EXECUTIVE SUMMARY

Recommendation of $500,000 or Greater
59-051E – Social-Emotional Learning Survey, Data & Reports

This request is to approve the agreement between Panorama Education, Inc. (Panorama) and The School Board of Broward County, Florida (SBBC), for one (1) year, starting August 21, 2018 through August 20, 2019, with a renewal option for two (2) additional one (1) year periods. Panorama will provide an online platform to assist SBBC perform student, staff and parent surveys to gather data about social and emotional learning (SEL), outcomes, culture and assess disadvantaged regions and/or individual and will be funded through the School Emergency Response to Violence Grant, extended by the Federal Government to districts who have faced tragic situations such as the Stoneman Douglas shooting.

SBBC has embarked on initiatives to support the development of social and emotional competencies in students across all grade levels. A major priority of focus is on SEL at the middle school level through the Reimagining Middle Grades initiative. An integral component of this initiative is having the ability to monitor progress. Panorama will take the place of the former customer survey and will add the ability to measure SEL competencies in students such as self-management, growth mindset, self-efficacy, emotional regulation, social awareness, and grit. Scales related to the supportive school environment for students include school climate, teacher-student relationships, school safety and sense of belonging.

Surveys will be delivered electronically to all students, parents, teachers, and staff during the 2018-2019 school year utilizing Panorama's state-of-the-art survey and data visualization platform. The surveys may be administered multiple times through the year. The Panorama survey instrument will provide metrics and provide the ability to monitor progress.

All feedback data will be analyzed and shared through Panorama's reporting platform. This data will be used by district and school leaders, along with classroom teachers, to deeply understand and act on key findings to improve student achievement, behavior, attendance, and address equitable access to positive learning environments. The Panorama Platform includes access to Playbook, an online professional learning community, offering teachers classroom strategies for growing SEL and school climate and culture. These strategies were developed by partner organizations like Second Step, Teaching Tolerance, and Character Lab, and also include classroom moves and mini-lessons from highly decorated teachers and school leaders. Playbook is designed to help educators take action in response to survey data and other feedback to answer the question, "What do I do next?" Panorama will also host training workshops for Broward County Public School educators throughout the year.

The Panorama Survey platform was selected because it meets the stringent criteria listed below:

Brief List
- Scales measuring well-established, research-based constructs
- Measures of both supportive school environment and social and emotional competencies
- Strong evidence of construct validity and reliability
- Survey questions worded using research-based best-practices
- Data collected and reported at the district, school, classroom, student subgroup and student level
- Analytics that are user-friendly and provide insights to all levels of reporting
- Pre-visioning for analytics to accommodate district and school-based staff
- National comparison dataset
- Responsive customer support
- Training for school survey coordinators and school leadership
- Forum for teacher sharing of best practices related to the different scales amongst colleagues both District-wide and nationally

Expanded List

Scales. Scales consist of a number of items that are designated to measure a single underlying construct. They give a more accurate measure of that construct than a single question. The constructs need to have a strong research-based that points to the significance of that construct in being an important indicator for SEL.

School Supportive Environment. A supportive school environment will enable a student to feel emotionally safe and comfortable at school as well as to feel connected to and supported by the teachers and staff at the school. Some well-researched constructs related to school support environment are Teacher-Student Relationships and Sense of Belonging. School climate and safety are also important areas to measure.

SEL Competencies. The SEL competencies as outlined by the Collaborative for Social and Emotional Learning (CASEL) are self-awareness, social-awareness, self-management, relationship skills and responsible decision making. Well-research constructs included in these broader competencies are self-efficacy, growth mindset, grit, emotional regulation, and empathy.

Strong Evidence of Construct Validity. Scales should be carefully developed to ensure they are measuring the construct as understood by expert researchers of the construct. Once developed, they should be validated against a well-established instrument that measures the same construct. For example, a scale on depression should yield very similar results to the results of the Beck's Depression Inventory. Scales constructed with validity in mind, using the six-step survey process as outlined by Gelbach and Brinkworth in 2011, are preferred where available. Briefly, the steps are:

1. Literature Review. What is the construct as defined by experts, what are indicators of the construct, how is the construct situated with other constructs?

2. Interviews and Focus Groups. What language do respondents use to describe a construct? Have respondents sort a list of qualities collected from the literature review from most to least important.

3. Synthesize literature review with interview/focus group data

4. Develop Items based on prior steps utilizing best practices in survey item construction.

5. Expert validation. Review from experts in the field, identify important indicators that may be missing.

6. Cognitive Pretesting. Ask potential respondents to repeat the question in their own words

Survey questions worded using research-based best-practices. A large body of research exists on constructing survey items in a way that will yield more accurate responses. These are outlined in Seven Survey Sins (Gelbach, 2015):

- Mismatching item type with desired data
- Using Agree-Disagree statements
- Reverse-scored items within a scale
- Using too few response options
- Mislabeling response options

- Improper balance and spacing of response options
- Using double-barreled items

<u>Data collected and reported at the district, school, classroom, student subgroup, and student level.</u> Surveys administered by unique ID number will allow multiple levels of reporting.

<u>Analytics that are user-friendly and provide insights at all levels of reporting.</u> Reporting features should include visually appealing graphics and meaningful ways of reporting the scale scores. These reports should give district administrators a snapshot as to how the district is doing overall, as well as by level (elementary, middle, and high) and by the school. The survey data analytics should also provide school-based administrators with tools to compare their school's performance with others of the same school level, locally and nationally, and to see data at the classroom and individual student level.

<u>Provisioning for analytics to accommodate district and school-based staff.</u> Different roles require different access. For example, teachers should have access to only their students, whereas guidance counselors and principals need access to their whole school, and district administrators need full access. Further, teachers' students change frequently. Provisioning capability needs to accommodate these factors.

<u>National comparison dataset.</u> A national comparison dataset of schools across all regions of the country who have taken the same scales help to provide context which can inform prioritization of needs.

<u>Responsive customer support.</u> Administering a survey across the district is a big job; the survey vendor will need to provide excellent customer support in helping to develop the survey, having the survey translated into Portuguese, Spanish, and Haitian-Creole, assisting schools that are having technical difficulties, importing data files in order to prepare reports by classrooms and subgroups, and to sharing ideas for rollout. Ideally, one (1) staff member would be dedicated to serve as a point of contact to work with.

<u>Provide training for school survey coordinators and school leadership.</u> Survey coordinators will feel more prepared and comfortable administering surveys if they are given the opportunity to participate in training, such as a webinar, prior to the survey launch, and if clear, step-by-step instructions are provided. Administrators are much more likely to look at and utilize their data if they participate in a training which enables them to access their data and talks about some ways they can use their data.

<u>Have a forum for teacher sharing of best practices related to the different scales amongst colleagues both district-wide and nationally.</u> When teachers look at their student data, they will likely be thinking about ways they can help students to increase their skills in certain areas. We'd like to capitalize on that by having strategies they can try that have been used successfully by other teachers and/or have a research base of support. We would also like our teachers to be able to share strategies with each other and would need a platform   with   that   capability.

References

Gehlbach, H. (2015). Seven Survey Sins. *The Journal of Early Adolescence*. 35.

Gehlbach, H. & Brinkworth, M. (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology*, 15 (4) 380-381.

Financial Impact

The total spending authority requested is $567,441 which represents the cost of District-wide licensing, project management, workshops and training as stated below:

Annual License Fee (District-wide):	$ 540,441
Project Management	$ 15,000
Workshops and Training	$ 12,000
Total	**$ 567,441**

The approval of this recommendation does not mean the authorized amount will be spent.

Procurement Method

SBBC evaluated survey platforms and determined that Panorama offered features not available with other survey platforms such as comparing against a national dataset and then partnered with Panorama on a pilot, surveying twenty-nine (29) schools in the Spring 2017 (see Exhibit A – Pilot Data). The pilot data indicated specific areas that the District can focus support.

The direct negotiation was performed in accordance with Purchasing Policy 3320, VI (C)(5)(c), and Section 6A-1.012(14), F.A.C., permit the acquisitions of Information & Technology as defined in Section 282.0041(14), Florida Statutes.