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ANNUAL REPORT

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When I look back on the school year, and I look at the growth that the students have made, the teachers have made, and even myself as a campus leader, I know that all of that is a direct reflection of the partnership with Instruction Partners.

ALLISON MOSLEY
Principal, Woodville ISD



Letter from the CEO

Friends and colleagues,

Education is human work. Changing outcomes so that every student has the support they need requires changing interactions, and those interactions are highly sensitive to the expectations set and modeled by leaders. School and school system leadership teams, principals in particular, are positioned to support teachers and strengthen the consistency of instruction that students experience. If they don't, the range in teaching quality—and therefore student learning experiences and learning outcomes—will always be incredibly wide.

With so much on the line for students, now is a critical moment to strengthen instructional leadership in schools across the country. Being a leader in education will always be an incredibly hard job with a wide range of responsibilities—but we have seen that giving leaders clarity about their role and expectations can make a hard job more manageable and help leaders feel more effective in the work.

This past year, Instruction Partners had the privilege of working alongside hundreds of schools and thousands of leaders to support instructional improvement as they worked through complex challenges. During on-site days, virtual check-ins, and hundreds of thousands of text messages, we helped leaders crack open their curriculum to really understand the work they needed to support teachers in doing, role play feedback conversations, co-design agendas for leadership team meetings, and clarify team roles and responsibilities. We got to share in the joys of great news of teacher and student growth, and we were there with our partners in the disappointments and challenges. We got to witness the hard work leaders do and remember how much growth is possible.

We also spent this past year engaged in strategic planning—stepping back on our own lessons learned. I am proud to share that our strategic plan reflects a sharpened focus on instructional leaders (more details about our renewed focus can be found in the “where we’re headed” section below).

I hope this annual report gives you a window into the incredible partners we get to work with and provides a line of sight into some of the biggest lessons we’ve learned this year.

Thanks for being part of our community.

In service,

Emily



Aligning to our partners' needs

SY 2022–23 was another challenging year for leaders, teachers, and students. Educators continued to help students address learning gaps caused by the COVID-19 pandemic. Schools managed staff shortages and worked to get new staff members acclimated after unusually high turnover during SY 2021–22. Publicly accessible generative AI raised unprecedented questions about the future of teaching and learning.

To help our partners meet challenges, we expanded our work in two key areas: Professional Learning Conditions and Practices and addressing unfinished learning.

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Instruction Partners are there to support you and to guide you in this work. They are not afraid of the challenge. And when you find your voice, you're going to be able to transform as a leader and transform and impact everyone that you interact with. I'm seeing that in my team, in my students, and in my network. You can't lose with this partnership.

DR. LAWANDA CLARK
Director of Instruction and Curriculum,
Frayser Community Schools



Professional Learning Conditions and Practices

Effective professional learning is key to better instruction and outcomes for students. However, we have found that leaders are often unclear on both the conditions that support effective professional learning and what effective professional learning looks like in practice.

Last year, we launched the [Professional Learning Conditions and Practices](#), a framework designed to help leaders improve two key professional learning structures: collaborative planning and observation and feedback. This year, 102 schools across 43 systems, representing 797 teachers and 58,358 students, partnered with us to improve their professional learning structures.

From fall 2022 to spring 2023, more than two-thirds of those partners grew on [measures of professional learning](#) efficacy. This year's results deepened our understanding of how we can best support leaders in providing meaningful professional learning for their teachers and will serve as a baseline to help us measure progress going forward.

Since we published the Professional Learning Conditions and Practices in May 2022, more than 1,000 educators have downloaded the tools and engaged with related resources (e.g., webinars). In the coming years, we plan to update those tools to reflect what we're learning about 1) how they're being used in practice and 2) leading through continuous improvement cycles.

Addressing

Unfinished Learning

Helping leaders address unfinished learning

Disrupted schooling caused by the COVID-19 pandemic has left educators with the difficult task of catching students up on learning that normally would have occurred in prior grades while ensuring that students master current grade-level content so they don't stay—or fall even further—behind.

We've spent the last three years identifying strategies that can help educators address students' unfinished learning needs, such as:

- prioritizing content to make the most of every classroom moment by identifying the major, load-bearing learning of each grade to ensure that students master key concepts and skills;
- utilizing content-specific strategies for Tier 1 instruction—effectively supporting unfinished learning through Tier 1 instruction requires a nuanced understanding of both priority content as well as how students learn that particular content; and
- centering on the needs of students in priority groups (i.e., students of color, students experiencing

poverty, multilingual learners, and students with disabilities) to increase academic achievement for all students.

In SY 2022–23, we further embedded everything we've learned about how to best implement these strategies into our core services.

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I couldn't have done this without Instruction Partners. This is my first year as an assistant principal. When my Instruction Partners coach told me I needed to lead instructional meetings, at first I panicked and said 'I don't know.' But she really helped me prepare, and now I bring back anything that comes up in my meetings to talk with her about. She's really helped me stay on track and motivated me to keep doing it.

BRITTNEY HALL
Assistant Principal, West Sabine Elementary School



Leaders can freely access tactics they can use to implement these strategies in our [Addressing Unfinished Learning Toolkit](#).

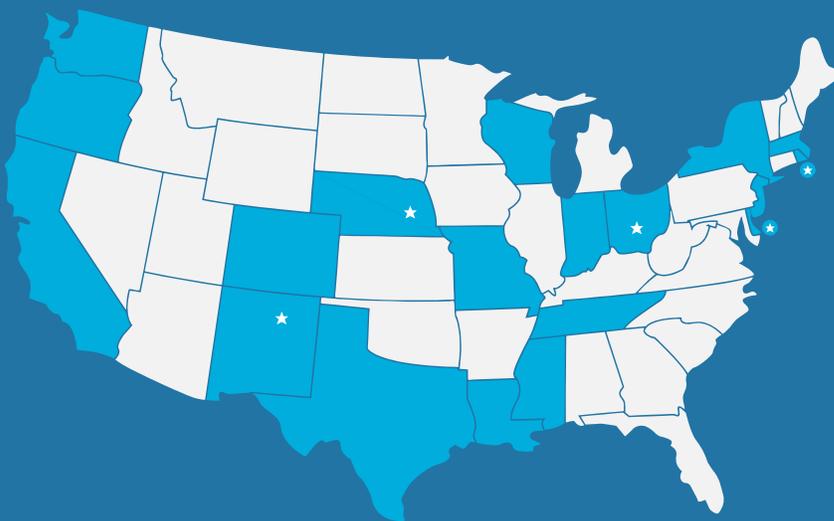
By the numbers

161
direct
school partners

7
state
partners

17
custom
projects

83,433
students
served directly



-  State with system/school partnerships
-  State Department of Education partnership

Our work in action

the math acceleration project

Nebraska school districts statewide are in the process of adopting new, high-quality instructional materials for K–12 math. To support successful implementation at scale, the Nebraska Department of Education (NDE) launched the Math Acceleration Project, a multiyear capacity-building endeavor that aims to create sustainable positive change and inform NDE’s decisions about future policies, guidance, practices, and support.

In 2020, Lyons-Decatur Northeast Elementary **adopted a high-quality math curriculum**, but the lasting impact of disrupted schooling combined with the introduction of a new curriculum led to implementation challenges and a dip in student scores. When the principal reached out to the district’s regional service center for support, the center engaged Instruction Partners to help build leaders’ capacity to provide the support teachers needed to implement the new materials. Analyses conducted in SY 2022–23 revealed that the school’s state **assessment scores in math rose from an average of 35% proficiency in SY 2020–21 to an average of 67% proficiency in SY 2021–22.**

[Read the full story here.](#) 

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The collaboration with Instruction Partners has helped us build coherence in how we talk about instructional materials and why strong implementation is so important to student success.

MARISSA PAYZANT
Nebraska Department of Education

What we're learning

Some of our partners help us pilot, test, and refine new interventions, frameworks, and tools so that we can scale what we learn into our core services as well as share our findings with the field at large. Here's what we learned in SY 2022–23.

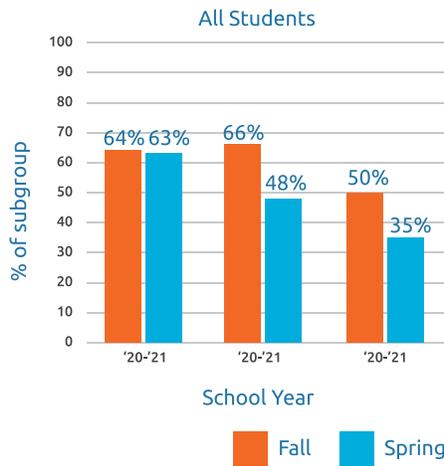


Early literacy

Learning to read is foundational for education, and far too many students do not experience an education that supports them reading on grade level. However, significantly accelerating reading achievement is possible if we support leaders in creating a coherent experience of curricula, whole- and small-group instruction, and school routines for students.

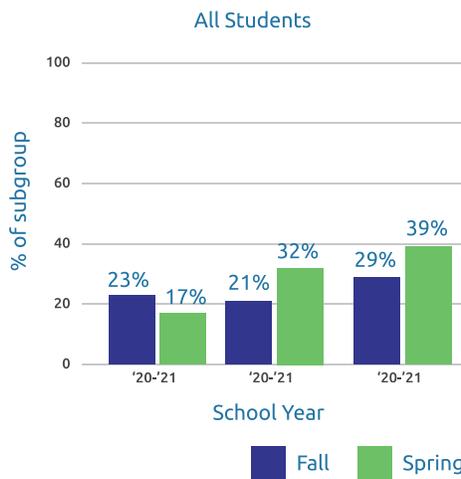
Over the last three years, we've been deepening our understanding of how schools and school systems can implement early literacy structures and strategies that enable all students to be grade-level readers by the end of 2nd grade.

This year, we saw strong results among our early literacy partners: a 15% decrease in the number of students scoring in the bottom quartile on the statewide reading assessment from fall 2022 to spring 2023 (i.e., 50% to 35%).



We're excited about the year-over-year trend we're seeing in this data, showing consistently fewer students in the bottom quartile.

We also saw a 10% increase in the number of students reading on or above grade level (i.e., 29% to 39%) from fall 2022 to spring 2023. Again, we're excited to see year-over-year improvement in this metric.



We're building on our early literacy learning by completing a randomized controlled trial with Vanderbilt University's Peabody College. The trial started this fall (i.e., 2023) and will run through spring 2026. What we learn from the results will help us improve instruction, create better frameworks, continue to develop our service model, and refine tools, including our [Early Literacy Playbook](#)—a step-by-step resource designed to equip leaders with a game plan to implement proven early literacy practices and deliver high-quality foundational reading skills instruction to every student, every day. Since its launch in February 2023, the playbook has been downloaded more than 1,500 times.



Equitable instruction and student experience

During our [Rethinking Intervention](#) interviews several years ago, we learned that [relationships and learning are inseparably connected](#). However, too often, school support efforts silo focus on relationships and focus on academic learning. Since these interviews, we've launched a project to specifically advance our understanding of how leaders and teachers support effective relationships in the context of content instruction.

Last year, we partnered with two middle schools in Denver, CO to co-create a new service designed to radically improve both math learning and student experience in middle school math—with particular attention to improving learning experiences for Black students.

We chose to focus on Black students because we know that math achievement gaps between Black and white students have [widened in the wake of the COVID-19 pandemic](#) and that Black students have [limited access to high-quality middle school math learning](#).

We drew from Dr. Jamaal Matthews's work to build on the [Belonging Centered Instruction](#) Classroom Observation Guide, and we lean on a body of research from Black scholars about Black excellence and joy to address the experiences of Black students and other students of color in middle and high school math classrooms. We look forward to sharing what we learn in the years to come.

Where we're headed

Much of our internal focus during SY 2022–23 was devoted to an intensive strategic planning process in which we clarified our organizational direction for the next five years (i.e., 2024–2029).

We are focusing our organizational effort on systematically strengthening the support that education leaders (e.g., instructional coaches, principals, system-level academic teams) receive to lead instruction effectively.

We will help instructional leaders do three things:

1



Adopt and implement
high-quality
instructional materials

2



Facilitate effective
professional learning connected to
content and materials

3



Support **data routines** that help
teachers understand and meet
student learning needs

We will do so by working at three levels:

1

Support instructional leaders directly
in schools and systems to support
immediate impact

2

Build the capacity of other
organizations, particularly regional
service centers, to strengthen support
for instructional leaders

3

Help state education agencies
strengthen the conditions for
instructional leadership

We will also take on two big learning projects
in **elementary reading and middle school**
math anchored to ambitious goals for
student achievement.

We look forward to sharing more about our
strategic direction over the next year.



FY23 Financials

Statement of activities

	FY23 Budget	Actuals 6/30/23
Philanthropy	\$6,890,399	\$7,219,763
Earned revenue—partnerships	\$18,051,625	\$15,413,830
Other revenue	\$3,000	\$15,399
Investment Income	\$0	\$756,004
Total revenue	\$24,945,024	\$23,404,996
Salary and benefits expense	\$19,680,791	\$18,235,010
Professional services expense	\$1,107,072	\$1,325,469
Travel and PD expense	\$2,960,000	\$1,993,284
General and administrative expense	\$1,182,260	\$717,975
Total expense	\$24,930,123	\$22,271,738
Addition to net assets (loss)	\$14,901	\$1,133,258

Statement of financial position

Statement of financial position as of 6/30/23	
Assets	
Current assets	\$20,259,254
Long-term assets	\$5,389,210
Total assets	\$25,648,464
Liabilities and net assets	
Liabilities	\$1,264,694
Net assets	\$24,383,770
Total liabilities and net assets	\$25,648,464

With generous thanks to our champions



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