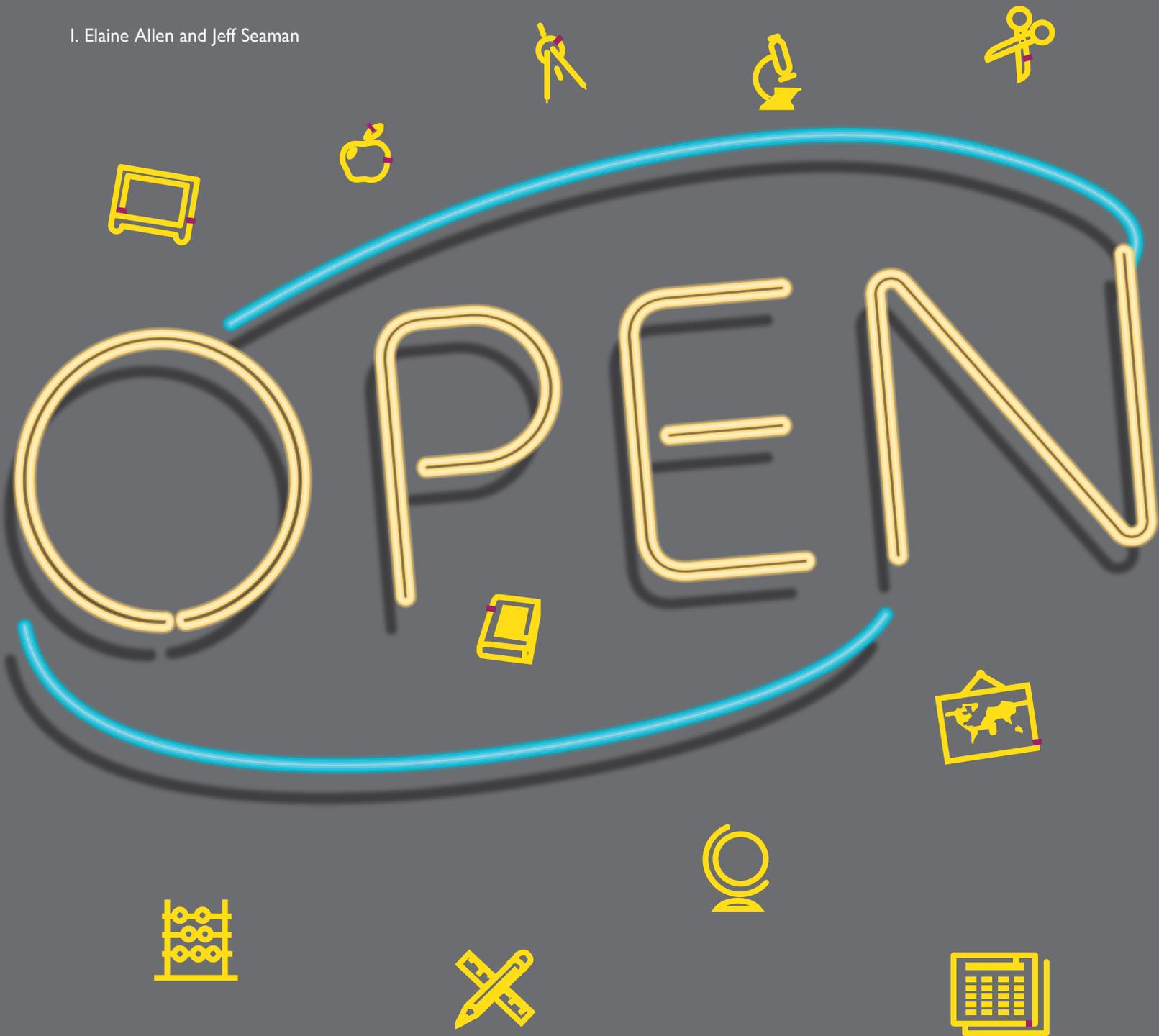


What We Teach:

K-12 School District Curriculum Adoption Process, 2017

I. Elaine Allen and Jeff Seaman



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Report available at: www.onlinelearningsurvey.com/oer.html.

ACKNOWLEDGMENTS

This research would not be possible without the assistance of a number of organizations. First, we wish to thank The William and Flora Hewlett Foundation for their considerable help in framing the project, as well as their support of the data collection, analysis, and report creation. Their background and knowledge of open educational resources and contacts within the open education community was invaluable in defining the focus of the study. We also wish to thank the Global Healthy Living Foundation for their support in the administration of the Hewlett Foundation contract.

This report has benefited from reviews and feedback from many experts. We wish to thank Nicole Allen, Michelle Austin, Layla Bonnot, Angela Haydel DeBarger, Kate Gerson, and Cable Green, all of whom improved the report through their suggestions. All remaining issues are the sole responsibility of the authors.

The report presents results derived from a nationally representative sample of K-12 district administrators. We want to thank all those who took the time to provide us with their detailed and thoughtful responses. We understand that you are very busy people, and appreciate your effort very much. This report would not be possible without you, and we hope that you find it useful.



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September 2017

KEY FINDINGS

Some of the key findings from this study of 584 K-12 school districts, collected in the spring of 2017, representing 48 states and the District of Columbia:

- 77% of districts made at least one full-course curriculum adoption decision in the past three years.
- Larger districts (over 2,500 students) are the most likely to engage in adoption decisions (84%).
- Two-thirds of all districts make decisions in more than one subject area, with one-third selecting in two subject areas and one-third selecting in three or more.
- Most districts make an adoption decision for Mathematics (59%), followed by English Language Arts (44%), Science (29%), and History and Social Studies (19%).
- Almost all districts include teachers, district-level administrators, and principals in the decision-making process.
- Teachers have decision-making power in 94% of districts, followed by district-level administrators (75%), and principals (73%).
- Outside experts and parents are included in the adoption process in about half of all districts, but rarely have decision-making power (outside experts 21% and parents 18%).
- Districts cite five or more factors as being "very important" or "critical" in their adoption decision. The top three are comprehensive content, working with existing technology, and cost.
- Cost is far more important among districts with high rates of children in poverty (52% say it is "critical") than those with low rates of child poverty (26% say it is "critical").
- Districts adopt material from more than a dozen sources, but the top three publishers (McGraw-Hill, Pearson Education, and Houghton Mifflin Harcourt) command the market.
- The overwhelming reason districts cite as the reason to engage in an adoption decision is a need to select new material to meet changing standards.
- A majority of districts are replacing curricula resources that have been in use for 6 to 10 years.
- The entire adoption process takes less than a year, with most running 4 to 9 months.
- A majority of districts begin the process by considering 3 to 5 curricula alternatives, and narrow that number to 2 or 3 for final evaluation.
- District decision makers are reasonably aware of copyright and public domain licensing, but are far less aware of the Creative Commons alternative.
- Awareness of open educational resources (OER) is low, with only one-third of districts aware of the term and its licensing.
- Awareness and adoption of specific OER materials is higher than awareness of the term itself; two-thirds of all districts are aware of at least one open full-course curriculum alternative and over a third have actively considered at least one.
- Open licensed full-course curricula materials have been adopted by 16% of all districts.
- Districts with a high proportion of students in poverty have adopted open licensed full-course curricula materials at twice the rate of districts with low rates of child poverty (22% as compared to 10%).

OVERVIEW

The objective of this study is to better understand the process by which K-12 school districts select curricula materials in four critical subject areas: Mathematics, English Language Arts, Science, and History and Social Studies. A single adoption decision by a single school district has the potential to impact what thousands of students are taught and learn. Curricula decisions not only determine the specific elements that will be taught in class, but also have considerable impact on how that material is presented and taught. This research has two primary goals:

- To understand the process by which K-12 school districts select and adopt full-course curricula materials, with an eye to understanding how that process might be influenced.
- To understand the degree to which K-12 school districts are aware of the concepts of open educational resources (OER), and the extent to which they have adopted OER materials.

Adoption Process

Understanding the adoption process is critical to understanding how to foster the adoption of "better" curricula materials, where "better" could be related to the content included in the curriculum, the methods of instruction that the curriculum encourages, or the nature of the curricula materials themselves (e.g., open licensed).

The "build it and they will come" approach, where an alternative is so compelling that districts rush to adopt it, will NOT work. School districts do not engage in an adoption process because they have found a compelling curricula alternative. Almost all decisions are driven by a belief that the current materials no longer meet current standards, not by the characteristics of potential alternatives.

There is no single decision maker. Adoption decisions are collaborative, with multiple players having decision-making power (almost always including teachers and district administrators, but often joined by others) and a second tier of those who can advise, but do not have decision-making power (typically from groups such as outside experts and parents).

For all the players involved, decisions are made reasonably quickly, taking less than a year from start to finish. There is little evidence, given this decision speed, of any extensive "try it before you buy it" piloting of materials on a test basis before adoption.

While the pool of potential curricula publishers is very wide, the "big three" publishers (McGraw-Hill, Pearson Education, and Houghton Mifflin Harcourt) command the lion's share of all adoption decisions. While no other publishers come close to the scope of adoption of these three, that does not mean that others are not being adopted - they are, albeit at much lower rates than the big three.

As might be expected by a process involving this many decision makers, there is no one single factor that is cited as driving the decision - most districts cite five or more factors as being "very important" or "critical" to their decision. For all the variety of factors playing a role, there are three that are most common: comprehensive content, working with current technology, and cost.

What then is the most effective way of reaching a district making an adoption decision and influencing that choice? Based on the results of this research, there appear to be a few guiding principles:

Be easy to find when the district begins looking. The selection of potential curricula to include in the evaluation process happens very early. There is a narrow time window, of several weeks to at most a few months, where the potential candidates are selected. The advantage of the big three publishers is considerable, but not overwhelming - most districts look at 3 to 5 alternatives. The curricula material needs to be easy to find; if it is not discovered during the initial selection window it will not be considered.

Clearly meet all appropriate standards. The vast majority of adoption decisions are driven by a district's perception that they need material that aligns with new standards. Any potential product has to clearly articulate how it meets those standards if it is going to make it into the field for consideration.

Be on the state approved or recommended list. In adoption states¹, where all choices must be made from a list of approved products, any product not on that list does not have a chance. For states with a "recommended" list, as opposed to a required list, being on the state list gives you a big leg up. The one mitigating factor that allows for potential adoption of items not on a state recommended list is the large number of players in the decision process. Many are unaware of the existence of a state-level list.

Work with the widest array of technological infrastructure options. Being able to slot any new curricula materials into the district's existing technology is critical across all types and sizes of districts.

¹ There is not a universal definition of an "adoption state", however, those normally considered are Alabama, California, Florida, Georgia, Idaho, Kentucky, Mississippi, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, and West Virginia.

Low cost. Cost is important for all districts, and critical for those with greater numbers of lower income students. It is not clear that cost is the primary driver of the decision, but it clearly has an important role in selecting among competing options in the final phase of the process.

Comprehensive content. The most important criteria in the decision remains the content of the curricula materials. It is also subjective - what one district considers "comprehensive" may be seen as "lacking" by another. All materials being considered need to appeal to a wide range of people and roles. Successful adoption means approval by teachers, district administrators, principals, and parents.

Open Educational Resources

The Hewlett Foundation defines open educational resources (OER) as:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.²

The stated level of awareness of the terms and concepts of OER among K-12 district decision makers is very high. However, that awareness does not extend to knowledge of open licensing. Nearly three-quarters of respondents say that they are aware of OER, but if we count only those who are also be aware of Creative Commons licensing, this drops to only one-third.

Awareness of specific open license products is much higher than awareness of OER concepts. Two-thirds of all districts report that they are aware of at least one set of OER full-course curricula materials, and 37% of districts have actively considered at least one OER curriculum for adoption. OER curricula materials have been adopted by 16% of districts.

Awareness and adoption of OER curricula materials is indicative of awareness of the particular *product*, and does not imply an awareness that it is an OER openly licensed product. A sizeable portion of districts that have reviewed and adopted OER curricula material remain unaware that it is OER.

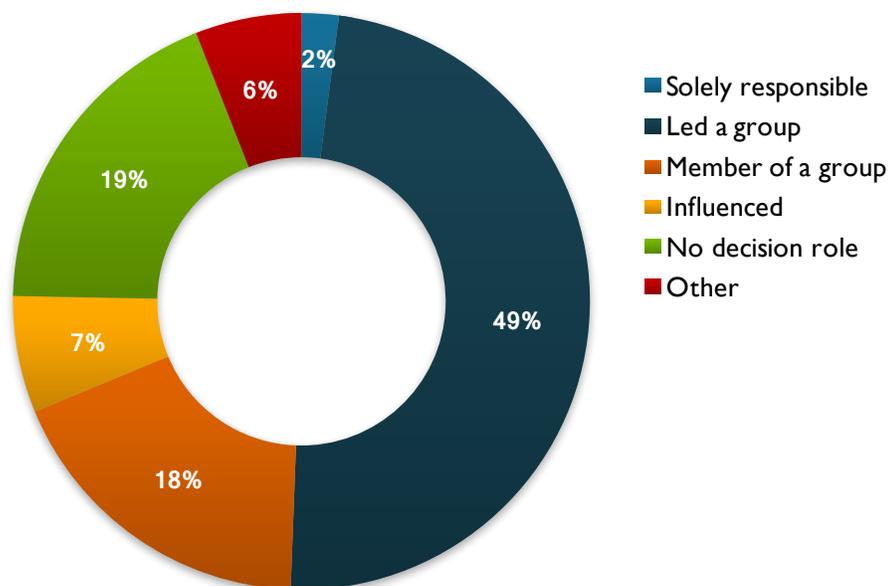
² <http://www.hewlett.org/programs/education-program/open-educational-resources>.

CURRICULA RESOURCES

The objective of this study is to better understand the process by which K-12 school districts select curricula materials. The project is focused on adoption decisions in four critical subject areas: Mathematics, English Language Arts, Science, and History and Social Studies. The report focuses exclusively on materials that provide a full-course curriculum. Supplemental materials, or curricula materials that are used for only a portion of a course, are specifically excluded.

All results included in this report represent respondents who are knowledgeable of the adoption process for their district. The largest faction of survey respondents led the decision process for their district, while other respondents were participants in the process, with or without a decision role.

RESPONDENT'S ROLE IN THE SELECTION OF FULL-COURSE CURRICULA MATERIAL



In addition to examining the overall curricula selection process, this study also explores a particular class of educational materials: those classified as open educational resources (OER). The Hewlett Foundation defines open educational resources (OER) as:

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course

*materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.*³

An important aspect of the examination of the use of educational resources is the licensing status of such materials – who owns the copyright to the materials, and does the district have the right to copy, reuse, modify, and redistribute the content? The legal mechanism that educators are most familiar with is that of copyright. As noted by the U.S. Copyright office, copyright is:

*A form of protection provided by the laws of the United States for "original works of authorship," including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners for protection of their work. ... Copyright covers both published and unpublished works.*⁴

Not all material is copyrighted. Some content may be ineligible for copyright, copyrights may have expired, or authors may have dedicated their content to the public domain (e.g., using Creative Commons public domain dedication⁵).

*Public domain is a designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered and republished by anyone. The designation means, essentially, that the content belongs to the community at large.*⁶

An intermediate stage between the traditional copyright, with all rights reserved, and public domain, where no rights are reserved, is provided by Creative Commons licenses. A Creative Commons license is not an alternative to copyright, but rather a modification of the traditional copyright license that grants some rights to the public.

*The Creative Commons (CC) open licenses give everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work. CC licenses allow creators to retain copyright while allowing others to copy, distribute, and make some uses of their work per the terms of the license. CC licenses ensure authors get credit (attribution) for their work, work globally, and last as long as applicable copyright lasts. CC licenses do not affect freedoms (e.g., fair use rights) that the law grants to users of creative works otherwise protected by copyright.*⁷

The most common way to openly license copyrighted education materials – making them OER – is to add a Creative Commons license to the educational resource. CC licenses are standardized, free-to-use, open copyright licenses.⁸

³ <http://www.hewlett.org/programs/education-program/open-educational-resources>.

⁴ <http://www.copyright.gov/help/faq/definitions.html>

⁵ <https://creativecommons.org/publicdomain/zero/1.0/>

⁶ <http://whatistechtarget.com/definition/public-domain>

⁷ Personal communication from Cable Green, PhD, Director of Open Education, Creative Commons

⁸ State of the Commons report: <https://stateof.creativecommons.org>

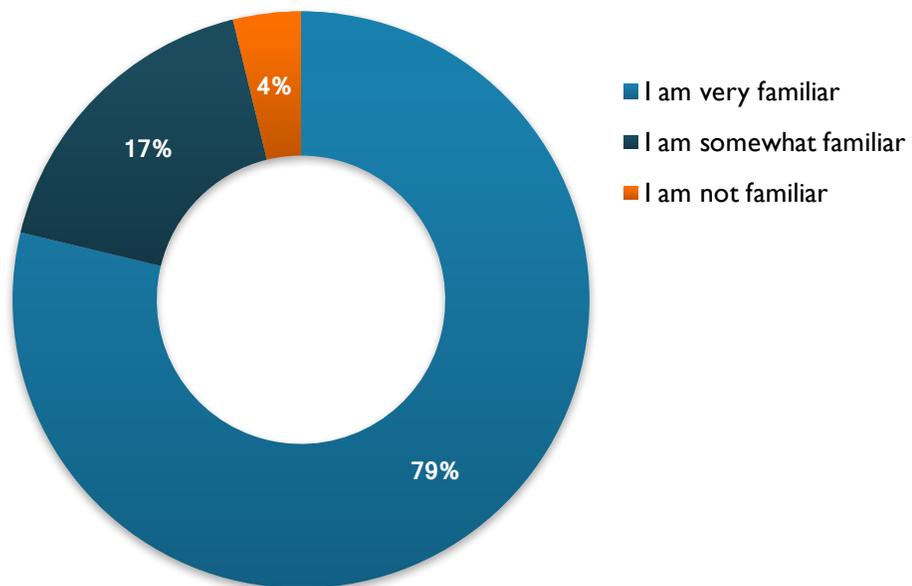
STUDY RESULTS:

Respondents

The K-12 district respondents are very familiar with the full-course curriculum adoption decision for their districts. Over three-quarters say that they are “very” familiar, with an additional 17% being “somewhat” familiar.

This study is based on responses from 584 K-12 school districts collected in the spring of 2017, and represents 48 states and the District of Columbia. Respondents were very familiar with the curriculum adoption process for their district. Respondents who were not familiar with the process were asked a few general questions and then thanked for their time and efforts. Their responses are not included in the analysis for the report.

FAMILIARITY WITH THE ADOPTION PROCESS OF FULL-COURSE CURRICULA MATERIALS FOR YOUR DISTRICT



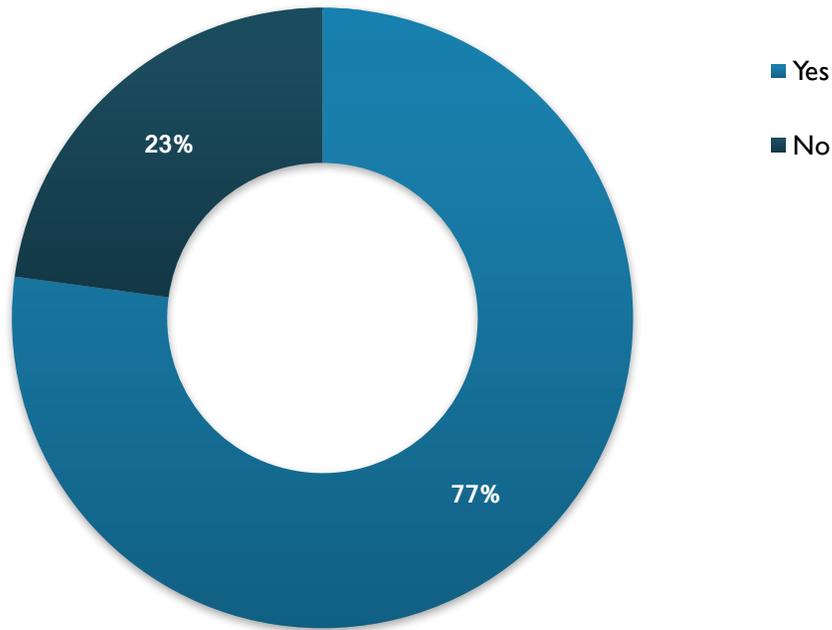
Surveys were directed to and responses were received from persons in a variety of roles in the district, including Superintendent, Business/Purchasing Director, Instructional Technology Director, Curriculum/Instructional Director, and Directors for individual subject areas (e.g., mathematics, science, or reading). The number and composition of the roles varies considerably by district size. Smaller districts are far more likely to have one person performing a critical role for decisions in multiple subject areas, while larger districts might have separate teams for a science decision than for a mathematics decision.

Nature of Curricula Decisions

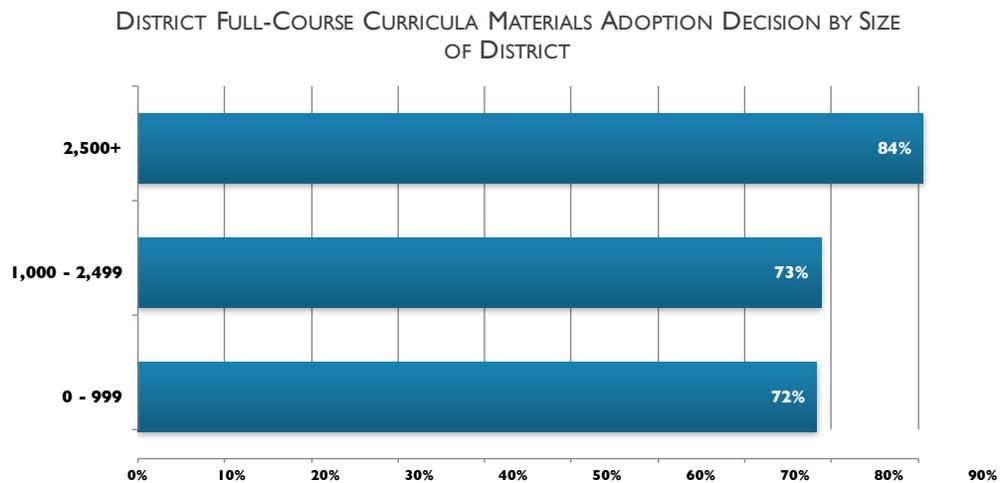
Over three-quarters of districts have made a full-course curricula decision in the past three years, with two-thirds of these making decisions in more than one subject area. The most common subject area is Mathematics, followed by English Language Arts.

Full-course curricula adoption decisions are very common among K-12 districts. Over three-quarters of districts have made at least one such full-course curricula decision in the past three years. Note that this number only counts districts that have made full-course curricula adoption decisions for Mathematics, English Language Arts, Science, and History and Social Studies. Those making adoption decision for other subject areas, or selecting other than full-course materials, are not included.

DID YOUR DISTRICT MAKE AN ADOPTION DECISION FOR FULL-COURSE CURRICULA MATERIALS IN THE PAST THREE YEARS?

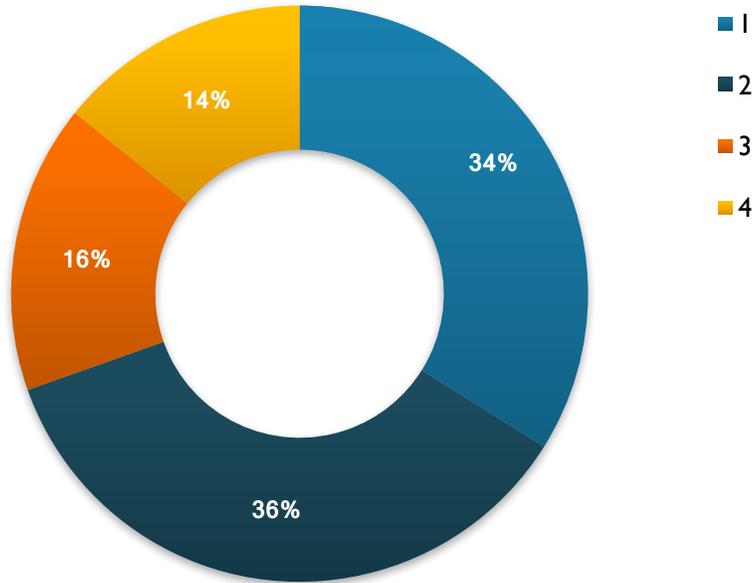


While all types and sizes of districts show a similar pattern, districts with more than 2,500 students are more likely (84%) to have made full-course curricula decision for Mathematics, English Language Arts, Science, and History and Social Studies than smaller districts.



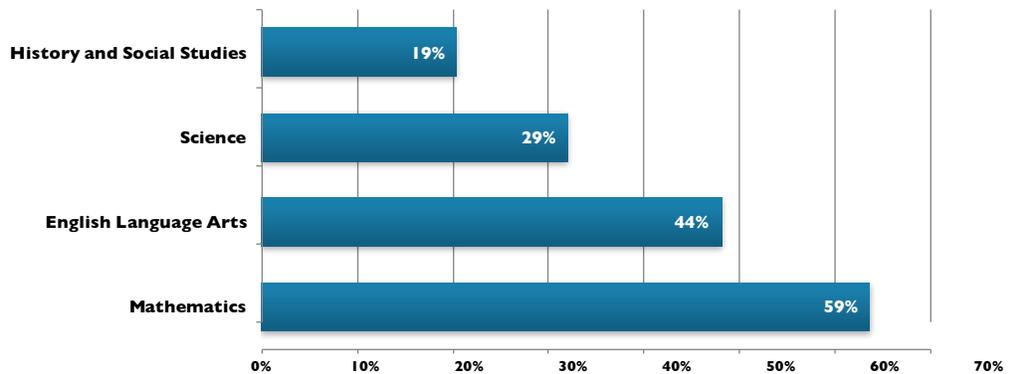
Districts are making multiple decisions across many grade ranges and subject areas. One-third of districts made an adoption decision for a single subject area, one-third selected new curricula materials in two subject areas, and one-third selected more than two subjects.

NUMBER OF SUBJECT AREAS OF DISTRICT FULL-COURSE CURRICULA MATERIALS ADOPTION



Not all subject areas are equally represented among these adoption decisions. Most districts have made a curricula decision for Mathematics (59%), followed by English Language Arts (44%), Science (30%), and History and Social Studies (19%).

SUBJECT AREA OF DISTRICT FULL-COURSE CURRICULA MATERIALS ADOPTION

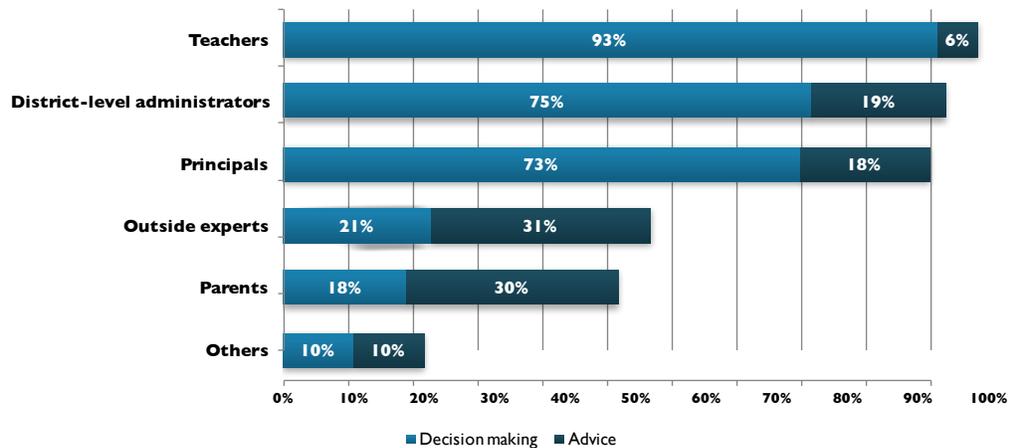


Decision Makers

Adopting a full-course curriculum is a group activity. Teachers almost always play a role, typically joined by administrators and principals. Parents and outside experts are included by about half of the districts.

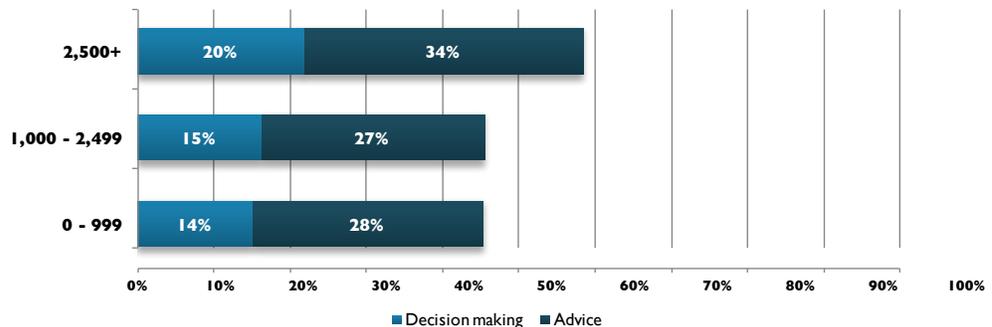
Curricula adoption decisions typically include representatives from multiple roles within the district. Virtually all (93%) districts report that teachers have a decision-making role, with an additional 6% saying that they provide advice. District-level administrators and principals have a decision-making role for roughly three-quarters of the districts. Over one half of districts use outside experts in some capacity, more often to provide advice (31%) than in a decision-making role (21%). Less than one half of the districts include parents in the process, and when they do it is typically to provide advice (30%), rather than as a decision maker (18%).

WHO HAS A ROLE IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS



Larger districts (those with over 2,500 students) include parents in the process at higher rates than smaller districts. While the proportion of larger districts that include parents in the adoption process is higher, the pattern of confining them to an advisory role is the same across all sizes of districts.

ROLE OF PARENTS IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS BY DISTRICT SIZE

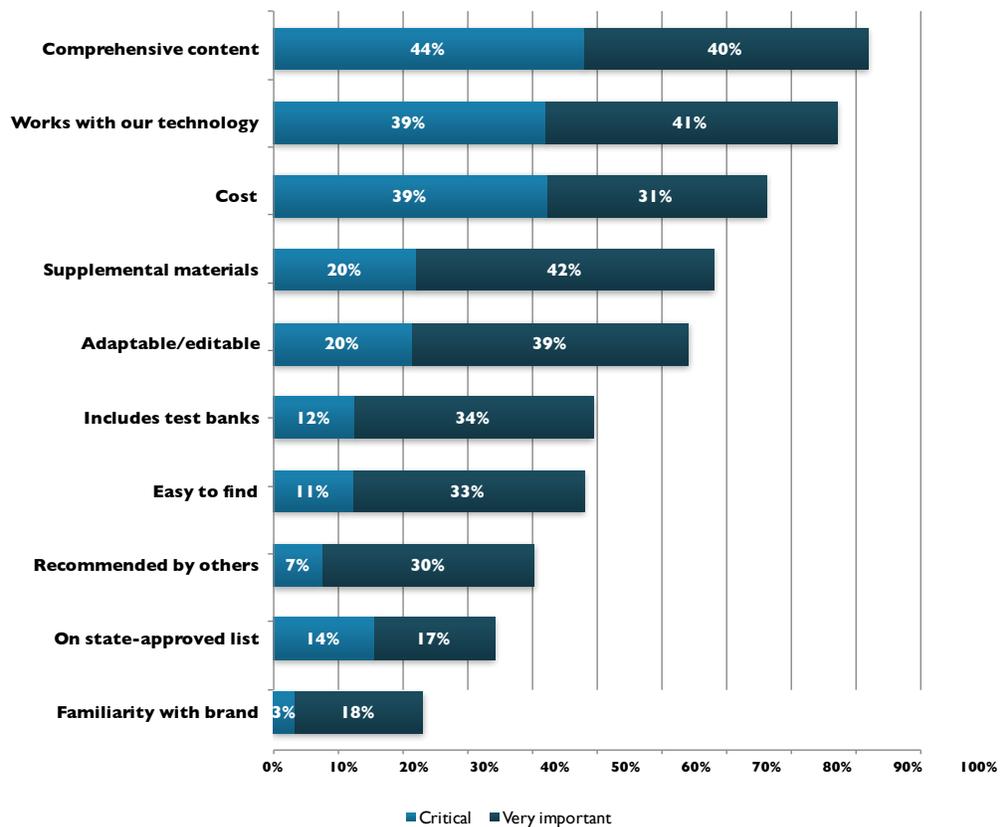


Factors Driving Selection

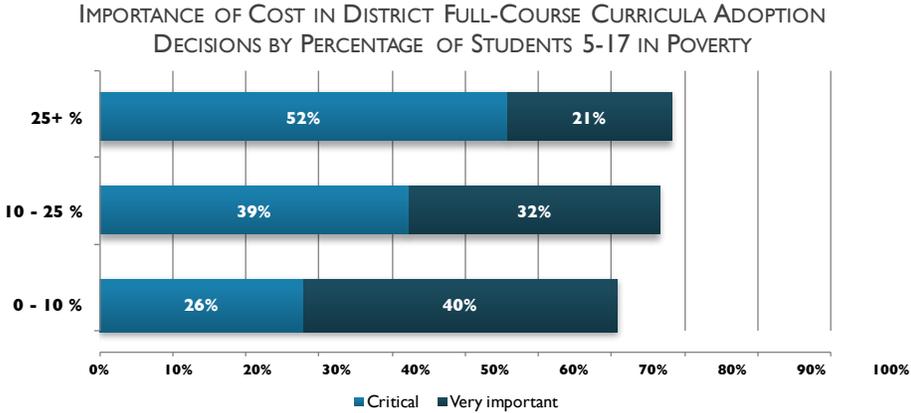
There is no single factor that drives a district selection process, with most districts citing five or more factors as "very important" or "critical" to their decision. Comprehensive content, working with current technology, and cost are cited most often.

The factors of comprehensive content, working with current technology, and cost, are cited as “Critical” in the adoption decision far more often than other factors. The inclusion of supplemental materials and the ability of curricula materials to be adapted and/or edited follow these top three in importance. Other factors are seen as critical by a smaller proportion of districts. One outlier is the inclusion of the materials on a state-approved list. This outlier can be critical for districts where state-recommended or state-required lists limit the range of choices, but are not of interest for districts where the state does not have this role.

IMPORTANCE OF FACTORS IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS



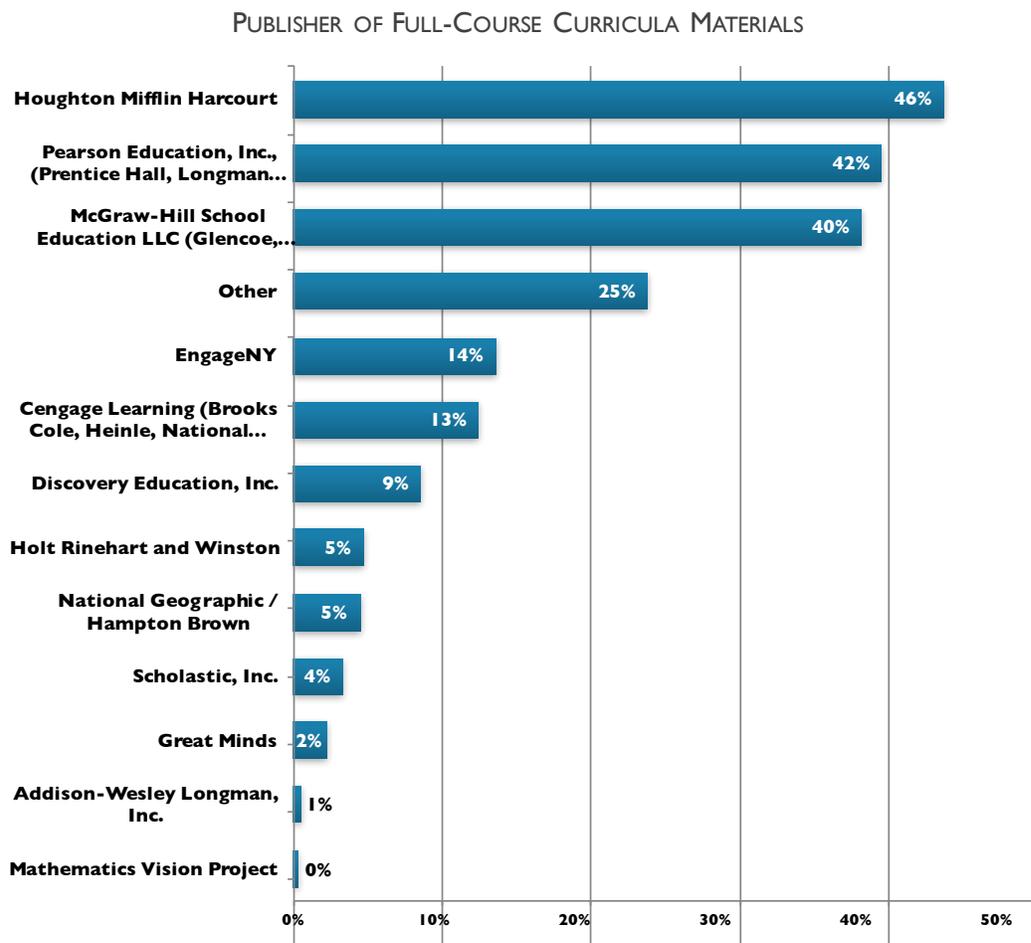
Not all factors are of equal importance across all types of districts. The cost of materials is one example. Districts that have over 25% of their population aged 5 to 17 living in poverty cite cost as critical to the decision process twice as often as districts where less than 10% of the population aged 5 to 17 live in poverty.



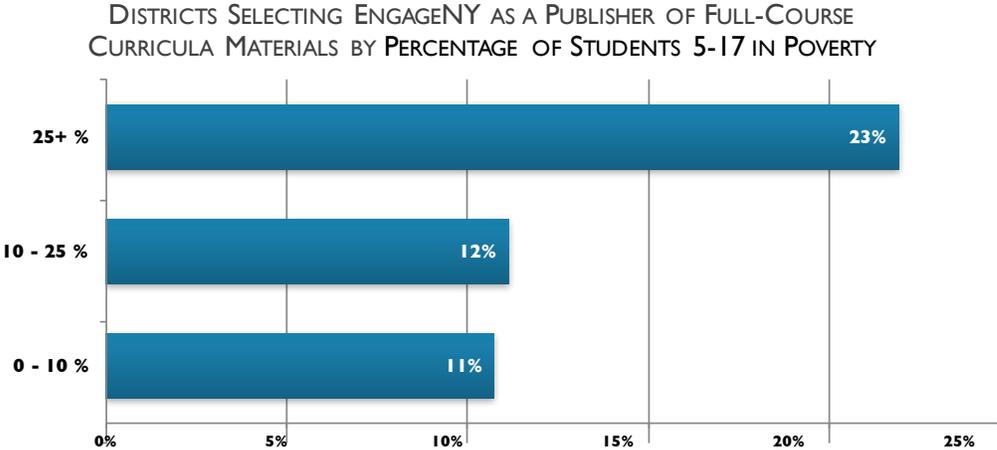
Curricula Sources

Districts select full-course curricula materials from over two-dozen publishers. Three of these, McGraw-Hill, Pearson Education, and Houghton Mifflin Harcourt, are used far more often than all other publishers.

Districts use materials for a wide range of publishers, listing over two dozen such publishers as having provided full-course curricula materials for their district. While no one publisher commands the lion's share, McGraw-Hill, Pearson Education, and Houghton Mifflin Harcourt are each mentioned by similar number of districts. No other publisher has half as many mentions as these top three.



The pattern of choice of publisher is very similar across districts of all sizes, with the same top three publishers showing a similar lead among small, medium, and large enrollment districts. There are a few differences among the rankings of the other publishers, however. EngageNY, a publisher of open educational resources, is twice as likely to have been selected among districts with over 25% of their population aged 5 to 17 living in poverty, compared to those with less than 10% of the population aged 5 to 17 living in poverty (23% as compared to 11%).

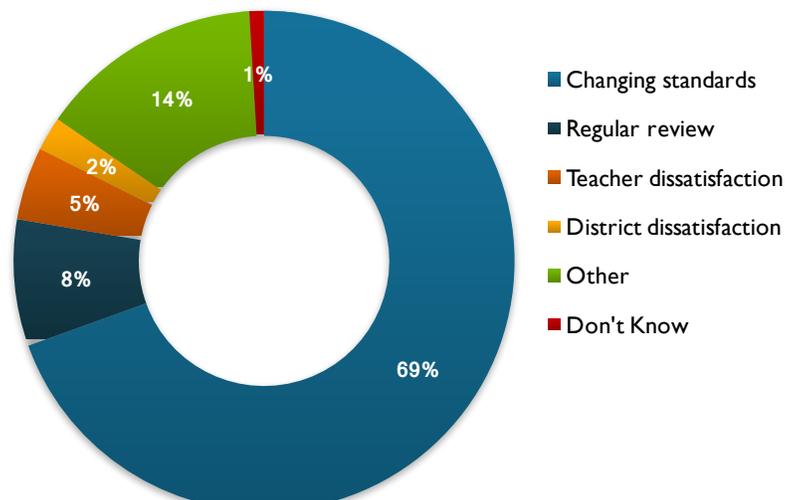


Decision Process

The vast majority of district adoption decisions are driven by an external factor: changing standards. Districts typically consider 3 to 5 alternatives initially, narrowing that number to 2 or 3 for a final decision. Most decision processes take the better part of a year to complete, with only 10% taking longer than that. The curricula materials being replaced are usually 6 to 10 years old.

What causes a school district to replace its current curriculum with something new? Is there a regular schedule where materials are reviewed and replaced, or are districts reacting to external factors that are forcing them into a decision process? The primary driver for all curricula decision is external: new or changing standards. Over two-thirds of all districts that made a curricula decision in the past three years cite this as the reason for beginning the process.

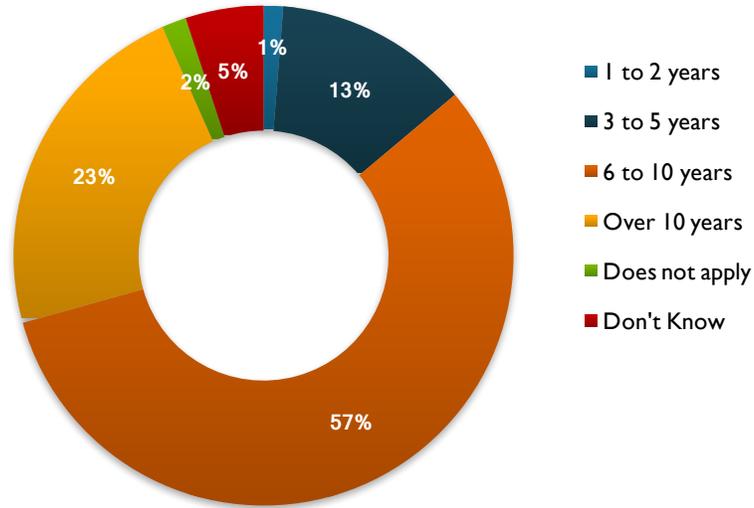
WHAT WAS THE PRIMARY REASON FOR REPLACING THE PREVIOUS CURRICULA MATERIAL?



The second most cited reason, “Other,” further reinforces new and changing standards as the primary driver. The districts that selected Other as the primary driving factor for undergoing their review and decision process were asked to provide a written explanation of their response. The vast majority of these explanations listed multiple factors, such as a regular review and changing standards. “Changing standards” were cited in almost all of these responses. Over three-quarters of all districts cited changing educational standards, at least in part, as the reason for curricula adoption decisions. Any change to these external factors, such as mass adoption of new standards or stabilization of standards for a period of time, will have a large impact on future district adoption rates.

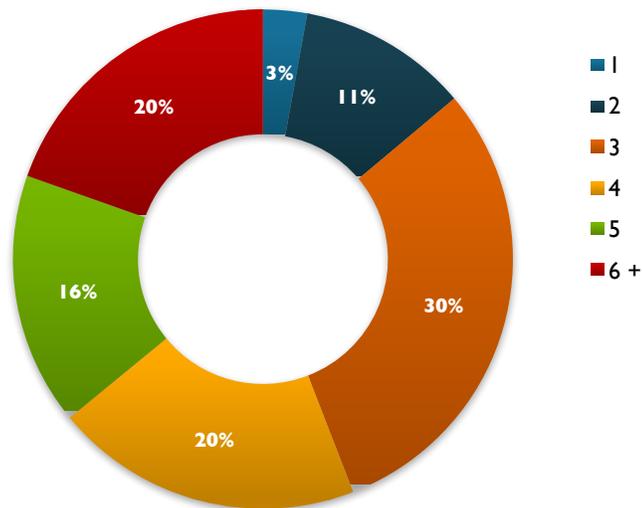
Curricula decisions are being made by K-12 districts on a fairly regular basis. Only 1% of the decisions were to replace materials that had been in place for 1 or 2 years, with 13% replacing materials that were 3 to 5 years old. The majority (57%) of all districts were making an adoption decision to replace materials that had been in place for 6 to 10 years.

HOW LONG HAD THE PREVIOUS CURRICULA MATERIAL BEEN IN PLACE?



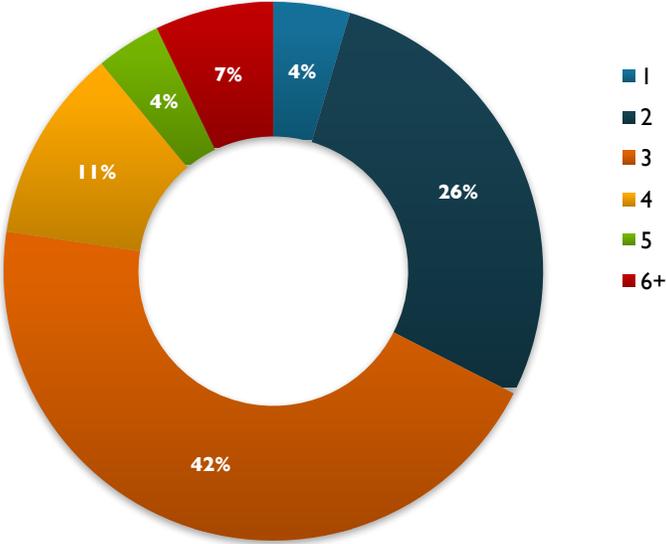
K-12 districts typically evaluate multiple alternatives in their process of selecting new curricula materials. Only 3% of districts limit their adoption process to an evaluation of a single alternative. The largest proportion (30%) evaluate three alternatives, with most districts examining four or more alternatives.

HOW MANY ALTERNATIVES WERE INITIALLY CONSIDERED FOR POSSIBLE ADOPTION?



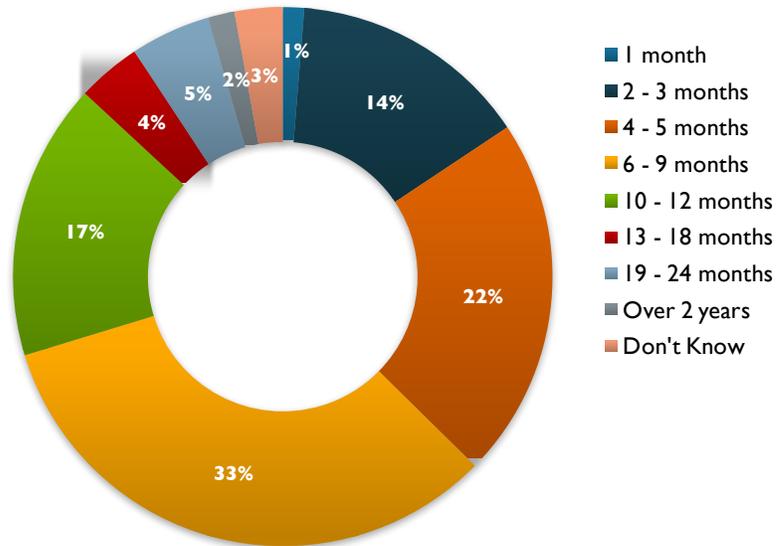
Most districts use a multistep decision process, building a large initial list of possible alternative curriculum sources and then narrowing that list down for the final stage of the decision. While the majority of districts (51%) include four or more alternatives at the beginning of the process, many of these are eliminated early in the process. Only 21% of districts do a final review that includes four or more alternatives; the vast majority include only three (42%) or two (26%) options for active review.

HOW MANY ALTERNATIVES WERE ACTIVELY REVIEWED?



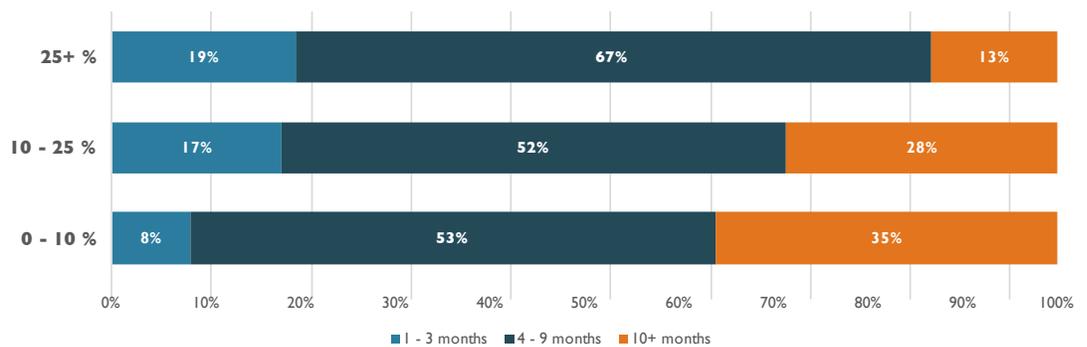
The curriculum decision process takes a number of months from beginning to end, but rarely exceeds a year in length. The modal length for the process is 6 to 9 months, with 33% of all districts reporting this time. More districts complete the process in less time than this (22% report 4 to 5 months; 14% report 2 to 3 months) than those for whom the process took longer (17% report 10 to 12 months; 10% report that the process took over a year). Only 1% of districts completed the process in a single month.

LENGTH OF CURRICULUM REVIEW PROCESS



Not all types of districts take the same length of time to complete the selection process. Districts with a greater proportion of their students living in poverty complete the process in a shorter amount of time. As noted earlier, these districts also rate the cost of the materials as far more important to their decision process, so it may be that they make their selection faster because they can quickly eliminate the higher cost alternatives.

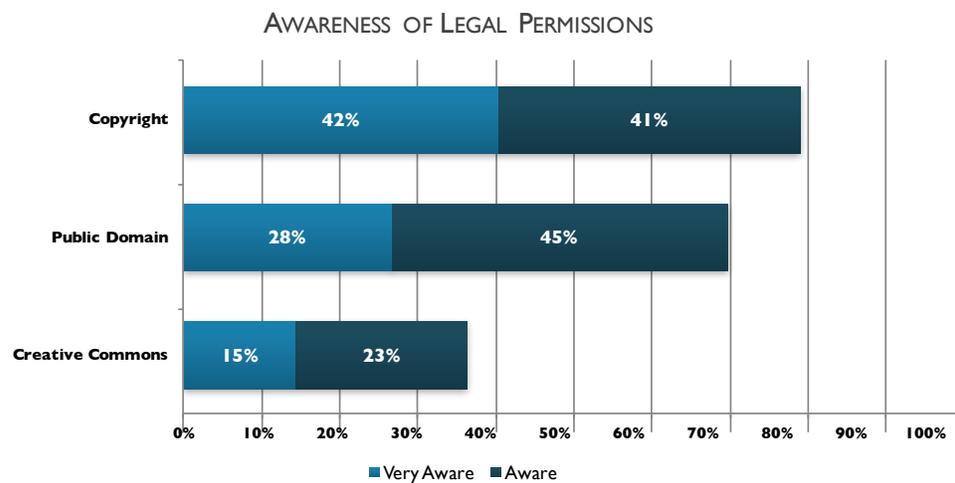
LENGTH OF CURRICULUM REVIEW PROCESS BY PERCENT OF STUDENTS 5-17 IN POVERTY



Awareness of Licensing and Open Educational Resources

Awareness of copyright and the public domain is much higher among districts than is awareness of Creative Commons licensing. Nearly three-quarters of respondents claim some level of awareness of OER, but this drops to only one-third when awareness of licensing is included. Only 40% of districts have any level of awareness of the federal #GoOpen campaign.

Respondents were asked about their level of awareness of copyright, public domain, and open licensing. The availability of open licensing and the ability to reuse and remix content is central to the concept of open educational resources. This makes it critical to understand the level of awareness of these concepts, if we are to understand if districts are selecting materials because of licensing, or for other factors.⁹



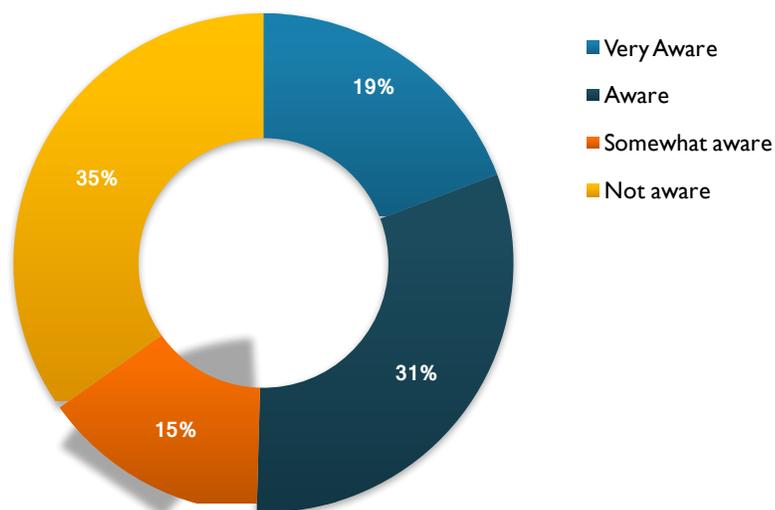
Most respondents report that they are aware of the copyright status of classroom content (83% “Very aware” or “Aware”) and public domain licensing (63% “Very aware” or “Aware”), but fall short on awareness of Creative Commons licensing. Less than 40% of respondents report that they are aware of Creative Commons licensing.

Survey respondents were asked to self-report their level of awareness of open educational resources. As noted in previous reports, the exact wording of the question is critical in accurately measuring the level of OER awareness. Many respondents have only a vague understanding of the details of what constitutes open educational resources. Many confuse “open” with “free,” and assume all free resources are OER. Still others will confuse “open resources” with “open source,” and assume OER refers only to open-source software.

⁹ David Wiley, *The Access Compromise and the 5th R, Iterating Toward Openness*, <http://opencontent.org/blog/archives/3221>

Multiple wordings for these questions were tested for prior Babson Survey Research Group reports. The version used here was found to have the best balance in differentiating among the different levels of awareness, while avoiding leading those with no previous knowledge of the concept.

AWARENESS OF OPEN EDUCATIONAL RESOURCES

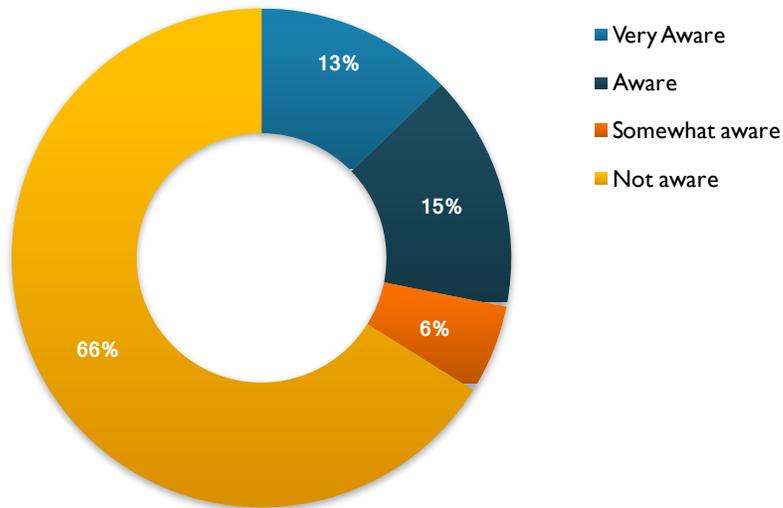


One half of all respondents say that they are either “Aware” or “Very Aware” of open educational resources. A smaller portion (15%) report that they are only “Somewhat Aware,” and over a third say that they are not aware.

As described earlier, district administrators may have only a “fuzzy” understanding and awareness of open educational resources. By combining responses to additional questions about the licensing, we can get a more precise understanding of their true level of awareness. Since licensing is critical to the concept of OER, examining the difference between respondents who report that they are aware of OER and those who report that they are aware of both OER and Creative Commons licensing gives us a good indication of their depth of understanding of OER. If respondents who report that they are unaware of Creative Commons licensing are removed from any of the “aware” categories of the measure of OER awareness, we create a much stricter index of OER awareness.

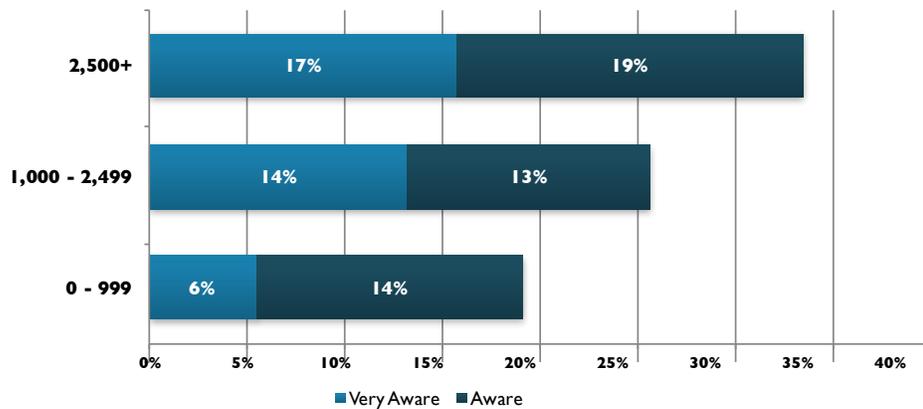
The level of OER awareness drops when we apply this stricter definition, implying that respondents may be claiming to be aware of OER, but they have only a limited understanding of the concepts. Those classified as “very aware” dips from 19% to 13%, “aware” drops from 31% to 15%, and “somewhat aware” from 15% to 6%. The overall proportion classified into any of the “aware” categories changes from 65% when awareness of Creative Commons is not required, to 34% when it is required.

AWARENESS OF OER AND CREATIVE COMMONS



District administrators in smaller districts (those with less than 1,000 students) are considerably less aware of OER than their counterparts in larger districts. The proportion who are “Very Aware” is only 6% among the smallest districts (compared to 17% in districts with more than 2,500 students).

AWARENESS OF OER AND CREATIVE COMMONS BY SIZE OF DISTRICT

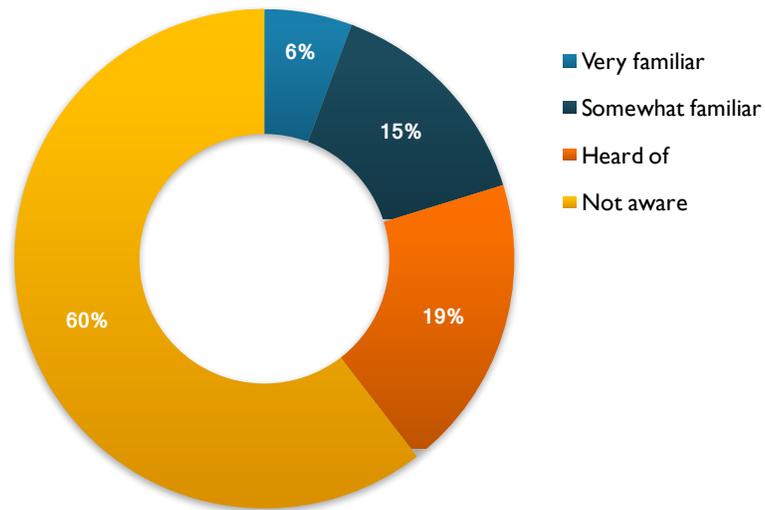


The U.S. Department of Education created the #GoOpen campaign to encourage the use of open educational resources.¹⁰ The campaign was launched in October 2015.

The U.S. Department of Education's #GoOpen campaign encourages states, school districts and educators to use openly licensed educational materials to transform teaching and learning.

Respondents were asked if they were aware of this initiative. Only 21% reported that they were either “Very familiar” or “Somewhat familiar” with the program, with an additional 19% reporting that while they had heard of the program, they did not know much about it. The majority of district decision makers (60%) report that they are “not aware” of the program.

AWARENESS OF THE U.S. DEPARTMENT OF EDUCATION'S #GOOPEN CAMPAIGN



¹⁰ U.S Department of Education's #GoOpen Campaign <https://tech.ed.gov/open/>

Open Educational Resource Material Adoptions

K-12 school districts have a greater degree of awareness of OER materials than of OER concepts and definitions. Two-thirds of all districts are aware of at least one OER full-course curriculum, with 37% having actively considered at least one for adoption. A full 16% of districts have adopted at least one full-course OER curriculum.

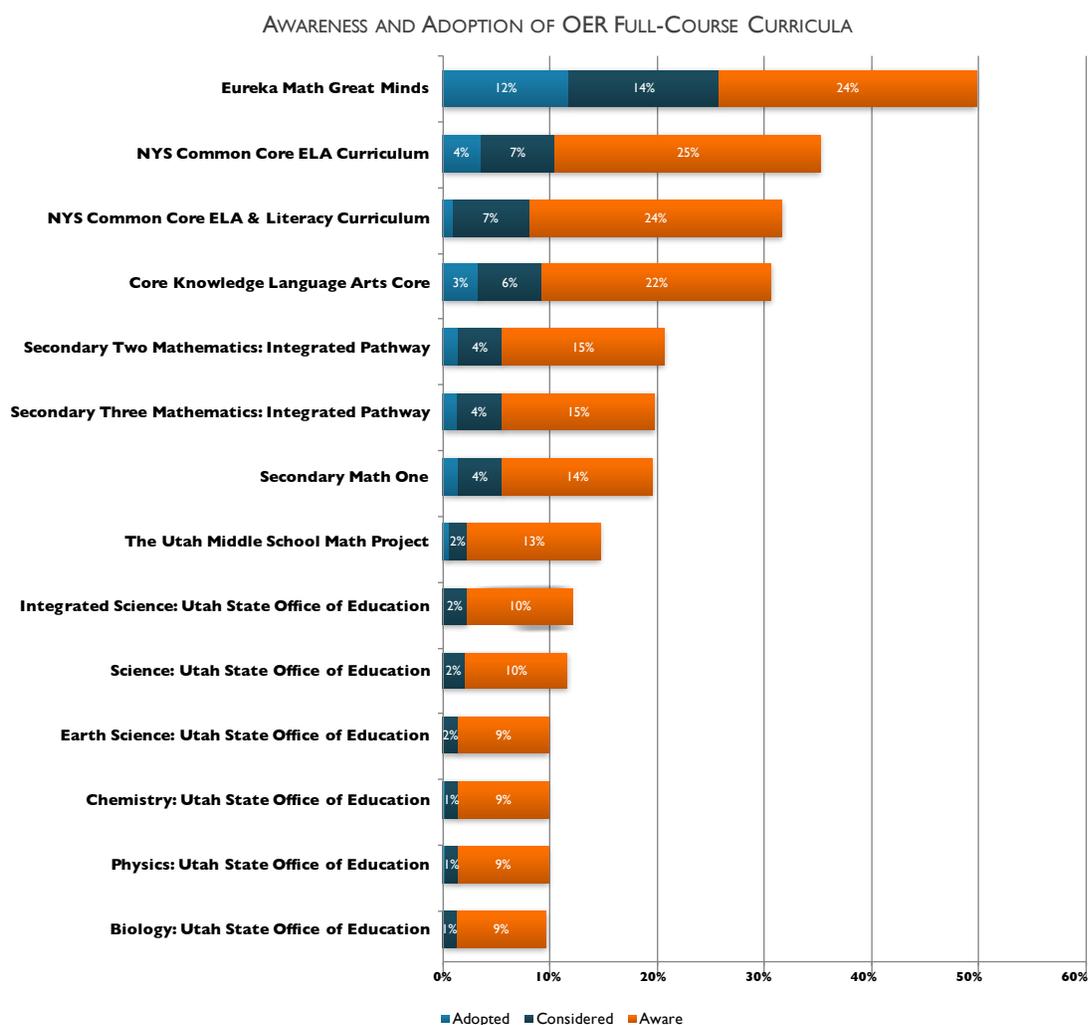
Other studies by the Babson Survey Research Group (BSRG) have demonstrated that educators are unreliable in reporting if they use open educational resources. In addition to only a fuzzy understanding of the concepts of OER, most respondents were not fully aware of the licensing terms of the products that they were considering and/or adopting. In order to get a more reliable indicator of OER product awareness and use, it is necessary to pose the question in a form that elicits reliable responses. This study uses the same approach as previous BSRG studies of OER adoption, presenting respondents with specific lists of products and asking them if they know of the product, have considered it, or have adopted it. District administrators may not know the details of OER definitions, or the licensing terms of specific materials, but they do know the names of products that they have examined or adopted.

Respondents were presented with a list of K-12 full-course curricula materials, all of which are classified as OER, covering a total of 14 different combinations of subject area and publishers¹¹. The options presented were:

- Eureka Math (Great Minds)
- Secondary Math One: An Integrated Approach (Mathematics Vision Project)
- Secondary Two Mathematics: Integrated Pathway CCSS (Mathematics Vision Project)
- Secondary Three Mathematics: Integrated Pathway CCSS (Mathematics Vision Project)
- The Utah Middle School Math Project (University of Utah Middle School Math Project)
- NYS Common Core ELA Curriculum (Expeditionary Learning)
- NYS Common Core ELA & Literacy Curriculum (Public Consulting Group)
- Core Knowledge Language Arts (Core Knowledge Foundation)
- Integrated Science: 2014-15 or 2015-16 (Utah State Office of Education)
- Science: 2015-16 or 2016-17 (Utah State Office of Education)
- Biology: 2015-16 or 2016-17 (Utah State Office of Education)
- Chemistry 2015-16 or 2016-17 (Utah State Office of Education)
- Earth Science 2015-16 or 2016-17 (Utah State Office of Education)
- Physics 2015-16 or 2016-17 (Utah State Office of Education)

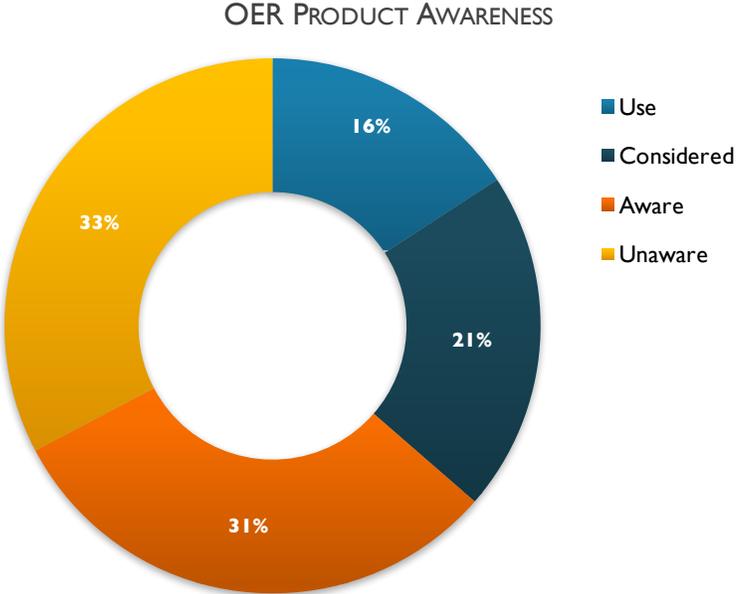
¹¹ This is a consolidation (combining grade ranges and offering years) of a list of full-course OER materials provided to the William and Flora Hewlett Foundation by EdTech Strategies, LLC.

For each of these products, respondents noted if they were aware of OER, if they had included it for active consideration as part of a curricula selection process, or if they had adopted it. The overall level of awareness (combining those who adopted, considered, or were aware of a product) ranges from a high of just over 50% to under 10%, depending on the specific product.



Eureka Math Great Minds is both the best known and most widely adopted of these OER alternatives. The two New York State English Language Arts options and the Core Knowledge Language Arts products have somewhat lower overall levels of awareness, with much lower consideration and adoption rates. The three Secondary Math alternatives show very similar results, with lower rates of awareness and consideration. The seven Utah State options follow behind, with overall levels of awareness ranging from 15% to just under 10%.

While the individual adoption levels are all in the single digits (with the exception of the Great Minds Math), these numbers do represent a considerable level of overall awareness of OER K-12 curricula materials. Two-thirds of all respondents reported that they were aware of at least one of the OER materials, with 21% saying that they had included at least one such product for active consideration in a curriculum decision process. The 16% overall adoption rate is only slightly higher than the adoption rate for Great Minds Math at 12%, meaning that only 4% of districts have made an OER adoption decision that does not include Great Minds Math.



METHODOLOGY

This study of the K–12 curriculum adoption process used descriptive analysis relying extensively on a survey instrument designed specifically for the project. The instrument was patterned after similar instruments used by the Babson Survey Research Group to study textbook adoption among higher education faculty and use of online and blended learning among U.S. K-12 districts.

The “universe of interest” for this study is composed of all public school districts in the United States that operate schools. Information on these districts was taken from the Common Core of Data (CCD) from the U.S. Department of Education’s National Center for Education Statistics (<http://nces.ed.gov/ccd/ccddata.asp>).

The study used three survey submission processes:

- An email invitation was sent to randomly selected school districts using a commercial source for email addresses. A reminder email message was sent two weeks after the first message. Both the invitation and the reminder message contained a unique URL that, when clicked, would open up the survey form in a web browser and pass the unique survey ID.
- Additional randomly-selected school districts were sent a paper copy of the invitation along with a paper copy of the survey form. The invitation and survey form each contained a survey activation code and a URL for submission, that, when entered, would open up the survey form in a web browser.
- Schools districts receiving the paper-based invitation also had the option to complete the paper survey form and submit using an included postage-paid business reply envelope.

All potential respondents were informed of the funding source for the study (The William and Flora Hewlett Foundation), and who was conducting it (“researchers at Babson Survey Research Group”). They were also told the following: “All survey respondents are provided complete anonymity, the William and Flora Hewlett Foundation does not see individual-level results. No personally identifiable information is released.”

Analysis for this report includes responses from 584 K-12 school districts. These responses represent 48 states and the District of Columbia. The average number of students for the reporting districts was 6,278, with the overall sample accounting for 3,490,735 students.

The survey form was composed of two portions: one that applied to all respondents, and a second section to be completed only by those districts that had made a full-course curriculum decision in Mathematics, English Language Arts, Science, or History and Social Studies over the previous three years. The invitation letter and the survey form itself were carefully worded to encourage responses from all school district representatives, regardless of whether they had recently made such a decision or not.

All data collected were entered into an online database, either directly by the respondent or, in the case of paper-based responses, by the researchers. Each entry included the unique survey ID number that was used to link the response to the description data of that school district contained in the Education's National Center for Education Statistics Common Core of Data. The data linked from this source included location information (city, town, state, urban/rural), the grade range in the district, the number of students in the district, and the number of teachers in the district.

As noted in previous BSRG reports, a critical issue in measuring the level of OER awareness is exactly how the question is worded. Many confuse “open” with “free,” and assume all free resources are OER. Still others will confuse “open resources” with “open source,” and assume OER refers only to open source software. Because of these differing levels of understanding, the phrasing of the awareness question needs to be specific. The version selected (listed below) was found to have the best balance in differentiating among the different levels of awareness, while avoiding leading those with no previous knowledge of the concept.

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

Based on our testing, the results from this question may still slightly overstate the level of OER awareness, but this was considered a better option than leading the respondent. By using a series of additional questions, the results from this question can be adjusted to remove those who might have thought that they were aware of OER, but when probed did not have knowledge of all of the aspects that make up the concept.

Because licensing for remixing and reuse is central to the concept of OER, a question about the respondent's awareness of different licensing concepts was asked of all respondents *before* any questions about OER awareness itself:

How aware are you of each of the following licensing mechanisms?

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain				
Copyright				
Creative Commons				

By combining the responses from the OER awareness question with those of the licensing questions, a combined index of awareness can be constructed.

APPENDIX TABLES

Respondent

WHAT WAS YOUR ROLE IN THE SELECTION OF FULL-COURSE CURRICULA MATERIAL?

Solely responsible	2.1%
Led a group	48.5%
Member of a group	18.2%
Influenced	6.5%
No decision role	18.8%
Other	6.0%

HOW FAMILIAR ARE YOU WITH THE DECISION PROCESS FOR THE ADOPTION OF FULL-COURSE CURRICULA MATERIALS FOR YOUR DISTRICT?

I am very familiar	78.8%
I am somewhat familiar	17.4%
I am not familiar	3.8%

Nature of Curricula Decisions

DID YOUR DISTRICT MAKE AN ADOPTION DECISION FOR FULL-COURSE CURRICULA MATERIALS IN THE PAST THREE YEARS?

Yes	77.1%
No	22.9%

DISTRICT FULL-COURSE CURRICULA MATERIALS ADOPTION DECISION BY SIZE OF DISTRICT

0 - 999	1,000 - 2,499	2,500+
72.3%	72.7%	83.7%

NUMBER OF SUBJECT AREAS OF DISTRICT FULL-COURSE CURRICULA MATERIALS ADOPTION

1	33.9%
2	35.7%
3	16.2%
4	14.2%

SUBJECT AREA OF DISTRICT FULL-COURSE CURRICULA MATERIALS ADOPTION

Mathematics	58.5%
English Language Arts	44.2%
Science	29.5%
History and Social Studies	18.8%

Decision Makers

WHO HAS A ROLE IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS

	<i>Decision making</i>	<i>Advice</i>
Others	10.0%	10.0%
Parents	17.5%	29.8%
Outside experts	21.0%	31.0%
Principals	73.3%	18.2%
District-level administrators	75.0%	18.8%
Teachers	92.7%	5.7%

ROLE OF PARENTS IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS BY DISTRICT SIZE

	<i>0 - 999</i>	<i>1,000 - 2,499</i>	<i>2,500+</i>
Decision making	13.9%	14.9%	20.1%
Advice	27.8%	26.9%	33.6%

Factors Driving Selection

IMPORTANCE OF FACTORS IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS

	<i>Critical</i>	<i>Very important</i>	<i>Important</i>	<i>Somewhat important</i>	<i>Not important</i>
Comprehensive content	44.1%	40.1%	12.4%	2.2%	1.1%
Works with our technology	38.6%	41.2%	17.1%	1.5%	1.5%
Cost	38.9%	30.9%	23.8%	4.7%	1.8%
Supplemental materials	20.4%	42.0%	28.8%	7.5%	1.3%
Adaptable/editable	19.8%	39.0%	28.9%	8.6%	3.7%
Includes test banks	11.6%	33.6%	32.9%	16.9%	5.0%
Easy to find	11.3%	32.7%	33.8%	14.1%	8.2%
Recommended by others	7.1%	30.0%	36.2%	22.1%	4.6%
On state-approved list	14.3%	17.0%	18.8%	13.9%	36.0%
Familiarity with brand	3.1%	18.0%	32.1%	33.2%	13.6%

IMPORTANCE OF COST IN DISTRICT FULL-COURSE CURRICULA ADOPTION DECISIONS BY PERCENTAGE OF STUDENTS AGED 5-17 IN POVERTY

	<i>Percent of students 5-17 in poverty</i>		
	<i>0 - 10 %</i>	<i>10 - 25 %</i>	<i>25+ %</i>
Critical	25.7%	39.1%	51.5%
Very important	39.6%	31.8%	20.6%

Curricula Sources

PUBLISHER OF FULL-COURSE CURRICULA MATERIALS

Houghton Mifflin Harcourt	46.2%
Pearson Education, Inc., (Prentice Hall, Longman ELT, Scott Foresman)	41.8%
McGraw-Hill School Education LLC (Glencoe, Macmillan, SRA)	40.4%
Other	25.1%
EngageNY	14.3%
Cengage Learning (Brooks Cole, Heinle, National Geographic Learning, South-Western)	13.2%
Discovery Education, Inc.	9.1%
Holt Rinehart and Winston	5.0%
National Geographic / Hampton Brown	4.7%
Scholastic, Inc.	3.5%
Great Minds	2.3%
Addison-Wesley Longman, Inc.	0.6%
Mathematics Vision Project	0.3%

DISTRICTS SELECTING ENGAGENY AS A PUBLISHER OF FULL-COURSE CURRICULA MATERIALS BY PERCENTAGE OF STUDENTS AGED 5-17 IN POVERTY

<i>Poverty</i>	<i>Rate</i>
0 - 10 %	11.4%
10 - 25 %	11.8%
25+ %	23.2%

Decision Process

WHAT WAS THE PRIMARY REASON FOR REPLACING THE PREVIOUS CURRICULA MATERIAL?

Changing standards	69.5%
Regular review	8.2%
Teacher dissatisfaction	4.7%
District dissatisfaction	2.2%
Other	14.5%
Don't Know	0.9%

HOW LONG HAD THE PREVIOUS CURRICULA MATERIAL BEEN IN PLACE BEFORE BEING REPLACED?

1 to 2 years	1.3%
3 to 5 years	12.6%
6 to 10 years	56.8%
Over 10 years	22.7%
Does not apply	1.6%
Don't Know	5.0%

HOW MANY ALTERNATIVES WERE INITIALLY CONSIDERED FOR POSSIBLE ADOPTION?

1	2.6%
2	10.0%
3	27.3%
4	18.0%
5	14.8%
6 +	17.7%

HOW MANY ALTERNATIVES WERE ACTIVELY REVIEWED?

1	4.3%
2	25.9%
3	41.6%
4	10.8%
5	3.6%
6+	6.6%

LENGTH OF CURRICULUM REVIEW PROCESS

1 month	1.3%
2 - 3 months	14.4%
4 - 5 months	21.7%
6 - 9 months	32.9%
10 - 12 months	16.6%
13 - 18 months	3.8%
19 - 24 months	4.8%
Over 2 years	1.6%
Don't Know	2.9%

LENGTH OF CURRICULUM REVIEW PROCESS BY PERCENT OF STUDENTS AGED 5-17 IN POVERTY

	<i>0 - 10 %</i>	<i>10 - 25 %</i>	<i>25+ %</i>
1 - 3 months	36.1%	0.0%	0.0%
4 - 9 months	49.5%	0.0%	0.0%
10+ months	13.1%	0.0%	0.0%

Awareness of Licensing and Open Educational Resources

AWARENESS OF LEGAL PERMISSIONS

	<i>Creative Commons</i>	<i>Public Domain</i>	<i>Copyright</i>
Very Aware	15.2%	28.0%	42.5%
Aware	23.0%	45.3%	40.7%
Somewhat Aware	18.0%	18.0%	13.6%

AWARENESS OF OPEN EDUCATIONAL RESOURCES

Very Aware	19.2%
Aware	31.2%
Somewhat aware	14.7%
Not aware	0%

AWARENESS OF OER AND CREATIVE COMMONS

Very Aware	12.8%
Aware	15.4%
Somewhat aware	5.8%
Not aware	66.1%

AWARENESS OF OER AND CREATIVE COMMONS BY SIZE OF DISTRICT

	0 - 999	1,000 - 2,499	2,500+
Very Aware	5.8%	13.9%	16.6%
Aware	14.4%	13.1%	18.7%
Somewhat Aware	7.2%	6.6%	4.8%

AWARENESS OF THE U.S. DEPARTMENT OF EDUCATION'S #GOOPEN CAMPAIGN

Very familiar	5.7%
Somewhat familiar	14.5%
Heard of	19.3%
Not aware	60.5%

Open Educational Resource Material Adoptions

AWARENESS AND ADOPTION OF OER FULL-COURSE CURRICULA

	<i>Adopted</i>	<i>Considered</i>	<i>Aware</i>
Eureka Math Great Minds	11.9%	14.3%	24.4%
NYS Common Core ELA Curriculum	3.6%	7.1%	25.1%
NYS Common Core ELA & Literacy Curriculum	0.9%	7.3%	24.0%
Core Knowledge Language Arts Core	3.4%	6.0%	21.8%
Secondary Two Mathematics: Integrated Pathway	1.5%	4.1%	15.4%
Secondary Three Mathematics: Integrated Pathway	1.3%	4.3%	14.5%
Secondary Math One	1.5%	4.1%	14.3%
The Utah Middle School Math Project	0.6%	1.7%	12.6%
Integrated Science: Utah State Office of Education	0.0%	2.3%	10.0%
Science: Utah State Office of Education	0.0%	2.1%	9.6%
Earth Science: Utah State Office of Education	0.0%	1.5%	8.6%
Chemistry: Utah State Office of Education	0.2%	1.3%	8.6%
Physics: Utah State Office of Education	0.2%	1.3%	8.5%
Biology: Utah State Office of Education	0.0%	1.3%	8.5%

OER PRODUCT AWARENESS

Use	15.8%
Considered	20.6%
Aware	30.9%
Unaware	32.7%

APPENDIX: QUESTIONNAIRE

Welcome.

The William and Flora Hewlett Foundation's Education Program makes investments to ensure that districts and students have high-quality curricula resources. They are funding this study to better understand how to provide the best curricula resources for K-12 districts. The world is changing rapidly. Students need higher-order skills and strong content knowledge to succeed in the workforce and participate in our democracy effectively. We value your feedback and insight to help guide us in meeting this objective.

All respondents will receive a copy of the study report.

Best Regards,
 Dr. Jeff Seaman
 Babson Survey Research Group

We value your privacy. All survey respondents are provided complete anonymity. No personally identifiable information is released.

How familiar are you with the decision process for the adoption of full-course curricula materials in your district?

- I am very familiar
- I am somewhat familiar
- I am not familiar

Display This Question:

If I am somewhat familiar Is Selected

Are there others at your district beside yourself who are familiar with the adoption process of full-course curricula materials that this survey should also be directed to?

	Person One	Person Two
Name		
Title		
Email		

Are you aware of or has your district evaluated and/or adopted any of the following curricula materials?

	Not familiar	Aware of, but never considered for adoption	Considered for adoption, but not adopted	Adopted
Eureka Math (Great Minds)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Math One: An Integrated Approach (Mathematics Vision Project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Two Mathematics: Integrated Pathway CCSS (Mathematics Vision Project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Three Mathematics: Integrated Pathway CCSS (Mathematics Vision Project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Utah Middle School Math Project (University of Utah Middle School Math Project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NYS Common Core ELA Curriculum (Expeditionary Learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NYS Common Core ELA & Literacy Curriculum (Public Consulting Group)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core Knowledge Language Arts (Core Knowledge Foundation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated Science: 2014-15 or 2015-16 (Utah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

State Office of Education)				
Science: 2015-16 or 2016-17 (Utah State Office of Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biology: 2015-16 or 2016-17 (Utah State Office of Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemistry 2015-16 or 2016-17 (Utah State Office of Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earth Science 2015-16 or 2016-17 (Utah State Office of Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physics 2015-16 or 2016-17 (Utah State Office of Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
 Are you aware of or has your district evaluated and/or adopted - Considered for adoption, but not adopted Is Greater Than 0

What was the primary reason for not adopting the above curricula materials that were considered, but not adopted?

Display This Question:
 If Are you aware of or has your district evaluated and/or adopted - Adopted Is Equal to 0
 And Are you aware of or has your district evaluated and/or adopted - Considered for adoption, but not adopted Is Equal to 0
 And Are you aware of or has your district evaluated and/or adopted - Aware of, but never considered for adoption Is Greater Than 0

What was the primary reason for not considering the curricula materials above that you are aware of, but were not considered?

Over the past three years, did your district make an adoption decision for full-course curricula materials for grades 1 to 12 in any of the following areas? (Please check all that apply.)

- Mathematics
- English Language Arts
- Science
- History and Social Studies
- None of the above

Over the past three years, district adoption decision(s) for full-course curricula materials were made for the following levels. (Please check all that apply.)

	Grades 1 to 3	Grades 4 to 6	Grades 7 to 8	Grades 9 to 12	Other
Mathematics	<input type="checkbox"/>				
English Language Arts	<input type="checkbox"/>				
Science	<input type="checkbox"/>				
History and Social Studies	<input type="checkbox"/>				

Display This Question:
 If At what level(s) were district make an adoption decision for full-course curricula materials - Other Is Greater Than 0

Please describe the where the "other" adoption decision was made.

Who is the publisher of the full-course curricula materials for Mathematics, English Language Arts, Science, and/or History and Social Studies adopted by your district over the last three years? (Check all that apply)

- Addison-Wesley Longman, Inc.
- Cengage Learning (Brooks Cole, Heinle, National Geographic Learning, South-Western)
- Discovery Education, Inc.
- EngageNY
- Great Minds
- Holt Rinehart and Winston
- Houghton Mifflin Harcourt
- Mathematics Vision Project
- McGraw-Hill School Education LLC (Glencoe, Macmillan, SRA)
- National Geographic / Hampton Brown
- Pearson Education, Inc., (Prentice Hall, Longman ELT, Scott Foresman)
- Scholastic, Inc.
- Utah State Office of Education
- Other _____
- Don't Know

Considering all the district adoption decision(s) for full-course curricula materials in Mathematics, English Language Arts, Science, and/or History and Social Studies over the past three years, select the particular decision that you are most familiar with. If you are equally familiar with multiple decisions, then please select the most recent decision. The following questions will apply to this selected decision on full-course curricula materials.

What was the particular full-course curricula material adoption decision that you have selected?

Subject Area

- Mathematics English Language Arts Science History and Social Studies
-

Grade Level

- Grades 1 to 3 Grades 4 to 6 Grades 7 to 8 Grades 9 to 12 Other
-

What was your role for the selected full-course curricula material adoption decision?

- I was solely responsible for the selection
- I led a group that made the selection
- I was a member of a group that made the selection
- I influenced the selection, but did not have decision-making power
- Others made the selection, I had no decision-making role
- Other _____

What were the main factors that prompted the district to undertake the process of selecting full-course curricula materials for this particular subject and grade level?

How long had the previous curricula material been in place before being replaced?

- 1 to 2 years
- 3 to 5 years
- 6 to 10 years
- Over 10 years
- Does not apply
- Don't Know

What was the primary reason for replacing the previous curricula material?

- No particular reason, just regular review
- Changing standards at the state or district level
- Dissatisfaction on the part of teachers

- Dissatisfaction on the part of the district
- Other _____
- Don't Know

Please describe the decision process that led to the selection of the full-course curricula materials for this particular subject and grade level.

How many alternatives were initially considered and how many were actively reviewed?

	1	2	3	4	5	6	7	8	9	10+	Don't Know
Initially considered	<input type="radio"/>										
Actively reviewed	<input type="radio"/>										

How long did the review and decision process take from beginning to end?

- 1 month
- 2 – 3 months
- 4 – 5 months
- 6 – 9 months
- 10 – 13 months
- 14 – 18 months
- 19 – 24 months
- Over 2 years
- Don't Know

How would you characterize the role of your state in the adoption decision for full-course curricula materials at your district?

- The state maintains a list of approved curricula materials that we are required to select from.
- The state maintains a list of suggested curricula materials, but we are free to select others.
- The state provides standards/guidelines for curricula materials, but not a list of specific products.
- The state has no direct influence on the selection of curricula materials by our district
- Other _____

Who was involved in the decision process?

	Not included	Provided advice	Part of decision making	Other / Don't Know
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District-level administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside experts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Who was involved in the decision process? Others - Provided advice Is Selected

Or Who was involved in the decision process? Others - Part of decision making Is Selected

Please describe the others involved in the decision process.

What changes (if any) to the availability and nature of full-course curricula materials would have most improved the district's adoption decision?

How important are the following factors for district adoption decision(s) of full-course curricula materials?

	Critical	Very important	Important	Somewhat important	Not important
Cost	<input type="radio"/>				
Easy to find	<input type="radio"/>				
Comprehensive content and activities	<input type="radio"/>				

Works with our technology infrastructure	<input type="radio"/>				
Recommended by others	<input type="radio"/>				
Adaptable/editable	<input type="radio"/>				
Familiarity with brand/publisher	<input type="radio"/>				
Includes test banks	<input type="radio"/>				
Includes supplemental materials	<input type="radio"/>				
On state-approved list	<input type="radio"/>				

Display This Question:
 If How familiar are you with the decision process for the adoption of full-course curricula materials in your district? I am not familiar Is Selected

Who at your district are familiar with the adoption process of full-course curricula materials that this survey should be directed to?

	Person One	Person Two
Name		
Title		
Email		

How aware are you of each of the following licensing mechanisms?

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

Are you familiar with the U.S Department of Education's #GoOpen Campaign?

- I have not heard of the #GoOpen Campaign
- I have heard of the #GoOpen Campaign, but do not know the details
- I am somewhat familiar with some aspects of the #GoOpen Campaign
- I am very familiar with all aspects of the #GoOpen Campaign

Display This Question:
 If Are you familiar with the U.S department of Education's #GoOpen Campaign? I am very familiar Or I am somewhat familiar Or I have heard of Or I have not heard of the #GoOpen Campaign Is Selected

The U.S. Department of Education's #GoOpen campaign encourages states, school districts and educators to use openly licensed educational materials to transform teaching and learning. According to the project's website "We believe that educational opportunities should be available to all learners. Creating an open education ecosystem involves making learning materials, data, and educational opportunities available without restrictions imposed by copyright laws, access barriers, or exclusive proprietary systems that lack interoperability and limit the free exchange of information." What impact, if any, do you think this campaign will have on your district?

Are you aware of any state-level initiatives in your state involving Open Educational Resources for K-12 education?

- There are no state-level initiatives in my state
- My state has initiatives, but I am unaware of the details
- My state has initiatives, and I am familiar with them
- Other / Don't Know

Did students in your district take any of the following types of courses during the last academic year?

	At least one student took this type of course	No students; but my district plans to offer them within three years	No students; My district has no plans to offer them within three years
Fully online course - A course where most or all of the content is delivered online, typically has no face-to-face meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended/hybrid course - A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, sometimes uses online discussions, and has reduced face-to-face meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
 If Fully online course - Is Selected
 Or Blended/hybrid course - Is Selected

What is the nature of online and/or blended/hybrid courses taken by students in your district (check all that apply):

	Required courses	Elective courses	Remedial courses	Advanced Placement (AP) courses	Courses for College Credit other than AP	Credit Recovery	Other
Fully online courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended/hybrid courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.

May we quote your response? Published comments will only include attribution of type of district ("Large Urban District", "Small Rural District"). No personal identifiable information will be included.

- Yes
- No

May we contact you with follow-up questions?

- Yes
- No

Thank you. This is the end of the survey - pressing the "Next" button below will record your responses. Note: Do not press "Next" until you are sure you are finished - once your survey has been recorded you will no longer be able to edit your responses.

BABSON SURVEY RESEARCH GROUP

The Babson Survey Research Group conducts regional, national, and international research, including survey design, sampling methodology, data integrity, statistical analyses and reporting.



<http://www.onlinelearningsurvey.com/>

Open Educational Resources

- Opening the Textbook: Open Educational Resources in U.S. Higher Education, 2015-16
- Opening Public Institutions: OER in North Dakota and the Nation, 2015
- Opening the Curriculum: Open Educational Resources in U.S. Higher Education
- Growing the Curriculum: Open Educational Resources in U.S. Higher Education

National Surveys of Online Education

- Digital Learning Compass: Distance Education Enrollment Report 2017
- Online Report Card: Tracking Online Education in the United States
- Grade Change: Tracking Online Education in the United States
- Changing Course: Ten Years of Tracking Online Education in the United States
- Going the Distance: Online Education in the United States, 2011
- Online Learning Trends in Private-Sector Colleges and Universities, 2011
- Class Differences: Online Education in the United States, 2010
- Learning on Demand: Online Education in the United States, 2009
- Staying the Course: Online Education in the United States, 2008
- Online Nation: Five Years of Growth in Online Learning
- Making the Grade: Online Education in the United States, 2006
- Growing by Degrees: Online Education in the United States, 2005
- Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004
- Sizing the Opportunity: The Quality and Extent of Online Education in the United States, 2002 and 2003

Higher Education Faculty and Technology

- Digital Faculty, Professors, Teaching and Technology, 2012
- Conflicted: Faculty and Online Education, 2012

K-12 Online Learning Survey Reports

- Online Learning In Illinois High Schools: Has The Time Come?
- Class Connections: High School Reform and the Role of Online Learning
- K-12 Online Learning: A 2008 follow-up of the Survey of U.S. School District Administrators
- K-12 Online Learning: A Survey of U.S. School District Administrators

The A•P•L•U-Sloan National Commission on Online Learning

- Online Learning as a Strategic Asset, Volume II: The Paradox of Faculty Voices
- Online Learning as a Strategic Asset: A Survey of APLU Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of NAFEO Presidents and Chancellors
- Online Learning as a Strategic Asset: A Survey of AIHEC Tribal College and University

OPEN

The objective of this study is to better understand the process by which K-12 school districts select curricula materials in four critical subject areas: Mathematics, English Language Arts, Science, and History and Social Studies. This research has two primary goals:

- To understand the process by which K-12 school districts select and adopt full-course curricula materials.
- To understand the degree to which K-12 school districts are aware of and adopted Open Education Resources (OER).

Key Findings:

Over three-quarters of districts have made a full-course curricula decision in the past three years, with two-thirds of these making decisions in more than one subject area. The most common subject area is Mathematics, followed by English Language Arts.

Adopting a full-course curriculum is a group activity. Teachers almost always play a role, typically joined by administrators and principals. Parents and outside experts are included by about half of the districts.

There is no single factor that drives a district selection process, with most districts citing five or more factors as "very important" or "critical" to their decision. Comprehensive content, working with current technology, are cited most often.

Districts select full-course curricula materials from over two-dozen publishers. Three of these, McGraw-Hill, Pearson Education, and Houghton Mifflin, are cited most often.

The vast majority of district adoption decisions are driven by an external factor: changing standards. Districts typically initially consider 3 to 5 alternatives, narrowing that number to 2 or 3 for a final decision. Most decision processes take the better part of a year to complete. The curricula materials being replaced are usually 6 to 10 years old.

Awareness of copyright and the public domain is much higher among districts than is awareness of Creative Commons licensing. Nearly three-quarters of respondents claim some level of awareness of OER, but this drops to only one-third when awareness of licensing is included.

K-12 school districts have a greater degree of awareness of OER materials than of OER concepts and definitions. Two-thirds of all districts are aware of at least one OER full-course curriculum, with 37% having actively considered at least one for adoption. A full 16% of districts have adopted at least one full-course OER curriculum.



What We Teach: K-12 School District Curriculum Adoption Process, 2017 is licensed under a Creative Commons Attribution 4.0 International License. Report available at: <http://www.onlinelearningsurvey.com/oer.html>.

