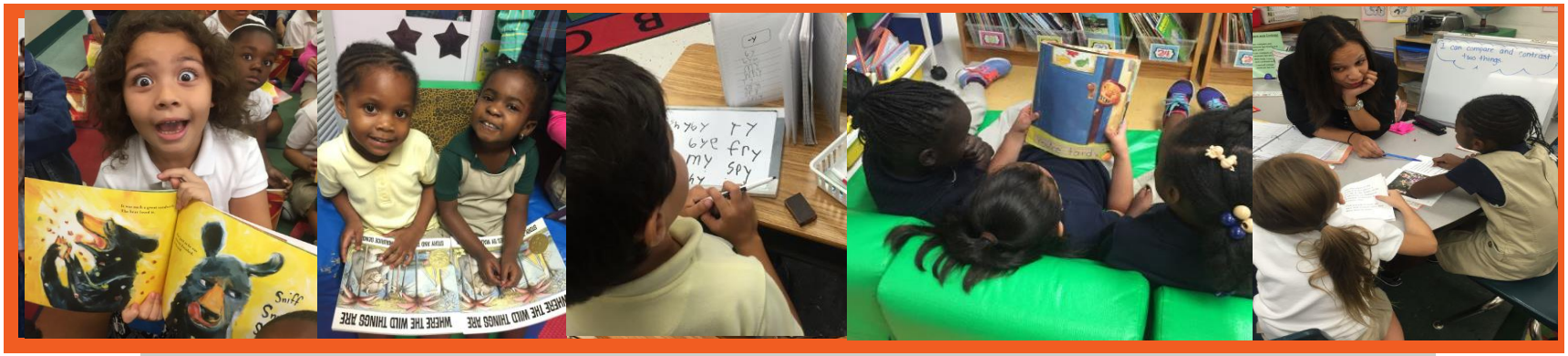


OSPA, Academics, and Strategic Initiative Management

BCPS Systems for Literacy Development in the Early Years

June 20, 2017

Presented by

Dr. Valerie Wanza, Chief School Performance and Accountability Officer

Daniel Gohl, Chief Academic Officer

Dr. Nathan Balasubramanian, Executive Director, Strategic Initiative Management

Established 1915
BROWARD
County Public Schools

Why are we here?

Our expectation continues to be:

Students need to be independent readers early in their educational life in order to demonstrate mastery of English Language Arts (ELA) standards

Practitioners and leaders worked diligently to know where students were and responded to their needs

This work needs to be sustained

Ensuring Literacy Development in Early Years

Today We Will Address:

- Why, How, What?
- Early Literacy Portfolio: Project Scorecards
- Grade 3 FSA (ELA) and BAS Data
- Focus on ALL students (ELL, ESE, GT, etc.)
- Accomplishments, Lessons Learned, and Next Steps

Prioritized Initiative: Literacy and Early Learning

(Portfolio Manager: Dr. Lori Canning)

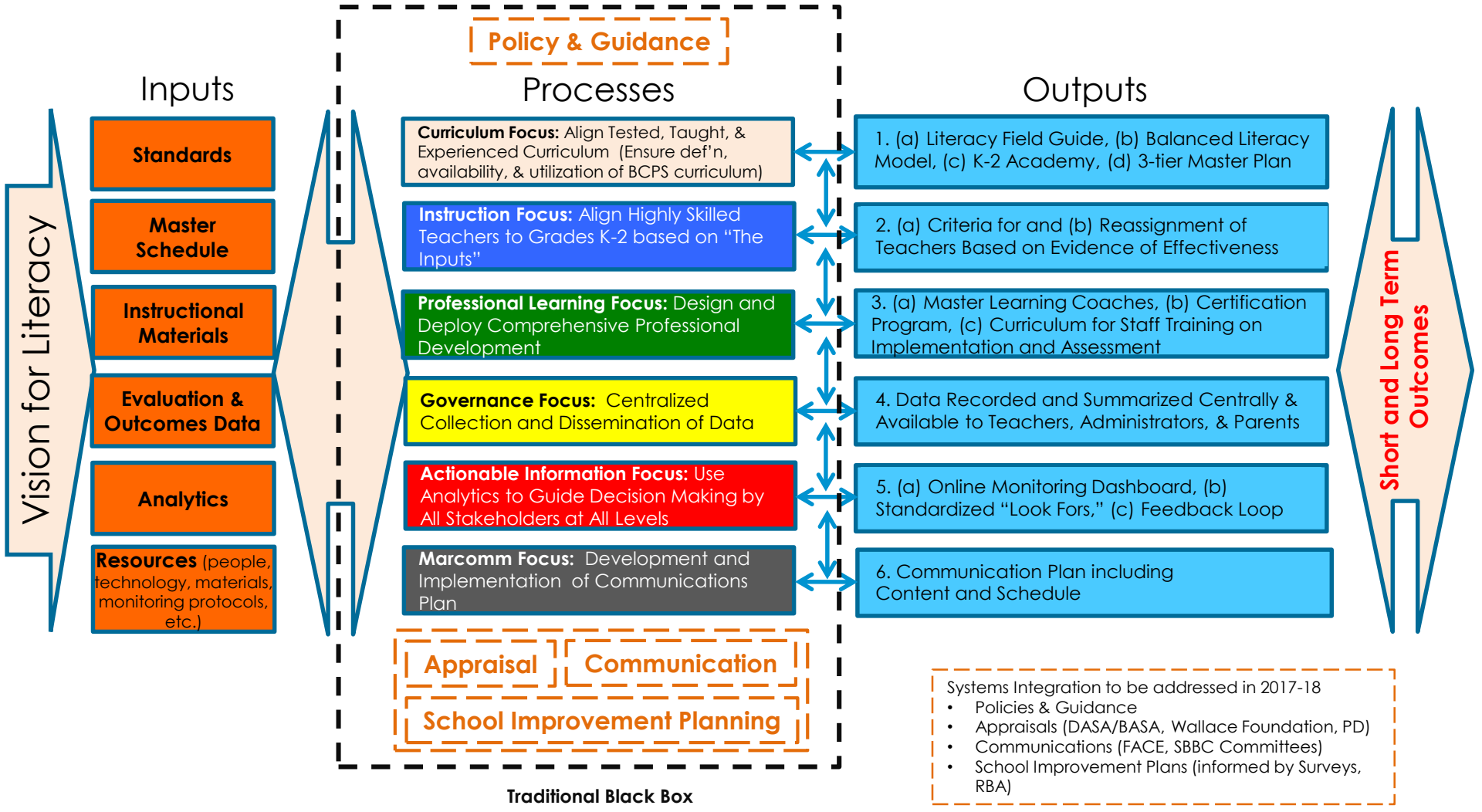
2016/17 Tactics	Theory of Action driving Logic Model	Project Manager*	Benefits
<u>PORTFOLIO SPONSOR: Dan Gohl</u> Promote literacy prior to Kindergarten (**Birth-Pre-K**) Implement **Balanced Literacy** framework, K-2 **Performance**: monitor and analyze student outcomes **MTSS/RtI:** Deploy necessary interventions <u>PORTFOLIO SPONSOR: Val Wanza</u> **Quality Assurance** for school-based implementation	**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 progress with a common, unified assessment system, **THEN** on-grade level literacy will increase and FSA ELA level 1 scores will decrease in 3rd grade for **ALL** students (including: race/ethnicity, gender, English Language Learner, students from disadvantaged backgrounds, students with disabilities, and gifted students).	Lori Canning (Birth – Pre K) Mildred Grimaldo (Balanced Literacy) Nicole Mancini (Performance) Nadia Clarke (Family & Community Engagement) Tom Albano (MTSS/RtI) Mark Narkier (Quality Assurance)	Incremental: • Aligned work-streams ✓ • Decision-making with a common instrument ✓ • Increased family/community engagement ↗ Cumulative: • Grade 3: Decreased Level 1 **(-3)**[1] • Grade 3: Increased Level 3 and above **(+3)**[1] • No BCPS schools in lowest 300 **(TBD)**[1]

*RACI matrix for individual projects is elaborated in Project Plans

[1]Based on 2017 FSA results of the District's **traditional** schools

Logic Model (Driven by Theory-of-Action)

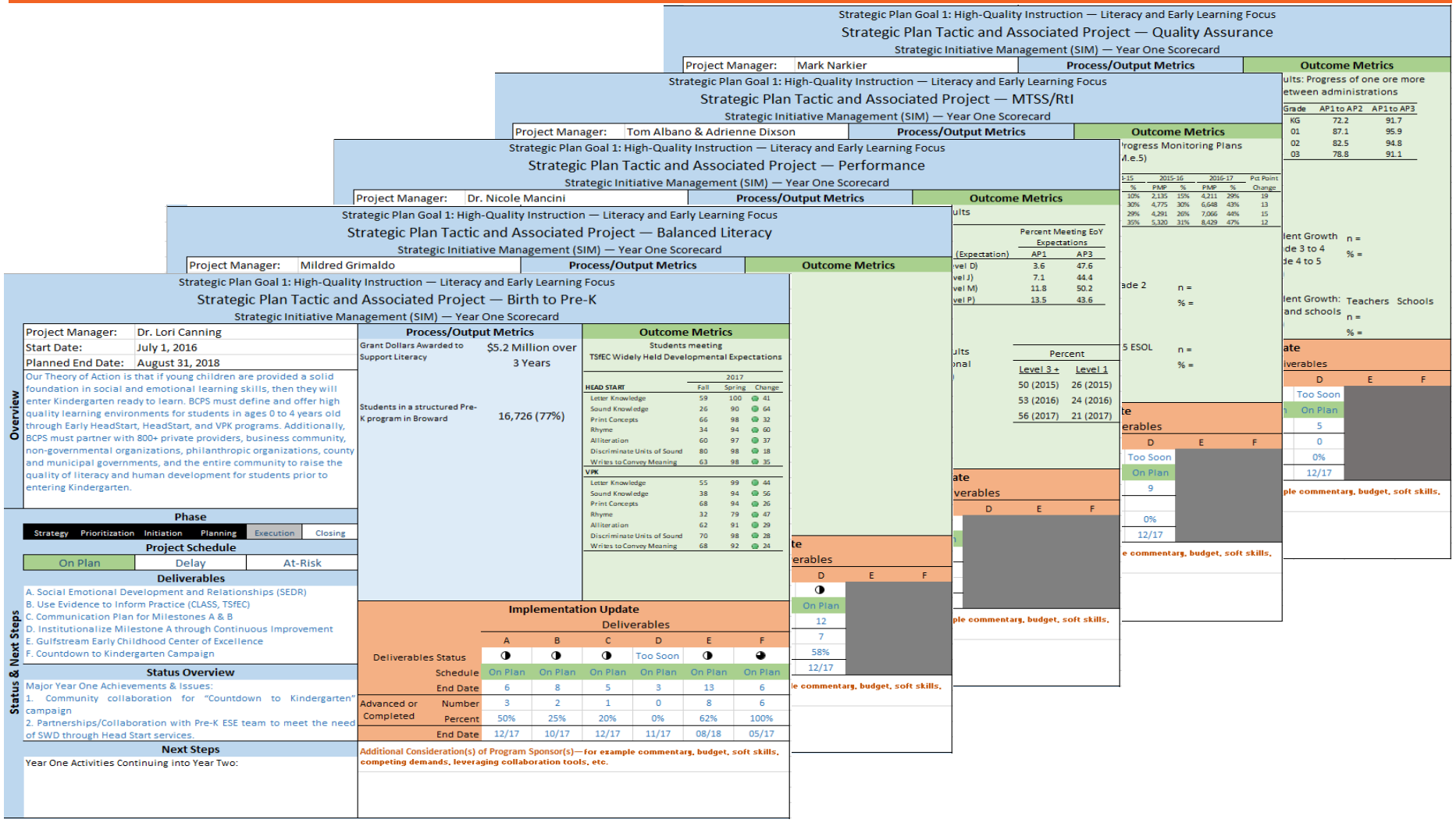
SMART Goals: Percent of Elementary Students (Grades 3 to 5) Level 3 or Higher in ELA by 2019 – 59.6%
(Baseline 2015: 51.7%, 2016: 52.5%, 2017: **55.6%**)



Traditional Black Box

Systems Integration to be addressed in 2017-18
- Policies & Guidance
- Appraisals (DASA/BASA, Wallace Foundation, PD)
- Communications (FACE, SBBC Committees)
- School Improvement Plans (informed by Surveys, RBA)

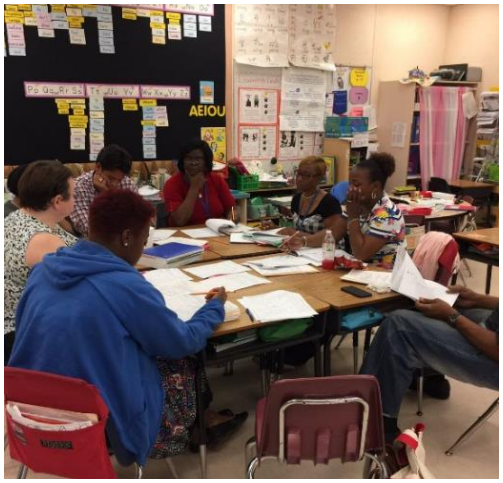
Literacy and Early Learning Year One Scorecards



From Intention to Implementation

Working diligently to know where students are and responding to their needs.

Spring 2016	Summer 2016	Fall 2016	Winter 2016-17	Spring 2017	June 2017
Collaboratively identified a single Running Records Assessment	Advocated for and procured the Benchmark Assessment System (BAS)	Supported and Implemented BAS	Supported, Reported, and Monitored BAS	Supported, Reported, and Monitored BAS	Evaluate, Accomplishments, Lessons Learned, and Next Steps



BAS Can Be A Very Informative Tool to Guide the District's Actions Toward Desired Outcomes

	Finding	Evidence
1. *Are the BAS scores reliable?*	• District-wide administration of BAS was **CONSISTENT**	• Strong **RELATIONSHIP** between AP1 and AP2, and AP1 and AP3
2. *Are the BAS levels valid?*	• Our BAS end-of-year cut points are **GOOD INDICATORS** for knowing where students are & where they need to be	• Meeting BAS end-of-year 3rd grade expectation **STRONGLY MAPS** to FSA success
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4. *Are students making progress?*	• Students are demonstrating **INCREASED COMPETENCE** through the school year	• **SIGNIFICANT IMPROVEMENTS** in BAS scores across administration periods
5. *Are there exemplar schools?* ***(3 & 4)***	• Over 30 schools meet **EXEMPLAR CRITERIA** on BAS-FSA alignment and students making progress	• **SMALL DELTA** between BAS and FSA ELA results and Large percentage of students registering **PROGRESS**

The District made a critically important decision when it approved a common tool for monitoring K – 3 student progress. Year One outcomes give us reason to CELEBRATE that decision.

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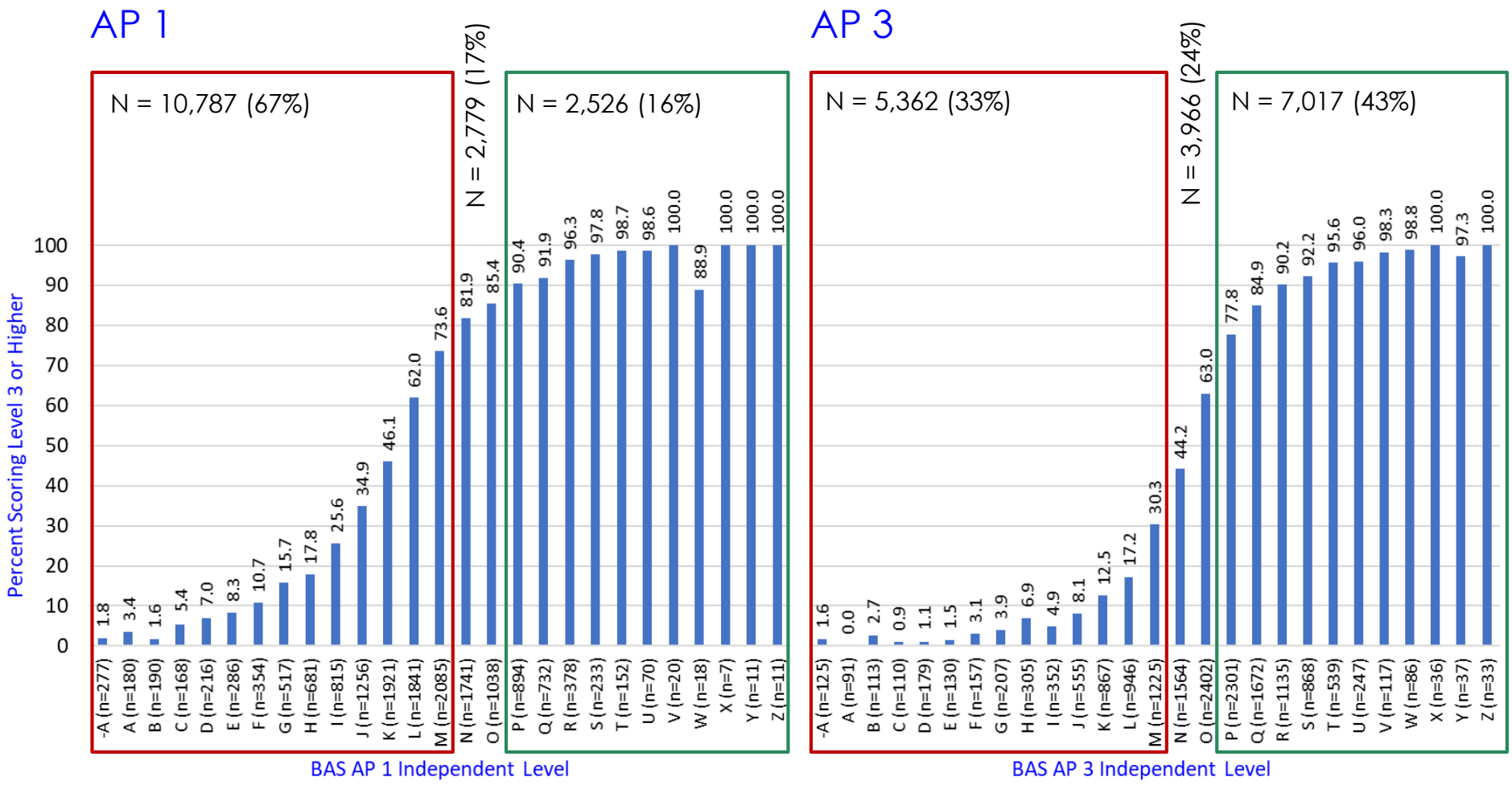
Meeting BAS End-of-Year 3rd Grade Expectation STRONGLY MAPS to FSA Performance



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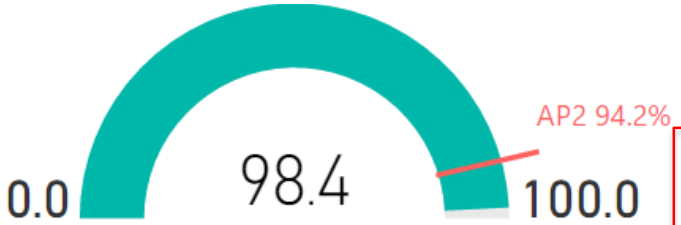
SIGNIFICANT IMPROVEMENTS in BAS Scores Across Administration Periods (Kindergarten)

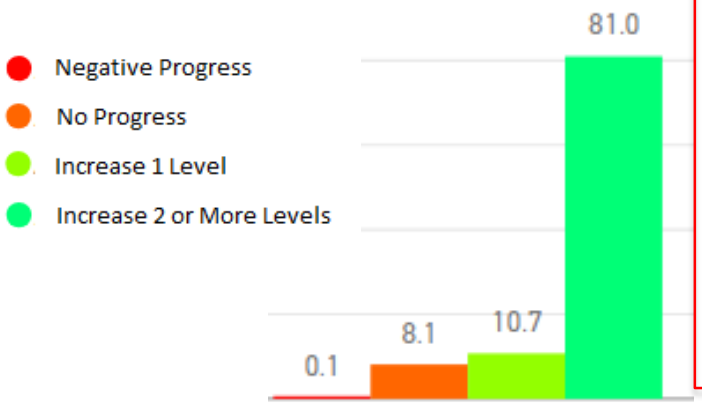
Source: BAS Performance Monitoring Dashboard (AP3)

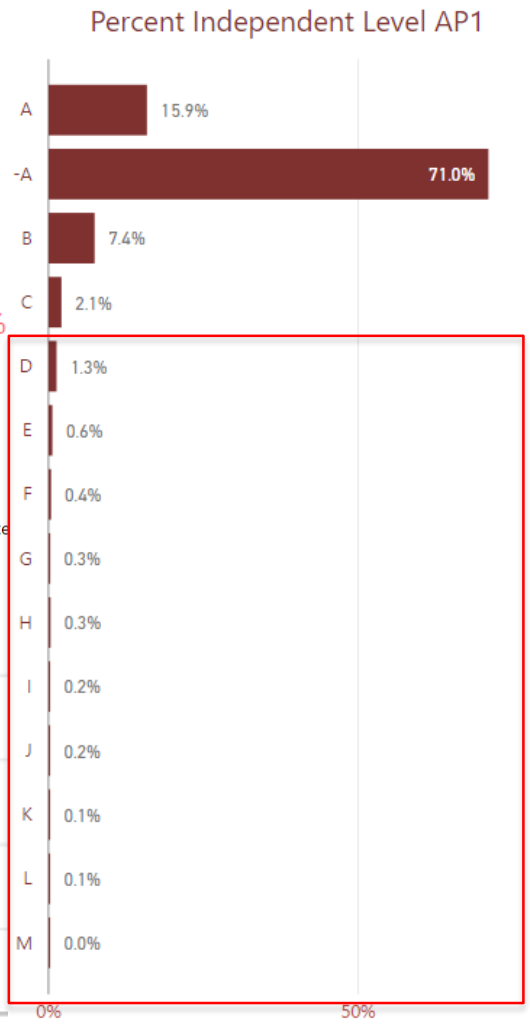
Percent Assessed Districtwide

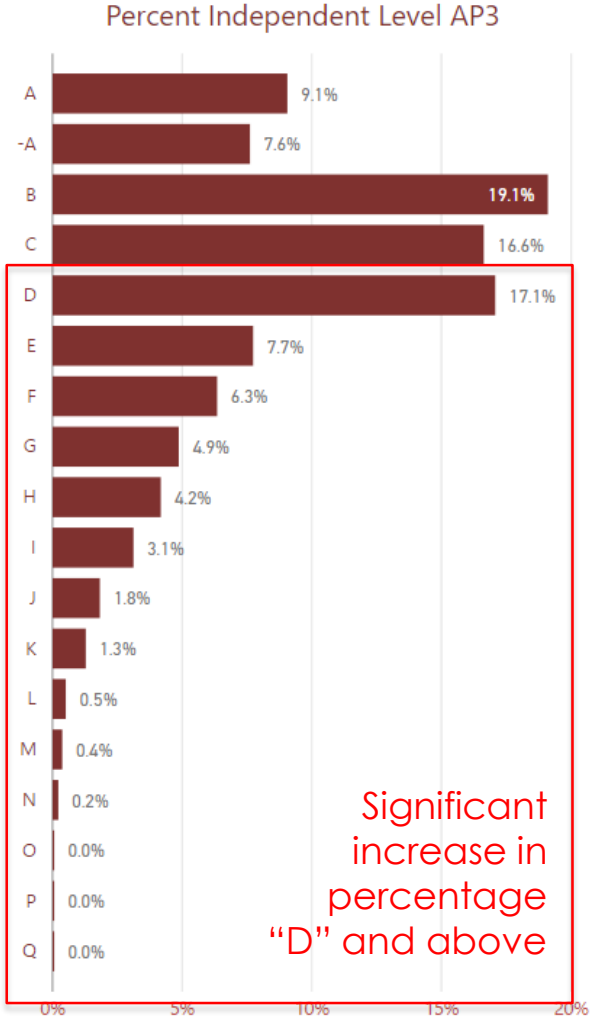


BAS Progress AP1 To AP3

Increase One Letter	Increase Two Or More Letters	Increase One or More Lette
1408	10620	12028





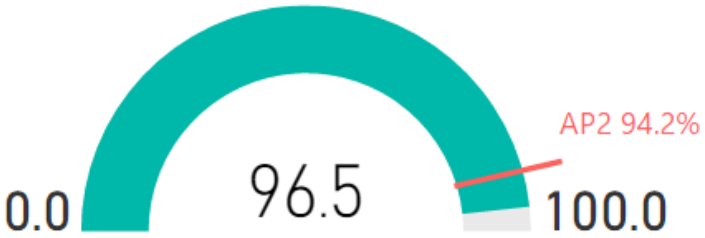


Significant increase in percentage "D" and above

SIGNIFICANT IMPROVEMENTS in BAS Scores Across Administration Periods (Grade 3)

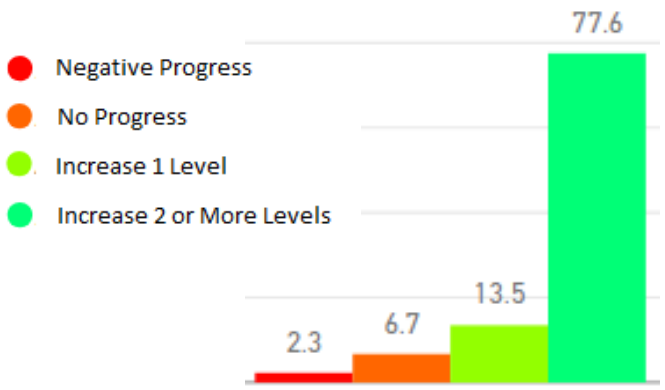
Source: BAS Performance Monitoring Dashboard (AP3)

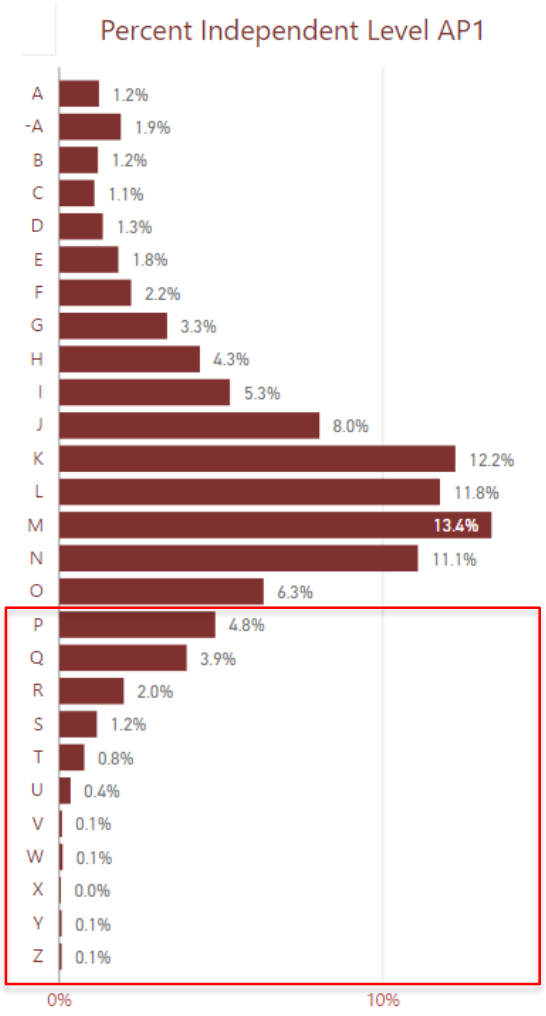
Percent Assessed Districtwide

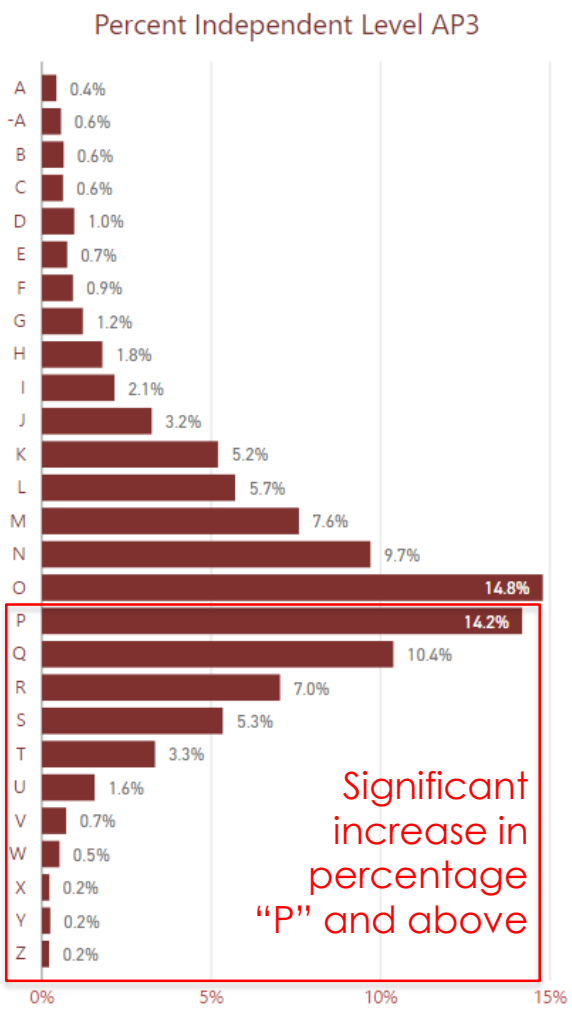


BAS Progress AP1 To AP3

Increase One Letter	Increase Two Or More Letters	Increase One or More Letters
2073	11937	14010







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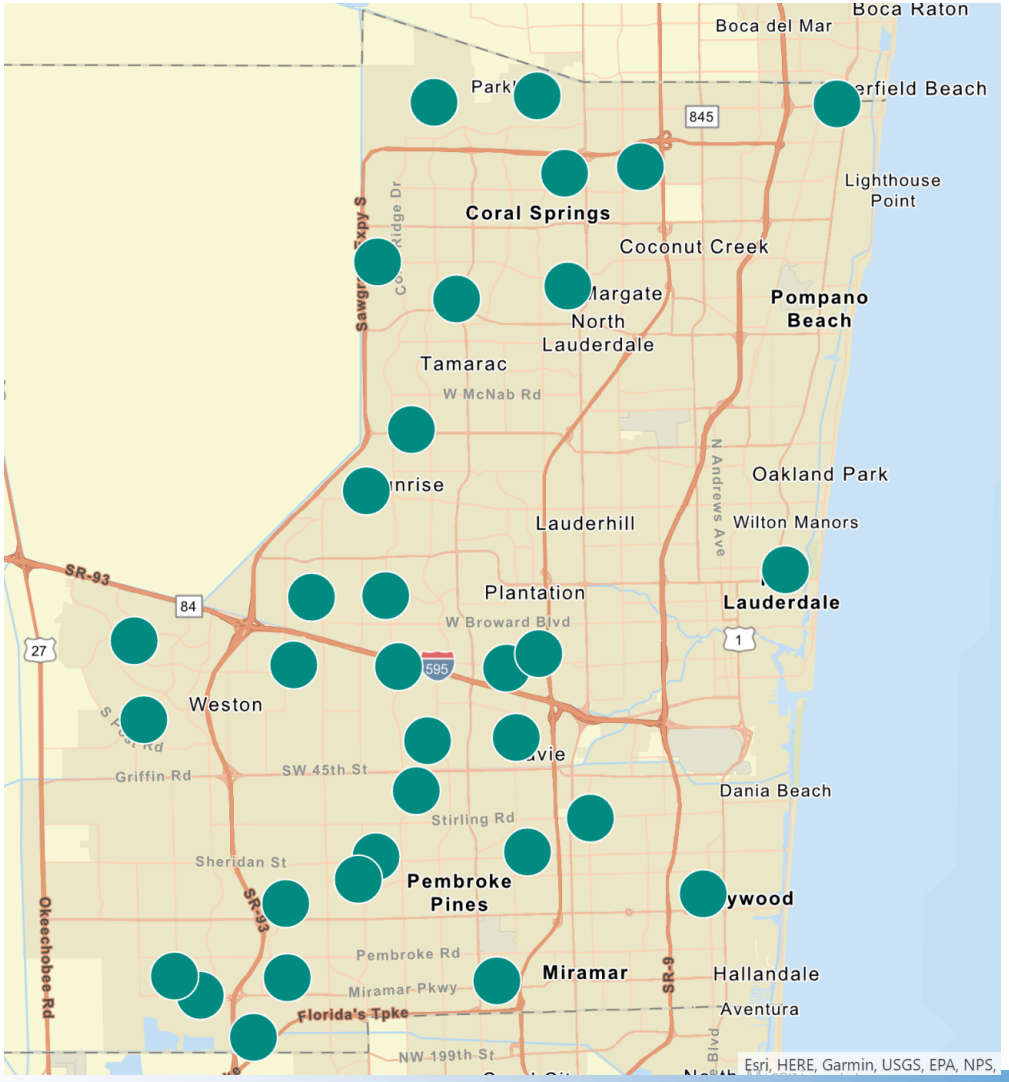
Exemplar Schools: High BAS-FSA Alignment and Large Percentage of Students Making BAS Progress



Exemplar Schools: Reported Best Practices

- **Common team planning** that aligns curriculum and resources to standards
- Central **role of Literacy Coach** in planning and monitoring calendar
- **BAS** administration scheduled so to not interrupt instruction
- **BAS** Professional Development; **BAS** analysis as part of PLCs; calibration meetings with District
- Use of **BAS** to identify strengths and weaknesses
- Consistent progress monitoring
- Fluid student groups based on need
- **Tier 1 instruction:** increased rigor, modeled lessons
- **Tier 3 instruction:** delivered by Reading Resource Teacher/Literacy Coach
- Standards Based Interactive Notebooks
- **Guided Reading Leveled Book Room**
- Cross-curricular project integration; integration of Reading with social studies and science standards
- Use of 3rd-party products (Achieve 3000, iReady, iStation, School City)

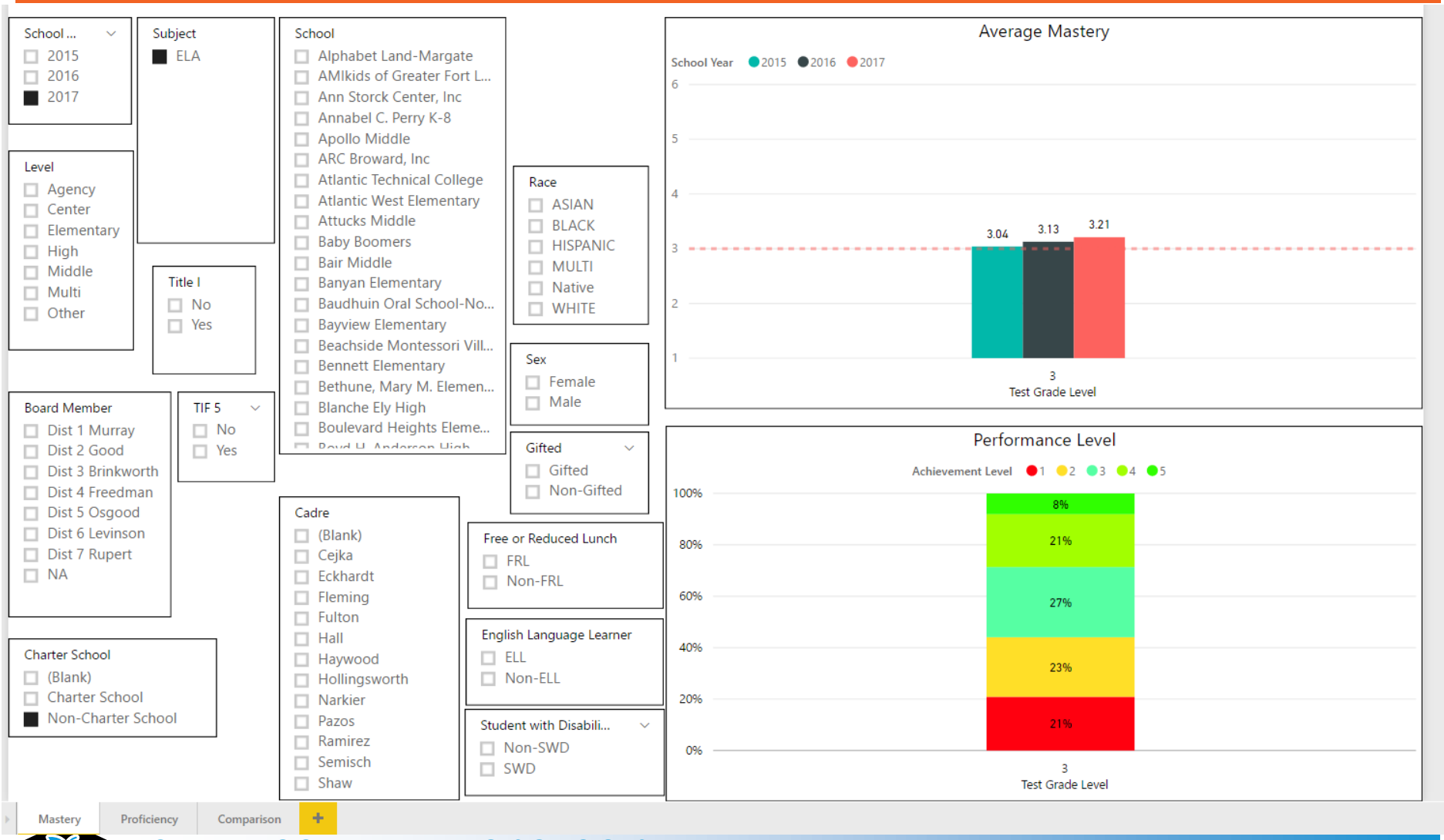
Relationship between Look-Fors and BAS Progress (Pilot Schools)

31 Observations across 24 Schools on Multiple Factors

(Work In Progress)

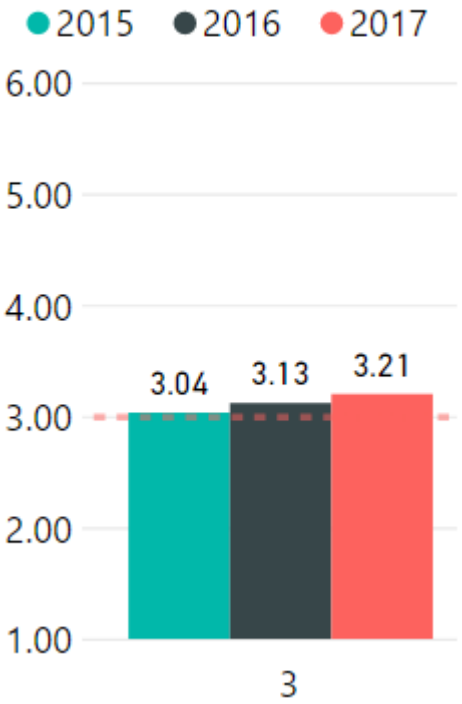
1. Personalized Learning Progress Check
2. Small Group Guided Reading
3. Independent Reading
4. Print Rich Environment
5. Positive Interactions between Adults and Students as well as between the Students and Themselves
6. Balanced Literacy PLC Integration Status Check
7. MTSS/RtI Status Check
8. Benchmark Assessment System Results Status Check

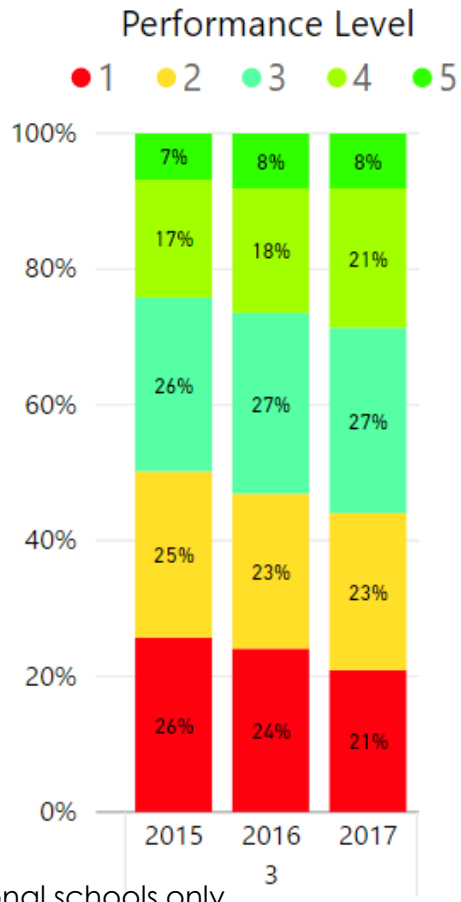
The State Exam Dashboard Provides a Way to Drill-Down into ELA CONTENT by Subgroups



RESULTS YEAR 1: Grade 3 FSA-Decreased Level 1 and Increased Level 3 and Above

Source: State Exams Dashboard





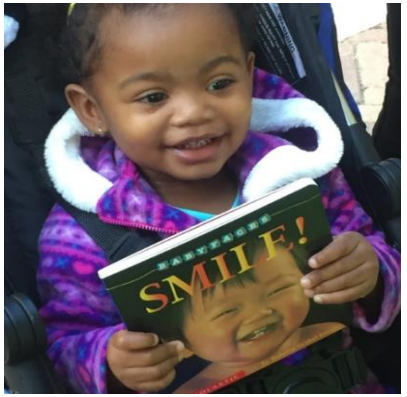
2017 Subgroup Results

Summary based on district traditional schools only.

Next Steps

- Driving continuous improvement process with data analytics
- Responding to individual student needs using MTSS/RtI protocols
- Outreach to parents through FACE on Early Literacy
- Updated Guidelines on BAS
- Schedule August 2017 Workshop on Literacy and Early Learning for a deep dive on ALL students (ELL, ESE, GT, race/ethnicity, etc.)

- Board Conversation with Staff (OA and OSPA Content Area Experts)



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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District 3

Dr. Rosalind Osgood
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District 6

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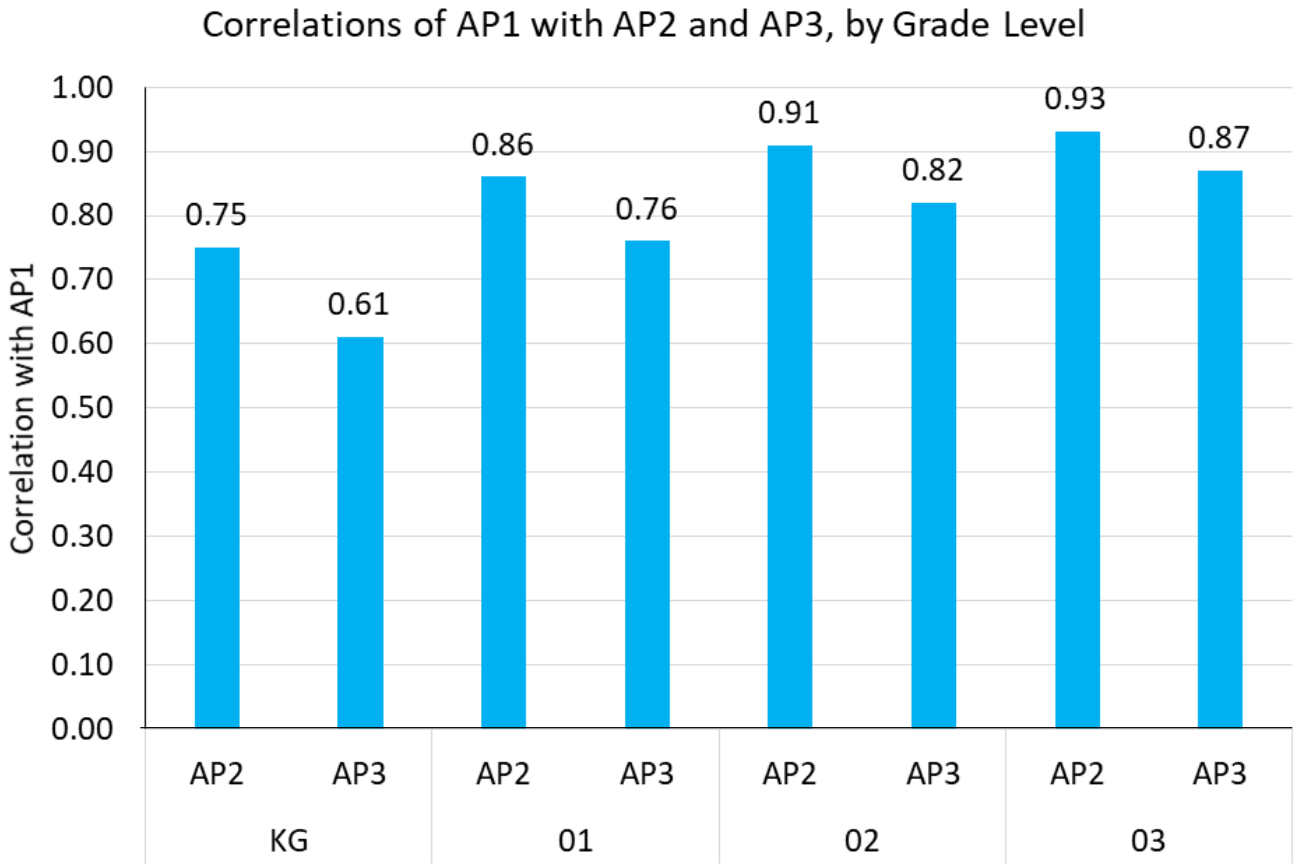
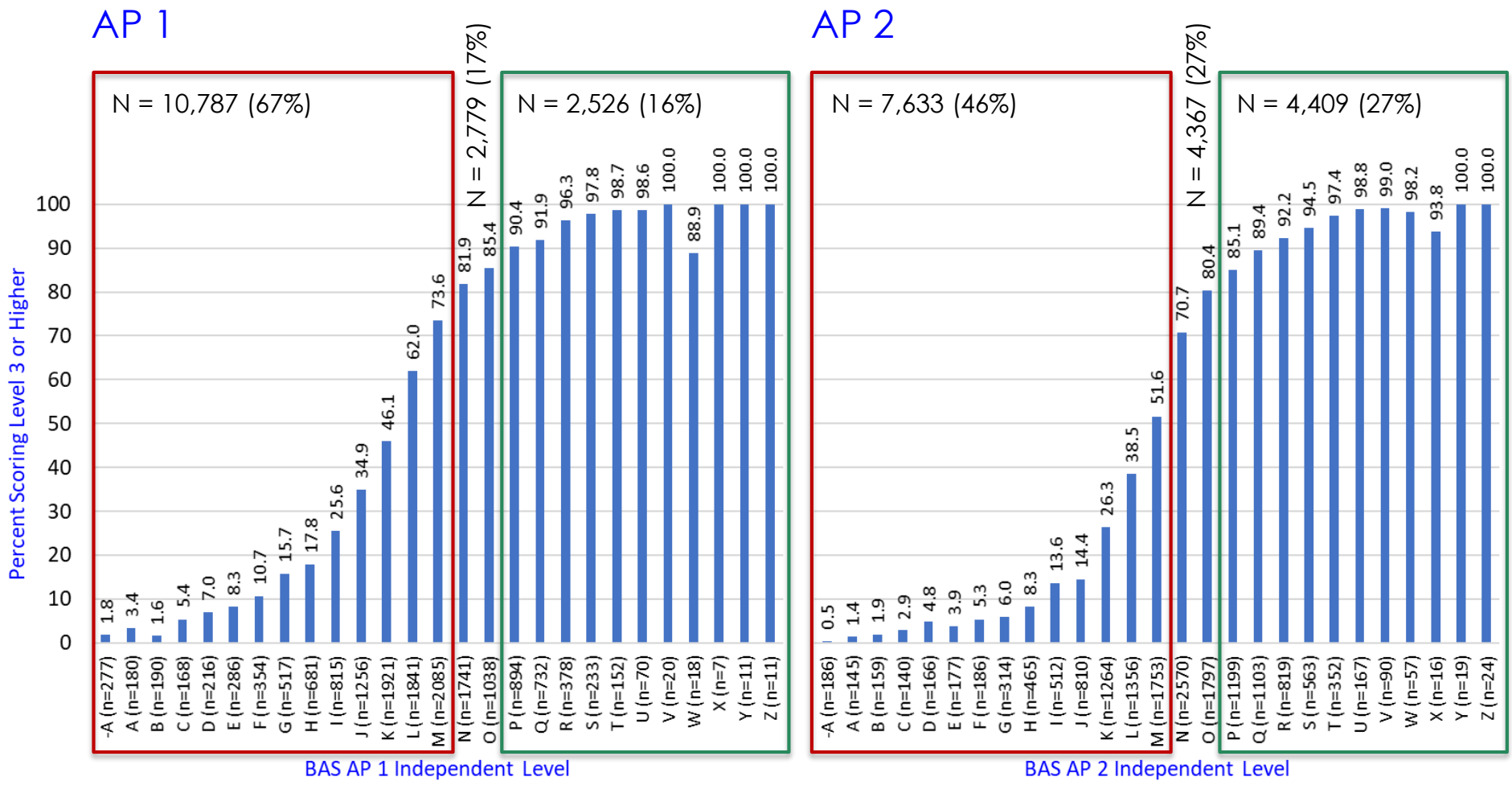
Strong RELATIONSHIP between AP1 and AP2, and AP1 and AP3



Meeting BAS End-of-Year 3rd Grade Expectation STRONGLY MAPS to FSA Performance



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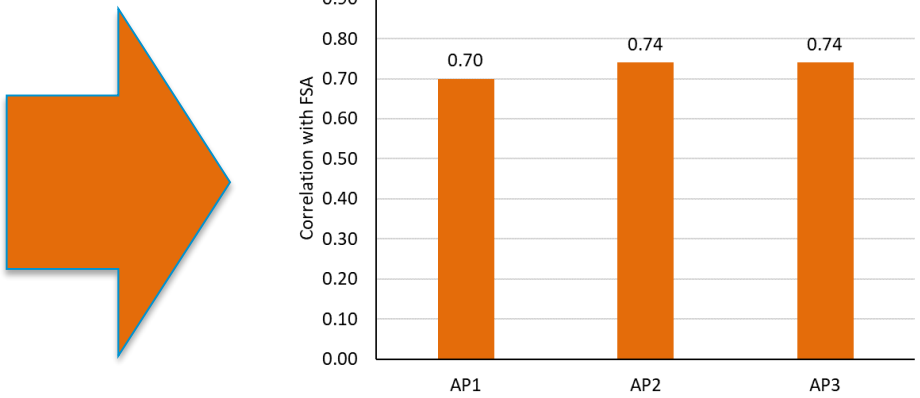
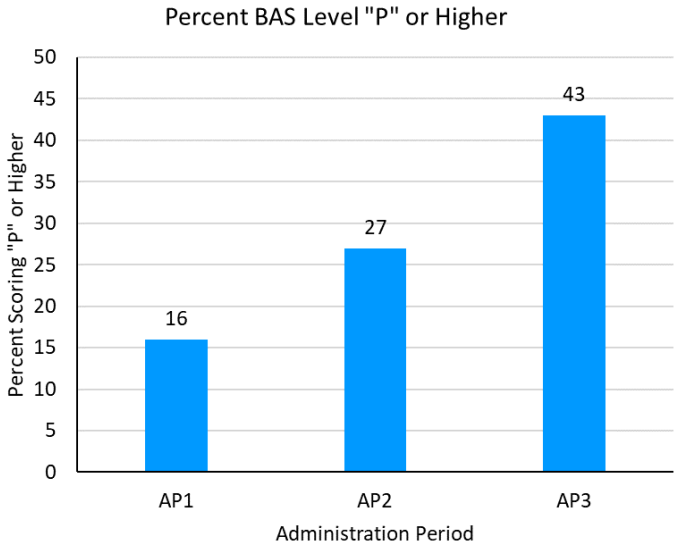
VERY STRONG ASSOCIATION between BAS and FSA ELA Results

The Grade 3 BAS is **strongly related** to the Grade 3 FSA-ELA.





Students **progress** to EoY Expectations as the school year advances.

Early Literacy and Family Outreach

Channel	Purpose	Organizer	Attributes			
			Emphasis on Early Literacy	Setting	Delivery Format	Frequency & Reach
Parent-Teacher Conferences	Engage parents to understand their child's progress	Teacher	Primary	Classroom	1:1	• 2/year • Parents of ~60,000 children
Gulfstream Lab	Family strengthening	ELLA	Primary	Lab, Media Center	Varies by service	• On-demand[1] • All parents
Parent Leadership Training Institute	Pair resources with access to wrap-around services	Family Central	Embedded (Pre-K)	Public Libraries	Some: Many	• 5-week course • Hundreds of parents
Head Start Comprehensive Services	Prepare children for success in school	Head Start	Primary (Pre-K)	Home Visits	1:1	• Weekly • Parents of ~2000 children
Family Literacy Action Group	Literacy strategies for parents of children not enrolled in Pre-K	ELLA and SSI (FACE)	Primary (Pre-K)	Lauderdale Manors Media Center	Some: Some	• 8/summer • 10 – 20 parents per session
Community Workshops	Share strategies around parent's role in educating their children	Municipal Parks/ Recreation Departments	Embedded	Community Recreation Centers	Some: Some	• 4 – 6/year • Hundreds of parents (total)

[1] Open during 180-day school year calendar

Early Literacy and Immigrant and ESOL Family Outreach

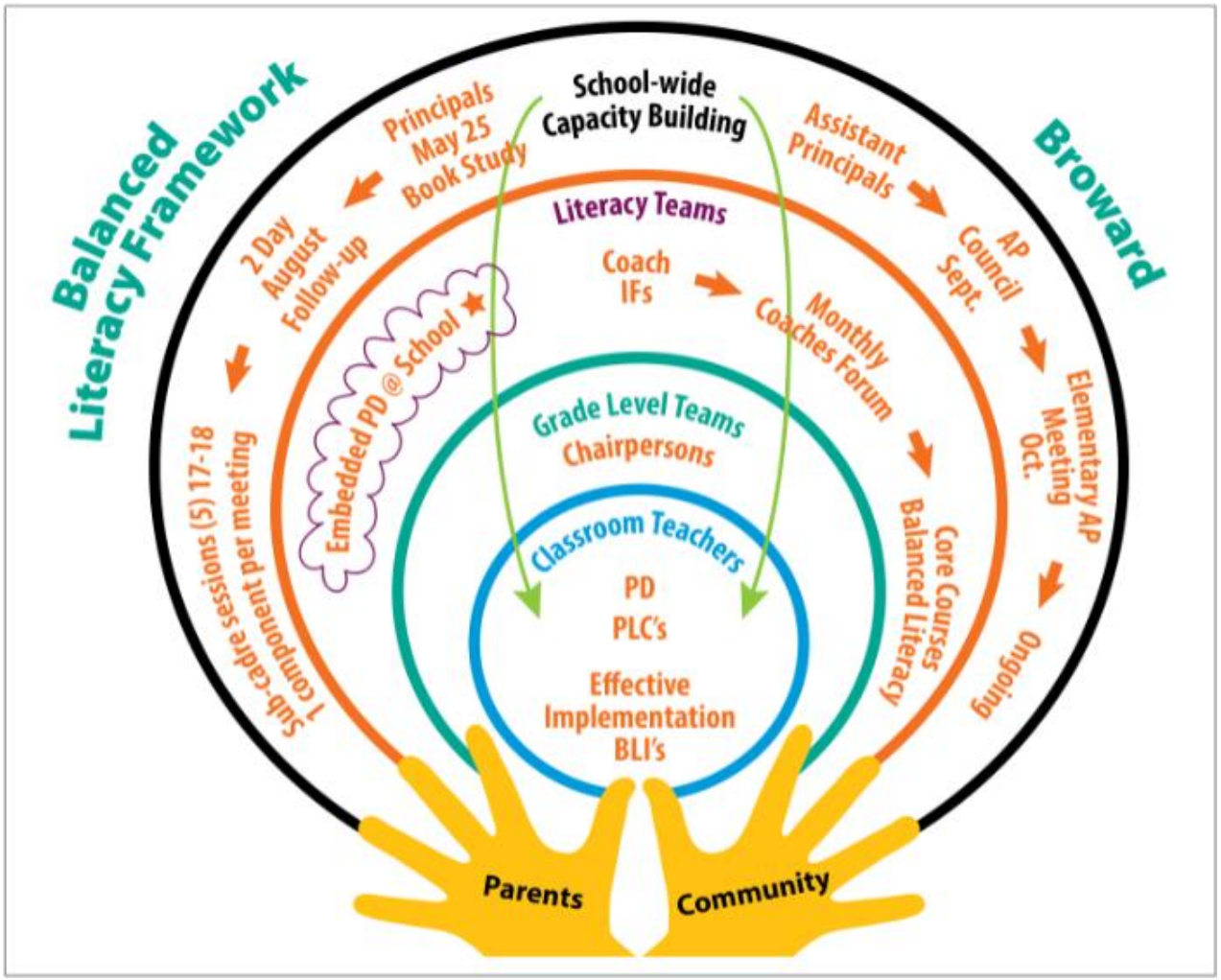
Channel	Purpose	Organizer	Attributes			
			Emphasis on Early Literacy	Setting	Delivery Format	Frequency & Reach
Literacy Nights	Provide literacy strategies to immigrant parents and students	Bilingual/ ESOL Department	Primary	Regional Libraries	1:Some	• Four 4-week workshops • ~20 parents + >20 students on average per 4-week workshop • Total = ~ 80 parents; ~90 students
ESOL Family Game Nights	Disseminate study tips to families for assisting and communicating with their children through games in specific content areas	Bilingual/ ESOL Department	Embedded	School-based (Libraries, Cafeterias, etc.)	1:Some	• 10 Schools • Average of 3 game nights per school • Average of 25 attendees per game night • Total attendees = 529

Summer Learning 2017

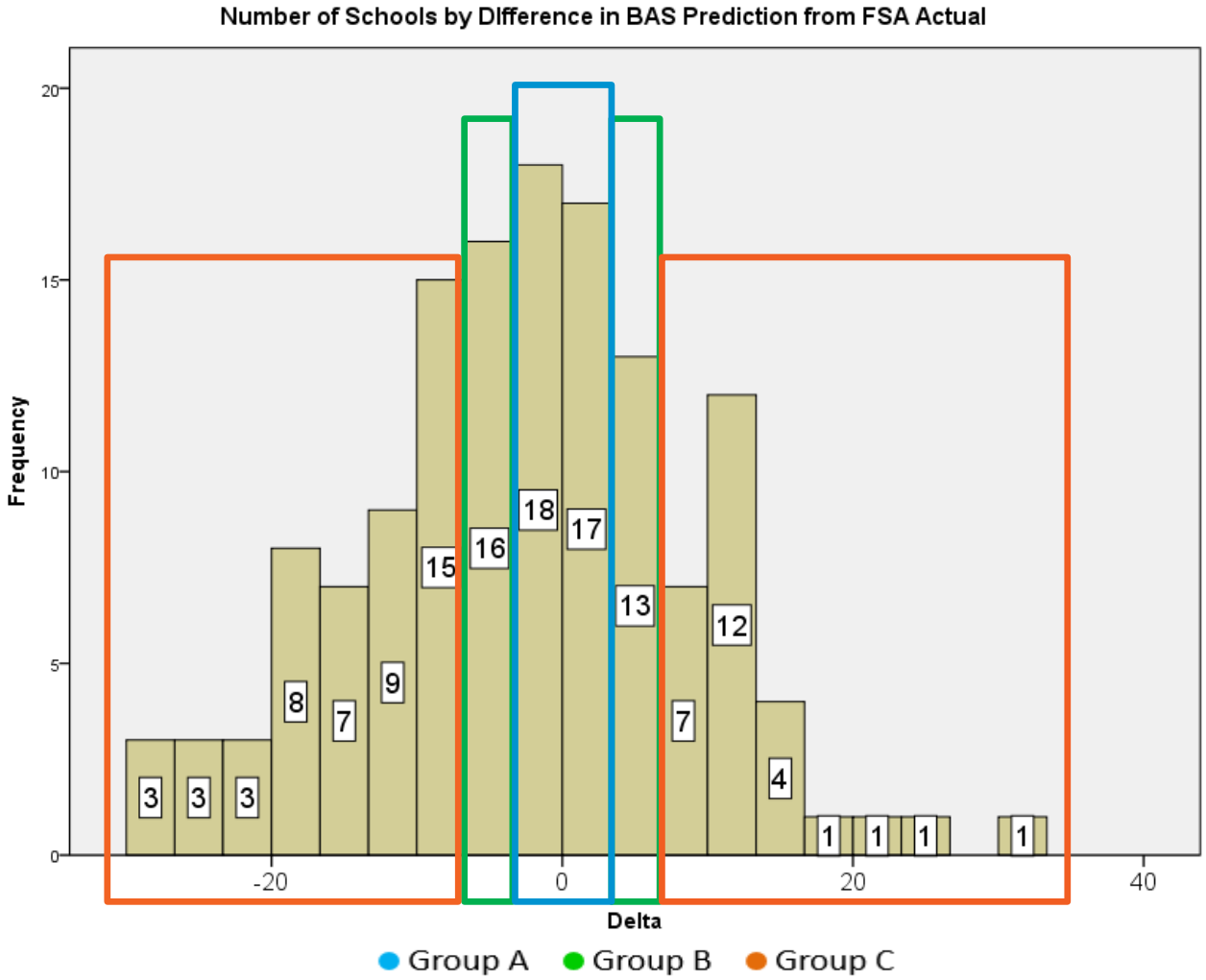
http://browardschools.libguides.com/c.php?g=658945&p=4626013

Initiative	Description	Organizer	Impact
Build a Better World	County-Wide Summer Reading Program	BCL, BCPS	150,000 Gameboards
Countdown to Kindergarten	Transition to Kindergarten Family and Community Support, Books	BCPS, BCL, ELC, Broward Center, CSC	20,000 Gameboards 5,000 + Books 200+ Providers
Housing Authorities, Breakspot, Feeding Sites	Central Libraries, Book Distribution and Literacy Integration	CSC, BCPS	10 Breakspot, 2,000+ books 100 Feeding Sites, 1,500+ books
Jet Blue Soar With Reading	Book Vending Machines and Summer Kick-Off Reading Bags	Jet Blue, City of Fort Lauderdale, BCPS, BCL, CSC	100,000 books in four vending machines, 13,000 bookbags
Summer Camps Literacy Integration	Integration of Literacy Strategies into Summer Programs	CSC, BCPS	69 Sites Across Broward County
Reading Pals Summer Books	Reading Pals Summer Reading Kits and Books	United Way, BCPS	300+ children, 20 books each

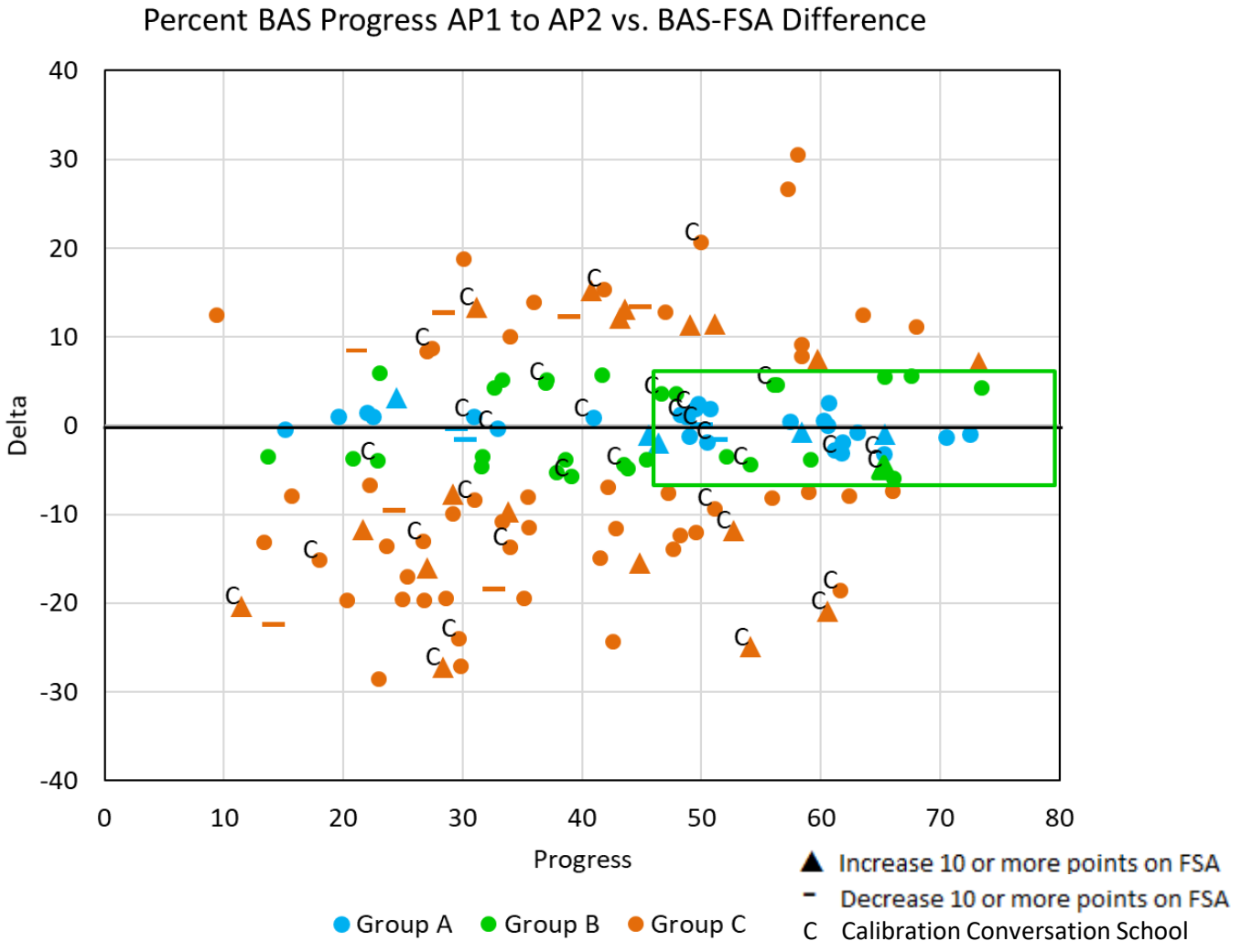
Broward's Literacy Framework



Identification of Exemplar Schools – Step 1



Identification of Exemplar Schools – Step 2



Year One Scorecard
Birth to Pre-K

WORK IN PROGRESS

Strategic Plan Goal 1: High-Quality Instruction — Literacy and Early Learning Focus

Strategic Plan Tactic and Associated Project — Birth to Pre-K

Strategic Initiative Management (SIM) — Year One Scorecard

Overview

Project Manager:	Dr. Lori Canning
Start Date:	July 1, 2016
Planned End Date:	August 31, 2018

Our Theory of Action is that if young children are provided a solid foundation in social and emotional learning skills, then they will enter Kindergarten ready to learn. BCPS must define and offer high quality learning environments for students in ages 0 to 4 years old through Early HeadStart, HeadStart, and VPK programs. Additionally, BCPS must partner with 800+ private providers, business community, non-governmental organizations, philanthropic organizations, county and municipal governments, and the entire community to raise the quality of literacy and human development for students prior to entering Kindergarten.

Process/Output Metrics

Grant Dollars Awarded to Support Literacy	$5.2 Million over 3 Years
Students in a structured Pre-K program in Broward	16,726 (77%)

Outcome Metrics

Students meeting TSfEC Widely Held Developmental Expectations

	2017		
HEAD START	Fall	Spring	Change
Letter Knowledge	59	100	41
Sound Knowledge	26	90	64
Print Concepts	66	98	32
Rhyme	34	94	60
Alliteration	60	97	37
Discriminate Units of Sound	80	98	18
Writes to Convey Meaning	63	98	35
VPK			
Letter Knowledge	55	99	44
Sound Knowledge	38	94	56
Print Concepts	68	94	26
Rhyme	32	79	47
Alliteration	62	91	29
Discriminate Units of Sound	70	98	28
Writes to Convey Meaning	68	92	24

Status & Next Steps

Phase

Strategy	Prioritization	Initiation	Planning	Execution	Closing

Project Schedule

On Plan	Delay	At-Risk

Deliverables

A. Social Emotional Development and Relationships (SEDR)
B. Use Evidence to Inform Practice (CLASS, TSfEC)
C. Communication Plan for Milestones A & B
D. Institutionalize Milestone A through Continuous Improvement
E. Gulfstream Early Childhood Center of Excellence
F. Countdown to Kindergarten Campaign

Status Overview

Major Year One Achievements & Issues:
1. Community collaboration for "Countdown to Kindergarten" campaign
2. Partnerships/Collaboration with Pre-K ESE team to meet the need of SWD through Head Start services.

Next Steps

Year One Activities Continuing into Year Two:

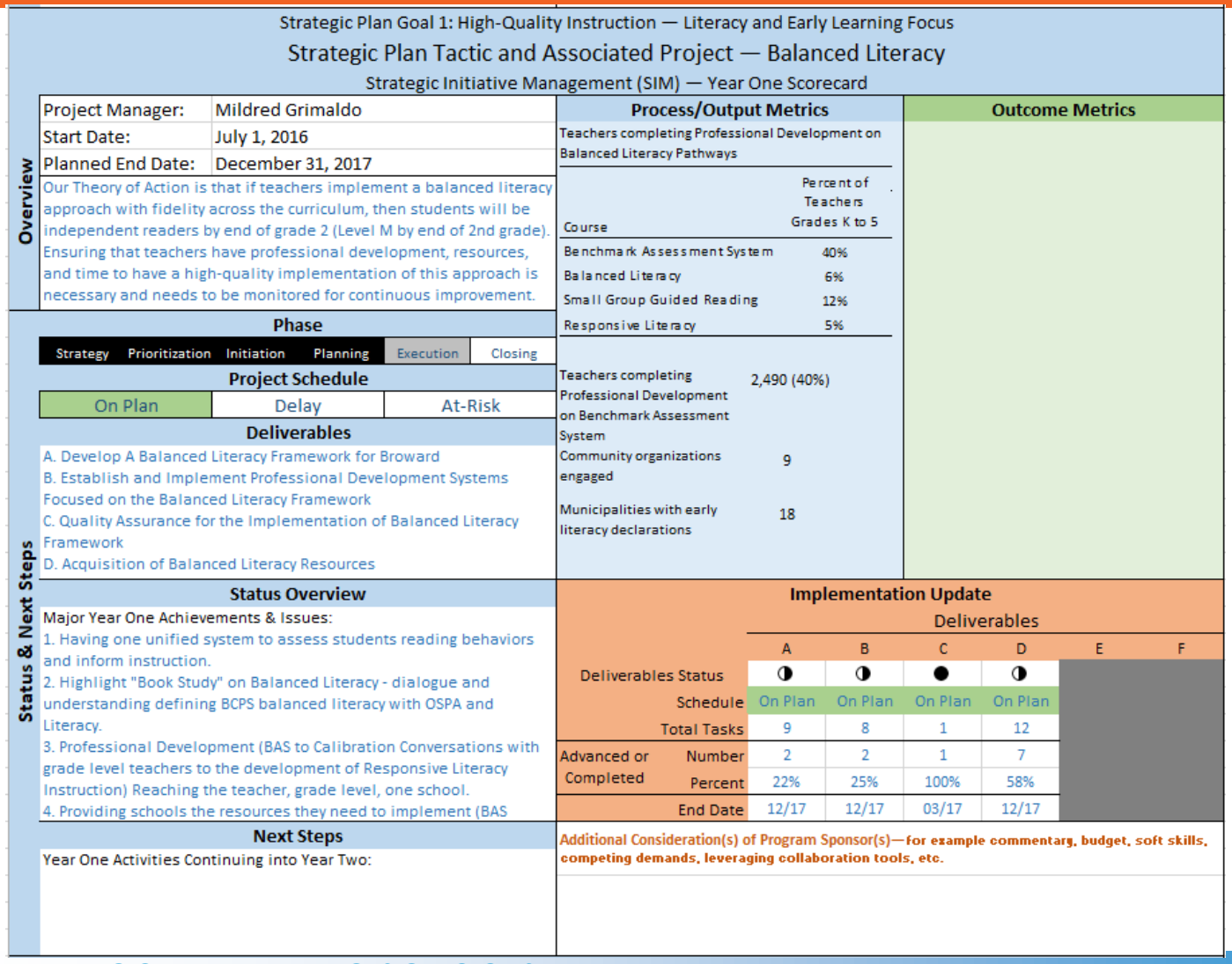
Implementation Update

		Deliverables					
		A	B	C	D	E	F
Deliverables Status		◑	◑	◑	Too Soon	◑	◕
	Schedule	On Plan	On Plan	On Plan	On Plan	On Plan	On Plan
	End Date	6	8	5	3	13	6
Advanced or Completed	Number	3	2	1	0	8	6
	Percent	50%	25%	20%	0%	62%	100%
	End Date	12/17	10/17	12/17	11/17	08/18	05/17

Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.

Year One Scorecard
Balanced Literacy

WORK IN PROGRESS



Strategic Plan Goal 1: High-Quality Instruction — Literacy and Early Learning Focus

Strategic Plan Tactic and Associated Project — Balanced Literacy

Strategic Initiative Management (SIM) — Year One Scorecard

Overview

Project Manager:	Mildred Grimaldo
Start Date:	July 1, 2016
Planned End Date:	December 31, 2017

Our Theory of Action is that if teachers implement a balanced literacy approach with fidelity across the curriculum, then students will be independent readers by end of grade 2 (Level M by end of 2nd grade). Ensuring that teachers have professional development, resources, and time to have a high-quality implementation of this approach is necessary and needs to be monitored for continuous improvement.

Phase

Strategy	Prioritization	Initiation	Planning	Execution	Closing

Project Schedule

On Plan	Delay	At-Risk

Deliverables

A. Develop A Balanced Literacy Framework for Broward
B. Establish and Implement Professional Development Systems Focused on the Balanced Literacy Framework
C. Quality Assurance for the Implementation of Balanced Literacy Framework
D. Acquisition of Balanced Literacy Resources

Process/Output Metrics

Teachers completing Professional Development on Balanced Literacy Pathways

Course	Percent of Teachers Grades K to 5
Benchmark Assessment System	40%
Balanced Literacy	6%
Small Group Guided Reading	12%
Responsive Literacy	5%

Teachers completing Professional Development on Benchmark Assessment System	2,490 (40%)
Community organizations engaged	9
Municipalities with early literacy declarations	18

Outcome Metrics

Status & Next Steps

Status Overview

Major Year One Achievements & Issues:
1. Having one unified system to assess students reading behaviors and inform instruction.
2. Highlight "Book Study" on Balanced Literacy - dialogue and understanding defining BCPS balanced literacy with OSPA and Literacy.
3. Professional Development (BAS to Calibration Conversations with grade level teachers to the development of Responsive Literacy Instruction) Reaching the teacher, grade level, one school.
4. Providing schools the resources they need to implement (BAS

Implementation Update

		Deliverables A	B	C	D	E	F
Deliverables Status		◑	◑	●	◑		
	Schedule	On Plan	On Plan	On Plan	On Plan		
	Total Tasks	9	8	1	12		
Advanced or Completed	Number	2	2	1	7		
	Percent	22%	25%	100%	58%		
	End Date	12/17	12/17	03/17	12/17		

Next Steps

Year One Activities Continuing into Year Two:

Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.

Year One Scorecard Performance

WORK IN PROGRESS

Strategic Plan Goal 1: High-Quality Instruction — Literacy and Early Learning Focus

Strategic Plan Tactic and Associated Project — Performance

Strategic Initiative Management (SIM) — Year One Scorecard

Overview

Project Manager:	Dr. Nicole Mancini
Start Date:	July 1, 2016
Planned End Date:	June 30, 2018

Our Theory of Action is that if students, teachers, and parents monitor reading progress with actionable information, then appropriate instruction can be provided to address unique student needs. It is necessary 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 students in language acquisition and literacy development. Additionally, it is necessary to monitor the support that local school professionals receive from BCPS departments and all interactions are based on providing high quality feedback loops to support continuous improvement.

Process/Output Metrics

Outcome Metrics

BAS Results

Grade (Expectation)	Percent Meeting EoY Expectations AP1	AP3
KG (Level D)	3.6	47.6
01 (Level J)	7.1	44.4
02 (Level M)	11.8	50.2
03 (Level P)	13.5	43.6

FSA Results (Traditional Schools)

Percent Level 3 +	Level 1
50 (2015)	26 (2015)
53 (2016)	24 (2016)
56 (2017)	21 (2017)

Status & Next Steps

Phase

Strategy	Prioritization	Initiation	Planning	Execution	Closing

Project Schedule

On Plan	Delay	At-Risk

Deliverables

A. Access to Benchmark Assessment System (BAS) Data
B. Use BAS Results to Inform and Improve Practice
C. Institutionalize Practice of Using Data to Inform Decision-Making

Status Overview

Major Year One Achievements & Issues:
1. The data available via the dashboards is valuable not just to Early Literacy but for many other initiatives.
2. The shift to deliberately focus on balanced literacy is beginning to occur and is visible in schools.

Next Steps

Year One Activities Continuing into Year Two:

Implementation Update

		Deliverables A	B	C	D	E	F
Deliverables Status		◑	◑	◔			
Schedule		On Plan	On Plan	On Plan			
Total Tasks		4	8	2			
Advanced or Completed	Number	2	1	0			
	Percent	50%	13%	0%			
End Date		10/17	06/18	03/18			

Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.

Year One Scorecard
MTSS/RtI

WORK IN PROGRESS

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

Overview

Project Manager:	Tom Albano & Adrienne Dixson
Start Date:	July 1, 2016
Planned End Date:	June 30, 2018

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.

Status & Next Steps

Phase

Strategy	Prioritization	Initiation	Planning	Execution	Closing

Project Schedule

On Plan	Delay	At-Risk

Deliverables

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

Status Overview

Major Year One Achievements & Issues:
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)
2. MTSS/RtI identified Exemplary Practices and an exemplary school for University of South Florida PS/RtI Project.

Next Steps

Year One Activities Continuing into Year Two:

Process/Output Metrics

Students registering "progress" on BAS by increasing two or more levels.

Grade	AP1 to AP2	AP1 to AP3
KG	42.5	81.0
01	68.9	90.2
02	54.2	85.1
03	46.6	77.6

Students in need of assistance who are being served by a partnership volunteer (POM.e.17 M) n = % =

Students served by partnership volunteers showing progress on BAS (POM.e.18 S) n = % =

Outcome Metrics

Reading Progress Monitoring Plans (PMPs)(OM.e.5)

	2014-15		2015-16		2016-17		Pct Point
Grade	PMP	%	PMP	%	PMP	%	Change
KG	1,486	10%	2,135	15%	4,211	29%	19
01	5,028	30%	4,775	30%	6,648	43%	13
02	4,835	29%	4,291	26%	7,066	44%	15
03	5,939	35%	5,320	31%	8,429	47%	12

CogAT: Grade 2 (OM.e.11) n = % =

ACCESS: K-5 ESOL (OM.e.12) n = % =

Implementation Update

		Deliverables					
		A	B	C	D	E	F
Deliverables Status		Too Soon	Too Soon	Too Soon	Too Soon		
Schedule		On Plan	On Plan	On Plan	On Plan		
Total Tasks		6	8	7	9		
Advanced or Completed	Number						
	Percent	0%	0%	0%	0%		
End Date		11/17	07/18	07/18	12/17		

Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.

Year One Scorecard
Quality Assurance

WORK IN PROGRESS

Strategic Plan Goal 1: High-Quality Instruction — Literacy and Early Learning Focus

Strategic Plan Tactic and Associated Project — Quality Assurance

Strategic Initiative Management (SIM) — Year One Scorecard

Overview

Project Manager:	Mark Narkier
Start Date:	July 1, 2016
Planned End Date:	December 31, 2017

Our Theory of Action is that if all folios within the Literacy and Early Learning portfolio are implemented with high fidelity, then BCPS will be successful at creating highly literate students. Successfully having students become independent readers will require high quality plans, professional development, resources, fidelity of implementation, and feedback systems that are done far in excess of compliance. BCPS must implement and monitor the quality of implementation with the expectation of high quality practices, continuous improvement and measurable results.

Process/Output Metrics

K to 2 teachers with more than 60% of students registering "progress" on BAS of 2 or

Grade	AP1 to AP2	AP1 to AP3
KG	27.6	83.5
1	65.9	93.3
2	42.9	89.7
3	32.7	80.7

Outcome Metrics

BAS Results: Progress of one ore more levels between administrations

Grade	AP1 to AP2	AP1 to AP3
KG	72.2	91.7
01	87.1	95.9
02	82.5	94.8
03	78.8	91.1

FSA Student Growth from grade 3 to 4 and grade 4 to 5 (OM.e.7)
n =
% =

FSA Student Growth: teacher and schools (OM.e.7)
Teachers Schools
n =
% =

Status & Next Steps

Phase

Strategy	Prioritization	Initiation	Planning	Execution	Closing

Project Schedule

On Plan	Delay	At-Risk

Deliverables

A. Transforming Early Literacy P. Projects into "Look-Fors" Framework
B. Piloting and Finalizing "Look-Fors" Framework in Spring 2017
C. Access to the "Look-Fors" Framework Data
D. Use the "Look-Fors" Framework Data to Inform and Improve Practice

Status Overview

Major Year One Achievements & Issues:
1. The tremendous collaboration between all of the team members of the Office of Academics and Office of School Performance and Accountability with a deliberate focus on the accomplishment of the goals identified in the strategic plan.

Next Steps

Year One Activities Continuing into Year Two:

Implementation Update

		Deliverables					
		A	B	C	D	E	F
Deliverables Status		●	●	◔	Too Soon		
	Schedule	On Plan	On Plan	On Plan	On Plan		
	Total Tasks	6	6	3	5		
Advanced or Completed	Number	6	6	1	0		
	Percent	100%	100%	33%	0%		
	End Date	03/17	05/17	06/17	12/17		

Additional Consideration(s) of Program Sponsor(s)—for example commentary, budget, soft skills, competing demands, leveraging collaboration tools, etc.

Outcome Metrics

BAS = Benchmark Assessment System
FSA = Florida Standards Assessment
ACCESS for English Language Learners
TSfEC = Teaching Strategies for Early Childhood
PLC = Professional Learning Community
MTSS/RtI = Multi-tiered System of Support/Response to Intervention

Student/Parent

- TSfEC Widely Held Developmental Expectations (OM.1)
- Students entering Kindergarten ready for school (OM.2)
- BAS Results: Student distribution by BAS level, by grade level, grades K-3 (OM.3)
- FSA results: 3rd grade trend data (OM.4)
- Reading Progress Monitoring Plans (PMPs) (OM.5)

Teacher/Principal

- BAS Results: Progress between administrations (OM.6)
- Student growth From grade 3 to 4 and grade 4 to 5 (OM.7)
- Teacher perception of effectiveness of professional development offered (OM.8)
- Number of stakeholders reached during training (polling data) (OM.9)
- Measurement of data integrity and time delay in data entry (OM.10)

District/Cabinet

- TSfEC Widely Held Developmental Expectations (OM.1)
- Students entering Kindergarten ready for school (OM.2)
- BAS Results:
  - Student distribution by BAS level, by grade level, grades K-3 (OM.2)
  - Progress between administrations (OM.6)
- CogAT: Grade 2 (OM.11)
- FSA Results: 3rd grade trend data (OM.4)
- Student growth from grade 3 to 4 and grade 4 to 5 (OM.7)
- ACCESS: K-5 ESOL measure (OM.12)
- Number of stakeholders reached during training (polling data) (OM.9)
- Dashboard creation: data governance, timing, stakeholders reached (OM.13)

Orange font = Short Term

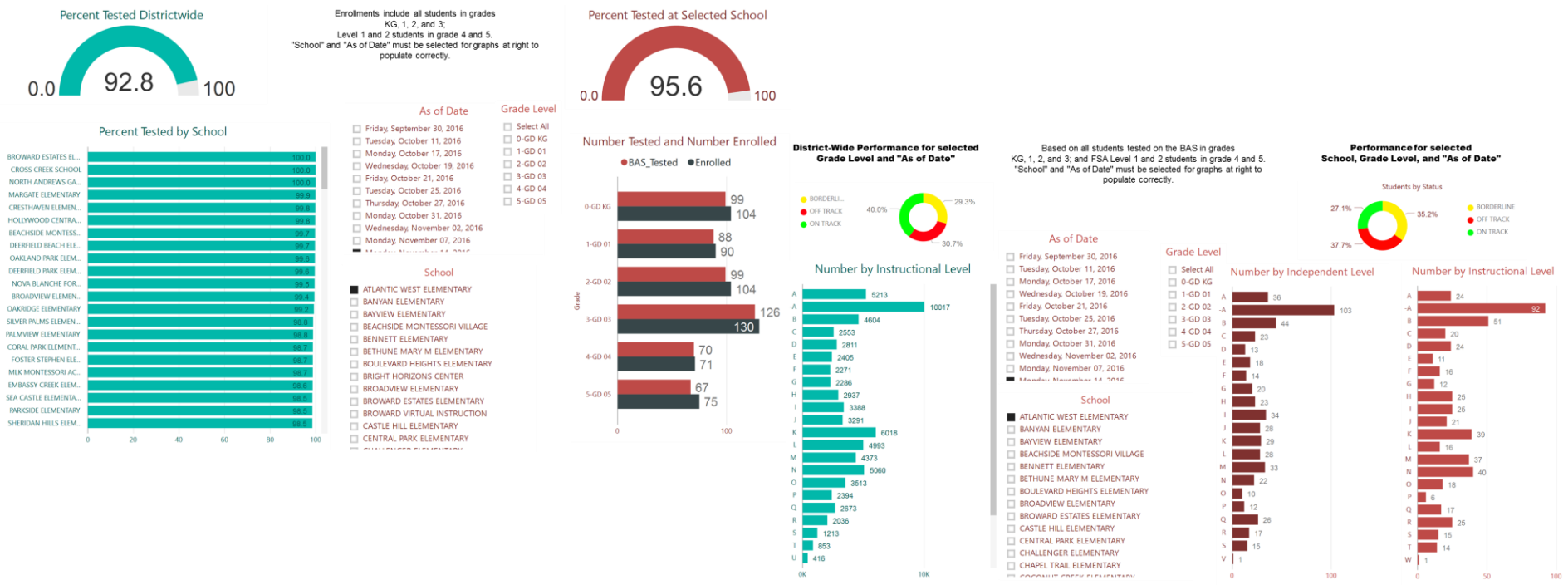
Budget/Financial

- Cost of instructional materials (OM.14)
  - BAS System (All schools, Title I schools)
  - Professional development cost
  - Personnel
- Measurement of schools using the materials (OM.15)
  - BAS System (All schools, Title I schools)

BAS Dashboards

BAS Implementation Monitoring Dashboard (AP 1) Link:

https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/dash-bas.aspx



BAS Implementation Monitoring Dashboard (AP 2) Link:

https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/dash-bas2.aspx

State Exams Dashboard

State Exams Dashboard Link:

https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/dash-stateexams.aspx

Other Dashboards Link:

https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx

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