K-12 Math Materials Adoption

Teaching & Learning

School Board Meeting
April 14, 2026

BEAVERTON SCHOOL DISTRICT

Presentation Team

- Dr. Shelly Reggiani, *Associate Superintendent for Teaching and Learning*
- Bao Vang, *PreK-8 Executive Administrator*
- Veronica Galvan, *Administrator for Curriculum, Instruction & Assessment*
- Dr. Toshiko Maurizio, *Administrator for Multilingual Programs*
- Jennifer Mann, *Teacher on Special Assignment, Secondary Math*
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Purpose

This presentation provides an overview of the math adoption committee's recommended K–12 mathematics curriculum, including the professional development and implementation plan and budget to support effective implementation.

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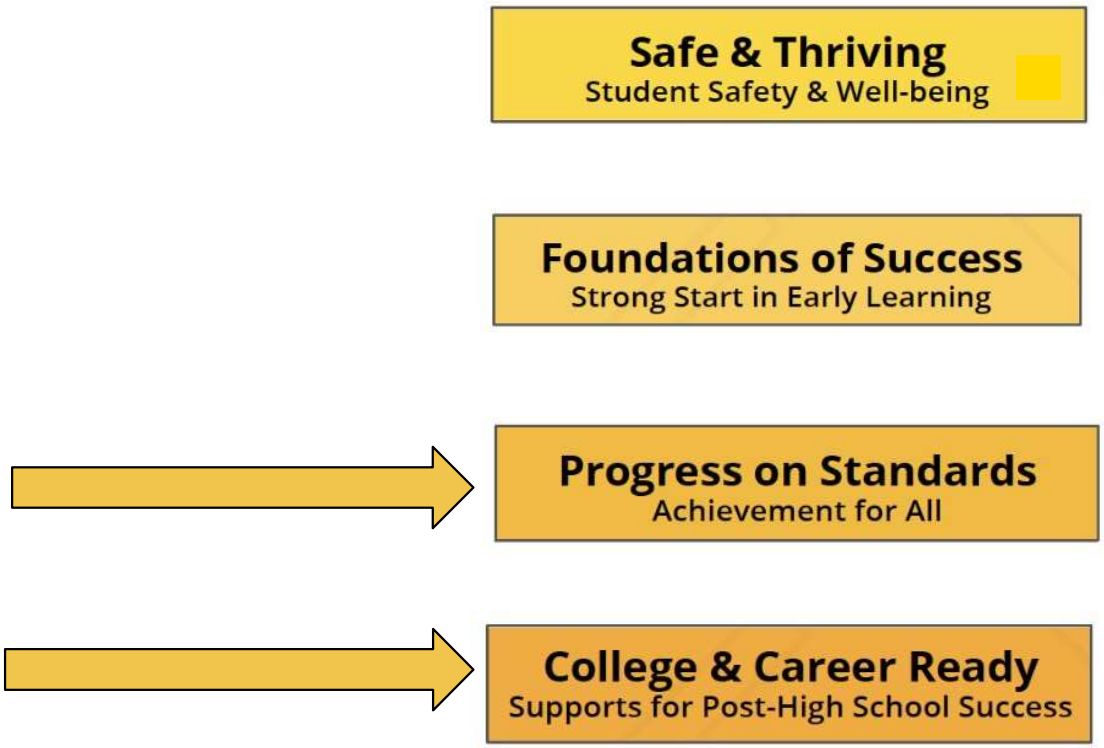
Connection to District Strategic Plan



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Connection to District Equity Lens

In order to break the predictive link between student demographics and student success, we must apply the principle of equity to all aspects of our schools and departments.

Equity Lens

When **making decisions and taking action**, utilize the following questions:

- **Whose voice** is and isn't represented in this decision?
- Whom does this decision **benefit or burden**?
- Is this decision in alignment with the **BSD Equity Policy**?
- Does this decision **close or widen** the access, opportunity, and expectation gaps?

Additional considerations:

- What **systemic barriers** might be at play in this situation?
- What **other possibilities** were explored?
- Is the decision/outcome **sustainable**?

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Math Materials Selection Background and Summary

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Background and Summary

- State Board of Education adopted updated mathematics standards in October 2021and instructional materials in October 2022.
- The last BSD math adoption was completed in 2016
- BSD should have completed a math adoption in 2023
- Corrective action plan approved by the board in November 2023

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Math Materials Selection Process and Timeline

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Math Materials Selection Process

- In spring 2025, formed a K-12 math materials selection committee that included classroom teachers (including dual language), specialists, students, community members
- Book study on math instructional best practices
- Accompanying videos and articles on language-rich strategies for math instruction to support multilingual learners
- Reviewed key math data and disaggregated student groups
- Reviewed math standards

Math Materials Selection Process (cont.)

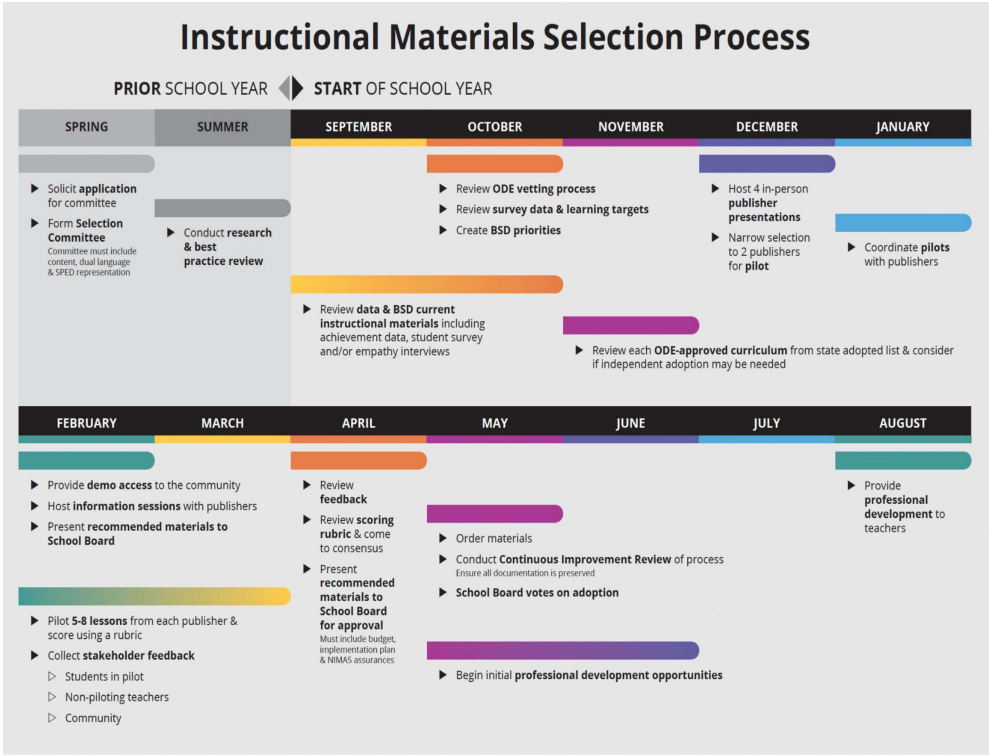
- Gathered feedback from teachers, staff, students, and community on current math curriculum and practices
- Developed district priorities for math materials selection
- Developed selection rubric based on priorities
- Committee reviewed publisher materials and narrowed down choices to top four
- Listened to publisher presentations and narrowed down to top two publishers
- Pilot teachers completed four-week pilots of both curricula

Math Materials Selection Process (cont.)

- Community reviewed the curriculum choices
- Committee reviewed the following data:
  - Pilot teacher surveys
  - Student teacher surveys
  - Community feedback on top two curricula
- On April 6th, the committee met to review key data and voted on their recommendations.

BSD Instructional Materials Selection Process

- The district was asked to complete the K-12 math review process during the 2025-2026 school year.
- New K-12 math instructional materials will be implemented in classrooms in fall 2026.
- The K-12 math selection committee began meeting in September 2025 and has met every month.
- The committee has followed guidance in the BSD Instructional Material Selection Process in alignment with Policy II/IIAR.



K-12 Math Committee Membership

Elementary
Teachers - 9
Coaches - 4
DL Teachers - 2
District TOSAs - 2
SPED - 1
Administrator - 1
Parents - 2

Middle
Teachers - 5
Coach - 1
DL Teacher - 1
Parents - 1
Students - 2
District TOSA - 1
Administrator - 1

High
Teachers - 6
School Support Specialist - 1
DL TOSA - 1
Parents - 1
Student - 1
ELD/AVID - 1
SPED - 1
District TOSA - 1
Administrator - 1

Teaching & Learning
District Administrators - 3

Math Materials Selection Committee Roster

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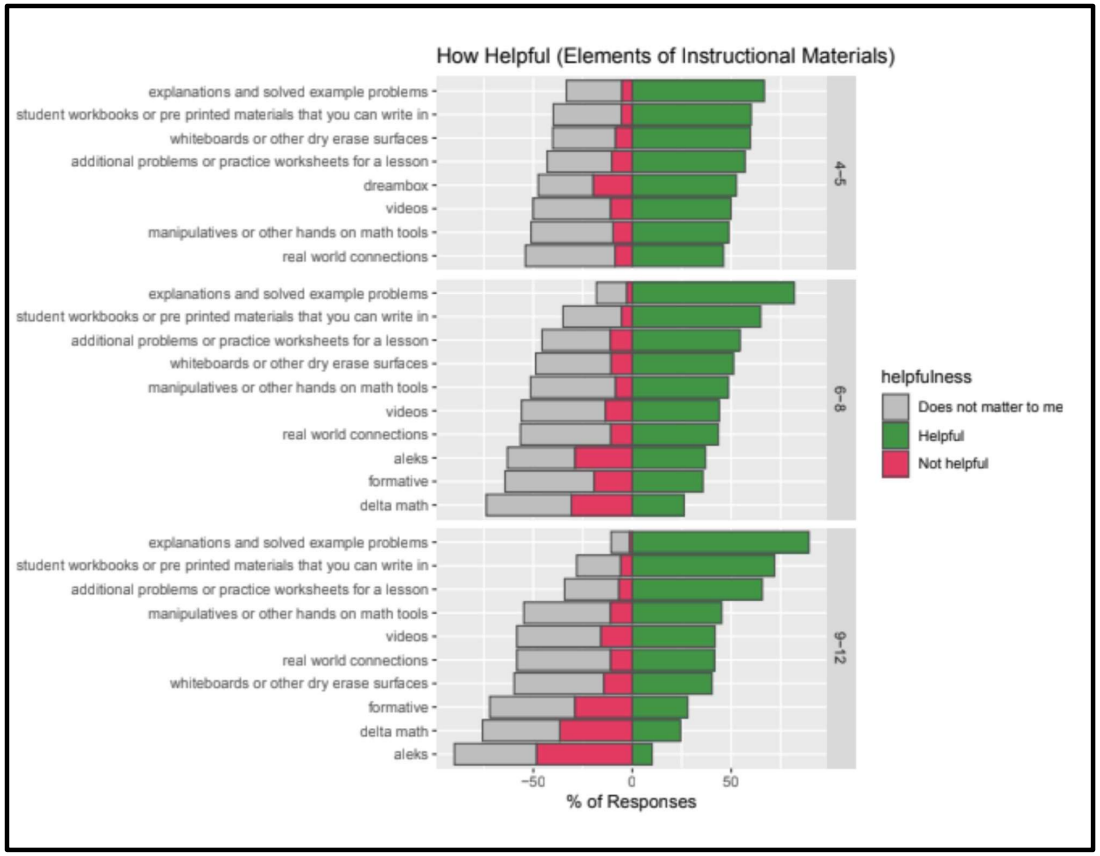
Instructional Materials Review

Selection committee

- Reviewed survey results including responses from students, staff and parents about our current K-12 math materials and instructional practices.
- Learned about High Quality Instructional Materials (HQIM) and impact on student learning
- Studied Oregon's IMET (Instructional Materials Evaluation Tool)



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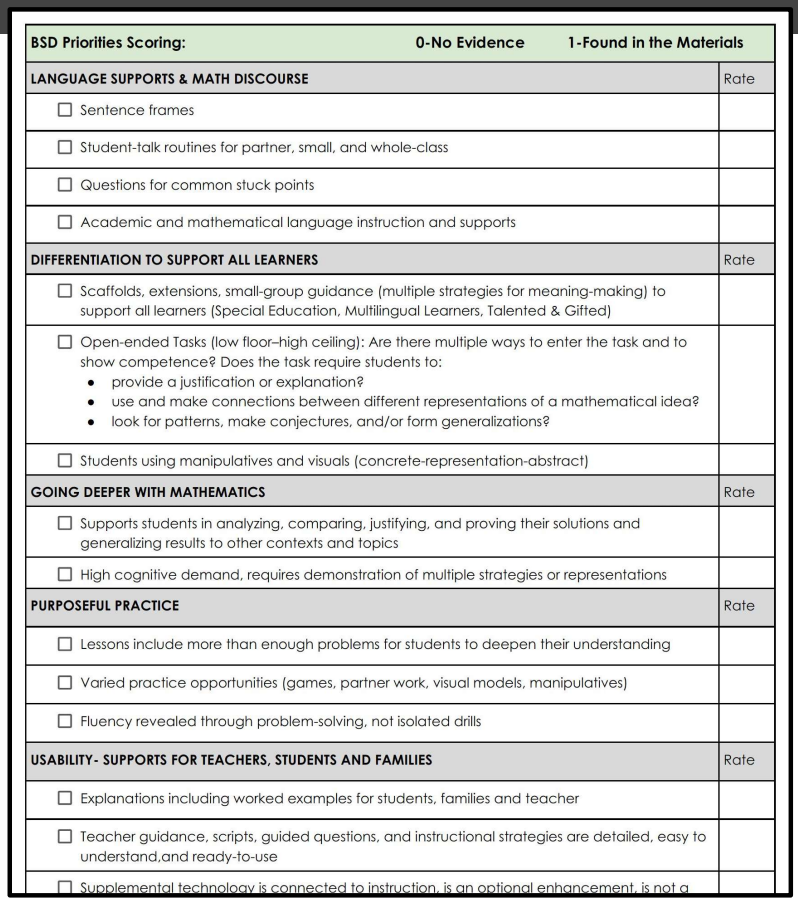
Instructional Materials Review

BSD Math Instructional Materials Rubric (K-12) to evaluate all the publishers on the list that met:

- Oregon's IMET criteria (all criteria included)
- BSD priorities & alignment to strategic plan (added criteria to rubric)



BSD Priorities Scoring:	0-No Evidence	1-Found in the Materials
LANGUAGE SUPPORTS & MATH DISCOURSE		Rate
☐ Sentence frames		
☐ Student-talk routines for partner, small, and whole-class		
☐ Questions for common stuck points		
☐ Academic and mathematical language instruction and supports		
DIFFERENTIATION TO SUPPORT ALL LEARNERS		Rate
☐ Scaffolds, extensions, small-group guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted)		
☐ Open-ended Tasks (low floor–high ceiling): Are there multiple ways to enter the task and to show competence? Does the task require students to: • provide a justification or explanation? • use and make connections between different representations of a mathematical idea? • look for patterns, make conjectures, and/or form generalizations?		
☐ Students using manipulatives and visuals (concrete-representation-abstract)		
GOING DEEPER WITH MATHEMATICS		Rate
☐ Supports students in analyzing, comparing, justifying, and proving their solutions and generalizing results to other contexts and topics		
☐ High cognitive demand, requires demonstration of multiple strategies or representations		
PURPOSEFUL PRACTICE		Rate
☐ Lessons include more than enough problems for students to deepen their understanding		
☐ Varied practice opportunities (games, partner work, visual models, manipulatives)		
☐ Fluency revealed through problem-solving, not isolated drills		
USABILITY- SUPPORTS FOR TEACHERS, STUDENTS AND FAMILIES		Rate
☐ Explanations including worked examples for students, families and teacher		
☐ Teacher guidance, scripts, guided questions, and instructional strategies are detailed, easy to understand,and ready-to-use		
☐ Supplemental technology is connected to instruction, is an optional enhancement, is not a		

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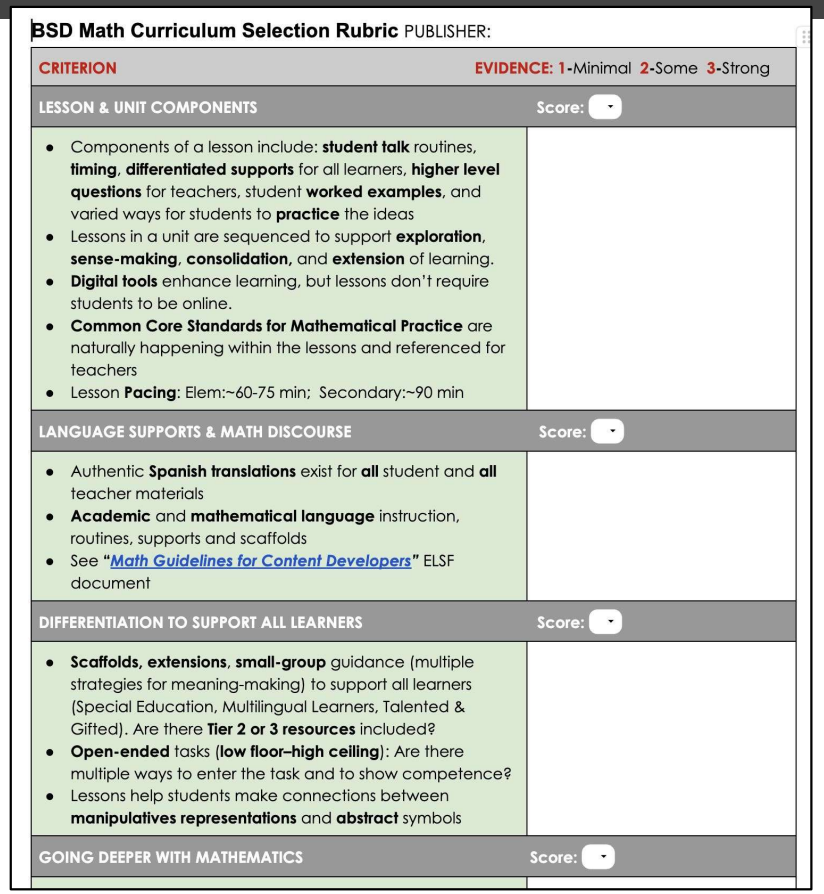
Instructional Materials Review

BSD Math Instructional Materials Rubric used to evaluate 4 programs on state approved list:

Elementary - Savvas, Curriculum Associates, Accelerate Learning, Imagine Learning

Middle - Imagine Learning, Savvas, Curriculum Associates, McGraw Hill

High - Carnegie, Imagine Learning, McGraw Hill, Big Ideas



BSD Math Curriculum Selection Rubric PUBLISHER:

CRITERION	EVIDENCE: 1-Minimal 2-Some 3-Strong
LESSON & UNIT COMPONENTS	Score:
• Components of a lesson include: **student talk** routines, **timing**, **differentiated supports** for all learners, **higher level questions** for teachers, student **worked examples**, and varied ways for students to **practice** the ideas • Lessons in a unit are sequenced to support **exploration**, **sense-making**, **consolidation**, and **extension** of learning. • **Digital tools** enhance learning, but lessons don't require students to be online. • **Common Core Standards for Mathematical Practice** are naturally happening within the lessons and referenced for teachers • Lesson **Pacing**: Elem:~60-75 min; Secondary:~90 min	
LANGUAGE SUPPORTS & MATH DISCOURSE	Score:
• Authentic **Spanish translations** exist for **all** student and **all** teacher materials • **Academic** and **mathematical language** instruction, routines, supports and scaffolds • See "*Math Guidelines for Content Developers*" ELSF document	
DIFFERENTIATION TO SUPPORT ALL LEARNERS	Score:
• **Scaffolds, extensions, small-group** guidance (multiple strategies for meaning-making) to support all learners (Special Education, Multilingual Learners, Talented & Gifted). Are there **Tier 2 or 3 resources** included? • **Open-ended** tasks (**low floor–high ceiling**): Are there multiple ways to enter the task and to show competence? • Lessons help students make connections between **manipulatives representations** and **abstract** symbols	
GOING DEEPER WITH MATHEMATICS	Score:

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OREGON MATH PROJECT

Meaningful Math for Every Student

The Oregon Math Project has identified cornerstones that come together to create a more modern and equitable system for mathematics within the state.

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Oregon Math Project

Elementary Pilot: Savvas & Curriculum Associates

- Committee members voted on two publishers to advance to the pilot phase of the materials selection process.
- Results:
  - Savvas (enVision+)
  - Curriculum Associates (iReady)
- K-5 teachers (including dual language) were invited to pilot both programs.
  - 119 staff selected to pilot (30 schools represented)
  - Four weeks for each pilot with one day of training from each publisher
  - **Savvas:** Feb. 2–26 and **Curriculum Associates:** March 3–April 3
  - Evaluations collected from each pilot teacher & their students

Middle School Pilot: Savvas & Imagine Learning

- Committee members voted on two publishers per instructional level to advance to the pilot phase of the materials selection process.
- Results:
  - Savvas (enVision+)
  - Imagine Learning (Illustrative Math)
- Middle school math teachers (including dual language) were invited to pilot both programs.
  - 14 staff selected to pilot (9 schools represented)
  - Four weeks for each pilot with one day of training from publisher
  - **Savvas:** Feb. 2–26 and **Imagine Learning:** March 2–April 3
  - Evaluations collected from each pilot teacher & their students

High School Pilot: Carnegie Learning & Imagine Learning

- Committee members voted on two publishers per instructional level to advance to the pilot phase of the materials selection process.
- Results:
  - Carnegie Learning (High School Math Solutions)
  - Imagine Learning (Illustrative Math)
- High school math teachers (including dual language) were invited to pilot both programs.
  - 15 staff selected to pilot (4 schools represented)
  - Four weeks for each pilot with one day of training from publisher
  - **Carnegie Learning:** Feb. 2–26 & **Imagine Learning:** March 2–April 3
  - Evaluations collected from each pilot teacher & their students

Summary of Input

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Pilot Teacher & Student Evaluations and Public Survey Input

- Pilot 1.0
  - Student Feedback (K-5, 6-8, 9-12)
  - Elementary Feedback
  - Middle Feedback
  - High Feedback
- Pilot 2.0
  - Fixed-form Teacher & Student
  - Open Response (k-5, 6-8, 9-12)
- Comparisons
  - Fixed form: Teacher
  - Teacher & Community Open Response: K-5, 6-8, 9-12
- A set of weighted counts were also done of pilot feedback which assigned each school 1-total vote: teacher comparison, pilot 2-0 teacher, pilot 1-0 teacher

Math Materials Selection Recommendation

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Math Materials: iReady (K-5) and Illustrative (6-12)

Elementary
Curriculum Associates' iReady

Middle and High School
Imagine Learning's
Illustrative Math

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Math Materials: Elementary

After review of data, the math materials selection committee recommended **Curriculum Associates: iReady**.

Strengths:	**Limitations:**
• Quality of teacher and student Spanish resources (transadapted vs. translated; crosslinguistic connections) • Student talk, collaboration and engagement opportunities • Balance between conceptual understanding, application and fluency • Student centered with strong access points • Connected to students' culture, language, and life experiences	• Navigating online resources • High quality supports for differentiation • Primary level preparation • Online materials enhanced learning

Elementary Teacher and Student Voices

Student:	**Teachers:**
“I liked the fun math games … the games made learning fun and they didn't feel like math games which to me is a good thing because they helped me learn math…” (5th grader)	“I absolutely LOVED that everything was editable, which allowed me to customize everything from worksheets to games to assessments to fit the needs of my students.”
“I like how it made me look forward to math…” (5th grader)	“I especially appreciated the emphasis on reflection and writing, which helped deepen their understanding of the vocabulary and strategies taught.”
“I liked the games because they are really challenging and I think that I am growing my mind with the games they are also fun.” (4th grader)	“My students loved the math talks and cultural connection slides.”
“Another thing I really liked was the strategies the textbook taught us.” (3rd grader)	“Great sentence frames and opportunities for student talk.”

Math Materials: Middle & High

After review of data, the math materials selection committee recommended **Imagine Learning's Illustrative Mathematics**

Strengths	Limitations
• High quality tasks and activities • Quality of Spanish resources (transadapted vs. translated) • Student talk, collaboration, and engagement opportunities • Balance between conceptual understanding and fluency • Student-centered, problem-based learning with more resources and practice • Materials connected to students' culture, language, and life experiences • Formative assessments were easy to use, frequent, and effective	• Online experience received negative feedback from students/teachers • Teachers identified errors in answer keys • Materials reflect more inquiry based engagement, but some teachers and students seek more explicit teaching/materials

Middle School Teacher and Student Voices

Students:	**Teachers:**
“I liked the word problems, because they made sense, and I could actually relate to some of them. I also liked the word problems, because the equations/questions were obvious, but at the same time they didn't give away the answers.”	“The scope and sequence is thoughtful and makes so much sense ...With an early lens on proportionality kids can spend the rest of the year making connections and understanding.”
“Me gusto un poco la tecnología porque puedo hacer las tareas en línea y en español.” *[I like technology A LITTLE because I can do my homework online and in Spanish]*	“It would be nice to get away from the chrome books. Our students sit in front of screens enough.”
	“Illustrative does such a great job helping students with conceptual understanding. It also does a magnificent job of teacher concept knowledge. If the resources are used, it can create awesome thinkers. “

High School Teacher and Student Voices

Students:	**Teachers & Community:**
"Me gusto que tenia mas espacio por que haci podemos escribir o poner notas." *[I liked that it had more space because that way we can write or put notes.]* "i liked it, it was pretty interesting. compared to the last one, this one was a bit easier to follow along with." "I liked how they worded the problems and made them clear and concise. I also liked that it was paper not digital. I over all much preferred it to the mathia one and also the pacing was more decent and also it had a lesson summary that made sense"	"...Material is likely more understandable for the majority of students. Educational Guide to families is a nice touch." – *Parent* "I went in to this experience expecting to prefer the Carnegie materials, and I was thoroughly surprised to see myself, my students, and my colleagues who were also piloting these curricula have a noticeably more positive experience with the Imagine Learning curriculum." "My students strongly preferred the Imagine Learning materials."

Alignment to NIMAS, Implementation Plan & Budget

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Compliance with NIMAS

Curriculum Associates (from here) and Imagine Learning support compliance with the National Instructional Materials Accessibility Standard (NIMAS). When instructional materials are adopted with required NIMAS contract language and meet eligibility criteria under IDEA, NIMAS-conformant files are provided to the National Instructional Materials Access Center (NIMAC), where they can be used to produce accessible formats such as braille, large print, audio, and accessible digital text for qualifying students.

Under federal law:

- Publishers of **K–12 textbooks and related printed core instructional materials** must provide **NIMAS-conformant source files**
- When a state or district includes **NIMAS contract language**, those files are submitted to **NIMAC**
- NIMAC then makes the files available for conversion into **braille, large print, audio, or accessible digital formats** for eligible students

K-12 Math Professional Development and Implementation Plan

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Implementation Plan (Starting Spring 2026)

Professional Development - Provided for all math K-12 staff, focusing on pedagogy and best practices, with the Oregon Math Project as the foundation:

- **April** – Best Practices in Math Across K-12 Levels
- **May –** New Curriculum Overview PD for K-5
- **May/Summer/Fall** – New Curriculum Overview PD for 6-12

Implementation Plan (2026-2027)

- **Teacher Leader Cohort –** Build the capacity of teacher leaders to support teachers in buildings with implementation of new curriculum and math best practices
- **Grade Level Cohorts –** Teams will collaborate on scope & sequence alignment, implementing instructional routines, and scaffolding for multilingual learners (all learners).
- **K-12 School-Based Teams** – Implementation fidelity – Work on previewing the next unit. Provide guidance, scaffolds for priority lessons, and common assessments. Revise scope and sequence as needed.

Math Materials Selection Budget

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Budget

Instructional Materials

- Elementary: Curriculum Associates iReady
  - 7 yrs – $4,200,000
- Secondary: Imagine Learning Illustrative
  - 4 yrs – $3,200,000

Professional Development

- **Spring 2026:** $589,960
- **2026-2027:** $500,000

Thank You

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