Rhode Island
K-8 Reading & Math Curriculum Data
2018-2019
Standards and Curriculum?

**Standards**- Common Core State Standards, Next Generation Science Standards- describe what students should know and be able to do.

**Frameworks**- explanations of standards, vertical progression, model units, classroom walkthrough tools, student work samples aligned to standards.

**Curriculum**- full set of instructional materials, instructional strategies, units, lessons, culturally responsive practices, assessment of learning.
Our Beliefs...

All students deserve the opportunity to learn from engaging, grade-level, high quality curriculum to prepare for success in college, career and civic life.

• High quality curriculum is the foundation of an equitable academic program that includes goals, instructional practices, assessments, differentiation and intervention plans.

• High quality curriculum implemented with integrity across a system is a lever for increased student accessibility and growth.

• High quality curriculum adoption will only be successful with curriculum specific, job-embedded, high quality professional learning.

• High quality curriculum must be the focus of an aligned system that begins with teacher preparation through in-service experiences.

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Division of Teaching & Learning

Student, Community & Academic Support

Educator Effectiveness & Certification Services

Instruction, Assessment & Curriculum

#QualityMatters
Why Do Curriculum AND Professional Learning Matter?

Effect of HQ Instructional Materials*

<table>
<thead>
<tr>
<th>Months of Additional Learning</th>
<th>HQ Materials Only</th>
<th>HQ Materials with PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 months</td>
<td></td>
<td>3 months</td>
</tr>
</tbody>
</table>

Continuum of implementation

LEA has full set of materials, orientation and shared expectations for use as well as ongoing instructional support using materials.
How Time & Resources are Being Spent

Teachers are heading online to supplement or piece together curriculum.

Google: 97% Google

Pinterest: 85% Pinterest

Teachers Pay Teachers: 79%

EngageNY: 39%

EdNet Research, State of the Market 2016
Students’ Time Spent

In a single school year, the average student spends 581 hours on assignments that are not high quality.

<table>
<thead>
<tr>
<th>Math</th>
<th>ELA</th>
<th>Science &amp; Technology</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>127</td>
<td>170</td>
<td>163</td>
</tr>
</tbody>
</table>

- Hours spent on "off grade level" math assignments
- Hours spent on "off grade level" ELA assignments
- Hours spent on "off grade level" science & technology assignments
- Hours spent on "off grade level" social studies assignments
Strategies Underway in SY 2018-2019

- 14 LEAs supported by EdReports Curriculum Project
- Professional Learning Plan Implementation support
- District Network Meetings on Professional Learning
- Curriculum Survey and Report
- EdPrep Program Conversation

Supported by a grant from Council for Chief State School Offices (CCSSO)
What is EdReports?

### Core Connections (Grades 6-8) (2013)
Published By: CPM Educational Program (CPM) | Date Published: 3/14/2016 | View These Reports

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>FOCUS &amp; COHERENCE</th>
<th>RIGOR &amp; MATHEMATICIANAL PRACTICES</th>
<th>ALIGNMENT RATING</th>
<th>USABILITY RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade</td>
<td>8/14</td>
<td>18/18</td>
<td>Partially Meets Expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>8/14</td>
<td>18/18</td>
<td>Partially Meets Expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>13/14</td>
<td>18/18</td>
<td>Meets Expectations</td>
<td>32/38</td>
</tr>
</tbody>
</table>

### StoryTown (2008 with 2012 CCSS Pack)
Published By: Houghton Mifflin Harcourt | Date Published: 4/12/2018 | View These Reports

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>TEXT QUALITY</th>
<th>BUILDING KNOWLEDGE</th>
<th>ALIGNMENT RATING</th>
<th>USABILITY RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>22/42</td>
<td>2/32</td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>21/42</td>
<td>2/32</td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>20/42</td>
<td>N/A</td>
<td>Does Not Meet Expectations</td>
<td>N/A</td>
</tr>
</tbody>
</table>
What does the curriculum landscape look like?

**Goal:** To understand what the current status of curriculum is throughout the State

**Strategy:** Survey LEAs about curriculum materials used in Grades K-8 in the areas of Mathematics and Reading
2017-2018 State-Wide Curriculum Survey

Mathematics Findings
• Eureka Math and EngageNY were the most common
• Locally developed curriculum were reported by at least 10 LEAs in each grade level

Reading Findings
• Majority of LEAs used, in some way, locally developed instructional materials
• Many LEAs used multiple instructional materials in one grade level (ie: EngageNY and Fundations or Journeys, Locally Developed and Fundations)
2018-2019 State-Wide Curriculum Survey

- Data from 52 LEAs

- LEAs identified primary curriculum as (locally developed or publisher based)

- 92% of data was verified in October

- School level data can be extrapolated
K-8 Math Overview 2018-2019

- Locally Developed: 37%
- Red: 7%
- Yellow: 14%
- Green: 28%
- Not Rated: 14%

N= 412 (by grades)  
#QualityMatters
Math Trend
Grades K-5 have higher quality curriculum than Grades 6-8

Math Curriculum

Grades K-5
- Green: 32%
- Yellow: 12%
- Red: 9%
- Not Rated: 8%
- Locally Developed: 39%

Grades 6-8
- Green: 47%
- Yellow: 18%
- Red: 3%
- Not Rated: 27%
- Locally Developed: 5%

N = 412 (by grades)
#QualityMatters
# Math Overview

<table>
<thead>
<tr>
<th>4 LEAs Use Red Curriculums as part of K-8 continuum</th>
<th>23 LEAs Use Green Curriculums as part of K-8 continuum</th>
<th>17 LEAs Use Locally Developed Curriculums in all grades K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 LEAs Use Curriculums Rated Green in all grades K-5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

52 Districts Reporting
Mathematics
A Student’s Experience With Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Eureka</td>
<td>Eureka</td>
<td>Eureka</td>
<td>Eureka</td>
<td>Eureka</td>
<td>Sadlier Math</td>
<td>Sadlier Math</td>
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</tr>
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• 2 different curricula in 9 years
• 1 rated high quality by Ed Reports
• 1 not rated by Ed Reports
• Could result in misalignment or gaps in standards
• More difficult to follow progress over time once transition from grade 5

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K-8 Reading Overview 2018-2019

- Red: 7%
- Yellow: 5%
- Green: 8%
- Not Rated: 24%

Locally Developed: 56%

N= 424 (by grades)
K-8 Reading Trend

Reading Curriculum

Reading K-5
- 50% Locally Developed
- 25% Green
- 10% Yellow
- 6% Red
- 9% Not Rated

Reading 6-8
- 71% Locally Developed
- 22% Green
- 5% Yellow
- 2% Red

N= 424 (by grades)

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## Reading Overview

<table>
<thead>
<tr>
<th>5 LEAs Use Curriculums rated red as part of K-8 continuum</th>
<th>7 LEAs Use Curriculums rated green as part of K-8 continuum</th>
<th>24 LEAs Use Locally Developed in all grades K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 LEAs Use curriculums rated grade in all grades K-5</td>
<td>24 LEAs Use Locally Developed in all grades K-8</td>
<td></td>
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52 LEAs Reporting

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## Reading

**A Students Experience with Curriculum**

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<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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- 5 different curriculums in 9 years
- Mix of locally developed, not rated by Ed Reports, rated high quality by Ed Reports and rated low
- Lack of coherence in structure, language and pedagogical approach
- Unable to track progress across years in order to see growth
High Quality Selection is Not Enough

2018 SurveyWorks Data
• 7% engage in lesson study
• 29% participate in PLCs
• 35% reported that PL was related to content they teach
48% of RI teachers report curriculum and instructional materials that are rigorous and engaging as the most important indicator for meeting the needs students right now.

26% of RI teachers report never having implementation of main instructional materials the focus of professional learning in the last 12 months. 44% report 1-2 times per year.

27% of RI teachers report that they collaborate with other teacher on implementation of main instructional materials once a week or more. 25% report about 1-3 times a month.
LEAs are making the shift to high quality curriculum ...

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<thead>
<tr>
<th>2018-2019</th>
<th>Expected Adoption 2019-2020</th>
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<tbody>
<tr>
<td>Math - 23 Districts</td>
<td>Math - 7 New Districts</td>
</tr>
<tr>
<td>ELA - 7 Districts</td>
<td>ELA - 8 New Districts</td>
</tr>
</tbody>
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