

ES - 6: Into Math, HMH, 2025



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 5

Partially: 1

No: 0

Unable to Determine: 0

Overall Score: 1.83 (91.5%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 2

Partially: 3

No: 0

Unable to Determine: 0

Overall Score: 1.4 (70%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 3

Partially: 2

No:

Unable to Determine: 1

Overall Score: 1.6 (80%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes:

Partially: 2

No:

Unable to Determine: 4

Overall Score: 1 (50%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 2

Partially: 0

No: 1

Unable to Determine: 3

Overall Score: 1.33 (66.5%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 4

Partially: 1

No: 1

Unable to Determine: 0

Overall Score: 1.5 (75%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 3

Partially: 2

No: 0

Unable to Determine: 1

Overall Score: 1.6 (80%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 1

Partially:

No:

Unable to Determine: 5

Overall Score: 2 (100%)

OVERALL:

1.53 (76.5%)

Comments:

I reviewed fourth-grade materials.

Strengths:

- Great multiplicative comparison chapter. This is hard for students, and we often don't have enough materials for it.
- Area/perimeter chapter (none for Savvas)
- Quick check section for each lesson--great for exit ticket
- Students rate their understanding of the learning goal before and after each lesson in a survey provided in student book--great, Danielsson-like activity!
- DOKs mentioned for different activities/questions
- tests for each chapter have an A & B editable version, so we can do a pre/post test if desired
- visually appealing for students
- tear-out homework available
- enrich & reteach pages available for each lesson

Concerns:

- very busy/complex TE and online platform

Numbers:

This has 111 lessons for fourth grade (without review/assessment) compared with 97 for existing Big Ideas curriculum. We barely get Big Ideas done. Something will need to be skipped.

I have utilized all of the curriculum finalists with my students over the last few weeks. This curriculum was the easiest to follow and felt the most logically laid out. My students engaged better with this than they did with any of the other choices. We liked the tasks to do together, and then I liked having the option to give students extra grade level practice or enrichment.

There is no homework component to review. Many books and manuals to have to keep track of. Too many student books to have to store and keep track of.

I didn't have as much time to explore this resource as I would have liked, but I appreciated that there were many options available for each lesson. With more time, I would like to see whether those options are designed to support differentiation. One challenge I encountered was not being able to find a way to print materials, which seems to be a common issue. Overall, I feel that with proper training, this tool could be a valuable addition to the classroom.

[Committee Member] There is not nearly enough practice for larger concepts. Teacher will have to build in a lot of reading supports due to pretty much being all word problems. I was unable to see an effective digital presentation. Would waggle be included in the bid? Waggle as presented didn't have a ton of live tracking and the reports are shallow without real data (just done or not done, some points/gems but no diagnosis data to work with)

[Committee Member] I loved that this work was not predictable and doesn't follow a pattern that the students can work ahead of in Kinder. Students must be attentive to understand the questions and know what is expected of them. I appreciate how the student must write and signs with work problems. Also, HMH does a good job with incorporating lots of word problems in the assignments. The tests are quite varied and there is lots of space to show the student's work.

ES - 10: Reveal Math, McGraw Hill, 2022

CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 11

Partially: 0

No: 0

Unable to Determine: 0

Overall Score: 2 (100%)

TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 9

Partially: 2

No: 0

Unable to Determine: 0

Overall Score: 1.82 (91%)

STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 9

Partially: 1

No: 0

Unable to Determine: 1

Overall Score: 1.9 (95%)

FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes: 7

Partially: 1

No: 0

Unable to Determine: 2

Overall Score: 1.875 (93.75%)

ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 9

Partially: 0

No: 0

Unable to Determine: 1

Overall Score: 2 (100%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 8

Partially: 2

No: 0

Unable to Determine: 1

Overall Score: 1.8 (90%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 9

Partially: 1

No: 0

Unable to Determine: 1

Overall Score: 1.9 (95%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 6

Partially: 1

No: 0

Unable to Determine: 4

Overall Score: 1.86 (93%)

OVERALL:

1.89 (94.5%)

Comments:

I reviewed fourth-grade materials.

Strengths:

- introductory chapter, "Math Is..."
- multiplicative comparison chapter (none in Savvas or existing Big Ideas)
- visually appealing, lots of room to write, not too busy
- fluency practice, exit tickets (online or print)
- extend and reteach pages and projects for each lesson
- student practice book with homework tear-out inside
- assessments in A & B versions (and editable) for pre/post tests
- TE is not too busy or overwhelming
- This seems like the simplest, most streamlined of the 3--a good thing

Concerns:

- is there enough guided practice before independent practice in this book?
- some area/perimeter work, but not a whole chapter like in HMH or our existing Big Ideas
- we don't need the manipulatives! we have a warehouse full!

Numbers:

This has 93 lessons for grade 4 (compared with 97 for Big Ideas but MANY more for the other two curricula proposed). This is do-able; the others will necessitate some skipping/combining.

McGraw Hill (physical & digital materials) is my #1 choice out of the 3 options

This is the most coherent and cohesive curriculum that we reviewed and this would be our choice for our new math curriculum.

very interactive and spacing was good

Exit Tickets were more reflective than process oriented. Do we have to copy homework or will we purchase homework books for each child?

This resource was most likely my favorite of all the ones I tried, and the students enjoyed it as well because of the way it was set up. There was some confusion around how to print materials and where the assessments were located, along with a few digital issues that I believe training could help resolve. One feature I especially appreciated was that each day it automatically opened to where you left off which is very convenient. I also liked that there was plenty of space for students to show their work, and overall, it felt more user-friendly than the others. I only wish we had more time to explore and use the material fully.

[Committee Member] Pacing and presentation impossible (multiple strategies in one day, primarily word problems and not enough to cover concept). I was unable to find a single thing to do.

McGraw Hill seems to meet all the components we are looking for in a strong math curriculum. This seems like a good transition from Big Ideas.

[Committee Member] Reveal didn't provide a homework assignment. If a teacher wants the students to have homework in Kinder they would have to print extra work out. Also, the exit ticket and reviews for spiral learning are online and would also need to be printed. Lessons with repeated work tend to be quite short and would need to be supplemented with additional copies or online work- which is not something all Kinder classrooms are doing.

ES - 12: Envision +, Savvas, 2027



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 6

Partially: 3

No: 1

Unable to Determine: 0

Overall Score: 1.5 (75%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 3

Partially: 5

No: 1

Unable to Determine: 1

Overall Score: 1.22 (61%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 5

Partially: 3

No: 2

Unable to Determine: 0

Overall Score: 1.3 (65%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes: 3

Partially: 1

No: 2

Unable to Determine: 4

Overall Score: 1.167 (58.35%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 4

Partially: 2

No: 1

Unable to Determine: 3

Overall Score: 1.43 (71.5%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 8

Partially: 1

No: 1

Unable to Determine: 1

Overall Score: 1.7 (85%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 4

Partially: 3

No: 2

Unable to Determine: 1

Overall Score: 1.22 (61%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 3

Partially: 0

No: 2

Unable to Determine: 5

Overall Score: 1.2 (60%)

OVERALL:

1.34 (67%)

Comments:

I reviewed 4th grade materials.

Strengths: spiral review; enrichment and reteach pages for each lesson; clear TE materials & online platform

Concerns: no tear-out homework pages in student book (we'd need to do digital or make paper copies of online resources, costing more money); only one version of each chapter test (vs. an A and a B test that can be used for pre/post test); there is a LOT on each page (very busy) for students; no area/perimeter chapter and only 1-2 lessons covering that topic, which is hard for students; how much of the \$ we'd pay would be for the manipulatives, which we don't really need? (we have a warehouse and schools full of manipulatives from previous programs)

Numbers: For fourth grade, this contains 113 lessons (without review/assessment) compared with 97 for our existing Big Ideas curriculum. We barely get Big Ideas finished. This is too many lessons--some will need to be skipped.

Out of the three elementary options, I was least impressed with both the print & digital materials for Savaas.

Independent Practice both on paper and on the computer are not independent friendly for younger grades. Paper ones requires them to read independent to work independent, which littles cannot do. On the computer, it is not user friendly for younger students (submitting answers, viewing questions, writing and typing answers) It is too advanced for them to understand to be able to use independent.

WE DID NOT LIKE THIS CURRICULUM AT ALL. IT IS ALSO POORLY REVIEWED BY MANY SCHOOL DISTRICTS.

I found the platform very difficult to navigate. I was unable to figure out how to print materials for the class, and I also struggled to understand how to complete assessments. After working with it for a week, I did notice that the standards align well, but some of the digital features are not to my liking. The layout feels cramped, there is a lack of spacing, and the touch screen interface moves around in a way that does not feel user-friendly.

The problems are relevant/rigorous, but the student workbooks themselves are poorly designed. There is hardly any room for students to do their work, which negates the purpose of having a workbook.

[Committee Member] Additional practice QR codes didn't work. Teacher will have to print a lot (books themselves don't have enough. The exit tickets (used for individualization) are one of those pieces. Chapter assessments are LONG... is there pausing points built in where we can give parts?

[Committee Member] The workbook is inviting for a Kinder student. I don't see lots of practice for additional work without pulling out a Chromebook to complete the spiral review or some additional practice. All exit tickets need to be printed and so does the check for understanding unless it is completed online. Materials are all online and will have a completion score once turned in. There is no homework for the student unless assigned online or additional work is printed for them.

MS-9: McGraw Hill - Reveal Math



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)

Comments:

- Great book, great resources

MS-12: Savvas - Envision+ 2027



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 3

Partially: 1

No: 0

Unable to Determine:

Overall Score: 1.75 (87.5%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 3

Partially:

No:

Unable to Determine: 1

Overall Score: 2 (100%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 1

Partially: 1

No:

Unable to Determine: 2

Overall Score: 1.5 (75%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes:

Partially:

No:

Unable to Determine: 4

Overall Score: X



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 3

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 2

Partially: 2

No:

Unable to Determine:

Overall Score: 1.5 (75%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 2

Partially:

No:

Unable to Determine: 2

Overall Score: 2 (100%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 2

Partially:

No:

Unable to Determine: 2

Overall Score: 2 (100%)

Comments:

- This curriculum is most closely aligned with the curriculum map provided by the district for 6th grade. The 3-act math provides an opportunity for students to engage in real life situations that use math concepts. I find the curriculum flows logically and provides plenty of opportunity for practice and student reflection that leads to mastery.
- Some of these are difficult to answer because I did not delve deeply into the online piece. It seems like there are some videos for students related to the Act 3 math tasks, but I didn't see videos of the actual lessons. It could be that I didn't look hard enough. While the online pieces of the program are good to have, I believe it is the hard copy that makes the difference for students. We are expecting them to be in front of a screen too much.
- I like Savvas over McGraw-Hill because I think the book order aligns better with what our district envisions for our scope and sequence going forward. I think both textbooks are of high quality and worthy of selection.

HS-7: McGraw Hill Algebra 1, Geometry, Algebra 2



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes:

Partially: 1

No:

Unable to Determine:

Overall Score: 1 (50%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 1

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes:

Partially: 1

No:

Unable to Determine:

Overall Score: 1 (50%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes:

Partially: 1

No:

Unable to Determine:

Overall Score: 1 (50%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes:

Partially: 1

No:

Unable to Determine:

Overall Score: 1 (50%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes:

Partially: 1

No:

Unable to Determine:

Overall Score: 1 (50%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes:

Partially:

No: 1

Unable to Determine:

Overall Score: 0

Comments:

- These books have lots of practice problems that appear to have a wide range for ability levels. There is more depth in concept development in McGraw Hill than in Cengage or Savvas. The workbook style has left us wondering if this is a consumable. There isn't enough space for students to write if this is intended to be a workbook and I would not use it as a workbook. This textbook has the best teacher's manual because it provides the best guidance (Savvas manual is practically unreadable).
- McGraw Hill is my top choice.

HS-2: Cengage Algebra 1, Geometry, Algebra 2



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 2

Partially: 1

No:

Unable to Determine: 1

Overall Score: 1.67 (83.5%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 3

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 2

Partially: 1

No:

Unable to Determine: 1

Overall Score: 1.67 (83.5%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes: 2

Partially:

No:

Unable to Determine: 2

Overall Score: 2 (100%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 3

Partially:

No:

Unable to Determine: 1

Overall Score: 2 (100%)

RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 3

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 3

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 1

Partially:

No:

Unable to Determine: 3

Overall Score: 2 (100%)

Comments:

- It was difficult to answer some of the questions with what we were given. I did like the materials and thought the problem sets had a good mix of questions.
- All have good and bad features. McGraw hill seemed the best fit.
- Cengage does not have as many practice problems in the book as hoped for. The design of the book/graphics is a bit juvenile/too young for the students (really large font). The Algebra 2 book is particularly poor quality in terms of quality of content. It was difficult to choose a try and apply for Algebra 2 because the quality of what is being taught in the book is so poor.

HS-11: Envision 2024 Savvas



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 2

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.75 (87.5%)

Comments:

- For Algebra 1, this book is not well designed. The content is too difficult frequently and lacks any real development of the concepts (i.e. here is the formula, now use it). Our Algebra 1 curriculum should help teachers engage students in the development of concepts in a way that fosters mathematical thinking. This book does not do that. The online homework is so hard to view and became unusable for me. The practice questions/homework do not have enough middle range difficulty problems.
- For Algebra 2, this curriculum has some strange orders (imaginary numbers before quadratic formula, lack of inverse function lesson until chapter 5) and poor concept development. There is not enough practice.

HS-10: Pathways (for Honors Algebra 2) Rational Reasoning



CURRICULUM DESIGN:

Does the curriculum demonstrate clear alignment to Arizona State Standards, include a realistic and adaptable pacing guide, utilize spiral learning for review and reinforcement, and follow a logical scope and sequence across grade levels?

Yes: 2

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



TEACHER RESOURCES:

Do the teacher resources provide clear instructional guides with unit content descriptions, videos, and discourse questions; offer editable formats (digital, printed, slides); include hands-on activities, guided notes, and application projects; and support ELL, SPED, and differentiated instruction with fluency practice

Yes:

Partially: 2

No:

Unable to Determine:

Overall Score: 1 (50%)



STUDENT RESOURCES:

Are student materials available in both print and digital formats, offering opportunities for self-reflection, fluency practice, remediation, and extension, along with access to instructional videos or worked-out examples?

Yes: 2

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)



FAMILY/COMMUNITY RESOURCES:

Do family and community resources reinforce classroom learning through tools such as family letters, language support, at-home applications, and digital platforms, with instructional materials available in multiple languages?

Yes:

Partially: 1

No: 1

Unable to Determine:

Overall Score: 0.5 (25%)



ASSESSMENT:

Does the program implement a variety of adaptable assessment formats and provide targeted feedback through digital tools that support diverse learner needs?

Yes:

Partially:

No: 2

Unable to Determine:

Overall Score: 0 (0%)

 RIGOR AND REAL-WORLD RELEVANCE:

Are instructional materials and activities designed to meet diverse student needs, integrate real-life contexts to promote critical thinking and problem-solving, and offer rigorous options for students on accelerated math pathways?

Yes: 2

Partially:

No:

Unable to Determine:

Overall Score: 2 (100%)

 TECHNOLOGY

Do the digital components include homework, fluency practice, and assessments; offer user-friendly platforms with translation features; provide dashboards with step-by-step feedback; and include editable resources that support in-class learning and district-wide sharing?

Yes: 1

Partially: 1

No:

Unable to Determine:

Overall Score: 1.5 (75%)

 PROFESSIONAL DEVELOPMENT AND SUPPORT:

Is professional development tiered for new and experienced teachers, available asynchronously or on-demand, and inclusive of training for EL, gifted, and students with disabilities, as well as digital component integration?

Yes: 1

Partially:

No: 1

Unable to Determine:

Overall Score: 1 (50%)

Comments:

- When looking at the options for Honors Algebra 2, the Rational Reasoning Textbook is by far the best option. The other textbooks don't come close to offering the rigor or conceptual depth that Rational Reasoning does. I know that the technology is lacking, and they don't have pre-created tests, but the teachers who have been teaching these courses already have the extra resources, quizzes, and tests made. If we were to adopt another resource for Honors Algebra 2, there would need to be so much supplementation to make sure our students are prepared for Trig/Pre-Calc, it would be a nightmare.
- Although it is my personal opinion that Rational Reasoning be taught for the regular Algebra 2 course as well, we must keep this textbook for the Honors Algebra 2 section. It would be a detriment to our honors students to use any resource other than this textbook.
- This is the best curriculum for Algebra 2, especially for honors students. The content is high quality and prepares our students well for a calculus pathway. The curriculum actively involves the student as the learner and has high conceptual emphasis which is particularly beneficial once students learn calculus. I have had former Basis students that entered high school as 9th graders remark how well this class and curriculum prepared them for calculus in comparison to a trig precalc class they took at Basis.

