

Textbook Committee Status Report

State Board Work Session

December 10, 2020

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Steps In the State Textbook Adoption Process

- Revision of the mathematics course of study
- Publishers invited to bid
- Appointment of State Textbook Committee
- Textbooks reviewed
- Public input solicited
- Recommendations to State Board

Status Report

- November 12, 2020 Work Session Concerns
 - Assisting LEAs in Making Informed Decisions
 - Clarifying Quantitative Scores
 - Expanding the Number of Scoring Categories
 - Rejecting Mathematics Textbooks
 - Selecting High-Quality Finite Mathematics Textbooks
 - Scheduling Mathematics Textbook Caravans
 - Providing More Comprehensive Information to LEAs
 - Adhering to Established Timelines

Assisting LEAs in Making Informed Decisions

- Goal of the State Textbook Review Committee
- Provide a comprehensive review of materials to include quantitative scores and qualitative data
- Informative comments were included for all material reviewed

Clarifying Quantitative Scores

- Quantitative scores were viewed as weak, moderate, or strong; however, in order to present a clearer picture of the textbooks, qualitative data is also included
- An average score was computed for the four quantitative values only

Expanding the Number of Scoring Categories

Scoring Categories

Alignment to Alabama Mathematics COS

Alignment to NAEP Standards

Supplemental Information

Comments for all Books

Rigor and Usability of Written Material

Coherence and Usability of Digital Material

Rejecting Mathematics Textbooks

- Textbook committee reconvened in order to extend the review process and to address Board concerns
- Edreports.org, an independent nonprofit designed to improve education by providing reviews of K-12 instructional materials, was used as a comparison tool

Selecting High-Quality Finite Mathematics Textbooks

- Textbook companies have already submitted textbooks to the ALSDE through the state bid process.
- When viewed through the lens of the additional scoring categories utilized in the extended review process, the overall scores for the Finite Mathematics materials were strengthened.

Scheduling Mathematics Textbook Caravans

- Mathematics Textbook Caravans were initially scheduled through Publisher's Warehouse based on the textbook adoption schedule.
- The Mathematics Textbooks Caravans scheduled prior to the January Board Meeting has been postponed.
- The caravans will be rescheduled once the Board has officially adopted the recommended list of textbooks and materials.

Providing More Comprehensive Information to LEAs

- Becky Boykin, Mathematics Committee Chairperson led the charge in soliciting and compiling additional information from publishers.
- Additional questions asked
 - Is your platform compatible with Schoology?
 - Do you have reports and dashboards?
 - How is your curriculum parent friendly?
 - What type of assessments do you provide?
 - What type of support do you have for EI, dyscalculia, and special needs?
 - Do you have research-based homework problems?
 - Are generalized learning plans available for students?
 - How does the program compliment classroom lessons and provide more practice?
 - Is there a list of free tech components?
 - How does your curriculum address Best Practices and High-Quality Instruction?
 - Do you provide for an emphasis on math discourse? Why?
 - With regards to RTI, how do you provide for Tier 1, Tier 2, and Tier 3 instruction?
 - How do you address DOK within your curriculum?
 - Do you provide test prep support for ACAP and ACT?
 - Please explain the types of assessments (formal/informal) within your curriculum.
 - Do your assessments have high level DOK questions?
 - Do you provide comprehensive teacher support?
 - Do you provide strong teacher guides and does your curriculum contain an explicit lesson plan model?

Example of Comprehensive Answers from Publishers

1. Is your platform compatible with Schoology?

i-Ready supports educators using Schoology and other [Learning Management Systems \(LMS\)](#). For Districts using an LMS that supports IMS Global Learning Tools Interoperability (LTI) and Thin Common Cartridge (TCC), like Schoology, educators can provide direct links to the [i-Ready Lessons and Practice Sessions Worksheet](#).

i-Ready [i-Ready Lessons and Practice Sessions](#) Toolbox, in partnership with an LMS, enables educators to assign student-facing files and students to submit their work to teachers. See our Step-by-Step Video examples ([Google Classroom](#) | [Canvas](#) | [Schoology](#)).

In order to achieve precision and personalized pacing, the [i-Ready Personalized Instruction](#) experience (available for additional purchase) is dependent on being experienced within i-Ready. In addition, [i-Ready Lessons and Practice Sessions](#) Student Digital Experience is designed so students are able to access and complete Interactive Practice and Assessments (Diagnostic, Comprehension Checks) online within [i-Ready](#) also.

2. Do you have reports and dashboards (schools, parents, student, class)

Yes. We have dashboards for all levels of users. **i-Ready** provides insight to districts, schools, parents, educators and students.

- Digital Assessments provide instant insight into student prerequisite skills and standards performance. See this link to the [i-Ready Lessons and Practice Sessions Digital Assessment Reports Sampler](#) for complete samples of reports available.
- Use this link to see all of the components of the [Prerequisites report](#).
- The digital **Comprehension Check Results** report helps educators monitor class results for a Lesson or Unit-level. This report shows students' understanding of concepts and skills covered in a Lesson or Unit. The report provides a visual overview of how students performed on each question. This can help educators determine which question students struggled with the most and which students may need additional targeted instruction and where misconceptions are among the class.
- Students and families can click **My Progress** to see the full list of all the work completed this school year. Students can use the dropdown to switch between completed Lessons and completed diagnostics. If filtering by completed activities. In addition, students see the date of completion for completed work, as well as their scores for online Lessons, the *Diagnostic* and any assignments. For online Lessons, a green score means the Lesson was passed, and a red score means the Lesson was not passed.
- Educators can also share student diagnostic reports with families.



3. How is your curriculum Parent friendly?

i-Ready print [Student Worktext](#) and Student Digital Experience were built with students and families in mind. The *Student Worktext* contains Family Letters and Activities for families to do together in order to gain understanding of the mathematics that is being explored at school. The Student Digital Experience is not only available at school, but also 24/7 at home and includes a wealth of interactive tools, games and family resources.

Family Letters and Activities in the *Student Worktext* are available for every Lesson. These letters provide support to parents and caregivers about the mathematics program as well as the standards, strategies and methods students will be learning in that Lesson. Family Letters will be in the following languages (digitally) for the 2021-2022 school year: English, Spanish, Tagalog, Russian, Arabic, Mandarin, Korean, Vietnamese. These letters include an activity that caregivers can do with students to further support learning. These short activities use resources easily accessible in most households.

Adhering to Established Timelines

- Essential that additional reviewing of materials occur prior to the December Board work session
- In order for local educational agencies to be prepared to purchase materials for the 2021-22 school year, it is vital that the Alabama BOE approves the recommendations made by the mathematics textbook committee during the January Board Meeting

Overall Rating Descriptor for Instructional Material

Average Score	Score Classification	Recommendation
3.50-4.00	Strong	Approve
2.50-3.49	Moderate	Approve
0-2.49	Weak	Reject

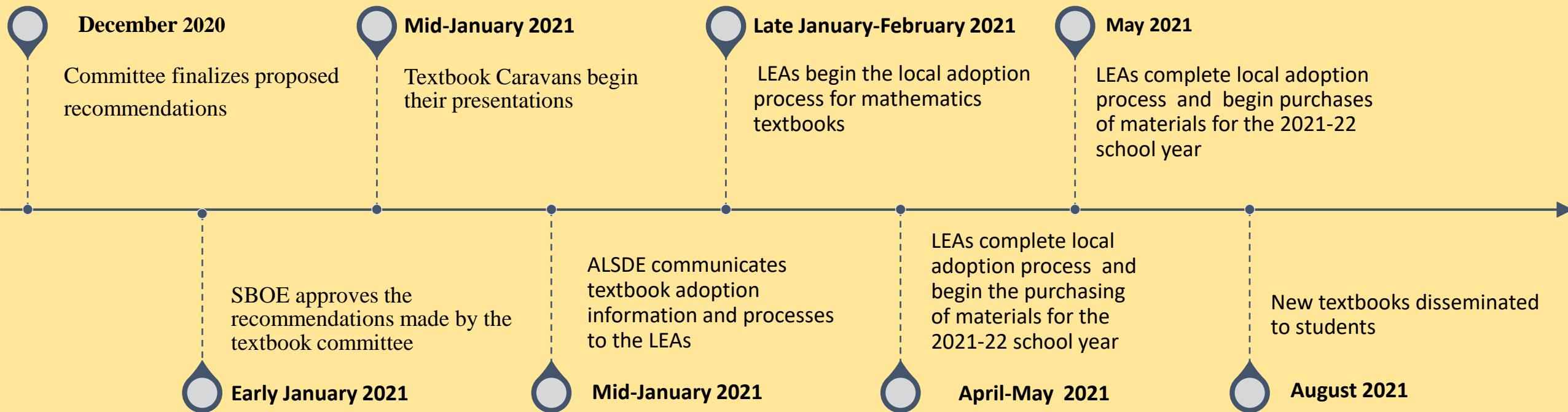
Sample Copy of Materials Review Form

MATHEMATICS TEXTBOOK MATERIALS REVIEW 2020-21

Strong	3.50 – 4.00 (recommended to Board for approval)
Moderate	2.50 – 3.49 (recommended to Board for approval)
Weak	0.00 – 2.49 (recommended to Board for rejection)

Grade Level/Subject Area	Textbook Title/Series	Publisher	COS Alignment	Math Practice Standards	Supplemental Only	Textbook Committee Comments	Usability & Coherence of Digital Content	Rigor & Usability of Written Content	Overall Review Score
Elementary (K-5)	AAAAAA	A	3.00	3.00	No	Although this product does have some rich tasks, this is a teacher heavy product that directs students in specific models per grade level and uses procedural aspects of teaching strategy. The digital components are lacking as they are mostly PDF's that you cannot interact with. There was only a small amount of PD provided for this product.	2.50	2.25	2.69
	BBBBBB	B	3.20	2.75	No	This product is a strong product with deep mathematical problem solving embedded throughout. The content on the digital resource is strong too. Teachers can use the books or the online resource and access the tools needed to use the books in PDF versions too. Distance learning is supported through their online portal and there is built in formative assessment.	1.75	2.75	2.61
	CCCCCC	C	3.50	3.30	No	This product connects and includes the iReady product a lot of Alabama schools are currently using to meet Literacy Act standards. However, it does not include PD for teachers. This product takes time to learn and adjust so PD will likely be required upon implementation.	3.50	2.63	3.23
	DDDDDD	D	3.50	3.20	No	There is little to no differentiation in this product. It does teach the standards, but not in a way that reflects the rigor intended in the Alabama state course of study.	2.00	2.63	2.83
	EEEEEE	E	3.00	3.00	No	The differentiation component is strong however, this does use a more procedural approach. The standards are broken down for teachers and I can statements are provided for students but the depth	3.00	2.00	2.75

Timeline for Textbook Approval



State Textbook Committee Members

Rebecca Boykin, Chairperson

▪ Leanne Bullard	Secondary	Monroe County	District I
▪ Lashauna Taylor	Elementary	Montgomery County	District II
▪ Leigh Twigg	Elementary	Calhoun County	District III
▪ Anna Boone	Elementary	Boaz City	District IV
▪ Bonnie Jacquis	Secondary	Limestone County	District V
▪ Josh Argo	Secondary	Leeds City	District VI
▪ Phala Mims	Secondary	Marengo County	District VII
▪ Marissa Taite	Elementary	Hoover City	State-wide
▪ Sandra Dempsey	Teacher	Gulf Shores City	State-at-large
▪ Robert Dolbare	Administrator	Dallas County	State-at-large
▪ Bianca Gaither	Teacher	Jefferson County	State-at-large
▪ Jennifer Johnson	Administrator	Houston County	State-at-large
▪ Heather G. Haskell	Lecturer	Auburn University	Post Secondary
▪ Terri Johnson	Interim Dean	UAB Huntsville	Post Secondary
▪ Pam Doyle	Governor's Appointee		
▪ Elizabeth Grizzle	Governor's Appointee		
▪ Candace Pettway	Governor's Appointee		
▪ Ronnie Owens	Governor's Appointee		
▪ Ann Siler	Governor's Appointee		
▪ Katie Walton	Governor's Appointee		
▪ Linda Robbins	Governor's Appointee		

Assisting Our LEAs

