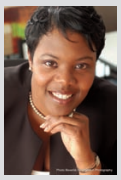
Council of the Great City Schools
Urban Educator
The Nation's Voice for Urban Education | March **2011** | Vol. 20, No. 2 | www.cgcs.org

IN THIS ISSUE



• Mayor's Pick in D.C., **p.3**
• Three Leaders Recognized, **p.5**
• Crusading Columbus Teen, **p.7**
LEGISLATIVE
• No Light at End of Tunnel, **p.10**

Urban Schools Get Report Card On Science Progress

Fourth- and eighth-grade students in big-city school districts recently received a report card on their performance in science on a rigorous national test -- the National Assessment of Educational Progress (NAEP).

The Nation's Report Card

The Nation's Report Card: Trial Urban District Assessment Science 2009 showed three districts -- Austin, Charlotte-Mecklenburg and Jefferson County (Louisville) -- scored at the national average among fourth graders of 17 urban school districts that volunteered for the NAEP. Only Austin scored at the national average among eighth graders.

Further, four districts -- Austin, Jefferson County (Louisville), Charlotte-Mecklenburg and Miami-Dade -- scored higher in both fourth and eighth grades when compared with the average scores for students in large cities. The San Diego and Boston school systems had higher scores in fourth grade, compared with their large city peers.

The urban-district science results follow

Science Progress *continued on page 4*



Council Executive Director Michael Casserly, second from left, shares a light moment in the closing conference session with Education Secretary Arne Duncan, left, and National Education Association President Dennis Von Roekel looking on, as American Federation of Teachers President Randi Weingarten reacts to the quip.

School and Union Leaders Converge In Labor- Management Collaboration

DENVER -- During nine months of contract negotiations between the Baltimore City Public Schools and the local teachers union, school system CEO Andres Alonso said that there was an agreement to never use the word "impasse."

The Baltimore Teachers Union reached a tentative accord with the school district that would link teacher pay to student performance. Teachers rejected the contract.

But rather than the parties departing the bargaining table with no deal, Alonso said that he believed more time was needed for teachers to understand and digest all the proposed changes. The district implemented communication strategies to provide essential information leading to the teachers union ratifying the contract this past November.

Alonso shared this story with groups of superintendents, school board presidents and teacher union leaders representing 150 urban, suburban and rural school systems across 40 states that assembled here in the Mile High City for a national conference on labor-management collaboration.

The U.S. Department of Education convened the two-day conference -- Feb. 15-16 -- titled "Advancing Student Achievement Through Labor-Management Collaboration" in partnership with the Council of the Great City Schools and other nation-

Collaboration *continued on page 5*

Urban Teachers Receive $25,000 Milken Awards

Tamara Garfiol is a third-grade teacher in Los Angeles and 90 percent of her students scored advanced or proficient in language arts on state tests.

Kimberly James is a teacher in Guilford County Schools in Greensboro, N.C., who started a school-wide reading program that led to students improving their reading scores on end-of-grade tests.

And 100 percent of students in Rachel Willis' class, a third-grade teacher in Atlanta, have met or exceeded grade-level standards for reading, English/Language Arts and math on the Criterion-Referenced Competency Tests. (CRCT).

These urban school teachers were among the 55 educators from across the nation to receive the 2010 Milken Educator Award, which recognizes outstanding K-12 educators. Sponsored by the Milken Family Foundation, recipients of the award receive a $25,000 cash prize.

In addition to big-city educators from Los Angeles, Greensboro and Atlanta receiving the Milken Award, educators in New York City, Chicago, Dallas, Fresno, Omaha, Sacramento, Seattle and Baton Rouge were also honored.



Rachel Willis, a third-grade teacher in Atlanta Public Schools, reacts with disbelief after it was announced she was a Milken Award winner.

Known as the "Oscars of Teaching," the Milken Awards were created in 1985 to provide educators with public recognition and to motivate, retain and attract talented people to the teaching profession.

An independent, blue ribbon committee appointed by each state's department of education recommends candidates based on criteria including:

- Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession; and

Milken Awards *continued on page 3*

Urban Educator

Executive Director
Michael Casserly

Editor
Henry Duvall
hduvall@cgcs.org

Associate Editor
Tonya Harris
tharris@cgcs.org

Council officers

Chair
Dilafruz Williams
Board Member, Portland, Ore.

Chair-elect
Beverly Hall
Superintendent, Atlanta

Secretary-Treasurer
Candy Olson
Board Member, Hillsborough County (Tampa)

A newsletter published by the Council of the Great City Schools, representing 65 of the nation's largest urban public school districts.

Albuquerque
Anchorage
Atlanta
Austin
Baltimore
Birmingham
Boston
Broward Co.
Buffalo
Charleston
Charlotte
Chicago
Cincinnati
Clark Co.
Cleveland
Columbus
Dallas
Dayton
Denver
Des Moines
Detroit
East Baton Rouge
Fort Worth
Fresno
Greensboro
Houston
Indianapolis
Jackson
Jacksonville
Kansas City
Little Rock
Long Beach
Los Angeles
Louisville
Memphis
Miami-Dade
Milwaukee
Minneapolis
Nashville
Newark
New Orleans
New York City
Norfolk
Oakland
Oklahoma City
Omaha
Orange Co.
Palm Beach
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
Sacramento
St. Louis
St. Paul
San Diego
San Francisco
Seattle
Shreveport
Tampa
Toledo
Washington DC
Wichita

All news items should be submitted to:
Urban Educator
Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. Suite 702 • Washington, DC 20004
(202) 393-2427 • (202) 393-2400 (fax)

D.C. Names Leader; St. Louis Keeps School Chief; Palm Beach, Seattle Superintendents Depart

District of Columbia Mayor Vincent Gray has given the nod to D.C. schools Interim Chancellor Kaya Henderson to lead the public school system in the nation's capital in his new administration.

Henderson would succeed former chancellor Michelle Rhee, who resigned the post in mid-October after leading the school system for more than three years. Henderson had been Rhee's top deputy. Her appointment is contingent on confirmation by the D.C. City Council.



Kaya Henderson

Contract Extended in St. Louis

Kelvin Adams became the superintendent of St. Louis Public Schools in 2008 and during his tenure, test scores have improved at all grade levels, the number of schools making Adequate Yearly Progress have increased and the district closed a $56.5 million budget gap.

As a result, Adams was given a three-year contract extension through June 2014.

"In just over two years, Dr. Adams has improved academics and stabilized the district's finances," said Melanie Adams, vice president of the Special Administrative Board. "He has the St. Louis Public School District moving in the right direction and the Special Administrative Board is very pleased to have him leading the district for another three years."



Kelvin Adams

Prior to becoming superintendent, Adams was the chief of staff for the Recovery School District of New Orleans in the aftermath of Hurricane Katrina.

Change in Palm Beach, Seattle

After serving at the helm for almost 10 years, Art Johnson, the superintendent of Florida's School District of Palm Beach County, recently announced his departure from the school system he has led since 2001.

Prior to taking the reins of the nation's 10th largest school district, Johnson held various positions in the school system, including principal, area superintendent, school board member and chief academic officer.

Bill Malone, the district's chief operating officer, has been named acting superintendent.

In Seattle, Superintendent Maria Goodloe-Johnson leaves the 47,000-student school system after nearly four years at the helm. She had formerly headed the Charleston County School District in South Carolina.

Chief Academic Officer Susan Enfield has been named interim superintendent by the Seattle school board.

Milken Awards *continued from page 2*

- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Since 1985, the Milken Awards have been presented to more than 2,400 k-12 teachers, principals and specialists, receiving more than $60 million.

City, County Schools To Merge in Memphis?

Residents of the City of Memphis recently voted to merge the Memphis City Schools with the surrounding Shelby County school system.

The Memphis school board in December voted to dissolve its charter in favor of a unified school system, which led to the March 8 referendum. Sixty-seven percent of the city voters said yes to the merger.

The consolidation of Tennessee's largest school system, with an estimated 111,000 city students, and the smaller county dis-

Memphis *continued on page 8*

Education Secretary To Address Council



Arne Duncan

U.S. Secretary of Education Arne Duncan will likely discuss the reauthorization of the Elementary Secondary and Education Act when he addresses the nation's urban school leaders on March 20 at the Council of the Great City Schools' Annual Legislative/Policy Conference in Washington, scheduled March 19-22.

Urban school leaders converging in the nation's capital will also discuss several legislative issues, including the American Recovery and Reinvestment Act, School Improvement Grants and the newly enacted Child Nutrition Act legislation.

Registration is available on the Council's website at www.cgcs.org.

College Board Releases AP Report to the Nation

Eagle Rock High School in Los Angeles offers students a number of Advanced Placement (AP) classes ranging from English literature, Spanish language, calculus, biology and psychology to history and government.

The large number of AP offerings is one of the reasons Eagle Rock was recently recognized as one of the top schools in the nation with the largest number of Latino and/or African American students experiencing success (a score of 3 or higher) on AP exams.

The *7th Annual AP Report to the Nation*, recently published by the College Board, reveals that nearly 17 percent of public high school students from the class of

AP Report *continued on page 6*

Science Progress *continued from page 1*

the NAEP science report card for the nation and states that was released in January, which showed "lackluster performance," said Alan Friedman, a member of the National Assessment Governing Board, which sets policy for NAEP. Students in the urban schools, on average, scored lower than their peers in the nation's public schools in science.

"With the new science assessment, we expect NAEP scores to rise over time to match or exceed the progress we've made in reading and math," says Michael Casserly, executive director of the Council of the Great City Schools, who noted that the nation's large city school districts narrowed the gap with the nation in those two core subjects by one-third between 2002 and 2009.

The 17 urban school systems volunteered for the NAEP to gauge achievement of their students based on a higher academic benchmark than many of the state-mandated tests. Seven of the districts are participating in the urban NAEP for the first time. Newcomers are Baltimore, Detroit, Fresno, Jefferson County (Louisville), Miami-Dade, Milwaukee and Philadelphia.

They join Atlanta, Austin, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Houston, Los Angeles, New York City and San Diego.

The NAEP measured students' knowledge and skills in physical science, life science as well as Earth and space sciences.

"Through ideas and innovation, these are the areas that will power our 21st century global economy and create jobs at every level," said Superintendent Carol Johnson of the Boston Public Schools, who participated in the Feb. 24 press conference to release the urban-NAEP results. "If we are to truly equip all our students to compete, then we must give them the tools to outthink and out-imagine their counterparts around the world."

To help improve science achievement in large city schools, Casserly, who also spoke at the press event, called for an acceleration of the development of national science education standards linked to the Common Core State Standards being adopted by states across the nation. "Without them and a strategy for moving forward, I fear the nation may never move beyond its incessant handwringing about our international science preeminence."

He also asked for additional help in developing and recruiting qualified science teachers, upgrading science laboratories, and providing science mentors to inner-city students.

Grade 4 Science Achievement

The new report showed that students in San Diego scored higher than students across California. And scores in Austin and Charlotte-Mecklenburg were not different than their peers in their respective states.

Six districts -- Austin, Boston, Charlotte, Jefferson County (Louisville), Miami-Dade and San Diego -- had average scores that were higher than the scores for their peers attending public schools in large cities.

Students in Atlanta, Houston and New York City had scores not statistically different from their counterparts in large cities. All other districts -- Baltimore City, Chicago, Cleveland, Detroit, Fresno, Los Angeles, Milwaukee and Philadelphia -- had scores lower than the large city average.

Grade 8 Science Achievement

The report also revealed that the 2009 average scores in Austin, Charlotte-Mecklenburg and San Diego were not statistically different when compared to their peers statewide. All other districts had average scores lower than their statewide averages.

One of the 17 big-city school districts -- Austin -- had average scores not statistically different than the national average for eighth-grade public school students. All other districts had lower scores than the national average.

Five districts -- Austin, Charlotte-Mecklenburg, Houston, Jefferson County (Louisville) and Miami-Dade -- had average scores higher than the scores for their peers attending public schools in large cities. San Diego had scores not statistically different from their large city counterparts and all other districts had lower scores than the large city average.

College Prep Program In Fresno Increases Higher Ed. Enrollment

Every day, students from high schools in California's Fresno Unified School District attend half-day classes at the Center for Advanced Research and Technology (CART), a state-of-the-art research and technology facility that combines rigorous academics with technical learning and real-world experience.

This education model known as Linked Learning has resulted in increased college enrollment, according to a newly released seven-year study.

Published by CART and the James Irvine Foundation, the study found that entrance rates to four-year colleges and community colleges were higher for CART students compared to non-CART students in California.

According to the study, 71 percent of students who participated in CART attended a community college, while 60 percent of non-CART students attended community college – a difference of 11 percentage points.

University enrollment for CART students was also higher, by two percentage points, compared to similarly matched non-CART students.

African American students showed the most dramatic results. The study revealed that 68 percent of African American students at CART entered community college compared to only 32 percent of African American graduates statewide. In addition, the number of African American CART students who entered California State University and the University of California was 10 percent higher, compared to African American graduates statewide.

Fresno *continued on page 11*

Collaboration *continued from page 1*

al education groups representing school teachers, administrators and boards of education.

"Collaboration is such a friendly-sounding word," said Secretary of Education Arne Duncan to open the conference. "But in practice, nothing is more demanding at the district level than collaborating on issues that take all of you far beyond your comfort zone."

The 150 school districts selected for the conference had to agree to participate with board presidents, superintendents and teacher leaders, as well as pledge to explore collaborative approaches in developing and implementing policies to improve student achievement.

Twelve school districts presented presentations on what is working for their districts in labor-management collaborations. Three of those districts -- Baltimore, Denver and Hillsborough County in Tampa, Fla. -- were members of the Council of the Great City Schools.

In Baltimore, a joint committee composed of representatives from the school system and the union has been established to oversee and implement the new contract.

In Denver, a collaboration between the school district and the Denver Classroom Teachers Association that began a decade ago resulted in the Professional Compensation System, or ProComp, which rewards schools and teachers for student achievement, especially in hard-to-serve schools.

In Florida's Hillsborough County school system in Tampa, teachers receive higher pay for student performance based on multiple evaluations in addition to taking on advanced responsibilities.

Some 23 urban school districts represented by the Council of the Great City Schools attended what the Department of Education considered its first-ever conference on labor-management collaboration. Urban school and teacher union leaders from Philadelphia to Minneapolis to Portland, Ore., took part in the summit.

"Urban school districts are not folding, but rising to the occasion in labor-management collaborations," said Council Executive Director Michael Casserly in closing remarks among the national partners of the conference. "We have nothing to lose in putting everything on the line for our kids."

Secretary Duncan told the gathering from the outset that when the conference ends, he hopes the delegations would leave with two messages: "First and foremost, student success must be the heart of the labor-management relationship." And, secondly, he hopes they would have taken away "the importance of a new narrative in school reform."

Philadelphia and Buffalo Superintendents Honored

Two big-city school superintendents — Philadelphia's Arlene Ackerman and Buffalo's James Williams -- were recently honored at the American Association of School Administrators (AASA) national conference.



Arlene Ackerman

Ackerman was the recipient of the 2011 Dr. Effie H. Jones Humanitarian Award, which honors leadership in educational equity and excellence.

She was selected by a panel of judges from the education community for her commitment to diversifying the field of education with high quality leaders and ensuring the best education for all students, especially minorities or those from economically disadvantaged families.

AASA Executive Director Daniel Domenech praised the School District of Philadelphia superintendent for being a passionate advocate for women and minorities throughout her career. "From her beginnings as a school teacher in St. Louis to leading the charge for reform in Philadelphia, Dr. Ackerman is a truly inspiring role model for young people across this country, and I cannot think of a more deserving re-

Honorees *continued on page 12*

Miami Superintendent Named Tech Savvy Leader of the Year



Alberto Carvalho

Under the leadership of Superintendent Alberto Carvalho, the Miami-Dade County public school system has launched a Links to Learning initiative that gives students and parents 24/7 access to digital resources; increased virtual school enrollment by 800 percent; and opened the iPrep Academy, which offers laptop computers for all students to use for classwork and homework assignments.

For his efforts, Carvalho was recently named one of the winners of the 11th Annual Tech-Savvy Superintendent Awards by the editors of *eSchool News*. The awards recognize 10 senior school district executives from around the nation who best exemplify outstanding leadership and vision in using technology to advance their district's educational goals.

Nominees were judged on 10 "hallmarks of excellence," including ensuring that technology resources are equitiably distributed among students and staff.

The editors praised Carvalho for leading the nation's fifth largest school system as it reinvents its business practices, instructional resources, content delivery and teaching methods. "Aware of the challenges facing large urban school districts, he [Carvalho] understands that technology can be the bridge by which these challenges and barriers to a high-quality education can be crossed," the editors wrote.

Carvalho was the only big-city superintendent to receive a Tech-Savvy Superintendent Award, which was created in 2001. Winners are nominated by people in the education field and then chosen by the editors of *eSchool News*.

NYC Launches Anti-Truancy Campaign

In New York City, approximately 20 percent of students, or more than 250,000, missed one month of school or more last year. In an effort to reduce truancy and chronic absenteeism in the nation's largest school system, district officials led by New York Mayor Michael Bloomberg have launched a multimedia campaign called *WakeUp! NYC*.

As part of the campaign, students have begun to receive phone calls with pre-recorded morning wake-up messages from celebrities such as former basketball player and businessman Magic Johnson and Mets baseball player Jose Reyes encouraging them to attend school.

Initially, the campaign will target 6,500 students who have missed 10 or more days of school this academic year. The students attend one of the 25 schools whose principals have volunteered to participate in the campaign, which will eventually be expanded districtwide.

To reach as many students as possible, the school district has partnered with local radio stations and Viacom, which operates youth-oriented networks such as MTV and BET. The media partners will run public service announcements and discuss the importance of attending school everyday on their radio and television shows. The media partners will also mention the campaign through social media such as Facebook and Twitter, using testimonials from formerly chronic absent students and their parents.

Magic Johnson, who recorded several messages for the campaign, said in a press release, "I am proud to be a part of this campaign. We need to do whatever it takes to let kids know that getting to school everyday is the best way to succeed in school."

In addition to the wake-up calls, students who have improved their attendance will receive "good news" phone calls congratulating them on their progress. And students whose absenteeism does not improve will receive absence alerts notifying them and their parents of their failure to attend school.

The *WakeUp! NYC* campaign builds on the work of a pilot program launched last year in June by Mayor Bloomberg's anti-truancy task force. Results from the program revealed that 22 of the 25 participating schools made progress. At the 10 elementary schools in the pilot program, chronic absenteeism decreased by 24 percent over last year. And at the eight participating middle schools, chronic absenteeism was down by 16 percent.

AP Report *continued from page 3*

2010 completed high school with at least one successful AP experience. And though still underrepresented in AP classrooms, more minority students are participating and succeeding in AP than in previous years. Within the past 10 years, the number of minority students graduating with a successful AP experience has more than doubled.

Eagle Rock High School was not the only big-city school praised in the report for exemplary programs to increase access to AP courses among traditionally underserved students. Four Miami-Dade County senior high schools were featured: Barbara Goleman, Coral Reef, Design and Architecture and Miami Killian. Also mentioned in the report were Michael E. DeBakey High School for Health Professions in Houston and Cypress Bay High School in Florida's Broward County school district.

"I am so proud of the Eagle Rock High School students, staff and community for this national recognition," said Los Angeles school board member Yolie Flores. "Not only is the number of Latino and African American students taking AP exams increasing, but more importantly, the number of Latino and African American students succeeding on AP exams is a testament to their hard work and dedication."

Through more than 30 college-level courses, each culminating in a rigorous exam, AP provides students with the opportunity to earn college credit, advanced placement or both. Research shows that students who score a 3 or higher on AP exams experience greater academic success in college.

Council Leader Named To Equity Commission



Michael Casserly

The Council of the Great City Schools' executive director, Michael Casserly, has been appointed by U.S. Secretary of Education Arne Duncan to serve on the Department of Education's Equity and Excellence Commission.

Casserly is one of 28 education, civil rights, law and corporate leaders to be named to the commission, which will examine the impact of school finance on educational opportunity and recommend approaches in improving school finance to increase equity and achievement.

The panel will look into disparities that give rise to the achievement gap, and will recommend ways to restructure school finance systems to achieve equity in the distribution of educational resources to advance student achievement.

'University of Subway' Teaches Business Skills To Detroit Students

Students at Central Collegiate Academy in Detroit will no longer have to leave campus if they want a sandwich from Subway restaurants. The restaurant has come to them.

Believed to be the first of its kind in the nation, a University of Subway has been launched at the school, aimed at teaching healthy eating lifestyles, fiscal responsibility, and entrepreneurship skills.

More than 24 students will participate in the university, where they will learn creation and production of services and products, and other relevant entrepreneurship skills by means of Subway as the business model.

Subway U. *continued on page 9*

Columbus Teen Becomes Crusader For Homeless Veterans

At age 15, many teen boys are thinking about sports, girls and video games. But one young man in Columbus, Ohio, is thinking about his grandfather, an Army veteran, and how he was treated when returning from the Vietnam war.

The idea of military veterans putting their lives on the line to protect the nation and then returning home to no home or shelter bothered DaVante Goins, a sophomore at Mifflin High School in Columbus. So, he did something about it.

Goins created a non-profit organization called Operation Shelter 4 Homeless Veterans, aimed at getting homeless veterans off the streets of Ohio's capital city.

His mission is to refurbish abandoned and vacant homes in Columbus, turning them into transitional housing for returning and homeless military veterans.

The idea for the organization came from the stories he heard from his grandmother about his grandfather's and other veterans' maltreatment in facing homelessness when they returned from Vietnam.

"I think it's criminal for a veteran to be homeless," Goins said in his organization's first published newsletter in late February. "...You shouldn't be able in the United States to put these two words 'homeless' and 'veterans' together."

He presented his idea to create an organization to help veterans to members of the Columbus City Council. He developed a business plan and established a board composed of a local judge, high school counselor, officials of the Ohio Civil Rights Commission and the National Skilled Trades Network, and other local business leaders.

The 15-year-old Goins is the founder and chief executive director of Operation 4 Homeless Veterans, and has adults serving in capacities such as director of housing, veteran affairs, community and public affairs, and operations.

"I was quite excited and I couldn't believe how this has snowballed," said Larry Farley, a career community resource coordinator at Mifflin High School, and a member of the board. "A 15 year old ...I mean I know when I was 15 years old I wasn't thinking about things like this."



Student DaVante Goins receives recognition from Columbus Public Schools Superintendent Gene Harris, right, as Mifflin High School Principal Jonathon Stevens looks on.

Goins has captured the attention of the local Columbus news media. "We want to clean up Columbus and get homeless veterans off the street," he told the *Call & Post* newspaper, pointing out that there are 5,700 abandoned and vacant homes in the city that could be converted into transitional homes for homeless veterans.

In early February, Columbus Public Schools Superintendent Gene Harris recognized the teen for creating the organization to help homeless veterans by awarding him a certificate of appreciation.

"I want to tell you about an extraordinary young man -- Mifflin HS sophomore DaVante Goins," she said at a Columbus Board of Education meeting. "Remember his name because I doubt this will be the last time you'll hear it because he's certainly going places."

Anchorage Principal Named to National Post



Denise Greene-Wilkinson

Principal Denise Greene-Wilkinson of Polaris K-12 School in Anchorage, Alaska, has been named 2011 president-elect of the National Association of Secondary School Principals.

The schoolhouse leader campaigned on a platform emphasizing effective principal advocacy, quality and timely professional development for principals, and working to ensure funding of federal mandates and to forge alliances with other national education groups in the nation's capital.

The Anchorage School District has made a national presence in urban education policy in Washington over the past several years. Superintendent Carol Comeau led the Council of the Great City Schools as chair of the board from 2007 to 2008.

100 Percent College Acceptance At Denver School

The primary focus of the Denver School of Science and Technology (DSST): Stapleton High School is to prepare students for college. One way the school does this is by requiring students to participate in a college planning and advisory program that begins in the 6th grade.

The school is fulfilling its mission because it recently announced that all 86 students of the Class of 2011 have been admitted to at least one four-year college or university.

This is the fourth year in a row that 100 percent of the senior class was accepted to a post-secondary institution, following in the footsteps of students in DSST's graduating classes of 2008, 2009 and 2010.

The Class of 2011 is a diverse group of students, with 59 percent minority and 35 percent from economically disadvantaged homes. In addition, 37 percent of the students are the first in their family to attend college.

"…Our students and staff continue to demonstrate that regardless of economic background, race or parent educational background, ALL students can be prepared and attend a four-year college," said Bill Kurtz, CEO of DSST Public Schools, which operates the school in grades 6 - 12 as part of the Denver Public School System.

Memphis *continued from page 3*

trict, with about 47,000 suburban students, is not expected to occur overnight.

Although the Memphis mayor and superintendent support the merger, some officials in the county oppose it.

Memphis City Schools Superintendent Krimer Cash said in the *Wall Street Journal* that some people in metropolitan Memphis have a dim view of the schools, but their view is outdated. He noted that the school system has more than a 70 percent high-school graduation rate.

School District in Tampa Introduces Golf To Teach Success Skills

Students in Hillsborough County Public Schools in Tampa, Fla., are learning the game of golf at an early age through a unique golf program in the district's elementary school's physical education curriculum.

The Golf Academy, a collaboration with the national First Tee program, focuses on nine core values -- respect, integrity, judgment, confidence, sportsmanship, responsibility, perseverance, honesty, and courtesy, -- through golf instruction and golf related skills. The program is funded by a Florida Junior Golf Council grant.

Franklin Middle School, which was struggling to meet state and national achievement standards, was the first school in the district to implement the Golf Academy. With more than 93 percent of Franklin's students eligible for free or reduced lunch, the Golf Academy is an attempt to further provide skills for success.

The program provides eight hours a week of golf at local courses, and a recent partnership with the Tampa Sports Authority has created access to municipal golf courses and a new on-campus practice green. The participating students are provided golf clothing and have attended professional golf tournaments and the National Black Golf Hall of Fame, as well as toured and played the short course at the World Golf Hall of Fame in St. Augustine, Fla.

Franklin's golf coach has witnessed students in the Golf Academy blossom into student leaders with improved social, problem-solving, and time management skills and have gained new methods for dealing with conflict. The school's attendance and student achievement have increased and discipline referrals have decreased.

In addition to the 42 schools in the school system already using the program, the school board recently accepted a $20,000 grant from the Florida Junior Golf Council to extend the program to 10 Title 1 schools.



Franklin Middle School students swing clubs at the Golf Academy.

Council Announces Guest Speakers for Fall Conference in Boston

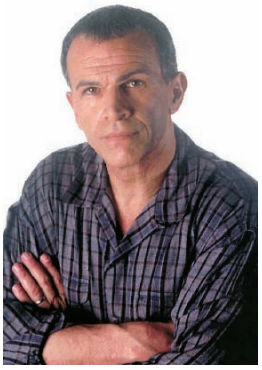
Environmental leader Robert Kennedy Jr., actor and education advocate Tony Plana and author and youth mentor Wes Moore will be the featured guest speakers at the Council of the Great City Schools' Annual Fall Conference, October 26-30, in Boston.



Kennedy serves as senior attorney for the Natural Resources Defense Council and is also a clinical professor and supervising attorney at Pace University School of Law's Environmental Litigation Clinic. He is credited with leading the fight to protect New York City's water supply and has worked on environmental issues across the Americas, assisting several indigenous tribes in Latin America and Canada in successfully negotiating treaties protecting traditional homelands.


Robert Kennedy Jr.

Kennedy is the author of three books and his articles have appeared in numerous publications, including the *New York Times,* the *Washington Post,* the *Los Angeles Times, Newsweek* and the *Wall Street Journal.*


Tony Plana

Tony Plana is an actor whose career in film, television and theater spans almost 30 years. One of his best known roles is "Ignacio Suarez," the father of Betty on the hit television show *Ugly Betty.* He has also starred in more than 60 feature films, including *JFK, Nixon, An Officer and a Gentleman, Lone Star, Primal Fear* and *Havana.*

Plana is the co-founder and executive artistic director of the East L.A. Classic Theatre, dedicated to serving the Latino community through educational outreach programs to primary and secondary schools.

The group has created an innovative literacy program called Beyond Borders: Literacy through Performing Arts. Working directly with language arts teachers, Beyond Borders utilizes the performing arts to impact literacy skills in academically at risk and bilingual students. The program has proven so successful in accelerating student achievement of district and state literacy standards that it is being implemented in five school districts in southern California.


Wes Moore

Also addressing the conference is Wes Moore, an Army combat veteran and former special assistant to Secretary of State Condoleezza Rice.

In 2000, *The Baltimore Sun* ran an article about how Moore had just received The Rhodes Scholarship. At the same time, *The Sun* was running stories about four African-American men who were arrested for the murder of a Baltimore police officer. One of the men convicted was just two years older than Moore, lived in the same neighborhood, and was *also* named Wes Moore.

Wondering how two young men with the same name could arrive at two completely different destinies, Moore visited the other Wes in prison and discovered startling parallels between their lives: both had difficult childhoods, both were fatherless, and both had trouble in the classroom, yet at each stage of their lives they headed down different paths.

Inspired by his experience and findings, he penned *The Other Wes Moore: One Name, Two Fates*, a memoir about his life and that of the other Wes Moore. Seeking to help other young people to redirect their lives, Moore is committed to being a positive influence and helping kids find the support they need to enact change.

Subway U. *continued from page 6*

The university includes online classes and a curriculum that prepares the students for careers such as "sandwich artist," shift supervisor, managers, and franchise owners. After completing the curriculum, students will receive hands-on training at the school from Subway staff, and bread ovens will be installed so students can prepare meals for their fellow classmates.

"This is a great opportunity for our students to learn about management skills, accounting, profit and loss, supply chain management, and also the importance of team work," said Steven McGhee, principal of Central Collegiate.

The Subway University program will be initially funded by Title I funds and partners in the program include the U.S. Foodservice and Wayne State University's Biztech Summer Internship Program. These partnerships will aid the development and success of the program, and maintain that the program's curriculum is aligned with real-life business practices.

No Light at the End of the Financial Tunnel

By Jeff Simering, *Director of Legislation*



State and local revenues have always been one of the last areas to improve after an economic downturn. Now, the National Governors Association projects state financial shortfalls of nearly $175 billion through 2013 on top of the $230 billion in budget gaps between 2009 and 2011. Local revenues, moreover, continue to fall with declining real estate values and continuing unemployment. The federal government, which provided a financial lifeline for school years 2009-10 and 2010-11 with its "stimulus" legislation, is now embroiled in setting a full-year continuing funding resolution that cuts education aid for school year 2011-12. And there is little light to be seen at the end of this very long tunnel.

The House of Representatives passed a full-year FY 2011 Continuing Resolution (H.R. 1) designed to cut $100 billion from the federal budget in the current fiscal year after the new freshman class rejected a cut of some $74 billion as inadequate. Specifically, H.R. 1 proposed cuts of some $5 billion in education, not counting a reduction in the Pell Grant financial aid program for low-income college students.

The major education cuts included $694 million (-4.8 percent) in Title I for disadvantaged children, and $558 million (-4.8 percent) in IDEA for children with disabilities as well as hundreds of millions in cuts to other programs such as Title II-D Technology Education ($100 million), Vocational Tech-Prep Education ($102 million), and Striving Readers ($339 million total). A House amendment ultimately restored the $558 million in IDEA funds, but cut an additional $336 million from School Improvement Grants and $500 million in Title II Teacher Quality grants.

While negotiations proceed on full-year funding levels for the remaining seven months of FY 2011, Congress has now extended a short-term Continuing Resolution into mid-March along with a $4 billion down payment on future FY 2011 budget cuts. But, one can only speculate on the total cuts in critical federal elementary and secondary education programs because the Senate has yet to take up a full-year Continuing Resolution.

Moreover, the prospects for federal education funding in future years remain uncertain. Although pledging to freeze federal domestic discretionary funds, the Obama Administration has placed a high priority on education investments, although most of the prospective increases would come in competitive rather than formula grants. And the House of Representatives has now demonstrated that cuts to most federal education programs are fair game.

Unfortunately, there is no new federal bailout to counterbalance the continuing financial problems of school districts in the next year and beyond. The threshold question is whether the federal government will maintain its historic support for poor, minority, language minority, and students with disabilities. The answer will come in the FY 2011 Continuing Resolution and the FY 2012 Budget Resolution and Appropriations bill. It is crucial that urban school districts and their constituent groups engage their congressional delegations as these essential decisions are made this year.

Cleveland District Launches Financial Literacy Program

The Cleveland Metropolitan School District recently joined forces with six Cleveland financial institutions to launch a new financial literacy education program for students.

The Making Money Matter Program (M3P) aims to not only provide students with lessons in finance and economics and introduce them to careers in the finance industry but also help to improve student test scores in math and social studies. The program's curriculum is aligned to the district's mathematics and social studies standards and Ohio's Academic Achievement Assessment.

The M3P program was the brainchild of Eugene Sanders, the recently departed CEO of the Cleveland school system, who approached officials at a local bank in an effort to spearhead a joint partnership between the financial industry and the school district.

For the past two years, a committee of bankers has worked together with school system officials to create a quality financial literacy education program. Last spring, a pilot program of the new curriculum was tested in two eighth-grade classes at R.G. Jones School.

And last summer, a $25,000 grant was presented to the school district to implement and expand the M3P program, which was incorporated into the curriculum of 15 classes at seven K-8 schools for the 2010-2011 school year.

Evaluation results from the program are not in yet, but students and teachers have praised the program and district officials believe the program will result in improved test scores for students.

"The need to provide a quality financial

Cleveland *continued on page 11*



Atlanta Grad, Ivy Leaguer Returns to Teach

Matt Westmoreland, who graduated from Grady High School in Atlanta and subsequently went on to study and graduate from Princeton University, shares a laugh with students at Atlanta's Carver Early College. He returned to an Atlanta Public Schools classroom to teach because "I was becoming increasingly passionate about urban education," he said in the school district's newspaper. While a Grady High student in 2005, Westmoreland participated as a panelist in a Council of the Great City Schools' national town hall meeting on high school reform.

Fresno *continued from page 4*

CART was created in 1999 as a partnership between California's Fresno and Clovis school districts. Eleventh- and twelfth-grade students from 15 high schools are bused to CART where they attend classes taught by teams of instructors from both education and business.

As part of the Linked Learning education approach, CART is organized around four career clusters: professional sciences, engineering, advanced communications and global economics. Within each cluster are several career specific laboratories in which students complete industry-based projects and receive academic credit for advanced English, science, social science and technology.

More than 1,300 students are enrolled in one of 13 labs ranging from human behavior and psychology to biomedical engineering and forensic science.

"CART is doing an amazing job connecting students in the classroom with relevant instruction that will inspire them to achieve academically and to motivate them to pursue higher education," said Fresno Unified Superintendent Michael Hanson. "In an increasingly competitive global market, CART is giving students a head start on skills that will actually give them an edge in the workplace."

In addition to Fresno, many big-city school districts in California are implementing the Linked Learning approach, including Los Angeles, San Diego, Sacramento and Long Beach.

The report, *A Model for Success: CART's Linked Learning Program Increases College Enrollment*, can be found at: www.irvine.org/cart

Game Design Program In Greensboro to Expand To State and Nation

Video games are a popular pastime for the nation's teens so two teachers in Guilford County Public Schools in Greensboro, N.C., have developed a video game curriculum for students.

Roy Kimmins Jr., a teacher at Weaver Academy, and Phyllis Jones, a teacher at Page High, created two courses in game design that will be used in all North Carolina schools beginning in 2012.

The courses not only will teach students how to be a video game designer, but also offer students lessons in statistics, probability, and geometry that could help them attain jobs in a growing industry. North Carolina currently ranks second in the game design field.

"Schools are looking for anything that will hook the student, keep them interested, and keep them coming back to school," said Kimmins, "and I think game design definitely fits the bill."

In addition, the courses will be made available to schools nationwide through a multi-state consortium, Education by Design (EBD), which provides ready-made courses to schools across the nation.

Kimmins and Jones will be helping EBD train other instructors in these courses. "We're setting the standard for where things are going…and could end up affecting thousands of students across the country," said Kimmins.

Cleveland *continued from page 10*

education to better prepare our students for their future is more imperative than ever in today's economic climate," said Sanders in a press release. "To have the commitment to our students from the financial industry sends an encouraging message to the community that education is indeed everyone's business."

Council of the Great City Schools
1301 Pennsylvania Avenue, NW
Suite 702
Washington DC 20004

PRESORT
FIRST-CLASS MAIL
U.S. POSTAGE PAID
MERRIFIELD, VA
PERMIT NO. 2333

Honorees *continued from page 5*

cipient for this prestigious honor."

The award is named for Effie Jones, a former organizer of the Office of Minority affairs at AASA, who was a champion of women and minorities in educational leadership and worked to close the achievement gap between children of all demographics.

Music Education Advocate

Also receiving an award was James Williams, the superintendent of New York's Buffalo Public Schools, who was the recipient of the sixth annual Administrator Award for Distinguished Support of Music Education.



James Williams

Sponsored by the VH1 Save the Music Foundation, the award is presented to one superintendent or school CEO who has shown outstanding commitment to restoring music education in his or her school district.

Since being named superintendent of the Buffalo school system in 2005, Williams has established a budget specifically for music education and developed an All-City Chorus, All-City Marching Band, summer band camps and full-day middle school music camps that provide band, choral and orchestral instruction. He also has upgraded music facilities throughout the district and established music programs that had been eliminated in previous years.

And during his tenure, the Buffalo school district was awarded a million- dollar federal grant to provide professional development, mentors, video cameras and instruments to novice art and music teachers.

"…It's always been my belief that the introduction of music to young people opens up worlds of essential thought and creativity," said Williams. "And you never know how far the inspiration of music will take a child."

Educators Rewarded In Houston

Houstin Independent School District recently paid $42.2 million in performance awards to teachers, principals, and other staff for their work in boosting student achievement. The bonuses reportedly were awarded to more than 16,500 educators.



'Zoo School' Program Opens in Birmingham

Students at Alabama's Birmingham City Schools spend a week at the city's zoo in a program called Trails of Africa ZooSchool, an interdisciplinary program that incorporates science, math, social studies and English language arts in teaching seventh graders about Africa. "This is no ordinary field trip to the zoo," said Birmingham Schools Superintendent Craig Witherspoon, pictured with students and an elephant.