

INTRODUCTION 2014

Achievement Network



Kindra Clineff, courtesy of Boston Collegiate Charter School



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



Our mission and values

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.

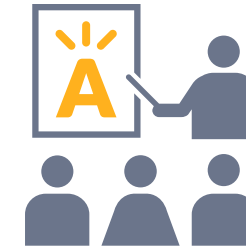
There are no silver bullets.

All schools are different and need a tailored approach.



Overview of what we do

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**.



Powerful, targeted teaching
that accelerates student achievement



Tools

Assessment/items
Planning guides
Curated lessons

Training

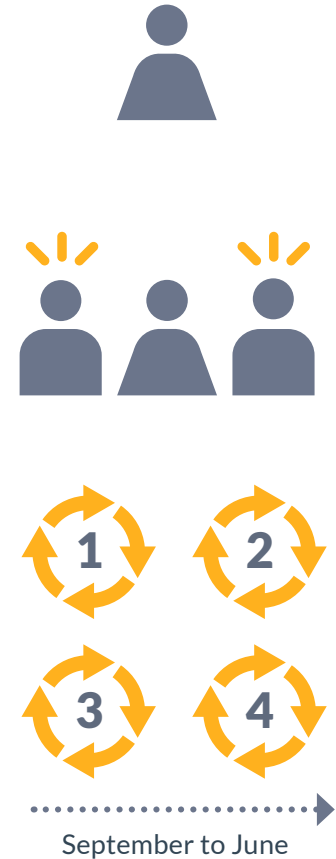
Peer & online learning
On-the-job coaching
Group PD

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



September to June





Our “network effect”

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

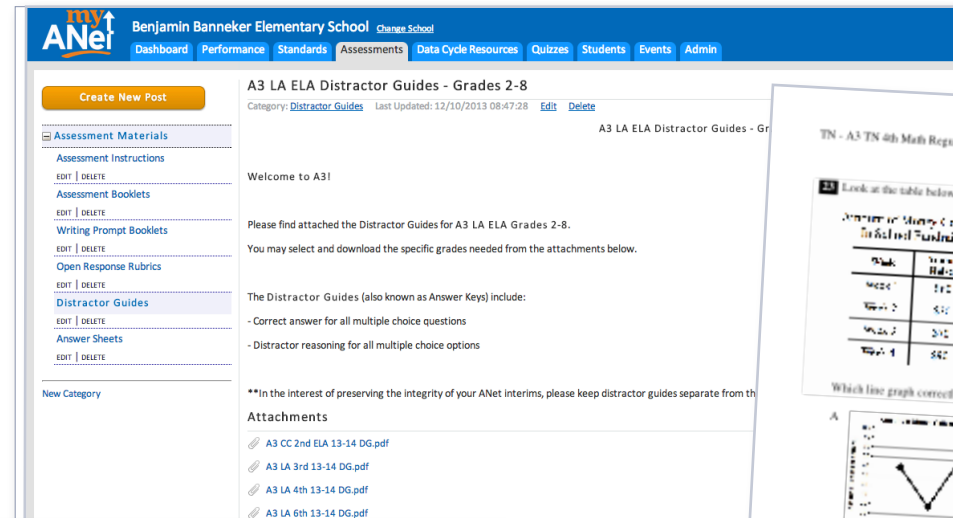
- Our support is informed by real practices from the highest-performing schools
- We can draw on large amounts of data to share what works
- We combine national perspective with on-the-ground insights
- Abundant, valuable PD opportunities

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



2 According to the passage, why is Thomas unable to play baseball?

- A Grandfather needs him to help at home.
- B He broke his ankle while playing.
- C He needs to join a team first.
- D Grandfather prevents him from playing sports.

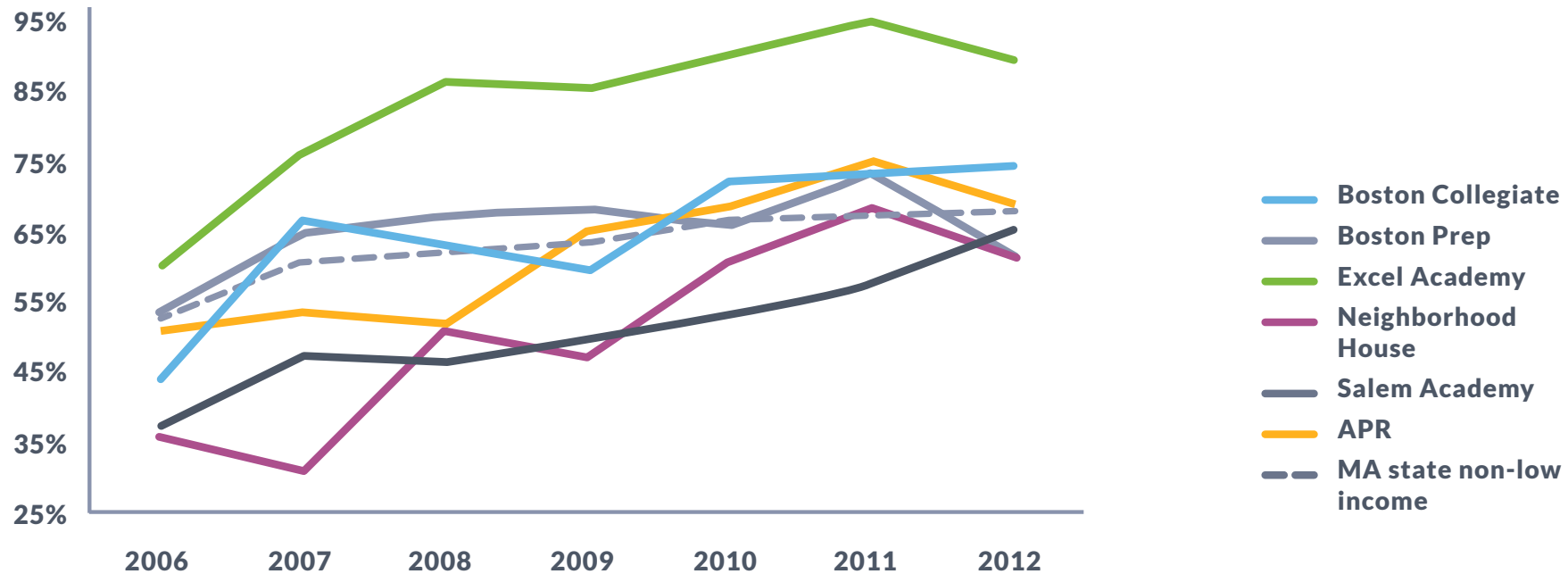
3 Which of the following *best* describes the main idea of this article?

- A Native American sports had very few rules and were generally very rough or violent games.
- B Native Americans had sports to teach skills and teamwork just like people today.
- C Native American sports were very competitive and focused entirely on winning.



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

	A1	A2	A3	A4		
	STANDARD NAME	#	Q	STANDARD NAME	#	Q
Major	3.OA.1 Interpret Products of Whole Numbers	3	3	3.MD.5b Understand Square Units and Area	1	3
	3.OA.2 Interpret Whole-Number Quotients	3	3	3.MD.6 Measure Area: Count Square Units	2	3
	3.OA.3 Multiplication and Division Fact Word Problems	3	3	3.MD.7a Area Tiling	1	3
	3.OA.4 Unknowns in Multiplication and Division Number Sentences	3	3	3.MD.7b Area Multiplying	2	3
				3.NF.1 Unit Fractions and Building Fractions	3	3
				3.NF.2a Unit Fractions on a Number Line	1	3
				3.NF.2b Non-Unit Fractions on a Number Line	2	3
				3.NF.3a Understand Equivalent Fractions	1	3
				3.MD.1 Tell and Write Time and Solve Addition and Subtraction Time Problems	3	3
				3.MD.2 Measurement Problems	3	3





**Additional detail on
our coaching**

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



A Net'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.*

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

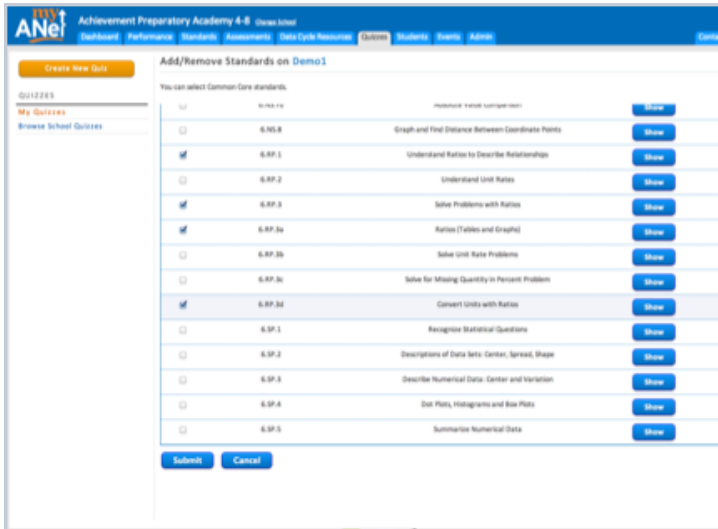


Anthony Branch (TN)
17 years in education, over 5 years as an assistant principal

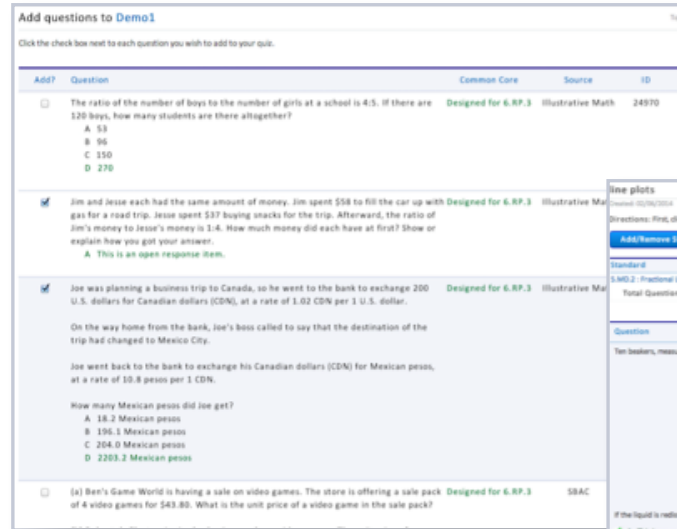


**Additional detail
on our assessments**

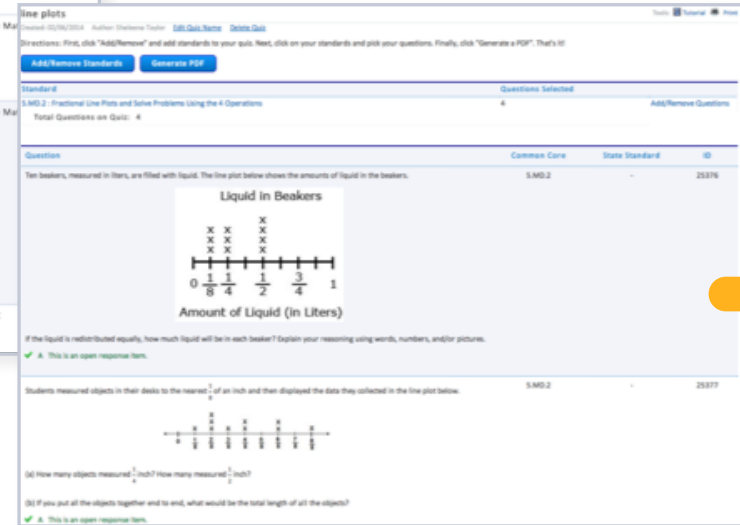
We support formative assessment with the quiz tool, which draws on our library of high-quality PARCC-aligned items.



Select



Add questions



Print



DC - White House!

3. Excerpt from the Go Australia Tourist Guide
"Guide to Finding Native Australian Animals"

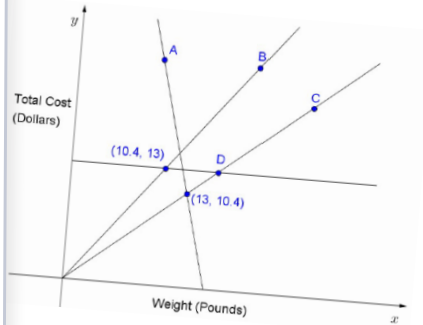
Guide to Finding Native Australian Animals

1 Australian Butterfly Sanctuary (Kuranda, near Cairns, Queensland): This may be one of the most impressive butterfly sanctuaries in the world, with hundreds of species of butterflies. Visitors may walk through butterfly habitats. (Wear bright colors for a "close encounter" with a few butterflies!)	2 Currumbin Wildlife Sanctuary (Gold Coast, Queensland): Visit the world's largest Australian animal sanctuary. Special shows highlight the park's more than 10,000 koalas, a brightly colored and very talkative Australian parrot. Come to a Dingo or Wombat Talk to learn more about these and other amazing Australian animals.
3 Bunbury and Monkey Mia (Western Australia, (Tangalooma, Queensland): Dolphins love Australia, so there are many places where you can see, feed, or even swim with them! Come to Bunbury to swim with dolphins, or head to Tangalooma or Monkey Mia for a guaranteed dolphin sighting.	4 Lone Pine Koala Sanctuary (Brisbane, Queensland): Koalas are everywhere in this first and largest koala sanctuary. Visitors may hold and even have their pictures taken with a koala. Many other Australian natives live in the park, including emus and kangaroos, which you may hand feed.

DC - Demo3

1. Carlos bought $6\frac{1}{2}$ pounds of bananas for \$5.20.

- (a) What is the price per pound of the bananas that Carlos bought?
- (b) What quantity of bananas would one dollar buy?
- (c) Which of the points in the coordinate plane shown below correspond to a quantity of bananas that cost the same price per pound as the bananas Carlos bought? Circle all the correct responses below the graph.



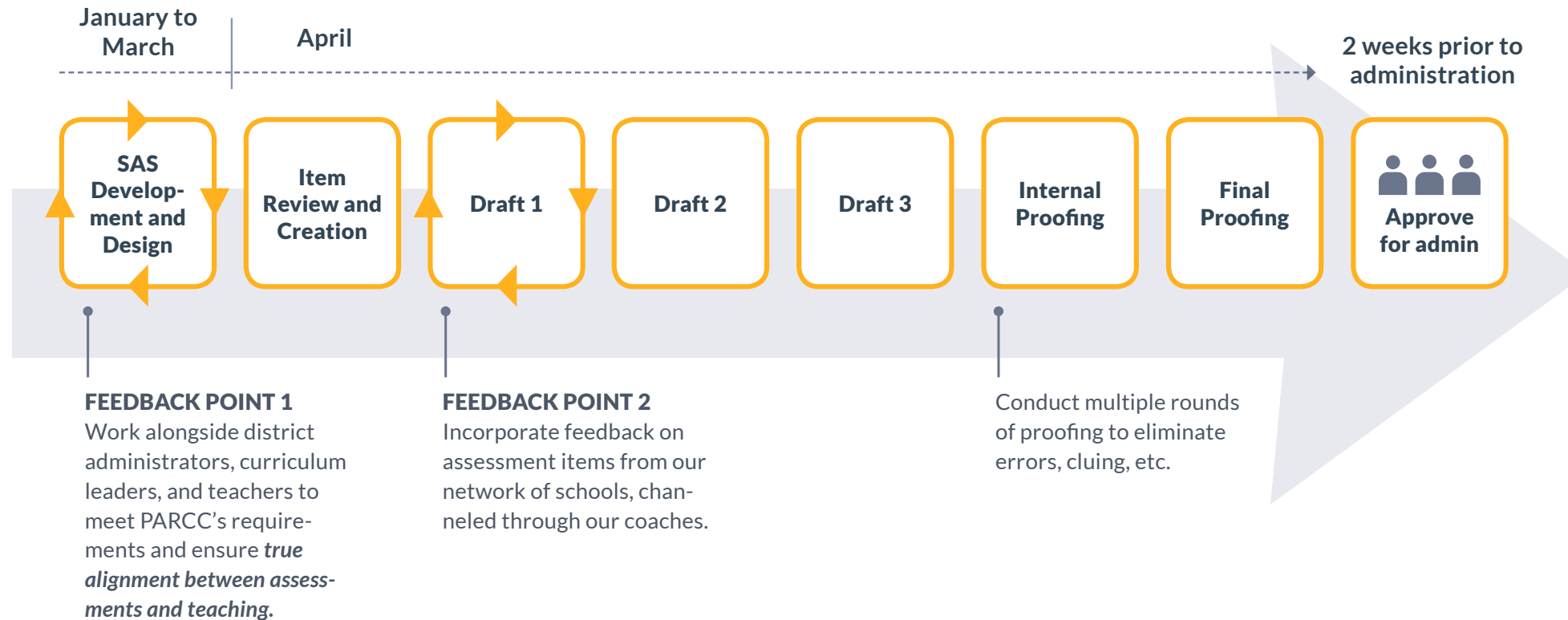
- Point A
- Point B
- Point C
- Point D
- (10.4, 13)
- (13, 10.4)

There is not enough information to determine this.

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.



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

Deep relationships with national thought leaders...



The Charles A. Dana Center

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



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.*

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” standards 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 $700 \div 70 = 10$ 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 $4,000 \div 400$ 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	<p>According to the article, the purpose of cyanide in heap-leach mining is—</p> <ul style="list-style-type: none"> 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. <p>Distractor Guide</p> <ul style="list-style-type: none"> 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.) 	<p>Which quotation from the text identifies why there are rivers in Montana?</p> <ul style="list-style-type: none"> 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.” <p>Distractor Guide</p> <ul style="list-style-type: none"> 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.

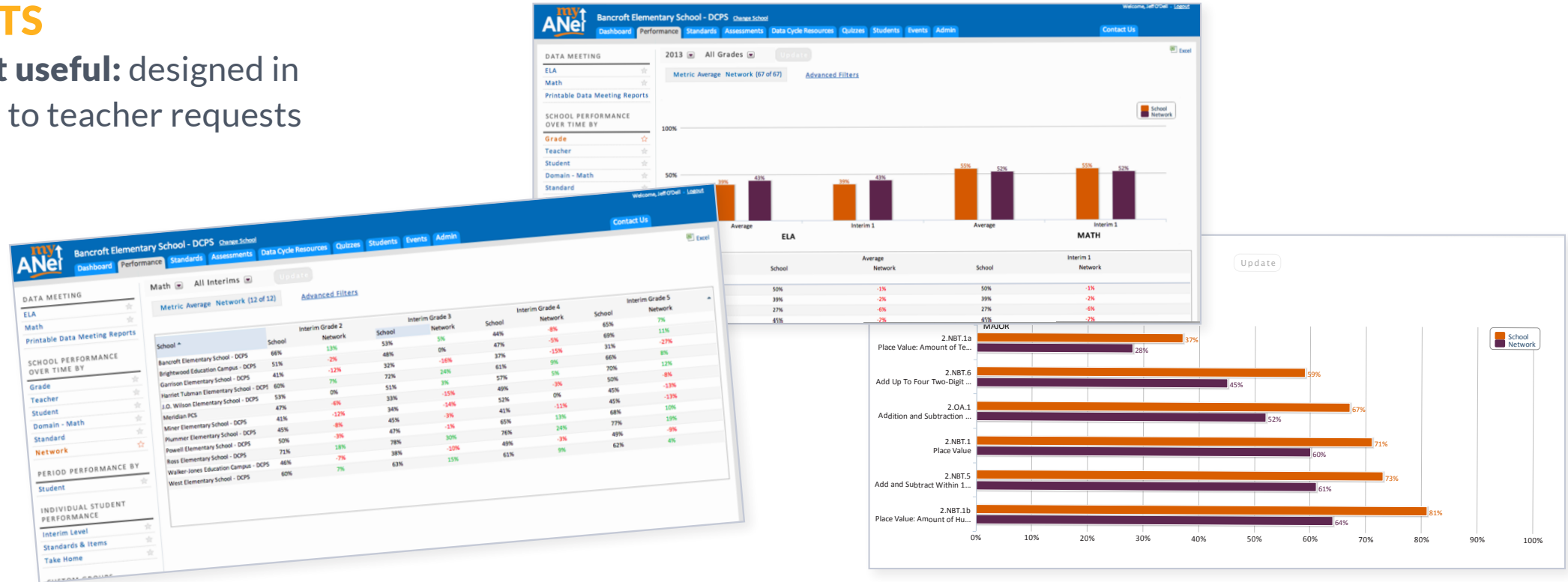


**Additional detail
on our platform**

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.

The screenshot shows the AneT platform interface for a lesson titled "3.MD.G — Measure Area: Count Square Units". The page includes a navigation bar with "Dashboard", "Performance", "Standards", "Assessments", "New CCR Resources", "Outline", "Materials", "Events", and "APPS". The main content area is divided into sections: "OBJECTIVES", "CONCEPTUAL", "PROCEDURAL", "APPLICATION", and "LESSONS". Under "LESSONS", there is a "LEARNER LEAD" section with three steps: 1. Determine length and width of each tile to find the Area; 2. Find the Area of a Polygon Using a Grid; 3. Find the Area of a Shape Using a Grid to Find the Unit of Measure. Below this is a "SAMPLE QUESTIONS" section with two questions. Question #1 is an illustrative math problem with a 2x3 grid and four multiple-choice options (A: 3, B: 6, C: 9, D: 12), with D being the correct answer. Question #2 is a NY State Assessment question about the area of a triangle on a grid, with four multiple-choice options (A: 14, B: 24, C: 28, D: 42), with D being the correct answer.

Common Student Misunderstandings for Items Aligned to 8.EE.6		
Here is an example:	Here is a common misconception:	Here is a suggestion for how to prevent this in the future:
<p>11</p> <p>Which statement correctly describes the relationship of each triangle to the slope of its hypotenuse shown in the graph above?</p> <p>A. The slope is the simplified ratio of the vertical side length to the horizontal side length of each triangle shown.</p> <p>B. The slope is the simplified ratio of the horizontal side length to the vertical side length of each triangle shown.</p> <p>C. The ratio of the vertical side length to the horizontal side length of each triangle is equivalent to the absolute value of the slope.</p> <p>D. The ratio of the horizontal side length to the vertical side length of each triangle is equivalent to the absolute value of the slope.</p>	<p>Students selected an answer that uses the sides of the triangle to find the slope however students did not recognize that $1 -$ the slope is the ratio of the vertical side length to the horizontal side length rather than the other way around, and $2 -$ the ratio is a positive number whereas the slope is negative therefore you would need to find the absolute value of the slope.</p>	<p>Work with your students to identify the similarities and difference between the ratio formed by the side lengths of a triangle and the slope of its hypotenuse on a coordinate plane. Have students define the pattern between the lengths and the hypotenuse. Check out this LearnZillion video for additional ideas: http://learnzillion.com/lessons/1415-find-the-slope-of-a-line-on-the-coordinate-plane</p>
<p>12</p> <p>Use the graph shown below to answer the question.</p> <p>Which statement is not true?</p> <p>A. The slope of the line is $\frac{4}{3}$.</p> <p>B. The slope of the line is $\frac{3}{4}$.</p> <p>C. The smaller triangle and the larger triangle shown are similar.</p> <p>D. The simplified ratio of the vertical side length to the horizontal side length of each triangle is $\frac{3}{4}$.</p>	<p>Students selected an answer that is the correct calculation of the slope not recognizing that this slope is positive.</p>	<p>Work with your students to identify the characteristics of a positive and negative slope. First have students observe the difference between lines on the plane that are positive and negative and describe their direction on the coordinate plane, then have students calculate the slope for these lines to verify their observations.</p>

The screenshot shows the AneT platform interface for a lesson titled "8.EE.6 — Comparing Integers". The page includes a navigation bar with "Dashboard", "Performance", "Standards", "Assessments", "New CCR Resources", "Outline", "Materials", "Events", and "APPS". The main content area is divided into sections: "Big Idea: Another skill to use with a number line!", "DO NOW" (10 min), "EXPAND CONTENT", "Comparing Integers" (20 min), "EXPAND CONTENT", "Comparing Integers" (15 min), and "EXPAND CONTENT". The "DO NOW" section includes a narrative: "In order to refresh their minds about comparing numbers, I'm going to have students work through 4 inequality statements. The directions for the students are to make the statement true by using the $\lt;>$ symbols (IMP 2) and then say how they know their statement is true.8... Read more". The "Comparing Integers" sections include learning communities, screen casts of lessons, and resources. The "Comparing Integers" (15 min) section includes a narrative: "Students will be working on an illustrative math problem comparing integers. This is very similar to the format I was using during direct instruction. First students need to place two numbers on a number line that is not completely marked... Read more".

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**

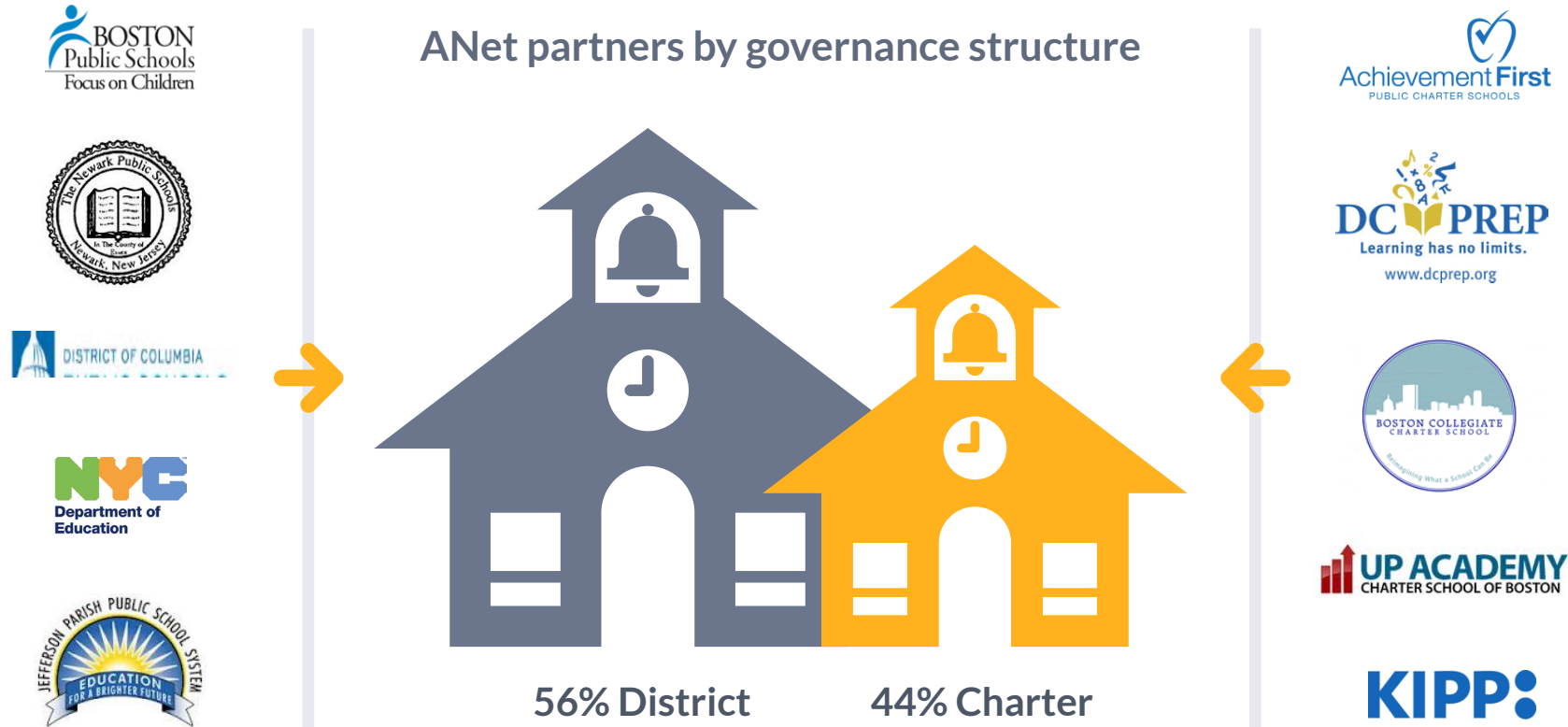
Shading below indicates that at least 2 items will assess one or both of the standards in the set - this will update to display the number of items per standard 5 weeks before the assessments are posted.

DOMAIN	STANDARD	A1	A2	A3	A4
Key Ideas & Details	RI.3.1	1	2	3	✓
	RI.3.1	6	3	2	✓
Craft & Structure	RI.3.2		2	2	✓
	RI.3.2	4	2	2	✓
Integration of Knowledge & Skills	RI.3.3	3	3	3	
	RI.3.3	3		1	
Key Ideas & Details	RI.3.4	1		3	
	RI.3.4	2		1	
Key Ideas & Details	RI.3.5	1	3	1	✓
	RI.3.5	1		1	✓
Key Ideas & Details	RI.3.6	1			✓
	RI.3.6	2	2		✓
Integration of Knowledge & Skills	RI.3.7				✓
	RI.3.7				✓

Text	Focus of Instruction	Plan for Post-Assessment Instruction (who and when)	Re-Assessment to Measure Outcome	IA	RA
Informational text	In texts that are dense with facts, students are relying on prior knowledge to answer questions or on key words in the text rather than making inferences across words and groups of facts to understand the content.	<ul style="list-style-type: none"> When does this fit best with the skill emphasis in next unit? How will I emphasize this in shared reading? How will I emphasize this in small group/independent reading? <p>Days 1-2: Students will be able to make notes on a text for two purposes: 1) summarizing the most important facts in each section of the text, 2) identifying how supporting details support these facts.</p> <p>Day 3: Students will be able to locate information in the text that supports their answers.</p>		Q: 1 % Q: 2 % Q: 3 % Q4: %	Q: 1 % Q: 2 % Q: 3 % Q4: %
Texts	What text do I have that is similar?				
Assessment					

Additional detail on networks

A Net'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

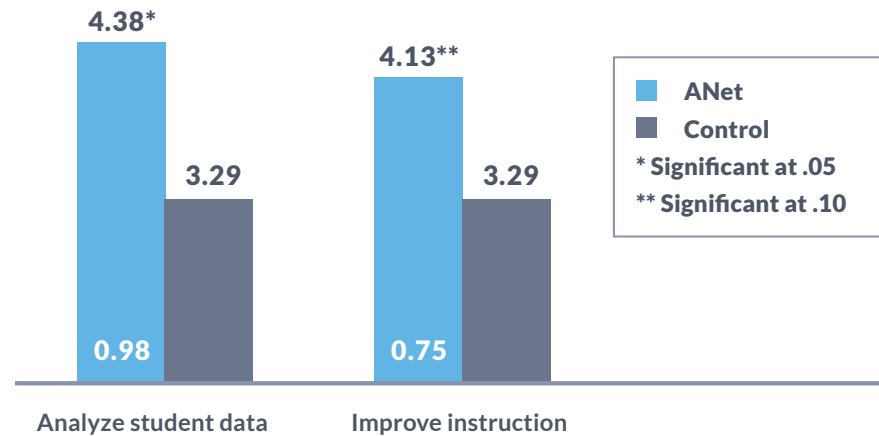


students for success.

A⁺Net's support is improving practice in schools.

Better support in A⁺Net schools compared to control schools implementing interims...

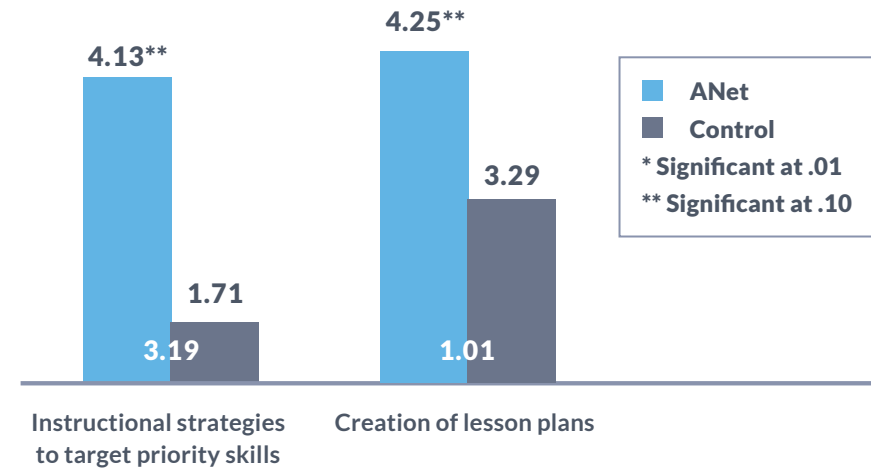
Please rate how satisfied you are with the support you receive to help you ...



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

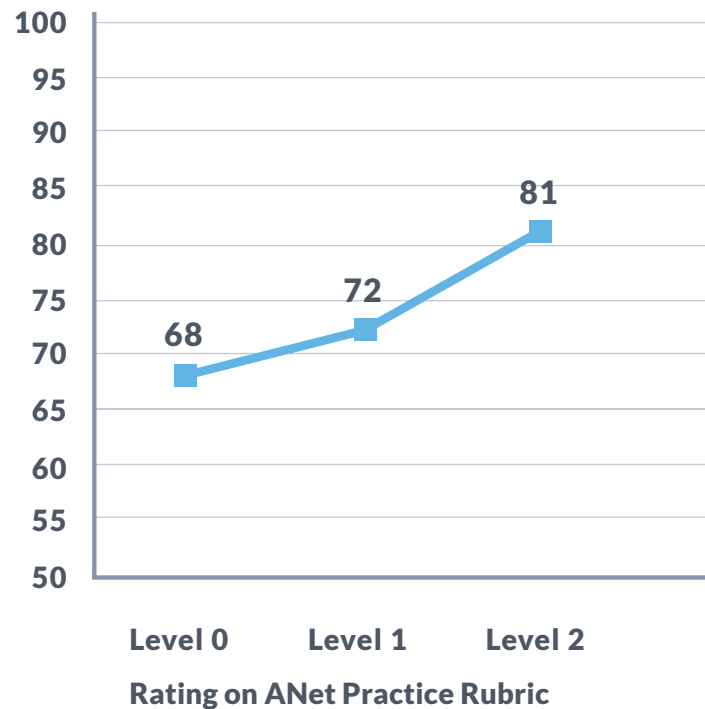
... and more useful data used to shape instruction more frequently

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

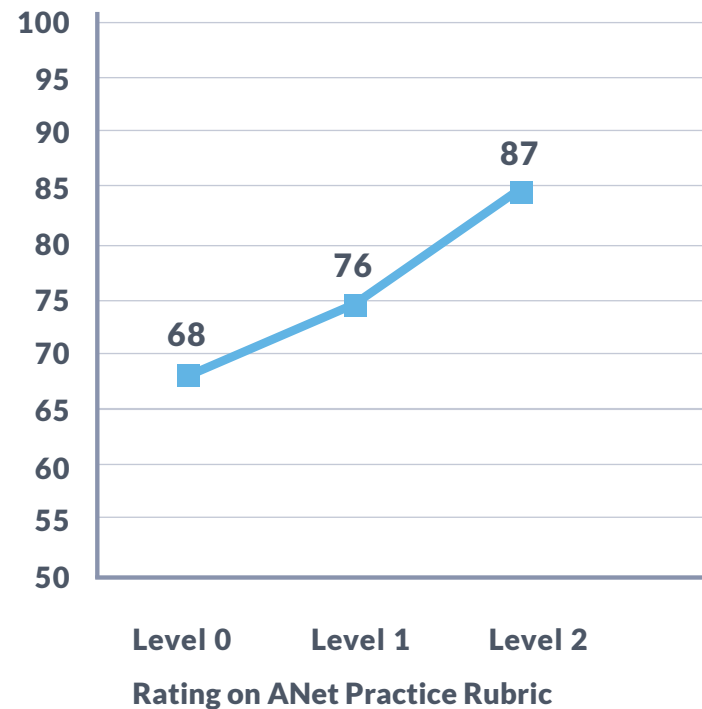


Schools with stronger practice get better results for students.

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

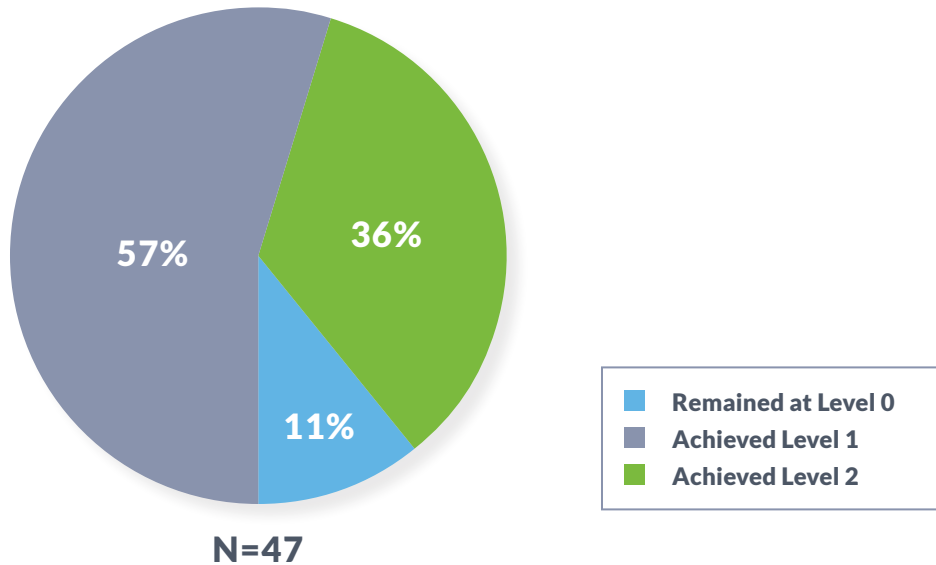


CPI score based on 2013 MCAS - ELA
Median CPI score by ANet practice level



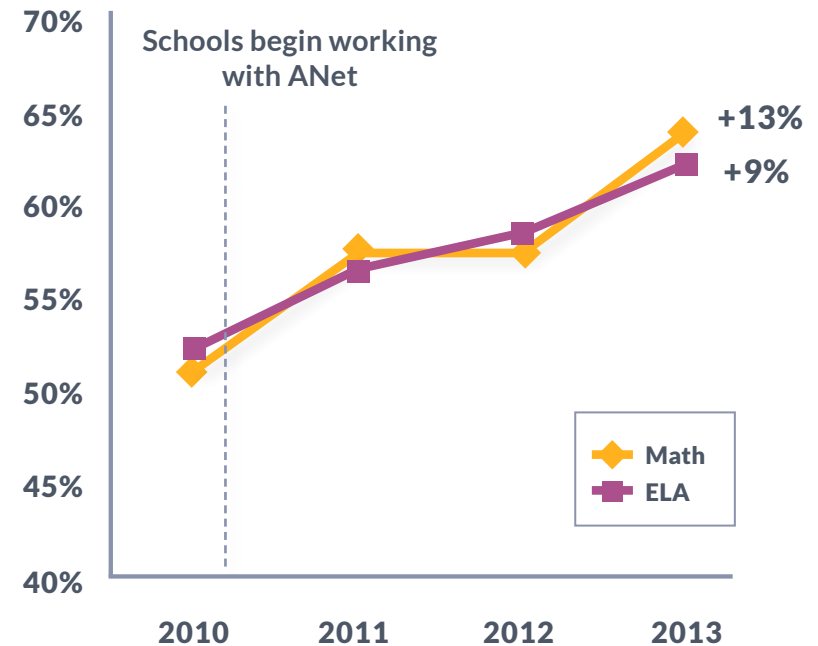
Schools making progress on our practice rubrics* reliably achieve increases in student performance over a multi-year period

3-year practice progress by ANet partner schools



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>

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



“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



ACHIEVEMENT NETWORK

Learning. Together.