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

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Why Do Curriculum AND Professional Learning Matter?

Effect of HQ Instructional Materials*

- HQ Materials Only: 2 months
- HQ Materials with PL: 3 months


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Continuum of implementation

LEA has full set of materials orientation and shared expectations for use as well as ongoing instructional support using materials.

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How Time & Resources are Being Spent

Teachers are heading online to supplement or piece together curriculum.

- 97% Google
- 85% Pinterest
- 79% Teachers Pay Teachers
- 39% EngageNY

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>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Hours spent on &quot;off grade level&quot; math assignments</td>
</tr>
<tr>
<td>127</td>
<td>Hours spent on &quot;off grade level&quot; ELA assignments</td>
</tr>
<tr>
<td>170</td>
<td>Hours spent on &quot;off grade level&quot; science &amp; technology assignments</td>
</tr>
<tr>
<td>163</td>
<td>Hours spent on &quot;off grade level&quot; social studies assignments</td>
</tr>
</tbody>
</table>

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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)

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>FOCUS &amp; COHERENCE</th>
<th>RIGOR &amp; MATHEMATICAL 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)

<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>

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Where 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)

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Math Trend
Grades K-5 have higher quality curriculum than Grades 6-8

Math Curriculum

Grades K-5
- Green: 39%
- Yellow: 8%
- Red: 9%
- Not Rated: 12%
- Locally Developed: 15%

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

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

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

52 Districts Reporting

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Mathematics
A Student’s Experience With Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</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></td>
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</tbody>
</table>

- 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
K-8 Reading Overview 2018-2019

- Locally Developed: 56%
- Red 7%
- Yellow 5%
- Green 8%
- Not Rated 24%

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

Reading Curriculum

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

Reading 6-8
- Green: 71%
- Yellow: 22%
- Red: 5%
- Not Rated: 2%

N= 424 (by grades)

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### Reading Overview

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

52 LEAs Reporting  

#QualityMatters
## Reading
### A Student's Experience with Curriculum

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>

- 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 ...

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>Expected Adoption 2019-2020</th>
</tr>
</thead>
<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>
</table>