



PORTLAND PUBLIC SCHOOLS
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Date: August 18, 2020
To: School Board
From: Dr. Luis Valentino, Chief Academic Officer
Subject: Instructional Materials Adoption Postponement

BACKGROUND

On January 7, 2020, Deputy Superintendent Dr. Kregg Cuellar, presented the 2018-19 [Division 22 Community Report](#) at the School Board Meeting as required by Oregon Administrative Rules Chapter 581, Division 22. In that presentation he provided an overview of areas of compliance and noncompliance, recent and planned corrective actions and next steps to bring the district into full compliance.

Specifically, he shared the corrective action plan for the noncompliant category: Instructional Materials Adoption and provided the following history and context:

- PPS is out of sequence in materials adoptions for math, science, and English Language Development and has been since 2011.
- After his arrival in fall of 2017, Superintendent Guerrero began the multi-year process to build out comprehensive, districtwide standards, curriculum scope and sequence, professional development and a plan for adoption of instructional materials.
- In 2018, the district launched the guaranteed and viable curriculum (GVC) for grades K - 12, including a scope and sequence for every content area and grade level. (For the 2018-19 school year, the district was out-of-compliance with K-12 mathematics, K-5 science, and K-5 ELD: Bridges Math K - 5 was adopted in 2011; Connected Math, grades 6 - 8, was adopted in 2009; and College Preparatory Math, grades 9 - 12, was adopted in 2005.)
- During the 2019-20 school year, an Instructional Framework was completed for mathematics and science, as informed by the guaranteed and viable curriculum and their scope and sequences. This framework has helped inform whether to submit an independent adoption or move towards State-approved adoptions in these content areas. In addition, the Humanities Department audited the K-5 ESL materials in 2019-20 and determined a comprehensive process should begin in the 2020/2021 school year to adopt a new curriculum to support emergent bilingual students.

RELATED POLICIES/BEST PRACTICES

Division 22

581-022-2355 Instructional Materials Adoption

(1) For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate

instructional and resource materials produced in accordance with the National Instructional Materials Accessibility Standard (NIMAS). These materials shall contribute to the attainment of district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field. The school district process for selecting and adopting instructional materials shall include opportunities for citizen and parent involvement.

(2) The school district process must identify whether the district coordinates with the National Instructional Materials Access Center (NIMAC) when purchasing print materials under OAR 581-022-2350 and 581-022-2360.

(3) Districts that do not coordinate with NIMAC must provide instructional materials to persons who are blind and persons with print disabilities in accessible formats under 581-015-2060.

(4) Sufficient quantities, including those produced in alternate formats and those that cannot be produced from NIMAS files, shall be available in a timely manner to accommodate the number of students who will be using them at any one time. A timely manner means the materials are available at the same time materials are available for students who do not need materials in alternate formats.

ANALYSIS OF SITUATION

Division 22 requires that for any rule reported out of compliance in 2018-19, that a district is required to provide an explanation as to why they were not in compliance and propose a corrective action plan to come into compliance by the beginning of the 2020-21 school year. PPS' corrective action plan did not bring us into compliance, in the required ODE timeline, and therefore the district is required to submit an official [Instruction Materials Adoption Postponement Form](#) approved by the PPS Board to ODE. The submission of this form does not bring the district into compliance, as it requires us to report the textbooks we are using in the meantime.

The primary reason for postponement in the procurement of current curriculum materials per the state's adoption cycle, has been the lack of funding. For several years, PPS has been unable to purchase comprehensive curriculum resources in the areas described by Division 22, and therefore, has not been able to align with the textbook adoption cycle. The school district has made efforts to supplement existing core materials, or has done partial adoptions. However, no purchases have resulted in full adoptions. In the interim, PPS continues with its development and implementation of a K-12 standards-based guaranteed and viable curriculum, including a scope and sequence for every content area and grade level. It has been beneficial to establish the scope and sequence for each content area prior to moving ahead with the adoption of new curriculum materials.

As we enter the 2020/2021 school year, we have a greater understanding of the student learning experience, as a result of the pandemic; we want to ensure that the curriculum resources we purchase are able to meet the needs of our students and our teachers in the emerging environments. We are completing an audit that began during the 2019-20 school year, of both the humanities and mathematics departments. The objectives are to ensure that our current curriculums are still viable, as well as aligned to the procurement of new curriculum materials that reflect the student learning experience. This will include the provision of both digital and print materials. We will proceed to evaluate published resources across all subject areas, including language arts, math, science, and ELD.

This level of analysis and evaluation will prepare us to take advantage of new funding opportunities. Through the proposed \$53M Bond investment, we hope to adopt comprehensive, culturally relevant, accessible and differentiated currently published curriculum

and instructional resources and materials, across core subject areas, including language arts, math, science, the arts and social emotional learning. This investment would provide students with high-quality, standards-based instructional materials, would allow for a return to the Oregon textbook adoption cycle, and would support more innovative PPS vision-oriented courses of study (e.g. climate justice, ethnic studies, middle school redesign, experiential education and portfolios, computer science, differentiated instruction).

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Postponement Form is due to ODE by before the beginning of the PPS 2020-21 school year.

STAFF RECOMMENDATION

Staff recommends the Board approving the postponement form to acknowledge that we are out of compliance with Instructional Materials Adoption.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

ATTACHMENTS

- A. Resolution
- B. Attachment "A" -Form to Request Approval to Postpone Selection and Use of Adopted Instructional Materials