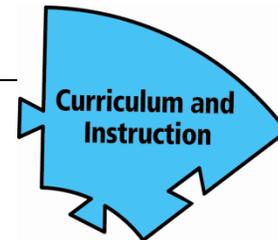


# Characteristic IV: Curriculum and Instruction



The district ensures that curriculum, assessment, instructional practices, and programs lead to equitable educational opportunities and outcomes for all students in its low-performing schools.

DEFINITION	INDICATORS OF DISTRICT SUPPORT			
	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
<p><b>4.1: DISTRICT CURRICULUM AND INSTRUCTION FRAMEWORK:</b></p> <p>The <i>District Curriculum and Instruction Framework</i> provides a district-wide picture with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments. The framework provides curricular and instructional transitions between grades and disciplines within and among district schools.</p>	<p>The district's low-performing schools monitor, evaluate, and improve implementation of the curriculum and instruction framework to maintain the integrity of the core content, grade level benchmarks, instructional strategies, and assessments for growth of student achievement. With the help of school staff and administrators, the district provides additional support to teachers and principals to implement the framework, and provides additional support for curricular and instructional transitions between grades and disciplines within and among district schools, when necessary.</p>	<p>The district process for supporting teachers and principals in the implementation of the curriculum and instruction framework results in rigorous and relevant curriculum, instruction, and assessment in the district's low-performing schools. The framework provides for curricular and instructional transitions between grades and disciplines within and among district schools.</p>	<p>The district has developed a curriculum and instruction framework including the core content, grade level benchmarks, instructional strategies, and assessments, but provides inconsistent or infrequent support to teachers and principals for implementing the framework in its low-performing schools.</p>	<p>The district does not have a curriculum and instruction framework with levels of specificity to what is taught in all grades and in all subject areas, including the core content, grade level benchmarks, instructional strategies, and assessments.</p>

	<b>Leads to Continuous Improvement and Institutionalization</b>	<b>Leads to Effective Implementation</b>	<b>Raises Awareness</b>	<b>Minimal, Absent, or Ineffective</b>
<p><b>4.2: DISTRICT CURRICULUM ALIGNMENT:</b></p> <p><i>District Curriculum Alignment</i> describes the systematic and systemic processes, support, and training for the use of curriculum aligned with state and district standards, resulting in common, high expectations and a shared vocabulary for curriculum, instruction, and assessment in the district's low-performing schools.</p>	<p>The district's low-performing schools ensure the use of aligned curriculum in their classrooms and utilize the district's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices. The district monitors the successful application of aligned curriculum, classroom instruction, and assessment, and provides additional support when necessary.</p>	<p>The district's processes, support, and training for the use of curriculum aligned to both the Wisconsin Model Academic Standards (WMAS) and the Wisconsin Knowledge and Concepts Examination (WKCE) assessment frameworks lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in the low-performing schools. The district provides targeted staff development and follow-up support for schools to ensure classroom instruction aligns with the curriculum.</p>	<p>The district supports processes that result in curriculum aligned to both the WMAS and the WKCE assessment frameworks, but provides little additional support or training in the low-performing schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices.</p>	<p>The district has provided few or no resources and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment.</p>
<p><b>4.3: DISTRICT SUPPORT FOR RESEARCH-BASED INSTRUCTION:</b></p> <p><i>District Support for Research-based Instruction</i> refers to the effective support that the district provides to teachers and schools regarding the use of research-based instructional strategies, materials, and assessments to effectively meet the needs of a wide range of student learners – including English Language Learners (ELL), students with disabilities, gifted, ethnically diverse, and economically disadvantaged – in their classrooms.</p>	<p>The district requires, finances, supports, monitors, and evaluates the effectiveness of its low-performing schools' implementation of research-based instructional strategies and assessments, resulting in multiple opportunities at the classroom level for all students to meet state standards. The district provides additional targeted resources and training to support research-based instruction in its low-performing schools. Referrals to Title I and Special Education have decreased.</p>	<p>The district requires, finances, and supports research-based instructional strategies, materials, and assessments in its low-performing schools, resulting in multiple, effective opportunities at the classroom level for all students, including ELL, students with disabilities, gifted, ethnically diverse, and economically disadvantaged to meet state standards. All classroom teachers in the low-performing schools are providing effective differentiated instructional strategies.</p>	<p>The district requires that research-based instructional strategies, materials, and assessments be applied at the classroom level, but provides little additional, targeted support to reinforce the use of research-based instruction, materials, and assessments in its low-performing schools. Professional development is provided to classroom teachers to build their skills at providing differentiated instruction, but application of these strategies varies from teacher to teacher.</p>	<p>The district does not require, finance, or support the use of research-based instructional strategies, materials, or assessments. Teachers in the low-performing schools rely primarily on Title I or Special Education services to meet the wide range of learning needs of the low-performing students.</p>

	<b>Leads to Continuous Improvement and Institutionalization</b>	<b>Leads to Effective Implementation</b>	<b>Raises Awareness</b>	<b>Minimal, Absent, or Ineffective</b>
<p><b>4.4: DISTRICT USE OF DATA TO CLOSE ACHIEVEMENT GAPS:</b>  <i>District Use of Data to Close Achievement Gaps</i> refers to how the district uses student, program, and school data to identify targeted areas for curriculum, instruction, and other program improvements to support the academic achievement and social and emotional well-being for all students, including ELL, students with disabilities, ethnically diverse, and economically disadvantaged.</p>	<p>The district monitors and evaluates the effectiveness of its low-performing schools' use of assessment and other data to identify achievement gaps, to improve curriculum, instruction, and other programs, and to appropriately support all students. The district provides additional resources to support the schools' efforts to increase the achievement of all students, including ELL, students with disabilities, ethnically diverse, and economically disadvantaged.</p>	<p>The district uses assessment and other data to identify achievement gaps, provides meaningful feedback and support for implementing curriculum, instruction, and other program improvement to support all students, including ELL, students with disabilities, ethnically diverse, and economically disadvantaged.</p>	<p>The district uses assessment and other data to identify achievement gaps, but is infrequent and/or inconsistent with its support to its low-performing schools in identifying targeted areas for curriculum, instruction, and other program improvements to support all students, including ELL, students with disabilities, ethnically diverse, and economically disadvantaged.</p>	<p>The district uses minimal or no assessment and/or other data to identify achievement gaps, provide meaningful feedback for curriculum and instruction improvement, and appropriately provide other program improvements to support all students, including ELL, students with disabilities, ethnically diverse, and economically disadvantaged.</p>
<p><b>4.5: DISTRICT SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES:</b>  <i>District Support for Interventions and Extended Learning Opportunities</i> refers to the system of support that schools use to ensure that students performing below grade level have access to interventions and extended learning opportunities that ensure struggling students in the low-performing schools are making progress. These strategies can include: tutoring, summer school, intercession courses, after-school programs, and extended learning opportunities within the school day.</p>	<p>The district's low-performing schools implement a systematic approach to using interventions and extended learning opportunities to meet the needs of struggling students in the low-performing schools. The district monitors these interventions and extended learning opportunities for their impact and to ensure that struggling students are not being eliminated from higher level learning opportunities. Interventions and extended learning opportunities are modified to more effectively meet the learning needs of students.</p>	<p>The district has a systematic approach to assess the different learning needs of its struggling students and to target interventions and extended learning opportunities to the needs of individual students in the low-performing schools. The impact on student achievement is generally positive.</p>	<p>There are limited or inconsistent interventions and extended learning opportunities available to students performing below grade level, and participation in these opportunities is inadequate to address the learning needs of struggling students in the low-performing schools.</p>	<p>The district has no formal structure to ensure that students performing below grade level have access to individualized interventions and/or extended instructional time outside scheduled core classes in its low-performing schools. Academic support is limited to Title I or Special Education services.</p>