

BOARD AGENDA ITEM

Information/Discussion _____
Future Action _____
Action x

Item: KEC Oakleigh Curriculum Purchase

Submitted by: Paul Dymowski *Paul Dymowski* **Date:** August 22, 2023
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Recommended by: Kevin Phillips *Kevin Phillips* **Board Meeting Date:** Sept 18, 2023
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RECOMMENDATION:

The purchase of new curriculum for the KEC Oakleigh location. Recommending the Open Court Reading curriculum for grades 1 through 5 as well as the corresponding Open Court staff training curriculum, and the SAVVAS myPerspectives English Language curriculum for grades 6 through 8 along with the corresponding SAVVAS myPerspectives Professional staff training curriculum.

The cost breakdown is as follows:

Open Court	Reading Grades K-5	\$43,614.26
Open Court	In-Person PD for Open Court Reading/Staff Training Materials	\$3,500.00
SAVVAS	6-8 myPerspectives English	\$4,635.00
SAVVAS	myPerspectives Professional/Staff Training Materials	\$600.00
SAVVAsa	Shipping and Handling	\$453.60

BACKGROUND:

KEC Oakleigh in consultation with Teaching and Learning Department reviewed English Language Arts Curriculum last school year. Through our effective innovation review, selection and alignment process we reviewed multiple ELA curriculum resources and the team determined:

- *This tool would be used across the KEC Oakleigh Center Program to assist in teaching reading and offering a curriculum continuum*
- *This tool is more comprehensive than our current curriculum resources*
- *This tool will help teachers more accurately assess student growth and recognize deficit areas*
- *This tool will better align with local districts reading programs to better support students when transitioning back to their LRE*

Below is the completed Reading Alignment Guidance document that compares the chosen curriculum to other options evaluated.

The account number to be used for the student curriculum is: 21-1-122-5210-140-0000-21320-2944-2130

The account number to be used for the staff training curriculum is: 21-1-221-3120-010-0000-21320-2944-2130

Effective Innovation Review, Selection & Alignment Process

School: KEC Oakleigh
Participants: KEC Oakleigh Reading Selection Team

Date: July 2023

- I. Review and Selection Process:** in this section you will use the guiding questions to assist in selecting an initiative by reviewing the need, fit, capacity, evidence, usability and support for a given initiative.

A. Program, Practice, Initiative or Assessment Overview:	
1. Title	<i>Reading Curriculum Tool</i>
2. Description/ Purpose	<i>Selection of reading curriculum tools to be utilized for reading instruction at KEC Oakleigh. One tool will be used k-5, a second tool will be utilized 6-8.</i>
3. Intended Use (Target Audience for the Innovation)	<ul style="list-style-type: none"> ● <i>This tool would be used across the KEC Oakleigh Center Program to assist in teaching reading and offering a curriculum continuum</i> ● <i>This tool would replace what teachers are currently using and piecing together</i> ● <i>This tool will help teachers more accurately assess student growth and recognize deficit areas</i> ● <i>This tool will better align with local districts reading programs to better support students when transitioning back to their LRE</i> ● https://docs.google.com/document/d/1d2ihKp7c7weNcd7NL7zHYUkpNqQJmXAXaCT-StqG0m0/edit?usp=sharing ●
4. Cost	<ul style="list-style-type: none"> ● <i>MyPerspectives (6-8) \$5688.60 (training included)</i> ● <i>Open Court (k-5) \$43,614.26 (6 years of materials)</i> ● <i>Open Court Training \$3500</i>
5. Alternative Innovations Considered	<p><i>Previous process in place</i> <i>My View (k-5) \$41,396.26</i></p> <p><i>Wonders (K-5) \$182,035.40</i> <i>Study Sync (6-8)</i></p>
B. Need	
6. Describe the “data” (data source – Curriculum Based Measure, unit assessment, district or state assessment, etc.) that warrants the district to consider reviewing and / or adopting an innovation.	<i>Currently, there is not an identified reading curriculum in use at KEC Oakleigh. While NWEA Map scores for 2022/2023 reflect 75% of our students experiencing some growth on the assessment, there is a clear need for a universal curriculum that identifies target areas for additional intervention, and offers more frequent benchmark assessments to determine who needs specific interventions.</i>
C. Fit: How does this innovation align with state standards, district/school improvement plans, core skill areas and/or district priorities?	
7. How does this innovation align with state standards, district/school improvement plans, core skill areas and/or district priorities?	<p><i>OpenCourt and MyPerspectives align with state curriculum standards.</i></p> <p><i>-Direct correlation with significant reading deficits and social emotional behavior issues</i></p> <p><i>-help “realize” student deficits and need for interventions</i></p> <p><i>-increase success when returning to LRE used to structure</i></p> <p><i>-systematic way to teach reading core skills</i></p>
D. Resources	
8. Does the innovation require specific technology and / or software to implement? If yes, explain:	<i>No; the online programs associated with both curriculum tools are web based and can be accessed from current technology</i>
9. What are the professional learning plans involving initial training, on-ongoing training and coaching.	<i>Professional Learning is scheduled for August 15, 2023 with the publisher. Additional training/question and answer is scheduled for September 18, 2023.</i>
10. What do you anticipate the initial professional learning costs to be?	

\$0

11. What is the research data available to demonstrate the effectiveness of the innovation?

[MyPerspectives EdReport](#)

[OpenCourt EdReport](#)

12. Does the innovation include a fidelity assessment?

While there is not a tool for fidelity assessment, this will take place during the teacher walk through and evaluation process.

13. Is there a qualified "expert" (onsite or within the district) that can mentor/support/coach during the implementation process?

Virtual support from the publisher.

14. Is there a recommended teacher and administrator orientation and "buy-in" process?

Teachers had the opportunity to trial the product and use it in their classrooms during the 2022-23 school year. Teachers were asked to give feedback on the different programs that were recommended from the Reading Curriculum Team. A team meeting was held with the teaching staff and all agreed that they liked the programs that were chosen for each grade level. The teaching staff at Oakleigh understand the need for a curriculum tool that will provide a continuum as students progress through the grade levels that mimics those used in the local districts.

II. Alignment Process: In this section you will describe how initiatives align with each other in order to support the selection or de-selection decision, to help develop buy in, to provide clarity of purpose, and determine redundancies or if they will compete for.

A. Initiative Alignment Table

Focus Area:

Determine the focus area to align (ex: behavior, reading): **Reading**

Name of Innovation	1. <i>MyPerspectives</i>	2. <i>Open Court</i>	3.
Target Audience	<i>6-8 grades students/teachers</i>	<i>K-5 grades students/teachers</i>	
Staff Necessary to implement	<i>Classroom teachers</i>	<i>Classroom teachers</i>	
Description / Core Components			
Purpose/ Expected Outcome			
Data Used to Measure Outcomes	<i>NWEA MAP Reading Scores MSTEP IEP Reading Goals</i>	<i>NWEA MAP Reading Scores MSTEP IEP Reading Goals</i>	
Data Used to Measure Fidelity			
Professional Learning and Coaching Commitment	<i>Professional Development Aug 15, 2023 3 hours Question and Answer September 18, 2023 2 hours</i>	<i>Professional Development Aug 15, 2023 3 hours Question and Answer September 18, 2023 2 hours</i>	

Relation to District Priorities			
Financial Commitment and Source of Funding	\$5688.60 BOE	\$43,614.26 BOE	
Alignment	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No

B. Alignment Questions

1. Are there initiatives that address the same target audience for the same purpose or expected outcome? If so, review evidence of outcomes and consider the effectiveness of initiatives.

There are currently no other reading initiatives

2. Are there core components or instructional approaches that seem to contradict one another? When used together, are there initiatives or innovations that complement one another and improve effectiveness? how?

3. Is there overlap in the staff necessary to support implementation? Will use of multiple initiatives and innovations addressing the same area of focus over-extend staff time and attention?

This will be implemented by classroom teachers with support from an academic interventionist for students that need additional supports

4. What is the impact on staff time to administer and collect data required for initiatives / innovations? Is there data that is collected and used for the same purpose? Are the same staff being leveraged?

No impact

5. Is there available professional learning and coaching? Will providing the professional learning and coaching supports necessary for successful implementation over-extend resources (e.g. time, staff, funding)?

Coaching can be provided by current building staff and / or PLCs

6. Are the same funding sources being used to support other initiatives / innovations or is there braiding of funding? Does the use of initiatives / innovations over-extend financial resources?

No funding sources are currently being used for reading curriculum

C. Summary

7. Provide a brief explanation of how initiatives complement, build-upon, compete, overlap or discourage intended use of one another.

D. Recommendation

8. Provide a recommendation for continued use, selection or de-selection of initiatives. If recommendation to select or continue use provide a statement on how implementation will be easier on staff and will not compete for people's time and attention. If the recommendation is to de-select, consider if the district can do so without penalty. (And use selection/deselection process)

E. Communication

9. Recommendations for how the summary should be shared with and in what format. Consider what information need to be communicated to all staff to support buy-in and provide next steps using the initiative and innovations.