



Impact report

Santa Rosa City Schools

Summer 2023



Family-Educator Learning Accelerator



Springboard Collaborative's core methodology, the Family-Educator Learning Accelerator (FELA), is a 5-10-week initiative that brings together teachers and families to support students in achieving their reading goals. This summer, Springboard Collaborative partnered with Santa Rosa City Schools to enhance family engagement and accelerate student learning.



Springboard definitions

Attendance Minimum - All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted.

Months of reading growth - Under advisement from the DIBELS provider, Amplify, Springboard converts DIBELS raw score change to months of reading growth by subtest for students who were tested on their chronological grade levels. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the months growth results need to be disaggregated by subtest.

Expected growth (provided by DIBELS) - The amount of growth students are expected to achieve based on the length of program.

Raw Growth - The raw growth of a student is the difference between their beginning and ending DIBELS scores.

Proficiency - The level of support that students need to achieve grade-level reading. Reading progress is monitored using change in 4 DIBELS proficiency bands: needs intensive support, needs strategic support, general curriculum is sufficient, needs instruction on more advanced skills.

Build your team

Before programming began, teachers participated in professional development to learn the FELA framework. The framework included family engagement strategies, conducting successful family workshops, and literacy assessment data collection. Following the training, teachers, families, and students participated in a team-building huddle to foster a strong working relationship.

100% of families participated in a team-building huddle



Find your starting point

At the start of programming, teachers built partnerships with families and assessed students to set reading goals that informed differentiated small group instruction. Leaders were also equipped by Springboard's internal team to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.

Snapshot of demographics

Race/Ethnicity

1% Asian	87% Hispanic/Latino
0% American Indian/Alaska Native	11% White
1% Black	0% Multiracial/other



Snapshot of grade levels

TK	Kindergarten	1 st grade	2 nd grade	3 rd grade	4 th grade +
1%	7%	18%	18%	23%	33%

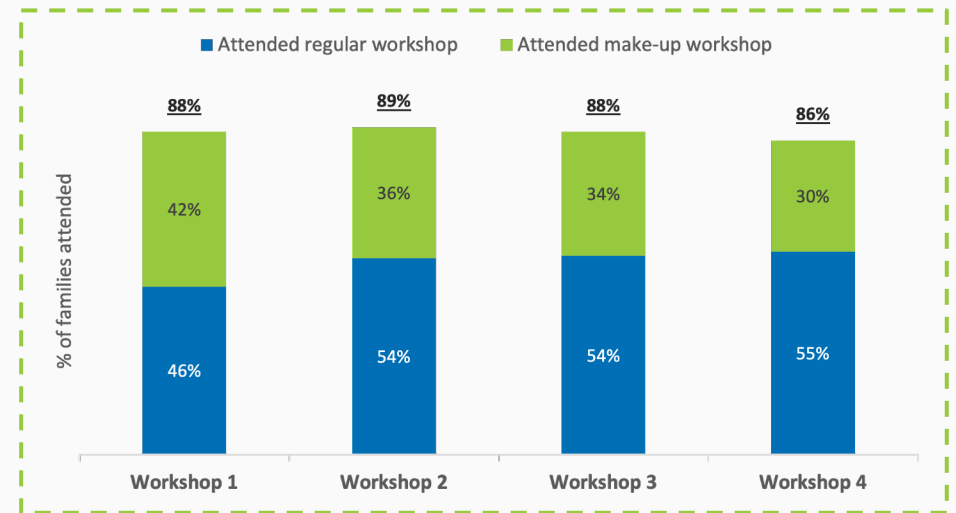
Practice, practice, practice

During programming, students practiced reading regularly through small group instruction. Family workshops were hosted to help family members purposefully read with their child using the new strategies they learned. Outside of school hours, students and family members read independently and together, applying the skills they learned from instruction and family workshops.

Snapshot of attendance

179 Students attended at least 1 day	88% Average family workshop attendance
168 Students met attendance minimum	93% Families attended at least 1 workshop
83% Average instructional attendance	

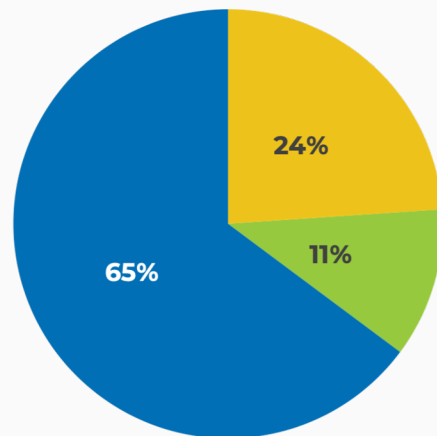
Average family workshop attendance



Students grew as readers

Teachers measured students' reading progress using the DIBELS reading assessment at the beginning and end of programming to inform instruction and measure growth in reading fluency.

Percentage of students who met assessment growth goals (n = 158)*



- Students who did not meet their assessment growth goal
- Students who met their assessment growth goal
- Students who exceeded their assessment growth goal

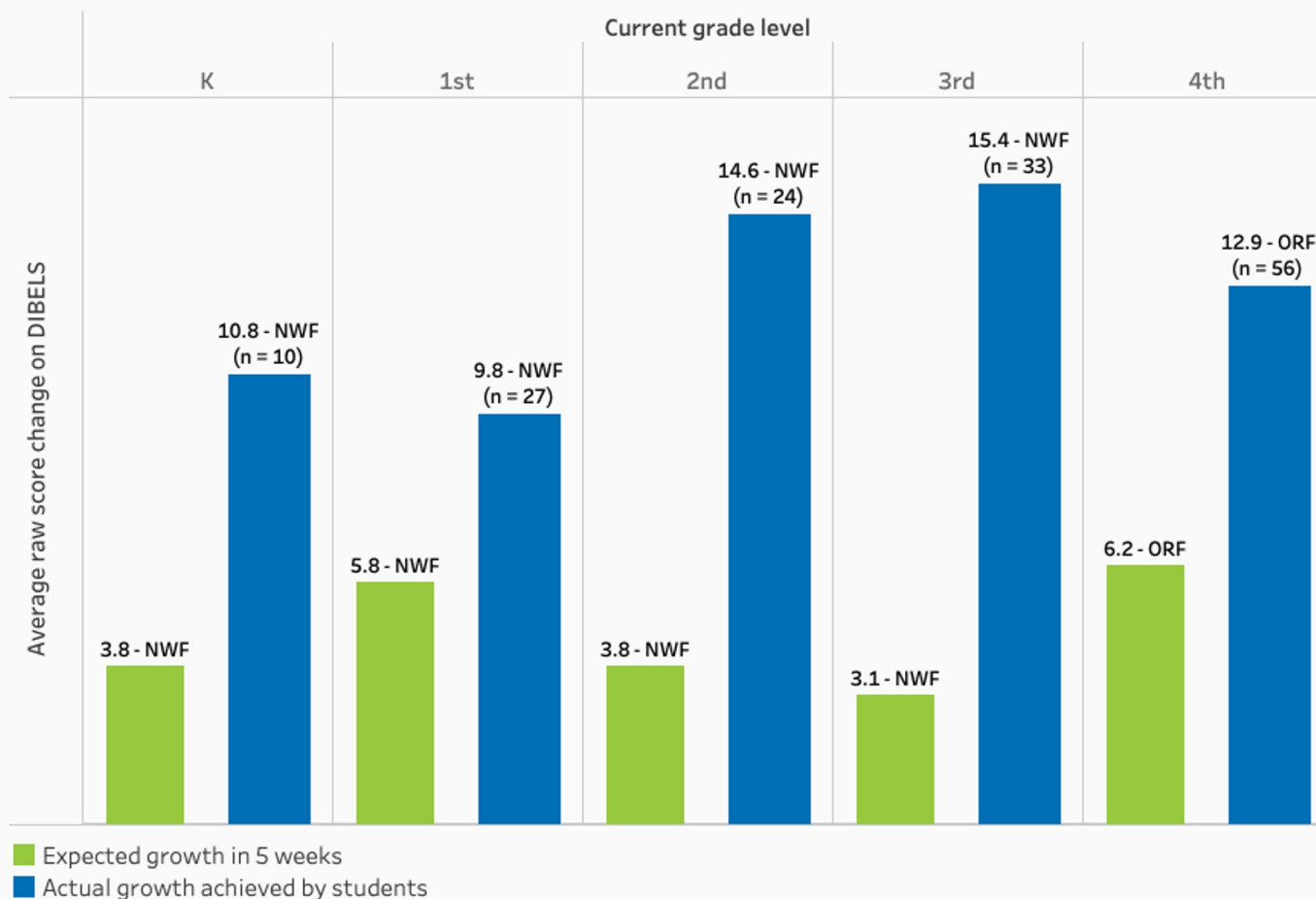
Kindergarten through 3rd grade students who were tested on grade level on **Nonsense Word Fluency (NWF)** (n=7) reported an average reading achievement equivalent to **5.9 months of reading growth** in **letter-sound knowledge and blending**.

4th grade and above students who were tested on grade level on **Oral Reading Fluency (ORF)** (n = 14) reported an average reading achievement equivalent to **1.4 months of reading growth** in **fluency of reading connected text**.

*10 records were excluded because students did not complete beginning or ending assessments

Students grew as readers

Average DIBELS raw growth by grade level (n = 150)

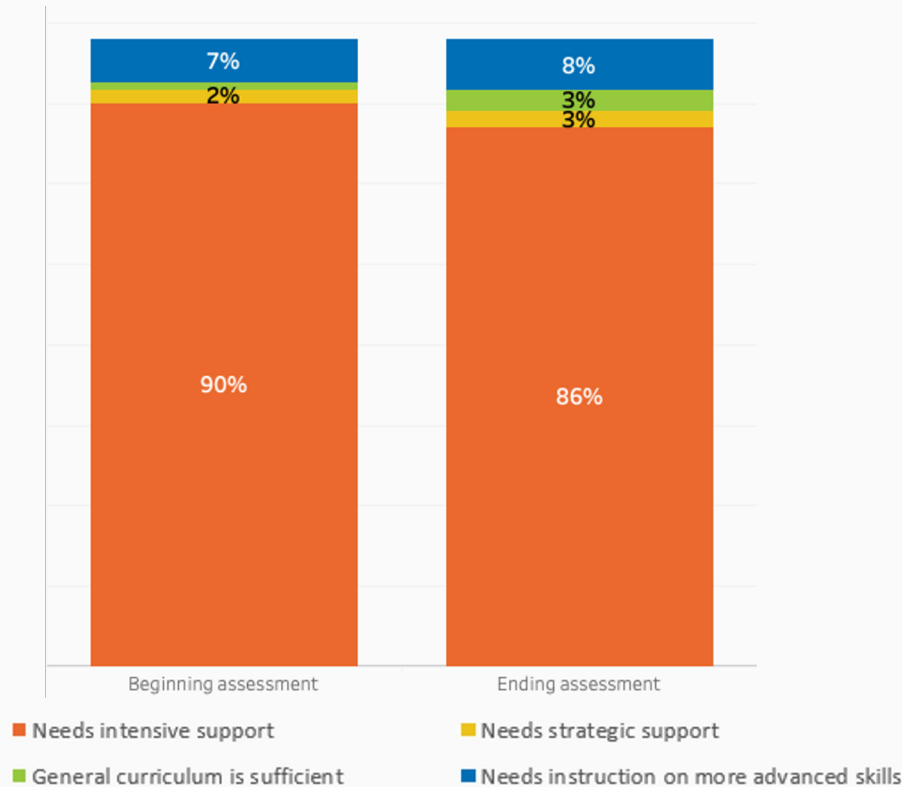


Sample size notes: 6 records were excluded because students were tested on different DIBELS subtests before and after programming. 10 records were excluded because of missing assessments. 2 Pre-K records were excluded because the student was not tested on the required subtest.

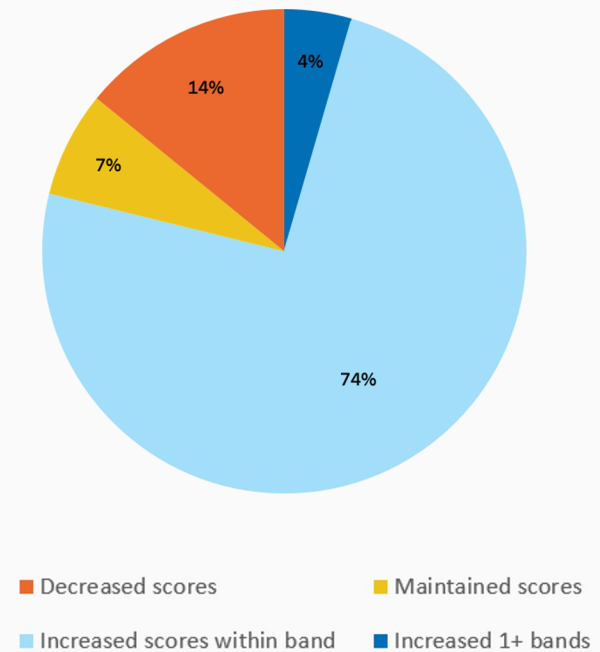
Students grew as readers

Using the same formal reading assessment at the beginning and end of programming, teachers measured changes in students' reading proficiency, which indicates the level of support students need.

Change in percentage of students in each DIBELS proficiency band (n = 156)*



Percentage of students who changed their DIBELS proficiency bands (n = 156)



*10 records were excluded because of missing assessment results. 2 records were excluded because DIBELS does not have benchmark goals for Pre-K students.

Celebrate your achievements

At the end of programming, teachers hosted the Learning Bonus Celebration to celebrate the progress and achievements of the students.

Learning resources/incentives shared with students and families

 **179** Raz-Kids e-book licenses

 **171** book sets

 **113** backpacks & school supplies

 **97** tablets

