

EDREPORTS.ORG

Is an independent nonprofit designed to improve K-12 education. We provide free, web-based reviews of instructional materials focused on alignment to the Common Core and other indicators of high quality as recommended by educators, including usability, teacher support, and differentiation. Our reviews highlight those instructional materials that are aligned to the higher standards states have adopted so that teachers, principals, district and state officials charged with purchasing materials can make more informed choices. Long term, EdReports.org’s goal is to elevate the overall level of rigor and quality of instructional materials by helping educators demand better materials from those who supply the market.

THE NEED

Teachers need high quality instructional materials to support student achievement. As most states proceed with implementation of the Common Core, curriculum supervisors at the state and local level need classroom materials that reflect the new standards. Instructional materials that claim to be Common Core-aligned have saturated the market. Yet we know many of those claims have not been verified by a reliable source. Without an independent review to identify quality materials, the promise of Common Core cannot be realized.

FOR EDUCATORS, BY EDUCATORS

EdReports.org’s work is led by outstanding classroom educators, principals, district leaders and state administrators: from its Board of Directors, to input on our organization and process gathered through a listening tour with hundreds of educators across the country, and in designing and implementing our review process. The EdReports.org Content Review Team, which analyzes the quality and alignment of instructional materials, consists of outstanding classroom educators and mathematics experts who deeply understand the Common Core State Standards. EdReports.org worked with several organizations to recruit expert educators from across the country. The selection process included an application, interviews and a work sample representing mastery of college- and career-ready standards.

REVIEW PROCESS

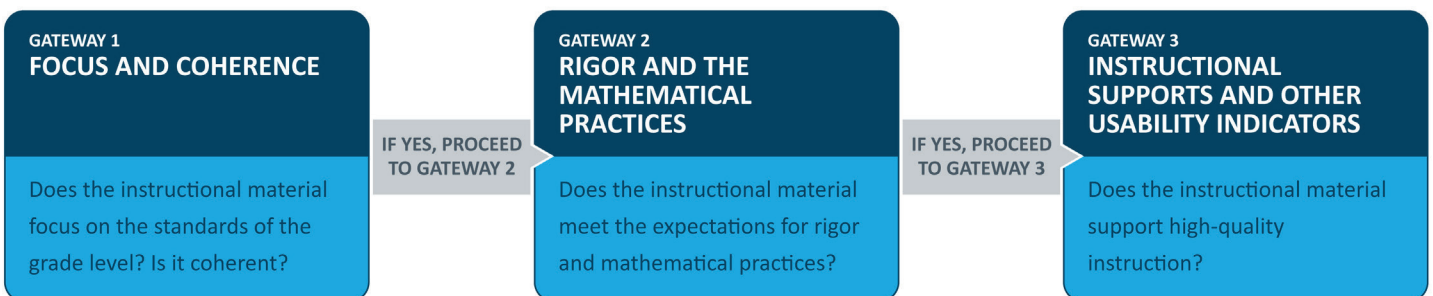
To provide consumers with credible, useful information about instructional materials, EdReports.org has developed a rigorous process to evaluate the alignment and indicators of quality of yearlong instructional materials or products (digital, traditional textbook or some combination).

“This kind of information is just desperately needed. There’s just no question there’s immense demand right now.”

Morgan Polikoff, assistant professor of education at the University of Southern California. Education Week August 2014

EdReports.org had 46 educators—23 practicing classroom teachers—review its first 20 sets of yearlong K-8 mathematics instructional materials. The Content Review Team forms a network of educators dedicated to raising the quality of instructional materials. In the future, thousands of educators will weigh in on the materials’ usability and quality by providing online user feedback.

By engaging educators to conduct the reviews, EdReports.org aims to be a premier professional development experience for educators to become expert in standards-based instruction. The core values that guide the work of EdReports.org are a commitment to inspiring and uplifting the field, transparency and integrity, excellence and rigor, a commitment to research and evidence, and courage.



WHY NOW?

This moment in history is a pioneering phase in education ripe with possibility:

- Over three decades of knowledge and research mean we know more than ever before about how students learn mathematics.
- The Common Core State Standards, now in 40-plus states, represent a tremendous step to higher expectations and increased achievement in the U.S.
- Many existing and emergent examples of technology indicate promise to support great leaps in math teaching and student performance. These digital materials are proliferating rapidly at the same time that tremendous gaps exist in student and school-based capacity to access interactive digital materials.

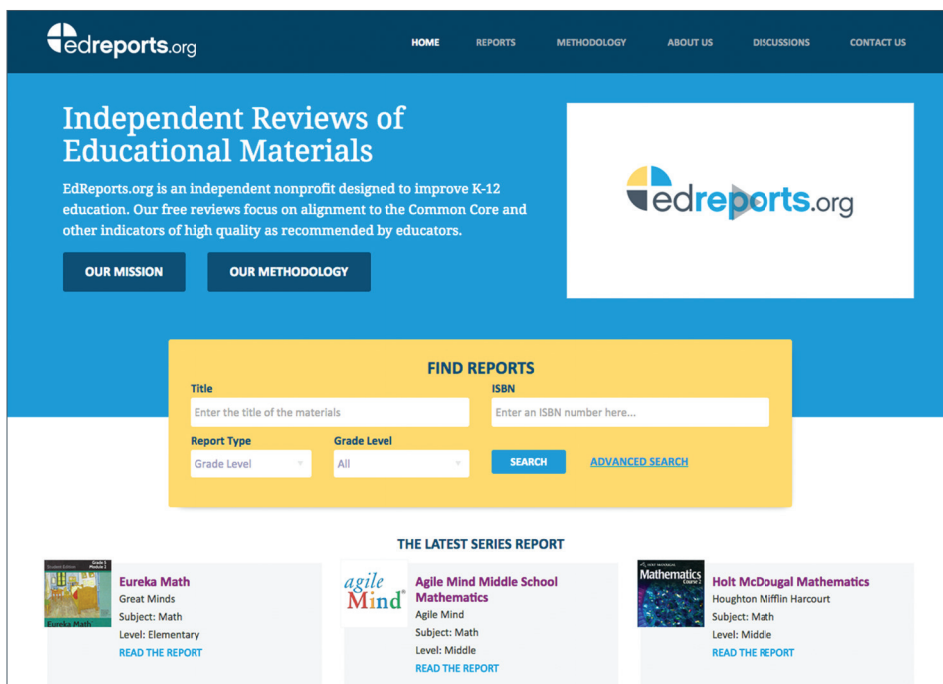
WHY START WITH MATH?

We are sending higher numbers of young people to college than ever before, yet graduating fewer—and mathematics skill is often what holds young people back. By every global measure, K-12 students in the United States lag in mathematics behind students around the world. Large achievement gaps among socioeconomic and ethnic subgroups persist. And despite many valiant efforts, long-term trends show only modest improvement. Mathematics proficiency matters greatly: It opens the door to high school graduation, college readiness, college graduation and the jobs of today and the future. The stakes are high; vast improvement in mathematics understanding by all students is needed.

FIND US ONLINE

Our goal is to create “smart demand” by adding information to the instructional materials marketplace; but more information does not necessarily equate to smarter. Therefore the principles guiding the design of our online tool are:

- **Trust-** The supporting evidence should be thorough and easy to access so that users of any series can readily consider areas to enhance their curriculum,
- **Neutrality-** The key functions of the site are to find, compare, and sort information
- **Transparency-** Supplementary and supporting information like the publisher response and our methodology should always be visible to users.



The screenshot shows the edreports.org website interface. At the top is a dark blue navigation bar with the logo and links for HOME, REPORTS, METHODOLOGY, ABOUT US, DISCUSSIONS, and CONTACT US. Below this is a large blue banner with the heading "Independent Reviews of Educational Materials" and a brief description of the organization's mission. A yellow search box titled "FIND REPORTS" contains input fields for Title and ISBN, and dropdown menus for Report Type and Grade Level. Below the search box, there is a section titled "THE LATEST SERIES REPORT" featuring three report cards: "Eureka Math Great Minds" (Elementary), "Agile Mind Middle School Mathematics" (Middle), and "Holt McDougal Mathematics" (Middle).

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