

## ***Broward Country Public Schools OpenCLR***

Since December of 2019, Broward County Public Schools (BCPS) has been engaging with Public Consulting Group (PCG) on a proof-of-concept (PoC) design and research project to consider the scope, feasibility and utility of implementing a ***Comprehensive Learner Record***. The team from PCG are leaders in the IMS Global community and co-chair both the CASE (Competencies and Academic Standards Exchange), and CLR taskforces. The work on this analysis has been central in validating the draft IMS Global CLR specification and has driven several substantive improvements to the draft. The work has also evaluated and articulated the current scope and sequence of both the Math and ELA curriculum in use in Broward, as CASE framework data, to model how a CLR can support the key use case of managing each individual learner's pathway to success and providing both timely and effective interventions and supports when they get off of track.

This is the Math Scope and Sequence from upper elementary to Algebra 2:

<https://opensalt.net/cftree/doc/2482>

This is the English Language Arts reading and writing pathway: <https://opensalt.net/cftree/doc/2489>

Each of these curriculum and course pathways are aligned with the Florida state ELA and Math standards down to the module and unit of instruction. These sequences also include the embedded performance tasks assessments, benchmark assessments and other assessment sources such as the PSAT. The PoC has demonstrated the ability to connect the grades and assessment results delivered during the normal course of instruction and link those to the specific skills and competencies that must be mastered in order to progress along a primary pathway and not fall behind or experience gaps in learning. If a learner is not progressing, the learning log of achievements will indicate not just the fact they are off track, but when and how they are off track. This information, through a secure and authorized access interface, can provide critical information to mentoring and afterschool programs to enable coordination of services across organizational boundaries.

As a specific example of this coordination, Broward plans to extend and integrate a long standing and successful math supplemental program called The Algebra Project, which is particularly focused on the needs of at risk students facing other equity challenges. This problem and project based curriculum has been offered as an alternative pathway to Algebra success in a growing number of Broward classrooms. Key to this program's success is teacher development around the language and project/problem based nature of the program, and integration of after school support from mentors managed through The Young People Project (YPP). By providing the CLR as a way for mentors to award achievement badges along with their performance task evaluations, students not only see but own their learning and development. This is one of the key objectives of the Algebra Project, to develop agency in learning and desire to transition to their use of language and vocabulary from the colloquial to the precise clarity and rigor Math requires. Achievement of these language skill, learning skills, soft skills and positive behaviors are critical aspects to the design of the Broward CLR pilot program.

This pilot is completing the PoC phase and is ready to move into development and pilot operations with a set of partners covering curriculum, assessment, evaluation, infrastructure, systems and project and program management.