

Academics, OSPA, and SIM

SYSTEMS FOR ENSURING LITERACY DEVELOPMENT IN THE EARLY YEARS YEAR 2 REVIEW

August 14, 2018

Presented by:

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SIM

Prioritized Initiative: Literacy and Early Learning

(Portfolio Manager: Dr. Lori Canning)

2016/17 Tactics	Theory of Action driving Logic Model	Project Manager*	Benefits
<p><u>PORTFOLIO SPONSOR: Dan Gohl</u> Promote literacy prior to Kindergarten (Birth-Pre-K)</p> <p>Implement Balanced Literacy framework, K-2</p> <p>Performance: monitor and analyze student outcomes</p> <p>MTSS/Rtl: Deploy necessary interventions</p> <p><u>PORTFOLIO SPONSOR: Val Wanza</u> Quality Assurance for school-based implementation</p>	<p>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).</p>	<p>Dr. Angela Iudica (Birth – Pre K)</p> <p>Mildred Grimaldo (Balanced Literacy)</p> <p>Dr. Nicole Mancini (Performance)</p> <p>Nadia Clarke (Family & Community Engagement)</p> <p>Adrienne Dixson-Paul (MTSS/Rtl)</p> <p>Mark Narkier (Quality Assurance)</p>	<p>Incremental:</p> <ul style="list-style-type: none"> Aligned work-streams ✓ Decision-making with a common instrument ✓ Increased family/community engagement ↗ <p>Cumulative:</p> <ul style="list-style-type: none"> Grade 3: Decreased Level 1 (-4: 23 to 19)¹ Grade 3: Increased Level 3 and above (+4: 55 to 59)¹ No BCPS schools in lowest 300 (-2: 28 to 26)²

*RACI matrix for individual projects is elaborated in Project Plans

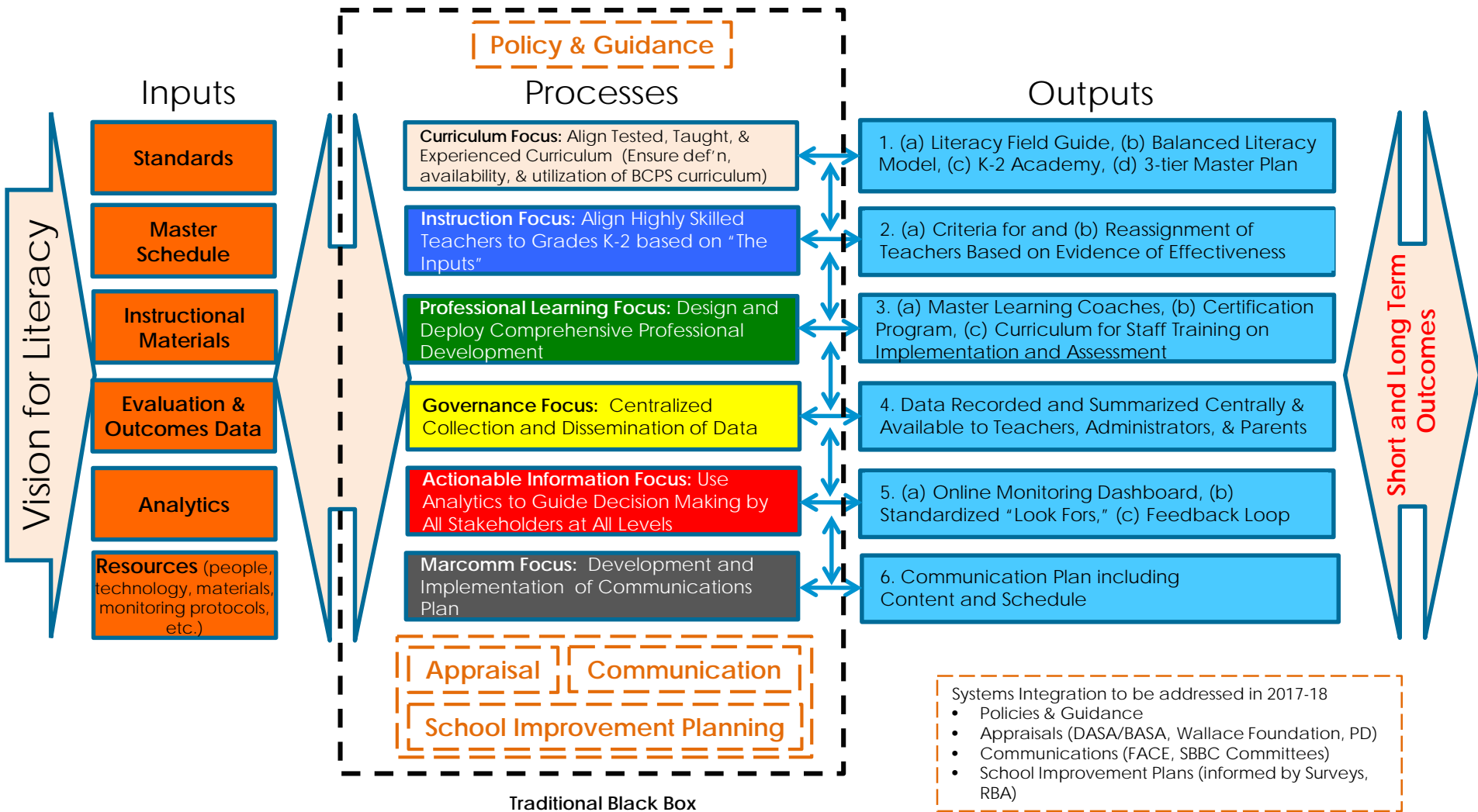
¹Based on change from 2016 to 2018 FSA results of all schools.

²Criteria for inclusion on Lowest 300 list changed in 2018 to 3-year averages as opposed to single year performance.



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%, 2018: **57.3%**)



Three-Year Initiative Overview



Launch

- Establish Reliability & Validity
- Overcome Hurdles

Sustain

- Focus on Professional Development and Support

Refine

- Address Student Differences



Overview of Year 2 Activities and Findings

Key Activities

- Balanced Literacy Resources and Tools, including Videos, Brochure, Lessons, and Framework
- School Centralized Bookrooms, Interactive Read Alouds, and Classroom Libraries
- Balanced Literacy Professional Development Pathway
- Professional Development Courses and Supports (Literacy Coaches, Calibration Conversations, Sub-Cadres, PLC)
- Broward Reads Campaign for Grade Level Reading Mentoring/Tutoring, Book Distribution, Family Engagement, Early Childhood, Attendance and Summer Programs

Findings

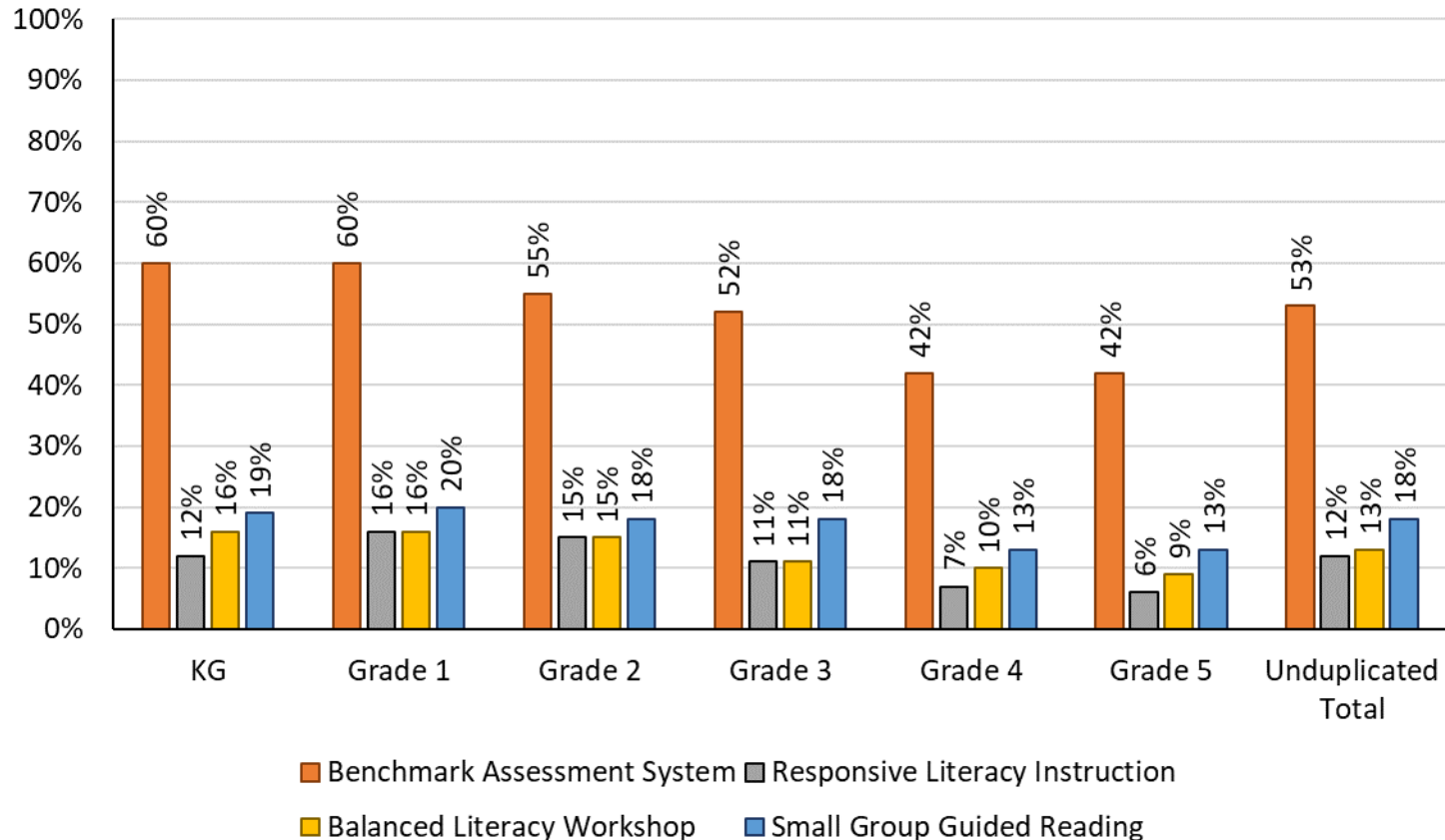
1. Balanced Literacy Initiative was Successfully Sustained with Positive Impact
2. Data Continue to Support Reliability and Validity of BAS
3. Literacy Development Among Many Entering KG Students is Lagging
4. Need to Refine Practice to Respond Better to Disparities
5. Core Program Levers Have Differential Impact on Outcomes

Year 2 Findings will Inform Year 3 Plans



Teacher Professional Development and Support

Teachers* Completing Balanced Literacy PD Courses

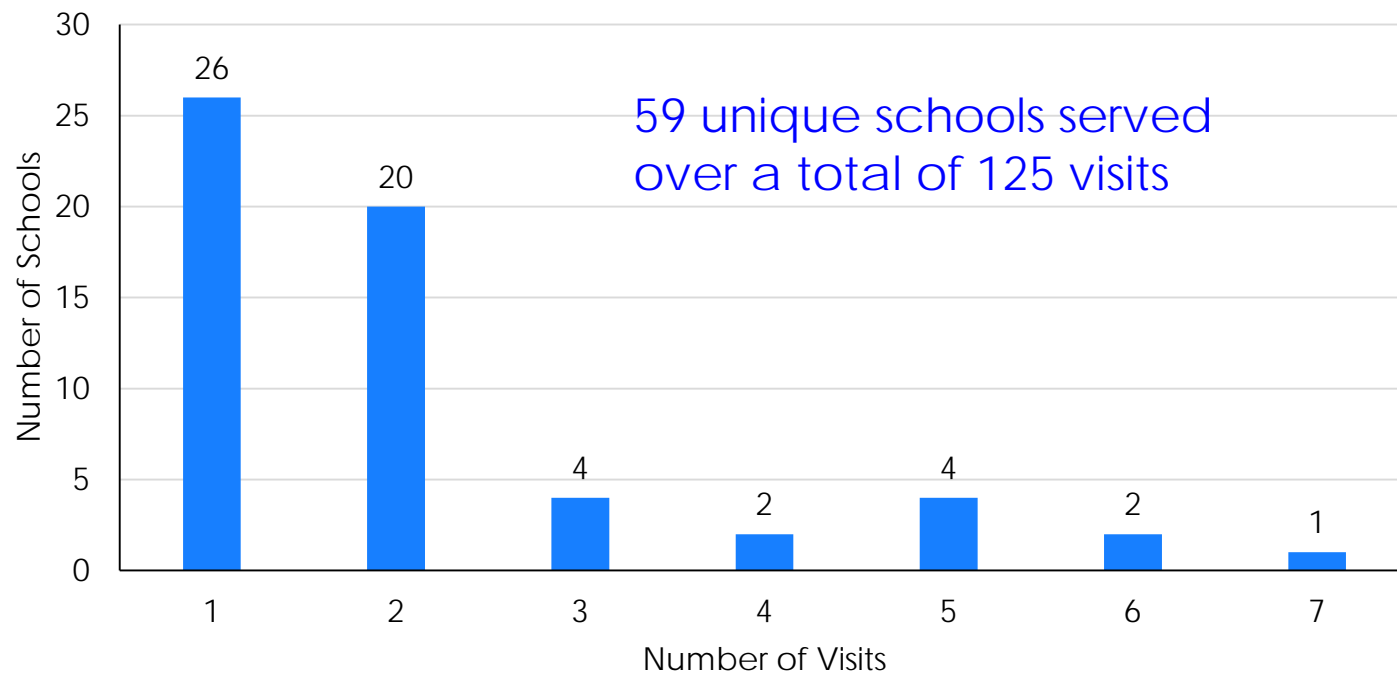


*Included teachers have assigned students for English/Language Arts and Reading.



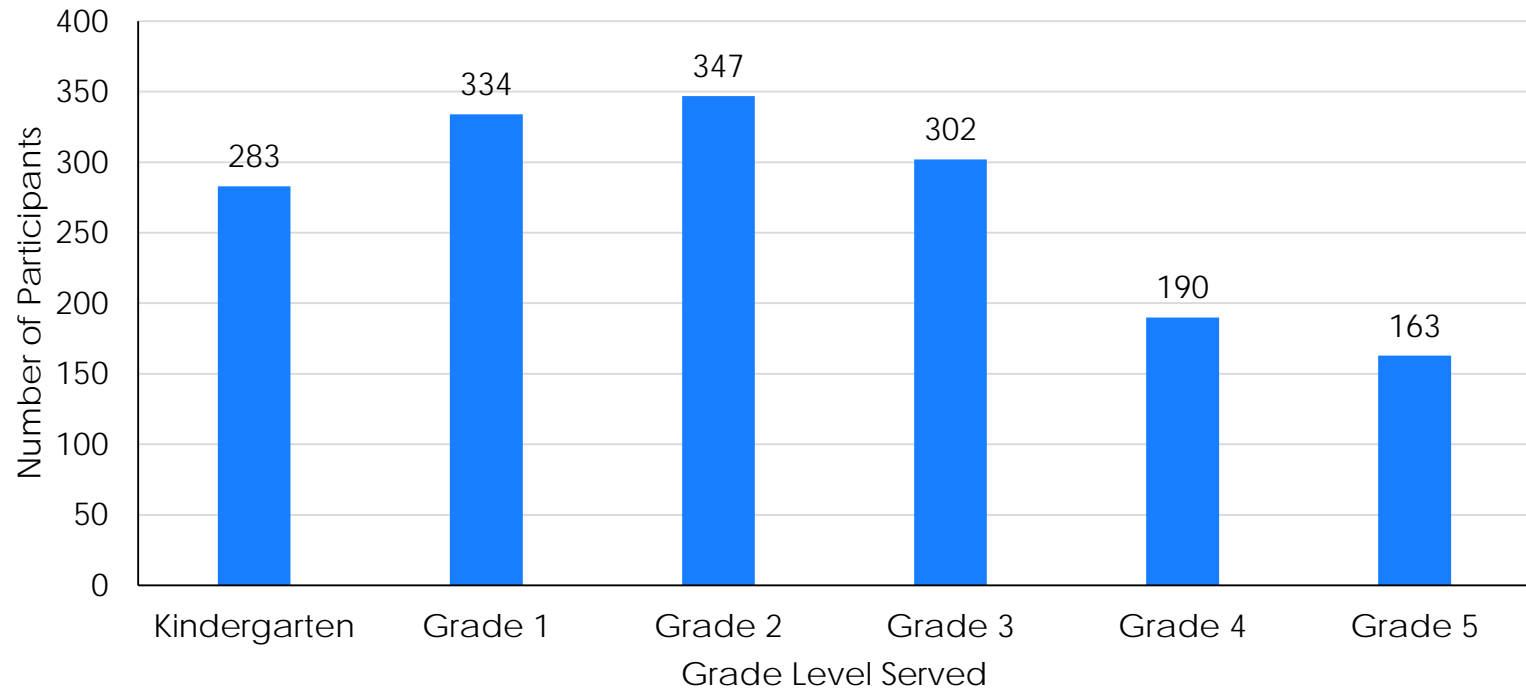
Teacher Professional Development and Support

Calibration Conversations:
Number of Schools by Number of Visits, 2017-18



Teacher Professional Development and Support

Calibration Conversations:
Participants by Grade Level Served, 2017-18

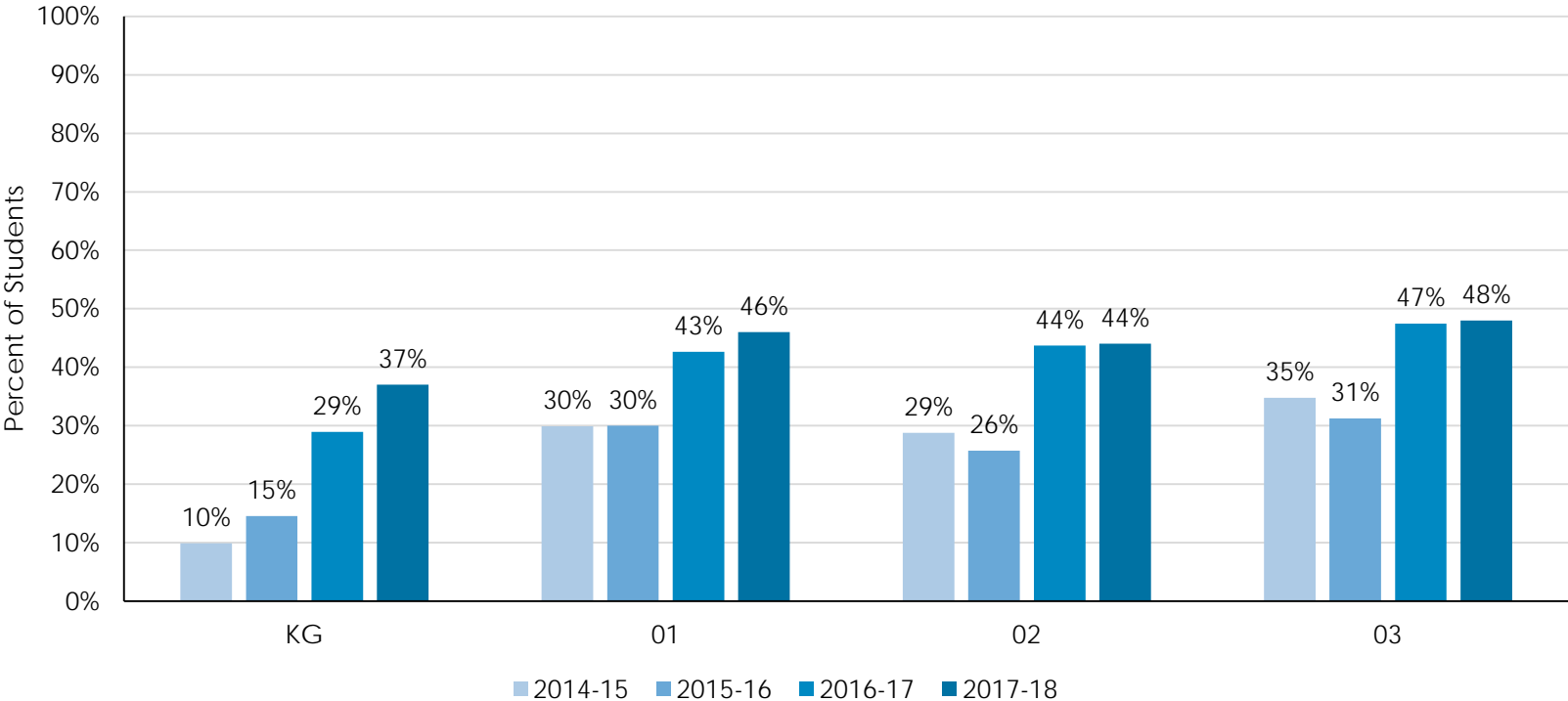


Note: Participants may serve more than one grade level. Participants include: 1,191 Classroom Teachers, 53 Literacy Coaches, and 51 ESE Teachers/Support, 21 Principals, 20 Assistant Principals, and 36 Others.



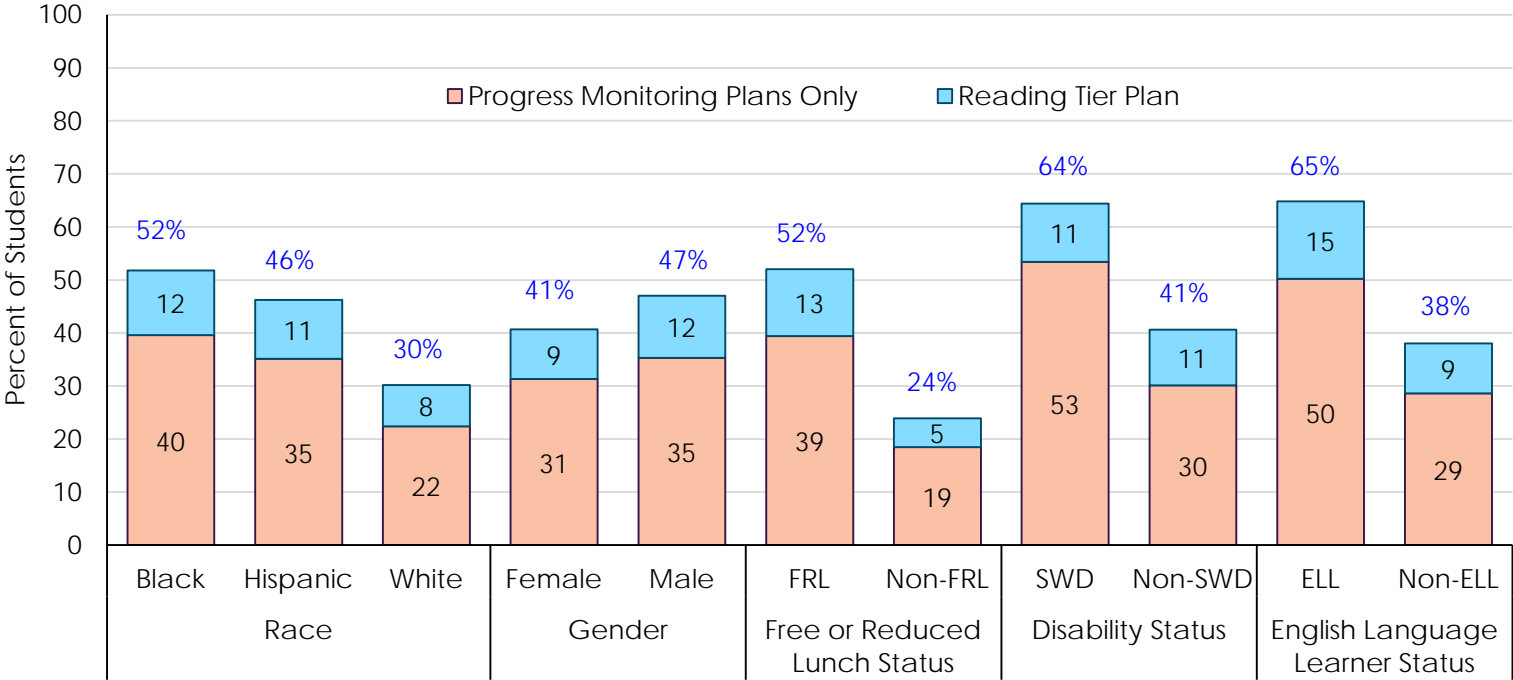
Targeting Student Support

Students Receiving Progress Monitoring Plan Letters for Reading, 2014-15 to 2017-18



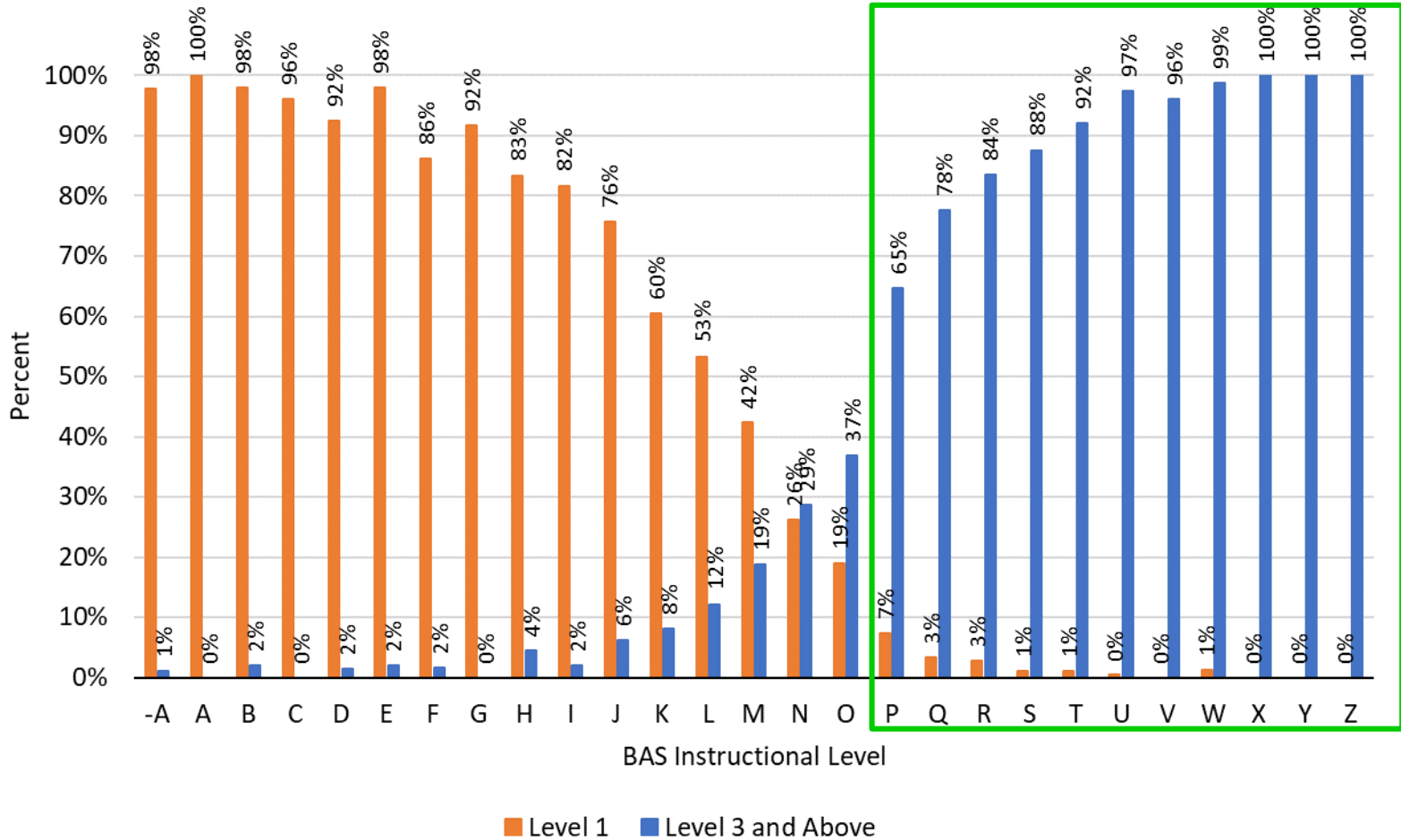
Targeting Student Support

Level of Support Progress Monitoring Plans and Reading Tier Plans, 2017-18

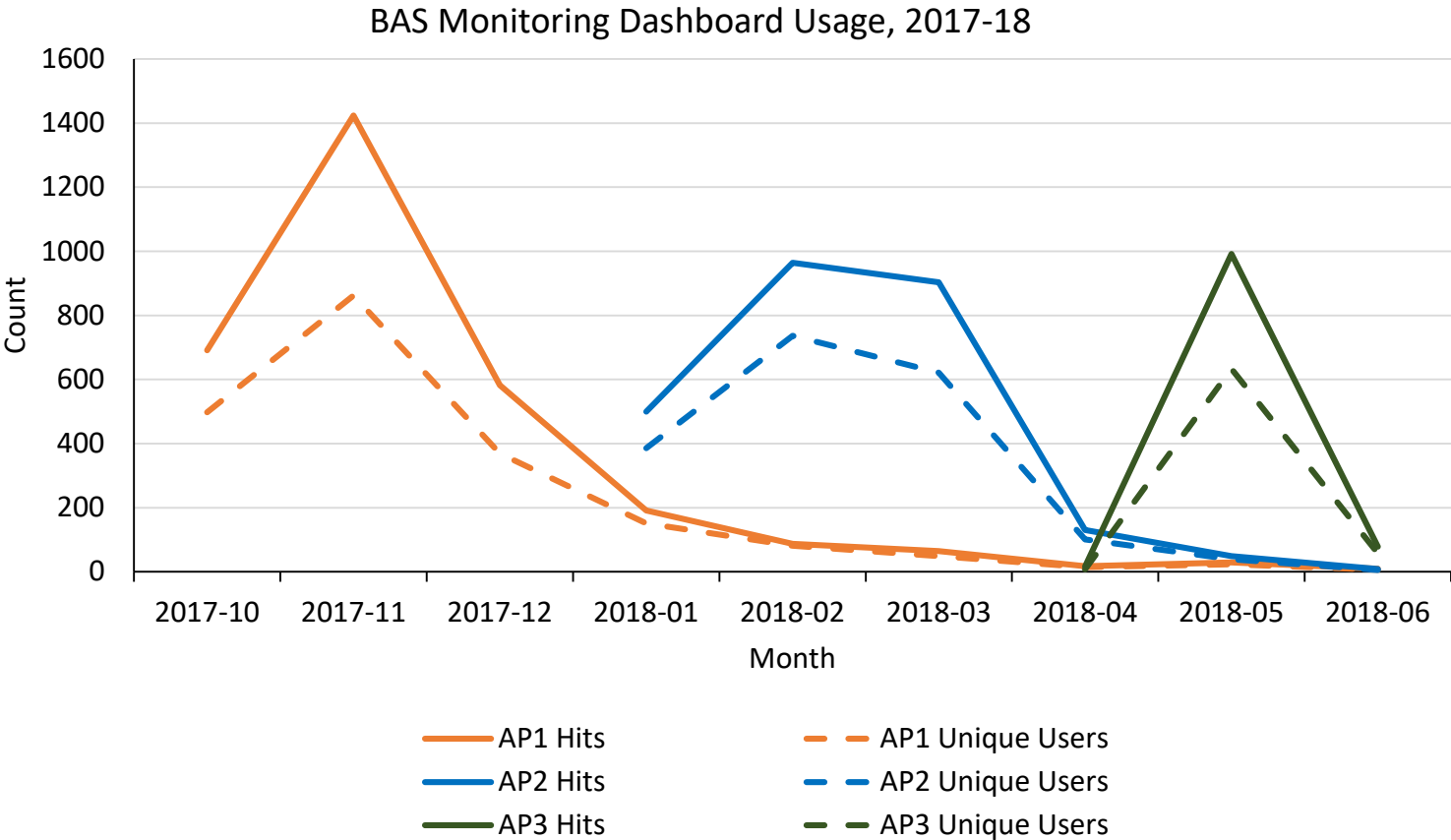


BAS Continues to be Reliable and Valid

Grade 3 FSA Performance vs. BAS AP3 Instructional Level



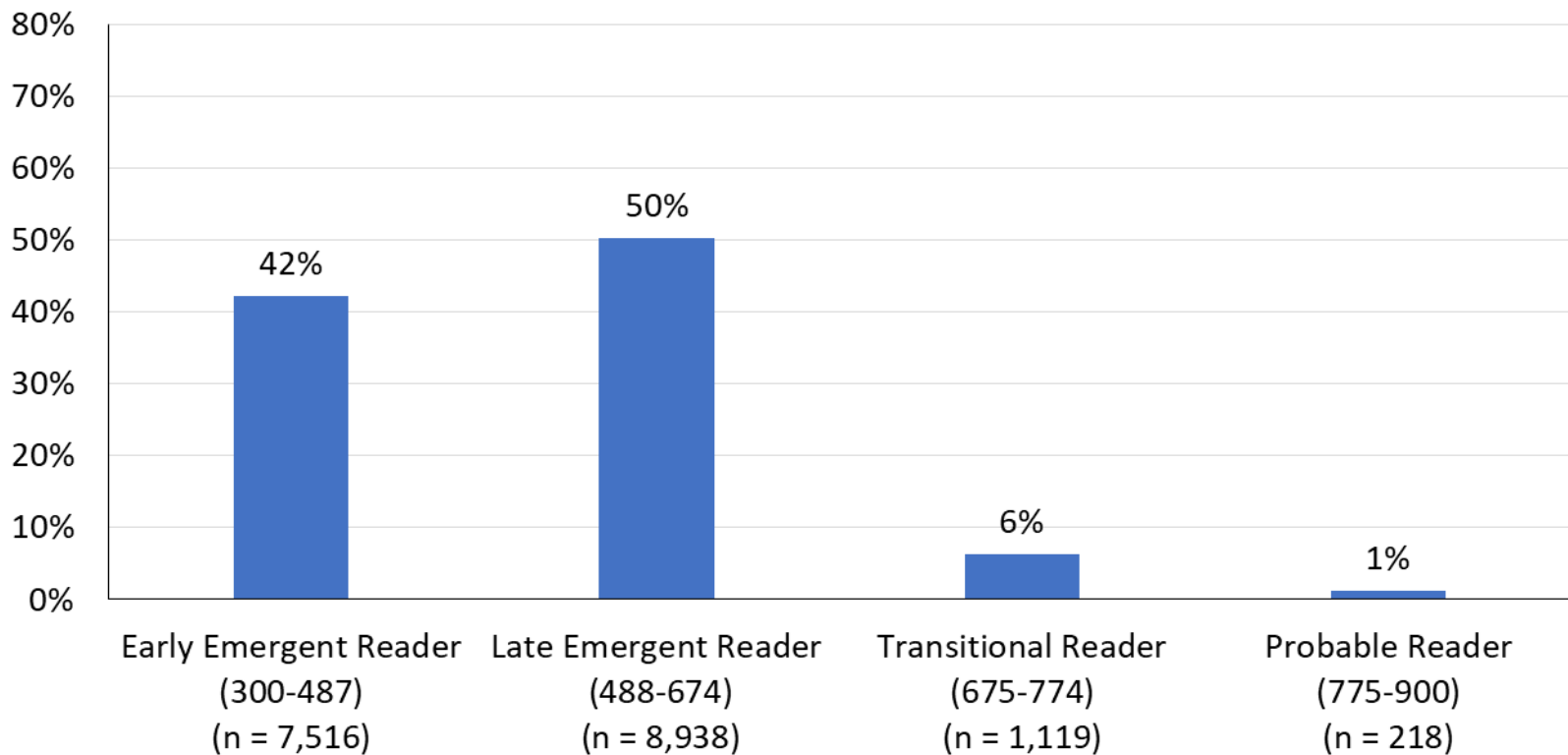
BAS Dashboards are Used



Literacy Development Among Many Entering KG Students is Lagging

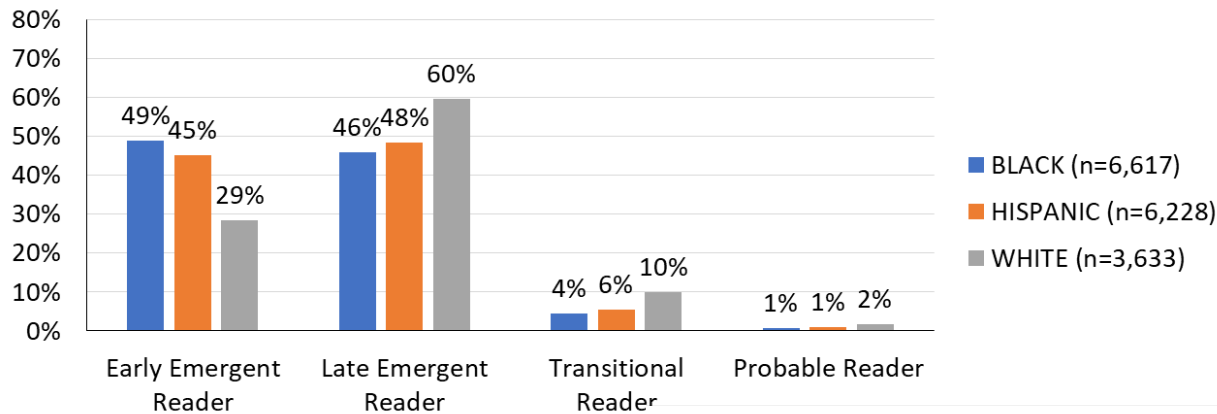
FLKRS Classifies Most Broward Incoming Kindergarteners as “Late Emergent Readers”

FLKRS Fall 2017 - Literacy Classifications

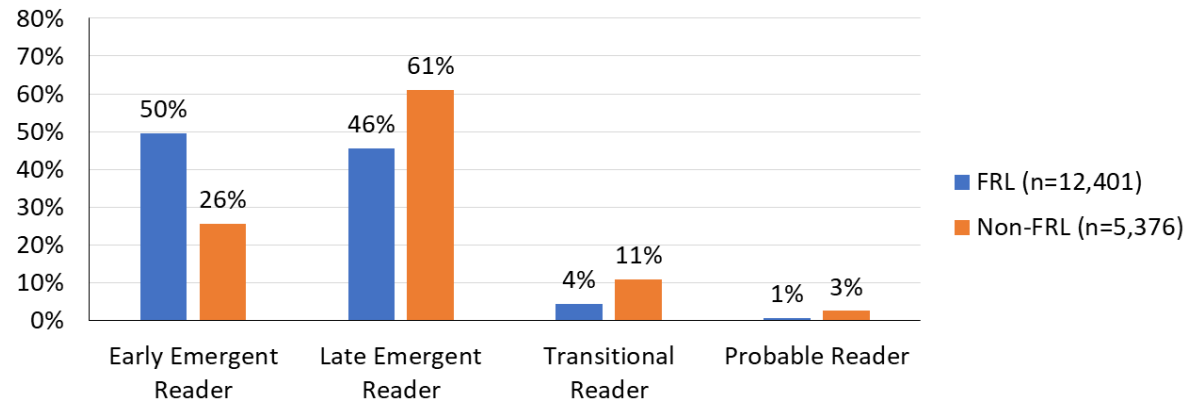


Differences Between Groups Are Evident When Students Enter Kindergarten

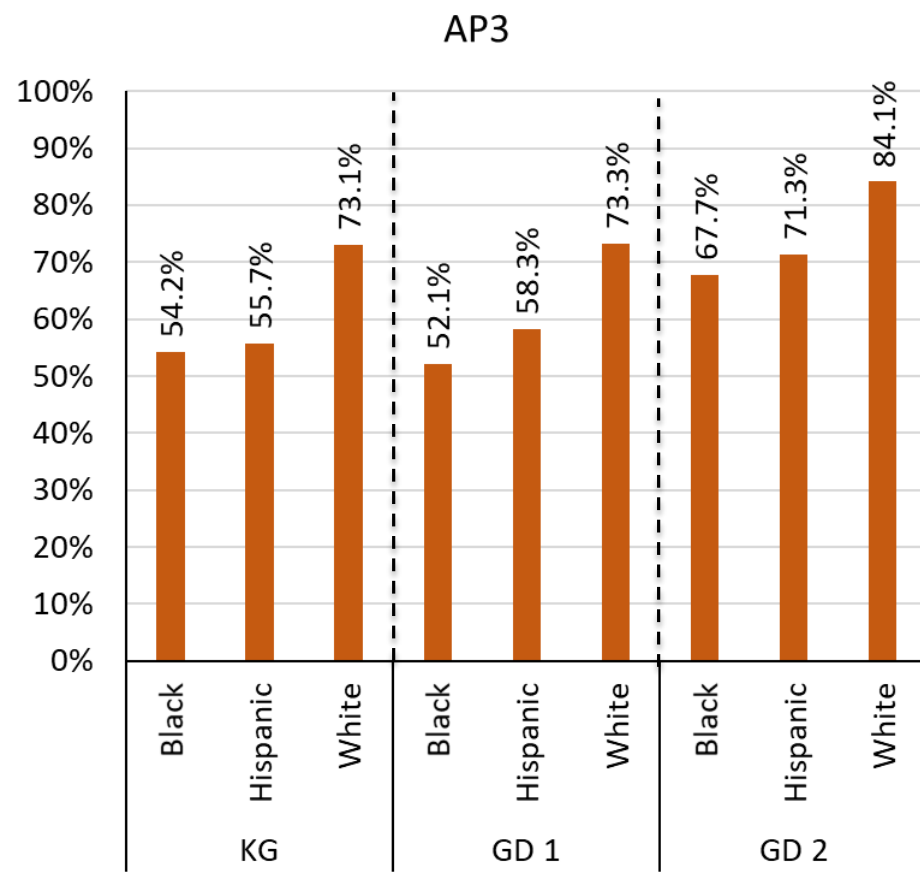
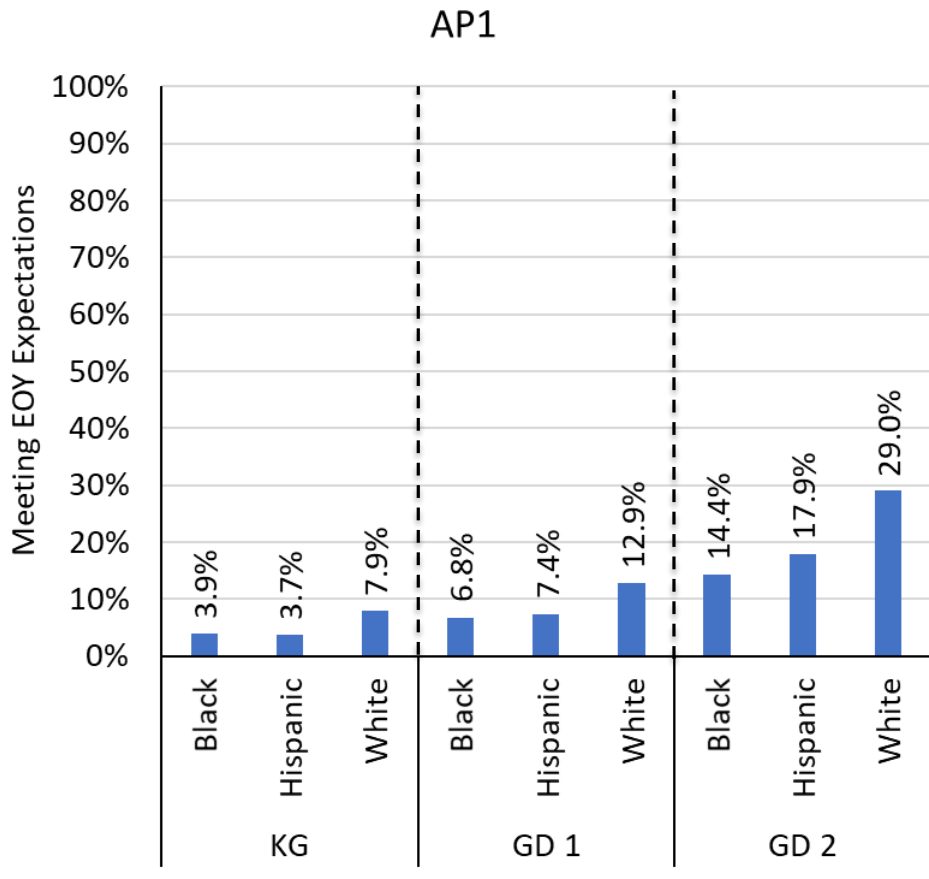
FLKRS Fall 2017 - Literacy Classifications by Race/Ethnicity



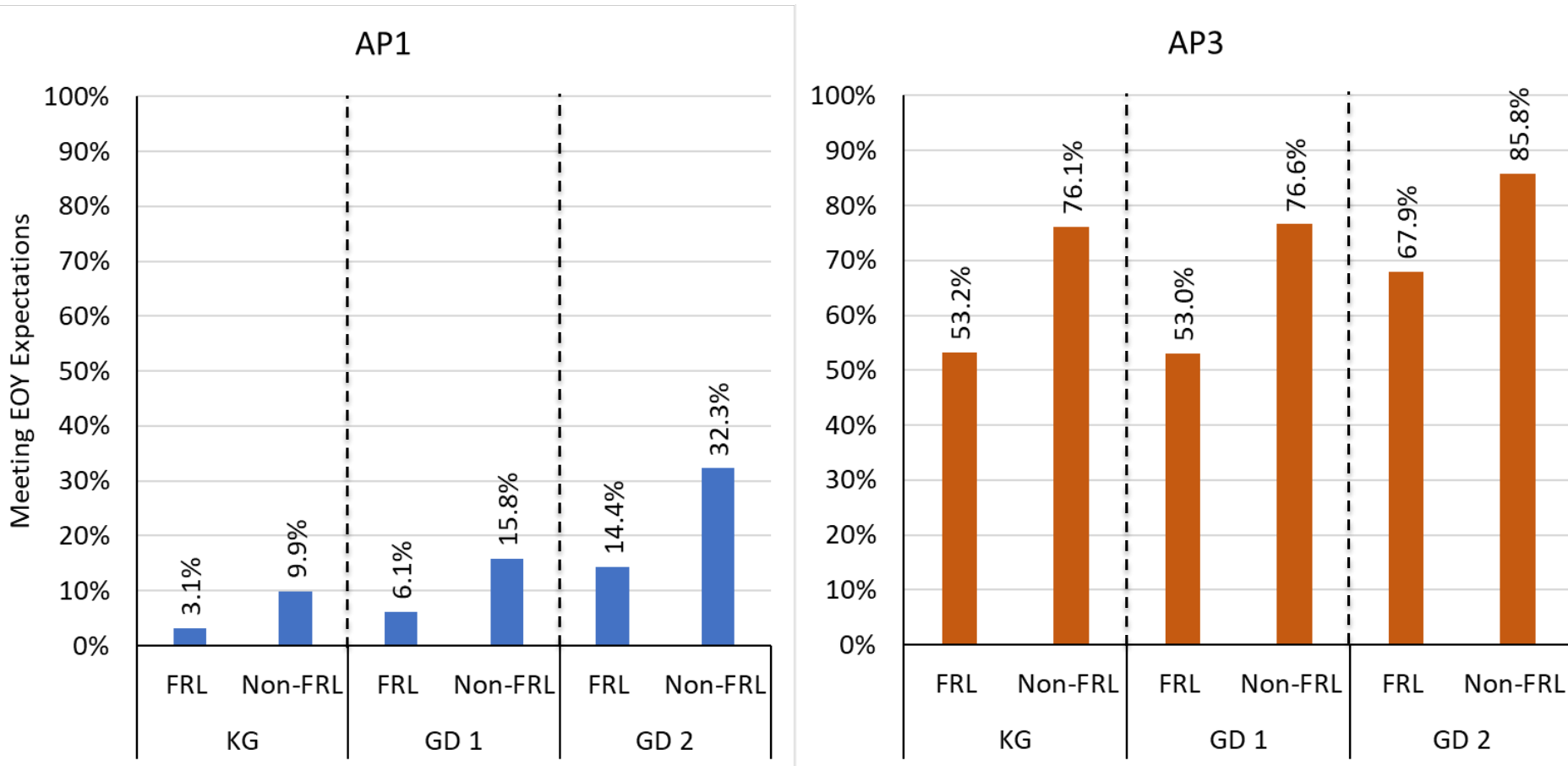
FLKRS Fall 2017 - Literacy Classifications by Free or Reduced Lunch (FRL) Status



Differences Between Groups Are Evident on the BAS at Each Grade Level

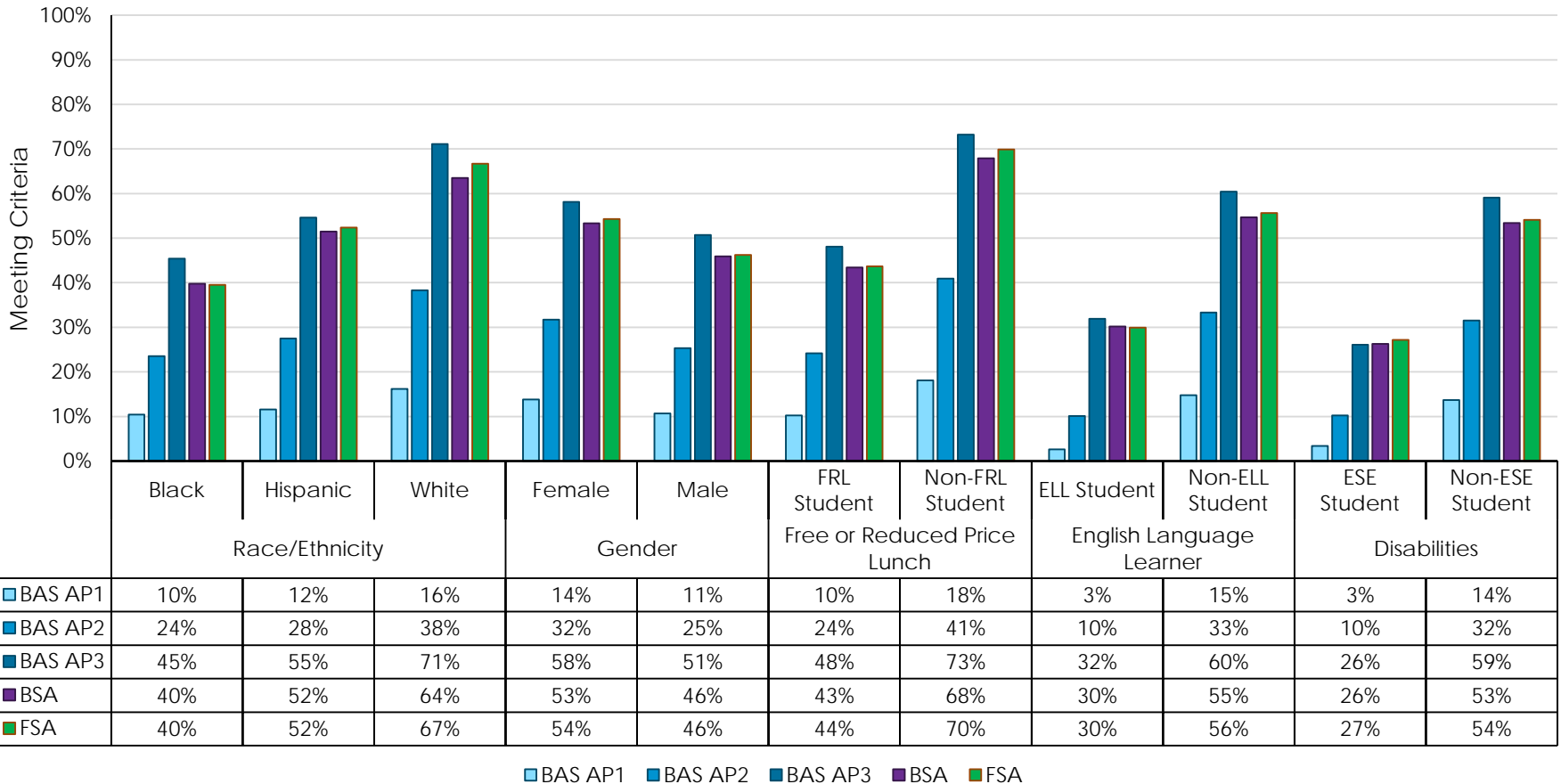


Differences Between Groups Are Evident on the BAS at Each Grade Level



Differences Between Groups Are Evident on All Measures at Grade 3

Grade 3 Students Meeting End of Year Expectations on BAS AP1, AP2, AP3; BSA, and FSA, 2017-18



Supporting Schools with Balanced Literacy Indexing

INDEX	OUTCOMES					Calibration Vis	OSPAs Look Fors	MTSS/RtI BAS On Track Indicators of Students Increasing 2 or More Instructional										Professional Development					
	PRT		LEVEL	Had Calibration Visit? (Y2=visit this year)	Score Excluding "Not Observed"			Percents		KG	GD 1	GD 2	GD 3	KG AP1 to AP3	GD 1 AP1 to AP3	GD 2 AP1 to AP3	GD 3 AP1 to AP3	GD 4 AP1 to AP3	GD 5 AP1 to AP3	Benchmark Assessment			
	Grade 1 - % at or Above 55%	Grade 2 - % at or Above 65%						Percentage in Level 3 or Above	Level 1	PMP	Read Tier Plan	ON TRACK	ON TRACK							ON TRACK	ON TRACK	Grade KG	Grade 1
1.15	90	94	95	1		2.9	16.9	3.4	90.6	85.7	92.9	95.2	90.6	95.2	48.2	50.0	72.7	91.7	100.0	100.0	87.5	87.5	
0.88	97	87	94	1	Y2	2.8	22.1	7.4	93.2	79.3	93.1	91.4	93.9	93.2	81.0	83.7	85.7	100.0	20.0	20.0	80.0	50.0	
0.81	83	86	83	4		2.9	24.7	7.2	80.4	77.8	92.6	83.8	90.9	89.5	77.3	79.5	88.1	61.3	71.4	85.7	37.5	71.4	
0.67	84	80	65	7	Y2	2.9	25.5	13.1	70.2	58.2	75.5	55.0	81.7	95.4	84.9	72.9	63.2	87.1	85.7	100.0	85.7	66.7	
0.57	73	83	65	15		2.8	41.1	7.9	59.7	77.5	72.2	68.4	82.4	92.0	75.0	71.3	74.4	100.0	100.0	83.3	66.7	77.8	
0.50	85	83	81	7	Y	2.9	29.9	8.7	79.5	74.0	68.3	60.9	94.4	89.4	78.7	61.9	36.4	85.7	75.0	80.0	71.4	42.9	
0.50	89	80	76	4		2.8	18.2	8.3	70.2	86.7	93.8	87.6	91.4	98.0	62.9	77.1	100.0	100.0	30.8	30.8	38.5	38.5	
0.15	67	67	60	16	Y2	2.5	28.7	13.7	71.8	53.7	82.1	31.3	88.0	95.9	74.7	64.5	73.1	88.0	71.4	57.1	62.5	25.0	
0.15	85	82	76	9		2.6	23.8	6.5	61.6	64.6	66.0	53.4	85.2	88.0	60.9	94.5	84.2	56.5	71.4	71.4	14.3	16.7	
0.12	48	60	57	20	Y2	2.6	43.0	5.6	59.0	59.4	63.0	60.8	83.3	93.1	80.3	88.2	46.4	81.8	71.4	57.1	20.0	50.0	
0.03	56	47	40	33	Y2	2.7	60.3	11.0	55.6	47.1	57.4	59.8	75.7	91.8	92.9	76.6	69.8	62.5	83.3	83.3	100.0	63.6	
-0.17	62	69	41	37	Y2	2.2	61.5	17.8	34.5	49.3	61.2	19.6	77.1	84.2	80.0	74.5	64.4	54.9	100.0	100.0	100.0	33.3	
-0.26	71	35	38	28		2.3	62.9	3.5	53.8	40.8	51.4	28.4	87.0	86.8	93.4	70.7	92.0	45.2	66.7	50.0	20.0	28.6	
-0.43	44	47	31	37	Y2	2.7	66.4	16.0	55.2	40.7	58.5	44.6	84.6	85.2	100.0	82.3	63.5	65.9	75.0	75.0	100.0	33.3	
-0.58	60	63	41	29	Y2	2.1	50.7	14.5	61.1	34.0	66.7	43.9	50.0	73.9	84.1	75.0	82.6	59.5	0.0	66.7	66.7	75.0	
0.36	62	65	39	34		2.4	48.4	1.3	63.7	50.9	84.1	55.1	84.7	93.4	93.1	85.4	78.8	33.3	100.0	85.7	66.7	77.8	
0.04	68	56	47	30		2.7	56.5	11.0	58.6	73.3	78.8	54.7	75.9	97.2	87.8	69.7	60.0	84.1	83.3	50.0	66.7	87.5	



Triangulation of Data to Uncover Impact of Major Levers

Lever	Measure	Impact
Performance Monitoring	BAS Performance	↑↑
Balanced Literacy Environment	OSPA "Look Fors"	↑
Professional Development	PD Participation	➔
Calibration Conversations	Visit by Literacy Staff	TBD
MTSS/Rtl	Students on PMP	TBD



Year 2 Findings will Inform Year 3 Plans

Last Modified: 08/08/18

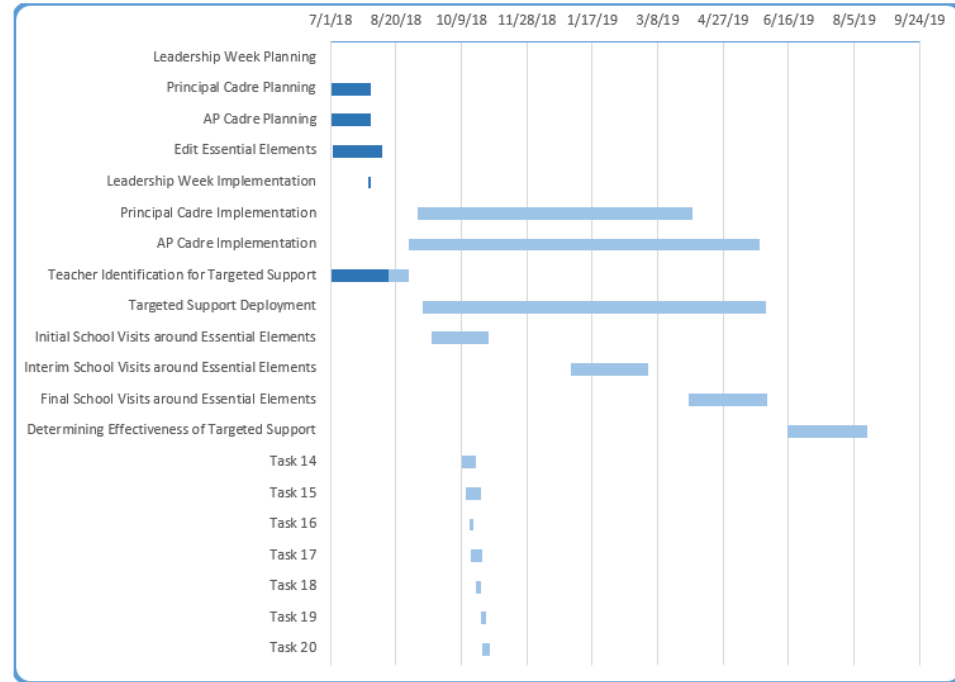


Project Plan

Early Literacy Initiative: Quality Assurance

Project Manager: Mark Narkier

Task Name	Owner	Start Date	End Date	Calc % Comp	Actual % Complete	Risk Level
Leadership Week Planning	Narkier	03/01/18	05/30/18	100%	100%	Low
Principal Cadre Planning	Narkier	03/01/18	08/01/18	100%	100%	Low
AP Cadre Planning	Narkier	03/01/18	08/01/18	100%	100%	Low
Edit Essential Elements	Narkier	07/03/18	08/10/18	95%	100%	Low
Leadership Week Implementation	Narkier	07/30/18	08/01/18	100%	100%	Low
Principal Cadre Implementation	Narkier	09/06/18	04/04/19	0%	0%	Low
AP Cadre Implementation	Narkier	08/30/18	05/25/19	0%	0%	Low
Teacher Identification for Targeted Support	Narkier	04/01/18	08/30/18	85%	90%	Low
Targeted Support Deployment	Narkier	09/10/18	05/30/19	0%	0%	Low
Initial School Visits around Essential Elements	Narkier	09/16/18	10/30/18	0%	0%	Low
Interim School Visits around Essential Elements	Narkier	01/01/19	03/01/19	0%	0%	Low
Final School Visits around Essential Elements	Narkier	04/01/19	05/31/19	0%	0%	Low
Determining Effectiveness of Targeted Support	Narkier	06/15/19	08/15/19	0%	0%	Low
Task 14		10/10/18	10/20/18	0%	0%	Low
Task 15		10/12/18	10/24/18	0%	0%	Low
Task 16		10/15/18	10/18/18	0%	0%	Low
Task 17		10/16/18	10/25/18	0%	0%	Low
Task 18		10/20/18	10/24/18	0%	0%	Low
Task 19		10/24/18	10/28/18	0%	0%	Low
Task 20		10/25/18	10/31/18	0%	0%	Low



Project Management template provided by the Office of Strategic Initiative Management (SIM)



Opportunities and Next Steps

- Scale up PD in all Balanced Literacy Pathway courses
- Purposeful identification of schools for Calibration Conversations
- Identify and track data to assess impact of MTSS/RtI
- Focus on reduction of Literacy gaps early
- Build dashboard on live platform
- Develop and implement Year 3 project plans
- Expand early literacy tutoring and mentoring opportunities through continued work with the Broward Reads: Campaign for Grade Level Reading partners



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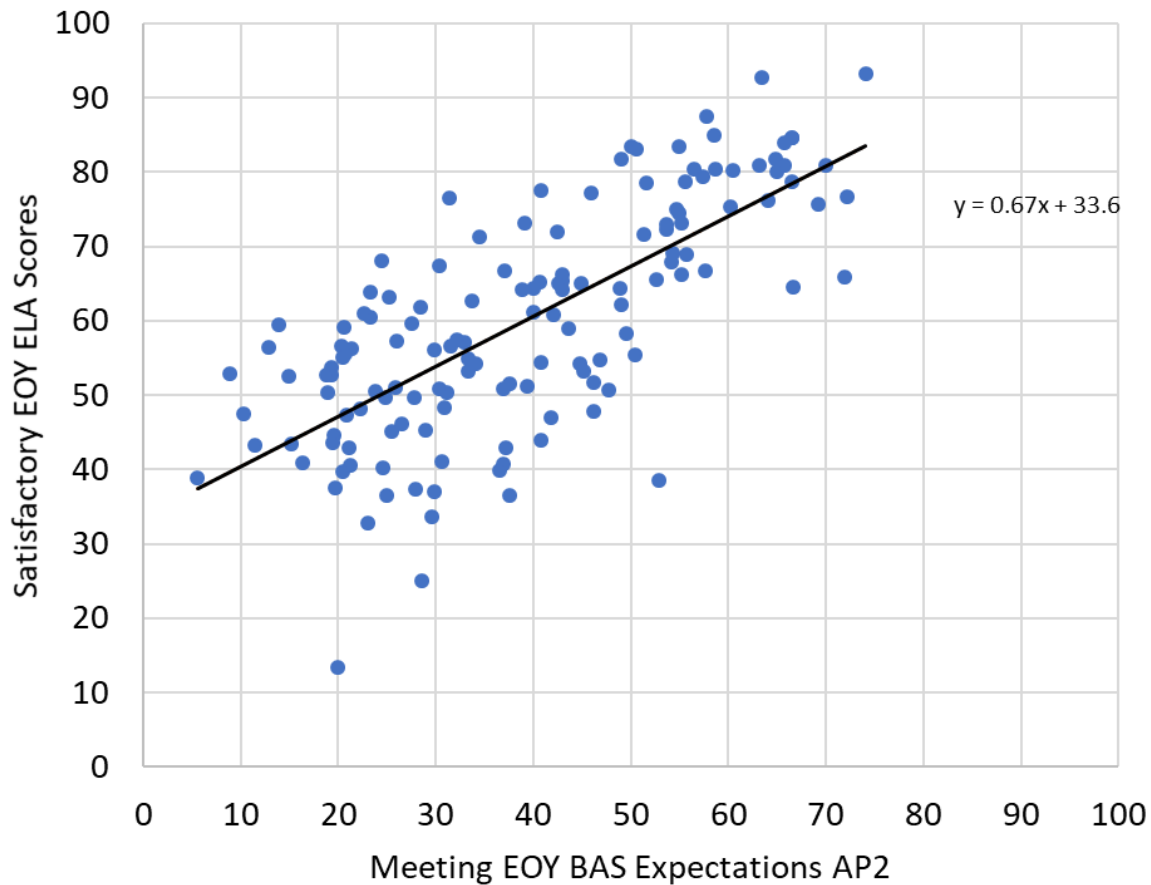
APPENDIX

Preliminary analyses of the key levers



ELA Performance Correlates Substantially with BAS Performance

End of Year ELA Performance vs.
BAS AP2 Performance

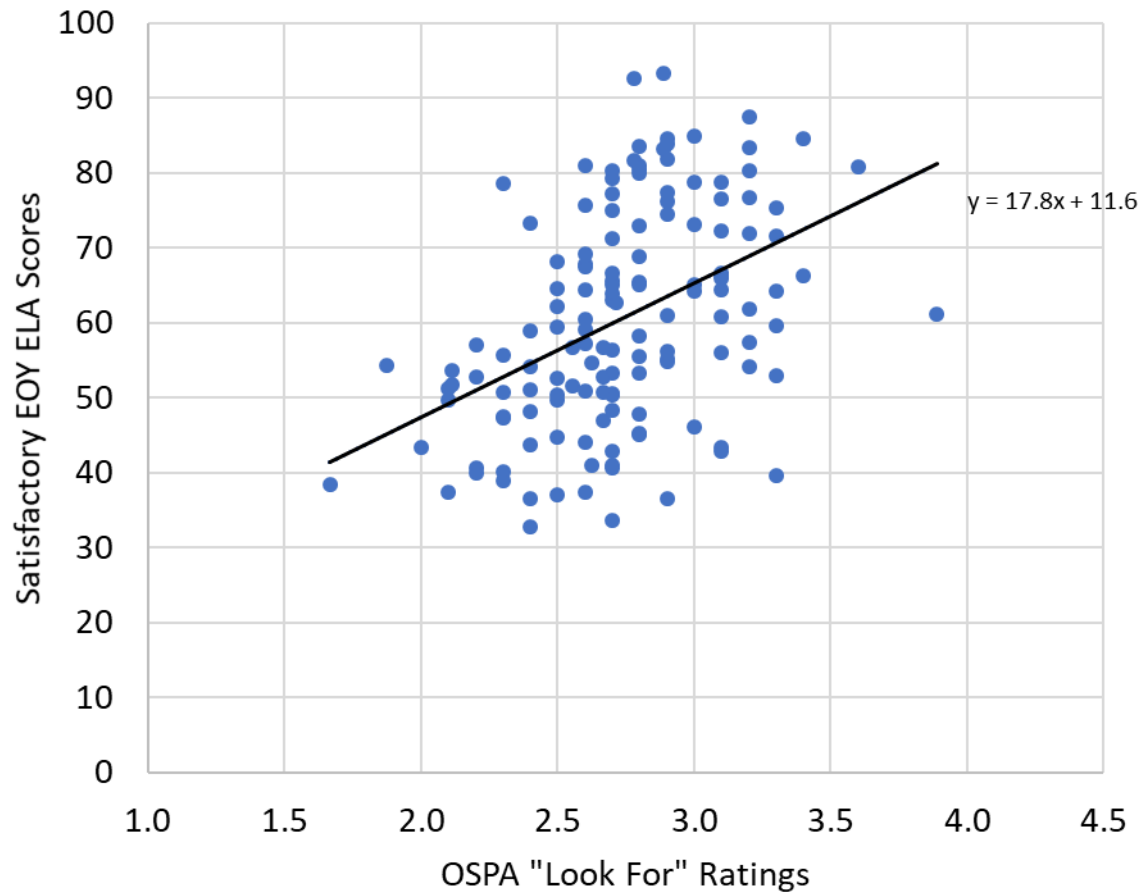


$r = 0.73$



ELA Performance Correlates Substantially with Balanced Literacy Environment

End of Year ELA Performance vs. OSPA "Look Fors"

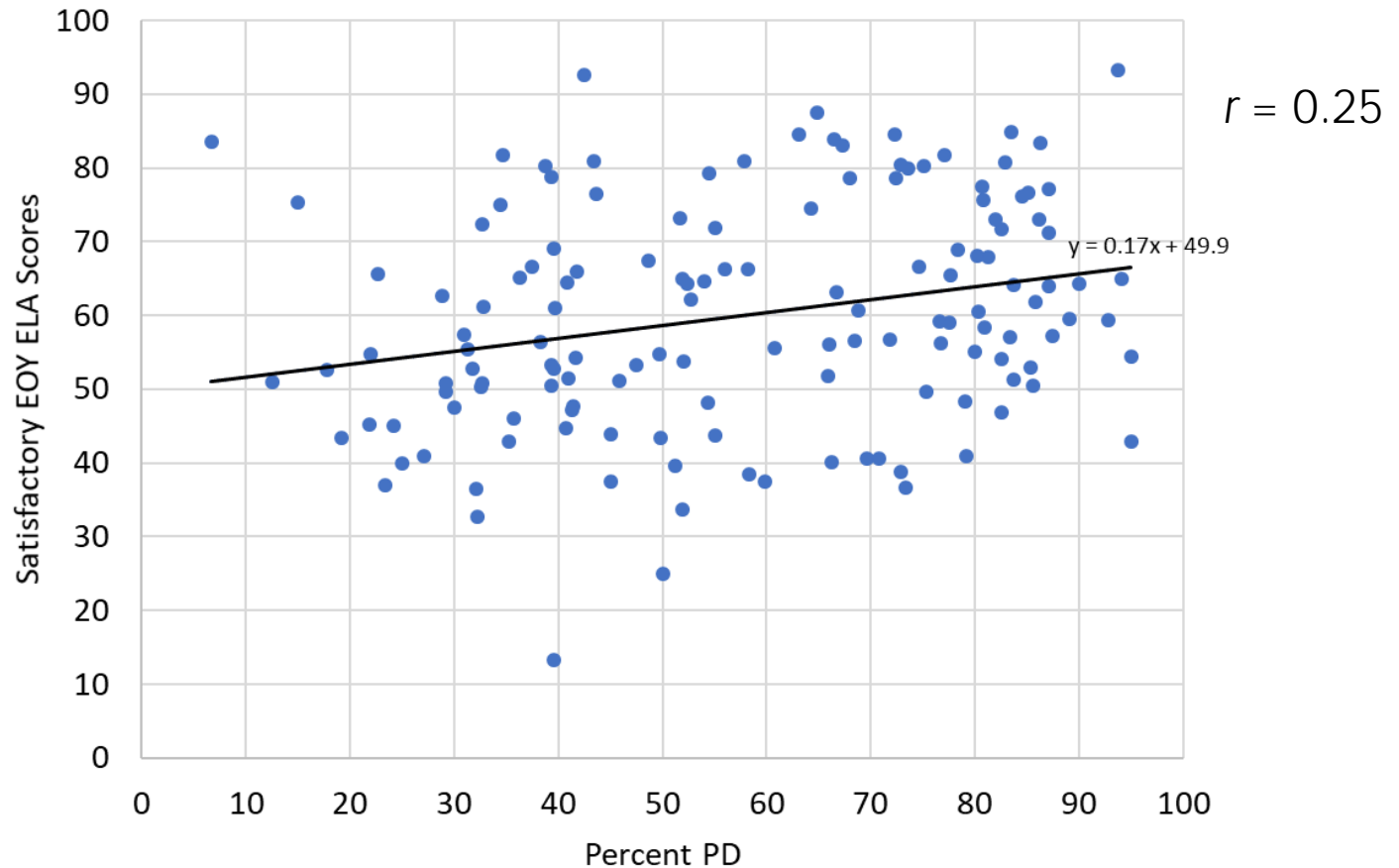


$r = 0.44$



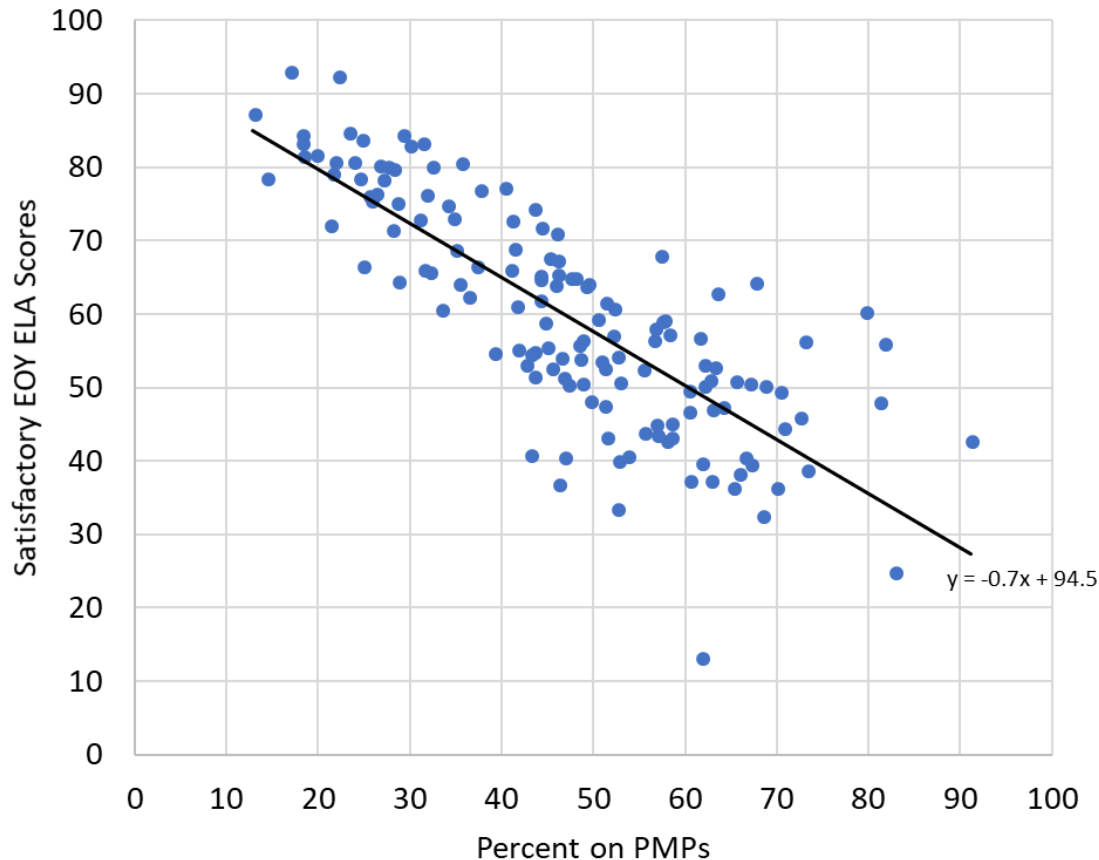
ELA Performance Correlates Moderately with Professional Development

End of Year ELA Performance vs.
Professional Development



ELA Performance Correlates Strongly with Progress Monitoring Plans

End of Year ELA Performance vs.
Proportion on Progress Monitoring Plans



$$r = -.79$$

Negative Correlation suggests that appropriate students are issued PMPs.



Prior Professional Development of Calibration Conversation Participants

Prior Professional Development of Calibration Conversation Participants, 2017-18

