

## **Report on Rider 57**

# **Open Education Resource Instructional Materials**

**September 1, 2018**

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## Report on Rider 57—Open Education Resource Instructional Materials

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### Overview

The General Appropriations Act (GAA), Article III, Rider 70, 85th Texas Legislature, 2017, requires the Commissioner of Education to set aside \$10,000,000 from the instructional materials fund (IMF) in each fiscal year of the biennium to develop open-source instructional materials. The rider specifies that the materials are to be developed through a request for proposals (RFP) process and in alignment with the requirements of the Texas Education Code (TEC), [§31.071](#).

This report satisfies the reporting requirements established by the rider:

The Commissioner shall annually submit a report by September 1 to the Governor, the Lieutenant Governor, the Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education. The report shall include information on the number and type of open education resource instructional materials developed, use of those materials by school districts and open enrollment charter schools, and plans for assessing the effectiveness of those materials.

-GAA, Article III, Rider 57, 84th Texas Legislature, 2015

### Number and Type of Open Education Resource Instructional Materials Developed

As required by the rider, a Request for Proposals (RFP) and a scope of work (SOW) was developed by the Texas Education Agency (TEA) on June 27, 2017. The RFP specifically called for materials for the following courses:

- English Language Arts and Reading, kindergarten–grade 8
- Spanish Language Arts and Reading, kindergarten–grade 6
- English Learner Language Arts, grades 7–8
- English I, II, III, and IV
- English for Speakers of Other Languages I and II

This RFP was published on April 24, 2018 in the Electronic State Business Daily (ESBD) at <http://www.txsmartbuy.com/sp>. May 11, 2018 was the last day to submit written questions about the RFP to TEA, as well as the deadline for the notice of Intent to submit a proposal. The final publication of questions and answers on the ESBD was May 16, 2018 and proposals were due to the TEA on June 6, 2018. The evaluation process began on June 11, 2018 with the review committee meeting on June 14.

The proposals were scored using the rubric shown on the following page. The full RFP can be read at <http://www.txsmartbuy.com/sp/701-18-050>.

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Table 1 Proposals Scoring Rubric

Categories	Points
<b>A. Technical Component</b> <ol style="list-style-type: none"> <li>Evidence that the proposed product(s) are responsive to district needs, desires, or other clear indicators of demand (10)</li> <li>Quality of samples submitted (20)</li> <li>Narrative describing what will be created, how it will serve students and teachers, and specifically how it will meet the requirements listed in this RFP (20)</li> </ol>	50
<b>B. Management Component</b> <ol style="list-style-type: none"> <li>Evidence of Proposer’s ability to manage similar projects (5)</li> <li>Personnel qualifications, including appropriate background working with schools and a combination of programmatic, academic, management, and technical skill sets and experience (5)</li> </ol>	10
<b>C. Task, Activity and Budget Plan</b> <ol style="list-style-type: none"> <li>Logical, credible, specific and clear description of details for carrying out the project (5)</li> <li>Production schedule showing appropriate time allotted for each step to ensure the product meets TEA approval (5)</li> <li>Appropriateness of criteria and standards (5)</li> <li>Adequacy and appropriateness of evaluation design. (5)</li> <li>Responses for each deliverable are clearly detailed and include sufficient information to provide evidence that the work can be delivered in a high-quality manner (15)</li> <li>Ability to demonstrate knowledge of successful implementation of services (10)</li> <li>Logical and appropriate time frames for completing project objectives (5)</li> <li>Samples of tools/materials used are provided and of sufficient detail (10)</li> <li>Demonstration of national or state reputations of strong work product and proven results with student subgroups (10)</li> </ol>	70
<b>D. Cost-Effectiveness and Appropriateness of Financial Resources Dedicated to Project</b> <ol style="list-style-type: none"> <li>Price per course (20)</li> <li>Costs appropriately aligned with major program objectives (15)</li> <li>Reasonable and appropriate staffing costs (10)</li> <li>Costs associated with specific activities, tasks and deliverables (must be reasonable for the work proposed) (15)</li> </ol>	60
<b>Total Points</b>	190

Two proposals were submitted in response to the RFP, **none of which met the requirements of the RFP.**

At this point, given the lack of suitable proposals TEA developed an alternate plan to ensure open educational resource instructional materials in the subjects named in the initial RFP.

TEA plans support the development of high quality open educational resources instructional materials by procuring existing and already open source materials as the basis for Texas-specific curricular resources. This is a cost-effective strategy that allows for more district flexibility, incorporates evidence-

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based strategies for strong literacy instruction, and ensures alignment to TEKS. This process also gives Texas teachers the ability to provide input and develop materials as well as easily modify the curriculum to their local context.

### Use of Materials by School Districts and Open Enrollment Charter Schools

In 2017, TEA awarded two contracts to create 11 sets of instructional materials for nine high school courses. These contracts were awarded to Study Edge and OpenStax and these state-developed, open-source materials are provided free of charge through the Texas Gateway. Study Edge finished products became available in July 2017 with Study Edge Chemistry.

All OpenStax textbooks and related products were completed in September 2017. Products created by OpenStax are organized into units and chapters and can be used like traditional textbooks as the entire syllabus for each course. They can also be used to provide supplemental instruction for specific concepts. These materials are now loaded on the Texas Gateway. OpenStax developed materials for seven high school courses:

- Advanced Placement® (AP) Biology
- AP® Macroeconomics
- AP® Microeconomics
- Physics
- AP® Physics 1
- AP® Physics 2
- Statistics

The usage data for the OpenStax materials in Fall 2018, pulled from the Gateway analytics, is displayed in the table below.

Table 2 OpenStax Course Usage Data

Course	Unique Users	Total Views	Total Views / Unique User
<b>AP Biology</b>	<b>663</b>	<b>926</b>	<b>1.40</b>
<b>AP Macroeconomics</b>	121	199	1.64
<b>AP Microeconomics</b>	50	95	1.90
<b>Physics</b>	661	1097	1.66
<b>Physics with Algebra I</b>	650	771	1.19
<b>Physics with Algebra II</b>	214	258	1.21
<b>Statistics</b>	277	461	1.66

### Plans for Assessing the Effectiveness of Materials

Effectiveness of the developed Open Educational Resources will be monitored through a substantial system of reviewing, revising, editing, and evaluating across multiple stakeholder groups. At the onset, submitted curricular material will be previewed and rated to ensure quality standards are met. Once

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curriculum is identified as having met quality requirements, the material will undergo additional substantive review. Texas teachers will play an integral role in reviewing and editing all OER materials prior to them being release statewide. Additionally, a process will be put in place to obtain continuous feedback from educators once materials are released so the agency can improve materials overtime. This process alone ensures each set of developed content has been reviewed by thousands of Texans. Finally, the finished products will be submitted to the State Board of Education (SBOE) for approval.

Professional development for teachers, instructional coaches, and school and district leadership will be provided. This professional development will ensure the developed content is understood and necessary skill developed to maximize impact in the classroom. Development sessions will take place in the summer prior to implementation and for those individuals participating in Reading Academies, will continue through-out the academic year. Both in-person and virtual training will be offered.

TEA will be monitoring and assessing the effectiveness of the OER through targeted surveying of teachers and district representative. Prior to the official release, teachers and district representatives will review the material and determine if the product is of high-quality and likelihood for recommending material for personal use or to a colleague. Similar surveying will continue after adoption of material during professional development as well as into the start of the academic year.

**Appendix A—Appropriation Authority**

Rider 57. Open Education Resource Instructional Materials.9, 13 Out of funds appropriated above in Strategy B.2.1, Technology and Instructional Materials, the Commissioner shall set aside \$10,000,000 from the Technology and Instructional Materials Fund in each fiscal year of the biennium to issue a request for proposals for state-developed open education resource instructional materials under Texas Education Code §31.071. It is the intent of the Legislature that the request should prioritize the procurement of materials in subject areas that constitute the bulk of school district purchases, including subject areas aligned with the State Board of Education curriculum revision schedule, and advanced secondary courses supporting the study of science, technology, engineering, and mathematics. The Commissioner shall require that any external entity developing open education resource instructional materials funded by this rider provide any data deemed necessary to assess the progress and success in developing such materials.

The Commissioner shall annually submit a report by September 1 to the Governor, the Lieutenant Governor, the Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education. The report shall include information on the number and type of open education resource instructional materials developed, use of those materials by school districts and open-enrollment charter schools, and plans for assessing the effectiveness of those materials.

GAA, Article III, Rider 57, 85th Texas Legislature, 2017