

EXHIBIT A - PILOT DATA

Supporting Teachers and Administrators in Understanding and Acting on Social-Emotional Learning Data

1. BCPS values Teacher-Student Relationships

Other large urban districts including Tulsa, San Francisco, Dallas and NYCDOE are laser focused on measuring teacher-student relationships AND acting on teacher-student relationship data in order to grow and continuously improve. As a district, we acknowledge the impact of Teacher-Student Relationships, but are currently “flying blind” without teacher-student relationship data. Without this data, we are putting the ownership of this work squarely on the back of our teachers. Our pilot data (Spring 2017) indicates that BCPS schools (particularly in the secondary pilot schools) score the lowest among other large urban districts around teacher-student relationships and sense of belonging for students. In order to improve and grow, we must collect, measure and share teacher-student relationships data across all stakeholders.

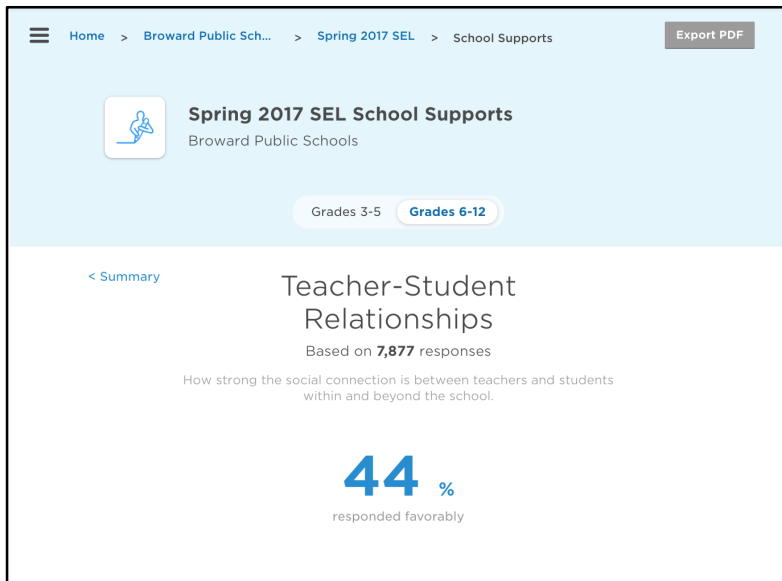


Figure A: Only 44% of BCPS students responded favorably when asked about the strength of their relationships with teachers across their school. This shows that 56% of students across the pilot schools do not view these key relationships favorably.

Figure A, from Spring 2017 SEL Pilot Data

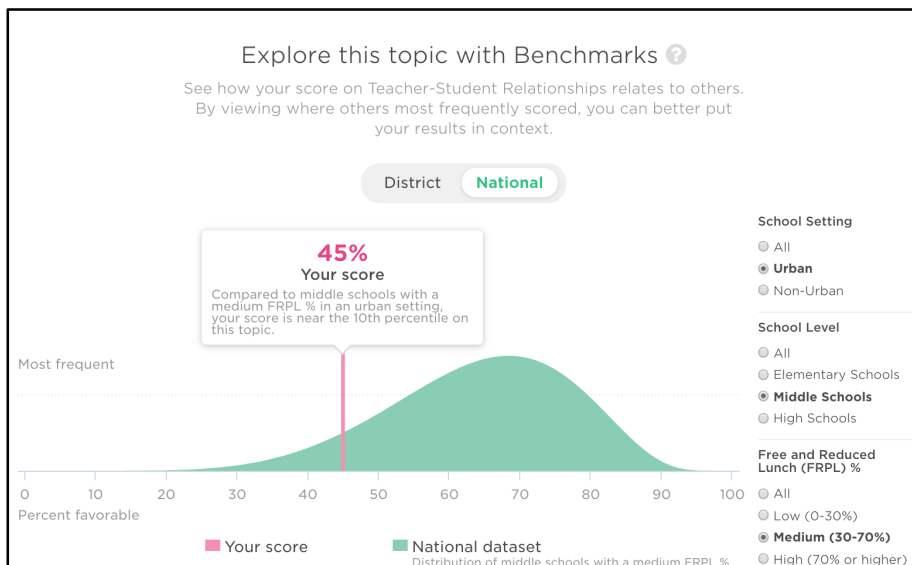


Figure B: When compared across Panorama’s National dataset for comparable schools -- urban Middle schools with FRL% between 30 - 70% -- BCPS’ score of 45% favorability is only in the 10th percentile of schools across the country, with average results showing approximately 70% favorability.

Figure B, from Spring 2017 SEL Pilot Data

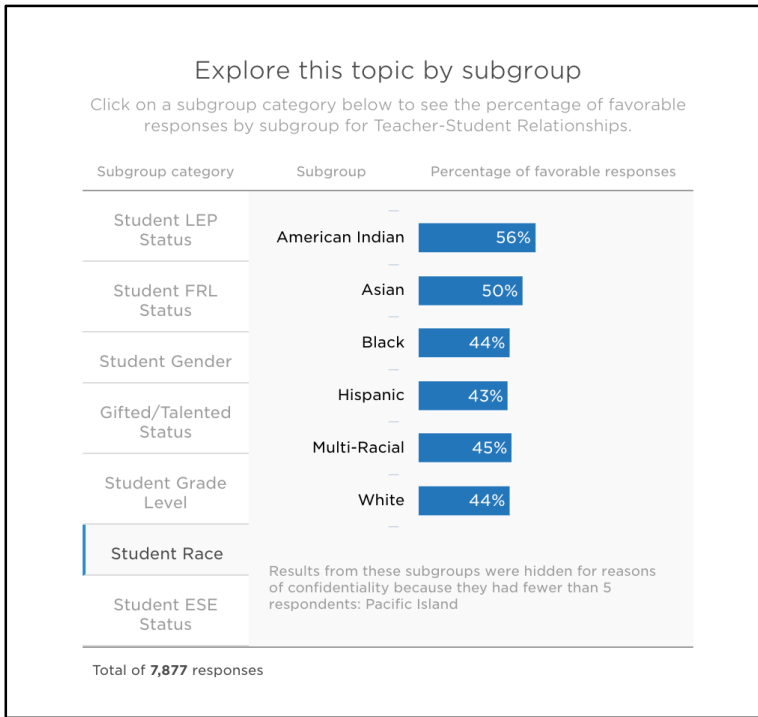


Figure C: Notably, the perception of Teacher-Student Relationships across students in grades 6-12 does not vary widely by race. Most racial groups view these relationships close to the 44% average for middle and high schools, with Asian and American Indian students showing perceptions of six and twelve points above the average, respectively. This suggests that district efforts to improve relationships will be broadly impactful, with strong room for improvement and similar experiences across all racial groups.

Figure C, from Spring 2017 SEL Pilot Data

2. Importance of School-Level Social-Emotional Learning Data

If we are committed to social-emotional learning as a district, our individual schools and school leaders must have access to school level, social-emotional learning data in order to understand areas of strength (Ex: Grit and Self-Efficacy) to be celebrated and leveraged, as well as areas for growth (Ex: Teacher-Student Relationships and Sense of Belonging) to be addressed as a part of each school's improvement plan. Without this data, we are asking our school leaders to grow SEL competencies on their campuses and in their classrooms with little context and guidance.

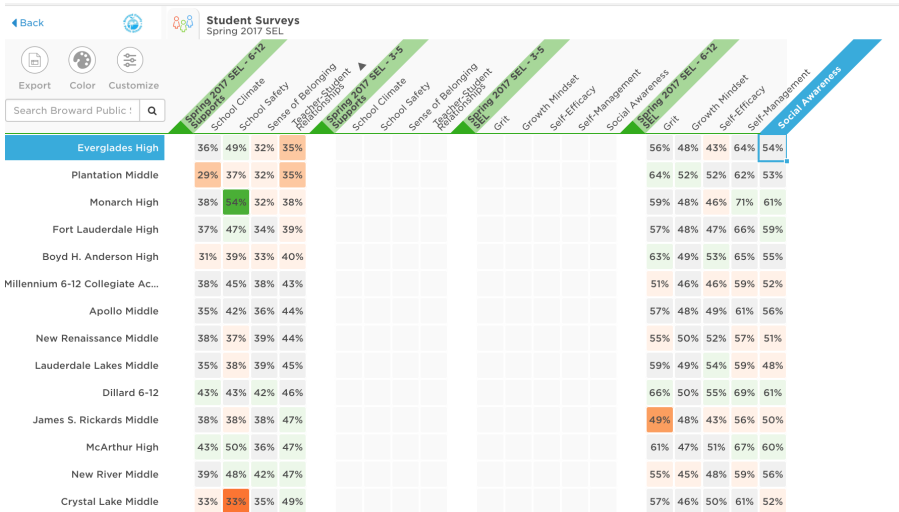


Figure D: Comparative data, across all secondary school pilot sites, indicate what schools are thriving and where areas for growth are in each school. This data is critical in school improvement planning and execution.

Figure D, from Spring 2017 SEL Pilot Data

Student Surveys
Spring 2017 SEL

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	Spring 2017 SEL - 6-12 School Climate	Spring 2017 SEL - 6-12 Sense of Belonging Relationships	Spring 2017 SEL - 6-12 School Climate	Spring 2017 SEL - 6-12 Sense of Belonging Relationships	Spring 2017 SEL - 6-12 Grit	Spring 2017 SEL - 6-12 Growth Mindset	Spring 2017 SEL - 6-12 Self-Efficacy	Spring 2017 SEL - 6-12 Social Awareness	Spring 2017 SEL - 6-12 Grit	Spring 2017 SEL - 6-12 Growth Mindset	Spring 2017 SEL - 6-12 Self-Efficacy	Spring 2017 SEL - 6-12 Social Awareness
Sheridan Park Elementary		61%	53%	63%	74%	59%	50%	53%	59%	59%		
Oakland Park Elementary		56%	40%	62%	74%	59%	59%	58%	60%	63%		
Lloyd Estates Elementary		68%	51%	69%	79%	61%	57%	58%	61%	65%		
Sheridan Hills Elementary		71%	53%	71%	82%	59%	52%	55%	61%	66%		
Stephen Foster Elementary		60%	45%	63%	72%	60%	58%	56%	63%	63%		
James S. Hunt Elementary		61%	43%	66%	76%	60%	60%	59%	64%	64%		
Mirror Lake Elementary		63%	49%	67%	74%	59%	60%	61%	65%	66%		
Riverland Elementary		65%	44%	66%	76%	60%	51%	56%	65%	59%		
Sunland Park Academy		70%	34%	68%	74%	65%	64%	64%	65%	68%		
Sandpiper Elementary		64%	51%	65%	84%	58%	62%	57%	66%	66%		
Fox Trail Elementary		63%	60%	67%	66%	59%	47%	63%	69%	71%		
Cooper City Elementary		65%	57%	65%	71%	60%	58%	66%	71%	69%		
Coral Cove Elementary		70%	58%	72%	82%	63%	53%	62%	72%	72%		
Pembroke Lakes Elementary		72%	64%	74%	82%	63%	62%	67%	72%	71%		
Country Isles Elementary		65%	62%	70%	74%	58%	56%	65%	73%	71%		
Eagle Ridge Elementary		67%	63%	70%	78%	60%	52%	64%	74%	71%		
Silver Palms Elementary			66%	65%	80%	66%	65%	66%	77%	76%		

Figure E: Comparative data, across elementary school pilot sites, indicate what schools are thriving and where areas for growth are in each school. This data is critical in school improvement planning and execution.

Figure E, from Spring 2017 SEL Pilot Data

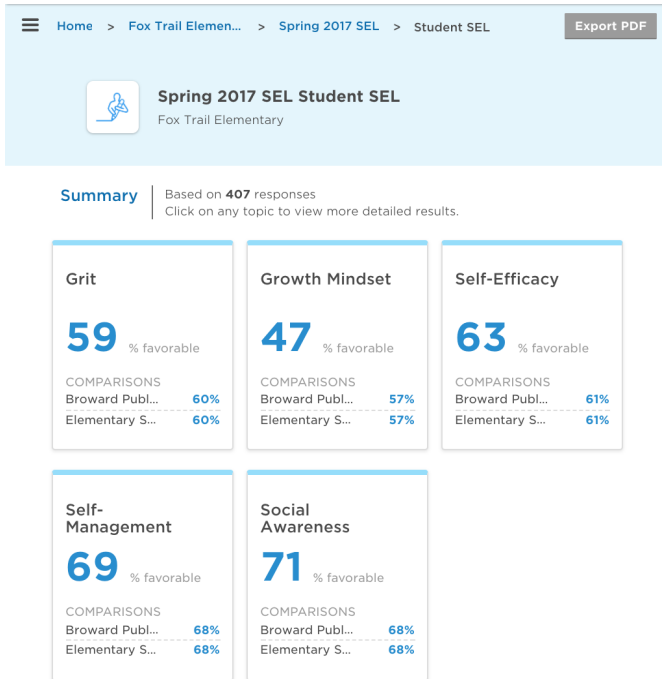


Figure F, from Spring 2017 SEL Pilot Data

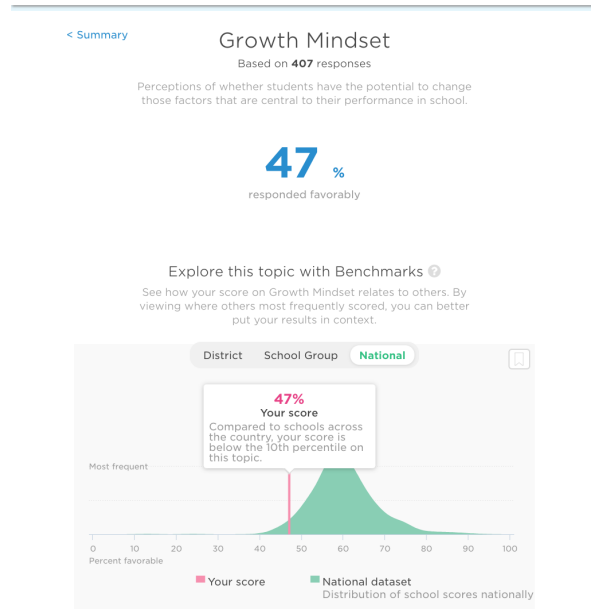


Figure G, from Spring 2017 SEL Pilot Data

Figure F and G: School leaders can access school level data across all SEL areas of focus. Comparisons to other schools across the district, the district average, growth over time for each area, and subpopulation data for each school site are all key pieces of data used for school improvement planning.

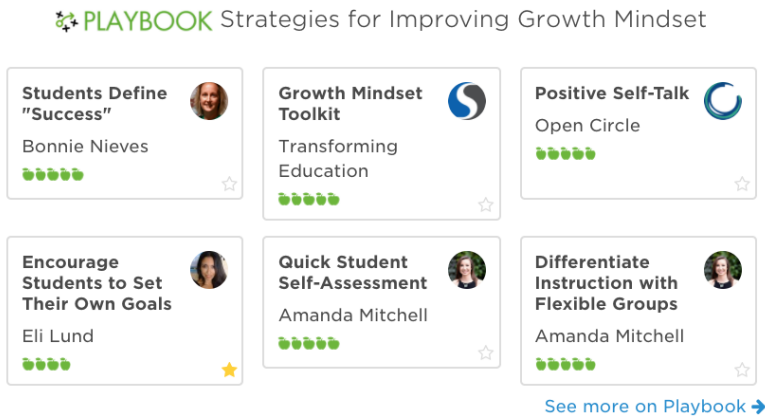


Figure H: Teachers and school leaders have access to strategies for growing SEL competencies in students.

Figure H, from the Panorama Platform

3. Supporting Teachers Around Social-Emotional Learning

We must provide additional support to our teachers as we integrate SEL into our day to day work in BCPS. Teacher readiness to support the student development of SEL is key. We will be bringing teaching practice strategies for developing these areas into the classroom without giving teachers “something else” to teach. For example, teachers give feedback to students everyday as a part of effective classroom practices. We will provide strategies to teachers for giving students feedback in a way that develops growth mindset. These strategies are research-based and vetted, many coming from thought-leaders in this area (Angela Duckworth’s Character Lab, Teaching Tolerance, Transforming Education, Open Circle, Second Step). Without these SEL development supports for teachers, we are tasking them to seek their own resources to add to their “bag of tricks”, adding more and more to the teacher’s plate.

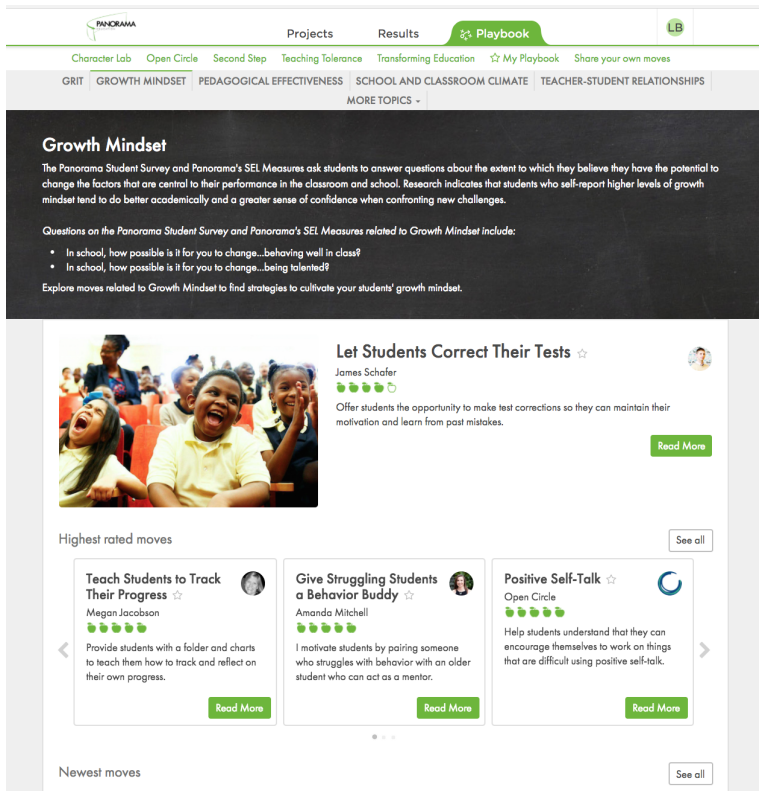


Figure I: Teachers are provided grade level appropriate strategies for growing SEL competencies based on areas of need in their students.

Figure I, from the Panorama Platform

4. Proactively Supports for Each Student

We must empower every stakeholder that supports a student, the teacher, counselor(s), and administrators with a complete picture of their student's story (ex. self-management, self-efficacy, grit). This data (currently not captured in BCPS) can be the leading indicator in supporting every student. Too often, we are depending only on lagging indicator data (behavior incidences, attendance issues) before we identify students in crisis, intervene, and provide critical supports to our students. Specifically for our teachers that support our students, without SEL data that helps identify, for example, a middle school girl with exceptionally low self-efficacy, we are putting the onus on the teacher to, alone, identify and act on this critical area of development, while also being responsible for the complete academic development of the student.

5. Measuring Growth Over Time

This data will provide an ongoing measure of progress and growth in BCPS year over year. We will be able to look at district and school trends to inform action plans and strategic priorities as we address building SEL capacity across the district and understand progress related to our goal of providing access to equitable learning environments.

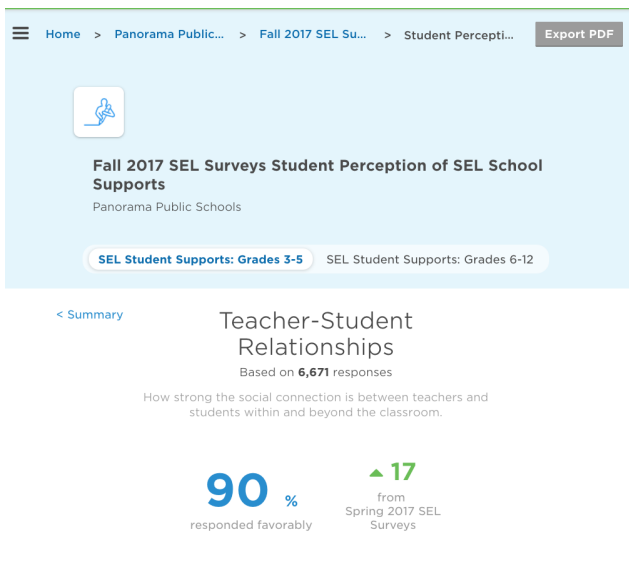


Figure J: Sample district level data showing 17% growth over time for students who responded favorably when asked about the strength of their relationships with teachers across their school.

Figure J

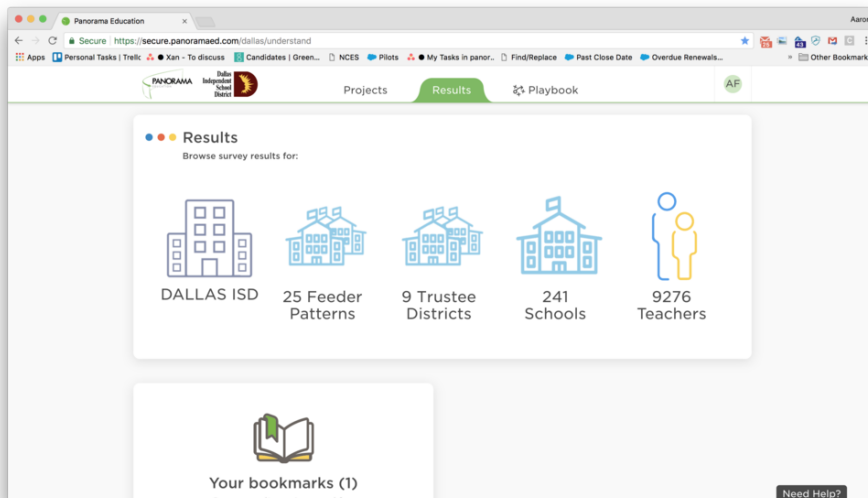


Figure K: Dallas Independent School District dashboard supporting access to SEL data at multiple levels, including the district's regions and feeder patterns.

Figure K