A picture containing computer

Description automatically generated

**Data Collection Tool**

Starting by knowing your district data and policies is essential to the success of an instructional materials adoption. By reviewing district data (both quantitative and qualitative), you are grounding the upcoming work in your district’s unique context that will inform the decision-making for all of your stakeholders. At its best, a successful adoption process begins with identifying the specific needs of your local community, including students and teachers. EdReports uses this tool when preparing districts for transparent, comprehensive materials adoptions that are grounded in district contexts.

**What is this resource?**

Understanding your local context requires gathering many types of information. This resource includes key categories and questions that adoption committees can consider before beginning the adoption process or looking at specific materials.

**How should this resource be used?**

This data collection tool is designed for the district leader responsible for guiding the adoption committee and for the committee members tasked with investigating materials. Executing on this data collection supports the process in multiple ways. First, it serves as a starting place for determining priorities and procedures. Second, it helps ground the committee on cross-district successes and challenges—perspectives that are not always commonly held or visible across committee members. Third, the practice of gathering and analyzing data builds adoption team members’ capacity to effectively use data to inform the final materials decision. Some questions here may be easy to identify and collect; however, there are other questions that districts may struggle to answer. Note these struggles but do not fixate on finding every answer. The fact that data is difficult to find is interesting data in itself.

**Grounding in Your Local Context**: Review the guidelines and requirements for the adoption and/or implementation of instructional materials. Discuss the goals of your adoption committee and any relevant local initiatives already in progress.

|  |  |
| --- | --- |
| **What are the guidelines or requirements in place that are specific to instructional materials, adoption processes, or implementation?** | |
| State |  |
| District |  |

|  |
| --- |
| **District/School Initiatives:  What initiatives are currently in place that could impact, or need to be considered, in this adoption? (*e.g., you’ve recently developed a new interim assessment plan*)?** |
|  |

|  |
| --- |
| **What are your goals for this materials adoption? What are you hoping to accomplish by selecting a new set of instructional materials?** |
| 1.  2.  3. |

**Gathering Your Data**: Collect, review, and analyze key data sources.

|  |  |
| --- | --- |
| **Materials in Use**   * What are teachers using in classrooms for the target grades? Does that differ from the materials currently adopted or recommended by the district/school? | |
|  | |
| **Current Assessment Tools**   * Classroom-Based: Journal entries, student self-assessments, writing samples, student work, “exit tickets.” * School-or District-Based: common benchmark assessments, end-of-unit assessments, state assessments. * Observation-Based Tools: Walk-through data, lesson study evidence, coaching data. | |
| What assessment tools do you currently use to inform your district strategies? |  |
| What additional tools might you want to include for this adoption? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **District Data: Assessments** | | |  |
| Student Groups | Percent of Population | Achievement Level (State Assessment) | Achievement Level (District or Local Assessment) |
| *SAMPLE* | *25%* | *30%* | *38%* |
| Hispanic or Latinx |  |  |  |
| African American |  |  |  |
| American Indian |  |  |  |
| Native Islander |  |  |  |
| Asian |  |  |  |
| White |  |  |  |
| Filipino |  |  |  |
| Two or more races |  |  |  |
| Special Education |  |  |  |
| Economically Disadvantaged |  |  |  |
| Multilingual Learners |  |  |  |
| Foster Youth |  |  |  |
| Students Experiencing Homelessness |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Classroom Observation Data** | |
| Type | Findings |
| *Example:*  *Walk-throughs* | *Teachers use current materials as intended; however, the majority of students don’t have opportunities to discuss concepts in depth.* |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| **Teacher Demographic Data** | |
| **Descriptor** | **Percent of Teachers** |
| Teachers in years 1-3 in the profession |  |
| Teachers with 3-10 years in the profession |  |
| Teachers with 11+ years in the profession |  |
| Teachers new to the district this year |  |
| Teachers in a new school within the district this year |  |
| Teachers teaching outside of their certification area |  |

**Develop Your Lens**:Past Materials Adoption and Implementation

|  |
| --- |
| **Analyze your past instructional materials adoption and your current instructional materials implementation.** |
| What successes and challenges did your system experience while making the last adoption decision? |
| How did you determine your selection criteria? Who participated in the selection? How did professional learning impact your decision? |
| What expectations have been set for standards-based curriculum practices and/or instructional materials usage to ensure successful outcomes? |
| What, if any, feedback have you received from stakeholders regarding past adoptions or present implementation of instructional materials (e.g., parents have expressed concern that they were not included in previous adoptions)? |
| How did formative and summative assessments in use in your districts influence the adoption? |
| What are you seeing in classrooms that confirms what you have seen in the data? How does that connect to the materials being used? |
| What other needs have you observed that are not captured in your achievement or anecdotal data? |

**Develop Your Lens**:Data Interpretation

|  |
| --- |
| **Implications**  Look at the data you collected, discuss your observations of that data as a committee, and then draw conclusions. |
| What are your observations about the data you have collected? |
| Based on your implications, do you still have outstanding questions? What are they? Do you need to collect more data? What is it? |

**Develop Your Lens**:Data Interpretation

|  |
| --- |
| **Implications**  Brainstorm potential conclusions and implications for the instructional materials adoption process. |
| **Example**   * School needs to spend more time and resources on the transition between fifth and sixth grades. * District needs to consider how to better support multilingual learners in upper elementary grades. |
| What conclusions can you draw based on what you’ve learned? |
| Based on these conclusions, what are the three to four priorities that, along with your vision of instruction for the content, will drive your materials decision (*e.g., we will need a set of materials that support students who are learning English to have more opportunities to write on demand using evidence from the text*)? |