



2023

ANNUAL REPORT



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Dear Friends

There's no doubt that 2023 was a seminal year for EdReports. We launched a five-year strategic planning process aimed at determining the next chapter of our work. We engaged our full staff to shape our organizational culture, the ways in which we aspire to grow, and to prepare for the future impact we hope to have in service of educators and students.

Fulfilling our mission and vision begins with being a phenomenal place to work where all staff thrive and we consistently live our commitments to [diversity, belonging, inclusion and equity](#). As we have moved from strategic planning to implementation, we have prioritized investing in talent development to continue expanding our tremendous team, along with putting in place the sustainable financial systems that contribute to healthy organizational growth over the long term.

At the heart of EdReports remains our commitment to providing free, evidence-rich reviews of instructional materials that reflect a definition of quality that positions all students to learn and grow. It is critical that we are continuously listening, learning, and evolving to educators and the diverse student needs they serve. We were excited to launch our first [reviews of high school science programs](#) in 2023 and have already started to explore new content areas such as social studies, pre-K, and supplemental programs for future avenues of review.

We also continued to deepen our focus on early literacy, supports for multilingual learners, and [access to culturally responsive education](#). It is now possible to view a [Science of Reading Snapshot](#) for every K–5 English language arts (ELA) report on our website. The update also offers increased clarity around the [different formats of ELA materials](#) that EdReports reviews. Further, we have accelerated our learning around the latest AI technology, specifically examining how large language models might impact our review process as well as the curriculum ecosystem as a whole.

Our partnerships with states and districts over the past decade have demonstrated time and again that while the quality of instructional materials are essential, how those materials are [chosen and implemented](#) matters. That's why a key component of our strategic plan includes the growth



ERIC HIRSCH
EXECUTIVE DIRECTOR

of our already robust [technical assistance services](#). Our team of veteran educators and content experts work directly with local communities to raise awareness of the importance of high-quality instructional materials and provide resources and training to support comprehensive selection and implementation processes including ongoing curriculum-focused professional learning. From California to Rhode Island to Ohio and New Mexico, we've supported dozens of states and districts and look forward to expanding our suite of services to engage more school systems across the country.

We could not be more excited and energized about the next five years and beyond. Nearly a quarter of school districts nationwide have been confirmed using EdReports. That's over 18 million students with access to high-quality instructional materials that support them to grow and thrive. We're proud of the efforts that our staff along with the 1,000+ educator reviewers have made to impact the next generation of students, but we know there is still so much work to do.

Thank you for your ongoing commitment and support. Together, we can continue to make real strides toward a world where each and every student experiences the kind of education that can transform their lives.

Eric Hirsch
Executive Director



IMPACT DATA

Number of Instructional Materials Reviews Published*

All time as of Dec 31, 2023

1,114

Total Reports published in 2023

74

* Reports reflect grade or course-level reviews.

EdReports has reviewed 97% of the known K-12 ELA and Math Market.

Documented Districts Using EdReports All Time:

1,784 Districts Representing

over 18M Students

52% of principals know what EdReports is and what we do.

DISTRICT SPOTLIGHT

Multilingual Learner Tools and Resources in Action

San Bernardino City Unified School District's K-12 Mathematics Adoption

When San Bernardino City Unified School District (SBCUSD) launched a K-12 mathematics materials adoption in 2023, they [turned to EdReports for assistance](#) in developing a comprehensive selection process. Nearly a quarter of students in the district are considered multilingual learners and have struggled to meet expectations of math proficiency based on the most recent state assessments. Because of these challenges and the desire of the district to better serve and meet the needs of their students, SBCUSD identified supports for multilingual learners as one of their top curriculum priorities.

SBCUSD outlined their commitment to choose a program which was available in both English and Spanish. As part of EdReports expertise and services, our technical assistance team suggested that SBCUSD incorporate the tools and reviews from the [California Multilingual Learner pilot](#) to inform their mathematics materials selection. The review tool and reviews were designed to guide educators in identifying specific and



comprehensive multilingual learner supports in mathematics programs.

From February to May 2023, San Bernardino's materials adoption committee participated in EdReports-provided training and professional learning to prepare for the adoption work ahead. The piloted tools and resources were used as part of those professional development sessions so that educators could learn more about how to identify high-quality materials and what multilingual learner supports actually look like in curricula. In October, the committee used the tools again as part of their deep dive into potential programs for selection to ensure the final materials chosen truly supported multilingual learners.

The real-world application of the California Multilingual Learner pilot tools illustrates the power of independent information to ensure students have access to content that truly support them to grow and thrive no matter what language they speak.

Percent of districts nationwide confirmed using EdReports

22%¹

Number of the Largest 200 Districts Documented Using EdReports

124

of Largest 200 Districts Representing

9.8M

Students

Documented Districts Using EdReports More Than Once

543

districts representing

9.4M

students.



Direct Collaborations with States in 2023

8

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

Investing in High Quality Instructional Materials for Ohio Classrooms

In July of 2022, the Ohio Department of Education (ODE) expanded their existing partnership with EdReports for an additional two years with three ambitious goals: 1) increase statewide awareness of the characteristics of high-quality instructional materials; 2) build the capacity of state and regional staff to support the adoption of high-quality instructional materials and; 3) develop rubrics and evaluation criteria for reviewing instructional materials.

Throughout 2023, EdReports worked closely with Ohio leadership and educators to provide strategic communications services, a series of trainings, and in-depth resources to support ODE's goals. Key outcomes and achievements over the past year of the partnership include:

- 15 statewide webinars to support Ohio educators in building knowledge and skills related to identifying and selecting high-quality instructional materials.
- 55,000+ EdReports.org site visits by Ohio educators seeking resources and information to help identify and select quality materials.
- 40+ trainings conducted for staff focused on building capacity to better understand the characteristics and potential impact of quality instructional materials.
- A robust knowledge management system established to track project impact and catalog high-quality instructional materials across the state.
- 14 statewide webinars for Ohio regional staff to learn how to better support districts and schools with information about investing in, selecting, and implementing quality curriculum.
- Five "Smart Adoption" cohorts that provided intensive training and coaching to build capacity to support Ohio districts in materials selection.
- ~250 hours of direct technical assistance and 20+ tools and resources for regional district staff aimed at building capacity to support review and selection processes.
- Collaboration with district content leads and engagement with 141 stakeholders to draft seven Ohio-specific high-quality instructional materials rubrics (Math, Science, World Languages, Physical Education, Fine Arts, Social Studies, Computer Science & Technology) slated for a summer 2024 public release.

The Ohio team will continue to partner with EdReports in 2024 to focus on launching the seven rubrics, including a webinar series to promote their use, as well as building out a learning management system to continue to support identifying and selecting high-quality instructional materials. The partnership with Ohio illustrates the breadth and depth of EdReports' technical assistance services and what is possible when states commit to comprehensive support for educators at every level of the curriculum adoption and implementation process.

EdReports.org Visitors

In 2023, more than **857K** unique visitors accessed nearly **3.4M** web pages of reports, guidance, research, and resources about instructional materials. Since the launch of EdReports in 2015, the website has been visited **nearly 16M** times.

Number of Reviewers

244

reviewers in 2023 from

48

States and the District of Columbia

Estimated Educator Hours Spent Conducting Reviews in 2023

Over 40K

hours

REVIEWER DATA



97%

of the known K–12 ELA
and Math Market Reviewed

- Meets Expectations
- Partially Meets Expectations
- Does Not Meet Expectations

Of the ELA materials EdReports has reviewed:²

52% **33%** **15%**

Of the math materials EdReports has reviewed:

49% **24%** **27%**

2. Materials reviewed for English language arts reflect core products only and do not include foundational skills supplements.

52%

of ELA materials meet expectations
for alignment, only

35%

of ELA materials used by
teachers in classrooms are aligned.

49%

of math materials meet expectations
for alignment and

51%

of math materials used by teachers in
classrooms are aligned.

STATE OF THE MARKET

PART I

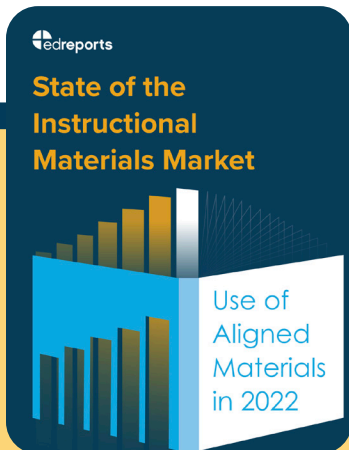
State of the Instructional Materials Market:

Use of Aligned Materials

In 2023, EdReports' annual State of the Market report was presented as a two-part series. The first installment explores the recent rise in use of high-quality instructional materials and some of the potential contributing factors. The use of aligned instructional materials was consistent between 2020 and 2021. But in 2022, 36% of teachers were using at least one aligned ELA curriculum once a week or more, on average, an increase of 10 percentage points over 2020 and 2021. In fact, the use of aligned ELA materials has more than doubled since 2019. In mathematics, we've seen an 8 percentage point increase from 2021 with 48 percent of teachers using aligned math programs at least once a week.

The analysis highlights three potential contributing factors: increase in the availability of aligned instructional materials, educators turning to aligned curriculum because the materials better meet their instructional needs, and the influx of relief funding due to the COVID-19 pandemic that allowed districts to invest in high-quality materials.

While there may be additional factors at play that led to this increase, it is clear that districts prioritized high-quality instructional materials as part of their post-pandemic acceleration efforts. By exploring changes that could have contributed to this growth, hopefully more can be done to advocate for the conditions that increase the use of aligned materials as we strive for access for all students.



[Read the full report >](#)

PART II

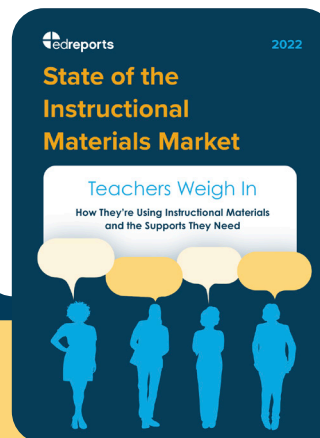
State of the Instructional Materials Market— Teachers Weigh in:

How They're Using Instructional Materials and the Supports They Need

Implementing high-quality instructional materials in an environment with supportive leadership—including ongoing coaching, and professional learning—amplifies the likelihood of the materials being used with integrity. Unfortunately, this is not the experience teachers report having.

In our second installment of the State of the Instructional Materials Market report, we dive into the experiences teachers have with materials in the classroom and how districts can better support them to use quality materials well. Nearly a quarter of teachers say they have no curriculum-related professional learning at all, and almost a third have access to only 1–5 hours of learning per year. When teachers do participate in professional learning sessions, they often do not feel that their professional learning prepared them to use their district curriculum. Also, because nearly one-third of all teachers have only been using their curriculum for three years or less, it's clear that focused professional learning opportunities centered around materials implementation is an urgent need.

The findings provide insight into the ways teachers are using required materials, the importance of professional learning in supporting teachers to use materials, teachers' perceptions of their materials, and who they seek assistance from in addressing perceived inadequacies in curriculum.



[Read the full report >](#)

High School Science Inaugural Launch

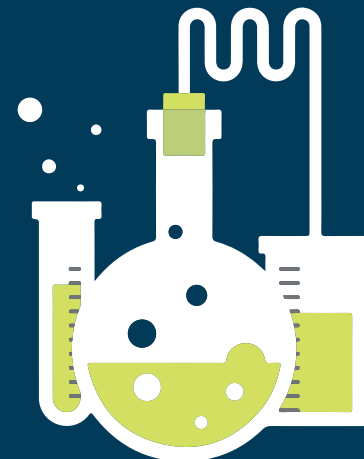
A staggering 92% of high school science teachers report using no comprehensive instructional materials in their classrooms. Historically, independent information about available high school programs and access to quality science materials has been limited. “At my school, the science curriculum we use is all teacher-created. Not only does this mean hours and hours spent developing content, but our content can vary in quality from classroom to classroom,” said Katie Miller, an EdReports high school science reviewer and science instructional coach in Eldridge, IA. “This kind of creation puts so much pressure on teachers, and I find myself struggling to understand how to ensure quality materials for all of my students.”

Knowing the crucial need for more independent information about the quality of high school science materials to support teachers like Katie, EdReports began reviewing sets of high school science instructional materials in August 2022. Content review teams, composed of expert science educators from across the country, spent hundreds of hours identifying evidence for the [five characteristics of the NGSS innovations](#). Materials that met criteria for alignment were then further evaluated on usability criteria which include supports for educators, multiple strategies for meeting the needs of a range of learners, strong student assessment practices, and effective use of technology.

In the summer of 2023, EdReports released [our first completed reviews of high school programs](#). The hope is that these [initial reviews](#) and those that follow can support districts to ensure [quality core curriculum is used in science classrooms](#) and that teachers have more information to [advocate for the materials and supports they deserve](#).

“Throughout this process, EdReports has heard from multiple publishers that are working to improve existing products and create new ones. If content developers attend to the alignment and usability gaps identified in these educator-led reviews, it could mean that high school science teachers will soon be able to choose from multiple standards-aligned products.”

– Courtney Allison,
EdReports Chief Academic Officer



Science of Reading Snapshots

“Let’s give educators access to the resources and support they deserve so they can help all students grow toward becoming proficient, confident, lifelong readers and writers.”

**- Jamilah Hicks, Managing Director,
Literacy**



Over the past decade, [32 states and the District of Columbia](#) have passed new laws or policies designed to better align early literacy instruction with the [science of reading](#). As educators continue to navigate the challenges of [pandemic recovery](#) and alarming [national reading scores](#), it’s more important than ever for districts and educators to be able to identify literacy materials that are high-quality, support all teachers in helping kids learn to read, and meet new state requirements.

While [EdReports has always reviewed instructional materials for the components of the science of reading](#), we’re constantly working to iterate and improve on our process and respond to the needs of the field. In our conversations with educators and district leaders, we heard loud and clear how valuable it would be to more quickly and easily see how early literacy materials measure up against the research on reading science.

That’s why in 2023, we announced several new updates to our [Reports Center](#) that better connect the wealth of information in our English language arts (ELA) reviews to today’s district and educator needs. Highlights include a [Science of Reading Snapshot](#) for every K–5 ELA report and increased clarity around the different formats of ELA materials that EdReports reviews.

We’re proud of our track record as a credible and accessible source of independent information, but we know there is still more to do to ensure our reviews reflect the needs of the field and the latest research about how kids best learn to read.

We’re committed to continuous learning, growth, and improvement of our process and offer these snapshots in that spirit, knowing they are only the beginning. We remain dedicated to providing educators with the tools they need to help every student thrive in literacy throughout their K–12 journey and beyond.

Showcasing the Standards for Mathematical Practice in a Four-Part Series

We understand that students should engage with mathematics beyond the memorization and regurgitation of facts and figures. Our classrooms today do not need to look like the classrooms we were taught in. Students should never be sitting in rows with their textbooks and instructions to solve all the odd numbered problems and check their answers in the back

The [8 Standards for Mathematical Practice](#) emphasize the idea that mathematics is more than calculations. Instead, students should work collaboratively to solve relevant problems and tasks. Students should be challenged to think critically, to make sense of questions and construct viable arguments, choose appropriate tools and strategies to tackle problems, and learn to justify and convey their thoughts. These are all skills that will serve students in math class and throughout their lives.

High-quality instructional materials are key to integrating the Practices into everyday instruction. In fact, 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.


Our four-part series on the Standards for Mathematical Practice focuses on why they matter for student learning, the role high-quality instructional materials play in supporting teachers to incorporate them meaningfully into the classroom, how we prioritize the Practices as part of EdReports reviews, and how to ensure all students can access the kind of learning that has the ability to transform their futures.

- [Deep Dive: How Math Practices 1–3 Help All Students Access Math Learning and Build Skills for the Future](#)
- [Deep Dive: Mathematics for All – How Modeling Transforms Student Learning](#)
- [Deep Dive: How Math Practices 5 and 6 Build Student Confidence and Ownership of Their Learning](#)
- [Deep Dive: How Math Practices 7 and 8 Power Student “Lightbulb” Moments](#)

“Mathematics of the present and the future can be creative and collaborative, can involve student voices and experiences, can look different depending on who you are, and can inspire a generation of leaders and mathematicians who will contribute so much to our changing world.”

– Lynn Smith, Mathematics Lead





We could not be more excited and energized by the work that lies ahead. Initiatives in 2024 are wide ranging yet singularly focus on providing the highest-quality information to support educators to select and implement high-quality instructional materials. We consistently strive to be responsive to the field, aware of the latest research, and leveraging tools and technology that can help scale our impact.

In 2024, we'll be revising all of our core comprehensive review tools in ELA, math, and science to reflect those priorities. Over the coming year, we'll be embarking on a listening and learning tour to thoroughly consider the latest research and feedback from various stakeholders, such as teacher membership organizations, state departments of education, school districts, researchers, and influential policy voices. We'll be evaluating how to make our reports more responsive to the rapidly evolving curriculum space and considering feedback from various stakeholders on topics including usability and volume of content.

In addition, we will begin conducting reviews to provide information about integrated and comprehensive supports for multilingual learners in a wide variety of instructional materials. This is just one important step to support districts to prioritize multilingual learners by providing information that has not been widely available.

We're actively exploring the impact of artificial intelligence and large language models on EdReports' internal processes and the broader curriculum ecosystem. Additionally, we're considering ways to support curriculum developers in maintaining quality standards. This includes developing benchmarks for training large language models to recognize quality components. By staying abreast of the latest technology, we aim to ensure EdReports provides educators with the most relevant and up-to-date information on instructional materials.

Finally, we're also exploring supplemental programs—specifically, how these products impact instructional coherence and the ways in which these programs should work together with core curriculum. We know the foundation of instructional coherence is found in quality, comprehensive, core curriculum, and our aim is to help ensure that all students can access that experience.

In a world where there are so many supplements being used at a high rate, EdReports seeks to shed light on how decision makers and educators can determine the quality of supplementals while maintaining a connection to core programs.

2024 AND BEYOND

ORGANIZATIONAL HEALTH

Financials

- The financial information summarized in this annual report is from the unaudited 2023 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.

ASSETS

Current Assets:	\$2,972,140
Non-Current Assets:	\$2,967,271
Total Assets:	\$5,939,411

LIABILITIES & NET ASSETS

Total Current Liabilities:	\$440,363
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NET ASSETS

Without Donor Restrictions:	\$532,295
Board Designated Cash Reserve:	\$2,853,803
With Donor Restrictions:	\$2,112,950
Total Net Assets:	\$5,499,048
Total Liabilities & Net Assets:	\$5,939,411

REVENUES

Unrestricted Contributions:	\$5,750,000
Unrestricted Other Revenue:	\$1,454,526
In-Kind Revenue:	\$14,795
Restricted Contributions:	\$3,217,350
Total Revenues:	\$10,436,671

EXPENSES

Building Organizational Capacity:	\$1,449,392
Identifying Excellence:	\$3,191,227
Increasing Demand for Excellence:	\$3,938,798
Total Program Services:	\$8,579,418
Management & General:	\$1,041,640
Fundraising:	\$269,527
Total Support Services:	\$1,311,166
Total Expenses:	\$9,890,584

CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS

\$169,132

CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS

Restricted Contributions:	\$3,217,350
Net Assets Released from Restriction:	(\$2,840,395)
Change in Net Assets with Donor Restrictions:	\$376,955

CHANGE IN NET ASSETS

Net Assets at Beginning of Year:	\$4,952,961
Net Assets at End of Year:	\$5,499,048
Change in Net Assets:	\$546,087

Funders

Our efforts in 2023 were made possible by the generous support of the following funders:



Board of Directors



Darren Burris
Math Teacher, YSC Academy



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



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Board Secretary, SCORE Senior Policy and Research Analyst



Dr. Carey Wright*
2023 Board Vice Chair, Board Vice Chair | Interim Maryland State Superintendent of Schools

* Dr. Wright has paused her EdReports board service temporarily through 2024 as she serves as interim Maryland State Superintendent of Schools.