

BOARD OF EDUCATION

MICHAEL J. TESTANI
Acting Superintendent of Schools

City Hall - 45 Lyon Terrace
Bridgeport, Connecticut 06604

MEMBERS OF THE BOARD cont.

MEMBERS OF THE BOARD

JOHN R. WELDON
Chairman

HERNAN ILLINGWORTH
Vice-Chairman

BOBBI BROWN
Secretary



"Changing Futures and Achieving Excellence Together"

SYBIL ALLEN

ALBERT BENEJAN

JOSEPH J. LOMBARD

JESSICA MARTINEZ

JOSEPH SOKOLOVIC

CHRIS TAYLOR

Bridgeport, Connecticut

May 7, 2020

Board Members:

A Regular Meeting of the Board of Education will be held on Monday, May 11, 2020, at 6:30 p.m. via a Microsoft Teams Live Broadcast event. Public viewing access to the meeting will be made available through <https://www.bridgeportedu.net/stream>.

Bobbi Brown
Board of Education Secretary

**BRIDGEPORT BOARD OF EDUCATION
AGENDA OF REGULAR PUBLIC MEETING**

**Monday, May 11, 2020 – 6:30 P.M.
Microsoft Teams Live Broadcast Event
Bridgeport, CT**

- 1. Call to Order**
- 2. Pledge of Allegiance**
- 3. Roll Call**
- 4. Public Comment (Agenda Items Only)**
- 5. Approval of Board Minutes**
 - a) 04/27/20 Regular Meeting
- 6. Chairman's Report**
- 7. Committee Reports/Referrals**
 - a) Facilities & Security
 - b) Finance
 - c) Governance
 - d) Teaching and Learning
 - e) Personnel
 - f) Students & Families
 - g) Ad-Hoc Committee: GCS Males of Color
- 8. Superintendent's Report**
 - a) Questions and Answers About COVID-19 School Closure
- 9. Old Business – None to be Transacted**
- 10. New Business**
 - a) Discussion and Possible Action on Healthy Food Certification (HFC) for School Year 2020-2021
 - b) Discussion and Possible Action on Food Exemptions to Healthy Food Certification (HFC) for School Year 2020-2021
 - c) Discussion and Possible Action on Beverage Exemptions to Healthy Food Certification (HFC) for School Year 2020-2021
 - d) Discussion and Possible Action on Grading for School Year 2019-2020 Marking Period 4
 - e) Discussion and Possible Action on K-3 Literacy Assessment
 - f) Discussion and Possible Action on 6-8 Math Program
 - g) Discussion and Possible Action on Suspending the Deselection of Magnet School Students for School Year 2019-2020
- 11. Adjourn**

Monday, April 27, 2020

MINUTES OF THE REGULAR MEETING OF THE
BRIDGEPORT BOARD OF EDUCATION, held April 27,
2020, by video conference call, Bridgeport, Connecticut.

The meeting was called to order at 6:42 p.m. Present were Chair John Weldon, Vice Chair Hernan Illingworth, Secretary Bobbi Brown, Joseph Sokolovic Joseph Lombard, Albert Benejan and Sybil Allen.

Acting Superintendent Michael J. Testani was present.

PUBLIC COMMENT:

Marge Hiller said the Department of Education approved \$13 billion in approved coronavirus relief. She said she understands \$9.3 million is coming to Bridgeport, which is great news for teachers and students, and this is the right time for the board to restore the funding for the School Volunteer office.

Wanda Simmons thanked Mr. Testani. She said several parents contacted her and they were all serviced by the district and able to get devices for their family. She thanked Ms. Hall and Mr. Gerrity for collaborating with a food task force.

George Markley, vice president of the School Volunteer Association(SVA), said he has been a mentor to students in the district for thirty years. He said the staff members of the School Volunteer office have been paid by the SVA for the last two years, which has exhausted all of the SVA's reserves. He said the \$175,000 in salary and benefits needed to be restored to the budget. He said, despite the

name, the SVA needs professionals to run the day-to-day operations. He said if the SVA office disappears the same will happen to the volunteers.

Veronica Mojica, a lifelong resident of Bridgeport, said she believed the district's high schools are terrible so her children have attended Kolbe and Notre Dame. She added that Little League will probably be cancelled this year as well. She said she believed the graduation ceremonies were very important events and should be held at all the high schools in the city with social distancing incorporated.

Shavonne Davis said on April 24th she received a call from Harding High indicating her son was absent even though he did not have any virtual classes.

Chaila Robinson said she and other parents believed the distance learning was rolled out prematurely, without training for teachers or students. She said the expectation that went along with the distance learning regarding attendance resulted in students being incorrectly marked absent. She suggested a better way be figured out how to hold a prom for the students. She said she hoped schools would not be opened against this year and she urged the board to consider what would happen if parents decided it was not appropriate to return their children to school.

Mr. Benejan made a motion *"to add a discussion and possible action of the Title I parent allocation funds to the agenda."* The motion was seconded by Ms. Brown and unanimously approved.

APPROVAL OF BOARD MINUTES:

Mr. Illingworth moved to approve the minutes of the Regular Meeting of March 9, 2020. The motion was seconded by Mr. Benejan. A correction was noted. The motion was approved by a 6-0 vote.

Voting in favor were members Weldon, Allen, Brown, Sokolovic, Illingworth, and Benejan. Mr. Lombard abstained

Mr. Illingworth moved to approve the minutes of the Special Meeting of March 23, 2020. The motion was seconded by Mr. Benejan and unanimously approved.

Ms. Allen moved to approve the minutes of the Special Meeting of April 1, 2020. The motion was seconded by Ms. Brown and unanimously approved..

Ms. Allen moved to approve the minutes of the Special Meeting of April 14, 2020. The motion was seconded by Ms. Brown and approved by a 6-0 vote. Voting in favor were members Weldon, Sokolovic, Brown, Allen, Benejan, and Lombard. Mr. Illingworth abstained.

CHAIR REPORT:

Mr. Weldon said he participates in weekly conferences with CAFE and discussions about graduations have taken place throughout the state. He said, along with Mr. Testani, we want to try to figure something out.

Mr. Weldon thanked the district's staff, the food service workers, Mr. Benejan for passing out masks last week, and the teachers for working in a very different environment.

Mr. Weldon said he received a communication from a teacher that indicated they were glad the district used Teams as the platform for holding distance learning.

COMMITTEE REPORTS:

Mr. Illingworth said a meeting of the Facilities Committee would be scheduled in the near future.

Mr. Sokolovic referred an item to the committee that the district make sure our buildings will be ready when they need to open.

Mr. Sokolovic said the Finance Committee met on April 15th. There was an update on the budget and the impact of COVID on the budget. He said the next meeting would be held on approximately May 13th.

Mr. Illingworth said as soon as the superintendent had something to report on Series 1000 he would schedule a meeting of the Governance Committee.

Mr. Sokolovic said the Teaching & Learning Committee met on April 16th. Distance learning, grading, special education, graduation, and grade advancement were discussed. The next meeting should be on May 19th.

Mr. Weldon said the Personnel Committee has not met. He noted there is a new HR director. The next scheduled meeting is May 27th.

Mr. Benejan said the Students & Families Committee met last Thursday. He said there was discussion of parent leaders and their contact information, the Title I and Priority

Grant, and the parent convention. The next meeting will be on May 28th.

Mr. Sokolovic said the Ad Hoc Committee on Males of Color has not met since the virus struck.

SUPERINTENDENT'S REPORT AND AGENDA:

Supt. Testani said it has been a challenging time for everybody. He said the Bridgeport community had come together in this difficult time in supporting each other in every way we can. He said there have been bumps in the road because the issue came out of nowhere.

Mr. Testani said he hoped there would be some sort of gathering of students and teachers together before we close out the school year. He said opening schools again will be more challenging, though.

Mr. Testani said he spoke to Mr. Hammond on facilities and summer cleaning will begin as soon as the state announcement is made that schools will not open again in this school year. Tradespersons have been sent out to buildings to perform tasks that would have to have been done in the summer taking full advantage of the time off. A project for masons on Central High steps has been prioritized.

Mr. Testani said there are a lot of uncertainties about the budget, but CARES Act money will be available for compensatory services for special education and to fill in gaps created by the closure of over 30 percent of the school year. He said it is very important that people don't think we're getting an influx of money. He said it was possible that state allocations of money would be cut.

Mr. Testani said the CARES Act money may only be enough to keep us whole from the loss of other monies. He said this had to be stressed to the local city government. He said our kids need more, not the same or less, because they have to get caught up academically and social-emotionally. Mr. Testani said children are on the front line of the virus.

Mr. Testani said the distance learning plan is available on the district's website. He said staff training in the fall and winter on the Teams platform was provided to teachers. He said high school teachers have been using Teams for about five to six weeks, but it is challenging to work remotely with young elementary children, which is why printed materials are provided.

Mr. Testani said graduation is constantly on his mind and he has discussed the subject during his recent meetings with groups of high school students. He said it was possible the graduations would be held in July or August, but the students indicated they would not be interested in an event after the beginning of the next school year. He said the students had provided some creative ideas for holding ceremonies.

Mr. Testani said he would be requesting interviews be held at the Personnel Committee for administrative openings.

The next item was a question-and-answer period with the superintendent.

In response to a question about the large size of the packets that have been distributed to the students, Mr. Testani said the work is supposed to cover two weeks, in order to reduce

the number of pickups and drop-offs to maintain social distancing.

In response to a question, Mr. Testani said the Connecticut Partnership donated devices will be used for high school students only, with deliveries taking pace in May, June and July. He said there will be a one-time fee of \$25 every year to cover insurance for the device. Devices for elementary schools are being purchased through board and city funds.

Mr. Testani said schools needed to get updated e-mail addresses for parents into the system.

Mr. Illingworth said he appreciated Mr. Testani's leadership during the crisis. He noted the \$25 fee for insurance was implemented because the devices are able to taken home, unlike previous devices used by students within the schools.

Ms. Allen urged the students be referred to as such or children, not kids.

In response to a question, Mr. Testani said taking elementary attendance online is difficult because many of the students receive printed materials. He said at the high school teachers are following a regular schedule. e said if students do not log in on Teams during the class time they will be marked absent. He said early in the process students were not waking up early enough to log in. He said Central High started classes at 9:00 a.m., not 7:53, and the classes run about fifteen to thirty minutes.

Mr. Testani said he had heard from high school students there were distractions when participating in an online class from home.

Mr. Testani described the support provided to special education students, including speech and language support, social workers holding groups, resource teachers modifying work, and paraprofessionals helping students on Teams. He said unfortunately nothing can replace face-to-face contact.

In response to a question, Mr. Testani said discussions about summer programming have taken place. He said we're prepared to run programs for early reading, special needs students, and high school credit recovery via devices if necessary. He said thought has been given to using concepts of distance learning in the future for students, including for homebound students, snow days, and engaging parents in conferences.

In response to a question, Mr. Testani said over 4,000 devices had been given out to students. He said the printed materials are distributed on a two-week cycle, but when returned they are left to sit for a period of time for safety purposes. He said grading options have been discussed at the state level, but it will likely be a local decision. He said discussions have taken place about adding more commentary on elementary and middle school report cards.

Questions were submitted by the public and read by Jeff Postolowski.

Chaila Robinson thanked Mr. Testani for stepping up for the children and asked that the attendance issue be addressed. Mr. Testani said attendance would be addressed first thing tomorrow.

In response to a question, Mr. Testani said special education and social work services are being delivered remotely either through Teams or Face Time.

In response to a question, Mr. Testani said students who do not return packets cannot be graded. He noted students had the option to e-mailing photos of their completed work to teachers.

In response to a question, Mr. Testani said it was way too early to make a decision to send students back into schools. He added that going forward the standard practice of a child arriving at the school in the morning until the end of an after-school program will be likely have to be altered in the future.

In response to a question, Mr. Testani said when devices are issued to high school students the first few days will be used to familiarize them with the online platforms, including online textbooks.

In response to a comment, Mr. Testani said it was important to understand the COVID situation was not going to be over anytime soon and the goal is to make sure students are supported when they return back to school given the additional issues presented to parents.

Mr. Postolowski read a comment by a parent who said for the first time in weeks they had felt good about what their daughter was receiving from the teachers.

Ms. Brown said from her interactions the biggest thing students are dealing with is anxiety and depression. She asked how they would be helped in the transition to return to school.

Mr. Testani said his focus will be to get teachers back in buildings, with social distancing, and have support and professional development available. He said a lot of CARES

funding will be used in the social-emotional areas to support students and families.

In response to a question, Mr. Testani said the last day for distance learning and school is currently June 25th.

In response to a question, Mr. Testani said there were no provisions to waive the \$25 fee for the devices that will be issued to high school students.

NEW BUSINESS:

The next item was discussion and possible action concerning Title I allocations. Mr. Benejan said the goal was to have PAC leaders spend their Title I funding. He said PAC leaders were being presented with obstacles by having to obtain quotes for purchases. He said he learned unspent funds would be returned to the district and Ms. Siegel, and not remain with the school to roll over for next year.

Mr. Testani said some Title I monies roll over to the next year and are utilized for things that are eligible in the grant, including to offset deficits in the operating budget. He said the majority of schools have spent a good portion of their parent engagement money. He said purchases over \$1,000 or from the same vendor are governed by city ordinance and require three quotes.

Mr. Testani said one option for unspent funds is to purchase a laptop device dedicated to the PAC or PTSO.

Mr. Benejan said the PAC leaders were doing their best to spend the money. Mr. Testani said obtaining an alternative quote could be done by printing out the prices from internet sites of other merchants.

Mr. Testani said there would be a need to transition back into the school in the fall, so unspent Title I funds for the parent convention would be set aside to do things in this area.

Mr. Sokolovic said the CARES Act has suspended Title I deadlines and allows rollover of funds, so parents should not have to rush to spend these dollars.

Mr. Sokolovic moved to have Mr. Testani direct staff to prepare a journal entry to reserve those monies to be added to the Title I dollars next year for the schools that have not expended those monies.”

Mr. Testani said there is a 15 percent waiver to move money around Title I to things like devices. He said Mr. Sokolovic was asking to increase the budgets of school parent organizations who were not going to meet the original deadline without the pandemic, since only two weeks remained before April 1.

Mr. Sokolovic said the Title I funds were the only source of getting parents involved in the district. He questioned taking 15 percent of the expenditures for devices. She said parents should not suffer for the decisions of a few parent leaders or staff members.

Mr. Illingworth said he agreed with both sides here. He said some schools seemed to have low expenditures both this year and last year. He said he would like to see unused money used for nothing else but parent engagement.

Mr. Testani noted the high school parent engagement funds in the Priority Grant did not roll over. He said the total

amount across elementary schools was about \$23,000. He said a series of workshops to help parents could be held and materials purchased to help parents cope.

Mr. Illingworth said he was concerned because he heard of a school where only 20 percent of Title I funding was spent. He urged a meeting be held with the school leadership and the parent leaders.

Mr. Testani said a substantial amount of P-10s have been submitted since the Students & Families Committee meeting, which will reduce the number below \$23,000.

Mr. Sokolovic said the point of his motion was that the dollars should stay with parent engagement activities.

Mr. Sokolovic said it was very rare that somebody was going to you hand something. He urged parents to take what they are entitled to as PAC leaders.

Mr. Illingworth seconded the motion.

Mr. Weldon suggested the motion be rephrased more to the spirit of what is trying to be accomplished without directing them to make journal entries.

Mr. Sokolovic withdrew the motion; Mr. Illingworth withdrew his second.

Mr. Sokolovic moved *“to have Mr. Testani ensure that all unexpended parental engagement funds are only spent in the future – any remaining dollars – only on parental engagement activities and not be redirected to anywhere*

else in Title I funding." The motion was seconded by Mr. Illingworth.

The motion was unanimously approved.

Mr. Benejan said he wanted to be sure the \$9,000 for the parent convention was spent on parents. He said he did not want to hear later Ms. Siegel had the money or it was used to pay bills. He said he will work with the parent leaders to help them with the procedures of how to spend the money. He thanked Mr. Testani for doing an amazing job.

Mr. Sokolovic moved to adjourn the meeting. The motion was seconded by Mr. Benejan and unanimously approved.

The meeting was adjourned at 9:12 p.m.

Respectfully submitted,

John McLeod



City of Bridgeport, Connecticut

THOMAS E. CARROLL NUTRITION CENTER
BOARD OF EDUCATION—FOOD AND NUTRITION SERVICES

113 Federal Street, Bridgeport, Connecticut 06606-5225 ♦ Telephone 203 275-1200 & 203 275-1201
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John M. Gerrity — Director
Nichola Hall, MBA— Assistant Director

E-mail: Nutrition@bridgeportedu.net

May 7, 2020

Dear Board of Education Members,

Bridgeport Food & Nutrition Services is requesting Board of Education, discussion and possible action, at the May 11, 2020 regular Board Meeting **for Healthy Food Certification (HFC)** for School Year 2020-21.

We are requesting **three separate votes** for the following items:

1. Vote to adopt the healthy food option under HFC – *The board of must vote “yes” or “no” on whether to implement the healthy food option of C.G.S. Section 10-215f, i.e., follow the Connecticut Nutrition Standards for all foods sold to students separately from reimbursable meals. The board motion and final board-approved meeting minutes must include the following specific criteria for the healthy food option required by C.G.S. Section 10-215f:*

The motion language for the healthy food option must be stated and include the specific language as follows:

“Pursuant to Connecticut General Statutes Section 10-215f, the Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education will comply with the Connecticut Nutrition Standards during the period of July 1, 2020, through June 30, 2021. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.”

2. Vote for food exemptions: To allow food exemptions to the healthy food option under HFC (if the district votes to implement the healthy food option).

The Motion language for food exemptions must be stated and include the specific language as follows:

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MICHAEL J. TESTANI
Acting Superintendent of Schools

City Hall - 45 Lyon Terrace
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Bobbi Brown
Board of Education Secretary

“The Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met:

- 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;***
- 2) the sale is at the location of the event; and***
- 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the food sales.”***

3. Vote for beverage exemptions:

The Motion language for beverage exemptions must be stated and include the specific language as follows:

“The Board of Education will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:

- 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;***
- 2) the sale is at the location of the event; and***
- 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held, and must be the same place as the beverage sales.***

Thank you,

John

What are DIBELS?

DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for *Dynamic Indicators of Basic Early Literacy Skills*. These measures are designed for students in grades K-8.

What skills are measured by DIBELS and why are they important?

The critical skills necessary for successful beginning reading include: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the “Big Ideas” of reading. The table on page 2 describes each big idea of reading and lists the corresponding DIBELS measure.

Which tests will be given to our students?

Each student will complete the tests depending on his or her grade and the time of year. The table on page 2 shows the timeline for assessing a student on the big ideas of reading across grade levels.

How often are students assessed?

All students in a school building are given the DIBELS test three times each year; usually this occurs in the fall, winter, and spring. This school-wide testing is called benchmark assessment. School personnel may also regularly check on the progress of students who receive extra reading help to make sure their reading skills are improving. These regular checks are called progress monitoring. Students who are progress monitored may complete one or two of the individual DIBELS tests as often as once a week or as little as once every 6 weeks depending on school resources and the needs of the student.

How much time does it take?

Each of the DIBELS tests only takes about one minute to complete. DIBELS tests are “indicators” of the student’s overall reading status, and are not intended to be in-depth or comprehensive measures of reading. Just like using a thermometer to take a child’s temperature, which provides a quick indicator of a child’s general health, these quick DIBELS tests provide teachers with information about a child’s reading health and how well he or she is progressing on a particular early reading skill. Benchmark assessments generally take 2 to 6 minutes to give, depending on the grade of the student and time of year. Teachers only need about 1 to 2 minutes to progress monitor students at each testing time. DIBELS measures allow teachers to get valuable information about students’ reading skills without using large amounts of instructional time.

How will the results be used?

A student’s scores on the DIBELS measures give the school information about whether or not a student is on track for grade-level reading success. A school can quickly identify students who do not meet the goals on each DIBELS measure and provide extra help. For example, if a child is reading words accurately, but slowly, the teacher can provide extra practice re-reading stories and passages to improve his or her reading rate or fluency. The teacher can use the progress monitoring scores to make sure a student receives extra help to improve other reading skills during the school year.

Teachers can review scores on DIBELS measures for all the students in a class to make decisions about how to prepare their day-to-day reading lessons. School and district staff can also study the test scores across classrooms and grade levels to make decisions about how to best use resources to make sure that every child in the school is on track to become an accurate and fluent reader.

Please explore the University of Oregon’s DIBELS Data System website at <http://dibels.uoregon.edu> to learn more about the importance of early literacy instruction and assessment.

The DIBELS measures include six individual tests that focus on the big ideas and critical skills of beginning reading.

Big Ideas	What is it? Why is it important?	DIBELS Measures	Grades Assessed					
			K	1	2	3	4-6	7-8
Phonemic Awareness	Phonemic awareness refers to a child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF) or Initial Sound Fluency (ISF)	√					
		Phoneme Segmentation Fluency (PSF)	√	√				
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√	√		
		Word Reading Fluency (WRF)	√	√	√	√		
Reading Fluency	Reading fluency refers to a child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√
		Word Reading Fluency (WRF)	√	√	√	√		
Vocabulary	Vocabulary refers to a child's knowledge of the meanings of individual words being read. Vocabulary knowledge is important to a student's ability to read and comprehend what is read.							
Reading Comprehension	Reading comprehension refers to a child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	Maze Daze			√	√ √	√ √	√

Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√				
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GRADE 6-8 TEXTBOOK COMMITTEE


Herminio Planas

Executive Director of Elementary Education/Mathematics



Rationale

- Textbook licenses for grades 6-8 (Math In Focus) expired on June 2019. These textbooks are hardbound and teacher manuals are available throughout all classrooms.



Stage I: District Mathematics Textbook Committee









- Meetings were held from October 2019 through February 2020
- Composed of teachers and administrators grades K-8 (including bilingual and special education)
- Developed a rubric using textbook review criteria collected from various sources.
- Narrowed the list of vendors to 4 from the 30-40 available according to materials currently used throughout Connecticut districts, EdReports and new materials previewed in conferences and vendor visitations.
- Rated each textbook according to the rubric categories established (Mathematical Content, Organization and Structure, Assessment.)
- During this span of time, teachers took pieces of the programs back to their class to pilot these with their students and report on findings.

Committee Findings (EdReports)

MATH IN FOCUS (©2013) – Grades 3-8

Math in Focus (2013)

Published By: Houghton Mifflin Harcourt | Date Published: 2/15/2015 | [View These Reports](#)


	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	Kindergarten			Does Not Meet Expectations	
	First Grade			Does Not Meet Expectations	
	Second Grade			Does Not Meet Expectations	
	Third Grade			Does Not Meet Expectations	
	Fourth Grade			Does Not Meet Expectations	
	Fifth Grade			Does Not Meet Expectations	

Committee Findings (EdReports)

HMH Into Math (©2020)

HMH Into Math (2020)

Published By: Houghton Mifflin Harcourt | Date Published: 1/28/2020 | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	Sixth Grade	14/14	17/18	Meets Expectations	35/38
	Seventh Grade	14/14	17/18	Meets Expectations	35/38
	Eighth Grade	14/14	17/18	Meets Expectations	35/38

Committee Findings (EdReports)

McGraw-Hill Illustrative Mathematics (©2020)

McGraw-Hill Illustrative Mathematics 6-8 Math (2020) [!]

Published By: McGraw-Hill Education | Date Published: 4/2/2020 | [View These Reports](#)



GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
Sixth Grade	14/14	18/18	Meets Expectations	38/38
Seventh Grade	14/14	18/18	Meets Expectations	38/38
Eighth Grade	14/14	18/18	Meets Expectations	38/38

Committee Findings (EdReports)

Ready Common Core/Classroom(©2019)

Ready (2017)

Published By: Curriculum Associates | Date Published: 4/12/2018 | [View These Reports](#)



GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
Sixth Grade	13/14	17/18	Meets Expectations	36/38
Seventh Grade	14/14	16/18	Meets Expectations	36/38
Eighth Grade	14/14	17/18	Meets Expectations	36/38

Committee Findings (EdReports)

Reveal Math (©2019)

Reveal Math, Common Core Edition

Published By: McGraw-Hill Education | Date Published: 9/3/2019 | [View These Reports](#)



GRADE LEVEL

FOCUS & COHERENCE

RIGOR & MATHEMATICAL PRACTICES

ALIGNMENT RATING

USABILITY RATING

Sixth Grade

14/14

17/18

Meets
Expectations

31/38

Seventh Grade

14/14

17/18

Meets
Expectations

31/38

Eighth Grade

14/14

17/18

Meets
Expectations

31/38

Committee Findings

TEXTBOOK	Mathematical Content Total	Organization and Structure	Assessment	Total	Ranking
Illustrative Mathematics	26 _{/27}	30 _{/33}	14 _{/15}	70 _{/75}	1
Into Math	25 _{/27}	30 _{/33}	15 _{/15}	70 _{/75}	2
Ready CC	17 _{/27}	28 _{/33}	15 _{/15}	60 _{/75}	3
Reveal Math	17 _{/27}	28 _{/33}	14 _{/15}	59 _{/75}	4



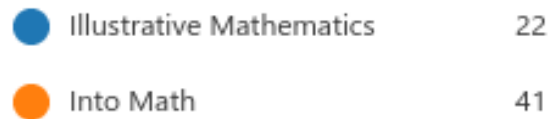
TEACHER FIELD TEST - GRADES 6-8

- The Textbook Committee provided opportunities for all grade 6-8 teachers in the district to preview 2 final products during the COVID-19 closure
- Collection of data was done by way of Microsoft Forms

TEACHER FIELD TEST - GRADES 6-8

3. Which of the following programs scaffolds instruction the best?

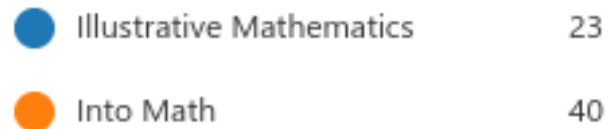
[More Details](#)



TEACHER FIELD TEST - GRADES 6-8

4. Which of the following programs contains the best amount of practice for your students?

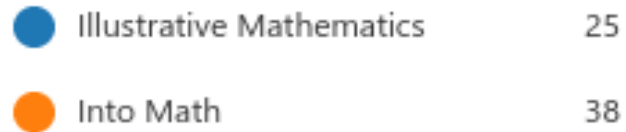
[More Details](#)



TEACHER FIELD TEST - GRADES 6-8

7. Which of the following programs you like the best


[More Details](#)





Stage II: Cost Negotiations

- Each of the top 2 vendors presented their best offer
- Met with each vendor to ensure that only necessary resources were included in the final offer
- Ensured that professional development was provided by the company (because of lack of coaches)



COST ANALYSIS – Into Math Program

Grades 6-7-8 (6 Year)

Includes:

- \$568,424 = Main Program, with 6-year replenishment of student book and 6-year teacher/student digital subscriptions
- \$40,320 = PD (cost to the district, net of free materials)
- \$186,102 = Waggle licenses-- teacher/student

Total: \$794,846