

## Knowing Your Starting Point Data Inventory

If you're like many California districts, you're looking to make an adoption decision about materials that are aligned to California content standards. To begin, gather and consider data to answer the following questions. This data will help you to reflect on past successes and challenges, identify local priorities, and ground your instructional materials initiatives in data.

### Policies and Guidelines

1. Who sets the policies and guidelines regarding the use of instructional materials in your classroom/district/school?
2. How do instructional materials get purchased in your school/district?
3. Who is involved in setting these guidelines? Are teachers involved? Parents? The teachers' union? School boards? Other consultants?
4. Are there any mandates around material use? In what schools/levels? (e.g., teachers may not use supplemental materials unless they've been vetted by the district; district must provide comprehensive sets of materials to meet needs of all learners)
5. What does the union contract say about materials and professional development around curriculum/instructional materials?
6. What metrics are in place around the quality of instructional materials?
7. Are they purchased at the district or school level?
8. Do individual schools have additional, discretionary funds to purchase instructional materials?

### District Data

1. How many schools are in the district?
2. How many students are in the district?
3. How many teachers are in the district?
4. Student demographics (e.g., high percentage of ELLs, % free or reduced price lunch)
5. Teacher demographics (e.g., large number of new or experienced teachers)

(Cont'd.)

### **Reflections about Prior Adoptions Process**

1. Which subject and grade levels did you adopt?
2. What materials were in use in your district at the time?
3. Who was involved in the selection process and how was that determined?
4. How did you determine your selection criteria? What characteristics were the most important? Who determined those criteria?
5. What were the major stages of your adoption process?
6. How did you manage the timelines and communications plan around decisions?
7. Did you consult anyone outside of the committee about the quality of the materials?
8. Which stakeholders were most invested in adopting CCSS-aligned materials?
9. How important was cost of the instructional materials or support services like PD in the adoption decision?
10. How did you consider vertical alignment of materials and the transitions from building to building?
11. How did formative and summative assessments in use in your district influence the adoption?
12. How did your district consider other characteristics beyond alignment?
13. What were the strengths and gaps of the materials adopted? How do you know?

### **Reflections about Prior Adoptions' Implementation**

1. What successes and challenges did your district experience while making the adoption decision?
2. How well did stakeholders support the final decision?
3. How well did teachers and school leaders embrace and support the implementation of the materials?
4. How well did the instructional materials support improved student outcomes in your district?
5. Where are students or subgroups of students still needing additional support?
6. How do the student and teacher data you've collected and the reflections about prior adoptions inform your goals and decision-making process for this adoption?