

## Kansas State Department of Education (KSDE) Instructional Materials Data Collection

### Frequently Asked Questions

#### **Why is the KSDE collecting information about instructional materials?**

The KSDE has identified four fundamentals as the basis for school improvement in Kansas: (1) Structured Literacy, (2) Balanced Assessment, (3) Standards Alignment, and (4) Quality Instruction. A lead indicator for quality instruction is the use of high-quality instructional materials (HQIMs). The KSDE believes that every Kansas student deserves the opportunity to learn from high-quality, standards-aligned instructional materials and those materials are foundational to each student's success. This data collection will help the KSDE understand the extent to which HQIMs are used throughout Kansas, and it will help the KSDE determine additional resources and supports that may be necessary.

#### **Is this data collection a requirement or is it optional?**

This is a mandatory data collection as the information is being used, in part, to meet the legislative requirement of the House Substitute for Senate Bill 113 (published in June 2023).

#### **Why are instructional materials important?**

Research over the last decade has provided strong evidence that instructional materials can be one of the most cost-efficient and effective school improvement measures. States that have sought to increase access to high-quality instructional materials have reported significant gains in student reading proficiency, mastery of mathematics standards, teachers' perceived support, improved alignment to state standards, and student engagement. The bottom line is that the selection and implementation of high-quality instructional materials, supported by ongoing professional learning around the instructional materials, is a transformative school improvement measure that has been underutilized.

#### **How is the KSDE defining curriculum? Instructional materials?**

A curriculum is determined locally and reflects "how" teachers help students learn the content outlined within the Kansas Curricular Standards. A curriculum outlines the intended outcomes, content, experiences, assessments, and resources for measuring student learning, and it also includes the scope and sequence of what is taught in grades K-12. Instructional materials are the tools and resources that are used as part of a locally-determined curriculum. Instructional materials may include materials to support Tier 1 (or Core) Instruction, supplemental materials, and evidence-based practices and programs.

#### **What data are being collected?**

Districts are asked to identify the instructional materials used for Tier 1 (or Core) Instruction, and the year those materials were adopted, for K-12 English Language Arts, K-12 mathematics, and K-8 science. Additionally, districts are asked to identify the primary screener used to identify a student for being at risk for reading difficulties and to identify the instructional materials used in Pre-K. The list of options for instructional materials included in the data collection is located in this [Google Folder](#).

### **Are instructional materials included on the list of evidence-based programs and practices for at-risk students?**

This data collection asks information about Tier 1 (or Core) instructional materials. Since some vendor products include supplemental materials for specific groups of students, it is possible there might be an overlap. Even though the at-risk list of approved programs and practices includes some instructional materials used for Tier 1 (or Core), it is not an exhaustive list of high-quality instructional materials from which districts should consider.

### **How will the KSDE use this information?**

This information will help the KSDE identify the information, resources, and tools districts need to select and implement high-quality instructional materials as a strategy to improve classroom instruction. Additionally, the data can help inform materials-specific professional learning that may be needed to support effective implementation of the materials.

### **Does this mean the KSDE will mandate what instructional materials districts will use?**

No. The KSDE's role is to provide the guidance, tools, resources, and support that districts need to provide every student with high-quality instruction. That includes making sure that every student has access to the best resources, and that every teacher has access to high-quality instructional materials and receives the professional learning needed to implement those materials effectively. The KSDE is committed to providing statewide leadership that informs and supports the decisions made locally related to curriculum and instructional materials.

### **Why is the KSDE asking if our district materials use the three-cueing system of reading?**

The state legislature now requires the KSDE to develop a list of school districts using "curriculum and training materials which include the three-cueing system model of reading or visual memory program." This data collection will be used to create a report on the status of three-cueing which will be provided to the Senate Committee on Education, House Committee on Education, and the K-12 Education Budget Committee.

### **What is meant by the three-cueing system model of reading?**

Three-cueing is an approach to foundational skills instruction, mainly in grades K-2, that emphasizes that skilled reading involves the use of three different instructional cues

readers use to identify words in a text: semantic (context), syntactic (grammatical features), and graphophonic (spelling patterns). This model may include prompts such as “get your mouth ready” (asking students to look at the first letter), “does it make sense” (encouraging students to look at picture or context clues), or “does it sound right” (encouraging students to use their understanding of sentence/ grammatical structures).

### **What if my district has not yet adopted instructional materials or we created our own?**

If your district has not yet adopted instructional materials or develops your own, select “*Other*” for the content areas without materials or district-created materials. Following that selection, you will be brought to an open-ended question for you to list the instructional materials used for that content area and grade band.

### **Who should complete the data collection?**

This data collection should be completed by district staff that have knowledge of the instructional materials used by the school district for K-12 English Language Arts, K-12 mathematics, and K-8 science and the years they were adopted. The staff completing the data collection should also have knowledge of the instructional materials used for Pre-K and the primary screener used to identify a student for being at risk for reading difficulties

### **Can I forward the link to another staff member?**

Yes. The unique link sent to the Superintendent can be forwarded to the appropriate staff member. Only one person should submit a response per District.

### **Can I save my work and come back to it?**

Yes. We are providing the bulk of information in this FAQ (as well as a list of the materials, including version and year published) to help you gather the answers in advance. However, if you need to save your work and return to it, you can.

If you have an additional question about the instructional material data collection, submit it [here](#). The KSDE will update the FAQ accordingly.