

High-Quality Instructional Resources

Empowering Kentucky's educators and students with access to grade-level learning.

What are High-Quality Instructional Resources?

The Kentucky Department of Education defines High-Quality Instructional Resources (HQIRs) as materials that are:

- Aligned with the Kentucky Academic Standards (KAS);
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
- Based on fostering vibrant student learning experiences;
- Culturally relevant, free from bias; and
- Accessible for all students.

Why are HQIRs Needed?



For Teachers

High-Quality Instructional Resources:

- Increase teacher's content knowledge;
- Provide guidance to inform strong instruction;
- Support implementation of grade-level appropriate assignments; and
- Enable teachers to adjust lessons to meet the diverse needs of students.



For Students

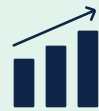
High-Quality Instructional Resources

- Give students access to standards-aligned resources and grade-level assignments;
- Help students reach the intended learning outcomes with the KAS; and
- Can provide students resources that are engaging, accessible and inclusive of the cultural diversity and perspectives of their communities.

What does the research say?



When teachers don't have access to HQIRs, they tend to use unvetted online resources, leading to inconsistent quality that impacts low income students of color the most ([Opfer, D., Kaufman, J., & Thompson, L., 2017](#)).



Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points ([Steiner, 2018](#)).



Students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs than students who are in classrooms with mostly white students and in higher income communities ([The New Teacher Project, 2018](#)).



One study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction ([Koedel, C., & Polikoff, M., 2017](#)).