SPS Budget Committee

Thursday, February 9 2023

Outcomes

- Understand State Process that Guides SPS Materials Adoption
- Understand SPS Process for Materials Adoption
- Update on Current Materials Adoption

Agenda

Our Why - Every Student, Every Day

Overview of State process

Overview of SPS process

K-12 Textbook/Materials Update

SPRINGFIELD PUBLIC SCHOOLS

Every Student, Every Day

Basal or supplemental?

OAR 581-011-0050: For purposes of rules adopted by the State Board of Education and for policies established by the Oregon Department of Education, **"instructional material" means any organized system, which constitutes the major instructional vehicle for a given course of study**, or any part thereof.

Only basal instructional programs may be adopted by the State Board of Education. A major instructional vehicle may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, **including electronic and internet or web-based materials or media**.

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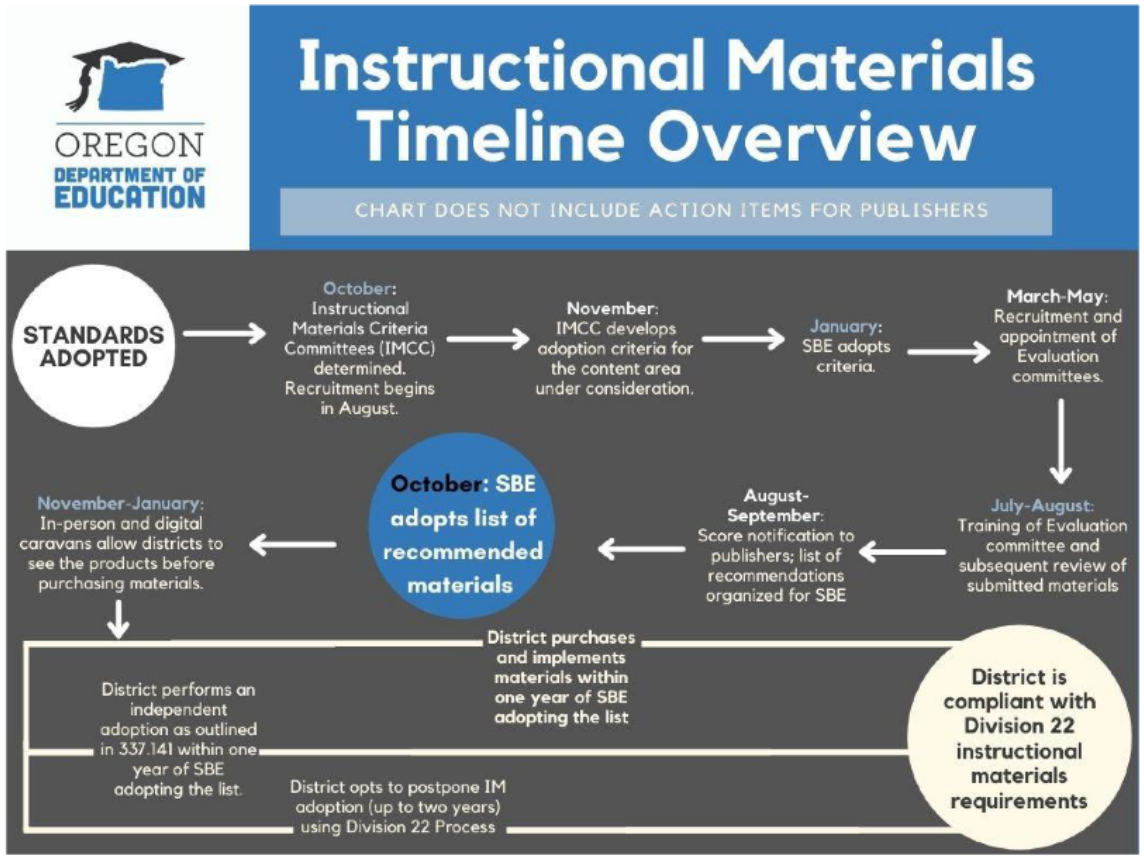
Basal or supplemental?

Basal - (core instruction)	Supplemental
Basal materials are intended to be a **substantial and ongoing** component of instruction. Districts are required to adopt basal instructional materials in order to teach to the academic content standards. Basal instructional materials may include: • Adaptive or personalized programs • Digital textbooks • Print textbooks	Supplemental Materials are **used in conjunction** with the basal instructional materials of a course. They contain resources to supplement and/or differentiate core instruction Supplemental materials may include: • Articles • Audio Clips • Films • Intervention Materials • Novels

State Guidance and Process



SPS Process – Trust, Transparency, Collaboration

Standards Review

Research & Development

In depth review tools

1	Program Title:				
2	**Directions for reviewers using this rubic**				
3	Record your findings based on the extent to which criteria were met using the 1-5 rating scale				
4	1 The criterion was not met.	2 The criterion was partially met.	3 The criterion was adequately met.	4 The criterion was substantially met.	5 The criterion was completely met.
5	**1. Foundational reading skills**				
6	**1.1** Materials support development of advanced word analysis skills (for example, suffixes, prefixes, Greek and Latin roots, and syllabication patterns) [EL practice guide, Rec. 1]				
7 8	Support your rating:				
9	**1.2** Materials include guidance to provide small group, differentiated instruction to students struggling with reading development [RTI practice guide, Recs. 2 and 3; EL practice guide, Rec. 4]				
10 11	Support your rating:				
12	**2. Reading comprehension for literacy and informational texts and text complexity**				
13	**2.1** The text and text complexity are appropriate for the reading level (comprehension level) of students to use in scaffolding to more complex text [Adolescent practice guide, Rec. 2]				
14 15	Support your rating:				

Final Steps in SPS Process

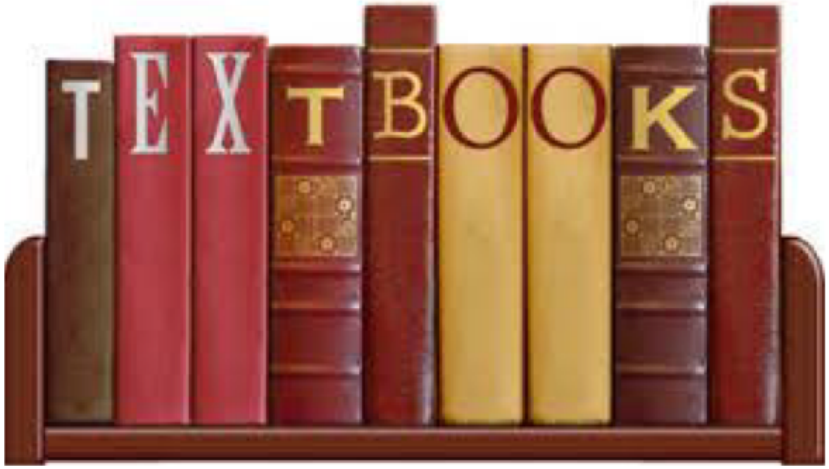
- Small team narrows state approved
- Large team reviews with a deep dive
- Plus Delta
- Consensus Day
- Community Review
- Recommendation to Board

Program Strengths & Deltas

Publisher: **Amplify CKLA**
Grade Band: 6-8

Program Strengths	Deltas - with possible solutions
• Vocabulary – engaging, at level, teaches words that will be encountered in text, app • Scaffolding tools – put kids into groups; I do, We do, You do; writing prompts/discussion starters/sentence frames	• 1:1 devices cause challenges; management ○ Printing for students who don't have devices; use workbooks; COWS for charging devices • Time/understanding needed for how to learn

SPS Update



- K-12 ELA Board Approved
- First Read next month
  - ELD
  - World Language (German, French, Spanish)
  - Dual Immersion
- K-8 Math Team convening in April
- State Process
  - Math (extension 9-12 Fall 2024)
  - Science (review 2023, materials in class by Fall, 2024)