



Highline Public Schools Board Action Report

Supports the Strategic Plan

DATE: March 31, 2021

FROM: Dr. Susan Enfield, Superintendent

LEAD STAFF: Susanne Jerde, Chief Academic Officer

For Introduction: April 7, 2021 For Action: April 7, 2021

I. TITLE K-5 Language Arts Instructional Materials Adoption

II. WHY BOARD ACTION IS NECESSARY Per Board policy 2020, the School Board is responsible for the adoption of all core materials used in the District as recommended by the Instructional Materials Committee.

Additionally, as outlined in Board policy 6225, the School Board must be notified of contracts exceeding \$250,000.

III. BACKGROUND INFORMATION

Teaching, Learning, and Leadership staff conducted a course of study review to determine whether or not the instructional materials currently in use for K-5 language arts (reading, writing, and foundational skills) align with standards, and their overall effectiveness. Staff found clear evidence that the current adoption does not align with standards, requiring significant supplementing with additional materials to teach the current standards. Additionally, student outcomes with current materials are not strong. This led to the formation of a materials adoption team -- see the attached memo for detailed information on the process they completed. The adoption committee has recommended the American Reading Company's Core as new adopted materials.

The overall program and specific materials identified must support the needs of language learners through Spanish language materials for Dual Language programs, as well as content-rich texts that build strong language skills for ELLs in all instructional programs. In a similar fashion, the content-rich nature of the materials and texts support students experiencing poverty by ensuring robust development of real-world knowledge and vocabulary. To meet the comprehensive needs of students, this curriculum provides personalized learning opportunities essential for their growth. The curriculum also supports teachers as they implement this personalized instruction with research and evidence-based activities, and aligned materials. This allows Highline to support students experiencing poverty and homelessness, addresses learning loss as a result of the impact of COVID, and also supports specific learning differences among our students.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the adoption of The American Reading Company's Core as the adopted material for K-5 language arts.

V. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be (amount and source including fund Example - \$522,000 from general fund Title 1 revenue).

\$3,018,058 in one-time materials

\$100,000 in annual licensing fees

The revenue source for this motion is \$378,502 from Basic Education Allocation Funds; \$2,739,556 from ESSER to support COVID recovery.

Expenditure: One-time Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following: Policy 2020 and Policy 6225

VII. ALTERNATIVES

If the materials are not adopted, teachers will use existing materials and need to locate multiple supplementary materials from open resources to fill gaps to address current standards. This is problematic because it draws teachers away from their core function of engaging students with instruction, and increases the likelihood of inconsistent access to high quality instruction.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: Yes No

Family and community members provided feedback during events in which they engaged with staff to learn about the available options. Community members participated on the adoption committee as well.

IX. POLICY MONITORING PLAN

This new or revised policy will be monitored by the School Board:

Quarterly Semi-Annually Annually Not Applicable

The metrics that will be used to monitor this policy include: _____

X. ATTACHMENTS

Board memo outlining the adoption process

PowerPoint for the presentation of the instructional materials recommendation at the March 17, 2021 Board Meeting.



M E M O R A N D U M

To: School Board of Directors and Cabinet
From: Susanne Jerde, Chief Academic Officer
CC: Dr. Susan Enfield, Superintendent
Date: March 17, 2021
Re: Language Arts Materials Adoption Presentation and Board Action

Please see the attached memo and presentation regarding the recommendation for elementary language arts materials. This presentation will take place at the March 17 board meeting. However, we are finalizing plans for revenue sources and timelines for purchasing, and for this reason, we are not introducing a Board Action Report at this time. We anticipate sharing these with you for introduction and action at the April 7 board meeting.



M E M O R A N D U M

To: School Board of Directors and Cabinet
From: Kathy Emerick, Director P3/Elementary Success; Erika Calhoun, Pk-5 Instructional Specialist; Jordan Montalvo, Language Learning Specialist
CC: Dr. Susan Enfield, Superintendent
Date: March 17, 2021
Re: K-5 Language Arts Instructional Materials Recommendation

Introduction: As per Board Policy 2020, a team was created to review the instructional materials for K - 5 literacy where it was determined that the current materials did not provide equitable resources for our Dual Language programs and did not meet the needs of our learners to help them achieve grade-level standards. As a result, most teachers are either supplementing or entirely replacing the curriculum in order to meet the diverse needs of Highline's elementary students' population.

This document details the process followed by the Highline Elementary Language Arts Adoption Committee. The committee worked to develop common understanding of research-based literacy practices that support Common Core State Standards and biliteracy instruction. The team also used rubrics developed by OSPI, EdReports, and the internal committee to guide their decision. Based on our data, input from the pilot teachers and the community, and guidance on the process from the Instructional Materials Committee (IMC), the Elementary Language Arts Adoption Committee would like to recommend ARC Core by American Reading Company as the new core instructional materials for K-5 Language Arts. This recommendation is inclusive of American Reading Company's assessment systems (IRLA & ENIL) and supporting toolkits for differentiation. ARC Core was chosen because of the strong teaching framework that guides teachers to make instructional decisions for the students in front of them and provide all students access to grade level standards, the authentic high-quality texts available in both English and Spanish, and the overall rigor of student reading and writing experiences, and the strong alignment in the material to Highline's districtwide priorities. This material is fully and authentically developed in both English and Spanish, which is paramount in upholding our promise of students graduating bilingual and biliterate.

The following pages provide an overview of the process for reaching the recommendation that will be proposed at the upcoming Board Meeting on March 17.

March 17, 2021

Step in Process	Timeframe & Participants	Description	Decision
Instructional Materials Review	Spring 2019 IMC	Review of current instructional materials	Create Elementary Language Arts Adoption Committee
Form Adoption Committee	Fall 2019 IMC & HEA	Informed Highline community about Language Arts Adoption and invited staff, families, and community to be part of the committee	Elementary Language Arts Adoption Committee created (K-5 Adoption Committee Members)
Review current research and develop RFP	October 2019 - December 2019 K-5 Adoption Committee	Committee reviewed current research on best practices for literacy instruction in English, Spanish, and for multilingual learners and developed criteria to evaluate possible curriculum	Determined publishers to send RFP to Criteria included in RFP sent to publishers (letter to publishers)
Review curriculum	January 2020 - February 2020 K-5 Adoption Committee	Committee examined curricular materials sent using a variety of tools: EQulP IMET Committee Criteria Two sub-committees formed Evaluate curricula not evaluated by EdReports Evaluate curricula with a Dual Language/ Spanish lens	Results reviewed by committee and consensus reached to move forward with a pilot of ReadyGEN by Savvas Learning and ARC Core by American Reading Company
Presentations from ReadyGEN and American Reading Company	April 2020 - May 2020 K-5 Adoption Committee Additional Pilot Teachers	Committee met to learn about each program more in depth and to think about options for a pilot in light of COVID-19	Decision made to wait until Fall 2020 to pilot materials
Pilot preparation	October 2020 K-5 Adoption Committee	Committee met to discuss logistics of virtual pilot of both finalists and to provide feedback about impact and considerations of a virtual pilot	Decision to move forward with a virtual pilot allowing teachers to opt out based on current capacity (Pilot Teachers)
Onboard New Committee Members	October 2020 K-5 Adoption Committee	Instructional Materials Committee re-opened the application process to community members Five community members selected to be part of the Language Arts Adoption	New Committee Members

March 17, 2021

Step in Process	Timeframe & Participants	Description	Decision
Virtual pilot	October 2020 - November 2020 K-5 Adoption Committee Additional Pilot Teachers	Publisher trainings for virtual pilot of each material, 2 week pilot of each material with feedback from participating teachers	ReadyGEN pilot feedback ARC pilot feedback Results of pilot alignment to committee developed criteria
Family & Community Input Equity Audit Vietnamese Input	September - December 2020 Highline Community Equity Audit Subcommittee Vietnamese DL Teachers	Outreach to the community - families, staff, community members - for input and feedback Equity Audit of both finalists by a small subcommittee Outreach to Vietnamese Dual Language teachers to seek input on how each finalist could work within the Vietnamese DL program - Subcommittee Members	Highline Webpage for family information & input Live Zoom sessions with each finalist Recorded session on Website Website with information translated into website languages Surveys for feedback submission Equity Audit revealed both programs would be acceptable to use Vietnamese review discussed program impacts & implications for each curriculum
Post-pilot meetings to determine recommendation	December 2020 K-5 Adoption Committee	Committee met to analyze feedback from the pilot and input from community stakeholders (staff, families, community members) in order to make a recommendation of one curriculum	Committee recommends moving forward with a recommendation of adoption ARC Core by American Reading Company with an understanding that further research will be done on American Reading Company's philosophy and approach to teaching foundational reading skills (Results) 91% selected ARC
Deep dive into American Reading Company's Foundational Literacy Skills approach	January - February 2021 K-5 Adoption Committee Additional Pilot Teachers	Small group of teachers asked to pilot ARC's assessment system (IRLA/ENIL) and Toolkits to gather quantitative and qualitative data about foundational reading skills Sub-Committee formed to thoroughly read ARC's assessment materials, toolkits, and core curriculum to	ARC Authors & HPS Foundational Skills Sub-Committee (Meeting Notes) Results from additional Foundational Skills reviews

March 17, 2021

Step in Process	Timeframe & Participants	Description	Decision
		determine what matches Highline's approach to foundational skills and what does not, sub-committee met with authors of ARC's foundational reading skills to discuss findings and next steps	

Recommendation for **K-5 Language Arts** Instructional Materials Adoption



Bernard Koontz, Kathy Emerick, Erika Calhoun, Jordan Montalvo
School Board Meeting
March 17, 2021





OUR PROMISE

Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.

K-5 Language Arts Adoption Committee

School/ Location	Member
Bow Lake	Katie Sachter
Des Moines	Kevin Garber Marc Mcnaghten
Hilltop	Caitlyn McGuire Nora Duarte Yazmin Gil
Madrona	Amy Mcmanamon Sandra Aguila Salinas
McMicken	Alexandria Haas Diana Goo Jaymie Baunach
Midway	Laura Rankin

School/ Location	Member
Mount View	Adina Thea Emma Caro Bernal Lauren Monroe
North Hill	Sarah Wix
Shorewood	Catherine Gustafson
White Center Heights	Maria Osses-Watson
Central Office	Daniel Ervin

Family & Community Members
Damaris Espinosa
Lacey Burchett
Liz Roberts
Sarah Gonzales

Roles of Members:

- Principals
- Teachers
- Dual Language Teachers
- EBC Teachers
- Family Members
- Community Members
- Central Office Specialists
- School Based Specialists

Adoption Facilitators

- Erika Calhoun
 - *PK-5 Instructional Specialist*
- Jordan Montalvo
 - *Language Learning Specialist*

Selection Process Overview

Research Review & Committee Calibration

October - December 2019

- Reviewed research-based language arts best practices
- Co-created Request for Proposals (RFP) with committee-developed criteria
- Sent RFP to materials reviewed through EdReports, or newly released

Evaluate & Narrow Materials

January 2020 - April 2020

- Reviewed materials that met RFP requirements with EQUIP (EdReports reviewed) or IMET (newly released, no review yet)
- Analyzed initial review results
- Built consensus of 100% to narrow to top 2 finalists

Pilot Materials

April 2020 - November 2020

- Prepared to pilot two finalists, began trainings
- Paused pilot process in June '20 (COVID-19) - September '20, continued trainings
- Completed virtual pilot - trainings, implementation, piloter feedback

Selection Process Overview

Community Meetings & Data Analysis

November - December 2020

- Collected data from teachers, parents, and community members at multiple community adoption Zoom feedback sessions, Highline website, survey forms, recorded sessions
- Reviewed data from teacher experiences and community input
- Reviewed data from Anti-Bias tool, updated committee criteria post-pilot, included Vietnamese considerations

Recommendation

December 2020-March 2021

- Voted to recommend American Reading Company if further investigation was done on foundational skills
- Continued pilot & research-based discussions with American Reading Company regarding foundational skills
- Recommended full adoption of American Reading Company to IMC

Elementary Language Arts Recommendation

American Reading Company



**Authentic &
High Quality
Texts**



**Rigorous
Reading & Writing
Experiences**



**Alignment to
Highline Priorities**

**AMERICAN READING COMPANY'S
5 Touchstones for Excellence and Equity**

1. Examine the curriculum, biases, gaps, and assumptions that may constrain student choices to be college- and career-ready.
2. Change entrenched institutional practices, including curriculum and instruction, that work against closing achievement gaps.
3. Create a healthy learning environment for students of all races and ethnicities, particularly students of color who have historically been excluded or marginalized.
4. Create a hospitable learning environment for students of all gender presentations and family compositions.
5. Redesign approaches and systems so that all students' assessment results are a barrier to success.

CCSS RL.4.2 Rhetoric

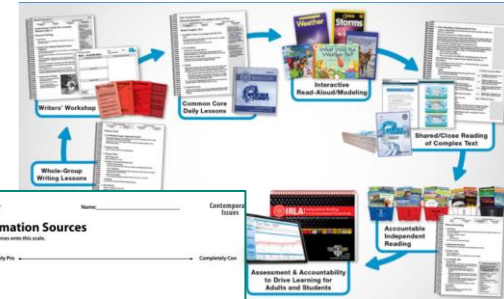
180	Identify the text.
180	The message of "John, to, Jackal, to, ..."
180	Identify a main idea.
180	Identify the key details that best support the main idea.
180	Explain how each of these key details support the main idea.
180	Include at least one direct quote.
180	Conclude by summarizing.
180	Check "sample responses" on the "How to Write This" page.
180	Print this lesson.

Elementary Language Arts Recommendation

American Reading Company

Rigorous Reading & Writing Experiences

- Complex text and content integration elevate literacy experiences
- Rigorous writing instruction - daily practice, deep content knowledge
- Formative Assessment - driven by embedded structures for decision making & PLCs
- Foundational Skills integrated & explicit within framework to drive research-based instruction

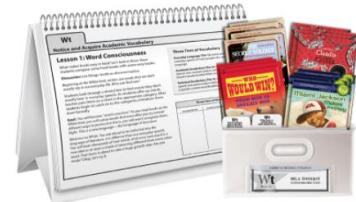


Final Project Organizer

RQ#6 - Information Sources

Sorter your information sources onto this scale.

Most Reliable → Completely True → Completely False → Least Reliable

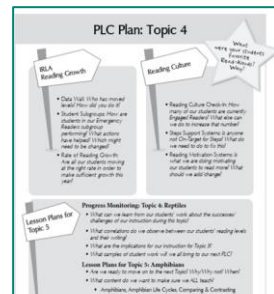


Elementary Language Arts Recommendation

American Reading Company

Alignment to Highline Priorities

- Graduate Bilingual & Biliterate
- Strengthen Relationships - Community & Family
- Accelerate Growth & Reduce Opportunity Gaps



CCSS W-4-5.2 Rubric for a Proficient Informational Text	
1 pt.	Introduction I introduce my topic clearly.
1 pt.	Main Idea(s) I state my main idea(s).

CCSS RI.4.2 Rubric	
1 pt.	Introduce the text. The main topic of <u>(text)_</u> by <u>(author)_</u> is...
1 pt.	Identify a main idea.
1 pt.	Identify the key details that best support this main idea.
1 pt.	Explain how each of these key details support this main idea.
1 pt.	Include at least one direct quote.
1 pt.	Conclude by summarizing. These <u>(examples, comparisons, etc.)_</u> show that <u>(main idea)_</u> .
6 pts.	Proficient Answer

AMERICAN READING COMPANY'S 5 Touchstones for Excellence and Equity

1. Examine the unconscious biases, fears, and assumptions that may constrain students' chances to be college- and career-ready.
2. Change entrenched institutional practices, including curriculum and instruction, that work against closing achievement gaps.
3. Create a healthy learning environment for students of all races and ethnicities, particularly students of color who have historically been excluded or unwelcome.
4. Create a hospitable learning environment for students of all gender presentations and family compositions.
5. Redesign approaches and systems so that no student's socioeconomic status is a barrier to success.



K - 5 Language Arts Implementation

Professional Learning

Aligning our HPS Literacy Vision and Instructional Practices

Content

- **Integrated Content & Word Study**
(Science of Reading)
- **Instructional Practices**
- **Alignment to Professional Learning Communities, Standards-Based Grading; Universal Design for Learning**

Opportunities

- **Summer School Program**
Possible Implementation of materials
- **Fall - Implementation Institutes**
3 days for each grade level
- **On going system and school based during 2021-22 school year**