



Lake Washington School District  
Study Session of the Board of Directors

Date: February 6, 2017

Topic: Curriculum Adoption Processes

Part 1: Sexual Health and HIV/AIDS Prevention Education Curriculum Review Process

Part 2: Algebra I, II and Geometry

**Part I: Sexual Health and HIV/AIDS Prevention Education Curriculum Review Process**

*Background*

Lake Washington School District adopts materials on a 10-year cycle. We evaluate our curriculum between adoption years when there are new state standards. We also review our curriculum when we become aware of content that is out-of-date. Such evaluations may result in recommendations for supplementation, modification, or replacement of some or all the curriculum before a scheduled adoption.

Our current Sexual Health and HIV/AIDS Prevention Education curriculum was adopted in 2009 to meet the requirements of the 2007 Healthy Youth Act (ESSB 5297) and the 1998 AIDS Omnibus Bill (E2SSB 6221). These materials include HIV/AIDS prevention lessons in grades 5-12, and sexual health lessons in grades 4, 5, 6, 8 and 11. The lessons for each are listed in Table 1.

*Table 1. Current Sexual Health and HIV/AIDS Prevention Curriculum*

Level	HIV/AIDS Prevention Curriculum	Sexual Health Curriculum
<b>Elementary</b>	<u>The Great Body Shop (2009)</u> <b>5<sup>th</sup> Grade:</b> Blood & HIV (3 lessons)	<u>The Great Body Shop (2009)</u> <b>4<sup>th</sup> Grade:</b> Hygiene (4 lessons) <b>5<sup>th</sup> Grade:</b> Growth & Development (4 lessons)
<b>Middle School</b>	<u>The Great Body Shop (2009)*</u> <b>6<sup>th</sup> Grade:</b> HIV/AIDS Overview (3 lessons)  <u>Family Life and Sexual Health (2009)</u> <b>7<sup>th</sup> Grade:</b> Influence of alcohol and other drugs on behavior (2 lessons)  <b>8<sup>th</sup> Grade:</b> Risk behaviors, rights and responsibilities (2 lessons)	<u>The Great Body Shop (2009)</u> <b>6<sup>th</sup> Grade:</b> Reproductive System (4 lessons)  <u>Family Life and Sexual Health (2009)</u> <b>8<sup>th</sup> Grade:</b> Puberty, STD's, Reproduction, Birth Control – Decision-Making (4 lessons)

Level	HIV/AIDS Prevention Curriculum	Sexual Health Curriculum
High School	<u>Family Life and Sexual Health (2009)</u> <b>9th Grade:</b> Impact of HIV (2 lessons) <b>Year A:</b> STD's (1 lesson) <b>Year B:</b> Overview and Facts (2 lessons) <b>Year C:</b> HIV/AIDS: Friends, family and society (2 lessons)	<u>Family Life and Sexual Health (2009)</u> <b>11th Grade:</b> Contraception, Individual & Society (1 lesson)

*\*6<sup>th</sup> grade lessons were adopted before the reconfiguration.*

In spring 2016, OSPI released new health education standards. Within these standards are new “core ideas” and grade level outcomes that address sexual health and HIV/AIDS prevention. In addition, we have identified that some of our materials are outdated. For these reasons, we began a review our current HIV/AIDS curriculum in the spring of 2016, and our sexual health education curriculum in the fall of this school year.

During our review process, teams of teachers and administrators have been examining our 2009 curriculum materials. These teams have been charged with determining the extent to which our materials meet state requirements, align with the new standards, are medically and scientifically accurate, and support effective instruction. We have also gathered information about updated versions of our current materials.

*State Sexual Health and HIV/AIDS Prevention Education Requirements*

The 1988 AIDS Omnibus Bill (E2SSB 6221) requires that all school districts in Washington State provide HIV/AIDS education annually in grades 5-12. It also requires that districts use curriculum that:

- Is made available by OSPI (KNOW curriculum) or approved by the Department of Health
- Addresses the life-threatening dangers of HIV/AIDS, its transmission, and its prevention
- Is adopted or developed in consultation with stakeholders (teachers, administrators, parents and community)

In Washington State, the decision about whether or not to implement sexual health education is made at the district level. Districts that do offer sexual health education must meet the requirements of the 2007 Healthy Youth Act, assuring that it:

- Is medically and scientifically accurate
- Is age appropriate
- Is appropriate for students regardless of gender race, disability status, sexual orientation
- Includes information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases
- Is consistent with the Office of the Superintendent of Instruction (OSPI) Guidelines for Sexual Health and Disease Prevention
- Is adopted or developed in consultation with stakeholders (teachers, administrators, parents and community)

### *Curriculum Review Work Completed to Date*

Last year we began a review of our print and supplemental materials in this subject area. That review resulted in a replacement of supplemental videos used in grades 5 and 6 to address immediate concerns about the age of their content. During this review, we also found content in our print materials that needed further examination or updating. Because new health education standards were scheduled to be released later in the spring, we made plans to continue reviewing our HIV/AIDS prevention and sexual health education materials in the fall of 2016.

This year, we have convened elementary, middle and high school review teams consisting of teachers and administrators. Team members have been charged with reviewing our existing curriculum and making recommendations about next steps. Potential recommendations could include:

1. Continue to use existing sexual health and/or HIV/AIDS prevention curriculum “as-is”
2. Supplement existing curriculum until the next adoption to address new standards
3. Modify existing curriculum to address inaccuracies and new standards
4. Consider updated versions of our existing curriculum
5. Begin a formal adoption process for new curriculum in one or both areas
6. A combination of 2 or more of the above

Supplemental, modified, updated or newly adopted HIV/AIDS curriculum must be reviewed for medical and scientific accuracy and coverage of required content by either the WA Department of Health (DOH) or local experts as defined in the AIDS Omnibus Act prior to use. The district must confirm that modified, supplemental, updated, or newly adopted sexual health materials are medically and scientifically accurate.

Our teams began the review process by learning about state requirements for sexual health and HIV/AIDS prevention education curriculum, new health standards, and OSPI’s Guidelines for Sexual Health and Disease Prevention. They then began reviewing our curriculum materials using the “Sexual Health Education Curriculum Analysis Tool” provided by OSPI. This tool includes sections for curriculum design, content accuracy, and overall acceptability. The teams also used rubrics to assess how well curriculum addresses the new standards. Next, they reviewed updated versions of our existing curriculum and the latest state-approved HIV/AIDS prevention lessons developed by OSPI for 5<sup>th</sup>-8<sup>th</sup> grade. Curriculum materials were given an overall rating of low, marginal, acceptable or high for each of these criteria. Results from our elementary and middle school teams can be found in tables 2 and 3. Our high school team has completed its review of our existing curriculum and is scheduled to consider updated curriculum on February 28. The tables below reflect the results of the initial review:

Table 2. HIV/AIDS Curriculum Analysis: Initial Results

Level	Current Curriculum (2009 Adoption)	Great Body Shop (2014 Update)	FLASH (Publication Date Below)	KNOW (2015 Update)
Elementary (5 <sup>th</sup> )	<b>Marginal</b> Great Body Shop (3 lessons)	<b>Acceptable</b>	<b>Low</b> (2009 program)	<b>Acceptable</b>
Middle (6 <sup>th</sup> -8 <sup>th</sup> )	<b>Low</b> Great Body Shop (6 <sup>th</sup> ) (4 lessons) FLASH (7 <sup>th</sup> , 8 <sup>th</sup> ) (7 lessons)	<b>Acceptable</b>	<b>Marginal</b> (2015 program)	<b>Acceptable</b>
High (9 <sup>th</sup> -12 <sup>th</sup> )	<b>Marginal</b> FLASH (7 lessons)	<b>No high school curriculum</b>	<b>TBD</b> (2016 program)	<b>No longer approved for use in HS</b>

Errors and outdated content were found in the current curriculum at all levels. Lesson topics generally matched state HIV/AIDS prevention education requirements and standards.

Table 3. Sexual Health Curriculum Analysis Initial Results

Grade Level	Current Curriculum (2009 Adoption)	Great Body Shop (2014 Update)	FLASH (Publication Dates Below)
Elementary 4 <sup>th</sup> /5 <sup>th</sup>	<b>Acceptable</b> Great Body Shop (4 lessons/grade)	<b>Acceptable</b>	<b>Marginal</b> (2009 program)
Middle (6 <sup>th</sup> and 8 <sup>th</sup> )	<b>Acceptable</b> Great Body Shop (6 <sup>th</sup> ) (3 lessons) FLASH (8 <sup>th</sup> ) (4 lessons)	<b>Acceptable</b>	<b>Acceptable</b> (2015 program)
High (11 <sup>th</sup> )	<b>Low</b> FLASH	<b>No High School Curriculum</b>	<b>TBD</b> (2016 program)

No major inaccuracies in the grades 4-8 sexual health curriculum lessons, however the lessons were dated. The reviewers also scored the lessons as acceptable for the standards and sexual health education core ideas that the lessons addressed, though the not all sexual health content was addressed and grade level content changed in the new standards. The current high school lesson included outdated content.

In addition to the team reviews of materials, we gathered information about new and updated versions of our existing curriculum. We learned that major changes to the organization, materials, and pricing structure of the updated *Great Body Shop* curriculum made it much less compatible with our program. In addition, updated FLASH lessons included significant content changes at each grade level, and were available for grades 7-12 only. Finally, updated HIV/AIDS lessons are available from OSPI for grades 5-8. The high school lessons have not been updated and the older high school materials are no longer approved for use.

Based on the review of our existing curriculum and updated versions of it. Our teams made an initial set of recommendations as follows:

1. Replace our existing 5<sup>th</sup>-8<sup>th</sup> HIV/AIDS prevention education lessons with state-approved KNOW curriculum beginning in 2017-18.
2. Continue and expand review of sexual health education curriculum for grades 4-12.

Our high school team has completed its review of our existing curriculum and will next consider updated FLASH lessons prior to making a recommendation in late February/early March.

Our elementary and middle school teams recommended the replacement of our HIV/AIDS prevention education lessons because of the inaccurate and outdated content. Updated KNOW curriculum for grades 5-8 was developed by OSPI to meet state requirements and new standards. It also closely matches our existing curriculum, and can be integrated with sexual health education curriculum in the future. It is available at no cost, and training is available to support implementation.

Several factors led our teams to recommend further review of our sexual health education curriculum. These included:

- Though the current curriculum does not contain the major inaccuracies found in our HIV/AIDS prevention lessons, it is outdated
- New state standards require an adjustment to topics and sequence of curriculum for grades 4, 5, 6, 8 and 11.
- Updated sexual health curriculum available for the *Great Body Shop* in grades 4-8 must be purchased as part of a comprehensive curriculum that includes 8-9 other health units.
  - The *Great Body Shop* materials include individual, consumable student texts for each student each year, at a cost of approximately \$15,000 per grade, per year.
- Updated FLASH curriculum is not available for grades 4, 5, and 6, and includes many more lessons than we currently use in each of our other grades.

For these reasons, the teams recommend that we consider a broader range of programs that may better meet our future needs. In addition, to ensure a well-articulated, up-to-date sexual health curriculum that is aligned to the new standards, we will form a single committee composed of elementary, middle, and high school teachers, parents, administrators and staff from Health Services to review additional programs starting next year.

### *Next Steps*

Our high school team is scheduled to meet again on February 28, and will make initial recommendations about HIV/AIDS prevention curriculum. We are scheduled to present recommended 5<sup>th</sup> -12<sup>th</sup> grade HIV/AIDS prevention education lessons at a parent and community information and input session on March 28. We will also gather principal and teacher feedback about the lessons and implementation in March and April. Feedback from these sessions will be used by our teams to conduct initial planning for implementation and training, and to finalize a recommendation to be forwarded to our Instructional Materials Committee on May 4, and to the Board on May 22.

In the fall of 2017, we will convene 4-12<sup>th</sup> grade sexual health education curriculum review committee to include elementary, middle, and high school teachers, administrators and parents.

That committee will use OSPI's Sexual Health Education Curriculum Analysis Tool and standards alignment rubrics reflecting new state Sexual Health Education standards to evaluate programs from a variety of publishers. Using information collected from our reviews and stakeholder input, our committee will recommend:

- Modified, updated or new sexual health curriculum for implementation in 2018-19
- Alignment to HIV/AIDS prevention curriculum
- A refined scope and sequence (what's taught and when) based on the standards
- Courses where lessons are to be delivered in middle and high school
- Training plans

A recommendation for new or updated materials would be submitted to the Board in the spring of 2018.

## **Part 2: Algebra I, II and Geometry**

### *Background*

Each year, based on the adoption cycle and process outlined in EL-7, we form committees to review curriculum and make recommendations regarding curriculum materials. Our goal is to provide the most up-to-date, research-based, and appropriate materials for students with the resources available. Curriculum adoptions in Lake Washington School District follow a 10-year cycle of replacement. The curriculum adoption process follows similar steps for all content areas. This process typically spans two years.

In the first year of the process, an adoption committee composed of a representative group of teachers, specialists, administrators, parents and community members reviews effective practice research in the content field, identifies curriculum standards, and develops screening criteria for reviewing new curriculum. In the second year of the adoption process, the committee reconvenes to evaluate curriculum programs using the screening criteria. Following the review, the committee uses the results of this evaluation along with data and information gathered from field testing of the materials, teacher, student and parent input, and a cost analysis to make a recommendation about one program for adoption.

The recommendation of the adoption committee is forwarded to our Instructional Materials Committee in the spring. This committee reviews the materials for each grade level and forwards a recommendation to the Board. If the recommendation is approved by the Board, the adoption committee plans professional development and support for the implementation of the new materials.

### *High School Math Adoption Work Completed to Date*

In 2015-16, the work of the High School Math Adoption Committee was to review research in mathematics teaching and learning, learn about the Washington State Mathematics Standards, and to determine criteria for the curriculum selection process. Teachers, administrators, parents, and community members met on five days over the course of the year to develop rubrics using these criteria.

Committee members read research-based instructional recommendations from the National Research Council, the Institute of Education Sciences (the research arm of the U.S. Department of Education), the National Council of Teachers of Mathematics, Hanover Research, and from independent studies about effective math instruction. These research-based instructional recommendations were used to develop criteria that are included in materials review rubrics.

Examples of instructional recommendations from research that were used to develop evaluation rubrics included:

- Balance procedural fluency and conceptual understanding
- Develop deep understanding of mathematical concepts
- Facilitate meaningful mathematical discourse
- Provide opportunities for students to self-assess
- Create opportunities for students to be challenged: extensions, extra examples, challenge questions and problems
- Allow for adaptations and modifications for students who struggle
- Provide multiple types of problems (computation, word problems, equations)
- Connect to real-world problems, other concepts and disciplines

Committee members also reviewed screening tools to evaluate the alignment of curriculum with the Common Core/Washington State Mathematics Standards. These tools were developed by the Council of Chief State School Officers and National Council of Supervisors of Mathematics. They were designed to help schools, districts, and states evaluate how well materials align with the Common Core State Standards. The committee used these to create rubrics to evaluate materials for standards alignment. The committee also refined three rubrics that are used for all our adoptions. By the end of the year, the committee had finalized the following five review rubrics:

- Effective instructional practice for high school mathematics
- Alignment to the Common Core/Washington State Mathematics Standards
- Effective assessment practice
- Integration of digital resources to support instruction
- Quality organization and design

### *2016-17 Adoption Committee Work*

This year, the committee has been using the rubrics developed in 2015-16 to evaluate current high school math programs. Between September and December, committee members evaluated programs using the rubrics for effective practice and standards alignment. The committee carefully reviewed materials and scored math programs against each of the criteria on the rubrics.

Programs reviewed by the committee were selected based on the availability of current materials (published within the last four years), stated alignment to Common Core/Washington State Mathematics Standards, successful use in neighboring districts, and availability of print and digital content.

The math programs reviewed included:

- Eureka Math (Great Minds)
- Big Ideas Math (Houghton Mifflin)
- Houghton Mifflin Math (Houghton Mifflin)
- Glencoe Math (McGraw Hill)
- CPM (CPM Educational Program)
- CME (Pearson)
- Core Plus (McGraw Hill)

In December, the High School Math Adoption Committee used a consensus process to identify two programs for further review and field testing from January to March. During this process, committee members considered notes and scores from the evaluation of materials with the effective practice and standards alignment rubrics.

The two programs selected for further review included:

- Big Ideas Math: Algebra 1, Geometry, Algebra 2. Common Core Curriculum
  - Publisher: Houghton Mifflin Harcourt. Copyright 2015
- Glencoe Math: Algebra 1, Geometry, Algebra 2
  - Publisher: McGraw-Hill. Copyright 2014

Each program selected scored well in multiple areas on our effective practice and standards alignment rubrics. Particularly, each of the programs included:

- Support for all learners
- Rich and challenging content
- Engaging activities and problems
- Balance of concepts and procedures
- Guiding questions that lead to discussion
- Worked examples interwoven with practice
- Accessible supplemental resources, including online
- Clear connections to state standards

In January, we began field testing each program. During this field testing, teachers from the adoption committee, together with additional teachers from their schools are using the print and digital materials to teach lessons. Following field testing, teachers and students will complete surveys about the quality, usability, and effectiveness of the materials. We are also sending preview copies of the materials to each middle and high school, and an online survey to secondary math teachers, so that teachers not participating in the pilot can provide feedback. All survey results will be compiled and made available to the adoption committee on March 14.



### *Process Used to Engage Our Community*

Last year, we recruited parents and community members to serve on our High School Math Adoption Committee. Each of the eight parents now serving on our committee brings a range of experience and perspectives that make him or her well-qualified and suited to support the work. For example, parent members have advanced degrees in math, science, engineering, or education.

### *Communication About the Adoption*

Throughout the adoption process, there are multiple opportunities for parents and community members to learn about the progress of the adoption, and to provide feedback. Our goal is to ensure that parents and community members have opportunities to stay informed and to participate.

During both years of the adoption process, the district website has been updated regularly to provide ongoing information about the progress of the high school math adoption process so that staff and community members are kept informed in a timely way. The website includes a committee roster, meeting agendas, and meeting summaries.

### *Opportunities for Parent and Community Input*

An evening parent engagement meeting is scheduled for February 27. Notification about the meeting will be communicated directly to families through our School Messenger system. A press release and website announcement will also be posted. The meeting will include a presentation about the curriculum review process, and an opportunity for parents to review the two programs selected by the adoption committee.

Information about how to access an online survey about the two programs will be shared at the information night and sent directly to families via our School Messenger system. The survey will include links to online versions of the student materials from each program for parents to review. These links will be followed by questions drafted by parents, teachers and an administrator on our adoption committee, and refined by Hanover Research. Examples of questions parents were asked about the four programs include:

- This curriculum helps me know the concepts and skills my child is learning in school this year.
- I know how to help my child with homework using this curriculum.
- This curriculum provides my child with sufficient opportunities to practice calculating quickly and accurately.
- This curriculum includes clear explanations of the concepts.
- This curriculum provides the opportunity to adjust the level of challenge as appropriate for my child.

This parent engagement and input process is intended to get a representative parent voice into the math adoption process. Parent input will be used to inform the adoption committee with parent perspectives about curriculum considerations before the committee makes a recommendation.

### *Next Steps*

On March 14, the High School Math Adoption Committee will meet to review all of the data and information gathered this year about the programs being considered. This data and information will include scores and notes from each of the five review rubrics, teacher and student feedback, parent input, an analysis of the compatibility of each program with our district network conducted by our Technology Operations department, and an itemized cost analysis of each program. The committee will then use an evidence-based consensus process to make a recommendation. This recommendation will be forwarded to our Instructional Materials Committee for a May 4 meeting, followed by a submission of the adoption committee and IMC recommendations to the Board on June 5. Materials will also be available in the Curriculum Library at the Resource Center for public review and comment from April 14 to May 19.

If the materials are approved by the Board, teacher editions will be provided to teachers before they leave for summer break. Over the summer, we will process student materials for distribution so that they're ready for students at the start of the year. This will include barcoding and entry into our textbook management system. In the summer, we will provide training for all high school math teachers (including middle school Algebra and Geometry teachers). This training will include an introduction to the new print and digital materials. Over the course of the 2017-18 school year, training will be provided to support the implementation of the new materials. In addition, we provide resources to support the use of new materials. For example, we develop guides that give teachers direction about the sequence of instructional units and how standards are addressed in the materials. Teachers and administrators will provide input on additional support needed for successful implementation. This feedback will be used by the adoption committee when developing an implementation support plan.