

EXECUTIVE SUMMARY

Recommendation of \$500,000 or Greater FY20-169 – Elementary Literacy Support Program

Introduction

Responsible: Procurement & Warehousing (PWS)

This request is to approve the agreement between Children’s Literacy Initiative Corporation (CLI) and The School Board of Broward County, Florida (SBBC), commencing on July 1, 2019 through June 30, 2020 for FY20-169 – Elementary Literacy Support Programs. Funds are made available through the Title I Grant.

This is a continuation of the attached Grant item approved under Agenda Item EE-3 on July 18, 2015, Regular School Board Meeting, for a period of three (3) years, and was funded by the U.S. Department of Education Office of Innovation and Improvement.

The spending authority being requested for this agreement is \$981,864.

Goods/Services Description

Responsible: Early Learning Language Acquisition (ELLA)

2016-2019: Children’s Literacy Initiative I3 Scale-Up Grant

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 Broward County Public Schools (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,

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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 work of CLI in Broward Schools over the three (3) years showed a significant impact on student achievement and teacher practices in K-3, as evidenced in assessments of basic skills (letter names and sounds, concepts of print), Benchmark Assessment System scores, and the Primary Reading Assessment. Third grade Early Language Arts (ELA) - Florida Standards Assessment (FSA) also 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 (Drew, Charles Elementary, Palmview Elementary, Plantation Elementary, Sanders Park Elementary Magnet, and Stirling Elementary) 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) percent to fifty-six (56) percent [twenty-eight (28) point gain]
2017-2018	Palmview Elementary	Thirty-four (34) percent to fifty-eight (58) percent [twenty-four (24) point gain]
2018-2019	Drew, Charles Elementary	Twenty-nine (29) percent to thirty-nine (39) percent [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 -one on third grade ELA FSA across the three (3) years:

Year	School	Third Grade Level One
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	Drew, Charles 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) point gains. 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) points growth.

The partnership and work within the grant were included as a focus in the Strategic Initiative Management Early Literacy Project Plan and was highlighted at the October 22, 2019, School Board Workshop with the grant and expansion schools as a national partner.

2019-2020: Expansion of CLI Services and Programs

With this Agreement, the CLI service and programs will expand to an additional eight (8) schools:

- Broward Estates Elementary
- Deerfield Beach Elementary
- Morrow Elementary
- North Lauderdale Pre K-8*

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- Oakridge Elementary
- Rock Island Elementary
- Tedder Elementary
- Village Elementary

Schools applied for the expansion opportunity with Cadre Director support, and seven (7) were selected by 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 Pre-K-8*, partnered with CLI independently using supplement school-based Title I funds and are included in this Agreement to show the overall district-level partnership.

As part of the expansion, a full-time CLI coach works on-site at each of the eight (8) 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, which are being implemented across the seven (7) schools through year-long professional development, collaboration, and intensive work at individual school sites and across the seven (7) schools.

- **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**
Even the best seminars are not enough to ensure that good ideas translate into good practice. Every kindergarten through 5th-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 allow the network of participating schools to step back and ask critical questions of each other, examine the evidence, and make improvements. Are BCPS 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.

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- **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 in (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 monitor progress
- 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.

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Upon approval of this agreement, and prior to the expiration of such, ELLA and PWS staff will start working on the 2020/2021 agreement to guarantee the continuation of the program.

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

The requested spending authority for the twelve (12) month agreement will be \$981,864, as detailed on page 6.

Funding will be made available through the Title I Grant as per the breakdown of the Financial Analysis Worksheet.

The financial impact amount represents an estimated contract value; however, the amount authorized will not exceed the estimated contract award amount.

