**SSoS-District Partnership Overview**

[The Center for School and District Partnership (CSDP)](https://www.doe.mass.edu/csdp/) is committed to assisting districts and schools to implement systems and practices that advance equity and result in positive outcomes and learning experiences for all students, particularly those who have been historically marginalized. Within this Center, the [Statewide System of Support](https://www.doe.mass.edu/turnaround/#:~:text=The%20Statewide%20System%20of%20Support%20%28SSoS%29%20provides%20assistance,the%20state%20to%20support%20identified%20schools%20and%20districts.) (SSoS) provides prioritized targeted assistance to districts with schools identified by the following criteria in the [Massachusetts’ District and School Accountability System:](https://www.doe.mass.edu/accountability/lists-tools/default.html) schools in the lowest 10th percentile and schools designated as underperforming as per MGL Chapter 69 1J. The [SSoS Model](https://www.doe.mass.edu/turnaround/level4/ssos-model.pptx)for support aligns with [DESE’s Educational Vision](https://www.doe.mass.edu/commissioner/vision/) and is grounded in the annual [District Instructional Priority Submission.](https://www.doe.mass.edu/turnaround/level4/guidance.html?section=sustainable) SSoS’ partnership with districts and schools relies on close collaboration with key district leadership and regular visits to identified schools to support the district’s strategy for implementing its instructional priority. SSoS is committed to ensuring these collective efforts result in districts reaching their goals for improved student outcomes.

***The purpose of this overview is to clarify the district work that SSoS will support, in service of a clear Instructional Priority.***

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| **PHASE 1: PRIORITIZE** *Aug.-Sept.* | **ESTABLISH PURPOSE FOR PARTNERSHIP, GROUNDED IN AN INSTRUCTIONAL PRIORITY**  |
|  ロ **Develop and/or affirm district’s Instructional Priority and key actions at the district, school, and classroom level. These will be the focus of SSoS support.** * Ensure the Instructional Priority is concrete and narrow enough to take aligned action and addresses inequitable outcomes
* Ensure the appropriate district personnel have a solid understanding of the Instructional Priority and their role in implementing it. ***If relevant*:** Ensure key district partners are aware of their role in relation to implementing the

Instructional Priority o Use [District Instructional Leadership Team (DILT) self-assessment](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Fcsdp%2Fguidebook%2Fappendix-ilt-framework.docx&wdOrigin=BROWSELINK) to identify and/or affirm an area of focus for the year – mirroring expectations for school-level ILTs (SILT) – for how district leadership will work together in service of the Instructional Priority  ロ **Develop and/or affirm key benchmarks and data points that will be the focus of ongoing progress monitoring:** o Ensure systems are in place to collect and analyze these data regularly at the school and district level, as part of routine progress monitoring of outcomes tied to the Instructional Priority o Ensure data will be collected in a way that can be disaggregated to identify gaps and disparate experiences across schools and student groups, particularly centering Multilingual Learners (MLs) and Students with Disabilities (SWDs)  ロ **Decide which district leader(s) will be the primary contact for SSoS:** o Primary contact regularly plans and reflects on Instructional Priority with SSoS o District Instructional Leadership Team regularly reflects on implementation and progress of Instructional Priority; SSoS will join progress monitoring conversations at middle and end of year o Schools identified as requiring assistance receive differentiated support and monitoring with SSoS   |

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|  **PHASE 2:** **CREATE AND** **IMPLEMENT**  **A PLAN** *Oct. – June* | **LAUNCH SUPPORT TOWARD INSTRUCTIONAL PRIORITY**  |
| ロ **Utilize District Instructional Leadership Team (DILT) structure to formalize routines to support implementation, including providing differentiated support for schools requiring assistance, and for specific student groups least well-served by current practice:** * Ensure district’s Instructional Priority is evident in all district meetings
* Ensure resources are aligned to support implementation of the Instructional Priority
* Ensure systems and structures are in place for school leaders and teachers to receive ongoing coaching on instructional practices. o Use a Vertical Alignment Strategy to continually clarify roles and remove barriers related to implementation of the

Instructional Priorityo Develop or revise learning walk structure to assess the degree to which the Instructional Priority is being implemented across all schools, especially those identified as requiring assistance |
| **PHASE 3:** **TRACK** **PROGRESS** *Nov. – June*  | **PROGRESS MONITOR BENCHMARKS & OUTCOMES FOR INSTRUCTIONAL PRIORITY**  |
| ロ **Utilize District Instructional Leadership Team (DILT) structure to formalize routines to monitor progress, including triangulating data that speaks to the student experience:** * Set aside/calendar specific times mid-year (Dec. to Feb.) and end of year (May to June), 90-120 minutes minimum, to facilitate conversations about your district’s progress toward outcomes tied to its Instructional Priority
* Establish structures to review key benchmark data that is disaggregated to identify gaps and disparate experiences across schools and student groups, particularly centering Multilingual Learners (MLs) and Students with Disabilities

(SWDs) o Ensure progress monitoring results in clear action steps that affirm or adjust adult actions to have more impact on student learning.  |

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