

edreports

2022

Annual Report

Dear Friends

We had a lot to celebrate in 2022. Schools were open and millions of students were able to return to in-person learning. We have documented over 1,400 districts, representing nearly 16 million students, using EdReports to make curriculum decisions (that's over 16% of school districts across the country!). And those are just the districts we've officially confirmed. We know our reviews have been used in many more.

I'm proud to share that more instructional materials than ever before meet EdReports' expectations for alignment and usability (52% in ELA and 48% in math). We aimed to support local communities with a strong materials adoption process and were able to expand our direct support to include nine partnerships with state departments of education and four with individual school districts. Forty-two publishers have updated and changed their materials in response to our reports.

We continued to deepen our learning around the importance of centering student experiences in curricula and published a landscape analysis about nationally used review tools that analyze materials for culturally relevant practices. In California, we partnered with local educators to support reviews of mathematics materials with a specific focus on the needs of multilingual learners. This project laid a foundation for the development of future resources that can guide districts to select and implement materials that speak to the needs of each and every student.

We welcomed our fourth cohort of EdReports Klawe Fellows, extending a program that builds leadership and advocacy skills to promote the use of high-quality materials at the local, state, and national levels. Since 2018, 35 educator reviewers have participated in the fellowship with many fellows transitioning to senior and alumni cohorts that offer additional growth opportunities. I am always most inspired when I get to work with these devoted educators who commit their creativity, effort, and expertise to making the promise of quality education a reality.

But so much more needs to be done. Even with the growing availability of high-quality materials, fewer than a third of ELA materials and fewer than half of mathematics materials used in classrooms are standards aligned. Nearly a quarter of teachers report having no curriculum-aligned professional learning with 38% indicating that they only have access to 1–5 hours annually. With the Elementary and Secondary School Emergency Relief Funds (ESSER) set to expire soon, there has never been a more important time to invest in quality curriculum and the ongoing supports teachers need to implement programs well.

As we turn to 2023 and beyond, we are energized by the work that lies ahead. We will release our inaugural high school science reviews this spring to support educators with selecting resources necessary to inspire the next generation of science leaders. We'll also be publishing a full suite of interim assessment review tools and resources to shed more light on whether published products provide teachers with the information they need to support the students in their classrooms.

Over the next five years, we'll be guided by our new strategic plan as we strive to fulfill our mission and meet the evolving needs of the field. What is certain, no matter what changes and growth are ahead, is that we could have never reached nearly 16 million students without the dedication of our 900+ educator reviewers who have improved materials for the next generation of students. We are grateful for your ongoing commitment and support, and look forward to great things in the future.



Eric Hirsch
Executive Director

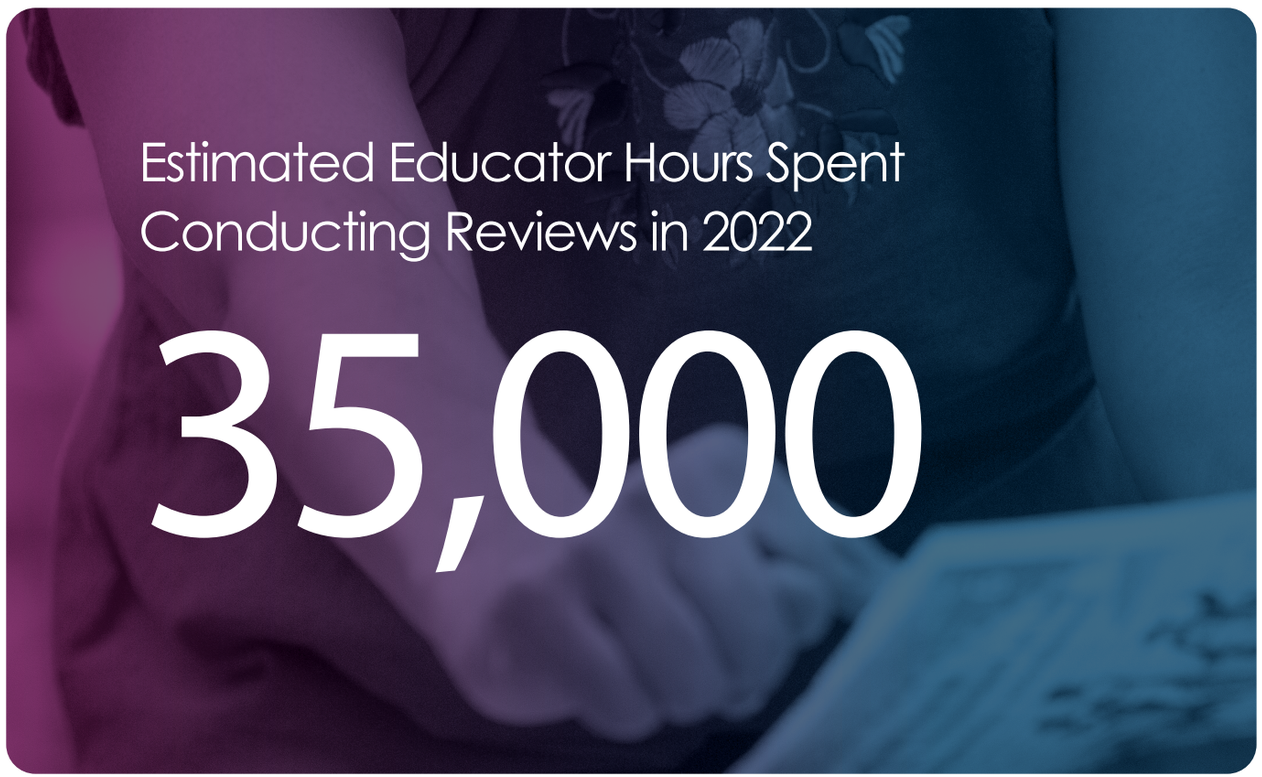


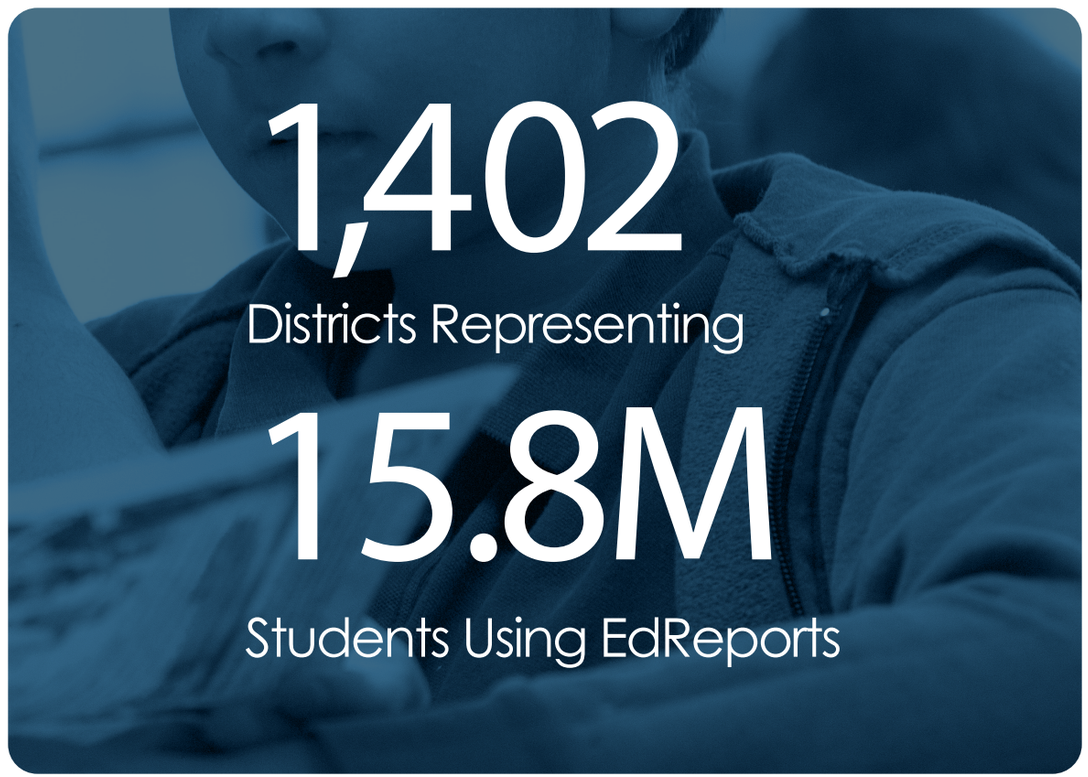
Impact Data

Number of Instructional Materials Reviews Published


1,039
Reports All Time as of Dec 2022


Total Reports Published in 2022
65


Estimated Educator Hours Spent
Conducting Reviews in 2022
35,000


1,402
Districts Representing
15.8M
Students Using EdReports

DISTRICT SPOTLIGHT

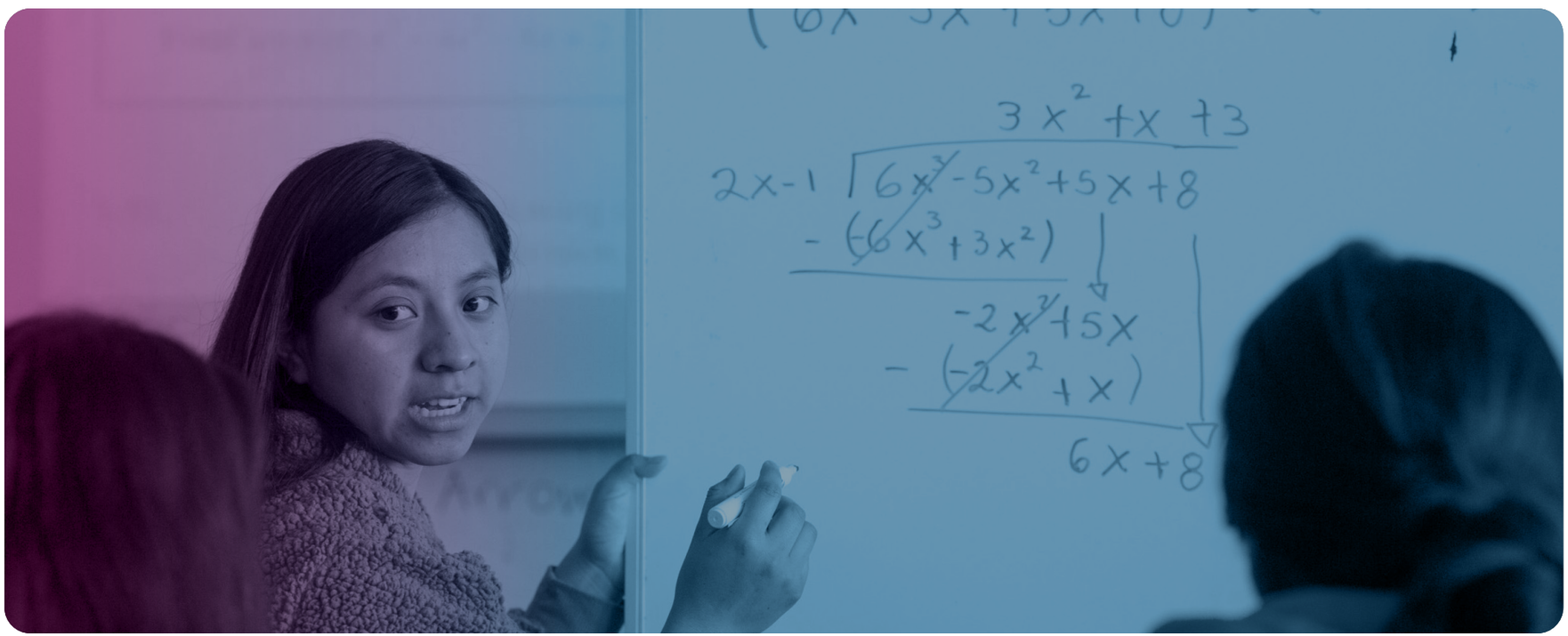
Metro Nashville Public Schools

In 2022, EdReports partnered with Metro Nashville Public Schools (MNPS) in support of the district's K–12 mathematics materials adoption. MNPS had to consider new state math standards as well as how to develop a coherent comprehensive materials adoption plan in order to select curriculum that all stakeholders would feel invested in.

A key component of success was centering the process around the district's vision of instruction. The instructional vision, established at the start, acted as a guide to the overall process. It was developed and shared among district teachers in order to ensure buy-in. The vision helped clarify the priorities and components the adoption committee would need to select for when evaluating curriculum programs.

Working with MNPS, EdReports supported overall project planning, provided adoption resources and training, and shared expertise regarding mathematics instructional materials.

The MNPS math materials adoption highlights the power of having an instructional vision prior to making a selection. In addition, through a comprehensive and thoughtful application process, the district was able to recruit educators to the adoption committee who were equally dedicated to that vision. Finally, MNPS provided intensive onboarding to prepare the committee for the important, far-reaching work ahead of them.



"What I've learned from working with others in this field is that EdReports is the gold standard for quality reviews of instruction materials. It's a huge lift to evaluate curriculum deeply and comprehensively. Their partnership has supported educators across our district to choose the best programs for our students. The thoroughness and independence of the information means that we have data we can trust to include as part of our adoption process."

– David Williams,
Metro Nashville Public Schools
Interim Chief Academic Officer

Percent of Districts Nationwide Confirmed Using EdReports

16%[1]

Documented Districts Using EdReports More than Once:

285

Districts Representing

6.3M

Students

Number of the Largest 200 Districts Documented Using EdReports

114

of the Largest 200 Districts Representing

9.2M

Students



1 RAND American Educator Panels, American School Leader Panel, "American Instructional Resources Survey." RAND2022_04APR_AIR0422S, RAND Corporation, Santa Monica, CA, April 04, 2022.

STATE SPOTLIGHT

Ohio

The Ohio Department of Education (ODE) has demonstrated an ongoing commitment to ensuring each and every student has access to high-quality instructional materials. Beginning in 2021, the state collaborated with EdReports to launch Ohio Materials Matter—a website powered by EdReports' vast library of reviews—and invest in a strong communications plan to build awareness about why high-quality instructional materials matter for teachers and students and the importance of adopting and implementing standards-aligned curriculum.

In 2022, with Elementary and Secondary School Emergency Relief funds set to expire, ODE along with regional education offices partnered with EdReports and Instruction Partners to develop a comprehensive approach to supporting best selection practices across the state. EdReports provided services around a variety of components including:

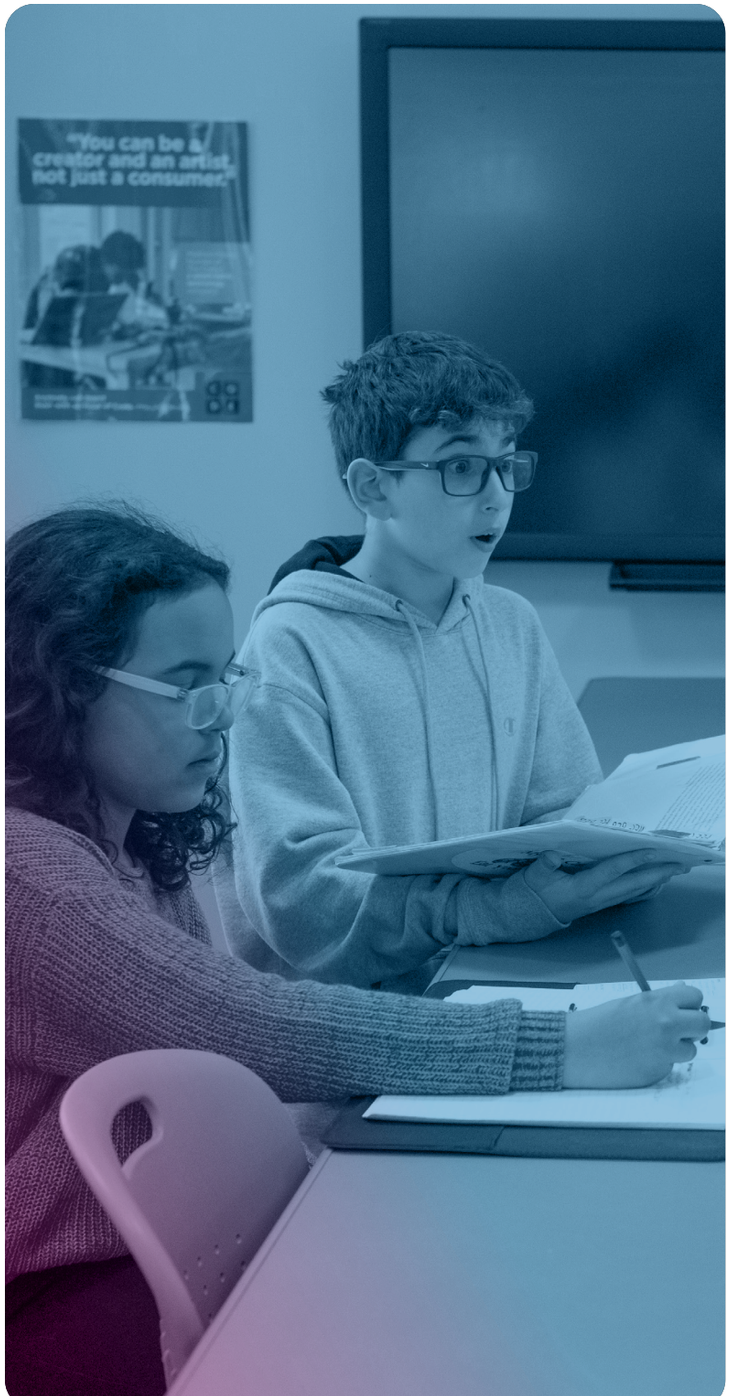
- State-specific rubric development to support the review of instructional materials in all content areas;
- Statewide educator outreach including a monthly webinar series and advocacy and leadership training;
- In-person adoption workshops at the regional level with ongoing technical supports;
- Additional communications tools and;
- One-pagers and resources customized for the Ohio context

ODE's choice to signal quality and provide comprehensive supports around materials selection is shaping how curriculum is chosen in Ohio. The focus on resources and training through regional offices means that educators at all levels have access to this crucial information.

"The partnership with EdReports has been a driving force behind this work and what we've been able to accomplish as a state. Educators all know where they can find independent information about the many available programs and why materials matter. Through EdReports' expertise, knowledge, and resources around smart adoption practices, districts have also had the tools to narrow down choices based on their local needs and priorities. EdReports is always looking forward to what districts need and how the organization can offer its support."

– Sherry Birchem,
Director – Office of Learning and Instructional Strategies,
Ohio Department of Education





STATE SPOTLIGHT

Rhode Island

In 2022, EdReports continued its partnership with the Rhode Island Department of Education (RIDE) with a focus on providing comprehensive information to educators about three widely used early literacy programs in the state.

The aim of our collaboration was to develop an early literacy-focused review rubric and conduct a series of reviews to eventually be released to Rhode Island educators. The goal is to equip educators with resources that highlight strengths and gaps in a variety of programs and introduce new tools to fill those gaps.

In addition, we collaborated with Instruction Partners, a non-profit that works alongside educators to support equitable access to great instruction, to incorporate these reviews into implementation toolkits that also included ongoing professional learning so that teachers would have support to use newly selected or already adopted programs well.

> "Literacy is power. Providing students with literacy content and evidenced-based instruction that affirms cultural and linguistic identities, is a foundational step to ensuring multilingual learners can meet and exceed grade-level expectations and thrive in their school communities."
>
> – Veronica Salas
> ultilingual Learner Specialist, Providence, RI

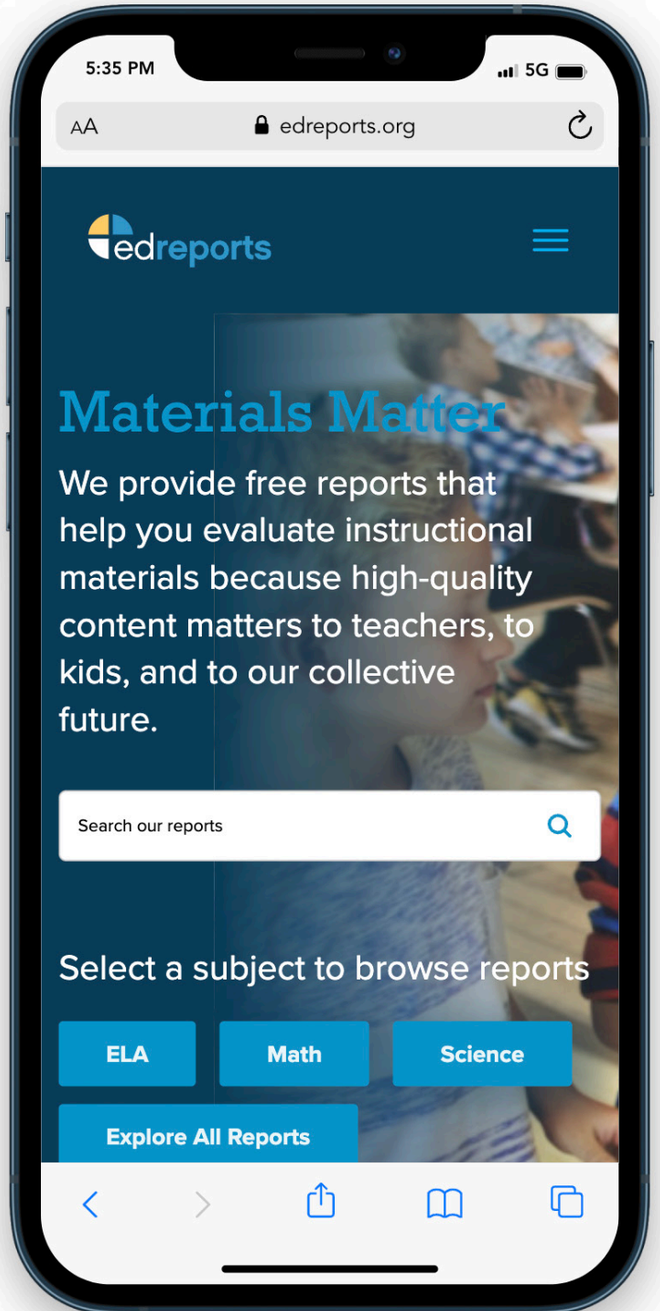
As part of the rubric development and review process, EdReports offered expertise around both ELA foundational skills and supports for multilingual learners. RIDE went on to create a multilingual learner-specific, early literacy rubric in order to evaluate whether the language development needs of multilingual learners were fully integrated into the instructional materials being assessed.

RIDE's approach illuminates the power of prioritizing multilingual learner supports as fundamental to a program rather than considering them separately and after the fact.

Publishers that changed their products due to EdReports reviews.

11 in 2022

42 all time



In 2022, more than

56K

unique visitors accessed nearly

2M

web pages of reports, guidance, and research about instructional materials. Since the launch of EdReports in 2015, the website has been visited over

10.3M

times



Reviewer Data

244

reviewers in 2022 from

47

states and the District of Columbia

REVIEWING FOR EDREPORTS:

A Season of Learning, Collaboration, and Impact



READ KATIE'S STORY

by Katie Miller

In August 2022, I joined a review team for EdReports' inaugural high school science reports. Our team of five met weekly over the next five months to review a high school biology program. The process was more comprehensive than I could have imagined as we looked at every single page of the materials, collecting exhaustive evidence for each indicator then working together to come to a consensus around final scoring.

I can't say enough about what I gained from my experience reviewing science instructional materials. The initial training on EdReports' review tools, as well as all I learned about what quality science materials should and could look like, shapes my practice as an instructional coach to this day. The support I am able to offer teachers about what to include in science classrooms and science content is directly connected to my own learning as a reviewer.

I also benefited from joining an entire network of educators from across the country. I have reviewed with teammates from New York City, D.C., and New Mexico—all working in larger school districts than my small rural one. We were able to learn together and share different perspectives.

A better understanding of high-quality science materials has also influenced how I envision my career in education long-term. I can no longer simply consider my school or my district. I now fully understand the opportunity and charge we have to improve science education for all students, all teachers, all schools.

And that's the point, isn't it? While I'm grateful for what I've gained personally through the experience of reviewing, this isn't really about me. The potential impact of these reports go beyond my small high school in Iowa. The evidence and information can empower any educator accessing EdReports' free reviews as well as provide feedback to publishers about the product they've created.

That's what I'm most proud of when I think about all the hours that went into just one review of high school science materials—knowing that my fellow educators and I are part of a process that will make a difference for students now and in the future.

Katie Miller is a high school science reviewer for EdReports. She has been a high school science teacher and now works as a science instructional coach in DeWitt, IA.



Celebrating Four Years of the EdReports Klawe Fellowship

The Klawe Fellowship, named after founding EdReports Board President, Dr. Maria Klawe, was launched in the Fall of 2019 as an opportunity for current and former EdReports reviewers to build their leadership skills as they advocate for high-quality instructional materials at the local, state, and national levels. Now in its fourth year, 35 educators have participated in the Klawe Fellowship implementing impact projects across the country. Fellows have also continued their efforts through the senior and alumni fellowship options which offer additional years of learning and collaboration.

> "The Klawe Fellowship showed me what is possible when a small group of driven people work toward a common goal. The Fellowship team has helped me focus my message and feel confident to share it publicly. In a year of firsts, I was grateful for the ritual of the weekly meetings that came with opportunities to learn and grow. As with every experience I have had with EdReports, this is something I'd encourage all educators to apply to."
>
> – Jonathan Regino,
> Curriculum Specialist, Newtown Square, PA

Klawe Fellowship by the Numbers

In 2022, we highlighted the stories of three Klawe Fellows. Neven Holland detailed how quality content that centers student experiences helps to ensure all students have multiple avenues to approach math learning. Jonathan Regino shared lessons learned about how the selection of instructional materials at a systemic level impacts everyday classroom life, while Heather Gauck explored how integrating technology into the classroom improves access to grade-level content.

edreports Klawe Fellowship

4 Cohorts w/ a Total of **35** Fellows

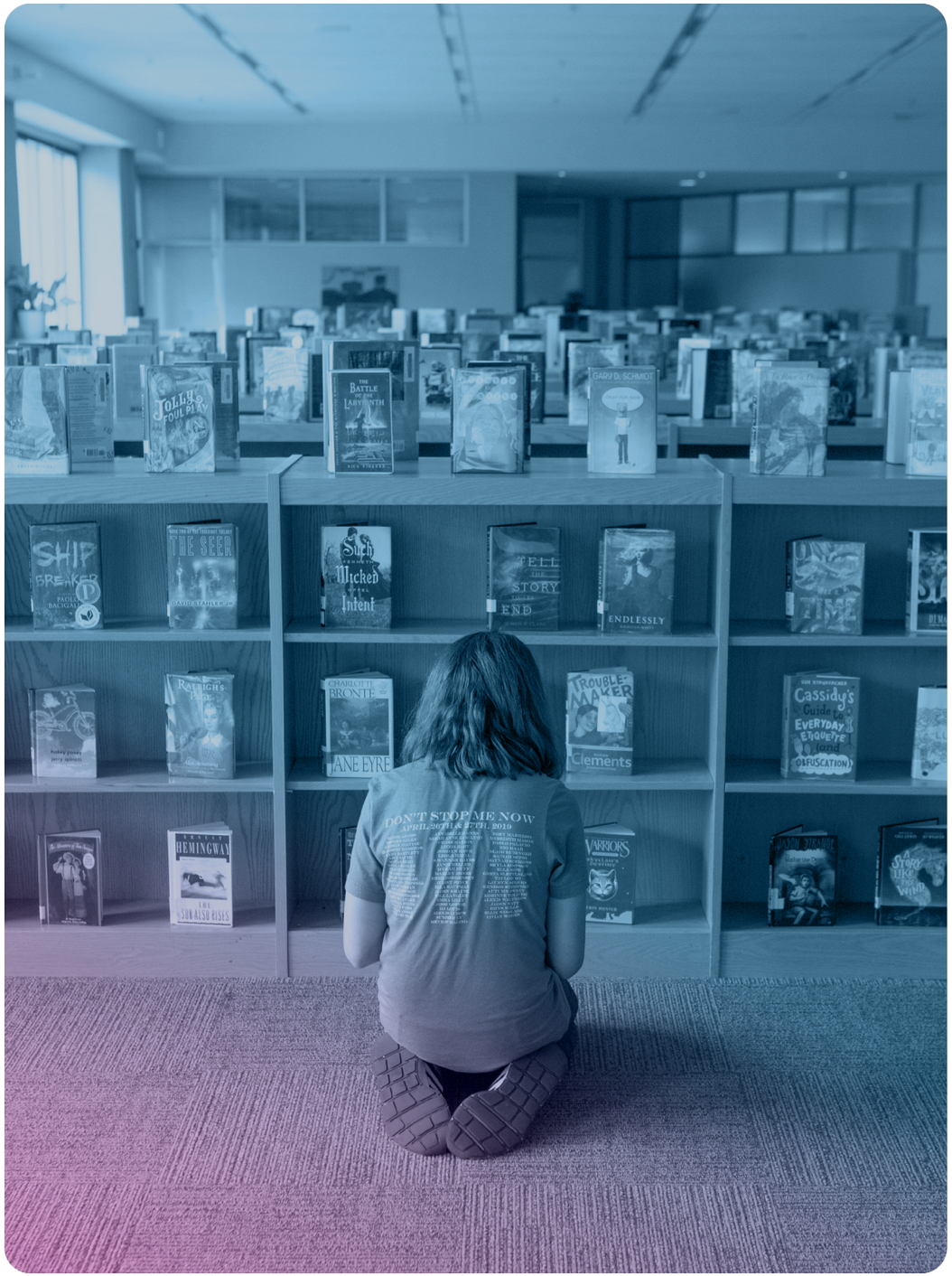
22 States Represented

1.6M Students Represented

35 Impact Projects

12 Educator Stories Shared on EdReports.org

1 Book - *Elevating Educator Voices through Advocay*



State of the Market

97% of the Known K–12 ELA and Math Market Reviewed

Of the ELA materials EdReports has reviewed[2]:

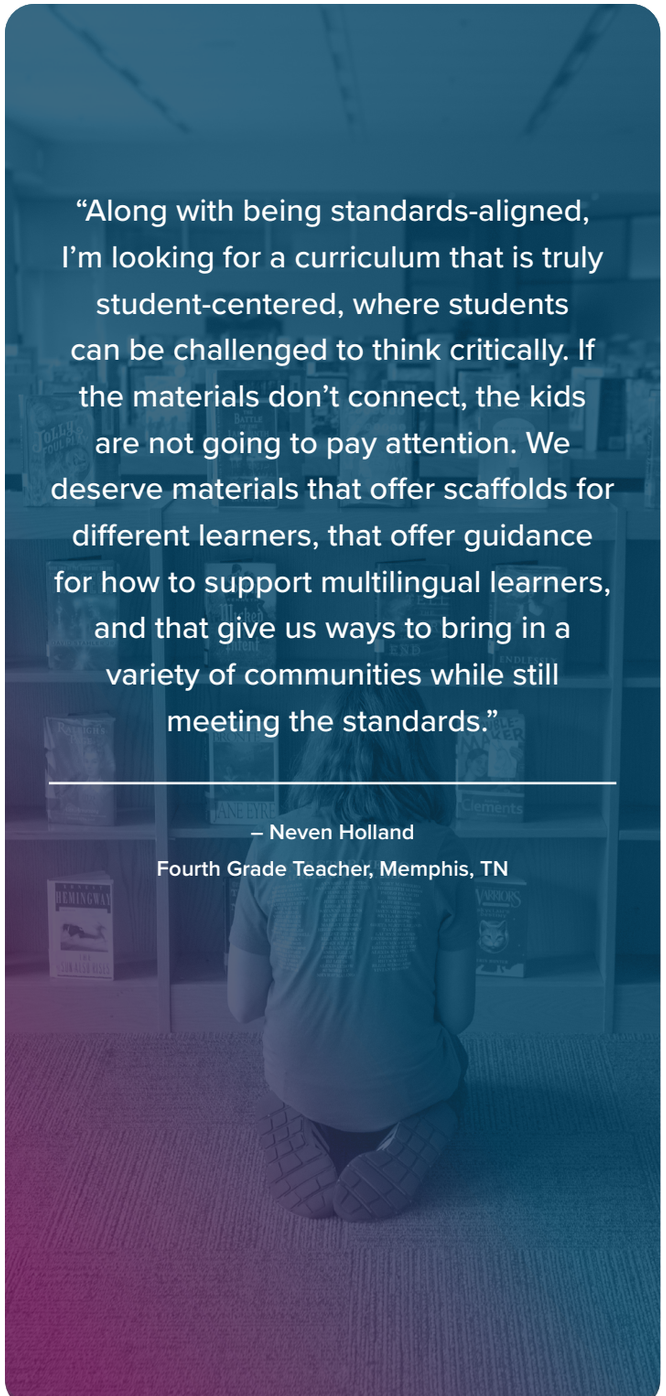


52% of ELA materials meet expectations for alignment, only 32% of ELA materials used by teachers in classrooms are aligned.

Of the math materials EdReports has reviewed:



48% of math materials meet expectations for alignment, only 48% of math materials used by teachers in classrooms are aligned.



Mathematics, English Language Arts, and Science K–12 Instructional Materials

Our in-depth State of the Instructional Materials Market Report 2021: The Availability and Use of Aligned Materials explores how the curriculum market is changing and how states and districts can support educators to use high-quality materials that make a difference in classroom practice and the instruction students receive.

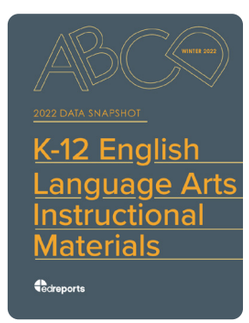
In order to provide a focused look at individual content areas, we produced three separate Data Snapshots highlighting instructional materials for K–12 mathematics, English language arts, and science.

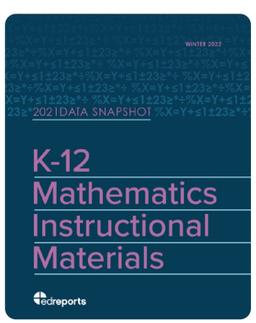
These analyses offer insight into the availability of quality K–12 programs and how regularly these materials are used by content teachers, along with the extent to which materials provide culturally relevant content, and support a diversity of student needs, including those of multilingual learners.

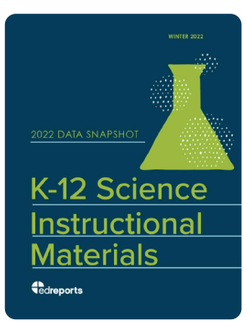
In addition, the reports highlight teacher perceptions of their materials, what they prioritized in the content they are using, and how they felt their materials measure up to those expectations.

Finally, we examine important factors that influence the use of quality materials, such as ongoing access to curriculum-aligned professional development.

Dive into each Snapshot for key findings and recommendations:









Students Deserve Grade-Level Content That Speaks to Their Unique Experiences



Evaluating Materials for Culturally Responsive Practices: A Landscape Analysis

Researchers report that culturally relevant education can increase grades, participation, critical thinking skills, and can lead to higher graduation rates. Yet, less than a quarter of teachers describe their curriculum as adequate or completely adequate in supporting them to provide culturally relevant instruction.

Many states and districts recognize this disconnect and are tackling it through the creation of local review tools to evaluate materials for the presence of culturally responsive practices.

In an effort to provide information about the range of review tools in use throughout the country, EdReports conducted a landscape analysis of 15 different resources. The report is a follow-up to our Culturally Centered Education Primer which provides information on words and terms used to discuss this body of work.

Our key findings highlight the tremendous efforts already underway to better serve our nation’s students, as well as areas for improvement around establishing shared definitions, sharpening guidance for reviewers, and acknowledging the capacity necessary to do this work well.

The goal of this analysis is to help educators become more aware of the trends in these review tools, understand what different sets of researchers, community groups, and education stakeholders believe is necessary when creating strong criteria, and gain inspiration for criteria they can use as they review materials.

click or tap

EXPLORE THE FULL ANALYSIS

Building a Foundation for Multilingual Learners in California with High-Quality Instructional Materials

Over one million of California's students—nearly 20%—are multilingual learners. In 2019, 87% of those students did not meet grade-level expectations for mathematics standards. Research has shown significant gains in student learning when teachers use high-quality, standards-aligned instructional materials that integrate evidence-based language and literacy supports. However, many teachers do not have access to content that can make a difference for kids.

In fact, fewer than a quarter of teachers believe their materials meet the needs of multilingual learners with 56% of California teachers reporting that their materials do not support them in regularly assessing multilingual learners' use of math language to communicate their thinking in mathematics.

In 2022, EdReports joined EdSolutions, the English Language Success Forum (ELSF), and UnboundEd (formerly Pivot Learning) to support California's educator-led reviews of select, standards-aligned, middle school mathematics materials with a specific focus on the needs of multilingual learners. The project included developing a new review tool, identifying and reviewing a series of standards-aligned programs frequently used in California classrooms, and developing free and accessible reports to supplement existing EdReports reviews.

This initial project offered learnings and a model for the development of future resources to support districts to select and implement quality materials that speak to the needs of each and every student.



"As a math educator for 15 years, I understand we have a responsibility to look at curriculum and identify whether the materials really meet our students' needs. This project offered an avenue to educators to ensure that multilingual learners are seen, are engaged in dialogue, and that teachers have access to tools and content to support the full community of students in our classrooms. We are only at the beginning, but it's an important foundational step."

– Guillermo Lopez
West-Ed Research Associate in Secondary Mathematics
Los Angeles, CA

Supporting Teachers to Use Great Materials

Teachers report having very few hours of professional learning devoted to implementing instructional materials. In 2022, our State of the Instructional Materials Market Report highlighted that nearly a quarter of teachers say they have no curriculum-related professional learning at all, and nearly a third have access to only 1–5 hours of learning per year.

Even when teachers do have access to curriculum-aligned professional development, they often don't feel satisfied with the learning they receive. This is particularly true around the use of instructional materials. Nearly half say they do not feel that professional development prepared them to use their district curriculum.

In the June edition of the *Learning Professional*, we discussed the importance of centering curriculum in professional development and how this informed our contributions to Learning Forward's revised Standards for Professional Learning. We extended our thought leadership around this topic with a focus on recommendations for instructional leaders who provide professional learning and work closely with teachers every day. Additional features included a webinar series and a partnership with Educators for Excellence highlighting how the lack of professional learning impacts effective implementation of high-quality curriculum.

We are committed to advocating for the supports teachers need to deliver content in the classroom. Like all professionals, teachers deserve quality professional learning to continue developing and improving. These opportunities should be tied to utilizing high-quality instructional materials in service of supporting student learning.

> "Professional learning centered on high-quality materials ultimately contributes to student success. But that learning needs to be ongoing, and districts must ensure teachers have access to the supports they need to implement aligned programs."
>
> – Vanessa Shelburne
> Science Specialist, Hope, AR





2023 and Beyond

Access to and use of high-quality instructional materials continues to play a central role in supporting students to learn and grow. We look forward to increasing the number of districts using EdReports and supporting districts with best practices and resources for selection because we know that the curriculum adopted today could impact a generation of students.

As part of our commitment to all stakeholders involved in student learning, EdReports is excited to expand our conversations and develop resources to support family and caregiver engagement. We know students benefit when educators, families, and communities can unite around the common language of high-quality materials.

We'll also be publishing our inaugural reviews of high school science programs. The data is stark—too few science teachers are using a core curriculum. The aim is for districts to leverage EdReports' high school review criteria and information to ensure teachers have the resources necessary to inspire students to have a love of science and to create the science leaders of the future.

Later this year, we'll be releasing a full suite of interim assessment review tools and resources. These resources have been developed in partnership with the Center for Assessment and educator reviewers to offer insight into a $1 billion annual market that has yet to be peer reviewed or evaluated. More than ever, there's an imperative to understand whether off-the-shelf assessments truly provide teachers with the information they need to make instructional decisions that will support the students in their classrooms.

Finally, EdReports is currently in the process of finalizing a new five year strategic plan. We'll be sharing more details in the coming months about what this means for educators and the evolving needs of the field.



Organizational Health

Financials

- The financial information summarized in this annual report is from the unaudited 2022 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:	$2,122,178
Non-Current Assets:	$3,164,171
Total Assets:	**$5,286,349**

LIABILITIES & NET ASSETS

Total Current Liabilities:	**$333,388**

NET ASSETS

Without Donor Restrictions:	$363,163
Board Designated Cash Reserve:	$2,853,803
With Donor Restrictions:	$1,735,995
Total Net Assets:	**$4,952,961**

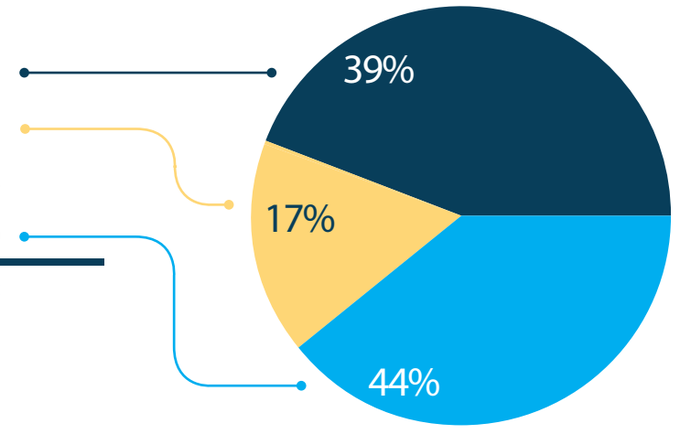
TOTAL LIABILITIES & NET ASSETS

$5,286,349

Statement of Activities

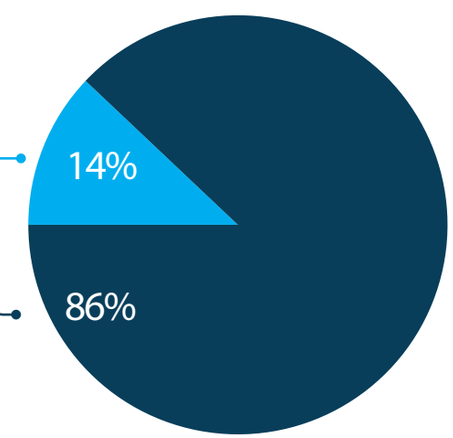
REVENUES

Unrestricted Contributions:	$2,914,221
Unrestricted Other Revenue:	$1,224,941
In-Kind Revenue:	$16,478
Restricted Contributions:	$3,280,540
Total Revenues:	**$7,436,180**



EXPENSES

Building Organizational Capacity:	$1,197,021
Identifying Excellence:	$2,857,724
Increasing Demand for Excellence:	$2,943,042
Total Program Services:	**$6,998,787**
Management & General:	$858,474
Fundraising:	$254,101
Total Support Services:	**1,112,575**
Total Expenses:	**$8,110,362**



CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS

Total:	**($1,395,538)**

CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS

Restricted Contributions:	$3,280,540
Net Assets Released from Restriction:	($2,559,184)
Change in Net Assets with Donor Restrictions:	$721,356

CHANGE IN NET ASSETS

Net Assets at Beginning of Year:	$5,627,143
Net Assets at End of Year:	$4,952,961
Change in Net Assets:	($674,182)

Funders

Our efforts in 2022 were made possible by the generous support of the following funders:

We remain grateful to all of the foundations that have supported EdReports over the past eight 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

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Math Teacher, YSC Academy



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Lauren Stuart
English Language Arts Teacher, El Rodeo School



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