

K-5 Core Mathematics Textbook Review Summary

Recommendation: *Houghton Mifflin California Math*

59 teachers participated in the K-5 review on January 23 and February 19, 2008. 44 teachers (75%) recommended Houghton Mifflin's *California Math* as the best choice for a K-5 core mathematics program from the list of programs adopted by the State Board of Education in November, 2007. The 44 teachers who preferred Houghton Mifflin included all the K-3 teachers except for 2 first grade teachers and 1 third grade teacher. Seven of the 10 fourth grade teachers preferred Harcourt's *California HSP Math*, and the 10 fifth grade teachers were split between Harcourt and Houghton Mifflin. At the end of the second day, teachers indicated that they did not believe that further review would change their preference.

Strengths Identified by Grade Level Teams:

- Options for differentiation and intervention are extensive
- *Circle Time and Practice Book* (K-2) and *Daily Routines and Practice Book* (3-5) provide spiral review and are available as consumable workbooks, transparencies, and blackline masters
- *Homework and Problem-Solving Book* (1-6) offers additional practice
- *California Math Expressions* offers alternative strategies to deepen conceptual understanding and leveled math writing prompts for in-depth thinking and analysis
- Chapter, unit, and benchmark assessments all identify the student content standard for each item
- Teacher's manual is clear and easy to use
- The "Chapter Resources" booklets gather all the resources for a chapter (quizzes, circle time, reteach, practice, enrichment, leveled problem solving, homework, and tests with individual and class record sheets) in one place for easy use

Process:

On January 23, 20 grade level teams reviewed 8 core programs K-5 using a review tool adapted from the toolkit developed by the statewide CISC mathematics subcommittee. Before beginning the process, teams used the CST blueprints at grades 2-5 or the key state content standards at grades K-1 to choose a critically important standard to follow through each textbook series under review. Teams used the selected standard as the lens through which to compare and contrast the Teacher's Edition and Student Textbook from each publisher. As teams worked through the publishers' materials, they completed a forced choice ranking. Table 1 attached summarizes the rankings by 20 teams at the end of day 1. Based on these rankings, Sadlier-Oxford, Saxon, SRA Real Math, and Wright Group's *Everyday Math* were eliminated from further consideration on day 2.

On February 19, twelve grade level teams (2 per grade) reviewed all the materials for programs from four publishers: Harcourt, Houghton Mifflin, Macmillan McGraw-Hill, and Pearson Scott Foresman. Teams chose a unit focus and used a set of guiding questions, again adapted from the CISC mathematics

subcommittee's Toolkit. After all teams rotated through the four publishers' materials using forced choice ranking, two more publishers were eliminated. Houghton Mifflin remained under consideration because it was not ranked last by any team, it had the lowest total score, it was ranked 1 or 2 by all except 2 teams. Harcourt had the next lowest score and was ranked last by only one team. The two series eliminated – Scott Foresman and Macmillan- McGrawHill – were ranked last by 42% and 50% of the teams respectively. (See Table 2)

Teams next conducted a side-by-side comparisons of the Houghton Mifflin and Harcourt materials, focusing on the Teacher's Edition and the Student Textbooks. Representatives then had an opportunity to advocate for one series over the other in a structured and time-limited forum.

Teachers were asked for feedback about the process. A large majority described the process as thorough, fair, and well-structured. Most noted that they enjoyed the opportunity to work with teachers at their grade level from other districts.

Table I

Publisher	Total Score	Ranked #1	Ranked #1 or #2	Ranked in Top 3
Harcourt	74	4	8	14
Houghton Mifflin	68	3	5	9
Macmillan McGraw - Hill	55	6	10	13
Pearson Scott Foresman	81	4	9	10
Sadlier-Oxford	112	0	2	4
Saxon	105	2	3	3
SRA Real Math	117	0	0	0
Wright Group Everyday Math	137	1	2	4

Forced Choice Rankings from Jan.29

20 teams K-5 ranked each series 1-8.

Column 1 represents the total score.

Columns 2-4 report the number of teams who ranked a series #1, etc.

Table 2

Feb. 19 Forced Choice Rankings by Teams

Publisher	K	1	2	3	4	5	Total
Harcourt	2			2 ✓	1 1	2 2	26
Houghton Mifflin	1 2	1 2	2 2	1 1	2	1	21
Macmillan McGraw – Hill	✓ ✓	✓ ✓	1 1		2	✓ ✓	37
Pearson Scott Foresman		1 2 1	✓ ✓	✓ 2	✓ ✓	1	33

1 indicates the series was ranked 1st by a team

2 indicates the series was ranked 2nd by a team

✓ indicates the series was ranked last by a team

Grades 6-8 Core Mathematics Textbook Review Summary

Recommendation: *Holt California Mathematics* *Course 1, Course 2, and Algebra 1*

35 teachers participated in the grades 6-8 review on January 24 and February 13, 2008. 23 teachers (66%) recommended Holt's *California Mathematics* as the best choice for a grades 6-8 core mathematics program from the list of programs adopted by the State Board of Education in November, 2007. Eleven teachers preferred McDougal-Littell's *California Math*. At the end of the second day, teachers indicated that they did not believe that further review could change their preference. Teachers also agreed that they felt they could use either series.

Strengths Identified by Grade Level Teams:

- Student friendly text
- Hands-on games and activities and some differentiation are included in the student textbook
- Transparencies and PowerPoint presentations support student learning with effective visuals.
- *Know It Notebook* helps students identify important concepts, take notes, organize their thinking, and prepare for tests.
- Strong assessment resources. Assessments are correlated to standards. *Standards Doctor* error analysis explains student misconceptions related to specific answer choices. *Benchmark Tests and Intervention* assesses proficiency then prescribes and provides appropriate intervention.
- *Are You Ready? Intervention* at the beginning of the chapter provides intervention for prerequisite skills; *Ready to Go On? Intervention and Enrichment* provides lesson-by-lesson problem solving intervention or extensions for students who have mastered the standards.
- Teacher's manual is easy to use. *One-Stop Planner* CD has complete TE, assessments, and test generator.
- The *Chapter Resource File* provides worksheets at various levels to meet the needs of all students

Process:

On January 24, grade level teams reviewed 5 core programs 6-8 plus CPM Educational Program for grade 8 only using a review tool adapted from the toolkit developed by the statewide CISC mathematics subcommittee. Before beginning the process, teams used the CST blueprints at grades 6-8 to choose a critically important standard to follow through each textbook series under review. Teams used the selected standard as the lens through which to compare and contrast the Teacher's Edition and Student Textbook from each publisher. As teams worked through the publishers' materials, they completed a forced choice ranking. Based on these rankings, CGP Education, Glencoe/McGraw-Hill, and CPM Educational Program were eliminated from further consideration on day 2.

On February 13, grade level teams (3 per grade) reviewed all the materials for programs from three publishers: Holt, McDougal-Littel, and Pearson Prentice Hall. Teams chose a unit focus and used a set of guiding questions, again adapted from the CISC mathematics subcommittee's Toolkit. After all teams rotated through the three publishers' materials using forced choice ranking, Prentice Hall was eliminated.

Vertical teams were created to conduct a side-by-side comparison of the Holt and McDougal-Littel materials, focusing on the Teacher's Edition, the Student Textbook and note-taking guide, and the assessments. After teams rotated through these components, representatives had an opportunity to advocate for one series over the other in a structured and time-limited forum.

Teachers were asked for feedback about the process. The process was most frequently described as thorough and well-organized. Most teachers also commented that they enjoyed the opportunity to work with teachers from other districts.