

Staffing Levels in the Dallas Independent School District

Submitted to the
Dallas Independent School District

By the
Council of the Great City Schools



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INTRODUCTION

The Dallas Independent School District (DISD) is the twelfth largest public school system in the nation and the second largest in Texas. The school system serves a diverse enrollment of some 160,000 students of whom about 64 percent are Hispanic, approximately 30 percent are African American, 5 percent are white, and 1 percent are from other groups. Students enrolled in the school system speak almost 70 different languages. Some 84 percent of the district's students are eligible for a free or reduced-price lunch, and about 32 percent are English learners.

The district operates 225 schools (including 157 elementary schools, 29 middle schools, 24 high schools, 8 magnet high schools, and 7 alternative schools) and 19 athletic facilities.

The school district is governed by a nine-member board of trustees, whose members are elected by geographic sub-districts for terms of three years each. The terms are staggered so that the board maintains a number of veteran trustees as new members are elected. The board of trustees, which has received substantial training from the Center for the Reform of School Systems, establishes policies by which schools operate. In the policy-setting process, the board identifies needs and establishes priorities for the school system, allocates financial and human resources among the priority areas, and evaluates school performance. The board is empowered to provide tax monies for school maintenance and operations, and it submits bond issues for the construction of school facilities to the voters in the Dallas community. The board also hires the superintendent to serve as the district's chief instructional and executive officer.

The superintendent, who was appointed four years ago and is a graduate of the Dallas school system, oversees the district's administrative operations and has six direct reports.

The school system is financially independent and runs on an annual budget of about \$2.0 billion.

The Dallas Independent School District has seen both substantial success and a number of significant challenges over the last several years. Most notably, the district has seen important progress in the academic achievement of its students. Data compiled each year by the Council of the Great City Schools in its *Beating the Odds* reports indicate that the Dallas school system has improved faster than statewide averages in every grade tested in reading and math. Approximately 80 percent of the district's students read at the proficient level or above on the Texas Assessment of Knowledge and Skills, and about 75 percent score at this level in math. Also, the gap between whites and African Americans and whites and Hispanic students is steadily narrowing.

Recently, the district also was informed that 103 of its schools earned the designation of either “exemplary” or “recognized” by the Texas Education Agency. That was the highest number of schools in the district with such designations since the state started awarding them.

Moreover, a study released by the Brookings Institution in the spring of 2009, indicated that the Dallas school district had made significant gains between 2000 and 2007 in improving overall academic attainment and closing achievement gaps, compared with both its urban peers nationally and other school systems in the state. The school system was also cited by the National Center for Educational Achievement for having instructional systems that were consistent with the nation’s fastest improving urban school districts.

In general, the school district operates under a theory of action that incorporates managed instruction and earned flexibility or empowerment. The approach involves clear academic standards, well-articulated and coherent curriculum, efficient business operations, transparent accountability procedures, regular student assessments and interventions, and sharp data systems. The overall approach has put the school system at the forefront of urban school system reform nationally.

However, the school district has struggled over the last several years, particularly in the area of finances. The system was found to have substantially overspent its budget and badly depleted its reserve fund. The problems triggered a substantial loss of public confidence in the school district’s leadership and administration and resulted in substantial personnel cuts. The district has responded by moving aggressively to slice staff, beefing up its position control system, replacing regional units, and streamlining administrative layers. Part of the impetus for this report emerged from these challenges.

PURPOSE OF REPORT

The Board of Trustees of the Dallas Independent School District (DISD) asked the Council of the Great City Schools, the nation’s primary coalition of large urban school systems, to examine the staffing levels of the school system and determine whether the numbers of staff members employed were appropriate for a district serving as many students as DISD does. The Council was not asked to examine the organizational structure of the district itself, but to focus on staffing levels.

The Council has conducted nearly 180 studies of its member urban school systems over the last 10 years in areas ranging from organizational structure to curriculum, financial systems to transportation, and food services to personnel operations. A list of reviews conducted by the organization is presented in the appendix of this report.

METHODOLOGY

The question the Board of Trustees of the Dallas Independent School District asked was, “Are we over-staffed?” This is an important question that local policymakers do not always ask when facing budget shortfalls. The norm is that school districts apply across-the-board cuts while trying to save as many teachers and other classroom positions as possible.

As important as the question is, however, it is not an easy one to answer with complete confidence. In attempting to address the board’s query, the Council of the Great City Schools relied on two sources of data.

First data source: Seven other large urban school systems

The first data source involved a number of selected large urban school systems from across the country that were similar to Dallas in size and composition. The districts chosen were—

- * Broward County (Fort Lauderdale, FL)
- * Chicago
- * Duval County (Jacksonville, FL)
- * Orange County (Orlando, FL)
- * Hillsborough County (Tampa, FL)
- * Houston
- * Miami-Dade County (FL)

None of these school systems look exactly like Dallas, but all are similar in total enrollment, size of budget, and general demographic characteristics. Council staff made a site visit to Dallas and collected data on numbers of staff members by broad category. The Council then developed a survey based on these broad categories and asked each of the selected districts to tell us their numbers of filled staff positions and total personnel expenditures—salary and benefits—in each broad area as of December 31, 2008. Districts were asked for data on the following—

- * Total student enrollment (headcount) for school year 2008-09
- * Total general operating (GO) funds for FY 2009 (excluding categorical funds, external grants, and capital funds)
- * Total district full-time equivalent employees (FTEs) funded by FY 2009 GO funds
- * Total central office FTEs funded by FY 2009 GO funds
- * Total central office manager FTEs and percentages of FY 2009 GO funds. These positions included superintendent, deputy superintendents, associate superintendents, assistant superintendents, executive directors, managers, supervisors, administrative staff, department/divisional/unit heads, and all other staff with managerial or supervisory responsibilities, including—

1. Managers (total FTEs) with managerial/supervisory responsibilities who report to the superintendent
 2. Total central office managers (FTEs) who have managerial/supervisory responsibilities for school leadership/campus administrative support services (including regional/area/cluster office administrators)
 3. Total central office managers (FTEs) who have managerial/supervisory responsibilities for academics/teaching, learning/curriculum, and instructional services
 4. Total central office managers (FTEs) who have managerial/supervisory responsibilities for auxiliary/student services (including youth and family services/health services/counseling/psychological services/other)
 5. Total central office managers (FTEs) who have managerial/supervisory responsibilities for business services/operations (including finance/information technology / human resources/ facilities/ maintenance/ custodial/ transportation/ food services/ other)
- * Total central office support personnel FTEs (including coordinators/ specialists/ analysts/ office assistants/ support staff/ and others who report to central office managers).

When data were returned from the selected districts, Council staff reviewed it for completeness and potential inconsistencies and followed up with phone calls and emails to clarify and verify the data.

Second Data Source: NCES Common Core of Data, 2006-2007

The second source of data that the Council used to answer the school board's question involved the Common Core of Data for 2006-07 (most recent) available through the National Center for Education Statistics (NCES) of the U.S. Department of Education. The NCES has an extensive array of data on every school district in the nation, including data on staffing levels by category and expenditures. NCES has an extensive array of staffing categories, but the Council chose to focus on district (LEA) administrators, school administrators, teachers, and total staff members. Each variable is presented on a per-student basis in order to correct for district enrollment size. The variables are defined as follows—

- * LEA administrator: Chief executive officers of education agencies, including superintendents, deputies, associate and assistant superintendents, and other persons with districtwide responsibilities, e.g., business managers, administrative assistants, and professional instructional support staff, but excluding supervisors of instructional or student support staff.
- * School administrator: Staff members, whose activities are concerned with directing and managing the operation of a particular school, including principals,

assistant principals, and other assistants; and those who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

- * Teacher: An individual who provides instruction to prekindergarten, kindergarten, grade 1-12, or ungraded classes: or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.
- * Student: An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

The Council analyzed the data by comparing Dallas with:

- all urban school members of the Council of the Great City Schools
- all school districts in the country with enrollments above 50,000 students
- all school districts in Texas with enrollments above 15,000 students.

The Council also placed each of these groups along a single scale composed of all school districts in the nation with enrollments of at least 15,000 in order to determine where each of the three comparison groups were in relation to one another. This “Fixed National Ranking Measure” is further explained in the Analysis Section.

The Council used broad categories for defining staffing levels because of the inconsistencies in reporting that are seen as one moves down the organization structure to the function and department levels. Even in circumstances where uniform definitions are provided for reporting district data, as is the case with NCES data, school systems often interpret the staffing definitions differently. In addition, school systems often organize themselves differently and place the same job titles, functions, and activities in different departments. Also, school districts privatize or outsource some functions and staff, and count the affected staff differently. To avoid these anomalies as much as possible, this analysis devoted itself to broad staffing categories and numbers. The Council did everything feasible, given the anomalies, to ensure that the counts were as comparable as possible from one city to another. Still, the reader should understand that some irreconcilable inconsistencies remain in the numbers.

ANALYSIS

Selected Large Urban School Systems

The Council examined the staffing levels of a number of selected large urban school systems that were similar to the Dallas Independent School District (DISD) in size and demographic characteristics. The tables below show school district enrollment in 2008-09, demographic characteristics, numbers of district staff in broad managerial categories, and personnel expenditures on the staff in those categories.

The survey data indicate that in the 2008-2009 school year, the DISD employed some 17,636 individuals (FTE) with general operating funds—including teachers—or about one staff member for every 8.9 students. This level constituted a slightly higher number of staff than the selected comparison districts. (The next section of the analysis differentiates between teachers and staff.)

With general operating funds, Orange County employed one staff member for every 9.3 students; Hillsborough County, one staff member for every 9.7 students; Broward County, one for every 9.9 students; Houston, one for every 10.2 students, Miami-Dade County, one for every 10.4 students; and Duval County (Jacksonville), one staff member for every 12.6 students. Chicago employed one staff member for every 13.7 students.

Exhibit 1. Dallas Enrollment, Demographics, Staffing, and Personnel Spending, Compared with Other Selected Cities in 2008-09

	Dallas	Broward County	Chicago	Duval County
Enrollment	157,236	255,738	407,955	125,423
% African American	30	37	48	44
% Hispanic	64	25	38	6
% English learner	32	10	16	3
% FRPL	84	42	75	41
District Employees	17,636	25,760	29,842	9,949
Per student	8.9	9.9	13.7	12.6
Central Office FTEs	2,198	3,785	1,523	1,058
Per student	71.5	67.6	267.9	118.5
Central Office Mgrs	324	110	439	132
Per student	485.3	2,324.9	929.3	950.2
Superintendent Reps	11	21	20	2
Per student	14,294.2	12,178	20,397.8	62,711.5
School Mgrs	14	16	39	9
Per student	11,231.1	15,983.6	10,460.4	13,935.9
T&L Mgrs	65	22	155	26
Per student	2,419.0	11,624.5	2,632	4,824
Aux Mgrs	5	5	68	4
Per student	31,447.2	51,147.6	5,999.3	31,355.8
Business Svc Mgrs	229	46	157	91
Per student	686.6	5,559.9	2,598.4	1,379.4
Cent. Office Support	1,874	3,675	1,084	604
Per student	83.9	69.6	376.3	207.7
General Operating	\$1,236,259,299	\$2,120,429,945	\$3,550,283,000	\$750,965,910
Cent. office % GO	12.0	14.7	3.7	9.7
Cent. ofc mgr % GO	2	0.4	1.5	2.3
Other cent.ofc% GO	10	14.3	2.2	5

	Orange County	Hillsborough County	Houston	Miami-Dade County
Enrollment	174,923	205,529	200,225	342,678
% African American	28	22	29	27
% Hispanic	31	27	59	61
% English learner	19	12	19	16
% FRPL	47	49	59	59
District Employees	18,793	21,238	19,678	32,795
Per student	9.3	9.7	10.2	10.4
Central Office FTEs	2,480	1,719	3,429	3,309
Per student	70.5	119.6	58.4	103.6
Central Office Mgrs	67	372	502	200
Per student	2,610.8	552.5	398.9	1,713.4
Supervisory Mgrs	12	3	10	2
Per student	14,576.9	68,509.7	20,022.5	171,339
School Mgrs	6	7	75	53
Per student	29,153.8	29,361.3	2,669.7	6,465.6
T&L Mgrs	13	126	64	46
Per student	13,455.6	1,631.2	3,128.5	7,449.5
Aux Mgrs	1	9	23	8
Per student	174,923	22,836.6	8,705.4	42,834.8
Business Svc Mgrs	35	227	330	91
Per student	4,997.8	905.4	606.7	3,765.7
Cent. Office Support	2,413	1,347	2,426	2,890
Per student	72.5	152.6	82.5	118.6
General Operating	\$1,437,602,139	\$1,767,049,965	\$1,685,568,931	\$2,450,823,545
Central ofc % GO	13.2	5.0	7.7	7.5
Cent. ofc mgr % GO	0.4	1.2	2	1.1
Other cent ofc %GO	12.8	3.8	5.7	6.4

The data also show the number of full-time equivalent (FTE) individuals working in the central offices of the selected districts. The numbers indicate that Dallas ISD employed some 2,198 people in a districtwide capacity or about one staff member for every 71.5 students. Other comparison districts ranged from one central office staff member for every 58.4 students in Houston to one central office staff member for every 267.9 students in Chicago. These data suggest that the total number of individuals employed in a central office or regional role in the Dallas ISD is well within the range of the selected comparison districts and is not inordinately high or low.

The data, moreover, show considerable variation as one looks at specific types of central office staff. For example, Houston reports having one central office manager for every 398.9 students or 502 individuals, while Orange County reports having one for every 2,610.8 students or 67 individuals. Dallas is within the range of the selected districts with one central office manager for every 485.3 students or 324 individuals.

Likewise, there is considerable range across the districts in the numbers of individuals with managerial or supervisory responsibilities for school leadership and campus administrative support. Houston reports having one such staff member for every 2,669.7 students, while Hillsborough County reports having one for every 29,361.3 students. Dallas, once again, is within the range of the selected districts with one such staff member for every 11,231.1 students.

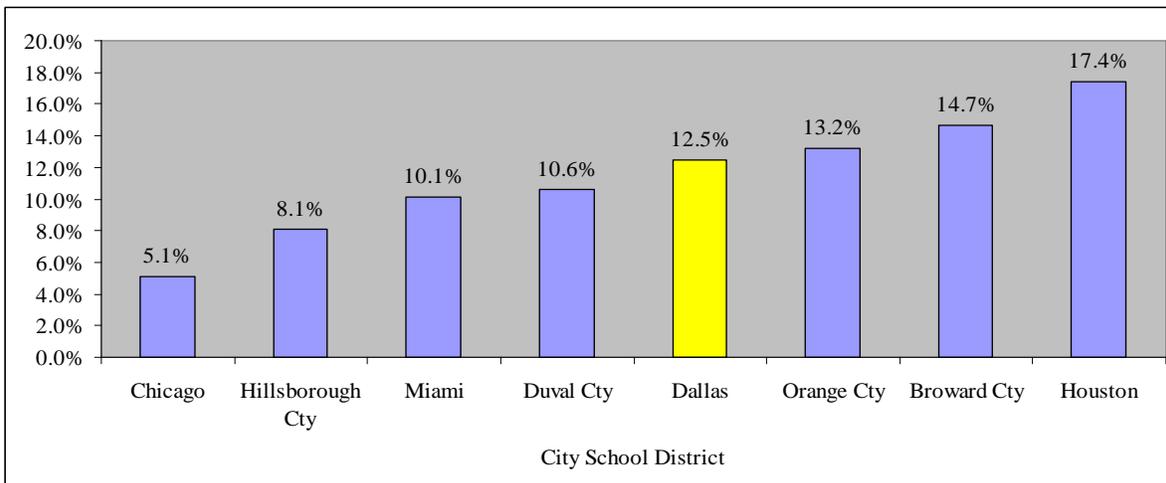
The Dallas schools are also within the range of the selected districts in terms of numbers of executive staff positions (1:14,294.2), teaching and learning staff (1:2,419.0), business services and operations staff (1:686.6), and central office support personnel (1:83.9). See Exhibit 2.

Exhibit 2. Ranges of Staff Ratios in Selected City School Districts, Compared with Dallas

Staff Ratios	High	Dallas	Low
Central office	Houston (58.4:1)	71.5:1	Chicago (267.9:1)
Central office mgr	Houston (398.9:1)	485.3:1	Broward Cty (2,610.8:1)
Super mgrs	Broward Cty (12,178:1)	14,294.2:1	Miami (171,339:1)
School mgrs	Houston (2,669.7:1)	11,231.1:1	Hillsborough Cty (29,361.3:1)
T&L mgrs	Hillsborough (1,631.2:1)	2,419.0:1	Orange County (13,455.6:1)
Aux mgrs	Chicago (5,999.3:1)	31,447.2:1	Orange County (174,923:1)
Business svc mgrs	Houston (606.7:1)	686.6:1	Broward Cty (5,559.9:1)
Central office supp	Broward Cty (69.6:1)	83.9:1	Chicago (376.3:1)

Exhibit 3 shows all central office staff as a percentage of all district teachers and staff in Dallas and in the selected city school districts. The data indicate that the central office staff members of the Dallas ISD comprise about 12.5 percent of all district teachers and staff. This places the school district in about the middle of the comparison districts, whose percentages of central office staff members ran from 5.1 percent in Chicago to 17.4 percent in Houston.

Exhibit 3. Central Office Staff as a Percentage of All District Teachers and Staff



Comparison Groups Based on NCES Data

The Council also analyzed data from the National Center for Education Statistics, which provides a national bank of staffing figures for every school district in the nation. The Council used the data to compare Dallas with three “comparison groups”—

- the 67 urban school members of the Council of the Great City Schools,
- all school systems of all kinds in the nation with enrollments of at least 50,000 students, and
- all school systems in Texas that enrolled at least 15,000 students.

The analysis involved extracting enrollment data, total staff from the 12 staffing categories reported, total teachers, LEA administrators, and school administrators. The Council then calculated the teachers-to-total staff percentage, the pupils-to-teacher ratio, pupils-to-total staff ratio, and the pupils-to-total-administrator ratio (including LEA administrators and school-based administrator ratios).

The Fixed National Ranking Measure

To make the data comparable for each staffing category across all three comparison groups, the Council first defined a more inclusive group of school districts—the 15K National Group—that included all the school districts in each of our comparison groups (plus many more), namely, the group of all school districts in the country with an enrollment of at least 15,000 students. Then, for each staffing category, the Council calculated a “Fixed National Ranking Measure”: the ranking within that category of each district in the 15K National Group. This is the ranking we use when we plot the data for each staffing category for each of our three comparison groups.

This allows the reader to see where these groups fall in relation to each other and to the nation at large.

There were sufficient data on 530 districts nationally to make financial comparisons and on 532 districts to calculate four of six FTE metrics (percentage of staff that were teachers, pupils per teacher, pupils per staff, and pupils per school administrator). And there were sufficient data on 518 districts to calculate two of the FTE metrics (pupils per total administrators and pupils per LEA administrator). The varying sample sizes were the result of some districts not reporting data to NCES on all variables.

Exhibits 4 through 6 compare the ratio of students per total staff members in Dallas in each of the comparison groups. For this metric, a higher ranking is preferable to a lower one. The results show that Dallas’ total staffing levels was near the median in all three cases. Dallas had one staff member for every 8.00 students, compared to:

- The Great City Schools: Median – One teacher and staff member for every 8.11 students. Dallas had one staff member for every 8.00 students. Dallas ranked 32 out of 66 in numbers of students per staff. (Data on Chicago were incomplete for this category and were not included in the calculation of this metric.) (Exhibit 4.)

In general, the Council's membership had a lower student-to-staff ratio than the median value of all districts in the nation that enrolled at least 15,000 students (8.54). The Council's median would have earned it a ranking of 217 out of 532 nationally, compared with Dallas' total-staff ratio of 8.00 and a ranking of 198 out of 532.

- All school districts in the country with enrollments above 50,000 students: Median – One staff member for every 8.02 students. Of the 82 school systems in this category, Dallas ranked 41, right at the median. (Exhibit 5.)

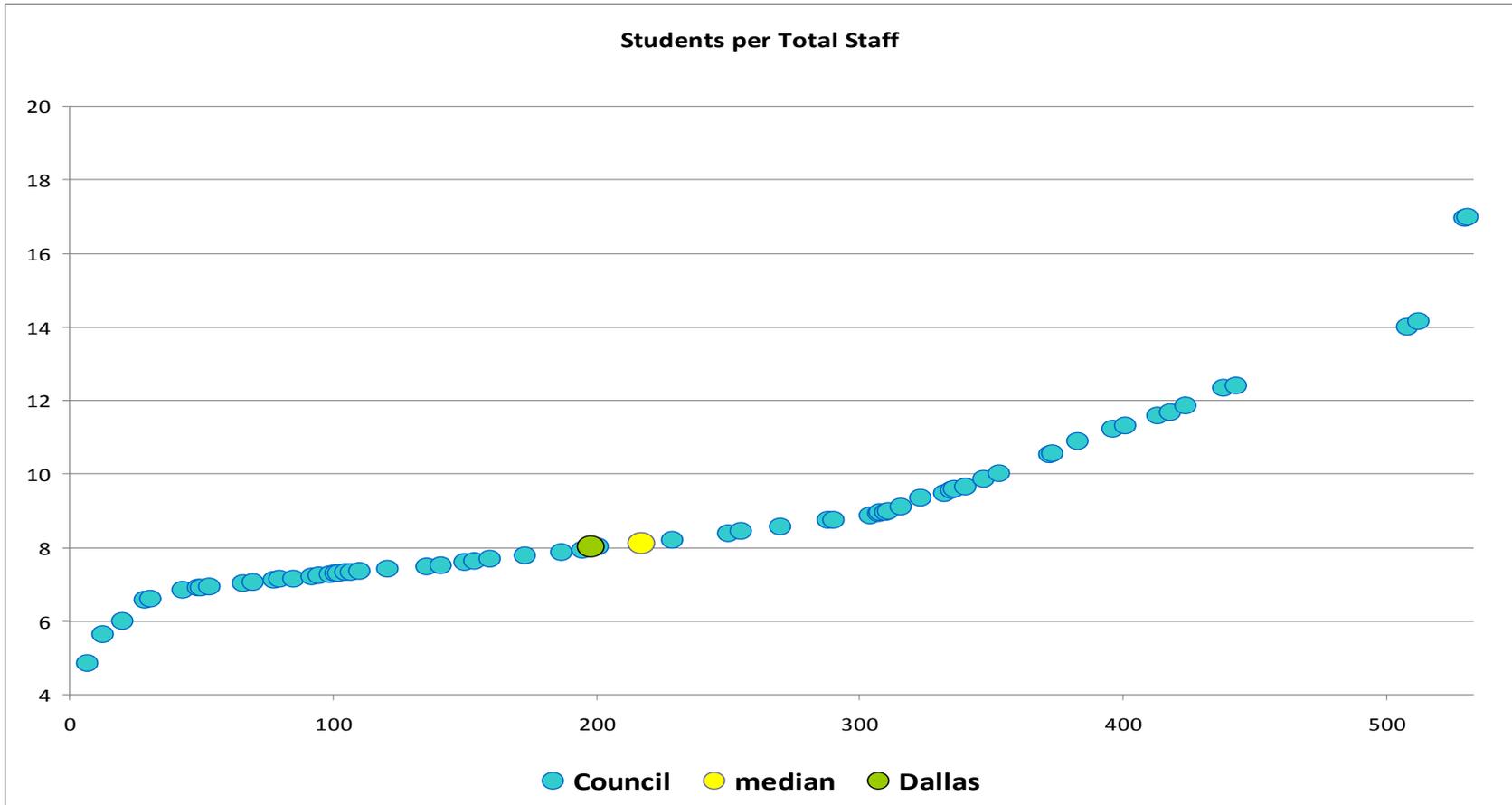
The districts enrolling 50,000 or more students (which include many Council-member districts) had a lower student-to-staff ratio (8.02) than the national median of districts with enrollments over 15,000 (8.54). The median student-to-total staff ratio for all districts with enrollments over 50,000 had a ranking of 201 out of 532—virtually the same as Dallas' ranking of 198.

- Texas school districts with enrollments at or above 15,000 students: Median – 7.81 staff members per student. Of the 67 school systems in the state of this size, Dallas ranked 40th (Exhibit 6.) The Texas median ranked 180 out of 532 nationally, but Dallas had a better ranking at 198.

It was also clear that the data from this source were generally consistent with the data that the Council collected on the selected districts described in the first section of this analysis. Those data indicated that the district had one staff member for every 8.9 students. While the numbers may not be entirely comparable, they were close and appeared to reflect the effects of staff cuts in the intervening years.

The next section examines the numbers of teachers in Dallas and how those figures compare with other school districts.

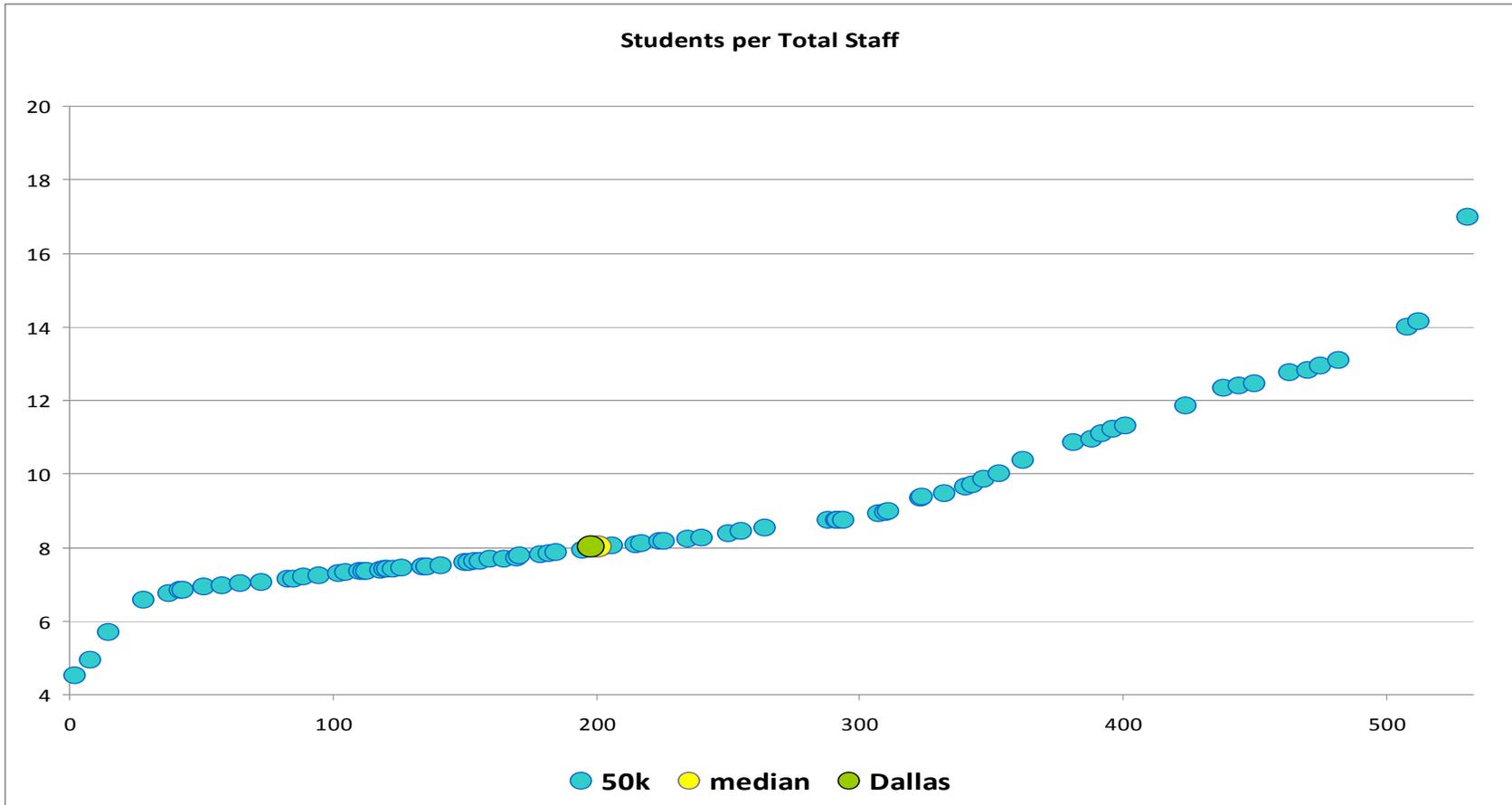
Exhibit 4. Student-to-Total Staff Ratio in Dallas and the Great City Schools, 2006-07* versus Ranking in National School Districts With Over 15,000 Enrollment



Y-axis = number of students-to-total staff, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 8.00 students per staff member; the Great City Schools median is 8.11 students per staff member. Note that each blue dot represents a city school district.

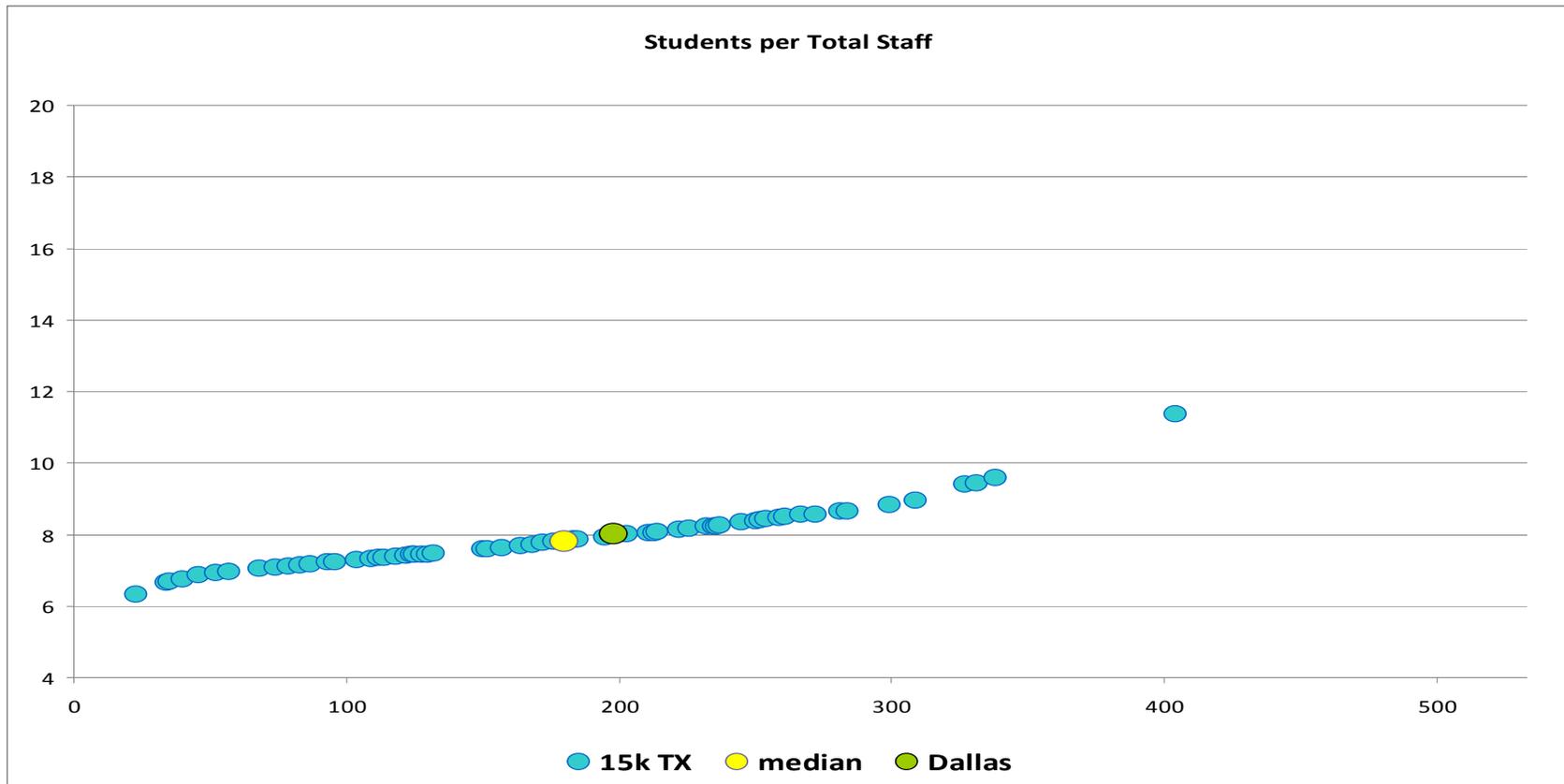
Exhibit 5. Student-to-Total Staff Ratio in Dallas and School Systems with Enrollments above 50,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students-to-total staff, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 8.00 students per staff member; the median for school systems above 50,000 enrollment is 8.02 students per staff member. Note that each blue dot represents a school district.

Exhibit 6. Student-to-Total Staff Ratio in Dallas and Texas School Systems with Enrollments above 15,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students-to-total staff, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 8.00 students per staff member; the median for Texas school systems above 15,000 enrollment is 7.81 students per staff member. Note that each blue dot represents a school district.

The analysis also examined the numbers of full-time equivalent teachers in the Dallas Independent School District compared to other school systems nationally and in the state. It was not the express purpose of this study to examine teacher levels, but the Council will sometimes see numbers of teachers and numbers of administrators that are out of alignment with one another, so we looked to see if that might be the case in Dallas.

Exhibits 7 through 9 compare the ratio of students per teacher in Dallas relative to the three comparison groups. For this metric, a lower ranking is preferable to a higher ranking. The results show that DISD has a better ranking than any of the comparison groups. The Dallas schools had one teacher for every 14.95 students, compared with—

- The Great City Schools: Median level of 16.03 students per teacher. Among 66 urban school systems in the Council, Dallas ranked 23rd. (The District of Columbia did not report its number of total teachers.) (Exhibit 7.)
- All U.S. school districts with enrollments above 50,000: Median of 15.80 students per teacher. Of the 86 systems, Dallas ranked 30th. (Exhibit 8.)
- All Texas school systems with enrollments at or above 15,000: Median of 15.27 students per teacher. (Dallas’ lower ratio may be the result of higher numbers of poor students and English learners than other districts in the state.) Of the 67 school systems in this category, Dallas ranked 26th. (Exhibit 9.)

Nationally, Dallas’ ranking was 159 out of 532 districts. The national median value is 16.29—giving Dallas more teachers per student than most districts in the nation.

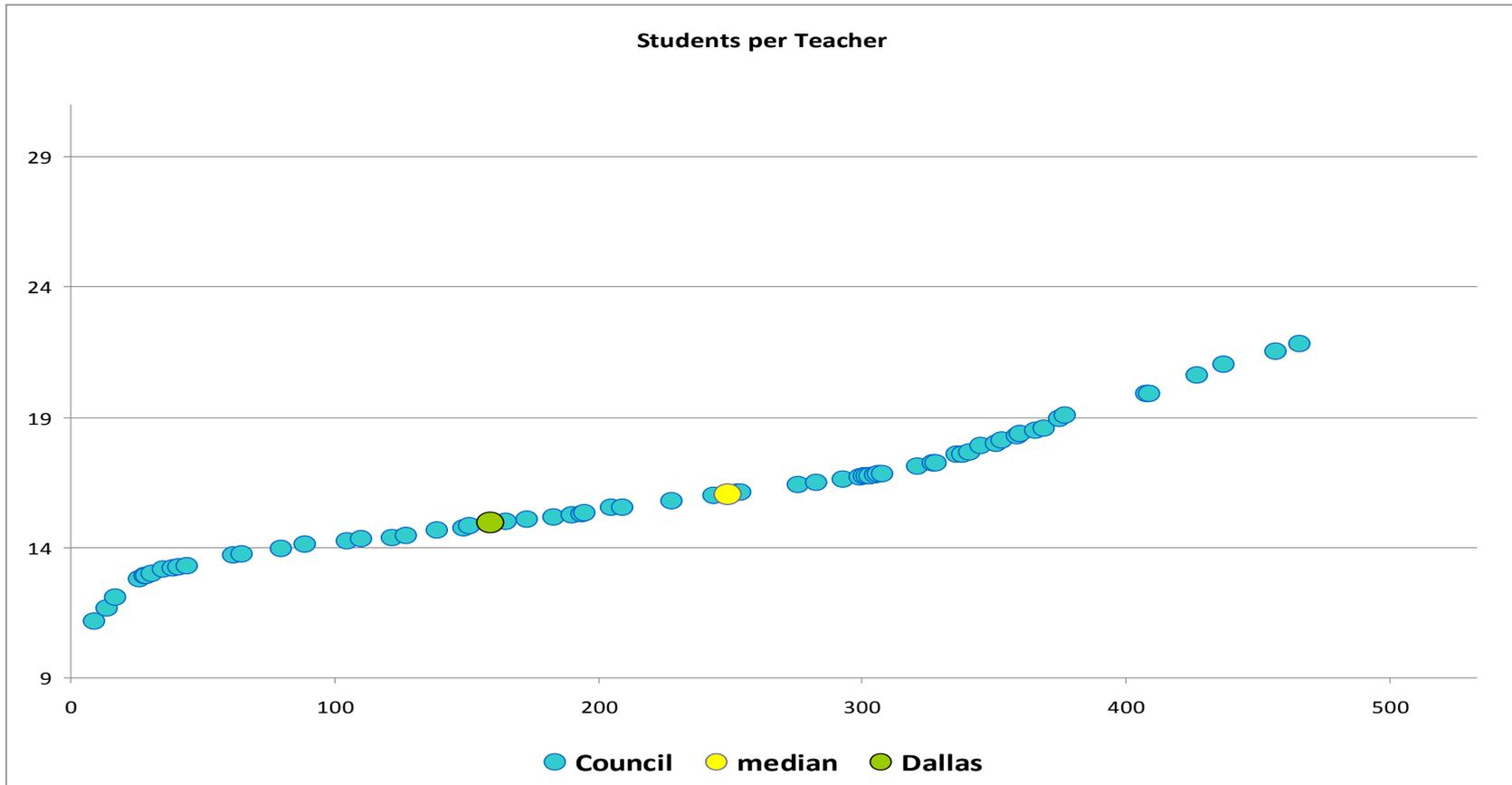
Finally, we examined the portion of all staff in Dallas that were teachers, compared with the three comparison groups. The results are shown in the table below.

Teachers as a Percentage of All Staff

	Dallas	Great City Schools	50k LEAs	15k TX LEAs
Teachers/Staff	53.5%	52.2%	51.5%	51.9%

The results show that teachers comprise about the same share of total district staff as the medians in all three groups.

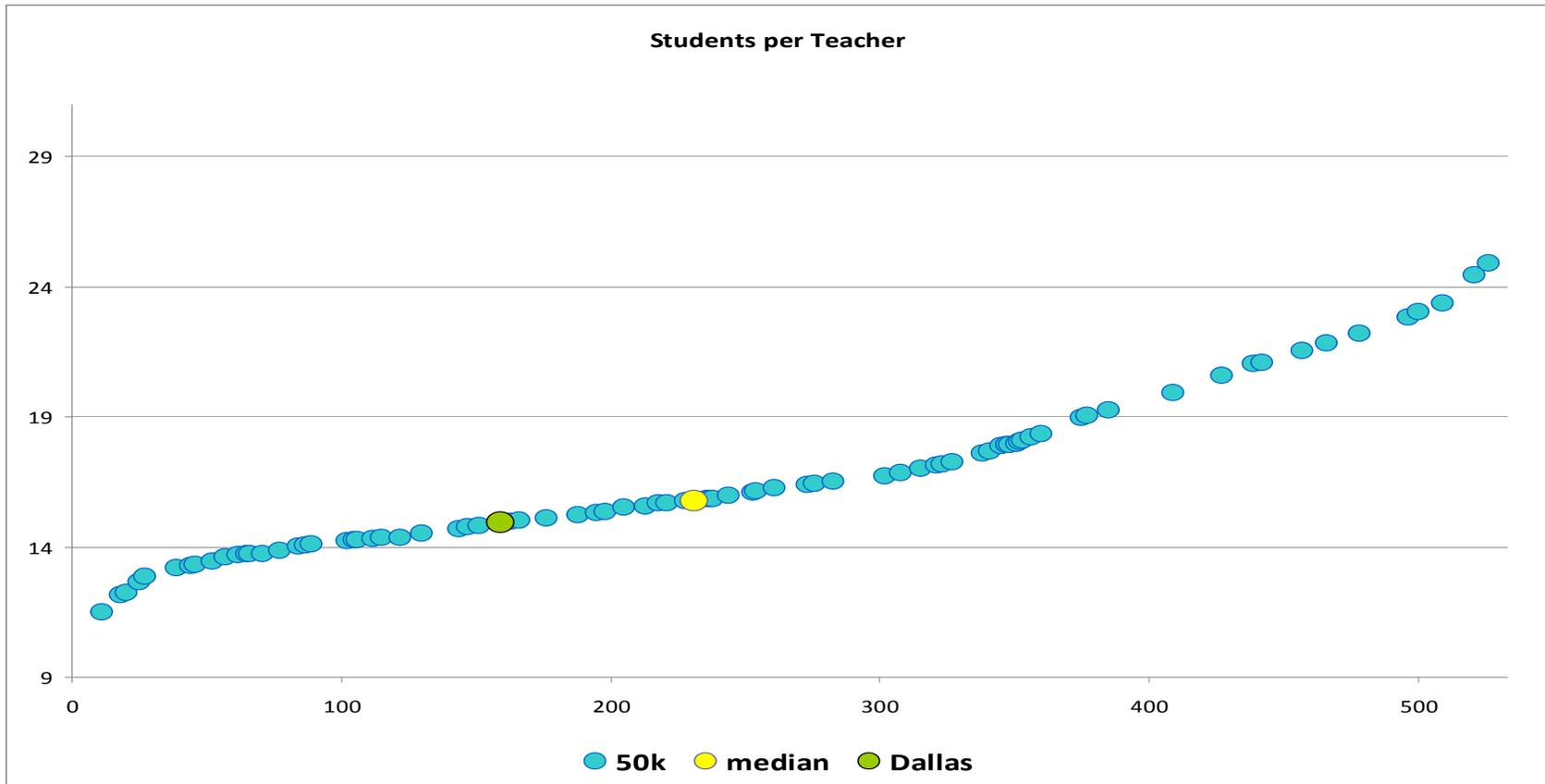
Exhibit 7. Students per Teacher in Dallas and the Great City Schools, 2006-07* versus Ranking in National School Districts With Over 15,000 Enrollment



Y-axis = number of students per teacher, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 14.95 students per teacher; the Great City Schools median is 16.03 students per teacher. Note that each blue dot represents a city school district.

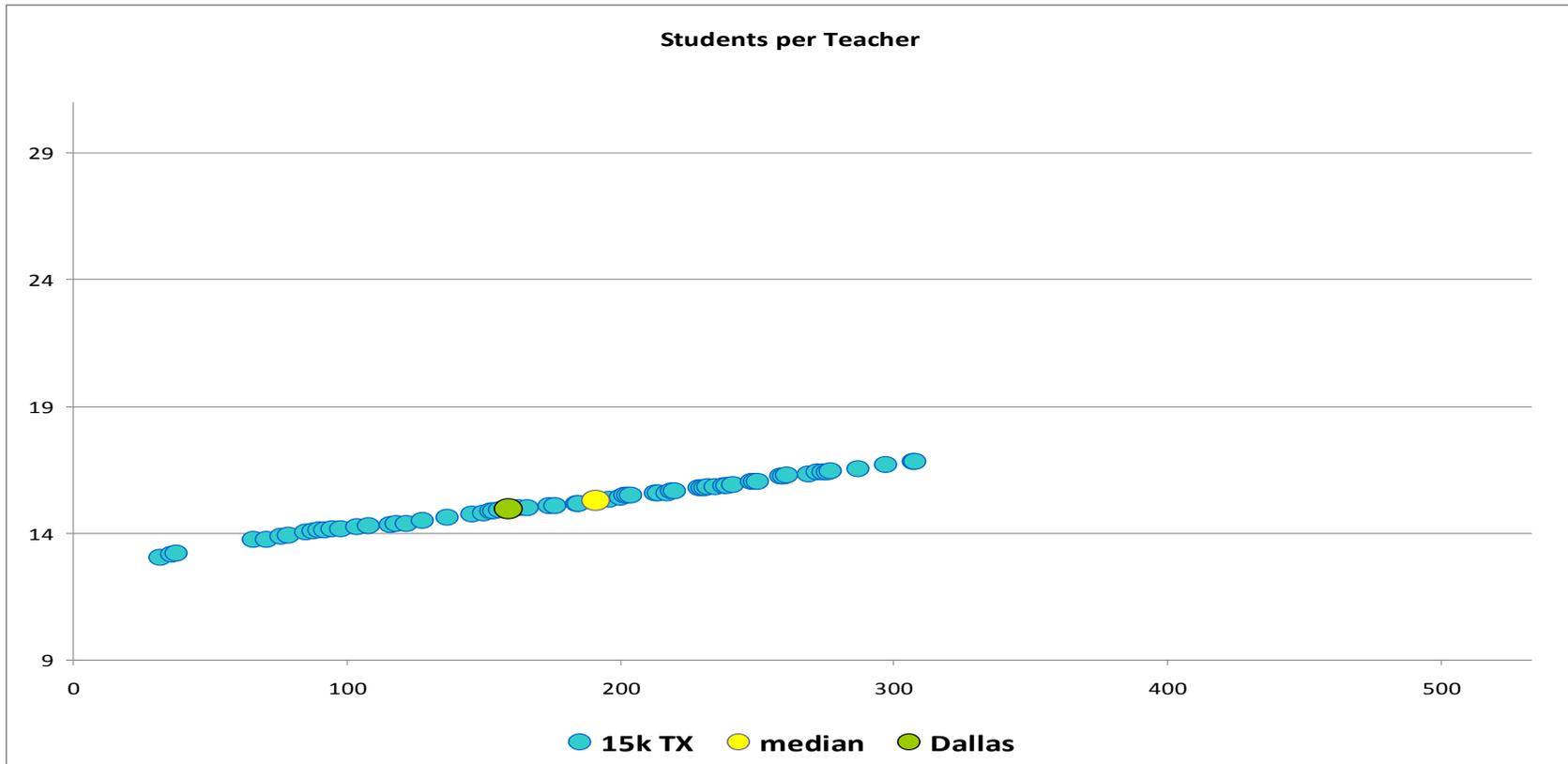
Exhibit 8. Students per Teacher in Dallas and School Systems with Enrollments above 50,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students per teacher, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 14.95 students per teacher; the median for school systems above 50,000 enrollment is 15.80 students per staff member. Note that each blue dot represents a school district.

Exhibit 9. Students per Teacher in Dallas and Texas School Systems with Enrollments above 15,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students per teacher, X-axis = Ranking in relation to total of nation's school districts with over 15,000 enrollment.

* Dallas has 14.95 students per teacher; the median for Texas school systems above 15,000 enrollment is 15.27 students per teacher. Note that each blue dot represents a school district. Also note that districts in Texas are on the low end of the national distribution because of state staffing mandates.

The Council also examined the numbers of full-time equivalent administrators in the Dallas Independent School District compared to other school systems nationally and in the state. The pattern of findings with administrators is different from the staffing pattern seen so far.

Exhibits 10 through 12 compare the ratio of students per administrator in Dallas to the three comparison groups. For this metric, a higher ranking is preferable to a lower one. The results show that the Dallas Independent School District had more administrators in 2006-07 than other Great City School systems and school systems nationally with enrollments at or above 50,000 students, but it had the same number of administrators as Texas school districts with enrollments at or above 15,000 students.

The Dallas schools had one administrator for every 211 students in 2006-07, compared with—

- Great City Schools, median: One administrator for every 232 students among the Great City Schools. Among the 64 urban school systems in the Council that reported data to the NCES, Dallas ranked 27th. (Exhibit 10.)
- All U.S. school districts with enrollments above 50,000, median: One administrator for every 250 students. Among the 84 school systems in this category whose NCES data were adequate for computing this metric, Dallas ranked 28th. (Exhibit 11.)
- Texas school districts with enrollments at or above 15,000, median: One administrator for every 208 students—almost exactly the same as Dallas. Of the 67 school systems in this category, Dallas ranked 36. (Exhibit 12.)

Finally, we divided total administrators into district administrators and school administrators to see if the pattern of results differed depending on the group, but the patterns were largely the same for both. (See table below.)

Students per District and School Administrators in Dallas, compared with Others, 2006-07

	Dallas	Great City Schools	50k LEAs	15k TX LEAs
District Administrators	684:1	1,469:1	1,419:1	1,538:1
School Administrators	305:1	299:1	305:1	262:1

Exhibit 10. Students per Administrator in Dallas and the Great City Schools, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment

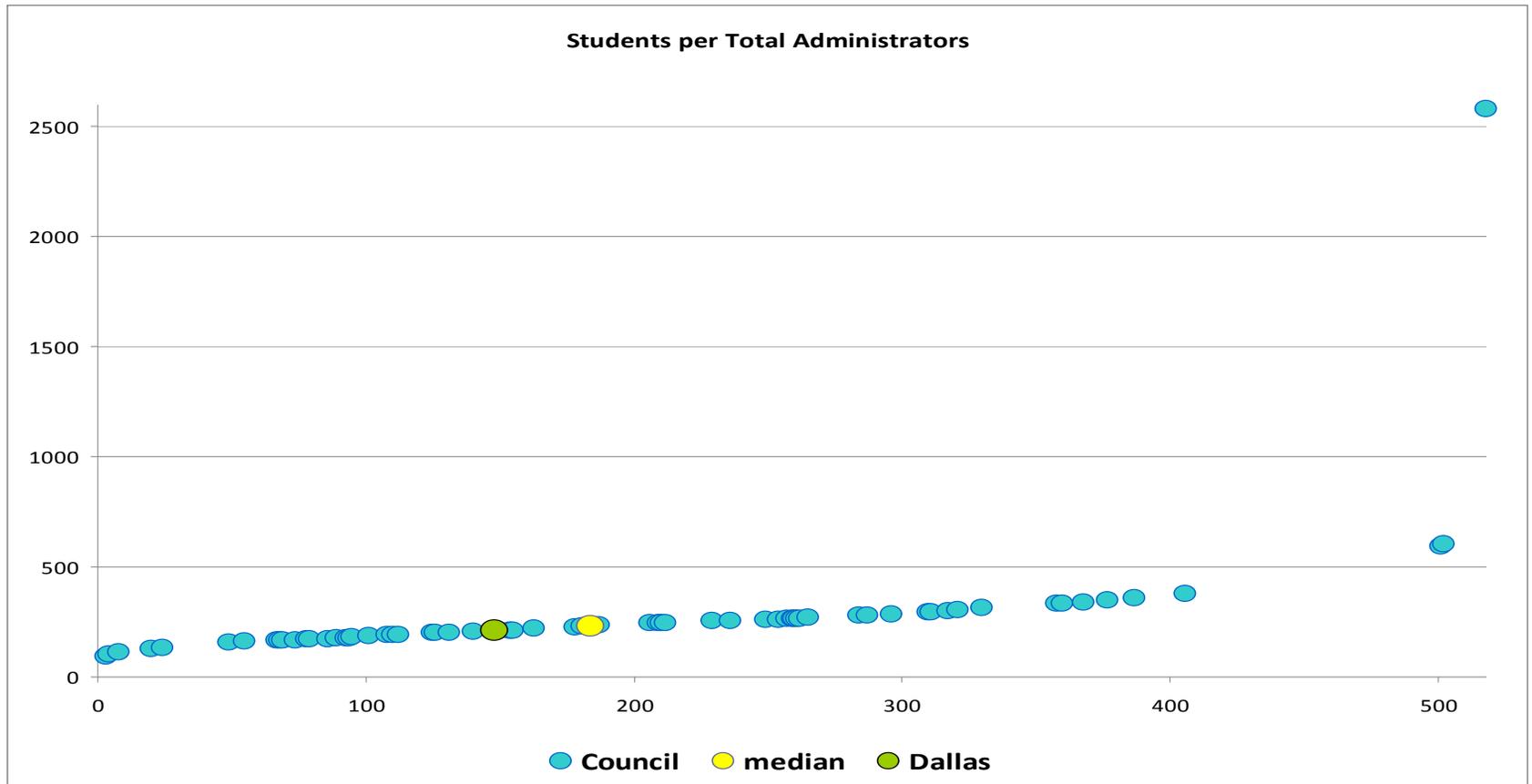
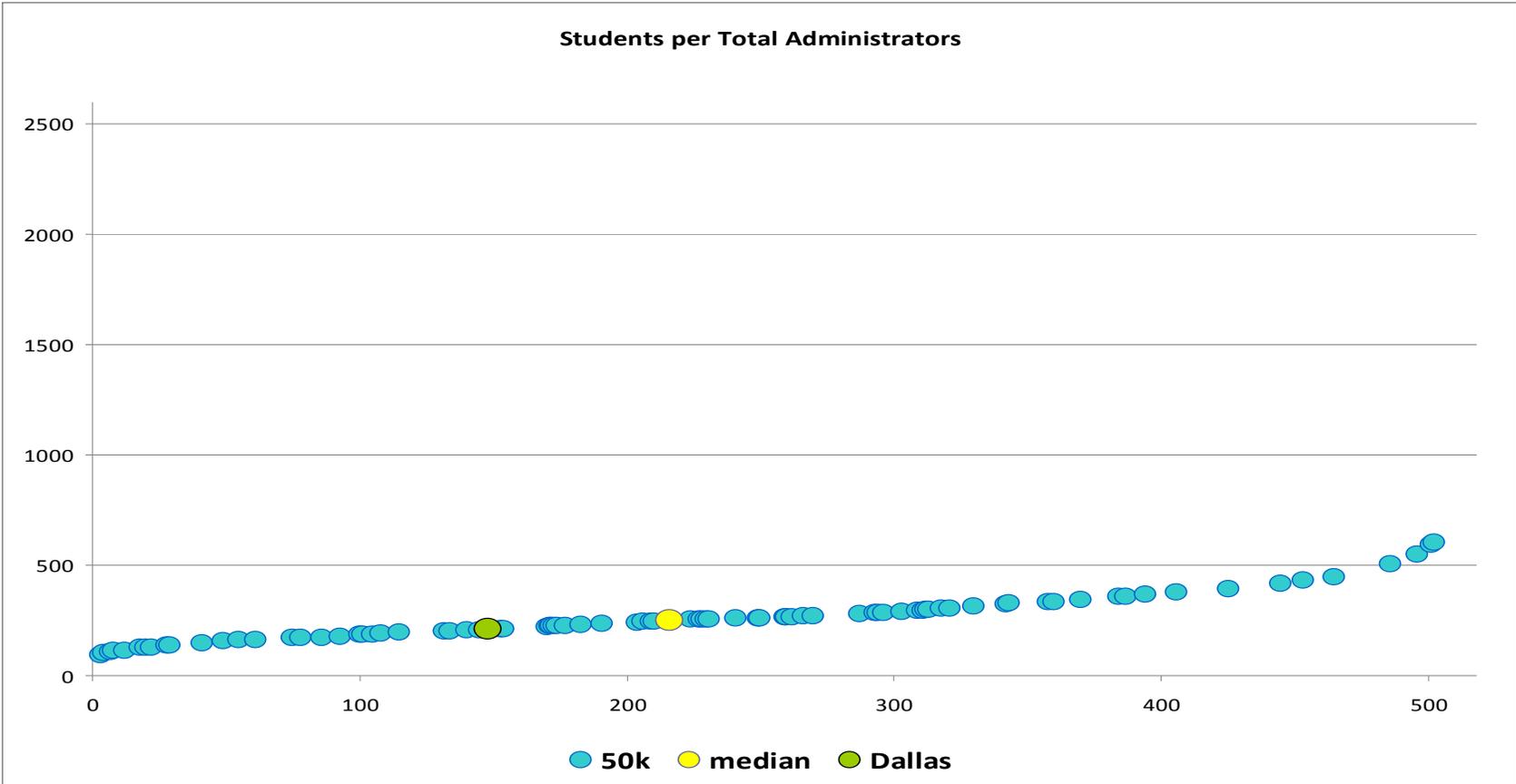


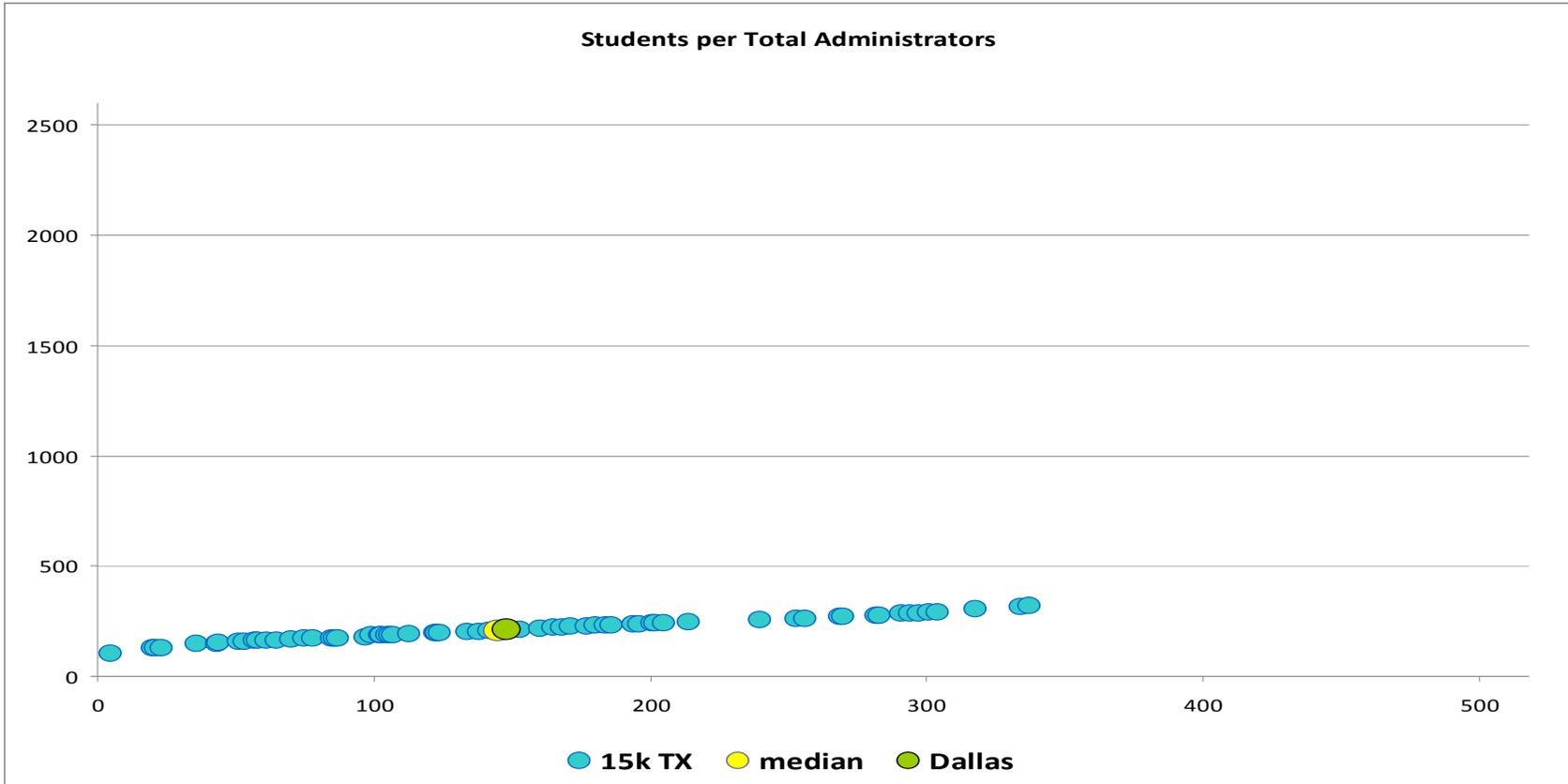
Exhibit 11. Students per Administrator in Dallas and School Systems with Enrollments above 50,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students per administrator, X-axis = Ranking in relation to total of nation’s school districts with over 15,000 enrollment.

* Dallas has 211 students per administrator; the median for school systems above 50,000 enrollment is 250 students per administrator. Note that each blue dot represents a school district.

Exhibit 12. Students per Administrator in Dallas and Texas School Systems with Enrollments above 15,000, 2006-07* versus Ranking in National School Districts with Over 15,000 Enrollment



Y-axis = number of students per administrator, X-axis = Ranking in relation to total of nation’s school districts with over 15,000 enrollment.

* Dallas has 211 students per administrators; the median for Texas school systems above 15,000 enrollment is 208 students per administrator. Note that each blue dot represents a school district.

Trends Between 2005-06 and 2006-07 and Administrative Costs

Finally, the Council examined trends between 2005-06 and 2006-07 in the NCES data. The trends show the effects of staff cuts and redeployments in the Dallas Independent School District over that period. The data indicate that the ratio of pupils to total staff in Dallas remained about the same between 2005-06 (8.06) and 2006-07 (8.00), but the numbers mask several important changes:

- The enrollment of the district dropped 1.3 percent from 161,244 students in 2005-06 to 159,144 in 2006-07. This is important because our ratios use enrollment in our numerators, so the ratios can change for reasons that have nothing to do with changes in numbers of staff.
- The total number of staff in the district dropped 0.64 percent from 20,016 FTE in 2005-2006 to 19,888 FTE in 2006-2007
- The overall portion of total staff members who were teachers increased from 51.6 percent in 2005-06 to 53.5 percent in 2006-07, a substantial jump that was the result of decreasing other staff and maintaining overall teacher ranks. The pupil-teacher ratio over this period actually improved from 15.62:1 to 14.95:1.
- There was a substantial decrease in the numbers of total administrators in the district. The ratio jumped from 130:1 in 2005-06 to 211:1 in 2006-07. This cut appears to have been mostly at the school level (hence the increase in the ratio from 163:1 to 305:1) and some at the central office level. But, there was also a net increase in the numbers of districtwide administrators, suggesting that some less expensive school-based administrative staff and other support personnel may have been reclassified or redeployed into districtwide administrative positions as cuts were made at the schools. (Exhibit 13.)

Exhibit 13. Changes in Pupil/Staff Ratios between 2005-06 and 2006-07

	2005-06				2006-07			
	Dallas	CGCS	50k	15kTexas	Dallas	CGCS	50k	15kTexas
Pupils/total staff	8.1	7.9	8.1	7.6	8.0	8.1	8.0	7.8
Pupils/teacher	15.6	15.7	16.0	15.6	15.0	16.0	15.8	15.3
Pupils/total Ad	130	221	250	131	211	232	250	208
Pupils/LEA Ad	886	1,378	1,583	893	684	1,469	1,419	1,538
Pupils/Sch. Ad	163	302	312	154	305	299	305	262

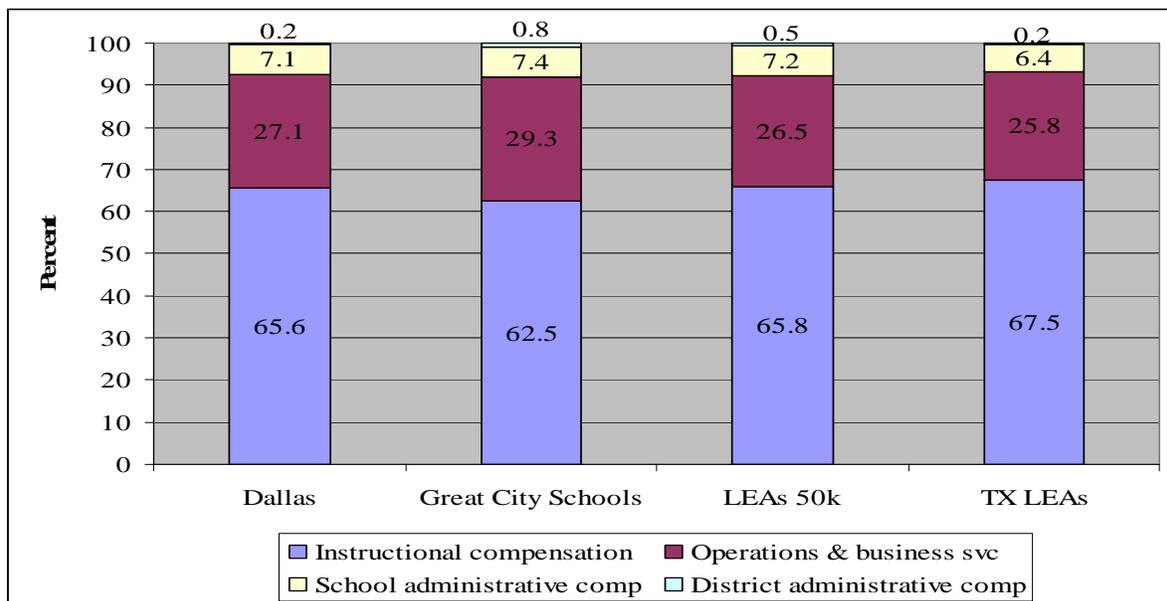
It appears that Dallas has been able to maintain as much of its administrative capacity as feasible, while ensuring the lowest overall administrative costs possible. One can see this dynamic in Exhibits 14 and 15, which show that the Dallas ISD spends a small amount, \$14 per student, in districtwide administrative personnel costs, compared with other Great City Schools or other school districts nationally. In this way, the district keeps its funding for instructional purposes at a competitive level.

There have been additional personnel cuts since 2006-07, of course. Enrollment dropped to 157,236 students in 2008-09 (see Exhibit 1) and the staff to pupil ratio appears to have climbed.

Exhibit 14. Salaries and Benefits per Pupil in Dallas, Compared with Others

	Dallas	Great City Schools	50k LEAs	15k TX LEAs
Total compensation per pupil	\$6,434	\$7,528	\$6,406	\$5,749
Percent of total	100.0%	100.0%	100.0%	100.0%
Instructional compensation per pupil	\$4,222	\$4,708	\$4,213	\$3,880
Percent of total	65.6%	62.5%	65.8%	67.5%
Operations, business services, and other compensation per pupil	\$1,743	\$2,207	\$1,698	\$1,482
Percent of total	27.1%	29.3%	26.5%	25.8%
District administration compensation per pupil	\$14	\$59	\$31	\$14
Percent of total	0.2%	0.8%	0.5%	0.2%
School administration compensation per pupil	\$455	\$555	\$464	\$373
Percent of total	7.1%	7.4%	7.2%	6.4%

Exhibit 15. Percentage of Salaries and Benefits Devoted to Major Functions in Dallas, Compared with Others

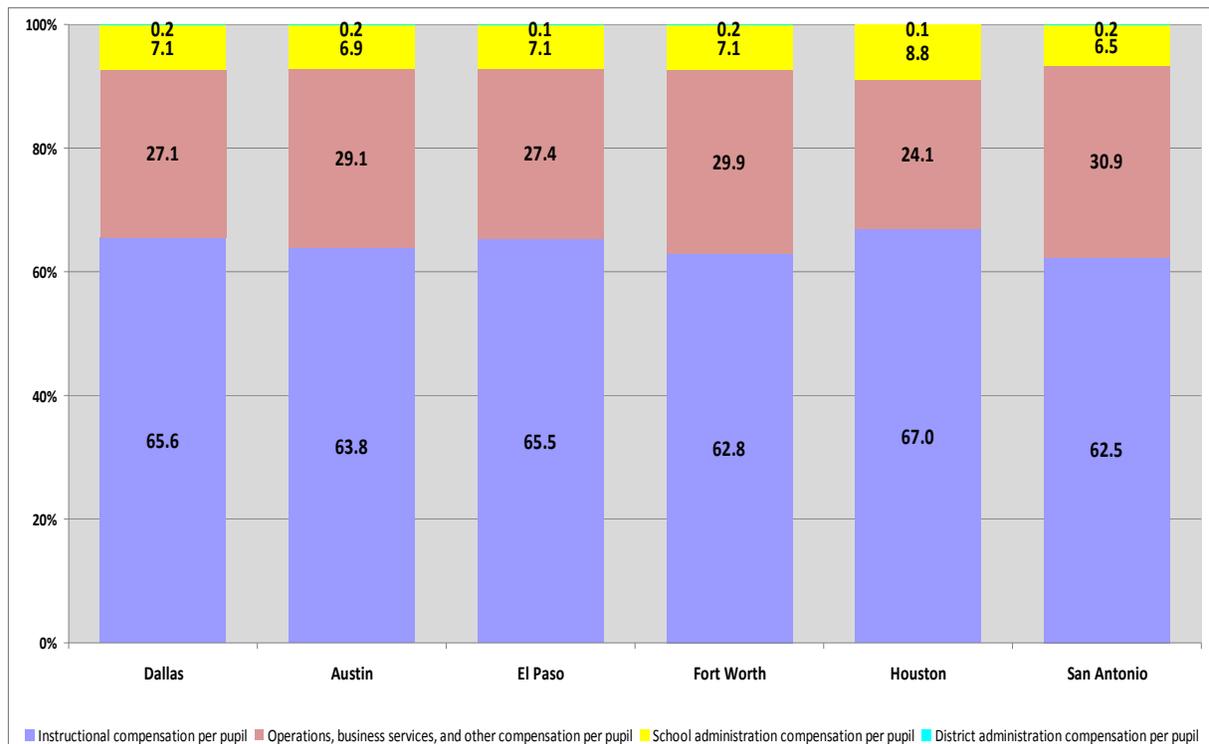


Finally, we compared Dallas’ administrative costs to those of other major city school systems in Texas. The results of that analysis are shown in Exhibit 16 and 17. The data indicate, once again, that administrative costs by the Dallas Independent School District are both low and comparable to other major city school systems in Texas. Dallas spent 65.6 percent of their total salaries and benefits on instruction; 27.1 percent on operations, business services, and other compensation; 7.1 percent of school-based administration personnel costs; and 0.2 percent on district administrative personnel. In each area, Dallas’ costs were similar to those of the other major city school systems in the state.

Exhibit 16. Percentage of Salaries and Benefits in Dallas, Compared with Other Major Texas School Districts, 2006-07

Percent	Dallas	Austin	El Paso	Fort Worth	Houston	San Antonio
Instructional compensation	65.6%	63.8%	65.5%	62.8%	67.0%	62.5%
Operations, business services, and other compensation	27.1	29.1	27.4	29.9	24.1	30.9
School administration compensation	7.1	6.9	7.1	7.1	8.8	6.5
District administration compensation	0.2	0.2	0.1	0.2	0.1	0.2
Total						

Exhibit 17. Percentage of Salaries and Benefits in Dallas, compared with Other Major Texas School Districts, 2006-07



CONCLUSIONS AND DISCUSSION

The Council of the Great City Schools attempted in this report to answer the Board of Trustees' main question, "Are we over-staffed?" We have used a number of data sources to answer the question for several reasons: There were limited data available on staffing levels in school districts across the country; some of the data lagged one to two years behind the current school year; and the data had technical problems and sometimes lacked comparability. Still, a number of conclusions can be drawn.

- * It does *not* appear that the Dallas Independent School District is over-staffed. The school district was generally within the range of staffing levels of other similar urban school systems across the country. The Dallas school system reflected the median on most staffing indicators examined when it was compared to other Great City Schools, to school systems nationally enrolling 50,000 or more students, and to Texas school systems enrolling at least 15,000 students (the "comparison groups"). In fact, Dallas was more likely to predict the median on most staffing categories than most other school systems examined.
- * The Dallas school system appears to have about the same numbers of teachers as one would expect of a school system its size. Also, it is comparable, in some cases identical, to the medians of the three comparison groups in terms of students per teacher.
- * The Dallas school system appeared to have somewhat more district administrative staff than one would expect of a school system of its enrollment, compared with other Great City School systems and school systems nationally enrolling over 50,000 students. But, it was comparable to other Texas districts. It appears that school districts in Texas employ more administrators per pupil than other comparison groups used for this analysis. This may be the result of the state's class-size requirements that obviously require more teachers but might also require somewhat more administrators to manage them. Dallas reflected this statewide pattern, but did not go beyond it.
- * It also appears that, whatever the number of administrators, the Dallas school district is *not* spending a disproportionate amount on administrative services at either the district or school levels, compared with other Great City School systems and other districts nationally. While administrative levels in Texas were somewhat higher than in other locations in 2006-07, the typical administrator must be paid somewhat less than national averages because overall administrative costs are low.
- * It is clear that the Dallas school system has cut overall administrators over the last several years. The total number of administrators at the school-site level has declined appreciably and now appears to be more like other districts than it was before.

- * The total number of staff in the district dropped from 20,016 FTE in 2005-06 to 19,888 FTE in 2006-07 and appears to have dropped since then.

The Dallas Independent School District and the students it serves have made substantial strides over the last several years. Its academic gains have been some of the most impressive in the country, and the district is now viewed as one of the nation's most rapidly improving urban school systems. Still, the school system has struggled recently with financial issues that have undermined the public's confidence that gains were real.

To deal with the financial shortfalls, the board of trustees and the administration have moved aggressively to cut staff, reduce payrolls, streamline administrative layers, tighten position controls, and consolidate activities. To keep cuts as far away from the classroom as feasible, district leaders have understandably turned to administrative levels and costs. There was some evidence that administrator levels were slightly higher than one might expect of a district with Dallas' enrollment, but there is little to suggest that the staffing levels drove the financial overages or that they were out of line with other school systems across the nation.

Instead, the cutbacks instituted by the board and the administration bring the staffing levels of the Dallas Independent School District into greater alignment than in the past with other school systems across the country.

A. SUPPLEMENTAL DATA

Great City Schools Staffing Data for 2006-07 (1)

	Total Teachers	Instructional Aides	Instructional Supervisors	Guidance Counselors	Library/ Media Spec
Albuquerque	6,240.5	1,500.6	74.6	215.2	89.1
Anchorage	2,853.3	665.5		106.6	73.0
Atlanta	3,688.9	765.5	56.0	115.5	93.3
Austin	5,714.1	783.9	51.1	160.9	106.0
Baltimore	5,928.0	985.5	349.0	170.2	101.0
Birmingham	2,282.8			80.0	70.0
Boston	4,274.9	1,025.5	69.0	95.8	23.0
Broward County	15,234.0	1,638.0	3.0	576.0	238.0
Buffalo	2,860.6	912.0	27.2	63.5	30.4
Caddo Parish	2,852.6	694.0	189.0	283.0	85.0
Charleston	3,240.6	770.9		115.6	80.0
Charlotte-Mecklenburg	9,408.3	2,022.0	190.8	220.1	162.7
Christina	1,190.1	266.5	77.8	26.0	23.0
Cincinnati	2,153.0	762.3	49.7	19.0	28.9
Chicago	18,966.0		44.0		380.0
Clark County	15,929.8	2,672.0	53.0	580.0	280.0
Cleveland	3,526.2	588.0	0.0	75.0	89.0
Columbus	3,129.0	812.0	6.5	114.0	33.0
Dade County	20,656.0	2,366.0	38.0	989.0	366.0
Dallas	10,643.3	1,774.2	0.0	413.4	230.0
Dayton	1,004.5	242.3	57.0	18.0	11.0
Denver	4,106.5	953.1	311.2	100.1	74.4
Des Moines	2,225.5	516.2	13.0	73.0	9.5
Detroit	7,127.0	1,179.0	213.2	277.6	59.0
D.C.					
Duval County	7,776.0	1,260.0	22.0	239.0	142.0
East Baton Rouge	3,217.5	603.5	72.2	252.1	90.8
Fort Worth	4,838.9	794.0	71.5	194.3	102.7
Fresno	3,894.4	755.0	186.3	83.1	22.0
Guilford County	5,404.9	1,166.4	87.0	199.7	111.9
Hillsborough County	10,210.0	1,952.0	6.0	339.0	166.0
Houston	12,057.3	1,711.4	87.0	236.0	175.9
Indianapolis	2,434.0	548.0	73.0	65.0	53.0
Jackson	1,899.3	507.0	71.6	76.6	57.7
Jefferson County	5,971.1	2,165.0	24.0	238.0	141.0
Kansas City (MO)	2,039.3	253.7	13.8	86.8	59.5
Little Rock	1,858.0	438.0	53.0	75.0	43.0
Long Beach	4,212.8	1,055.5	51.4	143.6	57.5
Los Angeles	34,365.3	12,092.0	1,568.2	965.2	160.4
Memphis	7,019.7	1,267.3	43.1	227.1	167.0
Milwaukee	5,115.8	1,322.8	98.0	83.5	61.0

Minneapolis	2,215.5	812.6	236.2	30.3	55.3
Nashville	4,981.1	713.0	14.0	213.9	125.5
New York City	70,888.6	0.0	1,032.7	2,388.4	687.8
Newark	3,181.0		137.0	106.0	52.0
Norfolk	3,186.0	726.0	285.0	107.0	50.0
Oakland	2,572.3	60.0	51.0	31.0	4.9
Oklahoma City	2,439.8	354.9	46.5	74.5	53.5
Omaha	3,187.4	1,070.7	259.9	163.5	91.6
Orange County	10,975.0	2,214.0	62.0	351.0	182.0
Orleans Parish	602.5	50.6	31.8	30.9	7.0
Palm Beach County	10,633.0	928.0	42.0	383.0	117.0
Philadelphia	9,917.0		2.0	313.0	79.0
Pittsburgh	2,358.0		19.0	63.0	56.0
Portland	2,497.9	229.9	54.0	77.3	28.1
Providence	1,718.0		9.0	62.0	30.0
Richmond	2,007.0	324.0	207.0	79.0	48.0
Rochester	2,860.8	460.1	66.5	73.8	47.4
Sacramento	2,479.4	362.5	40.0	35.5	12.8
Salt Lake City	1,156.9	6.1	67.2	39.2	38.4
San Diego	7,134.6	1,543.5	201.4	178.9	22.9
San Francisco	3,103.0	757.0	5.2	59.7	29.4
Seattle	2,494.2	417.5	126.1	88.1	69.0
St. Louis City	2,740.1	415.3	46.0	109.5	78.0
St. Paul	2,682.3	1,073.7	158.9	81.5	27.5
Toledo	1,656.6	311.3	12.3	66.0	24.0
Wichita	2,824.1	703.9		63.7	54.7

Great City Schools Staffing Data for 2006-07 (2)

	Library/ Media Supp	District Admin	District Admin Supp	School Admin	School Admin Supp
Albuquerque	89.0	193.3	571.6	340.5	442.1
Anchorage	23.9	131.7	242.5	235.5	457.5
Atlanta	0.0	185.0	175.0	310.8	161.5
Austin	51.5	41.8	393.0	431.0	411.1
Baltimore	0.0	375.5	181.0	542.0	845.3
Birmingham	26.0	6.0		166.0	443.5
Boston		64.5	460.2	295.3	254.3
Broward County	226.0	78.0	1,007.0	653.0	1,912.0
Buffalo	0.0	26.2	316.0	117.1	134.9
Caddo Parish	49.0	16.0	172.6	158.0	313.3
Charleston	1.0	11.0		206.3	
Charlotte-Mecklenburg	86.4	686.3	18.6	462.9	905.0
Christina		35.0	36.0	58.0	51.0
Cincinnati	0.0	23.8	294.2	145.2	228.1
Chicago		0.0	500.0	429.0	
Clark County		128.5		677.5	
Cleveland	2.0	18.0	595.0	192.0	697.0
Columbus	96.0	25.5	581.0	184.5	586.3
Dade County	219.0	207.0	1,403.0	958.0	1,540.0
Dallas	90.8	232.8	1,076.2	522.0	861.7
Dayton	0.0	5.0	121.0	59.0	95.3
Denver	65.0	86.5	425.7	266.6	412.9
Des Moines	26.7	97.0	2.0	94.0	197.8
Detroit	26.0	216.0	18.0	415.9	924.0
D.C.					
Duval County	9.0	171.0	1,152.0	418.0	465.0
East Baton Rouge	20.5	7.0	144.6	156.5	197.2
Fort Worth	40.8	84.1	218.2	544.8	335.5
Fresno		12.0	280.0	116.7	430.0
Guilford County	44.6	228.2	9.0	221.6	506.7
Hillsborough County	4.0	44.0	807.0	573.0	954.0
Houston	36.7	562.8	1,027.4	627.0	1,563.2
Indianapolis	48.0	16.0	83.0	143.0	295.0
Jackson	13.0	41.8	161.2	124.8	201.5
Jefferson County	107.7	40.0	429.2	290.0	901.6
Kansas City (MO)	0.0	30.4	139.0	130.6	
Little Rock	32.0	24.0	142.0	94.0	119.0
Long Beach		11.8	291.0	141.1	333.5
Los Angeles		552.0	2,329.0	1,554.4	4,355.0
Memphis	6.0	67.7	128.0	375.0	487.1
Milwaukee	0.0	183.0	187.7	291.0	353.0
Minneapolis	0.0	43.6	142.2	117.3	143.6
Nashville	13.0	34.2	25.0	248.5	480.0
New York City	0.0	484.0	0.0	3,577.9	956.7

Newark	0.0	8.0		8.0	
Norfolk	15.0	63.0	150.0	115.0	181.0
Oakland		1.3	147.5	182.0	350.0
Oklahoma City	67.8	2.0	157.6	151.4	189.0
Omaha	43.4	79.0	385.3	154.0	
Orange County	5.0	75.0	2,000.0	450.0	1,394.0
Orleans Parish	0.0	15.9	67.3	34.6	37.8
Palm Beach County	252.0	167.0	628.0	531.0	1,001.0
Philadelphia		125.0		497.0	
Pittsburgh		6.0		136.0	
Portland	50.3	1.0	329.6	155.8	285.7
Providence				83.0	
Richmond	53.0	11.0	101.0	127.0	242.0
Rochester	0.0	35.1	355.9	162.0	147.2
Sacramento		17.5	188.5	127.5	258.0
Salt Lake City	0.6	18.9	0.9	51.1	2.4
San Diego		80.3	823.5	455.3	792.5
San Francisco		41.0	0.0	148.5	190.0
Seattle	7.4	22.0	82.7	149.8	213.7
St. Louis City	0.0	59.0	226.0	169.6	
St. Paul	0.0	99.8	107.5	127.0	144.1
Toledo	22.2	5.0	203.0	99.8	179.1
Wichita	5.9	18.5		160.5	272.3

Great City Schools Staffing Data for 2006-07 (3)

	Student Supp Svc	All Other Supp Svc	Total District Staff
Albuquerque	950.1	1,837.3	12,543.9
Anchorage	219.6	743.3	5,752.4
Atlanta	187.0	1,160.6	6,899.1
Austin	239.6	2,448.7	10,832.7
Baltimore	655.3	1,407.0	11,539.8
Birmingham	154.0	903.0	4,131.3
Boston	470.6	0.0	7,033.1
Broward County	616.0	5,560.0	27,741.0
Buffalo	103.7	475.2	5,066.8
Caddo Parish	155.0	1,584.4	6,551.9
Charleston	123.8	37.0	4,586.2
Charlotte-Mecklenburg	492.9	3,014.0	17,670.0
Christina	157.3	627.4	2,548.1
Cincinnati	498.7	739.1	4,942.0
Chicago	199.0	3,832.0	24,350.0
Clark County	533.0	843.3	21,697.1
Cleveland	359.0	1,999.0	8,140.2
Columbus	528.2	1,450.4	7,546.4
Dade County	1,036.0	8,067.0	37,845.0
Dallas	612.0	3,431.3	19,887.7
Dayton	157.5	622.6	2,393.2
Denver	1,054.0	740.1	8,596.1
Des Moines	96.5	700.3	4,051.5
Detroit	1,191.0	4,625.0	16,271.7
D.C.			0.0
Duval County	337.0	995.0	12,986.0
East Baton Rouge	311.7	1,245.7	6,319.3
Fort Worth	380.5	2,426.6	10,031.9
Fresno		1,081.0	6,860.5
Guilford County	294.3	1,277.0	9,551.3
Hillsborough County	897.0	5,586.0	21,538.0
Houston	819.1	5,363.7	24,267.5
Indianapolis	335.0	1,277.0	5,370.0
Jackson	151.2	1,194.5	4,500.2
Jefferson County	127.7	2,519.1	12,954.4
Kansas City (MO)	533.0	602.0	3,888.1
Little Rock	355.0	434.0	3,667.0
Long Beach		1,784.5	8,082.7
Los Angeles		12,801.0	70,742.5
Memphis	123.4	3,536.6	13,448.0
Milwaukee	780.8	1,606.9	10,083.5
Minneapolis	588.0	889.8	5,274.4
Nashville	154.6	2,846.0	9,848.8
New York City	3,825.7	469.6	84,311.4
Newark	1,160.0		4,652.0

Norfolk	93.0	1,338.0	6,309.0
Oakland		626.5	4,026.5
Oklahoma City	323.7	810.5	4,671.2
Omaha	179.0	1,527.2	7,141.0
Orange County	1,008.0	4,132.0	22,848.0
Orleans Parish	59.9	70.9	1,009.2
Palm Beach County	711.0	3,734.0	19,127.0
Philadelphia	1,666.0		12,599.0
Pittsburgh	303.0		2,941.0
Portland	100.5	444.9	4,255.0
Providence		130.0	2,032.0
Richmond	173.0	1,640.0	5,012.0
Rochester	123.4	1,229.7	5,561.9
Sacramento		743.5	4,265.2
Salt Lake City	45.0	7.0	1,433.7
San Diego		2,071.0	13,303.9
San Francisco		227.5	4,561.3
Seattle	194.3	954.3	4,819.1
St. Louis City	12.0	142.0	3,997.5
St. Paul	730.1	663.0	5,895.4
Toledo	148.7	819.9	3,547.9
Wichita	39.2	313.0	4,455.8

B. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is director of management services for the Council of the Great City Schools. In that capacity, he provides strategic support teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of chief financial officers, chief operating officers, transportation directors, and chief information officers and technology directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and master's degrees in administration from The Catholic University of America and a bachelor of arts degree in political science from Ohio Wesleyan University, and he has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

Michael Casserly

Michael Casserly is the executive director of the Council of the Great City Schools, a coalition of 67 of the nation's largest urban public school districts. Dr. Casserly has been with the organization for 32 years, 17 of them as executive director. Before heading the group, he was the organization's chief lobbyist on Capitol Hill in Washington, D.C., and served as the Council's director of research. Dr. Casserly has led major reforms in federal education laws, garnered significant aid for urban schools across the country, spurred major gains in urban school achievement and management, and advocated for urban school leadership in the national standards movement. He led the organization in holding the nation's first summit of urban school superintendents and big-city mayors. He holds a doctorate from the University of Maryland and a bachelor of arts degree from Villanova University.

C. ABOUT THE COUNCIL

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 67 of the nation's largest urban public school districts. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c)(3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year, conducts studies on urban school conditions and trends, and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, D.C.

**History of Strategic Support Teams Conducted by the
Council of the Great City Schools**

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
Anchorage		
	Finance	2004
	Communications	2008
Birmingham		
	Organizational Structure	2007
	Operations	2008
Boston		
	Special Education	2009
Broward County (FL)		
	Information Technology	2000
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
Charlotte-Mecklenburg		
	Human Resources	2007
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		

	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Alternative Schools	2009
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
Dallas		
	Procurement	2007
	Organization and Staffing Levels	2009
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
Des Moines		
	Budget and Finance	2003
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003

	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
Greensboro		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
Hillsborough County (FLA)		
	Transportation	2005
	Procurement	2005
Indianapolis		
	Transportation	2007
Jackson (MS)		
	Bond Referendum	2006
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		

	Management Information	2005
Memphis		
	Information Technology	2007
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Facilities	2009
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
Pittsburgh		
	Curriculum and Instruction	2005

	Technology	2006
	Finance	2006
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		

	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007