

EXECUTIVE SUMMARY

Below is an executive summary for ELLEVENTION, which supports the delivery of English for Speakers of Other Languages (ESOL) programs.

Program	English for Speakers of Other Languages (ESOL)
Status	
Funds Requested	\$170,125
Financial Impact Statement	<p>This cost includes 500 users.</p> <p>The \$170,125 will be payable in two installments:</p> <ol style="list-style-type: none"> 1. \$55,000 due upon invoice. 2. \$115,125 due upon successful implementation of Ellevation, complete with upload of English Language Learners (ELLs) related data as provided by the District, and ready for use by the first cohort of Broward County Public Schools (BCPS) educators. Ellevation expects to comply with the deliverable no later than July 1, 2014.
Schools Included	All schools, including charter schools.
Managing Department/School	Information & Technology Department ESOL Department
Source of Additional Information	Myra Burden, Director, Technology Planning and Policy 754-321-0375 Victoria Saldala, Director, ESOL, 754-321-2953
Project Description	<p>The Ellevation platform meets the instructional, communication, and reporting needs of the ESOL program. The Ellevation platform will assist educators to recognize the need for and make appropriate instructional modifications, collaborate more with colleagues about English Language Learners, and increase efficiency. The following features will facilitate the monitoring of the ESOL program at the school and District level.</p> <ul style="list-style-type: none"> • The Ellevation Data Dashboard assists District leaders in evaluating program effectiveness. • Ellevation offers educators an online individualized learning plan for each student aligned to the Comprehensive English Language Learning Assessment (CELLA) and English Language Development (ELD) standards. • The Ellevation platform enables easy ELL data collection, management, and tracking of current and exited students. • Ellevation enables the automatic generation of reports and parent letters. • The SIS Integration offers nightly data updates, and the Data Audit tools help make sure data on ELLs is accurate. <p>Ellevation will be implemented in two phases. Phase I will include ten schools and District leadership who will provide feedback and tailor the system to meet the needs of BCPS. The ten schools will be three schools at each level, including one charter school with a high ELL enrollment.</p>

	<p>Phase II will include the remaining schools for an entire District implementation.</p> <p>There will be up-front training and on-going implementation support in addition to a help desk/center, a dedicated implementation specialist from Ellevation, usage updates, “Ellevation With Ease” webinars, and Professional Development webinar series focused on broader professional development.</p>
Evaluation Plan	<p>Working with Ellevation, we will conduct pre-implementation surveys with Ellevation users, followed by a mid-year and end of year survey, to measure how Ellevation helps educators:</p> <ul style="list-style-type: none"> • Review data and prepare for instruction of English Learners; • Save time; and • Collaborate more effectively with colleagues to serve ELLs. <p>In addition, the ESOL Department led by Victoria Saldala, will meet monthly with Ellevation to monitor usage by BCPS educators in order to ensure that data and other features are being used consistently.</p>
Research Methodology	<p>There are a number of research studies that support the implementation of an instructional management solution like Ellevation that incorporates professional development:</p> <ol style="list-style-type: none"> 1. From <i>Annenberg Institute for School Reform. (2005). From Data to Decisions. Providence, RI: Ellen Foley & Tamara Mieles.</i> The study collected surveys from eight districts across the country focused on technology and student data usage. After aggregating the answers to the surveys, four common trends emerged: (1) Teachers began using assessment information to identify skill areas that needed attention, (2) School-wide and grade-level analyses of test results sparked discussion about patterns of performance, (3) Instructional coaches used the data to work with teachers to improve academic achievement, and (4) All districts saw a shift to a “data culture” in a school district where data was a more integral part of daily life. 2. From <i>the U.S. Dept. of Ed, Oct. 2012 report on teaching, learning, and the use of data:</i> Without data skills, teachers are ill prepared to use data effectively to provide instruction that matches students’ needs. Moreover, the measurement issues affecting the interpretation of assessment data—and certainly the comparison of data across years, schools, or different student subgroups—are complicated. For this reason, districts and schools are devoting increasing amounts of professional development time to the topic of data-driven decision making (U.S. Department of Education 2008). Many argue that the practice of bringing teachers together to examine data on their students and relate those data to their practices is a valuable form of professional development in its own right (Feldman and Tung 2001).