

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Textbook Flexibility Update

Applicable Statute or Regulation:

KRS 156.439, KRS 156.445, KRS 156.474, 704 KAR 3:455

History/Background:

Existing Policy. Since textbook funds have not been allocated by the General Assembly since 2010, districts have been purchasing materials for all subject areas. House Bill 235, reinstated textbook funding within Flex Focus Funds and gave districts the flexibility to move those funds around not only within Flex Focus but also into the General Fund.

Since the new budget will not go into effect until July 1, 2014, a new State Multiple List has not been posted since 2009 and funds have not been allocated for a specific subject area since 2010, districts have been purchasing materials for all subject areas. To limit districts to one subject area for 2014-15 would mean that some districts will have an allocation for a subject area for which they recently purchased materials. Another consideration is the number of current State Multiple Lists available for districts. Only three lists are available at this time (two as of June 30, 2014). One of those (mathematics) was created based on reviews of basal materials using previous mathematics standards.

[KRS 156.474](#) gives the Kentucky Board of Education, upon recommendation of the chief state school officer, the authority to prescribe the conditions for multiple textbook adoptions for different school subjects.

(*Note:* If KDE did pursue a basal resource review, according to the established timeline, that review would occur in the summer of 2015. An approved list of materials would be posted in September 2015, but the contracts for those materials would not be in effect until July 1, 2016 – the end of the biennium. At this point KDE cannot predict further funding for the 2016-17 school year and beyond.)

With these considerations in mind, KDE will be implementing the following processes to allow districts to purpose the instructional materials that best meet their needs.

KDE will allow districts to spend Instructional Resources Funds on instructional resources for any subject area they deem necessary to meet the needs of their district instructional plans. “Instructional resource” means any print, non-print, or electronic medium of instruction designed to assist students ([704 KAR 3:455](#)).

KDE will provide districts with the tools they need to conduct their own evaluations of basal resources. Districts do this now with the [District Off-List Notification](#) process for subject areas with no current State Multiple List (Language Arts, Reading and Literature; Social Studies; Arts and Humanities).

Evaluation instruments (approved by the State Textbook Commission) are currently available for all subject areas. A new evaluation instrument for language arts, reading and literature was approved September 2013 based on current Kentucky Core Academic Standards (KCAS) for that subject area. A new tool for science (based on new KCAS science standards) should be ready to seek approval from the State Textbook Commission in June 2014. As new standards for social studies and arts/humanities are adopted, new evaluation tools will be created for those subject areas (fall 2014). Other tools are currently available to assist in the evaluation of English/language arts and mathematics basal resources from CCSSO partner organizations. Some of these are listed below.

- [K–8 Publishers’ Criteria for the Common Core State Standards for Mathematics](#)
- [Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2](#)
- [Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12](#)
- [Instructional Materials Evaluation Tool](#) (IMET)

KDE will streamline the [Off-List Notification](#) process and place it online, providing automated responses since so many will need to use this option. [KRS 156.439](#) (b) states the district’s allocation shall be used by schools to purchase “textbooks and programs not on the state’s recommended list, if notification is submitted to the Department of Education that the material meets the selection criteria of the State Textbook Commission.”

[KRS 156.445](#) (2) states “a school council, or if none exists, the principal, may notify, through the superintendent, the State Textbook Commission that it plans to adopt a basal textbook or program that is not on the recommended list, by submitting evidence that the title it has chosen meets the selection criteria of the State Textbook Commission.” The current practice is for the school/district to submit to KDE a packet of paperwork completed by the school/district evaluation team, the district textbook coordinator, and the publisher. KDE then indicates receipt of the items and files them. The district stores a file, as well. KDE has created a **short online form** for district textbook coordinators to complete that indicates they have completed the necessary paperwork and it is on file at the district level.

The plan above would be in place through June 30, 2016, when the last contracts for textbooks end (Practical Living, Career Studies, Career and Technical Education – 2010-2016) and would potentially phase out the current adoption cycle model. The interim process (2014-2016) allows time for a review of statutes and regulations to

adjust/improve the process for acquisition of basal instructional materials for Kentucky students.

Impact on Getting to Proficiency:

This plan will allow districts to determine the instructional resource purchases that best meet the needs of their students to support college and career readiness. This plan also ensures that teachers and students have access to the most current instructional resources in a variety of formats and learning levels. The flexibility that is proposed gives districts the opportunity to analyze their current student needs, identify gaps and address those specifically with standards-aligned instructional resources without the wait of a lengthy and costly state-level review process and without unnecessary duplication of paperwork. Time and resources can then be devoted to the matter at hand – placing the best possible instructional materials in our classrooms so that students have the tools they need to prepare for their futures.

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A handwritten signature in black ink, appearing to read "Amy Halliday". The signature is fluid and cursive, with a large initial "A" and "H".

Commissioner of Education

Date:

June 2014