



**WCPSS CURRICULA IMPLEMENTATION OF EL EDUCATION (EL 3-8), OPEN UP RESOURCES (OUR 6-8), & THE MATHEMATICS VISION PROJECT (MVP MATH 1-3)**

FALL 2017 THROUGH SPRING 2021

November 2022





## ABSTRACT

In 2016, WCPSS senior leadership determined that students were not consistently engaged with content, instruction, or tasks that support the specific instructional shifts in the North Carolina State Standards and 4Cs (communication, collaboration, critical thinking, and creativity). After an internal review process, the district decided to adopt the EL Education curricula for Grades 3-8, Open Up Resources (OUR) for Grades 6-8, and the Mathematics Vision Project (MVP) for Math 1, 2, and 3. This report describes the implementation and goal outcomes of these curricula based on teacher and student survey data, as well as interviews with program staff across all grade levels. Generally speaking, teachers considered the new curricula to be of high quality, albeit many had concerns about their appropriateness for some students (e.g., struggling students, English Learners, etc.). Teachers consistently agreed that the new curricula gave all students ample opportunities to develop the 4Cs, and most believed they were able to implement their new curriculum with fidelity. Over time, teachers became increasingly comfortable in their ability to differentiate instruction within their new curriculum and felt less of a need for additional training and support. Most agreed that the resources provided by the district were valuable in supporting student learning, and that the implementation of the initiative had a mostly positive effect on students' outcomes. This report concludes with a discussion of the lessons Academics staff have learned from the curricula rollouts, acknowledges how unforeseen challenges were handled, and makes recommendations for moving forward with future curricula rollouts. Recommendations include allowing adequate time for the rollout, involving all stakeholders, providing adequate time for students and staff to make adjustments, developing mindset shifts, providing ample supplementary resources to teachers, and developing a comprehensive strategy to rebuild and sustain the professional development infrastructure.

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## INTRODUCTION

In 2017-18, WCPSS began the rollout of new curricula to bolster student engagement with content, instruction, and tasks that supported the specific instructional shifts required by new state standards and as the 4Cs (critical thinking, collaboration, creativity, and communication). EL Education's 3-8 Language Arts Curriculum was adopted by WCPSS for Grades 3 and 6 in 2017-18, with Grades 4, 5, 7, and 8 added in 2018-19, along with Open Up Resources Math for Grades 6 through 8 (hereafter, OUR 6-8). The Mathematics Vision Project (MVP)-Math 1 was implemented in all secondary schools during the 2017-18 school year, followed by MVP Math 2 in 2018-19. Approximately half of all WCPSS high schools voluntarily implemented MVP Math 3 in 2018-19, with the rest of the schools adopting the curriculum the following year.

The purpose of this report is to describe the implementation experience for EL Education in Grades 3 through 8 (hereafter, EL 3-8), OUR in Grades 6 through 8 (hereafter, OUR 6-8), and MVP Math 1-3. The report findings are intended to inform program staff and district leadership decisions for future large-scale initiative implementation efforts. This report focuses primarily on the progress of curriculum rollout made since 2017-18, based primarily on teacher survey data and interviews with Academics staff members who were instrumental in the curricula rollouts. The audience for this study includes program staff, school administrators, the Superintendent's Leadership Team, the Board of Education, and the public.



## BACKGROUND

In the years following a significant shift in state academic content standards (which began in 2012-13) with Common Core Standards, and based on a curriculum review conducted by The New Teacher Project (TNTP) in 2016, WCPSS senior leadership determined that students were not consistently engaged with content, instruction, or tasks that support the specific instructional shifts in the Common Core State Standards and 4Cs (communication, collaboration, critical thinking, and creativity). North Carolina (NC) pivoted to its own standards in the years after Common Core was first adopted; however, many of the adopted elements are still represented in the NC State Standards. Because WCPSS curriculum resources being used at the time were not aligned to the newly adopted NC State Standards, the Academics department underwent a rigorous vendor vetting process in 2016-17 to explore all viable curriculum alternatives and determine the best possible fit for WCPSS. While most, if not all, of the candidate resources provided evidence to support their theories of action and alignment to NC State Standards, no vendor appeared to have causal, unbiased evidence to support its use at that point in time in part because the standards were so new. A review of existing evidence revealed that only Expeditionary Learning (whose name later changed to EL Education) was supported by moderately rigorous evidence at the middle school level (Nichols-Barrer & Haimson, 2013). After a lengthy internal review process, the district adopted the EL Education curricula for Grades 3-8, MVP Math 1, 2, and 3, followed by OUR 6-8. Each of these curricula is briefly described below.

## EL EDUCATION - 3-8

[EL Education](#) is an open-source English Language Arts curriculum developed for Grades 3 through 8 and is used—to varying extents—in 39 states and the District of Columbia. EL Education focuses on three core areas:

- **Mastery of Knowledge and Skills:** This includes demonstrating proficiency and deeper understanding, applying learning, thinking critically, and communicating clearly;
- **Character:** This includes working to become effective learners, working to become ethical people, and contributing to a better world; and,
- **High-Quality Student Work:** This includes demonstrating craftsmanship to create authentic, complex products.

## OUR - 6-8

[Open Up Resources](#) is an open-source mathematics curriculum developed for grades K-12; within WCPSS, only the middle grades (6-8) were adopted. According to the vendor's website describing Core Program Essentials, the Open Up Resources 6-8 Math includes:

- **Student and Family Materials:** Resources are provided via print and the internet. Mathematical literacy is fostered via Mathematical Language Routines (MLRs) that facilitate and assess students' ability to communicate mathematical thinking verbally, visually, and in writing. Grounded in the belief that discussion-filled classrooms promote deeper learning, the resources encourage student communication and the development of problem-solving and reasoning skills.

- **Teacher Materials:** OUR 6-8 includes unit plans, lesson plans, and both digital and print assessments. Every lesson plan contains topic-specific professional learning resources so teachers can enhance their practice. Through the "anticipated misconceptions" resources, teachers are encouraged to prepare to recognize, analyze, and respond to common student struggles using the flexible scaffolding provided within each lesson.
- **English Learners Support:** Scope and sequence integrated, lesson-specific supports for English Learners are within every lesson via topic- and activity-specific guidance. A "first instance" of every mathematical language routine is listed in each course to provide a detailed description of the English Learners' support and implementation of the activity.
- **Support for students with disabilities:** Included resources provide topic-specific and activity-specific differentiation for both below-benchmark and accelerated learners. "Warm-up" and "cool down" activities are integrated within the framework.

## MVP MATH 1-3

The [Mathematics Vision Project \(MVP\)](#) is an open-source high school mathematics curriculum created to tightly align instruction with the North Carolina State Standards. MVP requires students to collaborate with a partner or work collectively in groups to master concepts. The teacher circulates among the students to monitor, and encourages them to discuss and explore different possible solutions and approaches to solving the problems. According to an *EdReports* review summary (2016), the over-arching facets of MVP can be classified into three core areas:



- **Focus and Coherence:** ensures materials are coherent and consistent with all applicable standards in order to prepare the students for college and/or career;
- **Rigor and Mathematical Practices:** focuses on deeper conceptual understanding, procedural skill and fluency when completing tasks, and the ability to connect to the standards;
- **Usability:** supports teachers with a better understanding of the standards, instructional structure and pacing guides, resources and tools to collect ongoing data, and strategies for differentiating instruction.

## PROFESSIONAL LEARNING (PL)

In 2017-18, a professional learning initiative was designed to support the implementation of the new curriculum via the formation of numerous Instructional Leadership Teams (hereafter, ILTs) throughout the district. These teams were composed of both school-based and Central Services staff. ILTs met on six different days throughout the academic year to engage in “deep dive” professional learning about topics such as the new standards, curricula “shifts,” the 4Cs, dynamic learning experiences, and others. The ILTs were intended to put allied professionals around the table at the same time, giving school-based and Central Services leaders dedicated time to learn and collaborate around the new curriculum resources—as well as opportunities to set implementation expectations and align and integrate support efforts to maximize teaching and learning.

The ILT initiative was discontinued by district leadership after 2017-18 due to the amount of time school staff were required to be out of their buildings to attend the professional development, so some of its initially stated objectives were not attained. Toward the end

of the 2017-18 academic year, Data, Research, and Accountability (DRA) department staff conducted focus group interviews of principals from all school levels, Instructional Resource Teachers (IRTs), and classroom-based ILT members. The data from those interviews were summarized and shared with district leadership. In the absence of the ILT structure, in 2018-19 and 2019-20, program staff continued to collaborate in an on-going partnership with vendors to receive training and coaching. The vendors provided ongoing visits and meetings with Academics staff, including assisting with the professional development offered to school staff.

Following the professional learning sessions offered in Summer 2017, teachers in Grade 3 and 6 and those teaching Math 1 were surveyed. Based on feedback from these surveys the majority of teachers reported the PL to be high quality. While less than half (45.6%) of the Grade 3 teachers agreed the training was of high quality, 64.1% of the Grade 6 teachers and 72.0% of the MVP Math 1 teachers expressed agreement. Additionally, by the end of the training, 58.6% of the Grade 3 teachers agreed they understood how their new curriculum aligns to the standards and “shifts,” with 81.7% of Grade 6 teachers and 67.9% of MVP Math 1 teachers expressing positive agreement to the same survey item (see Appendix B). In 2018-19 and 2019-20, the focus of the study shifted to implementation; thus, survey questions specific to the professional learning were not asked.





## PROGRAM GOALS

The new curricula rollouts had numerous goals, as shown in Figure 1. Implementation goals were focused on developing and providing high-quality professional learning and implementing the new curriculum with administrative support. Additional implementation targets included teachers' perceptions of the new curricula and professional learning that were provided to support implementation – which first occurred in the summer of 2017, with follow-up training thereafter. Short-term goals focused on teachers' perceptions of the learning environment and students' perceptions of their engagement in learning. Long-term goals related to increased student achievement and teacher outcomes were not observable due to the impact of the COVID 19 pandemic on student achievement data. The absence of End-of-Grade (EOG) testing in 2019-20, the switch to mostly virtual teaching in 2020-21, and the pandemic's suppressive effect on the percentage of students who took EOG assessments all impacted the interpretability of the EOG results in 2020-21 as compared to prior years, such that any measured impact of these new curricula would inevitably be contaminated by the myriad impacts of the pandemic on any student outcomes. As a result, the focus of this study is focused on lessons learned from implementation.



Figure 1

Professional Learning and Curricula Implementation Pathway of Change

**Need:** Students are not consistently engaged with content, instruction, or tasks that support the specific instructional shifts in the standards and 4Cs.

STRATEGIES Before/During 2017-18	IMPLEMENTATION 2017-18 & 2018-19	SHORT-TERM OUTCOMES 2019-20	LONG-TERM OUTCOMES 2020-21
<p><b>Before 2017-18</b> (Summer 2017)</p> <ul style="list-style-type: none"> <li>• Provide new curricular resources/ materials and related support (Summer 2017)</li> <li>• Provide face to face professional learning sessions for affected teachers (Summer 2017)</li> <li>• Set expectations for implementation (Summer/Fall 2017)</li> </ul> <hr/> <p><b>During 2017-18</b> School Year:</p> <ul style="list-style-type: none"> <li>• Provide coaching and support through District ILT process related to Core Actions</li> <li>• Monitor implementation of Core Actions centrally via a districtwide process (Spring 2018)</li> </ul>	<ul style="list-style-type: none"> <li>• High quality professional learning developed for face-to-face format (Spring/Summer 2017)</li> <li>• Face to face professional learning sessions provided to affected teachers (Summer 2017/2018)</li> <li>• Expectations for implementation established</li> <li>• Schools develop a clear plan for building-level implementation as evidenced by Core Actions integrated into SIP and ILT work (Spring/Summer 2018)</li> <li>• Principals and other leaders support implementation via consistent messaging and support (Fall/Spring 2018)</li> <li>• Target groups receive new curriculum materials</li> <li>• Curriculum is considered to be high in quality (Summer 2017)</li> <li>• Target groups report understanding of new curriculum (the “shifts”/ Core Actions) and feel reasonably confident in their ability to apply them (Fall 2017)</li> <li>• School staff begins to apply professional learning appropriately (Fall/Spring 2017-18)</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of practices is monitored in schools to meet established targets</li> <li>• Teachers’ implementation of new learning and skills creates richer learning environments for students, reflecting 4Cs, dynamic learning, and social-emotional learning</li> <li>• Teachers’ satisfaction with school climate and culture improves</li> <li>• High level of student engagement in learning and connections to school</li> <li>• Students’ 4Cs skills improve as evidenced by teacher and student survey results, as well as EL and MVP Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Continued improvement in student engagement compared to prior years’ data (teacher and student self-reports)</li> <li>• Continued improvement in 4Cs skills. Higher percentage of students showing critical thinking/ problem solving/ communication skills (CWRA+, etc.) compared to prior years data</li> <li>• Higher student perseverance and grit compared to prior years’ data</li> <li>• Increased student achievement compared to prior years’ data</li> <li>• Teacher outcomes related to provision of high-quality curriculum resources</li> </ul>

- Notes: 1. The switch to mostly virtual teaching in 2020-21 and the pandemic’s suppressive effect on the percentage of students who took the end of year assessments impacted the interpretability of the data compared to prior years.  
 2. Instructional Leadership Teams (ILT)  
 3. School Improvement Plan (SIP)  
 4. College and Work Readiness Assessment (CWRA+)



Table 1 shows the status of implementation goal accomplishment in key areas. Except for some long-term goals for the ILTs (e.g., develop a districtwide process for monitoring the implementation of Core Actions), most of the goals were either fully or mostly met. Conclusions were drawn based on the data collected via teacher surveys and data reported by Academics staff.

**Table 1**  
**Implementation Goal Status Ratings**

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	■ ■ ■	■ ■ ■



- Notes:
1. Implementation efforts in 2019-20 were complicated by the COVID-19 pandemic.
  2. Implementation data were not collected due to the discontinuation of the ILT process.
  3. While Academics staff provided professional learning in 2018-19, data on the quality of the professional learning needed to assess Goal 1 (high quality professional learning developed for affected teachers by Academics staff) were not collected.
  4. See the Methods/Data Collection section for additional information on the data sources.

Based on teachers’ responses on the WCPSS Professional Development Initiative 2017-18 survey, the professional learning provided by the Academics Department to teachers implementing the new curricula was perceived to be of high quality by its recipients. Resources were delivered to schools



as planned, and teachers taught the new curricula to students as intended. Additional detail about how teachers perceived the resources they were provided can be found in Appendix A.

Table 2 shows the status of short-term and long-term outcome goal accomplishment in 2019-20 and 2020-21. The majority of short-term and long-term goals focused on teacher and student perceptions were met. The long-term goal related to increased student perseverance and grit based on self-reported survey data were met; however, goals related to student achievement and teacher outcome data were not evaluable due to the impact of the COVID 19 pandemic on student achievement data.

**Table 2**  
**Outcome Goal Status Ratings**

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	EVAAS Data	N/A	N/A



- Notes:
1. Implementation efforts in 2019-20 were complicated by the COVID-19 pandemic.
  2. EL and MVP performance tasks were not administered in 2020-21 due to the switch to remote learning.
  3. Goal attainment of 4Cs skills is based on three of the 4Cs skills in 2019-20 and only one (creativity) in 2020-21 due to unavailable data.
  4. See the Methods/Data Collection section for additional information on the data sources.
  5. Education Visualization and Analytics Solution (EVAAS)



## METHODS/DATA COLLECTION

DRA department staff began to administer and summarize survey results to monitor implementation beginning in 2017-18, and we have shared those data summaries with WCPSS Academics staff as they became available. Data collected were descriptive in nature, and appropriate conclusions that can be drawn are shown in Table 3.

Table 3

Conclusions in this study were supported by a descriptive research design

Research Design	Conclusions
<input type="checkbox"/> Experimental	We can conclude that the program or policy caused changes in outcomes because the research design used random assignment.
<input type="checkbox"/> Quasi-Experimental	We can reasonably conclude that the program or policy caused changes in outcomes because an appropriate comparison strategy was used.
<input checked="" type="checkbox"/> Descriptive	These designs provide outcome data for the program or policy, but differences cannot be attributed directly to it due to lack of a comparative control group.
<input checked="" type="checkbox"/> Quantitative	
<input checked="" type="checkbox"/> Qualitative	

Data Sources: List, Sadoff, & Wagner (2011); What Works Clearinghouse (2014)

To help monitor implementation, annual surveys of teachers were administered and summarized beginning in 2017-18. Due to the staggered rollout of these resources, it is important to note that data pertaining to curricula implementation were collected on different timelines; hence, the baseline year varies across the curricula.

DRA began collecting data on this initiative at the beginning of the 2017-18 academic year and continued through 2020-21. Data were gathered from teacher surveys that explored teachers' perceptions of the new curricula and the associated training, as well as the level of support provided by Central Services (see Appendix D). The survey administrations followed the curricular rollout schedule. A description of the timeline associated with the teacher survey data collected is provided below.

Spring 2021 teacher survey data were collected at the height of the pandemic, after the district had shifted to remote instruction. Spring 2021 results in some cases varied greatly from data collected in previous years. For example, EL 6-8 teachers were always asked if they had adequate time to differentiate instruction. Historically, the percentage of positive agreement hovered around 20%; in 2021, those percentages were closer to 80%.

All Spring 2021 data are included in this document, but given that they represent teachers' perceptions during remote, blended, and face-to-face instruction, we also report changes between the baseline year and Spring 2020, which represented teachers' pre-pandemic perceptions.

### FALL 2017 DATA: COLLECTED FOR EL 3, EL 6, AND MVP MATH 1

At the beginning of the 2017-18 academic year, DRA solicited feedback from all staff members who attended the initial summer training sessions for EL 3, EL 6, and MVP Math 1.

Teachers working on the traditional academic calendar were invited to complete the survey between October 25, 2017, and December 15, 2017. Teachers working on a year-round academic calendar were invited to complete the survey between November 13, 2017 and January 2, 2018.

Prior to teachers using the new resources, two days of training were provided between June 20, 2017, and August 25, 2017. Thus, staff had approximately two to three months experience using the new curriculum at their schools before being asked to take the Fall 2017 survey.

### SPRING 2018 DATA: COLLECTED FOR EL 3, EL 6, AND MVP MATH 1

All Spring 2018 data were collected via survey between May 7, 2018, and June 30, 2018. Districtwide, the overall response rate for this survey was 79.3%.

### FALL 2018 DATA: COLLECTED FOR OUR 6-8

Feedback was solicited from all staff members who attended the 2018 summer training sessions for OUR 6-8. Teachers working on all academic calendars were invited to complete the Fall 2018 survey between October 15, 2018, and November 26, 2018. After receiving an initial request to complete the survey, all staff members who had not responded were sent a reminder every week for the duration of the survey window.

The aforementioned training was provided in Summer 2018. Thus, staff had approximately three to four months experience delivering the new curriculum at their schools before being asked to provide feedback via the Fall 2018 survey.

### SPRING 2019 DATA: COLLECTED FOR EL 4-5, EL 7-8, OUR 6-8, MVP MATH 1-3

All Spring 2019 data were collected via survey between April 30, 2019 and July 2, 2019. The focus of the survey data collection was on newly implemented curricula; thus, data were not collected from Grade 3 and Grade 6 teachers in Spring 2019. Districtwide, the overall response rate for this survey was 89.3%.



## SPRING 2020 DATA: COLLECTED FOR EL 3-8, OUR 6-8, AND MVP MATH 1-3

All Spring 2020 data were collected via survey between June 12, 2020, and June 22, 2020. Due to the COVID-19 pandemic, the survey occurred much later in the year than usual and was only open for ten days. The survey's directions clarified that the questions being asked referred to the pre-pandemic portion of the 2019-20 academic year, rather than soliciting teachers' opinions about how the curriculum was faring during remote learning. Districtwide, the overall response rate for this survey was 53.9%.

## SPRING 2021 DATA: COLLECTED FOR EL 3-8, OUR 6-8, AND MVP MATH 1-3

All Spring 2021 data were collected via survey between May 19, 2021, and July 1, 2021. Spring 2021 teacher survey data collected reflected teacher perceptions following the shift to remote instruction. Therefore, the survey responses represent a unique teaching experience in which teachers instructed students in a variety of learning environments (e.g., remotely, in a blended environment, and in-person). All students began the school year with remote instruction and then were brought back to campus on a rotating schedule (varying by grade level) before returning to in-person learning. Approximately, 56,530 students attended school remotely via the Virtual Academy for all of 2020-21. The response rate in Spring 2021 was 56.2% which was 2.3 percentage points above the Spring 2020 response rate.

## SPRING 2018-SPRING 2020 DATA: COLLECTED FOR STUDENTS IN GRADES 3-8

Student survey data collected in the spring of 2018, 2019, and 2020 were used to measure

short-term and long-term goals related to student engagement, creativity (as a measure of one of the 4Cs), and student perseverance and grit.

## FALL 2022 DATA: COLLECTED FOR EL 3-8, OUR 6-8, AND MVP MATH 1-3

Finally, DRA conducted a series of focus group interviews with Academics staff members who directly support WCPSS elementary, middle, and high school levels. All of the interviewees supported the curricula rollouts, and their opinions were solicited to see what lessons could be learned. The most relevant quotations from interviews conducted by school level (elementary, middle, and high school) focus groups are shared by subject area and grade level to supplement the teacher perception data included in this report.

## STUDENT SURVEY DATA: COLLECTED SPRING 2019, SPRING 2020, AND SPRING 2021

Each spring, WCPSS surveys students about their perception of various aspects of their learning experiences. In Spring 2019 and 2020, the WCPSS Student Survey was administered online to all students in Grades 5-12. In Spring 2021, the survey was made available to students in Grades 3 and 4, while continuing to be administered to all students in Grades 5-12. In 2018-19, a total of 69,237 students from 187 schools responded to the survey. The overall survey response rate in 2018-19 was 69%. Due to the pandemic and the abrupt switch to remote instruction in Spring 2020, the number of students participating in the survey decreased dramatically. A total of 29,655 students from 191 schools responded to the survey in 2019-20, and 32,321 students from 162 schools responded in 2020-21 resulting in an overall response rate of 29% and 36% respectively.





## PROFESSIONAL LEARNING FEEDBACK

In 2017-18, professional learning was delivered through the ILT professional development sessions. Central Services staff members from various departments, including Academics and DRA, were present to support school-level teams in their planning for the implementation of the new curricular at schools. One method of strengthening implementation was providing school staff information and guided practice on how to incorporate the shifts required to implement the new curricula successfully. Feedback was elicited from principals and teachers who had participated in the ILT process. Teachers were asked to respond to open-ended items related to the benefits and challenges of the ILT process on the Spring 2018 Teacher Survey and in focus group interviews.

Teachers reported that they appreciated the time to collaborate with their school colleagues and benefited from the shared information (i.e., “being in the know”). Additional well-received elements included equity training, low inference notetaking, the Instructional Practice Guide (IPG), deep dives into the EL curriculum, and learning how the EL modules are aligned to the Core standards. Moreover, teachers reported they had improved their classroom practices, and the tools provided (e.g., the Instruction, Curriculum, Environment, and Learner [ICEL] matrix; Review, Interview, Observation, and Test [RIOT] matrix; IPG; and Team Initiated Problem Solving [TIPS] model, etc.) were beneficial. Teachers mentioned the professional

learning delivered through the ILT process strengthened School Improvement Plans (SIPs) by encouraging schools to generate more detailed and measurable goals. Teachers also shared the challenges associated with receiving professional learning via the ILT process. Among the challenges reported, teachers shared that there were too many ILT days, too much whole group work which limited the amount of school level planning, and the implementation schedule did not allow time for teachers to implement with fidelity.

Principal focus groups conducted in Spring 2018 provided additional feedback on the ILT process from the principals' perspectives.

Principals reported that they appreciated the "team aspect" of the ILT because it enabled the work to be shared among staff members. The time allocated for the ILT to work collaboratively in small groups was valued more than the time spent in the larger group setting. However, principals felt that the ILT process lacked coherence and continuity from Day 1 through Day 5, and the expectations were not vertically aligned with the work they had done previously. Additionally, principals expressed concerns about the amount of time they and their staff were required to be out of the school building. They felt that the 6 days of professional learning required by the ILT processes created a burden on staff time.







## EL EDUCATION 3-5

Overall, teacher perceptions of the EL curriculum in Grades 3-5 varied over time and across grade levels. More than two-thirds of teachers considered their new curriculum high-quality (see Appendix C, Table C1). Over time, these teachers became more confident in their ability to differentiate instruction and felt less need for additional training and support. Questions asking about the 4Cs consistently returned high levels of positive agreement with little fluctuation over time.

### EL 3-5 SURVEY RESULTS

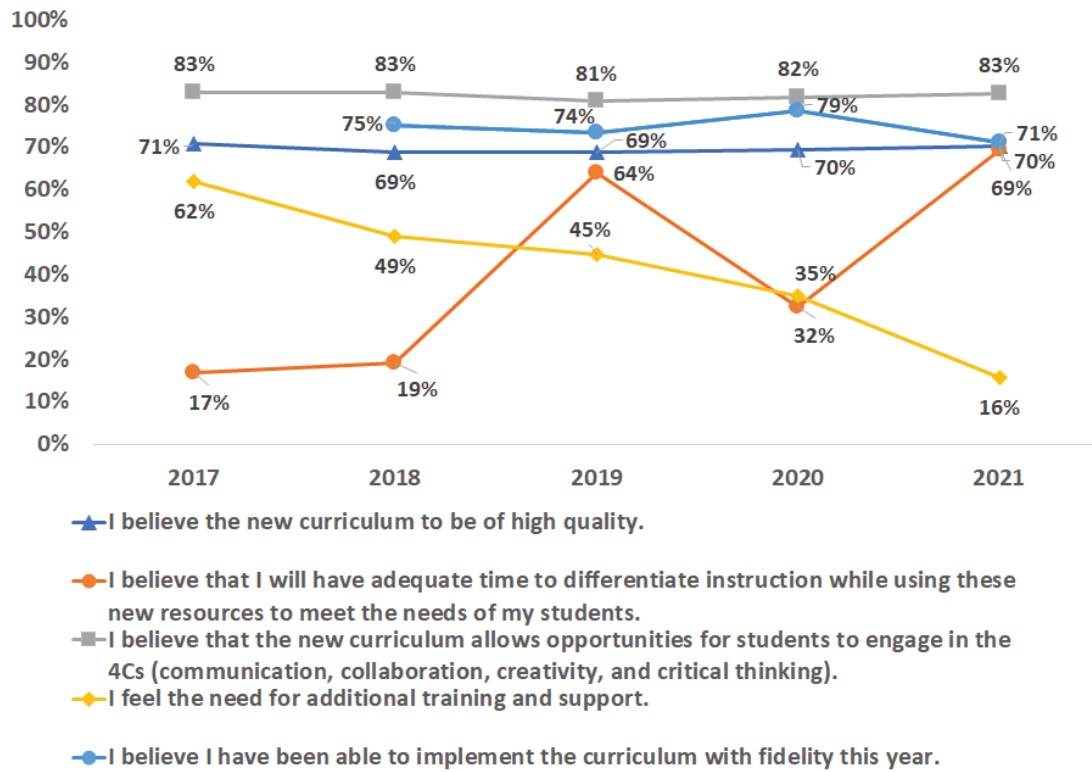
**How have the Grade 3-5 teachers' perceptions of the EL curriculum changed over time?**

Figure 2 and Table 4 summarize the teacher survey data. Viewed holistically, it should be noted that:

- The percentage of Grade 3-5 teachers who agreed that their curriculum is of high quality remained stable over time. The change from the 2017 baseline to Spring 2021 was only one percentage point, landing at 70%.
- Encouragingly, the data show that Grades 3-5 teachers felt increasingly confident in their ability to differentiate instruction. Starting with a low of 17% in 2017, the level of positive agreement rose to 69% by 2021.
- The EL 3-5 curricula have continued to elicit the most positive feedback when teachers were asked if their new curriculum supports the 4Cs. The level of positive agreement remained stable across all four years, ranging from 81% to 83%.

- The percentage of EL Grade 3-5 teachers who felt that they needed additional training and support with their new curriculum decreased steadily and markedly across all years; the percentage was 62% when the curricula were introduced in 2017, but had fallen to 35% by 2021. Part of the decline might be attributed to teachers’ ability to engage in additional training during remote instruction.
- Consistently, approximately three-quarters of the EL 3-5 teachers reported that they were able to deliver their new curriculum with fidelity, with the level of positive agreement ranging from 71 to 79%. It is important to note that these data changed little during the remote learning period.

**Figure 2**  
Grade 3-5 Teachers’ Perceptions of the EL Curriculum in Spring 2020/2021 and Over Time



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



Grades 3-5 teachers were also asked about the appropriateness of the EL curriculum for meeting the needs of Academically or Intellectually Gifted (AIG) students, English Learners, and struggling students (see Table 4). Some categories and grade levels showed more shifts than others. The “somewhat” response is the greatest for each question and remains so over time. Overall:

- The percentage of teachers responding “definitely” when asked if the new curriculum meets the needs of AIG students ranged from 23.2% for EL 4 to 25.6% for EL 3 in Spring 2020 and decreased to less than 20% in 2021. The percentage of teachers who responded “not at all” was approximately 20% and showed no improvement.
- In 2020, some of the largest changes in the data occurred when teachers were asked if the EL curriculum meets the needs of English Learner students. The number of Grade 3-5 teachers responding “definitely” fell between -10.3 percentage points for EL 4 to -17.7 percentage points for EL 3 in 2020. These decreases doubled in 2021, ranging from -20.8 to -23.9 by grade level. On the other end of the scale, in 2020, the percentage of teachers who responded “not at all” to this survey item increased across all grade levels, ranging from +2.7 for EL 3 to +9.1 percentage points for EL 5. These increases doubled in 2021 for EL 3 and EL 4 while remaining consistent for EL 5.
- When asked if the new curriculum is meeting the needs of struggling students, more teachers gravitated towards the “somewhat” category for EL 3 and EL 4 in 2020 and 2021. The percentage of teachers who responded “definitely” when asked if the new curriculum was appropriate ranged between 11.3% and 17.4% in 2020 and between 11.2% and 14.5% in 2021, with a notable increase for EL 5 in 2021. The percentage of teachers responding “not at all” showed notable increases for EL 3 and EL 5 in 2020, but these changes declined in 2021.



Table 4

Grade 3-5 Teachers' Perceptions of the EL Curriculum for Selected Students: Spring 2020/2021 and Over Time

Statement	Category	n	Definitely	Somewhat	Not at all
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	2020 EL 3	441	25.6%	59.2%	15.2%
	2020 Change from Baseline		-3.1	8.8	-5.7
	2021 EL 3	325	17.8%	60.9%	21.2%
	2021 Change from Baseline		-10.9	10.5	0.3
	2020 EL 4	310	23.2%	56.5%	20.3%
	2020 Change from Baseline		-10.3	6.9	3.6
	2021 EL 4	239	18.4%	58.6%	23.0%
	2021 Change from Baseline		-15.1	9.0	6.3
	2020 EL 5	313	25.0%	53.9%	21.1%
	2020 Change from Baseline		0.1	3.4	-3.5
	2021 EL 5	237	19.0%	60.8%	20.3%
	2021 Change from Baseline		-5.9	10.3	-4.3
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (ELL).	2020 EL 3	442	22.9%	60.4%	16.7%
	2020 Change from Baseline		-17.7	15.0	2.7
	2021 EL 3	326	17.8%	61.3%	20.9%
	2021 Change from Baseline		-22.8	15.9	6.9
	2020 EL 4	310	29.4%	55.5%	15.2%
	2020 Change from Baseline		-10.3	6.9	3.6
	2021 EL 4	244	18.5%	62.7%	18.4%
	2021 Change from Baseline		-20.8	14.1	6.8
	2020 EL 5	313	30.2%	53.6%	16.2%
	2020 Change from Baseline		-13.6	4.5	9.1
	2021 EL 5	241	19.9%	63.1%	17.0%
	2021 Change from Baseline		-23.9	14.0	9.9
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	2020 EL 3	443	11.3%	53.7%	35.0%
	2020 Change from Baseline		-3.8	8.9	5.2
	2021 EL 3	329	11.2%	57.4%	31.3%
	2021 Change from Baseline		-3.9	12.6	1.5
	2020 EL 4	310	16.5%	58.7%	24.8%
	2020 Change from Baseline		-1.0	3.9	-2.9
	2021 EL 4	244	13.1%	55.3%	31.6%
	2021 Change from Baseline		-4.4	0.5	3.9
	2020 EL 5	313	17.4%	55.6%	27.0%
	2020 Change from Baseline		-5.0	-2.4	7.4
	2021 EL 5	242	14.5%	62.4%	23.1%
	2021 Change from Baseline		-7.9	4.4	3.5

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

Notes: 1. The "Change" row reports the difference between Spring 2020/Spring 2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. EL 3 data for these items were first collected in Fall 2017. EL 4 and EL 5 data for these items were first collected in Fall 2018.

2. Changes greater than five percentage points are highlighted in blue.



### What was the Grade 3-5 teachers' summative assessment of the EL curriculum from Spring 2019 to Spring 2020?

In Spring 2020 and Spring 2021, the most common response from the Grade 3-5 teachers was "mostly positive." Across all three elementary grade levels, approximately 20% of the survey respondents felt the new curricula had a negative impact in 2020 with a decrease in 2021 to approximately 10% (see Table 5).

**Table 5**  
**Grade 3-5 Teachers' Perception of Curriculum's Impact on Student Achievement: Spring 2020/2021 and Over Time**

Statement	Category	n	Mostly Positive	No Difference	Mostly Negative
How would you describe the new curriculum's impact on student achievement?	2020 EL 3	441	44.2%	36.5%	19.3%
	2020 Change from Baseline			No Data	
	2021 EL 3	329	58.1%	29.2%	12.8%
	2021 Change from Baseline			No Data	
	2020 EL 4	304	48.0%	30.9%	21.1%
	2020 Change from Baseline		0.5	-4.7	4.2
	2021 EL 4	243	57.6%	30.9%	11.5%
	2021 Change from Baseline		10.1	-4.7	-5.4
	2020 EL 5	311	43.7%	32.8%	23.5%
	2020 Change from Baseline		-6.3	2.0	4.3
	2021 EL 5	241	62.7%	28.6%	8.7%
	2021 Change from Baseline		6.3	-2.0	-4.3

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

- Notes:
1. The "Change" row reports the difference between Spring 2020/Spring 2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. EL 3 data for this item were only collected in Spring 2020. EL 4 and EL 5 data were first collected in Spring 2019.
  2. Changes greater than five percentage points are highlighted in blue.





## EL EDUCATION 6-8

The Spring 2020 results show that between 45.9% (EL 7) and 55.1% (EL 8) of middle school teachers consider their new curriculum to be high-quality, and these percentages increased in 2021 (see Appendix C, Table C2). Over time, these teachers became more confident in their ability to differentiate instruction and felt less need for additional training and support. The survey item asking about students' opportunities to engage in the 4Cs consistently returned moderate levels of positive agreement. While in 2020 there were notable declines in Grades 7 and 8, these declines reversed in 2021.

### EL 6-8 SURVEY RESULTS

**How have the Grade 6-8 teachers' perceptions of the EL curriculum changed over time?**

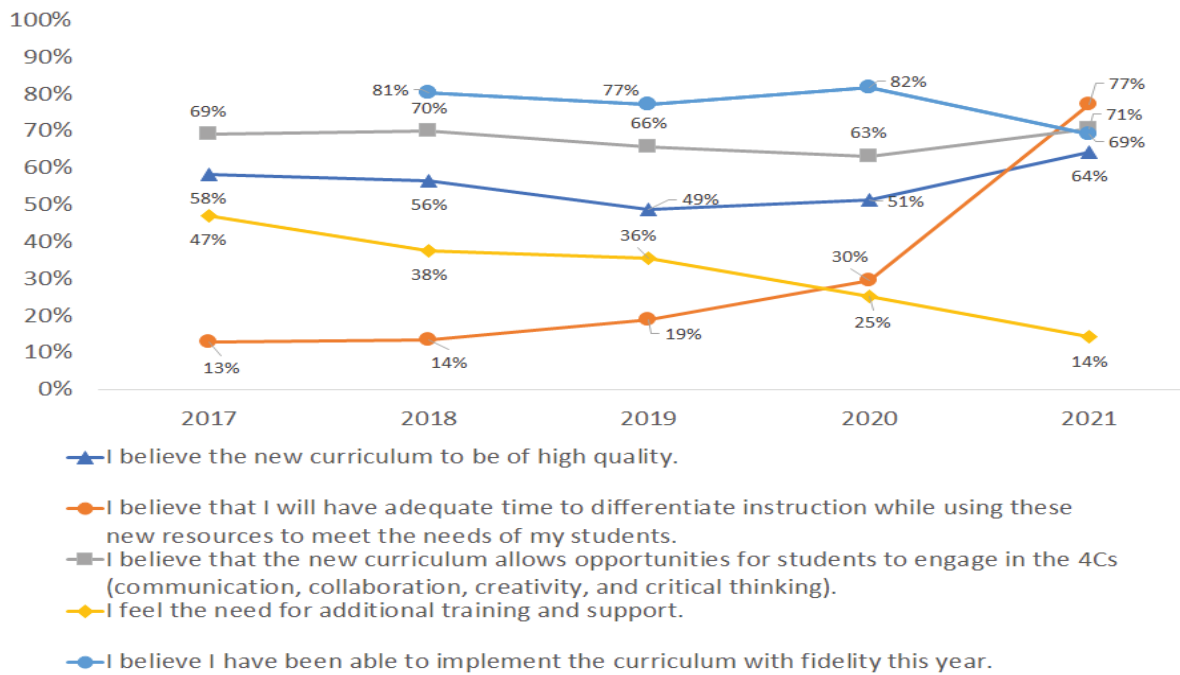
Figure 3 and Table 6 summarize the teacher survey data. Viewed holistically, it should be noted that:

- When asked if their new curriculum was high in quality, the EL 6-8 teachers hovered around 50% for most years. However, perceptions did improve from a low of 49% in 2019 to a high of 64% in 2021.
- Historically, the lowest level of positive agreement (across all data points) pertains to the survey item asking teachers if they have time to differentiate instruction when using the new resources. While starting at only 13% in 2017, the level of positive agreement increased steadily from year-to-year, soaring to 77% in 2021. As discussed later in the report, this may be due to more pacing flexibility that teachers were given during remote instruction.

- In 2017, about two-thirds (69%) of the EL 6-8 teachers consistently agreed that their new curriculum allows students opportunities to engage in the 4Cs. These data have remained relatively stable across all five years. In 2020 the level of positive agreement did dip to 63%, but rebounded to 71% in 2021.
- Consistent with other data patterns for this survey item, the number of teachers agreeing that they need additional training and support showed a steady decrease over time. Beginning at 47% in 2017, the percentage had fallen to 14% by 2021 as teachers gained familiarity with their new curriculum.
- As shown in Figure 3, the percentage of teachers who agreed they were implementing their new curriculum with fidelity hovered around 80% from 2018 through 2020 (additional detail is in Appendix C, Table C2). The 2021 data showed a drop to 69%, but that is likely related to the need to provide remote or blended instruction during the pandemic.



**Figure 3**  
**Grade 6-8 Teachers' Perceptions of the EL Curriculum in Spring 2020/2021 and Over Time**



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

Middle grade teachers were also asked about the appropriateness of the EL curriculum for meeting the needs of Academically Gifted (AIG) students, English Learners, and struggling students (Table 6). In most cases, the shifts between the baseline year when data collection began and Spring 2020 were not dramatic, but more notable changes were present in Spring 2021. As Table 6 documents:

- In Spring 2020, the percentage of teachers responding “not at all” when asked if the new curriculum meets the needs of AIG students ranged from 32.7% (EL 6) to 49.4% (EL 7). These percentages were approximately cut in half in 2021 for EL 7 and EL 8 while remaining constant in EL 6.
- When asked if the new curriculum meets the needs of English Learner students, the results were mixed in 2020. For example, the percentage of teachers responding that their curriculum was “not at all” appropriate showed no change for EL 8 since data collection began, whereas the positive agreement for EL 6 declined by -4.7 percentage points. Meanwhile, the level of agreement for EL 7 increased by +5 percentage points since Fall 2018. There were notable improvements in 2021, dropping from approximately half of teachers to between one third to one quarter of teachers reporting the curriculum was “not at all” appropriate for English Learner students.





- When asked about the appropriateness of the new curricula for struggling students, overall Spring 2020 data showed little change since Fall 2017 and/or Fall 2018. In Spring 2020, between 31.8% (EL 8) to 42.2% (EL 6) of the teachers felt that their new curriculum was “not at all” appropriate for struggling students. Again, there were notable improvements in these percentages in 2021.
- The data from Spring 2020 also show that about one-half of all Grade 6-8 teachers responded “somewhat” when asked if the new curriculum meets the needs of AIG, English Learner, and struggling students; these findings were only slightly higher in 2021. The remaining teachers expressed stronger positive and negative opinions about the appropriateness of the resources for selected students.



**Table 6**  
**Grade 6-8 Teachers’ Perceptions of the EL Curriculum for Selected Students: Spring 2020/2021 and Over Time**

Statement	Category	n	Definitely	Somewhat	Not at all
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	2020 EL 6	101	17.8%	49.5%	32.7%
	2020 Change from Baseline		-3.2	8.2	-5.0
	2021 EL 6	103	14.6%	54.4%	31.1%
	2021 Change from Baseline		-6.4	13.1	-6.6
	2020 EL 7	85	12.9%	37.7%	49.4%
	2020 Change from Baseline		-2.1	-0.4	2.5
	2021 EL 7	107	17.8%	59.8%	22.4%
	2021 Change from Baseline		2.8	21.7	-24.5
	2020 EL 8	89	20.7%	42.5%	36.8%
	2020 Change from Baseline		-1.3	9.5	-8.3
	2021 EL 8	112	21.4%	59.8%	18.8%
	2021 Change from Baseline		-0.6	26.8	-26.3
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (ELL).	2020 EL 6	102	9.8%	40.2%	50.0%
	2020 Change from Baseline		3.3	1.3	-4.7
	2021 EL 6	102	15.7%	51.0%	33.3%
	2021 Change from Baseline		9.2	12.1	-21.4
	2020 EL 7	85	7.1%	38.8%	54.1%
	2020 Change from Baseline		-2.6	-2.4	5.0
	2021 EL 7	106	13.2%	57.5%	29.2%
	2021 Change from Baseline		3.5	16.3	-19.9
	2020 EL 8	89	8.0%	43.2%	48.9%
	2020 Change from Baseline		-0.7	0.8	0.0
	2021 EL 8	111	18.0%	56.8%	25.2%
	2021 Change from Baseline		9.3	14.4	-23.7
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	2020 EL 6	102	13.7%	44.1%	42.2%
	2020 Change from Baseline		6.5	-7.0	0.5
	2021 EL 6	103	18.4%	53.4%	28.2%
	2021 Change from Baseline		11.2	2.3	-13.5
	2020 EL 7	85	9.4%	51.8%	38.8%
	2020 Change from Baseline		-9.7	4.8	4.9
	2021 EL 7	106	13.2%	62.3%	24.5%
	2021 Change from Baseline		-5.9	15.3	-9.4
	2020 EL 8	89	11.4%	56.8%	31.8%
	2020 Change from Baseline		-4.7	2.0	2.8
	2021 EL 8	112	19.6%	59.8%	20.5%
	2021 Change from Baseline		3.5	5.0	-8.5

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

Notes: 1. The “Change” row reports the difference between Spring 2020/Spring 2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. EL 6 data for these items were first collected in Fall 2017. EL 7 and EL 8 data for these items were first collected in Fall 2018.

2. Differences greater than five percentage points are highlighted in blue.



### What was the Grade 6-8 teachers' summative assessment of the EL curriculum from Spring 2019 to Spring 2021?

As shown in Table 7, in 2020, almost one-third of the Grade 6-8 teachers believed the new curriculum has had a “mostly positive” impact on student achievement. Conversely, in 2020 about one-third believed the changes were mostly negative, and between 38.6% (EL 6) and 44.2% (EL 8) believed that the new curricula made no difference. In 2021, teachers’ assessment of the impact of the new curriculum on student achievement became more positive across all middle school grade levels.

**Table 7**

**Grade 6-8 Teachers’ Perception of Curriculum’s impact on Student Achievement: Spring 2020/21 and Over Time**

Statement	Category	n	Mostly Positive	No Difference	Mostly Negative
How would you describe the new curriculum's impact on student achievement?	2020 EL 6	101	31.7%	38.6%	29.7%
	2020 Change from Baseline			No Data	
	2021 EL 6	103	49.0%	34.3%	16.7%
	2021 Change from Baseline			No Data	
	2020 EL 7	84	26.2%	41.7%	32.1%
	2020 Change from Baseline		-4.1	-1.4	5.5
	2021 EL 7	107	44.3%	37.7%	17.9%
	2021 Change from Baseline		14.0	-5.4	-8.7
	2020 EL 8	86	29.1%	44.2%	26.7%
	2020 Change from Baseline		-6.6	6.9	-0.3
	2021 EL 8	112	63.1%	22.5%	14.4%
	2021 Change from Baseline		27.4	-14.8	-12.6

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

- Notes:
1. The “Change” rows report the difference between Spring 2020/Spring 2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. EL 6 data for this item were first collected in Spring 2020. EL 7 and EL 8 data were first collected in Spring 2019.
  2. Differences greater than five percentage points are highlighted in blue.





## OPEN UP RESOURCES (OUR) 6-8

Similar to EL, survey data were collected from middle school teachers implanting Open Up Resources (OUR) for mathematics. Over time, there was little variance by grade level, with ratings of curriculum quality, appropriateness for special needs students, fidelity of implementation, and impact on student achievement rarely deviating more than a few percentage points. There were two exceptions: 1) more OUR 8 teachers reported a need for additional training and support (40.4% versus 20% for OUR 6) in Spring 2020, and 2) fewer OUR 6 teachers reported the curriculum was of high quality (61.8% for OUR 6 versus 79.4% for OUR 8) in Spring 2021 (see Appendix C, Table C3). Consistent with teacher feedback on the EL curriculum, there were notable declines in teachers reporting that they could implement the OUR curriculum with fidelity in 2020-21. These findings were likely a result of the pandemic, given that for much or all of 2020-21, teachers were asked to provide remote and/or blended instruction.

### OUR 6-8 SURVEY RESULTS

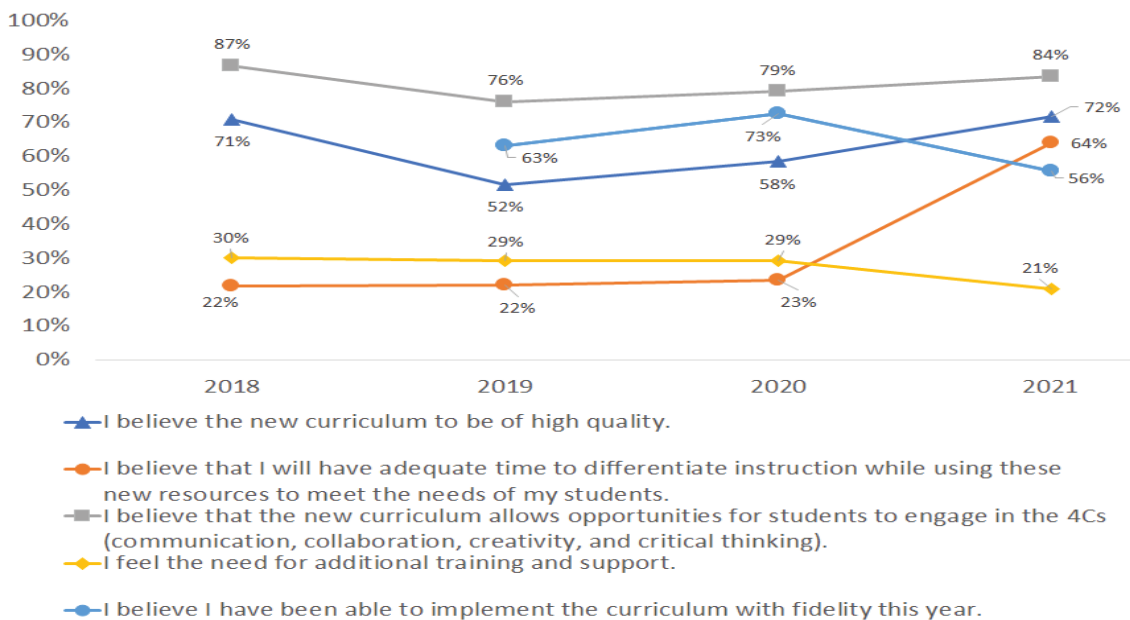
#### How have OUR 6-8 teacher's perceptions of their new curriculum changed over time?

As shown in Figure 4 and Table 8, most of the survey items showed little variance across grades in Spring 2020 and Spring 2021. More specifically:

- The percentage of OUR 6-8 mathematics teachers who agreed that their new curriculum was of high quality began at 71% during the 2018 rollout. It did drop to 52% in 2019 and rose slightly to 58% in 2020. However, by 2021 teachers' level of positive agreement had rebounded to pre-pandemic levels, resting at 72%.

- When asked if they had adequate time to differentiate instruction, the level of positive agreement was stagnant from 2018 (22%) through 2020 (23%). Yet, in 2021, the data show that teachers' confidence in their ability to differentiate increased substantially to 64%.
- As with the EL data patterns, nearly all OUR 6-8 teachers agreed that their new curriculum gives students ample opportunities to practice the 4Cs; the level of positive agreement began with a baseline of 87% in 2018, and remained strong. In 2021, the level of positive agreement was 84%.
- When the OUR 6-8 teachers were asked if they needed additional training and support, their responses were more consistent than the data patterns previously discussed for EL. More specifically, the baseline data from 2018 returned a level of positive agreement of 30%, which held steady for the following two academic years. By 2021 the percentage had dropped to 21%. While this is encouraging, the drop in teachers feeling they needed additional training and support was not as dramatic as other curricula.
- Most OUR 6-8 teachers have consistently reported that they can deliver their curriculum with fidelity. Yet, as shown in Figure 4, these data have fluctuations greater than the other survey items. The level of positive agreement returned a 63% baseline in 2019, then rose to 73% in 2020, before dropping to 56% in 2021.

**Figure 4**  
**Spring 2020/2021: Grade 6-8 Teachers' Impressions of the OUR Curriculum**



Data Source: WCPSS Spring 2019 through Spring 2021 Teacher Survey Data



Grade 6-8 teachers were also asked about the appropriateness of the new curriculum for meeting the needs of Academically Gifted (AIG) students, English Learners, and struggling students (Table 8). In most cases, the shifts between the baseline year when data collection began and Spring 2020 and 2021 were not dramatic. As Table 8 documents:

- Only 23.3% of Grade 6 teachers agreed the OUR curriculum “definitely” helps them plan for the needs of Academically Gifted (AIG) students. For comparison, 38.6% of Grade 8 teachers agreed that this was “definitely” the case. The percentage of teachers responding “definitely” declined over time ranging from a decline of 5.1% for Grade 8 to 17.8% for Grade 6 in 2021. On the other end of the spectrum, 9.1% of the Grade 8 teachers reported the scaffolds and extensions for AIG students in the curriculum were “not at all” helpful, compared to 14.3% for Grade 7 teachers. These percentages were consistent from baseline to 2021 for Grades 6 and 7, but decreased for Grade 8.
- The percentage of teachers who felt that the scaffolds and extensions within the OUR curriculum was “not at all” helpful for EL students showed little variation across grades – only 3.9 percentage points (ranging from 43.2% for OUR 8 to 47.1% for OUR 6) in 2020. In Grades 6 and 7 the percentage of teachers responding “not at all” increased across time while for Grade 8 there was a 25 percentage points decrease. The percentage of teachers who felt they were “definitely” helpful ranged from 4.3% for OUR 6 to 11.4% for OUR 8 and remained consistent over time.
- When asked if the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students, the percentage of teachers responding “definitely” ranged from 5.5% for OUR 6 to 9.1% for OUR 8 – a difference of 3.6 percentage points. Changes across time in the percentage of teachers responding “not at all” varied by grade level from a 6.4 percentage point increase in Grade 7 to a -12.3 percentage point decrease in Grade 8. Between 35.4% (OUR 8) and 49.3% (OUR 6) of teachers reported that these resources were “not at all” helpful for struggling students. These percentages remained consistent across time.



**Table 8**  
**Grade 6-8 Teachers' Impressions of the OUR Curriculum for Selected Students: Spring 2020/2021**

Statement	Category	n	Definitely	Somewhat	Not at all
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	2020 OUR 6	73	23.3%	63.0%	13.7%
	2020 Change from Baseline		-23.4	19.2	4.2
	2021 OUR 6	76	28.9%	61.8%	9.2%
	2021 Change from Baseline		-17.8	18.0	-0.3
	2020 OUR 7	70	37.1%	48.6%	14.3%
	2020 Change from Baseline		-3.6	2.3	1.3
	2021 OUR 7	76	26.3%	60.5%	13.2%
	2021 Change from Baseline		-14.4	14.2	0.2
	2020 OUR 8	44	38.6%	52.3%	9.1%
	2020 Change from Baseline		6.1	-0.7	-5.4
	2021 OUR 8	62	27.4%	64.5%	8.1%
	I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (EL).	2020 OUR 6	70	4.3%	48.6%
2020 Change from Baseline			-9.0	-8.5	17.6
2021 OUR 6		75	14.7%	44.0%	41.3%
2021 Change from Baseline			1.4	-13.1	11.8
2020 OUR 7		70	5.7%	50.0%	44.3%
2020 Change from Baseline			-10.7	-11.8	22.5
2021 OUR 7		77	13.0%	50.6%	36.4%
2021 Change from Baseline			-3.4	-11.2	14.6
2020 OUR 8		44	11.4%	45.5%	43.2%
2020 Change from Baseline			-1.0	2.3	-1.2
2021 OUR 8		63	9.5%	71.4%	19.0%
2021 Change from Baseline			-2.9	28.3	-25.4
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	2020 OUR 6	73	5.5%	45.2%	49.3%
	2020 Change from Baseline		-12.30	0.30	11.90
	2021 OUR 6	76	14.5%	43.4%	42.1%
	2021 Change from Baseline		-3.28	-1.51	4.68
	2020 OUR 7	71	5.6%	53.5%	40.9%
	2020 Change from Baseline		-12.6	4.4	8.2
	2021 OUR 7	77	14.3%	46.8%	39.0%
	2021 Change from Baseline		-3.9	-2.3	6.4
	2020 OUR 8	44	9.1%	54.6%	35.4%
	2020 Change from Baseline		-4.2	-0.9	4.1
	2021 OUR 8	63	9.5%	71.4%	19.0%
	2021 Change from Baseline		-3.8	16.0	-12.3

Data Source: WCPSS Spring 2019 through Spring 2021 Teacher Survey Data

- Notes: 1. The "2020 Change" and "2021 Change" rows report the percentage point difference in positive agreement between Spring 2020/Spring 2021 and when the data were first collected in Fall 2018.  
 2. Changes greater than five percentage points are highlighted in blue.



As shown in Table 9, teacher perceptions of the impact on student achievement were mixed across all three grade levels; approximately one fourth (27.5% for OUR 7) to one-third (36.4% for OUR 8) felt that the new curricula had a “mostly positive” impact on student achievement. Yet, a similar percentage of teachers—ranging from 30.4% for OUR 7 to 34.1% for OUR 8—responded their new curriculum had a “mostly negative” effect on their students. Teachers were considerably more positive in Spring 2021, with approximately 50% of teachers reporting that the new curricula have had a “mostly positive” impact on student achievement.

**Table 9**

**Grade 6-8 Teachers’ Perception of Curriculum’s Impact on Student Achievement: Spring 2020/2021 and Over Time**

Statement	Category	n	Mostly Positive	No Difference	Mostly Negative
How would you describe the new curriculum’s impact on student achievement?	2020 OUR 6	73	28.8%	38.4%	32.9%
	2020 Change from Baseline		-5.0	8.9	-3.8
	2021 OUR 6	76	44.7%	35.5%	19.7%
	2021 Change from Baseline		10.9	6.0	-17.0
	2020 OUR 7	69	27.5%	42.0%	30.4%
	2020 Change from Baseline		-7.7	17.3	-9.6
	2021 OUR 7	77	48.1%	42.9%	9.1%
	2021 Change from Baseline		12.9	18.2	-30.9
	2020 OUR 8	44	36.4%	29.6%	34.1%
	2020 Change from Baseline		5.2	1.6	-6.8
	2021 OUR 8	62	58.1%	37.1%	4.8%
	2021 Change from Baseline		26.9	9.2	-36.1

Data Source: WCPSS Spring 2019 through Spring 2021 Teacher Survey Data

- Notes:
1. The “Change in % agreement from Baseline Year” row reports the difference in positive agreement between Spring 2020/Spring 2021 and when the data were first collected in Fall 2018.
  2. Changes greater than five percentage points are highlighted in blue.







## MATHEMATICS VISION PROJECT (MVP) MATH 1-3

Survey data were collected from teachers implementing the MVP Math curriculum. The data presented in this section were similar to data collected on the EL and OUR curricular. There was also an external evaluation of MVP, Mathematics Vision Project (MVP) High School Curriculum Evaluation, conducted by MGT Consulting Group in December 2019. The current study was conducted independently of MGT's evaluation; therefore, the findings from the MGT study are not included in this evaluation. In most cases, the percentage of teachers implementing MVP Math who agreed that their new curriculum is of high quality declined steadily as the curriculum became more advanced, falling from MVP Math 1 to MVP Math 3 (see Appendix C, Table C4). When asked about the students' opportunities to engage in the 4Cs, the MVP Math 1-3 curricula showed more consistency, with higher levels of positive agreement. Over time, MVP Math 1-3 teachers became increasingly confident in their ability to differentiate instruction. By Spring 2020, less than 30% of the MVP Math 1-3 teachers reported that they needed additional training and support, and this percentage further declined to 14% in 2021. While overall Spring 2021 results were more positive than Spring 2020, the patterns were consistent across both years.

## MVP MATH 1-3 SURVEY RESULTS

### How have the MVP Math 1-3 teachers' perceptions of the new curriculum changed over time from Fall 2017 to Spring 2020?

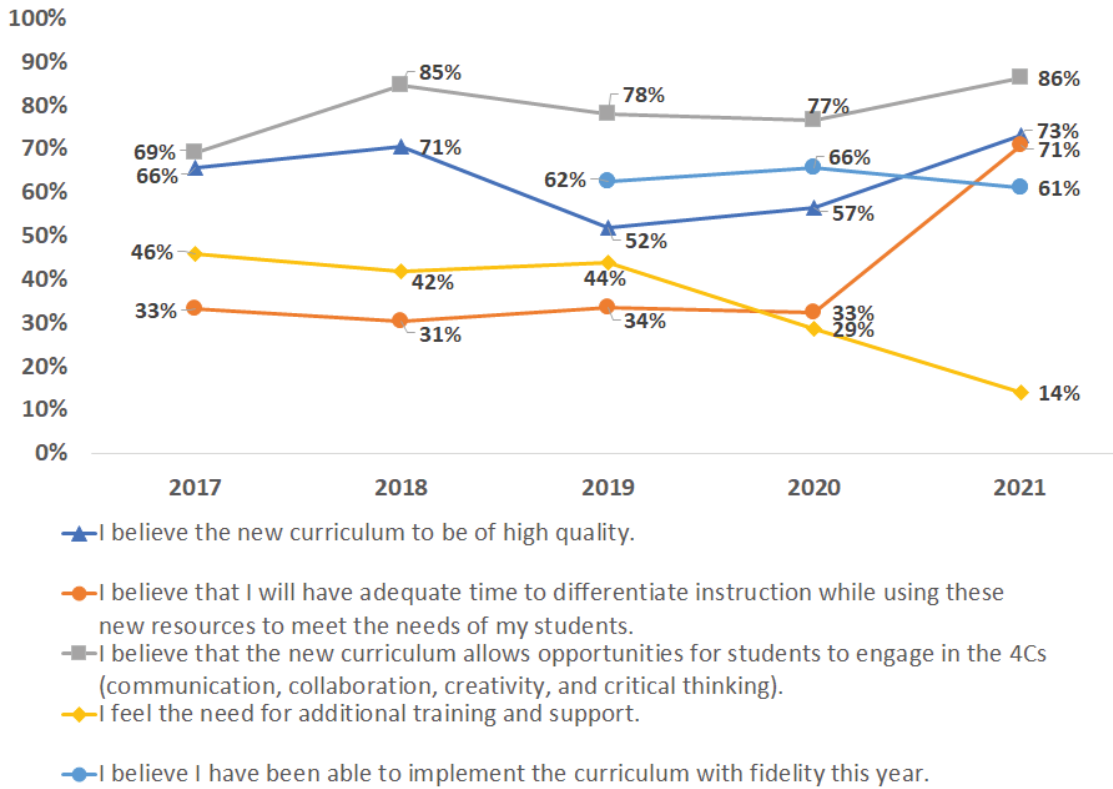
Figure 5 and Table 10 summarize the teacher survey data. Viewed holistically, it should be noted that:

- Across the five-year period from 2017 to 2021, the majority of MVP Math 1-3 teachers reported that their new curriculum was of high quality. The baseline data collected in 2017 returned a 66% level of positive agreement, and landed at 73% in 2021.
- When asked about their ability to differentiate instruction, the level of positive agreement remained steady between 2017 and 2020. In 2021 the level of positive agreement rose to 71%. The additional flexibility and resources made available during remote/blended/in-person learning (discussed later in this report) may have had a profound effect on teachers responses in 2021.
- MVP Math 1-3 teachers were positive in their opinion that their curriculum supported the 4Cs. Baseline data from 2017 returned a level of positive agreement of 69%; by 2021, the level of positive agreement increased to 86%.

- Consistent with other data patterns seen in EL, the percentage of MVP Math 1-3 teachers who felt that they needed additional training and support continued to decrease as teachers gained experience with the new curricula. When first introduced in 2017, 46% of the teachers felt they needed additional training and support; by 2021 that percentage had decreased to 14%.
- When asked if they could deliver their curriculum with fidelity, the MVP Math 1-3 teachers returned a level of positive agreement between 61% and 66% across all data points. There were some minor fluctuations across the years. Yet, approximately two-thirds of the teachers reported that they could still deliver their MVP curriculum with fidelity despite the challenges of the pandemic and remote instruction.



**Figure 5**  
**Math 1-3 Teachers' Perceptions of the MVP Curriculum: Spring 2020/2021 and Over Time**



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

Math 1-3 teachers were asked about the appropriateness of the new curriculum for meeting the needs of Academically Gifted (AIG) students, English Learners, and struggling students. As Table 10 reports:

- In 2021, the percentage of teachers responding “definitely” when asked if the new curriculum meets the needs of AIG students decreased by -22.9 percentage points for MVP Math 1 since Fall 2017. Similarly, the percentage of Math 1 teachers who responded “somewhat” increased by 21.6 percentage points over the same period, suggesting some moderation over time. The data shifts for Math 2-3 were similar but smaller.
- When asked if the curriculum was meeting the needs of English Learner students, in 2021 about one-third of the Math 1-3 teachers responded, “not at all” (between 34.6% and 37.1%). This percentage represents a decrease of between 21.8 to 25.4 percentage points from baseline. The trends seen within the 2021 results were consistent with Spring 2020.
- When asked if the new curriculum is meeting the needs of struggling students, the shifts were generally also positive for Math 1-3 teachers. For example, by 2021, the percentage of Math 1 teachers who felt their curriculum was “definitely” appropriate for struggling students increased by 8.8 percentage points since Fall 2017, and the percentage of teachers responding “not at all” declined by almost



13 percentage points. For MVP Math 1-3, in Spring 2021 the percentage of teachers who asserted that their new curriculum was “not at all” appropriate for struggling students decreased by -12.8, -22.7, and -21.2 percentage points, respectively, since data collection began. Again, the trends seen within the 2021 results were consistent with Spring 2020. Despite these gains, “somewhat” was still the most common response over time.

**Table 10**  
**Math 1-3 Teachers’ Perceptions of the MVP Curriculum for Selected Students: Spring 2020/2021 and Over Time**

Statement	Category	n	Definitely	Somewhat	Not at all
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	2020 MVP 1	41	26.8%	58.5%	14.6%
	2020 Change from Baseline		-24.6	16.6	7.9
	2021 MVP 1	137	28.5%	63.5%	8.0%
	2021 Change from Baseline		-22.9	21.6	1.3
	2020 MVP 2	33	39.4%	45.5%	15.2%
	2020 Change from Baseline		-3.3	1.7	1.70
	2021 MVP 2	78	37.2%	52.6%	10.3%
	2021 Change from Baseline		-5.5	8.8	-3.2
	2020 MVP 3	41	19.5%	63.4%	17.1%
	2020 Change from Baseline		-11.8	17.1	-5.4
	2021 MVP 3	70	24.3%	62.9%	12.9%
	2021 Change from Baseline		-7.0	16.6	-9.6
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (ELL).	2020 MVP 1	41	9.8%	65.9%	24.4%
	2020 Change from Baseline		4.0	31.3	-35.2
	2021 MVP 1	139	9.4%	55.4%	35.3%
	2021 Change from Baseline		3.6	20.8	-24.3
	2020 MVP 2	33	12.1%	45.5%	42.4%
	2020 Change from Baseline		-0.7	14.6	-14.0
	2021 MVP 2	78	11.5%	53.8%	34.6%
	2021 Change from Baseline		-1.3	22.9	-21.8
	2020 MVP 3	41	4.9%	46.3%	48.8%
	2020 Change from Baseline		-5.1	18.8	-13.7
	2021 MVP 3	70	5.7%	57.1%	37.1%
	2021 Change from Baseline		-4.3	29.6	-25.4
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	2020 MVP 1	41	14.6%	53.7%	31.7%
	2020 Change from Baseline		6.1	0.9	-7.0
	2021 MVP 1	139	17.3%	56.8%	25.9%
	2021 Change from Baseline		8.8	4.0	-12.8
	2020 MVP 2	34	14.7%	52.9%	32.4%
	2020 Change from Baseline		-2.1	13.9	-11.8
	2021 MVP 2	79	16.5%	62.0%	21.5%
	2021 Change from Baseline		-0.3	23.0	-22.7
	2020 MVP 3	41	9.8%	53.7%	36.6%
	2020 Change from Baseline		-2.9	15.7	-12.8
	2021 MVP 3	71	12.7%	59.2%	28.2%
	2021 Change from Baseline		0.0	21.2	-21.2

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

- Notes:
1. The “Change” row reports the difference between Spring 2020/2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. MVP Math 1 data for these items were first collected in Fall 2017. MVP Math 2 and MVP Math 3 data for these items were first collected in Spring 2019.
  2. Differences greater than five percentage points are highlighted in blue.



### What was the Math 1-3 teachers' summative assessment of the MVP curriculum from Spring 2019 to Spring 2020?

When asked how they would describe the new curriculum's impact on student achievement, the most common response was the new curriculum's influence is "mostly positive" for the MVP Math 1-3 teachers in 2021. Less than 14.3 percent of teachers responded that the new curricula had a "mostly negative" effect. Like the other data patterns, Math 3 teachers were less positive in their assessment than the Math 1 and Math 2 teachers. Overall, the 2020 and 2021 data are more positive than the baseline year, with more teachers reporting their new curriculum is having a "mostly positive" effect and fewer saying it had a "mostly negative" effect..

Table 11

Math 1-3 Teachers' Summative MVP Curriculum Assessment: Spring 2020/2021 and Over Time

Statement	Category	n	Mostly Positive	No Difference	Mostly Negative
How would you describe the new curriculum's impact on student achievement?	2020 MVP 1	40	50.0%	40.0%	10.0%
	2020 Change from Baseline		11.1	7.6	-18.7
	2021 MVP 1	137	54.0%	32.8%	13.1%
	2021 Change from Baseline		15.1	0.4	-15.6
	2020 MVP 2	33	45.5%	30.3%	24.2%
	2020 Change from Baseline		17.4	2.2	-19.6
	2021 MVP 2	77	53.2%	32.5%	14.3%
	2021 Change from Baseline		25.1	4.4	-29.5
	2020 MVP 3	41	36.6%	48.8%	14.6%
	2020 Change from Baseline			No Data	
	2021 MVP 3	71	45.1%	40.8%	14.1%
	2021 Change from Baseline			No Data	

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

- Notes:
1. The "Change" row reports the difference between Spring 2020/2021 and when the other data were first collected during the baseline year; implementation timelines varied across content areas. MVP Math 1 data for these items were first collected in Fall 2017. MVP Math 2 and MVP Math 3 data for these items were first collected in Spring 2019.
  2. Differences greater than five percentage points are highlighted in blue.





## ACADEMICS STAFF FEEDBACK ON CURRICULAR IMPLEMENTATION

In Fall 2021, DRA conducted a series of focus group interviews with Academics staff members who directly support curriculum implementation in WCPSS schools at the elementary, middle, and high school levels. All of the interviewees were instrumental in the curricula rollouts, and their opinions were solicited to determine what went well, what were their biggest challenges, and what lessons could be learned to help the district in the future. We also asked why they thought the 2021 survey results were more positive overall than 2020.

### INTERVIEWS WITH ACADEMICS STAFF— ELEMENTARY GRADES EL 3-5

According to Academics staff members supporting the implementation of EL 3-5, the more positive results in Spring 2021 may have been due to the greater flexibility in implementing the curriculum and the additional resources provided to teachers. Academic staff members said a strength of the rollout was that they sought feedback from multiple stakeholder groups and provided resources to assist teachers with instructing students to reach the higher standards of the newly adopted curriculum. The Academics staff also mentioned the challenges faced by a large-scale curriculum rollout included the rapid pace in which it was implemented, lack of focus on teachers' beliefs and mindsets related to students' ability to master the higher

standards of the EL curriculum, and the lack of sustained professional development. To address these challenges, staff suggested a larger implementation period when adopting a new curriculum to allow teachers to acquire the technical skills and develop mindsets consistent with the new approach. Representative quotes from the elementary level staff are shared for each question posed below.

### This Spring's [2021] teacher survey questions were much more positive than in the past. Why do you think it was so much more positive? Was there more flexibility?

"The teachers have become more familiar with the curriculum, and as a result they are able to make more accommodations for their students. Plus, we provided more resources at the district level, including a scaffolding document, pre-assessments, a 'bridge' curriculum to assist teachers due to the pandemic, and an adjusted pacing guide. All of these efforts helped improve and change teachers' perspectives."

"When we were remote due to the pandemic, we knew it would take longer for the teachers to get through the curriculum, so instead of doing four modules we shortened it to three to give them more flexibility. In certain grade levels the teachers got to choose the three modules, and in other grade levels it was assigned. It depended on the standards that were taught in each module."

"The 'bridge' curriculum really tried to help connect where the students ended the year in 2019-20 and where they were starting in 2020-21. We gave the teachers additional resources to help them identify the [learning] gaps due to the pandemic,

and we provided scaffolds aligned to the curriculum resources to help overcome those deficiencies."

"The reason why we see the perception data improved [in 2021] is that the teachers were at first skeptical of the higher expectations, but over time they realized that students could meet the higher standards and become more positive. That helped build trust with the curriculum."

### What went well with the curricula rollouts? What were the biggest successes?

"For the first time in a long time, we were offering elementary schools curricular resources that included texts for students and printed student handouts. That went well. For a long time, they didn't have those materials provided by the district."

"The curriculum was aligned to the shifts we were asked to make with the implementation of the [new] standards, and it rectified some of the challenges that were highlighted by the curriculum audit. For example, some of the biggest challenges revolved around the fact that the tasks kids were being assigned did not exemplify the rigor the standards called for. The students were doing what we asked them to do, but we needed to raise the bar and ask more of them."

"The process we used to adapt the curriculum was very inclusive, not only within the departments within Central Services, but also with teachers, parents, and the community. We had curriculum fairs, sites across the district, where the parents and community members could see the curriculum and give feedback before we narrowed it down to three possibilities and made a final choice."



### What were the biggest challenges you faced with the curricula rollouts? How were those challenges addressed?

“The initial rollout with grades 3 and 6 was difficult because it happened so quickly. Teachers were given a few days of training and then were expected to implement. They needed more processing time than they were given.”

“Beliefs and mindsets were challenging. Teachers were skeptical that all kids could achieve the rigor that was expected, especially because we grouped students by their reading level. So, some students were not reading books appropriate for their grade level because they didn’t always have access to their grade level books. This curriculum allowed everyone access to grade level materials. It was a challenge to change that mindset.”

“The challenges were providing sustainable ongoing professional development, especially during the pandemic. The training can’t be a ‘once and done.’ Right now, we can’t require any training that requires a substitute because the schools are understaffed, so as a district we’ve had to do much less PD. Finding subs remains difficult.”

“When we initially rolled out the EL curriculum, we had the vendor provide a lot of initial training, but it was hard to train the new hires and keep up the same energy and momentum. The district is just so big...”

“I really wish that we were not interrupted by the pandemic because I am confident we would have seen increases in the student achievement scores. This was definitely what the district needed to propel us forward. It aligns to the state initiative around the science of reading for elementary schools. We are in a good place. It’s definitely worth the time and effort. It was a great investment in our students.”

### What lessons were learned during the curricula rollouts? Any advice for those initiating future rollouts?

“A curriculum implementation requires a longer ‘runway’ for the rollout to give teachers time to really learn the curriculum, which was a big piece that we missed. We worked on teaching the mindset shifts and the pedagogical shifts that had to happen in order to lift the curriculum. What I mean by that is that we went from a place where the ELA block was generally quiet, but EL Education requires that 60% of the discourse is among the students themselves.”

“It was a combination of technical skills like how to implement the curriculum, but we should have also tackled the soft skills pertaining to attitude and mindset. We should have laid the foundation with some belief work. That would have helped initial perceptions. We missed the boat on that. We needed to work on beliefs and get more people on board. We couldn’t spend enough time on it because the runway was so short.”





## INTERVIEWS WITH ACADEMICS STAFF—MIDDLE SCHOOL GRADES EL 6-8 AND OUR 6-8

Academics staff members supporting the implementation of EL 6-8 and OUR 6-8 shared their perceptions regarding the positive survey results in Spring 2021, during the focus group interviews conducted by DRA staff. Similar to the elementary level, middle school staff believed that the more positive survey results reflected the greater flexibility teachers were offered during remote instruction and the additional resources they were provided. Academics staff shared that the professional learning offered to principals along with the partnerships between district staff and vendors and between coaches and Instructional Facilitators were strengths within the rollout. Staff members supporting middle school programs reiterated what their elementary level colleagues stated about the challenges faced by the fast-paced curricular rollout. To mitigate challenges, Academics staff members recommended involving a multi-stakeholder team, developing an implementation team, beginning implementation planning early, and providing professional learning resources to PLTs. Representative quotes from the middle-level staff are shared for each question posed below.

**This Spring's teacher survey questions were much more positive than in the past. Why do you think it was so much more positive? Was there more flexibility?**

"This past year was especially more positive. The teachers were in an environment where everything changed, like delivery structure. Being able to use

a core resource and a blueprint platform made it easier for them to use the resource, but they didn't have anything else. It was more about the delivery structure than the curriculum itself. We tailored our resources to meet the needs of the current environment, which involved virtual teaching. Because it was handed to the teachers, it was a comfortable transition for them."

"This is more about delivery of instruction during the pandemic and not about the implementation of core curricula. A blueprint course is literally the course materials provided through Canvas. Grade level by grade level course materials were made available in Canvas, so everything was ready for a teacher to log into a learning management system. Many of the resources were available before the pandemic."

"There was a little flexibility. The way EL is taught, there was a reduced amount of time we were teaching, limited time, so some things were left out. We took one module out. All EL teachers had to teach Modules 1 and 2, and about three-quarters of the teachers had a choice between Modules 3 and 4."

"All curricula are defined around the... instructional practice[s]. There is always room in there for teachers to respond to the students in front of them, and teachers always have flexibility around what the instruction should look like."



## What went well with the curricula rollouts? What were the biggest successes?

“We had 1.5 years with [grades] 3 and 6 implementation structure, but less with the other grades. We provided PD [professional development] for principals so they knew what they were looking at. We had ‘level sessions’ where the content specialist would speak directly to EL or OUR. Part of the PD was the ‘learning walks’ where the principals could go to different schools and look at the curriculum being taught, talk about what they were seeing, both positive and negative. Content specialists were leading those walks. Principals didn’t get as much PD as we wanted, but they learned enough to know what to look for in the classrooms.”

“Partnership with the vendors was very helpful – training and coaching were involved in the process. It was an ongoing partnership. The vendors provided ongoing visits, meetings with Academics staff, and assisted with the PD. ‘One and done’ is not effective, so they provided us with that level of professional learning, and we tried to pass that on to the district. They included WCPSS staff in the planning, and collected feedback from both MVP and EL. They sat with us to learn about our Strategic Plan and district initiatives, so they learned context before they started delivering the PD. They understood the landscape.”

“Partnerships with coaches and IFs (Instructional Facilitators) that assisted with implementation were very helpful. We used Implementation Science, the PD, the coaching, the support – all were part of the decision-making process. This is important when trying to implement anything. The other part is the 3-5 years of implementation that are required before you can expect outcomes.”

## What were the biggest challenges you faced with the curricula rollouts? How were those challenges addressed?

“This happened quickly, but there was momentum [to improve curricula] going on across the country. It wasn’t just a WCPSS story. A lot of it came from awareness of the Multi-Tiered System of Supports (MTSS) structure, with other elements coming from equity and becoming aware of its importance in schools, and what a student had from classroom to classroom was totally different. Those were some of those compelling ‘whys,’ and we needed to move in the direction of finding core curricula. We had some data, but knew we had to do more. The New Teacher Project (TNTP) audited multiple classrooms, and they looked at the standards and content being taught. We were not teaching the standards of the grade level, and content was all over the place.”

“No staff development due to pandemic, a teacher shortage, substitute shortage.... No [additional training] has been done unless it was a state requirement over the past two years. We’ve done some asynchronous stuff for new hires, but nothing face-to-face. The training is available, but not every new hire has taken advantage of that. Virtual courses only. It’s not what they would have provided prior to 2019.”

“Administrators couldn’t focus on what was going on in the classroom because they were so preoccupied with staff issues, COVID issues, etc., so necessarily there was less focus on academics. A classroom teacher doesn’t feel comfortable with someone observing curriculum when they’re trying to get everything else in order. So, during the curriculum walks during the pandemic, either virtually or in person, we were told ‘not right now.’ But we still can’t say that we know what it looks like in the buildings right now.”



“We all wish that we had more time for PD with teachers, as well as monitoring instruction. That is the key component for implementation, and we lost it. We didn’t have it. My perception right now is that we have to start over based on what has happened in the past two years, plus tremendous turnover from teachers and administrators. Schools have infrastructures that help a new teacher come on board through mentors, PLTs, department meetings, and stuff that is no longer happening. With nothing to bring you into the fold you adopt bad habits. You need the infrastructure to learn expectations.”

### What lessons were learned during the curricula rollouts? Any advice for those initiating future rollouts?

“Provide opportunities for teachers to learn together and get PD on the modules, as well as structure their PLTs.”

“A lesson that we learned after rolling out 6th grade is that you must start sooner. We started right before the school year, and it was a nightmare. For the other grades we started preplanning in January. The sooner you can start with organizing your PD, resources, materials, etc., the better off you’re going to be.”

“We went to the board in May 2017 with decisions about EL and MVP, and we started training two months later. We were talking about literally training every teacher in the district in those grade levels. We had to order the texts, make copies, find budget codes, deal with logistical concerns, etc. Once you make a decision about the resource you need 6-12 months of preparation. We learned that we had to start a lot further out.”

“You need a multi-stakeholder team, including tech services, HR, finance, ELA, Area Superintendents, etc. People all throughout the district need to be part of the implementation. There are so many people that have to be involved in the planning and execution of it.”

“We have implementation teams that involve ESL, SPED, Intervention, and a wide variety of others. How do we roll this out, monitor it, and keep them going? We have implementation teams at the Central Services level with representation from school staff, and it remains ongoing. We’re still doing it. No ‘one and done’ if you want full implementation. We are currently discussing more PD for principals.”

## INTERVIEWS WITH ACADEMICS STAFF – MVP MATH 1-3

Academics staff members supporting the implementation of MVP shared their perceptions regarding the positive survey results in Spring 2021, during the focus group interviews conducted by DRA staff. According to Academics staff members, the availability of additional resources and the greater flexibility with using the resources to supplement the curriculum may have resulted in more positive teacher perceptions. They also shared that having a clear timeline, receiving support from senior leadership, incorporating a multi-department team to review the resources and make data-based decisions, and offering quality professional development were strengths of the curriculum roll-out. Challenges mentioned included implementing during the planning phase, shifting teachers’ mindsets to build “buy-in”, transitioning student learning to meet new workforce expectations, and monitoring implementation during remote instruction. To ensure successful



implementation, Academics staff members shared their lessons learned, which included making a purposeful effort to involve multi-stakeholders, providing resources from central services to support schools prior to rolling out the curriculum, communicating why the changes are necessary to all stakeholders, and aligning the curricula vertically to aid students as they transition between school levels.

Representative quotes from the mathematics support staff, which encompasses both middle and high school grades, are shared for each question posed below.

### This Spring's teacher survey questions were much more positive than in the past. Why do you think it was so much more positive? Was there more flexibility?

"I was kind of curious about that, and I don't know about the difference between middle and high. This last year-and-a-half or so with so much virtual everything. We developed lessons for the teachers to use, so it was prebuilt for them. They may have been saying positive things because they were provided additional resources to support remote learning."

"We advertised it as much as possible as a resource that we developed. There were different comfort levels for the technology involved – we even went to the level of automatically grading a student's response. We had a couple of trainings around that. Teachers can go in and search for an activity, then some of them will do that, or tweak or change the activity if they want to use it."

"The other big resource that we developed was the 'vertical bridge.' That was for the first year, so we tried to get them some guidance on the key topics to focus on. That morphed into a vertical alignment document – we set it up with some general strands of topics and standards. The topics

flow across several courses. The next layer we developed for this school year were some prerequisite skills documents, and we created quizzes aligned to the standards. In some cases, it might be a re-teach. Several of our standards are the same across the course, but the type of function they use may change from course to course. We took it as 'survival mode,' as we were losing people to burnout. MVP was still the core curriculum, but teachers were allowed to supplement for their classes."

"We met with different PLTs to help with implementation from middle and high schools month-to-month. We tried to mirror what they were doing to reinforce the training, helping them with pacing. Once they found out the other schools were in the same boat as them, it was a learning curve for themselves and their students as well because it was a new kind of instruction, and the students had to adapt different behaviors."

### What went well with the curricula rollouts? What were the biggest successes?

"One of the things that worked well was to develop a timeline and set dates for tasks to be completed. One thing that was huge was senior leadership. There were many people above me involved. We made decisions based on data, got some training. Once we got the resources, we had lots of different people reviewing them (AIG, EL, etc.)."



“We did field testing and saw that teachers had seen presentations from the vendors. A large group of people in Central Services were involved in the decisions. Once we got through everything, we were able to discuss the pros and cons of each one and made a recommendation. It was an objective and data-based process.”

“There was a fifth day of training where we used research to improve mathematical discourse and fitted that into the instructional model. Those teaching practices were used throughout the country and have been around for quite a while. We had practical steps for how to manage what a successful discourse looks like. You can’t just walk in cold. It helps to have a practical guide on how to do that, for connecting the dots for teachers and administrators.”

“We’ve continued to have trainings every year for the new hires, or those new to MVP. There is a virtual training that was developed for those teachers to go through, and they have people at the school to support them.”

“Once we adopted the materials and the training wasn’t a ‘one-and-done’ – we had four days of training for every teacher in the first year – we previewed units and discussed how lessons flowed together. We talked about the speedbumps that you might come across. Most teachers were lecturing, so the more they could see what it was supposed to look like, the more it helped to reinforce what was in the trainings.”

“The teachers had to figure out how to be successful with this instructional model. Teachers spent an inordinate amount of

time planning at the beginning. They developed different tools for attacking math problems with critical thinking tools. Students became more confident and braver while attempting to find solutions.”

### What were the biggest challenges you faced with the curricula rollouts? How were those challenges addressed?

“We were building the plane as [we] were flying it. WCPSS had not done anything like this before, but that was one of the biggest things that made it work.”

“Given the process that we were using – I don’t think there was much wrong with our process – but we made some tweaks like mapping out a timeline. Here’s all the things you need to be doing and thinking about. It would have been nice to have something like that the first go-around, but we were doing something new.”

“It challenged and changed mindsets overall. There was a teacher at a specific school who was very resistant. I worked with her, and she tried it, and now she is one of our biggest advocates for it. I think that just shifting the mindset from ‘students can’t’ to ‘students can.’”

“It was hard to get the buy-in, especially during that first year. It took time for teachers to learn the curriculum and eventually be amazed at what their students were talking about and saying. I would like for the teachers to be able to practice modeling some more.”

“One thing that I keep in the back of my mind is the disconnect between what we use – handheld calculators – and what students will use in college and industry. They don’t use handheld graphing



calculators in the workforce. They use software and dedicated programs. They use online programs to give them the answers. Honest assessment would help them to drive a lot of changes.”

“Just seeing trends of how standards are changing, and how we can better meet industry requirements. There was this industry guy who said he didn’t need people who could do calculus because he had programs to do that. He said, ‘we need people who can interpret and communicate data.’ Calculus has been a keystone course but it’s not going to stay that way. It’s going to shift to the data world, which is much more practical. More focus on statistics and data analysis. So, there’s going to be quite a bit of change in what’s in courses in the future, and it will be interesting.”

“Not all schools are using MVP. The books are still sitting in the bookroom in some cases. This school year they’ve been back face-to-face. Last year we had more remote students because of the Virtual Academy, and fewer students this year.”

“Some teachers have gone back to a much more traditional method of lecturing and gotten away from the MVP style, so we want to readdress that and reboot our instructional practices. We don’t know how much administration has been into the classrooms to see what is going on. I know what I know from talking to colleagues who have been out into the classrooms, so they see more than what I have. We need to get in and do some walkthroughs. We talk about it during school leadership meetings, what is the model, what should we be looking for?”

### What lessons were learned during the curricula rollouts? Any advice for those initiating future rollouts?

“I’ve learned that you have to involve all stakeholders, and part of what was new about this was that teachers had perceptions about committee work. They would offer input, but they didn’t feel like they were being heard and we were going to do what we wanted anyway.”

“Hindsight, lessons learned, building resources to help them launch the new curricula instead of leaving it to school-based people to figure out. Demonstrate for them what it’s going to look like, to understand why we are making changes, framing things for parents. By the second year we had figured that out. We dropped the ball on developing resources to communicate ‘The Big Why’ to students and parents, but we covered it with trainings for teachers.”

“We have every middle school offering Math 1, and a third of them offer Math 2 via the Virtual Public School. We need to collaborate selecting materials, the trainings, the whole nine yards. We are always going to be in a situation of supporting each other because there is so much overlap. The parents are pretty much aware of the fact that they may not get a face-to-face situation.”

“OUR and MVP are very much aligned, and they used a lot of the processes that we used. The students who did OUR and then flow into MVP are doing much better because there is less adjustment and shock. Teachers are figuring out how to do these kinds of instruction.”





## SHORT AND LONG-TERM OUTCOMES

Long-term goals focused on student achievement were not evaluated due to many factors including the interpretability of the EOG results in 2020-21 as compared to prior years, the absence of EOG testing in 2019-20, the switch to mostly virtual teaching in 2020-21, the pandemic's suppressive effect on the percentage of students who took EOG assessments, and most importantly the impact on learning from the pandemic itself. As such, DRA have focused the report on the implementation of the EL, OUR, and MVP curricula and lessons learned from the wide-scale rollout of these curricula. Over time the percentage of teachers reporting "Mostly Positive" regarding the curriculum's impact on student achievement increased and Academics staff were confident that we would have seen significant increases in student achievement scores if the pandemic had not intervened.

While we were unable to measure academic outcomes directly, we were able to capture teacher and student perception data to address the goals associated with teachers implementing new learning to create richer learning environments, teacher satisfaction with their school's climate, student engagement, and student improvement in 4Cs skills. Thus, in the absence of standardized achievement data to support the long-term goals associated with academic outcomes, perception data are examined to measure progress toward these goals.

Teacher outcomes related to short-term goals included teachers’ implementation of new learning and skills to create a richer learning environment for students (e.g., support 4Cs), teachers’ satisfaction with the school climate and culture, and teachers’ perceptions of collaboration and communication (two of the 4Cs). The teacher survey data showed that most teachers consistently agreed that the new curricula (EL, OUR, and MVP) allowed students opportunities to engage in the 4Cs.

Teachers’ perceptions of their school’s climate as measured by the Teacher Working Conditions

(TWC) survey showed that over time teachers responded more positively. Furthermore, teachers’ assessment of their students’ ability to work effectively in pairs and groups (i.e., 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 (see Table 12). It should be noted that these sentiments were likely impacted by numerous aspects in addition to the curriculum resource, including factors related to the school leadership, staff retention, student population shifts, etc.

**Table 12**  
**Teachers’ Perceptions: Spring 2018-19 to Spring 2020-21**

Teacher Survey Data	2018-19	2019-20	2020-21
Overall, my school is a good place to work and learn	84.6%	*84.95%	91.6%
In general, students that I teach can work effectively in pairs and groups.	83.6%	90.4%	N/A
In general, students that I teach communicate with each other in a respectful and productive manner.	82.4%	94.9%	N/A

Data Source: WCPSS Spring 2019 through Spring 2021 Teacher Survey Data

Notes: 1. N/A represents data not collected for the time period.

- 2. \*Teacher survey data for “Overall, my school is a good place to work and learn” in 2019-20 reflects TWC data for the district since the question was not asked on the WCPSS Spring 2020 survey.

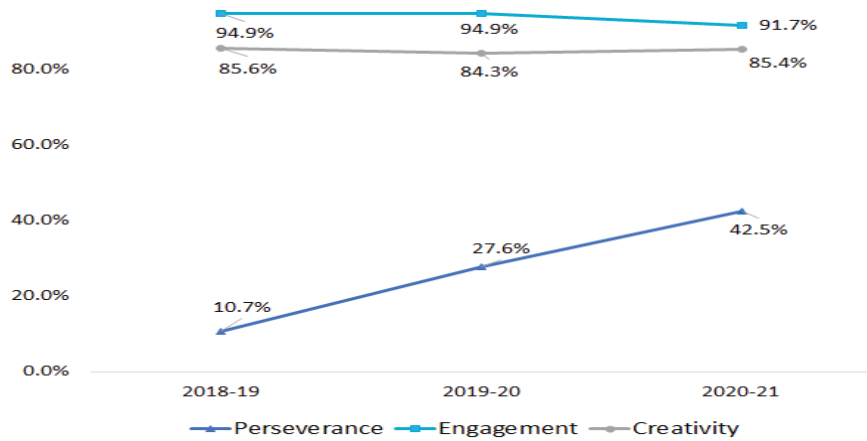
To assess the short-term and long-term goals associated with student outcomes, three indicators of student perceptions were examined: student engagement, creativity (one of the 4Cs skills), and student perseverance. Student perseverance increased dramatically while engagement and creativity remained fairly stable. Student engagement was measured by student agreement with the survey item, “I work hard to meet my teachers’ expectations.” The percentage of students in Grades 5-8 who agreed they worked hard to meet expectations declined slightly from 94.9% in 2018-19 to 91.7% in 2020-21 (see Figure 2). To examine the degree to which teachers provided opportunities for creativity in the classroom, students were asked to what extent they agreed that “my teachers give

me the opportunity to be creative at school.” The percentage of students agreeing with this statement remained consistent between 2018-19 (85.6%) and 2020-21 (85.4%). Student perseverance was measured by students’ agreement with the statement, “Setbacks (delays and obstacles) don’t discourage me. I bounce back from disappointments faster than most people.” There was a notable increase in the percentage of students reporting that they maintain perseverance despite setbacks, rising from 10.7% in 2018-19 to 42.5% in 2020-21 (see Figure 6). Again, while these trends cannot be attributed specifically to the new curricula being implemented, they were the best data available to help assess the intended outcomes of the rollout.





**Figure 6**  
**Students' Perceptions: Spring 2018-19 to Spring 2020-21**



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

- Notes: 1. The student survey data are collected beginning at Grade 5 at the elementary level; thus, student survey data reflects students in Grades 5-8. High school students were not included in the figure because the new curricula are only being used in three courses at that level.
2. The percentages shown in the figure refer to students responding "Strongly Agree" or "Agree" on the items measuring engagement and creativity, and "Very much like me" or "Mostly like me" for the item measuring perseverance.

Additionally, the short-term goal related to the implementation of the curricula was not monitored as planned in 2019-20, due to the ILT process being disbanded in 2017-18 and the onset of the pandemic. While school administrators may have continued to monitor implementation, the degree to which this occurred is not centrally documented.

As a measure of fidelity of implementation during the pandemic, teachers were asked how the pandemic affected their ability to deliver the curriculum (see Table 13). Approximately one-third to one-half of the teachers surveyed reported that the remote learning model affected their ability to deliver their curriculum "a great deal." However, it should be noted that despite teachers' concerns related to the impact of the pandemic as cited earlier in the report, most teachers shared they were able to implement the curriculum with fidelity despite the challenges. These findings may represent teachers' resiliency and/or the increased flexibility offered to teachers during remote instruction.



**Table 13**  
**Relationship Between Remote Learning and Fidelity of Implementation**

Statement	Category	2021 n	A Great Deal	Somewhat	Not at All
To what extent did teaching remotely this year affect your ability to implement the curriculum with fidelity?	EL 3	327	35.5%	51.7%	12.8%
	EL 4	244	29.9%	57.8%	12.3%
	EL 5	242	28.5%	61.6%	9.9%
	EL 6	103	34.0%	44.7%	21.4%
	EL 7	107	39.3%	50.5%	10.3%
	EL 8	112	33.9%	48.2%	17.9%
	OUR 6	76	50.0%	43.4%	6.6%
	OUR 7	77	45.5%	44.2%	10.4%
	OUR 8	63	47.6%	44.4%	7.9%
	MVP - Math 1	139	43.2%	46.8%	10.1%
	MVP - Math 2	79	38.0%	51.9%	10.1%
	MVP - Math 3	71	49.3%	45.1%	5.6%

Data Source: Analysis of WCPSS Spring 2021 Teacher Survey Data





## DISCUSSION AND RECOMMENDATIONS

The data show that, generally, the new EL 3-8, OUR, and MVP Math 1-3 curricula have been fairly well received overall by the district's classroom teachers. Most teachers perceived the resources to be of high quality, and the associated training/professional learning was developed and delivered as planned. While a relatively small percentage of teachers felt they needed additional training and support, the majority believe they can implement their new curriculum with fidelity. There was consistent agreement among teachers that the new curricula gave all students ample opportunities to develop the 4Cs. However, concerns remain about the appropriateness of the new curriculum for certain students, specifically AIG, EL, and struggling students.

WCPSS stresses continuous improvement, and in that vein, based on feedback from teachers, students, and Academics staff, DRA offer the following recommendations to consider when new curricula are introduced:

- **Allow adequate time for the rollout.** There is a consensus that the curricula rollouts, especially with EL 3, EL 6, and MVP-1, were more difficult to deploy due to the speed of the curricula rollout. Teachers were only given a few days of training and were then expected to implement. Staff reported teachers required more time to process

the new information. As one Academics staff member commented, “the runway was too short.” Academics staff worked expeditiously to organize professional development, create resources, print materials, order texts, find budget codes, and deal with logistical concerns. All staff agreed that the sooner planning can begin, the smoother the implementation will be; allowing 6-12 months for planning and preparation was suggested as a minimal timeline.

- **Continue to involve all stakeholders.** Academics staff used an inclusive strategy to plan for the release of the new curricula, involving various departments within Central Services (AIG, EL, SPED, etc.). It quickly became apparent that it was going to take a multi-stakeholder team including Tech Services, Human Resources, Area Superintendents, and many others for the initiative to be successful. For additional outreach, Academics staff held curriculum fairs at sites across the district so parents and community members could see the new curricula candidates and give feedback. While “The Big Why” was communicated to teachers, to get buy-in among all stakeholder groups, the district must ensure “The Big Why” is also fully communicated to students and parents ahead of time.
- **Give adequate time for students and staff to make adjustments:** Implementation Science has determined that it takes approximately three to five years of sustained effort for a significant change to “take root,” (Fixsen et al., 2005). Change takes time and staff need time to adjust to new expectations. The survey results showed that the new curricula became more accepted over time as teachers gained familiarity and experience with a student-centered instructional model.
- **Provide ample supplementary resources to teachers – and evaluate their quality and utility:** Academics staff reported developing several additional resources for teachers, including scaffolding documents, pre-assessments, pacing guides, vertical alignment documents, tests, quizzes, printed student handouts, etc. Additionally, in response to the pandemic, Academics staff went grade-level-by-grade-level to develop “blueprint courses” that could be delivered through Canvas. Teacher survey data indicated that more than three-fourths of the teachers were satisfied with the resources that were provided, but in many cases were not satisfied with how the curricula supported learning for specific subgroups of students. Having these kinds of resources to ensure that all students can access the curriculum at the beginning of the rollout should help avoid that problem.
- **Develop mindset shifts.** Developing a foundation during implementation planning that encompasses any necessary mindset shifts to address existing beliefs which may cause teachers to balk at changing practices will likely improve the fidelity of implementation.
- **Develop a comprehensive strategy to rebuild and sustain the professional development infrastructure.** The ILT process implemented in 2017-18 was developed to deliver the professional learning in a comprehensive way by involving multiple stakeholders—teachers along with school and district administrators. The professional learning needed to support the large-scale rollout of the curriculum created a substantial demand on staff time, and was not well received by staff; thus, it was not sustained beyond 2017-18. Widespread staff



development in WCPSS is challenging due to the size of the district, understaffing, the shortage of substitute teachers, and additional difficulties related to the unforeseen pandemic. Consequently, Academics staff were unable to sustain ongoing professional learning, monitor classroom instruction, or provide feedback. Currently, only asynchronous training is provided for new hires, but nothing face-to-face. As one Academics staff member shared, "my perception right now is that we have to start over based on what happened over the last two years, plus tremendous turnover from teachers and administrators." Doing so will require significant and sustainable professional learning infrastructure beyond what is currently available.

- **Engage vendors for long-term support.** When the new curricula were rolled out, the vendors provided much of the initial training, but it was difficult to train new hires with the same energy and momentum. Furthermore, all interviewees agreed that "one and done" training would be inadequate. To that end, the vendors provided ongoing visits, meetings with Academics staff, and helped to organize the professional development. The vendors sat with WCPSS staff to learn about our Strategic Plan and other district initiatives, so they had some context about the scope of our needs before they started delivering the professional development. They included WCPSS staff in the planning process and collected feedback from the teachers. As one Academics staff member put it, "they understood the landscape." Selecting a vendor(s) that provides adequate support over time is crucial.
- **Continue to monitor student achievement.** The absence of EOG testing in 2019-20, the switch to mostly virtual teaching in 2020-21, and the pandemic's suppressive effect on the percentage of students who took EOG assessments, impacted the interpretability of the EOG results in 2020-21 as compared to prior years. Going forward achievement data should be monitored to assess the degree to which the achievement goals have been met.



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# APPENDICES

## APPENDIX A

Table A1

The majority of teachers perceived the resources they were provided as valuable

Statement	Category	n	Extremely valuable	Quite valuable	Somewhat valuable	Slightly valuable	Not at all valuable	Not applicable
Over this semester, how valuable have you found the resources provided by your school/district to support learning?	EL Grade 3	329	12.5%	39.2%	32.2%	11.2%	4.6%	0.3%
	EL Grade 4	244	13.1%	38.1%	33.2%	11.5%	3.3%	0.8%
	EL Grade 5	242	10.7%	38.0%	31.8%	16.1%	2.9%	0.4%
	EL Grade 6	103	13.6%	31.1%	29.1%	17.5%	7.8%	1.0%
	EL Grade 7	107	11.2%	27.1%	36.4%	22.4%	2.8%	0.0%
	EL Grade 8	112	17.9%	32.1%	29.5%	17.0%	3.6%	0.0%
	OUR Grade 6	76	15.8%	32.9%	23.7%	17.1%	9.2%	1.3%
	OUR Grade 7	77	16.9%	31.2%	24.7%	19.5%	7.8%	0.0%
	OUR Grade 8	63	11.1%	28.6%	31.7%	23.8%	4.8%	0.0%
	MVP Math I	140	15.0%	31.4%	29.3%	20.7%	2.9%	0.7%
	MVP Math II	79	11.4%	30.4%	24.1%	25.3%	6.3%	2.5%
	MVP Math III	71	12.7%	25.4%	31.0%	19.7%	8.5%	2.8%

Data Source: Analysis of WCPSS Spring 2021 Teacher Survey Data



## APPENDIX B

Table B1

Teachers' impressions of EL 3, EL 6, and MVP Math 1 training: 2017-18

Statement	EL 3		EL 6		MVP Math 1	
	n	% Positive	n	% Positive	n	% Positive
I believe that the training I received was of high quality.	482	45.6%	131	64.1%	107	72.0%
I have received enough initial training to get started implementing the new curriculum in my classroom this	480	52.1%	132	71.2%	107	77.6%
I feel the need for additional training and support.*	481	62.4%	132	47.0%	107	45.8%
By the end of the training, I understood how the new curriculum aligns to the shifts in instruction required by the	478	58.6%	131	81.7%	106	67.9%
I am comfortable implementing the protocols and resources that have been recommended for instruction.	479	58.9%	131	77.9%	107	73.8%

Data Source: WCPSS Analysis of Training Participants' Survey Data

\*Note: A high level of positive agreement is not necessarily desirable for this survey item.





## APPENDIX C

**Table C1**  
**EL Education 3-5 teachers' positive agreement with survey items**

	Grade	2017	2018	2019	2020	2021
Percent Agreement - SA and A						
I believe the new curriculum to be of high quality.	EL 3	70.9%	67.1%	N/A	70.8%	69.3%
	EL 4		69.4%	67.3%	71.0%	64.5%
	EL 5		70.3%	69.0%	66.7%	76.0%
I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.	EL 3	16.8%	20.5%	N/A	31.4%	63.8%
	EL 4		22.0%	25.4%	33.8%	63.5%
	EL 5		15.3%	25.9%	31.9%	70.2%
I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).	EL 3	83.4%	85.0%	N/A	80.6%	79.0%
	EL 4		80.8%	80.8%	80.9%	82.0%
	EL 5		82.9%	85.8%	83.7%	86.7%
I feel the need for additional training and support.	EL 3	62.4%	53.2%	N/A	35.9%	19.0%
	EL 4		48.6%	44.7%	37.0%	17.3%
	EL 5		45.4%	46.8%	32.4%	18.3%
I believe I have been able to implement the curriculum with fidelity this year.	EL 3		76.7%	N/A	76.8%	70.0%
	EL 4			73.6%	80.2%	70.9%
	EL 5			71.8%	81.6%	76.0%
Percent Agreement - Definitely and Somewhat						
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	EL 3	79.1%	76.7%	N/A	84.8%	78.8%
	EL 4		76.4%	80.0%	79.7%	77.0%
	EL 5		75.4%	75.2%	78.9%	79.7%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (EL).	EL 3	85.9%	81.5%	N/A	83.3%	79.1%
	EL 4		88.4%	88.4%	84.9%	81.6%
	EL 5		92.9%	89.0%	83.8%	83.0%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	EL 3	59.8%	52.1%	N/A	65.0%	68.7%
	EL 4		72.3%	73.5%	75.2%	68.4%
	EL 5		80.4%	79.2%	73.0%	76.9%
Percent Agreement - Mostly Positive						
How would you best describe the new curriculum's impact on student achievement?	EL 3				44.2%	58.1%
	EL 4			47.5%	48.0%	57.6%
	EL 5			50.0%	43.7%	62.7%

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



Table C2

EL Education 6-8 teachers' positive agreement with survey items

	Grade	2017	2018	2019	2020	2021
Percent Agreement - SA and A						
I believe the new curriculum to be of high quality.	EL 6	58.2%	59.7%	N/A	52.9%	59.2%
	EL 7		52.2%	47.8%	45.9%	62.3%
	EL 8		57.5%	49.6%	55.1%	71.4%
I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.	EL 6	12.8%	15.8%	N/A	32.7%	71.8%
	EL 7		13.0%	21.1%	24.7%	77.6%
	EL 8		11.7%	16.9%	31.4%	82.1%
I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).	EL 6	69.1%	68.0%	N/A	67.7%	60.2%
	EL 7		70.2%	65.7%	60.0%	74.5%
	EL 8		71.7%	65.9%	61.8%	76.8%
I feel the need for additional training and support.	EL 6	47.0%	47.7%	N/A	31.1%	12.7%
	EL 7		33.3%	43.6%	24.7%	12.1%
	EL 8		31.9%	27.7%	20.2%	17.9%
I believe I have been able to implement the curriculum with fidelity this year.	EL 6		80.5%	N/A	83.2%	72.5%
	EL 7			80.0%	83.1%	64.2%
	EL 8			16.3%	26.1%	70.5%
Percent Agreement - Definitely and Somewhat						
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	EL 6	62.3%	60.9%	N/A	67.3%	68.9%
	EL 7		53.1%	59.6%	50.6%	77.6%
	EL 8		55.0%	54.6%	63.2%	81.3%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (EL).	EL 6	45.4%	40.3%	N/A	50.0%	66.7%
	EL 7		50.9%	52.3%	45.9%	70.8%
	EL 8		51.1%	48.5%	51.2%	74.8%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	EL 6	58.3%	49.2%	N/A	57.9%	71.8%
	EL 7		66.1%	66.1%	61.2%	75.5%
	EL 8		71.0%	63.0%	68.2%	79.5%
Percent Agreement - Mostly Positive						
How would you best describe the new curriculum's impact on student achievement?	EL 6			N/A	31.7%	49.0%
	EL 7			30.3%	26.2%	44.3%
	EL 8			35.7%	29.1%	63.1%

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



**Table C3**  
**OUR 6-8 teachers' positive agreement with survey items**

	Grade	2018	2019	2020	2021
Percent Agreement - SA and A					
I believe the new curriculum to be of high quality.	OUR 6	76.9%	55.4%	57.3%	61.8%
	OUR 7	76.4%	52.3%	61.1%	74.0%
	OUR 8	59.1%	47.4%	56.8%	79.4%
I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.	OUR 6	23.0%	23.0%	22.7%	63.2%
	OUR 7	23.0%	21.5%	22.5%	64.9%
	OUR 8	19.3%	22.1%	25.0%	63.5%
I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).	OUR 6	90.7%	77.8%	80.0%	78.9%
	OUR 7	85.2%	76.9%	81.7%	84.4%
	OUR 8	84.4%	73.4%	75.6%	82.5%
I feel the need for additional training and support.	OUR 6	32.4%	30.4%	20.0%	21.1%
	OUR 7	34.0%	26.4%	27.4%	19.5%
	OUR 8	24.1%	30.9%	40.4%	22.2%
I believe I have been able to implement the curriculum with fidelity this year.	OUR 6		64.5%	72.0%	57.3%
	OUR 7		67.0%	72.9%	57.1%
	OUR 8		57.9%	72.6%	52.4%
Percent Agreement - Definitely and Somewhat					
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	OUR 6	90.5%	87.5%	86.3%	90.8%
	OUR 7	87.0%	86.8%	85.7%	86.8%
	OUR 8	85.5%	77.4%	90.9%	91.9%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (EL).	OUR 6	70.4%	57.4%	52.9%	58.7%
	OUR 7	78.2%	57.1%	55.7%	63.6%
	OUR 8	55.6%	52.2%	56.8%	81.0%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	OUR 6	62.7%	56.2%	50.7%	57.9%
	OUR 7	67.3%	53.8%	59.2%	61.0%
	OUR 8	68.7%	51.1%	63.6%	73.0%
Percent Agreement - Mostly Positive					
How would you best describe the new curriculum's impact on student achievement?	OUR 6		33.8%	28.8%	44.7%
	OUR 7		35.2%	27.5%	48.1%
	OUR 8		31.2%	36.4%	58.1%

Data Source: WCPSS Spring 2019 through Spring 2021 Teacher Survey Data



**Table C4**  
**MVP 1-3 teachers' positive agreement with survey items**

	Grade	2017	2018	2019	2020	2021
<b>Percent Agreement - SA and A</b>						
I believe the new curriculum to be of high quality.	MVP 1	65.8%	70.6%	53.2%	78.1%	74.8%
	MVP 2			61.5%	70.6%	73.1%
	MVP 3				65.8%	71.4%
I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.	MVP 1	33.3%	30.5%	40.6%	56.1%	70.0%
	MVP 2			32.3%	64.7%	70.9%
	MVP 3				63.4%	71.8%
I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).	MVP 1	88.9%	84.8%	78.6%	83.0%	85.0%
	MVP 2			74.0%	91.1%	91.1%
	MVP 3				80.5%	83.1%
I feel the need for additional training and support.	MVP 1	45.8%	41.8%	44.0%	19.5%	12.2%
	MVP 2			46.3%	17.6%	15.4%
	MVP 3				12.2%	14.3%
I believe I have been able to implement the curriculum with fidelity this year.	MVP 1		68.7%	72.8%	46.4%	58.3%
	MVP 2			63.2%	58.8%	66.7%
	MVP 3				46.4%	58.6%
<b>Percent Agreement - Definitely and Somewhat</b>						
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of Academically Gifted (AIG) students.	MVP 1	93.3%	89.2%	89.0%	85.3%	92.0%
	MVP 2			86.5%	84.9%	89.7%
	MVP 3				82.9%	87.1%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of English Language Learners (EL).	MVP 1	40.4%	39.8%	51.8%	75.7%	64.7%
	MVP 2			43.7%	57.6%	65.4%
	MVP 3				51.2%	62.9%
I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of struggling students.	MVP 1	61.3%	58.1%	64.0%	68.3%	74.1%
	MVP 2			55.8%	67.6%	78.5%
	MVP 3				63.5%	71.8%
<b>Percent Agreement - Mostly Positive</b>						
How would you best describe the new curriculum's impact on student achievement?	MVP 1			29.0%	50.0%	54.0%
	MVP 2			28.1%	45.5%	53.2%
	MVP 3				36.6%	45.1%

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



## APPENDIX D

### WCPSS Professional Development Initiative 2017-18 (ELA 3, ELA 6, Math 1)

#### Background and Demographics

Did you attend district-sponsored curriculum resource training for EL Education (ELA 3 or ELA 6) or the Mathematics Vision Project (MVP Math 1) in 2017?

- Yes
- No

Which of the following training sessions did you attend?

- EL Education - Grade 3 (ELA 3) - Days 1, 2, and 3
- EL Education - Grade 3 (ELA 3) - Days 1 and 2 only
- EL Education - Grade 6 (ELA 6) - Days 1, 2, and 3
- EL Education - Grade 6 (ELA 6) - Days 1 and 2 only
- Mathematics Vision Project (MVP Math 1) - Days 1, 2, and follow-up training (webinar, face-to-face)
- Mathematics Vision Project (MVP Math 1) - Days 1 and 2 only (Summer 2017)
- Mathematics Vision Project (MVP Math 1) - for Administrators (in June 2017 or Summer Leadership Conference) Other (please specify)

How many total years have you been employed as an educator (including this year)?

- First Year
- 2-3 Years
- 4-6 Years
- 7-10 Years
- 11-20 Years
- 20+ Years

Which of the following is your primary school assignment?

(List of WCPSS schools)

#### Curriculum

Based on my initial impressions, I believe the new curriculum to be of high quality.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I believe that the new curriculum is an improvement over what teachers have been given previously (in 2016-17 and prior).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of:

- Academically Gifted Students (AIG)  
(Definitely Somewhat Not at All)
- English Language Learners (ELL)  
(Definitely Somewhat Not at All)
- Struggling Students  
(Definitely Somewhat Not at All)

I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I understand how the new curriculum materials are aligned to the rigor of the standards.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure



I believe that the new curriculum allows me to create dynamic learning experiences for my students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I believe that the new curriculum resource allows teachers to be creative and flexible when preparing and planning their lessons.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

Do you have any comments, questions, or concerns about the new curriculum implementation?  
(Open-ended)

What benefits or opportunities do you see for students in this new curriculum?  
(Open-ended)

What do you see as celebrations in implementing the new curriculum?  
(Open-ended)

What do you perceive to be your biggest challenges in implementing the new curriculum?  
(Open-ended)

## Training Delivery

I believe that the training I received was of high quality.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I have received enough initial training to get started implementing the new curriculum in my classroom this year.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I feel the need for additional training and support.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

By the end of the training, I understood how the new curriculum aligns to the shifts in instruction required by the standards.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure

I am comfortable implementing the protocols and resources that have been recommended for instruction.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Unsure



What additional support does your PLT need from Central Services staff to properly implement the new curriculum?  
(Open-ended)

Other than changing the time of year for the training and the availability of resources, what about the initial two-day training would have allowed you to be better prepared?  
(Open-ended)

**2017-18 WCPSS Teacher Survey – Curriculum Items Only**

Did you attend district-sponsored curriculum resource training for EL Education (ELA 3 or ELA 6) or the Mathematics Vision Project (MVP Math 1) in 2017-18?  
Yes  
No

Based on my initial impressions, I believe the new curriculum to be of high quality.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree  
Unsure

I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of:  
Academically Gifted Students (AIG)  
(Definitely Somewhat Not at All)  
English Language Learners (ELL)  
(Definitely Somewhat Not at All)  
Struggling Students  
(Definitely Somewhat Not at All)

I believe that I will have adequate time to differentiate instruction while using these new resources to meet the needs of my students.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree

I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking) quality.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree

I feel the need for additional training and support.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree

**2018-19 WCPSS Teacher Survey – Curriculum Items Only**

Did you attend district-sponsored curriculum resource training for ELA 4, 5, 7, 8 / Open Up 6, 7, 8 / MVP Math 2, 3?  
Yes  
No

Based on my initial impressions, I believe the new curriculum to be of high quality.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree

I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of:  
Academically Gifted Students (AIG)  
(Definitely Somewhat Not at All)  
English Language Learners (ELL)  
(Definitely Somewhat Not at All)  
Struggling Students  
(Definitely Somewhat Not at All)

I have adequate time to differentiate instruction while using these new resources to meet the needs of my students.  
Strongly Agree  
Agree  
Disagree  
Strongly Disagree



I have been able to implement the ELA 4, 5, 7, 8 / Open Up 6, 7, 8 / MVP Math 2, 3 curriculum with fidelity this year.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I feel the need for additional training and support.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The new curriculum has had a positive impact on student achievement.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

### 2019-20 WCPSS Teacher Survey – Curriculum Items Only

Do you teach students in any of the following core subject areas, and/or do you regularly use any of these curricula resource materials to plan instruction? If you provide instruction in more than one of the subjects listed below, please choose the subject that you teach the most.

- Grade 3 ELA (EL Education)
- Grade 4 ELA (EL Education)
- Grade 5 ELA (EL Education)
- Grade 6 ELA (EL Education)
- Grade 7 ELA (EL Education)
- Grade 8 ELA (EL Education)
- Grade 6 Math (Open Up Resources)
- Grade 7 Math (Open Up Resources)
- Grade 8 Math (Open Up Resources)
- Math I (MVP Math)
- Math II (MVP Math)
- Math III (MVP Math)
- None of the Above - I do not teach in any of these content areas.

Based on my impressions, I believe the new curriculum to be of high quality.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I believe that the new curriculum is an improvement over what teachers have been given previously.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have adequate time to differentiate instruction while using these new resources to meet the needs of my students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree





I believe that the new curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).  
 Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of:  
 Academically Gifted Students (AIG)  
 (Definitely Somewhat Not at All)  
 English Language Learners (ELL)  
 (Definitely Somewhat Not at All)  
 Struggling Students  
 (Definitely Somewhat Not at All)

How would you best describe the new curriculum's impact on student achievement?  
 Mostly positive  
 No difference  
 Mostly negative

As a result of the new curriculum resource, students: (check all that apply)  
 Display perseverance with challenging tasks  
 Engage in productive struggle  
 Are reasoning and problem solving  
 Produce high quality work  
 Demonstrate positive behaviors  
 Engage in discourse  
 Are focused on conceptual understanding (math only)  
 Are focused on citing evidence within complex text (ELA only)

I have been able to implement the curriculum with fidelity this year.  
 Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

I feel the need for additional training and support.  
 Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

**2020-21 WCPSS Teacher Survey – Curriculum Items Only**

During the past year, did you use any of the following curriculum resources (check all that apply):  
 EL Education – Grade 3  
 EL Education – Grade 4  
 EL Education – Grade 5  
 EL Education – Grade 6  
 EL Education – Grade 7  
 EL Education – Grade 8  
 OUR Math - Grade 6  
 OUR Math - Grade 7  
 OUR Math - Grade 8  
 MVP Math - Math I  
 MVP Math - Math II  
 MVP Math - Math III  
 None of the Above

I am able to differentiate instruction while using the curriculum resources to meet the needs of my students.  
 Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

I believe that the curriculum allows opportunities for students to engage in the 4Cs (communication, collaboration, creativity, and critical thinking).  
 Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree



I believe that the scaffolds and extensions provided within the resource help a teacher plan for the needs of:

Academically Gifted Students (AIG)

(Definitely Somewhat Not at All)

English Language Learners (ELL)

(Definitely Somewhat Not at All)

Struggling Students

(Definitely Somewhat Not at All)

How would you best describe the curriculum's impact on student achievement?

Mostly positive

No difference

Mostly negative

I have been able to implement the curriculum with fidelity this year.

Strongly Agree

Agree

Disagree

Strongly Disagree

To what extent did teaching remotely this year affect your ability to implement the curriculum with fidelity?

Not at all

Somewhat

A great deal

I feel the need for additional training and support in implementing this curriculum.

Strongly Agree

Agree

Disagree

Strongly Disagree





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