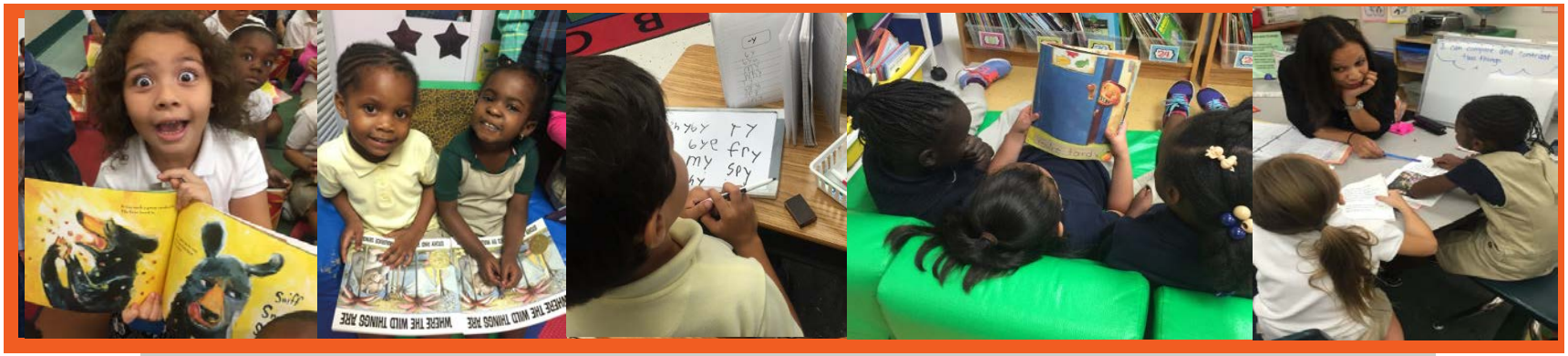


OSPA, Academics, Finance, and SIM

Reimagining Middle Grades

Presented by:

November 14, 2017
(Rescheduled from September 26, 2017)

Daniel F. Gohl, Chief Academic Officer
Judith M. Marte, Chief Financial Officer
Dr. Valerie S. Wanza, Chief of School Performance and Accountability
Maurice L. Woods, Chief Strategy and Operations Officer
Dr. Jermaine Fleming, Cadre Director, Reimagining Middle Grades Portfolio Manager

Established 1915
BROWARD
County Public Schools

Reimagining Middle Grades

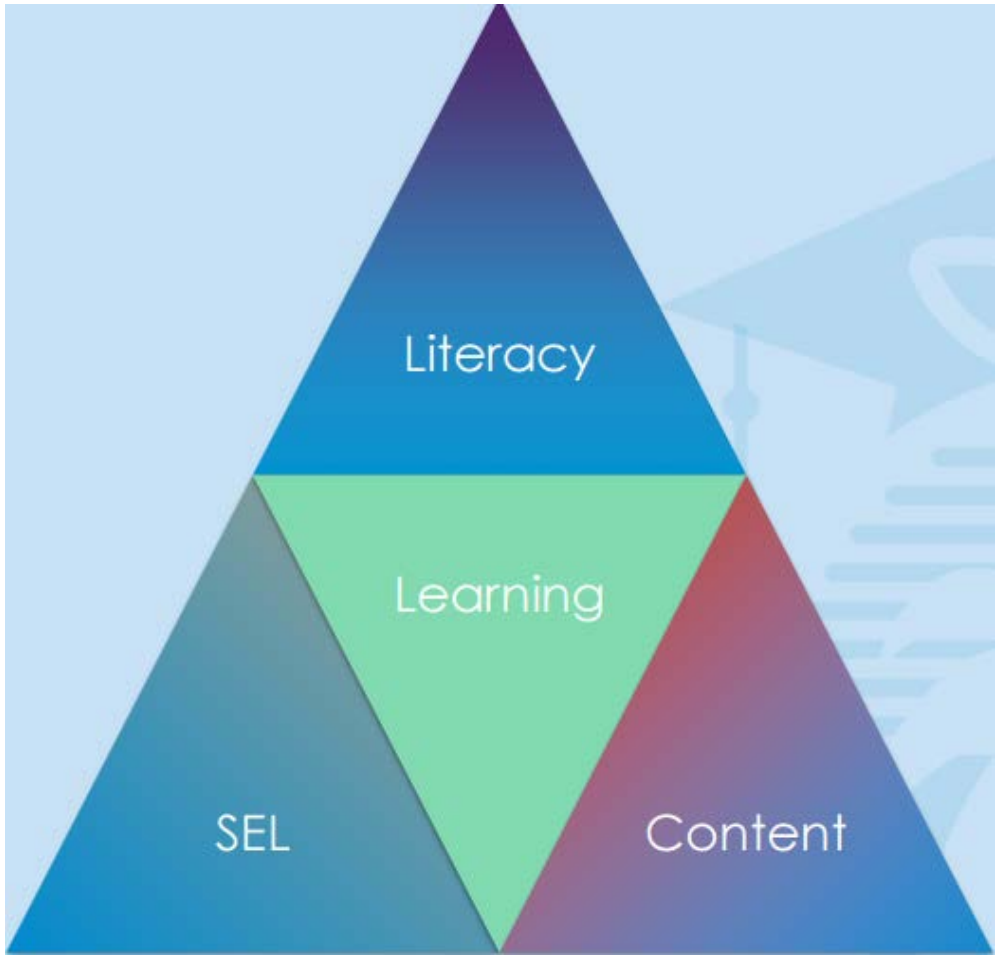
Purpose of Today's Meeting:

- Why and How?
- Board Workshop Timeline
- Stakeholder Engagement
- Middle Grades Data
- Framework for Reviewing Ideas
- Next Steps

"The middle grades are a time when adolescents experience immense social, emotional, and physical changes. We can help students in these grades become who they want to be by providing innovative and meaningful learning opportunities."

Ref Rodriguez
Los Angeles Unified School District

Why are we here?

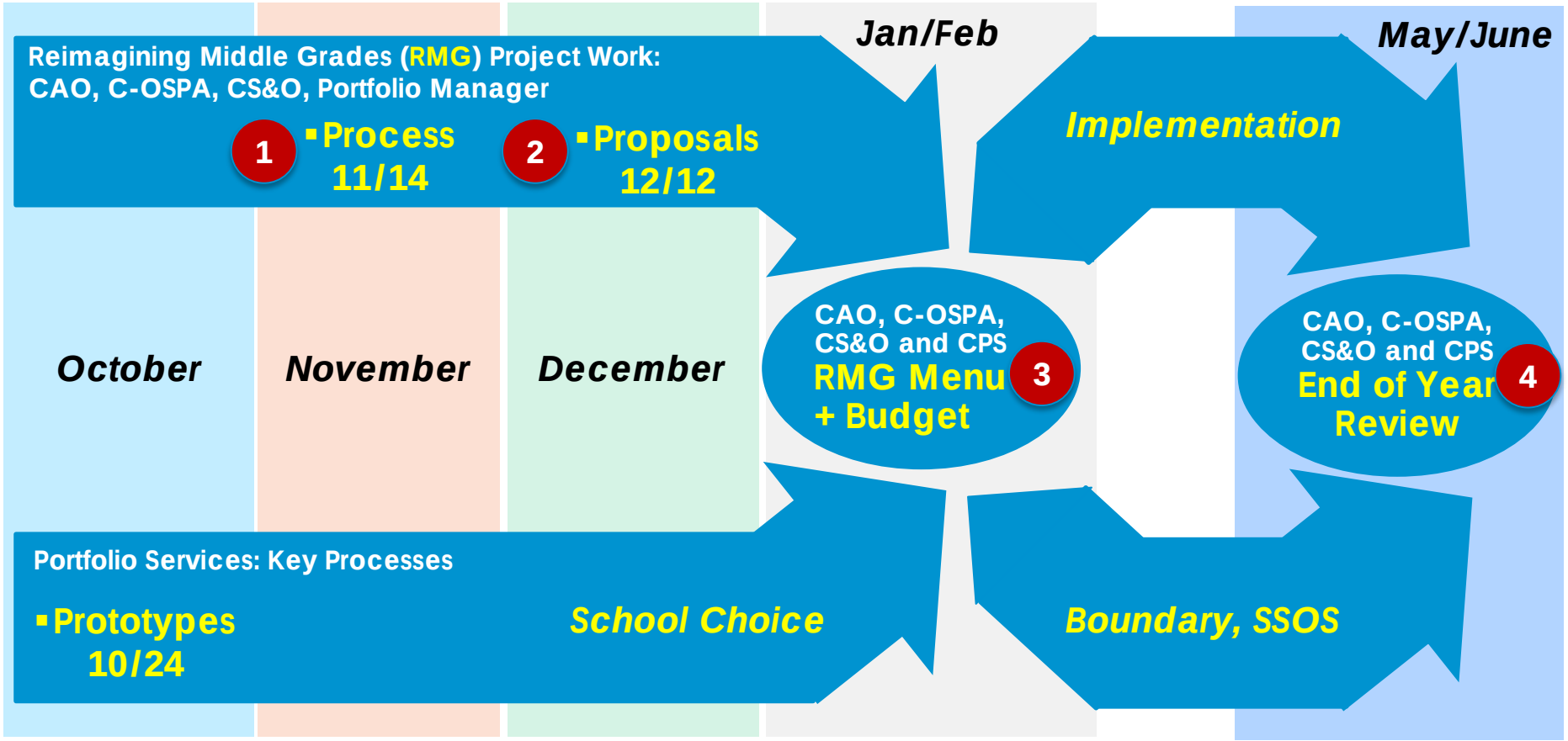


BCPS wants every child to be **literate**, **emotionally healthy**, & **academically successful** in a **safe, experiential** learning environment.

Timeline for 2017-2018 Board Workshops

1	2	3	4
Discovery & Foundations	**Preliminary Proposals**	**Finalized Proposals**	**Year End Updates**
• Principal & Stakeholder engagement • Challenges and Opportunities – Description of current state – Supporting data • Theory of Action	• Proposals – Descriptions – Logic Model: Inputs, Processes, Outputs – Scope, Reach – Timelines	• Budget Discussion	• Progress Monitoring • Course Corrections • Preliminary results

Alignment of Reimagining Middle Grades Project Work with Portfolio Services



= RMG Board Workshops

Core Datasets Reflecting Our Current State

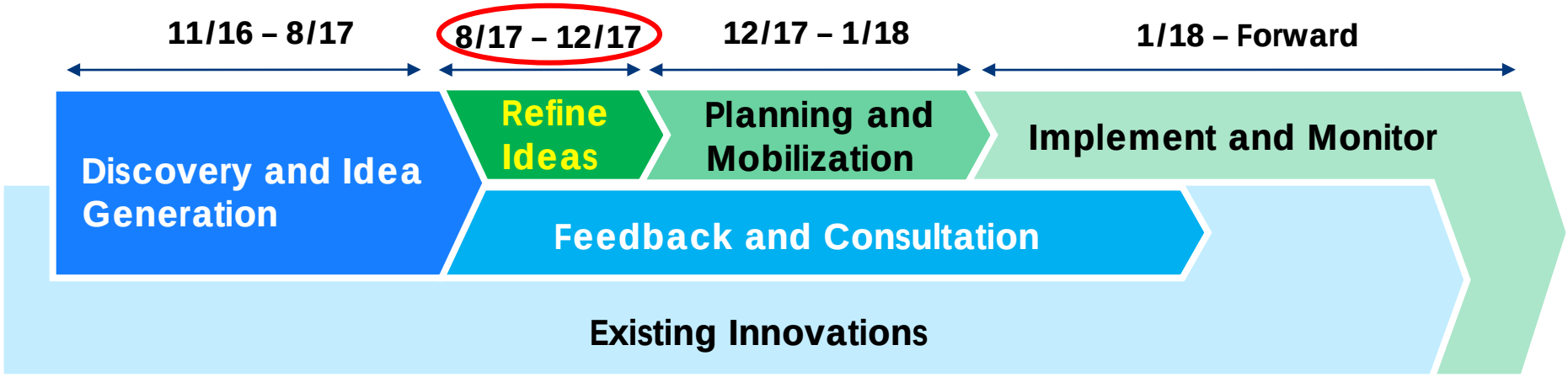
	Description		Dataset
Challenges	**Academic Performance Gaps**	We need better strategies for growing students at <u>every</u> performance level.	Dataset A
		We have persistent achievement gaps between subgroups.	Dataset B
		Emphasis on acceleration may be misplaced.	Dataset C
		The gap between learning gains of all students compared to lowest quartile is widening.	Dataset D
	Student Engagement	Better teacher-student relationships, social awareness, and self-management are needed for students' experiences to improve.	Datasets E, F
Opportunities	**Community Partnerships**	Resource (people, funding)constraints limit our ability to execute programs. Partners can play a key role in expanding our capacity.	Dataset G
	System Improvement	We leverage all available data sources to monitor implementation and identify site-based opportunities for continuous improvement.	All

Prioritized Initiative: Reimagining Middle Grades
(Portfolio Manager: Dr. Jermaine Fleming)

Tactics	Theory of Action driving Logic Model	Project Manager	Benefits
PROGRAM SPONSOR: Dan Gohl Redesign middle grades experience to be organized around **project- and problem-based** interdisciplinary **learning** Embed **Social-Emotional Learning** (SEL) standards and metrics in middle grades learning Connect **MTSS/RtI** with graduation readiness metrics Embed literacy support to include **applied learning** as a form of expression in all content areas PROJECT SPONSOR: Val Wanza **Quality Assurance** for school-based implementation PROJECT SPONSOR: LESLIE BROWN Align community needs and preferences with well-planned **induction of new school prototypes**	**IF** we redesign the middle grades experience so that ALL students engage in project- and problem-based interdisciplinary learning, are supported in a warm environment where their unique educational needs are met, and have an opportunity to express themselves in all academic content areas, **THEN** on-grade level performance will increase in both English-Language Arts (ELA) and Mathematics and they will transition successfully to high school.	Guy Barmoha (PPBL) Dr. Sandra Skinner (SEL) Dr. Mary Claire Mucenic (MTSS/RtI) Susie Cantrick (Applied Learning) Christine Semisch (Quality Assurance) Patrick Sipple (School Prototypes)	Incremental: • Increased student engagement and motivation • Connections drawn across content domains • Individual student-centered support Cumulative: • Increased Level 3 and Above in ELA and Mathematics in Grades 6 to 8 • Increased proportion making year's worth of growth in a year's time.

Where We Are Today

NOT TO SCALE



KEY:

Led by Principals
Input from Stakeholders

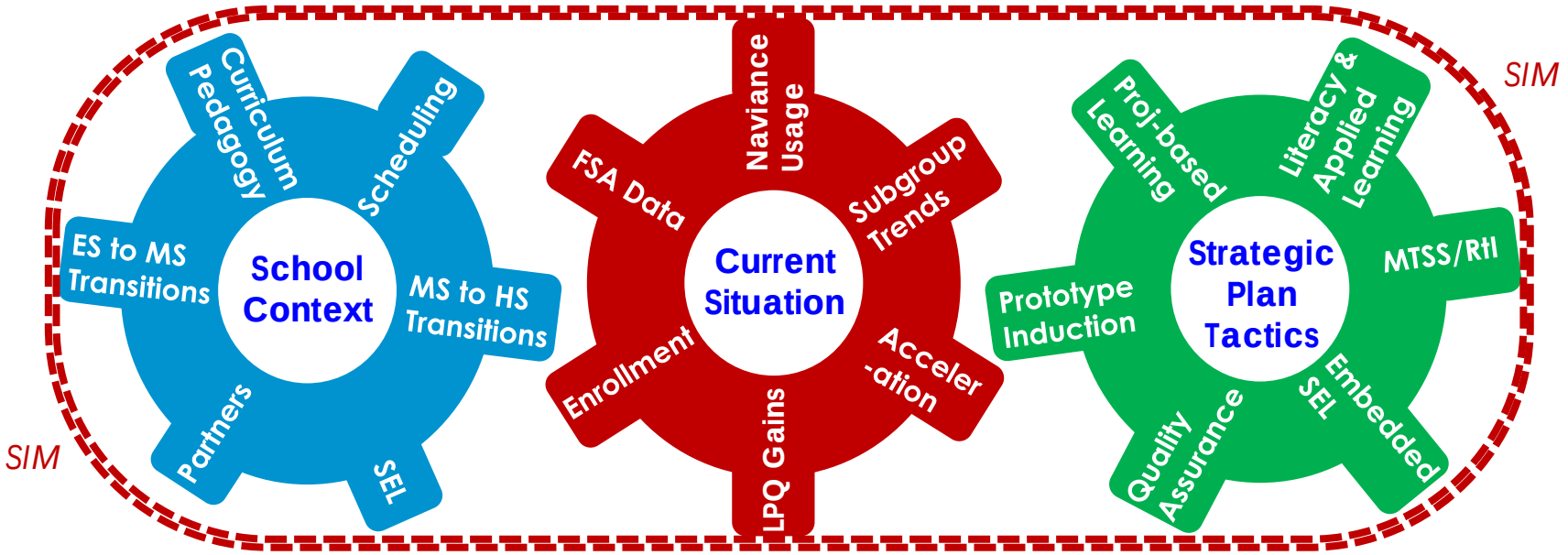
Led by Project Managers
Alignment of District support and School-based Administration (coordinated by Project Managers)

Synchronizing Our Work

Discovery, Idea Generation, Feedback and Implementation

Core Datasets

Screening, Planning and Execution

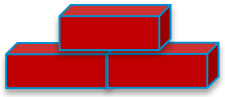
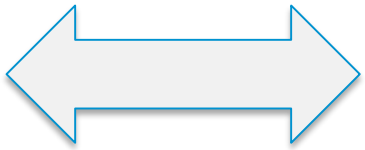


Principal-led Committees

Strategic Initiative Management

Portfolio Sponsors and Project Managers

Idea Generation (In Progress)

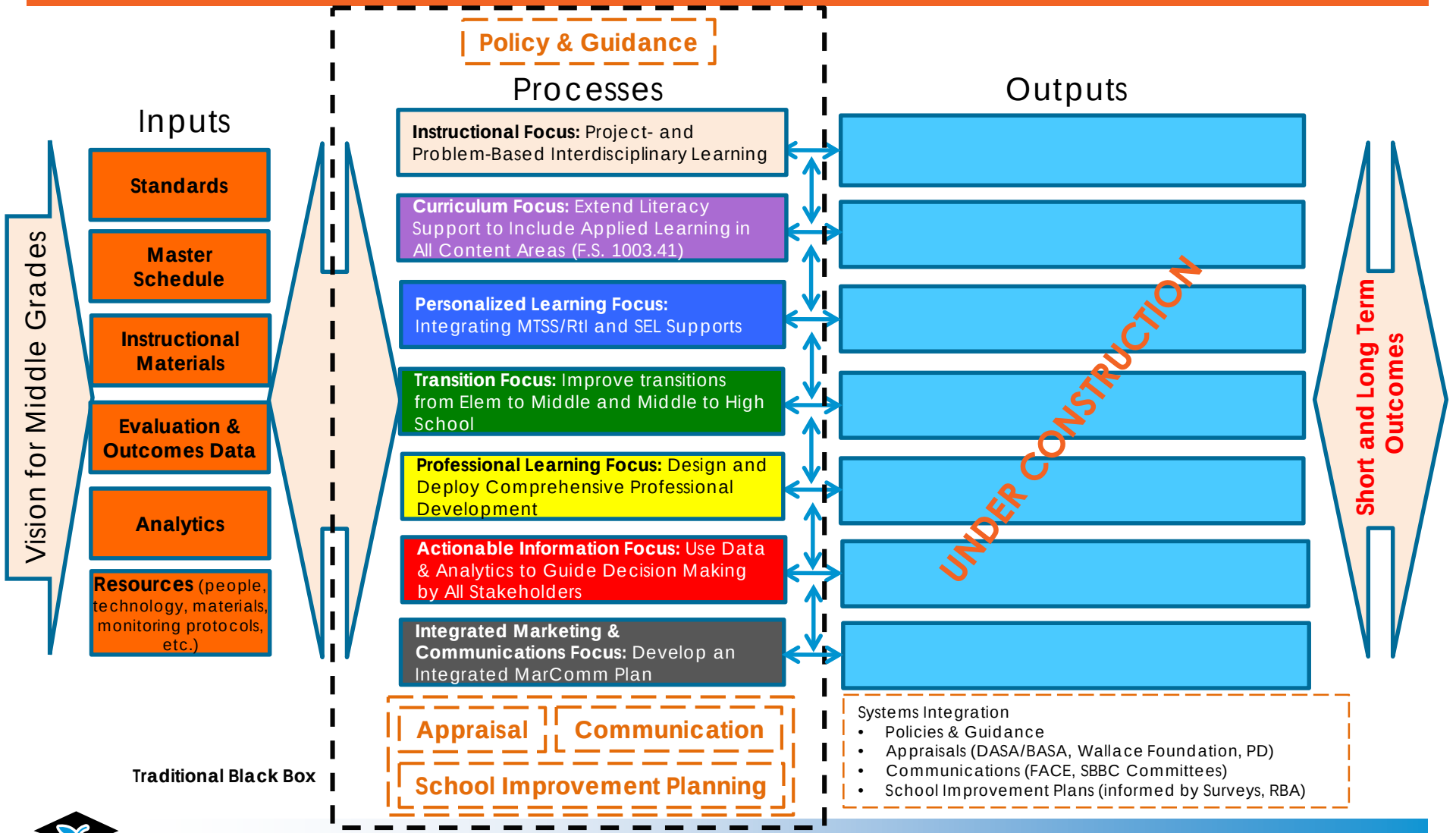
Idea Classification	 "Bricks"		"Unicorns"
Core Attribute	**Incremental**	**Transitional**	**Transformational**
Spectrum of Ideas	• Acquire/Administer SEL instrument • Applied Learning Summer Camps • RtI Specialist/Grade Level • Community asset map • Showcase Nights • Cambridge program • PBL Open houses events • Open House for new residential developments • Subject Camps at Community Centers • Teach to Next Year's Standards (Post FSA) • Transitions Events	• Flexible Scheduling • Course continuity/ progressions • Student-led community meeting • Middle Grades Resource Guide • New teaming structures • Expansion/Variety in Clubs • Feeder Pattern Events/ Collaboration/Partnerships • SEL liaison per school • MTSS/RtI Exemplars • Parent Roundtables • New Elective Offerings • Applied Learning Units with Literacy Emphasis • Leadership Mindset Training	• Controlled Environment Agriculture School Prototype • Entrepreneurship School Prototype • Int'l Welcome Center • Longitudinal report cards • Multi-dimensional matrix for SEL text selection • Districtwide SEL practices • Multi-method professional development • Extracurricular for All • Thematic feeder pattern • Parent Resource Room • Parents Abeyance Program • Prob. Based Learning for All • Student-led Conferences • Embed SEL in Curriculum

Implementation Considerations

Idea	Maturity	Intent	Requisite Processes	Reach	Timeline	Innovation
Description of idea: How does it foster better student outcomes? What outcomes will be affected?	How well defined is it? Can it be combined with or added to an existing program? Does the District have the core capabilities to implement?	Is the intent focused on: • Remediation • Enrichment • Acceleration • SEL • All of the above?	Which District processes will be engaged? Are new processes required?	Is the idea for: • One school? • Some schools? • All schools? • Some students? • All students?	How long will it take to implement? Can it be phased in a way where benefits can begin to accrue?	Is the idea: • Incremental? • Transitional? • Transformational? Have other districts implemented this idea?

Logic Model (driven by Theory of Action)

SMART Goals: Percent of Middle Grades Students (Grades 6 to 8) Level 3 or Higher
in ELA by 2019 – 59.1% (Baseline 2015: 53.9%, 2016: 54.0%, 2017: 55.2%);
in Math – 62.1% (Baseline 2015: 57.1%, 2016: 57.7%, 2017: 58.6%)

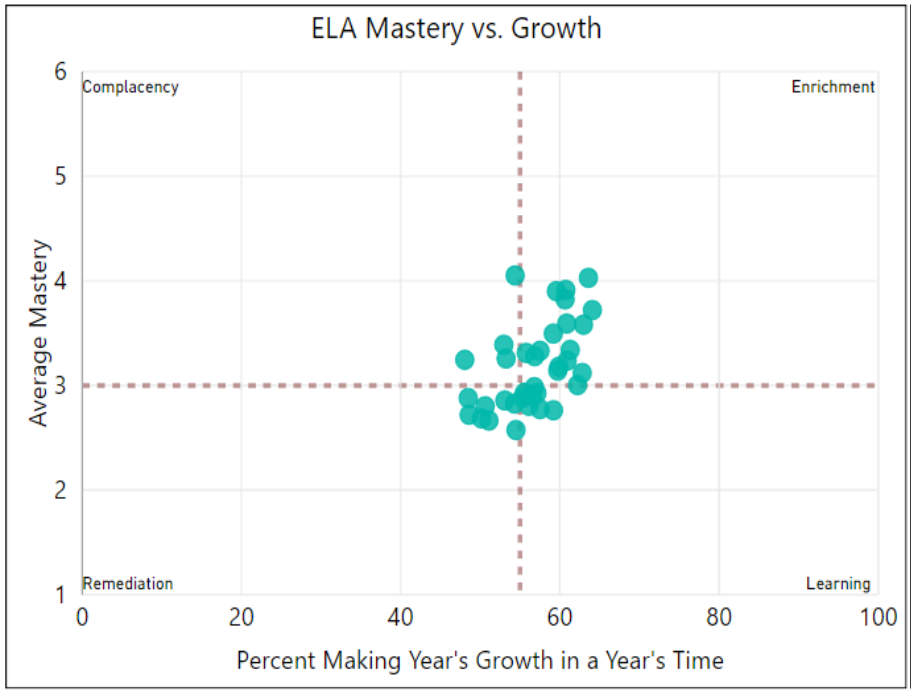


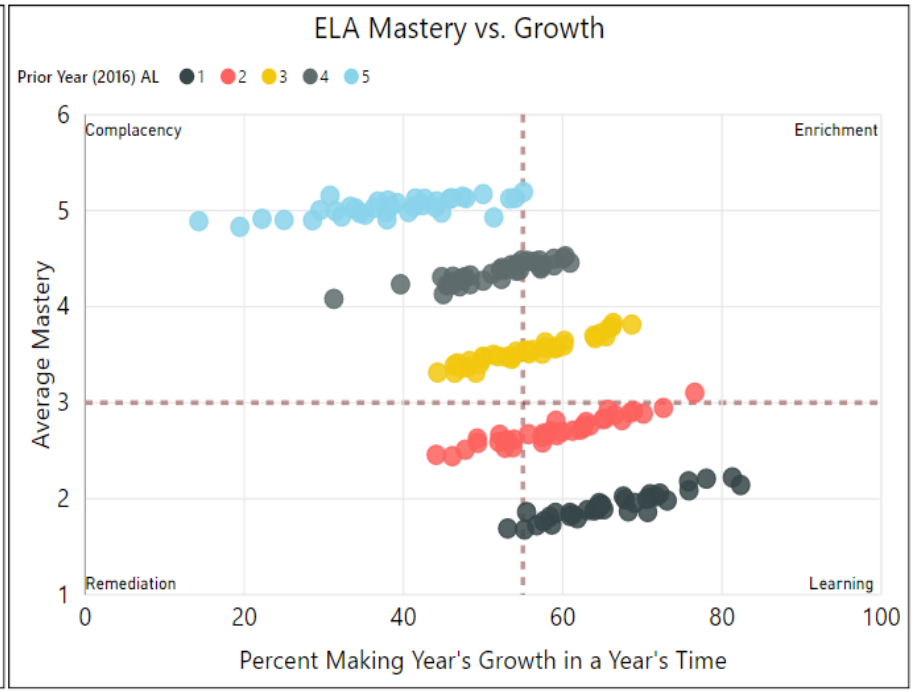
Next Steps

- Develop Proposals
  - Complete Logic Model
  - Identify Process and Output Metrics
  - Develop Project Scope with Timelines and Resources
- Next Workshop (December 2017)
  - Review RMG Proposals
  - Early Literacy Update
- Board Conversation

Appendix

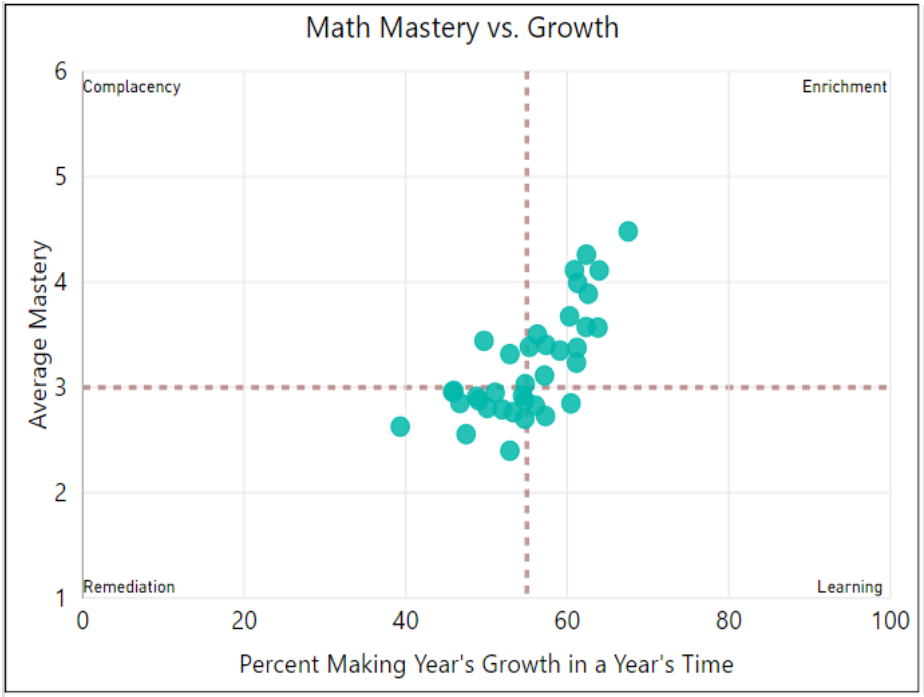
Dataset A: 2017 Florida Standards Assessment
Middle Grades English Language Arts

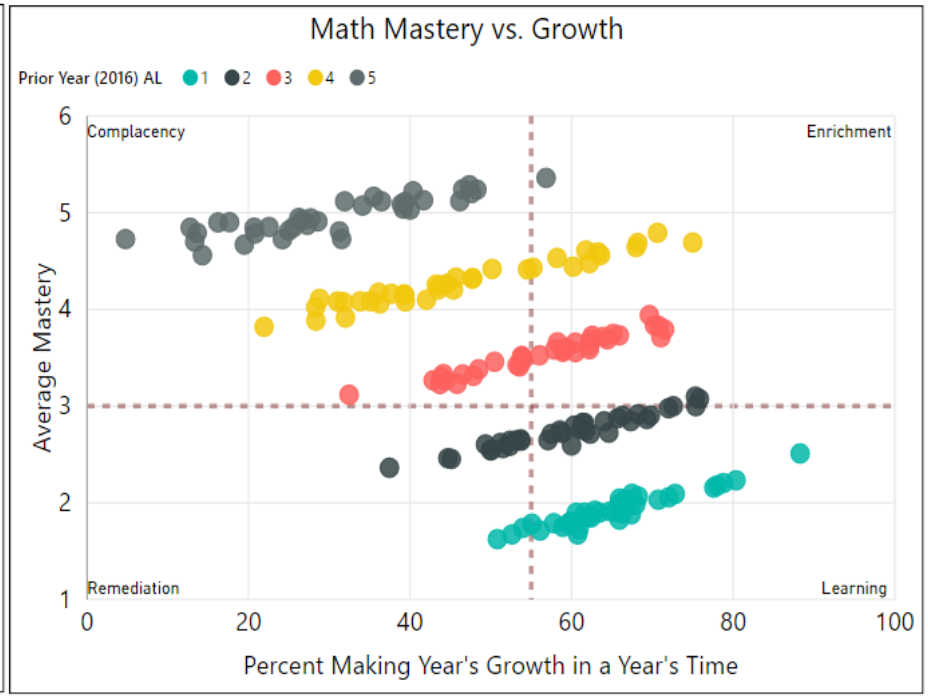




We are growing kids, but not equally at each level.
Understand what it means to grow kids at each level

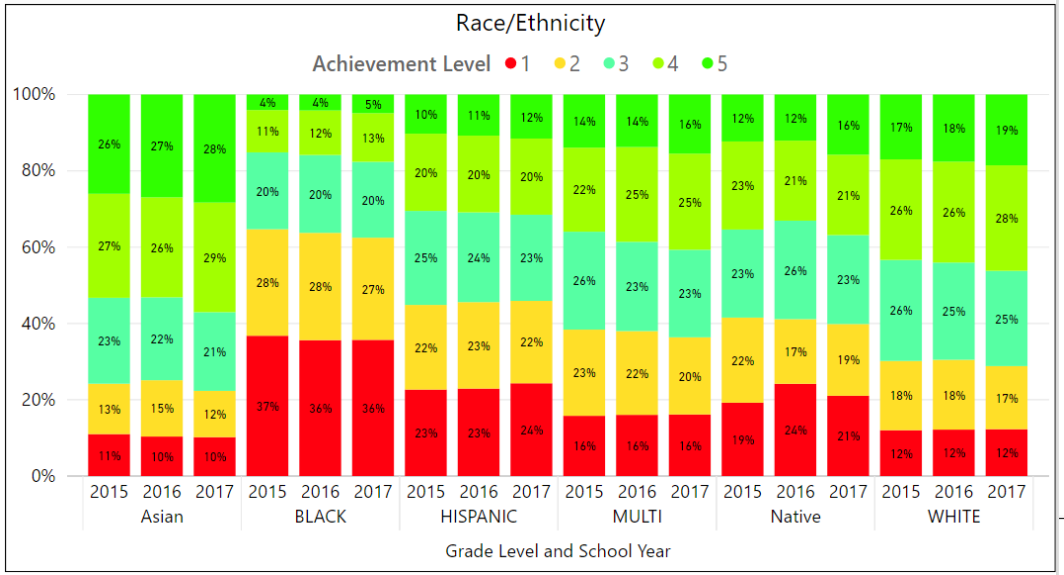
Dataset A: 2017 Florida Standards Assessment
Middle Grades Mathematics





Dataset B: 2017 Florida Standards Assessment

Three-year Trends by Race

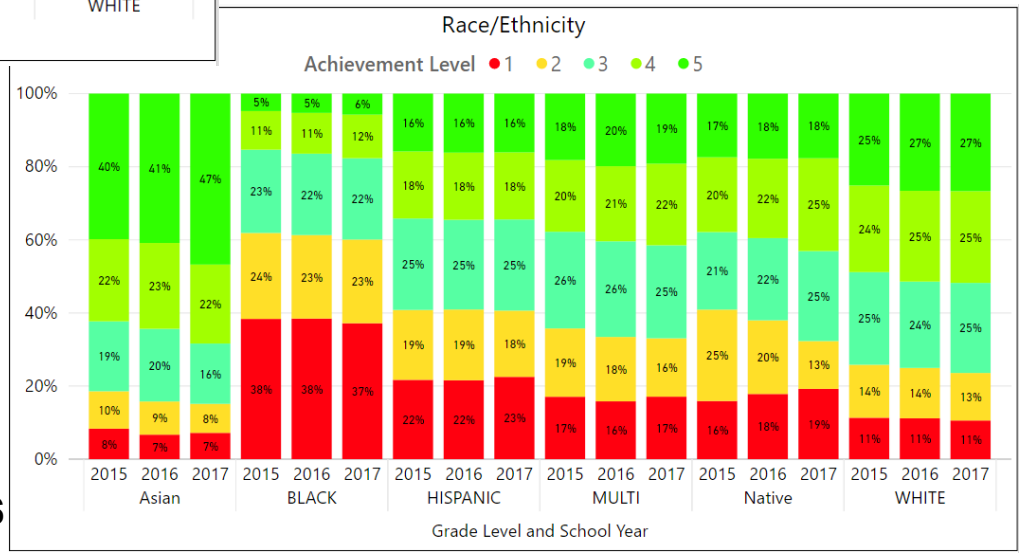


English Language Arts

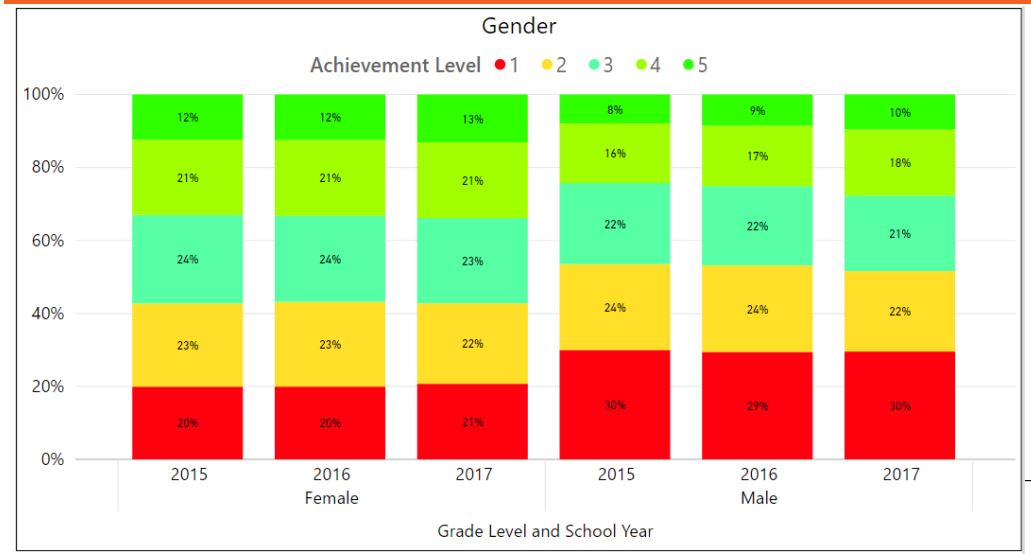
We have persistent gaps between subgroups over time.

Performance has been essentially flat over time, regardless of sub-group

Mathematics

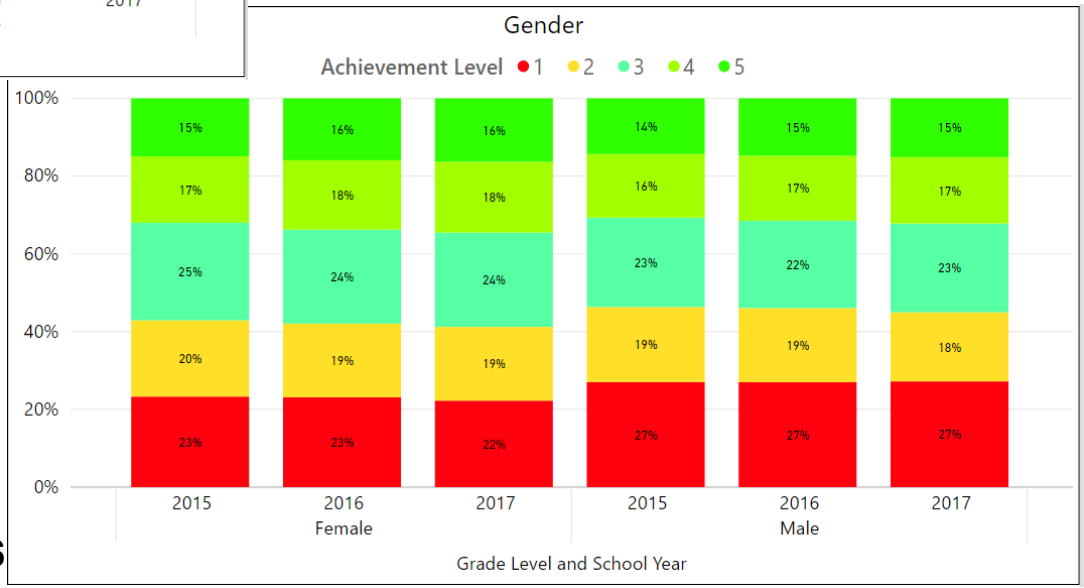


Dataset B: 2017 Florida Standards Assessment
Three-year Trends by Gender



English Language Arts

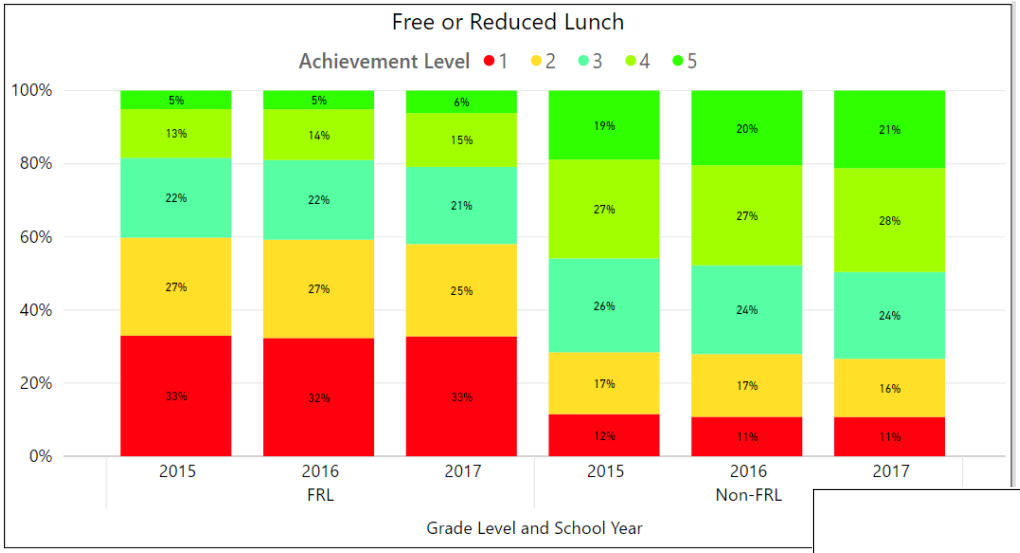
How are you considering sub-group trends in your deliverable design? Does it address performance level?



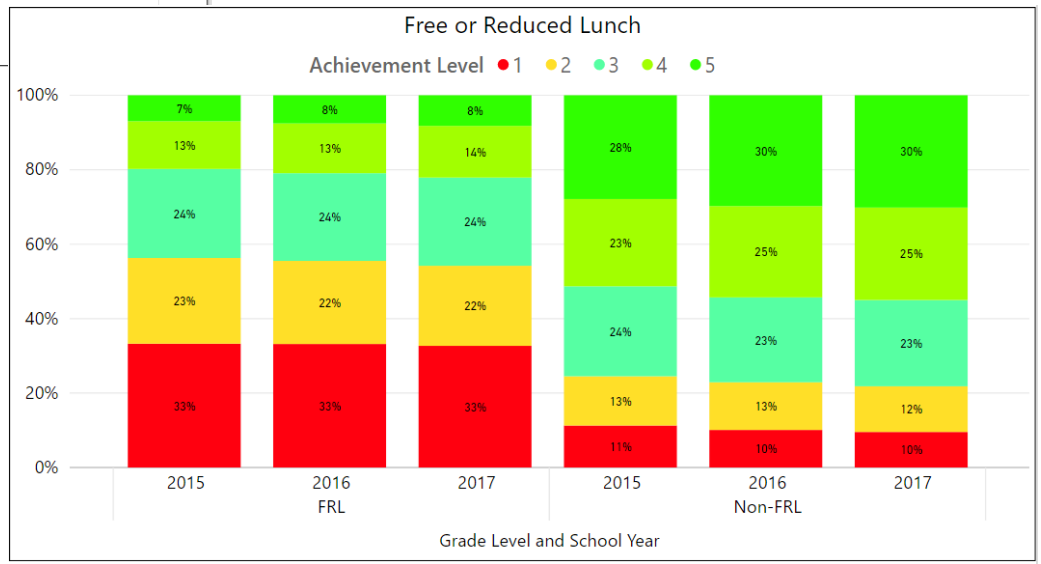
Mathematics

Dataset B: 2017 Florida Standards Assessment

Three-year Trends by FRL



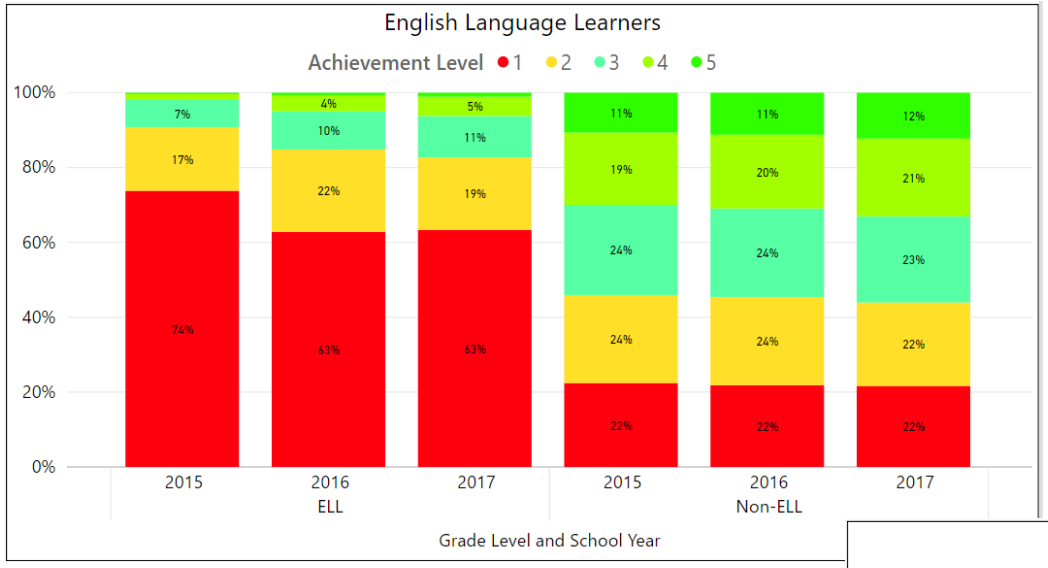
English Language Arts



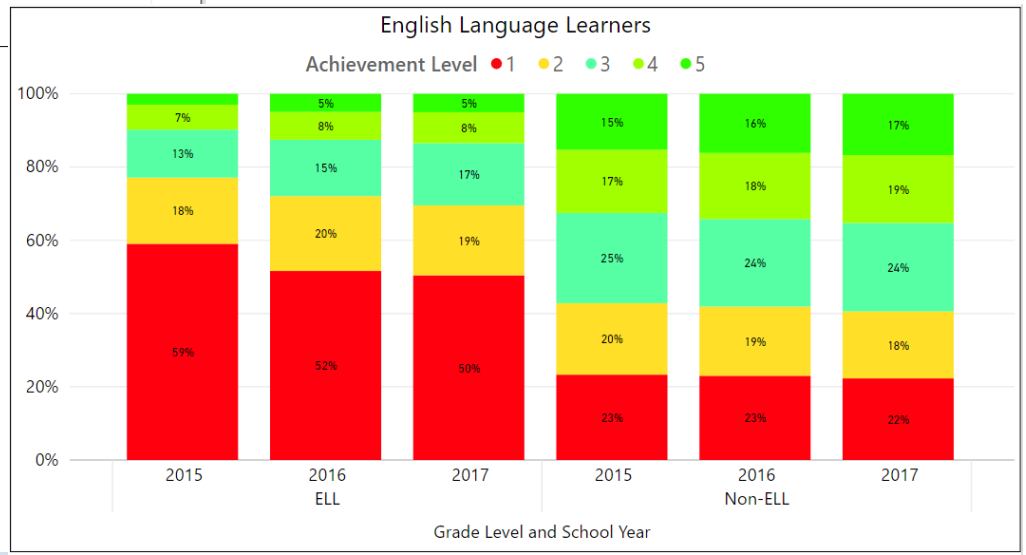
Mathematics

Dataset B: 2017 Florida Standards Assessment

Three-year Trends by ELL



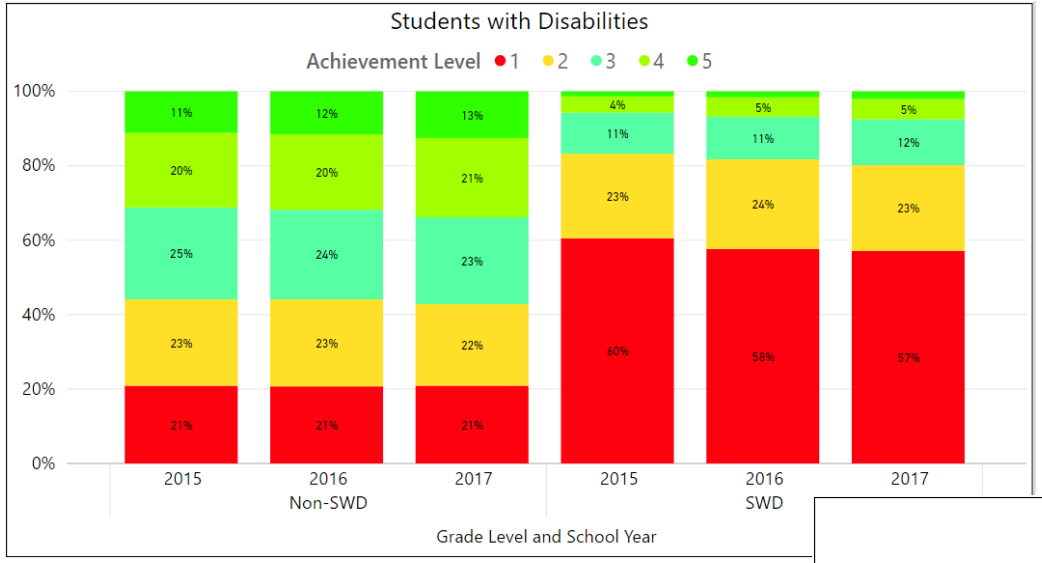
English Language Arts



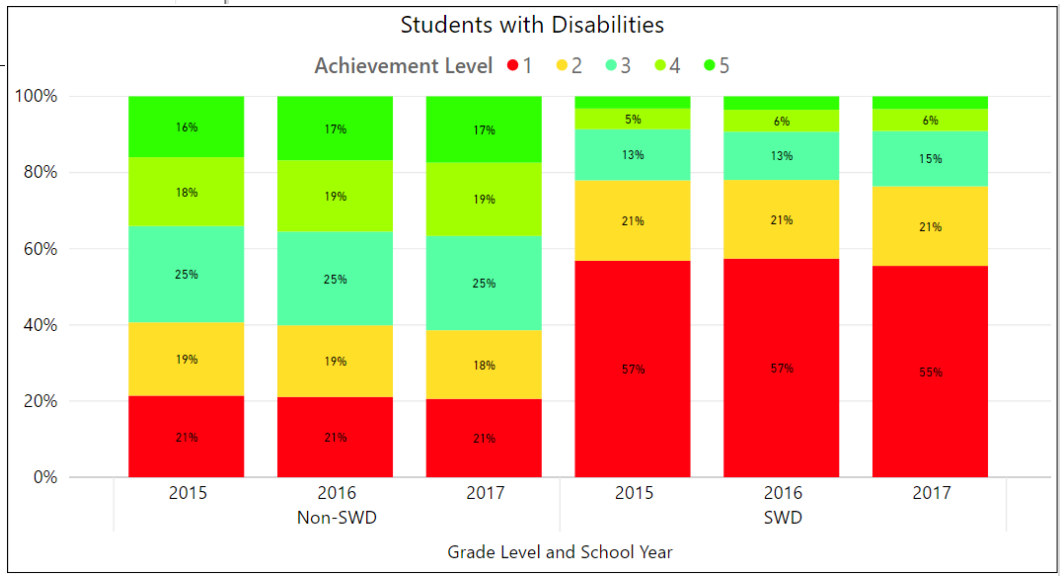
Mathematics

Dataset B: 2017 Florida Standards Assessment

Three-year Trends by Students with Disabilities



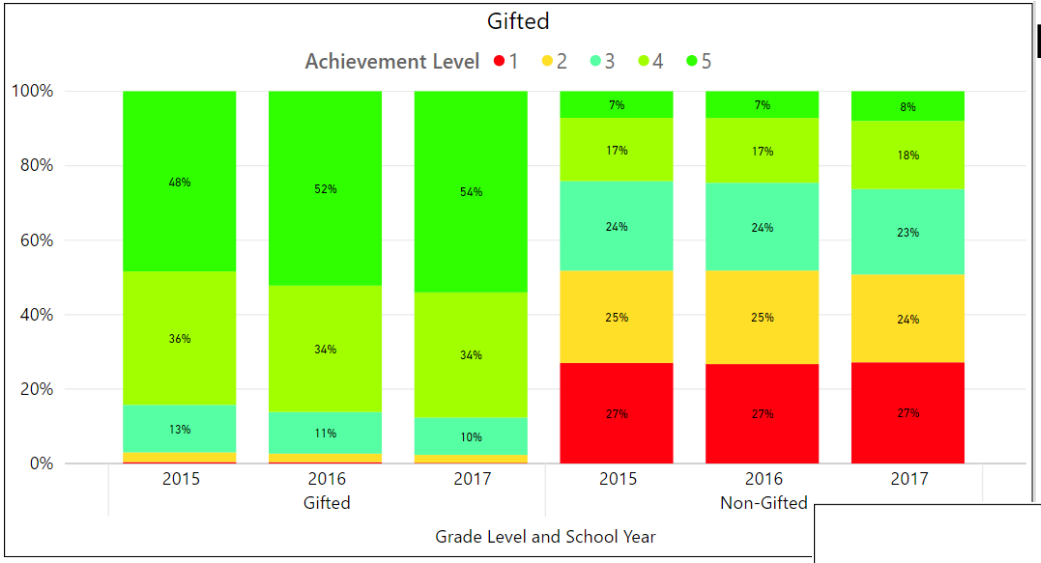
English Language Arts



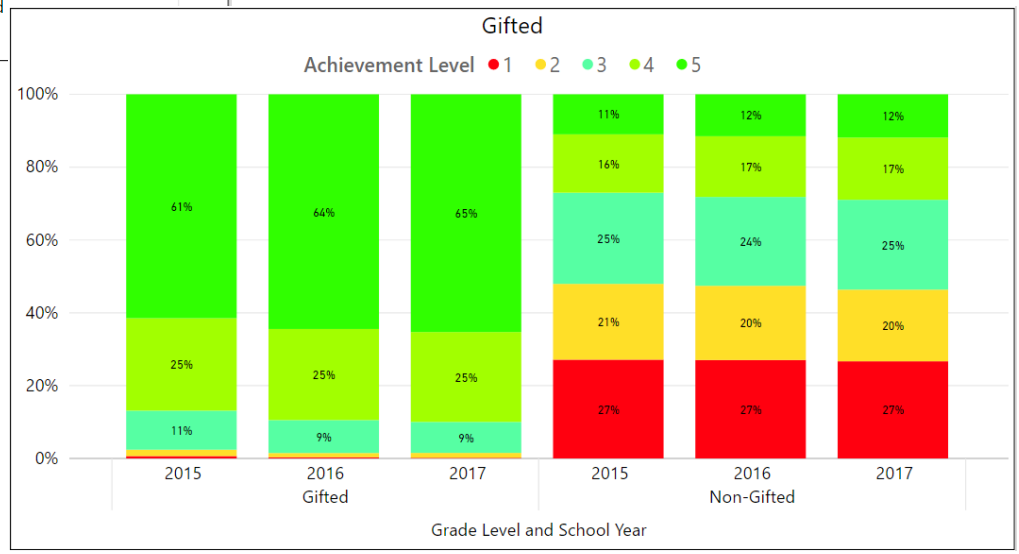
Mathematics

Dataset B: 2017 Florida Standards Assessment

Three-year Trends by Gifted



English Language Arts



Mathematics

Middle School Grades Model

(A maximum of 9 components)

- The school grade based on the percentage of total points earned, and **schools are graded based only on the components for which they have sufficient data** (Learning Gains will be included beginning in 2015-2016)

English/ Language Arts	Mathematics	Science	Social Studies (Civics EOC)	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0%to 100%)	Achievement (0% to 100%)	Percentage of students who pass H.S. EOCs and industry certifications (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	Learning gains have a larger impact on school grades than acceleration		
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

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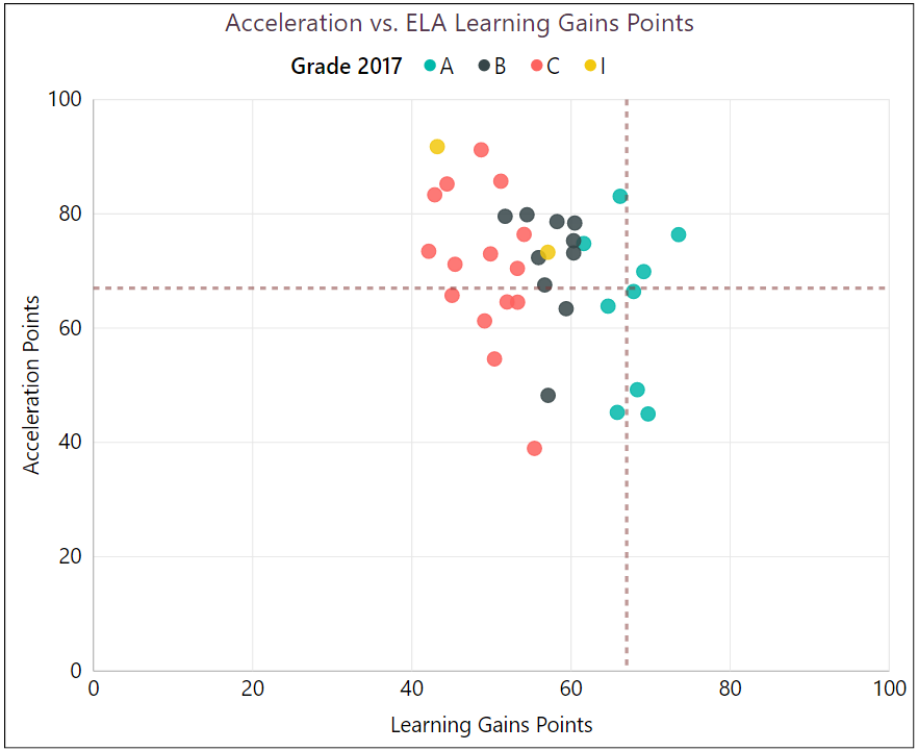
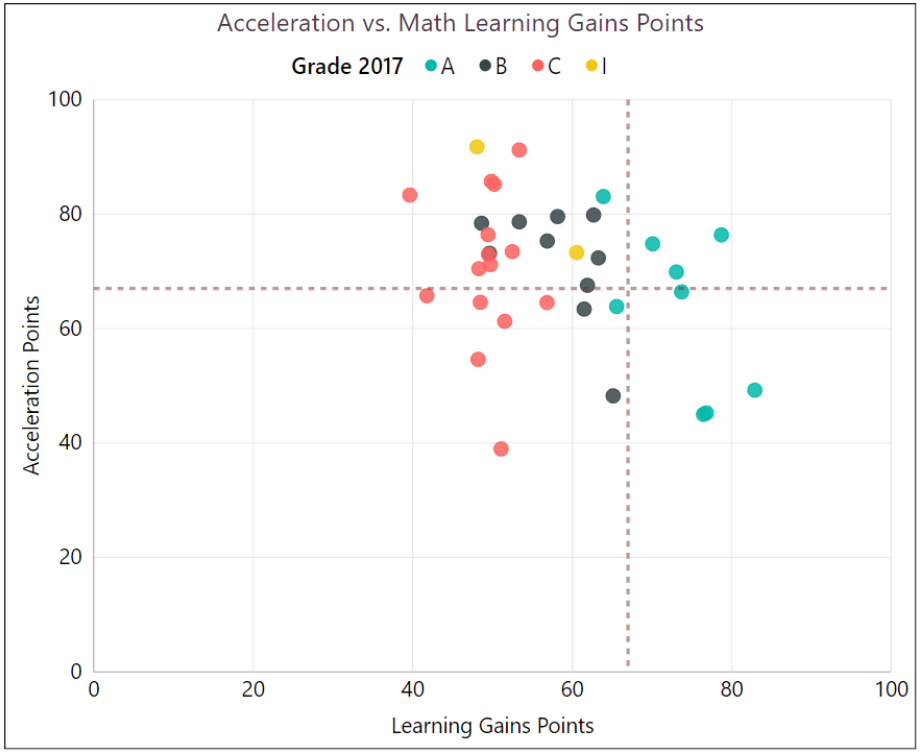
Dataset C: School Grade Focus & Consequences

Acceleration Points vs. Learning Gains Points



English Language Arts

Misplaced emphasis on acceleration?



Mathematics

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Learning Gains (0% to 100%)	Learning Gains (0% to 100%)			
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)			

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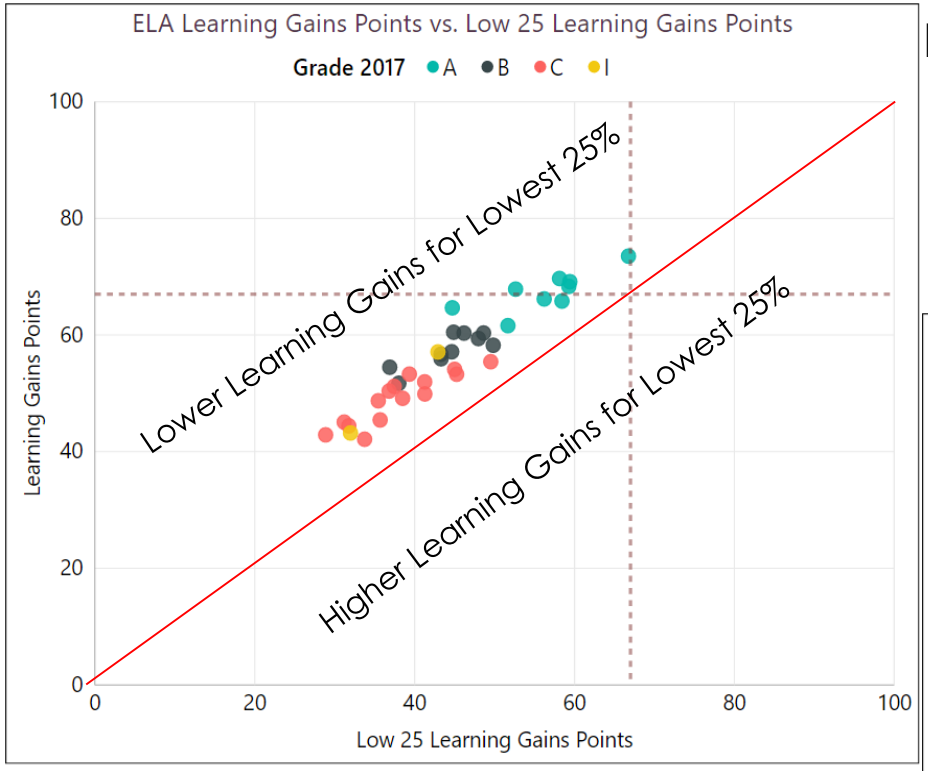
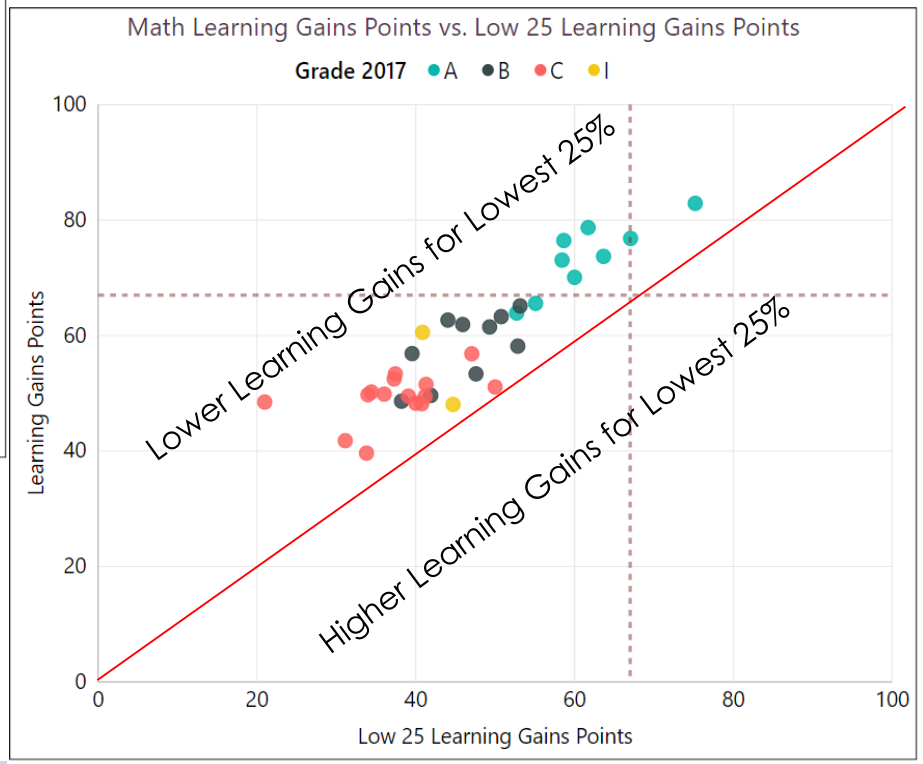
Dataset D: School Grade Focus & Consequences

Learning Gains vs. Lowest 25% Learning Gains



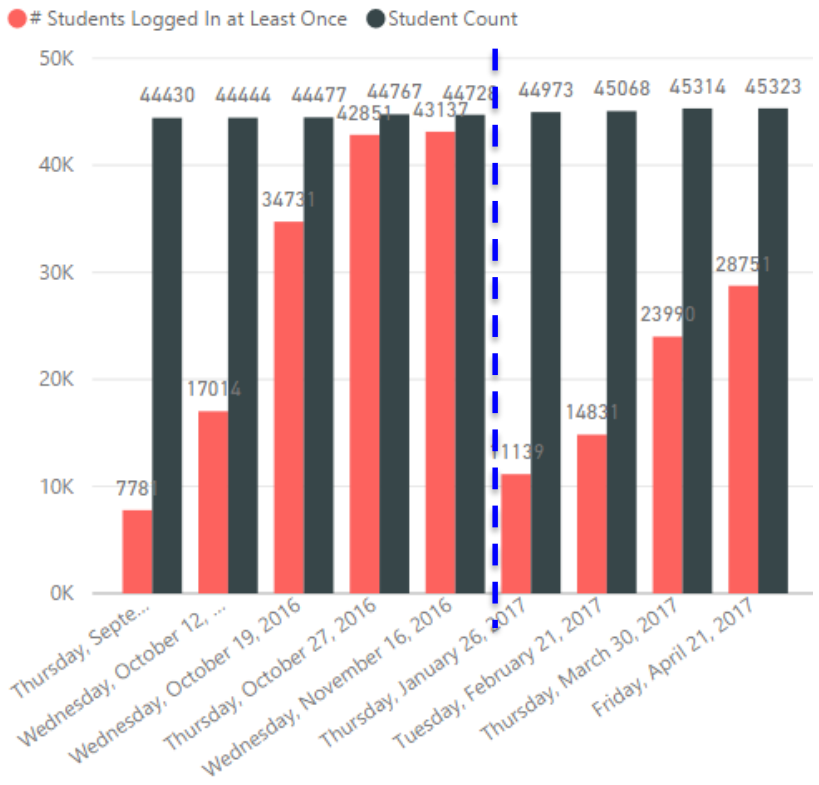
English Language Arts



Widening gap between learning gains performance of all students as compared to Lowest Quartile.

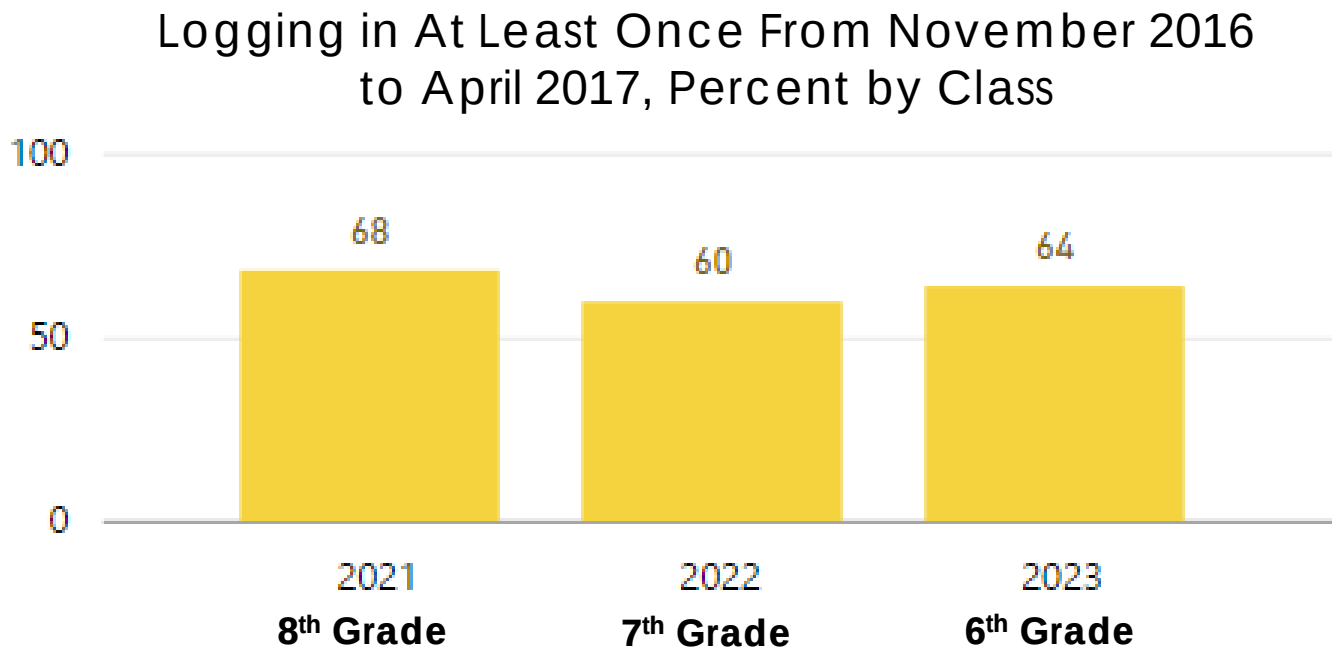
Mathematics

Dataset E: Naviance Log-ins at Middle School

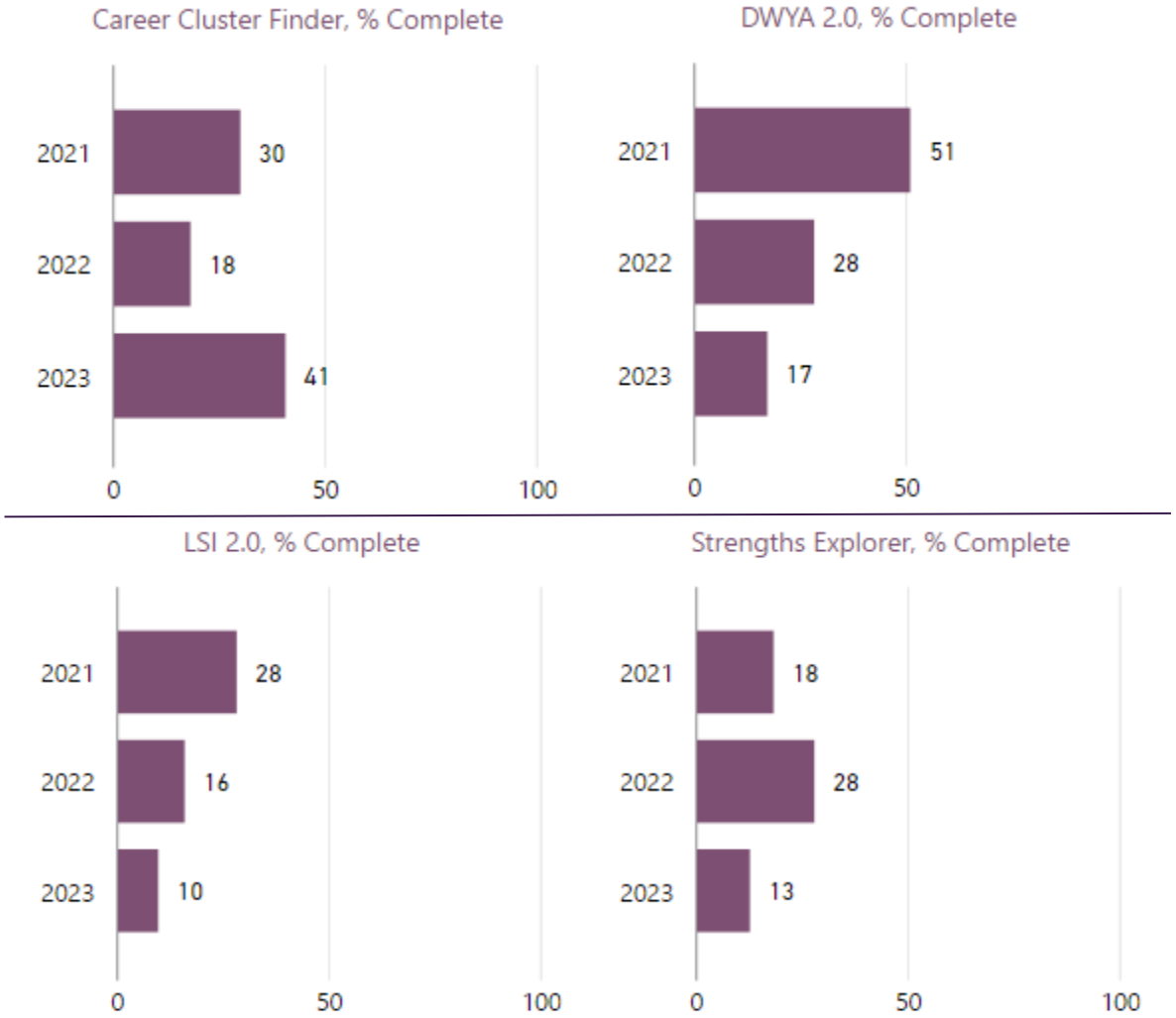


Log-in counts were reset in November, 2016.

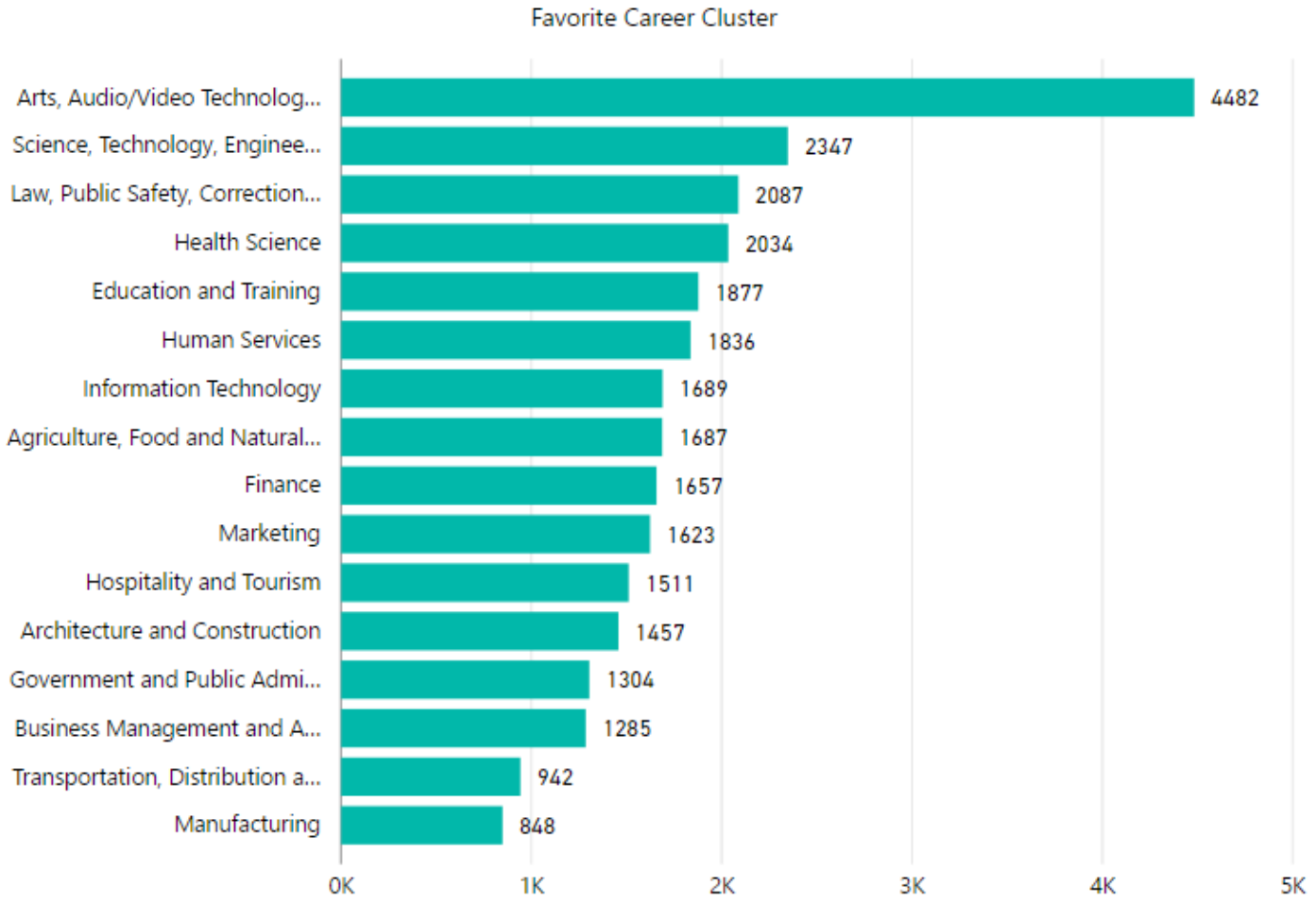
Dataset E: Naviance Log-ins at Middle School



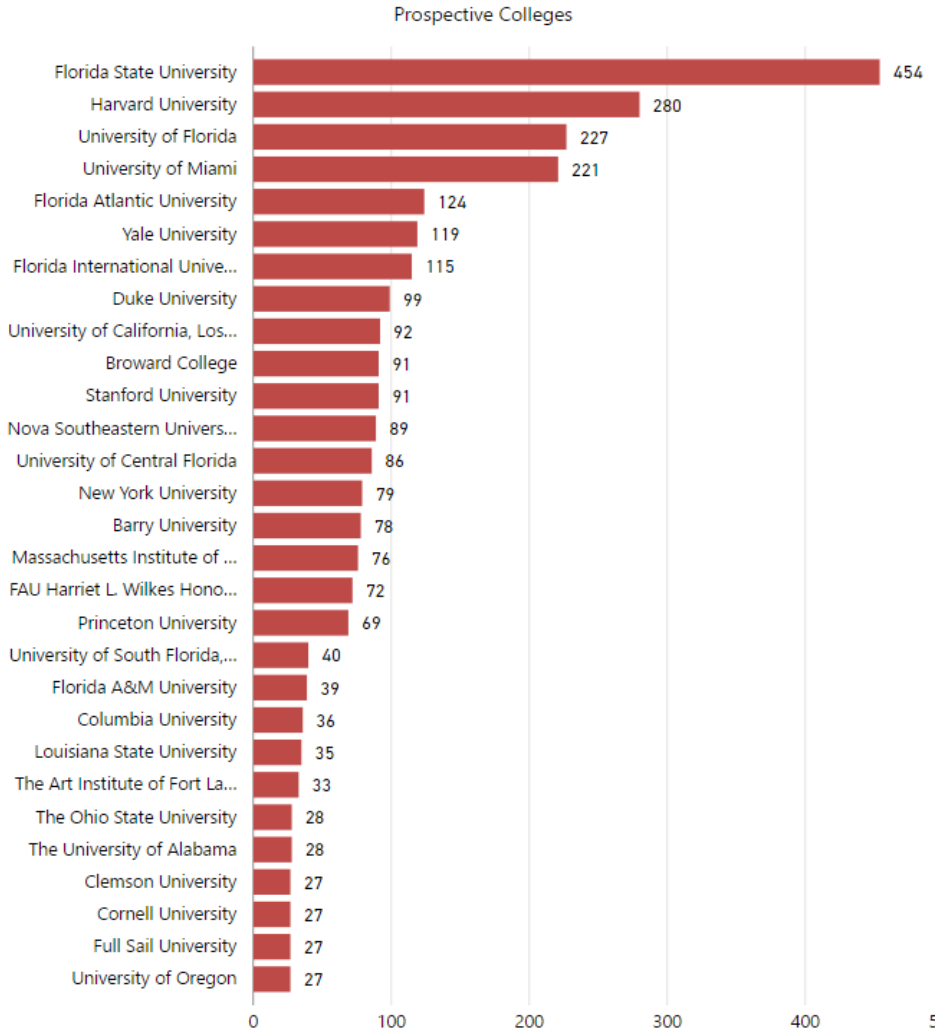
Dataset E: Naviance Activity Completion at Middle School



Dataset E: Naviance Activity—Career Interests



Dataset E: Naviance Activity—Prospective Colleges



Dataset F: Social Emotional Learning-Panorama Pilot

Middle School SEL Survey Results
Scales Sorted by National Percentile Ranking

Scale	National Percentile Ranking
Grit	30
Growth Mindset	30
School Safety	30
School Climate	30
Self-Efficacy	20
Sense of Belonging	20
Self-Management	10
Social Awareness	10
Teacher-Student Relationships	10

Based on nine (9) middle schools.

Dataset G: Middle Grades Family and Community Engagement

Channel	Purpose	Organizer	Attributes			
			Emphasis on Middle Grades	Setting	Delivery Format	Frequency & Reach
FACE In The Park Community Workshop	Bridge the gap between families and the district through workshops and learning opportunities	FACE / Parks and Recreation	Embedded	Broward Parks Recreation Center	Some: Some	• Three 4-week course • Hundreds of parents (total)
Community University	Improve family and community access to learning opportunities across Broward	FACE / Various local organizations	Embedded	Varies (e.g. schools, partner office space)	Some: Some	• Two semesters / 30 learning opps each semester • Hundreds of parents (total)
FACE Leadership	Parent leadership and peer-to-peer mentoring program	FACE / SPARKS Community Liaisons	Embedded	Schools	Some: Some	• One 6-week course per year • 5 to 15 parents per cycle

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