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Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004
(202) 393-2427 ♦ (202) 393-2400 (fax)
<http://www.cgcs.org>

October 20, 2010

Dear Conference Participant:

We welcome you to the 54th Annual Fall Conference of the Council of the Great City Schools. Thank you for coming. We know that everyone is facing difficult financial constraints, but we are confident that you will find this conference to be one of the best the Council has organized and very much worth your time and effort. The theme of this year's meeting, *Education that Shines*, reflects both our beautiful and sunny host city and the light we are shining on the school reform movement nationwide. We have designed this conference to celebrate the progress we are making, and to discuss how we accelerate our progress.

We will devote a great deal of attention over the next several days to improving academic achievement for all students. We will also discuss strategies for providing better professional development, assessing our progress, strengthening our operations, narrowing our achievement gaps, and holding ourselves accountable for results. In addition, we will spend considerable time discussing our new teacher contracts and evaluation systems, the common-core standards, the reauthorization of the *Elementary and Secondary Education Act*, charter schools, English language learners, and strategies for handling a miserable economy.

We will also hear about some of the most interesting and innovative reforms in urban education today. We will look at value-added models, performance management systems, turn-around schools, and new civil rights requirements. We will hear about new research in literacy, dropout prediction and prevention, NAEP, and student assignments. And we will release new reports on urban school superintendents, the academic performance and status of African American males, dropout prediction, and our Key Performance Indicators. Finally, we hope to have a good time, learn from our host city—Tampa, and enjoy each other's fellowship and support. There are few times during the year when urban educators across the nation gather, review the progress we have made, assess the future, enjoy the company and ideas of others facing the same challenges, and press each other to do better for our urban children.

Thank you for your continued commitment to the nation's Great City Schools and the children we serve. We wish everyone a successful and productive conference.

Sincerely,

Dilafruz Williams
Chair of the Board
Council of the Great City Schools

Michael Casserly
Executive Director
Council of the Great City Schools



CITY OF TAMPA



Pam Iorio, Mayor

Greetings,

It is a pleasure to welcome you to Tampa and the Council of the Great City Schools. Hosted by the City of Tampa, this program will again bring together some of the best minds in the industry to help ensure our students are given the tools needed to succeed in the lives of our members of our community. Since its founding, the City of Tampa has been committed to enhancing opportunities for all. Our educators and leaders are acutely aware of the challenges they face and themselves each day to providing our students with the best possible education.

For those of you who are new to our area, I encourage you to explore the nation's 53rd largest city. Tampa offers a unique blend of history and modernity. From our ever-growing downtown area, or the historic districts, will provide you with plenty to see and do. Whether you are walking along the Riverwalk or taking a stroll through the historic districts, how much we have put into ensuring a safe and vibrant community.

We have exciting nightlife, a diverse selection of cultural events, and the best attractions, including The Florida Aquarium, the new A. Straz, Jr. Center for the Performing Arts, and the recent opening of the Tampa Bay History Center. The Children's Museum, all state of the art facilities, and our commitment to the arts.

Once again, welcome and I wish you a successful conference.

Sincerely,

Pam Iorio

School Board

Susan L. Valdes, Chair
Doretha W. Edgecomb, Vice Chair
Jennifer Faliero
April Griffin
Carol W. Kurdell
Jack R. Lamb, Ed.D.
Candy Olson



Superintendent of Sch
MaryEllen

October 20, 2010

Dear Great City Colleagues:

On behalf of the Hillsborough County School Board and all of our students and staff, welcome to Tampa!

It is our great pleasure to host the Council of the Great City Schools 54th Annual Fall Conference. From the hospitality and grandeur of the Tampa Marriott Waterside, to the culture and architecture of the Tampa Museum of Art, to displays of the area's rich heritage at the Tampa Bay History Center, we think you will find not just education that shines, but an entire community that shines.

We are grateful to Executive Director Michael Casserly and Executive Committee Chair Dilafruz Williams for choosing Hillsborough County Public Schools to host this year's fall conference. As much as we've enjoyed and learned from other host cities, we think this conference will outshine all previous meetings with the program, student entertainment, student-made decorations, and especially the complimentary Dell laptops loaded with the entire meeting packet for every registered participant.

Enjoy your time in the Tampa Bay area. We are proud to present to you *Education that Shines!*

Sincerely,

Susan L. Valdes
School Board Chair

MaryEllen Elia
Superintendent



GWEN IFILL

Senior Correspondent, *The NewsHour with Jim Lehrer*
Thursday, October 21, 2010 12:30 pm

Gwen Ifill is senior correspondent for *The NewsHour with Jim Lehrer* moderator and managing editor of *Washington Week*. She is also frequently asked to moderate debates in national elections, most recently the Vice Presidential debate during the 2008 election. Ifill joined both *Washington Week* and the *NewsHour* in 1999, interviewing newsmakers and reporting on issues ranging from foreign affairs to politics. Before coming to PBS, she spent five years at NBC News as chief congressional and political correspondent. She still appears as an occasional roundtable panelist on *Meet the Press*. Ifill joined NBC News from *The New York Times* where she covered the White House and politics. She also covered national and local affairs for *The Washington Post*, *Baltimore Evening Sun* and *Boston Herald American*. She is the author of *The Breakthrough: Politics and Race in the Age of Obama*.

JOHN QUIÑONES

Co-Ancor, *PrimeTime Live*
Friday, October 22, 2010
7:30 am



John Quiñones is a co-anchor of *Primetime Live* and was most recently a correspondent for *Primetime Thursday* and *20/20*. Quiñones has also served as a co-anchor of *Downtown*, covering unique stories for the newsmagazine that premiered in October 1999. Quiñones' recent work includes a *Primetime* hidden camera report in which he went undercover to reveal how clinics were performing unnecessary surgical procedures as part of a major nationwide insurance scam. He also reported on such diverse topics as the Elizabeth Smart kidnapping case, the plight of conjoined twins, the ongoing search for the notorious Zodiac killer, and would-be Mexican immigrants attempting to cross into the U.S. via the treacherous route known as "The Devil's Highway." Quiñones won six national Emmy Awards for his *Primetime Live*, "Burning Questions" and *20/20* work. He was awarded an Emmy for his coverage of the Congo's virgin rainforest, which also won the Ark Trust Wildlife Award. He also received a 1990 Emmy Award for "Window in the Past," his look at the Yanomamo Indians.

HILL HARPER

Actor/Author
Friday, October 22, 2010
12:30 pm



Despite his many accolades and awards, or maybe because of them, Hill Harper made a commitment to work in service of our youth. Harper knew early on that education is the key to unlock potential and open doors. He pursued his education with a passion and determination that resulted in him graduating Magna Cum Laude from Brown University. He went on to earn graduate degrees in Law and Public Administration from Harvard University. After achieving his goals in higher education, Harper began to pursue a career in acting. His hard work paid off as he is now appearing in the hit drama, *CSI:NY*, earning him two NAACP Image Awards. In 2006, Harper wrote the *New York Times* best-selling book, *Letters to a Young Brother*, to provide encouragement and guidance to young Black men who are still trying to find their way. After the success of the first book, he wrote the companion book, *Letters to a Young Sister*, also a *New York Times* bestseller, engaging some of the strongest female voices of this generation to help him convey a message of hope, education and commitment for young Black women.

BYRON PITTS

***CBS News Chief National and
60 Minutes Correspondent***
Moderator of the Town Hall Meeting
Friday, October 22, 2010
2:30 pm

Byron Pitts was named a contributor to “60 Minutes” and chief national correspondent for “*The CBS Evening News with Katie Couric*” in January 2009. He had been a national correspondent since February 2006. Pitts reported occasionally for “60 Minutes” before his appointment and his first story for the broadcast, an interview with New Orleans Mayor Ray Nagin, made national news. Since then, his “60 Minutes” stories have ranged from war reporting in Afghanistan to celebrity and sports profiles to a report on an innovative educational approach for at-risk youth. One of CBS News’ lead reporters during the September 11 attacks, Pitts won a national Emmy award for his coverage. Pitts is the author of “*Step Out on Nothing*,” an inspirational autobiography chronicling his rise from a disadvantaged youth.

His awards include a national Emmy for his coverage of the Chicago train wreck in 1999 and recognition from the National Association of Black Journalists as Best Journalist of the Year in 2002, the organization’s highest honor. He is also the recipient of four Associated Press Awards and six regional Emmy Awards.



Council of the Great City Schools
 54th Annual Fall Conference, Tampa, FL
 October 20 - October 24, 2010
 Marriott Waterside Hotel & Marina

Education: That Shines!

WEDNESDAY, OCTOBER 20

Wednesday, October 20, 2010

Conference Registration

7:00 am - 5:00 pm
 Office 1 & 2 - Level 2

Continental Breakfast

8:00 am - 9:00 am
 Grand Salon E - Level 2

Urban Schools Resource Display

8:00 am - 5:00 pm
 Lobby Bridge - Level 2

Internet Cafe/Business Center

8:00 am - 5:00 pm
 Meeting Room 4 - Level 2

Urban Deans Steering Committee Meeting

9:30 am - 11:00 am
 Meeting Room 5 - Level 2

New Member & Newcomer's Orientation

11:00 am - 12:00 pm
 Meeting Room 7 - Level 2

Buffet Lunch

12:00 pm - 1:30 pm
 Grand Salon E - Level 2

Task Force Meeting I

1:00 pm - 3:00 pm
 Grand Salon C & D - Level 2
Joint Meeting of the Achievement Task Force and the Professional Development Task Force

Task Force Meeting II

3:00 pm - 5:00 pm
 Grand Salon C & D - Level 2
Joint Meeting of the School Finance Task Force and the Leadership, Governance and Management Task Force

Task Force Meeting III

3:00 pm - 5:00 pm
 Grand Salon A & B - Level 2
English Language Learners and Bilingual Education Task Force

Blue Ribbon Corporate Advisory Group Meeting

5:00 pm - 6:00 pm

Meeting Room 5 - Level 2

5:45 pm- Bus pickup from the Marriott Waterside Hotel for The Tampa Museum of Art

Welcome Reception at The Tampa Museum of Art - (Business Attire)

6:30 pm - 8:30 pm

Hospitality Suite

9:00 pm - 12:00 am

Room 1801 - Presidential Suite - 18th Floor

Thursday, October 21, 2010

Conference Registration

7:00 am - 5:00 pm

Office 1 & 2 - Level 2

Urban Schools Resource Display

7:00 am - 5:00 pm

Lobby Bridge - Level 2

Internet Cafe/Business Center

7:00 am - 5:00 pm

Meeting Room 4 - Level 2

General Session A: Breakfast and Address, Dilafruz Williams, Chair of the Council

7:30 am - 9:00 am

Grand Salon E - J - Level 2

Session I

9:15 am - 10:30 am

- **Teacher Evaluations: GroundBreaking New Models for the Evaluation of Teacher Effectiveness**
Florida 1-3 - Level 2
- **Great City Schools and the Gates Foundation: Empowering Effective Teachers in the “Deep Dive Districts”**
Florida 4 - Level 2
- **How Urban School Districts are Navigating the Financial Abyss**
Florida 5 - Level 2
- **Effective Incentive Plans for Urban Educators and Teachers**
Florida 6 - Level 2
- **Turning Around an Urban School: Strategy for Results**
Grand Salon C & D - Level 2

- **The Role of Charter Schools and Incentives in Closing the Achievement Gap**
Meeting Room 1 - Level 2
- **Optimizing Out of School Time in Urban School Districts**
Grand Salon A & B - Level 2
- **How Central Office Reform is Bringing About Urban School Change**
Meeting Room 5 - Level 2
- **Using Data Driven Tools to Advance Urban Student Achievement**
Meeting Room 7 - Level 2
- **How Great City Schools are Getting Off Track Students Online**
Meeting Room 8 - Level 3
- **Educating Urban Educators: How Professional Development and Curriculum Effects Student Achievement**
Meeting Room 9 - Level 3

Session II
10:45 am- 12:15 am

- **Four Revolutionary Urban Teacher Contracts**
Florida 1-3 - Level 2
- **Common Core State Standards: How Are We Going to Implement Them?**
Florida 4 - Level 2
- **Lifting Achievement Barriers for Urban Students with Significant Challenges**
Florida 5 - Level 2
- **How Instructional Coaching Impacts Urban Student Success**
Florida 6 - Level 2
- **Getting the Word Out: Media Efforts that Support Great City Schools**
Grand Salon C & D - Level 2
- **Bridging the Achievement Gap for Urban Students of Color**
Meeting Room 1 - Level 2
- **Teacher Preparation Programs: Creating Teachers for Quality Urban Education**
Grand Salon A & B - Level 2
- **Report from Capitol Hill: A Legislative Update**
Meeting Room 5 - Level 2
- **Techniques to Promote School Board Health and Effectiveness in Urban Districts**
Meeting Room 6 - Level 2
- **Enhancing Achievement in Urban High Schools**
Meeting Room 7 - Level 2

• **Evaluating the Options for Effective Urban School Turnaround**

Meeting Room 8 - Level 3

General Session B: Lunch and Speaker, Gwen Ifill, Moderator and Managing Editor, Washington Week

12:30 pm - 2:00 pm

Grand Salon E - J - Level 2

Session III

2:15 pm - 3:45 pm

• **Transforming Urban Schools to Promote Student Success**

Florida 1-3 - Level 2

• **Mixed Method Professional Development in Our Urban Public Schools**

Florida 4 - Level 2

• **Human Capital: Providing Quality Educators for Our Urban Schools**

Florida 5 - Level 2

• **Literacy Programs for Urban Students with Disabilities**

Florida 6 - Level 2

• **How Dual Language Programs Translate Into Academic Success**

Grand Salon C & D - Level 2

• **School Partnerships: Working Together to Improve Urban Education**

Meeting Room 1 - Level 2

• **Preparing Students with Disabilities for Secondary Education and Beyond**

Grand Salon A & B - Level 2

• **Third Party Education Services: What's Working for Urban Students**

Meeting Room 5 - Level 2

• **Great City Schools' Efforts to Cultivate Talented Urban Teachers**

Meeting Room 6 - Level 2

• **Taking a Closer Look at International Baccalaureate Programs**

Meeting Room 7 - Level 2

• **Senior Urban Education Research Fellowships: The Marriage of Research and Practice in the Great City Schools**

Meeting Room 8 - Level 3

Session IV

4:00 pm - 5:30 pm

• **School Improvement Planning to Boost Outcomes for ELL's and Close the Gaps**

Florida 1-3 - Level 2

- **How Two Great City School Districts Overcame State Receivership**
Florida 4 - Level 2
- **Assessment Consortia and the Common Core Standards: What They Mean for Urban Schools**
Florida 5 - Level 2
- **Tackling the Dropout Crisis in Urban Schools**
Florida 6 - Level 2
- **Urban Districts Offer Their “Two Cents” on Surviving the Financial Crisis**
Grand Salon C & D - Level 2
- **Newcomer Centers in Urban Districts: Setting English Language Learners Up for Success**
Meeting Room 1 - Level 2
- **Bilingual Professional Development: The Tools to Teach All Urban Students**
Grand Salon A & B - Level 2
- **Implementing Response to Intervention in Urban Schools**
Meeting Room 5 - Level 2
- **Utilizing Effective Assessment Programs to Foster Accountability**
Meeting Room 6 - Level 2
- **The Impact of Leadership Professional Development on Urban School Instruction**
Meeting Room 7 - Level 2

Executive Committee Meeting

4:30 pm - 5:30 pm
Meeting Room 12 - Level 3

Cocktail Reception

6:00 pm - 7:00 pm
Grand Salon Foyer - Level 2

21st Annual Richard R. Green Awards Banquet (Semi Formal Attire)

7:00 pm - 9:00 pm
Grand Salon E - J - Level 2

Hospitality Suite - “Game Night”

10:00 pm - 12:00 am
Room 1801 - Presidential Suite - 18th Floor

Friday, October 22, 2010

Conference Registration

7:00 am - 5:00 pm
Office 1 & 2 - Level 2

Urban Schools Resource Display

7:00 am - 5:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

7:00 am - 5:00 pm
Meeting Room 4 - Level 2

General Session C: Breakfast and Speaker, John Quinones, Co-Anchor of Primetime Live

7:30 am - 9:00 am
Grand Salon E - J - Level 2

Session V

9:15 am - 10:30 am

- **Ensuring Civil Rights in the Great City Schools**
Florida 1-3 - Level 2
- **Getting Urban Students Back on Track for Graduation**
Florida 4 - Level 2
- **The Urban School Turnaround: School Reform That Worked**
Grand Salon C & D - Level 2
- **An Early Start On Urban School Success**
Meeting Room 1 - Level 2
- **Using Performance Management Data To Impact Urban Student Success**
Grand Salon A & B - Level 2
- **How the Use of Quality Indicators is Improving Student Achievement**
Meeting Room 5 - Level 2
- **One Great City School's Victory for Urban Students with Disabilities**
Meeting Room 6 - Level 2
- **Media and Bilingual Education in Urban Schools**
Meeting Room 7 - Level 2
- **Principal Coaching and Evaluations: Upholding Excellence in Our Urban School Leaders**
Meeting Room 8 - Level 3
- **Great City Schools Going Green: The Environment and Urban Schools**
Meeting Room 9 - Level 3
- **Preparing Urban Students for Success in STEM**
Meeting Room 10 - Level 3

Session VI

10:45 am - 12:15 pm

- **NAEP: How it is Used to Improve Urban Student Achievement**
Florida 1-3 - Level 2

- **Innovative Bilingual Professional Development Options**
Florida 4 - Level 2
- **The Great City Schools Look at Special Education Reform:What We are Finding**
Grand Salon C & D - Level 2
- **Alliance for Clinical Teacher Preparation:A New Approach to Urban Teacher Preparation**
Meeting Room 1 - Level 2
- **Exploring Choice Options in our Great City Schools**
Grand Salon A & B - Level 2
- **A Data Management Approach to Urban Student Achievement**
Meeting Room 5 - Level 2
- **Supporting Urban School Success Through Community Engagement**
Meeting Room 6 - Level 2
- **Designing Professional Development Models to Support Students with Disabilities**
Meeting Room 7 - Level 2
- **How the Use of Technology in Urban Schools is Improving Instruction**
Meeting Room 8 - Level 3
- **Maximizing Achievement in Low Performing Urban Schools Using Academies**
Meeting Room 9 - Level 3
- **Meeting Urban School Desegregation Requirements in a Bad Economy**
Meeting Room 10 - Level 3

General Session D: Lunch and Speaker, Hill Harper, Actor/ Author

12:30 pm - 2:00 pm

Grand Salon E -J - Level 2

General Session E: Town Hall Meeting on Black Male Achievement

2:30 pm - 4:00 pm

Florida Salon 5 - 6 - Level 2

Great City Colleges of Education Meeting

4:15 pm - 5:00 pm

Meeting Room 5 - Level 2

5:45 pm- Bus pickup for the Tampa Bay History Center

Reception at the Tampa Bay History Center (Casual Attire)

6:30 pm - 8:30 pm

Hospitality Suite - "Karaoke Night"

9:00 pm - 12:00 am

Room 1801 - Presidential Suite - 18th Floor

Saturday, October 23, 2010**Breakfast Buffet**

8:00 am - 9:00 am
Grand Ballroom E - Level 2

Urban Schools Resource Display

8:00 am - 12:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

8:00 am - 12:00 pm
Meeting Room 4 - Level 2

Board of Directors Meeting

8:30 am - 12:00 pm
Grand Ballroom F - Level 2

Meeting of Instructional Leaders: Common Core State Standards Implementation and Key Performance Indicators

9:00 am - 12:00 pm
Grand Salon C & D - Level 2

Legislative Directors Lunch and Meeting (Council members only)

12:00 pm - 4:00 pm
Meeting Room 12 - Level 3

Fall Conference Planning Meeting

12:30 pm - 2:30 pm
Meeting Room 11 - Level 3

Bus pickup for the Columbia Restaurant in Ybor City

5:30 pm

Dinner at the Columbia Restaurant in Ybor City

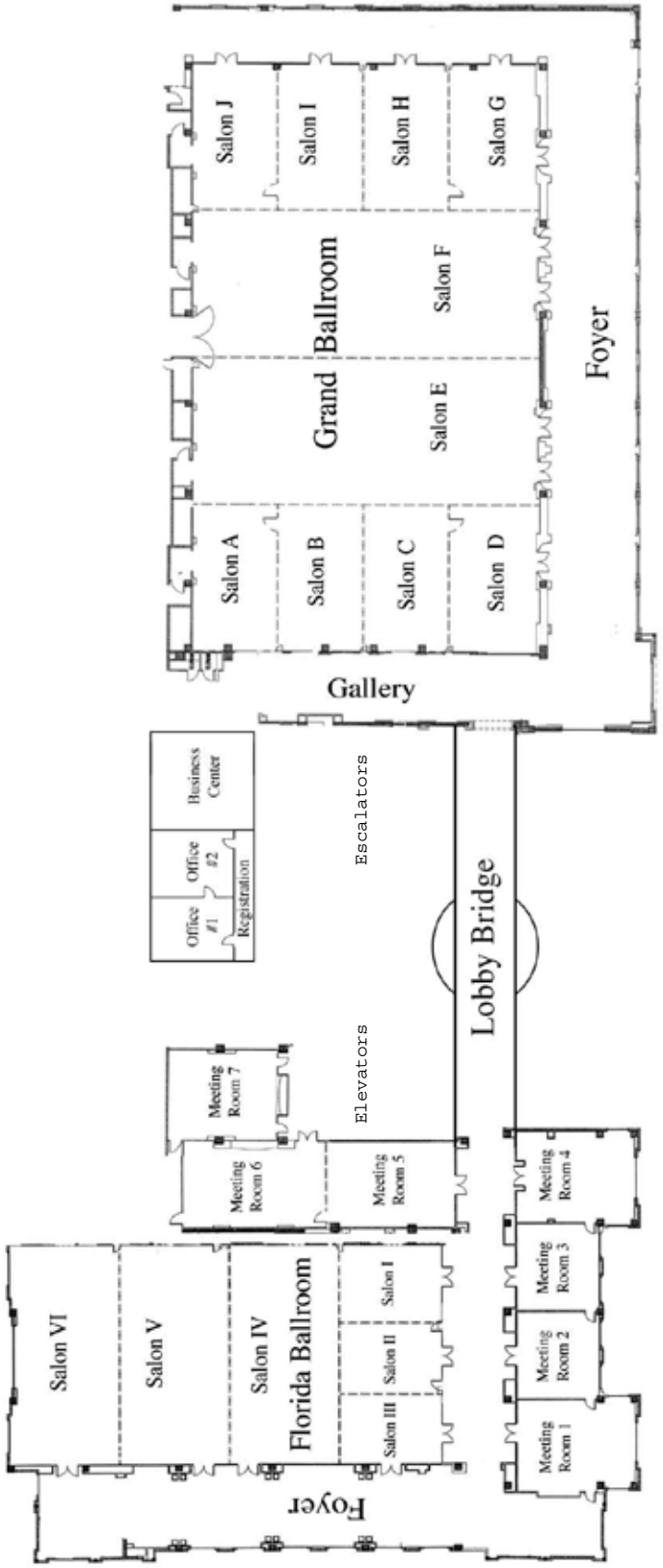
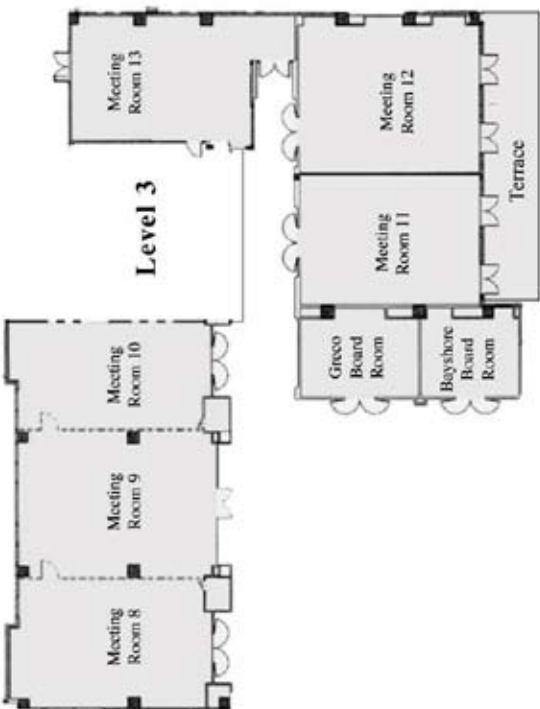
6:30 pm - 9:00 pm

Sunday, October 24, 2010**Breakfast and Closing Session**

8:30 am - 11:30 am
Meeting Room 8 & 9 - Level 3

Adjourn

11:30 am



Conference sessions are divided into Six Topics or Strands:

1. Achievement Gaps

Practices and interventions that are successfully having an impact on learning in the core content areas, systemic levers that accelerate academic performance, effectiveness of accountability systems, and practices that can close the significant achievement gaps existing along racial, ethnic, gender, and economic lines.

2. Professional Development

How different approaches to the recruitment, preparation, induction, and retention of qualified teachers, principals, and school site leaders impact student achievement.

3. School Finance and Facilities

Managing finances to deal with federal, state and local budget cuts, equitable distribution of funding, cost-beneficial ways to allocate district resources to boost student achievement, and meeting special education costs.

4. Leadership, Governance and Management

The recruitment and preparation of personnel for leadership roles, expanding the capacity of building leadership, role of board members, community relationships, and models of effective urban governance and management systems.

5. Bilingual, Refugee and Immigrant Education

Programs that successfully improve student achievement, especially for recent immigrant and older students, comprehensive assessment strategies, and the development of curriculum that impact student achievement among English language learners.

6. Special Education

Programs and practices for improving the delivery of services for students with learning and behavioral challenges and for students with disabilities across the school system.

**Council of the Great City Schools
54th Annual Fall Conference, Tampa, FL
October 20 - October 24, 2010
Marriott Waterside Hotel & Marina**

Education: That Shines!

Wednesday, October 20, 2010

Conference Registration

7:00 am - 5:00 pm
Office 1 & 2 - Level 2

Continental Breakfast

8:00 am - 9:00 am
Grand Salon E - Level 2

Urban Schools Resource Display

8:00 am - 5:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

8:00 am - 5:00 pm
Meeting Room 4 - Level 2

Urban Deans Steering Committee Meeting

9:30 am - 11:00 am
Meeting Room 5 - Level 2

New Member & Newcomer's Orientation

11:00 am - 12:00 pm
Meeting Room 7 - Level 2

Buffet Lunch

12:00 pm - 1:30 pm
Grand Salon E - Level 2

Task Force Meeting I

1:00 pm - 3:00 pm
Grand Salon C & D - Level 2

Joint Meeting of the Achievement Gap Task Force and the Professional Development Task Force

Presiding: Carlos Garcia, *San Francisco Superintendent*
Eileen Cooper Reed, *Cincinnati School Board*
Carol Comeau, *Anchorage Superintendent*
Lydia Lee, *Minneapolis School Board*
Deborah Shanley, *Brooklyn College Dean*

WEDNESDAY, OCTOBER 20

Task Force Meeting II

3:00 pm - 5:00 pm

Grand Salon C & D - Level 2

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

Presiding: Beverly Hall, *Atlanta Superintendent*
William Isler, *Pittsburgh School Board*
Eugene Sanders, *Cleveland Superintendent*
James Driggers, *Norfolk School Board*

Task Force Meeting III

3:00 pm - 5:00 pm

Grand Salon A & B - Level 2

English Language Learners and Bilingual Education Task Force

Presiding: Theresa Pena, *Denver School Board*
Meria Carstarphen, *Austin Superintendent*

Blue Ribbon Corporate Advisory Group Meeting

5:00 pm - 6:00 pm

Meeting Room 5 - Level 2

5:45 pm - Bus pickup from the Marriott Waterside Hotel for The Tampa Museum of Art

Welcome Reception at The Tampa Museum of Art

6:30 pm - 8:30 pm

2306 North Howard Avenue
Tampa, FL 33607

Greetings: **MaryEllen Elia**, Superintendent, Hillsborough County Public Schools

Entertainment: Jazz Teachers Combo

Hospitality Suite

9:00 pm - 12:00 am

Room 1801 - Presidential Suite- 18th Floor

Thursday, October 21, 2010**Conference Registration**

7:00 am - 5:00 pm
Office 1 & 2 - Level 2

Urban Schools Resource Display

7:00 am - 5:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

7:00 am - 5:00 pm
Meeting Room 4 - Level 2

General Session A: Breakfast and Address

7:30 am - 9:00 am
Grand Salon E - J Level 2
Entertainment: Crestwood Drum Ensemble, Crestwood Elementary

Official Opening and Welcome: "Education: That Shines!"

Greetings: **MaryEllen Elia**, Superintendent, Hillsborough County Public Schools

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

Chair's Address: **Dilafroz Williams**, Chair of the Board, Council of the Great City Schools and Board Member, Portland Public Schools

Concurrent Session I
9:15 am - 10:30 am

Achievement Gaps Strand

THURSDAY, OCTOBER 21

TEACHER EVALUATIONS: GROUNDBREAKING NEW MODELS FOR THE EVALUATION OF TEACHER EFFECTIVENESS

9:15 am - 10:30 am
Florida 1- 3 - Level 2

Hear how three Great City Schools are pioneering new teacher evaluation systems tied to student results and teacher effectiveness.

PANEL: ***IMPACT: A Groundbreaking New System for Evaluating Teachers Based on Student Achievement***

Michelle Rhee, Chancellor, District of Columbia Public Schools

PANEL: ***Evaluation and Accountability for Effectiveness in the Classrooms of Atlanta***

Beverly Hall, Superintendent, Atlanta Public Schools
Kathy Augustine, Deputy Superintendent, Atlanta Public Schools
Angela Smith, Director of Strategic Programs and Projects, Atlanta Public Schools

PANEL: ***M-DCPS Instructional Performance & Evaluation Growth System: Developing an Innovative System for Instructional Evaluation***

Ava G. Byrne, Assistant Superintendent of Professional Development and Educational Services, Miami-Dade County Public Schools
Diana Urbizu, Assistant Superintendent of Labor Relations, Miami-Dade County Public Schools

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

GREAT CITY SCHOOLS AND THE GATES FOUNDATION: EMPOWERING EFFECTIVE TEACHERS IN THE “DEEP DIVE DISTRICTS”

9:15 am - 10:30 am
 Florida 4 - Level 2

Learn about the programs and strategies of the three “Deep Dive Districts” awarded The Empowering Effective Teachers Grant from the Bill and Melinda Gates Foundation.

PANEL: *The Empowering Effective Teachers Grant at Work in Hillsborough County Public Schools*

- MaryEllen Elia**, Superintendent, Hillsborough County Public Schools
- David Steele**, Chief Information and Technology Officer, Hillsborough County Public Schools
- Grant Wynne Tye**, Assistant Superintendent for Curriculum and Instruction, Hillsborough County Public Schools
- Jean Clements**, President of the Classroom Teacher’s Association, Hillsborough County Public Schools
- Nick Whitman**, Executive Director of the Classroom Teachers Association, Hillsborough County Public Schools

PANEL: *Under the Spotlight: School Reform from Cradle to Career in Memphis City Schools*

- Kriner Cash**, Superintendent, Memphis City Schools
- Irving Hamer**, Deputy Superintendent, Memphis City Schools
- John Barker**, Executive Director of Research, Evaluation and Assessment, Memphis City Schools

FACILITATOR: **Peter Gorman**, Superintendent, Charlotte-Mecklenburg Schools

School Finance and Facilities Strand

HOW URBAN SCHOOL DISTRICTS ARE NAVIGATING THE FINANCIAL ABYSS

9:15 am - 10:30 am
 Florida 5 - Level 2

Hear how two districts are staying afloat during these hard-hitting economic times and the actions being taken to improve efficiency and balance the books.

PANEL: *Winning Big When it Counts: How Albuquerque Passed a Bond in a Tough Economic Climate*

- Winston Brooks**, Superintendent, Albuquerque Public Schools
- Brad Winter**, Chief Operating Officer, Albuquerque Public Schools
- Kizito Wjengie**, Director of Capital Master Plan, Albuquerque Public Schools

PANEL: *Reduce Administrative Costs Through Six Sigma Methods - Detroit Public Schools*

- Ricardo A. Kisner**, Chief Financial Officer, Detroit Public Schools

FACILITATOR: **Eugene White**, Superintendent, Indianapolis Public Schools

Professional Development Strand

EFFECTIVE INCENTIVE PLANS FOR URBAN EDUCATORS AND TEACHERS

9:15 am - 10:30 am

Florida 6 - Level 2

This presentation will discuss how urban school districts have been successful in implementing incentive plans to reward their teachers for exemplary work in the classrooms and school community.

PANEL: *Designing a Progressive Compensation Plan for City School Teachers*

Shawn Stokes, Chief of Human Capital, Baltimore City Public Schools

PANEL: *PEAK: Rewarding Teachers for Collaboration*

Melody Johnson, Superintendent, Fort Worth Independent School District

Sherry Breed, Associate Superintendent, Fort Worth Independent School District

Punita Thurman, Executive Director of Strategic Initiatives, Fort Worth Independent School District

Steven Poole, Deputy Director of United Educators Association, Fort Worth Independent School District

PANEL: *AISD REACH: Supporting and Rewarding Educator Excellence*

David Lussier, Executive Director Office of Educator Quality, Austin Independent School District

FACILITATOR: *Walt Rulffes*, Superintendent, Clark County School District

Achievement Gaps Strand

TURNING AROUND AN URBAN SCHOOL: STRATEGY FOR RESULTS

9:15 am - 10:30 am

Grand Salon C & D - Level 2

In this session, panelist will share the steps they took toward successful school turnaround and the results that have benefited the urban students in their districts.

PANEL: *An Internal Turnaround Strategy That Worked*

Michael Hinojosa, Superintendent, Dallas Independent School District

Leslie Williams, Executive Director, Superintendents Learning, Dallas Independent School District

PANEL: *The Empowerment Schools Initiative: Accelerating Achievement for All Students*

Darienne Driver, Deputy Chief of Empowerment Schools, The School District of Philadelphia

FACILITATOR: *Carol Johnson*, Superintendent, Boston Public Schools

THE ROLE OF CHARTER SCHOOLS AND INCENTIVES IN CLOSING THE ACHIEVEMENT GAP

9:15 am - 10:30 am

Meeting Room 1 - Level 2

Panelists in this session will describe how charter schools work with school districts, and what school districts are learning from the success of charter schools.

PANEL: *Charters-Friends, Not Enemies of Urban School Districts: Presence of Charter Schools Boosts Student Achievement in Traditional Public Schools and Public Charter Schools*

Deborah V. Robinson, Vice President of Communications, National Alliance for Public Charter Schools

PANEL: *Eradicating the Achievement Gap - Apollo 20 Initiative*

Terry Grier, Superintendent, Houston Independent School District
Jeremy Beard, Apollo 20 School Improvement Officer, Houston Independent School District
Paula Harris, Board Member, Houston Independent School District

FACILITATOR: **John Allison**, Superintendent, Wichita Public Schools

OPTIMIZING OUT OF SCHOOL TIME IN URBAN SCHOOL DISTRICTS

9:15 am - 10:30 am

Grand Salon A & B - Level 2

Hear how panelists have impacted student achievement by providing academic instruction during out of school hours. Panelists will discuss how their programs have made a difference for urban school children.

PANEL: *Redesigning Summer School to Advance Equity and Access*

Jorge Aguilar, Associate Superintendent for Equity and Access, Fresno Unified School District

PANEL: *Connecting Kids to Academics After the Close of the School Day*

Lewis Brinson, Assistant Superintendent, Administration, Hillsborough County Public Schools
Pansy Houghton, Director of Student Planning and Placement, Hillsborough County Public Schools
Carla Sparks, Student Planning and Placement Specialist, Hillsborough County Public Schools

FACILITATOR: **Cecily Harsch-Kinnane**, Board Member, Atlanta Public Schools

Leadership, Governance & Management Strand

HOW CENTRAL OFFICE REFORM IS BRINGING ABOUT URBAN SCHOOL CHANGE

9:15 am - 10:30 am

Meeting Room 5 - Level 2

Panelists will offer examples of how by revamping their central offices, districts are better able to offer guidance and support to their urban schools.

PANEL: *Redesigning Central Office School Support for Increased School Autonomy*

Andres Alonso, Superintendent, Baltimore City Public Schools

Tisha Edwards, Chief of Staff, Baltimore City Public Schools,

Don Hovey, Director, Education Resource Strategies

Jason Willis, Chief Financial Officer, Stockton Public Schools

FACILITATOR: **John Covington**, Superintendent, Kansas City Missouri School District

Achievement Gaps Strand

USING DATA DRIVEN TOOLS TO ADVANCE URBAN STUDENT ACHIEVEMENT

9:15 am - 10:30 am

Meeting Room 7 - Level 2

This presentation will highlight how urban districts are using data systems to increase student achievement and to assist students in remaining on track for graduation.

PANEL: *Closing the Instructional Divide: Creating an Electronic Data Driven Course Selection Process for Students*

Leotine Butler, Deputy Superintendent, Broward County Public Schools

Mark Quintana, K-12 Curriculum Specialist, Core Curriculum, Broward County Public Schools

PANEL: *Policies and Tools to Support College Readiness: Boston's Implementation of a High School Graduation Tracker*

Irvin Scott, Chief Academic Officer, Boston Public Schools

Kenneth Salim, Director of Instructional Support, Boston Public Schools

FACILITATOR: **Mary Ronan**, Superintendent, Cincinnati Public Schools

HOW GREAT CITY SCHOOLS ARE GETTING OFF TRACK STUDENTS ONLINE

9:15 am - 10:30 am

Meeting Room 8 - Level 3

Panelists in this session will highlight how three districts are using online and virtual tools to increase achievement and improve strategic planning.

PANEL: *Serving Off-Track Youth through Online Learning*

Gail Forbes Harris, Office of Alternative Education, Boston Public Schools
Janice Manfredi, Office of High School Support, Boston Public Schools

PANEL: *Using Technology to Engage Stakeholders in Shared Ownership and Accountability for Austin ISD's Strategic Direction*

Meria Carstarphen, Superintendent, Austin Independent School District
Janis Guerrero, Executive Director of Planning and Community Relations, Austin Independent School District
John Alawneh, Chief Information Officer, Austin Independent School District

PANEL: *Broward Virtual School: Maximizing Student Potential Through Virtual Education*

Christopher McGuire, Principal, Broward Virtual School, Broward County Public Schools

FACILITATOR: **Candy Olson**, Board Member, Hillsborough County Public Schools

Professional Development Strand

EDUCATING URBAN EDUCATORS: HOW PROFESSIONAL DEVELOPMENT AND CURRICULUM EFFECTS STUDENT ACHIEVEMENT

9:15 am - 10:30 am

Meeting Room 9 - Level 3

Three districts will share how their professional development has improved teacher capacity and student achievement in unique and exciting ways.

PANEL: *Delivering Job-Embedded Professional Development at Scale*

Eric Gordon, Chief Academic Officer, Cleveland Metropolitan School District

Karen Thompson, Deputy Chief, Curriculum and Instruction, Cleveland Metropolitan School District

Kathleen Francescani, English Language Arts Coach, Cleveland Metropolitan School District

Shawanna Reddick, Math Coach, Cleveland Metropolitan School District

Mark Baumgartner, Teacher and Director of Professional Issues for Cleveland Teachers Union, Cleveland Metropolitan School District

PANEL: *Promoting Teacher Excellence to Positively Impact Student Achievement*

Jacqueline Landry, Executive Director, Professional Development, Dallas Independent School District

PANEL: *Designing and Linking Curriculum, Assessment and Daily Instruction to Maximize Student Achievement*

Debra Sykes, Assistant Superintendent of Mathematics, Science and Technology, Buffalo Public Schools

Anne Botticelli, Director of English Language Arts, Buffalo Public Schools

FACILITATOR: **Deborah Shanley**, Dean, Brooklyn College School of Education

THURSDAY, OCTOBER 21

Concurrent Session II

10:45 am - 12:15 pm

FOUR REVOLUTIONARY URBAN TEACHER CONTRACTS

10:45 am - 12:15 pm
Florida 1-3 - Level 2

Hear how four superintendents have developed ground-breaking teacher contracts in their cities, challenging the status quo and changing how negotiations are pursued.

PANEL: *The Washington, D.C. Teachers Contract: What You Haven't Heard*

Michelle Rhee, Chancellor, District of Columbia Public Schools

PANEL: *The Philadelphia School District Teachers Contract: Why It's Different*

Arlene Ackerman, Superintendent, The School District of Philadelphia

PANEL: *The Seattle Teachers Contract: Breakthrough in the West*

Maria Goodloe-Johnson, Superintendent, Seattle Public Schools

FACILITATOR: **Andres Alonso**, CEO, Baltimore City Public Schools

Achievement Gaps Strand

COMMON CORE STATE STANDARDS: HOW ARE WE GOING TO IMPLEMENT THEM?

10:45 am - 12:15 pm
Florida 4 - Level 2

In this session, hear how major city school district leaders are working to support and implement the new common core state standards, and what others should be considering.

PANEL: *Challenges and Promise in the Implementation of the Common Core: Where Do We Go From Here*

Eugene Sanders, Chief Executive Officer, Cleveland Metropolitan School District

Winston Brooks, Superintendent, Albuquerque Public Schools

Carol Johnson, Superintendent, Boston Public Schools

Beverly Hall, Superintendent, Atlanta Public Schools

PANEL: *Next Steps in the Implementation of the Common Core State Standards*

David Coleman, Founder and President, Student Achievement Partners, New York City and Lead Writer of the Common Core

FACILITATOR: **Ricki Price-Baugh**, Director of Academic Achievement, Council of the Great City Schools

CONFERENCE AGENDA

THURSDAY, OCTOBER 21

LIFTING ACHIEVEMENT BARRIERS FOR URBAN STUDENTS WITH SIGNIFICANT CHALLENGES

10:45 am - 12:15 pm

Florida 5 - Level 2

Learn how Great City Schools are finding innovative ways to better serve students facing considerable barriers, both in and out of the classroom, and are working in partnership with their communities.

PANEL: *School Success for Students Who are Homeless and Highly Mobile*

Pam Costain, Director, Board of Education, Minneapolis Public Schools

Dan Loewenson, Assistant to Superintendent, Minneapolis Public Schools

Elizabeth Hinz, District Liaison for Homeless and Highly Mobile Students, Minneapolis Public Schools

Francine Gersh, Vice President for Community Affairs, Minneapolis Chapter, National Council of Jewish Women, Minneapolis Public Schools

PANEL: *Kaleidoscope: A School and Family Partnership*

Robb Warriner, Special Education and Student Services Director, Indianapolis Public Schools

Judith Zimmerman, Special Education Supervisor, Indianapolis Public Schools

PANEL: *Building Successful Community Engagement Strategies with the Latino Community*

Lorenzo L. Garcia, Board Member, Albuquerque Public Schools

Diego Gallegos, Deputy Superintendent, Albuquerque Public Schools

Adrian Pedroza, Executive Director of Albuquerque Partnership, Albuquerque Public Schools

Milton Brown, Retired Columbia University Professor, Task Force Leader, Albuquerque Public Schools

FACILITATOR: **Jeffrey Mims**, Board Member, Dayton Public Schools

Professional Development Strand

HOW INSTRUCTIONAL COACHING IMPACTS URBAN STUDENT SUCCESS

10:45 am - 12:15 pm

Florida 6 - Level 2

This session will describe from two leading urban districts how to better use instructional coaches to boost student achievement.

PANEL: *Dallas ISD Instructional Coach Model*

Vicente R. Reyes, Executive Director Core Curriculum and Instruction, Dallas Independent School District

Jacqueline Landry, Executive Director of Professional Development, Dallas Independent School District

Camille Malone, Director of Mathematics, Dallas Independent School District

PANEL: *Cultivating Elementary Mathematics and Science Coaches to Improve Student Achievement*

Lia Crawford, Elementary Mathematics Supervisor, Hillsborough County Public Schools

Shana Tirado, Elementary Science Supervisor, Hillsborough County Public Schools

Shelley Fritz, Elementary Mathematics District Resource Teacher, Hillsborough County Public Schools

FACILITATOR: **Eileen Cooper Reed**, Board Member, Cincinnati Public Schools

Public Relations Session

GETTING THE WORD OUT: MEDIA EFFORTS THAT SUPPORT GREAT CITY SCHOOLS

10:45 am - 12:15 pm

Grand Salon C & D - Level 2

Learn how two districts are gaining public support by reaching a broader audience through creative communication tactics and partnerships with outside advertisers and media sources.

PANEL: *Thinking Outside the (Lunch) Box: Selling Your District's Market Assets*

Ronald Blocker, Superintendent, Orange County Public Schools

Dylan Thomas, Public Relations Director, Orange County Public Schools

PANEL: *"It's Only Media Relations (But I Like It)"*

Tom Petronio, Chief Communications Officer, Rochester City School District

Terry Abbott, Chairman, Drive West Communications, Rochester City School District

FACILITATOR: **Henry Duvall**, Director of Communications, Council of the Great City Schools

Achievement Gaps Strand

BRIDGING THE ACHIEVEMENT GAP FOR URBAN STUDENTS OF COLOR

10:45 am - 12:15 pm

Meeting Room 1 - Level 2

Hear how urban districts have faced the issues of race, poverty and student achievement head on, and the approaches they use to remedy the issue and close the gap.

PANEL: *Strategies for Improving Instruction for Black and Hispanic Male Students-One District's Journey*

Marilyn Doyle-Patterson, Associate Superintendent for Curriculum and Student Services, Orange County Public Schools

Kati Pearson, Sr. Administrator for Corrective Programs and AYP, Orange County Public Schools

Myra James, District Level Curriculum Resource Teacher, Orange County Public Schools

PANEL: *Breaking the Links Between Race, Poverty and Achievement*

Gene T. Harris, Superintendent/Chief Executive Officer, Columbus Public Schools

Keith M. Bell, Deputy Superintendent/Chief Academic Officer, Columbus Public Schools

FACILITATOR: **Gregory Groover**, Board Member, Boston Public Schools

Professional Development Strand

TEACHER PREPARATION PROGRAMS: CREATING TEACHERS FOR QUALITY URBAN EDUCATION

10:45 am - 12:15 pm

Grand Salon A & B - Level 2

Presenters will outline how their districts have partnered with local universities and independent organizations to create teacher pre-service and mentoring programs to prepare qualified new teachers for urban schools.

PANEL: *The Peer Review Process - Brooklyn College Academy Style*

- Deborah Shanley**, Dean, Brooklyn College School of Education
- Laurie Friedman-Adler**, Teacher, Brooklyn Collage Academy
- Harold Bretstein**, Peer Review Coach, Middle College National Consortium
- Nicolas Mazzarella**, Principal, Brooklyn College Academy
- David Genovese**, Assistant Principal, Brooklyn College Academy,

PANEL: *Identifying and Analyzing Elements of Mentoring Programs that Improve Teacher Practice & Student Achievement*

- Lesley Ryan Miller**, Director of Teacher Development and Advancement, Boston Public Schools

FACILITATOR: **Colleen Kennedy**, Dean, University of South Florida College of Education

Special Session

REPORT FROM CAPITOL HILL: A LEGISLATIVE UPDATE

10:45 am - 12:15 pm

Meeting Room 5 - Level 2

The Council of the Great City Schools legislative staff will report from Capitol Hill on how congress and the administration are thinking about the reauthorization of the Elementary and Secondary Education Act and other policy, legislative, and judicial developments.

PANEL: *Legislative and Agency Action*

- Jeff Simering**, Director of Legislation, Council of the Great City Schools
- Manish Naik**, Manager of Legislative Services, Council of the Great City Schools
- Gabriela Uro**, Manager of ELL Policy & Research, Council of the Great City Schools
- Julie Wright Halbert**, Legislative Counsel, Council of the Great City Schools

FACILITATOR: **Larry Feldman**, Board Member, Miami-Dade County Public Schools

Leadership, Governance & Management Strand

TECHNIQUES TO PROMOTE SCHOOL BOARD HEALTH AND EFFECTIVENESS IN URBAN DISTRICTS

10:45 am - 12:15 pm

Meeting Room 6 - Level 2

This session will describe how two districts work to strengthen governance and school board/ administrative relations to improve district effectiveness.

PANEL: *Strategies for Fostering Collaboration and Ensuring Effective Board Meetings*

Terry Grier, Superintendent, Houston Independent School District
Lawrence Marshall, Board Member, Houston Independent School District
Michele Pola, Chief of Staff, Houston Independent School District

FACILITATOR: **William Isler**, Board Member, Pittsburgh Public Schools

Achievement Gaps Strand

ENHANCING ACHIEVEMENT IN URBAN HIGH SCHOOLS

10:45 am - 12:15 pm

Meeting Room 7 - Level 2

Hear the latest research on how two major urban school districts are tackling the challenge of high school improvement and drop out prevention in their communities. Are the reforms working?

PANEL: *A Comparison of Selected Outcomes Measures Across High School Types in Milwaukee Public Schools*

Bradley Carl, Embedded Researcher,
 Milwaukee Public Schools/Wisconsin Center for Education and Research
Deb Lindsey, Director of Research and Assessment,
 Milwaukee Public Schools/Wisconsin Center for Education and Research

PANEL: *Transforming the High School Experience: How NYC's New Small Schools are Boosting Student Achievement*

Saskia Thompson, Sr. Research Associate, MDRC
Rebecca Unterman, Research Associate, MDRC

FACILITATOR: **Terri Janison**, Board Member, Clark County School District

EVALUATING THE OPTIONS FOR EFFECTIVE URBAN SCHOOL TURNAROUND

10:45 am - 12:15 pm

Meeting Room 8 - Level 3

Are you wondering what works and what doesn't in turning around urban schools? Find some of the answers here.

PANEL: *Turnaround Schools: The Austin ISD Way*

Meria Carstarphen, Superintendent, Austin Independent School District
Paul Cruz, Chief Schools Officer, Austin Independent School District

PANEL: *Turning Around A School*

Desmond K. Blackburn, Area Director, Broward County Public Schools
Veda Hudge, Director of Accountability, Broward County Public Schools
Valoria Latson, Principal, Broward County Public Schools

PANEL: *Turnaround Process*

Christi Buell, Principal at Sulpher Springs, Hillsborough County Public Schools
Kim Moore, APC at Middleton Magnet High School, Hillsborough County Public Schools

FACILITATOR: Yvonne Brandon, Superintendent, Richmond Public Schools

General Session B: Lunch and Speaker, Gwen Ifill

12:30 pm - 2:00 pm

Grand Salon E-J Level 2

Gwen Ifill is the moderator and managing editor of *Washington Week* and senior correspondent for *The NewsHour with Jim Lehrer*.

Entertainment: Robinson High School ROTC Program
 K-12 Mixed Chorus
 High School Marching Band

Concurrent Session III

2:15 pm - 3:45 pm

Achievement Gaps Strand

TRANSFORMING URBAN SCHOOLS TO PROMOTE STUDENT SUCCESS

2:15 pm - 3:45 pm
 Florida 1 - 3 - Level 2

Two of the most dramatic urban school reform efforts are described in this session. You won't want to miss this.

PANEL: *CMSD Strategic Development Initiative: Academic Transformation in Cleveland*

Eugene Sanders, Chief Executive Officer, Cleveland Metropolitan School District
Renee Cavor, Chief Transformation Officer, Cleveland Metropolitan School District
Christine Fowler-Mack, Sr. Executive Director of New and innovative Schools,
 Cleveland Metropolitan School District

PANEL: *Kansas City MO's Transformation Process*

Rebecca Lee-Gwin, Chief Financial Officer, Kansas City School MO District
Erin Thompson, Budget Director, Kansas City Missouri School District

PANEL: *From Failing to Full Accreditation in Two Years*

Irene L. Williams, Executive Director of Elementary Education, Richmond Public Schools
Rosalind C. Taylor, Principal, Woodville Elementary School, Richmond Public Schools

FACILITATOR: TBD

THURSDAY, OCTOBER 21

Professional Development Strand

MIXED METHOD PROFESSIONAL DEVELOPMENT IN OUR URBAN PUBLIC SCHOOLS

2:15 pm - 3:45 pm

Florida 4 - Level 2

This presentation will highlight how three Great City School Districts provide innovative, differentiated and effective professional development for teachers and staff.

PANEL: *Effective Accountable Professional Development in an Urban School District: Breaking Down the Silo and Working Collaboratively to Deliver Effective Staff Development*

Folasade Oladele, Deputy Superintendent, Buffalo Public Schools

Fannie Lynn Zanolli, Director of Staff Development, Buffalo Public Schools

PANEL: *Mixed Method Professional Development*

John F. Loehr, Interim Director, Office of Teaching and Learning/Office of Science, Chicago Public Schools

PANEL: *Tiers Without Tears: A District-wide Differentiated Professional Development Plan*

Jacqueline Landry, Executive Director, Professional Development, Dallas Independent School District

FACILITATOR: **Valeria Silva**, Superintendent, St. Paul Public Schools

HUMAN CAPITAL: PROVIDING QUALITY EDUCATORS FOR OUR URBAN SCHOOLS

2:15 pm - 3:45 pm

Florida 5 - Level 2

How do urban schools overhaul and enhance their human capital? Hear cutting-edge thinking and solutions in this panel.

PANEL: *How to Make Teacher Policies for Student Achievement*

Emily Cohen, District Policy Director, National Council on Teacher Quality/ Boston Public Schools

PANEL: *Human Capital: The Key to Improving Urban Public Education*

Elizabeth Arons, President, Arons Consulting

FACILITATOR: **Jesse Register**, Director of Schools, Metropolitan Nashville Public Schools

Special Education Session

LITERACY PROGRAMS FOR URBAN STUDENTS WITH DISABILITIES

2:15 pm - 3:45 pm
 Florida 6 - Level 2

In this session, presenters will describe how they are boosting literacy with their students with disabilities.

PANEL: *Narrowing the Achievement Gap for Students with Disabilities*

Linda Sink, Chief Academic Officer, Albuquerque Public Schools
Anne Tafoya, Executive Director of Special Education, Albuquerque Public Schools
Melissa Stotts, Special Education Learning Disabilities Coordinator, Albuquerque Public Schools

PANEL: *Factors That Impact Scale-up of a Literacy Curriculum for Students with Significant Developmental Disabilities*

Lynn Ahlgrim-Delzell, PhD, Assistant Professor, University of North Carolina at Charlotte, University of North Carolina at Charlotte and Charlotte-Mecklenburg Schools
Tracie-Lynn Zakas, Specialized Grant Liaison, University of North Carolina at Charlotte and Charlotte-Mecklenburg Schools

PANEL: *Adding Relevance, Rigor and Accessibility Through Universal Design for Learning*

Tami Folks, Administrator, Assistive Technology, Orange County Public Schools
Ruthie Rieder, ESE Administrator, Orange County Public Schools

FACILITATOR: Gerald Dawkins, Superintendent, Caddo Parish School District

Bilingual, Refugee and Immigrant Education

HOW DUAL LANGUAGE PROGRAMS TRANSLATE INTO ACADEMIC SUCCESS

2:15 pm - 3:45 pm
 Grand Salon C & D - Level 2

Many cities are exploring how to use dual language instruction to boost academic achievement and enhance language skills with native English and English language learners alike. Here the latest approaches in this session.

PANEL: *Closing the Achievement Gap for English Language Learners through Dual Language*

Elizabeth Casas, Executive Director, Dallas Independent School District

PANEL: *The Principles and Challenges of Maintaining the Integrity/Fidelity of Language Programs*

Julie Sugarman, Research Associate, Center for Applied Linguistics

FACILITATOR: Ralph Hernandez, Board Member, Buffalo City Public Schools

Leadership, Governance & Management Strand

SCHOOL PARTNERSHIPS: WORKING TOGETHER TO IMPROVE URBAN EDUCATION

2:15 pm - 3:45 pm

Meeting Room 1 - Level 2

Hear how two high achieving urban school districts are strengthening student performance through innovative partnerships and digital learning.

PANEL: *Urban Districts: Meeting Challenges Through Partnerships*

Alberto M. Carvalho, Superintendent, Miami-Dade County Public Schools

PANEL: *Improving Academic Achievement and Student Engagement Through the Implementation of Digital Content and Professional Development*

Ann B. Clark, Associate Superintendent, K-12, Charlotte-Mecklenburg Schools

Scott Muri, Area Superintendent, Charlotte-Mecklenburg Schools

Carol Wetzel, Director of Professional Development, Discovery Education

FACILITATOR: Lori Ward, Superintendent, Dayton Public Schools

Special Education Session

PREPARING STUDENTS WITH DISABILITIES FOR SECONDARY EDUCATION AND BEYOND

2:15 pm - 3:45 pm

Grand Salon A & B - Level 2

How do urban schools ensure secondary and postsecondary success for students with disabilities? Two cities will describe their successful strategies here.

PANEL: *Transitioning Students With Disabilities to Postsecondary Experiences*

Marjorie Mickelson, Instructional Support Teacher, Orange County Public Schools

Paul Odham, Instructional Support Teacher, Orange County Public Schools

Ruthie Rieder, ESE Administrator, Orange County Public Schools

PANEL: *Preparing Students with Disabilities for the Future: The Austin Story*

Paul Cruz, Chief Schools Officer, Austin Independent School District

FACILITATOR: Felton Williams, Board Member, Long Beach Unified School District

Finance Strand

THURSDAY, OCTOBER 21

THIRD PARTY EDUCATION SERVICES:WHAT’S WORKING FOR URBAN STUDENTS

2:15 pm - 3:45 pm

Meeting Room 5 - Level 2

Having trouble staying in compliance with federal requirements on third party contracting? This city can show you what’s working.

PANEL: *Title I Private Schools: From Compliance to Commitment*

- Jeff Eakins**, General Director, Title I, Hillsborough County Public Schools
- Diane Carlo**, Supervisor, Title I Staff Development, Hillsborough County Public Schools
- Julie McLeod**, Supervisor of Federal Programs, Hillsborough County Public Schools
- MaryLou Whaley**, Supervisor, Title I Private Schools, Hillsborough County Public Schools

FACILITATOR: **Manish Naik**, Manager of Legislative Services, Council of the Great City Schools

Professional Development Strand

GREAT CITY SCHOOLS’ EFFORTS TO CULTIVATE TALENTED URBAN TEACHERS

2:15 pm - 3:45 pm

Meeting Room 6 - Level 2

Boosting the capacity and skills of our urban teachers is a major urban school priority. This session will cover how the challenge is being met.

PANEL: *Teacher IMPACT - Innovative Methods for Preparing, Advancing and Cultivating Talent*

- Julie Baker**, Chief Major Projects Officer, Houston Independent School District
- Ann Best**, Chief Human Resource Officer, Houston Independent School District
- Greg Meyers**, Board President, Houston Independent School District

PANEL: *It’s about Accomplished Teaching: Linking Teacher Evaluation to Teacher Practice to Improve Student Learning*

- Wil Parker**, Regional Outreach Director, National Board for Professional Teaching Standards
- Jolynn Tarwater**, National Board Certified Teacher, National Board for Professional Teaching Standards

FACILITATOR: **Donald Wagner**, Dean of the School of Education, University of Memphis

Achievement Gaps Strand

THURSDAY, OCTOBER 21

TAKING A CLOSER LOOK AT INTERNATIONAL BACCALAUREATE PROGRAMS

2:15 pm - 3:45 pm

Meeting Room 7 - Level 2

Hear how one district is using the International Baccalaureate Program to enhance student success.

PANEL: *Effective Teaching Practices and Efficacy Beliefs of International Baccalaureate Middle Years Programme Teachers in an Urban School District*

Gregory C. Hutchings, Jr, Principal, Metropolitan Nashville Public Schools

FACILITATOR: **Lonnie Edwards**, Superintendent, Jackson Public Schools

SENIOR URBAN EDUCATION RESEARCH FELLOWSHIPS: THE MARRIAGE OF RESEARCH AND PRACTICE IN THE GREAT CITY SCHOOLS

2:15 pm - 3:45 pm

Meeting Room 8 - Level 3

A unique partnership of the nation’s leading researchers and urban schools is helping to find solutions to our most pressing challenges. Hear results of the first wave of studies in this session.

PANEL: *Lessons for Establishing a Foundation for Data Use in DC Public Schools*

Becky Smerdon, Managing Director of Education Research and Policy, Quill Research Associates

PANEL: *Early Warning System Development in Milwaukee Public Schools*

Rob Meyer, Director, The Value Added Research Center, University of Wisconsin-Madison

Brad Carl, Embedded Researcher, University of Wisconsin-Madison/Milwaukee Public Schools

Deb Lindsey, Director, Research and Assessment, Milwaukee Public Schools

FACILITATOR: TBD

Concurrent Session IV

4:00 pm - 5:30 pm

Bilingual, Refugee and Immigrant Education

SCHOOL IMPROVEMENT PLANNING TO BOOST OUTCOMES FOR ELL'S AND CLOSE THE GAPS

4:00 pm - 5:30 pm
Florida 1-3 - Level 2

Enhancing the academic achievement of English language learners is the focus of this critical discussion. You will want to participate.

PANEL: *Maximizing Best Practices Across Your System to Identify and Close Gaps*

Efrain Mercado, Director of Outreach, National Center for Educational Achievement

PANEL: *Williwaw's Collaborative Efforts Between Title I and the ELL Programs*

Christine Garbe, Supervisor, English Language Learners Program, Anchorage Public Schools

PANEL: *Improving Instruction for ELLs*

Sayra Velez Hughes, Executive Director, Early Learning, ESOL and CTACE Departments, Hillsborough County School District

FACILITATOR: **William Kowba**, Superintendent, San Diego Unified School District

Leadership, Governance & Management Strand

HOW TWO GREAT CITY SCHOOL DISTRICTS OVERCAME STATE RECEIVERSHIP

4:00 pm - 5:30 pm
 Florida 4 - Level 2

How did two Great City School Districts emerge from state oversight? Hear the unusual success stories in this session.

PANEL: *Leaders Uniting to Govern an Unaccredited Urban District*

Kelvin R. Adams, Superintendent, St. Louis Public Schools
Richard Sullivan, Chief Executive Officer, Special Administrative Board, St. Louis Public Schools

PANEL: *Re-establishing Community and Stakeholder Relationships After State Receivership*

Tony Smith, Superintendent, Oakland Unified School District
Jody London, Board Member, Oakland Unified School District
Jumoke Hinton Hodge, Board Member, Oakland Unified School District
Troy Flint, Director of Public Relations, Oakland Unified School District

FACILITATOR: Eugene Sanders, Chief Executive Officer, Cleveland Metropolitan School District

Achievement Gaps Strand

ASSESSMENT CONSORTIA AND THE COMMON CORE STANDARDS:WHAT THEY MEAN FOR URBAN SCHOOLS

4:00 pm - 5:30 pm
 Florida 5 - Level 2

This panel will describe the Race to the Top assessment consortia and how they are working to develop tests based on the common core standards.

PANEL: *Can RTTT Standards and Assessments Bring About an Inflection Point in Academic Achievement?*

Pascal D. Forgione, Jr, Distinguished Presidential Scholar & Executive Director, Center for K-12 Assessment & Performance Management at ETS
Nancy A. Doorey, Director of Programs, Center for K-12 Assessment & Performance Management at ETS
Peter Gorman, Superintendent, Charlotte-Mecklenburg Schools
William Hite, Superintendent, Prince George's County Public Schools
Richard Carranza, Deputy Superintendent, San Francisco Unified School District

FACILITATOR: Sharon Lewis, Director of Research, Council of the Great City Schools

TACKLING THE DROPOUT CRISIS IN URBAN SCHOOLS

4:00 pm - 5:30 pm

Florida 6 - Level 2

Urban schools and the dropout crisis: What's being done and what is still needed.

PANEL: *Accelerate Your High School Graduation Rates*

Shari Koch, Director of Multiple Pathways Development, Omaha Public Schools

PANEL: *Performance Learning Centers Tackle the Dropout Epidemic: Changing Challenging Circumstances into Promising Paths of Potential*

R. Dionne Ward, Turnaround Manager for School Improvement, Richmond Public Schools
Mauricee Holmes, Principal of Richmond Technical Center, Richmond Public Schools

FACILITATOR: **Jonathan Raymond**, Superintendent, Sacramento City Unified School District

School Finance and Facilities Strand

URBAN DISTRICTS OFFER THEIR "TWO CENTS" ON SURVIVING THE FINANCIAL CRISIS

4:00 pm - 5:30 pm

Grand Salon C&D - Level 2

The financial abyss: how not to fall over the cliff. Hear how two leading cities are coping with a bad economy.

PANEL: *Turning the Corner: Embracing 21st Century Partnerships to Overcome Budgetary Constraints on Educational Programs*

Alberto M. Carvalho, Superintendent, Miami-Dade County Public Schools
Larry Feldman, Board Member, Miami-Dade County Public Schools
Richard Hinds, Chief Financial Officer, Miami-Dade County Public Schools

PANEL: *Confronting the Abyss*

Susan Olds, Executive Director, Financial Strategies Group, New York City Department of Education

FACILITATOR: **Robert Carlson**, Director of Management Services, Council of the Great City Schools

Bilingual, Refugee and Immigrant Education

THURSDAY, OCTOBER 21

NEWCOMER CENTERS IN URBAN DISTRICTS: SETTING ENGLISH LANGUAGE LEARNERS UP FOR SUCCESS

4:00 pm - 5:30 pm
Meeting Room 1 - Level 2

Learn how two leading urban school districts are welcoming and teaching students from other countries.

PANEL: *Engaging Community Support for Successful Newcomers Centers*

Eric Gordon, Chief Academic Officer, Cleveland Metropolitan School District

PANEL: *How Seattle is Reforming and Changing Experiences for Newly Arrived Students*
Veronica Gallardo, Director of ELL and International Programs, Seattle Public Schools

FACILITATOR: **Carol Comeau**, Superintendent, Anchorage Public Schools

BILINGUAL PROFESSIONAL DEVELOPMENT: THE TOOLS TO TEACH ALL URBAN STUDENTS

4:00 pm - 5:30 pm
Meeting Room 4 - Level 2

This session will present how urban school districts are using professional development to enhance the ability of teachers to work with English language learners.

PANEL: *Translation or Academic Support? What Works Best?*

Sandra Rosario, Supervisor, Programs for English Language Learners, Hillsborough County Public Schools

PANEL: *Preparing a Diverse Teacher Workforce to Teach in Diverse Classrooms*

Julie Esparza-Brown, Assistant Professor, Portland State University
Liza Finkel, Associate Dean, Portland State University

FACILITATOR: **Norman Yee**, Board Member, San Francisco Unified School District

Achievement Gaps Strand

THURSDAY, OCTOBER 21

IMPLEMENTING RESPONSE TO INTERVENTION IN URBAN SCHOOLS

4:00 pm - 5:30 pm

Meeting Room 5 - Level 2

Hear successful and effective approaches to using response to intervention in urban schools in order to improve academic outcomes.

PANEL: *Beyond Theory and Into Practice: Implementing Response to Intervention in an Urban School District*

Dr. Kenneth Schneider, Director of Exceptional Student Education, Orange County Public Schools

Dr. Betty Eisenberg; RTI District Coordinator, Orange County Public Schools

PANEL: *Challenges and Successes of a Response to Intervention Scale-up*

Wendy Cavendish, Assistant Professor, University of Miami

Ana Menda, Graduate Research Assistant, University of Miami

Margarette Mahotiere, Graduate Research Assistant, University of Miami

Anabel Espinosa, Graduate Research Assistant, University of Miami

FACILITATOR: **Elona Street-Stewart**, Board Member, St. Paul Public Schools

UTILIZING EFFECTIVE ASSESSMENT PROGRAMS TO FOSTER ACCOUNTABILITY

4:00 pm - 5:30 pm

Meeting Room 6 - Level 2

Do formative assessments work in improving student learning? Hear perspectives from two urban districts and emerging research for answers.

PANEL: *Making Formative Assessment Real*

Shannon Feinblatt, Principal, Smothers Elementary School, District of Columbia Public Schools

PANEL: *Development and Implementation of a Formative Assessment Program: Lessons and Results from the East Baton Rouge Parish School System*

Lizabeth Frischhertz, Chief Officer for Accountability, Assessment and Evaluation
East Baton Rouge Parish School System

Christopher Guillory, Director of Data Analysis, East Baton Rouge Parish School System

Eugene Kennedy, Associate Professor, Louisiana State University

PANEL: *Formative Assessments in the Great City Schools: Are They Effective?*

Jessica Heppen, Senior Scientist, American Institute for Research

Ann-Marie Faria, Research Analyst, American Institute for Research

FACILITATOR: **Renata Uzzell**, Research Manager, Council of the Great City Schools

Professional Development Strand

THURSDAY, OCTOBER 21

THE IMPACT OF LEADERSHIP PROFESSIONAL DEVELOPMENT ON URBAN SCHOOL INSTRUCTION

4:00 pm - 5:30 pm

Meeting Room 7 - Level 2

Boosting the capacity of principals to serve as instructional leaders in urban schools is the subject of this exciting session.

PANEL: *Developing and Measuring Principals and District Leaders' Ability to Analyze Instruction and Lead for Instructional Improvement*

Maria Goodloe Johnson, Superintendent, Seattle Public Schools

Susan Enfield, Chief Academic Officer, Seattle Public Schools

Sadia White, Chief Academic Officer, Newark Public Schools

Stephen Fink, Executive Director, Center for Educational Leadership, University of Washington

Max Silverman, Associate Director, Center for Educational Leadership, University of Washington

FACILITATOR: **Evette Wilson**, Board Member, Richmond Public Schools

Executive Committee Meeting

4:30 pm - 5:30 pm

Meeting Room 12 - Level 3

Cocktail Reception

6:00 pm - 7:00 pm

Grand Salon Foyer - Level 2

21st Annual Richard R. Green Awards Banquet (Semi Formal Attire)

7:00 pm - 9:00 pm

Grand Salon E - J - Level 2

Hospitality Suite - "Game Night"

10:00 pm - 12:00 am

Room 1801 - Presidential Suite - 18th Floor

Friday, October, 22 2010

Conference Registration

7:00 am - 5:00 pm
Office 1 & 2 - Level 2

Urban Schools Resource Display

7:00 am - 5:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

7:00 am - 5:00 pm
Meeting Room 4 - Level 2

General Session C: Breakfast and Speaker, John Quiñones

7:30 pm - 9:00 pm
Grand Salon E-J Level 2

John Quiñones is the co-anchor of *Primetime Live*, ABC News

Entertainment: McKitrick Elementary Handbell Choir

Presentation of the Dr. Shirley S. Schwartz Urban Education Impact Award

Concurrent Session V

9:15 am - 10:30 am

Special Session

ENSURING CIVIL RIGHTS IN THE GREAT CITY SCHOOLS

9:15 am - 10:30 am
Florida 1-3 - Level 2

Hear from the leadership of the U.S. Department of Education's Office of Civil Rights and the NAACP Legal Defense Fund on emerging inquires and federal efforts to ensure equal opportunities for all urban students.

PANEL: *Priorities of the Office of Civil Rights, U.S Department of Education*

Russlyn Ali, Assistant Secretary for Civil Rights, U.S. Department of Education

PANEL: *A Look at Where We Are Today in Achieving Student Integration: The Obstacles and Challenges We Face and How We Might Address Them in Urban Schools*

Leticia Evans-Smith, Assistant Counsel of the Education Practice, NAACP Legal Defense Fund

FACILITATOR: Richard Carranza, Deputy Superintendent, San Francisco Unified School District

Achievement Gaps Strand

GETTING URBAN STUDENTS BACK ON TRACK FOR GRADUATION

9:15 am - 10:30 am

Florida 4 - Level 2

In this session, panelists will share the alternative methods their districts have developed to keep students on course for graduation.

PANEL: *Grad Labs: An Alternative Approach to Preparing Students for Success*

Greg Meyers, Board President, Houston Independent School District

Martha Salazar-Zamora, Assistant Superintendent of School Support Services, Houston Independent School District

Aaron Spence, Chief High School Officer, Houston Independent School District

PANEL: *Redesigning Programs for Off-Track Youth - BPS Education Options*

Phil Jackson, Director, Office of Alternative Education, Boston Public Schools

Irvin Scott, Academic Superintendent for High Schools, Boston Public Schools

Linda Cabral, Assistant Academic Superintendent for High Schools, Boston Public Schools

FACILITATOR: Kriner Cash, Superintendent, Memphis Public Schools

THE URBAN SCHOOL TURNAROUND: SCHOOL REFORM THAT WORKED

9:15 am - 10:30 am

Grand Salon C&D - Level 2

This session will describe provocative new work on how to redeploy urban school resources to strengthen district reform and success.

PANEL: *School Turnaround on the System Level*

Jonathan Travers, Director, Education Resource Strategies

Peter Gorman, Superintendent, Charlotte-Mecklenburg Schools

Ann Clark, Associate Superintendent, K-12, Charlotte-Mecklenburg Schools

FACILITATOR: James Driggers, Board Member, Norfolk Public Schools

FRIDAY, OCTOBER 22

AN EARLY START ON URBAN SCHOOL SUCCESS

9:15 am - 10:30 am

Meeting Room 1 - Level 2

Hear how two urban districts have developed Pre-Kindergarten programs to prepare our youngest students for academic achievement.

PANEL: *A Bridge to Community Child Care Systems*

Lonnie J. Edwards, Sr., Superintendent, Jackson Public Schools
Ella Holmes, Pre-Kindergarten Coordinator, Jackson Public Schools

PANEL: *Cooking Up Preschool Literacy*

Janice Lemp, Program Specialist for ESE Preschool Disabilities, Orange County Public Schools
Elizabeth Rivera, Sr., Administrator for Speech and Language, Orange County Public Schools

FACILITATOR: **Lydia Lee**, Board Member, Minneapolis Public Schools

USING PERFORMANCE MANAGEMENT DATA TO IMPACT URBAN STUDENT SUCCESS

9:15 am - 10:30 am

Grand Salon A & B - Level 2

These two urban school districts are using data in innovative and effective ways to impact student achievement. Hear how they are doing it here.

PANEL: *Deep Data Dive Insights to Closing Achievement Gaps*

Jeanette C. Silvers, Chief of Accountability, Rochester City School District
Gloria Sullivan, Director of Research and Evaluation, Rochester City School District

PANEL: *Closing the Gap: Improving Student Achievement from Miami and Beyond*

Yuwadee Wongbundhit, District Supervisor, Miami-Dade County Public Schools
Reginald Johnson, Administrative Director, Miami-Dade County Public Schools
Linda Trupia, District Supervisor, Miami-Dade County Public Schools

FACILITATOR: **Eugene Harris**, Superintendent, Columbus Public Schools

HOW THE USE OF QUALITY INDICATORS IS IMPROVING STUDENT ACHIEVEMENT

9:15 am - 10:30 am

Meeting Room 5 - Level 2

Key performance indicators on student achievement are the subject of this stimulating discussion. Two districts show us how it's done.

PANEL: *Developing and Using Quality Indicators to Improve Achievement and Close Gaps*

Sheldon Berman, Superintendent, Jefferson County Public Schools

Robert Rodosky, Dena Dossett, Jefferson County Public Schools

PANEL: *School Performance Index (SPI): A Comprehensive School Measurement System*

David Weiner, Associate Superintendent of Academics, Curriculum and Accountability,
The School District of Philadelphia

Daniel Piotrowski, Executive Director of the Office of Accountability, The School District of Philadelphia

FACILITATOR: **James Williams**, Superintendent, Buffalo City Public Schools

Special Education Session

ONE GREAT CITY SCHOOL'S VICTORY FOR URBAN STUDENTS WITH DISABILITIES

9:15 am - 10:30 am

Meeting Room 6 - Level 2

Hear how one district triumphed after 26 years of litigation to improve services for students with disabilities.

PANEL: *Baltimore City Public Schools Achieve Milestone in Meeting Needs of Students with Disabilities*

Kim Lewis, Executive Director of Special Education, Baltimore City Public Schools

FACILITATOR: **Bernadeia Johnson**, Superintendent, Minneapolis Public Schools

Bilingual, Refugee and Immigrant Education

MEDIA AND BILINGUAL EDUCATION IN URBAN SCHOOLS

9:15 am - 10:30 am

Meeting Room 7 - Level 2

Building multicultural relations into your district’s communication strategy is the subject of this different and innovative approach.

PANEL: How to Improve Multicultural Communications

Alex Sanchez, Director, Multicultural Outreach Office, Denver Public Schools

FACILITATOR: Henry Duvall, Director of Communications, Council of the Great City Schools

Leadership, Governance & Management Strand

PRINCIPAL COACHING AND EVALUATIONS: UPHOLDING EXCELLENCE IN OUR URBAN SCHOOL LEADERS

9:15 am - 10:30 am

Meeting Room 8 - Level 3

This session will discuss the innovative tools that Great City Schools have developed to provide instructional coaching and evaluation to district and school leaders.

PANEL: *Building Leadership Capacity Through Principal Coaching: An Avenue to Sustained Instructional Improvement*

Jacqueline Landry, Executive Director, Professional Development, Dallas Independent School District

PANEL: *Val-Ed: A Groundbreaking New Principals Evaluation System*

Andy Porter, Dean, University of Pennsylvania, Graduate School of Education

FACILITATOR: Winston Brooks, Superintendent, Albuquerque Public Schools

Leadership, Governance & Management Strand

GREAT CITY SCHOOLS GOING GREEN: THE ENVIRONMENT AND URBAN SCHOOLS

9:15am - 10:30 am

Meeting Room 9 - Level 3

This session will describe how an emphasis on the environment and its sustainability is important for urban schools and schoolchildren.

PANEL: *The Environment's Role in Student Success*

Philippe Cousteau, Oceanographer, Discover Education

PANEL: *Portland Public Schools and its Leadership for a Healthy Environment*

Dilafroz Williams, Professor, Portland State University

PANEL: *Laying the Groundwork for a More Green, More Sustainable District*

Tony Smith, Superintendent, Oakland Unified School District

Jody London, Board Member, Oakland Unified School District

Timothy White, Assistant Superintendent of Facilities, Oakland Unified School District

FACILITATOR: Paula Harris, Board Member, Houston Independent School District

Achievement Gaps Strand

PREPARING URBAN STUDENTS AND EDUCATORS FOR SUCCESS IN STEM

9:15am - 10:30 am

Meeting Room 10 - Level 3

The STEM fields: How two urban school districts are leading the way on a national priority.

PANEL: *STEM Institutes for Middle Schools*

Robert Weinberg, Curriculum & STEM Initiatives DRT, Hillsborough County Public Schools

PANEL: *Developing Effective Science Teachers Using a Blended Professional Learning Model and e-Learning*

Dottie Whitlow, Executive Director, Mathematics and Science, Atlanta Public Schools

FACILITATOR: James Notter, Superintendent, Broward County Public Schools

Concurrent Session VI

10:45 am - 12:15 pm

Achievement Gaps Strand

NAEP: HOW IT IS USED TO IMPROVE URBAN STUDENT ACHIEVEMENT

10:45 am - 12:15 pm

Florida 1-3 - Level 2

In this session, urban school districts participating in the Trial Urban District Assessment (TUDA) of NAEP will share both the benefits and challenges of “The Nations Report Card”.

PANEL: *The Trial Urban District Assessment of NAEP: Status Report from NAGB*

Mary Crovo, Deputy Executive Director, National Assessment Governing Board

Kathy Augustine, Deputy Superintendent, Atlanta Public Schools

Deborah Lindsey, Director of Research & Assessment, Milwaukee Public Schools

FACILITATOR: **Sharon Lewis**, Director of Research, Council of the Great City Schools

Bilingual, Refugee and Immigrant Education

INNOVATIVE BILINGUAL PROFESSIONAL DEVELOPMENT OPTIONS

10:45 am - 12:15 pm

Florida 4 - Level 2

Panelists in this session will share how their bilingual professional development models have been successful in improving achievement among English language learners and in preparing them for college.

PANEL: *Alternative Language Services Programs Associated with Academic Success of Former English Learners: Results from a Five-year Study*

Rose-Ann McKernan, Director of Instruction and Accountability, Albuquerque Public Schools

PANEL: *Impacting College Readiness for English Language Learners and Spanish Speaking Students, Families and Communities: A District-wide Approach*

Araseli Martinez-Pena, District Bilingual Guidance Counselor, Hillsborough County Public Schools

Eveleen S. Garcia, District Bilingual Guidance Counselor, Hillsborough County Public Schools

FACILITATOR: TBD

FRIDAY, OCTOBER 22

Special Education Session

THE GREAT CITY SCHOOLS LOOK AT SPECIAL EDUCATION REFORM:WHAT WE ARE FINDING

10:45 am - 12:15 pm

Grand Salon C & D - Level 2

Hear from the Council’s top two experts on special education and what they are finding from their reviews of urban school districts:What it means for you.

PANEL: *Council of Great City Schools’ Reviews of Urban Districts’ Systemic Support for RTI & Special Education Services: Lessons Learned & Looking Forward*

Carol Johnson, Superintendent, Boston Public Schools

Julie Wright Halbert, Legislative Counsel, Council of the Great City Schools

Sue Gamm, Consultant, Council of the Great City Schools

FACILITATOR: **Jeff Friedman**, Board Member, Anchorage Public Schools

Professional Development Strand

ALLIANCE FOR CLINICAL TEACHER PREPARATION:A NEW APPROACH TO URBAN TEACHER PREPARATION

10:45 am - 12:15 pm

Meeting Room 1 - Level 2

In this session, members of NCATE’s Blue Ribbon Panel will share a radical new approach to teacher preparation and development using school/university collaboration and partnerships.

PANEL: *Charting a New Partnership Between P-12 and Higher Education in Preparing and Developing Teachers*

Larry Johnson, Dean of the University of Cincinnati College of Education

Mary Ronan, Superintendent, Cincinnati Public Schools

FACILITATOR: **Deborah Shanley**, Dean, Brooklyn College School of Education

Achievement Gaps Strand

EXPLORING CHOICE OPTIONS IN OUR GREAT CITY SCHOOLS

10:45 am - 12:15 pm

Grand Salon A & B - Level 2

Using school choice as a mechanism for improving parental options and strengthening public education in our cities. Three leading proponents describe their efforts and results here.

PANEL: *Philadelphia Renaissance Schools: Uniting Schools and Communities for Student Success*

Leroy D. Nunery II, Deputy Superintendent, School District of Philadelphia

PANEL: *Implementing High Interest Programs to Close the Achievement Gap In a Full Choice District*

Pansy Houghton, Director of Student Planning and Placement, Hillsborough County Public Schools
Carla Sparks, Student Planning and Placement Specialist, Hillsborough County Public Schools

PANEL: *Expanding the Options of School Portfolios -- Expanding Great Options*

Tisha Edwards, Baltimore City Public Schools

FACILITATOR: Carole Smith, Superintendent, Portland Public Schools

A DATA MANAGEMENT APPROACH TO URBAN STUDENT ACHIEVEMENT

10:45 am - 12:15 pm

Meeting Room 5 - Level 2

Does data driven instruction really work? Hear how and why in this session with three groundbreaking presentations.

PANEL: *Managing Student Performance via Parent and Teacher Dashboards*

Leng Fritsche, Executive Director of Performance Management and Analytics, Dallas Independent School District

PANEL: *Building Achievement with Data*

Peter Gorman, Superintendent, Charlotte-Mecklenburg Schools
Robert Avossa, Chief Accountability Officer, Charlotte-Mecklenburg Schools

PANEL: *Using Data to Drive Student Success*

Annmarie Lehner, Chief Information Officer, Rochester City School District
Erwin Smith, Manager, Student Enterprise Applications, Rochester City School District

FACILITATOR: Deborah Lindsey, Director of Research and Assessment, Milwaukee Public Schools

FRIDAY, OCTOBER 22

SUPPORTING URBAN SCHOOL SUCCESS THROUGH COMMUNITY ENGAGEMENT

10:45 am - 12:15 pm

Meeting Room 6 - Level 2

Learn how community and parent engagement can be built and strengthened in your district from the collaborative work of these two urban school systems.

PANEL: *Fostering & Sustaining School-Family-Community Collaboration and Effectively Supporting Student Well-Being*

Eugene Sanders, Chief Executive Officer, Cleveland Metropolitan School District
Sharon McDonald, Deputy Chief of Student, Family and Community Engagement, Cleveland Metropolitan School District
Eric Gordon, Chief Academic Officer, Cleveland Metropolitan School District
David Osher, Vice President, American Institutes for Research

PANEL: *Redefining Parent and Community Engagement to Support School Success*

Michael Sarbanes, Executive Director, Partnerships & Communications, Baltimore City Public Schools

FACILITATOR: **Barbara Langley**, Board Member, Duval County Public Schools

Special Education Session

DESIGNING PROFESSIONAL DEVELOPMENT MODELS TO SUPPORT STUDENTS WITH DISABILITIES

10:45 am - 12:15 pm

Meeting Room 7 - Level 2

How does professional development for teachers and staff working with students with disabilities need to be different in order to achieve maximum results. These districts are showing the way.

PANEL: *Developing a New Coaching Model to Support Struggling High School Students to Success*

Katherine Turley, Inclusion Coach, Timber Creek High School, Orange County Public Schools
Martha Ricard, Sr. Administrator, ESE Curriculum, Orange County Public Schools
Ruthie Rieder, Director, ESE, Orange County Public Schools

PANEL: *Job Embedded Professional Development: Richmond Public Schools Meets the Challenge of Providing Quality Programs for Students with Autism Spectrum Disorders*

Harley A. Tomey, Director, Exceptional Education and Student Services, Richmond Public Schools

FACILITATOR: **Mark Williams**, Board Member, Austin Independent School District (Invited)

Achievement Gaps Strand

HOW THE USE OF TECHNOLOGY IN URBAN SCHOOLS IS IMPROVING INSTRUCTION

10:45 am - 12:15 pm
 Meeting Room 8 - Level 3

This session will describe how three Great City School Districts are integrating technology into their instructional programs with futuristic results.

PANEL: *Instructional Use of Technology*

Robert Rodosky, Executive Director, Research, Jefferson County Public Schools
Tom Ryan, Chief Information Officer, Albuquerque Public Schools
Edward Freeman, Chief Technology Officer, Denver Public Schools

FACILITATOR: Robert Carlson, Director of Management Services, Council of the Great City Schools

MAXIMIZING ACHIEVEMENT IN LOW PERFORMING URBAN SCHOOLS USING ACADEMIES

10:45 am - 12:15 pm
 Meeting Room 9 - Level 3

In this session, two districts will share their school academy models and portfolio approaches to improve low-performing schools.

PANEL: *Superintendent's Promise Academies*

Arlene C. Ackerman, Superintendent, School District of Philadelphia
Francisco Duran, Assistant Superintendent, Promise Academies, School District of Philadelphia

PANEL: *Success Academy: The Path Toward Academic Achievement*

Maria P. Armas, Assistant Superintendent, Curriculum and Instruction, Miami-Dade County Public Schools
Karen Spigler, Administrative Director, Division of Language Arts/Reading, Miami-Dade County Public Schools
Beatriz Zarralauqui, Administrative Director, Division of Mathematics, Science and Advanced Academic Programs, Miami-Dade County Public Schools

FACILITATOR: Stephanie Gatewood, Board Member, Memphis City Public Schools

CONFERENCE AGENDA

MEETING URBAN SCHOOL DESEGREGATION REQUIREMENTS IN A BAD ECONOMY

10:45 am - 12:15 pm

Meeting Room 10 - Level 3

Learn how two districts are meeting the requirements of the U.S. Supreme Court's desegregation decisions in a climate of scarce resources.

PANEL: *How to Maximize Diversity While Facing Financial Difficulties*

Candy Olson, Board Member, Hillsborough County Public Schools
Bill Lazarus, Chief Executive Officer, Seer Analytics Inc.

PANEL: *Student Assignments: How Louisville is Working to Meet Supreme Court's Decisions*

Sheldon Berman, Superintendent, Jefferson County Public Schools

FACILITATOR: **Linda Watson**, Superintendent, Little Rock School District

General Session D: Lunch and Speaker, Hill Harper

12:30 pm - 2:00 pm

Grand Salon E-J Level 2

Hill Harper is an actor and a best-selling author

Entertainment: Jefferson High School ROTC Program and East Bay HS/Plant HS Combined Chorus

General Session E: Town Hall Meeting on Black Male Achievement

2:30 pm - 4:00 pm

Florida Salon 5 - 6 - Level 2

Moderator: **Byron Pitts**, CBS News Chief National and 60 Minutes Correspondent

Panel: **John Jackson**, President and CEO of the Schott Foundation for Public Education
James Williams, Buffalo Public Schools Superintendent
Gloria Crutchfield, School Administrator for the Palm Beach County School District
Tevin Sutton, Hillsborough County Public Schools 12th-Grader
George Garrow, Executive Director of Concerned Black Men
Airick West, Board President of the Kansas City Missouri School District

Great City Colleges of Education Meeting

4:15 pm - 5:00 pm

Meeting Room 5 - Level 2

5:45 pm- Bus pickup for the Tampa Bay History Center

Reception at the Tampa Bay History Center (Casual Attire)

6:30 pm - 8:30 pm

801 Old Water Street, Tampa, FL 33602

Entertainment: Harp/Guitarist from Blake High School

Hospitality Suite - "Karaoke Night"

9:00 pm - 12:00 am

Room 1801 - Presidential Suite - 18th Floor

FRIDAY, OCTOBER 22

Saturday, October 23, 2010

Breakfast Buffet

8:00 am - 9:00 am
Grand Ballroom E - Level 2

Urban Schools Resource Display

8:00 am - 12:00 pm
Lobby Bridge - Level 2

Internet Cafe/Business Center

8:00 am - 12:00 pm
Meeting Room 4 - Level 2

Board of Directors Meeting

8:30 am - 12:00 pm
Grand Ballroom F - Level 2
Presiding: Dilafruz Williams, Chair of the Council of the Great City Schools

Meeting of Instructional Leaders: Common Core State Standards Implementation and Key Performance Indicators

9:00 am - 12:00 pm
Grand Salon C & D - Level 2

Legislative Directors Lunch and Meeting (Council members only)

12:00 pm - 4:00 pm
Meeting Room 12 - Level 3

Fall Conference Planning Meeting

12:30 pm - 2:30 pm
Meeting Room 11 - Level 3

5:30 pm - Bus pickup for the Columbia Restaurant in Ybor City

Dinner at the Columbia Restaurant in Ybor City

6:30 pm - 9:00 pm
2103 East 7th Avenue
Tampa, FL 33605

Sunday, October 24, 2010

Breakfast and Closing Session

8:30 am - 11:30 am
Meeting Room 8 & 9 - Level 3
Presiding: Michael Casserly, Executive Director, Council of the Great City Schools

Adjourn

11:30 am



Session I - Achievement Gap

Houston Independent School District

Eradicating the Achievement Gap: Apollo 20 Initiative

Despite decades of interventions and investments in the trillions, the racial achievement gap still exists in public schools and in many cases, is becoming wider. The Houston Independent School District (HISD) and the Education Innovation Laboratory at Harvard University (EdLabs) are engaging in a five-year partnership, called the Apollo 20 project, which has the potential to transform public. Apollo 20 is an initiative designed to improve student achievement in schools identified by the Texas Education Agency (TEA) as persistently low-performing or unacceptable in 2008–2009. The goal is to determine the impact of successful charter and public school practices on student academic outcomes in traditional public schools by researching the effects of these practices.

The strategies that HISD will implore in its lowest-performing schools are as follows:

- 1. Human Capital**
 - Effective principal and teachers in every school
 - Performance bonuses and merit pay
- 2. More instructional time**
 - Longer school year: 5 additional days in 2010–2011; 10 additional days in 2011–2012
 - Longer school day: 7:30 a.m.–4:30 p.m. Monday–Thursday; 7:30 a.m.–3:30 p.m. Friday
- 3. Use of data to drive instruction**
 - Data warehouse
 - Standards-based curriculum and assessments
 - New teacher and principal appraisal systems
- 4. High-dosage tutoring**
 - In-school math acceleration every day for all sixth and ninth graders, using full-time tutors a ratio of 1 tutor for every 2 students, and integrating this within a student's class schedule
 - Students in grades 7, 8, 10, 11, and 12 below grade level have a double dose of math OR reading based on the subject in which they are most behind
- 5. Culture of high expectations for all**
 - 100% of students performing on or above grade level
 - 100% of students taking at least one college-level course
 - 100% graduation rate
 - 95% attendance for students and staff
 - 100% of students accepted to a four-year college or university
 - School–parent contract

The Apollo 20 project has begun implementing these tenets in nine of the district's lowest performing schools, four high schools and five middle schools, for the 2010-2011 school year, and anticipates expanding to 11 elementary schools for 2011-2012.

Contact: Dr. Julie Baker, HISD Chief Major Projects Officer, jbaker@houstonisd.org.

Session I - Achievement Gap

Fresno Unified School District

Re-Designing Summer School to Advance Equity and Access

In April 2009, Fresno Unified School District (FUSD) created the new division, “Equity and Access,” responsible for developing new practices and procedures to ensure students are given equal opportunities to graduate and be in positions of having the greatest number of postsecondary choices from the widest array of options. Equity and Access is not an isolated or standalone initiative: **it is the backbone of the work of Fresno Unified School District.**

Envisioned as work to be embedded in every aspect of the District’s operation, the initial emphasis (April 2009-August 2009) of this effort focused on placing students in appropriate courses to graduate college and be career-ready. The second phase of this effort (September 2009-May 2010) focused on increasing the number of students who became eligible and applied to four-year colleges and universities. The third phase of this effort focused on re-designing the District’s summer school program.

At the core of the Extended Year Program re-design (formerly called “Summer School”) was Fresno Unified School District’s commitment to advance its Equity and Access initiative by *automatically* enrolling students for Extended-Year Program participation due to:

1. Deficiencies by virtue of “D” and “F” grades in core graduation and/or college/university requirements;
2. Evidence that students met or exceeded the profile of students currently taking a college/university preparatory course but were not enrolled in those same courses. For example, there were 453 seventh and eighth grade students who met or exceeded who took Spanish I or II during the 2009-2010 academic year, but were not enrolled in those courses at schools that offered those courses or, worse, were at schools that did not offer them. For students in the latter circumstance, they would not have had an equal opportunity to start their high school careers with any college/university preparatory units in the Language Other Than English subject simply because they attended a school that does not offer those courses; and
3. Evidence that participation in the Extended Year Program would increase a student’s likelihood to graduate with the greatest number of opportunities from the widest array of options. Although parents could opt their students out of the Extended Year Program, FUSD believed that automatically enrolling them would send a strong message to those students and their families as well as the entire community that the District is committed to its students graduating with the greatest number of opportunities from the widest array of options.

Participants will discuss how new and/or enhanced practices and procedures translated into more students graduating in a position of having the greatest number of postsecondary choices from the widest array of options.

Contact: Jorge Aguilar, 559-457-3882, jorge.aguilar@fresnounified.org.

Session I - Achievement Gap

The National Alliance for Public Charter Schools

Charters: Friends, Not Enemies of Urban School Districts

The challenges of America's education system are most evident in our urban communities, especially among children who face challenges like poverty and under-resourced schools. Despite these challenges, there are examples of excellence. There are a growing number of urban communities where children are achieving at higher levels, both traditional public schools and in public charter schools. A renewed level of community engagement and parental involvement, and an environment of high achievement are both contagious. The efforts of both traditional public schools and public charter schools are reflected in the cities where we see the greatest academic gains. Both are working side-by-side, with the same goals in mind, and it is the children and their families who benefit from having an array of high-quality options from which to choose. Our work is to replicate more schools and communities so that every family in America has an assortment of high-quality public education choices.

The National Alliance for Public Charter Schools (<http://www.publiccharters.org>) is the national advocacy organization committed to advancing the charter school movement. Charter schools are unique public schools that foster a partnership between parents, teachers, and students to create an environment in which parents can be more involved, teachers are given the freedom to innovate, and students are provided the structure they need to learn; all are held accountable for improved student achievement. The Alliance works to increase the number of high-performing charters available to families, particularly low-income and minority families which currently do not have access to quality public schools.

There are now four major-city public school districts that enroll more than one-third of their students in a public charter school: the New Orleans Public School System, the District of Columbia Public Schools, the Detroit Public Schools district, and the Kansas City, Missouri, School District. Further, one in five students in the St. Louis, Minneapolis, and Cleveland school districts attends a charter school. The Alliance releases an annual report, *Top 10 Charter Communities by Market Share*, to highlight the communities that charter schools are serving most abundantly. We have found that they are overwhelmingly in our nation's great inner cities. Our presentation references two research reports that examined the charter sector in New York City as the New York City Department of Education is among the nation's top-10 public school districts with the highest number of students enrolled in a public charter school.

Charter schools educate students and share their best practices with traditional district schools most effectively in supportive environments. Urban school districts that support the growth of high-quality charter schools by providing equitable access to funding, facilities, and proper oversight can increase achievement in all schools—traditional and charter. These practices will foster a healthy environment for increasing student performance.

Contact: Deborah V. Robinson, Vice-President, National Alliance for Public Charter Schools, 202-289-2700.

Session I - Achievement Gap

Broward County Public Schools

Broward Virtual School: Maximizing Student Potential Through Virtual Education

Broward Virtual School offers virtual learning enrollment options to students in grades K-12 through distance learning technologies. Students may enroll full-time or part-time depending on their individual needs. Virtual education offers students the ability to work at their own pace with 24/7 access to coursework. This presentation will highlight specific student cases in which traditional schools were able offer students accelerated learning opportunities on a customized basis through the use of online courses. Each case will feature how virtual learning allows classroom teachers to differentiate instruction and extend learning opportunities beyond the school day.

Contact: Christopher McGuire, Broward Virtual School, Christopher.mcguire@browardschools.com

Session I - Achievement Gap

Austin Independent School District

Using Technology to Engage Stakeholders in Shared Ownership and Accountability for Strategic Direction

In December 2009, Austin Independent School District's Board of Trustees unanimously approved a five-year strategic plan, which was the product of six months of extensive efforts to reach out to and gather input from every segment of our schools' and community's stakeholders. Equally extensive and innovative was the roll-out strategy to inform our stakeholders about the final plan and to gain their pledge to share responsibility and accountability for its implementation and success. This creativity has continued in our ongoing efforts to keep people engaged as the plan is implemented and our strategic direction matures.

This spring, Austin Independent School District (AISD) collaborated with IBM to host a three-day Student Virtual Jam with middle- and high-school students who participated in online discussions with the Superintendent about topics related to the District's strategic direction.

In May, the Superintendent celebrated Teacher Appreciation Week by kicking off a program called "44 in 4," which was a blitz of campus visits. Immediately following each campus visit, the Superintendent posted highlights. Not only were these postings a great way to spread positive news about exciting things happening in our schools, it was an effective way to share our schools' successes and best practices. These visits and bloggings proved to be so valuable, the Superintendent decided to continue the practice through the school year.

The District's first End-of-School-Year Report was green and eco-friendly to boot! We developed an online interactive timeline to capture our most important landmarks using mixed media, including video, documents, and photos. The report can be viewed on the AISD website, www.austinisd.org, and is part of our effort to make the District more open, engaging, and transparent for our students, their families, and for the greater Austin community.

This year, our annual staff Convocation was virtual and interactive, so that most staff could participate at their workplace instead of having to travel to one location. Our "Virtual School Hall Convocation" originated from one of our high school's theatre in the round. The live audience included a representative of each AISD campus and administrative office. To highlight AISD technology at work, a "fourth wall" of the theatre was a video backdrop that displayed staff from four schools assembled, and watching, via the Internet. All other employees watched from their classroom or office on AISD TV or the District website.

Research on best practices in successful execution of organizational strategic plans tells us that continuing efforts to engage stakeholders in sharing responsibility and accountability for the plan is critical. In Austin, innovations with technology have helped us connect with our stakeholders and keep them engaged and excited about our District's strategic direction.

Session II – Achievement Gap

Indianapolis Public Schools

Kaleidoscope: A School and Family Partnership

Kaleidoscope is a school and family partnership designed to reduce occurrences of challenging behaviors in children from grades K-12. Kaleidoscope works with students and families to find successful paths for academic success within their current school environment. At the secondary level, the goal is for students to graduate from high school.

Students are referred to the Kaleidoscope program via their school principals. The Kaleidoscope team is comprised of a Behavior Specialist and a Social Worker. The Behaviorist works closely with all school personnel to perform observations, functional behavior analysis, and classroom management interventions, along with peer-to-peer teacher support for implementation of Response to Intervention. These specialists also coordinate school-based, wrap-around student supports and facilitate collaborative communication and problem solving among school staff, parents, students, and related services.

The Social Workers assess family needs through home visits. They link students and families to community resources, provide strategies for parents to meet the needs of their children, and also serve as a liaison between the family, school, and community agencies. They are the home-school connection.

This program was started in 2007, with most of the students referred to Kaleidoscope because of behavioral challenges, followed by mental health needs and safety concerns. Data is kept on each child in terms of number and types of school interventions, social worker home contacts, referrals to outside agencies, and outcomes for each student. Findings consistently show increased parental involvement in schools, reduced suspensions, improved school attendance, increased student engagement and reduced unwarranted referrals to special education. This program by design also offers job-embedded professional development and supports for teachers through team and group meetings as well as peer supports.

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Session II - Achievement Gap

Broward County Public Schools

Turning Around A School

In January 2008, at Larkdale Elementary School, only 72% of Adequate Yearly Progress Criteria was met, and there were frequent student behavior problems. In August 2008, the school was identified as an Intervene School under Differentiated Accountability. In May 2008, an experienced, proven principal was selected. As a result, a comprehensive restructuring of student grouping, curriculum alignment, lesson delivery, student assessment, progress monitoring, professional development, extended learning, community involvement, and program elimination took place. Through school and district collaborative efforts, Larkdale Elementary School is now a safe and orderly learning environment; 92% of Adequate Yearly Progress Criteria was achieved; and rates of student proficiency in Reading, Math, and Science are the highest they have been in three years.

The district selected a principal and an assistant principal to lead the reform efforts. Both individuals were selected because of their prior, data-proven, abilities to improve student achievement. Newly selected to the school, Dr. Valoria Latson, Principal, and her assistant principal, reviewed the draft of the 2008-2009 School Improvement Plan to understand historical programs and methods. They prepared to begin the new school year by meeting with teams of teachers, by grade-level, to further understand the history of the school from a teaching and learning perspective. A new reading coach was hired. The ESE specialist, guidance counselor, and math coach, while they stayed in their respective positions, had their roles and responsibilities augmented. An additional assistant principal was added to the team and the area director provided oversight.

After an in-depth analysis of student achievement data, along with teacher strengths and weaknesses, the intermediate master schedule was transformed from a traditional self-contained model to a departmentalized model. All teachers were reminded of the relationship between student achievement and teacher evaluation. Several teachers were identified in the first few weeks of school as being in severe need of instructional assistance. With the assistance of district staff, formal individual improvement plans were drafted for these teachers.

The Principal used the Individual Professional Development Plan (IPDP) for each teacher to identify professional development needs that would impact daily instruction, especially for students in targeted subgroups who were not progressing at acceptable rates. A school-wide professional development plan was created from this data. The plan created support to teachers in topics such as item-specifications, collaborative problem solving, literacy, numeracy, and behavior management. Instructional Focus Calendars (IFC's) were developed with strategic alignment to the Sunshine State Standards. The IFC's were developed for reading, math, writing, and science. They included pacing of instruction, assessment schedules, re-teaching, and re-assessment. Ongoing formal and informal assessments were administered to monitor student progress. The leadership team met with teachers, individually and in grade-level groups, to review assessment results and redesign instruction. Out of these conversations came the identification of students for remediation, acceleration, or enrichment.

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Session II - Achievement Gap

Columbus City Schools

Breaking the Links between Race, Poverty, and Achievement

Columbus City Schools has embarked upon a journey that is designed to produce cutting-edge urban school reform, which will result in success for students and will allow us to sustain that success well into the future, with our ultimate goal of exceeding a 90% graduation rate. Through the collaborative partnership with Panasonic Foundation, Columbus City Schools has developed a strategic operational and academic plan to restructure and re-culture the system to ensure a more efficient and effective delivery of academic and non-academic supports for students

District restructuring efforts began with the Columbus City Schools' Reform Panel which consists of district administrators and teacher leaders of the Columbus Education Association (CEA). Redefining roles and responsibilities of the Reform Panel allowed the leadership team to help shape and develop district initiatives to positively impact teachers, students, parents and other stakeholders. The significance of this work has led to increased leadership capacity building and greater partnership. As a result, Columbus City Schools was awarded an NEA Foundation "Close the Achievement Gap" Grant to support the work of addressing the unique needs of each student.

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Session II – Achievement Gap

Milwaukee Public Schools (MPS)

A Comparison of Selected Outcome Measures across High School Types in the Milwaukee Public Schools (MPS)

Beginning with the 2003-04 academic year, the Milwaukee Public Schools (MPS) launched an ambitious effort to reform education at the high school level through the District’s High School Redesign initiative. This initiative sought to increase the number of small high schools available to MPS students through the establishment of new small schools, as well as the conversion of large, traditional schools into multiple smaller sites. This presentation describes the methodology and results from an evaluation of high school reform efforts in MPS, along with recommendations for the District’s consideration as plans for high school reform are developed.

The basic methodology for this report involves comparisons between nine distinct pairings of MPS high school types. Most analyses, with several exceptions made necessary due to having relevant data, span the school years 2004-05 through 2008-09, with exceptions as needed for several types of high schools which were not fully operationalized until the years following 2004-05. Specific evaluation metrics used to inform the comparisons of MPS high school types include enrollment trends, student demographics, test performance, student mobility rates, high school completion rates, and attainment of “Total Quality Credits” during the first year of high school, in addition to other measures.

Along with key findings specific to each evaluation metric, one broad conclusion is that most indicators of high school performance in MPS, notwithstanding isolated good news on some indicators for certain years and individual schools, have remained low in the years following the launch of the District’s High School Redesign initiative. There is little evidence to support a conclusion that high schools in MPS are producing either consistently high or clearly improving student outcomes over the past five years.

A second broad conclusion is that no clear pattern of superior outcomes across time is observed for any of the high school types examined, including those that involve small schools and charter schools. None of the high school types examined for this evaluation is serving, by itself, as a “magic bullet” that produces consistently superior outcomes. Instead, the District observes that variation in outcomes *within* each school type is generally greater than mean differences *across* school types. No one type of high school—whether small schools, charter schools, or selective schools—should be thought of as an “end” in itself, but rather as one of numerous “means” toward the goal of a system of high-quality high schools, and that high school reform in MPS may be less a matter of looking for the “best” type of high school than a matter of encouraging innovation while simultaneously emphasizing quality control. MPS would be better able to high school outcomes through a focus on quality control and performance management across an array of high school offerings than by an emphasis on one type of high school over another, without attention to quality and performance. Under such a system, performance outcomes are closely monitored, and a strong accountability system is created to improve—and, when appropriate, close or restructure—chronically low-performing high schools.

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Session II - Achievement Gap

Minneapolis Public Schools

School Success for Students Who Are Homeless and Highly Mobile

Students who are homeless and highly mobile are a growing concern in urban school districts. These students are often over-represented in the achievement gap. Services and reporting are mandated of all public school districts by Title 1/NCLB and McKinney Vento legislation, but school success for these students depends upon following more than the letter of the law. Minneapolis Public Schools has identified nationally recognized best practices to close the significant achievement gap that exists between the high number of homeless students and those who have stable housing, through a system-wide approach and a unique and long standing partnership with the local branch of the National Council of Jewish Women, to support learning for our most vulnerable students.

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Session II - Achievement Gap

Miami Dade County Public Schools

MCPS Instructional Performance & Evaluation Growth System: Developing Innovative Systems for Instruction and Evaluation

The Instructional Performance Evaluation and Growth System (IPEGS) was launched by Miami Dade County Public Schools (M-DCPS) during 2006, to provide a comprehensive, collaborative, research-based approach to evaluate instructional and student services personnel. Aimed at supporting effective instructional practices through meaningful communication, IPEGS offers a holistic model that facilitates teamwork between teachers and administrators as they establish goals, document measurable data-based performance indicators and engage in supportive dialogues to promote individual professional development. As districts nationwide face greater scrutiny in holding classrooms accountable for student performance, Miami-Dade's experience in implementing IPEGS provides a visionary roadmap to guide other school systems in improving educational outcomes for all students.

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Session II - Achievement Gap

Hillsborough County Public Schools

The Empowering Effective Teachers Grant at Work

The Bill and Melinda Gates Foundation has awarded Hillsborough County Public Schools a \$100 million Empowering Effective Teachers grant designed to raise student achievement by focusing on teacher effectiveness. Key features of the project include: peer and mentor evaluators assigned to observe, coach, and evaluate teachers; new teacher and principal evaluations that incorporate multiple inputs, including student gains; enhanced strategic, professional development that will prescribe trainings based on data and; new and expanded efforts to ensure that high-needs students in all schools are taught by the most effective teachers. A teacher's evaluation, as well as the expanded roles he/she chooses to pursue, will replace experience and degree level as the determinants of salary. The project represents a new level of collaboration between the district and its teachers' union, as they work together toward a goal of 90% of all students graduating college/career ready.

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Session III – Achievement Gap

Cleveland Metropolitan School District

“Whatever It Takes”: The Academic Transformation Plan

Cleveland Metropolitan School District announced in January 2010, an Academic Transformation Plan to dramatically improve student achievement district wide. The plan is the outcome of a data-intensive year-long planning process which examined the root causes of where the district is today: a place that leaves much room for improvement. The plan includes both differentiated school-level academic turnaround strategies to close the achievement gap, as well as systematic reforms. Important system reforms include a holistic performance management and accountability framework, as well as a redesigned central office organization. Dr. Sanders, CEO, will present an overview of the broad-based planning process and the plan itself, as well as observations on successes and challenges in the early stages of the change process in Cleveland.

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Session III – Achievement Gap

Kansas City, Missouri School District

KCMSD’s Transformation Process

During FY ‘10, the Kansas City, MO, School District (KCMSD) experienced consolidation of half of its buildings, a reduction in force of 900 positions, while developing a Transformation Plan designed to increase student achievement. All departments within the District reorganized and aligned District resources to reflect the instructional needs of students. As was true for school districts across the United States, the KCMSD faced reduced local and state funding in excess of \$25M. This reduced revenue, as well as excessive expenditures for FY ‘10, led the Budget Division to forecast a dangerously low operating ending-fund balance for FY ‘10, while anticipating a negative \$8M ending-fund balance for FY ‘11. To avoid state intervention and possible take-over, the KCMSD had no choice but to reduce expenditures for FY ‘11 by at least \$50M.

The survival plan for the KCMSD involved two phases: right-sizing and transformation. In March of 2010, the KCMSD Board of Directors accepted the Superintendent’s recommendation to close 30 cost centers. By eliminating costly excess building capacity, the District is moving toward concentrating its resources in the equitable delivery of instruction for all students. The Transformation Plan emphasizes Early Learning Education, integration of technology both for instruction and student data collection, and high school initiatives such as America’s Choice. Professional development for staff PK-12 is an integral component for achieving the desired outcomes in student achievement.

The KCMSD developed an “Equity Allocation Profile” that ranks each school by poverty status, projected enrollment, reading and math scores, and the English language learner population. Based on the school’s rank, the school receives a percentage of \$2M of additional discretionary funding in addition to the State funding allocation. The District offered a Retirement Incentive to both certified and classified employees, and had 283 employees opt for retirement. This incentive was critical to help ease the pain of a reduction in force of approximately 900 employees.

The FY ‘11 budget reflects 72% of the overall dollars for instruction and related services. As a Title I School-Wide District, the schools use their allocation toward staffing, rather than travel or materials and supplies. Equity and magnet dollars are discretionary funding for the schools. Business and Finance works with each division on a monthly basis to ensure that budgets are on target and accurate. Every dollar is accounted for, so that the benefit to children is optimized. The KCMSD, from the superintendent’s office down to the teacher in the classroom, is focused on those priorities designed to increase student achievement.

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Session III - Achievement Gap

Metropolitan Nashville Public Schools

Effective Teaching Practices and Efficacy Beliefs of International Baccalaureate Middle-Years Programme Teachers in an Urban School District

This presentation will provide conference participants with research findings of a study on the teaching practices and efficacy beliefs of traditional middle school teachers and International Baccalaureate Middle Years Programme (IBMYP) teachers in an urban school district using the framework of Stronge's Model of Effective Teaching (2007), Stronge and Tucker's (2003) Teacher Effectiveness Behavior Scale, and Tschannen-Moran & Hoy's (2001) Teacher's Sense of Efficacy Scale.

Recommended practices for effective teaching were extracted from the following four categories of Stronge's (2007) Model of Teacher Effectiveness: classroom management and organization, implementing instruction, monitoring student progress, and constructing a teacher's sense of efficacy.

A stratified random sample of teachers was selected from four middle schools in a large urban district. There were approximately 10 teachers selected from each school which gave a total of 40 teachers who participated in the study. There were 20 IBMYP teachers and 20 traditional middle-school teachers who agreed to participate. A total of 18 IBMYP and 16 traditional teachers completed the online TSES questionnaire.

There was a significant difference ($p < .05$) in instructional differentiation, assessment for understanding, classroom management, and encouragement of responsibility for International Baccalaureate Middle-Years Programme teachers compared to traditional middle-school teachers in an urban school district. T

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Session IV - Achievement Gap

District of Columbia Public Schools

Making Formative Assessment Real

Learn how to accelerate student progress in reading with a new generation assessment and accountability framework inclusive of students, parents, teachers, and school leadership. This process allows teachers to identify individual student needs in reading based on the framework of the Common Core Standards. This formative assessment framework leverages a school's existing literacy framework, extends its core program, and automatically differentiates instruction. Teachers become expert reading diagnosticians by strengthening their ability to provide daily opportunities for students to apply standards to independent practice within a process of ongoing formative assessment.

School leaders use this model to empower teachers to become reading focused and diagnostic in identifying what students must learn next to become better readers. In addition, leaders provide teachers with the tools to use a variety of strategies to accelerate individual progress through action planning and accountability measures. Daily monitoring allows teachers to look at "real-time" actionable data and adjust interventions as needed. This framework for assessment allows schools to take ownership of data at every level and use it to shape instruction and create plans for accelerated reading growth. Discover how this continuous improvement model is working to increase teacher quality, strengthen school leadership, and identify Tier 2 and Tier 3 students in need of intervention.

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Session IV - Achievement Gap

The Center for K-12 Assessment and Performance Management

RTTT Standards and Assessments and Inflection Points in U.S. Public Education

The U.S. is currently transitioning from 50 individual silos of state standards and NCLB assessments to a widely adopted common platform composed of the Common Core State Standards and shared student assessments. As of September 1, 2010, 35 states and the District of Columbia, which are responsible for educating more than 75% of the nation's public school students, have adopted the Common Core State Standards, and more plan to do so by the end of the year. In addition, a total of 44 states have signed onto one or both of the Comprehensive Assessment System consortia, which have received a total of \$330 million to support the development and pilot testing of new assessment systems over the next four years, with operational tests ready by 2014-15.

In addition to summative tests, these Consortia will develop formative assessment items, interim assessments designed to inform instruction and monitor progress, professional development resources, model instructional units, and other digital resources that can easily be shared across states, districts, schools, and classrooms. The Common Core State Standards will be the basis, across both Consortia, for all of the resources within these “digital libraries.” In addition, the Consortia are required, under the RTTTA grant, to make available to all states any and all assessment materials developed with these funds.

Observers of the digital transformation of other sectors of the economy, such as music and publishing, have predicted that this new paradigm of broadly shared standards and assessments provides the basis for an inflection point within U.S. public education. In other words, creative talent will no longer be fractured across 50 silos of state-based efforts, but will be focused on commonly held content standards, allowing acceleration of resource development. Digital platforms can bring about universal “24-7” access to these resources, provided schools have access to the Web. This combination of a common set of standards to focus innovation and digital platform for collaboration can, if used well, lead to accelerated improvement— an inflection point— such observers assert.

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Session IV – Achievement Gap

Richmond Public Schools

Performance Learning Centers Tackle the Dropout Epidemic: Changing Challenging Circumstances into Promising Paths of Potential

America is presently in the midst of a persistent high school dropout crisis. Research indicates that in the current global economy, possessing at least a high school diploma is an important step for avoiding poverty, and a college degree is a prerequisite for a well-paying job.

Understanding that it takes a holistic, comprehensive support system from the entire community, Richmond Public Schools joined Community in Schools, the nation's largest dropout prevention organization, in a collaborative partnership to help more students earn a high school diploma by creating Performance Learning Centers (PLC).

The PLC, an excellent option for students who may not be succeeding in their current school, who are behind in their credits, or who are at risk of dropping out, is an initiative designed to help those who have been unsuccessful in traditional academic settings to complete high school and receive diplomas on time. The PLC incorporates a caring philosophy and approach that combines strong personal relationships between staff and students with a focus on academic achievement. The small, structured, safe, and supportive business-like environment challenges students to complete assignments at their own pace using an online computer-based curriculum and projects developed around student interests. Dual enrollment, job shadowing, and internship possibilities may also become available as students get back on track for graduation. Additional support is provided through adult mentors and PLC staff for students who may face additional challenges outside the classroom.

Students who are accepted must have a strong desire to graduate from high school, have the self-discipline necessary to work at their own pace, and be willing to participate in all school activities. They are then empowered to take ownership of their education, are able to move ahead in their classes more quickly, and find success in this student-centered and academically challenging supportive environment. Teachers are sensitive to the varied learning styles and personalities of the students and purposefully nurture them emotionally and socially to be successful. Community wide, staff members are energized about the unique learning environment of the PLC and feel it offers a much-needed option for a certain students.

After the first successful year of implementation, housed at the Richmond Technical Center, an additional PLC was formed at the Adult Career Development Center. Because of the success, a third Center was launched at Armstrong High School. Serving over 400 students to date, this program has proven to be a crucial component of how a proven model of integrated services improves student outcomes and prepares them for college and life.

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Session V – Achievement Gap
Orange County Public Schools

Cooking Up Preschool Literacy

Speech-Language Pathologists (SLPs) and Preschool Varying Exceptionalities (PreK VE) teachers collaborated biweekly to present a curricular supplement designed to develop and strengthen the early foundation in language and literacy for over 300 preschool students with disabilities during the 2009-2010 school year. Progress was measured of students in four areas of oral language to create the foundation for reading readiness.

Read It Again-PreK!, a supplemental curricular developed by Laura Justice, PhD and Anita Mc Ginty, PhD, was the curricular supplement used to develop the early literacy foundation in preschool children with disabilities. Read It Again-PreK! provides a systematic, explicit, and flexible approach to building children's skills in four key areas of language and literacy: Vocabulary, Narrative, Phonological awareness, and Print knowledge. These four areas of language and literacy development are considered important foundations to later reading success. To ensure that sufficient attention is paid to these four areas of development, Read It Again-PreK! features a progression of objectives to organize instruction over an academic year (roughly 30 week of instruction). Its design features two weekly lessons, each approximately 20-30 minutes in duration, to be implemented using whole-class, small-group, and even one-on-one instruction. The lessons can be delivered at any time of the day and on any day of the week, and can be modified to meet the needs of children at a variety of points in their language and literacy development. Four active ingredients in this curriculum include simple implementation, repeated use of storybooks, repetition of key concepts, and differentiated instruction.

Each lesson is accompanied by an important tool for differentiating instruction to meet the needs of all children in a classroom. These "Learners' Ladders" provide teachers with specific scaffolding strategies to use with children who find a given lesson either too easy or too difficult. When a lesson is too easy for a child, strategies are offered that promote children's higher-order understanding about the lesson and help them generalize their learning beyond the lesson itself. When a lesson is too hard, strategies are provided that encourage children to successfully participate in activities and move gradually toward independence. Learners' Ladders provide teachers specific examples of how to apply these scaffolding strategies to learning objective within each lesson. Teachers and clinicians apply the illustrated techniques and/or expand the techniques to a different objective or lesson, as may be needed to meet the needs of their students.

Students made improvements in all four areas of emergent literacy from week 2 to week 22. The greatest improvements were made in Print Knowledge and Phonological Awareness. Some students with disabilities demonstrated skills that demonstrated achievement on Florida VPK standards.

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Session V- Achievement Gap

Miami-Dade County Public Schools

Closing the Gap: Improving Student Achievement from Miami and Beyond

“How do you generate real-time data for state, district, principal, classroom teacher, student and parents for monitoring improved student learning?” Miami-Dade County Public Schools (M-DCPS) created a collaborative team comprised of School Improvement, Curriculum and Instruction, Testing and Data Analysis, and Instructional Technology to develop a data plan.

The State of Florida requires a specific set of data elements for School Improvement in the development, implementation, and reporting process. The District needed a reporting system, which is real-time, meaningful, and cost effective. Five years ago the District secured a web-based tool to collect data affordably. M-DCPS contracted with a national testing company for statistically reliable test items aligned to state standards and to district pacing guides. Subsequently, administrators and teachers (approximately 25,000) needed to be trained using this electronic tool for scanning and scoring district and teacher-generated tests.

M-DCPS subscribes yearly to a real-time, web-based data collection program, Edusoft. Through aggressive professional development, teachers are nurtured over time to use data to drive instruction. M-DCPS’s server-based and web-accessible program allows teachers and the District to create meaningful assessments. Electronic item banks (textbooks and purchased items) are accessible for all teachers and District departments.

All stakeholders involved in the education of a child are responsible for data. Curriculum and Instruction developed a mathematical formulary to import relevant data into a logical single page template for viewing via the web, simple yet complex. Data reporting includes trend analysis: a year at a glance and interim assessments (two-year comparisons, interim assessments by subgroup with cluster analysis) to be used as a framework to develop a plan of action based on student need.

Principals no longer lament about how to report state data with in-house pre/post tests. The District adopted tests to include baseline- and interim-benchmark assessments. Schools do not statistically determine subgroup mastery and non-mastery, meeting AYP or not meeting AYP. All demographic data is electronically tagged within the system and reported on-demand. The Superintendent is updated with data essentials for targeted groups within hours, instead of weeks or months. Student learning gains are monitored for informational awareness, and curriculum interventions are discussed and implemented.

While the data roadmap is always changing, the formula to achieve instructional gains remains constant. Nationally, *Race to the Top* voices say that teachers should be financially compensated based on test results. While data is needed to see improvement, the data playing field needs to be equitable and realistic.

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Session V – Achievement Gap

Houston Independent School District

Grad Labs: An Alternative Approach to Preparing Students for Success

Houston Independent School District (HISD) is on a campaign to transform education is designed to help all students to learn to their full potential, to acquire the knowledge and skills they need to be informed citizens ready for college, career, and life. The district-wide initiative began earlier this year and placed computer labs with special software at 46 school campuses as well as graduation coaches at each of HISD's 27 comprehensive high schools.

The Online Credit-Recovery Initiative features computer labs, called **Grad Labs**, in every large, traditional high school in HISD, where struggling students receive supplemental learning opportunities through online coursework and tutoring on state tests and college entrance exams. Strategies for Supporting Online Credit-Recovery Initiative include:

- Graduation Coaches— Each school employs a graduation coach who identifies at-risk students as early as ninth grade and develop intervention plans to keep them on track to four-year graduation.
- Flexible Lab Hours— Labs are open in the evening to accommodate older students who may also be employed.
- Dropout-prevention Caseworkers—These individuals work with students, schools, and families to remove students' barriers to success and strengthen their connection to school.
- New Policies—The district has implemented new policies for grading, promotion, retention, acceleration, graduation, and funding that support rigor and high standards while not creating obstacles to on-time graduation.

Results for Students

- During the spring 2010, the Online Credit Recovery Initiative was implemented to assist students get back on track for graduation.
- The program focused on seniors who needed credit recovery to graduate in May or August, but also helped students in other grades who had fallen behind.
- The program consisted on two main parts:
 - The staffing of Graduation Coaches at the comprehensive high schools and a few alternative schools,
 - The implementation of the APEX Digital Curriculum as the credit recovery tool.
- The Graduation Coaches opened up “Grad-Labs” at all of the schools and accommodated students with flexible scheduling and additional supports so that they could get caught up.
- By mid May, almost 400 students had earned credit in 550 courses.
- The Graduation coaches reported at the end of May that, of the nearly 750 seniors they served, 450 would be ready to graduate in May, and an additional 210 by August, increasing the number of graduates by roughly 660 students.
- Preliminary reports from high school registrars indicate that, despite a decrease in the number of enrolled high school students, there were over 420 more graduates at the May graduation ceremonies, which correlates to the number of seniors who earned graduation credits in the Grad Labs.

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Session VI - Achievement Gap

Baltimore City Public Schools

Expanding the Options of School Portfolios: Expanding Great Options

Early in the 2008-09 school year, Baltimore City Public Schools (City Schools) launched Expanding Great Options to create more and better school options for all students over time. City Schools has 201 schools and programs across 19 geographic sub-areas of Baltimore City; ensuring that all students in each of these areas have access to school options that meet their interests and needs required a set of coordinated efforts among multiple departments and an overarching plan. Expanding Great Options is a cross-functional, data-driven effort that engages representatives from nearly every central office, as well as school communities and partners. Through this initiative, City Schools has begun to link school performance and parent choice to facilities' improvements and new school creation strategies, and set about ensuring the emergence of a system of great schools.

In year one, the initiative included:

- Opening eight new schools with strong chances of success.
- Closing seven failing schools (over two years), merging two with expanding, successful schools.
- Expanding one successful high school to include middle grades.
- Relocating 5 schools to better utilize facilities and allow for school expansion.
- Reorganizing citywide special education programs, spreading classes from 58 to 75 schools.
- Expanding pre-kindergarten citywide with approximately 800 new seats.

In year two, Expanding Great Options included:

- Opening five new schools with strong chances of success.
- Closing five failing schools, replacing two with new schools, and merging one with an expanding, successful school.
- Turning around seven failing schools, pairing five with external operators.
- Expanding two successful elementary schools and one successful high school to include middle grades.
- Relocating four schools to better utilize facilities and allow for school expansion.
- Expanding citywide choice in middle grades by eliminating attendance boundaries for stand-alone middle schools.

The second year of Expanding Great Options also leveraged federal stimulus dollars, allowing City Schools to expand school options for students while placing less of a burden on the school system's already stretched funds.

Contact: Tisha Edwards, Baltimore City Public Schools, 410-396-8810.

Session VI – Achievement Gap

Baltimore City Public Schools

Redefining Parent and Community Engagement to Support School Success

The Baltimore City Public Schools (City Schools) theory of action focuses on the school community as the key locus of transformation, with parents and community partners essential elements of each school community. Policy changes have given parents and community representatives clear roles in the creation of school budgets, selection of new principals, and assessment of principal leadership. City Schools' communication strategy has dramatically expanded the information available to parents and community partners about how schools are doing and what help they are seeking.

Through the Community Support for Schools initiative, Baltimore's rich network of community-based organizations—ranging from sophisticated community organizing entities to neighborhood churches—has become a resource for parent engagement and community outreach for 87 schools. An online volunteer matching system allows schools and potential volunteers to connect, and enables a partnership with the city's largest employer, Johns Hopkins University, to encourage employees to volunteer in City Schools. City Schools has established a Family Institute that organizes classes and supports for parents to help their children succeed in school and for teachers around engaging parents. This range of strategies increases the energy and resources available for individual students, schools, and a supportive environment for sustained educational reform.

Contact: Michael Sarbanes, Baltimore City Public Schools, 410-396-8810.

Session VI – Achievement Gap

Charlotte-Mecklenburg Schools

Building Achievement through Accountability

In February 2006, the Charlotte-Mecklenburg Board of Education adopted a policy directing Charlotte-Mecklenburg Schools (CMS) to use performance management to improve educational effectiveness. To increase accountability, the Board also asked that CMS: (1) develop a school performance classification system to reliably measure progress on academic standards and other performance goals, (2) use the classification system to develop rewards and sanctions for schools and their staff, which includes site-level freedom, and (3) ensure that the work is transparent and shared across the community.

Using a mix of quantitative, qualitative, and process measures to comprehensively capture the work of any individual school, these tools are paving the way for performance management. The work of raising student achievement takes place in schools and in classrooms, and therefore, an effective accountability system must support and build the instructional capacity of teachers and the instructional leadership of principals.

CMS is using three measures to increase student achievement:

(1) Quantitative Measures: School Progress Reports

School Progress Reports provide information through multiple metrics to give schools information on how effectively they are teaching children, given the challenges their children bring and the available resources. They create pressure by shaping outcomes and strategies of school improvement plans and forming the basis of the school-classification system.

(2) Qualitative Measures: School Quality Review

School Quality Reviews provide objective information by identifying school strengths and areas for improvement. They also give schools access to information about what has been successful elsewhere in the District. Support is provided through training for CMS instructional leaders to be school quality reviewers. The reviews provide pressure by identifying areas of improvement to adjust school improvement focus.

(3) Process Measures: School Improvement

School Improvement Plans provide information by giving schools goals, outcome targets, and data (School Progress Reports and School Quality Reviews) to develop plans. They provide support to help principals and school leadership teams develop their plans, using information from self-evaluation, School Progress Reports, and School Quality Reviews. They provide pressure because as a key component of a principal's evaluation, and are continuously monitored by area superintendents.

Contact: Peter C. Gorman, Superintendent, 980-344-0003, peter.gorman@cms.k12.nc.us.

Session VI – Achievement Gap

CLEVELAND METROPOLITAN SCHOOL DISTRICT

The Cleveland Metropolitan School District’s Effort to Foster and Sustain School-Family-Community Collaboration and Effectively Support Student Well-Being

This session will present the system-wide Cleveland Metropolitan School District’s (CMSD) Humanware efforts to foster collaboration at the school level, and among schools, families, and community. The district has strategically developed this collaboration to improve conditions for learning and support the academic, social, emotional, and mental health needs of all students.

Objective One: To learn about the District’s 10 strategies to enhance conditions for learning and support the academic success as well as social and emotional well-being of its students.

Objective Two: To learn about the District’s school-level efforts to enhance school-family-community collaboration, including family liaisons and Student Support Teams.

Objective Three: To learn about the District’s successes and at least five lessons learned as it has expanded school-family-community collaboration, including joint development of quality standards for all services students receive in its schools.

Objective Four: To learn about the impact of the District’s systemic implementation of a researched-based social and emotional learning program, **PATHS (Positive Alternative THinking Strategies** at the elementary grades.

Contact: Sharon McDonald, Ed.S., 216-858-1244, sharon.mcdonald@cmsdnet.net.

Session VI – Achievement Gap

Miami-Dade County Public Schools

Success Academy: The Path toward Academic Achievement

The Saturday Success Academy, first implemented in Miami-Dade County Public Schools in December 2008, was a key component of the District student performance enhancement initiatives launched in 2008-2009 school year. High-impact lessons in reading and mathematics were developed by staff in Curriculum and Instruction for use in the classrooms of schools selected to host these Saturday sessions. Teachers were hired to provide extra classroom instruction to students targeted as needing additional academic support. The success of the Saturday sessions was a function of the support provided by the District to participating teachers. Administrators and curriculum support specialists from the Office of Curriculum and Instruction and Regional Center Offices provided instructional support by reviewing the lesson plans with the classroom teachers prior to the actual instruction, and then by debriefing with teachers immediately after the class. This weekly process of lesson introduction, instruction, and debriefing provided a structure for fidelity to this instructional model in each of the targeted schools and classrooms. In addition, key instructional concepts were reviewed with District staff, who modeled instructional strategies and techniques that ensured consistent, high-quality instruction every week.

Building on the success and lessons learned from this experience, Saturday Success Academies were offered again in the 2009-2010 school year in schools based on the Florida's Differentiated Accountability (DA) Model designation. Teachers were recruited and trained beginning in September 2009, and up to 20 Saturday sessions were provided for schools. To further promote success, each school had a coordinator responsible for supervising the lesson introduction, instruction, and debriefing. Additionally, District and Regional Center staff visited the schools every Saturdays to support the project. All of the stakeholders communicated changes necessary to better meet the ever-changing needs of students and teachers. The Saturday Success Academy project is dynamic and continuously improving.

The District will continue the Saturday Success Academy program in the 2010-2011 school year. The lessons have been updated based on various data points. The new lessons reflect the latest Next Generation Sunshine State Standards and incorporate the stakeholders' suggestions. In an effort to continue to offer this level of additional support and ensure the delivery of the high-impact lessons, the District is producing podcasts of the lesson introduction process to be made available to all schools in the District. Based on teacher feedback, this innovative approach will serve as a model for future professional development initiatives.

Contact: Karen Spigler and Beatriz Zarralauqui; Miami-Dade County Public Schools; 305-995-1939; kspigler@dadeschools.net; bzarralauqui@dadeschools.net.

Session IV - Bilingual

Anchorage Public Schools

Collaborative Efforts between Title I and the ELL Programs

The presentation will discuss the uniqueness of the Anchorage School District in comparison to the rest of the state. Williwaw Elementary was a school in Level 5 and chose to write a new governance plan. The school is a Title 1 school with over 40% Limited English Proficient students. Williwaw's Limited English Proficient Students (LEP) speak 11 different languages. From 2003-2009, Adequate Yearly Progress (AYP) at Williwaw had only been met once. This presentation will show how a school, with the collaborative efforts of several departments, this under-performing school to meet the AYP goals for 2009-2010 school year. The presentation will include the pre-planning stages, year one implementation, year two implementation, as well as the sustainability piece. Data from the first year will be presented as well as funding sources. Data will show that students at Williwaw are outperforming the District on the State Standards Based Assessments. Funding sources for implementation included American Recovery and Reinvestment Act of 2009, as well as Title I and general fund money. AYP was met for all groups in which they were accountable by meeting the minimum, which includes Limited English Proficient students, all students and Economically Disadvantaged students. Sustainability, with the decreased funding for 2011-2012, will be addressed, as this was one of the goals of the plan.

Contact: Christine Garbe, Anchorage Public Schools, Garbe_Christine@asdk12.org.

Session VI - Bilingual

Hillsborough County Public Schools

Impacting College Readiness for English Language Learners and Spanish-Speaking Students, Families, and Their Communities: A District Wide Approach

Bilingual Guidance Services, part of the Department of Guidance Services, provides guidance and counseling services to Refugee, Immigrant, and English Language Learner (ELL) populations and hopes to enable ELL students and their families to become contributing members in our nation's society.

Bilingual Guidance Services seeks to bridge Hillsborough County Public Schools (HCPS) and the ELL community by addressing achievement gaps through collaborative, educational, and community services. These services consist of the translation and evaluation of foreign transcripts and the appropriate academic placement of K12 ELL students, participation in the District Advisory Committee/K-12 Parent Advisory Committee (DAC/PAC) meetings as required by the Florida Consent Decree, the development of ELL related in-service materials, and training for educators, guidance counselors, and support personnel. Coordination with schools, community agencies, and educational organizations, as well as conducting educational groups in Spanish for K12 ELL students and parents on educational issues related to academic success and college readiness are integral functions.

Bilingual Guidance Services of HCPS presents innovative practices addressing access to college readiness and educational awareness for K12 English Language Learners and Latino populations and their communities. Participants will examine delivery methods and effectiveness of a systematic approach, as well as the benefits and positive effects of implementing district-wide practices through collaborative partnerships with community agencies, postsecondary institutions, and district K12 schools tailored to the unique needs of these populations. Participants will explore parent and community involvement strategies and programs, such as PASOS al Futuro that have positively impacted accessibility to college planning resources, effective academic advising, enrollment in rigorous coursework, parent involvement, credit evaluation, and access to college preparatory programs.

Contact: Eveleen Garcia and Araseli Martinez-Peña, District Bilingual Guidance Counselors, Guidance Services, araseli.martinez-pena@sdhc.k12.fl.us and eveleen.garcia@sdhc.k12.fl.us.

Session I - Finance

Albuquerque Public Schools

Winning Big When it Counts: How Albuquerque Public Schools Passed a School Mill Levy and Bond in a Tough Economic Climate

In fall 2008, Albuquerque Public School District (APS) embarked on a highly technical strategy intended to secure the passage of a school Mill Levy and General Obligation Bond election in February 2010. Facing a shaky and declining economic climate, limited campaign funds and a diverse district of various communities and interest groups with often divergent interests, APS pooled the efforts of multiple community and institutional resources to ensure the passing of funds for school renovation. Utilizing the results of a special community survey poll, the District pulled together a coalition of government, private sector, unions, community, and parents and convinced them to work toward a common goal: the passage of a school construction and renovation election. Heavy use was made not only of the traditional TV, radio, and door-to-door election tactics, but new media such as the web, Face book, and Twitter were utilized

Ranging over 1,200 square miles of intensely urban area to mountain wilderness, APS is the largest school system in the state of NM, with 90,000 students, and 144 schools, the majority of which are over 40 years old. The election authorized \$617 million over six years that will go primarily to brick and mortar construction and renovation. The remaining funds are to be put toward instructional technology. Currently, 63% of commercial construction in the city of Albuquerque as well as in Bernalillo County is school related, including the refurbishing and rebuilding of schools, and the construction of new school facilities, including 11 new schools over the past four years and some facilities for charter schools. Between building and rebuilding schools within the APS district, construction has totaled 8 million square feet (5 million of renovations to existing school buildings and 3 million square feet of new construction) over the last four years.

By passing the Mill Levy with a 68% majority and the Bond by a 72% majority, the benefits were clear: an opportunity to improve not only the availability of new educational and instructional technology and to relieve overcrowding in schools located in high-growth areas, as well as offering immediate economic service. The school levy and bond created an important boost to local economic health and job prospects with no tax increase to the general community.

Contact: Brad Winter, 505-880-3742, Winter@aps.edu

Session V - Finance

Oakland Unified School District

Laying the Groundwork for a More Green, More Sustainable, School District

Over the past four years, the Oakland Unified School District has increased its commitment to energy efficiency and sustainable design. Oakland is a leader in its competency with energy efficiency, renewable energy and green buildings, school gardens, and other sustainability practices, including green cleaning products. Since 1994, Oakland residents have approved nearly \$1 billion in general obligation bonds. A focus of the capital program financed with these funds is sustainability and efficiency. Currently, low-interest bond opportunities for school construction and renewable energy allow OUSD to integrate this work into ongoing capital improvements, as well as deferred maintenance, and to develop projects that will deliver bottom-line savings over the life of the buildings.

In this presentation, Oakland Unified will examine how it has adopted and implemented an aggressive sustainability policy that is producing bottom-line savings. This effort has been driven from the grassroots level and evolved into a partnership between the Facilities Department and the Chief Financial Officer, with leadership from the Superintendent and Board.

Contact: Jody London, Member, Board of Education, and Chair, Intergovernmental Relations Committee, 510-459-0668, jody.london@ousd.k12.ca.us.

Session I - Governance

Baltimore City Public Schools

Baltimore City Public Schools: Transforming the Central Office to Support Schools

Over the past three years, Baltimore City Public Schools (City Schools) has seen record academic gains, the highest graduation rates and lowest dropout rates in its history, and enrollment increases for the first time in four decades. The District achieved these outcomes, in part, by implementing the following Theory of Action.

If resources are in the schools and (1) school communities have autonomy over the resources; (2) the resources are allocated transparently, according to a formula based on student population and characteristics; and (3) there is appropriate guidance, support and accountability from the central office on the use of the resources, *then* school communities will make better decisions based on school needs, and student achievement will increase.

When Dr. Andrés Alonso arrived at City Schools in July 2007, the goal became to move the District from schools that were islands of excellence to create an entire system of great schools. To accomplish this during an economic downturn, the central office was quickly redesigned. Greater resources were put into schools on a per-pupil basis, and school leaders now have more autonomy over those funds (from 3% to almost 85%). In support of this autonomy, the central office shifted from controlling what happened in schools to providing schools with the necessary guidance, support, and accountability for students to achieve.

Because this shift made the role of school leaders an even more important lever for reform, the hiring process for new principals changed to ensure that the most effective individuals lead schools.

As part of the redesign of the central office, the District split the work of school support and accountability. The Office of School Support Networks provides the support piece, and the accountability roles (principal evaluations, decisions around school closure, turnaround, etc.) shifted to the Office of the Chief of Staff and the Office of Achievement and Accountability.

The central office also hired community-based organizations, such as the Child First Authority, to support schools directly. Areas where these partners have significantly supported schools include City Schools' Great Kids Come Back Campaign, designed to bring back students who have dropped out; the District's efforts to sign up new students for pre-k; the District's push to increase Free and reduced Price Meals participation; and increased student attendance. The District also implemented middle- and high-school choice, empowering students and families to attend the right school for them, and enabling school leaders to broaden their student population to better meet student needs.

Finally, City Schools' central office provides support to school leaders and teachers as the District begins to internalize and implement the Common Core Standards over the next few years, while still giving school leaders great autonomy to best meet the needs of their students.

Contact: Andres Alonso, Baltimore City Public Schools, 410 396-8810.

Session II - Governance

Houston Independent School District

Strategies for Fostering Collaboration and Ensuring Effective Board Meetings

The importance of creating a collaborative and unified effort among a board of education and superintendent cannot be underscored. During this session, attendees will hear about the creative practices that the Houston ISD is using to foster healthy dialogue, streamline procedures, and remain focused on District goals. Specifically, leaders will share the District's board agenda review process, board workshops conducted by administration, and retreats that are engaging and produce meaningful results. All of these strategies have prepared board members to be more informed about the overall strategy and the progress of the District and have enabled them to have a unified voice within the community and to be more proactive in engaging and responding to family and business community members. Also, these strategies have led to clarity of board vision, priorities, and focus for the superintendent and his leadership team, and provided more structured processes from which to report progress, mitigate risks, and overcome barriers, and to cultivate commitment and support from the board of education.

In addition to sharing practices of efficient board proceedings, presenters will share the process about how the superintendent and executive team collaborated with members of the board of education to revise the *Declaration of Beliefs and Visions* last fall, and used that as a springboard to develop a Strategic Plan through a comprehensive review of the current state of the District across a number of critical dimensions (such as student achievement), analyzed transformation efforts, and practices across the country, and gathered feedback from members of Team HISD. Input from our internal and external stakeholders was especially valuable in helping to shape the strategic direction document.

Board members partnered with senior leadership team members to host community meetings and participate in a live, call-in television show in both English and Spanish.

Contact: Dr. Terry Grier, Superintendent, 713-556-6300, tgrier@houstonisd.org.

Session IV - Governance

Oakland Unified School District

Re-establishing Community and Stakeholder Relationships after State Receivership

In June 2009, the Oakland Unified School District (OUSD) returned to local control after being in State receivership for six years. In the months leading up to and following the return to local control, the Board of Education initiated a community engagement program with several goals. This presentation will examine the strategies OUSD is using to achieve these goals as well as the success it has experienced to date:

1. Re-open communication channels with the public and restore public trust in OUSD;
2. Enhance relationships with other elected officials, particularly State and Federal delegations; and
3. Create opportunities for the community to participate with the Board and newly hired Superintendent in decision-making on academic and fiscal priorities.

Particularly during this time of unprecedented budget challenges, school districts need different approaches to communicate with the public. This workshop will look at how staff from all disciplines—academic, communications, financial, and facilities, and elected policy makers—can come together with a unified message. The Oakland program has included Town Hall meetings led by every member of the School Board in every district; a revamped communications strategy including an online community survey; assistance from local universities; focused outreach to other elected officials, including tours of schools that highlight capital improvements and academic models; and an “outreach and listening” campaign by the new Superintendent during his first six months. Some Board members have undertaken additional approaches that are yielding significant community input, including an Education Task Force for a specific area of the city suffering from low enrollment and low achievement levels.

Oakland’s Communications staff works closely with the Finance group to present complicated financial information in formats that are easily accessible to laypeople. This workshop will highlight some of those materials and share lessons learned.

This workshop also will examine how school districts can repair damaged relationships—in the case of Oakland, distrust exacerbated by many years of State control. The Oakland Board has found that it must rebuild relationships with the community and with counterparts at the city, county, state, and federal levels. A key piece of the Board’s outreach strategy includes briefings for its delegations and creating opportunities for them to experience first-hand the great work that is occurring in Oakland’s schools.

Contact: Jody London, Member, Board of Education, and Chair, Intergovernmental Relations Committee; Jumoke Hinton Hodge, Member, Board of Education, and Chair, Teaching and Learning Committee; Tony Smith, Ph.D., Superintendent; Troy Flint, Director of Public Relations; 510-459-0668, jody.london@ousd.k12.ca.us.

Session I – Professional Development
Baltimore City Public Schools

Designing a Progressive Compensation Plan for City School Teachers

The Baltimore City Public Schools (City Schools) has leveraged collective bargaining agreement negotiations to develop a new and progressive compensation model for teachers: the Career Ladder. The model proposes to incentivize great teaching and learning. A unified professional development and compensation framework, the new strategy is designed to improve teacher effectiveness and promote the academic achievement of City Schools' students. Research demonstrates that an essential component of student achievement is sustained access to highly-effective teachers. Teachers must be developed and nurtured to ensure they remain engaged and motivated to develop and to continue to raise the bar of high expectations for students' academic success.

To that end, City Schools has worked in conjunction with the local teacher's union and the Baltimore Teacher's Union to create the Career Ladder, a comprehensive professional development and compensation framework. In addition to rewarding highly effective teachers, the Career Ladder will have data-driven applications across and beyond the City Schools' system—from tracking student achievements and shortcomings, to developing new opportunities for teacher enrichment, to partnering City Schools' students with area businesses for real-world internship opportunities.

The framework will create a meritocratic pay structure that aligns more closely with City Schools' immediate need to attract, develop, and retain effective teachers. The new model of teacher compensation breaks free of the outdated graduated system City Schools currently uses, and would reward teachers with financial incentives based on the number of Achievement Enhancement Units (AEUs)—professional development activities that promote the academic achievement of students, peer-support partnerships, and leadership opportunities—earned as well as on the measured academic success of their students. At each level, teachers would avail themselves of professional development opportunities, earn AEUs for their successful completion, and thus have more control over their compensation and professional growth. The proposed framework would collect data on teacher AEUs, making it easier to track professional development opportunities teachers pursue and complete.

The Career Ladder was a collaborative effort of business groups within the school district and the local collective bargaining unit. Several strategies were incorporated in order to ensure its success and acceptance with the AFT:

- Alignment of the educational and political landscape with the proposed Career Ladder.
- Assurance through data that current compensation metrics would initially align with proposed Career Ladder metrics (to ensure initial equity for all members).
- Actualization of benefits for the national exposure of this redesigned structure.
- Affidavits from existing staff.
- Alignment of vision on teacher effectiveness and student outcomes.

Contact: Shawn Stokes, Chief of Human Capital, Baltimore City Public Schools, 410-396-8810.

Session I - Professional Development
Memphis City Schools

Spotlight: School Reform from Cradle to Career in Memphis City Schools

Thanks to the hard work of the MCS Board of Commissioners, the MCS staff, and an amazing partnership with the Memphis Education Association, Memphis City Schools (MCS) won funding and national recognition as one of four recipients of a deep-dive intensive partnership grant from the Bill and Melinda Gates Foundation to develop and deploy strategies for innovative reform to improve teacher effectiveness. With major elements of the district's Teacher Effectiveness Initiative (TEI) proposal serving as a cornerstone in the federal application, Tennessee won the first round of Race to the Top (RTTT) funding from the U.S. Department of Education. Perhaps most important of all, support from the Memphis community for this most critical work has been tangible through contributions and pledges — and in just **ten months**, \$18.5 million has been raised against the \$21.5 million community match required over **seven years** by the Gates Foundation grant.

The aligned support for the Memphis City Schools at the federal, state, and local level is unprecedented. Policy and legislative agendas are now aligned to enable transformational changes of public education. And as a way of showing their support for the current reform efforts, the Board of Commissioners voted to offer a new four-year contract to MCS Superintendent Dr. Kriner Cash.

This presentation will describe the reform agenda of the Memphis City Schools as the context for the specific work the district is pursuing with its TEI initiative. The presentation will also show the essential strategies and substrategies the district is using to drive reform efforts that will ensure that every has an effective teacher, in every subject, in every grade, every year.

Contact: John Barker, Memphis City Schools, BarkerJohnR@mcsk12.net

Session I - Professional Development

Forth Worth Independent School District

FWISD PEAK (Public Educators Accelerating Kids) Pilot

Pay for performance has been associated with creating competition amongst teachers, and has been vocally opposed by teacher unions and employee associations. By contrast, the Forth Worth Independent School District (FWISD) PEAK program has improved school climate, promoted improved collaboration and was designed in close partnership with administrators, teachers, and teacher organizations. The PEAK pilot is an innovative model which rewards teams of teachers for accelerating student growth (value added) to encourage teachers to support their peers and to collaborate with each other to drive student achievement for all students. There are four types of team rewards outlined in a PEAK campus scorecard:

1. Campus Team: Rewards for all instructional staff, including all teachers, librarians, counselors, and administrators for showing significant growth in 50% of content-grade cells.
2. Grade Content Team: Rewards all teachers within a grade and content area for demonstrating significant growth.
3. Vertical Synergy Bonus: Rewards all teachers across grades within a content area if all grades demonstrate significant growth. Aligns to district interest and investment in professional development by sharpening vertical articulation and alignment through content area planning by teachers.
4. Horizontal Synergy Bonus: Rewards all teachers across content areas within a grade if all areas show significant growth. Aligns to district investment in academic teaming and professional learning communities.

Additionally the comprehensive pilot encompasses incentives, both financial market-aligned incentives and improvements in working conditions to motivate teachers to take on assignments in traditionally hard-to-staff schools.

The district is in the third year of the pilot and has seen dramatic increases in academic achievement as well as strong improvements in campus climate surveys.

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Session II - Professional Development

Hillsborough County Schools

Cultivating Elementary Mathematics and Science Coaches to Improve Student Achievement

Elementary Mathematics and Science Coaches continue to be driving forces in improving school achievement. The number of mathematics coaches has grown from under 20 in 2005 to over 50 throughout Title 1 elementary schools in Hillsborough County. The number of science coaches has grown from under 15 in 2006, to currently over 30 throughout Title 1 elementary schools. Support provided by coaches includes analyzing data in professional learning communities, providing coaching cycles, and targeted model lessons designed to enhance teachers' instructional strategies and content knowledge. Our coaches must be current with best practices based on research, adept at working with all stakeholders to improve student achievement, and willing to initiate change when needed. Expectations for our math and science coaches include evidence of the daily application of learned best practices and content knowledge, consistent support based on school needs, and a working knowledge of the school's strengths and areas needing improvement that will be addressed through the coach's individual strategic plan.

Cultivating coaches with these qualities has taken time and determination to make change happen. All new coaches participate in a weeklong professional development course designed to provide new mathematics leaders with background knowledge and tools to embark on the world of making changes in mathematics. Coaches are now clustered in mixed groups of experienced and non-experienced coaches to facilitate growth and provide real-time assistance when needed. Groups meet monthly for professional development tailored to the needs of the group. District Resource Teachers provide real-time assistance to coaches when needed. This support includes the development or refinement of the coach's strategic plan, providing assistance in creating schedules that maximize the use of the coach, participating in professional learning communities with the math or science coach, discussing school needs with both the school principal and coach, and supporting initiatives such as Family Math Night, faculty trainings, lesson studies, model lessons, and coaching cycles. In addition, experts in the fields of mathematics and science are acquired to work with the coaches to build content and pedagogy.

Although we continue to make strides to develop coaching skills in all of our coaches, we have observed growth in student achievement and in teachers' confidence and ability to teach mathematics and science through best practices in our schools, through math and/or science coaches. Supportive leadership from the district, implementation of a district screening process, and the continuation and evolution of professional development for coaches led to the success of the project.

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Session II - Professional Development

Brooklyn College Academy/New York City Department of Education/Brooklyn College School of Education

The Peer Review Process Brooklyn College Academy Style

Nurturing the learner is the challenge and all classroom instructors must find a way to assimilate and integrate cultural diversity and intellectual variations. More importantly, teachers need to receive administrative support and peer encouragement/support as they analyze best practices. Many of our students balk at learning new and innovative material, yet if we are to elevate the learning standards to compete with other competent schools, *Peer Review Teams* can be used as a structural support.

In the collaborative culture at Brooklyn College Academy, teachers are part of a *Peer Review Team* which observes and evaluates teacher effectiveness in the classroom. After three visitations, the *Peer Review Team* compiles data on teacher performances. An informative positive critique is written to showcase their best practices. This *Peer Review Team* is composed of three Brooklyn College Academy teachers who individually visit the peer's classroom at different times during the review process. The *Team* comes together to write an overview of the instruction, classroom environment and course content.

Teacher Self-reflections are another vital part of the peer culture. Teachers reflect, renew and review their year's work with the understanding that this process is to be shared. The self-reflections help establish a culture of teacher effectiveness which translates into a higher level of student academic achievement. Teachers and students push harder academically; the results of their efforts are evidenced in the improved passing percentages of our students.

To further illustrate the effectiveness of each review, a *Team-Reflection* is written by a review team member. We are responsible for analyzing the effective strategies of the chosen teacher, and we must consistently improve the *Peer Process*. The *Peer Review Process* enables our faculty to analyze best practices and successful teaching methodologies. As core curriculum education is essential to a students' ability to process conceptual ideas, teachers can learn from our *Model Peer Reviews*. Through the *Peer Review Process*, students will ultimately benefit from teachers who come together as a united, practical ensemble.

Contact: Nicolas Mazzarella, Brooklyn college academy, nmazzar@schools.nyc.gov

Session III- Professional Development

The National Board for Professional Teaching Standards

It's about Accomplished Teaching: Linking Teacher Evaluation to Teacher Practice to Improve Student Learning

Participants will review district teacher evaluation models that are framed by teacher professional development, and peer/administrator to align a teacher's practice to improve student learning. Participants will see how a growth model for teacher evaluation benefits both teachers and students.

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Session III – Professional Development

Arons Consulting

Overview of Human Capital: Where We Are, Where We Are Headed

Human capital management is vital to the ability of school districts to sustain a quality workforce. Throughout the nation, states and districts are investing in teacher and principal quality because it is the best chance we have to significantly raise student achievement. What are the main components of a human capital strategy and how is the entire district— not just the Human Resources Office— responsible for a well-developed and well-executed plan for continuously improving productivity of teachers, principals, and central office staff? The main components of work will highlight urban districts which are moving ahead with strong human capital management strategies, and collective bargaining agreements that are beginning to align with a productive workforce.

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Session III - Professional Development

Houston Independent School District

Teacher *IMPACT*: Innovative Methods for Preparing, Advancing, and Cultivating Talent

One of HISD's core initiatives is to ensure that an effective teacher is in every classroom, as exemplified within the long-term strategic plan for the district, and as a core belief within the Board of Education's *Declaration of Beliefs and Visions*. Nothing we do for our students matters more.

HISD is seeking to transform its human capital systems by focusing on four key strategies to ensure that HISD places an effective teacher in every classroom:

- Strengthen recruiting and staffing policies and practices to attract top talent;
- Establish a rigorous and fair teacher-appraisal system to inform key decisions;
- Provide effective individualized support and professional development for teachers; and
- Offer meaningful career pathways and differentiated compensation to retain and leverage the most-effective teachers.

The district has begun to act in real, concrete ways that reflect the commitment of the board and district leadership to this strategy, by:

- Implementing the ASPIRE Award program in which principals, teachers, and other campus-based and central-office staff earn bonuses tied to performance measures based on student outcomes.
- Adopting value-added as a key performance metric and linking awards to value-added results and to teacher contract decisions.
- Reorganizing the district to provide for a more focused system of supports for schools, and restructuring Professional Development Services within the Office of Human Resources.
- Creating a staff-review process as component of a new teacher-appraisal process.
- Removing struggling teachers from the District's low-performing high schools and middle schools and reducing the "rite of passage" term contract process by offering more fourth-year probationary contracts across the District.
- Training each principal and assistant principal in an employee documentation process.

Creating systemic change and fully achieving its desired student outcomes requires a thoughtful, yet bold, systemic, and comprehensive plan of action. HISD has partnered with The New Teacher Project (TNTP) since December 2009, to transform the District's human capital systems. During this session, participants will hear about findings and lessons we have learned through the first two phases of the human capital transformation efforts, and learn more about our 5-year implementation plan including the transformation framework.

Participants will hear the summary of findings from the comprehensive review of District practices, including feedback from more than 6,300 teachers and 150 principals, and engage in dialogue about change in human capital policies and practices.

Contact: Dr. Julie Baker, HISD Chief Major Projects Officer, jbaker@houstonisd.org.

Session III – Professional Development

Chicago Public Schools

Mixed Method Professional Development

The Chicago Public Schools (CPS) has been engaged in a multiyear effort to improve science teaching student achievement across its 686 schools. The majority of this effort has focused on three major areas: curriculum implementation, content knowledge development, and creating reflective practitioners. To support these activities, the Office of Science has been committed to providing appropriate, job-embedded professional development supports to teachers on a wide range of topics. Largely consisting of traditional workshops and institutes, these programs have grown so that almost 1000 professional development sessions in science were offered each year by District staff. With recent economic events, district reorganization, and program evaluations the District began to rethink and diversify professional development delivery options this past summer.

The changes CPS is beginning to implement in its professional development program center on two key features: how CPS delivers the program and who is attending the program. In the first case, involving delivery, the shift CPS is embarking on takes advantage of technology so that teachers access their professional development through video, webinars, and online learning environments. As a first foray into this arena, CPS participated in a project developed by the National Science Teachers Association (NSTA) in partnership with the National Aeronautics and Space Administration (NASA) to increase teacher content knowledge about particular Earth and Space Science topics. This course was delivered online using NASA educational resources identified as appropriate for the curriculum by CPS Science specialists. It was then hosted and facilitated by the NSTA for 15 teachers. Anecdotal feedback has been quite positive. Teachers have reported liking not only the format but also the opportunity to work with actual NASA resources.

In the second case, involving audience, CPS has worked with local university partners and science centers with support from NASA to develop an intensive month-long professional development program for high school teachers and student teams. This creates a co-learner environment where teachers and students support each other to learn advanced Space Science concepts associated with current NASA missions and to work with NASA mission data to research their own questions. Teachers have come to redefine their expectations of the capabilities of their students, while at the same time, deepening their knowledge around a subject that is often overlooked in the curriculum.

The examples above represent new ways CPS is thinking about professional development and offers mechanisms to consider as CPS strives to develop a system that leverages multiple, diverse presentation formats and configurations to create a highly effective, widely utilized, and sustainable professional development culture.

Contact: Dr. John F. Loehr, 773-553-6384, jfloehr@cps.k12.il.us.

Session III - Professional Development

Houston Independent School District

Teacher *IMPACT*: Innovative Methods for Preparing, Advancing, and Cultivating Talent

One of HISD's core initiatives is to ensure that an effective teacher is in every classroom, as exemplified within the long-term strategic plan for the district, and as a core belief within the Board of Education's *Declaration of Beliefs and Visions*. Nothing we do for our students matters more.

HISD is seeking to transform its human capital systems by focusing on four key strategies to ensure that HISD places an effective teacher in every classroom:

- Strengthen recruiting and staffing policies and practices to attract top talent;
- Establish a rigorous and fair teacher-appraisal system to inform key decisions;
- Provide effective individualized support and professional development for teachers; and
- Offer meaningful career pathways and differentiated compensation to retain and leverage the most-effective teachers.

The district has begun to act in real, concrete ways that reflect the commitment of the board and district leadership to this strategy, by:

- Implementing the ASPIRE Award program in which principals, teachers, and other campus-based and central-office staff earn bonuses tied to performance measures based on student outcomes.
- Adopting value-added as a key performance metric and linking awards to value-added results and to teacher contract decisions.
- Reorganizing the district to provide for a more focused system of supports for schools, and restructuring Professional Development Services within the Office of Human Resources.
- Creating a staff-review process as component of a new teacher-appraisal process.
- Removing struggling teachers from the District's low-performing high schools and middle schools and reducing the "rite of passage" term contract process by offering more fourth-year probationary contracts across the District.
- Training each principal and assistant principal in an employee documentation process.

Creating systemic change and fully achieving its desired student outcomes requires a thoughtful, yet bold, systemic, and comprehensive plan of action. HISD has partnered with The New Teacher Project (TNTP) since December 2009, to transform the District's human capital systems. During this session, participants will hear about findings and lessons we have learned through the first two phases of the human capital transformation efforts, and learn more about our 5-year implementation plan including the transformation framework.

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Contact: Dr. Julie Baker, HISD Chief Major Projects Officer, jbaker@houstonisd.org.

Session IV – Professional Development

Portland State University

Preparing a Diverse Teacher Workforce to Teach in Diverse Classrooms

This presentation will introduce participants to two unique teacher preparation programs in the Pacific Northwest. To address the need for teachers with skills to effectively teach English Language Learner (ELL) students, Portland State University (PSU) collaborates with local school districts to recruit, prepare and retain bilingual and bicultural teachers. While originally funded by two grants through the Office of Bilingual Education and Minority Language Affairs (currently known as Office of English Language Acquisition), the program was institutionalized three years ago.

For 11 years, the Bilingual Teacher Pathway Program (BTP) has provided a career ladder for education paraprofessionals, graduating more than 300 teachers in a state whose demographics have drastically changed within the last 15 years. Candidates begin their work at the upper-division undergraduate or graduate levels. Traditional barriers to licensure for non-traditional candidates are addressed through flexible policies regarding professional examinations and prerequisites, individualized advising and late afternoon and evening classes. A school district consortium that includes liaisons from BTP's partner districts collaborates with BTP faculty in governance and to support participants who are district employees. The program is only open to district partners' employees. District liaisons recommend participants for admission and the majority of participants are moved into teaching positions upon completion. Students are admitted in the fall of each year into a cohort and, upon completion, qualify for an initial teacher's licensure and an ESOL/Bilingual Endorsement. Program assessment has been a central component of the program began and lessons learned will be discussed.

Four years ago, BTP's sister program, the BiSped Program, was created through funding from an Office of English Language Acquisition grant. BiSped prepares bilingual candidates for special education licensure. While participants do not earn the ESOL/Bilingual Endorsement due to the credit load for special education licensure, they do take three program-specific courses: (1) Biliteracy, (2) Academic Assessment of ELLs, and (3) How Do People Learn a Second Language? As a result of the BiSped Program, special education faculty have focused on integrating issues related to culture and second language into the curriculum and report that conversations are richer and perspectives broadened by having BiSped participants as part of a licensure cohort. BiSped also has a district consortium that includes liaisons, both from the ELL and Special Education Departments, which guides all aspects of the program. Currently, PSU conducting a case study on one participating district with a large population of ELL students. Results will be shared during this presentation.

Contact: Brown, Finkel and Pullen, Portland State University, Dr. Julie Esparza-Brown, Dr. Liza Finkel, 503-725-9656, efinkel@pdx.edu; jebrown@pdx.edu.

Session IV - Professional Development

University of Washington, Newark Public Schools, and the Seattle Public Schools

Developing and Measuring Principals' Ability to Analyze Instruction and Lead for Instructional Improvement

The critical leverage point in eliminating the academic achievement gap is to improve the quality of classroom instruction so that each child, in every classroom, receives an empowering education. The Center for Educational Leadership (CEL) at the University of Washington is working in a unique partnership with the Newark Public Schools (NJ) and the Seattle Public Schools (WA) to undertake this leadership challenge. The results have been exciting.

Both districts recognize the critical role of the principal in instructional improvement and are taking on the challenge of supporting all principals in their growth as instructional leaders. School districts that intentionally develop the specific knowledge and skills to lead an instructional improvement agenda need to focus on three fundamental components simultaneously: (1) provide professional development that focuses on deepening leaders' knowledge of what constitutes high-quality classroom teaching, (2) develop leaders' skills with observation and crafting meaningful feedback to teachers, and (3) help leaders plan and exercise specific leadership strategies and actions. The work in Newark and Seattle is focused on creating a shared vision of high-quality instruction and in building capacity to undertake the leadership implications for central office and school site leaders, based on the belief that without a collective understanding of what high-quality teaching looks like, leaders do not have a clear improvement target to guide their leadership efforts.

Both Newark and Seattle are utilizing CEL's *5 Dimensions of Teaching and Learning (5D) Instructional Framework* as the foundation for their efforts to begin recognizing the elements of powerful teaching and learning. Newark and Seattle are working systemically—that is, their efforts to improve instructional leadership involve both central office leaders and principals. The CEL/district partnership involves:

1. **Assessment** – Central office leaders and principals take the *5D Instructional Leadership Assessment*; a research-based instrument designed to assess leaders' levels of expertise with the analysis of instructional practice and their ability to provide useful feedback to teachers. The assessment uses a four-point rubric from novice to expert that measures five general dimensions and 13 sub-dimensions of classroom instruction.
2. **Learning Walks** – Central office leaders and principals participate within cohorts guided by a CEL facilitator in school-based learning walks. Cohorts utilize the *5D* to observe classrooms, analyze data gathered, and identify trends and implications for leadership.
3. **Central Office Support** – Central office leaders who supervise principals attend CEL seminars with a specific focus to support their efforts in improving the instructional leadership of their principals.

The direction and leadership of the superintendents and the chief academic officers in both Newark and in Seattle have been critical to their success.

Contact: Dr. Susan Enfield: saenfield@seattleschools.org; Ms. Sadia White: swhite@nps.k12.nj.us; Dr. Stephen Fink: finks@u.washington.edu, or visit CEL's website: www.k-12leadership.org.

Session III – Special Education

Charlotte Mecklenburg Schools/The University of North Carolina at Charlotte

Factors That Impact Scale-up of a Literacy Curriculum for Students with Significant Developmental Disabilities

The University of North Carolina at Charlotte and the Charlotte Mecklenburg Schools (CMS) cooperated to develop a literacy program for students with significant developmental disabilities called the Early Literacy Skills Builder (ELSB). The first four years of research found the phonics-based ELSB curriculum to greatly improve reading skills as compared to the traditional sight-word curriculum. In the fifth year, CMS adopted the ELSB district-wide for special education classrooms serving students with significant developmental disabilities. A mixed-method survey research project followed the district-wide implementation to identify factors that impact scale-up of the ELSB. Given that the ELSB is the first scripted, phonics-based literacy curriculum for this population, it is important to know what factors impact successful scale-up.

To create the survey, interviews were conducted with four district-level administrators in special education, three elementary school principals, and eight special education teachers. Seven impact themes were identified as (1) preparation, (2) implementation, (3) support, (4) adaptations, (5) outcomes, (6) administrator involvement, and (7) parent involvement. The survey was created and piloted with five special education teachers who had been previously interviewed.

Survey findings indicated that the most helpful training activities that impacted implementation of the ELSB included demonstration of the curriculum and materials adaptations, demonstration of a story-based lesson activity, use of fidelity checklist to confirm accurate implementation, and collaboration with other teachers. Teachers reported that it took approximately a year of practice to be comfortable with ELSB instruction. On a scale of 1 to 10 with 1 representing no comfort and 10 representing complete comfort, teachers rated their mean comfort level and 4.87 one week after training, 6.40 after one month, 8.24 after six months and 9.02 after one year. Given the multiple activities, scripted lessons, and individualized communication and adaptation needs of these students, this was not surprising. Student progress was the most common motivating factor to continue implementing the ELSB. Forty-two percent of teachers reported that they had communicated with parents about the ELSB on average once a month. Eighty-two percent of teachers reported they communicated with principals about the ELSB on average of once per quarter.

These findings indicate that a well-balanced, hands-on training program is needed to successfully scale-up a new curriculum, with monitoring and mentorship as follow-up. Individualizing the implementation of the ELSB using communication devices and other responding modes are a challenge, but resulted in increased student progress that motivated teachers to continue with the curriculum.

Contact: Lynn Ahlgrim-Delzell, PhD, 704-687-8636, laahlgri@unc.edu.

Session III - Special Education

Albuquerque Public Schools

Literacy Programs for Urban Students with Disabilities

This presentation will discuss the importance of district-led professional development, as well systems and a district structure to sustain research and evidence-based literacy programs for K-12 students with mild to severe. Additionally, the Special Education Reading Unit will discuss targeted professional development provided to general-education kindergarten through second-grade classroom teachers and Title 1 reading interventionists. A successful six-year initiative will be shared.

Contact: Anne Tafoya, PhD, Executive Director, APS Special Education Department;
Melissa Stotts, EdS, Instructional Manager, APS Special Education Reading Unit, stotts@aps.edu.

Session III - Special Education

Orange County Public Schools

Transitioning Students with Disabilities to Post-Secondary Experiences

During the 2004-05 school year, Orange County Public Schools (OCPS) was designated as a national pilot site for High School/High Tech (HS/HT). Three high schools of one class each were asked to participate, for a total of 45 students. Previous to the Orange County model, HS/HT had been implemented as an afterschool program, but OCPS was the first to make HS/HT a credited course.

As part of the Governor's Alliance Program, and a grant of \$20,000 through Able Trust and Vocational Rehabilitation and a two-year, \$200,000 from the Garrett A. Morgan Grant from the U.S. Department of Transportation, HS/HT was designed to provide students with mild to moderate disabilities, between the ages of 14 to 18, the opportunity to explore postsecondary education and jobs leading to technology-related careers. The national pilot implemented by OCPS six years ago was successful, although not until HS/HT was aligned with Learning Strategies. The OCPS model for HS/HT has since been replicated in other school districts.

The District's Transition Services team in collaboration with the National Dropout Prevention Council and Clemson University's drop-out prevention experts designed the model, which was designed to target: (1) students in the lower 25 percentile of FCAT Scores; (2) potential dropouts; and (3) students who needed assistance in developing goals to attain postsecondary education, career technical training, and, ultimately, careers of their choice.

The experts who helped design this program with OCPS suggested included the following components: (1) team building opportunities, (2) mentoring/relationship development, (3) development of soft-skills, (4) leadership training, (5) self-determination and self advocacy skill building, and (6) opportunity to become part of a group (research indicates ESE dropouts and ESE students in general are often marginalized, and do not have a sense of belonging at the school).

Students' interest in education is stimulated as they began to develop goal setting, self determination, and self advocacy skills relevant to their interests. Indicators of success are as follows:

- 2010 graduation rate for HS/HT was 100%. Of the 52 HS/HT students, 49 enrolled in two- and four-year colleges, and 3 students enlisted in the military. The national average for students with disabilities entering postsecondary education is 14.6%.
- 2009 graduation rate was 97%. Ninety-eight percent enrolled in two- and four-year colleges. The remaining two percent went into the military or had full-time jobs.

Seven high schools, with a total of approximately 190 students are participating.

Contacts: Cannon Cameron, cannon.cameron@OCPS.net and Ruthie Rieder, ruthie.rieder@OCPS.net.

Session IV - Special Education

Orange County Public Schools

**Developing a New Coaching Model to Support Struggling High School Students:
A School's Inclusion Coach Project**

The Inclusion Coach is responsible for increasing inclusionary practices of students with disabilities, resulting in increased academic success and graduation rates by providing information, support, training, and communication to administration and faculty. Orange County Public Schools and Anna Diaz, Associate Superintendent for Exceptional Student Education, are committed to providing Inclusion Coaches to high schools with funding from the IDEA.

The primary qualifications for the Inclusion Coach are certification in any secondary education content area and teaching experience in the general education classroom. Several coaches also have experience in co-teaching and ESE certification. The candidates were already a member of the school staff, viewed as an instructional leaders, and knew the operations and needs of the school.

The knowledge and abilities of each candidate are diverse and extensive as are their schools' needs. Professional responsibilities include the ability to identify research, implementation and communication of best practices for the school, and classroom and student needs. The communication to the district coordinator is facilitated by regular informational meetings and trainings, open communication, establishing networks with the community and district resources, and building a working relationship with feeder middle schools to establish an effective and viable plan.

Although job responsibilities vary from school to school, a foundation of knowledge was developed through specific activities:

- Review ESE records, graduation milestones, diploma status, and needs of ESE students to establish baseline data.
- Identify current model of services for Students with Disabilities.
- Complete needs assessment of individual students, learning environment, and school data.
- Make changes in scheduling, in collaboration with guidance, Assistant Principal of Instruction, and staffing specialist.
- Organize and provide training to staff on accommodations and differentiated instruction.
- Monitor progress.
- Model and coach effective differentiated instruction.
- Participate in the facilitation of RTI principles in the classroom.
- Organize student and parent support groups.

In collaboration with school and district staff, a plan was developed to collect and review data. The district contact and principal monitored the school plan and student outcomes.

Contact: Ruthie Rieder (407) 317-3250 ruthie.rieder@OCPS.net Orange County Public Schools.

Session V – Special Education

Baltimore City Public Schools

Baltimore City Public Schools Achieves Milestone in Meeting Needs of Students with Disabilities

In 1984, a complaint was filed against Baltimore City Public schools (City Schools), starting 26 years of litigation over the failure to meet the needs of, and deliver IEP services to, students with disabilities. During the first 22 years of federal court oversight, City Schools made some progress, but it was slow. The Office of Special Education worked diligently on the areas covered by the Consent Decree, but most of the work was isolated from the rest of the organization. In many instances, issues impacting all students were the focus of initiatives led by only the Office of Special Education.

The tide turned when Dr. Andres Alonso came on board as CEO. Dr. Alonso viewed ending the Vaughn G. litigation as a key measure of improvement in the school system and immediately went to work on that goal. He challenged staff to focus on improving student achievement. As each arm of the central office worked to meet the challenge, they used a framework to provide schools with support, guidance, and accountability.

To ensure that schools had the support necessary to make the necessary changes, the Office of Special Education implemented a complete restructuring. The Office also worked to build bridges with the other City Schools' organizations to address issues at their core. A key mechanism instituted to gauge progress and to determine where additional resources were needed was Special Education STAT. Through this framework, City Schools was able to focus on the requirements of the Consent Decree, and to make the activities school based with a direct impact on the performance of students.

Pivotal to starting the conversation of disengagement from federal court oversight was the increased achievement of students with disabilities evidenced by the Maryland School Assessment (MSA). Students with disabilities posted some of the largest achievement gains. In the last five years, the percentage of students with disabilities passing the Reading MSA increased 136%, while those passing the Math MSA increased 180%.

As the district moved out from under federal court oversight, instruction and continued achievement gains are the areas of focus. The work now becomes harder and the Office of Special Education has recommitted itself to provide schools with the support, guidance, and accountability to be successful. The Office is reexamining policy and practice to ensure that beyond compliance, schools and staff focus on best practices to move students with disabilities forward.

Contact: Kim Lewis, Executive Director Special Education, Baltimore City Public Schools, 410-396-8810.

Session VI - Special Education

Council of the Great City Schools

The Council of the Great Schools' Review of Urban Districts' Systemic Support for RtI and Special Education Services: Lessons Learned and Looking Forward

The Council of the Great City Schools has conducted 12 reviews of urban districts' provision of general education interventions and special education services. From this rich data source, the following set of common issues have emerged:

- Systemwide framework for multi-tiered reading and behavior interventions with progress monitoring (i.e., RtI)
- Identification of students receiving special education services, and the disproportionate identification of African American students
- Performance & instruction of students with disabilities, including maximizing education in regular classes with differentiated instruction and adequate support
- Professional development
- Organizational structure & staff resources supporting students and parents
- Accountability for expected practices & results, including collection and use of data

During this session, Julie Halbert, the Council of Great City Schools' Legislative Counsel, and Sue Gamm, former Chief Specialized Services Officer for the Chicago Public Schools and national consultant, will discuss these issues and how they have impacted district practices and student performance.

The session will offer the Boston Public Schools as a case study to illustrate how one district has learned about these issues from the Council's Strategic Support Team and addressed the various recommendations suggested. Dr. Carol Johnson, Boston Public School's Superintendent, will discuss these recommendations and steps taken by the district since Spring 2009 to implement them, and how this activity is impacting district practices.

Contact: Julie Wright Halbert, Council of the Great City Schools, jwright@cgs.org or Sue Gamm, Public Consulting Group, suegamm@aol.com

Session II - Other

Rochester City School District

It Is Only Media Relations (But I Like It)

One of the biggest mistakes urban school districts in America make today is failing to generate enough good media coverage. It is time for the school district to become its own newsroom and tell its own story, aggressively and successfully.

Developing good working relationships with the news media is a first step. Too often, school districts take an “us against them” view of the media. While not every story is going to reflect positively on the district, a cooperative, mutually respectful relationship with reporters can result in better, more balanced coverage and, yes, even stories that highlight district successes.

Reporters need two things to do their jobs: timely information and access. That does not mean opening up your door every time a reporter knocks. It does mean being responsive (returning phone calls and emails), setting parameters for the story (conversations prior to interviews), and structuring your responses so your messages get across. Putting the right people on camera with the right messages, or providing written statements when on-camera is not possible or preferable can make the difference between a lopsided story and one in which all sides are presented fairly.

A treasure trove of good-news stories can be found in the school board meeting agenda. Unfortunately, most of the good work of the superintendent and the board is never seen by the public because school districts routinely fail to aggressively promote the agenda items proposed by the superintendent and approved by the board.

School districts can dominate the media coverage of school board meetings by preparing fully developed stories on individual school board agenda items well in advance of the school board meetings and giving those stories to the news media. By looking closely at the school board agenda long before the meeting and turning individual agenda items into good news stories, the school district can effectively inform and encourage coverage of the important partnership work of the superintendent and the school board.

Districts can over rely on social networking as a communications tool. Facebook and Twitter are great, and we heartily recommend them as communications tools for school districts. But urban school districts almost always have access to major local television news markets, and school districts must concentrate their efforts to engage the public by driving news coverage of the district.

Contact: Tom Petronio, Chief Communications Officer, Rochester City School District, tom.petronio@rcsdk12.org



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Fast Facts

NUMBER OF STUDENTS: 194,471

NUMBER OF SCHOOLS

Elementary K-5	142
Middle 6-8	44
High 9-12	27
K-8	2
Career, Technical and Adult	9
Charter	<u>30</u>
TOTAL	254

STUDENT DEMOGRAPHICS

White: 40.62%
 Hispanic: 29.08%
 Black: 21.72%
 Multi: 4.97%
 Asian: 3.31%
 Indian: 0.29%

EMPLOYEE STATISTICS

Certified Teachers	15,217
Principals	237
Assistant Principals	<u>395</u>
School Based Professional Staff	15,849
Support Staff	9,119
District Administrators	<u>258</u>
Total Full-time, Permanent Staff	25,226

POINTS OF PRIDE

Third largest school district in Florida, eighth largest in the nation.

Hillsborough County Public Schools was awarded a \$100 million grant from the Bill & Melinda Gates Foundation for the Empowering Effective Teachers initiative. The grant is the largest ever awarded to a public school district.

The Southern Association of Colleges and Schools (SACS)/AdvancED awarded Hillsborough County Public Schools district-wide accreditation.

The school district has earned an A grade under Florida’s school accountability system four out of the last five years.

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Fact Sheet

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 65 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.

Total number of students served by Council member district schools: 7 million

Student enrollment characteristics:

- 36% - Hispanic
- 35% - African American
- 20% - White
- 6 % - Asian/Pacific Islander
- 1% - Alaskan/Native American
- 15% - English Language Learners
- 60% - Eligible for free/reduced price lunch
- 12% - Students with Individualized Education Programs

Member districts: Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County (Ft. Lauderdale), Buffalo, Caddo Parish (Shreveport), Charleston County, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Little Rock, Long Beach, Los Angeles, Memphis, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, San Diego, San Francisco, Seattle, St. Louis, St. Paul, Toledo, Washington, D.C., and Wichita.

School districts eligible for membership must be located in cities with populations over 250,000 and student enrollments over 35,000. School districts located in the largest city of any state are also eligible for membership, regardless of size.



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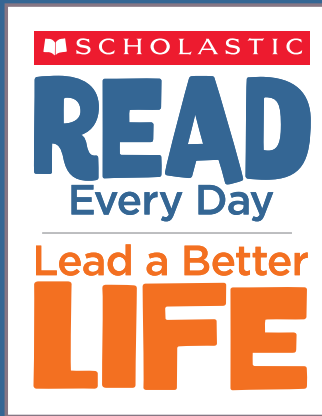
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contact greatteachers@nbpts.org or visit www.nbpts.org.

A Global Literacy Call to Action

We believe that **LITERACY** – the ability to **READ, WRITE** and **UNDERSTAND** – is the **BIRTHRIGHT** of every child in the world as well as the pathway to **SUCCEED** in school and to realize a complete life. Young people need to read **NONFICTION** for **INFORMATION** to understand their world, and **LITERATURE** for **IMAGINATION** to understand themselves. • We believe that the massive amounts of **DIGITAL** information and **IMAGES** now transmitted daily make it even more important for a young person to know how to **ANALYZE, INTERPRET** and understand information, to separate **FACT** from **OPINION**, and to have deep **RESPECT** for **LOGICAL THINKING**. • We believe screens, on stage or film, help young people **EXPERIENCE** to a deeper **UNDERSTANDING** of what it means to be **MEANING, COHERENCE** and **SOUL**. • We believe every autobiography which shows that **WHO YOU ARE** is in part you've experienced. This textual lineage will enable all young helps them understand who they are and how they can **MAKE READ."** • We believe every child should have **ACCESS** to text on phones. Whatever way you read, you will need to you. No matter how and where you get access to **IDEAS**, you yourself and **YOUR WORLD**. • We believe that reading reading **STAMINA** to deal with more **CHALLENGING LIFE**. And every child should be able to **CHOOSE** and **LITERACY CONFIDENCE** – the ability to read, **WRITE** who they are. • We believe that every child has the right and **LOVE TO READ**. Children need teachers who provide **INTENTIONAL, focused INSTRUCTION** to give young people the skills to read and **INTERPRET INFORMATION** or **UNDERSTAND GREAT STORIES** they will encounter throughout life. • We believe that in the 21st century, the ability to read is **NECESSARY** not only to **SUCCEED** but to **SURVIVE**—for the ability to **UNDERSTAND** information and the **POWER** of stories is the key to a life of **PURPOSE** and **MEANING**.



that literature and **DRAMA**, whether on printed pages, the **GREAT STORIES** of **EMOTION** and **ACTION**, leading **TRULY HUMAN**. Without this literacy heritage, life lacks child has a right to a "textual lineage" – a reading and writing developed through the **STORIES** and **INFORMATION** people to have a **READING AND WRITING IDENTITY** which **THEIR LIVES BETTER**. In short, "**YOU ARE WHAT YOU** books, magazines, newspapers, computers, e-readers, and figure out what the **FACTS** are or what the **STORY** tells will need the **SKILLS** of **READING** to **UNDERSTAND WIDELY** and reading **FLUENTLY** will give children the texts they will meet in college, at work and in everyday own the books they want to read, for that choice builds and **SPEAK** about what they know, what they feel, and to a great teacher who will help them **LEARN** to read and **INTERPRET** to give young people the skills to read and **INTERPRET INFORMATION** or **UNDERSTAND GREAT STORIES** they will encounter throughout life. • We believe that in the 21st century, the ability to read is **NECESSARY** not only to **SUCCEED** but to **SURVIVE**—for the ability to **UNDERSTAND** information and the **POWER** of stories is the key to a life of **PURPOSE** and **MEANING**.

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

USA TODAY & Council of the Great City Schools present:
“Unite to Make a Difference” Education Forum

USA TODAY Corporate Headquarters, McLean, Virginia
Transportation to and from the Mayflower Hotel will be provided

The Council thanks Aramark Education and Cambium Learning Group-Voyager for supporting the 21st Annual Richard R. Green Award Program



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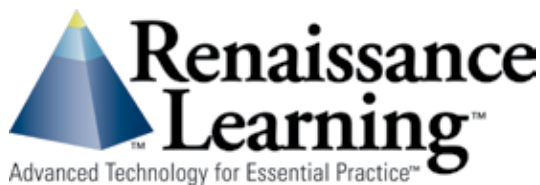
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