

**State of the Instructional Materials Market 2021**

# The Availability and Use of Aligned Materials

# INTRODUCTION

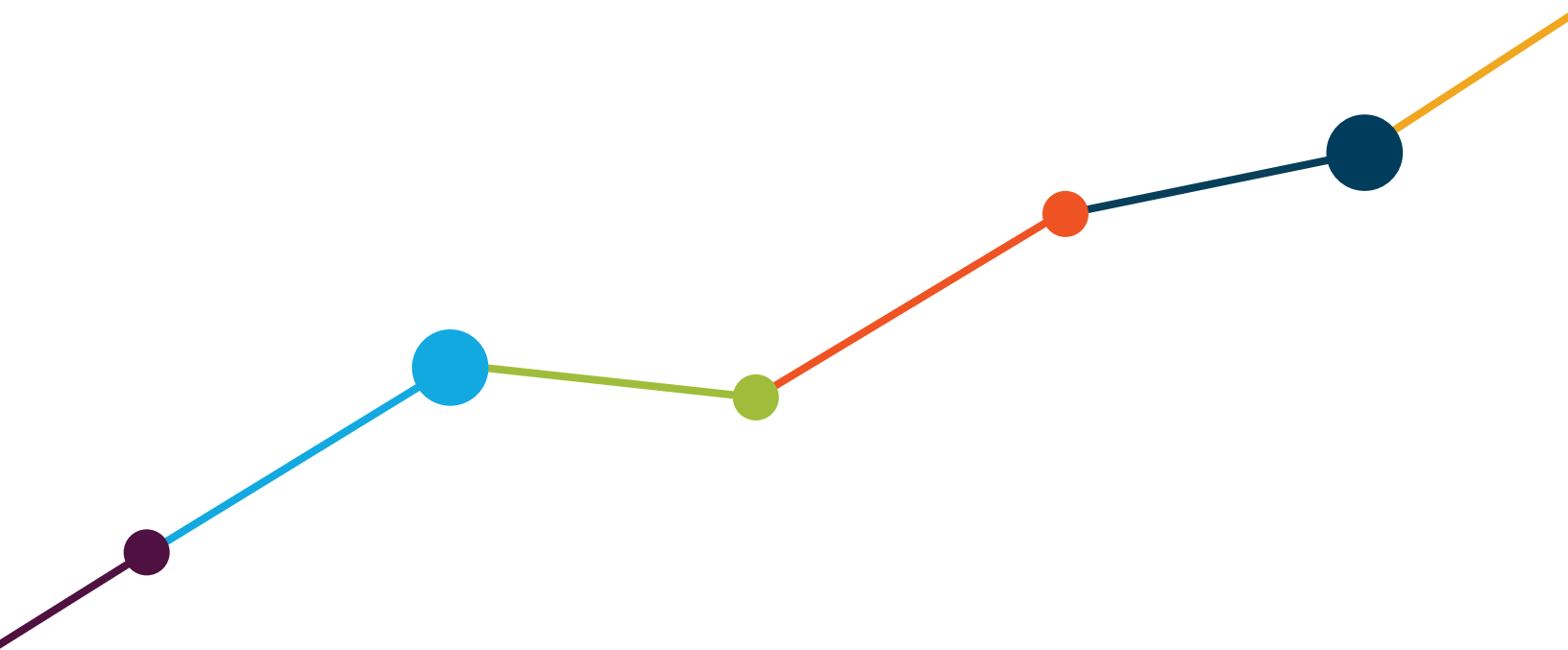
In 2021, the country experienced another year of challenges for families, educators and school communities. And again we saw educators' and students' indefatigable ability to adapt, and even thrive, during difficult circumstances. Through all the setbacks and accomplishments, we continued to hear from the field about the importance of high-quality instructional materials to accelerate student learning and help ensure all kids have the skills and knowledge they need to learn and grow.

Because of the critical role materials play in supporting teachers and students, it is vital for all stakeholders to have a better understanding of the materials market. Our 2021 State of the Instructional Materials Market: The Availability and Use of Aligned Materials provides insight into how the market is changing and how states and districts can support educators to use high-quality curriculum that makes a difference in classroom practice and the instruction students receive.

Specifically, the report focuses on the availability of programs that are aligned to college and career-ready standards, how regularly these aligned materials are used, and how often teachers are modifying or supplementing their lessons. Additionally, this year's report explores the extent to which materials provide culturally relevant content and support a diversity of student needs, including those of multilingual learners.

We analyzed teacher perceptions of their materials, what they prioritized in the content they are using, and how they felt their materials measured up to those expectations. In addition, we explored important factors that influence the use of high-quality materials, such as support from school leadership and access to curriculum-aligned professional learning.

This study draws upon data from EdReports reviews, copyright dates, and data from the RAND Corporation American Instructional Resources Survey (AIRS) on curriculum use, teacher perception, and school context.



# KEY FINDINGS

## 1. The availability of standards-aligned instructional materials continues to increase.

EdReports has reviewed approximately **98%** of the known comprehensive K–12 mathematics and English language arts materials market.<sup>1</sup>

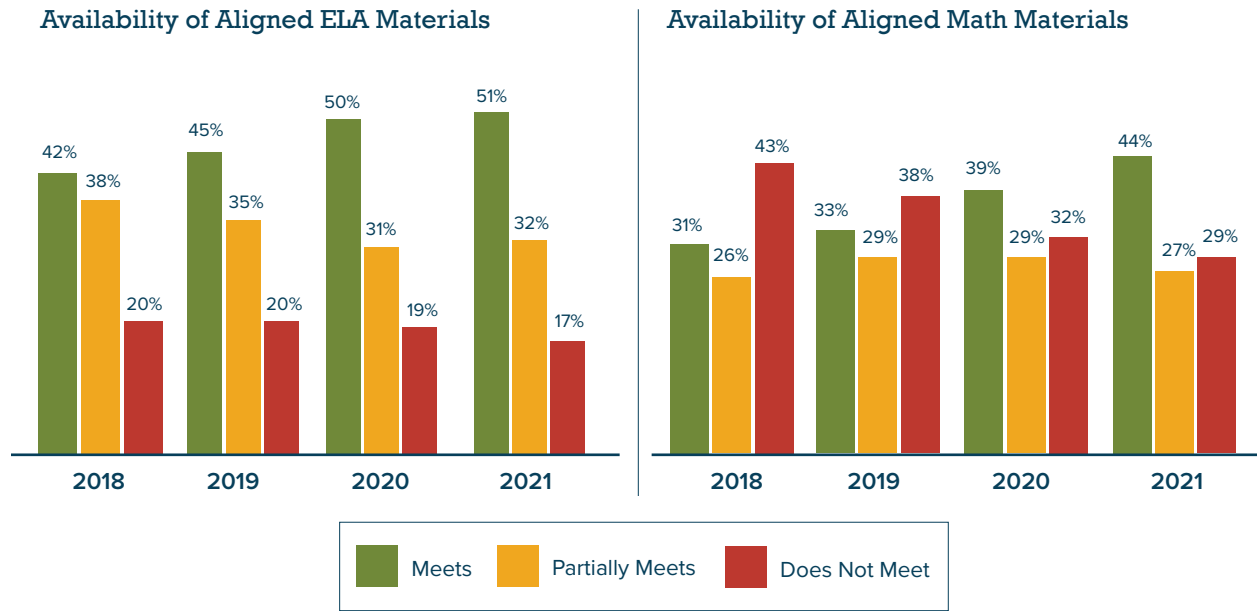
- Of the English language arts materials EdReports has reviewed, **51%** meet expectations for standards alignment, **32%** partially meet expectations for alignment, and **17%** do not meet expectations for alignment.
- Of the mathematics materials EdReports has reviewed, **44%** meet expectations for standards alignment, **27%** partially meet expectations for alignment, and **29%** do not meet expectations for alignment.

Based on our current analysis, there are dozens of programs for districts to choose from that are aligned to college and career-ready standards. This means that districts have more choices than ever before as they seek to match their local priorities with available standards-aligned options.

Table 1. Summary statistics for EdReports grade-level reports by standards alignment rating

	Meets		Partially Meets		Does Not Meet		All Ratings	
	n	%	n	%	n	%	n	%
<b>ELA &amp; Math K-12</b>	397	45.9	255	29.5	213	24.6	865	100
<b>ELA Core</b>	158	51.5	97	31.6	52	16.9	307	100
K-5	63	40.4	57	36.5	36	23.1	156	100
6-8	55	61.8	25	28.1	9	10.1	89	100
9-12	40	64.5	15	24.2	7	11.3	62	100
<b>ELA Foundational Skills</b>	6	20.0	18	60.0	6	20.0	30	100
<b>Math</b>	233	44.1	140	26.5	155	29.4	528	100
K-5	93	39.7	70	29.9	71	30.3	234	100
6-8	71	47.7	36	24.2	42	28.2	149	100
9-12	69	47.6	34	23.4	42	29.0	145	100

<sup>1</sup> We define the “known market” as ELA foundational skills programs and comprehensive, yearlong ELA and math programs in circulation for which we have data. This excludes materials that are created directly by teachers or the school or district in which they work, supplemental materials that do not comprise a comprehensive yearlong scope and sequence, and pre-2012 edition or curricula no longer being actively sold by publishers.



## 2. Despite the impact of the COVID-19 pandemic on education, the use of aligned materials has remained consistent to previous years.

In 2021, the COVID-19 pandemic continued to affect schools and classrooms across the country. Districts were still adapting in order to reach all students and provide safe learning spaces. Finding new ways to select and use instructional materials was no exception. However, despite these ongoing challenges, the use of aligned instructional materials generally held steady from 2020 to 2021. While the use of unaligned and partially aligned materials decreased in 2021, these decreases coincided with a similar corresponding increase in the use of supplemental materials.

The use of supplementals as the primary material increased by 9 percentage points in both ELA and math (these are included within the “unrated materials” category in Tables 2 and 3, below).

Supplementing often involves selecting lessons or activities from unvetted online collections that are not part of a designed scope and sequence. A recent RAND analysis found that 96% of teachers use Google to find lessons and materials. Nearly 75% of teachers use Pinterest to find lessons and materials.<sup>2</sup>

Broadly supplementing may be a cause for concern as [studies have shown](#) that many supplemental materials should “not be used” or are “probably not worth using” and likely do not adequately support students to meet the demands of the standards.

<sup>2</sup> Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from: [https://www.rand.org/pubs/research\\_reports/RR1529-1.html](https://www.rand.org/pubs/research_reports/RR1529-1.html)

**Table 2: Use of standards-aligned materials at least once a week - ELA**

	2019	2020	2021
At least one aligned curriculum	14.8%	25.9%	<b>25.6%</b>
At least one partially aligned curriculum	22.7%	21.5%	<b>16.5%</b>
Nonaligned curricula	20.1%	19.1%	<b>14.4%</b>
Unrated materials <sup>3</sup>	41.4%	33.0%	<b>42.6%</b>
Created by the classroom teacher	1.0%	0.5%	<b>0.9%</b>

**Table 3: Use of standards-aligned materials at least once a week - Mathematics**

	2019	2020	2021
At least one aligned curriculum	30.2%	42.1%	<b>39.7%</b>
At least one partially aligned curriculum	28.9%	21.1%	<b>19.5%</b>
Nonaligned curricula	17.8%	17.3%	<b>13.0%</b>
Unrated materials	22.2%	19.3%	<b>27.5%</b>
Created by the classroom teacher	0.9%	0.3%	<b>0.3%</b>

### 3. Regardless of alignment, teachers are modifying their instructional materials at similar rates.

Two out of three ELA and mathematics teachers modify less than half of a typical lesson, regardless of the standards alignment of their main materials. This reinforces the need to provide teachers with high-quality core materials, and challenges a perception that teachers with unaligned materials are regularly adapting them to improve alignment and quality.

For most classrooms, the core content drives what is being taught: “That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choice and behavior, makes instructional materials all the more important.”<sup>4</sup>

The general lack of modification indicates that if teachers have access to aligned content, students are likely to experience this content in the classroom.

**Table 4: Modifying curriculum**

	Percentage of Teachers	
	Aligned	Not Aligned
I typically make no modifications to lessons within these materials.	19.5%	16.0%
I typically modify less than half of a given lesson within these materials.	47.6%	51.0%
I typically modify half or more of a given lesson within these materials.	29.3%	32.5%

*Survey Question:*

*Of the [subject] curriculum materials you reported using regularly (other than what you create yourself) indicate how much you typically modify lessons within those materials. By modify, we mean make any changes to activities within the lesson plans, skip activities, add activities, and reorder activities.*

*Note: ELA and mathematics teachers are represented in these data. Estimates exclude teachers who do not report using a comprehensive curriculum. Percentages may not sum to 100% due to rounding error and missing data of 3.5% of teachers using aligned curricula and 0.3% for teachers not using aligned curricula.*

<sup>3</sup> “Unrated materials” includes curricula currently under EdReports review, non-reviewed comprehensive curricula, curriculum made by the school or district, supplemental programs, and indication of regularly using no particular curriculum.

<sup>4</sup> Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core.

## 4. Teachers want materials that are aligned to state standards, offer support for multilingual learners, and provide culturally relevant content and approaches, but few believe their materials meet these needs.

Nearly three-quarters of teachers say it is extremely important that materials help their students meet state standards. However, less than half believe their curriculum adequately achieves this (responses 6 and 7 on Table 6 below).

**Table 5: Importance teachers place on various characteristics of instructional materials**

*Survey question: Indicate the importance you place on various characteristics of instructional materials when choosing which materials to use in your [subject] classroom lessons.*

Sub-prompt	Not Important	Slightly Important	Somewhat Important	Extremely Important
Will be engaging or compelling to my students	0.1%	1.4%	16.4%	81.5%
Are aligned with my state's [subject] standards	1.3%	3.9%	20.9%	73.3%
Include content and approaches that are culturally relevant	3.3%	13.7%	40.5%	41.9%
Include supports for English learners	8.8%	18.9%	34.6%	37.1%

*Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and 0.6% missing data.*

**Table 6: Teachers' perception of instructional materials adequacy**

*Survey question: Indicate the extent to which the [subject] curriculum materials provided by your district or school as a recommendation or requirement are adequate for each purpose listed below:*

Sub-prompt	Completely Inadequate	2	3	(Adequate in some ways and inadequate in others)	5	6	Completely Adequate	Not Sure or N/A
	1			4			7	
Helping all students master my state's [subject] standards	2.7%	1.9%	3.0%	29.9%	15.9%	22.5%	18.9%	4.0%
Making learning engaging for students	4.4%	4.8%	9.5%	25.0%	19.2%	18.9%	13.7%	3.4%
Meeting the needs of English learners	6.4%	9.3%	12.3%	25.5%	12.9%	12.6%	9.8%	10.1%
Helping me provide culturally relevant instruction	7.7%	8.9%	14.9%	24.8%	14.3%	12.5%	8.5%	7.3%

*Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and 1.1% missing data.*

Further, 93% of ELA teachers and 95% of mathematics teachers cite alignment to state standards as somewhat or extremely important. Only 26% of ELA teachers and 40% of mathematics teachers are regularly using aligned materials.

As has been [chronicled over the past year](#), we are also seeing a strong demand for instructional materials that address a broader definition of quality in addition to alignment to college and career-ready standards. The data we analyzed confirmed that while educators care deeply about alignment to state standards, they are also concerned about whether materials can engage all students in high-level learning and ensure access to grade-level content.

Seventy-two percent of teachers say materials that include support for multilingual learners are somewhat or extremely important to them. A still higher 82% of teachers (see Table 5) cite “content and approaches that are culturally relevant” as somewhat or extremely important to them.

However, when it comes to the materials teachers are using, less than a quarter of teachers describe their curriculum as adequate or completely adequate in meeting the needs of multilingual learners or in supporting them to provide culturally relevant instruction (responses 6 and 7 on Table 6).

The discrepancies between what teachers say they need most from materials and what they believe their materials actually deliver is a clear signal to school, district, and state leaders selecting and implementing curriculum to attend to these critical areas.

## **5. Research shows that implementing high-quality instructional materials in an environment with supportive leadership, along with ongoing coaching, and professional development is most likely to lead to success. This is not the experience teachers report having.**

Forty-two percent of teachers report that their school leader encourages them to use recommended or required curriculum. However, a similar number of principals encourage teachers to use whatever materials they choose.

The inconsistency in what teachers are hearing from leaders is problematic because [research](#) has shown that when teachers use aligned or district- and state-provided materials, assignments are more likely to be on-grade level and adhere to college and career-ready standards.

**“Along with being standards aligned, I’m looking for a curriculum that is truly student centered, where students can engage in the mathematical practices and be challenged to think critically.**

**If the materials don’t connect, the kids are not going to pay attention. We deserve materials that offer scaffolds for different learners, that offer guidance for how to support multilingual learners, and that give us ways to bring in a variety of communities while still meeting the standards.”**

– Neven Holland, Fourth Grade Teacher,  
Memphis, Tennessee<sup>5</sup>

<sup>5</sup> The quotes from educators included throughout the text are reflections from EdReports reviewers who were presented with this data and spoke about their own experiences with instructional materials and professional learning supports.

For example, a [2018 study](#) illustrated that teachers using aligned materials engaged students in mathematical practices at a significantly higher rate than teachers who did not have access to aligned curriculum.

Building principals' capacity on why materials matter, as well as how they can offer support to teachers implementing those materials, is crucial to ensuring high-quality, aligned materials are used in classrooms.

**“In my experience as a school principal, I learned how important it was to offer support and create a strong climate and culture in our school. I learned that I had to ask the right questions, to provide quality materials for teachers and then trust them, and above all to protect their learning and instructional time. Because if we want to see students succeed, teachers must have resources, time, and the opportunity.”**

– Dr. Melissa Galloway,  
Principal from 2011–2020,  
Columbia, Missouri

**Table 7: Principal curriculum recommendations**

*Survey question: Which of the following does your school principal most encourage you to use as the basis for your [subject] lesson plans (pick one)?*

	Percentage of Teachers
Whatever materials I think will best meet my students' needs	43.7%
My recommended or required [subject] curriculum materials	41.9%
Materials I have developed in collaboration with other [subject] teachers	8.6%
Materials I have developed on my own from scratch	1.7%
Other	1.3%

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and 2.8% missing data.

Teachers report having very few hours of professional learning devoted to implementing instructional materials. For the 2020–2021 school year, **nearly a quarter said they have no professional learning at all, and more than a third have access to only one to five hours.**

**Table 8: Access to professional learning activities**

*Survey question: Since the end of last school year (2019–2020), how many hours did you spend in professional learning activities related to learning how to implement your main instructional materials?*

Hours of professional learning	Percentage of Teachers
0 hours	22.8%
1–5 hours	37.7%
6–10 hours	18.3%
11–20 hours	8.9%
More than 20 hours	9.8%

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and 2.6% missing data.



**Table 9: Quality of professional learning activities**

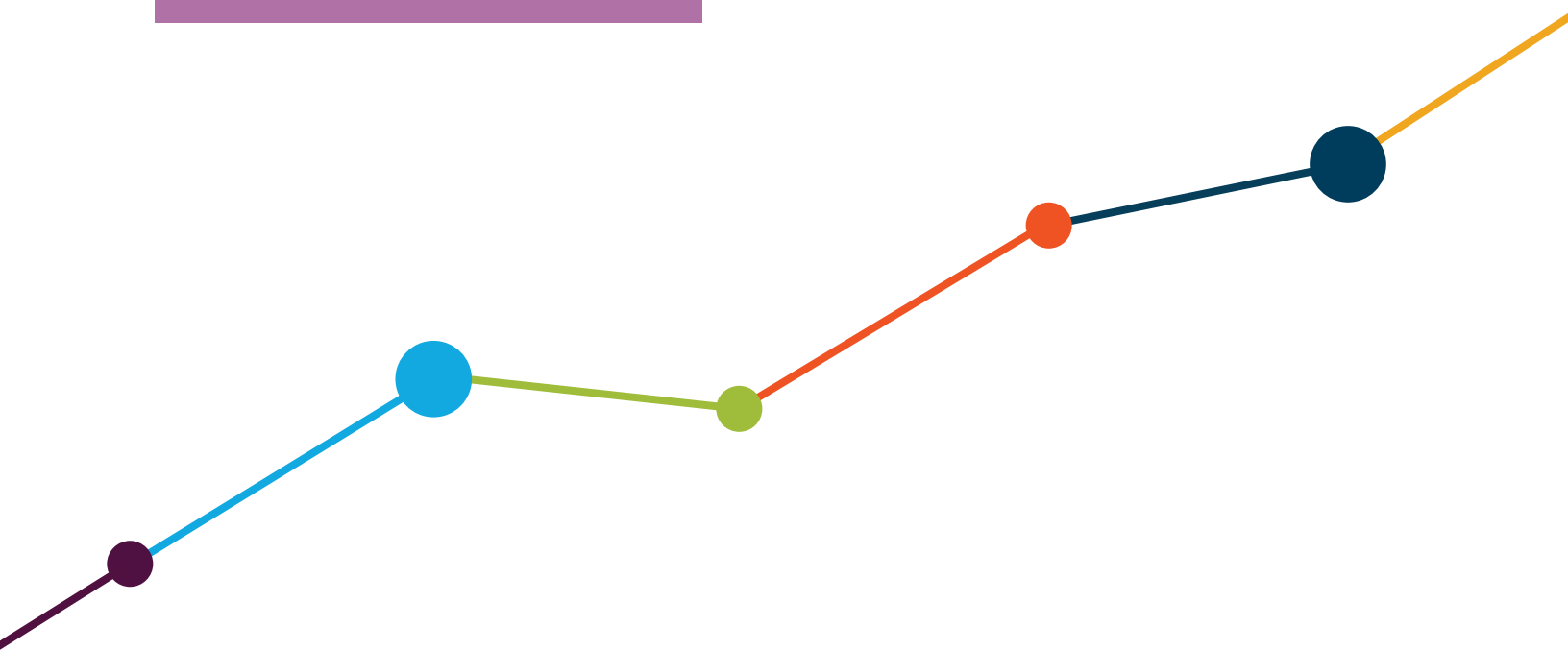
*Survey question: To what extent have professional learning opportunities provided by your school or district this school year (2020–2021) prepared you to use curriculum materials provided by your school or district?*

Extent of Preparation	Percentage of Teachers
Did not prepare me at all	20.3%
Prepared me to a slight extent	29.7%
Prepared me to a moderate extent	35.5%
Prepared me to a great extent	11.9%

*Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and 2.5% missing data.*

**“Professional learning centered on high-quality instructional materials ultimately contributes to student success. But that learning needs to be ongoing, and districts must ensure that all teachers have access to the supports they need to implement aligned programs.”**

– Vanessa Shelburne, Science Specialist,  
Hope, Arkansas



## Insight: Support for High School Teachers

When it comes to conditions that support the use of aligned instructional materials, high school teachers seem to be at a particular disadvantage.

- They are less likely to be using aligned materials, with only 21% using aligned materials.
- They are more likely to be the primary decision-maker about what materials are in use.
- They are less likely to be encouraged by principals to use district-provided curriculum.
- They are less likely to receive professional learning on their materials, potentially due to the fact that they are choosing their own materials and unable to benefit from district or schoolwide professional learning.

With little support and encouragement on how to identify and use high-quality instructional materials, it is perhaps unsurprising that high school teachers use standards-aligned instructional materials at a lower rate than elementary and middle school teachers. Providing all teachers with an environment conducive to the use of high-quality materials is vital for ensuring all students are prepared for college and careers

**Table 10: Use of standards aligned materials at least once a week by grade band - ELA**

	Elementary	Middle	High
At least one aligned curriculum	24.5%	32.9%	<b>21.0%</b>
At least one partially aligned curriculum	23.9%	9.9%	<b>8.9%</b>
Nonaligned curricula	24.9%	5.0%	<b>3.8%</b>
Unrated materials	26.8%	51.2%	<b>63.6%</b>
Created by the classroom teacher	0.0%	0.9%	<b>2.7%</b>

**Table 11: Use of standards-aligned materials at least once a week by grade band – Mathematics**

	Elementary	Middle	High
At least one aligned curriculum	44.9%	45.0%	<b>21.3%</b>
At least one partially aligned curriculum	19.4%	25.1%	<b>13.7%</b>
Nonaligned curricula	12.7%	6.8%	<b>20.7%</b>
Unrated materials	23.1%	22.6%	<b>44.3%</b>
Created by the classroom teacher	0.3%	0.7%	<b>0.1%</b>

**Table 12: Primary decision-maker for instructional materials by grade band**

Survey question: Who is the primary decision-maker (i.e., the person or people who typically make most of the decisions) about which [subject] instructional materials you use in your classroom each day?

Primary Decision-Maker	Elementary	Middle	High
Me	31.5%	48.6%	<b>60.8%</b>
Teachers in my school system	14.7%	16.9%	<b>20.4%</b>
My district leaders	43.7%	26.9%	<b>14.1%</b>
Someone else	1.7%	2.5%	<b>2.3%</b>
My principal	6.1%	4.2%	<b>1.1%</b>

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and missing data at 2.4% for elementary, 0.9% for middle school, and 1.2% for high school.

**Table 13: Principal curriculum recommendations by grade band**

Survey question: Which of the following does your school principal most encourage you to use as the basis for your [subject] lesson plans (pick one)?

Principal Recommendations	Elementary	Middle	High
Whatever materials I think will best meet my students' needs	35.3%	46.9%	<b>58.6%</b>
My recommended or required [subject] curriculum materials	55.3%	37.2%	<b>17.8%</b>
Materials I have developed in collaboration with other [subject] teachers	4.4%	10.7%	<b>15.7%</b>
Materials I have developed on my own from scratch	1.1%	1.5%	<b>3.3%</b>
Other	0.7%	1.7%	<b>2.2%</b>

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and missing data at 3.3% for elementary, 2.0% for middle school, and 2.5% for high school.

**Table 14: Use of aligned materials as a primary decision-maker by grade band**

Survey question: Who is the primary decision-maker (i.e., the person or people who typically make most of the decisions) about which [subject] instructional materials you use in your classroom each day?

Primary Decision-Maker	Elementary		Middle		High	
	Aligned	Not Aligned	Aligned	Not Aligned	Aligned	Not Aligned
Me	27.2%	32.5%	38.5%	50.2%	<b>48.0%</b>	<b>60.8%</b>
Teachers in my school system	11.0%	15.8%	13.6%	20.5%	<b>23.5%</b>	<b>20.4%</b>

My district leaders	48.5%	41.6%	37.1%	22.2%	<b>18.2%</b>	<b>15.4%</b>
Someone else	2.0%	1.4%	2.7%	2.9%	<b>5.3%</b>	<b>2.0%</b>
My principal	7.8%	6.8%	7.4%	3.2%	<b>1.6%</b>	<b>0.7%</b>

Note: ELA and mathematics teachers are represented in these data. Percentages may not sum to 100% due to rounding error and missing data at 2.5% for elementary, 0.9% for middle school, and 1.2% for high school.

**Table 15: Access to professional learning by grade band**

Survey question: Since the end of last school year (2019–2020), how many hours did you spend in professional learning activities related to learning how to implement your main instructional materials?

Hours of Professional Learning	Elementary	Middle	High
0 hours	21.9%	21.8%	<b>25.5%</b>
1–5 hours	38.2%	38.0%	<b>36.2%</b>
6–10 hours	17.5%	20.6%	<b>17.6%</b>
11–20 hours	9.7%	7.4%	<b>8.8%</b>
More than 20 hours	9.5%	10.4%	<b>9.8%</b>

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and missing data at 3.2% for elementary, 1.7% for middle school, and 2.1% for high school.

**Table 16: Quality of professional learning by grade band**

Survey question: To what extent have professional learning opportunities provided by your school or district this school year (2020–2021) prepared you to use curriculum materials provided by your school or district?

Extent of Preparation	Elementary	Middle	High
Did not prepare me at all	15.1%	23.0%	<b>28.7%</b>
Prepared me to a slight extent	28.7%	29.0%	<b>32.7%</b>
Prepared me to a moderate extent	39.5%	33.5%	<b>28.9%</b>
Prepared me to a great extent	13.6%	12.8%	<b>7.6%</b>

Note: ELA, mathematics, and science teachers are represented in these data. Percentages may not sum to 100% due to rounding error and missing data at 3.1% for elementary, 1.7% for middle school, and 1.2% for high school.

# CALLS TO ACTION

Teachers' perceptions and experiences with their instructional materials matter. Teachers know their students best and are the ones using materials in the classroom every day. Listening to and prioritizing the needs of educators is key to ensuring that students have access to engaging grade-level content.

## **1. Invest in high-quality aligned instructional materials.**

The data show that teachers are not altering lessons at a high rate. What's more, the use of supplemental materials is far higher when teachers' programs do not meet expectations for alignment. Providing them an aligned curricular foundation means that students are much more likely to have access to high-quality content. As districts make funding decisions, we have the chance to improve systems that the COVID-19 pandemic made clear were not working for all students. Investing in high-quality core curricula is the start of ensuring every child is able to learn and grow.

## **2. Create an environment that supports the implementation and use of high-quality materials.**

Investing in professional learning around new instructional materials is as important as the selection of the quality curriculum itself.

Curriculum-aligned professional learning is critical for ensuring that materials are [used well in classrooms](#) and can help close the gap between what's selected and [what's in use](#). These kinds of supports could lead to important gains for students, as teachers report having access to very few hours of professional development on the whole, with few of those hours spent helping them to implement instructional materials.

A [2019 study](#) by Harvard supports the findings in this report and goes on to highlight that on average, teachers receive only one to two days of professional development tailored to specific instructional materials. In addition, ensuring that the professional learning that's offered speaks to teachers' real needs is a must. A [recent paper](#) released by the Carnegie Corporation of New York argues that innovations in professional learning are not keeping pace with evolving expectations for teachers, the instructional materials they are using, and the rigorous content standards teachers are responsible for helping students meet.

While investing in high-quality professional learning, districts and states should ensure principals are also trained in the materials. This strategy creates an environment where principals can offer the support, understanding, and leadership that can make a difference between a new curriculum being used or sitting unwrapped on a shelf.

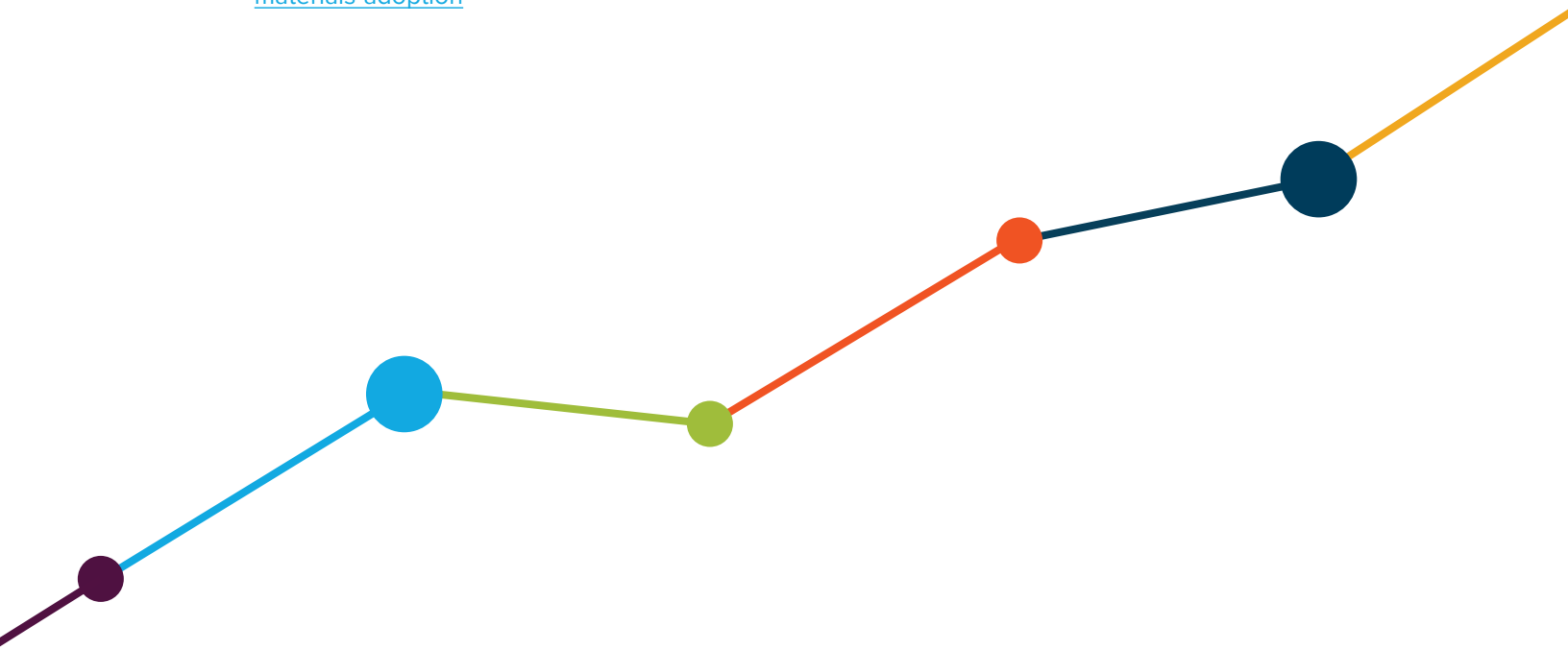
## **3. Meaningfully involve teachers in the selection of new instructional materials.**

Teachers have a clear vision of how materials should be helping to meet students' needs. In large numbers, educators cite alignment to college and career-ready standards, supports for students learning English, and culturally relevant approaches and content, along with materials that accelerate learning as important.

Teachers are using instructional materials in the classroom every day. Yet many districts do not meaningfully engage them when it comes to selecting new curricula. Key to increasing the use of high-quality programs is ensuring teachers have a real voice in the materials that are selected. States and districts must invest in training on what high-quality materials look like, why they matter, and offer real roles for teachers to be involved.

While there is still work to be done in this area, a number of states and districts offer different models on how to meaningfully engage educators, and illustrate how students benefit when teachers have a seat at the materials adoption table.

- Building Buy-In: Rhode Island’s Comprehensive Approach to Selecting High-Quality Curricula  
<https://www.edreports.org/resources/article/building-buy-in-rhode-islands-comprehensive-approach-to-selecting-high-quality-curricula>
- Redefining Engagement: How Baltimore City Public Schools Transformed Its Approach to Adopting Instructional Materials  
<https://www.edreports.org/resources/article/redefining-engagement-how-baltimore-city-public-schools-transformed-its-approach-to-adopting-instructional-materials>
- The Power of Engaging All Educators During an Instructional Materials Adoption  
<https://www.edreports.org/resources/article/the-power-of-engaging-all-educators-during-an-instructional-materials-adoption>
- Big Changes in Rural Wisconsin: Improving the Instructional Materials Selection Process  
<https://www.edreports.org/resources/article/big-changes-in-rural-wisconsin-improving-the-instructional-materials-selection-process>
- Building Capacity and Consensus Through a Teacher-Led Materials Adoption  
<https://www.edreports.org/resources/article/building-capacity-and-consensus-through-a-teacher-led-materials-adoption>



# METHODOLOGY

Analyses of materials available drew upon information on the EdReports.org website for Reports ([www.edreports.org/reports](http://www.edreports.org/reports)). Data for curricula series reviewed by EdReports were based on all reports published between March 4, 2015, and January 12, 2022, for 2021 copyright edition or older materials. Each high school math report is counted as three reports, corresponding with a traditional or integrated three-course sequence. All other reports are counted as one report each, corresponding with the specific grade level of the report.

Analyses of materials used drew upon microlevel data from the RAND Corporation American Instructional Resources Survey (AIRS) for years 2019, 2020, and 2021, completed by the American Teacher Panel in the spring of each year.<sup>6</sup> Technical documentation is available for the [AIRS 2019](#), [AIRS 2020](#), and [AIRS 2021](#). All analyses on AIRS microlevel data used the RAND sampling weights to produce estimates that reflect the national population of public school teachers in the United States.

For Tables 2, 3, 10, and 11, estimates are based on responses to two survey questions, then filtered through EdReports rating data. The survey questions are: “Among the [subject] curriculum materials in this list, select any materials you use regularly (once a week or more, on average) for your [subject] instruction this school year”; and “Indicate which additional instructional materials -- beyond curriculum materials -- you use regularly (once a week or more, on average) for your [subject] instruction this school year”

The method for calculating the percentage of teachers that use standards-aligned materials based estimates on the highest-rated curriculum teachers reported to use regularly. The categories of materials reported (at least one aligned curriculum, at least one partially aligned curriculum, nonaligned curricula, unrated materials, created by the classroom teacher) are rank ordered, whereby teachers were designated into a lower category only if they do not meet criteria to be designated at a higher-order category.

6 RAND American Educator Panels, American Teacher Panel, “American Instructional Resources Survey.” RAND2019\_05may\_AIR0519T, RAND Corporation, Santa Monica, CA, May 05, 2019.

RAND American Educator Panels, American Teacher Panel, “American Instructional Resources Survey.” RAND2020\_05MAY\_AIR0520T, RAND Corporation, Santa Monica, CA, May 05, 2020.

RAND American Educator Panels, American Teacher Panel, “American Instructional Resources Survey.” RAND2021\_05MAY\_AIR0521T, RAND Corporation, Santa Monica, CA, May 05, 2021.



# ACKNOWLEDGMENTS

We extend our appreciation to the RAND Corporation for permission to use the American Educator Panel data for these analyses. We would like to recognize EdReports' Jess Barrow, Janna Chan, Lauren Weisskirk, and Eric Hirsch for contributing to the writing, editing, and production of this report.

We would also like to thank the hundreds of EdReports educator reviewers who produce comprehensive reports of instructional materials on behalf of teachers and students across the country. It is through their dedication and hard work that the education field has access to credible, evidence-based information to equip teachers with excellent materials nationwide.

## About the Project Lead

Mark LaVenía is a Data Strategist at EdReports and a Strategic Data Project Fellow alumnus through the Center for Education Policy Research at Harvard University. Prior to joining EdReports, Mark was a methodologist at the Learning Systems Institute at Florida State University, where his responsibilities consisted of executing experimental research designs, instrument development, statistical analysis, and report writing. His interests in education research and data analysis stem from his early-career experience as an elementary school teacher, serving as a special education teacher and site-based literacy coach, and graduate training as an Institute of Education Sciences Predoctoral Interdisciplinary Research Training Fellow through Florida State University's Florida Center for Reading Research. Mark earned a Ph.D. in Educational Leadership and Policy from Florida State University.

## About EdReports.org

EdReports.org is an independent nonprofit designed to improve K–12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest-quality instructional materials. Drawing upon expert educators, our reviews of instructional materials and support of smart adoption processes equip teachers with excellent materials nationwide. EdReports and associated marks and logos are the trademark property of EdReports.org, Inc.

## Limited Print and Electronic Distribution Rights

This work is licensed under a Creative Commons Attribution. Licensees may copy, distribute, display, and perform only verbatim copies of reports, not derivative works and remixes based on it, and must attribute and link back to EdReports.org.

For more information on this publication, visit: [www.edreports.org/impact/state-of-the-market](http://www.edreports.org/impact/state-of-the-market).

© Copyright 2022 EdReports.org, Inc.