EXECUTIVE SUMMARY

Below is an executive summary for <u>ELLEVATION</u>, a software platform for instructional and data management that supports <u>English for Speakers of Other Languages (ESOL) programs.</u>

Program	English for Speakers of Other Languages (ESOL)
Status	
Funds Requested	$170,125 Information & Technology general fund budget for subscriptions $30,000 Title III grant funds for professional development and training
Financial Impact Statement	This cost includes a one-year, renewable subscription for a total of 700 users on the Ellevation platform (350 full-use subscriptions and 350 read-only subscriptions). The $200,125 will be payable in two installments: 1. $85,000 due upon invoice. 2. $115,125 due upon successful set-up of Ellevation, complete with English Language Learners (ELLs) related data as provided by the district, and ready for use by the Broward County Public School educators. Ellevation expects delivery no later than August 1, 2014. Year 2 Renewal – Near the end of Year 1, data regarding use and effectiveness will guide the scope of expanding the rollout of this tool.
Schools Included	All schools, including Charter Schools. The use of this system will be part of the State approved ELL plan. Charter schools must follow the same plan; therefore, the district has to provide them access to the same system for compliance purposes at no cost to the charter schools. As a result, each charter school will receive two (2) licenses as part of this agreement - which is consistent with what the traditional schools are being given. Any additional licenses that charter schools would like beyond what is being provided by the District can be purchased through the Venture Design office.
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	The Instruction & Interventions team reviewed Ellevation for content and alignment to strategic needs and the Information and Technology reviewed the technical specifications and alignment to Broward technology systems. ESOL Instructional Facilitators, who are expert ESOL teachers in the field, were involved early in this process and provided ongoing input into the selection. The selection was vetted and approved by the Office of Academics leadership.

	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. • 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. 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. There is an initial meeting on April 3, 2014 to review and provide feedback on the usefulness of the system. Phase II will include the remaining schools for an entire district implementation. 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.
Evaluation Plan	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: • Review data and prepare for instruction of English Learners; • Save time; • Collaborate more effectively with colleagues to serve ELLs. In addition, the ESOL Department led by Victoria Saldala, will meet monthly with Ellevation to monitor usage by Broward educators in order to ensure that data and other features are being used consistently.

Research Methodology	There are a number of research studies that support the implementation of an instructional management solution like Ellevation that incorporates professional development: 1. From *Annenberg Institute for School Reform. (2005). From Data to Decisions. Providence, RI: Ellen Foley & Tamara Mieles*. 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 *the U.S. Dept. of Ed, Oct. 2012 report on teaching, learning, and the use of data:* 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).