

Virginia Board of Education Agenda Item



Agenda Item: E

Date: February 23, 2017

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| Title | First Review of Process for State Approval of Textbooks for K-12 Mathematics | | |
| Presenter | Ms. Tina Mazzacane, Mathematics and Science Specialist | | |
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

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|---|--|
| | Goal 1: Accountability for Student Learning |
| X | Goal 2: Rigorous Standards to Promote College and Career Readiness |
| | Goal 3: Expanded Opportunities to Learn |
| | Goal 4: Nurturing Young Learners |
| | Goal 5: Highly Qualified and Effective Teachers and Administrators |
| | Goal 6: Sound Policies for Student Success |
| | Goal 7: Safe and Secure Schools |
| | Other Priority or Initiative. Specify: |

Background Information and Statutory Authority:

The Board of Education’s authority for approving textbooks or other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

Virginia Constitution, Article VIII, § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, § 22.1-238

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

SB4 (2014) Chapter 440 §1 was passed as an Uncodified Act of The General Assembly Be it enacted by the General Assembly of Virginia:

1. § That all textbooks approved by the Board of Education pursuant to §22.1-238 of the Code of Virginia, when referring to the Sea of Japan, shall note that it is also referred to as the East Sea.
2. That the provisions of this act shall not affect any textbook approved by the Board of Education prior to July 1, 2014.

The Board of Education's current textbook regulations specify the types of materials that may be approved.

Regulations Governing Textbook Adoption, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

On September 23, 2010, the Board took final action to adopt revised regulations regarding textbooks that will supersede those currently in effect. The regulations state:

Regulations Governing Local School Boards and School Divisions, 8 VAC 20-720 et seq.
8 VAC 20-720-179. Textbooks

A. Textbook approval

1. The Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
2. In approving basal textbooks for reading in kindergarten and first grade, the Board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70 percent or above for such textbooks, in accordance with § 22.1-239 of the *Code of Virginia*.
3. Any local school board may use textbooks not approved by the Board provided the school board selects such books in accordance with this chapter.
4. Contracts and purchase orders with publishers of textbooks approved by the Board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed above.

Summary of Important Issues:

The Board of Education has the responsibility under the state constitution to approve textbooks for use in Virginia's public schools. The alignment of textbooks and instructional materials with the state's academic standards provides a foundation for student success. With the assistance of experienced classroom teachers and other educators, the Virginia Department of Education reviews textbooks and instructional materials for alignment with the Standards of Learning and makes recommendations to the Board of Education on state adoption.

The current list of state-approved mathematics textbooks was approved by the Board in 2011 following revisions to the *Mathematics Standards of Learning* and *Curriculum Framework* in 2009.

Following the Board of Education's approval of the 2016 *Mathematics Standards of Learning*, the Department of Education requests permission to begin the process of textbook review for K-12 mathematics textbooks in March 2017, using the timeline indicated in Attachment A.

The Department of Education proposes to use the state review process and criteria approved March 2011 and outlined in Attachment B. Following the Board's approval of the textbook review process for mathematics, the Department will invite publishers to submit textbooks for review. It is the primary responsibility of publishers to ensure the accuracy of textbooks they submit for review. The Department will work to ensure that publishers have accomplished this by establishing the following evaluations for each textbook submitted: 1) an accuracy review based on the Textbook Publisher's Certification and Agreement; 2) a review for correlation to the Virginia 2016 *Mathematics Standards of Learning*, content, bias, and suitable instructional planning and support based on the evaluation criteria used by review committees; and 3) a public examination of materials during a public review and comment period.

Local school boards may approve textbooks that are not on the Board-approved list. In accordance with the *Code of Virginia*, §22.1-238, any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board. Local school boards that choose to approve textbooks that are not on the Board-approved list will engage in a process similar to the Board's 2011 process, where they request certifications of accuracy from publishers.

Impact on Fiscal and Human Resources:

The agency's existing resources cannot absorb this responsibility at this time. The Department will explore other options to carry out the process such as conducting virtual meetings for communication and consensus. Approval of K-12 Mathematics textbooks for students at the division level is optional.

Timetable for Further Review/Action:

The Department will proceed using the timelines and review process outlined in Attachments A and B.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and grant approval for the Department of Education to proceed with the review of K-12 Mathematics textbooks beginning in March 2017.

Rationale for Action:

Local school divisions are expected to fully implement the 2016 *Mathematics Standards of Learning* during the fall of 2018. School divisions are awaiting a Board approved list in order to adopt and purchase necessary resources and materials for full implementation.

2017 Proposed Approval Process for K-12 Mathematics Textbooks

- February 2017** The Board of Education (Board) approves the schedule for the 2017 Approval Process for K-12 Mathematics Textbooks.
- March 2017** The Virginia Department of Education (VDOE) invites publishers to submit textbooks for review.
- VDOE seeks nominations for qualified educators and content experts to serve on the textbook review committees.
- Publishers indicate their intent to submit textbooks on completed certification and agreement forms that are required by the Board in its state approval process.
- April 2017** Review committees of K-12 educators and content experts with advanced degrees in the field are determined.
- VDOE reviews publisher certifications and agreements and works with publishers to address concerns. Incomplete forms may result in the textbook being removed for consideration for review.
- May 2017** VDOE notifies the publishers of the evaluation committee members for the purpose of sending all the textbooks under consideration for approval to these reviewers.
- June 2017** Committee members use the evaluation criteria to review the textbooks independently for Standards of Learning (SOL) correlations, content, bias, and design for instructional planning and support.
- July 2017** Members of the review committee submit their individual textbook analysis to the VDOE staff for aggregation.
- August 2017** The full evaluation committee convenes to reach consensus on their reviews of the submitted textbooks.
- October 2017** The consensus evaluations are shared with publishers.
- November 2017** Publishers are given the opportunity to respond to the committee's reviews and recommendations.
- January 2018** The Board receives the proposed list of textbooks for first review, along with information from the textbook publishers' certifications and agreements.
- February 2018** During a 30-day public comment period, the public is invited to review copies of the books that have been placed around the state and to provide comment to the Board.
- March 2018** The Board reviews all public comment, considers the list, and approves the textbooks.
- VDOE posts a list of approved textbooks with prices and information from the textbook publishers' certifications and agreements on the VDOE's website.
- Ongoing** The public may provide ongoing feedback regarding inaccuracies in approved textbooks.

**Evaluation Criteria Used by Textbook Review Committee
Section I: Correlation with the Standards of Learning**

| Determine the degree to which content found in these textbooks is correlated with the Standards of Learning and the Curriculum Framework for this subject. | | |
|---|--|---|
| Adequate A | Limited L (Note: Provide examples to support this rating.) | No Evidence N (Note: Provide examples to support this rating.) |
| <p>Lessons are aligned with the standards.</p> <p>Content appears accurate, clear, and in sequential order.</p> <p>Most of the essential understandings, knowledge, and skills are supported.</p> <p>Many opportunities are provided for students to practice essential skills.</p> | <p>Limited connections between the standards and the lessons are noted.</p> <p>Content appears to contain some inaccuracies or is not always clear.</p> <p>Essential understandings, knowledge, or skills are not sufficiently addressed.</p> <p>There is limited opportunity for students to practice essential skills.</p> | <p>No correlation between the standards and the lessons are noted.</p> <p>A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies.</p> <p>Essential understandings, knowledge, or skills are not addressed.</p> <p>Opportunities to practice essential skills are not included.</p> |
| <p>Comments or concerns related to content accuracy, bias, or editing:</p> | | |

Evaluation Criteria Used by Textbook Review Committee
Section II: Rubric for Instructional Design and Support
(Reported and may be used in correlation and approval considerations.)

| Adequate A | Limited L (Note: Provide examples to support this rating.) | No Evidence N (Note: Provide examples to support this rating.) |
|---|--|--|
| Criterion 1 - Textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | | |
| Textbook is logically organized and grade/age appropriate for students. | Textbook lacks consistency in organization and appropriateness for the grade/age of students. | Textbook is not reasonably organized and is inappropriate for the grade/age of the students. |
| Criterion 2 - Textbook is organized appropriately within and among units of study. | | |
| Scope and sequence is easy to read and understand. | Scope and sequence is confusing and not easy to understand. | Scope and sequence is difficult to read and understand. |
| Criterion 3 - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | | |
| Organizational properties of the textbook assist in understanding and processing content. | Organizational properties of the textbook offer limited assistance in understanding and processing content. | Organizational properties of the textbook do not assist in understanding and processing content. |
| Criterion 4 - Writing style, syntax, and vocabulary are appropriate. | | |
| Readability is appropriate for the grade level. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words. . | Readability may be appropriate but is inconsistent throughout the text. Writing style and syntax may be in appropriate or lack variety, offering limited support for student understanding. Vocabulary may be too challenging or too familiar. | Readability is not appropriate for the grade level. Writing style and syntax are often inappropriate and lack variety to enhance student understanding. Vocabulary is too challenging or unfamiliar. |
| Criterion 5 - Graphics and illustrations are appropriate. | | |
| Visuals are accurate, support the text, and enhance student understanding. | Visuals are somewhat unclear and offer limited support for the text and student understanding. | Visuals are inaccurate, do not support the text, and do not enhance student understanding. |
| Criterion 6 - Sufficient instructional strategies are provided to promote depth of understanding. | | |
| Materials provide students with opportunities to integrate skills and concepts. | Materials provide students with limited opportunities to integrate skills and concepts. | Materials provide students with no opportunities to integrate skills and concepts. |

Note: Any subject area criteria that are required in state statute will be included as part of the state review. The Department of Education may establish criteria indicators that are subject-area specific.