

USING DATA TO MAKE STRATEGIC INSTRUCTIONAL DECISIONS

Mandy Gallego & Meghan Moran

bit.ly/3YsuAph





**Mandy
Gallego**

15th year in education
4th in Franklin ISD
7th year as an instructional specialist
Math Instructional Specialist



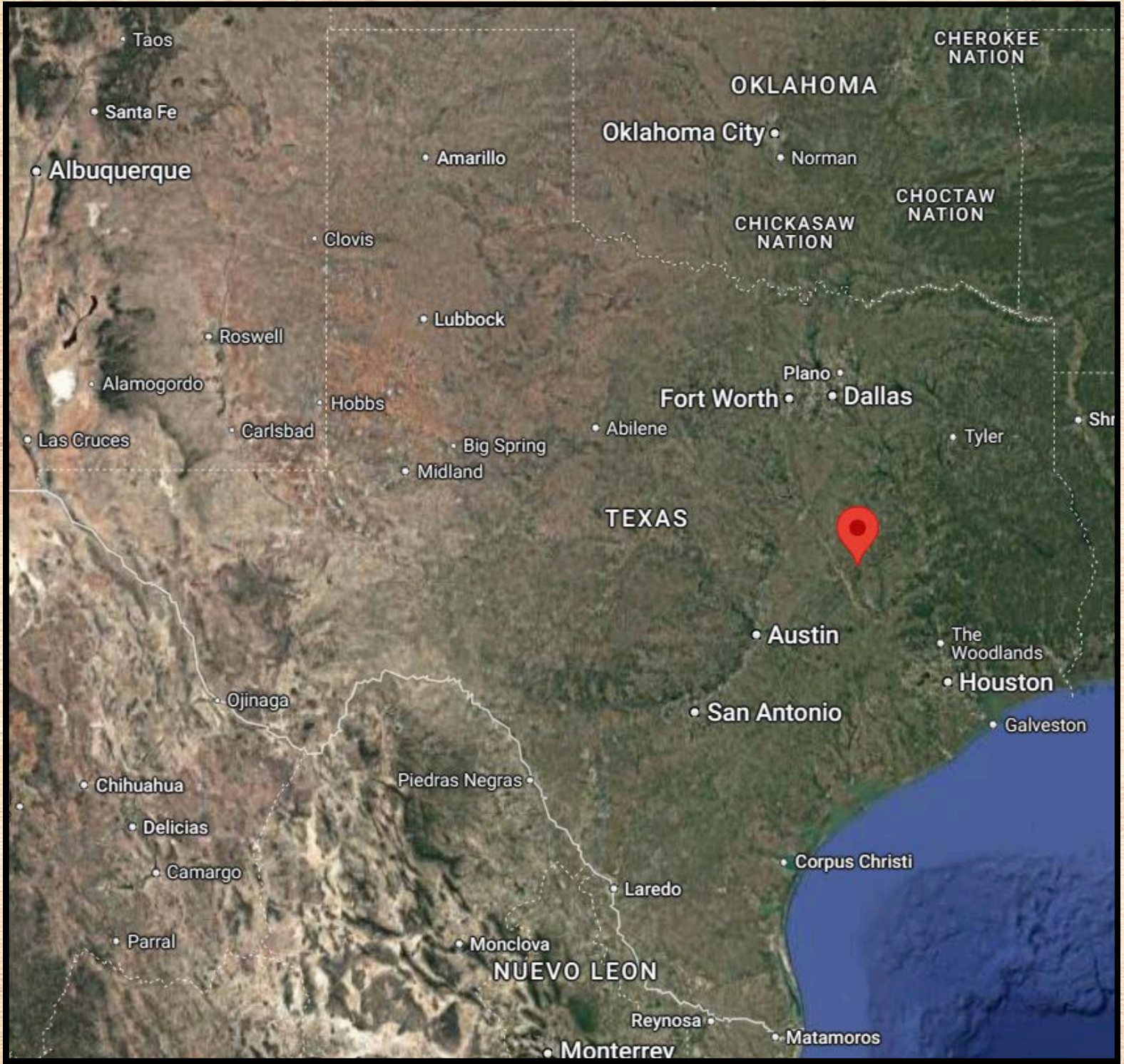
**Meghan
Moran**



RLA Instructional Specialist
16th year in education
7th in Franklin ISD
4th year as an instructional specialist

bit.ly/3YsuAph





Franklin ISD

Enrollment: 1,464



Aware Premium
TCMPC



bit.ly/3YsuAph

GET OUT YOUR DEVICE

01

**OPEN YOUR
PHOTO APP**

02

**PULL UP A
RECENT PHOTO**

03

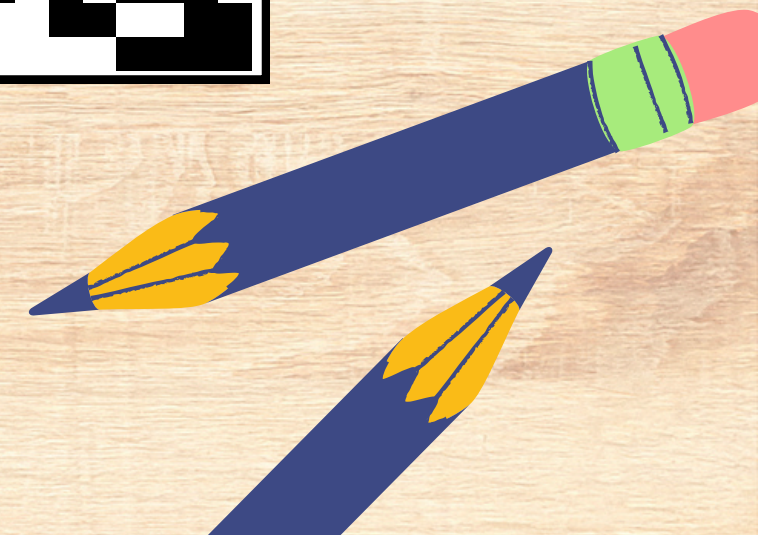
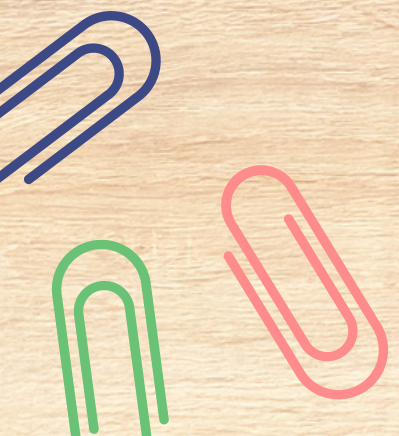
**TALK TO TWO
PEOPLE
AROUND YOU
ABOUT WHAT
THAT PHOTO
MEANS TO YOU**

bit.ly/3YsuAph



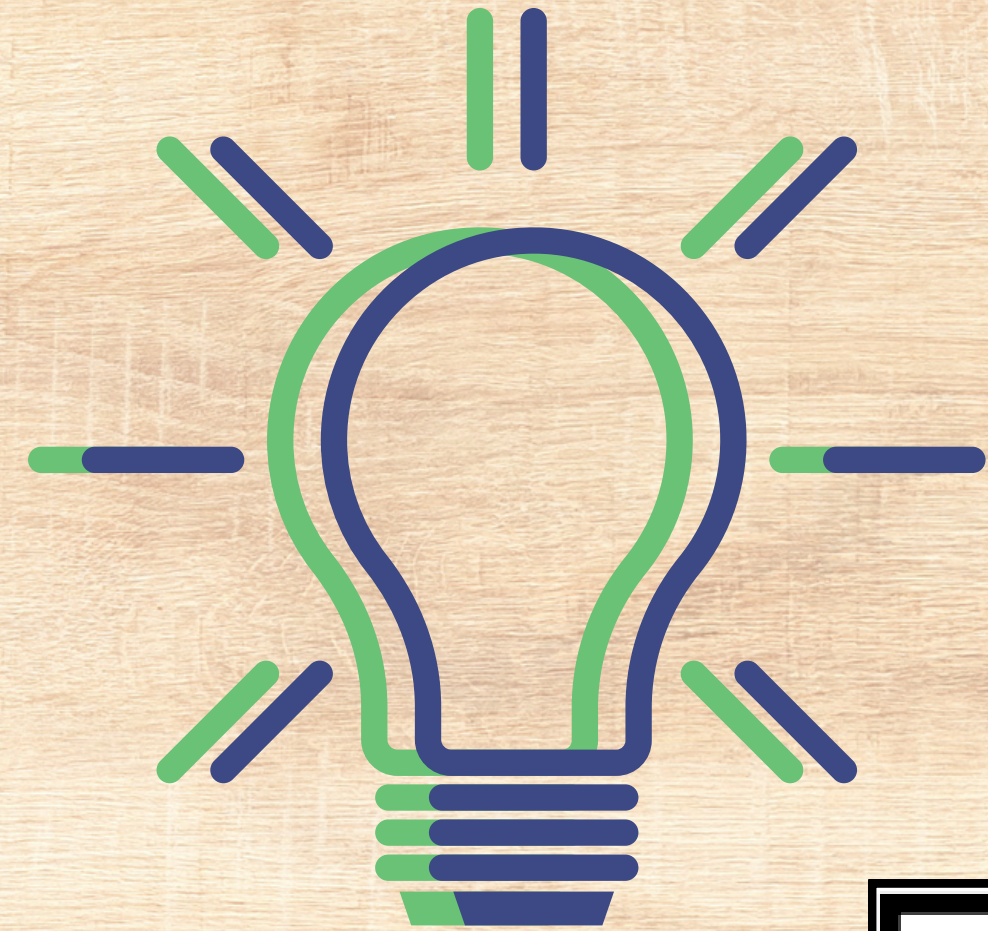
ACCESS SLIDES HERE

bit.ly/3YsuAph



THiNK TO YOURSELF

What is the most
difficult part of
looking at data?

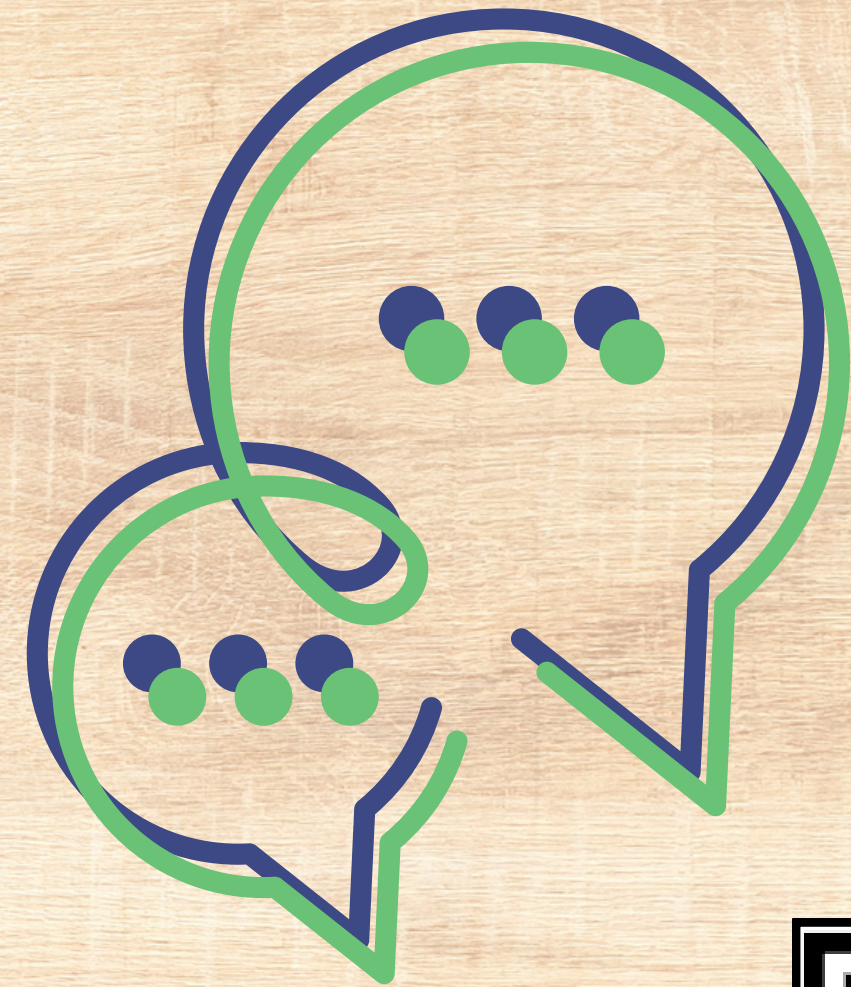


bit.ly/3YsuAph



TALK TO YOUR NEIGHBOR

What is the most difficult part of looking at data?

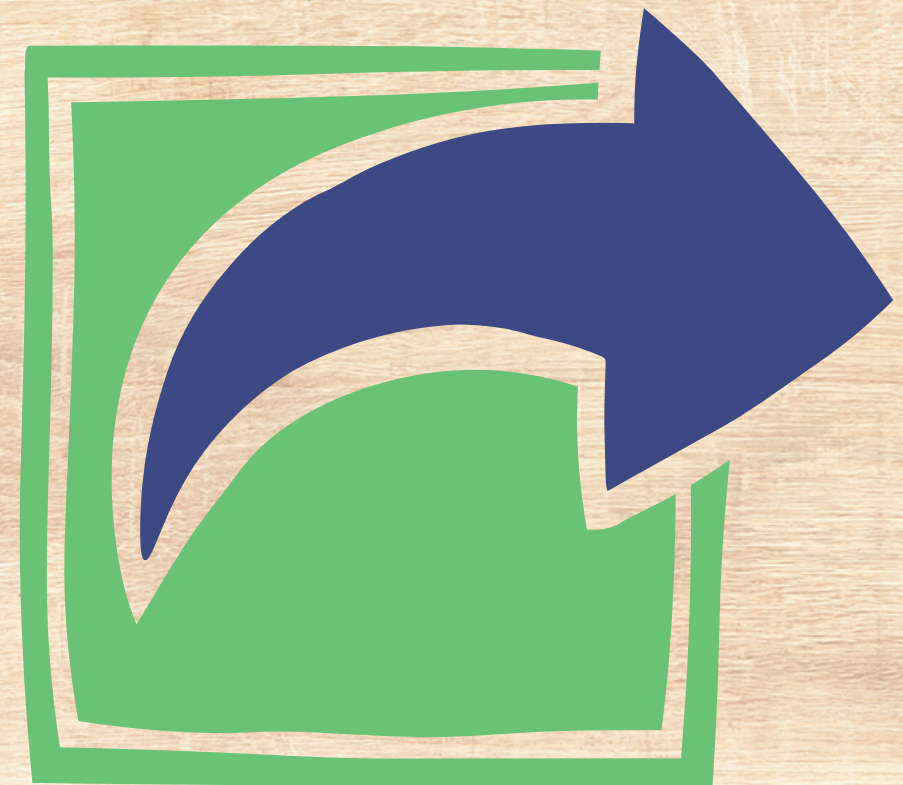


bit.ly/3YsuAph



SHARE!

What is the most
difficult part of
looking at data?



bit.ly/3YsuAph



DIFFICULT PARTS OF DATA

Overwhelming amounts of data

Knowing what reports to run

Interpreting what the numbers mean

Identifying what can be done

TODAY'S SESSION Will HELP YOU:

**understand
the different
ways to
obtain data.**

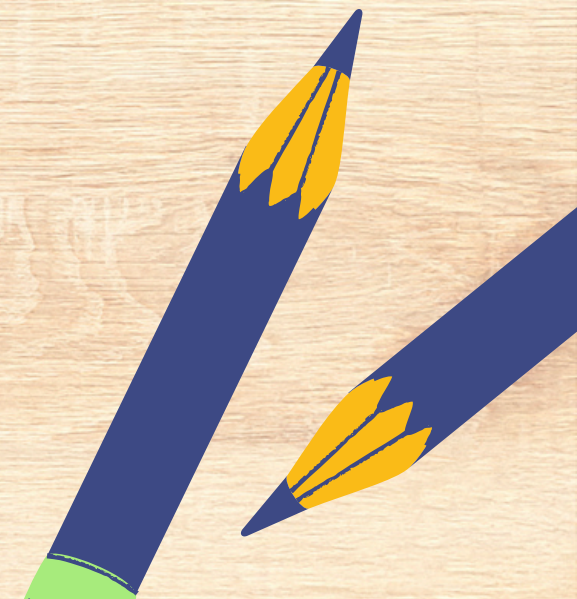
**know what
reports to use
and what to
look for.**

**look beyond
the numbers
to make a
plan.**


**make more
strategic
instructional
decisions
based on data,
overall and by
student.**

TYPES OF DATA

**What are
different ways
you assess
students?**



FORMATIVE ASSESSMENTS

- 
- Informal assessments
 - Quick ()
 - Daily / multiple times per class
 - Low-tech or high-tech
 - Monitor and adjust
 - Screeners
 - Interims
 - Self-assessments

FORMATIVE DATA COLLECTION EXAMPLES

Seating Chart

Mark on student's spot to show their understanding.

Procedural vs. Conceptual Errors

List students struggling with concepts and document errors in thinking.

Class Roster

Add assignment/skill names at the top, paste in class list, and mark students' understanding.

Question Type

Record students' performance by question type.


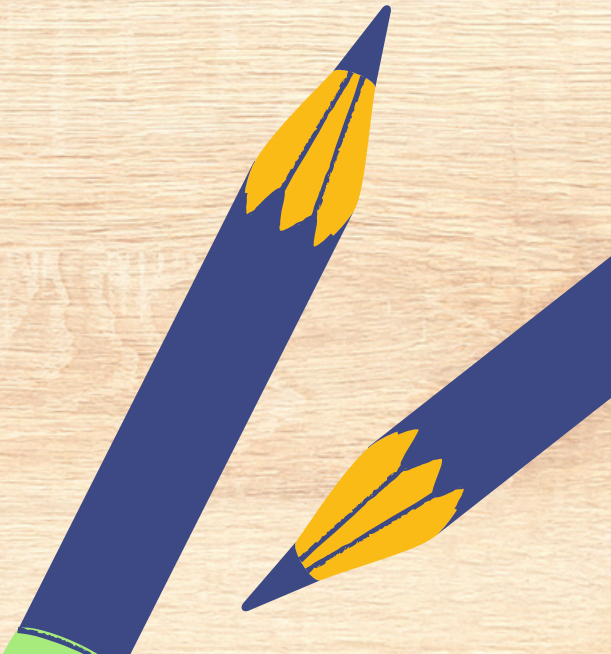
TEK Chart

Mark student understanding of each TEK as it's assessed.

Assessment Tracking

Performance by SE, including question type and content

SUMMATIVE ASSESSMENTS

- 
- Unit tests
 - Projects
 - Essays
 - Rubric-based task
 - Aware
 - TFAR
 - Google Forms
 - STAAR
- 

SUMMATIVE DATA COLLECTION EXAMPLES

Aware
Single Test
Analysis

Aware
Data Views

Aware
Student Access
Lists

Texas Assessment
(Cambium)
Centralized Reporting
System



AI-GENERATED ASSESSMENTS

Prompt: *Assume the role of a middle school RLA teacher. Generate summative assessment ideas for a drama unit for 7th grade in Texas according to the TEKS.*

Bonjour! As a middle school RLA teacher in Texas, here are some summative assessment ideas for a drama unit aligned to the 7th grade TEKS:

Summative Assessment Ideas for a 7th Grade Drama Unit:

1. **Dramatic Performance:** Students will work in small groups to write, rehearse, and perform a short original one-act play. The performance should demonstrate their understanding of dramatic elements such as characterization, plot, dialogue, and stage directions.
2. **Drama Analysis Essay:** Students will choose a famous play or drama and write a 2-3 page analytical essay discussing the playwright's use of dramatic techniques, character development, and theme.
3. **Dramatic Monologue:** Students will write and perform a 2-3 minute dramatic monologue from the perspective of a character in a play or drama. The monologue should showcase their understanding of character motivation and emotional expression.
4. **Design a Set or Costume:** Students will design a set or costume for a specific scene from a play, demonstrating their knowledge of theatrical design elements and how they support the drama.
5. **Dramatic Critique:** Students will attend a live or recorded theatrical performance and write a 1-2 page critique analyzing the actors' performances, the director's choices, and the overall effectiveness of the production.

These assessments should allow students to demonstrate their understanding of dramatic elements, characterization, and the role of technical theatre in supporting a performance, all while aligning to the 7th grade TEKS for English Language Arts and Reading.

Let me know if you need any clarification or have additional requests!

from MagicSchool AI

AI TOOLS

Chatgpt

Magic School AI

Khanmigo

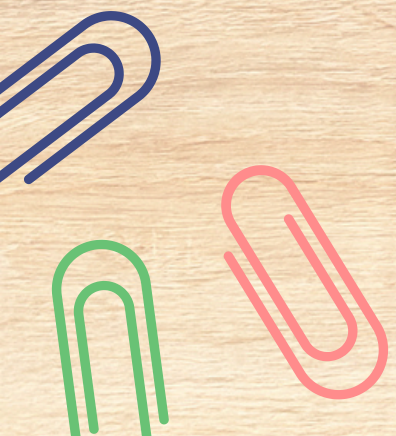
Eduaide.Ai

Brisk

AI Assessment

Prompts

More AI Resources

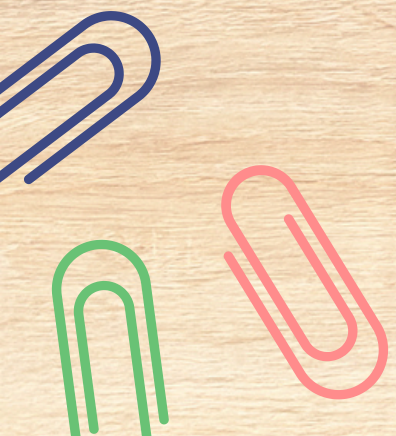


AI RUBRIC GENERATORS

[MagicSchool](#)
[AI Rubric](#)
[Generator](#)

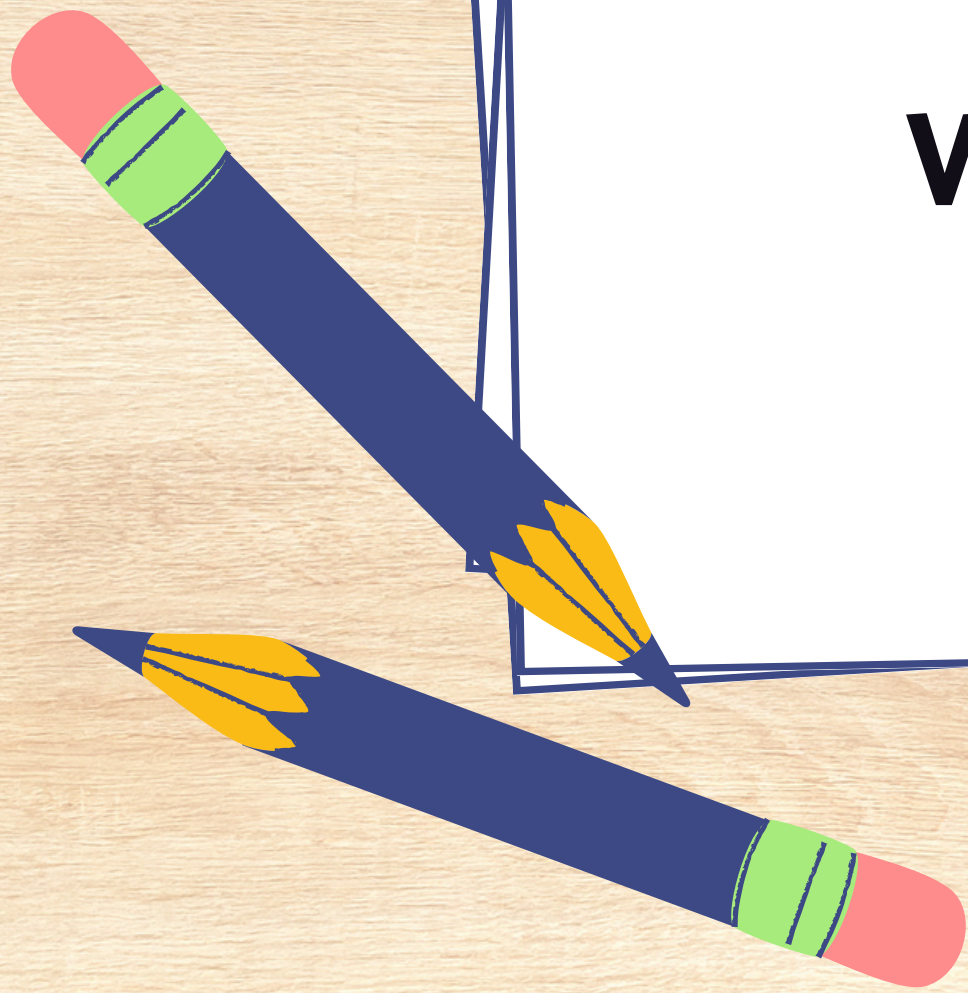
[Eduaide.AI](#)
[Rubric](#)
[Generator](#)

[Khanmigo](#)
[Rubric](#)
[Generator](#)



REPORTS:

When you hear "reports",
what do you think of first?



REPORTS

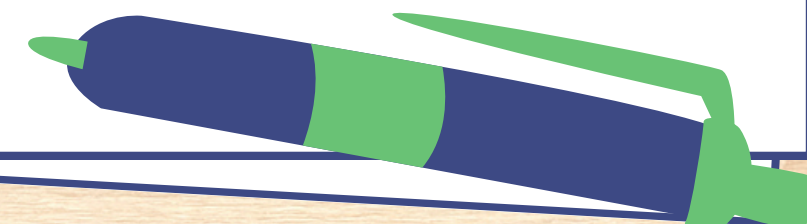
Research shows good quality Tier 1 instruction should have 80% of your students meeting or exceeding grade level standards.

Branching Minds

Look at overall data by grade level by subject

Percent Score	Approaches	Meets	Masters
80.14%	87.50%	66.07%	44.64%

Raw Score	Percent Score	Approaches	Meets	Masters
20	81.77%	77.98%	59.63%	38.53%



QUESTIONS TO POSE

Research shows good quality Tier 1 instruction should have 80% of your students meeting or exceeding grade level standards.

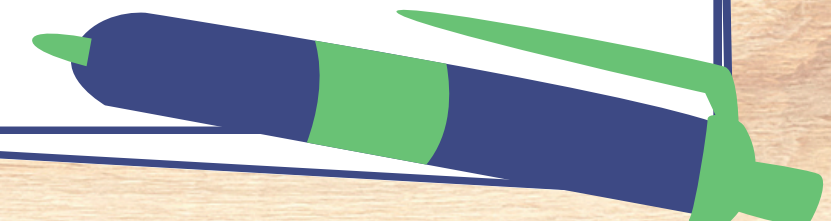
Branching Minds

How does the data compare to previous tests in the same grade level and subject?
How does it compare to other subjects within the same grade level?

Raw Score	Percent Score	Approaches	Meets	Masters
20	80.14%	87.50%	66.07%	44.64%

Raw Score	Percent Score	Approaches	Meets	Masters
21	75.60%	74.26%	37.62%	2.97%

Raw Score	Percent Score	Approaches	Meets	Masters
20	72.89%	77.67%	48.54%	29.13%



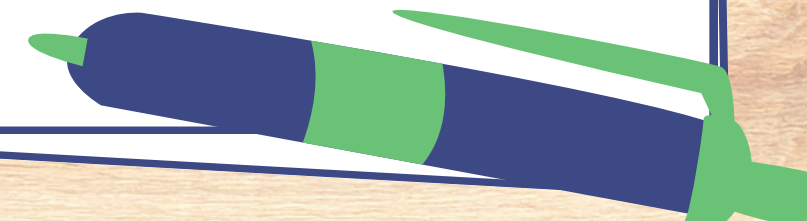
REPORTS

Standards-based instruction leads to mastery of the standards.


Look at data by SE

24-25 6th Grade 1st 9 Weeks Test													
All Learning Standards													
	6.2(A) [S]	6.2(B) [R]	6.5(F) [R]	6.6(D) [R]	6.7(A) [S]	6.7(C) [R]	6.7(D) [S]	6.9(D) [S]	6.9(E) [S]	6.1	6.10(C) [R] revise	6.10(D,vii) [S] Capitalization	6.10(D,ix) [R]
6th Grade	87.50%	86.61%	82.74%	84.82%	87.50%	73.21%	78.57%	90.18%	87.50%	78.57%	64.29%	66.07%	75%

	Total Students	3.2(A) [R]	3.2(C) [S]	3.2(D) [R]	3.4(A) [R]	3.4(B) [S]	3.4(C) [S]	3.5(A) [R]	3.7(B) [R]
Texas Elementary School	109	84.86%	89.91%	84.17%	70.34%	72.48%	87.16%	84.40%	91.13%



QUESTIONS TO POSE



Standards-based instruction leads to mastery of the standards.



What is going well?
What needs improvement?
Do we need to dig further?



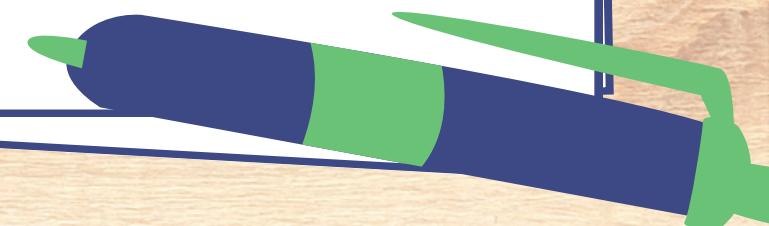
REPORTS

Honing down to specific skills within the SE allows differentiation to happen and students to feel succes.

Education Advanced

Taking the same assessment, look at it by question:

3rd Grade: 1st Quarter Math Assessment 2024-2025						
Texas Elementary School						
Total Students						109
1	3.2(A) [R]	A (0%)	+B (100%)	C (0%)	D (0%)	* (0%)
2	3.2(A) [R]	F (0.92%)	G (2.75%)	H (9.17%)	+J (87.16%)	* (0%)
3	3.2(D) [R]	A (4.59%)	+B (87.16%)	C (5.5%)	D (2.75%)	* (0%)
4	3.2(A) [R]	F (2.75%)	G (0.92%)	+H (96.33%)	J (0%)	* (0%)
5	3.2(D) [R]	DRAG-AND-DROP 0/1 (14.68%)	DRAG-AND-DROP 1/1 (85.32%)	* (0%)		
6	3.2(D) [R]	F (2.75%)	+G (87.16%)	H (6.42%)	J (3.67%)	* (0%)
7	3.2(A) [R]	A (8.26%)	B (0.92%)	C (2.75%)	+D (88.07%)	* (0%)
8	3.2(A) [R]	F (11.01%)	G (10.09%)	+H (60.55%)	J (18.35%)	* (0%)
9	3.2(D) [R]	A (11.01%)	+B (77.06%)	C (4.59%)	D (7.34%)	* (0%)
10	3.2(A) [R]	F (4.59%)	G (18.35%)	H (0%)	+J (77.06%)	* (0%)
11	3.4(A) [R]	A (2.75%)	B (1.83%)	C (0.92%)	+D (94.5%)	* (0%)
12	3.2(C) [S]	F (4.59%)	G (5.5%)	H (0%)	+J (89.91%)	* (0%)
13	3.4(B) [S]	+A (72.48%)	B (21.1%)	C (5.5%)	D (0.92%)	* (0%)
14	3.4(A) [R]	+F (80.73%)	G (4.59%)	H (0.92%)	J (13.76%)	* (0%)
15	3.4(A) [R]	A (12.84%)	B (15.6%)	+C (69.72%)	D (1.83%)	* (0%)
16	3.5(A) [R]	F (4.59%)	G (3.67%)	+H (84.4%)	J (7.34%)	* (0%)
17	3.7(B) [R]	TEXT ENTRY 0/1 (17.43%)	TEXT ENTRY 1/1 (82.57%)	* (0%)		
18	3.4(C) [S]	F (5.5%)	G (10.09%)	H (6.42%)	+J (77.98%)	* (0%)
19	3.7(B) [R]	A (5.5%)	B (0.92%)	C (0%)	+D (93.58%)	* (0%)
20	3.4(A) [R]	TEXT ENTRY 0/1 (54.13%)	TEXT ENTRY 1/1 (45.87%)	* (0%)		
21	3.4(A) [R]	A (5.5%)	B (14.68%)	+C (73.39%)	D (6.42%)	* (0%)
22	3.7(B) [R]	F (0%)	G (0.92%)	+H (97.25%)	J (1.83%)	* (0%)
23	3.4(A) [R]	+A (57.8%)	B (11.93%)	C (23.85%)	D (6.42%)	* (0%)
24	3.4(C) [S]	F (0%)	+G (96.33%)	H (1.83%)	I (1.83%)	* (0%)



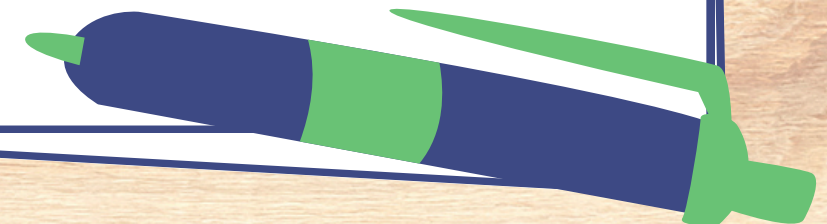
QUESTIONS TO POSE

Honing down to specific skills within the SE allows differentiation to happen and students to feel succes.

Education Advanced

Do the lowest performing questions actually align to the standard taught?
Is it the same standard that was identified as being low in the previous step?

Why does this matter?



QUESTIONS TO POSE

Honing down to specific skills within the SE allows differentiation to happen and students to feel succes.

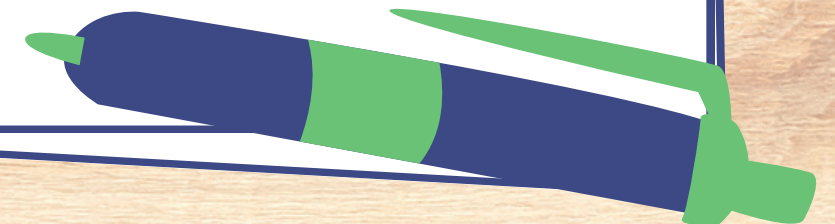
Education Advanced

How was it taught in class?

Did the lessons touch every part of the SE?

How did the formative assessments throughout the unit go?

Did reteach happen prior to the assessment?



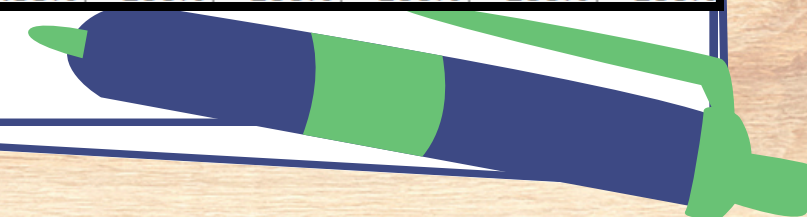
REPORTS



Differentiation is responsive teaching rather than one size fits all teaching.

—Carol Ann Tomlinson
(Differentiation Central, 2016)

Student Name	8.6(C) [R]	6.7.B [R]	7.6.B [R]	8.6.A	8.6.B	8.6.C	8.6.D	8.6.E [R]	8.7.A [R]	8.7.B [R]	7.7.D	8.2.C	8.5.B	8.5.C
Emily Carter	60%	100%	66.67%	50%	66.67%	50%	77.78%	44.44%	66.67%	70%	100%	100%	100%	0%
Liam Nguyen	70%	100%	66.67%	62.50%	100%	50%	88.89%	66.67%	75%	100%	50%	0%	100%	100%
Ava Hernandez	70%	50%	33.33%	25%	100%	66.67%	55.56%	44.44%	75%	70%	50%	100%	100%	0%
Noah Patel	90%	100%	100%	62.50%	100%	100%	100%	33.33%	75%	70%	50%	100%	100%	100%
Sophia Wilson	80%	100%	33.33%	62.50%	66.67%	83.33%	88.89%	100%	100%	90%	50%	100%	100%	100%
James Kim	70%	50%	100%	75%	66.67%	66.67%	100%	55.56%	83.33%	90%	50%	0%	100%	100%
Mia Johnson	70%	100%	100%	37.50%	66.67%	50%	88.89%	33.33%	41.67%	80%	0%	0%	0%	100%
Elijah Lee	90%	100%	100%	75%	66.67%	50%	100%	77.78%	100%	100%	50%	100%	100%	100%
Olivia Martinez	60%	100%	100%	50%	100%	66.67%	88.89%	77.78%	83.33%	100%	100%	100%	0%	100%
. Daniel Robinson	70%	100%	100%	62.50%	33.33%	66.67%	66.67%	44.44%	66.67%	70%	50%	100%	0%	100%
. Isabella Thompson	50%	100%	66.67%	100%	100%	50%	100%	77.78%	91.67%	100%	100%	100%	100%	0%
. Benjamin Green	100%	100%	100%	100%	100%	50%	100%	66.67%	100%	100%	100%	100%	100%	100%
. Amelia Torres	50%	100%	33.33%	100%	100%	83.33%	77.78%	77.78%	91.67%	80%	100%	100%	100%	100%
. Michael Adams	70%	100%	66.67%	87.50%	100%	16.67%	88.89%	66.67%	83.33%	100%	100%	100%	100%	100%



BEYOND THE NUMBERS

Let's look at unpacking
an SE:

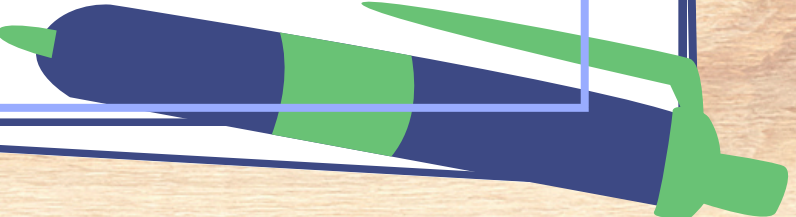


UNPACKING AN SE

Let's look at:

MATH 8.7B

SE:	Verb(s)	Content	Ways to Test
The student is expected: to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.			

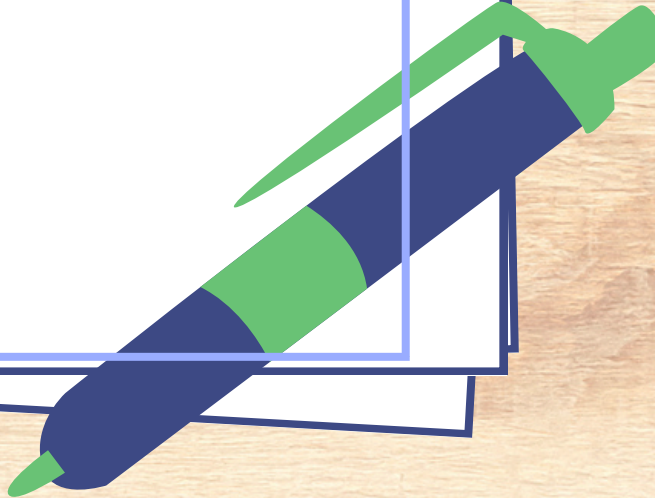


UNPACKING AN SE

Let's look at:

MATH 8.7B

SE:	Verb(s)	Content	Ways to Test
The student is expected: to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.	use make determine		

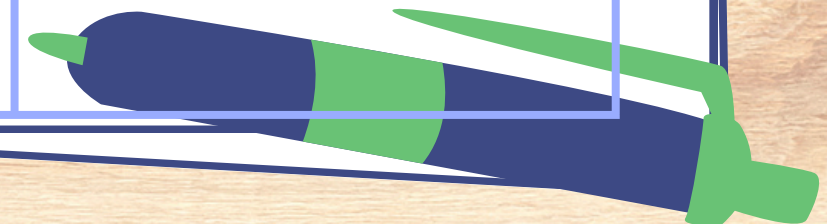


UNPACKING AN SE

Let's look at:

MATH 8.7B

SE:	Verb(s)	Content	Ways to Test
The student is expected: to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.	use make determine	USE previous knowledge of surface area MAKE connection to the formulas for lateral and total surface area DETERMINE solutions for problems involving rectangular prisms triangular prisms cylinders	

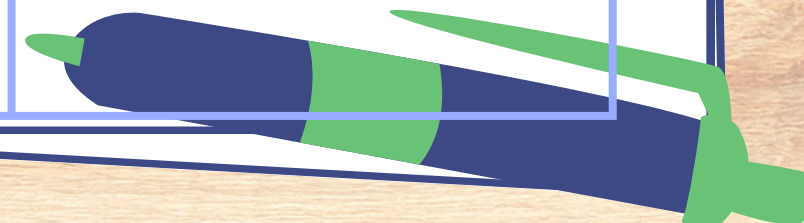


UNPACKING AN SE

Let's look at:

MATH 8.7B

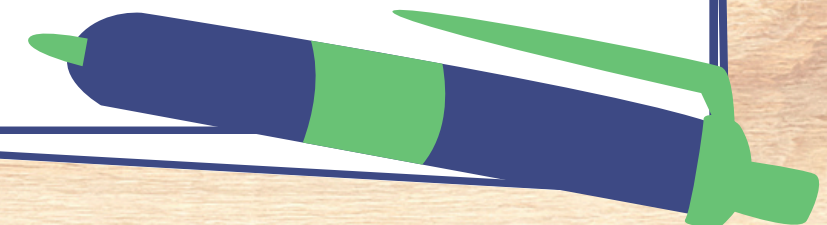
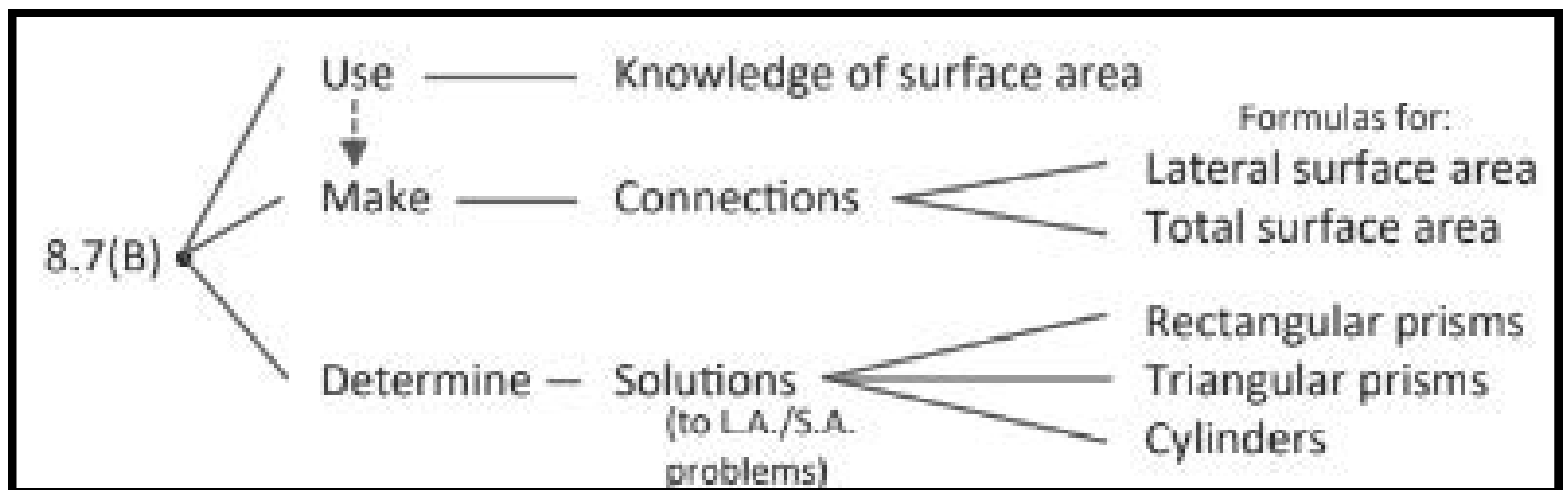
SE:	Verb(s)	Content	Ways to Test
The student is expected: to use previous knowledge of surface area to make connections to the formulas for lateral and total surface area and determine solutions for problems involving rectangular prisms, triangular prisms, and cylinders.	use make determine	USE previous knowledge of surface area MAKE connection to the formulas for lateral and total surface area DETERMINE solutions for problems involving rectangular prisms triangular prisms cylinders	6+ WAYS



UNPACKING AN SE

Let's look at:

MATH 8.7B



MOVING FORWARD WITH DATA

Focus TEK

Questions snipped from released EOC

Action plan



How does the use of the first person in the excerpt from "What the Octopus Knows" **DIFFER** from the use of the first person in the poem "Narwhals Are Real"?
Read this quotation from the excerpt from "What the Octopus Knows" and these lines from the poem "Narwhals Are Real."

All the while, they will appear to watch you with their large, mobile eyes. (paragraph 5, "What the Octopus Knows")

Your eyes
are always wide and kind.
(lines 19 and 20, "Narwhals Are Real")

In this quotation and in these lines, what does the use of imagery by **BOTH** the author and the poet to describe the sea creatures' eyes emphasize about the animals?
Read this quotation from the excerpt from "What the Octopus Knows" and these lines from the poem "Narwhals Are Real."

though it was interested in checking us out, it was also ready, if necessary, to pull the shell down like a lid and disappear into the seafloor. (paragraph 6, "What the Octopus Knows")

you whirl open to devour prey whole.
I would expect nothing less. (lines 9-10, "Narwhals Are Real")

What do this quotation and these lines suggest about the **DIFFERENCE** between an octopus and a narwhal?

1. Provide reflection and extension activities for on/high level students during the classroom time designated for reteach of struggling students
2. **track the growth of each student after every assessment, unit and nine weeks.**
3. **have conversations with students that are/are not growing. Have students set personal goals for growth and achievement after each assessment.**
4. utilize inclusion/support teachers to provide differentiated instruction based on student needs (provide support to struggling students and opportunities for increased rigor for proficient students)
5. utilize the class period effectively and efficiently, providing active and engaging learning from bell to bell.

NEXT STEPS

Using data
in planning

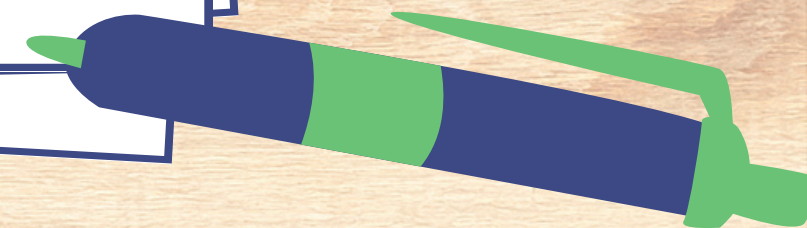
Planning Guide

Pre-planning

- TEKS- to the specificity of the unit
- Summative data-STAAR, benchmark, 9 week, unit
- Formative data

SO NOW WHAT?

- One-on-one or small group instruction
- Standards-based stations
- Purposeful partners/groups
- Whole-group modeling
- Peer teaching
- Immediate reteach
- Give feedback! (ex. conferencing, conversations while monitoring)



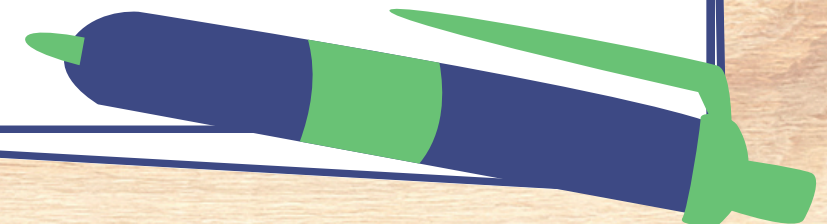
DECISIONS TO MAKE

Based on:

Formative &
Summative Assessments

Specific Reports &
Beyond the Numbers

- Goal-setting
- Adjust lessons
- Check alignment
- Improve formative assessment tracking
- Reteach-whole group vs. small group
- Tutorials/intervention
- STAAR/EOC review



DECISIONS TO MAKE

**What is best
for students'
success?**

The image features a stack of papers on a light brown wooden desk. The top paper is white with a blue border and contains the text. Below it is a green lined paper. To the right, there are three paper clips: a blue one at the top, a green one in the middle, and a red one at the bottom. In the bottom left corner, there is a blue pencil with yellow eraser and lead. In the bottom right corner, there is a blue and green marker.

THANK YOU!

Mandy

mgallego@franklinisd.net

Meghan

mmoran@franklinisd.net