

Hillsborough County Public Schools

Exemplary College Readiness Initiative Begins in Middle School

The Story

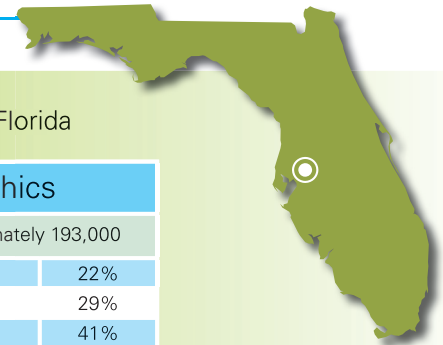
Located in west central Florida (Tampa Bay), Hillsborough County Public Schools is the eighth-largest school district in the nation. Its mission is to become the nation's leader in developing successful students. To attain their goal, district leaders embarked on an extensive college readiness initiative aimed at preparing all students for a broad range of postsecondary experiences. As part of their plan, and with the support of a Bill & Melinda Gates Foundation grant, Hillsborough implemented SpringBoard® English Language Arts and Mathematics in four high schools during the 2007-08 school year.

The decision to use SpringBoard as a foundational curriculum was based on teachers' prior experience with the Pacesetter program (a precursor to SpringBoard) and the program's research-based design that scaffolds and supports

Hillsborough County, Florida

District Demographics

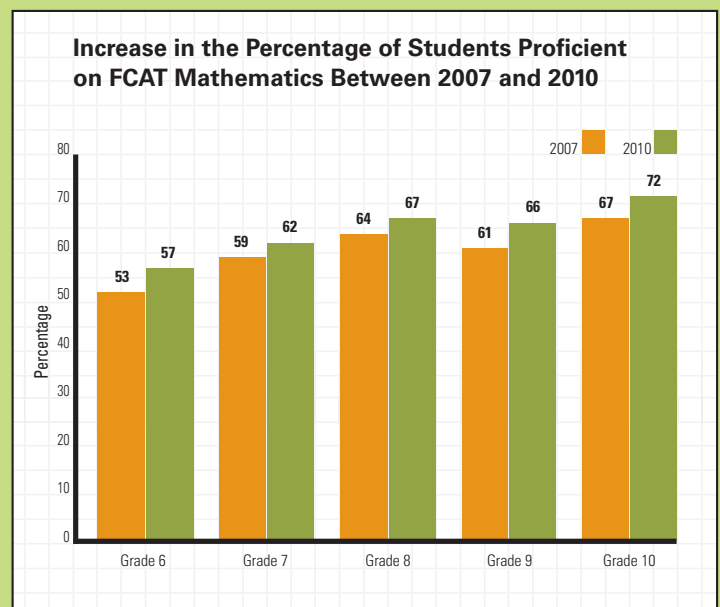
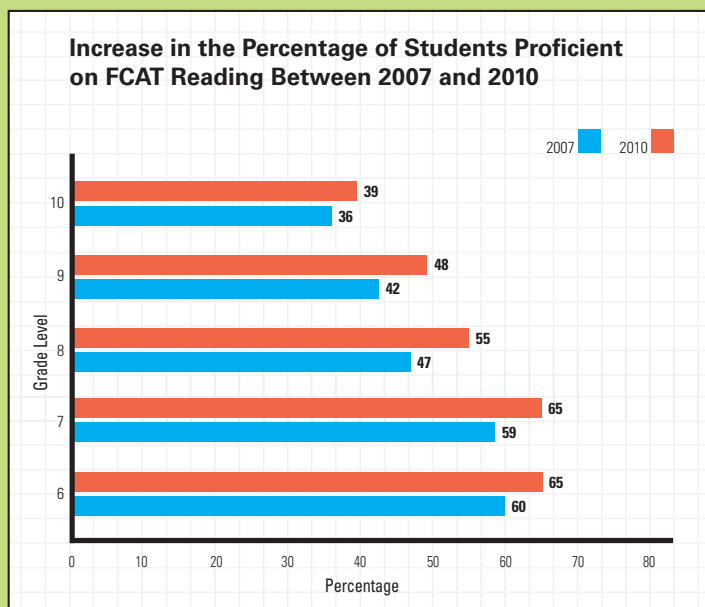
Total Students:	Approximately 193,000
Black	22%
Hispanic	29%
White	41%
ESOL	22%
Exceptional Education	26%
Free and Reduced-Price Lunch	57%



all students through engaging and relevant contexts. Under the leadership of Superintendent MaryEllen Elia, the district expanded its college readiness initiative, including SpringBoard, to all middle and high schools the following year. Currently, 95,000 students in 73 middle and high schools benefit from SpringBoard instruction.

The Results

An analysis of the district scores on the Florida Comprehensive Assessment Test (FCAT) in Reading and Mathematics indicates that the percentage of students scoring at proficient levels increased at every grade level between 2007 and 2010.



SpringBoard Success Story

Hillsborough County Public Schools

District Support Team Leads Implementation

Building on lessons learned at the four pilot schools, Hillsborough built a strong support team led by Eric Bergholm, General Director of Advanced Academic Access. Professional development and ongoing communication have been the key ingredients for success.

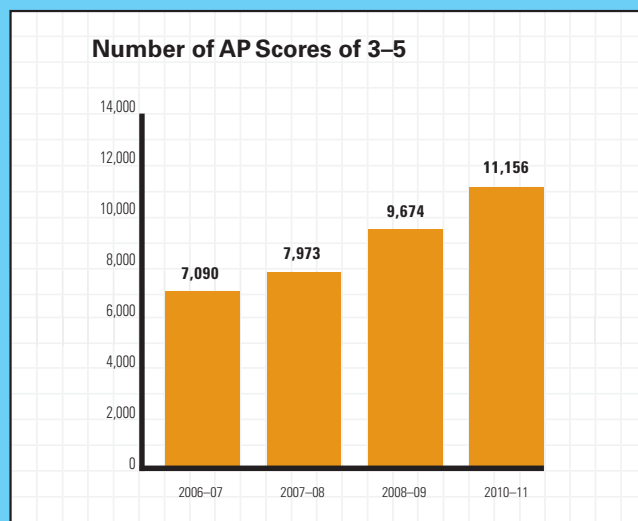
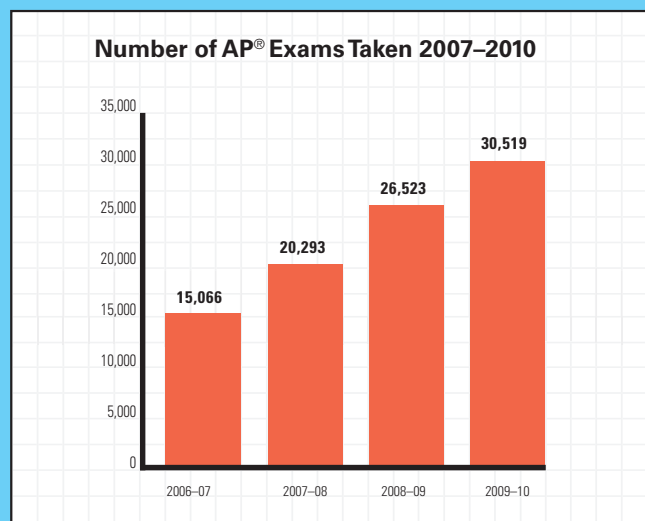
According to Bergholm, building teacher support and buy-in was a key factor in moving forward. To build support, Advanced Placement Program® (AP®) teachers who recognized SpringBoard's link with college readiness discussed the benefits with their peers, and classroom teachers continued to be engaged in the ongoing revision of district curriculum maps.

In addition to SpringBoard professional development for teachers and administrators, the leadership team advances the fidelity of the implementation through ongoing communication and support for all stakeholders as follows.

1. Ensuring the success of the SpringBoard program, all ELA and math teachers participated in initial and advanced training over a two-year period. Going beyond the classroom, media specialists, reading coaches and school-based administrators attended SpringBoard professional development as well.
2. The district team meets with department chairs, subject-area leaders, principals and assistant principals monthly to disseminate information, answer questions and solicit feedback.
3. Using this feedback, the coordinators design professional development that is customized to meet and support the teachers' needs; the professional development is led by a cadre of trainers who are nationally and locally endorsed to train other Hillsborough teachers. Because the trainers are classroom teachers who use SpringBoard daily, they have a high degree of credibility and become teacher leaders encouraging a high degree of implementation with fidelity.

Notable Results: Hillsborough's Advanced Placement Program® benefits more students.

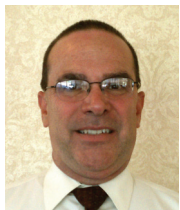
Hillsborough County Public Schools has a history of supporting an extensive Advanced Placement program. Since the 2006–07 school year, the number of AP Exams has increased more than 100 percent, with a 57 percent increase in the number of scores of 3 or higher. Attesting to the district's success in preparing students for success after high school, Hillsborough's 2010 graduates accepted more than \$57 million in scholarships to attend college or other postsecondary institutes.



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Interview with the District SpringBoard Leadership Team:



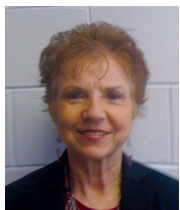
Administrator's Point of View Eric Bergholm (General Director)

Interviewer: Eric, when you expanded from the four pilot schools to districtwide implementation, were there challenges that had to be overcome?

Eric: You bet there were. Building on lessons learned at the four pilot schools, we knew that district support for implementation was a must, so we invested in forming a strong district support team. Our team includes an ELA and a Mathematics SpringBoard coordinator, as well as two district administrative coaches to assist with school walk-throughs, administrator training and ongoing support. We also knew that we were asking teachers to move toward a student-centered classroom model, so professional development and ongoing communication would be key ingredients for success.

Interviewer: Eric, you mentioned the importance of communication as well as support for administrators. Can you give us more information about how your team addresses those needs?

Eric: In addition to SpringBoard professional development for teachers, every school-based SpringBoard administrator attends SpringBoard Administrator Workshops. We know that a one-shot PD workshop is not sufficient, so later this summer we are working with the SpringBoard staff to offer additional leadership training for our administrators. We also went beyond content training for teachers and administrators and trained instructional support staff at all school sites, including all media specialists and reading coaches. As for communication, the district team meets with department chairs, subject-area leaders, principals and assistant principals monthly to disseminate information, answer questions and solicit feedback.



ELA Coordinator's Point of View Alice Wuckovich (SB ELA Coordinator)

Interviewer: Alice, as a former ELA teacher, what was your initial reaction to the decision to implement SpringBoard?

Alice: As a former Pacesetter teacher and trainer, I quickly recognized SpringBoard's link with college readiness and I particularly liked the rigorous, engaging activities with

built-in strategies to support our diverse student population. I was impressed with the variety of genres and authors as well as the balance between fiction and nonfiction selections. Also, SpringBoard was a perfect fit with our goal to increase enrollment in AP literature and language courses.

Interviewer: How did you go about building teacher support?

Alice: We knew that buy-in was a key factor in moving forward. To build support, we asked Advanced Placement (AP) teachers who recognized SpringBoard's strong preparation for college-level work to discuss the benefits with their peers. As an ongoing process, classroom teachers participate in frequent professional development offerings, and are very involved in the development of our district curriculum maps, which are revised each year based on teacher feedback.



Math Coordinator's Point of View Patra Cooks (SB Math Coordinator)

Interviewer: Patra, both Eric and Alice mentioned the importance of professional development for teachers. Can you give us some examples of the kinds of PD that you provide?

Patra: Our goal is to implement SpringBoard as it was intended, so professional development is definitely a centerpiece for our plan. In the first two years of implementation, all ELA and math teachers participated in both the initial and the advanced institutes during the summer. As you can imagine, that was a massive effort! In addition, Alice and I constantly offer customized PD throughout the year to meet specific needs identified by our teachers. With support from the SpringBoard program staff, we also trained a cadre of local Hillsborough math and ELA teachers who lead our district SpringBoard training and support teachers within their individual schools.

Interviewer: In your opinion, what is the biggest benefit to using SpringBoard in your math classrooms?

Patra: In recent years, Florida has substantially raised the bar for what students need to know and be able to do in mathematics. SpringBoard's close alignment with our State Standards and the Core Curriculum Standards is a definite plus. I really like SpringBoard's research-based design, which scaffolds instruction from year to year and provides a flexible instructional framework that we can adapt to meet our goals.

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Hillsborough County Public Schools Points of Pride:

The College Board recognized Hillsborough County Public Schools with the 2011 Innovation Award for its systematic approach to college readiness.

Hillsborough County's Martinez Middle School and Strawberry Crest High School are among the first group of 14 SpringBoard schools selected as national demonstration sites.

More than 2,800 Hillsborough seventh- and eighth-graders participated in the Duke Talent Identification Program — the highest number in the southern region.

Sixteen Hillsborough high schools were included in *Newsweek's* 2010 list of America's Best High Schools.

In 2011, Hillsborough County Public Schools had 63 National Merit Finalists, 14 National Achievement Finalists and 18 National Hispanic Scholar Finalists.

Martinez Middle School (SpringBoard Demonstration School) has the second-highest FCAT Writing scores in the state of Florida.

Hillsborough County Public School District was one of four districts selected to receive the College Board's prestigious 2011 Beacon Award in recognition of the district's success in substantially increasing AP enrollments while maintaining the percentage of students with scores of 3 or higher.

“ I expect all students who graduate from high schools in Hillsborough County to be college ready. I do not expect all students to necessarily go on to college, but it is my vision that all will have that choice. ”



— **MaryEllen Elia**, Superintendent

What Hillsborough Teachers Are Saying About SpringBoard:

- ▶ “SpringBoard is fun to teach and students love to learn.”
- ▶ “The student reflections help students become more responsible for their own learning.”
- ▶ “SpringBoard has led the way in rethinking how we teach, who we teach and what we teach.”
- ▶ “Students are expressing pride in what they have learned.”
- ▶ “The variety of genres and authors engages students in rigorous text.”
- ▶ “New teachers love having everything at their fingertips.”

In Their Own Words:

“ SpringBoard has made me more of an educational leader in my classroom rather than a sage on the stage. I now understand that noise is a good and important part of my class. My students are now involved in their learning, rather than passive participants. I see students asking and answering higher order levels of questions. The level of rigor is much higher than it ever was before SpringBoard. ”

— **Debbie Prill**, teacher of Senior English at Leto High School, an economically disadvantaged school

“ SpringBoard is a gateway into a new world of teaching and learning mathematics. It opens the doors to a brighter future by expanding access and opportunity for all students. Its multifaceted approach places the emphasis on the interests and needs of the students. SpringBoard is challenging, motivating and rewarding. It has led the way in rethinking how we teach, who we teach and what we teach. ”

— **Mike Schutz**, former geometry teacher at Plant City High School and current peer evaluator for the district

For information, call 877-999-7723 or visit springboardprogram.collegeboard.org.