



BUILDING ON OUR MOMENTUM



2019-20 ANNUAL REPORT



OUR MISSION

CCSSO is committed to ensuring that all students participating in our public education system – across all backgrounds - **graduate prepared** for college, careers, and life.

Dear Friends,

Our fiscal year 2019-20 was a time of unprecedented global disruption. As we think back on what we had planned to accomplish, no one could imagine that a pandemic would uproot our nation's education system and forever change the way we serve students.

Following the outbreak of COVID-19, U.S. schools shut their doors and quickly transitioned to providing remote learning to an estimated 55 million students. We worked around the clock with state leaders to support and advise them on everything from school closures and remote learning policies to bridging the digital divide.

Among our accomplishments, CCSSO led the advocacy on an unprecedented expedited waiver process for state assessments and accountability measures. We also played an instrumental role in convincing the USDA to grant and expand states flexibility in the school meal program, such as grab-and-go meals. Our work is now entering a new, equally urgent, phase. We must simultaneously address the present challenges of the pandemic and help states plan for the future.

In this report you will learn how CCSSO, working collectively with state leaders, used lessons from our past work to swiftly respond to the effects COVID-19 is having on the K-12 education system. You'll also learn more about our [Restart and Recovery Framework](#), a comprehensive strategy to support states as they plan to restart schools and recover student learning loss.

Our ultimate pursuit is to realize a public education system that prepares all pre-K-12 students for college, careers and success in life, we know it's a job too big to do alone.

Join us as we continue ***building the momentum*** needed to realize this vision.



JILLIAN BALOW
Wyoming Superintendent of
Public Instruction
CCSSO Board of Directors President



CARISSA MOFFAT MILLER
CCSSO Executive Director

BUILDING ON OUR MOMENTUM

2019-20 ANNUAL REPORT Council of Chief State School Officers

TABLE OF CONTENTS

FY2019-2020 BOARD OF DIRECTORS	5
SETTING THE PACE Impacting the PreK-12 Education Ecosystem Collaboratives High-Quality Instructional Materials and Professional Development	6
TEAMWORK IS THE SECRET INGREDIENT CCSSO Addresses Literacy 2019-20 Snapshot National Teacher of the Year Our Reach	14
GOING THE DISTANCE Rapid Response to COVID-19 Looking Ahead Thank You to Our Sponsors	26
KEEPING OUR EYE ON THE PRIZE Financial Overview	32

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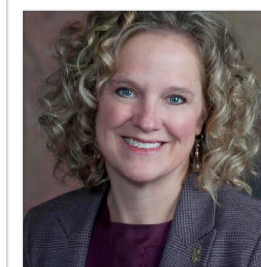
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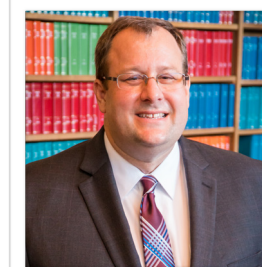
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Our 2019-2020 Board of Directors

OFFICERS



PRESIDENT JILLIAN BALOW,
Wyoming

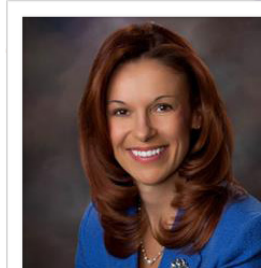


**PRESIDENT- ELECT MATTHEW
BLOMSTEDT,**
Nebraska



PAST PRESIDENT PEDRO RIVERA,
Pennsylvania

DIRECTORS



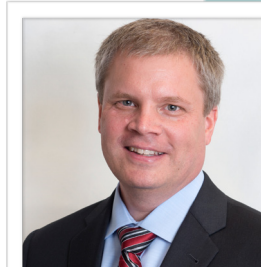
KIRSTEN BAESLER,
North Dakota



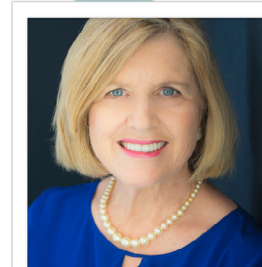
SYDNEE DICKSON,
Utah



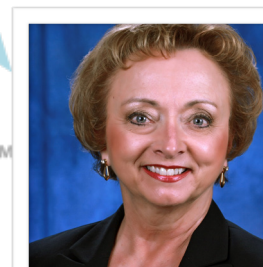
CHRISTINA KISHIMOTO,
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MICHAEL JOHNSON,
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MOLLY SPEARMAN,
South Carolina



CAREY M. WRIGHT,
Mississippi

**“This is the organization that...focuses on equity,
focuses on the nuts and bolts of what it takes to
improve education...for all children.”**
— *CCSSO Board Member*



SETTING THE PACE

Much like a rowing crew, CCSSO knows the importance of mastering the process in order to achieve our goal. That's why we are building on our momentum as we surge toward another year ahead. **As teammates, we strengthen each state's capacity, build each other's endurance, and facilitate a nimble response to changing situations.** In these pages, we celebrate the progress we've made to help our states, schools, and students achieve their greatest potential.

IMPACTING THE PREK-12 EDUCATION ECOSYSTEM



CCSSO is the nation's premier education organization representing **all 58 leaders of K-12 education systems in every state, the District of Columbia, the Department of Defense Education Activity, Bureau of Indian Education, and five U.S. extra-state jurisdictions.**

Collectively, we impact the educational needs of more than:
55 million students
3.8 million teachers
98,280 schools
13,601 school districts



The work we do is firmly rooted in the belief that every student deserves access to the right resources and rigor at the right moment in their education – across every background. To realize this ambitious goal, CCSSO supports the efforts of state leaders as they strive to create the conditions that lead to equitable opportunities and outcomes for stronger kids and, consequently, a stronger nation.

Like every great team, we harness our members' collective energy and skill to reach the finish line. **We are the organization that magnifies the potential of our country's best and brightest leaders in education.** In fact, 8 in 10 chiefs say CCSSO is their most important professional membership.



CCSSO provides educational leaders with the optimum space and opportunity to **share best practices, connect with national experts, develop consensus on federal policies and increase the capacity of their state education agencies' ability to serve students.** Each year we serve state leaders through our:

Convenings

- Held more than **80** meetings and conferences which were attended by members, stakeholders and industry experts
- Delivered nearly **200** webinars partnering with federal, state, and local organizations to address COVID-19 and the reopening of schools
- Hosted the first State Education Policy Team Convening supporting partnerships between chiefs, state board members, state legislative staff and governor's office representatives

Leadership Development

- Engaged and supported all **9** new chiefs
- Conducted robust capacity reviews for **4** states seeking to increase the competency and proficiency of their state education agency (SEA)
- Supported **5** states' work to build out their school improvement efforts
- Provided professional development and networking opportunities to **50** states and territories that participate in [CCSSO's Collaboratives](#)

Advocacy/Policy

- Led the efforts that resulted in **5** chiefs testifying on Capitol Hill
- Connected **19** chiefs to members of Congress
- Protected key state priorities in the CARES Act for the Elementary and Secondary School Emergency Relief Fund
- Organized the [#StatesLeading](#) campaign to spotlight best practices and stories of progress from **45+** states and territories

CCSSO COLLABORATIVES

For nearly 30 years, [CCSSO's Collaboratives](#) have been the trusted venue for education professionals dedicated to keeping their students on the path to success. State education agency (SEA) employees join our collaboratives network to learn and collaborate with the country's top education experts on a wide variety of educational issues. Our members are a unique combination of thought leaders and doers who roll up their sleeves and get things done.

This year, nearly **973** SEA professionals from more than **50** states and territories, **159** staff representing a variety of educational industries, and **277** industry experts participated. Much like teammates, our collaborative members leverage their collective success to maximize their individual impact in their state.

DATA POINTS



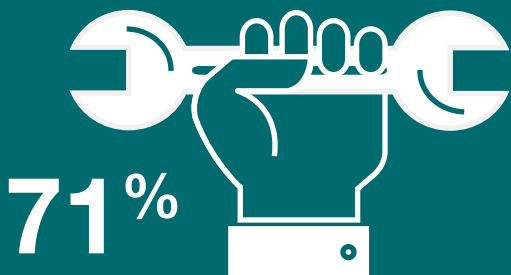
There are **428** individual memberships in collaboratives, up from 356 the prior membership year.



90% of survey respondents say they share the information, resources, and strategies they get from the collaborative with colleagues in their state education agency.



90% of survey respondents say participation in their collaborative makes them better equipped to do their job.



71% of state collaborative members say their collaborative has given them tools to advance equity in their state education agency.

BENEFITS OF MEMBERSHIP



- Expand your peer network.
- Join a professional learning community that encourages open dialogue about challenges, successes, and lessons learned.
- Gain access to the latest research to inform work.
- Interact with leading global education experts.
- Participate in research projects that unlock the answers needed to sharpen capabilities to serve students.
- Work closely with education industry members to address emerging and pressing challenges in K-12 education.
- Meet with key federal agencies to keep up to speed on national policy and funding.

“The collaboration and problem solving opportunities are priceless.” — CCSSO Member

HIGH-QUALITY INSTRUCTIONAL MATERIALS AND PROFESSIONAL DEVELOPMENT



As we examine the evolution of the K-12 education system, the only constant is change. Blackboards became whiteboards, paper became tablets, overhead projectors have been replaced by a variety of digital technology. **BUT** despite our growth and innovation, many students still lack access to high-quality instructional materials.

A recent study found that low-income students are less likely to have access to high-quality content or textbooks in the classroom than students in higher-income communities. This inequity in part accounts for the significant achievement gap between these students and their more affluent peers.

Researchers from the Center for Education Policy Research at Harvard estimated that in 4th- and 5th-grade math, the simple act of switching to a top-ranked textbook would translate to student achievement gains of 3.6 percentile points — larger than the improvement of a typical teacher’s effectiveness in the first three years on the job when he or she is learning to teach (Kane, Owens, Marinell, Thal, & Staiger, 2016).

Access to high-quality, standards-aligned instructional materials **varies drastically** from state to state, district to district, and even school to school. Lack of access is also contributing to the wide variance in the quality of professional development for teachers.

As state education leaders work to ensure equitable education opportunities for all students, states are starting to implement strategies to help districts ensure educators have high-quality, standards-aligned instructional materials and professional development grounded in the use of those materials. To support those efforts, CCSSO developed our High-Quality Instructional Materials Network.

Instructional Materials and Professional Development Goals:

1. Significantly increase the number of districts selecting high-quality, standards-aligned instructional materials.
2. Grow the number of pre-service and in-service teachers receiving professional development grounded in the use of those materials.

CCSSO’s High-Quality Instructional Materials and Professional Development (IMPD) Network, which started in 2017, now has nine states which collectively reach **1,659** districts and **10,427** schools, impacting **4,935,370** students. States receive intensive team support as they implement a strategic plan to equip schools with high-quality instructional materials and to ensure that pre-service and in-service teachers have access to professional development that is grounded in the use of these materials.

OUR EFFORTS ARE WORKING
A study conducted by RAND found that in the IMPD Network states a greater proportion of teachers were using high-quality instructional materials when compared to the national average.

Thanks to a combined use of a strategic awareness campaign and an incentive-based model, the State of Louisiana has shifted more than 80 percent of districts in Louisiana high-quality, standards-aligned curriculum and resources in classrooms. Studies have also found that Louisiana teachers have a better understanding of the standards and the instructional practices necessary to teach to the standards.

We look forward to growing and continuing our IMPD Network. We believe the important work achieved by our network will help educators access high-quality instructional materials and the support they need to use them effectively, so they are better prepared to support *all* students.



TEAMWORK IS THE SECRET INGREDIENT

Much like any team, CCSSO has members with unique roles, strengths and viewpoints but when we focus on the **end goal** – preparing all students for college, careers, and life – we all succeed. We look to each other to deliver results and are committed to consistently improving. Through peer networks, sharing best practices and advocating for policies we support our members.

CCSSO ADDRESSES LITERACY



Reading scores in America have remained mostly stagnant for two decades. Even more concerning, the achievement gap is widening between the highest-performing students and those in the bottom 10 percent.



We know an individual alone cannot solve the systemic challenges in teaching literacy, but in partnership, we can unlock sustainable and equitable solutions. That's why CCSSO gathered the brightest minds in the field for a summit on literacy. We were joined by national experts, educators, and 13 state chiefs.

We tasked ourselves with identifying what systemic barriers are preventing teachers and administrators from improving literacy skills for students, particularly the most vulnerable populations and students performing below grade level. The discussions uncovered concrete and exciting next steps for our community. Up next, we'll release a policy brief of actions states can take to improve literacy skills for students and spur meaningful change.

"The information has been with us for decades, but for the first time all of us are in this room, seriously considering acting on the information," said Louisa Moats, a literacy expert who participated in CCSSO's Summit and author of the LETRS professional development tool.





Improved Measurement of English Learner Growth

CCSSO is participating in a **\$2.4 million** grant from the U.S. Department of Education to improve how we measure the progress of English learners. Led by the Mississippi Department of Education, the four-year project will evaluate English language progress models among seven participating states (AZ, AR, MI, MS, OH, WA and WI). In partnership with four other organizations, CCSSO will release a suite of improved methods and tools for researchers and educators.

2019-20 Snapshot



Educational Access Map

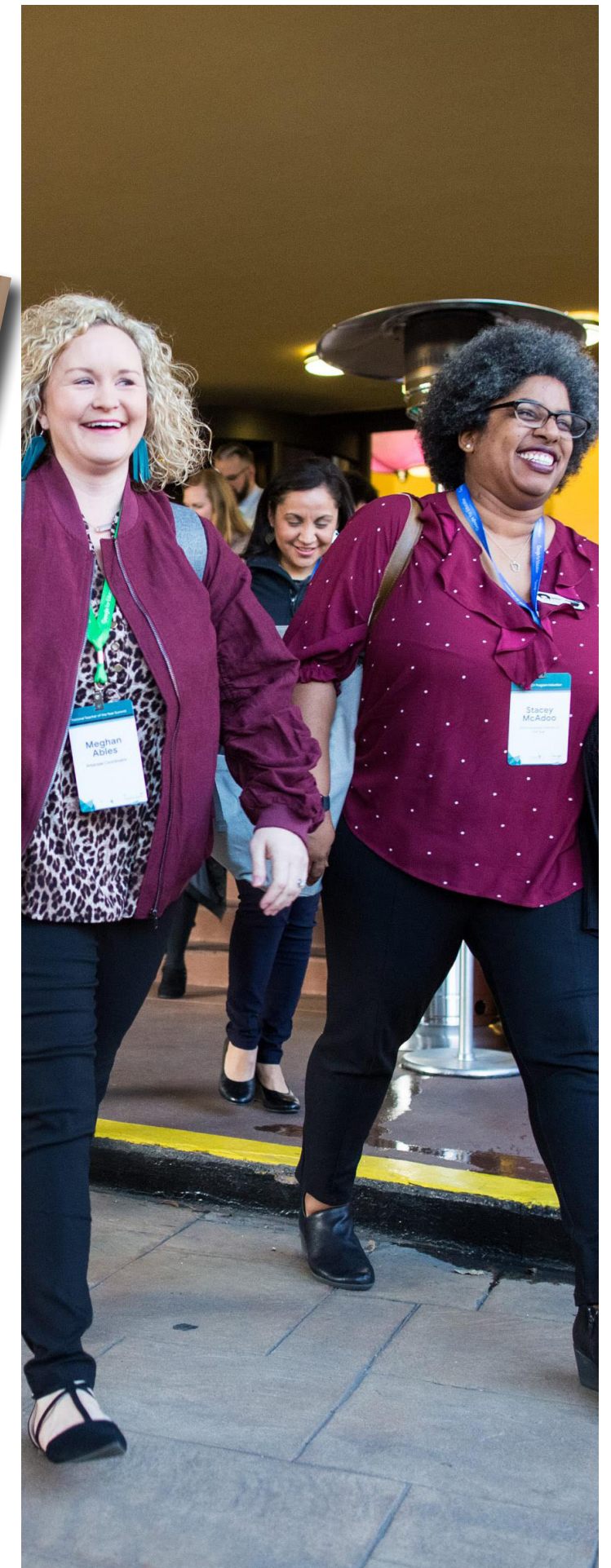
The strongest teams listen to the voice of every player. That's how we identified the need for the Educational Access Map, a digital space created to foster and highlight the embedded equity focus of our **58** members into the work of their agency. To create the map, feedback sessions were conducted with several chiefs during the 2019 Summer Leadership Convening and a demo of the map was shared during the 2019 Annual Policy Forum with chiefs and deputies.



Improving Conditions for Learning

As president of CCSSO's Board of Directors from November 2018 to November 2019, Pennsylvania Secretary of Education Pedro Rivera focused his presidential platform on improving conditions for learning so that all students have the supports they need to be successful inside the classroom. The platform focused on the ways state leaders can partner with community organizations to embed integrated student supports into their education system to ensure all students, especially our most vulnerable, stay on the path to graduation.

As part of this platform, CCSSO produced a [suite of resources](#) and a [video series](#) to inform state leaders on opportunities and strategies for improving the conditions for learning in their states.



Expected to launch in fall 2020, the Educational Access Map will allow states to:



Collaborate with other states



Remain abreast of the work happening across the country to address educational equity



Locate tools and resources, plans and templates, research and studies

2019 National Teacher of the Year Rodney Robinson



“I was named National Teacher of the Year in April 2019 by the Council of Chief State School Officers (CCSSO). I had no idea how much my life would change. In an instant, I was transformed from a classroom teacher to one of the leading voices in education. It was overwhelming in the beginning, but eventually I was able to find my voice. This platform has provided me with the opportunity to advocate for all students and all teachers, especially Black male teachers of color, which make up only two percent of the teacher workforce.” — Rodney Robinson ([Read More](#))



Thank you to our 2019 National Teacher of the Year program sponsors

Google for Education
Educational Testing Service (ETS)
Pearson
Exxon Mobil
Voya Financial

In kind support provided by:

College Football Playoff Foundation
Education Commission of the States
Education First
Space Camp
Smithsonian Institution
TED-Ed

State Teachers of the Year



Recognizing and Empowering Teachers since 1952

Teachers are the most important factor of a child's academic success in school, and we recognize the vital role every teacher plays in a child's life. CCSSO is grateful for teachers' dedication and passion for their craft. That's why our National Teacher of the Year Program was established to distinguish exceptional educators and provide them with a one-of-a-kind yearlong professional learning opportunity. It is an honor to recognize their dedication in the classroom, amplify their voices to advocate for the profession, and empower them to participate in policy discussions that will help improve educational outcomes for all children.

Congratulations to the 2019 State Teachers of Year. Your passion and commitment to the world of education is truly inspirational.



National and State Teachers in Action

- Conferences attended: **490**
- Keynotes or speeches delivered: **814**
- Facilitated breakouts and workshops: **548**
- Visits to districts and schools: **630**
- Collective miles driven: **289,842**
- Interviews helping to elevate the teacher voice: **410**
- Published articles and blogs: **230**
- Videos recorded: **200**
- TED Talks submitted: **12**
- Podcasts recorded: **45**
- In committees, advisories, or other boards: **217**



“The opportunity CCSSO provided by bringing our cohort together to learn from and to support each other was unlike anything I have experienced in my 26-year career.” — Jada Reeves, 2019 WV State Teacher of the Year

Our Reach



TWITTER

26,300
followers



INSTAGRAM

650
followers



FACEBOOK
(NTOY)

3,178
followers



LINKEDIN

3,342
followers



CCSSO.ORG

999,971
annual views

ACCORDING TO THE PRESS

The New York Times

As Schools Look for Guidance, Educators Are Left Asking, 'What?'

Carissa Moffat Miller, the executive director of the Council of Chief State School Officers, which represents state superintendents, said her members also want clearer federal guidance but urged “a little forgiveness” for the C.D.C. as information on the pandemic’s course changes hourly.

“Looking forward, we know the cascading consequences of this crisis won’t go away when the spread of the virus eventually stops,” she said. “There will be equity implications, states and school systems will face huge costs, accountability systems will have to be changed and modified, and there will inevitably be questions that we haven’t even thought of yet.”

POLITICO 'It's just not going to look like any other school year'

— “There’s a real need for additional resources on the ground,” said Carissa Moffat Miller, executive director of the Council of Chief State School Officers. “There’s additional expenses that are going to come with the ways in which we’ll have to think about opening schools, and in addition, the economic situation in most states is going to create a real need.”

EDUCATION WEEK

From Triage to Recovery: Issues States Will Address in School Reopening Plans

The conversation is shifting from the initial “rapid response” questions of how to ensure students’ safety and well-being when schools suddenly closed this spring to slow the spread of coronavirus and toward a broader menu of concerns related to academics, contingency planning, and communicating with the public, said Carissa Moffat Miller, the executive director of the Council of Chief State School Officers.

“While [that initial concern] remains, there is also this real need to turn toward what’s next,” she said Thursday.

POLITICO

POLITICO Nightly: Coronavirus Special Edition



“We’ve essentially reinvented schools in two and a half weeks. Schools have been the hubs of our communities for a really long time. And now what we’re asking of them is not only to provide meals, but provide meals and get it out to kids in remote locations. To provide childcare for first responders and essential employees. And doing all of this while mitigating disease spread. We know that there’s definitely going to be losses in learning.” — **Carissa Moffat Miller, executive director of the Council of Chief State School Officers**

CCSSO WAS ALSO FEATURED BY THE MEDIA OUTLETS LISTED BELOW.



THE WALL STREET JOURNAL





GOING THE DISTANCE

This is a moment unlike any other. The strides we have already made in the field of education have uniquely equipped us with the momentum to support our members as they seek to **restart schools and recover learning**.

Rapid Response to COVID-19



To address the needs of **50 million** students transitioning to remote learning, CCSSO sprang into action to provide guidance on everything from school closures and distance learning policies to the safe distribution of school meals.

To date we've:

- Assembled an online library with more than **500** resources on issues from child care and continuous learning to school meals and serving vulnerable students.
- Provided FAQ documents with guidance for state leaders on a rapidly changing federal landscape of laws and regulations.
- Led effort to secure flexibility in current federal funds and programs.
- Created guidance to states on applying for and distributing CARES Act funds.
- Held twice-weekly calls exclusively for chiefs to facilitate executive-level sharing on leading through crisis, in which nearly every chief in the country participated.
- Hosted nearly **200** CCSSO webinars exclusively for senior SEA leaders between March 9 and June 15 with attendance of up to **419** participants.



Phase 2 Restart & Recovery



Looking Ahead: Restart and Recovery Framework

The monumental challenge of reopening school buildings will require an unprecedented level of planning, preparation, resources, and help from various sectors to successfully restart schools and recover student learning. The strides we have already made in the field of education have uniquely equipped us with the momentum to support our members in this enormous task.



To support the planning and preparation, CCSSO unveiled a [restart and recovery framework](#) (April 2020) outlining elements state education officials must consider when they determine how to reopen school facilities. CCSSO will also provide content-specific resources, convene chiefs virtually and create guidance on how states can leverage federal funding and make decisions on reopening.

The CCSSO framework outlines four major “buckets” for school reopening plans across the nation:



Continuity of Learning: States must consider how to assess and address academic needs and new approaches to minimize crowds of students



Conditions for Learning: States should consider access to supports for social, emotional and physical well-being of students; health and safety protocols; and family/community engagement strategies.



Leadership and Planning: States should plan for how schools will respond to a reemergence of the virus, the use of federal coronavirus relief funding and communicate plans to the public.

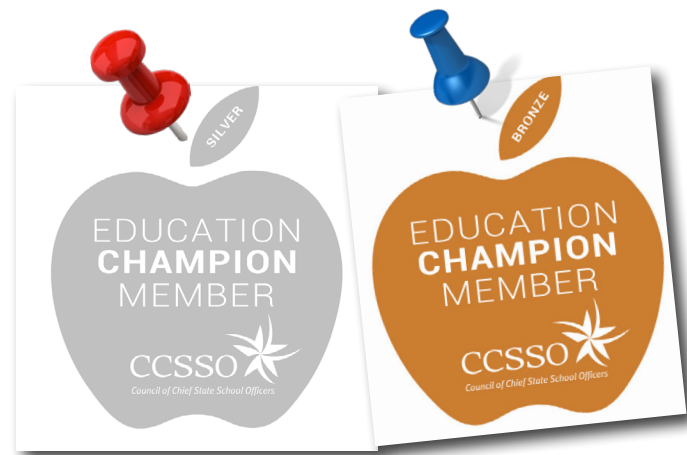


Policy and Funding: CCSSO plans to continue advocating for resources at the federal level and state education leaders will continue to collaborate how to mitigate the effects of potential cuts to education spending.

THANK YOU to Our Generous Supporters

At CCSSO, we see the heroic work done by our state education leaders to transform K-12 education every day BUT it can't be done alone. The financial resources and thought leadership provided by our sponsors and foundation funders are essential to CCSSO's continued success. We are grateful for their steadfast commitment and support. When our country's education system was disrupted by the COVID-19 crisis, our foundation partners and corporate supporters were first in line to offer resources and support. Like every great team, it is through our combined efforts that we will triumph in the face of tragedy.

Thank you to our Foundation Partners for your generous support.



CCSSO. Our Education Champions are respected national education sector service providers that support and engage with CCSSO at the highest level and are committed to our success. They dedicate considerable time, expertise, and other in-kind resources to advance the work of CCSSO.

In 2019, CCSSO was pleased to launch our **Education Champions initiative**. Through this initiative we are able to more deeply engage our colleagues from the corporate education sector in the work of

Thank You to CCSSO's Education Champions





We are a team of many...but with one goal. While we could never have predicted a national pandemic, collectively with our members, funders and partner organizations, we rose to the occasion to **keep our students learning and thriving.**

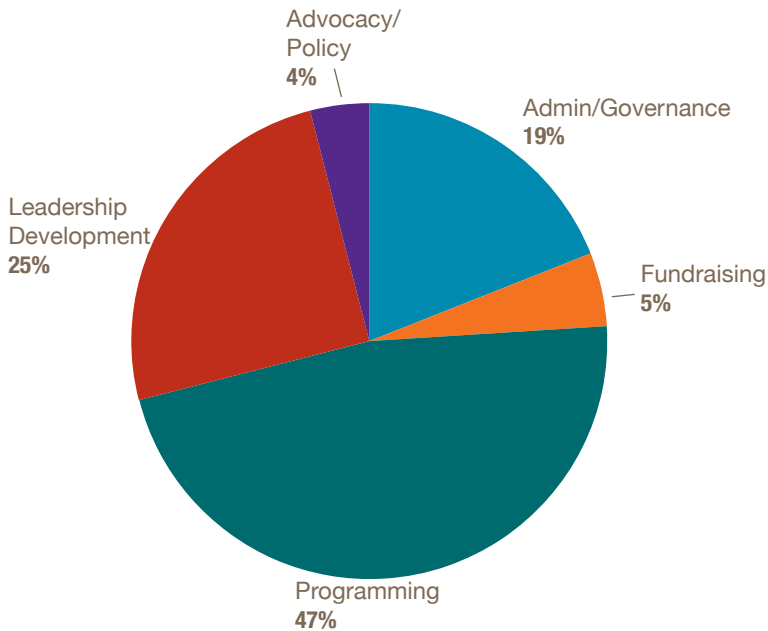
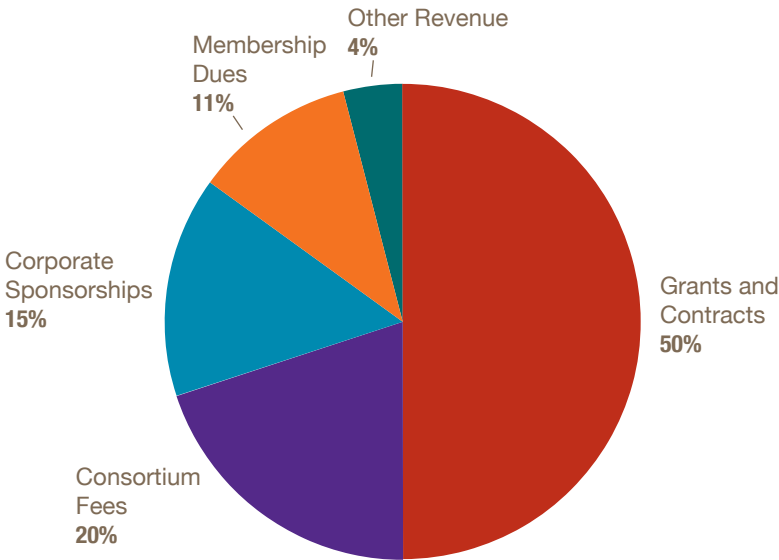
KEEPING OUR EYE ON THE PRIZE

Fiscal Year 2019-20 Financials

CCSSO is diligent in managing the funds we raise from our members, foundations and sponsors. We view every dollar as a hard-earned investment in the future of our nation’s K-12 education system. Great care is taken to make sure our funds are spent wisely, efficiently and effectively to run a wide range of essential programs and services.

FY2020 Revenue thru May - \$22,114,654

Grants and Contracts **50%**
Consortium Fees **20%**
Corporate Sponsorships **15%**
Membership Dues **11%**
Other Revenue **4%**



FY2020 Expenses thru May - \$21,405,422

Admin/Governance **19%**
Fundraising **5%**
Programming **47%**
Leadership Development **25%**
Advocacy/Policy **4%**

A high-level financial overview of CCSSO is presented here. The charts represent year-to-date revenue and expenses that are not representative of annual audited financial statements, which are based on generally accepted accounting principles (GAAP).

“ In education, we first focused on emergency aid within our K-12 and postsecondary strategies, helping national partners work with their members to confront their most urgent needs. We’re working with partners such as the Council of Chief State School Officers to help state departments of education and school districts navigate the immediate programmatic and financial implications of this emergency.

— Bob Hughes, Director of K-12 Education, Bill and Melinda Gates Foundation

Save the Date

