.13
14	0.99	1.08	1.12
52	0.98	0.98	1.09
71	1.06	1.02	1.08
57	1.07	1.10	1.08
51	0.79	0.84	1.07
97	1.00	1.02	1.06
8	1.01	0.99	1.04
12	0.66	0.76	1.03
96	--	1.06	1.03
30	0.93	0.98	1.02
66	0.91	0.92	1.00
76	1.03	1.03	0.98
58	0.96	0.92	0.92
3	0.78	0.78	0.90
13	0.98	0.92	0.90
47	0.92	0.96	0.87
45	0.78	0.79	0.84
53	0.76	0.77	0.81
4	0.74	0.74	0.76
44	--	0.89	0.76
41	0.80	0.75	0.73
40	0.65	0.68	0.73
27	0.84	0.72	0.70
39	0.74	0.70	0.70
33	0.52	0.58	0.68
34	0.55	0.63	0.66
63	0.49	0.51	0.59
35	0.48	0.46	0.53
43	0.36	0.34	0.51
46	0.48	0.43	0.45
18	--	--	0.39
2	0.41	0.43	0.35

(--) denotes insufficient data for calculation. Source: Calculated from district-reported data.

The Council also calculated disproportionality risk ratios, across grade bands, revealing striking differences that warrant further examination at the district level. For most of the reporting districts, the disproportionality risk ratio was higher for the middle school grades (grade 6 through 8). Explaining such trends would require a careful examination of a number of contributing factors, including the impact of these transition years in child development; the relative quality of diagnostic assessments, especially to accurately discern between language acquisition and a possible disability; and any unfinished learning or severe gaps in knowledge as a result of earlier instruction.

DRAFT

## Achievement Data

The Council aimed to paint a picture of ELL performance in its member districts. Due to the multitude of measures used in various states and districts, the Council examined measures from a variety of sources that included scores from English language proficiency assessments, performance levels from the National Assessment of Educational Progress (NAEP), and academic KPI data. As explained in the following sections, these measures only provide a rough sketch of ELL achievement in Council-member districts. Their meaning is derived from an understanding of local contexts, and the analyses presented in this section are meant to be a starting point for benchmarking and further inquiry.

### English Language Proficiency Data for SY 2015-16 by Level of Proficiency (N=54 Districts)

While all school districts are required to assess the English proficiency (ELP) levels of students identified as ELLs, no single assessment instrument exists to do so. States have discretion to determine the English language proficiency standards and the corresponding assessments to measure the English proficiency of ELLs as part of their state accountability under federal law.<sup>44</sup> In some states, the state education agency identifies a single English proficiency assessment instrument while in others, an approved list of assessments is identified from which local school districts can select. For the 2017 ELL survey, member districts were asked to use the data from their respective state proficiency assessments to report on the distribution of ELLs along various measures of English proficiency over three years—SY 2013-14, SY 2014-15, and SY 2015-16.

The different assessments and the differing proficiency scales, ranging from two<sup>45</sup> to six levels, across the member districts were major impediments in the analysis of ELP trends in the aggregate.

#### Considerations

Why might districts show very different distribution of ELLs along the levels of English proficiency?

- English proficiency assessments may be entirely different but use scales with the same number of English proficiency levels.
- Districts with more strict exit criteria may show more ELLs at the higher levels of English proficiency.
- Districts with less stringent exit criteria may show fewer ELLs at the higher levels of proficiency as these students would have left the ELL accountability group altogether
- Changes in cut scores set by the state can result in notable changes in the percentage of ELLs at each level.
- Districts enrolling sizable numbers of students with interrupted formal education may show larger shares of ELLs at the beginning levels of English proficiency.

<sup>44</sup> Each state shall demonstrate that local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners in the schools served by the State educational agency. Sec.1111 (b)(2)(G) of ESEA as amended by ESSA.

<sup>45</sup> For data protection purposes, data from the district that reported two proficiency levels are not shown.

Reporting three years of data posed additional challenges:

- some states adopted new assessments in between the reported years and
- the reclassification criteria to designate ELLs as English-proficient, and thus exit the ELL reporting group differs by state, surfacing notable variance in the percentage of ELLs at the highest levels of proficiency.

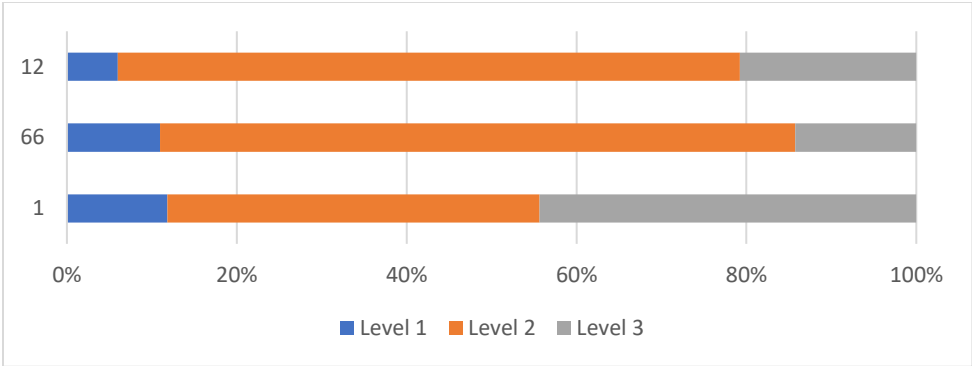
Given the constraints outlined above, the following graphs only include data for SY 2015-16 to illustrate the percentage distribution along English proficiency levels, by grade band. Districts are grouped based on the number of reported proficiency levels, with the understanding that the proficiency levels might not be comparable given that different assessment instruments may use the same number of levels. Three districts reported using a three-level scale; four use a four-level scale; 12 use a five-point scale; and 35 use a six-point scale.

The reporting of district-specific profiles of English proficiency allows member districts to benchmark against similar urban districts and provides a more nuanced look at the heterogeneity of ELLs in any given district. For each grade band, we produced a graph to represent the snapshot data of English proficiency levels of ELLs in SY 2015-16. In other words, each distribution of a particular grade band is not longitudinally linked to others; they represent different student altogether in the same SY 2015-16. Rather than district names, we used KPI codes assigned by the Council.

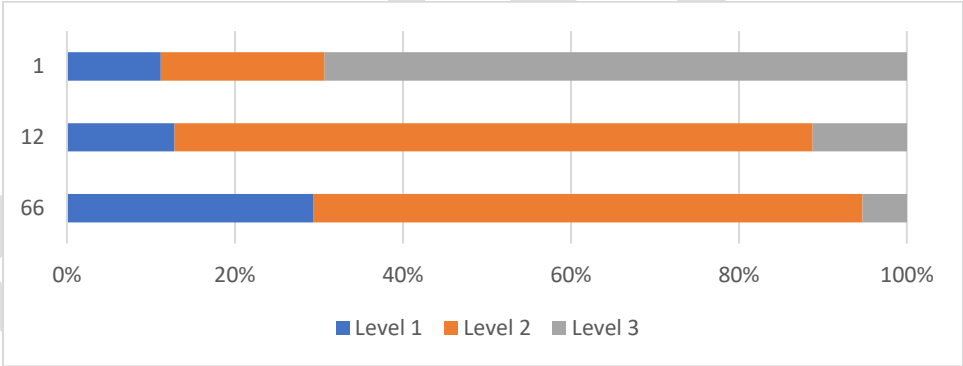
Districts with Three Levels of English Language Proficiency

Figures 14 to 16 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the three districts that reported measuring three ELP levels.

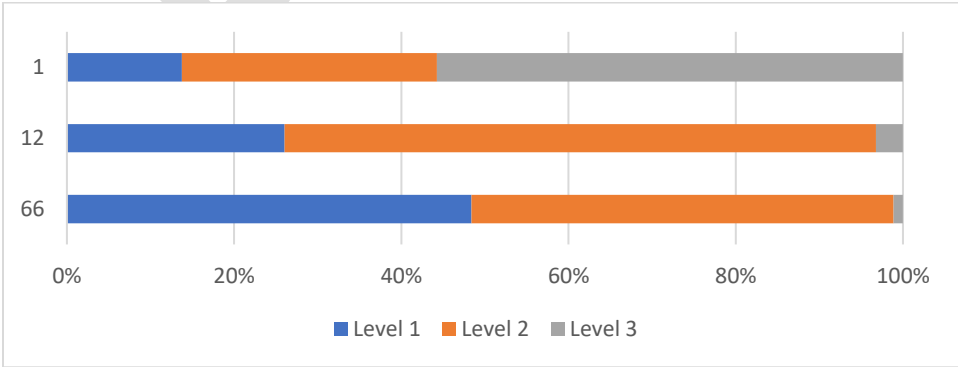
**Figure 14. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



**Figure 15. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



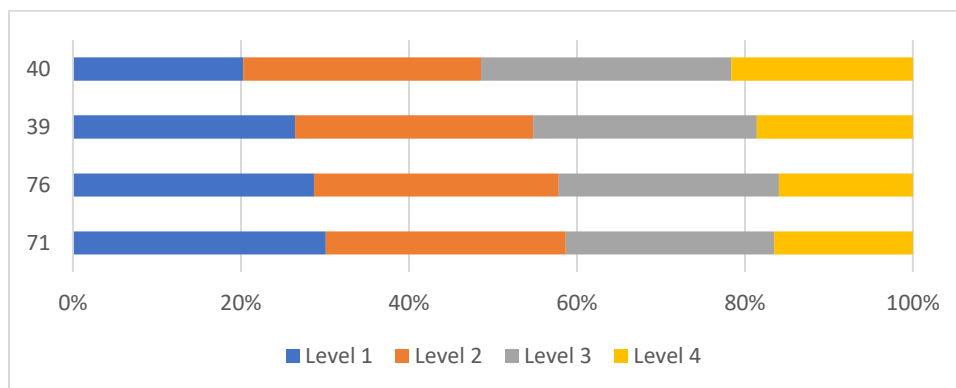
**Figure 16. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 3 Levels*



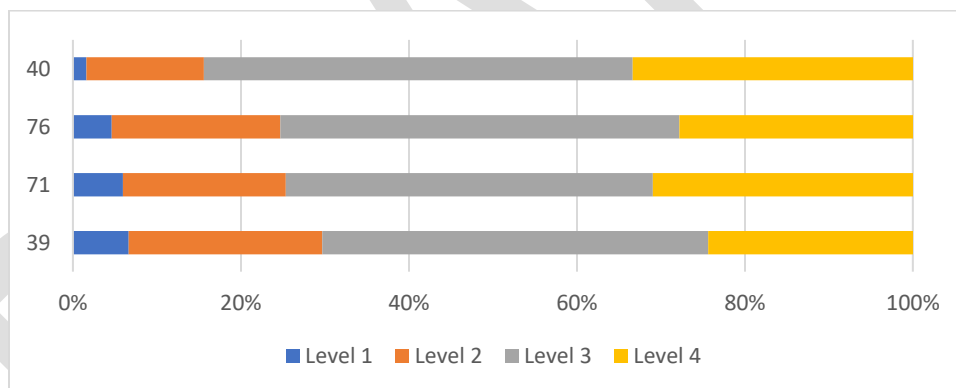
## Districts with Four Levels of English Language Proficiency

Figures 17 to 19 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the four districts that reported measuring four ELP levels.

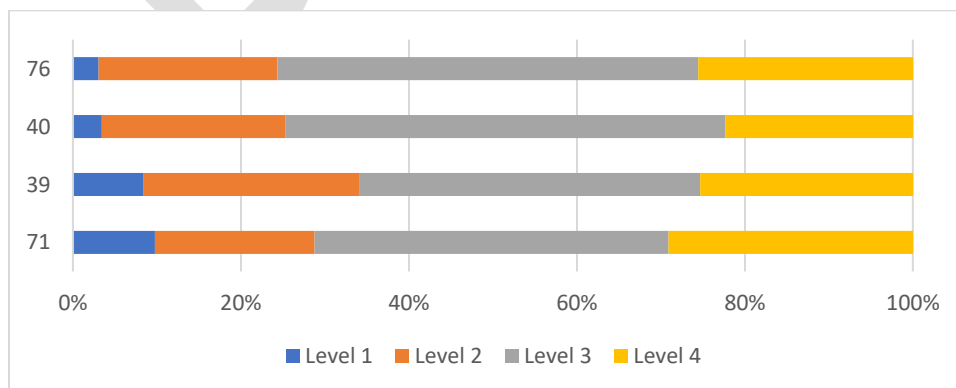
**Figure 17. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



**Figure 18. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



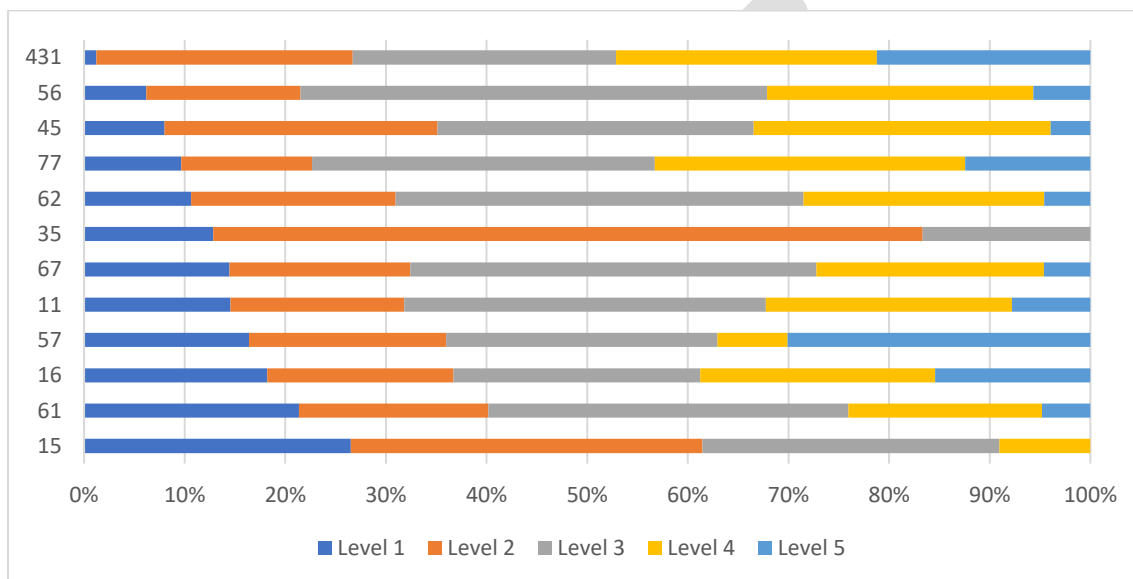
**Figure 19. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 4 Levels*



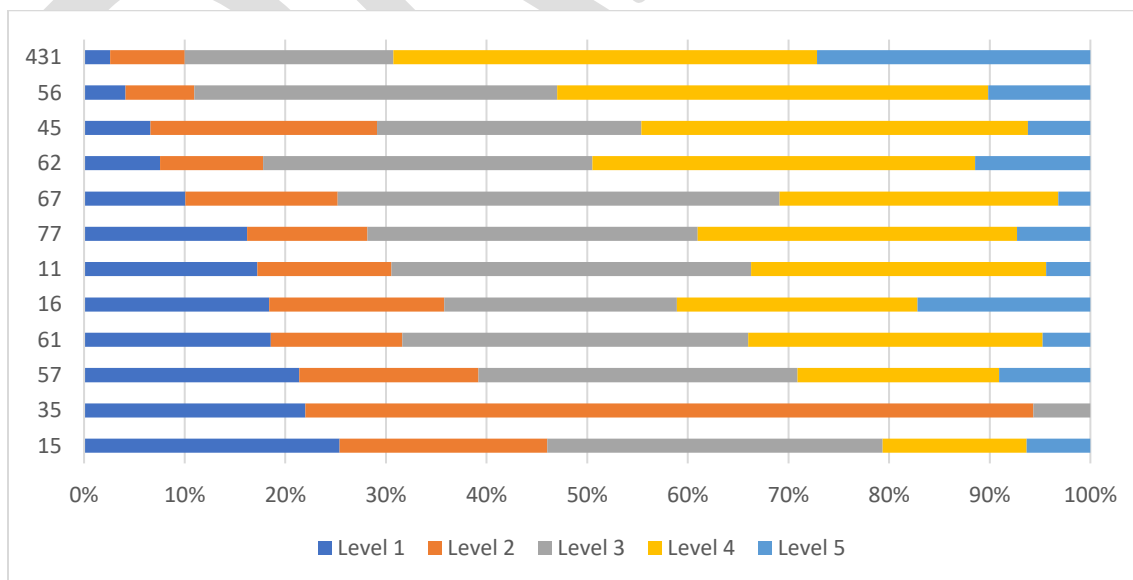
## Districts with Five Levels of English Language Proficiency

Figures 20 to 22 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the 12 districts that reported measuring five ELP levels. It is important to note that one district (35) reported no students in levels beyond Level 3, as this district exits ELLs once they have reached Level 3.

**Figure 20. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*

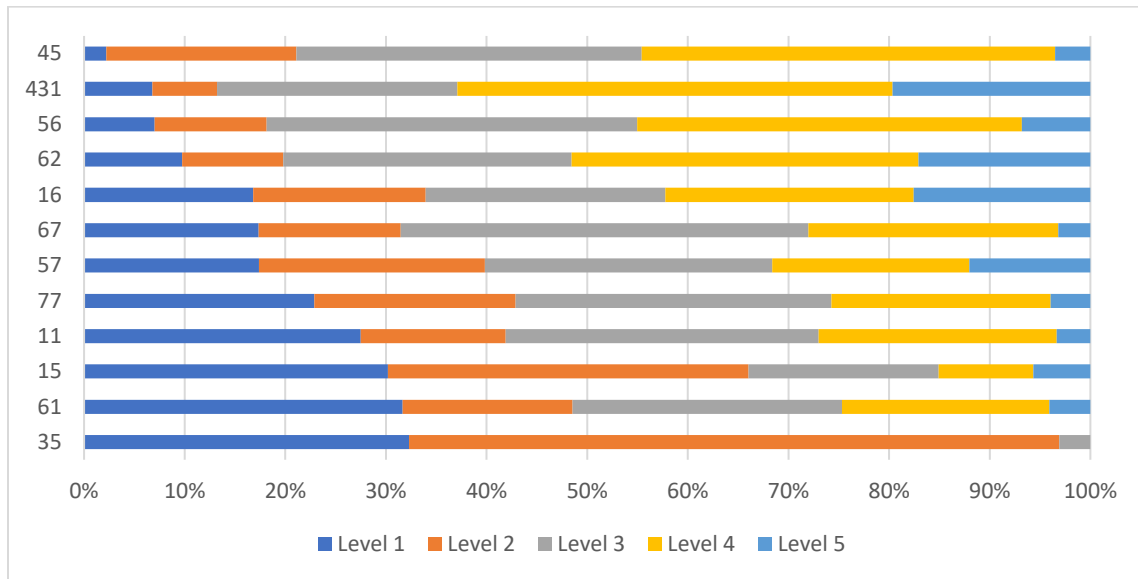


**Figure 21. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*





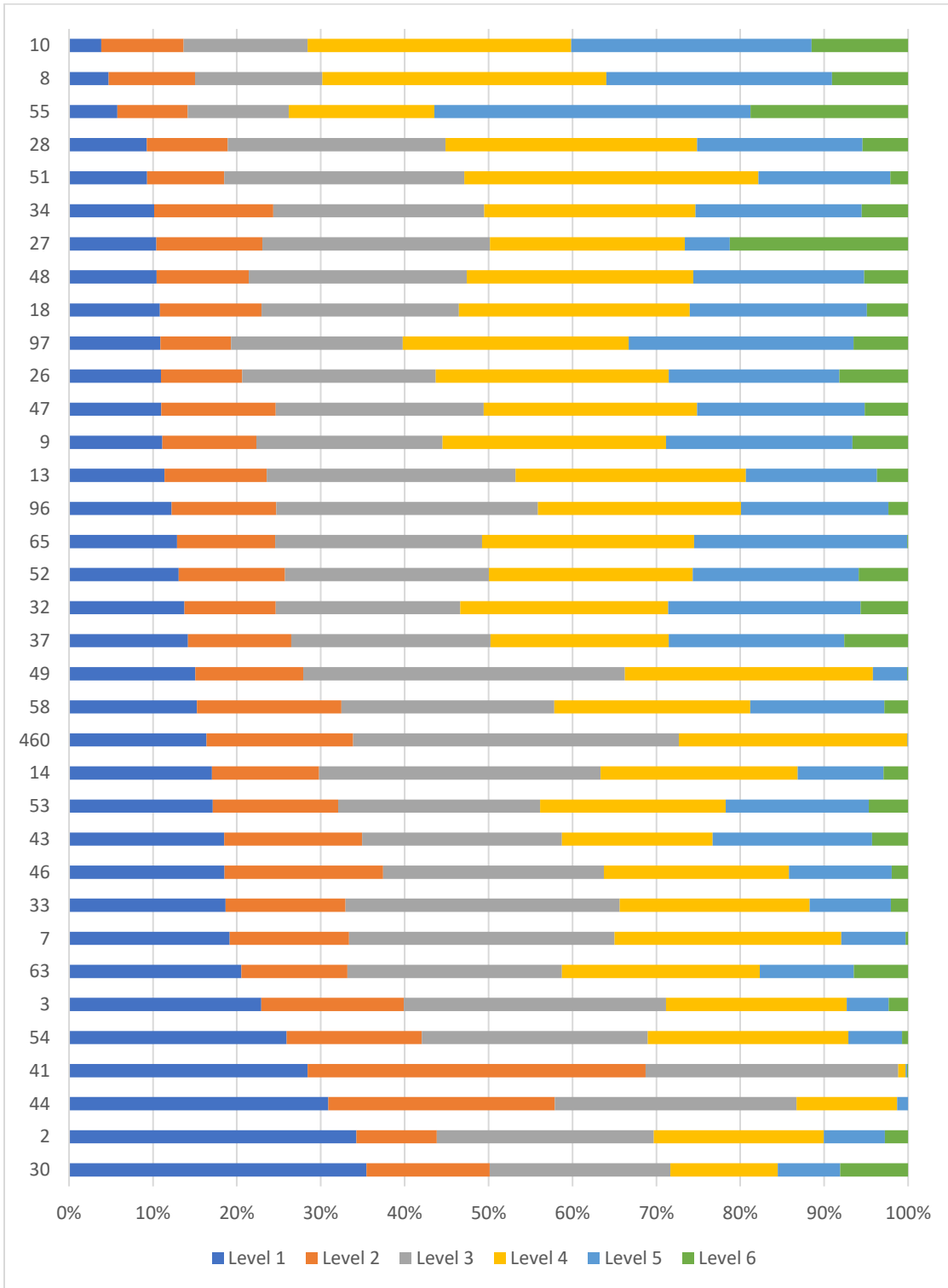
**Figure 22. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 5 Levels*



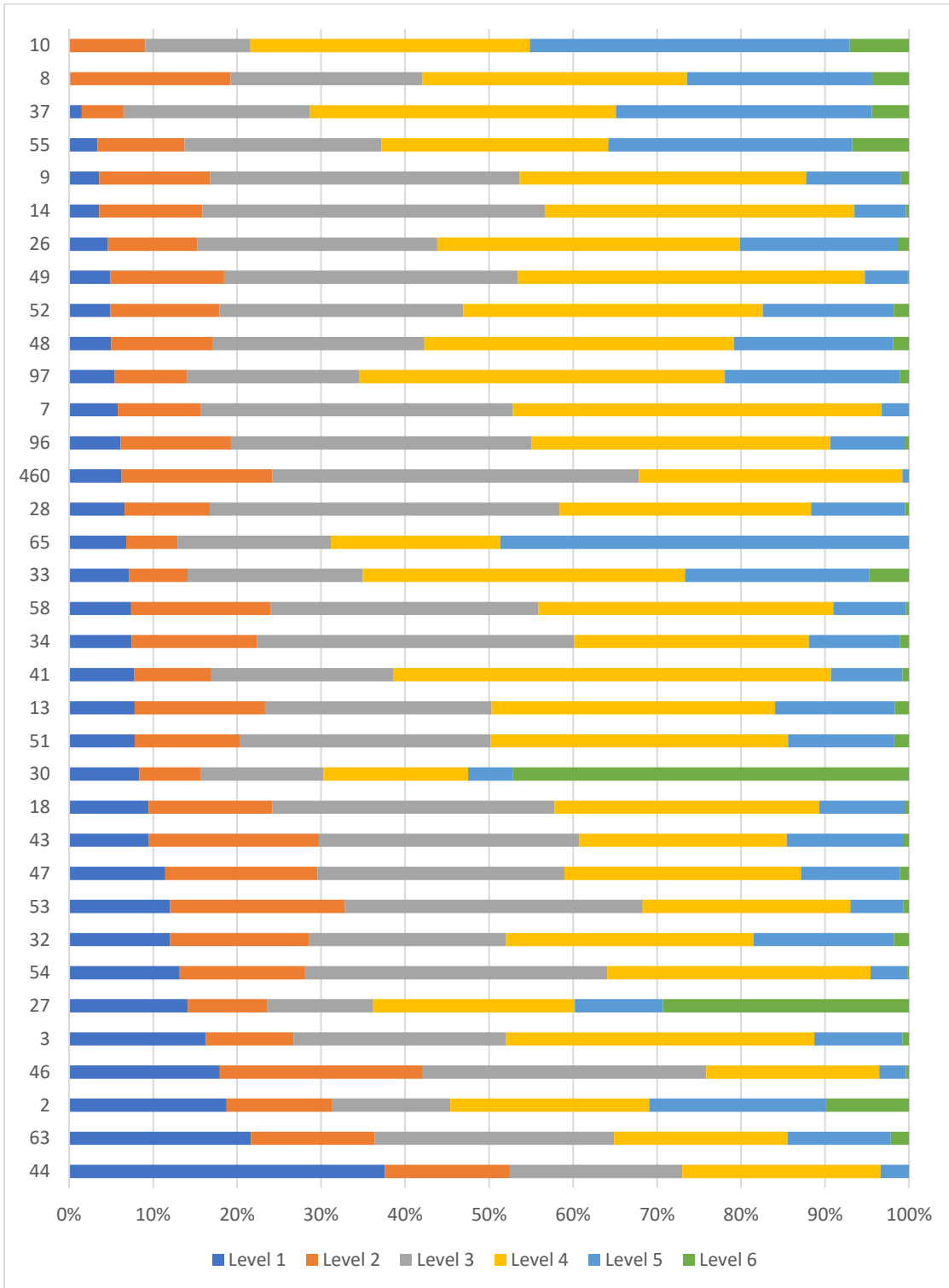
#### Districts with Six Levels of English Language Proficiency

Figures 23 to 25 display English language proficiency data for ELLs in grades K-5, 6-8, and 9-12 enrolled in each of the 35 districts that reported measuring six ELP levels, ranked by the percentage of ELLs in Level 1.

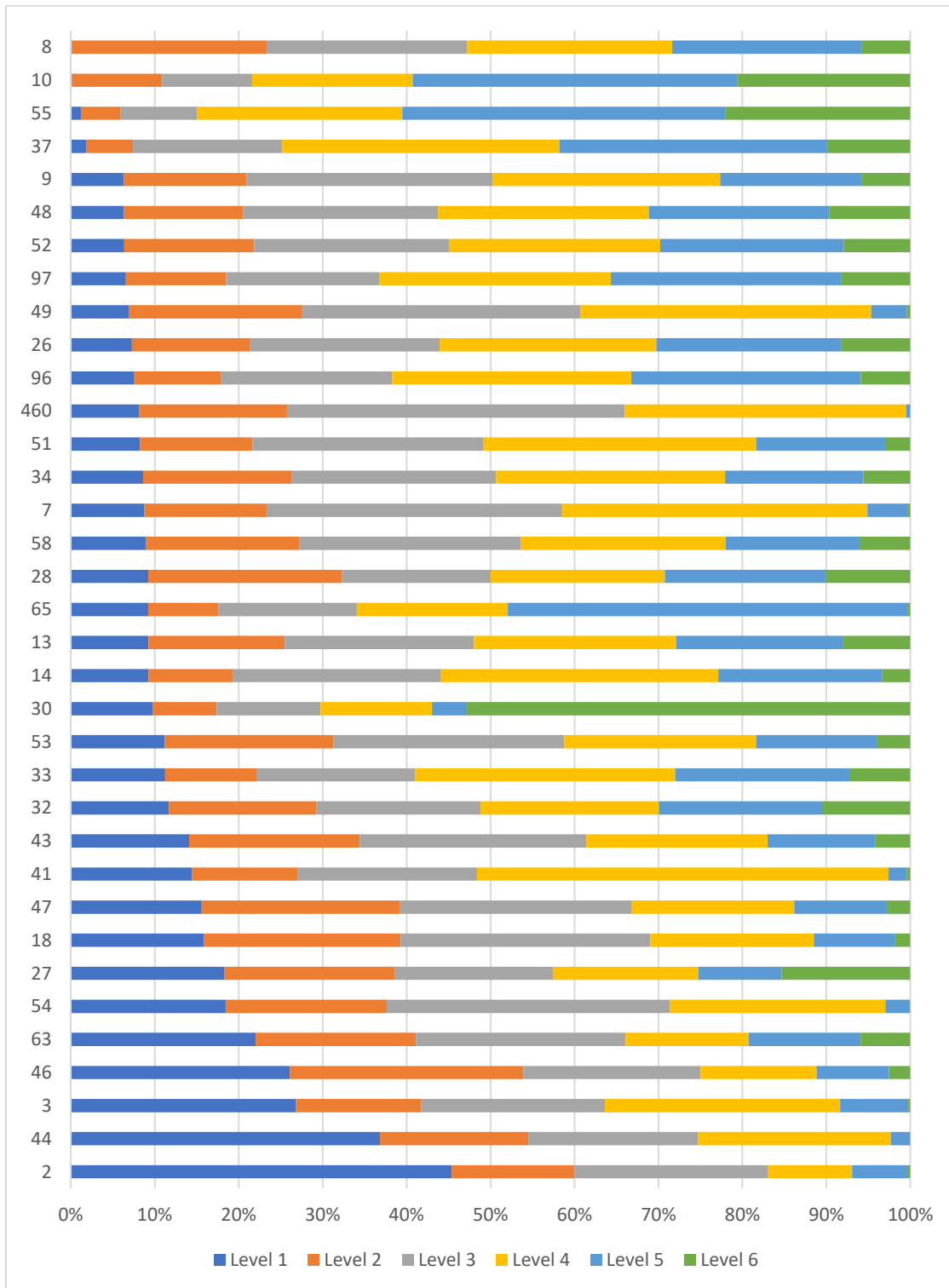
**Figure 23. Percentage of ELLs in Grades K-5 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



**Figure 24. Percentage of ELLs in Grades 6-8 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



**Figure 25. Percentage of ELLs in Grades 9-12 Scoring at Each Proficiency Level in SY 2015-16**  
*Ranked by Percentage of Level 1; 6 Levels*



## Proficiency in Reading and Mathematics on NAEP

As noted in the Council’s report *Student Testing in America’s Great City Schools: An Inventory and Preliminary Analysis*<sup>46</sup> (October 2015), there is an array of state content assessments that are typically administered in grades three through eight and one in high school pursuant to ESSA, the re-authorization of the Elementary and Secondary Education Act. Further, these assessments fall into one of three subcategories: (1) the Partnership for Assessment of Readiness for College and Careers (PARCC); (2) the Smarter Balanced Assessment Consortium (SBAC), and (3) new state-developed assessments to measure college- and career-ready standards.

Understanding that this array of assessments across states precludes us from making any direct comparisons of annual academic achievement for ELLs in member districts, we did not include content achievement on state assessments as part of the data collection. As in 2013, an analysis of the academic performance of ELLs in Council-member districts can only be approximated by using data from the National Assessment of Educational Progress (NAEP), since it is the only assessment that captures achievement data across states. The NAEP is administered to a representative sample of students throughout the nation to measure performance in reading and mathematics. The results allow comparison between state, nation (NP),<sup>47</sup> and large city samples (LC).<sup>48</sup> The LC sample closely approximates Council trends since Council member districts comprise over 70 percent of the LC sample.

For purposes of this report, we use LC sample data as a proxy for the achievement levels and trends of ELLs in Council member districts. The report does not use Trial Urban District Assessment (TUDA) results as these represent no more than 38 percent of the Council membership; in 2017, a total of 27 member districts participated in TUDA<sup>49</sup>. Similar to the 2013 report, we analyzed reading and mathematics achievement data by ELL status (ELL, former ELLs, and non-ELLs),<sup>50</sup> but for this report we amplified the analysis by also disaggregating achievement data by free- and reduced-price lunch (FRPL) eligibility status. NAEP results are reported along three achievement levels—*basic*, *proficient*, and *advanced*. The data displayed in the report present the percentage of students performing at or above the proficient level (i.e., *proficient* or *advanced*).

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<sup>46</sup> Hart, R., Casserly, M., Uzzell, R., Palacios, M., Corcoran, A., & Spurgeon, L. (2015, October). *Student testing in America’s great city schools: An inventory and preliminary analysis*. Washington, DC, DC: Council of the Great City Schools.

<sup>47</sup> Students from public schools only, including charter schools. Excludes Bureau of Indian Education schools and Department of Defense Education Activity schools. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/glossary.aspx#1>.

<sup>48</sup> Urbanized areas inside principal cities with a population of 250,000 or more. Source: National Center for Education Statistics. (n.d.). The NAEP glossary of terms. Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/glossary.aspx#>.

<sup>49</sup> National Center for Education Statistics. (n.d.). Trial Urban District Assessment (TUDA). Retrieved August 8, 2018, from <https://nces.ed.gov/nationsreportcard/tuda/>

<sup>50</sup> Criteria for ELL identification and reclassification vary by state.

In addition to descriptive analyses of the NAEP trends, the Council conducted statistical significance tests to identify variations between years and groups that were not attributable to chance.<sup>51</sup> (See Appendix G and H.) Statistical significance<sup>52</sup> was specifically examined for—

- 1) the percentage-point achievement difference *between* 2005 and 2017, the bookend years for the 2013 and this year’s report;
- 2) changes in achievement *from year to year* between 2005 and 2017;
- 3) the difference in achievement for ELLs, former ELLs, and non-ELLs when FRPL-eligibility is considered; and
- 4) the difference in achievement *between* former ELL and non-ELL when FRPL-eligibility is considered.

*English Language Learners in America’s Great City Schools* (2013) documented NAEP performance from 2005 to 2011. The current report covers three additional NAEP testing cycles—2013, 2015, and 2017, providing data covering a 12-year or seven-cycle period.

The achievement trend over the seven cycles of NAEP testing does not tell a linear story as there are visible peaks and valleys across the years and for various student groups. Our analysis examined the changes from 2005 to 2017 as well as between each of the years to provide a more nuanced understanding of achievement in mathematics and reading for various groups. While some differences in the graphs appear significant to the eye, we conducted statistical significance tests to signal which of these changes were indeed significant. (See Appendix G and H.) These more nuanced performance trends are provided following the discussion of general trends revealed by the analysis.

#### Comparison of ELL Performance between 2005 and 2017

**ELL performance on NAEP largely unchanged.** The performance of ELLs in large cities, on both the Reading and Mathematics NAEP, saw small changes in both grade 4 and 8, none of which were statistically significant; the same was true for most ELLs in the NP sample. However, FRPL-eligible ELLs saw a *statistically significant* improvement in Grade 4 reading and mathematics scores. The 2017 NAEP Reading scores for such students increased by two percentage-points over the 2005 reading score and increased 3 percentage points over the 2005 mathematics score.

**Former ELLs performance on NAEP Reading showed greater improvement than on NAEP Mathematics.** In large cities, former ELL achievement on NAEP Reading showed statistically significant improvement only for Grade 8, specifically for the FRPL-eligible ELL sample. In Grade 4,

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<sup>51</sup> Because of sample size variations from year to year among various groups, statistical significance may not be straightforward to infer from graphs. In larger samples, small variations may be detected as statistically significant, whereas greater variation is necessary in smaller samples. Thus, visual differences between years and samples on the presented charts cannot be assumed to be statistically significant solely by inspection. For an in-depth explanation, see <https://nces.ed.gov/nationsreportcard/guides/statsig.aspx>.

<sup>52</sup> Due to the rounding of figures, reported difference values for pairwise statistical significance tests may differ by no more than one or two percentage points from values reported on NAEP’s Data Explorer at <https://www.nationsreportcard.gov/ndecore/xplore/NDE>.

NP former ELLs who were FRPL-eligible showed statistically significant improvement in the percentage scoring *at or above proficient*. In Grade 8, former ELLs (both FRPL-eligible and ineligible) showed statistically significant improvement in the percentage scoring at or above proficient or advanced.

**Higher percentage of non-ELLs scored at or above proficient.** In both the LC and the NP samples, the performance of non-ELLs on both the Reading and the Mathematics NAEP assessments in grades 4 and 8 showed improved proficiency rates as well. The percentage point difference between 2015 and 2017 for all non-ELLs in both LC and NP were statistically significant.

#### Comparison of LC-NP Performance between 2015 and 2017

We identified nine student groups based on ELL status and FRPL-eligibility that showed statistically significant differences in NAEP Mathematics and Reading results for Grade 4 and/or 8 in both the LC and NP samples. In six of these nine groups, the students in the LC sample made greater gains compared to those in the NP sample and in two instances showed equal gains. For instance, in Grade 8 math, FRPL-eligible students in large cities generally performed better than counterparts in the national public sample, whereas the reverse was true for Grade 8 reading. Instances in which both the LC and the NP showed statistically significant changes are shaded in the table below; higher or equal percentages are shaded green and lower percentages are shaded yellow. (See Table 12.)

**Table 12. A Comparison Statistically Significant LC-NP Differences between 2005 and 2017**

Grade and Subgroup			NAEP Reading 2005-2017 %-point Difference		NAEP Mathematics 2005-2017 %-point Difference	
			Large City	National Public	Large City	National Public
Grade 4	FRPL-Eligible	ELL	1%	2%*	4%	3%*
		Former ELL	10%	9%*	7%	7%
		Non-ELL	9%*	8%*	7%*	6%*
	FRPL-Ineligible	ELL	-2%	2%	-7%	0%
		Former ELL	13%	13%	-4%	8%
		Non-ELL	13%*	10%*	7%*	9%*
Grade 8	FRPL-Eligible	ELL	1%	1%	2%	2%
		Former ELL	11%*	8%*	4%	6%*
		Non-ELL	7%*	7%*	8%*	6%*
	FRPL-Ineligible	ELL	-3%	-1%	-2%	0%
		Former ELL	2%	14%*	8%	5%
		Non-ELL	10%*	10%*	12%*	10%*

\*Statistically significant ( $p < 0.05$ )

Year-to-year analysis of NAEP scores over the 12-year span reveal fewer statistically significant differences between the LC and the NP samples than those shown in the 2013 report. For example, Table 35 in Appendix H shows that between 2007 and 2015, out of 60 data points across the student groups examined, in only four instances related to ELLs or former ELLs were there statistically significant differences in proficiency scores between the LC and the NP. Therefore, for brevity and to maintain focus on ELLs in the Great Cities, the examination of data presented here, for both general achievement trends and the year-to-year changes, will not address the NP sample set. See

Tables 31 and 35 in Appendices G and H, respectively, for the summary tables with statistically significant differences between the performance of students in the LC and NP samples for reading and mathematics.

## General Observations about Achievement Trends between 2005 and 2017

We conducted extensive analysis comparing an array of student groups, disaggregated by ELL status and FRPL eligibility. In Tables 13 and 14, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by FRPL eligibility. The figures shown in the table are the percentage-point differences in performance for FRPL-eligible students compared to FRPL-ineligible students. In other words, a negative value indicates that FRPL-eligible students performed worse than FRPL-ineligible students, and vice versa. Statistically significant performance differences between FRPL-eligible and FRPL-ineligible students are marked with an asterisks and shading. Red shading indicates that FRPL-eligible students performed significantly worse than FRPL-ineligible students, whereas green shading indicates that they performed significantly better.

Two general trends worth noting are consistent with achievement reports authored by any number of organizations—(1) the lower performance, in general, of FRPL-eligible students and (2) the higher performance, in general, of non-ELLs.

### **I. Fewer FRPL-eligible students scored at or above proficient compared to students who are ineligible for FRPL.**

When data are disaggregated by eligibility for FRPL, achievement over the 12-year period shows that a smaller percentage of students eligible for FRPL scored at or above proficient compared to the percentage of ineligible students. This was true for all examined student groups—ELL, former ELL, and non-ELL, though not always *statistically significant*. The performance of ELLs showed persistent gaps between FRPL-eligible and ineligible FPRL ELLs throughout the seven NAEP testing years. As shown in Tables 13 and 14 below—

#### Reading

For Grade 4 Reading in the seven testing years examined, ELL performance had fewer instances—compared to former ELLs, in which performance was statistically significant between FRPL-eligible and FRPL-ineligible students. (See Table 13.)

- In two out of the seven testing years, ELLs showed statistically significant scores between students based on FRPL-eligibility.
- Former ELLs had three out of seven years in which the differences were statistically different.

For Grade 8 Reading, there were fewer instances in which the performance of FRPL-eligible ELLs and those ineligible were statistically significant. Former ELLs showed a similar number (three out of seven) of statistically significant performances than in Grade 4 Reading.

- None of the ELLs scores over the seven test years were statistically significantly between students who were FRPL-eligible and those not eligible.



- For former ELLs, in three out of the seven years, statistically significant differences were noted between FRPL-eligible and ineligible former ELLs.

**Table 13. Statistical Significance of Performance by FRPL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-6%	-6%*	-6%	-5%	-13%*	-7%	-3%
	Former ELL	-22%	-29%	-10%	-23%*	-34%*	-15%*	-25%
	Non-ELL	-25%*	-29%*	-28%*	-31%*	-35%*	-33%*	-29%*
Grade 8	ELL	-6%	-3%	-4%	-2%	-2%	-4%	-2%
	Former ELL	-19%*	-5%	-9%	-13%	-20%*	-18%*	-10%
	Non-ELL	-21%*	-21%*	-23%*	-23%*	-28%*	-25%*	-24%*

\*Statistically significant ( $p < 0.05$ )

### Mathematics

For Grade 4 Mathematics in the seven testing years examined, there was a preponderance of statistically significant scores between students who were FRPL-eligible and those who were not. (See Table 14.)

- For ELLs, in *all* but one year the differences between FRPL-eligible and FRPL-ineligible students were statistically significant.
- For former ELLs, differences between FRPL-eligible and FRPL-ineligible students were statistically significant in four out of seven years.

For Grade 8 Mathematics during the same time span, there were fewer instances in which the performance differences were statistically significant among the ELL group but the same for the former ELL group—

- Only in 2005 was there a statistically significant difference between the performance of FRPL-eligible and FRPL-ineligible ELLs and
- For former ELLs, in four out of seven years, the difference was statistically significant.

**Table 14. Statistical Significance of Performance by FRPL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between FRPL-Eligible and FRPL-Ineligible						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	ELL	-12%*	-10%*	-10%*	-11%*	-15%*	-20%*	-1%
	Former ELL	-20%	-32%	-25%*	-16%*	-32%*	-22%*	-9%
	Non-ELL	-32%*	-31%*	-32%*	-31%*	-37%*	-36%*	-32%*
Grade 8	ELL	-5%*	-6%	-9%	-7%	-2%	-3%	-1%
	Former ELL	-9%	-10%	-9%	-10%*	-19%*	-17%*	-13%*
	Non-ELL	-24%*	-23%*	-25%*	-27%*	-28%*	-30%*	-28%*

\*Statistically significant ( $p < 0.05$ )

## II. Non-ELLs who are not eligible for FRPL showed higher levels of performance than all other groups examined.

In both the LC and NP samples for both reading and math, students who were neither ELL or FRPL-eligible showed higher levels of performance compared to all other groups based on ELL status and FRPL eligibility. While not all NAEP administrations rendered differences that were statistically significant, the trend for the non-ELL, FRPL-ineligible students appear consistently at the most top-level in the set of line graphs provided in this section. The more detailed analysis of year-to-year changes excludes a comparison to this group to avoid unnecessary repetition.

This section describes in general what appear to be persistent FRPL-related gaps within the three ELL-status groups (ELL, former ELL, and non-ELL) and notes the consistent higher performance of non-ELLs who are FRPL-ineligible. In the following section, we provide the performance on NAEP Reading and Mathematics for the past seven test administration cycles and describe the differences in performance among certain groups for specific years.

### Content NAEP Results by Grade

In this section, we discuss and show the results by grade level and content area for the latest seven NAEP administrations. The graphs show trend lines for the various student groups, disaggregated by ELLs status and FRPL-eligibility. The graphs show a range of variability in the intervening years between 2015 and 2017, with most of this variance being the result of random chance. Our analysis, therefore, is limited to comparing the NAEP results between two years—2005 and 2017 for the LC sample and highlighting only a few of the interim years in which there were statistically significant and large achievement differences.

#### Key Questions

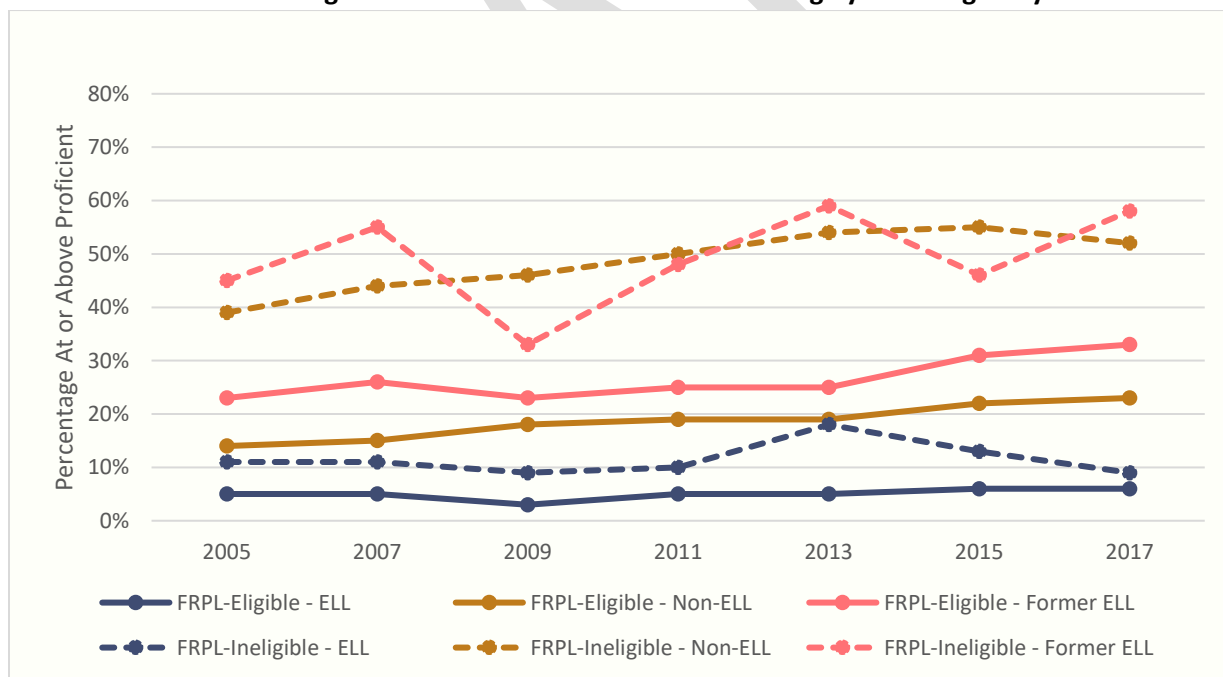
1. Is the difference between the percentage of students scoring at or above proficient in 2005 and 2017 statistically significant?
2. Are the year-to-year changes statistically significant?
3. Do outcomes differ significantly with respect to FRPL-eligibility?
4. Do the outcomes for former ELLs and non-ELLs differ significantly?
5. Do the outcomes for large cities and national public schools differ significantly?

## Grade 4 NAEP Reading

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 4 Reading were statistically significant only for non-ELLs in two years. (See Figure 26.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017. In 2017, six percent of FRPL-eligible ELLs and nine percent of FRPL-ineligible ELLs scored at or above proficient. Neither of these differences were statistically significant from 2015 results.
- **Former ELLs.** Among FRPL-eligible students, the performance outcomes were generally statistically significant and better for former ELLs compared to non-ELLs. A greater percentage of former ELLs than non-ELLs, in the FRPL-eligible group, scored at or above proficient in four out of the seven testing years, however these were *not statistically significant*.

**Figure 26. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility**



Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	5%	5%	3%	5%	5%	6%	6%
	Former ELL	23%	26%	23%	25%	25%	31%	33%
	Non-ELL	14%	15%	18%	19%	19%	22%*	23%
FRPL-Ineligible	ELL	11%	11%	9%	10%	18%	13%	9%
	Former ELL	45%	55%	33%	48%	59%	46%	58%
	Non-ELL	39%	44%	46%	50%	54%*	55%	52%

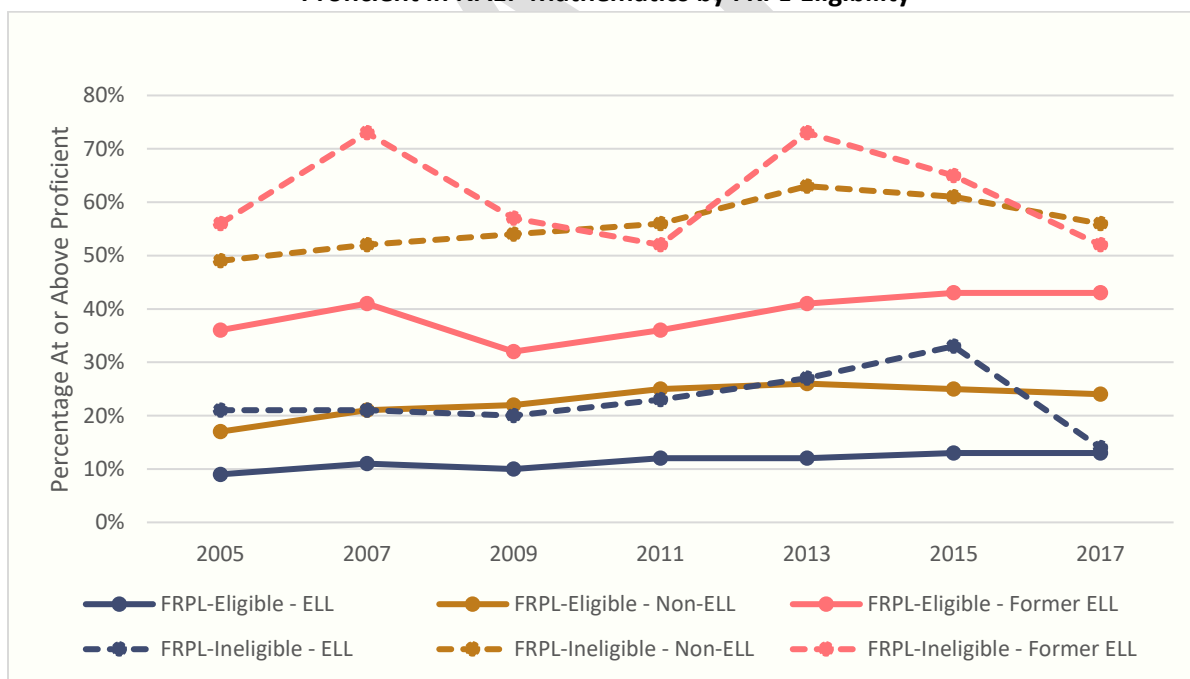
\*Statistically significant change from prior year ( $p < 0.05$ )

## Grade 4 NAEP Mathematics

The performance levels of all ELLs and virtually all former ELLs showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 4 Mathematics were statistically significant for FRPL-eligible non-ELLs in every test year; and in one year for the FRPL-eligible former ELL group. (See Figure 27.)

- **ELLs.** The percentage of ELLs scoring at or above proficient slightly increased from 2005 to 2017. In 2017, nine percent of FRPL-eligible ELLs and 13 percent of FRPL-ineligible ELLs scored at or above proficient.
- **Former ELLs.** Consistently, among FRPL-eligible students, former ELLs showed better performance than non-ELLs and it was generally significant statistically—36 percent of former ELLs scored at or above proficient in 2005 and 43 percent did so in 2017. In contrast, about 17 percent and 24 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively. Among the FRPL-ineligible group, performance of former- and non-ELLs were not statistically significant.

**Figure 27. Percentage of Large City Grade 4 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility**



Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	9%	11%	10%	12%	12%	13%	13%
	Former ELL	36%	41%	32%	36%	41%	43%	43%
	Non-ELL	17%	21%*	22%	25%	26%	25%	24%
FRPL-Ineligible	ELL	21%	21%	20%	23%	27%	33%	14%*
	Former ELL	56%	73%	57%	52%	73%	65%	52%
	Non-ELL	49%	52%	54%	56%	63%*	61%	56%

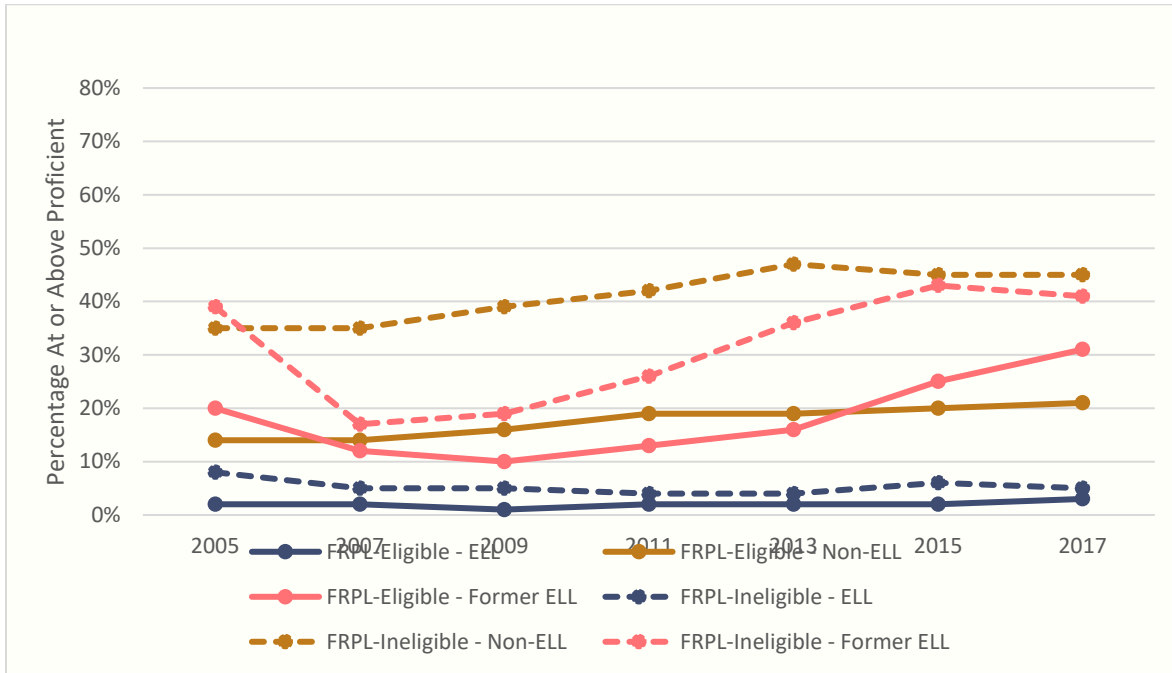
\*Statistically significant change from prior year ( $p < 0.05$ )

## Grade 8 NAEP Reading

The performance levels of virtually all students related to ELL status (ELL, former ELL, and non-ELL) showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Reading were statistically significant for former ELLs in two years and for non-ELLs in one year. (See Figure 28.)

- **ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About two percent of FRPL-eligible ELLs scored at or above proficient in 2005 and three percent in 2017. In 2005, about eight percent, and five percent of FRPL-ineligible ELLs scored at or above proficient in 2017. Unlike in Grade 4 Reading, there were no statistically significant changes for Grade 8 Reading in the performance of the ELL group—neither between testing years nor between FRPL-eligible groups.
- **Former ELLs.** Overall, a higher percentage of former ELLs scored at or above proficient compared to ELLs and non-ELLs who are eligible for FRPL. Nevertheless, the instances where changes in performance were statistically significant were few.
  - Consistently, among *FRPL-eligible students*, former ELLs showed **statistically significant** better performance than non-ELLs—20 percent of former ELLs scored at or above proficient in 2005 and 31 percent did so in 2017. In contrast, about 14 percent and 21 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively.
  - Among the *FRPL-ineligible group*, the performance of former ELLs was 39 percent at or above proficient in 2005 and 41 percent at or above proficient in 2017 but this performance change was **not statistically significant**.
  - Very few changes from year to year, except for two instances, were statistically significant; changes in performance in 2007 and 2015 were **statistically significant**. In the 2007 NAEP results, former ELLs showed a **statistically significant** decrease in the percentage scoring at or above proficient compared to 2005, for both FRPL-eligible and ineligible. In 2015, former ELLs showed a **statistically significant** increase in the percentage scoring at or above proficient in the prior test year, 2013. (See highlighted cells in Figure 28.)

**Figure 28. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Reading by FRPL-Eligibility**



Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	2%	2%	1%	2%	2%	2%	3%
	Former ELL	20%	12%*	10%	13%	16%	25%*	31%
	Non-ELL	14%	14%	16%	19%*	19%	20%	21%
FRPL-Ineligible	ELL	8%	5%	5%	4%	4%	6%	5%
	Former ELL	39%	17%*	19%	26%	36%	43%	41%
	Non-ELL	35%	35%	39%	42%	47%	45%	45%

\*Statistically significant change from prior year ( $p < 0.05$ )

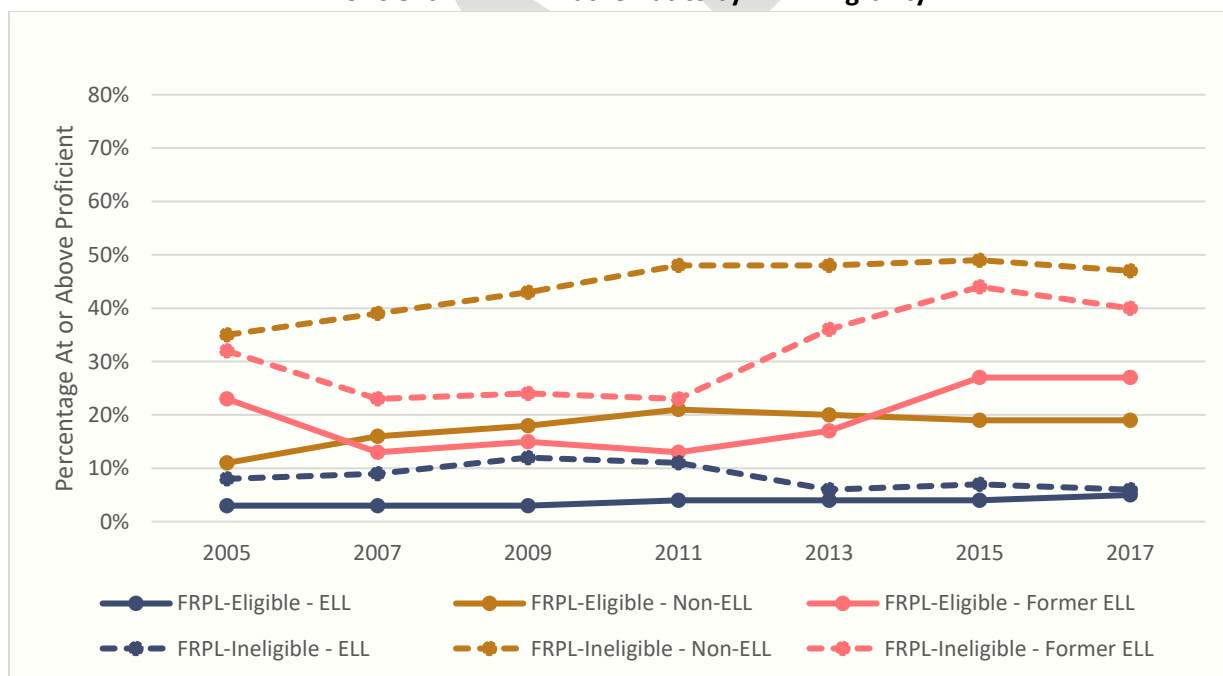
### Grade 8 Mathematics

The performance levels of all ELLs and virtually all former ELLs showed changes that were not statistically significant from one NAEP administration to the next (every two years). The year-to-year changes in Grade 8 Mathematics were statistically significant in only two years and for only former ELLs and non-ELLs.

- ELLs.** The percentage of ELLs scoring at or above proficient remained relatively stagnant from 2005 to 2017, regardless of FRPL eligibility. About eight percent of FRPL-eligible ELLs scored at or above proficient in 2005 and five percent in 2017. For FRPL-ineligible ELLs, eight percent scored at or above proficient in 2005 and six percent did so in 2017. *Neither of these differences were statistically significant.* Except for 2005, there was no statistically significant difference in how ELLs scored related to FRPL-eligibility from year to year.

- Former ELLs.** Among FRPL-eligible students, former ELLs showed better performance than non-ELLs, but it was *not statistically significant*; 23 percent of former ELLs scored at or above proficient in 2005 and 27 percent did so in 2017. In contrast, about 11 percent and 19 percent of FRPL-eligible non-ELLs scored at or above proficient in 2005 and 2017, respectively. Among the non-FRPL eligible group, performance differences between former- and non-ELLs were much smaller and *none were statistically significant*.
  - Changes from year to year were statistically significant only in 2007 and 2015. On the 2007 NAEP Math 8, FRPL-eligible former ELLs showed a *statistically significant* decrease in the percentage scoring at or above proficient compared to 2005. From 2013 to 2015, former ELLs show a *statistically significant* increase in the percentage scoring at or above proficient. (See highlighted cells in Figure 29.)
  - In four test years, FRPL-eligible former ELLs showed *statistically significant* changes in their year to year percentage scoring at or above proficient while the FRPL-ineligible former ELLs group showed statistically significant difference in only two years.

**Figure 29. Percentage of Large City Grade 8 ELLs, Non-ELLs, and Former ELLs Performing At or Above Proficient in NAEP Mathematics by FRPL-Eligibility**



Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017
FRPL-Eligible	ELL	3%	3%	3%	4%	4%	4%	5%
	Former ELL	23%	13%*	15%	13%	17%	27%*	27%
	Non-ELL	11%	16%*	18%	21%*	20%	19%	19%
FRPL-Ineligible	ELL	8%	9%	12%	11%	6%	7%	6%
	Former ELL	32%	23%	24%	23%	36%	44%	40%
	Non-ELL	35%	39%	43%	48%*	48%	49%	47%

\*Statistically significant change from prior year ( $p < 0.05$ )

## Analysis of Selected CGCS Academic Key Performance Indicators

In 2014, the Council began a multi-year process to develop a set of Academic Key Performance Indicators (KPIs) that could be collected across the Council membership to allow districts to benchmark their progress in improving academic achievement. Teams of educators from Council member districts with Council staff jointly developed specifications for indicators in general instruction, special education, and ELL instruction. The Council refined and narrowed a set of KPIs that were piloted in 2015 and 2016. The data regarding ELLs were collected as one of the disaggregated student groups for virtually all of the final Academic KPIs, providing important information about the academic experience of ELLs in member districts. The Academic KPI ELL-related data used in this report is from (a) the 2016 full-scale pilot that gathered data for SY 2013-14, SY 2014-15, and SY 2015-16 and (b) the most recent Academic KPI data collection for SY 2016-17.

We selected a few of the Academic Key Performance Indicators to provide contextual information that could prove helpful in examining the ELL-related indicators collected through the Council's ELL survey. As with the Academic KPI reports, however, the purpose of reporting on the selected indicators is to encourage districts to ask questions and consider ways to analyze their own data by showing trends, further disaggregating results, and combining variables.

The indicators reported in this section, follow the KPI reporting conventions, in which cells sizes less than 20 are not reported. The exception is for Algebra I completion, where we do report when districts indicate that any category is less than 20. Consistent with the data quality protocol of the Academic KPIs, districts were removed from the data set when data were missing or could not be confirmed. We examined the following Academic KPIs—

- ***Absentee rates by selected grade levels.*** Of the attendance measures collected by the Academic KPIs, we looked at absentee rates for ELLs who were absent between 10 and 19 days in grades 6, 8 and 9. The KPI-collected data on cumulative absences for five to nine days, ten to nineteen days, and twenty or more days. In this report, we focused on figures related to chronic absenteeism of between 10 and 19 days or 20+ days.
- ***Failure of One or More Courses in 9<sup>th</sup> Grade.*** Of the secondary achievement indicators collected by the Academic KPIs, we looked at the percentage of ELLs who failed one or more core courses in Grade 9.
- ***Algebra 1/Equivalent Course Completion by Grade 9.*** Another secondary achievement indicator we looked at was the percentage first time ninth grade ELLs successfully completing Algebra I, Integrated Math, or an equivalent course by the end of seventh, eighth, or ninth grade.

For each of the Academic KPIs, we display the district-specific data for SY 2016-17. For a smaller number of districts that provided complete data for three consecutive years, we calculated trends in the aggregate from SY 2014-15 to SY 2016-17 for each of the selected indicators.

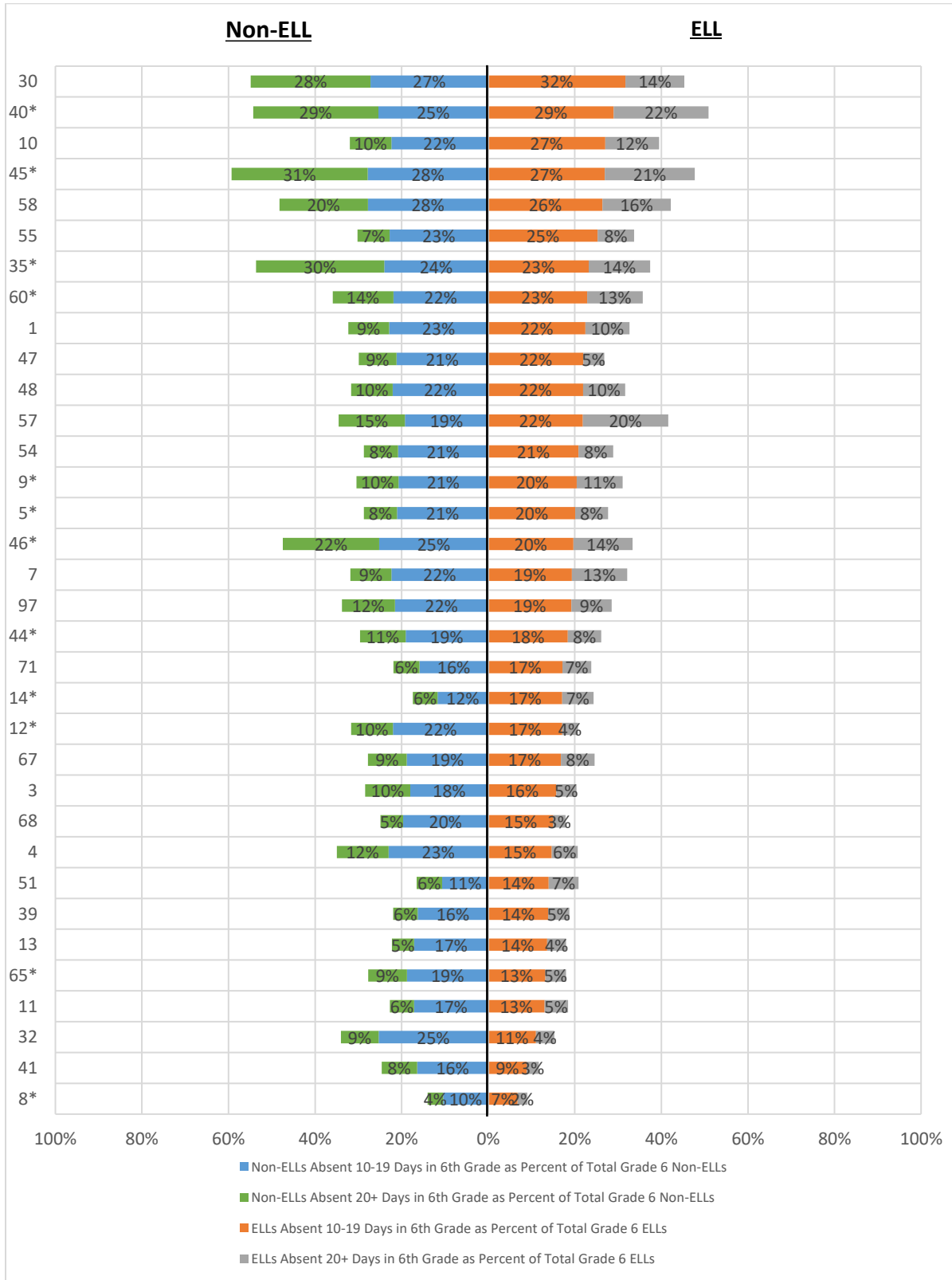


## Absences

For a total of 35 districts, Figure 30 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 6 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.

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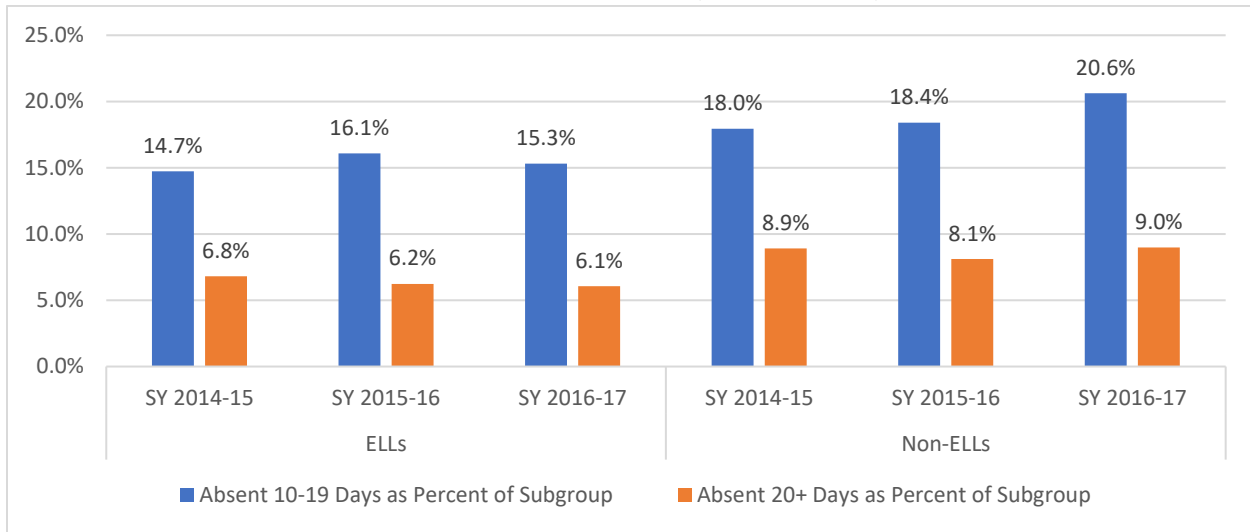
**Figure 30. Grade 6 Chronic Absences by ELL Status, SY 2015-16 (N=35 Districts)**  
*Sorted by Percentage of ELLs Absent 10-19 Days*



\*Excluded from Figure 31 due to missing data for SY 2014-15 and/or SY 2015-16.

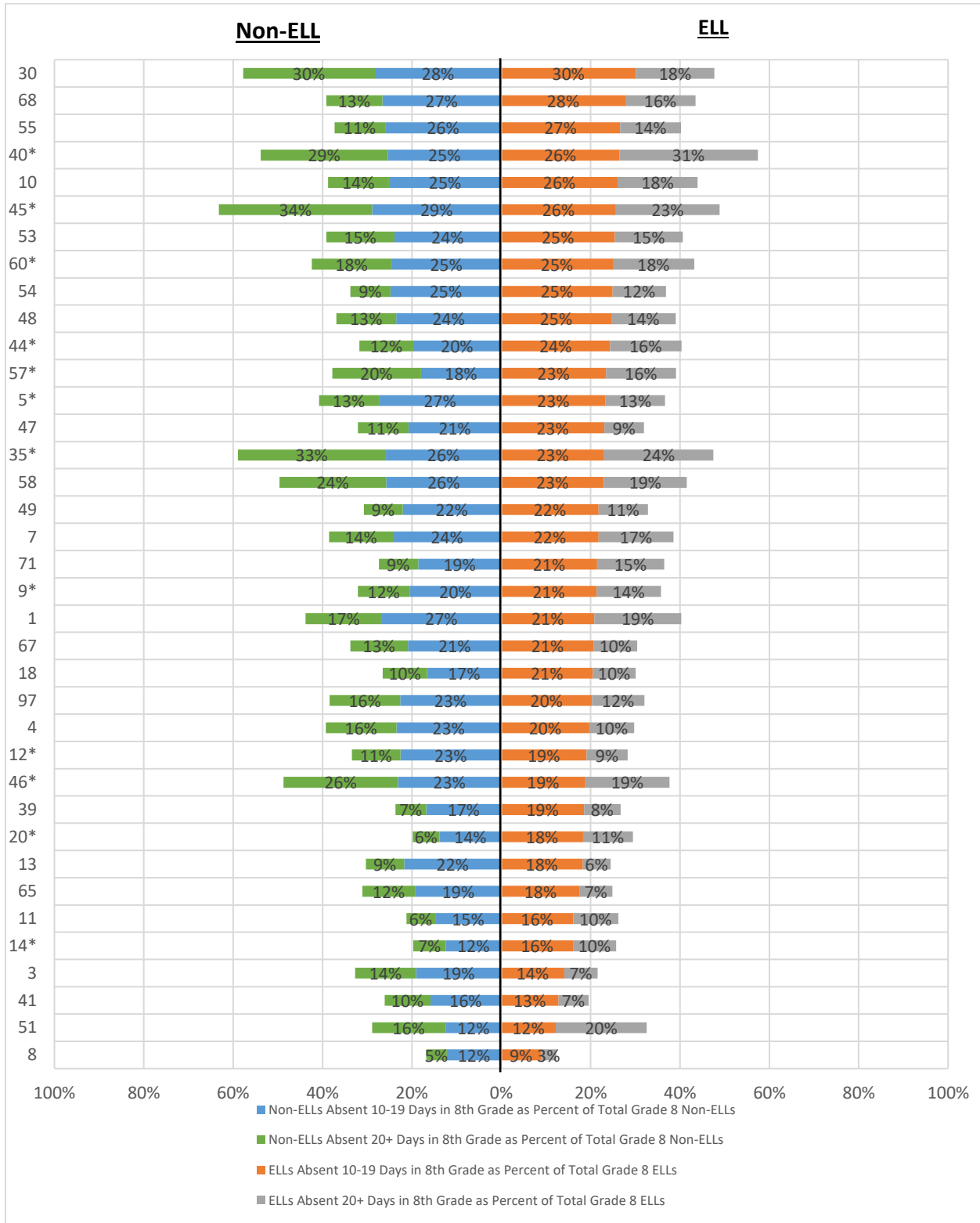
A comparison of three-year rates of absence for ELLs and non-ELLs is shown in Figure 31 for a total of 23 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

**Figure 31. Percentage of Grade 6 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=23 Districts)**



For a total of 37 districts, Figure 32 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 8 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.

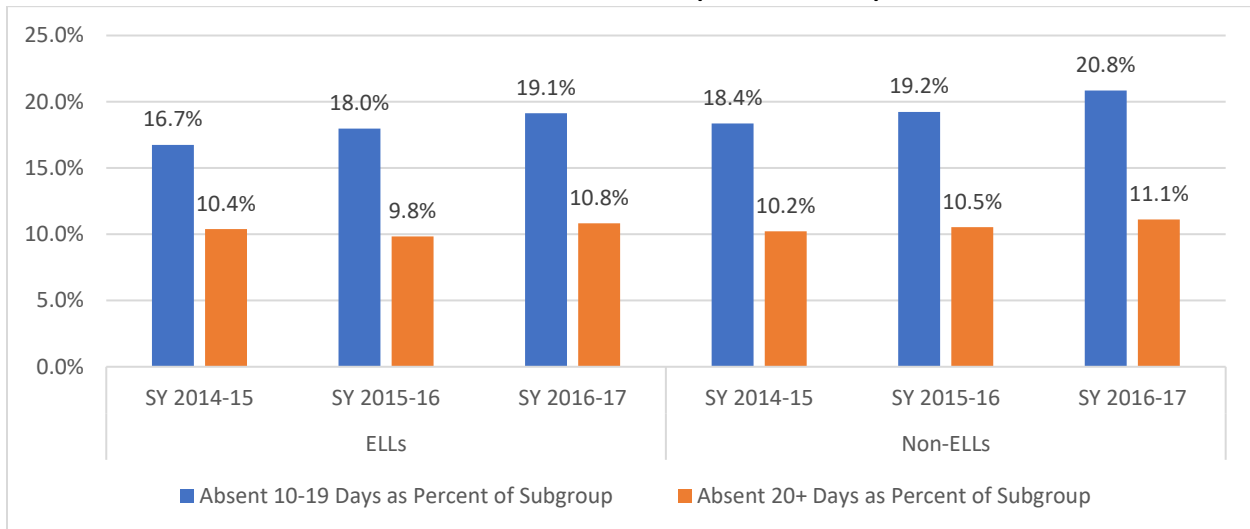
**Figure 32. Grade 8 Chronic Absences by ELL Status, SY 2015-16 (N=37 Districts)**  
 Sorted by Percentage of ELLs Absent 10-19 Days



\*Excluded from Figure 33 due to missing data for SY 2014-15 and/or SY 2015-16.

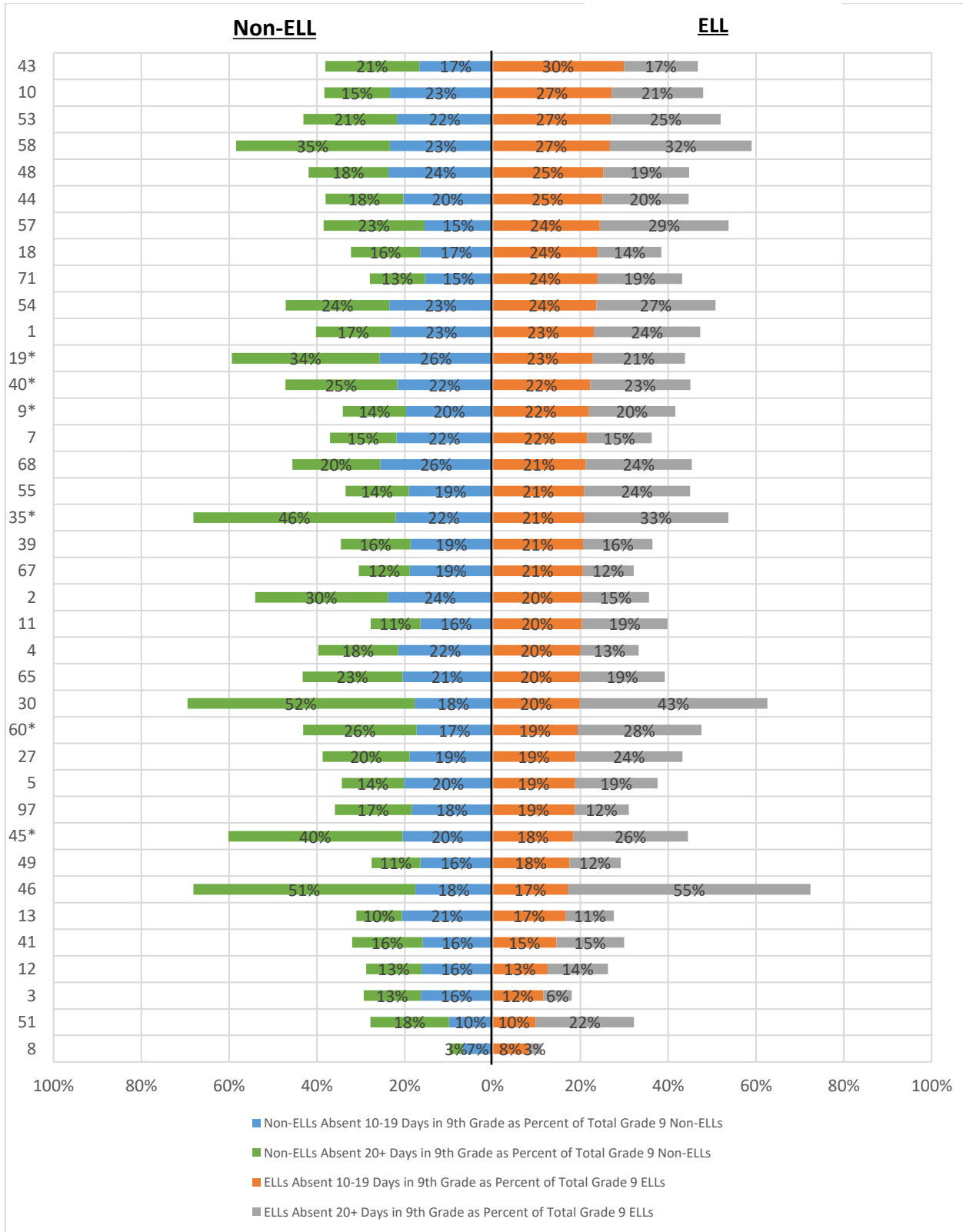
A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 8 is shown in Figure 33 for a total of 25 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

**Figure 33. Percentage of Grade 8 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=25 Districts)**



For 39 districts, Figure 34 illustrates how districts compare on their absence rates for ELLs and non-ELLs in Grade 9 who were cumulatively absent between 10 and 19 or 20+ days. The bars to the left of the 0% point on the x-axis represent the absence rates for non-ELLs and the bars to the right of the 0% point on the x-axis represent the absence rates for ELLs. Districts are ranked based on the percent of ELLs absent between 10 and 19 days.

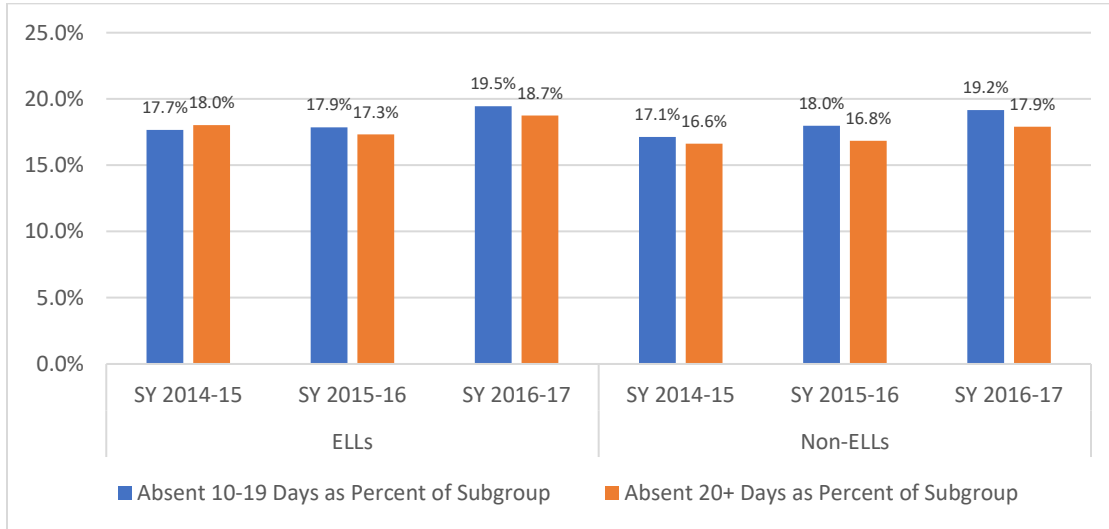
**Figure 34. Grade 9 Chronic Absences by ELL Status, SY 2015-16 (N=39 Districts)**  
*Sorted by Percentage of ELLs Absent 10-19 Days*



\*Excluded from Figure 35 due to missing data for SY 2014-15 and/or SY 2015-16.

A comparison of three-year rates of absence for ELLs and non-ELLs in Grade 9 is shown in Figure 35 for a total of 33 districts that had complete data for all three years from SY 2014-15 to SY 2016-17.

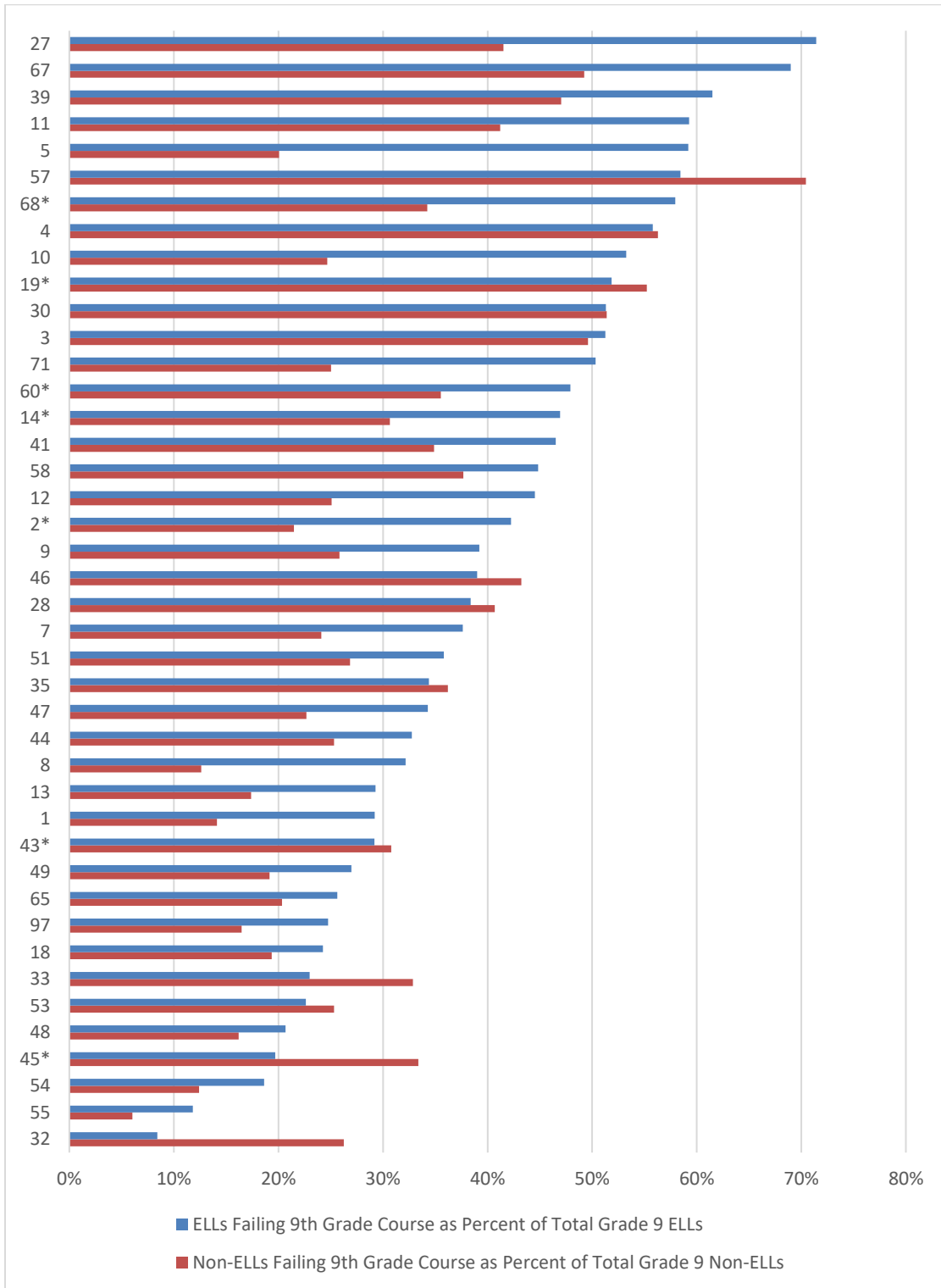
**Figure 35. Percentage of Grade 9 Students Absent Chronically Absent by ELL Status, SY 2014-15 to SY 2016-17 (N=33 Districts)**



### Failure of One or More Core Courses in 9th Grade

For 42 districts, Figure 36 illustrates how districts compare on the percentage of ELLs and non-ELLs who have failed one or more core course in ninth grade during SY 2016-17. Data are sorted by the percentage of ELLs in grade 9 with one or more course failures.

**Figure 36. Failure of One or More Core Courses by 9th Grade ELLs and Non-ELLs, SY 2016-17**  
**(N=42 Districts)**  
*Sorted by Percentage of ELLs Failing Grade 9 Course*

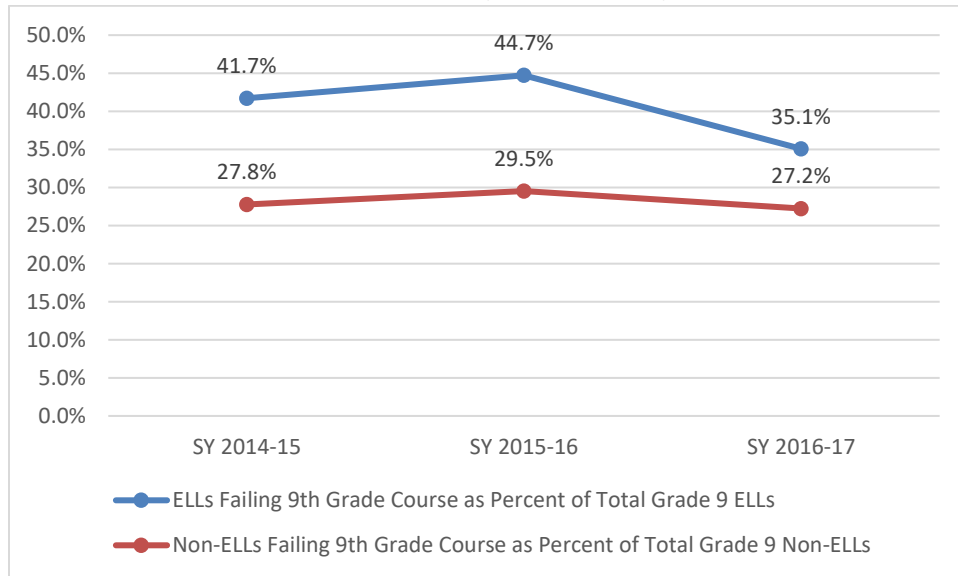


\*Excluded from Figure 37 due to missing data for SY 2014-15 and/or SY 2015-16.



Figure 37 shows a comparison between the percentage of ELLs and non-ELLs at grade 9 who failed one or more core course, over a three-year period, SY 2014-15 to SY 2016-17 for the 35 member districts that had data for all years.

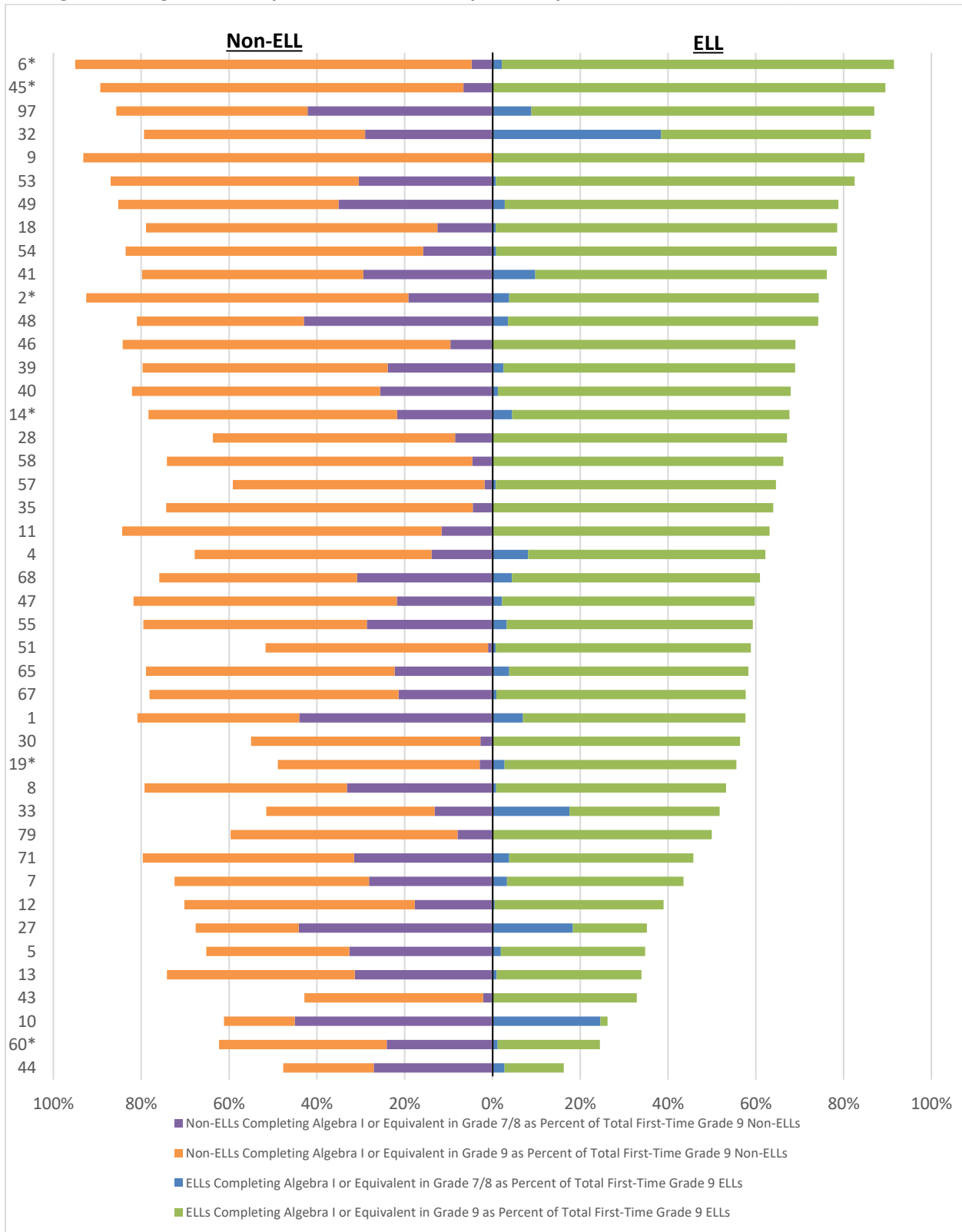
**Figure 37. Percentage of Grade 9 Students Failing One or More Core Course by ELL Status, SY 2014-15 to SY 2016-17 (N=35 Districts)**



### Algebra I or Equivalent Course Completion by First-Time 9<sup>th</sup> Grade Students

For 44 districts, Figure 38 illustrates how districts compare on the percentage of ELLs and non-ELLs in SY 2016-17 who successfully completed Algebra I or an equivalent course by the end of Grade 7, 8 or 9. Data are sorted by the percentage of ELLs completing Algebra I.

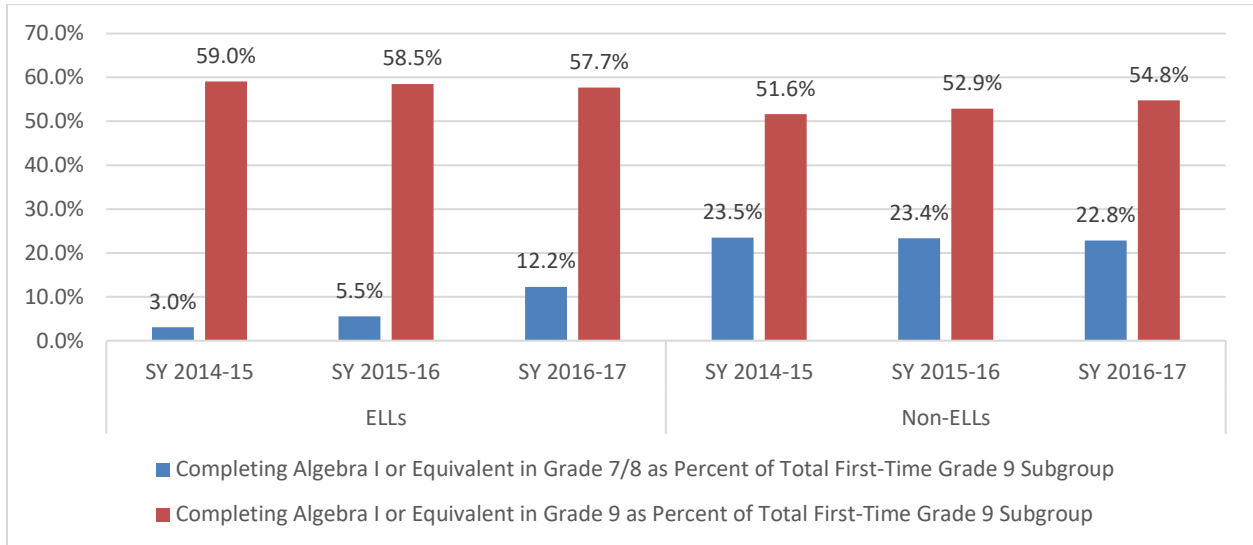
**Figure 38. Algebra I or Equivalent Course Completion by ELL Status, SY 2016-17 (N=44 Districts)**



\*Excluded from Figure 39 due to missing data for SY 2014-15 and/or SY 2015-16.

Figure 39 shows a comparison between ELLs and non-ELLs in grade 9 who completed Algebra I or an equivalent course by Grade 9 over a three-year period from SY 2014-15 to SY 2016-17. A total of 38 member districts provided complete data that were included in the aggregate figures.

**Figure 39. Percentage of First-Time Grade 9 Students Completing Algebra I or Equivalent by ELL Status, SY 2014-15 to SY 2016-17 (N=38 Districts)**



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## Teachers of ELLs: State Requirements and Number of Teachers with Relevant Endorsements or Certification

### State Requirements of Teachers Providing Instruction to English Language Learners (N=55 Districts)

ELLs across the nation and in the Council-member districts are taught by general education teachers as well as by ESL/ESOL or bilingual education teachers. The time that ELLs spend being taught by general education teachers, depends on a number of factors such as grade level, the student's level of English proficiency, the instructional service model, and the overall ELL program design in a given district. State and district requirements regarding staffing of instructional programs for ELLs also result in different time distributions between general education teachers and ESL/ESOL or bilingual education teachers. Nevertheless, teachers who provide instruction to ELLs should be equipped with an understanding of English language acquisition and well-versed in instructional practices that ensure ELLs have access to grade-level content while they are developing their English proficiency. According to the Education Commission of States (ECS), however, fewer than 30 states have state policies or department of education guidelines requiring teachers of ELLs to have specialized certification.<sup>53</sup>

Around 55 districts provided information on the state requirements for the various categories of teachers in their district who work with ELLs; not all districts reported on requirements for each specific type of educator requested in the survey. It is important to note that the reported data by category includes an inherent variability because of the differing state-determined criteria for what constitutes a “license, certification, and endorsement” related to serving ELLs, including the total number of hours or courses required to obtain such qualifications. In an attempt to standardize as best as possible across member districts, we made the following distinction between License/Certification, and Endorsement/Credential:

- ESL/Bilingual Education License/Certification—as primary teaching licensure
- ESL/Bilingual Education Endorsement/Credential—supplemental to the primary licensure

We separated district-reported data into four tables that detailed state requirements for specific types of teachers, namely, bilingual teachers, ESL teachers, general education teachers of ELLs, and special education teachers of ELLs. Not all of the 55 responding districts provided information for each category of teacher as not all districts use the same nomenclature. Thus, the tables display information on different subsets of responding districts. Districts indicated that endorsement and credential requirements for Bilingual Education and ESL teachers are specific to grade-spans, rather than content areas. Not appearing in the four tables below are additional requirements of content area certifications and certifications in the language of instruction for bilingual teachers in six districts.

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<sup>53</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>

According to the 2014 ECS report, of the 20 states that had some type of requirement for teachers of ELLs, 14 of them required an ELL-related endorsement and only 6 required an ELL-related license or certification.<sup>54</sup>

Table 15 shows the distribution of responses from 53 districts on state-required qualifications specifically for bilingual teachers. Specifically,

- a) six indicated bilingual teacher required an ESL/Bilingual License/Certification;
- b) eighteen indicated a bilingual teacher required an ESL/Bilingual education Endorsement/Credential;
- c) fourteen indicated that the bilingual teacher needed either (a) or (b); and
- d) thirteen or about one-quarter of reporting districts indicated that their state had no specific requirement for bilingual teachers in order to provide instruction to ELLs.

Some districts indicated that supplemental coursework and/or professional development hours were also required. Both the number of required professional development hours as well as the reported timeframe for completing the coursework or professional development requirements varied across districts; some reported as few as one hour and others, such as the Florida member districts, reported 300 hours to be completed over several years.

**Table 15. State Requirements for BILINGUAL EDUCATION TEACHERS, SY 2016-17 (N=53 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours <sup>55</sup>	No Requirements
40	✓	✓	✓		
46	✓	✓	✓		
14	✓	✓		✓	
26	✓	✓		✓	
97	✓	✓		✓	
54	✓	✓		✓	
39	✓	✓			
35	✓	✓			
48	✓	✓			
77	✓	✓			
431	✓	✓			
16	✓	✓			
32	✓	✓			
71	✓	✓			
41	✓			✓	
52	✓			✓	
29	✓				

<sup>54</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours <sup>55</sup>	No Requirements
61	✓				
62	✓				
67	✓				
65		✓	✓	✓	
44		✓		✓	
12		✓		✓	
45		✓		✓	
76		✓			
15		✓			
20		✓			
102		✓			
9		✓			
1		✓			
8		✓			
11		✓			
27		✓			
30		✓			
43		✓			
49		✓			
57		✓			
68		✓			
460			✓		
66				✓	
37					✓
51					✓
96					✓
4					✓
7					✓
10					✓
13					✓
19					✓
33					✓
34					✓
53					✓
55					✓
58					✓
<b>Total Districts</b>	<b>20</b>	<b>32</b>	<b>4</b>	<b>11</b>	<b>13</b>
<b>% of Responses</b>	<b>37.7%</b>	<b>60.4%</b>	<b>7.5%</b>	<b>20.8%</b>	<b>24.5%</b>

Table 16 shows the reported state requirements for ESL teachers by 55 districts. A larger number of districts—more than double, reported having state requirements for ESL teachers than for bilingual education teachers. Specifically,

- a) thirty-eight districts indicated ESL teachers required only an ESL/Bilingual License/Certification;
- b) four indicated ESL teachers required only an ESL/Bilingual education Endorsement/Credential;
- c) seven districts indicated that ESL teachers required either (a) or (b);
- d) fifteen districts indicated ESL teachers had requirement for professional development hours; and
- e) four districts reported no state requirements for ESL teachers of ELLs.

**Table 16. State Requirements for ESL TEACHERS, SY 2016-17 (N=55 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
12	✓	✓		✓	
14	✓	✓		✓	
15	✓	✓		✓	
34	✓	✓		✓	
44	✓	✓		✓	
45	✓	✓		✓	
49	✓	✓		✓	
40	✓		✓		
46	✓		✓		
65	✓		✓		
13	✓			✓	
54	✓			✓	
97	✓			✓	
1	✓				
4	✓				
6	✓				
8	✓				
9	✓				
10	✓				
11	✓				
16	✓				
18	✓				
19	✓				
20	✓				
27	✓				

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
28	✓				
30	✓				
32	✓				
33	✓				
35	✓				
39	✓				
43	✓				
47	✓				
48	✓				
53	✓				
57	✓				
58	✓				
63	✓				
67	✓				
68	✓				
71	✓				
76	✓				
77	✓				
102	✓				
431	✓				
2		✓	✓	✓	
26		✓		✓	
41		✓		✓	
66		✓		✓	
460			✓		
52				✓	
7					✓
37					✓
51					✓
96					✓
<b>Total Districts</b>	<b>45</b>	<b>11</b>	<b>5</b>	<b>15</b>	<b>4</b>
<b>% of Responses</b>	<b>81.8%</b>	<b>2.0%</b>	<b>9.1%</b>	<b>27.3%</b>	<b>7.3%</b>

Table 17 shows that about 40 percent of reporting districts (55) indicated their states required content area teachers of ELLs to have either an ESL/Bilingual endorsement or credential. Additionally, 29 percent of reporting districts reported having no state requirements for content area teachers of ELLs.



**Table 17. State Requirements for CONTENT AREA TEACHERS OF ELLS, SY 2016-17 (N=55 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
61	✓				
46	✓	✓	✓		
97	✓	✓		✓	
16	✓	✓			
35	✓	✓			
71	✓	✓			
77	✓	✓			
62	✓				
65		✓	✓		
12		✓		✓	
26		✓		✓	
34		✓		✓	
44		✓		✓	
1		✓			
4		✓			
8		✓			
10		✓			
11		✓			
28		✓			
32		✓			
57		✓			
67		✓			
76		✓			
102		✓			
13			✓	✓	
14			✓	✓	
20			✓		
40			✓		
41			✓		
48			✓		
49			✓		
68			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
54				✓	
7					✓
9					✓
19					✓
27					✓
29					✓
30					✓
33					✓
37					✓
39					✓
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
431					✓
<b>Total Districts</b>	<b>8</b>	<b>22</b>	<b>11</b>	<b>13</b>	<b>16</b>
<b>% of Responses</b>	<b>14.5%</b>	<b>40.0%</b>	<b>20.0%</b>	<b>23.6%</b>	<b>29.1%</b>

The 2014 report by the Education Commission of the States indicated that over 30 states do not require ELL training for general classroom teachers beyond the federal requirements.<sup>56</sup> About three years later, the results from the Council’s 2017 ELL survey paints a similar picture. The data provided by 54 responding districts indicated that half (27 of 54) of these districts are in states that have no certification, coursework or professional development requirements for general education teachers providing instruction to ELLs. Table 18 shows the individual district responses—

- a) Two districts reported that general education teachers of ELLs are required to have an ESL/Bilingual License or Certification.
- b) A total of 15 districts (about 30 percent) reported that their states require General Education Teachers to have an ESL/Bilingual Education endorsement or credential to teach ELLs. For three of these districts, the ESL Bilingual Education License/Certification was reported as acceptable.
- c) A total of nine districts (17 percent) require general education teachers to participate in professional development for the instruction of ELLs.

<sup>56</sup> Wixom, M. (2014, November 1). 50-State comparison: English language learners. Retrieved from Education Commission of the States website: <https://www.ecs.org/english-language-learners>

d) Only five responding districts required supplemental coursework related to serving ELLs.

**Table 18. State Requirements for GENERAL EDUCATION TEACHERS OF ELLS, SY 2016-17  
(N=54 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✓	✓		✓	
71	✓	✓			
77	✓	✓			
61	✓				
62	✓				
65		✓	✓		
26		✓		✓	
44		✓		✓	
8		✓			
10		✓			
11		✓			
13		✓			
32		✓			
48		✓			
57		✓			
67		✓			
68		✓			
76		✓			
14			✓	✓	
20			✓		
40			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	
1					✓
4					✓
7					✓
9					✓
12					✓
16					✓
19					✓
27					✓
28					✓

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
29					✓
30					✓
33					✓
34					✓
35					✓
37					✓
39					✓
43					✓
46					✓
49					✓
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
102					✓
431					✓
<b>Total Districts</b>	<b>5</b>	<b>16</b>	<b>5</b>	<b>9</b>	<b>27</b>
<b>% of Responses</b>	<b>9.3%</b>	<b>29.6%</b>	<b>9.3%</b>	<b>16.7%</b>	<b>50.0%</b>

State requirements for special education teachers of ELLs were the least reported by member districts. Table 19 shows that about 29 percent of districts reported requiring that special education teachers of ELLs have an ESL/Bilingual Education Endorsement/Credential; 10 percent of districts reported requiring professional development hours for these teachers. Half of the reporting districts indicated no state requirements for special education teachers of ELLs.

**Table 19. State Requirements for SPECIAL EDUCATION TEACHERS OF ELLS, SY 2016-17 (N=54 Districts)**

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
97	✓	✓		✓	
71	✓	✓			
77	✓	✓			
61	✓				
62	✓				
65		✓	✓		
26		✓		✓	

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
44		✓		✓	
8		✓			
10		✓			
11		✓			
32		✓			
48		✓			
57		✓			
67		✓			
68		✓			
76		✓			
13			✓	✓	
14			✓	✓	
20			✓		
40			✓		
460			✓		
52				✓	
2				✓	
15				✓	
45				✓	
66				✓	
1					✓
4					✓
7					✓
9					✓
12					✓
16					✓
19					✓
27					✓
28					✓
29					✓
30					✓
33					✓
34					✓
35					✓
37					✓
39					✓
43					✓
46					✓
49					✓

District ID	ESL/Bilingual Education License/Certification	ESL/Bilingual Education Endorsement/Credential	Supplemental Coursework	Professional Development Hours	No Requirements
51					✓
53					✓
55					✓
58					✓
63					✓
96					✓
102					✓
431					✓
<b>Total Districts</b>	<b>5</b>	<b>15</b>	<b>6</b>	<b>10</b>	<b>27</b>
<b>% of Responses</b>	<b>9.3%</b>	<b>27.8%</b>	<b>11.1%</b>	<b>18.5%</b>	<b>50.0%</b>

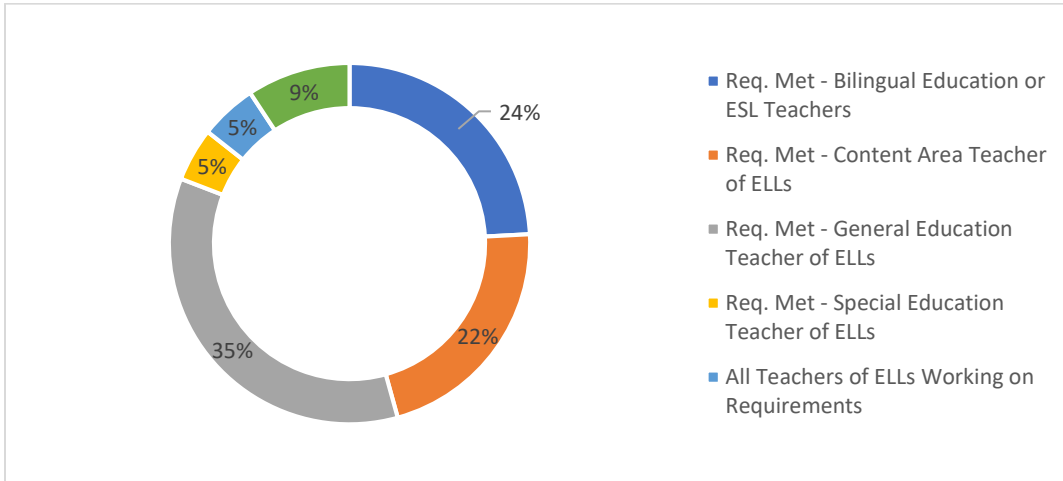
### Percentage Distribution of Total Teachers of ELLs, by Type of Qualification and School Level in SY 2016-17 (N=54 Districts)

Districts reported the number of teachers of ELLs who met the specified ELL-related mandates, but the variation of state and district requirements and the relative size of districts precluded us from making any district-to-district comparative analyses. We, therefore, aggregated the total reported number of teachers of ELLs by school level to calculate the percentage distribution across ELL-related teaching requirements. The resulting distribution shows interesting yet somewhat predictable trends across the three school levels—

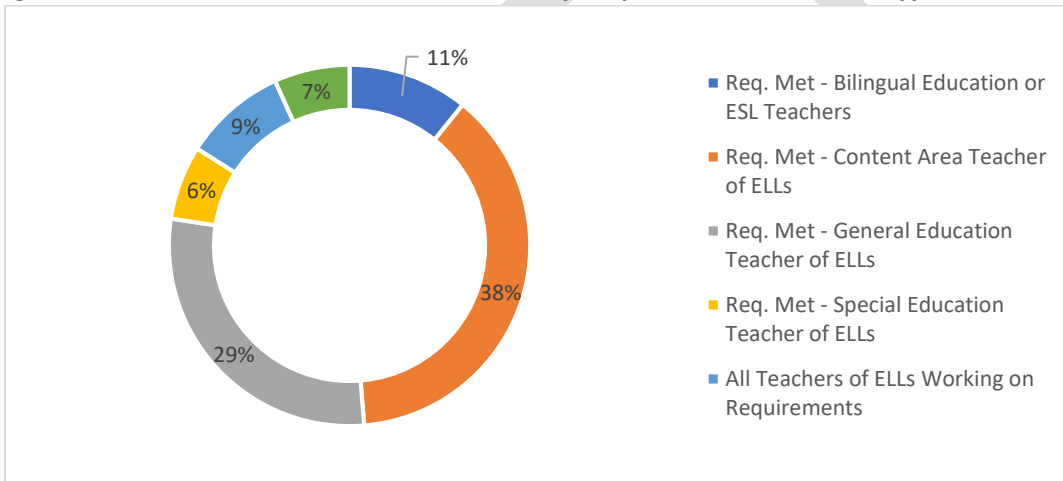
- Of the total teachers of ELLs, the share of Bilingual education/ESL teachers who meet ELL-related requirements decreases at the higher-grade levels, from 24 percent of ELL teachers in elementary grades, 11 percent in middle school, and nine percent in high school.
- Conversely, the percentage who are content area teachers meeting ELL-related requirements increase at higher grade levels, presumably due to greater departmentalization in middle and high school grades. Content area teachers meeting ELL-related requirements comprise 22 percent in elementary grades, 38 percent in middle school, and 40 percent in high school grades.
- Finally, the share of teachers of ELLs who are general education teachers meeting ELL-related requirements decreases only a bit between elementary and secondary levels, from 35 percent to 28.9 percent, respectively.

Figures 40 through 42 depict the relative share of teachers of ELLs who meet various ELL-related requirements at the elementary school, middle, and high school levels.

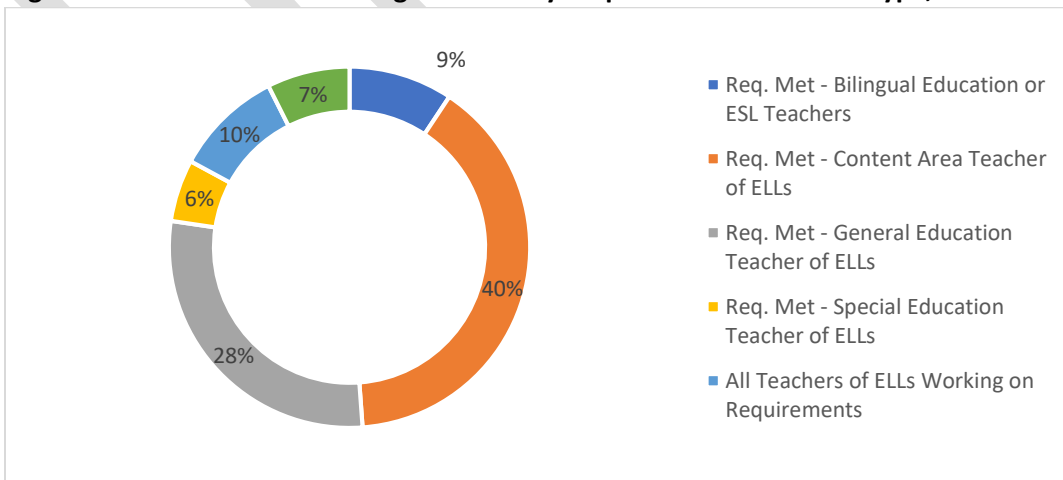
**Figure 40. Teachers of ELLs in Elementary Schools by Requirement Status and Type, SY 2016-17**



**Figure 41. Teachers of ELLs in Middle Schools by Requirement Status and Type, SY 2016-17**



**Figure 42. Teachers of ELLs in High Schools by Requirement Status and Type, SY 2016-17**



## Recruitment and Hiring, and Evaluation of Instructional Personnel for ELLs

### Recruitment Efforts for Teachers by District in SY 2016-17 (N=58 Districts)

Some 58 districts provided information about their various recruitment efforts to hire ELL teachers. The top three listed efforts are the same that appeared in the top three in the 2013 ELL survey—partnerships with local universities and colleges of education, grow your own strategies, and alternative certification programs. Specifically, the percentage reporting implementing these efforts increased from the figures reported in the 2013 report: In 2009-10, 85 percent of districts (35 of 41 districts) reported partnerships with local universities and colleges of education as a recruitment effort and in 2016-17, 95 percent of responding districts (53 of 58 districts) listed this effort. Similarly, district “grow your own strategies” was listed as a recruitment effort for ELL teachers by 71 percent in 2009-10 (29 of 41 districts) and 75 percent in 2016-17 (42 of 58 districts).<sup>57</sup>

District use of *alternative certification programs* as a recruitment effort to hire ELL teachers increased measurably between SY 2009-10 and SY 2016-17. In SY 2009-10, 49 percent of districts (20 of 41 districts) reported including these recruitment efforts. In SY 2016-17, however, 61 percent of districts (34 of 58 districts) reported using *alternative certification programs* to help fill ELL teacher vacancies. Table 20 provides a district-specific listing of recruiting efforts for ELL teachers. Other responses, not shown in the table, include providing teachers with tuition reimbursement to pursue ELL-related endorsements and partnerships with institution of higher education to provide teachers with opportunities to obtain ESL certification.

**Table 20. ELL Teacher Recruitment Efforts by District, SY 2016-17 (N=56 Districts)**

District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
8	✓	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	✓	✓
54	✓	✓	✓	✓	✓	✓
55	✓	✓	✓	✓	✓	✓
67	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	
18	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓	✓	

<sup>57</sup> Uro, G., & Barrio, A. (2013). *English language learners in America’s great city schools: Demographics, achievement, and staffing*. Washington, DC: Council of the Great City Schools.



District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
26	✓	✓	✓	✓	✓	
40	✓	✓	✓	✓	✓	
76	✓	✓	✓	✓	✓	
6	✓	✓	✓	✓		✓
13	✓	✓	✓	✓		✓
97	✓	✓	✓	✓		✓
4	✓	✓	✓	✓		
43	✓	✓	✓	✓		
46	✓	✓	✓	✓		
48	✓	✓	✓	✓		
19	✓	✓	✓		✓	✓
29	✓	✓	✓		✓	✓
53	✓	✓	✓			✓
61	✓	✓	✓			✓
33	✓	✓	✓			
52	✓	✓	✓			
30	✓	✓		✓	✓	✓
51	✓	✓		✓		✓
66	✓	✓		✓		✓
11	✓	✓			✓	
102	✓	✓			✓	
1	✓	✓				
12	✓	✓				
15	✓	✓				
27	✓	✓				
28	✓	✓				
47	✓	✓				
57	✓	✓				
63	✓	✓				
431	✓	✓				
41	✓		✓	✓	✓	✓
44	✓		✓	✓	✓	✓
68	✓		✓	✓	✓	
14	✓		✓		✓	✓
16	✓		✓		✓	✓
10	✓		✓			
58	✓		✓			
2	✓			✓		
34	✓			✓		

District ID	Partnerships with local universities and colleges of education	Grow your own strategies	Alternative certification programs	Travel team attending college job fairs	Recruitment efforts at bilingual education conferences	International recruitment
7	✓					
35	✓					
65	✓					
96		✓				
77 <sup>58</sup>						
460						
<b>Total Districts</b>	<b>53</b>	<b>42</b>	<b>34</b>	<b>29</b>	<b>24</b>	<b>22</b>
<b>% of Responses</b>	<b>94.6%</b>	<b>75.0%</b>	<b>60.7%</b>	<b>51.8%</b>	<b>42.9%</b>	<b>39.3%</b>

Components of Staff Evaluation Process Related to ELL Instruction (N=54 Districts)

A total of 54 districts provided information about whether personnel evaluation processes of specified teachers and administrators incorporate components related to ELL instruction in SY 2016-17. The Council’s survey asked districts to respond to the question for two sets of educators—those with less than three years of experience and those with three or more years of experience. The results showed virtually no difference in the responses for these two groups. Therefore, Table 21 provides the results for educators with 3 or more years of experience.

The majority of responding districts, or 63 percent, indicated that their evaluation of ESL/Bilingual education teachers included components related to instruction of ELLs. Slightly over half of districts, 53.7 percent, indicated that the evaluation of general education teachers included components related to ELL instruction and slightly less than half of the districts (48.1 percent) indicated that the evaluation of special education teachers and instructional coaches included components related to ELL instruction. Over 40 percent of districts indicated that the evaluation of both principals and assistant principals include components related to ELL instruction. The smallest response was from districts that indicated that the evaluation of instructional assistants, whether in ELL programs or general education included components related to ELL instruction, 35 percent and 22 percent, respectively.

<sup>58</sup> The school district hosts its own recruitment fairs.

**Table 21. Inclusion of Evaluation Components Related to ELL Instruction for Staff Members with 3+ Years of Experience, SY 2016-17 (N=54 Districts)**

District ID	ESL/Bilingual education teachers	General education teachers	Instructional assistants for ELLs	Instructional assistants in general education	Special education teachers	Instructional coaches / teachers on special assignment (TOSA)	Principals	Assistant principals
4	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓	✓
16	✓	✓	✓	✓	✓	✓	✓	✓
20	✓	✓	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓	✓	✓
51	✓	✓	✓	✓	✓	✓	✓	✓
52	✓	✓	✓	✓	✓	✓	✓	✓
66	✓	✓	✓	✓	✓	✓	✓	✓
102	✓	✓	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓		
76	✓	✓	✓	✓	✓	--	✓	--
77	✓	✓	✓		✓	✓	✓	✓
65	✓	✓	✓		✓	✓		
1	✓	✓	✓			✓	✓	✓
13	✓	✓			✓	✓	✓	✓
29	✓	✓			✓	✓	✓	✓
37	✓	✓			✓	✓	✓	✓
48	✓	✓			✓	✓	✓	✓
61	✓	✓			✓	✓	✓	✓
7	✓	✓			✓	✓		
8	✓	✓			✓	✓		
71	✓	✓			✓		✓	✓
14	✓	✓			✓			
34	✓	✓			✓			
9	✓	✓				✓	✓	✓
35	✓	✓				✓		
32	✓	✓	--	--	✓	✓	✓	✓
39	✓		✓				✓	✓
6	✓		✓					
44	✓		✓					
19	✓					✓		
18	✓							
49	✓							

District ID	ESL/Bilingual education teachers	General education teachers	Instructional assistants for ELLs	Instructional assistants in general education	Special education teachers	Instructional coaches / teachers on special assignment (TOSA)	Principals	Assistant principals
67			✓					
12							✓	✓
26								
27								
28								
30								
33								
40								
46								
47								
53								
55								
57								
58								
63								
68								
96								
431								
460								
10	--	✓	--	--	✓	✓	✓	✓
<b>Total "Yes" Responses</b>	<b>34</b>	<b>29</b>	<b>19</b>	<b>12</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>23</b>
<b>"Yes" as % of Responses</b>	<b>63.0%</b>	<b>53.7%</b>	<b>35.2%</b>	<b>22.2%</b>	<b>48.1%</b>	<b>48.1%</b>	<b>44.4%</b>	<b>42.6%</b>

(--) indicates missing response.

## Assignment of Instructional Aids

This section of the report provides district responses on how instructional assistants (IAs) were employed in various educational settings for distinct purposes by grade span. For purposes of the survey, we defined instructional assistants as staff working in non-certificated positions, including paraprofessional, tutors, and aides. The relative use of IAs across school levels shows that IAs were more likely to be used in ELL programs at the elementary level than at the middle and high school level. Specifically, 68 percent of districts indicated they assigned IAs to provide native language support in elementary ELL programs but this percentage drops to 50 percent in middle and 48 percent in high school ELL programs. The assignment of IAs for other than native language support in either ELL programs, general education or special education showed similar trends, all higher percentages in the elementary grades and almost the same between middle and high school. Except for other than native language support in general education, the percentage of districts assigning IAs increased from 25 percent in middle to 29 percent in high school.

Table 22 shows district-reported information on how IAs are assigned at the elementary school level, where a greater number of districts reported using instructional assistants to provide native language support in ELL programs as well as in general education classrooms. About 68 percent of the 47 reporting districts assigned IAs to ELL programs and 49 percent assigned them to general education classes for native language support. A relatively smaller number of districts reported assigning IAs to provide other than native language support. The fewest number of districts reported assigning IAs to special education settings; only seven districts did so.

**Table 22. Instructional Aids to Support ELLs in Elementary Schools by Setting and Purpose, SY 2016-17 (N=47 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
30	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓
53	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	
97	✓	✓	✓	✓	
7	✓	✓	✓	✓	--
34	✓	✓	✓	✓	--
44	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
102	✓	✓	✓	✓	--
19	✓	✓	✓	--	--
28	✓	✓			--
61	✓	✓			--
40	✓	✓	--	--	--
46	✓	✓	--	--	--

District ID	ELL Program		General Education		Special Education
	Native Language (L1) Support	Other than L1 Support	Native Language	Other Than Native Language	
6	✓		✓		
35	✓		✓		
51	✓		✓		
71	✓		✓		
2	✓		✓		--
57	✓		✓		--
43	✓		✓		--
68	✓		--	--	--
96	✓		--	--	--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
41	✓	--			--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
20	✓	--	--	--	--
29	✓	--	--	--	--
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
12		✓			
8			✓		✓
10			✓		
33			✓		
27				✓	✓
9					
15					
32				--	--
55				--	--
58			--	--	--
66	--	✓	--	--	--
77	--	--	--	--	✓
<b>Total Districts Reporting "Yes"</b>	<b>32</b>	<b>20</b>	<b>23</b>	<b>15</b>	<b>7</b>
<b>"Yes" as % of Total Responses</b>	<b>68.1%</b>	<b>42.6%</b>	<b>48.9%</b>	<b>31.9%</b>	<b>14.9%</b>

(--) indicates missing response.

Compared to how IAs are assigned at the elementary school level, districts reported assigning fewer IAs at the middle school level overall for either purpose and in either setting. As in elementary, the most frequent purpose for assigning IAs was to provide native language support in ELL programs and general education settings, as reported by 29 districts. Providing support other than native language, whether in ELL programs or general education settings was reported by a total of 20 member districts. Only five districts reporting assigning IAs to provide support in special education. Table 23 shows the individual district responses.

**Table 23. Instructional Aids to Support ELLs in Middle Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✓	✓	✓	✓	✓
30	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	
49	✓	✓	✓	✓	
44	✓	✓	✓	✓	--
53	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
61	✓	✓			--
46	✓	✓	--	--	--
68	✓	✓	--	--	--
35	✓		✓		
51	✓		✓		
6	✓		✓		
57	✓		✓		--
34	✓		✓		--
43	✓		✓	--	--
102	✓				--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
29	✓	--	--	--	--
20	✓	--	--	--	--
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
7		✓		✓	--
12		✓			
40		✓	--	--	--

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
10			✓		
8			✓		
33			✓		
32			✓		--
27					✓
9					
15					
71					
76					
2					--
28					--
55					--
58			--	--	--
96			--	--	--
19	--	✓	✓	--	--
41	--	✓			--
66	--	✓	--	--	--
77	--	--	--	--	✓
<b>Total Districts Reporting "Yes"</b>	<b>24</b>	<b>19</b>	<b>20</b>	<b>12</b>	<b>5</b>
<b>"Yes" as % of Total Responses</b>	<b>50.0%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>25.0%</b>	<b>10.4%</b>

(--) indicates missing response.

The assignment of IAs at the high school level, as reported by member districts, is similar to the IA assignments in middle school. A total of 28 districts reported assigning IAs to provide native language support in ELL programs (48 percent) or in general education settings (42 percent). IAs providing other than native language support in ELL programs was reported by 40 percent of districts. In general education, IAs providing other than native language support was reported by 30 percent of responding districts. Around 10 percent of reporting districts reported placing instructional aids in special education settings. Table 24 provides district-specific responses on how IAs are assigned to support ELLs in high school.



**Table 24. Instructional Aids to Support ELLs in High Schools by Setting and Language Support, SY 2016-17 (N=48 Districts)**

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
37	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	
97	✓	✓	✓	✓	
34	✓	✓	✓	✓	--
44	✓	✓	✓	✓	--
53	✓	✓	✓	✓	--
67	✓	✓	✓	✓	--
19	✓	✓		✓	--
46	✓	✓	--	--	--
68	✓	✓	--	--	--
6	✓		✓		
35	✓		✓		
51	✓		✓		
71	✓		✓		
57	✓		✓		--
43	✓		✓	--	--
48	✓	--	✓	✓	--
18	✓	--	✓	--	--
47	✓	--		--	--
1	✓	--	--	--	--
13	✓	--	--	--	--
20	✓	--	--	--	--
29	✓	--	--	--	--
12		✓			
61		✓			
65		✓		✓	✓
4		✓		✓	
63		✓		✓	
7		✓		✓	--
40		✓	--	--	--
8			✓		
10			✓		
33			✓		
32			✓		--
27					✓
9					
15					

District ID	ELL Program		General Education		Special Education
	Native Language	Other Than Native Language	Native Language	Other Than Native Language	
76					
2					--
28					--
55					--
102					--
58			--	--	--
96			--	--	--
41	--	✓			--
66	--	✓	--	--	--
30	--	--	✓	✓	
77	--	--	--	--	
<b>Total Districts Reporting "Yes"</b>	<b>23</b>	<b>19</b>	<b>20</b>	<b>14</b>	<b>5</b>
<b>"Yes" as % of Total Responses</b>	<b>47.9%</b>	<b>39.6%</b>	<b>41.7%</b>	<b>29.2%</b>	<b>10.4%</b>

(--) indicates missing response.

## Professional Development

Professional development is one of the largest expenditures of categorical funding, such as Title III funds. Building on the 2013 report, the most recent survey asked districts about an expanded range of instructional staff and administrators to whom they provided professional development on serving ELLs. In the 2013 report, we included a “other teachers” category that was further disaggregated into “general education” and “special education” teachers for the 2017 survey. The survey asked districts to indicate whether they provided professional development to the following staff—

- ESL/bilingual education teachers,
- general education teachers,
- instructional coaches/teachers on special assignment,
- principals,
- special education teachers, and
- paraprofessionals.

The survey also asked districts about the topics of the ELL-related professional development provided. A total of 55 districts responded to the professional development questions but not all were able to concretely respond to the number of staff who received professional development. In several instances, the district response was “unknown” to the question on the number of individuals who received ELL-related professional development.

The table below illustrates only the instances in which districts provided a numerical response to the survey question. Blank cells are shown for districts that responded ‘unknown,’ ‘zero,’ or no response. These districts are included in the denominator for determining the percentage of responses.

### Instructional Personnel who Received ELL-Related Professional Development (N=55 Districts)

Whereas the 2013 survey only collected data on professional development participation for five types of instructional personnel, the current survey expanded data collection to six types of personnel. Data from the 55 responding districts show an increase in the percentage of districts providing ELL-related professional development across almost all categories. Specifically, in comparison to the 2013 responses, the following changes were noted—

- The 2013 report showed that 56 percent of the reporting districts provided ELL-related professional development to principals (22 out of 39 districts). This percentage rose to 71 percent of responding districts in the 2017 survey (39 out of 55 districts).
- The 2013 report showed that 46 percent of the reporting districts provided ELL-related professional development to paraprofessionals (18 out of 39 districts). This percentage rose to 53 percent of responding districts in the 2017 survey (29 out of 55 districts).

- The percentage of districts that indicated ESL/bilingual teachers received ELL-related professional development remained constant. For ESL/bilingual teachers, the 2013 report showed 84 percent of reporting districts (33 out of 39) provided such professional development, similar to 82 percent (45 out of 55) of districts in 2017.

Table 25 shows the district-by-district information on staff who received ELL-related professional development in SY 2015-16. District responses that indicated no attendance or uncertain attendance are shown as blank cells in the respective staff category. For purposes of percentage calculations, we include districts that responded to the question, even if to indicate that the number of attendees was unknown.

**Table 25. ELL-Related Professional Development Received by Staff Type and District, SY 2015-16 (N=55 Districts)**

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches / Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
3	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓
26	✓	✓	✓	✓	✓	✓
34	✓	✓	✓	✓	✓	✓
44	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓
96	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓
35	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓
65	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	
27	✓	✓	✓	✓	✓	
61	✓	✓	✓	✓	✓	
67	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓		✓
52	✓	✓	✓	✓		✓
460	✓	✓	✓	✓		
63	✓	✓	✓	✓		
47	✓	✓	✓	✓		
33	✓	✓	✓	✓		✓
29	✓	✓	✓	✓		
40	✓	✓	✓			✓
10	✓	✓	✓		✓	✓

District ID	ESL/Bilingual Education Teachers	General Education Teachers	Instructional Coaches / Teachers on Special Assignment (TOSA)	Principals	Special Education Teachers	Paraprofessionals
13	✓	✓	✓		✓	✓
48	✓	✓		✓	✓	✓
37	✓	✓		✓	✓	
68	✓	✓		✓		✓
28	✓	✓		✓		
46	✓	✓				✓
2	✓	✓				
30	✓	✓		✓	✓	✓
16	✓	✓		✓	✓	
49	✓	✓		✓	✓	
51	✓	✓		✓		✓
76	✓	✓		✓		--
19	✓	✓		✓	✓	✓
431	✓	✓		✓	✓	
41	✓	✓		✓		
102	✓	✓				
18	✓		✓	✓		✓
1	✓					✓
77		✓	✓	✓		
66						✓
53						
8						
12						
15						
55						
57						
58						
11						
<b>Total</b>	<b>45</b>	<b>44</b>	<b>30</b>	<b>39</b>	<b>27</b>	<b>29</b>
<b>% of Resp.</b>	<b>81.8%</b>	<b>80.0%</b>	<b>54.5%</b>	<b>70.9%</b>	<b>49.1%</b>	<b>52.7%</b>

### Professional Development Content (N=53 Districts)

Fifty-three districts responded on the content or focus of the ELL-related professional development provided over three years from SY 2013-14 through SY 2015-16. The table focuses on the 35 districts that provided data on all professional development topics in each of the three survey years. All percentages are based on the 35-district sample.

The data shown in Table 26 indicates that for 94 to 100 percent of responding districts, the top five areas of content for ELL-related professional development focused on general instructional strategies in support of ELLs, including providing access to content matter, language acquisition, literacy, support for newcomers, and strategies to increase rigor. Between SY 2013-14 and SY 2015-16, there were some notable increases in the number of districts offering specific content. For instance—

- the largest jump—11 districts—was in professional development content related to supporting newcomers and students with interrupted formal education (SIFE);
- the second largest increase was eight additional districts offering professional development on ELL-specific instructional strategies to raise rigor; and
- the third largest increase was seven additional districts offering professional development on instructional strategies to support ELLs with special needs.

Finally, three topics were each offered by five additional districts—literacy/ELA, instructional strategies to support ELLs in math and science, and development and selection of instructional materials.

**Table 26. ELL-Related Professional Development Content by Percentage of Districts Reporting Topic, SY 2013-14 to SY 2015-16 (N=35 Districts)**  
*Sorted by Percentage of Districts in SY 2015-16*

	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>
	# of Districts (% of Districts)	# of Districts (% of Districts)	# of Districts (% of Districts)
<b>ELL-specific instructional strategies for accessing all content areas</b>	33 (94.3%)	34 (97.1%)	35 (100.0%)
<b>Literacy/ELA</b>	30 (85.7%)	34 (97.1%)	35 (100.0%)
<b>Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)</b>	23 (65.7%)	33 (94.3%)	34 (97.1%)
<b>Language acquisition</b>	33 (94.3%)	33 (94.3%)	33 (94.3%)
<b>ELL-specific instructional strategies for rigor</b>	25 (71.4%)	28 (80.0%)	33 (94.3%)
<b>Use of achievement data</b>	29 (82.9%)	30 (85.7%)	32 (91.4%)
<b>Lau compliance/legal requirements</b>	29 (82.9%)	30 (85.7%)	31 (88.6%)
<b>Assessment protocols</b>	26 (74.3%)	26 (74.3%)	30 (85.7%)
<b>Use of instructional technology</b>	26 (74.3%)	26 (74.3%)	30 (85.7%)
<b>ELL program models</b>	27 (77.1%)	27 (77.1%)	29 (82.9%)
<b>Use of leveled instructional materials</b>	27 (77.1%)	29 (82.9%)	28 (80.0%)
<b>Instructional strategies to support ELLs in math or science</b>	23 (65.7%)	26 (74.3%)	28 (80.0%)
<b>Instructional strategies to support ELLs with special needs</b>	18 (51.4%)	21 (60.0%)	23 (65.7%)
<b>Development and selection of rigorous materials</b>	17 (48.6%)	20 (57.1%)	22 (62.9%)
<b>Development of assessment items</b>	12 (34.3%)	14 (40.0%)	15 (42.9%)

Table 27 shows the individual district array of topics offered for ELL-related professional development in SY 2015-16 for a total of 54 districts that submitted complete responses.

**Table 27. Content of ELL-Related District Professional Development, SY 2015-16 (N=54 Districts)**

Topic District ID	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance/legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
37	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
39	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
44	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
49	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
68	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
71	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
97	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
20	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
48	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
63	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
32	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
35	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
58	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
67	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
43	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
55	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
76	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
40	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
16	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



Topic	ELL-specific instructional strategies for accessing all content areas	Literacy/ELA	Language acquisition	Use of achievement data	Use of instructional technology	Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	ELL-specific instructional strategies for rigor	Instructional strategies to support ELLs in math or science	Lau compliance /legal requirements	Assessment protocols	ELL program models	Use of leveled instructional materials	Development and selection of rigorous materials	Instructional strategies to support ELLs with special needs	Development of assessment items
District ID															
431	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
47	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		
61	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	
28	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
6	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	
53	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
66	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓
8	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
65	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
10	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓
460	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓			
51	✓	✓	✓	✓	✓			✓	✓		✓			✓	
34	✓	✓	✓	✓		✓	✓	✓		✓		✓			✓
77	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		
57	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
52	✓	✓	✓	✓		✓	✓		✓	✓					
29	✓	✓	✓	✓				✓		✓	✓	✓			
41	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	
33	✓	✓	✓		✓	✓			✓			✓			
96	✓	✓		✓	✓	✓	✓		✓	✓	✓				
26	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	
27	✓	✓			✓	✓	✓	✓	✓						
46	✓	✓				✓	✓			✓					
1	✓		✓	✓	✓	✓		✓		✓		✓			
30										✓					
<b>Total</b>	<b>53</b>	<b>52</b>	<b>49</b>	<b>48</b>	<b>47</b>	<b>47</b>	<b>46</b>	<b>45</b>	<b>43</b>	<b>43</b>	<b>41</b>	<b>41</b>	<b>30</b>	<b>30</b>	<b>17</b>
<b>% of Resp.</b>	<b>98.1%</b>	<b>96.3%</b>	<b>90.7%</b>	<b>88.9%</b>	<b>87.0%</b>	<b>87.0%</b>	<b>85.2%</b>	<b>83.3%</b>	<b>79.6%</b>	<b>79.6%</b>	<b>75.9%</b>	<b>75.9%</b>	<b>55.6%</b>	<b>55.6%</b>	<b>31.5%</b>

## Title III Funds Allocation

The vast majority of ELLs in the U.S. are in educational programs that receive supplemental support in the form of federal Title III funds. The Title III Biennial Report to Congress (SY 2012-14) indicates that 4.5 of the 4.9 million ELLs in SY 2013-14 participated in Title III-funded activities.<sup>59</sup> In other words, about 92 percent of ELLs in the U.S. participated in Title III-funded activities.

The percentage of ELLs served with Title III funds, as reported by 58 Council member districts, was very similar to the 92 percent reported nationwide. Table 28 shows the percentage of ELLs served by Title III for SY 2014-15 and SY 2015-16 in each of the 57 reporting districts. The variance reflects the local decisions districts make with regard to how to utilize Title III funds within state-determined guidelines:

**Table 28. Number of ELLs Served using Title III Funds between SY 2015-16 and SY 2015-16  
(N=57 Districts)**

Sorted by Percent Change between SY 2014-15 and SY 2016-17

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Anchorage	1,020	1,290	1,780	760	74.5%	30%
Columbus	5,200	6,200	8,064	2,864	55.1%	100%
Jackson	233	281	332	99	42.5%	100%
Jefferson County	5,336	5,981	6,880	1,544	28.9%	99%
Norfolk	639	854	803	164	25.7%	80%
Baltimore	3,621	4,002	4,508	887	24.5%	100%
Birmingham	698	811	850	152	21.8%	--
Metropolitan Nashville	12,167	13,547	14,753	2,586	21.3%	100%
Broward County	27,048	28,122	32,724	5,676	21.0%	100%
Dayton	800	850	962	162	20.3%	--
Duval County	5,589	6,028	6,638	1,049	18.8%	100%
Pittsburgh	778	702	905	127	16.3%	100%
Charlotte-Mecklenburg	17,146	16,938	19,794	2,648	15.4%	100%
District of Columbia	5,200	5,400	6,000	800	15.4%	--
Orange County	26,523	28,447	30,002	3,479	13.1%	100%
Richmond	1,807	1,915	2,018	211	11.7%	92%
San Francisco	3,349	3,517	3,740	391	11.7%	30%

<sup>59</sup> U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program, School Years 2012 – 14, Washington, D.C., 2018.

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Des Moines	6,162	6,582	6,804	642	10.4%	100%
Oakland	9,557	10,700	10,500	943	9.9%	87%
Guilford County	5,573	5,322	6,122	549	9.9%	100%
Bridgeport	3,100	3,200	3,400	300	9.7%	--
Seattle	6,194	6,490	6,790	596	9.6%	100%
Pinellas County	6,091	6,520	6,623	532	8.7%	100%
Kansas City	3,500	3,400	3,800	300	8.6%	100%
Houston	69,428	70,904	74,263	4,835	7.0%	100%
Hillsborough County	29,303	29,911	31,334	2,031	6.9%	100%
Palm Beach County	24,293	27,964	25,950	1,657	6.8%	100%
Indianapolis	3,300	3,300	3,500	200	6.1%	70%
Salt Lake City	6,975	7,006	7,389	414	5.9%	100%
Wichita	9,316	9,550	9,846	530	5.7%	100%
Cleveland	3,135	3,165	3,282	147	4.7%	100%
El Paso	15,869	16,303	16,565	696	4.4%	100%
Omaha	7,534	7,285	7,862	328	4.4%	100%
Philadelphia	12,492	12,951	13,000	508	4.1%	100%
Dallas	67,213	68,019	69,815	2,602	3.9%	100%
Clark County	58,792	62,050	60,912	2,120	3.6%	99%
Buffalo	5,549	5,545	5,740	191	3.4%	100%
St. Louis	2,298	2,330	2,352	54	2.3%	100%
Austin	27,784	28,245	28,299	515	1.9%	100%
Arlington (TX)	16,594	16,413	16,823	229	1.4%	100%
Fort Worth	26,904	26,940	26,979	75	0.3%	100%
Oklahoma City	13,635	13,617	13,614	-21	-0.2%	100%
Tulsa	7,380	7,153	7,365	-15	-0.2%	100%
Atlanta	1,935	1,929	1,926	-9	-0.5%	100%
Boston	6,449	6,042	6,346	-103	-1.6%	43%
San Antonio	10,176	10,081	9,943	-233	-2.3%	--
Miami-Dade County	74,224	67,946	72,256	-1,968	-2.7%	100%
Shelby County	9,815	9,209	9,510	-305	-3.1%	100%
Denver	29,387	29,690	28,266	-1,121	-3.8%	100%
Milwaukee	8,992	9,308	8,388	-604	-6.7%	100%
Minneapolis	8,474	7,955	7,840	-634	-7.5%	99%
San Diego	27,600	26,900	25,500	-2,100	-7.6%	95%
Hawaii	15,340	14,480	13,637	-1,703	-11.1%	100%
Fresno	17,378	16,269	15,346	-2,032	-11.7%	94%

District	ELLs Served using Title III Funds in SY 2014-15	ELLs Served using Title III Funds in SY 2015-16	ELLs Served using Title III Funds in SY 2016-17	Difference between SY 2014-15 and SY 2016-17	Percent Change between SY 2014-15 and SY 2016-17	Percentage of Total ELLs Served using Title III Funds in SY 2016-17
Albuquerque	14,958	14,577	12,997	-1,961	-13.1%	89%
Los Angeles	137,089	118,788	119,039	-18,050	-13.2%	84%
St. Paul	14,611	12,560	12,654	-1,957	-13.4%	100%

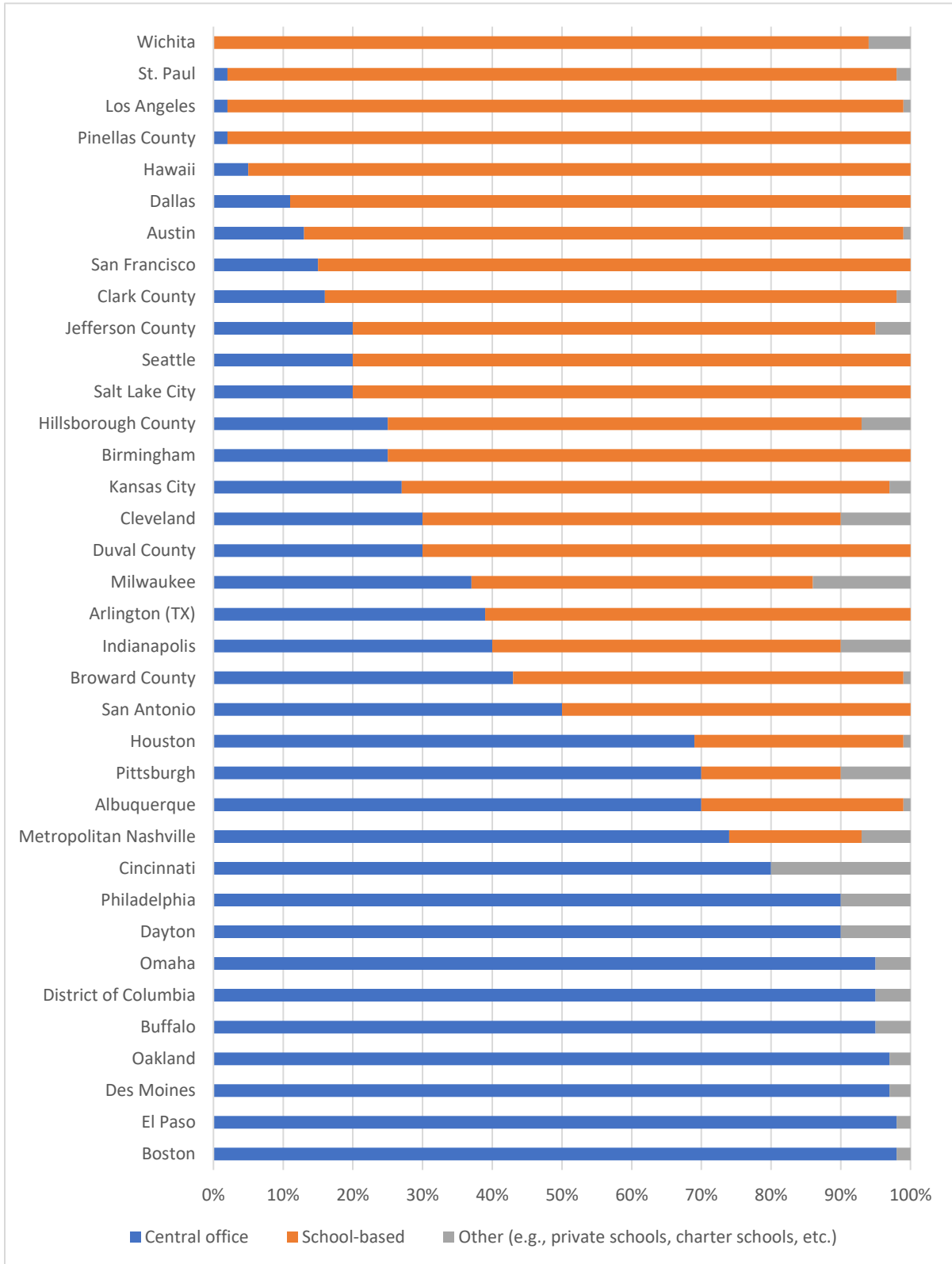
(--) Insufficient data to determine.

A total of 55 member districts reported how they handle the expenditure of Title III funds. Of these Council-member districts, two reported that they distribute 100 percent of the Title III funds directly to the schools (Guilford County and Richmond), and 17 districts indicated that 100 percent of Title III expenditures are determined at the central office—

Anchorage	Minneapolis	San Diego
Atlanta	Norfolk	Miami-Dade County
Baltimore	Oklahoma City	Shelby County
Columbus Denver	Orange County	Tulsa
Fort Worth	Palm Beach County	
Fresno	Jackson	

District-specific responses are provided in Figure 43, showing the percentage of Title III funds that are expended at the central office, the percentage allocated directly to schools and, in some instances, allocated to charter or private schools. Title III of ESEA as amended by ESSA does not require that funds be entirely distributed to schools; it provides discretion to school districts for which priorities they expend Title III funds. The variance shown in Figure 43, therefore, is a reflection of differing approaches that school districts take in supplementing and improving instructional programs and services for ELLs.

**Figure 43. School District Distribution of Title III Expenditures, SY 2016-17**  
*Excludes Districts with 100% Central- or School-based Distribution*



## Conclusion

This report was based on an extensive survey of members of the Council of the Great City Schools in 2017. The survey asked for detailed information on the numbers of English language learners (ELLs) in each of our Great City School districts, the languages students spoke, and numbers of these students who also needed special education services. In addition, the report contains new data on the share of ELLs who remain in ELL programs for over six years. The survey also asked for information on state requirements for instructional staff serving ELLs and district efforts on the recruitment, hiring, and evaluation of such staff. Moreover, the report presents updated information on English language proficiency on state and local assessments. The report also analyzes NAEP performance on ELLs, and it includes three indicators from the Council's Academic KPIs to assess how these students are doing.

Significantly, the report takes up the thorny issue about how many ELLs there are nationwide and in our Great City Schools. It was clear from the best available data that there are some five million ELLs nationwide enrolled in the country's K-12 public schools. Approximately 25 percent of these students attend one of the Great City School districts. Data also show that ELLs are among the fastest growing groups in our urban districts, now accounting for over 17 percent of total urban school enrollment. In 56-member districts, ELL enrollment either remained steady or outpaced non-ELL enrollment. At the same time, data in the report indicate that the number of urban districts whose ELL enrollment comprises between 20 and 30 percent of total enrollment has more than doubled in the last few years.

The data in this new report also show that not only are the numbers of ELLs increasing, but their diversity is as well. The number of languages, for instance, that appear in the top five most frequently spoken across the membership has jumped from 38 languages in 2013 to 50 in 2017. Nonetheless, some 92.4 percent of all ELLs in the member districts speak Spanish, Arabic, Chinese, Haitian Creole, or Vietnamese. Still, numerous districts have 100 or more languages spoken in their schools. This language diversity tests the ability of these and other school systems to (a) find instructional materials and staff resources to teach children in their home languages, and (b) implement effective instructional approaches that reflect rigorous standards and effectively address the English-acquisition needs of all.

It was also clear from the report's data that in over 35 districts more than 10 percent of ELLs remained in language acquisition program for six or more years. In fact, in six of these districts, over 30 percent of ELLs were deemed Long-Term ELLs.

The new survey information also show that districts continue to use a variety of efforts to recruit qualified teachers for ELLs. Partnerships with higher education institutions, "grow your own" programs, and alternative certification programs were the most commonly used, according to respondents. The fastest increasing, however, was the use of alternative certification programs to fill ELL teacher vacancies. In addition, over 60 percent of districts evaluated their bilingual and ESL teachers on their instruction of ELL students, but fewer districts incorporated ELL components in the evaluation of general education or special education teachers. Even fewer reported that they evaluated principals or assistant principals on the quality or effectiveness of ELL instruction.

The report's new data also showed substantial variation in English proficiency. This was due in part to the fact that districts use differing assessments that do not measure the same things on the same scales for the same purposes. The largest number of districts reported that they assessed English proficiency on six levels, but these levels were not necessarily the same nor did they use identical cut-scores to determine which level a student was at. Three districts each reported using 3, 4, or 5 levels—adding to the complexity. Consequently, the data do not lend themselves to comparisons from one district to another. Program exit criteria also differ from one locale to another.

To avoid some of these problems, we used the large city variable from the National Assessment of Education Progress (NAEP) as a proxy for all ELLs in Council-member districts. The results showed persistent gaps in reading and mathematics between ELLs and non-ELLs, gaps that were further defined by whether a student was FRPL-eligible or was a former ELL. ELLs who were FRPL-eligible tended to score at the lowest levels, while former ELL often performed above students who had never been ELL. Finally, we examined Academic KPI data on absentee rates, course failures in grade 9, and Algebra I completion rates by grade 9, comparing ELL results to non-ELL data. In general, the results showed that ELLs were more likely to have failed one or more courses in grade 9, but they were just as likely to have completed Algebra I by the end of grade 9.

Furthermore, some 55 districts provided information on how they allocated their Title III funds—whether they spent the funds centrally or allocated them to schools for spending. Only two districts distributed all their Title III funds to the schools, while 17 districts held 100 percent at the central office level. The remaining 36 districts showed considerable variety in how they prioritized and managed Title III funds. Finally, some 55 districts provided data on their ELL-related professional development for district staff. Compared to SY 2009-10 when the Council prepared its initial report, 17 more districts offered to principals ELL-related professional development. Frequently listed content included how to work with students with interrupted formal education (SIFE), ELL-strategies to raise rigor, and meeting the needs of ELLs in special education.

The overall picture painted in the report suggests that ELLs are increasing their share of the overall enrollment in many larger urban districts. At the same time, data show that policy and programmatic changes by many states have not kept pace. For instance, state requirements on credentialing of teachers working with ELLs remain poorly defined. ELL teacher recruitment data are about the same as they were when the Council conducted its initial report. And staff evaluations with ELL components continue to lag. In addition, local-level performance data show a continuing need for better results. Algebra I completion rates and course failure data suggest that many ELLs lack access to instructional rigor or adequate instructional and social supports. Moreover, the large number of districts that have more than 10 percent of their ELLs remaining in programs for more than six years signals that many do not acquire English at an acceptable speed or do not have access to the instructional content they need to succeed in any language.

## Appendix A. Full Names of Council Member School Districts

Districts that Submitted Responses (51)	Districts that did not Submit Responses (23)
<p>Albuquerque Public Schools Anchorage School District Arlington Independent School District Atlanta Public Schools Austin Independent School District Baltimore City Public Schools Boston Public Schools Broward County Public Schools Charlotte-Mecklenburg Schools Clark County School District Cleveland Metropolitan School District Columbus City Schools Dallas Independent School District Denver Public Schools Des Moines Public Schools El Paso Independent School District Fort Worth Independent School District Fresno Unified School District Guilford County Schools Hawaii State Department of Education Hillsborough County Public Schools Houston Independent School District Indianapolis Public Schools Jackson Public Schools Jefferson County Public Schools Kansas City Public Schools Los Angeles Unified School District Metropolitan Nashville Public Schools Miami-Dade County Public Schools Milwaukee Public Schools Minneapolis Public Schools Norfolk Public Schools Oakland Unified School District Oklahoma City Public Schools Omaha Public Schools Orange County Public Schools Pinellas County Public Schools Pittsburgh Public Schools Richmond Public Schools Salt Lake City School District* San Antonio Independent School District San Diego Unified School District San Francisco Unified School District Seattle Public Schools Shelby County Schools St. Louis Public Schools St. Paul Public Schools The School District of Palm Beach County The School District of Philadelphia Tulsa Public Schools Wichita Public Schools</p>	<p><b><u>Partial Responses (9)</u></b> Birmingham City Schools Bridgeport Public Schools Buffalo Public Schools Chicago Public Schools Cincinnati Public Schools Dayton Public Schools District of Columbia Public Schools Duval County Public Schools Sacramento City Unified School District</p> <p><b><u>No Response (10)</u></b> Detroit Public Schools Community District Long Beach Unified School District New Orleans Public Schools New York City Department of Education Newark Public Schools Portland Public Schools Providence Public School District Rochester City School District Santa Ana Unified School District Toledo Public Schools</p> <p><b><u>Joined the Council after Data Collection (5)</u></b> Aurora Public Schools Charleston County School District Puerto Rico Department of Education Stockton Unified School District Toronto District School Board</p>

\* Not a Council-member district by completion of report



## Appendix B. District-reported Total and ELL Enrollment (N=54 Districts)

The following table shows the total and ELL official fall count enrollments that were reported to the Council for SY 2013-14 to SY 2015-16.

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Albuquerque	87,196	15,587	86,425	14,958	85,988	14,577
Anchorage	47,583	5,794	47,437	5,892	47,621	6,032
Arlington (TX)	60,197	14,564	59,791	14,610	59,274	14,455
Atlanta	49,023	1,558	50,032	1,596	50,399	1,559
Austin	79,882	20,116	79,596	20,790	78,377	20,561
Baltimore	79,967	2,936	80,165	3,411	78,975	3,642
Boston	51,877	15,008	51,771	14,859	50,993	14,912
Broward County <sup>60</sup>	257,854	24,150	260,264	27,048	263,273	28,122
Buffalo	31,366	4,080	31,683	4,390	30,865	4,486
Charlotte-Mecklenburg	142,751	14,460	144,320	15,404	145,541	16,002
Chicago	376,874	56,628	373,810	58,862	369,730	59,555
Clark County	316,313	52,452	319,257	58,792	321,199	61,535
Cleveland	40,360	3,135	44,573	3,165	41,632	3,282
Columbus	55,528	3,035	56,063	2,523	56,881	1,477
Dallas	150,042	59,424	150,462	61,968	148,276	62,615
Denver	81,506	27,103	84,370	24,585	85,688	23,920
Des Moines	31,511	5,769	31,654	6,163	31,883	6,580
Duval County	126,263	4,864	126,402	5,588	126,010	5,638
El Paso	58,903	14,183	57,979	14,697	57,180	15,202
Fort Worth	79,829	23,564	80,785	24,589	81,781	24,711
Fresno	70,837	17,434	70,259	17,783	70,420	16,280
Guilford County	72,388	5,228	72,191	4,805	71,908	5,196
Hawaii	185,039	14,044	180,564	13,064	180,009	12,093
Hillsborough County	211,595	26,467	205,364	24,691	210,801	25,392
Houston	194,311	55,023	199,023	57,102	199,813	57,987
Indianapolis	29,997	4,979	29,714	5,448	28,388	5,035
Jackson	28,417	249	28,086	233	26,979	281
Jefferson County	96,432	6,249	96,894	6,523	97,121	6,973
Kansas City	14,204	3,436	14,331	3,526	14,705	3,482
Los Angeles	545,832	130,775	541,519	137,089	517,001	118,788
Metropolitan Nashville	80,362	9,866	81,587	10,116	83,101	12,980
Miami-Dade County	346,968	73,540	347,712	74,224	348,062	67,946
Milwaukee	70,614	7,078	69,878	7,114	68,678	7,123
Minneapolis	35,400	7,803	35,489	8,474	35,801	7,955

<sup>60</sup> The reported figures are benchmark enrollment counts from the 10<sup>th</sup> day of school.

District	SY 2013-14		SY 2014-15		SY 2015-16	
	Total	ELL	Total	ELL	Total	ELL
Norfolk	30,337	805	30,101	1,065	29,976	1,010
Oakland	36,690	11,375	36,959	12,061	36,977	12,060
Oklahoma City	37,675	12,276	38,010	12,603	40,131	12,609
Omaha	48,524	7,000	49,427	7,534	49,359	7,285
Orange County	186,672	24,797	191,168	26,523	196,635	28,447
Palm Beach County	169,484	17,845	170,147	18,371	170,619	19,139
Philadelphia	131,894	12,100	130,075	12,492	131,698	12,951
Pinellas County	103,069	5,498	103,107	6,055	102,834	6,245
Pittsburgh	24,331	738	23,882	778	23,352	693
Richmond	22,022	1,795	22,225	2,116	22,044	2,192
Salt Lake City	26,120	6,975	25,772	7,006	25,634	7,389
San Antonio	53,035	10,255	53,701	10,203	53,035	10,119
San Diego	110,834	28,988	109,087	27,586	107,291	26,878
San Francisco	53,844	13,316	52,975	15,220	52,754	12,452
Seattle	51,889	5,852	52,871	5,989	53,276	6,111
Shelby County	146,085	7,637	112,482	7,376	109,365	7,771
St. Louis	24,986	2,298	24,292	2,330	22,561	2,352
St. Paul	37,026	12,404	37,054	13,050	36,821	11,709
Tulsa	37,235	6,554	37,258	6,832	36,844	6,633
Wichita	47,527	8,566	47,699	8,812	46,826	9,005

## Appendix C. ELL and Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Albuquerque	16,082	95,965	--	95,934	14,977	96,572	15,827	95,415	16,253	94,318	16,209	94,083	15,556	93,202	15,167	93,001	15,960	90,566
Anchorage	5,282	48,857	4,246	48,837	5,400	49,592	5,351	49,206	5,291	48,765	5,654	48,790	5,804	48,159	5,888	48,089	6,032	48,324
Arlington (TX)	4,845	62,863	10,173	63,045	10,388	63,487	10,211	64,484	10,972	64,703	11,589	65,001	12,147	64,688	14,610	63,882	14,592	63,210
Atlanta	1,494	49,991	1,343	49,032	1,475	48,909	1,505	49,796	1,654	50,009	1,624	49,558	1,508	50,131	1,590	51,145	2,123	51,500
Aurora	11,804	33,563	12,525	35,523	13,235	36,967	13,537	38,605	13,778	39,696	13,956	39,835	14,456	40,877	14,068	41,729	13,684	42,249
Austin	10,906	82,564	21,994	83,483	22,292	84,676	22,030	85,697	21,751	86,528	21,728	86,516	21,321	85,372	20,360	84,564	20,561	83,648
Baltimore	--	81,284	--	82,266	1,810	82,866	2,140	83,800	2,496	84,212	3,043	84,747	3,005	84,730	3,460	84,976	3,722	83,666
Birmingham	600	28,266	543	27,440	584	26,721	41	25,914	523	25,091	--	25,104	609	24,858	683	24,449	811	24,693
Boston	10,730	56,168	6,124	55,923	6,599	55,371	7,712	56,037	15,653	55,027	15,649	55,114	15,022	54,300	14,894	54,312	14,907	53,885
Bridgeport	2,834	20,824	2,742	20,451	2,655	20,161	2,606	20,205	2,546	20,126	2,667	20,155	2,690	20,753	2,954	21,047	2,964	21,015
Broward County	26,151	258,893	25,540	256,351	24,400	256,137	24,316	256,472	24,143	258,478	25,022	260,226	26,323	262,666	28,139	266,265	30,130	269,098
Buffalo	2,819	35,677	2,830	34,538	3,236	34,526	3,501	33,543	3,643	32,723	3,879	32,762	4,220	34,854	4,551	35,234	4,582	33,345
Charleston	855	42,216	1,952	42,303	2,244	43,063	1,886	43,654	2,357	44,058	2,482	44,599	2,566	45,650	2,856	46,790	2,837	48,084
Charlotte-Mecklenburg	18,846	131,176	18,176	135,064	15,227	136,969	14,442	135,954	13,866	141,728	14,468	144,478	13,740	142,991	14,980	145,636	17,127	146,211
Chicago	75,108	407,510	72,722	421,430	51,992	407,157	56,993	405,644	53,786	403,004	64,260	395,948	65,489	396,641	69,091	392,558	60,257	387,311
Cincinnati	938	35,435	1,016	35,346	1,141	33,449	1,235	33,783	1,269	32,154	1,313	31,615	1,507	31,801	1,744	32,444	2,002	34,227
Clark County	31,737	309,051	59,782	312,761	51,579	307,059	67,877	314,059	68,577	313,398	53,155	316,778	52,744	320,532	59,400	324,093	61,688	325,990
Cleveland	2,792	52,954	2,715	49,952	2,466	48,392	2,459	44,974	2,598	42,805	2,737	39,813	2,764	38,562	2,982	39,365	3,107	39,410
Columbus	5,481	55,269	5,333	53,536	5,023	52,810	4,732	51,134	4,951	50,488	5,464	50,384	6,419	50,478	5,928	50,407	7,003	50,028
Dallas	24,794	157,804	51,439	157,352	52,405	157,111	54,506	157,162	56,650	157,575	57,446	158,932	59,070	159,713	56,508	160,253	62,575	158,604
Dayton	315	15,920	360	15,566	380	14,986	435	15,313	480	14,795	556	14,357	633	14,209	703	14,222	781	13,846
Denver	18,917	73,053	20,379	74,189	22,249	77,267	24,174	78,339	25,417	80,890	26,685	83,377	27,084	86,046	24,564	88,839	23,895	90,235
Des Moines	4,149	32,043	4,354	31,613	4,541	32,749	4,850	33,091	5,144	33,453	5,466	34,092	5,711	34,230	6,001	34,355	6,567	34,219
Detroit	7,693	107,874	6,690	97,577	6,722	90,499	6,875	77,757	6,522	67,064	5,190	49,239	5,540	49,043	5,868	47,277	5,569	46,616
District of Columbia	4,092	58,191	4,370	44,331	4,203	43,866	3,741	44,199	3,745	44,618	4,530	44,179	4,716	44,942	4,882	46,155	4,548	48,336
Duval County	3,808	124,740	3,497	122,606	3,661	122,586	3,828	123,997	3,844	125,429	4,173	125,686	4,416	127,653	4,835	128,685	5,589	129,192
El Paso	6,823	62,123	14,103	62,322	14,005	63,378	13,696	64,330	13,277	64,214	12,866	63,210	12,692	61,620	12,451	60,852	15,202	60,047

	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
District	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Fort Worth	21,539	78,857	22,562	79,285	21,637	80,209	21,728	81,651	21,913	83,109	23,472	83,503	24,593	84,588	23,412	85,975	24,711	87,080
Fresno	--	76,460	19,915	76,621	27,053	75,468	--	74,833	17,536	74,235	17,586	73,689	17,589	73,353	18,087	73,543	16,229	73,460
Guilford County	7,076	72,389	6,102	72,951	5,957	72,758	5,956	73,205	5,848	74,086	5,721	74,161	5,638	72,081	5,398	73,416	5,738	73,151
Hawaii	16,959	179,897	18,564	179,478	18,097	180,196	19,092	179,601	24,750	182,706	16,474	184,760	15,949	186,825	14,425	182,384	13,619	181,995
Hillsborough County	22,553	193,180	22,009	192,007	22,255	193,265	23,291	194,525	22,474	197,041	23,876	200,466	24,054	203,439	24,784	207,469	25,290	211,923
Houston	27,260	199,534	57,318	200,225	57,747	202,773	56,067	204,245	54,333	203,066	53,722	203,354	55,717	211,552	51,277	215,225	58,067	215,627
Indianapolis	3,679	35,257	3,695	34,050	3,880	33,372	3,901	33,079	4,026	31,999	4,045	29,806	4,492	30,813	4,754	31,794	4,386	31,371
Jackson	118	31,191	136	30,587	135	30,609	131	30,366	144	29,898	218	29,738	224	29,488	239	29,061	114	28,019
Jefferson County	4,497	95,871	4,959	98,774	4,895	98,808	5,135	97,331	5,302	99,191	5,850	100,316	6,216	100,529	6,445	100,602	6,772	100,777
Kansas City	--	25,094	2,361	19,788	3,105	18,839	3,520	17,326	3,582	16,610	3,625	16,832	3,426	15,230	3,525	15,386	3,483	15,724
Long Beach	--	88,186	20,715	87,509	26,736	86,283	--	84,812	20,746	83,691	17,512	82,256	19,277	81,155	18,500	79,709	17,879	77,812
Los Angeles	--	693,680	220,703	687,534	210,539	670,746	--	667,273	152,592	659,639	186,593	655,455	179,322	653,826	164,349	646,683	140,816	639,337
Metropolitan Nashville	7,105	73,715	7,618	74,312	7,926	75,080	8,437	78,782	8,697	80,393	9,013	81,134	10,186	82,806	11,722	84,069	12,913	85,598
Miami-Dade County	53,364	348,128	52,434	345,525	59,423	345,804	61,944	347,366	66,497	350,239	69,880	354,262	72,437	356,233	65,163	356,964	69,102	357,579
Milwaukee	8,210	86,819	7,301	85,381	7,996	82,096	8,125	80,934	7,772	79,130	7,666	78,363	7,418	78,516	6,648	77,316	7,246	75,749
Minneapolis	7,797	35,631	7,467	35,312	7,400	35,076	7,266	34,934	7,198	35,046	8,227	35,842	8,316	36,817	8,475	36,999	8,161	36,793
New Orleans	264	9,601	518	10,109	525	10,287	383	10,493	382	10,881	387	13,707	551	12,447	604	13,271	883	14,795
New York City	410,512	4,259,011	764,392	4,231,315	745,510	4,188,471	509,479	4,178,939	709,027	4,172,033	737,612	4,157,925	744,862	4,182,818	727,165	4,194,073	722,788	4,191,016
Newark	--	40,507	3,158	39,992	3,257	39,443	2,439	41,235	3,143	35,543	3,410	35,588	3,108	34,976	3,513	34,861	3,728	40,889
Norfolk	541	35,063	525	34,431	623	34,011	629	33,787	621	33,461	599	32,862	639	32,597	855	32,290	1,096	32,148
Oakland	--	46,431	14,257	46,516	18,465	46,099	--	46,586	14,274	46,377	14,324	46,463	14,483	47,194	15,543	48,077	12,058	49,098
Oklahoma City	9,633	40,985	--	41,089	10,686	42,549	12,170	42,989	12,775	43,212	13,472	44,720	13,427	40,913	13,683	41,074	12,668	40,823
Omaha	6,307	47,763	6,344	48,014	6,607	48,692	6,978	49,405	6,760	50,340	6,319	50,559	6,988	51,069	7,516	51,928	8,400	51,966
Orange County	33,974	174,142	33,758	172,257	30,032	173,259	28,370	176,008	28,311	180,000	25,021	183,066	24,771	187,092	26,508	191,648	28,537	196,951
Palm Beach County	18,422	170,883	17,487	170,757	18,117	172,897	18,433	174,663	18,698	176,901	20,248	179,514	20,527	182,895	21,153	186,605	22,391	189,322
Philadelphia	12,281	172,704	12,211	159,867	12,172	165,694	12,699	166,233	11,885	154,262	11,502	143,898	11,885	137,674	13,115	134,241	12,852	134,044
Pinellas County	3,752	107,892	3,799	106,061	4,136	105,238	4,260	104,001	4,598	103,776	5,059	103,590	5,592	103,411	6,053	103,774	6,255	103,495
Pittsburgh	405	27,680	403	27,945	356	27,945	451	27,982	547	26,653	629	26,292	721	26,041	755	24,657	749	24,083
Portland	5,086	46,262	5,042	45,024	4,776	45,748	4,644	45,818	5,155	46,930	3,948	46,748	3,224	47,323	3,631	47,806	3,664	48,345

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total	ELL	Total
Providence	3,487	24,494	--	23,710	3,224	23,847	3,622	23,573	4,095	23,518	4,239	23,872	4,947	23,827	5,396	23,907	5,747	23,867
Richmond	683	23,754	750	23,177	954	22,994	1,034	23,454	967	23,336	1,273	23,649	1,173	23,775	1,810	23,957	2,369	23,980
Rochester	2,959	32,924	2,842	32,973	3,085	32,516	2,802	32,223	2,899	31,432	2,979	30,145	2,971	30,295	3,433	30,014	3,662	28,886
Sacramento	--	48,446	12,362	48,155	15,924	47,890	--	47,897	12,149	47,940	11,306	47,616	10,222	47,031	10,064	46,868	8,076	46,843
Salt Lake City	8,797	24,908	6,466	24,237	7,041	25,447	5,488	24,647	618	25,016	3,647	24,680	4,135	24,597	4,672	24,451	5,166	24,526
San Antonio	8,313	54,779	8,579	54,696	8,790	55,327	8,685	55,116	8,522	54,394	8,545	54,268	8,575	53,857	7,480	53,750	8,905	53,069
San Diego	--	131,577	38,743	132,256	37,161	131,417	--	131,785	36,453	131,044	29,524	130,271	33,877	130,303	32,471	129,779	28,963	129,380
San Francisco	--	55,069	16,851	55,183	20,872	55,140	--	55,571	17,083	56,310	14,196	56,970	16,136	57,620	16,227	58,414	15,142	58,865
Santa Ana	--	57,061	32,202	57,439	31,873	56,937	--	57,319	32,170	57,250	28,580	57,410	27,458	57,499	26,377	56,815	22,444	55,909
Seattle	5,167	45,581	5,368	45,968	4,168	46,522	5,609	47,735	4,857	49,269	4,583	50,655	4,600	50,509	5,989	52,834	6,426	53,317
Shelby County	--	--	--	--	--	--	--	--	--	--	--	--	7,699	149,832	7,341	115,810	7,655	114,487
St. Louis	--	27,616	1,285	27,421	2,050	26,311	1,810	25,084	1,764	24,665	1,681	32,364	1,687	27,017	1,780	30,831	1,823	28,960
St. Paul	14,739	40,107	15,727	38,938	13,903	38,531	--	38,316	13,257	38,310	8,851	38,419	12,491	38,228	13,006	37,969	11,792	37,698
Stockton	--	38,408	10,598	37,831	10,485	38,141	--	38,252	10,489	38,803	11,069	38,435	11,223	39,486	11,356	40,057	10,675	40,324
Toledo	529	28,251	419	26,516	379	25,699	314	24,283	321	23,115	342	22,107	331	21,669	350	21,836	349	22,053
Tulsa	5,158	41,271	--	41,195	5,454	41,493	5,692	41,501	6,534	41,199	6,916	41,076	7,150	40,152	7,380	39,999	6,633	39,455
Wichita	6,043	46,788	6,470	47,260	7,223	48,324	7,348	49,329	7,647	49,389	8,146	50,339	8,555	50,629	8,807	50,947	10,135	50,943

(--) denotes missing or unavailable data. Figures are from district-level reports and excludes adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

## Appendix D. ELLs as Percentage of Total District Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Albuquerque	16.76%	--	15.51%	16.59%	17.23%	17.23%	16.69%	16.31%	17.62%
Anchorage	10.81%	8.69%	10.89%	10.87%	10.85%	11.59%	12.05%	12.24%	12.48%
Arlington (TX)	7.71%	16.14%	16.36%	15.83%	16.96%	17.83%	18.78%	22.87%	23.08%
Atlanta	2.99%	2.74%	3.02%	3.02%	3.31%	3.28%	3.01%	3.11%	4.12%
Aurora	35.17%	35.26%	35.80%	35.07%	34.71%	35.03%	35.36%	33.71%	32.39%
Austin	13.21%	26.35%	26.33%	25.71%	25.14%	25.11%	24.97%	24.08%	24.58%
Baltimore	--	--	2.18%	2.55%	2.96%	3.59%	3.55%	4.07%	4.45%
Birmingham	2.12%	1.98%	2.19%	0.16%	2.08%	--	2.45%	2.79%	3.28%
Boston	19.10%	10.95%	11.92%	13.76%	28.45%	28.39%	27.66%	27.42%	27.66%
Bridgeport	13.61%	13.41%	13.17%	12.90%	12.65%	13.23%	12.96%	14.04%	14.10%
Broward County	10.10%	9.96%	9.53%	9.48%	9.34%	9.62%	10.02%	10.57%	11.20%
Buffalo	7.90%	8.19%	9.37%	10.44%	11.13%	11.84%	12.11%	12.92%	13.74%
Charleston	2.03%	4.61%	5.21%	4.32%	5.35%	5.57%	5.62%	6.10%	5.90%
Charlotte-Mecklenburg	14.37%	13.46%	11.12%	10.62%	9.78%	10.01%	9.61%	10.29%	11.71%
Chicago	18.43%	17.26%	12.77%	14.05%	13.35%	16.23%	16.51%	17.60%	15.56%
Cincinnati	2.65%	2.87%	3.41%	3.66%	3.95%	4.15%	4.74%	5.38%	5.85%
Clark County	10.27%	19.11%	16.80%	21.61%	21.88%	16.78%	16.46%	18.33%	18.92%
Cleveland	5.27%	5.44%	5.10%	5.47%	6.07%	6.87%	7.17%	7.58%	7.88%
Columbus	9.92%	9.96%	9.51%	9.25%	9.81%	10.84%	12.72%	11.76%	14.00%
Dallas	15.71%	32.69%	33.36%	34.68%	35.95%	36.15%	36.99%	35.26%	39.45%
Dayton	1.98%	2.31%	2.54%	2.84%	3.24%	3.87%	4.45%	4.94%	5.64%
Denver	25.89%	27.47%	28.79%	30.86%	31.42%	32.01%	31.48%	27.65%	26.48%
Des Moines	12.95%	13.77%	13.87%	14.66%	15.38%	16.03%	16.68%	17.47%	19.19%
Detroit	7.13%	6.86%	7.43%	8.84%	9.73%	10.54%	11.30%	12.41%	11.95%
District of Columbia	7.03%	9.86%	9.58%	8.46%	8.39%	10.25%	10.49%	10.58%	9.41%
Duval County	3.05%	2.85%	2.99%	3.09%	3.06%	3.32%	3.46%	3.76%	4.33%
El Paso	10.98%	22.63%	22.10%	21.29%	20.68%	20.35%	20.60%	20.46%	25.32%
Fort Worth	27.31%	28.46%	26.98%	26.61%	26.37%	28.11%	29.07%	27.23%	28.38%
Fresno	--	25.99%	35.85%	--	23.62%	23.87%	23.98%	24.59%	22.09%

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
Guilford County	9.77%	8.36%	8.19%	8.14%	7.89%	7.71%	7.82%	7.35%	7.84%
Hawaii	9.43%	10.34%	10.04%	10.63%	13.55%	8.92%	8.54%	7.91%	7.48%
Hillsborough County	11.67%	11.46%	11.52%	11.97%	11.41%	11.91%	11.82%	11.95%	11.93%
Houston	13.66%	28.63%	28.48%	27.45%	26.76%	26.42%	26.34%	23.82%	26.93%
Indianapolis	10.43%	10.85%	11.63%	11.79%	12.58%	13.57%	14.58%	14.95%	13.98%
Jackson	0.38%	0.44%	0.44%	0.43%	0.48%	0.73%	0.76%	0.82%	0.41%
Jefferson County	4.69%	5.02%	4.95%	5.28%	5.35%	5.83%	6.18%	6.41%	6.72%
Kansas City	--	11.93%	16.48%	20.32%	21.57%	21.54%	22.50%	22.91%	22.15%
Long Beach	--	23.67%	30.99%	--	24.79%	21.29%	23.75%	23.21%	22.98%
Los Angeles	--	32.10%	31.39%	--	23.13%	28.47%	27.43%	25.41%	22.03%
Metropolitan Nashville	9.64%	10.25%	10.56%	10.71%	10.82%	11.11%	12.30%	13.94%	15.09%
Miami-Dade County	15.33%	15.18%	17.18%	17.83%	18.99%	19.73%	20.33%	18.25%	19.32%
Milwaukee	9.46%	8.55%	9.74%	10.04%	9.82%	9.78%	9.45%	8.60%	9.57%
Minneapolis	21.88%	21.15%	21.10%	20.80%	20.54%	22.95%	22.59%	22.91%	22.18%
New Orleans	2.75%	5.12%	5.10%	3.65%	3.51%	2.82%	4.43%	4.55%	5.97%
New York City	9.64%	18.07%	17.80%	12.19%	16.99%	17.74%	17.81%	17.34%	17.25%
Newark	--	7.90%	8.26%	5.91%	8.84%	9.58%	8.89%	10.08%	9.12%
Norfolk	1.54%	1.52%	1.83%	1.86%	1.86%	1.82%	1.96%	2.65%	3.41%
Oakland	--	30.65%	40.06%	--	30.78%	30.83%	30.69%	32.33%	24.56%
Oklahoma City	23.50%	--	25.11%	28.31%	29.56%	30.13%	32.82%	33.31%	31.03%
Omaha	13.20%	13.21%	13.57%	14.12%	13.43%	12.50%	13.68%	14.47%	16.16%
Orange County	19.51%	19.60%	17.33%	16.12%	15.73%	13.67%	13.24%	13.83%	14.49%
Palm Beach County	10.78%	10.24%	10.48%	10.55%	10.57%	11.28%	11.22%	11.34%	11.83%
Philadelphia	7.11%	7.64%	7.35%	7.64%	7.70%	7.99%	8.63%	9.77%	9.59%
Pinellas County	3.48%	3.58%	3.93%	4.10%	4.43%	4.88%	5.41%	5.83%	6.04%
Pittsburgh	1.46%	1.44%	1.27%	1.61%	2.05%	2.39%	2.77%	3.06%	3.11%
Portland	10.99%	11.20%	10.44%	10.14%	10.98%	8.45%	6.81%	7.60%	7.58%
Providence	14.24%	--	13.52%	15.37%	17.41%	17.76%	20.76%	22.57%	24.08%
Richmond	2.88%	3.24%	4.15%	4.41%	4.14%	5.38%	4.93%	7.56%	9.88%
Rochester	8.99%	8.62%	9.49%	8.70%	9.22%	9.88%	9.81%	11.44%	12.68%
Sacramento	--	25.67%	33.25%	--	25.34%	23.74%	21.73%	21.47%	17.24%
Salt Lake City	35.32%	26.68%	27.67%	22.27%	2.47%	14.78%	16.81%	19.11%	21.06%

District	SY 2007-08	SY 2008-09	SY 2009-10	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16
San Antonio	15.18%	15.68%	15.89%	15.76%	15.67%	15.75%	15.92%	13.92%	16.78%
San Diego	--	29.29%	28.28%	--	27.82%	22.66%	26.00%	25.02%	22.39%
San Francisco	--	30.54%	37.85%	--	30.34%	24.92%	28.00%	27.78%	25.72%
Santa Ana	--	56.06%	55.98%	--	56.19%	49.78%	47.75%	46.43%	40.14%
Seattle	11.34%	11.68%	8.96%	11.75%	9.86%	9.05%	9.11%	11.34%	12.05%
Shelby County	--	--	--	--	--	--	5.14%	6.34%	6.69%
St. Louis	--	4.69%	7.79%	7.22%	7.15%	5.19%	6.24%	5.77%	6.29%
St. Paul	36.75%	40.39%	36.08%	--	34.60%	23.04%	32.68%	34.25%	31.28%
Stockton	--	28.01%	27.49%	--	27.03%	28.80%	28.42%	28.35%	26.47%
Toledo	1.87%	1.58%	1.47%	1.29%	1.39%	1.55%	1.53%	1.60%	1.58%
Tulsa	12.50%	--	13.14%	13.72%	15.86%	16.84%	17.81%	18.45%	16.81%
Wichita	12.92%	13.69%	14.95%	14.90%	15.48%	16.18%	16.90%	17.29%	19.89%

(--) denotes insufficient data to calculate. Original figures are from district-level reports and excludes adult education students. Percentages calculated by author using source data.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>



## Appendix E. ELL and Non-ELL Enrollment from SY 2007-08 to SY 2015-16 (N=73 Districts)

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Albuquerque	16,082	79,883	--	--	14,977	81,595	15,827	79,588	16,253	78,065	16,209	77,874	15,556	77,646	15,167	77,834	15,960	74,606
Anchorage	5,282	43,575	4,246	44,591	5,400	44,192	5,351	43,855	5,291	43,474	5,654	43,136	5,804	42,355	5,888	42,201	6,032	42,292
Arlington (TX)	4,845	58,018	10,173	52,872	10,388	53,099	10,211	54,273	10,972	53,731	11,589	53,412	12,147	52,541	14,610	49,272	14,592	48,618
Atlanta	1,494	48,497	1,343	47,689	1,475	47,434	1,505	48,291	1,654	48,355	1,624	47,934	1,508	48,623	1,590	49,555	2,123	49,377
Aurora	11,804	21,759	12,525	22,998	13,235	23,732	13,537	25,068	13,778	25,918	13,956	25,879	14,456	26,421	14,068	27,661	13,684	28,565
Austin	10,906	71,658	21,994	61,489	22,292	62,384	22,030	63,667	21,751	64,777	21,728	64,788	21,321	64,051	20,360	64,204	20,561	63,087
Baltimore	--	--	--	--	1,810	81,056	2,140	81,660	2,496	81,716	3,043	81,704	3,005	81,725	3,460	81,516	3,722	79,944
Birmingham	600	27,666	543	26,897	584	26,137	41	25,873	523	24,568	--	--	609	24,249	683	23,766	811	23,882
Boston	10,730	45,438	6,124	49,799	6,599	48,772	7,712	48,325	15,653	39,374	15,649	39,465	15,022	39,278	14,894	39,418	14,907	38,978
Bridgeport	2,834	17,990	2,742	17,709	2,655	17,506	2,606	17,599	2,546	17,580	2,667	17,488	2,690	18,063	2,954	18,093	2,964	18,051
Broward County	26,151	232,742	25,540	230,811	24,400	231,737	24,316	232,156	24,143	234,335	25,022	235,204	26,323	236,343	28,139	238,126	30,130	238,968
Buffalo	2,819	32,858	2,830	31,708	3,236	31,290	3,501	30,042	3,643	29,080	3,879	28,883	4,220	30,634	4,551	30,683	4,582	28,763
Charleston	855	41,361	1,952	40,351	2,244	40,819	1,886	41,768	2,357	41,701	2,482	42,117	2,566	43,084	2,856	43,934	2,837	45,247
Charlotte-Mecklenburg	18,846	112,330	18,176	116,888	15,227	121,742	14,442	121,512	13,866	127,862	14,468	130,010	13,740	129,251	14,980	130,656	17,127	129,084
Chicago	75,108	332,402	72,722	348,708	51,992	355,165	56,993	348,651	53,786	349,218	64,260	331,688	65,489	331,152	69,091	323,467	60,257	327,054
Cincinnati	938	34,497	1,016	34,330	1,141	32,308	1,235	32,548	1,269	30,885	1,313	30,302	1,507	30,294	1,744	30,700	2,002	32,225
Clark County	31,737	277,314	59,782	252,979	51,579	255,480	67,877	246,182	68,577	244,821	53,155	263,623	52,744	267,788	59,400	264,693	61,688	264,302
Cleveland	2,792	50,162	2,715	47,237	2,466	45,926	2,459	42,515	2,598	40,207	2,737	37,076	2,764	35,798	2,982	36,383	3,107	36,303
Columbus	5,481	49,788	5,333	48,203	5,023	47,787	4,732	46,402	4,951	45,537	5,464	44,920	6,419	44,059	5,928	44,479	7,003	43,025
Dallas	24,794	133,010	51,439	105,913	52,405	104,706	54,506	102,656	56,650	100,925	57,446	101,486	59,070	100,643	56,508	103,745	62,575	96,029
Dayton	315	15,605	360	15,206	380	14,606	435	14,878	480	14,315	556	13,801	633	13,576	703	13,519	781	13,065
Denver	18,917	54,136	20,379	53,810	22,249	55,018	24,174	54,165	25,417	55,473	26,685	56,692	27,084	58,962	24,564	64,275	23,895	66,340
Des Moines	4,149	27,894	4,354	27,259	4,541	28,208	4,850	28,241	5,144	28,309	5,466	28,626	5,711	28,519	6,001	28,354	6,567	27,652
Detroit	7,693	100,181	6,690	90,887	6,722	83,777	6,875	70,882	6,522	60,542	5,190	44,049	5,540	43,503	5,868	41,409	5,569	41,047
District of Columbia	4,092	54,099	4,370	39,961	4,203	39,663	3,741	40,458	3,745	40,873	4,530	39,649	4,716	40,226	4,882	41,273	4,548	43,788
Duval County	3,808	120,932	3,497	119,109	3,661	118,925	3,828	120,169	3,844	121,585	4,173	121,513	4,416	123,237	4,835	123,850	5,589	123,603
El Paso	6,823	55,300	14,103	48,219	14,005	49,373	13,696	50,634	13,277	50,937	12,866	50,344	12,692	48,928	12,451	48,401	15,202	44,845

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Fort Worth	21,539	57,318	22,562	56,723	21,637	58,572	21,728	59,923	21,913	61,196	23,472	60,031	24,593	59,995	23,412	62,563	24,711	62,369
Fresno	--	--	19,915	56,706	27,053	48,415	--	--	17,536	56,699	17,586	56,103	17,589	55,764	18,087	55,456	16,229	57,231
Guilford County	7,076	65,313	6,102	66,849	5,957	66,801	5,956	67,249	5,848	68,238	5,721	68,440	5,638	66,443	5,398	68,018	5,738	67,413
Hawaii	16,959	162,938	18,564	160,914	18,097	162,099	19,092	160,509	24,750	157,956	16,474	168,286	15,949	170,876	14,425	167,959	13,619	168,376
Hillsborough County	22,553	170,627	22,009	169,998	22,255	171,010	23,291	171,234	22,474	174,567	23,876	176,590	24,054	179,385	24,784	182,685	25,290	186,633
Houston	27,260	172,274	57,318	142,907	57,747	145,026	56,067	148,178	54,333	148,733	53,722	149,632	55,717	155,835	51,277	163,948	58,067	157,560
Indianapolis	3,679	31,578	3,695	30,355	3,880	29,492	3,901	29,178	4,026	27,973	4,045	25,761	4,492	26,321	4,754	27,040	4,386	26,985
Jackson	118	31,073	136	30,451	135	30,474	131	30,235	144	29,754	218	29,520	224	29,264	239	28,822	114	27,905
Jefferson County	4,497	91,374	4,959	93,815	4,895	93,913	5,135	92,196	5,302	93,889	5,850	94,466	6,216	94,313	6,445	94,157	6,772	94,005
Kansas City	--	--	2,361	17,427	3,105	15,734	3,520	13,806	3,582	13,028	3,625	13,207	3,426	11,804	3,525	11,861	3,483	12,241
Long Beach	--	--	20,715	66,794	26,736	59,547	--	--	20,746	62,945	17,512	64,744	19,277	61,878	18,500	61,209	17,879	59,933
Los Angeles	--	--	220,703	466,831	210,539	460,207	--	--	152,592	507,047	186,593	468,862	179,322	474,504	164,349	482,334	140,816	498,521
Metropolitan Nashville	7,105	66,610	7,618	66,694	7,926	67,154	8,437	70,345	8,697	71,696	9,013	72,121	10,186	72,620	11,722	72,347	12,913	72,685
Miami-Dade County	53,364	294,764	52,434	293,091	59,423	286,381	61,944	285,422	66,497	283,742	69,880	284,382	72,437	283,796	65,163	291,801	69,102	288,477
Milwaukee	8,210	78,609	7,301	78,080	7,996	74,100	8,125	72,809	7,772	71,358	7,666	70,697	7,418	71,098	6,648	70,668	7,246	68,503
Minneapolis	7,797	27,834	7,467	27,845	7,400	27,676	7,266	27,668	7,198	27,848	8,227	27,615	8,316	28,501	8,475	28,524	8,161	28,632
New Orleans	264	9,337	518	9,591	525	9,762	383	10,110	382	10,499	387	13,320	551	11,896	604	12,667	883	13,912
New York City	410,512	3,848,499	764,392	3,466,923	745,510	3,442,961	509,479	3,669,460	709,027	3,463,006	737,612	3,420,313	744,862	3,437,956	727,165	3,466,908	722,788	3,468,228
Newark	--	--	3,158	36,834	3,257	36,186	2,439	38,796	3,143	32,400	3,410	32,178	3,108	31,868	3,513	31,348	3,728	37,161
Norfolk	541	34,522	525	33,906	623	33,388	629	33,158	621	32,840	599	32,263	639	31,958	855	31,435	1,096	31,052
Oakland	--	--	14,257	32,259	18,465	27,634	--	--	14,274	32,103	14,324	32,139	14,483	32,711	15,543	32,534	12,058	37,040
Oklahoma City	9,633	31,352	--	--	10,686	31,863	12,170	30,819	12,775	30,437	13,472	31,248	13,427	27,486	13,683	27,391	12,668	28,155
Omaha	6,307	41,456	6,344	41,670	6,607	42,085	6,978	42,427	6,760	43,580	6,319	44,240	6,988	44,081	7,516	44,412	8,400	43,566
Orange County	33,974	140,168	33,758	138,499	30,032	143,227	28,370	147,638	28,311	151,689	25,021	158,045	24,771	162,321	26,508	165,140	28,537	168,414
Palm Beach County	18,422	152,461	17,487	153,270	18,117	154,780	18,433	156,230	18,698	158,203	20,248	159,266	20,527	162,368	21,153	165,452	22,391	166,931
Philadelphia	12,281	160,423	12,211	147,656	12,172	153,522	12,699	153,534	11,885	142,377	11,502	132,396	11,885	125,789	13,115	121,126	12,852	121,192
Pinellas County	3,752	104,140	3,799	102,262	4,136	101,102	4,260	99,741	4,598	99,178	5,059	98,531	5,592	97,819	6,053	97,721	6,255	97,240
Pittsburgh	405	27,275	403	27,542	356	27,589	451	27,531	547	26,106	629	25,663	721	25,320	755	23,902	749	23,334
Portland	5,086	41,176	5,042	39,982	4,776	40,972	4,644	41,174	5,155	41,775	3,948	42,800	3,224	44,099	3,631	44,175	3,664	44,681

District	SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16	
	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL	ELL	Non-ELL
Providence	3,487	21,007	--	--	3,224	20,623	3,622	19,951	4,095	19,423	4,239	19,633	4,947	18,880	5,396	18,511	5,747	18,120
Richmond	683	23,071	750	22,427	954	22,040	1,034	22,420	967	22,369	1,273	22,376	1,173	22,602	1,810	22,147	2,369	21,611
Rochester	2,959	29,965	2,842	30,131	3,085	29,431	2,802	29,421	2,899	28,533	2,979	27,166	2,971	27,324	3,433	26,581	3,662	25,224
Sacramento	--	--	12,362	35,793	15,924	31,966	--	--	12,149	35,791	11,306	36,310	10,222	36,809	10,064	36,804	8,076	38,767
Salt Lake City	8,797	16,111	6,466	17,771	7,041	18,406	5,488	19,159	618	24,398	3,647	21,033	4,135	20,462	4,672	19,779	5,166	19,360
San Antonio	8,313	46,466	8,579	46,117	8,790	46,537	8,685	46,431	8,522	45,872	8,545	45,723	8,575	45,282	7,480	46,270	8,905	44,164
San Diego	--	--	38,743	93,513	37,161	94,256	--	--	36,453	94,591	29,524	100,747	33,877	96,426	32,471	97,308	28,963	100,417
San Francisco	--	--	16,851	38,332	20,872	34,268	--	--	17,083	39,227	14,196	42,774	16,136	41,484	16,227	42,187	15,142	43,723
Santa Ana	--	--	32,202	25,237	31,873	25,064	--	--	32,170	25,080	28,580	28,830	27,458	30,041	26,377	30,438	22,444	33,465
Seattle	5,167	40,414	5,368	40,600	4,168	42,354	5,609	42,126	4,857	44,412	4,583	46,072	4,600	45,909	5,989	46,845	6,426	46,891
Shelby County	--	--	--	--	--	--	--	--	--	--	--	--	7,699	142,133	7,341	108,469	7,655	106,832
St. Louis	--	--	1,285	26,136	2,050	24,261	1,810	23,274	1,764	22,901	1,681	30,683	1,687	25,330	1,780	29,051	1,823	27,137
St. Paul	14,739	25,368	15,727	23,211	13,903	24,628	--	--	13,257	25,053	8,851	29,568	12,491	25,737	13,006	24,963	11,792	25,906
Stockton	--	--	10,598	27,233	10,485	27,656	--	--	10,489	28,314	11,069	27,366	11,223	28,263	11,356	28,701	10,675	29,649
Toledo	529	27,722	419	26,097	379	25,320	314	23,969	321	22,794	342	21,765	331	21,338	350	21,486	349	21,704
Tulsa	5,158	36,113	--	--	5,454	36,039	5,692	35,809	6,534	34,665	6,916	34,160	7,150	33,002	7,380	32,619	6,633	32,822
Wichita	6,043	40,745	6,470	40,790	7,223	41,101	7,348	41,981	7,647	41,742	8,146	42,193	8,555	42,074	8,807	42,140	10,135	40,808

(--) denotes missing or unavailable data. Figures are from district-level reports and excludes adult education students.

Source: National Center for Education Statistics. (n.d.). Elementary/Secondary Information System. Retrieved September 18, 2018, from <https://nces.ed.gov/ccd/elsi/>

## Appendix F. Top Five Reported Languages by District

### Top 5 Languages by District and Number of ELL Speakers<sup>61</sup>, SY 2016-17

District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>Albuquerque</b>		<b>Anchorage</b>		<b>Arlington (TX)</b>		<b>Atlanta</b>	
Spanish	10,518	Spanish	1,387	Spanish	13,646	Spanish	2,643
Navajo	507	Samoan	1,138	Vietnamese	1,261	Chinese	81
Arabic	188	Hmong	1,081	Arabic	767	French	61
Vietnamese	183	Tagalog	794	Somali	137	Arabic	59
		Yupik	319	French	127		
<b>Austin</b>		<b>Baltimore</b>		<b>Birmingham</b>		<b>Boston</b>	
Spanish	20,825	Spanish	3,418	Spanish	787	Spanish	9,123
Arabic	553	Arabic	202	Akateko	21	Haitian Creole	1,150
Vietnamese	291	Nepali	113	Fulani	18	Cape Verdean Creole	1,072
Burmese	191	French	52	Arabic	10	Vietnamese	740
Mandarin	147			Q'an'jobal	8		
<b>Bridgeport</b>		<b>Broward County</b>		<b>Buffalo</b>		<b>Charlotte-Mecklenburg</b>	
Spanish	2,000	Spanish	20,778	Spanish	1,854	Spanish	29,982
Portuguese	800	Haitian Creole	6,898	Arabic	690	Vietnamese	1,165
French Creole	300	Portuguese	1,506	Karen	541	Arabic	780
Vietnamese	--	Vietnamese	375	Somali	491	French	702
		Chinese	328	Burmese	438	Telugu	557
<b>Chicago</b>		<b>Cincinnati</b>		<b>Clark County</b>		<b>Cleveland</b>	
Spanish	56,639	Spanish	--	Spanish	73,497	Spanish	2,310
Arabic	1,571	Arabic	--	Tagalog	2,842	Arabic	300
Cantonese	925	Soninke	--	Chinese	783	Nepali	56
Urdu	890	French	--	Amharic	695	Somali	32
Polish	887	Wolof	--			Swahili	27
<b>Columbus</b>		<b>Dallas</b>		<b>Dayton</b>		<b>Denver</b>	
Spanish	4,293	Spanish	63,696	Spanish	300	Spanish	35,532
Somali	2,347	Burmese	569	Turkish	200	Arabic	1,051
Nepali	1,353	Arabic	251	Swahili	100	Vietnamese	856
French	1,207	Nepali	245	Arabic	75	Somali	438
Arabic	509					Amharic	425
<b>Des Moines</b>		<b>District of Columbia</b>		<b>Duval County</b>		<b>El Paso</b>	
Spanish	3,955	Spanish	5,068	Spanish	3,933	Spanish	16,565
Karen	556	Amharic	301	Arabic	505		
Arabic	308	French	165	Burmese	305		
Nepali	270	Chinese	87	Portuguese	159		
Somali	258	Vietnamese	64	Vietnamese	148		
<b>Fort Worth</b>		<b>Fresno</b>		<b>Guilford County</b>		<b>Hawaii</b>	
Spanish	24,558	Spanish	12,263	Spanish	3,389	Ilocano	2,306
Arabic	321	Hmong	1,927	Arabic	495	Trukese	1,697
Nepali	290	Laotian	172	Vietnamese	394	Marshallese	1,512
Swahili	256	Mon-Khmer, Cambodian	150	Urdu	225	Tagalog	1,034
Burmese	233	Arabic	115	Nepali	170	Spanish	741

<sup>61</sup> Due to the omission of unspecified languages, the number of reported languages for a district may be less than five. (--) denotes unreported numbers of speakers; however, the districts reported the relative ranking of language by prevalence.

District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>Hillsborough County</b>		<b>Houston</b>		<b>Indianapolis</b>		<b>Jackson</b>	
Spanish	46,915	Spanish	63,114	Spanish	--	Spanish	293
Arabic	1,552	Arabic	1,088	Arabic	--	Tigrinya	12
Vietnamese	1,129	Vietnamese	438	Yoruba	--	Arabic	6
French Creole	789	Swahili	386	Karen	--	Chinese	5
Telugu	604	Mandarin	324			Wolof	4
<b>Jefferson County</b>		<b>Kansas City</b>		<b>Long Beach</b>		<b>Los Angeles</b>	
Spanish	3,821	Spanish	2,200	Spanish	14,300	Spanish	339,043
Arabic	689	Somali	220	Mon-Khmer, Cambodian	656	Armenian	5,475
Somali	527	Swahili	144	Tagalog	253	Tagalog	5,221
Nepali	366	Burmese	135	Vietnamese	78	Korean	4,905
Mai Mai	294	Arabic	112	Arabic	62	Russian	2,303
<b>Metropolitan Nashville</b>		<b>Miami-Dade County</b>		<b>Milwaukee</b>		<b>Minneapolis</b>	
Spanish	9,510	Spanish	63,399	Spanish	5,253	Spanish	4,406
Arabic	1,826	Haitian Creole	4,669	Hmong	645	Somali	3,294
Somali	471	Portuguese	677	Burmese	446	Hmong	647
Kurdish	452	French	423	Karen	440	Oromo	190
Burmese	323	Russian	412	Arabic	234	Amharic	89
<b>New York</b>		<b>Norfolk</b>		<b>Oakland</b>		<b>Oklahoma City</b>	
Spanish	97,299	Spanish	720	Spanish	8,314	Spanish	18,918
Chinese	21,438	Tagalog	71	Cantonese	833	Vietnamese	359
Arabic	9,712	French	46	Arabic	754	Burmese	162
Bengali	7,020	Chinese	37	Vietnamese	383	Arabic	72
Russian	3,805	Arabic	35	Mam	312	Laotian	45
<b>Omaha</b>		<b>Orange County</b>		<b>Palm Beach County</b>		<b>Philadelphia</b>	
Spanish	5,477	Spanish	19,389	Spanish	16,538	Spanish	7,540
Karen	1,047	French Creole	2,715	Haitian Creole	5,465	Chinese	1,026
Somali	326	Portuguese	2,120	Portuguese	993	Arabic	829
Nepali	226	Arabic	502	Q'an'jobal	463	Vietnamese	439
		Vietnamese	383	Arabic	218	Portuguese	427
<b>Pinellas County</b>		<b>Pittsburgh</b>		<b>Richmond</b>		<b>Sacramento</b>	
Spanish	6,805	Spanish	264	Spanish	1,968	Spanish	5,714
Arabic	500	Nepali	201	Arabic	19	Hmong	1,369
Vietnamese	420	Arabic	152	Chinese	11	Cantonese	571
Serbocroatian	385	Swahili	112	French	8	Marshallese	248
Albanian	230	Chinese	47	Pashto	4	Vietnamese	244
<b>Salt Lake City</b>		<b>San Antonio</b>		<b>San Diego</b>		<b>San Francisco</b>	
Spanish	4,376	Spanish	9,873	Spanish	22,541	Spanish	8,239
Somali	170	Thai	15	Vietnamese	1,602	Cantonese	4,297
Burmese	153	Arabic	14	Tagalog	1,118	Mandarin	685
Tongan	131	Swahili	14	Somali	858	Vietnamese	472
Karen	126			Arabic	482	Tagalog	412
<b>Santa Ana</b>		<b>Seattle</b>		<b>Shelby County</b>		<b>St. Louis</b>	
Spanish	21,419	Spanish	2,157	Spanish	7,140	Spanish	718
Vietnamese	159	Somali	1,170	Arabic	466	Arabic	355
Mon-Khmer, Cambodian	40	Chinese	697	Vietnamese	110	Somali	285
Tagalog	10	Vietnamese	643	French	107	Bosnian	234
Korean	3	Amharic	354	Chinese	42	Nepali	186

District	ELL #	District	ELL #	District	ELL #	District	ELL #
<b>St. Paul</b>		<b>Stockton</b>		<b>Tulsa</b>		<b>Wichita</b>	
Hmong	4,833	Spanish	9,391	Spanish	6,825	Spanish	8,292
Spanish	2,614	Hmong	338	Hmong	142	Vietnamese	703
Karen	2,267	Mon-Khmer, Cambodian	260	Trukese	80	Arabic	147
Somali	1,187	Tagalog	124	Burmese	33	Swahili	132
Oromo	275	Arabic	111	Vietnamese	17	Laotian	104

Source: CGCS ELL Survey other than New York City,<sup>62</sup> Long Beach, Sacramento, and Stockton.<sup>63</sup>

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<sup>62</sup> NYC Department of Education. (2017). *English language learner demographics report: 2015-16 school year*. New York, NY.

<sup>63</sup> California Department of Education. (2013). DataQuest. Retrieved from DataQuest website: <https://dq.cde.ca.gov/dataquest/>

## Appendix G. NAEP Reading in Large Cities

This appendix shows statistical significance tests for the **Large City (LC)** sample in NAEP Reading from 2005 to 2017.

### Statistical Significance of Performance Differences in 2005 and 2017

Table 29 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Reading in 2005 and 2015. A statistical significance test was conducted to compare the 2005 and 2015 percentages. Statistically significant percentage-point differences are marked with an asterisks and green shading.

**Table 29. Statistical Significance of NAEP Reading Percentage-Point Differences between 2005 and 2017**

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	5%	6%	1%	5%	7%	2%*
		Former ELL	23%	33%	10%	23%	32%	9%*
		Non-ELL	14%	23%	9%*	17%	25%	8%*
	FRPL-Ineligible	ELL	11%	9%	-2%	15%	17%	2%
		Former ELL	45%	58%	13%	39%	52%	13%
		Non-ELL	39%	52%	13%*	43%	53%	10%*
Grade 8	FRPL-Eligible	ELL	2%	3%	1%	3%	4%	1%
		Former ELL	20%	31%	11%*	17%	25%	8%*
		Non-ELL	14%	21%	7%*	16%	23%	7%*
	FRPL-Ineligible	ELL	8%	5%	-3%	11%	10%	-1%
		Former ELL	39%	41%	2%	27%	41%	14%*
		Non-ELL	35%	45%	10%*	39%	49%	10%*

\*Statistically significant ( $p < 0.05$ )

### Statistical Significance of Changes between Years from 2005 to 2017

In Table 30, we examined the statistical significance of changes in the percentage of students scoring *at or above proficient* from the immediately preceding year. Statistically significant percentage-point changes from the prior year are marked with an asterisks and green shading.

**Table 30. Statistical Significance of Prior Year Changes in NAEP Reading from 2005-2017**

Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	5%	5%	3%	5%	5%	6%	6%
		Former ELL	23%	26%	23%	25%	25%	31%	33%
		Non-ELL	14%	15%	18%	19%	19%	22%*	23%
	FRPL-Ineligible	ELL	11%	11%	9%	10%	18%	13%	9%
		Former ELL	45%	55%	33%	48%	59%	46%	58%
		Non-ELL	39%	44%	46%	50%	54%*	55%	52%
Grade 8	FRPL-Eligible	ELL	2%	2%	1%	2%	2%	2%	3%
		Former ELL	20%	12%*	10%	13%	16%	25%*	31%
		Non-ELL	14%	14%	16%	19%*	19%	20%	21%
	FRPL-Ineligible	ELL	8%	5%	5%	4%	4%	6%	5%
		Former ELL	39%	17%*	19%	26%	36%	43%	41%
		Non-ELL	35%	35%	39%	42%	47%	45%	45%

\*Statistically significant change from prior year ( $p < 0.05$ )

### Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 31, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage-point differences in performance for large city students compared to national public students. In other words, a negative value indicates that large city students performed worse than national public students, and vice versa. Statistically significant performance differences between large city and national public students are marked with an asterisks and shading. Red shading indicates that large city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

**Table 31. Statistical Significance of NAEP Reading Performance by LC or NP Enrollment from 2005-2017**

Grade and Subgroup		% -Point Difference between Large City and National Public							
		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	0%	-1%	-2%*	-1%	-1%	-1%	-1%
		Former ELL	0%	1%	1%	-2%	-3%	-3%	1%
		Non-ELL	-3%*	-3%*	-1%*	-2%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-4%	-3%	-3%	-3%	2%	-4%	-8%*
		Former ELL	6%	11%	-13%	0%	6%	-3%	6%
		Non-ELL	-4%*	-1%	0%	1%	2%*	2%	-1%
Grade 8	FRPL-Eligible	ELL	-1%	-1%*	-2%	-1%	-1%	-1%	-1%
		Former ELL	3%*	0%	-2%	0%	0%	2%	6%*
		Non-ELL	-2%*	-3%*	-2%*	-1%*	-3%*	-2%*	-2%*
	FRPL-Ineligible	ELL	-3%	-3%	0%	-2%	-4%	-2%	-5%*
		Former ELL	12%	-8%	-7%	0%	6%	3%	0%
		Non-ELL	-4%*	-5%*	-3%	-3%	-2%	-2%*	-4%*

\*Statistically significant ( $p < 0.05$ )



In Table 32, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by former- or non-ELL status. The figures shown in the table are the percentage-point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELLs students performed worse than non-ELLs, and vice versa. Statistically significant performance differences between former- and non-ELLs are marked with an asterisks and shading. Red shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

**Table 32. Statistical Significance of NAEP Reading Performance by Former- and Non-ELL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	9%*	11%*	5%	6%*	6%	9%*	10%
	FRPL-Ineligible	6%	11%	-13%	-2%	5%	-9%	6%
Grade 8	FRPL-Eligible	6%*	-2%	-6%*	-6%*	-3%	5%*	10%*
	FRPL-Ineligible	4%	-18%*	-20%*	-16%*	-11%	-2%	-4%

\*Statistically significant ( $p < 0.05$ )

## Appendix H. NAEP Mathematics in Large Cities

This appendix shows statistical significance tests for the **Large City (LC)** sample in NAEP Mathematics from 2005 to 2017.

### Statistical Significance of Performance Differences in 2005 and 2017

Table 33 shows the percentage of students in various subgroups scoring at or above proficient on NAEP Mathematics in 2005 and 2015. A statistical significance test was conducted to compare the 2005 and 2015 percentages. Statistically significant percentage-point differences are marked with an asterisks and green shading.

**Table 33. Statistical Significance of NAEP Mathematics Percentage-Point Differences between 2005 and 2017**

Grade and Subgroup			Large City			National Public		
			2005	2017	%-Point Difference	2005	2017	%-Point Difference
Grade 4	FRPL-Eligible	ELL	9%	13%	4%	9%	12%	3%*
		Former ELL	36%	43%	7%	30%	37%	7%
		Non-ELL	17%	24%	7%*	21%	27%	6%*
	FRPL-Ineligible	ELL	21%	14%	-7%	24%	24%	0%
		Former ELL	56%	52%	-4%	56%	64%	8%
		Non-ELL	49%	56%	7%*	50%	59%	9%*
Grade 8	FRPL-Eligible	ELL	3%	5%	2%	3%	5%	2%
		Former ELL	23%	27%	4%	19%	25%	6%*
		Non-ELL	11%	19%	8%*	14%	20%	6%*
	FRPL-Ineligible	ELL	8%	6%	-2%	13%	13%	0%
		Former ELL	32%	40%	8%	38%	43%	5%
		Non-ELL	35%	47%	12%*	39%	49%	10%*

\*Statistically significant ( $p < 0.05$ )

### Statistical Significance of Changes between Years from 2005 to 2017

In Table 34, we examined the statistical significance of changes in the percentage of students scoring *at or above proficient* from the immediately preceding year. Statistically significant percentage-point changes from the prior year are marked with an asterisks and green shading.

**Table 34. Statistical Significance of Prior Year Changes in NAEP Mathematics from 2005-2017**

Grade and Subgroup		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	9%	11%	10%	12%	12%	13%	13%
		Former ELL	36%	41%	32%	36%	41%	43%	43%
		Non-ELL	17%	21%*	22%	25%	26%	25%	24%
	FRPL-Ineligible	ELL	21%	21%	20%	23%	27%	33%	14%*
		Former ELL	56%	73%	57%	52%	73%	65%	52%
		Non-ELL	49%	52%	54%	56%	63%*	61%	56%
Grade 8	FRPL-Eligible	ELL	3%	3%	3%	4%	4%	4%	5%
		Former ELL	23%	13%*	15%	13%	17%	27%*	27%
		Non-ELL	11%	16%*	18%	21%*	20%	19%	19%
	FRPL-Ineligible	ELL	8%	9%	12%	11%	6%	7%	6%
		Former ELL	32%	23%	24%	23%	36%	44%	40%
		Non-ELL	35%	39%	43%	48%*	48%	49%	47%

\*Statistically significant change from prior year ( $p < 0.05$ )

Statistical Significance of Performance Differences by Subgroup Characteristics from 2005 to 2017

In Table 35, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* between the large city (LC) and national public (NP) sample. The figures shown in the table are the percentage-point differences in performance for large city students compared to national public students. In other words, a negative value indicates that large city students performed worse than national public students, and vice versa. Statistically significant performance differences between large city and national public students are marked with an asterisks and shading. Red shading indicates that large city students performed significantly worse than national public students, whereas green shading indicates that they performed significantly better.

**Table 35. Statistical Significance of NAEP Mathematics Performance by LC or NP Enrollment from 2005-2017**

Grade and Subgroup		% -Point Difference between Large City and National Public							
		2005	2007	2009	2011	2013	2015	2017	
Grade 4	FRPL-Eligible	ELL	0%	0%	0%	0%	-1%	1%	1%
		Former ELL	6%*	5%	0%	1%	1%	2%	6%
		Non-ELL	-4%*	-2%*	-2%*	-1%*	-2%*	-2%*	-3%*
	FRPL-Ineligible	ELL	-3%	-2%	-1%	-3%	1%	1%	-10%*
		Former ELL	0%	11%	-2%	-9%	10%	6%	-12%
		Non-ELL	-1%	-2%	-1%	-2%	2%*	2%	-3%
Grade 8	FRPL-Eligible	ELL	0%	-1%	0%	0%	0%	0%	0%
		Former ELL	4%*	-1%	0%	-1%	3%	4%*	2%
		Non-ELL	-3%*	-1%	-1%	0%	-2%*	-1%	-1%
	FRPL-Ineligible	ELL	-5%*	-5%	0%	1%	-7%*	-6%*	-7%*
		Former ELL	-6%	-9%	-3%	-11%*	-1%	2%	-3%
		Non-ELL	-4%*	-4%*	-2%*	0%	-2%	1%	-2%

\*Statistically significant ( $p < 0.05$ )

In Table 36, we examined the statistical significance of differences in the percentage of students scoring *at or above proficient* by former- or non-ELL status. The figures shown in the table are the percentage-point differences in performance for former ELLs compared to non-ELLs. In other words, a negative value indicates that former ELLs students performed worse than non-ELLs, and vice versa. Statistically significant performance differences between former- and non-ELLs are marked with an asterisks and shading. Red shading indicates that former ELLs performed significantly worse than non-ELLs, whereas green shading indicates that they performed significantly better.

**Table 36. Statistical Significance of NAEP Mathematics Performance by Former- and Non-ELL Status from 2005-2017**

Grade and Subgroup		% -Point Difference between Former ELL and Non-ELL						
		2005	2007	2009	2011	2013	2015	2017
Grade 4	FRPL-Eligible	19%*	20%*	10%*	11%*	15%*	18%*	19%
	FRPL-Ineligible	7%	21%	3%	-4%	10%	4%	-4%
Grade 8	FRPL-Eligible	12%*	-3%	-3%	-8%*	-3%	8%*	8%*
	FRPL-Ineligible	-3%	-16%	-19%*	-25%*	-12%	-5%	-7%

\*Statistically significant ( $p < 0.05$ )

## Appendix I. Survey Instrument

### ELL Demographics, Staffing, and Professional Development

#### Introduction and Purpose

In 2013, the Council of the Great City Schools published *English Language Learners in America's Great City Schools: Demographics, Achievement, and Staffing*—a first-of-its-kind compilation of ELL-related data from our nation's great cities. The report was possible thanks to the data received from the Council's membership, and it has served us well to support our advocacy on behalf of ELLs in the Council membership as well as to provide technical assistance to member districts. The ELL data collection also served to inform the ELL indicators that are included in the Council's Academic Key Performance Indicators (KPIs). The KPIs are a collection of academic progress and achievement indicators to help districts make better informed decisions about curriculum and instruction, and compare themselves against other major city school systems.

***Data Update.*** Much has changed in our districts since 2013, and it is time to update our ELL data to reflect the current realities. We have streamlined the survey to include only those data elements that we have not captured in other surveys or data collection activities (i.e., KPI, ELL identification and reclassification survey, etc.).

***Data Reporting.*** Your individual completed survey results will not be made public, and reports that the Council generates will use aggregated data. Indicators that are reported out per district will use confidential Council-assigned numbers rather than district names.

The survey deadline is April 21, 2017. We realize you have busy schedules, so we are grateful for your time to complete the survey. Should you have any questions about the survey, please contact Gabriela Uro [REDACTED] or David Lai [REDACTED]

Survey Instructions

**Survey Preview:** The full survey is available for download in PDF format from <https://fileshare.edwires.org/public/ellsurvey>. We recommend completing a printed version of the survey prior to inputting responses on Survey Monkey. This will minimize the need to jump between questions and expedite completion. *Please note that enrollment and English proficiency data are collected at the end of the survey.*

**Navigation:** Use the "Prev" and "Next" buttons near the bottom of each page to navigate between sections of the survey. To exit the survey for completion at a later time, click "save and exit" on the upper-right corner of your page.

**Saving and Exiting:** Upon clicking "Next," followed by "Save and Exit," your progress on the survey will be saved for you to complete it in multiple sittings. Items on your current page will not be saved unless you click "Next" before exiting. To access your saved survey, use the link provided in the response request email from the Council. If additional staff will be assisting you to complete the survey, you can forward the emailed link to provide them access. The provided survey link uniquely identifies your district and should not be shared with individuals in other districts.

**Submitting Completed Surveys:** When your survey is finished, click "Done" on the last page. Changes to responses cannot be made after surveys are submitted.

## ELL Demographics, Staffing, and Professional Development

### Contact Information

\* 1. School District Name

\* 2. Contact Person for Survey Response

**Name**

**Title**

**Department**

**Email Address**

**Phone Number**

**ELL Demographics, Staffing, and Professional Development**

**Languages Spoken by English Language Learners (SY 2014-15 to SY 2016-17)**

**Please select from the drop-down menu the top five languages spoken by ELLs in order of prevalence for the current and past two school years: 2014-15, 2015-16, and 2016-17. Report the number of speakers for the selected languages from the official fall count. (Languages from U.S. Census Table: "Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009-2013".)**

**Top Five in SY 2016-17**

3. 2016-17 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

4. 2016-17 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

5. 2016-17 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

6. 2016-17 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.



7. 2016-17 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

### Top Five in SY 2015-16

8. 2015-16 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

9. 2015-16 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

10. 2015-16 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

11. 2015-16 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

12. 2015-16 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

### Top Five in SY 2014-15

13. 2014-15 Language 1 (Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

14. 2014-15 Language 2 (Second Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

15. 2014-15 Language 3 (Third Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

16. 2014-15 Language 4 (Fourth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

17. 2014-15 Language 5 (Fifth Most Prevalent)

Please indicate the number of speakers. If "other," specify the language.

**ELL Demographics, Staffing, and Professional Development**

**Requirements for Teaching ELLs (SY 2016-17)**

18. What are your **STATE** requirements for teachers who instruct English Language Learners? (Check all that apply.)

	ESL/Bilingual Education License/Certification (as primary teaching licensure)	ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)	Annual Required Professional Development	Supplemental Coursework	None
Bilingual Education Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Area Teacher of ELLs (e.g., sheltered instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education Teacher of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify type of teachers and requirements)

19. If your **STATE** requires annual professional development to instruct English Language Learners, please specify how many hours are required per year. Type "0" if PD hours are not required, and type "999" if the number of PD hours is unknown.

Bilingual Education Teachers	<input type="text"/>
ESL Teachers	<input type="text"/>
Content Area Teacher of ELLs (e.g., sheltered instruction)	<input type="text"/>
General Education Teacher of ELLs	<input type="text"/>
Special Education Teacher of ELLs	<input type="text"/>
Other Teachers (Please Specify in Comment Box)	<input type="text"/>

20. Specify 'OTHER TEACHERS' from the previous question, and provide the number of PD hours. If you wish to list additional teachers, use this box to specify the required number of PD hours for each category.

21. Does your **DISTRICT** have formal policies that include additional requirements for teachers who instruct English Language Learners? (Check all that apply.)

	ESL/Bilingual Education License/Certification (as primary teaching licensure)	ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)	Annual Required Professional Development	Supplemental Coursework	None
Bilingual Education Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Area Teacher of ELLs (e.g., sheltered instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Education Teacher of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education Teacher of ELLs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify type of teachers and requirements)

22. If your district has other authorizing requirements for teaching ELLs that are not captured in the categories above, please explain here.

23. If 'ESL/Bilingual Education Endorsement/Credential (supplemental to the primary licensure)' is used, further specify whether it is grade-span- or content-specific.

- Grade Span Specific (i.e., elementary, secondary, etc.)
- Content Area Specific
- Neither

24. If you have a **DISTRICT-DETERMINED** requirement for annual professional development to instruct English Language Learners, please specify how many hours are required. Type "0" if PD hours are not required, and type "999" if the number of PD hours is unknown.

Bilingual Education Teachers

ESL Teachers

Content Area Teacher of ELLs (e.g., sheltered instruction)

General Education Teacher of ELLs

Special Education Teacher of ELLs

Other Teachers (Please Specify in Comment Box)

25. Specify the title included under 'OTHER TEACHERS' in the previous question for which the number of PD hours has already been provided.

If you wish to list additional teachers, use this box to specify the titles and required number of PD hours.

## ELL Demographics, Staffing, and Professional Development

### School Level Assignment of Teachers Instructing ELLs (SY 2016-17)

The following five questions are meant to depict the distribution of teachers instructing ELLs by the following school levels: Elementary (K-5), Middle (6-8), and High (9-12). If your district has schools with different grade configurations, please do your best to estimate the distribution of teachers within the provided school levels. Type "0" to indicate no teachers, and type "999" if the number of teachers is unknown.

(Meeting ELL-related district requirements' presumes meeting ELL-related state requirements to teach ELLs.)

#### 26. Elementary (Grades K-5) Teachers Instructing ELLs

Total Elementary School (K-5) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements

27. Middle (Grades 6-8) Teachers Instructing ELLs

Total Middle School (6-8) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements

28. High (Grades 9-12) Teachers Instructing ELLs

Total High School (9-12) Teachers in District

Bilingual Education Teachers **Meeting** ELL-Related District Requirements

ESL Teachers **Meeting** ELL-Related District Requirements

Content Area Teacher of ELLs (e.g., sheltered instruction) **Meeting** ELL-Related District Requirements

General Education Teacher of ELLs **Meeting** ELL-Related District Requirements

Special Education Teacher of ELLs **Meeting** ELL-Related District Requirements

All Teachers **Working On** Meeting ELL-Related District Requirements

All Teachers **Not Meeting** ELL-Related District Requirements



## ELL Demographics, Staffing, and Professional Development

### Staffing: Instructional Assistants (SY 2016-17)

The next five questions are meant to gather information about how instructional assistants are deployed to support ELLs by school level. Indicate the number of instructional assistants for SY 2016-17 in the following school levels: Elementary (K-5), Middle (6-8), and High (9-12). If your district has schools with different grade configurations, please do your best to estimate the distribution of teachers within the provided school levels. Instructional assistants encompass staff working in non-certificated positions, including paraprofessionals, tutors, and aides. Native language supports may include translating for students as needed. Type "0" to indicate none, and type "999" if information for a category is unknown.

29. Instructional assistants in **ELL PROGRAMS** (ESL, Dual Language, Sheltered English, Newcomer, etc.) providing native language support during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	<input type="text"/>
Middle (Grades 6-8)	<input type="text"/>
High (Grades 9-12)	<input type="text"/>
Total	<input type="text"/>

30. Instructional assistants in **ELL PROGRAMS** (ESL, Dual Language, Sheltered English, Newcomer, etc.) for purposes other than providing native language support during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	<input type="text"/>
Middle (Grades 6-8)	<input type="text"/>
High (Grades 9-12)	<input type="text"/>
Total	<input type="text"/>

31. Instructional assistants providing native language support in **GENERAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	<input type="text"/>
Middle (Grades 6-8)	<input type="text"/>
High (Grades 9-12)	<input type="text"/>
Total	<input type="text"/>

32. Instructional assistants for purposes other than providing native language support in **GENERAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	<input type="text"/>
Middle (Grades 6-8)	<input type="text"/>
High (Grades 9-12)	<input type="text"/>
Total	<input type="text"/>

33. Instructional assistants in **SPECIAL EDUCATION** classes with ELLs during the formal school day (including extended day initiatives)

Elementary (Grades K-5)	<input type="text"/>
Middle (Grades 6-8)	<input type="text"/>
High (Grades 9-12)	<input type="text"/>
Total	<input type="text"/>

## ELL Demographics, Staffing, and Professional Development

### Staff Assignment, Recruitment, and Evaluation (SY 2016-17)

34. In your district, how many teachers meeting ELL-related district requirements for teaching ELLs are NOT ASSIGNED to teach ELLs? Type "0" to indicate none, and type "999" if your district is unable to determine this.

ESL/Bilingual Education Teachers

Content Area Teacher of ELLs (e.g., sheltered instruction)

General Education Teachers

Special Education Teachers

35. What are specific recruitment efforts for ELL teachers in your district? (Check all that apply.)

- Partnerships with local universities and colleges of education
- Grow your own strategies
- Alternative certification programs
- Travel team attending college job fairs
- Recruitment efforts at bilingual education conferences
- International recruitment
- Other (please specify)

36. Indicate whether the personnel evaluation documentation (e.g., rubrics, observation protocols, metrics, etc.) for the following instructional and administrative roles includes components related to ELL instruction. (Select "Yes" or "No.")

	New (0-3 Years)	Experienced (3+ Years)
ESL/Bilingual education teachers	<input type="checkbox"/>	<input type="checkbox"/>
General education teachers	<input type="checkbox"/>	<input type="checkbox"/>
Special education teachers	<input type="checkbox"/>	<input type="checkbox"/>
Instructional assistants for ELLs	<input type="checkbox"/>	<input type="checkbox"/>
Instructional assistants in general education	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>
Assistant principals	<input type="checkbox"/>	<input type="checkbox"/>
Instructional coaches / teachers on special assignment (TOSA)	<input type="checkbox"/>	<input type="checkbox"/>

37. Optional: Clarifying Comments Regarding Recruitment and Evaluation

## ELL Demographics, Staffing, and Professional Development

### Title III Funding Distribution

38. What is the estimated number of ELLs served with Title III funds (Bilingual and Immigrant Education) in the following school years? This includes ELLs who are indirectly served through professional development for teachers.

2016-2017

2015-2016

2014-2015

39. How are Title III funds distributed in your district between school-based budgeting and central office budgeting? Indicate the percentage for each allocation. If your district received Title III Immigrant Education funds, and these were distributed differently, describe in Question 40. (Responses must add to 100%.)

School-based

Central office

Other (e.g., private schools, charter schools, etc.)

40. Optional: Clarifying Comments for Questions 38 and 39

## ELL Demographics, Staffing, and Professional Development

### ELL-Related Professional Development (SY 2013-14 to SY 2015-16)

**Please respond to the following questions about ELL-related professional development provided over the past three years. Answer to the best of your ability, and feel free to clarify responses in Question 51. Type "0" to indicate none, and type "999" if the number is unknown.**

41. Please indicate the number of individuals who received ELL-related professional development in SY 2015-2016.

ESL/Bilingual Education Teachers	<input type="text"/>
General Education Teachers	<input type="text"/>
Special Education Teachers	<input type="text"/>
Instructional Coaches / Teachers on Special Assignment (TOSA)	<input type="text"/>
Paraprofessionals	<input type="text"/>
Principals	<input type="text"/>
Other	<input type="text"/>

42. Please indicate the number of individuals who received ELL-related professional development in SY 2014-2015.

ESL/Bilingual Education Teachers	<input type="text"/>
General Education Teachers	<input type="text"/>
Special Education Teachers	<input type="text"/>
Instructional Coaches / Teachers on Special Assignment (TOSA)	<input type="text"/>
Paraprofessionals	<input type="text"/>
Principals	<input type="text"/>
Other	<input type="text"/>

43. Please indicate the number of individuals who received ELL-related professional development in SY 2013-2014.

ESL/Bilingual Education Teachers	<input type="text"/>
General Education Teachers	<input type="text"/>
Special Education Teachers	<input type="text"/>
Instructional Coaches / Teachers on Special Assignment (TOSA)	<input type="text"/>
Paraprofessionals	<input type="text"/>
Principals	<input type="text"/>
Other	<input type="text"/>

44. If other personnel received ELL-related professional development in Questions 41-43, please specify their roles and numbers for each.

45. What do your district's teachers/educators receive for attending ELL-related professional development? (Check all that apply.)

- Continuing education units (CEUs)
- Promotion considerations
- University credits
- Preferred teaching placements
- Other (please specify)

46. Please indicate the topics of professional development provided over the past three school years.  
(Check all that apply.)

	2015-2016	2014-2015	2013-2014	N/A
ELL-specific instructional strategies for accessing all content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL-specific instructional strategies for rigor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support ELLs in math or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support ELLs with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy/ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language acquisition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lau compliance/legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL program models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of assessment items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of achievement data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development and selection of rigorous materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of leveled instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify topic and years offered)



47. Specify when professional development was provided for each of the topics during last school year (SY 2015-2016). (Check all that apply.)

	Summer training	New teacher induction	District in-service professional days	Throughout the year by demand	Ongoing professional learning communities	Other	N/A
ELL-specific instructional strategies for accessing all content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL-specific instructional strategies for rigor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support ELLs in math or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support ELLs with special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional strategies to support newcomers and/or students with interrupted formal education (SIFE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy/ELA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language acquisition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lau compliance/legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL program models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement data use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of assessment items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development and selection of rigorous materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of leveled instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of instructional technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify topic and when offered)

48. Indicate the delivery models generally used by your district to provide professional development.

	None	Some	Most	Almost all
Live facilitated workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtually facilitated workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-based projects (action research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional learning communities (PLCs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job-embedded (e.g., lesson study, inquiry cycles, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify delivery model and frequency of use)

49. Indicate the types of professional development providers generally used by your district.

	None	Some	Most	Almost all
District personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School personnel in school-based PD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development vendors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutions of higher learning (colleges and universities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State agencies/offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify provider and frequency of use)

50. Indicate sources of funding for professional development opportunities described in Questions 46-49.  
(Check all that apply.)

- Title I
- Title II
- Title III
- Other Federal Funds
- State Funds
- Local Funds

51. Optional: Clarifying Comments Regarding ELL-Related Professional Development

## ELL Demographics, Staffing, and Professional Development

English Language Learner Enrollment and English Language Proficiency (SY 2013-14 to SY 2015-16)

**We are also requesting three years of ELL enrollment and English proficiency data (2013-14, 2014-15, 2015-16) via worksheets for you to submit. Please download and complete the data worksheet from <https://fileshare.edwires.org/public/ellworksheet>. Email the completed file to [REDACTED] and [REDACTED] using subject header "ELL Survey Data Worksheet."**

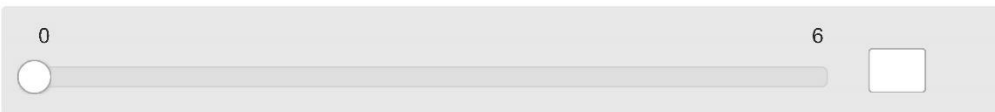
\* 52. Check when data worksheet is emailed to [REDACTED]

Data Worksheet Completed and Emailed

**We understand that districts use different assessments and scales for measuring and reporting English proficiency. The two questions below will provide the necessary information to report English language proficiency data in the manner that is most comparable (i.e., districts that use the same or similar scales).**

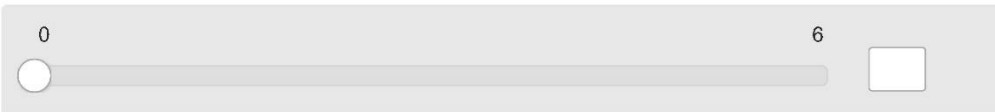
\* 53. Please indicate the total number of proficiency levels on your district's English language proficiency assessment.

0 6

A horizontal slider control with a circular knob on the left and a square box on the right. The number '0' is positioned above the left end of the slider, and the number '6' is positioned above the right end. The slider bar is currently empty, indicating a value of 0.

\* 54. Please indicate the proficiency level at which your district reclassifies/exits an ELL as English proficient.

0 6

A horizontal slider control with a circular knob on the left and a square box on the right. The number '0' is positioned above the left end of the slider, and the number '6' is positioned above the right end. The slider bar is currently empty, indicating a value of 0.

55. Optional: Clarifying Comments Regarding ELL Enrollment and English Language Proficiency Data

## ELL Demographics, Staffing, and Professional Development

### Review and Finish

You have reached the end of the survey.

If you desire to review responses or submit the survey at a later time, you may:

- Click "Prev" to return to the questions now.
- Click "Save and Exit" to return later. Come back to the survey later by using the link in the email that you received from the Council. All of your responses thus far will be saved.
- Forward the Council's email with unique survey link to colleagues to have them work on the survey.

If you are completely finished with the survey, please click "Done" below. **Before submitting, please check to ensure that all questions have responses.** You will not be able to make any further changes once your survey is submitted.

We appreciate your time and look forward to reviewing responses in order to better serve you. Thank you!

\* 56. Prior to clicking "Done" to submit, please confirm that you have reviewed all questions for completion. The survey will not allow for changes to be made once you hit "Done."

Yes, I have reviewed all questions.

## Appendix J. Data Sources

The following sources were used to supplement data reported by Council-member districts—

California Department of Education. (2013). DataQuest. Retrieved from DataQuest website:

<https://dq.cde.ca.gov/dataquest/>

NYC Department of Education. (2018). Information and Data Overview. Retrieved September 20, 2018, from <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview>

NYC Department of Education. (2016). *English language learner demographics report: 2014-15 school year*. New York, NY.

NYC Department of Education. (2017). *English language learner demographics report: 2015-16 school year*. New York, NY.

National Center for Education Statistics. (2018, April). Table 204.20: English language learner (ELL) students enrolled in public elementary and secondary schools, by state: Selected years, fall 2000 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_204.20.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_204.20.asp)

National Center for Education Statistics. (2018, April). Table 204.27: English language learner (ELL) students enrolled in public elementary and secondary schools, by grade, home language, and selected student characteristics: Selected years, 2008-09 through fall 2015. Retrieved August 24, 2018, from Digest of Education Statistics website: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)

National Center for Education Statistics. (n.d.). Elementary/Secondary Information System (EISi). Retrieved from <https://nces.ed.gov/ccd/elsi/>

## Appendix K. District Sample by Topic

This section provides a listing of districts for which data were compiled by topic. These districts include those that submitted survey data and ones for which information was obtained from secondary sources. As noted in the methodology section, respondents participated in sections of the survey for which they had reliable and available data. Furthermore, responses were excluded for poor data quality, protection of confidentiality in cases where specific characteristics may inadvertently identify a respondent, and unverifiability of data.

To preserve the anonymity of districts, a separate listing of districts' names is not provided in this section for topics that were presented by district ID in the main report.

### **Number of Languages and Number of ELLs in Top Five Languages from SY 2014-15 to SY 2016-17.....N=64**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Buffalo, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Long Beach, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, New York, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Sacramento, Salt Lake City, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Stockton, Tulsa, Wichita

### **Number of ELLs Identified as Requiring Special Education Services from SY 2013-14 to SY 2015-16.....N=49**

Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Boston, Broward County, Buffalo, Charlotte-Mecklenburg, Clark County, Cleveland, Columbus, Dallas, Denver, Des Moines, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, St. Louis, St. Paul, Wichita

**Total Number of Teachers in SY 2016-17 .....N=54**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Francisco, Seattle, Shelby County, St. Louis, Tulsa, Wichita

**Total Number of Teachers with Credentials, Certifications, or Endorsements Related to Instruction of ELLs in SY 2016-17.....N=54**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Francisco, Seattle, Shelby County, St. Louis, Tulsa, Wichita

**Distribution of Title III Funds between Central Office and School-based Budgeting in SY 2016-17.....N=55**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County, Buffalo, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, District of Columbia, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Hawaii, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Los Angeles, Metropolitan Nashville, Miami-Dade County, Milwaukee, Minneapolis, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Richmond, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, Shelby County, St. Paul, Tulsa, Wichita

**Professional Development Topics from SY 2013-14 to SY 2015-16.....N=35**

Albuquerque, Anchorage, Arlington (TX), Atlanta, Austin, Baltimore, Birmingham, Broward County, Charlotte-Mecklenburg, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Duval County, Fresno, Guilford County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Minneapolis, Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, San Diego, San Francisco, St. Louis, Tulsa, Wichita



## **COUNCIL MEMBER DISTRICTS**

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



**Council of the Great City Schools**

1331 Pennsylvania Ave. N.W.

Suite 1100N

Washington, D.C. 20004

**LEADERSHIP, GOVERNANCE, MANAGEMENT,  
AND FINANCE TASK FORCE**

**COUNCIL OF THE GREAT CITY SCHOOLS**  
**Task Force on Urban School Leadership, Governance,  
Management, and Finance**

**2018-2019**

***Task Force Goals***

- To improve the quality of leadership in urban public education.
  - To improve the effectiveness of urban school boards
  - To lengthen the tenure of urban school superintendents
- To enhance accountability, management, and operations of the nation's urban public
  - To challenge the inequities in state funding of urban public schools.
  - To increase federal funding and support of urban public schools.
- To pass new federal school infrastructure legislation to help repair, renovate and build urban public school buildings.
- To enhance the ability of urban schools to use Medicaid for health services to students.
  - school systems.

***Task Force Chairs***

Michael O'Neill, Boston School Committee  
Barbara Jenkins, Orange County Superintendent  
Barbara Nevergold, Buffalo School Board

**HARVARD BUSINESS SCHOOL PROPOSAL**

## ***Accelerating Board Capacity Summer Institute***

Sunday, July 28 – Wednesday, July 31, 2019

A new custom Executive Education program entitled *Accelerating Board Capacity* has been launched at Harvard University to strengthen the competencies and capabilities of public-school boards in Council of Great City School's member districts. The program recognizes the essential role school boards can play in improving and sustaining student outcomes and creating the conditions for school systems to succeed. The program will be based on the unique collaboration among the Public Education Leadership Project (PELP), the Council of the Great City Schools (CGCS), and research by faculty experts from the Harvard Graduate Schools of Education (HGSE), the Harvard Business School (HBS), and the Harvard Kennedy School of Government (HKS).

This program will provide participants with the opportunity to explore strategic topics along with practical tips. Classroom sessions using the HBS case study method will be combined with opportunities to work in small teams. Across the three-content day program, several important themes will be explored, including:

- Mission/Goal/Strategy Alignment
- What Does Success Look Like?
- How to Shape the Conditions for Success and Assess Progress

Cutting across these themes will be specific emphasis on:

- Attention to leadership skills and growth
- Relationship between the board, the administration and the community;
- Managing conflict
- Building the capacity of boards to focus on improvement
- Addressing persistent inequities in school districts and communities.

In addition to the whole group classroom sessions, you will experience facilitated dedicated time to develop the skills necessary to function better as a team upon your return. Using the Student Outcomes Focused Governance model developed by CGCS, you will leave with tangible tools for immediate improved governance work.

This *Accelerating Board Capacity* summer institute is part of a long-term arc of learning for your board. As has been the case with PELP, the planning and development of this summer institute will bring together an interdisciplinary team of faculty including PELP Co-Chair and Harvard Business School Senior Lecturer of Business Administration John J-H Kim (HBS) as well as Harvard Graduate School of Education Visiting Professor of Practice and former Baltimore City Public Schools CEO Andrés A. Alonso (HGSE) in collaboration with Michael Casserly and key leaders of CGCS. This opportunity is available to any of the school board members and superintendents of the 72 districts in the CGCS membership.

### **How Will My School Board Benefit?**

Improved student performance begins with strong and effective governance by a board. To be an effective board requires consistent focus on creating the conditions for allow a district to improve student performance. Additionally, strong and effective management at the district and the school level, are key conditions for sustainable progress long term. The HBS, HGSE, and HKS faculty, as recognized thought leaders on crucial governance issues, maintain dynamic relationships with the highest-performing urban school systems, nonprofit organizations, and top businesses around the

world. These faculty both advise and sit on many governance boards across the sector. The challenges school boards face are unique, but there is much to be learned from across sectors as well as from one another. This experience and know-how will be brought to bear to create a program that allows for meaningful and actionable learning.

The institute will provide a rare opportunity to interact with other school board members and superintendents working hard to improve their governance and impact on student outcomes. As a board member or superintendent attending the institute, some measurable outcomes for your board and your system should ultimately include:

- + Increased academic outcomes over time
- + Increased use of the board's time to focus on improved outcomes
- + Improved relationships with superintendents and stakeholders leading to longer leadership tenures by superintendents
- + Better understanding and targeted use of evidence and data
- + Better management of conflict
- + Prioritization of team goals over individual performance
- + Enhanced two-way communication with the community in a way that reflect values

#### **How to Apply:**

Please submit a letter of interest of no more than 1,000 words to the Council of Great City Schools that answers the following questions in a succinct manner. Only one application is needed per member district, whether the attendees are one or multiple, board member or superintendent. It is encouraged to have Board Chairs and Superintendents attend together, as well as several members of a board. Though no specific individual board policy items will be discussed and this is considered professional development for Board members, individual boards should consult with their own legal counsel for determinations regarding Open Meeting Law requirements in your own state if multiple members of the same board intend to attend.

#### *Purpose Questions:*

Why do you want to attend the Accelerating Board Capacity Summer Institute this upcoming year?  
What is the primary performance gap\* in your school district?  
What is the primary performance gap\* in the operation of your school board?  
Why do you believe your school board is well positioned to maximize the benefits of you attending this leadership development experience?

\* A **performance gap** is the difference between current district strategy and objectives and the actual performance of the school district and/or school board. It is a discrepancy (delta) between what you planned to do and what is actually being delivered.

#### *Team Composition Questions:*

What is the team construct that you propose bringing to the Accelerating Board Capacity Summer Institute?  
Will your superintendent and board chair be attending as part of the team?  
How many of your total board members can commit to attending with the team?  
Will the team be the right team to tackle the performance gap you adduced?

**Application Due Date:** Board Members and Superintendents should submit letters of interest to CGCS by November 30, 2018.

**Cost:** Individuals are to provide their own transportation to Harvard University in Cambridge MA. All other costs (room and board, program materials, classes, pre- and post program discussion, etc). are included in the program cost. All attendees to stay in Harvard Business School campus housing specifically designed for Executive leadership programs, in individual rooms. Program cost to be \$4,125 per participant for the 4 day/ 3 night program. The Council of Great City Schools will be working with some potential foundational support to potentially lower the per-participant pricing.

School Board Harvard Participation Survey (26 District Responses) - 1/7/19

Member District	Would your school board members be interested in participating in this Harvard University-Council of the Great City Schools professional development opportunity?	If no, what is the primary reason?	Other (please specify)	If your school board is interested, about how many of your school board members are likely to participate?	Will those school board members include your board president?	Of potential attendees, are any new to the School Board in the past year?	Is your superintendent likely to want to attend this professional development with the school board?	Would you be able to secure the costs of participating in the program from a local foundation or company?	Are Open Meeting Law requirements a consideration of attendance? (Note, this is strictly professional development and no individual school board policy issues will be discussed).
<b>Summary of Responses</b>	<b>Yes: 19 of 26 districts</b>			<b>Min 74/Max 105*</b>	<b>Yes: 14 of 26 districts</b>	<b>Yes: 14 of 26 districts</b>	<b>Yes: 16 of 26 districts</b>	<b>Yes: 5 of 26 districts</b>	<b>Yes: 7 of 26 districts</b>
Albuquerque Public Schools	Yes	Other (please specify)	NA	As many as what you will allow - we have 7 board members	Yes	No	Yes	No	Yes
Austin Independent School District	Yes	Cost		2-3	Maybe	Maybe	Maybe	Maybe	No
Austin Independent School District	Maybe	Cost		All - again all should be focus rather than just president if want real improvements	Yes	Yes	Maybe	Maybe	No
Baltimore City Public Schools	Maybe	Other (please specify)	Time constraints	One-three	Maybe	Yes	No	Maybe	No
Boston Public Schools	Yes			0-2	Maybe	Maybe	Maybe	Yes	No
Broward County Public Schools	Yes	Other (please specify)	Cost is an issue; however, we will speak to local foundations or companies to subsidize. At the last CGCS Board meeting, we understood that perhaps CGCS could obtain a subsidy, as well.	One, the CGCS Board Member	No	No	Yes	Maybe	Yes
Buffalo Public Schools	No	Other (please specify)	The entire Board is up for re-election in 2019 so there's too much uncertainty regarding future membership.						No
Cincinnati Public Schools	Yes					Yes			
Cincinnati Public Schools	Yes			Approximately 4-7	Maybe	Yes	Yes	Maybe	Maybe
Denver Public Schools	Yes			4	Yes	Yes	Yes	Yes	Maybe
Des Moines Public Schools	Maybe	Other (please specify)	Scheduling for some	3-5	Yes	Yes	Maybe	Maybe	No
Duval County Public Schools	Yes	Board member training provided by State Associations		7	Yes	Yes	Yes	Maybe	Maybe
Duval County Public Schools	Maybe	Cost		5	Maybe	Yes	Maybe	Maybe	No
Fresno Unified School District	Yes			6-7	Yes	Yes	Yes	Yes	Yes
Indianapolis Public Schools	Yes			3	Yes	Yes	Yes	Maybe	No
Indianapolis Public Schools	Yes			2	Yes	No	Yes	Yes	No
Jackson Public Schools	Yes			1-3	Yes	No	Maybe	Maybe	No
Jackson Public Schools	Maybe	Cost		not sure	Maybe	Yes	Maybe	Maybe	No
Jackson Public Schools	Maybe	Other (please specify)	Time commitment						
Kansas City Public Schools	Yes			2-4	Maybe	No	Yes	Maybe	No
Miami-Dade County Public Schools	Maybe	Other (please specify)	in addition to cost, legal impediments associated with board convening outside of Miami-Dade area.	up to nine	Maybe	No	Yes	Maybe	Yes
Miami-Dade County Public Schools	Yes	Other (please specify)	NA	4 or more and the superintendent	Yes	No	Yes	Maybe	No
Newark Public Schools	Yes			3	Maybe	Maybe	Maybe	Maybe	No
Oakland Unified School District	Yes	Other (please specify)	Cost is a concern	3-5	Yes	Yes	Yes	Maybe	No
Oakland Unified School District	Maybe			Need to poll	Maybe	No	Maybe	Maybe	Yes
Pinellas County Public Schools	Yes	Board member training provided by State Associations		1 or 2	Maybe	Yes	Yes	Maybe	No



School Board Harvard Participation Survey (26 District Responses) - 1/7/19

Member District	Would your school board members be interested in participating in this Harvard University-Council of the Great City Schools professional development opportunity?	If no, what is the primary reason?	Other (please specify)	If your school board is interested, about how many of your school board members are likely to participate?	Will those school board members include your board president?	Of potential attendees, are any new to the School Board in the past year?	Is your superintendent likely to want to attend this professional development with the school board?	Would you be able to secure the costs of participating in the program from a local foundation or company?	Are Open Meeting Law requirements a consideration of attendance? (Note, this is strictly professional development and no individual school board policy issues will be discussed).
<b>Summary of Responses</b>	<b>Yes: 19 of 26 districts</b>			<b>Min 74/Max 105*</b>	<b>Yes: 14 of 26 districts</b>	<b>Yes: 14 of 26 districts</b>	<b>Yes: 16 of 26 districts</b>	<b>Yes: 5 of 26 districts</b>	<b>Yes: 7 of 26 districts</b>
Pittsburgh Public Schools	Maybe	Other (please specify)	Cost; number of conferences per year allowed to attend	3-5	Maybe	Yes	Maybe	Maybe	No
Portland Public Schools	Maybe	Other (please specify)	For the cost is it the best designed PD for our needs.	If costs are covered, likely all.	Maybe	Yes	Maybe	Maybe	Maybe
Portland Public Schools	Yes			3	Maybe	No	Yes	Maybe	No
Portland Public Schools	Yes	Cost		5-7	Yes	Yes	Yes	No	No
Sacramento City Unified School District	Maybe	Cost		5-7	Yes	Maybe	Yes	Maybe	Maybe
San Antonio Independent School District	Yes				Maybe	No	Yes	Maybe	Yes
San Antonio Independent School District	Maybe	Cost		3-4	Maybe	No	Maybe	Maybe	No
San Diego Unified School District	Yes			One	No	No	No	No	No
St. Louis Public Schools	Yes			3	Yes	No	Yes	Yes	Yes
Toronto District School Board	No	Board member training provided elsewhere		0	No	No	No	No	No
Wichita Public Schools	Maybe	Cost		3	Yes	Yes	Yes	No	No

\*Note: The potential participant total includes district responses of Maybe or Yes.

**GOVERNANCE REVIEW**

# CGCS Governance Technical Assistance and Professional Development

## Overview

The Council of the Great City Schools offers technical assistance and professional development to its member school boards and superintendents along with its proposed governance audits and its Harvard University program. The technical assistance and professional development are typically offered in a series of four-to-five all day sessions that are led by one or two Council staff members and consultants. Components include—

**Why Some Urban School Systems Improve Faster than Others.** This presentation and discussion summarize much of the Council's years-long research on why and how some urban school systems improve faster than others do, and what the school board's role in that improvement is.

**School Board Survey.** This discussion summarizes the results of an in-depth survey administered to the board of education and superintendent that covers basic board characteristics, information on how the board spends its time, and features of the board's work. Comparisons are made to results from other major city school systems.

**Roles and Responsibilities.** This portion of the professional development covers roles and responsibilities of the school board and how they differ from the role of the superintendent and the administration. The discussion differentiates system inputs, outputs, and outcomes and describes what the roles of the board and superintendent are in each. The discussion features characteristics of functional and dysfunctional school boards. Finally, the professional development also includes a component on what the board's role is in setting the culture of the district.

**Goal-setting and Evidence.** The technical assistance includes a major component that helps boards and superintendents jointly set or amend student-outcome focused goals. The exercises include the discussion and development of key performance indicators (KPIs) to assess progress on the goals. And the training includes defining various guard rails or constraints that the board does not want to see happen in the pursuit of the goals.

**Goal Monitoring.** This portion of the professional development focuses on the school board's critical role in monitoring progress on the goals rather than on various programmatic inputs. The work includes calendaring board consideration of goals and KPIs at regular school board meetings throughout the year.

**Board and Superintendent Evaluations.** The sessions also include discussions on how the goals and progress on them inform the evaluation of the superintendent and the school board.

**School Board Meetings.** This portion of the technical assistance and professional development includes agenda setting and effective school board meetings.

# CGCS Governance Review

## Process Overview

### INTRODUCTION

#### Overview

The Council of the Great City Schools (CGCS) provides full governance team and governance process review services to member districts through its *Governance Review Teams (GRT)*. The full governance review entails a major commitment from the school district as it requires the timely collection of important data and information, the participation of key officials and staff in phone-based and on-site interviews, the coordination of school board visits, and the completion of longitudinal governance and student performance data sets for the Council's analysis. The Board Chair and Superintendent of the school district must request the review and all travel expenses of the team must be covered by the requesting district.

#### Scope

A team of experienced Superintendents and board members from urban districts is assembled to form the GRT that will examine the district's program, materials and data in addition to conducting interviews and school visits. The review includes an extensive data analysis of longitudinal data sets regarding school board behaviors and overall student performance in the district. The GRT also conducts a comparative analysis of the school board relative to other school boards in the Council.

The final report is written for and is designed to be easily used by the school board, rather than the general public. Because the reports are focused exclusively on the school board, as opposed to the work of the Superintendent and administration, the Findings & Conclusions and Recommendations sections are organized into the same six research-based categories that the CGCS' Student Outcome Focused Governance framework is divided into:

- **Vision & Goals:** evaluates the extent to which the Board will, in collaboration with the Superintendent, adopt a vision & goals that are student outcomes focused.
- **Values & Constraints:** evaluates the extent to which the Board will, in collaboration with the Superintendent, adopt or revise policies and constraints to be student outcomes focused.
- **Accountability & Monitoring:** evaluates the extent to which the Board will devote significant time monthly to monitoring progress toward the vision & goals.
- **Communication & Collaboration:** evaluates the extent to which the Board will lead transparently and include stakeholders in the pursuit of the vision & goals.
- **Unity & Trust:** evaluates the extent to which the Board will lead with one voice in its pursuit of the vision and goals.
- **Continuous Improvement:** evaluates the extent to which the Board will invest time and resources toward improving its focus on the vision and goals.

## PROCESS

### **Timeline**

The timeline for completion of this work typically takes between 4 and 6 months. This length of time allows for both the internal and external aspects of the review to be conducted. Internal aspects of the review include time for the district to submit requested documents and data, and time for interaction with Board Members individually and the Board collectively. External aspects of the review include time spent interacting with individuals and organizations outside of the school district in an effort to understand the local context in which the district operates. Finally, the timeline allows GRT members sufficient time to review the submission, conduct data analyses, conduct interviews/visits, and to write the report. Examples of the specific tasks included in the workplan are provided below.

### **Research**

The GRT reads relevant portions of the district's state education laws, board policy, administrative procedures, and reviews recent media to gain an appropriate understanding of the school board's current context.

### **Data Reviews**

The GRT pours over governance survey data, comparing it with responses from other Council districts, to begin understanding board member and superintendent perspectives and practices. The GRT analyzes district student performance data, comparing it with academic KPIs from other Council districts, to gain clarity regarding current areas of strength and weakness concerning student outcomes.

A significant part of data review is the viewing and coding of recent board meetings. The GRT will generally code between 3 and 12 months worth of board meetings.

### **Phone Interviews**

The GRT visits with each board member, with the superintendent, and with select community and staff members identified by board members and the superintendent. The intention of these interviews is to deepen the GRT's understanding of the school board's needs and of collective willingness to engage in this work.

### **Site Visits**

The GRT will, on occasion, conduct a site visit to observe board meetings, to interact with the board as a whole, and/or to interact with the superintendent's cabinet as a whole.

### **Preliminary Report**

Once a rough draft has been developed, it will be reviewed with the school board chair and superintendent and any necessary inaccuracies or misunderstandings can be addressed. To avoid it becoming a public document, it will not be given to the district.

### **Final Report**

The deliverable is a comprehensive report with concrete recommendations. A final draft is delivered to the Board Chair and Superintendent for review prior to finalization for publication.

### **Estimated Costs**

The GRT conducts governance reviews only for CGCS member districts at the request of the Board Chair and Superintendent. The cost for conducting these comprehensive reviews is a factor of the team's size, the number of days required to conduct the site visit and interviews, and the related travel expenses. Council staff time and resources for conducting analyses and writing the report are mostly absorbed by the Council. A one-week site visit for a six-member team usually costs around \$40,000 to \$50,000.

## SAMPLE REPORT TABLE OF CONTENTS

What follows is one example of what the table of contents of the GRT final report might look like after the review process is complete.

### INTRODUCTION

- Overview
- Summary

### PROCESS

- Internal
- External

### FINDINGS & CONCLUSIONS

- Vision & Goals
- Values & Constraints
- Accountability & Monitoring
- Communication & Collaboration
- Unity & Trust
- Continuous Improvement

### RECOMMENDATIONS

- Vision & Goals
- Values & Constraints
- Accountability & Monitoring
- Communication & Collaboration
- Unity & Trust
- Continuous Improvement

### APPENDICES

- A. Relevant Sections of Board Policy
- B. Student Outcomes Data
- C. Recent Board Goals
- D. Relevant Sections of Governance Survey Results
- E. Board Time Use Results
- F. Recent Superintendent Contract
- G. Recent Board Self Evaluation Instrument
- H. Recommended Board Procedures
- I. Timeline of Proposed Next Steps

# CGCS Governance Review Implementation Timeline

INITIATION			
Week	Activity	Description	Owner
0	Governance Review Request	CGCS member district board chair and superintendent (“Client”) request a Governance Review and a CGCS staffer is selected (“Advisor”) to guide the GRT process.	Member Board Chair & Supt
1	Governance Review Team (GRT) formation	A group of 3 to 7 current or recent board members are chosen for the team. A group of 1 to 3 current or recent superintendents are chosen for the team.	Advisor
1	GRT Scheduling	GRT will plan to convene for a full day orientation followed by 1 hour work sessions every other week for two months (1 orientation and 4 work sessions)	Advisor
1	Materials Request	Document request submitted to Client <ul style="list-style-type: none"> <li>● Current year goals and progress measures</li> <li>● Current year constraints and progress measures</li> <li>● Student performance data in the GRT provided template</li> <li>● State accountability and accreditation data</li> <li>● Mission, Vision, Theory of Action/Theory of Change</li> <li>● Recent goal monitoring reports and constraint monitoring reports</li> <li>● Video (or audio) of the previous 12 months of board meetings</li> <li>● Agendas and minutes of the previous 12 months of board meetings</li> <li>● State education laws</li> <li>● Board policy manual</li> <li>● Board operation procedures manual</li> <li>● Administrative regulations</li> </ul>	Advisor
3	Materials Organizing	Once materials are received, they are organized into GRT process timeline (for the 4 GRT Work Sessions) and made available in the GRT shared folder. GRT members are provided with access.	Advisor
4	GRT Orientation	GRT members participate in a full day orientation to the GRT process, calibrate on observation tools, and divide the work to be completed.	Advisor
5	GRT Leadership Selection	GRT members are polled for who they want to serve as the GRT Co-Chairs. Co-Chairs will have primary responsibility for (with strong support from the Advisor):	Advisor

		<ul style="list-style-type: none"> <li>• Convening and guiding the GRT</li> <li>• Leading the work sessions</li> <li>• Writing drafts</li> <li>• Signing off on the preliminary draft before it is shared with the Client</li> <li>• Signing off on the final draft before it is shared with the Client</li> </ul> <p>GRT Co-Chairs announced.</p>	
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## RESEARCH & INTERVIEWS

Week	Activity	Description	Owner
6	GRT Work Session 1	Check-in on progress. Begin next tasks: <ul style="list-style-type: none"> <li>• Review goals and progress measures</li> <li>• Review agendas and minutes</li> <li>• Conduct time use tracking</li> <li>• Identify strategies for time use optimization</li> </ul>	Co-Chairs
7	Update Notes	GRT members add notes in the shared folder.	Advisor
8	GRT Work Session 2	Check-in on progress. Begin next tasks: <ul style="list-style-type: none"> <li>• Review monitoring reports and student outcome data</li> <li>• Conduct goal alignment review</li> <li>• Conduct student needs assessment</li> <li>• Identify strategies for potential goal and progress measure adjustments</li> <li>• Identify strategies for goal alignment</li> </ul>	Co-Chairs
9	Update Notes	GRT members add notes in the shared folder.	Advisor
10	GRT Work Session 3	Check-in on progress. Begin next tasks: <ul style="list-style-type: none"> <li>• Review policies and procedures (and laws, where necessary)</li> <li>• Identify strategies for policy alignment</li> </ul>	Co-Chairs
11	Update Notes	GRT members add notes in the shared folder.	Advisor
12	GRT Work Session 4	Check-in on progress. Begin next tasks: <ul style="list-style-type: none"> <li>• Review interview notes</li> <li>• Identify potential board process and procedure modifications</li> </ul>	Co-Chairs

## DRAFTING & DELIVERY



<b>Week</b>	<b>Activity</b>	<b>Description</b>	<b>Owner</b>
13	Initial Drafting	All notes are submitted and are added into an initial draft in the shared folder.	Advisor
14	GRT Comments	GRT makes comments on the initial draft; recommends additions, deletions, and modifications.	Co-Chair
14	Site Visit (optional)	GRT visits Client to observe Board meeting and visit with Board Members and Client staff.	Advisor
15	GRT Preliminary Draft	GRT completes preliminary draft and identifies dates available to share in a videoconference with the Client.	Co-Chair
16	Share Preliminary Draft	GRT shares the preliminary draft with the Client and sets a deadline for feedback.	Co-Chair
18	Feedback Review	GRT reviews feedback from Client on the preliminary draft and begins edits.	Co-Chair
19	GRT Final Draft	GRT completes final draft and identifies dates available to share in a videoconference with the Client.	Co-Chair
20	GRT Report Delivery	GRT delivers the final report to the Board and Superintendent via videoconference (or in person if schedules allow).	Advisor

# Student Outcomes Focused Governance

## A Continuous Improvement Framework

### TABLE OF CONTENTS

Introduction	1
Framework	
Vision & Goals	2
Values & Constraints	3
Accountability & Monitoring	4
Communication & Collaboration	5
Unity & Trust	6
Continuous Improvement	7
Definitions	8
Examples	11
Sources	13
Board Quarterly Self Evaluation	15
Board Monthly Time Use Evaluation	16
Board Continuous Improvement Evaluation	17
Superintendent Annual Evaluation	18

## INTRODUCTION

### Overview

Student outcomes don't change until adult behaviors change. Or said differently when placed in the context of governing, patterns of behavior that are exhibited in the boardroom can reasonably be expected to be found paralleled in the classroom. This concept, which offers a summation of the current literature on board behaviors and their relationship to improving student outcomes, is as simple as it can be confounding. The intention of the Council of the Great City Schools' (CGCS) Student Outcomes Focused Governance framework is to translate existing research and the collective experience of dozens of CGCS board members and superintendents into a set of tools that boards can use to identify their strengths and weaknesses as well as to track progress along their journey toward improving student outcomes.

The framework is built around six research-based competencies that correlate with improvements in student outcomes: Vision & Goals, Values & Constraints, Accountability & Monitoring, Communication & Collaboration, Unity & Trust, and Continuous Improvement.

### How To Use

This document is best used by the full board and superintendent with guidance from a CGCS-provided facilitator trained in its application. After receiving an orientation to the framework, each individual board member and the superintendent should fill out the Board Quarterly Self Evaluation. Then the facilitator should lead the board through a process of collectively completing the self evaluation for the first time. This will create the board's starting point data which, in addition to providing a measurable score, provides the board with clarity about its strengths and weaknesses relative to being focused on improving student outcomes.

Once a baseline has been set, the board should schedule time during a public meeting every three months to complete the self-evaluation again as a means of monitoring the board's progress over time. Ideally each quarter the board's focus on improving student outcomes meaningfully increases -- a process tracked for the first two years using the Board Continuous Improvement Evaluation.

### Acknowledgements

The journey toward this framework began in 2014 when a group of rambunctious CGCS board members and superintendents came together with the intention of defining and supporting effective governance throughout the CGCS family of member districts. Referring to themselves as "TeamRogue" -- a designation intended to describe the break from existing governance doctrine they believed necessary to position boards as entities capable of driving improvements in student outcomes -- they began by reviewing existing research and asking a great number of questions. After conducting what was, at that time, the nation's most comprehensive survey of urban board members and superintendents on the topic of improving governance effectiveness, the group began formulating a series of workshops geared toward new board members, board chairs, and whole board teams. Those early efforts have since evolved into this framework. None of this would be possible without significant contributions from each of the following:

Michael Casserly (CGCS)  
AJ Crabill (Kansas City)  
Darien Driver (Milwaukee)  
Cindy Elsbernd (Des Moines)

Eric Gordon (Cleveland)  
Leslie Grant (Atlanta)  
Ray Hart (CGCS)  
Pamela Knowles (Portland)

Larry Nyland (Seattle)  
Michael O'Neill (Boston)  
Moses Palacios (CGCS)  
Ashley Paz (Fort Worth)

Josh Reimnitz (Minneapolis)  
Miguel Solis (Dallas)  
Teri Trinidad (CGCS)  
Steve Zimmer (Los Angeles)

**VISION & GOALS: The Board will, in collaboration with the Superintendent, adopt a vision & goals that are student outcomes focused.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	25 Points	35 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted a <b>vision</b>.</p> <p>The Board has not adopted <b>goals</b>.</p> <p>The Board has not hosted opportunities to listen to the vision of the community during the previous thirty-six month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted a vision. If there is a permanent Superintendent, that person was included in the vision-setting process.</p> <p>The Board has adopted, in collaboration with the Superintendent, goals aligned with the vision.</p> <p>The Board has adopted only <b>SMART</b> goals that include a specific <b>measure, population, starting point, an ending point, a starting date, and an ending date</b>.</p> <p>The Board has adopted no fewer than one and no more than five goals. Fewer goals allow for greater focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three <b>interim goals</b> for each goal, and each interim goal is SMART.</p> <p>The Board publicly posted the vision, goals, and interim goals for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board's goals all pertain to desired <b>student outcomes</b>.</p> <p>In addition to the goal/interim goal ending points and the ending dates, the Board has adopted goal/interim goal ending points for each year leading up to the ending dates.</p> <p>All interim goals pertain to <b>student outputs</b> or student outcomes.</p> <p>The Board included students, parents, staff, and community members in the goal and interim goal development process.</p> <p>All Board goals last from three to five years; all interim goals last from one to three years.</p> <p>The goals and interim goals will challenge the organization and will require changes in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to support the adopted vision, goals, and interim goals.</p> <p>All of the interim goals are predictive of their respective goals, and are influenceable by the Superintendent (and the Superintendent's team). Predictive suggests that there is some evidence of a correlation between the interim goal and the goal. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of the inputs the interim goal is measuring.</p> <p>The Board relied on a root cause analysis, comprehensive student needs assessment, and/or similar research-based tool to inform identification of and prioritization of potential goals.</p>

**VALUES & CONSTRAINTS: The Board will, in collaboration with the Superintendent, adopt constraints aligned with the vision & goals.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	5 Points	10 Points	15 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted a vision.</p> <p>The Board has not adopted goals.</p> <p>The Board has not hosted opportunities to listen to the <b>values</b> of the community during the previous twenty-four month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board has adopted, in collaboration with the Superintendent, <b>constraints</b> based on the community’s values and that are aligned with the vision and goals. Each constraint describes a single operational action or class of actions the Superintendent may not use or allow in pursuit of the goals.</p> <p>The Board has adopted no fewer than one and no more than five constraints. Fewer constraints allow for more focus; more allow for less.</p> <p>The Superintendent has adopted, in collaboration with the Board, one to three <b>interim constraints</b> for each constraint, and each interim constraint is SMART.</p> <p>The Board publicly posted the constraints and interim constraints for public comment prior to adoption.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board’s constraints relate to the Board’s goals.</p> <p>In addition to having ending points and ending dates for the interim constraints, the Board has adopted interim constraint ending points for each year leading up to the ending date.</p> <p>The Board included students, parents, staff, and community members in the constraint and interim constraint development process.</p> <p>The Board has adopted one or more <b>theories of action</b> to drive the district’s overall strategic direction. If there is a permanent Superintendent, that person was included in the theory selection process.</p> <p>All Board constraints last from three to five years; all interim constraints last from one to three years.</p> <p>The constraints, interim constraints, and theories of action will challenge the organization and require change in adult behaviors.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board used a process that included students, parents, staff, and community members in a way that leads them to support the adopted constraints, interim constraints, and theories of action.</p> <p>All of the interim constraints are predictive of their respective constraints, and are influenceable by the Superintendent (and the Superintendent’s team). Predictive suggests that there is some evidence of a correlation between the interim constraint and the constraint. Influenceable suggests that the Superintendent -- and through them, the district staff -- has authority over roughly 80% of whatever the interim constraint is measuring.</p> <p>In addition to the constraints on the Superintendent’s authority, the Board has adopted one to five constraints on its own behavior and evaluates itself against at least one of them each month.</p>

**ACCOUNTABILITY & MONITORING: The Board will devote significant time monthly to monitoring progress toward the vision & goals.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	10 Points	20 Points	30 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals, interim goals, constraints, or interim constraints.</p> <p>The Board does not schedule each goal to be monitored at least four times per year.</p> <p>The Board does not schedule each constraint to be monitored at least once per year.</p> <p>The Board has not adopted a <b>monitoring calendar</b>.</p> <p>The Board does not track its use of time in <b>Board-authorized public meetings</b>.</p> <p>The district has not achieved any of its annual ending points or ending date ending points for any of its interim goals during the previous twelve month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board spends no less than 10% of its total Board-authorized public meeting minutes <b>monitoring</b> its goals and interim goals.</p> <p>The Superintendent led the interim goals/constraints and monitoring calendar development processes while working collaboratively with the Board.</p> <p>The Board has a Board-adopted monitoring calendar.</p> <p>The Board's monitoring calendar spans no fewer than twelve months. A longer period -- twenty-four to thirty-six months -- allows for more focus; shorter allows for less.</p> <p>The Board has received <b>monitoring reports</b> in accordance with its monitoring calendar.</p> <p>The Superintendent is evaluated only on performance regarding the Board's goals, constraints, and interim goals/constraints. The Board considers Superintendent performance to be indistinguishable from district performance.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The Board spends no less than 25% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.</p> <p>No more than two goals are monitored per month.</p> <p>Every goal is monitored at least four times per year.</p> <p>Every constraint is monitored at least once per year.</p> <p>The Board has been provided copies of -- but did not vote to approve / disapprove -- the Superintendent's plan(s) for implementing the Board's goals and worked to ensure that the plan included both an implementation timeline and <b>implementation instruments</b>.</p> <p>The most recent annual Superintendent evaluation took place no more than twelve months ago.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board spends no less than 50% of its total Board-authorized public meeting minutes monitoring its goals and interim goals.</p> <p>Only <b>Board work</b> was discussed and/or acted on during Board-authorized public meetings.</p> <p>The Board modifies its goals, constraints, interim goals/constraints, and monitoring calendar no more than once during any twelve month period. A longer period -- twenty-four to thirty-six months -- allows for more focus; shorter allows for less.</p> <p>The district has achieved the annual ending point or the ending date ending point for at least half of its interim goals during the previous twelve month period.</p>

**COMMUNICATION & COLLABORATION: The Board will lead transparently and include stakeholders in the pursuit of the vision & goals.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	5 Points	10 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals or interim goals.</p> <p>The Board did not receive the final version of materials to be voted on at least three calendar days before the Board-authorized public meeting during which the materials would be considered.</p> <p>There were more than six Board-authorized public meetings in a single month during the previous twelve month period (Board committees are counted in this total).</p> <p>Any meeting of the Board lasted more than eight hours during the previous twelve month period.</p> <p>The Board does not use a consent agenda.</p> <p>The Board has not hosted opportunities to listen to the vision and values of the community during the previous twenty-four month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>All <b>consent-eligible items</b> were placed on the consent agenda and all but a few were voted on using a consent agenda.</p> <p>The Board tracks its use of time in Board-authorized public meetings, categorizing every minute used as one of the following:</p> <ul style="list-style-type: none"> <li>- <b>Goal Setting:</b> reviewing, discussing, and/or selecting goals</li> <li>- <b>Goal Monitoring:</b> reviewing, discussing, and/or approving/not approving goal monitoring reports</li> <li>- <b>Constraint Setting:</b> reviewing, discussing, and/or selecting constraints</li> <li>- <b>Constraint Monitoring:</b> reviewing, discussing, and/or approving/not approving constraint monitoring reports</li> <li>- <b>Leadership Evaluation:</b> Board self evaluation, Board time use evaluation, and Superintendent evaluations</li> <li>- <b>Voting:</b> debating and voting on any item (these activities are never a form of "monitoring")</li> <li>- <b>Community Engagement:</b> two-way communication between the Board and community members</li> <li>- <b>Other</b></li> </ul>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>There are no more than four Board-authorized public meetings per month and none lasts more than three hours.</p> <p>The Board schedules no more than five topics during any one Board-authorized public meeting.</p> <p>The Board limits its adoption of Board policies regarding district operations to matters that are 1) required by law or 2) an appropriate exercise of the Board's oversight authority as defined by the Board's adopted constraints. Existing policies that do not meet one of these criteria have been removed from the Board's policy manual (though the Superintendent may retain them as administrative policy/regulation).</p> <p>The Board made no edits to the Board's regularly scheduled meeting agenda during the meeting and during the three business days before the meeting unless a state of emergency was declared.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>There are no more than two Board-authorized public meetings per month and none lasts more than two hours.</p> <p>The Board schedules no more than three primary topics for discussion during any Board-authorized public meeting.</p> <p>The Board received the final version of materials to be voted on at least seven calendar days before the Board-authorized public meeting during which the materials would be considered.</p> <p>The Board used a process that included students, parents, staff, and community members in a way that led them to support the adopted goals, constraints, interim goals/constraints, and theories of action.</p>

**UNITY & TRUST: The Board will lead with one voice in its pursuit of the vision and goals.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	3 Points	5 Points
<p><b><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></b></p> <p>The Board has not adopted goals or interim goals.</p> <p>The Board has not adopted policies that establish Board operating procedures.</p> <p>Any Board Member voted on an item on which they had a conflict of interest, as defined by law, during the previous three month period.</p> <p>Board Members serve on committees formed by the Superintendent or staff without approval of the Superintendent and a majority of the Board.</p>	<p><b><i>No items from the Not Student Outcomes Focused column, and:</i></b></p> <p>Attendance at all regularly scheduled Board meetings was over 80% during the previous three month period.</p> <p>The Board has adopted a policy requiring that information provided by the Superintendent to one Board Member is provided to all Board Members.</p> <p>The Board reviews all policies governing Board operating procedures once per year.</p> <p>The Board has adopted an Ethics &amp; Conflicts of Interest Statement and all Board Members have signed the statement during the previous twelve month period.</p> <p>All Board Members understand that if the Board has committees, their role is only to advise the Board, not to advise the staff.</p>	<p><b><i>All items from the Approaching Student Outcomes Focus column, and:</i></b></p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board Members do not give operational advice or instructions to staff members.</p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board Members are responsible for the outcomes of all students, not just students in their region of the district.</p> <p>The Board has included language in its Ethics &amp; Conflicts of Interest Statement requiring that Board Members fully recuse themselves from matters involving individuals or organizations who made campaign contributions to them or who appointed them.</p> <p>The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members have honored the three aforementioned ethical boundaries during the previous three month period.</p>	<p><b><i>All items from the Meeting Student Outcomes Focus column, and:</i></b></p> <p>The Board unanimously agreed during the most recent quarterly self-evaluation that all Board Members adhered to all policies governing Board operating procedures during the previous three month period.</p> <p>All Board Members and the Superintendent agreed during the most recent quarterly self-evaluation that none of the Board Members have given operational advice or instructions to staff members.</p> <p>All Board Members have memorized the Board’s goals and interim goals.</p> <p>The Board conducted a quarterly self-evaluation during the previous three month period and unanimously voted to adopt the results.</p>



**CONTINUOUS IMPROVEMENT: The Board will invest time and resources toward improving its focus on the vision and goals.**

Not Student Outcomes Focused	Approaching Student Outcomes Focus	Meeting Student Outcomes Focus	Mastering Student Outcomes Focus
0 Points	1 Point	3 Points	5 Points
<p><i>The Board is Not Student Outcomes Focused if any of the following are true:</i></p> <p>The Board has not adopted goals or interim goals.</p> <p>The Board has not conducted a self-evaluation during the previous twelve month period.</p> <p>The Board has conducted a self-evaluation during the previous twelve month period but did not vote to adopt the results.</p> <p>The Board has not participated in a <b>governance team</b> training or retreat where all members of the governance team were present, during the previous twelve month period.</p>	<p><i>No items from the Not Student Outcomes Focused column, and:</i></p> <p>The Board tracks its use of time and reports monthly the percentage of Board-authorized public meeting time invested in monitoring the Board’s goals and interim goals.</p> <p>The Board tracks the average annual cost of staff time invested in governance during its annual self-evaluation. This includes the time of any staff members invested in preparing for, attending, and debriefing after meetings. This includes all Board-authorized public meetings as well as all closed sessions and all hearings.</p> <p>The Board has provided time during regularly scheduled Board-authorized public meetings to recognize the accomplishments of its students and staff regarding progress toward goals and interim goals.</p> <p>The most recent Board self-evaluation took place no more than 12 months ago using this instrument or a research-aligned instrument.</p>	<p><i>All items from the Approaching Student Outcomes Focus column, and:</i></p> <p>The most recent Board annual self-evaluation took place no more than 45 days before the most recent Superintendent evaluation.</p> <p>The Board has hosted and the Board Members have led or co-led at least one training session on Student Outcomes Focused Governance during the previous twelve month period. [ Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes. ]</p> <p>The Board has continuously updated the status and targets of all goals, constraints, and interim goals/constraints, and publicly displays them in the room in which the Board most frequently holds regularly scheduled Board meetings.</p> <p>The Board conducted the most recent quarterly self-evaluation and voted to adopt the results.</p>	<p><i>All items from the Meeting Student Outcomes Focus column, and:</i></p> <p>The Board included students as presenters in at least one of the Student Outcomes Focused Governance training sessions during the previous twelve months.</p> <p>Prior to being selected, all newly selected Board Members received training on Student Outcomes Focused Governance from fellow Board Members on their Board. [ Meetings to accomplish this objective do not have to be counted as part of the total of Board-authorized public meetings or minutes. ]</p> <p>The Board conducted the most recent quarterly self-evaluation and unanimously voted to adopt the results.</p>

## DEFINITIONS

**Adult Outcomes:** A measure of school system results that are not student results; outcomes that are not student outcomes. [ see Outcomes, Student Outcomes definitions ]

**Adult Outputs:** The adult experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the adults' role in the implementation of the program or strategy. Outputs that are not student outputs. [ see Outputs, Student Outputs definitions ]

**Board-Authorized Public Meeting:** Any non-privileged meeting authorized by the Board or Board president including, but not limited to, Board workshops, Board hearings, and Board committees. Legally mandated hearings are exempted from this definition. [ see Board Work definition ]

**Board Work:** Items that are discussed and/or acted on during Board-authorized public meetings because either state or federal law/rule requires the Board to do so or because the items directly pertain to the Board's adopted goals or constraints. Items that are not legally required and that the Board has not designated as Board work through the Board's goals or constraints are, by default, Superintendent work. [ see Board-authorized Public Meeting definition ]

**Community Engagement:** Time invested by the Board in two-way communication between the Board and community members.

**Consent-Eligible Items:** Matters on the Board agenda that include, but that are not limited to, personnel actions, contract renewals, previous meeting minutes, policy updates, construction amendments, non-monitoring administrative reports, committee reports, enrollment updates, and regular financial reports where financial activities remained within budgetary parameters. [ see Board-authorized Public Meeting, Board Work definitions ]

**Constraint:** An operational action or class of actions, usually strategic not tactical, the Superintendent may not use or allow in pursuit of the district's student outcome goals. Constraints are based on the community's values and are aligned with the vision and goals. [ see Examples section; see Constraint Monitoring, Constraint Setting, Interim Constraint, Theory of Action definitions ]

**Constraint Monitoring:** Time invested by the Board in reviewing, discussing and/or accepting/not accepting constraint monitoring reports. [ see Constraint, Interim Constraint, Monitoring definitions ]

**Constraint Setting:** Time invested by the Board in reviewing, discussing, and/or selecting constraints. [ see Constraint, Interim Constraint, Theory of Action definitions ]

**Ending Date:** The month/year by when the goal will reaching the ending point. In goal setting, the ending date can be no less than one and no more than five years away. The ending date is often represented by the 'Z' in sample goals: "the measure will move from W% on X to Y% by Z." [ see Ending Point, Goal Setting, SMART definitions ]

**Ending Point:** The goal's desired number/percentage at the time of the ending date. The ending point is often represented by the 'Y' in sample goals: "the measure will move from W% on X to Y% by Z." [ see Ending Date, Goal Setting, SMART definitions ]

**Goals:** Policy statements that are SMART, that are student outcomes focused, and that describe the Board’s top priorities during the timeline for which they are adopted. The first priority for resource allocation in the district should be toward achieving the Board’s goals. Once those allocations are complete, remaining resources may be allocated in a manner that addresses the additional needs and obligations of the district. Goals generally are set for a three to five year period. Goals generally take the form of “student outcome will increase from X to Y by Z.” [ see Goal Examples section; see SMART, Student Outcome definitions ]

**Goal Monitoring:** Time invested by the Board in reviewing, discussing and/or accepting/not accepting goal monitoring reports. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. Debating and voting on Board items is never a form of goal monitoring. [see Board-authorized Public Meeting, Goal, Goal Setting, Interim Goal, Monitoring definitions ]

**Goal Setting:** Time invested by the Board in reviewing, discussing, and/or selecting goals. No fewer than 50% of the minutes spent in Board-authorized public meetings should be invested in goal monitoring or goal setting. [ see Board-authorized Public Meeting, Goal, Goal Monitoring, Interim Goal, Monitoring definitions ]

**Governance Team:** All Board Members and the Superintendent. The Superintendent is not a member of the Board, but is a member of the governing team.

**Implementation Instruments:** Measures that describe the quality of effort that goes into execution of inputs or outputs. This document is an example of an implementation instrument for the governing team’s outputs.

**Inputs:** Resources and activities invested in a particular program or strategy that are usually knowable at the beginning of a cycle and that are a measure of effort applied. [ see Outcomes, Outputs definitions ]

**Interim Goals:** A measure of progress toward a defined goal that can be expressed as a number or percentage. [ see Goal Examples section ]

**Interim Constraint:** A measure of progress toward a defined constraint that can be expressed as a number or percentage. [ see Constraint Examples section ]

**Leadership Evaluation:** The Board conducting routine self-evaluations and Superintendent evaluations. It is recommended to include months during which leadership evaluation will take place on the monitoring calendar.

**Measure:** The instrument, assessment, or other means used to quantify something. In the context of goals, this is often an evaluation of student performance such a district or state exam. [ see Goal Setting, SMART definition ]

**Monitoring:** A Board process that includes the Board receiving monitoring reports on the timeline indicated by the monitoring calendar, discussing them, and voting to accept or not accept them. The intention of monitoring is to determine whether reality matches the Board’s goals / constraints.

**Monitoring Calendar:** A Board-adopted multi-year schedule that describes months during which goals, interim goals, constraints, and interim constraints are reported to the Board.

**Monitoring Report:** A report that provides evidence of progress to the Board regarding their adopted goals and constraints. Each monitoring report must contain 1) the goal/constraint being monitored, 2) the interim goals/constraints showing the previous three reporting periods, the current reporting period, and the annual and ending point numbers/percentages, 3) the Superintendent's evaluation of performance (“red/yellow/green” or “on track/partially off/off track” or “compliant/partially compliant/non-compliant” or whatever other status labels the district uses for progress monitoring), and 4) supporting documentation that shows the evidence and describes any needed next steps.

**Outcomes:** The impact of the program or strategy that is usually knowable at the end of a cycle and that is a measure of the effect on the intended beneficiary. [ see Adult Outcomes, Inputs, Outputs, Student Outcomes definitions ]

**Outputs:** The result of a particular set of inputs that is usually knowable in the midst of a cycle and that is a measure of the implementation of the program or strategy. [ see Inputs, Outcomes definitions ]

**Population:** The group of students who will be impacted and/or who are being measured. [ see Goal Setting, SMART definition ]

**SMART:** An acronym for “specific, measurable, attainable, results-focused, time-bound.” Goals and interim goals partially accomplish SMART-ness by having a specific measure, population, starting points, ending points, starting dates, and ending dates. [ see Ending Date, Ending Point, Measure, Population, Starting Date, Starting Point definitions ]

**Starting Date:** The month/year that the goal is set. The starting date is often represented by the ‘X’ in sample goals: “the measure will move from W% on X to Y% by Z.” [ see Goal Setting, SMART, Starting Point definitions ]

**Starting Point:** The goal’s current number/percentage at the time of adoption. The starting point is often represented by the ‘W’ in sample goals: “the measure will move from W% on X to Y% by Z.” [ see Goal Setting, SMART, Starting Date definitions ]

**Student Outcomes:** A measure of school system results that are student results rather than adult results; outcomes that are a measure of what students know or are able to do. Student outcomes are distinct from adult outcomes. [ see Adult Outcomes, Goals, Outcomes definitions ]

**Student Outputs:** The student experiences resulting from a particular set of inputs that are usually knowable in the midst of a cycle and that are a measure of the students’ role in the implementation of the program or strategy. Student outputs are distinct from adult outputs. [ see Adult Outputs, Outputs definition ]

**Theory of Action:** A set of high level strategies to which all district inputs and outputs must be aligned. Unlike other constraints, theories of action do not have interim constraints. [ see Examples section; see Constraint definition ]

**Values:** The shared understanding of what the community considers important but that is not the vision. Where the vision describes what the community wants to see happen, values describe what the community does not want to see happen. Values describe protections the community wants to see put into place. It is not appropriate for the Board to allow the community’s values to be violated, even if doing so would support the accomplishment of the vision. The values are most often expressed as a constraint or a theory of action. Constraints generally are set for a three to five year period; theories of action generally are set for a five to ten year period.

**Vision:** The shared understanding of what the community ultimately desires to accomplish for all students. Where values describe what the community does not want to see, vision describes what the community does want to see happen. Vision describes the direction the community wants to see the school system go. A vision is most often expressed as an aspirational policy statement that describes what the Board understands the community's desire for the future to be. Vision statements generally are set for a five to ten year period.

**Voting:** Time invested by the Board in debating and voting on any item. Unless indicated elsewhere in this document, these activities are never a form of "monitoring".

## GOAL EXAMPLES

### Sample Goals:

- *Many of these examples are drawn from current or proposed goals from CGCS member districts (or adaptations of their policy that meet the goal definition).*
- The percentage of kindergarten students who will enter kindergarten school-ready on a multidimensional assessment will increase from W% on X date to Y% by Z date
- The percentage of graduates who are persisting in the second year of their post-secondary program will increase from W% on X to Y% by Z
- The percentage of free and reduced lunch-eligible students in kindergarten through 2nd grade who are reading/writing on or above grade level on the district's summative assessment will increase from W% on X to Y% by Z
- The percentage of students at underperforming schools who meet or exceed the state standard will increase from W% on X to Y% by Z
- The percentage of males of color who graduate with an associate's degree will increase from W% on X to Y% by Z

### Sample Interim Goals:

- *Many of these examples are drawn from CGCS' "Academic KPIs" work.*
- The percentage of students successfully passing Algebra I by the end of ninth grade will increase from W% on X to Y% by Z
- The percentage of students showing growth from one district formative assessment to the next will increase from W% on X to Y% by Z
- The percentage of students earning at least three IB, AP, or college credits each semester will increase from W% on X to Y% by Z

## CONSTRAINT EXAMPLES

### Sample Constraints:

- *Many of these examples are drawn from current or proposed constraints from CGCS member districts (or adaptations of their policy that meet the constraint definition).*
- The Superintendent will not allow underperforming campuses to have principals or teachers who rank in the bottom two quartiles of principal or teacher district-wide performance

- The Superintendent will not propose major decisions to the Board without first having engaged students, parents, community, and staff
- The Superintendent will not allow the number or percentage of students at underperforming campuses to remain the same or increase
- The Superintendent will not allow the inequitable treatment of students

**Sample Interim Constraints:**

- *Many of these examples are drawn from CGCS’ “Managing for Results” work.*
- The percentage of People Incidents per 1,000 Students at underperforming schools will decline from W% on X to Y% by Z
- The Employee Separation Rate for principals and teachers in the top quartile of district-wide performance will decline from W% on X to Y% by Z

**THEORY OF ACTION EXAMPLES**

**Sample Theories of Action:**

- *Some of these examples are drawn from current or proposed Theories of Action from CGCS member districts (or adaptations of their policy that meet the Theories of Action definition).*
- **Managed Instruction:**
  - If instructional materials and methods are directed by the central office to ensure that students experience consistency and quality of instructional delivery across a system of campuses;
  - Then central office will be responsible for accomplishing the Board’s goals while operating within the Board’s other constraints.
- **Earned Autonomy:**
  - If the central office directly operates some schools and grants varying levels of autonomy to other schools; and
  - If the central office will clearly define operational thresholds that deserve higher levels of autonomy, and the specific autonomies earned, consistent with Board goals and constraints;
  - Then responsibility for accomplishing the Board’s goals while operating within the Board’s constraints will vary between central office and school leaders based on school-level operational capacity and student outcomes.
- **Performance Empowerment:**
  - If the central office devolves autonomy to schools; and
  - If the central office empowers parents to make choices among schools operated by differing partners; and
  - If the central office creates performance contracts with schools, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers;
  - Then school performance contracts will require the school to accomplish the Board’s goals while operating within the Board’s other constraints.

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**What School Boards Can Do**, Donald R. McAdams: <https://www.amazon.com/dp/0807746487/>

**The 4 Disciplines of Execution**, Chris McChesney, Sean Covey, & Jim Huling: <https://www.amazon.com/dp/B005FLODJ8/>

**The Future of School Board Governance**, Thomas L. Alsbury: <https://www.amazon.com/dp/1578867959/>

**Boards That Make A Difference**, John Carver: <https://www.amazon.com/dp/B008L01JWO/>

**Good To Great**, Jim Collins: <https://www.amazon.com/dp/B0058DRUV6/>

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## BOARD QUARTERLY SELF-EVALUATION

Current Date	/ /			Votes For/Against	/	
	January -March	April -June	July -September	October -December	January -March	Total Possible
Vision & Goals						<b>35</b>
Values & Constraints						<b>15</b>
Accountability & Monitoring						<b>30</b>
Communication & Collaboration						<b>10</b>
Unity & Trust						<b>5</b>
Continuous Improvement						<b>5</b>
<b>Total</b>						<b>100</b>

- Directions**
1. You will enter five sets of evaluation results: three previous quarters, most recently completed quarter, and the next quarter estimate.
  2. **Enter** the self-evaluation results for the previous three completed quarterly self-evaluations. (For example, if it is currently January then enter the self-evaluation results for Jan-Mar, Apr-Jun, and Jul-Sep.)
  3. **Conduct** the quarterly self-evaluation for the most recently completed quarter and vote to adopt the results. (Continuing the example, conduct the quarterly self-evaluation for Oct-Dec.)
  4. **Compare** the quarterly self-evaluation results with the estimated self-evaluation results from the previously completed self-evaluation (Continuing the example, compare the self-evaluation results for Oct-Dec with the estimated Oct-Dec self-evaluation results that were entered during the Jul-Sep self-evaluation.)
  5. **Enter** the self-evaluation results. (Continuing the example, enter the self-evaluation results for Oct-Dec.)
  6. **Estimate** the self-evaluation results the Board can achieve during the next quarter. (Continuing the example, estimate the self-evaluation results for Jan-Mar.)
  7. **Enter** the estimated self-evaluation results for the next quarter. (Continuing the example, enter the estimated self-evaluation results for Jan-Mar.)
  8. **Update** the Board Continuous Improvement Evaluation to ensure meaningful progress toward focusing on improving student outcomes.

BOARD MONTHLY TIME USE EVALUATION					
Framework	Activity	Mins Used	% of Total Mins Used	Description	Notes
<b>Vision &amp; Goals</b>	Goal Setting			Reviewing, discussing, and/or selecting goals	
	Goal Monitoring			Reviewing, discussing, and/or accepting/not accepting goal monitoring reports	
<b>Values &amp; Constraints</b>	Constraint Setting			Reviewing, discussing, and/or selecting constraints	
	Constraint Monitoring			Reviewing, discussing, and/or approving/not approving constraint monitoring reports	
<b>Accountability &amp; Monitoring</b>	Superintendent Evaluation			Annual evaluation of Superintendent/district performance	
	Voting			The Board debating and/or voting on any item (these activities are never a form of "monitoring")	
<b>Communication &amp; Collaboration</b>	Community Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their staff and community members	
	Student / Family Engagement			Two-way communication opportunity where Board Members listen for and discuss the vision/values of their students and family members	
<b>Continuous Improvement</b>	Board Self Evaluation			Quarterly and/or annual Board self-evaluation using the Student Outcomes Focused Governance instrument	
	Board Time Use Evaluation			Meeting evaluation using this time use instrument	
	Community Training			Board-hosted and Board Member-led or co-led training on Student Outcomes Focused Governance	
<b>Other</b>	Other			Any time spent on an activity that is not one of the above	

<b>Total Student Outcomes-focused Mins</b>			Goal Setting & Goal Monitoring combined	
<b>Total Public Meeting Minutes</b>			All minutes in Board-authorized public meetings combined	

**BOARD CONTINUOUS IMPROVEMENT EVALUATION**

**Quarter 0**  
The first time a Board uses the Board Quarterly Self-Evaluation; the Board's 'starting point' for their two year continuous improvement process.

<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>

<b>Quarter 1</b> Board's 2nd Quarterly Self-Evaluation			<b>Quarter 2</b> Board's 3rd Quarterly Self-Evaluation			<b>Quarter 3</b> Board's 4th Quarterly Self-Evaluation			<b>Quarter 4</b> Board's 5th Quarterly Self-Evaluation		
<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>
	Total at least 30?	Growth at least 25?		Total at least 45?	Growth at least 15?		Total at least 60?	Growth at least 15?		Total at least 70?	Growth at least 15?
If either question is 'yes', the Board met its quarterly continuous improvement goal			If either question is 'yes', the Board met its quarterly continuous improvement goal			If either question is 'yes', the Board met its quarterly continuous improvement goal			If either question is 'yes', the Board met its quarterly continuous improvement goal		
Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>			Did Not Meet <input type="checkbox"/>		

<b>Quarter 5</b> Board's 6th Quarterly Self-Evaluation			<b>Quarter 6</b> Board's 7th Quarterly Self-Evaluation			<b>Quarter 7</b> Board's 8th Quarterly Self-Evaluation			<b>Quarter 8</b> Board's 9th Quarterly Self-Evaluation		
<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>	<b>Last Quarter Total</b>	<b>Current Quarter Total</b>	<b>Growth From Last to Current Quarter</b>

	Total at least 75?	Growth at least 5?		Total at least 80?	Growth at least 5?		Total at least 85?	Growth at least 5?		Total at least 90?	Growth at least 5?
If either question is 'yes', the Board met its quarterly continuous improvement goal	Met <input type="checkbox"/>	Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met <input type="checkbox"/>	Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met <input type="checkbox"/>	Did Not Meet <input type="checkbox"/>	If either question is 'yes', the Board met its quarterly continuous improvement goal	Met <input type="checkbox"/>	Did Not Meet <input type="checkbox"/>

**SUPERINTENDENT ANNUAL EVALUATION**

A Goal or Constraint's performance is **Met Standard** if:

- The Actual SY17/18 Ending Point >= Desired SY17/18 Ending Point  
OR
- At least two thirds of the Interim Goals'/Constraints' Actual SY17/18 Ending Points >= their respective Desired SY17/18 Ending Points

Otherwise the Board must consider growth and performance and vote to determine whether or not a Goal or Constraint's performance **Met Standard** or **Did Not Meet Standard**.

Overall District/Superintendent performance is **Met Standard** if:

- At least two thirds of the Goals are **Met Standard**

AND

- At least half of the Constraints are **Met Standard**

Otherwise the Board must consider growth and performance and vote to determine whether or not overall District/Superintendent performance **Met Standard** or **Did Not Meet Standard**.

Goal 1: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022					
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:	
<b>Interim Goal 1.1:</b>			<b>Management Comments</b>		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>Interim Goal 1.2:</b>					

Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Goal 1.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<b>Goal 2: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022</b>			
Baseline Ending Point:		Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:
<b>Interim Goal 2.1:</b>		<b>Management Comments</b>	
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Goal 2.2:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Goal 2.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

Goal 3: Percentage of schools meeting passing standard on the state assessment in reading and math will increase from 60% to 68% by 2022					
Baseline Ending Point:		Desired SY17/18 Ending Point:		Actual SY17/18 Ending Point:	
<b>Interim Goal 3.1:</b>			<b>Management Comments</b>		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>Interim Goal 3.2:</b>					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>Interim Goal 3.3:</b>					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>SY17/18 Evaluation</b>					
Met Standard: <input type="checkbox"/>			Did Not Meet Standard: <input type="checkbox"/>		

Constraint 1: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same					
<b>Interim Constraint 1.1:</b>			<b>Management Comments</b>		
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>Interim Constraint 1.2:</b>					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			
<b>Interim Constraint 1.3:</b>					
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:			

Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<b>Constraint 2: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same</b>			
<b>Interim Constraint 2.1:</b>			<b>Management Comments</b>
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 2.2:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 2.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

<b>Constraint 3: Superintendent will not allow the percentage or number of students in low performing schools to increase or remain the same</b>	
<b>Interim Constraint 3.1:</b>	<b>Management Comments</b>



Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 3.2:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>Interim Constraint 3.3:</b>			
Baseline Ending Point:	Desired SY17/18 Ending Point:	Actual SY17/18 Ending Point:	
<b>SY17/18 Evaluation</b>			
Met Standard: <input type="checkbox"/>		Did Not Meet Standard: <input type="checkbox"/>	

**CASSERLY INSTITUTE**

Preparing Chief Academic Officers  
Advisory Group Meeting  
October 11, 2018

On October 11, a special task force comprised of CAOs and curriculum leaders met to discuss the ways a CAO institute could best prepare future academic leaders for their roles leading the curriculum and instruction functions of large urban school districts. The task force identified several categories of knowledge and skills and that would benefit future Chief Academic Officers in their first year and throughout their careers. These categories include strategies for onboarding, building knowledge of policy and research, core knowledge of instruction, planning and change management, communication, leadership, and school transformation and reform. The task force also identified valuable field-based learning experiences for future participants.

To be successful in a new position as CAO of an urban district, program participants should receive professional development support and field experiences to prepare them for this complex and vital leadership role.

<b>Onboarding</b>	<ul style="list-style-type: none"> <li>• Develop an entry plan, including steps to build their understanding and knowledge about a district, the history of the community in which the district resides, and key issues within that community</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the responsibilities and status of the work of each department reporting to the CAO and how their work interfaces with other divisions and the schools</li> </ul>
	<ul style="list-style-type: none"> <li>• Gather information from meetings with stakeholders and use it to inform decision-making</li> </ul>
<b>Policy and Research</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of federal and local budgets, adoption and procurement policies, and the tactical parts of managing budgets in the district, including:               <ul style="list-style-type: none"> <li>○ How to budget and allocate funds equitably and strategically in support of students</li> <li>○ How to budget for recurring costs, i.e., device replacement and subscription/recurring costs for technology instructional resources</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Stay abreast of national, state, and local issues, including legislation in each of these areas</li> </ul>
	<ul style="list-style-type: none"> <li>• Use research, student data, and other sources of evidence to inform practices</li> </ul>
	<ul style="list-style-type: none"> <li>• Obtain research-based information to drive decision-making</li> </ul>

<b>Core Knowledge of Instruction</b>	<ul style="list-style-type: none"> <li>• Develop and apply an understanding of the science of “learning” and how the brain develops and works <ul style="list-style-type: none"> <li>○ How students acquire language, knowledge and high levels of literacy across content areas;</li> <li>○ How students develop foundational understanding of conceptual and procedural knowledge across content areas</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of key issues in curriculum and instruction</li> </ul>
	<ul style="list-style-type: none"> <li>• Translate the need for all students to have access to quality, rigorous instruction into the resources needed to support teaching and learning (curriculum, professional development, assessment), while demonstrating a growth mindset</li> </ul>
	<ul style="list-style-type: none"> <li>• Advance equity and access within the district, based on an understanding of the ways equity and access need to be woven into pedagogical practices, content, staffing, course offerings, instructional time management, and professional learning (addressed both strategically and tactically)</li> </ul>
<b>Planning and Change Management</b>	<ul style="list-style-type: none"> <li>• Study and select a change management model that aligns well with the district’s vision for reform</li> </ul>
	<ul style="list-style-type: none"> <li>• Clearly articulate a long-range vision, including the message that “sometimes you have to go slow to go fast”</li> </ul>
	<ul style="list-style-type: none"> <li>• Decide whether to stay the course or change course based on what the data indicate, including: <ul style="list-style-type: none"> <li>○ An assessment of Return on Investment (ROI)</li> <li>○ An awareness of which key pieces need to be changed rather than jumping from initiative to initiative</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Manage to the “north” (superintendents and the Board) and “south,” including: <ul style="list-style-type: none"> <li>○ Knowing how to take advantage of time with the superintendent</li> <li>○ Knowing what to share and not to share with the school board</li> <li>○ Knowing when and how to share sensitive or politically charged information to members of your department</li> <li>○ Build channels for keeping informed about what is actually happening in the schools and across the district</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Manage expectations to avoid becoming overwhelmed</li> </ul>
<b>C o m</b>	<ul style="list-style-type: none"> <li>• Communicate messages internally as well as externally. This involves:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Navigating hot button political issues with the superintendent and board</li> <li>○ Communicating messages internally to obtain buy-in</li> <li>○ Effectively working with the media, both in terms of conveying a message and dealing with crisis situations</li> <li>○ Communicating with the public and other stakeholders</li> </ul>
	<ul style="list-style-type: none"> <li>● Proactively communicate successes and innovations within your district to compete with private and charter schools</li> </ul>
	<ul style="list-style-type: none"> <li>● Establish multiple mechanisms for effective, efficient two-way communication with parents, students, and the community to ensure that multiple viewpoints and diverse voices are heard</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Manage both strategic and tactical planning to achieve district vision and goals. This involves: <ul style="list-style-type: none"> <li>○ Having a clear vision of instructional objectives</li> <li>○ Knowing the data – both qualitative and quantitative</li> <li>○ Being able to engage in hard conversations</li> <li>○ Engaging stakeholders</li> <li>○ Building a shared understanding of the instructional vision</li> <li>○ Engaging and empowering a team to ensure all voices are heard)</li> <li>○ Promoting cross-functional communication and collaboration to accomplish shared goals</li> <li>○ Connecting various initiatives across departments so that everyone sees how they fit together</li> </ul> </li> <li>● Know how instructional decisions impact all areas within the organization</li> <li>● Effectively model and monitor to ensure that expectations are being met</li> <li>● Manage Talent, including: <ul style="list-style-type: none"> <li>○ Knowing how to attract, develop, and maintain exceptional talent</li> <li>○ Knowing how to effectively coach (and be coached) <ul style="list-style-type: none"> <li>▪ Understanding how to provide feedback that moves the knowledge and expertise of the person receiving coaching forward</li> <li>▪ Knowing how to provide 360 feedback</li> <li>▪ Learning to accept feedback and coaching from others without becoming defensive</li> </ul> </li> <li>○ Effectively utilizing the talents of external partners in ways that align with the vision and mission of the district and build internal capacity rather than dependence</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Effectively manage interpersonal relationships and engage in team building, including <ul style="list-style-type: none"> <li>○ Building trust and demonstrating empathy</li> <li>○ Assessing the relative assets of your team, and how they complement your own strengths or areas of need</li> <li>○ Knowing how to motivate and inspire a team</li> <li>○ Validating and celebrating the work of a team</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Build the capacity of principals and principal supervisors as instructional leaders, including <ul style="list-style-type: none"> <li>○ Developing an understanding of the roles of the principal supervisor and principals in order to assist them in supporting instruction in schools and managing change</li> <li>○ Working collaboratively with principal supervisors and their chief of schools to effectively address district curriculum and instructional expectations and to establish equity across every school in the district</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate effective time management, including <ul style="list-style-type: none"> <li>○ Delegating and monitoring tasks and assignments</li> <li>○ Balancing the work within the district with your personal life</li> <li>○ Developing and maintaining a realistic schedule while remaining flexible to handle unforeseen events</li> </ul> </li> </ul>
<b>School Transformation and Reform</b>	<ul style="list-style-type: none"> <li>● Study and apply the lessons of successful school transformation in urban districts</li> </ul>
	<ul style="list-style-type: none"> <li>● Gather and use the educational interests of parents, students, and the community to develop demand for schools within your district</li> </ul>
	<ul style="list-style-type: none"> <li>● Design schools to compete effectively with charters, private schools, and school choice options within the district</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand how technology and workforce demands change and evolve over time and how school districts need to evolve to address these issues</li> </ul>

In addition, the task force recommended the following activities and field-based experiences for program participants:

- An opportunity to shadow leaders or staff in other district departments, such as procurement or budgeting, to build a better understanding of the various components of the organization
- Use of a case study or a site visit to examine challenges and successes in change management
- An opportunity to shadow principals and students at schools in diverse communities
- Use of book studies for key topics listed in the matrix
- Support in thinking through the areas to address in an entry plan
- Hands-on training in coaching, including
  - Learning effective coaching strategies
  - Observing different people coaching
  - Discussing observations as a group
  - Enacting mock coaching sessions in front of the group in order to receive feedback and improve their practice

Chief Academic Officer Advisory Group

Charlotte-Mecklenburg

Nicolette Grant

Dallas

Ivonne Durant

Denver

Suzanne Cordova

Guilford County

Brian Schulz

Los Angeles (formerly)

Judy Elliott

Miami-Dade

Marie Izquierdo

New York City Department of Education

Linda Chen

Norfolk

Jaqueline Colander Chavis





**Michael Casserly Urban School Executive Leadership Institute  
1331 Pennsylvania Avenue, N.W., Suite 1100N  
Washington, DC 20004**

### **2018-2019 Seminar Schedule**

<b>January 11</b>	<b>IT</b>	<b>Rashad Slade (Guilford County)</b>	<b>IT Organizational Structures</b>
<b>January 25</b>	<b>FN</b>	<b>Casaundra Christensen (Des Moines)</b>	<b>Dashboards for Consumption</b>
<b>February 8</b>	<b>IT</b>	<b>Glen VanDerwater (Rochester)</b>	<b>How To Evaluate 1:1 (ROIs)</b>
<b>February 22</b>	<b>FN</b>	<b>Santion Danisi (Fresno)</b>	<b>Coping with Dramatic Revenue Changes</b>
<b>March 8</b>	<b>IT</b>	<b>Olufemi (Femi) Alna (Atlanta)</b>	<b>Forecasting Costs for IT Initiatives</b>
<b>March 22</b>	<b>FN</b>	<b>Carolyn (Carrie) Schieman (Cleveland)</b>	<b>Budgeting Systems and Weighted Student Formula</b>
<b>April 12</b>	<b>IT</b>	<b>Chris Campbell (Fresno)</b>	<b>Modern Learning Space</b>
<b>April 26</b>	<b>FN</b>	<b>Mary Grinstead (Des Moines)</b>	<b>Strategic Planning &amp; Performance Budgeting</b>
<b>May 10</b>	<b>IT</b>	<b>Jorge Fernandez (Miami)</b>	<b>ERP Systems Implementation</b>
<b>May 24</b>	<b>FN</b>	<b>Ben Lubkeman (Albuquerque)</b>	<b>GASB Standards</b>
<b>June 14</b>	<b>IT</b>	<b>David Malone (San Francisco)</b>	<b>Leveraging Technology for Efficiency</b>
<b>June 28</b>	<b>FN</b>	<b>Rick Reucher (Toledo)</b>	<b>Leveraging Leadership</b>
<b>July 12</b>	<b>IT</b>	<b>Mark Cassella (Rochester)</b>	<b>Student Access at Home</b>
<b>July 26</b>	<b>FN</b>	<b>Branden Matthews (Norfolk)</b>	<b>Restructuring Financial Functions</b>
<b>August 9</b>	<b>IT</b>	<b>Soheil Katal (Los Angeles)</b>	<b>Funding and Managing Cloud Services</b>
<b>August 23</b>	<b>FN</b>	<b>Joe Corfman (Toledo)</b>	<b>Budgeting, Staffing and Outcomes</b>

**CFO MEETING**



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

**Managing Complexities of 21st Century Enterprise Operations in America's Large Urban School Districts**

**Hutton Hotel**

**Nashville, TN**

**November 6-9, 2018**

**DRAFT AGENDA**

<b>Tuesday - Nov 6</b>	<b>Activity</b>	<b>Facilitator</b>
7:00 am – 8:00 am	<b>Breakfast</b>	
	<b>Joint Session (Vista Ballroom A-C) CFOs, CIOs, Procurement Directors, Risk Managers &amp; Internal Auditors</b>	
8:00 am – 8:30 am	Welcome and Agenda Overview Issues and Challenges	Bob Carlson
8:30 am – 9:30 am	<b>What are the challenges between IT and Finance?</b> <i>Cyber Security Cyber Insurance Other Topics - TBD</i>	
9:30 am – 10:30 am	<b>Why are we meeting together?</b> <i>Life-Cycle Planning and Multi-year Budgeting Funding &amp; Managing Cloud Services Other Topics - TBD</i>	
<b>10:30 am – 10:45 am</b>	<b>Break</b>	
10:45 am – Noon	Peer Review Findings – Impact on the Future Round Table Discussion	
<b>Noon – 1:00 pm</b>	<b>Lunch</b>	
	<b>Breakout Sessions</b>	
1:00 pm – 5:00 pm	Chief Financial Officers (Vista Ballroom)	
1:00 pm – 5:00 pm	Chief Information Officers (Hillsboro 1)	
1:00 pm – 5:00 pm	Procurement Directors (Hillsboro 2-3) (will join CFO & CIO in certain sessions)	
1:00 pm – 5:00 pm	Internal Auditors (Hillsboro 2-3)	

<b>Tuesday - Nov 6</b>	<b>Activity</b>	<b>Facilitator</b>
	(will join CFO & CIO in certain sessions)	
1:00 pm – 5:00 pm	Risk Managers (Midtown Room)	
<b>5:15 pm</b>	<b>Reception &amp; Award Presentations - Welcome to Nashville</b>	

<b>Wednesday, Nov 7</b>	<b>Activity</b>	<b>Facilitator</b>
<b>7:00 am – 8:00 am</b>	<b>Breakfast</b>	
	<b>Breakout Sessions - IT and Finance Tracks</b>	
8:10 am – 9:00 am	IT and Finance Presentations Round #1	
9:10 am – 10:00 am	IT and Finance Presentations Round #2	
10:10 am – 11:00 am	IT and Finance Presentations Round #3	
11:10 am - Noon	IT and Finance Presentations Round #4	
8:10 - Noon	Internal Auditors Breakout Session	
<b>Noon – 1:10 pm</b>	<b>Lunch</b>	
1:10 pm – 2:00 pm	IT and Finance Presentations Round #5	
2:10 pm – 3:00 pm	IT and Finance Presentations Round #6	
3:10 pm – 4:00 pm	IT and Finance Presentations Round #7	
4:10 pm – 5:00 pm	IT and Finance Presentations Round #8 (Hillsboro 1, Hillsboro 2-3, Vista Ballroom, Midtown Room)	
4:10 pm – 5:00 pm	Internal Auditors Breakout Session	
<b>5:30 pm</b>	<b>Reception &amp; Award Presentations</b>	

<b>Thursday, Nov 8</b>	<b>Activity</b>	<b>Facilitator</b>
<b>7:00 am – 8:15 am</b>	<b>Breakfast</b>	
	<b>Joint Session (Vista Ballroom A-C)</b> <b>CFOs, CIOs, Procurement Directors, Risk Managers</b> <b>&amp; Internal Auditors</b>	
	<i>Discussion, presentations and panels on strategies and tools to make better decisions about the allocation of scarce resources across competing priorities</i>	
8:30 am – 10:00 am	Outcomes & Results to Justify Costs (Panel/Discussion) <i>IT/Finance Governance</i> <i>Other Topics (TBD)</i>	
<b>10:00 am – 10:15 am</b>	<b>Break</b>	
10:15 am – 11:15 am	ERP Panel /Discussion	
11:15 am - Noon	ERP Implementations	
<b>Noon – 1:30 pm</b>	<b>Lunch</b>	
	<i>Discussions on organizational, leadership, management and operational issues that move the needle in urban education</i>	
1:30 pm – 2:15 pm	ERP Focused Change Management	
2:15 pm – 2:45 pm	2018 KPI Report Review	
<b>2:45 pm – 3:00 pm</b>	<b>Break</b>	

<b>Thursday, Nov 8</b>	<b>Activity</b>	<b>Facilitator</b>
3:00 pm – 4:30 pm	Breakout Groups – KPI Assessment CFO CIO Procurement	
4:30 pm – 5:00 pm	Next Steps – General Session	
	<b>Dinner on Your Own</b>	

<b>Friday, Nov 9</b>	<b>Activity</b>	<b>Facilitator</b>
8:00 am – 9:00 am	<b>Breakfast</b>	
	<b>Joint Session (Vista Ballroom A-C)</b> <b>CFOs, CIOs, Procurement Directors, Risk Managers</b> <b>&amp; Internal Auditors</b>	
9:00 - 11:30 a.m.	Wrap Up & Departures	<b>Bob Carlson</b>

DRAFT

**ACTIVE SHOOTER AND SPED INQUIRY**

Miami-Dade County Inquiry  
 Responses gathered by the  
 Council of the Great City Schools

Do you use a specific protocol to prepare your special needs students, whether in general ed or in self-contained classrooms, for your regular active shooter drills?

<p>El Paso</p>	<p>As part of our comprehensive Emergency Operations Plan (EOP), we have adopted the Standard Response Protocol (SRP) which includes LockDown for active shooter events and instructs everyone to: (Locks, Lights and Out-of-Sight). I have attached the SRP poster here. To address the issue of students with special needs, we first address the issue of who can help or assist. We have incorporated a Staff Skills Inventory that the principal conducts to determine the personnel that may assist during an emergency (ANNEX E_1 attached). Then we have the Teacher Survey in which faculty lists the students that may require assistance during an emergency so that emergency management team members may account for, or assist them, in an emergency (ANNEX G-1 attached).</p> <p>This of course is part of the comprehensive analysis that went into determining which type of protocol our District would adopt. The fact that EPISD has its own Police Department and that our community partnerships with other law enforcement agencies ensures an inner city, inner-core, rapid, multi-agency law enforcement response, we can lock our classroom doors and sustain a 3 to 5 minute response time from first responders (often quicker). Our Special Needs population can sustain a lockdown although, often times, we have experienced their inability to maintain complete silence during our Lockdown drills. This has been acknowledged and in most cases, they are able to be moved into a restroom or other room within the locked classroom (kitchen area or break out session area). Time and distance from the threat combined with our rapid law enforcement response times have allowed us to reach a compromise on the lights and silence component of the Lockdown protocol.</p> <p>I hope this information is useful and please let me know if you should need any further information on this matter.</p>
<p>Hillsborough County</p>	<p>We do not. and looking across the country as I have, there is little in terms of best practices or any practice at all</p>
<p>Houston</p>	<p>Please view the attached documents related to the Houston I.S.D. Active Shooter Drill procedures. The reminder form is given to the administrators prior to beginning the drill. (View bullet #9) Feel free to respond back if you have any additional questions related to the Houston I.S.D Active Drill.</p>

Kansas City (MO)	KCPS does not have these in place but is working on them now.
Los Angeles	We don't use special protocols for our SWD in emergency drills. See attached.
Minneapolis	We have consulted our Special Education experts but have not been able to get anything concrete completed.
New York City	<p>We are following up on your inquiry about "Active Shooter" drills, protocols, or procedures that contain specific elements on the needs of students with disabilities. We have consulted with the Office of Safety and Youth Development and are happy to provide you with the response below:</p> <p>All schools adhere to the General Response Protocols no matter the age or ability of the students. Our GRP outlines the immediate response staff, students, and visitors take for an emergency incident that requires either an evacuation, shelter-in, or a lockdown (see attached one-page summary).</p> <p>We differentiate for individuals with special needs in a variety of ways including:</p> <ul style="list-style-type: none"> <li>The design of the School Safety Plan</li> <li>Training through drills where we implement some degree of response to accommodate those with specific conditions that may limit mobility.</li> <li>Awareness is delivered through a GRP curriculum that can be used in all schools with all grade levels as designed by a committee of educators from District 75 (NYC's special education district). While many schools may use materials and resources that go beyond these sample lessons, the samples are a great starting point for those who are unsure of the best way to teach the GRP to students.</li> </ul>
Oklahoma City	<p>Oklahoma City Public Schools has adopted the Standard Response Protocols from the "I Love U Guys" Foundation for all of our schools. All students and staff are expected to participate in the required drills. Sites with students with disabilities are required to incorporate the needs of those students in their planning, this is done on a site by site basis. I think it is important to understand that the emphasis is on "response" protocols. We don't do an active shooter drill. We do "Lockout" for external threats and "Lockdown" for internal threats. Additionally, we have "Evacuate" and "Shelter" as opposed to the traditional fire and tornado drills. If you are not familiar with "I Love U Guys" here is a link to their web site (<a href="http://www.iloveguys.org/index.html">http://www.iloveguys.org/index.html</a>). Texas, Colorado and Oregon have all adopted the SRP as a statewide standard. We are working hard here in Oklahoma to do the same thing. Let me know if you have any other questions.</p>



Pittsburgh	<p>What we have done to date when doing this year's drills at the center schools (Pioneer and Conroy) talked through with them the strategies around children who are not able to walk and run. We determined that with this group of children that the school should barricade as opposed to trying to flee the building. When we drilled at Pioneer and Conroy staff barricaded and seemed like that was their best option.</p>
Toledo	<p>Great question....would love to hear the answers. In Toledo, we do not....</p>
Wichita	<p>For this school year we created an "Emergency Preparedness Drills" booklet for our schools to use as they conduct drills. We added to most drills "Assist with those needing special assistance". The only drill with specific information is Earthquake. I have attached the booklet for you. (See attachment)</p>

## El Paso Response

# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKOUT! Get inside. Lock outside doors.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! To the announced location.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! Hazard and safety strategy.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



## HOLD! In your classroom. Clear the halls.

### STUDENTS

Remain in the classroom until  
the "All Clear" is announced

### TEACHER

Close and lock classroom door  
Business as usual  
Take attendance



## Staff Skills Inventory

**Staff:** As part of the development of our Emergency Operations Plan, and in accordance with the “EPISD Site-Specific Emergency Operations Plan,” please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Operations Plan in order to be fully prepared for an emergency situation should one arise.

NAME: \_\_\_\_\_ ROOM \_\_\_\_\_

### I. Emergency response:

Please check any of the following areas in which you have training or experience:

First aid health  
 Search & rescue  
 Counseling/mental health  
 CPR/AED  
 Hazardous materials  
 Emergency medical  
 Fire fighting  
 Media relations  
 Incident debriefing

Explain or clarify items checked, if needed \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**II. Special Considerations:** Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

Multilingual, list language(s) \_\_\_\_\_  
 Experience with disabilities \_\_\_\_\_  
 Ham radio or CB radio experience \_\_\_\_\_  
 Knowledge of community resources \_\_\_\_\_  
 Sign Language skills \_\_\_\_\_  
 Other knowledge or skills \_\_\_\_\_  
 Check if you have a cell phone that could be used in an emergency

### III. Emergency Management Team Membership

Our school is forming a **Emergency Management Team** to provide leadership and direction in response and recovery activities related to emergency management.

**Please check here** if you are interested in becoming a member of our school's  
Emergency Management Team



# Houston Response

**HOUSTON I.S.D. ACTIVE SHOOTER DRILL  
LAST MINUTE REMINDERS FOR ADMINISTRATION  
AND CAMPUS OFFICERS**

1. The law enforcement team will arrive and immediately request for the Principal or the School Safety Coordinator in the principal absence.
2. The team will **NOT** seek out the campus based officer for assistance. (I will be up to the school administration to involve the officer in their drill. Once he/she has been advised, they will be asked to report to the front door of the school.
3. The verbiage of the drill is very specific. The person that is representing the school will be asked to say (1) **“This is an Active Shooter Drill, this is ONLY a drill”** (2) **This is an Active Shooter, this is ONLY a drill”**
4. The administrator will then say **“The threat is at the front door”**.
5. When the school representative begins the announcement, the clock will start. The campus will have **FIVE MINUTES** to hide every single person on the campus (1) behind a locked door (2) in a darkened room, and (3) completely silent, in order for the campus to receive a passing grade.
6. The grading system will be a pass or fail.
7. Every person on campus must take refuge with the exception of two people. (1) The building principal (2) the campus police officer.
8. The only allowable EXCEPTION is construction workers present on the campus at the time of the drill. We would not want to approve construction working begin forced into tight quarters with the student body.
9. Be mindful that the special education department will need additional personnel to assist with wheel chair and non-wheel chair student for mobility and volume concerns.

**It is imperative that personnel are not given excessive and timely duties to complete which will prevent them from taking refuge for themselves.**

**The verbiage on this document has been pre-approved for Middle and High Schools.**

**Please repeat the following statement one time for practice before advising your staff.**

**“This is an Active Shooter Drill, this is ONLY a drill”**

**“This is an Active Shooter Drill, this is ONLY a drill”**

**“The threat is at the front door”**

**!ESTO ES UN SIMULACRO DE UN TIRADOR ACTIVO Y SOLO UN SIMULACRO!**

# Los Angeles Response





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

**TITLE:** Emergency Drills and Procedures

**NUMBER:** REF-5803.4

**ISSUER:** Darneika Watson-Davis, Ph.D., Executive Director  
Division of District Operations

Vivian Ekchian, Deputy Superintendent  
Office of the Deputy Superintendent

**DATE:** August 29, 2018

**ROUTING**  
Local District  
Superintendents  
Administrators of Operations  
Operations Coordinators  
School Administrators  
Non-School Site  
Administrators  
School Administrative  
Assistants

**PURPOSE:** The purpose of this Reference Guide is to inform District offices, Local Districts, and schools about emergency drills and procedures.

**MAJOR CHANGES:** This Reference Guide replaces REF-5803.3 Emergency Drills and Procedures, dated March 2, 2016, and reflects the current District organization and procedures. Schools must conduct one lockdown drill each semester.

**INSTRUCTIONS:** The following guidelines apply:

I. Background

Continuous review and revision of emergency response procedures are essential for the safety of students and employees. Numerous previous disasters have proven this concept.

II. District Emergency Policies

Administrators must be thoroughly familiar with the information contained in this Reference Guide and in the Integrated Safe School Plan (ISSP). Site administrators are to share online ISSP access procedures with all staff members to ensure a common understanding of policy and decision-making continuity should the site administrator be absent during an emergency. Administrators should also encourage all staff members and parents to download the LAUSD Emergency Plan mobile apps, using resources at <http://achieve.lausd.net/emergencyapps>.

Administrators shall ensure that emergency drills and procedures are conducted in compliance with pertinent laws and District policies. Administrators shall also verify that all equipment provided for fire alarm, public address and bell system emergency signals is tested at least monthly to make sure that it is fully functional and include the following actions:



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- A. The administrator shall instruct all students and staff to evacuate as required to the designated Emergency Assembly Area. This procedure allows for the accurate accounting of students and staff, the ability to quickly render first aid to those in need, and efficient information dissemination.
  
- B. During any emergency, students shall remain on the school site until reunited with a custodial parent, legal guardian or designees, and/or the administrator determines that the environment and time of day are safe to disperse students to their homes. Administrators are reminded that only the Superintendent of Schools has the authority to close schools. Schools are expected to use the Request and Reunion Gates and reunification procedures as specified in the Integrated Safe School Plan (ISSP) for the release of students to custodial adults. Schools are expected to place the Emergency Procedures/Drill in Progress Sign by the front entrance of the school during all emergencies and drills, unless it is unsafe for staff members to access the area.
  
- C. Administrators shall perform the following tasks to facilitate the effectiveness of the Integrated Safe School Plan:
  - 1. Regularly review and familiarize staff with all current emergency procedures and staff emergency assignments.
  - 2. Conduct drills and reviews of emergency procedures and policies\* as per the following chart:

Drill Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/ Hold On)</i>	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
<i>Take Cover or Drop</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
<i>Lockdown</i>	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
<i>Shelter in Place</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

\*An oral review of purpose and procedure may be done in lieu of actual practice.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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3. Conduct a school-wide emergency response drill during the fall semester as part of the annual, statewide “Great California ShakeOut” earthquake drill to test the school’s updated Integrated Safe School Plan and ensure that emergency teams practice their roles.
  4. Participate in the District-wide emergency drill during spring semester to be familiar with lockdown and shelter-in-place procedures and policies.
  5. Ensure that staff is familiar with how to properly use the public address, fire alarm, central monitoring and bell systems.
- D. The administrator shall verify that all drills have been conducted as required by State, City, Fire Department regulations and District policy as follows:
1. Verification of all emergency drills and fire alarm tests is to be kept at schools in a log book available for inspection by State, Fire Department and District Office of Environmental Health and Safety (OEHS) inspectors. The log may also include any memos/directions to staff from the site administrator listing dates, times or procedures pertaining to the drills. The records for emergency drills must be kept for two years.
  2. The approved way to conduct a fire drill is to activate one of the manual pull stations on a rotating basis. This will test both the station and the fire alarm system, including all audible and visual alarm indicating components. Schools with the fire alarm system connected to the Central Monitoring Station must put their alarm system in test mode; this will allow the school to trigger an alarm without summoning the fire department. Schools should not attempt to simulate a fire alarm signal using the passing bell signal because it will not trigger all alarm components, nor will it educate students and staff to true fire alarm sounds, and it will not test the fire alarm system and pull stations. Fire alarm training is available on MyPLN in the STEPS 418 course, *Operating the School Fire Alarm System*.
  3. After each emergency drill, school personnel shall complete an “Emergency Drill Data Worksheet” (Attachment F). Additional copies can be downloaded from [http://achieve.lausd.net/emergency services](http://achieve.lausd.net/emergency_services), on the Administrator’s Corner page.
  4. Once the drill and the drill data worksheet have been completed, school personnel are to complete the Emergency Drill Survey at <http://emergencydrills.lausd.net>. A drill certificate will be automatically generated and e-mailed to the provided email address. This certificate is to be retained in the log book for proof of compliance during an inspection.
  5. Administrators are to complete the emergency drill certification in the online Administrator Certification System, certifying twice annually



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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that they have conducted and logged all required emergency drills.

- E. As part of their Los Angeles City Child Care Permit requirements, all Early Education Centers must *post* their Emergency Drill Record next to their permit.

### III. District Emergency Drill Procedures

Complete descriptions of the procedures are found in the Integrated Safe School Plan, Emergency Functions sections. A list of online training classes for these procedures can be found on the STEPS website at <http://lausd.net/steps>.

#### A. Fire Drill

1. Students will evacuate to designated emergency assembly areas, in a quiet, safe and expeditious manner.
2. Teachers will take their emergency class roster, account for all students and report any inconsistencies to the Incident Commander.
3. Students and teachers will wait in their designated areas for instructions.

#### B. Earthquake Drop/Cover/Hold On Drill

The Drop/Cover/Hold On procedure provides protection from flying objects and broken glass during an earthquake.

1. Inside classroom:
  - a. Upon command of “Drop,” drop to knees, facing away from windows.
  - b. Take cover by getting under or below furniture (desk, chair, table, etc.).
  - c. Grasp the furniture legs with hands and hold on tightly.
  - d. Evacuation of the buildings must be done only when the shaking has completely stopped.
2. On school grounds but outside school buildings:
  - a. Stay clear of buildings, power lines, light poles, etc.
  - b. Drop to the ground, cover head if possible and hold onto a stable object if available.
  - c. Remain clear of obstacles and wait until the situation stabilizes and staff member gives all clear.
  - d. Move to the emergency assembly area.

#### C. Drop/Take Cover Drill

The Drop/Take Cover procedure is used during the following disasters



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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when they occur at or near the school or non-school site: bomb blast, explosion, airplane crash, gas storage tank explosion, shooting incident.

1. Procedure when inside the classroom:
  - a. Upon the command of “Drop” or “Take Cover,” drop to knees with back to a window, place head in lap and clasp hands behind the neck.
  - b. Wait quietly for further instructions.
2. Procedure when outside the classroom:
  - a. Seek any type of protection (curb, bench, ditch, gutter, etc.).
  - b. Drop to ground with back to hazard and clasp hands behind neck.
  - c. Remain in this position for a brief period and seek more protective cover if necessary.

### D. Lockdown Drill

This drill is used to practice securing the school during police action, campus intrusion, community incidents or any other incident requiring school/room security.

1. Lockdown procedures for students inside the classroom:
  - a. Lock doors.
  - b. Close blinds and cover door window, if necessary.
  - c. Move students away from windows.
  - d. Remain in classroom until emergency is over, as announced by the site administrator.
2. Lockdown procedures for students outside the classroom:
  - a. Proceed to the closest room and go inside.
  - b. Lock doors.
  - c. Close blinds and cover door window, if necessary.
  - d. Move students away from windows.
  - e. Remain inside room until emergency is over, as announced by the site administrator.

### E. Shelter in Place Drill

This action is taken to protect students indoors and provide a greater level of protection from airborne contaminants, other environmental danger, or inclement weather. Shelter in Place may include the shutdown of classroom and building Heating, Ventilation and Air Conditioning (HVAC) systems as no one should be exposed to outside contaminated air.

The difference between Shelter in Place and Lockdown is that a Shelter in Place may involve shutdown of the HVAC systems, and allows for the free



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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movement of students within a building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom during a Shelter in Place.

1. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or other school buildings.
2. Teachers must secure individual classrooms, and the Plant Manager and Security/Utilities Team will assist in completing the procedures as needed: shut down HVAC systems; turn off fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

#### IV. Training for School Emergency Procedures

The STEPS program includes 37 online MyPLN classes for District staff, designed specifically to provide emergency response training for employees at school sites. School-based employees should take or review these classes before emergency drills. Each course generates a certificate that can be used to document the training.

Administrators are asked to take these additional classes as well as the four Federal Emergency Management Agency (FEMA) emergency management classes listed on the STEPS website at <http://lausd.net/steps>.

Attachments A-E are sample letters in English, Spanish, Armenian, Chinese, and Korean that may be used to notify parents of an emergency drill.

#### V. Conducting Emergency Drills

Attachment F is a worksheet titled “Emergency Drill Data Worksheet” to be completed after each drill. Drill data from the worksheet is then used to complete the online Emergency Drill Survey at <http://emergencydrills.lausd.net>.

Attachment G is a chart titled “Conducting Emergency Drills,” which may be duplicated and placed in all rooms.

Additional copies of the attachments and other resources are available at <http://achieve.lausd.net/emergencyservices> on the Administrator’s Corner page.



## LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**RELATED RESOURCES:** California Government Code, Section 3100  
California Government Code, 8607  
California Education Code, Sections 35295-35297  
California Disaster Assistance Act  
California Code of Regulations, Title 19, Section 3.13  
California Code of Regulations, Sections 2400-2450  
California Administrative Code, Title 5, Educational facilities  
Los Angeles Municipal Code, Section 57.111.06  
REF-6537.0 Inter-Campus/District-Wide Safety Communications Test  
REF-5216.9 District-Wide 2017 Earthquake Exercise and Radio Test  
REF-5380.7 Spring 2018 Alternate Emergency Exercise

**ASSISTANCE:** For assistance or further information please contact Dr. Jill Barnes, Executive Emergency Strategist, Division of District Operations - Emergency Services (213) 241-5337.

For specific information regarding a school site's fire alarm system, administrators should contact the local Maintenance and Operations Area Electrical Technical Services Desk.



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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## ATTACHMENT A

### SAMPLE LETTER TO PARENTS

(School Letterhead)

(Date)

Dear Parents(s) or Guardian(s):

The safety and welfare of our students and staff are our highest priorities. To provide schools an opportunity to practice emergency response procedures, the Superintendent of Schools has asked all students and staff to participate in a District-wide emergency preparedness drill on \_\_\_\_\_, at \_\_\_\_\_. Please be advised that students will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. As part of the drill, the students and staff will participate in the activation of our school's Integrated Safe School Plan. You are encouraged to participate in this drill. For information about how your school prepares for emergencies, you may check the website <http://achieve.lausd.net/pei>. Information is available in five languages.

Please make sure that all contact information for your child is current at school, so that in the event of an actual emergency, we can reach you.

Prior to the drill, please discuss with your child your family's home emergency preparedness plan. Several resources are available to help you prepare. The American Red Cross has outstanding materials. You can obtain Red Cross materials in English or in Spanish from their website: <http://www.redcross.org> or by calling the Los Angeles Chapter at (310) 445-9900. Your telephone directory also has valuable information on first aid, CPR and home preparedness.

If you have any questions or need further information, please do not hesitate to call our school office at (School Telephone Number).

Sincerely,

Principal





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

## ATTACHMENT B

### SAMPLE LETTER TO PARENTS

(School Letterhead)

(Date)

Estimados padres de familia o tutores legales:

La seguridad y el bienestar de nuestros alumnos y del personal son nuestras prioridades fundamentales. A fin de que las escuelas tengan la oportunidad de practicar los procedimientos a seguir en caso de una emergencia, el superintendente escolar le ha solicitado a todo el personal y los estudiantes que lleven a cabo un ejercicio de simulacro de preparación para emergencias que abarcará a todo el Distrito y se realizará el \_\_\_\_\_ de \_\_\_\_\_, a las \_\_\_\_\_. Ese día, el horario de salida de clases será el habitual.

El objetivo de este ejercicio de entrenamiento es mejorar nuestra capacidad para proteger a los estudiantes, salvar vidas, y limitar las lesiones que se pudieran producir. Como parte de dicho entrenamiento, los estudiantes y el personal participarán en la activación de nuestro Plan Integrado de Seguridad Escolar. Se insta a todos a tomar parte en el simulacro. Para información sobre cómo se prepara su escuela para emergencias, pueden revisar el sitio web <http://achieve.lausd.net/pei>. La información se encuentra disponible en cinco idiomas.

Por favor, asegúrense de tener a día la información de su hijo(a) para poder ponernos en contacto con usted en caso de una emergencia real.

Solicitamos a los padres de familia que, antes de la fecha de realización del simulacro, conversen con sus hijos acerca del plan de preparación que tengan en sus hogares. Existe una serie de recursos disponibles para ayudarles a estar mejor preparados. La Cruz Roja cuenta con material extraordinario, el cual puede obtenerse en inglés o español visitando el portal de Internet en: <http://www.redcross.org>, o llamando a la sección de Los Ángeles al (310) 445-9900. En la guía telefónica también se puede encontrar información valiosa sobre primeros auxilios, la resucitación cardiopulmonar (CPR, por sus siglas en inglés), y preparación para el hogar.

Si tiene alguna otra pregunta o necesita más información, por favor no dude en llamar a la oficina de la escuela al \_\_\_\_\_.  
(Número de teléfono de la escuela)

Atentamente,

Director(a)

21173ajs\_Translated by the LAUSD Translations Unit



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

## ATTACHMENT C

### SAMPLE LETTER TO PARENTS

(School Letterhead)

(날짜)

친애하는 학부모(들) 또는 보호자(들)께:

우리 학생들과 교직원의 안전 및 복지는 저희에게 가장 중요합니다. 학교들에게 비상 사태 대응 절차를 연습할 기회를 제공하기 위해, 총 교육감은 모든 학생들과 교직원들이 \_\_\_\_\_에 \_\_\_\_\_에서 실시하는 교육구-차원 비상 사태 대처 예행 연습에 참여할 것을 요청했습니다. 당일 학생들은 정규 시간에 하교한다는 것을 알립니다.

이런 예행 연습의 취지는 학생을 보호하고, 생명을 구하며, 부상을 줄일 수 있는 우리의 능력을 향상시키기 위함입니다. 본 예행 연습의 일부로서, 학생들과 교직원들은 본교의 안전 학교 플랜(Integrated Safe School Plan) 실행에 참여할 것입니다. 본 예행 연습에 참여해주실 것을 권합니다. 학교가 어떤 비상 대책을 준비하고 있는지에 대한 정보를 원한다면, <http://achieve.lausd.net/pei> . 를 검색하십시오. 다섯 언어로 번역되어 있습니다.

현재 자녀가 다니는 학교에 부모님과 연락할 수 있는 모든 정보가 정확히 있는지 확인하십시오. 그래야만, 실제로 비상 상태가 발생한 경우는 학교는 부모님과 연락할 수 있습니다.

예행 연습이 있기 전에, 자녀와 함께 귀하 가정의 비상 시 대처 플랜에 대해 논의하기를 부탁드립니다. 도움이 될만한 여러 자원을 구할 수 있습니다. 미 적십자사는 훌륭한 자료를 제공하며, 이런 정보는 영어 또는 스페인어로 작성된 미적십자사 웹사이트에서 구할 수 있습니다: <http://www.redcross.org>. 또는 로스앤젤레스 찰터에 (213) 739-5200 으로 전화하셔도 됩니다. 전화 주소록에도 응급조치법, CPR, 패밀리 대처법에 대한 좋은 정보들이 있습니다.

질문이 있거나 추가 정보를 원한다면, 주저마시고 본교 사무실에 (School Telephone Number)으로 전화하십시오.

안녕히 계십시오,

교장

21173ym\_Translated by the LAUSD Translations Unit (Korean)



SAMPLE LETTER TO PARENTS

(School Letterhead)

(Date)

亲爱的家长或监护人们：

学生和教职员的安全与福祉是我们最优先的事。为提供学校机会做紧急事故应因程序的操练，学区总监要求全体学生和教职员在 \_\_\_\_\_(Date)，  
的\_\_\_\_\_ 时间参加全学区的紧急事故预备操练。请告知  
学生们，当日的正常课程停止。

操练的目的是要增进我们保护学生的能力，拯救生命，和减少伤害。操练中的一部分是学生和教职员参加我们学校安全学校计划的启动。鼓励你们每一位都来参加。如果想知道你们学校如何对紧急情况做准备，你们可以上网至下述网址查询：  
<http://achieve.lausd.net/pei>。会为你们安排五种语言来查找这些资讯。

请确保你们在学校为你们孩子提供的联系人名单都是最新的。这样，一旦确实有紧急情况出现时，我们就可以联系上你们。

前来参加操练之前，请和你孩子讨论你家中的预备计划。有几处资源可以帮助你预备。美国红十字会有很好的材料。你可以从网上取得红十字会的英文和西班牙文的材料，网址是：[www.redcross.org](http://www.redcross.org) 或是打电话给洛杉矶分会 (310) 445-9900。在你的电话簿上也有宝贵的急救，心脏复苏 (CPR) 和家庭预备资料。

如果你有任何问题或需要进一步的资料，请随时打电话到学校的办公室。电话是

\_\_\_\_\_  
(学校电话号码)

诚挚地，

校长



ATTACHMENT E

SAMPLE LETTER TO PARENTS

(School Letterhead)

(Date)

Հարգելի ծնող(ներ) կամ խնամակալ(ներ),

Մեր աշակերտների և աշխատակազմի անվտանգությունն ու բարեկեցությունը մեր առաջնահերթ խնդիրներն են: Որպեսզի դպրոցները ստանան հնարավորություն գործնականում կիրառել արտակարգ իրավիճակների արձագանքման ընթացակարգը, դպրոցների վերակազմում խնդրում է բոլոր աշակերտներին և աշխատակազմին մասնակցել շրջանի մասշտաբով կազմակերպվող արտակարգ իրավիճակների պատրաստվածության վարժություններին \_\_\_\_\_, ժամը \_\_\_\_\_: Տեղեկացնում ենք, որ այդ օրը աշակերտները կազատվեն դասերից:

Ուսուցողական վարժությունների նպատակներն են՝ բարելավել աշակերտներին պաշտպանելու մեր ունակությունը, փրկել մարդկային կյանքեր և նվազեցնել վնասվածքները: Վարժությունների մի մասն էլ կկազմի աշակերտների և աշխատակազմի մասնակցությունը մեր դպրոցի Անվտանգության ծրագրում: Կոչ ենք անում ձեզ մասնակցել այս վարժություններին: Եթե ցանկանում եք տեղեկություններ ստանալ, թե ինչպես է ձեր դպրոցը պատրաստվում արձագանքել արտակարգ իրավիճակներին, կարող եք այցելել կայքը՝ <http://achieve.lausd.net/pei>: Տեղեկությունները հասանելի են հինգ լեզվով:

Խնդրում ենք համոզվել, որ բոլոր կոնտակտային տեղեկությունները ձեր երեխայի վերաբերյալ առկա են դպրոցում, որպեսզի իրական արտակարգ իրավիճակի դեպքում մենք կարողանանք կապվել ձեզ հետ:

Նախքան վարժությունները խնդրում ենք քննարկել ձեր երեխայի հետ տան պայմաններում արտակարգ իրավիճակներին պատրաստվածության պլանը: Առկա է մի քանի ռեսուրս, որոնք կօգնեն ձեզ պատրաստվել: Ամերիկյան Կարմիր խաչը ունի շատ օգտակար նյութեր: Դուք կարող եք ձեռք բերել Կարմիր խաչի նյութերը անգլերեն կամ իսպաներեն իրենց կայքում՝ <http://www.redcross.org>, կամ զանգահարել Լոս Անջելեսի բաժանմունք՝ (310) 445-9900: Ձեր հեռախոսային տեղեկատուն ևս ունի օգտակար տեղեկություններ առաջին օգնության, CPR-ի և տան պայմաններում պատրաստվածության մասին:

Եթե դուք ունեք որևէ հարց կամ ձեզ պետք է լրացուցիչ տեղեկատվություն, խնդրում ենք զանգահարել մեր դպրոցի գրասենյակ (դպրոցի հեռախոսահամար):

Հարգանքով,

Տնօրեն

23870oht\_Translated by the LAUSD Translations Unit (Armenian)



## EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information, then enter the data at <http://emergencydrills.lausd.net> and receive your certificate.

(Choose one)

- Fire
                                         
  Drop/Cover/Hold On or Drop
                                         
  Shelter in Place  
 Earthquake drill with evacuation
                                         
  Lockdown

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

E-Mail: \_\_\_\_\_ Location Code: \_\_\_\_\_

1. What type of alert system did you use to alert students/staff of the drill?

- Fire Alarm/Bell
    Voice through Intercom/PA
    Bullhorn
    Whistle

*(Omit #2 for Drop/Cover/Hold On or Drop)*

2. Time Drill Started: \_\_\_\_\_ (A.M./P.M.)    Time Drill Completed: \_\_\_\_\_ (A.M./P.M.)  
 3. Total number of staff involved in the drill activity: \_\_\_\_\_  
 4. Total number of students involved in the drill activity: \_\_\_\_\_  
 5. Did any students with special needs participate in the drill? If yes, how many?: \_\_\_\_\_  
 6. Did you encounter any challenges with the special needs children? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, please describe challenges:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How many minutes (from start of drill to the time when the last staff/student arrived at the Assembly Area) did it take to evacuate all buildings?: \_\_\_\_\_ (minutes)

*(Omit #7 for Drop/Cover/Hold On, Drop, Shelter in Place, & Lockdown)*

Did you establish an Incident Command Post? Yes: \_\_\_\_\_ No: \_\_\_\_\_

*(Omit #8 for Drop/Cover/Hold On or Drop)*

8. Did staff bring the School Emergency Response Box to the assembly area? Yes: \_\_\_\_\_ No: \_\_\_\_\_

9. Did you use the LAUSD Integrated Safe School Plan (ISSP) during:

(Check all that apply)

- Yes, during the planning of the drill.
                                         
  Yes, during the execution of drill.  
 Yes, after the drill.
                                         
  No, we did not use the ISSP



*(Omit #13, 14, & 15 for Drop/Cover/Hold On or Drop)*

10. Did you use any emergency supplies during the drill? (Check all that apply)

- Yes, our staff brought emergency supplies out from the storage area.
- Yes, our staff used emergency supplies during the drill.
- No, we did not use emergency supplies.

11. Were parents notified either before or after the drill? Yes: \_\_\_\_\_ No: \_\_\_\_\_

12. How were parents notified?: (method) \_\_\_\_\_

13. Did any parents participate in drill? If yes, about how many?: \_\_\_\_\_

14. How did parents participate?: \_\_\_\_\_

15. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Did you encounter problems with any of the following?

*(Omit# "d, e, & f" for Drop/Cover/Hold On or Drop)*

*(Omit # "f" for Lockdown)*

	Yes	No	Briefly describe these problems:
a. Alert System			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation Route			

17. Using a grading scale from A through F, please grade the following:

*(Omit "a, b, & c" for Drop/Cover/Hold On or Drop)*

*(Omit "a" for Lockdown)*

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

## ATTACHMENT F

18. Did you debrief with staff after the drill? Yes:\_\_\_\_\_ No:\_\_\_\_\_

19. What were the three top lessons learned?

1.

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2.

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3.

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20. How can this drill be improved in the future?

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Questions can be directed to [emergencyservices@lausd.net](mailto:emergencyservices@lausd.net) or 213-241-5337.

This form may also be downloaded at <http://achieve.lausd.net/emergencyservices>



**Conducting Emergency Drills Chart**

<b>Drill Type</b>	<b>Elementary</b>	<b>Middle</b>	<b>Sr. High and Adult</b>
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Earthquake (Drop/Cover/ Hold On)</i>	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
<i>Take Cover or Drop</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
<i>Lockdown</i>	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
<i>Shelter in Place</i>	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

\*An oral review of purpose and procedure may be done in lieu of actual practice.

Check the Integrated Safe School Plan for details and emergency team information.



# New York City Response

## GRP Summary Sheets for Teachers and Students.

The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of **common language** to identify the initial measures all school communities will take **until first responders arrive**. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



**Lockdown (Soft/Hard) – *Soft lockdown* implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post for further direction. *Hard lockdown* implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders**  
**“Attention: We are now in soft/ hard lockdown. Take proper action”**  
**(Repeated twice over the PA system)**

Students are trained to:

1. Move out of sight and maintain silence

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off
2. Move away from sight and maintain silence
3. Wait for First Responders to open door or the “All Clear” message  
“**The Lockdown has been lifted**” followed by specific directions.
4. Take attendance and account for missing students by contacting main office



**Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention” and be followed with specific directions. (Repeated twice over the PA system).**

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Card method.



**Shelter-In – “Attention. This is a shelter-in. Secure the exit doors.”**  
**(Repeated twice over the PA system).**

Students are trained to:

1. Remain inside of the building
2. Conduct business as usual
3. Respond to specific staff directions

Teachers are trained to:

1. Increase situational awareness
2. Conduct business as usual
3. The Shelter- In directive will remain in effect until hearing the “All Clear” message “**The Shelter- In has been lifted**” followed by specific directions.

**BRT members, floor wardens, and Shelter- In staff will secure all exits and report to specific post assignments**

## Wichita Response

# **EMERGENCY PREPAREDNESS DRILLS**

Procedures for School Personnel  
to Conduct Emergency Drills  
2018-2019

SAFETY AND ENVIRONMENTAL  
SERVICES DEPARTMENT



**WICHITA**  
PUBLIC SCHOOLS

# PREPARATION AND TRAINING

Training is essential to ensure everyone knows what to do when there is an emergency or crisis situation. All staff members need to be familiar with the building crisis plan and know their role in a crisis situation. All staff and students need to be aware of evacuation sites, reunification and storm shelter areas and general safety procedures.

## Contents

This booklet has been created by the Safety and Environmental Services Department to provide basic information and guidance to prepare for and conduct drills for the 2018-2019 school year.

The following drills are designed to be adapted as necessary to meet the needs of individual schools.

- Building Damages Drill—All Grade Levels
- Disturbance or Police Activity in the Neighborhood Drill—All Grade Levels
- Earthquake Drill—All Grade Levels
- Evacuation Drill—All Grade Levels
- Gas Leak Drill—All Grade Levels
- Hazardous Materials Spill-Inside the Building—All Grade Levels
- Hazardous Materials Spill-Outside the Building—All Grade Levels
- Intruder/Trespasser in the Building (Not Armed)—All Grade Levels
- Medical Emergency Drill—All Grade Levels
- Missing Student Drill—All Grade Levels
- Parent-Student Reunification Drill—All Grade Levels
- Violent Intruder (Armed) - Evacuation Drill—Elementary Level
- Violent Intruder (Armed) - Evacuation Drill—Secondary Level
- Violent Intruder (Armed) - Lockdown Drill—Elementary Level
- Violent Intruder (Armed) - Lockdown Drill—Secondary Level
- Utility Outage Drill—All Grade Levels

## Reminders

- Contact Security Communications at 973-2100 to notify district personnel of the drill
- Debrief with staff and students, as appropriate, after the drill
- Document drill on Drill Log
- Send a Parentlink message, as needed, to notify the community following the drill
- In the event of an actual crisis, Safety Services will respond, as appropriate, to assist

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes

## Building Damages Drill All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Catastrophic Building Damage procedures with staff
- Review Evacuation procedures with staff and students

### Drill Procedures

- On a notecard, identify the details of the “building damages” for the drill:
  - Location of building damage, i.e. C hall or the gym
  - Cause of the damages—natural disaster, man-made, etc.
- Post selected staff members by the “damaged” area of building to prevent students and staff from entering/evacuating through the area during the drill
- Activate the building crisis team. Share details of drill and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, “This is a drill. Act as if the building has been damaged due to (describe the damage). For drill purposes you will practice an evacuation.”

Please note, many of the following actions may be taking place simultaneously in an actual situation:

- Identify staff member to contact 911, if necessary (do not actually call since it is only a drill):
  - Be prepared to provide:
    - Detailed information about the nature of the situation
    - How many people are involved
    - Provide exact location inside or outside the school for best entry point

### Drill Procedures

- All outdoor activities are stopped, and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Students and staff will need to avoid the “damaged” area of the building and will need to adjust evacuation routes accordingly
- Assist with those needing special assistance
- Designated staff should take go-kits
- Once at the evacuation site, account for all students and staff
- Remain at the evacuation site until “all clear” is given
- Selected staff should monitor and observe the drill

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, Safety Services will respond as appropriate



**WICHITA**  
PUBLIC SCHOOLS

## Disturbance or Police Activity in the Neighborhood Drill All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Level One and Two Lockdown procedures with staff and students

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if there is a disturbance outside the building requiring us to lockdown. Please initiate a level one lockdown"
- Identify staff member to contact 911, if necessary (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
- All outdoor activities are stopped, and students and staff are moved inside the building
- Lock all exterior doors and windows
- Access to building is limited depending on the situation. Staff members should be posted inside main entrance to control visitor access and provide direction as needed
- Building activities continue
- Students and staff should remain in lockdown until "all clear" is given
- Selected staff should monitor and observe the drill

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, contact a Safety Services' Supervisor for additional information regarding the activity or disturbance and/or to request additional assistance

### Additional Information

If a situation is observed in the neighborhood, staff may place the building on lockdown without waiting for law enforcement notification. Contact Security Communications as appropriate

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



WICHITA  
PUBLIC SCHOOLS

# Earthquake Drill

## All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Earthquake procedures with staff and students
- Have all students and staff watch the Wichita Public Schools Earthquake Response video  
<https://youtu.be/Wtwb-4CXuHs>

### Drill Procedures

- **If Outside:**
  - Move quickly away from building and overhead electrical wires
  - **During an actual earthquake, if outside, lie flat, face down**
  - Account for all students
  - Do not re-enter building until “all clear” is announced
- Selected staff should monitor and observe the drill

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, “This is a drill. Act as if an earthquake is taking place”
- All students and staff should initiate **Drop, Cover and Hold** procedures
- Individuals who normally use wheel chairs should lower themselves to the ground and crawl under a table—plan to have a designated staff member assist them. (For drill purposes it is only necessary to discuss the procedure)
- Leave doors open to minimize jamming if the building shifts
- If in a room with no desks or furniture, students and staff should get against an inside wall or inside doorway and crouch
- Staff should monitor students until “all clear” is given

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, Safety Services will respond as appropriate

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



**WICHITA**  
PUBLIC SCHOOLS



## Drop, Cover and Hold Procedures All Grade Levels

At first indication of an earthquake, initiate Drop, Cover and Hold:

- All students, staff and visitors should take cover under a desk or table by dropping to their knees with backs toward windows, protecting their heads using one arm while using the other arm to hold onto the desk or table
- Individuals who normally use wheel chairs should lower themselves to the ground and crawl under a table
  - A designated staff member should assist them
  - If that is not possible, think through the particular circumstances to determine how best to cover one's head and neck, and plan for assistance during an earthquake
- If no cover is available, get against inside doorway or crouch against inside wall and cover head
- Stay away from outside walls, windows or other expanses of glass and potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- If in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- Remain covered until the shaking stops



## Evacuation Drill All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Evacuation procedures with staff and students

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. For drill purposes please evacuate the building"
- Identify staff member to contact 911, if necessary (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
- All outdoor activities are stopped and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site, account for all students and staff
- Staff should monitor students until "all clear" is given
- Remain at the evacuation site until "all clear" is given
- Selected staff should monitor and observe the drill

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis, Safety Services will respond as appropriate**

### Additional Information

- Security Communications will notify:
  - Transportation as needed
  - Nutrition Services as needed
- In an actual situation where the building is unable to be reoccupied/reentered dismissal would occur from the evacuation site. Refer to Reunification Plan

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



WICHITA  
PUBLIC SCHOOLS

## Gas Odor/Leak Drill (Strong and Persistent Inside the Building) All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Gas Odor/Leak procedures with staff and students
- Review Evacuation procedures with staff and students

### Drill Procedures

- Staff should monitor students and remain at the evacuation site until “all clear” is given
- Selected staff should monitor and observe the drill

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, “This is a drill. Act as if there is a natural gas odor in the building. For drill purposes, please evacuate the building”
- Identify staff member to contact 911 and 3-2100 (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
  - Provide the exact location in the school where the smell is the strongest
  - Provide the door number and location for best entry point
- All outdoor activities are stopped and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site, account for all students and staff

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill

### Additional Information

- In the event of an actual leak, Security Communications will notify:
  - Work Order Desk
  - Strategic Communications
  - Safety Services Department to respond as needed
  - Facilities to respond as needed
  - Transportation as needed
  - Nutrition Services as needed
- In an actual situation where the building is unable to be reoccupied/reentered dismissal would occur from the evacuation site. Refer to Reunification Plan



**WICHITA**  
PUBLIC SCHOOLS

# Hazardous Materials Spill Drill

## (Inside the Building)

### All Grade Levels

#### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Hazardous Materials Spill procedures with staff and students
- Review Evacuation procedures with staff and students

#### Drill Procedures

- On a notecard, identify the details of the “hazardous spill” for the drill:
  - Location of spill, i.e. cafeteria, science lab
- Post selected staff members by the “spill” area of building to prevent students and staff from entering/evacuating through the area during the drill
- Activate the building crisis team. Share details of drill and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, “This is a drill. Act as if there is a hazardous materials spill in the building. For drill purposes, please evacuate the building”
- Identify staff member to contact 911 and 3-2100 (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
  - Provide the exact location in the school where the spill occurred and identification of material, if known
  - Provide the door number and location for best entry point
- All outdoor activities are stopped and students and staff already outside of the building should proceed to the evacuation site

#### Drill Procedures

- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Students and staff will need to avoid the “spill” area of the building and will need to adjust evacuation routes accordingly
- Staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site, account for all students and staff
- Staff should monitor students and remain at the evacuation site until “all clear” is given
- Selected staff should monitor and observe the drill

#### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- **In the event of an actual spill**, Security Communications will notify:
  - Environmental Services
  - Strategic Communications
  - Safety Services Department to respond as needed
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill



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## Hazardous Materials Spill Drill (Outside the Building) All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Hazardous Materials Spill procedures with staff and students
- Review Shelter-In-Place procedures with staff and students

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if there is a hazardous materials spill outside the building. For drill purposes, please implement shelter-in-place procedures"
- Identify staff member to contact 911 and 3-2100 (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
  - Provide the exact location where the spill occurred and identification of material, if known
- All outdoor activities are stopped and students and staff already outside of the building should move inside the building or to the evacuation site (In the event of an actual spill, their movement will be determined based on the location of the spill and the direction of the wind)
- Classroom activities stop
- Identify staff member (generally the building custodian or engineer) to shut down all building venation systems and turn off all fans (do not actually shut down the system since it is only a drill)

### Drill Procedures

- Staff members should quickly gather students, including any students in the hallway, and proceed to the safe rooms/storm shelters
- Close all interior doors—including rooms not in use
- Assist with those needing special assistance
- Elevators should not be used
- Staff should take go-kits
- Once sheltered, account for all students and staff
- Staff should monitor students and remain sheltered until "all clear" is given
- Selected staff should monitor and observe the drill

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- **In the event of an actual spill**, Security Communications will notify:
  - Environmental Services
  - Strategic Communications
  - Safety Services Department to respond as needed
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill



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## Intruder/Trespasser Drill (Refuses to Leave/Not Armed) All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review level one and two lockdown procedures with staff and students

### Drill Procedures

- Depending on the situation, classroom activities will continue; however no passes and no students or staff should be in hallways or common areas
- Students and staff should remain in lockdown until “all clear” is given
- Selected staff should monitor and observe the drill

### Drill Procedures

**An intruder/trespasser is a person on school property who has no legitimate purpose to be there.**

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, “This is a drill. Act as if there is an intruder/trespasser in the building. Initiate a level two lockdown”
- Identify staff member to contact 911, if necessary (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
- Depending on the situation, all outdoor activities are stopped and students and staff are moved inside the building, or students and staff already outside of the building may move to the evacuation site
- Lock all exterior doors and windows
- Lock all interior doors (for rooms that are occupied)
- Access to building is limited depending on the situation. Staff members should be posted inside main entrance to control visitor access and provide direction as needed (in an actual situation, all staff will lockdown)

### Reminders

- Contact Security Communications at 973-2100 and notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- In the event of an actual situation, Safety Services will respond as appropriate

### Notes

Per the variance issued by the State Fire Marshal announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



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## Medical Emergency Drill All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Emergency Medical procedures with staff

### Drill Procedures

- Identify staff member who will go to hospital with the injured student if he or she is transported
- Identify staff member(s) responsible for protecting the injured person's privacy and confidentiality (crowd control)
- Selected staff should monitor and observe the drill

### Drill Procedures

- On a notecard, identify the details of the "medical emergency" for the drill:
  - Type of person involved—community member, student or staff member
  - Type of medical emergency, for example seizure, playground injury, overdose, etc.
  - Location of person involved
- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. We are practicing a Medical Emergency Drill"

Please note, many of the following actions may be taking place simultaneously in an actual emergency:

- Identify staff member to contact 911 (do not actually call since it is only a drill):
  - Be prepared to provide:
    - Detailed information about the nature of the situation
    - How many people are involved
    - Provide exact location inside or outside the school for best entry point
- Identify staff member to contact parent/guardian, if appropriate (do not actually call since it is only a drill). Be prepared to provide:
  - Type of medical care being provided
  - Name of facility if student is being transported

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual emergency:**
  - Safety Services will respond, as appropriate, to assist
  - Have a staff member meet emergency personnel to expedite their movement to the patient(s)
  - Per Board of Education policy 5312, a staff member should stay with the injured student until a parent/designated adult assumes responsibility



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PUBLIC SCHOOLS

## Missing Student Drill All Grade Levels

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Missing Student procedures with staff
- Create and have on file building and site maps

### Drill Procedures

- Identify staff member to contact bus driver, if applicable (do not actually call since it is only a drill)
- Identify staff member(s) to identify and interview friends, if applicable (do not actually conduct interviews since it is only a drill)
- Selected staff should monitor and observe the

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. We are practicing a Missing Student Drill"

Please note, many of the following actions should be taking place simultaneously:

- All staff members with students should take account of all students, identifying any not assigned to them that hour, and report the unassigned students to the office
- Assign staff members to specific areas of campus to search. Use site and building maps and mark off areas once an area is searched completely
- Have a staff member check video cameras, if available
- Identify staff member to contact parent/guardian (do not actually call since it is only a drill)
- Identify staff member to contact 911 if student is not located in reasonable amount of time (do not actually call since it is only a drill)

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual missing student:**
  - Methods for handling the situation will vary depending on the age, maturity and special circumstances of the child
  - Safety Services will respond to assist, as appropriate

### Notes

Per the variance issued by the State Fire Marshal announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



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## Parent-Student Reunification Drill

### All Grade Levels

#### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Parent Reunification/Student Release procedures with staff and students
- Review Evacuation procedures with staff and students

#### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. For drill purposes please evacuate the building to (primary evacuation location)"
- Identify staff member to contact 911, if necessary (do not actually call since it is only a drill):
  - Be prepared to provide detailed information about the nature of the situation
- All outdoor activities are stopped and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site:
  - Account for all students and staff
  - Designate a location for student checkout. This area should be separate from where students are assembled
  - Set up tables for the sign out area. Ideally one table per grade level

#### Drill Procedures

- Staff member(s) responsible for bringing student PIFs (either hard copies or electronic copies) should have them readily accessible
- Identify staff members responsible for releasing students to authorized adults. Ideally one staff member per grade level
- Identify staff member(s) responsible to act as runners to assist in student release process. These staff members should have access to 400mhz radios
- Identify an area where parents/guardians will park
- Staff should monitor students and remain at the evacuation site
- Selected staff should monitor and observe the drill

#### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill

#### Additional Information

In the event of an evacuation requiring dismissal from an alternative site, Security Communications will notify designated district personnel and departments as needed



**WICHITA**  
PUBLIC SCHOOLS

## Violent Intruder (Armed)—Evacuation Drill (Run, Hide, Fight) Elementary Level

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Evacuation procedures with staff and students
- All staff should view the district's Run, Hide, Fight video  
<https://www.youtube.com/watch?v=iv9jiojOfOM>

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, Safety Services, and other public safety agencies will respond

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if a violent intruder is in the building and take necessary action. **For drill purposes you will practice an evacuation.** In an actual situation, each staff member would determine the most appropriate course of action: Run, Hide or Fight"  
**"Evacuate the building"**
- All outdoor activities are stopped, and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Ideally, staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site account for all students and staff
- Remain at the evacuation site until "all clear" is given
- Selected staff should monitor and observe the drill

### Additional Information

At the first sign that there is an actual armed intruder in your building:

- Initial response—get to a safe place
- Alert others and call 911
- Remain calm—it can have a contagious effect on others
- Each situation will be different; assess the situation and take necessary action

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



WICHITA  
PUBLIC SCHOOLS

## Violent Intruder (Armed)—Evacuation Drill (Run, Hide, Fight) Secondary Level

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Evacuation Procedures with staff and students
- All staff and students should view the district's Run, Hide, Fight video  
<https://www.youtube.com/watch?v=iv9jiojOfOM>

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if a violent intruder is in the building and take necessary action. **For drill purposes you will practice an evacuation.** In an actual situation, each staff member and student would determine the most appropriate course of action: Run, Hide or Fight"  
**"Evacuate the building"**
- All outdoor activities are stopped and students and staff already outside of the building should proceed to the evacuation site
- Classroom activities stop
- Staff members should quickly gather students, including any students in the hallway, and proceed to the evacuation site
- Assist with those needing special assistance
- Ideally, staff should take go-kits
- Classroom doors do not need to be locked
- Once at the evacuation site, account for all students and staff
- Remain at the evacuation site until "all clear" is given
- Selected staff should monitor and observe the drill

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis, Safety Services, and other public safety agencies will respond**

### Additional Information

At the first sign that there is an actual armed intruder in your building:

- Initial response—get to a safe place
- Alert others and call 911
- Remain calm—it can have a contagious effect on others
- Each situation will be different; assess the situation and take necessary action

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



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## Run, Hide, Fight Procedures

At the first sign that there is an armed intruder in your building:

- Initial response—get to a safe place
- Alert others and call 911
- Each situation will be different; assess the situation and take necessary action

### **RUN** (Get Out or Evacuate)

- If staff is present, students should follow their instructions
- Escape by exits or windows
- Leave your belongings behind
- Help others escape
- Prevent and warn others along the way about the danger
- If it is safe to do so, go to the evacuation site
- Once at the evacuation site:
  - Account for all students and staff
  - Check for any injuries
  - Staff should continue to monitor students
- Wait for further instructions

**HIDE** (Lock down or Barricade) If evacuation is not possible, students and staff should find a place to hide in an area that can be secured

- Hide until help arrives
- Silence all electronic devices
- Remain calm—it can have a contagious effect on others
- Lock and/or barricade the door
  - Jam door handles—including doors that open into the hallway or handicap accessible handles to prevent the handle from unlatching the door
  - Tie off doors to limit the intruder's ability to open doors
- Remain in place until law enforcement or the incident commander gives the all clear

**FIGHT** (Resist or Neutralize) When RUN or HIDE fail or are not possible FIGHT as a LAST RESORT

- Fight as a last resort
- Attempt to incapacitate the attacker
- Improvise weapons; use any means
- Commit to your actions

### **When Law Enforcement and Public Safety Personnel Arrive:**

- Remain calm
- Keep your hands visible and avoid pointing or yelling
- Know that help for the injured is on the way



## Violent Intruder (Armed)—Lockdown Drill (Run, Hide, Fight) Elementary Level

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Level Two Lockdown procedures with staff and students
- All staff should view the district's Run, Hide, Fight video  
<https://www.youtube.com/watch?v=iv9jiojOfOM>

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, Safety Services, and other public safety agencies will respond

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if a violent intruder is in the building and take necessary action. **For drill purposes you will practice a level two lockdown**"
- In an actual situation, each staff member would determine the most appropriate course of action: Run, Hide or Fight
- All outdoor activities are stopped and students and staff are moved inside or outside the building, as appropriate
- Lock all exterior doors and windows
- Staff members should quickly sweep any students in the hallway into their classroom
- Lock all interior doors (for rooms that are occupied)
- Classroom activities stop. All students and staff should lockdown and hide
- No passes and no students or staff should be in hallways or common areas
- Students and staff should remain in lockdown until "all clear" is given
- Selected staff should monitor and observe the drill

### Additional Information

At the first sign that there is an actual armed intruder in your building:

- Initial response—get to a safe place
- Alert others and call 911
- Remain calm—it can have a contagious effect on others
- Each situation will be different; assess the situation and take necessary action

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



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## Violent Intruder (Armed)—Lockdown Drill (Run, Hide, Fight) Secondary Level

### Before the Drill

- Review building crisis plan with staff
- Review general crisis procedures with students
- Review Level Two Lockdown and Violent Intruder (Run, Hide, Fight) procedures with staff and students
- All students and staff should view the district's Run, Hide, Fight video  
<https://www.youtube.com/watch?v=iv9jiojOfOM>

### Reminders

- Contact Security Communications at 973-2100 to notify them of the drill
- Debrief with staff and students, as appropriate, after the drill
- Send a Parentlink message, as needed, to notify the school community following the drill
- **In the event of an actual crisis**, Safety Services, and other public safety agencies will respond

### Drill Procedures

- Activate the building crisis team and make necessary announcements instructing students, staff and visitors
- Communicate via the public address system, using plain language, "This is a drill. Act as if a violent intruder is in the building and take necessary action."
- **For drill purposes you will practice a level two lockdown.** In an actual situation, each staff member and student would determine the most appropriate course of action: Run, Hide or Fight
- All outdoor activities are stopped and students and staff are moved inside or outside the building, as appropriate
- Lock all exterior doors and windows
- Students and staff in the hallway should go to the nearest classroom
- Classroom activities stop. All students and staff should lockdown and hide
- No passes and no students or staff should be in hallways or common areas
- Students and staff should remain in lockdown until "all clear" is given
- Selected staff should monitor and observe the drill

### Additional Information

At the first sign that there is an actual armed intruder in your building:

- Initial response—get to a safe place
- Alert others and call 911
- Remain calm—it can have a contagious effect on others
- Each situation will be different; assess the situation and take necessary action

### Notes

Per the variance issued by the State Fire Marshal, announce the crisis drill within 5 minutes of the drill taking place. This variance allows the staff and students to know the drill is legitimate, but it doesn't pre-announce the drill too far in advance, possibly allowing someone with ill-intent to use the drill for other purposes.



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## Utility Outage Drill All Grade Levels

### Drill Procedures

Utility failure or incidents are occurrences that may happen at any time. These occurrences may cause minor inconveniences or major damages. Due to the nature of these incidents, this drill is designed as a table top drill for staff

- All staff members should participate in the table top drill activity
- Divide staff into groups of 4-6 at tables. This will allow for discussion and encourage participation from everyone
- Present one of the following scenarios:

*The time is 1:28 p.m. The weather is sunny and 82 degrees with an expected high of 86 degrees.*

*Security Communication notifies the building there has been a water main break in the area. The school may be without water for a few hours.*

*It is a stormy Monday morning. There is rain, thunder, and scattered lightening, but school is still in session. At 9:30 a.m. your school loses power. Security Communications notifies the building Westar is working on the issue, but no timeframe is available.*

- Ask each group to discuss at their tables:
  - Things they would need to consider in the given scenario
  - Possible actions that may be taken; this list should be as complete as possible. Keep in mind some actions may be occurring simultaneously
- After allowing time for group work, have groups share out and discuss

Possible answers may include:

- Considerations:
  - Lunch—will power/water be restored in time
  - Temperature—keeping the building comfortable
  - Water requirements
  - Adequate lighting
  - Restroom facilities
  - Medical requirements

### Drill Procedures

- Options may include:
  - Get more information regarding possible timeframe
  - Wait it out—provide direction for staff and students:
    - No flushing of toilets
    - Use hand sanitizer instead of water
    - Bottled water for drinking
    - Flashlights
  - Involve/get assistance from Facilities and Operations dept.

### Additional Information

In the event of a utility outage, Security Communications will notify:

- Work Order Desk
- Strategic Communications
- Safety Services Department to respond as needed
- Facilities to respond as needed
- Transportation as needed
- Nutrition Services as needed
- Facilities Division personnel will communicate with utility companies to determine an estimated time service will be restored
- Facilities Division or utility company personnel will be dispatched to make repairs as needed
- In an actual situation where the building is unable to be occupied/reentered, dismissal would occur from the evacuation site. Refer to Reunification Plan



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## Crisis Drill Evaluation

School: \_\_\_\_\_

Type of Drill: \_\_\_\_\_

Date of Drill: \_\_\_\_\_

Time Drill Started: \_\_\_\_\_

Time Drill Concluded: \_\_\_\_\_

**Describe the purpose of the drill:**

**What went well during the drill?**

**What improvements or changes need to be made before the next drill or crisis?**

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

A copy of the completed form should be sent to Safety Services, [safetyservices@usd259.net](mailto:safetyservices@usd259.net)

***If changes are made to your building crisis plan, please submit updated plans to the Safety Services Department.***



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**CLARK COUNTY OPERATIONS REVIEW**



# **Review of the Business Operations of the Clark County School District**

**December 2018**

Dr. Jesus F. Jara, Superintendent of the Clark County School District (CCSD), requested that the Council of the Great City Schools (CGCS) conduct a high-level management review of the school district's business operations.<sup>1</sup> He requested that the Council --

- Review, evaluate, and comment on the structure and operations of the district's Office of the Chief Operating Officer, including several of the departments within that organization (Facilities, Purchasing, Transportation), and provide comparisons, metrics, and other benchmarking data on how the district spends its funds and provides services.<sup>2</sup>
- Identify opportunities to improve existing processes, internal controls, organizational structures, spans of control, and communications within and between departments.
- Develop recommendations that would assist the Office of the Chief Operating Officer in achieving greater operational efficiency, effectiveness, and would enhance its strategic value to the school district.

The Council used two approaches to fulfill these requests. The first approach involved a survey of divisions and departments asking them to rate themselves on a series of industry "best practices and indicators" and to provide documentation and detailed explanations to support the rating. The completed survey was returned to the Council and reviewed prior to a site visit described below. A full copy of the completed survey, which includes survey components, analysis, and scoring can be found in Attachment E of this management letter.

The second approach involved an onsite visit to the Clark County School District (Nevada). The Council assembled a Strategic Support Team (the team) of senior managers from other major urban city school systems across the country. These individuals have extensive experience in school business operations, facilities, school construction, technology, and strategic planning. The team was composed of the following persons. (Attachment A provides brief biographical sketches of team members.)

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<sup>1</sup> The Council has conducted over 300 organizational, instructional, management, and operational reviews in over 60 big city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment F lists the reviews that the Council has conducted.)

<sup>2</sup> The Council team was unable to review the food services operations of the school district, but it agreed to return to do so and to provide more in-depth analysis of transportation operations.

Robert Carlson, Project Director  
Director, Management Services  
Council of the Great City Schools (Washington, D.C.)

David Palmer, Principal Investigator  
Deputy Director (Retired)  
Los Angeles Unified School District (California)

James Beekman  
General Manager, Transportation  
Hillsborough County Public Schools (Florida)

Willie Burroughs  
Chief Operations Officer  
San Antonio Independent School District (Texas)

Joseph Gomez  
Assistant Superintendent (Retired)  
Miami-Dade County Public Schools (Florida)

Bruce Husson  
Assistant Superintendent, Business Services (Retired)  
San Diego Unified School District (California)

Drew Rowlands  
Chief Operations Officer  
San Diego Unified School District (California)

Christopher Steele  
Assistant Superintendent, Budget and Planning (Retired)  
Portsmouth Public Schools (Virginia)

Jamie Torrens  
Chief Facilities Officer  
Miami-Dade County Public Schools (Florida)

Arny Viramontes  
Chief of Staff (Retired)  
Dallas Independent School District (Texas)

Maurice Woods  
Chief Strategy and Information Officer  
Broward County Public Schools (Florida)

The team reviewed the survey, other key documents, and data provided by the district before and during a four-day site visit on November 13-16, 2018. The general schedule for the site

visit is described below, and the complete working agenda for the site visit is presented in Attachment B.

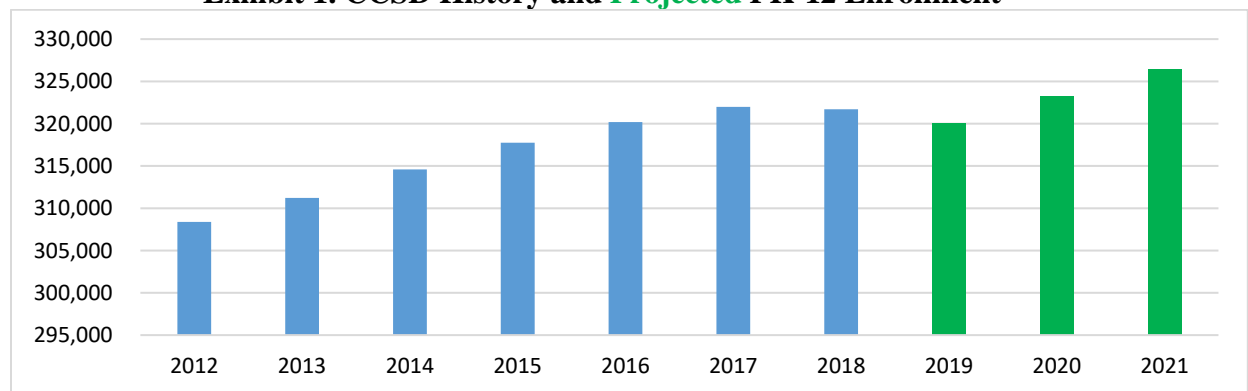
The team met with Superintendent Jara and Chief of Staff, Jennifer Cupid-McCoy, during the evening of the first day of the site visit to discuss expectations and objectives for the review and make final adjustments to the work schedule. The team used the second and third days of the site visit to conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C), and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).<sup>3</sup> The final day of the visit was devoted to synthesizing and refining the team’s findings and recommendations and providing the Superintendent and Chief of Staff with a briefing on the team’s preliminary findings.

The Council sent the draft of this document to team members for their review to affirm the accuracy of the report and to obtain their concurrence with the final recommendations. This management letter contains the findings, comparative data, and recommendations that have been designed by the team to help improve the operational efficiency and effectiveness of the Clark County School District’s business operations.

### Clark County School District

Clark County School District, the fifth largest school district in the nation,<sup>4</sup> operates 360 schools (226 elementary schools, 59 middle schools, 49 high schools, 19 alternative schools, and seven special schools). The district covers a geographic area of approximately 7,910 square miles<sup>5</sup> and currently educates a diverse enrollment of over 320,000 students, supported by nearly 41,800 employees.<sup>6</sup> Exhibit 1 below displays seven years of enrollment history, and projects an upward enrollment through 2020-2021.<sup>7</sup>

**Exhibit 1. CCSD History and Projected PK-12 Enrollment**



Source: CGCS, Using Data Provided by the CCSD

<sup>3</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.

<sup>4</sup> Source: <https://newsroom.ccsd.net/wp-content/uploads/2018/01/5730.2-Fast-Facts-English-rev.1.19.18.pdf> .

<sup>5</sup> Source: *Ibid.*

<sup>6</sup> Source: CCSD *Employee Count by Group* Monthly Report, dated November 1, 2018.

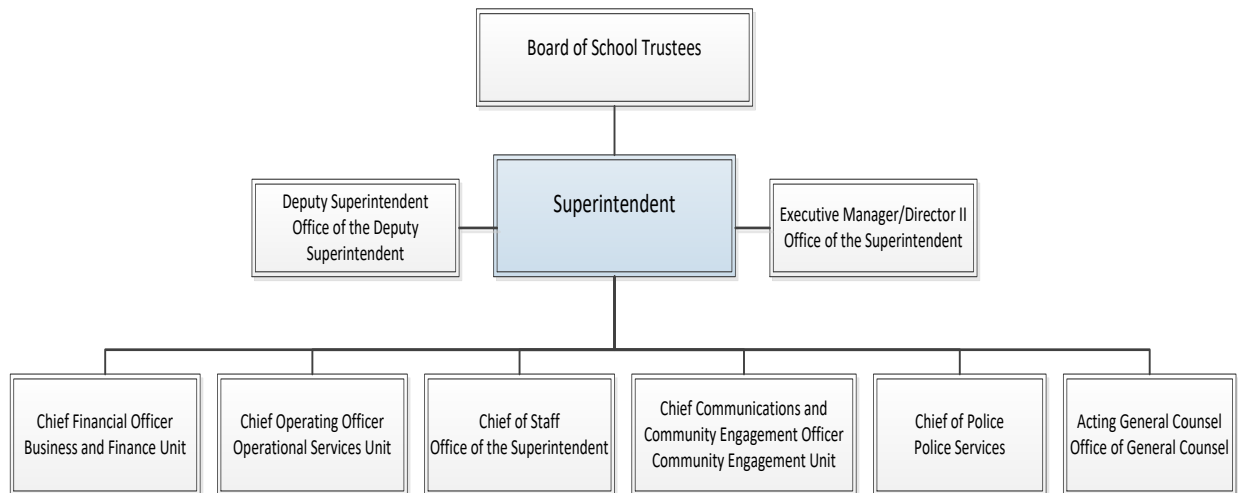
<sup>7</sup> Source: FY18 CCSD Comprehensive Annual Fiscal Report.

The CCSD general operating fund budget for FY19 is \$2.457 billion. CCSD is funded through a combination of local sales tax (41.4% of the total general operating fund revenue), state funding (31.3%), property tax funding (19.1%), government services tax, federal support and other (5.7%), and opening fund balance (2.5%).<sup>8</sup>

The Clark County Board of School Trustees governs and is responsible for policymaking and oversight of the Clark County School District. The board is an elected body made up of seven individuals, one from each district within the county, that are elected to four-year staggered terms. The Vision Statement of the Board reads: *All students progress in school and graduate prepared to succeed and contribute in a diverse global society.*

The board appoints the Superintendent of Schools, who is responsible to the board for the efficient and effective operation of the school system. The superintendent is responsible for the competent management of the district’s resources. Exhibit 2 below shows the organizational structure of the Office of the Superintendent and his eight direct reports.

**Exhibit 2. Office of the Superintendent Organizational Chart**



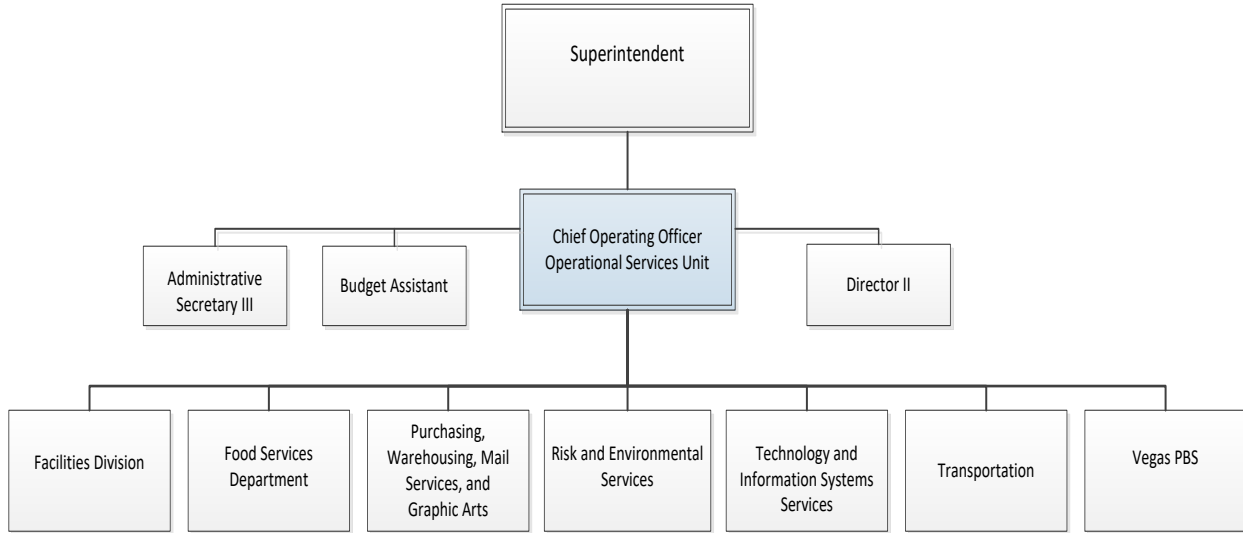
Source: CGCS, Using Data Provided by the CCSD

**Office of the Chief Operating Officer**

The Chief Operating Officer (COO), who is a direct report to the Superintendent, has responsibility for Facilities; Food Services; Purchasing, Warehousing, Mail Services, and Graphic Arts; Risk and Environmental Services; Technology and Information Systems Services; Transportation; and the Vegas PBS. Exhibit 3 below presents an overview of the COO’s functional organizational structure and Exhibit 4 provides general staffing and budget information for the departments reporting to the COO.

<sup>8</sup> Source: CCSD *Fast Facts* 2018-2019, located at: <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf> .

**Exhibit 3. Office of the Chief Operating Officer Organizational Chart**



Source: CGCS, Using Data Provided by the CCSD

**Exhibit 4. Staffing<sup>9</sup> and Budget Data for Departments Reporting to the Chief Operating Officer**

Staffing and Budget Data for Departments Reporting to the Chief Operating Officer											
Department	FY18	FY19	FY18	FY19	FY2016		FY2017		FY2018		FY2019
	FTE		Total Positions		Budget	Actual	Budget	Actual	Budget	Actual	Budget
Office of the COO	3.00	2.80	3.00	3.00	\$ -	\$ -	\$ 235,750	\$ 290,111	\$ 618,662	\$ 527,651	\$ 530,999
Facilities Division	2,065.66	2,137.18	2,254.00	2,220.00	510,205,544	244,727,943	739,511,349	421,090,301	856,883,261	467,701,571	906,634,520
Food Services	496.94	530.11	3,166.00	3,483.00	125,213,541	120,267,508	130,178,415	124,511,653	145,490,791	121,269,558	152,289,825
Purchasing, Warehousing, Mail Services, and Graphic Arts	81.05	81.05	84.00	84.00	9,741,059	8,543,812	10,116,864	7,768,098	9,191,372	8,139,938	8,946,327
Risk and Environmental Services	42.00	41.00	43.00	42.00	24,867,784	29,393,041	27,009,869	29,762,916	27,837,532	30,578,651	28,515,984
Technology and Information Systems	184.50	188.12	186.00	199.00	38,680,989	42,832,754	45,372,695	42,978,491	41,959,598	39,676,681	41,638,814
Transportation	1,513.54	1,503.92	2,261.00	2,303.00	125,650,153	114,950,922	124,961,381	121,174,478	127,866,188	122,233,653	130,765,169
Vegas PBS	80.00	69.00	90.00	79.00	10,809,172	14,244,994	14,183,970	14,364,830	13,560,450	13,484,522	14,332,854
<b>Total</b>	<b>4,466.69</b>	<b>4,553.18</b>	<b>8,087.00</b>	<b>8,413.00</b>	<b>845,168,241</b>	<b>574,960,974</b>	<b>1,091,570,293</b>	<b>761,940,878</b>	<b>1,223,407,854</b>	<b>803,612,225</b>	<b>1,283,654,492</b>

Source: CGCS, Using Data Provided by the CCSD Chief Financial Officer

**Findings**

The findings of the Council’s Strategic Support Team are organized around six general areas: Commendations, Leadership and Management, Organization, Operations, Survey of Best Practices, and Performance Metrics and Comparisons. These findings<sup>10</sup> are followed by recommendations in each area.

<sup>9</sup> FTE and position totals are presented for comparison only as school-site custodial staff are no longer reported as facilities division employees.

<sup>10</sup> Review teams often identify areas of concern that may go beyond the intended scope of the project. As a service to our member districts, any concern that rises to a high-level is included in the report.

**Commendations**

- Even with a history of salary and longevity freezes, many support staff members interviewed maintain a “can-do” and “caring” attitude toward their work.
- District policy requires that school buses be replaced on staggered 14-year cycles.
- The district’s practice of using prototypical design and a kit-of-parts concept has reduced new construction costs over the years and has increased flexibility at diverse site configurations.
- The team noted that CCSD scored in the “best quartile” on multiple 2016-2017 CGCS *Managing for Results*<sup>11</sup> operations Key Performance Indicators (KPI).<sup>12</sup> Exhibit 5 below displays CCSD best quartile rankings of departments included in this review.

**Exhibit 5. Best Quartile Ranking of CCSD Key Performance Indicators**

Function	Key Performance Indicator	CCSD	CGCS National Median
Maintenance and Operations	Custodian Supply Cost Per Square Foot	\$0.01	\$0.11
	Recycling - Percent of Total Material Stream	42.90%	23.40%
	Work Order Completion Time (Days)	1	16
Purchasing	Procurement Savings Ratio	6.90%	3.00%
	Strategic Sourcing Ratio	84.10%	30.70%
	Warehouse Stock Turn Ratio	7.70	3.90
Transportation	Bus Fleet - Alternatively-Fueled Buses	100%	16%

Source: CGCS KPI Project

- The district’s science kit management and procurement strategy is considered a best practice and has provided significant district savings.
- The building department is managing inspections effectively, tracking 90-95 percent of inspections completed within 24 hours of receipt of request.
- The district is restarting a badly needed facilities condition assessment program to determine facility needs.

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<sup>11</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.

<sup>12</sup> A key performance indicator (KPI) is a type of performance measurement.

## Leadership and Management

- There appears to be a culture in the district of relying on out-of-date practices with no apparent sense of urgency to bring it into the 21<sup>st</sup> century and generate needed change. For example--
  - Business plans with goals and objectives, benchmarks, accountabilities, timelines, deliverables, cost estimates, cost-benefit analysis, return on investment, and other analytics are generally not used or required. To illustrate--
    - Transportation is considering introducing a new bus type to the fleet at the cost of several million dollars. No business plan was available for the team to review;
    - The facility division has numerous system initiatives underway without clear evidence of implementation or change-management plans;
    - There was little evidence of analysis of costs of using contracted services to fill staffing needs, especially in the current tight labor market and considerable vacancies in facilities and transportation. Additionally, there appeared to be little consideration of contracted staff augmentation to adjust staffing to the up-and-down cycles of bond-funded capital programs and decreasing the need for periodic reductions in force; and
    - The team found no business case or analysis justifying what work could be performed more cost effectively by district staff vs. the cost of contracting or purchasing for the same services or products from outside vendors. With the critical shortage of in-house trades staff, personnel could be repurposed to more cost-effective tasks and projects. For example--
      - The team saw district staff constructing new cabinets for classrooms. The team was very confident that cabinets could be refurbished or replaced far more cost effectively by procuring “ready-made” cabinets,
  - There was no uniform methodology for identifying or establishing opportunities for continuous improvement, cost savings, or revenue generation. For example--
    - Contracted providers were generally not evaluated. There were no documented instances of vendor removal due to contractor underperformance. There appeared to be minimal tracking, monitoring, or evaluation of contractor performance metrics;
    - The district is accepting less than currently competitive rebate revenues from the P-Card provider that the district is now contracting with. A more competitive rebate rate has the potential to increase district rebate revenues several hundred thousand dollars annually;
    - The use of P-Cards is not fully leveraged to reduce cycle times, purchase order costs, or improve efficiencies in the procurement of low-value non-contract purchases;



- There was no energy management or conservation program in place. Formal energy conservation plans, goals, or staff training to achieve any level of cost savings do not exist, and there was no one designated to manage an outside entity if one were to be brought in;
  - The district does not utilize Leadership in Energy and Environment Design (LEED) certified projects, resulting in higher energy costs to the district when new construction comes online; and
  - There was a general lack of knowledge about the E-Rate program in technology purchases that could result in lost revenue opportunities.
- The team saw no evidence that the district has an up-to-date long-term facilities master plan;
  - The team found no evidence of a formal plan for predictive, preventive, or routine maintenance programs, which has caused a considerable (and growing) unfunded deferred maintenance<sup>13</sup> backlog currently estimated to be in the six-billion-dollar range. No formal process identifies or prioritizes deferred maintenance projects. There was no replacement cycle plan for school-site mechanical equipment and other site needs. As a result --
    - When facility (roof, HVAC, life safety, security, plumbing, electrical, etc.) systems are not proactively maintained, these systems follow an accelerated deterioration curve and fail prematurely, sometimes years *before* their designed life expectancy;
    - Deferring maintenance magnifies many times over the costs of maintaining a school facility;
    - Work orders and emergency calls from schools become the sole drivers or determinants of maintenance activity, resulting in the maintenance department not able to engage in proactive measures to ensure that critical equipment and systems are maintained to maximize lifetime effectiveness; and

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<sup>13</sup> Deferred maintenance is a measure of the preventive and regular maintenance, minor and capital repairs, and capital system and component replacements that are needed to extend the life of the facility to achieve its projected life expectancy but that have been postponed to a future date beyond the recommended service interval or breakdown. Deferred maintenance results in a) increased overall costs of managing and operating facilities; b) increased incidence of unplanned and more costly urgent and emergency repairs; c) increased incidence of disruptions to delivering instructional programs; d) increased risk of defaults on warranties of equipment and building components; and e) premature failure of buildings and equipment, requiring significant and often unbudgeted capital expenditures and their accompanying debt-service costs. (Source: CGCS publication, *Reversing the Cycle of Deterioration in the Nation's Public School Buildings*, October 2014.)

- There was no consideration of vertical construction to reduce campus footprints, especially in areas of higher real estate costs. The district appears averse to multi-story buildings, which limits site acquisition options.
- There was a lack of communication channels up-and-down and side-to-side within and between departments and outside agencies. The team was told that --
  - Departments work in silos with little communication between and among staff teams;
  - Maintenance was not involved in the implementation of the current maintenance management software platform procured and, as a result, there is a reluctance to use it;
  - Key department staff are not at the collective bargaining table nor are they asked for input on potential bargaining agreement changes that could affect their operations;
  - There was no feedback loop from the team handling construction warranties to the construction management group to affect future designs, lessons learned, or to be used as input on contractor evaluations;
  - There was weak intra-and interdepartmental collaboration because regular staff meetings do not exist at all levels;
  - A communications resource in the facilities department dedicated to bond issues has had minimal collaboration and communication with the district's community engagement office staff;
  - Requests, such as the extensive deployment of security cameras for forensic purposes (over 130 cameras in an elementary school), are made without any clear articulation as to the operational benefits to justify additional construction costs; and
  - The lack of coordinated communication with local government jurisdictions has caused delays and potentially additional construction costs.
- Although the district's Police Services Department's organizational chart shows the presence of an emergency management office, several staff members interviewed indicated the district lacks an integrated emergency management framework and are unaware of, or have not participated in, the district's use of scenario-based tabletop drills.
- The team found few analytical tools, such as surveys and key performance indicators (KPIs), used to measure and compare performance to increase effectiveness, achieve greater efficiencies, set targets, or guide process or continuous improvement efforts. To illustrate--

- Although the district annually solicits feedback from students, parents, and staff regarding central services,<sup>14</sup> this survey does not seek student or parent feedback on their perception of the quality of all direct business services received, such as food and transportation;<sup>15</sup> and
- Although the district submits data into the CGCS annual KPI survey, *Managing for Results*,<sup>16</sup> the team found little evidence the data was leveraged to measure the effectiveness or performance levels of departments and their sub-units, or to identify positive and negative trending.
- The team heard a number of challenges faced by departments as a result of the implementation of Assembly Bill 469.<sup>17</sup> Specifically --
  - Custodial resources and staff were shifted to school sites under the management of the principal; however, the “central office” must provide and pay for custodial substitutes. This practice minimizes the incentive for schools to require high levels of custodian attendance;
  - It was reported that principals have the authority to change bell schedules, irrespective of resulting hardships that may affect the transportation department and its resources;
  - There appears to be no centralized program or procedure in place for the rental of school facilities and other facility-use transactions. As a result--
    - Schools operating independently in this area have the potential to violate leases and other real estate contracts;
    - Many properties provided to the district through the Bureau of Land Management (BLM) come with specific restrictions. The team was told that some school principals are entering into agreements that allow easements that may conflict with current BLM-CCSD agreements; and
    - There is the potential for a significant lack of fund accountability when principals make financial agreements with after-hour school-building users without appropriate internal controls in place.

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<sup>14</sup> The Central Services Survey is required by Nevada Assembly Bill 469, Section 31 to be administered annually to gauge central services staff members’ perceptions of their own workplace and ability to serve schools as well as school staff perceptions of central services and satisfaction with the services provided by central services. Source: <https://aarsi.ccsd.net/research/central-services-survey/> .

<sup>15</sup> The team was told that previously some departments conducted their own customer satisfaction surveys, but no longer do so.

<sup>16</sup> The Council’s *Managing for Results* report is a performance measurement and benchmarking tool that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation.

<sup>17</sup> AB 469 transferred more authority, accountability, and responsibility to local schools. This bill was signed into law on May 8, 2017, by Nevada Governor, Brian Sandoval. Source: <http://gov.nv.gov/News-and-Media/Press/2017/Governor-Sandoval-Signs-CCSD-Reorganization-Implementation-Bill,-Other-Measures-into-Law/> .

- The team heard multiple examples of a lack of due diligence, a lack of appropriate internal controls in place, or a lack of best practices being followed. For example --
  - The failure to appropriately review land surveys and underground utility locations have resulted in structures being built over monitoring wells or gas lines that were damaged during construction;
  - Managers and supervisors are in the same collective bargaining unit of the employees they supervise and evaluate;
  - Potential conflicts exist when the *same* few district staff are assigned to the committees that make procurement decisions, as independent third parties are not included on these committees;
  - The Office of the General Counsel does not routinely review architect, engineer, and construction contracts;
  - Documented departmental policies, processes, and procedures, customarily used for quality control, improving productivity, and increasing effectiveness and efficiencies are inconsistent or nonexistent in departments;
  - Purchasing department staff members do not participate in, provide expertise for, or exercise professional oversight in the construction contracting process, even though an independent 2005 audit<sup>18</sup> of construction management recommended that procurement activities should be conducted by the purchasing department; and
  - The management of bond funds and the management of construction work are co-mingled in the same division. As a result, potential conflicts exist relating to reporting structures and necessary internal controls. As a best practice, other districts have addressed this by positioning bond-fund management in the division of the Chief Financial Officer, while enabling the facilities or construction division to manage the work.
- The team found no deliberative, proactive succession plan, capacity building, or cross-training in critical functions to ensure continuity in the event of leave, retirement, promotion, or resignation of crucial department staff.
- The team heard from interviewees concerns about the lack of employee training and staff development.
- The recruitment and retention of support and skilled trades<sup>19</sup> staff is a significant problem, due in part to--
  - The perceived low priority that the Human Resources Department appears to place on filling these vacancies;

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<sup>18</sup> Audit conducted by Jefferson Wells Management Company, dated October 31, 2005.

<sup>19</sup> Trades include, at a minimum, plumbers, carpenters, electricians, and heating and air conditioning technicians.

- The time to onboard employees is not formally tracked so choke points cannot be identified and corrected;
- The competition for skilled trades workers within the region;<sup>20</sup>
- The lack of an exit interview requirement to track reasons why employees voluntarily separate from service; and
- Salary schedules and longevity increases repeatedly frozen for long periods. To illustrate, Exhibit 6 below tracks the starting bus-driver hourly pay rates, which increased a net total of *one percent* from 2010-2011 school year to the current 2018-2019 school year.

**Exhibit 6. Bus Driver Starting Hourly Pay Rate History**

School Year	Bus Driver Starting Hourly Pay Rate	Notes
2010-2011	\$15.15	Steps frozen; no longevity
2011-2012	\$14.90	1.625% reduction effective 1/1/2012 . Decrease salary schedules 1.125% for employee’s share of PERS increase. Fund step increases through insurance reserve fund (1/2 year). Decrease salary schedule by 1/2% to cover PERS increase of 2009
2012-2013	\$14.90	Salary freeze; no longevity
2013-2014	\$15.20	Effective 7/1/2013. No increment movement on steps; Salary schedule raised by 2%; Longevity payments given
2014-2015	\$15.20	Continuation of terms of 2013-2014 CBA (no steps / no additional raise / longevity given)
2015-2016	\$15.13	0.446% reduction effective 7/1/15. Salary freeze, steps & longevity. No COLA
	\$14.96	Effective 7/12/15. Per salary schedule dated 7/12/15, “Combined Contract and PERS Rate Decreases”
2016-2017	\$15.13	1.125% increase - Effective 1/1/2017
	\$15.30	1.125% increase - Effective 4/1/2017
2017-2018	\$15.30	No Step movement, no salary increase
2018-2019	\$15.30	

Source: CGCS, with Salary Schedules Provided by CCSD

**Organization**

- The team found numerous anomalies when reviewing department organizational charts and position data provided by the district. For example--
  - Department organizational charts were not standardized in format, depth, or file type;

<sup>20</sup> The team was told of multi-billion-dollar building expansions currently occurring in the region.

- Some organizational charts reviewed did not appropriately distinguish between line and staff functions;<sup>21</sup>
- Some position titles on organizational charts appeared mislabeled in that the position title could not be found in the online job-description listing;<sup>22</sup>
- Position levels (i.e., Director I, II, III, or Coordinator I, II, III) were inconsistently labeled on organizational charts. Some organizational charts simply titled the position “Director” or “Coordinator” without identifying the level, which made determining position value and scope impossible;
- Several department head position titles listed on the COO organizational chart were not the same position titles listed on organizational charts provided by the departments;
- Organizational charts did not include all positions within the department; and
- Not all position titles listed on organizational charts could be found in the position summaries provided by the district. As a result of the above--
  - What should have been a routine process of “connecting the dots” became an impossible task. In other words, the team was not able to crosswalk position titles with job descriptions with position summaries on organizational charts, all of which were necessary to confirm as appropriate each department’s organizational structure, the scope of responsibilities, and staffing levels.
- Functional misalignments in the COO organizational structure were identified due to reporting relationships not appropriately positioned for a district this size. For example--
  - The Purchasing function is misaligned in that the current placement of this activity jeopardizes spending and other internal control best practices, as this function generally reports to a Chief Financial Officer;
  - The Risk and Environmental Services function is misaligned in that risk management generally reports to someone in the Office of the Superintendent or the Office of the Chief Financial Officer;
  - The Information and Technology Systems function is misaligned in that current best practices recognize this function as an essential enterprise-wide strategic responsibility and should report directly to the Office of the Superintendent;
  - Vegas PBS station oversight is misaligned in that the district’s Office of Communications and Community Engagement can provide more appropriate

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<sup>21</sup> A line function or position has authority and responsibility for achieving the major goals of the organization. A staff function or a position whose primary purpose is providing specialized expertise and assistance to line positions.

<sup>22</sup> Source: <https://ccsd.net/employees/prospective/descriptions/>.

management and can better leverage district initiatives and community outreach along with managing this medium; and

- The Contracts, Procurement and Compliance Unit, currently located in the facilities division, is misaligned in that this function is more appropriately positioned in the Purchasing Department, where procurement and contracting best practices can be applied by experienced procurement professionals who can provide oversight of strategic contracting; the use and propriety of alternative methodologies; and a working knowledge and understanding of associated risks and benefits in construction procurement practices.
- The district's lack of a position control system has allowed more positions to be created than budgeted. The team was told that a position control system was in development.
- Many key job descriptions reviewed were found to be outdated, and many did not reflect current responsibilities and reporting relationships. For example--
  - Five of the seven department heads reporting to the COO were shown as reporting to the CFO on their job description, which had not been revised in at least ten years.
- The team found no evidence of enterprise-wide program management function, strategy or governance structure in place to coordinate strategic priorities or resolve conflicts. As a result--
  - There were no controls in place to ensure the district's leadership team has complete, accurate, and timely information to make appropriate management decisions or conduct strategic planning; and
  - There was an absence of methodologies in place to ensure that strategies, directions, and instructions from management were coherent and carried out systematically or piloted expertly.
- The team found spans of control (i.e., twenty-four direct reports to a maintenance director) too broad to be effective. Large spans of control contribute to--
  - A lack of internal controls and checks and balances due to the comingling of otherwise separate functions and duties;
  - A lack of efficiency and effectiveness;
  - The fostering of information islands and operational silos;
  - The negative impact on processes, systems, business units, management styles; and
  - Communication breakdowns where employees cannot or do not interact with each other effectively.
- Conversely, the team found one-to-one reporting relationships in several departments. In

other words, some supervisors “supervised” only one person, which is generally recognized as a poor use of resources, funds, and bloated staffing layers.

- The team found some key leadership positions held by employees who may lack the requisite experience, skill sets, or training to effectively perform the duties of the position.
- There appeared to be excessive staff layers in both transportation and facilities. Excessive staffing layers--
  - Negatively impact internal and external communications;
  - Create bottlenecks and choke points;
  - Create silo mentalities in staff;
  - Cause duplication of efforts; and
  - Inflate costs associated with excessive FTEs who are unnecessarily assigned to mid-level management and supervisory positions.
- The team saw no evidence that department organizational structures and workflows had been examined, and if staff and positions could be repurposed to achieve operational efficiencies and effectiveness.

## **Operations**

- The team identified operational weaknesses that could create long-term negative impact or place the district at risk. Specifically--
  - There is an apparent lack of a business continuity/disaster recovery plan in place;
  - It was reported that due to funding limitations the district is no longer following the best practice of custodial inspections;
  - Consistency in custodial efforts appear to be jeopardized by transferring the oversight of the custodial function to individual school sites; and
  - Third party independent cost estimates are not used to validate construction bids, even when budgets are substantially exceeded.
- CCSD conducts an annual *Central Services Survey* that students, parents, and district staff are encouraged to participate in. These data can be used to view customer satisfaction and identify areas for improvement. Exhibit 7 below displays only the facilities and operations questions contained in the various surveys.



**Exhibit 7. 2017-2018 Central Services Survey (Facilities and Operations Questions)**

Student Questions and Responses (Percent Positive)	
In my experience, at this school everything works or gets fixed quickly.	63.7%
The equipment and facilities at this school work well.	84.1%
The heating and air conditioning work well at this school.	69.3%
The technology (computers, iPads, mobile devices, etc.) works well at this school.	80.1%
This school is clean.	65.6%

Parent Questions and Responses (Percent Positive)	
Teachers at my child’s school keep their classrooms clean and organized.	96.9%
The equipment and facilities at my child's school work well.	93.0%
The school building is clean and well-maintained.	94.1%

Staff Questions and Responses (Percent Positive)	
The equipment and facilities at this school work well.	78.8%
The school building is clean and well-maintained.	85.7%
There are an adequate number of instructional materials and basic supplies at this school.	76.7%
There is adequate instructional space at this school.	79.8%

Source: CCSD Assessment, Accountability, Research, and School Improvement Division

- The team heard that the last time school boundaries were evaluated or changed was 1994, which seems remarkable given the amount of school construction that has taken place since then--approximately 160 schools have opened or reopened.<sup>23</sup>
- The large size of the district’s land mass (7,910 square miles) and rapid growth have been used as justifications for not addressing obvious operational deficiencies or shortcomings when, in fact, over 90 percent of the district’s schools are within a 12-mile radius of the central Las Vegas area.
- Poor employee attendance can be attributed, in part, to the current illness leave “use-it or lose-most-of-it” policy.<sup>24</sup>
- The team was told that there is a lack of cross-departmental collaboration on project data analysis, e.g., demographers do not work with research and accountability for predictive analysis.
- Several key personnel interviewed stated they were not at the table when critical decisions were made, such as strategic planning, department software procurement, or changes that impacted their operations.
- The *Central Services Survey* also solicits employee feedback regarding the department (or division) they are currently assigned. The “Admin” column is the percentage of positive responses by CCSD administrators, the “Licensed” column is the percentage of positive

<sup>23</sup> Source: CCSD FY18 Comprehensive Annual Financial Report.

<sup>24</sup> Per the Chief Human Resources Officer, employees that elect to “cash-out” their unused sick leave hour balance receive “pennies on the dollar.”

responses by CCSD teachers, the “Support” column is the percentage of positive responses by CCSD support staff, and the “All” column are the combined percentages of positive responses to each question. Exhibit 8 below displays survey data for all employees who are assigned to the Office of the Chief Operating Officer and those departments that report to him. Similar exhibits that follow display the results of employees assigned to that specific department. This survey data can provide insight into how employees view their department.

**Exhibit 8. Combined Staff Responses of all Departments Reporting to the COO**

<b>Combined Staff Responses from all Departments Reporting to the Office of the Chief Operating Officer</b>				
(Percent Positive)	Admin	Licensed	Support	All
Received a response within two working days after contract?	51.25%	59.43%	73.72%	62.47%
The commitment to address my needs?	46.25%	51.18%	70.37%	56.34%
Professionalism of the response?	58.75%	62.56%	76.30%	66.20%
The overall satisfaction with the services provided?	52.50%	50.23%	67.88%	56.25%

Source: CCSD Assessment, Accountability, Research, and School Improvement Division

- The team also identified or heard from interviewees the following areas of concern about facilities --
  - There has been high employee turnover in the department since the passage of the 2015 bond;
  - A significant loss of district and department historical and institutional knowledge has disappeared due to the departure of an aging workforce. Also, there is some evidence of disputes and conflicts between remnants of the aging workforce and the arrival of a new, less experienced workforce;
  - Implementation of the maintenance management software system has resulted in the increased manual processing of requisitions. Additionally, the maintenance management software does not interface with the district’s ERP<sup>25</sup> legacy platform requiring data from one system (maintenance management) to be manually entered into another (ERP) system;
  - Repairs and upgrades performed by the maintenance department are not being captured in the facilities management database, resulting in outdated facilities deficiency information;
  - Maintenance repair backlogs have resulted in school closures, the need to relocate students, and loss of instructional time. What should have been preventive or routine maintenance work was funded out of capital project accounts at significantly higher costs;

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<sup>25</sup> Enterprise Resource Planning.

- Some maintenance work formerly completed by building engineers is now performed by less technically qualified school-site custodial staff;
- There appears to be no concerted effort to ensure every school is occupied to capacity;
- There seems to be a disconnect between the level of desired service (e.g., APPA<sup>26</sup> level one service) and cost impact. This is due, in part, to the decentralization of custodial services and the resulting inconsistent delivery of clear APPA standards and expectations;
- Even with a facilities software system in place, staff could not articulate work order turn times or the extent of the district's maintenance backlog;
- Using the most current maintenance and operations CGCS KPI<sup>27</sup> survey data entered by CCSD staff, the team noted that--
  - The CCSD custodial work cost per square foot was \$2.25 vs. the CGCS median custodial work cost per square foot of \$1.59 (district custodians maintain approximately 37,335,000 square feet, which includes school buildings, portable classrooms, administrative offices, and other service facilities),<sup>28</sup>
  - The CCSD routine maintenance cost per work order was \$766.00, vs. the CGCS median routine maintenance cost per work order of \$470.00;
  - The CCSD square footage custodial workload was 23,350 square feet, vs. the CGCS median square footage workload of 26,381 square feet;
  - The CCSD utility costs per square foot was \$1.97 vs. the CGCS median utility costs per square foot of \$1.23;
  - The CCSD electricity usage per square foot was 14.30 (KWh)<sup>29</sup> vs. the CGCS median electricity usage per square foot of 9.20; and
  - The CCSD water (non-irrigation) usage per square foot was 92.7 gallons, vs. the CGCS median water (non-irrigation) usage per square foot of 13.2 gallons.
- Exhibit 9 below shows the results of the Facilities Division staff survey.

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<sup>26</sup> In the late 1960's through the early 1990's, APPA formally stood for the Association of Physical Plant Administrators. Today, the association is known as *APPA: Leadership in Educational Facilities* and is most easily recognized and referred to as simply "APPA."

<sup>27</sup> Source: 2016-2017 CGCS *Managing for Results* report.

<sup>28</sup> Source: Undated document titled, *Creation of a Fund for Maintenance, Operations and Facility Renewal for CCSD Facilities*.

<sup>29</sup> Kilowatt-hour.

**Exhibit 9. Staff Responses - Facilities Division Staff**

Responses from Facilities Department Staff (Percent Positive)				
	Admin	Licensed	Support	All
Received a response within two working days after contract?	22.22%	40.74%	37.50%	33.96%
The commitment to address my needs?	16.67%	28.57%	37.50%	25.93%
Professionalism of the response?	27.78%	48.15%	62.50%	43.40%
The overall satisfaction with the services provided?	27.78%	27.59%	37.50%	29.09%

Source: CCSD Assessment, Accountability, Research, and School Improvement Division

- The team also identified the following areas of concern regarding purchasing and warehousing--
  - Based on vendor-spend (\$98 million, which equals 14.5 percent of total department spend),<sup>30</sup> the allocation of staff resources to the technology and instructional section (14 buyers) in the purchasing department appears excessive;
  - Food buyers are not involved in menu planning, which, if they were, would provide better-forecasted requirements to suppliers, and it would possibly yield better pricing;
  - School board policies and regulations related to procurement appear not to be current in that some policies date to 2001;
  - The misinterpretation of aggregate limits in NRS 332<sup>31</sup> results in procurement delays in that staff halts all *vendor* activity at a \$50,000 aggregate, regardless of number of contracts for other commodities a vendor may have with the district. The language in NRS 332 alludes to maximums *per contract* not *per vendor*. As a result, unnecessary staff time is spent identifying other vendors, and preparing and forwarding unnecessary contracts for board action;
  - Some warehouses are experiencing low stock turns and accountability because some items are not entered into inventory. Also, the management of maintenance item inventory is split between purchasing and facilities, which utilize different inventory management systems that do not communicate with each other, and both departments are warehousing duplicate items; and
  - The district warehouse lacks a locator system, which results in unnecessary staff time or delays in locating commodities and filling orders.
  - Using the most current procurement CGCS KPI survey data entered by CCSD staff, the team noted that --
    - The CCSD procurement costs per \$100K revenue were \$124.00 vs. the CGCS median procurement costs per \$100K revenue of \$97.00;

<sup>30</sup> Source: Department staff.

<sup>31</sup> Nevada Revised Statute (NRS) 332, also known as the Local Government Purchasing Act.

- The CCSD total district FTE’s per procurement FTE was 694.24 vs. the CGCS district FTE’s per procurement FTE median of 940.04;
  - The CCSD procurement threshold for board approval is \$48,804.30 vs. the CGCS median of \$79,195.50;
  - The CCSD procurement acquisition lead time (PALT) for an invitation for bids was 120 days vs. the CGCS median of 70 days; and
  - The CCSD PALT requests for proposals was 132 days vs. the CGCS procurement acquisition lead time median of 100 days.
- Exhibit 10 below displays the results of the Purchasing Department staff survey.

**Exhibit 10. Staff Responses - Purchasing Department Staff**

Responses from Purchasing Department Staff (Percent Positive)				
	Admin	Licensed	Support	All
Received a response within two working days after contract?	0.00%	63.64%	72.73%	62.50%
The commitment to address my needs?	0.00%	50.00%	72.73%	56.00%
Professionalism of the response?	0.00%	72.73%	100.00%	79.17%
The overall satisfaction with the services provided?	0.00%	41.67%	81.82%	56.00%

Source: CCSD Assessment, Accountability, Research, and School Improvement Division

- The team also identified the following areas of concern regarding transportation --
  - It was reported to the team that 97 to 98 percent of buses were always in service. However, the state inspection pass rate was reported at 50 percent;
  - The team was told that approximately 20-25 new bus drivers are trained per month, yet there is still a significant ongoing bus driver shortage;
  - There was a disconnect between the time reported a new general education student (GE) could board the bus and the department policy of not allowing un-rostered students on buses. The time to place a new GE student on the bus was reported to be 24 hours (one-day). Since updated rider and route information is provided to drivers weekly, new students are riding buses before the driver has received the new student’s routing information;
  - The transportation department budget was approximately 7.56 percent of the total CCSD budget. The average CGCS district school transportation budget was 4.09 percent of the district’s budget, and the median was 4.20 percent of the district’s budget;<sup>32</sup>

<sup>32</sup> Source: Survey of CGCS districts conducted in September 2018. Thirty-four of seventy districts responded.

- When department staff was asked how many students are transported daily, answers ranged from 120,000 to 150,000 students. When the team asked the department to verify current ridership data, the team was told the daily ridership was 113,000; and
- Using the most current transportation data from the CGCS KPI survey entered by CCSD staff, the team noted that --
  - The CCSD supervisor to bus driver ratio was 16 drivers per supervisor. The CGCS median for a supervisor to bus driver ratio was 42 drivers per supervisor, which may indicate potential CCSD overstaffing;
  - The CCSD cost for a district-operated bus was \$68,318 vs. the CGCS median cost of \$60,272 for a district-operated bus (CCSD operates approximately 1,640 bus routes);
  - The CCSD fuel (gasoline) cost as a percent of retail was 89.9 percent, vs. the CGCS median cost as a percent of retail of 84.9 percent; and
  - The “corrected” on-time performance for CCSD buses was 94 percent,<sup>33</sup> vs. the CGCS median on-time performance of 99.781 percent.
- Exhibit 11 below displays the results of the Transportation Department staff survey.

**Exhibit 11. Staff Responses - Transportation Department Staff**

Responses from Transportation Department Staff (Percent Positive)				
	Admin	Licensed	Support	All
Received a response within two working days after contract?	35.29%	32.35%	60.00%	40.85%
The commitment to address my needs?	29.41%	20.59%	57.89%	32.86%
Professionalism of the response?	47.06%	35.29%	65.00%	46.48%
The overall satisfaction with the services provided?	35.29%	20.59%	50.00%	32.39%

Source: CCSD Assessment, Accountability, Research, and School Improvement Division

**Survey of Best Practices**

As part of its peer review process, the Council periodically uses a survey instrument that enables a department or division to rate itself on a series of “best practices.” The instrument was adapted from one developed by the Florida Office of Program Policy Analysis and Government Accountability (OPPAGA) and Florida’s Auditor General as a model instrument to assess school system operations.

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<sup>33</sup> The team was told that CCSD does not have the necessary staffing and supports in place to electronically monitor on-time service rates on a day-to-day basis. The CCSD current practice is for drivers to "self-report" when they arrive late (after bell) to school. Per CCSD staff, “As self-reporting process, data reported may not accurately reflect service levels.”

The instrument was developed to help districts 1) use performance and cost-efficient measures to evaluate programs; 2) use appropriate benchmarks based on comparable school districts, government agencies, and industry standards; 3) identify potential cost savings; and 4) focus budget and resources on district priorities and goals, including student performance. The surveys are grounded in a set of “best practices and indicators” that were identified from extensive literature reviews, interviews of education personnel experts, representatives from professional organizations, and educators in other states.

- The survey used in the Clark County School District measured 77 standards and 338 indicators in five areas --
  - Organizational Structure, Staffing and Performance Measures that included five (5) standards and 28 practices,
  - Construction Planning that included 23 standards and 86 practices,
  - Facilities Maintenance that included 21 standards and 76 practices,
  - Student Transportation that included 19 standards and 91 practices, and
  - Purchasing, Warehousing, and Inventory that included nine (9) standards and 57 practices.
- Below is a high-level summary of how CCSD department leadership scored their use of best practices within their departments. A full copy of the completed survey, which includes survey components, analysis, and scoring, can be found in Attachment E of this management letter--
  - Organizational Structure: The Chief Operating Officer reported that his office uses 13 of 28 (46%) indicators of best organizational structure, staffing and performance measures in five standards areas;<sup>34</sup>
  - Construction Planning: The Director of Construction Management reported that his division uses 72 of 86 (84%) indicators of best construction measures in 23 standards areas;
  - Facilities Maintenance: The Directors of the Facility Asset Management and Facility Asset Maintenance Departments reported that their departments use 47 of 76 (62%) indicators of best construction measures in 21 standards areas;

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<sup>34</sup> The Council requested that explanations be provided in the survey instrument and documentation compiled and made available during the site visit to support the departments compliance with the standards and best practices. Except for documents provided by the Facilities Division, the review team could not verify the veracity of the self-assessments since, in many cases, no explanations and little documentation was provided by the other departments during the site visit.

- Student Transportation: The Operations Supervisor and Director of Fleet Services reported their department uses 85 of 91 (93%) indicators of best transportation measures in 20 standards areas; and
- Purchasing and Inventory: The Purchasing Director reported his department uses 47 of 57 (82%) indicators of best purchasing and inventory measures in nine (9) standards areas.

## **Performance Metrics and Comparisons**

This portion of the management letter provides a high-level summary of comparative data commonly used to identify a district's spending priorities and relative performance. The source of these data is the U.S. Department of Education - National Center for Education Statistics (NCES) data charts<sup>35</sup> and the Council of the Great City Schools KPI project.<sup>36</sup>

### ***Spending Comparisons***

- The team reviewed NCES CCSD data on expenditures per student in several key financial categories using the most current NCES financial data available (2014-15). These data were used to compare CCSD with other CGCS urban school districts nationwide. In general, the results indicated that Clark County School District ranked better or significantly better than the adjusted CGCS median<sup>37</sup> in school-site administration staff expenditures per student, central office administrator expenditures per student, and operations, business services and other expenditures per student, but was significantly lower in total expenditures per student, and instructional expenditures per student. Larger instructional expenditures are generally preferred, and smaller non-instructional expenditures are preferred since more dollars are available to the classroom. Specifically, the data showed--
  - CCSD total expenditure per student<sup>38</sup> was \$8,964, compared to the adjusted CGCS median in 2014-2015 (again, the most recent federal data available) of \$13,730 per student. The CCSD expenditure per student was the lowest of all CGCS reporting districts (see Exhibit 12);
  - CCSD average instructional expenditure per student<sup>39</sup> that year was \$4,796, compared to the Great City School median of \$6,656 per student, which placed CCSD near the bottom of all CGCS reporting districts (see Exhibit 13);

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<sup>35</sup> Source: <https://nces.ed.gov/>. The NCES has an extensive array of data on every school district in the nation, including staffing levels and personnel expenditures.

<sup>36</sup> The team must rely on the accuracy and consistency of the data reported by school districts when making comparisons.

<sup>37</sup> The median of this group was calculated, and a ranking was assigned that corresponds to where that median would have ranked among the districts with membership of 15,000 students and over.

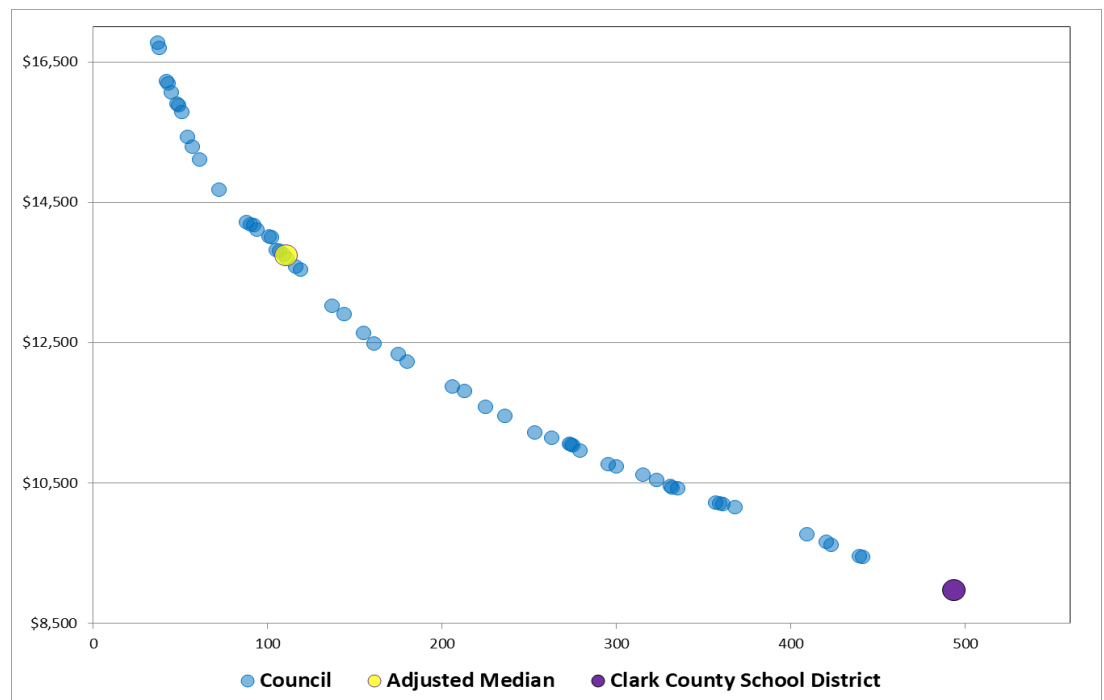
<sup>38</sup> This value was calculated by dividing the number of CCSD students by total district expenditures.

<sup>39</sup> This value was calculated by dividing the number of CCSD students by total instructional expenditures.



- CCSD school-site administration expenditure per student<sup>40</sup> that year was \$614, compared to the Great City School median of \$673 per student, which was somewhat lower than the adjusted CGCS median (see Exhibit 14);
- CCSD central office administration staff expenditure per student<sup>41</sup> that year was \$84 compared to the Great City School median of \$136 per student, which was also somewhat lower than the adjusted CGCS median (see Exhibit 15); and
- CCSD operations, business services, and other expenditures, per student were \$3,470,<sup>42</sup> compared to the Great City School median of \$6,265 per student, which was significantly lower than the adjusted CGCS median. The CCSD operations, business services, and other expenditures was the lowest of all CGCS reporting districts (see Exhibit 16).

**Exhibit 12. Total Expenditures per Student**



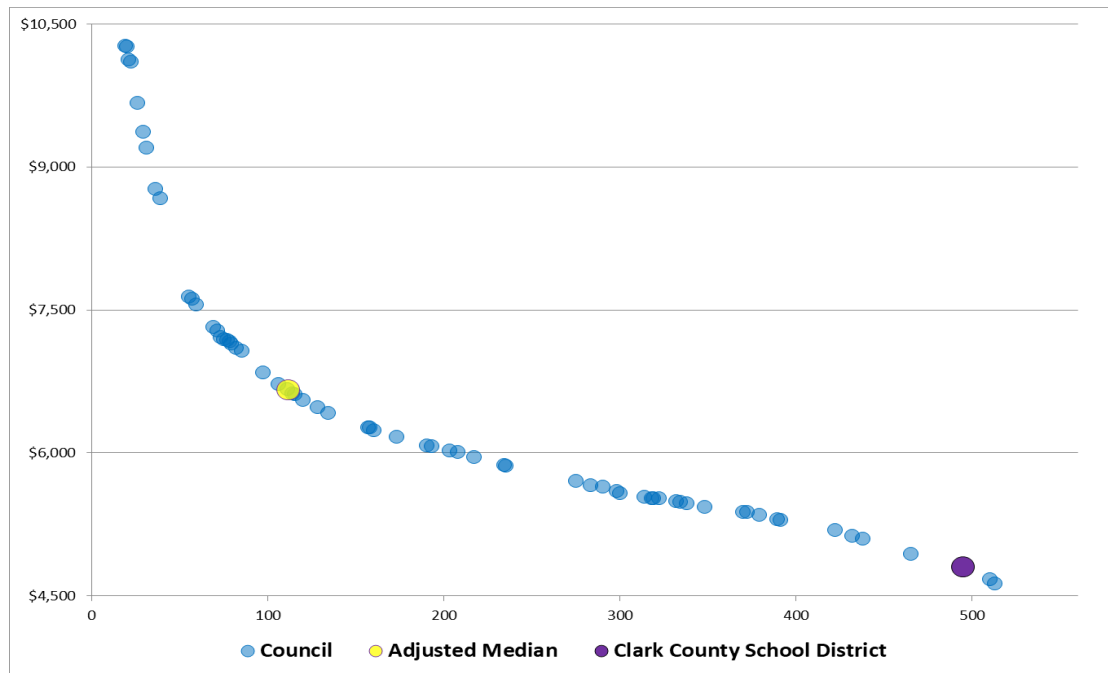
Y-axis=total total expenditures per student; X-axis=ranking) in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. CCSD spent \$8.964 per student; the adjusted median for the Great City Schools was \$13,730 for total expenditures per student.

<sup>40</sup> This value was calculated by dividing the number of CCSD students by total school-site administrative staff expenditures. School-site-staff in this measure include principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

<sup>41</sup> This value was calculated by dividing the number of CCSD students by the combined total central office administrative staff expenditures. Central office staff for this measure include superintendents, deputies, and assistant superintendents, and other persons with districtwide responsibilities.

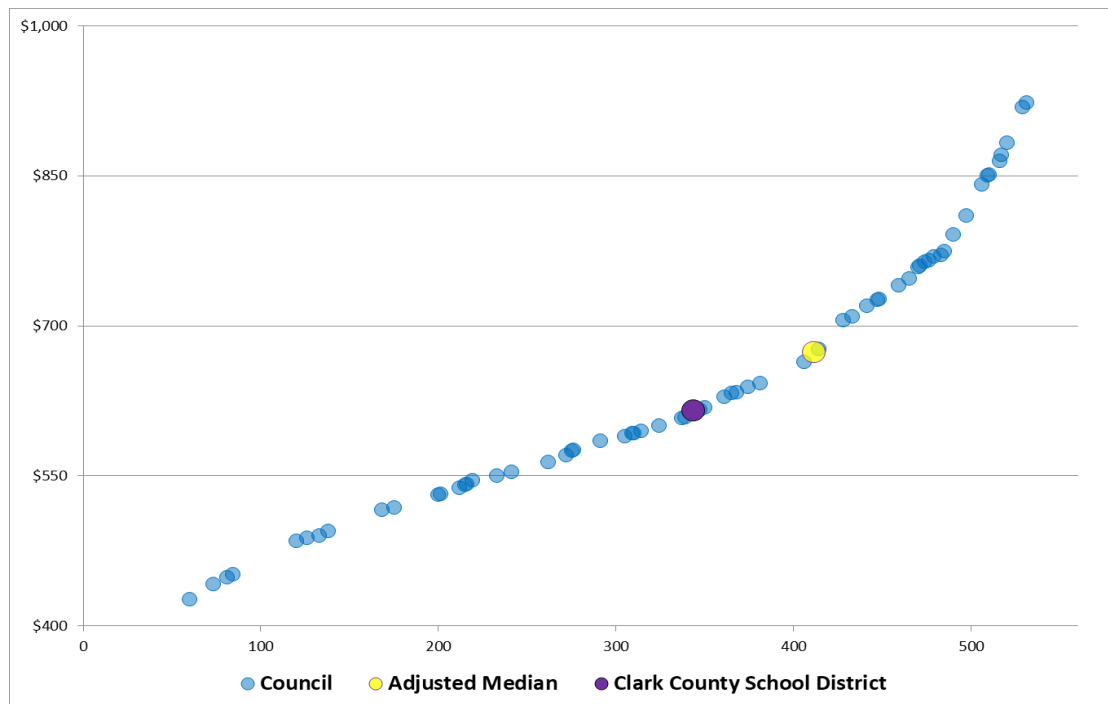
<sup>42</sup> This value was calculated by dividing the number of CCSD students by total operations, business services and other expenditures.

**Exhibit 13. Instructional Expenditures per Student**



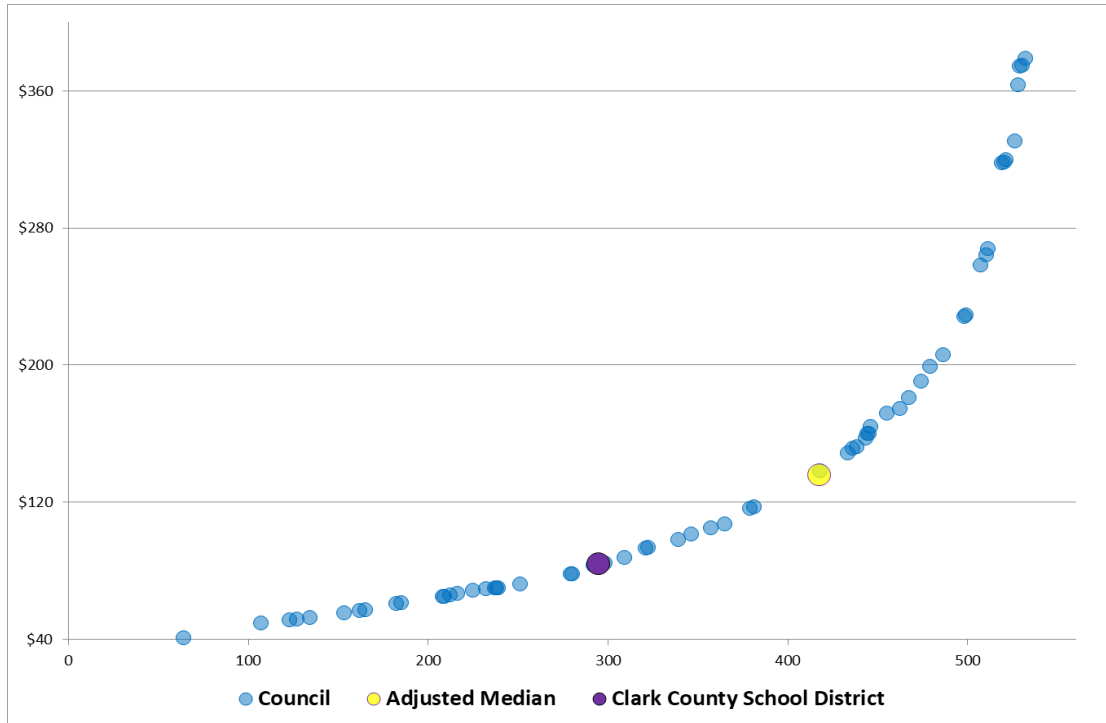
Y-axis=total instructional expenditures per student; X-axis=ranking in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. CCSD spent \$4,796 on instructional expenditures per student; the median for the Great City Schools was \$6,656 for instructional expenditures per student.

**Exhibit 14. School-Site Administration Expenditures per Student**



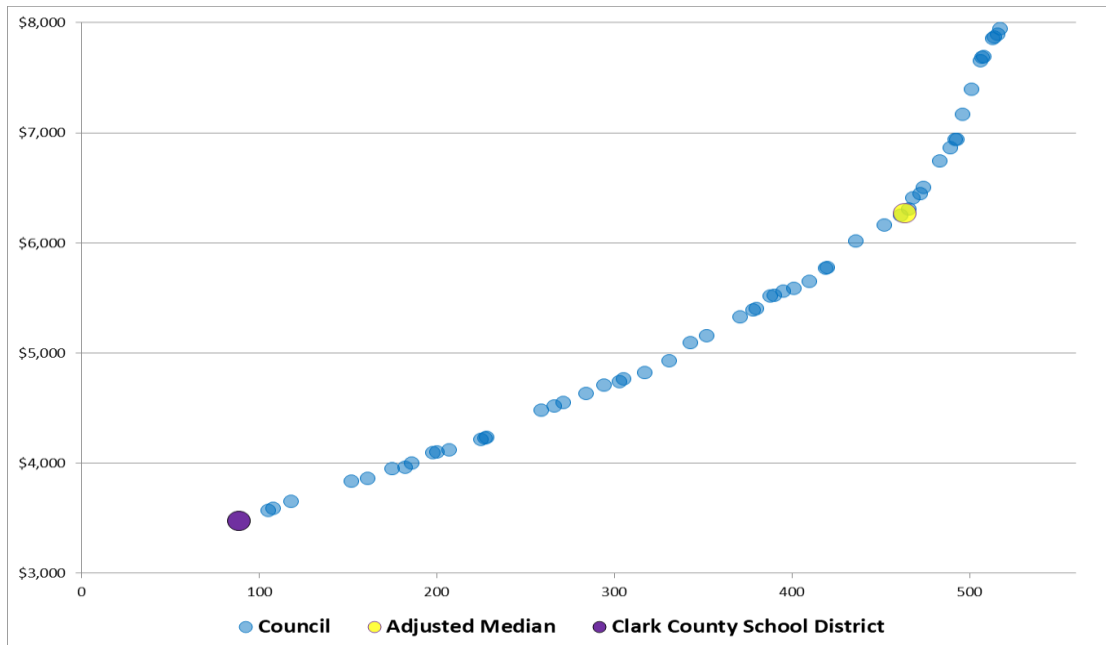
Y-axis=total school-site administration expenditures per student; X-axis=ranking in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. CCSD spent \$614 on school administration expenditures per student; the median for the Great City Schools was \$673 for school-site administration expenditures per student.

**Exhibit 15. Central Office Administration Expenditures per Student**



Y-axis=total central office administration expenditures per student; X-axis=ranking in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. CCSD spent \$84 on general administration expenditures per student; the adjusted median for the Great City Schools was \$136 for central office administration expenditures per student.

**Exhibit 16. Operations, Business Services and Other Expenditures per Student**



Y-axis=total operations, business services and other expenditures per student; X-axis=ranking in relation to all Great City School districts in the nation. Note that each blue dot represents a Great City School district. CCSD spent \$3,470 on operations, business services and other expenditures per student; the adjusted median for the Great City Schools was \$6,265 for operations, business services and other expenditures per student.

- Exhibit 17 below compares NCES median *total* per student expenditures, by category, with (a) school districts (LEA)<sup>43</sup> across the country with enrollment of at least 50,000 students,<sup>44</sup> (b) selected CGCS districts (Albuquerque Public Schools, Denver Public Schools, Houston Independent School District, Los Angeles Unified School District, and Miami-Dade County Public Schools) based on total enrollment and similar demographics, (c) CGCS districts, and (d) CCSD. For Exhibits 17, 18, and 19, larger instructional expenditures are generally preferred, and smaller non-instructional expenditures are preferred since more dollars are available to the classroom.

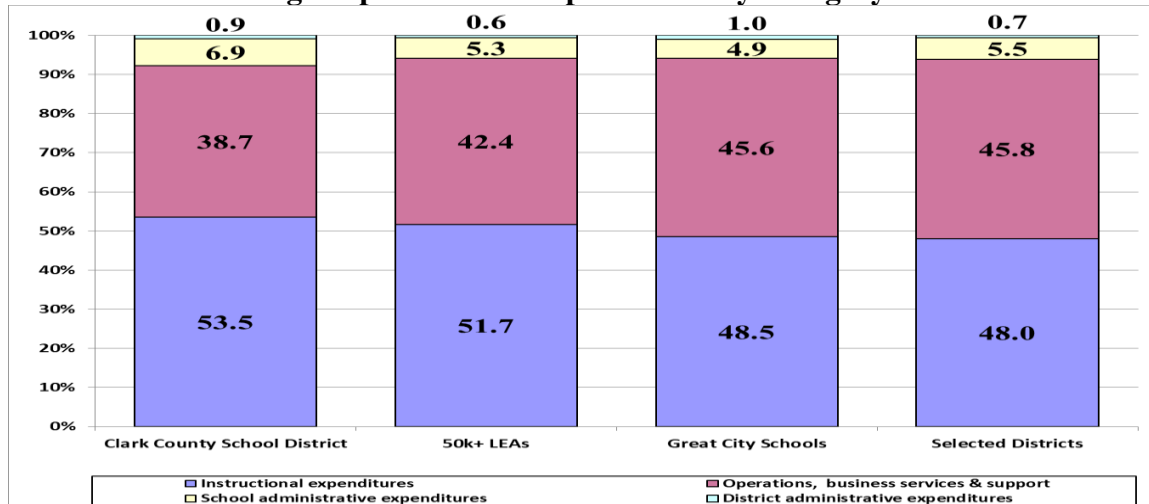
**Exhibit 17. Median Total per Student Expenditures by Category**

Median Total Per Student Expenditures	50k+ LEAs	Selected Districts	Great City Schools	Clark County School District
Total expenditures per pupil	\$10,544	\$10,882	\$13,730	\$8,964
Percent of total	100.0%	100.0%	100.0%	100.0%
Instructional expenditures per pupil	\$5,452	\$5,226	\$6,656	\$4,796
Percent of total	51.7%	48.0%	48.5%	53.5%
Operations, business services, and other expenditures per pupil	\$4,468	\$4,988	\$6,265	\$3,470
Percent of total	42.4%	45.8%	45.6%	38.7%
School administration expenditures per pupil	\$555	\$597	\$673	\$614
Percent of total	5.3%	5.5%	4.9%	6.9%
District administration expenditures per pupil	\$69	\$71	\$136	\$84
Percent of total	0.6%	0.7%	1.0%	0.9%

Source: NCES - Latest Financial Data Available

- Exhibit 18 below graphically illustrates the percentage of instructional expenditures, ranked highest to lowest, using data from Exhibit 17 above. CCSD’s instructional expenditures were the highest at 53.5 percent.

**Exhibit 18. Percentage of per Student Expenditures by Category**



Source: NCES - Latest Financial Data Available

<sup>43</sup> Local Education Agency (LEA) is a commonly used synonym for a school district.

<sup>44</sup> Ninety-three districts with 50,000 or more students.

- Exhibit 19 below compares median per student *personnel only* expenditures as a share of total expenditures.

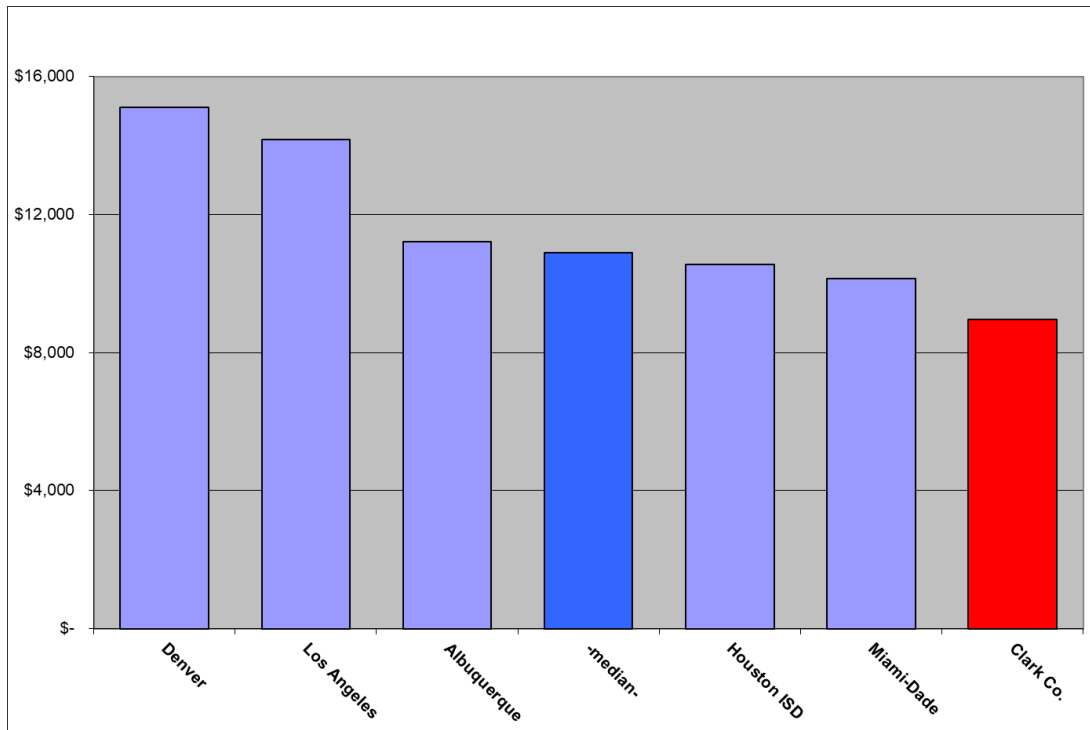
**Exhibit 19. Median per Student *Personnel Only* Expenditures by Category**

Median <i>Personnel Only</i> Per Student Expenditures	50k+ LEAs	Selected Districts	Great City Schools	Clark County School District
Total personnel expenditures per pupil	\$7,495	\$7,172	\$8,947	\$6,866
Percentage of total	100.00%	100.00%	100.00%	100.00%
Instructional personnel costs per pupil	\$4,980	\$4,605	\$5,739	\$4,393
Percentage of total	66.44%	64.21%	64.15%	63.98%
Operations, business services and other personnel costs per pupil	\$1,940	\$1,926	\$2,497	\$1,816
Percentage of total	25.88%	26.85%	27.91%	26.45%
School administration costs per pupil	\$540	\$603	\$628	\$608
Percentage of total	7.21%	8.41%	7.02%	8.85%
District administration costs per pupil	\$35	\$38	\$83	\$50
Percentage of total	0.47%	0.53%	0.92%	0.72%

Source: NCES - Latest Financial Data Available

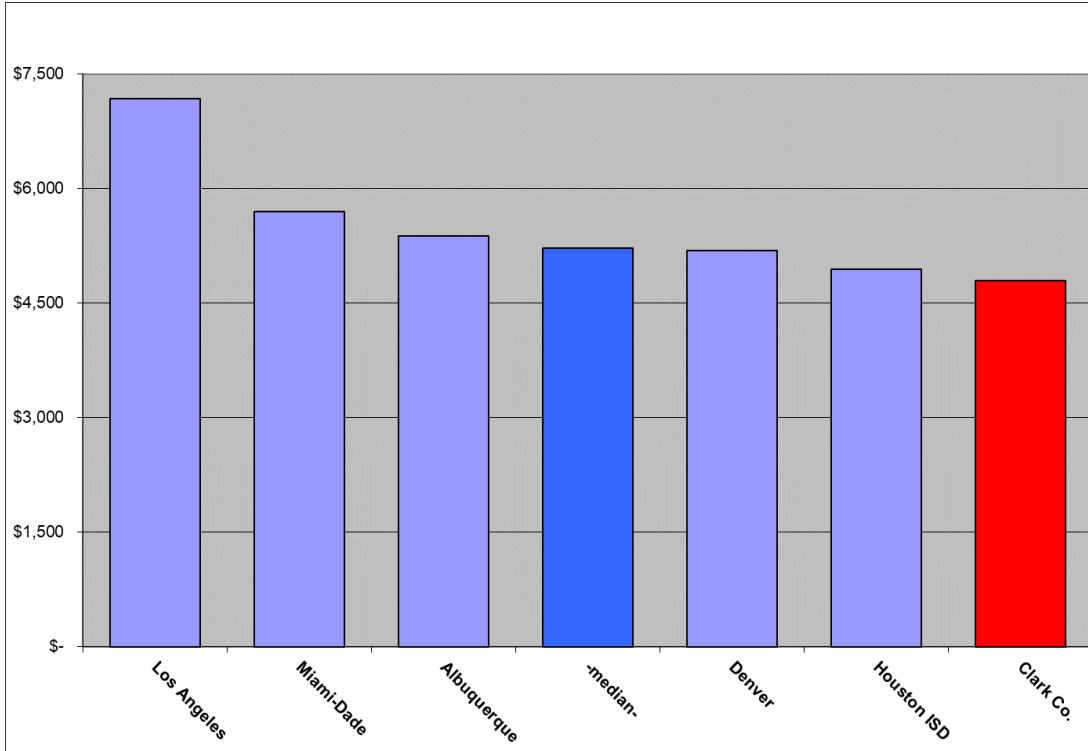
- Exhibits 20-24 below illustrate expenditures by category, comparing CCSD with the selected districts referenced above.

**Exhibit 20. Total Expenditures per Student Compared to Selected Cities**



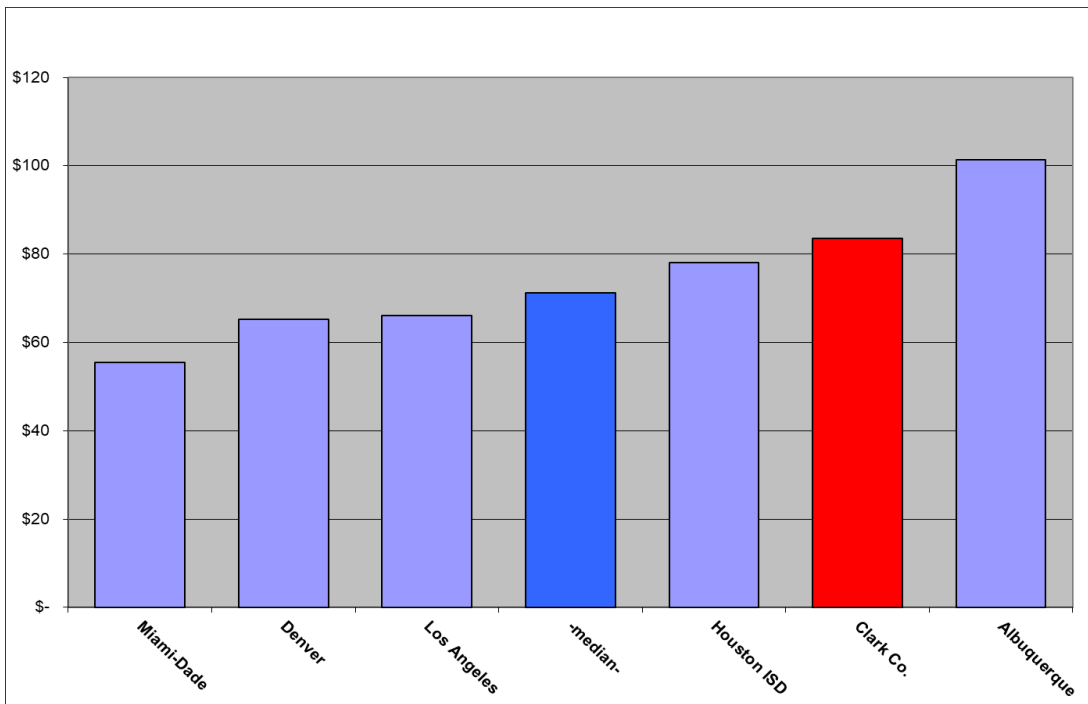
Source: NCES - Latest Financial Data Available

**Exhibit 21. Instructional Expenditures per Student Compared to Selected Cities**



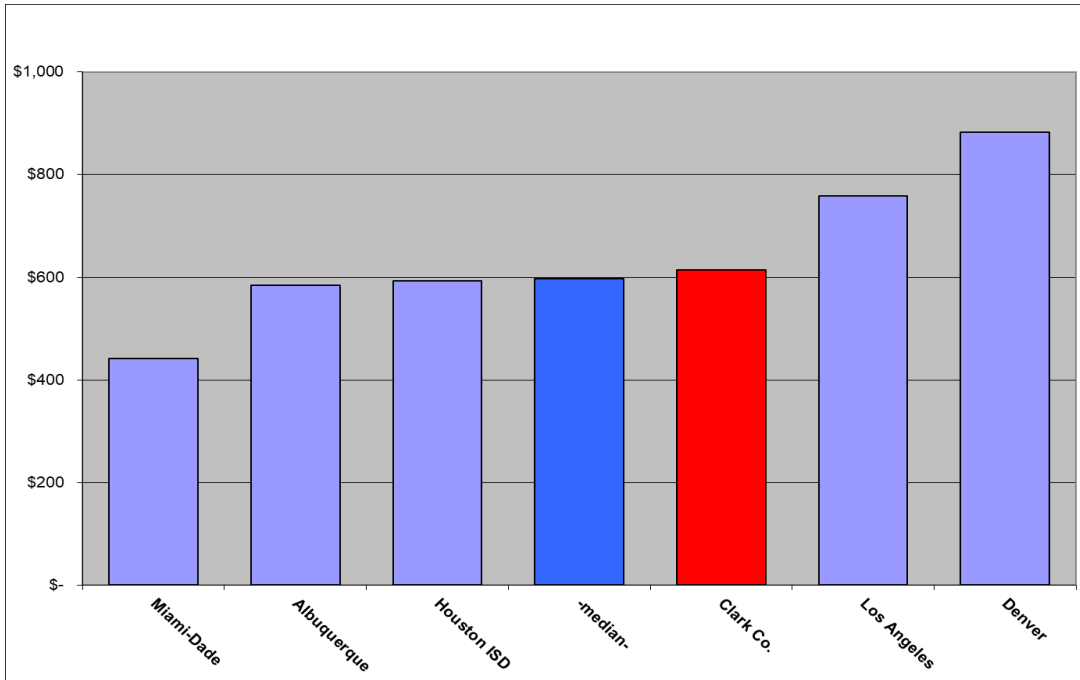
Source: NCES - Latest Financial Data Available

**Exhibit 22. Central Office Administration Expenditures per Student Compared to Selected Cities**



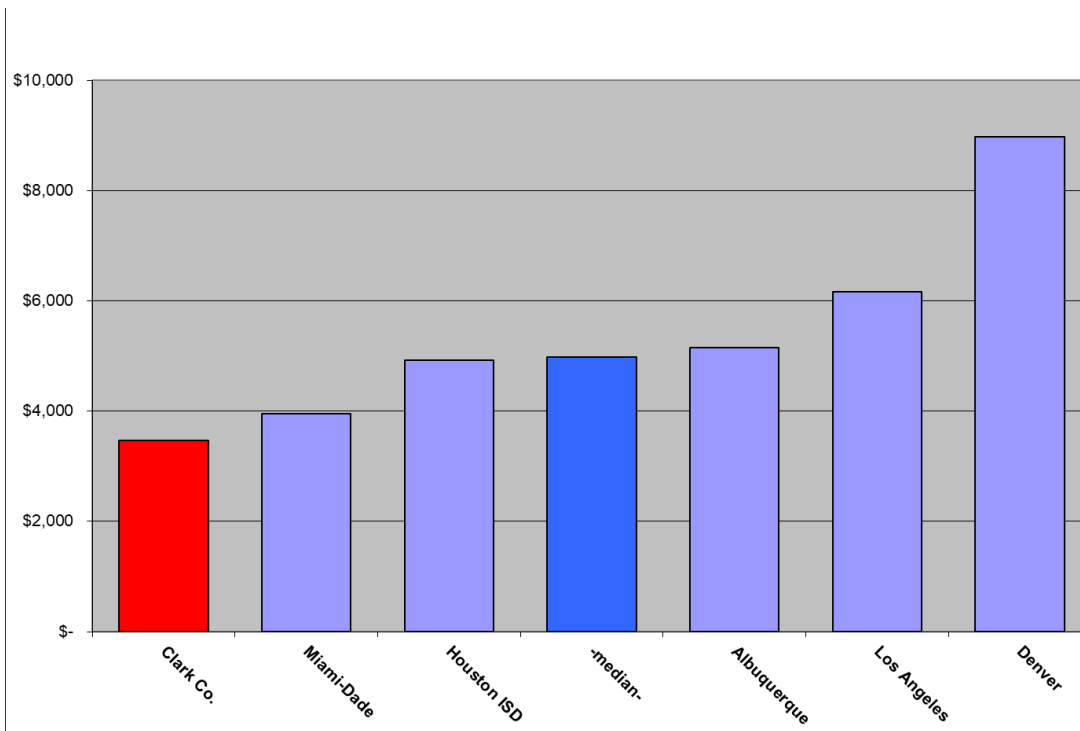
Source: NCES - Latest Financial Data Available

**Exhibit 23. School-Site Administration Expenditures per Student Compared to Selected Cities**



Source: NCES - Latest Financial Data Available

**Exhibit 24. Operations, Business Services, and Other Expenditures per Student Compared to Selected Cities**



Source: NCES - Latest Financial Data Available

**Key Performance Indicators**

- Exhibits 25-27 below compare CCSD self-reported operations data<sup>45</sup> with CGCS national median scores for its member districts.<sup>46</sup> The exhibits also note whether CCSD scored in the best or worst quartile among all CGCS districts reporting data.<sup>47</sup> Over 500 performance indicators were included in the current survey.

**Exhibit 25. CGCS Transportation KPI's**

Key Performance Indicator Transportation	Clark County School District	CGCS National Median	Note
Accidents - Miles Between Accidents	40,625	39,510	
Accidents - Miles Between Preventable Accidents	72,562	76,087	
Bus Equipment - AVL/GPS Links to Routing Software	100.00%	92.67%	
Bus Equipment - GPS Tracking	100.00%	100.00%	
Bus Equipment - Rider Harnesses, Lap-and-Shoulder	68.59%	11.72%	
Bus Equipment Video Cameras	76.13%	79.05%	
Bus Fleet - Alternatively-Fueled Buses	100%	16.06%	Best Quartile
Bus Fleet - Average Age of Fleet	7.50	8.10	
Bus Fleet - Maintenance Hours Per Bus	4.88	56.89	
Bus Fleet - Percent District-Operated	100%	37.66%	
Bus Fleet- Daily Buses as Percent of Total Buses	82.00%	85.00%	
Bus Fleet Inservice Daily	92.36%	97.78%	
Bus Inspection - Percent Passed on First Try	73.28%	88.19%	
Bus Usage - Daily Runs Per Bus	5.11	4.11	
Bus Usage - Daily Seat Utilization	1.62	1.18	
Bus Usage - Life Miles per Deadhead Mile	0.84	1.81	
Bus Usage - Mile Per Bus	13,465.90	12,657.90	
Cost Per Bus	\$68,318.00	\$60,272.00	
Cost per Mile Operated	\$5.07	\$5.07	
Cost per Rider	\$901.00	\$1,075.00	
Cost per Rider (Yellow Bus Only)	\$906.63	\$1,094.40	
Daily Ride Time - General Education	22 min	34 min	
Daily Ride Time - SWD Students	38 min	41 min	
Daily Ride Time, Maximum Allowed - General Education	90 min	60 min	
Daily Ride Time, Maximum Allowed - SWD Students	60 min	62.50 min	
Fuel Cost as Percent of Retail - Bio-Diesel	63.78%	79.14%	
Fuel Cost as Percent of Retail - Gasoline	89.90%	84.90%	Worst Quartile
Fuel Cost as Percent of Retail - Propane	89.44%	67.4%	
On-Time Performance (Corrected)	94.00%	99.78%	Worst Quartile
Participation Rate - Alternative Transit	0.34%	1.61%	
Participation Rate - Any Transportation Services	42.32%	46.65%	
Participation Rate - Yellow Bus Services	41.98%	44.54%	
Personnel - Buses per Mechanic	21.55	23.55	
Personnel - Drivers per Supervisor	15.97	42.35	
Personnel - Drivers per Trainer	81.08	82.73	
Personnel - Driver Turnover Rate	11.61%	14.23%	
Personnel - Drivers per Bus	0.635	0.771	
Personnel - Routes per Planner	54.33	73.63	
Public Transit - Pass/Token Cost as Percent of Retail	50.00%	50.56%	
Student With Disabilities - Percent of Ridership	8.90%	6.69%	
Student With Disabilities - Students on Dedicated SWD Buses	93.73%	91.87%	
Student With Disabilities - Student with Neighborhood Pickup	0.812%	9.670%	
Turn Time to Place New Students - General Education	1	5	
Turn Time to Place New Students - SWD Students	5	5	

Source: CGCS KPI Project

<sup>45</sup> These exhibits include only the departments that were part of this review.

<sup>46</sup> Source: 2016-2017 CGCS *Managing for Results - KPI Report*, published by the Council of the Great City Schools, October 2018.

<sup>47</sup> Not all KPIs have associated quartile rankings.



**Exhibit 26. CGCS Facilities (Maintenance and Custodial Operations) KPI's**

Key Performance Indicator Maintenance and Operations	Clark County School District	CGCS National Median	Note
Building Square Footage by Type - Percent Modular	0.1138%	0.5493%	
Building Square Footage by Type - Percent Portable	5.30%	1.97%	
Building Square Footage by Type - Percent Site-Built	99.14%	98.21%	
Building Square Footage by Type - Percent Academic	99.49%	98.96%	
Building Square Footage by Usage - Percent Non-Academic	5.06%	5.06%	
Building Square Footage by Usage - Percent Vacant	0.274%	1.830%	
Custodial Supply Cost per Square Foot	\$0.01	\$0.11	Best Quartile
Custodial Work - Cost per Square Foot	\$2.25	\$1.59	Worst Quartile
Custodial Work - Cost per Student	\$240.00	\$277.00	
Custodial Workload	23,350	26,381	
Custodial Work - Staff Ratio - Field Workers per Office Staff	161	65.25	
Custodial Work - Staff Ratio - Non-Exempt per Exempt Field Staff	361.25	168.00	
Green Buildings - Buildings Green Certified	1.13%	1.17%	
Green Buildings - Buildings Green Certified or Equivalent	6.00%	2.00%	
Gounds Work - Cost per Acre	\$5,254.61	\$1,272.95	
Gounds Work - Cost per Student	\$30.90	\$29.13	
Gounds Work - Staff Ratio - Field Workers per Office Staff	18	13	
Gounds Work - Staff Ratio - Non-Exempt per Exempt Field Staff	0.042	14	
M&O Cost per Student	\$1,763.0	\$963.0	
M&O Costs Ratio to District Operating Budget	20.70%	7.90%	
M&O Staff - Field Staff as Percent of All Staff	98.72%	94.45%	
M&O Staff - Non-Exempt Workers as Percent of Field Staff	92.65%	97.17%	
Major Maintenance - Cost per Student	\$24.00	\$88.00	
Major Maintenance - Delivered Construction Costs as % of Total	87.00%	88.70%	
Major Maintenance - Design to Construction Cost Ratio	14.90%	6.70%	
New Construction - Cost per Student	\$1,091.00	\$149.00	
New Construction - Delivered Construction Costs as % of Total Costs	91.40%	93.40%	
New Construction - Design to Construction Cost Ratio	9.00%	6.80%	
New Construction - Supervisor/Support Staff Costs as % of Total	0.3372%	1.75%	
Recycling - Percent of Total Material Stream	42.90%	23.40%	Best Quartile
Renovations - Cost per Student	\$230.00	\$262.00	
Renovations - Delivered Construction Costs as Percent of Total Costs	87.80%	90.90%	
Renovations - Design to Construction Cost Ratio	12.00%	8.00%	
Renovations - Supervisor/Support Staff Costs as Percent of Total	1.66%	3.13%	
Routine Maintenance - Cost per Square Foot	\$1.39	\$1.18	
Routine Maintenance - Cost per Student	\$147.54	\$219.11	
Routine Maintenance - Cost per Work Order	\$766.00	\$470.00	Worst Quartile
Routine Maintenance - Ratio of Field Workers to Office Staff	46.67	9.64	
Utility Costs - Cost per Square Foot	\$1.97	\$1.23	Worst Quartile
Utility Costs - Electricity Cost per Square Foot	\$1.27	\$1.03	
Utility Costs - Heating Fuel Cost per Square Foot	\$0.08	\$0.15	
Utility Costs - Sewer Cost per Square Foot	\$0.19	\$0.10	
Utility Costs - Water Cost per Square Foot	\$0.44	\$0.09	
Utility Usage - Electricity Usage per Square Foot (KWh)	14.30	9.20	Worst Quartile
Utility Usage - Heating Fuel Usage per Square Foot (KBTU)	16.70	15.30	
Utility Usage - Water (Non-Irrigation) Usage per Square Foot (Gal.)	92.70	13.20	Worst Quartile
Utility Usage - Water Usage for Irrigation	43.82%	14.53%	
Work Order Cancel/Void Rate	13.38%	1.60%	
Work Order Completion Rate	86.62%	98.40%	
Work Order Completion Time (Days)	1	16	Best Quartile

Source: CGCS KPI Project

**Exhibit 27. CGCS Procurement KPI's**

Key Performance Indicator <b>Procurement</b>	Clark County School District	CGCS National Median	Note
Competitive Procurements Ratio	77.20%	63.40%	
Completion Eligible Procurement - Percent of Total Spending	77.43%	73.53%	
Completion Eligible Procurement - Percent Sole-Source	0.285%	2.45%	
Construction - Percent of Purchasing	51.81%	16.65%	
Cooperative Purchasing Ratio	10.00%	9.50%	
Cooperative Purchasing Ratio - Excluding P-Cards	11.10%	6.40%	
M/WBE Vendor Utilization	8.85%	5.16%	
PALT for Informal Solicitations	4	7	
PALT for Invitations for Bids	120	70	<b>Worst Quartile</b>
PALT for Invitations for Bids - (A) Days to Prepare	21	18	
PALT for Invitations for Bids - (B) Days of Advertising and Open Bidding	32	24.7	
PALT for Invitations for Bids - (C) Days to Issue After Close	67	30.8	
PALT for Request for Proposals	132	100	<b>Worst Quartile</b>
PALT for Request for Proposals - (A) Days to Prepare	16	20.5	
PALT for Request for Proposals - (B) Days Proposals Accepted	43	25	
PALT for Request for Proposals - (C) Days to Issue After Close	73	55	
P-Card Average Transaction Amount	\$263.47	\$244.29	
P-Card Purchasing Ratio	10.40%	3.10%	
P-Card Single Transaction Limit	\$1,952.17	\$1,584.35	
Procurement Cost per Purchase Order	\$57.41	\$51.91	
Procurement Costs per \$100K Revenue	\$124.00	\$97.00	<b>Worst Quartile</b>
Procurement Costs per \$100K Spend	\$434.13	\$341.04	
Procurement Costs Ratio - Outsourced Services	1.06%	3.39%	
Procurement Costs Ratio - Personnel	97.09%	96.22%	
Procurement Savings - Percent Through Informal Solicitations	5.00%	5.68%	
Procurement Savings - Percent Through Invitations for Bids	65.00%	36.34%	
Procurement Savings - Percent Through Requests for Proposals	30.00%	58.41%	
Procurement Savings Ratio	6.90%	3.04%	<b>Best Quartile</b>
Procurement Staff - Cost per FTE	\$74,844.10	\$77,926.35	
Procurement Staff - District FTEs per Procurement FTE	694.24	940.08	
Procurement Staff with Professional Certificate	27.90%	20.00%	
Procurement Staffing Ratio - Supervisors and Managers	16.28%	15.83%	
Procurement Staffing Ratio - Support and Clerical	16.28%	26.37%	
Procurement Staffing Ratio - Professional Staff	67.44%	53.45%	
Strategic Sourcing Ratio	84.10%	30.70%	<b>Best Quartile</b>
Threshold for Formal Proposal	\$48,804.30	\$48,348.50	
Threshold for Formal Sealed Bid	\$48,804.30	\$49,019.60	
Threshold for School Board Approval	\$48,804.30	\$79,197.50	
Warehouse Number of Unique Items	4,438	4,581	
Warehouse Number of Unique Items - Facility Maintenance	1,318	2,317	
Warehouse Number of Unique Items - Food Services	481	376	
Warehouse Number of Unique Items - Transportation Maintenance	2,659	2,967	
Warehouse Operating Expense Ratio	8.50%	8.50%	
Warehouse Operating Expense Ratio - Facility Maintenance	46.59%	35.15%	
Warehouse Operating Expense Ratio - Food Services	7.82%	10.87%	
Warehouse Operating Expense Ratio - Transportation Maintenance	20.01%	18.96%	
Warehouse Stock Turn Ratio	7.70	3.90	<b>Best Quartile</b>
Warehouse Stock Turn Ratio - Facility Maintenance	0.974	1.498	
Warehouse Stock Turn Ratio - Food Services	9.903	5.741	
Warehouse Stock Turn Ratio - Transportation Maintenance	1.517	3.647	

Source: CGCS KPI Project

## Recommendations

The CGCS Strategic Support Team developed the following recommendations<sup>48</sup> to improve the business operations of the Clark County School District.

1. Accelerate the recruitment and onboarding of proven executives and managers to fill all key vacancies. As staff positions are filled, department leaders reporting to the COO should establish compelling department visions and identify and articulate department priorities that support the School Board’s Core Values. These priorities should include--
  - a. The collaborative development of department objectives that articulate and embrace a clear direction aligned with the school board and the Superintendent’s new strategic plan (when released) and goals;
  - b. Setting appropriate benchmarks, performance plans, targets, and expectations that ensure empowerment and accountability across teams and departments;
  - c. The development of realistic five-year department strategic plans that are focused on *customer needs*. The plans--to be developed with the participation of staff and other stakeholders--should include quantifiable goals, performance measures, accountabilities, targets, metrics, and timelines. The plan should be refreshed annually;
  - d. The transition to a data-driven organization and culture that relies upon fact-based and analysis-centric justifications for decisions, including the use of modern automated systems, tools, and techniques such as --
    - i. Defined performance measures, including KPIs and industry best practices and standards for all primary functions of each department, including manager and supervisor accountability for achieving these measures;
    - ii. Cost-benefit analysis, risk assessment, and business-case justifications for proposed initiatives, organizational changes, and significant procurements to continually move departments forward; and
    - iii. Root-cause analyses and corrective action plans to address operational issues.
  - e. The design of strategies to reduce and ultimately eliminate any *Central Services Survey* results that scored “red” and any KPI results that placed CCSD in the “worst quartile” range.
2. Develop business cases that incorporate accurate costs, benchmarks, goals, cost-benefit analysis, return on investment (ROI) analysis, risk assessments, total cost of ownership (TCO) analyses, reasonable implementation timelines, and other appropriate analytical tools, for, at a minimum, the following activities --

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<sup>48</sup> Recommendations are not listed in any specific order or priority.

- a. New initiatives, such as the introduction of new bus types into the fleet, changes in business processes, new enterprise or department-level software applications, and other significant procurements;
  - b. Determining the appropriateness of using contracted services to fill staffing needs during high vacancy periods, especially in trades and transportation;
  - c. Examining the feasibility and cost savings potential of introducing vertical, multi-story construction for new schools to reduce property purchase and footprint costs; (The analyses should be paired with consideration of grade-level appropriateness and community and parent wishes.)
  - d. Reviewing *all* maintenance functions and determining what work can be performed more cost effectively by district staff vs. the cost of contracting or purchasing for the same services or products from outside vendors;
  - e. Determining the appropriateness and cost effectiveness of using contracted services for calls for service at school locations greater than, for example, one-hour travel time from the nearest district service facility; and
  - f. Transitioning to Leadership in Energy and Environment Design (LEED).
3. Prioritize the study of establishing a new Enterprise Program Management Office (located in the Office of the Superintendent) that would --
    - a. Create an enterprise-wide program management strategy and governance structure to coordinate strategic priorities and resolve conflicts;
    - b. Develop controls to ensure the district's leadership team has complete, accurate, and timely information for decision making;
    - c. Implement methodologies and controls to ensure strategies, directions, and instructions from management are coherent and carried out;
    - d. Ensure new initiatives are fully coordinated with all impacted departments at the planning table; and
    - e. Coordinate cross-functional teams organized around district priorities.
  4. Develop or hire leaders who will lead by example in championing knowledge sharing and collaboration. Ensure regular staff meetings take place at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities, so employees know--
    - a. The district's and department's goals and objectives and how they will be achieved;
    - b. That interdepartmental collaboration is taking place with all appropriate departments and stakeholders at the table;

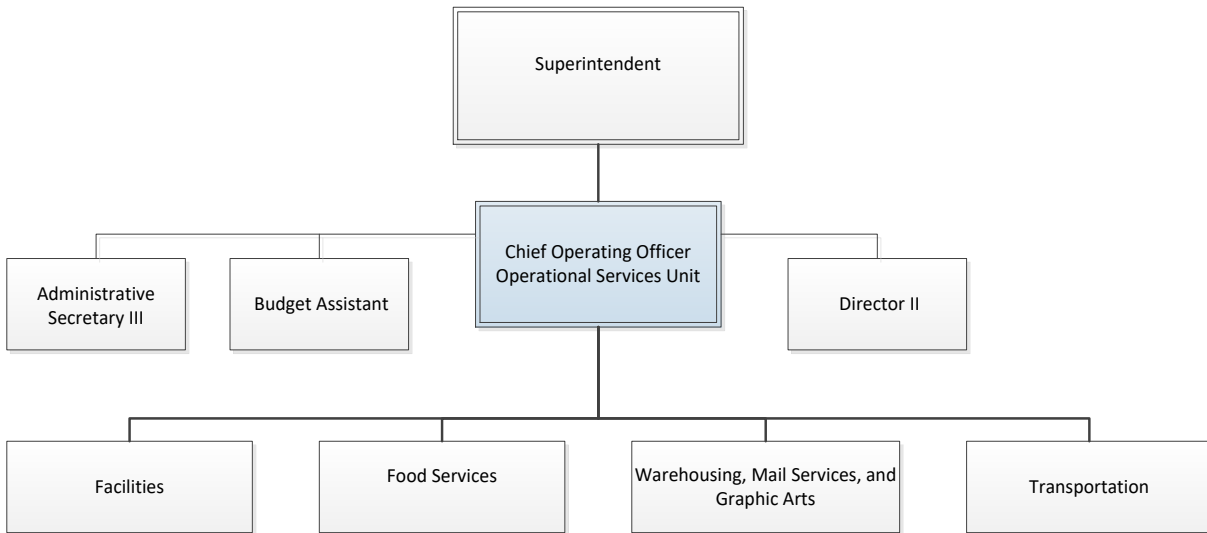
- c. How personnel will be held accountable and evaluated using performance-monitoring metrics;
  - d. Why changes are being made that may impact the team along with expected outcomes;
  - e. That managers and supervisors are held responsible for ensuring that information and feedback is disseminated up-and-down and side-to-side within and between departments; and
  - f. That employee feedback and suggestions are welcomed and considered, so team members know there is an ongoing departmental process-improvement program to encourage innovation.
5. Invest in implementing industry best practices into the facilities division by--
- a. Developing and regularly updating a facilities condition assessment,<sup>49</sup> a current long-term facilities master plan, and a facilities condition index;
  - b. Transforming the culture of the department to make preventive maintenance a primary focus of the department's maintenance efforts and delivering a predictive and preventive maintenance approach to ensure that critical equipment and systems are maintained to maximize lifetime effectiveness;
  - c. Executing change management planning that defines activities and roles for all initiatives;
  - d. Prioritizing, quantifying, and costing existing deferred maintenance projects to assist the department and the district in securing needed funds; and
  - e. Creating open lines of communication between --
    - i. The district team handling construction warranty and the construction management team to improve future designs, lessons learned that can be used as input for contractor evaluations;
    - ii. The district construction planning team(s) and impacted local government jurisdictional departments at the beginning of the planning phase, to safeguard against during or after construction "surprises;" and
    - iii. The Facilities Division and the Office of Communication and Community Engagement with weekly or bi-weekly status meetings to identify what projects may require community outreach.

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<sup>49</sup> Facilities Condition Assessment (FCA) provides objective, quantifiable facilities data, resulting in a Facilities Condition Index (FCI) that allows the district to 1) objectively prioritize and rank facilities projects according to need; 2) plan and schedule projects according to an objectively ranked priority; and 3) promulgate such rankings, plans and schedules to district stakeholders and the community at large.

6. Reorganize the Office of the Chief Operating Officer to establish appropriate separations of duties and responsibilities, to optimize efficiency, effectiveness, improve internal communication, eliminate silos, and promote clear lines of authority and accountability. Exhibit 28 below illustrates a potential high-level functional reorganization. Under this organization, the Chief Operating Officer’s span of control is reduced, permitting increased departmental oversight, goal setting, and focus on streamlining systems and workflows throughout the organization. Based on current best practices, the core functions of the office should be reorganized or changed as follows --

**Exhibit 28. Office of the Chief Operating Officer Functional Reorganization**



Source: CGCS Review Team

- a. The Facilities, Food Services, and Transportation Departments should continue to report as line functions to the COO;
- b. A separate Warehousing, Mail Services, and Graphic Arts Department should be created and continue to report as a line function to the COO;
- c. The current Purchasing function should be transferred to the Office of the Chief Financial Officer;
- d. The current Risk and Environmental Services function should be transferred to an enterprise-level function in the Office of the Superintendent or the Office of the Chief Financial Officer;
- e. The current Technology and Information Systems Services Department should be transferred to the Office of the Superintendent, reporting directly to the Superintendent;
- f. The current Vegas PBS function should be transferred to the more appropriate Office of Communications and Community Engagement;

- g. Transfer the Contracts, Procurement and Compliance Unit, currently positioned in the Facilities Division, to the Purchasing Department to better leverage the district's procurement and purchasing expertise. The Purchasing Director (or designee) should be included in all construction procurement strategic planning, and he/she should be responsible and oversee contracting functions, including sourcing strategies, specification development, bid/proposal evaluation, terms & conditions, working with the Office of the General Counsel on relevant issues, supplier relations, managing contracts, life cycle costing, and negotiation in the contracting process; and
  - h. As a result of these changes, ensure individuals placed in leadership positions in the reorganization have the appropriate skills, expertise, experience, and ongoing training to be successful. Changes to job descriptions to support the reorganization may be necessary.
7. Partner with the Office of Human Resources, and together --
- a. Review and update job titles and job descriptions to provide a realistic portrayal of current duties, responsibilities, expectations, and reporting lines. Redistribute revised job descriptions to impacted employees to ensure accountability;
  - b. Monitor turnover rates, establish exit interview protocols for employees who voluntarily separate from CCSD, and identify and track causes of leaving for opportunities to make or recommend changes in policy; and
  - c. Invite the Office of Communications and Community Engagement to plan and staff ongoing recruitment opportunities and by leveraging mass communication and social media approaches so the district can successfully fill critical vacancies.
8. Develop--with a sense of urgency--a district-wide energy conservation program. Incentivize schools to save energy and require the facilities division to aggressively pursue funding for sustainability and smart technology projects. Further, provide schools with web-based real-time energy usage and summary level energy reports for students, staff, and parents to use to provide timely feedback on how their school is doing concerning their energy goals for the year.
9. Establish a district standardized methodology for the design and execution of organizational charts. Require consistency of data provided, how data are presented – especially position titles and position levels – and ensure that all positions completely align with any future position control system.
10. Evaluate the appropriateness of including additional operations-related survey items to the annual *Central Services Survey*. Consider including survey items that reflect student, parent, and teacher input on food, transportation, and other services deemed appropriate. Use this input to establish future priorities and training opportunities. Throughout the year, utilize customer focus groups to identify and act on areas of concern. Additionally, develop a web-based customer satisfaction report where school principals can provide the Chief Operating Officer with a monthly assessment of services received.

11. Examine all department practices and procedures with a *customer service* focus. Evaluate and revise services as necessary with the goal of streamlining and simplifying operations and incorporating best practices. Disseminate to all department staff or post on the district's intranet the documented administrative processes and procedures for all functions.
12. Initiate a comprehensive staffing study of all departments to ensure all functions are staffed appropriately with the goal of mirroring industry norms identified in this letter. Evaluate current organizational structures and workflows to determine if staff could be repurposed or processes reengineered to achieve operational efficiencies and effectiveness. Identify and reduce organizational redundancies. Review and eliminate all one-to-one reporting relationships to flatten organizational structures; evaluate spans of control for appropriateness; and take corrective action where needed.
13. Invest in creating staff development programs that provide opportunities for new and current employees at all levels to enhance their skills, create capacity, increase promotability, learn industry best practices, participate in cross-functional training – especially across maintenance trades, participate in professional organizations, and visit peer districts to examine different approaches to solving similar challenges.
14. Conduct a comprehensive review of district vulnerabilities, operational weaknesses, lack of internal controls, lack of due diligence, or lack of best practices being followed, and confirm that corrective action on the following concerns identified in this management letter is taking place by--
  - a. Establishing or confirming that a business continuity/disaster recovery and redundancy plans are in place and continually tested to minimize the risk of a catastrophic data loss and ensure the protection, integrity, and availability of critical district systems;
  - b. Implementing on-going scenario-based tabletop emergency management drills and designing and continually testing a coordinated interdepartmental emergency response plan;
  - c. Developing a robust contractor and vendor evaluation system that includes language linking poor evaluations to not participating in future bid solicitations;
  - d. Mitigating the effects of Assembly Bill 469 to ensure the district's interests and exposure, as identified in this management letter, are protected to the greatest extent possible;
  - e. Removing potential conflicts by ensuring the *same* few district staff are not assigned to committees that make procurement decisions, and that rotating independent third parties are included on these committees;
  - f. Separating the management of bond funds and the management of construction work by moving bond-fund oversight (and staff) to the Office of the Chief Financial Officer;
  - g. Requiring all non-standard contracts be reviewed and approved by the Office of the General Counsel before award; and



- h. Calling for third party independent cost estimates be used to validate construction bids, particularly when budgets are substantially exceeded.
15. Develop a structured and transparent attendance boundary process. Adjust boundaries on a regular basis to balance the utilization of schools and maximize capacities. Establish an interdepartmental committee of appropriate stakeholders and parents to review school boundaries and develop boundary change recommendations that include walk-path safety and school diversity while reducing the need for school bus transportation.
16. Focus on opportunities for revenue generation, including, but not limited to --
- a. Leveraging E-Rate technology purchases;
  - b. Reviewing the existing P-Card contract and taking appropriate action to ensure that the district is maximizing all potential P-Card rebates;
  - c. Taking full advantage of P-Card utilization, especially low-value purchases, to significantly improve cycle times for schools, to increase rebate opportunities, and to decrease procurement transaction costs;<sup>50</sup> and
  - d. Reviewing and strengthening the district's ability to maximize reimbursements under Medicaid for transporting eligible children.
17. Require collaboration with staff members, both internal and cross-functional, when discussions or decisions are being made that may affect their operation. Further, solicit input, in advance, from any department that may be impacted by any proposed collective bargaining language change or new proposal. Proactively seek, from department heads and others as appropriate, suggested changes to existing contract language (such as managers and supervisors not being in the same bargaining unit as those they supervise and evaluate) at reopeners or contract renewal cycles.
18. Strengthen or expand operational efficiency in the following key areas --
- a. Review the current "use-it or lose-*most*-of-it" illness practice to identify alternatives that can be negotiated and benefit both the district and the employee;
  - b. Require food buyer participation in menu planning to better forecast needs and enjoy potential better pricing;

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<sup>50</sup> Maximizing P-Card usage allows procurement professionals to concentrate efforts on the more complex purchases, significantly reduces accounts payable workload, and provides schools a shorter cycle time for purchases. Increased P-Card spending can provide higher rebate revenues, which in turn can pay for the management of the program. There are trade-offs, however. The decentralized nature of these purchases could have an impact on lost opportunity for savings (via bulk purchases) and requires diligent oversight to prevent inappropriate use and spend analysis to identify contract savings opportunities. (Source: CGCS *Managing for Results*, 2017.)

- c. Meet with the Office of the General Counsel to verify the correct interpretation of NRS 332 and make procedural changes, if necessary, to bring the district into compliance;
  - d. Leverage the GPS technology already on all school buses to accurately capture on-time performance and to identify and correct route delays; and
  - e. Identify and analyze the reasons why buses are not passing state inspections. Develop a refresher bus driver bus inspection training program and require all drivers sign in attendance and be held accountable. Increase bus supervisor presence during driver pre and post-trip bus inspections and hold supervisors accountable for buses they are responsible for.
19. Develop succession planning and cross-training within all departments to ensure knowledge transfer and the orderly transition of responsibilities. Avoid creating organizational dependence on any individual by designing workflow sharing and cross-training to ensure continuity of service in the event of employee unavailability or absenteeism.
20. Reconcile any inconsistencies between how department heads rated themselves on the OPPAGA survey and the findings generated from staff interviews.

**HISTORY OF STRATEGIC SUPPORT TEAM  
REVIEWS**

## HISTORY OF COUNCIL REVIEWS

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to urban school districts over the last 20 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
	Special Education	2018
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016

Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
	Budget and Finance	2018
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000

	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002

	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
	Special Education	2018
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002

	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013



Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
	Safety & Security	2018
Philadelphia		

	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Puerto Rico		
	Hurricane Damage Assessment	2017
	Facilities Training	2018
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013

Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
	Budget and Finance Operations	2018
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008

	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017