



HQIM District Needs Assessment

The high quality instructional materials needs assessment has been designed to support districts in analyzing instructional practices and academic outcomes, align those analyses to instructional materials, and prioritize components of instructional materials for planning material selection next steps.

Section One I: What is working? (bright spots)

In this section, please reflect on strengths within your district, areas that are starting to show excellence and insights on why these areas are strong.

| | Pockets of Excellence | Promising Practices | What are possible reasons for these successes? |
|------------------------|-----------------------|---------------------|--|
| Student Achievement | | | |
| Student Growth (TVAAS) | | | |
| Student Work | | | |
| Teacher Practice | | | |

Note: Please use any prior data analysis including your Adoption Workbook Data Analysis from Session Two.

What school/district structures led to success?

- collaborative planning:
- Coaching:
- Classroom walk throughs and feedback:
- Instructional Materials:

How did you and your leaders vision, plan and execute the strategies that caused success?

What might you need to scale and spread these successes?

Section II: What are areas of concern?

| | Areas of Concern (grade levels/grade bands, schools, etc.) | What are possible reasons for these challenges? |
|------------------------|--|--|
| Student Achievement | | |
| Student Growth (TVAAS) | | |
| Student Work | | |
| Teacher Practice | | |

Phase III: Solution Strategy

1. What are additional challenges your district faces (High EL population, high teacher turnover, student transiency)?
2. Who needs to be part of the bigger conversation?
3. When you think about this work, how do instructional materials leverage your success and provide support for your corrective strategies?
4. Who needs to be part of the team planning for instructional materials?

Phase IV: Importance of Instructional Materials

When thinking about your successes, challenges and concerns, how do they relate specifically to the materials used in those successful or concerning situations?

| | District Success Alignment (from Section Two) | Challenges and Concerns Alignment (from Section Two) |
|---|--|---|
| Texts (well crafted, range of content, variety of genres) | | |
| Knowledge (vocabulary development and knowledge acquisition) | | |
| Evidence (Tasks ask students to engage and use textual evidence) | | |
| Alignment to Standards | | |
| High Quality Instruction | | |
| Foundational Skills | | |
| Teacher Usability | | |
| Other specific district needs: | | |
| Other specific district needs: | | |
| Other specific district needs: | | |

Note: Each category is fully described in the streamlined rubric documents.



Based on your aligned strengths to your instructional materials, what are elements of your current instructional materials that you want to emphasize?

Based on your aligned deficits to your instructional materials, what are elements of your current instructional materials do you want to strengthen through the adoption process?

What additional instructional material components are important to district specific needs and practices?