

## School and District Improvement (SDI) Collaborative

The School and District Improvement (SDI) collaborative supports members as they work with schools and districts to support the lowest-performing schools, close achievement gaps for all students and increase support for specific subgroup populations. With the passage of the Every Student Succeeds Act (ESSA), state education agencies (SEAs) have an opportunity and responsibility to rethink how they support and intervene in their lowest-performing schools, and how their SEAs engage in the work. The role that SEAs play in addressing these challenges continues to increase, along with the responsibility for leading and supporting progress. For many states, this work requires new roles, skill sets, and systems, and for all states, the challenges of figuring out how to help schools and districts advance are complex.

The SDI collaborative offers three in-person meetings that are supplemented periodically by online meetings and webinars that sustain and extend the work. State members who join the SDI group includes school improvement leads, Title I directors, school leadership, deputy superintendents, associate superintendents, and principal supervisors. The SDI collaborative provides an opportunity for states to collaborate, share best practices, and problem solve together to address these challenges. The focus of this collaborative is on learning about new research-based strategies, engaging with experts in the field, and working together across states to address shared problems.

### 2017-2018 Achievements:

In the 2017-2018 program year, the SDI collaborative met with national experts and engaged with other CCSSO groups in cross collaborative work. Examples include the following:

- Learning from other states through presentations by members on initiatives and projects being implemented. A partial list is offered below:
  - Ohio, “Workshop - SEA Collection and Use of Data” (February 21, 2018)
  - Oregon and South Dakota “Implementing Needs Assessments for School and District Improvement” (October 25, 2017)
  - In the 2017-2018 membership year, the School and District Improvement collaborative met with the Early Childhood Education (ECE) collaborative to focus on “Implementing Needs Assessments for School and District Improvement”
- **Guest Speakers**
  - Cary Cuiccio, *Senior Director, American Institutes for Research (AIR)*
  - Allison Layland, *Chief Education Strategist, Building State Capacity*
  - Melissa Ramsey, *Executive Director of School Improvement, Florida Department of Education*
  - Wallace Selph, *Regional Executive Director, Florida Department of Education*
  - David Moore, *Assistant Superintendent, Miami-Dade Public Schools*
  - Lisa Martinez, *Chief Strategy Officer, Miami-Dade Public Schools*
  - Bi Vuong, *Director, Proving Ground, Harvard University*
  - Rebecca Fishman Lipsey, *CEO, Radical Partners*
  - Sara Kerr, *Vice President, Education Policy Implementation, Results for America*

## 2018-2019 Goals

CCSSO is committed to helping states as they support school and district leaders to continuously improve schools. SDI strives to achieve this goal by working with states to develop systems of school improvement that focus on the roles districts play in improving every school.

- Support states in utilizing the [CCSSO School Improvement Principles](#) as they begin implementation of their state ESSA plans in support of the lowest performing schools including, but not limited to:
  - Maximizing Family and Community engagement as a key lever for school improvement (Principle 3) through collaborating with Community Schools and the Flamboyant Foundation.
  - Identifying and Operationalizing School Transformation into Strategy (Principles 4 & 5). We will examine high school redesign with Bob Balfanz from Everyone Graduates Center and The Institute for Student Achievement and other partners to be determined.
  - Continuing to work through ESSA implementation(Principle 4), focusing on state identified areas of need including: refining exit criteria, data driven decision making and identifying and implementing support models for technical assistance.
  - Examining student group support (Principle 2) strategies particularly in the areas of: Literacy, Mathematics, English Language Learners and Social Emotional Learning/Multi-Tiered Supports for Students.

## Connection to Equity

A focus on equity is central to CCSSO's 2017-2020 strategic plan and our work with our members. CCSSO and state chiefs are committed to each child—regardless of background—graduating ready for college, careers, and life. In 2017, CCSSO and the Aspen Institute released [Leading for Equity: Opportunities for State Education Chiefs](#), which set forth ten commitments and a series of actions state chiefs can take to advance equity. Each of CCSSO's collaboratives is a venue for working with national experts and collaborating with peer states to identify concrete strategies for advancing relevant commitments found in the report. Equity will play a major role in the agenda of the collaboratives over the next membership year. Examples of equity commitments from [Leading for Equity](#) the SDI collaborative addresses through its work are:

- **Equity Commitment Number 1, Part B)** Proactively initiate and lead conversations about equity.
- **Equity Commitment Number 3, Part F)** Partner with LEAs to ensure school improvement efforts are targeted to community needs and strengths.

## Anchor documents

[CCSSO Principles of Effective School Improvement Systems](#)  
[Roadmap to the Principles of Effective School Improvement Systems](#)



**Deep Dive into Principle 1 of Principles of Effective School Improvement Systems**  
**Deep Dive into Principles 2 of Principles of Effective School Improvement Systems**

**Advisor:**

**Rosalyn Rice-Harris** is Program Director for School Improvement at CCSSO and worked with school improvement initiatives as a former principal and district leader for Title I in Maryland and Virginia. She brings with her over 18 years of experience in public education, focusing of high-needs schools as a teacher, master teacher, coach, assistant principal, principal and district leader.

Rosalyn holds a Bachelor of Science in History and Policy/Secondary Education from Carnegie Mellon University, and Master of Science in Education Administration from Trinity University. She is a graduate of the New Leaders principal preparation program and a certified NAESP Principal mentor.

**2017-18 State Members:**

AK, AZ, AR, DE, IL, IN, KY, ME, MD, MI, MS, MO, NJ, OH, OR, SD, UT, VA

**2017-18 Industry Partners:**

Measured Progress, Northwest Evaluation Association (NWEA), Reading Recovery Council, Wisconsin Center for Education Products and Services (WCEPS), WIDA Consortium