

Academics, OSPA, and Strategic Initiative Management

2018-2019 Early Literacy Focus and Outcomes

June 18, 2019

Presented by:

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Ensuring Literacy Development in Early Years

Purpose of Today's Meeting:

- Early Literacy Achievement
- Professional Learning Pathways
- Targeted Areas of Focus
- Community Collaboration



"It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations- something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."
Katherine Patterson

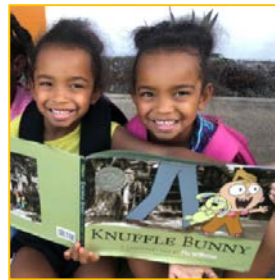


Birth to Pre-K

Who We Serve BCPS

Head Start Pre-K	2040
Early Head Start	80
VPK	1350
Pre-K ESE	3989
Other Programs	

FLKRS	2017	2018
Florida	54%	53%
Broward	54%	52%



CLASS

	ES	CO	IS
BCPS 2014	5.61	5.55	2.65
BCPS 2019	5.86	5.47	3.46
NAT'L AVG 2018	6.08	5.80	2.96
NAT'L Low 10%	5.66	5.28	2.31



K-2 Curriculum and Focus

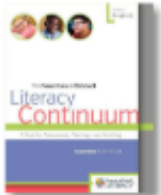
Home
Interdisciplinary Instruction
Standards
Balanced Literacy
Supplemental Instruction
Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
ESOL (ELL)
ESLS
SEL
Distance Learning
SEAS
Deeper Learning
Debate
Chess

BALANCED LITERACY

● [Modeled Reading](#) ■ [Shared Reading](#) ♥ [Guided Reading](#) ★ [Independent Reading](#)

● [Modeled/Shared Writing](#) ■ [Shared/Interactive Writing](#) ♥ [Guided Writing](#) ★ [Independent Writing](#)

Literacy Continuum Goals General Resources ELL Considerations ESE Accommodations



The Literacy Continuum describes text characteristics and behavioral goals for students in prekindergarten through grade eight, in all areas of language arts. The text contains eight continua:

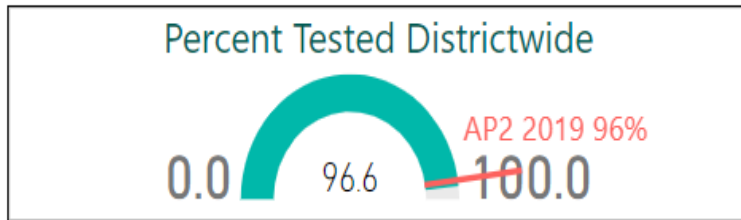
- Interactive Read-Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral and Visual Communication
- Technological Communication
- Phonics, Spelling and Word Study
- Guided Reading

Both the standards and *The Literacy Continuum* aim to take the complex work of reading, writing, and communication, to provide descriptions of what students should know and be able to do to demonstrate proficiency of the standard. When selecting a goal, you must consider student data to determine the appropriate instructional context in which to deliver instruction.



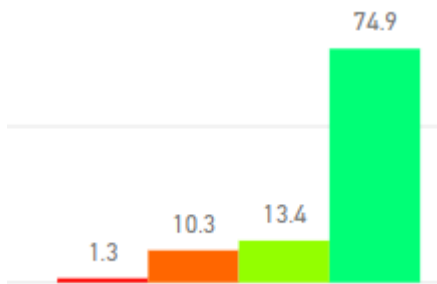
Benchmark Assessment System (BAS) Administration Period 3 (AP3) 2018-2019

Source: BAS Performance Monitoring Dashboard (AP3)



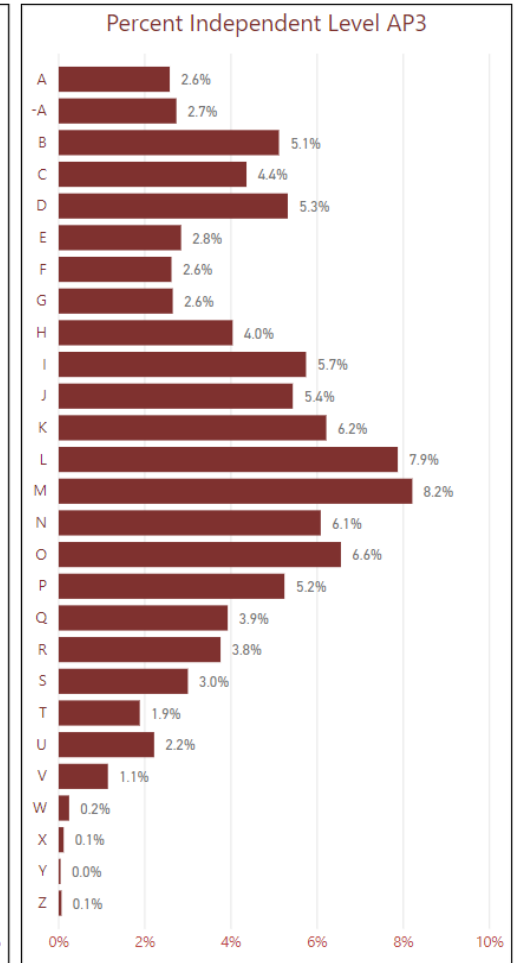
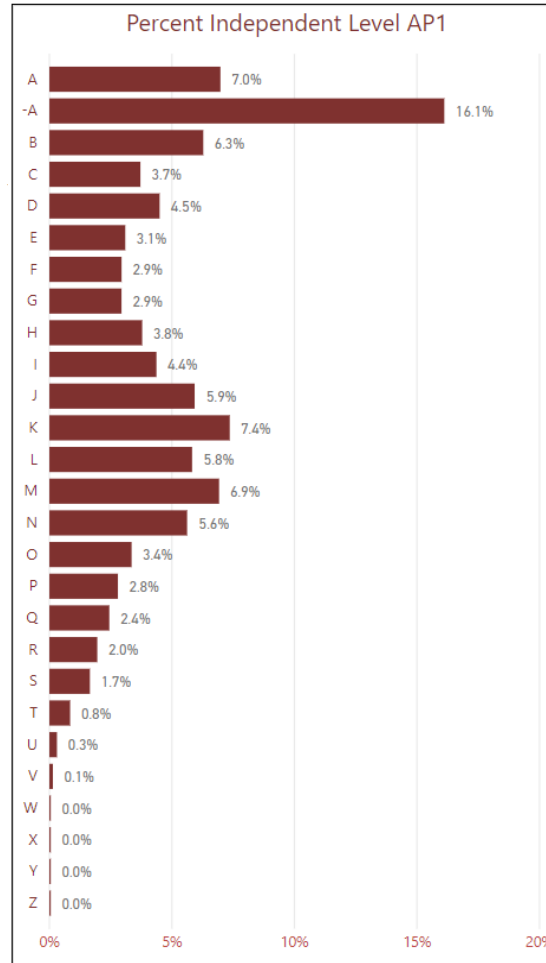
BAS Progress AP1 To AP3

Maintained	Increase One Letter	Increase Two Or More Letters
7563	9847	54971



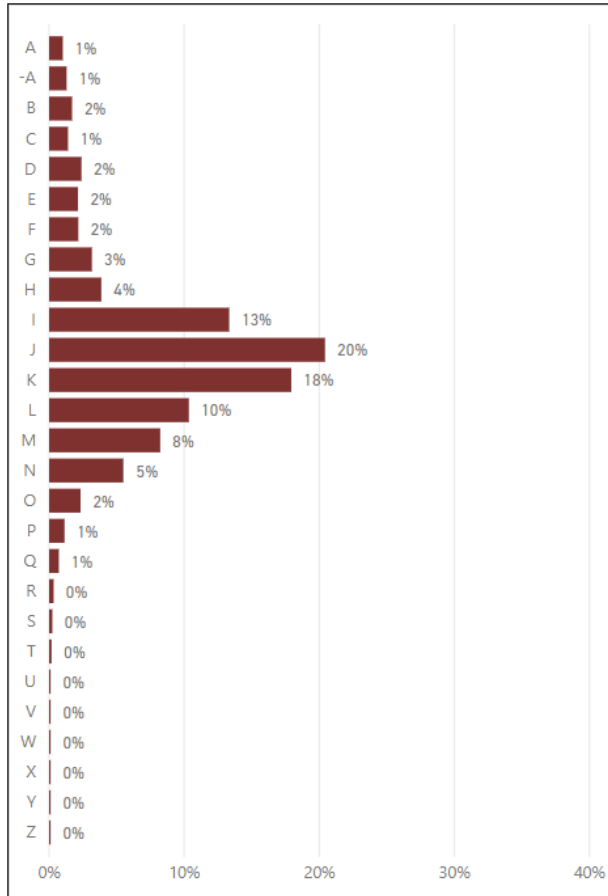
- Negative Progress
- No Progress
- Increase 1 Level
- Increase 2 or More Levels

Independent Level Performance for selected School, Grade Level, and "As of Date"

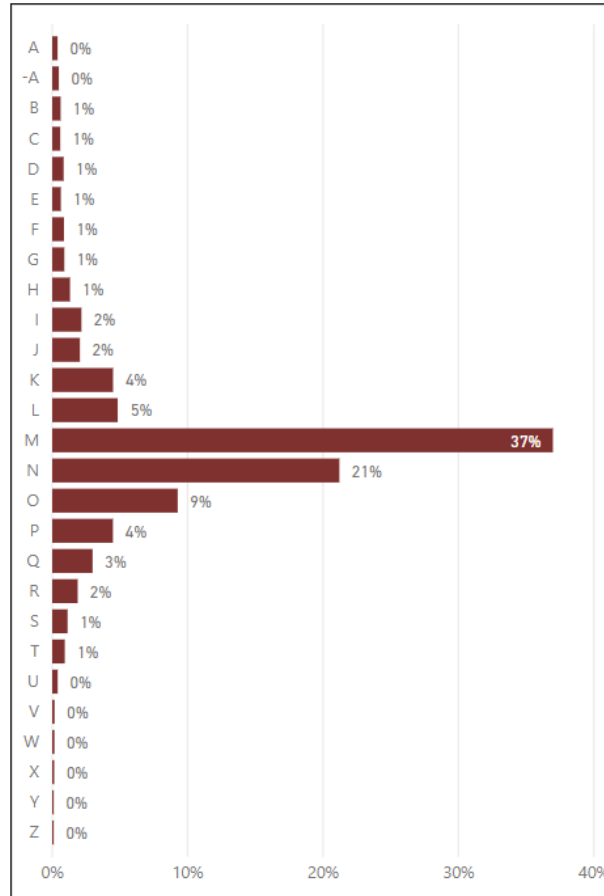


Benchmark Assessment System (BAS) AP3 Instructional Level Cohort 2017, 2018, 2019 (Grade 1-3)

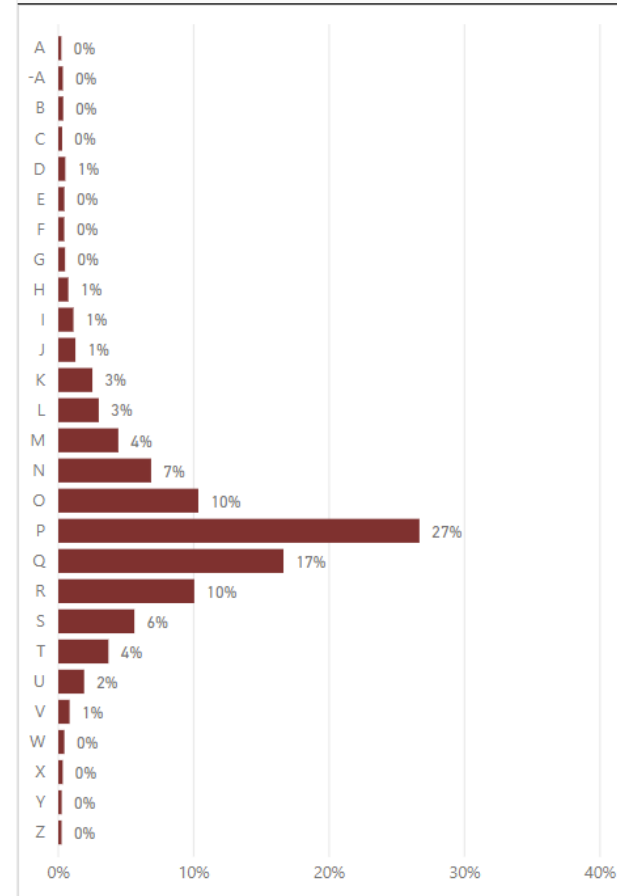
First Grade



Second Grade



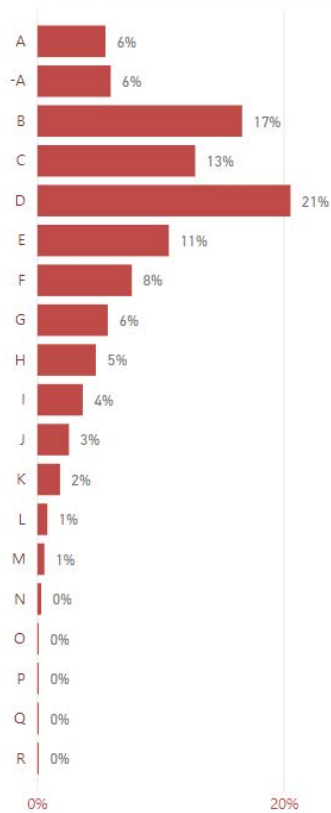
Third Grade



Benchmark Assessment System (BAS) AP3 2017, 2018, 2019 (Grade: Kindergarten)

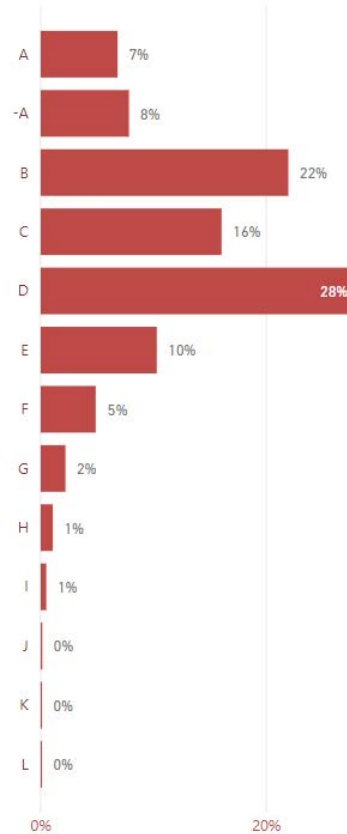
2017

Percent by Instructional Level



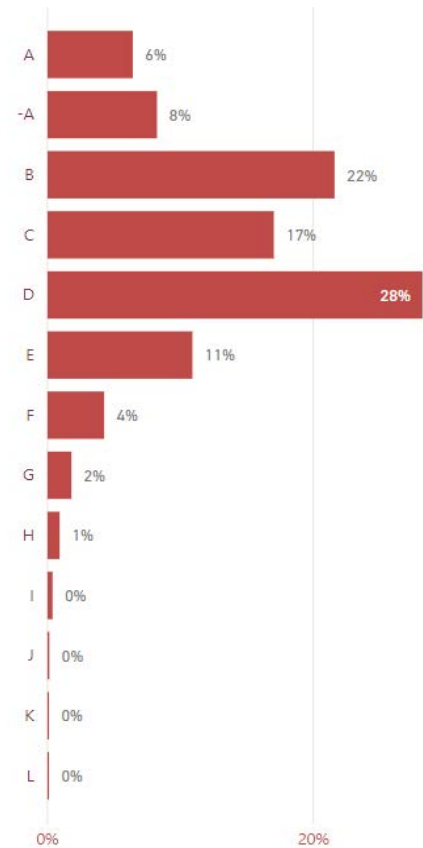
2018

Percent by Instructional Level

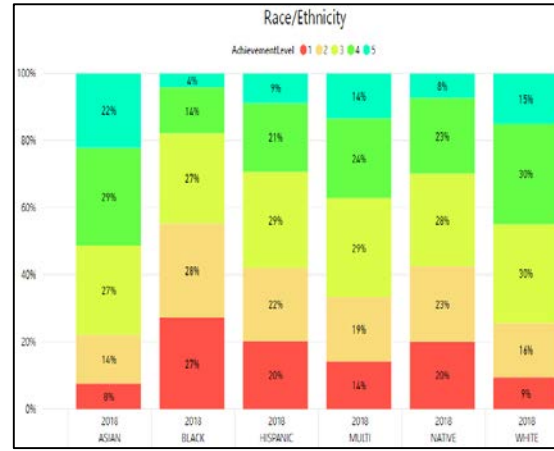
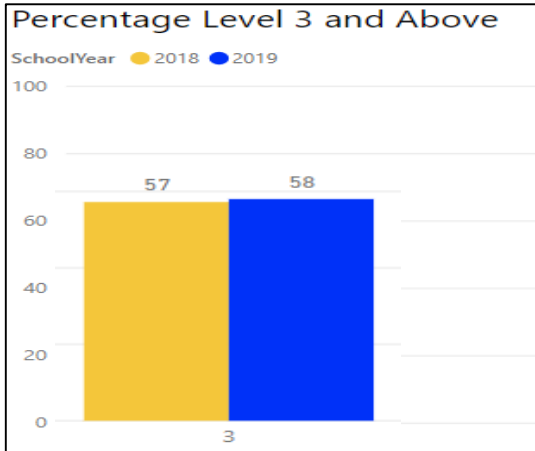


2019

Percent by Instructional Level

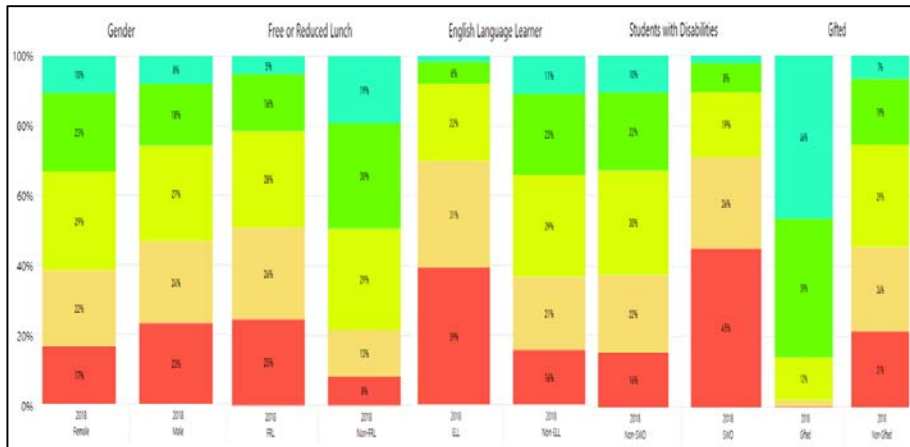


Florida Standards Assessment (FSA) English Language Arts (ELA)-Grade 3 (2019)

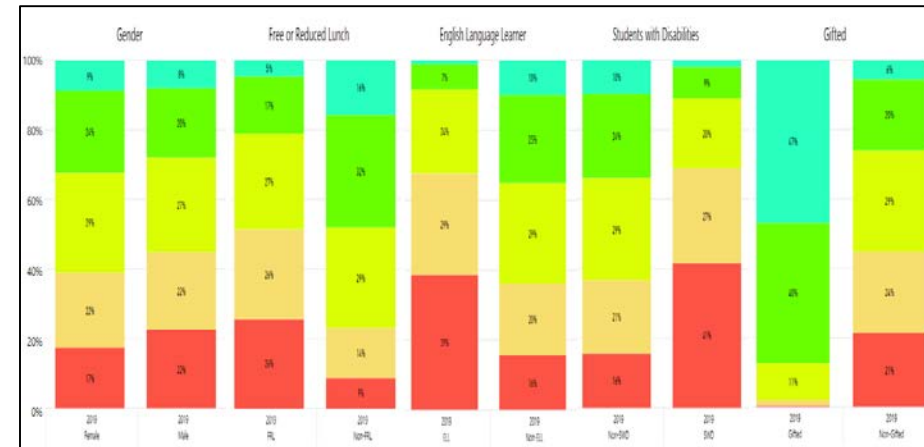


2018

2019



2018



2019

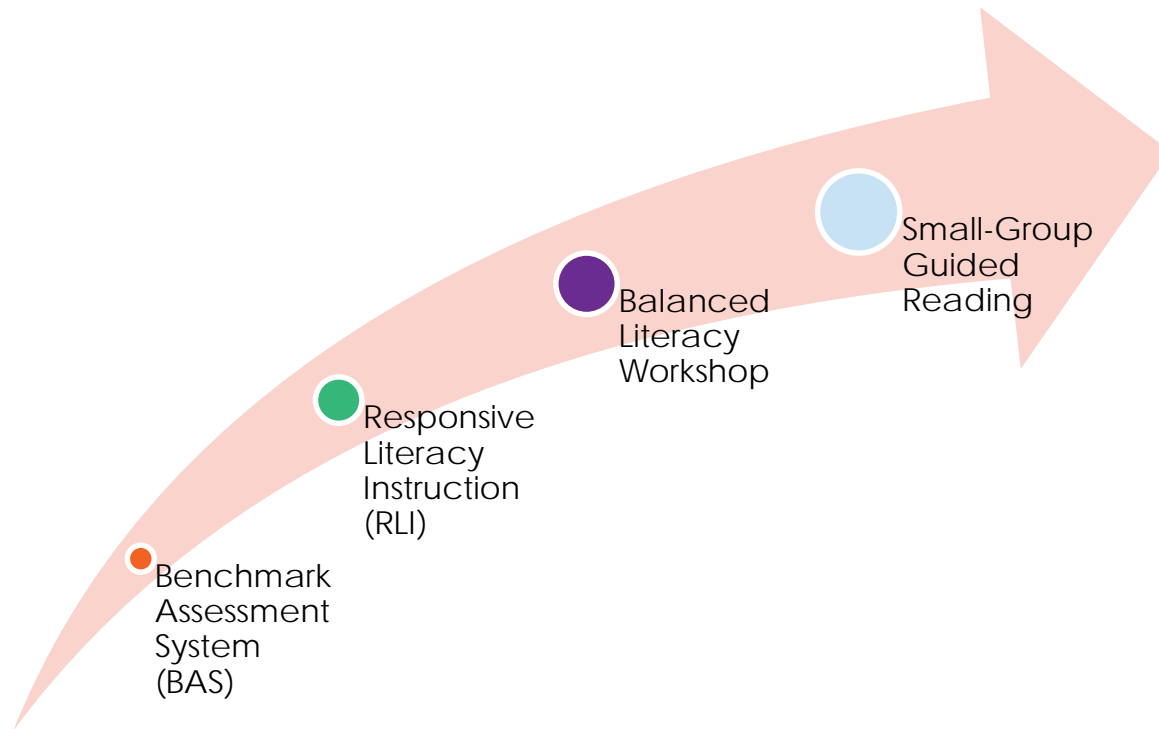


Decision Tree: Problem Solving Process

BAS LEVELS A-D	
Problem Analysis	<p>IF student scores two or more BAS instructional levels below grade level expectations and is reading at Levels A-D at any point in time, THEN further analyze the instructional level recording form, following the steps below, to determine if student has a substantial reading deficiency and to identify the primary area(s) of reading deficiency.</p> <p>Note: For ELLs, teachers MUST consider Date Entered U.S. Schools (DEUSS), educational background, English language proficiency level(s), ACCESS for ELLs scores, stages of second language acquisition, and cross-cultural variables before moving to Steps 1-4.</p>
Analyze Oral Reading (Accuracy)	<p>Step 1:</p> <p>IF accuracy score ranges from 90-94%,</p> <p>THEN administer the appropriate diagnostic and progress monitoring literacy assessment(s) listed below, based on patterns of errors identified on the recording form and teacher observations. Select those that apply to the student.</p> <ul style="list-style-type: none"> <input type="checkbox"/> STAR Early Literacy, BCPS Letter Names, Letters Sounds, Concepts of Print (See Kindergarten Chart) <input type="checkbox"/> Reading High Frequency Words: 25 Words <input type="checkbox"/> Phonological Awareness: Initial Sounds, Blending Words, Segmenting Words, Rhyming <input type="checkbox"/> One-and-Two Syllable Words <input type="checkbox"/> Phonograms (List 1) <p>Then, refer to Scoring Chart (attached) to determine if student needs intensive teaching in any of these areas.</p>
Analyze Oral Reading (Fluency)	<p>Step 2:</p> <p>IF overall Fluency score ranges from 0-1,</p> <p>THEN have student read a similar leveled book to determine area(s) of need: pausing, phrasing, stress, intonation, rate, or integration.</p> <p>Note: FLUENCY is not assessed until student reaches Level C</p> <p>THEN refer to BAS Assessment Forms page 175 for Six-Dimensions of Fluency Rubric.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 in most areas of fluency needs intensive teaching.
Analyze Comprehension Conversation	<p>Step 3:</p> <p>IF student scores a 0 Not Proficient or a 1 Limited Proficiency in Thinking Within the Text or Thinking Beyond & About the Text,</p> <p>THEN, analyze student's responses in each area to determine which strategic action(s) the student needs intensive teaching in: <i>summarizing, predicting, making connections, synthesizing, inferring, analyzing, critiquing.</i></p> <p>THEN to confirm and collect concrete evidence of thinking, analyze the Writing About Reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student scoring a 0 reflects no understanding or a 1 reflects very limited understanding of the text
Intervention Plan Design	<p>Step 4:</p> <p>IF data indicates student needs intensive teaching, THEN refer student to the Collaborative Problem-Solving (CPS) Team. The CPS team facilitates the development and implementation of evidence-based interventions and determines the extent to which student responds to them through continuous progress monitoring. If student does not respond to the initial intervention, CPS team reconvenes to determine next steps. A student who is identified as having a substantial reading deficiency, must be provided intensive, explicit, systematic, and multisensory reading instruction. The parents of the student must be notified of the exact nature of the student's difficulty in learning and lack of achievement in reading through an individualized Tier 2 and/or Tier 3 reading Intervention plan or through the student's Individualized Educational Plan (IEP) meetings.</p>



Balanced Literacy Pathway



Core Courses

Support Structures

BAS Calibration

RLI Calibration

BAS Boosters

Standards-Based
Planning for
Reading

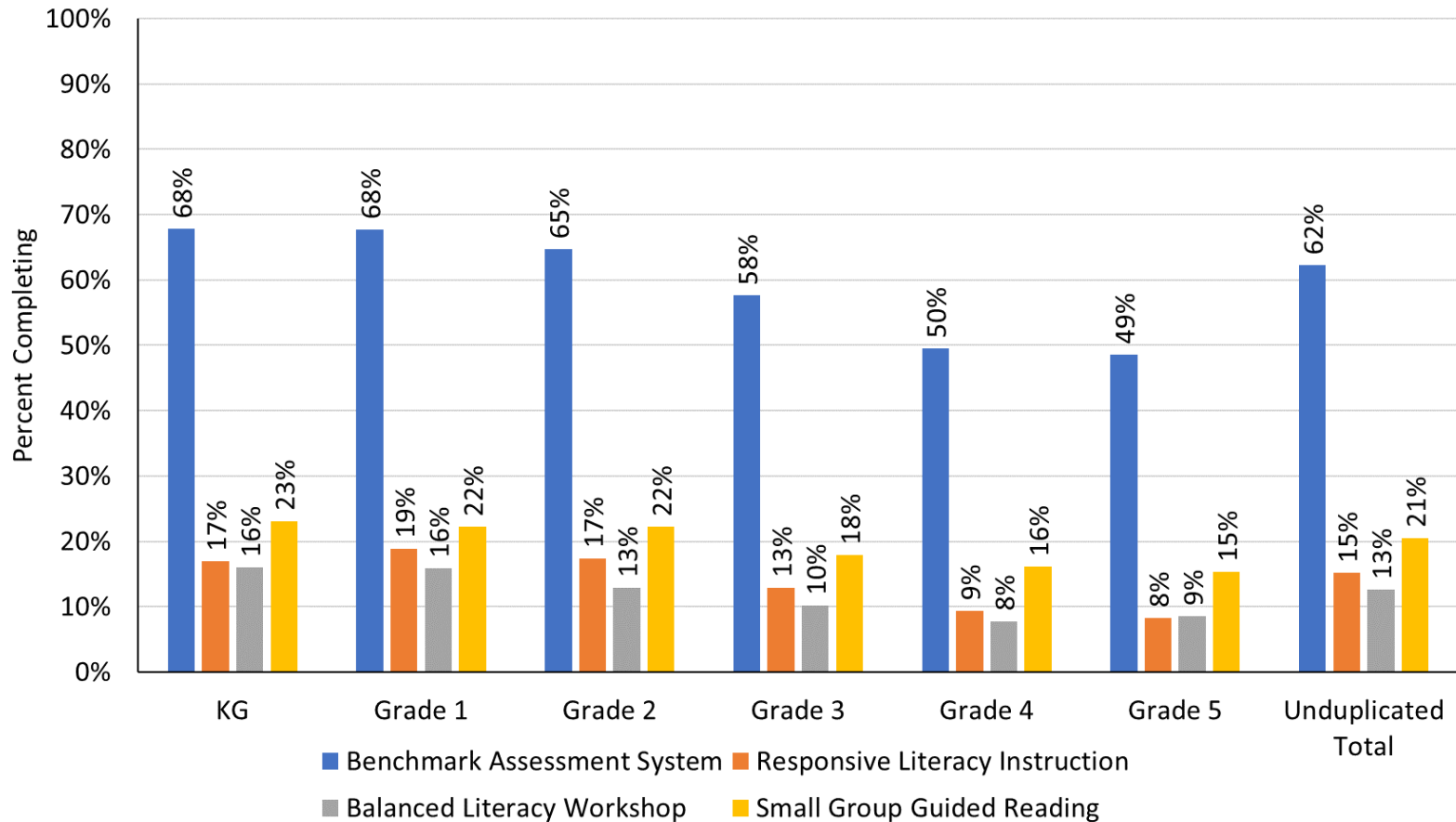
Foundational Skills

Onsite School Support



Teacher Professional Development and Support

Teachers* Completing Balanced Literacy Professional Learning Pathway Courses



* Teachers who have students assigned for English Language Arts and/or Reading instruction. Data are preliminary.



Foundational Skills Professional Learning



National, State, and Local Partners

- United Way Reading Pals
- IFL Tutormate
- UF James Patterson Literacy Challenge
- Children's Literacy Initiative
- Florida Reading Corps

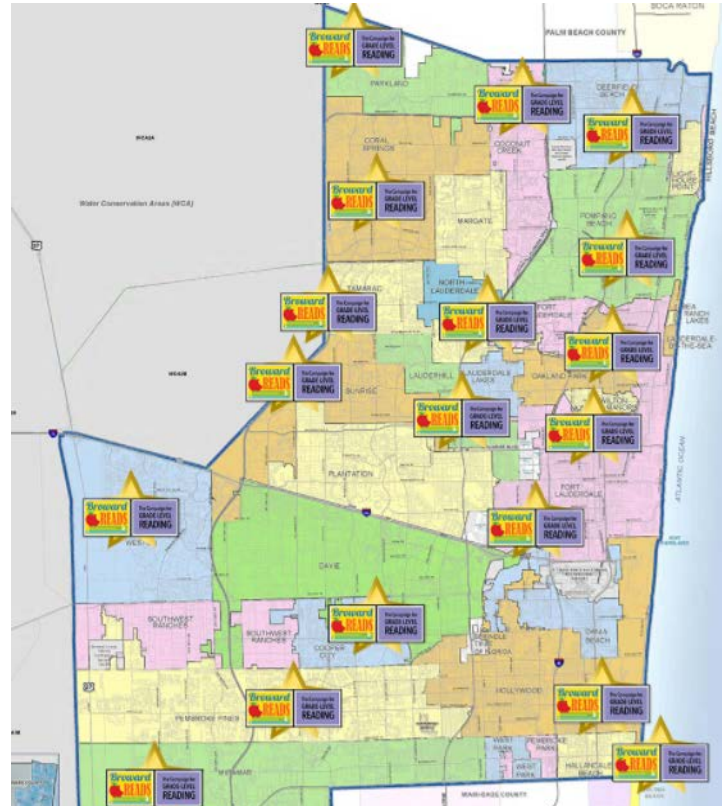


Targeted Area of Focus: DYSLEXIA

- Dyslexia Task Force
- Dyslexia Overview Webinar
- Self-Assessment (Dyslexia Awareness and Indicators of Best Practice)



Broward Reads Community Collaboration



Summer Reading

- Maximizing Out of School Time (MOST) Summer Programs
- Reading Ambassadors
- Broward Libraries-Beanstack
- Summer Gameboards



Alignment of Early Literacy with New Strategic Plan

2016-19 Strategic Plan

Goal: High-Quality Instruction

Initiatives:

- Early Literacy
- Reimagining Middle Grades
- College, Career, & Life Readiness

2019-24 Strategic Plan

Goals: High-Quality Instruction
Safe & Supportive Environment
Effective Communication

Campaign: Student Experience

Initiative: College, Career, & Life Readiness
(PreK-Adult)

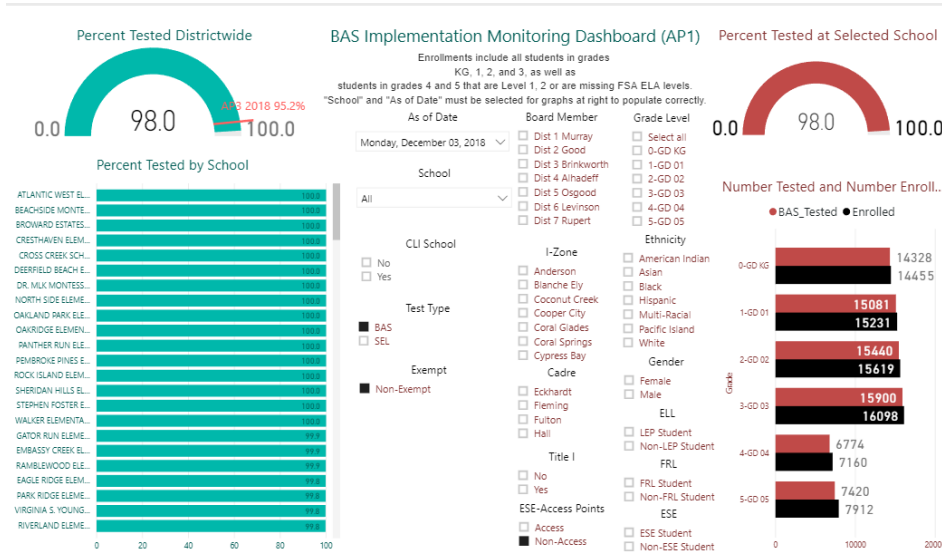
Upcoming Board Workshop August 21, 2019



Appendix

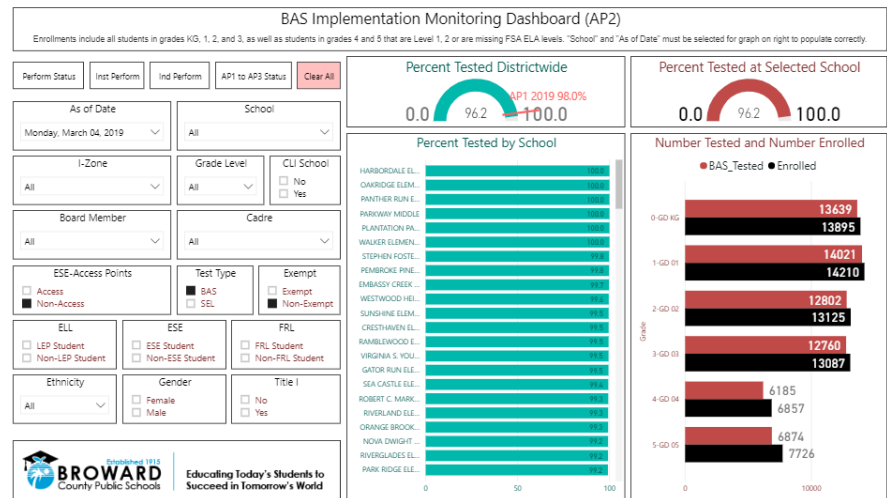


BAS Dashboards



BAS Implementation Monitoring Dashboard (AP 1) Link:
https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/BAS_AP1_2019.aspx

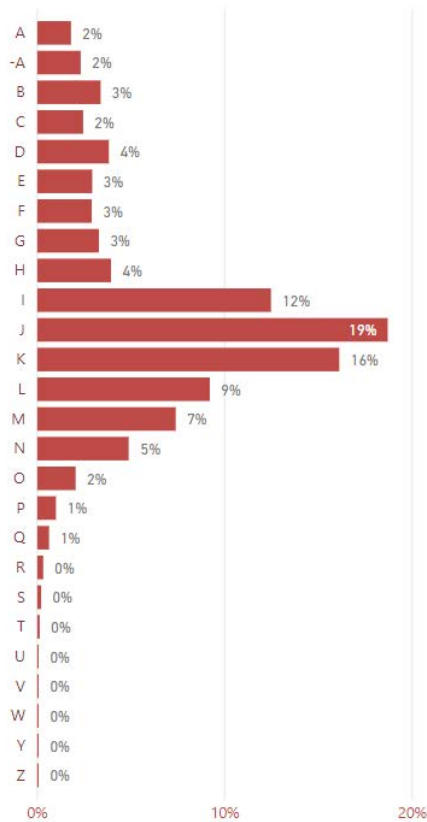
BAS Implementation Monitoring Dashboard (AP 2) Link:
https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/BAS_AP2_2019.aspx



Benchmark Assessment System (BAS) AP3 2017, 2018, 2019 (Grade: 1st)

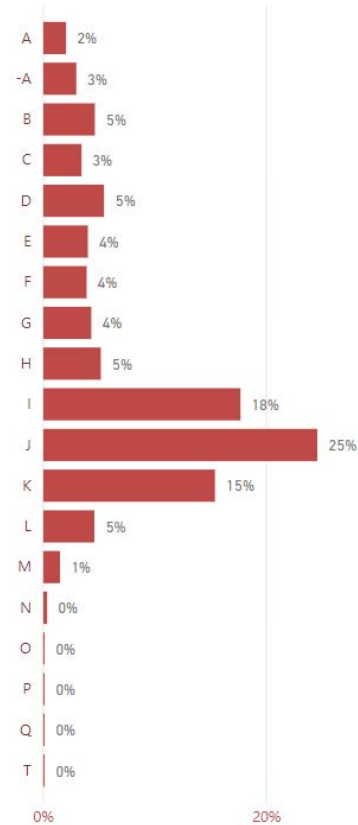
2017

Percent by Instructional Level



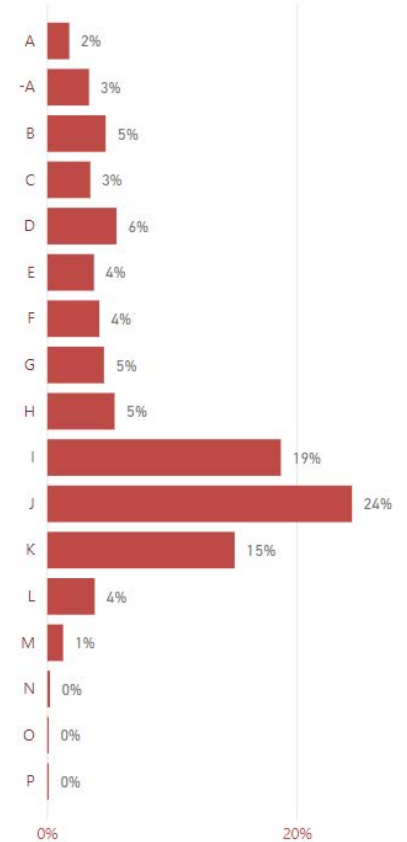
2018

Percent by Instructional Level



2019

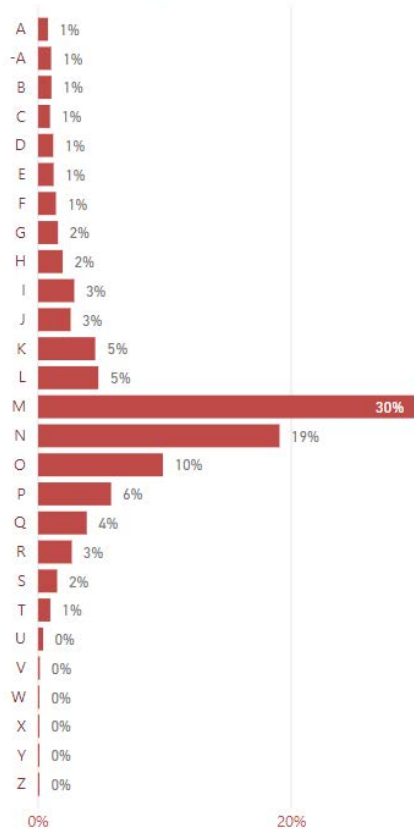
Percent by Instructional Level



Benchmark Assessment System (BAS) AP3 2017, 2018, 2019 (Grade: 2nd)

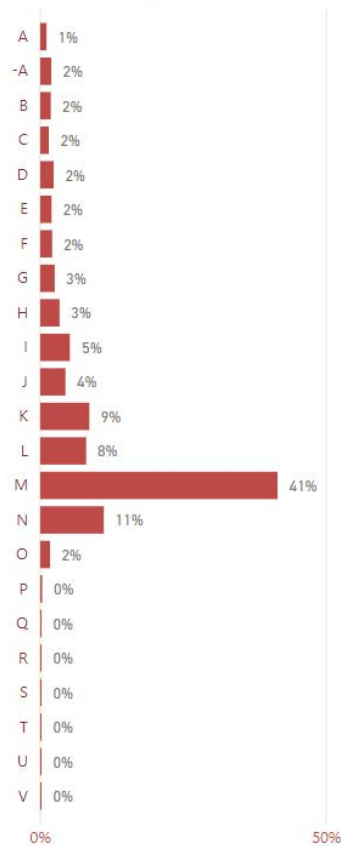
2017

Percent by Instructional Level



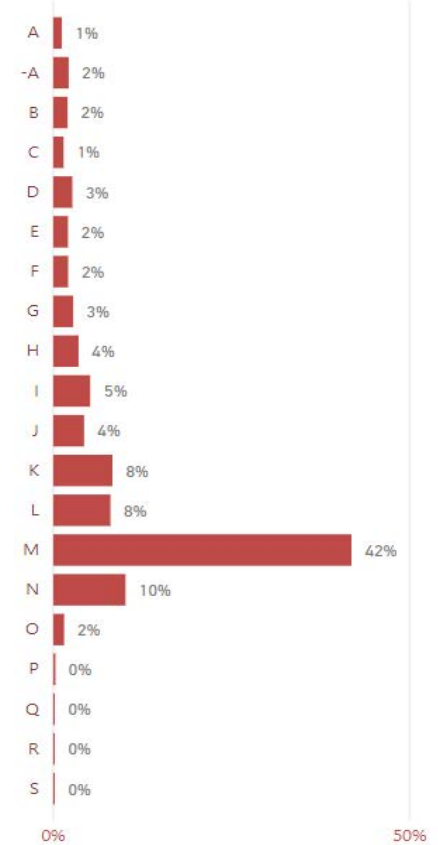
2018

Percent by Instructional Level



2019

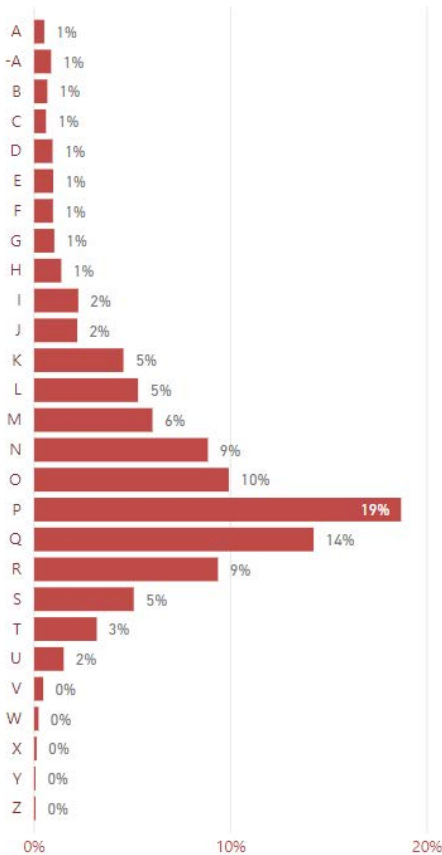
Percent by Instructional Level



Benchmark Assessment System (BAS) AP3 2017, 2018, 2019 (Grade: 3rd)

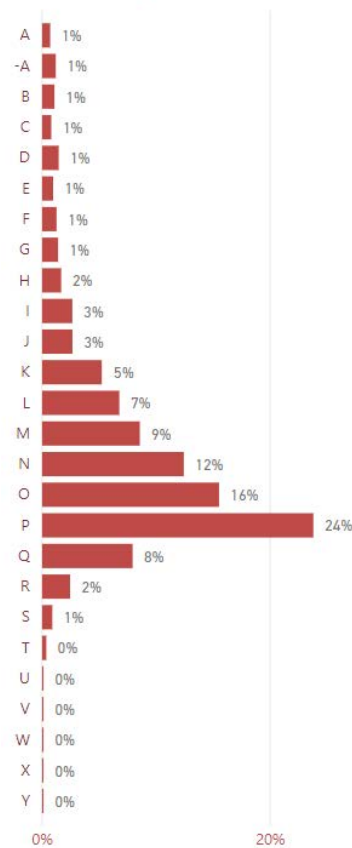
2017

Percent by Instructional Level



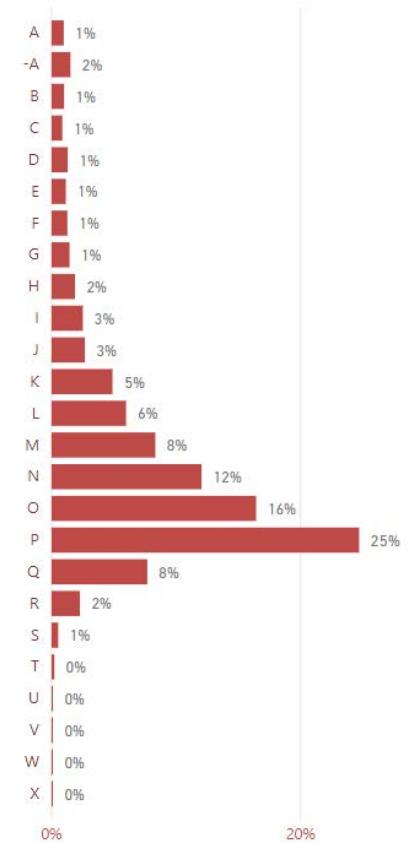
2018

Percent by Instructional Level

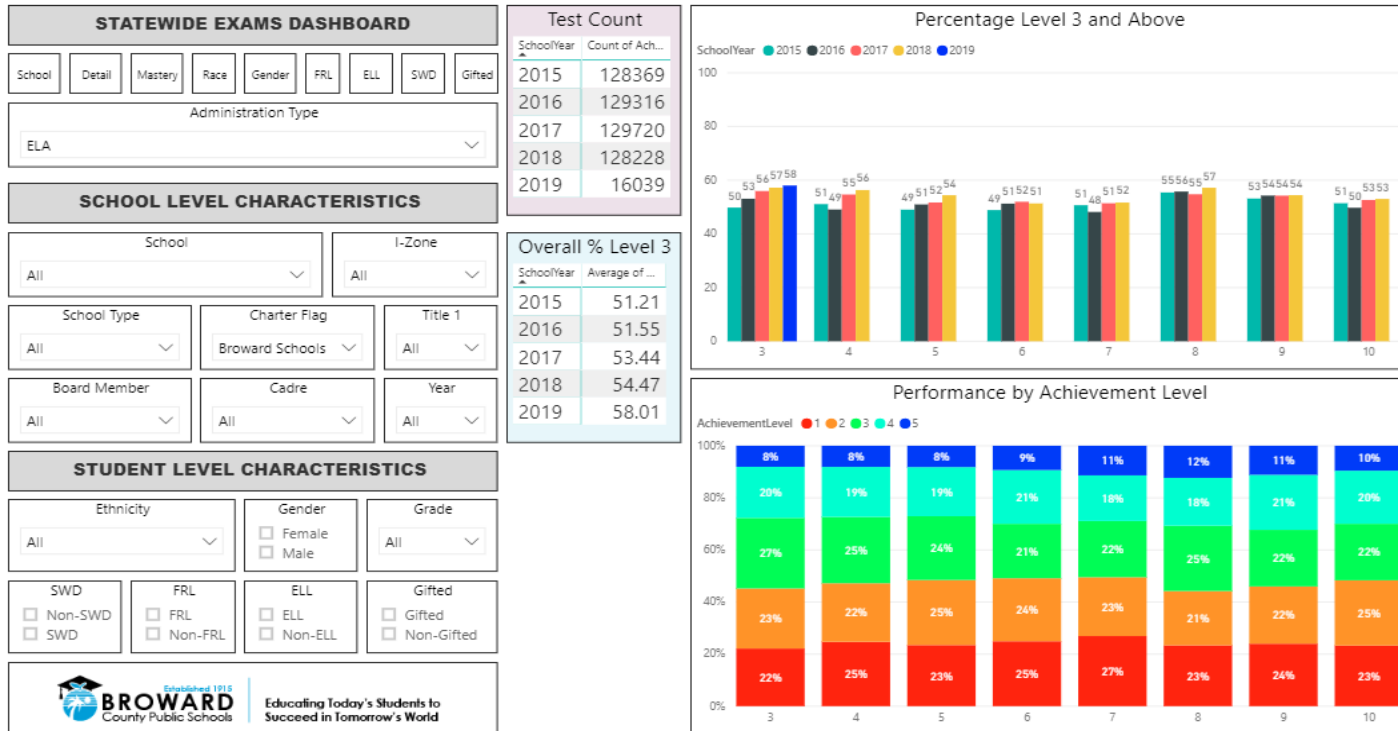


2019

Percent by Instructional Level



State Exams Dashboard



State Exams Dashboard Link:

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/dash-stateexams.aspx>

Other Dashboards Link:

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/SAR/Pages/Dashboards.aspx>



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