

The Achievement Network LTD

Improving Data Use in Schools

Expanding the Achievement Network

DOES THE USE OF INTERIM ASSESSMENT DATA TO IDENTIFY STUDENT CHALLENGES AND INDIVIDUALIZE TEACHING HAVE A POSITIVE IMPACT ON HIGH-NEED STUDENTS' MATH AND ELA SCORES?

Project Overview

THE INTERVENTION

THE PROBLEM: What Challenge Did the Program Try to Address?

The Achievement Network's (ANet) intervention¹ is aimed at narrowing the achievement gap for high-needs students. The intervention is designed to improve outcomes for students falling behind in school by training teachers to assess data that can identify student needs.

THE PROJECT: What Strategies Did the Program Employ?

ANet received an i3 development grant¹ for 2010–2015. Four key components, noted below, comprised the ANet program. Through these core components, the program was designed to embed the use of interim assessment data into teachers' everyday lesson planning and routines in order to identify and address gaps in student achievement. ANet staff works within a district or school to schedule assessment administration, aligning assessments with district/school curriculum scope and sequence, and conducting regular coaching visits to demonstrate and encourage the use of assessment data to identify student weaknesses and develop individualized approaches to addressing student weaknesses. After an assessment, data is returned to teachers in roughly two business days; at that point, the ANet coach meets with staff to review data. The goal is to build the capacity of teachers and leaders to effectively support the implementation of the project. ANet's programs have been implemented in over 500 schools across nine geographic areas of the United States. A randomized controlled trial, where schools were the unit of randomization, was conducted to evaluate the intervention.

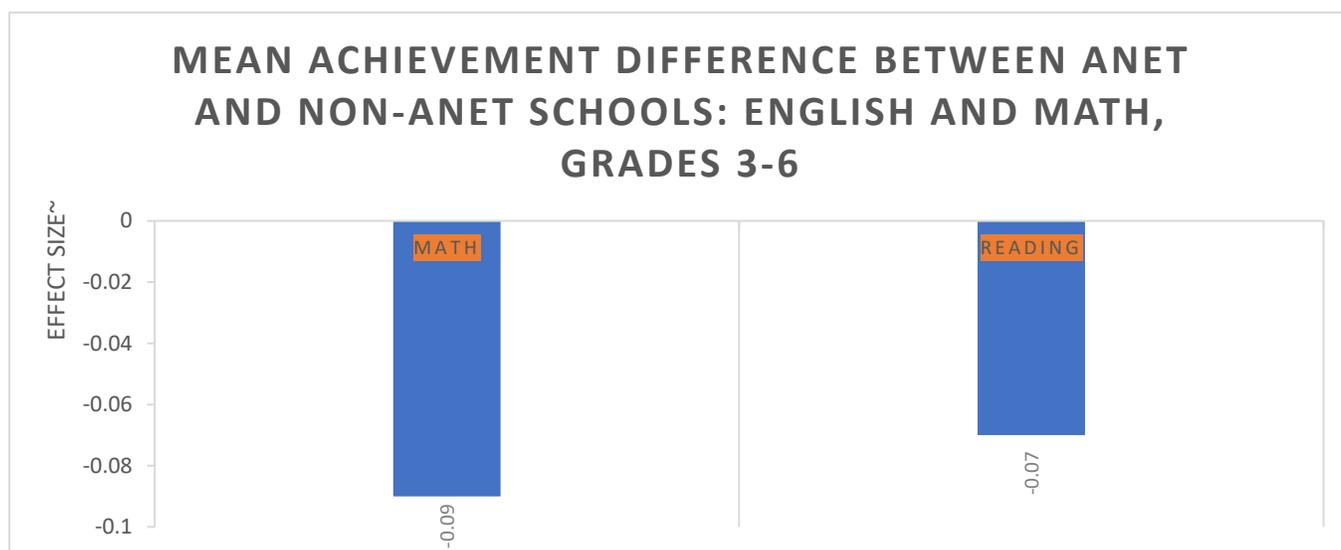
¹ The Achievement Network received an i3 development grant supported by the U.S. Department of Education's Investing in Innovation program through Grant Number U396C100771. Development grants provide funding to support the development or testing of novel or substantially more effective practices that address widely shared education challenges. All i3 grantees are required to conduct rigorous evaluations of their projects. The quality of evidence required to demonstrate a project's effectiveness depends on a project's level of scale or grant type.

ANet Program MODEL

- **Quarterly Interim Assessments.** Regular math and English language arts (ELA) assessments are embedded into the curriculum for grades 3-8 and are aligned with state content standards.
- **Data tools.** Reports on individual students' progress are provided to teachers and administrators roughly two business days after the assessment has been completed. Reports are supplemented on an ongoing basis.
- **Coaching of School Leaders.** The ANet team meets with teachers and leaders to support teachers' use of assessment data to improve instruction and build the capacity of schools to support implementation. Coaches provide group professional development around the use of data.
- **Peer School Network.** ANet connects schools and districts to others in a geographic area. This network is an opportunity to share results and engage in joint professional development.

Summary of Results

DID THE USE OF INTERIM ASSESSMENT DATA TO IDENTIFY STUDENT CHALLENGES AND INDIVIDUALIZE TEACHING HAVE A POSITIVE IMPACT ON STUDENTS' MATH AND ELA SCORES?



~ Education researchers generally interpret effect sizes as follows: 0.2 = small, 0.5 = medium, and 0.8 = large. If the impact does not have an effect size of 0.2 or greater, it is not meaningful, even if it is statistically significant.²

There was no overall impact of the ANet program after two years on student achievement in math or reading.

Please see Appendices B and C for information about the evaluation's design and the quality of the evidence, respectively.

² Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155-159.

OTHER CONSIDERATIONS

While ANet's did not demonstrate positive impacts on student achievement, there were a number of key takeaways to note:

- **TEACHERS' AND LEADERS' PERCEPTIONS OF ASSESSMENT RIGOR.** Teachers and leaders in the ANet group reported that their interim assessments were more rigorous than their non-ANet counterparts. They also reported reviewing data and using it to inform their instruction more frequently. This could indicate that the emphasis on data in the ANet program was effectively conveyed.
- **TEACHERS' AND LEADERS' PERCEPTION OF ALIGNMENT WITH STATE STANDARDS AND SCHOOL CURRICULUM.** Teachers in the intervention, reported feeling that their assessments were less aligned to state math content standards and the scope and sequence of the curriculum at their school. This report could indicate that implementing the ANet program could be disruptive to the overall academic achievement and direction.
- **SCHOOL READINESS.** The ANet program looked at the school screener survey to categorize schools in the intervention into top, middle, or bottom "readiness" levels. Those within the top group demonstrated a positive impact on student achievement, whereas those in the bottom readiness level showed a negative impact on students. This could indicate that the success of the intervention has as much to do with a school's ability to absorb and implement the assessments, data and report tools, and coaching as anything else.
- **ANET THEORY OF CHANGE.** An exploratory analysis of teacher practices and the schools' effectiveness in raising student achievement was conducted. This exploratory analysis noted trends in educator use of data and overall school effectiveness, which could demonstrate that the underlying theory of change is valid.

For More Information

Evaluation Reports

[Final Evaluation Report \(2016\) \(PDF\)](#) (The Center for Education Policy Research, March 2016)³

³ The information and data for this report was collected from the most recent report as of 01/23/2020, Achievement Network's Investing in Innovation Expansion: Impacts on Educator Practice and Student Achievement from The Center for Education Policy Research (CEPR), (2016).

Appendix A: Students Served by the Project⁴

GRADE(S)													
PK	K	1	2	3	4	5	6	7	8	9	10	11	12

High-Need Students ^{i,5}		
Economically Disadvantaged	English Learners	Students with Disabilities
85%	18%	17%

⁴These data reflect the entire student population served by the intervention, not just the evaluation sample used in the impact study.

⁵ The percentages in this chart are for the ANet group only.

Appendix B: Impact Evaluation Methodology⁶

RESEARCH DESIGN:

Design:	Randomized Controlled Trial
Approach:	<ul style="list-style-type: none">ANet recruited schools to participate in their expansion and asked schools to submit a readiness survey to determine eligibility and for assignment to ANet or non-ANet groups.Matched pairs were created based on grade span and school-level measures of student demographic and prior achievement. One school from each pair was placed in the intervention group.
Study Length:	Two waves lasting two years each

DATA COLLECTION AND ANALYSIS

Study Setting	89 schools serving grades 3-8
Final Sample Sizes	<ul style="list-style-type: none">21,335 students
Impact Study Characteristics	<ul style="list-style-type: none">85% Free or Reduced-Price Lunch, 18% English Learners, 17% Students with IEPs
Comparison Group Characteristics	<ul style="list-style-type: none">88% Free or Reduced-Price Lunch, 12% English Learners, 16% Students with IEPs
Data Sources	<ul style="list-style-type: none">Reading and math standardized test scores
Key Measures	<ul style="list-style-type: none">State standardized tests

⁶ These data reflect only the evaluation sample in the impact study, not the entire population served.

Appendix C: Quality of the Evidence

WHAT WORKS CLEARINGHOUSE REVIEW⁷

STUDY	RATING
Achievement Network's Investing in Innovation Expansion: Impacts on educator practice and student achievement. https://ies.ed.gov/ncee/wwc/Study/84085	<ul style="list-style-type: none">Meets WWC Standards Without ReservationsNo Statistically Significant Positive Findings

EVIDENCE FOR ESSA REVIEW⁸

STUDY	RATING
Achievement Network (ANet) https://www.evidenceforessa.org/programs/math/elementary/achievement-network-anet	Qualifying studies found no significant positive outcomes.

NATIONAL CENTER ON INTENSIVE INTERVENTIONS REVIEW⁹

STUDY	RATING
Not reviewed as of 01/23/2020	N/A

⁷ <https://ies.ed.gov/ncee/wwc/FWW>

⁸ <https://www.evidenceforessa.org/>

⁹ <https://intensiveintervention.org/>

Investing in Innovation (i3) Grantee Results Summary

Development, 2010-2015

The [*Investing in Innovation Fund \(i3\)*](#), established under section 14007 of the American Recovery and Reinvestment Act of 2009, is a federal discretionary grant program at the U.S. Department of Education, within the Office of Innovation and Improvement. i3 grants help schools and local education agencies work in partnership with the private sector and the philanthropic community to develop and expand innovative practices that improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates for high-need students.

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ⁱ “High-need student” refers to a student at risk of academic failure or otherwise in need of special assistance and support, such as students who are living in poverty, attend high-minority schools, are far below grade level, who have left school before receiving a regular high school diploma, at risk of not graduating with a diploma on time, who are homeless, in foster care, have been incarcerated, have disabilities, or who are English learners. For more information see: [*Applications for New Awards; Investing in Innovation Fund-Development Grants, 81 FR 24070 \(April 25, 2016\)*](#).