



# PATTERNS OF ADOPTING HIGH-QUALITY INSTRUCTIONAL MATERIALS FOR TEACHING READING IN TENNESSEE

Grade bands examined

K-2

3-5

6-8

9-10

## WHAT WAS ADOPTED

### Features that Occurred More Often in Selected Grade Bands

K-2

**Waivers**

6-8

**Multiple Materials**

9-10

**Unreported Adoptions**

### Overall Features

- Consecutive grade bands often adopted the same HQIM.
- In each grade band, some of the state-approved HQIMs were never adopted and one or two were adopted by a plurality of districts in the state.
- Only four districts adopted the same HQIM across all grade bands, and 12 districts did not adopt the same HQIMs in any two or more of the grade bands.

## PATTERNS OF HQIM ADOPTION ACROSS TENNESSEE

Classification and regression tree (CART) analyses were used to identify patterns in 37 different district characteristics associated with HQIM adoptions. The final models identified different patterns of these characteristics within and across grade bands.

The most frequently occurring characteristics are listed below.



CORE  
Region



primary  
geographic  
location



specific  
student  
demographics



students' reading  
proficiency  
levels



other materials  
implemented

### UNKNOWNNS

No data were collected on the districts' decision-making processes, qualitative factors, or how districts prepared for and supported the implementation of the HQIMs adopted. In addition, district adoptions may have changed since data were obtained in fall 2022.

