

**Northshore School District  
Curriculum Materials Adoption Committee Minutes  
April 26, 2018  
3:30 PM  
Administrative Center Room 204**

**CALL TO ORDER**

The meeting of the CMAC, Curriculum Materials Adoption Committee, was held on Monday, April 26, 2018 at the Administrative Center in Bothell, Washington. Chairperson Obadiah Dunham called the meeting to order at 3:38 p.m.

This meeting is a continuation of our April 16 meeting due to the smell of gas in the building. We have the necessary number of members present for a quorum. At our last meeting, Adra had started her presentation before we were evacuated from the building. Obadiah has requested that start from the beginning today.

**ATTENDANCE**

**Present:** Obadiah Dunham, Dave Wellington, Becky Anderson, Carlos Lazo, Nancy Dodson, Tiffany Rodriguez, Kim Osgood, May Pelto, and Kelly Griffin.

**Absent:** Heather Miller, Sarah Takayoshi, Rebecca Nielsen, Janice Rendahl, Angie Maynard, Shelby Reynolds, and Shannon Colley.

**NEW BUSINESS PRESENTATIONS FOR APPROVAL**

**Phono-Graphix – Grade K-5 and REWARDS-Intermediate – Grades 4-5**

District Supplemental Curriculum, Adra Davy, Assistant Director of Elementary Special Education

Adra Davy and her team, Radhika Shyamsundar, Cottage Lake Elementary; Meghan Crane, Kokanne Elementary; and Renita De Graff, Arrowhead Elementary attended today's meeting to seek approval of *Phono-Graphix* for Grade K-5 and *REWARDS – Intermediate* for Grades 4-5. Nichole Halvorson, Crystal Springs Elementary, was unable to attend tonight's meeting with the team.

Adra and her team are requesting approval of two supplemental reading curricula to supplement the K-5 general education literacy curriculum. They would like to use these supplemental reading materials for students in kindergarten through 5<sup>th</sup> grade that qualify for special education in the area of basic reading (decoding, phonemic awareness and phonics). These materials provide targeted interventions in basic reading skills and will target these Common Core State Standards. These materials would not replace any current supplemental curriculum. REWARDS also addresses fluency and vocabulary. Both programs also improve spelling which falls under Language Standards K-5.

**Process**

The team completed a two-year pilot process. The committee was made up of learning center special education teachers from small, medium and large schools and blended teachers, as well as two speech-language pathologists, one principal and herself.

The process started with research, training and defining their purpose. The purpose of special education is access to and progress in general education curriculum. The team's purpose was to identify supplemental curriculum that would enable students across the district who receive specially designed instruction in reading to receive the targeted interventions needed to access and make progress in the general education curriculum. The committee also looked at progress monitoring tools and piloted AIMS web, but decided to wait for the district assessment committee to do their work before they evaluated what they may need in this

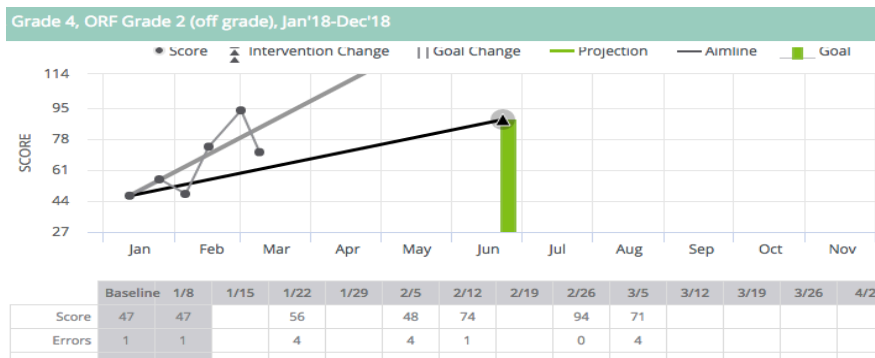
area. They have shared their information and work with the district assessment committee as they did not want to run parallel systems.

The committee evaluated the current general education curriculum against the five areas of reading and looked at the needs of students currently identified in special education. As a result, they identified phonemic awareness and phonics as areas in need of intensive supplemental intervention.

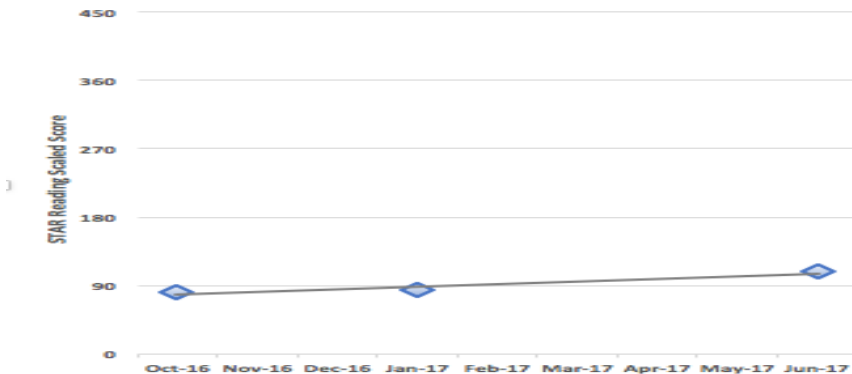
They rated 11 different curricula in the identified areas. They were set to pilot five curriculums materials but one of the curriculums dropped off as their focus was too narrow – it was more of a speech-language pathologist curriculum. Staff piloted each curriculum for six weeks and gathered data. The curricula were evaluated for student growth, ease of use, and could it be an intensive intervention that would lead to access to and progress in the general education curriculum. AIMS web was used for progress monitoring. The team chose two intensive intervention curricula for phonemic awareness and phonics.

Adra shared data charts from AIMSweb outlining a student’s success using *Phono-Graphix*. The student was reading two years behind her actual grade level. Reading fluency is the area of measurement. Based on data, she is closing the achievement gap. She is above the trend line that AIMSweb suggested for her progress.

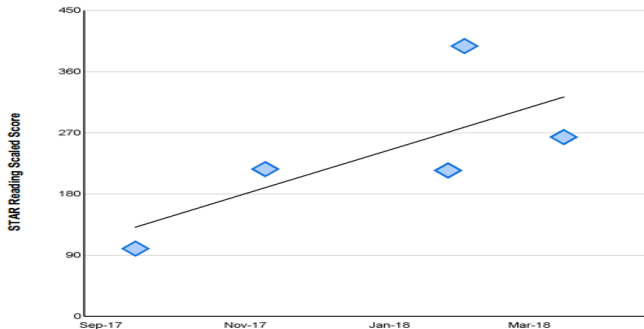
Figure A: Shows Student A’s progress on an oral reading fluency at her independent reading level. She is making steeper progress to surpass her goal.



Adra shared STAR assessment data. The first chart shows the 2016-17 STAR test data for Student A over nine months.



This next chart shows Student A's 2017-18 test data over seven months with *Phono-Graphix* intervention:



The student has three data points in each of the graphs and we are able to see the progress. The above chart is typical growth across students with *Phono-Graphix* intervention.

Peer reviewed research on *Phono-Graphix* indicates that 98% of students' reach grade level in reading (decoding) in 12-16 weeks.

One member of Adra's team shared that one of her students was reading at a Pre-K level at the beginning of the year and with the use of *Phono-Graphix* intervention he is now at the 2<sup>nd</sup> grade level. She also had another student that was in the yellow ranges as needing intervention in reading and that student is now in the green level. Signs indicate that the student can be exited for next school year. This means that next year she will be in general education reading without support.

*Phono-Graphix* is for students in grades K-5. *REWARDS-Intermediate* will follow *Phono-Graphix*. *REWARDS* targets multisyllabic word decoding, fluency and academic vocabulary.

Adra presented *REWARDS* data as follows:

Pre-test to post-test data with six-week intervention of 20 minutes 4 days/week:

- Average accuracy for multisyllabic word parts: 10% increase
- Average accuracy for multisyllabic words: 17% increase
- Average fluency for multisyllabic word parts: Increase of 20 parts per minute
- Average fluency for multisyllabic words: Increase of 6 words per minute

Our kids are loving to read now. Students are now enjoying independent and guided read. Students want to be tested to see their progress. They are excited about reading.

### **Professional Development Plan**

#### *Phono-Graphix*

- Learning center and mid-level teachers this year
- Live training to be provided June 26-29 with a *Phono-Graphix* trainer
- Make-up live training to be provided the week of August 20 with district trainers
- Make-up online training for anyone unable to attend

*Phono-Graphix* is a 30-hour training. It will be four days and for seven-hours a day with an additional two hours to put their kits together. Adra and two of her team members will be trained as trainers. This will allow for sustainable training.

The company also offers online training. However, it is not as beneficial as in person training. With the in person training, teachers work with students in the afternoon for hands-on training.

Next year

- Other programs (S/E, Sensory, FSA) brought in to evaluate fit
- Potential para online training for interested staff members - only required for teachers in the first year, then re-evaluate.

#### *REWARDS*

- Scripted program
- Optional training to be offered in the fall

#### Costs

*Phono-Graphix* will be purchased from this year's budget for learning center and mid-level

- Materials costs - \$13,466
- Live training for teachers - \$69,494

Potential *Phono-Graphix* costs for next year's budget for other special education programs and paraprofessionals

- Materials - \$9,954
- Live training - \$36,615
- Optional online paraprofessional training for those interested - approximately \$4,650

*REWARDS Intermediate* - to be purchased from next year's budget is \$12,867.

#### Questions:

Q: There are concerns regarding the lack of diversity and the material seems outdated in the *Phono-Graphix* curriculum? Are teachers supplementing with materials that are more diverse?

A: The pilot team noticed the same issues. The passages on Helen Keller and Martin Luther King are poorly done. There are only three supplemental booklets and the purpose of these booklets is for students to have decodable text that is connected to their learning that they can apply the skill to. Students should also be reading books at their reading level and applying their learning to non-decodable text as well. The small booklets have controlled words in them on purpose so that when students learn the skills that they can immediately apply the learning to a passage and see the application of reading the small words.

Q: Are they looking at purchasing the 2005 or 2015 versions as we see both in the reviewers note?

A: Yes, the company is working on a very small update. They are editing a couple of mistakes in the teacher's manual, and pictures will be in full color pictures instead of drawings. They are not editing the content at all. They will be purchasing the newer version done before they order.

Q: Will CMAC need to see that one prior to them purchasing?

A: We can decide whether we trust Adra's perception on the changes or we can say that we need to see the newest version prior to purchasing.

Concerns regarding the names in the book. All the names are Caucasian names and some of the names are spelled in different ways in the material such as Vickie and Vicky. It was suggested that the company receive feedback on this concern.

Q: Concerns using the word handicapped in the Helen Keller passage and the depiction of Martin Luther King and black people was not accurate. Concerns were also noted in an online resource – Jojo the Eskimo. The word Eskimo is a derogatory term. Also the pictures used were very stereotypical.

A: Adra will provide feedback to the company on these issues as she has a good relationship with the CEO.

The only concerns are with the supplemental texts. Some of the teachers indicated that they did not use the three spiral bound booklets.

Q: How key are these booklets to the curriculum?

A: They are a very small component of the overall curriculum. The idea is to move them to leveled books as soon as possible.

Q: Can the *Phono-Graphix* be used without the supplemental booklets?

A: Yes. One teacher indicated she did not use the supplemental booklets at all.

Q: Will teachers be paid for online training?

A: Yes, it is included in the adoption budget.

Q: If the teacher cannot attend June or August can they access the online training in June or this summer and be paid?

A: No, because teachers have to be working with students as they go through the training so online training will not be offered until the fall which means some teachers may not be trained before school starts.

Q: Concerns regarding teachers not being able to attend in June or August as it is outside of their contract.

A: Yes, it is outside of their contract and they will be paid for their time. Adra has been gauging interest and they have almost all of their staff planning to attend the training in June or August.

### Discussion

Discussion centered around the supplemental booklets and the use of these texts due to stereotyping and the inaccurate depictions. There are three supplemental booklets – *Famous Faces*, *The Club House Adventures* and *Puppy Tales*. There are no concerns with the supplemental booklet *Puppy Tales*. Based on the presentation and discussion, the supplemental booklets were not largely used. These are decodable texts from other sources that teachers could use.

It was MOVED by Kelly Griffin to approve *Phono-Graphix* and *REWARDS- Intermediate* as District Supplemental Curriculum for special education students that qualify in the area of basic reading in grades K-5 (including the supplemental reading book *Puppy Tale*). The supplemental readings books entitled *Famous Faces* and *The Club House Adventures* are not approved for use. SECONDED by Kim Osgood the motion. In the future CMAC would need to approve *Famous Faces* and *The Club House Adventures* for use and any other reading supplements that the company may put out.

The “Helen Keller” and “Martin Luther King” passages need to be replaced as the writing is outdated in the *Famous Faces* booklets. In *The Club House Adventures*, the roles depicted are stereotypical and all the names are Caucasian. With a few changes, these concerns could be eliminated. If the booklets are updated, Adra and her team could bring them back through for approval for use.

### ADJOURNMENT

It was MOVED to by Nancy Dobson to adjourn the meeting. Motion was SECONDED by Becky Anderson.

Obadiah called for the question. Motion carried.

Meeting adjourned at 4:27 PM.