Board of Education Agenda Item

Item: _____ M. _____   **Date:** ___March 24, 2011___

Topic: First Review of Process for State Approval of Textbooks for K-12 English/Language Arts and K-12 Science

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: 804-225-2034   **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_X_ Board review required by

    _X_ State or federal law or regulation

    _____ Board of Education regulation

    _____ Other: _____

_X_ Action requested at this meeting   _____ Action requested at future meeting:

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action   date _____   action _____

Background Information:

The Board of Education's authority for approving textbooks and 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.

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 approve revised regulations regarding textbooks that will supersede those currently in effect. The revised regulations are currently undergoing the provisions of the Administrative Process Act (APA) and will become effective at the conclusion of that process. The proposed regulations were approved by the Attorney General's office on November 23, 2010, and by the Department of Planning and Budget on December 6, 2010. They are currently under review by the Secretary of Education's office, and will need to be reviewed by the Governor's Office. When the new regulations go into effect, they will 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.

At its March 24, 2011, meeting, the Board of Education was presented with the final review of Virginia's proposed revised textbook approval process. If approved by the Board, the K-12 English/Language Arts and K-12 Science textbook approvals would follow the revised process.

Summary of Major Elements:

The Board of Education approved the current list of state-approved English/Language Arts textbooks following revisions to the *English Standards of Learning* in 2002 and to the *English Curriculum Framework* in 2003. The current list of science textbooks was approved by the Board in 2004, following revisions to the *Science Standards of Learning* and the *Science Curriculum Framework.*

The Board's 2007-2012 Comprehensive Plan indicated as priorities, revisions to the standards and curriculum frameworks, as well as review of textbooks. On January 10, 2008, the Board approved a schedule to continue this work through 2015. As such, the *English Standards of Learning* and the *Science Standards of Learning* were revised in 2010, followed by revisions to the *English Curriculum Framework* and the *Science Curriculum Framework* in the same year.

The Department of Education requests permission to begin the process of textbook review for K-12 English/Language Arts in April 2011, using the timeline indicated in Attachment A. The textbook review for K-12 Science would follow, beginning in September 2011, using the timeline in Attachment B, with the proposed state criteria for both outlined in Attachment C. The Department of Education proposes to use the newly revised state review process and criteria to administer the textbook review process for both content areas.

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 be encouraged to engage in a process similar to the Board's new process, where they request certifications of accuracy from publishers.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the review of K-12 English/Language Arts textbooks beginning in April 2011, and with the review of K-12 Science textbooks beginning in September 2011.

Impact on Resources:

The agency's existing resources can absorb this responsibility at this time. School divisions would have the option of approving K-12 English/Language Arts and K-12 Science textbooks for students, but would not be required to do so.

Timetable for Further Review/Action:

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

2011 Proposed Approval Process for K-12 English/Language Arts Textbooks

March 2011	The Board of Education (Board) approves the textbook schedule for the approval of K-12 English/Language Arts textbooks.
April 2011	The Department of Education (DOE) invites publishers to submit textbooks for review.
	DOE 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.
May 2011	Review committees of K-12 educators and content experts with advanced degrees in the field are determined.
	DOE reviews the certifications and agreements and works with publishers to address concerns. Incomplete forms may result in the textbook being removed for consideration for review.
June 2011	DOE notifies the publishers of the evaluation committee members for the purpose of sending all the textbooks under consideration for approval to these reviewers.
July 2011	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.
August 2011	Members of the review committee submit their individual textbook analyses to DOE staff for aggregation.
September 2011	The full evaluation committee convenes to reach consensus on their reviews of the submitted textbooks.
October 2011	The consensus evaluations are shared with publishers.
November 2011	Publishers are given an opportunity to respond to the committee's reviews and recommendations.
January 2012	The Board receives the proposed list of textbooks for first review, along with information from the textbook publishers' certifications and agreements.
February 2012	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.

April 2012   The Board reviews all public comment, considers the list, and approves the textbooks.

DOE posts a list of approved textbooks with prices and information from the textbook publishers' certifications and agreements on the DOE's Web site.

Ongoing   The public may provide ongoing feedback regarding inaccuracies in approved textbooks.

2011 Proposed Approval Process for K-12 Science Textbooks

September 2011   The Department of Education (DOE) invites publishers to submit textbooks for review.

DOE 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.

October 2011   Review committees of K-12 educators and content experts with advanced degrees in the field are determined.

DOE reviews the certifications and agreements and works with publishers to address concerns. Incomplete forms may result in the textbook being removed for consideration for review.

November 2011   DOE notifies the publishers of the evaluation committee members for the purpose of sending all the textbooks under consideration for approval to these reviewers.

December 2012   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.

February 2012   Members of the review committee submit their individual textbook analyses to DOE staff for aggregation.

March 2012   The full evaluation committee convenes to reach consensus on their reviews of the submitted textbooks.

April 2012   The consensus evaluations are shared with publishers.

May 2012   Publishers are given an opportunity to respond to the committee's reviews and recommendations.

July 2012   The Board receives the proposed list of textbooks for first review, along with information from the textbook publishers' certifications and agreements.

August 2012   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.

September 2012   The Board reviews all public comment, considers the list, and approves the textbooks.

DOE posts a list of approved textbooks with prices and information from the textbook publishers' certifications and agreements on the DOE's Web site.

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.)
Lessons are aligned with the standards.	Limited connections between the standards and the lessons are noted.	No correlation between the standards and the lessons are noted.
Content appears accurate, clear, and in sequential order.	Content appears to contain some inaccuracies or is not always clear.	A logical sequence of content cannot be identified and/or there appear to be significant content inaccuracies.
Most of the essential understandings, knowledge, and skills are supported.	Essential understandings, knowledge, or skills are not sufficiently addressed.	Essential understandings, knowledge, or skills are not addressed.
Many opportunities are provided for students to practice essential skills.	There is limited opportunity for students to practice essential skills.	Opportunities to practice essential skills are not included.

Comments or concerns related to content accuracy, bias, or editing:

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.