Comprehensive School Support
Region 18 Education Service Center
What does Vince Lombardi have to do with education?
Success demands singleness of purpose.
Vince Lombardi

Region 18 Core Processes for
COMPREHENSIVE SCHOOL SUPPORT

Curriculum
Instruction
Assessment & Data
Instructional Leadership
“A guaranteed and viable curriculum has the most impact on student achievement.” Robert J. Marzano
Curriculum

- Guaranteed & viable curriculum for all students
- Concept based curriculum
  - Power Standards
  - Process: What are the most important things to be taught? When to teach them? What rigor?
- Scope & Sequence
  - C-Scope or Locally Developed
  - Collaboration among grade level
  - Collaboration among content teachers
“Worksheets don’t grow dendrites.” - Marcia Tate
Instruction

- Instructional Strategies and Delivery based on Brain Research and Learning Styles
- Differentiated Instruction
- Collaboration among grade level teachers
- Collaboration among content teachers
- Level 5 Questioning
- Sheltered Instruction
- Flexible Grouping
- Graphic Organizers
- Visuals/Manipulatives
- Content Skill
- Pedagogy & Classroom Management
“Tom passed a major benchmark exam today. His permanent record is now taller than he is.”
Assessment

- Response To Intervention
  - Common Assessments
  - Benchmarks/Checkpoints
  - Progress Monitoring
  - Development & Alignment

- Analyzing & Applying Assessment Data
  - What we learn must drive our instruction
Assessments and other Sources of Data

What types of data are available?

- TAKS, TAKS-M, TAKS-Alt., TAKS-Acc. Scores
- Benchmark Tests
- Common Assessments
- Instructional Focus Visits Data
- Anecdotal
- Student Grades/Portfolios
- Demographics
- Perception Data
Data Analysis Process

Do schools have access to data?

- AEIS
- AYP
- PBMAS
- PBM Data Validation
- SPP
- FIRST
- PEIMS
- Accreditation Status
- Data Dig Tool
- Campus SNAPSHOT
- PSAT, SAT, PLAN, EXPLORE & ACT

YES!
What do we use to help manage all this data?

- AEIS-IT
- DMAC
- Data Dig Tool
Data Analysis Process

How do we get the information we need?

- Determine what do we want to know?
  - Grade level
  - Content area

- How do I retrieve that from this data source?
  - Is there a ready made report?
  - Do I have to input certain parameters?
Now that I have it, what do I do with it?

- What data should impact instruction?
  - TAKS
  - Benchmarks / Common Assessments
  - Classroom assessments (formal and informal)
  - Etc.

- How should data impact instruction?
  - Drive choices for grouping of students
  - Instructional strategy choices
  - Teaching and reteaching

- What am I looking for in the classroom?
Kevin, no one squealed on you—I saw your prank on ‘YouTube’.
11. Reading/Vocabulary development. The student develops an extensive vocabulary. The student is expected to:

C. Identify words that name persons, places, or things and words that name actions (K-1).
Example #1
(Students circled the nouns in each sentence.)

1. Father leads to Dallas.
2. She wrote a letter to her sister in the room.
3. My friend has an egg on a chair.
4. Mother asked Father to put the flat in the room.
5. The family went up to the beach on Saturday.
6. Mason is fishing at the lakes.
7. Elder and grandmother rode their bike to town.
8. He read chured when she drove over the gypsum.
9. The family arrived at the playground.
10. Cell made a skateboard.
11. The children play at the ground.
12. Little matches the dog play.
13. Son either to the garden.
15. A deer runs in the area.
TEKS

Grade 5  Social Studies

07. Geography. The student understands the concept of regions. The student is expected to:

C. Locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.
Example #2

(Students were given a U.S. map with areas numbered. Students then wrote the state that corresponded with the appropriate territory.)

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So where did we get these samples?
Calibration Chart

John Hollingsworth and Silvia Ybarra, Ed.D

DataWorks Educational Research
Leadership Processes

- Instructional Monitoring: Instructional Focus Visits
- Instructional Leadership Issues
- Strategic Planning:
  - Development and implementation of CIP & DIP
  - Data-driven decision making in regards to reform, PLCs, etc . . .
- Accountability: Formal & Informal
ESC 18 Commitment to Excellence

COMPREHENSIVE SCHOOL SUPPORT

Curriculum

Instruction

Assessment & Data

Instructional Leadership
What next?

October TASA Meeting:

ESC 18 Staff will review specific trainings, technical assistance, and support offered in the following Comprehensive School Support processes.

Curriculum

Instruction

Assessment & Data

Instructional Leadership
The person who says it can not be done should not interrupt the person doing it.

An Ancient Chinese Proverb
“Success demands singleness of purpose.” Vince Lombardi