

Leveraging American Rescue Funds to Address Student Achievement & Instructional Capacity



Council of Great City Schools
Orlando, Florida

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High-performing A-rated District





Mission Statement

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.



Vision Statement

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.



Equity Statement

The School District of Palm Beach County is committed to dismantling racism and other systems of oppression and inequity. We will create equitable and inclusive schools **that ensure students have what they need to be successful in school and life.**

Achieving racial equity requires proactive and continuous investment in historically marginalized groups who have endured centuries of systemic oppression. The School District of Palm Beach County is committed to transforming our system by hearing and elevating underrepresented voices, sharing power, recognizing and eliminating bias, and distributing resources to provide equitable outcomes.

The School District of Palm Beach County **will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs** by creating environments where students, families, staff, and communities will develop agency and voice.

The School District of Palm Beach County acknowledges the existence of—and will eliminate—systems, processes, and mindsets that perpetuate race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation as predictors of achievement.

The School District of Palm Beach County will **embrace, celebrate, and honor our students, families, staff, and community members** and their unique cultural histories, while ensuring each student achieves personal and academic success.

Student Academic Support Plan Purpose

What is the SASP meant to address?

We have an educational debt to repay our students, specifically those from typically marginalized populations.

- Gaps in student achievement existed pre-COVID.
 - 3rd Grade Reading
 - HS Graduation Rates
 - FSA/EOC Scores
- COVID only served to widen these gaps in many cases.

Despite numerous challenges, we have a unique opportunity to rethink available student academic supports (short and long term).

- The Student Academic Support Plan (SASP) will codify our approach to repaying the educational debt.



MORE OF
EVERYTHING YOU
WANT FOR
YOUR CHILD



PALM BEACH COUNTY SCHOOLS
Your **BEST** Choice!

Project Approach

Student Academic Support Plan Development

PLAN

CAO/Deputy
Superintendent
determine project
scope and timeline
with support from
Chief of Staff's Office.

ENGAGE

Small Focus Group
convened (consisting
of Principal
Supervisors and key
Academics staff).

CHECK

Division Reps involved
in ongoing
implementation
conversations to
determine what it will
take to accomplish
both short term and
long term goals.

STRATEGIC PLAN / MISSION & VISION / EQUITY



SASP Focus Group Goals

What was this group tasked with doing?

The Focus Group was assembled to provide feedback on:

1. Criteria for determining student priority groups based on level of support needed (***The Who/The Why***)
2. Possible interventions for priority groups based on what we do now as well as innovative options (***The What/The How***)
3. Implementation timeline for all viable interventions--short term and long term (***The Where/The When***)



SASP Goal 1 - The Who/The What

Criteria for determining student priority groups based on level of support needed

SUPPORT AREAS

Engagement

- **Two or more weeks with less than 3 days of Portal access (Distance Learning) OR 3 or more days absent (Brick and Mortar)**
- Previously retained
- 1+ Referral (ODR)

ELA

- **iReady Below Grade**
- **Fall Diagnostic Percent Correct OR USA Average (<50%)**
- FSA ELA Level 1 or 2
- Did Not Meet Reading Grad Requirement (Grade 12 only)

Math

- **SuccessMaker Below Grade**
- **Fall Diagnostic Percent Correct OR USA Average (<50%)**
- FSA Math/Algebra Level 1 or 2
- PSAT
- Did Not Meet Algebra Grad Requirement (Grade 11 or 12)

Other

Academics

- FLKRS (PreK/KG only)
- **One or more ND on Report Card**
- **One or more D or F Grades in Marking Period 1**
- Off-track MS Quality Points or HS Credits Attainment

Highlighted text intended to reflect metrics IDed for short-term decisions re: adequate progress as per FDOE Plan submitted 12/15.



SASP Goal 1 - The Who/The What

Criteria for determining student priority groups based on level of support needed

	Engagement Support		Language Arts Support		Mathematics Support		Other Academic Support		High Support ELA and Math		
	Students	High 50%+		High 50%+		High 50%+		High 50%+		High (ELA & Math)	
	N	n	%	n	%	n	%	n	%	n	%
DISTRICT	168635	7951	4.7	77862	46.2	73933	43.8	48073	46.9	51658	30.6
Elementary	75933	3492	4.6	38687	50.9	27322	36.0	30255	39.8	21438	28.2
Middle	39020	1440	3.7	15689	40.2	23319	59.8	17505	45.4	13996	35.9
High	53682	3019	5.6	23486	43.8	23292	43.4	24304	45.7	16224	30.2

SASP Goal 1 - The Who/The What

Criteria for determining student priority groups based on level of support needed

The Focus Group identified the following lingering questions:

1. How can we use ESSER funding to continue addressing academic supports for students in a meaningful way?
 - Short term (including Summer School)
 - Long term (equitable resource allocation as part of new Strategic Plan)
2. Critical support areas and key factors/metrics tied to each area identified, but how should the level of support students need be defined?
 - Cut offs/thresholds for more intense supports vs. less
 - Implications for funding

SASP Goal 2 - The What/The How

Possible interventions for priority groups based on what we do now and innovative options

Inventory of Current Intervention/Acceleration Strategies and Innovative Options

<https://docs.google.com/spreadsheets/d/1i7RbF15g96MhDkYujqL-cJ9nbOxkl12MBMQDS9TQ-RQ/edit?usp=sharing>

Name of Academic Support/Program	Type (Intervention or Acceleration?)	Target (All, Some, Few)	Subject Area	Modality (Teacher delivered, Computer-based, Mix of teacher and computer?)	Possibility to offer via Distance Learning? (Yes, No, Unsure)	Grade Level(s)	Implementation (All, Some, Few)	Required by FDOE or related to complying with FL Statute in any way?	Staff Capacity Requirements (i.e., teacher certification reqs or endorsements needed, PD or training on a particular program—please include anything that is needed beyond a regular teacher cert to help HR identify future staffing needs)	# of Schools Actually Using (if available; if unsure, please state that)	# of Students Currently Served (if available; if unsure, please state that)	Evidence Re: SDPBC Efficacy - Does It Work Specifically for our Students? (if we have data available; if not available, when should we have data that speaks to effectiveness for kids here in Palm Beach County?)	Evidence Re: General Efficacy (if available; list if the program is evidence-based or endorsed by a particular group like the National Clearinghouse, etc)	Overall Cost (if available; could be a one-time start up cost to purchase software, textbooks, etc and/or recurring costs to purchase consumables or subscriptions. As much detail as you can provide re: cost would be great, since this will help Finance estimate costs)	Cost Per Student (if available; this could also be something we ask Finance to help with.)
Accelerated Mathematics Pathway (AMP)	Acceleration		Mathematics	Teacher delivered	Yes	3-5		No	In AMP5, teachers need to be trained in grade 6 math including secondary grading practices.	FY20 - 76 FY21 - 83	FY20 - 5614 FY21 - ?	There is data there high-achieving AMP students make more LG than similar students in non-AMP math.	N/A	N/A	N/A
Reading Recovery	Intervention		Literacy	Teacher delivered	Yes (but brick and mortar prioritized)	1		No	Specialized training (HOW LONG TO COMPLETE TRAINING?) In FY20, we had 12 teachers trained plus one District Literacy Specialist trained as a Reading Recovery Teacher Leader.	FY20 - 8 teachers FY21 - 20 teachers	FY20 - 50 FY21 - 143 students by the end of the year	In FY20, 99% of participating students demonstrated growth (81% made 1 year's growth, 63% made more than 1.5 years growth, and 49% made 2 years of growth).	WWC	In FY20, Pew Foundation provided grant of \$72,265 to help train teachers and Reading Recovery Teacher Leader. Additionally, in FY21 \$140,580 came from Title 4. Another \$5730 came from Operating this year.	\$1528 per student
Research-based reading intervention programs in SDPBC	Intervention	Some, Few	Literacy	The list encompasses all interventions including all modalities			Some, Few	*reading intervention in general is required by statute	*if the instruction is provided during intensive intervention, a reading endorsement or certification is required.	All schools should be implementing some of these interventions	Unsure				
iReady	Adaptive Tech: used as intervention or		Literacy	Computer-based	Yes	K-8		No	Typical Program PD	All elem. & 8 middle schools	All elem. students and 3,455,6-8		Meets Tier 3 for ESSA	K-5: \$1.8M annual	N/A- does not fluctuate based on

SASP Goal 2 - The What/The How

Possible interventions for priority groups based on what we do now and innovative options

The Focus Group identified the following lingering questions:

1. **CONSENSUS** - Current intervention/acceleration strategies are high-quality. More an issue with implementation.
 - Where is the breakdown in implementation happening? (Or is it training-related?)
 - How do we currently hold schools accountable?
 - What does progress monitoring look like? (I.e., monitoring tools used, frequency with which they are used, levels of monitoring--AP/Principal vs. Regional Office vs. Central Office)
2. How much autonomy should school-level leaders have as it relates to the selection of interventions to implement?
 - What do we “hold tight”?



Multi-Tiered System of Supports (MTSS)

Systematic, continuous improvement framework for student success

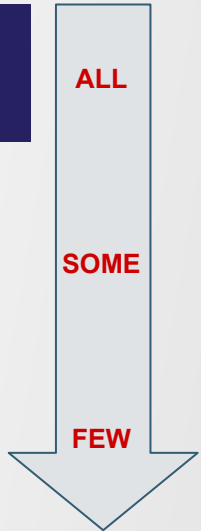
MTSS Continuum of Supports

- Supports are provided to students along a continuum of educational need.
- Students with the most significant need get the greatest level of support.
- Focus on effective problem-solving and decision-making.

Core (Tier 1)
Initial Instruction

Supplemental (Tier 2)
Intervention

Intensive (Tier 3)
Intervention



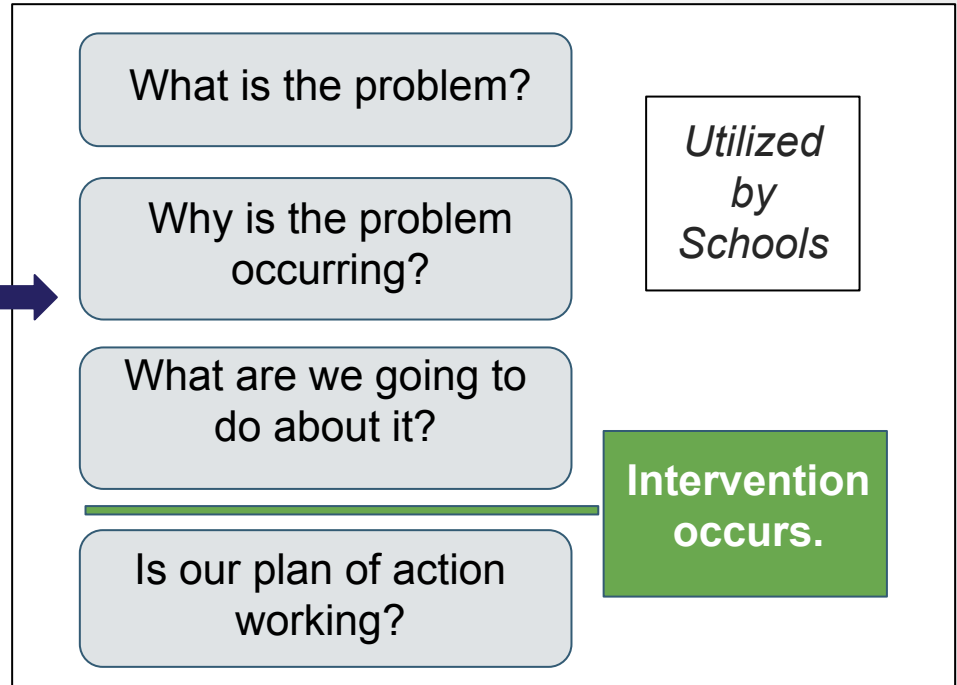
Academic Intervention Processes

How do we determine the level of support students may need?

Adopting a Holistic Approach



Four Step Problem Solving Method



Fidelity and Monitoring

How will we move forward to ensure all students receive appropriate academic supports?

Area	Processes (related to increasing fidelity of academic interventions)
Core Priorities	<ul style="list-style-type: none">● Continue to prioritize teaching of high impact standards.● Monitor scope and sequence to tighten up instruction across all schools.● Provide ongoing professional development.● Progress monitor local assessment to inform instructional decisions.
Intervention Priorities	<ul style="list-style-type: none">● Training on MTSS Process and Implementation (Principal Supervisors, Principals, School Staff).● Intervention training - (school based staff).● Extended learning support and design.● Evaluate Inventory of intervention resources for effectiveness.



Academic Acceleration SASP

- **Principles of Plan**

- Determine schools with the highest percentage of students in need of additional supports
- Address the increased student learning needs due to the impact of COVID-19
- Build the capacity of teachers at schools with greatest needs
- Increase the access of students into gifted/AMP programming
- Target literacy, math, acceleration, and graduation with schools with greatest needs

Academic Acceleration

SASP - Tiering of Schools

Metrics Used

- Student performance and demographics
- Free and Reduced Lunch
- Teacher experience

- 3 Tiers of Schools
- All schools receiving support
- Tier 1 and 2 schools will receive the most support
- Tier 3 receive no full time positions

INDICATOR	COMPONENTS	WEIGHT
1.1 School Demographics	% of Students receiving Free or Reduced Price Lunch (FRL)	50%
	% of Students from underserved racial/ ethnic subgroups	5%
	% of Students with Disabilities (SWD)	5%
	% of English Language Learners (ELL)	5%
	Rationale: Evidence shows the student groups listed here are at a higher risk of failure. High percentages of certain student populations may indicate a need for additional support.	
1.2 Student Achievement	FSA ELA Level 1	20%
	FSA Math/Algebra/Geometry Level 1	10%
	Rationale: Research studies show that low performing students (Level 1) need additional and/or alternative intensive instructional programs to close the achievement gap.	
1.3 Teacher Experience	Teachers with 0-3 years' experience	5%
	Rationale: Research studies show that the highest poverty schools and schools with the highest concentration of minority students have higher proportions of inexperienced teachers. The lowest scoring elementary schools have lower average years of teaching experience.	



Academic Acceleration SASP

	Level	Target Areas	Positions	Investment In millions
1	Elementary	Target all students and schools with majority of schools on FRL and students with the greatest learning needs (8,14)	206	\$15.5
2	Middle	Target literacy and math supports for schools with greatest percentage of FRL. (8,14)	93	\$ 7.1
3	High	Target on time graduation due to increased cut scores for SAT and ACT for schools with greatest FRL percents. (8,14)	70	\$ 8.0
		Total - Unfinished Learning SASP	369	\$30.6



Elementary Schools

	Support	Strategy Information/Details	Positions	Investment In millions
1	Reading Recovery Position	Target grade one students below grade level in reading. Half day working with targeted students and half day working with targeted small groups in grade one and two.	1 Specialist 34 teachers	\$2.6
2	Acceleration Position	Target implementation of AMP programing in grade 3 and gifted programming K-5 developing and enhancement. Position will work with a all K-5 teachers providing gifted instruction and AMP instruction.	1 Specialist 56 teachers	\$4.3
3	SAI	Second SAI teacher for small group K-2/ Accelerated Push In	1 Specialist 56 teachers	\$4.3
3	PLC Facilitator	The primary responsibility of the Professional Learning Community Facilitator is to guide the implementation of PLC Meetings at a school site. This will insure that all teachers understands the identified standards being taught and the processes around delivery of instruction around the specific standards. This person will also utilize data to monitor growth proficiency of students.	1 Specialist 56 teachers	\$4.3
		Total Elementary Schools - SASP	206	\$15.5



Middle Schools

	Support	Strategy Information/Details	Positions	Investment t In millions
1	ELA Resource Teacher	Demonstrate master level instruction and work with small groups of students to show the process of instruction as the needs of students are met.	1 Specialist 18 Teachers	\$1.5
2	Math Resource Teacher	Demonstrate master level instruction and work with small groups of students to show the process of instruction as the needs of students are met.	1 Specialist 18 Teachers	\$1.5
3	PLC Facilitator	The primary responsibility of the Professional Learning Community Facilitator is to guide the implementation of PLC Meetings at a school site. This will insure that all teachers understands the identified standards being taught and the processes around delivery of instruction around the specific standards. This person will also utilize data to monitor growth proficiency of students.	1 Specialist 18 Teachers	\$1.5
4	Intensive Reading Teacher	Target students needed an alternative intervention to address substantial reading deficiencies.	18 Teachers	\$1.3
5	Intensive Math Teacher	Target students needed an alternative intervention to address substantial math deficiencies. Focus: Algebra I Foundational Skills	18 Teachers	\$1.3
Total Middle Schools - SASP			93	\$7.1

High Schools

	Support	Strategy Information/Details	Positions	Investment In millions
1	Graduation	To address concordant score and other components such as GPA and credits needed for graduation.	21 Teachers	\$1.5
2	Intensive Literacy Teacher	Target students needed an alternative intervention to address substantial reading deficiencies.	12 Teachers	\$1.0
3	Intensive Math Teacher	Target students needed an alternative intervention to address substantial math deficiencies. Focus: Algebra I Foundational Skills	12 Teachers	\$1.0
4	PLC Facilitator	The primary responsibility of the Professional Learning Community Facilitator is to guide the implementation of PLC Meetings at a school site. This will insure that all teachers understands the identified standards being taught and the processes around delivery of instruction around the specific standards. This person will also utilize data to monitor growth proficiency of students.	1 Specialist 12 Teachers	\$1.0
5	Algebra Resource	Support Algebra instruction	12 Teachers	\$0.9
6	Sunset Programming	All schools - Provide students flexible scheduling options to complete courses needed for graduation	-	\$2.6
		Total High Schools - SASP	70	\$8.0



Outcomes FY22 District Grades

District	English Language Arts			Mathematics			Science	Social Studies	Middle School Accel.	Grad. Rate 2020-21	College and Career Accel. 2020-21	Total Points Earned	Percent of Total Possible Points	Grade 2022
	Achieve.	Learning Gains	Learning Gains of the Lowest 25%	Achieve.	Learning Gains	Learning Gains of the Lowest 25%								
	55	58	45	51	63	54	49	68	74	89	60	666	61	B
	58	60	48	56	65	59	53	72	76	90	69	706	64	A
	47	51	40	51	55	49	47	66	80	90	72	648	59	B
	51	53	41	53	60	51	51	72	83	89	57	661	60	B
	52	53	39	53	59	50	56	70	78	90	65	665	60	B
PALM BEACH	56	56	42	54	61	51	53	69	83	91	72	688	63	A
	51	51	39	55	56	47	54	68	71	92	63	647	59	B



FY22 School Grade ELA Comparison with Large Districts

State/Districts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	53	57	55	52	48	49	51	49
	54	58	58	55	50	51	53	49
	56	62	59	55	53	54	54	52
	47	50	47	43	42	42	45	43
	49	55	52	52	49	47	50	49
	54	57	53	52	46	47 ²⁴	50	46
Palm Beach	54	62	57	54	51	51	54	52
	52	57	58	48	46	45	50	48



FY22 School Grade Math Comparison with Large Districts

State/Districts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7*	Grade 8	Algebra 1	Geometry
	58	61	52	49	46	42	54	50
	58	61	53	48	45	34	50	45
	60	65	54	51	48	39	57	49
	56	58	50	41	41	28	55	53
	56	60	54	45	26	47 ²⁵	60	53
	61	62	52	47	50	38	51	44
Palm Beach	58	59	50	50	27	57	54	53
	60	65	58	47	52	25	52	55

Discussion