# KIDDOM

# State of Curriculum 2020-21:
# The K-12 Transition to Digital Curriculum

## Understanding Changes in Pre- and Post- Pandemic Data

# About This Study

At Kiddom, we believe curriculum is the backbone of quality, equitable education. Last year, COVID-19 pushed learning communities to their limits, as they scrambled to figure out how to continue to deliver quality education to their students, no matter where they were. When we conducted our first survey of 447 educators during the 2019-2020 winter break, we had no idea how much would change over the course of the next year. This year, to get to the bottom of the strengths and weaknesses revealed in a post-COVID world, we conducted the same survey again, this time with 1361 educators, with the addition of a few questions to better understand how opinions around curriculum have changed, and what work still needs to be done.

This report is the culmination of our findings. This survey taught us so much about how communities use digital curriculum, what "digital curriculum" means to them, and how the quick jump from traditional pre-COVID learning to post-COVID remote classrooms affected students and teachers alike. Of equal importance, we also learned how misaligned voices within educational communities often are, and examined ways to bridge those gaps. We also looked at how schools measure curriculum efficacy and quality, and how the transition to digital curriculum has affected student outcomes.

The COVID-19 pandemic magnified existing challenges, but also provided educators and students with a crash-course in remote learning, if they had not already been exposed to it. Communities were able to see how their students succeeded with certain aspects of digital curriculum, while also noting where the potential for improvement lies. Much was learned about what a true digital curriculum can do for the quality and continuity of any classroom. We hope you will find these learnings helpful for the digital curriculum conversations in your community, and we plan to take these learnings and put them right back into the things we build for educators like you.

**KIDDOM**

*We build technology to enable all teachers and learners to unlock their full potential.*

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# Introduction

Dear Educators,

Wow--what a year. The COVID-19 pandemic upended our collective notions of what constitutes a "normal" classroom, but the resulting shift towards remote learning revealed how digital curriculum can help students succeed across all communities. For many educators who were still on the fence about utilizing digital materials in the classroom, the pandemic ushered in a trial-by-fire for how digital solutions could be used. This quick jump exposed inequities, allowing educators to evaluate and adjust the needs within their specific communities and classrooms.

Teachers and staff are notoriously given myriad tasks to juggle, and the pandemic only added to that burden. However, we heard stories not only of teachers meeting these new challenges head-on, but going ten extra miles--making house calls to drop off supplies or even food to their students in need, or to make sure students and their families understood how to use new technologies. We are eternally grateful for these members of the community who continue to put education first, not just when on the clock, but in every aspects of their lives.

Many of last year's educational challenges were exacerbated this year--misalignment between educator roles has far from disappeared, and in some cases, the gap has grown even wider. Even the definition of what constitutes digital learning is still muddy for some. However, the sudden changes in education we experienced over the past year and a half allowed us to turn a laser-focus onto these shortcomings, and will only help us create an even better learning environment for our students in years to come.

This report has opened our eyes to classroom practices that can be improved with the implementation of digital curriculum. We heard from teachers, principals, curriculum roles, technology staff, and myriad other roles within the K-12 community, and are eager to take what we learned from them and transform their concerns into effective, transformative digital curriculum solutions.

*Abbas Manjee*

Abbas Manjee
Chief Academic Officer
Kiddom

# Executive Summary

While education is far from the only field undergoing rapid digital transformation, the changes felt in this field have a uniquely far-reaching impact. By nature, education touches the lives of entire generations, the youngest of whom will have certainly felt this year's challenges.

Though our 2019-20 report (held Dec 2019-Jan 2020) captured a moment in the digital curriculum transition, this year's report offers an extraordinarily historic view of the moment when a pandemic catalyzed that transformation, perhaps to peak acceleration. How has that moment affected educators and students, in practice? While the lasting effects have only just begun to unfold, we have identified three immediately present themes supported by data throughout this report:

**①  Misalignment across roles.** While the majority of educators are more optimistic about the state of their curriculum this year than before COVID-19, the theme of misalignment persists in several areas, including curriculum quality.

**Recommendation:** Differences of opinion between educators (especially between teachers and leadership) on curriculum quality, implementation, and key characteristics should be less varied. A truly digital curriculum management platform brings visibility to the four spheres of curriculum alignment (intended, enacted, assessed, and learned), so leaders have more transparency, teachers have more autonomy, and students have more equitable experiences.

**②  Dynamic digital curriculum.** While curriculum have become far more digital, opinions over what constitutes digital curriculum are still not reconciled. Similarly to last year, nearly half of those who report using digital curriculum are actually describing static curriculum, such as downloadable documents and PDFs stored on a cloud or school network. This does little to enhance the actual curriculum of learners and educators – it merely changes where they access it.

**Recommendation:** Make an effort to educate your community on what a truly digital curriculum means, and what it can unlock. PDFs aren't easily editable, nor do they offer visibility on how curriculum is being used, what standards are being learned, and how students perform against those standards. Truly digital curriculum platforms align communities, streamline planning, and track data for assessment purposes.

**③  Emphasis on quality and flexibility.** Closer attention is being paid across roles to curriculum quality and flexibility. For two years in a row, schools with fully digital curriculum have rated their curriculum as the highest quality, whereas those who lack digital curriculum consistently rank theirs as the lowest. The two largest curricular idea shifts caused by the pandemic emphasized quality and flexibility.

**Recommendation:** Digital curriculum brings flexibility to your community by offering constant access regardless of where teaching and learning takes place. A dynamic digital curriculum comes with tools that help you easily measure quality and efficacy as you go. This gives teachers, leadership, IT, and other roles a clear window into how to improve curriculum quality to bring more equitable experiences to students. Tools may enhance, but are no substitute for an excellent curriculum. EdReports is a great tool for evaluating high-quality curriculum.

# Table of Contents

# Survey Demographics

**Which educational roles are represented in this study?** Participants in Kiddom's 2021 survey were sourced from our database of educators. Responses were collected over a period of six weeks, from December 2020-January 2021. This year's overall sample size (1361) tripled that of last year (447), while Teacher participation was nearly tenfold. The chart below illustrates that Teachers make up the clear majority of participants (76.34%) while Curriculum Roles (8.08%) and School Leaders (7.78%) shared similar levels of participation. District Leaders (2.13%), Students/Guardians (1.76%), and IT Staff (1.32%) were also represented.
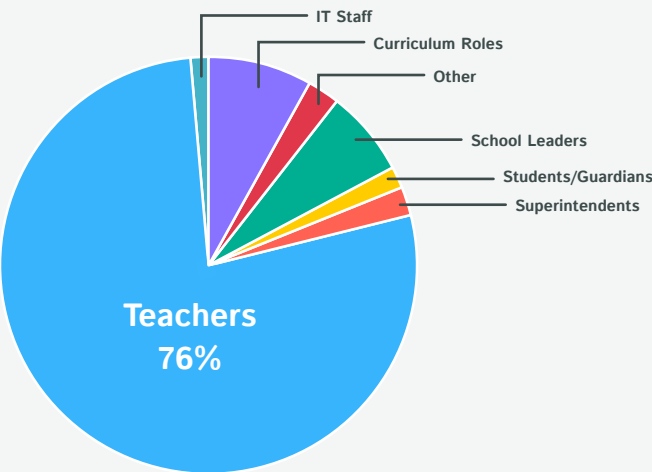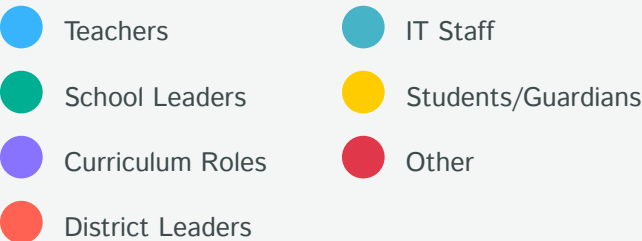


**Figure 0-1: Educational Roles Represented**
Most role-based graphs in this report reflect answers from the first five role groups you see below. These make up a total sample size of n=1302.

- Teachers
- School Leaders
- Curriculum Roles
- District Leaders
- IT Staff
- Students/Guardians
- Other

## Five Main Role Groups

For educator-specific questions, the graphs focus on answers from the five definitive educator roles, excluding "Other" and "Students/Guardians." For community-based questions, we included all 7 categories. This will make at-a-glance comparisons easier to achieve as you scroll through the report's charts and graphs. Color-coded graphics offer a quick look at percentages, and the icons below represent the five role groups, providing insight into their exact numbers. While Teachers, School Leaders, District Leaders, and IT (Technology) Staff are fairly unambiguous roles, the "Curriculum Role" category can be more difficult to define. For instance, this person may also be a Teacher or School Leader as well as being the primary point of contact for curriculum decisions in their community.



| Teachers 1039 | Curriculum Roles 110 | School Leaders 106 | District Leaders 29 | IT Staff 18 |

## Educational Communities Represented

Educational communities are broken into five major categories: Public Schools, School Districts, Charter/Magnet Schools, Private/Religious Schools, and Alternative/Homeschool. Participation in this survey was largely represented by Public Schools (56.58%), followed by School Districts (23.73%). Charter/Magnet Schools (9.63%), Private/Religious Schools (7.42%), and Alternative/Homeschools (2.65%) are represented as well. The majority of graphics in this report include participation from each of these five educational communities.
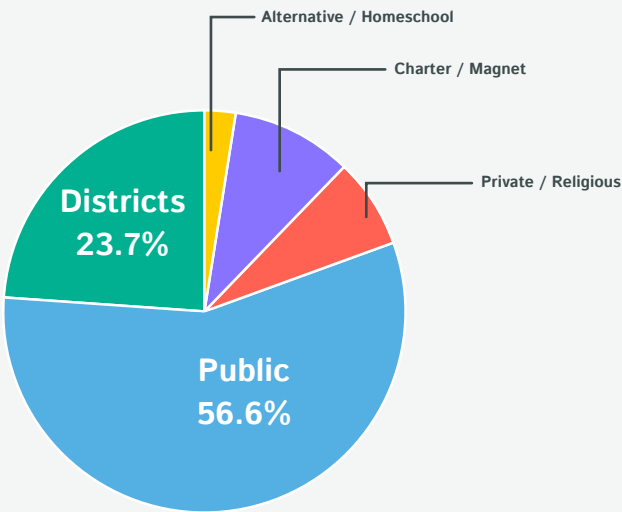




**Figure 0-2: Educational Communities Represented**
Most community-based graphs in this report include all survey respondents. The sample size equals the total number of survey respondents, or n=1361.

- Public Schools
- Districts
- Charter/Magnet Schools
- Private/Religious
- Alternative Schools

In addition to the charts and graphs, these communities are represented by the following icons that emphasize the numbers of participants rather than the percentages.



| Public Schools 770 | District Communities 323 | Private/Religious 101 | Charter/Magnet 131 | Alternative Schools 36 |

**Geographic Representation**

Finally, let's see where our participants live. This year, our report represents all 50 states, as well as a small international component. Tennessee, California, Ohio, Pennsylvania, and Texas took the lead in participation, but overall, we heard from a much larger, more diverse contingent than in 2020.

**Figure 0-3: States Represented**

50 states are represented in this study, the largest groups being from Tennessee (9.6%) and California (9.0%).

101+

51-100

11-50

1-10

0-10
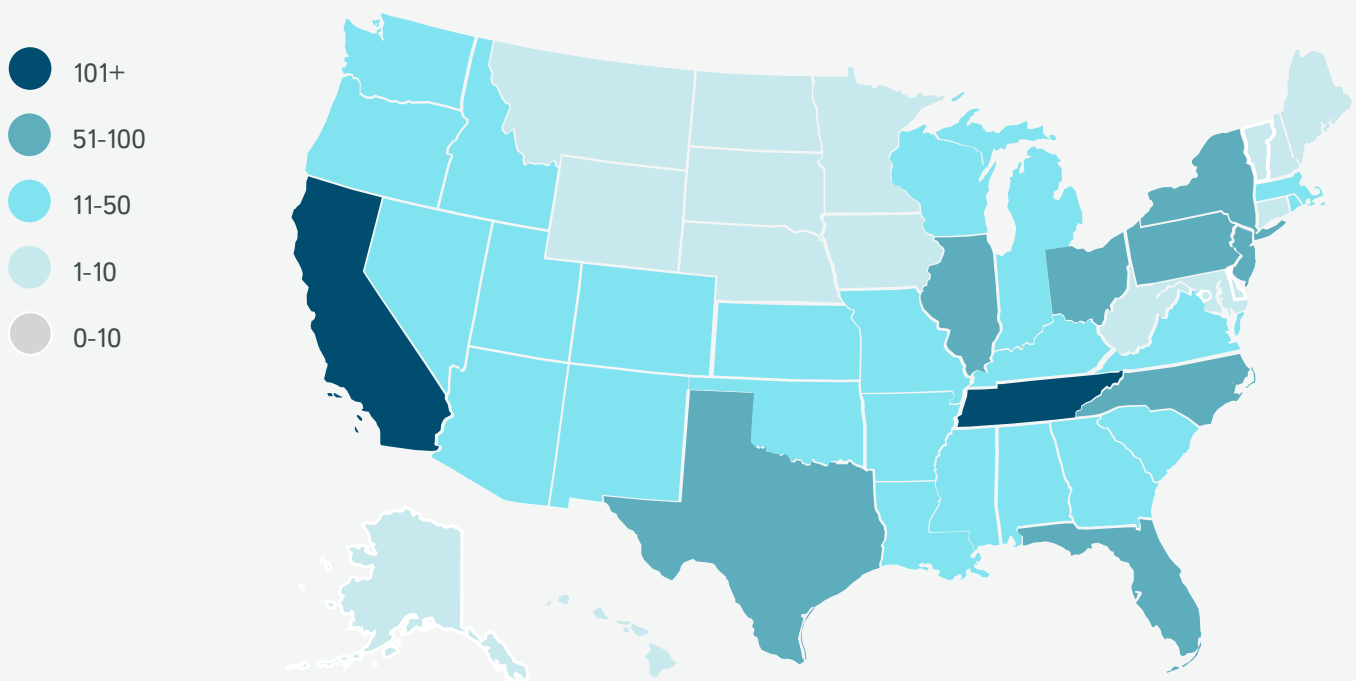
*N = 1361: participants across all categories are included in this graph.

# Part One.
# The State of Curriculum

# 📖 Curriculum Quality and Implementation

## 🔍 Key Findings

Confidence in overall curriculum quality has increased this year across most roles, though Teachers are still the least satisfied group. When placing individual subjects under the microscope, Social Studies remains the lowest-ranked in terms of quality, both in terms of role groups and community groups. Math and ELA tended to be ranked the most favorably by all role groups and community groups alike, though this is overshadowed by the fact that approximately 30% of all educators list Math and ELA as the "most lacking subjects." While most educators feel there is a high level of curriculum fidelity in the classroom, many point out that the curriculum is also being supplemented by outside resources.

For the second year in a row, community groups who are historically better funded, such as Private/Religious or Magnet/Charter Schools, exhibit greater confidence in overall curriculum quality. These groups also reported significantly fewer lacking subjects this year than last year. We also found a recurring disparity between roles in terms of overall perception of curriculum quality and fidelity of implementation. Teachers, IT Staff, and Curriculum Roles seemed fairly aligned on most matters, whereas School Leaders and District Leaders viewed curriculum quality and implementation through a different lens.

## ☆ Recommendations

While closing the gaps between well-funded community groups and more traditional schools may be a complex matter, disparity between role groups can be addressed through increased communication and visibility. A better understanding of how curriculum is being used, both in traditional and remote classrooms, can help facilitate improvements in quality across all core subjects.

# 📖 How Do Role and Community Groups Rate the Overall Quality of the Curriculum?

**Figure 1A-1: How Role Groups Rate Their Curriculum**

**Teachers**
**6.43**
(2020: 6.33)

**Curriculum Roles**
**6.83**
(2020: 6.78)

**District Leaders**
**7.48**
(2020: 6.86)

**School Leaders**
**7.15**
(2020: 7.27)

**IT Staff**
**6.72**
(2020: 7.31)

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

**Figure 1A-2: How Community Groups Rate Their Curriculum**

**Alternative Schools**
**7.25**
(2020: 6.56)

**District Communities**
**6.37**
(2020: 6.60)

**Public Schools**
**6.42**
(2020: 6.61)

**Charter/Magnet**
**6.97**
(2020: 7.18)

**Private/Religious**
**7.50**
(2020: 7.44)

*N = 1361: participants across all role categories are included in this graph.

# ◨ How Do Educators Rate the Quality of Their Overall Curriculum?

We asked participants to rank the quality of their overall curriculum on a scale from 1-10. Similar to our 2020 findings, those who work closely with the curriculum have the most pessimistic view of its quality, while the roles further removed from the curriculum regard it more highly. Like last year, Teachers made up the most dissatisfied group, assigning their curriculum an average rating of 6.43, 10% lower than District Leaders, who ranked theirs highest. However, this number is a slight improvement

from last year's 6.33 rating. District Leaders were about 10% more optimistic about curriculum quality this year, with an overall rating of 7.48.

Our community findings run some parallels to 2020, with Private/Religious Schools expressing the most confidence in overall curriculum quality, but a downward trend emerged from how community groups rated their curriculum in 2020. The only groups to assign a higher rating than last year are Alternative Schools and Private/Religious Schools.

**Figure 1A-1: How Role Groups Rate Their Curriculum Across All Subjects**
This role-based graph includes responses from the five top role categories, removing "Other" and "Students/ Guardians".  N=1302.
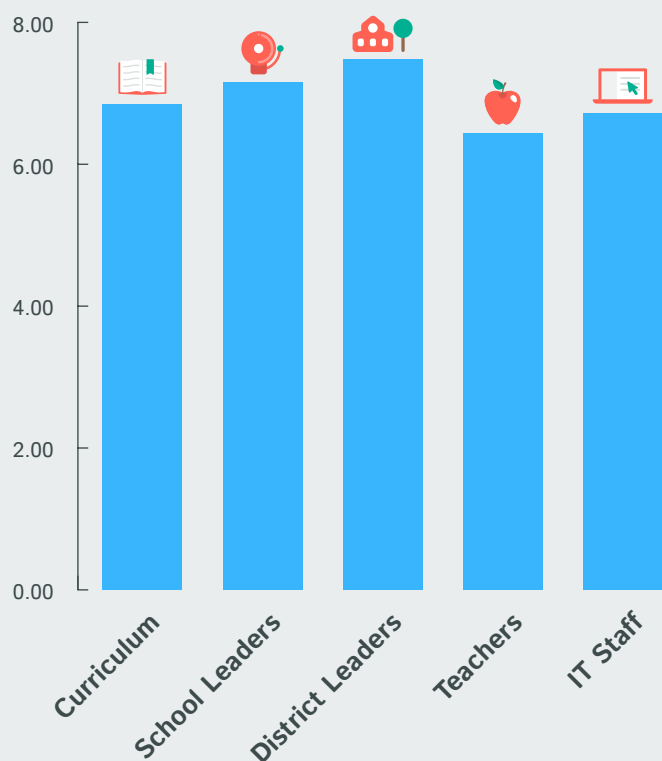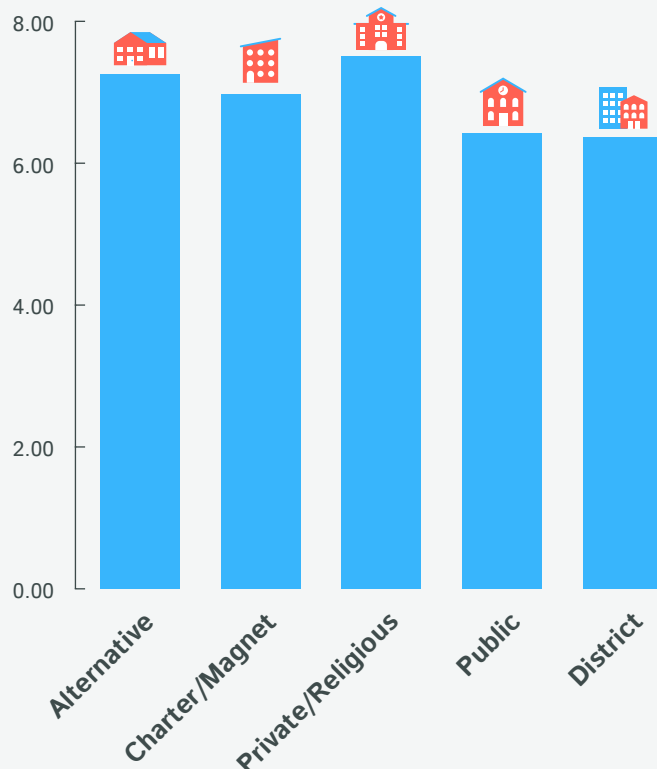
**Figure 1A-2: How Community Groups Rate Their Curriculum Across All Subjects**
Community-based graphs in this report include all survey respondents. The sample size equals the total number of survey respondents. N=1361.

# 📖 Curriculum Ratings by Subject

This year, participants also rated their four primary subjects. While the consensus is generally optimistic, all role groups ranked Social Studies lower than any other subject, with the exception of the IT Staff, who ranked ELA and Math below Social Studies. District Leaders and Teachers both ranked Math the most favorably, closely followed by ELA, whereas School Leaders and Curriculum Roles reversed that trend, ranking Math as a close second to ELA.

Community groups gave Social Studies the lowest ranking across the board. Private/Religious Schools assigned each of their subjects higher overall ranking than the other community groups, followed by Charter/Magnet Schools. It's worth noting that these categories typically receive more robust funding than other community groups.

**Figure 1A-1b: How Role Groups Rate Their Curriculum by Subject**
This role-based graph includes responses from the five top role categories, removing "Other" and "Students/Guardians".  N=1302.

**Figure 1A-2b: How Community Groups Rate Their Curriculum by Subject**
Community-based graphs in this report include all survey respondents. The sample size equals the total number of survey respondents. N=1361.



Legend: ● Math Rating ● Science Rating ● ELA Rating ● SS Rating

# 📘 Which Subjects Are Most Lacking According To Role Groups?

Participants were asked which subjects they found to be "not comprehensive, lacking in quality, or in need of replacement." Mirroring the findings from the subject ratings above, most role groups found Social Studies to be the least robust curriculum. Breaking from other roles, IT Staff found Math and Social Studies to be equally lacking, at 38.89% each, as well as greater dissatisfaction with Computer Science. Both District and School Leaders view their current Math curriculum in the most positive light, though overall we found an increase in how Math was lacking this year, which could be due to the difficulty of teaching math in remote environments.

Teachers kept last year's trend ranking Social Studies as the most lacking (44.85%), followed by Science (32.92%), ELA (28.49%), and Math (25.02%). School Leaders found Social Studies once again to be the most lacking (55.66%), followed by Science (36.79%). Their opinions diverged from the Teachers, as they found Math (29.25%) to be lacking slightly more than the ELA (26.42%) curriculum. Not represented on the graph are Languages, Fine Arts, and PE, which ranked as subjects of least concern for all role groups.

**Figure 1A-3: Lacking Subjects by Role Group**
Only the top six most-lacking subjects are represented in these graphs. Other ranked subjects not shown were Languages, Fine Arts, and PE.



🍎 **Teachers**

🔔 **School Leaders**

📖 **Curriculum Roles**

🏫🌳 **District Leaders**

💻 **IT Staff**
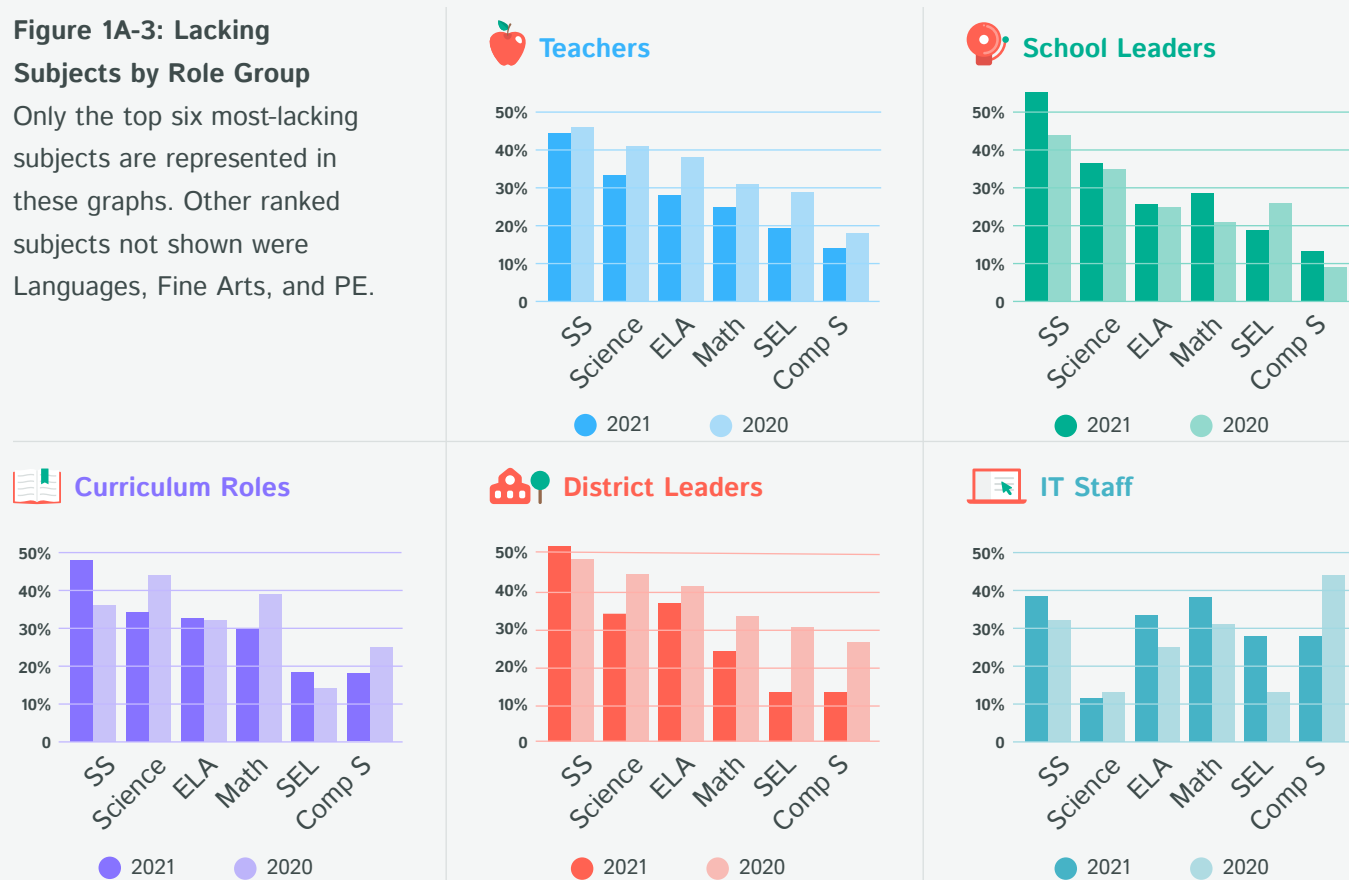
*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# 🞂 Which Subjects Are Most Lacking According To Community Groups?

Community groups found fewer subjects to be lacking across the board this year than pre-COVID – with the most optimism seen in Private/Religious Schools and Alternative/Homeschools. Public Schools (45.58%), School Districts (46.75%), and Charter/Magnet Schools (47.33%) all overwhelmingly agreed that their Social Studies Curriculum was most lacking. Private/Religious Schools showed equally pessimistic views of their Social Studies and Social Emotional Learning (SEL) curriculum (28.71%). The clear breakaway

from the pattern was in the Alternative/Homeschool community, who felt their Math (25%) curriculum was lacking more than their Social Studies (19.44%) curriculum. This was a noticeable change from the pre-COVID report, which found the Alternative/ Homeschool community ranked Social Studies (47.1%) as the most lacking, followed by Math (35.3%).

**Figure 1A-4: Most Lacking Subjects by Community Group**
Only the top six most-lacking subjects are represented in these graphs. Other ranked subjects not shown were Languages, Fine Arts, and PE.
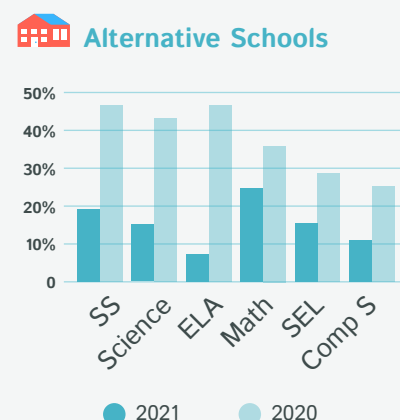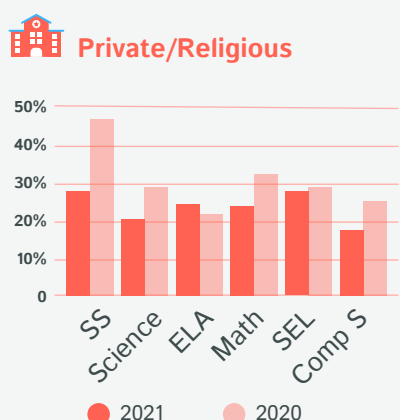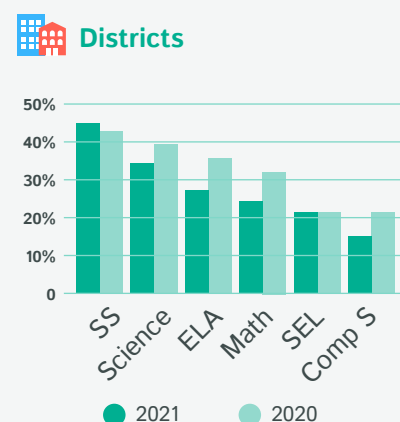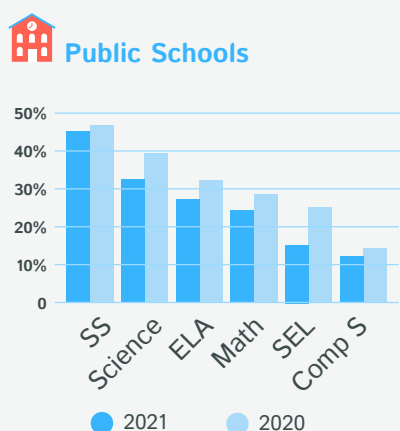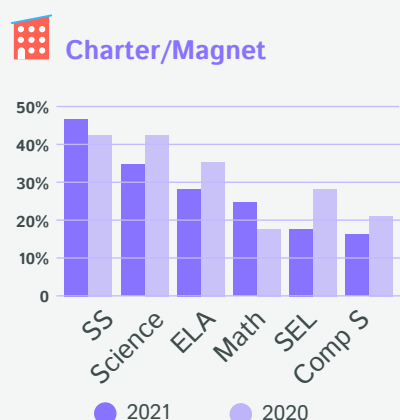


*N = 1361: participants across all community categories included in this graph.

# 📘 Do Educators Feel Their Curriculum is Being Implemented with Fidelity?

**What do we mean by "Implemented with Fidelity?"** When teachers follow their curriculum and its resources to the letter, they are implementing it with the highest fidelity. When teachers introduce outside resources into the curriculum, they implement it with lower fidelity.

That being said, each classroom is full of unique learners across a broad spectrum of personalities and skills. Teachers are best-suited to determine how to help their individual students thrive, and how to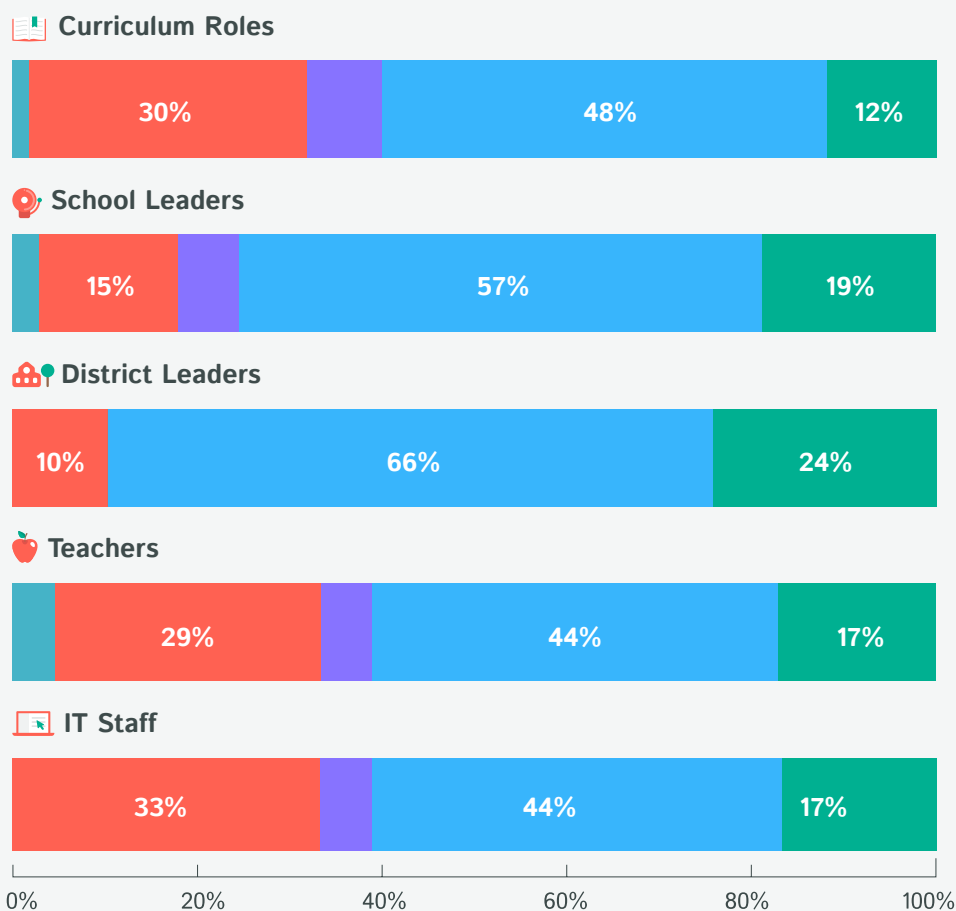 integrate each learner into a cohesive classroom. This may require reaching above and beyond a prescribed curriculum in order to give every student the best opportunity to succeed.

In the 2021 report, we found a clear correlation between how closely a role works with the Teachers, and how aligned they are in their views of curriculum fidelity. For example, District Leaders, followed by Principals, reported the highest curriculum fidelity. Those who work closely with the Teachers, such as Curriculum Roles and Technology Staff, reported curriculum fidelity most accurately, as shown by how their responses closely mirror what Teachers reported.

**Figure 1A-5: Most Teachers and School Leaders on Curriculum Fidelity**
Those who work closer to the classroom report less curriculum fidelity than those with less visibility of implementation.

- 🟢 Yes, in most cases
- 🔵 Yes, but teachers also use their own resources
- 🔴 Not really, the majority of teachers rely heavily upon other resources
- 🟣 We don't measure curriculum usage
- 🔵 I don't know / This doesn't concern me



**📗 Curriculum Roles**
30% | 48% | 12%

**🔔 School Leaders**
15% | 57% | 19%

**🏫📍 District Leaders**
10% | 66% | 24%

**🍎 Teachers**
29% | 44% | 17%

**🖥 IT Staff**
33% | 44% | 17%

0%   20%   40%   60%   80%   100%

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# 📖 Curriculum Curation

## 🔍 Key Findings

Unsurprisingly, the post-COVID landscape forced a need for many educators to create more of their own curriculum. Whereas only 25.6% of educators across communities designed their own curriculum last year, that number leapt to 54.37% this year, as educators improvised ways to keep their students engaged.

A large percentage of those who created their own curriculum this year did so for social studies, which reflects last year's overall dissatisfaction with the subject's provided curriculum. Public Schools were the only group who created curriculum in fewer subjects post-COVID than pre-COVID.

## ☆ Recommendations

When teachers don't have access to high quality instructional materials, they spend valuable time searching for them online or creating content themselves. Imagine the opportunity cost – teachers who don't have to do this will have a higher sense of awareness in the classroom. Kiddom gives districts a head start by having high-quality curriculum "ready to order" in the same platform that houses instruction, assessment, and communication.

It is important to find a solution that gives teachers 1) high-quality materials with 2) the flexibility to contextualize while 3) maintaining visibility for co-teachers, coaches, and curriculum developers. This allows curriculum roles to revisit the central curriculum and actively bring the best practices to all learners.

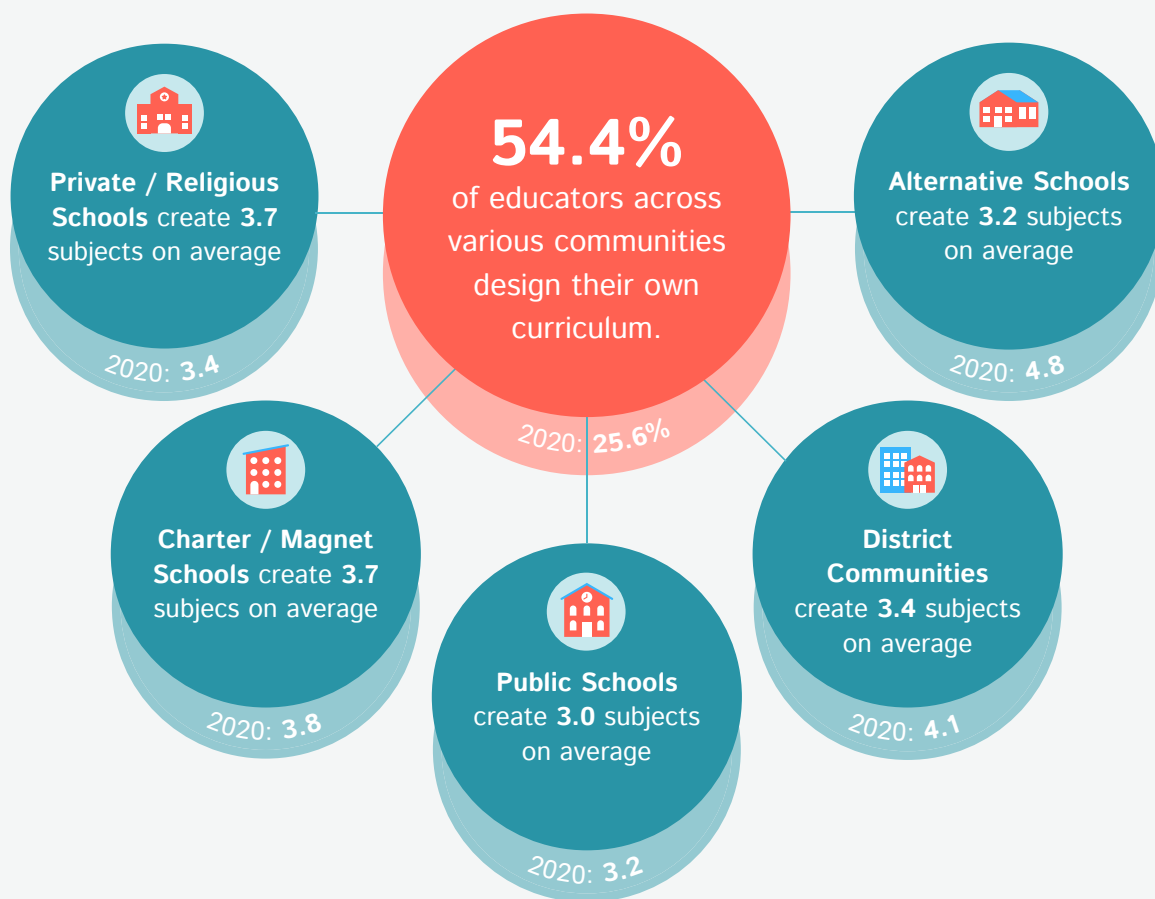# 📖 How Many Subjects Are Educators Designing Their Own Curriculum For?

One of the most significant differences we noticed between last year's largely pre-COVID report and our 2021 State of Curriculum, was for how many subjects educators design their own curriculum. Last year, 25.6% of educators reported designing their own curriculum for three or more subjects. This year, that number doubled to 54.37%. Last year, Alternative Schools led curriculum creation with an average of 4.8 subjects. This year, they trailed behind three other community groups at only 3.24 subjects. The only group that created fewer subjects was Public

Schools, with 2.99 subjects. This might be due to the fact that traditional non-public schools often have smaller student and educator populations, which often translates to fewer instructors who teach more subjects.

Districts reported an average of 3.36 subjects, while Charters and Magnets created an average of 3.66 and Private and Religious Schools created an average of 3.69 curriculum. We speculate that the twofold increase in educators designing their own curriculum was due to in-place core curriculum not translating well to the very quick jump to remote learning.

**Figure 1B-3: Average Subjects Created per Community**

One in four communities design their own curriculum, and of those who do, most do so for an average of three or more subjects.



Private / Religious Schools create **3.7** subjects on average — 2020: **3.4**

**54.4%** of educators across various communities design their own curriculum. — 2020: **25.6%**

Alternative Schools create **3.2** subjects on average — 2020: **4.8**

Charter / Magnet Schools create **3.7** subjecs on average — 2020: **3.8**

Public Schools create **3.0** subjects on average — 2020: **3.2**

District Communities create **3.4** subjects on average — 2020: **4.1**

*N = 740: only participants who responded "We design and build our own curriculum" are included in this graph.

# 📘 Which Subjects Are Educators Designing Their Own Curriculum For?

**Of the 54.4% whose schools created their own curriculum this year, 83.92% do so for Social Studies.** Given the negative quality of curriculum ratings for Social Studies reported by both role groups and community groups, the question of quality in supplemental content is pressing. Science (60.14%) and ELA (52.97%) came in next, and less than half (47.97%) of the educators polled created their own Math curriculum.

In breaking down the numbers in relation to community groups, we found that Social Studies was pretty evenly distributed between the communities, with a range of 45.45% (Alternative Schools) to 58.82% (Districts). Math had the greatest differences between communities: Charter and Magnet Schools reported only 27.03% of educators designed their own Math curriculum, and School Districts (28.88%), Public Schools (33.58%), and Private and Religious Schools (34.48%) reported slightly more. Alternative Schools reported an even 50% of educators who created their own Math curriculum.

**Figure 1B-4: Curriculum Subjects Most Often Curated or Created by Educators**
These percentages reflect the number of subjects created by total respondents who design their own curriculum. They are not reflective of the entire population of survey participants.
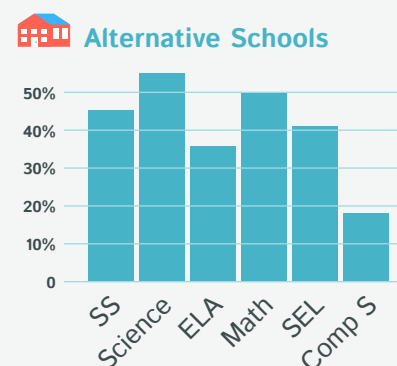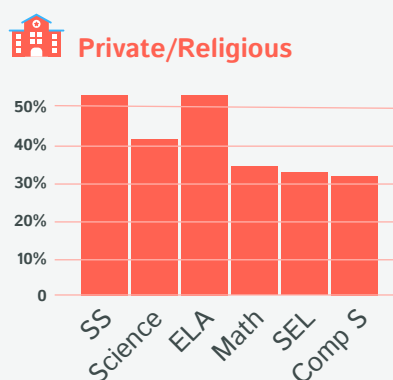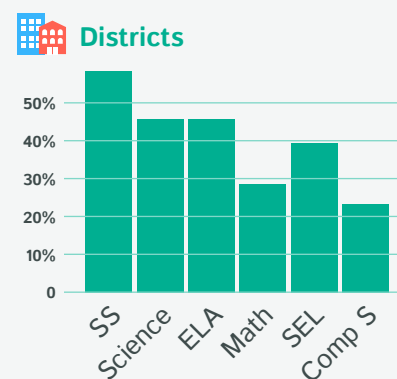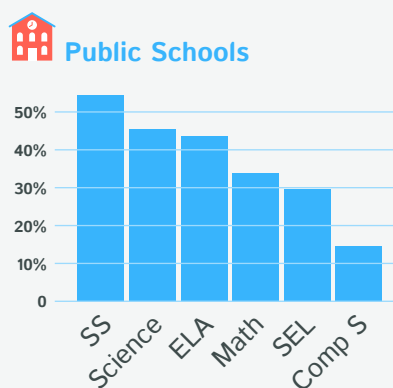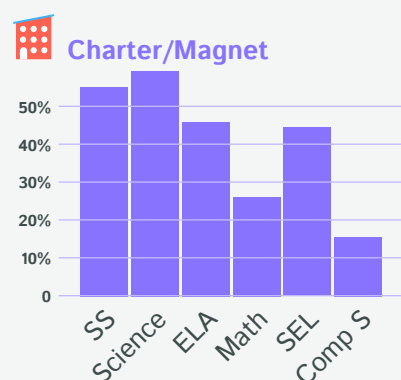


*N = 1361: participants across all role categories included in this graph.

# 📖 Choosing Curriculum

## 🔍 Key Findings

Student Engagement is by-and-large the most important factor in selecting a curriculum across role and community groups, as opposed to last year's strong emphasis on Standards Alignment and a High Level of Rigor. School Leaders still favor Standards Alignment post-COVID slightly more than Student Engagement.

Curriculum ratings tend to run higher when teachers act as final decision-makers, in both pre- and post-COVID findings. However, while they are involved in research, they are one of the least-involved groups in the final decision-making process. This calls into question how school and District Leaders can be more supportive in giving teachers more autonomy in decisions that will affect their daily practice.

## ☆ Recommendations

Review curriculum ratings using EdReports, one of the most robust review sites for curriculum rigor and alignment. Seek solutions that offer ways to engage students and track standards – there is no need for a trade-off. A platform that can house high-quality curriculum, personalized instruction, and standards tracking will bring more visibility to how engaging and rigorous curriculum is for students, while also bringing more autonomy to teachers. While we're on the subject of teacher autonomy, including teachers in the final decision-making process might create a better environment for those who are using the curriculum on a daily basis.

# 📖 What are the Most Important Factors When Choosing Curriculum?

In last year's report, educator roles came together in agreement that "Standards Alignment" was the most important factor when choosing curriculum. This year, we added a few more categories and found that curriculum that engages students factors more prominently in many roles' decisions.

Teachers favored putting student engagement (70.36%) over standards alignment (47.06%), and Technology Staff also felt that student engagement (72.22%) outweighed standards alignment (50%).

With the exception of School Leaders, all groups found a greater need for curriculum to provide student engagement post-pandemic. Somewhat surprisingly, Teachers were the only role group that included Digital Availability as one of their top-four factors.

Role Groups seem to be less worried about cost-effectiveness in 2021 compared to last year, while differentiation strategies have assumed a top-three spot in the chart for every role group except District Leaders.

**Figure 1C-1: Most Important Factors When Choosing Curriculum by Role**
**"**Engaging for Students" was the most important factor for all educator roles excluding School Leaders.
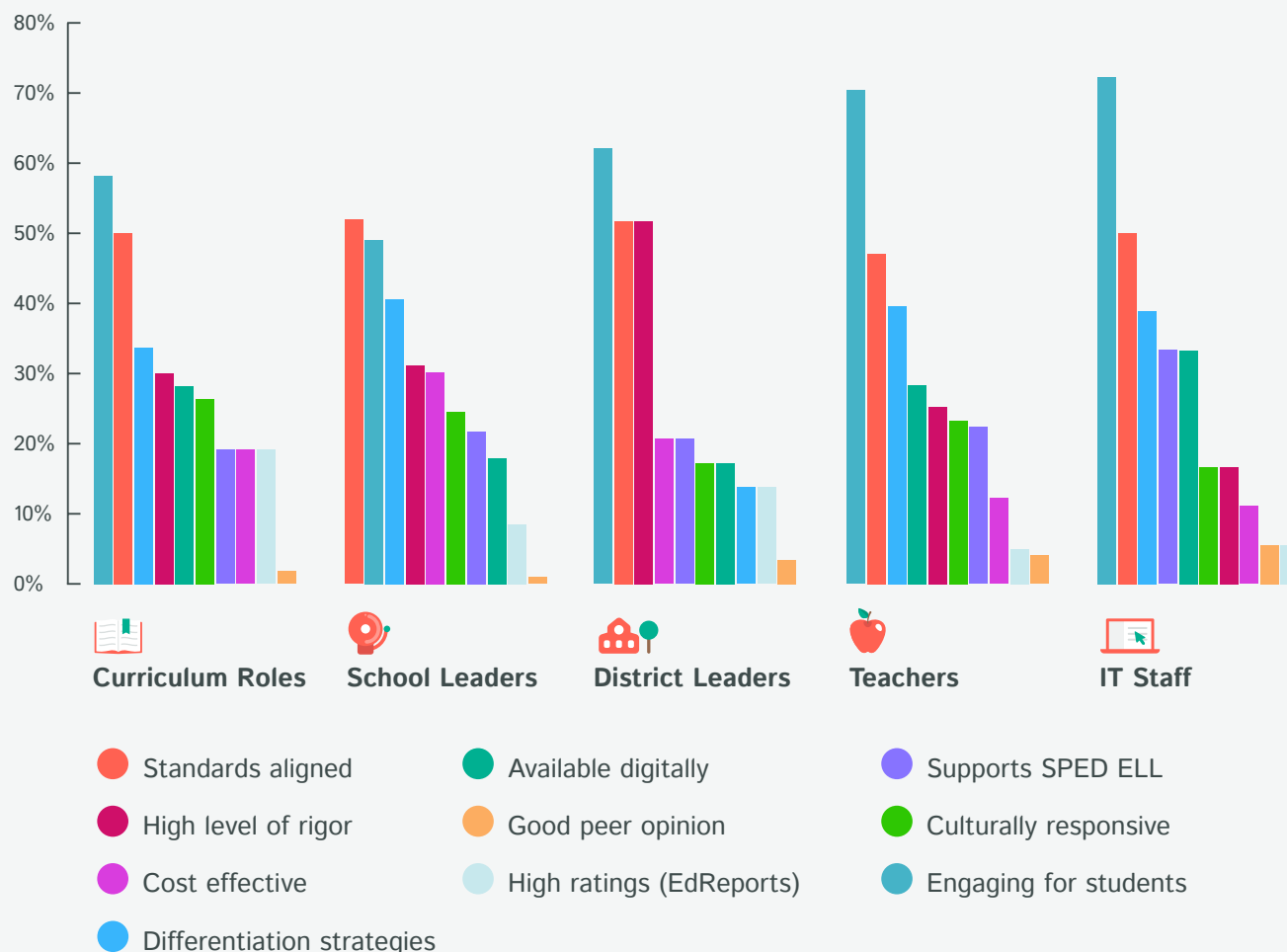


Legend:
- 🔴 Standards aligned
- 🟢 Available digitally
- 🟣 Supports SPED ELL
- 🔴 High level of rigor
- 🟠 Good peer opinion
- 🟢 Culturally responsive
- 🟣 Cost effective
- 🔵 High ratings (EdReports)
- 🔵 Engaging for students
- 🔵 Differentiation strategies

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# 📖 Most Important Factors by Community

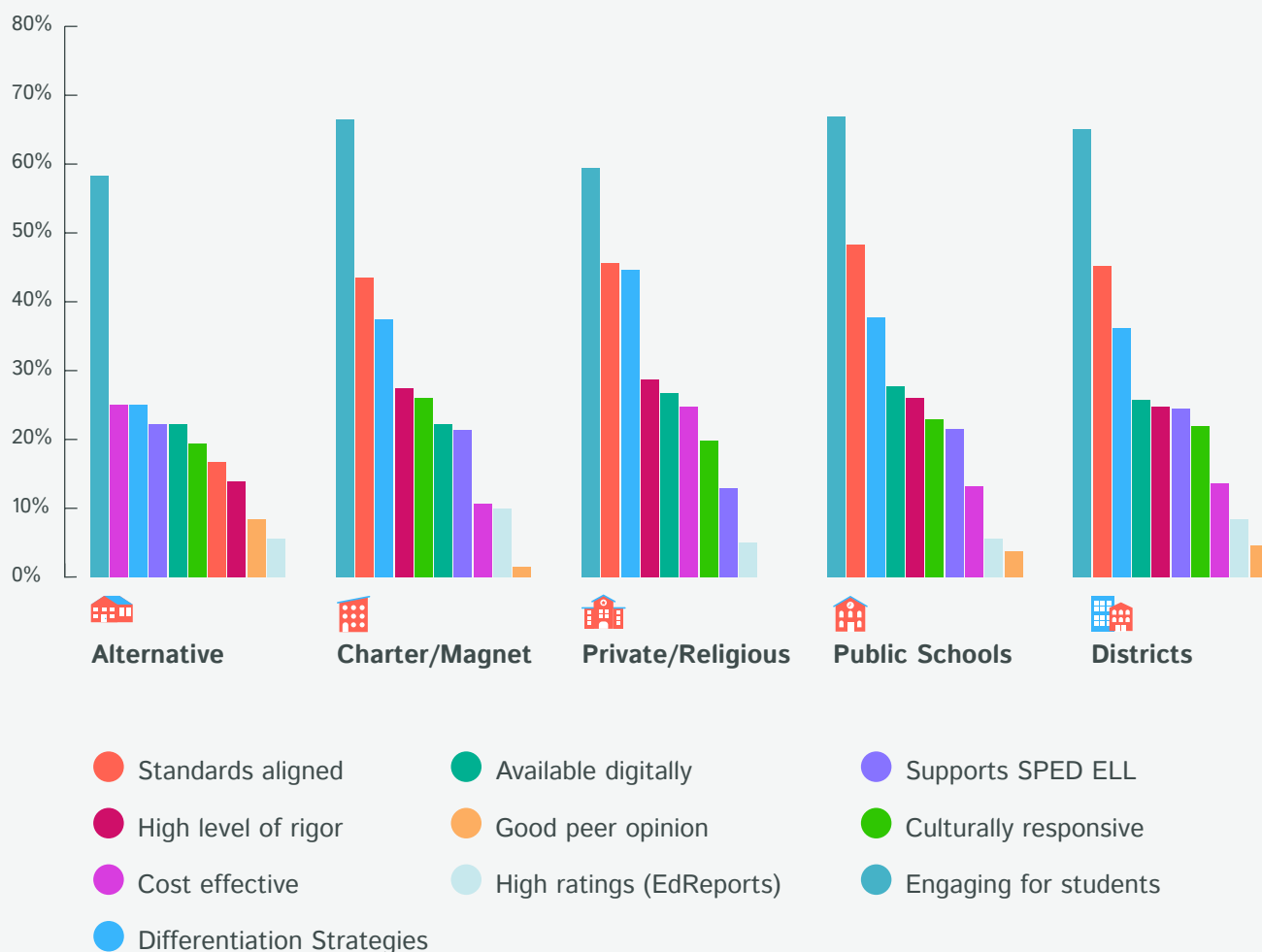**All school communities consider Student Engagement to be the most important factor in choosing a curriculum, by a large margin.** In most cases, Student Engagement ranks a full 20 percentage points higher than any other factor, with the exception of in Private and Religious Schools. This community group still ranks Student Engagement highly at 59.41%, but Standards Alignment (45.54%) and Differentiation Strategies (44.55%) aren't too far behind.

Standards Alignment was also noticeably important to most Community Groups, excluding Alternative/ Home Schools, who emphasize Cost Effectiveness, Digital Availability, SPED/ELL Support, and Cultural Responsiveness above Standards Alignment.

**Figure 1C-2: Most Important Factors When Choosing Curriculum by Community**

Engaging for students is overwhelmingly the most important factor, according to most educator communities.



Legend:
- Standards aligned
- High level of rigor
- Cost effective
- Differentiation Strategies
- Available digitally
- Good peer opinion
- High ratings (EdReports)
- Supports SPED ELL
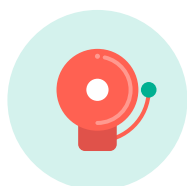- Culturally responsive
- Engaging for students

*N = 1361: participants across all role categories included in this graph.

# 📖 Curriculum Researchers and Final Decision-Makers: Who Are They?

**Figure 1C-3: Researchers, Final Decision-Makers, & Average Rating of Curriculum per Final Decision Maker**

Here we examined how individual role groups influence curriculum selection to find possible correlations between the curriculum rating, and the roles who act as the driving forces behind choosing the curriculum. One trend we noticed is that when teachers are involved in the decision-making process, overall Curriculum Ratings tend to run high.
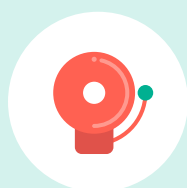
## Curriculum Roles

**DISTRICT-LEVEL DIRECTORS**
60.91% Involved in Research
55.07% Final Decision-Maker (DM)
6.48 Avg Curric Rating when DM

**SCHOOL-LEVEL FACILITATORS**
31.95% Involved in Research
17.51% Final Decision-Maker (DM)
6.71 Avg Curric Rating when DM

Curriculum roles, such as directors of curriculum and/or instruction, are the most likely to be involved throughout the entire selection process. This is most apparent at the district level, though even at the school level they are still more involved in research than the other roles. District-level curriculum roles have the most sway as Final Decision Makers, over 26% moreso than any other role.

## Principals

**PRINCIPALS**
31.64% Involved in Research
27.64% Final Decision-Maker (DM)
6.86 Avg Curric Rating when DM

Schools whose principals act as the Final Decision-Maker tend to have high Average Curriculum Ratings, though not quite as high as when the decision falls to Assistant Principals, Teachers, or Teacher Leaders.

## Teachers

**TEACHER LEADERS**
29.8% Involved in Research
7.76% Final Decision-Maker (DM)
6.95 Avg Curric Rating when DM

**INSTRUCTIONAL COACHES**
21.20% Involved in Research
3.53% Final Decision-Maker (DM)
6.80 Avg Curric Rating when DM

**TEACHERS**
27.34% Involved in Research
7.14% Final Decision-Maker (DM)
6.98 Avg Curric Rating when DM

Teacher involvement in research is lower than that of Curriculum Roles and Principals. However, schools that involved their teachers in curriculum research tend to have relatively high average curriculum ratings.

## School Leaders

**SCHOOL DEPARTMENT HEADS**
17.97% Involved in Research
5.91% Final Decision-Maker (DM)
6.79 Avg Curric Rating when DM

**ASSISTANT PRINCIPALS**
10.45% Involved in Research
3.76% Final Decision-Maker (DM)
7.06 Avg Curric Rating when DM

School Department Heads, along with Instructional Coaches, are the least likely to serve as the Final Decision-Makers. Interestingly, although Assistant Principals serve less often as the Final Decision-Makers, the Average Curriculum Rating is highest in schools where they do have the final say.

## District Leaders

**SUPERINTENDENTS**
15.67% Involved in Research
28.8% Final Decision-Maker (DM)
6.34 Avg Curric Rating when DM

District Leaders tend to be less involved in the research, but very actively involved in the Final Decision-Making process.

*N = 1301: this graph only includes responses from the five top role categories, removing "Other" and "Students/Guardians".

# 📖 Measuring Curriculum

## 🔍 Key Findings

Educators pre- and post-COVID largely agree that measuring curriculum efficacy is important, though many also report difficulty in doing so. This year, far more communities than last year reported that they measure efficacy, and those who do tend to report an overall higher quality of curriculum.

This year, Teachers and School Leaders reported greater challenges in measuring curriculum efficacy, likely due to the prevalence of remote learning. Interestingly, community groups reported having a harder time measuring efficacy post-pandemic, whereas role groups found it less difficult. Educators report measuring efficacy more frequently this year, though there is quite a misalignment across role groups as to how often these measurements take place.

## ☆ Recommendations

Porter and Smithson created a framework that identified the four components of curriculum delivery: intended curriculum, enacted curriculum, assessed curriculum, and learned curriculum. This framework offers a helpful way to examine and compare curriculum "at different points in the system" – from policy, through curriculum, instruction, and assessment, to student outcomes. A dynamic digital curriculum platform enables transparency and accountability along each of these curricular components, allowing for targeted improvement of content – a key area for student outcomes.

# 📖 Do School Communities Measure Curriculum Efficacy?

In last year's pre-COVID report, 20%-30% of school communities reported that they did not measure efficacy, and instead chose to focus more on performance reports. This year, we noticed a big jump in those who wish to measure efficacy across all communities. This could be related to the measurable nature of digital curriculum, given that X more reported they are using digital curriculum this year (see Figure 1D-1).
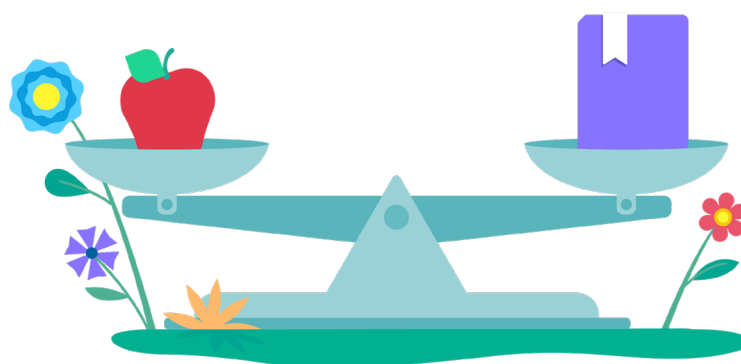
**Figure 1D-1: Do School Communities Measure Curriculum Efficacy?**
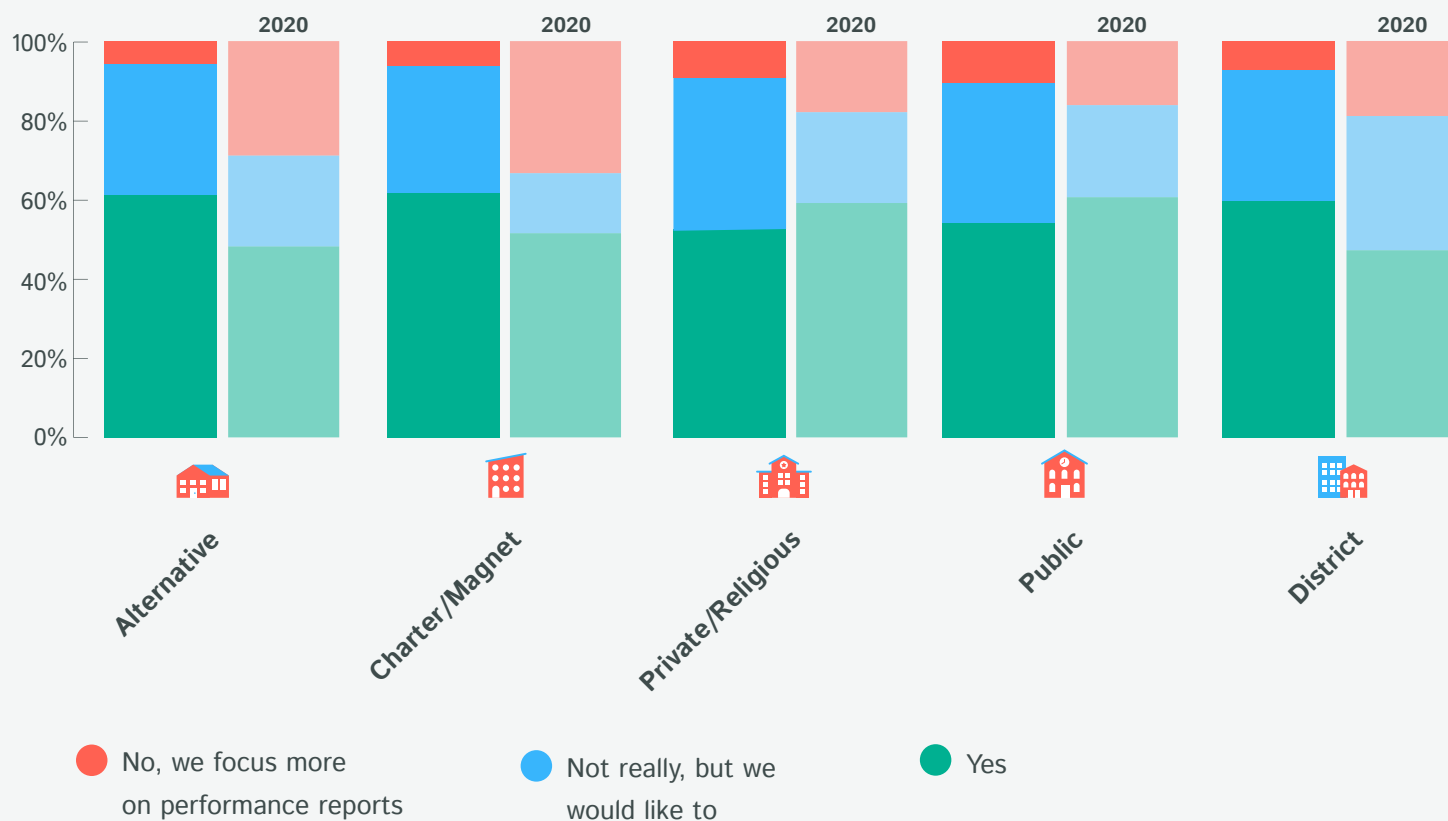


**Legend:**
- 🔴 No, we focus more on performance reports
- 🔵 Not really, but we would like to
- 🟢 Yes

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# 🔖 How Difficult is it for Educator Roles to Measure Curriculum Efficacy?

**Perhaps intuitively, roles closer to the students – like Teachers, Technology Staff, and School Leadership – find it easier to measure efficacy compared to other roles.** These roles, especially Teachers, interact with students on a day-to-day basis, and can see how students benefit from the curriculum qualitatively. District Leadership and Curriculum or Team Leads tend to measure curriculum more quantitatively, based on numbers reflected in test and exam scores.

Interestingly, Curriculum Roles, Teachers, and School Leaders reported more difficulty in measuring efficacy this year than last, while District Leaders and IT Staff reported less difficulty.

Below are the results on a scale of 1-10, (1 being very easy, 10 being very challenging) post-COVID / pre-COVID:

**Figure 1D-2: Difficulty Measuring Efficacy by Role (2021 / 2020)**



| District Leaders | School Leaders | Curriculum Roles | Teachers | IT Staff |
|---|---|---|---|---|
| **5.70** | **6.52** | **6.74** | **6.51** | **6.40** |
| (2020: 6.75) | (2020: 6.33) | (2020: 6.33) | (2020: 6.25) | (2020: 6.80) |

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

## How Difficult is it for Communities to Measure Curriculum Efficacy?

Those who serve district communities report the most difficulty measuring efficacy this year. Those serving in Public Schools and Private/Religious Schools reported similar difficulty measuring this year this year, whereas Private/Religious Schools reported

more difficulty by a large margin in 2020.

Overall, community groups reported an increased difficulty in measuring efficacy post-pandemic.

**Figure 1D-3: Difficulty Measuring Efficacy by Community (2021 / 2020)**



| Public Schools | Districts | Private / Religious | Charter / Magnet | Alternative |
|---|---|---|---|---|
| **6.50** | **6.71** | **6.51** | **6.15** | **6.23** |
| (2020: 6.30) | (2020: 6.15) | (2020: 6.92) | (2020: 6.70) | (2020: 5.67) |

*N = 1361: participants across all role categories included in this graph.

# 🔖 How Often Do Educators Measure the Efficacy of Their Curriculum?

**Educators who measure the efficacy of their curriculum tend to do so often.** Of those who measure curriculum efficacy, 42.31% responded that they do so 3-4 times per year, while 28.84% report measuring every month or more.

Overall, the frequency with which educators measure efficacy has risen compared to last year. However, both pre- and post-COVID graphs reveal a notable misalignment across roles at how often curricular efficacy is reported.



**Figure 1D-4: Frequency of Measuring Curriculum Efficacy**
This graph includes all respondents who replied "Yes" to "Do you measure the efficacy of our curriculum, i.e. how it's helping students learn?"



Legend:
- 🔵 Every Other Year
- 🟢 Once a Year
- 🟣 Twice a Year
- 🔴 Monthly
- 🟦 3-4 Times a Year

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

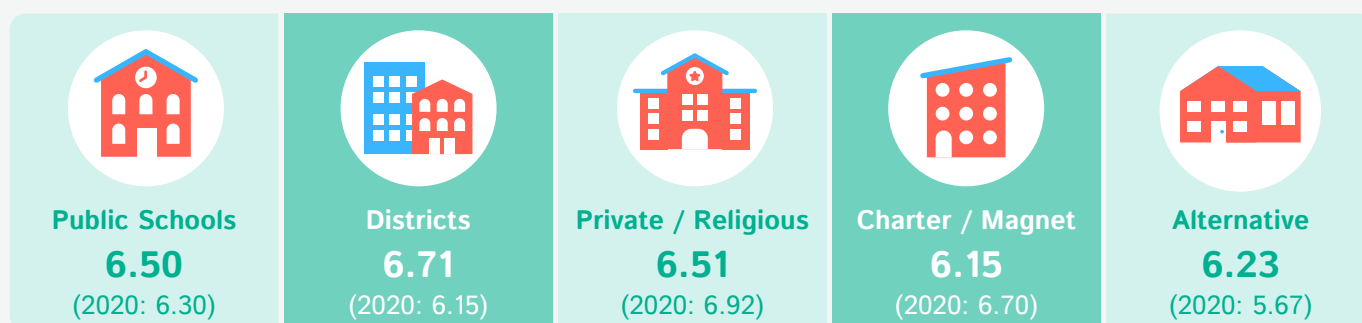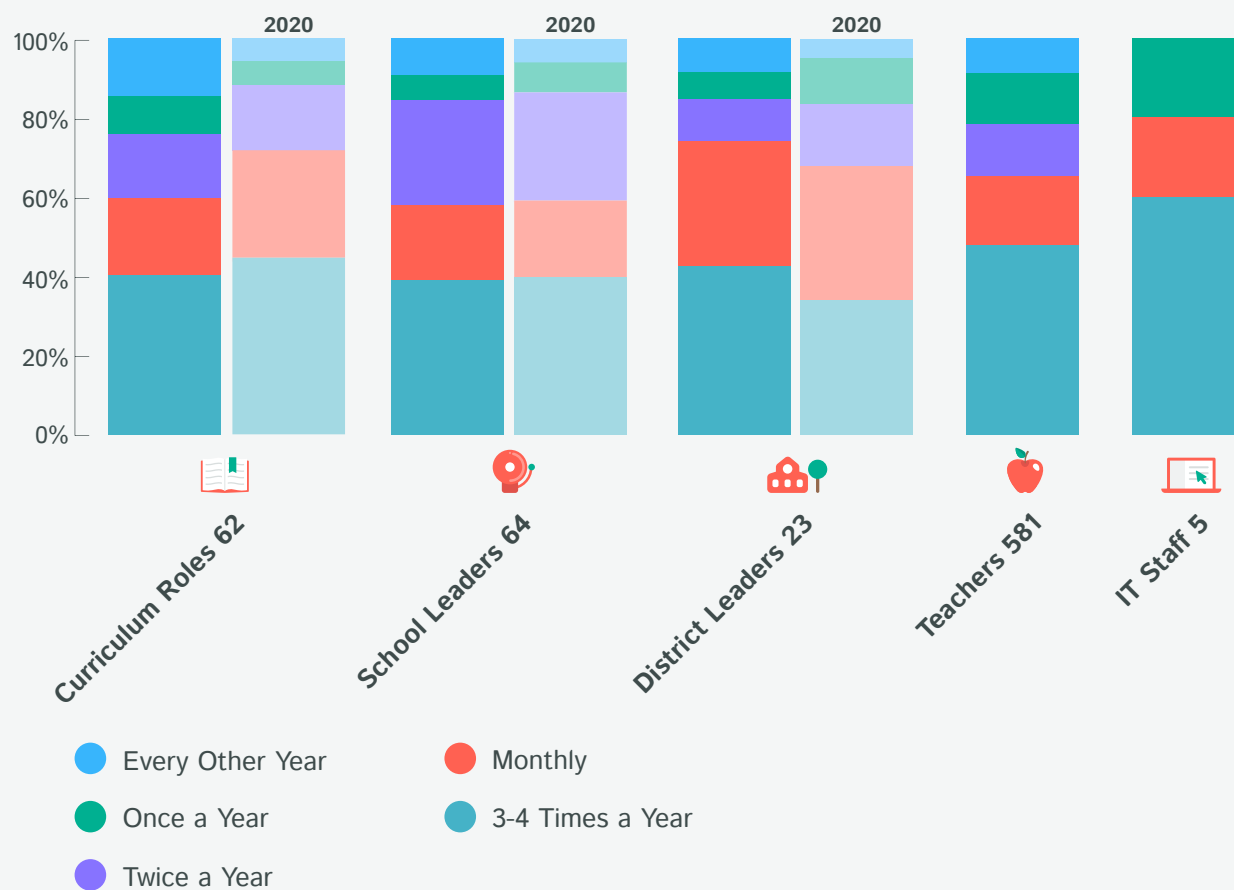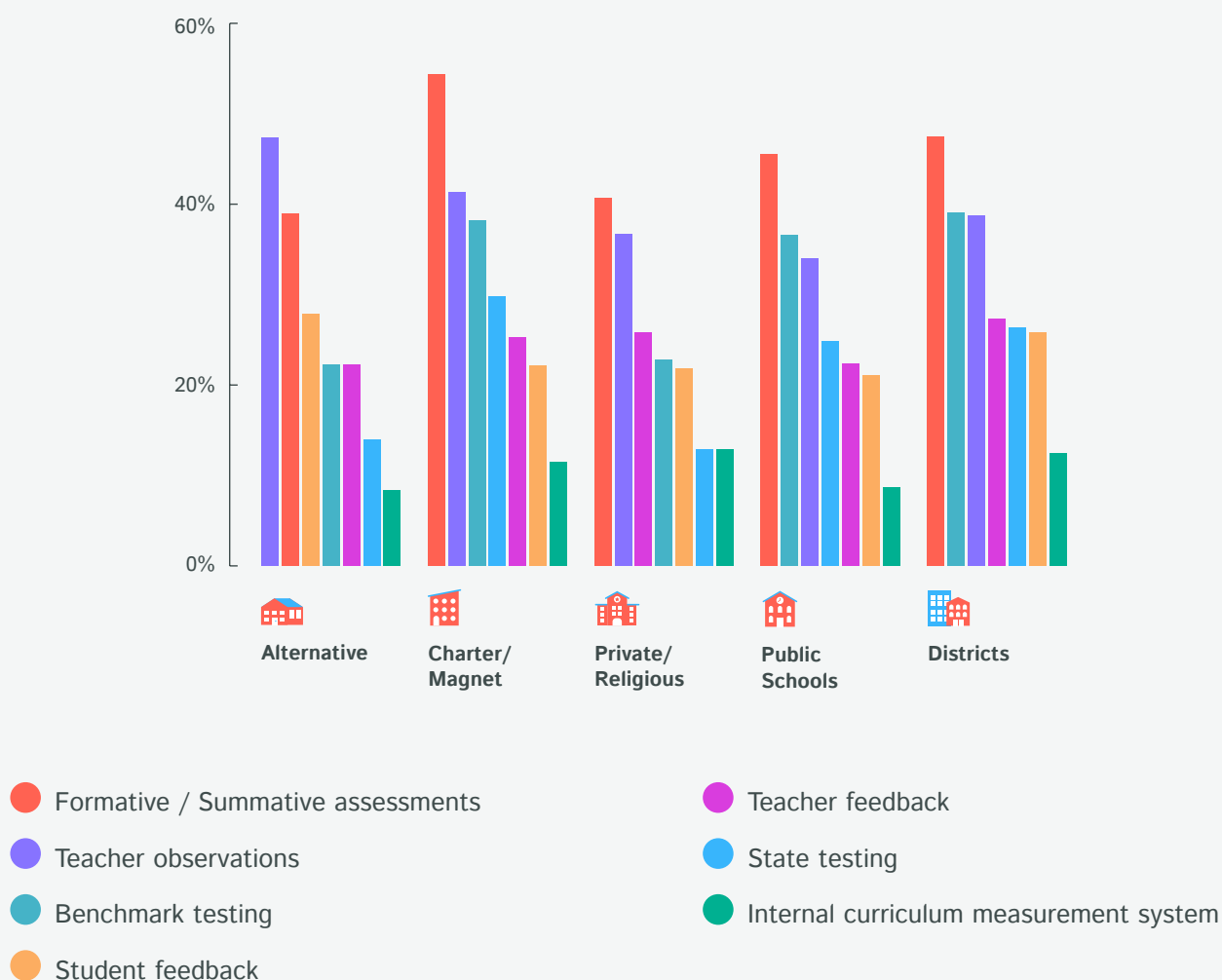## 📖 How Do Communities Measure Curriculum?

Across community groups, educators seem to use a solid mix of formative/summative assessments and teacher observations to measure curriculum. Public Schools, Charter/Magnet Schools, and School Districts rely more heavily on assessments, whereas we see the gap between assessments and teacher observation narrow in Private/Religious Schools. Alternative and Homeschools depend more on teacher observation to measure their curriculum, though formative/summative assessments are still utilized.

**Figure 1D-5: How Do Educators Measure Curriculum in Your Community?**
The majority of learning communities measure curriculum via formative and summative assessments most often, and through an internal curriculum measurement system the least often.



Legend:
- 🔴 Formative / Summative assessments
- 🟣 Teacher feedback
- 🟣 Teacher observations
- 🔵 State testing
- 🔵 Benchmark testing
- 🟢 Internal curriculum measurement system
- 🟠 Student feedback

*N = 1361: participants across all role categories included in this graph.

# 📖 Curriculum Measurement, Digital Curriculum, and Quality.

For two years in a row, we have noticed two correlations regarding digital curriculum, curriculum measurement, and quality: 1) Educators with fully digital curriculum rate their curriculum higher than those who have not made the leap to digitalization; and 2) Educators who regularly measure curriculum efficacy rate their curriculum higher than those who do not.

While we never assume that correlation equals causation, we do believe that seeing over a full point difference in the quality reported by those that do versus do not utilize digital curriculum is worth noting. As our sample size for this report dramatically increased year-over-year, educators still reported increased quality associated with digital curriculum and curriculum measurement.

**Figure 1D-6: Curriculum Rating by Digital Curriculum State**
Participants were asked "How much of your curriculum is digital?" The left scale reflects how those participants rated their own curriculum.

- 🔵 All curriculum is digital
- 🔵 Some subjects & grades
- 🔴 Not yet, but have plans
- 🔴 None
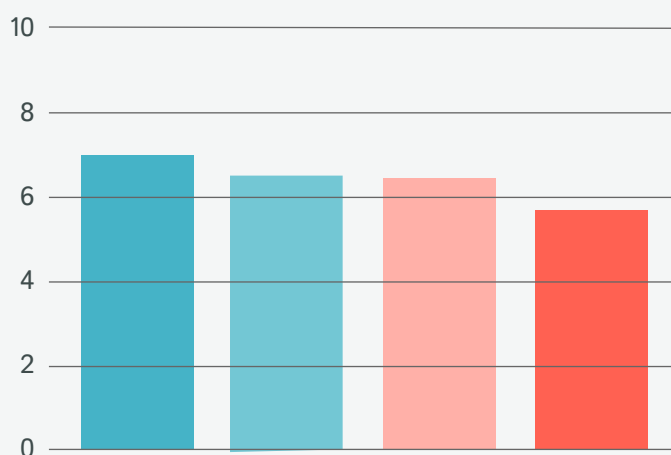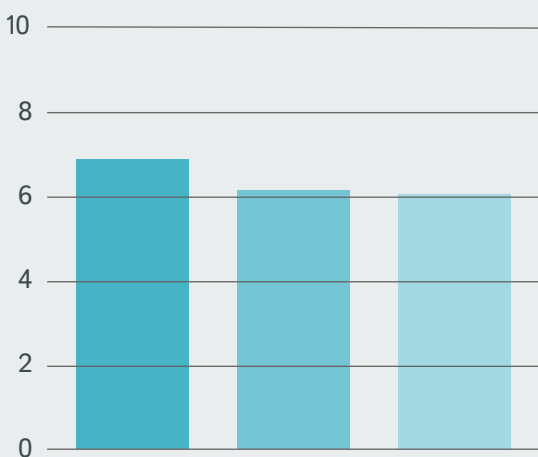


*N = 1361: participants across all role categories included in this graph.



**Figure 1D-7: Curriculum Rating by Curriculum Measurement State**
Participants were asked "Do you measure the efficacy of your curriculum, i.e. how it's helping students learn?" The left scale reflects how those participants rated their own curriculum.

- 🔵 Yes
- 🔵 Not really, but we would like to
- 🔵 No, and no plans to measure curriculum

*N = 1361: participants across all role categories included in this graph.

# 📊 Part Two.

# The State of

# Digital Curriculum

# 📊 Current State of Digital Curriculum

## 🔍 Key Findings

Schools are showing promising movement towards more digital curriculum post-COVID, though most still have not transitioned to a fully digital curriculum.

A discrepancy continues to exist between educators regarding what constitutes "digital curriculum" – this could mean a mix of supplemental resources available online, a core curriculum available in the form of PDFs, a dynamic digital curriculum platform, or an internal learning management system, all of which are very different states.

## ☆ Recommendations

Align with your community on the definition of a truly "digital curriculum" and understand the benefits. Digital curriculum should be far more than a projection for students. It should be interactive, flexible, and fun to use. Teachers should be able to edit curriculum to make their mark, and students should enjoy using it.

A dynamic curriculum saves teachers time by enhancing their existing workflows, rather than creating more work for them. It should allow for continuity of learning, no matter where learning takes place.
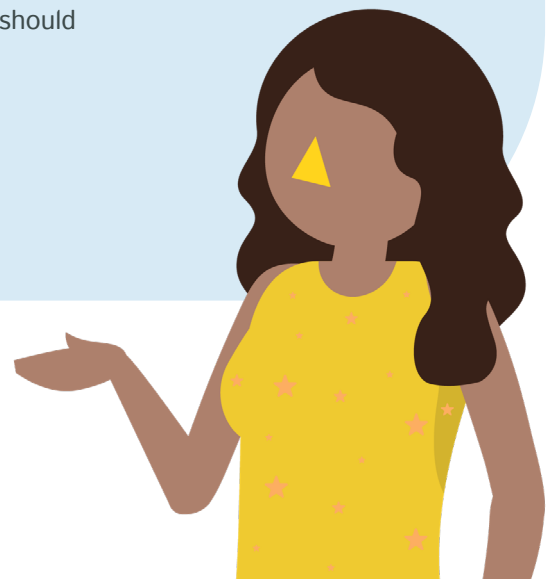
## 📊 How Much of Your Curriculum is Digital?

Compared to last year, most communities saw a significant jump towards digital curriculum in 2021, as seen in the shrinking red and purple, which represents having "none" or "none yet, but we have plans". Although the Public School community saw little movement into the "some" category, it did see movement out of the "some" category – into "fully". Like last year, Charter/Magnet Schools are the most likely to utilize a completely digital curriculum, and Private/Religious and Alternative/Homeschools have the least digital curriculum.



**Figure 2A-1: How Much of Your Curriculum is Digital?**
In this year's survey, represented by the darker colors on the graph below, Charter/Magnet Schools had the most complete digital adoption. Those at the District level reported the highest number of partially digital curriculum. Compared to their peers, a significantly high number of Private/Religious Schools (26%) and Alternative Schools (22%) don't have digital curriculum or any plans to go digital. N = 1361 for this graph.



- 🟢 All curriculum is digital
- 🔵 Some subjects & grades
- 🟣 None yet, but have plans
- 🔴 None
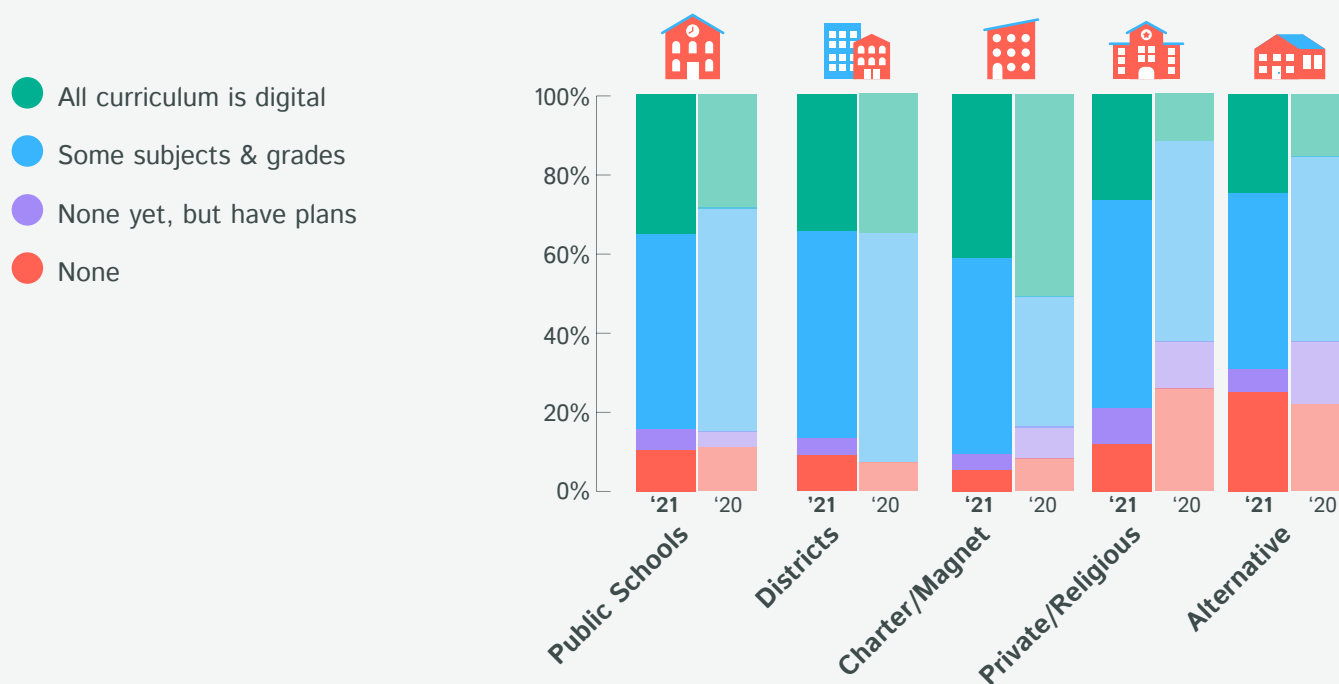
# 📊 How Do Communities Store Digital Curriculum?

**The move to remote learning pushed many educators to adopt a more digital approach to their curriculum in 2021.** However, the majority of educators across communities still store their digital curriculum as PDFs on "the cloud," rather than utilizing a true digital curriculum. While Google Docs, Microsoft OneDrive, or a comparable internal/network system allows for easy access to PDFs or documents, those files remains static.

A truly digital curriculum reaches beyond storage capabilities and enables educators to track student performance in real-time, hone in on individual students' strengths, and tailor interactions to unlock each classroom's potential. Digital curriculum is a dynamic tool designed to bring life and engagement into your classroom, all while compiling invaluable metrics as you go.

**Figure 2A-2: Digital Curriculum Storage by Community**
The graph shows there is still no strong consensus on the definition of "digital curriculum" N=1361

🔴 As PDFs on a cloud drive

🔵 Dynamic digital curriculum platform

🟣 Our own school / district LMS

🔵 Publisher's website

🟢 Unknown
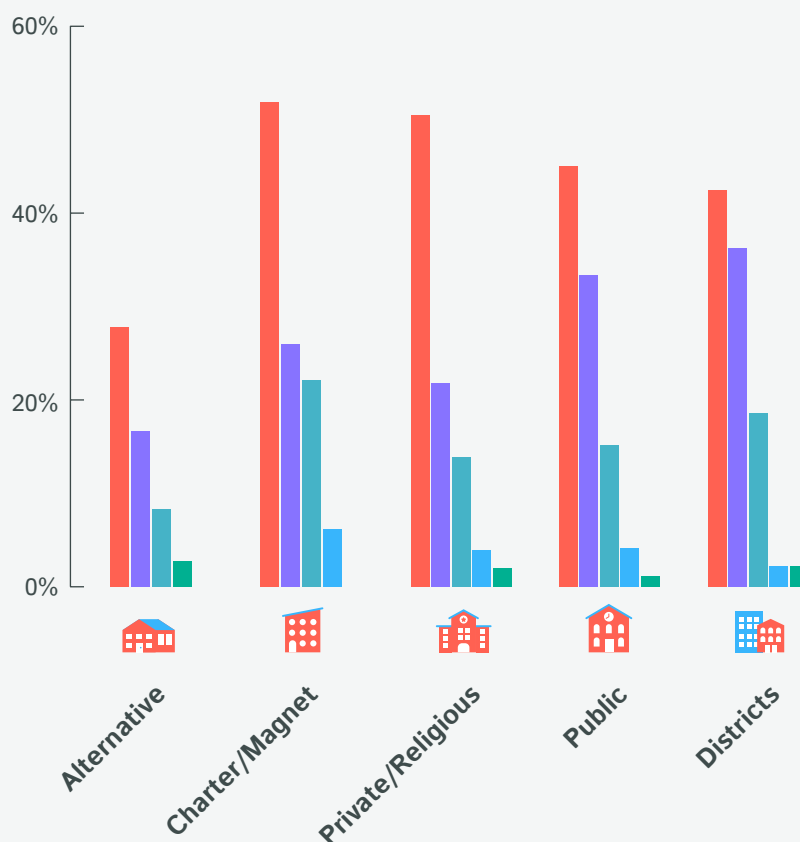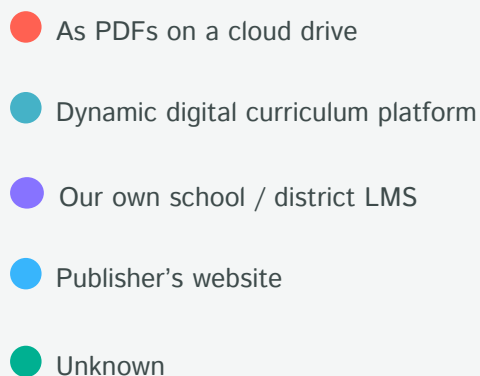
# ◰ Choosing a Digital Curriculum

## 🔍 Key Findings

While the CARES Act ushered in some much-needed ESSER funds to ease the transition from in-person to remote learning, educational communities still overwhelmingly feel like they don't have the budget for a digital switch.

With the exception of Alternative/Home schools, all communities described difficulties in finding high-quality digital curriculum. Concerns over internet connections and both student and teacher digital fatigue also rank high on the list of educators' concerns.

## ☆ Recommendations

Many districts are coming out of the last year with a renewed sense of what the most immediately addressable issues are – whether that's equity, outcomes, unfinished learning, or student engagement. One investment that addresses all of these issues is high quality, digital curriculum, housed in a flexible digital platform where the curriculum can be tied to real-time student data, so teachers don't have to wait for report cards or testing season to flag areas of improvement for students. While it may be tempting to address short-term problems, consider using your ESSER funds on content and technology that will address the issues of unfinished learning and content loss well into the future.
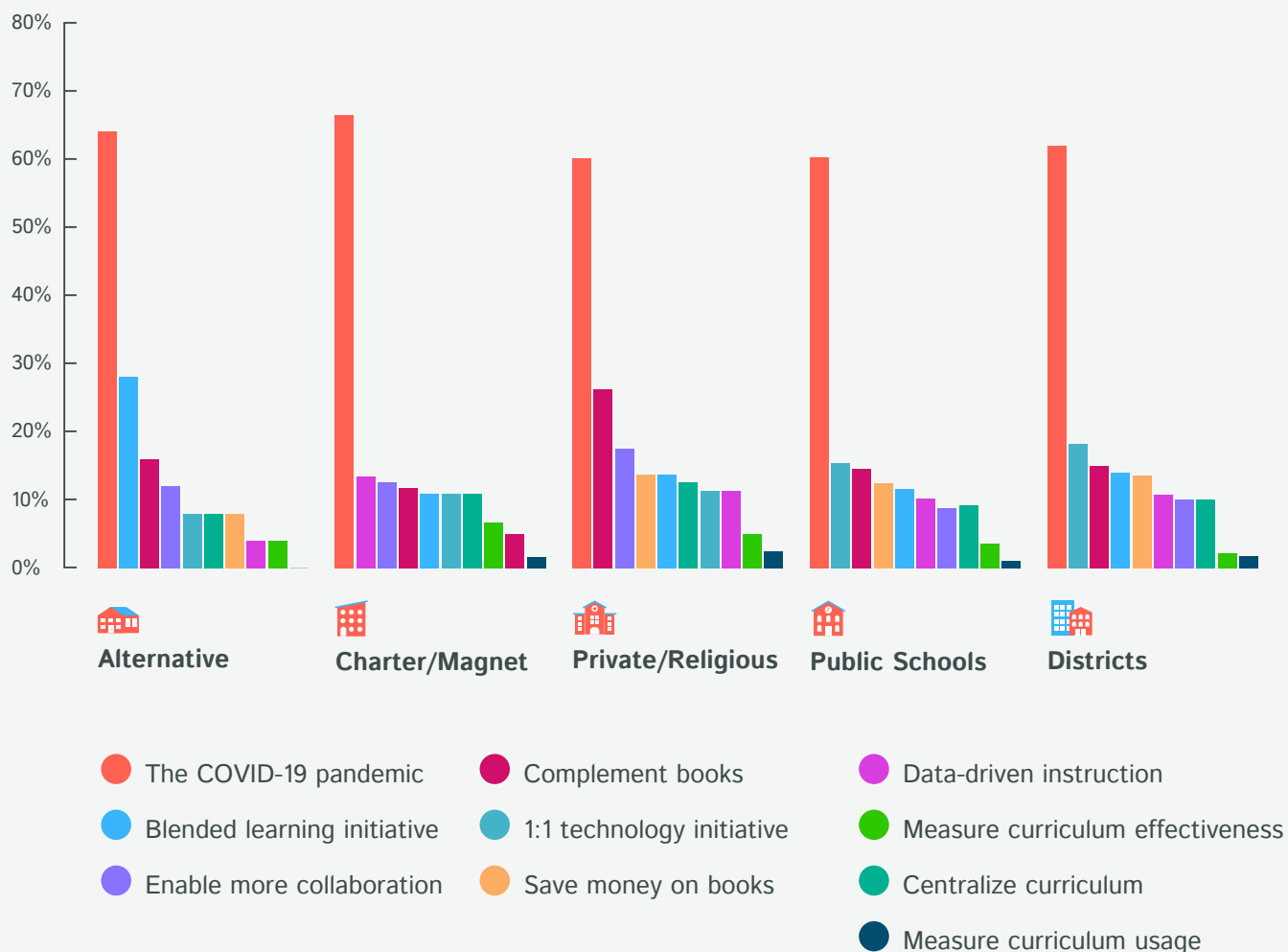
# 📊 What Factors Drive Communities to Make the Digital Move?

This year, the drive towards digital was overwhelmingly led by the COVID-19 pandemic. The global health crisis forced the hand of educators who may have been on the fence about a transition to digital, and ESSER funds opened the digital door for communities who otherwise may not have been able to afford the switch.

When we take COVID out of the equation, however, we see each community tell a unique story: About 1 in 5 Alternative/Home Schools cited moving to digital curriculum as a part of a blended learning initiative, while Charter/Magnet Schools were more motivated by enabling data-driven instruction and collaboration (13.5%). 1 in 5 Private/Religious Schools move to digital curriculum to complement textbooks, while Public Schools and Districts move to digital as a way to both complement textbooks (14.46%) and fulfill their community's 1:1 technology initiative (15.38%).

**Figure 2B-1: Community Factors Behind the Move to Digital Curriculum**



- 🔴 The COVID-19 pandemic
- 🔵 Blended learning initiative
- 🟣 Enable more collaboration
- 🔴 Complement books
- 🔵 1:1 technology initiative
- 🟠 Save money on books
- 🟣 Data-driven instruction
- 🟢 Measure curriculum effectiveness
- 🟢 Centralize curriculum
- 🔵 Measure curriculum usage

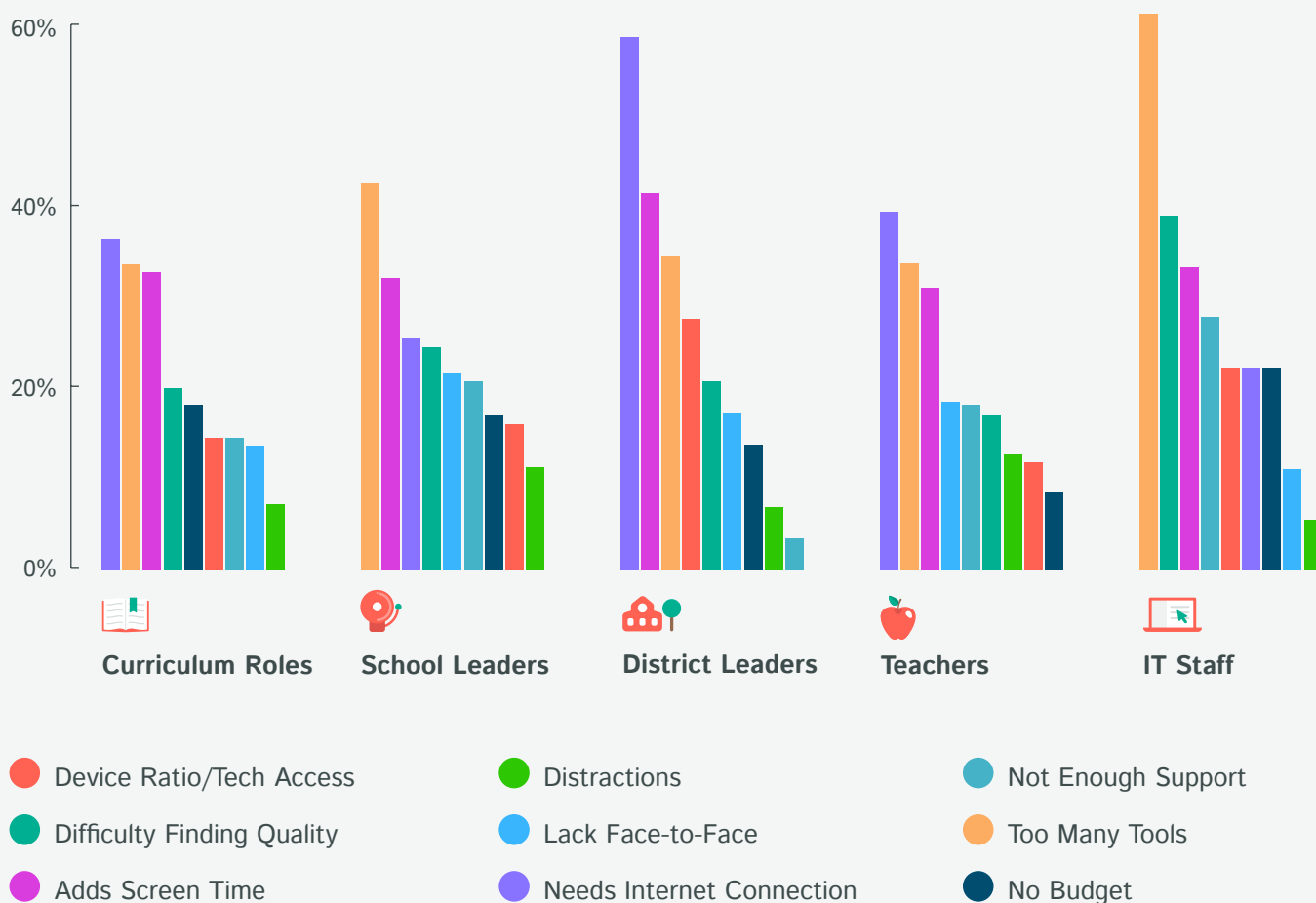*N = 1361: participants across all role categories included in this graph.

# 📊 What Concerns Do Educators Have About Digital Curriculum?

Role groups have fairly diverse concerns about adopting digital curriculum. Curriculum Roles worry most about internet connection (36.36%) then digital fatigue (33.64%), and screen time (32.73%), in pretty close measure. School Leadership shares their concern about screen time (32.08%) but more were worried about too many tools causing digital fatigue (42.45%). 3 out of 5 District Leaders report concerns with internet connection (58.62%) and 2 out of 5 worry about screen time (41.38%). Teachers share Most Curriculum Roles' worry about internet connectivity (39.36%), then digital fatigue (33.69%), and screen time (30.99%). Out of all the role groups, IT staff is the least concerned with internet connection (22.22%), and the most concerned with digital fatigue (61.11%).

**Figure 2B-2: Concerns With Digital Curriculum**
Concerns with digital curriculum vary from role to role, though there is more alignment between Teachers and Curriculum Roles.



**Legend:**
- Device Ratio/Tech Access
- Difficulty Finding Quality
- Adds Screen Time
- Distractions
- Lack Face-to-Face
- Needs Internet Connection
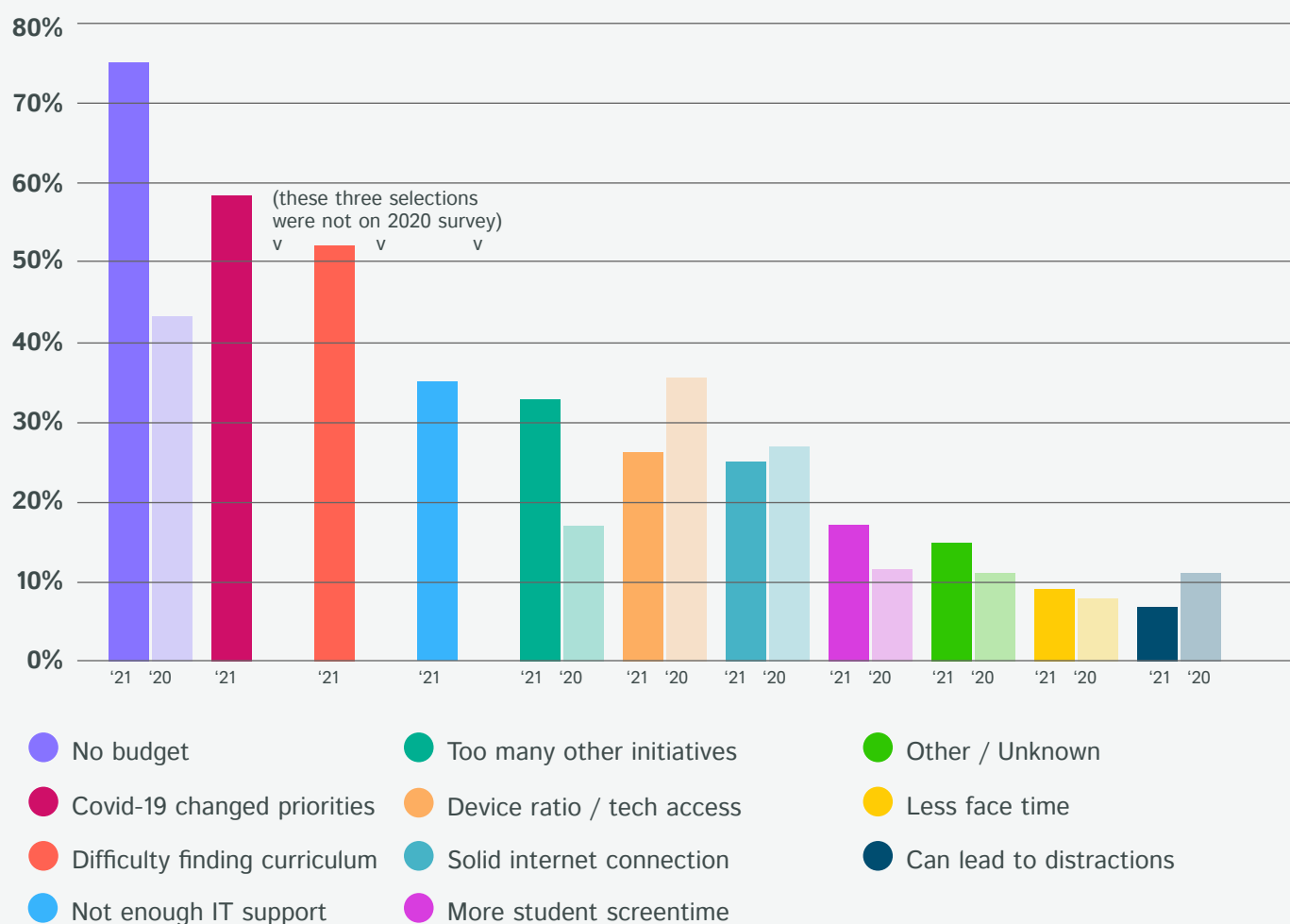- Not Enough Support
- Too Many Tools
- No Budget

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# 📊 Why Haven't Educators Adopted Digital Curriculum Yet?

Despite the opening up of ESSER funds over the past year, most educational communities still cited budget constraints as the primary reason for not adopting a fully digital curriculum. This is a frustrating conundrum, as the amount of time and money saved by replacing textbooks, paper assignments, and hand-compiled reports with a digital curriculum can be massive.

With the exception of Alternative/Home schools, all communities described difficulties in finding high-quality digital curriculum, a shift in focus to more immediate priorities (due to COVID-19), and not enough tech support as other top reasons they have yet to make the digital move. Alternative/Home schools list similar reasons, but also say they already have "too many initiatives going on" to switch to digital.

**Figure 2B-3: Reasons Preventing Digital Curriculum Adoption**



- 🟣 No budget
- 🔴 Covid-19 changed priorities
- 🟠 Difficulty finding curriculum
- 🔵 Not enough IT support
- 🟢 Too many other initiatives
- 🟠 Device ratio / tech access
- 🔵 Solid internet connection
- 🟣 More student screentime
- 🟢 Other / Unknown
- 🟡 Less face time
- 🔵 Can lead to distractions

*N = **209 or 15.4% total respondents ('21)**, 76 or 17.0% total respondents ('20): This graph represents only the participants who have not adopted digital curriculum.

# Part Three.
# The State of Curriculum Post-COVID

# 〽️ The Pandemic's Effects on Curriculum and Instruction

## 🔍 Key Findings

Educators showed an amazing ability to improvise and rise to a brand-new set of challenges, the likes of which most had never seen before. Community groups came out largely confident that their districts handled post-COVID adjustments as well as they could, though they still felt unprepared.

Many Community Groups agreed that COVID-19 has shed light on the need for 1:1 technology for each student, while also pointing out that systems should be in place to ensure students learn now to use the new technology.

When thinking about the overall effects on learning, COVID brought to the forefront the need for flexible, high-quality digital curriculum.

## ☆ Recommendations

Great technology can only get you so far without great content – improving student outcomes starts with excellent curriculum. Kiddom partners with the highest-quality curriculum providers in the market (e.g. EL Education published by Open Up Resources, Fishtank Learning Math, and Illustrative Mathematics published by Kendall Hunt).

What makes a high-quality curriculum truly digital, dynamic and flexible, is when it is connected to the main educational workflows (curriculum, instruction, assessment) with integrated tools for communication that connect every role in your community. This ensures continuity of learning in any environment so you're always prepared.

〰 **What is one thing your school/district did in response to the COVID-19 pandemic that improved the teaching and learning experience?**

"Staff were able to connect with students individually to focus on academic needs. Teachers were required to utilize Google Classroom and seek other tech resources to benefit the education of their students."

–Principal, Alternative School

"We have live instructions for the kids every day for every subject, and we started offering SEL lessons for them as well."

–Teacher, Charter/Magnet

"We loaned technology out to families in need so we could attempt online learning."

–Teacher, Public School

"We provided materials kits for STEM & other classes."

–Superintendent, District

"They put up outdoor tents for nearly every classroom."

–Teacher, Private/Religious

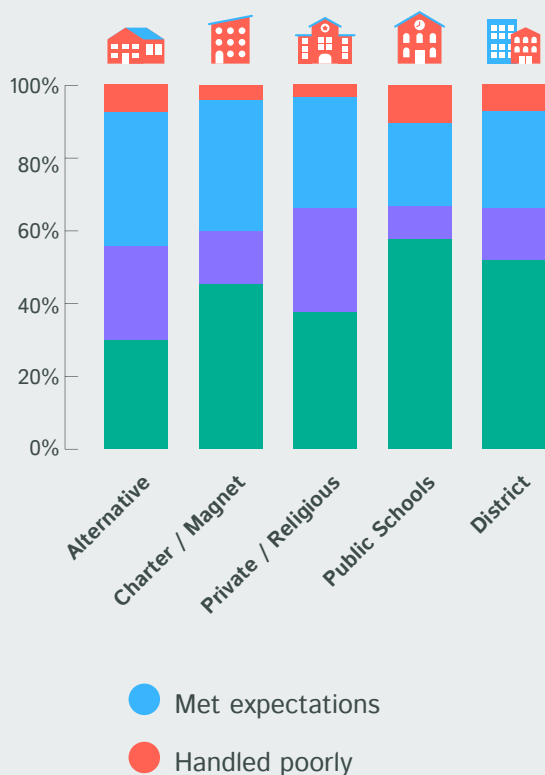Figure 2C-1: How Communities Adapted to COVID-19

## ∿ How Communities Felt About COVID-19 Adjustments Made by Their Schools or Districts

**Happily, very few community or group roles reported feeling like the adjustments brought on by COVID-19 were handled poorly or inadequately.** Most participants within Public Schools and Districts felt the situation was handled as well as it could have been given available resources, though they were still unprepared. Alternative/Homeschools and Private/Religious Schools reported their community groups either met or exceeded expectations moreso than

fell short. Charter/Magnet Schools were fairly split down the middle regarding whether they felt their community met expectations or handled the situation poorly.
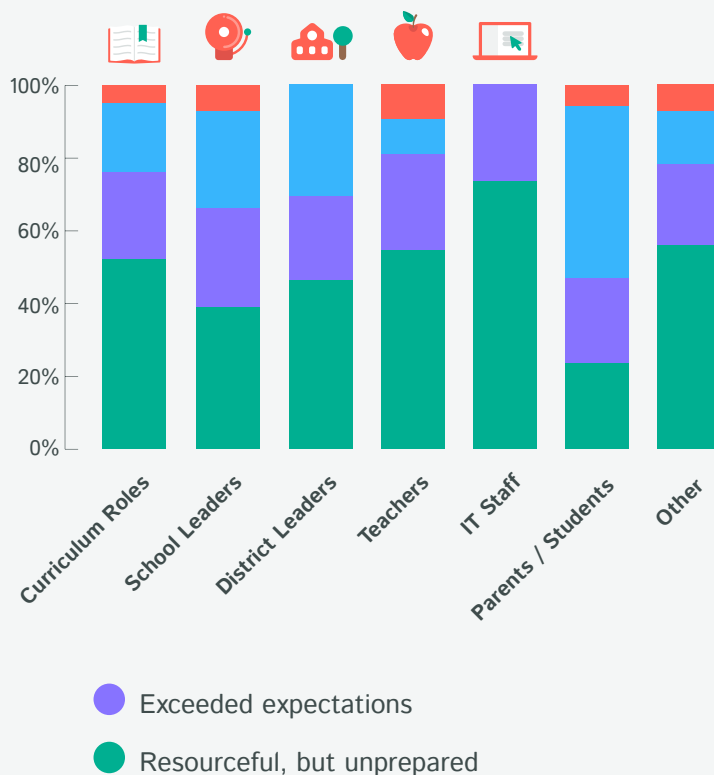
Students/Parents/Guardians, District Leadership, and IT support had the most positive outlooks on how their schools and districts handled pandemic adjustments, while teachers were the most pessimistic.

**Figure 2C-4: How Communities Felt About COVID-19 Adjustments Made by Their School or District**



**Figure 2C-5: How Role Groups Felt About COVID-19 Adjustments Made by Their School or District**



● Met expectations

● Handled poorly

● Exceeded expectations

● Resourceful, but unprepared

*N = 1361: participants across all role categories included in this graph.

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

## 〰️ How Has COVID-19 Affected Ideas Around Teaching and Learning?

We asked educators how the COVID-19 pandemic has affected ideas around teaching and learning, and found that the top three reasons ebbed and flowed across different communities.

For most Charter/Magnet Schools (55.73%), Public Schools (56.62%), and Districts (57.59%), COVID-19 has shed light on the need for 1:1 technology for each student. Most Private/Religious Schools were concerned that students were not prepared to manage online learning tools (54.46%), and that full-time virtual learning does not provide the best educational experience (50.50%). COVID-19 taught most Alternative/Homeschool communities that a one-size-fits-all approach doesn't work for individuals, and schools need to provide more options (52.78%).

**Figure 2C-7: How Has COVID-19 Affected Communities' Ideas Around Teaching and Learning?**
The most prevalent change of mind brought by the pandemic is that 1:1 device ratio is crucial for learning success.
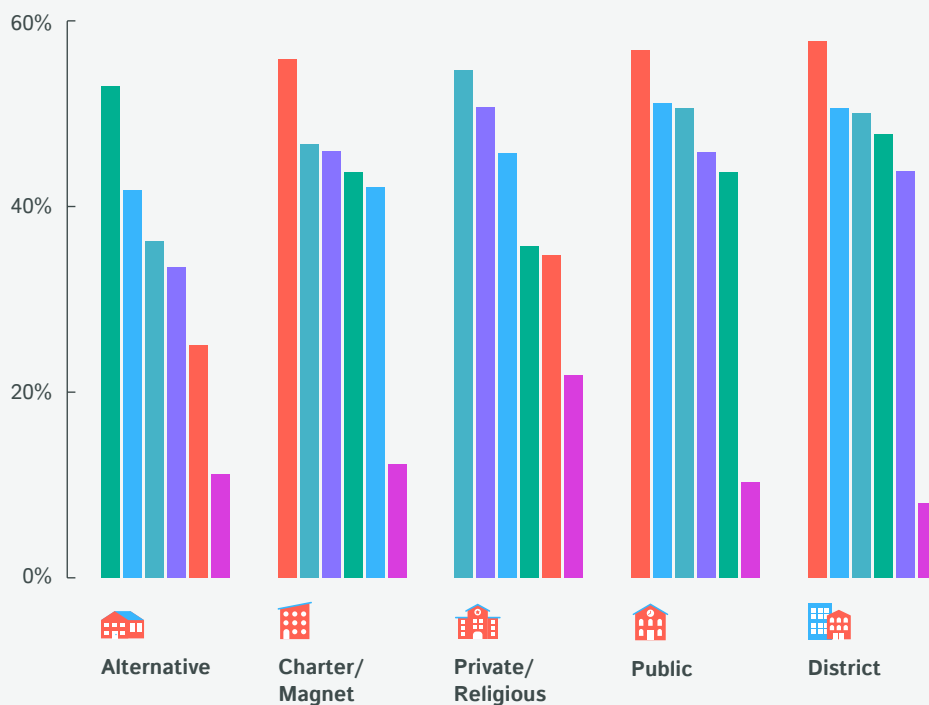


🔴 Device ratio is crucial for learning success

🔵 Students not ready for online tools

🟣 Full time virtual not optimal for learning

🟢 Students thrive in different learning models

🔵 Should always be ready for distance learning

🟣 Students take responsibility for their own learning

*N = 1361: participants across all role categories included in this graph.

When we look at the breakdown across roles, Curriculum Roles (53.64%) and District Leadership (55.17%) emphasized that students aren't necessarily ready to manage online learning tools, while IT Staff (77.78%), Teachers (55.82%), and School Leaders (52.83%) emphasized the need for 1:1 technology for each student.

**Figure 2C-8: How Has COVID-19 Affected Roles' Ideas Around Teaching and Learning?**
While many ideas shifted, one that saw less movement across roles was "students take responsibility for their own learning" – it is unclear whether educators disagree or feel this hasn't changed due to the pandemic.
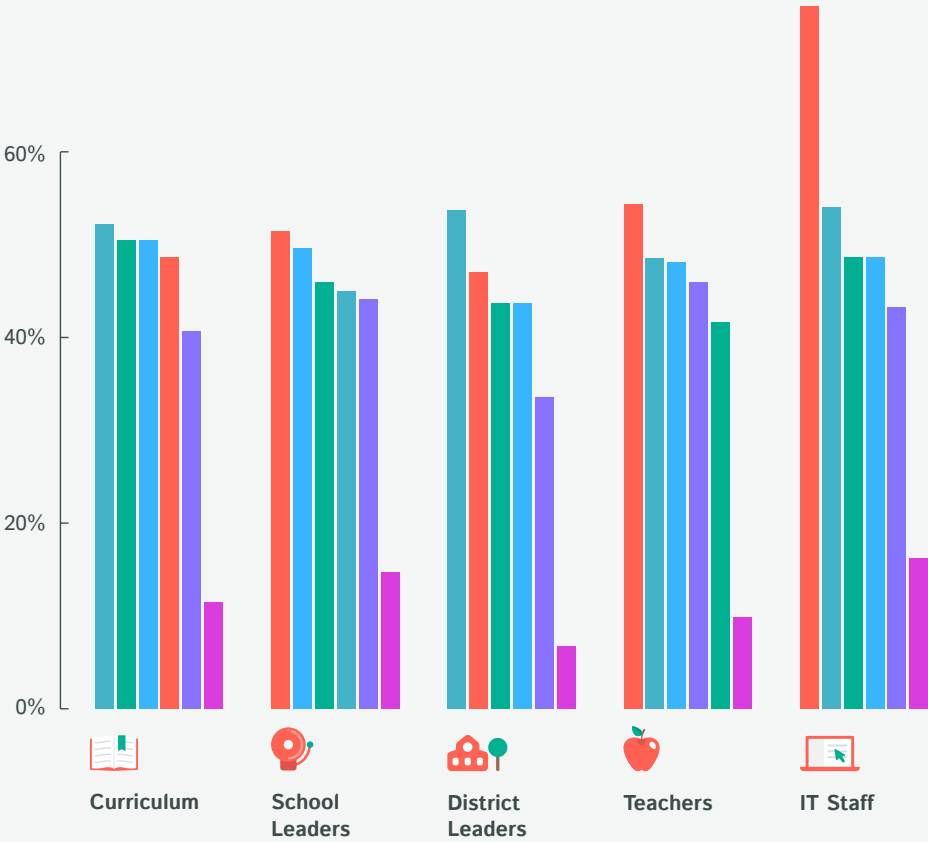


- ● Device ratio is crucial for learning success
- ● Students not ready for online tools
- ● Full time virtual not optimal for learning
- ● Students thrive in different learning models
- ● Should always be ready for distance learning
- ● Students take responsibility for their own learning

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

## 〰 How Has COVID-19 Affected Ideas Around the Number of Digital Tools?

Communities and roles have pretty varied views around how the pandemic has affected ideas around digital tools, however the general sentiment could be summarized by "helpful, but overwhelming". Some felt that the number of digital tools and resources ushered in by the COVID-19 pandemic has been overwhelming for students and parents to keep up with, and some would like to see one single digital platform used for curriculum and assessment. Mostly, this question underscored misalignment between communities, rather than honed in on shared ideas.

**Figure 2C-9: How Has COVID-19 Affected Communities' Ideas Around the Number of Digital Tools?**
This question showed a confusing variety of pandemic affected views around digital tools, however the general sentiment could be summarized by "helpful, but overwhelming".
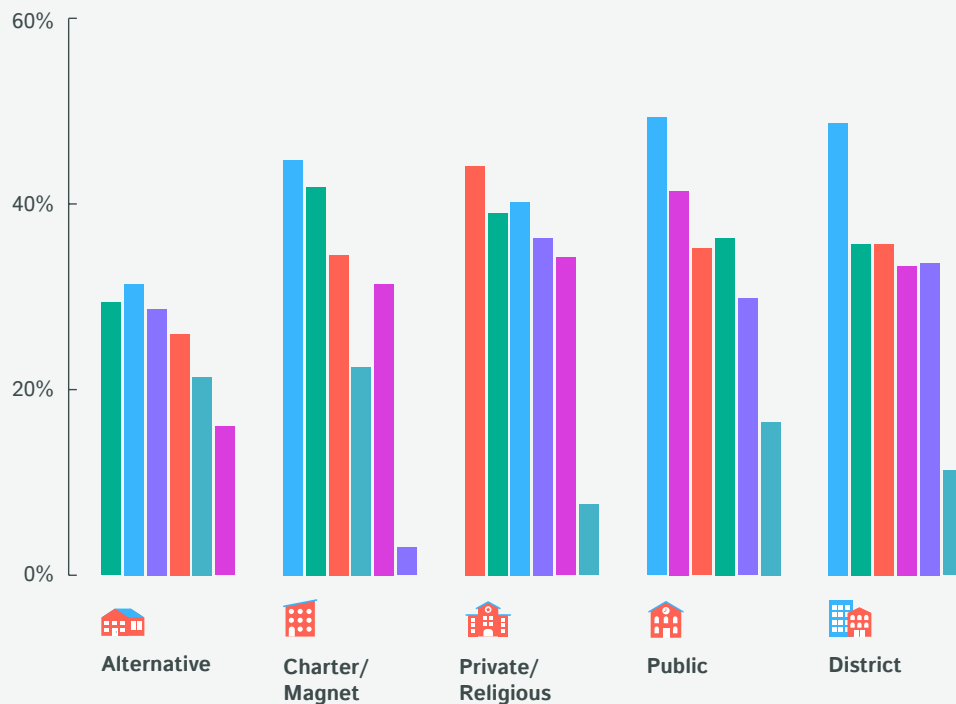


- 🔴 One single platform would be ideal
- 🔵 Not enough digital tools
- 🟣 Too many digital tools
- 🟢 Number of digital tools is helpful
- 🔵 Number of digital tools is overwhelming for students
- 🟣 Number of digital tools is overwhelming for teachers

*N = 1361: participants across all role categories included in this graph.

**Figure 2C-10: How Has COVID-19 Affected Roles' Ideas Around the Number of Digital Tools?**
The role-based graph shows more alignment between Curriculum Roles and Teachers regarding how the pandemic changed how they felt about the number of digital tools.
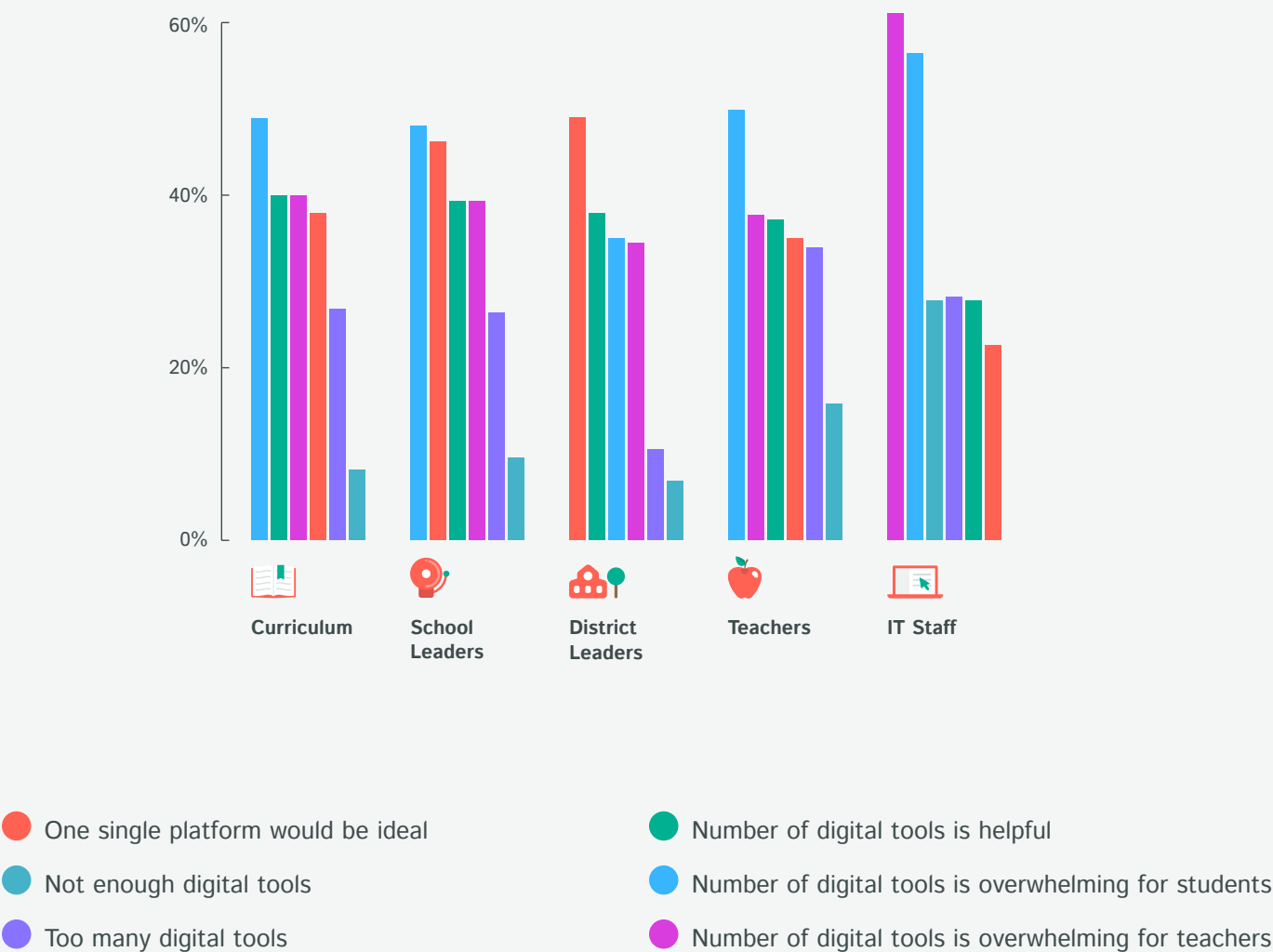


Legend:
- One single platform would be ideal
- Not enough digital tools
- Too many digital tools
- Number of digital tools is helpful
- Number of digital tools is overwhelming for students
- Number of digital tools is overwhelming for teachers

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

## ⌁ How Has COVID-19 Affected Ideas Around Curriculum?

When reflecting on how COVID-19 has influenced how they think about curriculum, the majority in every educator role category agreed on the need for more flexibility moving forward, followed closely by the need for high-quality curriculum. The only roles to specifically call out "high quality" curriculum (72.41%) over all other categories were District Leaders. Interesting that only one in five say the pandemic has affected ideas around the difficulty of finding quality curriculum – given we saw this is high on the list of "reasons preventing digital curriculum adoption" (see Fig. 2B-3 Note: Fig 2B-3 only represents those who haven't adopted digital curriculum yet).

**Figure 2C-11: How Has COVID-19 Affected Communities' Ideas Around Curriculum?**
The need for Curriculum flexibility and high quality curriculum were the top two themes in every community.
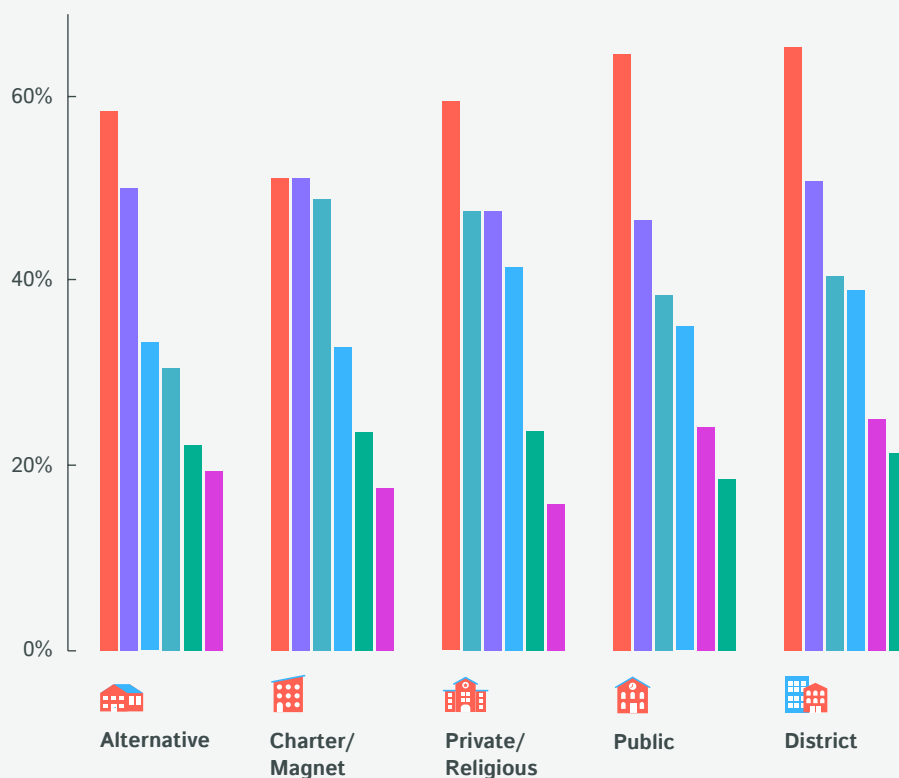


● Curriculum should be flexible

● Dynamic curriculum is more effective

● High quality curriculum is crucial for engagement

● High quality curriculum helps overcome inequities

● It is crucial for curriculum to be digitally available

● It is difficult to find high quality digital curriculum

*N = 1361: participants across all role categories included in this graph.

**Figure 2C-12: How Has COVID-19 Affected Roles' Ideas Around Curriculum?**

The role-based graph shows more variety across the order of top themes than the community-based graph, however the top three are consistent.
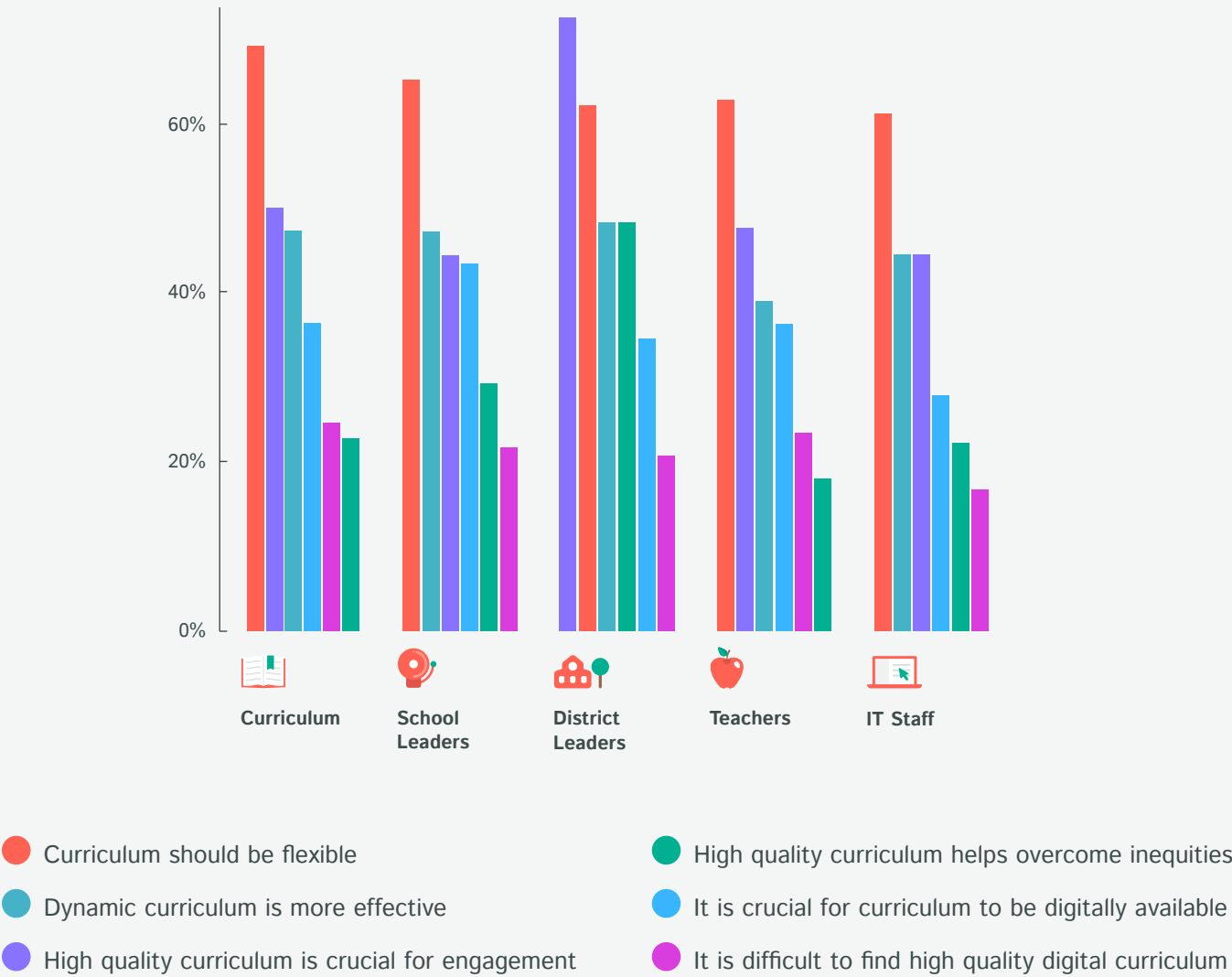


Curriculum · School Leaders · District Leaders · Teachers · IT Staff

- 🔴 Curriculum should be flexible
- 🔵 Dynamic curriculum is more effective
- 🟣 High quality curriculum is crucial for engagement
- 🟢 High quality curriculum helps overcome inequities
- 🔵 It is crucial for curriculum to be digitally available
- 🟣 It is difficult to find high quality digital curriculum

*N = 1302: for this graph, we only included responses from the five top role categories, removing "Other" and "Students/Guardians".

# In Summary…

This study has provided an invaluable window into how educators and communities view the current benefits and challenges of digital curriculum. It's also highlighted the persistent misalignment between how roles view the quality and efficacy of curriculum, digital or otherwise. These differences in opinion underscore how advantageous a true digital curriculum could be, to give all roles real-time access to student progress, metrics, and course records.

Undoubtedly, the pandemic served as a unique lens, but rather than pushing the pause button, it forced educators to throw all their efforts into figuring out how to make the "new normal" work for each student. Now that we are able to compare the pre- and post-COVID reports, we can more easily determine what aspects of the digital shift have been effective, and what still needs to be improved upon.

We are grateful for everyone who participated in the survey and contributed to this growing effort. If you are interested in participating, we invite you to take our next survey to help us continue building better technology to enable teachers and learners to unlock their full potential.

# Questions We Were Left With

**1** Is the growth we saw in those who have moved to digital curriculum a high growth rate? While it seems there is a lot of movement, we can't be sure, given we only have two years of data. It will be telling to see the rate between two typical years, but this was certainly an atypical period.

**2** Curriculum quality always comes into question when high amounts of supplemental instructional materials are used. What would the curriculum rating breakdown look like for those with high curriculum fidelity compared to low fidelity? And do those who make their own curriculum rating their own curriculum higher?

**3** If there is indeed more emphasis on Curriculum quality and flexibility post-pandemic, what measures are schools and districts taking to ensure these attributes are making their way into classrooms?

**4** What would the "How Much of Your Curriculum is Digital" graph (Fig. 2A-1) look like if educators were more aligned on the definition of digital curriculum?

# How You Can Use This Survey

## Compare & Contextualize

Compare your school community's curriculum to the voices in our survey to gain a better understanding of the state of your own curriculum.

### Key Questions Include:

-Do we have truly digital curriculum? Does it engage students and give teachers flexibility to contextualize?

-How are we measuring curriculum quality, implementation, and effect on student outcomes?

-Could my community benefit from greater connectivity in the form of consolidated curriculum, instruction, and assessment data on a platform with integrated tools for communication? (Are we prepared for continuity of teaching and learning in any environment?)

## Align

Email info@kiddom.co for a copy of the survey Qs to share with your curriculum stakeholders to see if everyone in your community is on the same page.

## Inspire

There is proof in this report and in our experience that having a truly digital curriculum can improve the quality of curriculum, and engage students in any environment. But the first step is imagining the art of the possible -- *digital curriculum is so much more than PDFs*!

## Advocate

Advocate for your teachers to be more involved in the process of curriculum research and decision-making.

Advocate for your community to align on what curriculum quality means and what implementation looks like. Visit EdReports.org to explore and review higher-quality curriculum options for your community.

## Share & Start the Conversation

If you found this report helpful, please share with your peers. Hold discussion, ask questions, and as always, feel free to ask us questions! We have lots of opinions but we're always open to hear others, of course. Our curriculum specialists will be glad to equip you with the tools you need to share the capabilities of digital curriculum with your community.

## KIDDOM

*We build technology to enable all teachers and learners to unlock their full potential.*

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