

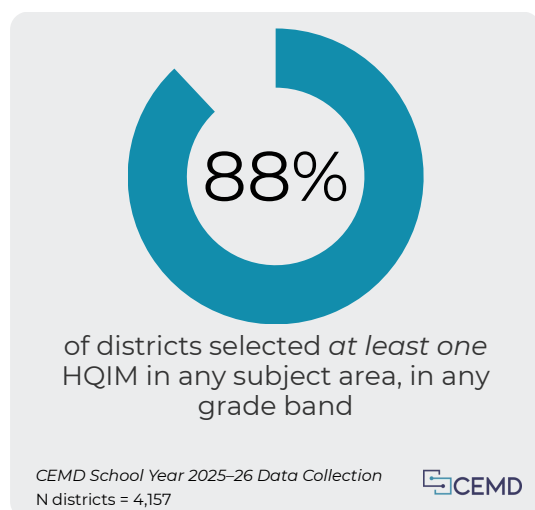
# The State of HQIM Selection:

2025–26

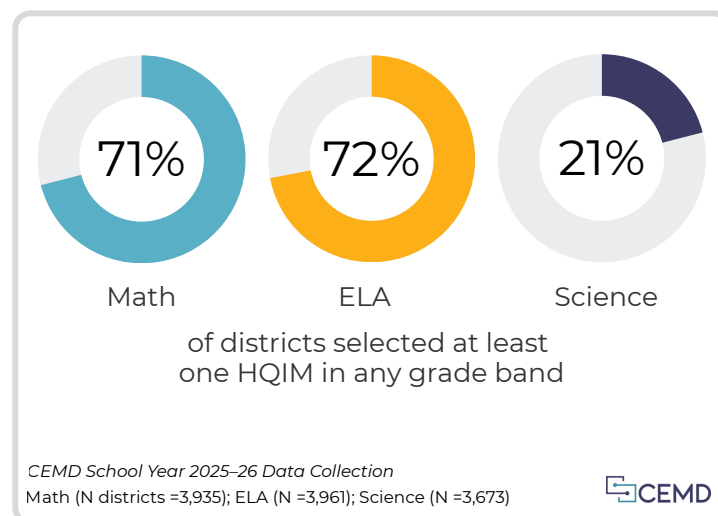
September 2026

**Focus:** Nationwide, HQIM<sup>†</sup> selection has continued to grow in math and ELA, while science lags. Analysis of 4,000 school districts paints a picture of increasing student access to HQIM, with opportunities still ahead.

## District HQIM Selection, 2025–26



## District HQIM Selection by Subject Area, 2025–26



## District HQIM Selection by Subject Area and Grade Level, 2025–26

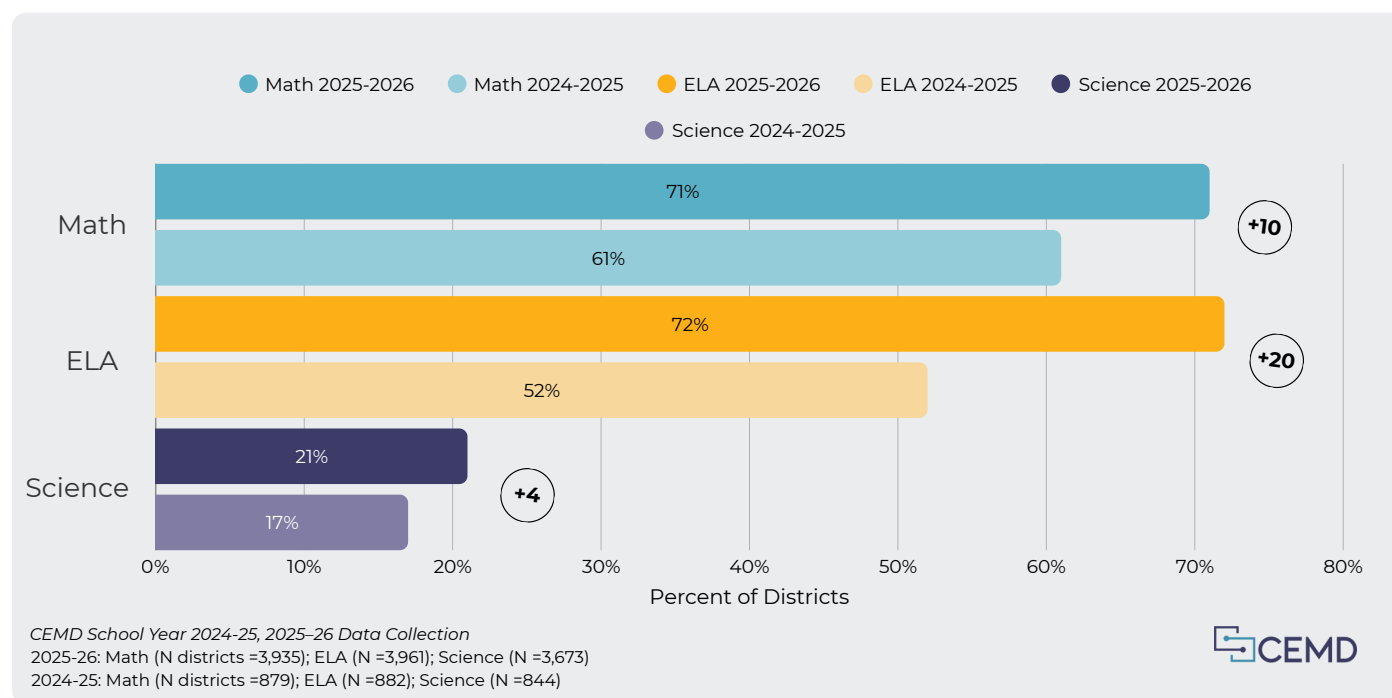
| Grade Level                    | Math | ELA | Science |
|--------------------------------|------|-----|---------|
| Elementary School (Grades K-5) | 65%  | 54% | 9%      |
| Middle School (Grades 6-8)     | 57%  | 55% | 21%     |
| High School (Grades 9-12)      | 40%  | 50% | 3%      |

CEMD School Year 2025–26 Data Collection  
Math (N districts ≈3,935); ELA (N ≈3,961); Science (N ≈3,673)



<sup>†</sup> High Quality Instructional Materials (HQIM) are those that meet expectations for grade-level standards alignment as reviewed by [EdReports](#).  
<sup>\*\*\*</sup> For the purposes of this analysis, if a state-specific curriculum has a national version counterpart that holds a “green rating” from EdReports, we assume the state-specific curriculum is also high-quality.

## District HQIM<sup>†</sup> Selection by Subject Area, YOY



**Growth:** The large majority of districts in the sample have at least one HQIM, with math and ELA accounting for much of that uptake. Elementary math shows the strongest HQIM presence, while ELA remains relatively consistent across grade bands, tapering slightly at the high school level.

**Opportunity:** Although science HQIM adoption has grown since 2024-25, it continues to trail well behind ELA and math. In 2025-26, less than a quarter of the districts reported selecting a science HQIM, and adoption was lowest at the high school level, at just 3% of districts.

### Methodology:

Dataset represents districts sampled by CEMD with selection data in English Language Arts (ELA), Math, or Science curriculum. Product prevalence, the percent of districts in the dataset that selected a given curriculum product, is calculated as the number of districts that reported having that curriculum currently in place divided by the total number of districts in the dataset that selected any curriculum for the same grade band and subject. Denominators differ by subject as curriculum selection information is not uniformly reported across all subjects and districts. To learn more about CEMD's methodology, visit [www.cemd.org/frequently-asked-questions/](http://www.cemd.org/frequently-asked-questions/).

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