



SCHOOL BOARD ACTION REPORT

DATE: May 10, 2019
FROM: Directors Rick Burke and Scott Pinkham

For Introduction: May 15, 2019
For Action: May 29, 2019

1. TITLE

Amendment 1 to Elementary School Science Instructional Materials Adoption

2. PURPOSE

This Board Action Report amends the proposed Elementary School Science Instructional Materials Adoption to adopt HMH Science Dimensions from Houghton Mifflin Harcourt for all elementary school science classrooms.

This DRAFT amendment is requested for inclusion in Board agenda on May 15 to provide additional visibility to staff and community and gather additional feedback prior to vote consideration on May 29.

3. RECOMMENDED MOTION

The motion as proposed in the Elementary School Science Instructional Materials Adoption will be replaced in entirety by the following:

I move that the Seattle School Board accept the Elementary School Science Adoption Committee's instructional materials review and scoring process and adopt HMH Science Dimensions for all grade K-5 Seattle Public Schools science classrooms.

4. BACKGROUND INFORMATION

a. Background

In April 2018, the Curriculum and Instruction Policy Committee of the School Board initiated an instructional materials adoption process for grades K-12. Adoption Committees were formed per Policy 2015 to develop selection criteria and weighting factors, evaluate candidate materials, and bring forward recommendation(s) to the Superintendent and School Board. The results of this process are reflected in the original Board Action Report, recommending AmplifyScience as the sole adoption for grades K-5.

A thoughtful and comprehensive review process was developed by the Adoption Committee and approved by the Seattle Public Schools Instructional Materials Committee in accordance with Policy 2015. This process included a two-stage, multi-component evaluation sequence and weighting rubric summarized below and described in greater detail in the original BAR.

Stage 1: Instructional Materials Review Criteria (46.7%)

Stage 2: Field Test Data (42.6%)

Stage 2: Public Display and Community Feedback (10.7%)

Three programs (Amplify Science, HMH Science Dimensions, and TCI Bring Science Alive) were selected as viable finalists and progressed through all parts of the review process. Final scoring from the Committee evaluation is summarized in the table below:

Program	Review Criteria (46.7%)	Field Test Data (42.6%)	Community Feedback (10.7%)	Final Program Score
Amplify	66.3	58.8	81.1	64.7
HMH	58.0	70.9	77.0	65.5
TCI	43.5	37.6	39.6	40.6

Based on the work and rubric of the Adoption Committee, HMH is the highest scoring candidate by a slight margin, and significantly higher scoring in the Field Test evaluation. This is especially important, as the Field Test score included many sub-components focusing on educator and student voice, including:

- Field Test Teacher Panel interview data
- Field Test Classroom observation data
- Field Test Teacher interviews
- Student Focus Group interviews
- Student Growth Data
- Student End-of-unit survey

An additional concern with the original recommendation of AmplifyScience is that it includes a large computer-delivered instructional component. The original BAR, Section 11, Timeline for Implementation states:

May 2019: The Science Department will work with the Department of Technology Services to provide devices to elementary school science classrooms not yet equipped with student computers or laptops carts at a 2:1 ratio.

and:

July-August 2019: Amplify will work with the SPS Science Department and Department of Technology to establish systems for creating teacher accounts and student logins and responding to ongoing needs for technical support.

The School Board has not formally adopted guiding principles supporting or opposing computer-based instruction, and positive or adverse impacts of technology remains an ongoing debate. Especially in primary grades, social-emotional development and establishing personal relationships with student peers and teachers is paramount. Given this background official adoption of a technology-based K-5 science instructional material would be inappropriate.

b. Alternatives

Reject the amendment and approve the original BAR to adopt AmplifyScience. This is not recommended as HMH was the higher scoring program, and better regarded by the Adoption Committee and field test instructors.

c. **Research**

The work of the Adoption Committee has identified HMH as a viable program for usage in SPS classrooms and past work and surveys by the SPS Science Department have identified the need for new instructional materials and kits.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action is pending. Vendor proposal and cost analysis has been requested from staff and will be included prior to Board Action.

The revenue source for this motion is the Instructional Materials budget in the general fund.

Expenditure: One-time Annual Multi-Year N/A (pending analysis)

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

This DRAFT Amendment is based primarily on the community engagement work of the Adoption Committee. It is being posted at Board Introduction to gather additional feedback from community and staff, and to inform the development of the racial equity analysis prior to Action. This section will be updated prior to Board Action.

The Adoption Committee process as described in the original BAR included multiple open houses and materials were displayed for community and educator feedback. While the number of reported feedback surveys was very low (7 HMH vs 3 Amplify), the community feedback overwhelmingly indicated HMH would perform "WELL" to "meet the high expectations we have set to provide out students with an equitable, authentic science experience".

Specific comments (Attachment G of original BAR) included the following examples:

After viewing all three curriculums, I would vote for HMH because it is teacher-friendly. Standards are covered. Goals are clearly stated for students, it seems engaging, and I believe students would benefit from this curriculum. Text and content represents people from a wide range of races, ethnicities, and cultures. – Teacher SPS

The HMH seems easier to follow along to. Very understandable and I love the vocabulary and illustrations as well as the content. The HMH looks more updated than the others in my opinion. The illustrations and vocabulary is K-5 as well. Easy to follow along as being taught in class. My child loves science and she picked the HMH version as well.

I like HMH because: It has clear objectives for students; student friendly; teacher friendly; covers standards.-- K-2 interventionist

7. EQUITY ANALYSIS

The Racial Equity Analysis Tool is currently being applied to this Amendment and the analysis will be included prior to Action.

8. STUDENT BENEFIT

Seattle Public Schools K-5 students deserve current, aligned science instructional materials which do not exacerbate screen time in the early grades. By adopting the highly regarded HMH Science Dimensions programs across all classrooms, students can develop and nurture their interest and skills in science.

9. WHY BOARD ACTION IS NECESSARY

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. _____, [TITLE], provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

Board Policy 2015, Selection and Adoption of Instructional Materials

11. BOARD COMMITTEE RECOMMENDATION

This motion was not discussed in committee, but was informed based on discussion at the C&I Committee of the Whole meeting on April 30th.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, HMH Science Dimensions will be officially adopted at the science curriculum for Kindergarten through 5th grade science classrooms. Seattle Public Schools will purchase instructional resources and materials from Houghton Mifflin Harcourt, with student use beginning in the 2019-20 school year.

Implementation will follow the sequence as identified in the original BAR, with the following exceptions:

- Student laptops at 2:1 ratio will not be explicitly purchased for K-5 science adoption
- A revised professional development plan based on HMH implementation shall be developed for subsequent recommendation to the Curriculum and Instruction Policy Committee.
- Science-related technology purchases and educator training will be reassessed as appropriate to HMH implementation plan

13. ATTACHMENTS