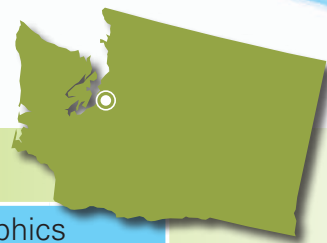


Bellevue School District

Working Toward AP® English Language for ALL Students



The Story

The Bellevue School District has a history of high academic performance. In recent years, district enrollments have reflected an increase in socioeconomic and racial diversity. Recognizing the need to support academic rigor for all students, district leaders aggressively moved forward with an academic achievement plan to increase enrollments in Advanced Placement Program® (AP®) courses among all student groups. In particular, the district established a goal to increase enrollments in AP English Language and Literature classes. Ultimately, the district is working toward making the AP English Language and Composition course the standard course for all students.

To achieve the goal, district curriculum leaders began to develop a vertically aligned curriculum in grades K–12 for all subjects. At the secondary level, educators envisioned an articulated Pre-AP® program designed to prepare all students for success in AP. Although the district's existing English Language Arts (ELA) Pre-AP preparation included traditional literary analysis, ELA teachers were seeking greater emphasis in developing specific argumentation and critical reading skills.

When Bellevue's ELA teachers reviewed SpringBoard®, they found that the program's design was what they had been looking for. Teachers were enthusiastic about SpringBoard's intentional, strategic approach to teaching ELA standards, and they embraced its back-mapping design: beginning with the end in mind. The embedded strategies model and student-friendly activities appealed to English as a Second Language (ESL) and special education teachers, who agreed that their students would benefit from

Bellevue, Wash.

District Demographics

Students:	16,435
Economically Disadvantaged	17.1%
Students with Disabilities	8.5%
English Language Learners	9.2%
Enrollment by Ethnicity	
Black	2.5%
White	55%
Hispanic	7.8%
Asian	25.6%
Other	8.7%
On-Time Graduation	88.6%
Extended Graduation	93.6%

SpringBoard and be prepared to engage in deep conversations about challenging content.

During the first year of implementation, teachers were given the option of using the SpringBoard program in place of the existing curriculum. Over the course of the year, district leaders met with teachers to solicit feedback and discuss future program use. As a result of the positive teacher response, Bellevue teachers were nearly unanimous in their recommendation to use SpringBoard as the core ELA program for all middle schools.

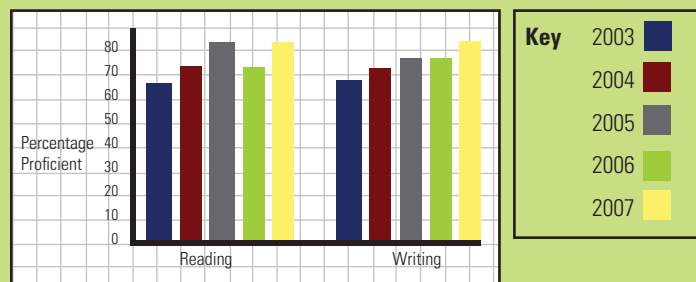
“SpringBoard provides a vehicle for engaging teachers in meaningful professional learning community discussions aimed at increasing student achievement.”

— Julie Manley
Technology Curriculum Coach and ELA Teacher

The Results

Bellevue implemented SpringBoard during the 2003-04 school year. Over the four-year period following implementation, Bellevue's reading and writing results on the Grade 7 Washington Assessment of Student Learning exceeded 2002-03 pre-SpringBoard results.

Grade 7 Washington Assessment of Student Learning Reading and Writing Gains 2003–2007



Innovative Use of Technology Supports Bellevue's Implementation Plan

District support for SpringBoard is provided by Karlene Johnson, ELA curriculum developer 6–12, and Julie Manley, technology curriculum coach and ELA classroom teacher. During the first year of implementation, teachers met with district staff to reflect on and revise the curriculum. To complete the plan, teachers worked in vertical teams to develop curriculum maps and add additional literature units, grammar instruction and additional vocabulary instruction to the SpringBoard framework. The outcome: a consistent, articulated districtwide plan for delivering an intentional, sequenced curriculum for all students. Consistent implementation throughout the school district occurred once the curriculum plan was in place.

One of the highlights of Bellevue's SpringBoard implementation plan is the effective use of technology to support consistency of implementation. Teachers can access the entire district curriculum through Bellevue's online site, and they are able to share ideas and suggestions via the Web. ELA embedded assessments are an integral part of the curriculum plan, and teachers enter student results into the district's system that produces student and class

reports. Using the data to identify program needs and priorities, teachers meet periodically to discuss the data and share student exemplars. In some self-contained special education classrooms, teachers are using SpringBoard's online diagnostic assessments to monitor progress toward Individual Education Plan goals. To support special needs and ESL instruction, teachers incorporated modifications and accommodations into SpringBoard units that were posted on the curriculum website for easy access.

What Teachers and Administrators Are Reporting:

- ▶ Students are writing more original, sophisticated essays.
- ▶ High school teachers are delighted that incoming students have common skills and strategies necessary for success.
- ▶ Students have a "toolbox" of strategies to take with them into high school and college.
- ▶ Parents like to see strategies in the activities.
- ▶ Students love their own books and appreciate having the ability to write in their books.
- ▶ The district has been able to institute all honors language arts classes in grades six through 10!

Notable Results at Highland Middle School

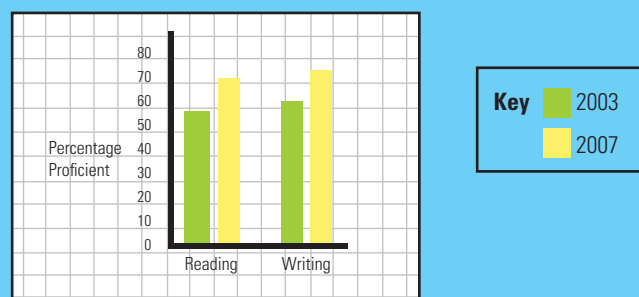
Highland Middle School: Rigorous Curriculum for ALL

Highland Middle School serves a diverse student body: 41 percent of students receive free or reduced-price lunch, 16 percent of students receive special-needs services, and 46 percent of students speak a first language other than English. The school community is committed to college success for all, and established the goal of preparing ALL students for the rigors of high school and to take at least one advanced-level course in preparation for college. The school's program is built around three core values — academics, character and community — and the school involves parents and community members in a variety of innovative programs. SpringBoard has been an integral part of the school's plan for achieving its academic goals.

Highland Middle School Results

Longitudinal comparisons indicate substantial increases in the percentage of students scoring at or above proficiency levels between 2003 and 2007. The school implemented SpringBoard during the 2003-04 school year.

Highland Middle School Grade 7 Washington Assessment of Student Learning Reading and Writing Gains



“SpringBoard levels the playing field and provides all students the same academic experiences to build on.”

— Karlene Johnson, 6–12 Language Arts Curriculum Developer