



ANNUAL REPORT

2021-2022





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Photo Credits/Details:

Cover Photo: Student from Des Moines Public Schools

Contents Page Photo: Clockwise

Student from Des Moines Public Schools, Student from Fresno Unified School District,
student from Des Moines Public Schools, students from Fresno Unified School District

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Page 14 Photo: Students from Austin Independent School District, Jefferson County Public Schools, Des Moines Public Schools,
Hawaii Department of Education

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MESSAGE FROM THE CHAIR

“The Council remains the most effective and aggressive legislative advocate for urban public schools in the nation, working to secure the funds to support academic recovery and the reopening of schools.”

BARBARA JENKINS

June 30, 2022

What an incredible year it has been! I have been honored to serve as chairman of this great organization during a time of transformation for the nation's large urban school districts. I am incredibly proud that the Council of the Great City Schools has a long-standing reputation for skillfully leading the charge to educate the youth of urban America. We know that public education remains a linchpin to our democracy. A well-educated citizenry will preserve the moral and ethical code of our society. To this end, we all remain committed to providing a high-quality education to all our youth, and especially to those in our society who have traditionally been underserved.

Our new Executive Director, Dr. Ray Hart and his leadership team have done an extraordinary job leading the organization through turbulent times. Board members and superintendents have remained steadfast in the critical mission of each district. For your commitment and tireless work, I thank you. So many initiatives are noteworthy but allow me to name just a few.

The Council remains the most effective and aggressive legislative advocate for urban public schools in the nation, working to secure the funds to support academic recovery and the reopening of schools; to advocate for flexibility and the targeting of these funds to support urban schools; and to help inform and guide districts in strategically allocating federal aid. The Council submitted detailed policy recommendations to the U.S. Department of Education requesting flexibility in the administrative requirements for Elementary and Secondary School Emergency Relief (ESSER) funds. The team also successfully advocated for the targeting of \$7 billion in the Federal Communication Commission's Education Connectivity Fund on low-income school districts for the purchase of devices and internet access to be used by students and staff at home and off-campus.

Over 700 weekly and bi-weekly conference calls were hosted by the Council this past year with school board members, superintendents, chief academic officers, chiefs of schools, chief financial officers, chief operating officers, and other groups providing a powerful forum for connecting members around common issues during the pandemic, and for exchanging best practices and lessons learned in relief and recovery efforts. A high-level task force of school district leaders was also established to develop guidance for the strategic use of federal funds to support academic recovery.

Council staff met with federal officials from the Department of Homeland Security (DHS) and U.S. Department of Education to communicate school district needs related to welcoming refugees from Afghanistan, and hosting DHS officials and board members from the Afghan American Foundation. These departments shared important information to assist school districts in the proper placement and provision of services for arriving students and families. Quarterly legal webinars were also provided on critical topics, including legal considerations in the age of social media, handling TikTok challenges, and navigating conversations on race.

Extensive meetings, workshops, and forums were hosted to help member districts improve instruction. The Council has released guidance to help members assess and strengthen their curricula and improve their professional development, and maintained the automated academic Key Performance Indicators (KPIs). These indicators build on the nearly 400 operational KPIs the Council and its membership developed some years ago. The academic KPIs allow members to compare themselves with other urban school districts on instructional benchmarks that will be important in our understanding of the academic challenges ahead. In addition, the Council released a guide for districts implementing the 3Ls™ approach (learning, language, and literacy) to EL instruction. This guide highlights connections to the leading frameworks/standards for English language development.

As always, the Council provided its member districts with Strategic Support Team reviews in the areas of instruction, student services, special education, human resources, IT, and school safety and security. The team is also developing coaching and leadership training support for superintendents and executive leaders as part of the Michael Casserly Urban School Executive Leadership Institute.

I know the organization will continue to pursue its mission and building on such a substantial foundation. Finally, to the many board members and superintendents who are ending their tenure, I want to thank you for your years of dedicated service to students across this great country. You will be greatly missed but your investment will live on for years to come. Godspeed!

Barbara Jenkins
Chair of the Board, 2021-22

MESSAGE FROM THE DIRECTOR



“I particularly want to thank Council staff who retired or transitioned to new roles this year after devoting significant portions of their careers in education to our work and support of urban school students in member districts.”

RAYMOND HART

June 30, 2022

I am pleased to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2021-22 program year.

This was another challenging year for our member districts, and the Council did everything it could to rise to the occasion. The unprecedented infusion of federal funds into our public education system in 2021 provided school districts across the country with the financial resources to safely reopen schools, address pre- and post-pandemic unfinished learning, and build lasting, equitable systems of teaching and learning. To provide guidance and support to districts in this endeavor, the Council conducted webinars, virtual and in-person convenings, and technical assistance to cabinet staff across the membership. At the same time, the Council submitted multiple sets of comments and detailed policy recommendations to the U.S. Department of Education (USDOE) requesting flexibility in the administrative requirements for relief funds, garnering additional time for the Department’s massive data collection request, and a local compliance exception for the Maintenance of Equity provision based on school-level shifts in staffing, salaries, and enrollment. We also successfully advocated for the targeting of \$7 billion in the Federal Communications Commission’s Education Connectivity Fund to low-income school districts for the purchase of devices and Internet access to be used by students and staff at home and off-campus.

Council staff also worked to communicate school district needs related to welcoming refugees from Afghanistan and Ukraine, meeting with federal officials from the Department of Homeland Security (DHS) and the USDOE. We hosted DHS officials and board members from the Afghan American Foundation to share important information to assist in proper placement and provision of services for arriving students and families.

On top of those accomplishments, the Council published its annual reports on both instructional and operational key performance indicators and provided Strategic Support Team reviews to member districts in the areas of instruction, student services, special education, finance, human resources, information technology, English language learners, and school safety and security. We continued to develop and release resources to help districts improve teaching and learning and support the academic recovery

and success of all students. And to expand our work supporting district leadership and governance, the Council launched a series of professional learning cohorts for superintendents, school board members, and executive leaders as part of the Michael Casserly Urban School Executive Leadership Institute. Council school board members and their staff convened in December 2021 to develop the curriculum and training plan for school board coaching cohorts. Great City superintendents convened in June 2022 to provide input and guidance on the leadership development supports the Institute provides for district leaders.

This year marked a return to in-person convenings throughout the spring and early summer, including the Legislative and Policy Conference, and role-alike meetings for IT directors, Chief Financial Officers, Auditors, Human Resources Officers, and Bilingual Directors. These were in addition to our virtual annual conference in October and our weekly and biweekly calls—over 700 of them this past year—with job-alike groups of school district staff and leaders. These regular discussions have continued to provide a powerful forum for connecting members around common issues and exchanging information. We look forward to a return to our in-person CGCS/Harvard University Leadership Institute and Research, Curriculum, and Instructional Leaders meetings in July, and our Annual Fall Conference in October, hosted by Orange County Public Schools in Orlando.

I thank Barbara Jenkins for her extraordinary leadership this year in chairing the Council’s Board of Directors and Executive Committee. During a time of uncertainty and change, she brought substantial knowledge and experience to her role, and I appreciated her unwavering support and wise counsel during my first year as executive director.

Finally, I thank the Council’s exceptional staff, who continue to perform at the top of their games and astonish everyone with their productivity. I particularly want to thank Council staff who retired or transitioned to new roles this year after devoting significant portions of their careers in education to our work and support of urban school students in member districts. Their work has changed the life outcomes of students for decades. Thank you for a great year.

Raymond Hart
Executive Director



ABOUT THE COUNCIL



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

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

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

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

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

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



White House senior education policy advisor Mary Wall, center, poses with the Council leadership, left to right, Past Chair Michael O'Neill, Chair Barbara Jenkins, and Council Executive Director Raymond Hart at the Council's Annual Legislative/Policy Conference.



Council Executive Director Raymond Hart, left, and Council Strategic Advisor Michael Casserly, second from right, meet with U.S. Secretary of Education Miguel Cardona and Deputy Secretary Cindy Marten.



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



Dallas school board member Karla García listens to Dallas Schools Superintendent Michael Hinojosa at the Council's Annual Legislative/Policy Conference.



Broward County Schools Superintendent Vickie Cartwright poses a question to congressional staffers as Broward school board chair Laurie Rich Levinson looks on at the Legislative/Policy Conference.

ORGANIZATIONAL STRUCTURE

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

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

The board of directors has established five special task forces to address major issues facing the membership. These include **English Language Learners and Bilingual Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement and Professional Development** was established to eliminate gaps in the academic achievement of students by race. A **Task Force on Leadership, Governance, Management, and Finance** addresses concerns about issues surrounding urban school leadership and management. **Black and Latino Young Men and Boys Task Force** works to implement the pledge the membership took to improve conditions and outcomes for these students. And the organization has recently initiated a **Black and Latina Young Women and Girls Task Force** to strengthen its commitment to equity.

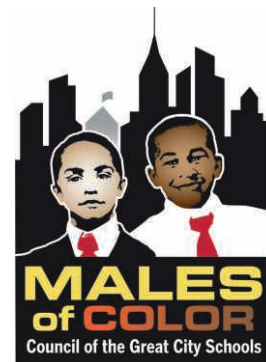
Three subcommittees of the executive committee provide support in financial and organizational areas:

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

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

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

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





CHARACTERISTICS & CONFERENCES

CHARACTERISTICS OF THE GREAT CITY SCHOOLS

TOTAL STUDENT ENROLLMENT



7.8M

- 44% Hispanic
- 26% African American
- 18% White
- 7% Asian/Pacific Islander
- 1% Alaskan/Native American/Other



FREE/REDUCED PRICE LUNCH ELIGIBILITY



72%

TOTAL NUMBER OF TEACHERS



434,000

NUMBER OF SCHOOLS



14,000

STUDENT-TEACHER RATIO



16%

English Language
Learners

17:1

16%

Students With Individualized Education Plan (IEP's)

CONFERENCES

Public Relations Executives Virtual Meeting
July 11-14, 2021

Virtual 65th Annual Fall Conference
October 19-23, 2021

Chief Information Officers Conference
February 15-18, 2022
Atlanta, GA

Legislative/Policy Conference
March 19-22, 2022
Washington, DC

Chief Financial/HRD/Personnel Directors Meeting
April 10-14, 2022
St. Petersburg, FL

Bilingual, Immigrant & Refugee
Education Directors Meeting
May 9-14, 2022
San Antonio, TX

ANNUAL FALL CONFERENCE

“Let’s do everything we can to involve not only students, but parents and those that care for them in school decisions.”

PRISCILLA CHAN



Priscilla Chan

With the COVID-19 pandemic still raging, the Council of the Great City Schools held its 65th Annual Fall Conference virtually under the banner, “Rising Up and Meeting the Challenge.”

A virtual town hall meeting, sponsored by the Chan Zuckerberg Initiative, was moderated by award-winning veteran journalist Ray Suarez and featured student school board members who offered insight on the importance of young voices in school board meetings. “The student perspective differs from other board members in that students have a greater sense of urgency,” said Jackson Weinberg, a Portland Public Schools Board of Education representative. The student panel also discussed the impact the pandemic had on school communities. Abenezzer Haile, a student school board member of the Metro Nashville Public Schools, said the lack of day-to-day structure in students’ lives while learning remotely took a toll and “has been very hard on students and hard on parents too.”

In his keynote address, historian Henry Louis Gates Jr. had one clear message for conferees: “respond responsibly” to critics and defend high school coursework. “We have to integrate the narratives of Native Americans, women, gay people, and people of color into the larger stream and narrative flow of American history,” said Gates, the director of the Hutchins Center for African & African American Research at Harvard University.

Philanthropist Priscilla Chan stressed the importance of student wellbeing in her address to conferees. Chan cited Van Ness Elementary School, a public school in Washington, D.C., which continued to prioritize the holistic needs of its students when the school turned to virtual learning in March 2020 due to the COVID-19 pandemic. “We know that urban schools were amongst the hardest hit — as black, brown, and indigenous communities endured the simultaneous crisis of health, racial discrimination, and economic uncertainty,” said Chan. “Let’s do everything we can to involve not only students, but parents and those that care for them in school decisions.”

2021 National Teacher of the Year Juliana Urtubey was interviewed by Clark County Schools Superintendent Jesus Jara. A first-generation, bilingual immigrant in her 11th year in the classroom, Urtubey is a strong advocate for “joyful and just education” for all students, especially children of color and students with learning differences. “[I became a teacher] to build bridges with those who face barriers instead of warm welcomes when they are navigating our education system,” said Urtubey.



Henry Louis Gates, Jr.



Juliana Urtubey

LEGISLATIVE/POLICY CONFERENCE



Cindy Marten



Catherine Lhamon



Mary Wall

For the first time in two years, the Council of the Great City Schools' Annual Legislative/Policy Conference was held in person on March 19-22, in Washington, D.C.

In a video address, U.S. Secretary of Education Miguel Cardona thanked school leaders for their hard work and dedication as they navigated the conflicting demands of the COVID-19 pandemic and urged leaders to change the narrative of public education. "You have a story to tell. You're focused on what matters – helping educators create positive school cultures, promoting academic excellence, and protecting student and educators' physical and mental health," said Cardona.

Conferees also heard from a familiar face in urban education. Before being appointed U.S. Deputy Secretary of Education, Cindy Marten served as superintendent of the San Diego Unified School District. She urged educators to "be cheerleaders for the profession, because there are a lot of people saying, 'Why would I want to be a teacher?' We can inspire the next generation, despite how difficult it looks with the pay and the conditions. We can inspire young people through great grow-your-own strategies."

Catherine Lhamon, assistant secretary of the U.S. Department of Education's Office of Civil Rights, discussed issues impacting student equality. While citing cases, she highlighted issues such as current legislative efforts impacting LGBTQ+ students, accurate record-keeping, and school resource officers. "These cases are incredibly painful, and they remind us of the daily challenge that you hold not only to instruct students in reading, writing, and arithmetic but to create and foster an inclusive learning environment that sustains all students," said Lhamon.

Also addressing the conference was Mary Wall, the White House senior education policy advisor on COVID-19 and a former chief of staff for the New York City Department of Education. Wall celebrated the one-year anniversary of the American Rescue Plan (ARP) and noted that 60 percent of school districts will invest federal funding in staffing and mental health services. "It's been heartening to see that there have been great examples of this occurring in school districts across the country," said Wall. "And not just in hiring additional mental health staff, but also in making sure that there is explicit instruction and explicit professional development for social emotional learning and in trauma-informed practices in school districts."

As the conference came to a close, Rep. Robert "Bobby" Scott (D-Va.) was named the recipient of the Dr. Michael Casserly Legacy Award for Educational Courage and Justice. Sponsored by Curriculum Associates, the award came with a \$10,000 scholarship to be presented in Michael Casserly's name to a graduate from Norfolk Public Schools.



When the Centers for Disease Control and Prevention approved COVID-19 vaccinations for 5- to 11-year-olds, urban school districts across the nation held vaccination clinics, including Kentucky's Jefferson County Public Schools, which held 24 vaccination clinics, and Buffalo Public Schools, which opened vaccine clinics at 30 schools.

HIGHLIGHTS OF COUNCIL ACTIVITIES

COMMUNICATIONS

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2021-22 the Council—

- Issued more than a dozen press releases on Council activities, as well as statements on critical current events impacting the lives of urban schoolchildren.
- Coordinated the CGCS-Bernard Harris Math and Science Scholarships Program.
- Held regular calls with Council member Communications Directors and Public Relations Executives.
- Launched the Joint Task Force on School Safety and Justice, a partnership between the Council and the International Association of Chiefs of Police aimed at identifying approaches to improve student safety in urban areas across the country.
- Worked closely with the U.S. Department of Education to publicize and highlight best practices among Council member districts in utilizing American Rescue Plan (ARP) funds.
- Partnered with 11 education organizations in the Coalition to Advance Future Student Success, an effort to ensure ARP funds are spent effectively and efficiently. Participated in meetings with the advisory group to create the newsletter and website and highlighted the efforts of Council member districts.
- Hosted an all virtual 2021 Annual Fall Conference, featuring remarks and interviews with filmmaker and journalist Henry Louis Gates, Jr.; National Teacher of the Year Juliana Urtubey; Priscilla Chan, Co-founder and Co-CEO of the Chan Zuckerberg Initiative; and an all-student town hall moderated by journalist Ray Suarez that focused on amplifying student voice.
- Fielded scores of inquiries from national and regional media outlets such as the *New York Times*, *Washington Post*, *Education Week*, *Wall Street Journal*, *USA Today*, *Associated Press* and *Chalkbeat*.
- Emailed eight issues of the Council's award-winning digital newsletter, the *Urban Educator*.
- Hosted a three-day virtual conference for communications directors in Council member districts, featuring a session with national education reporters.
- Published the organization's Annual Report, receiving recognition from the National School Public Relations Association.
- Managed the organization's Blue Ribbon Corporate Advisory Group.
- Coordinated the Green-Garner Award ceremony, honoring the nation's top urban educator.

- Worked with Scholastic to present the inaugural winner of the Richard M. Robinson Literacy Champion Award, recognizing a Council member school district for progress in advancing reading achievement.
- Released a fall reopening schools tracker with *Education Week* for the 2021-2022 school year.

LEGISLATION

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2021-22, the Council—

- Provided dozens of briefings to CGCS school boards, superintendents, chief financial officers, government relations directors, general counsels, and other senior district officials on the status of federal COVID-19 funding, including Elementary and Secondary School Emergency Relief (ESSER) Funds and congressional proposals for school facilities and universal pre-school, as well as updates to federal agency guidance, regulations, and waivers.
- Submitted multiple sets of comments and detailed policy recommendations to the U.S. Department of Education requesting flexibility in the administrative requirements for ESSER funds, garnering additional time for the Department's extraordinary data collection request and a local compliance exception for the Maintenance of Equity provision based on school-level shifts in staffing, salaries, and enrollment.
- Worked with the U.S. Department of Education to ensure that school districts continued to have access to the Title I fiscal waivers that were provided at the start of the pandemic and again in school year 2021-22, allowing for carryover of funds and longer periods of availability.
- Advocated for prioritizing \$7 billion in the Federal Communications Commission's Education Connectivity Fund on low-income school districts for the purchase of devices and internet access to be used by students and staff at home and off-campus.
- Supported the successful passage of an additional \$1 billion in Title I appropriations for federal FY 2022—the largest single-year increase in more than twenty years—which raised the baseline amount of the annual program to \$17.5 billion.
- Worked with the White House and the Federal Emergency Management Agency (FEMA) to clarify that school districts could submit reimbursement requests for COVID-19 mitigation costs incurred since March of 2020 under FEMA's Public Assistance program, and if approved, re-program the district's initial upfront payment back to its original source.

HIGHLIGHTS OF COUNCIL ACTIVITIES

- Submitted comments to the U.S. Department of Agriculture supporting school district flexibility in the return to regular school meal programs, and encouraged the extension of school meal COVID-19 waivers through school year 2022-23.
- Launched a survey on ESSER Funding in the Great City Schools to collect baseline financial information in order to continue advocating for flexibility and demonstrate to policymakers and the public that urban school districts are using the funds wisely to address both lost instructional time due to COVID-19 and the pre-existing challenges that may impede recovery from the pandemic.
- Submitted comments supporting the U.S. Department of Homeland Security's proposed rule which clarified that eligibility and participation in certain programs, services, and benefits – including the National School Lunch program and school-based Medicaid – would not negatively affect an individual or family member's future application for admission, extension, maintenance, adjustment in immigration status, or application for citizenship.
- Disseminated a survey on urban school district efforts to address gaps in student achievement and educational opportunities using race-conscious or race-neutral policies for a CGCS amicus brief on a Supreme Court case.
- Held regular calls with member district Legislative Affairs Directors, Federal Programs Directors, General Counsels, Special Education Directors, and Directors of Mental Health/Social and Emotional Learning to discuss legal issues and challenges in the wake of the pandemic.
- Hosted a series of legal webinars with Husch Blackwell on issues affecting urban school districts, including navigating conversations on race and First Amendment considerations in the age of social media.
- Submitted comments to the U.S. Department of Education highlighting urban school district practices in advance of regulatory changes to Section 504 of the Rehabilitation Act for students with disabilities.
- Filed multiple sets of comments with the Federal Communications Commission (FCC) highlighting the importance of reducing applicant burden and supporting district cybersecurity costs under the E-Rate program, and securing the use of a school's participation in the Community Eligibility Program (CEP) as an automatic eligibility criteria for students and families under the Affordable Connectivity Program.
- Hosted the in-person 2022 Annual Legislative/Policy Conference in Washington, D.C., with remarks from the White House's senior education policy advisor, Deputy Secretary of Education, and Assistant Secretary for Civil Rights, as well as legislative briefings and Q&A sessions with staff from the U.S. Department of Education and Congress.
- Fielded scores of legislative and regulatory questions and interceded for member school districts to resolve problems with various federal agencies.

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2021-22, the Council—

- Held bi-weekly calls with member district research, evaluation, and assessment staff to discuss district needs and plans for responding to the COVID-19 pandemic.
- Held monthly calls with member district equity leaders to discuss the challenges they face and the strategies they use to embed equity in the work of districts.
- Continued to develop www.edwires.org as a tool to coordinate information sharing across member districts and to facilitate discussions among Council role-alike staff for professional development and discourse.
- Analyzed results from the National Assessment of Educational Progress (NAEP), Academic Key Performance Indicator (KPI) data, and Office of Civil Rights (OCR) data to assess disproportionality and academic progress among young men and women of color across Council member districts. This analysis was shared at the Council's task force meetings and in the Annual Academic Key Performance Indicators report, and is used to support district efforts to improve student achievement and social/emotional outcomes for students.
- Continued the Council's partnership with the RAND Corporation with the administration of two American School District Panel national surveys supported by The Bill and Melinda Gates Foundation.
- Collected, analyzed, and reported on the Council's Academic KPIs on student achievement levels, attendance, suspensions, course participation, AP attainment, graduation rates, special education trends, and principal and teacher demographic data.
- Expanded the Council's Academic KPIs to include annual data collection on the performance of English Language Learners in member districts.
- Updated an online academic KPI data dashboard that contains longitudinal and district comparison data collected across years.
- Developed and launched a dashboard specifically for English Language Learner data, allowing districts to examine their English learner academic performance indicators over time and in comparison to other districts.
- Conducted research to support the work of the Council overall and the Council's strategic support team reviews of district academic and operational functions.
- Convened two meetings of the Trial Urban District Assessment (TUDA) Task Force to advise the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES). The Task Force consists of 10 representatives from Council member districts providing recommendations and feedback on the development and operation of the TUDA program.

- Represented urban school district interests at meetings of the National Assessment Governing Board; National Academies of Science, Engineering, and Medicine; National Network of Education Research –Practice Partnerships; National Center for Education Statistics, United States Department of Education, The Proximity Project, Results for America, and Data Quality Campaign.
- Responded to numerous member requests for statistical information and research assistance.
- Provided technical assistance to member districts on assessments, student information systems, and data visualizations and dashboards.
- Convened monthly meetings with member districts who use three leading formative assessments (NWEA, Curriculum Associates, and Renaissance). These consortia allow districts who use the same assessments to share information, best practices, and data.
- Partnered with formative assessment vendors to produce reports on student’s academic recovery from the pandemic using member district data. Data from these CGCS-specific reports were shared with member districts and the board of directors.
- Coordinated with College Board staff to lay the groundwork for a series of reports on Advanced Placement course taking and passing rates and trends across Council member districts.
- Worked with the Student National Clearinghouse to investigate post-graduation outcomes among students in Council member districts.
- Established an advisory committee of CAOs, content directors, and experts in the field to assist in updating and revising the Council’s curriculum framework, a resource that provides guidance to districts in developing, implementing, and sustaining a high-quality curriculum.
- Held a series of calls with district leaders and principals of virtual schools and programs.
- Collaborated with Student Achievement Partners in the design and implementation of the Text Analysis Toolkit. Solicited feedback from directors of English Language Arts and literacy across member districts to refine criteria for text selection and support more rigorous, relevant, and engaging literacy instruction.
- Worked with Student Achievement Partners to review and provide feedback from directors of mathematics across member districts during the development of culturally responsive tasks for mathematics instruction.
- Continued to elevate and leverage the work of member districts that have shown substantial gains on NAEP among disadvantaged students and students of color to share characteristics, strategies, and lessons learned in publications and presentations.
- Convened the Achievement and Professional Development Task Force at the 2021 Annual Fall Conference and the Legislative Conference in March 2022.
- Convened the Task Force on Black and Latino Young Men and Boys and Task Force on Black and Latina Young Women and Girls at the 2021 Annual Fall Conference and the Legislative Conference in March 2022.

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council’s most important priorities. In 2021-22, the Council—

- Held bi-weekly calls with Chief Academic Officers (CAOs), instructional leaders, and Chiefs of Schools to discuss shared challenges, emerging trends, and promising practices.
- Expanded instructional role-alike groups, establishing regular calls with chiefs of schools/principal supervisors and directors /content leads in the areas of mathematics, English language arts, science, and history/social science to provide opportunities for networking and professional learning.
- Provided virtual support to CAOs and other district leaders to help them embed the principles of the CGCS document, *Addressing Unfinished Learning After Covid-19 School Closures*, in summer programming and curriculum guidance for the upcoming school year.
- Convened a meeting of superintendents, CAOs, and Chiefs of Schools to discuss how districts are using federal relief funding strategically and effectively.
- Convened a meeting with educational publishers, featuring a panel of district representatives, to build a shared understanding of district needs and the gaps in current resources.
- Provided virtual support to districts on curriculum initiatives using the Council’s resource *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* and its accompanying curriculum quality assessment rubric.
- Connected the work of the Council to work done by leading mathematics, science, history/social science, and literacy organizations to keep the membership informed and to help shape the work of those organizations in addressing urban education.
- Collaborated with the Institute of Education Sciences (IES) and the National Science Foundation (NSF) to plan a Mathematics Summit to examine recent declines in mathematics proficiency and identify strategies to reverse those trends.
- Participated on a panel with Education First and Campaign for Grade-Level Reading to discuss the alignment and integration of early literacy and early math.

HIGHLIGHTS OF COUNCIL ACTIVITIES

BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION

America's urban schools serve more than 26 percent of the nation's English language learners. In 2021-22, the Council—

- Held regular calls with Bilingual education directors and their staff, often featuring guest presenters from organizations such as Operation Allies Welcome (OAW), Oregon State University, and WestEd.
- Provided information to Council member districts on how to support newcomer students, as well as updates and summaries of various policies regarding grading and promotion for English learners and instruction in foundational skills.
- Designed and launched a comprehensive survey to understand how member districts currently serve newcomer students to better determine the technical assistance that would best serve member districts.
- Created a working group composed of EL educators from member districts and experts to develop a vision for foundational skills instruction for ELs and related criteria for the selection of instructional materials and/or programs.
- Secured a clarifying statement from the U.S. Department of Education regarding service eligibility for Afghan refugees in temporary hotel housing.
- Met with officials from the Department of Homeland Security (DHS) and the U.S. Department of Education to communicate school district needs related to welcoming evacuees from Afghanistan and obtained data for resettlement destinations (by county) with estimated numbers of arriving children and youth as well as approximate arrival dates.
- Hosted DHS officials and board members from the Afghan American Foundation to share important information concerning proper placement and provision of services for arriving students and families.
- Published a guide to the connections between the Learning, Language, and Literacy (3Ls™) instructional approach and the most common English Language Development frameworks and standards.
- Provided ongoing support for the implementation of professional development courses aimed at elevating instruction for English learners in ELA/ELD and mathematics.
- Launched a joint initiative with the Writing Project at the University of California, Irvine to advance writing instruction using recognized cognitive strategies.
- Hosted a professional learning day for 11 districts implementing or interested in implementing the 3Ls™ approach for English language development.
- Held the annual Bilingual, Immigrant, and Refugee Education meeting (BIRE), bringing together experts from Council member districts, academia, and other organizations to discuss pressing topics such as social-emotional support for immigrant students, improving

writing instruction for ELs, and best practices in language instruction programming.

- Convened the Bilingual Education Task Force at the 2021 Annual Fall Conference and the Legislative Conference in March 2022.

LEADERSHIP, GOVERNANCE, MANAGEMENT AND SCHOOL FINANCE

The Task Forces on Leadership, Governance, Management and School Finance address the quality and tenure of leadership and management in and funding of urban schools. In 2021-22, the Council—

- Hosted the 2021 Harvard/CGCS Accelerating Board Capacity Institute virtually, providing professional development and leadership and governance training to delegations of urban school board and district leaders.
- Convened a meeting of school board leaders and board support staff to develop and plan the School Board Cohort training process. This initiative will provide support and guidance to cohorts of new board members, board chairs, board support staff, and board coaches.
- Hosted a national conference on school governance to provide school boards and superintendents across the country with governance training and support.
- Hosted a convening of superintendents to assist in the development of a curriculum for superintendent coaching and support.
- Provided coaching support to over 35 Council member superintendents and districts as part of a series of Wallace Foundation grants.
- Provided in-depth board coaching and training, including multi-day school board retreats in over 30 Council member districts.
- Held regular calls with Superintendents, School Board Representatives and Board Chairs, School Board support staff, Directors of Facilities and Plant Operations, Chief Financial Officers, Chief Information Officers, Chief Human Resource Officers, Procurement Directors, Risk Management Directors, Emergency Managers, Chiefs of Police/Safety and Security Officers, Food Service Directors, Transportation Directors, Directors of Athletics, and Internal Auditors.
- Hosted in-person job-alike meetings for Chief Information Officers, Chief Finance Officers, Chief Human Resource Officers, and Purchasing Directors, Risk Management Directors, and Internal Auditors.
- Convened the Leadership, Governance, Management, and Finance Task Force at the 2021 Annual Fall Conference and the Legislative Conference in March 2022.
- Conducted strategic support team reviews for the Rochester City School District, Broward County Public Schools, East Baton Rouge Parish Schools, Charlotte-Mecklenburg Schools, and Kansas City Public Schools.

- Expanded the Michael Casserly Urban School Executive Leadership Institute to prepare future leaders to take on the challenges facing large urban school districts.
- Managed the data collection, analysis, and reporting of the Council's Operational KPIs, and released the annual Managing for Results report.
- Coordinated an effort to provide technical assistance to 20 Council member districts to help them strengthen their technology interoperability.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure that integrity of its programs. In 2021-22, the Council—

- Conducted an all-virtual external audit of the organization's 2020-21 spending and received unqualified audit results for FY2020-21.
- Coordinated travel to 18 districts for School Board Retreats, and to nine districts to conduct Strategic Support Team reviews.
- Welcomed and provided orientation materials to two new member school districts, Phoenix Union High School District and Fayette County Public Schools (Lexington, KY).
- Managed financials for Board Retreats and Strategic Support Teams, 10 grant projects, 15 programs, two virtual conferences, four in-person conferences, four board governance coaching cohorts, and two in-person governance training sessions.
- Maintained the online conference registration for all virtual and in-person meetings.
- Implemented two-day telework for all staff beginning January 2022 with technology provisions.
- Hired two Research Managers, a Director of Management Services, and a Chief Academic Officer. Hired individuals to fill two newly created roles, a Director of Strategy and Partnerships and a Superintendent in Residence.
- Promoted the Manager of Legislative Services to Director of Legislative Services after the retirement of the former Director.
- Transitioned to a new Executive Director, transitioned former Executive Director to Strategic Advisor, and transitioned former Director of Management Services to Senior Advisor for Management Services.
- Initiated the transition from the current database system (Impak) and information management system (Lyris) to the Higher Logic and Sales Force Systems.
- Reviewed options for the renewal of medical/dental/life/disability insurances.



AWARD PROGRAMS

“It is important for elected officials to be diligent and ethical in their own governance and that school districts must focus on improving student achievement. Throughout the years that I have been an elected official, I have championed these ideas.”

MARTA PÉREZ

GREEN-GARNER AWARD

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

The award, sponsored by the Council and Scholastic, includes a \$10,000 college scholarship to be presented to a senior in the winner’s school system. Marta Pérez, a school board member for Miami-Dade County Public Schools, was presented with the award at the 2021 virtual Fall Conference. As the first Cuban American to win the award, Pérez has served on the Miami-Dade County school board since 1998. She has supported countless initiatives, particularly in areas of ethics and accountability, parental involvement, wellness, and student achievement.

Upon receiving the Green-Garner Award, school board member Pérez noted that, “It is important for elected officials to be diligent and ethical in their own governance and that school districts must focus on improving student achievement. Throughout the years that I have been an elected official, I have championed these ideas.”



Marta Pérez, second from left, presented six high school seniors with a \$1,700 Green-Garner scholarship during an awards ceremony.



Council Chair-Elect Kelly Gopez and Secretary/Treasurer William Hite announce Marta Pérez, bottom row, as the winner of the 2021 Green-Garner Award during a virtual ceremony at the Annual Fall Conference.

GREEN-GARNER AWARD WINNERS

1990	James Griffin, Retired Member	St. Paul School Board
	Timothy Dyer, Former Superintendent	Phoenix Union High School District
1991	Paul Houston, Former Superintendent	Tucson Public Schools
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami-Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Board Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent	Houston Independent School District
	Judy Farmer, Board Member	Minneapolis Public Schools
2000	Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001	Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002	John Simpson, Superintendent	Norfolk Public Schools
2003	Arthur Griffin, Board Member	Charlotte-Mecklenburg Schools
	Franklin Till, Superintendent	Broward County Public Schools
2004	Tom Payzant, Superintendent	Boston Public Schools
2005	Anna Dodson, Board Member	Norfolk Public Schools
2006	Beverly Hall, Superintendent	Atlanta Public Schools
2007	Elizabeth Reilinger, Board Member	Boston Public Schools
2008	Pascal Forgione, Superintendent	Austin Independent School District
2009	Emmett Johnson, Board Member	Atlanta Public Schools
2010	Arlene Ackerman, Superintendent	The School District of Philadelphia
2011	Candy Olson, Board Member	Hillsborough County Public Schools
2012	Carol Johnson, Superintendent	Boston Public Schools
2013	Denise Link, Board Member	Cleveland Metropolitan School District
2014	Terry Grier, Superintendent	Houston Independent School District
2015	Bill Isler, Board Member	Pittsburgh Public Schools
2016	Eric Gordon, Chief Executive Officer	Cleveland Metropolitan School District
2017	Felton Williams, Board Member	Long Beach Unified School District
2018	Alberto Carvalho, Superintendent	Miami-Dade County Public Schools
2019	Lawrence Feldman, Board Member	Miami-Dade County Public Schools
2020	Michael Hinojosa, Superintendent	Dallas Independent School District
2021	Marta Pérez, Board Member	Miami-Dade County Public Schools

AWARD PROGRAMS



Queen Smith Award for Commitment to Urban Education

Tiffany Cox, director of bands at Lake Worth Community High School in Florida's School District of Palm Beach County, was the recipient of the Queen Smith Award for Urban Education. The \$5,000 award is named in honor of the late vice president of urban programs for Macmillan/McGraw-Hill Publishing Company. Cox presents regularly at local, state, national and international conferences where she advocates for equity in music education. She works tirelessly to support her students and to provide them with access to a world-class music education experience despite a lack of funding and resources. In her four years at Lake Worth, she has fundraised and received grant funding totaling over \$200,000 for her band program.



Dr. Michael Casserly Legacy Award for Educational Courage and Justice

Ayana Askew, a 2022 graduate of Virginia's Norfolk Public Schools, was the recipient of the Dr. Michael Casserly Legacy Scholarship for Educational Courage and Justice. Sponsored by Curriculum Associates, the \$10,000 college scholarship will be used by Askew to pursue a degree in English at Spelman College in Atlanta. The scholarship is part of the Dr. Michael Casserly Legacy Award for Educational Courage and Justice, named after the Council's former executive director. The annual award, now in its second year, is presented to a person who has made outstanding contributions in the field of Grades K-12 urban education by taking a courageous and passionate stance on the issue of educational justice and equity.

This year's awardee was Rep. Robert C. "Bobby" Scott (D-Va.), who currently serves as the chairman of the Committee on Education and Labor, where he works to advance an agenda that improves equity and quality in education.



Richard M. Robinson Literacy Champion Award

The School District of Philadelphia was the inaugural winner of the Richard M. Robinson Literacy Champion Award, sponsored by Scholastic in collaboration with the Council. The annual award is named in honor of the late Scholastic Chairman and CEO, Richard (Dick) Robinson and recognizes a Council member school district for demonstrated progress in advancing reading achievement. As the Richard M. Robinson Literacy Champion Award-winner, the School District of Philadelphia selected General George G. Meade School to receive the grand prize, which was 13,878 new books and a library makeover.

FINANCIAL REPORT

AUDITED REPORT
FY 20-21

ESTIMATE
FY 21-22

REVENUE

Membership Dues	\$3,213,130	\$3,399,510
Grants & Contracts	2,915,622	3,938,051
Sponsor Contributions	312,400	913,300
Registration Fees	180,855	434,986
Interest and Dividends	423,484	1,010,859
Royalties and Other Income	26,000	69,271
Net Gain on Investments	2,211,934	0
Total Revenue	\$9,283,425	\$9,765,977

AUDITED REPORT
FY 20-21

ESTIMATE
FY 21-22

EXPENSES

Public Advocacy	\$271,281	\$163,082
Legislative Advocacy	910,773	756,839
Research	345,240	86,837
Curriculum & Instruction	0	15,053
Executive Leadership	772,465	689,616
Member Management Services	110,588	131,343
Admin & Financial Management	805,502	931,693
Fundraising Activities	27,542	18,989
Conferences & Meetings	510,437	1,072,932
Categorical Projects	2,102,563	3,401,524
Total Expenses	\$5,856,391	\$7,267,908

Change in Net Assets	\$3,427,034	\$2,498,069
Net Assets, Beginning	\$9,362,508	\$12,789,542
Net Assets, Ending	\$12,789,542	\$15,287,611

MEMBERSHIP
DUES



34.8%

GRANTS &
CONTRACTS



40.3%

SPONSOR
CONTRIBUTIONS



9.4%

CONFERENCES
& MEETINGS



14.8%

CATEGORICAL
PROJECTS



46.8%

SPONSORS

THE COUNCIL THANKS THE FOLLOWING CONTRIBUTORS FOR THEIR SUPPORT IN 2021-2022



Blue Ribbon Corporate Advisory Group

Amplify Education	Houghton Mifflin Harcourt	Scholastic
Apple	Illuminate Education	Texas Instruments
Blackboard	Imagine Learning	The Harris Institute
Cenergistic, The Sustainability Company	K12 Insight	Waterford Research Institute
ClassLink	Learn Platform	Wilson Language Training
Curriculum Associates	McGraw Hill Education	
Edmentum	Public Consulting Group	
Hazel Health	Savvas Learning Company	

2021 Virtual Public Relations Meeting

Anvil Ready
Blackboard
Hazel Health
Intrado
K12 Insight
SchoolCNXT
SchoolMint
Thought Exchange

2021 Virtual Annual Fall Conference

Achieve3000
ASCD
Cenergistic
Edmentum
Engage2Learn
Great Minds
LearnPlatform
McGraw Hill Education
PAPER
Public Consulting Group
Renaissance
Rhithm
Rzero
Stride Learning Solutions
Vector Solutions

2022 Chief Information Officers Meeting

Aruba
Amazon Web Services
Centegix
COSN
Curriculum Associates
DELL Technologies
Edupoint
ENA
E-Rate
Gaggle
Howard Edu

iboss
IMS Global Learning Consortium
Infosys
Innive, Inc.
Jamf
JW Affinity IT
Kajeet
LearnPlatform
Lightspeed Systems
Linewize
Linq
Public Consulting Group
UKG
Varsity Tutors

2022 Legislative/Policy Conference

Amplify
BMG Money
Centegix
ClassLink
Curriculum Associates
Engage2Learn
Everyday Labs
Hazel Health
Houghton Mifflin Harcourt
K12 by Elior
LearnPlatform
NWEA
PAPER
TCG
Wilson Language Training

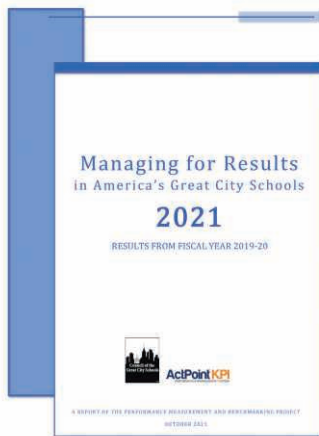
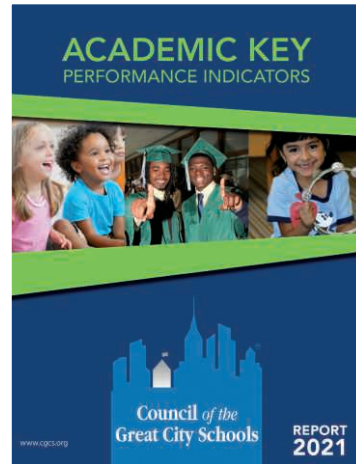
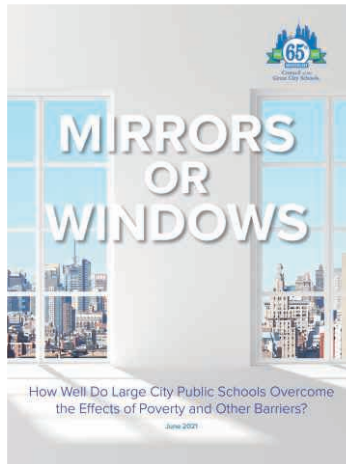
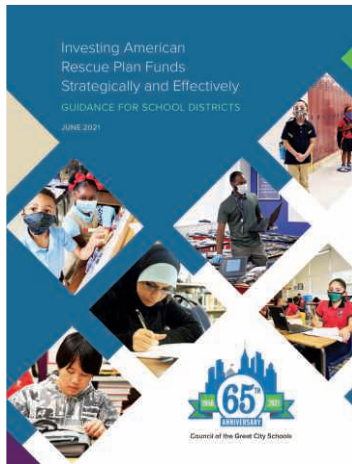
2022 Financial/HRD/Personnel Directors Meeting

Allouev
Bakertilly
BMG Money
Cenergistic
CherryRoad Technologies
ClassLink
Class Wallet
Curriculum Associates
Energia
Equal Level
ESS
Ez Cloud
Gallagher
IBM
Innive, Inc.
K12 Insight
Kelly Education
LearnPlatform
Linq
Meridian Partners
Oracle
Public Consulting Group
Plante Moran
Sodexo
Tyler Technologies
UKG
Upbeat

2022 Bilingual, Immigrant & Refugee Education Directors Meeting

Amplify
Benchmark
Blackboard
Curriculum Associates
EL Education
Ellevation Education
Engage2Learn
Hazel Health
Savvas Learning Company
Speak Agent
Talking Points
Velazquez Press





**Student Outcomes Focused Governance
A Continuous Improvement Framework**

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Investing American Rescue Plan Funds Strategically and Effectively

June 2021

The purpose of this document is to lay out a framework for the nation's large city school systems to spend new federal dollars strategically and effectively.

Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?

June 2021

The Mirrors or Windows study found that urban students are making significant progress academically, despite having to overcome the effects of poverty.

Academic Key Performance Indicators 2021 Report

October 2021

The 2021 report, using data through school year 2019-20, presents a number of different ways that member districts can analyze the data themselves by disaggregating results, showing trends, and combining variables.

Managing for Results in America's Great City Schools 2021

October 2021

In 2002, the Council of the Great City Schools and its members set out to develop performance measures that could be used to improve business operations in urban public school districts.

Student Outcomes Focused Governance: A Continuous Improvement Framework

October 2021

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes.

Connecting 3Ls™ to English Language Development Standards & Framework

September 2021

School districts that have adopted the 3Ls™ approach to provide rigorous instruction for English learners (ELs) have, invariably, had to make a case for what this approach offers, how it reflects best practices in English language development (ELD) instruction, and how it meets the needs of English learners.

A LOOK BACK AT 2021-2022

It was another challenging year in public education, but the Council did everything it could to rise to the occasion. No organization fights more aggressively or successfully for the nation's urban public schools and urban schoolchildren than the Council. The Council remains the only independent education coalition located in Washington whose sole mission and purpose is to improve public education in the Great Cities.



COUNCIL STAFF



Jeff Simering, the Council's Director of Legislation, and Robert Carlson, the Council's Director of Management Services, were honored for their years of service to the Council at the Legislative/Policy Conference. Simering retired from the Council after 28 years and Carlson transitioned to a new role at the Council after 29 years. The Council's Chief Academic Officer Ricki Price-Baugh also retired after serving 17 years.

ADMINISTRATION

Ray Hart, Executive Director
Alka Pateriya, Director of Strategy and Partnerships
Teri Trinidad, Director of Administration,
Finance & Conferences
Alisa Adams, Finance Manager
Alexis Vann, Manager of Conferences
Michell Yorkman, Manager of Conferences and
Partnerships
Gregory Bacon, Administrative and
Conference Specialist
Marilyn Banks, Administrative Assistant
Michael Casserly, Strategic Advisor

COMMUNICATIONS

Tonya Harris, Director of Communications
Joanne Coley, Communications Manager
Kalin Hicks, Communications Specialist

CURRICULUM AND INSTRUCTION

Karla Estrada, Chief Academic Officer
Robin Hall, Chief of Schools
Denise Walston, Chief of Curriculum
Ricki Price-Baugh, Senior Advisor

LEGISLATION AND POLICY

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

GOVERNANCE

AJ Crabill, Director of Governance

MANAGEMENT SERVICES

Willie T. Burroughs, Director of Management Services
Robert Carlson, Senior Advisor for
Management Services

RESEARCH

Akisha Osei Sarfo, Director of Research
Brian Garcia, Research Manager
Chester Holland, Research Manager
Eric Vignola, Manager of Software Engineering

SPECIAL PROJECTS

Amanda Rose Corcoran, Special Projects Manager

2021–2022 COUNCIL BOARD OF DIRECTORS AND MEMBER DISTRICTS

(AS OF JUNE 2022)

SCHOOL DISTRICT	SUPERINTENDENT	BOARD MEMBER	SCHOOL DISTRICT	SUPERINTENDENT	BOARD MEMBER
Albuquerque	Scott Elder	Yolanda Montoya-Cordova	Long Beach	Jill Baker	Megan Kerr
Anchorage	Deena Bishop	Margo Bellamy	Los Angeles	Alberto Carvalho	Kelly Gonez
Arlington	Marcelo Cavazos	Kecia Mays	Memphis - Shelby County	Joris Ray	Kevin Woods
Atlanta	Lisa Herring	Leslie Grant	Miami-Dade County	José Dotres	Marta Pérez
Aurora	Rico Munn	Debbie Gerkin	Milwaukee	Keith Posley	Robert Peterson
Austin	Stephanie Elizalde	LaTisha Anderson	Minneapolis	Ed Graff	Siad Ali
Baltimore	Sonja Santelises	Ronald McFadden	Nashville	Adrienne Battle	Rachel Anne Elrod
Birmingham	Mark Sullivan	Jason Meadows	New Orleans	Henderson Lewis Jr.	N/A
Boston	Brenda Cassellius	Michael O'Neill	New York City	David Banks	N/A
Bridgeport	Michael Testani	Joseph Sokolovic	Newark	Roger Leon	Josephine Garcia
Broward County	Vickie Cartwright	Laurie Rich Levinson	Norfolk	Sharon Byrdsong	Rodney Jordan
Buffalo	Kriner Cash	Sharon Belton-Cottman	Oakland	Kyla Johnson-Trammell	Gary Yee
Charleston	Donald Kennedy	Eric Mack	Oklahoma City	Sean McDaniel	Paul Lewis
Charlotte-Mecklenberg	Earnest Winston	Elyse Dashew	Omaha	Cheryl Logan	Shavonna Holman
Chicago	Pedro Martinez	Sendhil Revuluri	Orange County	Barbara Jenkins	Teresa Jacobs
Cincinnati	Iranetta Rayborn Wright	Mike Moroski	Palm Beach County	Mike Burke	Marcia Andrews
Clark County	Jesus Jara	Lola Brooks	Philadelphia	William Hite, Jr.	Joyce Wilkerson
Cleveland	Eric Gordon	Denise Link	Phoenix Union	Chad Gestson	Lela Alston
Columbus	Talisa Dixon	Jennifer Adair	Pinellas County	Michael Grego	Carol Cook
Dallas	Michael Hinojosa	Karla Garcia	Pittsburgh	Wayne Walters (Interim)	Sylvia Wilson
Dayton	Elizabeth Lolli	William Smith	Portland	Guadalupe Guerrero	Amy Kohnstamm
Denver	Alex Marrero	Carrie Olson	Providence	Javier Montañez	Kinzel Thomas
Des Moines	Thomas Ahart	Dwana Bradley	Puerto Rico	Eligio Hernández Pérez	N/A
Detroit	Nikolai Vitti	Angelique Peterson- Mayberry	Richmond	Jason Kamras	Shonda Harris-Muhammed
District of Columbia	Lewis Ferebee	N/A	Rochester	Lesli Myers-Small	Cynthia Elliott
Duval County	Diana Greene	Charlotte Joyce	Sacramento	Jorge A. Aguilar	Darrel Woo
East Baton Rouge	Sito Narcisse	N/A	St. Louis	Kelvin Adams	Joyce Roberts
El Paso	Diana Sayavedra	Al Velarde	St. Paul	Joe Gothard	Jim Vue
Fort Worth	Kent Scribner	Jacinto Ramos, Jr.	San Antonio	Jaime Aquino	Patti Radle
Fresno	Robert Nelson	Valerie Davis	San Diego	Lamont Jackson	Sharon Whitehurst-Payne
Guilford County	Sharon Contreras	Winston McGregor	San Francisco	Vincent Matthews	Mark Sanchez
Hawaii	Keith Hayashi	N/A	Santa Ana	Jerry Almendarez	Valerie Amezcuea
Hillsborough County	Addison Davis	Nadia Combs	Seattle	Brent Jones	Brandon Hersey
Houston	Millard House	Elizabeth Santos	Toledo	Romules Durant	Polly Taylor-Gerken
Indianapolis	Aleesia Johnson	Diane Arnold	Toronto	Colleen Russell-Rawlins	N/A
Jackson	Errick Greene	Barbara Hilliard	Tulsa	Deborah Gist	Stacey Wooley
Jefferson County	Marty Pollio	Diane Porter	Washoe County	Kristen McNeill	Angela Taylor
Kansas City (MO)	Mark Bedell	Kandace Buckner	Wichita	Alicia Thompson	Stan Reeser

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Des Moines • Detroit • Duval County • East Baton Rouge • El Paso • Fayette County • Fort Worth
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Jefferson County • Kansas City • Long Beach • Los Angeles • Memphis - Shelby County
Miami-Dade County • Milwaukee • Minneapolis • Nashville • New Orleans • New York City • Newark
Norfolk • Oakland • Oklahoma City • Omaha • Orange County • Palm Beach County • Philadelphia
Phoenix • Pinellas County • Pittsburgh • Portland • Providence • Puerto Rico • Richmond • Rochester
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Washoe County • Wichita



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