K-3 FAP Research Update

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Implementation Case Study: Preliminary Findings

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Agenda

- Overview of project

- Purpose of data collection

- Sample

- Data collection process

- Preliminary findings

- Takeaways

Overview

- NC Case Study
  - Case study of North Carolina's implementation teaming structures and process
  - Expected implementation stage: initial implementation

Purpose of data collection

- to understand what **resources and processes** are needed to support teachers and schools to successfully implement the NC K3FAP and use it to guide instruction; and

- to determine if implementation teams have reached successful **initial implementation**

Target Sample
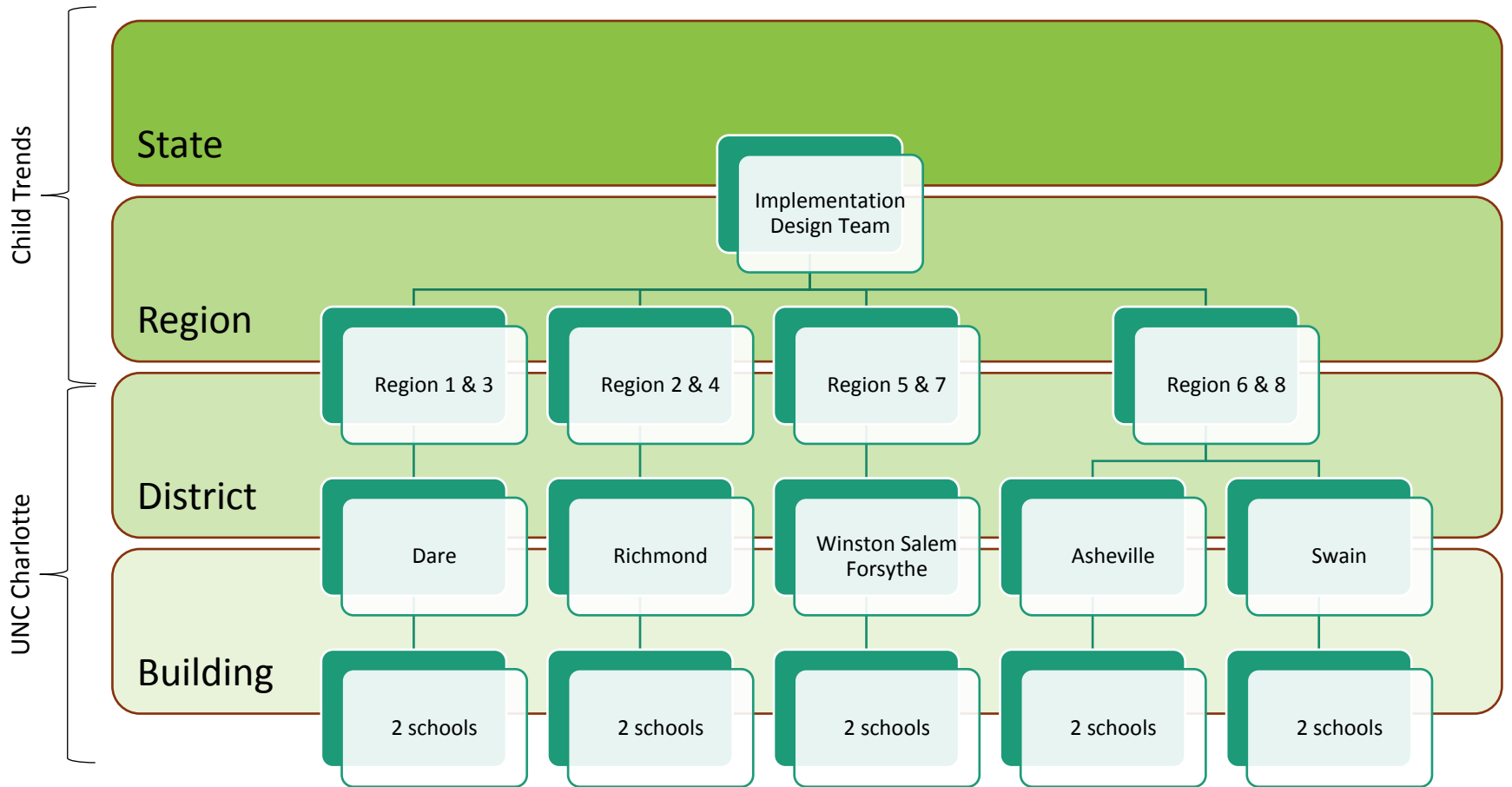
Target Sample Characteristics

	Region				Avg. income level		Urbanicity			Usability District	
	1-3	2-4	5-7	6-8	High	Low	Rural	Urban	Mix	Yes	No
Dare	X				X			X		X	
Richmond		X				X			X		X
Winston Salem Forsythe			X		X		X			X	
Asheville				X	X			X			X
Swain				X		X	X			X	

Data collection process

- Phone or in-person interviews
  - Implementation Design Team (n=5)
  - RIT consultant lead pairs (n=4)
  - RIT member pairs (n=4)
  - District Implementation Team members (n=4)
  - Building-level implementation support (n=5)
    - Principals, Assistant Principals, Coaches, or BIT Leads

Data collection process

- Meeting observations
  - Implementation Design Team (n=1)
  - Regional Implementation Team (n=4)
  - District Implementation Teams (n=4)

Preliminary Findings

The FAP fills necessary gaps

Thinking about the other assessments that districts and schools are currently doing, does this assessment fill any gaps?

	State (n=5)	Region (n=8)	District (n=4)	Building (n=5)
Contributes to a balance assessment system	80%	63%	75%	60%
Is a daily, ongoing process	60%	38%	100%	80%
Provides a whole child perspective	60%	75%	100%	100%
Guides teachers' instruction	40%	50%	25%	20%
Tailored for different activities, contexts, or situations	0%	25%	25%	20%

The FAP alignment with assessments

Does this assessment align with other assessments?

	State (n=3)	Region (n=8)	District (n=4)	Building (n=5)
Aligns with other assessments (e.g., summative or high-stakes)	67%	88%	25%	20%
Literacy assessments	67%	50%	50%	60%
Math assessments	33%	50%	25%	20%

Buy-in and awareness are still challenges

What are the challenges that schools and teachers face when using the assessment?

	State (n=4)	Region (n=8)	District (n=4)	Building (n=5)
Integrating assessment into everyday routines	75%	50%	50%	40%
Understanding the philosophy, importance, or process	75%	50%	100%	100%
Administrator buy-in	75%	75%	100%	100%
Lack of time	75%	50%	75%	60%
Using the technology	50%	13%	25%	20%
Lack of resources (e.g., funds or materials)	25%	13%	75%	60%
Communication	25%	13%	25%	20%

Continued PD can address challenges

How, if at all, have these barriers been addressed?

	State (n=4)	Region (n=7)	District (n=4)	Building (n=5)
Provided PD or support	75%	86%	75%	100%
Improved communication	25%	43%	50%	40%
Built strong relationships	0%	29%	75%	80%
Provided technology support	25%	0%	50%	60%
Built strong leaders	50%	29%	50%	80%
Changed requirements for teachers	0%	14%	50%	40%

Ongoing PD should happen often

In an ideal world, what sort of ongoing professional development would be provided to schools and teachers in order to use the assessment and use it as it was intended? **Frequency**

	State (n=2)	Region (n=5)	District (n=4)	Building (n=5)
Every few months	50%	20%	100%	100%
Ongoing, daily	50%	80%	0%	0%

Close support is necessary for successful ongoing PD

In an ideal world, what sort of ongoing professional development would be provided to schools and teachers in order to use the assessment and use it as it was intended? Format and features

	State (n=5)	Region (n=7)	District (n=4)	Building (n=5)
Done through a coaching model	60%	57%	0%	0%
Individualized for the audience	40%	71%	50%	100%
Includes hands-on workshop time	0%	14%	75%	60%
Makes use of videos	0%	14%	25%	20%
Hosted in person	60%	86%	100%	100%
Hosted online	0%	14%	25%	20%

With support, ongoing PD can be provided at the district or school level

In an ideal world, what sort of ongoing professional development would be provided to schools and teachers in order to use the assessment and use it as it was intended? Provided for

	State (n=5)	Region (n=7)	District (n=4)	Building (n=5)
Teachers	80%	86%	100%	100%
Administrators	60%	43%	75%	100%

Provided by

	State (n=5)	Region (n=7)	District (n=4)	Building (n=5)
Regional consultants	29%	86%	50%	0%
District leaders	80%	86%	75%	100%
School administrators	40%	14%	0%	0%
Teachers	60%	29%	25%	60%

Ongoing PD requires a mix of background and application

In an ideal world, what sort of ongoing professional development would be provided to schools and teachers in order to use the assessment and use it as it was intended? Topics covered

	State (n=4)	Region (n=6)	District (n=4)	Building (n=5)
Formative assessment process and philosophy	75%	33%	75%	80%
Whole child development	25%	50%	75%	100%
Implementation science	25%	50%	25%	0%
How to use the FAP to address student needs	75%	60%	100%	100%
How to build a classroom environment for the FAP	50%	33%	50%	60%

PD and support are still helpful

What additional support or resource would be helpful?

	State (n=5)	Region (n=7)	District (n=4)	Building (n=5)
Resources about the FAP process	40%	71%	50%	80%
User-friendly tech systems and reporting	20%	43%	50%	40%
PD for teachers	40%	43%	50%	60%
PD for administrators	40%	14%	75%	100%
Teacher advisors or board	0%	43%	0%	0%
Improved communication protocols	20%	29%	25%	20%
More time, funds, or staff	0%	29%	75%	60%
Direction about vision from DPI	20%	14%	100%	80%

Having time to build buy-in may pose the biggest challenge to implementation teams

What challenges do you face in your role, supporting the implementation of the assessment?

	State (n=5)	Region (n=7)	District (n=4)	Building (n=5)
Working with districts and schools: Hard to plan long-term	0%	29%	25%	20%
Working with districts and schools: Lack of buy-in	60%	29%	75%	80%
Steering Committee: Need for more support	0%	29%	0%	0%
Steering Committee: Improved communication	40%	43%	0%	0%
RIT: Improved communication	0%	29%	0%	0%
A small team leading a large area	0%	29%	0%	20%
Time	60%	29%	75%	80%
Turnover	20%	14%	50%	40%
Technology	40%	0%	50%	20%

Takeaways

- Lack of administrative buy-in and awareness still need to be addressed
  - Affects nearly every step of the implementation process: classroom environment, instructional resources, prioritization/utility of data, balanced alignment of assessment tasks, time for professional development, etc.
- Everyone acknowledges the benefits of ongoing professional development and coaching
  - Steps can be made to build up district and school leaders to provide these supports
  - Additional resources can be developed to support ongoing PD and coaching, especially around the philosophy of formative assessment and early childhood development

Takeaways Continued

- Clarification around alignment of the NC K-3 FAP and other state required curriculum and assessments is a top request at the district and building level.

    District Administrator: "I think there is this sort of ambiguity about what our focus needs to be. Is it whole child and developmental, or is it all about the academics? When we have two seemingly different asks, different pressures and priorities, which is most important and how do we balance that?"

    Interviewer: "How do you address that ambiguity, that haziness they have about these 'seemingly differing asks?' It seems like you're giving them good information, but still some dots aren't connecting for them."

    District Administrator: "I think we aren't connecting them well, because they aren't connected well for us. Frankly, I have these questions myself."