



How Data Drives Instruction

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Our Focus Tonight:

- How our **assessment calendar** provides meaningful checkpoints for student learning
- The role of **district content coordinators** in supporting instruction
- How **teachers and leaders use data** to drive instructional decisions



Goal

Use data not just to measure learning, but to **inform, adjust, and improve instruction** so every student can succeed.





Our Assessment System

- **Formative Assessments** (daily/weekly classroom checks)
- **Common/Unit Assessments** (district-created, aligned to standards)
- **NWEA MAP Assessments** (BOY, MOY, EOY)
- **Spring Benchmark Assessments**
- **State Assessments** (STAAR/EOC)



Core Content District Support

Elementary:

- RLA Coordinator (also covers Social Studies)
- Math Coordinator
- K-12 Science Coordinator
- Campus level Math and Reading Coaches
- Campus Level Student Improvement Specialists



Core Content District Support

Secondary:

- RLA Coordinator (also covers Social Studies)
- Math Coordinator
- K-12 Science Coordinator
- Middle Schools- Instructional Facilitators
- High Schools- Dean of Instruction/Associate Principal



Coordinator Perspective: Timeline leading to STAAR

- Feb 2026: Assist with benchmarks, assist with scoring constructed responses.
- Feb 13/16: Curriculum PD and ECR training and scoring
- Feb 27: Data is sent out to campuses and individual campus teams.
 - includes overall performance, class comparisons, lowest TEKS, most missed questions, ECR/SCR scores breakdown
- March 2026: Identify prioritized areas, meet with teams, and make plans.



Coordinator Perspective: STAAR Prep Assistance

- Small group tutoring (Low approaches, Meets, Masters)
- Coordination with Region 14 social studies consultant
- Materials/lessons prepared for teachers
- Co-teaching in the classroom
- Subbing for teachers so STAAR prep can continue
- Majority of time during school hours is spent working directly with teachers or students.



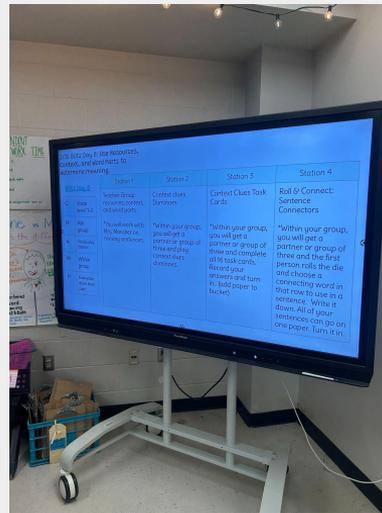
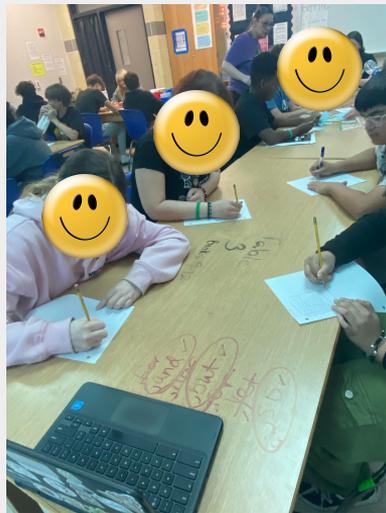
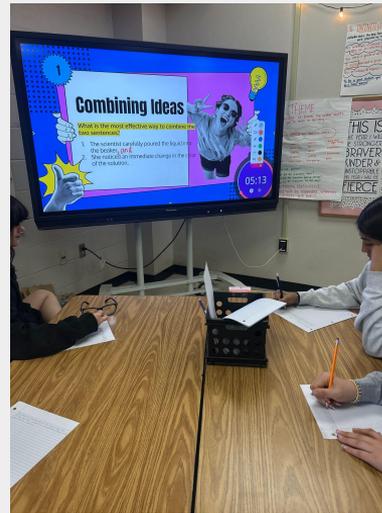
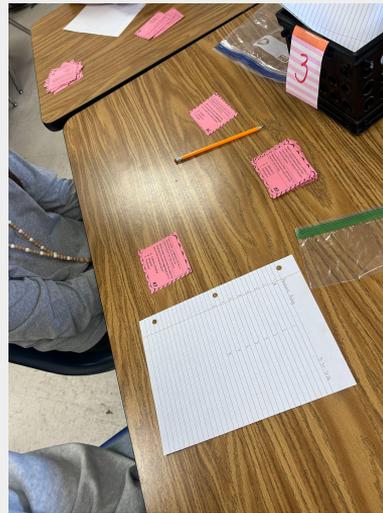
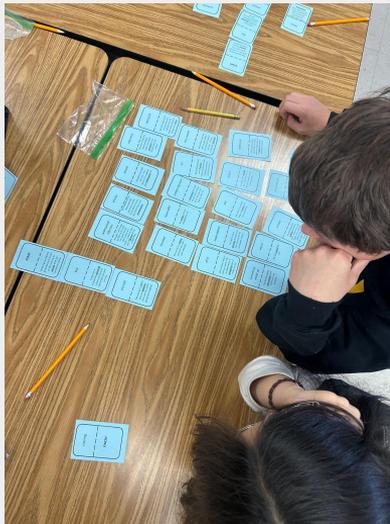
Teacher Perspective: Timeline

- **BOY MAP:** Helps us see where students are starting and set up initial small groups
- **Ongoing Data (Amplify assessments):** Shows us which TEKS students are struggling with, so we can adjust instruction as we go; Dr. Hope provides data
- **MOY MAP:** Lets us check progress and regroup students based on their needs
- **Benchmark (February):** Dr. Hope provides data; helps us pinpoint what needs to be addressed before STAAR
- **STAAR Planning:** As a team, we plan our review by focusing on key TEKS, deciding how much time to spend, and choosing strategies and materials—with support from campus instructional facilitator and Dr. Hope



Teacher Perspective: Examples

- **Identified Need:** Benchmark data showed a gap in TEKS 8.11B (informational writing)
- **Instructional Response:** Planned a week-long ECR unit to target this skill
- **Focused Support:**
 - Spent 2 days on inferencing using targeted strategies and Lowman materials
 - Prioritized inferencing since it makes up a large portion of STAAR reading questions
- **Additional Adjustments:**
 - Addressed weak revision skills through:
 - Small group instruction
 - Daily bell ringers for all students



8th grade literacy station small groups addressing TEKs 8.2 & 8.10



Key Takeaways

- **Data Drives Instruction**

We use MAP, benchmark, and classroom assessment data to guide teaching and address student needs.

- **Collaboration Strengthens Learning**

Teachers, campus administration and supports, content coordinators/district support work together to plan targeted instruction.

- **Focused Support Improves Outcomes**

Goal: Data driven instructional decisions lead to improved student outcomes