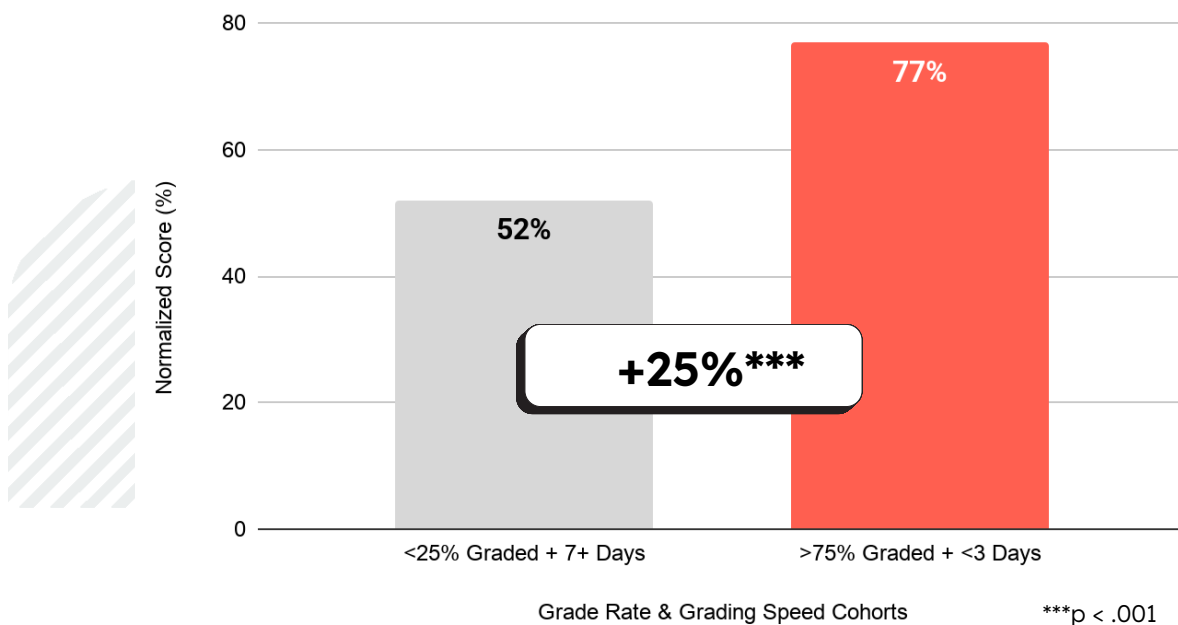


NYC District 7 Impact

When Instructional Behaviors Work Together, Student Outcomes in ELA Accelerate in NYC District 7 with Kiddom

Students taught by teachers who graded more assignments and returned grades within three days outperformed peers by **25%**.

Figure 1. Grading Rate + Grading Speed Combo on Student Performance



The Signal

At Kiddom, we believe the most valuable evidence comes from understanding which instructional practices are most closely associated with student success.

In NYC District 7, a clear pattern emerged: student outcomes were **strongest** when teachers combined consistent engagement with student work and rapid instructional response.

Teachers who graded more than 75% of assignments and returned grades within three days saw student performance that was **25% higher** than peers who graded fewer than 25% of assignments and took seven or more days to return results.

What We Are Seeing In District 7

The District 7 findings suggest that no single educator action is driving outcomes alone. Rather, the strongest student performance emerged when multiple instructional behaviors occurred together.

Signal	Outcome Lift
Lesson Planning + Grading Rate	+12%***
Lessons Accessed + Grading Rate	+10%***
Weekly Platform Usage	+11%***

Students consistently performed better when teachers regularly planned lessons, frequently accessed instructional materials, actively used the platform, and maintained high grading rates. Across analyses, these combinations were associated with performance increases ranging from **10 to 12%**.

This pattern suggests that frequent grading creates more opportunities to monitor learning, identify misconceptions, and respond with timely instructional support.

The finding reinforces a simple but important principle: instructional information creates the greatest value when it reaches teachers while there is still time to act on it.

The Power of Consistent and Timely Grading

Several implementation patterns emerged, one signal stood above the rest:

Grading Rate & Grading Speed with a +25% Increase in Student Performance

Students demonstrated the strongest outcomes when teachers not only graded consistently, but did so quickly. The combination of high grading rates and grading within three days produced the **largest performance difference** detected in District 7 for student performance on the End-of-Unit Assessments.

The finding reinforces a simple but important principle: instructional information creates the greatest value when it reaches teachers while there is still time to act on it.

Why This Matters

The District 7 findings are not simply about platform usage, it is **instructional responsiveness**.

Across every analysis, stronger student outcomes were associated with teachers who remained closely connected to student learning through planning, grading, and timely action.

Most importantly, these insights were identified while learning was still happening, providing educators and district leaders with actionable evidence about the practices most closely associated with student success.