

Division of Safety and Learning
Alison Adler, Ed.D., Chief
SpringBoard Program Evaluation

Program Description

A. Description of Intervention

SpringBoard is a curriculum program for grades 6 – 12 that incorporates rigorous standards, professional development, instructional resources, and diagnostic assessments. It was created by College Board. In the School District of Palm Beach County, SpringBoard will be used as a school choice option – School-Within-a-School. In the School-Within-a-School program students are part of a “special cadre” where teachers develop close and supportive relationships with each student. In addition, the ongoing professional development and diagnostic assessments of SpringBoard will allow teachers to more accurately assess and address the strengths and weaknesses of their students.

Sixty-nine students in each of 13 middle schools, 92 students in each of four high schools, 46 students in grades six and seven at Village Academy, and 46 middle school students at Pahokee (23 students per grade level in grades 6 – 12) are enrolled in math and language arts courses taught by SpringBoard trained teachers. Students are selected for the classes based on the following criteria:

- First – Students who have been provided the “choice” option and have chosen this School-Within-A-School choice
- Second – Students needing assistance, with priority going to students who scored Level 1 or Level 2 on the FY05 FCAT who might or might not have selected the tutoring choice option

Forty-four Math and 45 Language Arts teachers will implement SpringBoard in their classrooms. A total of 117 teachers have been trained, so there are back-up teachers available if needed. They will also meet for required joint planning. SpringBoard teachers at School-Within-a-School sites will have the same group of students at each grade level so that they can intensely assist their learners in the academic process. Each teacher will be limited to 23 students. The students will move from class to class, as in a regular secondary setting. The teachers will be hand-selected by the principal and committed for a minimum of three years in order to most effectively implement the Springboard program. The Department of Safe Schools will provide assistance in various forms; (e.g., through the Learning Team Facilitators, a School-Within-a-School coordinator, other Safe Schools’ staff).

The overarching goal of SpringBoard is to provide students with the skills and competencies to be prepared for college success and to be better prepared to participate in advanced courses such as: Advanced Placement, Honors, International Baccalaureate, Advanced Placement (AP) courses. For our District purposes, because SpringBoard has back-mapped from grades 12 – 6, the skills and competencies students need to become proficient, SpringBoard will be the vehicle to move lower performing students toward proficiency.

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B. History of the Program within the District

SpringBoard began in Palm Beach County in August 2005. The SpringBoard initiative was piloted by 600 teachers across the country in 2001-02 and 2002-03.

SpringBoard began in 19 District schools in August 2005. The participating high schools are: Forest Hill, Glades Central, Pahokee (includes middle and high school students), and Palm Beach Lakes. Participating middle schools include: Bear Lakes, Carver, Congress, Conniston, H.L. Watkins, Palm Springs (Jefferson Davis), John F. Kennedy, Lake Shore, Lake Worth, Lantana, Odyssey, Okeeheele, Roosevelt, and Village Academy. Teachers at all schools who are identified as SpringBoard teachers have been trained as of September 2005.

C. Purpose, Goals and Outcome Objectives of Program

The three purposes of the program are:

1. To provide a choice option for the 19 schools that must provide choice because they did not reach AYP as required by the No Child Left Behind legislation. The District's choice option for secondary schools, School-Within-A-School, is SpringBoard.
2. To increase academic achievement in Reading and Math for those students who performed in Levels 1 and 2 on the FY05 FCAT.
3. To increase the tools and effective use of strategies as identified by SpringBoard assessments/curriculum.

Goals and Objectives for SpringBoard Initiative:

Goal 1: Low-performing students will increase their reading and/or math proficiency.

Objective 1.1: By June 2006, 50% of the lowest achieving 25% of students in the identified schools' programs will move up one level on either the Math or Reading FY06 FCAT.

Goal 2: Increase teacher efficacy in delivering scaffolding and other effective teaching strategies.

Objective 2.1: By June 2006, 100% of SpringBoard staff will have attended College Board provided training.

Objective 2.2: By June 2006, 85% of staff delivering SpringBoard will score 3 or higher on a 5 point rubric indicating their perceived competence in delivering SpringBoard strategies. See Rubric in Attachment A.

Goal 3: Provide continual support, encouragement, monitoring, and feedback to staff at participating schools.

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Objective 3.1: By June 2006, 100% of the program's 19 sites will have received post-visit written feedback at least two times on their program's implementation by the SpringBoard Specialist.

Objective 3.2: By June 2006, 80% of program schools will evaluate the technical assistance, monitoring, and support provided them as three or higher on a 5 point rubric. See Rubric in Attachment B.

Students are identified by course and teacher on the District's Student Terms system. Each SpringBoard student will also be tracked through the Safe Schools Acknowledgement and Alert System for Youth (SSAASY).

D. Financial Components of the Program

SpringBoard is funded through three sources. The Picower Foundation funds 25% of the project and the remaining 75% is funded by the School District of Palm Beach County through the Department of NCLB/Federal Grants using Title I entitlement funding. The College Board provides discounted training fees and ongoing consultation and technical assistance. The budget allocation for SpringBoard for the current fiscal year, which is the first year of the project, is \$430,634. No funds come from the District's operating or capital project budgets. Funding covers project coordination and evaluation, training, equipment and instructional supplies.

The overall above FTE funding cost of SpringBoard to the District is approximately \$325 per student per year. These costs are covered by Title I and Picower grants. Attachment C provides a detailed budget of Project SpringBoard for FY06 – FY08.

E. Program Implementation

The program descriptors listed below must be evident at a school site for implementation of SpringBoard to be successful.

1. Instructionally Related Program Descriptors

School Administration Responsibilities:

- Teachers are assigned 23 students per class at designated grade levels for SpringBoard sections.
- A lead teacher is designated at each school.
- Students are selected for SpringBoard on basis of:
 - The Choice Option – School-Within-a-School
 - Principal placement, if space is available, of the lowest achieving 25% of students in FCAT Levels 1 and 2.

Selected students are in both SpringBoard Math and Language Arts classes for the school year.

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Students are assessed each year using the FCAT SSS Reading and Math Tests.

- Data will be provided as requested to the School District, The College Board and the Picower Foundation.

Program Teacher(s) Responsibilities:

- Before implementing SpringBoard, each teacher must be trained by a College Board certified SpringBoard instructor for four days.
- During training teachers will:
 - Learn how to use the diagnostic assessments and model instructional units to integrate with the district curriculum, pacing guide, and their textbooks and other curriculum materials to support their teaching
 - Practice teaching the instructional units using the strategies just learned to help the teacher gain comfort with the strategies and content
 - Learn how to access professional development resources to support classroom teaching and how to use the student level and classroom progress reports to inform instruction
 - Learn how to use the student level and classroom progress reports to inform instruction
- Teachers must attend a two-day follow-up training scheduled during the school year.
- SpringBoard strategies are used daily as noted in lesson plans.
- Teachers will:
 - Provide students with rigorous academic content, consistently scaffolded to build on what they learn day to day.
 - Ensure vertical articulation, providing a pathway for students' success throughout middle school and high school.
 - Make informed instructional decisions based on diagnostic assessments.
- Teachers must attend planning sessions
- SpringBoard strategies will be implemented in SpringBoard classrooms.
- SpringBoard curriculum will be implemented ONLY in SpringBoard sections.
- Students in SpringBoard are assessed with questions that have been developed specifically to the performance expectations of the College Board Standard for College Success, are unique in their adherence to rigor and critical thinking, and are tied to the Florida Standards. The assessments are Web-based and characterized by the following:
 - Available on-demand to be reviewed, assigned, or taken
 - Allow teachers to generate their own assessments to target specific skills improvement
 - Consist of selected response, short constructed response, and extended constructed response item types
 - Provide online administration and automatic scoring with immediate feedback
 - Offer printable and scannable tests, enabling automated scoring for paper and pencil version
 - Furnish at least two diagnostics for each strand allowing teachers to reassess students

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- Can be used at home, in the classroom, in the computer lab, or with only one computer in a classroom
- Can be customized by the teacher
- Progress reports show continuous growth of knowledge and skills from 6th through 12th grade, relative to the levels of the College Board Standards for College Success.

2. Product Related Program Descriptors

- Students will receive Language Arts and Math workbooks.
- Teachers will receive a set of Teacher Guides for their content area.
- Every math class will receive at one class set of calculators for each class – scientific calculators in Middle School and graphing calculators in High School.
- Each school will have one SpringBoard scanner.
- An implementation management rubric will be used to monitor teacher's level of SpringBoard implementation.

3. Service Related Program Descriptors

- The SpringBoard Specialist, who works in the Department of Safe Schools, will conduct classrooms observations and monitoring.
- SpringBoard teachers will have a College Board mentor provided via email.

4. Department of Safe Schools Responsibility

- Twice each academic year, the SpringBoard Specialist will provide written feedback to the teachers and principals, based on the information obtained during on-site monitoring and from the *Teacher Efficacy Using SpringBoard Strategies* and the *SpringBoard Rubric for Support and Assistance Rubrics*.