Summer Springboard

An innovative partnership with the 4J School District providing instruction in math, computer programming, financial literacy & physical fitness to students ages 10-14.

Began with 2 days of professional development

- Attended by both coaches and both math teachers

Student Demographics

- Students came from a total of 9 schools in 4 J, plus Oak Hill and O'Hara
  - RMS – 10 Madison -3 Oak Hill – 2 O'Hara - 1
  - Ridgeline – 1 Spenc B - 4 Cal Y - 1
  - Mead View – 1 ATA – 2 Sheldon – 1 SEHS - 4

- Breakdown of Tuition vs. Scholarships
  - 6 paid in full for 4 weeks
  - 12 paid in full for 3 weeks (found out about the program late)
  - 8 paid 1/3 of the tuition for 4 weeks
  - 4 paid zero for 4 weeks

40% of all Summer Springboard students received either a partial or full scholarship

Student Grouping

- Grade in fall, 2013 : # of students who attended Summer Springboard
  - 6: 12
  - 7: 4
  - 8: 7
  - 9: 7

- Initial assessment divided students into 3 groups based on academic need;
  - Middle School Math
  - Algebra
  - Geometry

Groups were fluid and a number of students did move between groups as indicated by assessment data.

Schedule With Students Present

8:30 – 9:30 (60 min)

Teacher led math instruction and hands-on engagement activities

9:30 – 10:30 (60 min): P.E.

10:30 - 10:45 (15 min): Cool down, snack and socializing

10:45 – 11:15 (30 min) :
Online math instruction in computer lab

11:15 - 12:00 (45 min): Computer Programming Activities
(or financial literacy)

12:00 - 12:20 Lunch (20 min)

Coach was in the classroom working with teachers 8 out of 16 days:

Week 1, Mon & Tue

Week 2, Mon, Tue, Wed, & Thur

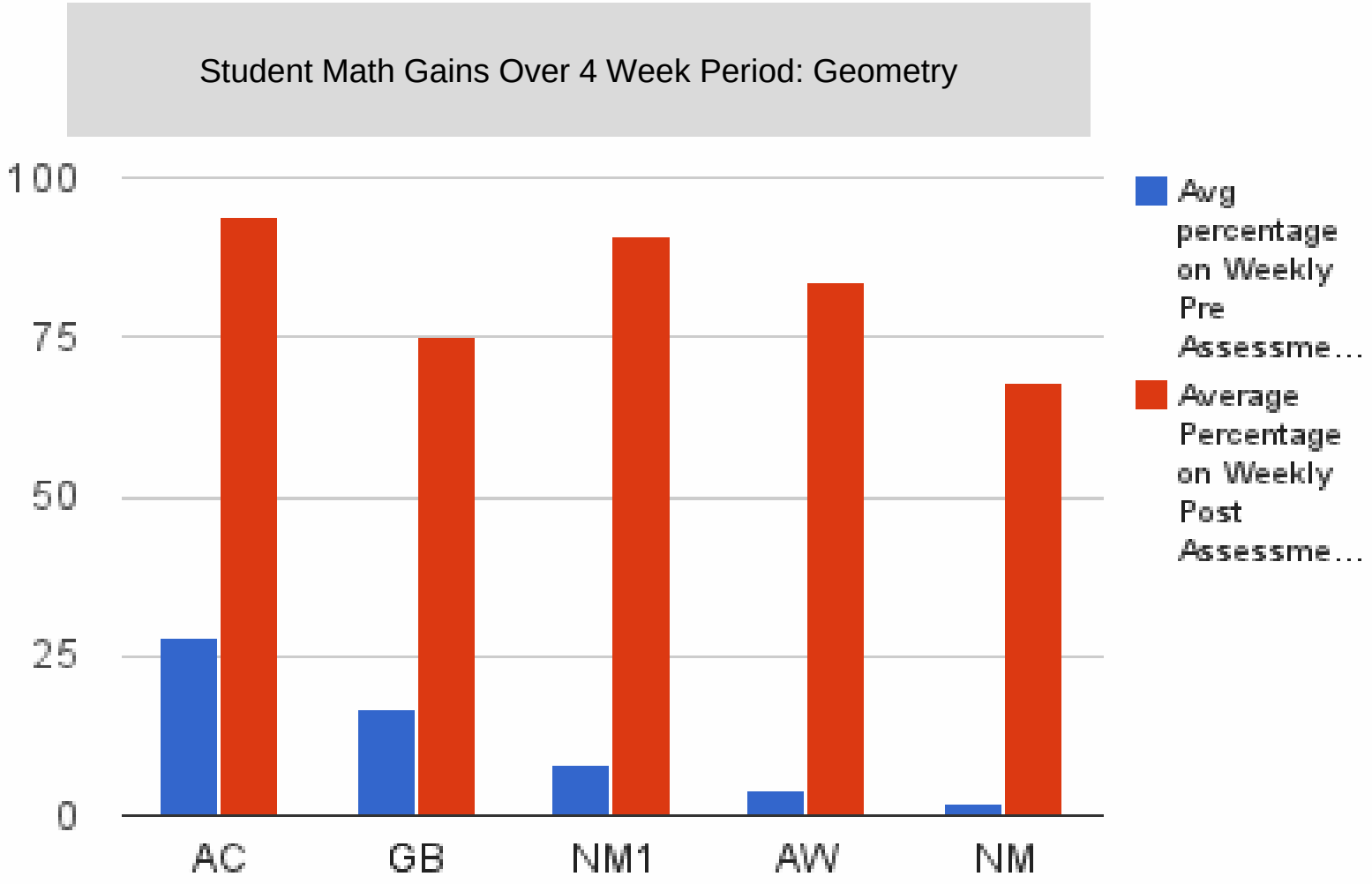
Week 3, Mon & Tue

Frequent Assessments

- Daily formative assessments (5-10 minutes) were given to provide teachers with the information necessary to differentiate instruction and reteach as needed.
- Weekly pre and post assessments (summative) were given to measure mastery of weekly math strand.
- Data team meetings occurred frequently with coach who provided feedback to instructors on how best to serve the needs of all students.
  - This was clearly a paradigm shift for our high school math teachers
  - All students must keep up and move towards proficiency
  - Not okay for any student to fall behind

What Did the Pre and Post Data Look Like?

Summer Springboard, 2013 Results



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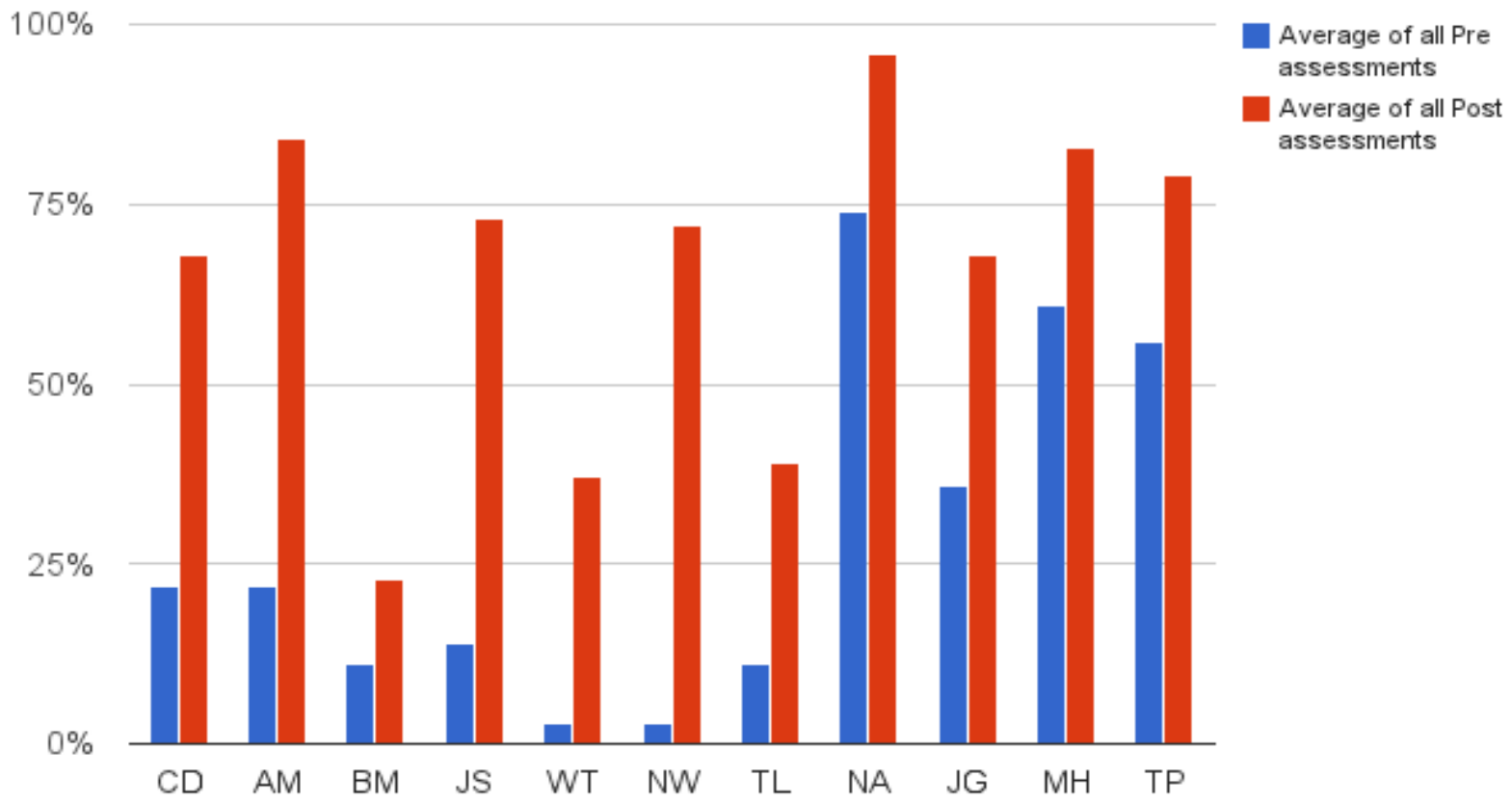
Summer Springboard, 2013 Results!

Student Math Gains Over 4 Week Period: Pre-Algebra



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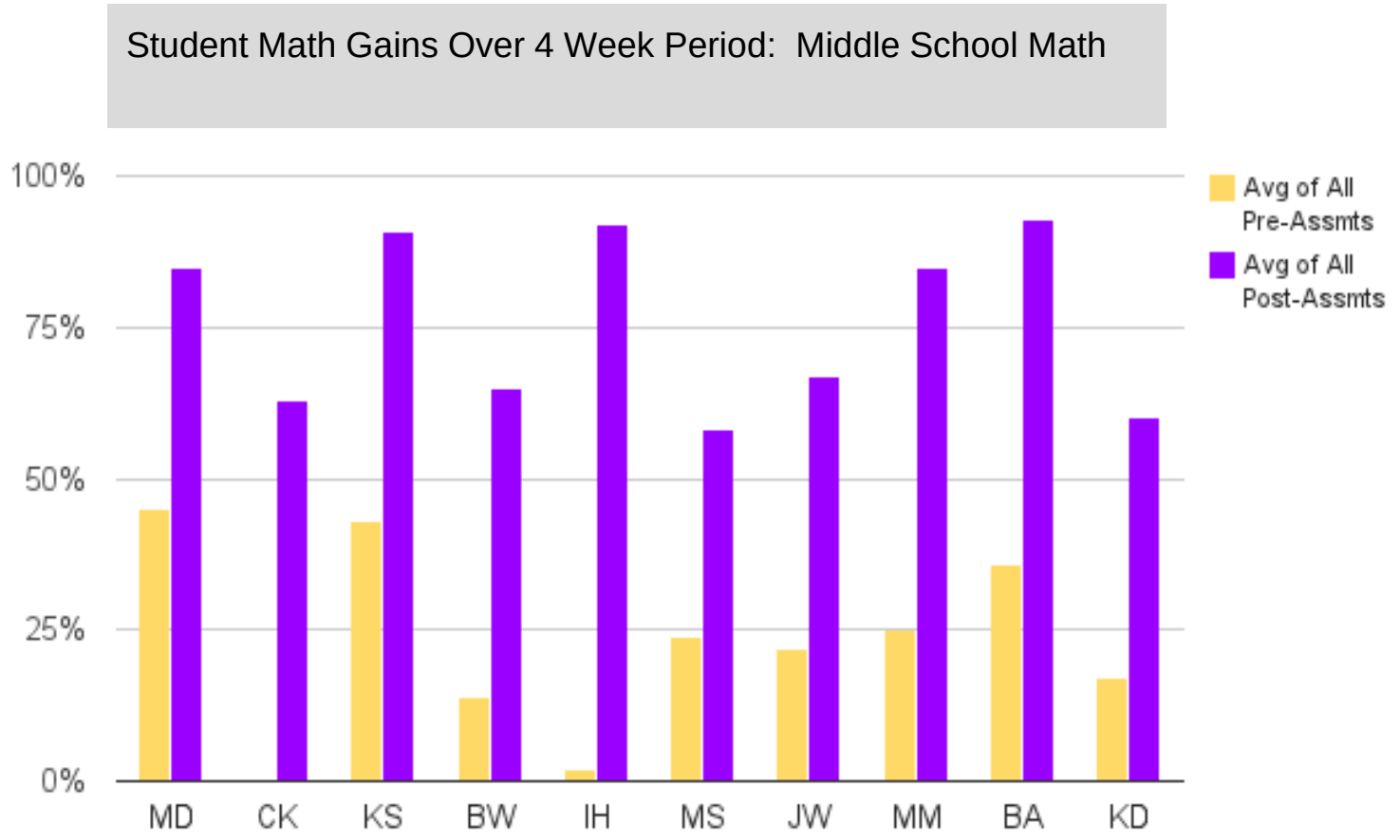
Summer Springboard, 2013 Results!



How Did We Do It?

Improved Instruction Through Coaching

1. By improving instructional techniques we were able to increase student seat time AND increase academic engagement which allowed us to increase learning time.

    a. Math lessons were 60 minutes long in weeks 1 & 2 (8 hours)
    b. Math lessons jumped to 75 minutes in weeks 3 & 4 (10 hours)
    c. P.E. time was split

8:30 - 8:45 Physical activity in the gym. (15 min)

8:45 - 10:00 Teacher led math instruction and hands-on math activities (75 min)

10:00 - 10:45 PE (45 min)

10:45 - 11:00 Cool down, snack and socializing (15 min)

11:00 - 11:30 Online math instruction in computer lab (30 min)

11:30 - 12:15 Computer Programming Activities (45 min)

12:15 - 12:35 Lunch (20 min)

Provided Incentives for Work Completion and Accuracy

1.
1. Provided incentives for students to complete optional homework packets*.

    a. 79% of all students did some homework
    b. 34% earned between 15 and 50 points
    c. 28% earned between 55 and 145 points

*Each homework packet was awarded 5 points for completion and 5 additional points if the student got > 80% accuracy. Grading and point management was handled by an assistant, not a math teacher.

Established Personal Learning Environments

- Increased educators effectiveness
- Lowest students had access to highest performing instructors
- Individualized daily practice using the I Can Learn math program (computer)
- Instruction was targeted to the individual learner not the group

Some “Ah-Ha” Moments

1. Teachers were skeptical of the efficacy of engagement strategies. Thought they would simply be “fun” for kids. ie. would not lead to increased student learning.

    a. In the second week teachers were surprised to discover that scores on formative assessment measures were higher on and immediately following days that an engagement activity took place.

    a. 8 year veteran teacher realized that his approach of handing out worksheets and then walking the room turned him into “a police officer” making sure students were working on the problems.

    a. Same teacher saw that the engagement strategies we used allowed him to be a facilitator and instructor, completely eliminating the “policing” role and increasing student learning. Classroom environment also went from negative to a positive.

Ah-ha, cont.

2. Teacher attended workshop with our instructor last year. He tried a few of the engagement strategies in his own room but they didn't work. After a few failed attempts he stopped trying and assumed that they didn't work in practice (only in a workshop).

   - Coaching was key to success
   - Instructors have the confidence (by way of practice and mastery) to move forward on their own
   - Both instructors say that they will use these strategies in their rooms this fall

Observations

- Teachers Experienced Paradigm Shift
  - Attitudes towards students changed – from assumptions about student ability, to evidence of all students learning (Saphier)
  - Comfort with “open door” and coaching increased dramatically
  - Classroom environment became more positive and collaborative

Observations (cont.)

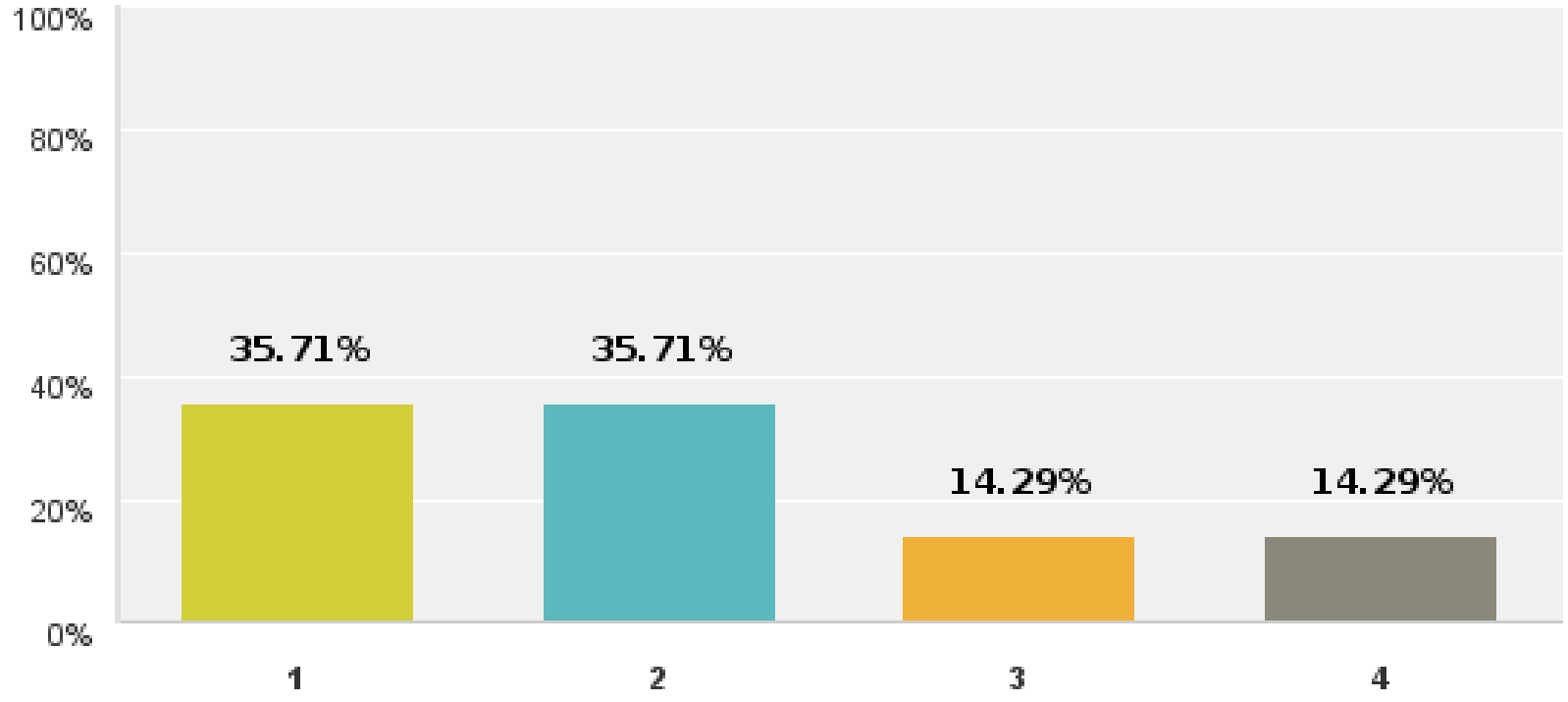
- Opening this program to all students regardless of SES, IEPs, or academic achievement had unintended, but very positive, consequences
  - Students with challenging behaviors stopped acting out when they realized that the pay-off for peer attention was much less in this mixed group
  - We held all students to high standards for behavior and academics
  - Historically high achieving students did not change their behavior and set the tone for the group
  - Low achieving students did change their behavior
  - We built relationships with students – over time even the most challenging students worked hard and complied with teacher requests

Parent Survey

Survey sent out via Survey Monkey

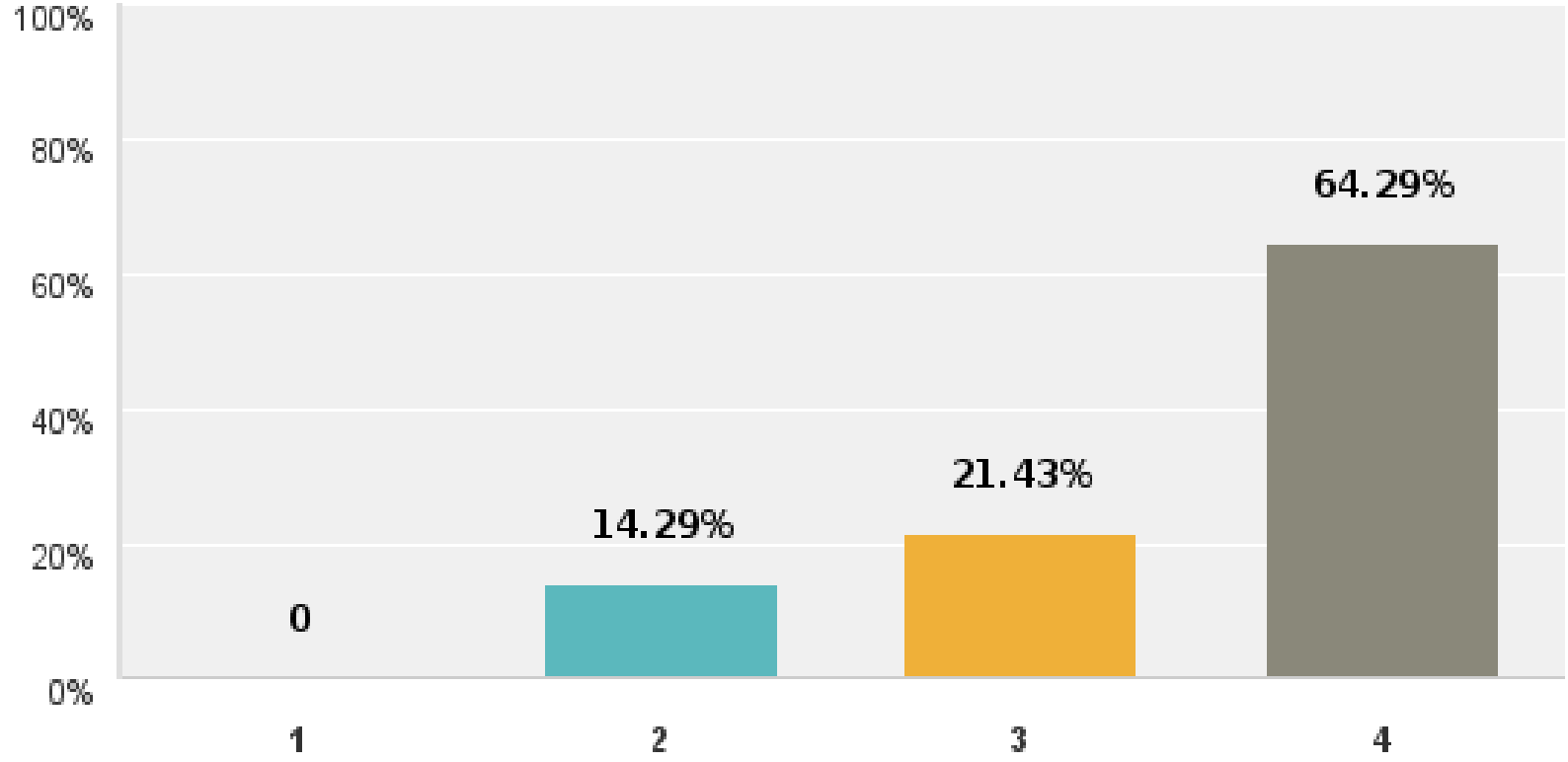
Q5 On a scale of 1-4, how enthusiastic was your student(s) when you first presented them with the option to attend Summer Springboard? (1 is not enthusiastic at all and 4 is looking forward to starting)

Answered: 14 Skipped: 0



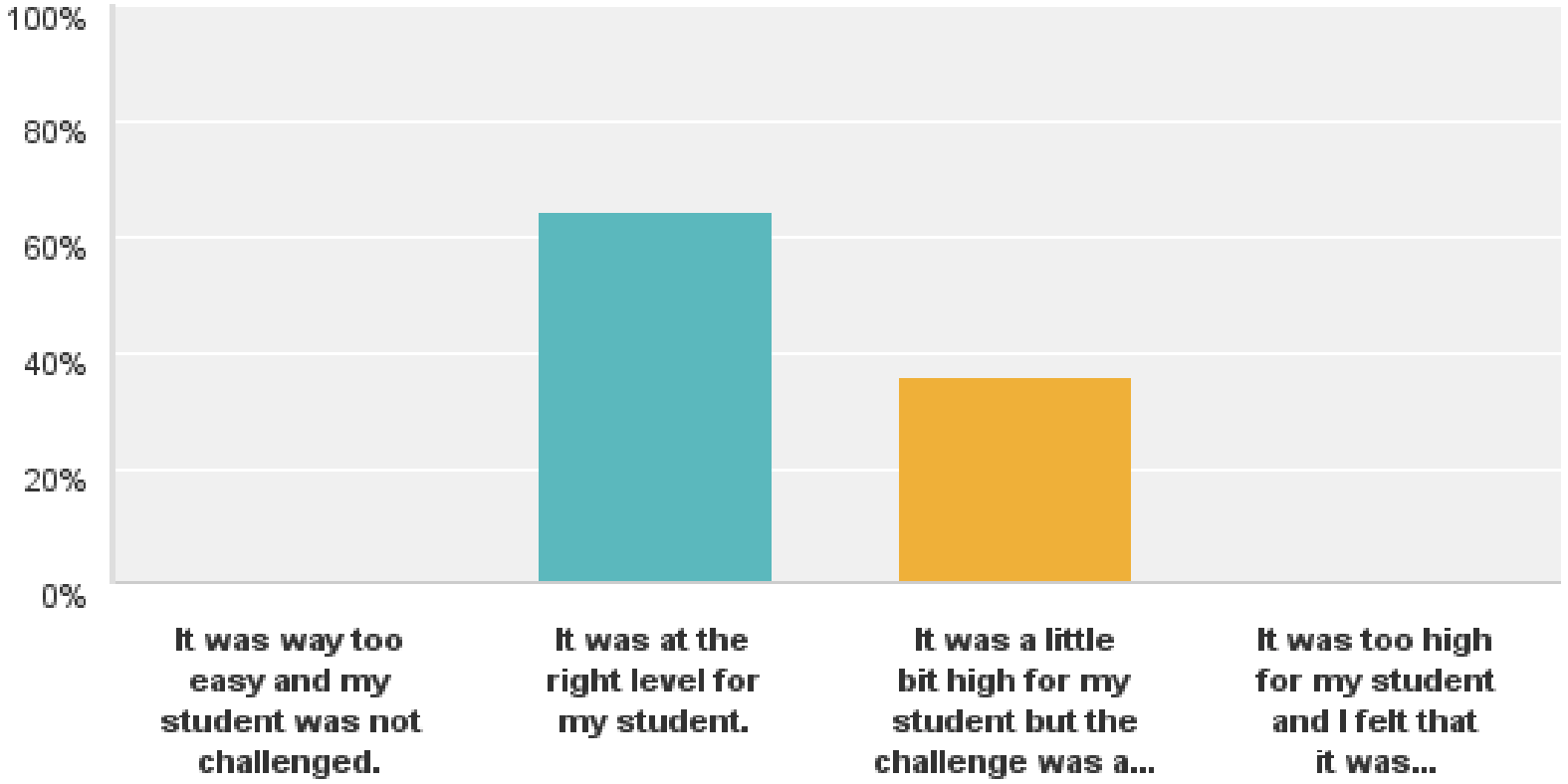
Q6 Please rate your student's level of enthusiasm anytime after their second week of Summer Springboard. 1 is not enthusiastic at all ... 4 looking forward to it

Answered: 14 Skipped: 0



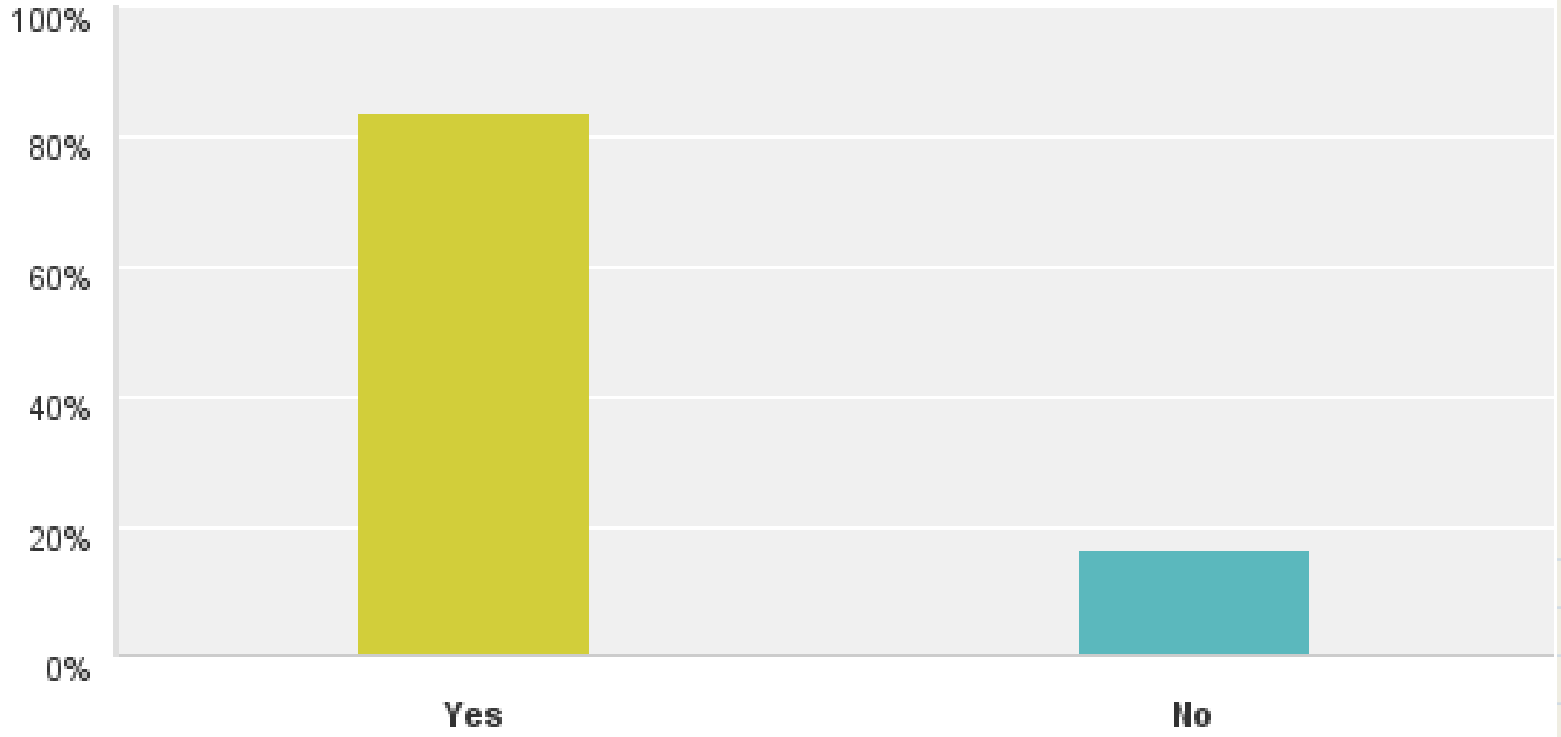
Q9 How do you feel about the math that your student was doing at Summer Springboard?

Answered: 14 Skipped: 0



Q10 Do you plan to enroll your child again next summer if this program is offered?

Answered: 12 Skipped: 2



Parent Comments:

- Yes, because I think it was well worth it and it's important to keep him engaged.
- Yes, it is a great program - really well done. The kids all seemed to love it.
- Yes, it is a wonderful program that our child enjoyed. It's also a great way to make new friends.
- Yes, because it was a great way for him to improve his math skills and get exposure to new topics (computer programming) - it would be more convenient if the location was more central.
- Yes, because he enjoyed himself the entire time.
- No, because he will be too old.

Thank You For Your Interest

Planning an effective high-quality summer program begins now.

Email or call for information on how this program can work in your building or district.

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