



**Please introduce yourself in the chat by sharing your role/organization and what brought you here today.**

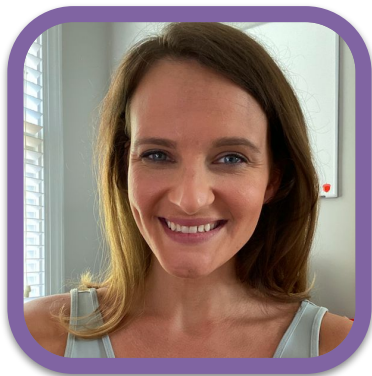
# Why Materials Matter for Ohio Students

Statewide Webinar #1  
August 10, 2023



**Ohio**  
Materials**Matter**

# Introductions



**Amanda Bikowski**

Manager, Partnerships  
EdReports



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Associate Director  
Office of Learning  
and Instructional Strategies

# Objectives

Participants will:

- Gain an understanding of the importance of high-quality instructional materials (HQIM) and the work the Department is doing to promote their use.

# Norms

- When in large groups, please use your mute button to help provide a distraction-free experience
- When in breakout groups, please unmute so that you can engage in conversation
- Videos on make for the best interaction :)
- Go all in and lean into your learning edge.

# Agenda

Welcome

Ohio at a Glance

Why Materials Matter for Ohio

Helpful Resources

Closing & Next Steps



Even as a novice teacher, I was educating myself in the standards and creating my own materials to meet them. Hours of work went into this process—hours that I could have spent working independently with students who were behind or simply getting home for dinner at a reasonable time.

But I invested the time because I knew that materials matter. That quality materials guide teachers to make good instructional choices for kids. That quality materials support teachers to use their energy and creativity to inspire students at all levels to learn. That there's no more powerful combination than a dedicated, passionate teacher and a text that awakens students' minds and challenges them to think in a new way.



- *Dr. Bryan Drost, Central Office Administrator, Rocky River City Schools, OH*

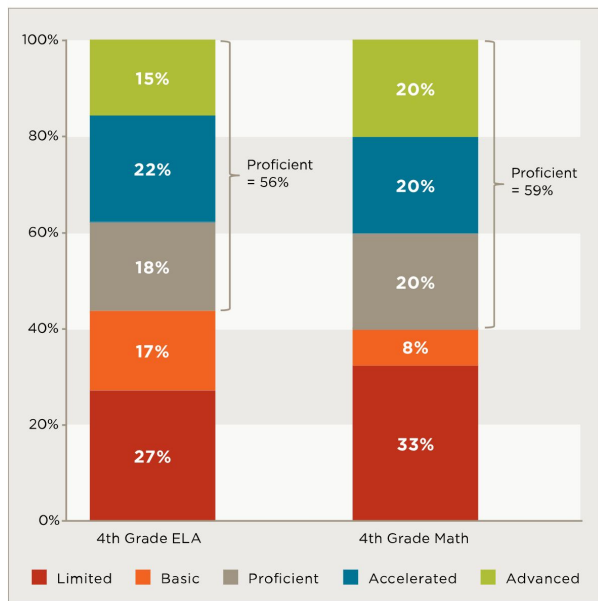
# Ohio Data at a Glance



# Ohio NAEP - Statewide Achievement

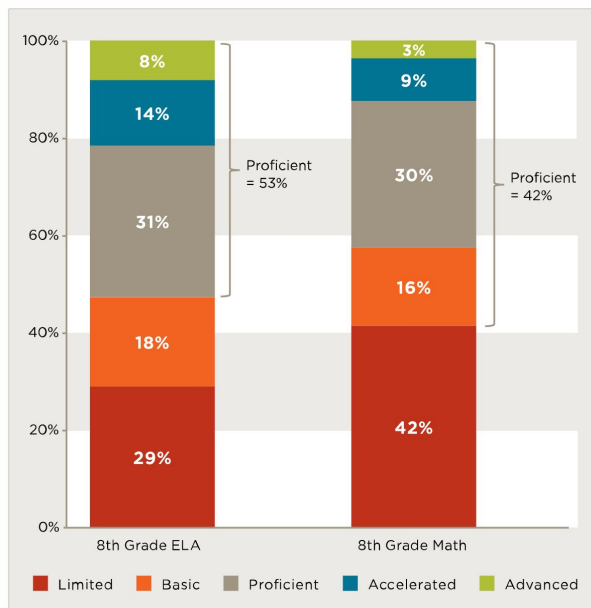
## Statewide Achievement in Selected Grades and Subjects

56 and 59 percent of Ohio fourth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.



## Statewide Achievement in Selected Grades and Subjects

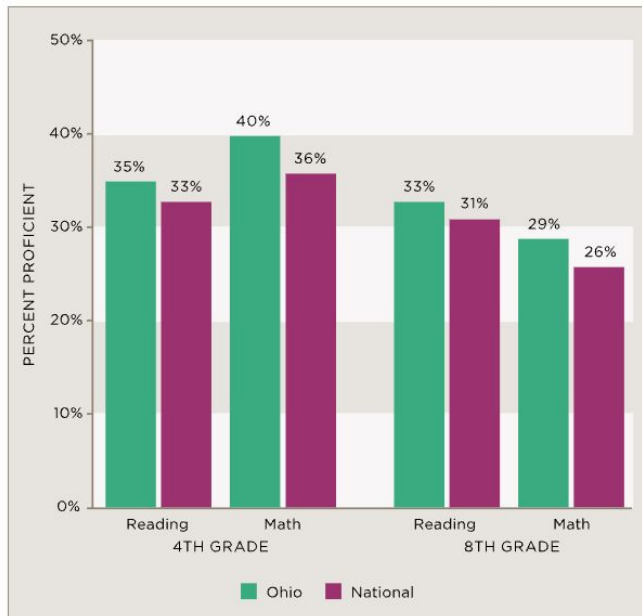
53 and 42 percent of Ohio eighth grade students reach proficient or above on state English language arts (ELA) and math exams, respectively.



# Ohio NAEP - National Comparisons

## National Exams: NAEP 2022

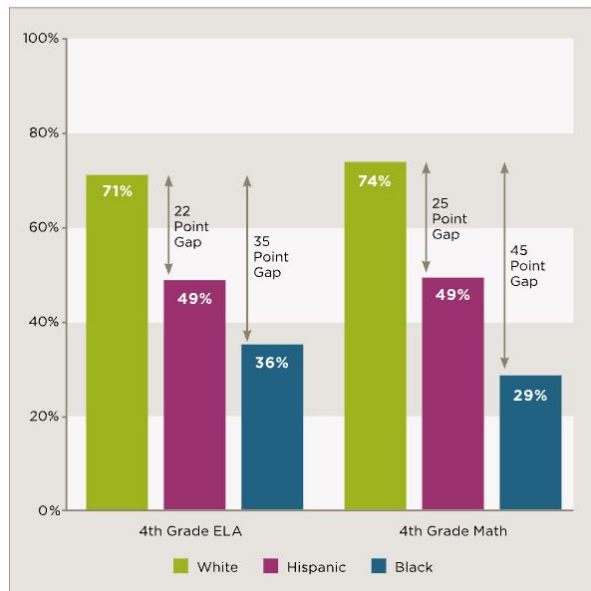
Approximately 30 to 40 percent of Ohio students reach the national standard for proficiency, just above the national average.



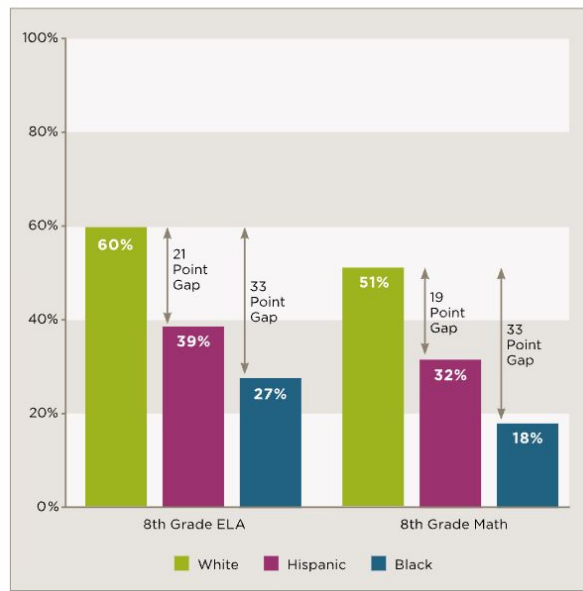
NATIONAL RANK										
	2003	2005	2007	2009	2011	2013	2015	2017	2019	2022
4th Grade Reading	18	18	11	15	16	20	18	11	16	14
4th Grade Math	14	10	9	13	15	15	14	20	21	17
8th Grade Reading	17	17	11	12	16	19	29	18	10	11
8th Grade Math	18	16	22	24	15	11	18	12	14	20

# Ohio NAEP - Achievement Gaps

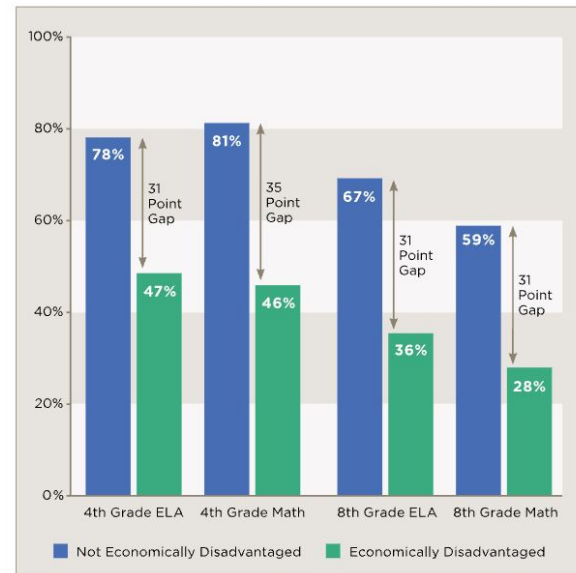
FOURTH GRADE: PROFICIENT OR ABOVE



EIGHTH GRADE: PROFICIENT OR ABOVE



FOURTH AND EIGHTH GRADE: PROFICIENT OR ABOVE





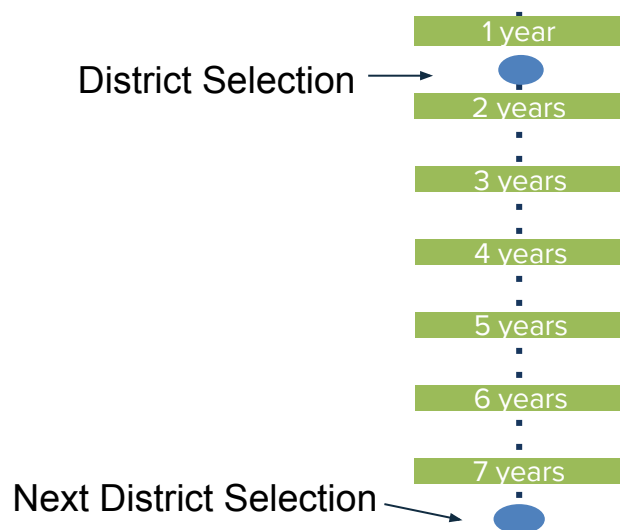
## In the Chat

How does this data resonate with your own experience?

- Are you surprised by this data?
- Does this data match what you would expect based on your own experiences, observations, data?
- What is resonating with you?

# Materials selection is a high-stakes, legacy decision.

Nationally, on average, states and/or districts adopt materials once every five to seven years. A district can miss the opportunity to serve a generation of students by selecting the wrong material.



# Materials Matter for Ohio

# High-Quality Instructional Materials Advance Student Learning



## Students have inconsistent access to content that is grade-level appropriate

In a single school year, the average student spends

**581 of 720**

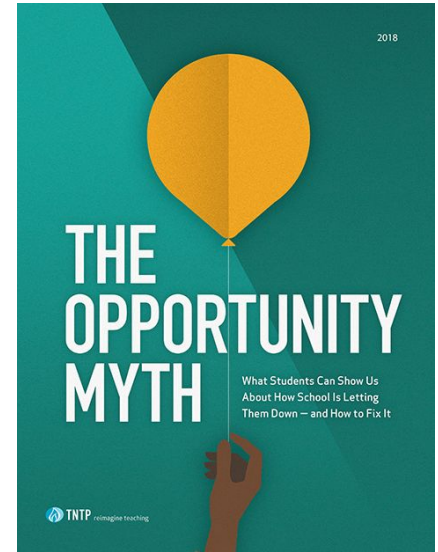
available hours on assignments that are **NOT high-quality.**

This is particularly significant for **students of color** and **students living in poverty** who have less access to high-quality, standards-aligned materials than their peers.



# Access to quality content matters for student success.

“When students who started the year off behind grade level were given **MORE GRADE-APPROPRIATE ASSIGNMENTS** stronger instruction, deeper engagement, and **HIGHER EXPECTATIONS**, the gap between these students and their higher achieving peers began to narrow substantially.”



**High-quality instructional materials are critical for equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation.**



**Materials are a  
Lever for Equity**



**Materials Help  
Students See  
Themselves in  
Content**



**Materials Help  
Teachers Meet  
Students' Needs**



## Stop & Think

In what ways can high-quality instructional materials support teachers in meeting the needs of each student to help them succeed?

**Materials Matter  
for Inspiring Students**

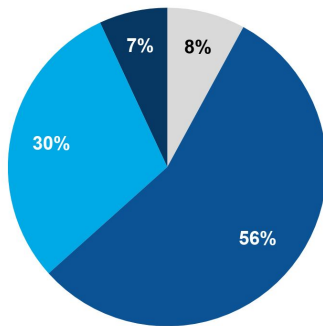
 edreports.org



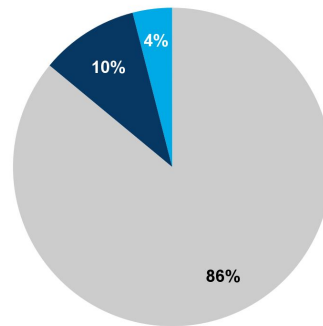
# Supplemental online materials show weak alignment and limited student supports

A 2019 study, *The Supplemental-Curriculum Bazaar: Is What's Online Any Good?* examined over three hundred of the most downloaded materials across three of the most popular supplemental websites

- Not Aligned
- Weakly Aligned
- Mostly Aligned
- Fully Aligned



- No supports offered
- Limited supports offered
- Some supports offered, not comprehensive
- Extensive supports offered, comprehensive of all likely student groups



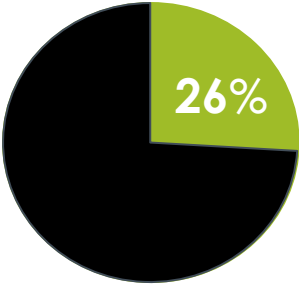
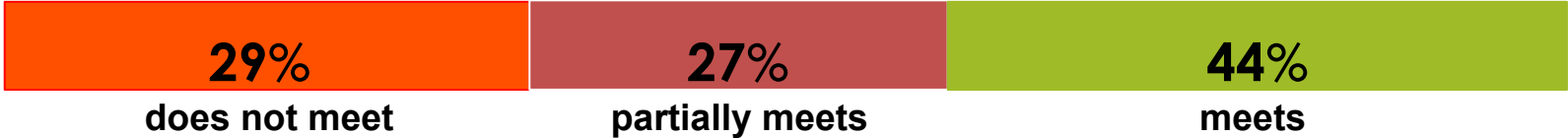
*The Supplemental Curriculum Bazaar: Is What's Online Any Good?*,  
Fordham Institute 2019

# Aligned materials exist, but use of these materials is low.

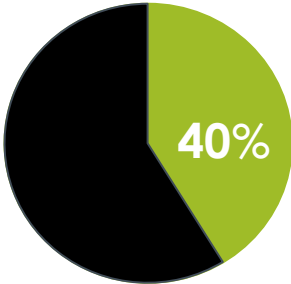
## ELA



## MATH



While 51% of ELA materials that EdReports reviewed meet expectations for alignment only **26%** of materials used by teachers nationwide are aligned.



While 44% of math materials that EdReports reviewed meet expectations for alignment only **40%** of materials used by teachers nationwide are aligned.

## Teachers need quality PD focused on quality instructional materials.

“With new [standards-aligned] curricula, we have handed teachers a tool much more complicated than any smartphone, one that holds great promise but requires complex behavior changes. **And we have largely left them to figure it out on their own.**”

The average teacher received only 1.1 days of professional development devoted to their curriculum during the 2016-17 school year and 3.4 days when including prior years.

”

## Teachers need quality PD focused on quality instructional materials.

Since the end of last school year (2019-20), how many hours did you spend in professional learning activities related to learning how to implement my main instructional materials

To what extent have professional learning opportunities provided by your school or district this school year (2020-21) prepared you to use curriculum materials provided by my school or district

Hours of PL	% of teachers
0 hours	22.8%
1-5 hours	37.7%
6-10 hours	18.3%
11-20 hours	8.9%
> 20 hours	9.8%

Extent of Preparation	% of teachers
Did not prepare me at all	20.3%
Prepared me to a slight extent	29.7%
Prepared me to a moderate extent	35.5%
Prepared me to a great extent	11.9%

**Stronger student learning occurs when educators engage in job-embedded, sustained professional learning that is grounded in high-quality instructional materials.**



**Teachers Feel  
They're Facing  
More Challenges**



**Strong Implementation  
Plans Support  
Teachers**



**Professional  
Learning Helps  
Teachers Reach  
Students**





## Stop & Think

What impact do you hope to see on student learning by using high-quality instructional materials?

**Materials Matter  
for Student Learning**



 edreports.org

# Future Forward with Ohio

- Overcoming Obstacles to Learning
- **Accelerating Learning**
- Preparing Students for Future Success



→ Ohio is investing in programs to support schools and educators such as providing resources to assist districts in selecting high-quality instructional materials.

# High-quality instructional materials broaden teaching and learning practices, driving improvement over time

High-quality instructional materials broaden adults' instructional capacities

High-quality instructional materials broaden communities of learning partners

High-quality instructional materials help families and teachers broaden the learning environment

Pandemic Learning Reveals the Value of High-Quality Instructional Materials to Educator-Family-Student Partnerships, CPRL, 2021

**High-quality instructional materials act as a common language and platform for engaging all partners in students' educational experience.**



**All Partners Have a Degree of Understanding of Materials**



**Materials Serve as the “Connective Tissue” for Partners**



**When Given the Opportunity, Stakeholders Will Engage**



## In the Chat

Which message  
resonates with you the  
most?

High-quality instructional materials are critical for equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation.

Stronger student learning occurs when educators engage in job-embedded, sustained professional learning that is grounded in high-quality instructional materials.

High-quality instructional materials act as a common language and platform for engaging all partners in students' educational experience.

**The Ohio Department of Education** supports educators **to be critical consumers of materials to make the best local decisions.**



**Guidance**



**Best Practices**



**Resources**

# Helpful Resources

# 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.

[Compare Reports](#)

Showing 211 results

SORT BY Recently Published



2022

## Carnegie Learning High School Math Solution Traditional

PUBLISHER

**Carnegie Learning**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>HS</b>	<b>7/20/2022</b>

ALIGNMENT ⓘ	USABILITY ⓘ
<b>Meets Expectations</b>	<b>Meets Expectations</b>

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



2022

## Carnegie Learning High School Math Solution Integrated

PUBLISHER

**Carnegie Learning**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>HS</b>	<b>7/20/2022</b>

ALIGNMENT ⓘ	USABILITY ⓘ
<b>Meets Expectations</b>	<b>Meets Expectations</b>

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



2022

## Carnegie Learning Middle School Math Solution

PUBLISHER

**Carnegie Learning**

SUBJECT	GRADES	REPORT RELEASE
<b>Math</b>	<b>6-8</b>	<b>7/20/2022</b>

ALIGNMENT ⓘ	USABILITY ⓘ
<b>Meets Expectations</b>	<b>Meets Expectations</b>

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



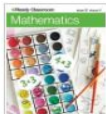
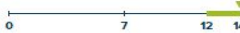
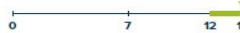
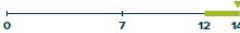








# Compare Materials

See how materials are rated in comparison to each other. Browse an entire content area or sort by subject, grade level, and specific programs.

[Return to Explore All Reports](#)

[Grade Overview](#) [Filter View](#) [Select Filters](#) [Reset](#) Comparing 3 Reports for Math in K-8 [Share](#) [Print](#)

	<div><div><div>2022 Reveal Math</div><div>PUBLISHER McGraw-Hill Education</div><div>SUBJECT Math GRADES K-5 REPORT RELEASE 12/7/2021</div><div>ALIGNMENT <a href="#">?</a> USABILITY <a href="#">?</a></div><div>Meets Meets</div><div>View Full Report →</div></div></div>	<div><div><div>2018 Zearn</div><div>PUBLISHER Zearn</div><div>SUBJECT Math GRADES K-5 REPORT RELEASE 3/11/2021</div><div>ALIGNMENT <a href="#">?</a> USABILITY <a href="#">?</a></div><div>Meets Meets</div><div>View Full Report →</div></div></div>	<div><div><div>2020 i-Ready Classroom Mathematics</div><div>PUBLISHER Curriculum Associates</div><div>SUBJECT Math GRADES K-5 REPORT RELEASE 4/2/2020</div><div>ALIGNMENT <a href="#">?</a> USABILITY <a href="#">?</a></div><div>Meets Meets</div><div>View Full Report →</div></div></div>
<a href="#">Collapse All</a>			
Kindergarten <a href="#">^</a>	<a href="#">View Kindergarten Report →</a>	<a href="#">View Kindergarten Report →</a>	<a href="#">View Kindergarten Report →</a>
GATEWAY 1 Focus & Coherence	14/14 	14/14 	14/14 
GATEWAY 2 Rigor & Mathematical Practices	18/18 	16/18 	17/18 
ALIGNMENT	Meets Expectations	Meets Expectations	Meets Expectations
GATEWAY 3 Usability	25/27 	32/38 	38/38 

## Resources

Explore our wide array of educational resources that support hands-on learning and highlight why materials matter for students everywhere.

### Deep Dive: How Math Practices 1–3 Help All Students Access Math Learning and Build Skills for the Future



#### Topics

[ELA](#)  
[EdReports Review Process](#)  
[Educator Voices](#)  
[Equity](#)  
[FAQ](#)

## Selecting for Quality: 6 Key Adoption Steps

### PREPARE

- 1 [Establish Your Process](#)
- 2 [Develop Your Lens](#)

### STUDY

- 3 [Know and Winnow Your Choices](#)
- 4 [Investigate the Materials](#)

### DECIDE + LAUNCH

- 5 [Make a Decision](#)
- 6 [Implement](#)

Less than 20% of the

All students deserve high-quality materials. Less than 20 percent of the materials in use in classrooms are aligned to standards.

We work with teams across the country to implement the steps below, improve their selection processes, and find the right materials for their students and teachers. [Explore our case studies to see how different districts](#)

# Characteristics of HQIM

Explore tools to read about how EdReports defines high-quality for each content area.

EdReports Tools	Ohio HQIM Rubrics <upcoming release>
ELA Foundational Skills	Math K-12
ELA K-2 (No Foundational Skills)	Science
ELA K-2, 3-8, High School	Social Studies
Math K-8, High School	World Languages
Science K-5, 6-8, High School	Fine Arts
	Computer Science / Technology
	Physical Education

PHASE I SELECT GREAT MATERIALS

**I.1** Plan your process

**I.2** Establish the vision

**I.3** Develop the rubric and prepare for reviews

**I.4** Review, pilot, and decide

**I.5** Procure and distribute materials

Proceed to Phase II

PHASE II PREPARE TO LAUNCH

**II.1** Set goals, roles, and monitoring plan

**II.2** Determine the plan for assessment and grading

**II.3** Determine expectations for use and the plan for collaborative planning

**II.4** Determine the plan for coaching

**II.5** Determine the plan for training teachers and leaders

**II.1** Finish setting goals, roles, and monitoring plans

Proceed to Phase III

PHASE III TEACH AND LEARN

**III.1** Work the plan and gather data

**III.2** Step back and adjust the plan

**III.3** Annually reset

Return to Phase II

## Resources

### FILTER OPTIONS

Choose phase

Choose key action

Choose step



### ALIGNING EVALUATION AND CURRICULUM

This resource describes different options for addressing the potential tension that could arise between a required evaluation tool and the [...]

[VIEW](#) [DOWNLOAD](#)

# Closing & Next Steps



## Stop & Think

- What are you most **excited** about?
- What are you **taking away** from this session?
- What do you **hope to learn** more about in the future?

# Upcoming Statewide Webinars

Date	Session Topic
September 14, 2023	Establishing a Process for HQIM Selection
October 12, 2023	Establishing a Vision for HQIM
November 16, 2023	Developing Your Lens for HQIM
December 14, 2023	Best Practices for Instructional Leaders with HQIM Adoption
February 15, 2024	Engaging Stakeholders through HQIM
March 7, 2024	Studying and Winnowing Options for HQIM
April 11, 2024	Supporting Diverse Learners and HQIM

# Ohio HQIM Rubrics Review

The Ohio Department of Education and Office of Learning and Instructional Strategies has partnered with EdReports to develop **high-quality instructional rubrics** aligned to Ohio's Learning Standards.

EdReports supported the Department to design rubrics based on characteristics of HQIM and existing tools, then began engaging stakeholders for feedback on drafts.

The Department is seeking to engage stakeholders through a series of feedback opportunities and informational updates as they prepare for the final release of the rubrics in Summer 2024.



## Next Steps

- Register for upcoming webinars.
- Explore previous webinar recordings and resources.
- Share feedback and ways we can support you.
- 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

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

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

**THANK YOU!**

