

## **English Language Development Curriculum Review Report and Recommendation Shannon Davis, Interim English Language Support Coordinator**

### **Background**

Per case precedent, all schools serving English Learners must have a viable English Language Development (ELD) curriculum. For instance, *Castaneda vs. Pickard* requires that such curricula be based on sound educational theory, implemented effectively, and proven to overcome language barriers. The California Department of Education (CDE) outlines the ELD standards separately from English Language Arts (ELA), noting differences in supports and expectations for different levels of language acquisition.

The Curriculum Review Committee was set up to review ELD curriculum providers for implementation for the 2020-21 academic year. All team members were provided the opportunity to evaluate and provide feedback on rubrics consisting of measures created by the team, based on existing curriculum evaluation rubrics but adapted for our unique personalized learning programs. At least six vendors were contacted. Some were ruled out based on lack of research and data to back up their effectiveness or that they could not be adapted for personalized learning without a large fiscal investment. The three top contenders were then evaluated.

### **The Curriculum Review Committee Members:**

- Erin Smith, Director of Online Learning
- Shannon Davis, High School Teacher & Interim English Learner Support Coordinator
- Teresa McGuire, Online Middle School Teacher
- Melissa Ramon, Educational Facilitator
- Alyssa Hurtado, Educational Facilitator
- Debbie Kasper, Educational Facilitator
- Yolanda Wiederrich, Educational Facilitator

### **Platforms Evaluated:**

- Lexia - Core5 & PowerUp
- Imagine Learning
- FuelEd/Middlebury

### **Performance:**

Members were asked to evaluate each potential vendor with the ELD Curriculum Rubric. Each ranked item on a scale of 1 to 4, with 1 being “unsatisfactory”, 2 being “developing”, 3 being “proficient”, and 4 being “distinguished.” Reviewers were also given space in which to write comments and were encouraged to be as thorough and detailed as possible to ensure that decision-makers had access to a comprehensive

evaluation when selecting a curriculum provider. Below is a summary of the rubric results; the highest ranking vendor was Lexia.

### Summary

Teachers on the committee	Imagine Learning (Grades K-6)	Lexia (Grades K-12)	FuelEd Middlebury (Grades K-12)
Shannon Davis	15.5	22	16
Teresa McGuire	18.5	22	22
Melissa Ramon	14	21	15
Debbie Kasper	18	19	7
Yolanda Wiederrich	17	19	0
Alyisha Hurtado	21.5	24	3
<b>TOTAL AVERAGES</b>	<b>17.4</b>	<b>21.16</b>	<b>10.5</b>

### Pricing:

Proposals are based on approximate numbers of scholars provided to each vendor:

485 total English Language Learners (ELLs) as of May 22, 2020.

- Lexia: \$35 per seat with virtual support package (\$16,975 total, including training)
- Imagine Learning: Original quote was \$150 per seat; dropped to \$55 (\$26,675 not including training)
- FuelEd/Middlebury: Estimated \$188 per seat including training (\$47,000 for up to 250 seats; \$94,000 for up to 500 seats)

### Recommendation:

Our final recommendation for Compass Charter Schools is to purchase seats with Lexia. Lexia is a cost-effective, scholar-driven, comprehensive reading program that embeds the various strands of reading development. Additionally, Lexia can be utilized to support all struggling readers or reading recovery scholars regardless of primary language, in the event that more seats need to be purchased.

There is only one initial placement assessment with a duration of 15-25 minutes, which is reasonable for even young scholars. After the scholar completes the placement, there will not be another formal assessment because once scholars are placed in the system

the program auto-assesses continuously as they work through their learning pathway. The purpose of this is to accurately assess across the various strands of reading.

Lexia utilizes age-appropriate materials in the upper grades and incorporates literature from the original publisher rather than creating their own books. Lexia is data driven and results are demonstrated after 20 weeks of implementation. All data is housed in one platform. The data will analyze and predict/determine which scholars are at-risk for as they move through the program. Training is provided continuously for staff & parents. Training is also included in the price. An implementation manager is assigned to the school and there are parent learning opportunities with webinars. The reading materials are all in English; however, users can listen to instructions in various languages.

For families who are uncomfortable with a web-based program despite support and who have access to a Learning Coach or provider who can model native English language fluency and who can conduct the lessons, a list has been compiled of paper/pencil programs that families can choose to purchase in addition to the school-supplied Lexia ELD program, though we will not have comparable data from those. Those that are designated ELD curricula are: Launch to Literacy, Teacher-Created Materials, Ballard and Tighe, and Learning A-Z ELL Edition. However, in order to comply with Castaneda vs. Pickard and other ELL related rulings, best practices, and regulations, we would strongly urge families to use Lexia so that Compass Charter Schools can track the effectiveness with data and ensure access to resources.