



K-4 Mathematics Material Review



K-4 Math Adoption Committee



Team Members:

Teachers: Darren Sheaffer, Andrea Edwards, Papu Matau, Jill Salmon, Patti Cutler, LeAnne Tevlin

Instructional Coaches: Pat Jones, Malinda Huddleston

Principals: Ingrid Colvard, Denise Pearl, Malinda Huddleston



Norms

- Assume positive intent and recognize different perspectives are helpful
- Data, research, and experience will all be used to make an objective recommendation
- Keep a long-term and wide range perspective (students and teachers change)
- We will communicate transparently and regularly throughout the process

Summary of our Process



Step One: Identify Parameters and Goals

Identify applicable state laws and federal guidelines - learning standards, graduation requirements, content area frameworks.

- Know the rules of the road – gather school board policies related to instructional materials selection and adoption and district procurement procedures.
 - [Woodland SD Policy 2020](#)
- Understand your district capacity with regards to budget, time, staff, and technology.
 - [Initial Survey](#)
- Define what an effective course will look like - identify and agree upon success metrics and **reporting tools**.
 - [Publisher Criteria](#)

Summary of our Process



Step Two: Analyze Current Course and Resource

- Understand where are you currently – consider effectiveness of course design and alignment of instructional materials to state learning standards by analyzing student data, soliciting input from teachers, and leveraging existing instructional materials reviews.
 - WSD Considerations: Usability, Alignment of Content and Math Practices, Accessibility, Computational Fluency
- Based on the assessed needs, consider your options.
 - Three resources rose to the top

Bridges

Math Expressions

Ready Math

Summary of our Process



Step Three: Review Materials

- Search critically
 - [Publisher Criteria](#)
 - Everything we looked at was based on good teaching and research. All the options reviewed were aligned with CCSS. A major factor in the conversation was user friendliness.
 - Equity and time were additional consideration. All student and parent materials are available in Spanish and accessible to parents (for all 3 resources we reviewed). Length of instructional times varied but were typically a 60 minute instructional period of time.
- Review with recognized rubrics for the evaluation of instructional materials
 - [Initial Review](#)

Summary of our Process



Step Three: Continue Review of Materials

The team came to a consensus on the following decisions

- Not to pursue Bridges for further review. While the Bridges resource was aligned and has positive teacher reviews from other districts, the company is difficult to work with and support for implementation is weak. The resources were not user friendly.
- Not to pursue Math Expressions. It didn't meet the rigor standard or usability standards.
- Pilot Ready Math - Ready Math scored highest and demonstrated strengths in the areas of rigor, fluency, and problem solving. Ready Math also demonstrated they provide robust support for implementation and ongoing support.

Summary of our Process

Step Three: Continue Review of Materials

Pilot of Materials

- [Student Feedback](#)
- [Teacher Feedback](#)
- On 3/4/19 the committee unanimously recommended [Ready Math](#) to the board for adoption in grades K-4



How *Ready Mathematics* and *i-Ready* Work Together to Help Students Succeed



2

Assessment System & Reports

i-Ready Assessment System:

- *i-Ready Diagnostic* identifies areas where each student is struggling and automatically generates personalized instructional paths.
- *i-Ready Standards Mastery* provides targeted insight into a student's mastery of individual grade-level standards.
- *i-Ready Growth Monitoring* shows student growth, making it possible to predict end-of-year performance and growth for each student.

i-Ready Reports:

- The class **Diagnostic Results** report gives an overview of the instructional needs of the entire class.
- The student **Diagnostic Results** report shows students' strengths and needs and guides teachers to targeted resources.
- The **Instructional Groupings** report automatically groups students based on common needs and provides targeted resources to use with each group.



1



Whole Class Instruction

- **Student Instruction** and **Teacher Resource Books** provide discourse-based instruction that integrates multiple strategies and promotes a growth mindset.
- **Practice and Problem Solving** provides practice for each day of a lesson as well as fluency practice, unit practice, games, and vocabulary support.
- **Online Teacher Toolbox** provides access to all K-8 *Ready* resources for every teacher, including tutorial videos, center activities, and more.



3



Small Group & Personalized Instruction

Small Group Instruction:

- **Teacher-led small groups** can use on-level or prerequisite **Teacher Toolbox** resources, such as **Tools for Instruction**, **Interactive Tutorials**, and activities from the **Teacher Resource Book**.
- **Student-led small groups** can utilize on-level or prerequisite center activities and unit games.

Personalized Instruction:

- *i-Ready Instruction* provides engaging real-world videos to help fill individual student gaps.

Ready Classroom Pricing Estimate for Woodland

Grade Level	Student Enrollment	1 year	6 year (pre-paid)
Kindergarten	175	\$ 7,175	\$ 32,900
First	198	\$ 8,118	\$ 37,224
Second	178	\$ 7,298	\$ 33,464
Third	181	\$ 7,421	\$ 34,028
Fourth	199	\$ 8,159	\$ 37,412
	TOTAL	\$ 38,171	\$ 175,028

Includes Print and Digital access for Teachers and Students

PD is required annually (see below)

Summary of our Process

Step Four: Implementation Planning

- Plan for communicating with stakeholders
- Plan for ongoing, job-embedded professional learning
- Measure impact of course on student engagement and achievement

