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The Rise of Standards-Aligned Instructional Materials for U.S. K–12 Mathematics and English Language Arts Instruction

Findings from the 2021 American Instructional Resources Survey

Key Findings

- Use of standards-aligned materials among U.S. teachers was greater for mathematics than for English language arts (ELA), although high proportions of high school teachers reported use of unaligned or unrated materials for both subjects.
- Use of standards-aligned materials has been rising across the United States and particularly among teachers in some states participating in the Council of Chief State School Officers' High-Quality Instructional Materials and Professional Development (IMPD) Network.
- Nearly all teachers reported regular use of a curriculum material with available digital components.

By themselves, state academic standards do not lead to major shifts in what teachers do in their classrooms. This is a key finding from research covering decades of standards-based reform, including RAND surveys that track how state standards affect teachers' perceptions of what content is most important to address in classroom instruction (Coburn, 2004; Cohen, 1995; Edgerton and Desimone, 2018; Opfer et al., 2018). One critical reason for this disconnect between state standards and instructional practice is that teachers' curriculum materials—the textbooks and other materials that drive lesson content—are frequently not aligned with state standards (Kaufman et al., 2020; Polikoff et al., 2020).

Many states and organizations have noted this misalignment and have been advocating for greater use of standards-aligned curriculum. In 2017, the Council of Chief State School Officers (CCSSO) formed the High-Quality Instructional Materials and Professional Development (IMPD) Network.

It includes states that are focused on improving use of standards-aligned, high-quality instructional materials in K–12 public schools. The IMPD Network currently includes 13 states: Arkansas, Delaware, Kentucky, Louisiana, Massachusetts, Mississippi, Nebraska, New Mexico, Ohio, Rhode Island, Tennessee, Texas, and Wisconsin. Each state has a somewhat different approach to increasing and improving use of standards-aligned materials, but their approaches coalesce around a similar set of strategies (CCSSO, 2021), including the following:

- strategies to signal to school systems which curriculum materials are high-quality (and which are not)
- funding and other incentives that encourage school systems to adopt high-quality materials
- professional development focused on use of high-quality materials
- teacher preparation programming focused on use of high-quality materials.

Each state also has developed strategies for collecting and using data on curriculum usage and professional development and ways to communicate their approaches with stakeholders. They also have approaches for communicating these strategies with schools systems, educators, and other stakeholders.

Before the IMPD Network was formed, such states as Louisiana had been working to design policies and systems to encourage use of standards-aligned instructional materials. These policies included public reviews of how well the most commonly used materials aligned with state standards and funding incentives to adopt aligned materials (Kaufman, Cannon, et al., 2018). Louisiana’s policies appeared to be working: As of the 2016–2017 school year, large proportions of Louisiana teachers reported

using standards-aligned instructional materials, and Louisiana teachers reported more understanding of and engagement in standards-aligned practices for mathematics and English language arts (ELA) than other teachers across the United States (Kaufman, Steiner, and Baird, 2019; Kaufman, Thompson, and Opfer, 2016).

To investigate the extent to which teachers across the country and in IMPD Network states have been using standards-aligned materials over time, we leverage data from the American Instructional Resources Survey (AIRS), which was administered to a nationally representative sample of teachers in spring 2019, 2020, and—most recently—2021. The AIRS focuses on what instructional materials teachers use for their instruction in mathematics, ELA, and science; how teachers use those materials; and the factors related to that use. AIRS data also reveal how the coronavirus disease 2019 (COVID-19) pandemic might influence what materials teachers use for instruction. AIRS is administered to a national sample of teachers, as well as state-representative samples from the 13 states participating in the IMPD Network.

In this Data Note—the first report to share findings from the spring 2021 AIRS survey—we discuss

- the proportion of U.S. K–12 public teachers using standards-aligned curriculum materials for their mathematics and ELA instruction for the 2020–2021 school year
- the use of standards-aligned materials among K–12 public teachers in IMPD Network states in 2020–2021, with comparative data on use from the 2018–2019 and 2019–2020 school years
- whether curriculum materials that teachers used were available to students at their school in digital form for the 2020–2021 school year, according to teacher self-reporting.

Although much research has demonstrated that state standards do not typically influence what happens in classrooms, our research suggests that states may be able to incentivize which materials teachers use regularly for their instruction—and thus what students learn.

Abbreviations

AIRS	American Instructional Resources Survey
CCSSO	Council of Chief State School Officers
COVID-19	coronavirus disease 2019
ELA	English language arts
IMPD	High-Quality Instructional Materials and Professional Development

How We Defined Use of Standards-Aligned Curriculum Materials

In our survey, we asked teachers to tell us which curriculum materials they used once per week or more for their instruction, defining *curriculum materials* as “instructional materials intended to constitute a full, comprehensive course of study for a particular subject and grade level.” We asked teachers the same question about which curriculum materials they used in our 2019, 2020, and 2021 surveys. Although our 2020 survey was fielded in late spring, after nearly all schools had closed their doors because of COVID-19, teachers were instructed to respond about which curriculum materials they used once per week or more in 2019–2020 before school closures because of COVID-19.

We rated each of the curriculum materials teachers reported using once per week or more on whether it met expectations of EdReports reviewers. EdReports is a nonprofit organization that reviews the most commonly used comprehensive curriculum materials to determine the extent to which those curriculum materials meet expectations of college- and career-ready standards for mathematics and ELA (for more information on EdReports ratings, see EdReports.org). We used these EdReports ratings to code curriculum materials as *fully*, *partially*, or *not standards-aligned* for that teachers’ subject and grade level. We coded teachers’ curriculum as *unrated* if it was not rated by EdReports or if teachers reported that their curriculum materials were developed by themselves or their school system; we coded teachers as using *no curriculum* if they reported not using any curriculum materials for their instruction. Because teachers typically reported using multiple curriculum materials, we assigned teachers a single best case rating of standards-aligned curriculum use. This is the highest rating received across all of the curriculum materials that a teacher reported using. For example, if a teacher reported using at least one partially aligned material and several unrated materials, we coded the teacher as using partially aligned materials. For more information about how we analyzed the AIRS data, see the How This Analysis Was Conducted section.

Takeaways

Use of Standards-Aligned Materials Among U.S. Teachers Was Greater for Mathematics Than for ELA, Although High Proportions of High School Teachers Reported Using Unaligned or Unrated Materials in Both Subjects

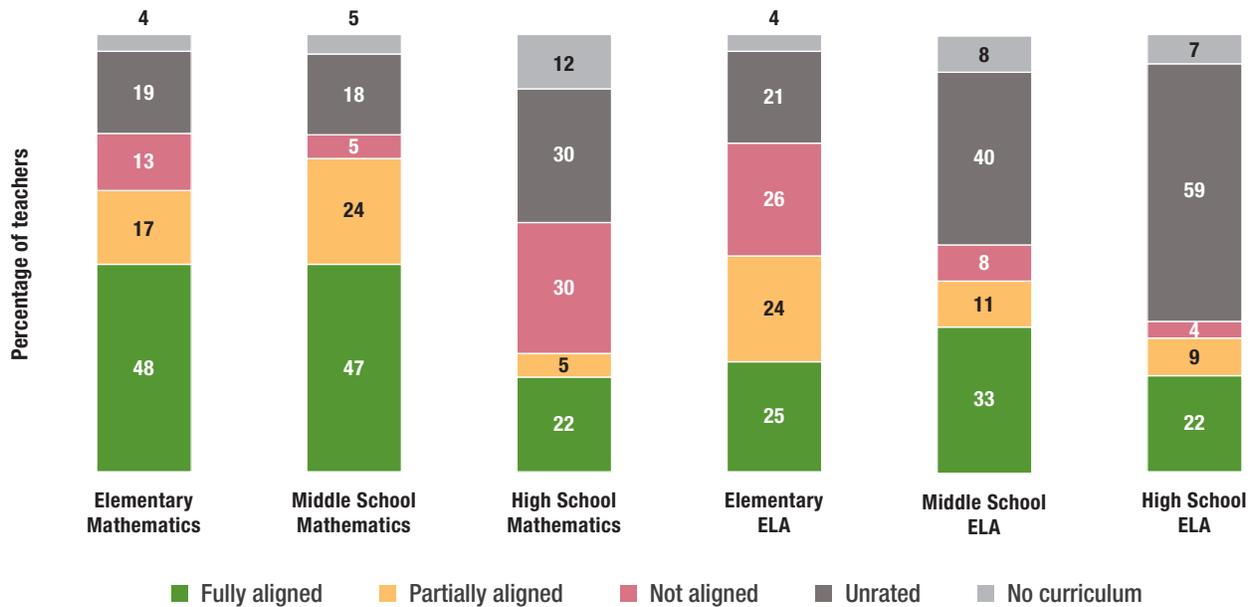
Our data indicate that teachers across the United States are more likely to be using instructional materials aligned with state standards for mathematics than for ELA, particularly at the elementary and middle school levels. Nearly half of all elementary and middle school teachers reported using at least

one fully aligned curriculum material for their mathematics instruction during the 2020–2021 school year (see Figure 1). Fewer teachers reported using a fully aligned material for ELA: About one-quarter of teachers reported using fully aligned ELA materials at the elementary level, and about one-third reported doing so at the middle school level.

At the high school level, use of fully aligned materials was similar for ELA and mathematics. Twenty-two percent of teachers reported fully aligned usage in both subjects; the rest reported using partially aligned materials, materials not aligned with standards, unrated materials, or no curriculum materials at all. The use of unrated materials was

FIGURE 1

Teachers' Use of Aligned Curricula, by Grade Band and Subject, 2020–2021



NOTE: This figure shows, by grade band and subject, the percentage of teachers using (1) at least one fully aligned curriculum material, (2) at least one partially aligned but no fully aligned curriculum materials, (3) at least one not aligned curriculum material but no fully aligned or partially aligned curriculum materials, (4) only unrated curriculum materials, and (5) no curriculum materials.

particularly high for high school ELA, with nearly 60 percent of teachers reporting using unrated curriculum.

The specific curriculum materials that teachers reported using varied considerably across grade levels. Across the entire sample, about 73 standards-aligned titles were reportedly used by teachers for mathematics instruction, and 49 standards-aligned titles were used for ELA. Some of the most common standards-aligned mathematics curriculum materials that teachers reported using were EngageNY (used by 16, 13, and 5 percent of elementary, middle, and high school teachers, respectively), Eureka Math (used by 10 percent of elementary teachers) and Bridges in Mathematics (used by 7 percent of elementary teachers). The most commonly used ELA standards-aligned curriculum materials included EngageNY, Reading Wonders–2020, and StudySync. At the middle and high school level, 81 percent of teachers using

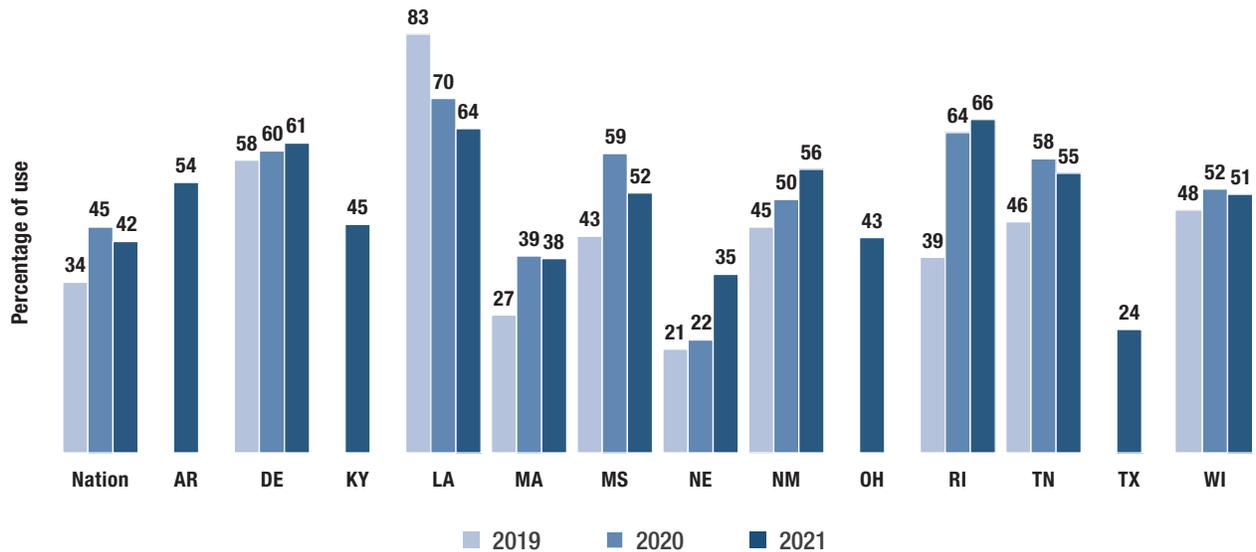
unrated materials were reported using self-created or school- or district-created curriculum materials.

Use of Standards-Aligned Materials Is Rising Across the United States and Particularly in IMPD States

Figures 2 and 3 show increases in teachers' use of fully aligned instructional materials from 2018–2019 to 2020–2021 in IMPD Network states and in the United States as a whole. The rise in use of fully aligned materials mainly took place from 2018–2019 to 2019–2020. Because EdReports has rated more materials over the past few years—including more materials that were rated as fully aligned—some teachers could have been using fully aligned materials in 2019 (Kaufman et al., 2020), but they would not have been noted as doing so in our past reports. Therefore, we retrospectively applied all of EdReports' current ratings to curriculum materials

FIGURE 2

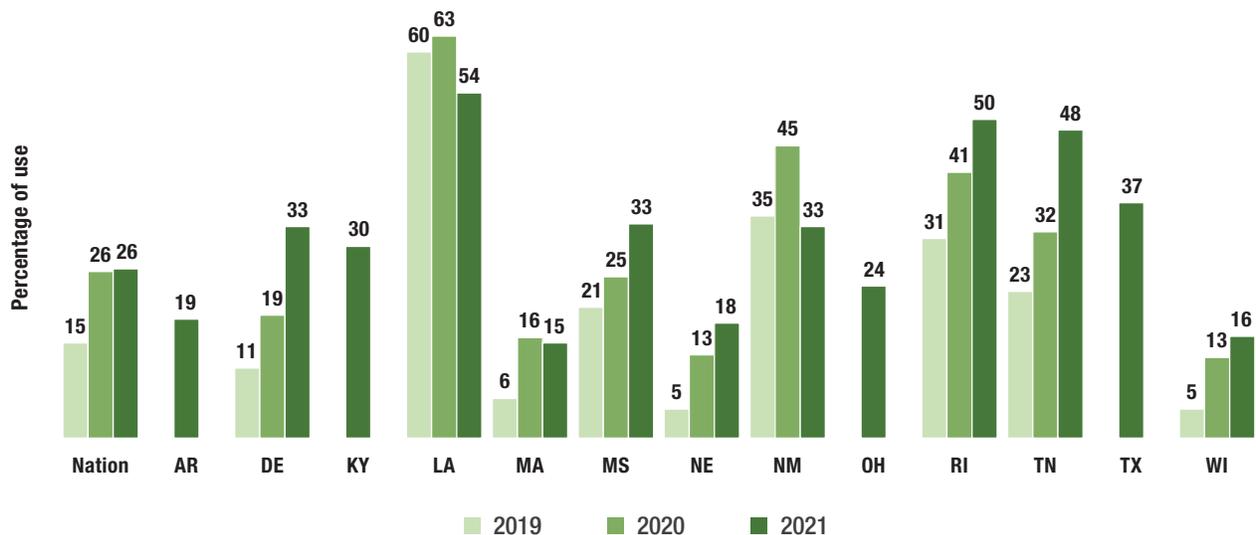
Teachers' Reported Use of Fully Aligned Mathematics Curriculum, 2019–2021



NOTE: This figure shows national and state-specific percentages of teachers using at least one fully aligned mathematics curriculum material in 2019, 2020, and 2021. State-specific percentages are reported only in IMPD Network states, which were purposefully oversampled to ensure state-representative estimates. Data for 2019, 2020, and 2021 are based on reports of curriculum usage from the 2019, 2020, and 2021 AIRS, respectively. Percentages were produced using separate cross-sectional weights that are specific to each survey. We matched a set of EdReports ratings pulled in August 2021 to teachers' reported usage of materials in all years to ensure comparability across years.

FIGURE 3

Teachers' Reported Use of Fully Aligned English Language Arts Curriculum, 2019–2021



NOTE: This figure shows national and state-specific percentages of teachers using at least one fully aligned English Language Arts curriculum material in 2019, 2020, and 2021. State-specific percentages are reported only in IMPD Network states which were purposefully oversampled to ensure state-representative estimates. Data for 2019, 2020, and 2021 are based on reports of curriculum usage from the 2019, 2020, and 2021 AIRS, respectively. Percentages were produced using separate cross-sectional weights that are specific to each survey. We matched a set of EdReports ratings pulled in August 2021 to teachers' reported usage of materials in all years to ensure comparability across years.

used once per week or more in 2018–2019 and 2019–2020. Note that four states (Arkansas, Kentucky, Ohio, and Texas) in Figures 2 and 3 do not have comparison points for 2018–2019 or 2019–2020 because they joined the IMPD Network in the 2020–2021 school year.

Across the entire United States, the percentage of teachers regularly using a fully aligned material for *either* mathematics or ELA rose from 24 to 33 percent from 2018–2019 to 2020–2021. However, that percentage was at its highest—35 percent—in 2019–2020. In IMPD Network states, increases in use of fully aligned materials followed the national pattern of increasing the most between 2018–2019 and 2019–2020. The COVID-19 pandemic is one likely reason for the slowdown in use of standards-aligned materials between 2019–2020 and 2020–2021, as new material adoptions might have been delayed so that schools and teachers could focus on instructional delivery and supports for students. The upward trend in use of fully aligned materials continued into 2020–2021 for some IMPD Network states, despite the considerable COVID-19–related disruptions to teaching and learning. In 2020–2021, proportions of teachers reporting use of fully aligned materials was higher than the national average in ten of the 13 IMPD Network states for mathematics and in eight of the 13 IMPD Network states for ELA.

We saw particularly large increases in the reported use of fully aligned mathematics curricula between 2018–2019 and 2020–2021 in some states that have been in the IMPD Network since it was formed in 2017, including Massachusetts (15 percentage points), Mississippi (15 percentage points), and Rhode Island (31 percentage points). Other IMPD Network states also saw increases. Louisiana is the only state where the percentages of teachers using fully aligned materials dropped from 2018–2019 to 2020–2021, although Louisiana percentages were still higher than in nearly every other state in 2020–2021.

There were even larger increases in use of fully aligned ELA materials between 2018–2019 and 2020–2021, particularly in Delaware (24 percentage points), Mississippi (16 percentage points), Rhode Island (20 percentage points), and Tennessee (29 percentage

points). As with mathematics, Louisiana’s use of fully aligned ELA materials dropped between 2018–2019 and 2020–2021, but it still remained higher than in any other state.

As noted in Table 1, use of fully aligned materials among teachers in our sample was consistently and significantly higher among all teachers who have been in IMPD Network states from 2018–2019 to 2020–2021 compared with their counterparts in non-IMPD Network states (with the exception of use of fully aligned materials for ELA in 2019–2020).

The significantly higher proportions of teachers using fully aligned materials in IMPD Network states held even after regression analyses that controlled for several school-level covariates, including school-level percentages of students of color, students eligible for free or reduced-price lunch, and school urbanicity. These data suggest that teachers in IMPD Network states may have been more likely to use fully aligned materials even before formation of the IMPD Network, although we do not have data from before 2018–2019 to further examine this possibility. In some states that joined the network in 2020–2021, use of fully aligned materials also was relatively high compared with the rest of the nation, particularly in mathematics.

The Vast Majority of All Teachers Reported That Their Students Had Access to a Curriculum With Digital Components

The 2021 AIRS asked teachers to self-report “the extent to which the student-facing components are digitally available (i.e., available online) for students at your school” for each of the curriculum materials that they indicated regularly using.¹ We asked this question given the importance of student access to digital materials during periods of remote instruction because of the COVID-19 pandemic. Nationwide, nearly all (94 percent) of ELA and mathematics teachers reported that their materials had student-facing components that were digitally available. There were statistically significant differences across select subgroups: Elementary teachers and teachers in the highest-poverty schools were both

TABLE 1

Average Use of Fully Aligned Materials for Mathematics and English Language Arts Among Teachers

Year	Mean Percentage Among IMPD Network Teachers	Mean Percentage Among Non-IMPD Network Teachers	Difference (IMPD Network Teachers Minus Non-IMPD Network Teachers)
Mathematics			
2018–2019	47	32	14*
2019–2020	52	44	8*
2020–2021	50	41	10*
ELA			
2018–2019	22	14	8*
2019–2020	28	26	2
2020–2021	33	26	7*

NOTE: IMPD Network and non-IMPD Network comparisons were conducted using independent *t*-tests, and the IMPD Network group included the nine states that have been in the IMPD Network since 2018–2019 (Delaware, Louisiana, Massachusetts, Mississippi, Nebraska, New Mexico, Rhode Island, Tennessee, and Wisconsin). During these analyses, Arkansas, Kentucky, Ohio, and Texas were not yet members of the IMPD Network; they joined the network starting in the 2020–2021 school year.

* indicates that the difference between IMPD Network and non-IMPD Network use is significant at the $p < 0.05$ level.

4 percentage points less likely than their peers in middle or high school and teachers in the lowest-poverty schools, respectively, to indicate that their curriculum materials included at least some digital components available to students. However, even in these subgroups, at least 90 percent of teachers reported that their curriculum materials included digital components.

The percentages of teachers reporting the use of fully aligned materials with digital components was only slightly lower than the reported rates of use of any fully aligned material. Twenty-three percent of ELA teachers indicated using a fully aligned material with digitally available components, compared with 28 percent of ELA teachers using any type of fully aligned material. Among math teachers, 38 percent reported using a fully aligned digitally available material, while 45 percent reported using any fully aligned material.

Implications

In 2017, we examined teachers' use of standards-aligned ELA and mathematics instructional materials from 2015 to 2017, using EdReports reviews

(Kaufman, Opfer, Bongard, et al., 2018). At the time, we were unable to discern any change in teachers' use of such materials over time. Although we noted that EngageNY—which has long been rated as meeting expectations of EdReports reviews—remained popular during that time, we did not observe any uptick in use of standards-aligned materials overall. We hypothesized that much more time would be necessary to observe long-term changes in use of materials.

This hypothesis may be correct. The flatline in the 2015–2017 use of standards-aligned materials is notable compared with the large jumps in use—both across the United States and in particular states—from 2019 to 2021. However, the reasons for this increase are less clear. IMPD Network states have begun to undertake ambitious reforms to incentivize uptake of standards-aligned instructional materials, including publishing their own reviews of what materials are aligned with standards and creating professional development networks to support the use of those materials. These state reforms likely are affecting uptake of fully aligned materials among K–12 teachers. However, use of such materials is rising somewhat in both IMPD and non-IMPD

Network states, which implies other forces, such as more availability and information about standards-aligned materials through such resources as EdReports, might also be encouraging the use of standards-aligned materials.

What do these data mean for all states and school systems working to encourage use of standards-aligned instructional materials?

- **First, states that wish to encourage more use of standards-aligned materials should consider policies that potentially could incentive that use.** The rise in teachers' use of standards-aligned materials across the United States—and particularly in some IMPD Network states—is substantial. While research demonstrates state standards do not directly translate to shifts in instruction, our data suggest that states can influence whether teachers use materials that are better aligned with state standards. If states would like to encourage better alignment between academic standards and classroom teaching, they could likely do so through policies that incentivize use of particular instructional materials that have evidence of alignment with standards.
- **Second, states and school systems still have work to do to encourage use of standards-aligned materials among teachers.** Growing percentages of teachers report using standards-aligned materials. However, according to our research, that does not mean that majorities of U.S. teachers are *delivering* standards-aligned instruction. Our previous research indicates that the use of standards-aligned materials could drive greater teacher knowledge and practice related to standards, but we also have documented that large proportions of teachers modify and supplement their main curriculum materials (Kaufman et al., 2020; Opfer et al., 2018). In addition—as demonstrated in this Data Note—many teachers do not use any standards-aligned instructional materials at all, even in states that have been working thoughtfully to create policies incentivizing

use of such materials. Therefore, very large numbers of students may not be getting the same rigor and high-quality instructional content as their peers in other classrooms. This means that states and districts must continue working to push use of standards-aligned materials, along with curriculum-focused professional development that can improve use of those materials and learning outcomes.

However, states and school systems will need to be innovative in ensuring that teachers get the development opportunities that they need to use their curriculum materials thoughtfully and well. Teachers' time for professional learning is limited, especially considering the burdens placed on them because of the COVID-19 pandemic. School systems might consider moving toward co-teaching models that allow teachers to support one another in the classroom. Such models could allow teachers to build more time into the school day to work with one another in professional learning communities or receive other curriculum-related training. In addition, and probably most importantly, states and school systems could require that all teacher training incorporate some elements of everyday curriculum materials so that any training is more immediately applicable and useful.

- **Third, states with notable shifts in use of standards-aligned materials should document the policies that may have led to those shifts, and examine whether those shifts result in learning improvements.** In many IMPD Network states—including Rhode Island and Mississippi—increases in teacher use of standards-aligned mathematics or ELA curriculum materials have been particularly impressive and substantive. If we want other states to emulate what these states are doing, we need a better understanding of whether particular aspects of state policies are leading to more use of standards-aligned materials and whether, in turn, the use of these materials might be attached to improvements in

student achievement over time. That has never been more important than now, as we continue to recover from COVID-19 and attempt to accelerate student learning. Some of this kind of research has been done in Louisiana (e.g., Kaufman et al., 2020), and CCSSO will be undertaking a series of case studies on IMPD Network approaches that could also be informative for other states (CCSSO, undated).

- Fourth, digital access to fully aligned materials for all students will continue to be important and should be a priority for states, school systems, and publishers.** According to teacher self-reports, most curriculum materials contain digitally available student-facing components, but digital access is not universal. Furthermore, research has documented an interest and intention among districts and schools to continue offering virtual learning options after the COVID-19 pandemic ends (Diliberti and Schwartz, 2021; Kaufman and Diliberti, 2021). Therefore, providing students with high-quality digital materials should continue to be a priority for states, districts, and curriculum developers. If states are recommending use of particular standards-aligned materials, they should ensure that those materials have comprehensive digital components and, if possible, make these components affordable for all school systems. Similarly, school systems that offer virtual options should ensure that students who are learning virtually have access to the same high-quality, standards-aligned curriculum materials as their peers who are learning in person. Finally, publishers of standards-aligned materials should continue working to ensure that their materials have comprehensive digital options so that their standards-aligned content can be easily accessed and used by all students.

In winter 2022, we will release a much more comprehensive report examining use of standards-aligned materials in IMPD Network states, alongside

other markers of how much states are supporting use of standards-aligned materials through evaluative feedback and professional development. We also will present more in-depth data on the policies in IMPD Network states to better understand what policies might contribute to changes in what teachers have reported since 2018–2019.

Limitations

Readers should consider several caveats when interpreting the results we present in this Data Note. First, we used an expansive definition of standards-aligned material use (i.e., teachers who reported using at least one fully aligned material once per week or more); teachers classified as using at least one fully aligned material may also have used or even preferred materials that were not fully aligned. Second, our rates of fully aligned material use in 2019, 2020, and 2021 were weighted cross-sectionally, not longitudinally. Although the rates that we report are nationally representative of ELA and mathematics and teachers in their respective years, we did not conduct formal tests of statistical significance to compare rates from 2019, 2020, and 2021 because of a lack of longitudinal survey weights that properly account for changes and similarities in the ATP samples across survey administrations.² Third, although the AIRS does ask science teachers about their use of curriculum, we do not include science teachers in this Data Note because the curriculum material that more than 90 percent of science teachers reported using cannot be rated using publicly available ratings provided by EdReports and others. We expect to be able to consider the standards alignment of science curriculum materials in future analyses. Finally, although we focus on EdReports ratings of standards alignment as our primary source of information on the quality of instructional materials, standards alignment and rigor are only one of many aspects (e.g., usability, suitability for specific student subgroups) of instructional materials that school systems, principals, and teachers may consider when searching for quality materials (Wang et al., 2021).

How This Analysis Was Conducted

- In this Data Note, we used responses from teachers of ELA and mathematics who responded to the AIRS in the spring of 2019 ($n = 4,447$), 2020 ($n = 4,494$) and 2021 ($n = 5,425$) to examine teachers' use of standards-aligned materials, change in use of standards-aligned materials over time, and digital components of instructional materials.
- On the 2019, 2020, and 2021 AIRS, teachers were asked about the curriculum materials they used “regularly (once per week or more, on average)” for their ELA, mathematics, and science instruction during the 2018–2019, 2019–2020, and 2020–2021 school years, respectively. Teacher responses to these items, matched to EdReports ratings of standards alignment, were used to assign teachers a rating of standards-aligned curriculum material use using the definition (outlined in the How We Defined Use of Standards-Aligned Curriculum Materials section) and used and described in Kaufman et al., 2020.
- In the 2021 AIRS, teachers also were asked to indicate “the extent to which student-facing components are digitally available (i.e., available online) for students at your school” for those curriculum materials that they reported using regularly. Teachers had the following response options: (1) not digitally available, (2) partially available digitally, (3) fully available digitally, and (4) I do not know. For this Data Note, we use a binary indicator for whether a teacher reported a material was either partially or fully available digitally.
- All comparisons mentioned in this Data Note are unadjusted for statistical controls, with the statistical significance across subgroups tested using pairwise t -tests with critical values at the $p = 0.05$ level. As described in the Limitations section, we do not provide formal significance testing of the comparisons between standards-aligned material use in 2019, 2020, and 2021 because of a lack of longitudinal survey weights that properly account for the partial overlap in respondents and changes in representativeness of survey respondents across years. Statistics for each survey are produced using cross-sectional survey weights designed specifically to provide nationally representative estimates in the year that each survey was administered.

Notes

¹ Teachers' responses to these survey items were a function of not only the availability of digital curriculum components in general but also the availability of digital components in their particular school system, their familiarity with the digital aspects of their curriculum materials, and their interpretation of what it means for a curriculum to be available digitally. Importantly, teachers did not always rate digital availability in the same way for the same curriculum material. For example, among ELA elementary teachers who used EngageNY, 32 percent indicated that student-facing components were fully available digitally, 23 percent indicated that they were partially available digitally, 13 percent indicated that they were not digitally available, and 32 percent reported that they did not know whether components were digitally available. EdReports has asked publishers whether their material is available digitally, but even if material is available digitally, a teacher's school might not have purchased those components for use by students.

² AIRS survey weights are designed to produce cross-sectional estimates that are representative of the population of teachers/school leaders in the year the survey was administered. Comparisons of cross-sectional estimates across different administrations of the AIRS can be useful for identifying descriptive trends across years, but it is important to note that the AIRS survey weights are not designed explicitly to examine changes across time. One key issue with cross-sectional comparisons is that there are partially overlapping respondents across multiple administrations of the AIRS. This partial overlap presents challenges to variance estimation and therefore does not allow for us conduct formal significance tests across years (Duncan and Kalton, 1987).

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Key Recommendations in This Report

States that wish to encourage more use of standards-aligned materials should consider policies that could potentially incentivize that use.

States and school systems still have work to do to encourage use of standards-aligned materials among teachers.

Studies must be done of those states with notable shifts in use of standards-aligned materials to document the policies that may have led to those shifts and to find whether those shifts result in learning improvements.

Digital access to fully aligned materials for all students will continue to be important and should be a priority for states, school systems, and publishers.

About This Report

The American Educator Panels (AEP) are nationally representative samples of teachers, school leaders, and district leaders across the country.

We are extremely grateful to the U.S. public school teachers and leaders who have agreed to participate in the panels. Their time and willingness to share their experiences are invaluable for this effort and for helping us understand more about how to better support their hard work in schools. We also thank our reviewers, Elaine Wang and Mark LaVenia, for helpful feedback that improved this report.

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About the Data Note Series

This Data Note series is intended to provide brief analyses of teacher and school leader survey results of immediate interest to policymakers, practitioners, and researchers. If you would like to know more about the dataset, please see the *American Instructional Resources Survey (AIRS) 2021 Technical Documentation and Survey Results* (RR-A134-10, www.rand.org/t/RR-A134-10) for more information on survey recruitment, administration, and sample weighting. If you are interested in using AEP data for your own analysis or reading other AEP-related publications, please email aep@rand.org or visit www.rand.org/aep.

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