



WCPSS CURRICULUM IMPLEMENTATION STUDY

EL Education (EL 3-8), Open Up Resources (OUR 6-8) and Mathematics Vision Project (MVP Math 1-3): Fall 2017 - Spring 2021

Data, Research, and Accountability (DRA) Department
WCPSS Student Achievement Committee
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Background

- In the years following a significant shift in state academic content standards (which began in 2012-13), and
- Based on a curriculum review conducted in 2016 by The New Teacher Project (TNTP),
- WCPSS senior leadership determined students were not consistently engaged with content, instruction, or tasks that support the specific instructional shifts in the NC State Standards and 4Cs (communication, collaboration, critical thinking, and creativity).

Background

After an internal review process and feedback from stakeholders was solicited, the district decided to adopt:

- EL Education curriculum for Grades 3-8,
- Open Up Resources (OUR) for Grades 6-8, and
- Mathematics Vision Project (MVP) for Math 1, 2, and 3.

Purpose of the Study

- Describe the implementation experience with the EL 3-8, OUR 6-8, and MVP Math 1, 2, and 3.
- Inform program staff and district leadership decisions for future large-scale initiative implementation efforts.
- Describe the progress of the curriculum rollout made since 2017-18 and 2018-19.
- Share teacher survey data and interviews with Academics staff members who were instrumental in the curriculum rollouts.

Major Findings

- Teachers consistently agreed that the new curriculum gave all students ample opportunities to develop the 4Cs.
- Most teachers believed they were able to implement their new curriculum with fidelity. However, elementary and middle school teachers expressed concerns about not having adequate time to differentiate instruction.
- Teachers became increasingly comfortable in their ability to differentiate instruction and felt less need over time for additional training and support. However, concerns remain about supports for AIG, EL, and struggling students.
- Most teachers agreed that district provided resources were valuable in supporting student learning.
- Most teachers agreed that the curriculum had a neutral to positive effect on students' outcomes.

Recommendations

- Allow 6-12 months for planning and preparation as a minimal timeline for future large-scale curriculum rollouts.
- Continue to involve all stakeholders.
- Continue to provide adequate resources and staff development.
- Engage outside vendors who are committed to long-term support.
- Give adequate time for students and staff to make adjustments. It takes approximately 3-5 years of sustained effort for a significant change to “take root” (Fixsen et al., 2005).

Highlights of the Plan

Strategies before/during 2017-18	Implementation 2017-18 and 2018-19	Short-term Goals 2019-20	Long-term Goals 2020-21
<p>New curriculum</p> <p>PL and coaching for teachers implementing</p> <p>Monitor implementation</p>	<p>High quality PL offered in-person</p> <p>Implementation expectations and plan</p> <p>Support from leadership</p> <p>Curriculum considered high quality</p> <p>Increased understanding and application of new curriculum</p>	<p>Implementation is monitored</p> <p>Learning environment conducive for 4Cs</p> <p>Teacher satisfaction with school climate improves</p> <p>Higher student engagement</p> <p>Student's 4C skills improve</p>	<p>Continued improvement in student engagement</p> <p>Continued improvement in 4C skills</p> <p>Higher student perseverance</p> <p>Increase student achievement</p> <p>Teacher outcomes related to provision of high quality curriculum resources</p>

Implementation Goals

Based on teacher surveys and data reported by Academics staff most of the goals were either fully or mostly met.

Pathway of Change Goal Areas	Goal Status		
	Data Sources	2017-18	2018-19
High quality professional learning developed for affected teachers by Academics staff	Teacher Survey		No data available
Face-to-face professional learning sessions provided to affected groups	Teacher Survey & Academics Staff Interviews		
Expectations for implementation established	Academics Staff Interviews		
Schools develop a clear plan for building-level implementation as evidenced by Core Actions integrated into SIP and ILT work	Implementation Data	Unknown	Unknown
Principals and leadership support implementation via consistent messaging and support	Implementation Data	Unknown	Unknown
Target groups receive new curricula resources/materials and related support	Academics Staff Interviews		
Curriculum is considered to be of high quality	Teacher Survey		
Target groups report understanding of their curriculum and "shifts"/core actions	Teacher Survey		No data available
School staff begin to apply professional learning appropriately	Teacher Survey		

Short- & Long-term Goals

The majority of short-term and long-term goals focused on teacher and student perceptions were met.

Pathway of Change Goal Areas	Goal Status		
	Data Sources	2019-20	2020-21
Implementation of practices is monitored in schools to meet established targets	Implementation Data	No data available	No data available
Teachers' implementation of new learning and skills creates richer learning environments for students, reflecting 4Cs, dynamic learning, and social-emotional learning	Teacher Survey	■ ■ ■ ■	■ ■ ■ ■
Teachers' satisfaction with school climate and culture improves	Teacher Survey	■ ■ ■ ■	■ ■ ■ ■
High level of student engagement in learning and connections to school	Student Survey	■ ■ ■ ■	■ ■ ■ ■
Students 4Cs skills improve as evidenced by Teacher and Student Survey results, as well as EL and MVP performance tasks	Teacher Survey and Student Survey	■ ■ ■ ■	■ ■ ■ ■
Higher student perseverance and grit compared to prior years' data	Student Survey	■ ■ ■ ■	■ ■ ■ ■
Increased student achievement compared to prior years' data	EOG Data	N/A	N/A
Teacher outcomes related to provision of high-quality curriculum resources	EOG Data	N/A	N/A



Data Collection

- Professional Learning Feedback (2017-18)
- Resources Feedback (2020-21)
- Curricular Implementation Feedback
 - EL Education 3-5
 - EL Education 6-8
 - Open Up Resources (OUR) 6-8
 - Mathematics Vision Project (MVP) for Math 1, 2, and 3
- Academic Staff Feedback
- Short and Long-Term Outcomes

Professional Learning Feedback (2017-18)



Professional Learning (PL) Feedback

- Grade 3, 6, and Math 1 teachers were surveyed following PL in Summer 2017.
- Teachers reporting the PL to be of high quality varied by grade level.
- Most teachers reported they understood how their new curriculum aligns to the standards and “shifts.”

Resources Feedback (2020-21)



Resources Feedback

- In Spring 2021, the majority of teachers perceived the resources they were provided as valuable.
- Across all curricula at least 71% of teachers rated the provided resources as “Somewhat,” “Quite,” or “Extremely Valuable.”
- Responses varied by curriculum and grade level.

Curricular Implementation Feedback (2017-18 to 2020-21)



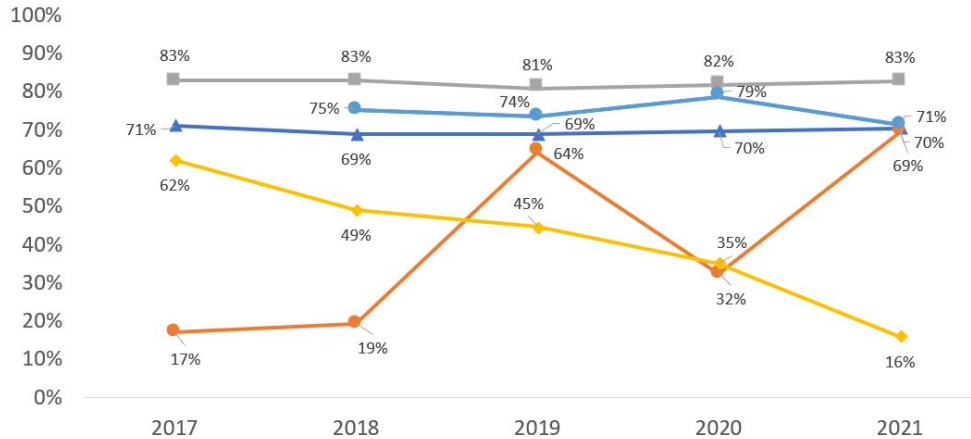
EL EDUCATION - 3-8

- EL Education is an open education resource English Language Arts curriculum developed for Grades 3-8.
- EL Education focuses on three core areas:
 - Mastery of Knowledge and Skills
 - Character
 - High-Quality Student Work

EL Education 3-5

More than two-thirds of teachers considered their **new curriculum high-quality.**

Over time, teachers became more confident in their ability to **differentiate instruction.**



- I believe the new curriculum to be of high quality.
- I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.
- I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).
- I feel the need for additional training and support.
- I believe I have been able to implement the curriculum with fidelity this year.

Data Source: WCPSS Spring 2018 through Spring 2021 Teacher Survey Data

Teachers reported the **new curriculum supports the 4Cs**

Over time, teachers felt less **need for additional training and support**

Approximately three-fourths of our elementary school teachers agreed that they were able to **implement their new EL curriculum with fidelity.**

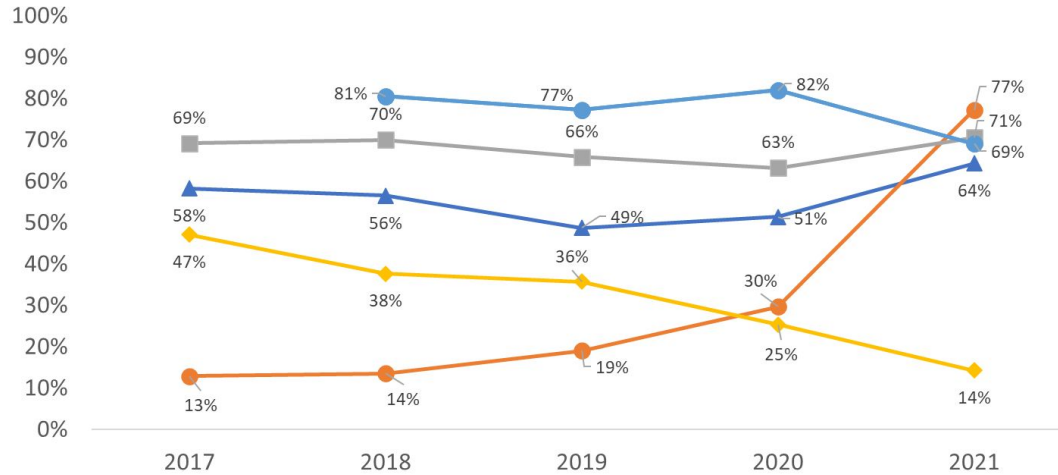
EL Education 3-5

- Most teachers “somewhat” or “definitely” agreed that the EL curriculum met the needs of AIG, English Learners, and struggling students.
 - The “somewhat” response is the greatest for each question and remains so over time.
- Over time the percent of teachers reporting “definitely” decreased for AIG and English Learners.
- Approximately 20% of teachers reported that the curriculum was “not at all” appropriate for all students.

EL Education 6-8

While the percentage of middle grade teachers that agreed that their **new EL curriculum is of high quality** was lower than that of elementary teachers in 2020, it increased in 2021.

Over time, these teachers became more confident in their ability to **differentiate instruction**.



- ▲ I believe the new curriculum to be of high quality.
- I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.
- I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).
- ◆ I feel the need for additional training and support.
- I believe I have been able to implement the curriculum with fidelity this year.

Data Source: WCPSS Spring 2018 through Spring 2021 Teacher Survey Data

While the majority of middle grade teachers reported the **new curriculum supports the 4Cs**, they were below that of elementary teachers.

Over time, teachers felt less **need for additional training and support**.

The confidence of Grade 6-8 teachers to **implement their new curriculum with fidelity** dropped during the pandemic but remained high.

EL Education 6-8

- Most teachers “somewhat” or “definitely” agreed that the EL curriculum met the needs of AIG, English Learners, and struggling students.
 - The “somewhat” and “not at all” responses were the greatest for each question and remained so over time.
 - Overall the percent of teachers reporting “somewhat” or “definitely” increased in 2021.

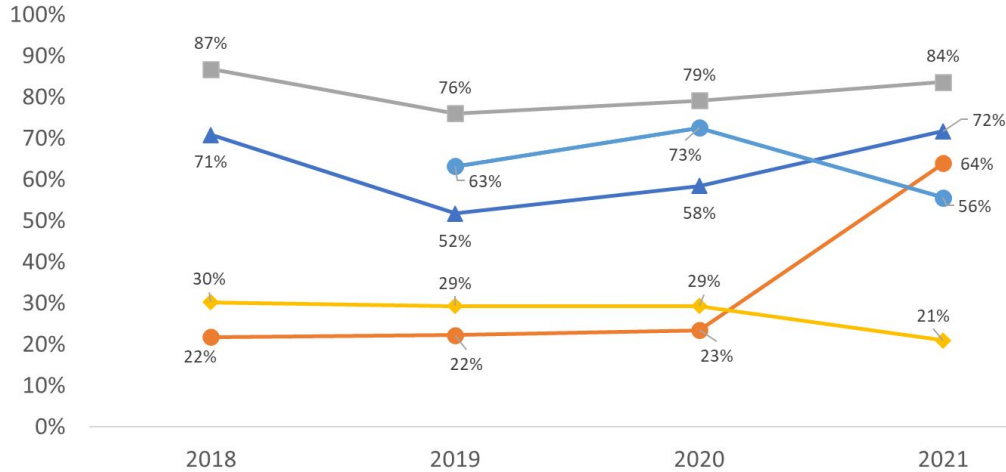
OUR 6-8

- Open Up Resources (OUR) is an open education resource mathematics curriculum developed for grades K-12; within WCPSS, only the middle grades were adopted.
- OUR 6-8 Math's Core Program Essentials includes:
 - Student and Family Materials
 - Teacher Materials
 - English Learners Support
 - Support for Students with Disabilities

OUR 6-8

Teachers' perceptions that the OUR curriculum was of high quality have remained positive.

Overtime, there was little change in teachers confidence in their ability to **differentiate instruction**, but there was a dramatic increase in 2021.



- ▲ I believe the new curriculum to be of high quality.
- I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.
- I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).
- ◆ I feel the need for additional training and support.
- I believe I have been able to implement the curriculum with fidelity this year.

Data Source: WCPSS Spring 2018 through Spring 2021 Teacher Survey Data

Similar to the EL curriculum results, teachers reported the OUR curriculum supports the 4Cs.

Over time, teachers felt less need for **additional training and support**.

Teachers' ability to **implement the OUR curriculum with fidelity** had been increasing, with nearly three-quarters of them reporting they were able satisfactorily deliver the improvements by 2020; however dropped during the pandemic.

OUR 6-8

- Most teachers either “somewhat” or “definitely” agreed that the OUR curriculum met the needs of AIG, English Learners, and struggling students.
 - “Somewhat” response is the greatest for each question and remains so over time.
 - Overall the percent of teachers reporting “somewhat” or “definitely” increased in 2021.

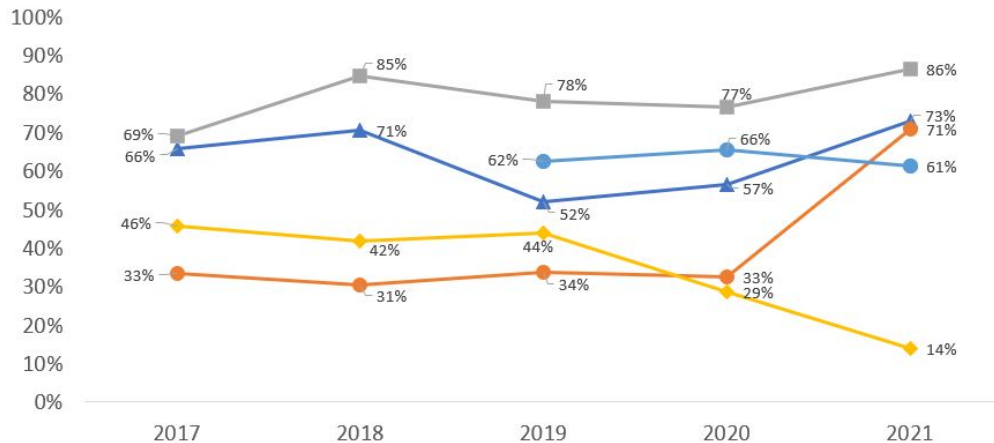
MVP Math 1-3

- The Mathematics Vision Project (MVP) is an open education resource high school mathematics curriculum aligned to NC State Standards.
- The overarching facets of MVP are:
 - Focus and Coherence
 - Rigor and Mathematical Practices
 - Usability

MVP Math 1-3

While the percentage of teachers that agreed that the **MVP Math 1-3 curriculum is of high quality** decreased in 2019, it increased by 2021.

Over time, teachers became more confident in their ability to **differentiate instruction**.



- ▲ I believe the new curriculum to be of high quality.
- I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.
- I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).
- ◆ I feel the need for additional training and support.
- I believe I have been able to implement the curriculum with fidelity this year.

Data Source: WCPSS Spring 2018 through Spring 2021 Teacher Survey Data

Similar to the EL curriculum, the MVP Math 1-3 curriculum have continued to elicit the most positive feedback when teachers were asked if their new curriculum supports the 4Cs.

Over time, teachers felt less **need for additional training and support**.

Approximately two-thirds of our teachers consistently agreed that they were able to **implement the MVP Math 1-3 curriculum with fidelity**.

MVP Math 1-3

- Most teachers “somewhat” or “definitely” agreed that the MVP Math 1-3 curriculum met the needs of AIG, English Learners, and struggling students.
 - Overall the percent of teachers reporting “somewhat” or “definitely” increased in 2021.

Academic Staff Feedback (2021-22)



Academic Staff Feedback

- Focus group interviews with Academics staff members who directly support curriculum implementation in WCPSS schools at the elementary, middle, and high school levels.
- According to Academics staff members, the **availability of additional resources** and the **greater flexibility** with using the resources in 2020-21 to supplement the curriculum may have resulted in more positive teacher perceptions.

Academic Staff Feedback - Strengths

- Feedback sought from multiple stakeholder groups and incorporating a **multi-department team** to review the resources and make data-based decisions
- **Resources** provided to assist teachers with instructing students to reach the higher standards of the newly adopted curriculum
- Quality **professional learning** was mentioned as a strength of the MVP Math 1-3 rollout and extending PL to principals
- **Partnerships** between district staff and vendors and between coaches and Instructional Facilitators
- A clear **timeline**
- **Support** from senior leadership

Academic Staff Feedback - Challenges

- Lacking sustained professional learning (i.e., **ILT discontinued**)
- Implementing during the planning phase (i.e., the **rapid pace** of the implementation)
- **Shifting mindsets** to build understanding for implementation. Lack of focus on staff beliefs and mindsets related to students' ability to master the high standards of the EL curriculum
- Transitioning student learning by expanding application and interpretation to meet **new workforce expectations**
- **Monitoring implementation** during remote instruction

Short and Long-Term Outcomes (2018-19 to 2020-21)



Outcomes: EL Education 3-5

- Approximately one-half of our 3-5 teachers agreed that the EL curriculum had a positive effect on their students' academic achievement.
- Approximately one-third felt that their new curriculum made no difference, and the remainder asserted that the implementation had a negative effect.

Outcomes: EL Education 6-8

- 6-8 teachers were evenly split in 2020 regarding the EL curriculum's impact on student achievement.
- The percentage of positive agreement increased in 2021.

Outcomes: OUR 6-8

- When asked about the overall impact of the OUR curriculum on their students' academic achievement, teachers were almost evenly split in 2020.
- These results were more positive in 2021.

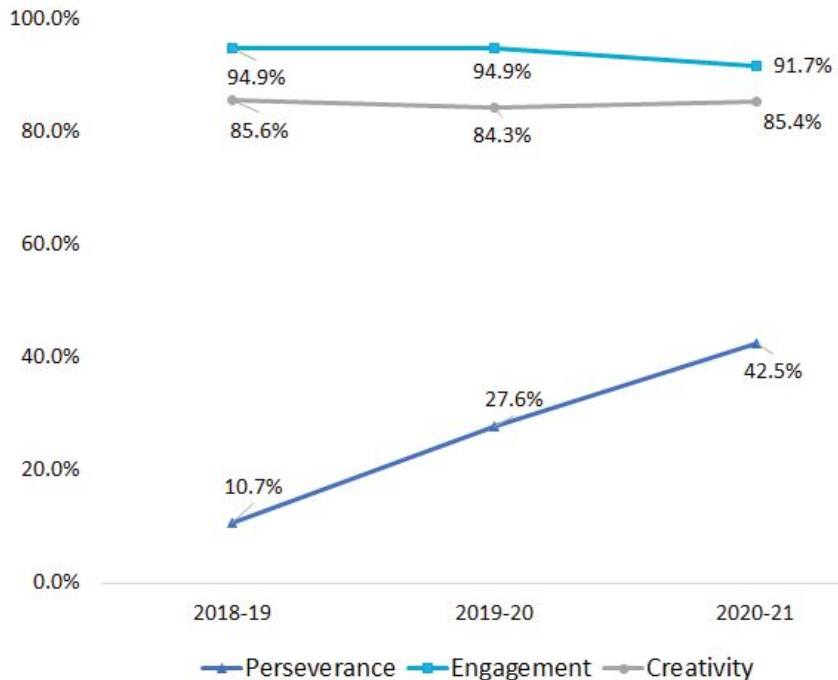
Outcomes: MVP Math 1-3

- Approximately half of teachers agreed the MVP Math 1-3 curriculum has had a positive effect on their students' academic performance.
- Consistent with other data patterns, teachers were less positive as the mathematics become more advanced.

Short and Long-Term Outcomes

- Over time teachers' perceptions of their **school's climate** was more positive.
- Teachers' assessment of their **students' ability to collaborate and communicate with each other in a respectful and productive manner** was overwhelmingly positive and became more so between 2018-19 to 2019-20.

Short and Long-Term Outcomes



Data Source: 2018-19, 2019-20, and 2020-21 Student Survey Results

Note: The student survey data are collected primarily at Grade 5 at the elementary level; thus, student survey data reflects students in Grades 5-8.

Student engagement as measured by agreement with the statement “I work hard to meet my teachers’ Expectations” and **Creativity** as measured by, “my teachers give me the opportunity to be creative at school” remained high across time.

Perseverance as measured by students’ agreement with the statement, “Setbacks (delays and obstacles) don’t discourage me” increase dramatically.

Major Findings

- Teachers consistently agreed that the new curricula gave all students ample opportunities to develop the 4Cs.
- Most teachers believed they were able to implement their new curriculum with fidelity. However, elementary and middle school teachers expressed concerns about not having adequate time.
- Teachers became increasingly comfortable in their ability to differentiate instruction and felt less need over time for additional training and support. However, concerns remain about supports for AIG, EL, and struggling students.
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Recommendations

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