



# STRATEGY AND OPERATIONS

Strategic Initiative Management  
2016/17 Annual Outcomes Report



Prepared by:  
**Office of Strategic Initiative Management**  
August 2017

- Departments of:
- Initiative Oversight
  - Performance Management
  - Program Evaluation

## MESSAGE FROM OUR CHIEF STRATEGY & OPERATIONS OFFICER

For many education organizations today, increased uncertainty and a faster pace of change are two constants that we must face head on. Non-traditional public education models are leading to increased competition. Technology advancements are increasing the pace of change and availability of information. Customers are more empowered than ever before. In this environment, the ability to effectively manage and implement strategic plans is becoming increasingly important.

Although the District has experienced some success, we continue to face our greatest challenge, which is to achieve consistent, steady, and sustainable District-wide improvement in teaching and learning while closing achievement gaps.

Recognizing the fact that we have thousands of guides about developing a strategy—but very few about how to actually execute one—Broward County Public Schools proactively addressed a major obstacle faced by many organizations: the difficulty of achieving **executorial excellence**.

Our strategic plan is a tool that provides guidance in fulfilling our mission with maximum efficiency and impact. If it is to be effective and useful, an effective strategy management framework must articulate specific goals and describe the action steps and resources needed to accomplish them.

The Strategic Initiative Management (SIM) Department, with prime responsibility for managing strategy, provides central guidance and coordination of key management processes across division and functions, leading to improved strategy execution.

Three imperatives influence SIM's ability to successfully deliver on our strategic initiatives:

- focus on critical initiatives by providing meaningful milestones, objectives, and metrics;
- establish simple processes and toolkits to track progress, communicate progress, and identify issues early; and
- align leadership, talent, and capabilities by developing clear accountability and program evaluations that are cascaded down throughout the organization.

The 2016/17 Annual Outcomes Report highlights the department's first full application of the SIM framework to the District's Early Literacy initiative. The report is data-rich, and for that reason, I caution readers from looking at the data from a punitive lens but more from a lens of identifying areas where we can collaboratively provide support to sustain our commitment to educating all students to reach their highest potential.

In an education environment characterized by increased uncertainty and escalating complexity, the newly created SIM department, with the support of the School Board, Superintendent of Schools, and leadership team, is expediting the development of capabilities, processes and tools that help foster the change needed to successfully implement strategic initiatives.

This SIM pilot year report is clear evidence that our combined efforts are leading to stronger performance. Continuous improvement in building strategic initiative implementation capabilities will not be easy, but doing so is crucial for our success.

Sincerely,

*Maurice L. Woods*

Chief Strategy & Operations Officer

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## 1.0 Executive Summary

### 1.1 Introduction

In the 2016/17 school year, The School Board of Broward County, Florida (SBBC), approved the formation of a new department, Strategic Initiative Management (SIM). Its charter is to drive **excellence in execution** of the District's strategic initiatives, which are outlined in the District's Strategic Plan, "Moving Forward on the Right Path" available online at: [www.browardschools.com/stratplan](http://www.browardschools.com/stratplan). Through the addition of Initiative Oversight (IO) and Program Evaluation (PE), the SIM Department supplements the District's existing discipline of Performance Management (PM). Where PM concentrates on monitoring the progress of District activities, IO helps staff plan out the work to be done, phasing it in a logical way with defined deliverables and timelines. PE examines the impact of District initiatives to gauge whether they are effective in achieving the results that they had intended.

This year's *Annual Outcomes Report* describes the first application of the SIM process, highlighting the progression of the District's top priorities with an examination of Year-One outcomes. SIM publishes this report for all interested Broward County Public Schools (BCPS) stakeholders with the goals of providing greater transparency to the organization and fostering greater accountability.

SIM aims to effect cultural change at BCPS, one in which the organization is better aligned to advance from aspirational to accomplished. How?

- 1. It links District administrator performance appraisals to strategic plan goals.** The SIM process drives the operationalization of the District's strategy. In doing so, it fosters the articulation of District goals to department-level goals. Department heads, in turn, render their goals to subject-matter experts in their area who are most closely tied to the required work.
- 2. It employs a strategic learning calendar to drive collaboration.** SIM works directly with the Superintendent, Cabinet, Senior Leadership Team (SLT), and subject-matter experts to drive collaboration and alignment. It utilizes a strategic learning calendar to cascade information—vertically and horizontally—and to elicit feedback through a variety of channels, including quarterly School Board Workshops, bi-weekly Cabinet updates, monthly District Directors meetings, monthly District staff Collaborative Team meetings, SIM sessions with the SLT, Plan development updates with program sponsors, and frequent project team meetings. All of those channels represent interim milestones in the SIM process.

A full description of the SIM process follows later in this report.

### 1.2 Key Findings

While the initiatives outlined in the District's Strategic Plan are aligned to three strategic goals—high-quality instruction (HQI), continuous improvement (CI), and effective communication (EC)—SIM team engagement centered on those around HQI, with heightened emphasis around **early literacy development in**



**kindergarten through third grade.** By concentrating first on early literacy, the District embraces a long-term perspective: students need to be independent readers early on to experience greater success in school. Once students learn to read, they can then read to learn. Project work on early literacy development concentrated on nourishing the roots of the BCPS system through: professional development (PD); improvements in Tier 1<sup>1</sup> instruction and intervention; adequate resourcing of school bookrooms and classroom libraries; capacity expansion via grant applications, community collaboration and outreach; and instructional quality assurance. A year-end review of the early literacy work and related outcomes yields the following **findings**:

1. District offices and schools across the system successfully coordinated efforts to drive the uniform adoption and administration of the Benchmark Assessment System (BAS) to 97 percent of kindergarten to third grade (K-3) students on average over three assessment periods.
2. Approximately 2,500 elementary school teachers completed District-recommended professional development on the BAS covering both how to administer the assessment effectively and how to use student-level data to drive instruction.
3. Among K-3 students, 83 percent demonstrated adequate progress toward reading on- or above-grade level by advancing at least two reading levels during the school year. More than 80 percent of K-3 grade teachers were successful at growing their students two or more reading levels.
4. Among third graders, English Language Arts (ELA) results on the Florida Standards Assessment (FSA) improved appreciably, with the percentage of third graders scoring at satisfactory levels (Level 3 and above) increasing from 53-56 percent, while the percentage of students scoring at the lowest level (Level 1) fell from 24-21 percent.
5. Targeted support (documented interventions) in reading for K-3 grade students increased 15 percent over the prior year.
6. English language proficiency among English language learners (ELL) increased by more than 4 percent.
7. Over the past three years, the District has won 92 percent of the early literacy-related competitive grants for which it has applied, bringing in over \$5 million in additional funding to support early literacy programs.
8. The District worked with 18 municipalities in Broward County to persuade the adoption of official declarations around the importance of early literacy. In addition, BCPS engaged nine major organizations in Broward County to expand its reach and to garner targeted support for its early literacy programs.

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<sup>1</sup> Tier 1 refers to District's Multi-Tiered System of Support and Response-to-Intervention (MTSS/RTI). Tier 1 instruction is the combination of content, curriculum, and pedagogy received by all students in a classroom.



These findings reflect decisively positive momentum behind the District's early literacy drive. Indeed, there is much to celebrate. Challenges remain, however, must be addressed to sustain the momentum:

1. There is an ongoing need to operationalize the collection, recording, maintenance, and reporting of data—particularly the data connected to the processes and output of the work that is being done.
2. Visibility into how schools have independently invested the instructional and professional development dollars allocated to them is not readily available. As such, determining whether spending at the school level is aligned to the District's strategy is challenging.
3. Irrespective of cuts to entitlement grants, funding sources for professional development on balanced literacy need be secured—even if trade-offs are needed—for instructors to become more highly skilled in teaching literacy acquisition.
4. While interventions to help struggling readers are being deployed across the system, District protocols around the RtI process are not uniformly followed by schools.
5. The use of collaboration tools, in particular Microsoft Outlook Calendar, throughout the organization is improving but remains uneven. While ongoing collaboration between departments is overwhelmingly accepted as essential, the scheduling behind it is inefficient and ineffective, and alternative means of collaboration are underutilized.

### 1.3 Recommendations

To propel the District's early literacy work forward, the SIM team recommends the following:

1. Improve the targeting of literacy support activities by expanding the analytics around students performing in the lowest quartile, as well as the performance of students by sub-group (i.e., by race, free or reduced lunch (FRL) status, English language learners, and students with disabilities). Develop and promote enrichment strategies for students who exempt out of BAS because they are already reading at or above year-end grade levels.
2. Develop success criteria and targets around high-quality process and output metrics, and ensure that appropriate data collection and monitoring systems are in place. Specifically, investigate the adoption of employee badge barcode-scanning technology to replace sign-in sheets when collecting data on employee participation in calibration conferences, sub-cadre meetings, professional development, and other trainings.



3. Invest in and roll-out Systems, Applications and Products in Data Processing (SAP) upgrades that permit more detailed coding categories such that greater visibility into schools' usage of funds is possible.
4. Identify potential sources of funding trade-offs in order to assure sufficient investment in professional development, while accelerating applications for new, literacy-focused competitive grants. Evaluate opportunities for streamlining or centralizing job roles—such as instructional facilitators and instructional specialists—that today exist across multiple departments.
5. Develop and implement a strategy behind improving schools' adherence to District protocols around the MTSS/RtI process. Where possible, simplify those protocols.
6. Continue outreach to obtain feedback from schools and other stakeholders to better understand and respond to specific contextual challenges.
7. Encourage every employee to “own” his or her own calendar and to share their availability online. Explore alternative collaboration tools.

Greater context around the findings and recommendations is provided in the remainder of this report.

## 2.0 Year-One in Review: Major Accomplishments of SIM

The SIM team at BCPS consists of seven positions, as shown in Figure 1, although one position (Coordinator, Strategic Initiative Management - Initiative Oversight) was vacant during the 2016/17 school year. With the strategic plan heavily focused on academic initiatives, the SIM team is extensively supported by Student Assessment and Research (SAR) Department, a division of the Office of Academics (OA). That's because of SAR's role in supplying the student data that vitally informs the SIM team of the District's progress towards its academic targets.

Material accomplishments of the SIM department include:

1. **The development of the SIM framework, process, and tool-kit.** The SIM framework provides a structure that institutes a disciplined approach to the execution of District initiatives. It drives the documentation behind why an initiative is being introduced, and identifies the requisite inputs and processes needed to implement it. Crucially, it identifies at the outset the desired outcomes against which the impact of the initiative can be measured. A whitepaper, “Strategic Initiative Management Framework: From Strategy Formulation to Strategy Management,” produced by and available through the SIM department, describes the framework in detail. The core elements of the SIM tool-kit include:

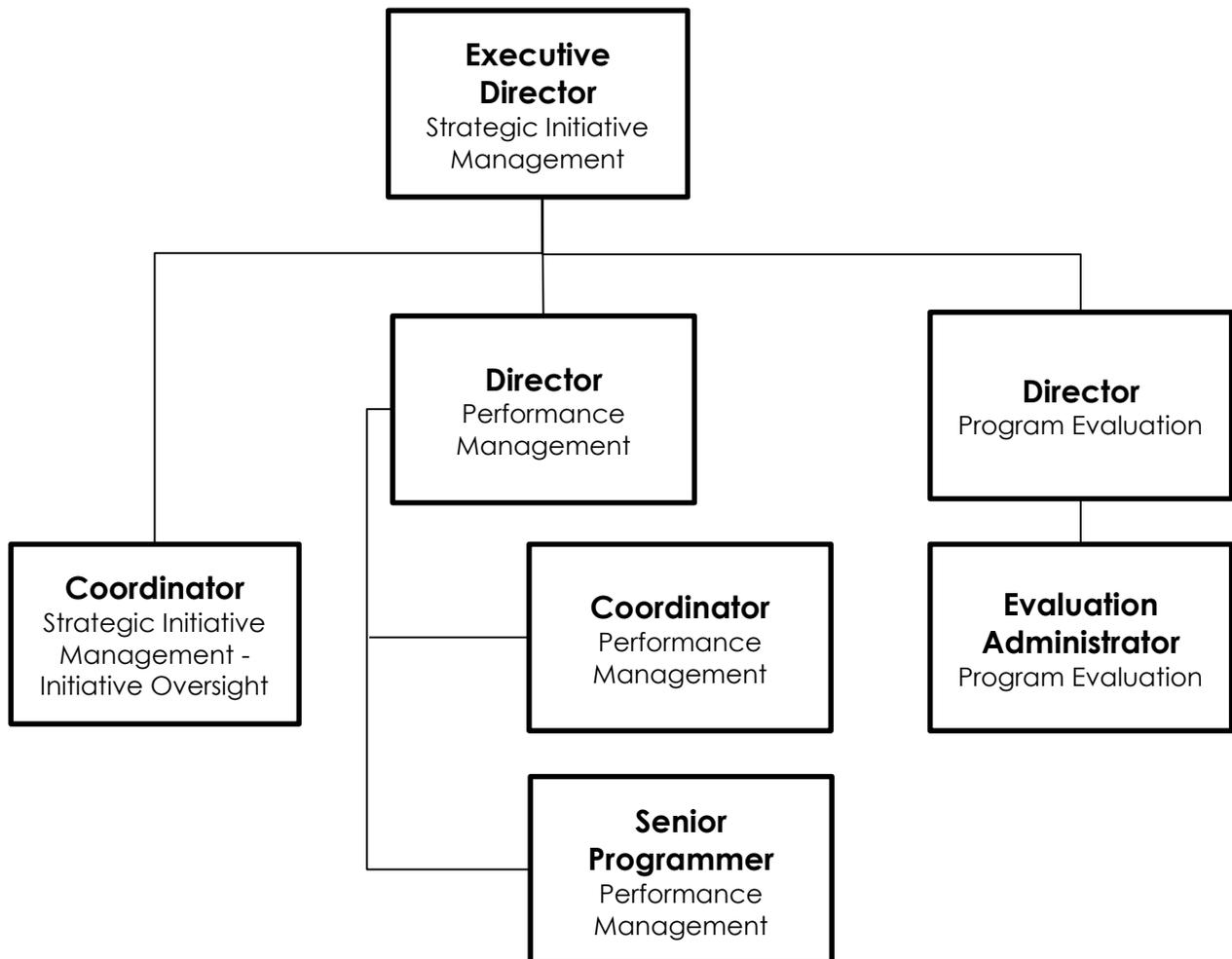
- a. **Portfolio Charter**, i.e., the authorization document that describes the initiative and defines the objective, scope, stakeholders, participants, and risks associated with it;
  - b. **Theory-of-Action**, an “if, then” statement which lays out the expected causal relationship between the proposed activities and the benefits that will result;
  - c. **Logic Model**, where inputs, processes, outputs, and expected outcomes are delineated;
  - d. **Project Schedule**, which identifies the milestones, deliverables, resources, and timelines of the projects connected to the initiative;
  - e. **Online Project Status Reporting**, a tool that enables project managers to provide quick, regular updates on project progress at both the milestone and task level; and
  - f. **Project Scorecards**, where process and output metrics (POMs) and outcome metrics (OMs) are captured together with a summary view of project progress (see Appendix 11.1 for end-of-year scorecard sample).
2. **The first full application of the SIM framework to the District’s Early Literacy initiative**, of which the bulk of this report describes.
  3. **The design and launch of data reporting tools** that provide visualization solutions—“dashboards”—for accessing and analyzing large volumes of data through user-selected filters that offer customizable views. Now available for use are the following:
    - a. **FSA** results, i.e., a State exams dashboard,
    - b. **BAS** administration and results dashboard,
    - c. **Naviance**<sup>2</sup> usage dashboard, and a
    - d. **K-2 expert teacher tool** built around criteria designed to help principals identify those teachers who are highly skilled in teaching literacy acquisition
  4. **The creation of a SIM SharePoint site** that provides organization-wide access to SIM resources.
  5. **Project management training** coordinated with Nova Southeastern University and taught by professional, independent project management experts.

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<sup>2</sup> Naviance is a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to post-secondary goals.

6. Completion of the **Broward Benchmarking Report**, using key performance indicators (KPIs) published by the Council of Great City Schools (CGCS).
7. **Policy 6313** re-write on District requirements and procedures around testing and research studies, as well as program evaluations.
8. **Other support**, such as providing subject-matter expertise for various grant opportunities, support for the District's accreditation review, and committee participation around social and emotional learning (SEL) and college and career readiness, called Bridge 2 Life.

**Figure 1:** Organization Chart, Strategic Initiative Management



### 3.0 The Strategic Initiative Management Process

The District's Strategic Plan, originally published in 2012, establishes the goals, targets, initiatives, and tactics that the District is pursuing in its mission to educate today's students for success in tomorrow's world. The plan was recalibrated for the 2016/17 school year through an approach designed to extract and respond to input from all stakeholder groups, including students, parents, teachers, school- and District-based administrators, local businesses, and community organizations. The recalibrated plan, *Broward County Public Schools Strategic Plan: "Moving Forward on the Right Path,"* published in the summer of 2016, provides a more detailed view of that approach.

#### 3.1 DASA Discussions and Integrated Support Activities

The SIM process drives the articulation of the initiatives outlined in the recalibrated strategic plan into day-to-day working priorities across all District operations. That articulation commenced at the beginning of the 2016/17 school year through a series of meetings between SIM staff and all members of the Superintendent's Cabinet. The meetings centered on each Cabinet member's role in the execution of the initiatives set forth in the strategic plan. Subsequently, Cabinet members identified specific milestones and deliverables associated with the implementation of the theories-of-action behind each initiative. Those were codified as goals and objectives in the **District Assessment System for Administrators (DASA)**, a performance appraisal instrument, following conversations between each Cabinet member and the Superintendent. In turn, Cabinet members met with their direct reports to cascade their objectives to District staff. Thus, mid- and end-of-year performance appraisals throughout the entire BCPS organization centered on staff's individual contributions to the execution of strategic initiatives.

Cabinet member DASAs also codified objectives attached to **integrated support activities**, a set of core competencies deemed mission-critical to implementation success. The integrated support activities (and corresponding organizational leads, shown parenthetically) are:

- **Initiative Prioritization** (Chief of Staff Officer), to set priorities where there are competing demands for scarce resources using a standard rubric;
- **Strategic Communications** (Chief Public Information Officer), to provide assistance around messaging content, format, and delivery;
- **Staffing/Resource Alignment** (Chief Portfolio Services Officer), to understand where key competencies and subject-matter experts reside among support staff throughout the organization;
- **Performance Budgeting** (Chief Financial Officer), to ensure financial investments are results-based;
- **Coordination/Cascading of Objectives** (Chief Human Resources & Equity Officer and Chief of School Performance and Accountability), to drive alignment of work between and across District offices and schools;



- **Project Management Office** (Chief Information Officer) to provide guidance and tools that facilitate project tracking, reporting, and issue resolution;
- **Safety, Music & Art, Athletics, Renovations and Technology (SMART) program** (Chief Facilities Officer), to ensure that voter-approved bond funds are properly appropriated and that project work is completed;
- **BEST/CARE (Beyond Expected Student Targets/Curriculum, Assessment, Remediation, and Enrichment)** (Chief Academic Officer and Chief of School Performance and Accountability), to foster the identification and sharing of best practices across the organization and to establish the instructional materials and protocols around meeting students' individual needs.

Integrated support can be leveraged as needed by anyone across the District to better position them to succeed with their individual or departmental objectives. For example, the SIM staff regularly engaged experts from the Project Management Office for training and support on Eclipse, a software package that simplifies and partially automates project and portfolio management. Similarly, the Office of Academics and Office of School Performance & Accountability (OSPA) utilized fora orchestrated by the Public Information Office (PIO)—the monthly Directors and Collaborative Team meetings—to deliver key messages on balanced literacy, interventions, and early literacy look-fors to the broader organization.

### 3.2 Delineation of Roles and Responsibilities

Across all initiatives, the SIM team worked with Cabinet members to assign their individual roles and responsibilities using a Responsible, Accountable, Consulted, or Informed (RACI) matrix. Those deemed *Responsible* for an initiative are those on whom the organization depends to get the work done. *Accountable* individuals oversee the work to ensure that it gets done. Individuals who are *Consulted* are subject-matter experts who can act as advisors or solve point problems that might arise. *Informed* individuals are those who have some interest in the work, as it might relate to a process that they oversee, and therefore they receive communications about it. No more than one person is accountable for any given initiative. The explicit documentation of a RACI matrix provides a useful reference that aligns the human element to the initiative.

The RACI delineations around the District's prioritized initiatives will be discussed later in this report.

### 3.3 Strategic Initiative Prioritization

In acknowledgement of its limited resources and through its own DASA commitment, the SIM team was tasked with applying the SIM process to three to five of the 12 strategic goals outlined in the strategic plan (see Table 1).

The prioritized initiatives to which the SIM process was applied were identified by the Superintendent and his Cabinet at the beginning of the 2016/17 school year through a method developed and led by the Chief of Staff. That method queried Cabinet members in a way that provided guidance around which initiatives to nominate for the SIM process. Specifically, in ranking priorities Cabinet members were asked to consider the following:

1. What problem(s) is this initiative resolving?
2. What are the primary barriers to executing this initiative?
3. What are the major milestones and indicators of success during the implementation of the initiative?
4. How does BCPS determine or measure that the initiative was effectively implemented and operationalized?
5. To what extent is there a need for a systemic cultural shift/adoption necessary for this initiative to be successful?
6. What are the major dependencies associated with successful implementation?
7. When would this initiative begin to have a positive impact on achieving strategic targets (Year-One, Year-Two, etc.)?
8. Are there any leading indicators associated with this initiative to forecast success?
9. What is the duration of this initiative? Is there an opportunity for any “quick wins” by prioritizing this initiative?
10. Are the resources in place to implement this initiative? What financial and staffing resources may be necessary to implement this initiative?

Each Cabinet member then supplied her or his own ranking, and subsequently all rankings were compiled. The most frequently nominated goals became the prioritized initiatives upon which the SIM team focused its work. They are identified in Table 1 by a “check mark (✓).” Combined, three of the prioritized initiatives—refining the use of Running Records, aligning the procurement of instructional materials and support around literacy acquisition, and fostering the assignment of teachers highly skilled in literacy acquisition to the early grades—are associated with literacy development in the early years (grades K-3). Therefore, ensuring that BCPS systems are aligned to support early literacy development became the SIM team’s primary focus for the 2016/17 school year.

A fourth initiative—implementation of a three-year performance budgeting template—was also identified as a top priority. SIM work on this initiative fused it to the early literacy program such that greater clarity around District investments in literacy acquisition and the return on those investments could be attained.



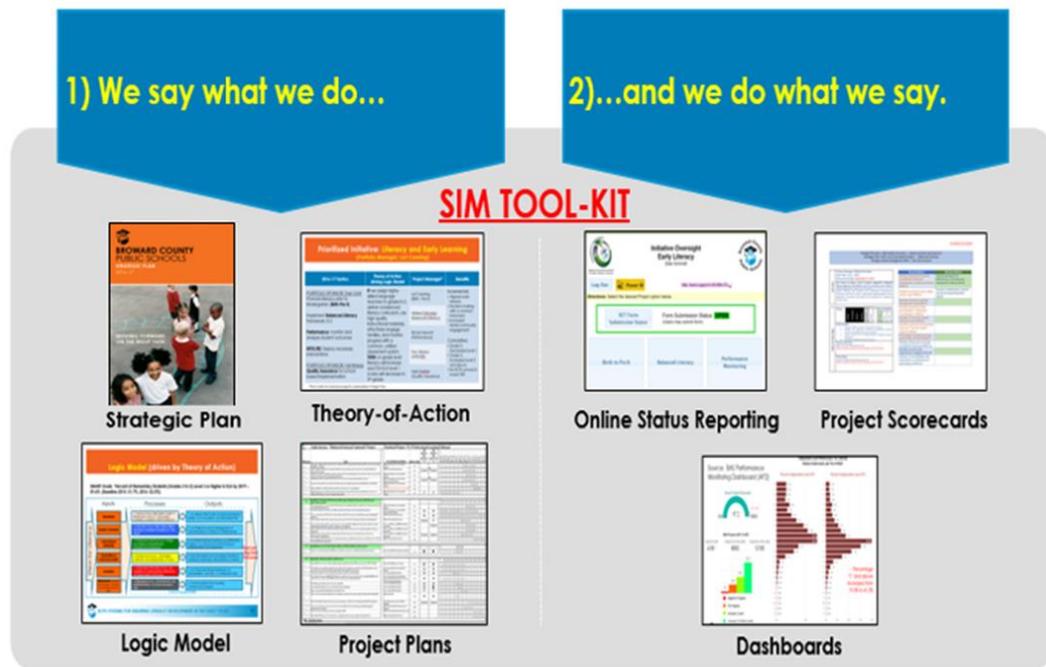
**Table 1:** BCPS Strategic Goals and Tactics

Strategic Goal	Tactics
<b>High-Quality Instruction – Literacy and Early Learning</b>	Refine the use of Running Records to standardize tools, measures, and implementation. ✓
<b>High-Quality Instruction – Literacy and Early Learning</b>	Prioritize literacy acquisition by aligning organizational and instructional materials in the classroom and supporting resources. ✓
<b>High-Quality Instruction – Literacy and Early Learning</b>	Assign the most highly skilled teachers in literacy acquisition to early grades. ✓
<b>High-Quality Instruction – Middle Grades Learning</b>	Redesign middle grades experience to be organized around project- and problem-based interdisciplinary learning.
<b>High-Quality Instruction – College and Career Readiness</b>	Provide rigorous foundations in algebra, reading, and writing in the ninth grade.
<b>Continuous Improvement – Management Process</b>	Implement a three-year budget performance template to document and monitor the project and program progress. ✓
<b>Continuous Improvement – Management Process</b>	Annually track and monitor BCPS across prioritized key performance indicators, as compared to other large urban districts.
<b>Continuous Improvement – Facilities and Construction</b>	Launch facilities and construction projects that are consistent with SMART initiative funding commitments.
<b>Continuous Improvement – Strategic Initiative Management</b>	Utilize Strategic Plan Management tools to improve the alignment of activities and establish clear goals and accountability.
<b>Effective Communication</b>	Improve the user experience with the BCPS website and other District communication tools.
<b>Effective Communication</b>	Provide excellent customer service to all BCPS stakeholders.
<b>Effective Communication</b>	Launch a staff intranet to serve as the main communication and information hub. Year-One objectives include launch date, features, and integration with other staff-facing technology resources. Years Two and Three will shift focus to the percentage of staff using the hub to look for information, staff surveys, etc.

### 3.4 SIM 1.0 Engagement Model

Two simple principles shape the discipline that SIM strives to bring to BCPS. As a taxpayer funded organization, BCPS must: (1) say what it is going to do to improve student outcomes; and (2) do what it says. To help advance the District's progress toward its goals, the SIM team has developed a tool-kit built on those principles (see Figure 2).

**Figure 2:** *The SIM Tool-kit*



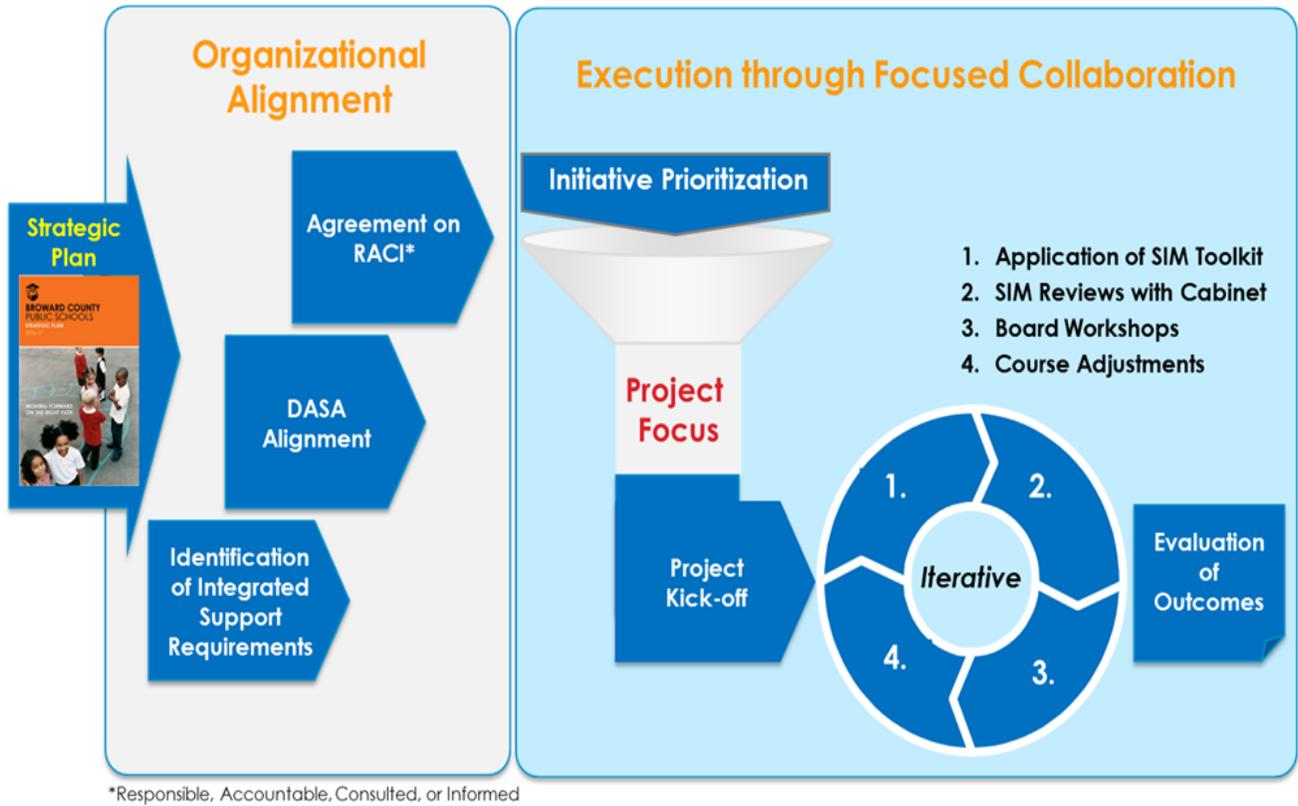
Through applying the tool-kit and facilitating iterative, intensive, vertical, and horizontal collaboration, the SIM team ensures sustained organizational focus on its top priorities. The tool-kit provides structure, documentation, coordination, and reporting mechanisms to drive the work forward. Whereas past department engagement with Performance Management occurred on an annual or semi-annual cadence, engagement with SIM on high-priority initiatives occurs weekly.

A **Strategic Learning Calendar** is maintained by the SIM team. It outlines the cadence and venues for sharing project progress with—and eliciting feedback from—the wider organization, and prescribes the content that is shared. SIM reviews with Cabinet, Project Management updates, Plan Development updates, and School Board Workshops all provide key opportunities for driving collaboration and obtaining feedback. In addition, the Strategic Learning Calendar leverages the monthly Collaborative Team meeting and Directors' meeting, organized by the Public Information Office, to cascade information throughout the organization.

Figure 3 provides an overview of the SIM process and engagement framework.



**Figure 3:** Overview of the SIM Process and Engagement Model



## 4.0 BCPS Systems for Ensuring Literacy Development in the Early Years

The first application of the SIM framework began with an explicit agreement on the roles and responsibilities of the individuals tasked with ensuring literacy development in the early years. The Chief Academic Officer holds overall accountability for the entire early literacy portfolio of projects associated with this initiative, while the Chief of School Performance and Accountability is responsible for assuring fidelity of implementation across all elementary schools. As program sponsors, both Chiefs named individuals to lead the project work associated with the initiative. Their titles are presented later in Section 4.2 Project Description.

### 4.1 Theory-of-Action and Logic Model

The BCPS theory-of-action around early literacy development is that:

**IF** we assign highly skilled teachers to grades K-2, deliver a balanced literacy curriculum, use high-quality instructional materials, effectively engage families, and monitor student progress uniformly with a common assessment system, **THEN** on-grade level literacy will increase and FSA ELA Level 1 scores will decrease among all students, irrespective of race or ethnicity, gender, status as an English language learner, economic advantages or disadvantages, disability, or gifted status.

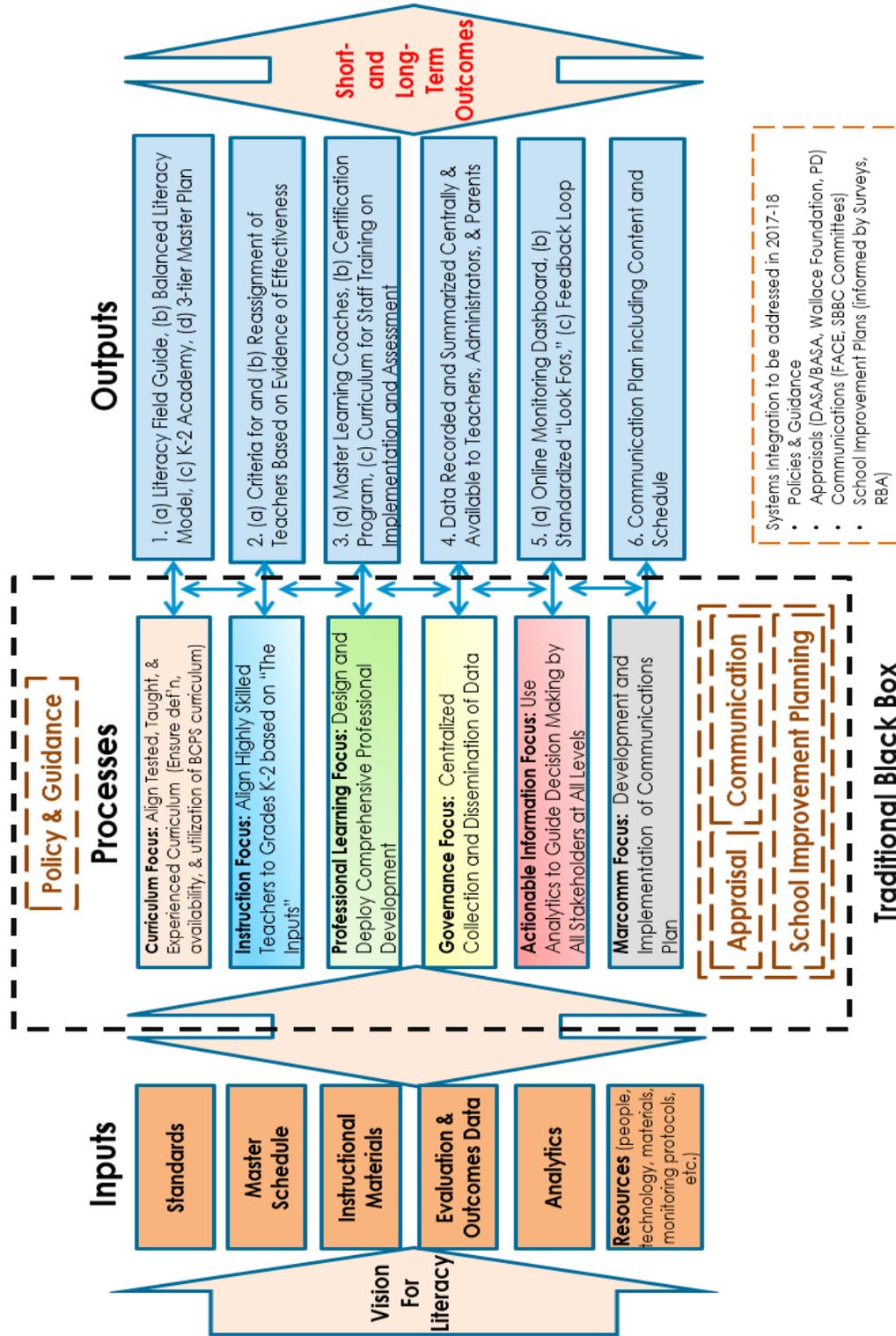
For the 2016/17 school year, District processes behind curriculum, instruction, professional development, data and analytics, and communications were sharpened to:

1. align the tested, taught, and experienced curriculum;
2. identify teachers who are highly skilled in literacy acquisition and facilitate their placement in grades K-2;
3. design and deploy comprehensive professional development around balanced literacy;
4. centralize the collection and dissemination of performance data;
5. use analytics to guide decision-making; and
6. implement a communications plan around early literacy to reach all stakeholders effectively.

The requisite inputs and delivered (or anticipated) outputs of these efforts are presented in the logic model shown in Figure 4. Outputs associated with the work include a Literacy Field Guide, professional development course content, the delivery of professional development training, online monitoring dashboards, family and community engagement events, and a set of early literacy look-fors (i.e., characteristics for which evidence in the school classroom can be observed).



**Figure 4:** Logic Model: BCPS Systems for Literacy Development in the Early Years



#### 4.2 Project Description

To execute its early literacy theory-of-action, the work was divided into five workstreams (“projects”). A lead was assigned to each project and was responsible for driving the cross-functional collaboration needed to complete the work. The overall program was coordinated by the Executive Director of Early Learning and Literacy Acquisition. A description of each project follows.

*Project 1: Birth to Pre-Kindergarten.* The Birth to Pre-K project plan, led by the Executive Director of Early Learning and Literacy Acquisition, defines the components of high-quality learning environments for students between birth and four years old that can be communicated and executed through Early Head Start, Head Start, and Voluntary Pre-kindergarten (VPK) programs. By establishing partnerships with approximately 800 private providers, the business community, non-governmental organizations, philanthropic entities, and county and municipal governments, BCPS better ensures the formation of a solid social and emotional foundation for those children. Critical milestones of this project centered on:

1. Defining the foundational components for establishing successful social emotional development and relationships (SEDR) using the Classroom Assessment Scoring System (CLASS), social-emotional learning curriculum, resources and tools. This includes the alignment of Head Start and VPK Class Implementation Plans with foundational goals.
2. Collecting data from multiple indicator sources (e.g., CLASS, screeners, Teaching Strategies Gold for Early Childhood, SEL child outcome assessments, etc.) and correlating it to create actionable strategies that can be incorporated into everyday teaching practices. That includes refining professional development offerings to tailor them according to the areas of greatest need based on an analysis of the data.
3. Establishing a communication plan for sharing SEDR strategies and key findings to a larger audience that includes families and community partners.
4. Cascading key findings from data analysis to school leadership and cadre directors such that they can be integrated into action plans for targeting professional development and ensuring fidelity of implementation.
5. Establishing a best-in-class model facility with a comprehensive focus on early childhood development, experiences, learning, community education, engagement, and outreach.
6. Convening a stakeholder group to align kindergarten resources and best practices, while establishing community events such as “Countdown to Kindergarten.” Additionally, this milestone includes leveraging Broward County Library focus events to share pre-kindergarten support strategies.



Work on the birth to pre-kindergarten project began in July 2016. Completion of the above milestones is anticipated by August 2018.

*Project 2: Balanced Literacy.* Headed by the Director of Literacy, the focus of the Balanced Literacy project plan is to develop and institute a framework that aligns professional development, resources, best practices, and differentiated instruction to create a learning environment that fosters independent reading by (or before) the end of second grade. Milestones for that work include:

1. Developing a Balanced Literacy Framework that identifies the necessary building blocks, recognized best practices, key resources, and affiliated professional development that are needed to nurture early literacy development.
2. Designing new—and refreshing existing—professional development courses to enhance Balanced Literacy instruction in kindergarten through second grade. That includes making professional learning modules available year-round, tailoring courses by role, and cascading training throughout school leadership teams.
3. Partnering between OSPA and OA to co-create “look fors” to enhance program deployment quality system-wide by embedding essential elements that focus on Pre-K and kindergarten, the balanced literacy framework, the analysis of student data, the use of resources for differentiating instruction, and the deployment of MTSS/RTI interventions.
4. Surveying schools to ascertain current resourcing and develop strategies around the reallocation of existing resources and, where needed, the procurement of new resources to fill gaps. The work also focuses on (a) deploying Title I funding to secure leveled book resource rooms and classroom kits; and (b) providing guidance on new resource adoptions via Canvas, the District’s Learning Management System.

Work on the Balanced Literacy project began in July 2016. Completion of the above milestones is anticipated by December 2017.



*Project 3: Performance Monitoring of Students.* The Performance Monitoring project plan, managed by the Director of Early Learning, aims to turn data into insights, and insights into action. It is essential for instructors to know what reading level students are at, how their reading is improving over time, and how well each teacher, grade level, and school are providing support to all students in language acquisition and literacy development. Additionally, it is necessary to monitor the support that local school professionals receive from the BCPS central office, with the intent that all interactions provide high-quality, non-punitive feedback loops to support continuous improvement. Performance Monitoring milestones are around:

1. Developing and disseminating a dashboard of BAS administration statistics and results data that provides filtering functionality for users to slice information in multiple ways, such as by assessment period, district, level, sub-group, etc.
2. Utilizing BAS results as a key input to inform and improve instructional practice. Evaluating results over time, comparing correlations with school look-for observations, and embedding data-driven improvement tactics into SIP (School Improvement Plans) are all part of this effort.
3. Combining the foundational pieces of the balanced literacy framework, BAS results, available professional development, and resources available through the literacy continuum to identify best practices that can be incorporated into day-to-day practice. Here, the goal is to institutionalize the use of data to inform instruction.

Work on the Performance Monitoring project began in July 2016. Completion of the above milestones is anticipated by June 2018.

*Project 4: Multi-tiered System of Support and Response-to-Intervention.* As instructors using a balanced literacy approach work with each student, they will identify students with specific needs, developmental delays, and/or diagnosable learning disabilities that require additional support. The focus of the MTSS/RtI project plan, under the management of the Director of Diversity, Prevention and Intervention, is to ensure that planning, training, and resourcing the environment and implementation of RtI protocols are embedded within day-to-day practice. Work on this front is directed towards:

1. Refining the mission of the MTSS/RtI process to ensure that all facets of balanced literacy are embedded within collaborative problem solving activities and school-based MTSS implementation plans.
2. Creating a directory of critical areas of need specific to prevailing student conditions (i.e., a menu of MTSS/RtI solution prototypes around recommended approaches) to be utilized in the collaborative problem solving process, best practice refinement, professional development, and in the development of school-specific improvement plans.



3. Aligning and implementing MTSS/RtI protocols and tactics within the professional development content of balanced literacy's Personalized Learning Pathways.
4. Convening a multi-disciplinary task force to develop a dyslexia decision-tree that encompasses evidence-based resources, data, and BAS data, and that highlights available school guidance and supports. That includes aligning the dyslexia decision tree with professional development available to school leadership and collaborative problem solving teams.
5. Work on the early literacy focused MTSS/RtI project began in July 2016. Completion of the above milestones is anticipated by June 2018.

*Project 5: Quality Assurance.* The driving concept behind the Quality Assurance project plan, managed by the cadre director—Elementary Level, is that if all components of the literacy and early learning program are implemented with high fidelity, then BCPS will be successful at creating highly literate students. Thus, BCPS must implement and monitor the quality of implementation with the expectation of high-quality practices, continuous improvement, and measurable and actionable results. Specific look-for criteria tailored to each literacy and early learning focus area and incorporated into existing school observations will fuel discussion behind action plans co-developed by cadre directors and school leadership teams. Major milestones behind this work include:

1. Partnering between OSPA and OA to co-create eight look-fors that facilitate objective observations of the essential elements of a conducive literacy development environment, the balanced literacy framework, analysis of student data, use of resources for differentiating instruction, and MTSS/RtI interventions.
2. Assembling elementary cadre directors and a sampling of elementary principals to review and revise the look-fors construct, scoring rubric, and deployment strategy.
3. Developing a dashboard for capturing and summarizing look-fors observation data.
4. Executing a 60-day pilot in 24 schools and utilizing a look-fors tool to observe, rate, and discuss findings with school leadership. Evaluating the look-for evidence and building a roadmap for improvements related to resource needs, professional development, support mobilization, and sharing of best practices are central to this milestone. A de-briefing of cadre directors (post-pilot) to hone the look-fors and adjust the entry tool—and scheduling rollout system-wide for the 2017/18 school year—complete the work.

Work on the early literacy Quality Assurance project began in July 2016. Completion of the above milestones is anticipated by December 2017.



### 4.3 Project Implementation Measures

In alignment with the District's logic model behind early literacy development, process and output metrics were identified to measure and assess the fidelity of implementation for each project. These measures provide evidence to answer the question: Is BCPS doing what it said it would do? The following discussion summarizes the POMs and for Year-One implementation. For the purposes of this report, the metrics are organized according the specific project(s) with which they are associated (see section 4.6 Recommendations on Measures).

#### 4.3.1 Birth to Pre-Kindergarten Metrics

**Metric:** Number and percent of Voluntary Pre-Kindergarten providers served by the Early Learning & Language Acquisition (ELLA) team

ELLA indicates that there are 800 VPK providers in Broward County, of which 461 (58 percent) received services in one of the formats listed in Table 2.

**Table 2:** Services to VPK Providers by the ELLA Department

Type of Service	Providers	Classrooms	Teachers	Students
<b>Direct Services</b> (coaching, parent educators, mental health) through Road to Child Outcomes Grant, South Cluster	18	96	121	1,352
<b>Indirect Services</b> (resources, professional learning and guidance, outreach experiences)	63	252	300	3,150
<b>Outreach Services</b> -VPK only (Countdown to Kindergarten Campaign to support school transition; approximate)	80	150	200	3,000
<b>Additional</b> one time outreach and resources-VPK only (Read for the Record Day; approximate)	300	500	500	10,000

Source: BCPS ELLA Department

**Metric:** Number of students across the county in structured Pre-K programs

The ELLA department reports that during the 2016/17 school year, 16,726 four-year olds were enrolled in a VPK program in Broward County, including programs offered by the District and non-District operators (see Table 3). The enrollment rate of 77 percent has been consistent over the past three school years and is similar to the state as a whole.

**Table 3:** Enrollment in VPK Programs in Broward County

School Year	Broward 4-Year-Old Population	Broward VPK Enrollment	Percent VPK Enrolled	Florida VPK Enrollment
2014/15	20,845	16,267	78%	78%
2015/16	21,379	16,535	77%	78%
2016/17	21,592	16,726	77%	77%

Source: BCPS ELLA Department

In 2016/17, BCPS served 6,460 students in District-operated VPK programs. Table 4 shows the number of students served in District-operated programs by type.

**Table 4:** Enrollment in BCPS-Operated VPK Programs, 2016/17

Program	Number of Students
Head Start (3 and 4 Year Olds)	2,040
Early Head Start (Infants and Toddlers)	80
VPK Full Day	650
VPK Extended Day (3-6 P.M.)	260
Pre-K ESE* (3 and 4 Year Olds)	3,430

Source: BCPS ELLA Department. \*Exceptional Student Education (ESE)

### Metric: Classroom Assessment Scoring System

The CLASS is an observational assessment of the classroom environment. Table 5 shows the three-year trend for internally-generated scores in emotional support, classroom organization, and instructional support for Broward's Head Start classrooms. In addition, the December 2014 Federal Review and 2016 National Average Scores are presented for reference. Broward registered declines from fall 2015 to fall 2016. While BCPS was above the fall 2016 National Average (3.98 vs. 2.83) for instructional support, it was below the national average in emotional support and classroom organization.

**Table 5:** CLASS Results for Broward's Head Start Classrooms (N=113)

Measure	Internal Fall 2014	Internal Fall 2015	Internal Fall 2016	Internal Change Fall 2015 to Fall 2016	Federal Review Dec 2014	National Average 2016 (N=277)
Emotional Support	5.7	6.04	5.95	-0.09	5.61	6.00
Classroom Organization	5.4	5.61	5.53	-0.08	5.54	5.73
Instructional Support	4.4	4.24	3.98	-0.26	2.65	2.83

Source: ELLA; Head Start/Early Intervention Department

### 4.3.2 Balanced Literacy Metrics

#### *Metric: Number and percent of teachers completing Professional Development Balanced Literacy Pathways*

Four courses, as listed in Table 6, comprise the professional development pathway for cultivating balanced literacy instructional expertise. Also displayed in Table 6 are the number and percent of teachers completing all criteria for each course—by grade level—during the 2016/17 school year. Completion rates range from 2-39 percent, depending on the course. However, apart from the Benchmark Assessment System course, content for the remaining courses was newly revised or developed and released later in the year. Hence, completion rates for those courses are, as expected, considerably lower.

**Table 6:** Number and Percent of Teachers Completing Each Course in the Professional Development Balanced Literacy Pathway

Course	Grade Level Served by Participating Teachers							Total N=6,381	
	K N=778	1 N=854	2 N=862	3 N=948	4 N=699	5 N=718	Multiple Grades N=1,522		
<b>Benchmark Assessment System</b>	<i>n</i>	398	457	391	412	264	235	333	2,490
	%	51	53	45	43	38	33	22	39
<b>Balanced Literacy</b>	<i>n</i>	32	39	30	9	6	4	17	137
	%	4	5	4	1	1	1	1	2
<b>Small Group Guided Reading</b>	<i>n</i>	112	152	112	84	47	29	65	601
	%	14	18	13	9	7	4	4	9
<b>Responsive Literacy</b>	<i>n</i>	15	27	25	24	9	10	32	142
	%	2	3	3	3	1	1	2	2

Source: BCPS Professional Development Standards and Support Department

Schools usually send teachers to professional development with the expectation that the teacher brings back to her or his peers the content and skills acquired during the training. Schools' professional learning communities (PLC), provide an excellent vehicle for that. Table 7 shows number and percent of schools represented at each of the courses. Nearly all elementary schools (97 percent) were represented in the Benchmark Assessment System course, while 37 percent of schools were represented in the Balanced Literacy course.

**Table 7:** Number and Percent of Schools Sending Teachers to Professional Development

<b>Course</b>	<b>Number of Schools</b>	<b>%</b>
Benchmark Assessment System	136	97
Balanced Literacy	52	37
Small Group Guided Reading	113	81
Responsive Literacy	59	42

Source: BCPS Professional Development Standards and Support Department

**Metric: Number and percent of sites participating in Calibration Conferences**

Calibration conferences were conducted by ELLA staff at the request of elementary school principals. The purpose of these meetings was to review the administration and scoring of the BAS and to improve the reliability of the scores. The conferences provide an intensive, hands-on, highly-targeted, and personalized professional learning opportunity to participants in a small-group setting at the school's location. The ELLA department indicates that 33 schools (24 percent of elementary schools) have participated in calibration conferences. These schools are Bennett, Bethune, Broadview, Central Park, Coral Park, Croissant Park, Cypress, Deerfield Beach, Driftwood, Eagle Point, Flamingo, Gulfstream, Harbordale, Heron Heights, Hollywood Park, Lauderhill Paul Turner, Manatee Bay, Maplewood, Markham, Mirror Lake, Nova Blanche Forman, Nova Eisenhower, Oakridge, Orange Brook, Park Springs, Peters, Ramblewood, Riverside, Sawgrass, Silver Shores, Stephen Foster, Walker, and Westchester. On average, schools that participated in calibration conferences saw a 4 percent increase in the share of third grade students scoring Level 3 or above on the FSA ELA, while the number of Level 1 students fell 4 percent. That's better than schools where there were no calibration conferences, which saw an improvement of 2 percent of students who scored Level 3 and above, and a 3 percent decrease in Level 1.

**Metric: Number of teachers reached through Calibration Conferences**

The ELLA department reports that 495 (10 percent) of teachers in grades K-5 have participated in calibration conferences (see Table 8). An additional 55 staff members, including Literacy Coaches, Support Teachers, Assistant Principals, and Principals also participated.

**Table 8:** Staff Participating in Calibration Conversations, 2016/17

<b>Role</b>	<b>n</b>	<b>%</b>
<b>Classroom Teachers</b>		
Grade K	85	11%
Grade K/1	4	--
Grade 1	170	20%
Grade 2	117	14%
Grade 3	46	5%
Grade 4	36	5%
Grade 5	37	5%
<b>Other</b>		
Literacy Coach	31	20%
Support Teacher	7	--
Principals	10	7%
Assistant Principals	7	5%
<b>Total Participants</b>	<b>550</b>	<b>11%</b>

Source: BCPS ELLA Department

Across schools, grades 1 and 2 tended to have more representation at the calibration conferences relative to the other grade levels. Table 9 displays the participation breakdown by school, including literacy coaches, administrators, and other support teachers.

**Table 9:** Staff Participating in Calibration Conversations by School, 2016/17

Elementary School	Teachers								Other Staff			
	K	K/1	1	2	3	4	5	Total	Literacy Coach	Principal	AP	Support Teacher
Bennett			3					3	1			
Bethune			4					4	1			
Broadview	1		7	1				9	1			
Central Park	5		8	9				22		1		
Coral Park	4		3	1	1			9	1			5
Croissant Park			8	7				15	1			
Cypress	5		4	6	6			21	1			
Deerfield Beach		1	6	1				8	2	1		
Driftwood			6					6	1			
Eagle Point	9		12					21	1	1	1	
Flamingo	4		6	5	4			19		1	1	
Gulfstream				10				10	1		1	
Harbordale	3	1	4	5				13	1			
Heron Heights			12					12	1			
Hollywood Park	4		4	4	3	3	3	21	1	1		1
Lauderhill PT			6	5				11				
Manatee Bay	7		9	8	11	9	9	53	1			
Maplewood				7				7	2	1		
Markham				3				3	1			
Mirror Lake	4	1	3	5	4	4	3	24	1	1		
Nova Blanche						6	6	12	1			
Nova Eisenhower	7		7	7	7	5	6	39	1			
Oakridge	6		5	4	4	3	5	27	1	1	1	
Orange Brook	1		1	1	1	1	1	6	2			
Park Springs	12		7	6				25	1			
Peters	5	1	4	5				15	1			
Ramblewood			8					8				
Riverside	4		7	8				19	1	1	1	
Sawgrass			5					5				
Silver Shores			3	3				6	1		1	
Stephen Foster	4		5	5	5	5	4	28	1	1		
Walker			5					5	1			1
Westchester			8	1				9	1		1	
<b>Totals</b>	<b>85</b>	<b>4</b>	<b>170</b>	<b>117</b>	<b>46</b>	<b>36</b>	<b>37</b>	<b>495</b>	<b>31</b>	<b>10</b>	<b>7</b>	<b>7</b>

Source: BCPS ELLA Department

**Metric: Number of teachers reached through Sub-Cadre Meetings**

As shown in Table 10, the ELLA Department reports that each elementary school was represented by the principal, one second grade teacher, and one third grade teacher at each sub-cadre meetings in October, November, January, March, and May wherein the balanced literacy program was reviewed.

**Table 10:** Number and Percent of Staff Reached Through Sub-Cadre Meetings, 2016/17

Group	Number	%
Principals	140	100
Second Grade Teachers	140	16
Third Grade Teachers	140	15
<b>Total</b>	<b>420</b>	<b>23</b>

Source: BCPS ELLA Department

**Metric: Number and percent of schools surveyed on Adequacy of Resourcing**

During the 2016/17 school year, the ELLA department designed and conducted a Title I Balanced Literacy Resources Survey. Although plans were to expand the survey to include all elementary schools, the survey ultimately was administered only at Title I schools. The ELLA department reports that 100 percent of Title I (104 Traditional and 32 Charter) schools responded to the survey. This response rate by the Title I schools equates to 74 percent representation of all traditional District-operated elementary schools. Survey results were utilized by the ELLA department to understand the existing environment at schools relative to how or from where they have acquired current resources, the availability of level-appropriate texts, and the existence and/or condition of school and classroom libraries. Survey results are presented later in this document (see Quality Assurance: Year-One Results, Table 14, and Table 15).

### **Metric: Number of Community Organizations Engaged**

The ELLA Department engaged the following **nine** community organizations as a strategy for expanding District's capacity to reach all children and families in Broward:

1. Broward Arts and Cultural Division
2. Broward College
3. Broward Commission
4. Broward Libraries
5. Children's Services Council
6. Early Learning Coalition
7. Family Central
8. Nova Southeastern University
9. United Way

### **Metric: Number of Municipalities with Declarations on Importance of Early Literacy**

The ELLA department has worked with numerous municipalities to encourage their adoption of declarations on the importance of literacy. They include: Coconut Creek, Cooper City, Coral Springs, Deerfield Beach, Fort Lauderdale, Hallandale Beach, Hollywood, Lauderdale Hill, Miramar, Parkland, Pembroke Pines, Pompano Beach, Sunrise, Tamarac, Weston, and Wilton Manors.

#### **4.3.3 Performance Monitoring Metrics**

### **Metric: Percentage of Students Assessed using the Benchmark Assessment System**

The BAS was administered during three distinct administration periods (AP). The first AP occurred from August 22, 2016, to November 10, 2016; the second from November 14, 2016, to February 17, 2017; and the third from February 18, 2017, to May 25, 2017. Students could be tested and scores entered in BASIS (the District's student data warehouse) at any time during an AP. Table 11 displays the number and percent of enrolled students in grades K-3 that were assessed on the BAS during each AP. Students who had demonstrated end-of-year expectations on two consecutive BAS administrations were exempt from further BAS assessment. On average, BAS participation rates exceeded 93 percent for all grade levels.

**Table 11: Percent of Students Tested (BAS) by Administration Period, 2016/17**

Grade		AP1	AP2	AP3*
K	%	93.7	97.1	98.4
	n	13,703	14,331	14,571
1	%	96.4	97.2	98.1
	n	15,107	15,302	15,501
2	%	94.7	97.2	98.3
	n	15,360	15,886	15,855
3	%	95.0	95.8	96.5
	n	16,654	16,881	14,749

Source: BASIS. \*Includes only non-exempt students

**Metric: Percentage of Students On-track, Approaching, or Off-track towards Reading at Grade Level**

Students were flagged as “on-track,” “approaching,” or “off-track” based on the score entered into BASIS and date of assessment. Students were indicated as “on-track” if they were at or above instructional level expectation for the assessment date, “approaching” if they were within one or two levels below expectation, or “off-track” if they were more than two levels below expectation. Table 12 displays status for each administration period by grade level.

**Table 12: Student Progress Status by Administration Period**

Grade		AP1 (%)	AP2 (%)	AP3* (%)
K	On Track	43.7	63.7	59.8
	Approaching	56.3	24.0	13.1
	Off Track	0.0	12.2	27.2
1	On Track	45.9	56.9	61.2
	Approaching	29.9	9.5	11.9
	Off Track	24.3	33.7	26.9
2	On Track	48.3	59.9	73.9
	Approaching	21.2	10.5	4.9
	Off Track	30.4	29.6	21.1
3	On Track	46.8	52.9	52.5
	Approaching	22.3	11.8	9.8
	Off Track	30.9	35.3	37.7

Source: BASIS. \*Includes only non-exempt students

### Metric: Percent of Students Registering "Progress"

All student groups registered success at progressing two or more BAS independent reading levels from the first to last administration period. As summarized in Table 13, the percent of students registering progress varied by subgroup. For instance, White, Non-FRL, Non-ELL, and Non-ESE (exceptional student education) students tended to register higher progress success rates than their peers in kindergarten and first grade. These differences were decreased or eliminated at second grade, with the pattern reversed for ELL students (i.e., ELL students registered greater progress success than their Non-ELL peers). The pattern re-emerges at third grade with the exception of Hispanic and ELL students, who continued to register success at levels on par with their White and Non-ELL peers.

**Table 13:** Percent of Students Progressing Two or More Independent Levels from AP1 to AP3 by Subgroup

	Grade Level			
	K	1	2	3
<b>OVERALL</b>	81.0	90.2	85.1	77.6
<b>Hispanic</b>	78.3	89.7	85.6	79.1
<b>White</b>	88.0	92.8	85.1	80.1
<b>Free or Reduced Lunch Student</b>	76.7	89.1	85.0	76.7
<b>Non-FRL Student</b>	90.1	92.5	85.2	79.5
<b>English Language Learner Student</b>	70.6	87.0	86.3	78.5
<b>Non-ELL Student</b>	84.4	91.3	84.7	77.3
<b>Exceptional Student Education Student</b>	58.0	76.0	79.8	74.1
<b>Non-ESE Student</b>	83.8	92.2	85.9	78.2

Source: BASIS

#### 4.3.4 MTSS/RtI Metrics

To expand its capacity for deploying targeted interventions to struggling readers in disadvantaged communities, BCPS engaged many volunteers through a program called TutorMate. The program—offered by Innovations for Learning (IFL), a national non-profit organization—provides a technology platform that helps pair students virtually with volunteers who help them learn to read. Data on the number of volunteers, students and reading sessions are tracked and maintained by IFL and were not available at the time of publication.

### 4.3.5 Quality Assurance Metrics

#### *Metric: Number and percent of Schools Surveyed meeting Resource Adequacy Criteria*

Two questions on the Title I Balanced Literacy Resources Survey developed and administered by the ELLA department addressed the adequacy criteria around existing resources. Of participating traditional schools, only 11 (11percent) self-reported that their centralized leveled book room was “complete” or “almost there” (Table 14).

**Table 14:** Traditional Title I Schools' Responses to: How Would You Describe Your School's Centralized Leveled Book Room?

Response	n	%
<b>No Book Room</b>	19	18.3
<b>Limited</b> and Inconsistent (Few Full Six Packs, Missing Levels)	12	11.5
<b>Minimal</b> (books from previous core reading series or older collections)	20	19.2
<b>Getting Started</b> (Six Pack Collections, Levels A-Z, less than 5 titles each, mix of literary, and informational texts)	24	23.1
<b>Halfway There</b> (Six Pack Collections, Levels A-Z, 10-15 titles each, mix of genres, and text types)	14	13.5
<b>Almost There</b> (Six Pack Collections, Levels A-Z, 15-20 titles each, mix of genres, and text types)	6	5.8
<b>Complete</b> Book Room (Six Pack Collections, Levels A-Z, 20+ titles each, mix of genres, and text types)	5	4.8
<b>None of the Above</b> (Add Description Below)	2	1.9
<b>No Response</b>	2	1.9
<b>Total</b>	<b>104</b>	<b>100.0</b>

Source: ELLA Department

A second question concerned the classroom libraries at the school. Respondents were asked to rate the libraries on the six-point scale (from 0 = bad to 5 = good). A total of 29 (28 percent) provided responses above the scale midpoint (3 or higher) as shown in Table 15.

**Table 15:** Traditional Title I Schools' Responses to: As a Whole, How Would You Rate The Classroom Libraries at Your School? (Bad 0 to 5 Good)

Response	n	%
<b>0 (Bad)</b>	0	0.0
<b>1</b>	39	37.5
<b>2</b>	33	31.7
<b>3</b>	26	25.0
<b>4</b>	3	2.9
<b>5 (Good)</b>	0	0.0
<b>No Response</b>	3	2.9
<b>Total</b>	<b>104</b>	<b>100.0</b>

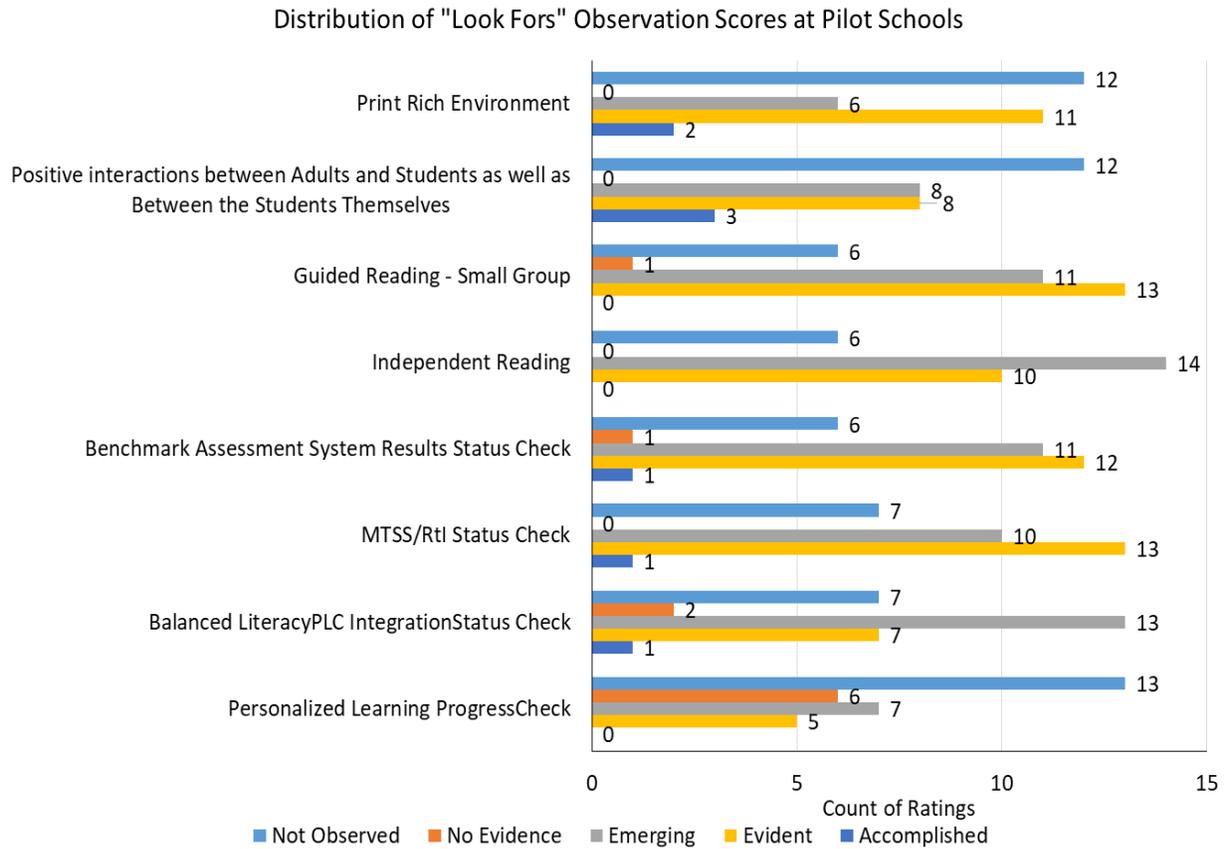
Source: ELLA Department

The survey results present a negative picture of school resourcing levels overall. However, without the consideration of two other factors, caution around interpreting the results is strongly urged. First, there is a high probability of an unfavorable bias within the results. For example, school-based respondents might have reasonably anticipated that by responding negatively, they could build a case for additional resources—and more is always better. In administering the survey, no measures (e.g., adding to the sample to obtain additional perspectives) were taken to correct for unfavorable bias. Second, the survey was administered prior to a significant investment (\$4.5 million) in resources targeted toward early literacy development. Thus, schools responded before those resources were available to them.

**Metric: Distributions of Fidelity of Implementation on Eight "Look-Fors"**

Eight early literacy look-fors were tested at 24 schools, resulting in 31 observations. These data are considered a pilot at this time, as further work is needed to refine the rating criteria and specifications for conducting the observations to ensure reliability and validity of data. Figure 5 provides a summary of the pilot observations as the distribution of ratings for each look-for indicator.

**Figure 5: Distribution of Look-Fors Observation Scores at Pilot Schools**



Source: BCPS Office of School Performance and Accountability

**Metric: Number and percent of Highly skilled Teachers in Grades K-2**

Working with Performance Management and Program Evaluation, the Student Assessment and Research department developed a tool to query principals on the relative value of various criteria for identifying highly skilled teachers. This tool is being deployed during summer 2017. Results were not available at the time of publication. However, the tool will help principals recommend teacher assignments such that those instructors who are most highly skilled at teaching literacy acquisition can be offered placements in the early grades.

**Metric: Number and percent of K-2 Teachers with more than 60 percent of Students Registering "Progress" on BAS from AP1 to AP2 and from AP2 to AP3**

Table 16 displays the percentage of teachers who were successful in helping 60 percent or more of their students' progress two or more BAS levels between AP1 to AP2 and between AP1 to AP3.

**Table 16:** Teachers With 60 percent or More Students Registering Progress on BAS from AP1 to AP2, AP3

Grade	N*	60% of Students Progressing	
		n	%
K	760	669	88.0
1	834	814	97.6
2	830	772	93.0
3	917	763	83.2
4	608	490	80.6
5	633	506	79.9
K-5	788	654	83.0
<b>Total</b>	<b>5,370</b>	<b>4,668</b>	<b>86.9</b>

Sources: BAS data files, Data Warehouse, Professional Development Standards and Support

\*May differ from other teacher data presented herein due to joining of student-teacher assignments and BAS results from various District databases.

#### 4.3.6 Additional Early Literacy Portfolio Measures

Grants provide valuable sources of funding for the District's early literacy program. In the past three years, the District has applied for 54 grants that support early literacy. Thirty-five applications were awarded from 2015 to 2017. Excluding the 16 applications for which a determination has not been made, that represents a win rate of 92 percent. During the 2016/17 school year, seven of the nine applications for which a determination has been made have been funded, representing a 78 percent win rate.

#### 4.4 Early Literacy Year-One Outcomes

In addition to the POMs described in Section 4.3, outcome metrics were identified to assess the impact of the early literacy program on improving early literacy development. They, too, are presented by project.

#### 4.4.1 Birth to Pre-kindergarten Outcome Metrics

##### Metric: TSfEC Widely Held Developmental Expectations

Teaching Strategies for Early Childhood (TSfEC) provides seven widely held developmental expectations for literacy development among pre-kindergarten (PK) age students. Available data for three PK programs (Head Start, Voluntary Pre-Kindergarten, and Exceptional Student Education Pre-Kindergarten) are provided in Table 17.

There has been inconsistency in the use of TSfEC across programs and from year to year. However, the available data indicate that students make progress on these expectations within the school year, from the fall to the spring administration.

**Table 17:** Percent Meeting/Exceeding Widely Held Developmental Expectations in Literacy: Four-Year Olds

HEAD START	2015			2016			2017		
	Fall	Spring	Change	Fall	Spring	Change	Fall	Spring	Change
Letter Knowledge	34	90	● 56	73	99	● 26	59	100	● 41
Sound Knowledge	44	93	● 49	52	97	● 45	26	90	● 64
Print Concepts	58	96	● 38	64	98	● 34	66	98	● 32
Rhyme	75	96	● 21	33	92	● 59	34	94	● 60
Alliteration	32	81	● 49	60	98	● 38	60	97	● 37
Discriminate Units of Sound	65	97	● 32	74	99	● 25	80	98	● 18
Writes to Convey Meaning	52	94	● 42	61	97	● 36	63	98	● 35
<b>Voluntary Pre-Kindergarten (VPK)</b>									
Letter Knowledge							55	99	● 44
Sound Knowledge							38	94	● 56
Print Concepts							68	94	● 26
Rhyme		NA			NA		32	79	● 47
Alliteration							62	91	● 29
Discriminate Units of Sound							70	98	● 28
Writes to Convey Meaning							68	92	● 24
<b>Exceptional Student Education Pre-Kindergarten (ESE-VPK)</b>									
Letter Knowledge	Less than 10 students	61		65	78	● 13			
Sound Knowledge		61		61	77	● 16			
Print Concepts		49		50	68	● 18			
Rhyme		20		23	42	● 19		NA	
Alliteration		46		51	66	● 15			
Discriminate Units of Sound		64		65	79	● 14			
Writes to Convey Meaning		49		50	68	● 18			

Source: Head Start, VPK, and ESE-VPK departments

#### 4.4.2 Balanced Literacy Outcome Metrics

##### *Metric: Teacher Perception of Effectiveness of Professional Development*

Participants in the professional development pathways courses responded to evaluations at the end of each course. The average scores provided for each of the four courses are summarized in Table 18. Most items were rated on 4-point Likert scales with “4” corresponding to the most favorable rating. Average scores tended to be favorable, approaching the upper bounds of the scale. In addition, participants rated their confidence with regard to implementing the PD content as intended on the 101-point scale from 0 to 100, with 100 corresponding to “highly certain can do.” Participants indicated they had a high degree of confidence with average scores exceeding 80.

**Table 18:** Participant's Perceptions of Professional Development Balanced Literacy Pathway, Average Responses

	<b>BAS</b> (n=3,122)	<b>Small Group</b> (n=1,066)	<b>Responsive Reading</b> (n=162)	<b>Balanced Literacy</b> (n=194)
<b>Learning outcomes were met</b> (4-point)	3.5	3.5	3.6	3.6
<b>Environment conducive to learning</b> (4-point)	3.4	3.4	3.6	3.4
<b>Facilitator knowledge of adult learning</b> (4-point)	3.6	3.6	3.7	3.7
<b>Participant understanding of content</b> (4-point)	3.4	3.5	3.7	3.6
<b>Confidence implementing as intended</b> (101-point)	82	84	88	86

Source: Professional Development Standards and Support

Beginning January 11, 2017, participants in BAS PD completed a revised course evaluation form with questions tailored to the course content. Responses from the 137 individuals who completed the alternative form are displayed in Table 19.

**Table 19:** Participant's Perceptions of BAS Professional Development, Revised Instrument

	<b>Average Response (n=137)</b>
The facilitator demonstrated a deep understanding of the content. (4-point)	3.4
The facilitator engaged participants in the learning. (4-point)	3.4
The facilitator allowed time for practice and collaboration. (4-point)	3.3
The facilitator modeled new practices or procedures. (4-point)	3.3
I can use BAS to code errors and self-corrections using the standardized coding chart. (4-point)	3.4
I can use BAS to rate fluency immediately after student completes the oral reading using the fluency scoring key. (4-point)	3.5
I can use the accuracy chart on the BAS recording form to determine moving to comprehension conversation. (4-point)	3.5
I can use BAS to engage students in a comprehension conversation using only suggested prompts on the recording form. (4-point)	3.5
I can use BAS to accuracy chart score for evidence of all key understandings expressed by the student using the comprehension scoring key. (4-point)	3.5
I can use BAS to determine a student's independent, instructional, and frustration level using key for determining levels to inform next steps. (4-point)	3.6
I can use BAS to score the writing section using the writing about reading scoring key at the highest instructional level. (4-point)	3.2
I can use BAS to analyze the sources of information (Meaning, Structure, and Visual) for errors and self-corrections at the student's highest instructional level. (4-point)	3.3
I can use BAS to determine a student's independent, instructional, and frustration level to inform next teaching steps. (4-point)	3.5
On a scale from 0 to 100, please rate your degree of confidence in implementing your learning, as intended, at your work student's highest instructional level. (100-point)	86

Source: Professional Development Standards and Support

**Metric: Number of Stakeholders reached during Training**

The District's Professional Development Standards and Support Department provided a breakdown of participants in each of the four Professional Development Balanced Literacy Pathway courses by their role in the school. Table 20 summarizes that breakdown.

**Table 20: Professional Development Balanced Literacy Pathways Participants by Course and Role**

	Teacher	Reading Coach	School Support	School Admin	District Support
<b>Benchmark Assessment System</b>	2,448	135	131	9	58
<b>Small Group Guided Reading</b>	644	21	20	4	16
<b>Balanced Literacy Workshop</b>	135	10	6	0	15
<b>Responsive Literacy Instruction</b>	119	29	5	0	7

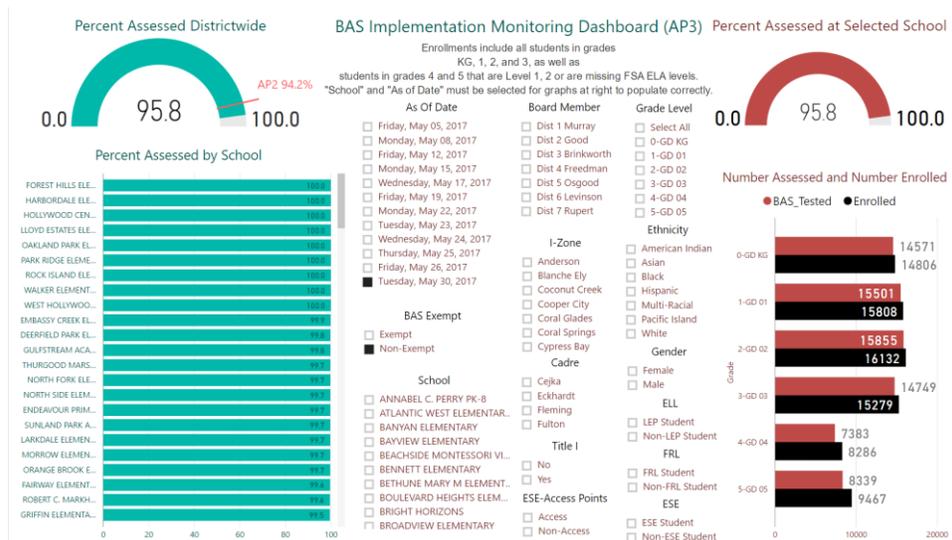
Source: Professional Development Standards and Support

**4.4.3 Performance Monitoring Outcome Metrics**

**Metric: Dashboard Creation—Data Governance, Timing, Stakeholders Reached**

Separate BAS monitoring dashboards were created, maintained, and updated on a regular schedule by the SAR and Program Evaluation departments. These dashboards are available on the SAR SharePoint site and accessible by any BCPS staff member with Office 365 credentials. Figure 6 shows a sample of the BAS Implementation Monitoring AP3 Dashboard's front page.

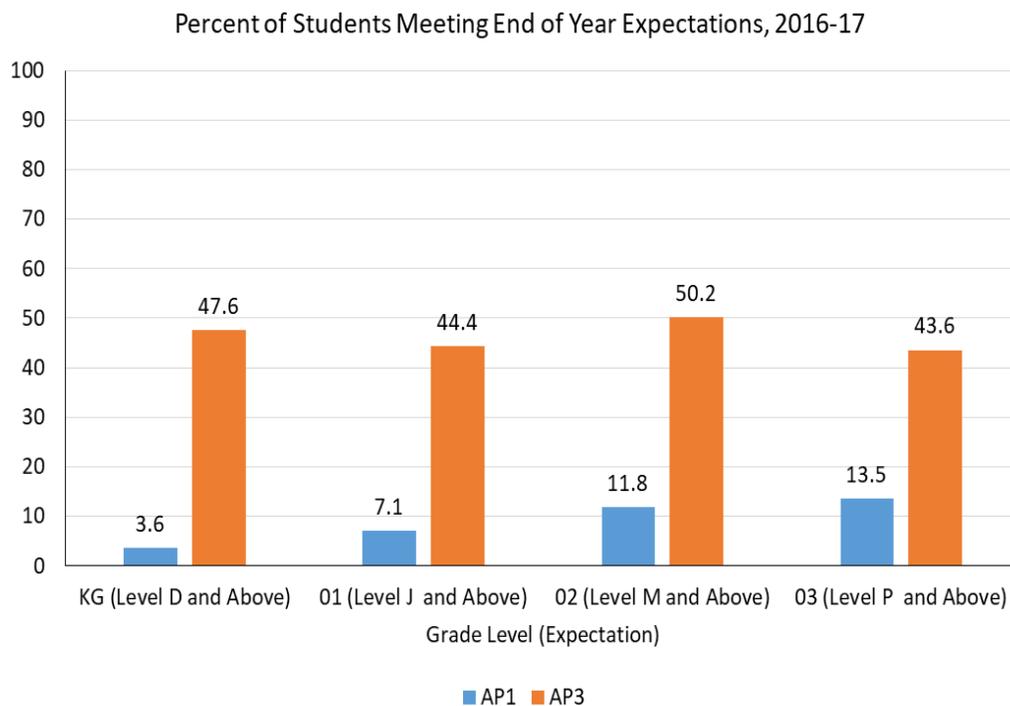
**Figure 6: BAS Monitoring Dashboard Sample**



**Metric: BAS Results (Status)**

Figure 7 displays the percent of students meeting the end of year BAS expectations for independent reading at AP1 and AP3. The District realized substantial success at moving students during the course of the school year. However, there remains opportunity for further improvement as only 43-50 percent of students met the expected end-of-year independent reading targets.

**Figure 7: BAS Results by Grade, Percent of Students Meeting End-of-Year Expectations**



Source: BAS Implementation Monitoring Dashboards

**Metric: Trend in Third Grade FSA Results**

The District achieved success on the literacy and early learning portfolio objective of decreasing Level 1 and increasing Level 3 and above on the third grade Florida Standards Assessment, English Language Arts across all sub-groups. Table 21 shows the three-year trends for the District overall and is disaggregated by student subgroups. Figure 8 provides a graphical display extracted from the State Exam Dashboard (available on the SAR SharePoint site) for the District’s traditional elementary schools.

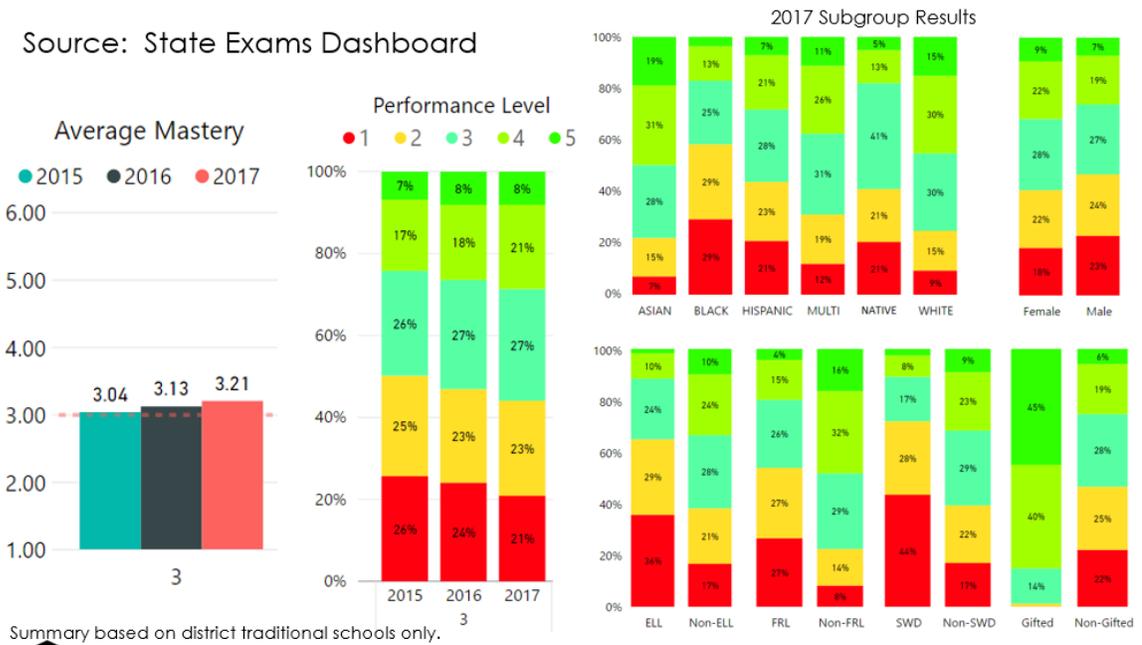
**Table 21: Third Grade FSA-ELA Results by School Type and Sub-Group**

		Level 1				Level 3 and Above			
		2015	2016	2017	Delta	2015	2016	2017	Delta
<b>OVERALL</b>		<b>24</b>	<b>23</b>	<b>20</b>	<b>-4</b>	<b>52</b>	<b>55</b>	<b>57</b>	<b>5</b>
Non-Charter		26	24	21	-5	50	53	56	6
Charter		17	16	15	-2	61	61	64	3
<b>Non-Charter</b>	BLACK	37	34	29	-8	34	39	42	8
	HISPANIC	23	24	21	-2	51	53	56	5
	WHITE	12	11	9	-3	70	71	75	5
	SWD	56	52	44	-12	19	25	28	9
	Non-SWD	20	20	17	-3	56	58	61	5
	ELL	49	53	36	-13	19	21	35	16
	Non-ELL	22	19	17	-5	54	59	62	8
	FRL	33	31	27	-6	39	43	46	7
	Non-FRL	11	10	8	-3	71	75	78	7
	<b>Charter</b>	BLACK	25	25	22	-3	46	48	53
HISPANIC		14	13	12	-2	67	66	67	0
WHITE		10	8	7	-3	73	71	75	2
SWD		46	40	34	-12	28	30	38	10
Non-SWD		14	14	13	-1	63	64	66	3
ELL		40	42	30	-10	23	24	41	18
Non-ELL		15	13	11	-4	64	65	69	5
FRL		22	22	19	-3	51	52	56	5
Non-FRL		10	7	7	-3	74	76	76	2

Source: Florida Department of Education

SWD: Students with Disabilities; ELL: English Language Learner; FRL: Free or Reduced Lunch

**Figure 8: Broward Third Grade FSA-ELA Results—State Exams Dashboard View**

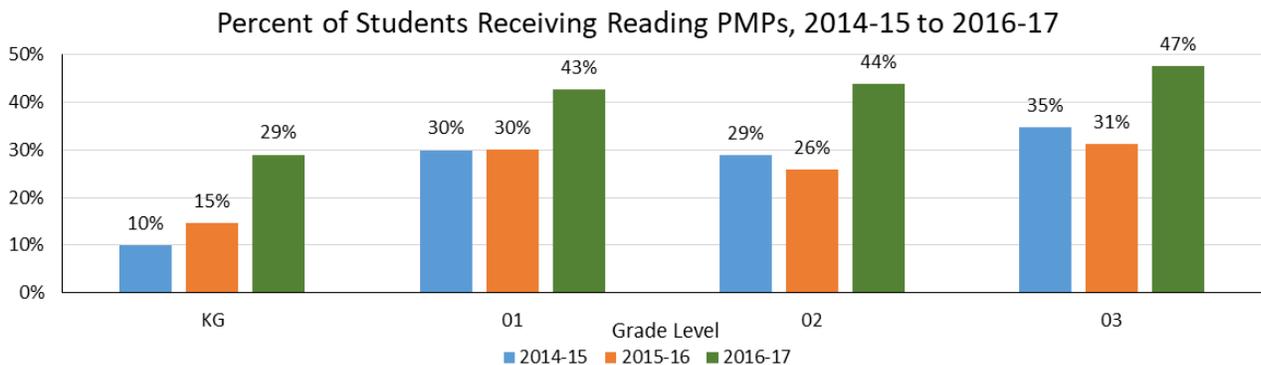


**4.4.4 Project: MTSS/Rtl Metrics**

**Metric: Reading Progress Monitoring Plans (PMP)**

Progress Monitoring Plan letters are sent to families of students who are struggling readers based on their performance on the BAS or other teacher-determined indicators. The 2016/17 school year saw an overall increase of 15 percent in the proportion of students receiving PMP letters for reading (Figure 9, Table 22). This increase in reading-related PMPs is not unexpected given the emphasis of the early literacy initiative. In fact, it is a positive sign that more struggling readers are being identified and addressed earlier rather than later.

**Figure 9: Percent of Students Receiving PMP Letters**



Source: BAS

**Table 22:** Number and Percent of Students Receiving PMP Letters, 2014/15 to 2016/17

Grade	2014/15			2015/16			2016/17			% Point Change
	Enrolled	PMP	%	Enrolled	PMP	%	Enrolled	PMP	%	
<b>K</b>	15,015	1,486	10	14,661	2,135	15	14,551	4,211	29	19
<b>1</b>	16,811	5,028	30	15,917	4,775	30	15,599	6,648	43	13
<b>2</b>	16,813	4,835	29	16,681	4,291	26	16,160	7,066	44	15
<b>3</b>	17,084	5,939	35	17,021	5,320	31	17,771	8,429	47	12

Source: BASIS

**Metric: CogAT, Grade 2**

Administered at the end of second grade, the Cognitive Abilities Test (CogAT) has traditionally been used by the District as a screening instrument to identify potentially gifted students. However, BCPS has adopted the CogAT as a standardized assessment that is administered to all students because it provides early information as to their overall status in the verbal, quantitative, and nonverbal domains. Table 23 provides the average scores for the 2015/16 and 2016/17 school years as well as the change across years.

**Table 23:** CogAT 2015/16 and 2016/17

	School Year		
	2015/16	2016/17	% Point Change
<b>Verbal</b>	93.9	93.3	-0.6
<b>Quantitative</b>	95.8	94.8	-1.0
<b>Nonverbal</b>	100.3	98.3	-2.0

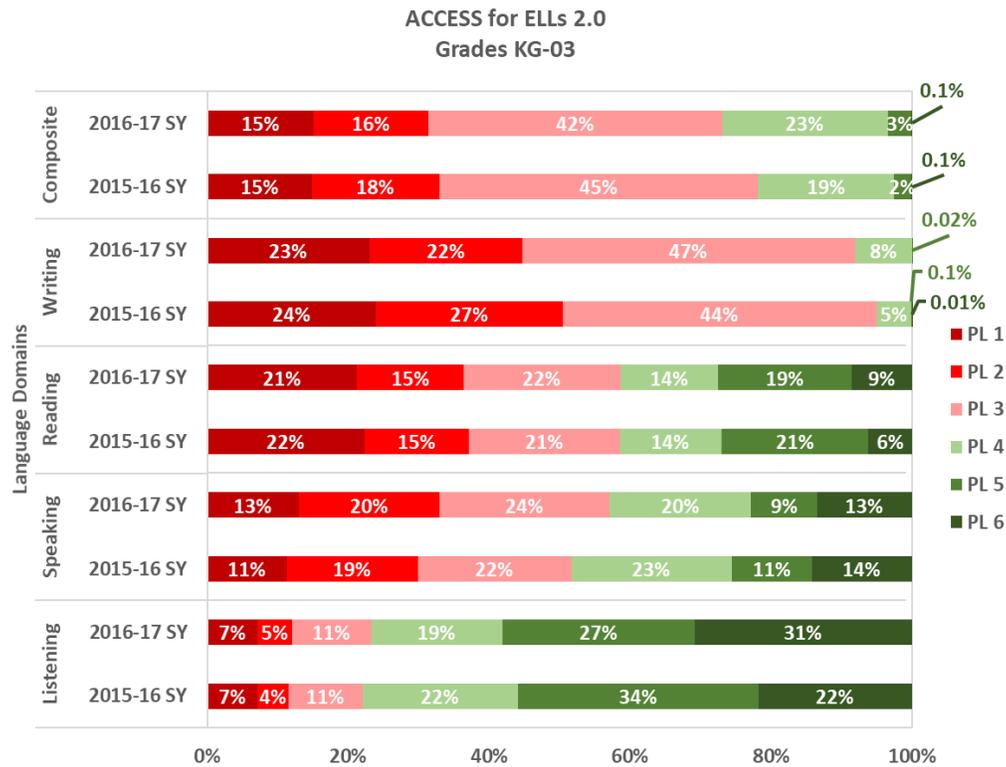
Source: SAR (includes all Traditional and Charter Schools)

**Metric: Assessing Comprehension and Communication in English State-to-State (ACCESS): K-5 English for Speakers of Other Languages (ESOL)**

In 2016/17, performance level (PL) criteria were established for the ACCESS for ELLs 2.0 assessment. These criteria were used for the reporting of the 2017 ACCESS administration and retrofitted to the 2016 results. Overall, 23.5 percent of K-3 ELL students met proficiency criteria in 2016/17, an increase of 4 percent from 19.3 percent based on the 2015/16 retrofitted scores.

ACCESS scores are also reported according to domain (listening, speaking, reading, and writing). Figure 10 displays the score in each of these domains, and the overall composite score for K-3 ELL students. The scores reflect increasing difficulty for students at the more challenging domains (i.e., writing is the most challenging domain and is associated with the lowest scores).

**Figure 10:** ACCESS for English Language Learners



Source: Bilingual/ESOL Department

**Metric: BAS Results: Progress between Administrations**

Table 24 displays the proportion of students progressing two for more independent levels from AP1 to AP2 and from AP1 to AP3. As evident from the data, more students successfully progress with more instruction.

**Table 24:** Percent of Students Progressing Two or More BAS Levels

Grade	AP1 to AP2	AP1 to AP3
<b>K</b>	42.5	81.0
<b>1</b>	68.9	90.2
<b>2</b>	54.2	85.1
<b>3</b>	46.6	77.6

Source: BASIS

Table 25 displays the percent of schools with 60 percent or more students progressing two or more BAS levels by grade level. More schools exhibited success on this criterion as the school year advanced.

**Table 25:** Percent of Schools With 60 percent or More Students Progressing Two or More BAS Levels

Grade	AP1 to AP2	AP1 to AP3
K	12.1	96.4
1	75.9	100.0
2	32.6	100.0
3	15.6	92.1

Source: BASIS

#### 4.4.5 Project: Quality Assurance Metrics

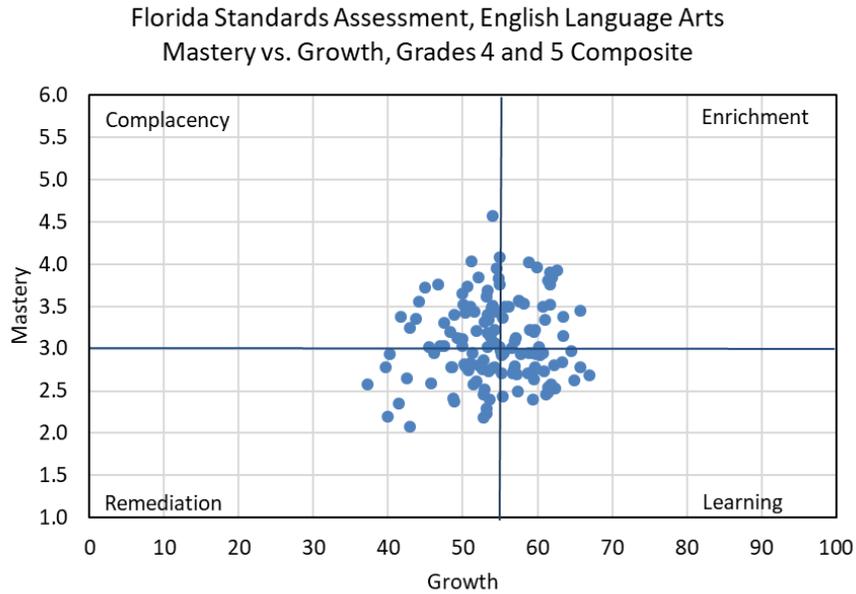
##### *Metric: Student Growth from Grade 3 to 4 and Grade 4 to 5*

Overall, 49.8 percent of fourth graders and 58.9 percent of fifth graders registered a year's growth in a year's time as measured by the FSA-ELA. Figure 11a plots elementary schools as a function of (1) the average fourth and fifth grade **mastery** scores on a 1.00 to 5.99 scale; and (2) the percent of students making a year's **growth** in a year's time (0-100 percent). The graph is divided into four quadrants. Students at schools plotted in the "enrichment" quadrant are collectively demonstrating both mastery and growth. In the "complacency" quadrant, student mastery is evident, but the growth criterion is not met. In the lower left "remediation" quadrant, neither mastery nor growth criteria are met. The "learning" quadrant plots schools where mastery does not meet State criteria—but where students are exceeding the threshold growth criteria (hence, they are catching up). This analysis guides the District in terms of the support that individual schools need from the District's central office. Overall, 44 percent of the District's traditional elementary schools were successful at helping 55 percent or more students meet the "growth" criterion.

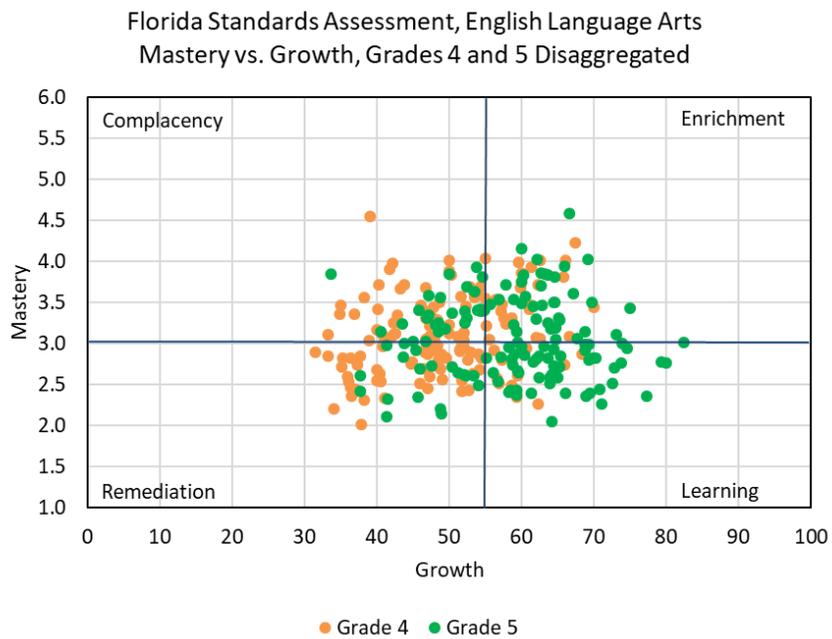
Figure 11b displays the mastery vs. growth data disaggregated by grade level. Inspection of the graph reveals that schools were more successful in helping fifth graders (green) grow more than they were with helping fourth graders (orange) as indicated by the relative shift of the green plot points to the right. While 25.7 percent of the District's traditional schools were successful at helping 55 percent or more of their fourth graders reach a year's growth in a year's time, 66.4 percent were successful with fifth graders.

**Figure 11:** Figures 11a and 11b: FSA-ELA Mastery vs. Growth

**Figure 11a:**



**Figure 11b:**



#### 4.5 Analysis of Implementation Measures and Year-One Outcomes

The process, output, and outcome metrics shed light on the magnitude of the work that has been accomplished and the results obtained thus far. Clearly, the focus of Year-One implementation was on nourishing the roots of the system through:

1. **Instruction, intervention and resourcing** to develop and grow excellence in instruction, to meet students where they are and grow them, and to guarantee that school book rooms and classroom libraries are adequately resourced.
2. **Capacity expansion** by influencing and leveraging the Broward community and by pursuing grant funding; and
3. **Quality improvements** that ensure BCPS literacy programs are implemented with fidelity, that schools and the District persistently monitor program results, and that the District can identify highly skilled teachers for staffing K-2 grade classrooms.

Arguably, the most significant step taken in the 2016/17 school year to ensure early literacy development was the District's decision to move to a standardized Running Records assessment with the uniform administration of the BAS. That decision was not without controversy. Administering BAS directly and individually to each student up to three times during the year takes much of a teacher's time and effort—approximately 30 to 45 minutes per student, per assessment period. Concomitantly, schools must find classroom management and instructional support solutions to free up teachers while they assess each student.

However, the adoption of a uniform way to monitor students' progress brings enormous benefit. Teachers gain excellent insights into a student's progress through the one-to-one reading experience, and can leverage the accompanying instructional materials (e.g., the Fountas and Pinnell<sup>3</sup> leveled-reading kit) to adapt their instructional practices for meeting each student's needs. Moreover, the District can discern much more effectively where to target its support for schools by harnessing the analytics that are possible through the results produced from the use of a standardized instrument. That's because it can now uniformly cross-reference BAS data, professional development data, teacher instructional practice scores, MTSS/RTI data, data on tutoring, and look-fors observation data to discover and scale the most effective elements of its early literacy program.

Nevertheless, the SIM team sought answers to the following questions related to its decision, with the goal of helping the District establish the level of confidence that it should attach to the BAS:

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<sup>3</sup> Fountas and Pinnell offer a leveled reading kit associated with the BAS that BCPS provided to all elementary schools at the beginning of the 2016/17 school year. The kits help instructors meet students where they are and grow them.

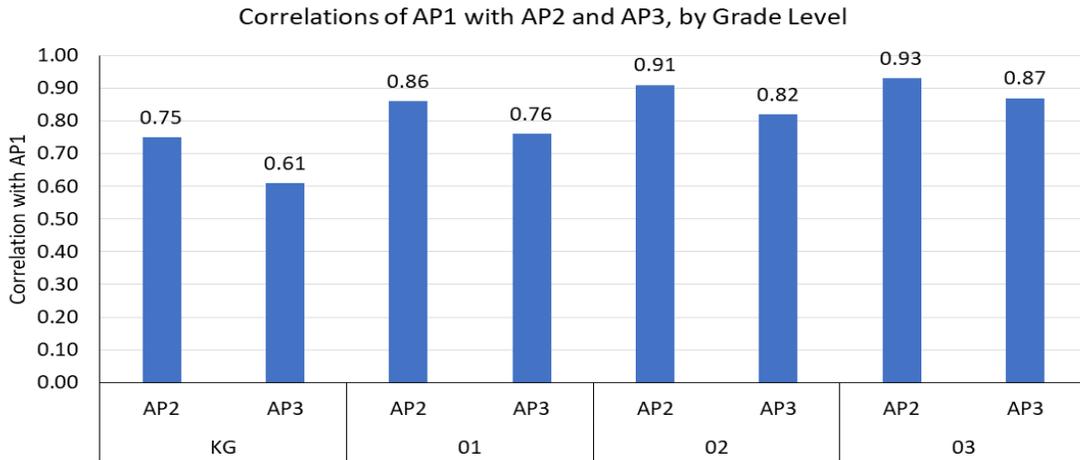
1. Are BAS results reliable?
2. Is the BAS valid?
3. Are the BAS performance expectations appropriate?
4. On what evidence can BCPS identify BAS implementation exemplar schools?
5. Does BAS implementation practice correspond to FSA results or other practices?
6. How does the diagnostic and predictive value of the BAS compare to third-party products (e.g., i-Ready)?
7. Is there evidence that the OSPA pilot “look Fors” construct correlates with the BAS or FSA?
8. Is there consistency in the establishment of RtI plans across schools?

Each of these questions is addressed through data analysis, described next. The analyses should not be viewed as complete, definitive answers to these questions, but merely as indicators to guide the ongoing work within the continuous improvement cycle.

*Reliability of the BAS.* One way to assess reliability is to examine the relationship of scores across different assessment occasions. If the assessment is reliable, students who score high on one occasion will also score high on a later occasion. Likewise, students who score low on one occasion will tend to score low on a second occasion. Statistically, this is measured as a correlation. When the correlation coefficient is near zero, then there is no relationship and the assessment is not reliable. When the coefficient approaches 1.0, there is a relationship between assessment occasions and the assessment is deemed reliable. Figure 12 illustrates the relationships of the BAS AP1 with AP2 and also with AP3. The correlations are strong, indicating that the BAS, as administered in 2016/17, was reliable.



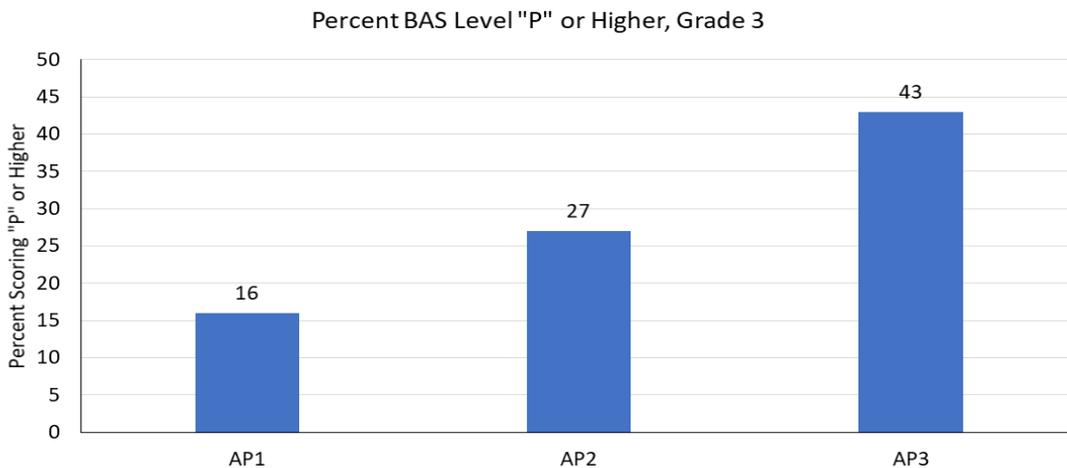
**Figure 12:** Correlation of BAS Results between Administrations



Source: Program Evaluation Department

The correlation used to assess reliability is sensitive to the relative standing of students at each assessment occasion. That is not to say that students obtain the same score at each occasion; if they did, one should be concerned about lack of student progress. But that's not the case. Students do progress in BAS levels from AP1 to AP2 and to AP3. Figure 13 shows the percentage of third graders who scored at the end of year expectation (Independent Level "P" or higher) for each of the administration periods. As illustrated, the percentage of students meeting this level of success increased as the school year advanced, from 16 percent at the beginning of the year to 43 percent by the end of the year.

**Figure 13:** Percent Third Graders Reading On-grade Level or Higher by BAS Administration Period

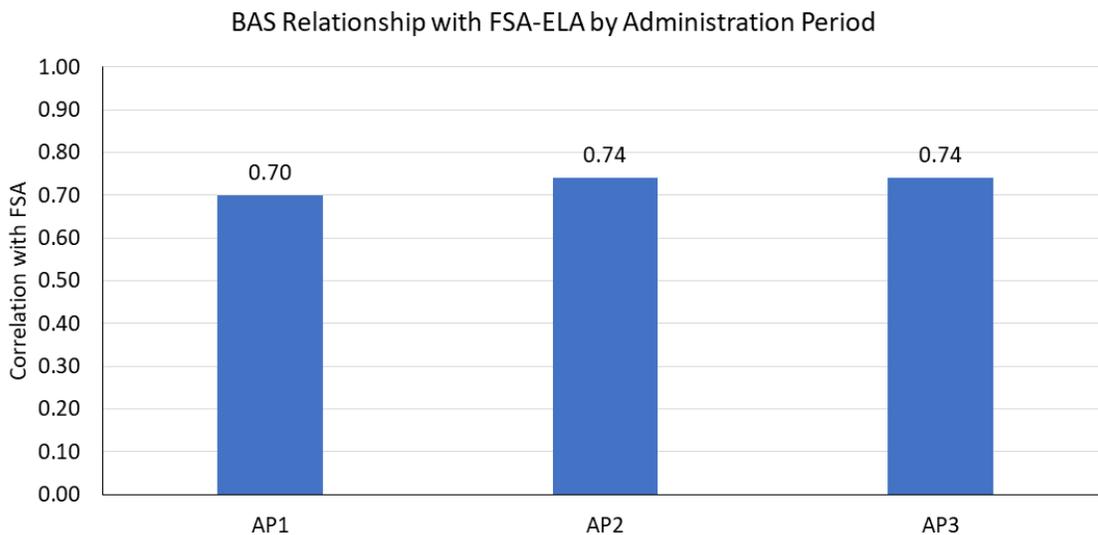


Source: BASIS



*Validity of the BAS.* One way to assess validity is to examine the correlation of an instrument with an independent criterion. In this case, the purpose of the BAS is to monitor the progress of students towards becoming independent readers and being successful on the FSA-ELA. Therefore, validity was assessed by examining the correlation of the third grade students' BAS scores with their FSA scores. Figure 14 shows a strong correlation between BAS and FSA for each of the three administration periods. Therefore, BAS can be accepted as a valid predictor of FSA-ELA performance.

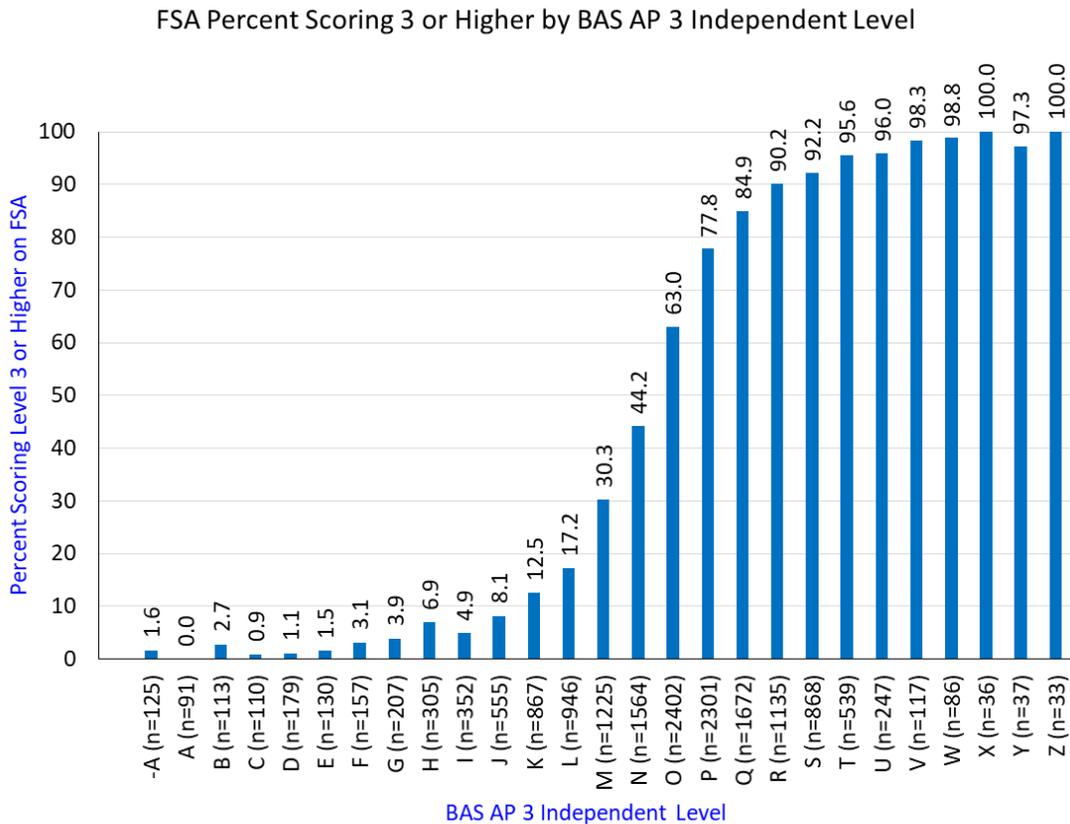
**Figure 14:** Relationship between BAS and FSA-ELA by Administration Period



Source: Program Evaluation Department

*BAS Performance Expectations.* A related validity question concerns the appropriateness of the performance expectations. The Office of Academics has set the expectation that all students will be independent readers (BAS independently level “P” or higher) by the end of third grade. The appropriateness of that cut score is assessed by examining the success of students at each BAS Level for scoring Level 3 or higher on the FSA. Figure 15 displays the data. Each bar represents the percentage of students scoring 3 or higher on the FSA. Because the BAS is a valid predictor of FSA, students with higher BAS scores tend to be more likely to score at Level 3 or higher. Critically, by the time students were independent level “P,” they had a greater than 75 percent chance of scoring Level 3 or higher. FSA scores drop rapidly for lower BAS levels. These data indicate that the end of year expectation of “P” or higher is appropriate.

**Figure 15:** Percent of Third Graders Scoring 3 or Higher on the FSA-ELA by BAS AP3 Level

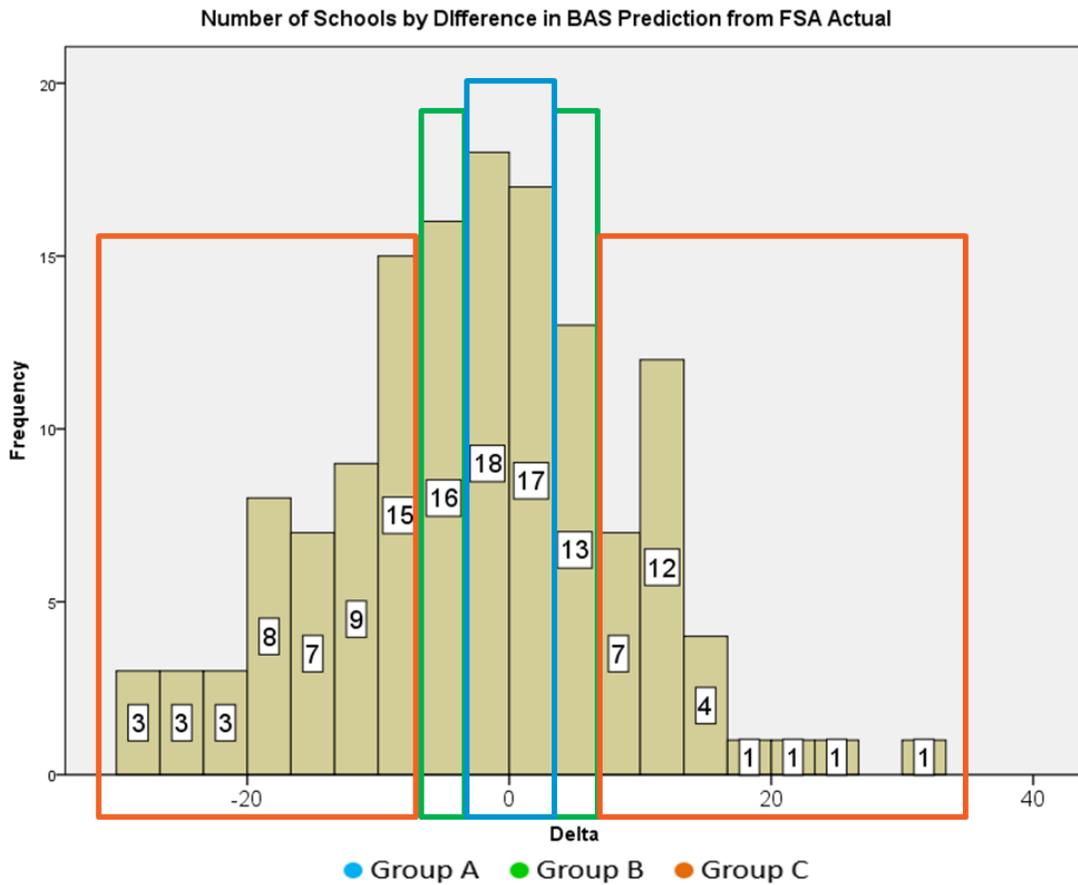


Source: Program Evaluation Department

*BAS Implementation Exemplar Schools.* Variations exist between schools in terms of how well their BAS results correlate to FSA-ELA scores, as well as how well they appear to have utilized BAS results to meet students where they are and grow them. The working hypothesis behind the analysis here is that a high correlation between BAS and FSA-ELA reflects accuracy in the administration of the BAS, while a high proportion of students registering progress of at least two levels indicates that the teacher is effectively using BAS results to inform instruction.

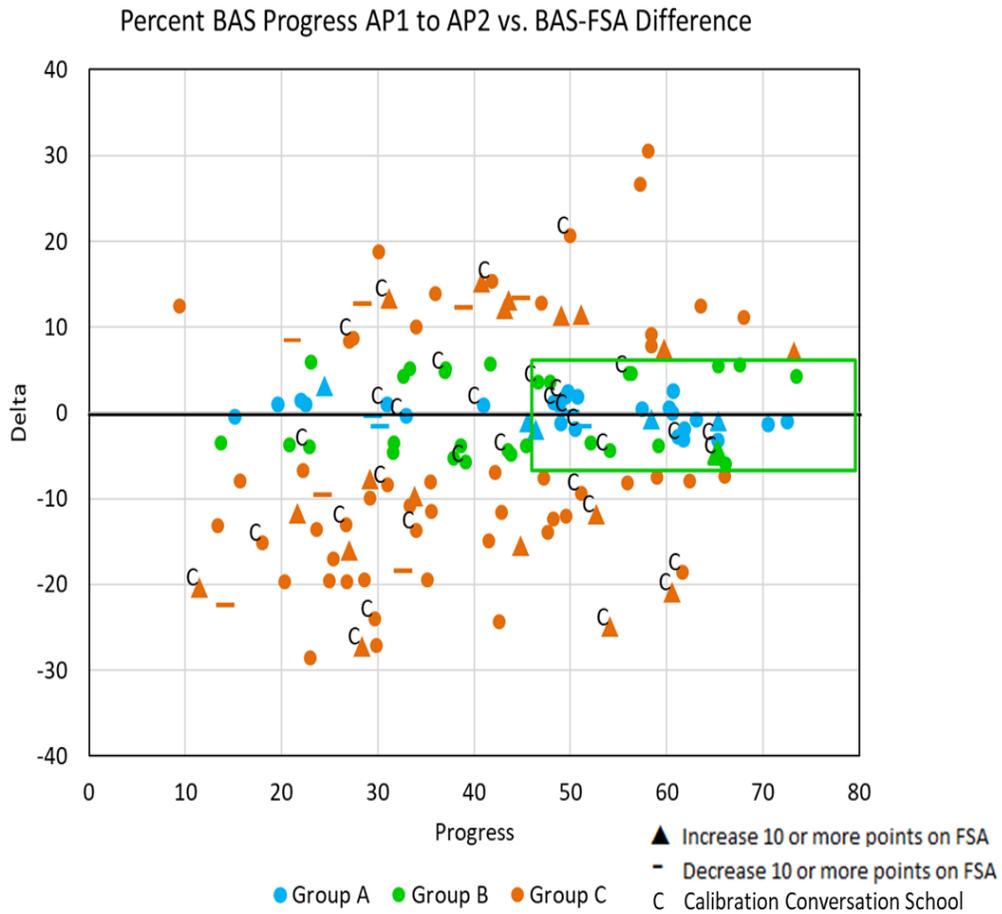
Figure 16 shows the school-level distribution of differences between BAS prediction at AP 2 (the administration period closest in time to the FSA) for third grade students and actual FSA-ELA performance. Schools within the blue box had high correlations between their BAS scores and FSA-ELA scores. Schools in the green box had slightly lower but still relatively strong correlations, while those in the orange box had lower correlations. This data shows that scoring the BAS in such a way that it is an accurate predictor of FSA performance is an obtainable goal, and there are opportunities to help schools reach that goal.

**Figure 16:** Number of Schools by Difference in BAS Prediction for FSA-ELA Actual



Just as there are differences among schools in the correlations between BAS and FSA-ELA, there are differences across schools in the proportion of students making progress. Figure 17 shows a scatter plot of schools according to their difference in BAS-FSA correlation (Delta) versus the proportion of students making progress from AP1 to AP2. The color of the school marker corresponds to the accuracy group (colored boxes) in Figure 16. Examination of the distribution of schools from left to right shows that the range of progress is from approximately 10 percent of students registering progress (i.e., growing two or more levels) to more than 70 percent. Schools within the green box are considered BAS implementation exemplar schools because they were (1) accurate in their BAS scoring and (2) had a high proportion of students showing progress. The analysis yields 33 BAS exemplar schools.

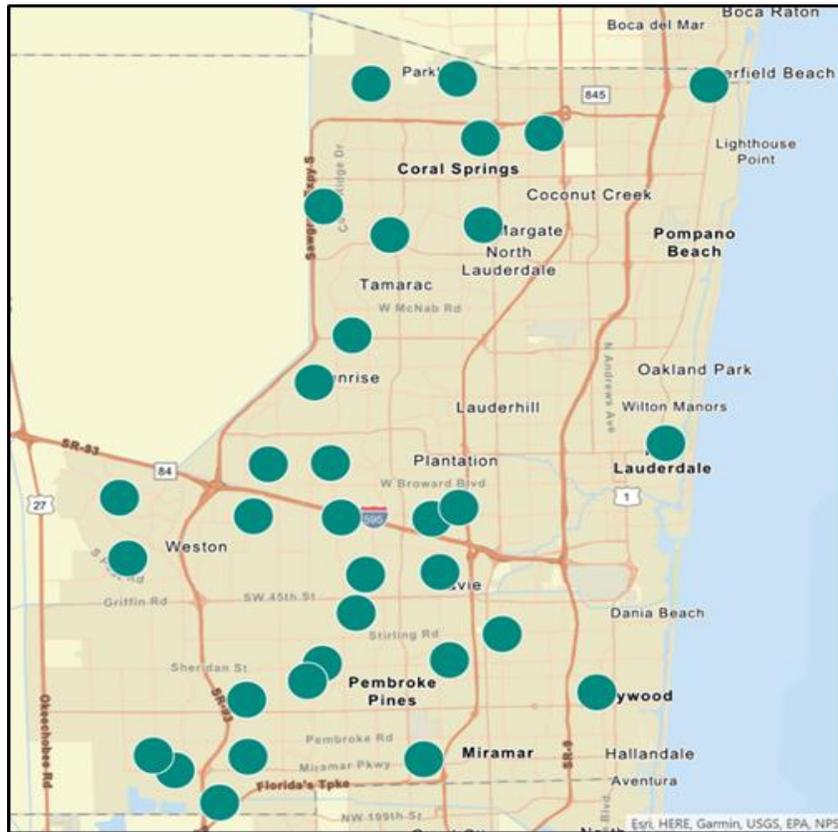
**Figure 17:** BAS Implementation Exemplar Schools



Source: Program Evaluation Department

The map in Figure 18 shows the geographic distribution of the BAS implementation exemplar schools across the District. With three exceptions, the schools are primarily located towards the western areas of the District.

**Figure 18:** Map of BAS Implementation Exemplar Schools



Source: Program Evaluation Department

At the time of publication, the District began a process of discovery at the exemplar schools with the intent of identifying and scaling their best practices across the District in the 2017/18 school year.

*Correspondence between BAS Implementation and Other Practices.* Additional information is overlaid on Figure 17. First, the change in third grade FSA-ELA performance from 2016 to 2017 is indicated for schools that improved by 10 or more points (marked as a triangle) or decreased by 10 or more points (marked by a dash). Examination reveals that the triangles and dashes are distributed throughout the scatter plot and do not appear to be related to either BAS accuracy or progress. That suggests that year-to-year differences in third grade FSA performance may largely be due to differences between the cohorts of students served in the two years. Alternately, the lack of relationship may be an indicator of an ineffective use of the BAS to inform instruction.

Also indicated on the figure are the schools that participated in calibration conferences, denoted by the letter “C.” These indicators are also randomly dispersed throughout the graph. This pattern is not unexpected given that the visits were triggered by invitation from the school principal and not guided by accuracy data (which were not available prior to the release of FSA scores by the Florida Department of Education). On average, however, schools that engaged in calibration conferences saw their third grade FSA-ELA Level 3 and above scores increase by 4 percent while Level 1 scores declined by 4 percent, a result that was better than the District as a whole.

*Comparison of the Diagnostic and Predictive Value of the BAS to Third-Party Products.* Table 26 shows the relationships between BAS, FSA-ELA, and iReady as correlation coefficients. Values that approach 1.0 indicate strong relationships. As previously indicated, the BAS-FSA relationship (validity) was 0.74 (AP2 and AP3). BAS and the overall iReady scores also correlate at the same level for AP2 and AP3 (0.73 and 0.74, respectively). However, iReady has a stronger relationship with the FSA scale scores (0.81). The stronger iReady-FSA correlation is not unexpected as the degree of overlap in assessed content between the FSA and iReady is greater than that of the BAS and FSA.

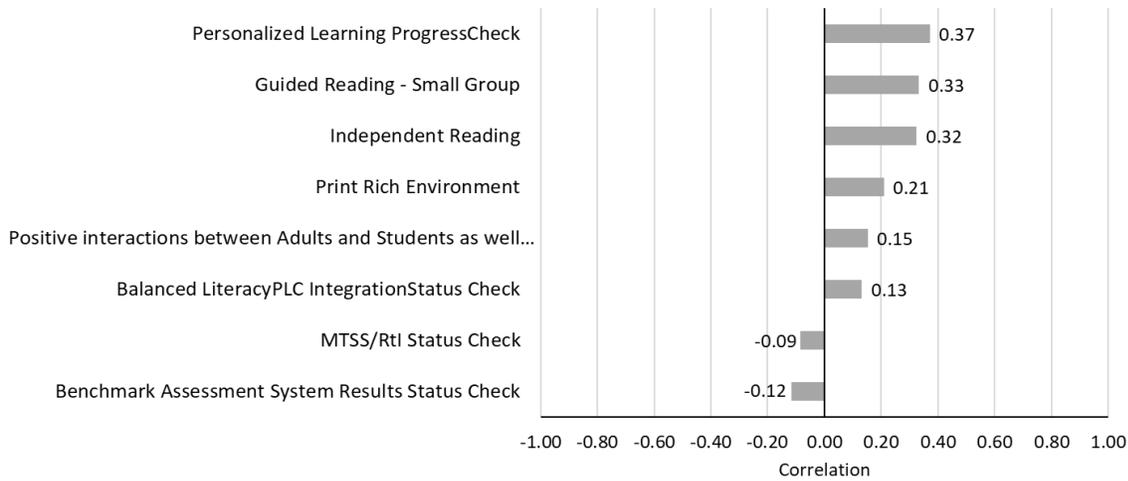
**Table 26:** Correlations between BAS and FSA and iReady and FSA

	<b>BAS AP1</b>	<b>BAS AP2</b>	<b>BAS AP3</b>	<b>FSA Scale Score</b>
<b>BAS AP2</b>	0.93			
<b>BAS AP3</b>	0.87	0.93		
<b>FSA Scale Score</b>	0.70	0.74	0.74	
<b>iReady: Overall</b>	0.69	0.73	0.74	0.81

Given that iReady exhibits a stronger correlation with the FSA than does the BAS, one might question the value of the BAS notwithstanding the reliability and validity demonstrated earlier. That is, does the BAS tell us anything about student performance above and beyond iReady? That question was addressed from an analytic perspective by examining the relationship between BAS and FSA while holding constant the iReady scores. The obtained values of 0.36 was positive and significant indicating that BAS does provide value independent of iReady. The analogous analysis was conducted for iReady by holding constant the BAS AP2 scores; the resulting partial correlation was 0.59, indicating that iReady taps information beyond that of BAS. Together, these findings indicate that although there is overlap in content between BAS and iReady, each assessment captures unique information about student performance.

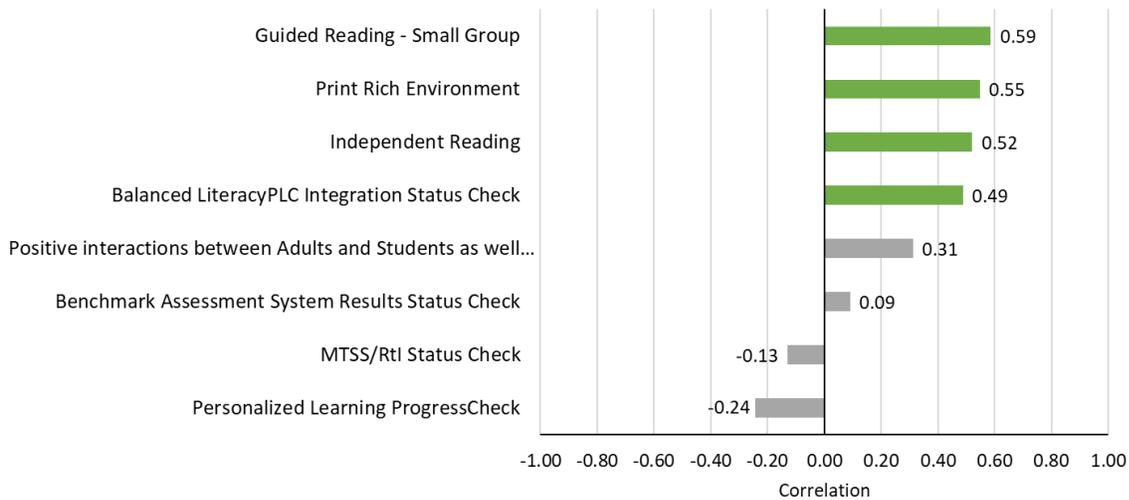
*Evidence of Correlations between Quality Assurance Look-Fors and BAS or FSA.* Correlations were computed to determine whether any relationships are detectable between the cadre directors' scores of the 24 schools observed as part of the quality assurance project and either BAS or FSA scores in third grade. Figure 19 displays the relationships with BAS Progress from AP1 to AP3. The strongest relationship is with Personalized Learning Progress Check (0.37), with Guided Reading – Small Group as the second indicator. Examination of the relationships with FSA scores (Figure 20) revealed no relationship with Personalized Learning Progress Check, but a moderate to strong relationship with Guided Reading – Small Group (0.59).

**Figure 19:** Correlations between Look-Fors and BAS Progress



Source: Program Evaluation Department

**Figure 20:** Correlations between Look-Fors and FSA-ELA Scores

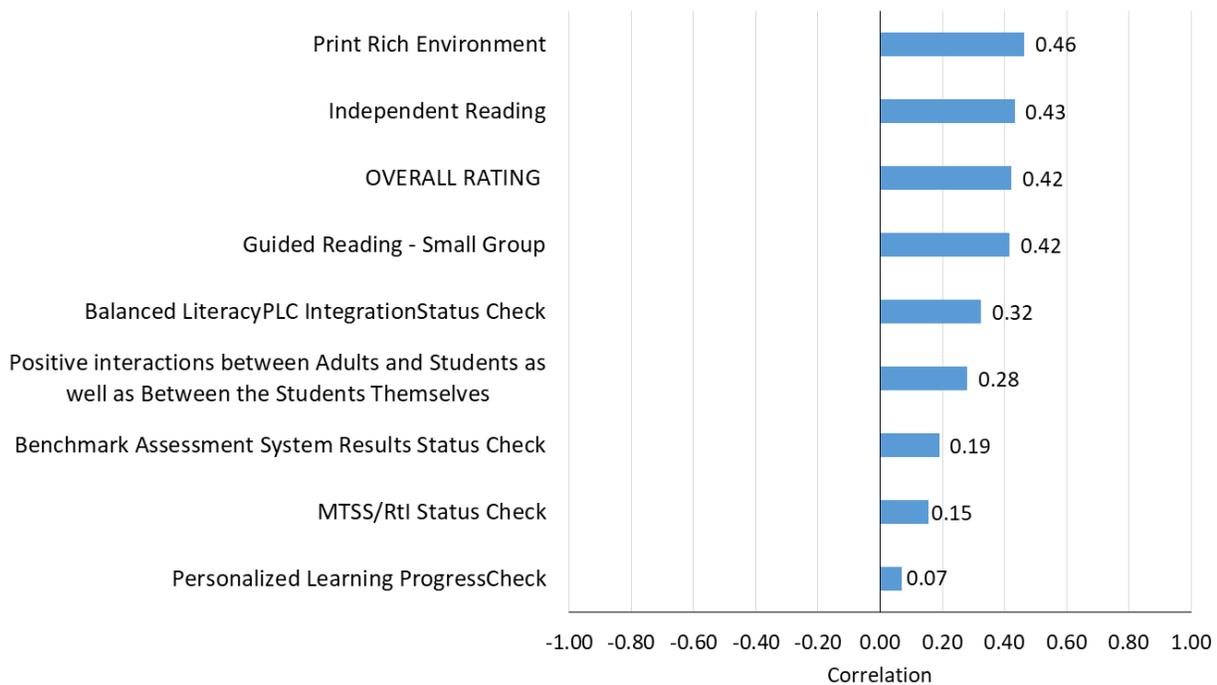


Source: Program Evaluation Department

Conclusions around those correlations are premature, however, because the pilot sample was small, as well as the total number of observations. The recorded data around a particular classroom may not be representative of the school overall. Furthermore, cadre directors specifically limited their observations of third grade classrooms because the timing of the pilot coincided with the administration of the FSA itself. Thus, the correlations are presented here solely as evidence that the District has established measures for assuring high-quality program implementation and it will subject those measures to scrutiny over time in the spirit of continuously improving them.

With that in mind, the SIM team engaged in a debriefing session with the OSPA directors in June 2017. Discussion revealed further insights into the observational practices followed during site visits, including inter-director calibration, on-site validation via discussions with—and direct observation of—staff, and emphasis of observation in kindergarten to second grade at the end of the school year. In light of that discussion, the above analysis was re-conducted using BAS progress indexed as the percent of students, grades K-3, who increased two or more levels from BAS AP1 to AP3. The findings are shown in Figure 21. Importantly, all measures are positively related to BAS progress. Three measures (Print Rich Environment, Independent Reading, and Guided Reading – Small Group), as well as the overall rating, reach to a moderately strong relationship.

**Figure 21:** Correlations between Students Making Progress and Look-Fors

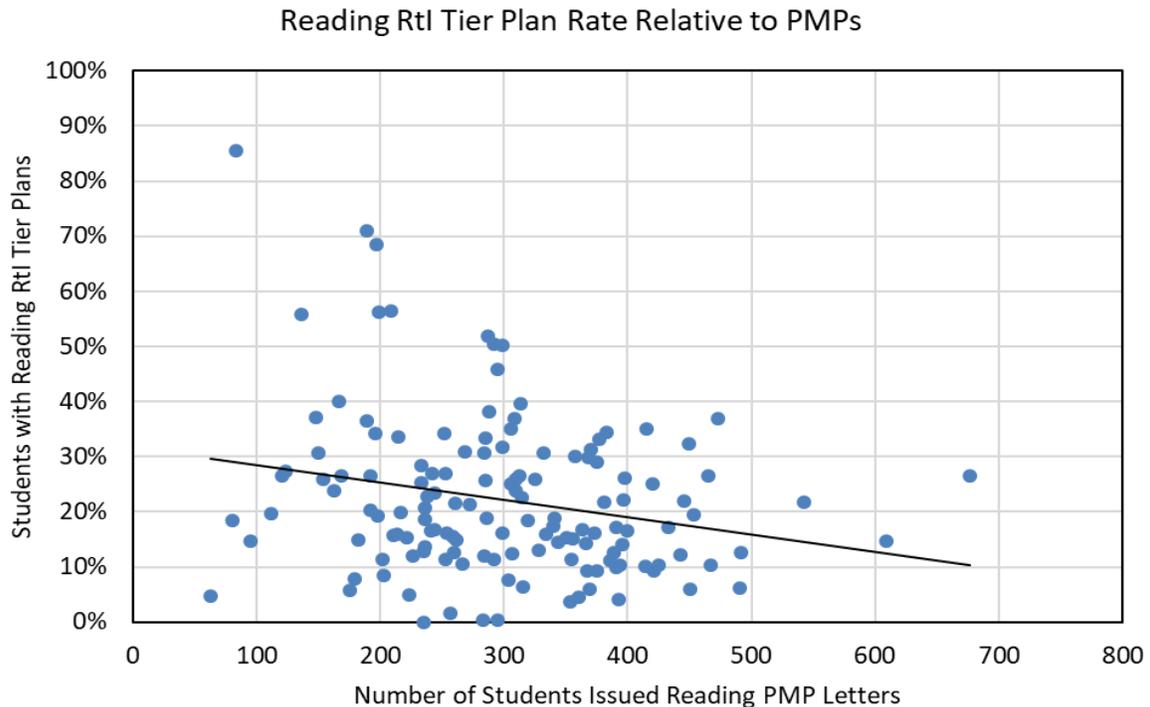


Source: Program Evaluation Department

*Consistency in the Establishment of Response-to-Intervention Tier Plans across Schools.* As previously described, the proportion of students receiving Reading PMP letters increased in 2016/17 relative to the preceding two school years. Once a student is placed on a PMP, further consideration may be given to determine whether a student is in need of progression to Tier 2 RtI. An analysis was conducted to determine whether the practice of progressing students to RtI tier plans was consistent across schools. Figure 22 displays the school-level aggregates of the percent of students with reading RtI tier plans relative to the number of students issued reading PMP letters. If the practice is consistent across schools, the same proportion of students with RtI tier plans across schools is expected. Examination of Figure 22 reveals two facts:

1. There is large variability between schools with regard to the number of reading PMP letters issued and the proportion of those students progressing to RtI tier plans.
2. As the number of PMP letters increase, the proportion of students progressing to RtI tier plans tends to decrease.

**Figure 22:** Reading RtI Plans Relative to PMPs Issued



Together, these data suggest that there are differences across schools with regard to progress monitoring and RtI practices. However, this finding needs to be tempered until practices and protocols surrounding data recording and entry into BASIS are examined and certified.

## 4.6 Recommendations on Measures

The metrics reported herein align to the first year implementation of the literacy and early learning strategic initiative portfolio. As a Year-One implementation that includes metrics that have not been previously monitored, the process of tracking, monitoring, and recording metrics is a learning experience presenting improvement opportunities. As such the specific metrics and the monitoring process warrants review and examination by portfolio staff. This section provides some suggestions to help guide this review.

1. **Eliminate redundant metrics.** A total of 29 process and output metrics and 15 outcome metrics were specified for Year-One implementation. Some metrics were redundant (e.g., the number and percent of teachers completing professional development on using the BAS and the number and percent of teachers completing professional development balanced literacy pathways, as former is subsumed under the latter. Metrics should be reviewed for redundancy and combined or eliminated if not providing unique information.
2. **Ensure high-information measures.** Some metrics provided little or no actionable information. For instance, data concerning the number and percent of teachers reached through sub-cadre meetings indicated that all schools were represented by principals and by one second and one third grade teacher at each of five sub-cadre meetings. That approach is unlikely to change and therefore provides no useful information as to implementation or progress. Such low-information metrics should be either eliminated or re-defined to increase their value.
3. **Centralize data recording and monitoring.** Assessment scores such as the BAS or FSA and completion of professional development are systematically recorded in operational District databases (e.g., Data Warehouse, BASIS, MyLearningPlan, or SAP). However, many of the metrics tracked for the literacy and early learning portfolio rely upon data that are not available through the established data systems (e.g., number of teachers reached through calibration conferences). Rather, these metrics rely upon information that are tracked using a variety of methods (e.g., paper-based attendance documents, personal calendars, or reporting from external partners). Such non-standardized systems decrease the availability and reliability of the collected data. Staff are recommended to explore methods for including critical data within existing databases or utilize tools within Office 365 to create a central data collection and monitoring system. Barcode scanning technology should be investigated, as that could potentially provide an inexpensive means for tracking employee attendance at trainings, using the barcodes on their employee badges.



4. **Review operational definitions and ensure common understanding.** High-value, meaningful, and actionable metrics necessitate strong operational definitions that are commonly understood among all stakeholders. This is not the case for all metrics reported here. For instance, the BAS end of year expectations are tied to the “independent” reading levels, yet the indicators of “on-track,” “approaching,” and “off-track” as recorded in BASIS and reported on the “BAS Implementation Monitoring Dashboard” are based on the “instructional” level. “Independent” and “instructional” levels differ with the “instructional” level denoting more difficult material. Metrics and communications should be aligned to ensure a single message and understanding across stakeholders.

The SIM team has developed a metrics governance model to track data sources, formulas, frequency of updates, identification of in-house owners, and uses and limitations of the metrics that the District uses. It will evolve over time as measures are added or removed, and will help establish more robust measures around the District’s strategic initiatives.



## 5.0 Results-based Accounting: Cost and Reach of the Early Literacy Program

A results-based accounting (RBA) approach was applied to the early literacy program. RBA introduces the practice of developing budgets based on the relationship between program funding levels and expected results from that program. The District is working to institutionalize RBA as a discipline for ensuring more efficient—and more effective—allocations of scarce resources. In the context of the early literacy program, the SIM team partnered with the District's Budget Office and the early literacy project managers to facilitate the RBA approach.

### 5.1 Early Literacy Program Funding Utilization

Implementation of the early literacy program described in Section 4 cost approximately \$1.5 million. The program reached approximately 100,000 children aged birth to four years and almost another 100,000 BCPS students in grades K-3. That investment is chiefly driven by the salaries of central office staff whose time was 100 percent dedicated to ensuring that BCPS systems support literacy development in the early years. Beyond reaching children, the program also reached approximately 1,250 staff in the birth to Pre-K space and over 6,000 in the K-3 space.

**Table 27:** Summary Budget of the Early Literacy Initiative

Project	Annual Program Budget	Reach	
		Number of Students Served	Number of Staff
<b>Birth to Pre-K</b>	\$514,314	100,000	1,250
<b>Balanced Literacy</b>	\$310,303	94,027	6,000
<b>Performance Monitoring</b>	\$224,162	94,027	6,000
<b>MTSS/RtI</b>	\$173,075	99,149	6,300
<b>Quality Assurance</b>	\$255,142	99,149	6,300

Source: BCPS Budget Office

Table 27 does not include investments in instructional materials or professional learning. An investment of approximately \$4.5 million was approved in April 2017 for the purpose of resourcing elementary school and classroom libraries more adequately. The impact of that investment will begin to be seen in the 2017/18 school year.

## 5.2 Implementation Challenges with RBA

The implementation of RBA at BCPS is complicated by the limitations of the enterprise systems and software that inform and support it. Outdated versions of SAP do not provide deeper levels of coding ("categoricals") that are needed to gain greater visibility into how schools are allocating funds. For example, each school receives an allocation for professional development, but the system does not provide the District with a solution for mapping PD spend to specific initiatives. To understand how well school spending is aligned with District goals requires school-by-school collaboration between the school, OSPA, OA, and the Budget Office. That's a time-consuming and resource-intensive process that could be alleviated by implementing SAP upgrades.



## 6.0 Laying the Groundwork for 2017/18

The first application of the SIM framework around the early literacy program helps ensure the sustainability of the work going forward, even as the SIM team itself shifts focus to other initiatives. For the 2017/18 school year, the framework will be applied to learning initiatives targeting the middle grades. BCPS seeks to reimagine the middle grades experience entirely, with emphasis on social, emotional and academic success in safe, experiential learning environments.

Work on that front commenced during the 2016/17 school year with a concerted effort to bring in perspectives from current middle school principals, cadre directors, and representatives from the Office of Academics. A discovery phase, in progress at the time of publication of this report, is concentrated on providing a thorough data foundation upon which recommendations for improving the middle school experience can be made. The scope of data being examined contains enrollment data (including attrition to Charter Schools), student achievement data, attendance and behavior data, etc.

The middle school initiative will generate recommendations for the District around instruction, curriculum, master scheduling, professional development, data capture and usage, transitions from elementary to middle and from middle to high school, and communications. The SIM team will work with OSPA and the Office of Academics to facilitate implementation of those recommendations upon their approval by the School Board.

## 7.0 Cascading the SIM Framework

As discussed, the SIM team's engagement within BCPS is focused on delivering a framework that addresses the multi-faceted strategic planning process and is designed to support teams from planning to implementation. This framework includes strategy formulation, defining work objectives, deliverable development, risk evaluations, communication checkpoints, status monitoring, course correction, and reporting. This system of strategic execution is aided by an extensive tool-kit previously described in Section 3 of this report. The tool-kit can be replicated without change to support all other initiatives as well, whether or not those initiatives are directly supported by the SIM team.

### 7.1 Project Management Training

In addition to the tool-kit, the SIM team coordinated formal project management training for select District staff, including all project managers leading the early literacy work. District leaders within BCPS attended a course at Nova Southeastern University titled "Developing a Project Management Mindset", and became part of a pool of Project Managers familiar with the foundational processes of Project Management methodology. The goal is to pair the capabilities of the existing SIM framework and tool-kit—while aligning those with best practices in Project Management—to better enable BCPS to execute its strategic plan initiatives. The strength of the Project Management methodology is utilizing the multi-step process to initiate, plan, execute, and monitor deliverables. Attendees at the training gained skills for leading people, managing processes, meeting the needs of Project Sponsors and stakeholders, prioritizing responsibilities, and engaging project teams.

### 7.2 Grants and Other Department Support

SIM engaged closely with the Grants department to deploy theory-of-action and logic model approaches in various grant applications to demonstrate how grant funds, if awarded, would tie into departmental goals and strategies. Additionally, other District departments are utilizing the SIM Project Schedule in the alignment and monitoring of their current work, and the Information Technology Department has partnered with SIM in vetting the training and rollout of the new Eclipse project management tool. Lastly, SIM compiled and analyzed the data published in CGCS annual report, "Managing for Results", and collaborated with all District departments to share KPI benchmarking, trend analysis, departmental insights, best quartile trends, and Florida large district comparisons.



## 8.0 Benchmarking Broward County Public Schools

The Council of Great City Schools compiles self-reported data from 68 of the largest urban school districts in The United States to create an annual report, *Managing for Results*, that allows districts to benchmark their data across 160 key performance indicators. BCPS uses these KPIs to inform its operational practices and drive performance improvements. Performance Management compiled these KPIs from five annual reports published between October 2012 and November 2016 in order to give a more comprehensive view of BCPS KPI trends over time as compared to other large districts.

Departments at BCPS were requested to identify a subset of one to four KPIs—referred to here as “focus KPIs”—that most inform their work. Across the focus KPIs a trend analysis, which includes a comparison against other large Florida districts, was performed. In addition, across all KPIs reported by BCPS consistently over at least the past three years, an index analysis was completed to understand how KPI values have fluctuated over time relative to their baseline value. Finally, across all KPI families, the districts that perform consistently in the best quartile were identified.

Performance Management consulted with department heads to understand the broader context—historical and current—behind the reported KPIs. Across focus areas, it found that:

1. BCPS KPIs are **stable to improving** in Transportation, Food Services, Grants Management, Finance, Accounting, and Risk Management.
2. BCPS Procurement KPIs are **mixed**. Cost-related KPIs are STABLE, while procurement administrative lead times are not—and in some cases are DECLINING.
3. BCPS Information Technology KPIs are **improving**.
4. In Human Resources, teacher retention after 5 years is **declining** amid challenging fundamentals around the staffing pipeline, starting salary, benefits coverage for dependents, support for new teachers, and career incentives.

The final report, “School District Key Performance Indicators: Values and Trends”, is available from the Performance Management Department.

## 9.0 Policy 6313

The Program Evaluation Department within SIM updated School Board Policy 6313: Research and Program Evaluation Studies. The policy, last updated in 1974, establishes the requirements for conducting research in District schools. The revised policy defines a two-step process:

1. An **Institutional Review Board** examines the ethical and legal requirements for conducting research.
2. A **Research Review** ensures (a) compatibility of the research within a public school setting and (b) value of the research to the District.

The revised policy establishes research standards that align with the District's goals and objectives. It applies to any research or program evaluation study that alters the daily activities of students, staff or schools and requires informed consent from all participants. The revised policy exceeds *Common Rule* guidelines to further protect students and families by requiring active parent consent and student assent for participating students. It includes continuing review measures to ensure compliance and requires submission of reports and findings for distribution to applicable District stakeholders at project completion.

The revised policy is scheduled for review by the School Board of Broward County in September 2017.

## 10.0 Conclusions and Next Steps

The SIM framework was successfully applied to the District's top priority for the 2016/17 school year. Ensuring that BCPS systems support literacy development in the early years is crucial; for literacy provides the bedrock upon which content knowledge in all subject areas can be acquired.

Application of the SIM framework and the analysis of a plethora of process, output, and outcome measures help direct BCPS toward opportunities for improvement, particularly in the areas of:

1. Data collection, analysis and reporting;
2. Gaining greater visibility into school spending on instructional programs;
3. Securing sources of funding for professional development;
4. Ensuring consistency in the deployment of interventions to help students learn and grow; and
5. Spreading employee adoption and use of collaboration tools. (Although not overtly addressed in this report, widespread adoption and use of collaboration tools is essential for helping the SIM process succeed.)

Nevertheless, Year-One results of the program are very encouraging and underscore the importance of sustaining the work over the long-term. To do that, the SIM team recommends the following:

1. Improve the targeting of literacy support activities by expanding the analytics around students performing in the lowest quartile, as well as the performance of students by sub-group (i.e., by race, free or reduced lunch status, English language learners, and students with disabilities). Develop and promote enrichment strategies for students who exempt out of BAS because they are already reading at or above year-end grade levels.
2. Develop success criteria and targets around high-quality process and output metrics, and ensure that appropriate data collection systems are in place. Specifically, investigate the adoption of employee badge barcode-scanning technology to replace sign-in sheets when collecting data on employee participation in calibration conferences, sub-cadre meetings, professional development and other trainings.
3. Invest in and roll-out SAP upgrades that permit more detailed coding categories such that greater visibility into schools' usage of funds is possible.
4. Identify potential sources of funding trade-offs in order to assure sufficient investment in professional development, while accelerating applications for new, literacy-focused competitive grants. Evaluate opportunities for streamlining or centralizing job roles—such as Instructional Facilitators and Instructional Specialists—that today exist across multiple departments.



5. Develop and implement a strategy behind improving schools' adherence to District protocols around the MTSS/RtI process. Where possible, simplify those protocols.
6. Encourage every employee to "own" his or her own calendar and to share their availability online.

The SIM team believes that adoption of these recommendations will help BCPS sustain the upward trend in student achievement.



## 11.0 Appendix

### 11.1 Project Scorecard Example

Strategic Plan Goal 1: High-Quality Instruction — Literacy and Early Learning Focus																																																																		
Strategic Plan Tactic and Associated Project — MTSS/RtI																																																																		
Strategic Initiative Management (SIM) — Year One Scorecard																																																																		
<b>Overview</b>	Project Manager:	Tom Albano & Adrienne Dixson																																																																
	Start Date:	July 1, 2016																																																																
	Planned End Date:	June 30, 2018																																																																
	<p>Our Theory of Action is that if we target support to the unique needs of struggling and advanced students, then they can overcome literacy difficulty and become successful and enriched. The common destination of independent reading on grade level for all students early in life is critical to the health of our community. As we work with each student through the balanced literacy approach, we will identify students that have differentiated needs, developmental delays, and/or diagnosable learning disabilities that require additional support. BCPS must ensure that staff follows MTSS in planning, training, and resourcing the environment, and implements RtI protocols in responding to individual student needs.</p>																																																																	
<b>Status &amp; Next Steps</b>	<b>Phase</b>																																																																	
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	<p>A. MTSS/RtI Consensus Development for Personalized Learning Pathways                      B. MTSS/RtI Capacity and Infrastructure Building for Personalized Learning Pathways                      C. MTSS/RtI Implementation Plan for Personalized Learning Pathway                      D. MTSS/RtI Focus on Dyslexia</p>																																																																	
	<b>Status Overview</b>																																																																	
	<p>Major Year One Achievements &amp; Issues:</p> <ol style="list-style-type: none"> <li>1. MTSS/RtI instructional Facilitators have engaged 100% of District schools to support completion of Self-Assessment of Multi-Tiered System of Supports (SAM) and School Positive Behavior Plan (SPBP)</li> <li>2. MTSS/RtI identified Exemplary Practices and an exemplary school</li> </ol>																																																																	
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<b>Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.</b>																																																																		



## 11.2 List of Acronyms

<b>ACCESS:</b>	Assessing Comprehension and Communication in English State-to-State
<b>AP:</b>	Administration Periods
<b>BAS:</b>	Benchmark Assessment System
<b>BASIS:</b>	The District's Student Data Warehouse
<b>BCPS:</b>	Broward County Public Schools
<b>CGCS:</b>	Council of Great City Schools
<b>CI:</b>	Continuous Improvement
<b>CLASS:</b>	Classroom Assessment Scoring System
<b>CogAT:</b>	Cognitive Abilities Test
<b>DASA:</b>	District Assessment System for Administrators
<b>EC:</b>	Effective Communication
<b>ELA:</b>	English Language Arts
<b>ELL:</b>	English Language Learners
<b>ELLA:</b>	Early Learning & Language Acquisition
<b>ESE:</b>	Exceptional Student Education
<b>ESOL:</b>	English for Speakers of Other Languages
<b>FRL:</b>	Free or Reduced Lunch
<b>FSA:</b>	Florida Standards Assessment
<b>HQI:</b>	High-Quality Instruction
<b>IFL:</b>	Innovations for Learning
<b>IO:</b>	Initiative Oversight
<b>KPI:</b>	Key Performance Indicator
<b>MTSS:</b>	Multi-Tiered System of Support
<b>OA:</b>	Office of Academics
<b>OMs:</b>	Outcome Metrics
<b>OSPA:</b>	Office of School Performance & Accountability
<b>PD:</b>	Professional Development
<b>PE:</b>	Program Evaluation
<b>PL:</b>	Performance Level
<b>PLC:</b>	Professional Learning Communities
<b>PM:</b>	Performance Management
<b>PMP:</b>	Progress Monitoring Plans
<b>POMs:</b>	Process or Output Metrics
<b>RACI:</b>	Responsible, Accountable, Consulted, or Informed
<b>RBA:</b>	Results Based Accounting
<b>RtI:</b>	Response-to-Intervention
<b>SAP:</b>	Systems, Applications and Products in Data Processing
<b>SAR:</b>	Student Assessment and Research
<b>SBBC:</b>	The School Board of Broward County, Florida
<b>SEDR:</b>	Social Emotional Development and Relationships
<b>SEL:</b>	Social and Emotional Learning
<b>SIM:</b>	Strategic Initiative Management
<b>SLT:</b>	Senior Leadership Team
<b>SMART:</b>	Safety, Music & Art, Athletics, Renovations and Technology Program
<b>SWD:</b>	Students with Disabilities
<b>TSfEC:</b>	Teaching Strategies for Early Childhood
<b>VPK:</b>	Voluntary Pre-Kindergarten



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