

We are grateful to the EdReports Team for their thorough and overall positive review of the Achievement First Mathematics Program. The review identifies many of the strengths of the curriculum. As a result of these strengths, the program has earned the distinction of “Meets Expectations” for Gateways 1 and 2, with all possible points earned in both gateways for grades K-4 and all but one points earned for grades 5-8. This distinguishes the curriculum as one of the top 3 elementary and top 15 middle school math curricula for Focus & Coherence and Rigor & Balance reviewed by EdReports to date.

The Achievement First Mathematics Program is the result of many years of research and hard work by teachers, leaders, and partners. The curriculum was originally drafted with input from experts, including the math team at the Charles A. Dana Center at the University of Texas in 2014. It has since undergone many rounds of revisions based on teacher, leader, and Navigator (our curriculum implementation support program) partner feedback as well as input from instructional experts including those at the UT Dana Center and Student Achievement Partners. We believe that the high scores in Gateways 1 and 2 by EdReports are reflective of all of these efforts, and we welcome the opportunity to improve the usability of the curriculum based on the review of Gateway 3.

While we believe that the review in conjunction with student achievement data from Achievement First and Navigator partner schools verifies that the program overall is strong, especially with the support of Navigator, we are already in the process of revising the materials to ensure that they are even stronger before the 2022-2023 school year. We expect that after these revisions and a targeted re-review of Gateway 3, the Program will be rated “green” in all 3 Gateways.

Strengths Identified by the Reports

Focus

The EdReports Review found that the instructional materials for Grades K-8 devote over 65% (the minimum established by EdReports) of instructional time to the major work of each grade. For Grades K-5, an average of over 80% of the instructional materials are focused on major content, and for Grades 6-8, 69% of the materials are focused on major content. For all grades (K-8), the materials only assess grade-level content.

Coherence

The Review found that the instructional materials for K-8 provide opportunities for the supporting standards to be used to enhance the major work of each grade level and that the supporting work of each grade is connected to the major standards/clusters for that grade level. Additionally, across all grades, the review found that content designated for one grade level is viable for one year.

Rigor and Balance

According to the Review, the Achievement First Mathematics Program materials develop conceptual understanding and procedural skill and fluency and balance the three aspects of rigor.

Practice-Content Connections

The review concluded that the materials meaningfully connect the standards for mathematical content and the standards for mathematical practice.

Teacher Supports

The Review concluded that the materials provide teachers with many useful supports, including:

- annotations and suggestions for how to enact the student materials and ancillary materials with specific attention to engaging students in order to guide their mathematical development,

- adult-level expectations and examples of complex grade-level concepts,
- standards correlation information that explains the role of the standards in the context of the overall series,
- explanations of the instructional approaches of the program, and
- a comprehensive list of materials needed to support instructional activities (K-4).

Assessment

The review found that the Achievement First assessments include opportunities for students to demonstrate the full intent of grade-level/ course-level standards and practices across the series and that the materials indicate which content standards are assessed, provide multiple opportunities to determine students' learning, and offer guidance to teachers about interpreting student performance.

Areas for Growth and How we Plan to Address Them

Student Supports

While the Program intentionally includes many research-based strategies for working with special populations and ELLs and offers materials to support with differentiation, these strategies and supports are often not explicitly named as strategies and supports for the special populations they are meant to support, and guidance could be clearer and more detailed.

We have planned revisions that we are confident will address the gaps in student supports, especially for special populations and ELLs.

Teacher Supports: Research Basis and Development of Beyond-Course/Grade-Level Content Knowledge

As noted above, there are many strong teacher supports built into the curricular materials. Nonetheless, we plan to increase the overall level of support for teachers by adding more adult-level explanations and examples of concepts beyond the current course so that teachers can improve their own knowledge of the subject and by clearly identifying the research that informs the program's instructional strategies.

Assessment: Mathematical Practices and Guidance for Follow-Up

As noted above, the assessments included in the materials are strong and effective at evaluating student learning outcomes. We plan to improve our assessments by clearly defining which practice standards are assessed and providing more detailed guidance to teachers about potential errors, misconceptions, and how to follow up with students based on data elicited by the assessments.

Looking Ahead

We look forward to submitting the revised Achievement First Math Program materials to EdReports for a targeted re-review; the new materials will be published and available to all via our [open source website](#). If you are looking for more information about the program and how to implement it, please visit our [Navigator website](#) for support. We highly recommend partnership with [Navigator](#) to support strong implementation and to maximize student achievement.