



# SUPPORTING AMERICA'S GREAT CITY SCHOOLS:

A Summary of Member Benefits,  
Services, and Products



**Council of the Great City Schools**

THE NATION'S VOICE FOR URBAN EDUCATION

APRIL 2026



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## ABOUT THE COUNCIL OF THE GREAT CITY SCHOOLS

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

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

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

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

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

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



## OUR VISION

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

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

## OUR MISSION

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





## OUR GOALS

- To educate all urban school students to the highest academic standards.
- To lead, govern, and manage our urban public schools in ways in advance the education of our students and enhance the effectiveness and efficiency of our institutions.
- To bolster the public's confidence in urban public education.

## ORGANIZATIONAL STRUCTURE

School districts located in cities with populations over 250,000 and student enrollments over 25,000 are eligible for membership in the Council of the Great City Schools. Membership is also open to those districts serving a state's largest city, depending on its urban characteristics.

The **Board of Directors** is composed of the superintendent and one board of education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban.

The board meets twice a year to determine and adopt policies. It elects a 24-member executive committee, which exercises governing authority when the board is not in session.

The Board of Directors has established three Committees that convene quarterly in January, March, July, and October. At the March and October convenings, any member district attendee is welcome to attend and participate. The January and July convenings are limited to the Council's 24-member governing Executive Committee.

**The Committee on Urban Student Achievement** focuses on addressing economic and racial achievement gaps; English Language Learner education and policy; and special education.

**The Committee on Leadership, Management, and Governance** addresses concerns about issues surrounding urban school superintendents and leadership teams, school board governance, and school district operations and management.

**The Committee on Advocacy and Partnerships** ensures the priorities of the membership are represented in the media and across all branches of the government.

Three subcommittees of the Executive Committee provide support in financial and organizational areas:

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

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

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

The Executive Committee is also made up of representatives from **Historically Black Colleges and Universities** and deans from the **Great City Colleges of Education**.



## WHAT MEMBERS GET FOR THEIR DUES



Access to the Council's network of urban public school leaders and staff to gain insights, get answers to questions, and share successes. This includes access to a member-only website with resources.



Access to the Council's team of experts in education legislation, policy, and regulations to ensure member districts have the updated information on federal policy developments and can address special advocacy needs.



Access to coaching and technical assistance to school boards to support their governance role in the district.



Access to leadership support for Superintendents and their executive teams to improve leadership and management.



Access to Council award programs and scholarships honoring special achievements in urban education, presented at conferences and meetings throughout the year.



Access to timely updates and summaries on key policies issued or under consideration by the U.S. Congress, the White House, and federal agencies, including the U.S. Department

of Education, Office of Civil Rights, U.S. Department of Agriculture, National Assessment Governing Board, Centers for Disease Control, Department of Homeland Security, Federal Communications Commission, Federal Emergency Management Agency, and others.



Use of the Council's strategic support teams to review instructional programs, special education, bilingual education, budget and finance operations, business services, and other functions of member district school systems to ensure they are operating effectively and efficiently.



Access to the role-alike conferences and Zoom meetings held throughout the year with Great City Schools' superintendents, school board representatives and chairs, chief academic officers, chief financial officers, chief operating officers, bilingual education directors, special education directors, general counsels, transportation directors, food service directors, facilities directors, chief information officers, security directors, chiefs of schools, chiefs of curriculum for core content areas, early learning leaders, equity officers, social and emotional learning directors, and others.



Access to the Council's digital monthly newsletter, *Urban Educator*, reporting the latest developments in urban schools across the country and providing an outlet for member districts to showcase their successes and progress. [Click here to subscribe to \*Urban Educator\*](#).



Representing urban schools to ensure a strong voice for urban public education on national task forces, commissions, advisory groups, and meetings of other K-12 organizations.



Access to the Council's unique performance management system and Key Performance Indicators (KPIs), allowing districts to compare operations and academic outcomes on over 500 measures with peer districts.



Access to the Council's online [jobs board](#), allowing members to advertise their vacant administrative positions.



Ability to participate in the Council's research projects and have access to all the organization's analyses, special reports, case studies, research briefs, surveys, and data.



Technical assistance and guidance for member districts participating in the NAEP Trial Urban District Assessment.

Receipt of a district-specific annual



report that itemizes services that the Council provides to the member district and the return-on-investment districts get for their dues.



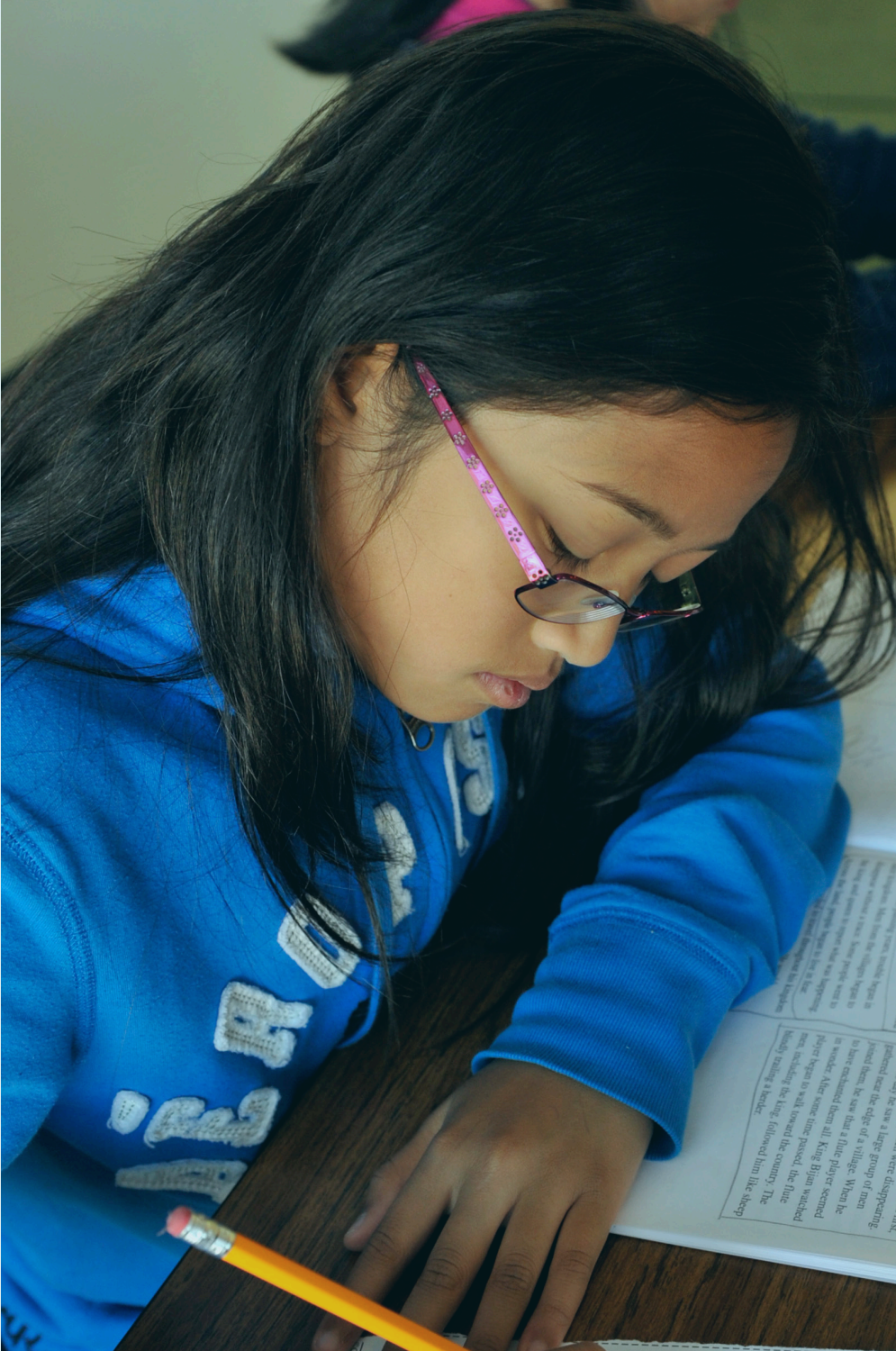
Voting rights for the superintendent and one school board representative on the Council's Board of Directors, which meets twice each year during our Legislative Conference in the spring and our Annual Fall Conference.



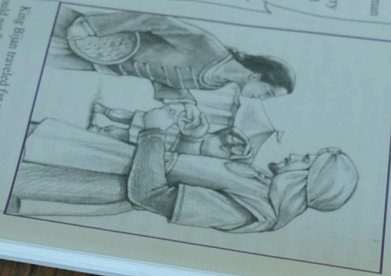
Complimentary registration for the superintendent and school board representative to the Council's Annual Legislative Meeting and Fall Conference.



Guidance and technical assistance to solve operational problems with federal grant programs.



### The Wisdom of Nahid



King Bhan traveled far and wide but, at first, he did not find out why men were despising him. Then one day he saw a large group of men in a wooded area near the edge of a village. When he asked them why they were despising him, they told him that he was despising them all. King Bhan seemed to have caught them all. King Bhan seemed to have caught them all. King Bhan seemed to have caught them all.

### End-of-Grade Reading Practice

Name \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_  
 City \_\_\_\_\_  
 Date of Birth \_\_\_\_\_

#### Practice One

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
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39. (A) (B) (C) (D)
40. (A) (B) (C) (D)
41. (A) (B) (C) (D)
42. (A) (B) (C) (D)
43. (A) (B) (C) (D)
44. (A) (B) (C) (D)
45. (A) (B) (C) (D)





**DETAILED OVERVIEW  
OF COUNCIL SERVICES  
AND PRODUCTS**

## COUNCIL SERVICES



### We help member districts with Legislative and Advocacy Services by:

- Providing legislative advocacy for urban schools before all branches of the federal government, bringing millions of dollars in extra federal support to urban school districts each year.
- Providing ongoing briefings on the status of federal funding, updates to federal regulations and waivers, and other key legislative policies and actions at the federal level impacting member districts.
- Hosting exclusive legal webinars with external counsel on issues affecting urban school districts.
- Providing ongoing updates on major federal and state cases and other legal actions impacting member districts.
- Submitting comments to federal agencies, including the U.S. Department of Education, to advocate for maximum funding and flexibility for member districts.
- Intervening in federal court cases on behalf of member school districts, including submitting or joining amicus briefs to the U.S. Supreme Court when appropriate.
- Creating partnerships, as needed, with other advocacy groups to promote issues facing urban education.



### We help member districts with Research Services by:

- Researching complex issues and phenomena related to urban education and improving student outcomes.
- Developing data systems and dashboards to advance the use, analysis, and interpretation of data on urban school districts.
- Conducting comprehensive statistical analyses, research, and surveys on the conditions, successes, and challenges of urban schools, to inform policy and decision-making in member districts. Recent research topics include teacher recruitment and retention; teacher and superintendent workforce diversity; and the use and impact of federal relief funds in member districts.
- Serving as a clearinghouse for research, data, and information on issues concerning urban schools, including publishing reports on why some urban school districts see faster improvements than others.
- Advancing the effective use of assessment and performance data in urban schools.
- Supporting districts participating in TUDA by conducting analyses of NAEP data to identify effective strategies that led to improvements on NAEP scores and convening meetings of the TUDA Task Force to advise the National Assessment Governing



Board (NAGB) and the National Center for Education Statistics (NCES).

- Developing communities of practice and guiding documents for all data-related school district positions.
- Providing technical assistance to member districts on assessment systems, student information systems, research and evaluation practices, data visualizations and dashboards, and the strategic use of data in districts. This includes convening regular meetings with member districts using three of the leading formative assessments.
- Analyzing results from the National Assessment of Educational Progress (NAEP),

Academic Key Performance Indicators (KPI) data, and the Office of Civil Rights (OCR) data to assess disproportionality and academic progress among young men and women of color across Council member districts.



**We help member districts with Communication Services by:**

- Developing major public relations initiatives that focus attention on urban education priorities, rally public support, and articulate the needs and direction of urban schools. This includes issuing press releases on Council activities as well as statements on



critical current events impacting the lives of urban students.

- Highlighting member district achievements through Council publications, websites, and social media channels.
- Writing articles and opinion pieces in nationally circulated newspapers and magazines, as well as generating broadcasts and commentary on television, radio, and social media in support of urban schools.
- Creating and disseminating Public Service Announcements to highlight the progress of urban schools and to inform the public on issues critical to member districts.
- Offering technical assistance to member school districts on working effectively with the press and establishing successful communications operations.
- Hosting an annual National Town Hall Meeting on urban issues of the day, as part of the Annual Fall Conference.
- Providing a social media toolkit for member districts to share messages about district successes.



**We help member districts with Achievement and Professional Development Services by:**

- Collaborating with district staff to design a coherent, high-quality instructional program in member districts with the focus
-

of improving Tier 1 instruction by providing professional development and strategic support.

- Supporting member districts with enhancing social-emotional learning (SEL), mental health services, and trauma-informed instruction based on research, frameworks, and resources that are equitable and comprehensive to meet the diverse needs of student populations.
- Advancing the understanding, creation, and use of comprehensive, data-informed, Multi-Tiered System of Supports (MTSS) frameworks that address the academic and behavioral needs of all students.
- Utilizing key academic performance indicators allowing districts to benchmark instructional progress and promote effective instructional investments.
- Connecting academic and operational leaders for cross-collaborative initiatives, such as Generative Artificial Intelligence (AI), to ensure all stakeholders are involved in large-scale educational advancements throughout the development and dissemination process.
- Connecting the work of the Council to the work done by leading educational experts and organizations to keep the membership informed.



**We help member districts with Bilingual, Immigrant, and Refugee Education Services by:**

- Conducting research and developing tools, publications, and analyses to highlight and address the needs of English Learners (ELs).
- Providing updates and summaries of various policies impacting English learners.
- Designing a series of hybrid courses through our Professional Learning Platform (PLP) to support professional development and elevate instruction for ELs in ELA/ELD, mathematics, and writing.
- Providing annual opportunities for district staff to meet with educational publishers and service providers to review and provide feedback on instructional materials and resources designed to support ELs.
- Providing technical assistance to Council member districts on how to support ELs, including those with specialized needs such as newcomer students, refugee students, and students with limited or interrupted formal education.
- Meeting with officials from federal agencies to communicate member district needs related to serving ELs, including welcoming refugees into member districts and communities.
- Arranging annual site visits to schools in a member district to observe EL instruction

across diverse contexts and engage in dialogue with school and district leaders about promising practices.

- Convening project-based working groups on key topics, such as newcomer screening and placement and foundational skills instruction, to collaborate with national experts, share district expertise, and contribute to the development of resources that support EL services across the Council.
- Facilitating a joint procurement initiative for grades 6-8 mathematics instructional materials to offer access to high-quality, standards-aligned resources that support the language development and academic success of ELs.



**We help member districts with Leadership, Governance, and Management Services by:**

- Providing technical assistance and professional development to improve the management and operations of member districts.
- Hosting the annual Harvard/CGCS Accelerating Board Capacity Institute, providing professional development and leadership and governance training to delegations of member district leaders and school boards.
- Providing training, coaching, and guidance to district leaders and school board members

as a part of the Dr. Michael Casserly Urban School Executive Leadership Institute.


- Providing School Board training, support, and guidance to cohorts of school board members, board chairs, board support staff, and board coaches.
- Providing coaching and other supports for superintendents in member districts, under the direction of the Council's Superintendent-in-Residence.
- Providing specialized professional development to urban school executives to build the pipeline of rising district administrators.



**We provide Strategic Support Teams for districts.**

The Council provides in-depth district assessments, technical assistance, and peer reviews to its members. For each Strategic Support Team, the Council assembles a group of experts, including Council staff and current or retired member district staff. The Teams conduct on-site and virtual interviews with key district staff and may also visit schools and classrooms. At the end of the review, the district receives a comprehensive report with findings and recommendations. A sample of past reports is available on the [Council's website](#). Reviews are conducted in the following areas:

- Curriculum and Instruction (e.g., reading and math programming; instructional strategy and organization; professional development; low performing schools; accountability systems; special education; bilingual education; student services; and other areas as requested);
- Management and Operations (e.g., organizational structure; staffing levels and personnel operations; procurement; finance and budget operations; management information systems; technology; interoperability; facilities management; governance; transportation; food services; and other areas as requested);
- Research and Assessment (e.g., testing; research department structure; data collection and use; program evaluation; and other areas as requested);
- Communications (e.g., department structure; marketing; internal communications; community outreach; publications; and media relations); and
- Federal Programs (e.g., Titles I, II, III, IV; afterschool programs; use of federal funds; and program alignment).

 **We host member districts at Convenings and Conferences.**

The Council convenes two major conferences each year: the spring Legislative and Policy Conference and the Annual Fall Conference of

the Great City Schools. For these two meetings, all conference registration fees are waived for Council member superintendents and the school board representative to the Council.

**Spring Legislative and Policy Conference:**

a forum held in Washington, D.C., each March for the membership to discuss recent developments in federal legislation and funding and to advocate the policy positions of urban public schools.

**Annual Fall Conference:**

a general forum held each fall in one of the member cities for the entire membership to discuss special issues in urban education and to share information and best practices across districts to improve outcomes for urban students.

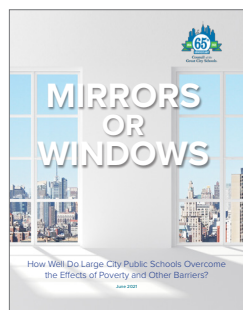
Additionally, the Council hosts a series of role-alike meetings. These meetings are held in Council member cities and member district staff are invited to learn from outside experts and share best practices among their colleagues.

- Bilingual, Immigrant, Refugee Education Directors
- Chief Financial Officers
- Chief Human Resources/Talent Development Directors
- Chief Information Officers
- Chief Operating Officers
- Curriculum, Research, and Instructional Leaders
- Public Relations Executives

## COUNCIL PRODUCTS

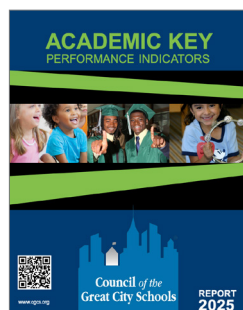
Throughout the year, the Council publishes reports and periodicals to inform the membership, highlight best practices, and share research findings. Additionally, [press releases](#) are issued to call attention to major releases or provide Council input on major issues. Examples of recent publications are listed below.

### Research



[Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?](#) Over the last twenty years of district-level assessments on the Nation's

Report Card, the participating urban school districts have narrowed the achievement gap in mathematics and reading by about 50 percent. The *Mirrors or Windows* study found that urban students are making significant progress academically, despite having to overcome the effects of poverty. *June 2021*

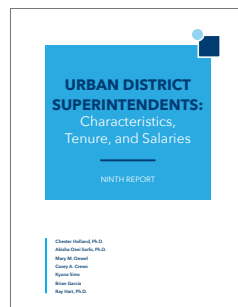


[Academic Key Performance Indicators, 2025 Report.](#)

The 2025 report presents an updated set of data on academic measures from school year 2018-19 through school year 2023-24.

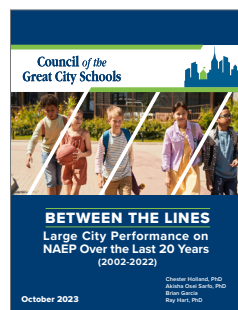
This report presents several different ways

that member districts can benchmark their performance and growth against the progress of others. *October 2025*



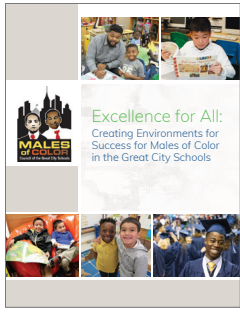
[Urban District Superintendents: Characteristics, Tenure, and Salaries.](#) This study focuses on understanding the racial and gender demographics of

superintendents, trends in superintendent tenure, the prevalence of turnover within demographic groups, as well as the relationship between superintendent and district characteristics and base salaries. *March 2025*



[Between the Lines: Large City Performance on NAEP Over the Last 20 Years \(2002-2022\).](#) The purpose of this brief is to understand the differences in student performance between large

cities and students nationally over the last 20 years, from 2002 through 2022, as well as after the effect of the COVID-19 pandemic. We find that the gap between student performance in large cities and students nationally has been steadily shrinking in most tested subject and grade level combinations, demonstrating growth and progress in urban schooling over the last 20 years. *October 2023*

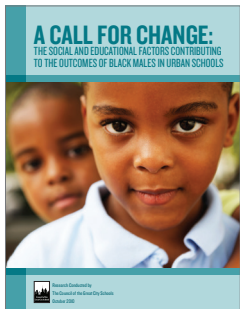


### Excellence for All: Creating Environments for Success for Males of Color in the Great City Schools.

This report contributes to the ongoing dialogue of raising our expectations

for males of color and provides a resource for school districts seeking to build or recalibrate their initiatives to improve the academic outcomes of young men and boys of color. Throughout the report there are exemplars of initiatives from across the nation’s big cities as well as promising practices in various areas.

*October 2017*



### Call for Change: The Social and Educational Factors Contributing to the Outcome of Black Males in Urban Schools.

The purpose of this study is to bring much-needed attention to

the comprehensive challenges of Black males in the United States. *October 2010*



### Today’s Promise, Tomorrow’s Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools.

The study focuses on the

lives of Hispanic students in big-city schools from early childhood to adulthood and analyzes distinctions between Hispanic and Latino English language learners. *October 2011*

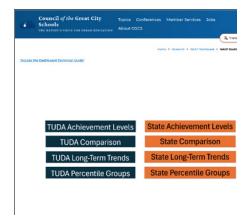
The Research Department has data dashboards on a variety of topics.



### Enrollment Dashboard

This dashboard consolidates enrollment data available from the US Department of Education’s Common Core

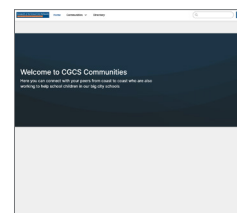
of Data (CCD), providing snapshots of student enrollment trends across Council member districts from 2011 through 2024. Users can explore enrollment patterns by race/ethnicity, grade level, and examine trends among students with disabilities and English learners.



### NAEP Dashboard

This dashboard centralizes data available from NAEP databases, providing an interactive tool containing

snapshots of student performance on NAEP from 2002 through 2024. Users can examine or compare NAEP results by state or by large city district (TUDA), as well as by student groups, over time, and by performance percentiles.



### Academic KPI Dashboards

This dashboard complements the annual Academic KPI report by giving members additional

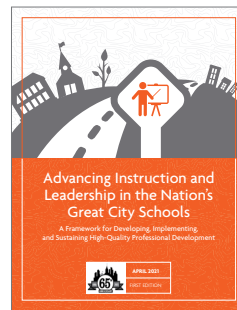
tools to explore and analyze KPIs beyond what is included in the printed report. It includes multiple dashboards focused on key areas such as high school data, English learners, students with disabilities, absences, and discipline.

To access the system, visit the “Research” folder under “Shared Resources” on our Communities platform. The Academic KPI dashboards are only available to Council district staff.

Additionally, the Research Department has presentations on the following topics, available upon request:

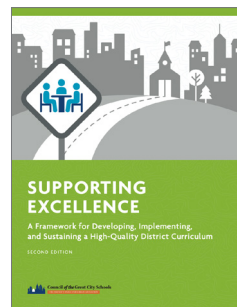
- The State of Unfinished Learning and Student Recovery. These presentations provide updates to member districts on the academic progress students are making since the pandemic-related school closures during the spring of 2020 through the 2025 school year. *March 2025*
- American School District Panel Reports. In partnership with RAND Corporation, the Council administers surveys to identify and address the most pressing issues facing districts. Custom reports are provided for member districts showing how they responded and allowing them to compare their performance to other district types or jurisdictions. *April 2022*

## Achievement and Professional Development



[Advancing Instruction and Leadership in the Nation's Great City Schools: A Framework for Developing, Implementing, and Sustaining High-Quality Professional Development.](#)

This guide aims to present district instructional leaders and staff with a core set of criteria for what high-quality professional development entails. It focuses on practical issues of district-level implementation in multiple teaching and learning environments and provides clear, concrete guidance for district leaders in selecting, designing, implementing, and sustaining high-quality professional development. *April 2021*

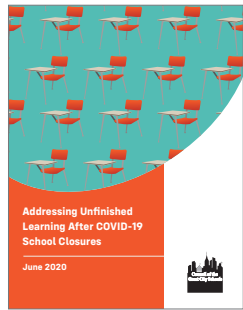


[Supporting Excellence: A Framework for Development, Implementing, and Sustaining a High-Quality District Curriculum, Second Edition.](#)

This second edition of the framework provides instructional leaders and staff with a core set of 9 key features for what a high-quality curriculum should entail. New features focus on the integration of technology, culturally relevant instruction, and social emotional learning. The guide provides annotated samples and exemplars from districts across the country as well as

actionable recommendations for developing, implementing, and continuously improving district curriculum, ensuring it reflects shared instructional beliefs, grounded in research, and common, high expectations for all students.

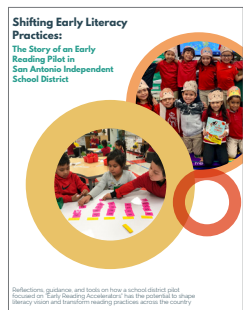
*September 2023*



### Addressing Unfinished Learning After COVID-19 School Closures.

This resource highlights how to address unfinished learning by focusing on key transition grades and

the importance of identifying the essential content for the grade. This approach provides the space and opportunities to provide just in time supports for all students while they engage in grade level work, and acquire facility with academic language demands, skills and concepts to accelerate their learning. To illustrate these approaches, the document provides examples of just-in-time scaffolds to accelerate student learning in mathematics and English language arts. *June 2020*



### Shifting Early Literacy Practices: The Story of an Early Reading Pilot in San Antonio Independent School District.

This publication is the result of a collaboration between CGCS and Student

Achievement Partners and includes reflections, guidance, and tools developed during a school district pilot focused on “Early Reading

Accelerators.” The work has the potential to shape literacy vision and transform reading practices across the country. *May 2021*

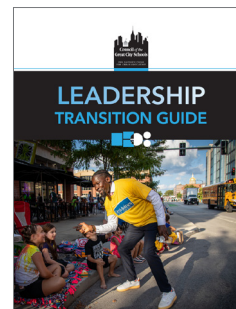
## Communications



Crisis Communication: Before, During, and After a Crisis or Active Shooter Event. This guidebook was created to help communications directors proactively plan for and be

ready to manage communications during any crisis that raises extreme anxiety over school safety, threatens the lives of children and staff, or halts routine school operations.

*December 2023*



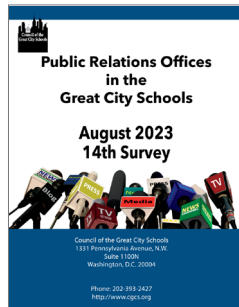
Leadership Transition Guide. In this document, several school communications professionals share best practices and lessons learned concerning changes

in district leadership, including more than a dozen innovate tactics they successfully used to introduce their new superintendents to the community and district staff. *October 2024*



Communications Toolkit for Reopening Schools after COVID-19: Recommendations for Communication Departments. Provides sample communication

materials drawn from urban school districts across the country, and recommendations for effective messaging during the COVID-19 crisis, from initial reopening through the challenges that will arise during the 2020-21 school year. *September 2020*

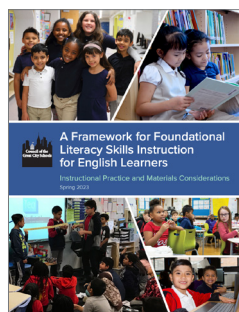


Public Relations Offices in the Great City Schools.

In an effort to determine the structure and function of Public Relations offices in member districts, the Council distributes a survey

every other year requesting information on these offices. The first one was published in 1997, and the reports are available upon request. *August 2023*

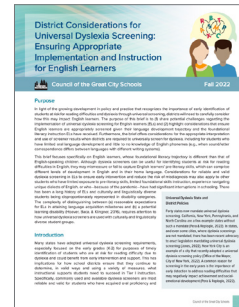
## English Learners



A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations.

This publication rethinks English foundational skills instructions—

explicating the research, explaining what teachers should know, and providing considerations for designing and selecting instructional materials. *May 2023*



District Considerations for Universal Dyslexia Screening: Ensuring Appropriate Implementation and Instruction for English Learners. This publication

shares potential challenges regarding the implementation of universal dyslexia screening for English learners and highlights considerations that ensure English learners are appropriately screened given their language development trajectory and the foundational literacy instruction they have received. *Fall 2022*



Inaugural Courses: Complex Thinking and Communication Across Content Areas.

This program of courses is designed for teachers serving high-needs students

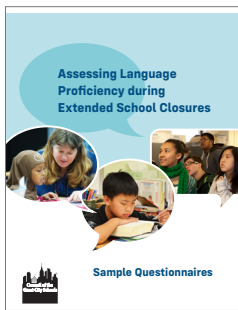
to ensure they meet college- and career-ready standards by engaging in complex forms of communication and thinking.



### Connecting 3Ls™ to English Language Development Standards and Frameworks.

This publication makes explicit connections between the 3Ls™

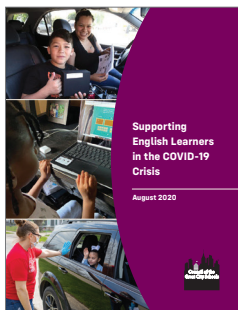
(Learning, Language, and Literacy) approach to instruction for English learners (ELs) and the English Language Development (ELD) standards and frameworks adopted to guide instruction for ELs. *September 2021*



### Assessing Language Proficiency during Extended School Closures.

This document provides sample questionnaires across grade bands that are designed to provisionally

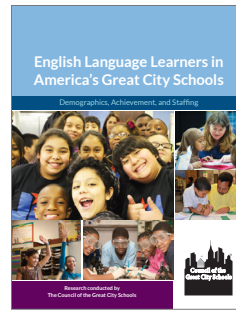
identify students as English learners (ELs) during the COVID-19-related school closures, which impede the administration of face-to-face screening protocols. *May 2020*



### Supporting English Learners in the COVID-19 Crisis.

This guide is the ninth in a series developed by the Council of the Great City Schools to help districts as they prepare

to reopen schools in the 2020-21 school year. *August 2020*



### English Language Learners in America's Great City Schools.

This report presents the results of a two-year study to gather data on the fastest-growing demographic group in the

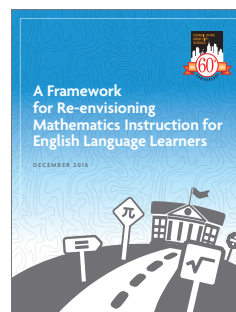
nation's schools. It updates most of the data presented in the Council's first-ever study on English language learner (ELL) programs that was released in 2013. *April 2019*



### Re-envisioning English Language Arts and English Language Development for English Language Learners.

This document presents the Council's criteria for determining

whether English language arts materials are compatible with college and career standards and appropriate for English language learners. *May 2017*

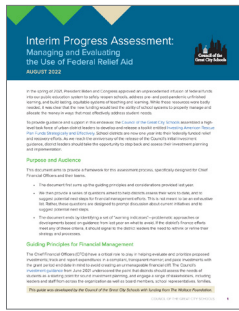


### A Framework for Re-envisioning Mathematics Instruction for English Language Learners.

The overarching purpose of this document is to define a vision for mathematics

instruction that explicitly attends to the needs of ELLs, addressing the interdependence of language and mathematics. *December 2016*

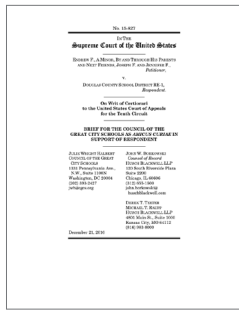
# Legislative and Judicial



## Interim Progress Assessment: Managing and Evaluating the Use of Federal Relief Aid.

This document is one of a series of the Council issued to assist districts as

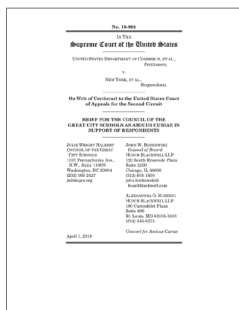
they assessed their investment planning and implementation of American Rescue Plan funds. *August 2022*



## Andrew F. v. Douglas County School District.

The Council filed an amicus brief in the U.S. Supreme Court to inform the court about the harms that would result from a new legal

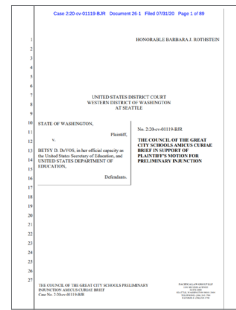
standard for defining a free appropriate public education (FAPE). Recipient of The August Steinhilber Award, recognizing outstanding brief writing in an appellate court in a case concerning education law. *December 2016*



## United States Department of Commerce v. New York.

The Council filed an amicus brief in the U.S. Supreme Court to inform the court of the harm that would result to school districts and

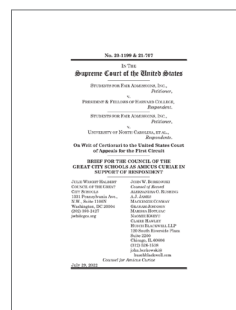
students if a citizenship question was added to the 2020 Census. *April 2019*



## Washington v. DeVos.

The Council filed an amicus brief in the U.S. District Court for the Western District of Washington to support the calculation of

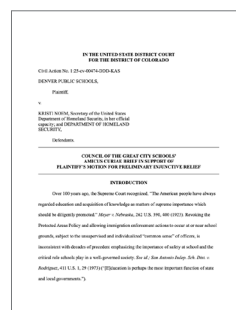
CARES Act funding in a way that supported the highest need students within school districts. Recipient of The August Steinhilber Award, recognizing outstanding brief writing in an appellate court in a case concerning education law. *July 2020*



## Students for Fair Admissions v. Harvard College and Students for Fair Admissions v. University of North Carolina.

The Council filed an amicus brief in the

United States (U.S.) Supreme Court to advocate for Council members. Recipient of The August Steinhilber Award, recognizing outstanding brief writing in an appellate court in a case concerning education law. *August 2022*



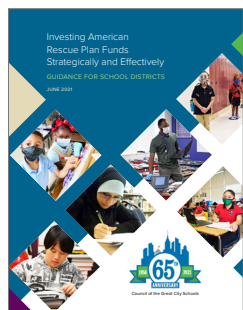
## Denver Public Schools v. Noem.

The Council filed an amicus brief in the United States District Court for the District of Colorado informing the court that the

Department of Homeland Security's revocation of the 2021 Protected Areas Policy removed important safeguards that ensured school safety. *February 2025*

The Council also joined the following amicus briefs filed in the United States Supreme Court to advocate for Council members: *Federal Communications Commission v. Consumers' Research* (E-Rate); *Mahmoud v. Taylor* (Parental opt-outs); *A.J.T. v. Osseo Area Schools* (Section 504 Discrimination); *St. Isidore of Seville Catholic Virtual School v. Gentner Drummond* (Religious charter schools). *January - March 2025*

## Governance and Management

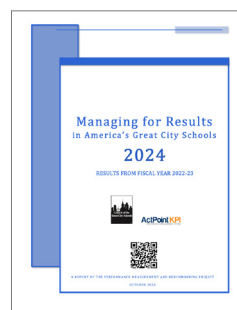


### Investing American Rescue Plan Funds Strategically and Effectively: Guidance for School Districts.

This document lays out a framework for the nation's large city school systems

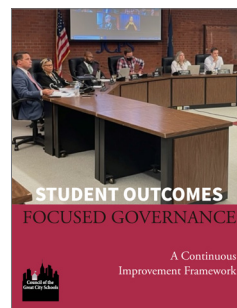


to spend federal relief funds strategically and effectively. It sets out overarching goals for the use of funds; articulates broad investment strategies; defines principles for the effective use of funds; and asks a series of questions that leaders and stakeholders should ask themselves as they embark on planning, implementation, and evaluation efforts. *June 2021*



### Managing for Results in America's Great City Schools, 2024, Results from Fiscal Year 2022-2023.

This annual report, first released in 2002, tracks performance measures across member districts, allowing members to benchmark their work and improve business operations. *October 2024*



### Student Outcomes-Focused Governance: A Continuous Improvement Framework.

The framework is built around six research-informed competencies that describe school board behaviors and the degree to which they create the conditions for improvements in student outcomes: Vision & Goals; Values & Guardrails; Monitoring & Accountability; Communication & Collaboration; Unity & Trust; and Continuous Improvement. *October 2021*





## AWARDS AND SCHOLARSHIPS

**Green-Garner Award** is the Council's annual urban education award for outstanding leadership by a superintendent or school board member.

**Queen Smith Award for Commitment to Urban Education** is the Council's annual award for outstanding service to urban education among professional educators and teachers.

**Dr. Michael D. Casserly Educational Justice and Courage Award** is the Council's annual award to a person who has made outstanding contributions in the field of K-12 urban education by taking a courageous and

passionate stance on the issue of educational justice and equality. As a part of this award, the recipient identifies one student from a member district to receive a \$10,000 scholarship to pursue higher education.

**CGCS–Peters Pharis Foundation Math and Science Scholarships** are \$10,000 awards given annually to four graduating seniors—two male and two female—from Council districts, recognizing academic achievement, leadership, and a commitment to STEM careers.

**Dr. Shirley S. Schwartz Urban Education Impact Award** is the Council's annual award for exemplary partnerships between universities and urban school districts.

**Richard M. Robinson Literacy Champion Award** recognizes a Council member district for demonstrated progress in advancing reading achievement. The district selects a school to receive a library makeover.

**Informing Progress in Urban Education** is the Research Team award recognizing outstanding research that advances urban education. Member district research teams are invited to submit original research reports or resources from the past year that drives progress and impacts urban schools.

**Achieving Excellence and Equity in Urban Education Award** is the Council's annual award for an exemplary urban school district team that is strategically involved in cross-functional teaming for planning, implementing, and monitoring progress on an initiative to improve student achievement.

**Urban School District Access and Opportunity Champion Award** is the Council's annual award for recognizing and celebrating a district access and opportunity champion in a Council member district who demonstrates leadership in developing programs or strategies designed to dismantle inequities within their district.

**Valeria Silva Award for Outstanding Contributions to English Learner Achievement** is the Council's award for an outstanding district administrator or school principal who has made significant and lasting contributions to improving the academic achievement for English learners (ELs).

**Chief Human Resource Officers Distinguished Service Award** recognizes exceptional leadership, innovation, and dedication to inclusivity and equity within the field of human resources in urban education.

**Bill Wise Award** is the Council's annual award to a Chief Financial Officer in a member school district who has demonstrated outstanding leadership in financial management.

**Information Technology Distinguished Service Award** is the Council's annual award to a Chief Information Officer for outstanding leadership in the area of information technology and/or management information services.

**Dr. Robert "Bob" Carlson Leadership Operations Award** is intended to be presented annually to a person service in the Chief Operating Officer or equivalent role from among the Council's member districts that displays outstanding leadership, contributes to the ongoing work of the Council, and upholds high moral and ethical standards.

**Arthur Hanby Procurement Leadership Legacy Award** is given to celebrate the leaders who positively impact urban education in a role of Chief Procurement Officer, or equivalent role.

# COUNCIL STAFF

## Administration

Raymond Hart, *Executive Director*

Alka Pateriya, *Director of Strategy and Partnerships*

Teri Trinidad, *Director of Administration,  
Finance & Conferences*

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Delisa Nuñez, *Manager of Strategic Initiatives*

Alisa Adams, *Finance Manager*

Olivia Shaw, *Operations Administrative Specialist*

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and Partnerships*

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Kalin Hicks, *Communications Specialist*

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Michael Hinojosa, *Superintendent-in-Residence*

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Robert Carlson, *Senior Advisor*

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Akisha Osei Sarfo, *Director of Research*

Brian Garcia, *Research Manager*

Chester Holland, *Research Manager*

## LIST OF MEMBER DISTRICTS

Albuquerque	El Paso	Oklahoma City
Anchorage	Fayette County, KY	Omaha
Arlington	Fort Worth	Orange County, FL
Atlanta	Fresno	Palm Beach County, FL
Aurora	Guilford County, NC	Philadelphia
Austin	Hawaii Department of Education	Phoenix Union
Baltimore	Hillsborough County, FL	Pinellas County, FL
Birmingham	Houston	Pittsburgh
Boston	Indianapolis	Portland
Bridgeport	Jackson	Providence
Broward County, FL	Jefferson County, KY	Puerto Rico
Buffalo	Jersey City	Richmond
Charleston	Kansas City	Rochester
Charlotte-Mecklenburg, NC	Long Beach	Sacramento
Chicago	Los Angeles	St. Louis
Cincinnati	Madison	St. Paul
Clark County, NV	Memphis-Shelby County, TN	San Antonio
Cleveland	Miami-Dade County, FL	San Diego
Columbus	Milwaukee	San Francisco
Dallas	Minneapolis	Santa Ana
Dayton	Nashville	Seattle
Denver	New Orleans	Toledo
Des Moines	New York City	Tulsa
Detroit	Newark	Wake County, NC
Durham	Norfolk	Washington, D.C.
Duval County, FL	Oakland	Washoe County, NV
East Baton Rouge		Wichita
		Winston-Salem/ Forsyth County, NC



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