

K-3 FAP Research Update



Findings from the 2015 Statewide Implementation of the NC K-3 Formative Assessment Process: Kindergarten Entry Assessment

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Overview

- ▶ Study Structure
- ▶ Findings
 - ▶ Professional Development
 - ▶ Teacher perceptions of assessment utility
 - ▶ External factors affecting implementation
- ▶ Looking forward, what's next?

Study Structure

▶ Case Studies

- ▶ 6 schools in 3 districts
- ▶ Classroom observations
- ▶ Interviews
 - ▶ 19 teachers, 5 principals, 2 district administrators, 2 instructional coaches

▶ Electronic Survey

- ▶ 736 responses
- ▶ Responses from 102 of the 115 NC districts

Findings - Professional Development

- ▶ A significant number of teachers did not receive training prior to implementation (12.9% of survey respondents, 20 districts)
- ▶ Districts took different approaches to professional development
 - ▶ Duration between 30 minute meeting and full multi-day workshops
 - ▶ Trainers included district administrators, curriculum specialists, pilot and demonstration teachers, and technology specialists
 - ▶ Methods included online webinar modules, centralized taught training courses, and/or training during grade level/PLC planning meetings
 - ▶ Minimal hands-on exposure to the platform (35.9% of survey respondents)

Please choose the best fit for each of the following statements. After training I...	2015 Implementation			2014 Pilot
	% D & SD	% N	% A & SA	% A & SA
understood the purpose of the KEA.	35.2	21.3	43.5	60.3
understood the formative nature of this assessment.	24.6	22.7	52.7	66.2
understood the content of the construct progressions.	27.9	20.4	51.8	47.1
could identify current instruction or assessment practices that can act as evidence for the construct progressions.	26.2	20.1	53.7	57.4
felt confident in my ability to upload evidences to the electronic platform.	45.9	20.4	33.7	30.9
understood how to pull reports from the electronic platform to assist with instructional planning.	63.1	18.8	18.5	27.9
felt prepared to use KEA data to inform instructional decisions for my students.	49.0	23.8	27.3	38.3

Findings - PD continued

- ▶ Districts where teachers reported positive training experiences:
 - ▶ While their length varied, all included multiple district level workshops
 - ▶ Training conducted by district implementation team
 - ▶ Teachers given opportunity to visit demonstration classrooms
 - ▶ Teachers provided support to attend NCAE conference

Findings - PD continued

- ▶ Effects of PD inconsistencies:
 - ▶ Electronic platform

It is a database to “house multiple sources of assessment data for the state’s use.”

~Kindergarten teacher

- ▶ Teacher understanding of FAP purpose and process

“We decided the only way to accomplish the KEA was to not teach reading groups for one week in order to test each child one-on-one. That model is the only realistic way and its testing does not help our students learn.”

~Kindergarten Teacher

Findings - Utility

- ▶ Book Orientation and Print Awareness
 - ▶ 58.5% of teachers felt they could make meaningful instructional decisions based on data from these progressions.
 - ▶ Mclass, Reading 3D, DIBELS, and TRC cited as more accurate or meaningful
- ▶ Object Counting
 - ▶ 66.4% of teachers felt they could make meaningful instructional decisions based on data from this progression.
 - ▶ K-2 Math Assessment, AIMSweb, and AMC Math/Kathy Richardson Math cited as more accurate or meaningful

“We have fewer instructional resources and assessment demands in mathematics currently than in areas of literacy...right now we are on literacy overload and the KEA ended up as just another demand in that area.”

Findings - Utility continued

Optional Construct	# of teachers who used the construct	% of teacher who found it meaning for their instruction
Engagement in self-selected activities	14	78.6
Emotional literacy	10	70.0
Grip and manipulation	19	84.2
Crossing midline	11	81.8
Letter naming	28	71.4
Following directions	17	76.5

Findings - External Influences

“Mclass and Reading 3D are used as part of our teacher standard 6 evaluation...so we must attend to [them] to have a continued career in NC education.”

~Kindergarten teacher

“We use Mclass data for instructional planning in this school, and we will only discuss how to incorporate the KEA assessment into lesson plans so that it does not disrupt teaching or learning and negatively affect our school’s test scores.”

~Principal’s words as reported
by a kindergarten teacher

Looking up...

- ▶ Documented numerous teachers using the FAP with fidelity in their classrooms (203 Book Orientation, 214 Print Awareness, and 92 Object Counting).
- ▶ 82.6% of pilot teachers felt their voice was heard and recognized changes made to the implemented assessment based on their feedback.

What's Next?

- ▶ Implementation Case Study
 - ▶ October - December 2016
 - ▶ Focusing on facilitators and barriers to implementation at the state, region, district, and school level
 - ▶ State Steering Committee
 - ▶ State Implementation Design Team
 - ▶ Regional, District, and Building Implementation Teams
 - ▶ Communication and Feedback Loops

For more information...

- ▶ Findings from the 2015 Statewide Implementation of the North Carolina K-3 Formative Assessment Process: Kindergarten Entry Assessment

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