



Impact Report

Santa Rosa City Schools

Summer 2024



Highlighted Accomplishments



Reach

327 students served (attended at least one day)

30 teachers/program leaders trained

2 schools participated

Engagement

95% average family workshop attendance

87% average instructional attendance

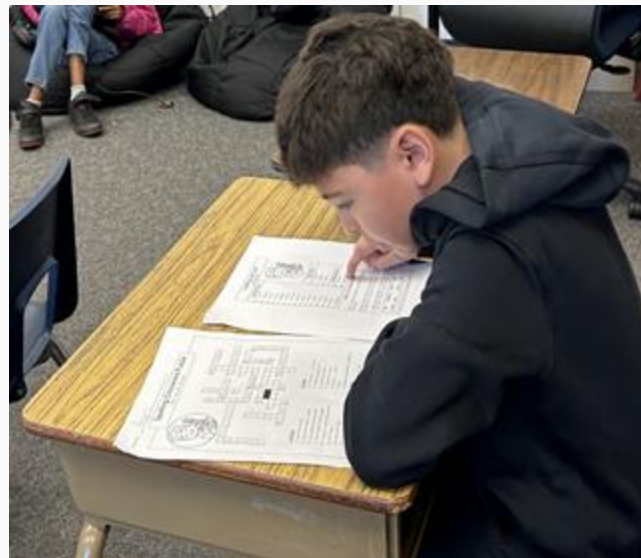


Growth

88% of students met assessment-based growth goals

4.8 months

of reading growth in essential literacy skills *in just 5 weeks*



“Thank you for having the workshops. They are very important and glad I can participate. They are very valuable and thank you for having them.”

- *Julio, Abraham Lincoln Elementary School family member*



Engagement Data Deep Dive

Instructional Attendance

274 active students*

77 hours of teacher-led instruction

87% average instructional attendance

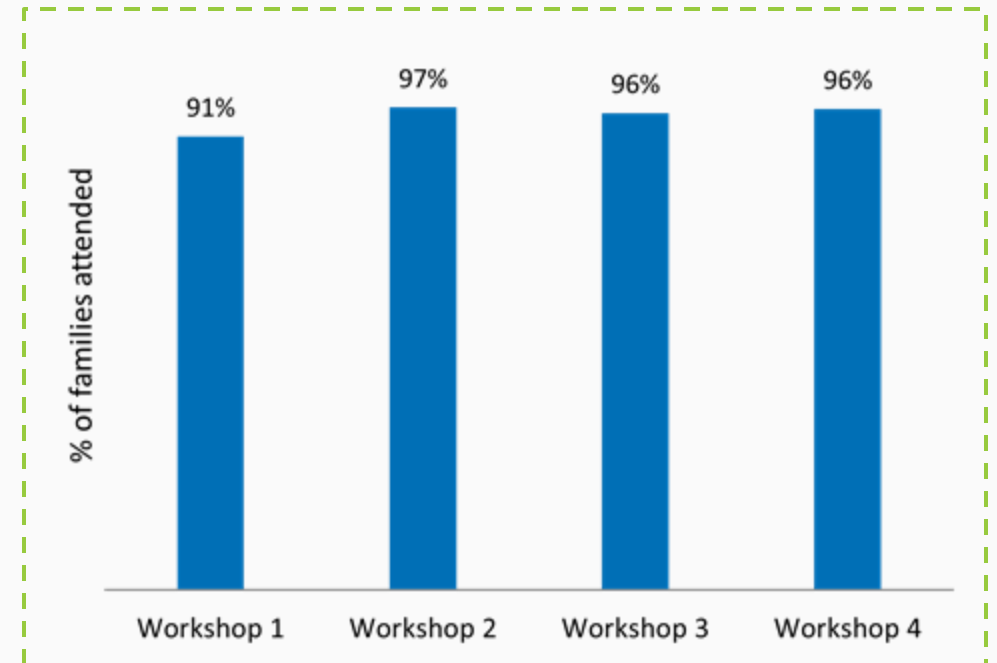
Family Engagement

95% average family workshop attendance

99% families attended at least one workshop

100% team building huddle participation**

Average family workshop attendance



*Students who attended at least one day of programming and did not withdraw. All metrics throughout the report are based on active students.

**Internal and external evaluations consistently showed a significant positive link between huddle participation and improved student outcomes.

Growth Data Deep Dive

Teachers measured students' reading progress using the DIBELS 8th reading assessment at the beginning and end of programming to inform instruction and measure growth in reading fluency.

88%
of students met assessment-based reading GROWTH goals*

72%
of students met assessment-based reading STRETCH goals

Note: N = 266 students.

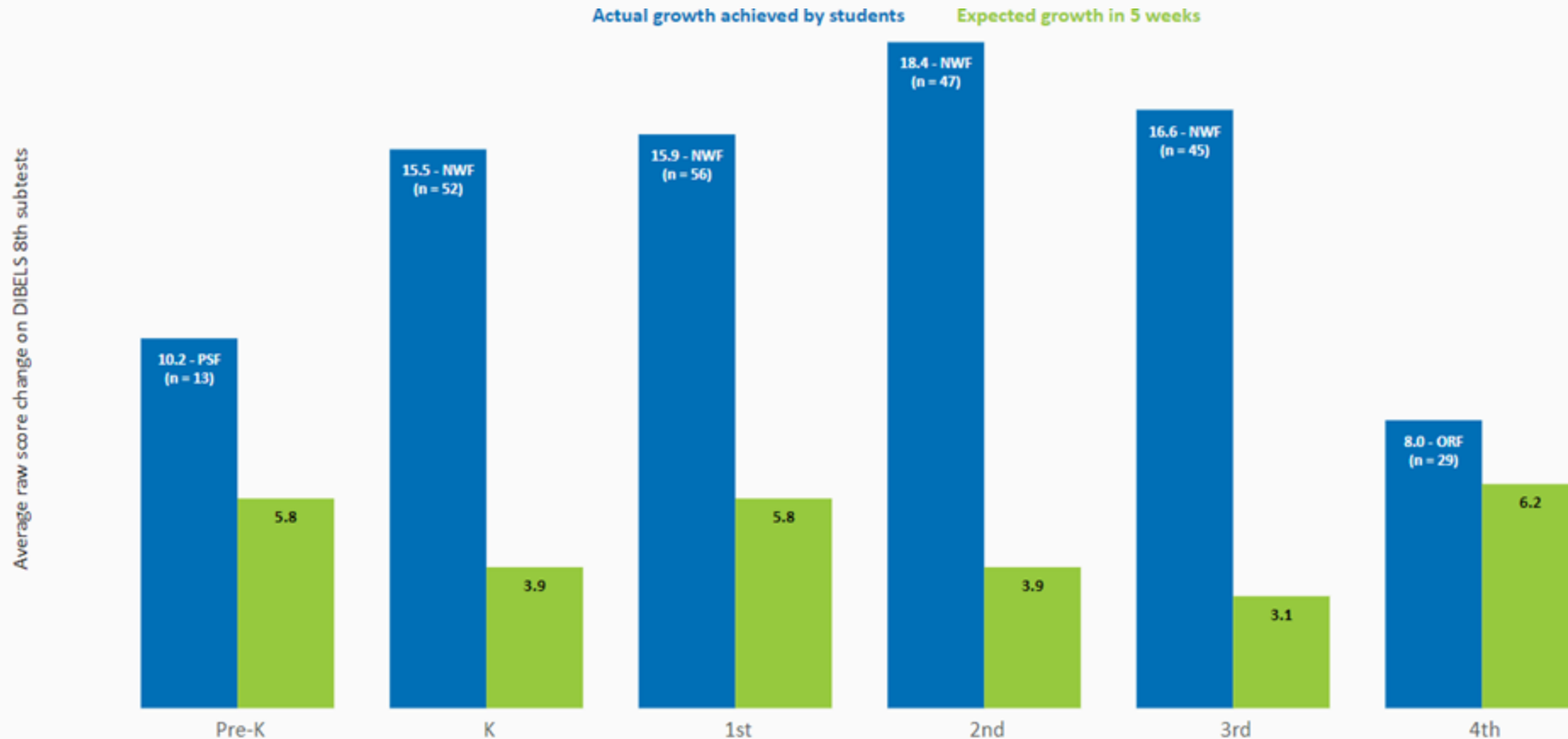
Grade level	DIBELS 8th subtest	Reading domain	Average months of reading growth in 5 week
Pre-K	PSF	Phonological awareness	2.8 months
K-3rd	NWF-CLS	Letter-sound knowledge and blending	4.8 months
4th+	ORF	Reading connected text	1.8 months

Note: N = 229 students. Under advisement from the DIBELS 8th provider, Amplify, Springboard Collaborative converts DIBELS 8th 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.

*Students' growth goals and stretch goals (if applicable) are based on DIBELS 8th weekly growth estimates published in [DIBELS 8th Edition Technical Manual](#). Students with IEPs received adjusted goals to ensure an equitable opportunity for them to achieve their growth goals.

Growth Data Deep Dive

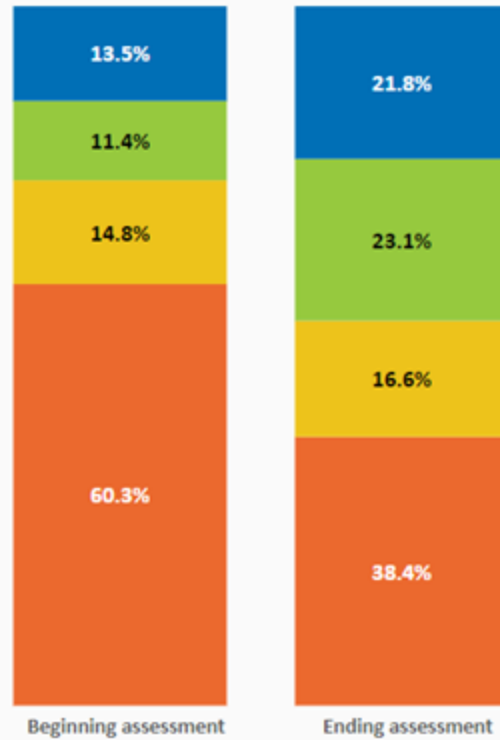
Average DIBELS raw growth by grade level and subtest



Note: N = 242 students. 11 records were excluded because students did not complete beginning or ending assessments. 8 records were excluded because results show extreme growth or regression which indicates potential data accuracy issues. 13 records were excluded because students were not tested on recommended subtest. Pre-K/TK expectation is based on Kindergarten expectation as no Pre-K growth standard is established.

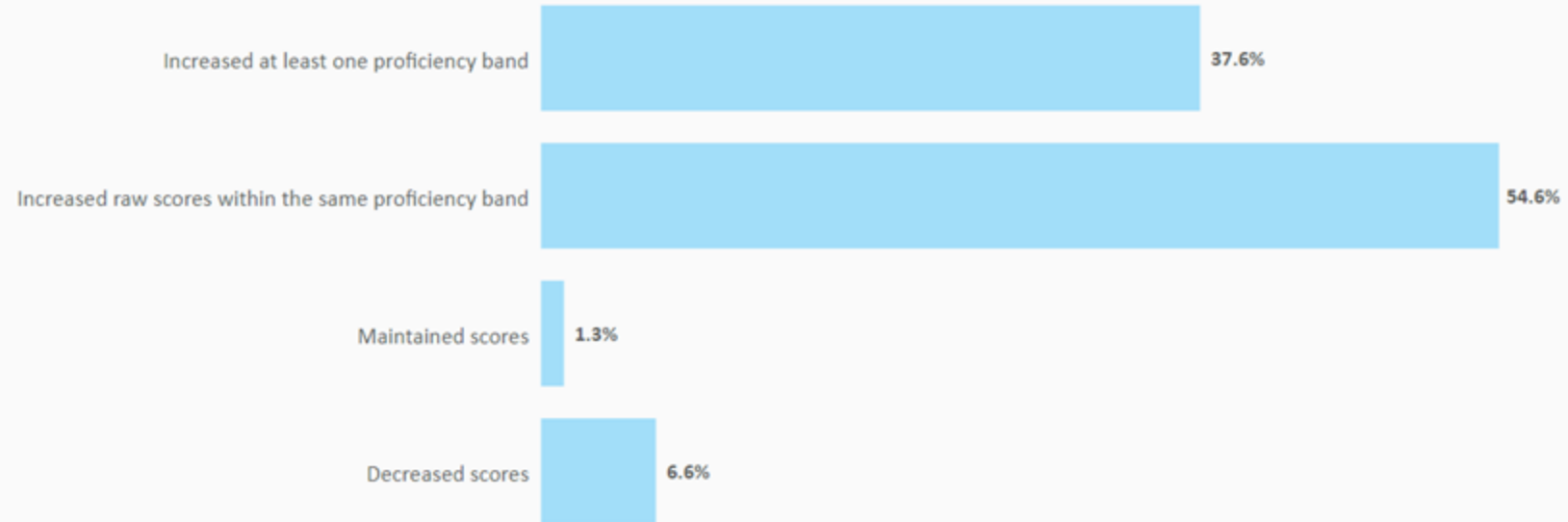
Growth Data Deep Dive

Change in percentage of students in each DIBELS 8th proficiency band



- Needs intensive support
- Needs strategic support
- General curriculum is sufficient
- Needs instruction on more advanced skills

Percentage of students who changed their DIBELS proficiency bands







“Springboard is a good program that helps involve students’ families to help the student grow in reading.”

- *Stephany, Abraham Lincoln Elementary School teacher*

Celebrations

Learning Resources/Incentives Shared with Students and Families

Rewards shared with students and families	Criteria for earning rewards
 327 Raz-Kids e-book licenses	Attended one day of programming
 274 Book sets	Attended one day of programming and did not withdraw
 236 \$20 Tango gift cards	Attended 75% of family workshops and met growth goal
 192 \$60 Tango gift cards	Attended 100% of family workshops and met stretch goal

Next Steps

Next Steps to Deepen Our Partnerships

What Springboard Collaborative could do better

- ...

What schools/district could do better

- ...

Appendix

1. Springboard Collaborative Definitions
2. What is the FELA Methodology?
3. A Journey of a Springboard Collaborative Teacher
4. A Journey of a Springboard Collaborative Parent
5. A Journey of a Springboard Collaborative Student

Springboard Collaborative Definitions



Applicable to All Metrics and Charts

Active students	Students who attended at least one day of programming and did not withdraw.
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Applicable Only to Assessment Metrics and Charts

Months of reading growth	Under advisement from the DIBELS 8th provider, Amplify, Springboard Collaborative converts DIBELS 8th raw score change to months of reading growth by subtest for students who were tested on their chronological grade levels.
Expected growth (provided by DIBELS 8th provider)	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 8th scores.
Proficiency	The level of support that students need to achieve grade-level reading. Reading progress is monitored using the change in 4 DIBELS 8th proficiency bands: needs intensive support, needs strategic support, general curriculum is sufficient, needs instruction on more advanced skills.

What is the FELA Methodology?

Springboard Collaborative Collaborative's core methodology, the Family-Educator Learning Accelerator (FELA), is a 5-10-week initiative that brings together teachers and families to enhance family engagement and accelerate student learning.



A Journey of a Springboard Collaborative Teacher

Milestone 1



Teachers joined **professional development** sessions to learn family engagement strategies, student curriculum and the use of data-driven instruction.

Milestone 2



Teachers hosted **Team-Building Huddles** with students and families to foster a strong working relationship.

Milestone 3



Teachers **assessed students** to find students' starting points and inform instruction.

Milestone 4



Teachers **used SBC curriculum** to **instruct students**.

Milestone 5



Teachers **hosted family workshops** to model reading tips and provide support to families.



Teachers and school leaders joined weekly **Professional Learning Communities** hosted by the Springboard Collaborative team to reflect on lesson delivery and share experiences with family engagement.

A Journey of a Springboard Collaborative Family Member

Milestone 1



Families joined **Team-Building Huddles** to connect with teachers and discuss their children's specific needs and interests.

Milestone 2



Families received a **letter** that outlines where their child is, where we want them to go, and how the family-educator team is going to get them there.

Milestone 3



Families participated in **Family Workshops** to learn and practice reading tips to help improve at-home reading.

Milestone 4



Families read with their children every day to practice new tips and track at-home reading progress.

Milestone 5



Families and teachers celebrated their students' reading achievement!

A Journey of a Springboard Collaborative Student

Milestone 1



Students joined **Team-Building Huddles** to connect with teachers and share their interests.



Milestone 2



Students attended **teacher-led instructional sessions** to practice reading with teachers.



Milestone 3



Students practiced **reading at home independently and with families** every day.



Milestone 4



Students participated in a **learning celebration party** to celebrate each other's achievement and receive incentives.