INTRODUCTION 2014

Achievement Network

Kindra Clineff, courtesy of Boston Collegiate Charter School

ANet
ACHIEVEMENT NETWORK Learning. Together.

> "The biggest difference with working with ANet: the data is so much better, we get it faster, it's more detailed, and it's targeted. This has really helped us push the quality of the conversations around the data." — PRINCIPAL, DC NETWORK

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Our mission and values

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The Achievement Network works **alongside** school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get **breakthrough results** for students.

Every student deserves opportunity in life.

Set high expectations for all students: they can rise to meet them.

Educators who devote their professional lives to this goal deserve support.

Take a partnership approach: work alongside leaders to build on strengths.

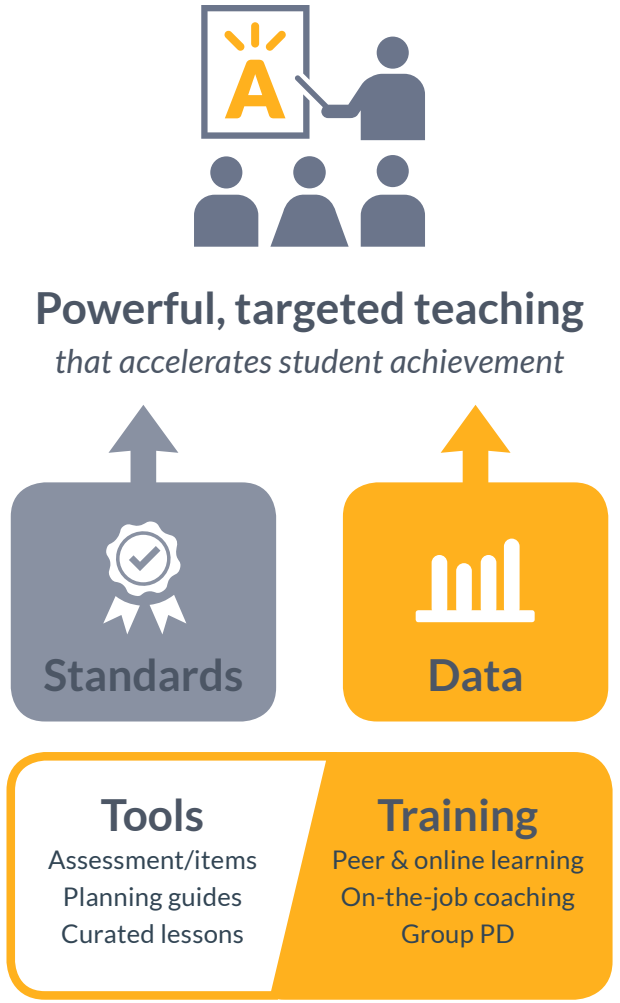
There are no silver bullets.

All schools are different and need a tailored approach.

Overview of what we do

ANet

Through an integrated system of tools and training, ANet helps school and district leaders support **great teaching** that is grounded in learning **standards** and shaped by **data**.



What does partnership with ANet look like?

A school's partnership with The Achievement Network all begins with a coach.

Our coaches work alongside **school leaders** to boost teaching and learning.

ANet coaches conduct 20 sessions per year to help implement four **cycles of planning and instruction** to meet real student needs.

What does partnership with ANet look like?

Teachers get tools and support to tailor instruction:

- Planning resources
- Assessments
- Online data platform
- Lessons and other instructional resources

Our "network effect"

OUR NETWORK is a unique strength. It includes 470 district and charter partners, ensuring:

- Our support is informed by real practices from the highest-performing schools
- We can draw on large amounts of data to share what works
- We combine national perspective with on-the-ground insights
- Abundant, valuable PD opportunities

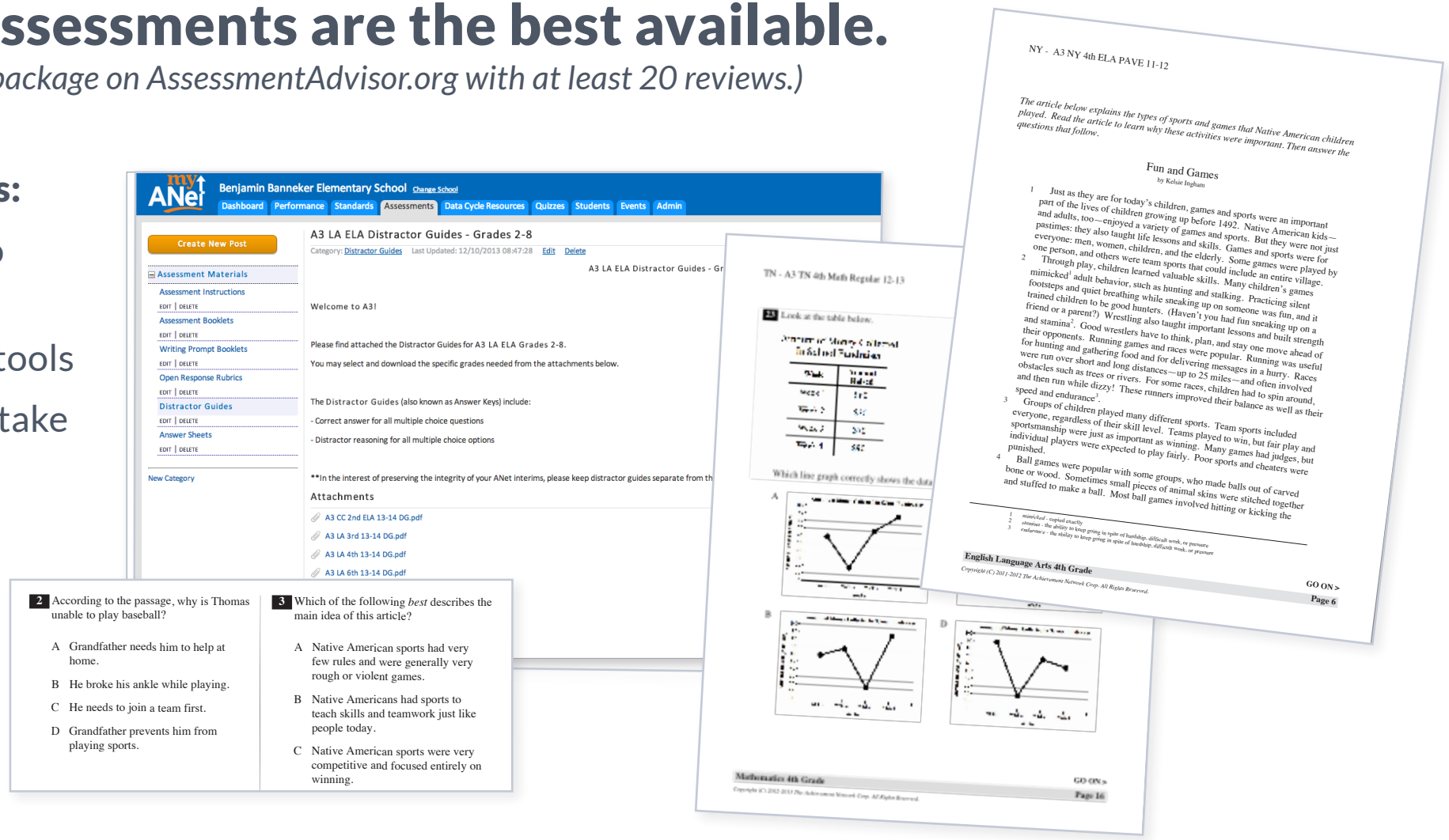
ANet

Our interim assessments are the best available.

(Top rated math and ELA package on AssessmentAdvisor.org with at least 20 reviews.)

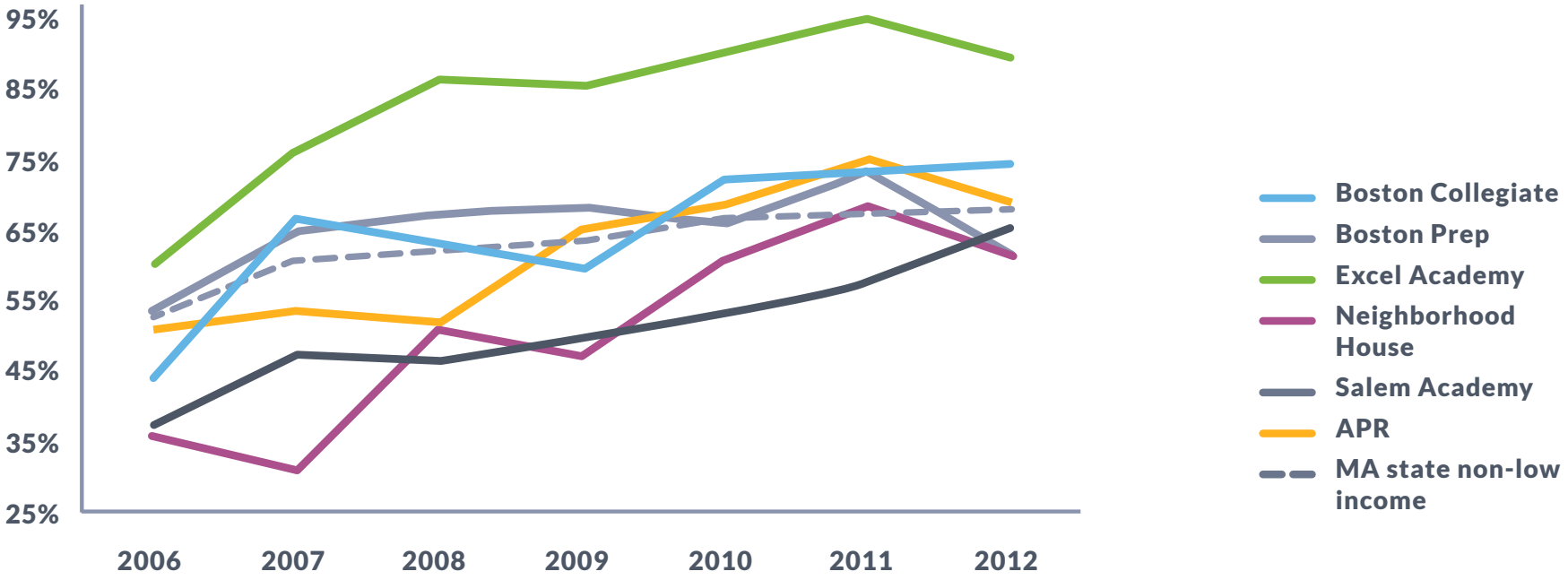
Highest quality items:

- Provide insight into student thinking
- Can be used as PD tools
- Enable teachers to take immediate action



Long term ANet partners have shown we can close the achievement gap.

Students scoring advanced or proficient on MCAS (math example)* Percent, 2006 - 2012



Cross-sectional analysis

Transitioning to the Common Core is complicated. We provide expert support managing this change.

PLANNING

Tools and support to **align school curriculum**, plan **effective instruction**.

COACHING

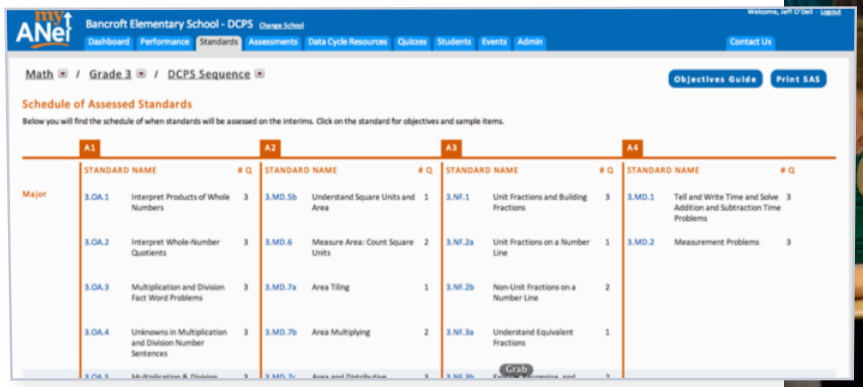
Embedded support to set up **great routines** to guide your transition.

ASSESSMENTS

Embedded support to set up **great routines** to guide your transition.

PRACTICE

Best practices from schools in our network that have made **successful transitions**



DC PREP
Learning has no limits.
www.dcprep.org

BOSTON COLLEGIATE CHARTER SCHOOL

Achievement First
PUBLIC CHARTER SCHOOLS

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Additional detail on our coaching

Five teams of specialists work behind the scenes to maximize your coach's effectiveness.

ANet's coaches are not only thought partners; they also funnel our extensive resources to schools.

We assemble our coaching corps from a strong talent pool.

- National recruiting strategy
- Emphasis on local education experience
- Leadership experience in data-driven teaching and learning
- Strong retention

Michelle Odemwingie *(DC)*
former math teacher and TNTP partner

Haady Taslim (NY)
10 years in education; 7 in administration and coaching

Barbara Thompson (IL)
Former elem. teacher; managed Chicago's first growth assessment

We hire great people and we put the strength of a national organization behind them.

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ANet's coaches are not only thought partners; they also funnel our extensive resources to schools.

Our coaches receive rigorous and continuous training.

- Our experts keep our coaches abreast of the latest Common Core developments.
- Coaches learn from our network's highest-performing schools.
- Coaches can take frequent trainings that suit their needs.

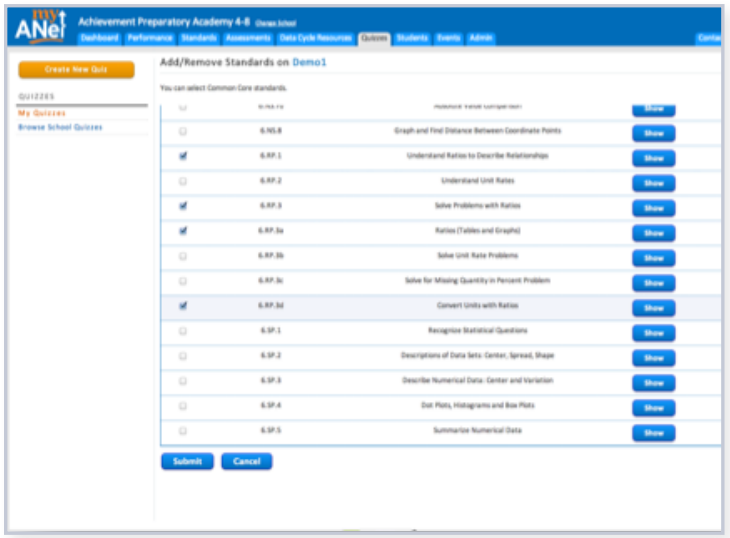
Rana Kannan (Boston)
7 years ELA and math teacher, counselor in Roxbury

Katie Murphy (LA)
A decade in districts as teacher, coach

Anthony Branch (TN)
17 years in education, over 5 years as an assistant principal

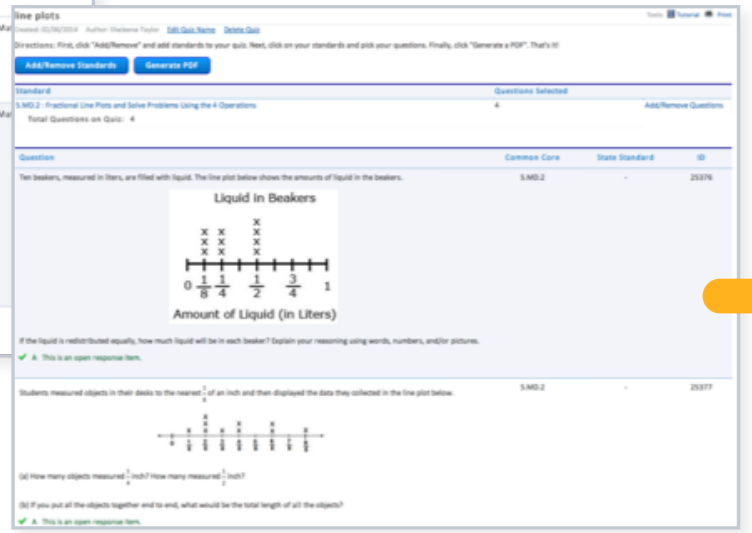
Additional detail on our assessments

We support formative assessment with the quiz tool, which draws on our library of high-quality PARCC-aligned items.



Select

Add questions



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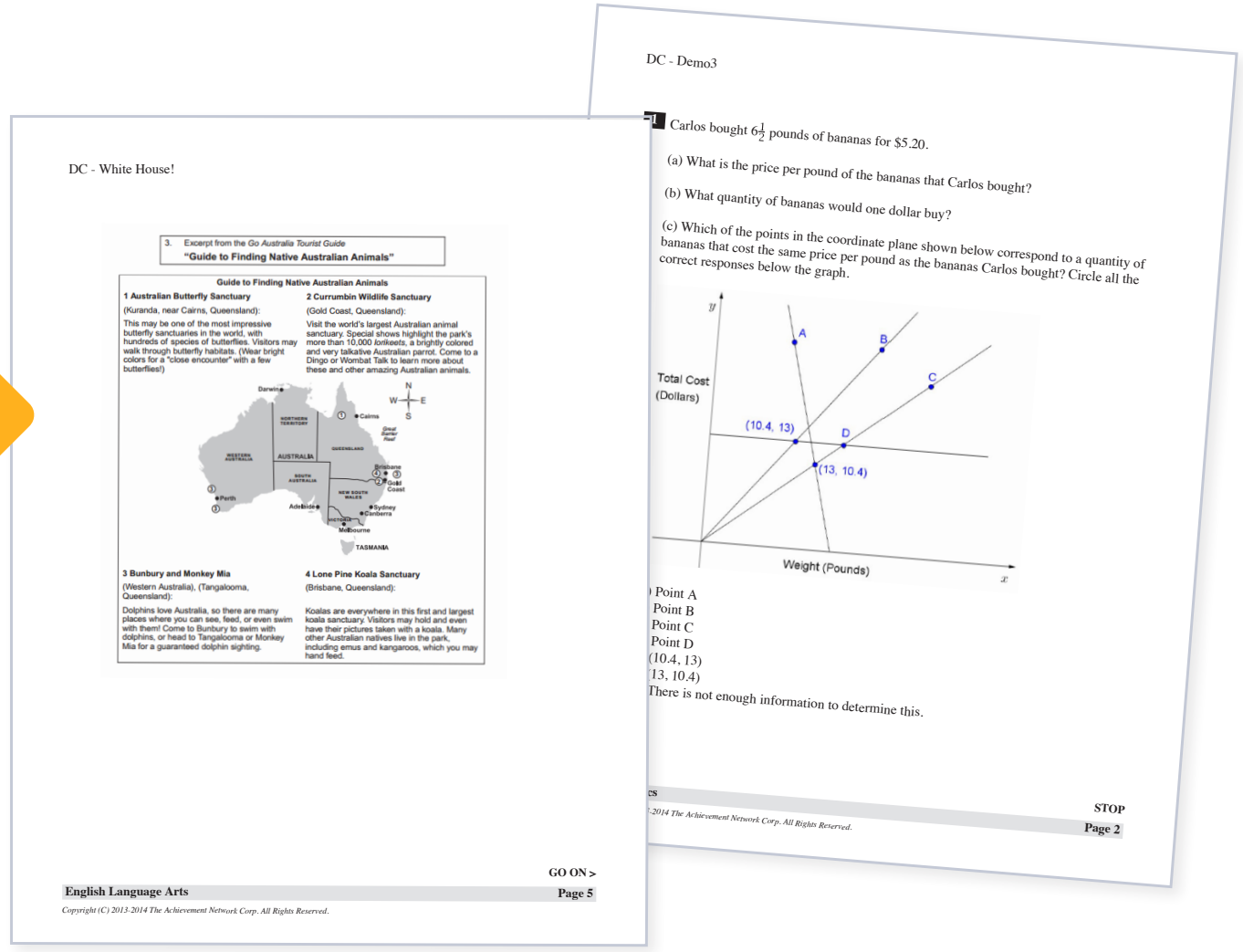
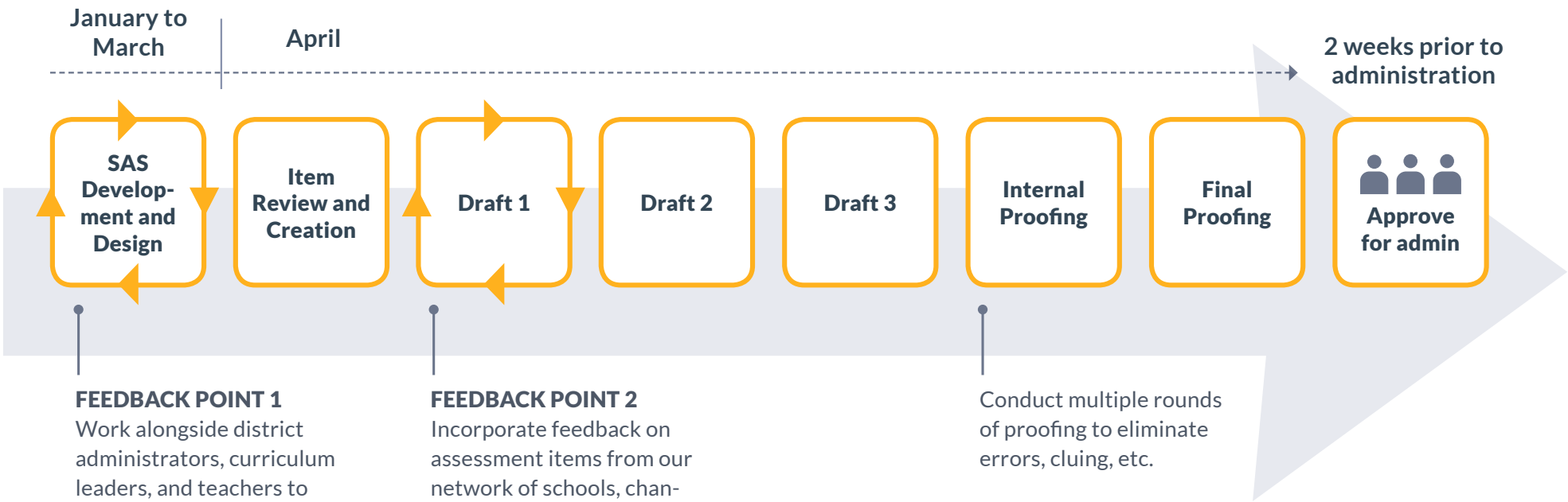


The quiz tool makes it easy to check student understanding when it's most valuable.

- Fast and easy to create
- Simple to share with colleagues

We use the most thoughtful, rigorous development process with robust feedback loops built in.



FEEDBACK POINT 1
Work alongside district administrators, curriculum leaders, and teachers to meet PARCC's require-ments and ensure ***true alignment between assess-ments and teaching.***

FEEDBACK POINT 2
Incorporate feedback on assessment items from our network of schools, chan-neled through our coaches.

Conduct multiple rounds of proofing to eliminate errors, cluing, etc.

ANet has both a national perspective and school-based experience.

Deep relationships with national thought leaders...

Center for Assessment

PARCC

Achieve

THE ASPEN INSTITUTE

engage ny
Our Students. Their Moment.

The Charles A. Dana Center

..are combined with the classroom-level perspectives of great educators.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Uncommon Schools

BOSTON Public Schools
Focus on Children

BOSTON COLLEGIATE CHARTER SCHOOL

Achievement First
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NYC Department of Education

KIPP

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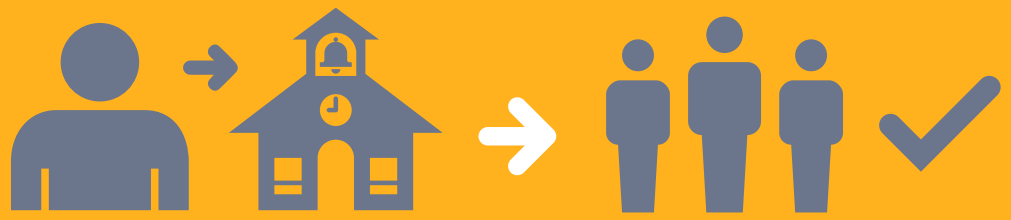
Our integrated model gives us the unique ability to continually refine content.



ANet coaches work alongside schools to:

- Provide educators guidance on the why
- Gather feedback on relevance

ANet's national assessment team:

- Provides coaches with insights
- Incorporates feedback for future data cycles

1,800

FEEDBACK ITEMS

TRACKED & RESPONDED TO

PER YEAR

*No other organization has the combination of **on-the-ground insight** and **national perspective** to ensure assessments truly improve instruction.*

ANet

We develop assessments carefully to align with the Common Core and to meet schools' needs.

ELA

High quality, complex texts

- Balance of literary and informational texts reflects standards
- Appropriate level of complexity according to quantitative analysis
- Authentic "texts worth reading"

Text-dependent, text-specific test questions

- Require a close reading of the text
- Rely on specific evidence from the text
- Reflect the rigor and cognitive demands of the standards
- Include writing opportunities that require evidence from the text

Strategic alignment to the standards

- "Key ideas and Details" standards are assessed across all cycles
- "Integration of Knowledge and Ideas" standars are assessed in later cycles
- Each assessment includes at least one of the writing genres named in the standards

MATH

Focus on the major work of the grade

- 65-85% of items align to the major work of each grade
- Standards repeated in multiple cycles are typically the standards that require in-depth focus

Provide useful information about the standard

- Multiple items are included to cover the breadth of the standard
- Items do not include content covered in future cycles or grades
- Distractors are strategically designed to reflect student misconceptions

Reflect the rigor of the standards

- Items reflect the rigor demanded by the language of the Standards
- Items reflect conceptual understanding, procedural skill and fluency, and application
- Items draw on PARCC evidence tables and sample assessment items

ITEM EXAMPLE: Contextualized linked passage writing prompt

W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

You have read two articles about Robert Ballard. Both articles discuss how Robert Ballard made important undersea discoveries. The two articles are:

- ☒ "The *Titanic*: Found!"
- ☒ "Deep-Sea Detective"

Think about how the information about Robert Ballard's discoveries is presented in each article. Use information from both articles to write an essay that explains why his discoveries are important. Remember to use textual evidence to support your ideas. Develop your essay with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Be sure to provide a concluding statement or section that follows from and supports your response.

ITEM EXAMPLE: Multi-step open response math item

4.NBT.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*

29 a. What is the value of the 7 in 6,735?

b. Write a number using the same digits as 6,735, in which the 7 has 10 times the value of the 7 in 6,735.

c. Without performing multiplication, what would the place value of the 3 be in the product of 30 × 10? Explain how you got your answer.

d. Explain how to find the quotient of 4,000 ÷ 400 without performing division.

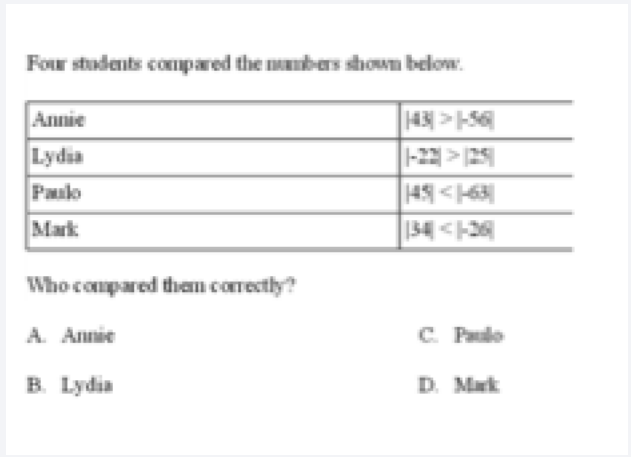
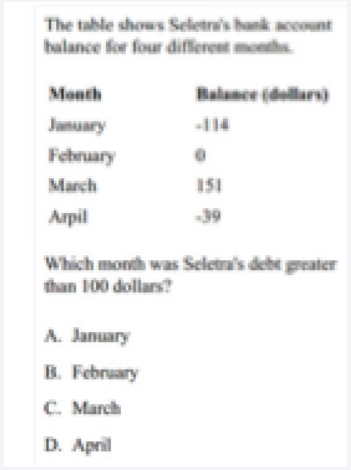
e. Alexis started with the number 50. She multiplied 50 by 100. She then divided by 10. What number does Alexis end with?

f. Instead of multiplying by 100 and then dividing by 10, what single number could Alexis have multiplied 50 by to get the same result as in part e? Explain your answer.

ANet's ELA assessments reflect increased text dependence in writing prompts and multiple choice

	RETIRED ITEM	NEW ITEM
Standard	RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Item	According to the article, the purpose of cyanide in heap-leach mining is— A. to destroy the soil. B. to take metal out of rock. C. to create a large hole in the ground. D. to remove rocks from the mines. **Distractor Guide** A. Student selected detail in the text, but misunderstood context (OOP). (Student may not understand that this is a result of the method, but not the purpose.) B. Correct. C. Student selected detail not included in the text (OOB). (Student may not understand that this is an aspect of open-pit mining.) D. Student selected detail not included in the text (OOB). (Student may not understand that the purpose is to separate the metal from the rock, not to extract the rocks themselves.)	Which quotation from the text identifies why there are rivers in Montana? A. "Some are covered with snow for ten months a year." B. "The park is also famous for the hundreds of deep blue lakes..." C. "And then when we got to Iceberg Lake, there were actually icebergs in it!" D. "...snowmelt tumbles down moss-covered slopes." **Distractor Guide** A. Student selected detail in the text, but misunderstood context (OOP). (Student picked detail related to melting snow, but it does not show direct correlation.) B. Student selected detail in the text, but misunderstood context (OOP). (Student picked detail referring to water, but with no correlation to rivers.) C. Student selected detail in the text, but misunderstood context (OOP). (Student picked detail referring to water and ice, but with no correlation to rivers.) D. Correct.
Notes	Recall question. Most answer choices not text-dependent.	Text-dependent answers, meaning students are asked to identify which quotation from the text led them to that answer.

ANet has designed more math items that address conceptual understanding.

	RETIRED ITEM	NEW ITEM
Standard	CCSS.Math.Content.6.NS.C.7 - Understand ordering and absolute value of rational numbers.	CCSS.Math.Content.6.NS.C.7d - Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-30 dollars represents a debt greater than $30.
Item		
Notes	Recall question. Most answer choices not text-dependent.	Text-dependent answers, meaning students are asked to identify which quotation from the text led them to that answer.

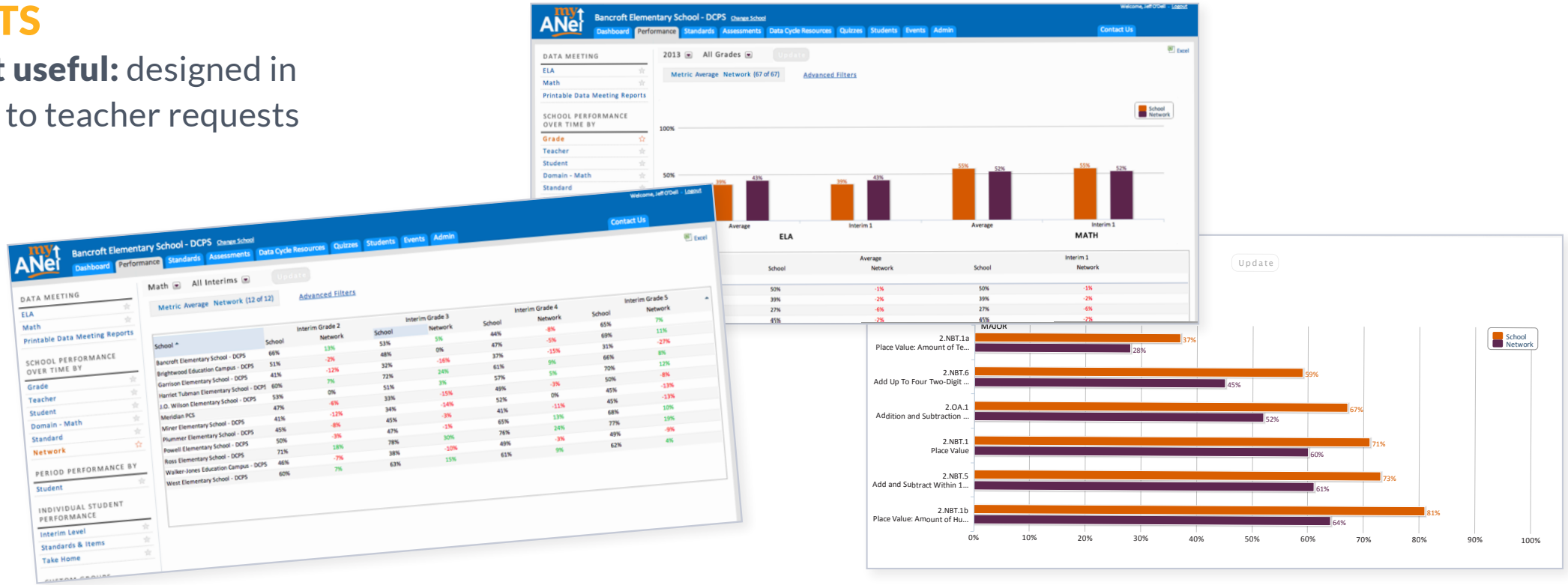
Additional detail on our platform

ANet

Our integrated online platform provides tools to make it easier for teachers to meet their students' needs.

REPORTS

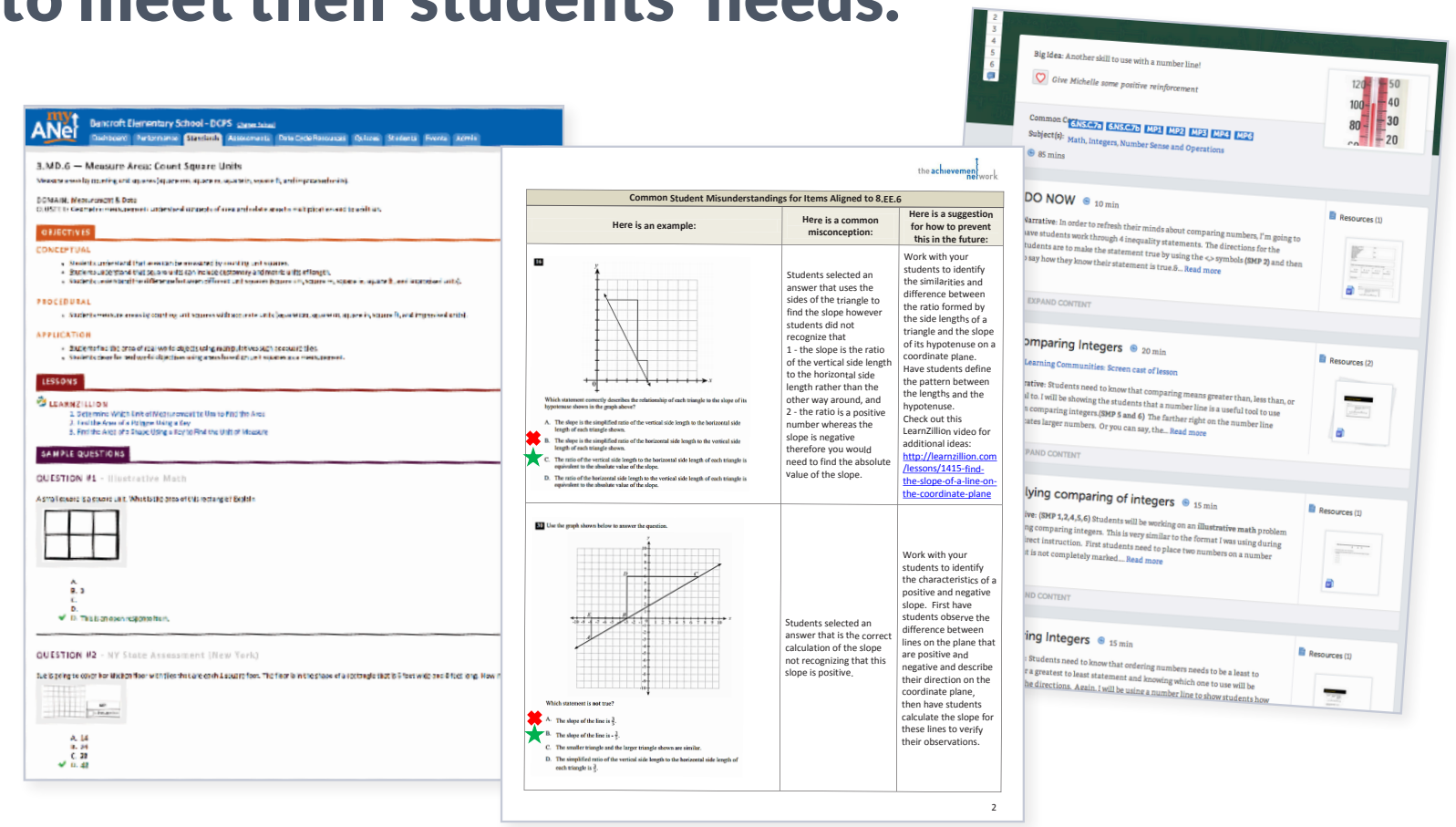
The most useful: designed in response to teacher requests



Our integrated online platform provides tools to make it easier for teachers to meet their students' needs.

LESSONS

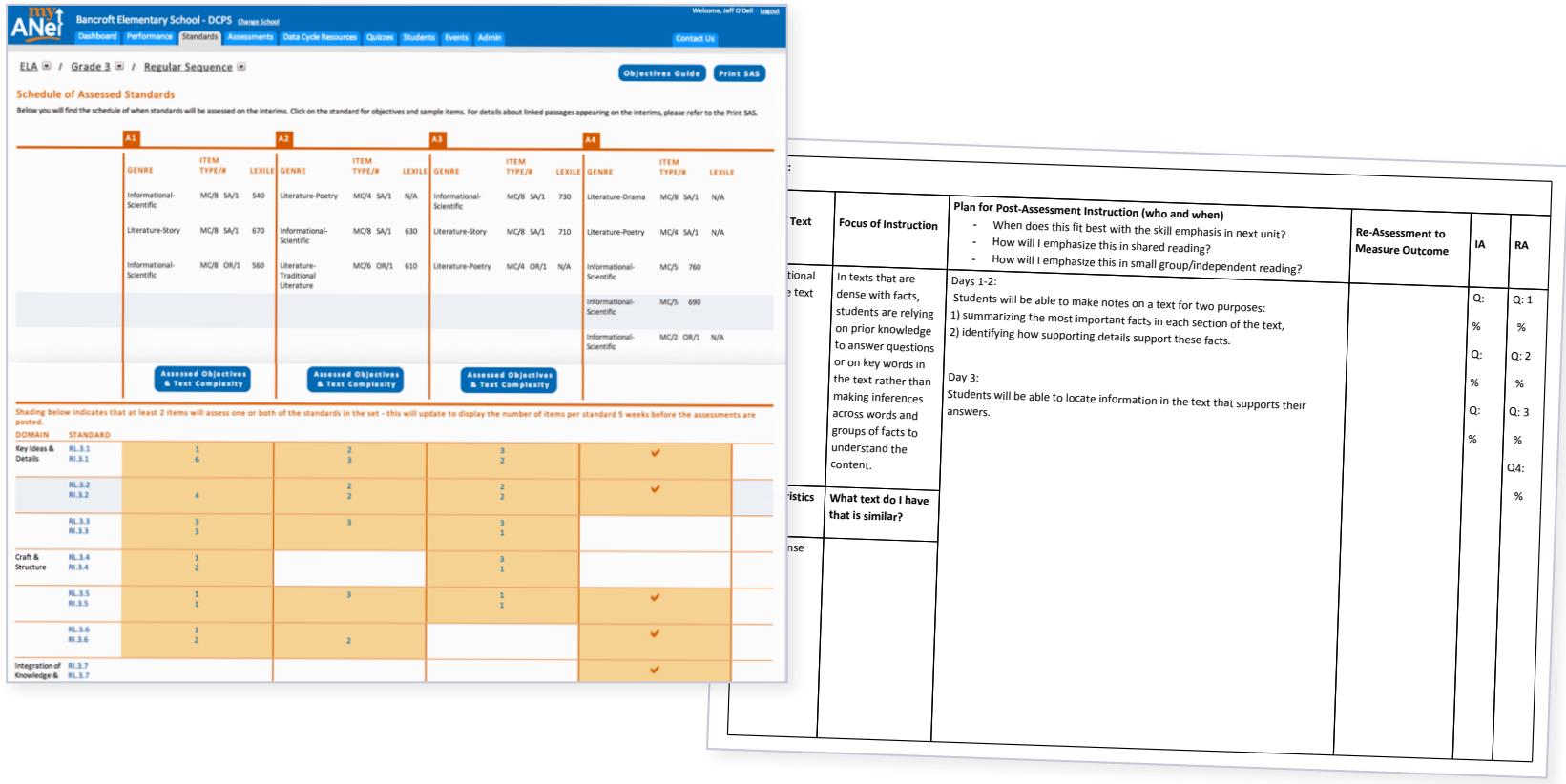
A wealth of resources: sample lessons, quiz builder tool, misconception guides, etc.



Our integrated online platform provides tools to make it easier for teachers to meet their students' needs.

PLANNING

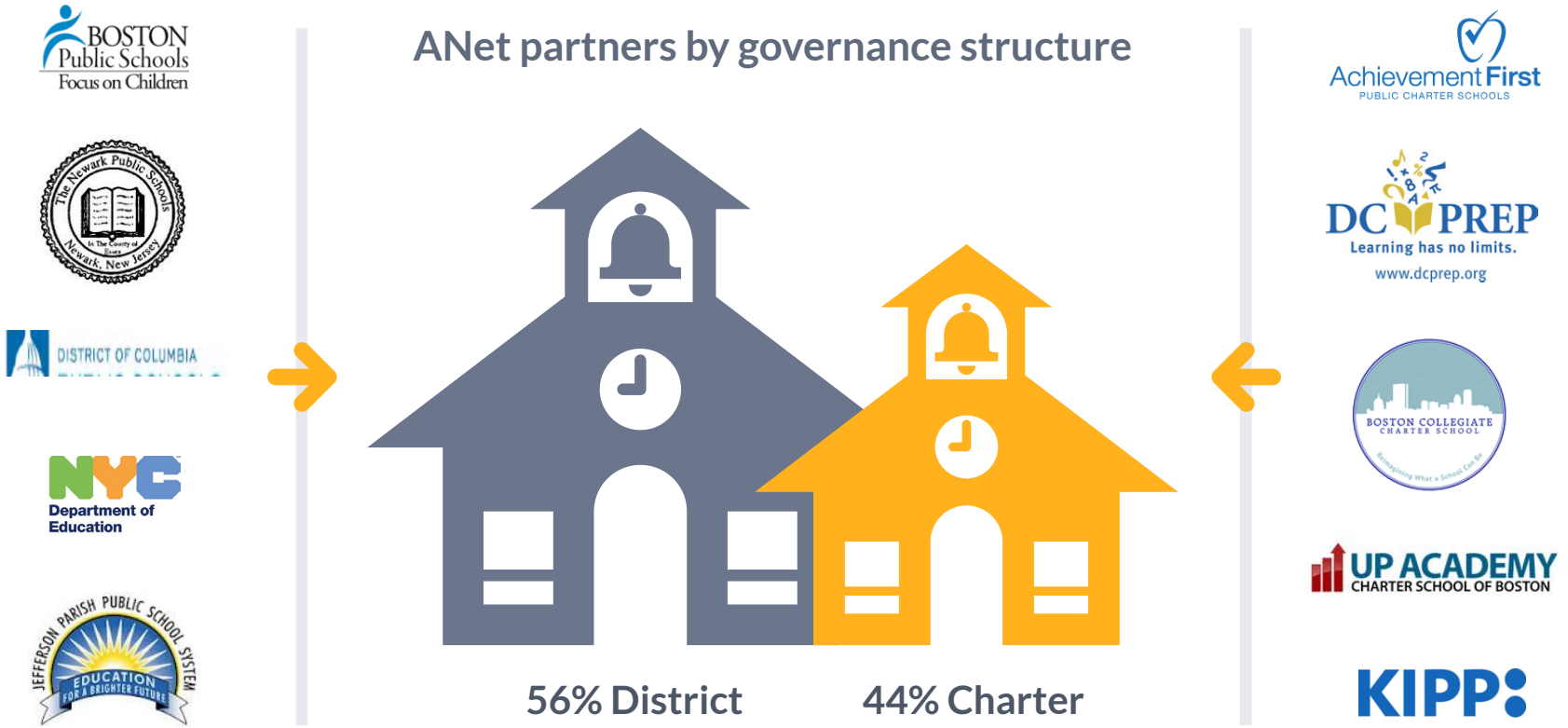
Time-saving tools: make teachers' work **easier** and **more effective**



Additional detail on networks

ANet

ANet's network contains a diverse group of schools, including large district partners, high performing charters, and more.



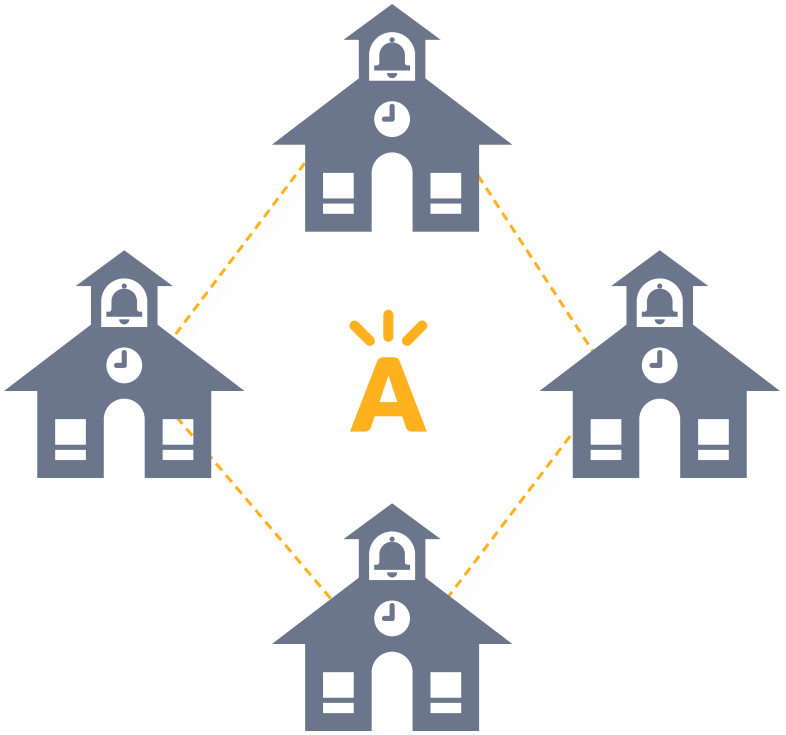
The Achievement Network's relationships with outstanding schools enables us to provide exceptional PD.

- Common Core breakfast series
- Common Core conferences
- Cross-network learning walks
- District-level embedded PD
- Leadership breakfast series
- Network conferences
- Quarterly Spotlights e-newsletter
- Screencasts and webinars
- Site visits
- Video library

We share best practices from throughout our network because, working together, we can accelerate change faster.

We share practices locally and nationally, online and in person:

- Video of exemplar data meetings
- Site visits, learning walks
- Network meetings with workshops and presentations
- Meetings/video calls between school leaders with relevant experience
- Regular, frequent internal PD for coaches



Impact and Results

Since 2005, we've helped to set up more than

300,000

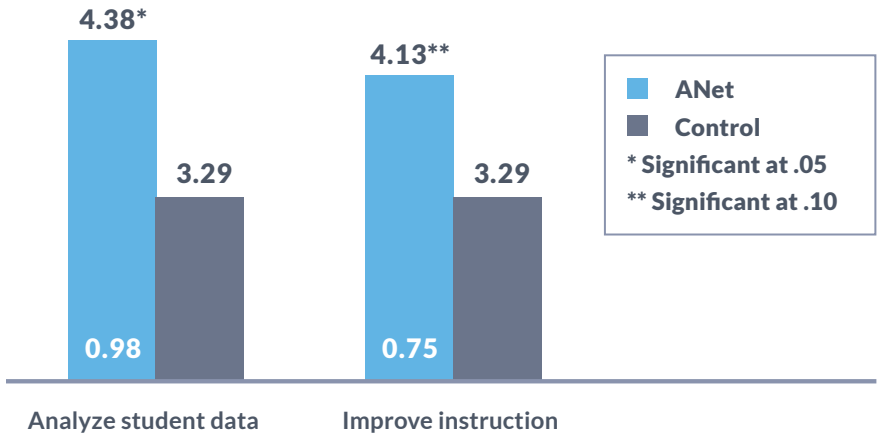
students for sucess.

ANet

ANet's support is improving practice in schools.

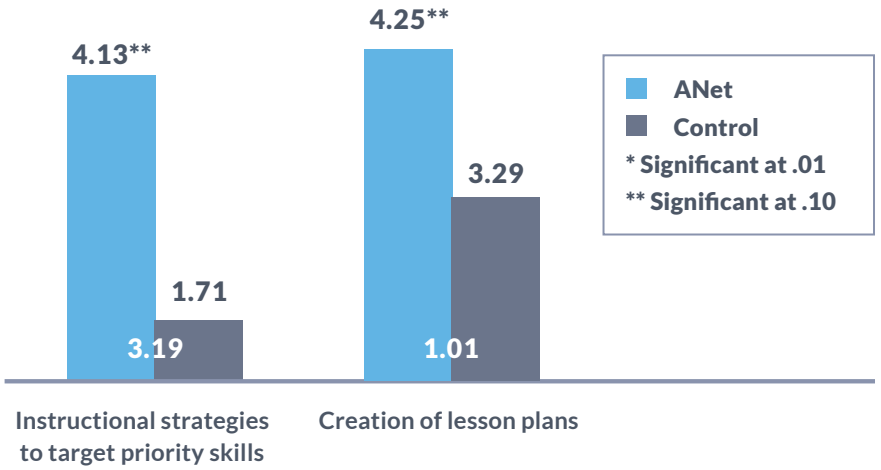
Better support in ANet schools compared to control schools implementing interims...

Please rate how satisfied you are with the support you receive to help you ...



... and more useful data used to shape instruction more frequently

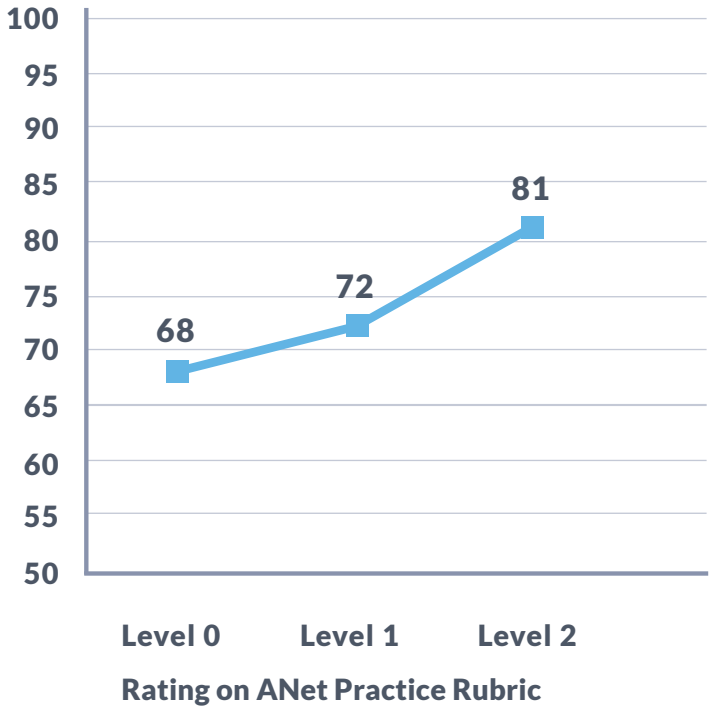
How often has discussion of interim assessment data resulted in ...



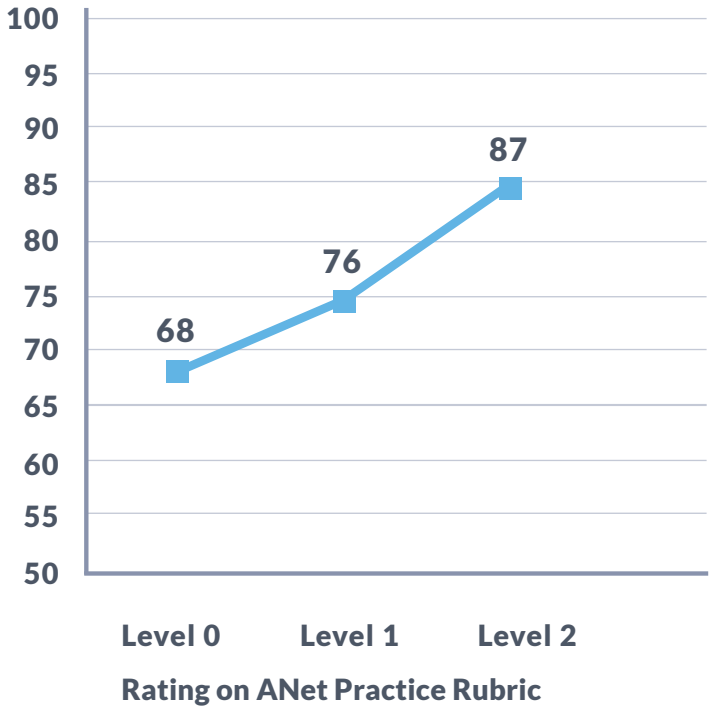
All responses measured by Likert Scale; white numbers indicate effect size

Schools with stronger practice get better results for students.

CPI score based on 2013 MCAS - Math
Median CPI score by ANet practice level

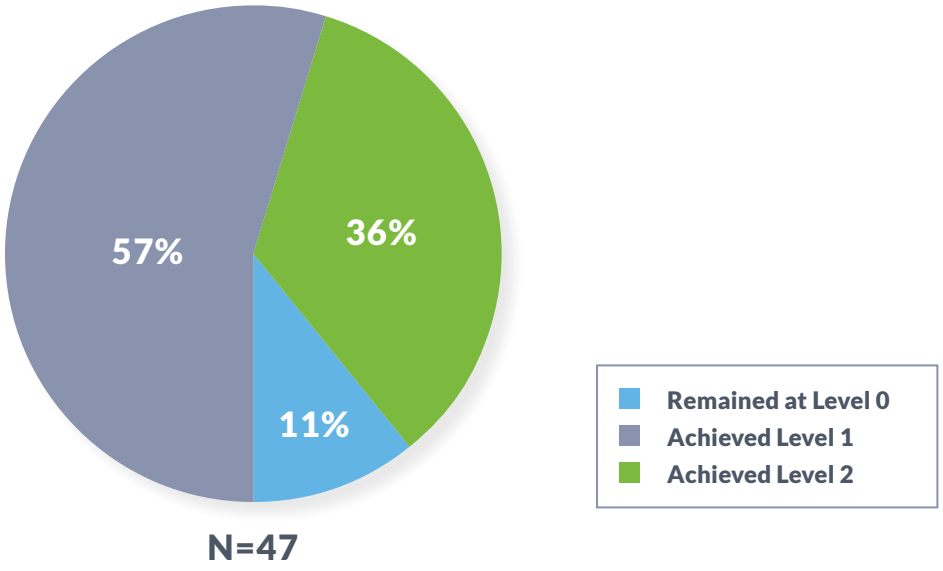


CPI score based on 2013 MCAS - ELA
Median CPI score by ANet practice level

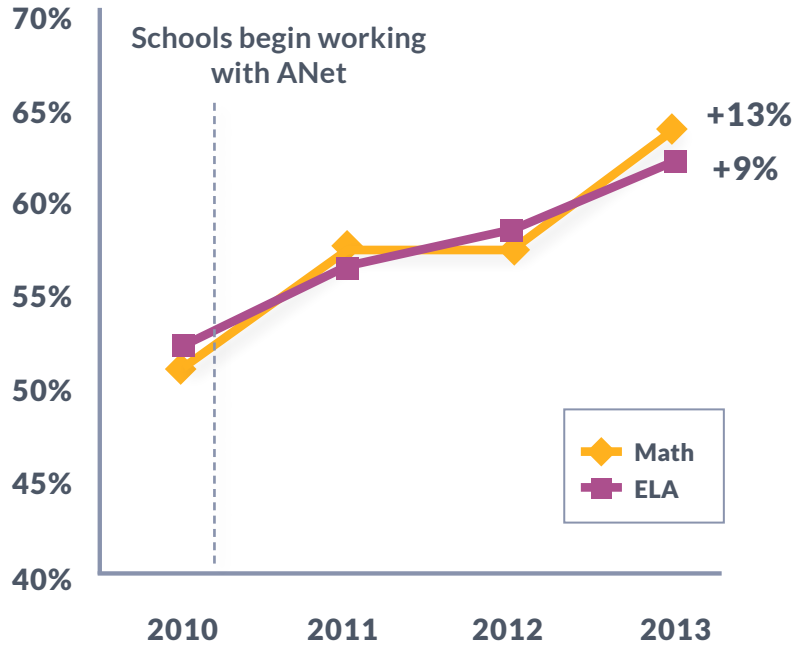


Schools making progress on our practice rubrics* reliably achieve increases in student performance over a multi-year period

3-year practice progress by ANet partner schools



Students performing at advanced/proficient for ANet partners achieving Rubric Level 2



*Note: Schools achieving Level 1 saw a 12.3% increase in math and a 3.8% increase in ELA; schools that did not improve practice saw declines of 4.7% and 5.7%, respectively. * For more information on ANet's practice rubrics, please see: http://achievementnetwork.squarespace.com/storage/ANetRubrics.pdf*

“ANet has provided us with the **structure and support** to move our students forward in a systematic way. It has kept me as an administrator focused as well as the teachers which has filtered down to the students.”

PRINCIPAL, CHICAGO NETWORK

“The professional development from Achievement Network has been **strategic, frequent, and of high quality**. The protocols used for analyzing student data are clear, well-designed and serve the purpose of helping teachers with what is typically a daunting task: making sense of hundreds of numbers on a spreadsheet.”

ASSOCIATE PRINCIPAL & CO-FOUNDER, EASTERN MASSACHUSETTS NETWORK

"I feel like the types of tests you are providing could and are **fundamentally changing education**. I feel like more non-traditional teacher types will become interested in education if they feel like they have clear and measurable goals to achieve."

TEACHER, EASTERN MASSACHUSETTS NETWORK

For more information, contact:

Insert Name

Insert Title

Insert Email Address

@AchievementNet

www.achievementnetwork.org

to come

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Learning. Together.