HQIM Middle School Mathematics

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Mathematics Shifts

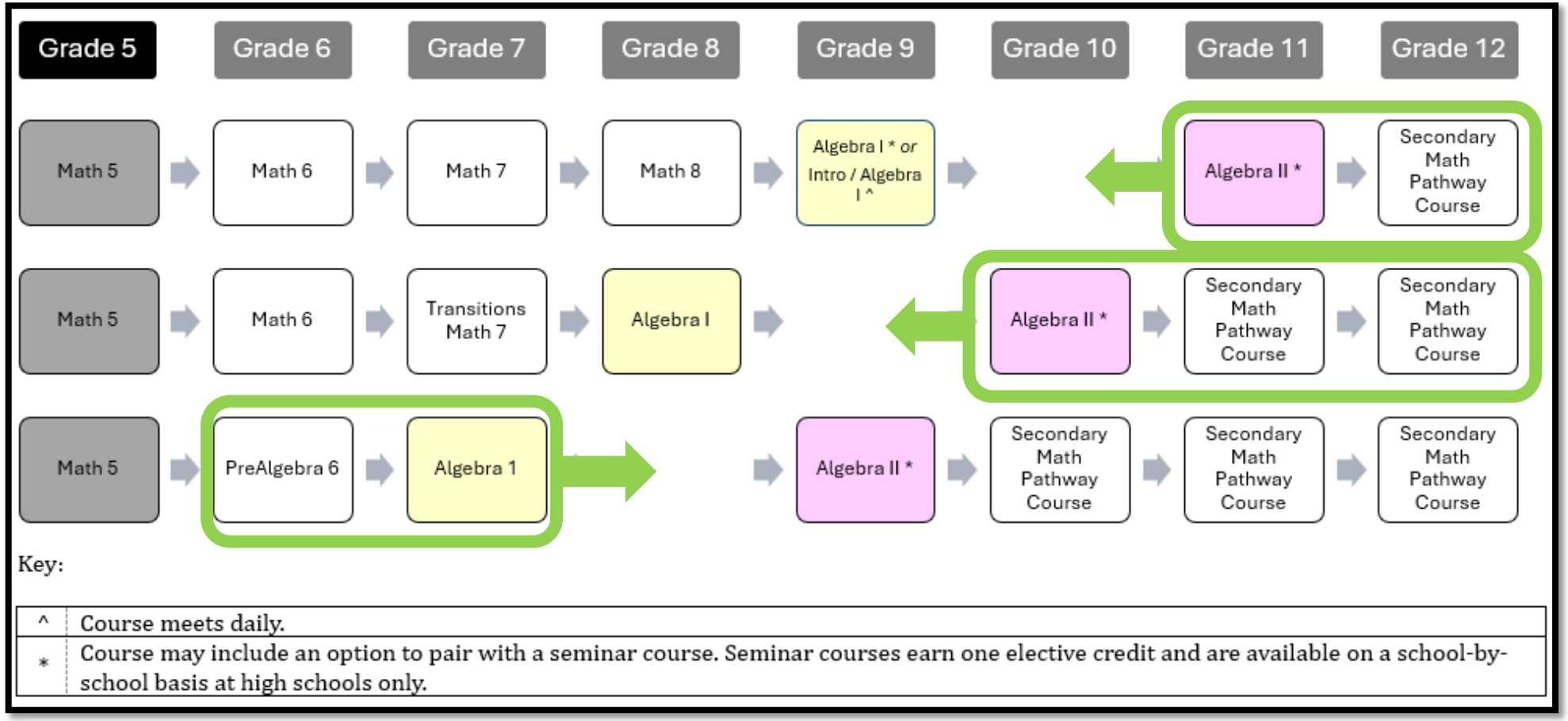
Clarify Middle School Acceleration

- Ensure coverage of all standards while carefully compacting content
- Use a consistent data protocol alongside multiple onramps
- MSDE Math Policy: Acceleration Practices (2027 – 2028)

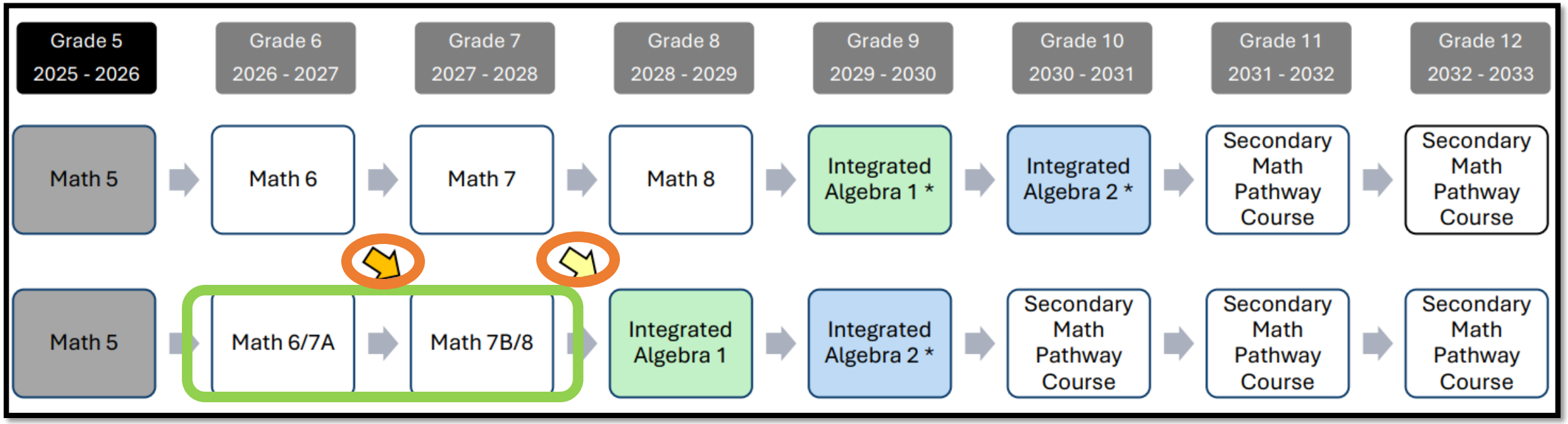
Prepare for Shift to Integrated Algebra

- Shift from…
  - Algebra 1
  - Geometry
  - Algebra 2
- Shift to…
  - Integrated Algebra 1
  - Integrated Algebra 2
- MSDE Math Policy: Integrated Algebra Implementation (2027 – 2028)

New Course Sequence Shifts



New Course Sequence



Current Math Instructional Materials

Current HCPS middle school mathematics instructional materials vary across grade levels. Adoption of a new curriculum that covers 5 middle school classes would offer consistent structures, routines, and pedagogical approaches and allow for seamless transitions between courses including acceleration opportunities.

MSDE created a rubric for HQIM during 2024 – 2025. With this new lens and revised standards, it is time to re-evaluate our current curricular materials.

High Quality Instructional Materials

What are they?

- Grade Level and Standards Aligned
- Designed to Affirm Students
- Instructional Design
- Educator Supports

Why are they important?

- Pillar 3 in the Blueprint for Maryland's Future
- MSDE Frameworks and Rubrics
- MSDE Mathematics Policy
- Impact on Student Achievement

Our Process

HCPS collaborated with MSDE to develop a process that is in alignment with HQIM frameworks, rubrics, and expectations to select HQIM.

Maryland
STATE DEPARTMENT OF EDUCATION

Preparation	Study	Decide and Launch
Establish the Process	Know and Winnow the Choices	Make a Decision
Develop the Lens	Investigate Materials	Implement

https://edreports.org/resources/adoption-steps

Establish the Process

Preparation

Establish the Process

Develop the Lens

Vision: Every day, HCPS students will engage in reasoning, modeling, sense making, problem solving, and communication so that they can see, use, and enjoy mathematics in their daily lives.

Data: MCAP Proficiency Trends

Data: MCAP Proficiency Trends				
	2022	2023	2024	2025
Grade 6	23.1%	21.9%	22.9%	27%
Grade 7	10.9%	13.2%	11.1%	14%
Grade 8	<5.0%	5.4%	6.1%	6.0%

Establish the Process

Preparation

Establish the Process

Develop the Lens

HCPS Priorities: Based on our vision for mathematics teaching and learning and MCAP proficiency data, these priorities have been established for a new HQIM:

- ❑ Balanced Rigor (Procedures, Concepts, Applications)
- ❑ Reasoning and Modeling
- ❑ Use of Visual Models
- ❑ Discourse and Formative Assessment
- ❑ Family Engagement
- ❑ Supports for students receiving special education services and multilingual learners

Establish the Process

Preparation

Establish the Process

Develop the Lens

Theory of Change: If teachers have access to high quality instructional materials alongside robust professional learning, HCPS will see a 5-percentage point increase each year on MCAP Mathematics.

Parameters

- Decision Making: The ratings, strengths, gaps, and gap solutions to Executive Council to make the final decision.
- Budget: Based on Budget Office
- Timeline and Milestones
- HQIM Review Committee Member Selection

July

- Meet with MSDE
- Design Process
- Process Feedback and Approval

August

- Contact vendors
- Select HQIM Review Committee Members and Communicate

September

- Plan for HQIM review sessions

October

- Facilitate HQIM Review Middle School
- Finalize Decision
- Course Sequence Decision Making / Course Numbers

November

- GCC Report Creation
- GCC Presentation (November 19)

December

- Plan for training
- Course Sequence Adjustments

Spring 2025

- Board Presentation
- Ongoing Professional Development for Teachers and Leaders
- Curriculum Material Development

Fall 2026

- Ongoing Professional Development for Teachers and Leaders

Develop the Lens

Preparation

Establish the Process

Develop the Lens

Select Committee Members: Completed in partnership with Education Services, CIA Leadership, and principals.

Identify Priority Rubric Criteria: Completed in partnership with MSDE HQIM Office.

Plan for HQIM Review Committee Process

Study

Know and Winnow the Choices

Investigate Materials

Know and Winnow the Choices

<u>Review a small set of HQIM</u>:

- enVision Mathematics (6 LEAs including HCPS)
- Illustrative Mathematics (10 LEAs)
- Reveal Mathematics (3 LEAs)

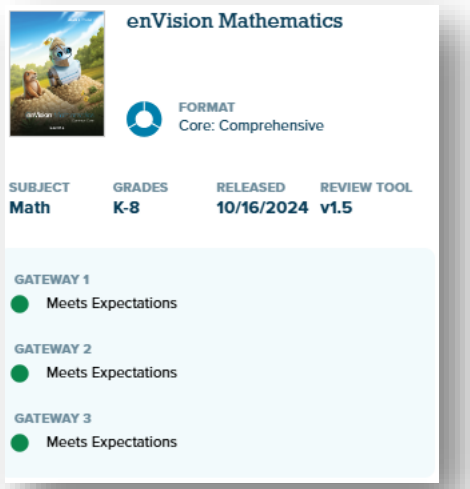
Note: MSDE Curriculum Communities will align these three programs to the revised standards, complete a gap analysis, and develop materials if needed.

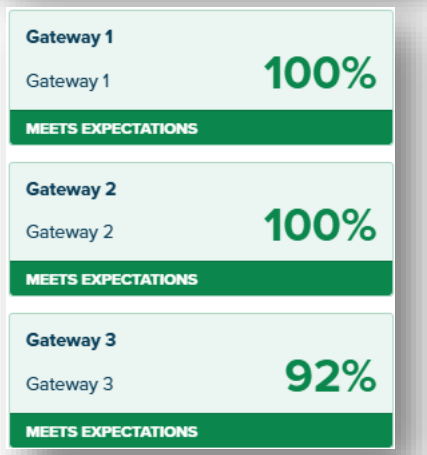
Study

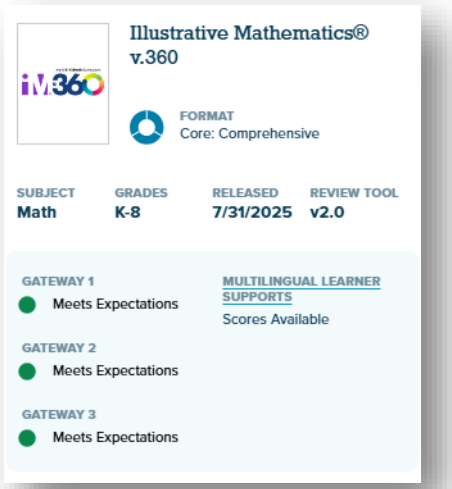
Know and Winnow the Choices

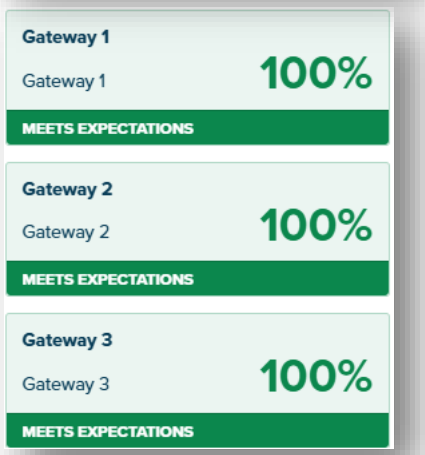
Investigate Materials

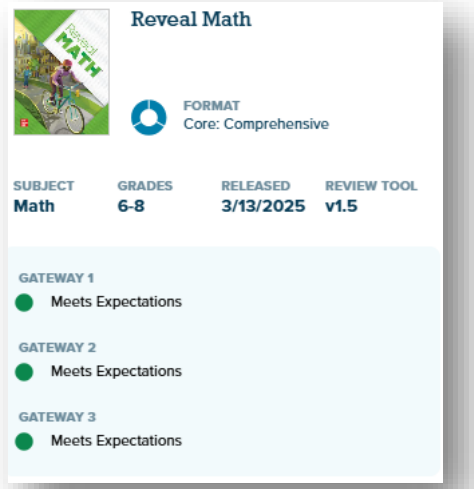
Know and Winnow the Choices

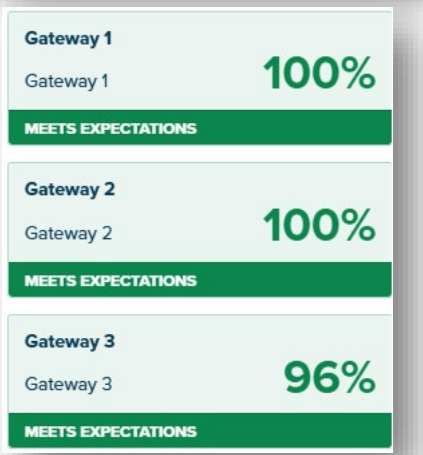












Investigate Materials

Study

Know and Winnow the Choices

Investigate Materials

Select Model for Material Review

- Material Study
- Field Test
- Grade Level PLC Review and Peer Teaching
- Vendor Presentations

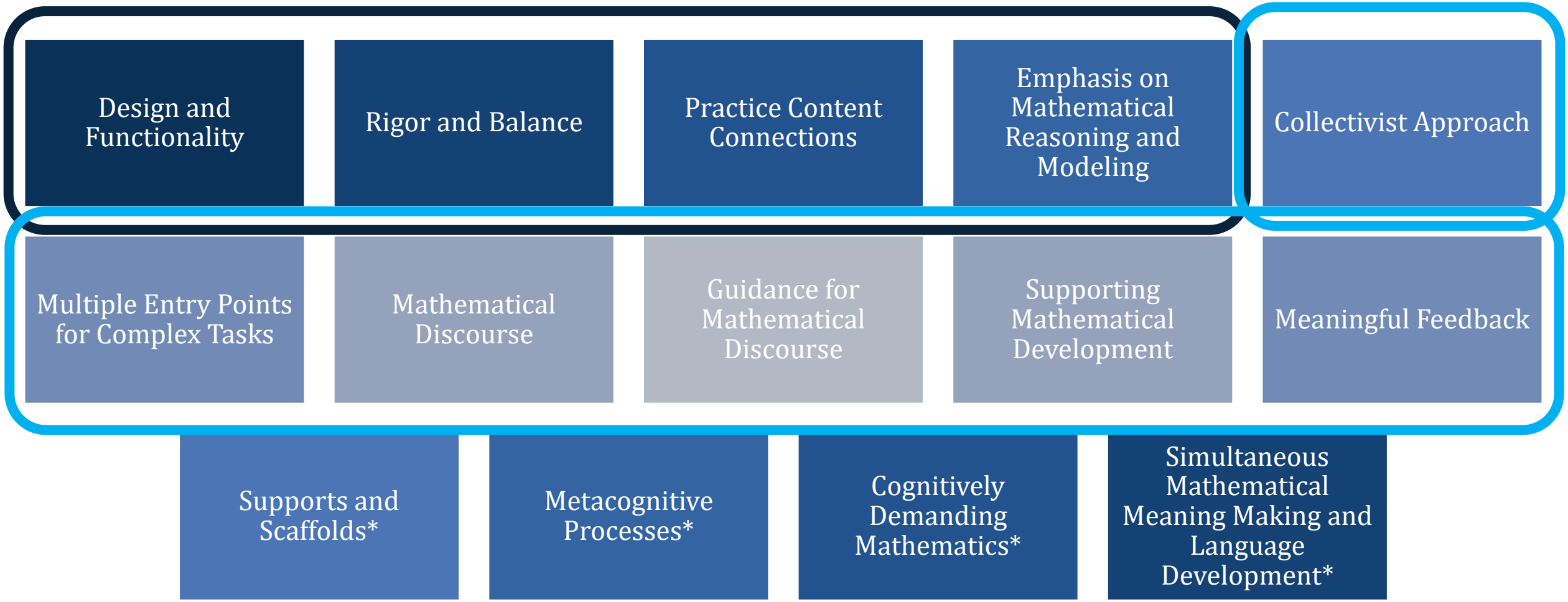
Use of HCPS Rubric.

Select Grade Level and Focus Units

- Grade 7
- enVision: Topic 1
- IM: Unit 6
- Reveal: Unit 3

If reviewers focus on one grade level / unit, the depth of evidence will be greater. We assume that if there is evidence in grade 7, there is evidence in grades 6 – 8.

HQIM Criteria for Review



*These criteria were evaluated by the Department of Special Education and Office of Multilingual Instruction.

Decide and Launch

Make a Decision

Implement

Make a Decision

The HQIM Review Committee will:

- Complete an individual review using the rubric
- Record rating and evidence on rubric and MS Form
- Come to consensus on ratings and evidence
- Identify strengths, gaps, and potential gap solutions
- Rank each HQIM from most to least viable

The Executive Council will:

- Analyze rankings, strengths and gaps, and cost
- Make a final decision

Overall Rating (n = 10)

	First Choice	Second Choice	Third Choice
Illustrative Mathematics	90%	0%	10%
enVision	0%	80%	20%
Reveal	10%	20%	70%

Consensus Scores

	Criteria	enVision	Illustrative Math	Reveal
A	Design and Functionality	2	4	3
B	Rigor and Balance	5	5	2
C	Practice-Content Connections	5	5	3
D	Emphasis on Mathematical Reasoning and Mathematical Modeling	2	4	2
E	Collectivist Approach	0	5	2
F	Multiple Entry Pints for Complex Tasks	2	5	2
G	Mathematical Discourse	2	5	2
H	Guidance for Mathematical Discourse	2	5	2
I	Supporting Mathematical Development	5	5	2
J	Meaningful Feedback	2	2	2
K	Supports and Scaffolds	2	5	2
L	Metacognitive Processes	2	5	2
M	Cognitively Demanding Mathematics	2	5	2
N	Simultaneous Mathematical Meaning-Making and Language Development	2	2	2

Criteria	Color Key
none	0
Some -	1
Some	2
Some +	3
Strong -	4
Strong	5

Program	Meaningful Gaps	Gap Summary and Solution
enVision	• *Planning guidance* for pacing and lesson implementation (A) • *Student engagement support* for discourse and formative feedback (G, J) • *Instructional guidance* for integrating SMPs and developing a collectivist approach (D, L) • *Scaffolds* for language development and ELL support (K, N)	Gaps are broad and systematic. Significant curriculum work, with a focus on developing guidance materials and PD.
IM	• *Planning guidance* for intervention materials (A), fluency expectations and vocabulary development (B) • *Instructional guidance* for SMP internalization (C), modeling cycle (D), and formative feedback (J) • *Language support* differentiation for varied student needs (N)	Gaps are specific and targeted. Some curriculum work, with a focus on PD and implementation support.
Reveal	• *Comprehensive planning and instructional guidance* for pacing, activity selection, and implementation (A) • *Student engagement support* for discourse and formative feedback (G, J) • *Instructional guidance* for integrating SMPs with content and modeling alignment (C, D) • *Scaffolds* for language development and ELL support (K, N)	Gaps are broad and systematic. Comprehensive curriculum work, with a focus on redesigning teacher materials and PD.

Decision: Illustrative Mathematics

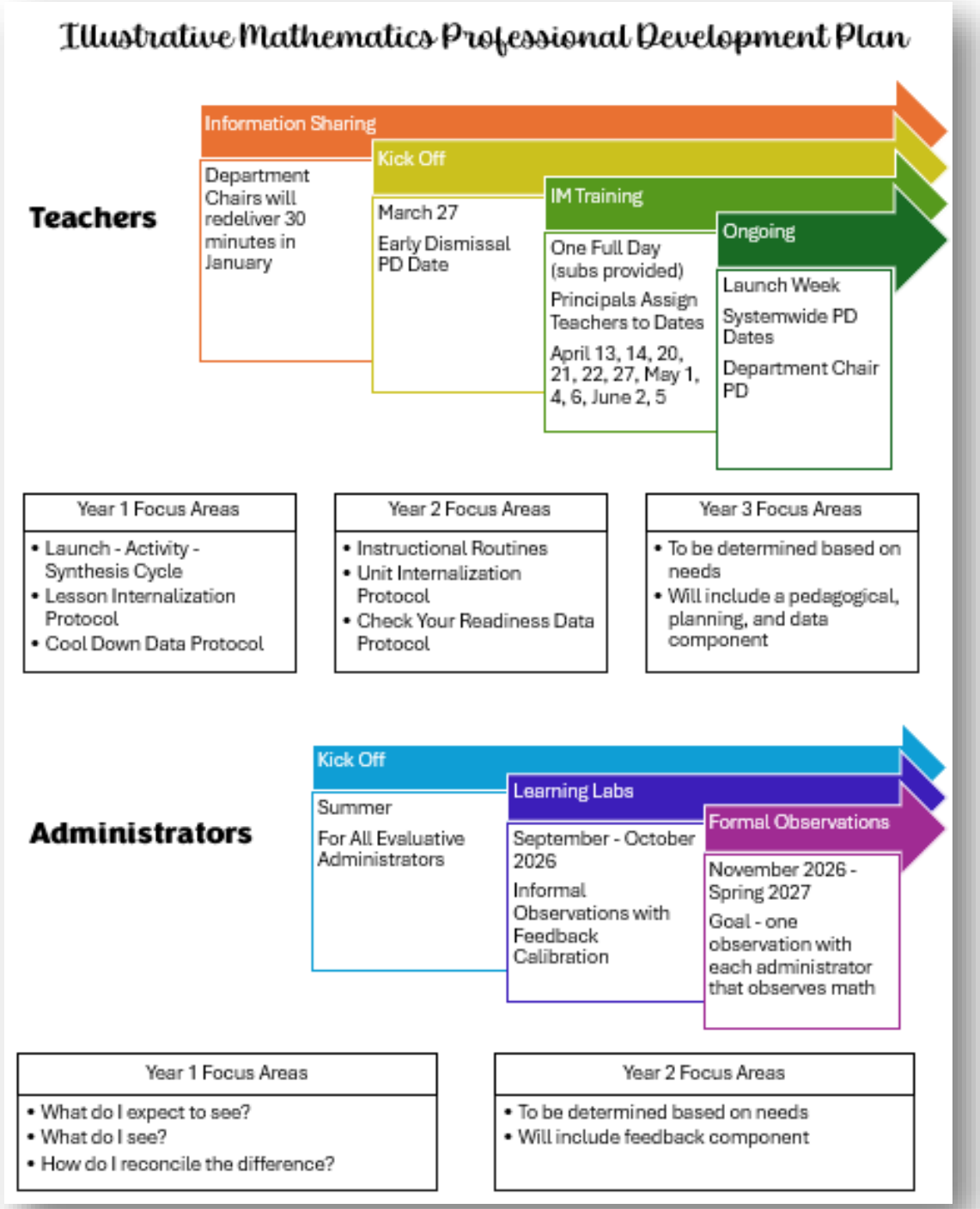
enVision Cost	Illustrative Mathematics Cost	Reveal Cost
1 Year Contract: $331,250.00 5 Year Contract: $1,093,814.00	• Year 1: $115,083.00 (teacher edition binding, manipulatives, and district assessment reporting) • Additional Years: $40,000 (manipulative replenishment and district assessment reporting) Note: All student and teacher materials would be printed via HCPS Print Shop.	1 Year Contract: $422,527.07 5 Year Contract: $1,130,457.56

Decide and Launch

Make a Decision

Implement

Illustrative Mathematics Professional Development Plan



Request

The Mathematics Office requests approval by the Board of Education for the adoption, purchase, and implementation of Illustrative Mathematics V.360 for students enrolled in non-credit bearing middle school mathematics courses beginning with the 2026 – 2027 school year.

Questions?