

**ENGLISH LANGUAGE LEARNERS AND BILINGUAL
EDUCATION TASK FORCE**

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2020-2021

Task Force Goal

To assist urban public school systems nationally in improving the quality of instruction
for
English Language Learners and immigrant children.

Task Force Chairs

Siad Ali, Minneapolis School Board
Richard Carranza, New York City Chancellor

ELL PROVISIONAL SCREENING QUESTIONS



Council of the Great City Schools®
MEMBER DISTRICTS

- Albuquerque
- Anchorage
- Arlington, TX
- Atlanta
- Aurora, CO
- Austin
- Baltimore
- Birmingham
- Boston
- Bridgeport
- Broward County
- Buffalo
- Charleston
- Charlotte-Mecklenburg
- Chicago
- Cincinnati
- Clark County
- Cleveland
- Columbus
- Dallas
- Dayton
- Denver
- Des Moines
- Detroit
- Duval County
- El Paso
- Fort Worth
- Fresno
- Guilford County
- Hawaii
- Hillsborough County
- Houston
- Indianapolis
- Jackson
- Jefferson County, KY
- Kansas City
- Long Beach
- Los Angeles
- Manchester, NH
- Miami-Dade County
- Milwaukee
- Minneapolis
- Nashville
- New Orleans
- New York City
- Newark
- Norfolk
- Oakland
- Oklahoma City
- Omaha
- Orange County, FL
- Palm Beach County
- Philadelphia
- Pinellas County
- Pittsburgh
- Portland
- Providence
- Puerto Rico
- Richmond
- Rochester
- Sacramento
- San Antonio
- San Diego
- San Francisco
- Santa Ana
- Seattle
- Shelby County
- St. Louis
- St. Paul
- Stockton
- Toledo
- Toronto
- Tulsa
- Washington, D.C.
- Washoe County
- Wichita

Council of the Great City Schools®

1331 Pennsylvania Avenue, NW, Suite 1100N, Washington, DC 20004
(202) 393-2427 (202) 393-2400 (fax) www.cgcs.org

Memorandum

To: Superintendents, Council of the Great City School Member Districts

From: Michael Casserly, Executive Director

CC: Chief Academic Officers
Legislative Directors
English Learner Program Directors

Date: October 5, 2020

Subject: U.S. Department of Education Guidance Regarding Provisionally Identified English Learners and the October EL Count for Title III Allocations

U.S. Department of Education: *State Educational Agencies (SEAs) must include all ELs in an LEA, including those identified using temporary entrance procedures, in the calculation for Title III allocations.¹*

Background

In mid-August, the Council submitted a formal query to the U.S. Department of Education’s Office of Elementary and Secondary Education (OESE), prompted by data indicating that a significant number of states were not allowing provisionally identified English learners to be included in the formal EL count for funding purposes. The specific question posed was:

“Can LEAs include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding?”

U.S. Department of Education Response

On September 21, 2020, the Council received a formal response from Fariba Hamedani, Education Program Specialist in the *Office of School Support & Accountability, Formula Grants*, in the Office of Elementary & Secondary Education. In the following excerpt, we have italicized the re-stated question and bolded the response for further clarity—

“You stated that due to COVID-19, many of your member districts “have continued to use provisional screening protocols to identify students who will need supports and services for English language development.” You asked whether LEAs should include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding. We assume that you are asking whether, in computing Federal fiscal year (FY) 2021 (school year 2021-2022) Title III, Part A (Title III) allocations for eligible local educational agencies (LEAs) under section 3114(a) of the Elementary and Secondary Education Act of 1965 (ESEA), an SEA would include ELs identified through the provisional

¹ U.S. Department of Education. (2020, May 18). *Fact sheet: Providing services to English learners during the COVID-19 outbreak.* <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>

approach in its computation. As described in more detail below, **the answer to this question is yes.**”

The Department’s response further expands as follows (bold added)—

“With respect to within-State Title III allocations of funds that the ESEA requires an SEA to allocate to LEAs, **ESEA section 3114(a) stipulates that the SEA**, after reserving funds under ESEA section 3114(d) for the immigrant children and youth subgrant to LEA(s), **must allocate the remaining funds to LEAs based on each LEA’s share of ELs relative to the total number of ELs in the State. In making this computation, the SEA must include all ELs in an LEA, including those identified using temporary entrance procedures.**”

The U.S. Department of Education has indicated that a public formal communication on this issue is forthcoming, but as of today, it has not been issued. OESE staff have indicated that their email response to our query is to be considered an official response from the U.S. Department of Education.

We have attached the Department’s response in its entirety should it prove helpful in your communications with your SEA to ensure that the English learners you have provisionally identified during the COVID-19-related school closures, are included in your official October count for Title III funding.

Attachment

ATTACHMENT—COPY OF EMAIL RESPONSE FROM U.S. DEPARTMENT OF EDUCATION

From: OESE.titleiii-a <OESE.titleiii-a@ed.gov>

Sent: Monday, September 21, 2020 4:04 PM

To: Gabriela Uro

Cc: OESE.titleiii-a <OESE.titleiii-a@ed.gov>; Hamedani, Fariba; McElwain, Lorena; Anand, Supreet; Michael Casserly; Spitz, Deborah

Subject: RE: Questions regarding provisionally identified ELs during COVID-19 health emergency

Dear Gabriela,

On August 19, 2020, you emailed several questions to Lorena McElwain, OELA's Assistant Deputy Secretary. Please find here the response to one of the question that is specific to Title III, Part A policy, provided to you by the Department's Title III, Part A program office.

CGCS Question:

*"LEAs have provided the language instructional support to students provisionally identified as English learners since the March closings of schools and through summer programs, mostly through virtual instruction. **Can LEAs include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding?"***

Response:

You stated that due to COVID-19, many of your member districts "have continued to use provisional screening protocols to identify students who will need supports and services for English language development." You asked whether LEAs should include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding. We assume that you are asking whether, in computing Federal fiscal year (FY) 2021 (school year 2021-2022) Title III, Part A (Title III) allocations for eligible local educational agencies (LEAs) under section 3114(a) of the Elementary and Secondary Education Act of 1965 (ESEA), an SEA would include ELs identified through the provisional approach in its computation. As described in more detail below, the answer to this question is yes. (If you are asking a different question, would you please clarify in a reply to this email?)

In light of the COVID-19 national emergency and as discussed in the fact sheet titled *Providing Services to English Learners During the COVID-19 Outbreak* (see <https://www2.ed.gov/documents/coronavirus/covid-19-el-factsheet.pdf>), the Department provided flexibility to States to identify an EL using temporary entrance procedures (page 3 of the fact sheet). Any such student is an EL and an LEA must provide appropriate language instruction services to such students.

With respect to within-State Title III allocations of funds that the ESEA requires an SEA to allocate to LEAs, ESEA section 3114(a) stipulates that the SEA, after reserving funds under ESEA section 3114(d) for the immigrant children and youth subgrant to LEA(s), must allocate the remaining funds to LEAs based on each LEA's share of ELs relative to the total number of ELs in the State. In making this computation, the SEA must include all ELs in an LEA, including those identified using temporary entrance procedures.

If you have further Title III, Part A policy questions, please contact us at OESE.Titleiii-a@ed.gov.

Kind regards,
Fariba Hamedani

Fariba Hamedani

Education Program Specialist
Office of School Support & Accountability, Formula Grants
Office of Elementary & Secondary Education
U.S. Department of Education

ELL Provisional Screening Questions to the U.S. Department of Education

Context of SY 2020-21. As school districts across the nation have begun the school year 2020-21, the vast majority of schools are unable to fully return to in-person classes and formal, comprehensive screening for EL identification is still suspended. Most districts, therefore, have continued to use provisional screening protocols to identify students who will need supports and services for English language development. The need for supplemental Title III funds to enhance instructional programs for English learners will be even greater in SY 2020-21.

QUESTIONS for SY 2020-21

- 1) The May 18 Fact Sheet specified that the provisional entrance procedures were in effect for the SY 2019-20 due to the pandemic. Given that pandemic-related restrictions remain in place as the SY 2020-21 begins, many LEAs are unable to administer student screening assessments in person. **Will the Department of Education extend the flexibility for the SY 2020-21 for the identification of English learners?**
- 2) LEAs have provided the language instructional support to students provisionally identified as English learners since the March closings of schools and through summer programs, mostly through virtual instruction. **Can LEAs include the students provisionally identified as English learners in the official October EL count submission for purposes of Title III funding?**

Background

LEAs are struggling to comply with student screening requirements under the current COVID-19 circumstances, and continued flexibility to identify and serve students provisionally identified as English learners is essential for meeting the needs of these students in SY 2020-21.

Flexibility in identification of English Learners (SY 2019-20). The fact sheet on “Providing Services to English Learners During the COVID-19 Outbreak” issued by the U.S. Department of Education on May 18, 2020 provided important flexibility to state educational agencies and local educational agencies for the identification of English learners during the time when schools are closed due to the COVID-19 national emergency. Specifically, in response to question #3, the fact sheet states:

“...if the LEA is operating via remote learning, the LEA must screen new students to determine EL status to the extent possible.

However, the Department recognizes that, during the COVID-19 national emergency, many facilities are physically closed, including those normally used for registration and screening. An LEA that is continuing to enroll new students during the COVID-19 national emergency should attempt to identify ELs remotely to the greatest extent possible. For example, the LEA’s online registration process could include a home language survey for parents, and the LEA may be able to conduct a version of its screening assessment online. “

Our member districts availed themselves of this flexibility to expeditiously enroll new students and provide the necessary instructional supports for language acquisition for the remainder of

SY 2019-20 with the expectation that schools would resume normal operations in SY 2020-21. Responses included in the May 18, 2020 fact sheet also presumed this to be the case, stipulating

- “When the school physically reopens, the LEA would complete the full identification procedures to promptly ensure proper identification and placement of new ELs,” and
- “...any temporary change in its entrance procedures for the 2019-20 school year due to the COVID-19 national emergency.”

We look forward to learning how the May 18, 2020 Fact Sheet will be updated to address the SY 2020-21 circumstances and, specifically, answer the two questions we have posed today.

PROFESSIONAL LEARNING PLATFORM (PLP)



GREAT CITY SCHOOLS
PROFESSIONAL LEARNING PLATFORM



Inaugural Courses:

Complex Thinking and Communication Across Content Areas



A program of courses for teachers serving high-needs students to ensure they meet college- and career-readiness standards by engaging in complex forms of communication and thinking



Unique Course Design Features

Format and delivery. Large urban districts have substantial professional development needs, and increasingly rely on professional learning communities to provide that development. To support these professional learning communities, and address the limited time and strained budgets many districts face, this professional development resource is designed to provide:

- **Affordable, on-demand, and ongoing access** to nationally-known experts, research, and evidence-based pedagogy, along with high-leverage practices
- **Flexibility** to be delivered either in face-to-face sessions or in professional learning communities with live facilitation
- **Adjustable pacing** to accommodate individual district professional development schedules and opportunities throughout the year
- **Explicit connections** between course content and a district's own tools and resources to maximize relevance for educators

Adult learning cycle. The Council's advisory teams, consisting of nationally-regarded researchers and urban district practitioners, identified three important design features for an effective professional learning experience. To help teachers transform their instructional practices to better support high-needs students in their attainment of rigorous standards—

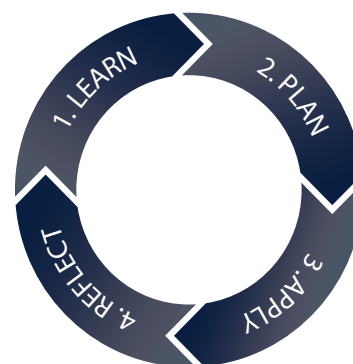
- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum integration or coordination with other ongoing district professional learning opportunities.

The web-based learning platform, the brief videos, and the overall design of activities allow for courses to be delivered in many ways and at any time during the year. Flexibility is embedded into the system to provide ample time for participants to experience each phase of the learning cycle: **learn** new approaches and strategies, **plan** to execute these approaches and strategies, **apply** them in classrooms, and **reflect** upon the implementation experience.

Introduction

Today's college- and career-readiness standards require considerably higher levels of academic language mastery and cognitive functioning across the curriculum than ever before. Teachers across all content areas are expected to deepen their students' understanding of content and develop their mastery of academic language, while also addressing any "unfinished" learning students may bring. For educators in Great City School districts, this challenge is a daily reality. These districts enroll a large share of the nation's English learners and economically disadvantaged students, many of whom are performing below grade level. Few, if any, efforts have focused on helping teachers who serve high-needs students to acquire the knowledge and skills necessary to meet these new instructional standards.

To address this gap between instructional expectations and capacity, there is an urgent need for professional development that provides teachers new ways of supporting academic language and literacy development across content areas, particularly for high-needs students. The Council of the Great City Schools, with the generous support of the Leona Helmsley Charitable Trust, has therefore initiated its learning platform and developed a set of courses focused on expanding the capacity of teachers to support high-needs students in their acquisition and use of the complex thinking and communication skills required by college- and career-readiness standards in both English language arts and mathematics.



Content and Structure of Inaugural Courses

The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and demonstrations of the “how.”** Each of the courses includes video clips of teachers and educators planning and implementing high-leverage strategies, along with video presentations of experts and practitioners describing how to prepare for and execute the instructional moves.
- **Tools and resources.** A range of tools and resources are also provided to aid in the planning and execution processes.
- **Contextualized integration.** Practical and locally-relevant application of new knowledge is built into the course design and the learning cycle. The design assumes a central role for district-based facilitators.

All participants are first required to complete the **Foundations** course in order to build a common understanding of the theory of action and the key research behind the professional development courses, as well as to build a common vocabulary. Once educators complete the **Foundations** course, they can select the course sequence in either the ELA pathway or the Mathematics pathway.

- **ELA pathway:** Focuses on building academic language skills in reading, writing, speaking, and listening, using complex grade-level materials aligned with the college- and career-readiness standards.
- **Mathematics pathway:** Focuses on building academic language skills to address the language demands of mathematics, equipping teachers with the skills necessary to engage students in grade-level reasoning and to build conceptual understanding in math.

Inaugural Program: Ten Courses on Complex Communication and Thinking



For more information, contact:
The Council of the Great City Schools at: PLP@cgcs.org.

Vision of the Council's Professional Learning Platform

We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.



How to sign up for the Program

Contracting for the Council's inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

Contact us at PLP@cgcs.org to request a free consultation to determine the best package for you.



About the Council

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 68 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

Chair of the Board

Lawrence Feldman, Board Member
Miami-Dade Public Schools

Chair-Elect

Eric Gordon, CEO
Cleveland Metropolitan School District

Secretary-Treasurer

Michael O'Neill, Board Member
Boston Public Schools

Immediate Past-Chair

Felton Williams, Board Member
Long Beach Unified School District

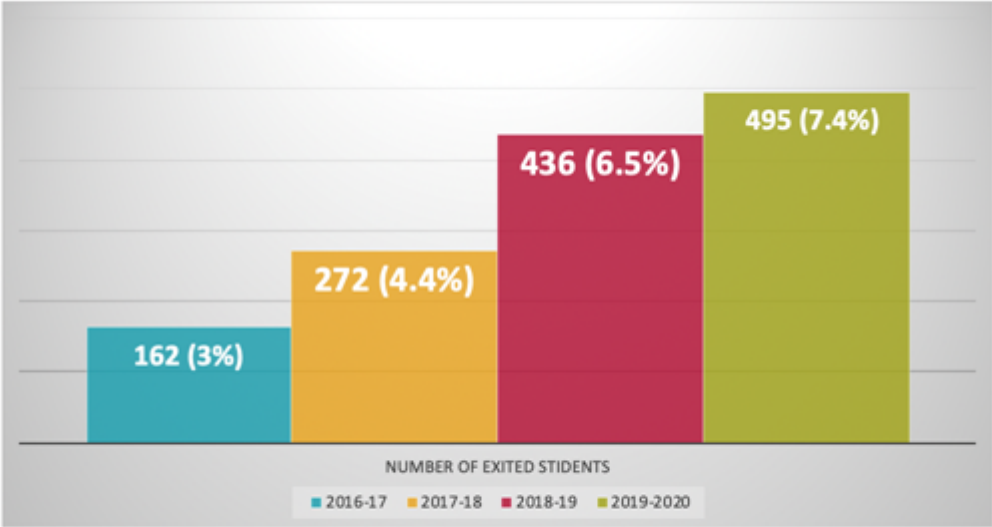
Executive Director

Michael Casserly
Council of the Great City Schools



Council of the Great City Schools
1331 Pennsylvania Ave. N.W.
Suite 1100N
Washington, D.C. 20004

NUMBER OF EXITED STUDENTS



2016-17 – First year of assessment after the WIDA ACCESS restandardization.
2017-18 – First year of 3Ls PD for EL staff with partial implementation.
2018-19 – First year of full implementation of 3Ls.
2019-20 – 2nd year of full implementation of 3Ls.



**ELL MATERIALS
PROCUREMENT PROJECT**



Directory of Instructional Materials for English Language Learners— Math for Grades 6-8

May 2019



Introduction

The joint procurement initiative developed by the Council of the Great City Schools and executed under the auspices the Los Angeles Unified School District, was a multi-year process to harness the purchasing power of the nation's largest urban school district to equip teachers of English Learners with *high-quality, standards-based instructional materials for mathematics that meet the language needs of English Learners*. This bench of contracts offers several choices for *math instructional materials for Grades 6 through 8*.

On February 19, 2019, the LAUSD Board of Education approved the contracts to provide instructional materials for middle school mathematics that meet the needs of English-language learners. For reference, you can find the approval document [HERE](#). [url address] For the Request for Proposal document—and related addenda—through which the proposals were solicited, see [RFP & ADDENDA](#).

The contracts listed offer instructional materials and corresponding *related professional development* to support language-acceleration as well as college- and career-readiness through mathematics content that incorporates the following *key considerations* identified by the Council of the Great City Schools: rigorous tasks, productive struggle, multiple modes and representations, academic language and conversations, and strategic scaffolding.

School districts *in the continental United States* can use these contracts to purchase materials, as allowed by applicable laws and policies. Section 28 in each of the LAUSD approved contracts on this bench provides express provision for the use of the contract by school districts that are a part of the Council of the Great City Schools and by other school districts within the continental United States.

Publisher Contact Information

Curriculum Associates, LLC

LAUSD Vendor No.: 1000000184
Contract No.: 4400006090

Products Included

- Ready Math Textbook
- Ready Math Textbook Teacher Guide
- IReady Instruction

Contacts

Claudia Salinas
V.P. of English Learning (TX)
214.519.3677
salinas@cainc.com

John Sipe
Regional V.P. (CA)
760.213.6163
jsipe@cainc.com

Andres Gorbea
Educational Consultant
(Los Angeles, CA)
909.648.6019
agorbea@cainc.com

Website:
www2.curriculumassociates.com/products/subjects.aspx?topic=CMO

Imagine Learning, Inc.

LAUSD Vendor No.: 1000003998
Contract No.: 4400006091

Products Included

- Imagine Math
- Math Performance Task Blackline Master (upper EL)
- Math Performance Task Blackline Master (MS)
- Student Journals Printed (consumable)

Contact

Chiara Tellini
Area Partnership Mgr., L.A.
626.437.7350 (cell)
chiara.tellini@imaginelearning.com

Website:
www.imaginelearning.com/programs/math

Open-Up Resources

LAUSD Vendor No.: xx
Contract No.: xx

Products Included

- xx

Contact

Curriculum Associates, LLC

VENDOR No.: 100000184
CONTRACT No.: 440000690


Ready Mathematics, Grades 6-8 ©2020

Teacher support provided at every lesson in the Teacher Resource Book help facilitate classroom discussion.

Language routines, found in the Teacher Resource Book, enhance the overall Think-Share-Compare discourse routine and suggest an overall approach to teaching problems.

Think-Share-Compare Routine

Engages students in solving problems and discussing their work, first with partners, then with the whole class. Teachers select from the Step-by-Step questions in the lessons to guide discussion during the Compare portion of the routine.



"Thinking out loud helps me better understand how to solve a problem."

Think-Share-Compare Routine

- 1. Make Sense of the Problem**
Read and understand the problem or question. Think about the key information.
- 2. Solve and Support Your Thinking**
Include phrases, models, and/or equations in your solutions. If you have time, show another way to solve it.
- 3. Discuss**
Explain your thinking to a partner. Discuss how your strategies are alike and different.
- 4. Compare**
Compare your strategies with the class, including the strategies in the Ready book.
- 5. Connect and Reflect**
Complete and discuss the Connect It questions.
- 6. Apply**
Apply what you have learned to a new problem. Be sure to support your answer.

Students communicate information, ideas, and concepts necessary for academic success, and they are given opportunities to listen, speak, read, and write at the appropriate level of language proficiency.

Integrating Language and Mathematics

Outlines language routines that can be used within any part of the Think-Share-Compare Routine. They offer consistent, repeatable structures to understand language and express ideas so students can focus on the mathematics they are learning. For example, "In your own words" is a routine that allows students to restate an idea they read or heard in their own words. It requires students to clarify understanding and use clear, specific language.

Integrating Language and Mathematics

Ready Mathematics integrates language and mathematics instruction to support all students in learning. These research-based language routines provide powerful language-based activities through which students access, create, and express their growing mathematical understanding.

Three Reads

What It Is: A three-step routine for making sense of word problems or mathematical text.

How to Use It: The task is read three times, each time with a different purpose.

- **What is the task about?**
- **What do we need to do about it?**
- **What question or information is important? How was it presented?**

The class comes to agreement on answers for each question. While reading the text, each time students can use their *Think-Independently*. These reads may be done orally or students may respond on sticky notes before their discussions.

What to Use It: When having students make sense of a task. A valuable tool for language proficiency needs include:

- students reading by task design or teacher-led (one reading)
- pairing or grouping students
- having one partner read to the other
- calling on several students to respond or respond to each partner.

What to Monitor: Students make sense of the task by:

- making personal connections to problem situations
- identifying which questions or pieces of information are important.

In Your Own Words

What It Is: A routine to confirm and clarify understanding. Highlight ideas, encourage students to listen to one another, and lead students to use clear and specific language.

How to Use It: The teacher calls on students to restate an idea they have read or heard "in your own words." The original speaker

or other students when presenting their solution whether the explanation is complete and correct. First, students discuss together and then make the restatement. Teachers may call on one or several students to restate the speaker's idea.

When to Use It: After reading or during a discussion to:

- confirm understanding of a task or piece of a discussion
- let students hear an idea more than once and in more than one way
- make sure students hear the key message
- give students time to process what was said or read

What to Monitor: Depending on the task, you may want to monitor comprehension and procedural engagement. During or after understanding, focusing on the re-stating process and how well the restatement builds the habit of listening carefully and speaking clearly and precisely.

Act It Out

What It Is: Support for making sense of complex or open-ended tasks.

How to Use It: Review tasks and explain why they are of the task. Consider how the task is similar to other tasks you have done. Consider pictures or objects that help connect important parts of the context or concept. When presenting the problem, think, say, gesture, or act out the problem or part of the problem as you go.

What to Use It: Before introducing problems or tasks with complex context that are difficult for your students.

What to Monitor: Act it out helps students make sense of word problems and mathematical situations by using verbal and physical understandings and actions.

English Language Development

Offers suggestions for scaffolding language use during the lesson so students at different levels of English proficiency can access the mathematics and express their own ideas.

ELL English Language Development

Prepare for Day 1: Use with *Think It Through*

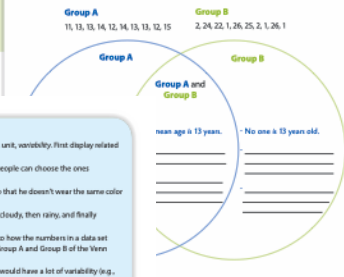
ELP Levels 1-3	ELP Levels 2-4	ELP Levels 4-5
<p>Reading/Speaking Read aloud or paraphrase <i>Think It Through</i>. Identify the text's key words, vocabulary, and content and explain how they are related. Use these sentences to help guide discussion:</p> <ul style="list-style-type: none"> • "To mean means 'to change' or 'to differ'." • A variable is a symbol that represents a value. It is usually represented by a letter. • Statistical means "to change" or "amount of change." It makes a statistical question different from a non-statistical question. • Statistical questions have answers that can change. When we ask a statistical question, we expect a variety of answers. 	<p>Reading/Speaking Have students paraphrase <i>Think It Through</i>. Identify the text's key words, vocabulary, statistics, statistical and non-statistical questions. Have pairs use the <i>Read and Talk</i> routine to discuss how the words can be used to complete these sentence frames:</p> <ul style="list-style-type: none"> • A variable is a symbol usually represented by a letter that stands for a value. • Statistical means "change" or "amount of change." It makes a statistical question different from a non-statistical question. • Statistical questions have answers that can change. When we ask a statistical question, we expect a variety of answers. <p>Call on pairs to share their work.</p>	<p>Reading/Speaking Have students paraphrase <i>Think It Through</i>. Have pairs discuss what statistical questions are and how they differ from non-statistical questions. Before they begin, display the text's key words, vocabulary, statistical and non-statistical. Clearly message as needed. Then ask each student to write the text's key words in a box. Ask students to use the structures in their discussion. Partner 1 explains what statistical questions are and how they differ from non-statistical questions. Partner 2 listens and keeps track of the number of times Partner 1 uses each of the highlighted terms. Partners switch roles. Finally, partners co-construct an explanation of how statistical and non-statistical questions differ.</p>

Concept Development

Provides collaborative visual activities so students with a range of mathematical and English language proficiencies can access and build upon familiar concepts that are prerequisite for the unit.

Concept Development

Here is data about the ages of people in two different groups. The mean age in both groups is 13. How are the groups alike and different? Write your ideas in the Venn diagram.



Preview Academic Vocabulary

Suggests activities through which students examine word meanings, word structure, and related words to create a word wall that students can refer to during the unit.

Preview Academic Vocabulary

- Preview the statistical term central to this unit, variability. First display related terms that may be more familiar.
- The store has a variety of fruits so that people can choose the ones they like best.
- Matt likes to vary the color of his shirt so that he doesn't wear the same color every day.
- The weather will be variable tomorrow: cloudy, then rainy, and finally some sunshine.
- Explain that variability in statistics refers to how the numbers in a data set differ from one another. Use the data in Group A and Group B of the Venn diagram as an example.
- Brainstorm as a class other data sets that would have a lot of variability (e.g., the height of middle school students) and those that might have very little (e.g., the age of first graders).
- Post the term variability on a word wall or on an anchor chart for students to refer to throughout the unit. Have students add the word to their Math Journals.

Imagine Math Overview

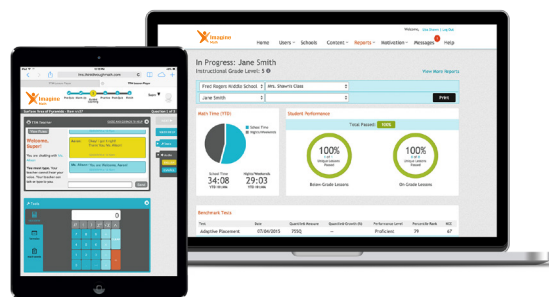
At Imagine Learning we believe that all students are language learners. We believe that mathematical understanding and language development are interdependent and symbiotic. And most importantly, we know that when students are provided with meaningful learning experiences, they can master mathematics and acquire language at the same time.

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:

- Engage in thinking and reasoning about mathematics
- Investigate mathematical concepts and practices
- Explore mathematical ideas through a problem solving approach
- Solve problems using multiple representations of mathematical relationships

Students receive instructional support throughout the lesson in three main ways:

1. Feedback that is designed to address misconceptions and redirect thinking in response to student work
2. Math Help that is designed to provide direct instruction on the math concepts behind a particular problem, available upon student request
3. Live Help that allows students to **work directly with a bilingual, certified math teacher** on their math problem, also available upon student request



At a Glance: Imagine Math Activities

Imagine Math lessons are designed to be instructional learning experiences that engage students in meaningful exploration of understanding mathematics. In an Imagine Math lesson, students will:



Activity	Overview
Pre-Quiz	Students have the opportunity to demonstrate their understanding of the content within the lesson.
Warm Up	Students practice procedures and recall facts that may be helpful in the lesson.
Guided Learning	Students engage in meaningful instructional tasks designed to facilitate understanding and reinforce college and career readiness standards. To support their learning, students have access to personalized feedback, digital manipulatives, reference tools, and live certified math teachers.
Problem Solving Process	Students work through and begin to internalize a problem solving process that can be applied to complex problems.
Practice	Students review, extend, and synthesize the ideas from the Guided Learning, continuing to receive corrective feedback.
Post-Quiz	Students demonstrate their understanding of the content within the lesson.

Contracting Procedure

School districts wishing to acquire the services offered by the listed contracts should take the following steps:

1. Select from listed products, as specified in the Product Code table, and offered by the contracted publishers;
2. Go to www.cgcs.org/domain/266 to review the pricing as well as terms and conditions for each of the respective contract(s) to ensure that pricing, terms, and conditions are acceptable to the school district;
3. Email the selected publisher(s) outlining the specific proposed purchase and requesting the publisher's written quote, noting that (a) each quote request should identify the product(s) sought, requested delivery date and any special terms; and (b) for items as listed in the contract where no special terms are requested, the price quoted by the vendor should be no higher than the price shown in that publisher's contract;
4. Using the agreed-upon quote, issue a purchase order or other purchase request to the selected publisher in accordance with your school district policy.

Product Catalog (NIGP Code)	Description
71500	Publications and audiovisual materials (prepared materials)
71586	Textbooks: 6th thru 8th grade (includes student and teacher)
78570	Instructional aids: courses, lesson plans (prepared), progra
78575	Instructional software licenses, non-taxable
78576	Paper items: composition books, test/examination materials

LAUSD Contact Information

Sybil Ward

Contract Administration Manager Procurement Services Division

213-241-3594 • sybil.ward@lausd.net

Alicia Martinez

Assistant Contract Administration Manager Procurement Services Division

213-241-3527 • alicia.martinez@lausd.net

Sample Approval

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS **APPROVED**

NEW CONTRACTS EXCEEDING \$250,000 **\$5,800,000**

CONTRACTOR	IDENTIFICATION NO.	DESCRIPTION	SOURCE OF FUNDS	AMOUNT
Curriculum Associates, LLC; Imagine Learning, Inc.; K12 OER Collaborative, d/b/a Open Up Resources	4400006090 4400006091 4400006039 (RFP 2000001304) Item D	Formally competed bench contracts to provide math instructional materials tailored to the needs of English Learners in Grades 6-8. The materials were developed in collaboration with the Council of the Great City Schools, five other schools districts and experts in the field of pedagogical theory relating to English Learners and mathematics. The authority to increase or decrease the individual amounts of these contracts will be limited to the aggregate value of \$5,000,000.	Various per Requesting School or Office (100%)	\$5,000,000

Contract Term: 03/01/19 through 02/28/24 includes two (2) one-year renewal options

Aggregate Five-Year Value for Three (3) Contracts: \$5,000,000

Requesters: *Derrick Chau*
Senior Executive Director
P-12 Instruction, Division of Instruction

Lydia Acosta Stephen, Executive Director
Multilingual and Multicultural Education
Division of Instruction

Bd. of Ed Rpt. No. 248-18/19 Page 1 of 7 Board of Education
February 19, 2019