



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 6-12 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 6th-12th grade language arts 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 Inquiry by Design as new adopted materials.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the adoption of Inquiry by Design as the adopted material for 6th-12th grade 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).

\$792,651 ; Approximately \$100,000 in annual consumable materials included in the initial cost

The revenue source for this motion is Basic Education Allocation Funds .

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 secondary 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: Julie Hunter, Director of Secondary Instruction; Meredith Ekeroma, Secondary Instructional Specialist;
Michael Kamin, Secondary Instructional Specialist

CC: Dr. Susan Enfield, Superintendent

Date: March 12, 2021

Re: Secondary Language Arts Instructional Materials Recommendation

Introduction: As per Board Policy 2020, a team was created to review the instructional materials for Secondary 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 secondary student population.

This document details the process followed by the Highline Secondary 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 Secondary Language Arts Adoption Committee would like to recommend Inquiry by Design (IBD) as the new core instructional materials for Secondary Language Arts. IBD was chosen because it offers a strong foundation for a guaranteed viable curriculum in Highline, proven to build capacity with diverse students. Its resources teach transferable skills through rigorous reading and writing experiences built around an inquiry approach, which complements UDL. IBD also stood out among curricula in its comprehensive language support. Its curriculum framework provides students access to rigorous grade level texts and authentic, diverse, and differentiated texts. IBD provides strong rubrics to assess student growth and has committed to translating materials to support all teachers, including Dual Language teachers, in collaborating with literacy teachers around shared resources. Taken together, IBD supports all students in graduating bilingual and biliterate and moves Highline toward being an anti-racist organization. It does this in its UDL approach, its commitment to diverse and differentiated texts, its philosophy which is grounded deeply and explicitly in Hammond and growth mindset, and its vision for rigorous growth in our students.

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

Timeline Summary:

Date	Topic	Date	Topic	Date	Topic
Meeting 1 - 11/7/19	Why Adoption Now? * Opportunity Myth * Johns Hopkins review Establishing Norms	Meeting 10 - 3/5/20	Continue Reviews & Evaluation w/IMET and RFP criteria	Meeting 17 - 10/15/20	Share work across groups, revising surveys & event planning
Meeting 2 - 11/21/19	Process Overview; Non-negotiables	Meeting 11 - 3/19/20	First Screening Vote Results	Meeting 18 - 10/29/20	Final Drafts: Survey, Events, Jan. Plan
Meeting 3 - 12/12/19	Review research: Achieve the Core, NPR 2000, Shanahan, Allington, Elmore	Remote 5-10 hrs.	Review materials provided digitally or individually at central office	Meeting 19 - 11/12/20	Introduction & Training: OSPI Anti-Bias Tool
Meeting 4 - 12/19/19	Review IMET , Establishing Consensus Approach	Optional - 5/12/20	Q&A on process moving forward due to remote work	Meeting 20 - 11/19/20	Anti-Bias Tool: Test/Revise Tool & Discuss process
Meeting 5 - 1/16/20	Develop RFP through Consensus	Remote 3 hrs.	Review materials to prepare for 8/10	Meeting 21 - 12/12/20	Review: Pathways
½ Day - 1/30/20	Research, Developing Shared Literacy Vision	Meeting 12 - 6/11/20	Share & Prep Pilot Vote Process on 8/10	Meeting 22 - 12/19/20	Review: IBD
Meeting 6 - 1/30/20	Prepare for reviewing, Studying Equip Tool	Vendor Presentations	6 presentations/ 1 hr.	Meeting 23 - 1/7/21	Review & Discuss Student/Parent Data & OSPI Anti-Bias Data
Meeting 7 - 2/13/20	Testing Equip Tool, Highline priorities	½ Day - 8/10/20	Discuss/ pilot vote	Meeting 24 - 1/21/21	Performance Data, Additional Other Data, IBD Translated Materials
½ Day - 2/14/20	Review materials in teams	½ Day - 8/11/20	Pilot planning: instruction, feedback, standards, schools, timelines, & teachers	Meeting 25 - 2/4/21	Discuss DL Committee Update & student performance Vendor Q&A, vote
Meeting 8 - 2/20/20	Review materials in teams	Meeting 15 - 9/24/20	Planning for Community Feedback	Meeting 26 - 2/11/21	Groups Discuss Reasoning , re-vote
Meeting 9 - 2/27/20	Sharing reviews & EQUIP evaluations	Meeting 16 - 10/1/20	Plan Virtual Events & Drafting Surveys	Next Steps	Develop Book Lists for GVC; DL Team

Selection Process & Tools:

- Curricula scoring green by Ed Reports automatically presented to LA Adoption Team for evaluation on whether or not to pilot, and evaluated using [OSPI EQUIP Tool](#).
- IBD (and others) not scored by Ed Reports: (Feb. 20th, 24th, 27th - 2020)
 - Evaluated by team of 3+ in LA Adoption Team using [Achieve the Core IMET Tool](#)
 - Must pass in all areas (non-negotiable and alignment criteria)
- IBD team presented on combined [evaluation](#) using IMET & RFP Considerations. (3/5/20)
 - LA Adoption Team vote for further review 80%+. Curricula scoring less not considered.
- LA Adoption Team [votes](#) on curricula to pilot. (08/10/2020)
 - Two chosen curricula must be 70%+ threshold. (Pathways & IBD)
 - No other curriculum scored above 40%.
- LA Adoption Team votes Inquiry by Design for recommendation (2/11/21). 70%+

- Ed Reports evaluates with 4 criteria: text quality, building knowledge, alignment rating, useability

- IMET Tool evaluates: text quality, evidence based writing & discussion, building knowledge, range and quality of texts & tasks, access to standards for all students. By Achieve the Core. The EQUIP tool evaluates: Alignment to CCSS, CCSS Shifts, Instructional Supports/Differentiation, and Assessment. By Achieve the Core.

Membership & Representation 2020-2021

School/Location	Member	School/Location	Member	Family/Community	Member
Cascade MS	Amanda Eastgard	Highline HS	Alexandria Smith Anna Webster-Stratton	Student	Diem Nguyen
Glacier MS	Calvin Allan	Mt. Rainier HS	Nick Wilken	Community	Maria Santiago
Pacific MS	Darla Hays Breanna Gallagher	Central Office	Dr. Bethany Plett Reeba Rosagaron	Community	Degefe Wolde
Sylvester MS	Paige Zentner John Mallory	Evergreen Librarian	Kelli Mcsheehy	Community	Monique Pleasant
		MRHS Admin.	Sharon Schmitt	Non-voting	Rocio Ceja

Membership & Representation 2019-2020

School/Location	Member	School/Location	Member	Family/Community	Member
Cascade MS	Amanda Eastgard	Evergreen HS	Joseph Boyer	Family/Community	Chad Harper
Chinook MS	Alaina Lewis	Highline HS	Alexandria Smith Anna Webster-Stratton	Other Representation	
Glacier MS	Calvin Allan Myke Folger	Mt. Rainier HS	Nick Wilken	Chinook MS Admin	Karin Jones
Pacific MS	Darla Hays Breanna Gallagher Michelle Thomas	Central Office	Bethany Plett Reeba Rosagaron	HHS Librarian	Kirsten Gunn
Sylvester MS	Laticia Lonon			MRHS Admin.	Sharon Schmitt

Student Performance Data: Spotlights. Full Performance
 Data found [here](#).

- Willard MS (2015-2019) - 36%→60%, “economically disadvantaged students” growth in ELA SBA
- Willard MS (2015-2019) - 8%→38%, ELL growth in ELA SBA
- Willard MS (2015-2019) - 13%→28%, SpEd growth in ELA SBA
- Willard MS (2015-2019) - 46%→70%, Hispanic/LatinX growth in ELA SBA
- Willard MS (2015-2019) - 17%→36%, Black/African American growth in ELA SBA
- Berkeley SD (2015-2019) - 57% →67.4% growth in whole district ELA SBA
- Alameda SD (2015-2019) - 65% →71.1% growth in whole district ELA SBA
- Berkeley and Alameda SD comparison to similar districts in area (2015-2019) - ~20% higher

Demographics Comparison Data:

	Highline SD	IBD - Alameda SD	IBD - Berkeley SD	Summary:
Native American	.9	.3		IBD presents these two districts as districts <i>with longitudinal data</i> . Some differences visible - in particular in Asian, Hispanic/LatinX, and White populations - but overall comparable to Highline. <i>Other districts like Federal Way SD, Portland SD, and Tigard Tualatin (Oregon) lack longitudinal data.</i>
Asian	14.6	27.2	7.3	
Black	14.6	6.5	13.9	
Hispanic/LatinX	38.9	15.7	22.3	
Native Hawaiian/ PI	3.9	7.1	0.3	
Two or more	6.1	11.6		
White	22.9	29.7	40.6	

	Highline SD	IBD - Alameda SD	IBD - Berkeley SD	Summary:
FRL	69%	29.6%	27.2%	IBD’s two focus districts for performance data show larger differences in FRL and ELL populations. Alternatives showed demographics from 1 HS or NYC schools benefiting from other financial & structural supports, such Renewal Schools initiative. Populations were still significant, providing views into ELL, SpEd, FRL impact.
ELL	28.8%	14.2%	8.3%	
SpEd	16.1%	15.1%	12%	

Recommendation for Secondary Language Arts Instructional Materials Adoption



Meredith Ekeroma, Michael Kamin, Julie Hunter

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.

Instructional Specialists

- Meredith Ekeroma
 - *Middle school instructional specialist*
- Michael Kamin
 - *High school instructional specialist*

Secondary Language Arts Adoption Committee

School/ Location	Member	School/ Location	Member	Family & Community Members
Cascade MS	Amanda Eastgard	Evergreen HS	Kelli Mcsheehy	Diem Nguyen
Glacier MS	Calvin Allan	Highline HS	Alexandria Smith Anna Webster-Stratton	Maria Santiago
Pacific MS	Darla Hays Breanna Gallagher	Mt. Rainier HS	Nicholas Wilken Sharon Schmitt	Degefe Wolde
Sylvester MS	Paige Zentner John Mallory	Central Office	Dr. Bethany Plett Reeba Rosagaron	Monique Pleasant

Selection Process Overview

Research Review & Committee Calibration

November 2019 - January 2020

- Formed Adoption Committee
- Reviewed research-based practices for language arts
- RFP co-created with committee-developed criteria
- Reviewed Ed Reports, prepared to review using Achieve the Core's EQUIP Tool and IMET Tool (for curricula not scored by Ed Reports)

Evaluate & Narrow Materials

February 2020 - August 2020

- Reviewed materials that met RFP requirements, teams presented evaluations using EQUIP & IMET. Voted for further review: 80%+
- Requested materials in Spanish, student performance data.
- Continued review remotely, vendor presentations.
- Voted two curricula for further review: 70%+. (All others <40%)

Pilot Materials & Anti-Bias Review

September 2020 - December 2020

- Pilot: 2 quarters, 1 curriculum/quarter; 40+ teachers; 4 MS's, 4 HS's
- Collected >10,000 student responses from >1000 students
- Completed virtual pilot fall/winter 2020 - trainings, implementation
- Reviewed materials using OSPI Anti-Bias Tool

Selection Process Overview



Community Meetings & Data Analysis

January - February 2021

- Reviewed the collected data from teachers, parents, students, and community members at multiple community adoption feedback sessions via zoom, Highline website, survey forms, recorded sessions
- Reviewed supplemental materials for central questions: language learning, differentiated texts, texts providing mirrors, windows, sliding doors
- Reviewed student performance data & translated materials from IBD

Recommendation

February - March 2021

- Q&A for curriculum providers: plan for PD & language learning supports
- Voted to recommend Inquiry By Design if supplemental materials list provided, provides narrow set of text selections providing both choice and frame for GVC. 70%+
- In total - met over 26 meetings and 4 half days + additional opportunities reviewing materials digitally or hearing from curriculum providers

Secondary Language Arts Recommendation

Inquiry By Design

Transferable Skills

GVC & Collaboration
In Service of
All Students

Authentic
High Quality
Texts

Alignment
to district
priorities

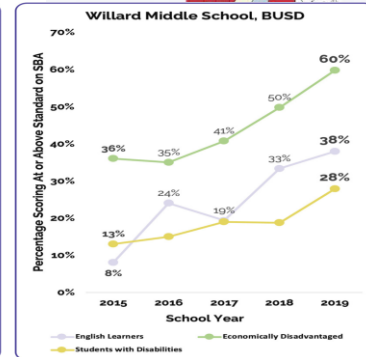
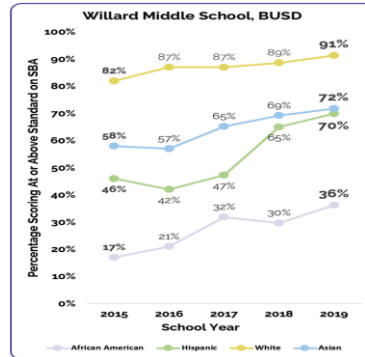
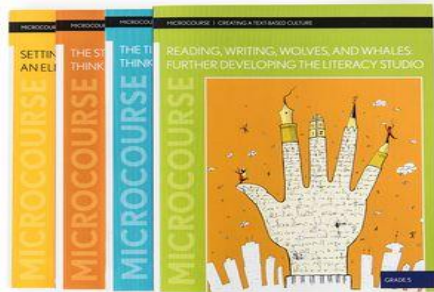


Secondary Language Arts Recommendation

Inquiry By Design

Transferable Skills

- Comprehensive language learning supports for language learning, SpEd
- Inquiry-based units built with UDL, providing authentic processes
- Proven performance building capacity with diverse students

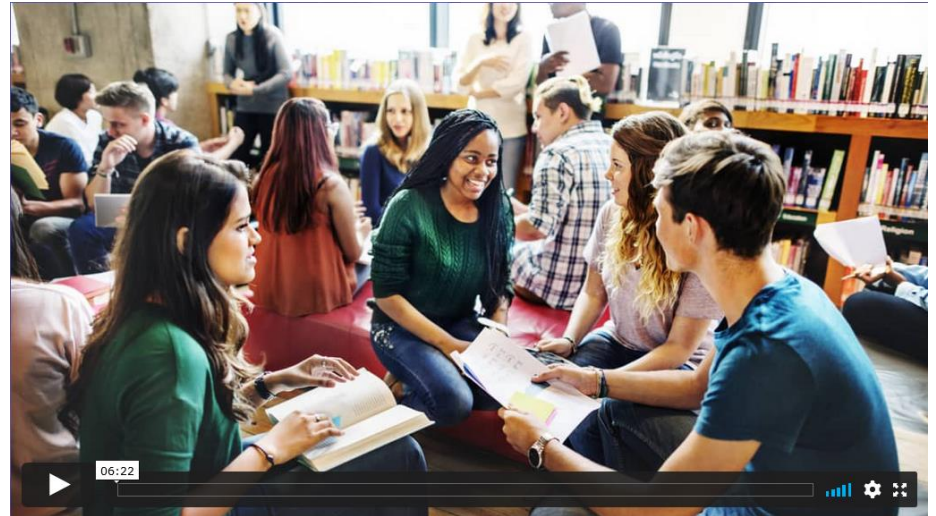
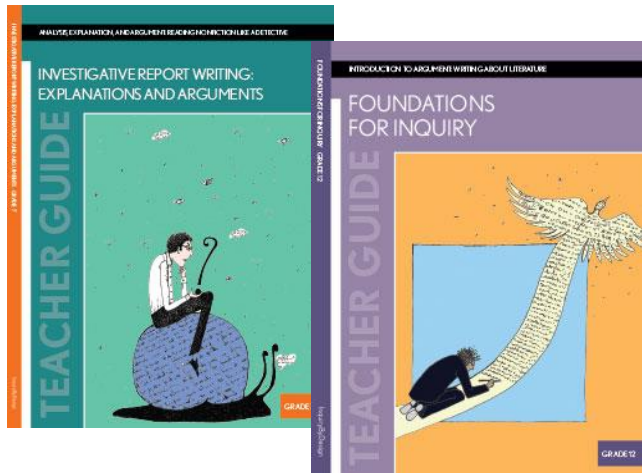


Secondary Language Arts Recommendation

Inquiry By Design

GVC & Collaboration in Service of All Students

- Translated instructional materials, & flexible lesson structure for collaboration with DL teachers in Spanish and Vietnamese
- Strong rubrics for assessing and knowing students' growth
- Alignment with ARC



Secondary Language Arts Recommendation

Inquiry By Design

Authentic, High-Quality-Texts

- Grade-level shared texts & differentiated texts
- windows, mirrors, sliding glass doors reflecting HPS student population
- small group structures providing authentic opportunities for reading around an inquiry



Secondary Language Arts Recommendation

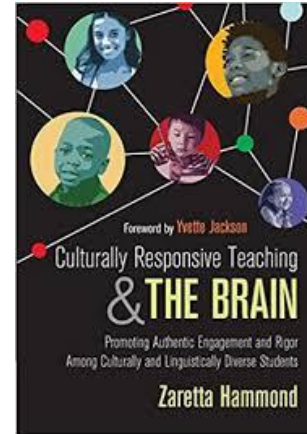
Inquiry By Design

Alignment to District Priorities

- graduate bilingual/biliterate
- moving towards anti-racist organization
- Universal Design for Learning (UDL)
- PLCs focused on shared resources across schools (GVC & PLCs)



The screenshot shows a Google Classroom assignment page. On the left is a yellow sidebar with the text 'FLUENCY Developing Fluency in Writing Amplifications for English Language Learners' and an illustration of a hand with towers on the fingers. The main content area shows 'Assignment #2 Writing About Tyranny of the Majority' with a title, instructions, and suggested materials. A dashed box highlights the 'Assignment #2 Writing About Tyranny of the Majority' section, with arrows pointing to callouts: 'Assignment #2 Writing About Tyranny of the Majority', 'Title: Assignment #2 Writing About Tyranny of the Majority', 'Instructions: For this assignment you will need to respond to the prompt with a clear thesis and an explanation that is anchored or tied to specific moments or lines in a text. You will have a chance to revisit the "translation" and "central idea" work you did with "Tyranny of the Majority" as you consider the text as a whole.', 'Here is the assignment. It will sound familiar to you because you participated in several discussions about it in the previous session's work.', 'What is the central idea of Tocqueville's "Tyranny of the Majority"?' and 'How does Tocqueville develop this idea through the text from the beginning to the end?'. Below the assignment is a 'Suggested Student Materials: Argument Student Checklist'. A dashed box highlights the 'Argument Student Checklist' link, with arrows pointing to callouts: '2. Click on the Assignment link to preview the resource' and '3. Click the green Google Classroom icon to create an assignment'.



File Name: A9.10R Is It Love?
 Argument Opinion
 Grade 9
 Range of Writing

Is It Love?

One of the most misunderstood emotions is love. There are so many different perspectives that it can be interpreted as something completely opposite of its intention. Harper Lee, the author of *To Kill a Mockingbird* states that "it's a love story, plus and minus." This different condition means people because her book is something but a romance novel. However, that is not the kind of love she is referring to. This is the love among family, friends, neighbors, and enemies. This love is called agape, and as Martin Luther King defines it, it is "a disinterested love in which the individual seeks not his own good, but the good of his neighbor... it begins by loving others for their sakes... it is a love seeking to preserve and create community" (King 19-20). In *To Kill a Mockingbird*, love is brought up in many ways. Love as shown throughout the book as different actions by the characters coming together so they can understand each other.

Atticus shows love towards his neighbor Mr. Daboo, even though she is completely disrespectful towards him. Everyday she insults Atticus and his children because he is defending Tom Robinson, but he does nothing to stop her. Instead, he sends Jean over to her house everyday for about a month to read to her. One day, it is Atticus who goes to her house, and he stays the rest of the day. When he returns home, he tells Jean that she has died, and the reason he had to read to her was because "Mr. Daboo was a scoundrel addict" (147). Atticus knew that she wanted to die free, and he helped her achieve her goal by sending Jean to read to her, so she could get her mind off the drug. "She said she was going to leave this world beholden to nothing and nobody." Atticus tells Jean (148). This is when Atticus and Jean realize her true determination to no longer be a scoundrel addict, and it's in this way that they both truly understood her. Even though she was

Introduces a precise claim: The introduction states a claim and then gives context about the subject, acknowledging it is a subjective topic.

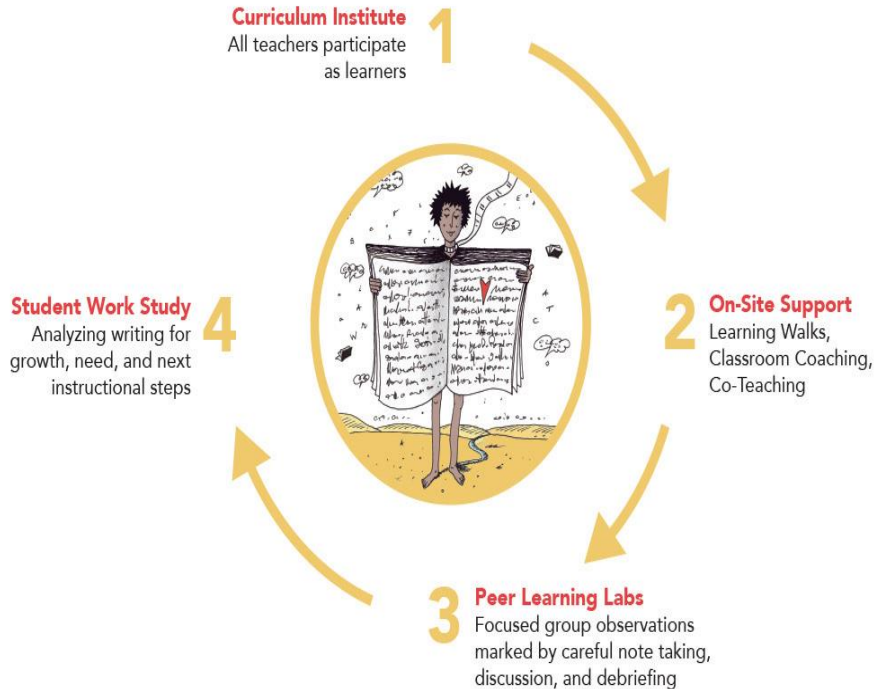
Constructs a supporting claim: Connecting supporting claim with Martin Luther King's concept of the Greek concept Diogenes' opening claim from potential connecting counterclaims or misunderstanding.

Supports claim with logical reasoning, accurate and credible evidence and demonstrates understanding of the topic: There is precise references to text, which are thoroughly analyzed and explained.

Share / Focus / claim

Secondary LA Implementation Support

Inquiry by Design Teacher Professional Development Cycle



Launch Professional Learning

- Summer Learning Academy grades 6-8
- Summer launch followed by lab-site focus & school-based support for lab sites

Implementation

- School support, coaching, onboarding of new teachers
- Connect with IBD schools demonstrating success with diverse learners
- Determining supplemental materials list
- DL Committee determines complementing materials to support DL program
- Partnership with TNTP to support professional learning



Questions?