



2021

annual report



Dear Friends

Suffice it to say, 2021 was another year of challenges for families, educators and school communities. It also illustrated educators' and students' continued 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 are supported to learn and grow.

Even as the [use of aligned materials dipped](#), due in part to the impact of the COVID-19 pandemic, [teachers and families](#) alike made clear that access to consistent grade-level content makes a difference in students' lives in school and beyond. And we know that the definition of "high-quality" materials cannot be simply confined to "standards alignment." Materials must also be engaging, must meaningfully incorporate and celebrate students' experiences, and must offer specific scaffolds and supports so that all students, including multilingual learners, can access the education they deserve.

Our current [review tools](#) begin to incorporate this expanding definition of quality with indicators that prioritize supports for multilingual learners and materials that speak to diverse student needs. As part of our learning, we compiled a resource called [Culturally Centered Education: A Primer](#), a collection of comprehensive terms about the research on how best to reach a diversity of students and what these terms mean for instructional materials. We know these steps are only the beginning and look forward to the work to come.

Efforts to highlight the expanding definition of quality can be found in our reimagined [Reports Center](#) on EdReports.org. There, visitors can peruse nearly a thousand free reviews

and filter and compare for standards alignment and a wide variety of indicators of quality. From reports to resources, our website centers the needs of educators by making information easier to find and share.

Over the past year, we have continued to work locally with communities to ensure the materials they select will truly meet their community's needs. We have refined our [Adoption Steps](#) to embrace key components of a quality process and to reflect evolving technology and digital demands without losing the emphasis on grade-level content. We are also [capturing stories](#) that shine a light on all the inspiring work educators are doing to celebrate and incorporate student experiences into learning.

While there is still much more to do, we are proud of the impact our reviews of instructional materials continue to have. Districts representing nearly 14 million students are using EdReports to make decisions about curriculum. We have reviewed 98% of the known K–12 mathematics and English language arts core materials market with the number of aligned programs rising every year. In 2021, we [released reviews of widely used ELA foundational skills programs](#) to ensure educators have independent information about the literacy skills that are indispensable for student success.

We have big plans for sustaining our impact, including expanding our reviews to high school science materials and interim assessments. We are deepening our learning around how to support all students by conducting a landscape analysis of available review tools and rubrics used in the field. And we will continue partnering with other advocates of high-quality materials including teachers, families, school boards, districts, and states—only together can we reach and support all students through their learning journey.

Our vision for the future depends on our organizational health and our ability to grow in ways where we are best positioned to support the field. Thanks to a strong foundation of financial stability, we've been able to reflect on who we are and how our team can evolve—not simply to address current challenges but future ones as well.

We recognize that we could have never reached 14 million students on our own. So much of what we have accomplished is a tribute to the more than 700 educator reviewers who have helped create our reports, and the thousands of dedicated educators across the country working tirelessly to equip students with the kind of education and resources that transform lives. Thank you for your commitment and support.





Impact Data

Number of Instructional Materials Reviews Published

* Reports reflect grade or course-level reviews

978

All time as of Dec 31, 2021

135

Total Reports published in 2021

48

ELA Reviews

69

Math Reviews

18

Science Reviews

Impact Data

Number of Instructional Materials Reviews Published

Documented Districts
Using EdReports

1,292

Districts
Representing



Students
13.9M

Impact Snapshot

Direct District Support

EdReports works shoulder to shoulder with school districts across the country that prioritize high-quality instructional materials as a lever for equitable student outcomes. This work shines a light on the impact quality curricula can have on classroom instruction, and emphasizes how great materials not only prepare students for college and careers but also reflect the diversity of learning needs in the classroom.

57

District
Partnerships
Representing

39,259

teachers

797,103

students

66% students
experiencing
poverty

75%
students of color

Impact Data

96

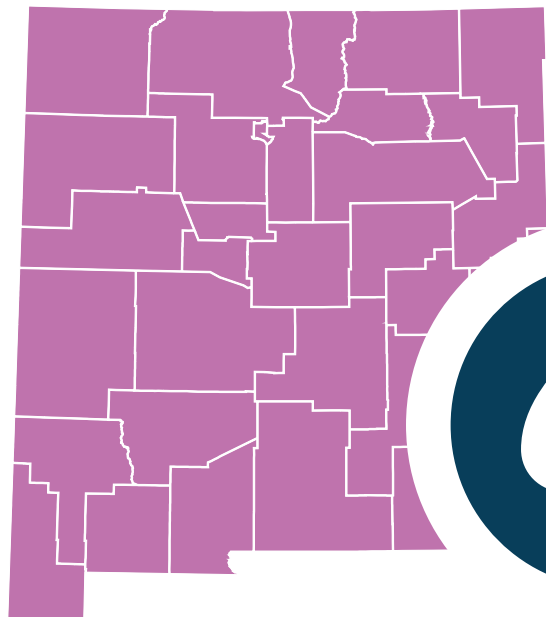
of the Largest 200 Districts
Documented Using EdReports



10

Collaborations with State Departments
of Education in 2021





State Spotlight: New Mexico

Ensuring Materials Celebrate and Support Multilingual Learners

“We are proud of the work New Mexico educators have done in collaboration with local and national experts to develop research-based criteria for evaluating the extent instructional materials are culturally and linguistically relevant for students in our state.”

– Anthony Burns

Instructional Material Bureau Chief, New Mexico Public Education Department

As a growing number of states look to center the diverse needs of their students, including multilingual learners, as part of their reviews of instructional materials, EdReports is proud to have collaborated with New Mexico on strengthening their existing review criteria.

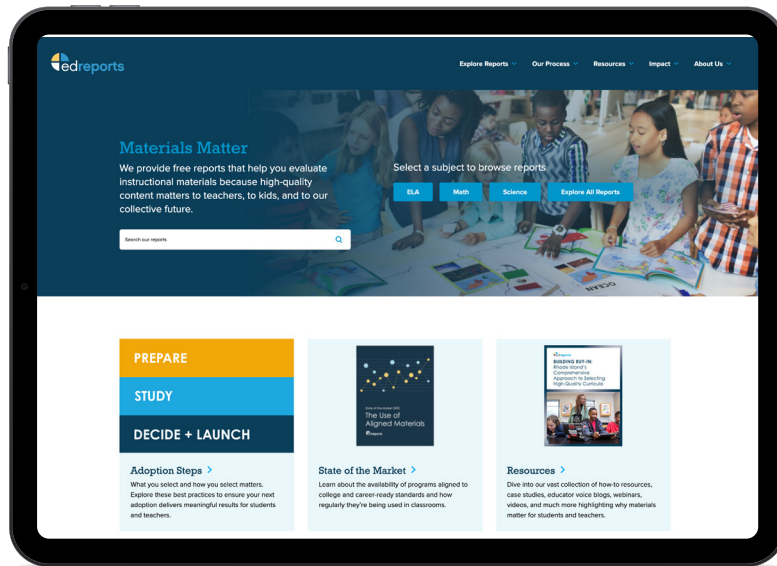
In partnership with the English Learners Success Forum (ELSF), EdReports worked closely with New Mexico educators to revise the culturally and linguistically responsive (CLR) indicators that are included in the state’s instructional materials review tools for multiple subjects.

Revisions were developed in an inclusive process, engaging New Mexico educators to get their feedback prior to changes being made. The final review criteria included specific guidance to make the tool more user friendly and concrete for educators conducting the reviews.

EdReports also trained New Mexico educators in advance of reviewing K-8 English language arts, world languages, English language development, and Spanish language arts programs with the revised criteria.

We are excited to sustain and expand our support for states, particularly around key components of quality curriculum that deliver standards-aligned content and [center the needs of all students](#).

EdReports.org Visitors



In 2021, more than **940,000** unique visitors accessed **2,800,000** web pages of reports, guidance, and research about instructional materials. Since the launch of EdReports in 2015, the website has been visited over **10,000,000** times.

Supporting Local Adoption Processes Through Websites “Powered By EdReports”

In the summer of 2018, EdReports launched an Application Programming Interface (API) that allows stakeholders, such as state departments of education, to integrate EdReports’s substantive reviews of instructional materials into a hyper-local context.

The “powered-by EdReports” websites host EdReports reviews—which can be curated in a number of ways such as by content area, standards alignment, or adoption lists—alongside specific state policies, procedures, and relevant adoption and implementation resources. In 2021, the use of EdReports’s API expanded as Ohio and Mississippi launched websites to bring information about materials alignment and usability to their state educators.

Through these collaborations, we partner directly with states to embed best practices that include leveraging EdReports review data in conjunction with local priorities so educators have all the data necessary to run a strong adoption process.

We look forward to even more states launching their own powered-by sites in 2022.



Reviewer Data

Reviewers' Total
Years Experience in Education

8,500+

Estimated Educator Hours
Spent Conducting Reviews All-Time

75,000

686

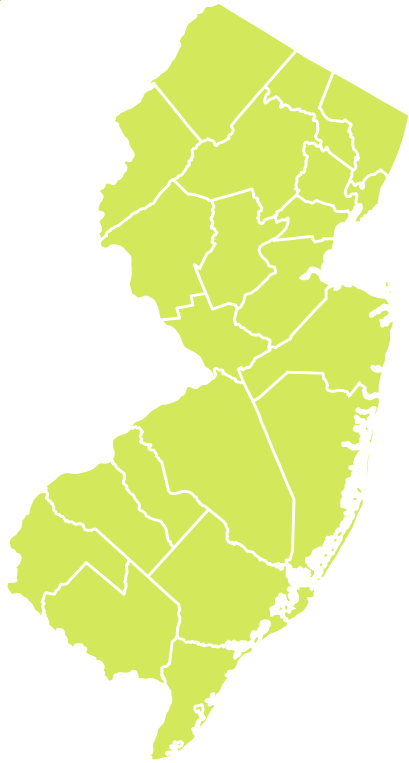
all-time reviewers

from **48** States
and the District of
Columbia

Reviewers' Average
Years in Education

17





Program Spotlight

The New Jersey High-Quality Instructional Materials Ambassador Program



“No one knows the curriculum better than teachers. It’s important for us to be advocates for high-quality instructional materials and be a part of the decisions being made that will directly impact us and our students.”

– Rabia Nawaz,
New Jersey Ambassador

Throughout 2020 and 2021, the COVID-19 pandemic upended school systems across the country. Educators worked tirelessly to find ways to ensure student learning could continue in-person, remotely, or in hybrid learning models.

At EdReports, we had a hypothesis that a cohort of educator-leaders could drive grassroots initiatives to elevate the role of high-quality instructional materials to support teachers and prepare students for college and careers regardless of the learning environment.

We brought together an initial cohort of 11 New Jersey educators representing a diversity of experiences including instructional coaches, curriculum directors, teachers, parents, principals, and school board members.

Over the course of three months, the ambassadors worked collaboratively. They learned more about the factors influencing materials adoption and implementation and how to use their voices to influence other educators and change policies at the state and local level. They took a deep dive into instructional materials research while building advocacy and leadership skills.

[Read more to discover what we learned, and the impact the New Jersey ambassadors ultimately had on their communities](#)





Nate Rodriguez is a resident. This picture was taken at East High School Elementary School

“

“The goal of the project is to provide new teachers undergoing a period of supervision in the classroom with support to become savvy consumers and users of high-quality instructional materials, too rare in teacher preparation programs across the country.”

– **Tabitha Grossman**

Chief External Relations Officer for the National Center for Teacher Residencies, and **Eric Hirsch**, Executive Director of EdReports

Preparing Day-One Ready Teachers

A Partnership Between EdReports and the National Center for Teacher Residencies

Students learn primarily through their interactions with teachers, whose instructional decisions and behaviors are deeply influenced by the instructional materials they use. Yet, despite its critical importance, curriculum literacy—the awareness of what rigorous, grade-level content looks like and the ability to implement it effectively in the classroom—is rarely emphasized in teacher education programs.

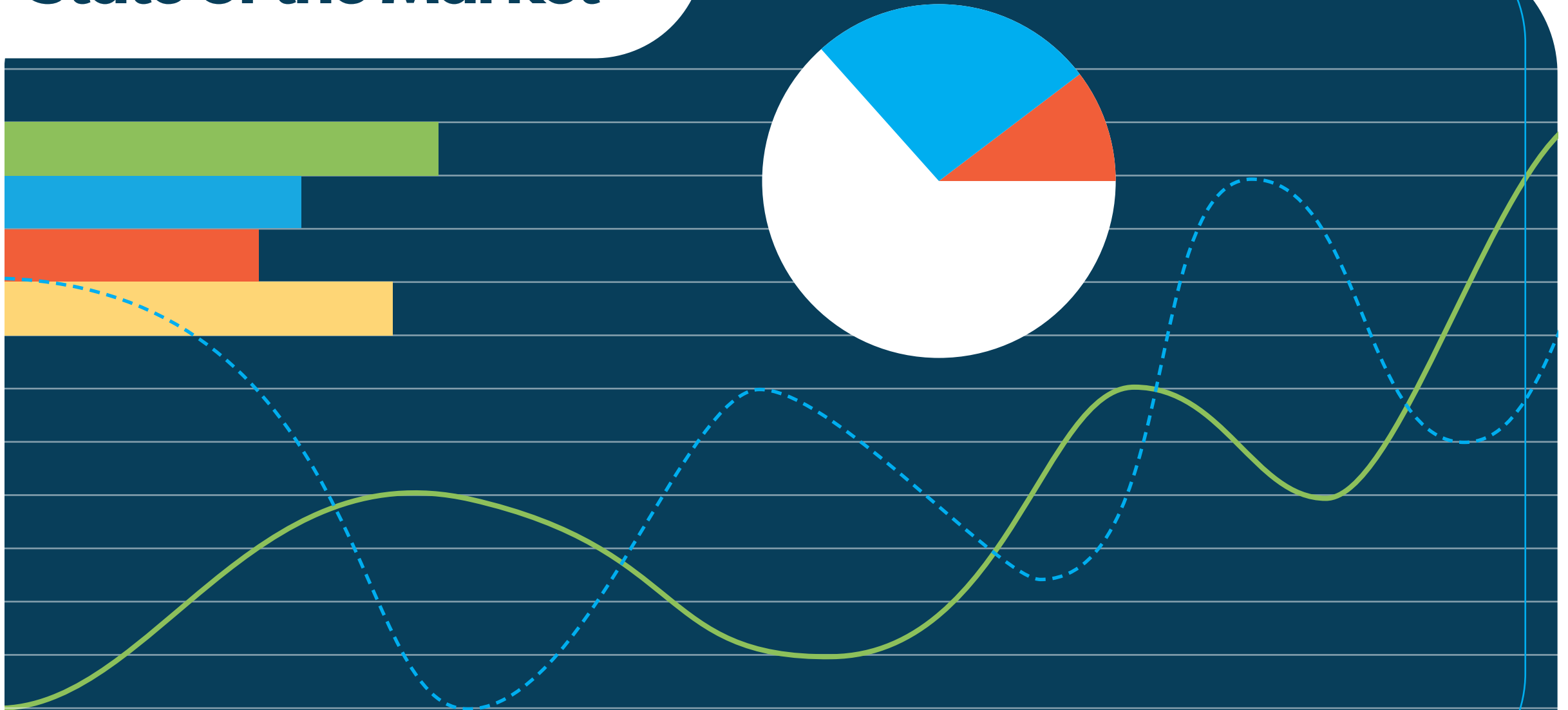
In 2021, the National Center for Teacher Residencies (NCTR) and EdReports announced a new partnership to tackle this disparity head-on and fill an unmet need in the field of teacher preparation.

In this pilot program, EdReports and NCTR worked with three teacher residency programs around the country to train their students in the use of high-quality instructional materials via a series of workshops.

[Explore findings from Phase 1 of the pilot program and learn more about the critical role of curriculum literacy to prepare day-one ready teachers](#)



State of the Market





Data Snapshot

K-12 Science Instructional Materials

“Teachers need access to high-quality materials. Teachers should not be spending their entire weekend developing lessons or searching for ‘NGSS-aligned materials.’ All teachers should have comprehensive units that require students to engage in all three dimensions as they learn to explain phenomena and design solutions to problems.”

– **Morgan Martin**, Teacher on Special Assignment TK-12, Los Alamitos USD

Since the publication of [A Framework for K-12 Science Education](#) (Framework) and development of the [Next Generation Science Standards](#) (NGSS), 20 states have adopted the NGSS and 24 use standards informed by the Framework. The standards focus on contextualized phenomena and solving problems using science ideas and practices rather than learning about an isolated science topic.

The need for high-quality science instructional materials to support this vision of learning is clear. Nearly a quarter of all teachers regularly use materials developed before the NGSS. 42% of teachers are using materials they’ve created themselves. What’s more, half of teachers report

never having access to professional learning focused on the use of their science materials with another 44% only experiencing 1-3 hours of training a year.

These are just some of the conclusions in EdReports 2021 analysis of the K-12 science curriculum market. The report highlights how well products meet the designs and innovations in the Next Generation Science Standards. The findings were based on reviews of the comprehensive materials available for districts and schools to adopt, data from the nationally representative RAND American Instructional Resources Survey, and other research on what is being used in classrooms.

[Read the full report for additional key findings and recommendations](#) 

State of the Market

98% of the known K-12 ELA and Math Market Reviewed

Of the **ELA materials** EdReports has reviewed¹:



While **51%** of **ELA materials** meet expectations for alignment, only **26%** of **ELA teachers** use aligned materials even once a week.

Of the **math materials** EdReports has reviewed:



While **44%** of **math materials** meet expectations for alignment, only **40%** of **math teachers** use aligned materials even once a week.

Critical Features of Instructional Materials Design for Today's Science Standards

An EdReports and NextGen Science Collaboration



“One of the most important factors for ensuring that all students experience science education that prepares them for future success is access to high-quality, standards-aligned instructional materials.”

– Critical Features, page 1

Today's science standards, including the [Next Generation Science Standards](#) (NGSS), have initiated a significant shift in all parts of the science education system. As a result, science instructional materials are also changing. Educators—including school and district administrators—and developers of instructional materials are working to anticipate and overcome common challenges to creating, selecting, and implementing high-quality curricula.

EdReports and NextGenScience co-developed a comprehensive resource to illustrate and provide unified definitions of design features that ensure instructional materials can help students meet or exceed today's science standards.

School districts and states will also benefit from the information in this resource as they navigate the selection, adoption, and implementation of high-quality instructional materials. Districts and states play a pivotal role in creating the demand for materials that incorporate NGSS features and meet local needs.

[Explore the full resource](#)



An Expanding Definition of Quality





Culturally Centered Education

An EdReports and EdFirst Collaboration

Efforts to make student experiences more reflective of diverse racial, ethnic, and linguistic groups have been around for decades. And our nation's ongoing reckoning with racial injustice has created a sense of urgency to ensure learning environments provide grade-level and culturally centered experiences for all students.

To better support educators in their pursuit of these efforts, we know that it is essential to understand the broad set of terms and underpinning research used to discuss this body of work.

To do that, EdReports worked with [Education First](#) to create a primer that:

1. Defines key terms pertaining to culturally-based education
2. Explains the implications these terms have for curriculum and instructional materials
3. Assesses the state of the culturally-based education field.

EdReports is committed to continuously learning and evolving our approach to best meet the needs of students and educators. We are also committed to sharing what we are learning with the field so that collectively we can work to ensure that all students have access to the highest quality education that will prepare them for the future.



“Multiple representations are going to be critical for equity in any classroom because everybody wants to be seen.”

– **Georgina Rivera**

2nd Vice President of the
National Council of Supervisors
of Mathematics

[Explore the Primer](#) 

Ensuring Materials Celebrate and Support Multilingual Learners



“[S]upports geared toward English language learners are supports that will build up students no matter what their English proficiency is.”

– Erin Moreno

English Language Learner Teacher and Coach

Grade-level content that is aligned to college and career-ready standards is the foundation for success throughout school and as students choose their career paths. However, it does not matter how aligned materials are if only some students can access the learning.

Educators recognize that materials must also be engaging, must meaningfully incorporate and celebrate students’ experiences, and must offer specific scaffolds and language support for multilingual learners. EdReports understands this, too. In the revision of our [review tools](#), we specifically focused on indicators prioritizing supports for multilingual learners and materials that speak to diverse student needs.

Over the past year, we have highlighted stories of educators who are dedicated to ensuring that the curriculum in all classrooms celebrate student experiences and meet individual students’ needs.

We [featured Erin Moreno](#), a teacher and instructional coach in rural Wisconsin, who wrote about the specific ways quality instructional materials in the hands of great teachers can transform English language learning.

Webinar guest Francisco Villegas, Vice President of School Transformation at the Partnership for Los Angeles Schools, [outlined the importance](#) of developing materials adoption processes rooted in a shared vision and community priorities. His presentation showcased how multilingual learner supports are key for harnessing the true power of mathematics.

A conversation between Tim Truitt, EdReports director of mathematics, and Georgina Rivera, the 2nd Vice President of the National Council of Supervisors of Mathematics, focused on how to [achieve equity in mathematics](#) classrooms. Georgina also shared [her journey](#) of growing up as a multilingual learner and how her experiences shaped the teacher she ultimately became.

We know these are just a small fraction of the many educators who are working tirelessly to ensure all students can reach their potential. We look forward to sharing more stories in the future.



Reports Released Using EdReports Revised Review Tools

In 2021, we released our first reports evaluated with [our revised review tools](#). While alignment to college and career-ready standards remains the foundation of our reviews, our version 1.5 tool also recognizes the expanding definition of quality that prioritizes diverse student needs.

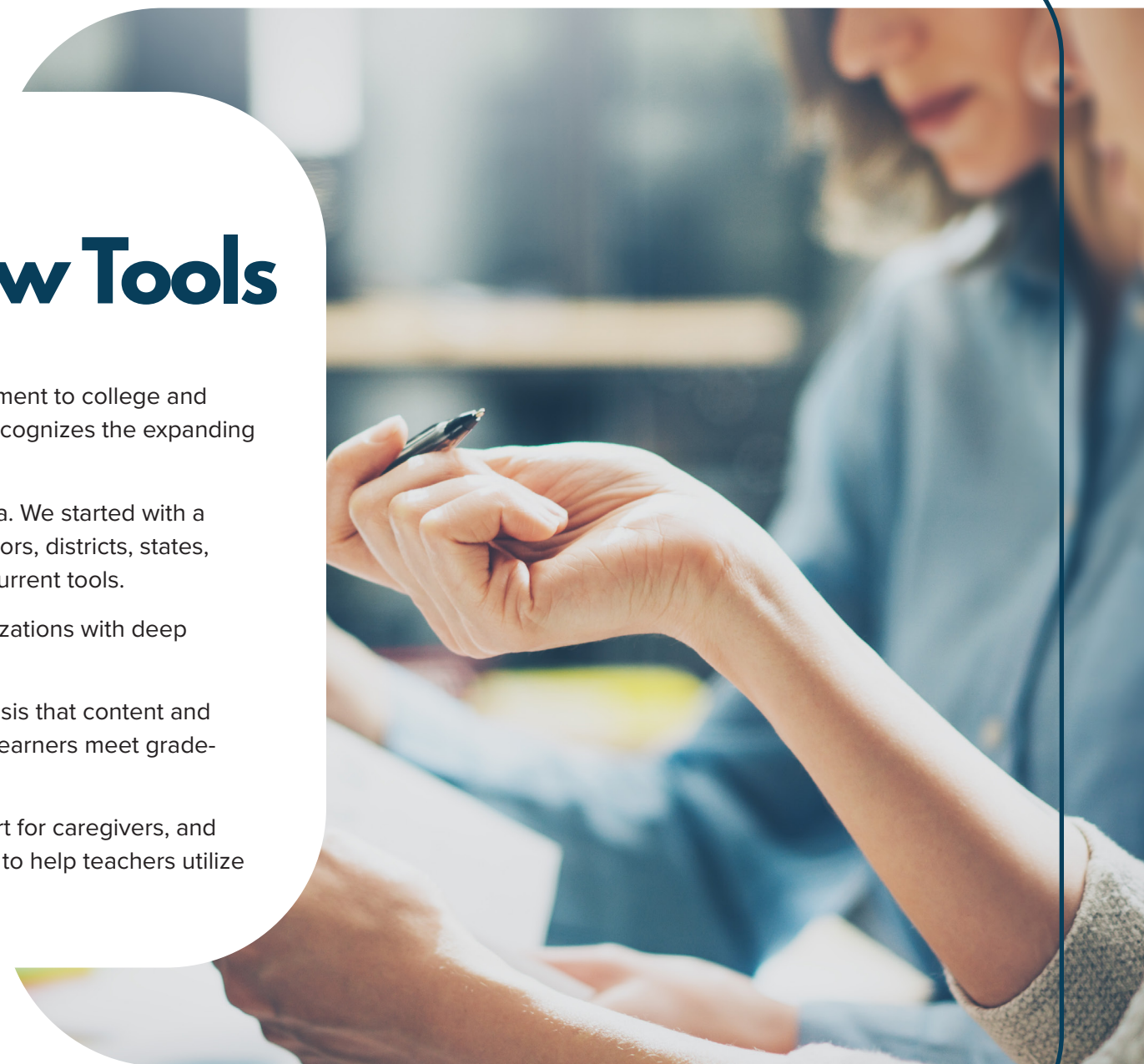
We approached these revisions the same way we approach reviewing a new content area. We started with a listening and learning tour in the summer of 2019 where we spoke with classroom educators, districts, states, researchers, nonprofits, publishers, and other organizations to receive feedback on our current tools.

We also conducted an internal audit of our tools and coordinated with experts and organizations with deep experience in working with students with learning differences and multilingual learners.

New indicators were created to address the needs of multilingual learners with an emphasis that content and lesson objectives are grade-level/age appropriate and of equal rigor to help multilingual learners meet grade-level standards.

Other updates to usability criteria address technology issues such as data privacy, support for caregivers, and interoperability with learning management systems. A focus was also placed on supports to help teachers utilize the materials and ensure students are receiving standards-aligned content.

Virtually all reports released from 2021 onwards have utilized the revised criteria.



2022 and Beyond



As the country continues to navigate the uncharted waters of the pandemic and interrupted learning, it is evident that high-quality instructional materials play a central role in accelerating learning. We look forward to sustaining our impact and growing the number of districts using EdReports because we know that the curriculum adopted today could impact a generation of students.

This year, EdReports is excited to roll out new features on its website that reflects feedback from a multitude of educators involved in materials selection processes. It will offer new ways to compare materials and filter programs based on a wide variety of indicators of quality. It will better connect the data in our comprehensive reviews to hands-on resources on how to apply the data to your adoption process.

Along with our website, we are expanding our reviews into new content areas including high school science and interim assessments. With these reports, we'll be able to provide even more independent information to the field about the quality of available programs to support teachers and students.

We are also committed to deepening our learning around supports for multilingual learners and the diverse ways that students learn. Later this year, we will publish a landscape analysis of available review tools that specifically look for aspects of culturally responsive content.

Organizational Health



Financials

- The financial information summarized in this annual report is from the unaudited 2021 EdReports Financial Statements.
- Complete financial statements will be included in our audited financials. Audit to be conducted by Frank, Rimerman + Co. LLC, Certified Public Accountants.
- Percentages are rounded to the nearest whole percent.

Statement of Financial Position

ASSETS

Current Assets:	\$3,603,847
Non-Current Assets:	\$1,898,308
Total Assets:	\$5,502,156

LIABILITIES & NET ASSETS

Total Current Liabilities:	\$172,484
-----------------------------------	------------------

NET ASSETS

Without Donor Restrictions:	\$2,416,725
Board Designated Cash Reserve:	\$1,898,308
With Donor Restrictions:	\$1,014,639
Total Net Assets:	\$5,329,672

TOTAL LIABILITIES & NET ASSETS

\$5,502,156

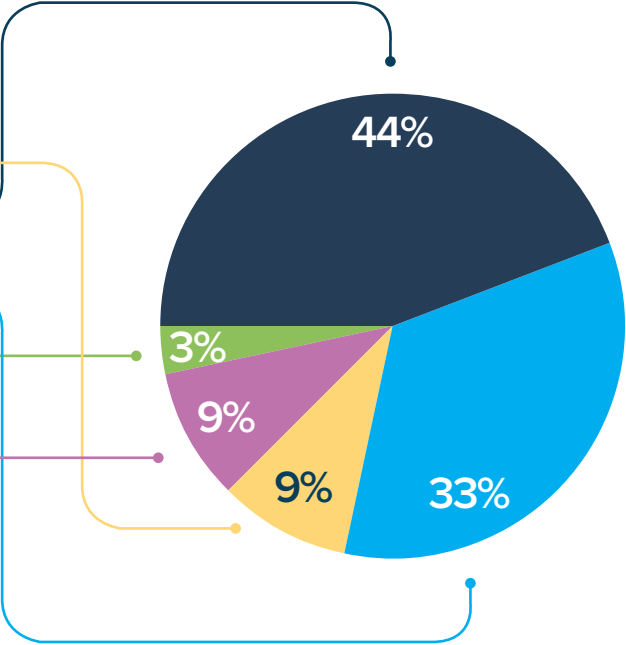
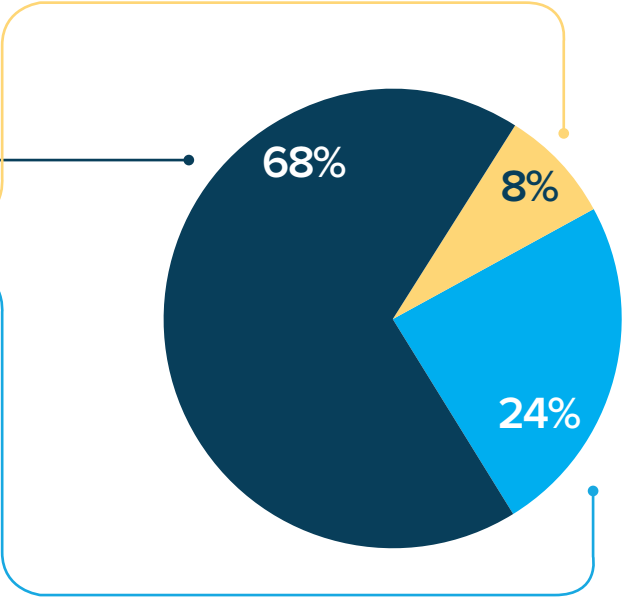
Statement of Activities

REVENUES

Unrestricted Contributions:	\$4,143,756
Unrestricted Other Revenue:	\$504,259
Restricted Contributions:	\$1,459,145
Total Revenues:	\$6,107,160

EXPENSES

Building Organizational Capacity:	\$651,397
Identifying Excellence:	\$3,012,889
Increasing Demand for Excellence:	\$2,434,837
Total Program Services:	\$6,099,123
Management & General: \$649,772	
Fundraising: \$192,174	
Total Support Services:	\$841,946
Total Expenses:	\$6,941,070



CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS

Total:	\$466,555
---------------	------------------

CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS

Restricted Contributions:	\$1,459,145
Net Assets Released from Restriction:	\$(1,826,500)
Change in Net Assets with Donor Restrictions:	\$(367,355)

CHANGE IN NET ASSETS

Net Assets at Beginning of Year:	\$6,163,581
Net Assets at End of Year:	\$5,329,672
Change in Net Assets:	\$(833,910)

Funders

Our efforts in 2021 were made possible by the generous support of the following funders:



CHARLES AND LYNN
SCHUSTERMAN
FAMILY FOUNDATION



We remain grateful to all of the foundations that have supported EdReports over the past seven years:

- Bill & Melinda Gates Foundation
- Broadcom Corporation
- Carnegie Corporation of New York
- The Charles and Helen Schwab Foundation
- The Charles and Lynn Schusterman Family Philanthropies
- The Helmsley Charitable Trust
- Oak Foundation
- Overdeck Family Foundation
- The Samueli Foundation
- The Stuart Foundation
- The Walton Family Foundation
- The William and Flora Hewlett Foundation

Board of Directors



Sara Allan
Director of Early Learning and Pathways, Bill & Melinda Gates Foundation



Audra McPhillips
Mathematics Specialist and Coach, West Warwick Public School



Darren Burris
Math Teacher, YSC Academy



Dana Nerenberg
Director of Learning Acceleration, Portland Public Schools



Kisha Davis-Caldwell
Senior Policy & Program Specialist, Analyst for the Leadership Development Team, National Education Association



K. Sue Redman
Audit Committee Chair, President of Redman Advisors LLC and Executive Professor in the Mays Business School Accounting Department at Texas A&M University



Dr. LaTonya Goffney
Superintendent of schools for the Aldine Independent School District



Liz Simon
Chief Operating Officer, Industrious



Michael Hyde
Board Treasurer, Former Managing Director, Accenture Finance



Lauren Stuart
English Language Arts Teacher, El Rodeo School



Dr. Maria Klawe
Board Chair, President, Harvey Mudd College



Peter Tang
Board Secretary, SCORE Senior, Policy and Research Analyst



Kathleen McGee
Counsel, Lowenstein Sandler