

# AT A GLANCE

## THE VALUE OF

# INSTRUCTIONAL MATERIALS

### THE BENEFITS:

**3.6**  
percentile  
points



How much student achievement can increase as a result of a high-quality textbook.

**55th percentile**  
*versus*  
**50th percentile**

Math achievement levels of 1st graders using higher- and lower-quality textbooks.



The length of time it took to narrow the achievement gap when students who started behind their peers got access to grade-appropriate assignments.

*High-quality instructional materials are linked with effective teaching and student success. But teachers and students have unequal access to them. Professional learning about selecting and implementing instructional materials can help close that gap.*



### THE CHALLENGES:

**9 in 10**



Number of math teachers who develop or select their own materials at least once a week. **8 in 10** English language arts teachers do.

**4+** Number of hours teachers tend to spend per week selecting and developing materials. (Number represents about half of teachers in states with standards similar to Common Core.)



**11%**

Percentage of English language arts teachers who said that professional learning influenced their use of instructional materials “a great deal.”

**50%**



Percentage of teachers who participated in 8 hours or less of professional learning about their main instructional materials. **25%** participated in none.

### THE BOTTOM LINE:

**\$13**  
per student

Difference between most- and least-expensive math instructional materials—and more expensive materials are not always higher in quality.

#### Sources:

- [www.brookings.edu/research/never-judge-a-book-by-its-cover-use-student-achievement-instead](http://www.brookings.edu/research/never-judge-a-book-by-its-cover-use-student-achievement-instead)
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