**To:**   District 97 Board of Education
Dr. Griff Powell, Interim Superintendent of Schools
Dr. Patricia Wernet, Interim Superintendent of Schools

**From:**   Dr. Eboney Lofton, Chief Academic and Accountability Officer
Dr. Tawanda Lawrence, Senior Director of Curriculum, Instruction and Assessment
Carina Pruitt, Curriculum Specialist (Grades 6-8)
Jennifer Logan, Curriculum Specialist (Grades K-5)
Veena Rajashekar, International Baccalaureate and Special Area Coordinator

**Re:**   District 97 SY21-22 Pilot Review and Findings

**Date:**   April 26, 2022

**Type of Report:  Informational**

**Purpose of Report:**

The purpose of this report is to provide the Board of Education with a review of the resources District 97 piloted during the 2021-2022 school year.  The information in this report is divided into the following sections:
- Curricular Review and Pilot Implementation
- Overview of Pilot Programs
- Pilot Analysis of Findings
- Resource Recommendations for Adoption
- 2022-2023 Projected Budget and Resource Requirements
- Teaching and Learning Department Next Steps

**Introduction:**
The District 97 vision is to create a positive learning environment for all District 97 students that is equitable, inclusive, and focused on the whole child. The work of the departments and teams that piloted resources this school year contributes to the district level priority of strengthening instruction and helping all of our students experience or achieve the following goals of becoming:
- Known, nurtured, and celebrated LEARNERS
- Empowered and passionate SCHOLARS
- Confident and persistent ACHIEVERS
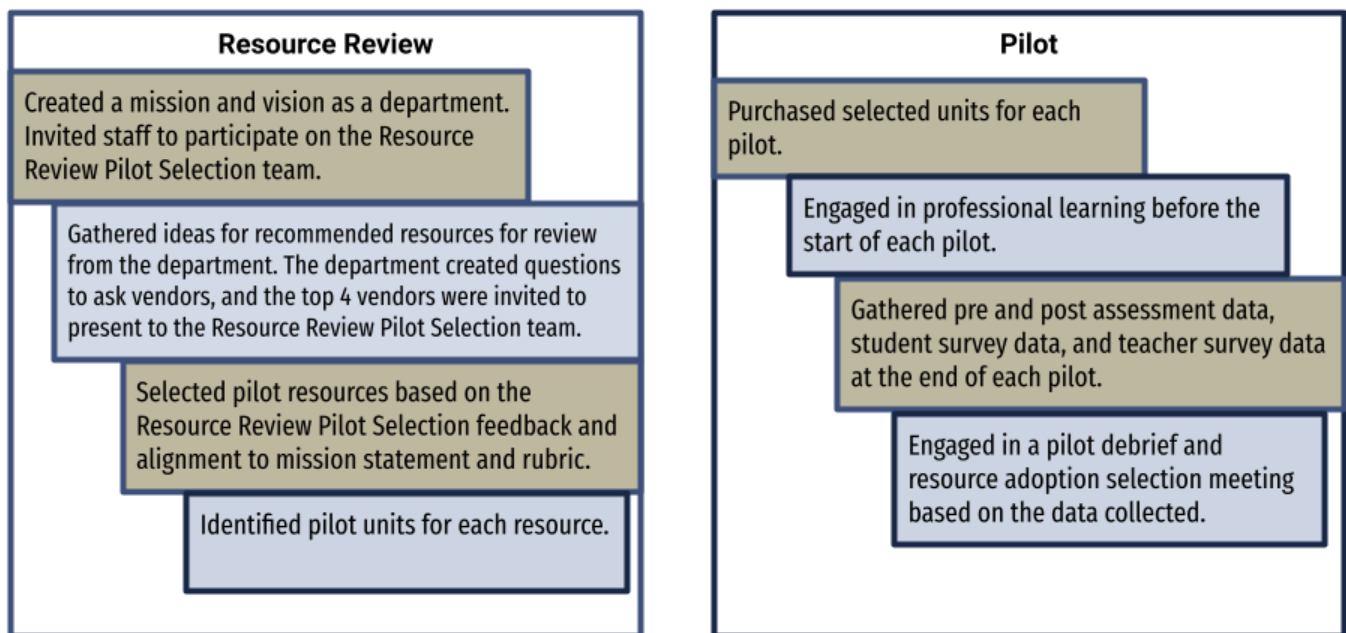- Creative CRITICAL THINKERS & GLOBAL CITIZENS

The work of the teams is also captured in Board Policy 6:210, "all District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and: 1. Enrich and support the curriculum; 2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards; 3. Provide background information to enable students to make informed judgments and promote critical reading and thinking; 4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and 5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist."

Additionally, District 97's equity policy requires the district to "provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed."

**Curricular Review and Pilot Implementation:**
The following departments and teams engaged in the resource review and pilot process provided in the chart below:
- Language & Literature (Grades 6-8)
- Science (Grades 6-8)
- World Language French & Spanish (Grades 6-8)
- Foreign Language for Elementary Schools (FLES) (Grades K-5)
- English Language Arts (ELA) Committee (Grades 3-5)

**Resource Review**

Created a mission and vision as a department. Invited staff to participate on the Resource Review Pilot Selection team.

Gathered ideas for recommended resources for review from the department. The department created questions to ask vendors, and the top 4 vendors were invited to present to the Resource Review Pilot Selection team.

Selected pilot resources based on the Resource Review Pilot Selection feedback and alignment to mission statement and rubric.

Identified pilot units for each resource.

**Pilot**

Purchased selected units for each pilot.

Engaged in professional learning before the start of each pilot.

Gathered pre and post assessment data, student survey data, and teacher survey data at the end of each pilot.

Engaged in a pilot debrief and resource adoption selection meeting based on the data collected.

**Overview of Pilot Programs:**

The table below includes a list of resources reviewed and an overview of each resource selected by the team to pilot.

| Language & Literature - Grades 6-8 | | |
|---|---|---|
| **Curricular Resources Reviewed** | **Curricular Resources Selected for Pilot** | **Overview** |
| **Comprehensive**<br>• American Reading Company (ARC)<br>• Reading and Writing Units of Study (R/WUOS)<br><br>**Supplemental**<br>• Newsela<br>• NoRedInk<br>• Flocabulary<br>• IXL | **Newsela** | Newsela is an online platform that uses authentic content to drive authentic literacy skills that transfer to college, career, and other subjects. The platform contains instructional content covering both the topics students want to learn about and the topics they need to learn about. |
| | **Reading and Writing Units of Study (R/WUOS)** | Lucy Calkins and the Teachers College Reading and Writing Project co-authors aim to prepare students for any reading and writing task they will face and to develop students into life-long, confident readers and writers who display agency and independence. Reading and Writing Units of Study is grounded in more than 30 years of research and work in thousands of schools across the country and around the world to create powerful curriculum resources, instructional methods, and professional learning opportunities that support instruction and student learning. |
| | **Flocabulary** | The Language and Literature Department voted to not proceed with piloting Flocabulary due to time constraints and unforeseen conditions created by the ongoing pandemic. |
| Science - Grades 6-8 | | |
| **Curricular Resources Reviewed** | **Curricular Resource Selected for Pilot** | **Overview** |
| **Comprehensive**<br>• Amplify<br>• Investigating and Questioning Our World Through Science and Technology (IQWST) | **Argument Driven Inquiry (ADI)** | At the core of each program are investigations or design challenges that give students a chance to learn how to use the core ideas and practices of one or more STEM disciplines to figure out how or why something happens to develop a solution to a problem. Materials give students an authentic and meaningful context to develop their disciplinary-based literacy skills because they read to obtain and evaluate information, talk to communicate, critique, and refine ideas, and write to share what they figured out during each investigation or design challenge. |

| Supplemental | | All materials are created using the Argument-Driven Inquiry instructional model. This instructional model was designed and tested through classroom-based research and then refined over time based on feedback from teachers and students. |
|---|---|---|
| • Legends of Learning<br>• Defined Learning (STEM)<br>• Argument Driven Inquiry (ADI) | **Investigating and Questioning Our World Through Science and Technology (IQWST)** | IQWST was developed over a decade by science education, literacy, and learning science specialists from the University of Michigan, Northwestern University, Michigan State University, and the Weizmann Institute of Science, supported by funding from the National Science Foundation. Students are transformed into scientists and investigate questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena, and engaging in argument from evidence, all in a literacy and discourse-rich environment. |
| | **Amplify** | Amplify Science is a phenomenon-based curriculum that is K–8 science blending hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for grades 6–8 has recently been rated all-green by EdReports. |

| World Language French - Grades 6-8 | | |
|---|---|---|
| **Curricular Resources Reviewed** | **Curricular Resources Selected for Pilot** | **Overview** |
| **Curricular Resources Reviewed:**<br>• TPRS Books<br>• Voces CI<br>• EntreCultures - Wayside Publishing<br>• Bien dit! - Houghton Mifflin<br>• D'accord - VHL<br>• Panorama - Cambridge University Press<br>• MyIB Source French | **EntreCultures** | The standards-based EntreCultures program is all about teaching French language and culture to novice through intermediate learners through the lens of interculturality. Students discover appropriate ways to interact with a variety of perspectives by exploring the lives of teens across the francophone world. |
| | **TPRS** | TPRS® or Teaching Proficiency through Reading and Storytelling® is a language teaching method based on the idea that the brain needs enormous amounts of Comprehensible Input (CI) to acquire a new language. In addition, teachers and students interact and create opportunities for students to speak and try out their new language, resulting in rapid gains in fluency. |

| World Language Spanish - Grades 6-8 | | |
|---|---|---|
| **Curricular Resources Reviewed** | **Curricular Resources Selected for Pilot** | **Overview** |
| **Curricular Resources Reviewed:**<br>● TPRS Books<br>● Autentico - VHL<br>● Voces CI<br>● EntreCulturas - Wayside Publishing<br>● Encuentros - VHL<br>● Avancemos - Houghton Mifflin<br>● Asi se dice 6 - 12 - Savvas<br>● Auténtico 6 - 12 - Savvas<br>● SOMOS-CI<br>● Panorama - Cambridge University Press<br>● MyIB Source Spanish | **Encuentros** | Encuentros builds intercultural communicative proficiency through an integrated storyline; motivating, communicative, skill-oriented instruction and practice; and robust print and digital components. Middle school students join the adventure and learn Spanish as they travel to fascinating places in the Spanish-speaking world. |
| | **EntreCulturas** | The EntreCulturas program is all about teaching students the Spanish language through the lens of interculturality, so they can discover appropriate ways to interact with others whose perspectives may be different from their own. |
| | **TPRS** | TPRS® or Teaching Proficiency through Reading and Storytelling® is a language teaching method based on the idea that the brain needs enormous amounts of Comprehensible Input (CI) to acquire a new language. In addition, teachers and students interact and create opportunities for students to speak and try out their new language, resulting in rapid gains in fluency. |
| | **SOMOS** | The Spanish language is inextricably linked to its speakers and their cultures. Using comprehension based methods of language teaching and an orientation toward proficiency, this curriculum from The Comprehensible Classroom teaches language and culture simultaneously, allowing Spanish students the opportunity to develop cultural understanding at a depth. |
| Foreign Language for Elementary Schools (FLES) - Grades K-5 | | |
| **Curricular Resources Reviewed** | **Curricular Resources Selected for Pilot** | **Overview** |
| **Curricular Resources Reviewed:**<br>● Edi El Elefante<br>● Sonrisas<br>● Rockalingua<br>● Sing n' Speak<br>● Fluency Matters - Wayside Publishing | **Fluency Matters (3-5)** | Fluency Matters' vision is to empower language learners and share diverse cultural perspectives. This program provides a library of Comprehension-based™ readers, audio resources, and e-learning materials. The materials are accessible, engaging, and offer many ways to supplement student learning. |
| | **Listos (K-2)** | Listos is a print and digital solution that makes |

| | | |
|---|---|---|
| - Listos - VHL<br>- Antologia - VHL<br>- Risas y Sonrisas | | learning Spanish a cultural adventure. Students travel to twenty countries and explore the language and culture through meaningful activities that foster communication and engagement. Listos supports all students, from beginners to heritage speakers. |

| English Language Arts (Grammar) - Grades 3-5 | | |
|---|---|---|
| **Curricular Resources Reviewed** | **Curricular Resources Selected for Pilot** | **Overview** |
| **Curricular Resources Reviewed:**<br>- NoRedInk - Grammar ed tech<br>- Mastering the Mechanics<br>- Michael Clay Thompson: Grammar Island & Grammar Voyage<br>- GrammarFlip<br>- Study Island<br>- Quill Grammar<br>- Hake Grammar and Writing Curriculum<br>- Patterns of Power (Stenhouse)<br>- Schoolwide The Fundamentals of Grammar & Conventions | **Schoolwide: The Fundamentals of Grammar & Conventions** | The Fundamentals of Grammar & Conventions units utilize authentic literature that includes various books and short shared texts. Text layout, capitalization, punctuation, parts of speech, and sentence structure are the strands of grammar and conventions that are presented through both the interactive read-aloud lessons and mini-lessons. Through the lessons, students will have many opportunities to discuss and analyze the conventional decisions and grammatical structures that writers have employed. By teaching and modeling grammar and conventions in context, students will become better able to effectively use language as readers, writers, listeners, and speakers. |
| | **Scholastic: Conventions and Craft** | Scholastic: Conventions and Craft provides a year's worth of instruction in the language skills writers need most-skills in grammar, sentence structure, punctuation and capitalization, word knowledge, and editing. One convention, or "understanding," is covered each week in a lesson cycle made up of five "micro-workshops" that can be taught in 10 minutes each day. |

The next section will provide an analysis of findings and resource recommendations for adoption for the following departments:

- Language & Literature (Grades 6-8)
- Science (Grades 6-8)
- World Language French & Spanish (Grades 6-8)
- Foreign Language for Elementary Schools (FLES) (Grades K-5)
- English Language Arts (ELA) Committee (Grades 3-5)

Student performance data and teacher and student survey results will be presented for each of the pilot programs. Note, student assessment results across pilots should not be compared to each other. The assessment associated with Pilot Resource A is not necessarily intended to measure the same skills or knowledge as the assessment associated with Pilot Resource B. Additionally, there are other

potentially confounding variables that might account for differences observed, including the time of year the assessment was administered.

Each of the two Language and Literature resources that were piloted (Newsela and Reading and Writing Units of Study) included pre and post assessments for the units that were piloted. There was a separate pre and post assessment for the Reading Unit of Study and the Writing Unit of Study which is included in the student performance data below. In the Pilot Analysis of Findings section we will answer the Equity questions provided below.

**Pilot Analysis of Findings:**
**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.) What is being done to achieve equity or balance in other ways?
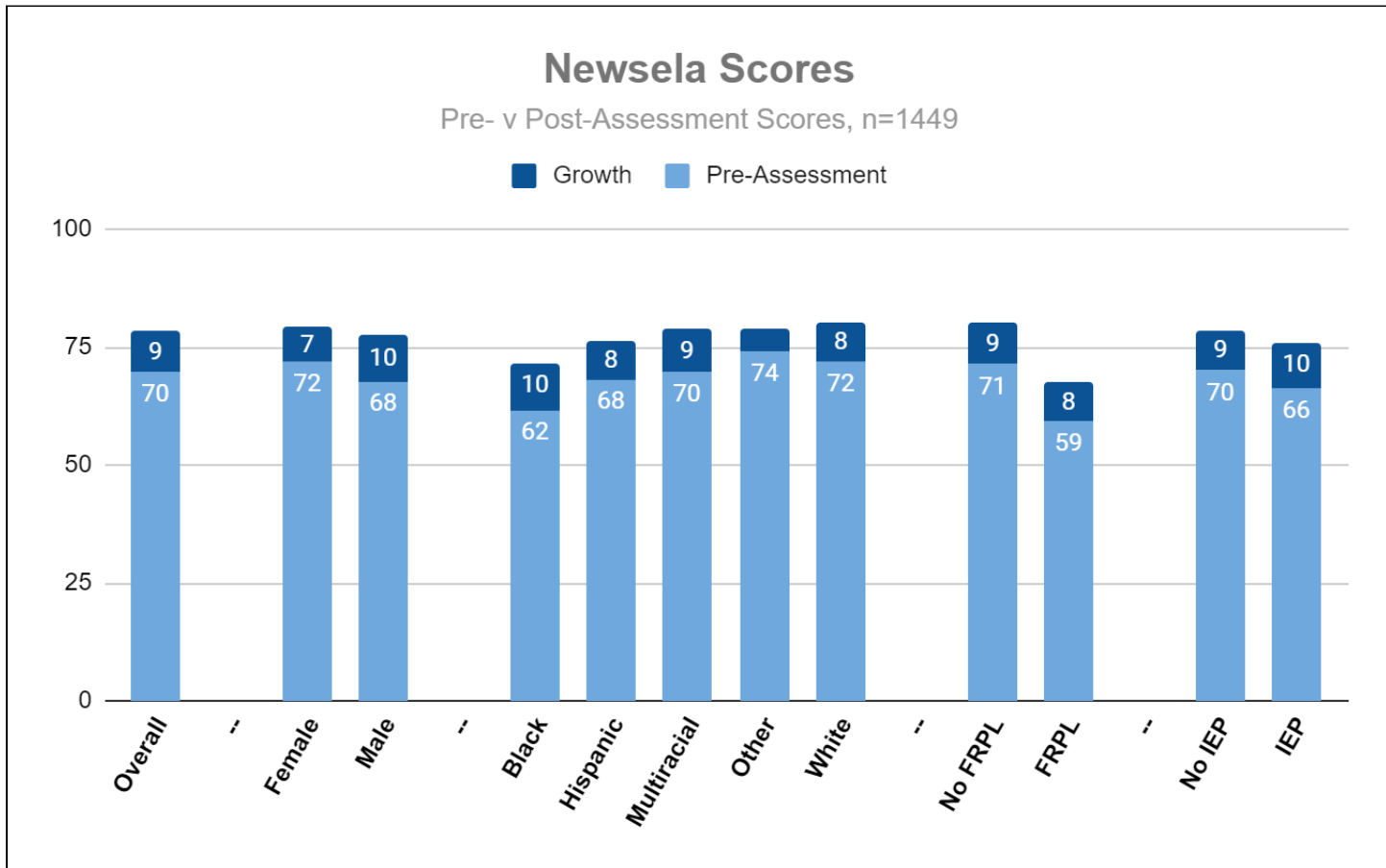
*Language & Literature Pilot Student Performance Data*

The student performance data below includes sixth through eighth grade pilot students who were administered common pre and post assessments for the units that were piloted for Newsela and Reading and Writing Units of Study. The pre and post assessments that were administered for Newsela and Reading and Writing Units of Study measured students' level of mastery of the identified priority Illinois Learning Standards aligned to the IB units. For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph. The bar graphs also detail growth for various subgroups of students.

In the following 3 charts, we examine the following questions: How did students perform on the pre and post assessments during the Language & Literature pilot, and to what extent are there differences across demographic groups?

Overall, students scored an average of 9 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**Newsela Scores**

Pre- v Post-Assessment Scores, n=1449

Legend: ■ Growth  ■ Pre-Assessment

| Group | Growth | Pre-Assessment |
|---|---|---|
| Overall | 9 | 70 |
| Female | 7 | 72 |
| Male | 10 | 68 |
| Black | 10 | 62 |
| Hispanic | 8 | 68 |
| Multiracial | 9 | 70 |
| Other | — | 74 |
| White | 8 | 72 |
| No FRPL | 9 | 71 |
| FRPL | 8 | 59 |
| No IEP | 9 | 70 |
| IEP | 10 | 66 |

Overall, students scored an average of 23 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessment, and differences across groups are shown below.

## Reading Units of Study Scores
### Pre- v Post-Assessment Scores, n=1411

Legend: Growth | Pre-Assessment

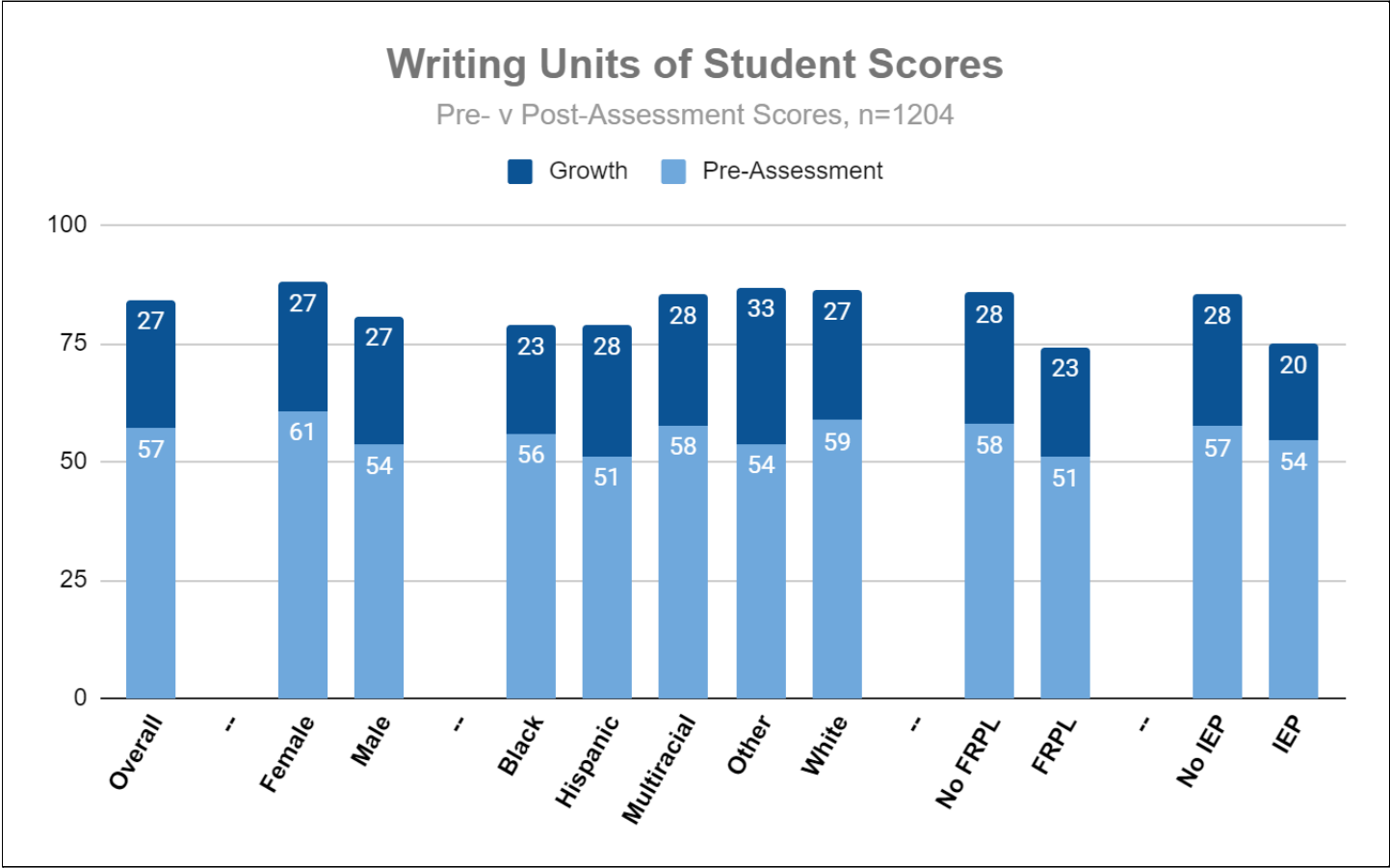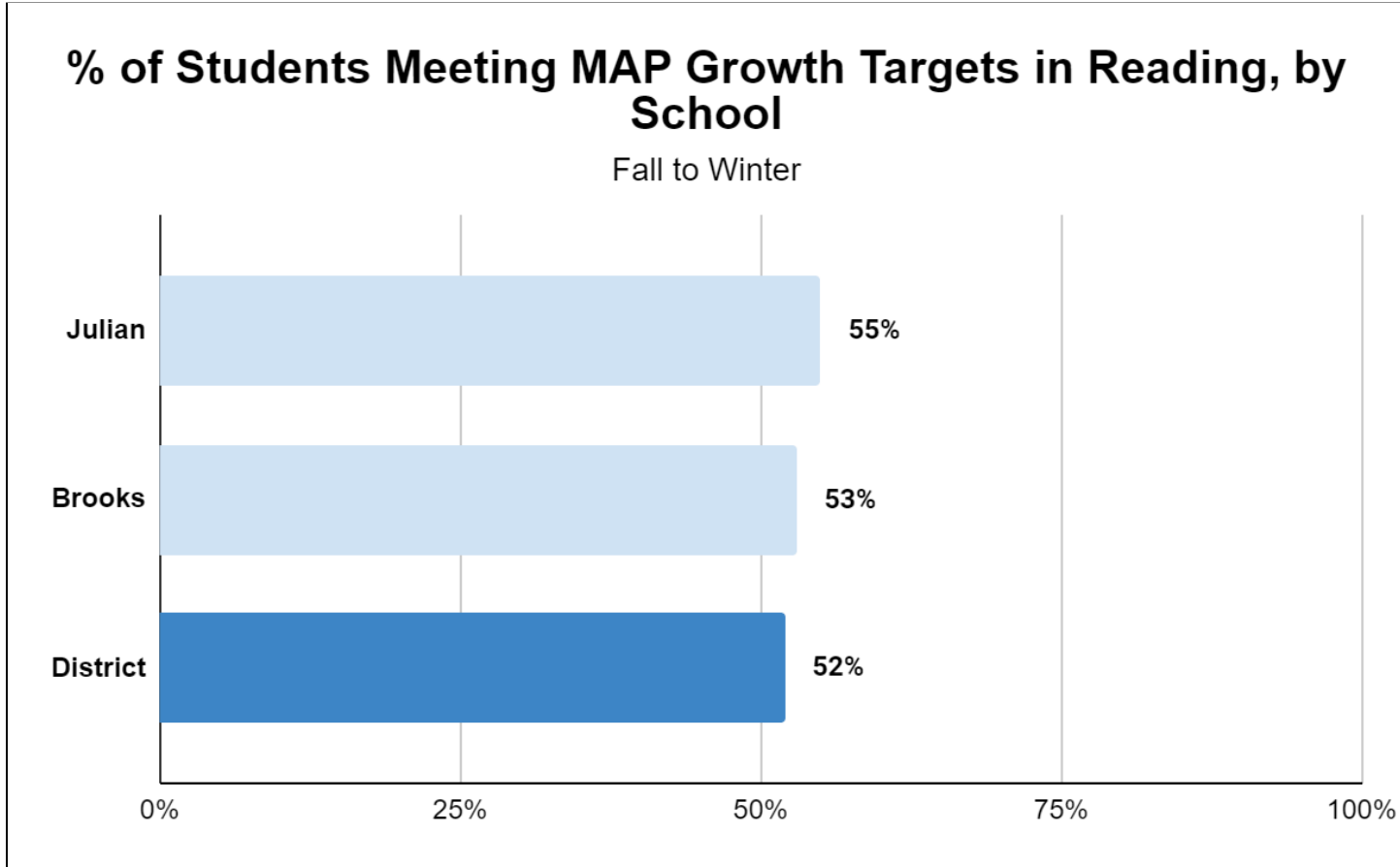| Group | Pre-Assessment | Growth |
| --- | --- | --- |
| Overall | 50 | 23 |
| Female | 53 | 23 |
| Male | 48 | 24 |
| Black | 43 | 21 |
| Hispanic | 48 | 21 |
| Multiracial | 52 | 25 |
| Other | 54 | 25 |
| White | 52 | 24 |
| No FRPL | 51 | 24 |
| FRPL | 42 | 20 |
| No IEP | 51 | 23 |
| IEP | 42 | 21 |
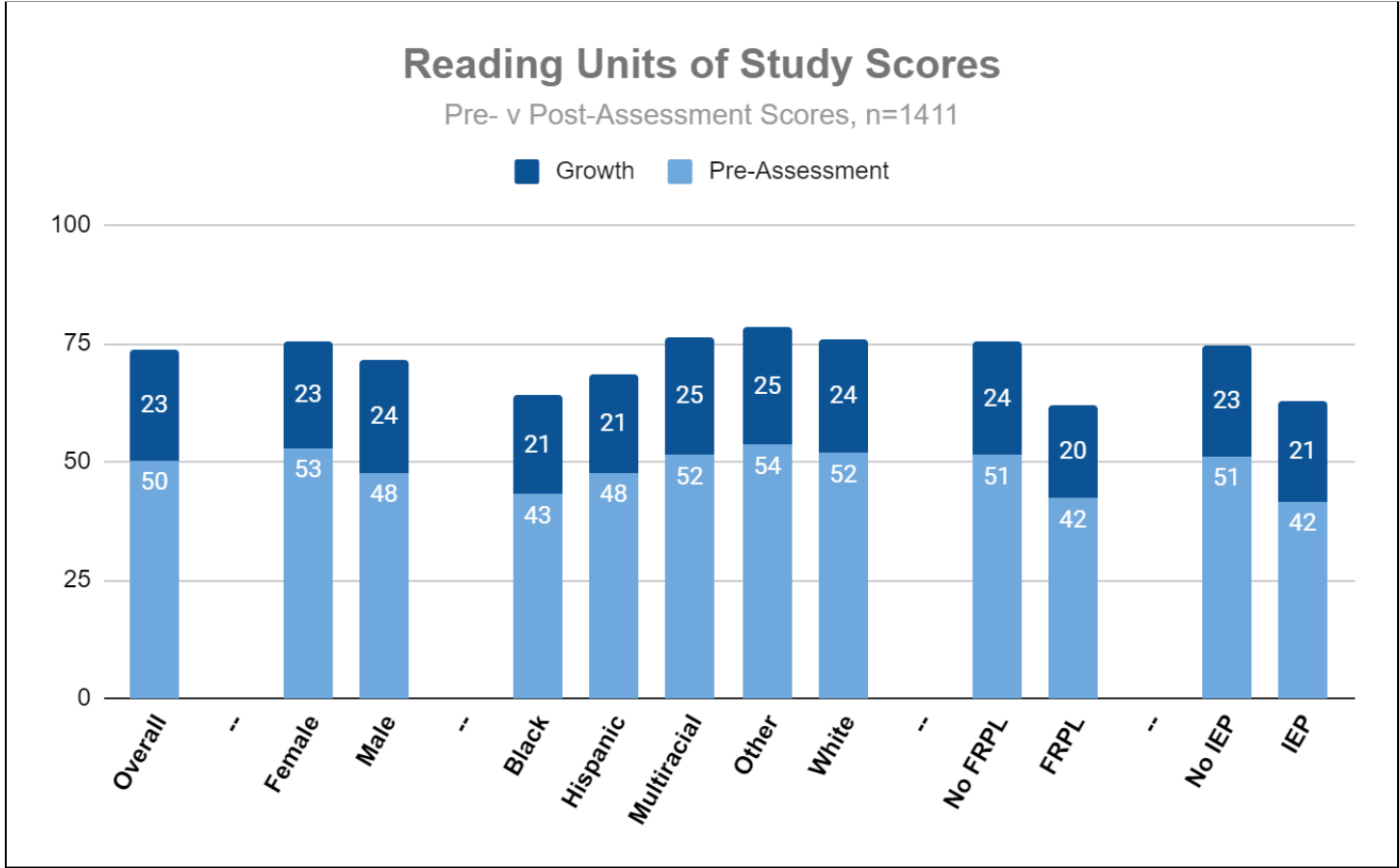
Overall, students scored an average of 27 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessment, and differences across groups are shown below.

## Writing Units of Student Scores

Pre- v Post-Assessment Scores, n=1204

■ Growth  ■ Pre-Assessment

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 57 | 27 |
| Female | 61 | 27 |
| Male | 54 | 27 |
| Black | 56 | 23 |
| Hispanic | 51 | 28 |
| Multiracial | 58 | 28 |
| Other | 54 | 33 |
| White | 59 | 27 |
| No FRPL | 58 | 28 |
| FRPL | 51 | 23 |
| No IEP | 57 | 28 |
| IEP | 54 | 20 |

In addition to the assessment scores presented above for Reading/Writing Units of Study, we also examine NWEA Reading scores because these assessments were collected during the Reading Units of Study. In the following chart, we examine the following question: How did students perform in meeting their reading growth targets from fall to winter on the NWEA MAP Assessment during the Reading Unit of Study pilot, and how do pilot schools scores compare to the district-wide average?

According to the graph below, fall to winter NWEA data for students in grades 6-8 indicates Julian scored higher than the District average at 55% and Brooks was 1 percentage point higher than the District average 53%. Note, this data was collected during the Reading Units of Study pilot. Per NWEA, one can expect "about half of a typical group of students to meet or exceed their growth projection" for reasons outlined here.

## % of Students Meeting MAP Growth Targets in Reading, by School

### Fall to Winter

| School | % Meeting Growth Target |
|---|---|
| Julian | 55% |
| Brooks | 53% |
| District | 52% |

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, families, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?
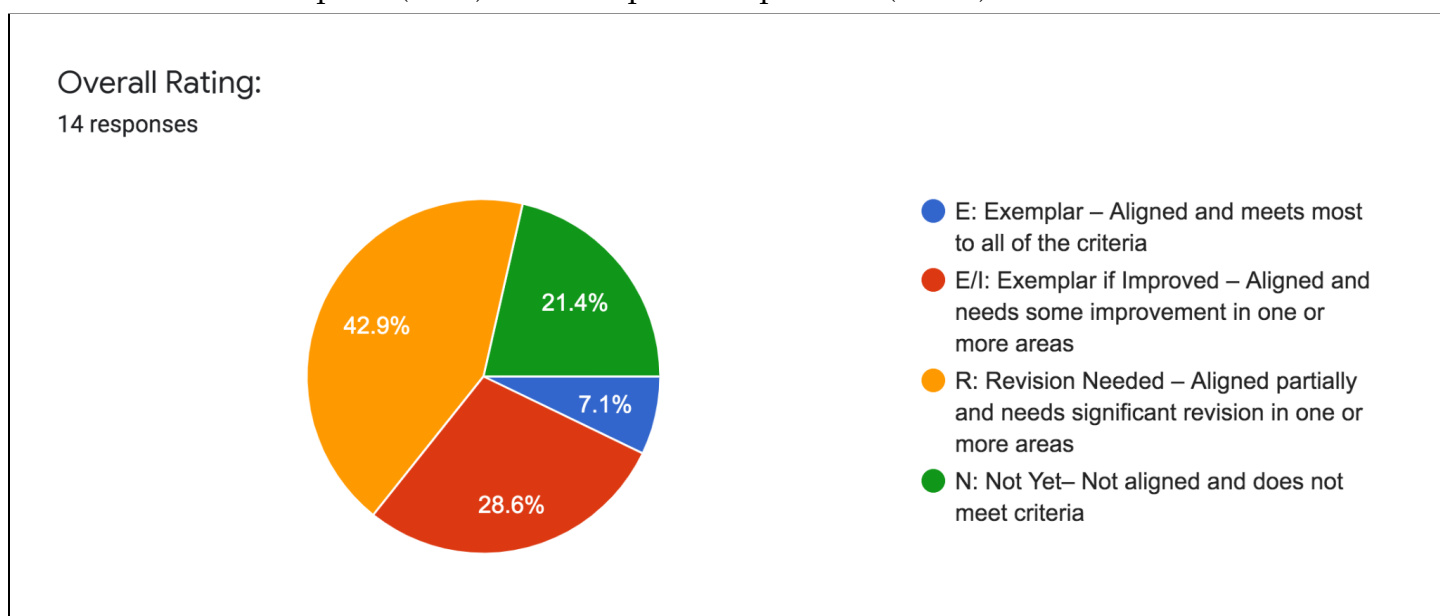
*Teacher Survey*

The teaching and learning department gathered feedback from various stakeholders on each pilot program. All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.
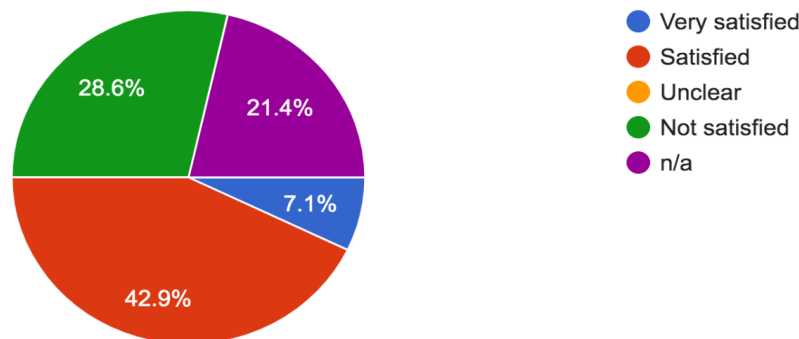
**Newsela:**

In the following 3 charts, we examine the feedback elicited from pilot teachers to answer the following two questions: How did teachers rate the resource overall? How did teachers evaluate the cultural responsiveness of the program?

The first chart presents data reflecting teachers' overall rating of the Newsela resource. 35.71% rated the resource as "Exemplar" (7.1%) or "Exemplar if Improved" (28.6%)



Overall Rating:
14 responses

- E: Exemplar – Aligned and meets most to all of the criteria
- E/I: Exemplar if Improved – Aligned and needs some improvement in one or more areas
- R: Revision Needed – Aligned partially and needs significant revision in one or more areas
- N: Not Yet– Not aligned and does not meet criteria

In this second chart, we see that 50% of teachers indicated satisfaction (42.9% "Satisfied" and 7.1% "Very Satisfied") with the portrayal of diverse ethnicities and nationalities in the Newsela resource.



Diverse ethnicities and nationalities are portrayed-not all Asian Families are Chinese, not all Latinx families are Mexican etc. Diverse cultural backgrou...stereotypically, or presented as foreign or exotic.
14 responses

- Very satisfied
- Satisfied
- Unclear
- Not satisfied
- n/a

Finally, in this third chart, we see that 75% of teachers indicated satisfaction (12.5% "Satisfied" and 62.5% "Very Satisfied") with the portrayal of characters of color in the Newsela resource.



Characters of color are main characters and not just sidekicks. If there is a conflict in the storyline, the characters of color are not mostly considered the problem
16 responses

- Very satisfied
- Satisfied
- Unclear
- Not satisfied
- n/a
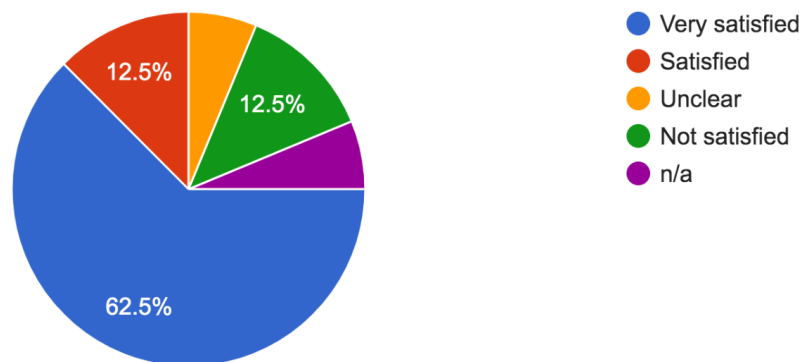
Provided below are samples of teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to Newsela.

**Strengths:**
- *"The same article is offered at different reading levels and in different classes."*
- *"It's fairly easy to assign articles once you learn how to do it through Canvas."*
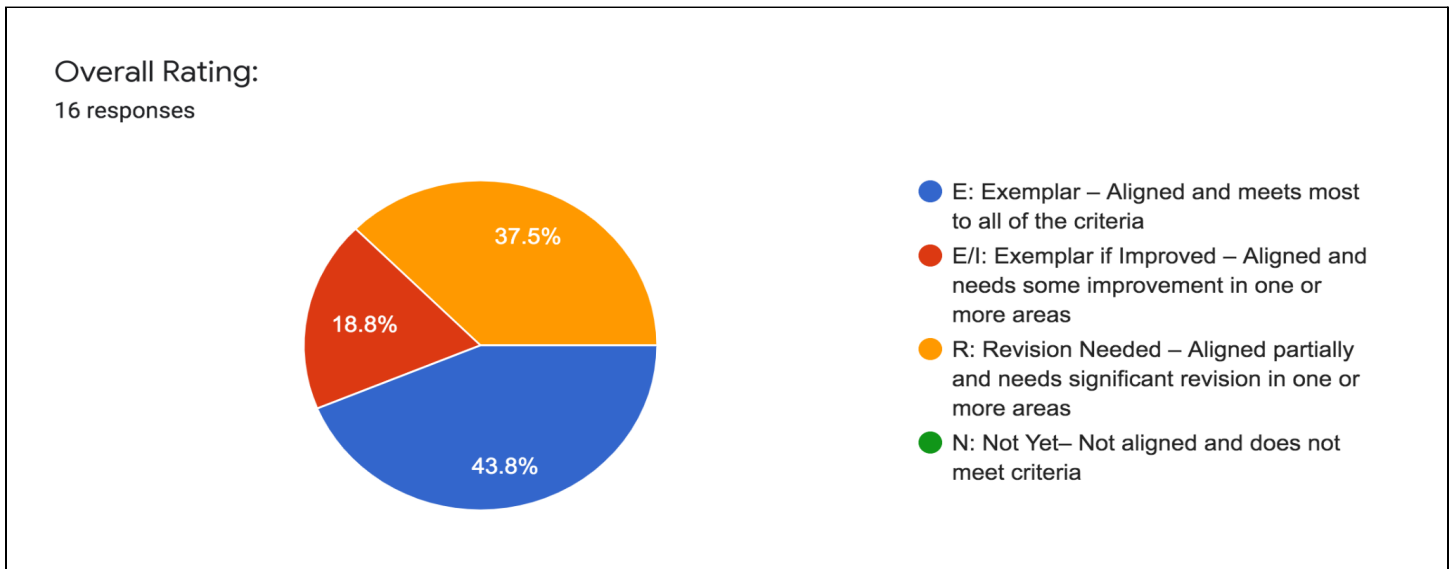- *"Access to articles. Ability to use it as formative checks."*

**Areas of Opportunity/Wonderings:**
- *"It is not the most engaging, and it would be better utilized by other subjects such as I&S or science. Also, the standards that are measured are standards that we are measuring via other assessments (MAP, benchmarks, unit summatives, etc.), so this seems redundant."*
- *"Articles are boring or uninteresting. Questions are not great. Interface is hard to use - almost no customization of questions. Limited questions provided. Students don't enjoy."*
- *"Not user friendly, Not grading friendly, no need for an additional site to hold information, no integration (that I know of), answers to questions provided by this resources were often incorrect*
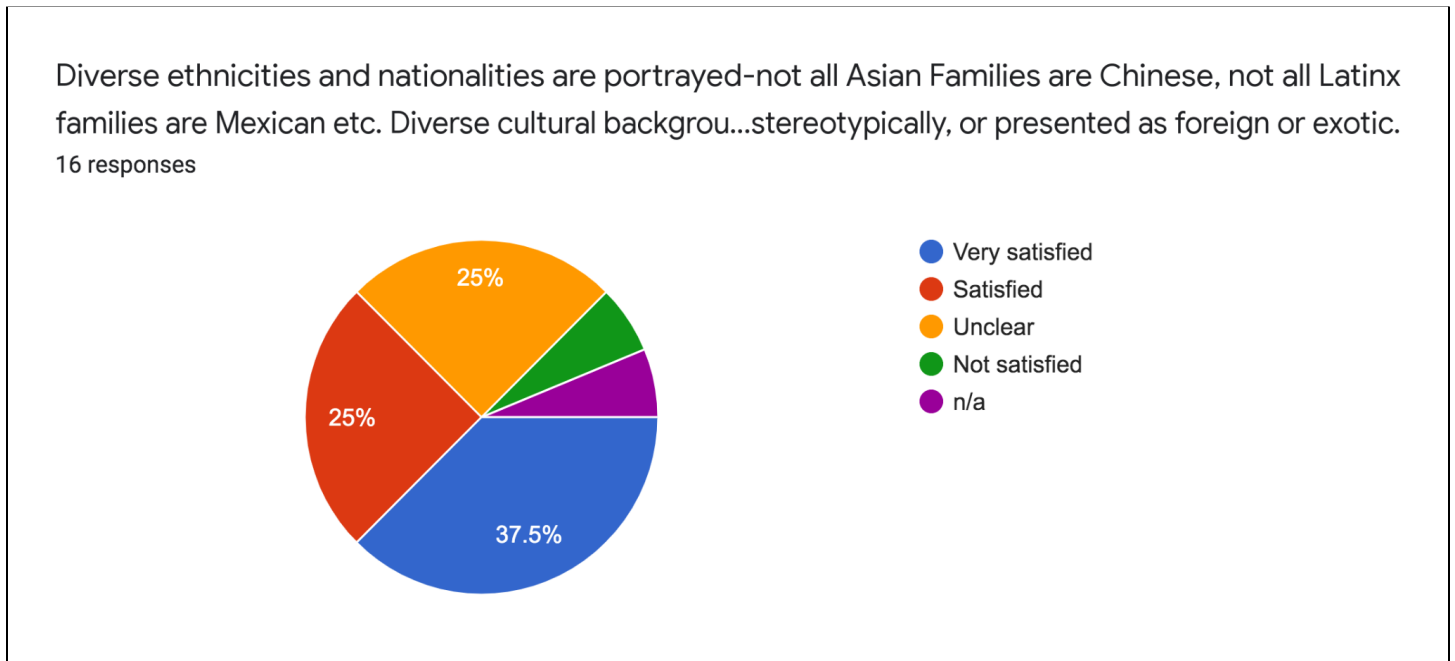
**Reading and Writing Units of Study:**

In the following 3 charts, we examine the feedback elicited from pilot teachers to answer the following two questions:  How did teachers rate the resource overall? How did teachers evaluate the cultural responsiveness of the program?

The first chart presents data reflecting teachers' overall rating of the Reading and Writing Units of Study resource.  62.6% rated the resource as "Exemplar" (43.8%) or "Exemplar if Improved" (18.8%)



Overall Rating:
16 responses

37.5%
18.8%
43.8%

- E: Exemplar – Aligned and meets most to all of the criteria
- E/I: Exemplar if Improved – Aligned and needs some improvement in one or more areas
- R: Revision Needed – Aligned partially and needs significant revision in one or more areas
- N: Not Yet– Not aligned and does not meet criteria

In this second chart, we see that 62.5% of teachers indicated satisfaction (25% "Satisfied" and 37.5% "Very Satisfied") with the portrayal of diverse ethnicities and nationalities in the Reading and Writing Units of Study resource.

Diverse ethnicities and nationalities are portrayed-not all Asian Families are Chinese, not all Latinx families are Mexican etc. Diverse cultural backgrou...stereotypically, or presented as foreign or exotic.
16 responses



- Very satisfied
- Satisfied
- Unclear
- Not satisfied
- n/a

25%
25%
37.5%

Finally, in this third chart, we see that 75% of teachers indicated satisfaction (12.5% "Satisfied" and 62.5% "Very Satisfied") with the portrayal of characters of color in the Reading and Writing Units of Study resource.
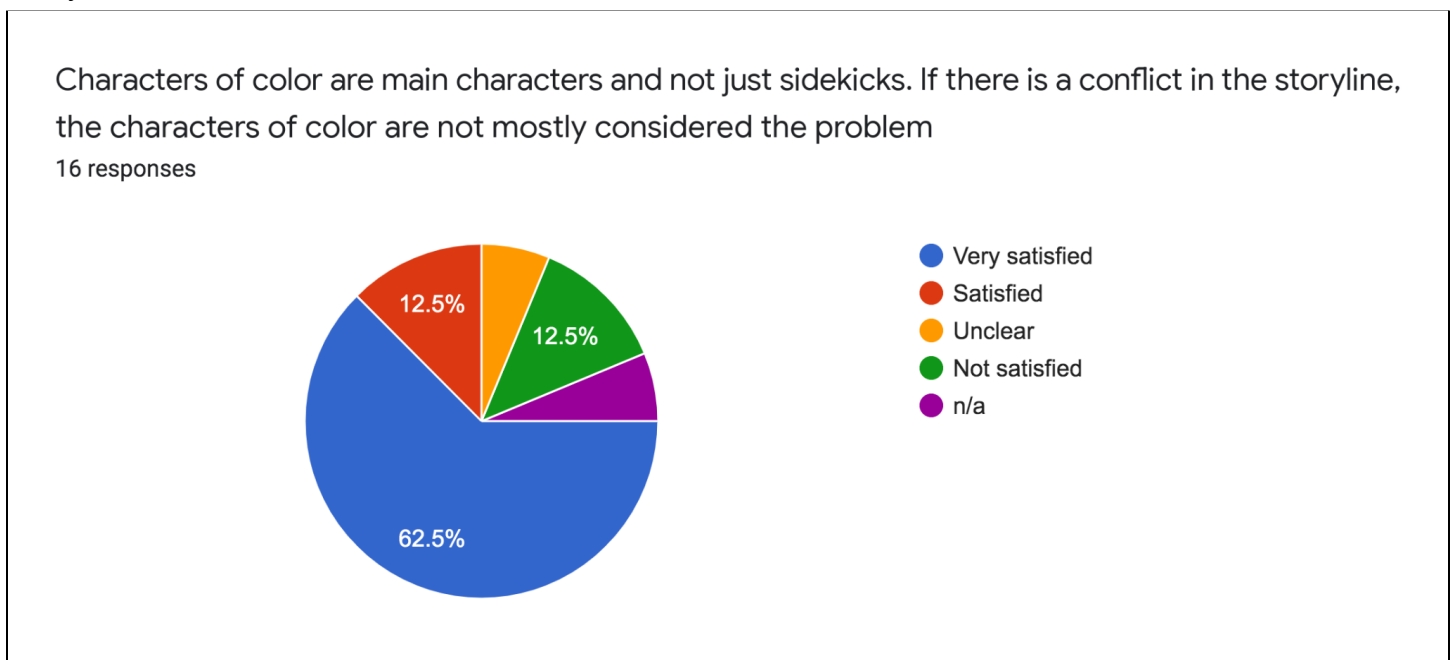
Characters of color are main characters and not just sidekicks. If there is a conflict in the storyline, the characters of color are not mostly considered the problem
16 responses



- Very satisfied
- Satisfied
- Unclear
- Not satisfied
- n/a

12.5%
12.5%
62.5%

Provided below are a sample of teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to Reading and Writing Units of Study.

**Strengths:**
- *"It is easy to differentiate the resources for students with specific needs. It provided students the opportunity to lead the discussion about the lesson topic, it allowed for collaboration and student interest."*
- *"Good flow and sequencing. Reading units brought diversity and choice. Has potential to be integrated more thoroughly and thoughtfully (meaning, as a pilot I didn't nail every aspect but the possibilities are there)."*
- *"I loved the high expectations that the unit laid out for the kids. I was really impressed how they worked so hard to meet those expectations. I love that it was clear and structured for the students. I liked the "how to write a good essay" checklist and prompts and sentence stems. I appreciate that it was all ready for me and that I didn't have to create it."*
- *"1. Diversity of perspective 2. Promotes critical thinking 3. Encourages analytical skill building"*

**Areas of Opportunities/Wonderings:**
- *"Letting go of some of our old lessons and practices and trying something new. Keeping up with the pace of the lessons. The writing unit felt a little clunky. Might be challenging to fill in some of the gaps."*
- *"An important challenge with implementing this resource was the planning time needed to design the complete lesson to be taught each day, particularly with the Writing Unit."*

In summary, the table below shows the overall teacher rating for each program piloted. Reading and Writing Units of Study received an overall rating of 62.60% from teachers and Newsela received an overall rating of 35.71% from teachers.

| Language & Literature | | |
|---|---|---|
| | Newsela | RUOS/WUOS |
| **% Teachers Rating Overall "E/I" or "E"** | 35.71% | 62.6% |

*Student Survey*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:
- This unit allowed me to work with my peers to learn new information.
- This unit sparked my curiosity.
- This unit challenged me to think critically.
- I could connect and see myself in the content that I read in this unit.
- I felt confident in my abilities and learning during this unit.
- I would like to engage in another (RESOURCE NAME) again for future units

In summary, the survey data below revealed that 62.78% of students favored Reading and Writing Units of Study, while 57.21% of students favored Newsela.

| Language & Literature | | |
|---|---|---|
| | Newsela | R/WUOS |
| **Average Student Feedback Score = # "Yes" over # possible**<br>(RUOS and WUOS student survey results are averaged together) | 57.21% | 62.78% |

Additionally, students offered open-ended responses to the following 2 questions for Newsela and Reading and Writing Units of Study:
- Please explain what you liked most about this unit and the resources we used.
- Please explain anything you would change about these resources, if anything:

**Samples of Newsela Student Responses to the question:** Please explain what you liked most about this unit and the resources we used.
- *"that I could answer the questions while looking at the text."*
- *"the article can be interesting in some way or form"*
- *"it was easy and simple"*
- *"Reading and answering questions."*

**Samples of Newsela Student Responses to the question:** Please explain anything you would change about these resources, if anything:
- *Not use newsela because it is confusing to a lot of my peers*
- *Maybe more available stuff on paper*
- *I would change that we have to work alone on most of the stuff because I enjoy working with others a lot.*
- *I would change the questions they give us because all of them are basically opinionated which causes me to get the wrong answer.*

**Samples of Reading and Writing Units of Study Student Responses to the question:** Please explain what you liked most about this unit and the resources we used
- *"I enjoyed the choices of books we had, and the variation of projects we could have."*
- *"I liked being able to choose your own book and not be forced to read one"*
- *"We were able to have more control over our work."*
- *"I liked the mapping power and pressure maps because it was a more specific thing to write about and it made me think more. "*
- *"I liked reading articles and applying that with discussions"*
- *"How the topic was something that has been being discussed for years."*
- *"I liked that it allowed wiggle room and more independence."*

**Samples of Reading and Writing Units of Study Student Responses to question:** Please explain anything you would change about these resources, if anything:
- *"Maybe make the questions less complicated."*

- *"I did not like that we read different books and a book together"*
- *"I would have liked more time because I felt a little rushed and felt I could have done a better job with my essay if there was a little more time to complete each step."*
- *"I don't think I would change anything."*
- *"Give more evidence so we can further explore the topics"*

**Resource Recommendations for Adoption:**

The feedback the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration as well as pre and post assessment data when selecting a program to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the Language and Literature department utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas queried on teacher surveys. The table below represents the results of the Pilot Decision Matrix, which reveals Reading and Writing Units of Study scored 156.5 which is a difference of 21.4 points between Newsela and Reading and Writing Units of Study. Please see the Appendix for the Pilot Decision Matrix.

| Language & Literature | | |
|---|---|---|
| | Newsela | R/WUOS |
| **Average Weighted Program Criteria Scores** | 135.1 | 156.5 |

After careful consideration, the teaching and learning department is recommending that District 97 adopt Middle School Reading and Writing Units of Study to be implemented district-wide for grades 6-8 during the 2022-2023 school year.

Remaining current on research and findings in literacy instruction is vital to serving our students. The science of reading is a body of research that incorporates insights and research from disciplines that include developmental psychology, educational psychology, cognitive science and cognitive neuroscience. It has five key elements: comprehension, fluency, vocabulary, phonics and phonemic awareness. Middle school English Language Arts core instruction is rooted in comprehension, fluency, and vocabulary. Systematic and direct instruction in phonics and phonemic awareness is critical as students learn how to read and master print concepts. A wealth of research exists detailing the importance of ensuring that students have mastered the skills foundational to reading in elementary school, with an emphasis on students learning to decode words and read texts fluently and accurately by third grade. The district has worked to ensure that supports exist to address the ELA Foundational Standards for students in grades K-5 in order to prepare students to engage with and master the 6-12 English Language Arts Standards. In middle school if opportunity gaps exist for students in these areas, then our highly trained reading specialists utilize the Wilson Reading program to address these elements in tiered instruction.

Thank you to the community members who have shared Ed Weekly articles, Ed Reports and Achieve the Core reports with concern around the adoption of Reading and Writing Units of Study. These articles, reports and publications highlight key areas of growth with phonics, phonemic awareness, and vocabulary in grades K-5. Please note that the articles shared did not review Middle School 6-8 Reading and Writing Units of Study and/or highlight the other key elements of the science of reading instruction or key common core shifts at the core of 6th-8th grade middle school ELA instruction.

Middle School Reading and Writing Units of Study 6-8 explicitly supports many of the [key common core shifts](#) in text complexity; grounding reading, writing, and speaking in evidence from texts; and building knowledge through content-rich nonfiction.

Each key common core shift is addressed via the content of the units of study and the workshop structure of the resource. Through the workshop model that incorporates explicit instruction, modeling, small group instruction, partner work, and 1:1 conferring students' love for reading and writing can be cultivated and their individual learning needs can be met.

*Text Complexity* is specifically attended to in Reading and Writing Units of Study through all students being engaged in reading on-grade level complex mentor texts during the mini lesson, and close reading. In addition to the mentor texts used in whole group instruction, during small group workshop time students have their own texts to practice the same skills and standards at varying levels of complexity that are selected with many considerations such as student choice, zone of proximal development and Lexile levels. Additional information about text complexity can be found [here.](#)

*Grounding reading, writing, and speaking in evidence from text* is foundational to each unit of study. Students are engaged in speaking, reading and writing grounded in text evidence throughout each portion of the workshop from the mini-lesson, during workshop time, and sharing. You can see an [example here](#) of the strategies introduced in the minilessons and then utilized by students throughout the unit that ground reading, writing and speaking in evidence.

*Building knowledge through content rich nonfiction* is highly integrated into the units of study through the following middle school Reading Units of Study: *Tapping the Power of Nonfiction, Social Justice Book Clubs, Essential Research Skills for Teens, Historical Fiction Book Clubs, and Literary Nonfiction.* Additionally, the program offers emphasis and encouragement to students for accumulating academic vocabulary as they read, including creating word banks of new words they encounter while reading. There is also a focus on using precise or academic vocabulary in their conversions and writing. You may access the list of recommended nonfiction and fiction texts [here](#).

Please review this [compiled research](#) which highlights Reading and Writing Units of Study's impact on student learning. The table below provides solutions for the most common areas of opportunity in which teachers identified for Reading and Writing Units of Study.

| Areas of Opportunities/Wonderings | Solutions |
|---|---|
| *"Letting go of some of our old lessons and practices and trying something new. Keeping up with the pace of the lessons. The writing unit felt a little clunky. Might be challenging to fill in some of the gaps."* | The teaching and learning department will work side-by-side with the department to create a scope and sequence that aligns the resource with our current units of study. |
| *"An important challenge with implementing this resource was the planning time needed to design the complete lesson to be taught each day, particularly with the Writing Unit."* | The teaching and learning department will provide a comprehensive professional learning plan and time for planning beginning in the summer of 2022 and continuing over the next three years after adoption of the resource. |

# Science (Grades 6-8)

Each of the three science resources that were piloted (Argument Driven Inquiry (ADI), Investigating and Questioning Our World Through Science and Technology (IQWST), and Amplify Science) included pre and post assessments for the units that were piloted which is included in the student performance data below.
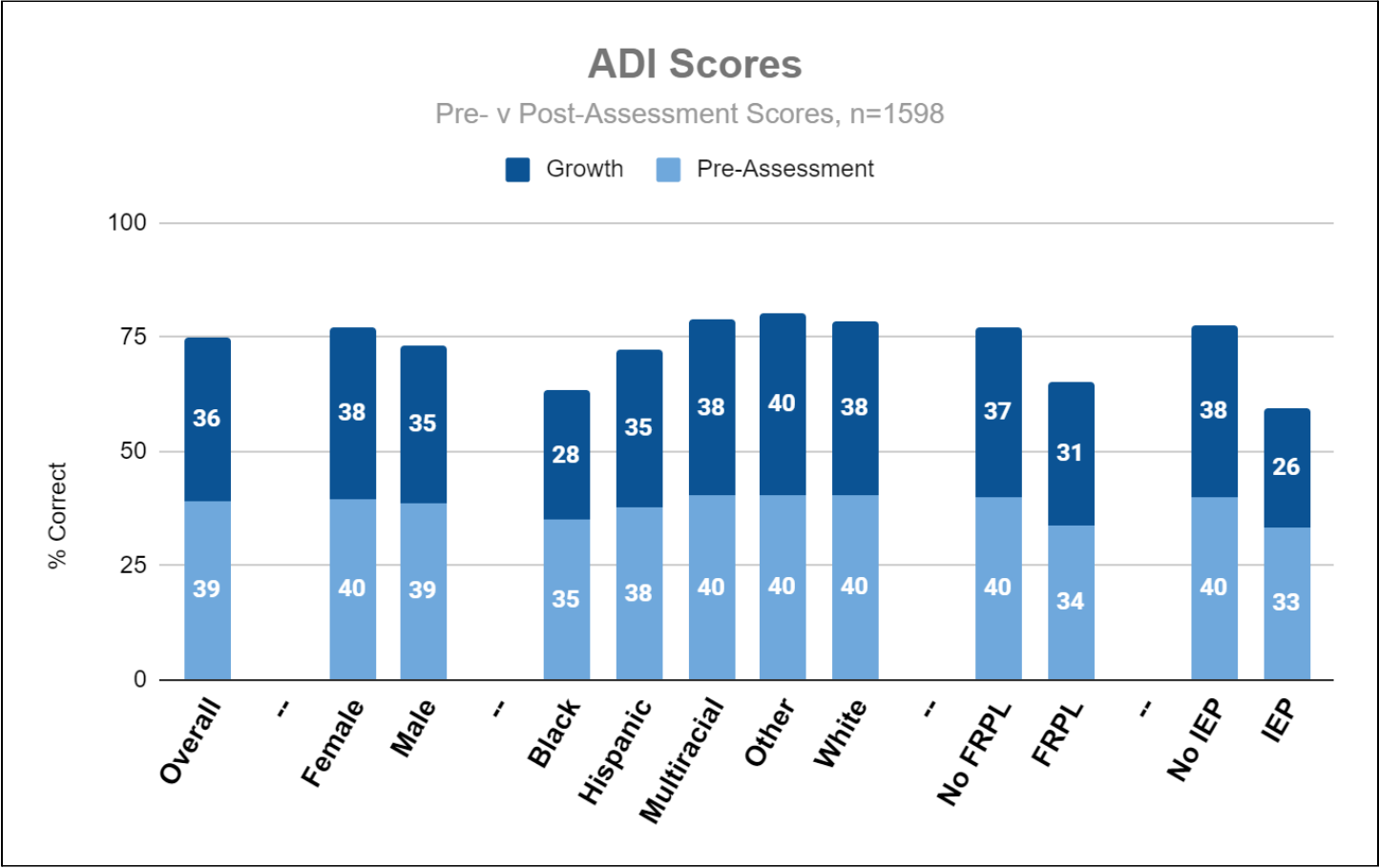
**Pilot Analysis of Findings:**
**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.)  What is being done to achieve equity or balance in other ways?

*Science Pilot Student Performance Data*

The student performance data below includes sixth through eighth grade pilot students who were administered common pre and post assessments for the unit that was piloted for ADI, IQWST, and Amplify Science. The pre and post assessment that was administered for ADI, IQWST, and Amplify Science measured students' level of mastery of the identified priority Next Generation Science Standards aligned to the IB units. For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph.  The bar graphs also detail growth for various subgroups of students.

In the following 3 charts, we examine the following questions: How did students perform on the pre and post assessments during the Science pilot, and to what extent are there differences across demographic groups?

Overall, students scored an average of 36 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**ADI Scores**
Pre- v Post-Assessment Scores, n=1598

Growth | Pre-Assessment

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 39 | 36 |
| Female | 40 | 38 |
| Male | 39 | 35 |
| Black | 35 | 28 |
| Hispanic | 38 | 35 |
| Multiracial | 40 | 38 |
| Other | 40 | 40 |
| White | 40 | 38 |
| No FRPL | 40 | 37 |
| FRPL | 34 | 31 |
| No IEP | 40 | 38 |
| IEP | 33 | 26 |

Overall, students scored an average of 25 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.

## IQWST Scores
### Pre- v Post-Assessment Scores, n=1372

Legend: ■ Growth  ■ Pre-Assessment

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 40 | 25 |
| Female | 35 | 28 |
| Male | 44 | 22 |
| Black | 28 | 25 |
| Hispanic | 34 | 28 |
| Multiracial | 38 | 27 |
| Other | 36 | 28 |
| White | 45 | 24 |
| No FRPL | 42 | 25 |
| FRPL | 30 | 24 |
| No IEP | 41 | 25 |
| IEP | 30 | 28 |

Y-axis: % Correct (0, 25, 50, 75, 100)
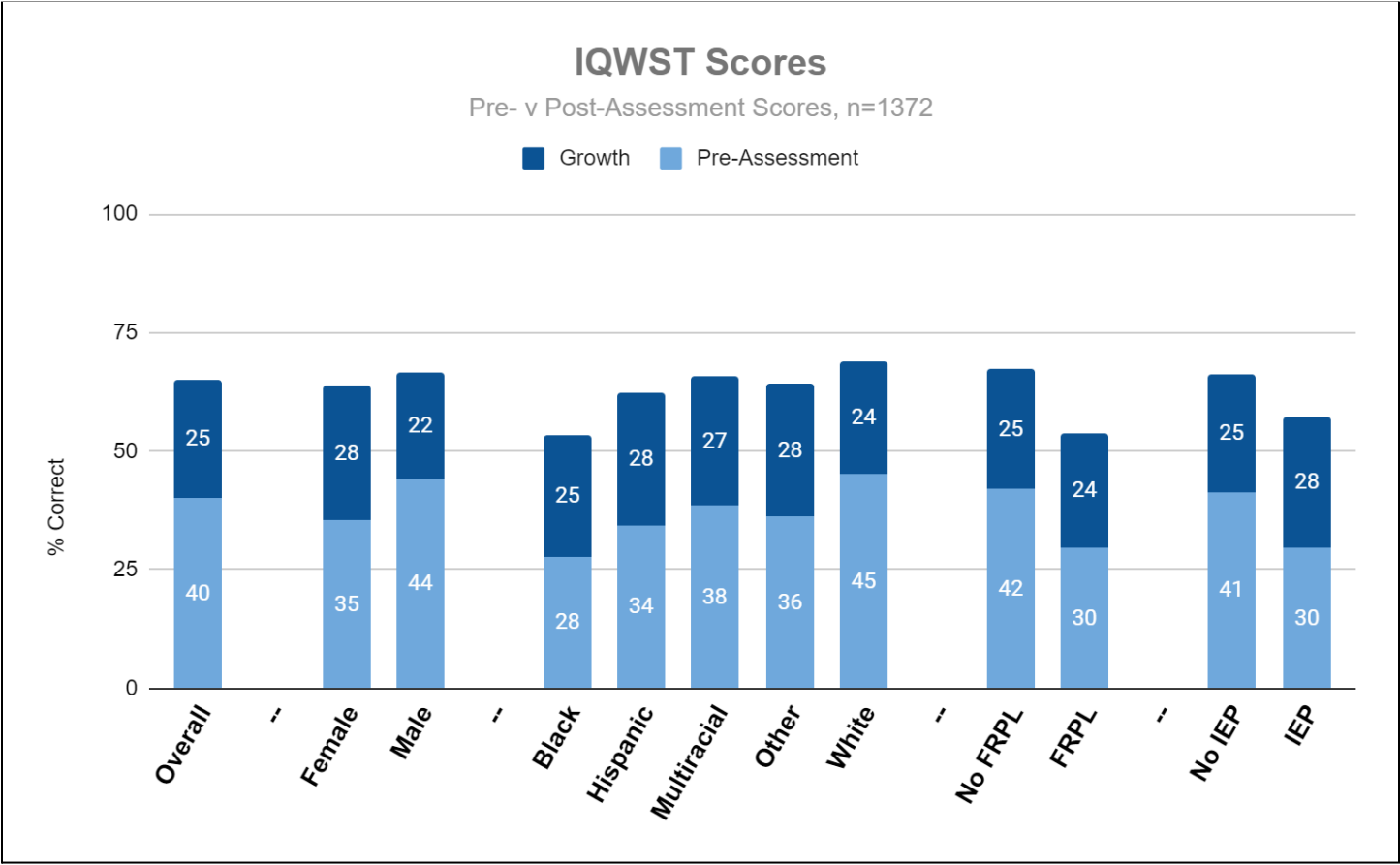
Overall, students scored an average of 44 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.
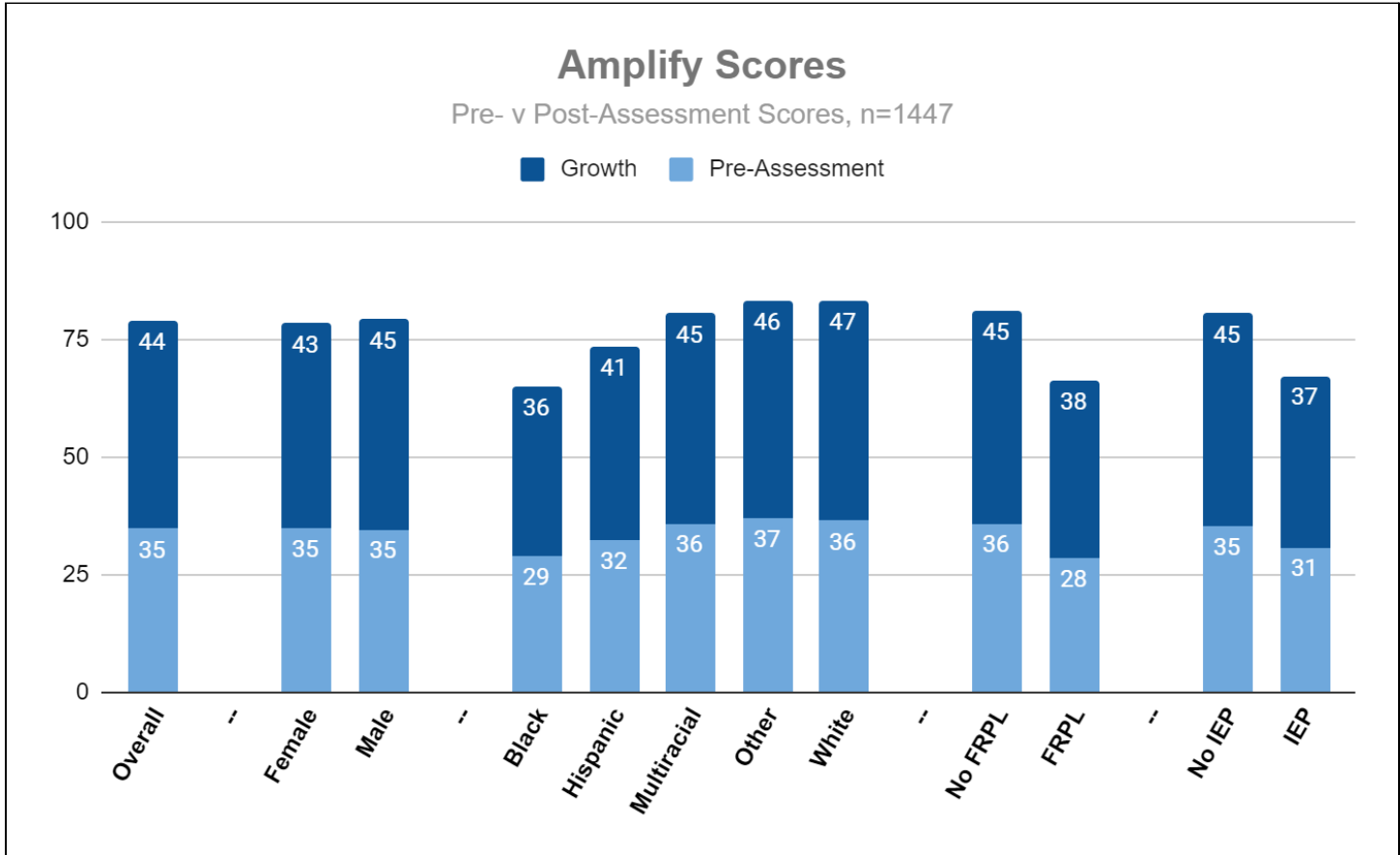


**Amplify Scores**
Pre- v Post-Assessment Scores, n=1447

Legend: Growth (dark blue), Pre-Assessment (light blue)

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 35 | 44 |
| Female | 35 | 43 |
| Male | 35 | 45 |
| Black | 29 | 36 |
| Hispanic | 32 | 41 |
| Multiracial | 36 | 45 |
| Other | 37 | 46 |
| White | 36 | 47 |
| No FRPL | 36 | 45 |
| FRPL | 28 | 38 |
| No IEP | 35 | 45 |
| IEP | 31 | 37 |

*Science Pilot Teacher and Student Survey Results*

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, parents, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?
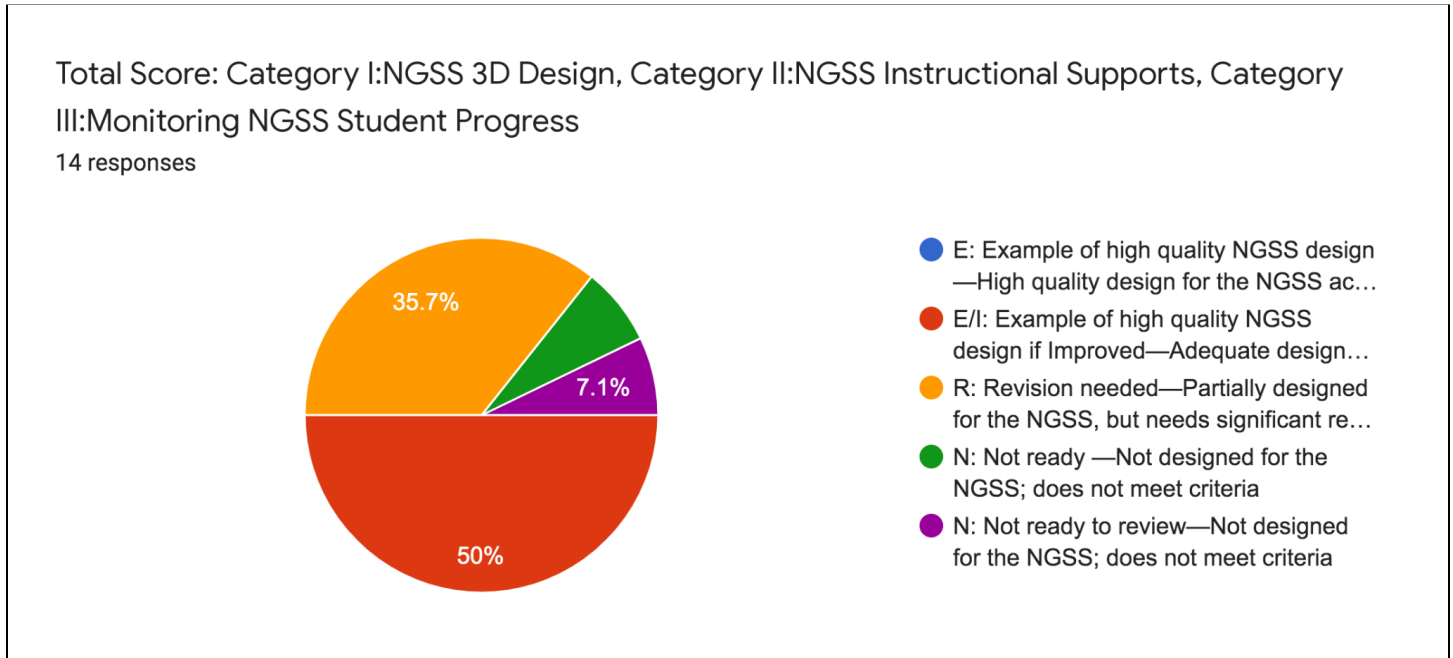
*Teacher Survey*

The teaching and learning department gathered feedback from various stakeholders on each pilot program. All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.

**ADI:**

In the following chart, we examine the feedback elicited from pilot teachers to answer the following questions: How did teachers rate the resource overall?

The chart below presents data reflecting teachers' overall rating of the ADI resource. 50% rated the resource as Exemplar if Improved.

Total Score: Category I:NGSS 3D Design, Category II:NGSS Instructional Supports, Category III:Monitoring NGSS Student Progress

14 responses



Provided below are a sample of teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to ADI.

**Strengths:**
- *"ADI is an excellent supplemental resource. We would need to do cross-grade-level articulation to make sure we were developing skills; we would need to be specific about the DCIs & CCCs that we were using for each unit. Out of all the curricula we tested, I feel this is the most "scientific."*
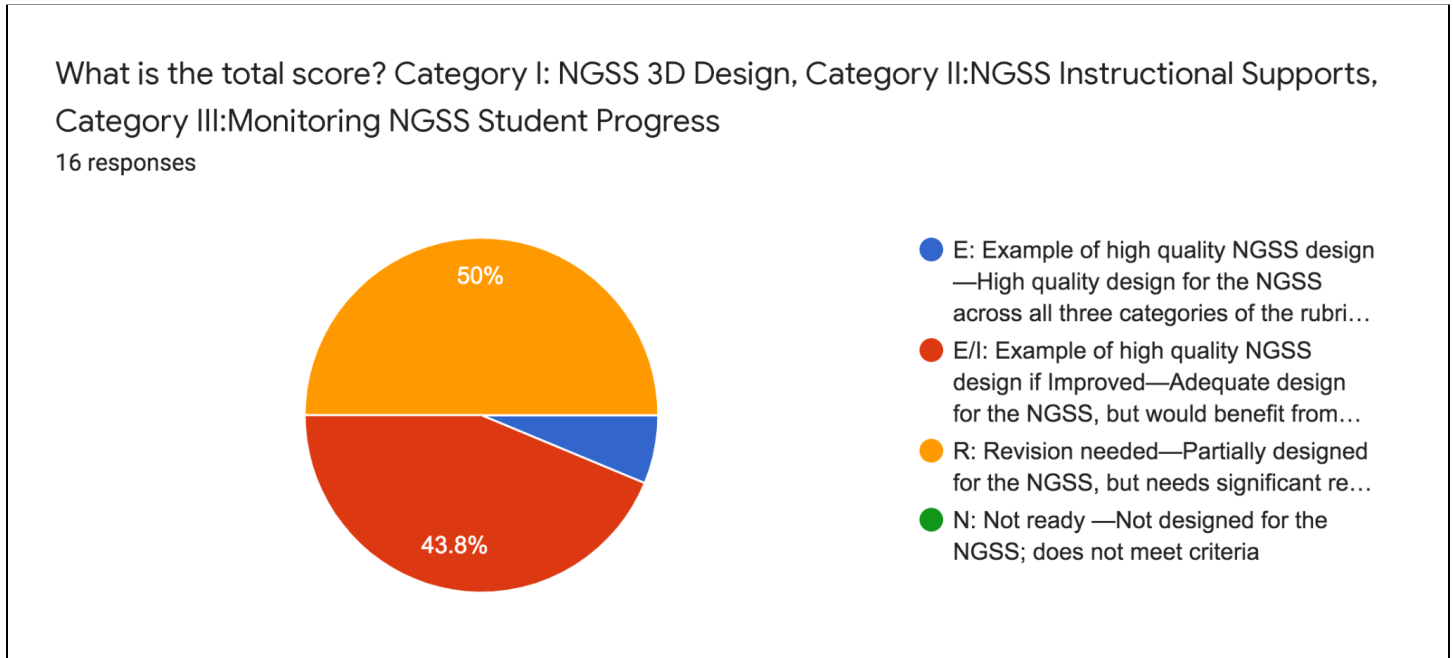- *ADI is a good supplement for labs with language across all grades*

**Areas of Opportunities/Wonderings:**
- *"It felt a lot like the digital stuff was still in the BETA phase. In some respects what we did was a step back from the book that we were using previously."*
- *This is not a full curriculum and a lot of gaps need to be filled in by the teacher. I like the report and CEJ component but that is really it.*

**IQWST:**

In the following chart, we examine the feedback elicited from pilot teachers to answer the following questions: How did teachers rate the resource overall?

The chart below presents data reflecting teachers' overall rating of the IQWST resource. 50% rated the resource as "Exemplar" (43.8%) or "Exemplar if Improved" (6.2%)

What is the total score? Category I: NGSS 3D Design, Category II:NGSS Instructional Supports, Category III:Monitoring NGSS Student Progress

16 responses



- E: Example of high quality NGSS design —High quality design for the NGSS across all three categories of the rubri…
- E/I: Example of high quality NGSS design if Improved—Adequate design for the NGSS, but would benefit from…
- R: Revision needed—Partially designed for the NGSS, but needs significant re…
- N: Not ready —Not designed for the NGSS; does not meet criteria

Provided below are a sample of teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to IQWST.

**Strengths:**
- *"IQWST is a good curriculum with hands on experiences for students."*
- *"Great for hands on but very surface level labs. Students are not collecting or reviewing much data."*
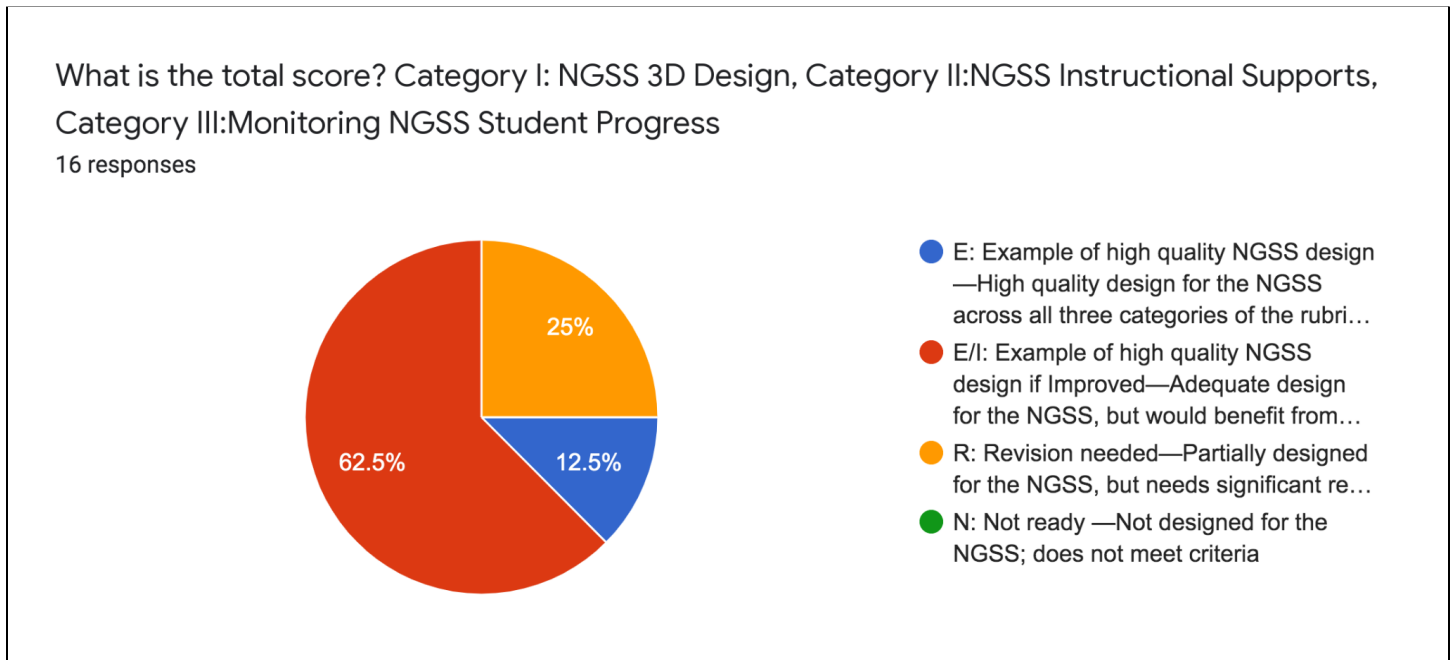- *great curriculum*

**Areas of Opportunity/Wonderings:**
- *"It was nice at first but became increasingly inaccessible/narrow to the point of being difficult for students to effectively follow."*
- *"It was pretty surface level with the investigations, I think we would need to supplement with deeper labs and more readings."*

**Amplify:**

In the following  chart, we examine the feedback elicited from pilot teachers to answer the following questions:  How did teachers rate the resource overall?

The chart below presents data reflecting teachers' overall rating of the Amplify Science resource.  75% rated the resource as "Exemplar" (62.5.8%) or "Exemplar if Improved" (12.5%)

What is the total score? Category I: NGSS 3D Design, Category II:NGSS Instructional Supports, Category III:Monitoring NGSS Student Progress

16 responses

- 25%
- 62.5%
- 12.5%

- E: Example of high quality NGSS design —High quality design for the NGSS across all three categories of the rubri…
- E/I: Example of high quality NGSS design if Improved—Adequate design for the NGSS, but would benefit from…
- R: Revision needed—Partially designed for the NGSS, but needs significant re…
- N: Not ready —Not designed for the NGSS; does not meet criteria

Provided below are a sample of teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to Amplify.

**Strengths:**
- *"I found that students that used Amplify improved the depth of their written responses. Answers were much more in depth than in years past. "*
- *"The Amplify unit that I piloted had students playing the role of medical students. By the end, they were able to authentically write a comprehensive, scientifically accurate diagnosis for a simulated patient based on blood test results; it was incredible to see."*

**Areas of Opportunities/Wonderings:**
- *Lack of enough hands-on activities. Very exciting at first, But need to use hands-on activities and teacher demonstrations as extensions .*
- *Connectivity was spotty making for a jerky experience guiding the lessons.*

In summary, the table below shows the overall teacher rating for each program piloted. Amplify received an overall rating of 75% from teachers, IQWST received an overall rating of 50% and ADI received an overall rating of 50% from teachers.

| Science | | | |
|---|---|---|---|
| | ADI | IQWST | Amplify |
| % Teachers Rating Overall "E/I" or "E" | 50.00% | 50.00% | 75.00% |

*Student Survey*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:

Students who participated in the pilot were asked to take part in a survey that allowed them to provide their input on each pilot program as it relates to the following areas:
- This unit sparked my curiosity
- This unit allowed me to work with my peers to learn new information.
- Using (RESOURCE NAME) challenged me to ask questions and think critically.
- I could connect with the content that I engaged with in this unit (in my day to day life, in the world we live in, and/or my interests)
- I felt confident in my abilities and learning during this unit
- I would like to engage in another (RESOURCE NAME) again for future units.

In summary, the survey data below revealed that 69.10% of students favored ADI, while 65.45% of students favored Amplify, and 69.10% of students favored IQWST.

| Science | | | |
|---|---|---|---|
| | ADI | IQWST | Amplify |
| Average Student Feedback Score = # "Yes" over # possible | 69.10% | 65.14% | 65.45% |

Additionally, students offered open-ended responses to the following 2 questions for Newsela and Reading and Writing Units of Study:
- Please explain what you liked most about this unit and the resources we used.
- Please explain anything you would change about these resources, if anything:

**Samples of ADI Student Responses to question:** Please explain what you liked most about this unit and the resources we used:
- *"I liked making the electromagnet a seeing the results when you change the factors."*
- *"i liked learning about the amplitude and how it related to color."*
- *"I like the layout of it, I liked how we got to do it by ourselves, I mean we work with others, but the assignment was easy to understand, but it also challenged me to think also!"*

**Samples of ADI Student Responses to question:** Please explain anything you would change about these resources, if anything:

- *Make it more engaging, decrease the amount of steps we have to take to complete the unit (I felt like some of them were just redoing what we'd done in previous steps), etc.*
- *I would make more kinds of simulations.*
- *The thing I disliked most about the ADI process is that it was really difficult for me to fill out my reasoning and evidence because I didn't fully understand the concept yet.*

**Samples of IQWST Student Responses to question:** Please explain what you liked most about this unit and the resources we used:

- *"I liked the experiments we did."*
- *"I liked learning new things"*
- *"I liked the sentence starters"*

**Samples of IQWST Student Responses to question:** Please explain anything you would change about these resources, if anything:

- *"make it shorter"*
- *"Too much reading articles, It would be better if it was more hands on."*
- *"I would rather do labs and not tests all the time. It just doesn't work well with my brain."*

**Samples of Amplify Student Responses to question:** Please explain what you liked most about this unit and the resources we used:

- *"Well amplify included a lot of simulations, and as a visual learner it really helped me understand the body."*
- *"I liked how it was different and the lessons weren't too long"*
- *"It was quicker and less confusing than iqwst. It was nice to have less questions and more class discussions, but also being independant."*

**Samples of Amplify Student Responses to question:** Please explain anything you would change about these resources, if anything:

- *"Probably something we could change about the resources is make something to show that we know how energy is formed to help us if we need it."*
- *"One thing is that if you log in once then you don't have to do it again but if you log out then you sign back in."*
- *"I would rather do labs and not tests all the time. It just doesn't work well with my brain."*

**Resource Recommendations for Adoption:**

The feedback that the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration when selecting a science program to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the Science department utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas asked about on teacher surveys. The table below represents the results of the Pilot Decision

Matrix, which reveals ADI to come out on top with a score of 118.9 followed by Amplify at 110, which is a difference of 20.6 points between ADI and IQWST and a difference of 11.8 points between Amplify and IQWST. Please see the Appendix for the Pilot Decision Matrix.

| Science | | | |
|---|---|---|---|
| | ADI | IQWST | Amplify |
| Average Weighted Program Criteria Scores | 118.9 | 98.3 | 110.1 |

After careful consideration, the teaching and learning department is recommending that District 97 adopt Amplify Science as our comprehensive resource and ADI Supplemental Labs to be implemented district-wide for grades 6-8 during the 2022-2023 school year.  Please review the compiled research (Amplify), compiled research (ADI) and this EdReport which highlights Amplify and ADI's impact on student learning. The tables below provide solutions for the most common areas of opportunity in which teachers identified for Amplify and ADI.

| Areas of Opportunities/Wonderings Amplify | Areas of Opportunities/Wonderings ADI | Solutions |
|---|---|---|
| *Lack of enough hands-on activities. Very exciting at first, But need to use hands-on activities and teacher demonstrations as extensions .* | *This is not a full curriculum and a lot of gaps need to be filled in by the teacher. I like the report and CEJ component but that is really it.* | The teaching and learning department will work side-by-side with the department to create a scope and sequence that aligns with our current International Baccalaureate units.  Amplify Science will be utilized as the core comprehensive resource and will be paired with ADI Labs to ensure all students have access to ample hands-on learning experiences. |
| *Connectivity was spotty making for a jerky experience guiding the lessons.* | *"It felt a lot like the digital stuff was still in the BETA phase. In some respects what we did was a step back from the book that we were using previously."* | The teaching and learning department will work collaboratively with the D97 Technology Department and the Amplify Technology Department to improve connectivity.<br>We are recommending the adoption of the ADI labs as opposed to the digital learning hub portion of ADI. |

# World Language French (Grades 6-8)

Each of the two programs piloted (Entrecultures and TPRS) included pre and post assessments for the units that were piloted. In the Pilot Analysis of Findings section, we will answer the Equity questions provided below.

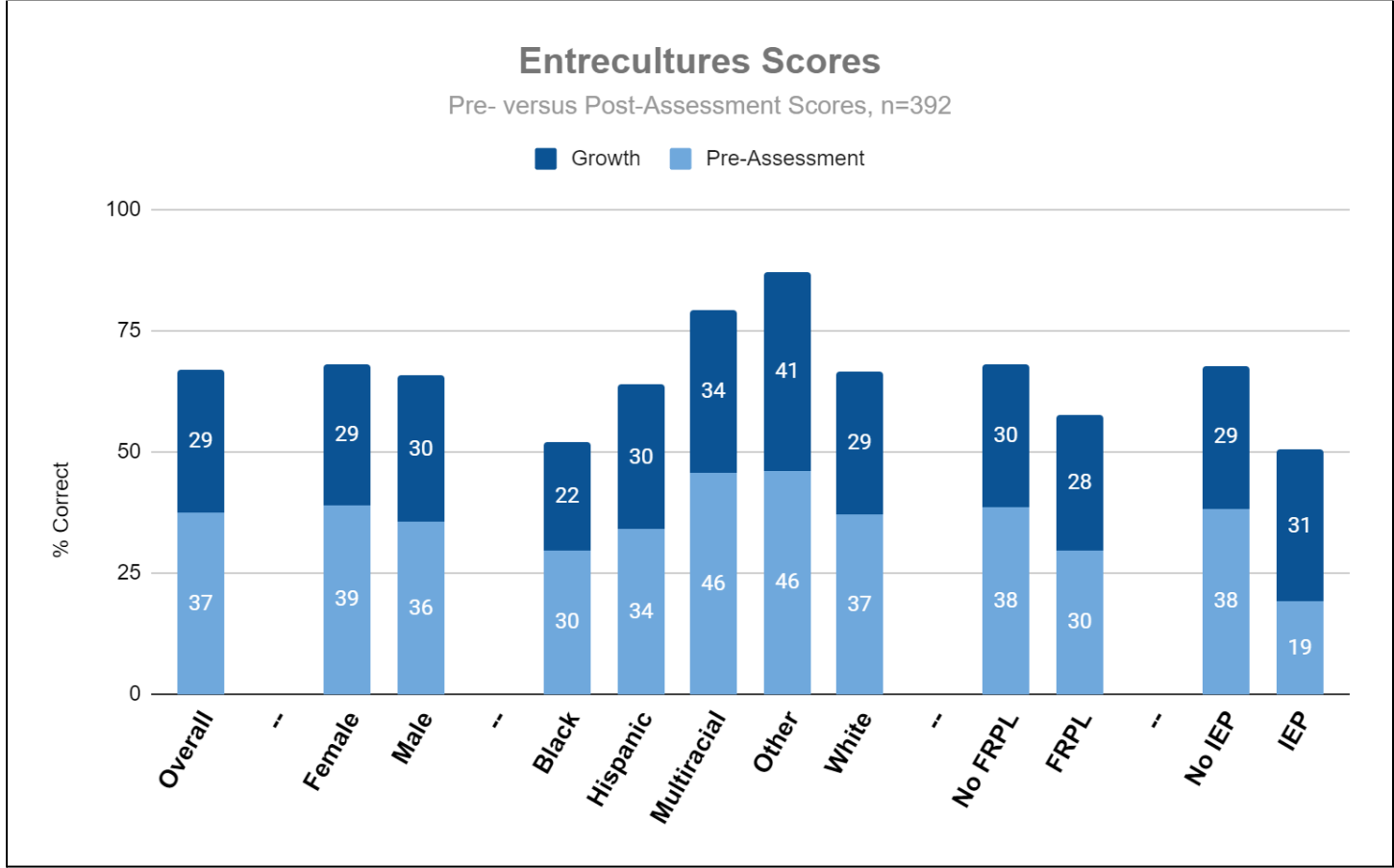## *Pilot Analysis of Findings*

**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.)  What is being done to achieve equity or balance in other ways?

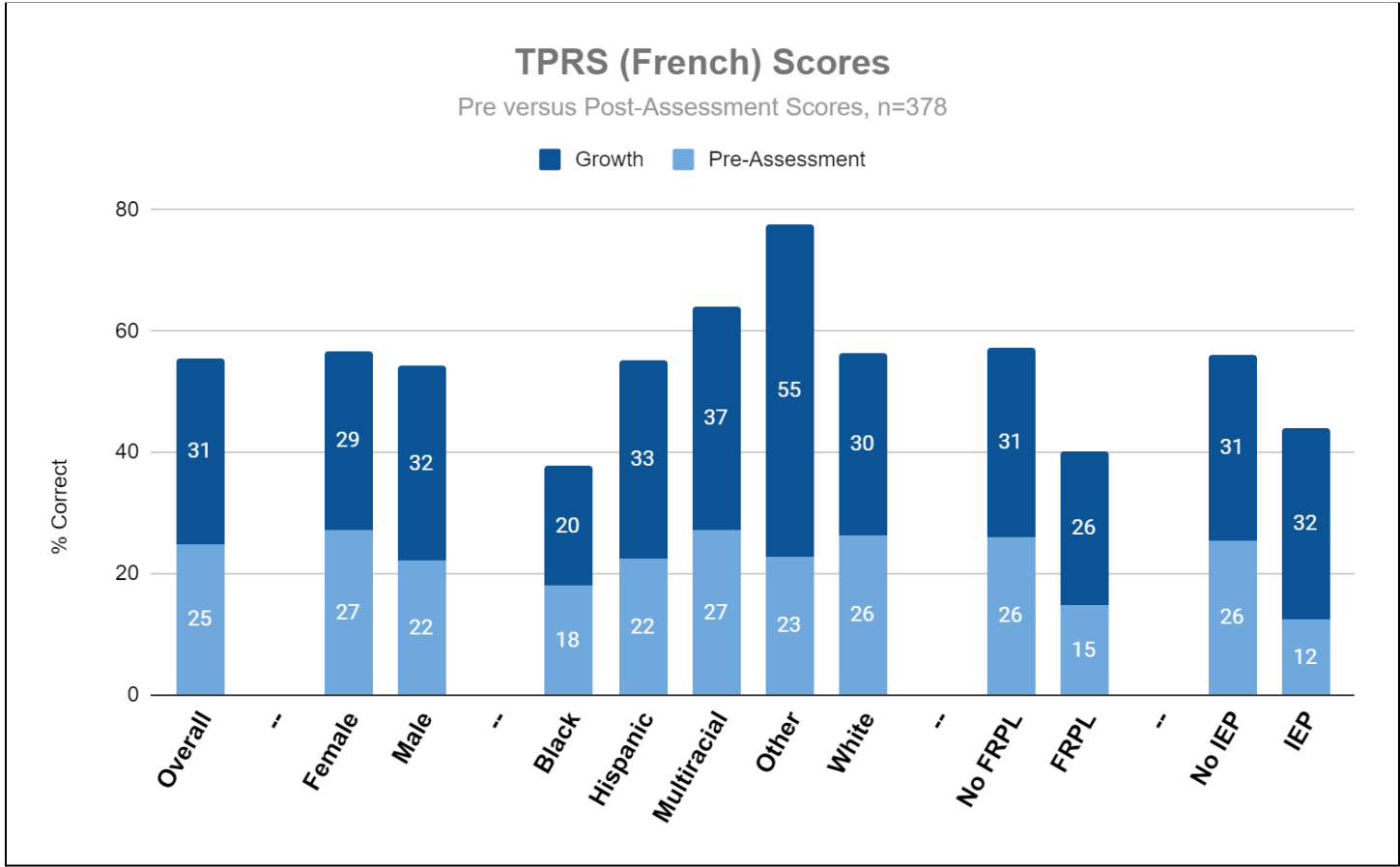## *World Language French Pilot Student Performance Data*

The student performance data below includes sixth through eighth grade pilot students who were administered common pre and post assessments for the unit that was piloted for EntreCultures and TPRS. The pre and post assessment that was administered for each pilot program measured students' level of mastery of the language and the identified World Readiness Standards. For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph.  The bar graphs also detail growth for various subgroups of students.

In the following 2 charts, we examine the following questions: How did students perform on the pre and post assessments during the EntreCultures and TPRS pilots, and to what extent are there differences across demographic groups?

Overall, students scored an average of 29 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**Entrecultures Scores**
Pre- versus Post-Assessment Scores, n=392

Legend: ■ Growth ■ Pre-Assessment

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 37 | 29 |
| Female | 39 | 29 |
| Male | 36 | 30 |
| Black | 30 | 22 |
| Hispanic | 34 | 30 |
| Multiracial | 46 | 34 |
| Other | 46 | 41 |
| White | 37 | 29 |
| No FRPL | 38 | 30 |
| FRPL | 30 | 28 |
| No IEP | 38 | 29 |
| IEP | 19 | 31 |

Y-axis: % Correct (0 to 100)

Overall, students scored an average of 31 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



## TPRS (French) Scores
Pre versus Post-Assessment Scores, n=378

Growth ■ Pre-Assessment ■

*World Language French Pilot Teacher and Student Survey Results*

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, parents, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?

*Teacher Survey*

The teaching and learning department gathered feedback from various stakeholders on each pilot program. All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.

*Student Survey*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:
- I felt confident in my abilities and learning while studying different cultures and exploring communities.

- The program and its activities allowed me to work with my peers to learn about new cultures and communities.
- The program challenged me while studying a new language.
- The activities and lessons I completed included chances for me to learn about my place in the world.

In summary, the table below reveals how teachers and students in World Language French responded to the survey questions giving their input on each program. For the teacher data, it shows the percentage of teachers who answered the questions at a 3 or above in terms of meeting the criteria. For the student data, the average student response of "yes" to each statement above is reported.

| World Language - French | | |
|---|---|---|
| | EntreCultures | TPRS |
| % of Teachers Rating at 3 and Above | 50.00% | 50.00% |
| Average Student Feedback Score = # "Yes" over # possible | 70.26% | 78.13% |

### *Resource Recommendations for Adoption*

The feedback the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration as well as pre and post assessment data when selecting the program to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the WL French department utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas asked about on teacher surveys. The table below represents the results of the Pilot Decision Matrix, which reveals EntreCultures scored 155, which is a difference of 48.6 points between TPRS and EntreCultures.

| World Language French Pilot Decision Matrix Total Score | |
|---|---|
| **Entrecultures** | **TPRS** |
| 155.0 | 106.4 |

After careful consideration and conversation, the teaching and learning department recommends District 97 adopt EntreCultures, purchase target language readers as a supplemental resource, and provide Comprehensible Input Methodology training to implement district-wide in grades K-8 during the 2022-2023 school year. Please review the compiled research highlighting the impact of EntreCultures (Fact Sheet and Social Justice Connections) and Comprehensible Input (CI) Methodology (Case for CI and Training) on student learning.

Each of the four programs piloted (Encuentros, EntreCulturas, TPRS and SOMOS) included pre and post assessments for the units that were piloted. In the Pilot Analysis of Findings section, we will answer the Equity questions provided below.
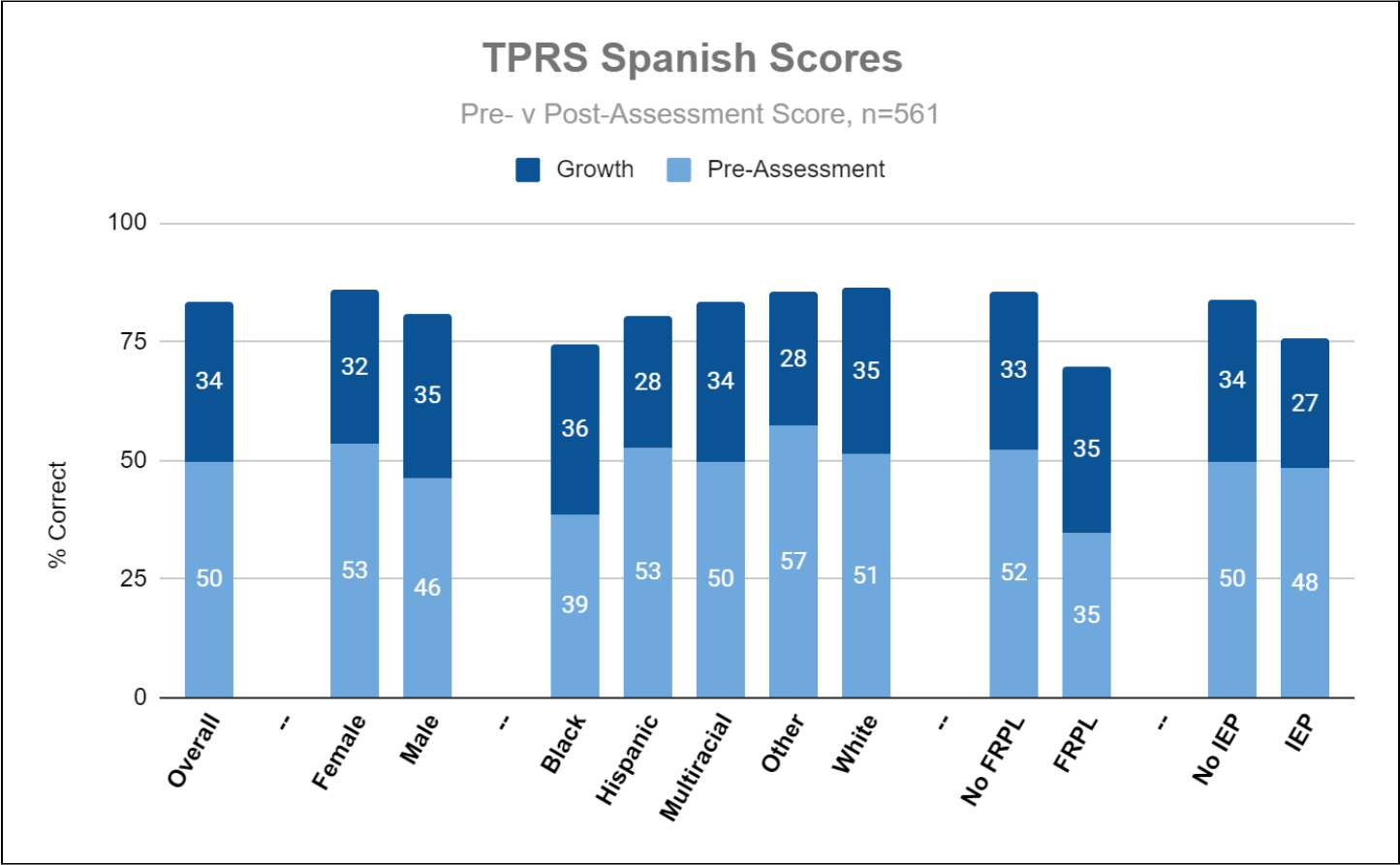
**Pilot Analysis of Findings:**

**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.) What is being done to achieve equity or balance in other ways?

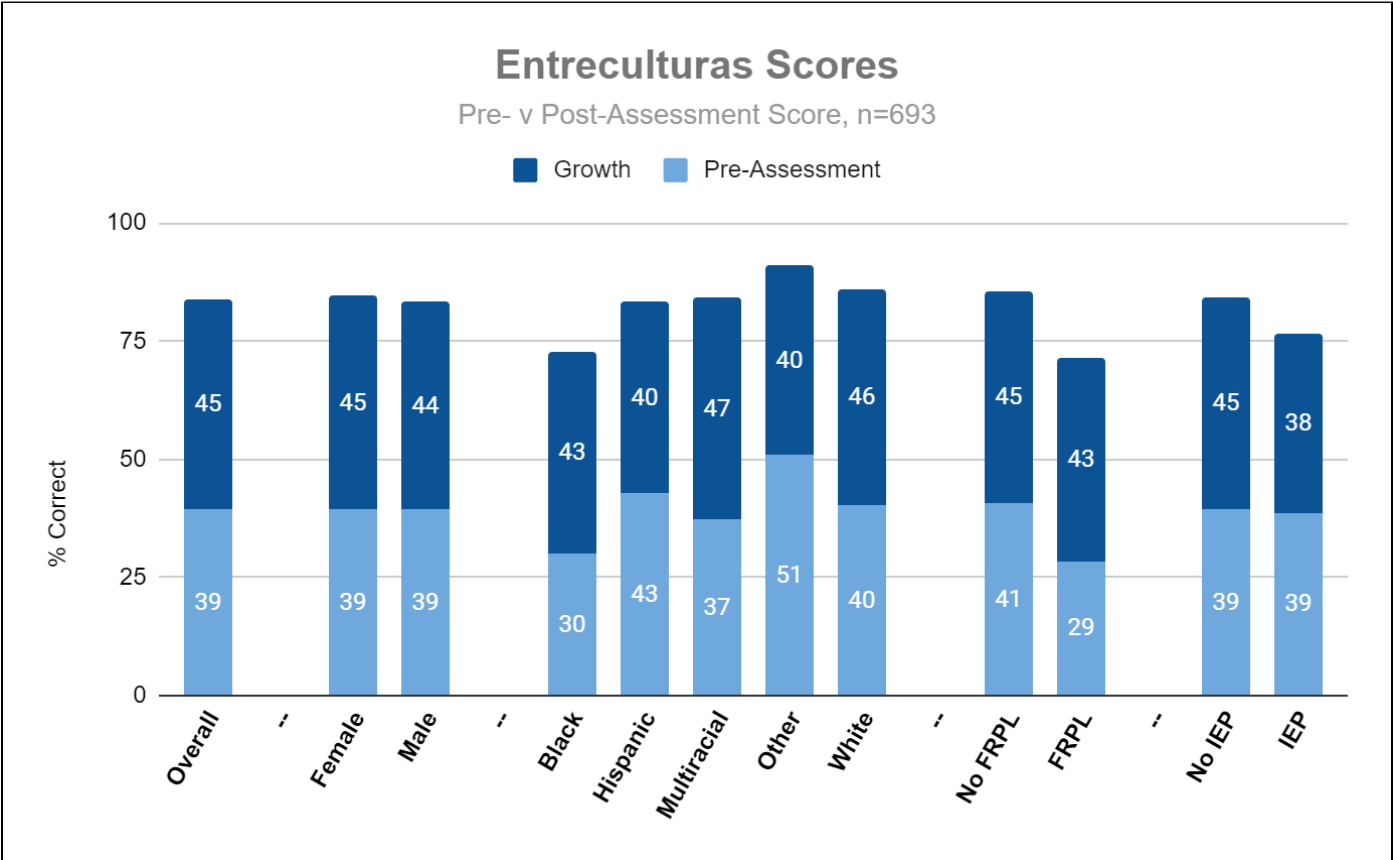### *World Language Spanish Pilot Student Performance Data*

The student performance data below includes sixth through eighth grade pilot students who were administered common pre and post assessments for the unit that was piloted for Encuentros, EntreCulturas, TPRS and SOMOS. The pre and post assessment that was administered for each pilot program measured students' level of mastery of the language and the identified World Readiness Standards. For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph. The bar graphs also detail growth for various subgroups of students.

In the following 4 charts, we examine the following questions: How did students perform on the pre and post assessments during the Encuentros, EntreCulturas, TPRS and SOMOS pilots, and to what extent are there differences across demographic groups?
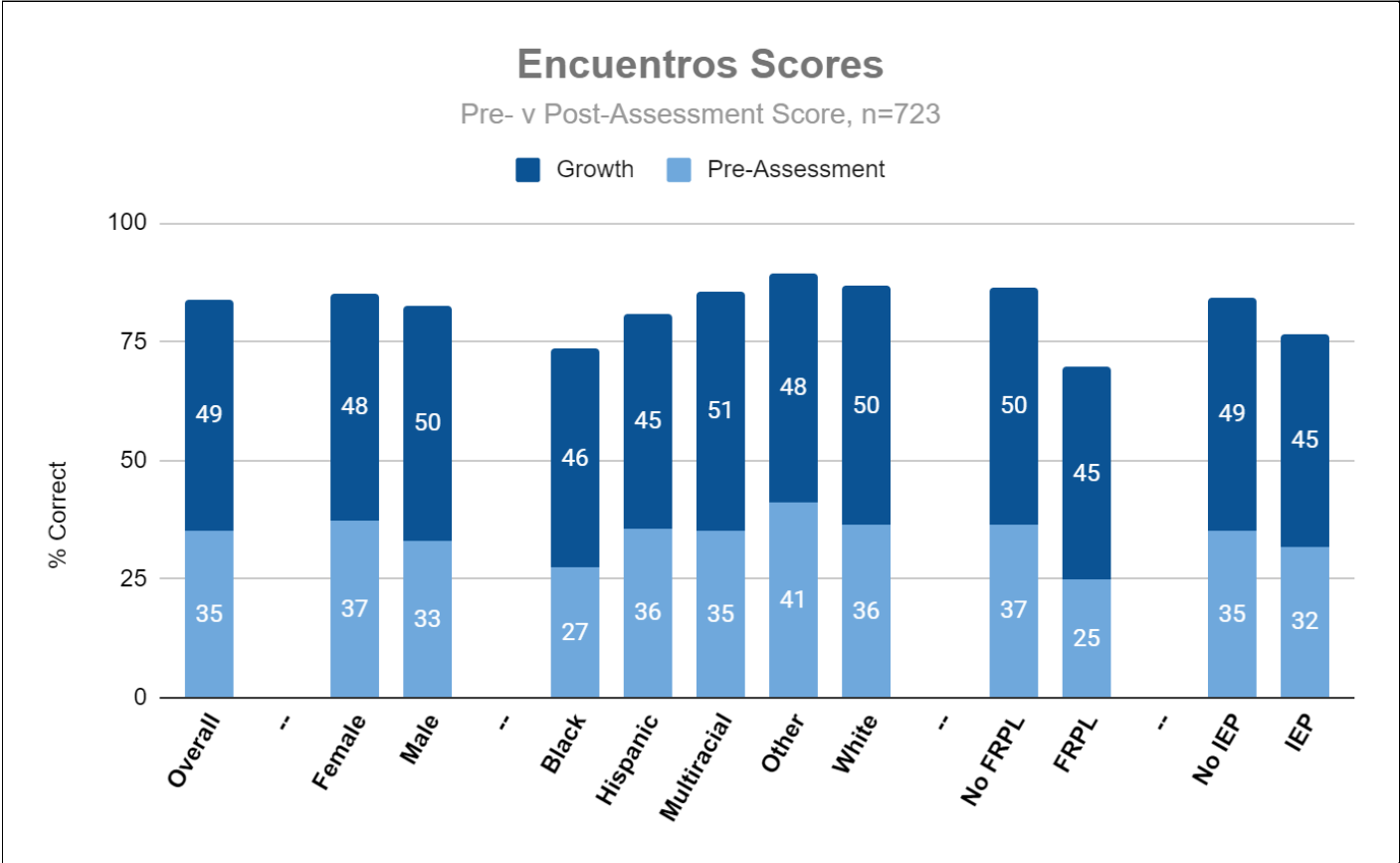
Overall, students scored an average of 34 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.

## TPRS Spanish Scores

Pre- v Post-Assessment Score, n=561

Legend: ■ Growth  ■ Pre-Assessment

| Group | Growth | Pre-Assessment |
|---|---|---|
| Overall | 34 | 50 |
| Female | 32 | 53 |
| Male | 35 | 46 |
| Black | 36 | 39 |
| Hispanic | 28 | 53 |
| Multiracial | 34 | 50 |
| Other | 28 | 57 |
| White | 35 | 51 |
| No FRPL | 33 | 52 |
| FRPL | 35 | 35 |
| No IEP | 34 | 50 |
| IEP | 27 | 48 |

*Y-axis: % Correct (0–100)*

Overall, students scored an average of 45 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**Entreculturas Scores**
Pre- v Post-Assessment Score, n=693

Legend: ■ Growth  ■ Pre-Assessment

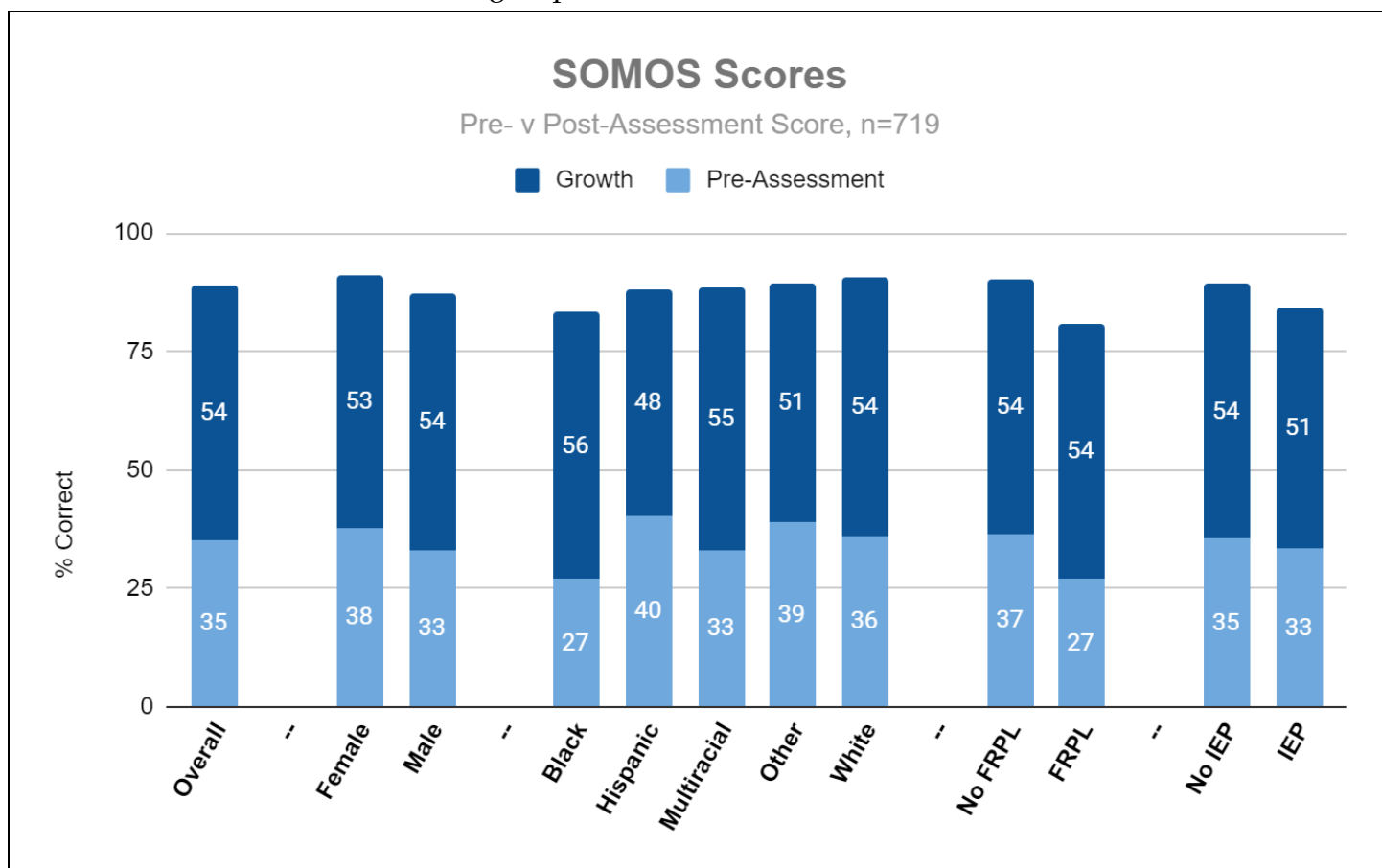| Group | Pre-Assessment | Growth |
|-------|----------------|--------|
| Overall | 39 | 45 |
| Female | 39 | 45 |
| Male | 39 | 44 |
| Black | 30 | 43 |
| Hispanic | 43 | 40 |
| Multiracial | 37 | 47 |
| Other | 51 | 40 |
| White | 40 | 46 |
| No FRPL | 41 | 45 |
| FRPL | 29 | 43 |
| No IEP | 39 | 45 |
| IEP | 39 | 38 |

Y-axis: % Correct

Overall, students scored an average of 49 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**Encuentros Scores**

Pre- v Post-Assessment Score, n=723

Legend: ■ Growth ■ Pre-Assessment

Y-axis: % Correct

| Group | Growth | Pre-Assessment |
|---|---|---|
| Overall | 49 | 35 |
| Female | 48 | 37 |
| Male | 50 | 33 |
| Black | 46 | 27 |
| Hispanic | 45 | 36 |
| Multiracial | 51 | 35 |
| Other | 48 | 41 |
| White | 50 | 36 |
| No FRPL | 50 | 37 |
| FRPL | 45 | 25 |
| No IEP | 49 | 35 |
| IEP | 45 | 32 |

Overall, students scored an average of 54 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



### SOMOS Scores
Pre- v Post-Assessment Score, n=719

*Legend: Growth (dark blue), Pre-Assessment (light blue)*

| Group | Pre-Assessment | Growth |
|-------|----------------|--------|
| Overall | 35 | 54 |
| Female | 38 | 53 |
| Male | 33 | 54 |
| Black | 27 | 56 |
| Hispanic | 40 | 48 |
| Multiracial | 33 | 55 |
| Other | 39 | 51 |
| White | 36 | 54 |
| No FRPL | 37 | 54 |
| FRPL | 27 | 54 |
| No IEP | 35 | 54 |
| IEP | 33 | 51 |

*Y-axis: % Correct (0–100)*

*__World Language Spanish Pilot Teacher and Student Survey Results__*

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, families, parents, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?

*__Teacher Survey__*

The teaching and learning department gathered feedback from various stakeholders on each pilot program.  All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.

*__Student Survey__*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:

- I felt confident in my abilities and learning while studying different cultures and exploring communities.
- The program and its activities allowed me to work with my peers to learn about new cultures and communities.

- The program challenged me while studying a new language.
- The activities and lessons I completed included chances for me to learn about my place in the world.

In summary, the table below reveals how teachers and students in World Language Spanish responded to the survey questions giving their input on each program. For the teacher data, it shows the percentage of teachers who answered the questions at a 3 or above in terms of meeting the criteria. For the student data, the average student response of "yes" to each statement above is reported.

| World Language - Spanish | | | | |
| --- | --- | --- | --- | --- |
| | Encuentros | Entreculturas | TPRS | SOMOS |
| % of Teachers Rating at 3 and Above | 0.00% | 12.50% | 0.00% | 57.14% |
| Average Student Feedback Score = # "Yes" over # possible | 68.44% | 61.01% | 35.38% | 67.36% |

### *Resource Recommendations for Adoption*

The feedback the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration as well as pre and post assessment data when selecting the programs to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the WL Spanish department utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas asked about on teacher surveys. The table below represents the results of the Pilot Decision Matrix, which reveals SOMOS to come out on top with a score of 126. Please see the Appendix for the Pilot Decision Matrix.

| World Language Spanish Pilot Decision Matrix Total Score | | | |
| --- | --- | --- | --- |
| **Encuentros** | **Entreculturas** | **TPRS** | **SOMOS** |
| 60.4 | 75.4 | 88.4 | 126.0 |

After careful consideration and conversation, the teaching and learning department recommends District 97 adopt SOMOS, which is a supplemental resource. The department also decided to renew Authéntico, the updated version of the current comprehensive resource, to support student learning. The department will receive Comprehensible Input Methodology training to implement district-wide in grades K-8 during the 2022-2023 school year. Please review the compiled research highlighting the impact of SOMOS (Overview and Research), Authéntico and Comprehensible Input (CI) Methodology (Case for CI and Training) on student learning.

# Foreign Language for Elementary Schools (FLES) Spanish (Grades K-5)

Two programs were piloted, Fluency Matters in grades 3-5 and Listos in grades K-2. Developmentally appropriate data (pre/post assessments and surveys) were gathered from students in addition to teacher feedback via surveys of each pilot program. In the Pilot Analysis of Findings section, we will answer the Equity questions provided below.
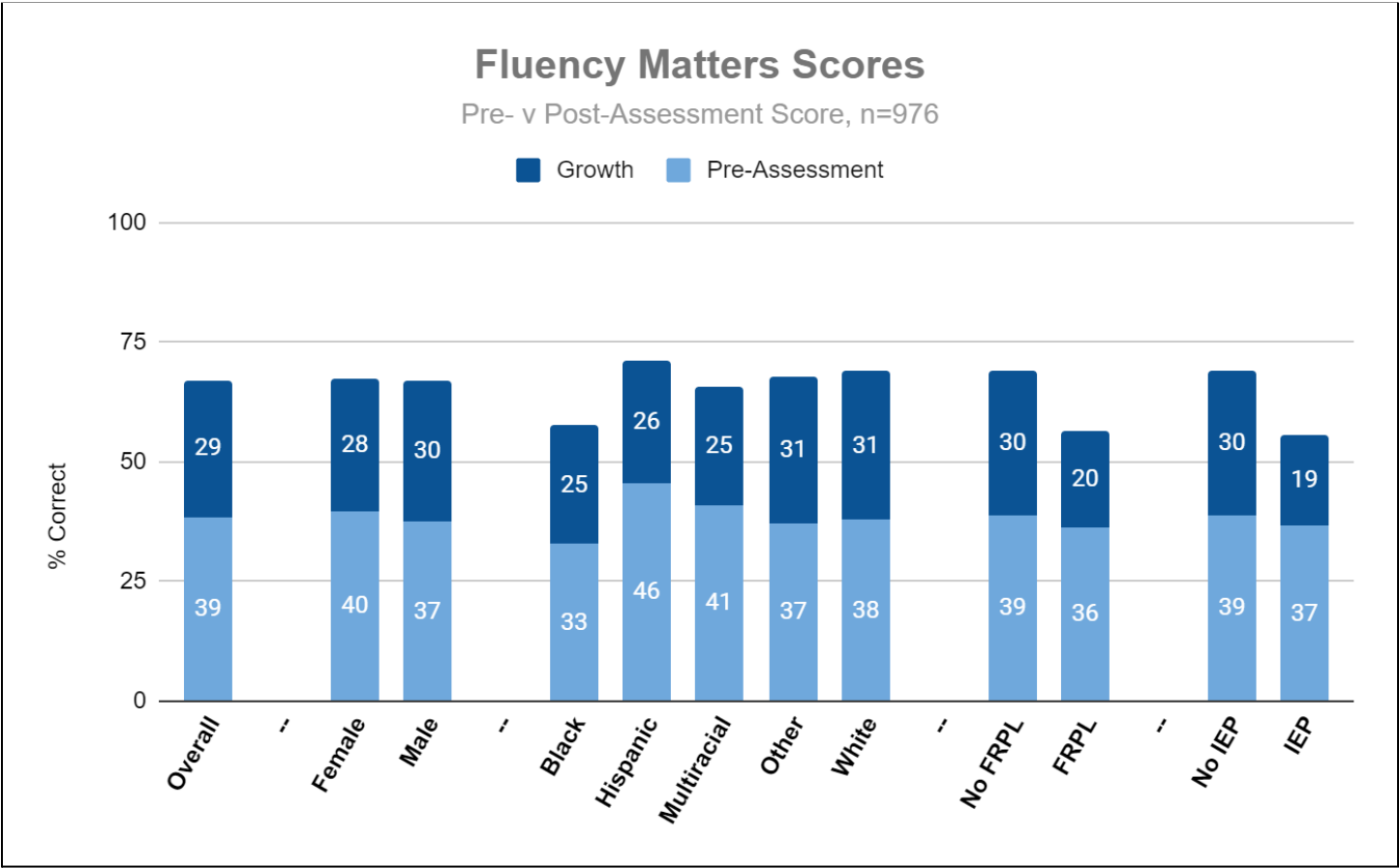
## *Pilot Analysis of Findings*

**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.)  What is being done to achieve equity or balance in other ways?
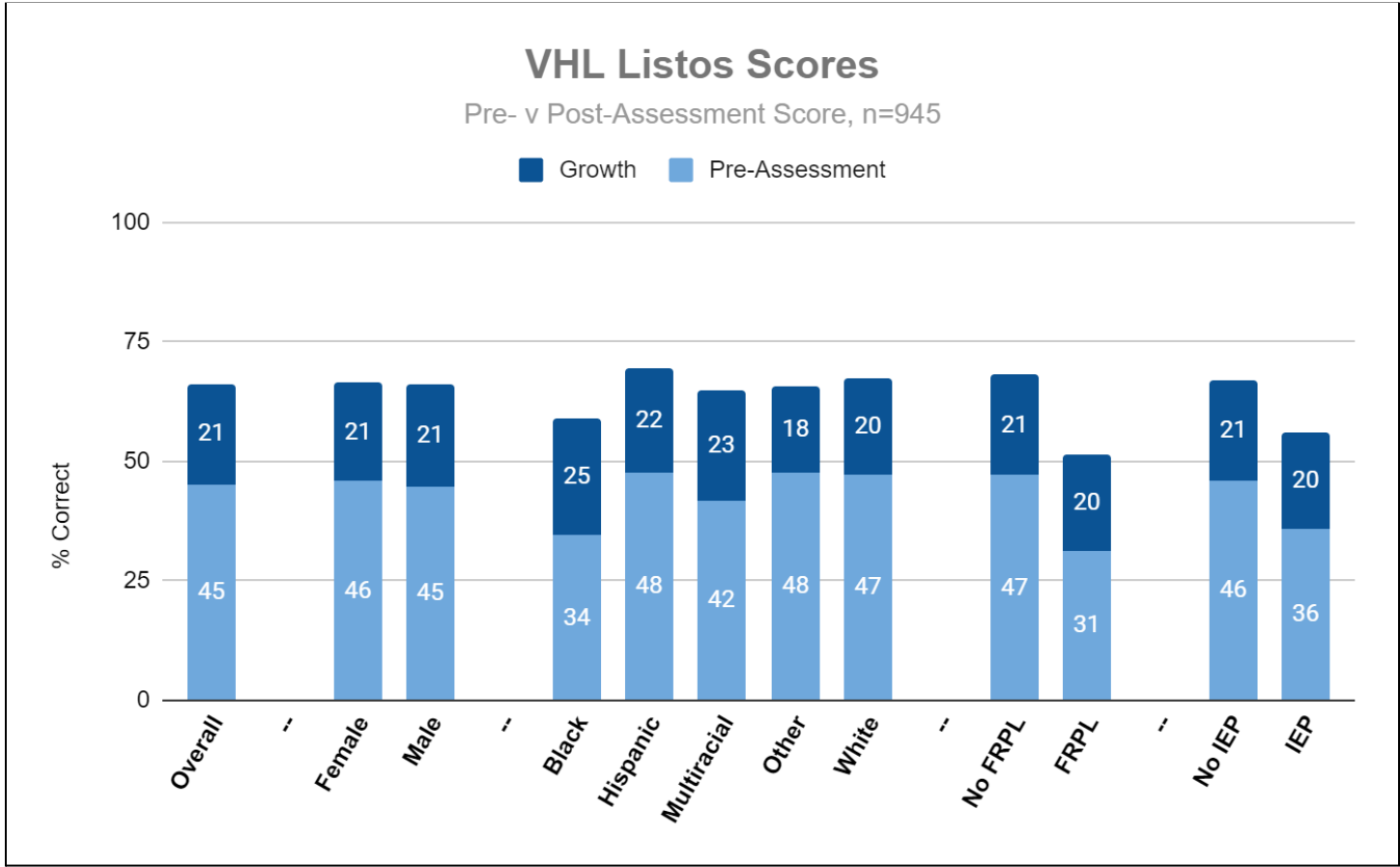
## *FLES Spanish Pilot Student Performance Data*

The student performance data below includes third through fifth grade pilot students for Fluency Matters and kindergarten through second grade pilot students for Listos. The pre and post assessment that was administered for each pilot program measured students' level of mastery of the language and the identified World Readiness Standards. For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph.  The bar graphs also detail growth for various subgroups of students.

In the following 2 charts, we examine the following questions: How did students perform on the pre and post assessments during the Fluency Matters and Listos pilots,  and to what extent are there differences across demographic groups?

Overall, students scored an average of 29 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.

## Fluency Matters Scores
### Pre- v Post-Assessment Score, n=976

Legend: ■ Growth ■ Pre-Assessment

| Group | Pre-Assessment | Growth |
|---|---|---|
| Overall | 39 | 29 |
| Female | 40 | 28 |
| Male | 37 | 30 |
| Black | 33 | 25 |
| Hispanic | 46 | 26 |
| Multiracial | 41 | 25 |
| Other | 37 | 31 |
| White | 38 | 31 |
| No FRPL | 39 | 30 |
| FRPL | 36 | 20 |
| No IEP | 39 | 30 |
| IEP | 37 | 19 |

Y-axis: % Correct (0, 25, 50, 75, 100)

Overall, students scored an average of 21 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.



**VHL Listos Scores**
Pre- v Post-Assessment Score, n=945

*FLES Spanish Pilot Teacher and Student Survey Results*

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, parents, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?

*Teacher Survey*

The teaching and learning department gathered feedback from various stakeholders on each pilot program. All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.

*Student Survey*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:
- I felt confident in my abilities and learning while studying different cultures and exploring communities.

- The program and its activities allowed me to work with my peers to learn about new cultures and communities.
- The program challenged me while studying a new language.
- The activities and lessons I completed included chances for me to learn about my place in the world.

In summary, the table below reveals how teachers and students in FLES responded to the survey questions giving their input. For the teacher data, it shows the percentage of teachers who answered the questions at a 3 or above in terms of meeting the criteria. For the student data, the average student response of "yes" to each statement above is reported.

| FLES | | |
| --- | --- | --- |
| | Fluency | Listos |
| % Teachers Rating at 3 and Above | 37.50% | 10.00% |
| Average Student Feedback Score = # "Yes" over # possible | 67.09% | #DIV/0! |

### *Resource Recommendations for Adoption*

The feedback the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration as well as pre and post assessment data when selecting the program to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the FLES department utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas asked about on teacher surveys. The table below represents the results of the Pilot Decision Matrix, which reveals Fluency Matters scored 97, which is a difference of 18.6 points between Listos and Fluency Matters.

| FLES Pilot Decision Matrix Total Score | |
| --- | --- |
| **Fluency Matters** | **Listos** |
| 97.0 | 78.4 |

After careful consideration and conversation, the teaching and learning department recommends District 97 adopt Fluency Matters for grades K-5 and provide Comprehensible Input Methodology training to implement district-wide in grades K-8 during the 2022-2023 school year. Please review the compiled research highlighting the impact of Fluency Matters and Comprehensible Input (CI) Methodology ([Case for CI](#) and [Training](#)) on student learning.

# English Language Arts (ELA) Committee - Grammar (Grades 3-5)

Each of the two Grammar resources that were piloted (Schoolwide: The Fundamentals of Grammar & Conventions and Scholastic: Conventions and Craft) included pre and post assessments for the strands that were piloted.  In the Pilot Analysis of Findings section we will answer the Equity questions provided below.
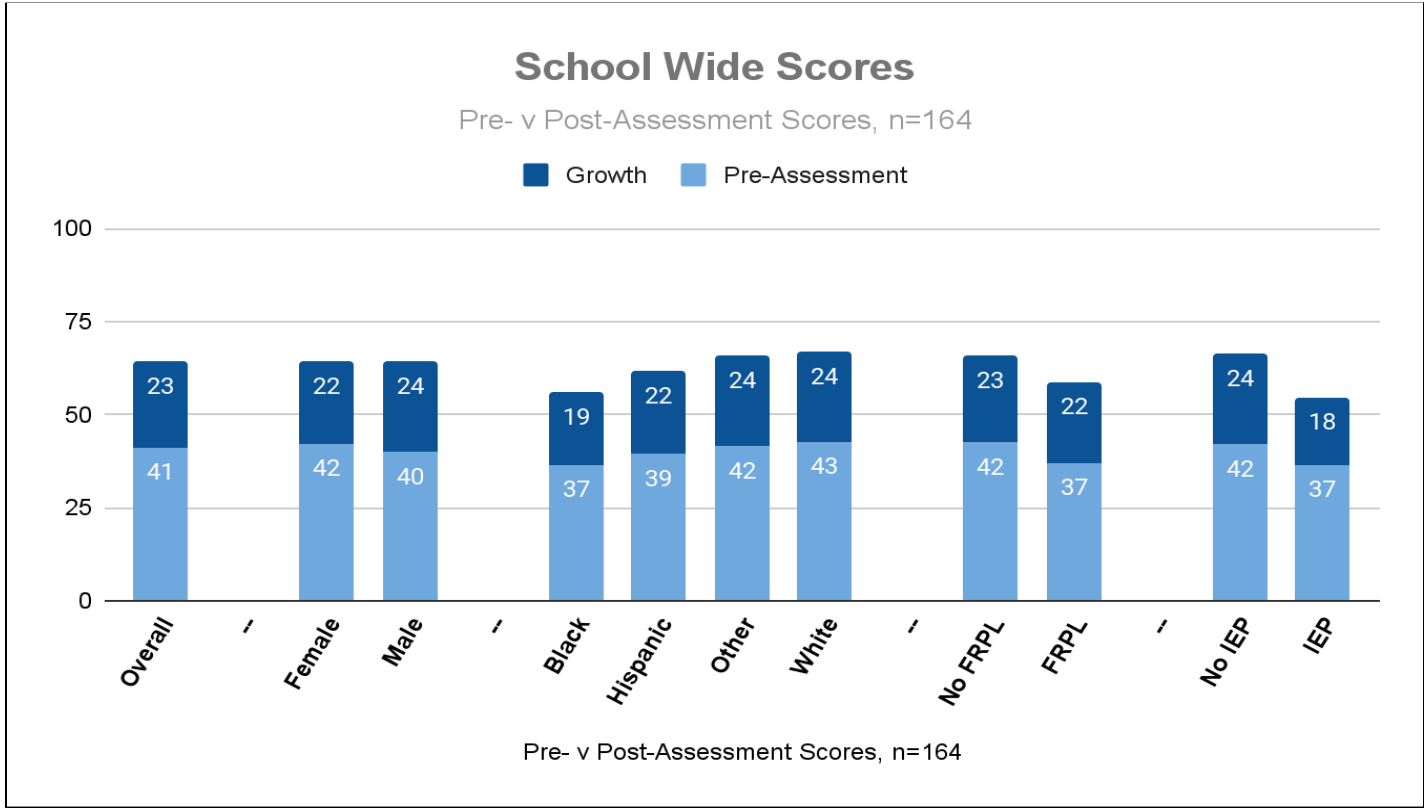
**Pilot Analysis of Findings:**

**Equity:** What are the differential experiences of children by achievement level and by household income? (Could be a slightly different set of categories, for example, single parents, households with and without internet access, etc.)  What is being done to achieve equity or balance in other ways?

### *ELA Committee Grammar Pilot Student Performance Data*

The student performance data below includes third through fifth grade pilot students who were administered common pre and post assessments for the strands that were piloted for Schoolwide: The Fundamentals of Grammar & Conventions and Scholastic: Conventions and Craft. The pre and post assessment that was administered for Schoolwide: The Fundamentals of Grammar & Conventions and Scholastic: Conventions and Craft measured students' level of mastery of the identified priority Illinois Learning Standards.  For each of the pilot program's pre/post assessment data, the overall average growth in percentage points is indicated in the statement below each bar graph.  The bar graphs also detail growth for various subgroups of students.

In the following 2 charts, we examine the following questions: How did students perform on the pre and post assessments during the Schoolwide: The Fundamentals of Grammar & Conventions and Scholastic Conventions and Craft pilots, and to what extent are there differences across demographic groups?

Overall, students scored an average of 23 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessments, and differences across groups are shown below.

## School Wide Scores

Pre- v Post-Assessment Scores, n=164

■ Growth  ■ Pre-Assessment

| Group | Pre-Assessment | Growth |
|-------|---------------|--------|
| Overall | 41 | 23 |
| Female | 42 | 22 |
| Male | 40 | 24 |
| Black | 37 | 19 |
| Hispanic | 39 | 22 |
| Other | 42 | 24 |
| White | 43 | 24 |
| No FRPL | 42 | 23 |
| FRPL | 37 | 22 |
| No IEP | 42 | 24 |
| IEP | 37 | 18 |

Pre- v Post-Assessment Scores, n=164

Overall, students scored an average of 8 percentage points higher on the post-assessment compared to the pre-assessment. All subgroups identified demonstrated growth from the pre and post assessment, and differences across groups are shown below. **Note**: Results by IEP status are not shown here due to small cell sizes.
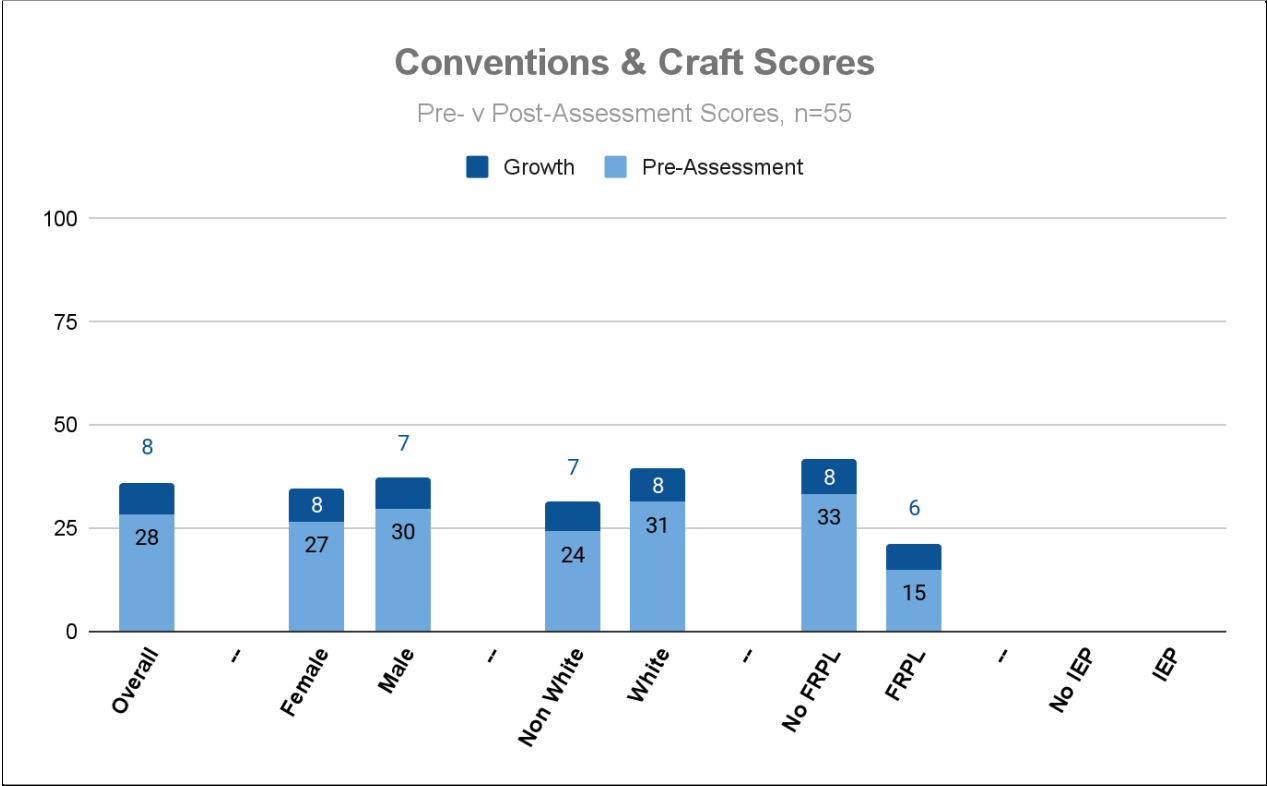


*ELA Committee Grammar Pilot Teacher and Student Survey Results*

**Communication with key stakeholders:** What is being done/has been done to elicit feedback/ideas from teachers, parents, older students, administrators, or other key stakeholders. What are the most common concerns and positive comments received and how are they being addressed?

*Teacher Survey*

The teaching and learning department gathered feedback from various stakeholders upon completion of each pilot program. All pilot teachers were invited to participate in a survey that allowed them to reflect on their experience with each of the pilot programs. Please see the Appendix for the resource review rubrics.

The survey data below suggests that over 80% of teachers gave Schoolwide: The Fundamentals of Grammar & Conventions a score of 6 or higher when rating the program overall compared to 28.57% for Scholastic: Conventions & Craft.

Schoolwide: The Fundamentals of Grammar & Conventions:
In the chart below, we examine the feedback elicited from pilot teachers to answer the following
question: How did teachers rate the resource overall?

The chart presents data reflecting teachers' overall rating of the Schoolwide: The Fundamentals of
Grammar & Conventions resource. Over 80% of teachers rated the resource as a 6 or above.
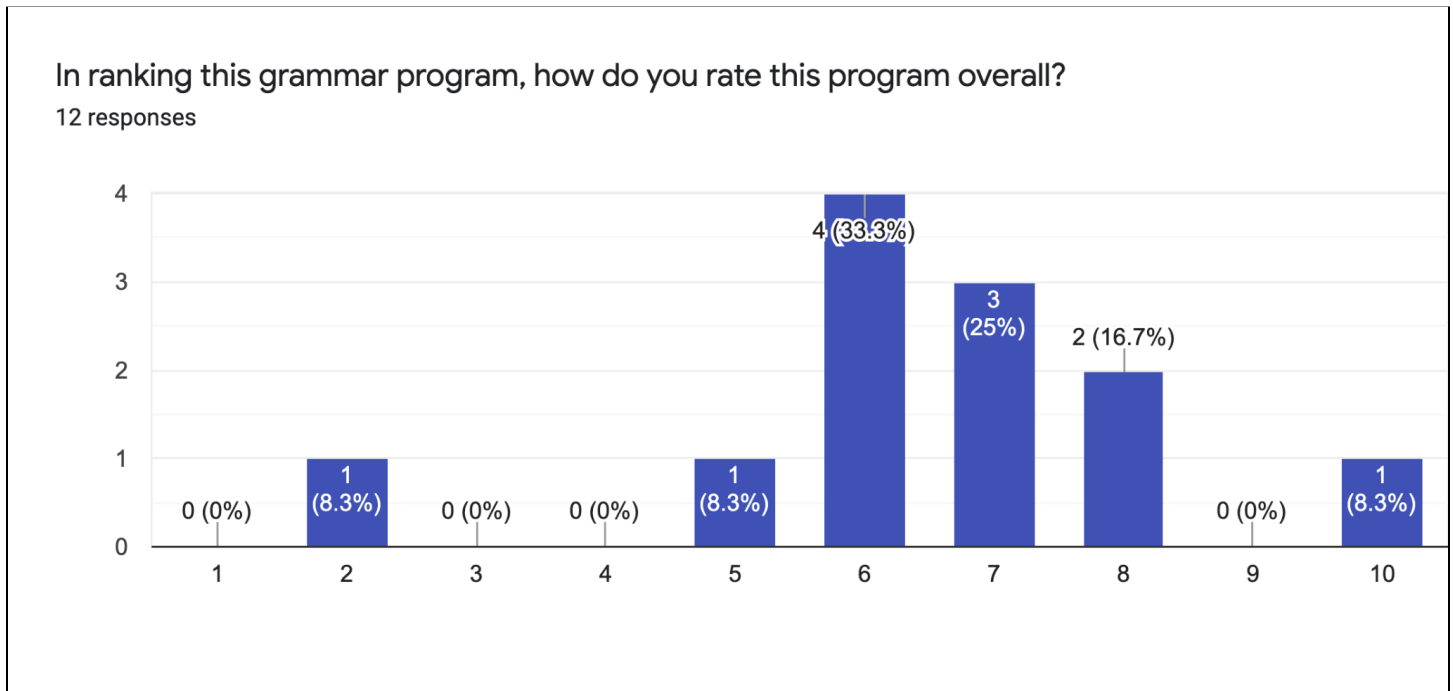
**In ranking this grammar program, how do you rate this program overall?**

12 responses

| Rating | Count |
|--------|-------|
| 1 | 0 (0%) |
| 2 | 1 (8.3%) |
| 3 | 0 (0%) |
| 4 | 0 (0%) |
| 5 | 1 (8.3%) |
| 6 | 4 (33.3%) |
| 7 | 3 (25%) |
| 8 | 2 (16.7%) |
| 9 | 0 (0%) |
| 10 | 1 (8.3%) |

Provided below are teachers' responses to what are the strengths and areas of
opportunities/wonderings as it relates to Schoolwide: The Fundamentals of Grammar &
Conventions.

Strengths:
- *"It provides students with lessons that are otherwise not taught and gives them an understanding of how powerful grammar can be in the writing process."*
- *"The resources are easily accessed through a hard copy teacher's manual and online. The mentor texts are good choices to support the instruction of grammar elements."*
- *"Kids desperately need grammar/writing help. So this is a good thing."*

Areas of Opportunity/Wonderings:
- *"Time, pacing, making it fit into workshop model"*
- *"Some lessons assumed background knowledge that not everyone had."*

Scholastic: Conventions and Craft:

In the chart below, we examine the feedback elicited from pilot teachers to answer the following question:  How did teachers rate the resource overall?

The chart presents data reflecting teachers' overall rating of the Scholastic: Conventions and Craft resource.  28.6%% of teachers rated the resource as a 6 or above.
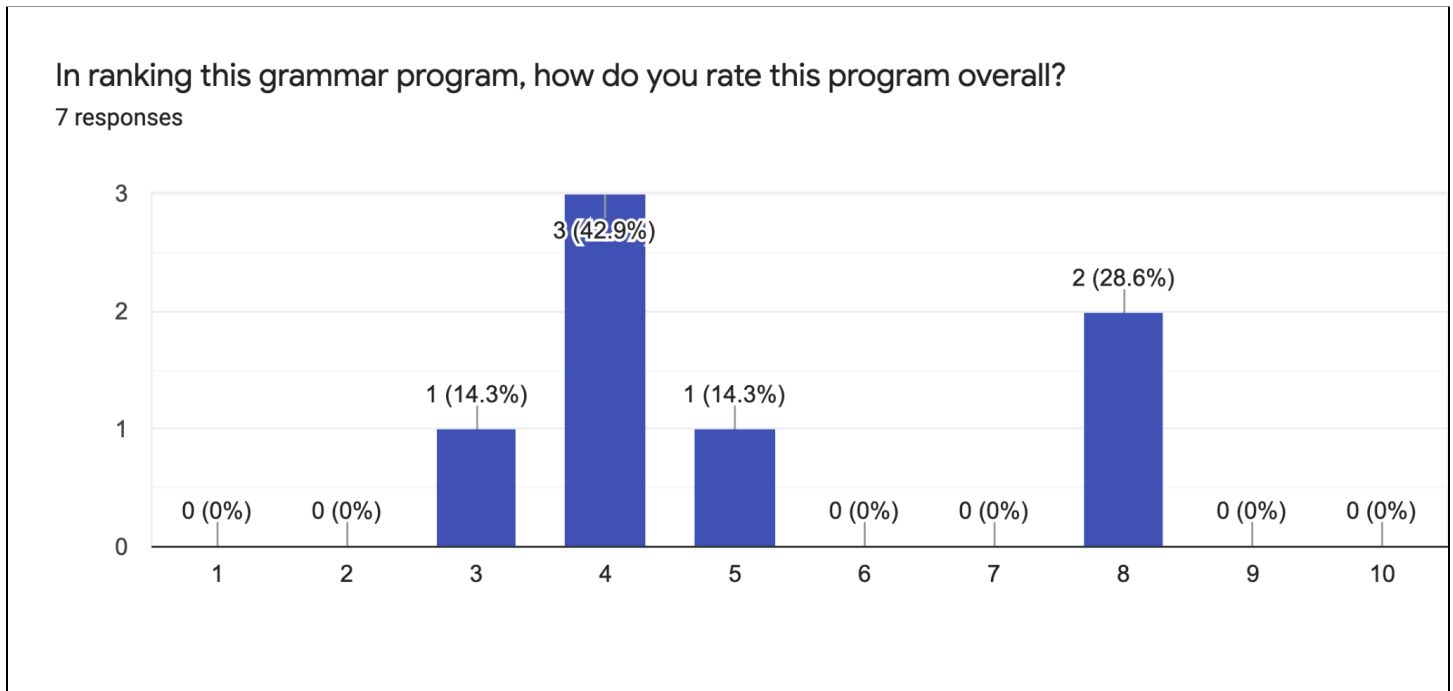
In ranking this grammar program, how do you rate this program overall?

7 responses



Provided below are teachers' responses to what are the strengths and areas of opportunities/wonderings as it relates to Scholastic: Conventions and Craft.

Strengths:
- *"Because the lessons are brief, it was pretty easy to fit this program into my daily schedule."*
- *"I think it is necessary to implement some kind of standards-based programs. Students found the read alouds engaging."*

Areas of Opportunity/Wonderings:
- *"The resources were scant. The brief lessons had enough information to provide a brief lesson and that was it. The website was clumsy to navigate and didn't have enough resources."*
- *"Students did not have a strong enough background in grammar fundamentals to proceed with the curriculum as written. Each lesson required 1-3 days of pre-teaching, making it difficult to complete the lessons as written. Curriculum as written did not provide resources for objectively graded assessment, and relied too heavily on oral progress monitoring (which did not always equate to transfer of skills from spoken to written)"*

In the following section, we examine the feedback elicited from pilot students to hear about their experiences with each resource. Specifically, students indicated agreement ("yes" or "no") with each of the following statements for each resource:

- Schoolwide/Conventions and Craft helped me become a better writer.
- Schoolwide/Conventions and Craft helped me become more confident in my writing.
- Schoolwide/Conventions and Craft helped me review, reflect, and apply the rules of grammar and conventions.
- Schoolwide/Conventions and Craft helped me learn about how to use commas and other punctuation marks.
- I could connect and see myself in the "Schoolwide/Conventions and Craft"texts.
- I enjoyed learning grammar and conventions with the "Schoolwide/Conventions and Craft" program.

In summary, the survey data below revealed that 75.49% of students favored Schoolwide: The Fundamentals of Grammar & Conventions, while 71.21% of students favored Scholastic: Conventions and Craft.

| Grammar | | |
|---|---|---|
| | **School Wide** | **Conventions and Craft** |
| **Average Student Feedback Score = # "Yes" over # possible** | 75.49% | 71.21% |

In the following chart, we examine the feedback elicited from pilot students to answer the following statement: "I enjoyed learning grammar and conventions with the Schoolwide: The Fundamentals of Grammar & Conventions resource."

Overall, 75% of the students responded "yes" they enjoyed learning grammar and conventions with the Schoolwide program.
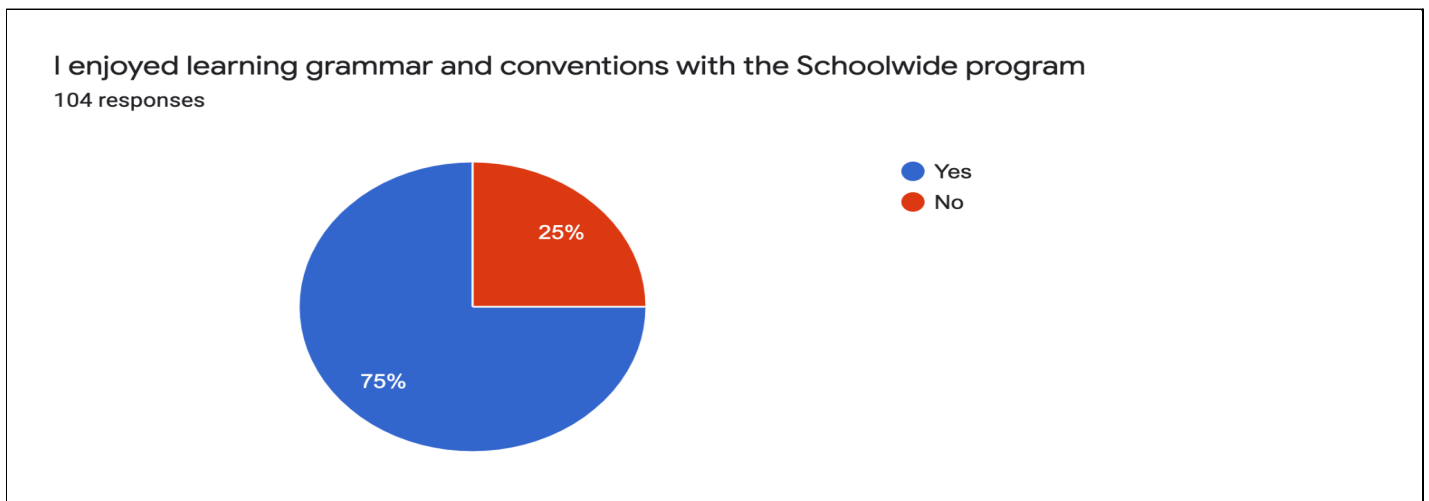


In the following chart, we examine the feedback elicited from pilot students to answer the following statement: "I enjoyed learning grammar and conventions with the Scholastic: Conventions and Craft."

Overall, 70.9% of the students responded "yes" they enjoyed learning grammar and conventions with the Conventions and Craft program.



I enjoyed learning grammar and conventions with the Conventions and Craft program
55 responses
- Yes 70.9%
- No 29.1%
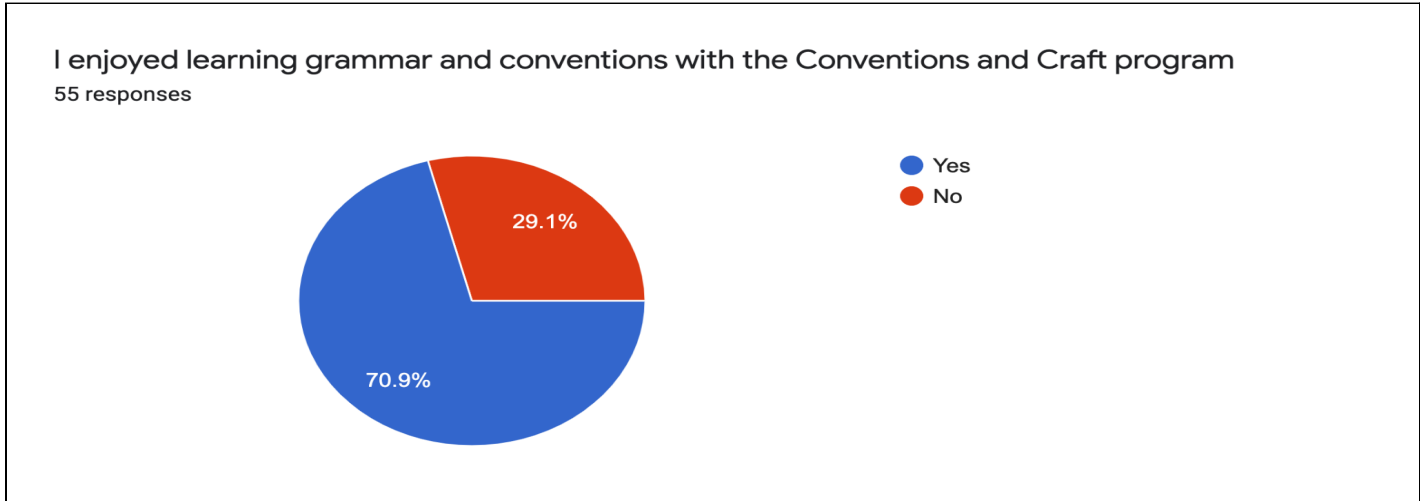
**Resource Recommendations for Adoption:**

The feedback the teaching and learning department received from surveys provided input from teachers and students on the areas of strength and opportunities for growth for each program. The survey results were taken into consideration as well as pre and post assessment data when selecting a grammar program to recommend to the Board of Education for district adoption.

In addition to the survey data that was collected, the ELA Committee utilized a decision matrix, which allowed teachers to evaluate each program according to a set of weighted criteria, similar to the areas asked about on teacher surveys. The table below represents the results of the Pilot Decision Matrix, which reveals Schoolwide: The Fundamentals of Grammar & Conventions scored an 82.1 which is a difference of 6.7 points between Scholastic: Conventions and Craft and Schoolwide: The Fundamentals of Grammar & Conventions. Please see the Appendix for the Pilot Decision Matrix.

| ELA Committee Grammar Pilot Decision Matrix Total Score | |
|---|---|
| Schoolwide: The Fundamentals of Grammar & Conventions | Scholastic: Conventions and Craft |
| 82.1 | 69.3 |

After careful consideration, the teaching and learning department is recommending that District 97 adopt Schoolwide: The Fundamentals of Grammar & Conventions to be implemented district-wide for grades 3-5 during the 2022-2023 school year. Please review this compiled research which highlights the impact of Schoolwide: The Fundamentals of Grammar & Conventions on student learning. The teaching and learning department will incorporate this resource into the scope and sequence and provide a schedule that embeds the grammar lessons into the writer's workshop block. Additionally, the ELA committee will create a vertical alignment document that outlines the grammar and convention skills taught at each grade level in alignment with the Illinois Learning Standards.

**2022-2023 Projected Budget and Resource Requirements:**

*2022-2023 Projected Budget*

The table below represents a projected budget outlining the anticipated cost for resources recommended for adoption. The consultant fee for professional learning has been provided. However, the amount of days and total cost for professional learning will be determined upon completion of the Professional Learning Plan.

**Projected Grand Total: $843,055**
**Funding Source: The department anticipates that the majority of the cost can be funded using the ESSER III grant.**

| Language & Literature | | | | |
|---|---|---|---|---|
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **Reading and Writing Units of Study** | 6th-8th | Units of Study Teacher Kits | $14,000 | Full day onsite - $2,500 *Total TBD upon completion of the Professional Learning Plan.* |
| **Steps to Literacy** | 6th-8th | Classroom Libraries | $ 153,766 | NA |
| Science | | | | |
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **Amplify Science** | 6th-8th | 3-year Digital Subscription for Teachers, and Students Learning Kits | $241,614 | $0 |
| **ADI Lab** | 6th-8th | Lab Equipment Materials (one time purchase) | $4,419 | Full day onsite - $3,250 Half day onsite - $1,300 *Total TBD upon completion of the Professional Learning Plan.* |
| **ADI Lab** | 6th-8th | Lab Consumables (chemicals, seeds, and other consumable material) | $122,493 | |

| World Language Spanish | | | | |
| --- | --- | --- | --- | --- |
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **SOMOS** | 6-8 | (8) Digital Subscriptions (one-time purchase) | $4,480 | NA |
| **Authentico** | 6-8 | Print (classroom sets) 6-year Digital Subscriptions | $128,322 | Full day onsite - $2,800 *Total TBD upon completion of the Professional Learning Plan.* |
| English Language Arts - Grammar | | | | |
| World Language French | | | | |
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **EntreCultures** | 6-8 | Print (classroom sets) 6-year Digital Subscriptions | $77,380 | $0 |
| **FLANGOO (target language readers)** | 6-8 | (4) 7-year Digital Subscriptions | $2,960 | NA |
| **E-LIT (target language readers)** | 6-8 | (1) Digital Subscription (one-time purchase) for 125+ | $220 | NA |
| **Cideb/Black Cat (target language readers)** | 6-8 | (25) Novels for each middle school | $493.50 | NA |
| English Language Arts - Grammar | | | | |
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **Schoolwide: Fundamentals of Grammar & Conventions** | 3-5 | Teacher Kit 1-year Classroom License | $56,502 | Full day onsite - $2,250 Remote hourly rate - $315 *Total TBD upon completion of the Professional Learning* |

| | | | | *Plan.* |
|---|---|---|---|---|

| FLES - Spanish | | | | |
|---|---|---|---|---|
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **Fluency Matters** | K-5 | Print (classroom sets) 3-year Student E-Readers Subscription 3-year Teacher Digital Editions Subscription | $36,405 | $0 |

| Professional Learning for K-8 French & Spanish Teachers | | | | |
|---|---|---|---|---|
| **Program** | **Grade Levels** | **Student/Teacher Resources** | **Total** | **Professional Learning Consultant Fee** |
| **Comprehensible Input Methodology** | K-8 | NA | TBD | Full day - $3000 *Total TBD upon completion of the Professional Learning Plan.* |

*Resource Requirements*

**Resource requirements:** What resources are involved in this implementation/activity? This should include not just direct dollars, but class time, teacher prep/planning time, parental input, school facilities drawn from other purposes, etc. How do we reflect on how well they are being put to use, if greater efficiencies are required, or if more resources could profitably be devoted to the activity?

The teaching and learning department will purchase and deliver all the curricular resources and materials being recommended for adoption before the start of the 2022-2023 school year. The teaching and learning department will collaborate with principals to develop an Adoption Plan which will include opportunities for teachers to:

- Receive initial professional learning prior to the start of the school year and on-going coaching support for 2-3 years on all curricular resources being recommended for adoption.
- Revise the scope and sequences to incorporate curricular resources being recommended for adoption.
- Modify International Baccalaureate unit plans and assessments to incorporate the curricular resources being recommended for adoption for Language and Literature, Science, and World Language.

**Teaching and Learning Department Next Steps:**

**Evaluation and on-going improvement:** What are the goals of this particular activity - how do we know if it is successful or not?  What is the plan for measurement of how implementation is going? What "hard" data will be captured and what 'soft' data (impressions, opinions, etc.) will be incorporated?   What information (not anecdotes) is available at this stage?

*What is the goal?*

One of the root causes the teaching and learning department identified as a result of our examination of the district's performance on the Illinois Assessment of Readiness (IAR) is a barrier within our practices that have resulted in a misalignment to the Illinois Learning Standards for grades 6-8. For the past 5 years, the district has focused its efforts on providing standards-aligned resources to support instruction and student learning in grades K-5. During this time, middle school teachers did not have common standards-aligned resources and materials that were utilized across the district. The goal for implementing the curricular resources being recommended for adoption is to provide standards-aligned resources and materials to support student learning and increase students' skills in the areas of English Language Arts, Science, and World Language, specifically for grades 6-8.

*How will it be measured? What data will be collected?*

We will measure the impact these resources have on student performance throughout the school year using the following data sources: Illinois Assessment of Readiness, NWEA MAP, MasteryConnect, International Baccalaureate unit assessments, various common assessments, teacher surveys, and student surveys. An area of opportunity we have identified during this curricular review process is the importance of seeking feedback from families. In the future, we will gather input from families during the curricular review process and the first year of implementation of the adopted resource.

*What is being done to achieve equity or balance?*

An important lever for addressing equity is supporting teacher practice as well as providing academically challenging content (both components of the instructional core).  This year teachers have been learning about Universal Design for Learning (UDL) as a means to ensure unit and lesson design related to the new curricular resources addresses the district's equity imperative. [Universal Design for Learning](#) is a framework for lesson and unit design that addresses three major principles of student learning - action and expression, representation and engagement.  As District 97 continues to dig deeply into our equity challenge, it is critical that all stakeholders create meaningful access to content for all learners  - including those furthest away from our excellence targets.

*How do the curricular adoptions align with the district's professional learning related to Universal Design for Learning?*

The UDL framework itself is resource agnostic and lesson/unit design dependent. Key to unpacking the UDL connection to the curriculum is the understanding that the curriculum is not solely dependent on a curricular resource. Curriculum as typically defined is "a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences…curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning." The UDL framework can be leveraged to ensure access to the curricular content with a focus on developing meaningful learning goals and utilizing the curricular resource in service of meeting said goals. Goal development is foundational to ensuring the UDL principles live and breathe in lesson and unit design that use the curricular resources adopted. As we begin the next step of our learning journey, application of the UDL principles will sit alongside professional learning related to the curricular resources.

Finally, District 97 would like to sincerely thank the **Language and Literature Department, Science Department, World Language Department, Foreign Language for Elementary Schools Department, the K-5 ELA Committee, Beye School, and Lincoln School** for dedicating their time to pilot these resources this year. Beye School and Lincoln School were selected to pilot grammar resources in grades 3-5. All K-5 Principals and Instructional Coaches have been informed of the resource the K-5 ELA Committee is recommending to the Board of Education for adoption and the teaching and learning department will continue to collaborate with these stakeholders as the adopted program is implemented.

*Appendix*

- [Grammar Resource Review Rubric](#)
- [FLES/World Language Resource Review Rubric](#)
- [Science Equip Rubric](#)
- [ELA Equip Rubric](#)
- [Culturally Responsive Scorecard (Metropolitan Center for Research on Equity and The Transformation of Schools)](#)
- [Recommended texts for Reading Units of Study](#)
- [Decision Pilot Matrices](#)