SpringBoard English Language Arts Grade 9-12, ©2021 Edition
Publisher Response

SpringBoard has submitted the 2021 National Edition of SpringBoard ELA for grades 9-12 to EdReports for review and evaluation. We see this review not only as informative to the general public, potential and existing customers, but also as part of a constructive cycle to meet the needs of the ever-evolving body of students, teachers, and administrators who use SpringBoard. We appreciate the thorough and detailed review conducted by the EdReports team and value the evidence and insight their review provides. Below are specific comments in response to the evaluation.

Gateway One: Text Quality and Alignment to the Standards

We appreciate that, in all grades, EdReports acknowledges that SpringBoard consistently **meets expectations** in **Gateway 1** by recognizing the quality and complexity of texts included in SpringBoard as representing a wide range of text types and genres; being engaging for the student and more importantly, worthy of careful reading; providing opportunities for rich and rigorous evidence-based discussions and writing; and building strong literacy skills over the course of the school year.

Across all four grades, reviewers marked **Indicator 1E** as partially meeting criteria, a result of our approach to text complexity analyses. The review states that "not all texts have a corresponding text complexity analysis. However, the Teacher Wrap and Teacher Edition instructional notes provide a framework with text-specific guidance and purpose for the text." While there is not a common approach to analysis for non-prose texts, this is valuable feedback to consider how we might continue to better support our educators with rationales for purpose and placement of all texts within our materials. We feel it is important to acknowledge that our approach to text complexity analysis is carefully considered. When evaluating and selecting prose texts for grade-level complexity, we examine quantitative (Lexile), qualitative, and reader and task to determine an overall complexity, and we provide a detailed summary of this analysis for each prose text. We approach our analysis of non-prose texts with similar rigor, but with a greater focus on qualitative elements of the text, since quantitative measures for texts of this natures are not valid. We have not, however, made a practice of publishing a rationale for inclusion in our materials as part of our analyses, and given this feedback we have started to look at ways we can offer more specific guidance and information around all of the texts we include in our materials. Additionally, given the detailed ways in which we focus on specific chapters and excerpts from texts within our novel units, we agree it would be beneficial to offer analyses for the selections that are the focus a given activity or series of lessons, along with an overall analysis of each full length text, where appropriate.

Gateway Two: Building Knowledge with Texts, Vocabulary, and Tasks.

EdReports evaluators recognize the strength and depth of the SpringBoard writing program as shown in the comments and examples for **ALL Indicators of Gateway 2**. Springboard **fully meets the expectations** for building

knowledge with texts, vocabulary, and tasks; for increasing writing skills over the course of school year; for providing focused short- and long-term research projects; and for designing an independent reading program that includes student choice and accountability. The review consistently commends our strong writing, research, and grammar components as well as our robust, instructionally-connected independent reading program.

Gateway Three: Usability

We are pleased to see that the thoughtfully-designed instructional supports and lessons are recognized by EdReports evaluators as supporting high-quality instruction. As an instructional program designed to give all students access to the rigor of the standards and achieve success throughout high school and beyond, this is especially important feedback. The SpringBoard program **meets expectations in Gateway 3**.

Grades 9-12 Indicator 3B were assessed as partially or not meeting criteria that teacher and student can reasonably complete the content within a regular school year, and pacing allows for maximum student understanding. While this would be accurate if every activity and workshop were to be utilized, we feel it is important to understand the role that professional learning and design play in utilizing our materials. Central to our professional learning experience is a focus on purposeful planning which uses our lesson design of Plan, Teach, Assess, Adapt as the foundation for making instructional moves and changes. Because of the recursive nature of our lessons and skills, we guide teachers to adapt their instruction based on student performance within each activity - not teach every page and every lesson. We believe that instruction needs to be differentiated, but common assessments are a necessary tool to drive that differentiation. The results of a common assessment let teachers plan instruction based on what they see in their students' work and may foster rich discussions in professional learning communities and district meetings. We reinforce that instruction should be driven by student performance, not the table of contents. We provide a wealth of resources and instruction that students may need in any given unit to achieve success and provide teachers the space to make choices to meet the needs of their specific students, rather than encourage the rigid use of every activity.

In response to **Indicator 3L.II**, which partially meets the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow up, specifically for our digital assessments and Embedded Assessments. We feel it is important to note that a component of our Professional Learning focuses on how to leverage the data and information to make informed, purposeful decisions when planning, rather than a prescribed response to a digital assessment; however, this is valuable feedback from the reviewers, as it helps us focus on areas where we can be clearer and more direct in our support. As with any strong digital program, we actively work on enhancements and improvements to our platform, and we continue to do so with our digital reporting.

While criterion **3s-3v** do not receive scores, we appreciate the constructive feedback to help us further develop our use of technology to enhance student learning. We wish to clarify that our digital platform is available on multiple Internet browsers as the criterion states, including Google Chrome, Safari, and Firefox. We do not actively support Microsoft browsers at this time. Additionally, as of July 2020, our digital platform has undergone a major

enhancement that greatly improves and simplifies the navigational experience, and we will continue to enhance our digital environment to support learning.

In response to **3u.i**, which partially meets expectations, SpringBoard Digital is WCAG 2.0 Level AA compliant, offering support for a wide range of assistive technologies such as screen readers and annotation tools. Performed audio readings are also available for all text selections and a wide variety of vocabulary throughout the program to those with hearing disabilities, while also supporting language learners. As mentioned in the comments, teachers can edit lessons and use alternative texts to meet the needs of their students.

In summary, SpringBoard English Language Arts provides students with the high-quality materials needed to foster a dynamic learning experience and ensure academic success with a curriculum and materials that are focused on real classroom needs, encouraging teacher and student involvement. We place a deliberate focus on learning that sets students on a pathway to AP and college readiness, enabling students to build knowledge and practice skills that will serve them well throughout high school and beyond.