



SPS School Board Action Report on 6-12 Spanish Instructional Materials Adoption

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The SPS School Board Action Report on the 6-12 Spanish Instructional Materials Adoption includes several documents to support the recommendation of the Instructional Materials Committee to the Board to adopt *Vista Higher Learning* series of products for all Spanish world language classrooms in grades 6-12, the middle and high school Spanish adoption committee's unanimous selection. This action will provide materials for more than 7,000 students per year for nine years. The supporting documents in this Board Action Report include the proposal from *Vista Higher Learning*, the adoption process and timeline, the adoption committee members, the criteria for evaluation, feedback on the materials, and other information related to the recommendation.



SCHOOL BOARD ACTION REPORT

DATE: September 11, 2019
FROM: Dr. Denise Juneau, Superintendent
LEAD STAFF: Dr. Diane DeBacker, Chief Academic Officer
Dr. Caleb Perkins, Director of Career and College Ready
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For Introduction: October 16, 2019
For Action: November 6, 2019

1. TITLE

6-12 Spanish Instructional Materials Adoption

2. PURPOSE

This Board action will approve the Spanish Instructional Materials adoption committee's recommendation for instructional materials for all middle and high school Spanish World Language Seattle Public Schools (SPS) classrooms.

3. RECOMMENDED MOTION

I move that the Seattle School Board approve the recommendation of the Instructional Materials Committee to adopt *Vista Higher Learning* series of products for all Spanish world language classrooms in grades 6-12, the middle and high school Spanish adoption committee's unanimous selection. This action will provide materials for more than 7,000 students per year for nine years. The specific materials to be approved are:

- Senderos 1, 2, and 3 (for Spanish 1, 2, and 3)
- Imaginas (for Spanish 4 and also IB Spanish 4)
- AP Temas (for AP Spanish 5)

I further move that the Seattle School Board authorize the Superintendent to purchase *Vista Higher Learning series* as the core instructional material for all Seattle Public Schools middle and high school Spanish 1-AP 5 world language classrooms for a multi-year purchase in the amount of \$400,000 in year 1 (school year 2019-2020), with the balance of adoption purchases to occur in future years, contingent on legislative funding.

4. BACKGROUND INFORMATION

a. Background

In keeping with School Board Policy No. 2015, Selection and Adoption of Instructional Materials, to provide all Seattle Public School students and teachers the best possible middle and high school Spanish instructional materials, and to narrow the opportunity

gap for historically underserved students, the School Board instructed the World Languages content area of Curriculum, Assessment and Instruction to launch a middle and high school Spanish instructional materials adoption. Proposals for 5 different sets of instructional materials were received. These proposals were evaluated by an adoption committee, taking into account community and teacher feedback, bias considerations, and instructional merit. Two finalist publishers, Pearson and Vista Higher Learning, were selected for a three-week field test. After the field test, the Adoption Committee reconvened to evaluate feedback and data from field test students and teachers. On June 18, 2019, the committee made a unanimous decision to recommend adoption of Vista Higher Learning materials – Senderos 1, 2, 3; Imaginas 4; and AP Temas. (See Attachment B and Attachments D – L for detailed descriptions of the committee’s evaluations.)

Last Adoption

Seattle Public Schools last adopted Spanish instructional materials in the late 1990s, *Ven Conmigo*. The textbooks are no longer in print and could not be obtained as the district opened new middle and high schools. In a 2015 SPS World Languages Needs Assessment of teachers from all schools offering world languages, the highest priority was identified as conducting a new curriculum adoption for Spanish. For years, teachers and schools have purchased supplemental materials of various sorts to make up for the lack of a current adoption. Furthermore, the previous adoption only covered levels 1-3, not level 4 or AP level 5. As the district indicated its intention to offer advanced learning opportunities, such as AP level courses, at high schools in all regions of the city, it became critical to conduct a common adoption process and not rely on better-funded PTAs to purchase “supplemental” materials for these courses.

Based on the field-testing experience and feedback from the community surveys, we have identified several important considerations for the procurement process:

From the Community Survey (53 total responses – some selected multiple categories / 9 did not respond): 1 American Indian or Alaska Native, 5 Asian, 5 Black or African-American, 4 Hispanic, 47 White)

- How many years (levels) of Spanish instruction should students have access to from grades 6-12? 88% responded 4 or 5 years (74% responded 5 or more years)
- How important is each of the following to the goal of Spanish learning in Seattle Public Schools?
 - Students are being challenged academically to support their intellectual growth. 92% responded Essential or Very Important
 - All students have access to the same Spanish instructional materials, no matter which school in the district they attend. 87% responded Essential or Very Important
- How important is each of the following to the goal of providing Spanish materials in the classroom?

- Spanish language concepts are presented in multiple ways (e.g., video and audio clips, readings, simulations, computer-assisted instruction, etc.). 95% responded Essential or Very Important
- Access to technology in Spanish and other world language learning is vital to connect to authentic resources in the language. How important is each of the following to the goal of providing student use of technology in Spanish learning?
 - Students across all schools have equitable in-school access to technology resources used for language instruction and learning. 94% responded Essential or Very Important

We also asked for feedback from students (during the Field-Testing Observations) and teachers about textbooks and technology. The consensus was very clear:

- Many teachers are not likely to use any student textbooks on a regular basis.
- Both teachers and students do not think it's necessary to provide individual copies of the student textbook to each student in a course. In other words, a classroom set of textbooks for each level that a teacher teaches would be sufficient.
- Both teachers and students have concerns about equitable access to technology if the district purchases online student accounts.

Note that these considerations did not play into the Committee's vote about which vendor/product best met the criteria for the adoption, but they do influence how we are recommending that the roll-out take place.

For the roll-out, the priorities are:

1. Provide equitable access to all Spanish teachers in the district to a rich array of online resources for teachers to share with students (as in video and audio clips, readings, simulations, etc.).
 - >> This can be accomplished by providing online teacher accounts for each level (Spanish 1 through AP 5) that a teacher teaches.
2. Provide equitable access to materials that will challenge students academically and support students to complete 4 or 5 years of Spanish instruction in grades 6-12, while ensuring that all students have access to the same Spanish instructional materials, no matter which school in the district they attend.
 - >> This can begin to be accomplished by rolling out Spanish 4 and AP Spanish 5 materials for students across the district to all high schools. This would include both online teacher accounts and classroom sets of textbooks for students.
3. Ensure that all students have access to the same Spanish instructional materials, no matter which school in the district they attend and support students to complete 2 credits for high school graduation and college admission.
 - >> This can be accomplished by providing classroom sets of Spanish 1 materials to all middle and high schools and Spanish 2 materials to middle schools that offer it and all high schools. This does not include individual online student accounts at this

point because it is not clear that all students across the district would have access to technology on a regular basis at school.

Note that the middle schools currently teaching Spanish 2 in 8th grade all have access to HMH Avancemos - several on a waiver. They could continue with those materials for another year.

b. Alternatives

1. **Do not adopt new Spanish Instructional Materials.** This is not recommended because the previously adopted materials are no longer available (and, in any case, are out of date), and many schools that want to offer Spanish language classes do not have materials to give to their teachers. This creates an inequitable situation in our district because some affluent schools are able to purchase supplemental materials and newly opened schools (such as Robert Eagle Staff and Meany) have been able to get waivers to purchase materials for their students, while schools in the SE and SW regions have not had access to funding.
2. **Adopt (free) Open Educational Resources (OER).** There currently are not readily available Open Educational Resources (OER) materials for teaching grades 6-12 Spanish from Levels 1 through AP 5. This may have potential in the future, but would not address the equitable access concerns that we have now.

c. Research

The adoption committee reviewed multiple forms of data to make their final decision. As per School Board Policy No. 2015, Selection and Adoption of Instructional Materials, the adoption coordinators solicited community feedback during the adoption process. Additional data came from the curriculum review tool the adoption committee developed, narrative feedback from the students and teachers involved in the pilot use of products approved for field testing, classroom observations, accessibility considerations, and screening for bias.

A record of these reviews and deliberations is included in the attachments.

5. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be \$400,000 in 2019-2020.

Future costs would depend on availability of funding and prioritization of purchasing student textbook classroom sets only or individual student online accounts, as well.

The revenue source for this motion is general budget.

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

Note: One-time until the district is clear about the availability of additional funding from the Legislature.

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

Because of the current funding limitations, the Spanish Adoption Coordinator proposed a multi-year roll-out of the adopted materials.

Table 1. Cost for Year 1 (2019-2020) Roll-Out with Nine Years of Use

Title/Description	Cost
Senderos 1: Spanish 1 student materials (middle and high school) (classroom sets textbooks)	\$151,200.00
Senderos 1: Spanish 1 teacher electronic access (middle and high school)	Included
Senderos 2: Spanish 2 student materials (classroom sets textbooks) (high school)	\$62,100.00
Senderos 2: Spanish 2 student materials (classroom sets textbooks) (middle school)	\$8,100.00
Senderos 2: Spanish 2 teacher electronic access (middle and high school)	Included
Senderos 3: Spanish 3 teacher electronic access	Included
Imaginas: Spanish 4 student materials (classroom sets textbooks)	\$34,968.00
Imaginas: Spanish 4 teacher electronic access	Included
AP Temas: AP Spanish 5 student materials (classroom sets textbooks)	\$34,295.00
AP Temas: AP Spanish 5 teacher electronic access	Included
Barcoding of hard copies student and teacher manuals	\$962.40
Professional Development onsite – half-day	Included
Total Cost	\$291,625.40
Freight Charges Year 1	\$14,581.27
Sales Tax 10.1% Year 1	\$30,926.87
Est. Grand Total Cost – Year 1 Materials	\$337,133.54
Est. Cost for PD – 1 sub day x 124 teachers	\$35,000.00
Est. Grand Total Cost – Year 1 Roll-out	\$372,133.54
Remaining from \$400,000 Allocated for Year 1 (Can be used for contingency for increased enrollments)	\$27,866.46

This roll-out plan fits within the proposed budget of \$400,000 in Year 1 and makes major progress on the district’s focus on equitable access to high-quality materials on a relatively small budget in the first year. Because we are not purchasing online student accounts in 2019-2020, the biggest risk is that if the district decides to purchase online accounts in the future the price will likely be considerably higher: quoted at \$184 per student online account.

This roll-out approach allows all of the Spanish teachers to become familiar with the online resources in the teacher accounts and prioritizes access to classroom textbooks for students in Spanish 1 and 2 entering the world language program at middle and high school and Spanish 4 and 5 continuing to advanced levels.

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

The following forms of communication were utilized to reach the broadest audience when announcing opportunities to join the adoption committee, to complete hands-on reviews of different textbooks, or to provide community and staff input and feedback:

- District webpage announcement
- School messenger
- School Leader Communicator
- Adoption Committee webpage
- SPS Office of Community Partnership
- K-12 Schoology groups
- Social media (Facebook, Twitter)

To support access to review the resources, materials were available online throughout the length of the adoption field testing.

For those who preferred hard copies for viewing, materials were publicly available in the John Stanford Center for Educational Excellence from May 17 through June 30, 2019, as well as in the following schools and school libraries for open houses for the community:

- Chief Sealth International High School (SW) June 5, 2019
- Mercer International Middle School (SE) June 6, 2019
- Franklin High School (Central) June 6, 2019 (materials remained through June 30)
- Nathan Hale High School (NE) June 11, 2019
- Hamilton International Middle School (NW) June 12, 2019 (through June 21)

Included in this study was a field test of the top two finalist vendors, Pearson and Vista Higher Learning, including two separate programs from Vista. This pilot engaged 16 Spanish teachers and over 750 students learning Spanish in middle or high school at levels 1 through AP 5. (See Attachment M: Pilot Schools and Teachers) The pilot period not only provided data essential for comparing the three sets of instructional materials under consideration, but also created institutional knowledge to guide future professional development of the instructional materials chosen for adoption. The finalist review was open for approximately one month and communicated through all appropriate communication channels available.

The adoption committee represents all five regions of the school district and includes teachers, staff, school leaders, parents, and members of community-based organizations, with about 32% of them representing the community (7 out of 22). The current Spanish teachers on the committee would represent about 18% of the Spanish teachers in the district (12 out of 67 teachers). The 5 men and 17 women on the committee represent at least three different ethnicities:

- Asian (1)
- Hispanic/Latino (4)
- White (15)
- Not reported (2)

7. EQUITY ANALYSIS

The adoption committee applied the district’s Racial Equity Analysis tool in a manner that addressed a frequent concern relative to equity and access in a large urban school district: racial, ethnic and gender disparities in the content, examples, and images in the text and online materials. In order to mitigate the harm inflicted on students who do not or cannot see themselves in the instructional materials, 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. (See Attachment L: Anti-Bias Screener)

In addition, great efforts were taken to attract a diverse set of members to the adoption committee (see Attachment C: Committee Members) and to provide translated versions of the community survey as well as providing interpreters at the open houses.

8. STUDENT BENEFIT

Based on all the evidence gathered during the pilot period, the adoption committee firmly believes that adopting the *Vista Higher Learning Senderos 1, 2, 3, Imaginas 4e, and AP Temas* instructional materials will provide a substantial benefit to students, as measured not only by increased student proficiency development in Spanish, but also by student engagement, differentiation, access to online teacher resources, and consistent learning experiences throughout the school district. Access to consistent, high-quality, up-to-date materials and media will allow teachers throughout the district to focus on students’ learning and reduce the number of students with a failing grade in Spanish 1A and Spanish 2A, where they are then in jeopardy of not earning 24 credits within 4 years of high school or not meeting the state’s 2-credit world language graduation requirement. Finally, supporting higher level language classes in high schools throughout the district (Spanish 4, IB Spanish 4, and AP Spanish 5) is likely to increase the number of students studying Spanish in Seattle who could qualify for the State Seal of Bilingualism by passing AP or IB exams.

During the school visits by the observation team, students were interviewed in a variety of schools and classrooms. Student comments about the materials included:

- Website works well enough, able to look at things
- Easy to see all assignments to do
- Better material for learning
- More exercises that are interactive

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

10. POLICY IMPLICATION

The motion is in compliance with Policy No. 6220. Procurement, as the contract exceeds \$250,000. The amount of the contract initial value for year one of Spanish adoption materials is \$400,000. Additionally, the introduction is in compliance with Policy No. 2015, Selection and Adoption of Instructional Materials. The Spanish adoption followed the thorough process of soliciting input from community, examining a range of instructional materials, and making best recommendations for Spanish curriculum adoption based on data and evidence gathered.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Curriculum & Instruction Policy Committee meeting on October 8th, 2019. The Committee reviewed the motion and moved the item forward for approval by the full board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, adoption of the *Vista Higher Learning* series of Spanish instructional materials for use in 6th-12th grade classes will move forward, with student use beginning in the 2019-2020 school year.

The implementation will follow this general timeline:

- Fall 2019 – SPS Purchasing Department will finalize contract between Seattle Public Schools and Vista Higher Learning, Inc.
- Fall 2019 – Department of Curriculum, Assessment, and Instruction will develop a schedule and desired outcomes for initial and ongoing professional development.
- Fall 2019 – Department of Technology Services will work with Vista Higher Learning, Inc. to ensure that online components are Americans with Disabilities Act (ADA) compliant.
- Fall 2019 – Delivery of online teacher accounts to teachers.
- Fall-Winter 2019 – One day of ‘initial use’ professional development for teachers with subs.
- Fall-Winter 2019 – Delivery of student textbooks to all schools with Spanish 1,2,4 and AP Spanish 5 / IB Spanish classes.
- 2019-2020 – Two additional days of professional development spread out through the school year to provide training on new materials.
Decision about further purchases depending on district funding.
- 2020-2028 – Ongoing use of Vista Higher Learning series of instructional materials for 6th-12th grade classes. Supplemental ongoing professional development.

13. ATTACHMENTS

- Attachment A: *Vista Higher Learning* Proposal
- Attachment B: Adoption Process and Timeline
- Attachment C: Adoption Committee Members
- Attachment D: Criteria for Evaluation
- Attachment E: Analysis of Feedback and Data
- Attachment F: Consent Decree Compliance
- Attachment G: Family and Community Feedback
- Attachment H: Pilot Teacher Feedback
- Attachment I: Pilot Classroom Observations
- Attachment J: Adoption Committee Scoring
- Attachment K: Anti-Bias Screener
- Attachment L: Pilot Schools and Teachers

Attachment A: Vista Higher Learning Proposal

Proposal Overview

In response to Seattle Public Schools' Request for Proposal (RFP), Vista Higher Learning, Inc., the publisher of *Senders 1, 2, 3, Imaginas 4e, and AP Temas*, submitted a proposal that included costs for textbooks, as well as access to student online accounts (one online account per student textbook purchased) over the course of nine years.

Seattle Public Schools' Purchasing Office requested a second and third round of pricing options from Vista Higher Learning, Inc. based on rolling the procurement of the adopted materials out over several years as funding became available to the district. These pricing options included pricing for textbooks only, textbooks plus online student access, and online student access only.

In the attached proposal, the nine-year license pricing is shown for online teacher accounts and classroom sets of textbooks for *Senders 1, Senders 2, Imaginas 4e* and *AP Temas*.

SPS Purchasing Office has also received estimated costs for procurements in future years for student textbooks and/or online student accounts for *Senders 1 and 3*. Those are not included here because there is not currently funding available for them.

**RFP06875 Step 2 MIDDLE -HS SPANISH
ATTACHMENT 4 PRODUCT PRICE LIST**

RFP06875 STEP 2 MIDDLE - HS SPANISH REQUEST FOR PRODUCT NUMBERS AND PRICING BASED ON JULY 2019 ENROLLMENT ESTIMATES			Please fill in all yellow highlighted spaces below
	RFP06875 9 yr LEVEL 1 and 2 HS AND MS PLUS LEVEL 4 AND 5 - 9 YR PLAN cm-mm - VHL -10-oct-2019		
COMPANY NAME	Vista Higher Learning / Senderos/Imaginas/Temas	Name of representative, please include ,email and phone number	Laurie Johnston, ljohnston@vistahigherlearning.com m 530-295-0661
		Signature of representative authorized to submit pricing for Vista	
ADD LINES TO INCLUDE ALL MATERIALS OFFERED FOR EACH GRADE LEVEL RETURN THIS AS AN EXCEL FILE-THANK YOU!			

PLEASE LIST ALL ISBN/ITEM NUMBERS/UNIT & EXTENDED PRICES FOR ALL PRODUCTS/CONFIGURATIONS REQUESTED

QTY	ISBN #	TITLE	PRICE	EXTENDED PRICE
124	978-1-68005-272-5	TEACHER ONLINE RESOURCE LEVEL 1 SENDEROS (9 YEARS) (Gratis total value is \$97,588)	\$787.00	\$0.00
124	978-1-68005-306-7	TEACHER ONLINE RESOURCE LEVEL 2 SENDEROS (9 YEARS) (Gratis total value is \$97,588)	\$787.00	\$0.00
124	978-1-68005-340-1	TEACHER ONLINE RESOURCE LEVEL 3 SENDEROS (9 YEARS) (Gratis total value is \$97,588)	\$787.00	\$0.00
124	978-1-68005-715-7	TEACHER ONLINE RESOURCE LEVEL 4 IMAGINA (9 YEARS)	\$424.00	\$0.00
124	978-1-54331-074-0	TEACHER ONLINE RESOURCE LEVEL 5 TEMAS (9 YEARS)	\$312.00	\$0.00
		(requirement is that all teachers at all levels have access to all electronic teacher resources starting in year 1 and extending thru year 9) If priced at \$0.00/no charge/gratis it is assumed to apply to additional teachers throughout the 9 year period. If there is any charge, please also indicate the prorated / decreasing cost for years 2-9. This will begin with school year 19/20 which is considered Year 1 of adoption		
		TOTAL TEACHER ONLINE RESOURCE LEVEL 1-5 FOR 9 YEARS		\$0.00
		LIST ALL ESSENTIAL SPANISH 1 MIDDLE SCHOOL and HIGH SCHOOL STUDENT- & TEACHER-RELATED ITEMS BELOW, INCLUDING, BUT NOT LIMITED TO: HARD COPY & ONLINE VERSIONS OF TEXTUAL MATERIALS, CONSUMABLE MATERIALS, TEACHER MATERIALS, ONLINE ACCESS/RESOURCES, AND PROFESSIONAL DEVELOPMENT		
1680	978-1-68005-190-2	Senderos 1 Student Materials (Hard Copy books only option)	\$90.00	\$151,200

**RFP06875 Step 2 MIDDLE -HS SPANISH
ATTACHMENT 4 PRODUCT PRICE LIST**

RFP06875 STEP 2 MIDDLE - HS SPANISH REQUEST FOR PRODUCT NUMBERS AND PRICING BASED ON JULY 2019 ENROLLMENT ESTIMATES			Please fill in all yellow highlighted spaces below
	RFP06875 9 yr LEVEL 1and 2 HS AND MS PLUS LEVEL 4 AND 5 - 9 YR PLAN cm-mm - VHL -10-oct-2019		
COMPANY NAME	Vista Higher Learning / Senderos/Imaginas/Temas	Name of representative, please include ,email and phone number	Laurie Johnston, ljohnston@vistahigherlearning.com m 530-295-0661
		Signature of representative authorized to submit pricing for Vista	
ADD LINES TO INCLUDE ALL MATERIALS OFFERED FOR EACH GRADE LEVEL			
RETURN THIS AS AN EXCEL FILE-THANK YOU!			

PLEASE LIST ALL ISBN/ITEM NUMBERS/UNIT & EXTENDED PRICES FOR ALL PRODUCTS/CONFIGURATIONS REQUESTED

QTY	ISBN #	TITLE	PRICE	EXTENDED PRICE
56	978-1-68005-191-9	Senderos 1 Teacher Materials hard copy and electronic (9 years) <i>This will begin with school year 19/20</i>	\$0.00	\$0.00
		LIST ALL ESSENTIAL SPANISH 2 HIGH SCHOOL STUDENT- & TEACHER-RELATED ITEMS BELOW, INCLUDING, BUT NOT LIMITED TO: HARD COPY & ONLINE VERSIONS OF TEXTUAL MATERIALS, CONSUMABLE MATERIALS, TEACHER MATERIALS, ONLINE ACCESS/RESOURCES, AND PROFESSIONAL DEVELOPMENT		
690	978-1-68005-192-6	Senderos 2 Student Materials (Hard Copy books only option)	\$90.00	\$62,100
23	978-1-68005-306-7	Senderos 2 Teacher Materials hard copy and electronic (9 years) <i>This will begin with school year 19/20</i>	\$0.00	\$0.00
		LIST ALL ESSENTIAL SPANISH 2 MIDDLE SCHOOL STUDENT- & TEACHER-RELATED ITEMS BELOW, INCLUDING, BUT NOT LIMITED TO: HARD COPY & ONLINE VERSIONS OF TEXTUAL MATERIALS, CONSUMABLE MATERIALS, TEACHER MATERIALS, ONLINE ACCESS/RESOURCES, AND PROFESSIONAL DEVELOPMENT		
90	978-1-68005-192-6	Senderos 2 Student Materials (Hard Copy books only option)	\$90.00	\$8,100.00
3	978-1-68005-306-7	Senderos 2 Teacher Materials hard copy and electronic (9 years) <i>Estimates for school year 19/20</i>	\$0.00	\$0.00
		LIST ALL ESSENTIAL SPANISH 4 STUDENT- & TEACHER-RELATED ITEMS BELOW, INCLUDING, BUT NOT LIMITED TO: HARD COPY & ONLINE VERSIONS OF TEXTUAL MATERIALS, CONSUMABLE MATERIALS, TEACHER MATERIALS, ONLINE ACCESS/RESOURCES, AND PROFESSIONAL DEVELOPMENT		

**RFP06875 Step 2 MIDDLE -HS SPANISH
ATTACHMENT 4 PRODUCT PRICE LIST**

RFP06875 STEP 2 MIDDLE - HS SPANISH REQUEST FOR PRODUCT NUMBERS AND PRICING BASED ON JULY 2019 ENROLLMENT ESTIMATES			Please fill in all yellow highlighted spaces below
	RFP06875 9 yr LEVEL 1and 2 HS AND MS PLUS LEVEL 4 AND 5 - 9 YR PLAN cm-mm - VHL -10-oct-2019		
COMPANY NAME	Vista Higher Learning / Senderos/Imaginas/Temas	Name of representative, please include ,email and phone number	Laurie Johnston, ljohnston@vistahigherlearning.com m 530-295-0661
		Signature of representative authorized to submit pricing for Vista	
ADD LINES TO INCLUDE ALL MATERIALS OFFERED FOR EACH GRADE LEVEL			
RETURN THIS AS AN EXCEL FILE-THANK YOU!			

PLEASE LIST ALL ISBN/ITEM NUMBERS/UNIT & EXTENDED PRICES FOR ALL PRODUCTS/CONFIGURATIONS REQUESTED

QTY	ISBN #	TITLE	PRICE	EXTENDED PRICE
282	978-1-68005-673-0	Imagina 4 (AP) Student Materials (Hard Copy books only option)	\$124.00	\$34,968.00
10	978-1-68005-715-7	Imagina 4 Teacher Materials hard copy and electronic (9 years)	\$0.00	\$0.00
		This will begin with school year 19/20		
		*Year 9 of 9 years will be a gratis pilot of newer edition of Imagina		
		LIST ALL <u>ESSENTIAL</u> AP SPANISH 5 STUDENT- & TEACHER-RELATED ITEMS BELOW, INCLUDING, BUT NOT LIMITED TO: HARD COPY & ONLINE VERSIONS OF TEXTUAL MATERIALS, CONSUMABLE MATERIALS, TEACHER MATERIALS, ONLINE ACCESS/RESOURCES, AND PROFESSIONAL DEVELOPMENT		
361	978-1-54330-138-0	Temas 5 Student Materials (Hard Copy books only option)	\$95.00	\$34,295.00
13	978-1-54331-074-0	Temas 5 Teacher Materials hard copy and electronic (9 years)	\$0.00	\$0.00
		This will begin with school year 19/20		
		*Year 9 of 9 years will be a gratis pilot of newer edition of Temas		
3208	1	BARCODING OF HARD COPIES/STUDENT AND TEACHER MATERIALS FOR MAIN ADOPTION (Price based on a "per book" barcoding cost)	0.3	\$ 962.40
	1	LOT PROFESSIONAL DEVELOPMENT YEAR 1 19/20	\$2,000.00	\$0.00
		SUBTOTAL		\$291,625.40
		ESTIMATED PROCESSING/HANDLING CHARGES IF ANY TO MEET DISTRICT "PER SCHOOL"	\$0	\$0.00
		ESTIMATED PROCESSING/HANDLING CHARGES IF ANY TO MEET DISTRICT "PER SCHOOL"	\$	-
		fFreight Charges If Any YEAR 1		\$14,581.27
		TOTAL MERCHANDISE, SERVICES, BAR CODING AND FREIGHT FOR YEAR 19/20		\$306,206.67
		Sales Tax 10.1% Nominal YEAR 1		\$30,926.87


RFP06875 STEP 2 MIDDLE - HS SPANISH REQUEST FOR PRODUCT NUMBERS AND PRICING BASED ON JULY 2019 ENROLLMENT ESTIMATES			Please fill in all yellow highlighted spaces below
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		Signature of representative authorized to submit pricing for Vista	
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RETURN THIS AS AN EXCEL FILE-THANK YOU!			

PLEASE LIST ALL ISBN/ITEM NUMBERS/UNIT & EXTENDED PRICES FOR ALL PRODUCTS/CONFIGURATIONS REQUESTED

QTY	ISBN #	TITLE	PRICE	EXTENDED PRICE
		Total FOB SSD#1 Seattle Warehouse FOR YEAR 1 OF ADOPTION YEAR 1 2019/2020		\$337,133.54
		TOTAL COSTS BELOW REFER TO ALL MATERIALS, ON-LINE RESOURCES		
		BAR CODING, PD, PROCESSING/HANDLING, FRT, TAX, ETC.		
		TOTAL COST YEAR 1 OF ADOPTION		\$337,133.54
		TOTAL COST YEAR 2		
		TOTAL COST YEAR 3		
		TOTAL COST YEAR 4		
		TOTAL COST YEAR 5		
		TOTAL COST YEAR 6		
		TOTAL COST YEAR 7		
		TOTAL COST YEAR 8		
		TOTAL COST YEAR 9		
		TOTAL COST YEARS 1 THRU 9		

Attachment B: Adoption Process and Timeline


In July 2018, Seattle Public Schools initiated an adoption process for instructional materials to support Spanish as a world language in grades 6 through 12.

The instructional materials process will follow the [Seattle Public Schools Selection and Adoption of Instructional Materials, Policy No. 2015](#) 

When approved by the Seattle School Board, the new instructional materials will be ready for implementation by the 2019-20 school year or the following year, depending on funding.

Stage 1: June 2018 - March 2019

A public announcement of the adoption was sent out on School Messenger and posted on the SPS website. SPS teachers and families were invited to complete a Needs Assessment Survey. The Adoption Committee was formed and held two initial meetings, with the goal of publishing the selection criteria for the instructional materials and recommending potential candidates.

- **September 27, 2018** Adoption Committee Member applications due (*revised date*)
- **October 17, 2018** Adoption Committee Members notified
- **October 30, 2018 9:00 am - 3:30 pm Room 2778;**
Optional: 3:30-5:30 Room 2010
Seattle Public Schools JSCEE
2445 3rd Ave. S, Seattle, WA 98124
First Adoption Committee meeting
Purpose: Develop criteria for evaluating materials to be reviewed
- **November 14, 2018 3:00 - 5:00 pm JSCEE**
Follow-on Adoption Committee meeting
Purpose: Finalize criteria for evaluating materials to be reviewed.
- [Review Criteria](#)  Approved by Instructional Materials Committee
- **February - March 2019** Request for Proposal (RFP) was issued by Purchasing office to vendors. Vendors submitted proposals in March 2019 for the following instructional materials:
 - Cengage
 - Houghton-Mifflin Harcourt
 - Pearson
 - Vista Higher Learning
 - EMC (did not provide VPAT, so not evaluated)
 - Wayside Publishing (did not provide VPAT, so not evaluated)

Stage 2: April 2019

The Adoption Committee reconvened to finalize the selection of final instructional materials candidates to advance to the Field Test. All potential materials were available for public viewing at multiple locations around the district with opportunities for the public to provide feedback.

- **April 4, 2019** Second Adoption Committee meeting
Purpose: Evaluate materials provided by publishers
Three vendors were approved, but one was not able to commit to providing the materials and online access according to the district's 9-year contract.

Materials from the two vendors approved for field testing were on display through June at the JSCEE Library 2nd floor:

- [Vista Higher Learning](#)
 - Senderos (Levels 1, 2, 3)
 - Imagina (Level 4)
 - Temas (Level AP)
 - Español Santillana (Levels 1, 2, 3, 4)
- [Pearson World Languages](#)
 - Auténtico (Levels 1, 2, 3)
 - Realidades (Level 4)
 - Abriendo paso (Level AP 5 Prep)
 - AP Spanish Test Prep

Stage 3: May - June 2019

The Field Test began in selected classrooms. Field Test teachers received professional development and used the materials in their classroom. To gather information regarding the effectiveness and use of each of the instructional material candidates, the Adoption Coordinator collected a variety of student interview and survey data, conducted classroom observations, surveyed Field Test teachers, and met with families at open houses.

Read the [Announcement](#) about Field Testing and Open Houses for viewing the materials.

Instructional Materials Open Houses:

The public was invited to view the materials being field tested at several open houses in early June.

- **Tuesday, June 4, 2019** 12:30 - 6:30 p.m. at
John Stanford Center for Educational Excellence (JSCEE)
2445 3rd Ave. S, Seattle, WA 98134

- **Wednesday, June 5, 2019** 4:30 - 6:30 p.m. at
Chief Sealth International High School
2600 SW Thistle St, Seattle, WA 98126
- **Thursday, June 6, 2019** 4:30 - 6:30 p.m. at
Mercer International Middle School
1600 S Columbian Way, Seattle, WA 98108
Franklin High School
3013 S Mt Baker Blvd, Seattle, WA 98144
- **Tuesday, June 11, 2019** 4:30 - 6:30 p.m. at
Nathan Hale High School
10750 30th Ave NE, Seattle, WA 98125
- **Wednesday, June 12, 2019** 4:30 - 6:30 p.m. at
Hamilton International Middle School
1610 N 41st St, Seattle, WA 98103

Stage 4: June - October 2019

At its June 18 meeting, the Adoption Committee reviewed results of the Field Test and feedback from the community and selected instructional materials to recommend to the Superintendent. A Board Action Report will be presented to the Instructional Materials Committee (IMC). The IMC will submit a recommendation to the School Board Curriculum & Instruction Committee and then the full School Board. The School Board will hear public comments, provide feedback, and ask for follow-up clarification before voting to approve the recommendation.

Implementation: Fall 2019 or August 2020

Some of the new instructional materials may be ready for implementation by fall of the 2019-2020 school year. Others will likely be purchased for school year 2020-2021. Implementation schools will be supported through professional development, which emphasizes the shift in pedagogy to a focus on developing language proficiency, in order to provide equitable opportunities for all students.

SPS Racial Equity Analysis Tool

It is the moral and ethical responsibility and a top priority for Seattle Public Schools to provide Equity Access and Opportunity for every student, and to eliminate racial inequity in our educational and administrative system.

The Racial Equity Analysis Tool lays out a clear process and a set of questions to guide the development, implementation, and evaluation of significant policies, initiatives, professional development, programs, instructional practices, and budget issues to address the impacts on racial equity. The SPS World Languages Team will use the Analysis Tool to guarantee an equity lens for the Adoption Process.

[Racial Equity Analysis Tool](#)  - Approved by Instructional Materials Committee for Spanish Adoption.

Attachment C: Committee Members

Adoption Coordinators

Name	Role
Michele Anciaux Aoki, Ph.D. – Coordinator	International Education Administrator and World Languages Program Manager
Jay Waltmunson, Ph.D. – Part-time Assistant	Substitute Spanish teacher for the district

Adoption Committee Members – Teachers and Staff

SPS Teacher and Staff Members						
Name	Current Assignment	School Info	Endorsements	Ethnicity	Gender	Region
Cara McEvoy	Franklin High School		Spanish	White	Female	Central
Amos Wiedmaier	Roosevelt High School		Spanish	White	Male	NE
Teresita Tobon	Nathan Hale High School		Spanish, French, ELL, Bilingual	Hispanic/Latino	Female	NE
Catherine Schmider	Ballard High School		Spanish, English, Russian, Economics	White	Female	NW
Ceinwen Bushey	Ingraham High School	HCC, Intl, IB	Spanish K-12	White	Female	NW
Janice Lehmann	Whitman Middle School		Spanish	White	Female	NW
Mary Lanza	Mercer International Middle School	Intl	Spanish	White	Female	SE
Christopher Quigley	South Shore K-8		Elementary, English	White	Male	SE
Jennifer Wittenberg	Cleveland High School		Spanish, English Language Learners	White	Female	SE
Victoria Jones	Cleveland High School		French, Spanish	White	Female	SE
Meghan Schumacher	West Seattle High School		French, Spanish, ELL	White	Female	SW
Tricia Nielsen	Chief Sealth International High	Intl, IB	Spanish, ELL, Biology	Asian	Female	SW
Deborah Alonso	ELL Dept		Non-Cert	Hispanic	Female	District
Harvey Wright	Instructional Technology		Language Arts 9-12	White	Male	District

Note: Harvey Wright changed positions in Fall 2018 before the Committee held its first meeting and resigned from the committee.

Adoption Committee Members – Community Members

Community Members						
Name	Family School	School Info	Feeder High School	Ethnicity	Gender	Region
Mary Giordano			Garfield	White	Female	Central
Jeanne Finley	Garfield High School (11) Washington (7)	HCC	Garfield	White	Female	Central
David Simmons			Roosevelt/Lincoln	White	Male	NE
Patricia Venegas-Weber			Roosevelt	Hispanic/ Latino	Female	NE
Chris Fontana	Beacon Hill International (K)	Intl, Title I	Cleveland	White	Male	SE
Angelica Mendoza-De Lorenzo	Denny Intl MS (7) West Seattle HS (9)	Intl	West Seattle	Hispanic/ Latino	Female	SW
Sabrina Spannagel			Chief Sealth	no response	Female	SW

The Spanish Adoption Committee launched with 22 members, with about 32% of them representing the community (7 out of 22). The current Spanish teachers on the committee would represent about 18% of the Spanish teachers in the district (12 out of 67 teachers).

Attachment D: Criteria for Evaluation

Overview

The Spanish Adoption Committee, taking into consideration all relevant School Board policies, academic requirements, needs of students and teachers, and best practices for instruction, developed a comprehensive review tool. This document identified five major categories and 57 subcategories for evaluating instructional materials.

CATEGORY 1: STANDARDS ALIGNMENT	
<p>WHY: "Educational excellence and equity for every student is Goal One of our district's Strategic Plan. Our academic program is grounded in standards-based curriculum, with strong, targeted instruction delivered by highly-qualified teachers to ensure that every student graduates ready for college, career, and life." – SPS Department of Curriculum, Assessment, and Instruction website</p>	
<p>WHAT: "The World-Readiness Standards for Learning Languages define the central role of world languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." – https://www.actfl.org/publications/all/world-readiness-standards-learning-languages accessed</p>	
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
1.1. Providing alignment with, and instructional support for, Washington State and National World-Readiness Standards for Learning Languages.	
1.2. Providing minimum 2-year scope and sequenced program, 3-5 year sequence, if possible.	
<p>COMMUNICATION: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes</p>	
1.3. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	
1.4. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	
1.5. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	

CATEGORY 1: STANDARDS ALIGNMENT

CULTURES: Interact with cultural competence and understanding	
1.6. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	
1.7. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS: Connect with other disciplines and acquire information and diverse perspectives to use language to function in academic and career-related situations.	
1.8. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
1.9. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS: Develop insight into the nature of language and culture to interact with cultural competence.	
1.10. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
1.11. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES: Communicate and interact with cultural competence to participate in multilingual communities at home and around the world.	
1.12. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	
1.13. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
LANGUAGE SKILLS: Support for Reading, Listening, Speaking, and Writing with authentic materials.	

CATEGORY 1: STANDARDS ALIGNMENT					
1.14. Reading: Provides comprehensible input at i+1 (at their level and slightly above). Provides level-appropriate reading materials that reflect authentic native speaking cultures and their diverse contexts. A significant amount of reading material is available for each unit.					
1.15. Listening: Provides comprehensible input at i+1 (at their level and slightly above). Provides age-appropriate listening resources that reflect authentic native speaking cultures and their diverse contexts. A significant amount of listening material is available for each unit.					
1.16. Speaking: Useful communicative speaking tasks are offered in every chapter/unit of study. Uses a task-based teaching approach to provide opportunities to use language for language acquisition purposes. Provides multiple opportunities to practice speaking skills in the target language. Includes question bank.					
1.17. Writing: Useful writing tasks are offered in every chapter/unit of study. Tasks for writing are level-appropriate and reflect relevant and age appropriate topics.					
	Total Score:	/	Pts Possible:	=	% Score:
			68		

CATEGORY 2: ASSESSMENTS	
WHY: "The Board of Directors of Seattle Public Schools ... believes that assessments are a critical component of our education system used to inform instruction through identification of student strengths, assessment of learning growth, and diagnosis of barriers, and areas of support." – SPS School Board Policy #2080	
WHAT: Includes pre-, formative, summative, self-, and peer-assessment measures that assess three-dimensional learning that provides data used to inform instruction.	
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE

CATEGORY 2: ASSESSMENTS

QUALITY OF ASSESSMENTS

- | | | |
|------------|--|--|
| 2.1 | Provides a variety of assessments that are active, engaging, integrative, meaningful, and authentic. | |
| 2.2 | Provides differentiated assessment materials. | |
| 2.3 | Provides assessments that are editable and adaptable to teacher, student, and district needs | |
| 2.4 | Provides assessments of all four skills (reading, writing, speaking, listening) and the three modes of communication (interpersonal, interpretive, and presentation) | |
| 2.5 | Provides multiple methods of assessment, including but not limited to, summative, performance-based, peer-to-peer, self-assessments, and cultural understanding | |

TYPES OF ASSESSMENTS

- | | | |
|------------|---|--|
| 2.6 | Pre-Unit assessments that elicit students' prior knowledge and preconceptions, with the information used to help guide instruction and to address students' unique understanding | |
| 2.7 | Formative assessments , embedded throughout each lesson, that provide multiple opportunities for the teacher to assess student understanding during key moments of instruction | |
| 2.8 | Summative assessments , at the end of a chapter or unit, that require students to demonstrate their language skills supported by evidence collected from different sources throughout the instructional period | |
| 2.9 | Technology-based assessment tools that include scoring rubrics and, where possible, examples of student work at each scoring level. | |

CATEGORY 2: ASSESSMENTS					
2.10 Assessments that provide or support program metrics across implemented sites and allow for disaggregated views of student learning outcomes.					
2.11 Any technology tools must easily integrate with existing SPS technologies and be WCAG 2.0 compliant.					
	Total Score:	/	Pts Possible:	=	% Score:
			44		

CATEGORY 3: ACCESSIBILITY FOR DIVERSE LEARNERS	
WHY:	“The district shall provide every student with equitable access to a high-quality curriculum, support, facilities, and other educational resources.” – SPS School Board Policy #0030
WHAT:	Instructional materials support students with special needs, including, but not limited to, standard English learners, English learners, long term English learners, students living in poverty, foster youth, girls and young women, advanced learners, students with disabilities, students experiencing trauma, and students below grade level.
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
3.1 Organization, text format, and layout (for print text and online materials) <ul style="list-style-type: none"> ● Clear chapter titles/headings support understanding ● Organized in a way easy for students to understand ● Consistent flow of material ● Grammar explanations are clearly present and clearly articulated with a variety of examples provided 	
3.2 Readability <ul style="list-style-type: none"> ● Readable Fonts ● Clear directions/Explanations 	

CATEGORY 3: ACCESSIBILITY FOR DIVERSE LEARNERS

3.3 Visual supports <ul style="list-style-type: none"> • Pictures help illustrate and support the learning target in the text and are culturally authentic to Spanish speaking cultures • Appropriate ratio of text to visual supports 											
3.4 Videos <ul style="list-style-type: none"> • Interesting, relevant, and engaging that appeal to students in this age range • Content addresses social issues. • Follow a natural language acquisition process, corresponding to the language proficiency of the students 											
3.5 Suggestions for how to connect instruction to the students' home, neighborhood, community, and/or culture with a social justice lens as appropriate.											
3.6 Teacher resources that supply a differentiated path for all students, addressing special needs (including but not limited to: English learners, heritage learners, advanced learners, students with disabilities, students experiencing trauma, and students below grade level)											
3.7 Lessons that provide opportunities for multiple methods and modes of student expression, as well as student choice											
3.8 Technology-based instructional tools that are designed to meet the needs of diverse learners and provide equitable access for all students											
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border: none;">Total Score:</td> <td style="width: 5%; border: none; text-align: center;">/</td> <td style="width: 25%; border: none;">Pts Possible:</td> <td style="width: 5%; border: none; text-align: center;">=</td> <td style="width: 40%; border: none;">% Score:</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none; text-align: center;">32</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>	Total Score:	/	Pts Possible:	=	% Score:			32		
Total Score:	/	Pts Possible:	=	% Score:							
		32									

CATEGORY 4: EVALUATION OF BIAS CONTENT

WHY: “As schools work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials, and teaching strategies. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities.” – WA OSPI Equity & Civil Rights Task Force

WHAT: Criteria adapted from the Washington Models for the Evaluation of Bias Content in Instructional Materials, WA OSPI Equity & Civil Rights Task Force (Appendix A)

Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE										
4.1 Materials that represent people from a wide range of races, ethnicities, and cultures as central characters, performing similar work in related fields, and highlighting their contributions to society.											
4.2 Materials that represent a variety of people from different gender identities and the LGBTQ community as central characters, performing similar work in related fields, and highlighting their contributions to society.											
4.3 Materials that represent people both with and without disabilities as central characters, performing similar work in related fields, and highlighting their contributions to society.											
4.4 Materials that avoid using oversimplified generalizations about social classes and groups and is free of historical marginalization within text and illustrations.											
4.5 Materials that provide an opportunity for a variety of racial, ethnic, and cultural perspectives.											
4.6 Materials that provide an opportunity for discourse which considers a variety of socioeconomic perspectives and identities around national origin and migration.											
4.7 Materials that depict varying types of family groups, including traditional nuclear families, single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family.											
	<table style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: none; padding: 0 10px;">Total Score:</td> <td style="border: none; padding: 0 10px; text-align: center;">/</td> <td style="border: none; padding: 0 10px;">Pts Possible:</td> <td style="border: none; padding: 0 10px; text-align: center;">=</td> <td style="border: none; padding: 0 10px;">% Score:</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;"></td> <td style="border: none; text-align: center;">28</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>	Total Score:	/	Pts Possible:	=	% Score:			28		
Total Score:	/	Pts Possible:	=	% Score:							
		28									

CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT

WHY: “[The District will] align instruction, mentoring, evaluation, and support to ensure each and every educator develops strong foundational teaching skills.” – SPS Formula for Success

WHAT: “Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.” – The National Association for Gifted Children website

Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
5.1 Objectives and Goals: The objectives/standards clearly stated in both student and teacher editions, including a cohesive integration of the 5 “C” goal areas of the World-Readiness Standards for Learning Languages.	
5.2 Instructional Resources. <ul style="list-style-type: none"> ● Appeal to different learning styles. ● Include differentiation strategies ● Are age appropriate ● Include abundant reading selections, including authentic materials ● Motivate active student learning ● Include student focused communicative activities 	
5.3 Support materials that integrate with main theme being studied.	
5.4 Adaptable to many teaching styles.	
5.5 Presentation/Visual Resources – digital and print materials to reinforce visual learning.	
5.6 Sequenced video program.	
5.7 Online resources are available and accessible through SPS existing technological infrastructure.	
5.8 All materials are ADA WCAG 2.0 compliant.	

CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT

	Total Score:	/	Pts Possible:	=	% Score:
			32		

TOTAL SCORE

Category	Total Score	Pts Possible	% Score
Category 1: Standards		68	
Category 2: Assessments		44	
Category 3: Accessibility		32	
Category 4: Evaluation of Bias Content		28	
Category 5: Instructional Planning and Support		32	
TOTAL		204	

Application of Criteria

The adoption committee used the criteria listed above for the initial review of materials submitted during the Request for Information (RFI), primarily to see if there were materials being put forward that could potentially meet the criteria, and thus qualify as candidates for field testing and adoption.

In Step 1 of the Request for Proposal (RFP) process, the criteria were used to determine which publishers and materials would be considered for Step 2 field testing. After the conclusion of the field testing when the committee met to review the results of the field testing and community input, two of the criteria (Category 4: Evaluation of Bias Content and Category 5: Instructional Planning and Support), where the candidate materials were rated relatively lower during Step 1, were again rated by the Spanish Adoption Committee members. In both Step 1 and Step 2, multiple committee members completed evaluations of each set of instructional materials, and scores were then averaged.

Attachment E: Analysis of Feedback and Data

Overview

There were multiple opportunities to evaluate the materials submitted in the Request for Proposal (RFP).

Consent Decree Compliance

Although all four vendors considered for field testing passed the required VPAT review to meet the requirements of the Consent Decree of 2015 (see Attachment F), Vista Higher Learning passed it with a caveat that some of the electronic features were not yet compliant. These appeared to be mainly related to the Santillana product line, which Vista Higher Learning had recently acquired and not yet integrated into their standard online platform.

Conclusion: If Vista Higher Learning products were selected (especially Santillana product line), then it would be important to be selective about which online components to include in the adoption.

Family and Community Feedback

The community survey was launched before specific products were selected for consideration, and so the data collected pertained to more general considerations in selecting instructional materials for the Spanish adoption. These questions in particular informed the recommendations for materials and roll-out of the adopted materials (given the limited budget in Year 1):

- How many years (levels) of Spanish instruction should students have access to from grades 6-12? 88% responded 4 or 5 years (74% responded 5 or more years)
- How important is each of the following to the goal of Spanish learning in Seattle Public Schools?:
 - Students are being challenged academically to support their intellectual growth. 92% responded Essential or Very Important
 - All students have access to the same Spanish instructional materials, no matter which school in the district they attend. 87% responded Essential or Very Important
- How important is each of the following to the goal of providing Spanish materials in the classroom?
 - Spanish language concepts are presented in multiple ways (e.g., video and audio clips, readings, simulations, computer-assisted instruction, etc.). 95% responded Essential or Very Important
- Access to technology in Spanish and other world language learning is vital to connect to authentic resources in the language. How important is each of the following to the goal of providing student use of technology in Spanish learning?

- Students across all schools have equitable in-school access to technology resources used for language instruction and learning. 94% responded Essential or Very Important

Based on this feedback from the community, the adoption committee gave specific attention to the issue of the quality of the technology or electronic component of each product.

Pilot Teacher Feedback

All pilot teachers were asked to complete a survey about their experiences teaching from the Pearson materials or Vista Santillana or Vista Senderos, Imaginas, and AP Temas. The survey data showed more positive feedback for Vista Senderos, Imaginas, and AP Temas across the board. See Attachment H.

Conclusion: Vista Senderos, Imaginas, and AP Temas *received more positive feedback from teachers piloting the materials.*

Pilot Student Feedback

A team of teachers not currently teaching full-time in Seattle Public Schools visited as many of the pilot classrooms as possible to observe and conduct interviews and survey questions with students in classrooms piloting the materials. Students were very critical of videos that were not authentic or engaging and they found some of the online interfaces to be frustrating. Additionally, students at a number of schools expressed concern about online access.

Anti-Bias Screener

The adoption committee used the Anti-Bias Screener from the WA OSPI Equity & Civil Rights Task Force, which is consistent with the Board Policy No. 2015, Evaluation and Adoption of Instructional Materials, to evaluate all materials submitted for consideration. As noted in Attachment L, Vista Higher Learning was rated higher in this Category of the Criteria than any other vendor considered.

Conclusion: *All materials approved for field testing complied overall with the Anti-Bias requirements, but Vista Senderos, Imaginas, and AP Temas were generally rated higher.*

Feedback Summary: Consent Decree

- Compliance – *Neutral*
- Family and Community Feedback – *Neutral (N/A)*
- Feedback – *Vista Senderos, Imaginas, and AP Temas - Neutral*
- Student Feedback – *Vista Senderos, Imaginas, and AP Temas - Neutral*
- Adoption Committee – *Vista Higher Learning*

- Anti-Bias Screener – *Vista Higher Learning*

Synthesis of Feedback from Field Testing (Teachers, Students, Observations)

The adoption committee at its June 18, 2019 meeting used the following process to synthesize the feedback from a variety of sources during the field testing:

Adoption Coordinator Michele Anciaux Aoki and assistant Jay Waltmunson facilitated a review of the feedback from the field-tested programs. Committee members spread out across three stations (tables) with three sets of instructional materials from the two vendors: Pearson and Vista Higher Learning.

Each table contained feedback materials for one of the following vendor/product lines

- Pearson Auténtico 1, 2, and 3
- Vista Senderos 1, 2, and 3
- Vista Santillana 1, 2, and 3

With their group, Committee members reviewed the feedback forms and created a chart showing pluses and minuses that they observed from the feedback for that product line. Each group then presented their findings to the larger group. Teachers who had participated in field testing were asked to join a group for a different product, but they could also add comments during the presentation about the product that they had field tested. Several members had more extensive experience with some of the products and that perspective was also helpful.

After reviewing the materials for Spanish 1, 2, and 3, the teachers who had field tested or had experience with the Spanish 4 and AP Spanish 5 materials prepared the presentation on those to the large group. These included:

- Pearson Abriendo paso (AP) and AP Span Test Prep
- Vista Imaginas (4) and AP Temas
- Vista Santillana 4 (also for AP)

At this point the Adoption Coordinator explained the final voting process for the sets of products for Level 1 (two years in middle school), Levels 1-2, Level 3, and Levels 4 and AP5. Committee members were asked to consider: *In making a recommendation for a district adoption, do you have confidence that giving teachers access to these materials (textbooks and online accounts) would lead to more equitable learning opportunities and outcomes for students across the district? Will SPS students be successful in learning and Spanish and reaching our target proficiency outcomes?*

The votes were tallied by member and the results clearly favored one vendor/product line: **Vista Senderos 1, 2, and 3, Vista Imaginas (4) and AP Temas**. Committee members were asked if they wanted to consider recommending more than one product line to the Instructional Materials Committee, but they felt that neither Pearson or Vista Santillana products would meet the needs of SPS students as described above.

POSTER PRESENTATIONS:

Auténtico 1,2 (Pearson)

Positive

- Challenging
- Videos with native speakers
- Online materials helpful and well organized
- Good representation of Spanish speaking communities
- Culture presented relevant for kids

Negative

- Maybe too dense with information
- No explanations for incorrect answers online
- Activities online felt like drills, not personally meaningful
- Videos not directly tied to rest of content (vocab and grammar)
- Assignments cumbersome for teacher
- Activities less integrated

Abriendo Paso (2 books, "Lecturas" and "Gramática") (Pearson)

Positive

- Rich readings, culturally relevant, literature, AP/IB test
- Vocab activities, open-ended conversation questions

Negative

- Grammar taught separately (isolated, not aligned with other book)

AP Spanish Test Prep (Pearson)

Positive

- Simple and straightforward, highly targeted
- Lots of practice
- Slightly more challenging than the AP test
- Students reported that it was highly helpful

Negative

- Tricky questions
- No online component
- No thematic curriculum
- No images
- No grammar
- No suggested projects

Senderos 1,2,3 (Vista)

Positive

- Digital platform allows for flipped classroom
- Students can do assignments online
- Good audio/oral online practice
- Well organized, straight forward
- Students like the directions in English
- Good visuals/graphs/pictures
- Good variety of people, situations, accents
- Text provides structure online and text helps
- Cultural knowledge

Negative

- Website not dependable
- Practice gets too difficult quickly
- Activities too difficult
- Pacing too fast
- Too simple
- Online picky with punctuation
- Can't slow down audio
- Navigation clunky
- Boring
- Takes time to train students online

Imagina (4, Vista)

Positive

- Dependable online platform
- Follows printed book layout
- Extended culture
- Quality online tutorials (flipped classroom)
- Activities progress nicely from fill-in-the-blank to communicative tasks
- Works for different teaching styles
- Thematic unites (AP/UB topics) with geographic regions
- Authentic films and literature
- Representation well-distributed
- Visually appealing (magazine-like)
- Pick and choose what you teach
- Flexibility within chapters
- Logical scope and Sequence

Negative

- Requires onboarding for students to navigate site
- Traditional presentation of grammar

- Communicative activities sometimes need adapting to make them more natural
- Students love or hate tutorials

Temas (5, AP) (Vista)

Positive

- Great articles
- Organized by theme
- Good representation of cultures/perspectives
- Online component
- Grammar and Structures

Negative

- Can be very difficult
- Little scaffolding
- Audio can be difficult, not clear
- Jumps from context to context
- Coverage over depth
- Units do not build to anything
- Needs better supports for readings

Santillana 1,2 (Vista)

Positive

- Pictures (x2) - up to date
- Easy to read
- Organized
- Good end-of-chapter summaries
- Good variety of activities
- Immediate response to online work
- Conjugations at end of chapters
- Online format engaging
- Organized
- Culture interesting
- Like layout, videos, pictures
- Music
- 8 countries highlighted
- Integrate languages and culture
- Good on-line activities

Negative

- Phone view not supported
- Tech fails a lot

- Home access
- Not a strong digital program
- Depth and sequence off
- Inaccurate cultural representations
- Pictures cheesy
- Poor videos, not live action
- Online very poor, not engaging
- Some inclusion of disabilities but not main characters, no LGBTQ
- Culture seems forced
- Better technology in the fotonovela and other visuals
- No access to online work/resourced
- Crashed often
- No chap #s on pages
- Hard to figure out punctuation online
- Cramped design
- Audio hard to understand
- Characters too "white"
- Online activities are straight forward

Santillana 4 (Vista)

Positive

- Accessible
- Attractive
- Familiar
- Some AP specific Practice
- Authentic Audio

Negative

- A Lot of inauthentic dialogues
- Short readings
- Not enough depth or rigor

Attachment F: Consent Decree Compliance

To ensure maximal accessibility of all products purchased by Seattle Public Schools, and to comply with a 2015 Consent Decree relating to all electronic resources purchased by Seattle Public Schools, completion of the most recent version of the Voluntary Product Accessibility (VPAT) was required of vendors submitting materials for review by the Spanish instructional materials adoption committee.

In April 2019, after vendors submitted their responses to the Request for Proposal (RFP), the VPATs were reviewed for compliance by Angie DeBoo, Network Analyst - Lead/Supervisor, Information Security. Below are the results of the review:

Curriculum	VPAT Status	Notes
Pearson	Passed	
Houghton Mifflin Harcourt	Passed	
Cengage	Passed	
Vista Higher Learning	Passed with caveat	Some elements not compliant
Wayside	Did not pass	Did not fill out VPAT form
EMC	Did not pass	Did not fill out VPAT form

The two vendors that did not submit the VPAT review were not considered for field testing.

Vista Higher Learning submitted the VPAT, but it included some non-compliant elements.

On April 3, 2019, the Spanish adoption coordinator, Michele Anciaux Aoki, sent an email to Angie DeBoo and Nancy Petersen, Director Enterprise Apps & Data Services, and April Mardock, Information Security Manager, to further clarify the situation regarding Vista Higher Learning:

In summary it was concluded that in reviewing the Vista VPAT, there were several places that said “Conformance Level – Partially Supports” but they also indicated that it will conform by August 2019 (some features by December 2019), for example:

- Some course feature pages do not fully conform. All core and supplemental course feature pages will conform by August 2019 with the exception of Partner / Live Chat, which will conform by December 2019.
- Some content in courses published by or before 2018 may lack proper heading information. By August 2019, Vista will distinguish course activities that conform from those that do not conform or have not been fully tested
- Certain activities may have individual content items that rely on selected sensory perception to complete. Alternative conformant activities that achieve substantially the same learning purpose are available as replacement.

The current adoption timeline is not in conflict with the aforementioned dates. Based on these reviews and per guidance of the Enterprise Apps on October, 2018, the Spanish adoption committee was approved to proceed with evaluating the vendors listed above with the understanding that the committee would not recommend any electronic components that were not ADA compliant at the time of adoption.

Attachment G: Family and Community Feedback

Overview

Community Surveys were launched on the Spanish Adoption web page in February 2019, and remained available through field testing in May through June until the final Spanish Adoption Committee meeting on June 18, 2019. The surveys were available online in English and in downloadable form, translated into Spanish, Chinese, Vietnamese, and Somali. The only surveys received were the online surveys, although we did observe some speakers of Spanish using the printed Spanish version as a guide while filling out the online form in English.

The surveys did not solicit specific data on which programs that were field tested would be preferred. Instead, they captured general information about the community's priorities for Spanish language learning and teaching and characteristics of the instructional materials that could inform the final selection.

Summary report from SurveyMonkey is an additional attachment.

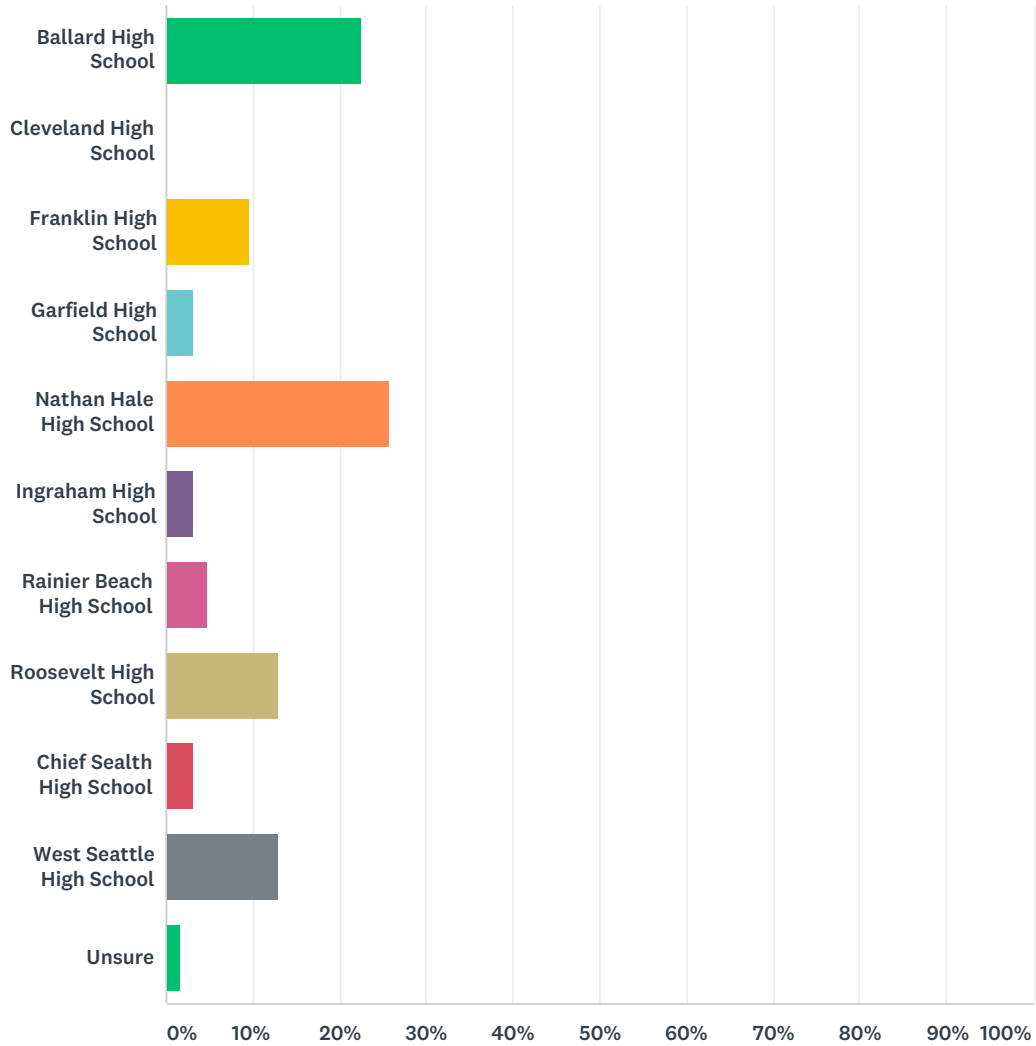
Q1 Do you have children that attend Seattle Public Schools? If so, please provide information below.

Answered: 42 Skipped: 20

ANSWER CHOICES	RESPONSES	
School	100.00%	42
Grade Level	97.62%	41
Program	40.48%	17
School	33.33%	14
Grade Level	33.33%	14
Program	9.52%	4
School	9.52%	4
Grade Level	9.52%	4
Program	2.38%	1
School	0.00%	0
Grade Level	0.00%	0
Program	0.00%	0

Q2 What is the name of your neighborhood high school?

Answered: 62 Skipped: 0



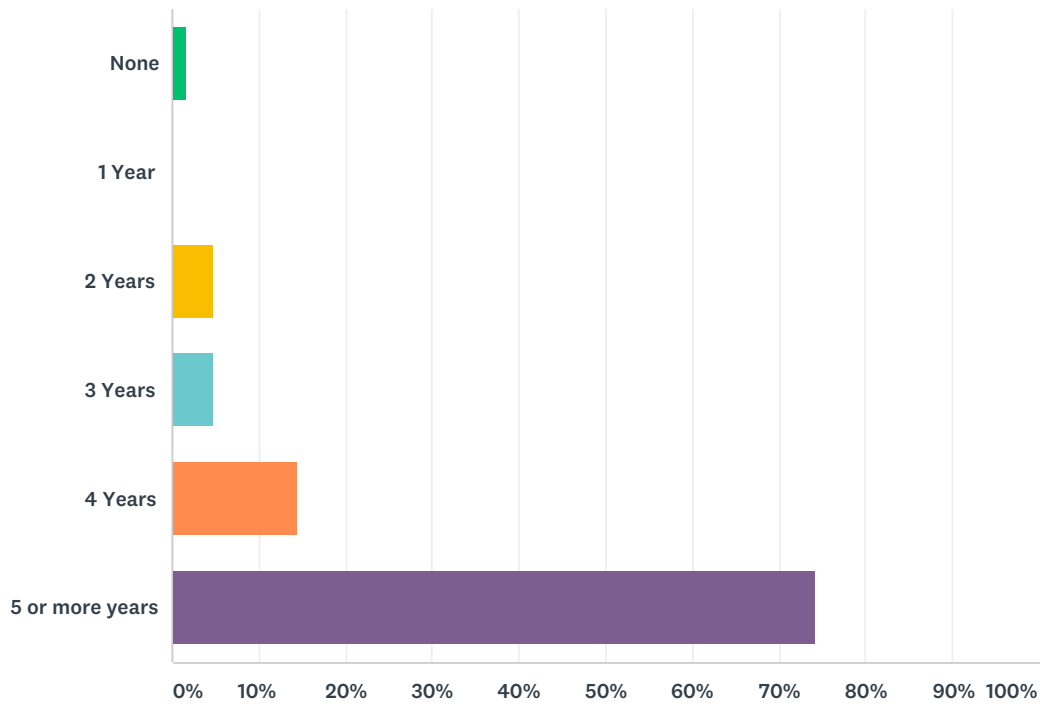
ANSWER CHOICES	RESPONSES	
Ballard High School	22.58%	14
Cleveland High School	0.00%	0
Franklin High School	9.68%	6
Garfield High School	3.23%	2
Nathan Hale High School	25.81%	16
Ingraham High School	3.23%	2
Rainier Beach High School	4.84%	3
Roosevelt High School	12.90%	8
Chief Sealth High School	3.23%	2
West Seattle High School	12.90%	8

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Unsure	1.61%	1
TOTAL		62

Q3 How many years (levels) of Spanish instruction should students have access to from grades 6-12?

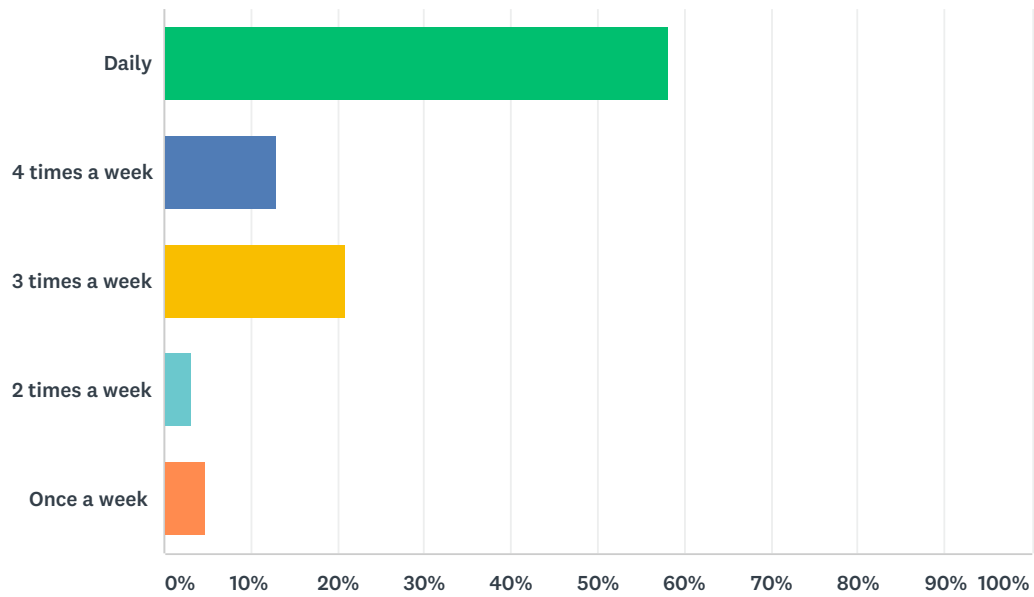
Answered: 62 Skipped: 0



ANSWER CHOICES	RESPONSES	
None	1.61%	1
1 Year	0.00%	0
2 Years	4.84%	3
3 Years	4.84%	3
4 Years	14.52%	9
5 or more years	74.19%	46
TOTAL		62

Q4 In grades 6-8, how frequently each week should students receive Spanish instruction?

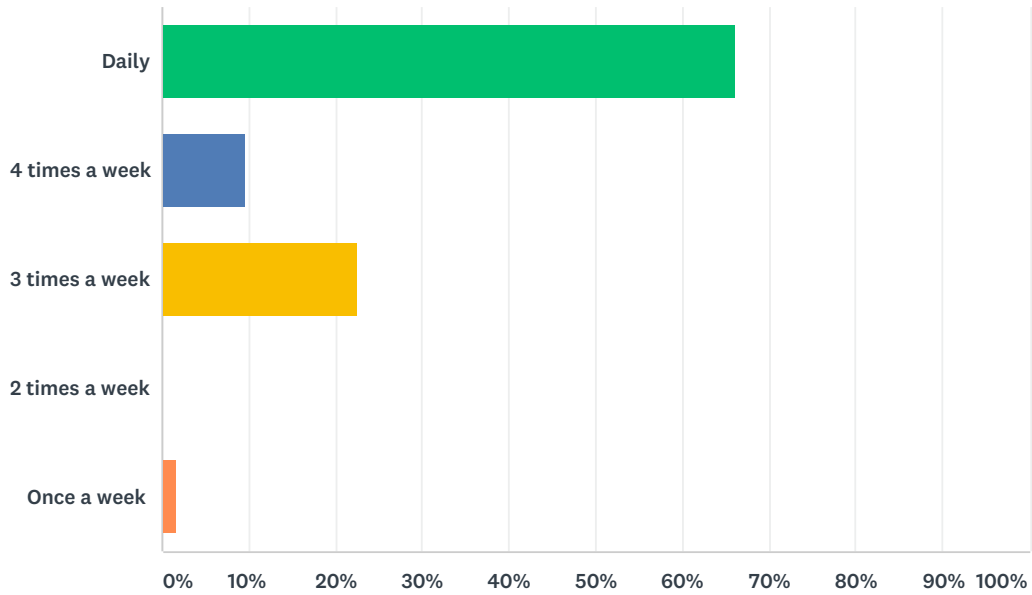
Answered: 62 Skipped: 0



ANSWER CHOICES	RESPONSES	
Daily	58.06%	36
4 times a week	12.90%	8
3 times a week	20.97%	13
2 times a week	3.23%	2
Once a week	4.84%	3
TOTAL		62

Q5 In grades 9-12, how frequently each week should students receive Spanish instruction?

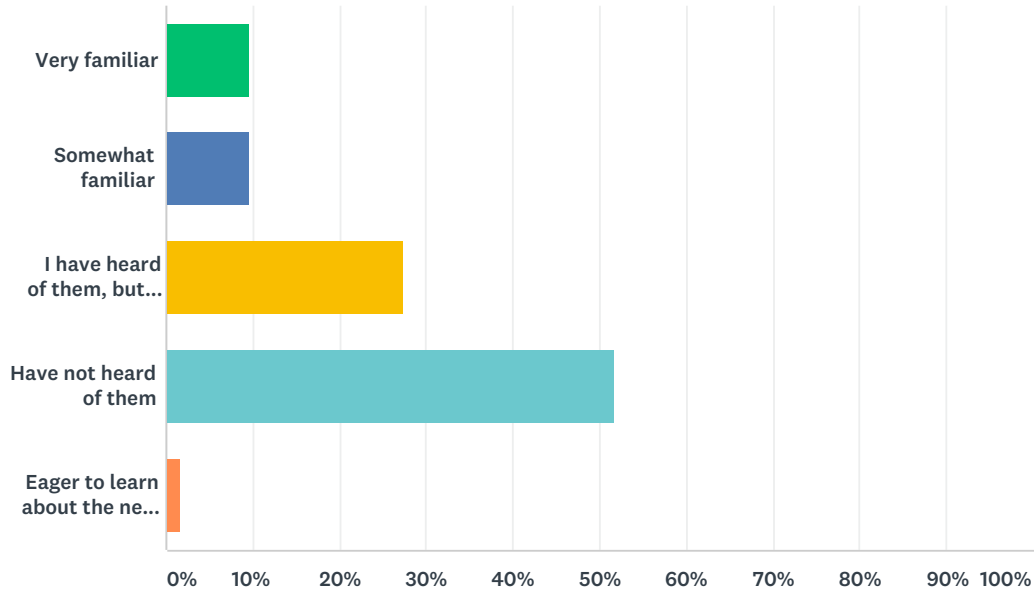
Answered: 62 Skipped: 0



ANSWER CHOICES	RESPONSES	
Daily	66.13%	41
4 times a week	9.68%	6
3 times a week	22.58%	14
2 times a week	0.00%	0
Once a week	1.61%	1
TOTAL		62

Q6 How familiar are you with the Washington State World Languages Learning Standards, adopted from the National World-Readiness Standards for Learning Languages?

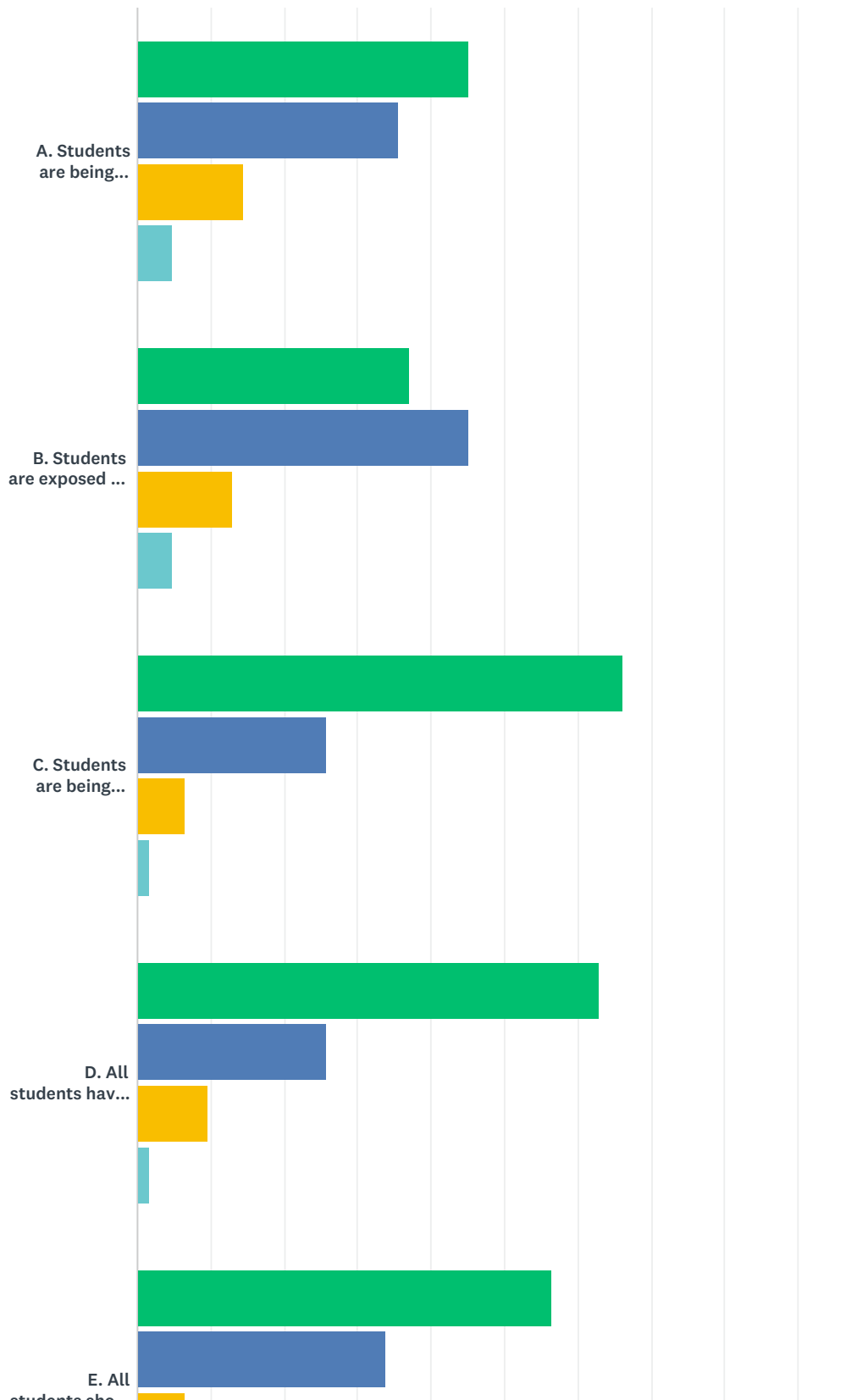
Answered: 62 Skipped: 0



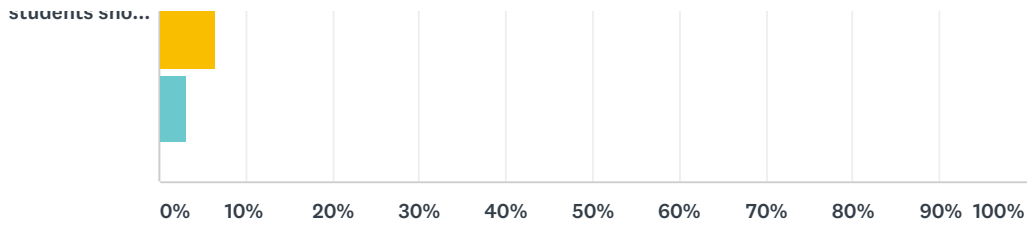
ANSWER CHOICES	RESPONSES	
Very familiar	9.68%	6
Somewhat familiar	9.68%	6
I have heard of them, but not familiar	27.42%	17
Have not heard of them	51.61%	32
Eager to learn about the new standards	1.61%	1
TOTAL		62

Q7 How important is each of the following to the goal of Spanish learning in Seattle Public Schools?

Answered: 62 Skipped: 0



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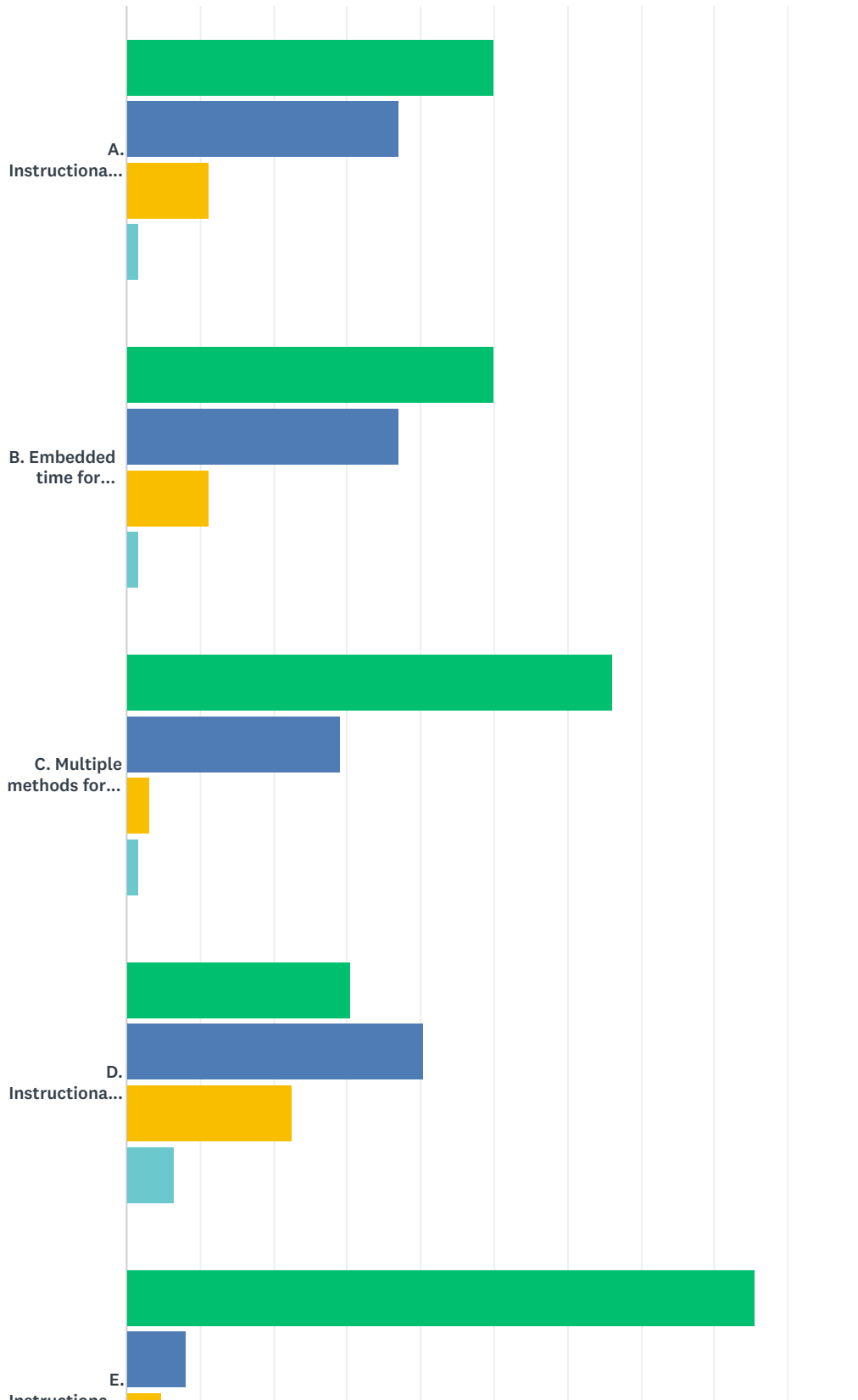


■ Essential
 ■ Very Important
 ■ Somewhat Important
 ■ Not Important

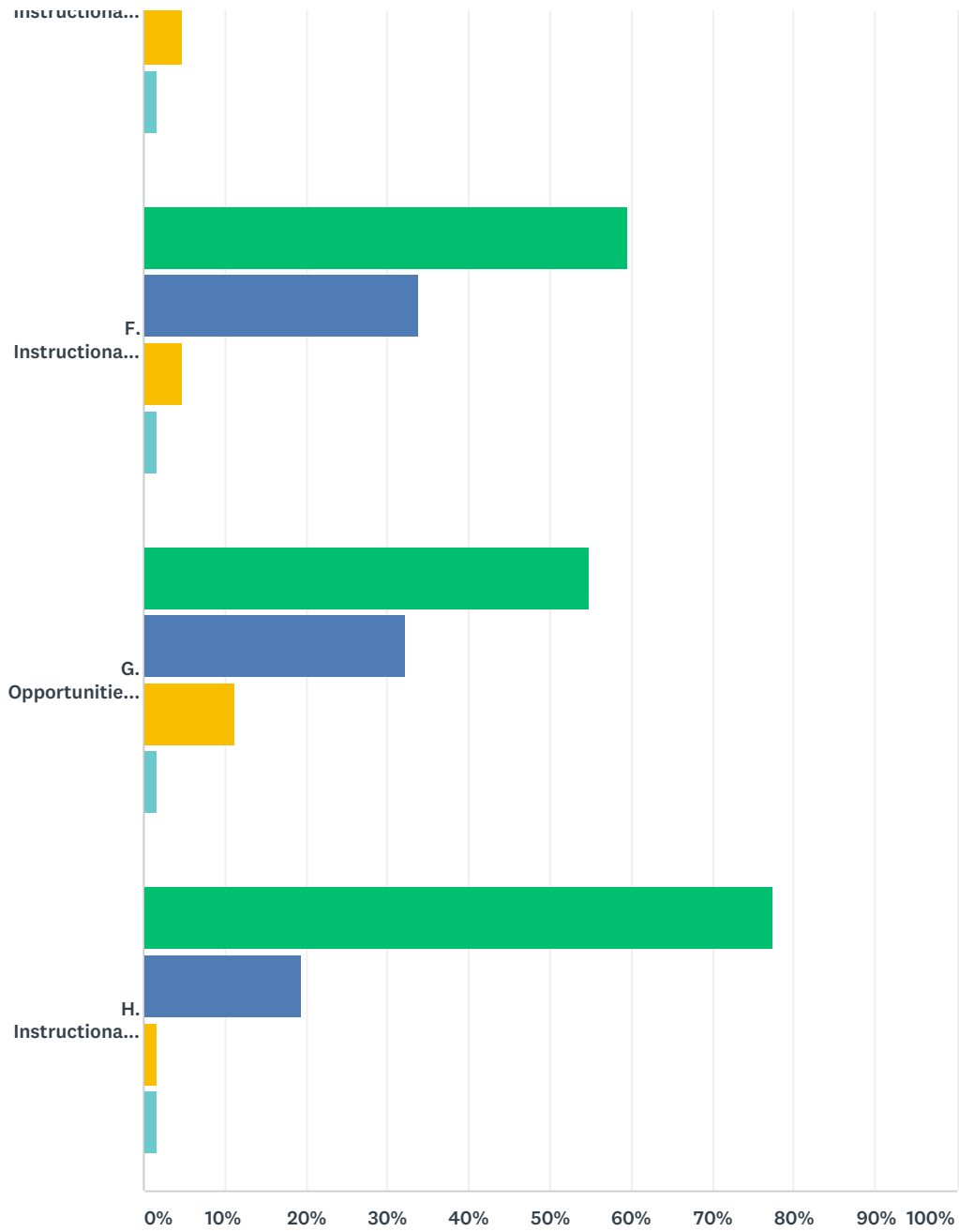
	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
A. Students are being prepared to take future college Spanish or other world language classes.	45.16% 28	35.48% 22	14.52% 9	4.84% 3	62	3.21
B. Students are exposed to potential future careers that use Spanish or other world languages.	37.10% 23	45.16% 28	12.90% 8	4.84% 3	62	3.15
C. Students are being challenged academically to support their intellectual growth.	66.13% 41	25.81% 16	6.45% 4	1.61% 1	62	3.56
D. All students have access to the same Spanish instructional materials, no matter which school in the district they attend.	62.90% 39	25.81% 16	9.68% 6	1.61% 1	62	3.50
E. All students should be learning communicative skills in their classes and classes should be taught primarily in Spanish at all levels.	56.45% 35	33.87% 21	6.45% 4	3.23% 2	62	3.44

Q8 How important is each of the following to the goal of providing equitable access to Spanish for all students?

Answered: 62 Skipped: 0



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■ Essential
 ■ Very Important
 ■ Somewhat Important
 ■ Not Important

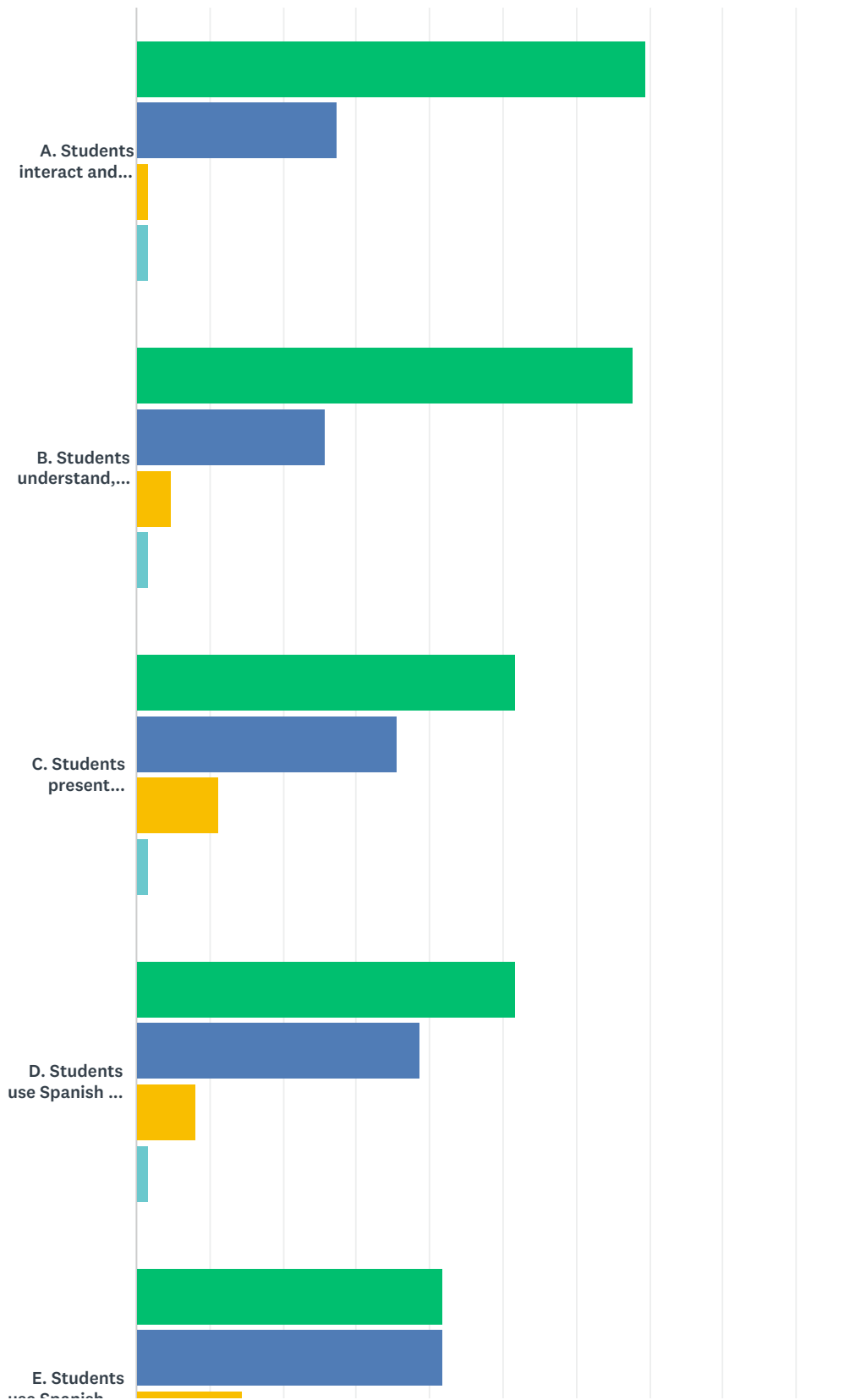
	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
A. Instructional materials and resources that connect Spanish learning to students' family, neighborhood, community, and/or culture, with a social justice lens as appropriate.	50.00% 31	37.10% 23	11.29% 7	1.61% 1	62	3.35
B. Embedded time for students to make sense of their learning in their daily routine.	50.00% 31	37.10% 23	11.29% 7	1.61% 1	62	3.35
C. Multiple methods for students to show what they know or can do in Spanish.	66.13% 41	29.03% 18	3.23% 2	1.61% 1	62	3.60

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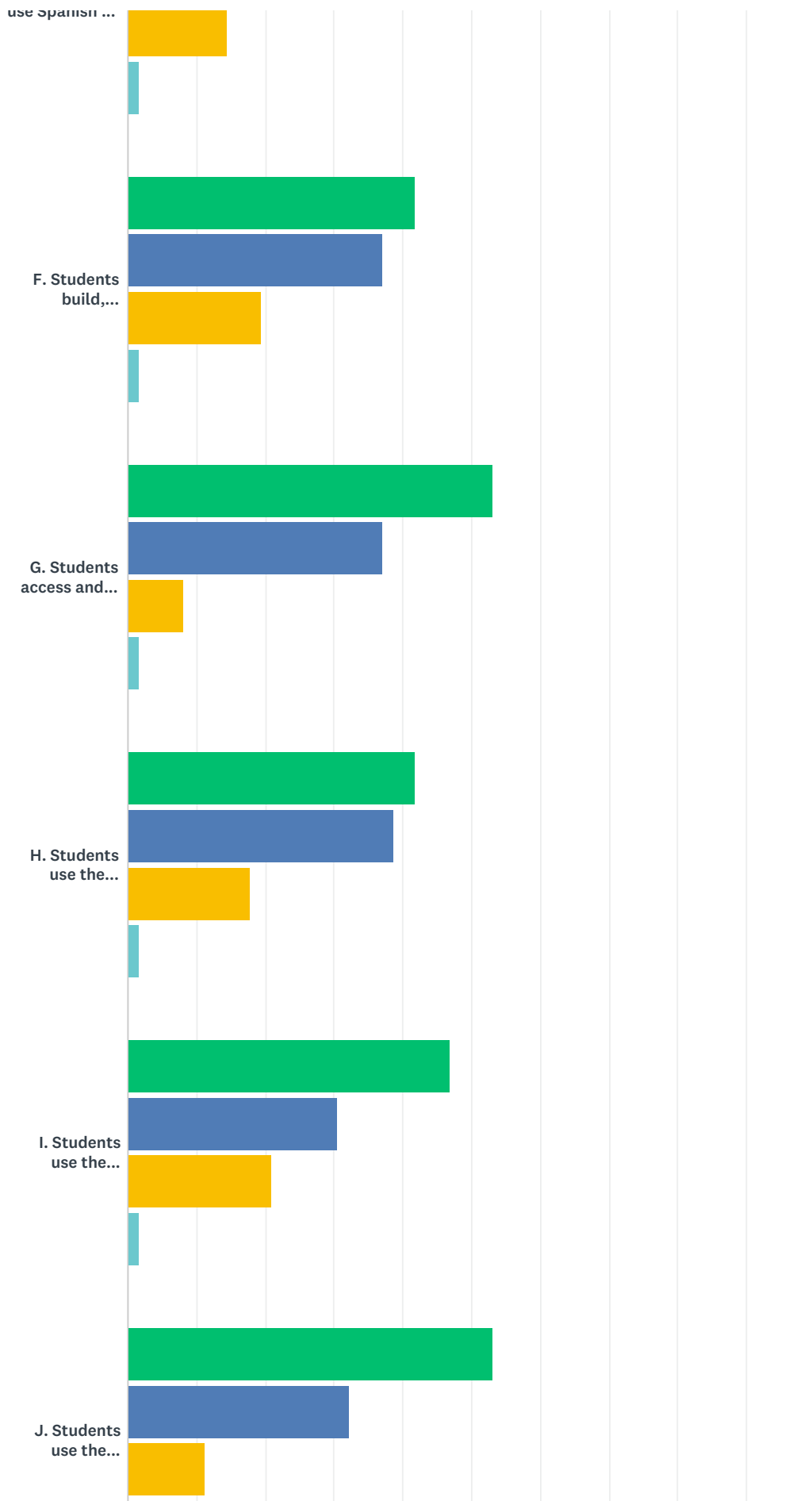
D. Instructional materials that discuss trends and research in Spanish and inform students about career pathways in Spanish and other world languages.	30.65% 19	40.32% 25	22.58% 14	6.45% 4	62	2.95
E. Instructional materials that are free of bias, stereotypes, and historical marginalization.	85.48% 53	8.06% 5	4.84% 3	1.61% 1	62	3.77
F. Instructional materials that include important contributions to society through the Spanish language by different demographic groups.	59.68% 37	33.87% 21	4.84% 3	1.61% 1	62	3.52
G. Opportunities for students to share their revised thinking as their learning progresses throughout a unit.	54.84% 34	32.26% 20	11.29% 7	1.61% 1	62	3.40
H. Instructional resources for teachers to support the learning needs of all students (ELL, Highly Capable, struggling readers, heritage speakers, etc.).	77.42% 48	19.35% 12	1.61% 1	1.61% 1	62	3.73

Q9 How important is each of the following to the goal of providing instructional activities in Spanish?

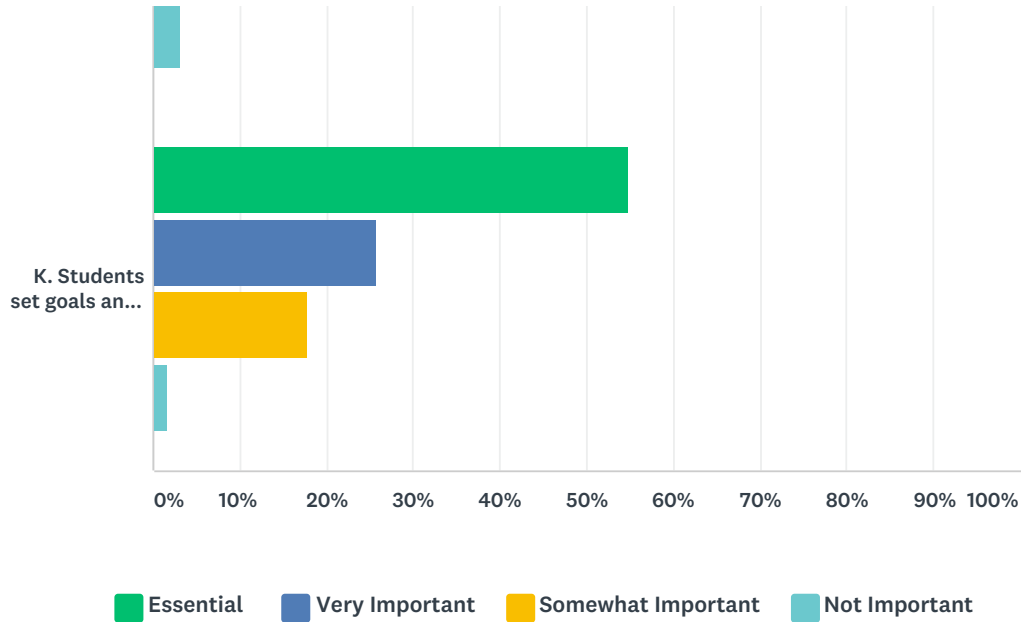
Answered: 62 Skipped: 0



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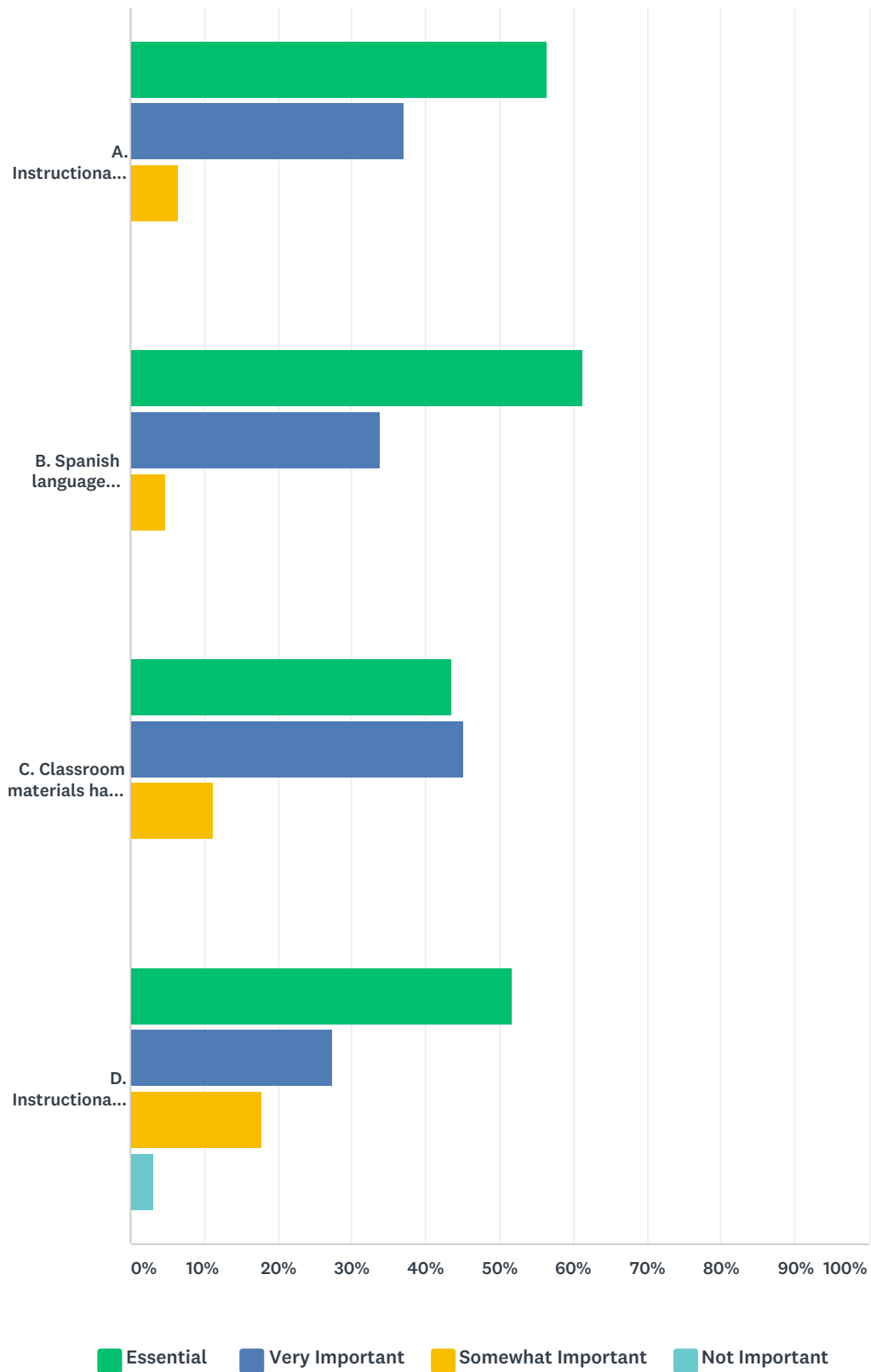
	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
A. Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.	69.35% 43	27.42% 17	1.61% 1	1.61% 1	62	3.65
B. Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	67.74% 42	25.81% 16	4.84% 3	1.61% 1	62	3.60
C. Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	51.61% 32	35.48% 22	11.29% 7	1.61% 1	62	3.37
D. Students use Spanish to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	51.61% 32	38.71% 24	8.06% 5	1.61% 1	62	3.40
E. Students use Spanish to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	41.94% 26	41.94% 26	14.52% 9	1.61% 1	62	3.24
F. Students build, reinforce, and expand their knowledge of the other disciplines while using Spanish to develop critical thinking and to solve problems creatively.	41.94% 26	37.10% 23	19.35% 12	1.61% 1	62	3.19
G. Students access and evaluate information and diverse perspectives that are available through the language and its cultures.	53.23% 33	37.10% 23	8.06% 5	1.61% 1	62	3.42
H. Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish and the student's own language.	41.94% 26	38.71% 24	17.74% 11	1.61% 1	62	3.21
I. Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and the student's own culture.	46.77% 29	30.65% 19	20.97% 13	1.61% 1	62	3.23

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J. Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	53.23% 33	32.26% 20	11.29% 7	3.23% 2	62	3.35
K. Students set goals and reflect on their progress in using Spanish for enjoyment, enrichment, and advancement.	54.84% 34	25.81% 16	17.74% 11	1.61% 1	62	3.34

Q10 How important is each of the following to the goal of providing Spanish materials in the classroom?

Answered: 62 Skipped: 0



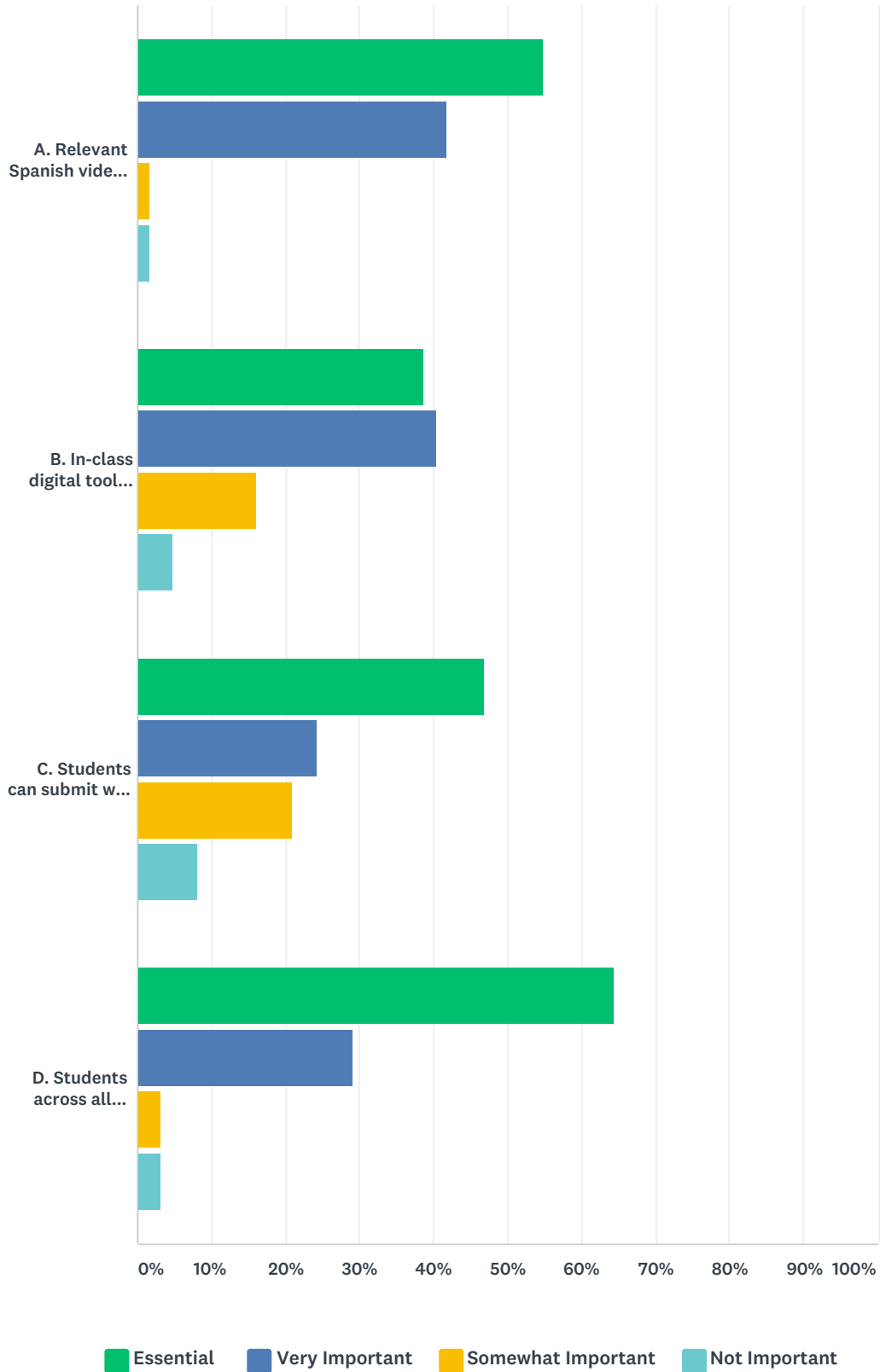
Seattle Public Schools Spanish Instructional Materials Adoption - A Needs Assessment Survey For Families, Students, and Community Members

	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
A. Instructional units that are framed in real-world language, situation, and cultural contexts.	56.45% 35	37.10% 23	6.45% 4	0.00% 0	62	3.50
B. Spanish language concepts are presented in multiple ways (e.g., video and audio clips, readings, simulations, computer-assisted instruction, etc.).	61.29% 38	33.87% 21	4.84% 3	0.00% 0	62	3.56
C. Classroom materials have associated materials that students can do for homework or extra practice outside the classroom.	43.55% 27	45.16% 28	11.29% 7	0.00% 0	62	3.32
D. Instructional materials provide access to online resources from home.	51.61% 32	27.42% 17	17.74% 11	3.23% 2	62	3.27

Q11 Access to technology in Spanish and other world language learning is vital to connect to authentic resources in the language. How important is each of the following to the goal of providing student use of technology in Spanish learning?

Answered: 62 Skipped: 0

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	ESSENTIAL	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	TOTAL	WEIGHTED AVERAGE
A. Relevant Spanish video clips that depict real-world events where Spanish is used.	54.84% 34	41.94% 26	1.61% 1	1.61% 1	62	3.50

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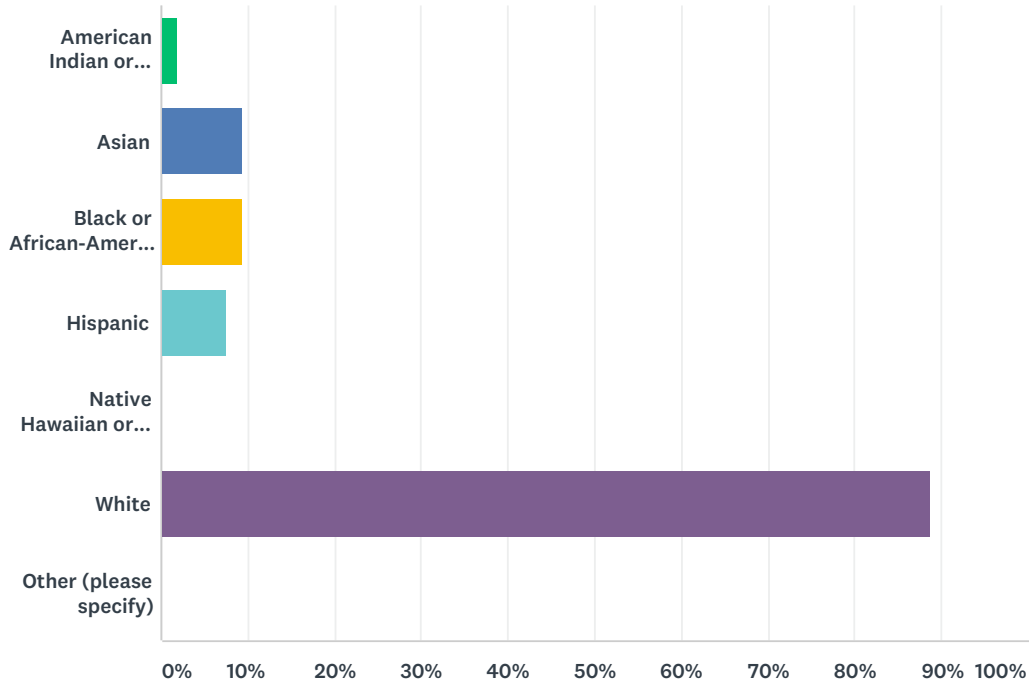
B. In-class digital tools for students to record, display, and create evidence of their ability to speak and write Spanish.	38.71% 24	40.32% 25	16.13% 10	4.84% 3	62	3.13
C. Students can submit work online and receive teacher feedback.	46.77% 29	24.19% 15	20.97% 13	8.06% 5	62	3.10
D. Students across all schools have equitable in-school access to technology resources used for language instruction and learning.	64.52% 40	29.03% 18	3.23% 2	3.23% 2	62	3.55

Q12 Optional: What is your Gender status?

Answered: 46 Skipped: 16

Q13 Optional: Please check as many categories that may apply to you:

Answered: 53 Skipped: 9



ANSWER CHOICES	RESPONSES	
American Indian or Alaska Native	1.89%	1
Asian	9.43%	5
Black or African-American	9.43%	5
Hispanic	7.55%	4
Native Hawaiian or other Pacific Islander	0.00%	0
White	88.68%	47
Other (please specify)	0.00%	0
Total Respondents: 53		

Q14 What else would you like us to know?

Answered: 20 Skipped: 42

Attachment H: Pilot Teacher Feedback

Process

Pilot teachers were asked to submit feedback at the end of each week of the field testing. During the first two weeks, the feedback was primarily used to problem solve and ensure that the field testing was going smoothly. For week 3, a more detailed feedback form used.

13 teachers provided feedback on Pearson products

14 teachers provided feedback on Vista Higher Learning products

Field Testing Feedback Week 3

Dear Field Testers:

For the final feedback on your field testing, we have pulled out two of the Categories on the Criteria that we used for reviewing materials for the field testing that the Adoption Committee rated relatively lower than other Categories (Standards, Assessment, Accessibility). They are the state-required criteria of **Evaluation of Bias Content** and **Instructional Planning and Support**.

Please review each statement and provide a rating based on how much evidence you have been able to see as you've field tested the materials. You will rate each statement with a score of 0-4 (**4**: Superior Evidence, **3**: Strong Evidence, **2**: Moderate Evidence, **1**: Minimal Evidence, **0**: No Evidence). We understand that you've had limited time to use the materials (especially some of the online accounts), so you may feel that there could be evidence that you have not seen. Just do the rating based on the evidence that you have actually seen. If you can't rate it, leave it blank.

There is also a space for Comments about that Category, as well as a space at the end for additional comments, in general, about the materials and the field testing experience.

We thank you SO MUCH for participating in the field testing and providing this valuable feedback to our Spanish Adoption Committee.

CATEGORY 4: EVALUATION OF BIAS CONTENT

WHY: “As schools work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials, and teaching strategies. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities.” – WA OSPI Equity & Civil Rights Task Force

WHAT: Criteria adapted from the Washington Models for the Evaluation of Bias Content in Instructional Materials, WA OSPI Equity & Civil Rights Task Force (Appendix A)

Program shows evidence of:

(4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)

**SCORE
(0-4 or
blank)**

- | | |
|---|--|
| 6.1 Materials that represent people from a wide range of races, ethnicities, and cultures as central characters, performing similar work in related fields, and highlighting their contributions to society. | |
| 6.2 Materials that represent a variety of people from different gender identities and the LGBTQ community as central characters, performing similar work in related fields, and highlighting their contributions to society. | |
| 6.3 Materials that represent people both with and without disabilities as central characters, performing similar work in related fields, and highlighting their contributions to society. | |
| 6.4 Materials that avoid using oversimplified generalizations about social classes and groups and is free of historical marginalization within text and illustrations. | |
| 6.5 Materials that provide an opportunity for a variety of racial, ethnic, and cultural perspectives. | |
| 6.6 Materials that provide an opportunity for discourse which considers a variety of socioeconomic perspectives and identities around national origin and migration. | |
| 6.7 Materials that depict varying types of family groups, including traditional nuclear families, single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family. | |

Comments:

CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT

WHY: “[The District will] align instruction, mentoring, evaluation, and support to ensure each and every educator develops strong foundational teaching skills.” – SPS Formula for Success

WHAT: “Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.” – The National Association for Gifted Children website

Program shows evidence of:

(4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)

**SCORE
(0-4 or
blank)**

7.1 Objectives and Goals: The objectives/standards clearly stated in both student and teacher editions, including a cohesive integration of the 5 “C” goal areas of the World-Readiness Standards for Learning Languages.

7.2 Instructional Resources.

- Appeal to different learning styles.
- Include differentiation strategies
- Are age appropriate
- Include abundant reading selections, including authentic materials
- Motivate active student learning
- Include student focused communicative activities

7.3 Support materials that integrate with main theme being studied.

7.4 Adaptable to many teaching styles.

7.5 Presentation/Visual Resources – digital and print materials to reinforce visual learning.

CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT

Comments:

Other Comments you'd like to share:

Field Testing Week 3 Feedback Tally		Points possible	Vista Santillana 1			Vista Santillana 2			Vista Santillana 3			Vista Santillana 4 (AP)	
Ratings: 4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 0: No Evidence			Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester
Region			NE	NW	SE	NW	NW	SE	NE	NE	Cent	NE	
Level			HS	HS	MS	HS	HS	HS	HS	HS	HS	HS	
Category 4 Eval of Bias	28	9	8	16	14	14	15	9	20	0	18		
4.1 Range of races...	4	2	3	4	3	3	3	2	3		4		
4.2 Different gender Id...	4		0	1	1	2		1		2	1		
4.3 Disabilities	4	1	1	2	1	3		1	1	3	2		
4.4 Social Classes	4			3	2			3		2	3		
4.5 Perspectives	4	2	3	2	3	3		3	2	4	3		
4.6 National origin	4	3	0	3	3			3	3	4	3		
4.7 Family groups	4	1	1	1	1	3		1	1	2	2		
Category 5 Instruction	20	14	10	14	11	11	11	14	9	0	15		
5.1 Objectives & goals	4	4	3	3	3	3		2	4	3	3		
5.2 Resources	4	3	2	3	2	3		2	3	2	3		
5.3 Integrate main theme	4	2	3	3	2	3		3	2	1	3		
5.4 Adaptable teaching	4	3		3	2			2	3	2	3		
5.5 Visual resources	4	2	2	2	2	2		2	2	1	3		

Analysis

The results in Category 4 (Evaluation of Bias Content) and Category 5 (Instructional Planning and Support) varied across field testers and within each curriculum.

For example, the field testing results for category 4 examining Pearson Autentico ranged from 10 – 28 points out of a possible 28 points. The average across field testers for Autentico level 1 was 19.6. The average across field testers for Autentico level 2 was 20. There was only one field tester for Pearson Abriendo Paso and the result was 18. There was only one field tester for Pearson AP Spanish Prep and the result was 22.

The field testing results for category 5 examining Pearson Autentico ranged from 12 – 20 points out of a possible 20 points. The average across field testers for Autentico level 1 was 17. The average across field testers for Autentico level 2 was 13.25. There was only one field tester for Pearson Abriendo Paso and the result was 13. There was only one field tester for Pearson AP Spanish Prep and the result was 13.

The field testing results for category 4 examining Vista Senderos ranged from 8 – 27 points out of a possible 28 points. The average across field testers for Vista Senderos level 1 was 14. The average across field testers for Vista Senderos level 2 was 19. The average across field testers for Vista Senderos level 3 was 25.5. There was only one field tester for Vista Imaginas and the result was 24. There was only one field tester for Vistas AP Temas and the result was 15.

The field testing results for category 5 examining Vista Senderos ranged from 13 – 19 points out of a possible 20 points. The average across field testers for Vista Senderos level 1 was 16. The average across field testers for Vista Senderos level 2 was 16. The average across field testers for Vista Senderos level 3 was 16. There were no completed field tests submitted for category 5 for Vista Imaginas. The average across field testers for Vista AP Temas was 16.

The field testing results for category 4 examining Vista Santillana ranged from 8 – 20 points out of a possible 28 points. The average across field testers for Vista Santillana level 1 was 12.2. The average across field testers for Vista Santillana level 2 was 14.5. There were no completed field tests submitted for Vista Santillana level 3. There was only one field tester for Vista Santillana 4 and the result was 18.

The field testing results for category 5 examining Vista Santillana ranged from 9 – 15 points out of a possible 20 points. The average across field testers for Vista Santillana level 1 was 12. The average across field testers for Vista Santillana level 2 was 11. There were no completed field tests submitted for Vista Santillana level 3. There was only one field tester for Vista Santillana 4 and the result was 15.

Attachment I: Pilot Classroom Observations

Overview

Because of the short timeframe of the field testing of materials (late May – early June) and the lack of staffing for the Spanish Adoption, it was not feasible to organize specific classroom observations during the field testing. We have had to rely on teacher feedback in lieu of observation data.

Attachment J: Adoption Committee Scoring

Summary of Final Committee Scoring

At the June 18, 2019 adoption committee meeting, committee members completed a final review and scoring of the instructional materials that were field tested. They began by reviewing the ratings from the field testers on two of the categories from the Criteria (see Attachment H). The committee noted that in the Anti-Bias Screener, the field testers rated Vista Senderos, Imaginas, and AP Temas overall higher than the other products (Vista Santillana or the Pearson Autentico series). That was also the case in the ratings in the Instruction Category.

The adoption committee members used all of the information from the field testing to provide comparative ratings for the three sets of materials under consideration. Scores from different committee members were averaged, showing the following results:

- In all cases, the average ratings for Vista Senderos, Imaginas, and AP Temas was between 4 (Somewhat agree) and 5 (Strongly agree), while the other products were less than 4.
- For every level considered, Vista Senderos, Imaginas, and AP Temas scored a higher percentage of ratings of 5 (Strongly agree) than Vista Santillana or the Pearson Autentico series.
- Vista Senderos, Imaginas, and AP Temas had the fewest votes of 2 (Somewhat disagree).

The adoption committee members were in full agreement to recommend Vista Senderos, Imaginas, and AP Temas for adoption by Seattle Public Schools.

Final Meeting Product Vote Tally Ratings: 1 Strongly disagree 2 Somewhat disagree 3 Undecided 4 Somewhat agree 5 Strongly agree	Committee Member 1	Committee Member 2	Committee Member 3	Committee Member 4	Committee Member 5	Committee Member 6	Committee Member 7	Committee Member 8	Committee Member 9	Committee Member 10	Committee Member 11	TOTAL	Rank Order	Average	Standard Deviation	% Ratings 5 Strongly Agree
Spanish 1 for MS (2 years)																
Pearson Auténtico 1 for MS	2	3	4	3	2	2	3	2	2	4	3	30	#3	2.7	0.7	0%
Vista Senderos 1 for MS	5	5	2	5	2	5	5	3	5	5	3	45	#1	4.1	1.2	64%
Vista Santillana 1 for MS	2	4	5	5	4	4	3	2	1	1	2	33	#2	3.0	1.4	18%
Spanish 1 and 2																
Pearson Auténtico 1 and 2	2	3	4	3	2	2	3	2	2	5	3	31	#3	2.8	0.9	9%
Vista Senderos 1 and 2	5	5	2	5	2	5	5	3	5	4	3	44	#1	4.0	1.2	45%
Vista Santillana 1 and 2	2	4	5	5	4	4	3	2	1	2	2	34	#2	3.1	1.3	18%
Spanish 3																
Pearson Auténtico 3	1	3	4	3	3	3	3		3	4	3	30	#3	3.0	0.8	0%
Vista Senderos 3	5	5	4	5	4	5	4	3	5	5	3	48	#1	4.4	0.8	45%
Vista Santillana 3	2	4	5	4	3	4	3	2	2	3	3	35	#2	3.2	0.9	9%
Spanish 4 and AP 5																
Pearson Abriendo paso	2	2	5	1	2	3	2	2	3	4	2	28	#3	2.5	1.1	9%
Pearson AP Spanish Test Prep	5	3	4	4	4	3	4	4	2	3	2	38	#2	3.5	0.9	9%
Vista Imaginas (4)	5	5	5	5	3	5	5	3	4	5	4	49	#1	4.5	0.8	64%
Vista AP Temas	5	5	2	5	4	5	5	4	4	5	3	47	#1	4.3	1.0	55%
Vista Santillana 4 (and AP 5)	1	4	5	4	3	4	4	2	3	3	3	36	#3	3.3	1.1	9%

Attachment K: Anti-Bias Screener

Overview

All Spanish textual materials were reviewed using the Anti-Bias Screener from the WA OSPI Equity & Civil Rights Task Force, built into the Criteria for evaluating materials.

CATEGORY 4: EVALUATION OF BIAS CONTENT	
<p>WHY: “As schools work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials, and teaching strategies. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities.” – WA OSPI Equity & Civil Rights Task Force</p>	
<p>WHAT: Criteria adapted from the Washington Models for the Evaluation of Bias Content in Instructional Materials, WA OSPI Equity & Civil Rights Task Force (Appendix A)</p>	
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
<p>8.1 Materials that represent people from a wide range of races, ethnicities, and cultures as central characters, performing similar work in related fields, and highlighting their contributions to society.</p>	
<p>8.2 Materials that represent a variety of people from different gender identities and the LGBTQ community as central characters, performing similar work in related fields, and highlighting their contributions to</p>	
<p>8.3 Materials that represent people both with and without disabilities as central characters, performing similar work in related fields, and highlighting their contributions to society.</p>	
<p>8.4 Materials that avoid using oversimplified generalizations about social classes and groups and is free of historical marginalization within text and</p>	
<p>8.5 Materials that provide an opportunity for a variety of racial, ethnic, and cultural perspectives.</p>	
<p>8.6 Materials that provide an opportunity for discourse which considers a variety of socioeconomic perspectives and identities around national origin and migration.</p>	
<p>8.7 Materials that depict varying types of family groups, including traditional nuclear families, single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family.</p>	

CATEGORY 4: EVALUATION OF BIAS CONTENT					
	Total Score:	/	Pts Possible:	=	% Score:
			28		

Development of Evaluation Criteria

The adoption committee began its work at its October 30, 2018 meeting by reading and discussing the Seattle Public Schools (SPS) strategic plan “Formula for Success.” This document was chosen by the adoption coordinator to help ground the instructional material selection in the ideas and values articulated by district leadership.

- **District Strategic Plan (“Formula for Success”)**
 - **Performance Indicators**
We aim to improve student outcomes in the following areas:
 - Increase in Pre-K enrollment
 - Increase in ELA and Math proficiency
 - **Higher rates of four-year graduation**
 - **Increase in post-secondary enrollment**

Students require two credits of world language to graduate high school and to enroll in post-secondary schools, in particular, 4-year universities. Providing improved instructional materials will help more students meet the high school graduation and college admission requirements.
 - **Key Element #1**
1. Effective Teaching – We aim to hire and cultivate great educators who are passionate about their work. Through excellent and transformative teaching, we want our teachers to inspire and empower our students.
Newly hired teachers of Spanish with access to high quality instructional materials are more likely to experience success for their students without having to spend hours of their own time creating curriculum and lesson plans and finding resources to use with their students. They are more likely to stay in the profession.
 - **Key Element #2**
2. Strong Systems of Academic and Social Support – We understand that a “one size fits all model” will not work. Our vision is for every student to succeed in the classroom. To support their academic success, we apply the MTSS (Multi-Tiered System of Support) framework in our schools. This framework is centered on the whole child – their story, their strength and their need. Our goal is to identify targeted strategies to meet each student’s academic and social needs.
When teachers are teaching without adequate materials, it makes it more difficult for them to identify which students are struggling because of the inadequacy of the instructional materials and which are struggling because of their own personal needs. In addition, lack of materials makes it nearly impossible for teachers to differentiate and provide targeted strategies to meet each student’s needs, both academic and social.
 - **Key Element #3**

3. Commitment to Racial Equity – Seattle Public Schools is committed to racial and educational equity; we are strengthening our schools, examining biases and partnering with families and the community to increase opportunities and outcomes. *It is currently a fact in the district that there is a large racial disparity in access to world language classes because schools in the southern part of the city have not been offering these courses as widely as schools in the north-end. A new adoption does not change that immediately, but if a school is provided the instructional materials, they are more likely to create the learning opportunities for the students. More effective language classes will attract more students and the north/south gap in enrollments should decrease.*

The Criteria developed at the October 30, 2018 meeting were further refined and then voted on by the adoption committee at its November 14, 2018 meeting, and then approved by the Instructional Materials Committee.

Evaluating Materials Submitted for the RFP

The adoption committee used the approved Criteria (including the Anti-Bias Screener section) when evaluating the instructional materials submitted during the Request for Proposal (RFP) process at its April 4, 2019 meeting. During that meeting, after reviewing the Anti-Bias Screener, the adoption committee determined that one of the proposed vendors, Cengage, was rated too low in this category (42%) (and overall lower than the other vendors) and the vendor was eliminated from further consideration. Another vendor, Houghton Mifflin Harcourt, was also rated lower (49%) in this category compared to the other two vendors. It was ultimately eliminated from consideration for field testing because the vendor could not make a 9-year commitment for availability of textbooks and electronic materials. The remaining two vendors scored over 50% in this category: Pearson (53%) and Vista Higher Learning (58%).

Evaluating Materials Following Field Testing

The Anti-Bias Screener section of the Criteria was used again during the evaluation following field testing. The adoption committee felt that it was important to see how teachers actually using the materials in their classrooms rated them in this area. Although teachers' ratings were not consistent, overall, the highest ratings for the Anti-Bias Screener were for the Pearson products and Vista Higher Learning Senderos, Imaginas, and AP Temas series of products. The Vista Higher Learning Santillana series was rated considerably lower by the teachers in this area.

The tables that follow show the actual vote tallies from the teachers in the field testing.

Field Testing Week 3 Feedback Tally Ratings: 4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 0: No Evidence		Points possible	Pearson Auténtico 1	Field Tester	Field Tester	Field Tester	Pearson Auténtico 2	Field Tester	Field Tester	Field Tester	Pearson Abriendo Paso	Field Tester	Field Tester	Pearson AP Spanish Prep	Field Tester
Region			Cent	NW	SE		NW	SW	SE		NW	SE		NE	
Level			MS	MS	HS		HS	HS	HS		HS	HS		HS	
Category 4 Eval of Bias	28		21	10	28		26	16	18		18	0		22	
4.1 Range of races...	4		4	2	4		4	3	3		3			4	
4.2 Different gender Id...	4		3	0	4		4	1	2		2			2	
4.3 Disabilities	4		3	0	4		4	2	2		2			2	
4.4 Social Classes	4		3	2	4		4	3	3		3			4	
4.5 Perspectives	4		4	3	4		3	3	3		3			4	
4.6 National origin	4		2	2	4		3	2	2		3			4	
4.7 Family groups	4		2	1	4		4	2	3		2			2	

Field Testing Week 3 Feedback Tally Ratings: 4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 0: No Evidence		Points possible	Vista Senderos 1	Field Tester	Field Tester	Vista Senderos 2	Field Tester	Field Tester	Field Tester	Vista Senderos 3	Field Tester	Field Tester	Vista Imaginas (4)	Field Tester	Field Tester	Vista AP Temas	Field Tester	Field Tester
Region			Cent	SE		NW	Cent	Cent		Cent	Cent		Cent	NW		NE	NW	
Level			HS	HS		HS	HS	HS		HS	HS		HS	HS		HS	MS	
Category 4 Eval of Bias	28		8	20		23	27	8		24	27		24	0		20	12	
4.1 Range of races...	4		2	4		3	4	2		3	4		4			4	3	
4.2 Different gender Id...	4		0			3	4	0		3	4		2			1		
4.3 Disabilities	4		0	3		3	3	0		3	3		2			1		
4.4 Social Classes	4		1	4		3	4	1		3	4		4			4	3	
4.5 Perspectives	4		1	4		4	4	1		4	4		4			4	3	
4.6 National origin	4		3	3		4	4	3		4	4		4			4	3	
4.7 Family groups	4		1	2		3	4	1		4	4		4			2		

Field Testing Week 3 Feedback Tally		Points possible	Vista Santillana 1			Vista Santillana 2			Vista Santillana 3			Vista Santillana 4 (AP)	
Ratings: 4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 0: No Evidence			Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester	Field Tester
Region			NE	NW	SE	NW	NW	SE	NE	NE	Cent	NE	
Level			HS	HS	MS	HS	HS	HS	HS	HS	HS	HS	
Category 4 Eval of Bias	28		9	8	16	14	14	15	9	20	0	18	
4.1 Range of races...	4		2	3	4	3	3	3	2	3		4	
4.2 Different gender Id...	4			0	1	1	2	1		2		1	
4.3 Disabilities	4		1	1	2	1	3	1	1	3		2	
4.4 Social Classes	4				3	2		3		2		3	
4.5 Perspectives	4		2	3	2	3	3	3	2	4		3	
4.6 National origin	4		3	0	3	3		3	3	4		3	
4.7 Family groups	4		1	1	1	1	3	1	1	2		2	

Attachment L: Pilot Schools and Teachers

Vendor	Product	SchoolName	CourseName	Number of Students	Teacher Last FirstName
Pearson	Auténtico 1	Franklin High School	SPANISH 1B	29	Young, Yamina B
Pearson	Auténtico 1	Franklin High School	SPANISH 1B	27	Young, Yamina B
Pearson	Auténtico 1	Franklin High School	SPANISH 1B	30	Young, Yamina B
Pearson	Auténtico 1	Franklin High School	SPANISH 1B	23	Young, Yamina B
Pearson	Auténtico 1	Robert Eagle Staff MS	SPANISH 1B	28	Fluharty, Stuart W
Pearson	Auténtico 1	Robert Eagle Staff MS	SPANISH 1B	29	Fluharty, Stuart W
Pearson	Auténtico 1	Robert Eagle Staff MS	SPANISH 1B	26	Fluharty, Stuart W
Pearson	Auténtico 1	McClure Middle School	SPANISH 1A	32	Thomson, Elizabeth K
Pearson	Auténtico 1	McClure Middle School	SPANISH 1A	32	Thomson, Elizabeth K
Pearson	Auténtico 1	McClure Middle School	SPANISH 1B	29	Thomson, Elizabeth K
Pearson	Auténtico 1	McClure Middle School	SPANISH 1B	31	Thomson, Elizabeth K
Pearson	Auténtico 2	Ballard High School	SPANISH 2B	24	Coleman, Scott F
Pearson	Auténtico 2	Ballard High School	SPANISH 2B	25	Coleman, Scott F
Pearson	Auténtico 2	Ballard High School	SPANISH 2B	30	Coleman, Scott F
Pearson	Auténtico 2	Cleveland High School STEM	SPANISH 2B	25	Jones, Victoria S
Pearson	Auténtico 2	Cleveland High School STEM	SPANISH 2B	21	Jones, Victoria S
Pearson	Auténtico 2	Cleveland High School STEM	SPANISH 2B	20	Jones, Victoria S

Vendor	Product	SchoolName	CourseName	Number of Students	Teacher Last FirstName
Pearson	Auténtico 2	Cleveland High School STEM	SPANISH 2B	28	Jones, Victoria S
Pearson	Auténtico 2	Cleveland High School STEM	SPANISH 2B	15	Jones, Victoria S
Pearson	Auténtico 2	Chief Sealth Intl HS	SPANISH 2B	29	Nielsen, Tricia L
Pearson	Auténtico 2	Chief Sealth Intl HS	SPANISH 2B	25	Nielsen, Tricia L
Pearson	Auténtico 2	Chief Sealth Intl HS	SPANISH 2B	22	Nielsen, Tricia L
Pearson	Abriendo paso (AP)	Cleveland High School STEM	AP SPANISH 5B	14	Jones, Victoria S
Pearson	Abriendo paso (AP)	Ingraham High School	IB SPANISH 4B	32	Bushey, Ceinwen K
Pearson	AP Spanish Test Prep	Roosevelt High School	AP SPANISH 5B	25	Wiedmaier, Amos A
Vista	Santillana 1	Ingraham High School	SPANISH 1B	32	Kerr, Sara K
Vista	Santillana 1	Ingraham High School	SPANISH 1B	22	Luthe, Jennifer L
Vista	Santillana 1	Ingraham High School	SPANISH 1B	28	Kerr, Sara K
Vista	Santillana 1	Nathan Hale High School	SPANISH 1B	29	Weybright, Elizabeth A
Vista	Santillana 1	Nathan Hale High School	SPANISH 1B	24	Weybright, Elizabeth A
Vista	Santillana 1	Nathan Hale High School	SPANISH 1B	29	Weybright, Elizabeth A
Vista	Santillana 1	Ingraham High School	SPANISH 1B	21	Zeichner, Noah C
Vista	Santillana 1	Ingraham High School	SPANISH 1B	31	Zeichner, Noah C
Vista	Santillana 1	Mercer Intl MS	SPANISH 1A	23	Lanza, Mary J
Vista	Santillana 1	Mercer Intl MS	SPANISH 1A	29	Lanza, Mary J

Vendor	Product	SchoolName	CourseName	Number of Students	Teacher Last FirstName
Vista	Santillana 1	Mercer Intl MS	SPANISH 1B	25	Lanza, Mary J
Vista	Santillana 1	Mercer Intl MS	SPANISH 1B	29	Lanza, Mary J
Vista	Santillana 2	Franklin High School	SPANISH 2B	30	McEvoy, Cara J
Vista	Santillana 2	Franklin High School	SPANISH 2B	23	McEvoy, Cara J
Vista	Santillana 2	Franklin High School	SPANISH 2B	29	McEvoy, Cara J
Vista	Santillana 2	Franklin High School	SPANISH 2B	33	McEvoy, Cara J
Vista	Santillana 2	Nathan Hale High School	SPANISH 2B	12	Tobon, Teresita
Vista	Santillana 2	Nathan Hale High School	SPANISH 2B	26	Weybright, Elizabeth A
Vista	Santillana 2	Nathan Hale High School	SPANISH 2B	32	Tobon, Teresita
Vista	Santillana 2	Nathan Hale High School	SPANISH 2B	25	Tobon, Teresita
Vista	Santillana 2	Nathan Hale High School	SPANISH HERIT SPKR B	10	Weybright, Elizabeth A
Vista	Santillana 3	Franklin High School	SPANISH 3B	26	Di Tolla, Diana D
Vista	Santillana 4 (AP)	Franklin High School	AP SPANISH 5B	9	McEvoy, Cara J
Vista	Santillana 4 (AP)	Roosevelt High School	AP SPANISH 5B	25	Wiedmaier, Amos A
Vista	Santillana 4 (AP)	Roosevelt High School	AP SPANISH 5B	21	Wiedmaier, Amos A
Vista	Senderos 1	Chief Sealth Intl HS	SPANISH 1B	30	Molina Sanchez, Ruben
Vista	Senderos 1	Chief Sealth Intl HS	SPANISH 1B	30	Molina Sanchez, Ruben
Vista	Senderos 1	The Center School	SPANISH 1B	25	Cooke, Patricia M
Vista	Senderos 1	The Center School	SPANISH 1B	23	Cooke, Patricia M

Vendor	Product	SchoolName	CourseName	Number of Students	Teacher Last FirstName
Vista	Senderos 2	Garfield High School	SPANISH 2B	25	Pibida De Aloï, Grisel M
Vista	Senderos 2	Garfield High School	SPANISH 2B	26	Pibida De Aloï, Grisel M
Vista	Senderos 2	Garfield High School	SPANISH 2B	27	Pibida De Aloï, Grisel M
Vista	Senderos 2	Garfield High School	SPANISH 2B	29	Pibida De Aloï, Grisel M
Vista	Senderos 2	Ingraham High School	SPANISH 2B	22	Bushey, Ceinwen K
Vista	Senderos 2	Ingraham High School	SPANISH 2B	22	Bushey, Ceinwen K
Vista	Senderos 2	The Center School	SPANISH 2B	15	Cooke, Patricia M
Vista	Senderos 2	The Center School	SPANISH 3B	18	Cooke, Patricia M
Vista	Senderos 3	Franklin High School	SPANISH 3B	22	Di Tolla, Diana D
Vista	Senderos 3	Franklin High School	SPANISH 3B	13	Di Tolla, Diana D
Vista	Senderos 3	Franklin High School	SPANISH 3B	22	Di Tolla, Diana D
Vista	Senderos 3	Garfield High School	SPANISH 3B (CIHS)	22	Pibida De Aloï, Grisel M
Vista	Imagina (4)	Franklin High School	SPANISH 4B	31	Di Tolla, Diana D
Vista	AP Temas	Roosevelt High School	AP SPANISH 5B	27	Wiedmaier, Amos A
Vista	AP Temas	Hamilton Intl MS	SPANISH LANG ARTS 3B	27	Severance, Brandon W
Vista	AP Temas	Hamilton Intl MS	SPANISH LANG ARTS 3B	32	Severance, Brandon W
TOTAL				1762	

Totals: Pearson: 580; Vista Senderos/Imagina/AP Temas: 488; Santillana: 623