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|  | FORM D: Research-Based Effectiveness Determination  2025 Math Adoption (Core only) |

REQUIRED for **core math titles** submitted for adoption consideration. Cells expand for your response.

Available online at**:** [**https://webnew.ped.state.nm.us/bureaus/instructional-materials/publishers/**](https://webnew.ped.state.nm.us/bureaus/instructional-materials/publishers/)

**Publisher/Provider**:

**Grade(s):**

**Title:**

**Student Edition ISBN:**

***Form D must accompany any submission of core instructional materials for New Mexico’s review. For each core title that is submitted, a Form D must also be submitted.***

Notification as to whether or not submitted materials are found to be research-based will be communicated to the publisher/provider by **October 28, 2024.**

**According to New Mexico regulation: “Research-based effectiveness”** means the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico’s content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study, **or** review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency, as measured by the state assessment.

(Please choose only ONE option on each Form D.)

***We are submitting this core instructional material with the following type of evidence of research-based effectiveness:***

☐ Review by nationally recognized, independent experts in curricula review [complete Option 1]; **OR**

☐ Independently conducted experimental or quasi-experimental research study [complete Option 2]; **OR**

☐ LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment [complete Option 3]; **OR**

☐ No evidence of research-based effectiveness is available [Option 4] (**ONLY** for Trigonometry/Algebra II, HS Applied Math, Financial Literacy, Probability & Statistics, and Trigonometry/Analytic Geometry) If choosing Option 4, you must submit one of the following Rubrics: F.22, F.23, F.24, F.25, or F.26.

***Certification that the information contained in this submission is accurate:***

Signature of authorized Publisher/Provider representative: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OPTION 1: Review by nationally recognized, independent experts in instructional material review**

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| **Criteria** | **Response by Publisher/Provider** | **For State Use Only** |
| **Instructional Material Review** | Link to Instructional Material Review: [insert link]  Date Instructional Material Review Conducted: [fill in]  Instructional Material Review’s Determination of Standards Alignment:  ☐ “Meets Expectations”  ☐ Certification that study was performed using New Mexico’s current content standards (or similar national standards that reflect New Mexico’s standards) |  |
| **Certification that Review is Independent** | Certification that review is Independent:  ☐ No compensation was provided to the reviewer(s) for or by the publisher/provider or anyone affiliated with the publisher/provider (for the review or for any other purpose) for the last three years;  **AND**  ☐ No reviewer(s) and no affiliate organization conducting the review have any connection to publishers/providers (i.e., authorship, reviewers, advisors) nor do they receive any type of support from publisher/providers (i.e., sponsorships with affiliated meetings or organizational groups);  **AND**  ☐ The instructional material review is freely available and not proprietary. |  |
| **Certification that Review is Expert** | Certification that review is expert:  ☐ Reviewers demonstrate knowledge of New Mexico (or similar) content standards and implementation of these standards through instructional material in K-12 settings;  **AND**  ☐ The team of reviewers includes a minimum of three people;  **AND**  ☐ Reviewers have conducted multiple previous reviews of materials for alignment to college and career readiness standards for core instructional materials; **OR**  ☐ Reviewers have experience in designing instructional materials in K-12 settings; **OR**  ☐ Reviewers are educators experienced in utilizing instructional materials in K-12 settings. |  |
| **Certification that Review is Nationally**  **Recognized** | ☐ Reviewer(s) have produced reviews that have been utilized within and/or outside of New Mexico to support state and district adoption of instructional materials. |  |
| **Evidence Regarding Reviewers** | To support the certifications made above regarding reviewer expertise and national recognition:   * Describe the selection, training, and experience of reviewers, highlighting information that supports the claims you made in the above certifications: [Insert relevant data or links to such data]\* * Provide information on the organization conducting the review (if any), highlighting information that supports the claims you made in the above certifications: [Insert relevant data or links to such data] |  |
| **Evidence of Research Basis for Review** | Describe the review process, mindful of the determination the State will make regarding the research basis for this review.   * Review criteria attend not just to the presence of standards, but to the underlying research-based aspects on which the standards are designed (i.e., learning progressions, instructional shifts, etc.). * Sufficient indicators and evidence are available to assess whether publishers’/providers’ materials fully meet the intent of New Mexico’s grade level content standards and goals; and materials as implemented are expected to support teachers and students. * Provide review criteria: [Insert or provide link to description of criteria used for this review] * Provide review process: [Insert or provide link to description of the process used for this review] |  |

**OPTION 2: Submitting results of independently conducted experimental or quasi-experimental research study**

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| **Criteria** | **Response by Publisher/Provider** | **For State Only** |
| **Research Study** | Link to Study: [fill in]  Date Study Conducted: [fill in]  ☐ Certification that study was performed using New Mexico’s current content standards.  ☐ Certification that assessments of student learning were determined using New Mexico’s state assessment or equivalent. |  |
| **Level of Evidence** | ☐ Tier 1– Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. [Complete “Tier 1: Strong Evidence” below.]  ☐ Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies [Complete “Tier 2: Moderate Evidence” below.]  ☐ Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).  ☐ Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness. |  |
| **Tier 1: Strong Evidence** | Certification that:  ☐ This study uses random assignment to ensure that the treatment and control groups are as similar as possible.  ☐ Levels of attrition are low, such that attrition does not compromise the outcome of the random assignment.  ☐ Confounding factors do not compromise randomization. (Ex: Intervention students are all English learners but comparison group has no English learners.)  ☐ The study demonstrates student learning gains. |  |
| **Tier 2: Moderate Evidence** | Certification that:  ☐ This study lacks randomization but leverages some natural change to create groups like comparing results from before and after an intervention.  ☐ The factor that creates the different groups is consistent and clear, with at least two groups for comparison. (Ex: a change in policy allows comparisons before and after.)  ☐ The study takes steps to demonstrate baseline equivalence, in that the groups were equivalent prior to intervention.  ☐ The study demonstrates student learning gains. |  |

**OPTION 3: LEA-created materials with correlational evidence that students meet or exceed grade-level proficiency, as measured by the state assessment**

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| **Criteria** | **Response by Publishing LEA** | **For State Use Only** |
| **Study of LEA-Created Materials** | Link to Study: [insert link]  Date Study Conducted: [fill in]  ☐ Certification that study was performed using New Mexico’s current content standards.  ☐ Certification that students using these core instructional materials meet or exceed grade-level proficiency.  ☐ Certification that study was performed using New Mexico’s state assessment. |  |
| **Evidence** | Summarize the findings of your correlation showing that students using these core instructional materials meet or exceed grade-level proficiency, as measured by the state assessment: [Insert summary] |  |