While a national achievement gap exists, schools are finding ways to help their students achieve every day.

**National average: persistent achievement gap**
Average scale score, 4th grade NAEP

- National non-low income
- National low income

**A Net founding cohort: closing achievement gap**
Percent proficient, 3rd – 8th grade MCAS

The Achievement Network is a nonprofit organization founded in 2005 to help close the achievement gap.

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 in low-income communities.

While the last decade has seen an increase in assessment data, several barriers prevent that data from supporting student learning.

Barriers to effective data use include:
- Interim assessments are poorly sequenced and not aligned to standards
- Data is not granular enough and becomes available too late to be useful
- Schools do not carve out designated time to assess and interpret data
- Teachers do not receive support in analyzing and planning from data
- Schools do not consistently practice backward planning from standards

Districts with an assessment data system

Bar percent

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>16</td>
</tr>
<tr>
<td>2008</td>
<td>79</td>
</tr>
</tbody>
</table>
ANet offers four integrated services that help schools internalize the right routines to plan from standards and use data effectively:

- **Job-embedded coaching** helps leaders and teachers build effective planning and management routines.
- **Interim assessments & reports** support routines with actionable data.
- **Membership in the network** reinforces routines and offers exclusive access to best practices from other schools.
- **School & system consulting** aligns priorities, structures, and resources to create the environment for teacher success.

ANet’s integrated set of services consistently drives improvements in school-level practices that reliably lead to achievement gains:

Anchored by our in-school coaching, ANet provides integrated services that help schools adopt a defined set of proven practices... that consistently lead to student achievement gains among all cohorts.

See appendix for description of ANet’s key school level practices.
During the 2010-2011 school year, ANet schools achieved double the gains of their non ANet peers in most states.

ANet partner schools vs. state peers, 2010-2011 (Math)
Percentage point increase in proficiency

ANet partner schools vs. state peers, 2010-2011 (ELA)
Percentage point increase in proficiency

Preliminary results for the 2011-2012 school year indicate ongoing impact (DCPS example)

Average gains for DCPS schools
Percent of students advanced or proficient

Math
-1.0
ELA
2.1
ANet's impact
- Students in ANet schools outperformed non-ANet students overall and across all cohorts
- Students that stayed in ANet schools for two years outperformed students that left before the '11-'12 year
Schools making the greatest progress on ANet’s key school-level practices are getting the strongest results (DCPS example)

School progress on priority actions and levers
Number of schools in each progress category

- **Slow progress**
- **Moderate progress**
- **Rapid progress**

<table>
<thead>
<tr>
<th>School</th>
<th>Math gains</th>
<th>ELA gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brent</td>
<td>17.5%</td>
<td>-3.5%*</td>
</tr>
<tr>
<td>CHEC</td>
<td>5.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Hyde</td>
<td>17.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Orr</td>
<td>0.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Smothers</td>
<td>0.0%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Tuesdell</td>
<td>5.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Barnard</td>
<td>-1.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Cleveland</td>
<td>-1.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Sousa</td>
<td>-1.3%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

* Overall 3 year gain of -30%

ANet’s strong results have enabled rapid growth, topping 80% CAGR over the last four years

- **Eastern Massachusetts**
  - Founded 2005 (77 schools)
- **New York**
  - Founded 2011 (30 schools)
- **New Jersey**
  - Founded 2009 (25 schools)
- **Washington, D.C.**
  - Founded 2008 (71 schools)
- **Western Massachusetts**
  - Founded 2010 (45 schools)
- **Tennessee**
  - Founded 2011 (17 schools)
- **Louisiana**
  - Founded 2009 (63 schools)

ANet partner schools, 2005 – 2012
Number of schools

- **Phase 1**: Honing the model
- **Phase 2**: Growing toward scale
The demands that the Common Core State Standards will place on schools are driving a need for innovation across ANet’s model.

1. More rigorous, comprehensive assessments will help teachers understand the bar set by the CCSS and understand student proficiency.
2. Personalized reporting capabilities will save teachers time and increase their understanding of reasons for gaps in student mastery.
3. Online assessment delivery will prepare students and teachers for CCSS with greater variety and rigor of items.
4. Enhanced PD content related to CCSS will help teachers plan for higher level of rigor.
5. Online, on-demand PD modules will enable tailored learning for teachers.
6. Curated best-in-class resources will enable teachers to quickly access the most effective content aligned to individual student needs.
7. Online teacher community will increase collaboration among teachers and take advantage of national network breadth.
8. Support at the district level will ensure that structures, schedules, PD resources, and assessments are correctly aligned to support schools and teachers.
Case study: mid-year course corrections at Hyde-Addison drove outstanding achievement gains at an already strong school

Cohort proficiency rates, Hyde-Addison School
Percent scoring advanced/proficient on DC CAS

<table>
<thead>
<tr>
<th></th>
<th>Math '10-'11</th>
<th>Math '11-'12</th>
<th>ELA '10-'11</th>
<th>ELA '11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73.6</td>
<td>81.1</td>
<td>90.6</td>
<td>90.6</td>
</tr>
</tbody>
</table>

Keys to Hyde-Addison’s success

- Set practice goals focused on accountability structures and developing teachers to take instructional action
- Conducted mid-year check with ANet using student data that identified school was off track for meeting goals
- Took action on accountability structures and teacher development
  - Individual student trackers teachers used to identify areas of need
  - Individualized action plans to help students get the appropriate support
  - Monitoring system using Dropbox for ANet coach and school leader

Hyde-Addison relied on predictive power of ANet assessments and store of ANet best practices to make course corrections, then hosted a “learning walk” facilitated by ANet for other schools to learn from their actions

Case study: Students at Brent Elementary made tremendous strides over time by effectively using data for re-teaching

Cohort proficiency rates, Brent Elementary
Percent scoring advanced/proficient on DC CAS

<table>
<thead>
<tr>
<th></th>
<th>Math '09-'10</th>
<th>Math '11-'12</th>
<th>ELA '09-'10</th>
<th>ELA '11-'12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43.8</td>
<td>37.5</td>
<td>68.8</td>
<td>68.8</td>
</tr>
</tbody>
</table>

I feel that the coaching and assessments/reports are most important and most applicable for our school. We use the reports and assessment results as the basis for the re-teaching plans, and the coach is integral in supporting the team.

-School Leader, Brent

- ANet coaches have helped Brent create re-teaching time in the classroom and outside of the classroom to support students on individual skills
- When Brent first started working with ANet, less than 45% of their 3rd graders were proficient in ELA and Math
- Looking at the same students, nearly 70% are proficient in both ELA and Math as they leave the school as 5th graders
ANet’s **Teacher Actions rubric** has five domains that provide a vision of excellence for teacher practice:

- Internalize a data orientation to focus on a culture of student achievement
- Plan from standards to ensure comprehensiveness and rigor
- Analyze data to identify trends in student performance
- Take instructional action to address trends in performance
- Reflect, learn and adjust to improve instructional practice

Our coaches help build school capacity by prioritizing key actions and then digging deeply on two domains of the school’s choosing.

ANet’s **Leader Levers rubric** has five domains that provide a vision of excellence for leader practice:

- Provide data leadership to set goals and priorities
- Define expectations to achieve consistency
- Manage execution to ensure fidelity to the right routines
- Develop teachers to reinforce practice improvements
- Establish a data and planning culture to focus on results

Our coaches help build school capacity by prioritizing key levers and then digging deeply on two domains of the school’s choosing.