

# 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	
<b>District Name</b>	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.
<b>School(s)</b>	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.
<b>School Grade Level(s)</b>	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.
<b>Subject</b>	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).
<b>Selection Type</b>	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.
<b>Course Type</b>	If desired, ask districts to indicate the <a href="#">nature of instruction</a> 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.
<b>Adoption Year / Adoption End</b>	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.
<b>Product Name</b>	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.
<b>Publisher</b>	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.
<b>Copyright Year</b>	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.
<b>State-Specific Version</b>	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](mailto:statesupport@cemd.org) to discuss how CEMD can partner with your SEA in the work towards curriculum selection transparency.

# Tools & Services for SEAs Offered by CEMD

## 1 Data Collection & Cleaning

Custom data collection processes enable districts to participate in an efficient and accurate way.

## 2 Data Analysis

Insights on district-led curriculum selection with a market-informed lens.

## 3 Visualization & Reporting

Customized reporting tools and visualizations help make market meaning from curriculum selection data.

CORE CURRICULUM PRODUCT CATALOG

Product Name	Publisher	Copyright	Subject	EdReports Alignment Rating
Big Ideas: Modeling Real Life	Big Ideas Learning, LLC	2019	Math	Partially Meets Expectations
Bridges in Mathematics	Math Learning Center	2015	Math	Meets Expectations
Calculus of a Single Variable	National Geographic Learning / Cengage	2023	Math	Did Not Review
America's History for AP	Bedford, Freeman			
Calculus: Graphical, Numerical, Algebraic	Sawwax Learning			
CK-12 Elementary Math	CK-12			
Into Literature	Houghton Mifflin			
College Prep Algebra	National Geog			
Connected Mathematics Project 3 (CMP3)	Sawwax Learning			
Inspire Physical Science	McGraw Hill Edu			
Dimensions Math	Marshall Coverd			
Edmentum Mathematics	Imagine Learning	2015	Math	Does Not Meet Expectations
engageNY Mathematics	New York State Education Department	201-2019	Math	Did Not Review

Curriculum Collection

District:  Selection Subject:  Selection Grade Level:  Selection Type:  Record Status:

LEA ID:  District Name:  State:  Student Co.:  Curriculum URL:

Record Status:

Not yet started

Update Curriculum URL:

Cancel Save

Details Product Update Product Notes / Comments

Subject:  School Grade Level:  Selection Type:

ELA  ES  Core Curriculum

Course Type:  Adoption Year:  Adoption End:

Grade(s) Used:  K  1  2  3  4  5  6  7  8  9  10  11  12  PK  NI

K-5  6-8  9-12  K-12

**Benson-Larkfield**

Public School District TYPE	8 SCHOOLS	PK - 12 GRADES	3,571 ENROLLED
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Curriculum Used

All K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

All Meets Expectations Partially Meets Does Not Meet No Rating

SCIENCE

- STEMscopes NGSS 3D 6-8 Accelerate Learning Grade 6 - 7
- STEMscopes NGSS 3D 6-8 Accelerate Learning Grade 8

Race/Ethnicity

Select Populations

African American	11.5%
Asian	2.6%
Hispanic	12.6%
Native American	1.5%
White	64.7%
Native Hawaiian, Pacific Islander	0.1%
Multi-Race, Non-Hispanic	6.9%