Assessing the Impact of High-Quality Instructional Materials Pilot Programs

During COVID, 113 schools in Texas implemented an Open Education Resources (OER)/High-Quality Instructional Materials (HQIM) pilot with impressive results. These results prove that HQIM paired with strong teacher engagement supports real student growth. HB 1605 and SB 2565 seek to expand access to these materials and provide teachers with a rigorous base from which to work.
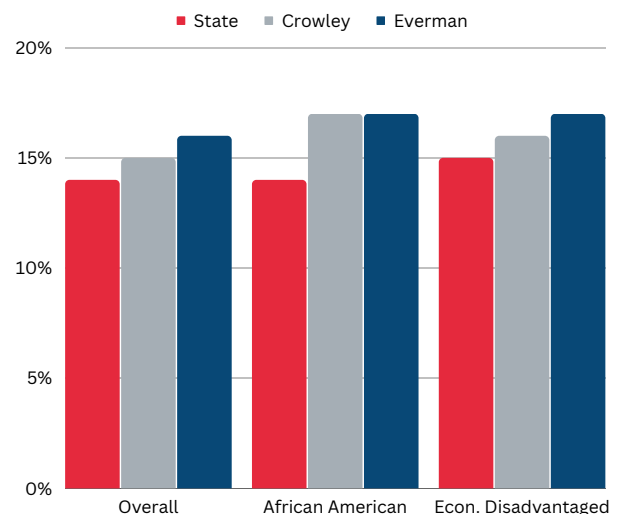
Sample Pilot Districts Include:

CROWLEY ISD	EVERMAN ISD
Enrollment: 16,850	**Enrollment:** 5,500
Pilot Years: 2021- 2023	**Pilot Years:** 2021- 2023
Pilot Campuses: 25	**Pilot Campuses:** 10
Students Demographics: • Econ. Disadvantaged: 72% • African American: 47% • Hispanic: 33%	**Students Demographics:** • Econ. Disadvantaged: 94% • Hispanic: 59% • African American: 34%

Pilot Districts Out-Performed State Averages

Academic growth in reading on grade-level at pilot campuses using OER/HQIM was stronger for African American and economically disadvantaged students than compared to the rest of the state.

Note: Growth is represented by the difference in the percentage of students that achieved "meets grade level" expectations in grades 3-5 on the on the RLA STAAR assessment between 2020–21 and 2021–22.

READING SUCCESS AMONG AT-RISK STUDENTS

During the current 2022-23 school year, Everman ISD has seen strong growth in the early grades (K-2) in the percentage of at-risk students considered to be on-track for reading. Students who are on-track for reading in the early grades are more likely to succeed academically and are less likely to drop out of school.
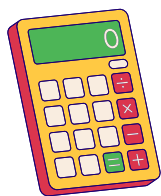
13%

increase in kindergarten students district-wide considered On-Track on an early literacy screening tool.

"As a third-grade teacher, the amazing thing about HQIM K–5 RLA was that we were able to customize our lessons to support how to address the high-leverage TEKS being presented throughout the unit. The knowledge component provides text-based questioning using complex texts that allow us to customize exit tickets and use STAAR-rigor question stems."

– Teacher, Deer Creek Elementary

MATH SCORES ARE TRENDING UPWARD

30%

increase in the number of students who met grade-level expectations in math during the winter benchmark assessment.

In year two of HQIM implementation, Crowley ISD saw strong gains in both reading and math. At Meadowcreek Elementary, students who met grade-level expectations grew by 30% in math during the winter benchmark assessment over the previous year.

"I absolutely love HQIM K–5 RLA curriculum for many reasons. The way this curriculum builds onto the prior grade levels to increase the rigor and vocabulary is really beneficial. My students really enjoy the readers! Not only are these readers filled with stories that are very engaging, but they leave the students on the edge of their seats and eager to read the next chapter. As a teacher I really enjoy using the progress monitoring as a tool to empower my students as we view their data and create future goals together. I feel like this curriculum truly helps students become strong readers."

– First Grade Teacher, Everman ISD

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