## Curriculum, Instruction and Assessment

Indicators in this standard focus on the school’s eﬀorts to deﬁne, implement, and continually improve classroom instruction through the use of data and observations.

How is the Curriculum, Instruction and Assessment School Improvement Practice area related to teacher and student outcomes?

To give you insights into relevant school practices and potential outcomes for both staff and students, we analyzed prior data from schools similar to yours1 and have found that schools that score higher in survey items related to the Curriculum & Instruction School Improvement Practice Area tend to have higher levels of student academic performance and lower student absence rates.2

Schools with a higher rating on survey items related to the Collaborative Planning indicator generally:

* Have higher levels of student academic performance, with an average increase of 2.1% in median student growth percentile in English language arts and an increase of 1.8% in median student growth percentile in mathematics.
* Have lower student absence rates, with an average decrease of 4.4% in chronic student absenteeism.

Schools with a higher rating on survey items related to the High Expectations, Rigorous Instruction indicator generally:

* Have higher levels of student academic performance, with an average increase of 5.4% in median student growth percentile in English language arts and an increase of 3.8% in median student growth percentile in mathematics.
* Have lower student absence rates, with an average decrease of 3.1% in chronic student absenteeism.

As you consider next steps for your school improvement planning, you may want to consider these findings. Where your school is doing better than similar schools, think about how you can build on these areas of strength and transfer the strategies that are working to other areas of focus for your school. In aspects where your school is not performing as well as similar schools, consider what could be contributing factors and ways to address or mitigate those factors. Based on these findings, you may also want to consider which practices can yield greater improvements in student and staff outcomes.

1Similar schools were identified using student and staff demographic compositions, student socioeconomic status, school size, school finance, and school type data from the 2023-24 school year.

2For the purposes of this analysis, we only report statistically significant findings on the relationship between the indicator and school outcomes. Specifically, we consider findings with a p-value of less than .05 to be statistically significant, indicating a low probability that the results occurred by chance.

How is Curriculum, Instruction, and Assessment related to the Equity Journey Continuum?

An analysis of the data collection instruments used for the school needs assessment indicates alignment to the following EJC areas: Student Learning, Learning Conditions, and Elevating Educators. Table 4 reflects the indicators within Curriculum, Instruction, and Assessment that align to the EJC areas.

Table 4. Alignment Between Curriculum, Instruction, and Assessment Indicators and EJC Areas

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| --- | --- | --- | --- |
|  | **Elevating Educators** | **Learning Conditions** | **Student Learning** |
| **2.A High-Quality, Deﬁned Curriculum** |  | **X** |  |
| **2.B Collaborative Planning** |  |  |  |
| **2.C High Expectations** |  | **X** |  |
| **2.D Teacher Observations and Feedback** |  |  |  |
| **2.E Data Collection and Collaborative Data Use** |  |  | **X** |