October 1, 2020

TO: Saemone Hollingsworth, Executive Director, Exceptional Student Learning
            Support (ESLS)

FROM: Andrea Ciotti, InD Curriculum Supervisor, ESLS

SUBJECT: **N2Y Total Solution Contract Item**

During the Spring, 2020 it became evident that special education and delivery of specialized instruction would change due to the COVID-19 health crisis, national pandemic, and unexpected school closures. In supporting teachers and students in self-contained ESE classrooms it was clear that we needed to acquire an instructional tool that was aligned to Florida Standards Access Points that could be easily implemented in both the brick and mortar and an e-learning platform.

From April-July, 2020 teachers had access to a variety of resources free of charge from various vendors across the nation. District staff both shared the availability of resources with schools and received reports from teachers on vendor solutions that appealed to them. As the continued impact of the pandemic on the 2020-21 school year became apparent during the summer, Exceptional Student Learning Support staff coordinated with school staff to identify tools upon which to standardize student support, teacher implementation, and operation at the scale of BCPS.

There were several instructional materials piloted in the fourth quarter of last school year and analysis of their appropriateness for systemic deployment included breadth of usage, integration with our existing digital ecosystem, and the ability to derive actionable instructional insights for promoting student achievement. During the spring semester of open resource usage, 102 Broward ESE teachers (PK-Transition) utilized the suite of tools from N2Y, specifically the Unique Learning System. There was significant feedback from the school practitioners that these resources were of value, and these reports provided informative feedback to leadership. The ESLS District team surveyed teachers for feedback on appropriateness and ease of implementation of these tools to support daily instruction. The teacher feedback was positive for the ease of system use, resources available and alignment to standards, access to customer care support, and availability of online training resources. During such time, 98% of users reported that print based materials were used with ease and 79% reported that they were able to use the teacher and student online features with ease.

Additional Criteria considered in selecting this product was that N2Y was the sole vendor to meet the following criteria:
- Provide a resource and lesson plans aligned to the Florida Standards Access Points and the levels of assistance outlined on the Florida Standards Alternate Assessment that could be easily implemented in both brick and mortar and the e-learning platform;

- Ease of implementation and differentiation of whole-group, small group, and individual lessons in both a brick and mortar and an e-learning environment;
- Provide monthly pre/post assessments on content learned as well as ongoing benchmark assessments to monitor student accuracy, response rate, individual growth over time, and classroom analysis in both a brick and mortar and an e-learning environment;
- A product that can collect and provide data and graphical representations that would align to student Individualized Education Plan (IEP) goals in the domain areas of curriculum and instruction, social/emotional learning, independent functioning, and communication when used in both brick and mortar and e-learning environments; and
- A product that provided ongoing professional development on demand and built in for practitioners.

The process by which the team went through in order to identify N2Y as the vendor meeting our criteria was:
- Reviewed three similar products as well as reviewed use of current print resources available in ESE self-contained classrooms during e-learning and COVID-19 school closure;
- Reviewed student data and gained insight in to the progress monitoring over time and found that students were logging in from home and teachers were seeing immediate outcomes in pre/post data; and
- Attain practitioner feedback from the 102 educators using the product from April-July.

If you have any questions concerning the information above, please contact Andrea Ciotti, InD Curriculum Supervisor at (754) 321-3404 or via email at andrea.ciotti@browardschools.com.

Attachment A: Snapshot Data from N2Y Total Solution Spring, 2020 Trial

Broward County School District

Snapshot

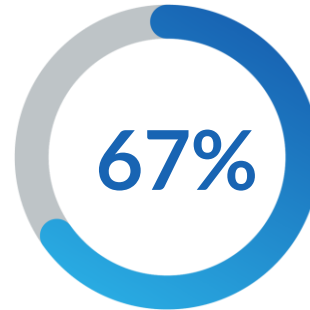# Successful Start to District Wide Implementation in SY 19/20

583 Teachers Using n2y Solutions
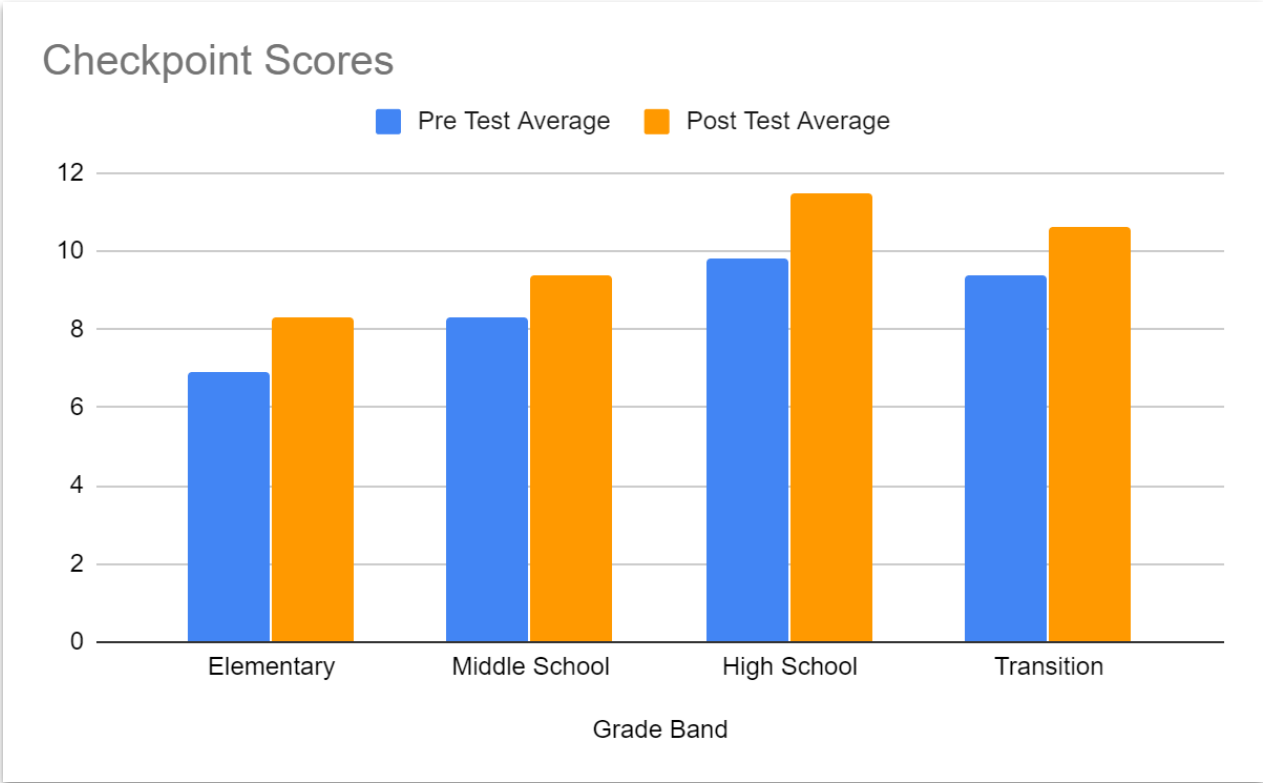
63% Profile Completion

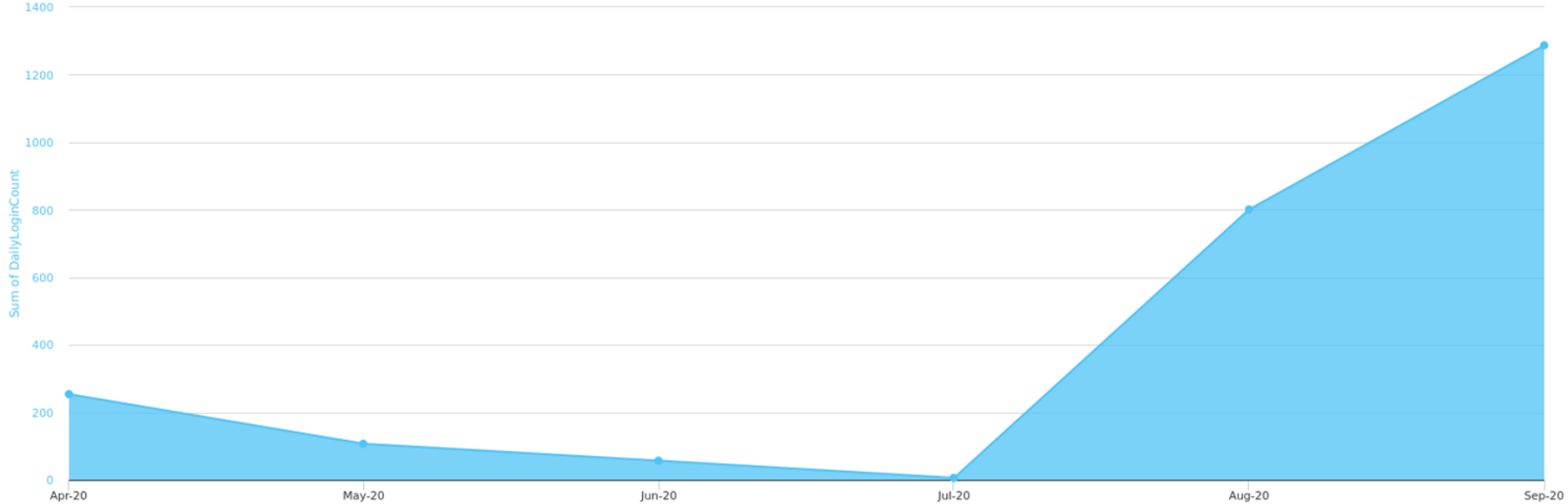**1360** Students Using n2y Solutions

67% Student Login Configured

4th Quarter Checkpoints (SY 19-20)

Teachers Logging In

Broward Teacher Logins

Student Daily Performance Reports (Sample)

Middle School, Assigned Grade Level 6, Differentiated Level 3

Daily Scores and Observations

Monthly Units

Science & Social Studies Courses

← Back   **Lesson 5** Chapter 2 Read and Comprehend, April Unit

Activity 1

Read Aloud: Mark's Money, Chapter 2 (Level J/K)

Standards

| General | RL.6.1 | General | RL.6.10 |
| Extended | RL.6.1a | Extended | RL.6.10a |

Standards Connection A - Chapter 2 (Literature)

Standards

| General | RL.6.9 |
| Extended | RL.6.9a |

Florida's Extended Standards

Activity 2

Guided/Shared Reading: Mark's Money, Chapter 2 (Level F/G)

Standards

| General | RL.6.10 |
| Extended | RL.6.10a |

Attempt 1

Date	Student Performance	Observational Notes		
4-27-20	**Completed**			
10:51 AM	✓	**Accommodations**		
🖥	**View Page**	**Reading**	**View**	**Interactivity**
Online	Viewed / Total	Text-to-Speech: On	Show Symbols: N/A	Highlight right/wrong answer: On
	8 / 8			Incentive audio: On

Guided/Shared Reading: Mark's Money, Chapter 2 (Level F/G, Symbol-Supported)

Standards

| General | RL.6.10 |
| Extended | RL.6.10a |

Attempt 1

Date	Student Performance	Observational Notes		
4-27-20	**Completed**			
10:53 AM	✓	**Accommodations**		
🖥	**View Page**	**Reading**	**View**	**Interactivity**
Online	Viewed / Total	Text-to-Speech: On	Show Symbols: N/A	Highlight right/wrong answer: On
	8 / 8			Incentive audio: On

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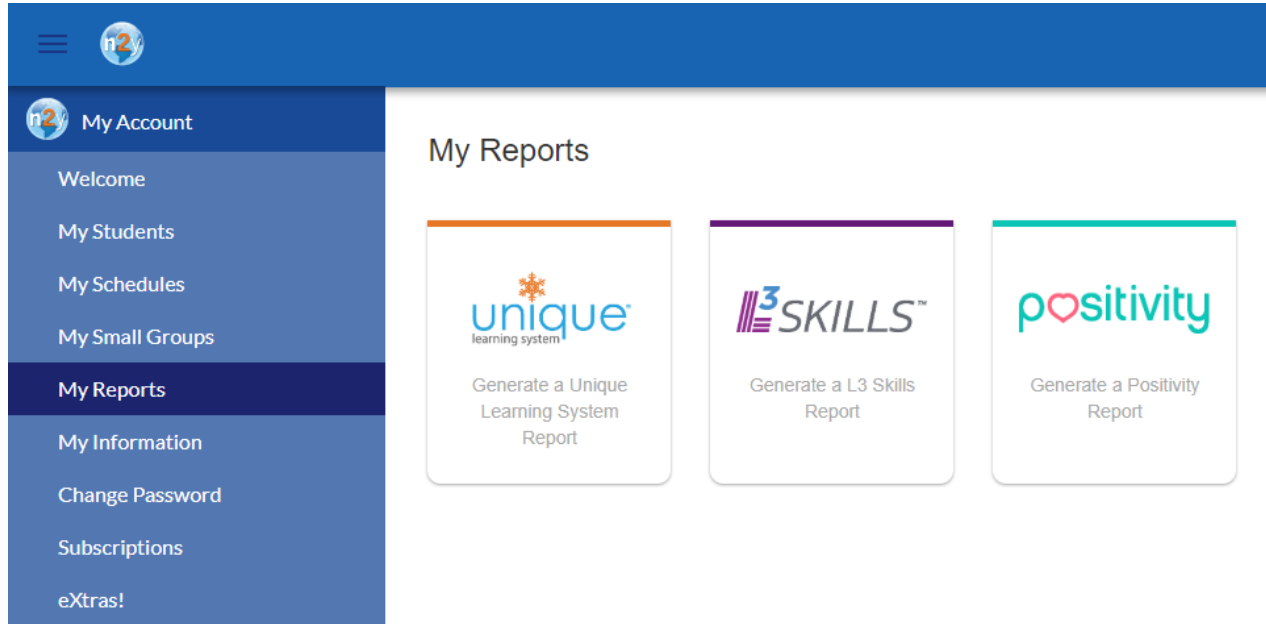# Solution Access through Student View
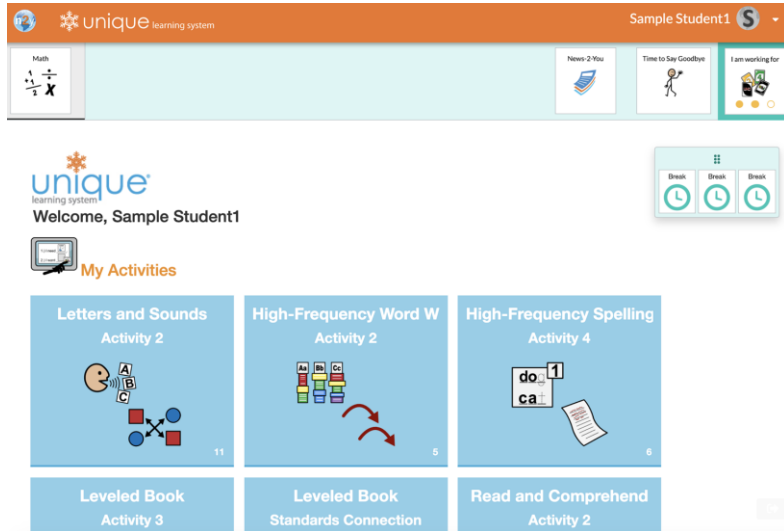
Student Login gives students independent access to n2y solutions. Accessibility settings can be adjusted and will customize each individual student experience.

Students can:

- View their Visual Schedule and have custom Strategies delivered directly through Positivity
- Interact with News-2-You's Current Issue and Breaking News at their differentiated level
- Access educational activities in a game-like environment for additional skills practice that reinforces targeted skills

Teacher Reports

Service providers can use reports provided to make data-driven decisions in daily instruction and generate customized reports that show trends in individual or classroom learning, areas of need, learning, behavior and more.

Case Studies

[Los Angeles Unified School District:](#)

The largest school district in California, and second largest in the country, Los Angeles Unified School District (LAUSD) is home to 1,000 schools and more than 600,000 students from kindergarten to twelfth grade.
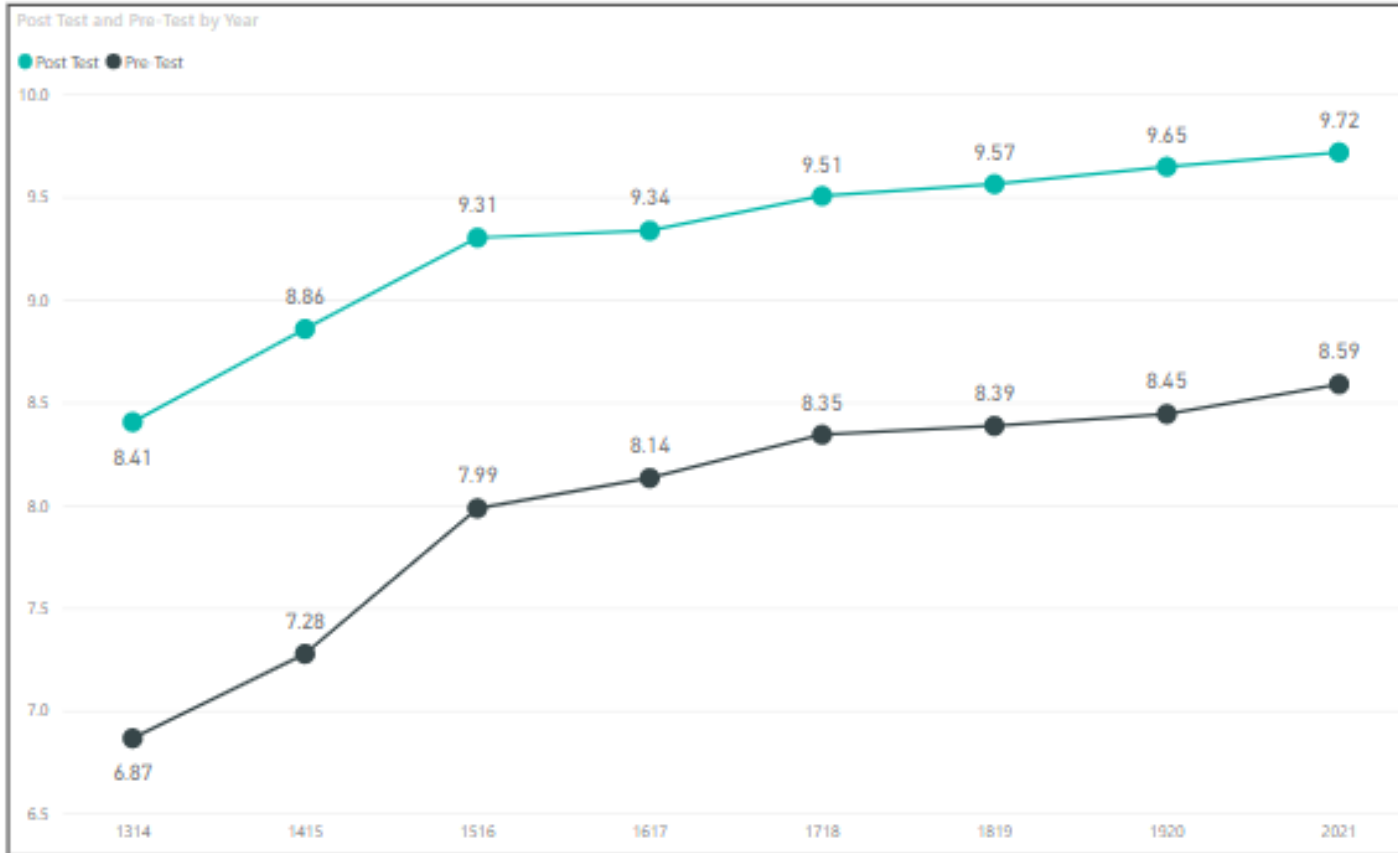
[Clark County School District:](#)

The largest school district in Nevada, and fifth largest in the country, Clark County School District (CCSD) is home to 358 schools and 320,000 students from kindergarten to twelfth grade. The district provides special education services for more than 37,000 students.

[Houston Independent School District:](#)

The Houston Independent School District (HISD) is the largest school district in Texas, and the seventh largest in the United States, serving approximately 215,000 students in 287 schools.
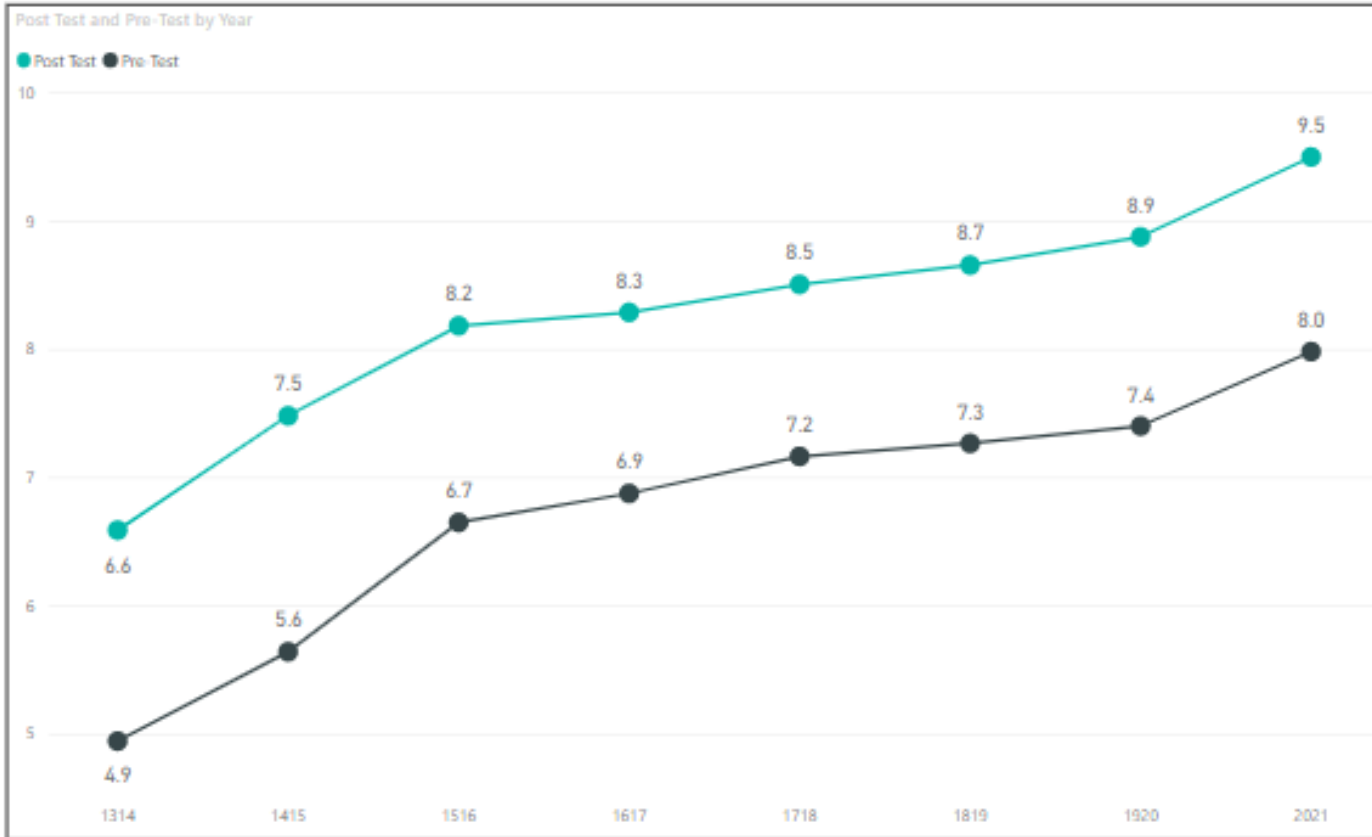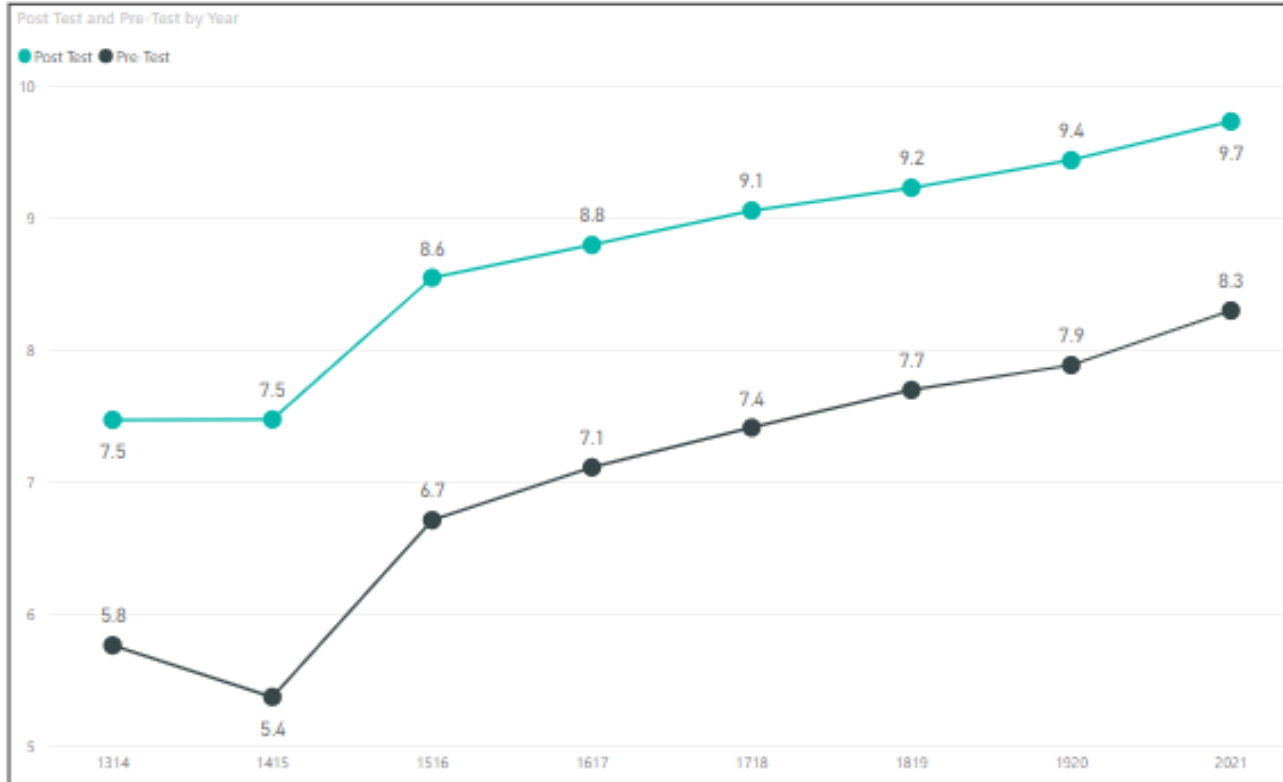
Florida Student Progress (All Students)

Post Test and Pre-Test by Year

● Post Test ● Pre-Test

Year	Post Test	Pre-Test
1314	8.41	6.87
1415	8.86	7.28
1516	9.31	7.99
1617	9.34	8.14
1718	9.51	8.35
1819	9.57	8.39
1920	9.65	8.45
2021	9.72	8.59

Average Post-Test Checkpoint scores indicate a 15.5% increase in accuracy for all students from the 2013-14 school year to present*.

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Florida Student Progress (Level 1)

Post Test and Pre-Test by Year

● Post Test ● Pre-Test

| Year	Post Test	Pre-Test
1314	6.6	4.9
1415	7.5	5.6
1516	8.2	6.7
1617	8.3	6.9
1718	8.5	7.2
1819	8.7	7.3
1920	8.9	7.4
2021	9.5	8.0

Average Post-Test Checkpoint scores indicate a 43.9% increase in accuracy for Level 1 students (students with most support needs) from the 2013-14 school year to present*.

Florida Student Progress (Elementary & Intermediate)

Average Post-Test Checkpoint scores indicate a 29.3% increase in accuracy for Elementary & Intermediate (K-5) students from the 2013-14 school year to present*.
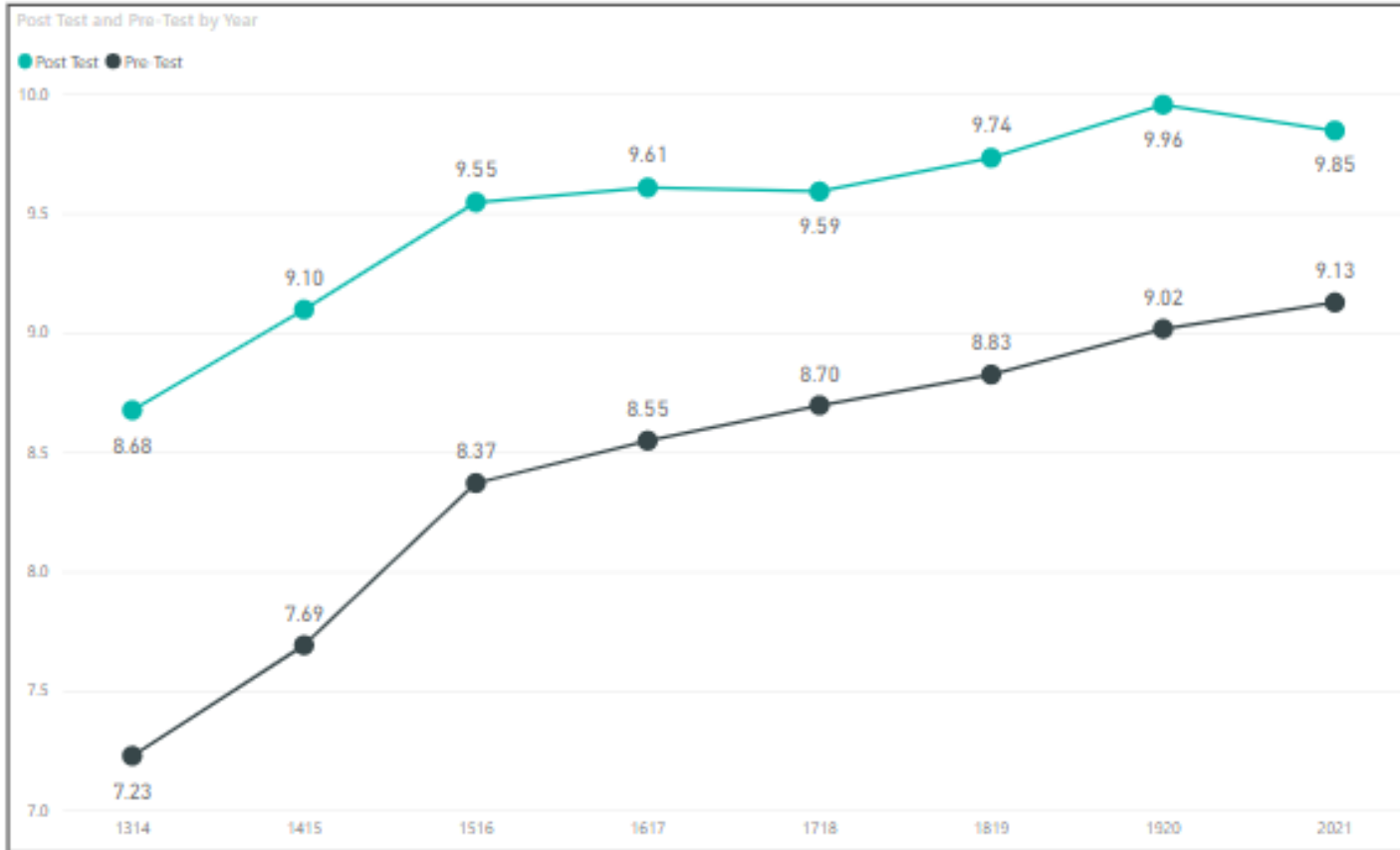
Florida Student Progress (Middle School, 6-8)
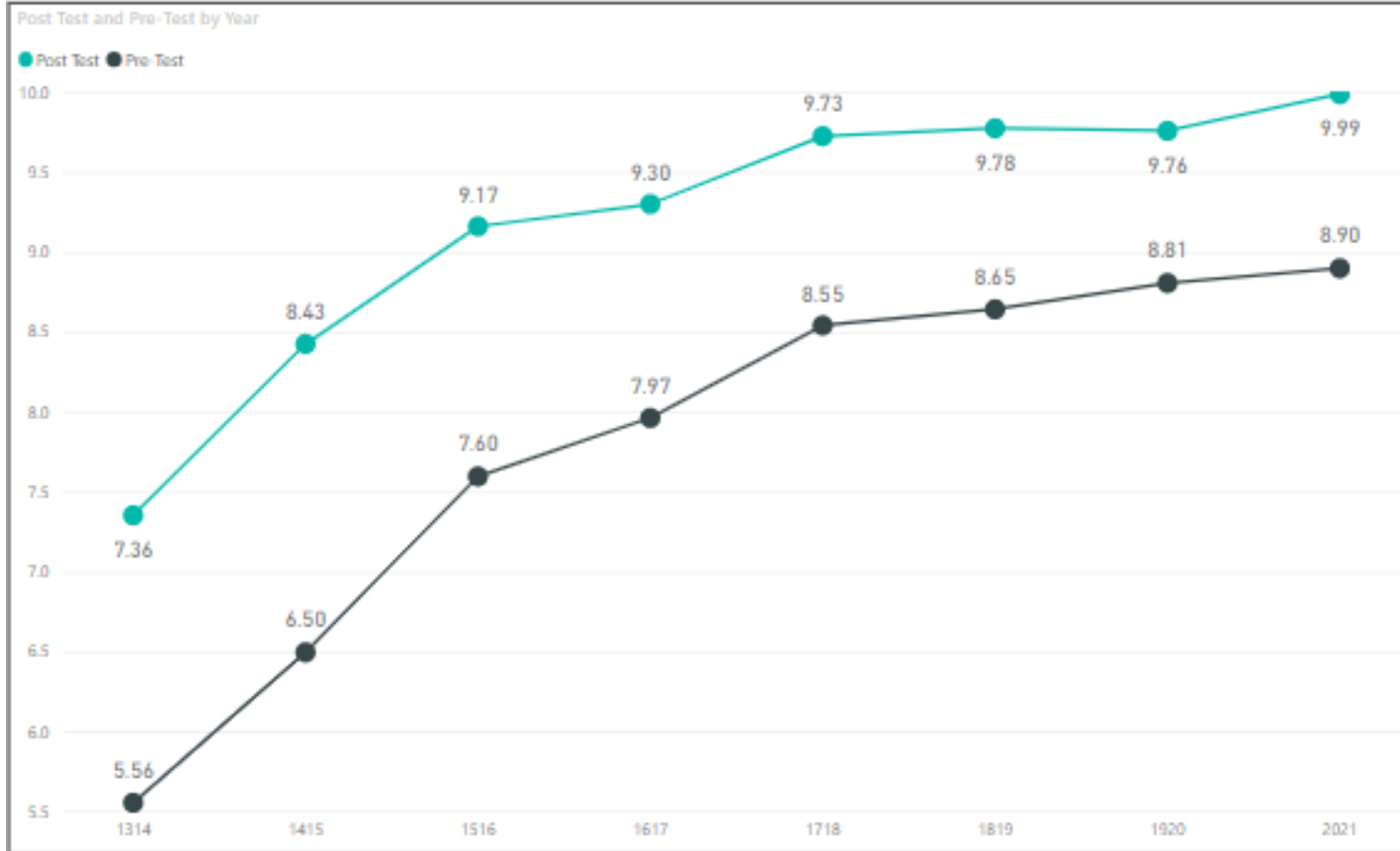
Average Post-Test Checkpoint scores indicate a 35.7% increase in accuracy for Middle School (6-8) students from the 2013-14 school year to present*.

Florida Student Progress (High School)

Post Test and Pre-Test by Year

● Post Test ● Pre-Test

Post Test: 8.68, 9.10, 9.55, 9.61, 9.59, 9.74, 9.96, 9.85

Pre-Test: 7.23, 7.69, 8.37, 8.55, 8.70, 8.83, 9.02, 9.13

Years: 1314, 1415, 1516, 1617, 1718, 1819, 1920, 2021

Average Post-Test Checkpoint scores indicate a 13.5% increase in accuracy for High School (9-12) students from the 2013-14 school year to present*.

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