CSDE Walver Review Tool																		
Please nate: Due in time Imitations, formal meeting minutes were not captured during the one or or and may be found in the notes session of the review tool.	re district meetings. Informal notes we	re reprise of, an appropriate, by the repr	mentalists of the rootes committee															
(ec. 30 Ma. $ a\rangle$ (E). "A level that by based reading research and instruction" means $ b\rangle$ a comprehensive programs or positives are used, students can be expected to advise with the type reading program, as																		
powers in some groupes are used in bother to design and implement capital primerations on the students of all agreed predictors; briefly are real and comprehensive and apply higher branchistics; pulses are all and comprehensive programs or realization of pressions; briefly an include a character in the following agent, and reading continuous groups; proceeding a primerate assertion, plants in the comprehensive program and reading comprehensive following regist automatic and reading continuous and reading comprehensive following (leave agent grey/correst) (pulsy long, files being).																		
Only to Name																		
Review Cute	10/12/28	Sale evine look is completed.																
Morning Date Section 1: Entermed based and Scientifically-based (C.S.S. Sec. 10-86(2))	1911/01	Cash shallon requested to meet with t	PCS															
Smale Bill No. 1202, page 522 "Scientifically based making research and instruction" enten (U) a so that after such programs or practices are used, shotterts can be expected to achieve satisfactory res	ing progress (Hilps://www.egs.st.gov.	CREATING AND ACCESS OF FRANCES	orrelable, solid evidence showing UK-00202003 MLPDF).															
Did the district submit one comprehensive program or a colonism of instructional programs? Mr. Complete this unition for the comprehensive program.	Collection of instructional programs.	Notes	Nation from District Meeting															
Did the district provide reliable and valide statement showing that the program will support students in a hiering satisfaction making progress (e.g., expires of or links to studies that were scientifically	Select No. or No.	Section 13. Is not applicable as the district channe a collection of program.	Section 18 is not applicable as the state of change a collection of															
contract advanced beat accounted to combinate of the		programs	program.															
Tile of component or program	Chance a program.																	
Disenvible program monti experisationnum CUNSTET		163	163															
Does like program morel reprodutions on fulf Expanis? In the program listed as an approved once program on COE abshory list!	[Tris cell and autopopulate.]	44	44															
The Complete this section for eathertiers of instructional practions ("program" or "component").		Rates The resources provided in the	Nation from District Meeting USS. Country Water Meeter															
Did for district submit a scope and orqueuse or other decorated demands along how the sollection is combined oil years interiority; same presentants, replicit transfer of skills from one component in autility in decorate a comprehensive program?		Refers The resources provided in the distinct's waters submission dis not a similar distinct's waters submission dis not a series of the distinct's waters submission as a series associated in the similar as a susmephotonic program across all areas of strating. The resources provided in the distinct's variety submission dis not need the critical wall and end distinct waters submission dis not need the critical wall and end distinct waters and waters and an advantage of the critical strating and an advantage of the critical strating waters and a strating programs.																
		area of making. The resumm provided in the	-															
Did the delicist provide reliable and valid evidence showing that the collection will support students to advisoing validation mading progress (e.g., repire of ar links to shaders that were sate sillically conducted replicated, peer reviewed, and independent(?)	~	district water submission do not meet the uniteds of solid and reliable materials that demonstrates have	-															
Complete this section for each program or component.		dudents all actions satisfactory reading progress.																
Tile alcomposed or program	Open Grunt K-S, MinGreen Hill Education	Units of Study K.S., Heisemann 2008	Purelations E.S. Wilson	Other	Read time Grades 3-5 (seek based); Read Naturally	Other	Diller	Dilter	Other	Other	Other	Other	Reggerly Rhamonic Jaconness. Curriculum E I, Literary Resources	Other	Other	Other	Wilson Reading System E.S. Wilson	Other
Program Type Does each component in the colonian most expectations on CULCES	Gare Not reviewed	Series Series Marie Series Mari	Set mineral	Other (use notes)	Not recipied	Diler (ser rote)	Other (use notes) Other (use notes)	Other (use rules) Other (use rules)	Other (see rates)	Other (see ratios) Other (see ratios)	Other (see rates) Other (see rates)	Other (see rates)	Supplemental Softmoreout	Other (see ratio)	Other (see rates) Other (see rates)	Other (see nates) Other (see nates)	Not reviewed	Other (see rades)
Program Type Does such compared in the collection ment representation on the Collection ment representation on the Collection ment representation on the Collection Type of the Collection on the Collection on the Collection on the Collection on the Collection of t	Not reviewed Partially meets expensations Approxed over	Core Not reviewed Does, not ment repestations Other (see review)	Experimental Not reviewed Partially meets experiations Approxed supplemental	Other (see notes) Other (see notes) Other (see notes)	Not reviewed Not reviewed Partially meets (see review)	Other (see notes) Other (see notes) Other (see notes)	Other (use ratios) Other (use ratios) Other (use ratios)	Other (use ratios) Other (use ratios)	Other (see rates)	Other-Jury males.] Other-Jury males.] Other-Jury males.]	Other (see ratios) Other (see ratios)	Other (see ratios) Other (see ratios)	Not reviewed Not reviewed Approved supplemental	Other (see ratios) Other (see ratios) Other (see ratios)	Other (see rates) Other (see rates)	Other (see rates) Other (see rates)	Not reviewed Not reviewed Partially meets (see notice)	Other (see rades) Other (see rades) Other (see rades)
		Other (see rades)		Other (see notes)		Diler (ser rotes)	Other (use nates)	Other (see rates)	Other (see rates)	Other (see rates)								Other (see rades)
Notes	2008 relition	N/A	N/A	Committee Comprehension McGraw Hill 2008	4/4	Jeroster Servando The Reading Strategies Sout-Heistenwer 2015	Jennille Genanalis The Reading Gradegies Book 2.0 Helmenann 200	Leaded Literary Intervention Helmmann 2017	Comprehension Southit Heinemann 2017	The Lindamond Planame Beginning (LPI) Profel 2011	Seeing Staro Caroler Publishing 199	7 White and One Pale Supris West 2001	NA.	Quick Reselv Premier 2002	Visualizing and Virtualizing Carolier Publishing 1986	Words Their Way Peanson 2022	N/A	Aundations Wilson Language Training Corp. 2003
Nation from District Meeting	A(0.	8/6	8/6	N/A	8/6	A/A	44	1,1	14.0	161	161	161	165	NA	NA.	NA.	NA	NA
Section 2. All comparates of reading use explicit, sprinnels, unquartial, and considerine instruction. * Associated comparisonsy in areas of reading (C.C.S. Sex. 10.141(5)). Declarits are introduced in a new	n. calif before being asked to perform it	i. Nghi, a sequence for insulting the skill																
Section 3. All comparements of resulting user asplicit, specimentic, respectful, and consoliation belowing the homound comparison in a second confidence in a some τ in the contract comparison in a second resulting (E.C.E. Eu. 18. 1816). Store in a desirable of use are an expected point of the contract of the confidence of the confi																		
Does the surriculum use explicit, sprinmatic, sequential, and sumulative instruction of		Series Open Court Provolational Skills	Nation from District Meetings															
phonological and phononics assumed:		Reading Research Leasure Juage & of scalure). Editopurio. 2023. OCHT Kin.																
		Only/for Kindings ten most the reprotestions for alignment to																
	***	or makes that he worked dissipage. See New York of Sec. 2015. New York of Sec. 2015. See See See See See See See See See Se																
	-	regist intraction and shaded practice in phonological assertment	-															
		and include multimodal and multisensory approaches for student practice. Soft Enapoles PA: (Crade II)																
		13/13, Grade S 8/13, Grade 3: 6Q Phonics (Grade K 18/23, Grade 1: 18/20, Grade 3: 18/20); Flammy																
		3 8/12) Vende 5C Corp. SC Dam Court Providence SSD.																
		2. PLC1 Security of the Colombia Colo																
		(Supplemental, Foundational Skills Only) for Kindings ten most the																
• planted	-	danderit and research based practices for burnfathered skills.	n/a															
		Grades 1 and 3. Foundational skills. Indirection includes a remarks																
		quienate and explicit intruction forever, there is a lack of daily																
		Ninder orthographic mapping. Open Court Neurolational Skills,																
 upod administración participar activação 		describible tests; Rontala Center for Ressing Research Lessons (page 4 of salver) Julifeporis; 2015 GCNFL Kin.																
		(Supplemental, Poundational Skills Only/for Knolingarten most the experiations for alignment to																
		standards and research based practices for boundational skills instruction and partially went in																
		positives for the interestation count in cond-unition sand partially more! In Coades I and X: Materials also include decadable initios aligned to the program's suppressioning more the planets and high foregoing words. Materials include equilibility and Materials.																
		for phonon and high frequency words. Materials include regulati instructional nations for Sound by																
		loand Elevaling, World Building, Whole Word Elevaling, and Elevaling																
	***	worth Meterich Include equitation and section of the control for limited by Based Blending, West Badding. While Badding, West Badding, and Bonding, and Andrew State of the Control	N/A															
		Surrey by brooking on assurany and automaticity in decoding of																
		is modeled interpretily by the leacher. The materials contain no																
		model how to engage a level to emphasise making for a purpose.																
		upirmatically provide a seriety of economical apportunities over the																
		materials do not include assessment results guidance in the following																
		level of students, based on stages of reading development and specific, concrete individual suggestion.																
		oncete indrudional augmition. on how to support students' progress toward masters.																
		State of the Assessment		1														
• miduloy [†]		industrian in reading and uniting (page 4 of water). Editoports. 2015.																
		Parentational Skills Circly/for Embryaries meet the expendations																
		Invested leaved practices for foundational shifts instruction and contails meet in Goales 1 and 2																
	-	saphtphing embedded embeddings including embedding of welling (page of embedding), integrated partnership, (large of embeddings), integrated partnership, (large of embeddings), integrated bills (billy) professional of his (billy) professional of his (billy) professional of his (billy) professional of embeddings of his billy profession, had embeddings of his his bill embeddings of his his desirable had been a substitution of his bill embeddings of his his desirable had been a substitution of his his his to have been a substitution of his	**															
		houses, there is very limited position, if any, for setting high-																
		Materials include explicit industrian of aunit analysis challegins and same																
		apportunities for explicit instruction and practice of assed solving shallogies to decade unfamiliar																
		Open Court Reundational Skills, Granted Seat using the Feurities and		1														
		Units of Study in sendonation with Sensealle's Sealing Comprehension																
• miles requirement		Studenties and decodable tests; (page 4 of saluer). Editeports Units of Study 2008. The instructional instincts for Engineeries. Goale 1.		1														
		and Grade 2 of Units of Study Sury Californ & TCHAP Colleagues) six not		1														
		ment the expectations of alignment. The texts included in the materials are not appropriately complex for the grade level and do not build in		1														
		complexity over the country of the year Materials do not include countries and light		1														
	_	level standards, but rather focus on strategy instruction. Idelitionally instincts help on curious in the	**	1														
	_	materials rely on suring including materials rely on suring including materials, uprior, and visual core as a material to insufficient solid. Assemble and international surple and solitesian and international surple and	1	1														
		otherine and intentional usage and sequence for systematic and explicit instruction in plant and explication in plant and explication in plant and explica		1														
		exerces, and phonics. The program also lacks a research based and control to the		1														
		phonological assertment and phonological instruction. The resulting units readely		1														
		unknown words that house on the initial sound and meaning over.		1														
		The components of the program are not submine and often contradict the shifts being to refer to second		1														
		personne to the union of foundational skills instruction																
Sention 3: Related Elements: Merris the expectations set forth in the Water Cultimor Decement as Serve the controller model or program	ndjor the Review Subric used for CT a	Spread programs (C.C.S. 10 100)	Notes from District Meetings															
Ones the survivolum model or program • provide brogerel apportunities for students to practice or gain slids?	to.	According to the delete's strategy decument, the program provides	N/S	1														
allow for high spalls, skelp differentiation of boundational skills so that all disabets achieve manistry of boundational skills?	**	income to the delicit's challege discussed, the program provides for high quality daily differentiation of the statement of	N/A	1														
		According to the delete's challege documents, the program provides		1														
provide for structured discussions that address goale level-speaking and latening standards?	**	for sinustured discussions that address goale level speaking and Intering standards.	N/A															
include a mide range of authoritis uniting and explicit indirection in setting skills and	No.	According to the delete's challegy decuments, the program includes a policy speed of pull-sector sector	90	1														
 include a solder range of authoritis writing and replicit instruction in setting dails, and disologies? 	-	region authoris arting and region instruction in arting shifts and strategies.	-	1														
provide for varied reason of accessing content and demonstrating increase to meet the deems received all discissions working above or belowgrade basel?	les.	Mesonding to the district's shalings discuments, the program provides the savind means of accessing	90	1														
shame needs of all students working above or below-grade level?		content and demonstrating learning to meet the dume needs of all shotests.																
represent value collises and perspectives, assume rathered allowation, and other sections of		decording to the district's strategy documents, the program represents serious ratheres, and sensenti-	_	1														
 represent sations calcures and perspectives, promote salund affirmation, and value diserve identities, backgrounds, and perspectives? 	**	promotes subural afformation, and values disease identities,	N/A	1														
Include makes alarment to side standards and made love manufacture?	in.	when the control of t	90	1														
		and grade level experiations.	Г															
Section 6. Additional implication Empirements (C.G.E. Son. 30.1844)4[32] Did the district submit • student performance data?	-	Seins N/S	Notes from District Meetings	1														
skuleni perlumanur dala diaggregoled by our r, elbricity gender, socie economic skulus, socied larguage learning skulus, and skills V	b.	45	45	1														
stadent performance data disaggregated by once, relimining gender, seein measures status, second language thereing white, and addity? a plan to address gaps between disaggregated subgroups and the whole population?	No.	N/S	N/A															