

# Instructional Materials Adoption: K-12 Math

Board Update

April 7, 2026

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# Recall: K-12 Math Instructional Materials

- The last adoption of K-12 Mathematics materials in LISD occurred in 2014 and 2015.
- HB 1605 created new criteria for Instructional Materials Review and Approval and established a process (now called the IMRA process) for the SBOE to approve high-quality instructional materials (HQIMs) each year.
- LISD only reviewed HQIMs in this review process.
- HQIMs were reviewed for the following courses:
  - K-5 Math
  - 6-8 Math
  - Algebra I, Geometry, Algebra II, Precalculus



**IMRA**   
Instructional Materials  
Review and Approval

## **Recall: State Review During IMRA Process**

- Ensures full coverage of Texas Essential Knowledge and Skills (TEKS)
- Ensures full alignment to the English Language Proficiency Standards (ELPS)
- Provides evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and social studies
- Supports all learners, including students with disabilities, Emergent Bilinguals (EB), and students identified as gifted and talented



# Recall: Teacher Review Teams

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- LISD utilized teacher review committees for obtaining maximum amount of input on instructional materials:
    - K-5 = 45 members
    - 6-8 = 22 members
    - 9-12 = 26 members
    - The district had department representation from SPED, Bilingual, ESL, G/T, and Digital Learning
  - While the review committees synthesized all feedback, EVERY teacher had the opportunity to provide feedback.
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# Recall: Overall Timeline

<b>February</b> 	<ul style="list-style-type: none"><li>● Online feedback form opened for community input</li><li>● February 2: Presented Information Item to LISD School Board</li><li>● February 3: HQIM Showcase for Committee Members</li><li>● February 9: In-person Community Review Opportunity<ul style="list-style-type: none"><li>● Bolin Professional Learning Center - 8:00 am - 8:00 pm</li></ul></li></ul>
<b>March</b> 	<ul style="list-style-type: none"><li>● HQIM Review Committees synthesized teacher and community feedback to determine a recommendation</li></ul>
<b>April</b>	<ul style="list-style-type: none"><li>● April 7: Discussion Item to LISD School Board</li><li>● April 13: Board Consideration and Action on Recommendation</li><li>● Order materials and plan for summer professional learning</li></ul>

# Recall: Additional Layer of Local Review of Materials

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- To what extent do the instructional materials support the elements of the ONE Vision Framework?
  - How do the materials help teachers implement the ONE Vision Framework efficiently and effectively?
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# Feedback Received

	Participating Teachers	Community Input
Elementary	<ul style="list-style-type: none"><li>• 245 Teachers Participated with Feedback</li><li>• 45 Teachers Participated on the Committee and attended Vendor Showcase</li></ul>	<ul style="list-style-type: none"><li>• 6 community members participated</li><li>• 4 submitted feedback forms for elementary</li><li>• Feedback form and community viewing information was shared on the district website, school campus banners, and through social media</li></ul>
Middle	<ul style="list-style-type: none"><li>• 60 Teachers Participated with Feedback</li><li>• 22 Teachers Participated on the Committee and attended Vendor Showcase</li></ul>	
High	<ul style="list-style-type: none"><li>• 51 Teachers Participated with Feedback</li><li>• 24 Teachers Participated on the Committee and attended Vendor Showcase</li></ul>	



# Committee Recommendations

## Elementary (K-5 English and Spanish):

- Amplify Desmos Math Texas

## Middle School (6-Alg 1):

- Savvas enVision

## High School (Algebra I, Geometry, Alg II):

- Savvas enVision

## High School (Precalculus):

- McGraw Hill Texas Math



# Pilot Experience

We are grateful to have been allowed to pilot HQIMs at three elementary campuses and five middle schools this year.

Learning includes:

- The power of the internalization and rehearsal processes
- Clarity around the depth of the TEKS and the student experience
- The shift from selecting materials to implementing lessons well
- The importance of data driving instructional decisions

Impact on our recommendation:

- Materials that are easier to navigate impacted our decision to not adopt the piloted materials.
- A combination of digital and print materials became more important than expected.
- Multiple opportunities for administering a variety of assessments became a necessity.

# Key Considerations Driving the Recommendation

Teacher supports for confident and effective delivery:

- Pacing Guides, detailed lesson plans, and presentation slides are ready-made and easy to navigate.
- Teacher support videos to assist with both pedagogy and content
- Differentiation recommendations so teachers know how to support all learners
- Guiding and probing questions provided

Step 1 Explore & Share		
Time	5-10 min	Instructional Focus: Students use their knowledge of number classification to focus on characteristics that groups of real numbers have in common. They consider sets of real numbers and the relationship between rational and irrational numbers.  Student Companion: Students can do their work for the task on their Student Companion pages, which you can print from SavvasRealize.com
✓	Before WHOLE CLASS	<b>Implement Tasks that Promote Reasoning and Problem Solving</b> Q: What game is the game being played similar to? In what ways are they alike? Different? [tic-tac-toe; both games are won with three in a row; tic-tac toe uses only X and O, this game uses a variety of different numbers]  Q: What do you notice about the numbers shown on the game cards? [They include whole numbers, decimals, fractions, integers, square roots.]
✓	During SMALL GROUPS	<b>Support Productive Struggle in Learning Mathematics</b> Q: In what ways are Cindy's numbers similar? Different? [Cindy's numbers are all rational numbers; One number is a decimal, one is a fraction, and one is a whole number.]  Q: In what ways are Victor's numbers similar? Different? [Victor's numbers are also all real numbers; two are irrational and one is rational.]
+	Early Finishers	<b>For Early Finishers</b> Have students make cards similar to those shown. They can make additional rules and play the game.  Q: Were you successful in getting three in a row? What type of numbers did you use? [Answers will vary.]
✓	After WHOLE CLASS	<b>Facilitate Meaningful Mathematical Discourse</b> Facilitate a discussion about the characteristics of types of numbers and how they impact the game. Q: If you could only win the game with three irrational numbers in a row, how could you use the number cards shown to win the game? [You could replace 1.3 with $\sqrt{2}$ .]  <b>Process Standards Connection</b> Use with EXPLORE & SHARE  <b>Justify Math Arguments</b> Cindy says that $\frac{1}{3}$ is an irrational number because the decimal form doesn't terminate. Construct an argument to support or refute Cindy's position.

# Key Considerations Driving the Recommendation

Teacher supports for assessment and data-driven instruction:

- Reteach lessons and adaptive practice for pushing high achievers and supporting striving learners
  - Variety of assessments for checking for understanding
  - Assessment features that allow teachers and administrators analyze and synthesize data to actively respond to student needs
  - Assessment features that give students valuable experiences in demonstrating understanding
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# Key Considerations Driving the Recommendation

The screenshot shows a navigation menu on the left with options for Grade 2, Grade 3 (highlighted in red), Grade 4, and Grade 5. Below the grade levels are sections for 'Differentiation' (with a sub-option 'Differentiation for All Grades') and 'Professional Development' (with a sub-option 'Amplify Desmos Math Texas PD Library'). The main content area is titled 'Grade 3' and 'Amplify Desmos Math Texas'. It features a 'Grade 3 Overview' card with a blue circle containing the number 3. Below this are three unit cards: 'Unit 1: Introducing Multiplication' with a calculator icon, 'Unit 2: Adding, Subtracting, and Rounding Larger Numbers' with a notebook icon, and 'Unit 3: Relating Multiplication to Division' with a division sign icon.

Technology supports:

- Easy to use digital platform for teachers and students
  - Parent portal for family engagement
  - Materials that easily switch between English and Spanish on the platform
  - Materials accessible for teachers and students at the point of use
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## Recall: Funding Sources

- High Quality Instructional Materials (HQIM) that have been approved by the SBOE qualify for the additional funding entitlement that was established in HB 1605. (\$40/student per year, not per subject)
- IMTA funds that have funded previous adoptions may also be needed to fund the balance of the recommendation.



## Next Steps

- Seek approval at next week's Board Meeting on our recommendations:
  - K-5 Math (English and Spanish) - Amplify  
Desmos Math Texas
  - Middle School Math (6-Alg 1) - Savvas  
enVision
  - High School Math (Alg 1, Geo, Alg II) -  
Savvas enVision
  - High School Math (Precalculus) - McGraw  
Hill Texas Math

# Questions?

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