Academics, OSPA, Schools, and SIM

# College and Career Readiness Workshop #1

September 25, 2018


*Presented by:*

**Daniel F. Gohl, Chief Academic Officer**
**Dr. Valerie S. Wanza, Chief School Performance and Accountability Officer**
**Dr. Deborah A. Posner, Executive Director, Strategic Initiative Management**
**Michael J. Ramirez, Cadre Director**
**Michelle L. Kefford, High School Principal Chair**


SIM
Strategic Initiative Management

Established 1915
BROWARD
County Public Schools

# The Three High Quality Instruction Strategic Initiatives

Year 1

Literacy and Early Learning

Year 2

Reimagining Middle Grades Learning

Year 3

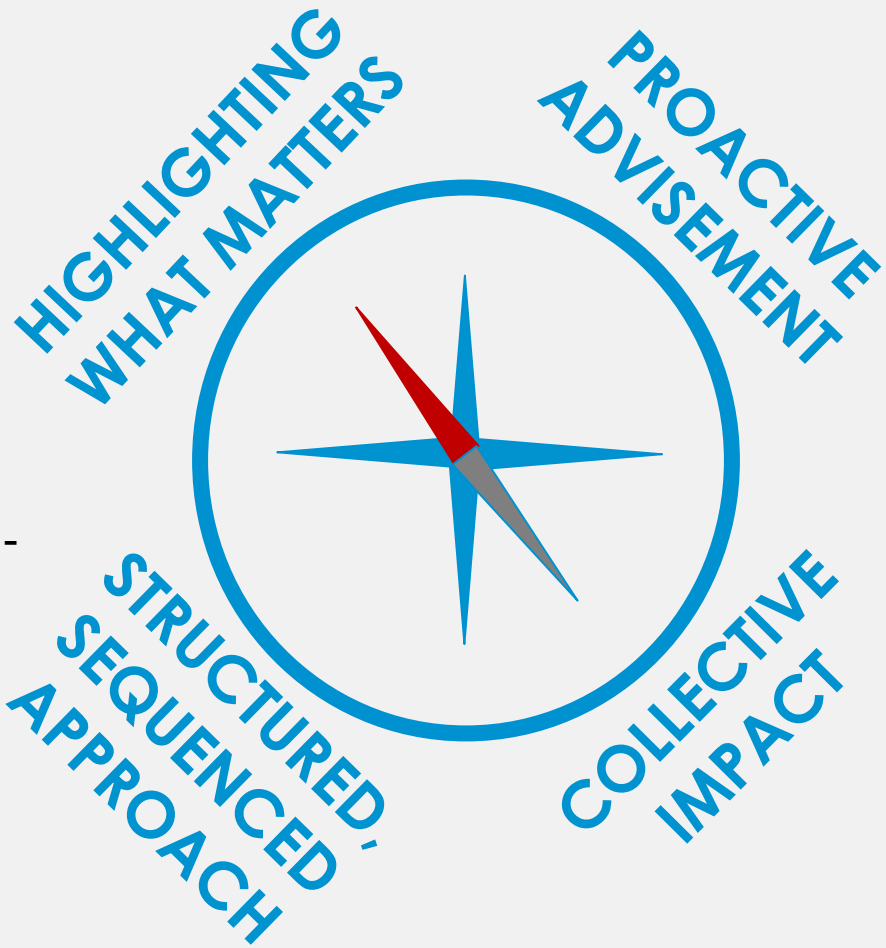
College and Career Readiness

# What Students Say Life Ready Is

160 more commonly used words in the 15,057 Senior Survey 2018 responses.
Source: Senior Survey 2018.

# Our Vision

- Graduation
- Enroll, Employ, Enlist, Explore
- Eliminate Cost
- Goal Completion




- Predictive Analytics
- Proactive Intervention
- Remove Barriers
- Overcome Misconceptions

- Work & Problem-based Learning
- Learner-centered
- Inclusion
- In- and Out-of-Class Experiences

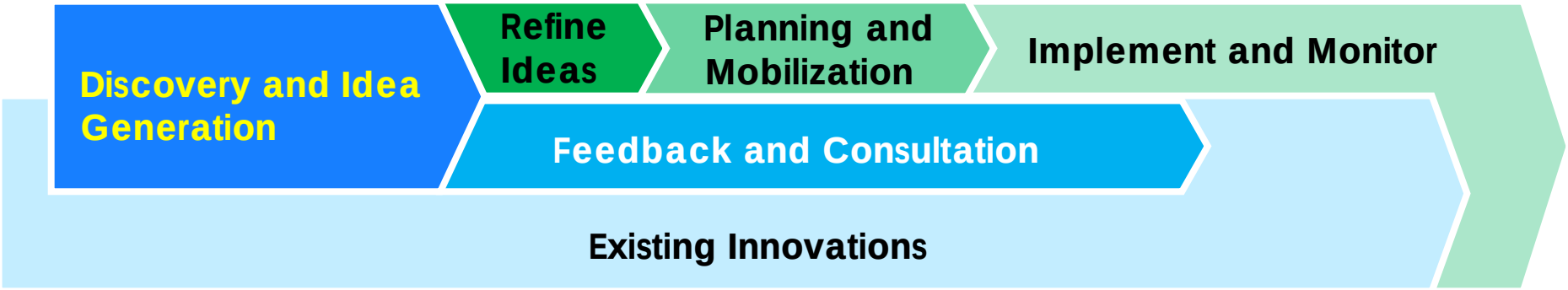
- Family Involvement
- Recruit Partners
- Don't Duplicate Efforts
- Scale Doesn't Outstrip Resources

# College and Career Readiness

**Purpose of Today's Meeting:**

1. **Introductions**
2. **2018/19 Board Workshop Cadence**
3. **Data Overview**
4. **Defining the Broward Graduate**
5. **Proposed Theory of Action**
6. **Next Steps**
7. **Board Conversation**

# Where We Are Today




*KEY:*

**Led by Principals**
**Input from Stakeholders**

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

# Timeline for 2018-2019 Board Workshops

**1**

**Discovery & Foundations**
**Sept. 25, 2018**

- Principal & Stakeholder engagement
- Challenges and Opportunities
  - Description of current state
  - Supporting data
- Theory of Action

**2**

**Implementation Plan**
**Feb 2019**

- Proposals
  - Descriptions
  - Logic Model: Inputs, Processes, Outputs
  - Scope, Reach
  - Project Plans
  - Timelines
  - Short-Term Progress

**3**

**Year End Updates**
**Aug 2019**

- Progress Monitoring
- Course Corrections
- Preliminary results

# Strategic Plan Data
# Progress from Baseline

Strategic Initiative Management

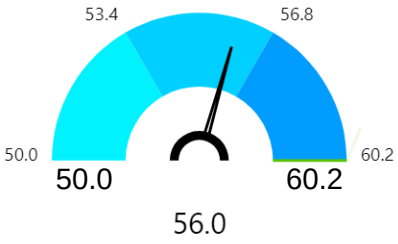
Strategic Plan Dashboard

Based on data available as of 8/21/2018.

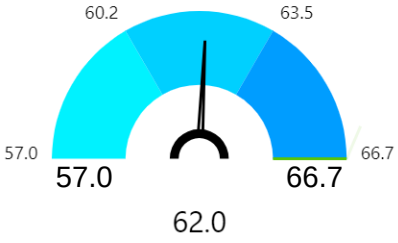
## Goal: High-Quality Instruction

### Literacy and Early Learning

English Language Arts Grades 3 to 5

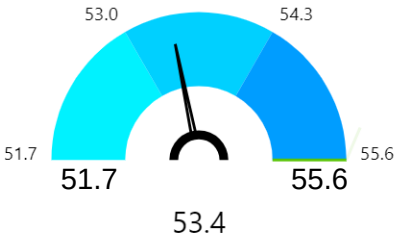



Math Grades 3 to 5

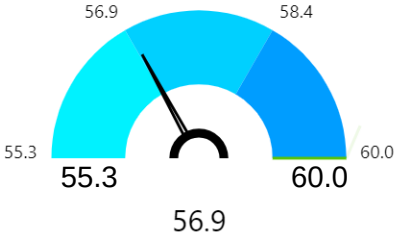



### Middle Grades Learning

English Language Arts Grades 6 to 8

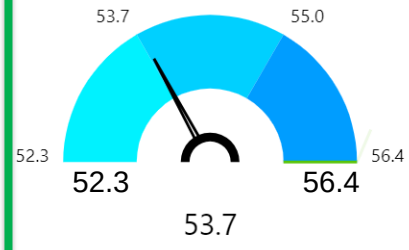



Math Grades 6 to 8

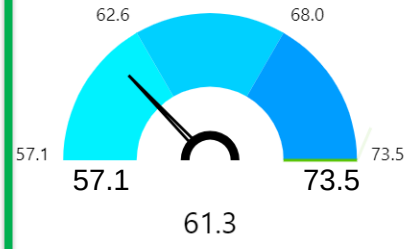



### College and Career Readiness

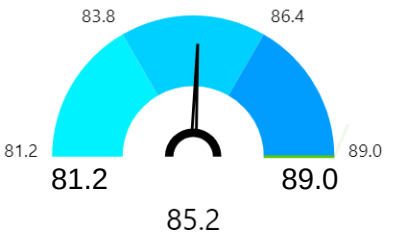
English Language Arts Grades 9 and 10




Algebra 1




Graduation Rate




Based on the March 2018 recalibrated strategic plan targets.
Reported performance is as of the 2017/18 school year except gradaution rates, which are as of 2016/17.
Charter schools are excluded.

= Year 1
= Year 2
= Year 3

Select other Strategic Plan Goals from tabs below.

# Core Datasets Reflecting Our Current State

| | Dataset | | Takeaway |
|---|---|---|---|
| Challenges | Academic Performance Gaps | Dataset A | Half of students enter 9th grade ready for high school; Readiness varies between student groups. |
| | | Dataset B | We have persistent achievement gaps between subgroups. |
| | | Dataset C | The gap between learning gains of all students compared to lowest quartile is widening at some schools. |
| | | Dataset D | Academic year to year growth differs by mastery level; high-mastery students are less likely to show growth. |
| | | Dataset E | Graduation rates are improving, but gaps persist across subgroups. |
| | Behavior Indicators | Dataset F | Three-year attendance rate trending downward. |
| | | Dataset G | Three-year behavior incidents and discipline rates trending towards improvement. |
| Opportunity | Secondary and Post-Secondary Opportunity Awareness | Dataset H | Overall participation in College and Career Acceleration opportunities has increased while performance has held steady. |
| | | Dataset I | Impact of Acceleration/Industry Certification Options |
| | | Dataset J | Students believe that being "Life-Ready" is to be prepared and to be independent. |

# The Broward Graduate Defined

| Personalized Pathway | Post-Secondary Preparedness | Social & Emotional Awareness | Employability Skills |
|---|---|---|---|
| Students develop and implement a personalized academic plan specific to career exploration, pathway choices, and related work place experiences to launch their future career, post-secondary goals. | Ensuring students have the academic preparation and skills required to enter their chosen post-secondary pathway. | Encompasses stress management, resilience, managing conflict productively, powerful influencing skills, catalyzing change, teamwork and collaboration. | A group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace. |

# Sampling of Proposed Actions by Workgroup (1 of 2)

## Post-Secondary Preparedness

- Academic, Career Pathway Dual Enrollment
- Adv. Academics (IB, AP, AICE, CTE)
- PSAT/SAT Day
- Algebra Project
- Military Programs
- Financial Literacy
- Career and College Fairs
- Financial Aid Options and Access
- Admissions Process
- Distance Learning Opportunities
- Industry Guest Speakers, Judges
- Teacher Professional Development

**Life Ready Portfolio**

## Employability Skills

- Naviance Assessment of Employability
- NAF Curriculum/Soft Skills Certification
- Industry Certifications
- Career and Technical Student Organizations
- Align With Needs of Employers/Opportunities
- Internships and Apprenticeships
- Digital Literacy
- Mock Interviews

# Sampling of Proposed Actions by Workgroup (2 of 2)

## Personalized Pathways

- School-based Career Advisors
- Scheduling to Support Cohort Pathways
- Reading Certification for all CTE
- LPQ Industry Certification Participation Campaign
- Career and Technical Student Organization
- Accelerated Pathways: AICE, IB, AP Capstone
- Self-Directed Learning
- Purposeful Planning

**Life Ready Portfolio**

## Social and Emotional Awareness

- Personalization for Academic and Social Learning (PASL)
- Common Instrument for Measuring SEL
- Community Asset Map of Resources and Providers
- School Coaching and Support
- Tiered Menu of Options for Supports, Interventions
- Self-Discovery Assessments
- Proactive Advisement

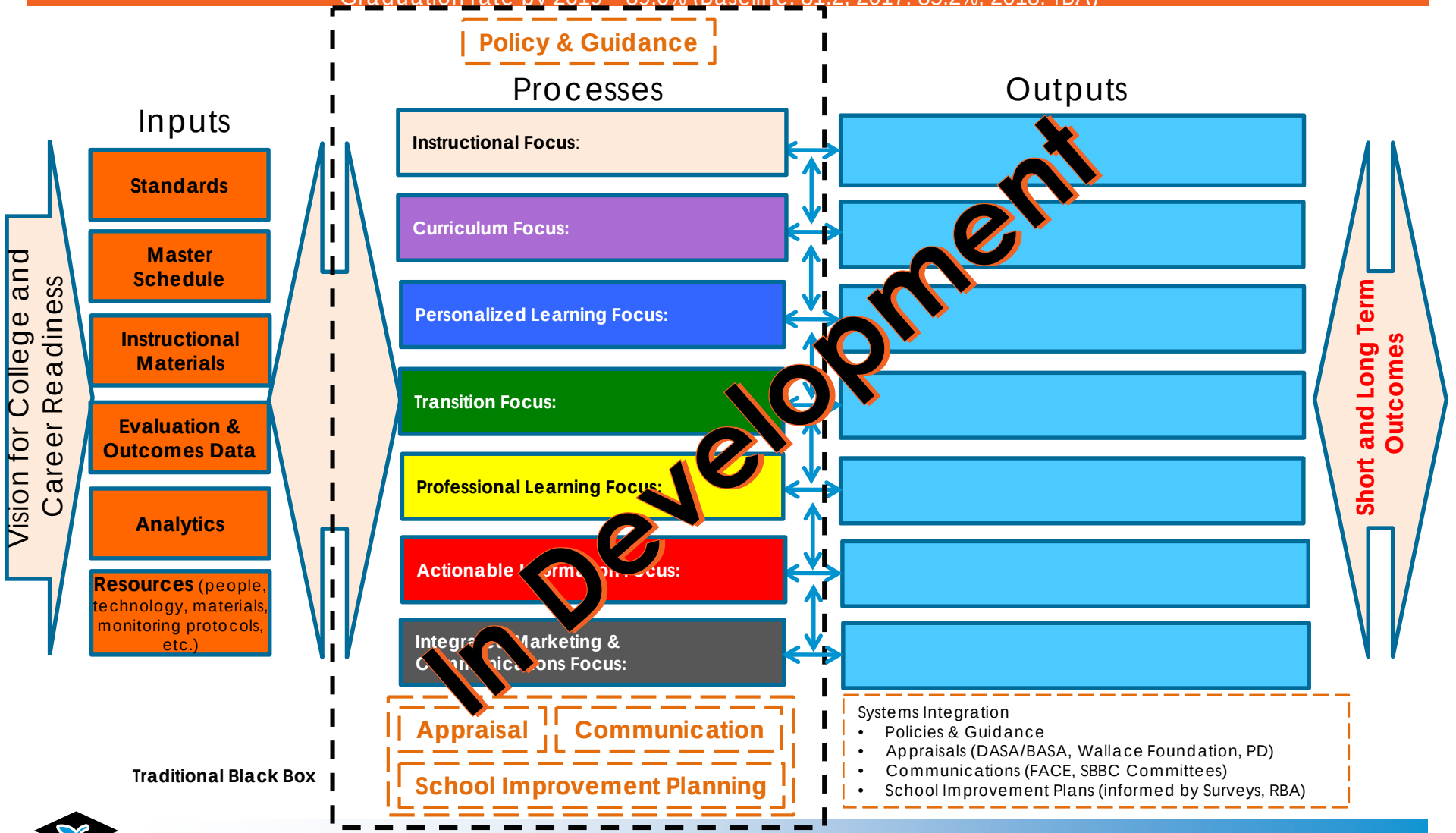
# Prioritized Initiative: College and Career Readiness

## (Portfolio Manager: Michael Ramirez)

| Tactics | Theory of Action driving Logic Model | Project Manager | Desired Outcomes |
|---|---|---|---|
| PROGRAM SPONSOR: Daniel Gohl<br>Provide **rigorous foundations** in algebra, reading and writing in the ninth grade.<br><br>Improve **counseling services** at the secondary level to raise expectations and quality of course-taking trends.<br><br>Support and monitor **post-secondary transition** through college selection counseling and access to college entrance exams and financial support processes.<br><br>Using the **MTSS/RtI** process to support graduation and post-secondary transitions.<br><br>PROJECT SPONSOR: Valerie Wanza<br>**Quality Assurance** for school-based implementation | **IF** we ensure that students have strong foundations in literacy and numeracy, that their unique learning needs are met through personalized pathways, have engaged in rigorous curriculum aligned to post-secondary opportunities, have developed social & emotional skills and have support when exploring careers and applying to college,<br>**THEN** students will have the knowledge and skills required to successfully pursue a post-secondary pathway of their choice as productive members of society. | **Susan Cantrick** & Todd LaPace (Employability Skills)<br><br>**Enid Valdez** & Jon Marlow (Personalized Pathways)<br><br>**Guy Barmoha** & Scott Fiske (Post-Secondary Preparedness)<br><br>**Ralph Aiello** & Angel Gomez (Social & Emotional Awareness) | Incremental:<br>• Students develop soft skills necessary to be successful in college and the workplace.<br>• Students chart and conduct their high school career in alignment with their post-secondary goals.<br><br>Cumulative:<br>• Increased Level 3 and Above in ELA and Mathematics<br>• Closed Achievement Gaps<br>• Increased graduation rates<br>• Increased college admission rates and scholarships<br>• Increased employment |

# Logic Model (driven by Theory of Action)

SMART Goals: Percent of High School Students (Grades 9 to 12) Level 3 or Higher (Recalibrated March 2018)
in ELA by 2019 – 56.4% (Baseline: 52.3%, 2017: 53.4%, 2018: 53.7%);
in Algebra 1 –73.5% (Baseline: 57.1%, 2017: 66.4%, 2018: 61.3%).
Graduation rate by 2019 – 89.0% (Baseline: 81.2, 2017: 85.2%, 2018: TBA)



# Project Plan Template

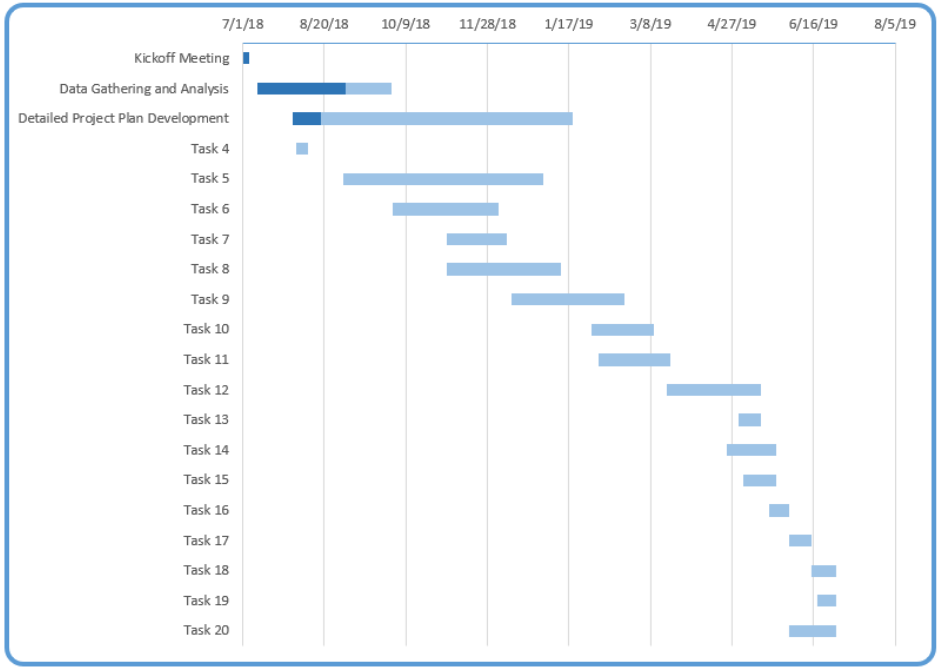
Last Modified: 09/07/18

## Project Plan

### College and Career Readiness: Summary Overview for 2018-19

***Executive Sponsors: Dan Gohl, Dr. Valerie Wanza, and Leslie Brown | Portfolio Manager: Mike Ramirez | Co-Managers: Alan Strauss and Michelle Kefford***

| Task Name | Owner | Start Date | End Date | Calc % Comp | Actual % Complete | Risk Level |
|---|---|---|---|---|---|---|
| Kickoff Meeting | | 7/1/2018 | 7/5/2018 | 100% | 100% | Low |
| Data Gathering and Analysis | | 7/10/2018 | 9/30/2018 | 72% | 66% | Low |
| Detailed Project Plan Development | | 8/1/2018 | 1/19/2019 | 22% | 10% | Low |
| Task 4 | | 8/3/2018 | 8/10/2018 | 0% | 0% | Low |
| Task 5 | | 9/1/2018 | 1/1/2019 | 0% | 0% | Low |
| Task 6 | | 10/1/2018 | 12/5/2018 | 0% | 0% | Low |
| Task 7 | | 11/3/2018 | 12/10/2018 | 0% | 0% | Low |
| Task 8 | | 11/3/2018 | 1/12/2019 | 0% | 0% | Low |
| Task 9 | | 12/13/2018 | 2/20/2019 | 0% | 0% | Low |
| Task 10 | | 1/31/2019 | 3/10/2019 | 0% | 0% | Low |
| Task 11 | | 2/4/2019 | 3/20/2019 | 0% | 0% | Low |
| Task 12 | | 3/18/2019 | 5/15/2019 | 0% | 0% | Low |
| Task 13 | | 5/1/2019 | 5/15/2019 | 0% | 0% | Low |
| Task 14 | | 4/24/2019 | 5/24/2019 | 0% | 0% | Low |
| Task 15 | | 5/4/2019 | 5/24/2019 | 0% | 0% | Low |
| Task 16 | | 5/20/2019 | 6/1/2019 | 0% | 0% | Low |
| Task 17 | | 6/1/2019 | 6/15/2019 | 0% | 0% | Low |
| Task 18 | | 6/15/2019 | 6/30/2019 | 0% | 0% | Low |
| Task 19 | | 6/18/2019 | 6/30/2019 | 0% | 0% | Low |
| Task 20 | | 6/1/2019 | 6/30/2019 | 0% | 0% | Low |




*Project management tool provided by the Office of Strategic Initiative Management (SIM)*

# Next Steps

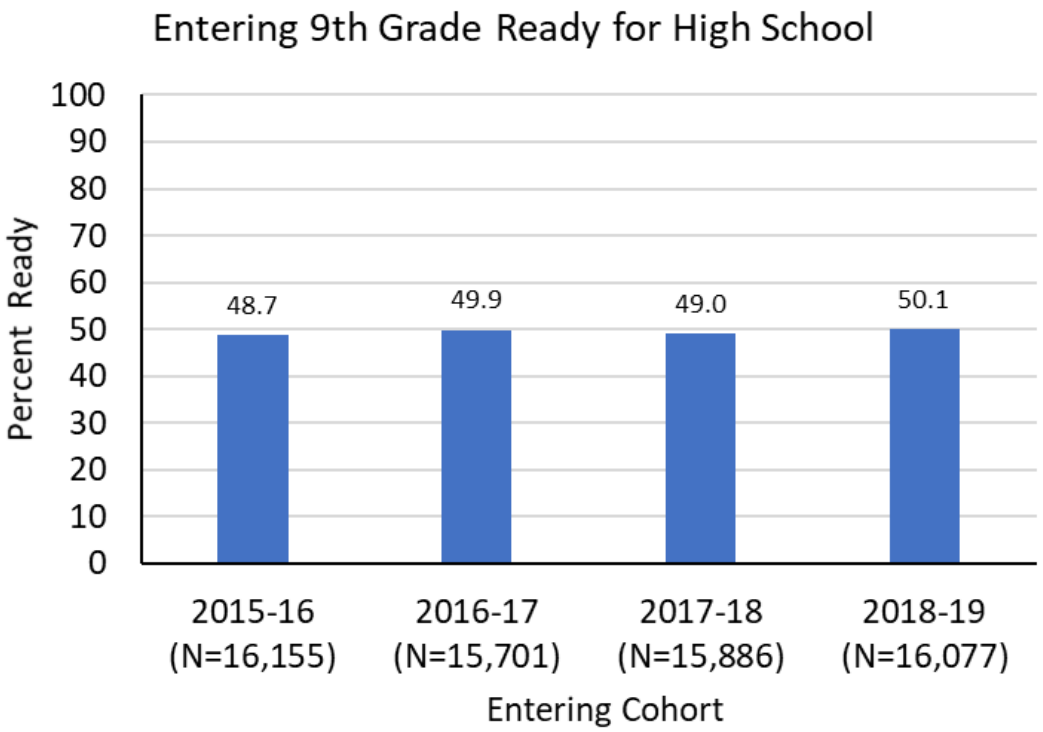
- Develop Logic Model
- Build Project Plans with 1:1 Consultations with SIM
- SIM-facilitated Planning Sessions
- School Board Workshops February & August 2019
- Integration of initiative as appropriate in development of new 2019-22 Strategic Plan

# Appendix

Datasets

# Dataset A: Students Entering Ready for High School

## Grade 9 Students Who Scored 3+ on ELA and Math in 8th Grade



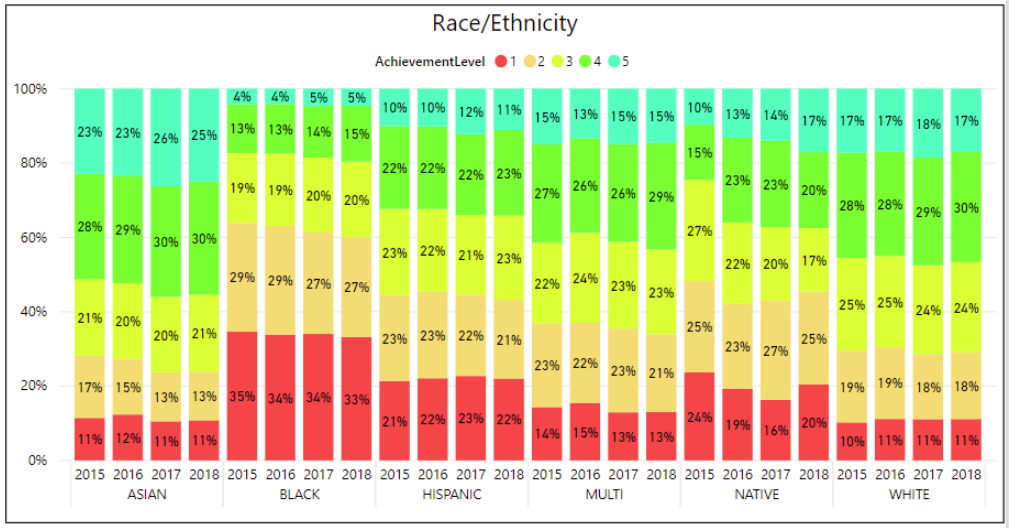

| Subgroups Entering Fall 2018-19 | | | |
|---|---|---|---|
| | Ready | | |
| | No | Yes | GAP |
| Black | 65.9% | 34.1% | -35.6% |
| Hispanic | 46.9% | 53.1% | -16.6% |
| White | 30.3% | 69.7% | |
| | | | |
| Male | 54.0% | 46.0% | -8.2% |
| Female | 45.8% | 54.2% | |
| | | | |
| FRL | 59.8% | 40.2% | -30.2% |
| Non-FRL | 29.6% | 70.4% | |
| | | | |
| ELL | 97.0% | 3.0% | -50.3% |
| Non-ELL | 46.7% | 53.3% | |
| | | | |
| ESE | 82.7% | 17.3% | -36.8% |
| Non-ESE | 45.9% | 54.1% | |

Math include 8th Grade FSA, Algebra 1 EOC, and Geometry EOC. Algebra 2 EOC is included in 2015-16 to 2017-18.

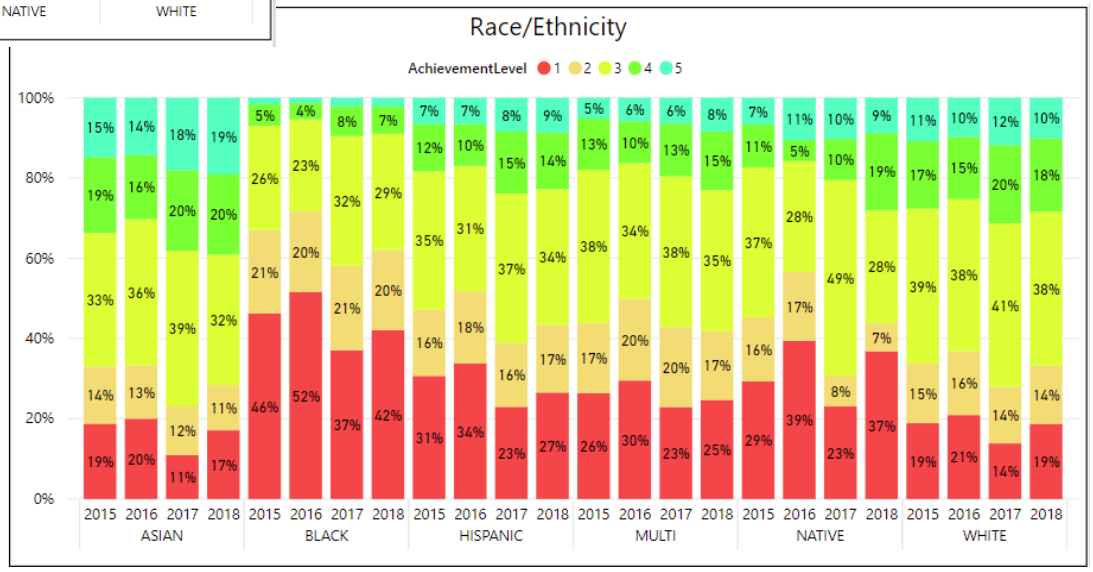
Source: Student Data Warehouse.

# Dataset B: Florida Standards Assessment

## Four-year Trends by Race



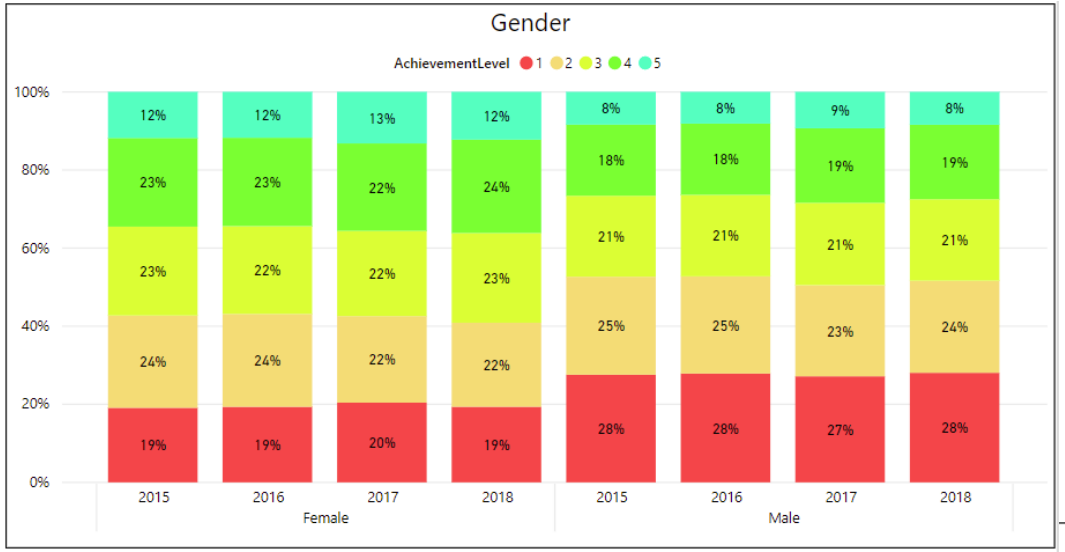

**English Language Arts**



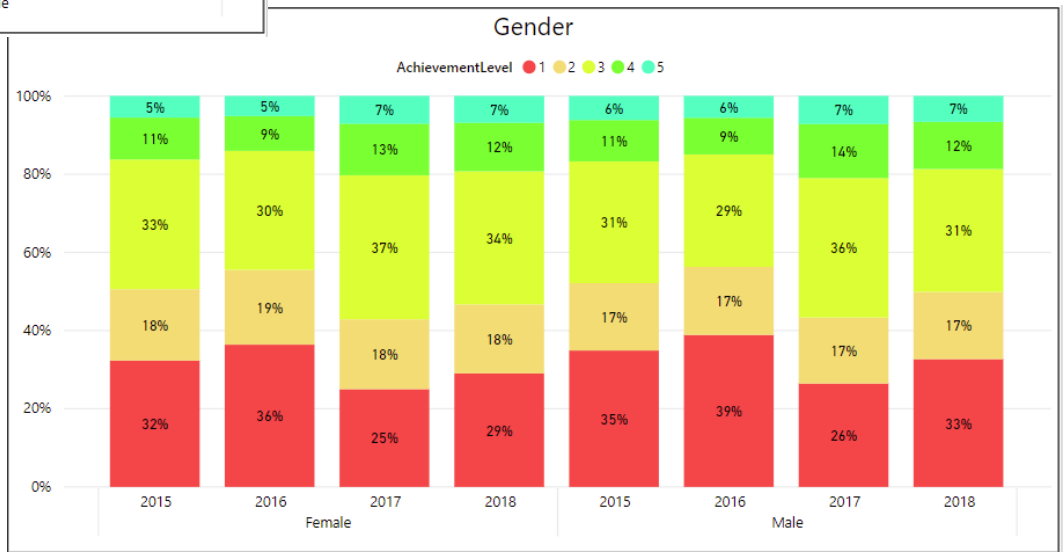

Source: Student Assessment & Research State Exams Dashboard.

**Mathematics**

# Dataset B: Florida Standards Assessment
## Four-year Trends by Gender



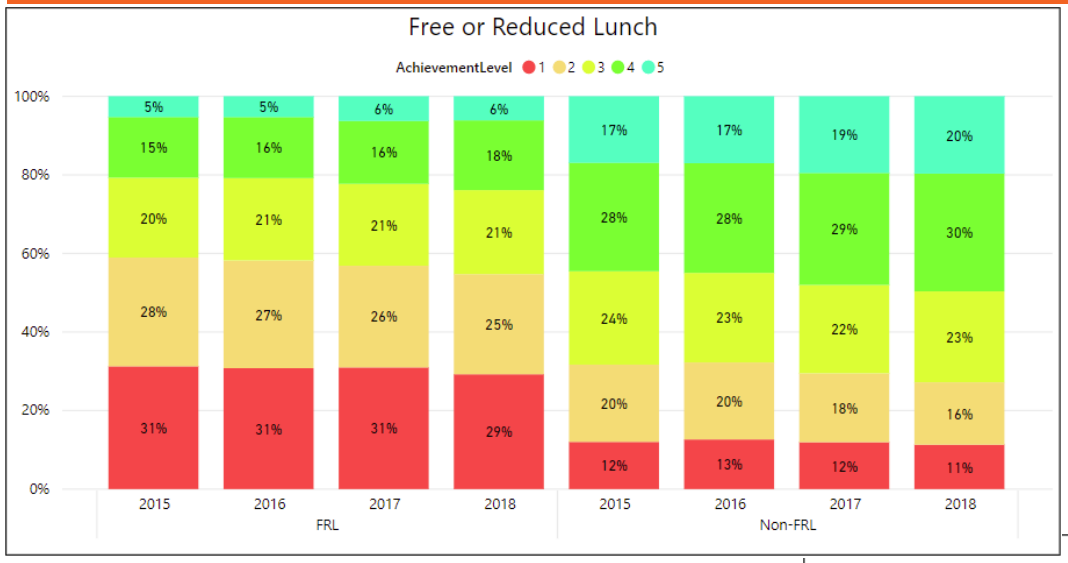

**English Language Arts**



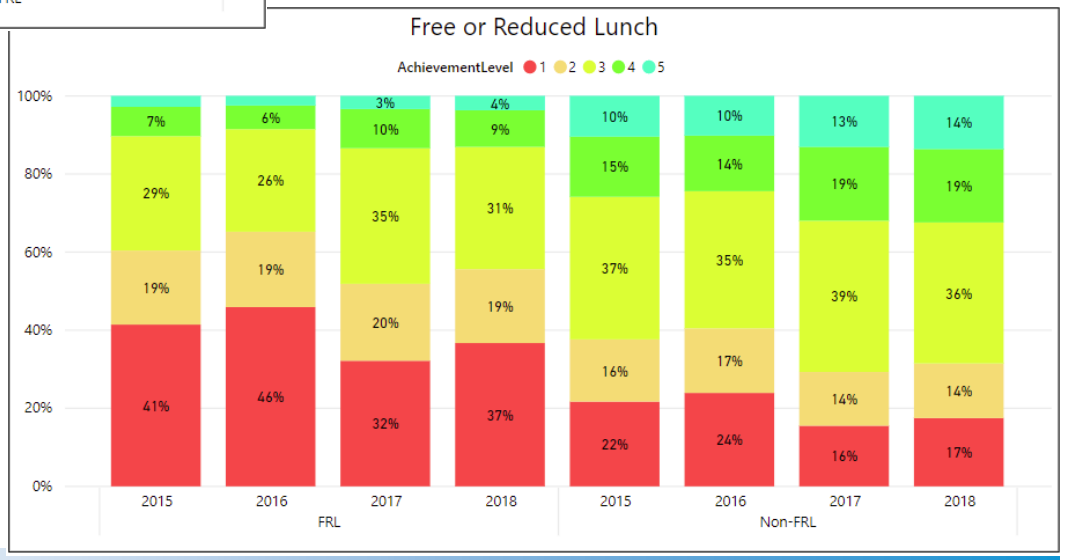

Source: Student Assessment & Research State Exams Dashboard.

**Mathematics**

# Dataset B: Florida Standards Assessment
## Four-year Trends by Free or Reduced Lunch Status



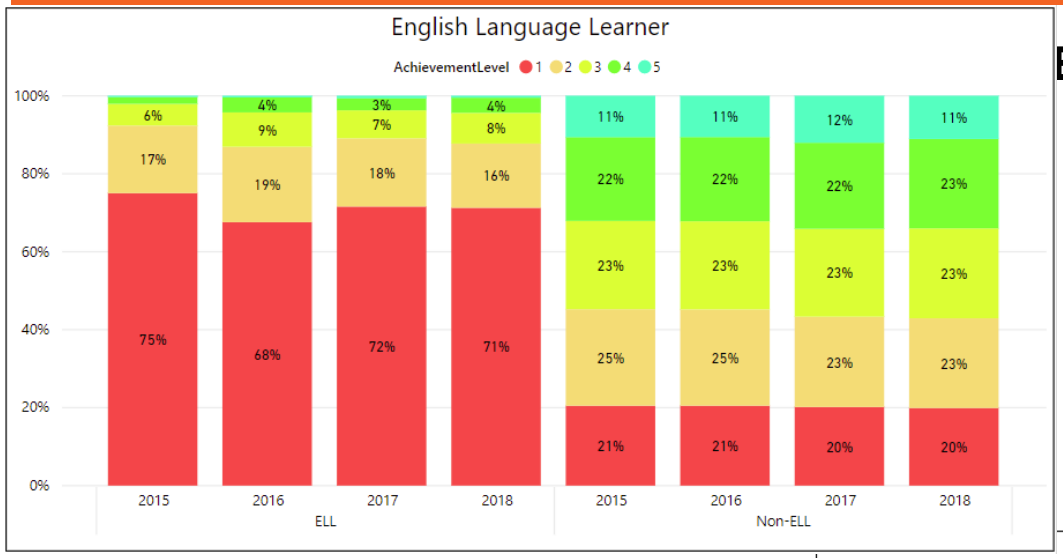

**English Language Arts**



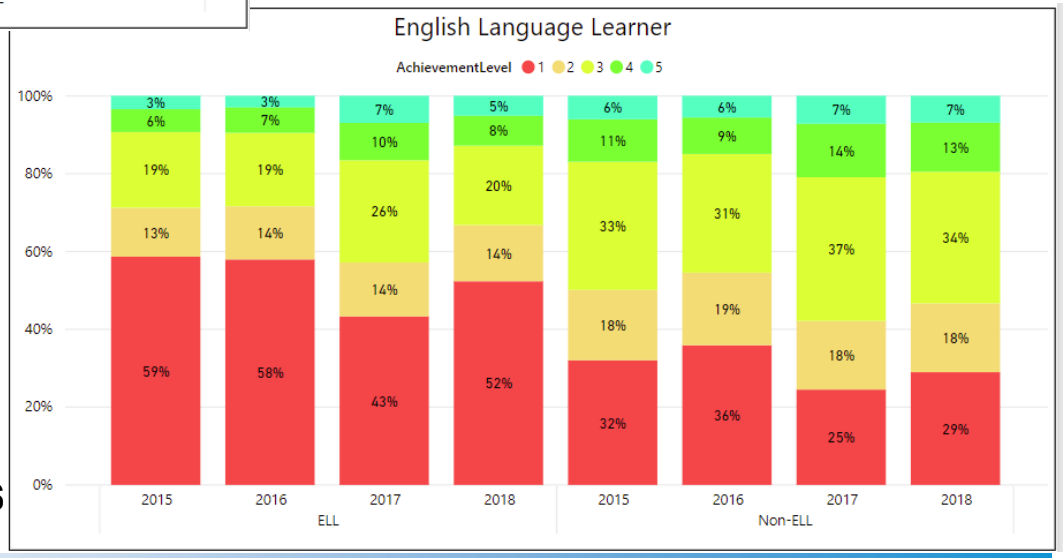

Source: Student Assessment & Research State Exams Dashboard.

**Mathematics**

# Dataset B: Florida Standards Assessment
## Four-year Trends by English Language Learner Status



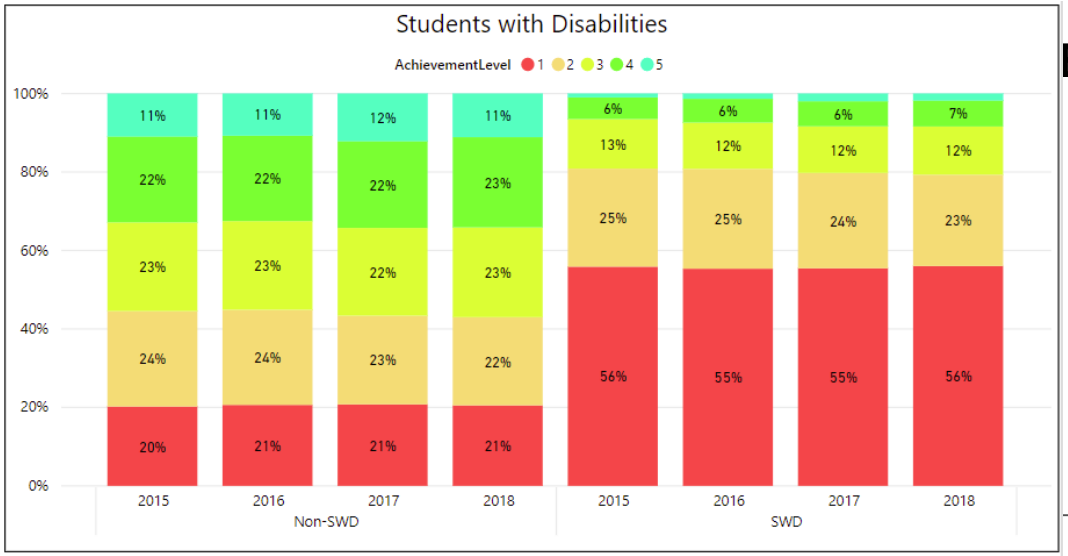

**English Language Arts**



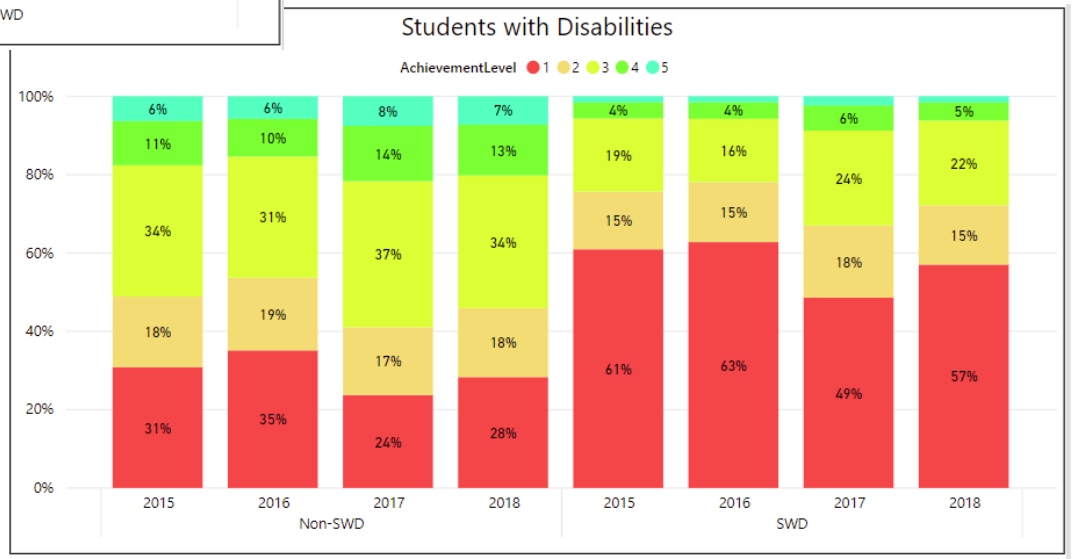

Source: Student Assessment & Research State Exams Dashboard.

**Mathematics**

# Dataset B: Florida Standards Assessment
## Four-year Trends by Students with Disabilities




**English Language Arts**

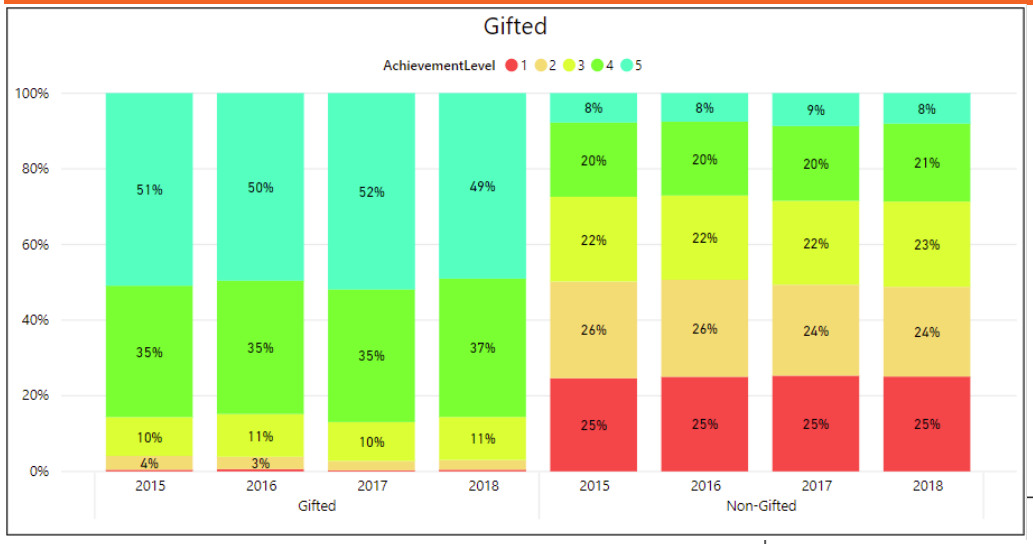



Source: Student Assessment & Research State Exams Dashboard.

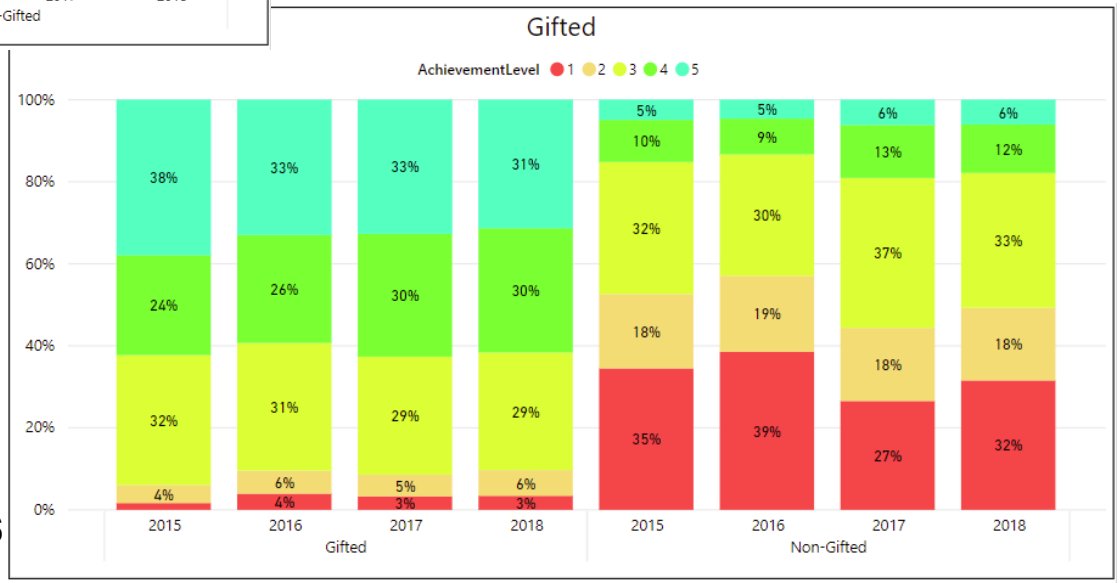
**Mathematics**

# Dataset B: Florida Standards Assessment

## Four-year Trends by Gifted




**English Language Arts**




Source: Student Assessment & Research State Exams Dashboard.

**Mathematics**

# Dataset C: School Grades Formula

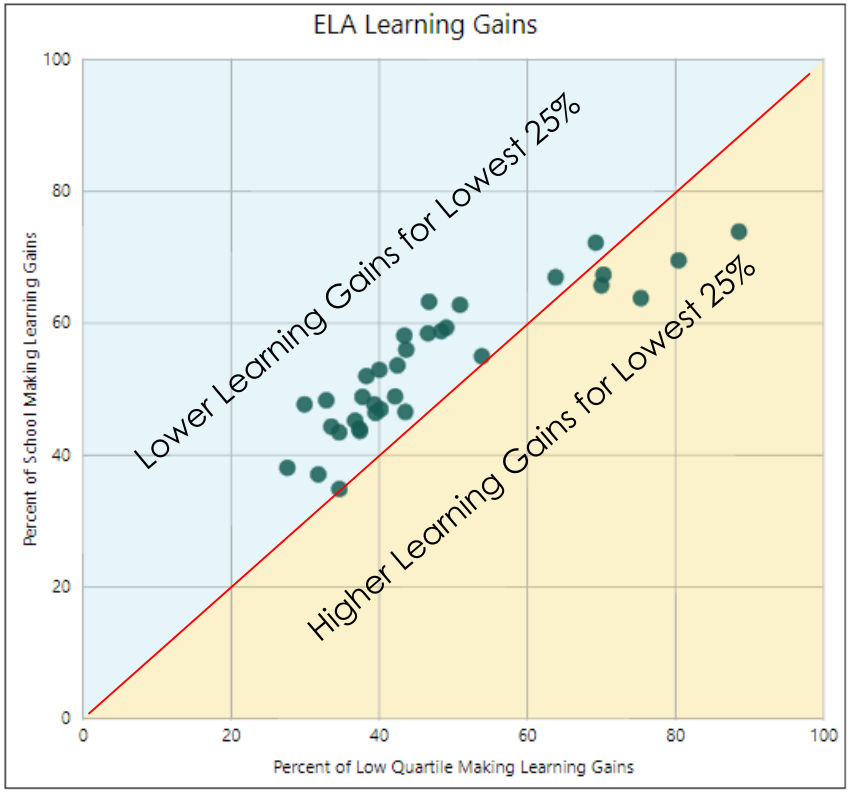
Aggregate School Grade Data for Non-Charter High Schools, 2018

| English Language Arts (FSA, FSAA) | Mathematics (FSA, FSAA, EOCs) | Science (NGSSS, FSAA, EOCs) | Social Studies (EOCs) | Graduation Rate | Acceleration Success |
|---|---|---|---|---|---|
| Achievement 57% | Achievement 47% | Achievement 61% | Achievement 71% | 4-year Graduation Rate 90% | High School (AP, IB, AICE, Dual Enrollment or Industry Certification) 64% |
| Learning Gains 53% | Learning Gains 44% | **Total = 57%** **Grade = B** | | | |
| Learning Gains of the Lowest 25% 44% | Learning Gains of the Lowest 25% 43% | | | | ~~Middle School (EOCs or Industry Certifications) (0% to 100%)~~ |

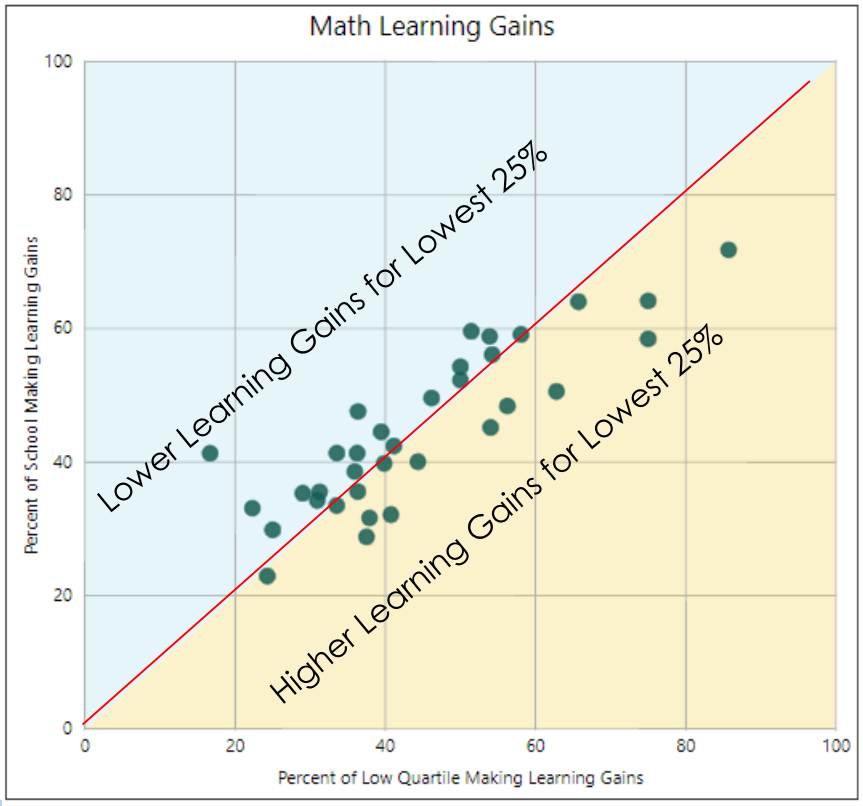
Sources: Template: Florida Department of Education
High School Grade Data: Student Assessment & Research School Grades Insight Dashboard

# Dataset C: School Grade Focus & Consequences

## Learning Gains vs. Lowest 25% Learning Gains



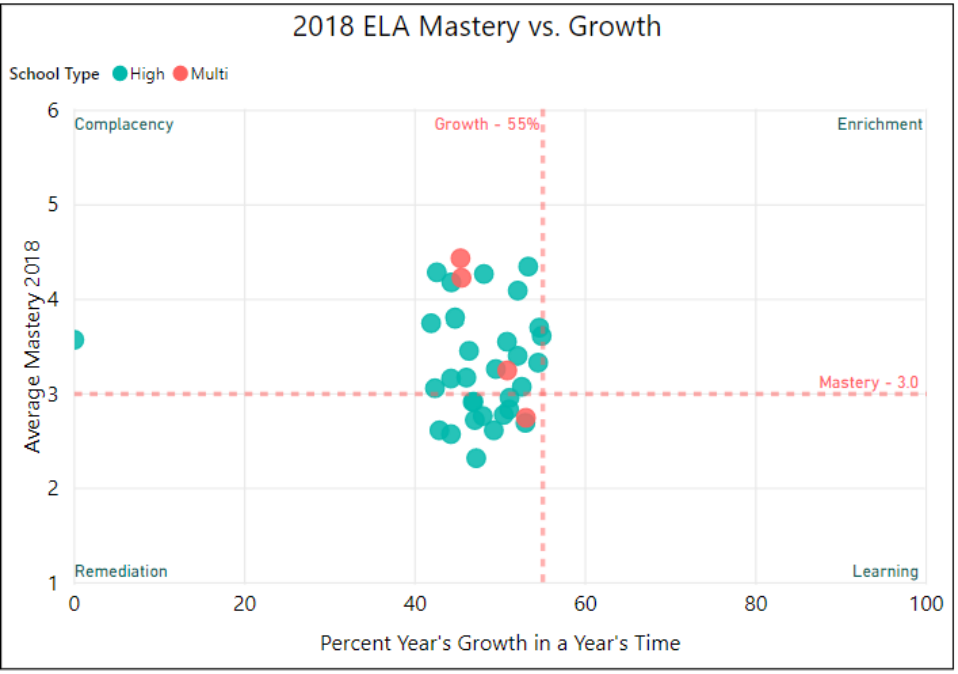

**English Language Arts**

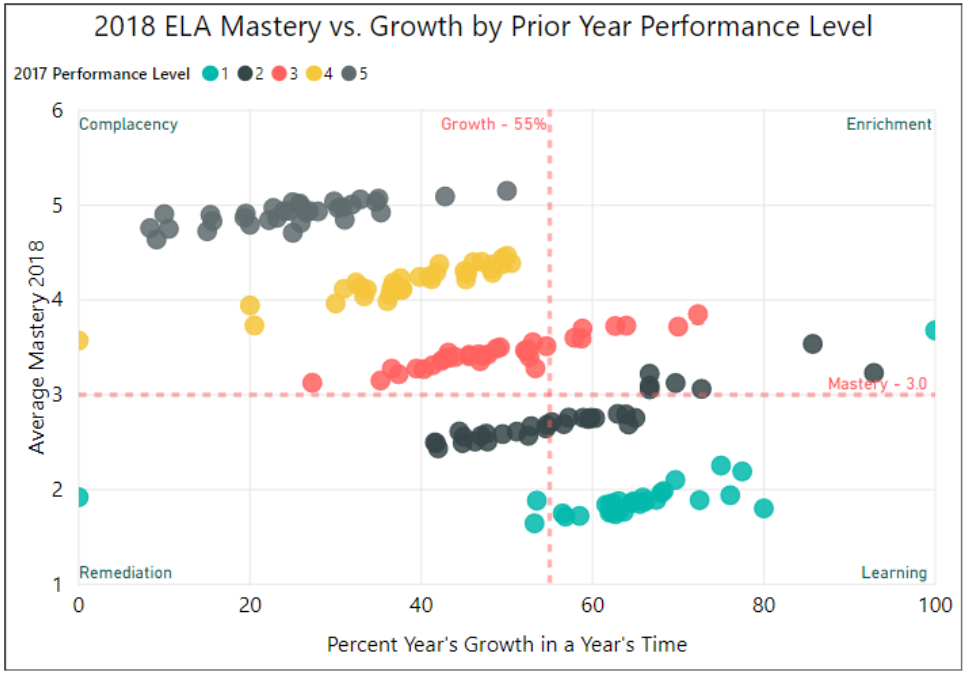



**Mathematics**

Source: Florida Department of Education School Grades Data File.

# Dataset D: 2018 Florida Standards Assessment
## High School English Language Arts

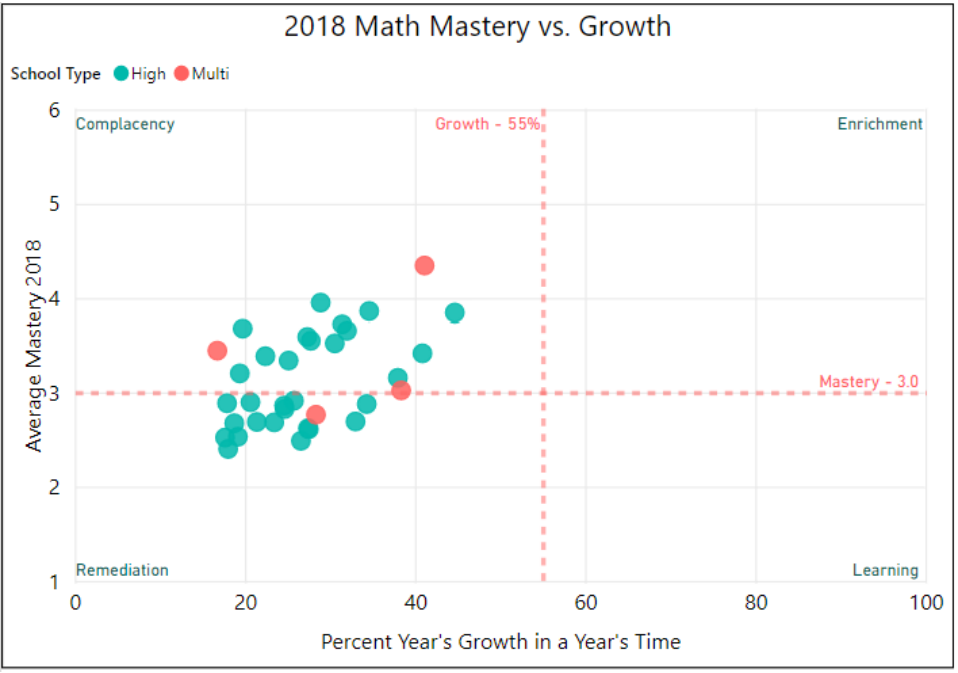


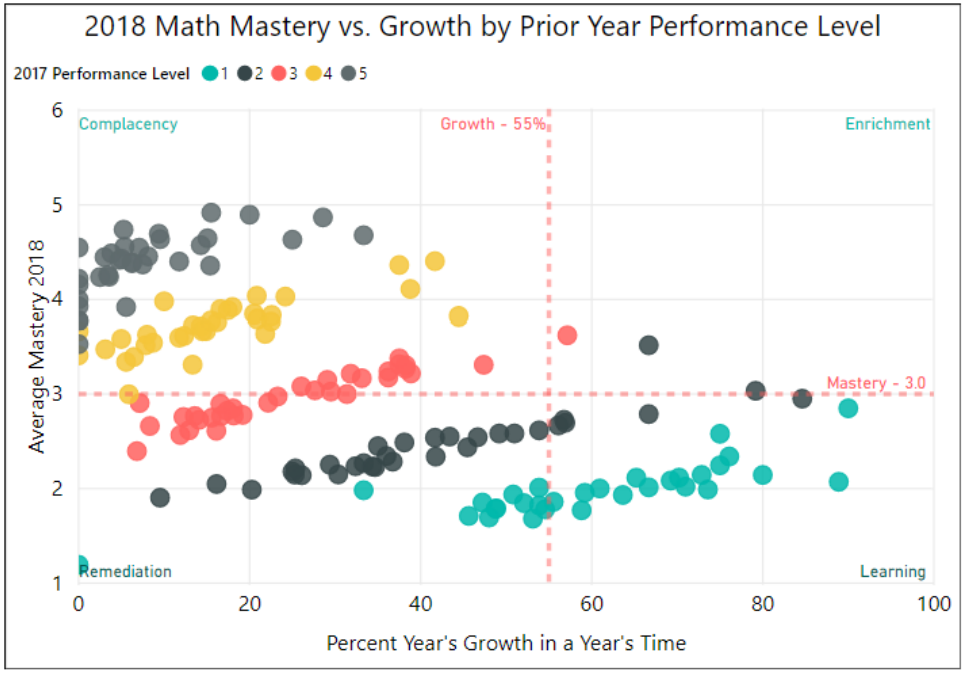




Source: Student Assessment & Research Mastery & Growth Dashboard.

# Dataset D: 2018 Florida Standards Assessment

## High School Mathematics

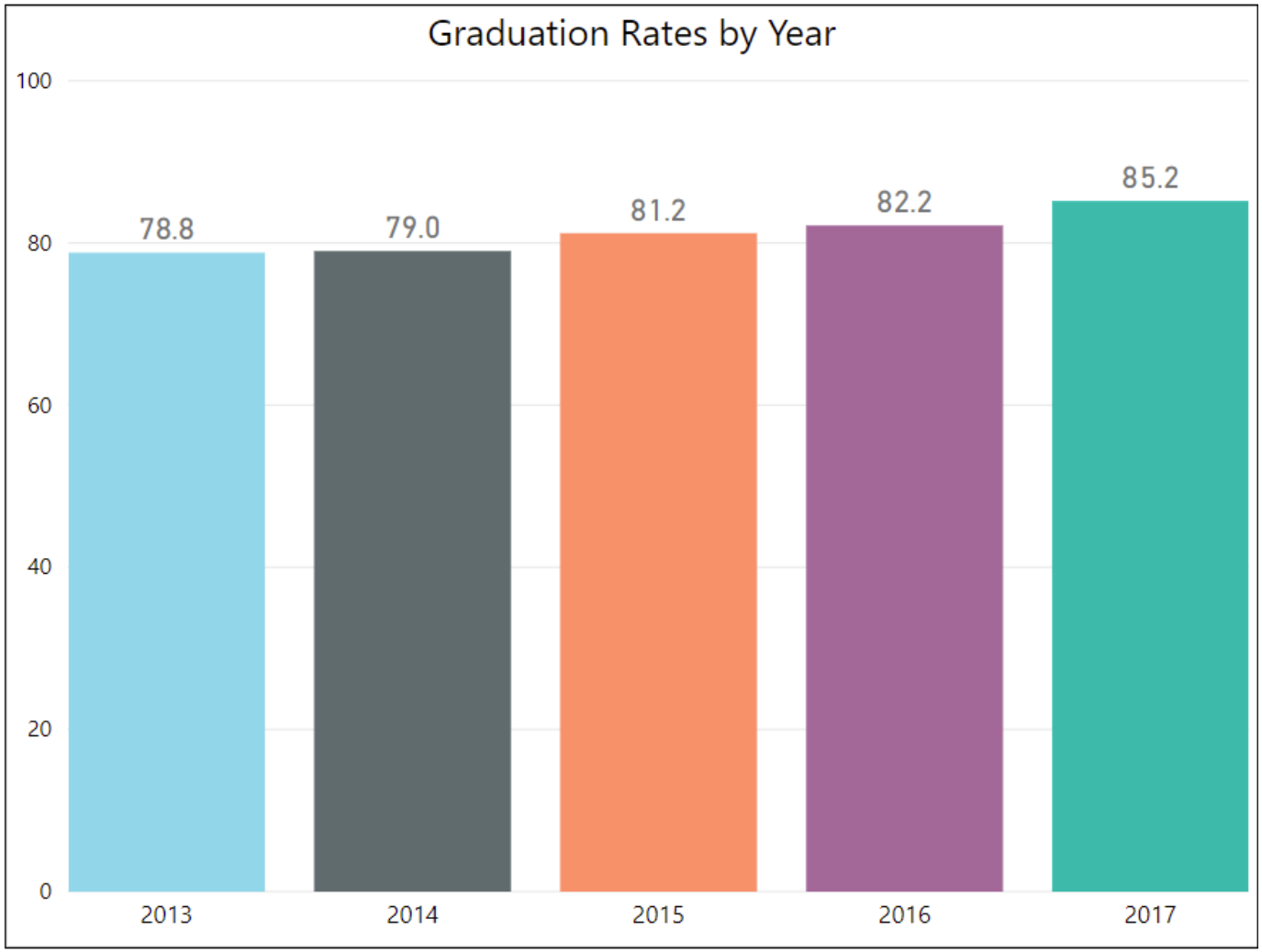



Includes Math to Algebra, Algebra to Geometry, Grades 9 and 10.

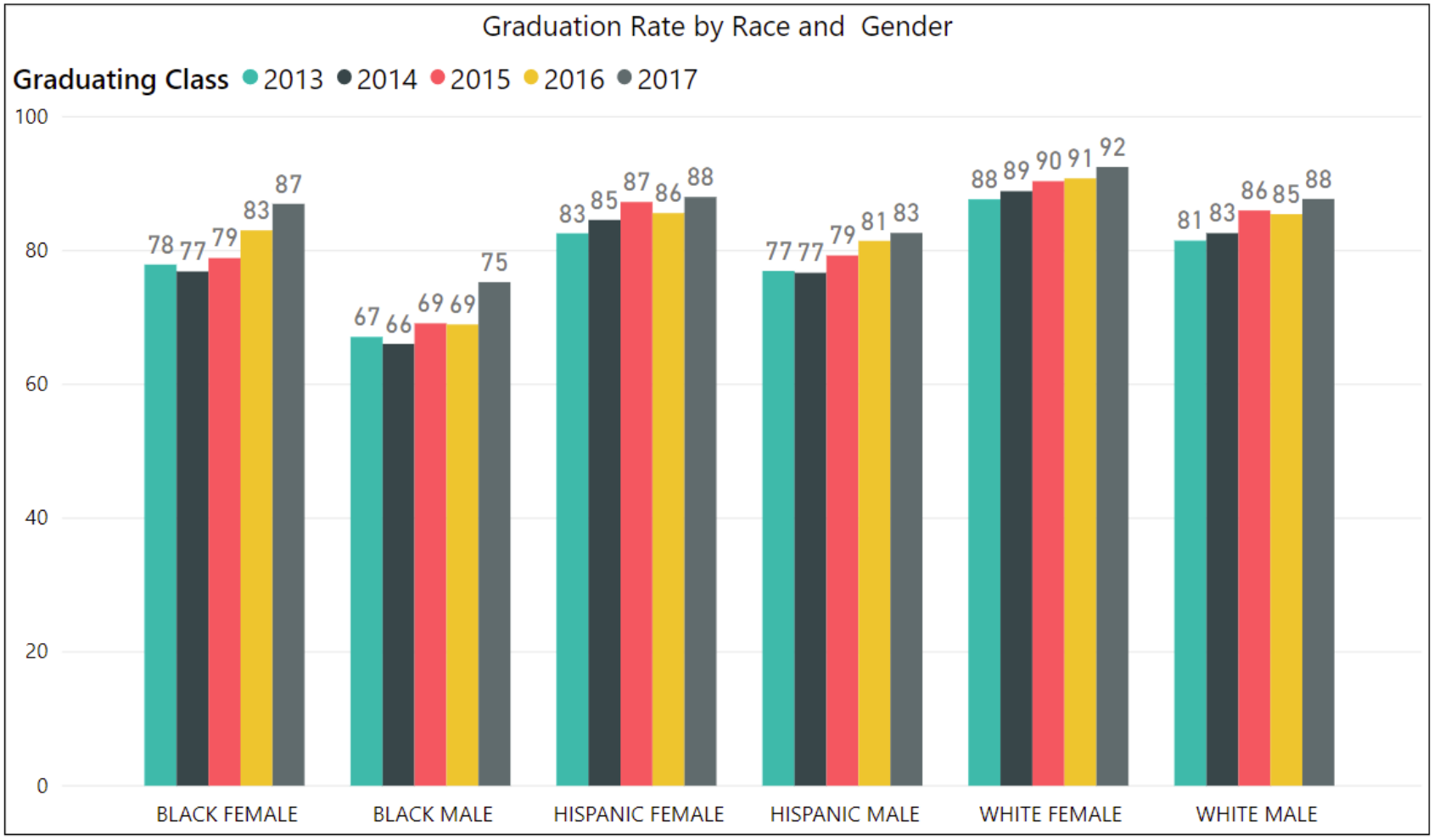
Source: Student Assessment & Research Mastery & Growth Dashboard.

# Dataset E: Graduation Rates



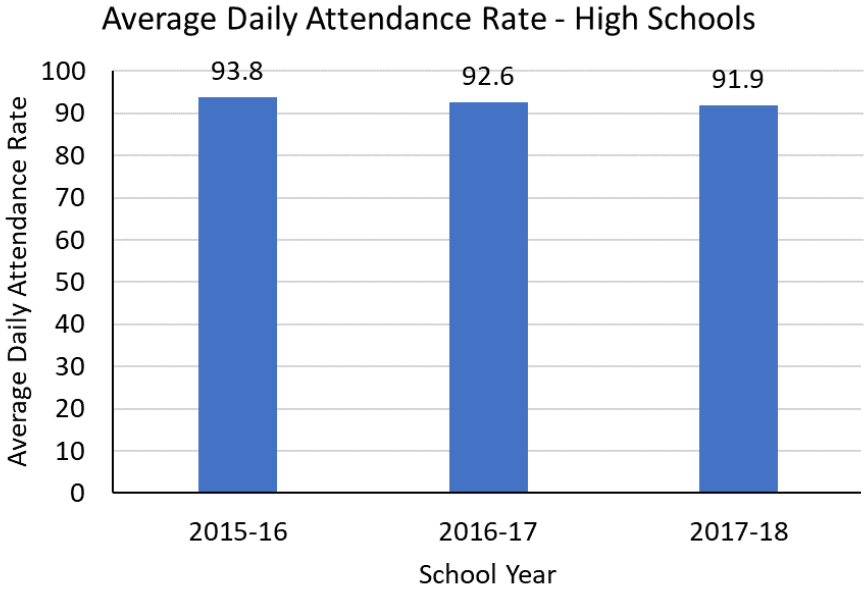

Source: Student Assessment & Research Graduation Dashboard.

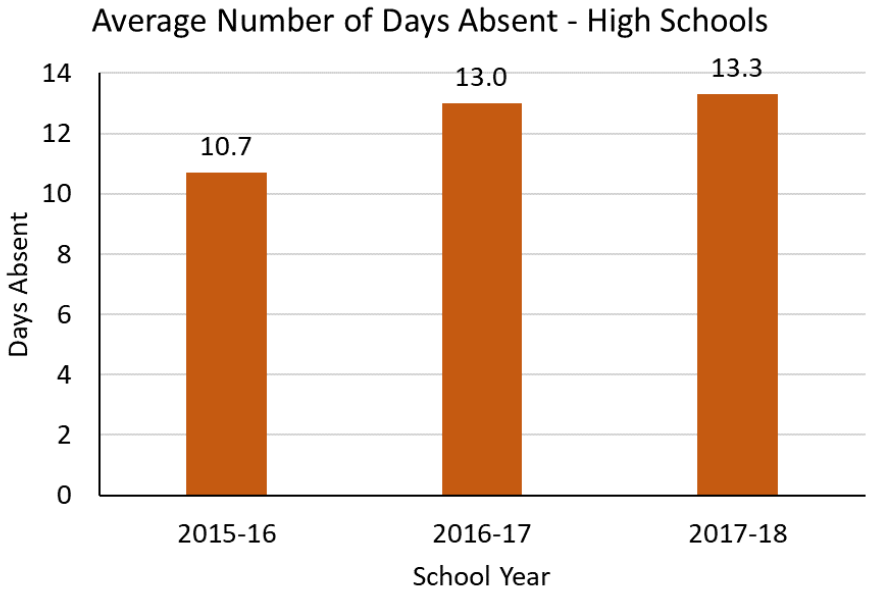
# Dataset E: Graduation Rates




Source: Student Assessment & Research State Exams Dashboard.

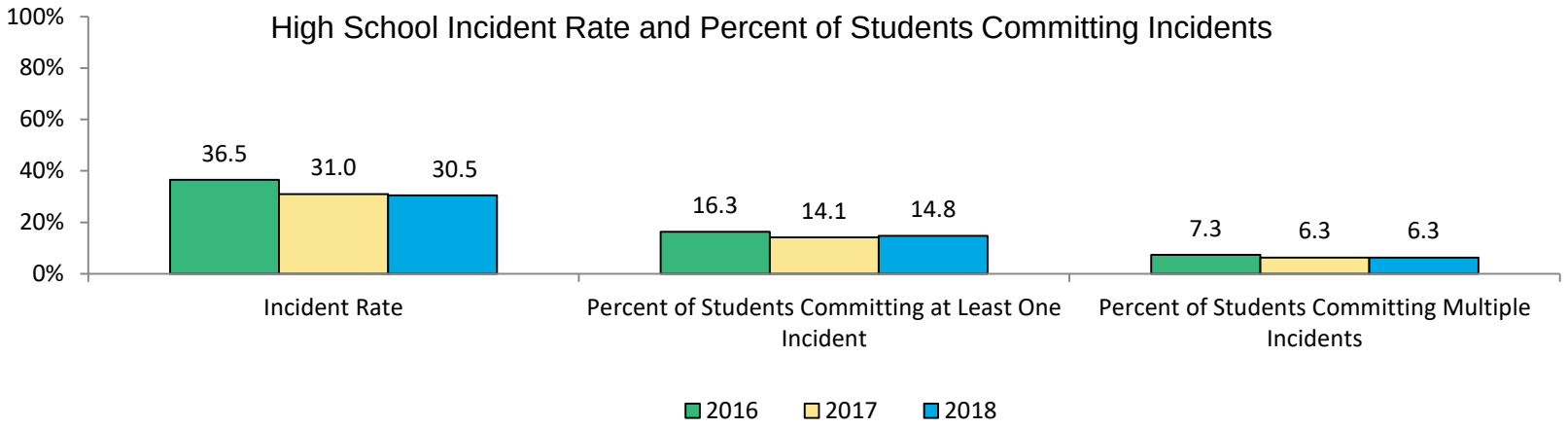
# Dataset F: Attendance

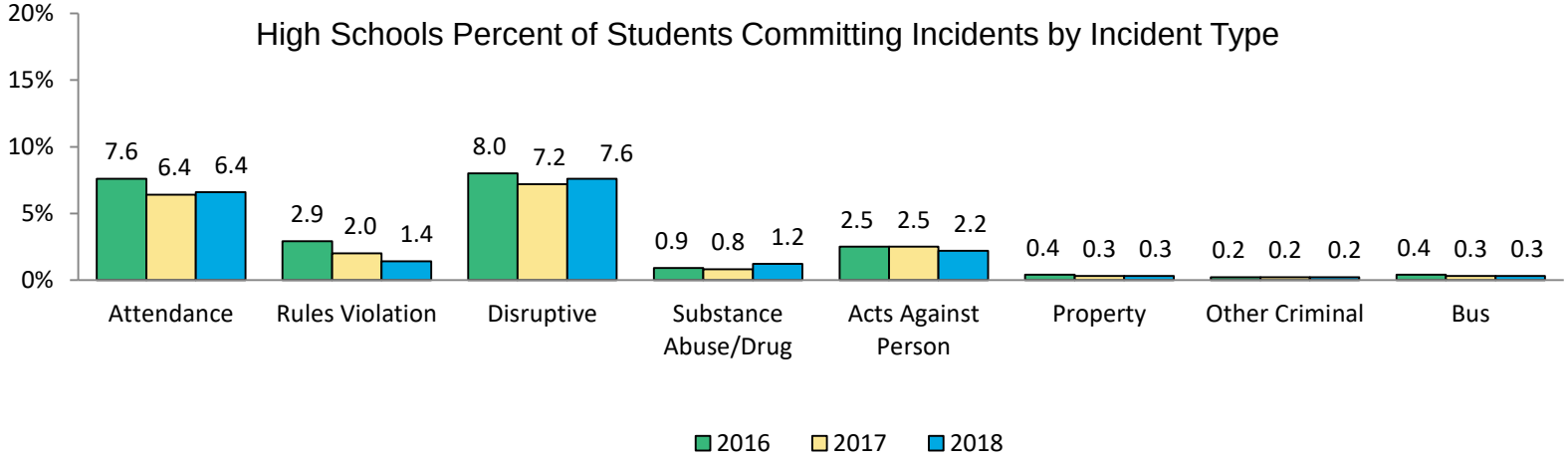



Source: Student Assessment & Research-Preliminary Attendance data summary.

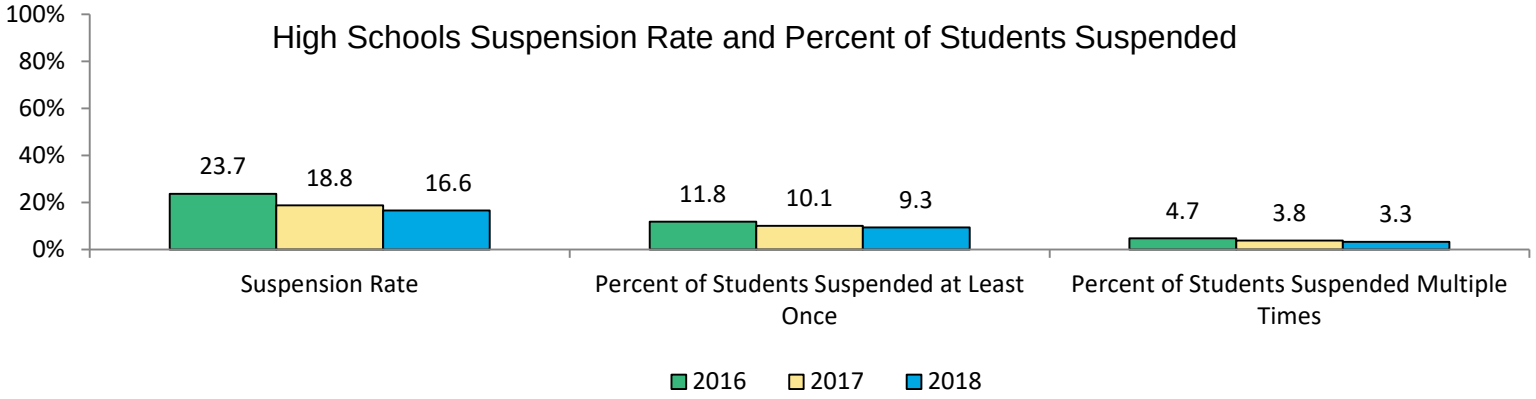
# Dataset G: Behavior Incidents

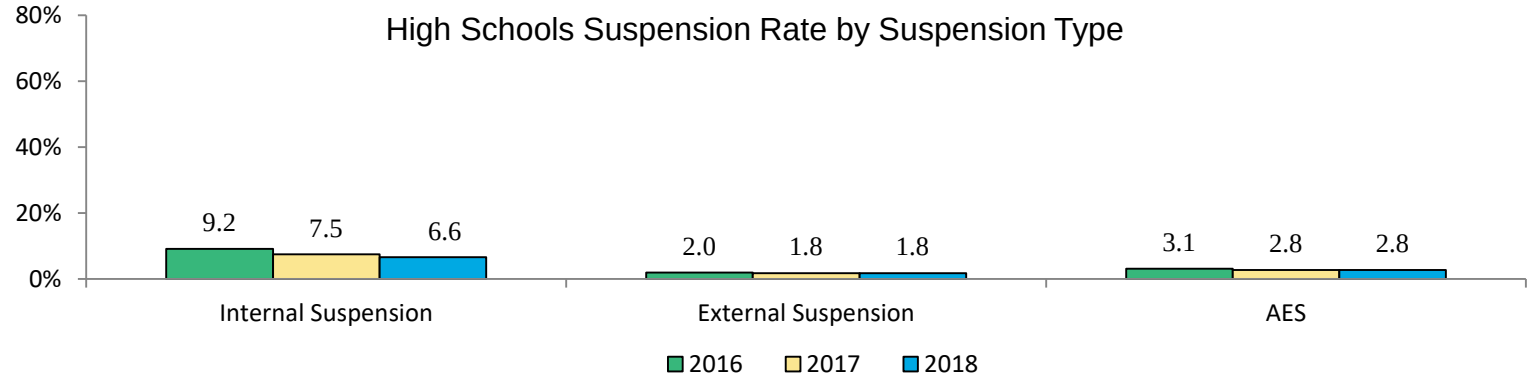



Source: Student Assessment & Research-Preliminary Incidents and Suspensions data summary.

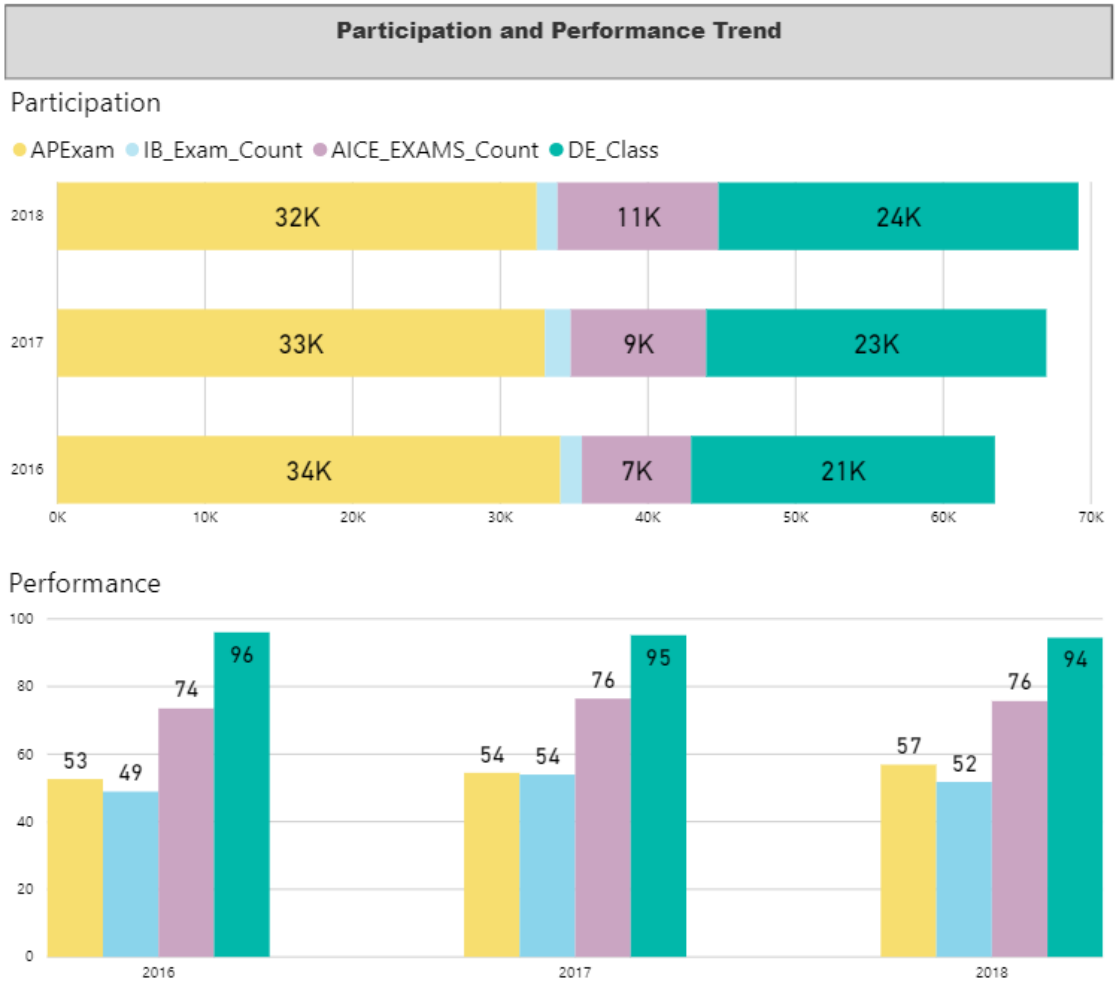
# Dataset G: Discipline




Source: Student Assessment & Research-Preliminary Incidents and Suspensions data summary.

# Dataset H: College and Career Acceleration




AP: Advanced Placement

IB: International Baccalaureate

AICE: Advanced International Certificate of Education (Cambridge)

DE: Dual Enrollment

Source: College and Career Acceleration Dashboard, Student Assessment and Research

# Dataset I: Impact of Acceleration/Industry Certifications on Overall School Grade

## Scenario 1: School Grade if Acceleration Rate was 90%

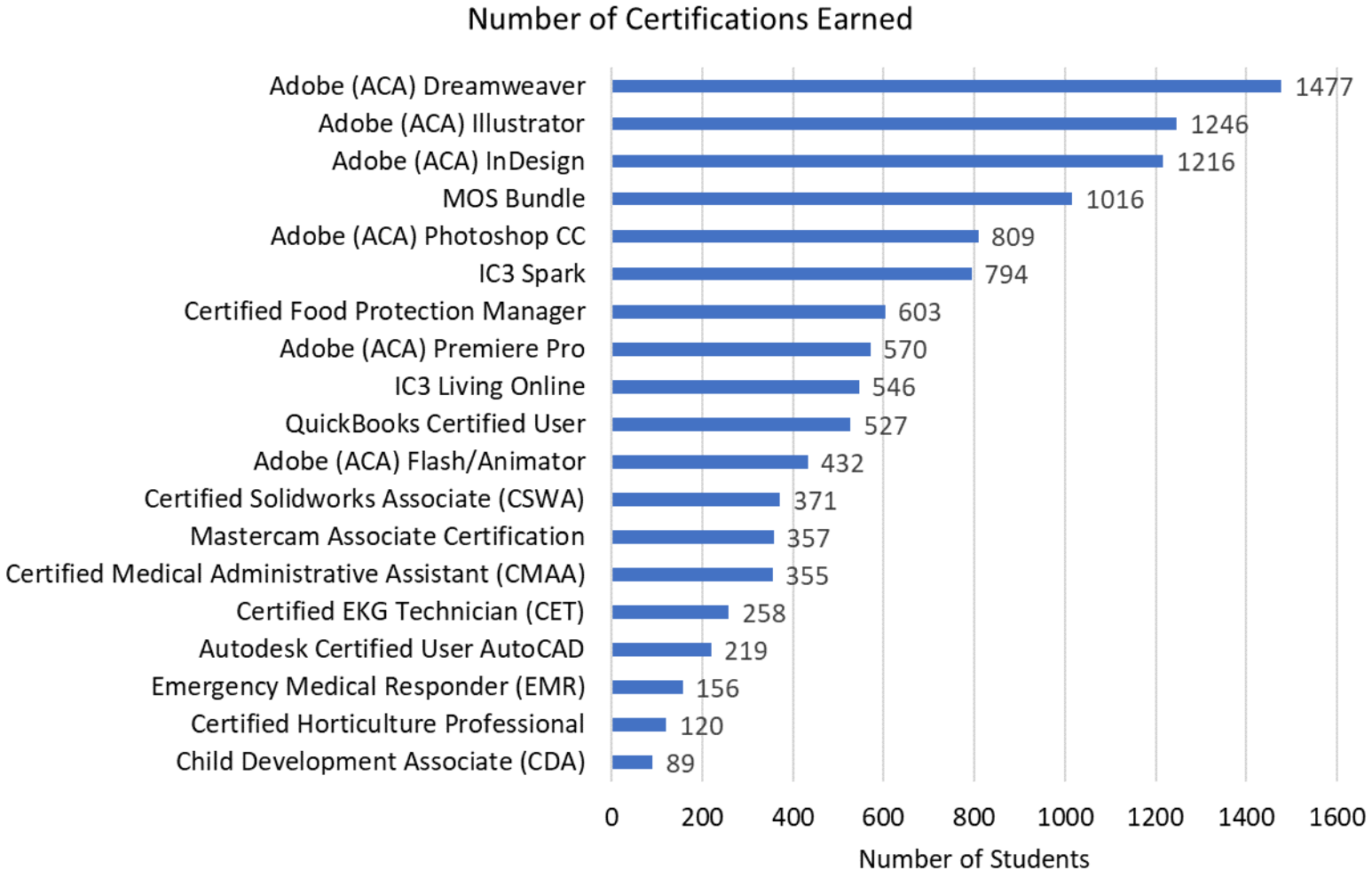
- 7 High Schools would have received a full letter grade higher (example: B ▶ A)
- Average overall school grade point increase of 24 points
- One school would have raised their overall school grade by 48 points

## Scenario 2: School Grade if NO Industry Certifications were earned

- 2 High Schools would have dropped a full letter grade
- Average overall school grade point drop of 23 points
- One school would have dropped their overall school grade by 55 points

Source: Career Technical, Adult, and Community Education

# Dataset I:
# Top Industry Certifications Earned in 2017/18



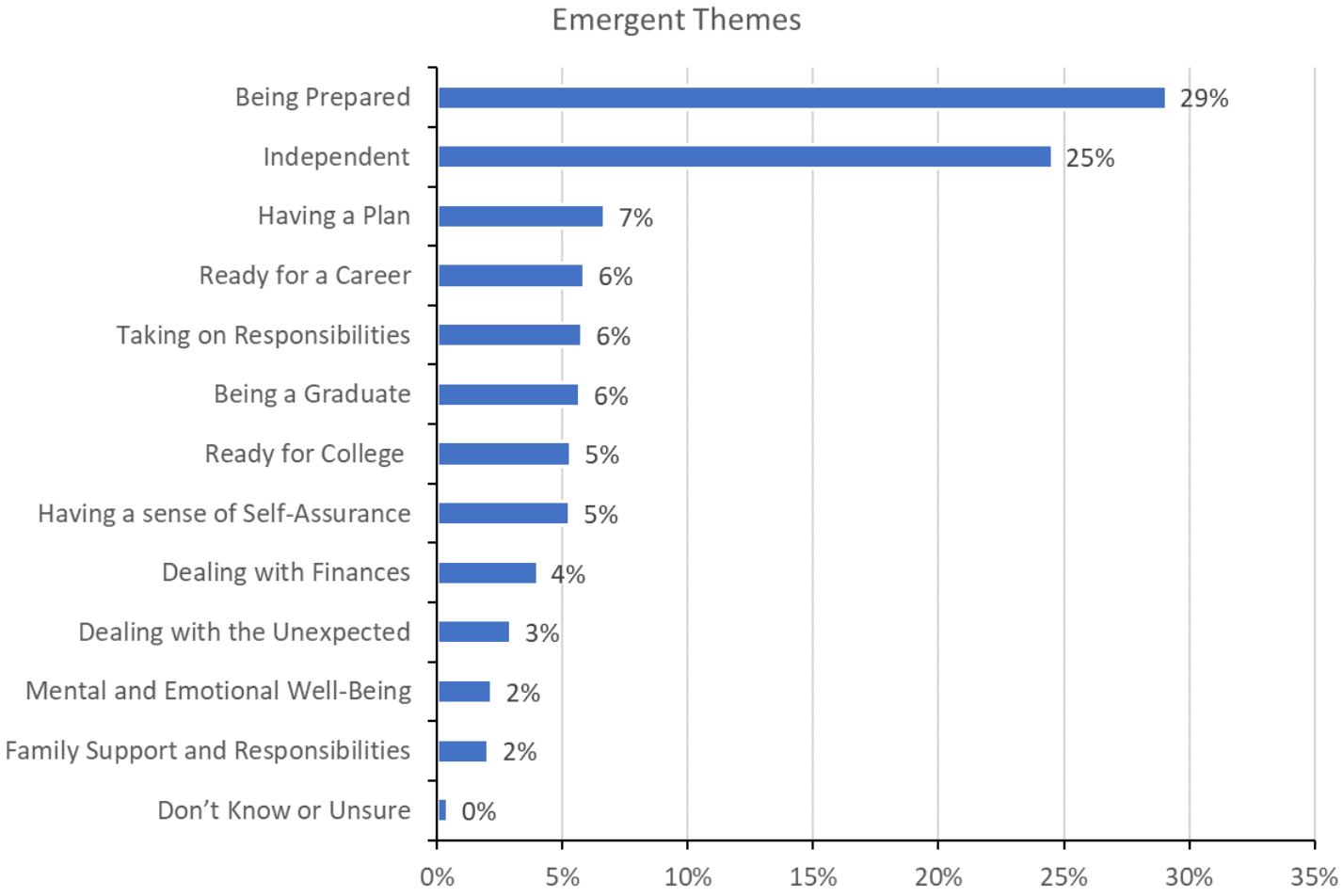

Source: Career Technical, Adult, and Community Education

# Dataset J: 2018 Senior Survey

## What Students Say "Life-Ready" Is

160 more commonly used words in the 15,057 Senior Survey 2018 responses.
Source: Senior Survey 2018.

# Dataset J: 2018 Senior Survey
## What Students Say "Life-Ready" Is




Based on thematic analysis of 15,057 Senior Survey 2018 responses.

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Nora Rupert, Chair
Heather P. Brinkworth, Vice Chair
Robin Bartleman
Abby M. Freedman
Patricia Good
Donna P. Korn
Laurie Rich Levinson
Ann Murray
Dr. Rosalind Osgood

Robert W. Runcie, Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.