

# Studying and Winnowing Options for HQIM

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**Amanda Bikowski**

Specialist,  
Systems Conditions  
EdReports



**Stephanie Barnett**

Lead,  
Systems Conditions  
EdReports



**Teresa Castellaneta**

Assistant Director  
Office of Learning  
and Instructional Strategies



**Kerry Martinez**

Associate Director  
Office of Learning  
and Instructional Strategies



**Department of  
Education &  
Workforce**

# Purpose

Participants will:

- Learn best practices for navigating the marketplace for instructional materials.
- Explore how EdReports can support educators in narrowing down their possible options during an adoption.
- Dive into resources to support the “study” phase of HQIM adoption.

Welcome

Navigating the Marketplace

Winnowing with EdReports

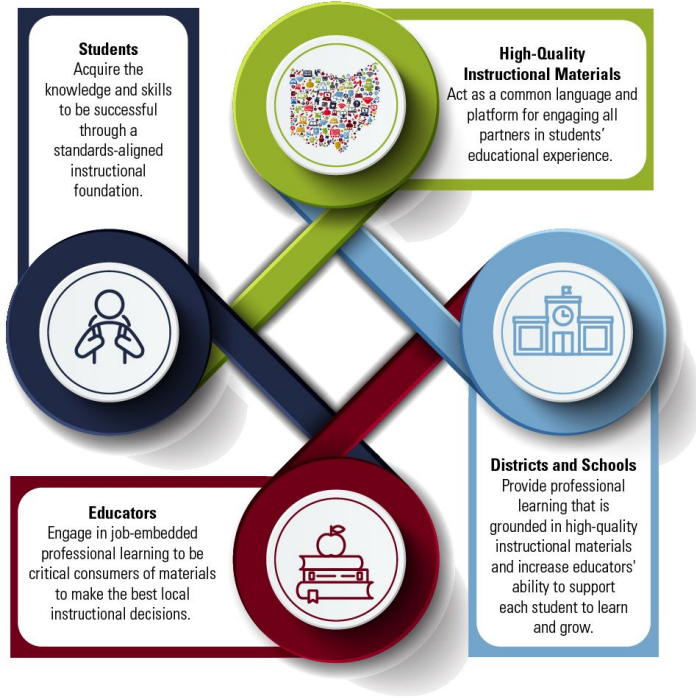
Helpful Resources

Next Steps

# Collaboration Agreements

- Be an active and engaged collaborator.
- Keep students centered in our conversations.
- Go all in and lean into your learning edge.

# Ohio High-Quality Instructional Materials



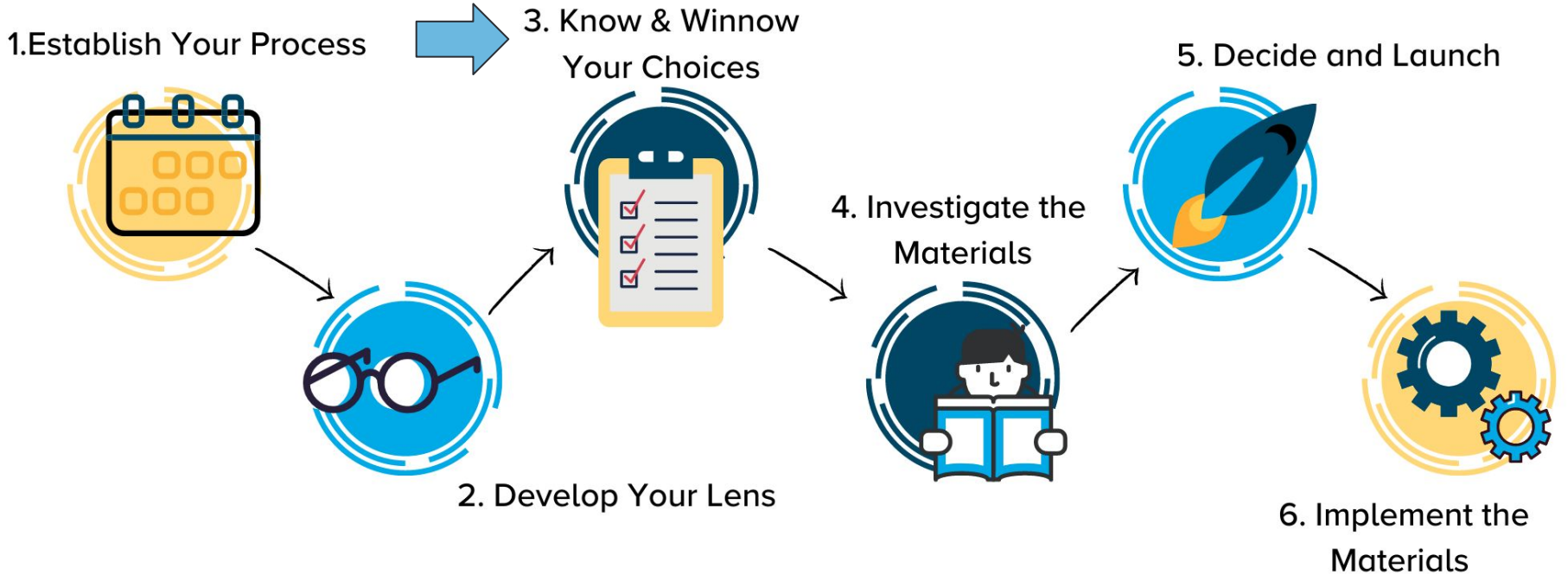
## Priority #1:

Increase student access to high-quality instructional materials that are aligned to Ohio's Learning Standards and promote grade level proficiency.

## Priority #3:

Support educators in reviewing, selecting and implementing high-quality instructional materials aligned to Ohio's Learning Standards and the Ohio's Curriculum Support Guide.

# EdReports Adoption Steps





# In the Chat!

What has your experience (in your role) been with studying/exploring instructional materials during an adoption process?

- What programs did you start with? How was that decided?
- What did you (your team) look for when exploring potential options?
- When did you have an opportunity to look at those options? How did you study them?

# The Study Phase



Establish  
your Process



Develop  
your Lens



Narrow & Winnow  
your Choices



Investigate  
the Materials



Make a Decision



Prepare for  
Implementation



# Narrowing & Winnowing Options



## Move from...

- ❑ Choosing what your neighboring district selected
- ❑ Looking only at the “big name” publishers
- ❑ Trying to investigate too many programs

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## Move to...

- ❑ Understanding the specific needs of your district
- ❑ Learning about the current marketplace of materials
- ❑ Narrowing the field of choices to a select few for deep study

# The Marketplace



# Narrow Your Options for HQIM

"In a crowded marketplace,  
how do you find instructional materials  
that meet your district's needs?"



The illustration shows a man in a brown suit and a woman in a blue suit, both with their hands on their chins in a thinking pose. To their right are four icons representing books or documents: two green, one orange, and one light green. Below these icons is the logo for edreports.org, which consists of a stylized globe icon followed by the text "edreports.org".

edreports.org



# Know & Winnow Your Choices

Objectives in this step:

- ❑ Understand the market and work toward identifying a subset of programs that can be deeply investigated.
- ❑ Learn about the available programs in your grade and content area using EdReports.org.
- ❑ Conduct initial research (online, telephone, email).
- ❑ Apply your district lens to this research and decide which 2-4 programs you plan to review.

# EdReports' Theory of Action



**IDENTIFY  
EXCELLENCE**



**INCREASE  
DEMAND FOR  
EXCELLENCE**



**IMPROVE  
MATERIALS**



**BETTER  
OUTCOMES  
FOR STUDENTS**

**1100+**

reports published



**124**

of the largest 200  
districts using EdReports



**800+**

reviewers from 48 states



**Over 18 million students impacted**

Over **40**

publishers making  
changes based on  
our reviews



**29**  
state DOEs  
use EdReports  
for state plans or  
other work



# What should you know about EdReports?

## EdReports does...

- **Evaluate** comprehensive, year-long curriculum **materials** for their alignment to instructional expectations.
- **Share tools and rubrics** for evaluating materials.
- **Provide additional resources** to help in the selection or implementation of instructional materials.

## EdReports doesn't...

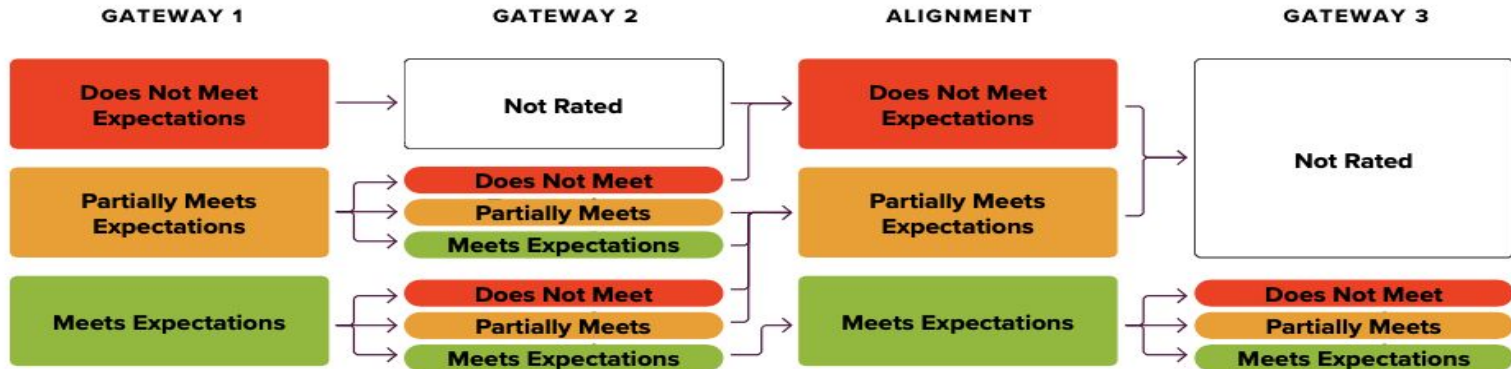
- **Recommend** specific materials or supplements for adoption.
- Evaluate materials for **efficacy**.
- **Recommend** or privilege any specific **pedagogical beliefs** or approaches.
- **Create** instructional materials.
- **Receive payment** from publishers to review materials.

# Our reviews

## Educators created our review tools:

- Incorporated input from a national listening tour of experts and stakeholders
- Designed for consistency with other review tools (i.e. IMET, EQUIP) and informed by state adoption processes

## Each review follows a gateway system:





# A Strong Starting Place

edreports

Explore Reports ▾ Our Process ▾ Resources ▾ Impact ▾ About Us ▾

## Materials Matter

We provide free reports that help you evaluate instructional materials because high-quality content matters to teachers, to kids, and to our collective future.

Search our reports

Select a subject to browse reports

ELA Math Science Explore All Reports

- Adoption Steps + Download Resources

# Reports Center

## Explore Reports


EdReports empowers districts with free reviews of K-12 instructional materials. Our reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality.

Search   Subject  Grade Level  Alignment  Usability  More Filters  Reset

[Compare Reports](#)

Showing 207 results

SORT BY Recently Published



2021  
**Imagine Learning  
Illustrative Mathematics K-5  
Math**

PUBLISHER  
**Imagine Learning f/k/a LearnZillion**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>K-5</b>	<b>4/7/2022</b>

ALIGNMENT ⓘ  USABILITY ⓘ

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**Kendall Hunt's Illustrative  
Mathematics**

PUBLISHER  
**Kendall Hunt Publishing Company**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>K-5</b>	<b>4/7/2022</b>

ALIGNMENT ⓘ  USABILITY ⓘ

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**Fishtank Plus Math**


PUBLISHER  
**Fishtank Learning**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>3-8</b>	<b>2/23/2022</b>

ALIGNMENT ⓘ  USABILITY ⓘ

[View Full Report →](#) [Quick Glance ⓘ](#)

# Reports Overview



2021  
**Imagine Learning  
Illustrative Mathematics K-5  
Math**

PUBLISHER  
**Imagine Learning f/k/a LearnZillion**

SUBJECT GRADES REPORT RELEASE  
**Math K-5 4/7/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Meets Expectations**

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**Kendall Hunt's Illustrative  
Mathematics**

PUBLISHER  
**Kendall Hunt Publishing Company**

SUBJECT GRADES REPORT RELEASE  
**Math K-5 4/7/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Meets Expectations**

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**Fishtank Plus Math**

PUBLISHER  
**Fishtank Learning**

SUBJECT GRADES REPORT RELEASE  
**Math 3-8 2/23/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Meets Expectations**

[View Full Report →](#) [Quick Glance ⓘ](#)



2022  
**ORIGO Stepping Stones 2.0**


PUBLISHER  
**ORIGO Education**

SUBJECT GRADES REPORT RELEASE  
**Math K-6 2/4/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Meets Expectations**

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**Achievement First  
Mathematics**


PUBLISHER  
**Achievement First**

SUBJECT GRADES REPORT RELEASE  
**Math K-8 1/27/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Does Not Meet**

[View Full Report →](#) [Quick Glance ⓘ](#)



2021  
**CK-12 Interactive  
Middle School Math for  
CCSS**

PUBLISHER  
**CK12**

SUBJECT GRADES REPORT RELEASE  
**Math 6-8 1/12/2022**

ALIGNMENT ⓘ USABILITY ⓘ

**Meets Expectations** **Partially Meets**

[View Full Report →](#) [Quick Glance ⓘ](#)

# Full Report

Gateway 1

Gateway 2

Gateway 3

OVERVIEW OF GATEWAY 2

## Rigor & the Mathematical Practices

The materials reviewed for Imagine Learning Illustrative Mathematics Grade 5 meet expectations for rigor and balance and practice-content connections. The materials help students develop procedural skills, fluency, and application. The materials also make meaningful connections between the Standards for Mathematical Content and the Standards for Mathematical Practice (MPs).

### Criterion 2.1: Rigor and Balance

Materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by giving appropriate attention to: developing students' conceptual understanding; procedural skill and fluency; and engaging applications.

The materials reviewed for Imagine Learning Illustrative Mathematics Grade 5 meet expectations for rigor. The materials develop conceptual understanding of key mathematical concepts, give attention throughout the year to procedural skill and fluency, and spend sufficient time working with engaging applications of mathematics. There is a balance of the three aspects of rigor within the grade.

Criterion 2.1: Rigor and Balance

08/08

Indicator 2A

02/02

Indicator 2B

02/02

Indicator 2C

02/02

Indicator 2D

02/02

### Indicator 2A

Materials develop conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.

The materials reviewed for Imagine Learning Illustrative Mathematics Grade 5 meet expectations for developing conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.

Materials develop conceptual understanding throughout the grade level. According to IM Curriculum, Design Principles, Purposeful Representations, "Across lessons and units, students are systematically introduced to representations and

### Gateway 2

GATEWAY 2

#### Rigor & Mathematical Practices

18/18

Criterion 2.1: Rigor and Balance

08/08

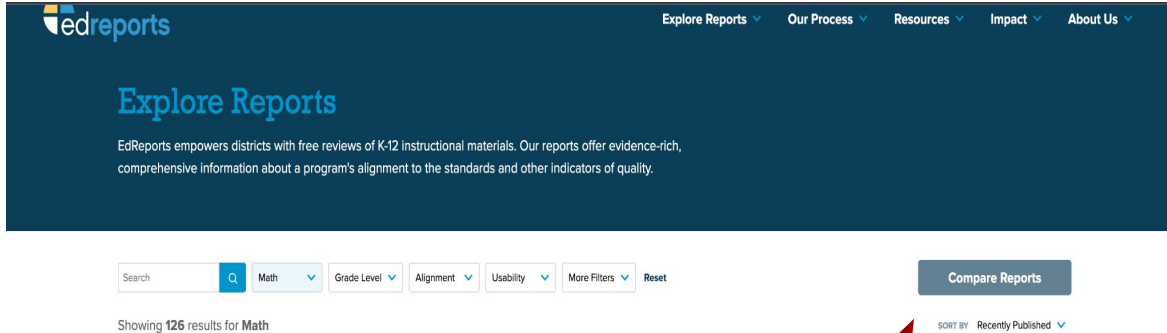
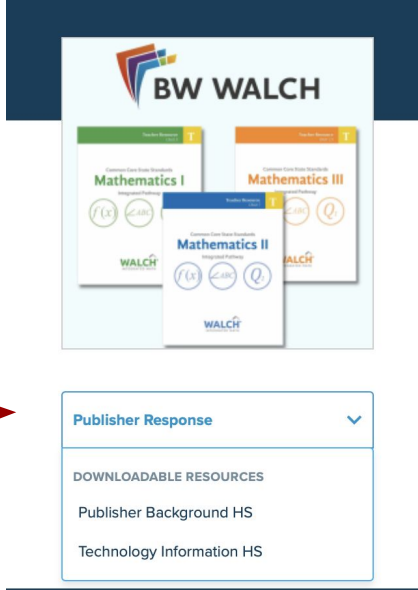
Criterion 2.2: Math Practices

10/10

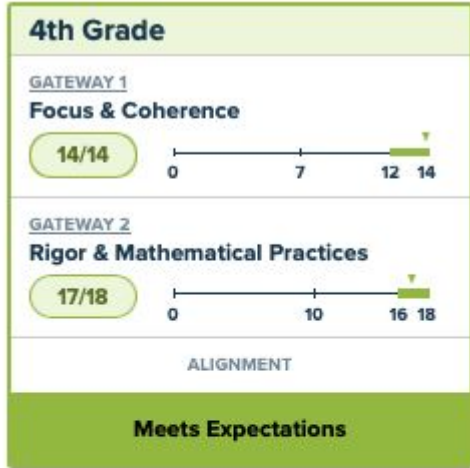
Meets Expectations

# Overview of Tools/Evidence Guides

- Publisher's Response
- Technology Information (ex. 1:1 Digital/Print Resource)
- Compare tool



# Not All Greens are Created Equally



## Indicator 2G

Materials support the intentional development of MP4: Model with mathematics; and MP5: Use appropriate tools strategically, for students, in connection to the grade-level content standards, as expected by the mathematical practice standards.

The materials reviewed for partially meet expectations for supporting the intentional development of MP4: Model with mathematics; and MP5: Choose tools strategically, for students in connection to the grade-level content standards, as expected by the Mathematical Practice Standards.

<b>Criterion 2.2: Math Practices</b>	09/10
<b>Indicator 2E</b>	02/02
<b>Indicator 2F</b>	02/02
<b>Indicator 2G</b>	01/02
<b>Indicator 2H</b>	02/02
<b>Indicator 2I</b>	02/02

# Diving into the reports

The screenshot shows the top navigation bar of the EdReports website. The logo "edreports" is on the left. The navigation menu includes "Explore Reports", "Our Process", "Resources", "Impact", and "About Us", each with a dropdown arrow. A search bar is on the right. Below the navigation, the "Explore Reports" section is highlighted. It features a sub-menu with "ELA", "Math", "Science", and "Upcoming Reviews". The main text reads: "EdReports empowers districts with free reviews of K-12 instructional materials. Our reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality." Below this is a search bar with a magnifying glass icon and a "Reset" button. The search results show "Showing 237 results".

The screenshot shows the search results page for "Math" reports. The page title is "Explore Reports". The search filters are set to "Math", "Grade Level", "Alignment", "Usability", and "More Filters". The results show "Showing 129 results" and "SORT BY Recently Published". The first three results are:

- 2022 Snappet Math**  
PUBLISHER: Snappet | SUBJECT: Math | GRADES: K-5 | REPORT RELEASE: 12/14/2023  
ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 3): Meets  
FORMAT: Core: Comprehensive  
QUICK GLANCE: Grade Level Alignment
- 2022 Open Up Resources K-5 Math**  
PUBLISHER: Open Up Resources | SUBJECT: Math | GRADES: K-5 | REPORT RELEASE: 7/20/2023  
ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 3): Meets  
FORMAT: Core: Comprehensive  
QUICK GLANCE: Grade Level Alignment
- 2021 Eureka Math<sup>®</sup>**  
PUBLISHER: Great Minds | SUBJECT: Math | GRADES: K-8 | REPORT RELEASE: 3/29/2023  
ALIGNMENT (GATEWAY 1 & 2): Meets | USABILITY (GATEWAY 3): Meets  
FORMAT: Core: Comprehensive  
QUICK GLANCE: Grade Level Alignment

# From high-level summaries...

CLOSE

**Quick Glance at grade level ratings**

	K →	1 →	2 →	3 →	4 →	5 →
GATEWAY 1 ⓘ <b>Focus &amp; Coherence</b>	14/14	14/14	14/14	14/14	14/14	14/14
GATEWAY 2 ⓘ <b>Rigor &amp; Mathematical Practices</b>	17/18	17/18	17/18	17/18	17/18	17/18
GATEWAY 3 ⓘ <b>Usability</b>	24/27	24/27	24/27	24/27	24/27	24/27



# ...down to the finest detail

## Indicator 2A

Materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or clusters.

The instructional materials for the Carnegie Learning High School Math Solution Traditional series meet expectations for developing conceptual understanding of key mathematical concepts, especially where called for in specific standards or cluster headings. The instructional materials develop conceptual understanding throughout the series and provide opportunities for students to independently demonstrate conceptual understanding. Examples include, but are not limited to:

- In Algebra I, Module 5, Topic 1, students determine from an equation whether a function has an absolute maximum or minimum and explain their decision. In answering the questions, students demonstrate an understanding of absolute maximum and minimum and other characteristics of quadratic functions. (A-APR.B)
- In Algebra I, Module 2, Topic 2, students complete steps to create equivalent equations by exploring equal statements and applying a series of arithmetic steps to both sides. Students work collaboratively to use properties of equality to justify how equivalent equations were created through the solution process. Students solve multi-step equations providing a justification for each step, and when justifications are provided, students complete the steps. (A-REI.A)
- In Algebra I, Module 2, Topic 1, Lesson 1, students explore the concept of arithmetic sequences and build them into linear functions. In Module 3, Topic 1, Lesson 1, students explore geometric ratios and graph the terms of the geometric sequences before working with exponential growth. Students write explicit geometric formulas and exponential functions from the common ratios. In Module 3, Topic 2, Lesson 1, students compare the average rate of change between common intervals of a linear and an exponential relationship in contextual problems while justifying their thinking and processes. (F-LE.1)
- In Geometry, Module 3, Topic 1, in addition to calculating ratios and angle measures to determine similar figures, students answer a series of questions to develop conceptual understanding. Students answer questions to explain or justify their answers using measurements or transformations, for example: "Explain why this similarity theorem is Angle-Angle instead of Angle-Angle-Angle." In answering the questions, students demonstrate an understanding of similarity and the characteristics that make two figures similar. (G-SRT.2)
- In Geometry Module 3, Topic 2, Lesson 1, students explore trigonometric ratios as measurement conversions and analyze the properties of similar right triangles. Starting with two parallel lines, students pick a point on one line and draw a line to another line and create two triangles. Students verify the two triangles are similar by measuring all sides and comparing the ratio of the lengths of the corresponding sides. Students use the triangles to find the ratio of the lengths of the sides that later are defined as sine, cosine, and tangent. Students use the ratios throughout the lesson to develop an understanding of the ratios before the formal definitions are given at the end of the lesson. (G-SRT.6)

# Let's explore a report

## Materials Matter

We provide free reports that help you evaluate instructional materials because high-quality content matters to teachers, to kids, and to our collective future.

Select a subject to browse reports

ELA

Math

Science

Explore All Reports

Search our reports



PREPARE

STUDY

DECIDE + LAUNCH

Adoption Steps >



State of the Market >



Resources >

## How to Read an EdReports Review

EdReports reviewers use review tools to create free, evidence-rich reports available on Edreports.org. These reports are developed to provide educators, stakeholders, and leaders with independent, evidence-rich information about the quality of instructional materials from those who will be using them in classrooms. Educators can use EdReports' reviews of instructional materials as part of a smart adoption process.



### Review Criteria Design

The EdReports review criteria support a sequential review process through three gateways. These gateways reflect the importance of standards alignment to the fundamental design elements of the materials and consider other attributes of high-quality curriculum as recommended by educators.

### Gateways

Reviewers apply the three gateways sequentially to ensure EdReports reports convey to the field the extent to which resources are standards-aligned and usable by educators. Those resources that meet or partially meet the expectations for Gateway 1 will move to Gateway 2. Only those materials that meet the expectations for both Gateway 1 and Gateway 2 (Alignment Indicators) will move to Gateway 3 (Usability Indicators).



### Indicators and Criterion

The Review Criteria identifies the indicators for high-quality instructional materials. The criteria support a sequential review process that reflects the importance of alignment to the standards and then considers other high-quality attributes of materials as recommended by educators.





# Stop and Think

- What do you **want to share** with someone or **start doing** based on what has been shared?
- What do you **hope to learn** more about in the future?

# Helpful Resources

# Guiding Questions to Narrow Options

## Guiding Questions for Winnowing:

This tool can help the selection and implementation committee narrow the list of options and prepare to focus the investigation on 2-4 resources.

### Guiding Questions for Winnowing:

What are the district-specific priorities and/or parameters you previously established in Step 1: Develop Your District Lens (e.g., aligned to standards, materials contain texts that represent diverse authors and central characters, materials have strong application problems, or materials meet district technology requirements)?

Start with the EdReports indicators that directly address your priorities.

- Which priority will you focus on first as you look across the programs?
- Are there priorities that you cannot get information about from the EdReports reviews? How will you gather information on those (e.g., committee review, internet research, contacting publishers)?

# How to Use EdReports Reviews to Support an Educator-Led Adoption Resource

Share the information from this webinar by passing along this superintendents' story about using free EdReports reviews to improve his district's selection process.



# Closing & Next Steps

# Upcoming Statewide Webinars

Date	Session Topic
April 11, 2024	Supporting Diverse Learners through HQIM
May 16, 2024	HQIM and Assessments
June 13, 2024	Best Practices for Preparing for HQIM Implementation



# Next Steps

- Register for upcoming webinars.
- Reach out to your ESC for support.
- Complete today's [exit ticket](#).

# Contact Us

[ohmaterialsmatter@education.ohio.gov](mailto:ohmaterialsmatter@education.ohio.gov)

Visit [education.ohio.gov](http://education.ohio.gov)

Keyword Search: *Ohio Materials Matter*

Reach out to EdReports with questions

[sbarnett@edreports.org](mailto:sbarnett@edreports.org)

[abikowski@edreports.org](mailto:abikowski@edreports.org)

**THANK YOU!**

