<div align="center">**EXECUTIVE SUMMARY**</div>

Recommendation to Approve First Amendment and Additional Spending Authority
FY20-169 – Elementary Literacy Support Program

Introduction
Responsible: Procurement & Warehousing (PWS)

This request is to approve the First Amendment and Spending Authority of the Agreement between Children's Literacy Initiative Corporation (CLI) and The School Board of Broward County, Florida (SBBC). The Agreement was approved at the Emergency School Board Meeting on March 31, 2020, under item 16, starting July 1, 2020 through June 30, 2021, with an approved spending authority of $981,864.

The purpose of the Amendment is to include a revision of the Term of the Agreement to commence on July 1, 2019, and conclude June 30, 2021, and an increase in spending authority.

The additional spending authority being requested is $907,000 for the 2020-2021 School Year.

Goods/Services Description
Responsible: Early Learning Language Acquisition (ELLA)

<div align="center">**2016-2019: Children's Literacy Initiative I3 Scale-Up Grant**</div>

Children's Literacy Initiative (CLI) is a non-profit organization focused on strengthening education in the U.S. by ensuring students can read by the end of third grade. In 2015, CLI received a U.S. Department of Education i3 Scale-Up grant to work in seven (7) Broward County Public School (BCPS) elementary schools:

- Drew, Charles Elementary
- Forest Hills Elementary
- Palmview Elementary
- Pines Lakes Elementary
- Plantation Elementary
- Sanders Park Elementary Magnet
- Stirling Elementary

As part of the grant, CLI provided one-on-one job-embedded coaching to teachers; lead grade-level meetings; supported the development of principals, leaders, and coaches; provided seminars on research-based early literacy best practices; and equipped classrooms with high-quality books and literacy materials. This professional development program focused on evidence-based early childhood literacy practices to improve both teacher and student outcomes. Practices were reinforced by in-class coaching sessions with CLI Professional Developers. The CLI coaching model was content-focused and designed to provide teachers with individualized and situation-specific assistance focused on literacy content, pedagogy, and student learning. CLI worked collaboratively with principals to identify areas of strengths and needs to maintain the coherence of the schools' professional development.

Throughout the three (3) year implementation, CLI worked collaboratively with BCPS District teams to strengthen the implementation of the District's early literacy vision of quality literacy instruction in all schools. District staff participated in CLI professional development opportunities, observed coaching sessions and lesson study cycles, interacted with school and team reviews of progress, and co-lead Leadership Team Meetings. The CLI regional manager joined together with District staff to facilitate professional development in additional areas of need, design, and support the creation of instructional resources and shared resources for implementation District-wide.

The impact of the work of CLI in Broward Schools over the three (3) years on student achievement (Benchmark Assessment System, Primary Reading Test, Florida Standards Assessment) at the seven (7) schools participating in the I3 Scale-Up Grant are posted on pages 7-11. Third grade ELA FSA demonstrated the impact of CLI, with five (5) of the seven (7) schools showing FSA third grade reading double-digit increases over the three (3) years of CLI implementation (Charles Drew, Palmview, Plantation, Sanders Park, and Stirling) and three (3) of the schools showing significant double-digit increases in one (1) year:

Year	School	Third Grade Proficiency (3+)
2016-2017	Plantation Elementary	Twenty-eight (28) to fifty-six (56) percent [twenty-eight (28) point gain]
2017-2018	Palmview Elementary	Thirty-four (34) percent to (58) percent [twenty-four (24) point gain]
2018-2019	Charles Drew Elementary	Twenty-nine (29) to thirty-nine (39) [ten (10) point gain]

In addition to third-grade proficiency, three (3) of the seven (7) schools showed double-digit decreases in the number of students scoring at Level I on third grade ELA FSA across the three (3) years:

Year	School	Third Grade Level I
2016-2019	Sanders Park Elementary Magnet	Forty-six (46) percent to twenty-six (26) percent [twenty (20) point decrease]
2016-2019	Stirling Elementary	Twenty-seven (27) percent to seventeen (17) percent [nine (9) point decrease]
2016-2019	Charles Drew Elementary	Forty-two (42)percent to thirty-two (32) percent [ten (10) point decrease]

Even though the program focused on K-3, the impact on student achievement was also evidenced in Grades 3-5 ELA, with five (5) of the seven (7) schools showing double-digit gains across the three (3) years and an overall average of eleven (11) point gains across all seven (7) schools, compared with the District average of four (4). This impact was also evident in the ELA student learning gains for grades 3-5, with four (4) schools showing double-digit growth and an overall average of nine (9) points growth compared with the District average of three (3).

2019-2021: Expansion of CLI Services and Programs

2019-2020	2020-2021
1. Broward Estates Elementary	1. Broward Estates Elementary
2. Deerfield Beach Elementary	2. Deerfield Beach Elementary
3. Morrow Elementary	3. Morrow Elementary
4. Oakridge Elementary	4. Oakridge Elementary
5. Rock Island Elementary	5. Rock Island Elementary
6. Tedder Elementary	6. Tedder Elementary
7. Village Elementary	7. Village Elementary
8. North Lauderdale Pre K-8	

Schools applied for the expansion opportunity with Cadre Director support and seven (7) were selected by a review committee based on needs in ELA student achievement (identified priority level) and the level of current initiatives being implemented at the site. One (1) school, North Lauderdale*, partnered with CLI independently using supplement school-based Title I funds and were included in the previous agreement.

As part of the expansion, full-time CLI coaches work on-site at each of the schools in coordination and alignment with the school-based literacy coach. The full CLI comprehensive service model to school improvement focused on building teacher capacity, coaching capacity and leadership capacity is being implemented across the schools through year-long professional development, intensive work, and collaboration.

- **Early Literacy Seminars:** Each year, teachers will participate in two (2) full-day seminars focused on core instructional practices that are demonstrably linked to improved student early literacy. Teachers have the opportunity to learn best practices, observe video demonstrations, and engage with each other, focused on building an understanding of key early literacy best practices.

    Instructional Coaching: Every kindergarten through fifth-grade teacher receives one-on-one coaching. As with students, all teachers have areas of strength and areas to strengthen. Embedded coaching allows for differentiation and real-time application.

- **Review of Progress:** Reviews of Progress give the network of participating schools an opportunity to step back and ask critical questions of each other, examine the evidence, and make improvements. Are students on track? What is the District doing that is making a difference? What does the District need to do better? School teams act as critical friends with each other, sharing what is working and building transparency and accountability.

- **Collaboration Days:** During five (5) hour Collaboration Days, BPCS coaches have the opportunity to hone their teaching and coaching skills in a classroom environment with the support of their peers and CLI. Collaboration days also provide BCPS coaches an opportunity to observe CLI coaching sessions and engage in conversations regarding how best to target coaching to meet the needs of BCPS classrooms.

- **Grade Level Meetings/Small Group Coaching:** CLI works with a group of teachers during grade-level meetings/common planning time on lesson and unit planning. Sessions focus on exploring and connecting WHAT teachers are teaching, WHY they are teaching it, and HOW they are teaching it. Professional developers will facilitate conversations on crafting literacy objectives, reviewing student data, and differentiating instruction to meet the needs of diverse learners.

- **Family Literacy Nights:** Two (2) times per year, schools are assisted to conduct a Family Literacy Night. Parents and guardians learn the basics of reading development, how to select "just-right" books, and how to use read-aloud time as an opportunity to foster a love of reading and learning. Families take home a book and related materials.

- **Lesson Study Cycle:** One (1) Lesson Study Cycle per grade for the three (3) grades (K-5). Lesson study is a professional development process facilitated by a CLI professional developer that has teachers in grade-level cohorts engage in a systematic examination of teacher practice and student learning.

- **Principal Meetings:** Participating principals come together three (3) times a year to learn the competencies of effective early literacy leadership, including learning the key performance indicators of research-based practice and providing actionable feedback for improvement.

- **Leadership Team Meetings (LTMs):** These quarterly meetings provide an opportunity for multiple school-based stakeholders to come together to focus on teacher practice and student outcome data, and to use that data to examine and adjust the school's literacy instruction. CLI and principals agree on the data that will be reviewed before the meeting. The purpose of the LTM is to build the Principals and Leadership teams:
  - Capacity to review data and progress monitor
  - Early literacy knowledge
  - Familiarity with initiative

- **Walkthroughs:** In the weeks that follow a Principal meeting, CLI will participate in walkthroughs with Principals, Assistant Superintendents, and other district Literacy Leaders. The purpose of the walkthrough is to:
  - Align CLI and principal's early literacy vision
  - Build principal's capacity of early literacy
  - Build principal's capacity of the initiative

Research:

Results from the nation-wide CLI I3 Implementation Grant and the independent evaluation of impact from the American Institutes for Research (AIR) showed that the implementation of CLI's coaching model made a significant impact on teacher practices and student achievement and teacher instruction. This comparison study research is posted in What Works Clearinghouse with a significant positive impact on teacher practices, language, and literacy:

- Teachers who received CLI training had a significantly more positive classroom environment than teachers who did not receive CLI services.
- Teachers who received CLI services exhibited significantly more language and literacy practices in the classroom.

Based on the positive results in the original I3 study, CLI received the I3 Scale-Up grant and partnered with the American Institute for Research to complete an independent evaluation. The results of this evaluation, which includes BCPS, is expected to be released later this year.

Procurement Method
Responsible: PWS

According to Purchasing Policy 3320, Part 2, H: "The requirement of requesting competitive solicitations from three (3) or more sources is hereby waived as authorized by chapter 6A-1.012 (F.A.C.) State Board of Education Administrative rules for the purchase of educational services and any type of copyrighted materials."

Financial Impact
Responsible: PWS and ELLA

CLI will place a full-time coach on-site in eight (8) schools during the 2019-2020 school year and seven (7) schools during the 2020-2021 school year, across four (4) Cadres, as well as work with the BCPS site-based coach to build coaching capacity, deepen impact, and build sustainability. The additional spending authority being requested for the 2020 School Year is $907,000 and the source of the funding is through the Title I Grant.

Financial Impact Table:

Action	Date	Term (Years)	Amount
Original spending authority	3/31/2020	1	$ 981,864
1st Amendment + additional spending authority	9/15/2020	1	$ 907,000
New Total Contract Amount		**2**	**$ 1,888,864**

Upon approval of the item, the total spending authority will be $1,888,864. The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

Children's Literacy Initiative (CLI) Supported SchoolsData from 2016-2017 to 2018-2019

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The data charts below reflect the outcome on district and state assessments over the three (3) year implementation period:

Benchmark Assessment System	Page 2
Primary Reading Test	Page 3
Florida Standards Assessment Grade 3	Page 4
Florida Standards Assessment Grades 4-6	Page 5

Benchmark Assessment Systems (BAS) % On Track and Above, 2016-2019: The table below displays the percent of students reading on track or above from AP1 2016 to 2017. Changes in overall percentages reflect both the impact of the intervention and the reliability/validity of assessment implementation. Fields marked with a * reflect inconsistencies in either BAS administration or entry into BASIS.

Schl #	School	Grade	16-17		17-18		18-19		16-19
			AP1	AP3	AP1	AP3	AP1	AP3	AP1-AP3
3221	Drew, Charles	K	18%	43%	*	51%	*	*	*
		1	38%	53%	28%	39%	31%	*	*
		2	47%	50%	32%	49%	38%	*	*
		3	35%	37%	43%	24%	43%	*	*
2631	Forest Hills	K	59%	59%	*	53%	64%	44%	-15
		1	40%	48%	49%	27%	47%	39%	-1
		2	49%	66%	52%	46%	38%	36%	-13
		3	39%	50%	48%	39%	45%	31%	-8
1131	Palmview	K	*	50%	77%	56%	55%	58%	*
		1	22%	29%	28%	28%	39%	37%	15
		2	47%	74%	24%	48%	28%	61%	14
		3	22%	30%	24%	28%	25%	17%	-5
2861	Pines Lakes	K	60%	49%	*	29%	*	31%	-29
		1	32%	53%	32%	28%	18%	53%	21
		2	46%	89%	63%	65%	66%	72%	26
		3	41%	32%	61%	34%	38%	44%	3
0941	Plantation	K	21%	66%	*	35%	6%	35%	14
		1	43%	48%	21%	21%	40%	36%	-7
		2	34%	63%	22%	54%	29%	52%	18
		3	38%	39%	36%	24%	32%	29%	-9
0891	Sanders Park	K	61%	53%	32%	47%	13%	37%	-24
		1	46%	55%	49%	54%	42%	35%	-11
		2	40%	87%	59%	62%	49%	64%	24
		3	33%	31%	36%	14%	31%	23%	-10
0691	Stirling	K	22%	41%	*	48%	39%	37%	15
		1	55%	50%	49%	32%	65%	*	*
		2	59%	77%	51%	47%	46%	55%	-4
		3	50%	44%	64%	38%	68%	54%	4

Primary Reading Test % Meeting Grade Level Expectations and Above, 2016-2019:

The table below displays the percent of students meeting Grade Level Expectations (GLE) on the Primary Reading Test from 2016-2019.

School #	School	Grade	16-17 GLE+	17-18 GLE+	18-19 GLE+	Change 2017-2019
	District	01	71	70	70	-1
		02	64	59	64	0
3221	Charles Drew Elementary	01	71	71	43	-29
		02	43	49	57	14
2631	Forest Hills Elementary	01	69	59	55	-14
		02	59	54	60	1
1131	Palmview Elementary	01	74	59	72	-2
		02	76	54	69	-6
2861	Pines Lakes Elementary	01	60	55	65	6
		02	49	51	66	17
0941	Plantation Elementary	01	60	55	61	0
		02	43	53	53	9
0891	Sanders Park Elementary Magnet	01	54	52	59	6
		02	38	36	44	7
0691	Stirling Elementary	01	78	74	92	13
		02	71	68	67	-3

Florida Standards Assessment: Third-Grade

Percentage Level 3 and Above

	2015	2016	2017	2018	2019	
School	**Level 3+**	**Level 3+**	**Level 3+**	**Level 3+**	**Level 3+**	**Level 3+ 2016-2018**
Broward	**52**	**55**	**57**	**59**	**60**	**5**
Drew, Charles Elementary	25%	24%	24%	29%	39%	15
Forest Hills Elementary	36%	52%	54%	52%	38%	-14
Palmview Elementary	33%	46%	34%	58%	50%	4
Pines Lakes Elementary	41%	63%	47%	50%	44%	-19
Plantation Elementary	20%	28%	56%	45%	45%	17
Sanders Park Elementary Magnet	24%	30%	35%	35%	42%	12
Stirling Elementary	41%	42%	48%	55%	56%	14

*Schools were identified in Spring 2015 and started an initiative in Fall 2015

Percentage Level I

School	**% Level I Third Grade**	**% Level I Third Grade**	**% Level I Third Grade**	**% Level I Third Grade**	**Level I Difference 2016-2018**
Broward	**23%**	**20%**	**19%**	**18%**	**-5**
Drew, Charles Elementary	42%	45%	33%	32%	-10
Forest Hills Elementary	29%	19%	20%	33%	4
Palmview Elementary	30%	33%	7%	33%	3
Pines Lakes Elementary	19%	16%	24%	24%	5
Plantation Elementary	33%	28%	27%	33%	0
Sanders Park Elementary Magnet	46%	22%	30%	26%	-20
Stirling Elementary	26%	25%	14%	17%	-9

<u>**Florida Standards Assessment: Grades 4-5**</u>

Percentage Level 3 and Above

	2016	2017	2018	2019	16-19 DIFF
School	**ELA ACH 3-5**	**ELA ACH 3-5**	**ELA ACH 3-5**	**ELA ACH 3-5***	**ELA ACH DIFF***
Drew, Charles Elementary	23	29	25	34	11
Forest Hills Elementary	47	57	58	59	12
Palmview Elementary	44	41	54	54	10
Pines Lakes Elementary	47	50	55	54	7
Plantation Elementary	24	35	40	47	23
Sanders Park Elementary Magnet	48	40	48	50	2
Stirling Elementary	46	44	54	57	11

Percentage Learning Gains

	2016	2017	2018	2019	16-18 DIFF
School	**ELA LG**	**ELA LG**	**ELA LG**	**ELA LG***	**LG Diff**
Drew, Charles Elementary	34	50	37	44	10
Forest Hills Elementary	47	72	59	76	29
Palmview Elementary	54	52	54	54	0
Pines Lakes Elementary	42	66	59	55	13
Plantation Elementary	47	44	45	56	9
Sanders Park Elementary Magnet	66	64	57	61	-5
Stirling Elementary	54	48	57	60	6

Percentage Lowest Quartile

	2016	2017	2018	2019	16-18 DIFF
School	**ELA LQ**	**ELA LQ**	**ELA LQ**	**ELA LQ**	**DIFF LQ**
Drew, Charles R. Elementary	48	47	49	29	-19
Forest Hills Elementary	38	69	50	70	32
Palmview Elementary	59	52	49	52	-7
Pines Lakes Elementary	38	58	45	43	5
Plantation Elementary	57	49	40	60	3
Sanders Park Elementary Magnet	64	76	48	55	-9
Stirling Elementary	43	43	57	44	1