



SCHOOL BOARD ACTION REPORT

DATE: December 15, 2016
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Kathleen Vasquez, Literacy and Social Studies Program Manager
Kyle Kinoshita, Chief of Curriculum, Assessment and Instruction

1. TITLE

K-5 English Language Arts Adoption

For Introduction: January 18, 2017

For Action: February 1, 2017

2. PURPOSE

This Board action will approve the K-5 English Language Arts (ELA) adoption committee's recommendation for instructional materials for all K-5 Seattle Public Schools classrooms.

3. RECOMMENDED MOTION

I move that the Seattle School Board approve the K-5 English Language Arts adoption committee's recommendation to adopt Center for the Collaborative Classroom for instructional materials for all K-5 Seattle Public Schools classrooms.

I further move that the Seattle School Board authorize the Superintendent to purchase Center for the Collaborative Classroom as core instructional materials for all K-5 Seattle Public Schools' classrooms in the amount of \$5,600,000 (\$4,800,000 out of FY2017 and \$800,000 out of FY2018 budget).

If the State legislature does not address current funding concerns, including relief of levy loss and additional funding to mitigate staff layoffs, the District is authorized to fund a phased in purchase and implementation within the funding limitations according to a restoration plan developed for the 2017-18 budget, which would identify when expenditures for this adoption can proceed as a part of the 2016-17 and/or 2017-18 school years.

4. BACKGROUND INFORMATION

Last Purchased Instructional Resources, 2002-Present: Seattle Public Schools last K-5 reading adoption was in 2002. At that time two basal readers were selected to give choice to schools. Two years later, the district adopted a Balanced Literacy Framework, and the basal readers became ineffective in delivering on this framework, approved by district leaders and the Board. In order to support implementation of the Balanced Literacy Framework, the district purchased classroom libraries for several elementary schools, but not all of them. Since the purchase of classroom libraries from 2005-2007, no district funds have been dedicated to the purchase of instructional resources for reading instruction in core academic programs.

New Washington State College Readiness Standards, 2013-Present: In 2013, the new English Language Arts standards were adopted by Washington State. K-12 English Language Arts

teachers received 12 hours of professional development and no resources to support full implementation. No instructional resources were purchased to implement significant shifts in instruction, such as: instructional supports for the integration of reading and writing, exposure to complex texts with rich academic vocabulary, a focus on using text to build information, and an even balance of informational and literary text. While the shifts required major shifts in instruction, only those schools with resources to purchase materials to support teachers were able to effectively teach to the new standards. Additionally, the new standards required teachers to teach a new set of strategies, including close reading, text dependent questions, writing in response to reading and argumentation.

Instruction without Updated Resources, 2013-Present: Without resources aligned to the Washington State Standards, students across the district do not have equal access to receiving instruction with resources aligned to the standards. Rather, they are taught with existing resources that are not designed to respond to the instructional shifts for college and career readiness. Not only does the district have a notably high achievement gap, it also has an instructional gap. Often in schools where Washington State Standards aligned instructional materials are available, the teachers have also received professional development in how to implement them to increase reading and thinking skills in students. The achievement gap has likely widened as a result of this resource deficit.

English Language Arts Adoption Committee Work, 2016- Present: In January 2016, Seattle Schools earmarked \$5,000,000 toward a K-5 English Language Arts adoption. An adoption committee of forty teachers, school leaders and community members came together over a 10-month period to move through an orchestrated process designed to illuminate the best instructional resources for our system. The process had three distinct components: round one, a field test and round two.

Round one, February 2016-June 2016: Based on needs and priorities identified in preliminary surveys of staff and families and communities, committee members identified critical areas for evaluation, weighted the importance of each category, and developed criteria for each. The weighted criteria applied to each vendor submission focused on the following lenses: English Language Arts instruction (35%), diverse, representation and anti-bias (20%), standards alignment (20%), usability and accessibility (15%) and assessment (10%). Ten vendors submitted resources that fit the K-5 English Language Arts instructional materials request. The committee first reviewed all ten sets of materials using the “General Criteria for Evaluating Materials for Cultural Relevancy and Anti-bias.” The committee eliminated five vendors, citing multiple instances of gender, religious, racial or ethnic stereotyping and/or offensive portraits or characterizations of particular groups. Round one then continued by examining the remaining five sets of materials, using the evaluation tool to judge the submission and gathering concrete evidence or examples to support each rating. At the end of round one in June 2016, the committee examined their own evidence as well as feedback from staff, families and community members and moved to eliminate two of the remaining five vendor submissions and to continue to review three finalists: *American Reading Company, the Center for the Collaborative Classroom and National Geographic.*

At the end of round one, the adoption coordinator was apprised of pricing for all of the vendors. This practice was adopted to prevent committee members and coordinators from being

influenced positively or negatively by the price. One of the finalists was under the stipulated amount, while two of the three finalists priced their materials over the District's budget allocation for the adoption, one being a reasonable overage, while the other being significantly over the amount. The adoption coordinator reported the concern to the Executive Director of Curriculum and Instruction, the Associate Superintendent of Curriculum and Instruction, and the Curriculum and Instruction Policy of the Board. The adoption was not suspended and moved forward.

Field Test, June 2016-October 2016: Field tester applications were open to any K-5 teacher with principal approval and a high degree of proficiency. Each of the twenty-seven field testers piloted one unit from one of the three finalists, selected by adoption coordinators. Field testers received two-days of training and two-days of planning time for a September launch. Field testers responded to questions after two weeks of implementation, and another set of questions after six-weeks of implementation.

Round two, September 2016-December 2016: The committee reconvened to examine the three remaining sets of instructional resources in a more thorough manner, looking at unit design, lesson construction and supports for differentiation. Informed by the in-depth unit study, committee members designed focus group questions for field testers to clarify any questions still unanswered. All field testers then attended a day of focus groups, wherein adoption committee members asked them questions about their experience with the curriculum.

Final Adoption Committee Meeting, December 9, 2016: At the end of round two in December 2016, when data from families, field testers, staff and committee members were analyzed and reviewed, the committee recognized that in each stakeholder group the number one finalist was the Center for the Collaborative Classroom. American Reading came in second place, but the data from the field test review illuminated two significant challenges of implementation with this choice: 1) The assessment within American Reading Company, while robust and informative, required teachers to assess at least two students each day for approximately twenty minutes, maintaining a continuous assessments cycle for progress monitoring. Teachers found this to be a challenge, as it left little to no time for small group guided instruction and/or conferring on independent reading; and 2) Field test teachers reported the materials were difficult to implement, especially for teachers without a pedagogical understanding of the American Reading Framework (two days was insufficient training). Field testers of American Reading added that they were pleased with the flexibility within the curriculum and liked the choices they were given; however, they worried that too much choice would lead to fragmentation within and across schools and could lead to faulty and uneven implementation and expectations. Committee members considered the high volume of new teachers to the district and the high turn-over in certain pockets and decided not to take the second place finalist forward for board approval.

Unanimous Decision and Instructional Materials Policy Approval, December 2017: The committee then made a unanimous decision as a result of field test results, clear stakeholder data, and adoption committee approval that **Center for the Collaborative Classroom** would be the sole recommendation for the Seattle Public Schools K-5 Instructional Materials adoption. After examining steps in the process and ensuring all steps in the policy were adhered to, the Instructional Materials Committee approved the sole recommendation on December 13, 2016.

a. **Alternatives**

- 1) Phase in the purchase and implementation of the instructional materials in order to distribute the cost of the entire adoption over more than one school year. The District can select from the following options to begin a phase in implementation:
 - a. a K-2 implementation in all elementary schools at \$3,200,000;
 - b. a K-2 implementation in all elementary schools, coupled with a 3-5 implementation in Title I qualified schools at \$4,250,000;
 - c. a 3-5 implementation in all elementary schools at \$2,400,000;
 - d. a 3-5 implementation in all elementary schools, coupled with a K-2 implementation in Title I qualified schools at \$3,800,000; or
 - e. a K-5 grades implementation in only Title I-qualified schools at \$2,500,000.
- 2) Select the second or third ranked finalists reviewed and evaluated in the K-5 English Language Arts adoption process. This alternative should not be considered after weighing the evidence, feedback and experiences of the K-5 adoption field testers. All data collected indicate the appreciation and approval for finalist number one, Center for the Collaborative Classroom (CCC) above the other choices. When examining survey data and qualitative data, stakeholder, families, staff, field testers and committee members ranked CCC in first place.
- 3) Decide not to move forward with the K-5 ELA Adoption. This alternative should only be considered if the legislative funding does not become available, given the enormous investment of time and resources from the school level, to the families and to the central office level. Families, teachers, staff and field testers engaged in the process with an expectation that resources would be in classrooms next year. A back-pedal on this adoption will seriously impact the will of all participants, especially when there is obvious agreement about which vendor is the best selection for Seattle Public Schools. Finally, this alternative would jeopardize the District's goal of equal access to instructional materials aligned to the Washington State Standards for all students, given the unequal access to such resources throughout our school system. However, if not able to proceed due to a lack of resources, Seattle Public Schools will continue to provide systemic supports for teachers by supporting the SPS K-12 Scope and Sequence unit development for English Language Arts. This professional development model supports teachers in designing their own grade-specific integrated reading and writing units aligned to the Washington State Standards.

b. **Research** The adoption committee reviewed multiple forms of data to make their final decision:

- 1) A thorough analysis of each finalist in light of twenty-six criteria within the evaluation tool provided the committee with a robust set of data points to consider in selecting a well-balanced and representative resource.
- 2) Field test data provided an opportunity to move away from a theoretical view to an application of the curriculum in examining data from classroom teachers relative to: usability and accessibility, ease of use, instructional strategies and skills, supports for diverse learners, socio-emotional supports, assessment, and diverse representation and anti-bias.
- 3) Survey data during round one and during round two were analyzed to develop a sense of the positions and priorities of various stakeholder communities served through this adoption. Each survey issued aligned with the evaluation criteria

identified, allowing for an apples-to-apples comparison of different groups through a particular evaluation lens

4) A review of the Center for the Collaborative Classroom’s research on embedded reading, writing and socio-emotional practices filtered through the K-5 English Language Arts curriculum. The *Evidence from the Field* Impact Study of Center for the Collaborative Classroom illuminated efficacy of the curriculum in three different areas: impact on sense of community and social developments, impact on achievement and impact on student learning.

5. FISCAL IMPACT/REVENUE SOURCE

Option A

	2016-17	2017-18	Annually: 2018-19 thru 2020-21
Instructional materials	\$5,600,000	\$0	\$0
Professional Development	<u>\$378,000</u>	<u>\$0</u>	<u>\$120,000</u>
Total	\$5,978,000	\$0	\$120,000
Current available resource	\$5,000,000	\$0	\$0
Surplus (Deficit)	(\$978,000)	\$0	(\$120,000)

Option B

	2016-17	2017-18	Annually: 2018-19 thru 2020-21
Instructional materials	\$5,600,000	\$0	\$0
Professional Development	<u>\$378,000</u>	<u>\$384,000</u>	<u>\$120,000</u>
Total	\$5,978,000	\$384,000	\$120,000
Current available resource	\$5,000,000	\$0	\$0
Surplus (Deficit)	(\$978,000)	(\$384,000)	(\$120,000)

The budgeted amount for this adoption was \$5,000,000 in school year 2016-17. If available, curriculum funding for school year 2017-18 could be used to cover the deficit. If the amount of 2016-17 curriculum funding is repurposed to address the 2017-18 budget deficit, the remaining work would need to be paused until such time as funding becomes available. It is uncertain our current vendor would honor pricing from the RFP for a delayed purchase.

Fiscal impact to this action will be \$5,600,000.00 for the **one time** purchase of instructional materials. While there are consumables teachers receive in year one, the District will not purchase them after years one and will rely on online access to all of the consumables provided by the vendor thereafter.

Associated Costs

In addition to the cost of instructional materials, the District must provide initial use training to all impacted K-5 teachers to ensure effective implementation of the new materials.

School Year 2016-2017 (one time)

1,200 teachers of General Education students x 1 day x \$240 (sub coverage or required hourly pay) = \$ 288,000

375 teachers K-5 Teachers of Special Education, English Language Learners and Highly Capable X 1 day X \$210 =\$90,000

Total for 6 hour training: \$ 378,000.

School Year 2017-2018

*2rd day of initial-use training August TRI day- **no additional cost should the district designate to K-5 adoption training.**

OR

1,200 teachers of General Education students x 1 day x \$240 (sub coverage or required hourly pay) = \$ 288,000

400 teachers K-5 Teachers of Special Education, English Language Learners and Highly Capable X 1 day X \$240 (sub coverage or required hourly pay) =\$96,000

Total for 6 hour training: \$ 384,000.

On-going Professional Development Plan (annual)

Capacity Building Professional Development: Beginning in the spring of 2017, teacher –leaders and school leaders come together 4 times per year to receive additional professional development to bring back to schools in an effort to ensure continued effective implementation of the adopted materials. Building capacity within schools will increase the opportunities for job-embedded professional development for teachers. Additionally, the professional development offered will be consistent across the district, but tailored meet local needs within a building.

Literacy teacher cadre 2 teachers X 71 Buildings X 4 release days X \$210 (substitutes) = \$120,000 (approximately)

Total Capacity Building Professional Development = \$120,000 per year for up to 5 years

The revenue source for this motion is general fund.

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

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

Communications: The following forms of communication were utilized to reach the broadest audience when announcing opportunities to visit public viewing sites or provide community and staff input and/or feedback: District Webpage announcement, Principal Communicator, Adoption Committee email, SPS Office of Community Partnership, K-5 Schoology Groups, Social Media (FB, Twitter), and flyers sent to: Public Affairs contact list, Seattle PTSA, the City's Office of Arts and Culture, SPS Office of Community Partnership, Seattle Schools Blog.

To support access to viewing of the resources, materials were available online throughout the length of the adoption. For those who preferred hard copies for viewing, the following school libraries were open from October 3, 2016 through November 30, 2016: Boren STEM K-8, Broadview-Thomson K-8, Green Lake Elementary, Madrona K-8, South Shore PK-8, and the JSCEE Professional Library.

Included in this study was a field test of the top 3 finalists, which engaged twenty-seven teachers and approximately seven hundred K-5 students. The examination also included outreach to district staff and families through an online textbook review as well as a hard copy review available in 5 schools in the 5 regions. The finalist review was open for approximately 2 months and communicated through all appropriate communication channels available. 262 responses came from families, while 164 came from staff.

7. EQUITY ANALYSIS

The district's Equity Analysis tool was applied in a manner that addressed a frequent concern relative to equity and access in English Language Arts instruction. Racial, ethnic and gender disparities in the literature and informational texts assigned to students are prevalent America's schools. In order to mitigate these disparities, the adoption committee members applied anti-bias and sensitivity criteria to all instructional materials submitted for review. Committee members scrutinized the texts for examples of materials containing bias and/or stereotyping based on gender, race, religion and/or sexual orientation. Committee members also looked for texts with strong examples of writing reflecting appropriate representations of the broad range of students and families in Seattle Public Schools. Committee members reviewed texts and recorded all findings, drawing from evidence from the texts. Each set of instructional materials receiving markedly negative reviews in the anti-bias and sensitivity category were reviewed by a second team in order to calibrate the findings. Five vendors were eliminated due to multiple examples of stereotyping and/or multiple examples of offensive or inaccurate portraits of culturally,

physically or sexually marginalized peoples. The three finalists that moved forward after round one ranked highest in their sensitivity to diverse representation and anti-bias, thereby ensuring that Seattle School students were certain to have the best selection from the pool of offerings. Additionally, the finalist, Center for the Collaborative Classroom outranked the other two vendors using the criteria for diverse representations and anti-bias.

The most obvious equity issue addressed through this adoption is the equity of access to a strong ELA curriculum. Due to a lack of resources aligned to the new Washington State Standards, individual schools have used school-based funds and Parent and Teacher Association funds to purchase instructional resources aligned to the new standards. Many have not had the means to follow suit. As a result, implementation of the new Washington State English Language Arts Standards across the district has been inequitable, leaving schools without robust supports unable to respond to the new demands and new college and career readiness expectations.

8. STUDENT BENEFIT

Students in all schools across the district, regardless of school assignment, will have access and opportunity to receive instruction with aligned instructional resources. Students across the District will be held to common expectations for learning outcomes, and teachers will have more resources to differentiate and accelerate instruction to meet the needs of their students in reading, writing, thinking and critical thinking. Students will be taught by teachers who have received adequate professional development in implementation and effective use of the classroom resources.

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. 2015, Selection and Adoption of Instructional Materials, provides the Board shall approve this item
- Other: _____

10. POLICY IMPLICATION

The introduction is in compliance with Policy No. 2015, Selection and Adoption of Instructional Materials.

11. **BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on January 9, 2017. The Committee reviewed the motion and moved the item forward to the full Board for consideration, noting that staff may edit the motion language regarding funding after the January 11, 2017 School Board Work Session on Budget.

12. **TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, Seattle Schools will purchase instructional resources from Center for the Collaborative Classroom as the official reading and writing adoption for all K-5 classrooms and take the following actions:

- February 2, 2017: Communications to families, community, staff and school and central leaders.
February 2017-April 2017: Work with the Purchasing department to ensure orders for all schools are accurate and place orders.
March 2017-August 2018: Form a K-5 Literacy Cadre of teacher leaders and school leaders with representatives from all K-5 and K-8 schools to receive in-depth professional development for the new resources. The Literacy Cadre will support implementation at the building level.
March 2017-June 2017: All K-5 teachers receive three hours of initial use training in the adopted resources. Training conducted by Literacy Cadre members.
June 2017-August 2017: All K-5 teachers receive 6 hours of professional development in the methodology and design of the new materials.
August 2017 Tri-day (with approval): All K-5 teachers receive and an additional 6 hours of professional development.
August 2017-June 2018: Cadre members continue to receive training and continue to provide follow-up training at the building level.
June 2018: Evaluation of first year implementation of adopted resources.

13. **ATTACHMENTS**

- Attachment A: K-5 ELA Communication Plan
- Attachment B: K-5 English Language Arts Adoption Community Engagement
- Attachment C: K-5 English Language Art Adoption Process, Round I, II, Filed Test and Communication
- Attachment D: Adoption Committee Members and Field Testers
- Attachment E: Criteria for Evaluation
- Attachment F: Pros and Cons for Center for Collaborative Classrooms
- Attachment G: Evaluation of American Reading
- Attachment H: Evaluation of National Geographic
- Attachment I: Family/Community Feedback Data
- Attachment J: Staff Feedback Data
- Attachment K: Field Test Data
- Attachment L: Stakeholder Feedback Compiled Scores
- Attachment M: K-5 English Language Art Adoption Instructional Material Vendor Ranking
- Attachment N: *Evidence from the Field*: Impact Study of Center for Collaborative Classrooms