



WHY MATERIALS MATTER

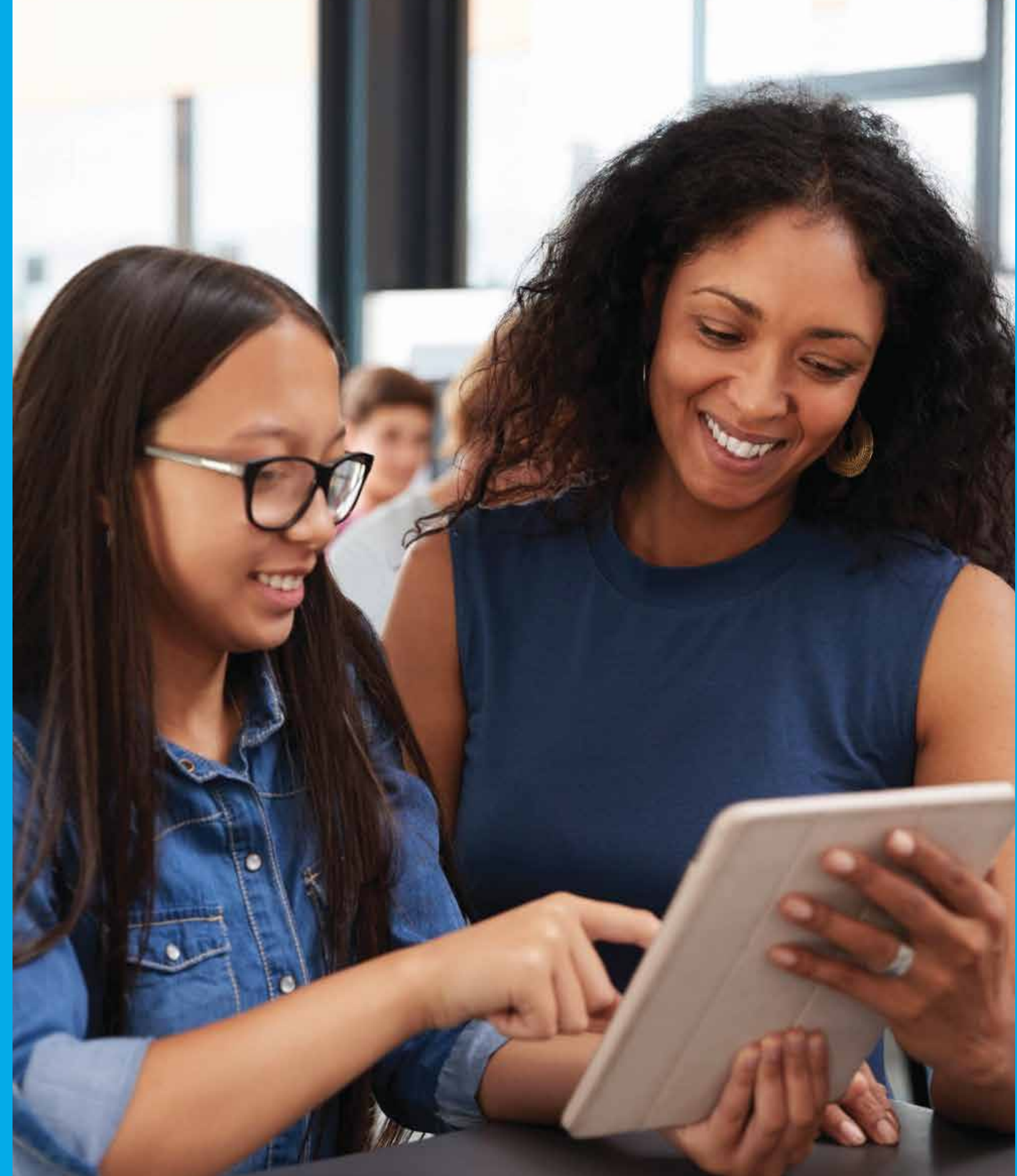
Through our work we know that

**INSTRUCTIONAL MATERIALS
MAKE A DIFFERENCE FOR KIDS.
WHAT IS CHOSEN MATTERS.**

Research shows that students learn primarily through their interactions with teachers and content.

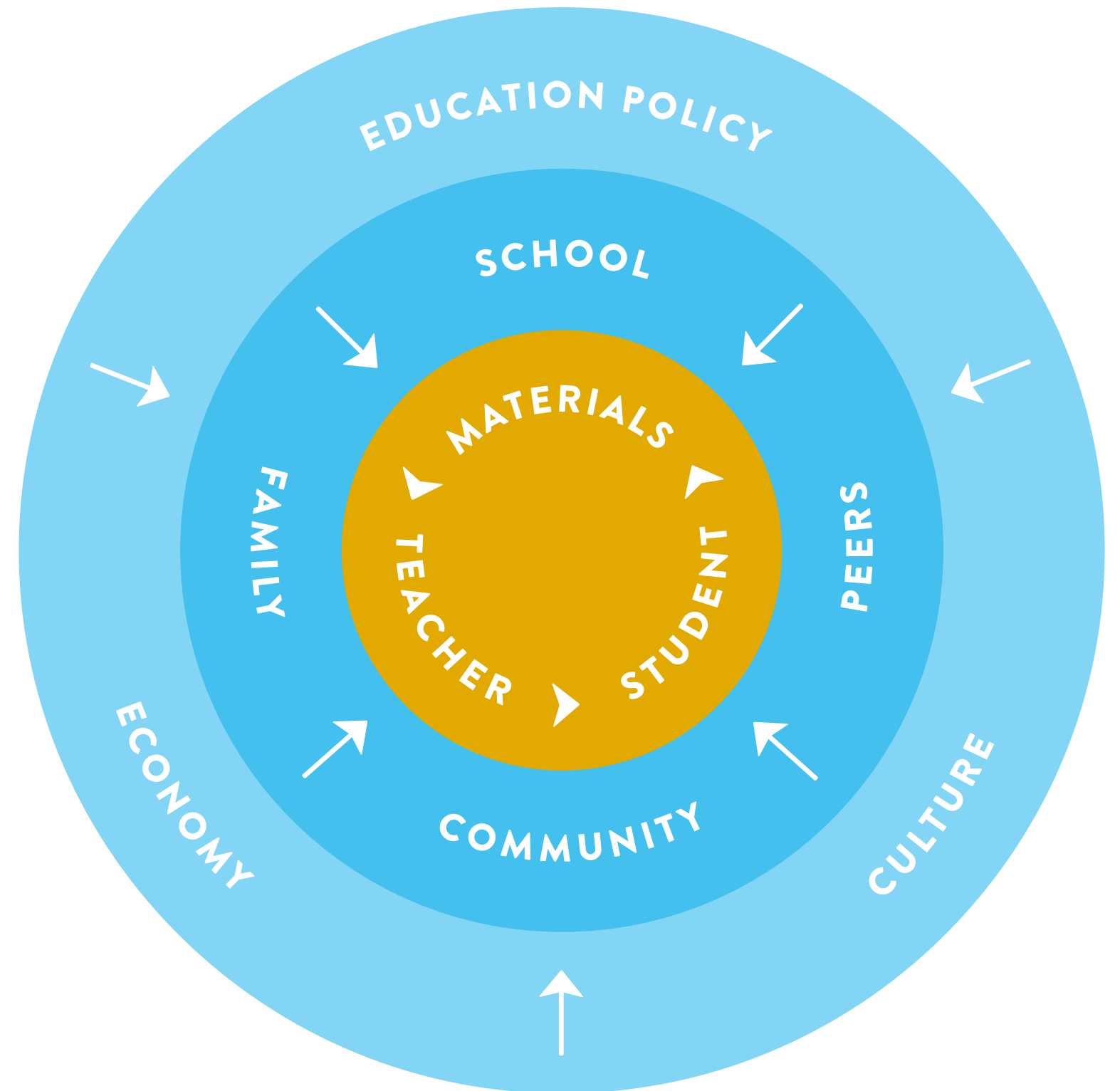
**THIS INSTRUCTIONAL CORE IS
THE FOUNDATION**

for ensuring all kids are college and career-ready and have the skills and knowledge they need to thrive in school and beyond.



“THAT INSTRUCTIONAL MATERIALS EXERCISE THEIR INFLUENCE ON LEARNING DIRECTLY AS WELL AS BY INFLUENCING TEACHERS’ INSTRUCTIONAL CHOICES AND BEHAVIOR, MAKES INSTRUCTIONAL MATERIALS ALL THE MORE IMPORTANT.”

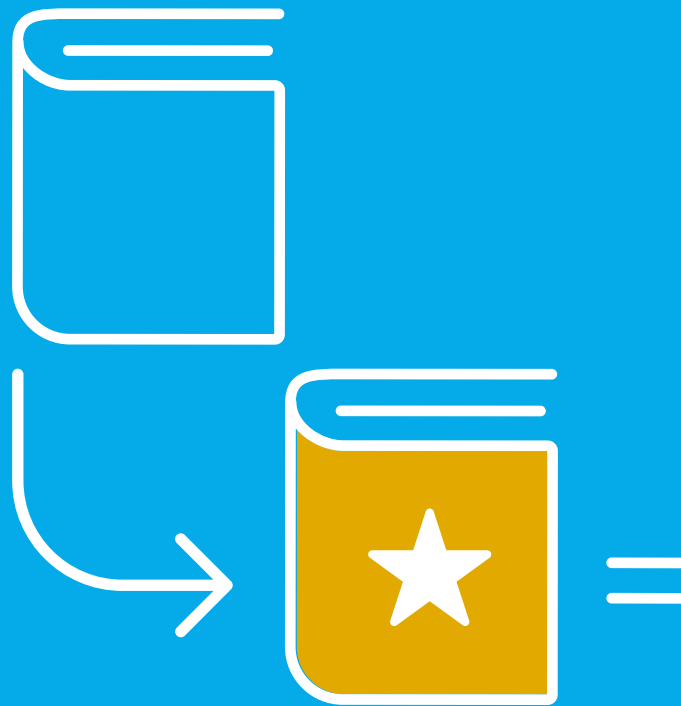
- Chingos and Whitehurst, 2012¹



¹Chingos, M., Whitehurst, G. (2012). Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core. Retrieved from Brown Center on Education Policy at Brookings: https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

**INSTRUCTIONAL MATERIALS
HAVE A DIRECT IMPACT ON STUDENT
LEARNING OUTCOMES.**

**ONE STUDY SHOWED
USING A TOP RANKED
PROGRAM IN 4TH OR 5TH
GRADE MATH CAN
LEAD TO**



**STUDENT ACHIEVEMENT
GAINS OF 3.6 PERCENTILE
POINTS**

larger than the improvement of a typical teacher's effectiveness in their first three years on the job when they are learning to teach.²

²Kane, T., Owens, A., Marinell, W. Thal, D., Staiger, D. (2016). Teaching Higher: Educators' Perspectives on Common Core Implementation. Boston, MA: Harvard University Center for Education Policy Research. Retrieved from: <https://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>

**INSTRUCTIONAL MATERIALS
HAVE A DIRECT IMPACT ON STUDENT
LEARNING OUTCOMES.**

**WHEN MIDDLE
SCHOOL TEACHERS
USE HIGH-QUALITY
INSTRUCTIONAL
MATERIALS**



**IT CAN SIGNIFICANTLY
IMPROVES STUDENT
LEARNING OUTCOMES.**

A 2017 study shows that the effect on learning is the same as moving an average performing teacher to one at the 80th percentile.³

³Jackson, K., Makarin, A. (2016-2017). Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence from a Field Experiment. American Economic Journal: Economic Policy, Vol 10 (3), pages 226-254. Retrieved from: <https://www.nber.org/papers/w22398>

**HIGH QUALITY MATERIALS
DON'T NECESSARILY COST
MORE, BUT OFTEN HAVE
BIGGER PAY OFFS.**

**“TEXTBOOKS ARE RELATIVELY
INEXPENSIVE AND TEND TO
BE SIMILARLY PRICED.**

The implication is that the marginal cost of choosing a more effective textbook over a less effective alternative is essentially zero.”⁴
(Polikoff and Koedel, 2017)

⁴Koedel, C., Polikoff, M. (2017). Big Bang for Just a Few Bucks: the Impact of Math Textbooks in California. Economic Studies at Brookings, Evidence Speaks Reports, Vol 2 (5). Retrieved from: https://www.brookings.edu/wp-content/uploads/2017/01/es_20170105_polikoff_evidence_speaks.pdf





IMPROVING
THE QUALITY OF
CURRICULUM IS

**40x MORE
COST-EFFECTIVE**

THAN CLASS-SIZE
REDUCTION.⁵

⁵Boser, U., Chingos, M., Straus, C. (2015). The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck? Washington, DC: Center for American Progress. Retrieved from: <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>

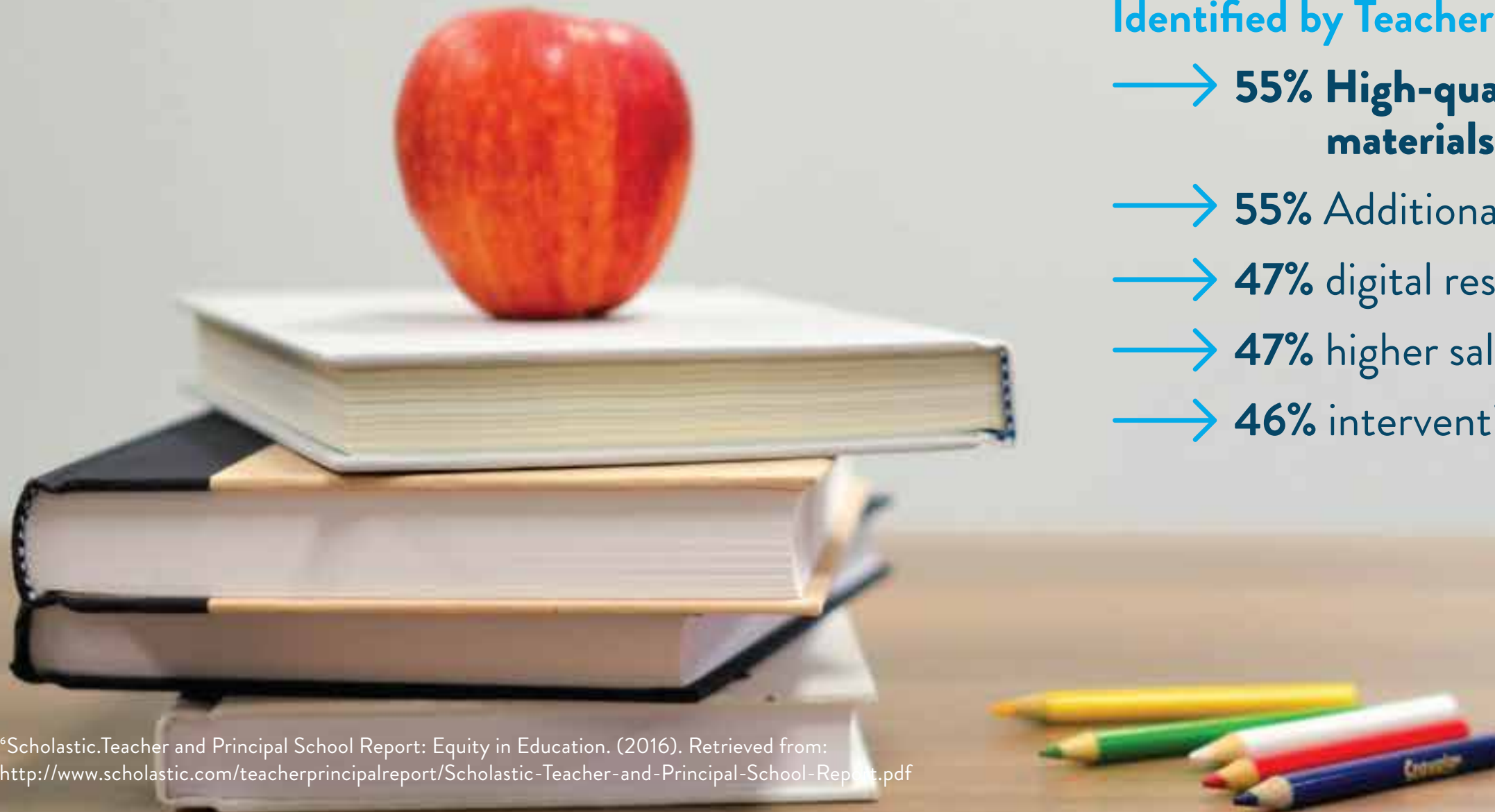
TEACHERS KNOW THAT MATERIALS MATTER, BUT DON'T ALWAYS HAVE ACCESS TO THE QUALITY CONTENT THAT THEIR STUDENTS DESERVE.

HIGH-QUALITY INSTRUCTIONAL MATERIALS

are cited as a top funding priority for teachers.

Top Five Funding Priorities Identified by Teachers

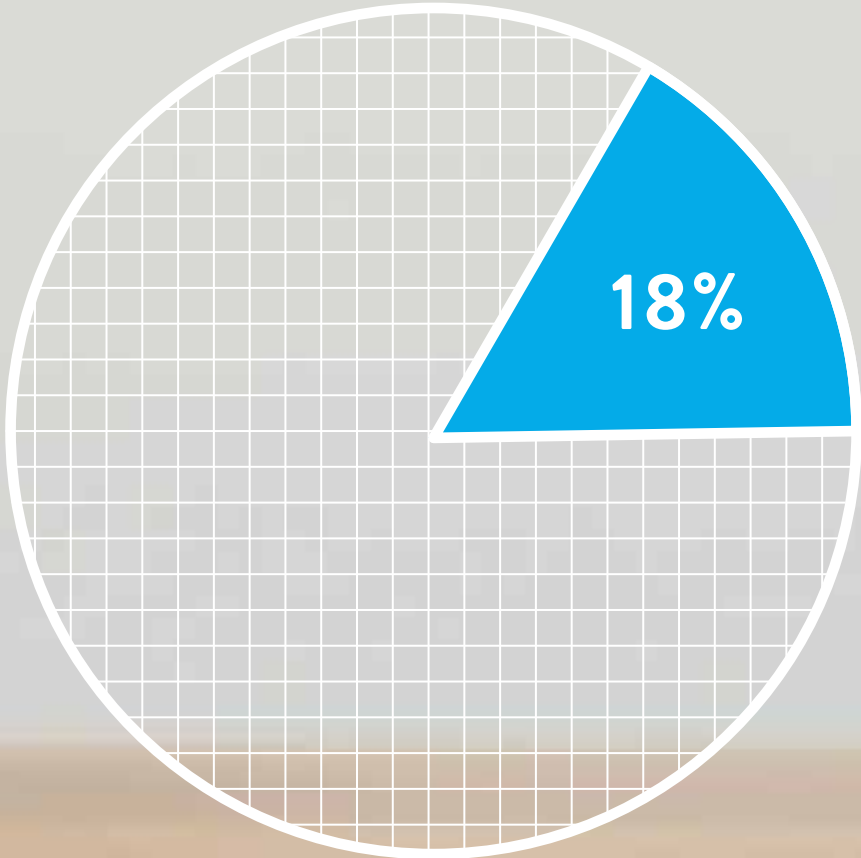
- **55% High-quality instructional materials and text books**
- 55% Additional staff
- 47% digital resources
- 47% higher salaries
- 46% intervention programs



TEACHERS KNOW THAT MATERIALS MATTER, BUT DON'T ALWAYS HAVE ACCESS TO THE QUALITY CONTENT THAT THEIR STUDENTS DESERVE.

AND YET... ONLY 18% OF TEACHERS

believe that their district or school's instructional materials are aligned with the Common Core State Standards.



⁷Zubrzycki, J. "Teachers Say They Know More About the Common Core, But Challenges Linger" EdWeek (2016).

WHEN TEACHERS DON'T HAVE ACCESS TO GREAT MATERIALS THEY HUNT FOR THEM ONLINE—OFTEN LEADING TO INCONSISTENT QUALITY THAT IMPACTS LOW-INCOME, STUDENTS OF COLOR THE MOST.



TEACHERS SPEND MORE THAN 12 HOURS PER WEEK

searching for and creating instructional resources (free and paid),⁸ drawing from a variety of sources, many of them unvetted.

⁸Goldberg, M. (2016). Classroom Trends: Teachers as Buyers of Instructional Materials and Users of Technology. K-12 Market Advisors. Retrieved from: <https://mdreducation.com/reports/classroom-trends-teachers-buyers-instructional-materials-users-technology/>

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A 2017 RAND analysis found that



96%
OF TEACHERS
use Google to find
lessons and materials.



Nearly **75%**
OF TEACHERS
use Pinterest to find
lessons and materials.⁹

⁹Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR1529-1.html

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Teachers working in schools that have a high proportion of students who receive free and reduced lunch are searching for materials online at higher rates.¹⁰

The assignments teachers select or create tend to be lower quality than what the district or state provided.¹¹

Percentage of assignments on grade-level:

34% ASSIGNMENTS PROVIDED BY DISTRICT OR STATE

20% TEACHER CREATED/SELECTED ASSIGNMENTS

¹⁰Opfer, V., Kaufman, J., Thompson, L. (2016). Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR1529-1.html

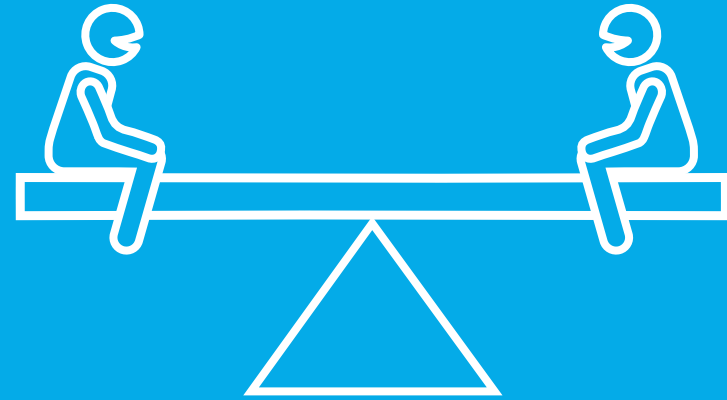
¹¹TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>

INCONSISTENT ACCESS TO
HIGH-QUALITY CONTENT
IMPACTS STUDENT LEARNING
IN SCHOOLS ACROSS
THE COUNTRY.

IN A SINGLE SCHOOL YEAR,
THE AVERAGE STUDENT SPENDS
581 OF 720 AVAILABLE HOURS ON
ASSIGNMENTS
THAT ARE NOT HIGH-QUALITY.¹²

¹²TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>





**THIS IS PARTICULARLY
SIGNIFICANT FOR STUDENTS
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LIVING IN POVERTY WHO
HAVE LESS ACCESS TO
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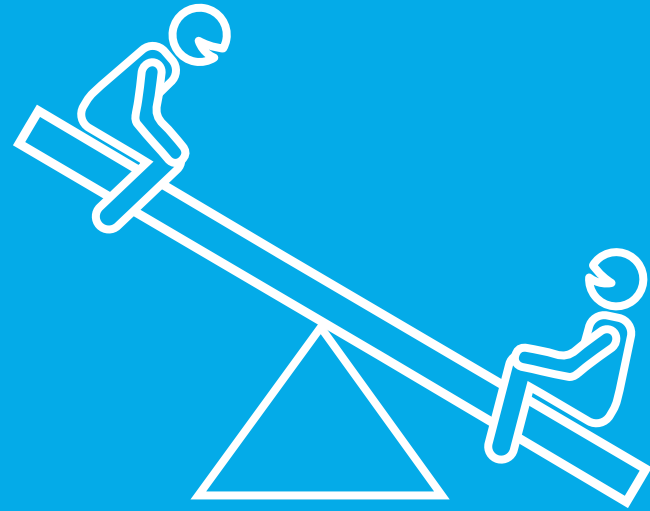




THIS IS PARTICULARLY SIGNIFICANT FOR STUDENTS OF COLOR AND STUDENTS LIVING IN POVERTY WHO HAVE LESS ACCESS TO HIGH-QUALITY STANDARDS-ALIGNED MATERIALS THAN THEIR PEERS.

A 2015 STUDY FOUND LOW-INCOME STUDENTS ARE LESS LIKELY THAN HIGH-INCOME STUDENTS TO HAVE QUALITY CONTENT AND CURRICULUM IN THE CLASSROOM.





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¹³Schmidt, W., Burroughs, N., Zoido, P., Houang, R. (2015). The Role of Schooling in Perpetuating Educational Inequality: An International Perspective. *Educational Researcher*, Vol 44 (7), page 371-386. Retrieved from: <https://journals.sagepub.com/doi/pdf/10.3102/0013189X15603982>

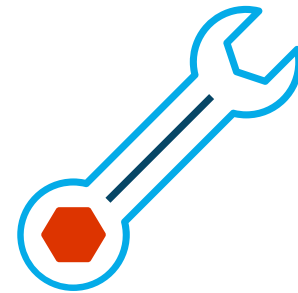
AND STUDENTS OF COLOR AND THOSE FROM LOW-INCOME BACKGROUNDS WERE LESS LIKELY THAN WHITE AND HIGHER-INCOME STUDENTS TO BE IN CLASSROOMS WITH GRADE-APPROPRIATE ASSIGNMENTS.¹⁴

¹⁴TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>

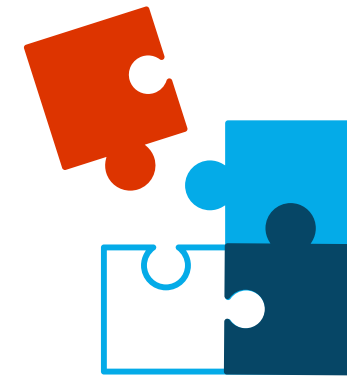
AND THE CONSEQUENCES OF NOT HAVING HIGH QUALITY MATERIALS DOESN'T END AT HIGH SCHOOL GRADUATION.



Nationwide, **40%** of **COLLEGE STUDENTS** (including 66 percent of Black college students and 53 percent of Latinx¹⁵ college students) take at least one remedial course¹⁶ learning skills they were told they'd already mastered in high school.



A recent study found that college remediation costs students and their families **\$1.5 BILLION ANNUALLY.**¹⁷



Graduates who opt for a career straight out of high school aren't faring much better, with many employers reporting high school graduates are **MISSING SKILLS** needed to do their jobs well.¹⁸

¹⁵TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#3> ¹⁶TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#4>
¹⁷TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#5> ¹⁸TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/endnotes#3>

BUT WHEN TEACHERS HAVE ACCESS TO HIGH-QUALITY, ALIGNED INSTRUCTIONAL MATERIALS, IT MAKES A DIFFERENCE IN THEIR CLASSROOM PRACTICE AND THE INSTRUCTION STUDENTS RECEIVE.

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.¹⁹

¹⁹Opfer, V., Kaufman, J., Bongard, M, Pane, J. (2018). Changes in What Teachers Know and Do in the Common Core Era, American Teacher Panel Findings from 2015 to 2017. Santa Monica, CA: RAND Corporation. Retrieved from: https://www.rand.org/pubs/research_reports/RR2658.html



...WHEN TEACHERS HAVE ACCESS TO HIGH-QUALITY, ALIGNED INSTRUCTIONAL MATERIALS, IT MAKES A DIFFERENCE IN THEIR CLASSROOM PRACTICE AND THE INSTRUCTION STUDENTS RECEIVE.

“When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially.”²⁰



²⁰TNTP. (2018). The Opportunity Myth. Retrieved from: <https://opportunitymyth.tntp.org/>



EdReports' mission is to increase the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Explore hundreds of free reports and learn more about why materials matter for students and their futures.