



## WEST LINN - WILSONVILLE SCHOOL DISTRICT

To: WLWV School Board Directors, Dr. Kathy Ludwig, Superintendent  
From: Barb Soisson, Assistant Superintendent  
Re: K-5 Math Adoption Process and Recommendation for Approval  
June 16, 2025

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The K-5 Math Adoption Team is prepared to share the details of the process and the recommendation to approve the K-5 math curriculum materials team members have selected. The process followed the guidelines in the [Textbook/Instructional Materials Selection and Adoption Policy IIA](#) and the corresponding [Administrative Rule](#) for renewing instructional practices and adopting curriculum.

Teachers, learning and language specialists, and instructional coordinators from each of the nine primary schools self-selected themselves to join this team so that grade levels were evenly represented across the district. There were 51 primary school educators who participated in 13 sessions. Principals reviewed the process and findings at each of the primary level leadership meetings from January 9 – May 29, 2025.

### **Adoption Process Steps**

The process included:

1. Providing professional learning for all participants about research and evidence-based best practices for teaching math.
2. Clarifying the integration of curriculum, instruction and assessment in improving student learning.
3. Becoming familiar with relevant math instruction research and using it to identify areas for attention in the district's K-5 math program:
  - [National Council of Teachers of Mathematics Principles to Action](#)
  - [Institute of Education Sciences – Teaching Math to Young Children](#)
  - [NCTM Recommendations for Evaluating Math Materials](#)
  - [Effective Math Instruction Research Overview](#)
  - [Using Two Languages When Learning Mathematics](#)
  - [When Students Have Difficulties with Math](#)
  - [Multilingual Learners and Math](#)
  - [Institute of Education Sciences – Effective Fractions Instruction](#)
4. Examining and interpreting the [Oregon 2021 Math Standards](#), identifying any gaps in the current K-5 math program.
5. Reviewing student assessment data (NWEA MAP and OSAS) and identifying priorities for instruction and curriculum.

6. Generating questions for teachers to collect information from students about their experience with reading and reading materials.
7. Developing a list of [priorities](#) for math curriculum materials with all colleagues at each school and updating the priorities each session through the lens of research about instruction, math standards, math data, evaluation rubrics, parent communication and feedback, and the context of the K-12 district math program.
8. Identifying the specific learning needs of students with IEPs and multilingual learners and the factors that must be present in adopted ELA materials to address those needs.
9. Considering parent questions and concerns about students' math progress and the K-5 math program.
10. Communicating with all school colleagues between sessions, to share key learning and findings, then collect input and questions to use at sessions.
11. Becoming familiar with Oregon's Math 2 + 1 Pathways, [WLWV's High School Pathways](#) and the middle school math curriculum maps to gain understanding of the K-12 math trajectory.
12. Learning the [ODE Math Instructional Materials Adoption Criteria](#) .
13. Using ODE's Math Instructional Materials Adoption Criteria to look closely at the curriculum programs on the [2022 Mathematics Grades K-12 Approved Instructional Materials](#) list and becoming aware of ODE criteria for an [Independent Adoption](#).
14. Narrowing the list of options to five curriculum programs.
15. Reviewing a list of what other Oregon school districts and some national school districts have adopted.
16. Using the information and ratings from EdWeek and other independent reviewers.
17. Engaging with publishers' representatives during presentations based on the adoption team's priorities and questions and using the ODE rubric and adoption team priorities to score what is seen in materials from the presentations and teachers' own study of, and experience with, the materials from the five selected programs
18. Using log-in accounts and print materials from publishers to review and try samples of materials to teach math lessons.
19. Using discussion protocols to share perspectives, ask questions and look for key priorities, then ranking the presented five curriculum programs.
20. Identifying three programs of interest and presenting further questions to publishers
21. Collecting questions and feedback from parents through a [presentation](#) with a feedback form sent through ParentVUE to all K-5 families and posted on the district website April 29 – May 15,
22. Using all collected information to rank the three programs of interest, using consensus-building discussion protocols to narrow the options to two programs.
23. Holding an [in-person parent session](#) about the adoption process and recommendations and collecting feedback on May 15, then sending the presentation to all K-5 families through ParentVue and posting the presentation to the district website.
24. Selecting a K-5 math curriculum program to recommend to the WLWV School Board for approval.

25. Setting up the professional learning and implementation events and processes through the adoption team and the primary school principals and instructional coordinators from each school.

### **Adoption Process Timeline**

- The WLWV School District requested and received permission from ODE to postpone the K-5 Math Adoption and have new materials in place for grades K-5 at the beginning of the 2025-2026 school year. Math materials for middle and high school math have been adopted in previous school years.
- Principals in each primary school invited teachers and specialists to volunteer for participating on the adoption team with the goal of having grades K-1, 2-3, 4-5 represented for each school, along with language and learning specialists. Participants were compensated for their time at each session.
- The first adoption session was January 9, 2025. Sessions were spaced so participants had time to review all the information and meet with colleagues to share that information and collect feedback to inform their work at the next session.
- The adoption team developed tasks for the publisher presentations. Each publisher presented needed to show how they would use their materials to teach a G.1 and G.5 lesson based on standards selected by the team, focusing on what teachers and students would be doing during the lesson. There were five additional questions about teaching students who needed significant support or challenge, detailed descriptions of differentiation, built-in formative assessments, balancing interactive and hands-on learning with online learning, language and math vocabulary, and examples of cultural responsiveness. Presentations occurred March – May.
- With approval of the recommendation, plans are in place to provide a teacher and instructional coordinator “train the trainer” professional learning session where teacher and specialists from each school would participate to practice using the materials in summer 2025. Principals and instructional coordinators planned in Spring 2025 to coordinate the second year of implementing the ELA curriculum with the implementation of the new math curriculum so there are consistent and coherent practices across schools.

### **Key Priorities and Recurring Themes in Identifying and Selecting Materials**

1. Provide strong conceptual understanding AND proficiency skills.
2. Include well developed interventions and support AND rigorous tasks for high interest and application of learning.
3. Allow teachers to access and use materials/resources above and below grade level.
4. Materials are available in Spanish, all parts of curriculum
5. Learning activities develop math vocabulary and capacity to explain thinking.

6. Clear and logical organization of units and lessons to maximize alignment with standards and promote skill development across grade levels.
7. Materials balance well developed digital learning with hands-on and print resources and promote interactive problem-solving.
8. Program design supports interest and engagement.

### **Identified and Selected Programs**

The K-5 Math Adoption Team initially identified these five programs and looked closely at their characteristics in addition to evaluating them during the publisher presentations:

- *iReady* – published by Curriculum Associates
- *enVision* – published by Savvas
- *Reveal* – published by McGraw Hill
- *Eureka* – published by Great Minds
- *STEMscopes* – published by Accelerate Learning

All five programs are included on Oregon’s Approved Instructional Materials list. Using the priorities rubric and the overall [Program Reviews and Components](#), the team narrowed their choices to three programs: *enVision*, *Reveal*, and *Eureka*.

Discussion to decide on a program focused on bringing forward concrete examples of ways each of the three programs could address the eight key priorities and recurring themes. There was emphasis on being able to provide interventions, materials that were accessible for students with IEPs and multilingual learners, and programs with a strong conceptual base that offered rigorous learning. The team determined that teachers and specialists had to be able to fluidly access and use resources that aligned with the standards at grade levels above and below the classroom grade level but allowed for deep learning of core concepts and skills. Grade level groups from across schools then ranked the three programs. They unanimously ranked *Reveal* as their first choice across grade levels based on these characteristics of the program:

- Lessons and tasks aligned with research and evidence-based teaching practices in math.
- There is a launch, explore and practice, and summarize structure to lessons.
- The program is designed to include Tier 1 and Tier 2 learning in every lesson.
- Tier 3 and challenge beyond the lesson’s grade level standard are included in *ALEKS*, the adaptive learning program that is a supplementary companion to *Reveal*.
- Daily lessons promote problem-solving through engaging and rigorous tasks.
- Skills and proficiency are part of daily learning.
- The program encourages student ownership through the design of the student book, the “I can” language students use to reflect on their own progress and the opportunities for individualization with the *ALEKS* component.
- Lessons are designed for student collaboration and individual work.
- The student book is useful for parents as a resource.
- All components are available in Spanish.

- Assessments can be customized.
- Students practice math learning routines.

### **Recommendation for K-5 Math Curriculum Adoption**

The Adoption Team recommends that *Reveal (with ALEKS)* be adopted as the K-5 math curriculum program.

### **Implementation and Ongoing Instructional Improvement Plan**

- ☐ The Adoption Team has representatives that have asked to participate in the summer training and implementation planning.
- ☐ Principals have asked for volunteers and there are 30 teachers and specialists across schools who will work with the *Reveal* staff and district staff to develop a pacing and daily math lesson guide to using the materials.
- ☐ Principals are planning to coordinate professional learning to continue effective implementation of the literacy curriculum with learning to use the new math curriculum, developing “expert teachers” in each subject among grade level teams at each school.
- ☐ School data teams continually practice planning next instruction based on MAP and curriculum program data
- ☐ Ongoing analysis of math outcomes data and adjustments to using curriculum

### **Funding**

The K-5 math curriculum adoption materials were included in the budget for the 2025-2026 school year. The curriculum materials are funded through Capital Fund 492 and not the General Fund for the school district.