

Launch Guide for Collecting Curriculum Selection Data



This Launch Guide is designed for leaders in State Education Agencies (SEAs) who are interested in collecting curriculum selection data from school districts. It includes strategy questions, conversation starters, and useful tools to kickstart data collection efforts and maximize effectiveness.

Have questions or want support? Reach out to learn more about partnering with CEMD to accelerate the impact of curriculum transparency in your state.

Strategy Considerations & Key Questions

Before gathering information about district curriculum selection, it's critical to align on purposes and clear goals with your data team and stakeholders. This helps enable intentional data collection, optimized for the insights you want to take away. Individuals leading these efforts should also consider how to build a coalition of advocates to support the work. Some questions to consider include:

- What do we want to understand by collecting this information?
- What questions do we want to ask and answer with this data?
- How will collecting information about district curriculum selection help us achieve that understanding?
- What variables are essential for our analysis, to answer the questions we're interested in?
- What types of information do we already have, even if stored in different places or formats?
- Who currently holds responsibility for the needed information, and who would be responsible to collate and communicate this information? Who else should be involved?
- Where and how will the consolidated information be housed, and who needs access to it?
- Who will be responsible for analyzing the reported information, and how will consolidated information and analysis be communicated back to stakeholders?
- How do we want to receive this information? What communication tools or reporting processes are already in place?
- What will be the output? Is this for internal district use only, or made available to the public?
- Would this be a one-time effort or an ongoing process? If ongoing, how many times a year would we update and what time frame makes the most sense?
- Who will likely champion this project and be the biggest advocates of this work?
- Who might have significant concerns with this work?

Conversation Starters to Engage Stakeholders

When creating a team to interpret data and make recommendations, we encourage states to bring together diverse stakeholders. This may include your state's curriculum and instruction leadership, members of the data and/or accountability team, SEA teams responsible for capturing and acting on related data such as Targeted Support and Improvement or Compliance and Improvement Monitoring, and representatives from districts or regional units throughout the state. Some questions to consider include:

- We want to launch a data collection initiative to gain insight into curriculum selection within school districts. How might this impact your team?
- What challenges do you expect you/we will encounter in collecting curriculum selection data?
- Understanding that each district has unique needs and circumstances, what supports might help make district participation in this data collection initiative feasible and beneficial?
- How might collecting data on district curriculum selection reinforce the work your team is already doing?
- What is the impact this initiative could have on equity across our districts, particularly in terms of access to high-quality instructional materials?
- How might increased transparency and collaboration around curriculum selection positively impact your interactions with parents and the wider community?
- What are other potential benefits of collecting this information, in terms of increased collaboration and knowledge-sharing?
- How could uncovering and sharing best practices in curriculum selection affect the wider education community in our state?

Tools to Jumpstart Data Collection

SEAs should aim to create a collection process/tool that is simple, straightforward, and efficient for a school or district leader to complete - while gathering the information needed to inform analysis and decision-making as targeted. The following components could be added to a basic survey or collection tool; wherever possible, create data components using [standardized values](#) that can be selected by a school/district as opposed to requiring the information to be keyed in manually.

Key Data Components	
District Name	If you already have details on the district, avoid asking for information twice. Pre-populating district names or other fields can reduce the time and effort required from respondents to submit the needed information.
School(s)	Identify the schools that use this curriculum. Curriculum selection is often the same across schools within a district, and a single district individual may be entering information for multiple schools.
School Grade Level(s)	Can offer multiple-choice for Elementary School (ES), Middle School (MS) and High School (HS), or ask districts to enter numeric grade levels served. Collecting this information can help SEAs understand if there are differences in curriculum selection trends across grade bands.
Subject	For a pilot data collection, states may want to focus on collecting information on curriculum for the core subjects (English Language Arts, Math, Science, and Social Studies).
Selection Type	Identify if the curriculum is used for core instruction or as a supplemental or intervention product. A collection tool that includes fields for all curriculum types (even if not all are required) and offers the opportunity to add another curriculum product of the same category allows SEAs to gather as much data as possible.
Course Type	If desired, ask districts to indicate the nature of instruction for which this curriculum is used, including for regular instruction (General), Advanced Placement, Honors, Accelerated, or ELL. This can yield insights on access to varied curriculum among different student groups.
Adoption Year / Adoption End	If desired, ask districts when they adopted this curriculum and when they next plan to review and adopt new curriculum. This can yield insight about purchasing cycles in districts and help states more strategically target resources.
Product Name	Asking districts to report the titles of curricula they use can result in a lot of variation. Using a standardized list of products allows for fewer blanks, fewer errors, and more consistent information from the data. A standardized product list can be integrated in a survey or collection tool as a drop-down list for districts to select what product(s) they use.
Publisher	Similar to product name, states may want to use a standardized catalog of publisher names linked to product titles to reduce variation. Districts should also have the option to indicate if a curriculum is "teacher-developed" or "district-developed" under the publisher field.
Copyright Year	Requesting the copyright year of curricula selected by districts can help uncover nuance around the age, quality, and other characteristics of curricula used across a state.
State-Specific Version	States that offer state-specific curricula can identify the uptake of these materials by asking districts to identify if the curriculum they use is a state-specific version.

Have questions or want support with collecting information on district curriculum selection in your state? Contact us at statesupport@cemd.org to discuss how CEMD can partner with your SEA in the work towards curriculum selection transparency.

Tools for SEAs to Enhance Curriculum Transparency and Improve Student Outcomes

CEMD's State Services enable states to unlock actionable insights about district-selected curriculum and better understand the impact of those materials on the students served.

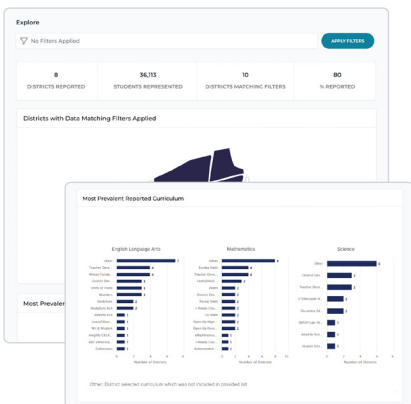
With better data and information, SEAs have greater visibility into state-wide trends and can more strategically collaborate with and support their LEAs.

Coaching	Data Analysis	Data Collection & Cleaning	Visualization & Reporting
<p>Support SEA planning for HQIM and curriculum data-gathering initiatives.</p> <ul style="list-style-type: none"> Enhance SEA and LEA leadership through knowledge of curriculum trends for materials and district decision-making. 	<p>Provide data analysis so that SEAs can gain insights about district-led curriculum selection.</p> <ul style="list-style-type: none"> Produce and share customized market insights aligned to key strategic questions within the SEA. 	<p>Collect and clean data in an efficient and accurate way.</p> <ul style="list-style-type: none"> Design and execute a data collection system that is grounded in best practices and meets state needs for integrating curriculum data into academic and accountability strategies and systems. 	<p>Illuminate curriculum selection data via custom reporting tools and visualizations.</p> <ul style="list-style-type: none"> Support analyses by student demographics and district characteristics with connected data sets and customizable filters. Provide numeric and geographical data about HQIM selection with filters by subject, grade, rating, and title.

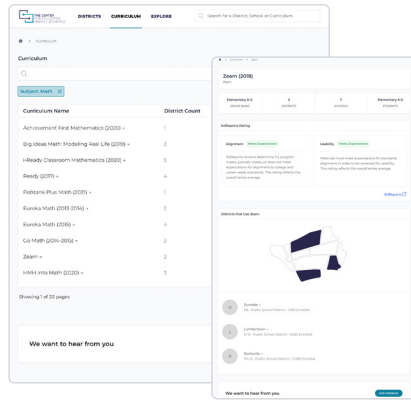
Instructional Materials Data Visualizations

Custom visualizations of complex data enable stakeholders to interpret and derive insights more easily.

Understand statewide trends in curriculum selection to inform your strategy.



Sample Explore Page



Sample Curriculum Page

The 'Filters' page allows users to customize their search criteria. It includes filters for Curriculum Filters, EdReports Ratings (All Alignment Ratings, All Usability Ratings), Ability Ratings, Curriculum Gradeband, and Subjects. A summary of filter results is shown on the right, including English Language Learner % (100%), First Language Not English % (100%), and All Alignment Ratings (100%).

Connected data sets and customizable filters support analyses by student demographics and district characteristics.

Filter by subject, grade, rating, and title. Include district population data to see patterns and investigate how equitable access to HQIM is across the state.

Customizable Filters