OFFICE OF STRATEGY AND CONTINUOUS IMPROVEMENT

Performance Management

ANNUAL OUTCOMES REPORT – 2015/16

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1.0 Executive Summary

Performance Management (PM) is a rigorous, evidence-based, collaborative problem-solving process first implemented by the School Board of Broward County (SBBC) in the 2012/2013 school year. The process is designed to help administrators align and optimize all school district initiatives and services to the three strategic goals of high quality instruction (HQI), continuous improvement (CI), and effective communications (EC). The *Annual Outcomes Report* provides an accounting of the process, highlighting critical topics reviewed during the corresponding school year. The Performance Management department publishes this report for all interested Broward County Public Schools (BCPS) stakeholders with the goal of providing greater transparency to the organization.

An important milestone in the on-going process, PM Reviews at BCPS regularly convene the Superintendent, the Superintendent's Cabinet, and the district's Senior Leadership Team to examine high-priority topics directly related to the BCPS vision of educating today's students to succeed in tomorrow's world. Selected topics reflect the Superintendent's most urgent priorities and may be either academic or operational in nature. Session scheduling aims to position PM work as a complementary activity for the department(s) under review. In that way, the subject department(s) can subsequently leverage the material prepared for the PM review and the feedback from the collaborative session itself to move forward their day-to-day work as well as for other purposes, such as preparing for School Board workshops, fulfilling State reporting requirements, etc.

This year's *Annual Outcomes Report* differs fundamentally from previous versions:

1. **It chronicles a later generation of the PM process, "PM 2.0"**. Concentrated around intended outcomes rather than on individual departments per se, PM 2.0 recognizes that intended outcomes can rarely be achieved in isolation by any one department. Instead, through the 2.0 process, multiple departments must demonstrate and communicate how they work together to attain desired results.
2. **It describes the utilization of PM staff beyond the facilitation of PM Reviews.** As a relatively young process at the district, PM remains generally a compliance activity. To help cultivate a more genuine performance-oriented culture at BCPS, the district experimented with the rotation of PM staff to work directly with and on behalf of another department, Facilities and Construction Management. That work, along with other types of PM support provided outside of the scope of PM Reviews, is described in this report.

A complete description of the 2.0 process follows later in this report. It includes details on the engagement model used by PM staff to balance scope (breadth and depth) of coverage across available PM resources.

1.1 Key Findings

While earlier generations of PM (i.e., PM 1.0 and 1.5) showed significant improvements in district operations—particularly in Student Transportation and

Fleet, Information and Technology, and Food and Nutrition Services—progress in academic areas was less evident. Thus, PM 2.0 placed greater emphasis on reviewing academic initiatives. Major academics-related findings are below:

1. A year after the district rolled out its framework for improving student outcomes (the BEST Blueprint, or Beyond Expected Student Targets), students' academic outcomes continue to be mixed. Curriculum, assessments, and professional development need stronger alignment.
2. Students taught by Broward teachers who are rated effective or highly effective often receive good course grades but often do not score satisfactorily on criterion-referenced standardized measures.
3. System changes and new educational standards heighten the need for professional development (PD), yet the effectiveness of PD is neither well understood nor adequately measured. Furthermore, how PD is delivered represents a significant area of opportunity for the district.
4. Inadequate technology persistently challenges how well the district manages and delivers its academic initiatives to support schools and improve teaching, learning, and advisement. Technology investments are being made; but the procurement process is a long, deliberative one and effectiveness will depend on successful implementation.
5. In general, the district struggles with the execution of major initiatives. Aspirations and vision are well articulated and evidence-based, but staff shortages and turnover constrain progress. Job creep dilutes attention away from priorities at the central office as well as at the schools, where it is especially evident among School Counselors.
6. Creating a college-going, career-ready culture is a top priority at BCPS, but School Improvement Plans are not linked to college or career metrics.
7. Partnerships and parent/family/community outreach are needed to help the district improve student outcomes. However, the district's approach to partnerships and outreach is highly fragmented across multiple departments, which results in confusion and missed opportunities.

Major district operations-related findings are below:

1. While outreach to minority and women's business enterprises (MWBE) is improving, contract awards to MWBE are appreciably below target. The district has not implemented enough remedies, such as those suggested in the 2013 Mason Tillman Disparity Study, but is in the advanced stages of adopting a full suite of remedies to address the problem.
2. Procurement of a Computerized Maintenance Management System has taken far longer than originally anticipated. Without a new system, the district has limited visibility into the efficiency of its Physical Plant Operations with regard to work order management.
3. Without supplemental support from school-based staff, breakfast meal participation rates may have peaked. Improvements in meal participation rates in general are difficult under stricter USDA regulations.
4. Current fleet maintenance and inventory controls are obsolete and yield inaccurate data. Under the current system, the district is missing an

opportunity to save on parts, time and labor while nurturing greater accountability.

1.2 Recommendations

Performance Management offers several, broad umbrella recommendations for building on the PM process to drive greater organizational effectiveness:

1. Help district departments implement project management discipline, skills and tools to bridge the gap between aspirations and execution.
2. Link PM to the district's strategic plan theories of action and interim goals, embedding it with strategic plan management.
3. Deepen PM outreach to schools, particularly as a means for assessing the reach and impact of district initiatives.
4. Advocate for and facilitate performance-based budgeting so that the district can gain deeper insights into the investments being made and whether they are delivering the desired results.
5. Leverage the PM process to encourage departments to exploit as fully as possible the features and functionality of the enterprise-wide technology tools already available to them, particularly Microsoft Outlook.
6. Re-launch "automated PM" to improve usage and give departments an easy and convenient way to report key performance indicators regularly.

Through its support of the recalibration of the district's strategic plan, PM is well situated to facilitate better outcomes in academics as well as operations. More detailed recommendations are presented in Section 11.0 of this document.

2.0 Year in Review: Major Accomplishments of the Performance Management Department

The Performance Management department is staffed with one Director, one Coordinator, and one Senior Programmer who work with district leadership and their designees to improve organizational effectiveness. Additionally, the Student Assessment and Research department allocates a "data designee," who coordinates the collection of measurement data associated with the topic under review. Specific accomplishments of the Performance Management Department include:

1. **The design and launch of PM 2.0**. Reviews were prepared and conducted on the following topics (with the associated district department[s] delineated parenthetically):
    a. BEST Blueprint (Office of School Performance and Accountability, Office of Academics, Office of Talent Development);
    b. Teacher Development (Office of Talent Development, Office of School Performance and Accountability, Office of Academics, Student Assessment and Research);
    c. Local Assessments (Student Assessment and Research, Office of School Performance and Accountability, Office of Academics, Office of Talent Development, Information and Technology, Human Resources);
    d. High Quality Pre-Kindergarten Teaching and Learning (Early Childhood Education and HeadStart);
    e. Blueprint for Algebra Readiness and Summer Bridge Program (Math, Science and Gifted);
    f. Quality Assurance of Supplemental Literacy Resources and Assessments (Literacy);
    g. Fuel Management and Fleet Maintenance (Student Transportation and Fleet);
    h. Greater Meal Participation (Food and Nutrition Services);
    i. Work Order Management (Physical Plant Operations);
    j. SAP Enhancements for Contract Management (Procurement and Warehousing Services);
    k. BEST Blueprint, Round Two (Office of Academics Office of School Performance and Accountability, Office of Talent Development, Student Assessment and Research, Information and Technology); and
    l. Creating a College-Going, Career-Ready Culture (Office of Academics, School Counseling and Academic Advisement, Career Technical Adult and Continuing Education, Student Support Initiatives, Office of School Performance and Accountability)
2. **Principal interviews** were conducted at eight elementary schools (Bayview, Bennett, Croissant Park, Harbordale, North Fork, North Side,

Riverland and Wilton Manors), two middle schools (New River and Sunrise) and two high schools (Fort Lauderdale and Stranahan[1]).

3. **A vendor-screening tool** was developed by PM Staff and delivered to the Facilities and Construction Management Physical Plant Operations department to aid in the selection of a Computerized Maintenance Management Software (CMMS) suite.
4. **A template library** with approximately 90 templates was created and distributed to district leadership, along with other tools designed to help district departments advance their work and communicate messages more effectively.
5. **Performance Management coordinated the strategic plan recalibration initiative**, consolidating the work of nine separate task forces composed of students, parents, teachers, principals, central office staff, business partners and community members that provided theories of action around critical issues facing the district.
6. **The administrative support provided by the district to Partners In Education, Inc**. **was revamped** in the areas of regulatory compliance, risk management, partner recognition, fundraising, partner recruitment, website updates, and event sponsorships.
7. **The following committees were supported** (and continue to be supported):
    a. Disparity Study Work Group
    b. Assessment Advisory
    c. Customer Service

Furthermore, on an on-going basis Performance Management provides departmental website maintenance assistance and develops online tools that help departments throughout the district collect, summarize, analyze and report data that inform their work. Many departments, for example, seek to survey their internal customers (often school personnel) to assess the impact of their work as they strive for continuous improvement. Performance Management offers a suite unsecured or secured data collection forms with varying levels of administrative capabilities depending on a department's specific needs. The **ESOL Department** (English Speakers of Other Languages), the **Public Information Office**, the **Student Assessment and Research Department,** and **Partners In Education** are recent customers of these services.

[1] Principal-appointed designees were interviewed at Fort Lauderdale and Stranahan High Schools.

3.0 Performance Management 2.0 Process Description

PM staff introduced a later generation of the PM process called PM 2.0, which builds on the work of earlier generations, PM 1.0 and 1.5, while taking a fundamentally different approach. The design of PM 2.0 was influenced by extensive discussions with 21 district departments that had participated in the first two generations of the process. Through those discussions, PM Staff observed the following:

1. Control over outcomes often spans multiple departments, yet priorities across departments often differ. Departments reported having difficulties meeting targets when they had to rely on other departments for critical deliverables while those departments had competing priorities.
2. The volume of preparation work for the PM Reviews ("Reviews") created a heavy burden on participants, who needed extensive coaching on PM terminology and deliverables.
3. Alignment between spending and district goals was not evident in budget data.
4. Metrics were mostly lagging indicators of performance, with many being measured only once per year. Consequently, needed adjustments happen too late.

PM staff shaped its approach accordingly by identifying the need for PM 2.0 to:

1. Establish cross-department teams accountable for outcomes and orchestrate Reviews around desired outcomes.
2. Leverage as much existing work as possible; use a more concise template. Amend the template as needed to communicate messages better and clearer rather than implement a "one size fits all" template.
3. Improve transparency behind spending and intended outcomes. Hone in on specific investments, and show the specific sources and uses of funds.
4. Incorporate leading indicators of performance to facilitate earlier course corrections.

The PM process culminates in a PM Review attended by the Superintendent, the Cabinet, the senior leadership team (SLT), and principal chairs representing all elementary, middle and high schools, as well as centers. The Review may be described across six attributes: theme, presenting team, length of presentation, core elements/tools, budget data, and metrics. The manifestation of those attributes has evolved with each generation of PM. That evolution, described in Figure 1, reflects (1) the maturation of PM from its infancy at the district to where it is today, as well as (2) the efforts of PM Staff to continuously improve the process itself. For example, PM 1.0 introduced as a core element the documentation of basic value-added services delivered by each department as a logical starting point for understanding how to gauge performance. Today, with those value-added services well understood across the organization, the emphasis of PM 2.0 is instead on clarifying, through process mapping, the inter-relationships and dependencies between departments that must work together to drive progress toward intended outcomes.

Figure 1: Attributes of the Performance Management Review

Evolution of the PM process across six main attributes

	PM 1.0	PM 1.5	PM 2.0
Theme	Breaking down silos	Moving the work forward	Driving intended outcomes
Presenting team	Department or Division	Department or Division	Cross-Department/ Division
Length of presentation	2 hours, ~60 charts	2 hours, ~25 charts	2 hours, ~10 charts
Core elements/tools	Organization chart Value-added services	SWOT Work Plan Cost-benefit analysis	Process map(s)
Budget data	Department/Division, unstructured	Department/Division, standard structure	Initiative (program) level, standard structure
Metrics	Define & measure	Update and adjust	Update and add leading indicators

A cross-department, outcome-oriented approach is inherently more complex than the traditional single-department scope of traditional Reviews. The departments that exert the most influence over a desired outcome are engaged both collectively and individually. In some instances, six departments were brought together to prepare the content for a single Review. The heightened level of collaboration requires more time for scheduling, for coordination and review of content, and for achieving agreement on the issues to be emphasized.

3.1 Performance Management 2.0 Engagement Model

While an outcome-oriented approach is more complex, PM Staff resources did not increase; to the contrary, a Staff vacancy existed throughout much of timeframe covered in this report. The calculus of accommodating greater collaboration with limited resources demanded an engagement model that segmented district priorities into two camps:

1. **Focal areas** (BEST Blueprint, Teacher Growth and Development, Local Assessments, and Creating a College-going, Career-ready Culture); and
2. **Ancillary initiatives** (High Quality Pre-Kindergarten Teaching and Learning, Algebra Readiness, Literacy Quality Assurance, Fuel Management and Fleet Maintenance, School Cafeteria Meal Participation, Work Order Management, and SAP Enhancements for Contract Management).

Focal area PM Reviews featured cross-department, cross-division presenting teams as described earlier. Engagement followed the same, full protocol of previous 1.0 and 1.5 Reviews. That protocol includes a PM follow-up session with

PM Staff on past Review findings, the completion of a new PM Review template, a management review of the new completed template delivered by the presenting team to the Superintendent, Chief of Strategy and Operations, Chief of Staff, and Chief Financial Officer, and the final PM Review itself.

Reviews of ancillary initiatives followed a "lite" protocol. Specifically, participating departments were asked independently to complete a condensed template, there was no management review prior to the final Review, and the Review itself was shortened to one hour. While engagement was more streamlined than with focal areas, it nevertheless afforded the Superintendent, Cabinet, Senior Leadership Team, and principal chairs the opportunity to collaborate meaningfully with the participating department during the final Review.

By segmenting district priorities into focal areas and ancillary projects, limited PM Staff resources could deliver depth of coverage where it is needed most, and breadth of coverage to ensure high priority initiatives received adequate exposure through the process. With PM 1.0 and 1.5, there was a 1:1 ratio of Reviews to departments. In other words, 20+ departments were reviewed in 20+ separate sessions, approximately. That ratio changed with PM 2.0. For focal areas, some departments (particularly within Academics, School Performance and Accountability, and Talent Development) were reviewed multiple times; and Reviews of ancillary initiatives covered two departments back-to-back in the same session. Thus, overall the absolute number of PM 2.0 Review sessions (12) was lower than with PM 1.0 and 1.5, but the number of times that departments were engaged for PM 2.0 increased by 20%.

3.2 Performance Management 2.0 Scope

The following divisions and/or departments participated in PM 2.0 (if a department or division participated in more than one Review, it is indicated parenthetically):

1. Career Technical Adult and Continuing Education (CTACE)
2. Early Childhood Education (ECE) and HeadStart (x 2)
3. Food and Nutrition Services (FNS)
4. Human Resources and Equity (HR)
5. Literacy (LIT)
6. Math, Science and Gifted (MSG) (x2)
7. Office of School Performance and Accountability (OSPA) (x4)
8. Office of Talent Development (OTD) (x3)
9. Physical Plant Operations (PPO)
10. Procurement and Warehousing Services (PWS)
11. School Counseling and Academic Advisement
12. Student Assessment and Research (SAR) (x3)
13. Student Support Initiatives (SSI) (x3)
14. Student Transportation and Fleet (STF)

In the end, however, under the scenario of a more targeted engagement model and fewer PM Staff resources, not all departments participated in PM 2.0. Areas not engaged by the PM 2.0 process are listed here:

1. Building Department (Office of the Chief Building Official, or CBO)
2. Business Support Center (BSC)
3. Exceptional Student Education (ESE). Covered extensively in the Evergreen study, ESE is far in the process of implementing the recommendations of that study and is monitored regularly apart from PM.
4. Finance (Office of the Chief Financial Officer)
5. Innovative Learning and Arts (ILA)
6. Police Department
7. Portfolio Services (PS, including Charter School Support)
8. Public Information Office (PIO)

Moving forward, PM Staff will look to re-engage those departments in an appropriate and meaningful manner.

3.3 Automated PM and the Open Door Policy

While not all departments participated in PM 2.0, PM Staff offer a way for all departments of their own volition to stay engaged with Performance Management on a regular basis independent of formal PM Reviews. Although overall usage is low, **Automated PM** is an online tool that allows registered users to update their KPIs or describe significant milestones that they have reached with regard to their major initiatives. By so doing, they provide transparency into their work, create a logged history of their progress, and are better prepared to produce content for a PM Review. PM Staff also has a stated **Open Door** policy whereby it consults with departments at their request on methods and tools to improve performance monitoring.

The departments that have pro-actively engaged PM either through Automated PM or the Open Door are the **Public Information Office**, **Food and Nutrition Services**, **Service Quality**, the **Office of Academics, Student Assessment and Research,** and **Procurement and Warehousing Services**. That's worth noting, because it offers an encouraging sign that Performance Management is maturing from a compliance activity at the district to a cultural mindset.

3.4 Principal Outreach

Elementary, Middle, High, and Center School principal chairs participate in every PM 2.0 Review. They are contacted in advance of the Review and queried as to the specific issues they would like the presenting team to address. At the Review session, they are given approximately 30 minutes to provide feedback to and ask questions of the presenting team.

Moreover, prior to the start of the 2015/16 school year PM Staff met individually with principals or their designees at eight elementary, two middle and two high schools, listed below:

1. Bayview Elementary

2. Bennett Elementary
3. Croissant Park Elementary
4. Harbordale Elementary
5. North Fork Elementary
6. North Side Elementary
7. Riverland Elementary
8. Wilton Manors Elementary
9. New River Middle
10. Sunrise Middle
11. Fort Lauderdale High
12. Stranahan High

The interviews sought to elicit school feedback on Student Assessment and Research, Performance Management, and the Broward Education Foundation. They were not intended to yield scientific or statistically valid information; thus, there was no effort to randomly select or interview principals from a cross-section of schools around the district. Rather, they were informal, loosely structured conversations meant to obtain qualitative, top-of-mind responses to simple, straightforward, open-ended questions with the belief that their answers could in fact be very revealing and useful for directional guidance. They were.

Because schools have limited exposure to the Performance Management department, which focuses on indirect support (i.e., via the central office) rather than direct support to schools, there was no targeted feedback for Performance Management. Instead, as might be expected, school feedback concentrated heavily on the topic of assessments. That feedback provided extremely useful context for PM Staff when it embarked on the 2.0 Review of the BEST Blueprint, the BCPS framework for improving student outcomes. Specifically, it led PM Staff to orient process discussions around:

1. How to better align curriculum, State assessments, and associated professional development; and
2. How to lighten the heavy lift exerted by schools to manipulate student data into more useable forms with which they can gain actionable insights.

Subsequent discussions between PM Staff and Student Assessment and Research (SAR) around the above #2 led to the development of school-customized data dashboards by SAR, with distribution to all schools on a monthly basis. See Appendix A for a sample.

The BEST Blueprint PM 2.0 Review is described in the next section.

4.0 The BEST Blueprint PM 2.0 Review

The BEST (Beyond Expected Student Targets) Blueprint is the BCPS framework for improving student outcomes. Its purpose is to expand across the district the behaviors and processes associated with best practices around (1) Professional Learning Communities, or PLCs, (2) Response to Intervention, or RtI, (3) internal and external relationships, and (4) benchmarking. The PM 2.0 Review focused on best practices for #1 (PLCs) and #2 (RtI).

The BEST Blueprint is not only a blueprint. It is the foundation of the BCPS mission. As such, two rounds of PM Reviews were conducted. Both are combined in the discussion that follows.

4.1 Description of the BEST Blueprint

The BEST Blueprint exists because the district recognizes that it systematically must do more to guarantee maximum outcomes for BCPS students. How effectively it is implemented is the responsibility of all BCPS employees, but ultimate accountability for its implementation rests with the Office of Academics (OA) and the Chief Academic Officer (CAO). Heads of the Office of School Performance and Accountability (OSPA), the Office of Talent Development (OTD), Instruction and Interventions (I&I), Student Assessment and Research (SAR), and Information and Technology (IT) are responsible for the components most essential to the successful implementation of the BEST Blueprint, namely:

1. School supervision and monitoring (OSPA),
2. Quality assurance, coordination and credentialing (OTD),
3. Content and fulfillment (I&I),
4. Measurement and reporting (SAR), and
5. Enabling technology (IT).

The core process behind BEST is guided by the observations, strategies and techniques described in Sutton's *Scaling Up Excellence*[2], Collins's *Good to Great*[3] and *Built to Last*[4], and DuFour's *Learning by Doing*[5]. The process is enabled by district-developed guidance on curriculum, assessments, remediation and enrichment (productized by OA as CARE Packages), assessment results, PLC sessions, coach credentialing, professional development and ongoing instructional support. District-wide learning on the Florida Standards is reinforced by training sessions (Sub-Cadre Trainings) for school-based administrators and their designated in-school subject matter champions. Schools are subsequently observed on a regular basis by Cadre Directors, who gauge

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[2] Sutton, R. (2014). *Scaling Up Excellence: Getting to More Without Settling for Less.* Crown Business.

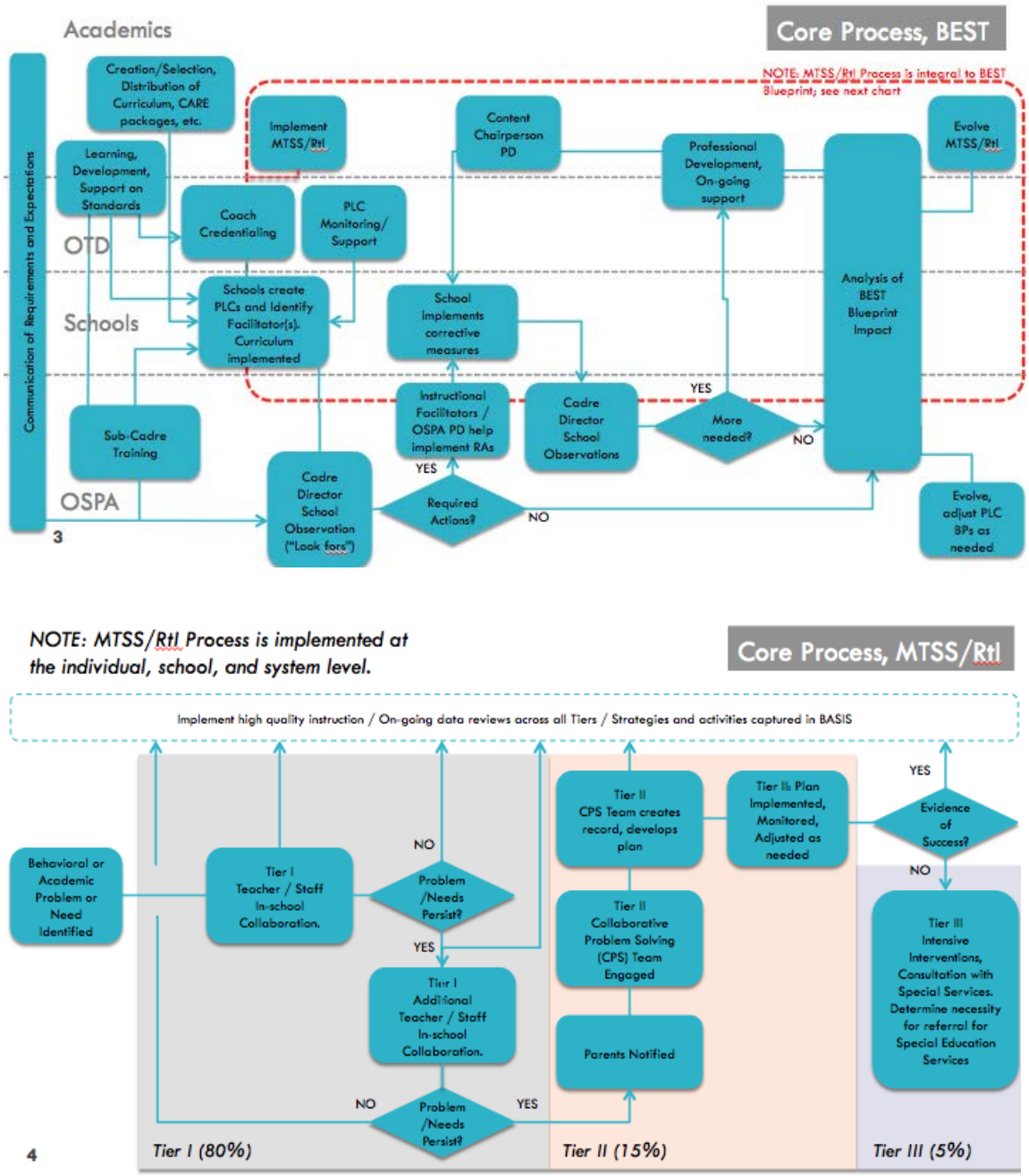
[3] Collins, J. (2001). *Good to Great.* Harper Business.

[4] Collins, J. (1994). *Built to Last.* Harper Business.

[5] DuFour, R. and R., Eaker, B., Thomas, M. (2010). *Learning by Doing: A Handbook for Professional Communities at Work—a practical guide for PLC teams and leadership.* Solution Tree.

Blueprint adherence across a set of research- and/or evidence-based criteria, called "look fors". Where weaknesses or opportunities are found, the Cadre Director marshals district resources to address schools' specific needs. Conversely, where a school is observed to have achieved success, Cadre Directors devise ways to scale up successful approaches across the district. Integrated into BEST is the district's Multi-tiered System of Support, or MTSS.

Figure 2: BEST Blueprint Core Process Maps



The MTSS process establishes an engagement model for responding to students' specific problems or needs—behavioral or academic—and an evidence-based protocol for escalating the interventions that are applied to foster resolution. Figure 2 provides an overview.

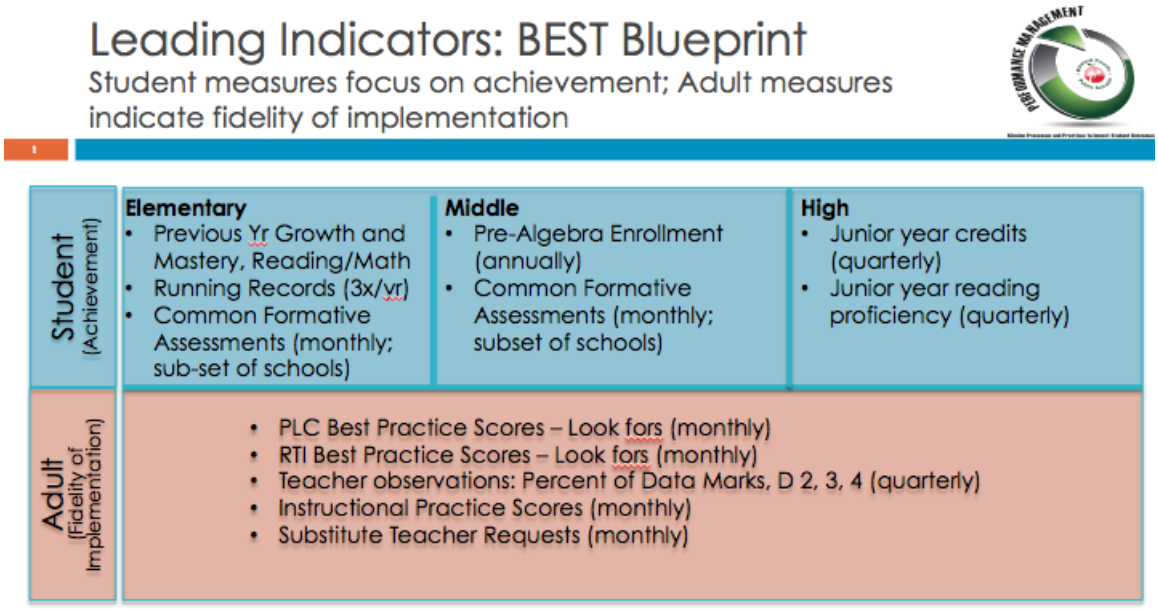
4.2 BEST Blueprint Outcomes

The *primary,* measurable *desired* outcomes are:

1. More than a year's growth in a year's time as demonstrated by improvements in student performance on criterion-referenced standardized tests;
2. Improved instruction as measured by teachers' instructional practice scores based on the observations of their principals;
3. Enhanced professional development and support as measured by collected survey data and program evaluations;
4. Greater budget/financial efficiencies as measured by actual- vs. budgeted spend; and
5. Documented processes.

In sum, the data examined with regard to the efficacy of the BEST Blueprint center on both **student achievement** and **adult behaviors**. Adult measures indicate fidelity of implementation of the Blueprint and include teacher turnover. The student achievement metrics reviewed include elementary, middle, and high school readiness, and graduation success. While those measures are only collected on an annual basis, the PM 2.0 process identified leading indicators that may be tracked regularly. See Figure 3.

Figure 3: BEST Blueprint Leading Indicators



Unfortunately, the district is not well instrumented to collect BEST leading indicators regularly. Data resides in disparate systems managed by separate

organizations. Pulling it together for analysis requires significant coordination and deliberation. For the purposes of the PM Review, leading indicators were collected for a manageable sub-set of five elementary schools: Coral Cove, Dillard, Martin Luther King, Park Ridge, and Silver Palms. Annual measures (i.e., lagging indicators) were collected district-wide.

Highlights are below[6]:

1. **Elementary school readiness** (measured at 3rd grade): the percentage of students meeting or exceeding grade level satisfactory performance (achievement level 3 and above) in English Language Arts is 52%, which is below state average and lower than the previous year's value of 57%. The percentage of students meeting or exceeding grade level satisfactory performance in Mathematics is 58%, which is above state average and higher than the previous year's value of 56%.
2. **Middle school readiness** (measured at 5th grade): the percentage of students meeting or exceeding grade level satisfactory performance in English Language Arts is 51%, which is below state average and lower than the previous year's value of 60%. The percentage of students meeting or exceeding grade level satisfactory performance in Mathematics is 56%, which is above state average and unchanged from the previous year's value of 56%.
3. **High school readiness** (measured at 8th grade): The percentage of students meeting or exceeding grade level satisfactory performance in English Language Arts is 58%, which is above state average but lower than the previous year's value of 59%. The percentage of students meeting or exceeding grade level satisfactory performance in Mathematics is 50%, which is above state average and significantly up from the previous year's value of 43%.
4. **Graduation success** over time is flat, with the current value of 76.6% little changed from the 2010/11 baseline value of 76.1%.
5. **Instructional Practice scores** of teachers were little changed, at 3.1 for both the current and previous year.
6. **Teacher turnover** increased from 9.1% to 9.4% (includes both resignations and retirements).

At the subset of schools for which a full analysis of leading indicators was completed, the results support the value proposition of the BEST Blueprint that, if implemented with fidelity, students will achieve better outcomes. In that analysis, schools observed to have better RtI and PLC practices, more professional development, and fewer substitute teacher requests were found to have better student *growth* outcomes. See Figure 4.

While the overall outcomes are mixed, they should be viewed with additional context. First, when benchmarked against the state, BCPS students scored higher than the state in 13 of 17 of the Florida Standard Assessment (FSA) tested areas.

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[6] The results shown here reflect more current values than the values presented at the PM Review.

Second, the change in assessment instrument from the Florida Comprehensive Assessment test to the FSA makes trend analysis more difficult. Finally, the BEST Blueprint is in its first full year of implementation; any firm conclusions over its efficacy are premature.

Figure 4: BEST Blueprint Leading Indicators for a Subset of Five Elementary Schools (Note: names not shown)

Baseline Measures
Adult Behaviors

School	Metric						
	PLC Best Practice Scores	RtI Best Practice Scores	% Datamarks for Design Questions 2 - 4	Instructional Practice		Substitute Teacher Requests (Rate)	
				Average Score	Total/# Needed	Sick/Jury/ Personal/ Bereavement	PD/TDA
School I	3.77	72	52	3.40	60%	5.8%	15.5%
School II	3.55	33	40	3.07	53%	7.8%	2.9%
School III	3.10	48	37	3.15	53%	4.9%	1.9%
School IV	2.54	24	35	2.97	61%	7.6%	5.3%
School V	2.32	n/a	37	3.53	34%	5.6%	4.3%

Excellent Good Fair Poor

Baseline Measures
Student Outcomes

School	Metric									
	Proficiency and Growth Outcomes, Previous Year				Running Records (Mean Score, AP 2)*					
	Reading		Math		Grade 1			Grade 2		
	Proficiency	Growth	Proficiency	Growth	Independent Level	Instructional Level	Frustration Level	Independent Level	Instructional Level	Frustration Level
School I	4.1	71.2	4.0	56.4	12.4	13.7	14.7	19.0	20.3	21.4
School II	2.8	58.2	2.8	52.9	4.6	5.5	6.5	12.7	13.0	14.0
School III	2.6	53.3	2.3	32.4	10.0	11.2	12.8	14.0	16.4	18.8
School IV	2.6	54.6	2.7	39.5	4.7	6.6	9.0	16.2	18.7	21.4
School V	3.8	54.8	3.9	45.7	9.0	10.9	13.0	21.9	25.2	28.2

Excellent Good Fair Poor

*Test Type varies, both RIGBY and DRA were used, and they have different scales

See "KEY" for ranges

4.3 Tracking for Success: What to Expect

A risk evaluation is a critical exercise in the PM 2.0 process and weighs heavily in conversations at PM Reviews. In preparation for the Review, PM Staff probed the presenting team extensively to uncover risks that could potentially undermine the district's execution of the BEST Blueprint. Of greatest concern are risks identified as high probability (where the likelihood of occurring is estimated at 50% or greater) and high impact (where negative effects are potentially experienced district-wide). The presenting team identified the following as the highest risks:

1. Standards knowledge transfer to teachers is beset with challenges. BCPS must be able to identify professional development needs and be prepared to respond in a timely manner, successfully mapping teachers to the professional learning resources that address their needs.
2. The current technology infrastructure is not adequate. A Learning Management System (LMS) is needed to capture and manage data and curriculum.
3. A differentiated plan for low performing schools is missing.
4. The absence of a unified curriculum framework results in outcomes that are difficult to compare.

The presenting team outlined a path forward to mitigate the above risks. That path includes a formalized training plan and district-wide convening around standards training, the selection and implementation of a LMS, a tiered approach to identifying and supporting low performing schools, and a rationalization of literacy curriculum.

In Round Two of the PM 2.0 process for the BEST Blueprint (which occurred eight months after the first round), progress across all fronts was observed. For example, Talent Development had rolled out learning goals and performance scales to 148 schools. The Office of Academics had mapped schools to tiers based on risk factors and developed differentiated support plans defined by tier. But the original timelines communicated with respect to the acquisition of a LMS were substantially underestimated. A more deliberative approach in which stakeholders from across the district were consulted—and to whom solutions from three vendors were demonstrated—led to a much lengthier but more thorough selection process. LMS implementation remains in planning. Furthermore, district discussions on how BCPS describes what students are expected to know and do (i.e., a uniform curriculum framework) are still in progress. Hence, there remains a wide discrepancy—in aggregate—between instructional practice scores and course grades, which are high, and student performance on standardized tests, which is appreciably lower.

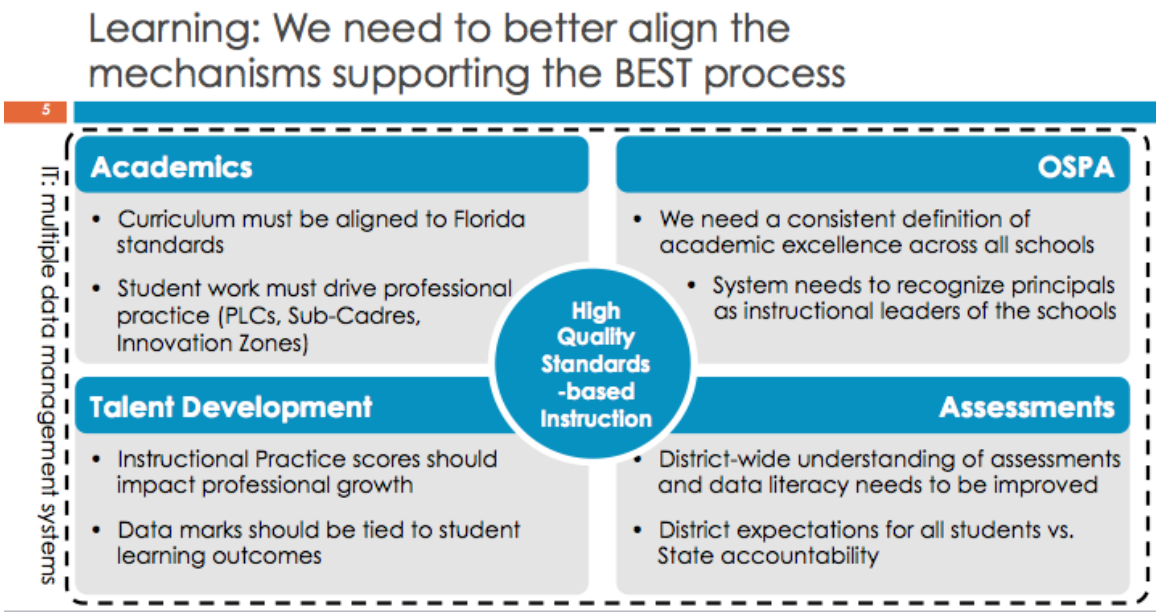
What should BCPS stakeholders look for in the coming school year? OA will introduce student performance tasks to gauge what students know and can do. It will examine shifts in school culture as measured by Panorama[7] scales to test

[7] Panorama Education is a leading provider of validated, research-backed survey instruments specialized for the education industry.

whether its tiered school support model is having the desired impact. It will also transition to fewer curricular programs, rationalizing them according to which are demonstrably most effective. OSPA will look for evidence that student work is driving instructional practice and ensure that lesson presentations are tied to standards. It will also provide for extended learning opportunities (ELOs) informed by student learning modalities and social/emotional needs. OTD will embed "Rigor Walks" into systemic practices, continue its focus on developing Master Coaches to support priority schools, work to better target its professional development offerings, and look to new ways of delivering it. IT will complete the BCPS migration to Microsoft Outlook, expand Active Directory to provide access to data among a wider group of stakeholders, and drive the initial deployment of the LMS.

Future Performance Management engagement on the BEST topic will hone in on alignment between the organizations responsible for, and the underlying mechanisms supporting, the BEST process. See Figure 5.

Figure 5: Aligning the Mechanisms Supporting the BEST Blueprint



5.0 Teacher Development

There is no initiative more directly linked to high quality instruction than teacher development and growth. BCPS strives to provide (1) comprehensive professional learning structures that reinforce the implementation of the Florida standards and (2) instructional strategies that develop and support instructional effectiveness.

5.1 Description of Teacher Growth and Development

The initiative around teacher development and growth aims to bring greater coordination and coherence to professional learning and district coaching. Accountability for it rests with the Office of Talent Development (OTD) and the Chief Talent Development Officer. The Office of Academics (OA) and the Office of School Performance and Accountability (OSPA) are responsible for key elements in the delivery and cultivation of professional learning, including course content and fulfillment (OA) and supervision and monitoring (OSPA).

District structures for professional development (PD) are guided by the Florida standards, Florida Statute 1012.98, the Instructional Practices Framework, the BEST Blueprint, and Learning Forward, an association for professional learning. The district enables professional learning with:

1. **Content** produced, procured, and/or delivered by a cadre of administrators and teacher experts;
2. **Tools** for requesting and tracking PD (called MyLearningPlan), as well as for observing its impact on instructional practice (called iObservation);
3. A **coach credentialing program** for developing school-based literacy and math coaches; and
4. **Program evaluations and reviews**, such as those from SRI International and The New Teacher Project.

The primary triggers for PD include State requirements, district initiatives, specific school programs, and grant requirements. Through self assessments and formal or informal observations, teachers and school-based administrators work with OA, OSPA, and OTD to (1) coordinate the content and delivery of professional learning and (2) ensure that teachers have deliberate time and opportunity for learning. Teachers register for PD, which is then typically delivered off-site at the Talent Development offices on the Nova campus or at OSPA offices at Pompano High. On an on-going basis, teachers participate in school-based PD via Professional Learning Communities, or PLCs, to improve upon their craft. Schools determine how to organize, manage, and implement their PLCs, but are expected to document their PLC activity by recording PLC minutes. The impact of PD is ultimately gauged through teacher observations, data analysis, and evaluations by Program Managers. Teachers who desire to advance their careers yet seek to remain close to teaching can pursue a career path that moves them from teachers to mentors, to Coaches, to Instructional Specialists, to Peer Reviewers. The teacher development process is described in Figure 6. New teachers entering the BCPS system—depending on their experience level—receive induction coaching, New Teacher Academy training, an orientation to

the instructor evaluation system (BRIDGES), and/or New Educator Support System (NESS) training (Figure 7).

Figure 6: Teacher Growth and Development Process

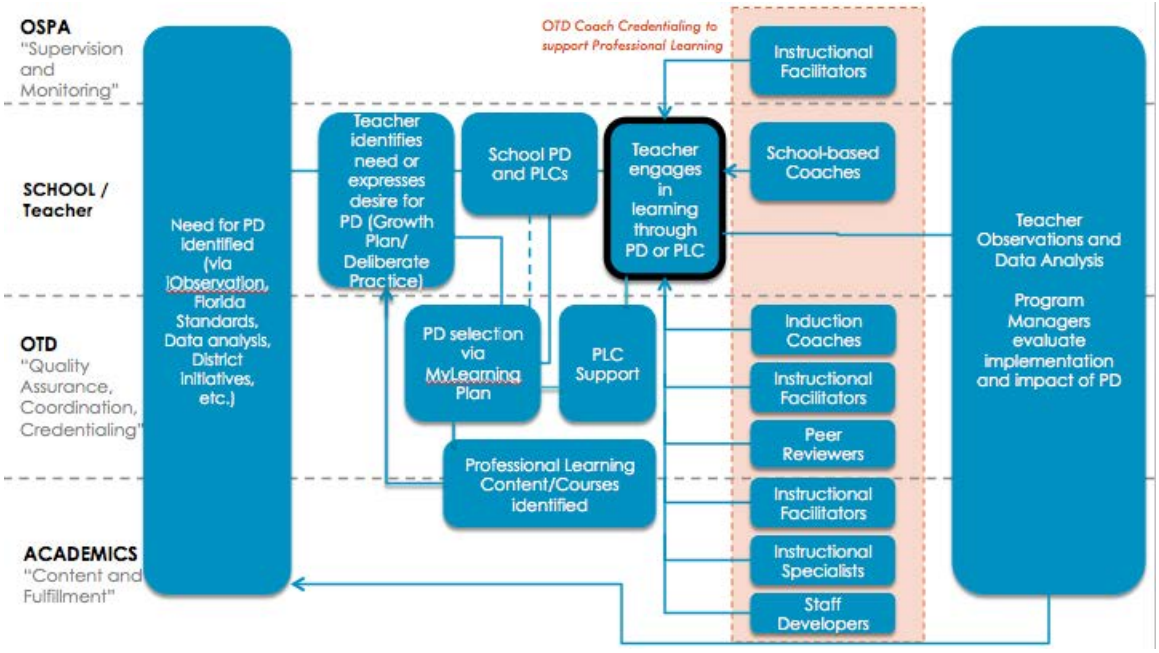
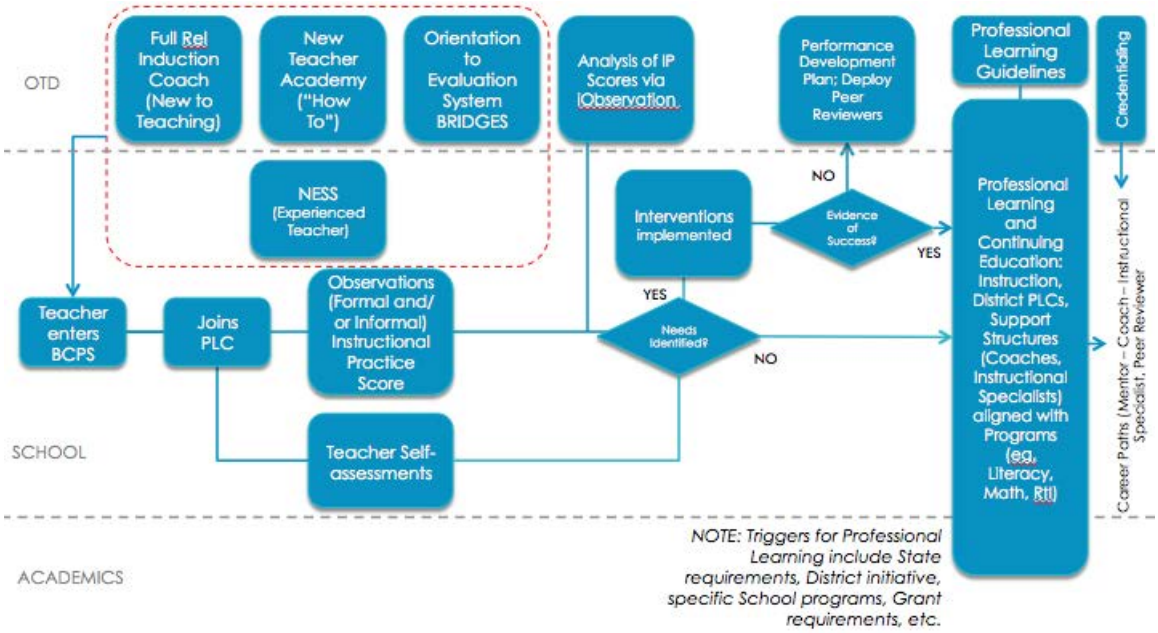


Figure 7: New Teacher Induction and Development



5.2 Teacher Growth and Development Outcomes

Outcomes for the district's teacher growth and development initiative are measured across a set of both leading and lagging indicators. The metrics that are monitored, while not perfect, are believed to offer reasonable insights into whether or not investments of time and money in professional learning are, in the end, helping drive better student outcomes, particularly with regard to student growth. Leading indicators include teachers' Instructional Practice scores, the frequency of coaching interactions, and the percentage of PLCs meeting for 49 hours or more, a benchmark observed to be associated with a boost in student outcomes[8]. Lagging indicators include the number of D and F (traditional, non-charter) schools, teacher turnover, and a measure of the discrepancy between instructional practice and student growth. Highlights are below:

1. Instructional Practice scores have remained essentially flat, at ~3.1, for three years.
2. The discrepancy between Instructional Practice and student growth is improving appreciably, which is to say that it is declining.
3. The percentage of PLCs meeting for 49 hours or more has more than doubled, from 8% in 2012/13 to 17% in the 2014/15 school year (the most current value available at the time of the PM Review).
4. The number of traditional schools with school grades of D or F increased 25% from 36 to 45.

In addition, the Florida Department of Education Value Added Model scores were examined to assess the specific influence or impact of BCPS teachers on students' performance in reading and math *in aggregate*. Over the 2012 to 2014 timeframe, reading VAM scores declined 1.5 points from 47.5 to 46.0, while math VAM scores increased 2.1 points from 46.5 to 48.6. For 2014, neighboring district, Miami-Dade, saw greater improvement in reading VAM scores, while Palm Beach saw greater improvements in both reading and math.

Clearly, teacher growth and development outcomes at BCPS are mixed. However, the outcomes should be considered in a broader context for at least two reasons:

1. Expectations for a quick return on investment (ROI) for PD are unrealistic if student outcomes alone are considered. Even when teachers immediately incorporate professional learning into their day-to-day practice, they may face learning curve or other adoption challenges in a real-world classroom setting. As with other professions, extracting the full benefit of PD comes over time with repeated application and continual reinforcement. Measures around (a) teachers' reactions to, satisfaction with, and planned actions as a result of PD, (b) their actual learning gained from PD, and (c) application and implementation of learned

[8] School Redesign Network at Stanford University: Darling-Hammond, L., et al (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad.* National Staff Development Council.

content following PD should all factor into an evaluation of PD effectiveness. However, those measures were not examined because either they were not available or could not be collected in a timely, undisruptive manner in the course of PM Review preparations. As for what length of time is realistic for determining ROI for PD, Kosloski and Reed suggest a six-year horizon.[9]

2. Underlying formulas for measuring student achievement have changed. Because of the transition from the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) to the Florida Standards Assessment (FSA) in 2015, learning gains components, including learning gains for the lowest quartile for English Language Arts (ELA) and mathematics, were not included as part of the 2015 school grades computation. Moving forward, however, learning gains will be included.

Notwithstanding the broader context, efforts to drive continuous improvement warrant a review of the planning, implementation, and management risks around teacher growth and development at BCPS.

5.3 Tracking for Success: What to Expect

Atop the risks identified during the PM 2.0 process are issues related to the structure and funding of PD:

1. Time for professional learning, which is often delivered off-site, at night or on weekends, and/or over multiple segments, is limited and fragmented.
2. Fifty percent of teacher growth and development funding is from competitive grants, and over 60% of salaries in OTD are grant-funded. A heavy reliance on grant funding leaves in question the long-term sustainability of programs.
3. Desired courses may not be available or cannot be delivered, and there is little clarity on how to request PD outside of MyLearningPlan.
4. A lack of defined learning pathways limits the district's ability to ensure consistency of PD across critical content areas and skills.

In general, oversight of professional learning and support structures is highly fragmented; and, in cases where schools select PD independently, there is little or no oversight. Furthermore, it is highly probable that the utilization of Coaches to impact instructional practices is presently sub-optimal in the event they are requested to perform other duties.

Moving forward, a professional growth continuum (learning pathways), formed around standards based instruction, will be implemented to address the specific needs of teachers from pre-service through in-service. The continuum will provide clarity on the type of PD needed and better ensure its availability. Customized professional learning will address subject-area and grade-level needs with a focus on both pedagogy and content knowledge.

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[9] Kosloski, M. and Reed, P. (2009). Determining Return on Investment for Professional Development in Public Education: A Model. *Online Journal of Workforce Education and Development, Vol. IV,* (Issue 1), pp. 1-11.

Regarding the sustainability of funding, subsequent to the PM Review the district took important steps to reduce its dependence on competitive grants. For example, Employee Evaluations staff that was previously 100% funded out of TIF have been shifted to a funding mix of 30% Title IIA and 70% TIF for 2016/17. Furthermore, the Professional Development Certification Program (i.e., alternative certification) has been streamlined from two separate grant-funded programs (Competitive Federal and Title IIA) into one program funded through Title IIA.

6.0 Local Assessments

The PM Review on the topic of local assessments narrowed in on and examined the mission, rationale, process, and metrics around BCPS's strategy for developing and administering local end of course (EOC) tests. At the time of the Review, EOCs were required by the State (Florida Statutes 1008.22, 1012.22, and 1012.34). However, the unfunded mandate was subsequently changed, eliminating (1) local exams in courses/subjects where there is also a statewide, standardized EOC exam and (2) the requirement for local assessments in each grade and subject not assessed by a statewide, standardized assessment. With the requirement dropped, the topic is no longer germane to the district and will not be described here.

7.0 Creating a College-going, Career-ready Culture

A college-going, career-ready (CCR) culture ensures that students are academically prepared, emotionally resilient, and procedurally aware of life after high school. BCPS aims to provide the environment, attitudes, and practices in schools and communities that encourage students and their families to use information, tools, and perspectives to gain access to and success in post-secondary education and careers. The future of BCPS students depends on them being well prepared for life's experiences. Moreover, the viability of the Broward community rests on having a knowledgeable and skilled citizenry.

The Superintendent galvanizes the culture at BCPS, while deliberate actions to manifest it at district offices and schools are the responsibility of OA and OSPA. The Chief Academic Officer (CAO) is ultimately accountable for results, with leaders of the following departments responsible for essential program elements: School Counseling, BRACE[10], and Academic Advisement (abbreviated here as School Counseling), Student Support Initiatives (SSI), and Career, Technical, Adult and Continuing Education (CTACE).

7.1 Description of Creating a College-going, Career-ready Culture

There is no singular process behind creating a CCR culture, although culture is something that is reflected in every process in the district. Rather, in preparing for the 2.0 Review, PM Staff worked with the presenting team to define the attributes of a CCR culture and then to document the inputs, guides, outputs, and enablers around its centerpiece—School Counseling—by applying an IGOE framework[11]. See Figure 8. By separating out the IGOE components, the organization gains an opportunity to examine more closely the relationships between system elements as they relate to steering students towards college and careers.

What does a CCR culture look like? Core attributes are described below.

1. *Environment, attitudes, and practices:* There is a common definition of a CCR culture. Staff and parents are well informed. An attitude of "every student can succeed" prevails. School counseling plans are documented. College advocacy is reflected in district hiring and evaluation practices. School Improvement Plans (SIP) and strategic goals are tied to college metrics.
2. *Information, tools, and perspectives:* Students are engaged, and their needs, interests, abilities, and aptitudes are regularly tracked, investigated, discussed, and acted upon. College information sessions abound. Parent and community outreach, engagement, and commitment are well coordinated. Staff regularly network with college professors and administrators, and there is continual collaboration with Workforce Boards.

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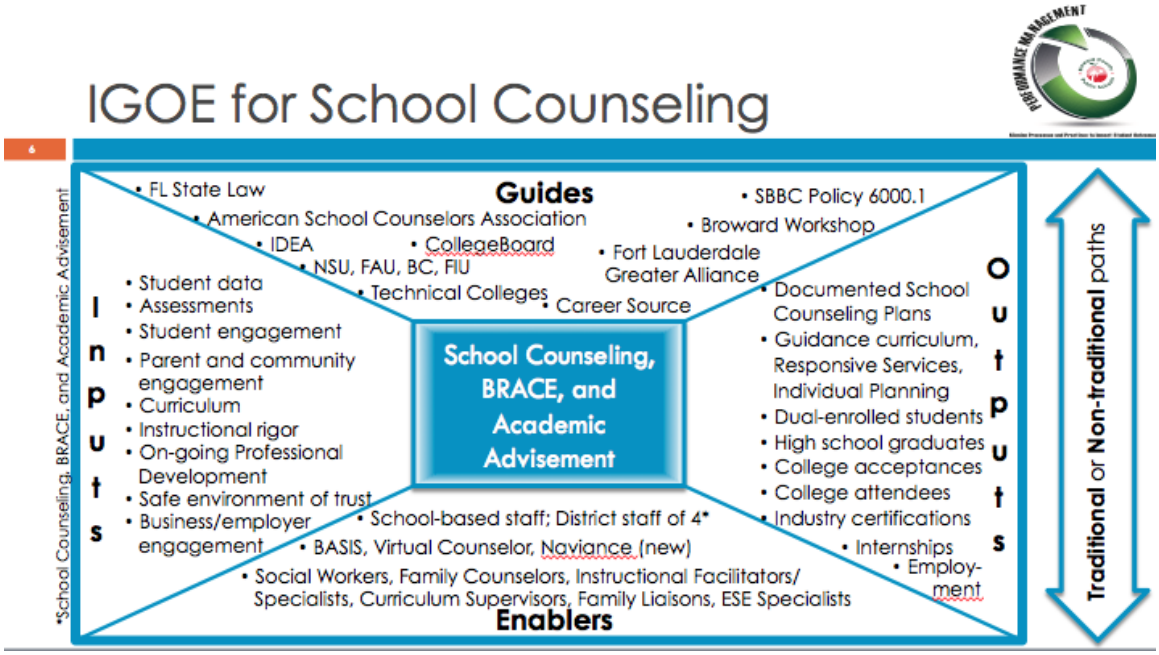
[10] Broward Advisors for Continuing Education

[11] Long, K. (2012). "What is an IGOE?" *Business Rules Journal, Vol. 13,* (Issue 1).

3. *Access to and success in post-secondary education*: A portfolio of programs and schools is available to all students. Class assignments are not based on potential alone. Academic rigor is customary. Financial aid options are well known and pursued. Internship opportunities are commonly available and successfully filled.

In short, a CCR culture is one in which students who follow either traditional (K-12-college) or non-traditional paths (K-12-carreer/technical) can thrive.

Figure 8: IGOE Framework



7.2 Creating a College-going, Career-ready Culture: Outcomes

7.2.1 Metrics

Data collected at crucial points in students' K-12 experience, as well as post-secondary measures, were analyzed to gauge the district's CCR culture. Teachers' expectations of student success, self-reported in the district's Annual Customer Survey, were also reviewed. College admissions test participation rates, completion rates of the Free Application for Federal Student Aid (FAFSA), the number of student internships, and the number of career/industry concentrators provided additional context for ascertaining BCPS's CCR culture. Where possible, three- to five-year trend data was collected to provide a balanced picture.

Metrics around the following areas were observed over the 2010/11 to 2014/15 timeframe (except where noted) to be *improving*:

1. Eighth grade enrollment in Algebra increased from 16% to 23%;
2. The number of students dual enrolled in high school and college grew from 5% to 7%,
3. The number of student internships grew from 42 in 2012/13 to 145 in 2014/15, and
4. The number of concentrators grew from 4,999 to 5,493 (2012/13 – 2014/15).

Around the areas below, outcomes over time were observed to be *flat*:

1. Second grade results on the Cognitive Abilities Test (CogAT),
2. Tenth graders' mean PSAT scores across all tested areas,
3. The percentage of students completing a college prep curriculum (see Appendix B for definition),
4. FAFSA completion rates,
5. The graduation rate, and
6. The percentage of graduates continuing their education.

Finally, the metrics below were observed to be *declining*:

1. The percentage of third graders reading at grade level fell from 56% to 52%[12],
2. Bright Futures eligibility remained ~ 30%, and
3. The number of Industry Certifications received by CTE students fell from ~6,200 in 2012/13 to ~4,300 in 2014/15. However, that decline is attributed to the change in testing rules adopted by the Florida DOE in the 2014/15 school year. The new rules restrict the number of opportunities students are afforded to pass Industry Certification exams.

Worryingly, the Annual Customer Survey revealed a steep decline from 53% (2014) to 39% (2015) in the share of teachers who agreed with the statement, "[m]y students are capable of meeting the learning standards expected at this school". Analysis by SAR suggests that the decline may reflect uncertainty with the new Florida standards, which may be leading teachers to be less optimistic over students' ability to succeed.

While on the low-end for having completed a college prep curriculum, Broward students' intent to go to college and their eligibility for Bright Futures is near the middle of the range for Florida's largest districts. The rate of Broward graduates continuing their education is at or near the top of the range among Florida's largest districts across both gender and race[13].

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[12] Over the timeframe analyzed, the testing instrument changed from the FCAT to the FSA. FSA results reported in May 2016 (after the March 2016 PM Review) showed an increase of Grade 3 students reading at grade level from 52% to 55%, which suggests a flat five-year trend.

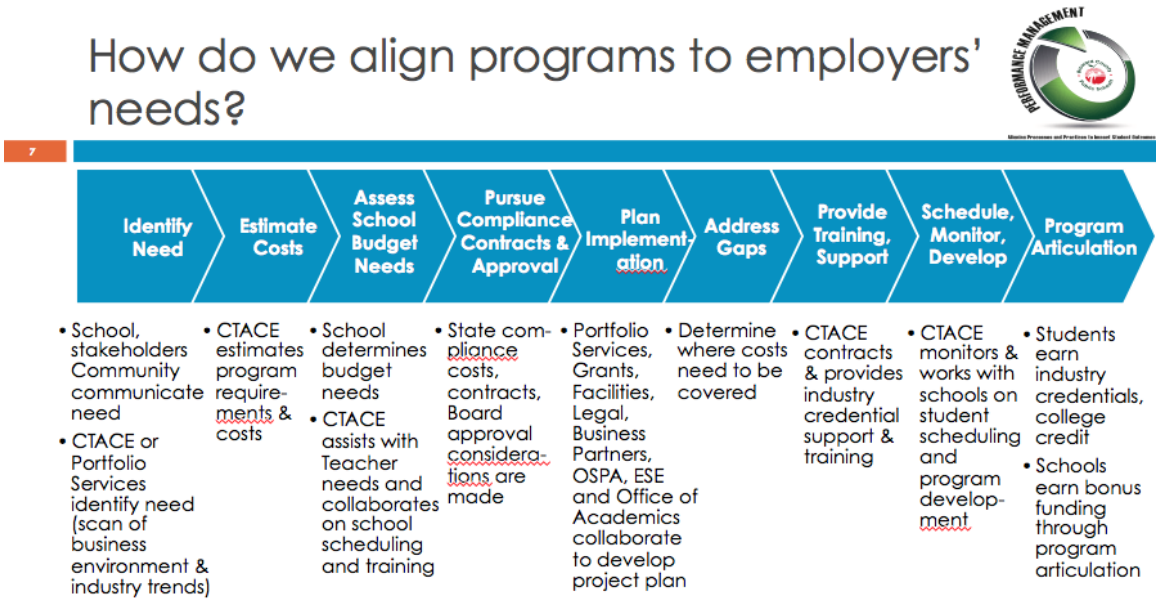
[13] Florida Department of Education High School Feedback Report based on data for graduates of the 2012-13 school year.

7.2.2 Structures

The outcomes highlighted thus far provide the context with which PM Staff framed the PM Review. In particular, the uneven outcomes led PM Staff to examine the structural characteristics behind how BCPS aligns programs to employers' needs, how counselors and other specialists help guide students toward colleges and/or careers, and how parent and community resources are leveraged to support better outcomes. With the timing of the PM Review in March 2016, the PM process—by focusing on underlying structures—was implemented to support OA's springtime organizational planning period for the 2016/17 school year.

Career/Technical Education. BCPS has implemented a more deliberative approach to launch programs that are better matched to meet employers' needs. In the past, programs often sprouted from grass-roots efforts at, or directed toward, specific schools without being well informed by a purposeful scan of the tri-county business environment, an analysis of labor needs, or an assessment of industry trends. The district has recognized the opportunity to improve its planning behind career/technical education (CTE), and is leveraging both external and internal relationships to rationalize its CTE portfolio. BCPS's approach is described in Figure 9.

Figure 9: How BCPS Aligns Programs to Employers' Needs



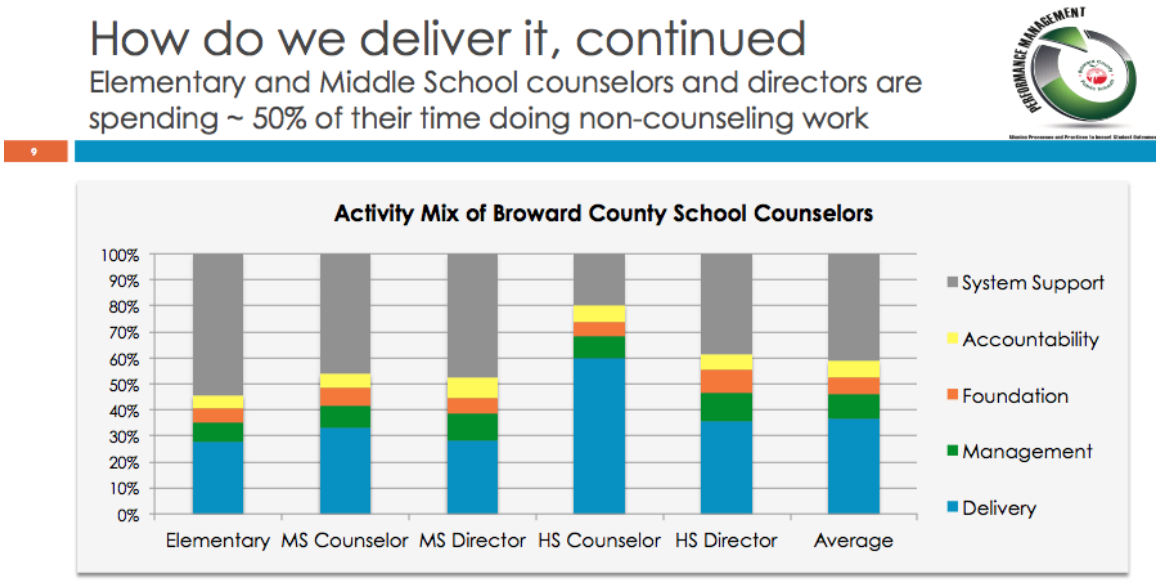
Among the external stakeholders with whom BCPS collaborates are the Broward Workshop, the Greater Fort Lauderdale Alliance, and numerous local municipal Chambers of Commerce.

School Counseling and Academic Advisement. BCPS delivers school counseling and academic advisement services primarily through School Counselors. Other

critical channels of service delivery are Social Workers, Family Counselors (one per zone), and—for Title One schools—Instructional Facilitators and Specialists. The current ratio of School Counselors to students is 1:529—far higher than the best practice ratio of 1:250 recommended by the American School Counselors Association, but within the norm of Florida's other public school districts.[14]

More than the absolute number of School Counselors, however, the PM process sought to understand how they allocate their time. When queried, School Counselors reported on average spending ~50% of their time doing non-counseling work. Their self-reported activity mix is shown in Figure 10.

Figure 10: Activity Mix of Broward County School Counselors



Source: Survey of school counselors conducted by Office of Academics Department of School Counseling, BRACE, and Academic Advisement

System support activities (e.g., test coordination, ESOL, MTSS-RTI, and 504 supports) accounted for a substantial proportion of their work, particularly at the elementary and middle school levels. (System support is defined as "other duties as assigned to support the school's needs but are not part of the Annual School Counseling Plan". See Appendix C for definitions of activity categories.)

With a less than desirable school counselor-to-student ratio and a heavy burden of system support activities, School Counselors struggle to serve adequately all of Broward's students. The PM presenting team believes that the top 10%, the bottom 5%, and highly motivated students in the middle 85% of the student population are historically best served by BCPS in terms of career and academic advisement.

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[14] The Florida legislature's Office of Program Policy Analysis and Government Accountability finds the most common student-to-counselor ratios to be between 400 and 499 students per counselor. However, of the ~2,600 schools reporting, 441 schools had ratios similar to Broward's average (between 500 to 599 students per counselor).

Parent, Family, and Community Engagement. Motivating all students to pursue college and career opportunities, as well as helping meet their social and emotional learning needs, require resources beyond those of BCPS acting alone. Parents, families, and communities need to work together with BCPS to address the formidable challenges at hand: poverty, bullying, absenteeism, behavioral issues, etc. At the time of the PM Review, however, parent, family, and community outreach was observed to be lacking a coherent framework. Instead, engagement activities were spread across multiple service areas and not concretely anchored to district priorities, goals, or student outcomes.

7.3 Tracking for Success: What to Expect

BCPS must adapt in meaningful ways if it is to be genuinely described as having a college-going, career-ready culture. It must successfully address capacity challenges with available resources, and it must nurture a CCR culture by ensuring that the appropriate tools and environment are in place to support the academic focus at each level.

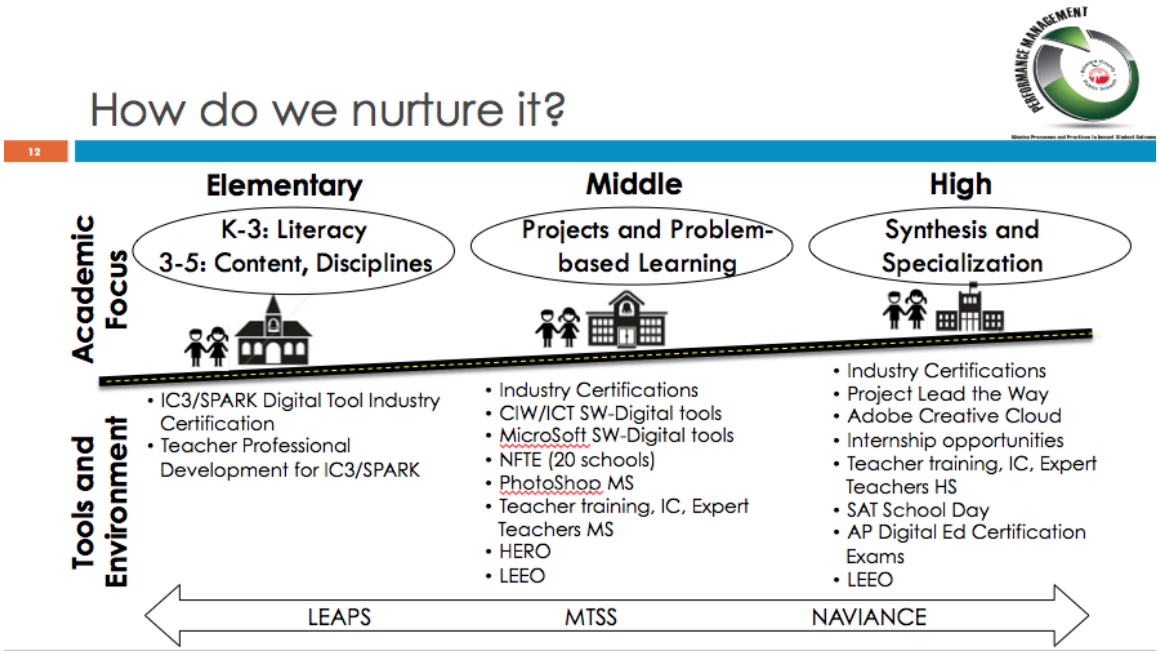
Moving forward, School Counseling capacity will be expanded in three ways:

1. **New technology**—Naviance—will be deployed to enable wider and deeper reach for students to explore colleges and careers. It is being implemented to help align students' interests to post-secondary goals and will allow students and BCPS staff to track student progress.
2. **Job scope recalibration**: the School Counselor job description will be aligned to the American School Counselors Association prototype, and the district will work to ensure "truth in usage" of its school counseling resources. However, that will require revisiting system support requirements around testing, ESOL, MTSS-RTI, 504s, etc.
3. **Additional personnel and professional development**: the district will move (a) to increase staffing and school allocations, (b) to broaden access to PD for School Counselors, and (c) to tie School Counselor evaluations to actual duties.

SSI will launch an approach to community outreach that scales up from pre-kindergarten through 12th grade the HeadStart Parent Family Community Engagement (PFCE) framework, which is recognized as best practice. The approach will define a roadmap with critical milestones for helping students achieve college, career, and life success. It will specify child outcomes, PFCE outcomes, program impact areas and program foundations, and will bring greater coherence to current district initiatives.

Academically, the learning emphasis will be on literacy in K-3 and on content and disciplines in grades 3-5. At the middle school level, learning will be oriented toward projects and problem solving, while synthesis and specialization will characterize high school learning. An appropriate digital environment, PD, tools, student internships, and interventions to nurture a CCR culture will support learning at each level, as shown in Figure 11.

Figure 11: Nurturing a College-going, Career-ready Culture



Finally, by mapping the attributes (see Section 6.1) of a CCR culture to the BCPS current situation, the PM Review process identified several areas of opportunity for improvement. They fall into four categories:

1. **Attributes that exist but need to be monitored for continuous improvement**. For example, School Counseling Plans have been created for each school, but currently there is no systemic mechanism in place to monitor how well they are implemented or how effective they are. Networking with college professors, administrators, and Workforce Boards is happening, but there is likely an opportunity to derive more benefit from those relationships. College and career information sessions are being held; now, with Naviance, the district has better means for understanding the results they yield.
2. **Attributes that need attention**. As measured in the Annual Climate Survey, teachers' attitudes that every student can succeed is an area of concern that will be addressed by PD tied to learning standards, more actionable (and easier to use) data on student progress, and additional district and community support. Academic rigor, student engagement via direct support from School Counselors, FAFSA completions, and wider access to programs, classes, and schools are other areas where improvements are planned.
3. **Attributes that are new or have not yet matured**. The definition of a CCR culture is one that, through the PM process, has been officially articulated for the first time at BCPS. Student college and career exploration through Naviance is being implemented for the first time and will help BCPS measure student engagement. Internships are relatively new at the

district; moving forward, steps will be taken to understand their impact on career readiness. How well the district scales up the PFCE framework remains to be seen, but it is now in place.

4. **Attributes that are missing**. Current School Improvement Plans (SIPs) do not define goals explicitly linked to college or career metrics. The district's recalibrated strategic plan for 2017 – 2019, however, will introduce college and career goals and track progress toward them.

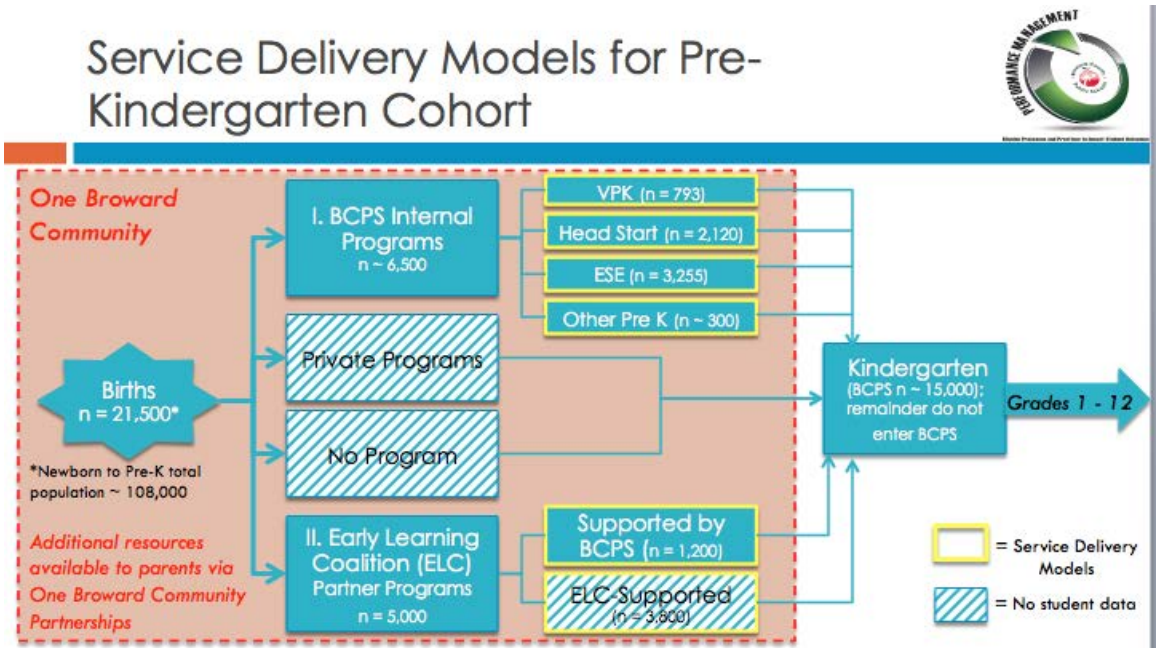
8.0 PM 2.0 Ancillary Reviews

8.1 High Quality Pre-Kindergarten Teaching and Learning

A vital initiative at the district led by the department of Early Childhood Education (ECE) and HeadStart concerns the promotion of practices that better serve all pre-kindergarten students by putting into place across the entire Broward community the highest teaching and learning standards. HeadStart and ECE, leveraging a network of partners (the Early Learning Coalition, or ELC), link families to support services and techniques that better prepare students—beginning at birth—for kindergarten. For example, the benefits of reading to newborns are explained to new mothers, who are furnished with books to read to their offspring. Guidance on providers of healthcare and sources of financial assistance is also made available.

Of the approximately 21,500 births in Broward annually, roughly 30% receive services directly from a BCPS-run pre-kindergarten program (primarily through ESE, HeadStart, or VPK). Another 6% receive services indirectly from programs run by ELC partners who get support from BCPS. Eighteen percent of children receive services through ELC partners who are not supported by BCPS, while the remaining 46% are addressed by way of their parents' choice either through private programs or not at all. See Figure 12.

Figure 12: Pre-Kindergarten Service Delivery Models



For service delivery models where students receive either direct or indirect support from BCPS, the district is able to collect useful data. For example,

through its utilization of Teaching Strategies Gold (TSG)[15], the district gains essential visibility into students' developmental progress across multiple domains: cognitive, mathematical, physical, social and emotional, language, and literacy. Similarly, the district administers the VPK Assessment from the Florida Office of Early Learning, which yields information on students' print knowledge, phonological awareness, oral language and vocabulary, and mathematics abilities. Significantly, much of the data collected are—or are planned to be—imported into BASIS (the district's student information system), thereby providing kindergarten teachers with valuable insights that they can use to better meet students' specific learning needs after they enter the K-12 system. The imported data also allows the district to identify correlations between students' developmental progression before kindergarten and their eventual (K-3) outcomes. The student data continuum from pre-kindergarten onward positions the district to achieve better student outcomes to the extent it analyzes the information to build a richer understanding of how well pre-kindergarten programs are working and what adjustments are needed.

Data is also collected on the teachers associated with the district's HeadStart program. The Classroom Assessment Scoring System (CLASS) evaluates teachers across the domains of emotional support, classroom organization, and instructional support. In fact, funding for HeadStart depends on teachers meeting certain standards of excellence as observed and reported in Federal reviews; districts scoring in the bottom 10% lose HeadStart funding.

At the time of the PM Review, outcomes for students in the domains evaluated by both TSG and the VPK Assessment were very encouraging. Across all domains—apart from phonological awareness—more than 74% were meeting or exceeding developmental targets *by mid-year*. In some domains (social and emotional, physical, cognitive, and literacy) close to 90% of students were meeting or exceeding developmental targets. Fifty-nine percent of students were meeting phonological awareness targets by mid-year. Adult measures of HeadStart instructors from the 2014-15 Federal review (CLASS observations) are more worrying, with BCPS falling short of standards of excellence in all domains.

The top issues discussed in the PM Review are connected to teacher-student interactions, the fragmentation of service delivery models, and the need to integrate pre-kindergarten data into BASIS. To address those issues, ECE/HeadStart is:

1. Working with the Talent Acquisition department and principals to place high quality teachers in pre-kindergarten and increase the number of Teacher Specialists supporting them;
2. Providing PD to principals and Cadre Directors on CLASS dimensions to augment the behavioral markers and other "look fors" observed during school visits;

[15] Teaching Strategies Gold is a suite of curriculum, assessment, and training resources for early childhood educators procured by the district from Teaching Strategies, LLC.

3. Looking to include pre-kindergarten metrics in SIPs and personnel evaluation tools;
4. Devising ways to scale up exemplary pre-kindergarten best practices across the district;
5. Implementing TSG with fidelity across all pre-kindergarten classrooms coupled with relevant PD;
6. Working with OSPA and OTD to improve PD around understanding, analyzing, and effectively using pre-kindergarten data in kindergarten; and
7. Finalizing the BASIS layout for the seamless transition of pre-kindergarten data from both internal and external service providers.

Progress towards a more stable staffing model, coupled with better PD and targeted data usage, will be the subject of future PM Reviews on this topic.

8.2 Blueprint for Algebra Readiness and Summer Bridge Program

Research shows a sharp fall in mathematics achievement in the US begins as students reach late middle grades—where Algebra coursework begins. A PM Review on Algebra readiness examined district efforts to strengthen mathematics preparation, both in terms of teaching and learning. In its blueprint for Algebra readiness, the Math, Science, and Gifted (MSG) department collaborates with OSPA, OTD, SAR, and IT to ensure that all students will be either Algebra-ready or proficient by the end of 8th grade. Part of that effort includes the introduction of a Summer Bridge Program designed around improving students' Algebra knowledge. That program is slated to be launched Summer 2016.

Student outcomes in Broward offer encouraging signs of progress. For example, across grades 7, 8, 9, and 10, the percentage of students demonstrating proficiency in Algebra has grown steadily over the 2011 – 2015 timeframe. That's particularly true in grades 9, where it has grown from 57% to 65%, and 10, where it has grown from 22% to 33%. Scores on the PSAT have also improved, particularly in the area of numbers and operations.

Nevertheless, there remains considerable space for further improvement. Among the top struggles facing the district is the lack of a valid and reliable Algebra readiness test: an instrument that—ideally through multi-dimensional adaptive technology that invokes a calibrated item pool—will provide more precise scores for understanding what students know. That, accompanied by a personalized support curriculum to address subject matter weaknesses, would help propel students toward proficiency. But it also requires that teachers receive training on the supporting curriculum—that it is integrated into the learning pathway defined by OTD.

As to the Summer Bridge Program, the central challenge is one of communications. Internally, a common understanding of the purpose and implementation requirements of the program must be reached across the MSG department, high and middle school administrators, mathematics department chairs, teachers, OTD, IT, and PIO. For example, the district's PIO must have all relevant program information and details if it is to develop website content,

utilize ParentLink calls, make public announcements, etc., to stimulate greater program participation. And IT must know who are the eligible students to map them to the program's underlying systems. Collaboration during the PM 2.0 Review uncovered the additional need to investigate program requirements involving students' potential transportation and nutrition needs.

External communications are also crucial for the success of the program. School-based communications allow for face-to-face encouragement (with enrollment instructions) from teachers to students (as well as their parents) who would most benefit from the program. Students and parents must understand where to go for technical help with the use of digital curriculum. Community resources, such as public libraries or those offered by district partners, should be made aware of the program, as well as district advisory councils, PTA/PTOs, and other parent groups.

8.3 Quality Assurance of Supplemental Literacy Resources and Assessments

BCPS students' reading proficiency is not improving. Dozens of literacy programs are used across the district, but there is little clarity on what actually works. Through a survey spanning the broad landscape of programs in place, the Literacy department discovered multiple cases where teachers are using a program to teach literacy skills that fall outside of the program's principally addressed domain(s). Thus, the PM 2.0 Review examined the district's initiative to provide quality assurance around supplemental literacy resources and assessments, focusing on kindergarten through 3rd grade.

Led by the Literacy department, the district is working to rationalize the suite of resources and interventions, i.e., to reduce the number of programs while ensuring wider adoption of the most effective ones and mapping them explicitly to their appropriate domains. Concomitantly, the Literacy department wants to implement a uniform progress-monitoring tool in the early years: one instrument applied with consistency throughout the district to know where students fall developmentally relative to grade-level proficiency. The district currently uses two versions of Running Records for that purpose, the DRA (Developmental Reading Assessment) and the Rigby Benchmark Kit, but those instruments utilize different scales. That makes analyzing and comparing results difficult, which in turn complicates the evaluation of literacy programs in the first place.

The two-pronged approach of program rationalization and uniform progress-monitoring will help build a better foundation for enhanced instructional efficacy, but there are other benefits, too. Teachers, coaches, school- and district-based administrators will be able to identify professional learning needs much more accurately. That will help Literacy staff concentrate PD content, delivery, and follow-up support more precisely where teachers and schools need it most. However, execution of that approach must be deliberate and inclusive, striking a fair balance between respect for school autonomy and need for accountability. Schools familiar with specific programs or testing instruments might otherwise be reluctant to switch from what they have.

The Literacy department is implementing a process to obtain stakeholder buy-in. That process commenced with the development of a standards matrix that was applied jointly by district departments, schools, and vendors across all programs to identify the highest quality resources. The most highly scored resources were crosschecked against student outcomes as one way of authenticating effectiveness. Ultimately, the Literacy Department produced a Literacy Field Guide, designed to steer schools to the best resources and strategies for teaching literacy. The 2016/17 school year will be the first full year of implementation of the Field Guide.

8.4 Fuel Management and Fleet Maintenance

BCPS's annual budget for Student Transportation and Fleet (STF) is approximately $85 million. Apart from salaries, by far the largest components of that budget are energy (fuel) and materials and supplies (parts), which typically account for around 15% and 5% of the budget, respectively. The PM Review looked at STF's efforts to deliver additional cost efficiencies by optimally managing fuel consumption, as well as by ensuring proper tracking of inventory, parts, and labor used for vehicle maintenance.

Over the past several years (from 2010/11 to 2014/15, the last full school year for which data has been reported to PM), STF's efforts have paid off. The average daily buses in service as a percentage of total has increased from 73% to 79%, while the average number of buses out of service daily has declined from 140 to 108. Monthly fuel consumption has fallen from approximately 286,000 gallons to 260,000. At the same time, the repair load on mechanics has become slightly more manageable, falling from 31 to 28 buses per mechanic. However, BCPS is still well below target in cost per rider, per total mile driven, and per bus. See Figure 13.

Figure 13: Student Transportation and Fleet Measures of Success

Measures of success

Leading and Lagging Indicators

#	Metric	Baseline (10/11)	(13/14)	Current YTD (14/15)	Target
		Value	Value	Value	Value (Q1)
LEADING INDICATORS					
1	Average daily buses in service as a % of total	73	73	79	91
2	Average number of buses out of service daily	N/A	140	108	N/A
3	Fuel consumption (monthly)	285,764	262,327	260,615	TBD
4	Number of buses per mechanic	31.1	29.4	28.2	20.3
LAGGING INDICATORS					
1	Cost per Rider	$1,108	$1,121	$1,130	$663
2	Cost per Total Mile	$5.15	$4.85	$4.91	$3.41
3	Cost per District-operated bus	$84,860	$61,324	$64,618	$52,725

To drive efficiencies across all of those metrics, STF needs a better fuel management system to prevent unauthorized fueling while still facilitating 24-hour self-fueling. It also needs better fleet maintenance and inventory controls to replace the obsolete system currently in place. The challenge lies in integrating any new system as seamlessly as possible with other district systems—and then training new employees on it. STF has committed to the development of a conversion plan that maintains the integrity of data in its existing system while piloting an initial phase of the new system it procures. In parallel, it will develop a training schedule that will allow all stakeholders to be trained on the new system before the pilot begins.

8.5 Campaign for Greater Meal Participation

The Food and Nutrition Services (FNS) department at BCPS provides nourishing meals to promote student achievement and life-long healthy lifestyles. It aims to increase breakfast and lunch meal participation rates by enhancing the cafeteria experience. That effort consists of providing higher quality, tastier foods while adhering to Federal guidelines for better nutrition. It also entails shorter cafeteria line wait times[16] and a cheerful ambiance.

Low meal participation is particularly an issue at high schools. Students are often inclined to use short lunchtime periods to socialize—consuming foods purchased from vending machines rather than cafeteria meals. Furthermore, USDA

[16] FNS reports that periodic spot checks on line wait times at various high schools revealed *actual* wait times were significantly lower than students' *perceived* wait times.

regulations under the Healthy Hunger-Free Kids Act have amplified the challenge of offering food choices that are appetizing to students. Healthier whole grain French toast, for example, does not have the light, fluffy texture of traditional white bread versions that students overwhelmingly know and prefer.

FNS hosted its second annual Food Fair in February 2016. The event provides students with an opportunity to sample a variety of prospective menu items and to record and vote on their preferences. Students anyway can regularly rate cafeteria foods via the district's online menu using an Amazon-like star rating system. FNS analyzes students' ratings and ultimately adapts its menus to accommodate their preferences. New menu items often must be accompanied by staff production training to promote proper preparation. The sourcing of ingredients from market-leading suppliers (like Kelloggs and General Mills) also helps ensure high quality meals.

Those strategies appear to be working. Where social phenomena and USDA regulations might otherwise result in declining participation rates, BCPS is seeing incremental improvements across elementary, middle, and high schools. Meal participation among middle schools has improved the most: 2015 breakfast participation increased 3% and lunch participation increased 7% from baseline measures taken in 2011/12. At high schools, where the challenge is greatest, breakfast participation increased 1% while lunch participation increased 3%[17].

FNS is hoping to continue the upward trend in meal participation by improving awareness through its Universal Breakfast campaign—free breakfast at all schools—and by adding digital menu boards at middle schools and at high schools without food courts. Without supplemental support from school-based staff, however, breakfast meal participation rates may have peaked. Digital menu boards carry numerous benefits. For example, they can provide appealing visuals of the menu items that can be viewed from afar so students can make their selections sooner; they can provide nutritional information; through continuous looping they can make line wait times seems shorter; and they can allow for quick and easy updates on menu items and availability.

At school year end, FNS will formally solicit and analyze cafeteria managers' views on the most successful approaches to increasing meal participation, with the goal of scaling the most effective practices across the district. Future PM Reviews will place greater attention on the number of meals produced per hour of labor, which has declined by 8% since first measured in 2011/12.

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[17] Nevertheless, the improvements fall short of targets. The district-wide targets for breakfast and lunch participation—combining all levels—is 30% and 68% while BCPS is at 23% and 63%, respectively. However, those targets were set prior to the full implementation of the Healthy Hunger-Free Kids Act.

8.6 Work Order Management

The Physical Plant Operations (PPO) department within Facilities and Construction Management (FCM) at BCPS uses a DOS-based system to manage work orders. That system (Compass) is obsolete and inflexible, and soon IBM will no longer support it. It does not provide basic capabilities that are essential for work order management, such as real-time data reporting or remote system access across any browser. While the systematic collection, reporting, and analysis of data to drive decision-making is a general challenge across BCPS, it is especially problematic for PPO. In fact, some of the most recent data available at the time of the PM Review was well over one year old.

The limitations of the current system have contributed to serious consequences:

1. The average number of days to complete a work order has increased by 12% from 36.3 days in 2011/12 to 40.5 days in 2012/13.
2. The cost per routine maintenance work order has increased 64% from $435 in 2011/12 to $713 in 2013/14.
3. Between 2007 and 2015, the ratio of preventative work orders to total work orders fell from 20% to 13.6%. Put another way, a growing share of maintenance is reactive, urgent, or routine; problems that might otherwise be prevented are becoming an increasing part of the workload.

Aging infrastructure, a geographically dispersed footprint, staffing changes at all levels, and other factors have clearly contributed to these declines as well. When future SMART-related work is factored into the context, the need for a new Computerized Maintenance Management System (CMMS) to manage work orders is elevated to an even more urgent status.

At the time of the PM Review, CMMS procurement and implementation challenges were identified as the biggest hurdles faced by PPO in its continuous improvements efforts. Indeed, the procurement of a CMMS had been outlined as a needed action in the department's 2014 PM Review, and in the 2015 Review, PPO communicated its intent to investigate opportunities for fast-tracking procurement of the new system. As for implementation, the migration of existing work orders and other legacy data into a new system, employee training, and sufficient vendor-provided software support are the issues that PPO must address in its CMMS adoption.

Following the PM 2.0 Review, district leadership deployed PM Staff to work full-time for a period of 45 days to support FCM. In that rotation, PM Staff worked closely with PPO to articulate criteria around the selection of a CMMS. That work was intended to accelerate the procurement of a new system; it is described in further detail in Section 9.0 of this document.

8.7 SAP Enhancements for Contract Management

At the PM 1.5 Review in 2014, the Procurement and Warehousing Services (PWS) department received approval from the Superintendent to move forward with its recommendation to procure and implement SAP enhancements to improve

contract management. The procurement process ensued, but the new software modules had not been fully deployed by the time of the PM 2.0 Review. (It is not uncommon for the implementation of new SAP modules to take six to 12 months.) Thus, the outcomes examined in the PM 2.0 Review do not reflect the benefits anticipated through that investment.

Nevertheless, the outcomes reviewed reveal some improvements, particularly in the ratio of purchases through P-cards, which grew from 1% in 2011/12 to 8% in 2014/15. The procurement savings ratio (i.e., the annual amount of savings compared to the total amount of purchasing) reached 12.8% by the end of the 2014/15 school year—well beyond its target of 3%.

Administrative lead times for RFPs, informal bids, and solicitations are declining, but remain far too long. Outreach to Minority and Women's Business Enterprises (MWBE) has been uneven but shows some signs of improving. Those improvements are not sufficient, though, and underscore the need for additional remedies to increase the amount of business the district does with MWBEs.

The full range of outcomes examined during the PM 2.0 Review is presented in Figure 14.

Figure 14: Procurement and Warehousing Services: Measures for Success

Measures for success,
Leading Indicators

2

#	Metric	Baseline 2011/12	2013/14	2014/2015 (as of 4/30/15	Target
1	P-Card Purchasing Ratio*	1.18%	5%	8%	8%
2	Number of vendors registered with SBBC	17,047	18,801	21,126	25,000
3	Number of Certified MWBE suppliers	449	652	747	1,000
4	Number of suppliers doing business with SBBC	2,626	2,785	2,744	4,000
5	Number of certified MWBE's doing business with SBBC	92	84	114	200

* The ratio of P-card purchases will exclude utility payments

Measures for success,
Lagging Indicators

3

#	Metric	Baseline 2011/12	2013/14	2014/2015 (as of 4/30/15)	Target
1	Ratio of MWBE's awarded contracts to available MWBE's	20%	13%	15%	20%
2	Percentage of MWBE contracts to total spend	5%	5%	6%	10%
3	PALT* for RFPs (days)	240	90	75	66
4	PALT* for Informal Bids (days)	135	60	60	48.5
5	PALT* for Informal Solicitations (days)	17	15	10	2
6	Procurement Savings Ratio	.41%	9%	12.8%	2.9%
7	Overspends on board approved contracts	N/A	$98.8M	$0	$0

*Procurement Administrative Lead Time

PWS initiated a Disparity Work Group in January 2016 for the purpose of introducing and writing into policy a series of race/gender-neutral and race/gender-conscious remedies designed to increase MWBE's share of the contracts awarded by the district. The work group includes representatives from numerous MWBEs, as well as community groups, such as the Urban League, the Broward Workshop, etc. At the time of writing of this report, PWS was preparing to present the work group's recommendations to the School Board. Future PM Reviews will track the district's progress across those recommendations and will examine the impact of SAP modules once they are fully deployed.

9.0 PM Staff Rotation

Performance Management staff worked full-time for the Facilities and Construction Management (FCM) department during a 45-day rotation in the summertime of 2015. PM Staff were asked to facilitate:

1. The review and amendment of Standard Operating Procedures (SOPs) around specific design and construction practices;
2. The collection and analysis of randomly selected principals' feedback on the proposed Amendment to the Adopted District Educational Facilities Plan (ADEFP); and
3. The vendor selection criteria supporting the procurement of a Computerized Maintenance Management System (CMMS) solution.

The documentation of SOPs was intended to help the district prepare for and educate the independent Owner Representatives ("Owner's Reps") and Cost and Program Control Management (CPCM) firms—hired by the district to oversee the General Obligation Bond-funded SMART program—on current district practices. Principal interviews were intended to gain visibility into principals' concerns and priorities around their site-specific needs. The vendor selection criteria work was designed to help accelerate the procurement of a CMMS in a deliberative, collaborative manner.

9.1 Standard Operating Procedures

The SOPs that were reviewed in concert with FCM Staff cover the district's approach to:

1. Change Orders
2. Change Control
3. Design Phase Management
4. Project Closeout
5. Errors and Omissions Cost Recovery

Knowledge transfer of district practices over to the Owner's Reps and CPCM is managed by FCM. While PM Staff provided guidance and documentation support around the SOPs, the finalization and management of SOPs fall in FCM's scope of responsibility. The SOPs are not presented here.

9.2 Principal Interviews

Concerns and/or areas of confusion identified through approximately a dozen[18] principal interviews generally fall into the following categories:

1. Desire for greater and/or clearer **communications** on priorities, progress, shifts in timelines, etc.;
2. Uncertainty around, or dissatisfaction with, project **timelines**;
3. Requests for clarity regarding **scope**; and

[18] All principals were surveyed by FCM during the Spring of 2015 with regard to their views on ADEFP, with approximately 100 responding. The face-to-face interviews conducted by PM were an extension of the outreach endeavor.

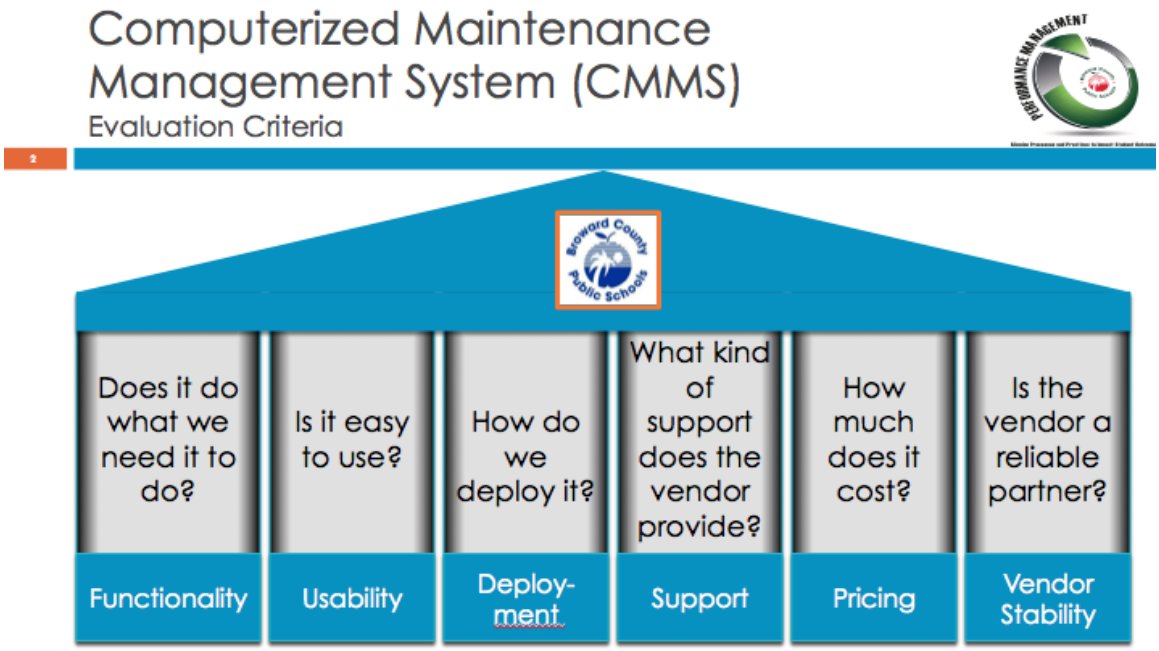
4. Questions on **funding**.

PM Staff consolidated the principals' feedback, which triggered several actions including follow-up discussions between principals and the Chief Facilities Officer, investigations by PPO, and/or site visits with key stakeholders. The follow-up actions intended to provide immediate resolutions or clarifications where possible; future PM Reviews will be structured around initiatives aimed at continuous improvement in those areas of concern.

9.3 Computerized Maintenance Management System Vendor Selection Criteria

PM Staff worked with PPO to develop a framework for qualifying and rating suppliers of CMMS solutions. The exercise was designed to help PPO articulate its requirements on the front end of the procurement process with the goal of accelerating that effort. PM Staff conducted three "white-boarding" sessions: one with the Chief Facilities Officer and his direct reports, and two with PPO staff. The white-boarding sessions were informed by off-the-shelf tools used to screen software vendors, independent research on various vendors, and RFIs for similar systems issued by other school districts. The sessions were organized to prompt PPO to determine its needs across six attributes: functionality, usability, deployment considerations, support needs, pricing, and vendor financial stability. See Figure 15.

Figure 15: Framework for Evaluating CMMS Vendors



The white-boarding sessions resulted in checklists behind each attribute. The checklist for functionality outlines PPO's needs related to:

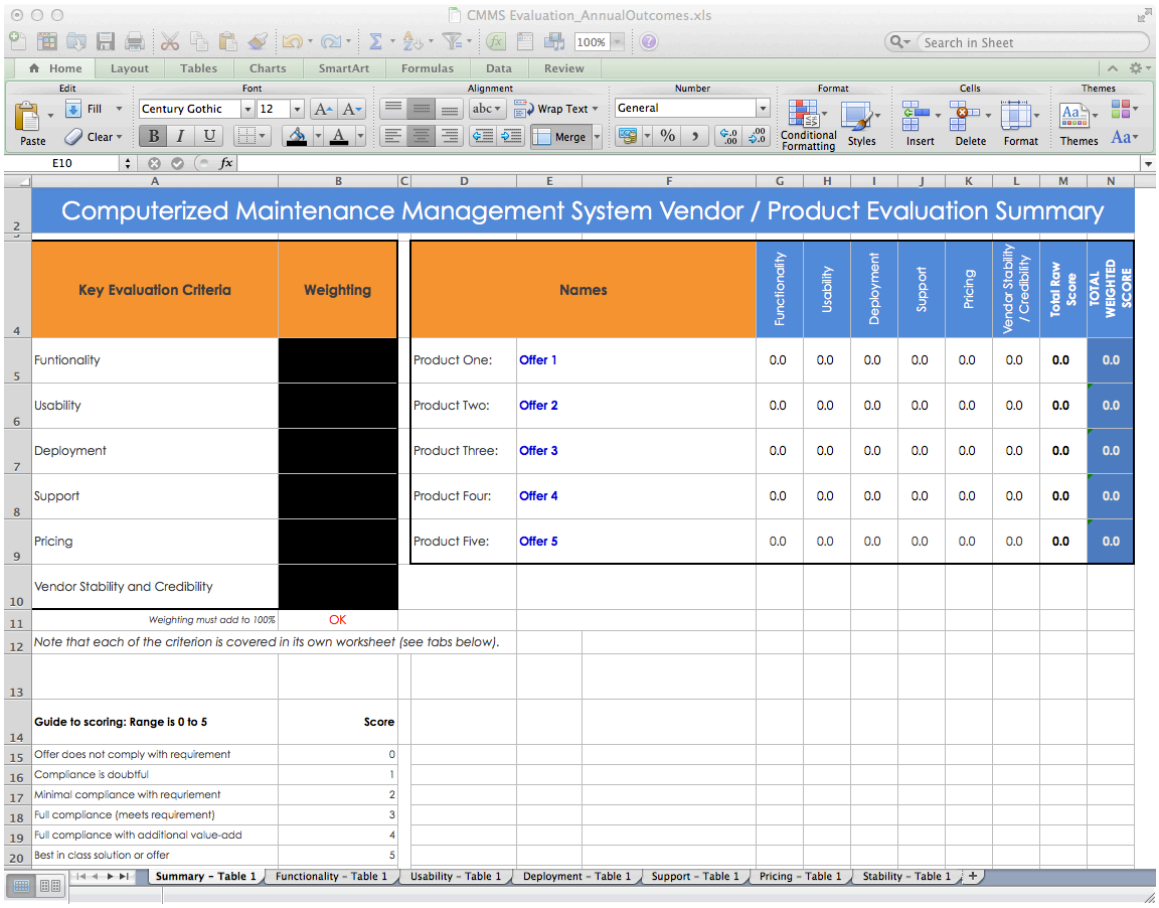
1. **Work order management**, such as capabilities for the creation, screening, categorization, scheduling, assignment, and closeout of work orders;
2. **Communications and reporting**, such as automatic status alerts, customizable reports, and work order history; and
3. **Service management**, including the ability to capture equipment information, the terms of service agreements, inventory information, and customer satisfaction survey results.

The usability checklist documents PPO's needs around ease of use, with specific emphasis on navigational flow, style and appearance, in-line help functions, configurability, customizable views, and drop-down menus. The deployment checklist tees up critical architectural considerations (such as accessibility from any browser), quality of service commitments, and platform interoperability with existing BCPS systems. District requirements for implementation and set-up assistance, training, and customer service are listed in the support checklist. The pricing checklist prompts PPO to understand up-front costs, like installation fees, training and consulting fees, new device hardware/software costs, etc., as well as recurring annual costs, such as annual subscription fees, software update and maintenance fees, and the cost of associated telecommunication data plans. Finally, the vendor stability checklist outlines criteria around vendors' financial solvency, market share, customer mix, and dependencies on partners.

PM Staff used the checklists to develop an Excel-based rating tool to complement the work of staff who may be engaged on selection committees during the procurement process. The tool offers a scoring rubric across the attributes and assigns a weighting factor to each. A total weighted score is calculated automatically as evaluators, using the checklists, independently assess each vendor's offer. A screenshot of the "Summary" tab is shown in Figure 16. (Vendor names and weighting are not shown.)

The tool was transitioned over to PPO in September 2015. Unfortunately, while the intent was to accelerate procurement of a CMMS, other factors have actually slowed it. Key personnel vacancies and changes in leadership in FCM, PWS, and IT occurred near or shortly after the time the work described here was completed. The procurement process has resumed, however, and a selection is forthcoming.

Figure 16: Vendor Evaluation Tool Screenshot



CMMS Evaluation_AnnualOutcomes.xls

Computerized Maintenance Management System Vendor / Product Evaluation Summary

Key Evaluation Criteria	Weighting
Funtionality	
Usability	
Deployment	
Support	
Pricing	
Vendor Stability and Credibility	
Weighting must add to 100%	OK

Names		Functionality	Usability	Deployment	Support	Pricing	Vendor Stability / Credibility	Total Raw Score	TOTAL WEIGHTED SCORE
Product One:	Offer 1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Product Two:	Offer 2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Product Three:	Offer 3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Product Four:	Offer 4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Product Five:	Offer 5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Note that each of the criterion is covered in its own worksheet (see tabs below).

Guide to scoring: Range is 0 to 5	Score
Offer does not comply with requirement	0
Compliance is doubtful	1
Minimal compliance with requriement	2
Full compliance (meets requirement)	3
Full compliance with additional value-add	4
Best in class solution or offer	5

Summary - Table 1 | Functionality - Table 1 | Usability - Table 1 | Deployment - Table 1 | Support - Table 1 | Pricing - Table 1 | Stability - Table 1

10.0 Partners In Education, Inc. (PIE)

BCPS provides administrative and program assistance to Partners In Education, Inc., a 501(c) 3 corporation that channels support from local businesses and community, non-profit, and faith-based organizations ("Partners") to schools according to identified areas of need. Partner support is in the form of cash/in-kind donations and/or is project-based. Partners also sponsor district events, such as the Innovative Learning and Arts (ILA) department's 2016 Tech for Schools Summit and the Student Support Initiatives (SSI) department's Best in Class Awards.

Administrative challenges at BCPS, however, led PIE's Board of Directors, acting independently, to retain the services of an external consultant to help propel forward the PIE program. PM worked with the consultant, the PIE Board, and a volunteer Certified Public Accountant to shore up the district's coordination assistance, particularly in the areas of regulatory compliance, risk management, financial management, partner recruitment and recognition, fundraising, website updates, and sponsorships. For example, PM:

1. Obtained compliance status from the Florida Department of Agriculture and Consumer Services (FDACS) regarding PIE's eligibility to solicit contributions as a charitable organization;
2. Renewed requisite insurance policies (Commercial Package and Directors and Officers coverages);
3. Built a financial history of the sources and uses of PIE funds since mid-2013;
4. Provided the content and details for Partners recognized at the district's Community Involvement Awards;
5. Coordinated timely payments to vendors utilized for PIE's largest fundraising event, ClueLess on Las Olas; and
6. Updated the browardpartners.com (PIE) website (content and structure).

PM also helped vet numerous potential new partners.

Those activities, however, have not been strategic apart from helping sustain the PIE program. Moreover, they have not moved the district forward in terms of the recommendations made by the Parent Community Involvement Task Force in 2012.

To evolve the PIE program strategically, it should be viewed in the context of other partnership and community outreach programs at the district. Those programs include, but are not limited to:

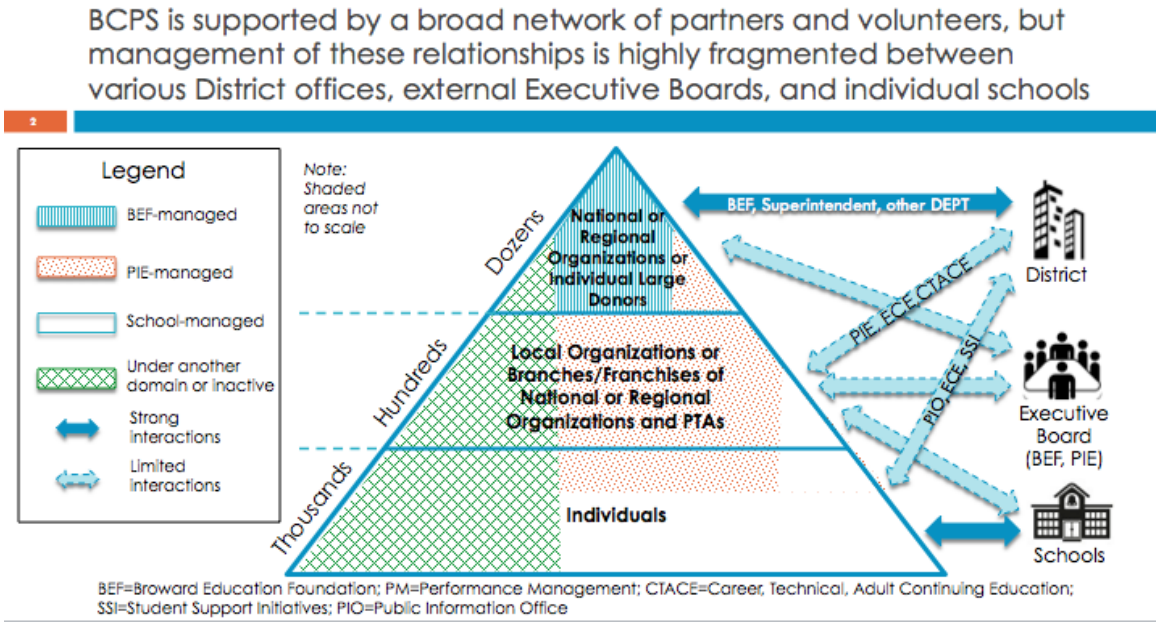
1. Community volunteers, managed by the Public Information Office;
2. The Broward Education Foundation;
3. School (and other) Advisory Councils;
4. Early childhood programs, such as Innovations for Learning TutorMate™ and the Early Learning Coalition;
5. SSI programs, such as Mentoring Tomorrow's Leaders; and
6. CTACE initiatives to secure student internships and foster career opportunities.

As one can readily deduce from that listing, outreach to partners and volunteers is highly fragmented. Figure 17 attempts to depict the current outreach landscape. Such fragmentation often results in confusion among potential partners/volunteers, who are being approached multiple times for unrelated purposes. It also creates confusion for district staff, who at times are uncertain how to map partners or volunteers to specific programs. PM recommends that the district segment partner/volunteer outreach and support across several dimensions:

1. The scope of support provided by the partner (e.g., whether it is school-specific, geographically-defined, and/or district-wide);
2. The type of support provided (such as time, money, in-kind donations, internships, or project-based);
3. The process by which they are directly and/or indirectly recruited; and
4. Their capacity for helping the district (estimated in financial terms).

Through segmentation, the district can take an important first step toward rationalizing its approach to partner outreach. It can identify where similar activities might be happening in parallel, but with redundant administrative support. For example, separate recruitment activities might be approaching the same potential partners, or separate databases managed by different departments might be storing similar information that's used for similar purposes. More to the point, a rationalized approach to partners will improve our partners' experience with the district and better leverage their support.

Figure 17: District Outreach to Partners/Volunteers



11.0 Conclusions and Recommendations

BCPS demonstrates its dedication to student success and continuous improvement through a persistent commitment to an iterative, highly collaborative Performance Management process. This report brings transparency to that process and aims to present a balanced picture of the district's successes and, arguably more important, its areas of opportunity. By synthesizing the results of a body of work completed over the course of a full school year, PM Staff hope to provide a unique perspective of the Broward public K-12 education landscape and the many activities underway to improve outcomes.

Like many organizations, BCPS finds its greatest challenges relate to:

1. People, i.e., recruiting, developing, and retaining the best;
2. Delivering a consistently positive K-12 experience to all students through differentiated approaches that meet their unique academic and support needs;
3. Excellence in execution; and
4. Optimizing the use of resources (financial, capital, tools, people, and partners) to drive better returns on investments.

Moving forward, PM Staff will:

1. **Help district departments implement project management discipline, skills, and tools to bridge the gap between aspirations and execution**. PM Staff has already published a 90-page Template Library (see Appendix D) to help district departments define and communicate their processes, structures, project plans, results, and options. The use of software to track progress and analyze workloads will be implemented for the 2016/17 PM process.
2. **Link PM to the district's strategic plan theories of action and interim goals, embedding it with strategic plan management**. PM has been deeply involved in the recalibration of the district's strategic plan. The tactics and targets defined for the 2016/17 operating cycle will be baked into all future PM Reviews to provide adequate exposure and promote greater accountability.
3. **Deepen PM outreach to schools, particularly as a means for assessing the reach and impact of district initiatives**. This will be pursued through tight coordination with Program Evaluation, a new discipline formalized in the district's organization chart for 2016/17, and Student Assessment and Research, which collects feedback from teachers and principals via an annual Climate Survey. That coordination will help PM influence the metrics that are tracked as well as the questions that are asked in evaluations and surveys. The data will help PM gain greater visibility into what's helping schools the most and where improvements are needed.
4. **Advocate for and facilitate performance-based budgeting** so that the district can gain deeper insights into the investments being made and whether they are delivering the desired results. Again, through close

coordination with Program Evaluation, PM will help departments understand the return on investment associated with their initiatives. As it stands today, departments often struggle to identify wholly the costs and benefits beyond those that are explicitly tied to contracts for programs, equipment, or services. For example, they might overlook recurring costs associated with maintaining a program, or have difficulty quantifying the benefit of better student outcomes. PM will strive to build a more holistic view of department/district investments.

5. **Leverage the PM process to encourage departments to exploit as fully as possible the features and functionality of the enterprise-wide technology tools already available to them, particularly Microsoft Outlook**. In PM Review preparations, PM staff will continue to request that the participating department(s) schedule meetings, create, share, and store documents on shared drives, and utilize other productivity-enhancing functionality available to them through the now district-wide deployment of Microsoft Office.
6. **Re-launch "automated PM" to improve usage and give departments an easy and convenient way to report key performance indicators regularly**. PM is currently investigating the functionality available through the Microsoft PowerBI platform to offer a better solution for the autonomous collection and reporting of data.

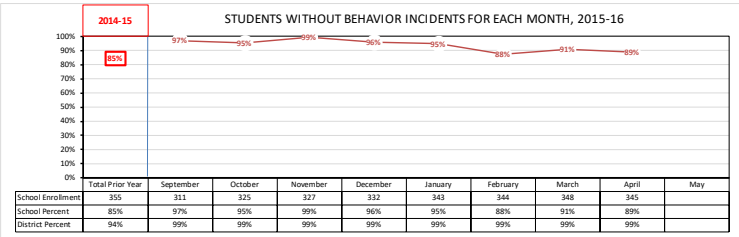
Performance Management seeks better ways of doing things and constantly looks for new paths to healthier outcomes. Identifying and scaling up best practices, however, is the responsibility of the entire district, equipped with the right tools and resources. Getting from the current situation to the desired future state will take focus, commitment, competence, investment, and an openness to change, for sometimes inertia is the biggest obstacle.

Appendix

Appendix A: Sample Data Dashboard, Student Assessment and Research

Incidents Update

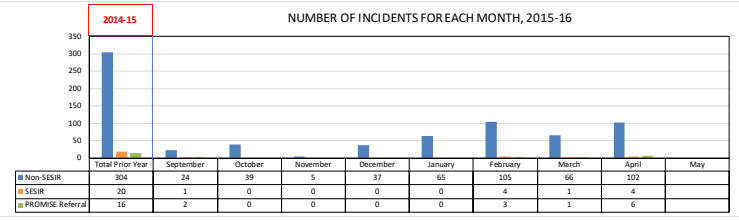
LARKDALE ELEMENTARY SCHOOL 0621



	Total Prior Year	September	October	November	December	January	February	March	April	May
School Enrollment	355	311	325	327	332	343	344	348	345	
School Percent	85%	97%	95%	99%	96%	95%	88%	91%	89%	
District Percent	94%	99%	99%	99%	99%	99%	99%	99%	99%	

Behavior Incidents Breakdown by Grade April - 2016

Grade	Enrollment	Students Without Incidents
KG	55	96%
1	55	95%
2	54	89%
3	71	76%
4	55	87%
5	55	93%
School Total	345	89%



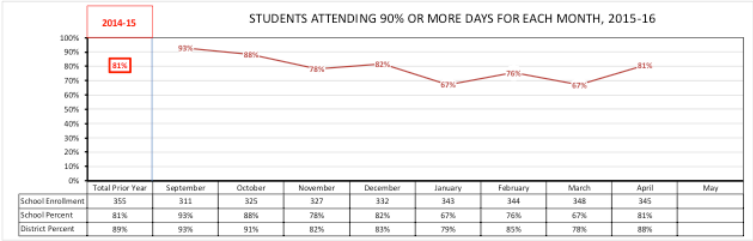
	Total Prior Year	September	October	November	December	January	February	March	April	May
Non-SESIR	304	24	39	5	37	65	105	66	102	
SESIR	20	1	0	0	0	0	4	1	4	
PROMISE Referral	16	2	0	0	0	0	3	1	6	

Behavior Incidents Breakdown by Race April - 2016

Subgroups	Enrollment	Students Without Incidents
Asian	0	--
Black	333	89%
Hispanic	9	89%
Multiracial	2	100%
Native American	0	--
Pacific Islander	0	--
White	1	100%
FRL	339	88%
LEP	32	91%
SWD	37	78%

Attendance Update

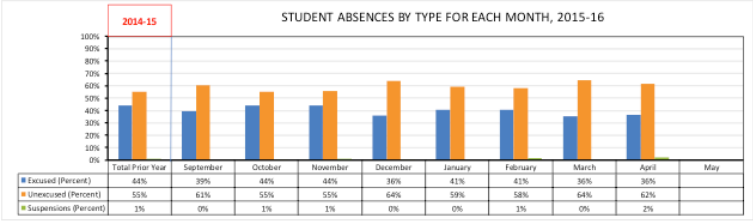
LARKDALE ELEMENTARY SCHOOL 0621



	Total Prior Year	September	October	November	December	January	February	March	April	May
School Enrollment	355	311	325	327	332	343	344	348	345	
School Percent	81%	93%	88%	78%	82%	67%	76%	67%	81%	
District Percent	89%	93%	91%	82%	83%	79%	85%	78%	88%	

Attendance Breakdown by Grade April - 2016

Grade	Enrollment	Attending 90% or More Days
KG	55	84%
1	55	76%
2	54	78%
3	71	79%
4	55	82%
5	55	87%
School Total	345	81%



	Total Prior Year	September	October	November	December	January	February	March	April	May
Excused (Percent)	44%	39%	44%	44%	36%	41%	41%	36%	36%	
Unexcused (Percent)	55%	61%	55%	55%	64%	59%	58%	64%	62%	
Suspensions (Percent)	1%	0%	1%	1%	0%	0%	1%	0%	2%	

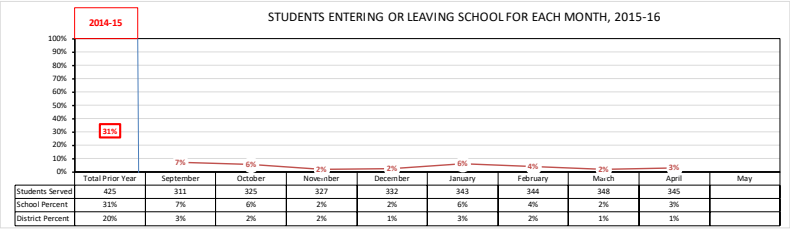
Attendance Breakdown by Race April - 2016

Subgroups	Enrollment	Attending 90% or More Days
Asian	0	--
Black	333	80%
Hispanic	9	89%
Multiracial	2	100%
Native American	0	--
Pacific Islander	0	--
White	1	100%
FRL	339	81%
LEP	32	88%
SWD	37	86%

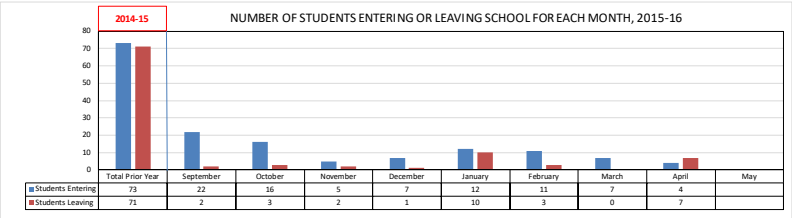
Appendix A: Sample Data Dashboard, Student Assessment and Research, continued

Mobility Update

LARKDALE ELEMENTARY SCHOOL 0621



	Total Prior Year	September	October	November	December	January	February	March	April	May
Students Served	425	311	325	327	332	343	344	348	345	
School Percent	31%	7%	6%	2%	2%	6%	4%	2%	3%	
District Percent	20%	3%	2%	2%	1%	3%	2%	1%	1%	



	Total Prior Year	September	October	November	December	January	February	March	April	May
Students Entering	73	22	16	5	7	12	11	7	4	
Students Leaving	71	2	3	2	1	10	3	0	7	

Mobility Breakdown by Grade April - 2016

Grade	Students Served	Total Mobility
KG	55	2%
1	55	2%
2	54	6%
3	71	3%
4	55	4%
5	55	4%
School Total	345	3%

Mobility Breakdown by Race April - 2016

Subgroups	Students Served	Total Mobility
Asian	0	--
Black	333	3%
Hispanic	9	0%
Multiracial	2	0%
Native American	0	--
Pacific Islander	0	--
White	1	0%
FRL	339	2%
LEP	32	0%
SWD	37	3%

Appendix B: Definition of a College Prep Curriculum

College prep curriculum as defined by Florida Department of Education

39

- 4 English credits (3 with substantial writing)
- 4 mathematics credits (Algebra 1 and above)
- 3 natural science (2 with lab components)
- 3 social science
- 2 foreign language (in the same language)
- 2 approved electives (in certain combinations)
- 18 credits

Appendix C: Definition of Counseling Activities

Counseling Activities
Definitions

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For the purposes of our discussion, the definitions here are based on the standards set forth by the American School Counselors Association.

- **Foundation:** School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.
- **Management:** School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.
- **Delivery:** School counselors provide direct and indirect services to students, parents, school staff and the community. Direct services are in-person interactions between school counselors and students. Indirect services are provided on behalf of students as a result of the school counselors' interactions with others, including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.
- **Accountability:** To demonstrate the effectiveness of school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program.
- **System Support:** Other duties as assigned to support the overall school's needs, but are not part of the Annual School Counseling Plan.

Appendix D: Description of Template Library

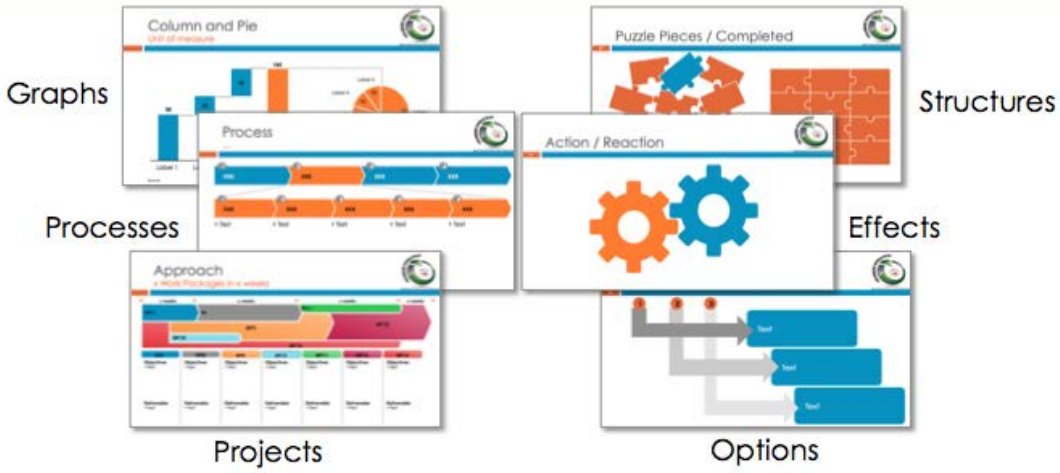
Template Library, 1st Release

1

In response to several requests, Performance Management is offering a template library to facilitate effective communications and greater transparency across BCPS.

- Performance Management is about using data to solve problems.
- Often, solutions require new approaches and processes.
- Clear communications of data and processes are crucial to achieving buy-in and driving change.
- The tool-set here is designed to facilitate communication of data, processes and change clearly and concisely.
- Rarely can the templates be used "as is;" in most cases they'll have to be modified.
- "Dummy data" are used as placeholders. The data can be customized by editing the data table using the .ppt chart menu.
- This deck was created on a Mac. Formatting issues for PC users, if any, typically can be corrected easily.
- New templates will be added over time

Resources

Template Library

24