

Secondary Language Arts/English Language Proficiency Adoption

Teaching & Learning

School Board Meeting
April 8, 2025

Presentation Team

- Dr. Heather Cordie, *Deputy Superintendent*
- Robin Kobrowski, *PreK-8 Executive Administrator*
- Veronica Galvan, *Administrator for Curriculum, Instruction, & Assessment*
- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Katherine Hart, *Teacher on Special Assignment, Multilingual Department*
- Rebecca Ramirez Larson, *Teacher on Special Assignment, High School Language Arts*

Our Equity Lens

Our Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools/departments.



QUESTIONS

As you make decisions to support your work, consider the following:

- Whose **voice** is and isn't represented in this decision?
- Who does this decision **benefit** or **burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close** or **widen** the access, opportunity, and expectation gaps?

District Strategic Plan Goal Areas

Safe & Thriving
Student Safety & Well-being

Foundations of Success
Strong Start in Early Learning



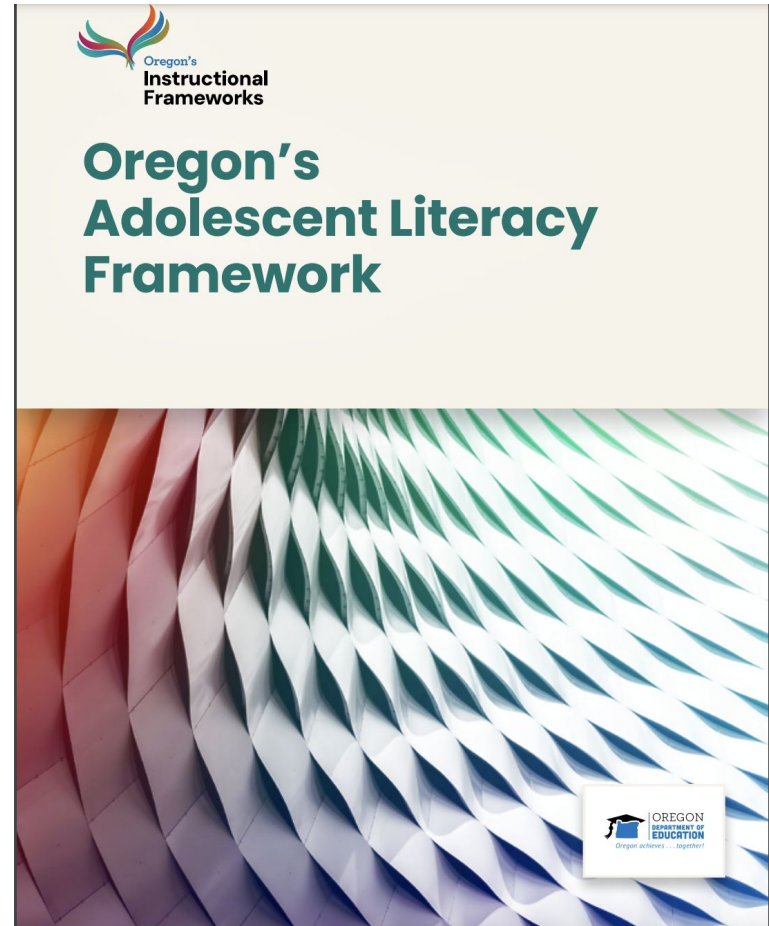
Progress on Standards
Achievement for All



College & Career Ready
Supports for Post-High School Success

Oregon's Adolescent Literacy Framework

Building Capacity to Support
Adolescent Readers & Writers



Literacy Framework: Guiding Principles

- 1 **Belonging, motivation, and engagement** are essential to adolescent literacy learning.
- 2 Adolescents are brimming with **literacy, cultural, and linguistic strengths**.
- 3 Literacy competency is an indicator of **future vitality and vibrance**.
- 4 **Literacy skills and strategy instruction** matter at every grade and in **every content area**.
- 5 A **comprehensive schoolwide approach** supports **equitable** literacy instruction.
- 6 **Multilingualism** benefits everyone.
- 7 **Families and communities** strengthen school-based learning and support long-term goals.

Literacy Framework: Primary Purpose & Audience

Purpose: To establish a purpose and provide practical guidance for building literacy skills (reading, writing, oracy) as part of core instruction across all disciplines in grades 6-12.

Primary Audience: *Teachers across the disciplines* in grades 6-12 can pick up the guide and build their understanding of the research that supports high-leverage literacy practices, *and* they will have practical ideas for teaching.

Secondary Audience: *School and district administrators* can use the guide to support teachers in incorporating literacy skills into their disciplinary teaching.

Literacy Framework: Relevancy

The framework was created to:

- ❑ Support students in grades 6-12 who are developing grade level literacy skills
- ❑ Provide secondary educators with evidence-based strategies to strengthen disciplinary literacy skills
- ❑ Align Oregon educators and leaders in a shared vision for secondary literacy instruction and achievement

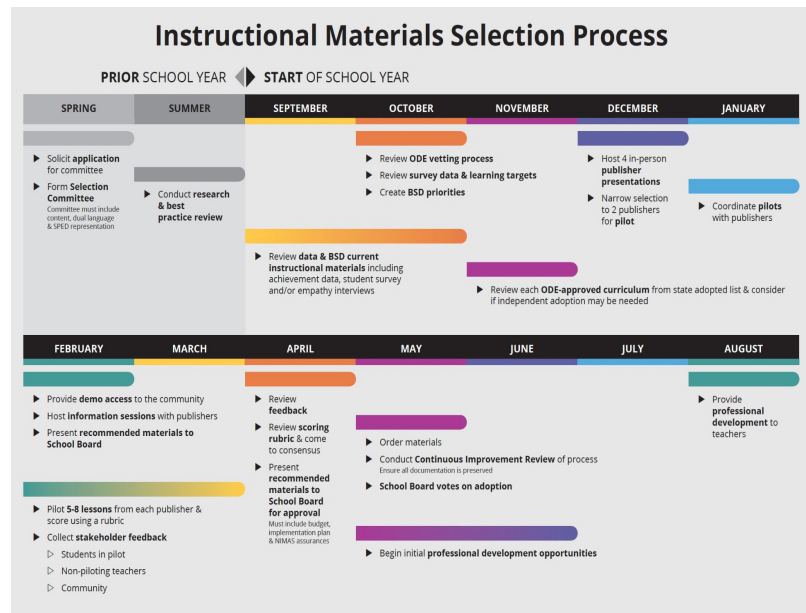
Literacy instruction is every educator's job within their context!

Background and Summary

- State Board of Education adopted updated Language Arts standards in June 2019 and instructional materials in October 2021.
- State Board of Education adopted English Language Proficiency standards in 2013.
- The last BSD Language Arts adoption was completed in 2016-2017, and the last BSD English Language Proficiency adoption was in 2017.

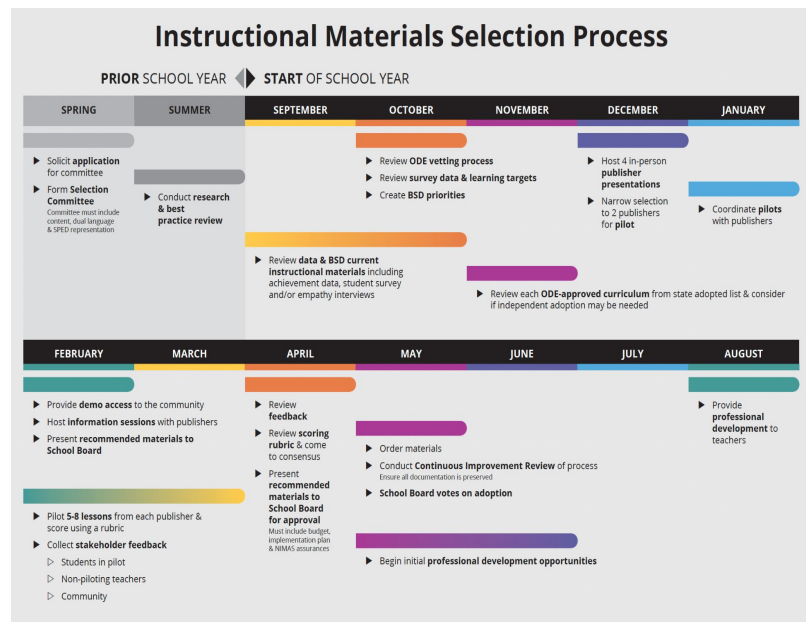
BSD Instructional Materials Selection Process

- The district was asked to complete the 6-12 LA/ELP review process during the 2024-2025 school year.
- New 6-12 instructional materials will be implemented in classrooms in fall 2025.



BSD Instructional Materials Selection Process

- The 6-12 LA/ELP Selection Committee began meeting in September 2024 and has met every month.
- The committee has followed guidance in the [BSD Instructional Material Selection Process](#) in alignment with Policy II/IIAR.



6-12 LA/ELP Committee Membership

Middle and High School Teachers - 8

Middle and High School Administrators - 4

English Language Development (ELD) Teachers - 4

Dual Language School Coordinators/Teachers - 2

District Content, ELD and Special Education TOSAs - 6

District Teaching & Learning Administrators - 3

Academic Coaches - 1

Parents/Community Members - 5

High School Students - 3

[LA / ELP Adoption Committee Roster](#)

Instructional Materials Review

Selection committee reviewed current adopted materials and 6-12 LA/ELD

- [Teacher Feedback](#)
- [Student Feedback](#)
- Learned about [High Quality Instructional Materials](#) (HQIM) and impact on student learning
- Studied Oregon's IMET ([Instructional Materials Evaluation Tool](#))

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts. There are no series' texts or they have little to no evidence of varying complexity levels. Little to no attention to high-quality nonfiction text.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade. Some of the texts that are part of a series do vary in complexity levels but it is consistent. Includes some attention to high-quality nonfiction text.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. Texts that are part of a series or chosen to build knowledge should vary in complexity levels. Includes substantial attention to high-quality nonfiction text.
Evidence-Based Discussion and Writing (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence. There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text. The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (6-12):

- Oregon's IMET Criteria (all criteria included)
- Oregon Adolescent Literacy Framework (added criteria to rubric)
- BSD Priorities & Alignment to Strategic Plan (added criteria to rubric)

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	Little to no attention to high-quality nonfiction text.	Includes some attention to high-quality nonfiction text.	Includes substantial attention to high-quality nonfiction text.
Evidence-Based Discussion and Writing (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Instructional Materials Review

BSD LA/ELP Instructional Materials Rubric (6-12) used to evaluate 4 programs on state approved list:

- Carnegie
- McGraw Hill
- HMH
- Savvas

BSD LA/ELP Instructional Materials' Rubric (6-12)

Circle the score for each

Criterion	1 ("little to no")	2 ("some")	3 ("frequent" or "majority")
High-Quality Text (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Little or no evidence of rigorous academic language in anchor texts.	Some of the anchor texts contain rich academic language, meeting appropriate complexity criteria for each grade.	Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.
	There are no series' texts or they have little to no evidence of varying complexity levels.	Some of the texts that are part of a series do vary in complexity levels but it is consistent.	Texts that are part of a series or chosen to build knowledge should vary in complexity levels.
	Little to no attention to high-quality nonfiction text.	Includes some attention to high-quality nonfiction text.	Includes substantial attention to high-quality nonfiction text.
Evidence-Based Discussion and Writing (Group 1) Middle School Metric Score 0 1 2 3 High School Metric Score 0 1 2 3	Less than 50% of questions, tasks, and assignments are text-dependent. There is little to no evidence that students are required to draw on text evidence.	50%-80% of questions, tasks, and assignments are text-dependent which requires students to draw on textual evidence about half the time to support both what is explicit as well as valid inferences from the text.	At least 80% of all questions, tasks, and assignments are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text.
	There is little to no opportunity for evidence-based discussions and writing for analytical or critical thinking.	The materials include some opportunity for evidence-based discussions and writing to support analytical or critical thinking.	Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Pilot: McGraw Hill and Saavas

- Based on [Rubric Ranking Results](#), two publishers were selected to pilot:
 - McGraw Hill (Studysync)
 - Saavas (myPerspectives)
- 6-12 LA/ELD teachers (including classroom, dual language, and ELD) were invited to pilot both programs
 - 32 staff selected to pilot (12 schools represented)
 - Three weeks for each pilot with one day of training from publisher
 - **McGraw Hill:** Feb 4-21 and **Saavas:** Feb 24–Mar 14
 - Evaluations collected from each pilot teacher & students

Summary of Input

Pilot Teacher & Student Evaluations and Public Survey Input

- [McGraw Hill StudySync - Pilot Teachers](#)
- [McGraw Hill StudySync - Pilot Students](#)
- [Savvas myPerspectives - Pilot Teachers Data](#)
- [Savvas myPerspectives Pilot Teachers Comments](#)
- [Savvas myPerspectives - Pilot Students Data](#)
- [Savvas myPerspectives - Pilot Students Comments](#)
- [Non-Pilot Teacher Evaluations](#)
- Parent/Community Review Sessions - [Online Review Results](#) and [In Person Review Results](#)

Language Arts/ELP Material Selection Recommendation

LA Materials: Savvas | *myPerspectives*

After review of data, the LA/ELP Material Selection Committee has recommended **Savvas | *myPerspectives*** based on the following strengths:

- High quality texts (with translation)
- Culturally and linguistically responsive
- Diverse representation
- Robust and engaging vocabulary instruction
- Dual language (3 of the 5 units are translated at the middle school level)
- Teacher usability (adaptable, teacher slide decks, Canvas integration)
- Structured supports and scaffolds (for teachers and students)
- Variety of individual and collaborative learning opportunities (oracy)
- Flexibility in platforms for engagement (online and offline consumable)

LA Materials: Savvas | *myPerspectives*

In recommending **Savvas | *myPerspectives***, the committee noted the following considerations:

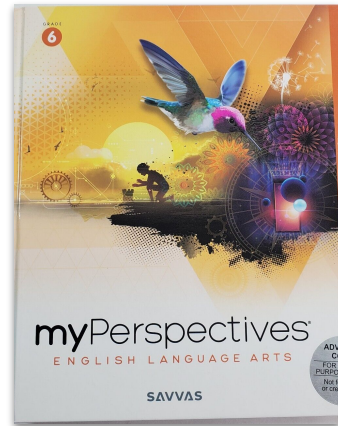
- Tier 2/3 supports (within curriculum and potential supplements)
- SBLS grading alignment with curriculum
- Classroom library integration
- 11/12 Curriculum: British & World Literature
 - Increased IB for All & AP/DC courses
 - IB (international baccalaureate) AP
 - AP advanced placement
 - DC dual credit university partnerships

Multilingual Supports

After review of data, the LA/ELP Material Selection Committee is recommending **Savvas | *myPerspectives***, which embeds the following multilingual supports:

- Structured supports and scaffolds (for teachers and students)
- Strong curriculum components that target the four language domains: reading, writing, listening, and speaking
- Translation tools
- Middle school materials for dual language Spanish programs

LA Materials: Savvas | *myPerspectives*



Limitations of Savvas | *myPerspectives* Materials and Solution

Savvas | *my Perspectives* does not, at this time, have a high school Spanish component for high school Spanish Language Arts dual language programs.

- Solution: a High School Dual Language workgroup will be formed to select materials for high school Spanish Language Arts courses. This workgroup will be formed in Spring 2025 and will begin the work in Fall 2025.

English Language Proficiency Material Selection Recommendation

English Language Proficiency Work Group

Name	School
Arielle Ali	Aloha High School
Alison Clines	Aloha High School Newcomer Center
Robert Conway	Westview High School
Courtney Cunningham	Mountainside High School
Melinda Davis	Meadow Park Middle School
Sarah Faulkner	Mountain View Middle School
David Glide	Tumwater Middle School
Norma Gonzalez	Beaverton High School
Shawn Parker	Whitford Middle School
Cassie Sementelli	Special Education TOSA
RaeAnn Strauser	Conestoga Middle School

ELP Work Group Summary of Input

- Selected [Cengage Lift](#) and [Vista Get Ready!](#) for piloting
- Teachers completed pilot surveys
 - Cengage ([see results here](#))
 - Vista ([see results here](#))
- Students completed pilot surveys ([see results here](#)); [Student Graphs](#)

Beaverton School District Secondary English Language Proficiency Materials Selection Criteria Rubric

Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators.

- 1. Unsatisfactory:** At least half of the listed quality indicators are *either* missing *or* improperly/insufficiently implemented.
- 2. Satisfactory:** At least half of the listed quality indicators are present *and* properly/sufficiently implemented.
- 3. Exceeds:** *All* of the listed quality indicators are present *and* of high quality implementation.

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
1. Equity and Inclusivity (Group 1) Overall Criteria Scoring: 1 2 3	Materials meet the ideals described in BSD's Equity Policy .	<ul style="list-style-type: none"> Culturally responsive learning experiences designed to promote a deeper sense of the global community and elevate student interests and identities. Materials use language/pictures/graphics/media that actively promote equity. Materials use strengths-based, positive language and portrayals. 	Individual Indicator Scoring: 1 2 3
2. Assessment (Group 1) Overall Criteria Scoring: 1 2 3	Students are provided with consistent opportunities to demonstrate knowledge and skills.	<ul style="list-style-type: none"> Students are provided with regular, periodic opportunities to demonstrate progress in gaining English proficiency, rather than being measured once at the end of the year or at widely separated "checkpoints". 	Individual Indicator Scoring: 1 2 3
	Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes.	<ul style="list-style-type: none"> A balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade-level outcomes. Students may demonstrate their learning through multiple modes (for example, not just a series of multiple choice tests). Ideally, materials include assessments <i>of</i> and <i>for</i> learning. 	Individual Indicator Scoring: 1 2 3
	Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc.	<ul style="list-style-type: none"> Editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance. Teachers can access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank). Online assessments are aligned and have sufficient item banks. 	Individual Indicator Scoring: 1 2 3

ELP Materials Recommendation: Vista

After review of input data, the LA/ELP Material Selection Committee has recommended **Vista**, which will be implemented in focused ELD settings. An ELD teacher workgroup recommended this curriculum based on the following strengths:

- Strong connections to core content curriculum
- Ample opportunities for students to engage across all language domains: reading, writing, listening, and oracy
- Teacher and student usability (Canvas integration, adaptable, easy to navigate)

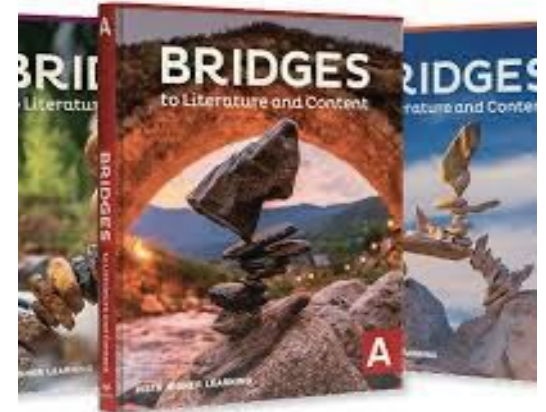
Vista Curriculum



Focused Newcomer
& Beginning ELD



High School Focused
Early Intermediate



Middle School Focused
Early Intermediate

Limitations of Vista Curriculum

- Curriculum lacks foundational literacy skills that many newcomer and students at the emerging level need to bridge gaps in literacy.
- Curriculum lacks oral language development strategies that help English Learner classified students with speaking and listening domains.

Supplemental Materials to Address Limitations

- **Flashlight 360** - (elevates speaking and writing proficiency)
 - Currently piloting
- **Language! 4th Edition** - (intensive literacy intervention curriculum)
 - Training April 1; pilot begins after training
- Supplemental Materials Evaluations week of April 21

Alignment to NIMAS, Implementation Plan, & Budget

Compliance with NIMAS

Savvas | *myPerspectives* and **Vista** materials are in accordance with the National Materials Accessibility Standards (NIMAS). Savvas | *myPerspectives* and Vista provide:

- Refreshable Braille
- Magnification and Color Contrast
- Screen Reader Functionality
- Alternative Text and Audio Description

Implementation Plan (Spring 2025)

Professional Development - Provided for all LA/ELD/SpED 6-12 staff, focusing on pedagogy and best practices (reading, writing, & oracy), with Oregon's Adolescent Literacy Framework as the foundation:

- **March** - Literacy Across Secondary Levels & the Oregon Adolescent Literacy Framework Section 4 (focus on reading)
- **April** - Writing Across Secondary Levels: Beaverton Learning Targets and the Oregon Adolescent Literacy Framework (focus on writing)
- **May** - Oracy at Secondary Levels: Supporting Diverse Student Populations & the Oregon Adolescent Literacy Framework Section 3 (focus on oracy)

Implementation Plan (2025-2026)

- **Coaching Academy & Teacher Leader Institute** - Build capacity of academic coaches and LIT leaders to support teachers with implementation of new curriculum and literacy best practices
- **Grade Level Cohorts** - Co-construction of curriculum scope and spiral during Year 1 implementation with teachers and building leaders
- **Secondary Calibration** - Create common assessments and calibrate with new rubrics to ensure commonalities across schools & grade levels
- **Classroom Libraries** - Continued support for classroom libraries, new books, and integration of libraries with new curriculum

Budget

Instructional Materials (4 years)

- Savvas | *myPerspectives* (Quote: \$3,018,543)
- Classroom Libraries (100 books/classroom): \$337,500
- Vista: \$329,402

Professional Development

- **Spring 2025:** \$425,728
- **2025-2026:** \$490,894

What questions do you have?