



Accelerate 2024-2025 Community of Practice

Implementation

November 21, 2024

Welcome

Let's start with a quick poll, answer in the chat:

"As a tutoring provider, what's your biggest challenge with assessment data?"



Agenda

- › **Welcome** | Jennifer Bronson, Accelerate
- › **A School District Case Study: Assessments** | Shannon Moody & Breckan Duckworth, Hamilton County Schools
- › **Breakouts** | Assessment Discussions
 - Math Assessment, Dr. Danielle Thomas and Shiv Gupta, Carnegie Mellon PLUS Tutoring
 - ELA Assessment, Dr. Nancy Nelson, Boston University
- › **Closing** | Colby King, Accelerate

Norms



*Remain muted
when not speaking*



*Keep your video on when
possible*



Avoid multitasking



*Endorse, reiterate a
viewpoint in the chat.*



*Use the hand raise
function*



Complete the Zoom poll



Implementation

Capacity building for current grantees towards successfully implementing programs as designed, executing evaluation and other milestones, and delivering project goals.

Audience: Current Grantees (Program and Data Leads) | 4 Meetings

Topic Areas:

- Achieving and tracking tutoring dosage (scheduling + data collection), data roll-up to SEAs
- Developing the school conditions for tutoring (partnerships, tutoring content, space/technology/staff)
- Expanding the pipeline of tutors (CBOs, repurposing existing staff, recruiting students, etc)
- Training and supporting tutors (scripted curriculum, coaching/feedback)

Outcomes:

- Action steps and cycle for continuous improvement of implementation and service delivery processes.
- Scalable systems that ensure program fidelity, enhance operational efficiency, and support seamless expansion to full-scale implementation.

Presentation | *A School District Case Study: Assessments*

Shannon Moody

Chief Strategy Officer, Hamilton County Schools

Breckan Duckworth

Executive Director of Opportunity & Gap Closure, Hamilton County Schools



Presentation | *A School District Case Study: Assessments*



Shannon Moody

Chief Strategy Officer
Hamilton County Schools, Tennessee



Breckan Duckworth

Executive Director of Opportunity & Gap Closure
Hamilton County Schools, Tennessee



HAMILTON
COUNTY
SCHOOLS



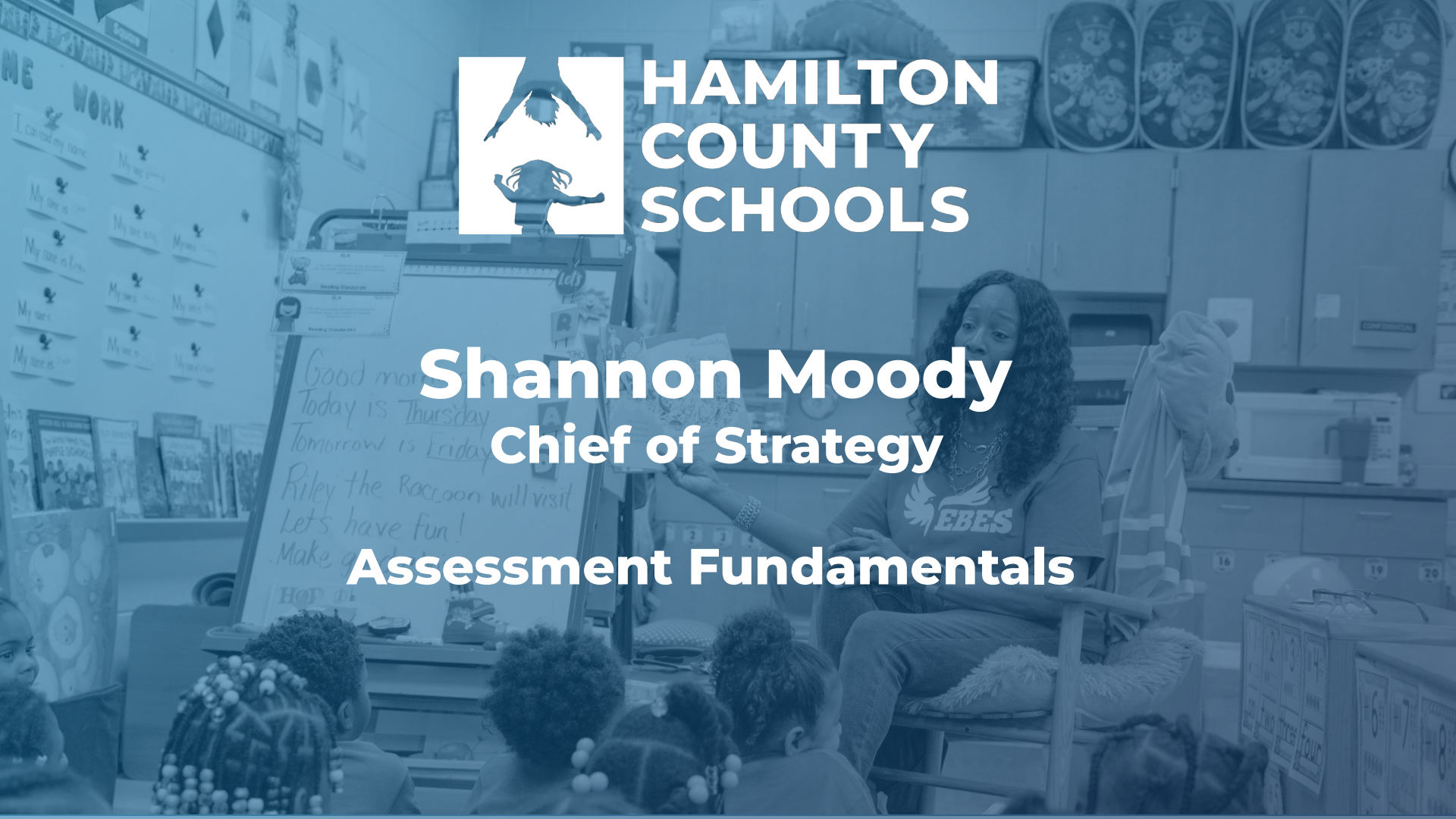
Community of Practice

November 22, 2024



**HAMILTON
COUNTY
SCHOOLS**

Shannon Moody
Chief of Strategy
Assessment Fundamentals





OPPORTUNITY
2030

Opportunity By Design so that
all children ***thrive*** and experience a
future without limits.

OUR COMMITMENTS

2030

**Every Student
Learns**



**Every School
Equipped**



**Every Community
Served**



**Every Student
Belongs**



**Every
Employee
Valued**





K-12 Assessments



Quarter 1 - Benchmark

Beginning of Year Screener

End of Year Screener

ark

Year Screener

SAT

ark

Quarter 4 - Benchmark

NAEP

ACT

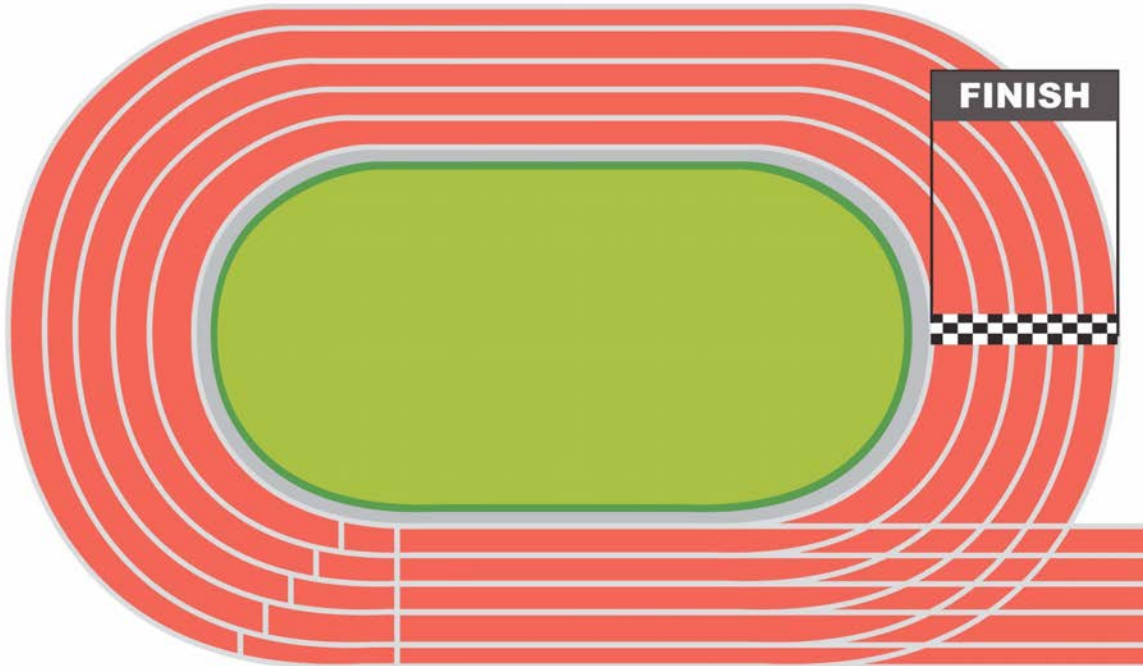
**Where do I
even begin?**

K-12 Assessment Types



Nationally Normed Assessment	State Assessment
<ul style="list-style-type: none">Standardized tests compare a student to a set of other student scores collected nationally. <p>TN - Universal Screener</p> <p>Measure where a student is scoring within a national distribution and if that student is moving forward within that distribution.</p> <p>Scores often reported in percentile ranks</p>	<ul style="list-style-type: none">State Assessments measure a student against a pre-set standard of mastery defined by the individual state. <p>TN - TCAP Assessments</p> <p>Measure if a student meets the predetermined cut score categorized as proficient.</p> <p>Scores often reported in categories. (Below, Approaching, Meets, Exceeds)</p>

Using Nationally Normed and State Mastery Scores Together



State Mastery Assessment:

- Crossing the predetermined finish line

Nationally Normed Assessment:

- Identifying where you are on the track.

Using Nationally Normed and State Mastery Scores Together

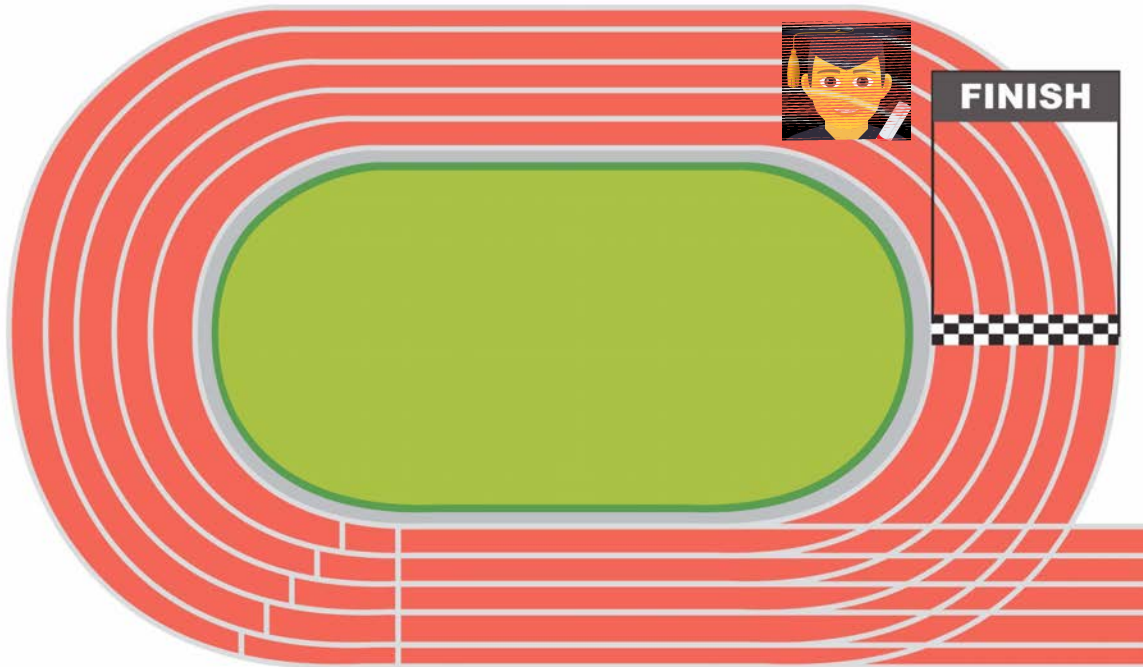


2022-2023: Joshua scored proficient on state test!

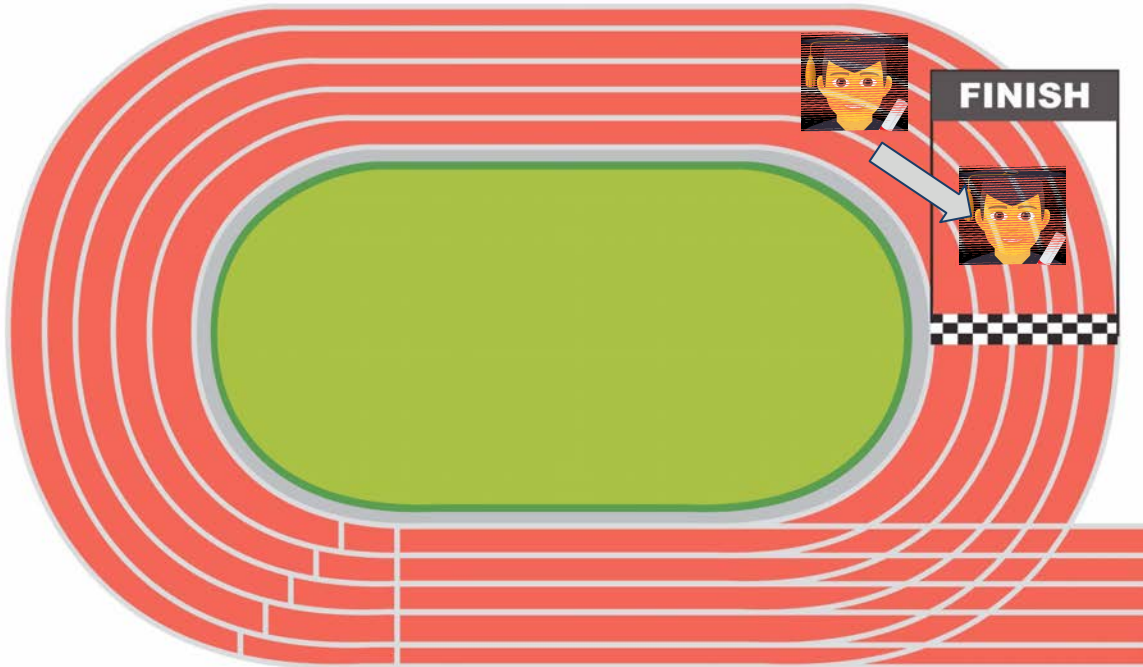
What does this tell us about Josh's improvement?

2022-2023: Joshua was in the 52nd percentile

What does this tell us about Josh's improvement?



Using Nationally Normed and State Mastery Scores Together

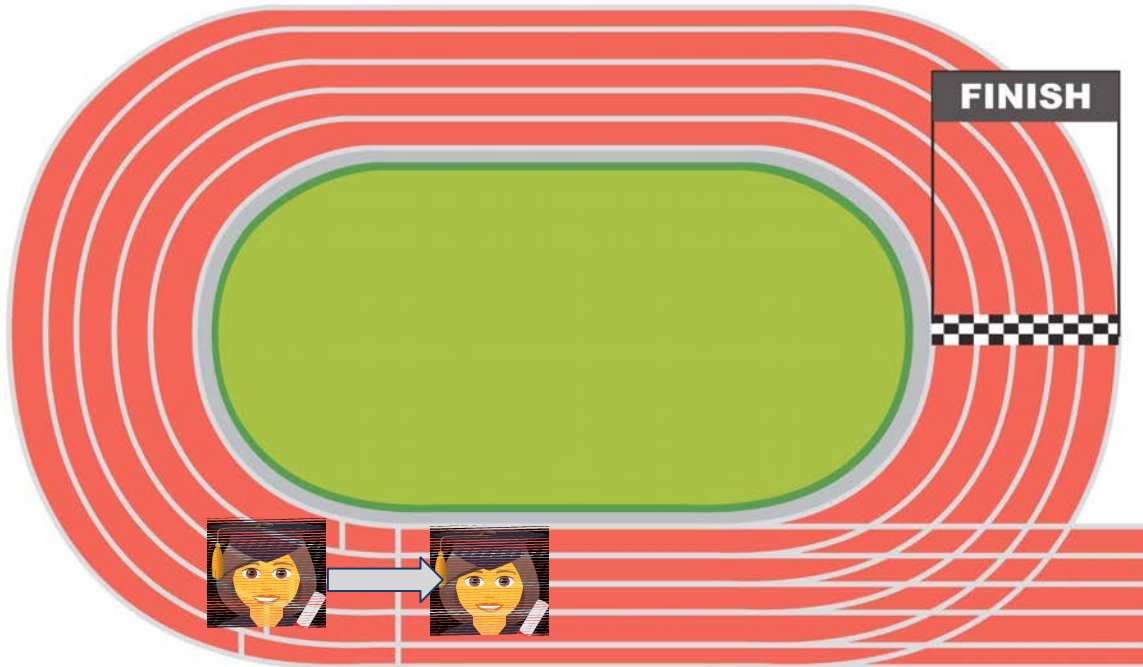


2022-2023: Josh scored in the 52nd percentile nationally and was proficient on state test.

2023-2024: Josh scored in the 41st percentile nationally and was proficient on the state test.

What does this tell us about Josh's improvement?

Using Nationally Normed and State Mastery Scores Together



2022-2023: Sonya scored in the 22nd percentile nationally and was below on state test.

2023-2024: Sonya scored in the 28th percentile nationally and was below on the state test.

What does this tell us about Sonya's improvement?

Proficiency vs Growth



The two biggest metrics we use are **proficiency** and **growth**.

PROFICIENCY

Tells us if a student **met** a certain standard on the test.

Students who score "Met Expectations" or "Exceeded Expectations" are considered **proficient**.

Students who score "Approaching Expectations" or "Below Expectations" are **not proficient**.

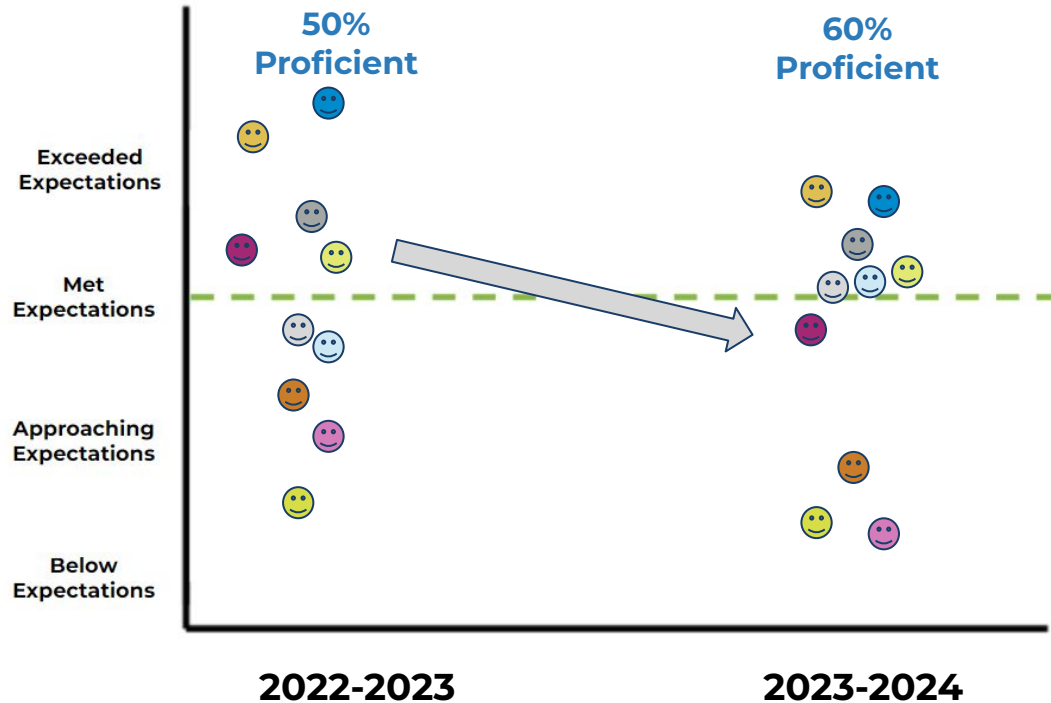
GROWTH

Tells us how much **progress** a student made compared to their previous performance.

We want students to perform **as well as** or **better than** they are expected to perform based on their individual testing history.

Students can show growth no matter how high or low their level of achievement is.

Proficiency vs. Growth



2022-2023:

- 50% of the cohort was proficient

2023-2024:

- 60% of the cohort was proficient
- 2 students had gains
- 8 students had declines

Why This Matters

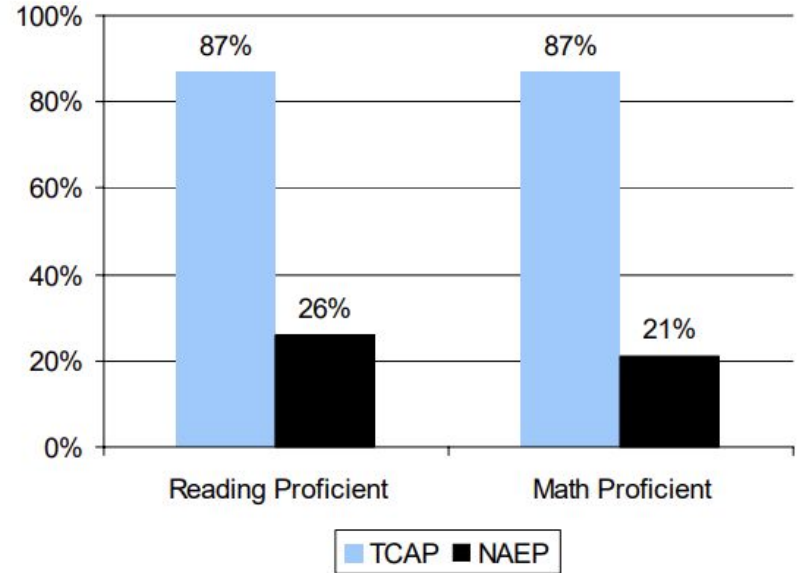


State Board of Education
Dr. Gary L. Nixon, Executive Director

Tennessee students were not proficient or prepared

- Spring 2007-National Chamber of Commerce releases education report card for all states
- Tennessee received an “F” in the category of “Truth in Advertising” when comparing proficiency on Tennessee assessments to National Assessment of Education Progress (NAEP)
- Tennessee received an “F” in the category of “Postsecondary and Workforce Readiness”
- Only 15% of Tennessee students were proficient on all four ACT college-readiness benchmarks

Exhibit 1: 8th grade achievement, TCAP vs. NAEP, 2005



Source: Tennessee State Board of Education, “The Tennessee Diploma Project, Aligned Expectations,” no date. Accessed May 6, 2009, at <http://tennessee.gov/sbe/>.



**HAMILTON
COUNTY
SCHOOLS**

Breckan Duckworth
Director of Opportunity & Gap Closure

Connecting Assessment to Tutoring Practice

HCS Tutoring Portfolio



IMPACT **FELLOWSHIP**



SUMMER REACH



IGNITE

TEACHFORAMERICA



Literacy First

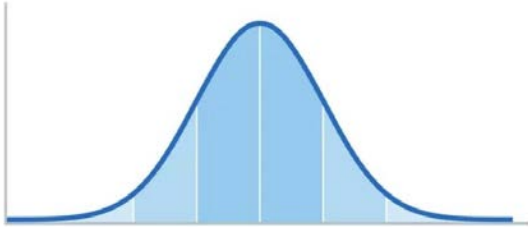
BRIGHT FUTURES AHEAD

Data to Inform Tutoring



Clinical/Standardized

*Distribution
(by Domain)*



Universal Screeners

Risk



Accountability

*Grade Level
Proficiency*



Tutoring Partnerships



- Learn what assessments are already being utilized in the district
 - Can you utilize this data without giving students an additional assessment?
- Make sure you have a Data Sharing Agreement that gives you the data you need
 - Helpful when a partner sends a CSV that includes the columns of data they need
 - Prevents back and forth with giving too little or too much data
- How are you supporting the district with this lift?

Q&A



- Put questions in the chat for Shannon and/or Breckan





HAMILTON COUNTY SCHOOLS

All children **thrive** and experience a
future without limits.

Breakout Sessions | *ELA + Math Assessments*



Breakout Session | *Math Assessments*



Dr. Danielle Thomas

Systems Scientist Faculty, Human-Computer Interaction Institute
Carnegie Mellon University



Shiv Gupta

Head of Product, Human-Computer Interaction Institute
Carnegie Mellon University

Breakout: Math Assessment

Slides

1. How do you currently use assessment data to identify and address specific math skill gaps?
2. What's the most significant challenge you face in collecting and interpreting math assessment data?
3. Which math skills do you find most challenging to assess accurately, and why?
4. Can you share a success story where assessment data directly improved your tutoring strategy?
5. What's one concrete assessment practice you plan to implement or improve after today's discussion?

Breakout Session | *ELA/Reading Assessments*



Dr. Nancy Nelson

Assistant Professor

Deputy Director, National Center on Improving
Literacy and Lead for Literacy Center

Breakout: Reading/ELA Assessment

Slides



1. What is your current approach to assessing reading skills and tracking literacy progress?
 - a. What are you screening for (phonics, encoding, decoding, etc.)?
 - b. What are you progress monitoring for?
 - c. How are you measuring outcomes?
2. How do you connect assessment data to personalized reading interventions?
3. Which literacy components do you find most challenging to accurately measure?
4. Share an example of how assessment data has helped you customize reading instruction.
5. What's one reading assessment practice you're committed to improving or implementing?

Closing



Updates & Reminders

- › **Phase 3 Reports** – Due Dec. 16, 2024 and accessible through Temelio
- › **Save the Date** – Feb. 11 and 12 in Washington D.C.
- › **Resources** from the CoP can be found here:
<https://accelerate.us/community-of-practice/>
- › **Upcoming Community of Practice Sessions**

Calendar

	August	September	October	November	December
National Landscape	CoP KICK OFF Mon., Aug. 26, 2pm EST		Tues., Oct. 22, 2pm EST		Tues., Dec. 10, 2pm EST
Coherence & Alignment				Thurs., Nov 7, 2pm EST	
Implementation			Tues, Oct. 1, 2pm EST	Thurs., Nov. 21, 2pm EST	

	January	February	March	April	May
National Landscape		CONVENING Tues., Feb. 11 – Wed., Feb. 12			Tuesday, May 6, 2pm EST
Coherence & Alignment	Thurs., Jan 9, 2pm EST			Thurs., April 3rd, 2pm EST	
Implementation	Thurs., Jan 16, 2pm EST			Thurs., April 24th, 2pm EST	

Survey

Happy Thanksgiving!

