

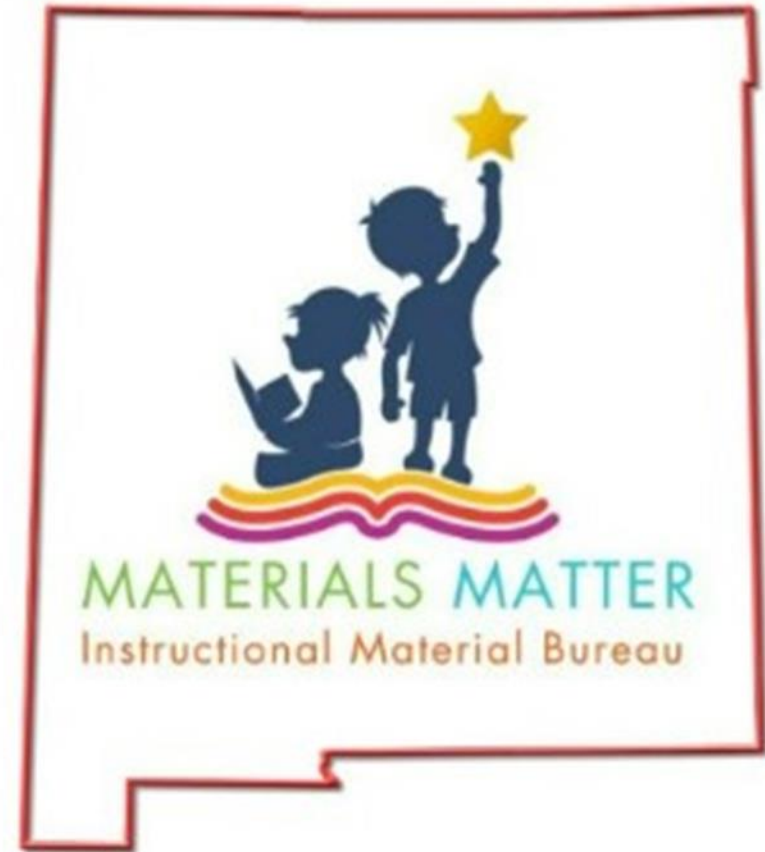


# Welcome



Anthony Burns,  
Director,  
Instructional Material Bureau

Investing for tomorrow, delivering today.



# Objectives

- Why High-Quality Instructional Materials (HQIM) matter
- What is the NM Materials Matter dashboard?
- Why is the dashboard being provided?
- What information is provided in the dashboard?
- How the dashboard can be utilized, and how to update your district's information

# NM Definition of HQIM

High Quality Instructional Materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry, complex problem solving, and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also represent a variety of cultural and linguistic perspectives and highlight diversity in culture and language through multiple perspectives to support students in making meaning of each content area.

# Reflection on HQIM

In Zoom Chat:

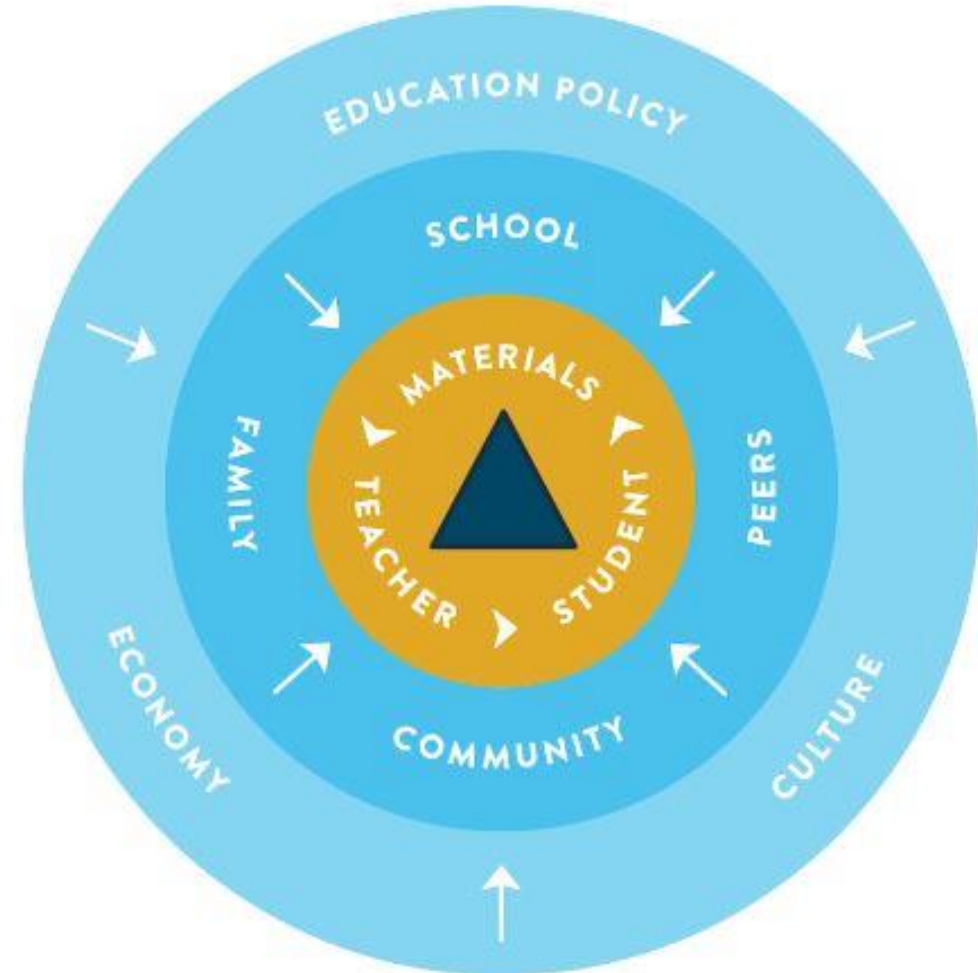
- When have you seen or experienced student learning that aligns with NM's definition of HQIM?
- What did it look and feel like?



# HQIM and the Instructional Core

“That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choices and behavior, makes them all the more important.”

*Choosing Blindly*, Chingos and Whitehurst 2012



# Research – Why HQIM Matter

“Students in classrooms that use 1 highly rated curriculum for 4 consecutive years outpaced comparison students by 38 percentile points, equivalent to 4 additional years of learning.”

Hill, C. J., Bloom, H. S., Black, A. R., & Lipsey, M. W. (2008). Empirical Benchmarks for Interpreting Effect Sizes in Research.

“Students taught using HQIM consistently outperformed their peers. The effects persist across four years post adoption up to 4 percentile points of student achievement.”

Polikoff and Koedel., 2017

# NM's Shift to HQIM

## Prior to 2019

1. State Review/Adoption
  - a. All instructional materials made it on the adopted list
  - b. Reviewers received 8 hrs training
  - c. Rubrics were more of a check box
2. Limited resources and support for LEA adoption
3. Variable funding for instructional materials
4. HQIM Implementation???

## After 2019:

1. Improved State Review/Adoption
  - a. All core materials must be evidence-based & align w/standards and HQIM criteria
  - b. Reviewers receive 30 hrs training
  - c. Rubrics require reviewers to provide evidence
2. Many resources and supports provided for LEA adoption (HQIM Resource Manual, Reviews Website, HQIM Conference, ELA Adoption & Implementation Network)
3. Consistent, increased funding for instructional materials
4. Created HQIM Implementation Hub



# What NM Educators Say About HQIM

“Having a common language and a common framework.”

Dr. V. Sue Cleveland, Superintendent, Rio Rancho Public Schools

“I really feel like implementing CKLA united us as educators”

Jamie Russell, Elementary Teacher, Berrendo Elementary

“As a district, we had differentiated our way away from core instruction.”

Karla Stinehart, Director Elementary Education, Roswell Independent School District

Knowledge Matters Campaign

# Why HQIM Matter

## High-quality instructional materials (HQIM) :

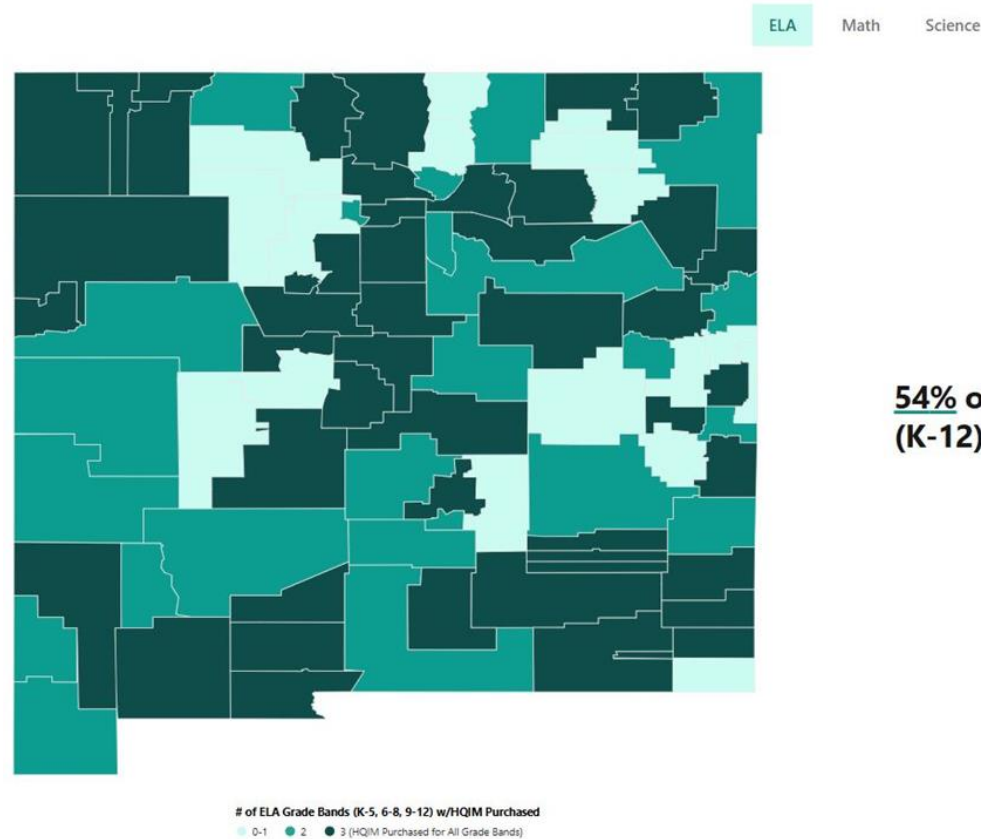
- address an equity issue;
- High expectations for ALL students;
- take consistency to the next level;
- provide coherent support across MLSS Layers 1 and 2
- are a foundation for teachers to collaborate in structured teams;
- make a difference for student achievement;
- and are cost-neutral.

“As it stands now, students’ chances to learn challenging content depend on whether they are lucky enough to attend a school that provides it. In effect, a defense of localism in questions about content amounts to a defense of inequality in opportunity to learn.”

The Role of Schooling in  
Perpetuating Educational Inequality,  
Dr. William Schmidt, 2015

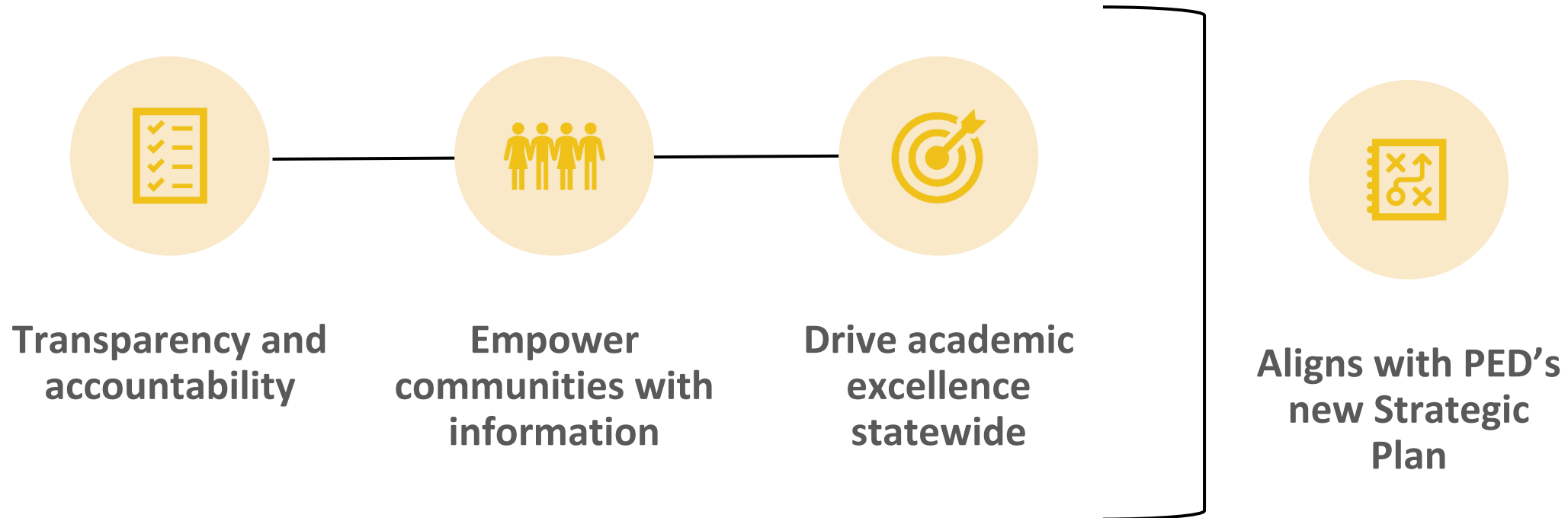
# What is the NM Materials Matter Dashboard?

A data dashboard and heatmap that displays information about the instructional materials purchased by districts for core instruction and if those materials are high-quality.



**54% of NM districts have purchased HQIM for all grade levels (K-12) for ELA (English Language Arts)**

# Why was the dashboard developed?



# What information is available in the dashboard?



Search by district to view instructional material purchase data for ELA, math, and science and if those purchases were for HQIM



Search by instructional material titles to view districts that purchased those materials and if they are HQIM



Apply filters by HQIM ratings, grade bands, subjects, instructional material titles, enrollments, and student populations (ELs, Native Americans, Hispanic, etc.)

# Where did the data in the dashboard come from?



HQIM are determined by reviews of the instructional materials submitted for the state adoption process by teams of NM Level II and III educators



Purchase data of instructional materials used for core instruction self-reported by districts – data was verified in the annual reports submitted by each district in Oct 2024



STARS/Nova enrollment data

# How can the dashboard be used?

- **Parents and families** can learn about the quality of materials in their district.
- **Educators** can better understand why materials were adopted by their district and identify opportunities to collaborate with educators across the state using the same materials.
- **District leaders** can view information about materials being used by other districts and identify opportunities to collaborate on PL in support of implementation
- **RECs, Ed Prep Programs, and professional learning providers** can gather relevant information about the instructional materials adopted by the districts they currently serve, and seek to serve in the future.
- **Legislators, policy makers, and advocacy groups** can gather information about the use of funding for instructional materials and their level of quality.

# How districts can update their data



The current data in the dashboard is based on your CIM Verification submitted with FY24 annual reports that were due October 31, 2024.



Districts will have an annual opportunity to update the data in the dashboard via the CIM Verification section of the instructional material annual report

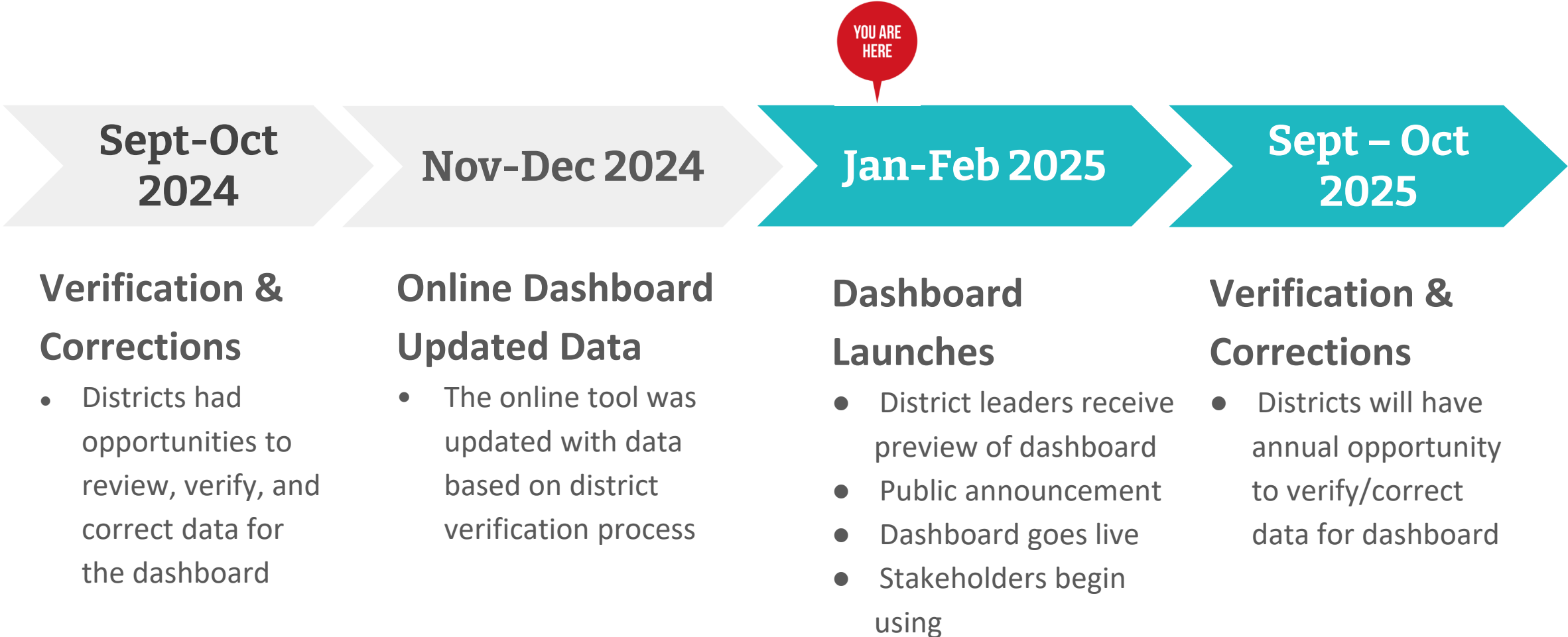


# Dashboard FAQs

## Frequently asked questions

- What are high-quality instructional materials (HQIM)? +
- How does New Mexico determine if instructional materials are high-quality instructional materials? +
- How do I know if the instructional materials listed on the dashboard for my district are rated as HQIM? +
- Our district has purchased new instructional materials for core instruction; how can this be reflected on the dashboard? +
- Why isn't my school using HQIM for all grades and subjects and what can I do about it? +
- My district has purchased HQIM but my student does not seem to be receiving instruction from this HQIM. Why not? +

# Where we've been, what comes next



# Questions and Contact Info

## Questions and Answers

### Contact Information:

[Anthony.Burns@ped.nm.gov](mailto:Anthony.Burns@ped.nm.gov)

505-470-5723

### Instructional Material Bureau:

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/>