



WEBINAR SERIES

APRIL 8

11:00AM PT

2:00 ET

# Adopting Materials Through an Equity- Focused Lens: Why Materials Matter

Guests:



Josh Parker  
UnboundEd's Equitable ELA  
Instruction



Bailey Czupryk  
TNTP's The Opportunity Myth

# WELCOME!

Please take this time to get comfortable and ensure you have the correct audio settings to hear and participate today.

# Housekeeping

- This webinar will be recorded and available in a follow-up email.
- We'll have a Q&A session at the end, but you may use the Q&A feature to submit questions throughout.
- Any unanswered questions will be followed up.
- Tag @edreports and use #materialsmatter on Twitter and we'll follow you.

# Presenters



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# Agenda

1

Why Materials Matter

2

Setting the Stage:  
The Opportunity Myth

3

Equitable ELA Instruction:  
UnboundEd

4

Q&A

# Materials Are a Lever for Equity

Adoption and use of high-quality instructional materials (HQIM) can ensure **EVERY STUDENT** is learning **GRADE-LEVEL, ENGAGING, MEANINGFUL CONTENT**.

Use of HQIM can **DECREASE INEQUITIES IN INSTRUCTION** between and within schools.

# Equity in an Adoption Process

Adopting materials through an equity-focused lens includes:

- Centering the needs of students who have been least well-served in your system
- A strong vision for instruction for *every* student
- Focusing on local priorities that reflect the needs and context of your students
- Including voices and perspectives from a broad range of stakeholders: students, families, teachers, leaders



EdReports is a non-profit organization that increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide.

# EdReports' Theory of Action



**IDENTIFY  
EXCELLENCE**



**INCREASE  
DEMAND FOR  
EXCELLENCE**



**IMPROVE  
MATERIALS**



**BETTER  
OUTCOMES  
FOR STUDENTS**



# Why Materials Matter

*One of the most significant factors that impacts student achievement is that teachers commit to implementing **GUARANTEED AND VIABLE INSTRUCTIONAL MATERIALS** to ensure no matter who teaches a given class, the materials will address certain essential content and provide a coherent experience for every student.*



Direct impact on learning outcomes

Teachers' top priority

Lever for **EQUITY**

Cost effective measure

# EdReports.org

edreports.org

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## Reports Center

EdReports empowers districts with free reviews of K-12 instructional materials. Our reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality.

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### Refine Results

Narrow your field of results by publisher, subject, and grade level.

PUBLISHER SUBJECT GRADE

### Our Reports

Currently Viewing by Most Recently Published

ALPHABETICAL MOST RECENTLY PUBLISHED

FOUNDATIONS OF LANGUAGE AND LITERATURE: ADVANCED

REACH FOR

### Update How Results Are Shown

ALPHABETICAL TEXT QUALITY BUILDING KNOWLEDGE ALIGNMENT USABILITY

**MyPerspectives (2017)**  
Published By: Pearson | Date Published: 5/19/2017 | [View These Reports](#)

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Sixth Grade	36/34	32/33	Meets Expectations	34/33
Seventh Grade	36/34	32/33	Meets Expectations	34/33
Eighth Grade	36/34	32/33	Meets Expectations	34/33

**Wit & Wisdom (2016)**  
Published By: Great Minds | Date Published: 6/8/2017 | [View These Reports](#)

GRADE LEVEL	TEXT QUALITY	BUILDING KNOWLEDGE	ALIGNMENT RATING	USABILITY RATING
Third Grade	41/42	32/33	Meets Expectations	34/33
Fourth Grade	41/42	32/33	Meets Expectations	34/33
Fifth Grade	41/42	32/33	Meets Expectations	34/33
Sixth Grade	36/34	32/33	Meets Expectations	34/33
Seventh Grade	36/34	32/33	Meets Expectations	34/33
Eighth Grade	36/34	32/33	Meets Expectations	34/33

#### CRITERION 1A - 1F

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

17/21

- [Criterion Rating Details](#)

The instructional materials reviewed for Grade 6 partially meet the criteria that texts are worthy of students' time and attention, are of quality and are rigorous, and support students' advancing toward independent reading. Anchor texts are of publishable quality and reflect the distribution of text types and genres required by the standards. Texts have the appropriate level of complexity for the grade; however, not all of the text selections support students' increasing literacy skills over the course of the year. Materials expose students to a broad range of text types and disciplines and include a volume of reading so students can achieve grade-level reading proficiency by the end of the year.

#### INDICATOR 1A

Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.

4/4

- [Indicator Rating Details](#)

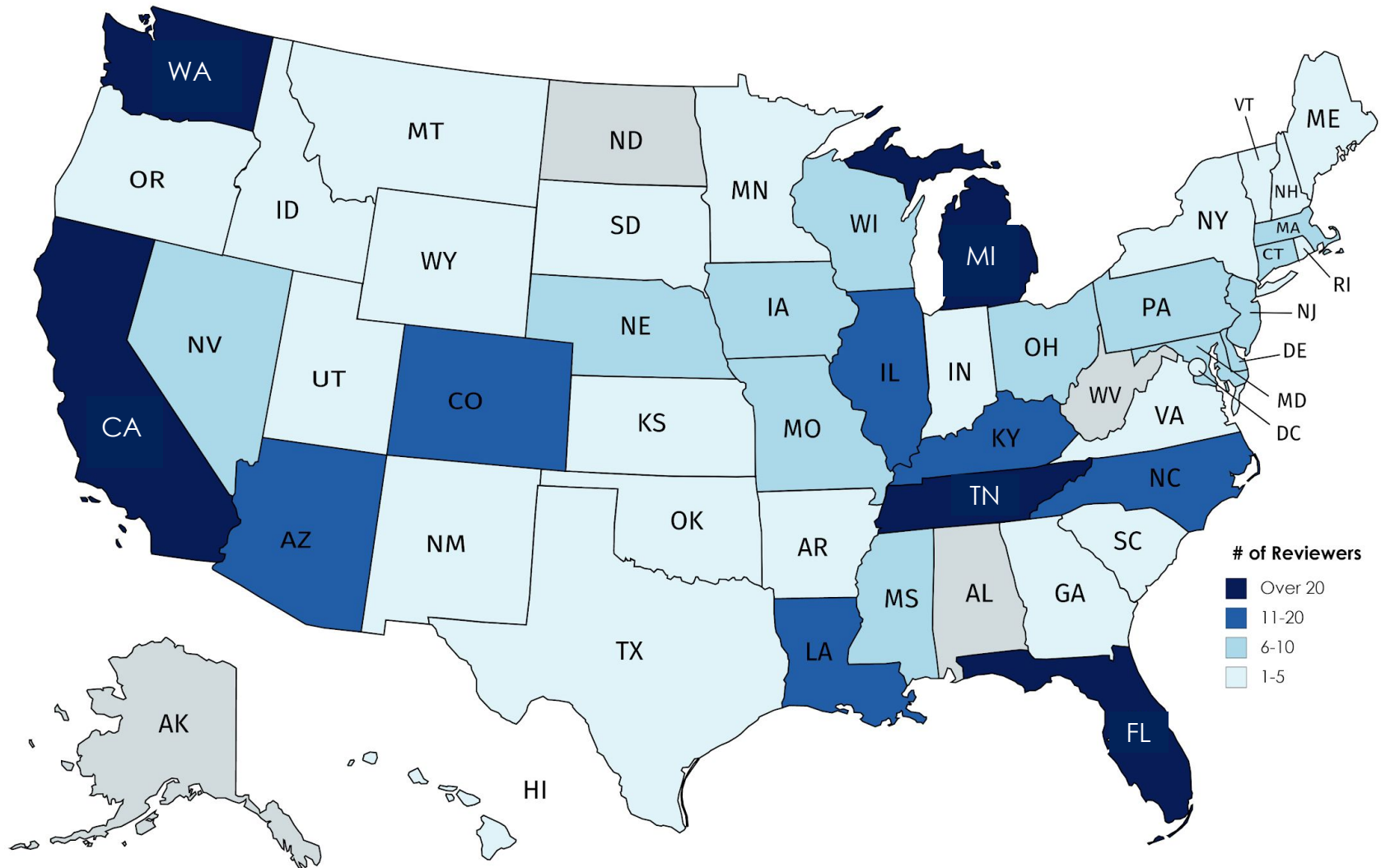
The instructional materials reviewed for Grade 6 meet the criteria for anchor texts being of publishable quality and worthy of especially careful reading and consider a range of student interests.

Students are exposed to a variety of texts that are worthy of careful reading including texts that are written by published authors and have won major literary awards. The nonfiction texts include articles and texts with engaging photographs, strong academic vocabulary, and text features worthy of engagement.

Examples of publishable, high-quality texts include:

- In Unit 1, students read an excerpt from *Does My Head Look Big in This* by Randa Abdell-Fattah, which is an age-appropriate first-person story about the challenges a Muslim student faces in school. It addresses stereotypes, social pressures, and identity from a female teen perspective. It contains rich language.
- In Unit 2, students read the Newbery Award-winning novel, *Hatchet* by Gary Paulsen, which is a high-interest fictional novel about survival.
- In Unit 5, students read an excerpt from *Roll of Thunder, Hear My Cry* by Mildred D. Taylor, which is a Newbery Award-winning author and book with high interest and a relevant and important theme.
- In Unit 6, students read an excerpt from *Seedfolks* by Paul Fleischman. This is Golden Kite Award winner and an ALA Best Book for YA winner. It is high interest, diverse, relevant, and has relatable characters.
- In Unit 8, students read an excerpt from *Journey to the End of the Earth* by Jules Verne, which is a science fiction text that is of high interest and contains rich language.

# Reviewer Representation



# State and District Support



Supporting the development of the Nebraska Instructional Materials Collaborative website

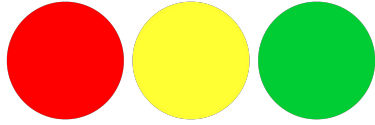


Supporting district adoption cohorts with making local decisions



Supporting Chicago Public Schools with rubric development and training

**800+**



reports  
published

**89** of the largest 200  
districts across the  
country using EdReports



**650+**



reviewers  
from 48 states

**Over 12.4 million**  
students impacted



Over **30**  
publishers making  
changes based on  
our reviews



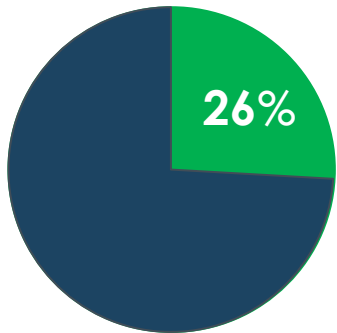
**29**  
state DOEs  
use EdReports  
for state plans or  
other work

# Our Charge (2020)

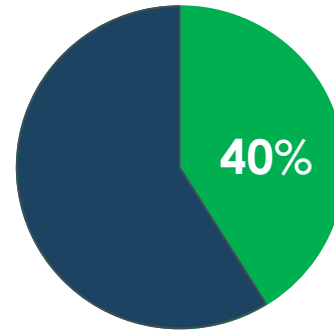
## ELA



## MATH



While 52% of ELA materials that EdReports reviewed meet expectations for alignment only **26%** of materials used by teachers nationwide are aligned.



While 41% of math materials that EdReports reviewed meet expectations for alignment only **40%** of materials used by teachers nationwide are aligned.

# TNTP: THE OPPORTUNITY MYTH

TNTP's latest report, *The Opportunity Myth*, examines the quality of students' academic experiences in school—and its effect on their long-term success.



At the heart of this report are real students, their aspirations and dreams, and how school sets them up—or doesn't—to reach those goals.



We partnered with five school systems to look closely at what students are doing in school and how to improve these experiences at scale.

Understand student's  
academic experiences



in schools  
nationwide



to advance  
student learning.



## RESEARCH

Survey students in real time throughout a school year; pair with schoolwork, observations and achievement data.



## SCOPE

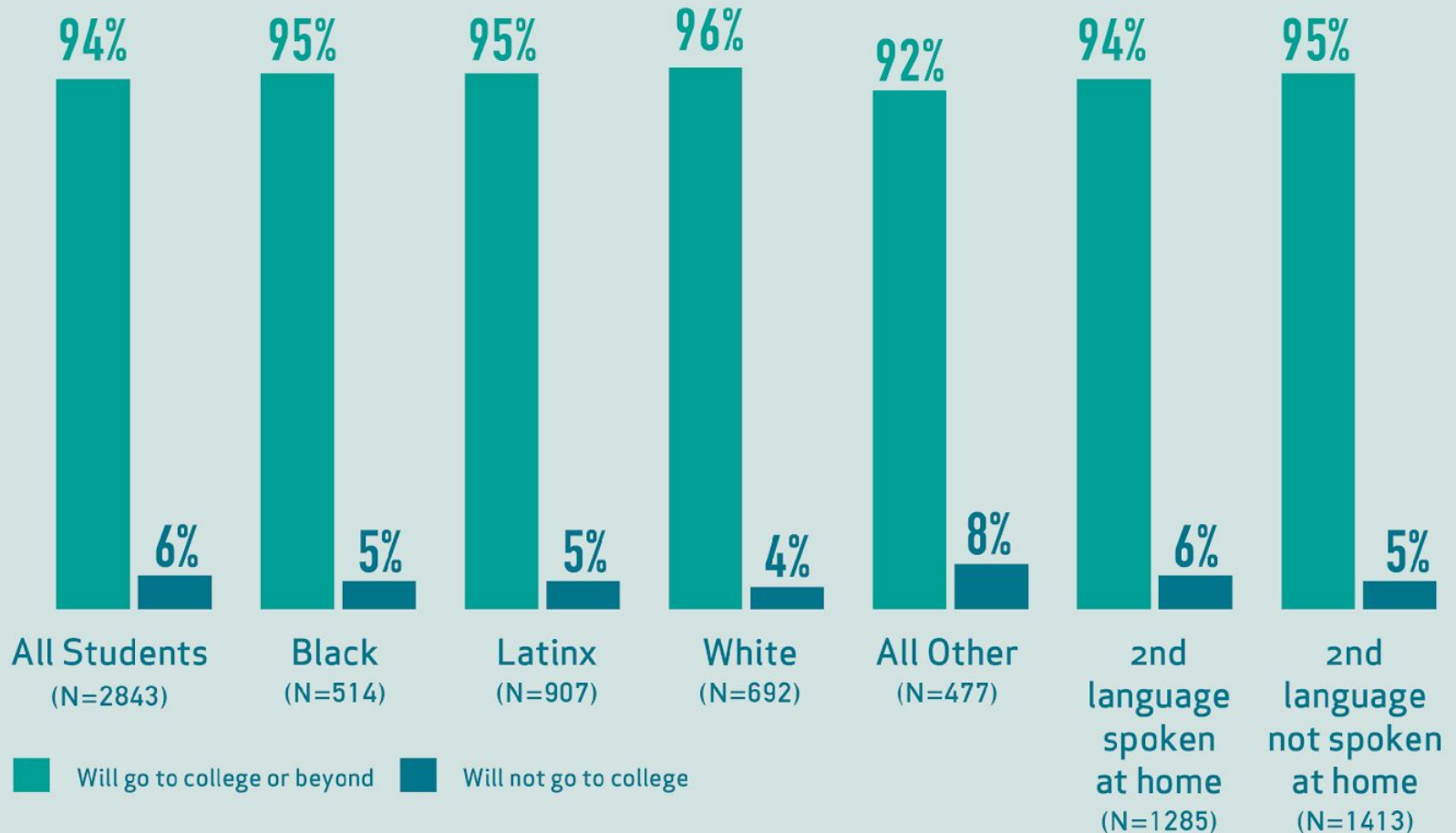
Work with 4 diverse districts and 1 charter network; follow about 250 teachers and almost 4,000 students.



## RECOMMENDATIONS

Define concrete next steps for policies and practices in classrooms, schools and districts


Almost all students—regardless of who they are—intend to go to college or beyond.



Seventy percent of high schoolers aspire to careers that require at least a college degree.

SOURCE: Student background surveys

Students expect that school will set them up to meet their goals if they do what's asked of them—and they generally do just that.



**88%** of the time, students are working on activities related to class

**71%** of the time, students met the expectations of assignments they're given

**83%** earned As, Bs, and Cs in English language arts

**78%** earned As, Bs, and Cs in math

SOURCE: Student surveys (for time on task); Student work samples (for meeting assignment expectations); District extant data (for grades)

But even when they do what school asks,  
they're not set up for success to reach their long-term goals.

Students  
succeeded on

**71%**

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of their  
assignments

They met grade-level  
standards on

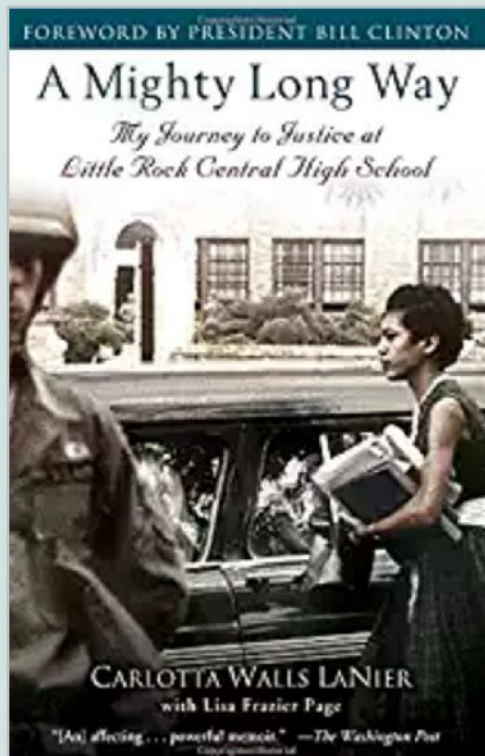
**17%**

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of those exact  
same assignments

Even though most students are meeting the demands of their assignments—and many are earning As and Bs—they're not prepared for college-level work.

Assignment quality varied widely. Some students—like the eighth graders in this language arts class—did have the opportunity to grapple with high-quality assignments.



Education

GRADE 8: MODULE 3B: UNIT 2: LESSON 16

Informational Essay Planner

Name:

Date:

**Focusing Question:** In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the press played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?

Students read *A Mighty Long Way* and wrote an informational essay analyzing historical events, getting the chance to fully meet the depth of multiple standards and learn relevant content.

But most students are spending most of their time working on low quality assignments that are not preparing them for the challenges ahead.

### The “Billion Oyster Project” Brings Life Back to NYC Waters

Gazing at Manhattan’s East River, you will see huge cargo ships, ferries, and barges. You’ll see a stream of cars and trains zooming over the city’s bridges. It’s hard to imagine that this river was once an unspoiled marine habitat. Years of industrial development have taken a toll. Much of the natural ecosystem here was lost or damaged. But today, with the help of the Billion Oyster Project and lots of New York City students, that’s starting to change.



OYSTER BOATS, NEW YORK.

Long ago, oysters thrived in the waters around NYC. Have you ever heard of Pearl Street in downtown Manhattan? That street was named for all the oysters that swarmed the nearby river. But as NYC became a shipping hub, the rivers became polluted. The oyster population nearly disappeared. This impacted the whole ecosystem, because oysters were a key ingredient.

As oysters eat, they filter the water supply by removing nitrogen. We see great biodiversity around oyster reefs, because the oysters’ filtering ability attracts life. Around NYC’s oyster reefs, there were large habitats of fish and marine creatures. Even whales were a common sight here. Oyster reefs also helped to buffer Manhattan from erosion. They limited the damage from storms and waves. As NYC’s oysters died off, so did many other creatures, and so did the protective quality of the reefs. This was a big loss for the city.

The Billion Oyster Project has set out to address this loss. The project works to bring oysters back to NYC’s waters. The project began with students at New York Harbor School. It has since expanded to include many schools in the city. Thousands of NYC students have participated in reef construction and oyster planting. So far, over 26 million oysters have been planted in the waters around NYC. And it’s working! With the oysters, many more fish and marine creatures have returned as well. Even whales have been spotted again.

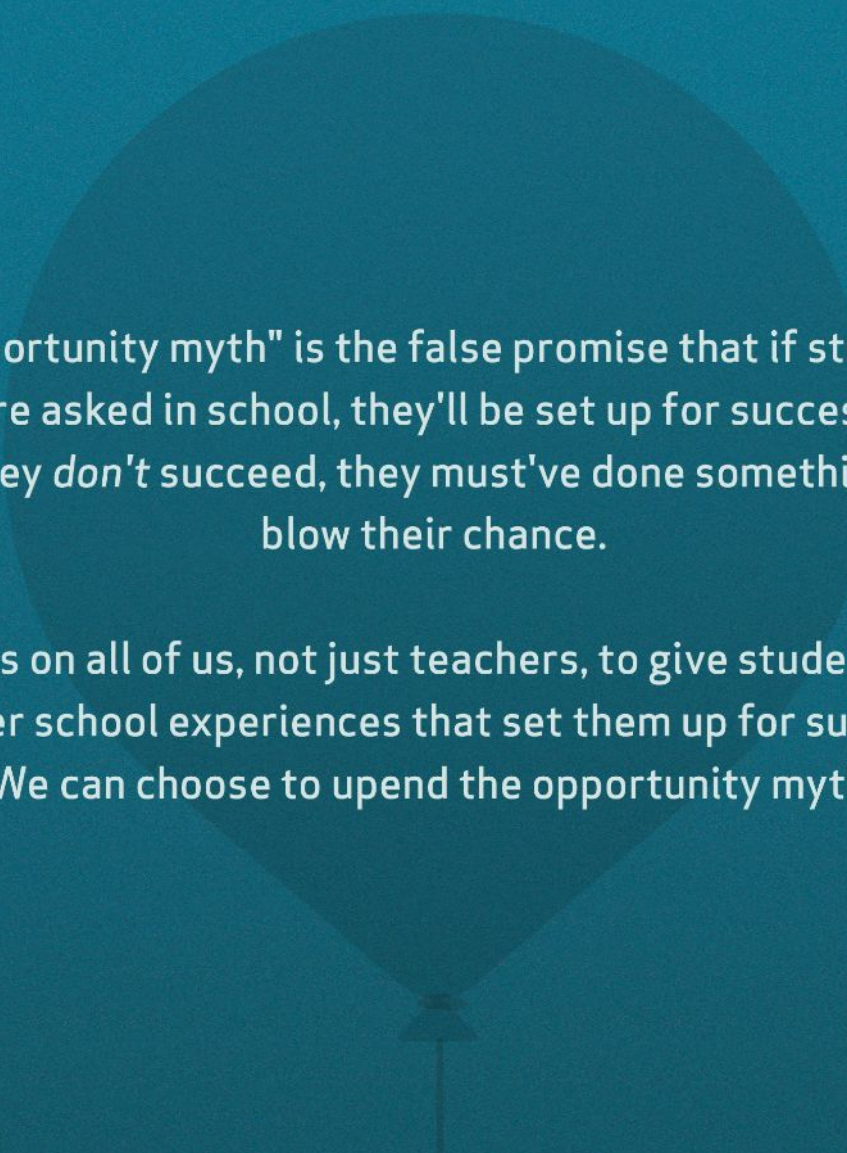
These NYC waterways and harbors will always be some of the world’s busiest. But with the help of the Billion Oyster Project, the dynamic natural world that once thrived here is beginning to return and to coexist more peacefully with the ferries, barges, cars and trains.

After reading a fifth-grade level text, eighth graders in this class completed multiple-choice questions and filled in the missing vowels in words.

#### Sample question from this assignment:

Add vowels (a, e, i, o, u) to complete the words from the reading.

It’s hard to imagine that this river was once an unspoiled marine H\_B\_T\_T.



The "opportunity myth" is the false promise that if students do what they're asked in school, they'll be set up for success—and that if they *don't* succeed, they must've done something to blow their chance.

It's on all of us, not just teachers, to give students better school experiences that set them up for success.  
We can choose to upend the opportunity myth.

We found four key resources that influence a student's school experience and outcomes.

1 Consistent opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS**

2 **STRONG INSTRUCTION**, where students do most of the thinking in a lesson

3 **DEEP ENGAGEMENT** in what they're learning

4 Teachers who hold **HIGH EXPECTATIONS** for students and believe they can meet grade-level standards

Unfortunately, these resources are few and far between for most students –and *particularly* for students of color, those from low-income families, English language learners, and students with mild to moderate disabilities.





In a single school year, the average student spends about **530 hours of the approximately 720 hours** in their core classes on assignments that are not grade appropriate.

Teachers report spending **7 HOURS PER WEEK** developing or selecting instructional materials and reported **CREATING OR FINDING 57% OF THEIR ASSIGNMENTS**, but those assignments tend to be **LOWER QUALITY** than those taken from any district or state provided curriculum.

Inequitable access isn't random. White students and those from higher-income families were more likely to be in classrooms that offered the four key resources.



Students of color and students from low-income backgrounds were about **25% LESS LIKELY** to receive grade-appropriate assignments.

They also received **LESS THAN HALF THE AMOUNT** of high-quality lessons.

SOURCE: Assignments and observations

When students get access to more of the key resources, they grow more compared to their peers—especially students who started the year below grade-level.

MEAN ACHIEVEMENT BY DEMOGRAPHIC AND ASSIGNMENT QUALITY, AND EXTRAPOLATED GROWTH

### STUDENTS OF COLOR

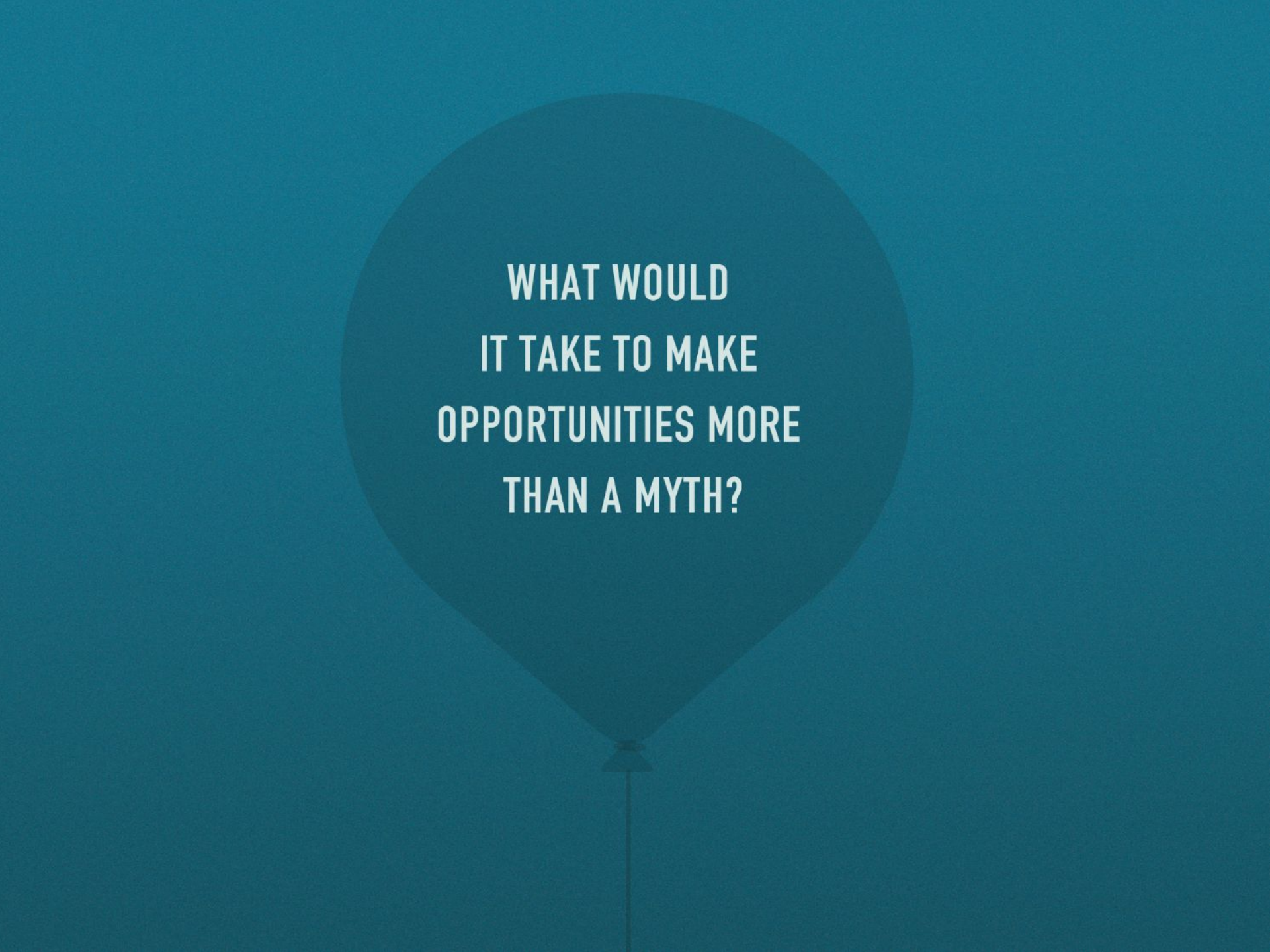


### STUDENTS BEGINNING SUBSTANTIALLY BEHIND GRADE LEVEL



The "achievement gap" is not inevitable. It's baked into a system where some students get more than others.

SOURCE: Student achievement data



**WHAT WOULD  
IT TAKE TO MAKE  
OPPORTUNITIES MORE  
THAN A MYTH?**

We're asking all adults whose choices affect students' experiences to make two big commitments—and follow through on them.

## EVERY STUDENT SHOULD HAVE ACCESS TO...

...grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class—regardless of their race, ethnicity, or any other part of their identity.

We will continually investigate the extent to which our students receive this access and report on our progress.

## EVERY STUDENT AND FAMILY IS...

...an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about their child's progress, and have a legitimate role in decision-making.

We will continually seek feedback from all students and families about whether we're living up to this commitment.

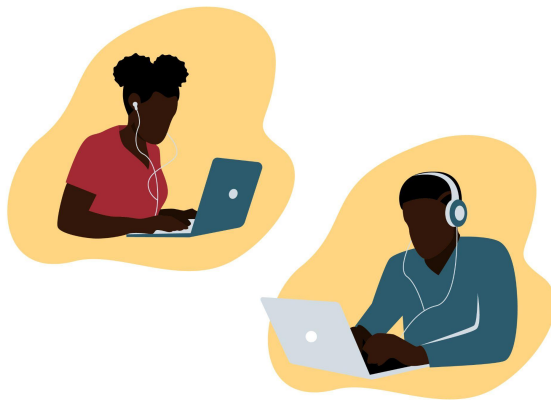
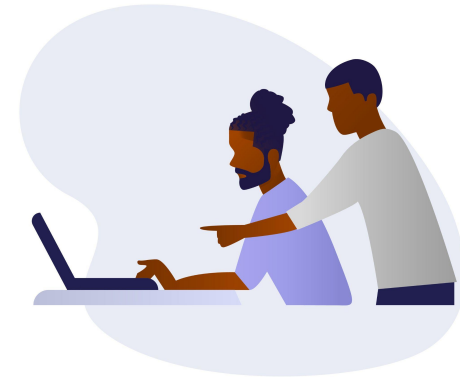
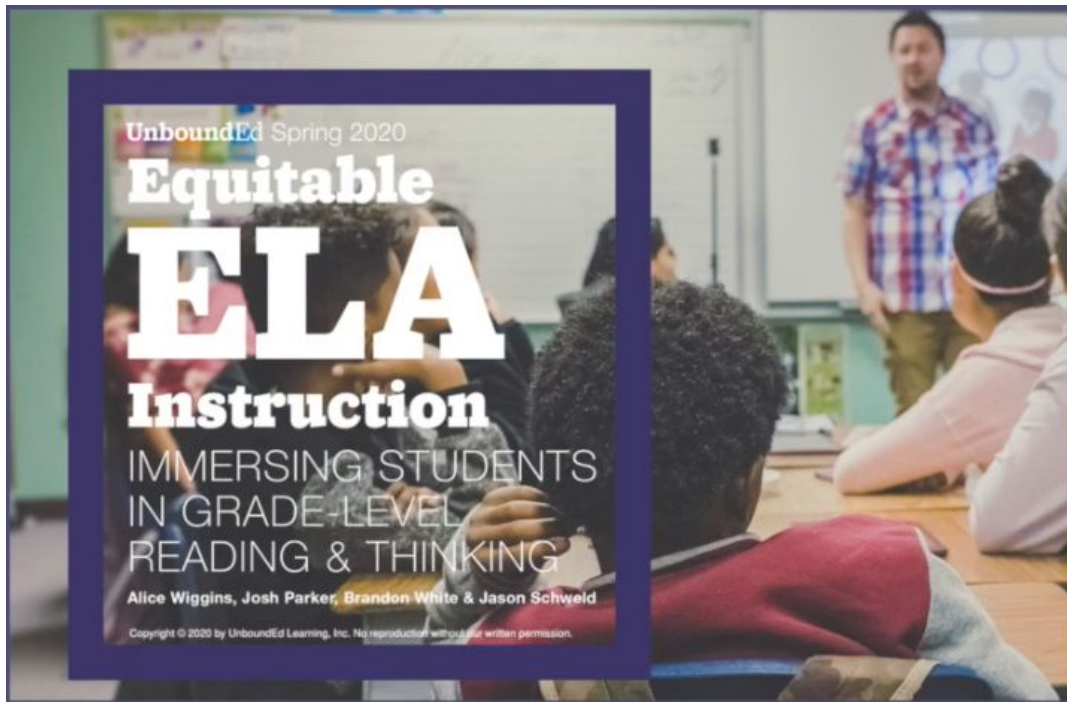
## Upholding those commitments in practice means undertaking five major actions.

- 1** Ask students and families directly about their goals and school experiences; listen to what they share; and then act on what they tell you.
- 2** Make greater access to grade-appropriate assignments an urgent priority for all students, no matter their race, income level, or current performance level.
- 3** Give all students, especially those who are behind grade level, access to instruction that asks them to think and engage deeply with challenging material.
- 4** Ensure educators enact high expectations for student success by seeing firsthand that students are capable of succeeding with more rigorous material.
- 5** Conduct an equity audit to identify school and district-level decisions—from the diversity of staff at all levels to which students are enrolled in honors courses—that give some students greater access than others to key resources.

# UNBOUND ED: Equitable ELA Instruction



**Justice is found in the details  
of teaching and learning.™**



1

Adopt Aligned Curriculum

2

Provide Instructional Support that Fosters All Students' Persistence with Grade-Level Reading and Thinking

3

Provide Targeted Intervention in Addition to, and in Service of, Grade-Level Learning

**System leaders** and **school leaders** must ensure schedules that include dedicated intervention time and provide supplemental and intervention materials that work in service of the content, concepts, and skills of the standards-aligned curriculum.

**That is, intervention materials should be aligned to the grade-level texts and topics of the standards-aligned curriculum.**

**Teachers** must marry the critical work of understanding, internalizing, and preparing aligned lessons with reflection on their role within our biased systems in order to identify barriers to offering the grade-level instruction, supports, and interventions that cause change

**Educators at all levels** must learn to recognize the instructional moves impeding students' access to grade level work.

**Q&A**

Have a question?  
**Submit via Q&A.**



# Contact Us



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# How can we continue the conversation?

EdReports supports states/districts in:

- **Building Awareness** - deepening understanding of the instructional materials landscape: the research behind why they matter, connections to equity and closing achievement gaps, the state of the market, and the characteristics of high quality instructional materials.
- **Signaling Quality** - helping to develop and deliver resources that signal quality in instructional materials (crosswalks, how-to guidance, blogs, testimonials, recorded webinars, in-person sessions on why materials matter)
- **Conducting High-Quality Local Reviews** - supporting states/districts in conducting local reviews, creating criteria, and training reviewers
- **Supporting Smart Adoption Processes** - providing critical support and expertise to states/districts throughout an adoption process

Reach out to our team to learn more ([marabo@edreports.org](mailto:marabo@edreports.org))

Webinar Series:  
Adopting  
Materials Through  
an Equity-  
Focused Lens



APRIL 8 Why Materials Matter

APRIL 22 Designing an Instructional  
Vision

MAY 6 Establishing Adoption  
Priorities

MAY 20 Stakeholder Engagement

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