



PORTLAND PUBLIC SCHOOLS OFFICE OF TEACHING & LEARNING

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To: School Board

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Subject: 6-12 English/Language Arts (ELA) Instructional Materials Adoption

BACKGROUND

The previous 6-12 ELA adoption was completed in 2016 with Inquiry by Design as the adopted materials. PPS is currently engaged in a corrective action plan from the Oregon Department of Education to move PPS on to their state adoption schedule and return to a regular adoption schedule. The 6-12 ELA adoption work is one element of PPS's corrective action plan to move onto the state's required adoption schedule and to return to a regular adoption schedule moving forward. The adoption of a high-quality core curriculum is also one of the pillars to support the implementation of the new PPS Instructional Framework.

RELATED POLICIES/BEST PRACTICES

The core ELA adoption supports Board Goals 3 and 4. In relation to Board Goal #3: As of the 2018-2019 school year, the SBAC three-year average for 8th grade students reading on track for college and career readiness was 59%. However, the scores for our historically and persistently underserved students have disparate ranges. For example, only 16.7% of Black/African American 8th graders were reading on track for college and career readiness.

In relation to Board Goal #4, high school 3-year-rates for meeting expectations on the ELA SBAC had an average of 44.6% for all students. However, the rates are again disparate between different groups. For underserved students, the rate was 32.4%. It was 21.9% for Black/African-American students, and 12.5% for English Language Learners.

This is not to say that a lack of updated materials alone is the cause for such low proficiency in ELA; however, the lack of alignment between the grade-level standards and the instructional materials creates conditions such that classroom educators are forced to create and compile many of their own resources and adjust practice without necessarily being certain they are achieving the goal of providing texts and tasks that provide access to the work of grade-level standards. In addition, time spent creating and compiling resources takes a toll on the time

educators have to plan high-leverage instructional moves and to engage deeply in using formative and summative assessments to assess student learning and adjust instructional practices quickly and strategically.

ANALYSIS OF SITUATION

Adopting high-quality instructional materials will provide educators with vertically and horizontally aligned resources that are grounded in evidence-based language and literacy practices. All 6-12 teachers are then able to focus on instruction, including differentiation and extension, rather than spending time searching for instructional materials from various books and websites. Common ELA materials enable a district-wide shared focus on implementing and expanding rigorous, engaging, and culturally relevant instructional practices through ongoing professional development and using evidence of student work to reflect on the effectiveness of instructional practice. This use of formative and summative assessment to reflect on the effectiveness of instructional delivery will allow teachers to work together to hone practices to ensure equitable experiences and access for students in an ongoing, responsive, and relevant manner. Additionally, common high-quality materials provide a baseline of instructional materials to ensure all students have access to rigorous, coherent, grade-appropriate, and culturally relevant texts and tasks in ELA learning. This reduces the detrimental effects of learning interruptions for students having to navigate housing or other insecurity as a common scope and sequence combined with common instructional materials will support familiarity and similarity of experiences districtwide. Students will spend less time figuring out how to engage with the instructional materials during these types of transitions.

It is important to recognize that no purchased set of instructional materials will ever provide the full range of support that are needed for daily classroom instruction and differentiation and extension. Aligned Curriculum is a baseline that:

- Contains high-quality instructional materials that promote equity
- Provides structure and guidance for novice teachers
- Defines grade-level work clearly
- Serves as a common anchor for conversations about rigor and expectations
- Uses research-based practices

Current research tells us that it is the pedagogical practices and moves that teachers make that can have the greatest impact on student success (Hattie, 2008). A common 6-12 ELA instructional resource allows for professional development that is strongly focused on shifting instructional practices in order to facilitate access and improved outcomes for all students, especially those who have been historically and persistently underserved. This focus on instructional practice will support the closing of the perpetual achievement gap in PPS.

In order to address the desire for teachers to maintain cultural and historical relevance with their students while engaging in the core curriculum, we would like to leverage the extensive library that is attached to HMH and have teachers bring their expertise and decide which novels we are going to pair with our new curriculum.

The Office of Teaching and Learning is currently bringing together ELA Educators, Instructional Specialists, and Teacher Librarians from each high school and each middle school

(representing each grade level) to select a set of texts (of diverse types and genres) deemed to be culturally relevant/affirming to add to the adoption. The district is committed to providing these materials to implement in the 2022-23 school year, and to continue this resourcing work in the future as the core curriculum implementation and assessment continues. The selected texts will be assessed by the workgroups using measures for text complexity, multiple worldviews, and an equity lens. These workgroups will have the opportunity to select sets of texts at each grade level to complement and enhance the baseline core curriculum.

FISCAL IMPACT

Contract PS 91710 for HMH professional development will be funded through General Funds (Project Code: H0315) as it is not bond compensable. See attachment A.

Contract 91713 for HM instructional materials will be funded through 2020 School Bond Funds. See attachment B.

COMMUNITY ENGAGEMENT (IF APPLICABLE)

The decision to fully adopt HMH: Into Literature 6-12 for both middle and high school grades involved an examination of state-approved publishers by the core adoption team and the AIR committee, followed by field testing of the resources in K-8, 6-8 and 9-12 programs in the district. A brief description of the AIR process and field testing is below.

AIR Committee Work

In January and February of 2022, members were recruited for an AIR committee to review resources and select two resources to be field tested. Outreach to recruit and engage AIR members included direct-to-teacher PPS communications, Administrator Portal, and email invitations to ELA teacher lists. The AIR committee consisted of 13 middle grades educators and 12 high school educators, plus TOSAs from the OTL mid/secondary ELA and literacy intervention programs. When the AIR committee convened in January, the committee purpose and commitment was outlined. It included narrowing the highest-rated vendors down to two choices to field test. Members who were classroom teachers were also asked to commit to engaging as field testers.

Field Testing of Finalists

In February and March of 2022, teachers were recruited to participate in field testing of the two resources chosen by the AIR committees at each level, 6-8 and 9-12. In addition to the AIR members who were asked to field test, the field testing opportunity was opened up district-wide and communicated through Admin Portal, Teacher Connect comms, emails directly to all ELA teachers, and direct outreach to building leaders.

PPS has 27 schools with middle grades programs. The ELA field test included 29 middle grades teachers, with a good distribution around the district.

PPS has 9 comprehensive high schools and several special and alternative programs. The ELA field test included 11 high school teachers, with a good distribution around the district as well.

Between March and May of 2022, field testing teachers received professional development on the resource they received, conducted planning, and engaged their students with the curricular materials in the classroom.

During field testing, feedback loops and observations were ongoing to gain a variety of data points, with a focus on field testing teachers' and students' experiences. In addition, non-field testing stakeholders (referred to as community) received options to view the finalists and provide feedback as well. This included:

- PPS outreach to invite to community night and non-field tester review (all communication streams)
- Personal outreach to all district RESJ partners to invite to the community night and to review materials on the district [page](#)
- Evening community night May 11 ([flier](#))
 - Each finalist vendor presented and then hosted individual breakout Q & A open to all
 - Recordings, review info, and surveys [posted](#) and feedback was accepted through May 23, 2022
- OTL TOSA “curriculum tour” to each comprehensive high school with materials displayed all day in the school library for stakeholders to view

In late May and early June, all field testing data were collected and analyzed toward a final recommendation.

Novel Text Curation

As stated in the “Analysis of Situation” section above, PPS will continue to engage our 6-12 ELA teachers, instructional specialists, and teacher librarians in a process to select more culturally responsive novel texts that meet the needs of our students. We acknowledge that some of the texts within HMH are highly eurocentric and are not relatable to all of our students, we are prepared to fully address this situation by selecting novel texts that our teachers are already using and new ones that represent the cultural background and relevance of our diverse student body.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation begins with the purchase of the HMH: Into Literature 6-12 core curriculum instructional materials. As part of the purchase, teachers will have full digital access to all 6-12 ELA materials in mid-June, prior to teacher summer institute professional development opportunities. Over the summer, PPS core team members and 6-12 ELA teachers, instructional specialists, mentors, and SpEd and ELD teachers who deliver core ELA courses will have the opportunity to attend at least 3 days of professional development focused on the PPS Instructional Framework and the new Into Literature core curriculum instructional materials (offered in June, August, and fall). All physical materials, including teacher editions and consumable student materials, will be available in buildings by mid-August. During the summer, building administrators and other district-level support staff will have the opportunity to receive professional development on the HMH: Into Literature 6-12 core instructional materials. This will be followed by an on-going professional development plan with the vendor that will consist of sessions over the next two years for teachers, administrators, families, and community members to engage in professional learning experiences around Into Literature and high-leverage practices in mid-secondary ELA instruction.

The PPS core team members will then revise the scope & sequence for each grade level to align with the horizontal and vertical articulation of priority standards presented in the Into Literature resources.

The PPS Core Academics department will continue to monitor student performance through the SBAC language arts assessment, MAP assessments (middle grades), teacher and student feedback through surveys and focus groups, and classroom walkthroughs centered in the district's Instructional Framework and focused on the student experience in ELA learning.

BOARD OPTIONS WITH ANALYSIS

Our recommendation is to approve this purchase. Purchasing HMH: Into Literature 6-12 means we will be able to actualize the idea of a guaranteed and viable curriculum, one that includes horizontally and vertically aligned standards-based instruction that has a foundation in high-quality instructional materials that are grade-level appropriate and diverse in types of texts and tasks. If not approved, 6-12 ELA instruction would continue with the current model, which means there would be a scope and sequence that is not centrally resourced and often features disparate and even unknown resources that have not been vetted for standards-alignment and grade-level appropriateness. If we were to restart any part of the instructional materials adoption cycle, this would take another 6 to 18 months to complete.

CONNECTION TO BOARD GOALS

A strong and comprehensive 6-12 ELS instructional materials adoption supports: Board Goal #3: *By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC);* and Board Goal #4: *By the spring of 2022, Portland Public Schools graduates who are underserved students of color will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.* Through English Language Arts learning that features high-leverage instructional strategies and is grounded in a common instructional resource, all students will be provided with the opportunity to realize the potential of their innate linguistic and cognitive skills. They will have the opportunity to experience the joys and the conundrums of both classic and contemporary literature as they engage in critical thinking and writing about and between complex texts that present a variety of diverse viewpoints. They will be able to both see themselves and their current experiences and contexts represented in texts and tasks *and* to grow their knowledge of the world outside of their own contexts.

If we have a Transformative Curriculum and Pedagogy (Educational System Shift in PPS reimagined), then we can support all teachers to be Knowledgeable and Committed Lifelong Learners, to be Inclusive and Responsive to Diverse Learners, and to be Self-Aware and Reflective (Educator Essentials), which will result in students becoming Inquisitive Critical Thinkers with Deep Core Knowledge and Inclusive and Collaborative Problem Solvers (Graduate Portrait).

STAFF RECOMMENDATION

Approve purchase by the summer of 2022.