



# 2018 Annual Report





# Vision

All students and teachers will have access to the highest quality instructional materials that will help improve student learning outcomes.

# Mission

EdReports will increase the capacity of teachers, administrators, and leaders to seek, identify and demand the highest quality instructional materials. Drawing upon expert educators, EdReports' evidence-based reviews of instructional materials and support for smart demand will equip teachers with excellent materials nationwide.



## Executive Director's Letter

### Dear friends,

I am proud to share EdReports' first annual report, highlighting our progress since our work began in July 2014 through December 2018. 2018 marks EdReports' first year as a stand-alone nonprofit (after more than three years as a sponsored project of Rockefeller Philanthropy Advisors), and we are grateful for those who supported us to get to this point. In this annual report, we share more about the history of the organization, the evolution of the materials market, and how our reviews have empowered states, districts, and schools across the country to identify and demand high-quality, standards-aligned instructional materials.

When I joined the organization as the founding executive director in 2014, the national conversation about the need for aligned instructional materials was just beginning. Teachers and district leaders were disappointed in the quality of the materials available and challenged by the difficulty in distinguishing strong materials from weak ones. While educators understood materials played an integral role in student learning and success, there were few aligned options to choose from.

Now, we are seeing real movement in the field. Curriculum has become a priority for states, districts, and schools, and publishers are producing more and more standards-aligned materials to meet this growing demand.

EdReports has also grown. What started as a lone executive director is now a team of 25 full time staff. Most crucial to our success is our team of incredible, expert educator-reviewers, growing from 46 in 2014 to 432 in 2018. These educators are the backbone of our organization. They conduct and write the reviews found on EdReports.org and are committed to our vision that all students must have access to high-quality, aligned instructional materials to support their learning.

These educators understand how quality materials coupled with strong instruction can transform classrooms and help ensure students thrive in school and beyond. EdReports reviewers spend hundreds of hours analyzing every aspect of the materials in order to support educators across the country with detailed evidence about the content of comprehensive core materials so that their colleagues can make the best decisions for their students.

While I am proud of the impact that EdReports has had thus far, we still have so much more to do. Even with more options available, less than 20 percent of the materials teachers use nationwide are aligned. With your support, we will continue to publish free, evidence-rich reviews of K-12 instructional materials. We will continue our expansion into reviewing year-long science programs. And we will continue to collaborate with states, districts, and teachers nationwide to help advance the vision that ALL students have access to the quality instructional materials they need for college and career success.

A stylized, handwritten signature in blue ink.

**Eric Hirsch**

## Dreaming

# Big

It all started with a meeting. In 2012, Dr. Maria Klawe, president of Harvey Mudd College and current EdReports Board Chair, invited 24 leaders from across the education field to the Sunnylands Institute. New technology and more focused, rigorous math standards were rolling out across the country, and these leaders gathered to learn more about the barriers to adopting technology-enabled K-12 math curricula. What they discovered through their conversations was that the largest obstacle for districts was a lack of trusted resources to help them evaluate whether or not materials were as technology-enabled as they claimed.

In truth, this was happening with instructional materials across the country. With states adopting strong, college-and career-ready standards, stickers claiming alignment to the standards were popping up on instructional materials everywhere. However, there was no one evaluating these materials to see if the claims were accurate. Many districts were

choosing programs with little to no information in a crowded marketplace where everyone was making the same assertions of excellence.

The group at Sunnylands understood that teachers needed aligned instructional materials or else the potential of the then-new standards could not be reached. Without a trusted way for districts to identify aligned materials, students were at risk of not having access to the content and resources they needed to succeed.

The group brainstormed a potential solution: What if there was an independent, third-party organization that could review math materials and provide reports to empower educators with credible information to make the best decisions for their students? Information about the quality and standards alignment of programs could potentially disrupt the current materials market and support districts with the evidence needed to identify and increase the demand for excellence in materials. The idea had momentum, but it needed a leader to shepherd it into action. Dr. Klawe volunteered to be this leader.

Over the next eighteen months, a variety of participants held workshops—including a wide range of experts from district leaders and curriculum professionals to entrepreneurs and foundation program directors—about how to create the new organization. Two key principles that evolved from these discussions still guide EdReports today.

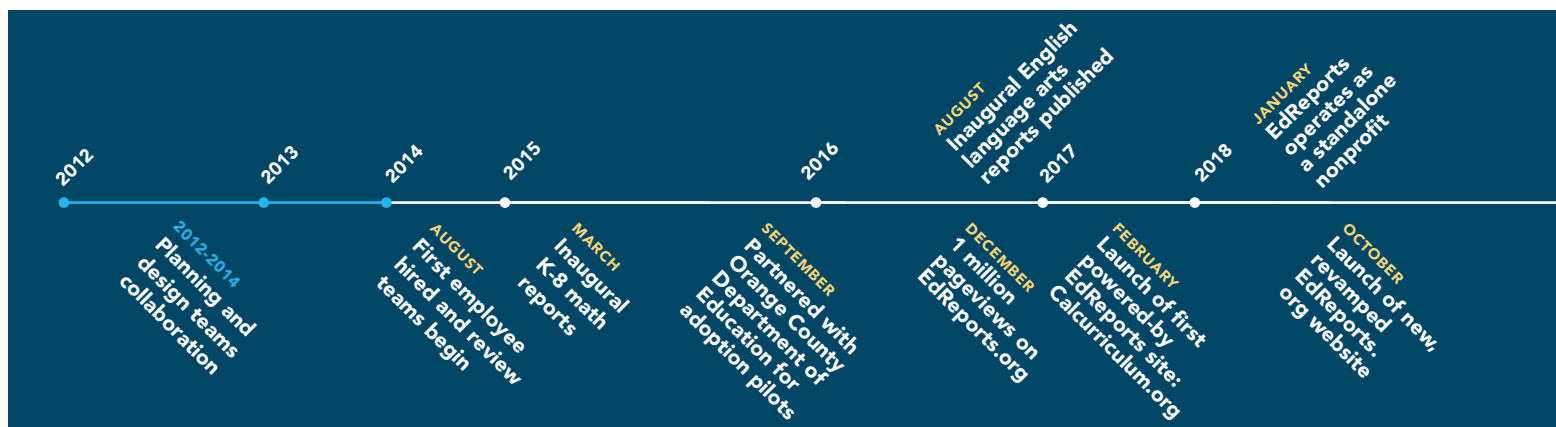
**By-educator.** Teachers and coaches are those closest to the classroom and the learning needs of students. Their expertise is critical to analyzing materials and producing reports that accurately reflect the strengths and gaps in the materials market. This value extends to the organization's governance with practicing educators from across the K-12 ecosystem sitting on the board of directors.

**Transparent.** EdReports' goal is to increase the amount of information publicly available about instructional materials — we understand the quality of our reviews is only as strong as our review process. Therefore, rubrics, evidence guides, and educator-reviewer profiles are all accessible on our website.



DR. MARIA KLAWE (LEFT)

Photo courtesy of the Annenberg Foundation Trust at Sunnylands





## Launching Our Inaugural Reviews

The K-8 mathematics review process began with a learning and listening tour. A nationwide survey of educators showed that this service would be invaluable: 90 percent of districts said that identifying or developing standards-aligned materials was a challenge. Research was conducted to identify what rubrics already existed, including rubrics from nonprofits, professional associations, states, and districts. These rubrics were brought to a team of educators that had been identified for their expertise in standards and instructional materials. Working together, this team of educators developed the K-8 mathematics rubric that would guide the development of EdReports' first reviews.

By fall 2014, 46 educators had begun the process of reviewing K-8 mathematics instructional materials. Through extensive training, they learned how to apply the review rubric and were then placed on teams of four. These teams worked throughout the summer and fall of 2014 to produce the evidence and scores for 87 grade-level math reports that were included in the initial launch. On March 4, 2015, more than 1,000 participants joined EdReports' launch webinar and educators began accessing our reports online.

The reviews had an immediate impact. Right away, EdReports heard from districts from across the country that were using the reviews to inform their adoption processes.

## Expanding into New Content Areas

Reviews for K-8 mathematics programs continued throughout 2015 and 2016 with EdReports beginning its research into new content areas and grade levels. The team conducted new listening and learning tours, researched existing review rubrics for English language arts and high school mathematics, and convened a group of educators to develop additional EdReports criteria and evidence guides.

In summer 2016, two new sets of reports and rubrics were published on EdReports.org: high school mathematics and grades 3-8 English language arts. The next year saw even more growth with the launch of K-2 and high school English language arts reports. By the end of 2018, we were reviewing K-12 math and ELA programs and had expanded into reviewing middle school science materials slated for publication in February 2019.



"When it comes to materials and the kind of things we do at EdReports, publishers are listening to what teachers are saying about what's quality and what's not. For so long teacher voice had been absent from that conversation. But there are thousands of us out here working. Let's work together."

**ARTHUR EVERETT, ENGLISH LANGUAGE ARTS REVIEWER  
HIGH SCHOOL TEACHER, NEW YORK**

## March 2015

Employees



Reviews



Reviewers



Content Areas

**K-8 Math**

Budget **\$3.6 Million**

## End of 2018

Employees



Reviews



Reviewers



Content Areas

**K-12 Math**

**K-12 ELA**

**6-8 Science**

Budget **\$6 Million**

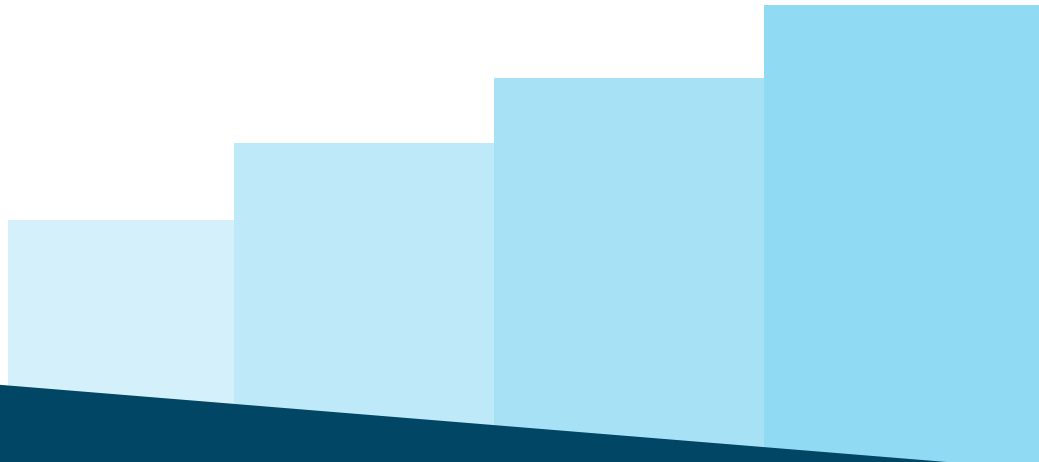
## Supporting Smart Adoption Practices

While educator teams led reviews across K-12 math and English language arts programs, EdReports began its learning about how the adoption process is itself a key lever for improving the quality of materials in classrooms. EdReports was interested in designing best practices on how schools could use the reports to better identify new standards-aligned programs to consider and procure.

In 2015-2016, EdReports conducted a series of pilots to learn alongside district and regional staff about current selection practices. Our goal was to develop a set of guidelines that could bolster the outcome of selection by including our reviews and ensuring that districts were making the best decisions for their local communities. The learning from these pilots led to the creation of a new suite of resources that helps educators utilize the data and evidence in our reports as they lead adoption processes that prioritize quality and alignment, stakeholder engagement, and the needs of diverse students.

## Building for the Future

As 2018 came to a close, nearly 500 grade-level reports had been completed across all of K-12 mathematics and English language arts, representing more than 90 percent of the known instructional materials market. Our growth continues: Middle school science and K-2 foundational skills reviews are slated for release in 2019.



"EdReports reviews have been an invaluable resource throughout our materials adoption process. The reports have helped us build educator capacity and have offered independent, third-party evidence about the alignment and quality of programs so we're empowered to pick materials that will make a real difference for our teachers and students."

**BRIAN KINGSLEY, CHIEF ACADEMIC OFFICER**  
**CHARLOTTE-MECKLENBURG SCHOOLS, NORTH CAROLINA**

# EdReports' Theory of Action

EdReports' theory of action is that identifying excellence in programs and supporting the field to demand high quality materials will lead publishers to improve their products. These improved products will then support the learning of students nationwide and help them to be college- and career-ready. The following sections highlight activities and progress on executing our theory of action through 2018.



**Identify  
Excellence**



**Increase Demand  
for Excellence**



**Improve  
Materials**



**Better Outcomes  
for Students**





# Identifying Excellence

## Educator-Led Reviews of K-12 Instructional Materials

As of December 2018, EdReports had reviewed nearly the entire K-12 English language arts and math materials market. Our reviews reflect a range in alignment and usability and provide detailed evidence educators can use to understand a program's specific strengths and gaps.

Publishers and educators continue to recommend materials for review, and EdReports is committed to evaluating new products when they are released.

Reviews for grades 6-8 science were published in February 2019, and K-2 ELA foundational skills inaugural reviews are slated for later in the year.

The hundreds of reviews published by EdReports has had a clear impact on the quality of materials in the market. By the end of 2018, at least 20 publishers had used the evidence and scores from the reports to improve their programs and make them better aligned to the standards. They also used the reports to help their materials meet expectations for key indicators such as differentiation and teacher supports.



Reports  
Published

90+% of the  
Known K-12  
ELA and  
Math Market  
Reviewed

491  
All Time

119  
2018

### How well materials meet expectations for alignment to standards:

#### ELA

49% Meets

27% Partially Meets

24% Does Not Meet

#### Math

31% Meets

25% Partially Meets

44% Does Not Meet

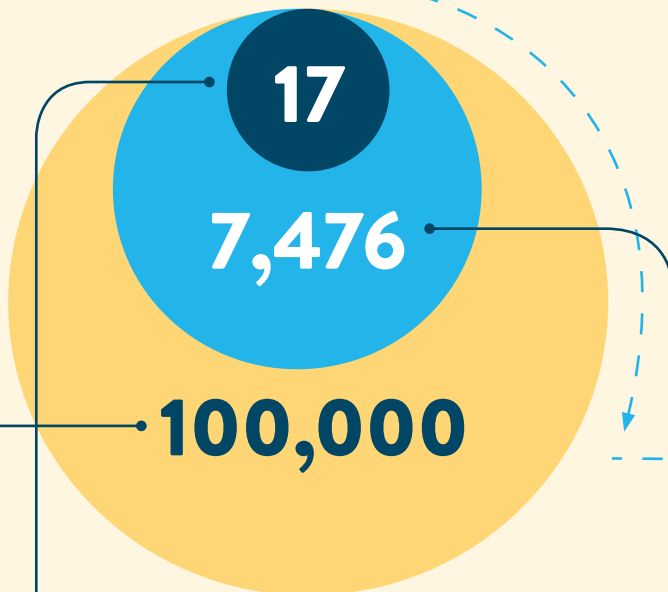


"Because my district uses EdReports to inform decision-making on curriculum selection, I know that I have quality materials to use in my classroom, and that those materials have been through a rigorous review by educators and found to be well-aligned to standards."

DIANE NEAL, **ENGLISH LANGUAGE ARTS REVIEWER**  
MIDDLE SCHOOL LANGUAGE ARTS TEACHER, IDAHO



with



• 17 years average in education

• 7,476 total years of experience in education

• 100,000 hours of review time

## Educator Reviewers

Practicing educators are the heart of EdReports. Reviewers are selected through a comprehensive, competitive application process and only educators who meet the highest standards are chosen to be a part of our review teams.

Reviewers invest hundreds of hours individually and collectively during a four- to six-month period for every report. Reviewers look at the full set of core materials for teachers and students, touching every page, clicking links, and engaging in every aspect of the materials to ensure they conduct a fair and thorough review. Final reports are the result of multiple educators analyzing every page of the materials, calibrating all findings, and reaching a unified conclusion.

Our educator reviewers make this commitment to the review process because they are passionate about supporting students and know that materials matter for student success. They choose to devote their expertise to this work because they want to ensure peers in every state have the information they need to make informed decisions about materials.

from



"This has been one of my greatest learning experiences. I get to interact with a variety of materials and I feel like I have specifically been involved to push for quality curriculum and equity in education."

**CASIE WISE, ENGLISH LANGUAGE ARTS REVIEWER**  
**DIRECTOR OF SCHOOL SUPPORT, TENNESSEE**



# Increasing Demand for Excellence

## Free Tools and Resources on EdReports.org

Identifying excellence is an important step in achieving EdReports' mission, but we know this is not enough. Reviews of instructional materials alone matter little if no one is reading them. Investing in ways to allow for free and easy access, as well as spreading the word about the potential impact of EdReports' reviews, has been a priority from the start. The more districts use our reports to identify strong programs, the more equipped they will be to demand high quality and standards-alignment from the materials market.

The EdReports website is the first place that educators and administrators go to access instructional materials reviews and get information about leading instructional materials initiatives. From March 2015 through December 2018, more than 765,000 visitors viewed nearly 3.5 million pages logging more than a million sessions. Users compare products, download reports, and access the rubrics and evidence guides across content areas.

In 2018, EdReports published its first comprehensive case study that highlights how Newport-Mesa Unified School District in California structured a by-educator approach to its selection process and used our reviews to empower its adoption team. This resource, videos from educators, and how-to blogs are now available on the redesigned EdReports.org website, launched in 2018.

In addition to improving our own website, we initiated our API (application programming interface) that allows other entities (such as nonprofit organizations and departments of education) to freely pipe in our report data and place it within their specific contexts. CalCurriculum.org and NEMaterialsMatter.org both use EdReports' reviews as a key aspect of their website and offer additional resources and information aimed at supporting educators in their states. The API demonstrates how

EdReports can support states with evidence and data about materials' alignment and quality while honoring the importance of local priorities and initiatives.

**Total Page Views: 3,467,452**



**Total Unique Visitors: 767,977**



"I am quite proud of the work that my colleagues have done through EdReports. It's awesome to know that publishers are improving their products and states are using our reviews for adoptions. This work is going to impact so many different teachers and students and to be at the forefront of that change is something really special."

**AMANDA LANNIGAN, MATHEMATICS REVIEWER  
HIGH SCHOOL MATHEMATICS TEACHER, MICHIGAN**

## EdReports Use In the Field

Districts and states of all sizes face a variety of challenges in their materials selection and implementation processes. One key lever to address these challenges is through supporting states and districts to implement smart adoption practices and use EdReports reviews as part of the decision-making process. In 2018, we entered formal partnerships with six states to support their instructional materials priorities.

As a result of these partnerships, EdReports has seen steady increases in awareness and use of reviews. We stand ready to support others in the field to better understand how the evidence in reports can help districts make the best decisions for their students. The EdReports team continues to create resources, highlight best practices, and reach out directly to communities to offer support.

## EdReports' Reviews Included in Requests for Proposals

In 2018, we saw an emerging promising practice where some of the largest school districts in the country, including Baltimore City Public Schools, Montgomery County Public Schools, Chicago Public Schools and Charlotte-Mecklenburg Schools, included a requirement in their request for proposal processes that all curricular submissions be reviewed by EdReports or another similar third party. These districts value having independent, trusted information in hand to support their own robust reviews and ensure that the programs they choose are aligned and high quality.

In a random sample national survey<sup>1</sup> of  
**4,000** school leaders:

**26%** indicated that they had heard of EdReports

Of those school leaders:

**36%** indicated they used EdReports to identify, select, and implement instructional materials.

**524** Districts  
have confirmed use of EdReports including

**61** of the largest — **200** districts representing

**7.8M** Students  
spread across

**48** States  
and the District of Columbia

<sup>1</sup> The RAND Corporation, The American Educator Panels (2017-2018) Retrieved from: <https://www.rand.org/education-and-labor/projects/aep.html>

# Spotlight:

## How EdReports Supports States to Build Capacity and Choose Quality Materials to Meet Local Needs

### Small State, Big Successes

In 2018, EdReports kicked off a yearlong partnership with the Rhode Island Department of Education (RIDE) to support the state's work with districts in advance of instructional materials adoptions. EdReports worked with RIDE to build capacity and support the department with state-level resources to serve current and future selection processes.

Through a series of co-facilitated workshops and consultations with districts, we provided support as they selected high quality, aligned materials that best fit their local needs and priorities. Workshops focused on the best practices involved in adoption processes, including understanding district needs, engaging educators and community members, and developing rollout and implementation plans. Districts made their own individual selection choices, and all chose programs that met expectations for alignment. **Rhode Island Deputy Commissioner of Education Mary Ann Snider noted, "EdReports has had a significant impact on our system."**

### By Nebraska, For Nebraska

At EdReports, we understand the importance of local voice and decision-making. When working with states and districts, we aim to provide resources that are most relevant for educators and reflect the context they are working in. In that spirit, we began our collaboration with the Nebraska Department of Education (NDE) and its regional service units (ESUs) to design state-specific resources to support instructional materials selection across the state.

Along with providing in-person workshops, EdReports partnered with NDE leadership, ESU staff, district leads, and Nebraska educators to build tools and resources that inform and support the decisions districts make locally around instructional materials. The initiative culminated with the creation of a new resource: The Nebraska Instructional Materials Collaborative ([www.nematerialsmatter.org](http://www.nematerialsmatter.org)). Using the EdReports reviews, the collaborative highlights high-quality instructional materials and offers Nebraska-specific guidance documents to ensure instructional materials meet the expectations of Nebraska's Content Area Standards. The Nebraska Instructional Materials Collaborative is the first step of many the state has taken to build capacity and support districts in choosing high quality, aligned materials that meet the needs of Nebraskan teachers and students.



"We have a responsibility to ensure that all students have equitable access to the education necessary to achieve their full potential. A key aspect of this is that all students receive strong, standards-aligned instruction and access to high quality instructional materials. EdReports.org has been an instrumental partner as we've worked to provide statewide leadership that informs and supports the decisions made locally related to curriculum and instructional materials."

**CORY EPLER, CHIEF ACADEMIC OFFICER, NEBRASKA**

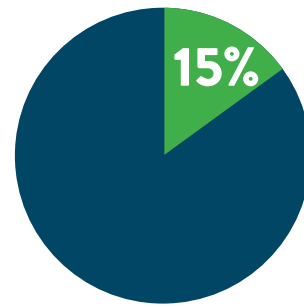




## Use of Aligned ELA Materials

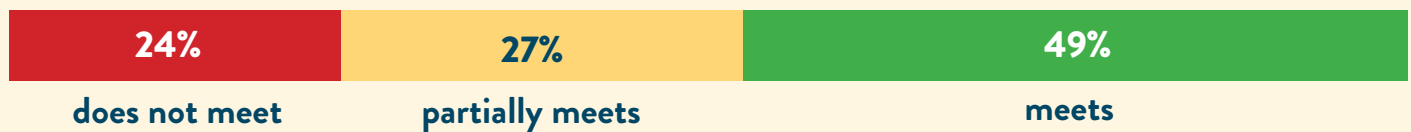
# Looking Ahead

Over the past four years, EdReports has made great strides in identifying excellence in instructional materials and supporting the field to prioritize these materials for their students. However, there is still much work to be done. Despite the availability of quality programs, a majority of the materials in use in classrooms do not meet expectations for alignment.

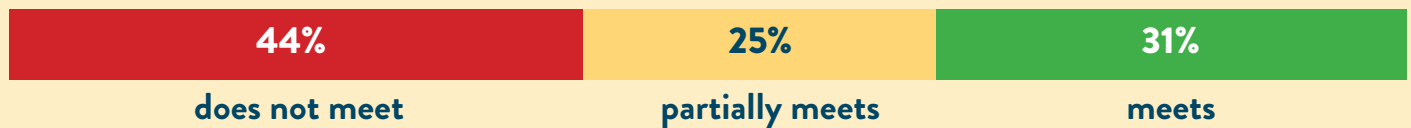


While 49% of ELA materials that EdReports reviewed meet expectations for alignment, **only 15%** of the materials teachers are using nationwide are aligned.

## ELA



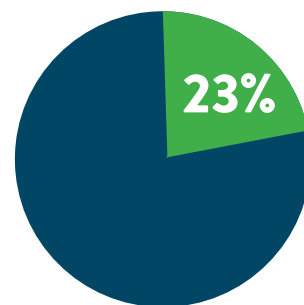
## Math



In the upcoming years, EdReports will continue its outreach to states and districts to help them identify high quality instructional materials that will meet the needs of their students and to ensure these materials are being implemented in classrooms.

We will also continue to research additional subject areas and characteristics of instructional materials for review. Through conversations with materials experts, publishers, state and district leaders, and teachers, we will prioritize providing information about the materials and content that students need most to prepare them for college and careers.

## Use of Aligned Math Materials



While 31% of math materials that EdReports reviewed meet expectations for alignment, **only 23%** of the math materials teachers are using nationwide are aligned.

<sup>2</sup> EdReports defines the “known market” as comprehensive, year-long programs. This excludes materials that are created directly by teachers or teacher relying on pull apart commercial supplementals or materials curated from public spaces such as Google or Pinterest.

# EdReports Board of Directors

EdReports Board Members come from an array of professional backgrounds including K-12 and higher education, finance, law, non-profit management, and marketing and communications. Our board is committed to the EdReports mission of ensuring districts are empowered with the information they need to make the best decisions for their students.

We are grateful to the guidance and the support of our dedicated Board of Directors. EdReports is proud of the diversity of voices and experiences on the board and extend our by-educator value to our governance.



**Darren Burris**  
Math Teacher,  
YSC Academy



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



**Michael Hyde**  
Board Treasurer | Managing Director  
Accenture Finance



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



**Kathleen McGee**  
Counsel,  
Lowenstein Sandler



**Audra McPhillips**  
Mathematics Specialist and Coach,  
West Warwick Public Schools



**Dana Nerenberg**  
Principal,  
Sitton Elementary School



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



**Dr. Sonja Santelises**  
Vice Chair | Chief Executive Officer  
of Baltimore City Public Schools



**Liz Simon**  
General Counsel and Vice President of  
External Affairs, General Assembly



**Lauren Stuart**  
English Language Arts Teacher,  
El Rodeo School



**Peter Tang**  
Board Secretary | SCORE Senior  
Policy and Research Analyst



# Financials

## Statement of Financial Position

### ASSETS

Current Assets	\$10,700,973
<b>Total Assets</b>	<b>\$10,700,973</b>

### LIABILITIES & NET ASSETS

Current Liabilities	\$150,862
<b>Total Liabilities</b>	<b>\$150,862</b>

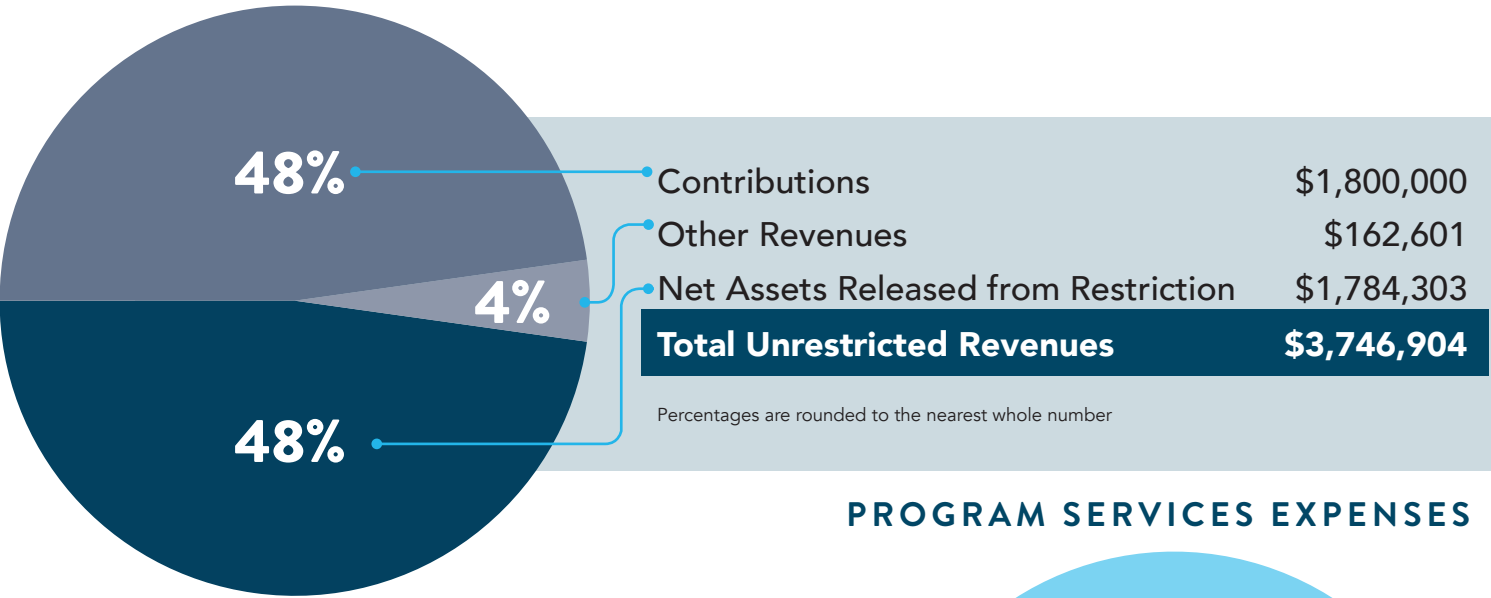
### NET ASSETS

Without Donor Restrictions	\$4,623,741
With Donor Restrictions	\$5,926,370
<b>Total Net Assets</b>	<b>\$10,550,111</b>

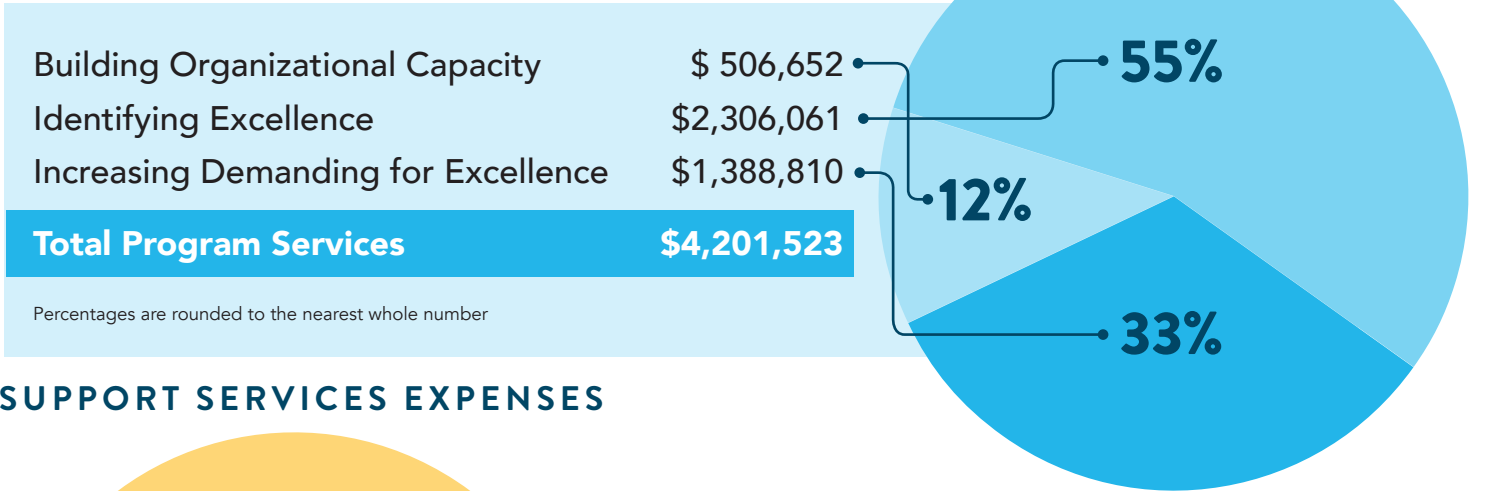
<b>Total Liabilities &amp; Net Assets</b>	<b>\$10,700,973</b>
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Statement of Activities

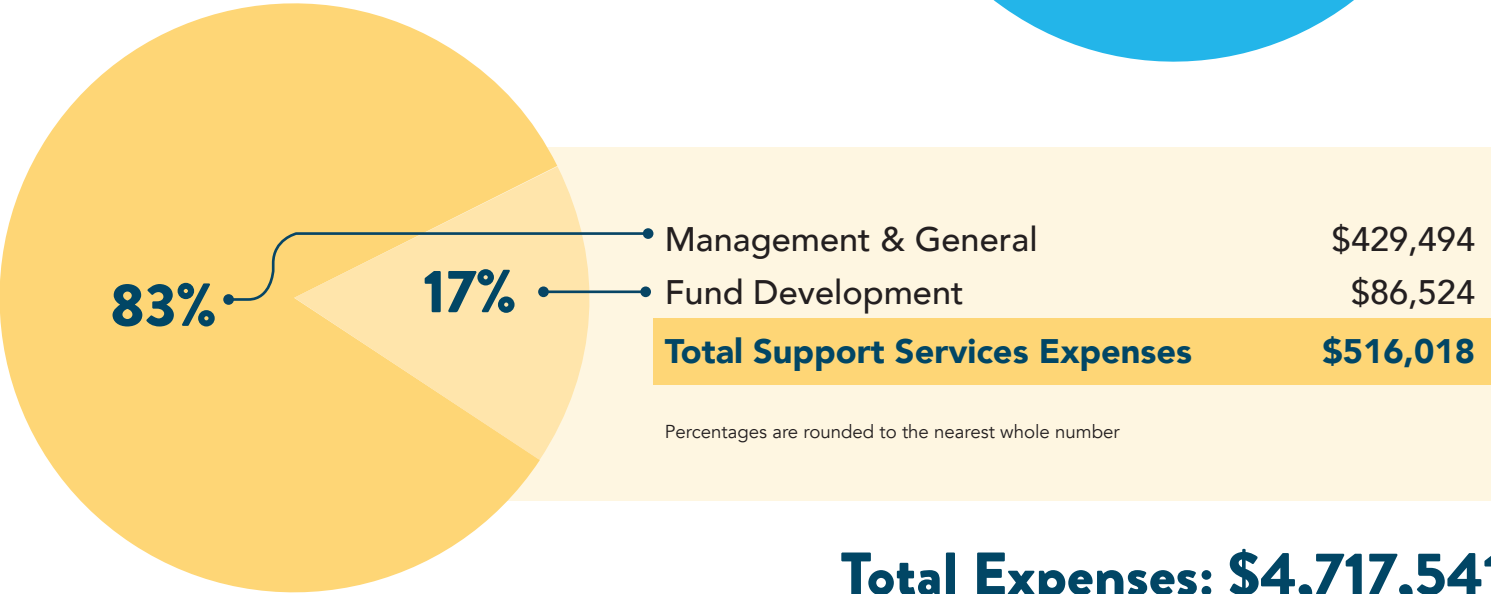
UNRESTRICTED REVENUES



PROGRAM SERVICES EXPENSES



SUPPORT SERVICES EXPENSES



**Total Expenses: \$4,717,541**

Increase/(decrease) in unrestricted net assets

\$ (970,637)

CHANGES IN TEMPORARILY RESTRICTED NET ASSETS

Restricted Contributions

\$6,877,674

Net Assets Released from Restrictions

\$ (1,784,303)

Increase/(decrease) in temporarily restricted net assets

\$5,093,371

CHANGE IN NET ASSETS

Net Assets at Beginning of Year

\$6,427,379

Net Assets at End of Year

\$10,550,111

Increase/(decrease) in Net Assets

\$4,122,732

The financial information summarized in this annual report is from the 2018 EdReports Financial Statements to be audited by Frank, Rimerman + Co. LLC, Certified Public Accountants

EdReports is grateful for the generous support from:

Bill & Melinda Gates Foundation

The Helmsley Charitable Trust

Broadcom Corporation

Oak Foundation

Carnegie Corporation of New York,

Overdeck Family Foundation

The Charles and Helen Schwab Foundation

The Samueli Foundation

The Charles and Lynn Schusterman Foundation

The Stuart Foundation

The William and Flora Hewlett Foundation

