



ELEMENTARY LITERACY TEXTBOOK AND MATERIAL UPDATE

BACKGROUND

On February 22, 2018, the School Board adopted its FY 2019 Combined-Funds Budget which included \$1,224,000 dedicated to the purchase of K-5 Literacy Textbooks and Materials. This adoption of teacher and student instructional materials is for a comprehensive reading program, not an isolated textbook. The last division-level adoption of a reading program across all 13 elementary schools was the 2004 Scott-Foresman adoption. The previous adoption was for a traditional reading basal that was aligned with the 2002 Reading Standards of Learning (SOLs). The Reading Standards of Learning were changed in 2010, and there are new 2017 standards.

The criteria for determining the new adoption will prevent the use of a basal text; in effect, publishers will not submit basal texts for consideration. Specifically, any set of selected new resources will align with the ACPS Literacy Guidelines and complement existing supplemental reading materials that may be available in current classrooms (e.g., classroom libraries). These resources will be fully aligned with the ACPS Comprehensive Literacy Framework (below):

ACPS Comprehensive Literacy Framework
Focus Lesson/Interactive Read-Aloud/Shared Reading
Small Group Differentiated Instruction: <ul style="list-style-type: none"> • Guided Reading • Small Group Strategy Coaching/Conferring • Literature Circles • Word Study • Accountable Collaborative and Independent Literacy Work
Share/Closure
Literacy in the Content Areas
Reading as an Out-of-Class Assignment

These resources will support teachers in rigorous instruction of the 2017 Virginia Standards of Learning. Any new reading program will include a strong emphasis on diversity and cultural relevance within selected program materials.

The selection of a comprehensive reading program will ensure a level of consistency as students in our highly transient population move from one site to another. Additionally, the proposed K-5 reading adoption will involve the review and selection of a comprehensive reading program that includes:

- Classroom libraries aligned with key unit themes designed to reinforce student choice and differentiation;
- Materials to support mini-lessons, read alouds, shared reading, small-group instruction, and independent reading;
- Word study and phonics/phonemic awareness resources;

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- Leveled texts to be used flexibly for small-group instruction, reading conferences, and independent reading;
- An emphasis upon authentic text (i.e., whole-text reading selections rather than excerpts)
- Focus on foundational skills in reading (i.e., phonemic awareness, phonics, vocabulary, fluency, text comprehension, and metacognition) taught in context;
- A strong emphasis upon ensuring the cultural relevance of all selected materials;
- A major focus upon differentiation (e.g., leveled texts, resources for addressing varying readiness levels); and
- Electronic interactive activities accessible on ACPS technology (including Chromebooks)
- related support materials.

FY 2018 / FY 2019 BUDGET IMPLICATIONS

City Council approved its appropriation to ACPS on May 3, 2018. This appropriation left an ACPS Operating Budget Gap of \$1,090,301. Part of the strategy developed to close the budget gap included using the FY 2018 Operating Budget to pre-purchase the K-2 portion of the K-5 Literacy Program allowing for a \$612,000 decrease to the FY 2019 Operating Budget. This plan would still call for the purchase of the 3-5 Literacy textbooks and materials, also estimated at \$612,000, using FY 2019 funding.

Between March and May, the Superintendent, Chief Financial Officer, Chief Academic Officer, Chief of Human Resources Officer, Executive Directors of Elementary and Secondary Education and Budget Director met individually with every Principal and members of the Superintendent’s Leadership Team. As part of these meetings, the plan to pre-purchase elementary literacy textbooks and materials was laid out. Principals and Department Heads were eager to contribute current-year funds to this initiative. In all, \$343,389 was contributed by schools, \$146,000 was contributed by central office departments and \$122,611 was taken from accounts that would further reduce fund balance as of June 30, 2018. Additional schools and departments were motivated to contribute, but were unable to do so because they had already substantially expended their annual budget at the time this was discussed. The school and department contributions are detailed below:

School or Department	Amount Contributed to Elementary Literacy
Schools	
T.C. Williams	\$200,000
T.C. Williams Satellite Campus	\$50,000
George Washington	\$10,000
Charles Barrett	\$5,000
Cora Kelly	\$3,000
George Mason	\$5,189
Jefferson-Houston	\$3,200
John Adams	\$28,000
Matthew Maury	\$10,000
Patrick Henry	\$13,000
Samuel Tucker	\$10,000
William Ramsay	\$6,000
Total – All Schools	\$343,389
Central Office Departments	
Human Resources	\$50,000
Financial Services	\$35,000

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Curriculum & Instruction	\$20,000
Operations (Transportation)	\$20,000
Superintendent's Office	\$11,000
Accountability	\$10,000
Total – All Central Office Departments	\$146,000
Additional Reduction in Fund Balance	\$122,611
Total FY 2018 Contributions to Elementary Literacy	\$612,000

COMPONENTS OF THE PROPOSED READING PROGRAM ADOPTION PROCESS

The proposed textbook adoption process will fully align with Board policies and regulations (IIAA-“Textbook Selection and Adoption”) and will ensure alignment with the most recently approved Virginia Standards of Learning. A K-5 Textbook Selection Committee has been assembled including:

1. School-based representatives nominated by each ACPS principal (reviewed to include a balance of K-5 classroom teachers, reading specialists and coaches)
2. Representatives from Specialized Instruction
3. Representatives from English Learner Instruction
4. Representatives from Talented and Gifted Instruction

The Kick-off Meeting with the RFP Selection Committee will take place on May 8. Vendor proposals will become available to the Selection Committee on May 16. On May 31, the Committee will discuss proposals and will shortlist vendors. Short-listed vendors will present to the Committee on June 6 and the Committee will recommend vendors for award on June 7.

Additionally, there will be an opportunity for public review and comment. All K-5 staff members (including administrators, classroom teachers, EL teachers, SPED teachers, reading specialists, etc.) are invited to provide input on the best program by reviewing materials at one of two public locations. There will also be a public resource viewing period of ten working days, when anyone can provide input. Materials will be on display at Central Office (3rd floor, 1340 Braddock Place) and Textbook Services (604 S. Pickett St.) from May 17-May 31, 2018 during the hours of 7:30 AM and 4:30 PM.

Following contract negotiation and finalization, the contracts will be submitted to the School Board for both information and action on June 21.

CONTACTS

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- Meloni Hurley, Procurement Manager
- Sharon Lewis, Director of Procurement and General Services
- Mike Herbstman, Chief Financial Officer