



CHALKTALK



Longview Public Schools



**8.4%
increase**

in students assessment score over 6 weeks.



**520
sessions**

were completed by 38 teachers over 6 weeks.

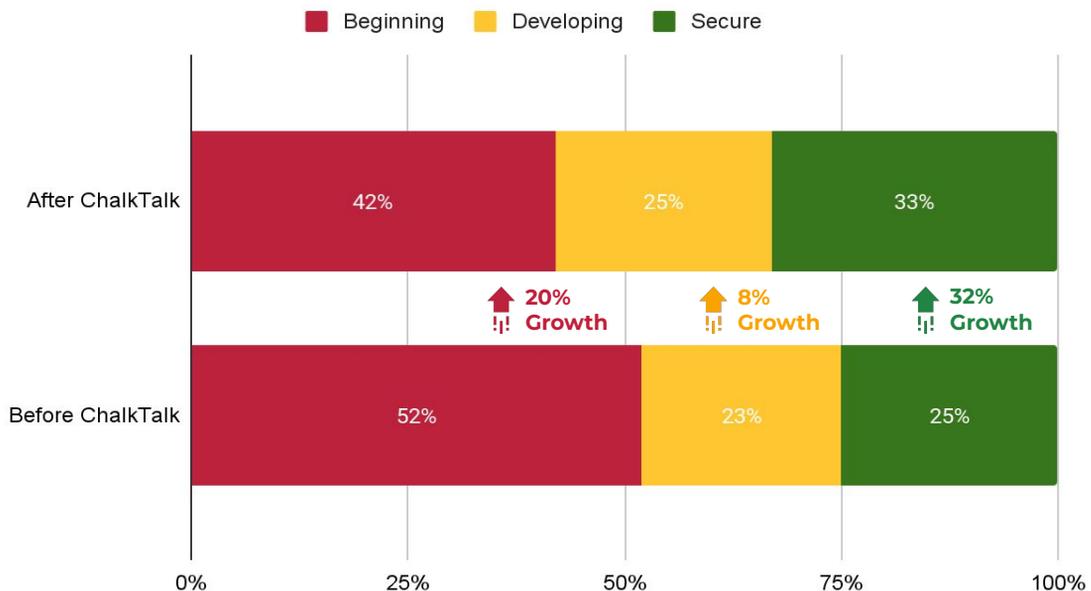


**1,064
sessions**

were completed by 162 students over 6 weeks.

Results Reported by Proficiency & Growth

- Beginning (0-59% mastery):** Students who were in the “Beginning” tier at the start of the implementation improved significantly—20% of the “Beginning” students improved sufficiently past the tier thresholds placing them into the “Developing” and “Secure” tiers.
- Developing (60-79% mastery):** Students who were in the “Developing” tier at the start of the implementation improved significantly—8% of the “Developing” students improved sufficiently past the tier threshold placing them into the “Secure” tier.
- Secure (80-100% mastery):** Students who were in the “Secure” tier at the start of the implementation improved significantly—the number of students in that tier grew by 32%.



About ChalkTalk

ChalkTalk provides high quality instruction and on-grade-level practice to all students by supporting teachers with lesson plans aligned to their district adopted curriculum. It also enables admins to coach teachers to increase knowledge, skills and pedagogy.

Every ChalkTalk lesson plan has whole group **instructional materials for the teacher plus student-facing materials (small group activities, personalized practice, and interactive study resources)**.

Impact Study Methodology

Students took an official unit test at the start of the implementation and one at the end. This impact study reports on outcomes in terms of both **“growth”** and **“proficiency.”**

Our test come from the largest official standards aligned item bank in K-12 with 100,000 tech-enhanced items all aligned to the **TEKS state standards**. It was authored by the team behind many federal and state K12 assessments such as NWEA MAP, State of Texas Assessments of Academic Readiness (STAAR), California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), and Virginia Standards of Learning (SOL).

Quotes from Longview

“ I have heard that a lot of our teachers were able to get all their questions answered from the instant chat tool, this is great!

Amanda Childress, Principal at Longview ISD

“ This week alone, 100% of 1st, 2nd, 3rd, and 4th-grade JLE teaching pairs have been highly active on ChalkTalk!

Westley Baker, AM at Longview ISD

What Is Mastery?

The understanding of mastery was popularized in the 1920's by Carleton Washburne (1922). The most recent perspective on this states that **every student can achieve mastery of a given topic if they're given adequate time and proper instruction (Bloom, 1976).**

Standards that establish clear and relevant skills must be specified to achieve mastery. Along with standards and skills, teachers need to track student progress. Mastery is shaped by evidence-based research from personalized learning, competency-based education, differentiated instruction, and understanding by design. For earlier reviews of this literature, see Jensen (2006); Kulik, Kulik, and Bangert-Drowns (1990); Slavin (1987); Guskey and Gates (1986); and Slavin and Karweit (1984).

Studies show that when mastery teaching is applied, students grow in performance, engagement, and motivation (Education Elements, 2017; Pane, Steiner, Baird, Hamilton, & Pane, 2017). Though the importance of mastery instruction is clear, many districts lack the resources to apply it. One major hurdle is teachers lack the tools to effectively monitor individual student progress.

To solve this, **ChalkTalk's® platform correlates classroom instruction to student student performance on grade-level tasks. ChalkTalk® alerts teachers to learning gaps, which teachers can respond to within the program.** Teachers are afforded added time with automated tracking and students receive more personalized support to master a lesson.

What Constitutes Mastery in ChalkTalk?

Although no universal definition of mastery exists, ChalkTalk® utilizes a scoring system that indicates mastery levels. **ChalkTalk's® mastery model compiles student performance on a specific subskill or skill, which then influences the teacher's decision-making.**

Since there is no single definition of mastery, ChalkTalk's® mastery model offers the following guidelines for projected mastery: ● **Beginning (0–59% mastery)**, ● **Developing (60–79% mastery)**, and ● **Secure (80–100% mastery)**. Teachers' conclusions on mastery can be made based on this performance criteria, (Bloom 1968; Guskey and Anderman, 2014).

Research shows that students who perform over 80% are likely to recall a skill many weeks after a mastery grade is given (Ellis, 2005; Guskey, 2010; McDonald. 2002; and Salvia, Ysseldyke, and Witmer, 2017). Mastery learning has to overlap with strong maintenance: a person's ability to recall a skill or idea over a long period of time. Research indicates—and we believe—that a student who scores above 80% on a subskill or skill will maintain their abilities over an extended timeframe.