

High Quality Instructional Materials (HQIM):

A Resource Manual for Identifying,
Selecting, and Implementing HQIM

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Overview

Research shows that access to high quality instructional materials is one way to increase student learning. Creating New Mexico's Adopted [Multiple List](#) is a way to ensure new materials are vetted by experienced educators across the state for alignment to high standards. We know that handing teachers a rigorous curriculum is not enough. Professional development should be aligned to the rigorous materials so educators can fully implement them to meet the diverse learning needs of all students while creating engaged, culturally relevant, and academically competitive learning environments.

This manual is a resource designed to walk teachers, schools and districts through the research behind high quality instructional materials, how materials are selected for adoption on the list in New Mexico, and how districts can navigate options for essential considerations and ongoing implementation.

Across New Mexico, it is critical that all students have access to High-Quality Instructional Materials (HQIM). With input from multiple stakeholders such as teachers, teacher leaders, administrators, curriculum specialists, New Mexico Public Education Department (NMPED) staff, and national experts, in 2018 the state developed this definition:

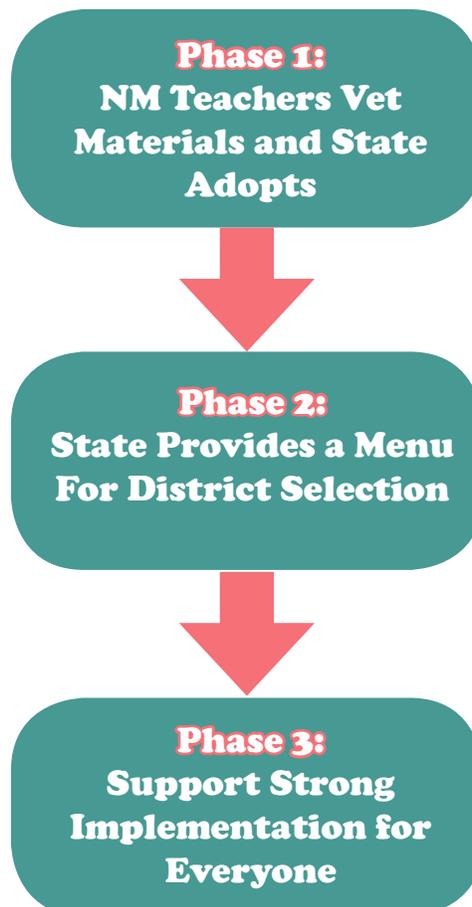
High Quality Instructional Materials are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry 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 provide support to identify the linguistic and cultural lenses that students use to make meaning in the content area.

In a recent state court decision, *Yazzie/Martinez v. state of New Mexico*, the court found that the state has not adequately invested in public education nor adopted

the educational instruction and programs constitutionally required to bring equitable access for all students in New Mexico to high quality education. Part of this effort to ensure equity across our state means ensuring every classroom is equipped with high quality instructional materials and that no classroom employs a lower standard of instruction or materials.

The New Mexico Public Education Department is committed to:

- Facilitating a rigorous and transparent review process at the state level that ensures educators and content experts identify the high-quality materials for students,
- Ensuring districts have a menu of high quality choices for each review cycle and adoption, and
- Providing resources on local selection, state assurances, and using these materials to see increased student learning.



Quality: Why Materials Matter for Students, Teachers, and Families

Teachers deserve high-quality instructional materials that generate excitement for students to learn. When they have high quality, aligned instructional materials, teachers can focus their time, energy, and creativity on bringing lessons to life and finding ways to inspire their students to thrive as learners. New Mexico is committed to making HQIM available for districts to provide teachers, so they have the support they need to make sure every student gets a great education—no matter where they begin. ¹

Instructional materials are not just for teachers. Students deserve high quality instructional materials (HQIM) that are engaging and inclusive of the cultural diversity and perspectives of their communities. They also deserve aligned curriculum that is coherent across days, weeks, units, years and grade bands. Students desire materials that are accessible, engaging, and culturally relevant. Students are entitled to high-quality materials to use, practice, and learn from.

Families are impacted by instructional material choices as well. It is important the supports accompanying high-quality instructional material are engaging to families. Families should be involved in the selection of instructional materials at the local level. They deserve the opportunity to review materials and ensure they are culturally and linguistically responsive to the students of their community.

Research shows that curricular choices in K-12 education are a critical factor in academic success for students. According to the Johns Hopkins Institute for Education Policy and Johns Hopkins Center for Research and Reform in Education, comprehensive, content-rich curriculum is a common feature of academically high-performing countries and can have a cumulative impact on achievement by the time students reach upper grades. ²

We know that when teachers select materials they focus on: student needs, their needs, and research.³

1. Students first.

- Does it meet the academic needs of my students?
- Will it be engaging or interesting to my students?
- Can it be differentiated to meet the needs of my students?
- Are the materials culturally and linguistically relevant for my student population?

2. Teacher needs.

- Does this address all the standards to their full intent?
- Does it make contributions to my instructional strategies that help prepare my students to be college and career ready, secure in their identity, community, and life?
- Can I customize it?
- Are the results measurable?
- Is the material supported by ongoing professional development?
- Are there others using these materials I can gain best practices from?

3. Research.

- Is this evidence-based, meaning the materials demonstrate strong or moderate evidence of effectiveness of positive student outcomes?
- Is there any independent research that shows that students are learning?

Terms to Know: (See Appendix 1 for full glossary of terms)

Alignment: The degree to which standards, assessments, and other important elements in an education system are complementary and work together to gauge student learning effectively.

Independent Review: A formal, objective process of scoring and providing evidence and feedback by individuals with expertise and perspectives regarding the content and the use of the materials. Independent review includes review by peers, experts and other intended users of the materials.

Phase 1: New Mexico Teachers Vet Materials and State Adopts

Important to Know:

1. Rubrics are developed by content experts. The content experts also determine if the materials submitted for adoption consideration are research-based.
2. Using the rubric, materials are reviewed and scored by trained educators across New Mexico.
3. This process is designed with teachers, students, rigor, and relevance in mind.
4. The final list of materials is meant to help districts and schools choose the highest quality materials.

Terms to Know: (See Appendix 1 for full glossary of terms)

Adopted Multiple List: The final list of materials selected by a rigorous process led by New Mexico educators. Used by schools and districts to choose the highest quality materials, including core and supplementary, for their needs. Click here to find the [Adopted Multiple List](#)

Instructional Material Adoption Cycle: A list of academic subjects for which materials will be vetted and assurance will be provided each year. Click here to find the [Instructional Material Adoption Cycle](#)

Culturally and Linguistically Relevant Materials: Instructional materials that authentically and positively reflect the elements of culture such as language, customs, beliefs, traditions, and norms.

How a Resource Makes the Adopted Multiple List:

1

Adoption Schedule is set by the state according to the Instructional Materials Law.⁴

2

A review rubric is created for core instructional materials in collaboration with NMPED content bureaus, content experts, and other relevant bureaus (Language and Culture, Indian Education, Special Education).

3

NMPED provides the rubric to publishing companies to provide knowledge regarding how materials will be scored.

4

Publishers submit materials to NMPED based on a Request for Application process (RfA).

5

Content experts determine if the submitted materials are research-based.

6

New Mexico teacher reviewers, content leaders, and facilitators apply to NMPED.

- Individuals selected are trained on the review process, the standards that are being reviewed, and strategies for identifying culturally and linguistically relevant materials. (See Appendix 2)

7

Summer Review Institute:

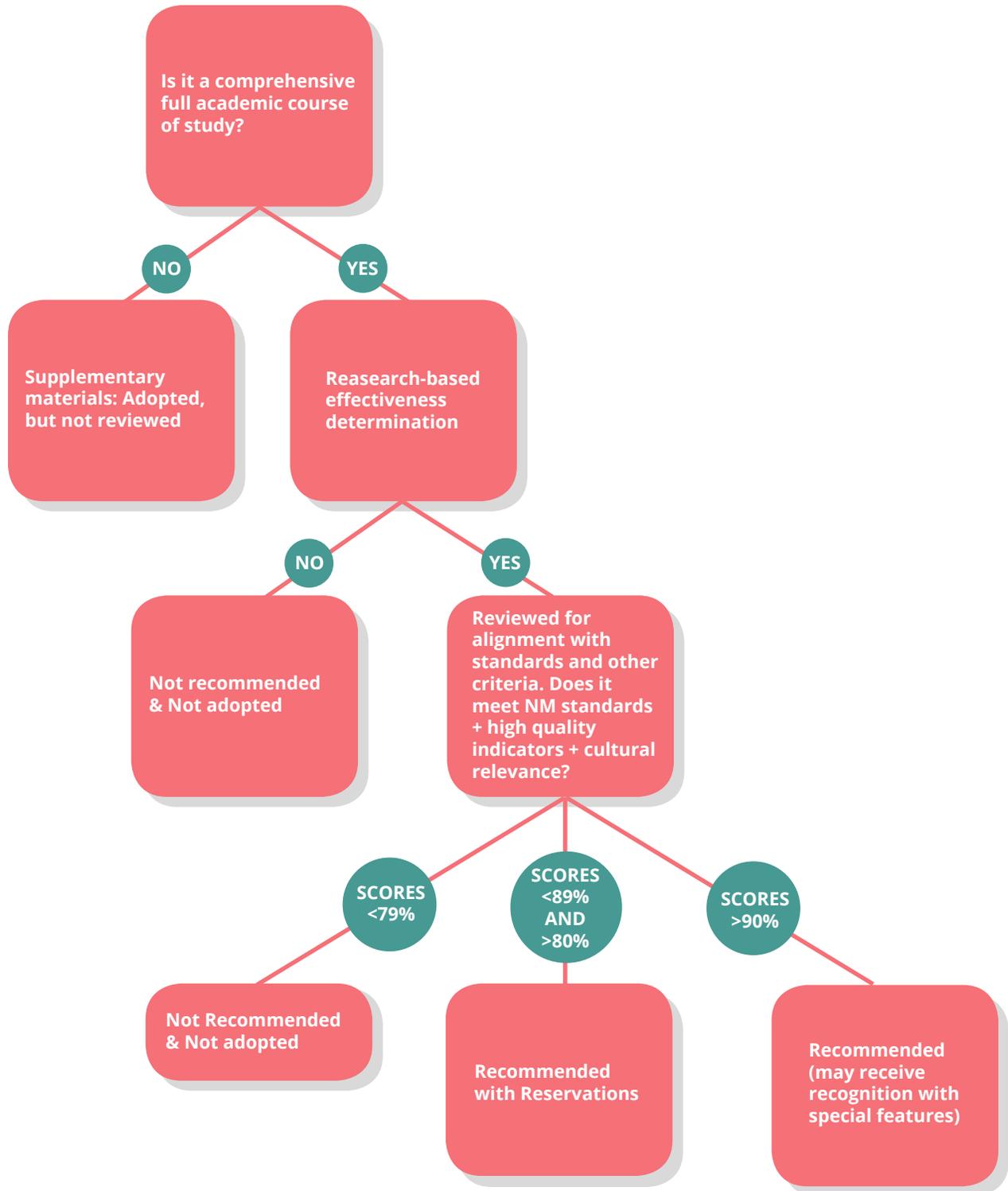
- Level II and III New Mexico teachers review the materials that are research-based for alignment with standards and high quality indicators.
- Teams of three review the materials independently and score each criterion, providing evidence that supports the score given.

8

Scores are averaged from each reviewer to determine an adoption designation. Based on rubric scores, materials are assigned an adoption designation.

- Recommended: Materials rated as 90% to 100% alignment
- Recommended with Reservations: Materials rated as 80% to 89%
- Not recommended: 79% and lower

Considerations for Making the State Adopted List



Testimonials From Teachers Who Participated in the State Review

"I learned a great deal, and I have grown as a teacher in this time. I am confident enough to assist my fellow teachers with items such as the practice standards and rigor. Also, I will be better able to assist my district in choosing quality materials for our next adoption."

-Anonymous



"Thank you for the opportunity to work with such wonderful professionals. I have learned so much this summer and gained such fantastic professional development through this review process. I would love to have the opportunity to be involved in another review in the future."

- Sherry Copeland, Truth or Consequences Public Schools

"I felt very fortunate to work with such knowledgeable educators. In the end, I feel they had a real sense of achievement by contributing to this noble cause. They forged real friendships and overcame obstacles through teamwork. Clearly, there was much more gained during this review than just the review process. My teams and I all grew from the growth mindset needed these last two weeks. I would be honored to be part of this team again. "

- Jill Hutchinson-Bass, Sante Fe Public Schools

Statewide Assurances Create Excellent and Equitable Deals for all Districts

NMPED does everything possible to ensure high quality materials are accessible to every student in the state. As such, the state negotiates and can assure each district the following:

- **Price Assurances:** Publishers agree to provide the materials at the lowest possible retail price. The contracts with publishers state that if the materials are found at a lower price across the country, there will be a price adjustment at that time. These prices are also uniform across the state so that districts with lower student populations are not paying higher prices.
- **Language Availability:** Any free or reduced-cost material or service described on the Provider/Publisher's *List of Instructional Material*—and made available at no cost or at a reduced cost to a school that adopts its English instructional material—will also be made available in the Spanish version or equivalent at no cost or at reduced cost.
- **Packages:** Publishers agree to one price for bundles of materials, which include all the materials for one price (e.g. student and teacher editions, print and digital materials).
- **Free Materials:** Provided based on the teachers who need and use the materials, not on the number of students in a classroom.
- **In-State Depository:** All adopted materials are made available for purchase through the in-state depository, saving about 10% on shipping costs and ordering/invoicing efficiencies.
- **Access to Core Materials:** All adopted core instructional materials are made available at each of the six Regional Review Centers for district review teams.

Phase 2: Providing a Menu for District Selection

Important to Know:

1. The adopted multiple list is a menu of options for districts.
2. Districts may spend 100% of their budgets for any materials on the adopted list; however, they cannot spend more than 50% of their budgets for materials not on the adopted list.
3. Districts around the state are encouraged to create model practices that engage teachers and local stakeholders in material selection.

How Districts Make Selections:

1

NMPED publishes the Adopted Multiple List each fall. It provides economies of scale, which means the state is vetting a large number of materials for which districts and schools may not have the time, resources, or capacity to undertake.

2

Districts have choices from the vetted list:

- Districts can spend up to 100% of their allocation for materials from the list.
- School districts are limited on spending no more than 50% of their allocation for instructional materials not adopted by NMPED.⁶
- **Waivers:** The local superintendent may apply to the department for a waiver of the use of funds allocated for the purchase of instructional material either included or not included on the multiple list.
- Districts have the flexibility to not follow the published adoption cycle. However, in order to have access to the most current materials, it is recommended that districts follow the adoption cycle to the extent possible.

3

Districts engage in a local, customized process to make their selection that:

- Engages multiple stakeholders including educators and families;
- Selects materials satisfying local, cultural, and fiscal needs;
- Uses a tool to narrow choices in materials to a select few;
 - The PED Published Adopted Multiple List
 - IMET (see resources)
 - EQUIP Rubric (see resources)
 - EdReports (see resources)
 - Other tools (see resources)
- Incorporates a pilot program of the best choices for the instructional needs of the district or school;
- Are culturally and linguistically relevant;
- Are the best materials to serve the district's or school's instructional vision and communicates the decision to all stakeholder groups.

4

All adopted core instructional materials are made available at each of the six Regional Review Centers in the fall for review by teams of district teachers or any stakeholder.

Sample Processes for District Selection



Fall (September-October)

- Review New Mexico content standards and adopted multiple list.
- Create an evaluation tool to narrow down the list of publishers.
- Research publishers being considered for adoption.



Winter (November-February)

- Invite the publishers to present the materials.
- Invite stakeholders to review material and provide input.
- Invite broader group of stakeholders to Regional Review Centers.
- Make recommendations to principals and/or team conducting review.



Spring (March-May)

- Compile recommendation information from all stakeholders.
- Consider budget and materials recommended.
- Prepare review team to advocate for materials.
- Present formal recommendation to the local school board.
- Obtain final approval from school board or governing body.
- Place order with publisher, negotiating the inclusion of professional learning.



Summer (June-August)

- Engage in a yearlong process with representatives from each school campus to form a core committee.
- Develop implementation plan and plan for ongoing professional development.
- Send annual report to NMPED on what has been purchased.

District Selection: An Inclusive Process for Choosing High Quality Materials



We build a strong knowledge of the NM Content Standards using a systematic process that involves stakeholders from all schools. We begin by carefully examining materials from the state adoption list, and when necessary, consider additional materials. Evaluation tools that assess the alignment of materials to both content and practice standards are used. Our process is for teachers and by teachers so that in the end, the practitioners select instructional materials. This supports our vision to implement materials with integrity and ensures equitable access to a guaranteed and viable curriculum for all students.



- Suzanne Nguyen,
Rio Rancho Public Schools

The Language and Culture Division (LCD) at New Mexico Public Education Department designed a [rubric](#) to provide a framework to review instructional materials with a lens informed by multicultural education and culturally responsive pedagogy.

Phase 3: Supporting Strong Implementation for Everyone

Important to Know:

1. Implementation brings materials to life in classrooms.
2. Supporting educators in rolling out new materials ensures strong implementation.
3. Ongoing professional learning is key for implementation success.

Why Implementation Matters:

In a national study it was reported that the average teacher received one day of professional development devoted to their curriculum during the 2016-17 school year. Implementing curriculum, especially new instructional materials, requires a greater magnitude of support for teachers. In Singapore, a top performing educational system, teachers receive an average of twelve days of professional development each year. Excellent educational systems provide teachers with HQIM and frequent, ongoing PD that is based in understanding, internalizing, and effectively using the HQIM so they can engage students in their learning.

Strategies to Support Implementation:

- **Support teachers on using new materials**
 - Summer training with publishers is scheduled prior to the start of the new school year to familiarize teachers with using the materials.
 - District or school summer professional development sessions are provided for how to use materials in the classroom.
 - Some professional learning is cyclical and conducted throughout the year to inform instruction with the new curriculum. Provided by high-quality PD providers, publishers, content coaches, instructional coaches or district

personnel.

- Collaboration between schools and/or districts is considered when districts are using the same instructional materials.
- Teachers, schools and districts determine if materials need to be supplemented in order to be better aligned with the standards.
- School or district teams determine alignment with pacing guides and schedule of units/modules.
- **Support differentiated instructional strategies**
 - Focus on supporting students to reach the expectation of the standards by implementing strategies using high quality instructional materials.
 - Professional learning and training should focus on the role of differentiated instruction in equity, culturally relevant instruction, and personalized learning.
- **Support the strategies to implement multicultural education that have strong focus in culturally relevant and culturally responsive practices.**
 - Strive to ensure culturally and linguistically relevant experiences and perspectives are reflected in materials and professional learning.
 - Teachers receive professional learning experiences to develop a knowledge base to identify their cultural rings and belief systems, to affirm and validate the cultural characteristics, perspectives, and experiences of culturally and linguistically diverse students, and to build and bridge the academic content to their lived experiences.
- **Support schools in creating structures for professional learning**
 - Determine professional learning needs based on the content, district supports in place, curriculum to be implemented, needs of students.
 - Training teachers the vision of great instruction and expectations for students and how the materials can serve that vision.
 - Teaching and learning meeting structures to share ongoing strategies.
 - Implementation Team: representatives from each campus and grade level train-the-trainer model.
 - Gather feedback to continuously improve.
 - Training and supporting administration, coaches and teachers to deepen their knowledge of how the curriculum works and set the foundation for strong instruction.
 - Providing professional learning opportunities at the state, district and school levels.

- Providing professional learning that is planned as a year-long process for implementation and based on cycles of inquiry. Cycles of Inquiry are iterative processes of collecting and interpreting information, enabling reflection that leads to decisions about next steps.
- Considering follow-up and first steps for implementation with level one teachers.
- Planning for supporting implementation with teachers new to the curriculum after initial implementation.

How One District Rolled Out New Materials

“ BPS has chosen to select from the HQIM adopted list as much as possible. This ensures that our students are provided with materials that have been vetted through an intensive process overseen by the PED. By making our purchases primarily from this list, we can ensure parents, community members and other stakeholders that we are providing teachers with high quality materials as a core resource to teach each content area. Once our teachers select this core resource, professional development is provided to ensure that they can fully implement the curriculum and deliver instruction with rigor and that addresses the Common Core State Standards. **”**

- Michelle Padilla,
Bernalillo Public Schools

Additional Resources:

- Definitions of Terminology (see Appendix 1)
- New Mexico [Content Standards](#)
- New Mexico [Regional Review Centers](#)
- [Curriculum Support Guide](#): Translating Great Materials into Great Instruction
- [EdReports](#) is an independent nonprofit that provides free reviews of K-12 instructional materials.
- [SETDA](#) Guide to Quality Instructional Materials
- [NextGen TIME](#) Toolkit for evaluation of science instructional materials.
- [IMET](#) is an instructional material evaluation tool for determining alignment to the CCSS.
- [EQuIP](#) suite of tools helps educators evaluate lessons and units for alignment to CCSS and NGSS.
- [Curriculum Research](#): What We Know and Where We Need to Go
- [High Quality Curricula and Team Based Professional Learning](#): A Perfect Partnership for Equity
- [Curriculum Reform](#) in the Nation's Largest School Districts
- [Honoring Origins and Helping Students Succeed](#): The Case for Cultural Relevance in High-Quality Instructional Materials
- [New Report Analyzes Curriculum](#) Adoption Policies, Offers Guidance for States
- [Rubric for Vetting Multiculturalism](#) and Cultural Responsiveness in Instructional Materials
- [Culturally Responsive Teaching](#)
- [Practice What You TEACH](#): Connecting Curriculum & Professional Learning in Schools

For Questions, please email:

imb.contact@state.nm.us

[IMB Staff](#)

Appendix 1: Definitions

Academic Standards—concise, written descriptions of what students are expected to know and be able to do by the end of a course, grade level, or grade span that are adopted in New Mexico Administrative Code.

Adaptive Titles—instructional material designed to assist in meeting the educational needs of identified students.

Adopted Multiple List—the final list of materials selected by a rigorous process led by New Mexico educators. Used by schools and districts to choose the highest quality materials, including core and supplementary, for their needs.

Adoption—the authorization by the department of core and supplementary instructional material for use in public school districts, charter schools, and state educational institutions.

Adoption Cycle—the period during which instructional material adopted by the department shall be considered current.

Alignment—the degree to which standards, assessments, and other important elements in an education system are complementary and work together to gauge student learning effectively⁷.

Basal—the materials that constitute the necessary instructional components of a course of study, generally including a student edition, a teacher edition, and student workbooks.

Common Carrier—a company that is in the regular business of transporting freight, such as United Parcel Service®, FedEx®, or the like.

Core Subject Areas—those subject areas for which the department has adopted content standards and benchmarks.

⁷ Ananda, 2003; Resnick, Rothman, Slattery, and Vranek, 2003; Webb, 1997b.

Core Instructional Material—the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.

Culturally and Linguistically Relevant Materials—instructional material that authentically and positively reflect the elements of culture such as language, customs and beliefs, traditions, and norms.

Cycle of Inquiry—an iterative process of collecting and interpreting information, enabling reflection that leads to decisions about next steps.

Depository—an entity approved by the department that represents Provider/ Publishers for the purpose of managing district or school instructional material orders. The depository is responsible for accounting, acquisition, storage, distribution and disposition of adopted instructional materials.

Differentiated Instruction—constitutes individualized or customized instruction. The curriculum offers several different learning experiences within one lesson to meet students’ varied needs or learning styles. For example, the instructor would utilize different teaching methods or modifications in content, process or product.

English as a Second Language (ESL)—classes or support programs for students whose native language is not English.

Evidence Based—the demonstration of strong or moderate evidence of effectiveness of positive student outcomes.

Instructional Material—school textbooks and other educational media that are used as the basis for instruction, including combinations of textbooks, learning kits, supplementary material and electronic media (not to include computers, laptops, handheld computers, or other devices).

Instructional Material Adoption Cycle—a list of academic subjects for which materials will be vetted each year.

In-Adoption—the currently adopted instructional material that is approved by the department and included on the multiple list.

Independent Review—a formal, objective process of scoring and providing evidence and feedback by individuals with expertise and perspectives regarding the content and the use of the materials. Independent review includes review by peers, experts and other intended users of the product.

Interoperability Standards— the current industry standards that measure the seamless sharing of data, content, and services among systems and applications.

Lexile Measure—a number indicating reading level. Lexile measures can range from below 200L for beginning readers to over 1700L for advanced readers.

Multiple List—a written list of those instructional materials approved by the department.

Open Educational Resources (OER)—the teaching, learning, and research material that is freely available for use, adaptation, and sharing.

Open Source Curriculum (OSC)—a planned sequence of instructional and educational material that covers a full academic course of study, and that may be freely accessed, distributed, and modified.

New Mexico Regional Review Center—a state authorized location where samples of instructional materials are received from Provider/Publishers and made available to evaluators, teachers and educational practitioners. The review center is responsible for storage, disposition and inventory of current adopted Core Instructional Materials.

Processing Fee— the bid fees charged to vendors for each item of instructional material submitted for adoption, not to exceed the retail price.

Professional Development—the process of increasing the professional capabilities of staff by providing training and educational opportunities.

Provider—means an organization or individual, including publishers, who develops and submits instructional material.

Provider/Publisher Agreement—an agreement between the department and the Provider/Publisher or Provider/Publisher’s agent to provide certain material at the lowest price for the use of students in New Mexico schools and including a penalty for failure to perform.

Request For Applications (RFA)—the written notice issued by the department soliciting the submission of new instructional material in specified subject areas, and outlining the terms and conditions of the department’s review and adoption process.

Research-Based Effectiveness—the demonstrated effectiveness of instructional material in supporting students to meet or exceed grade-level goals according to New Mexico content standards, and as demonstrated by the best available evidence for curricula in the relevant grade and subject. For core instructional material, evidence shall include an independently conducted experimental or quasi-experimental research study or review by nationally-recognized, independent experts in curricula review. LEA-created core instructional materials may also demonstrate effectiveness using correlational evidence that students using the core instructional material meet or exceed grade-level proficiency as measured by the state assessment.

Review Set—means the instructional material submitted for review at the summer institute for inclusion as Core. The review set consists of the student edition, teacher edition and student workbook if available. All review set items must be made available for purchase by districts as they are submitted for review and listed as such on the Form E List of Instructional Materials.

Reviewer Of Record (Reviewer)—a reviewer who is a qualified teacher with a level 2 or 3-A license with experience in the content area being reviewed.

Rubric—a scoring tool that lists the criteria to be met in a piece of work and describes levels of quality for each of the criteria.

Substitution—the replacement of an adopted item under the Provider/Publisher’s agreement with a revised edition of the item.

Supplementary Materials — supporting instructional material used to reinforce, enrich, or enhance instruction driven by core instructional material. Pursuant to Section 22-15-8 NMSA 1978, the department may choose not to review supplementary materials.

Appendix 2: Multicultural Education and Cultural Responsiveness in Instructional Materials

One of the most common misconceptions related to multicultural education and culturally responsive pedagogy is that educators may align its content and practice to culturally and linguistically diverse students only. However, research indicates that these educational approaches should be parts of a holistic approach that promotes cognitive and socio-emotional well-being of ALL students. Multicultural education and culturally responsive pedagogy create foundations to promote barrier-free school and classroom environments for ALL students. Building on this, instructional materials that have strong focus in multicultural education and culturally responsive pedagogy are key to ensuring equity for all students to reach equal goals. High quality instructional materials that carry multicultural education and culturally responsive lenses ensure the following:

- Offer a range of views and perspectives and are deliberately structured in a sensitive manner to provide opportunities for all learners to engage meaningfully.
- Take special care to address sensitive subjects with respect – including carefully chosen images and videos to build background and context.
- Acknowledges culturally and linguistically diverse students' life experiences and value their background.
- Are free of biases, negative misconceptions, negative profiling, and negative stereotypes.
- Provides learning opportunities that have focus on strengthening self-understanding and social-emotional skills.
- Support and guide teachers to identify linguistic and cultural elements of the content by providing cross-cultural and metalinguistic awareness.

Appendix 3: Relevant Laws, Regulations, and Cases

- **Instructional Material Law: Chapter 22 Public Schools, Article 15**
Instructional Materials
- **Instructional Material Regulation:**
- **Budgets & Finances:**
 - School Districts
 - An amount not to exceed fifty percent of the allocations attributed to each school district or state institution may be used for instructional material not included on the multiple list per statute 22-15-9.
 - Waivers: Section 22-2-2.1 NMSA 1978 allows the local superintendent to apply for a waiver if the district intends to purchase beyond the 50% allowed for non-adopted instructional material.
 - Charter Schools
 - Waiver: Section 22-8B-5 waives the fifty percent that can be spent for non-adopted instructional materials allowing charter schools to spend one hundred percent for non-adopted instructional materials.
 - State Supported Schools
 - An amount not to exceed fifty percent of the allocations attributed to each school district or state institution may be used for instructional material not included on the multiple list per statute 22-15-9.
- **2018 Report to the 2018 Legislative Education Study Committee Report**
 - The Legislature has an opportunity to rethink how instructional materials are evaluated, purchased, and used in the classroom. The Legislature should aim to improve the instructional materials process for the benefit of students, teachers, and school districts and consider the following questions:
 - How can the Legislature ensure all students have access to high-quality instructional materials? How can the Legislature provide sufficient funds for instructional materials? How can the Legislature ensure funding is supporting materials that teachers will find valuable and usable?
 - How can the Legislature ensure funding for instructional materials is

consistent from year to year, even if the state adopts materials from different subjects each year?

- What are the implications of allowing school districts, schools, or teachers more flexibility to use materials not on the adopted list? Should the Legislature more clearly define when flexibility should be offered (e.g. after demonstrating high academic achievement)?

- **2014 Legislative Finance Committee Report on Oversight and Spending of Instructional Materials in Public Schools Report Recommendations:**
 - Amend the Instructional Materials Law to require instructional materials funds be used on state approved materials on the multiple list, which includes both core/basal and supplemental materials.
 - Modify statute mandating adequate instructional materials be available to all students at school and at home from the current statute, which requires one textbook be available to each student to take home.
 - Modify statute to require all districts have a plan in place to ensure all students have adequate access to instructional materials as defined by the Legislature.
 - Clarify statute to make it the responsibility of the Public Education Department to determine whether districts and charters are meeting the definition of instructional material adequacy.

- ***Yazzie v. State of New Mexico and Martinez v. State of New Mexico***
 - The lawsuit alleged a lack of resources and services to help students, particularly our most at-risk students – including Native Americans, English-language learners and students with disabilities.
 - The evidence at trial “proves that the vast majority of New Mexico’s at-risk children finish each school year without the basic literacy and math skills needed to pursue post-secondary education or a career,” Singleton said. “Indeed, overall New Mexico children rank at the very bottom in the country for educational achievement.”
 - Article XII, Section 1 Education Clause Claim
 - Judge Sarah Singleton found the evidence presented at trial demonstrates that the education provided to at-risk students is inadequate. She stated inputs and outputs should be considered when determining whether the education provided is constitutionally adequate; a plaintiff in an adequacy case must prove that the state provided inadequate inputs and then must

correlate these failures to inadequate outcomes.

- Educational Inputs

- Judge Singleton focused her consideration of inputs on instrumentalities such as instructional materials and computer access.
- Instructional Materials: Judge Singleton's decision notes school districts and parents testified that the amount of funds made available for instructional materials was inadequate, funding cuts have prevented schools from purchasing up-to-date textbooks, school districts supplement their instructional materials allocation with operational funds, some school districts make copies of textbooks and workbooks, students do not have textbooks to take home in some school districts, and there is a lack of appropriate instructional materials for Native American students. Additionally, Judge Singleton noted a lack of access to technology in some school districts, particularly rural school districts.