

## **HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes**



# **High-Leverage Practices for Students with Disabilities**

HLP 6 relies on the effective special educator's knowledge of and capacity to implement the first five HLPs. Readiness to use a range of student data to make informed decisions about what instructional adjustments need to be made to improve student outcomes is among the most essential of practices in a teacher's repertoire. But this is not a task for special educators alone. Collaborating with colleagues and families is paramount, as is utilizing a range of data sources, and having a strong repertoire of evidence-based and other practices to consider to meet student needs. HLP 6 also intersects with essentially all of the practices from the Social/Emotional/Behavioral and Instruction domains in that capturing data on the success of various instructional approaches and making decisions about needed changes is a core part of any special educator's work.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

The major source for content within this resource is the chapter by Erica S. Lembke, R. Alex Smith, Cathy Newman Thomas, Kristen L. McMaster, and Erica N. Mason in *High-Leverage Practices in the Inclusive Classroom*; the book *High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, and content on [www.highleveragepractices.org](http://www.highleveragepractices.org).

### **● Teachers Who Effectively Use Student Data to Inform Instructional Decisions**

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals for student achievement.
- Select appropriate interventions for meeting students' long-term goals and implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data to determine if changes in instructional practices, interventions, and/or services are needed.
- Use graphs or other displays of data so student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Are patient, systematic, and persistent, in their search for "what works" for individual students.

### **● Tips for School Leaders to Support Teachers**

- Teach educators how to interpret data from a range of sources and to make informed decisions related to modifications to instruction and/or services.
- Provide educators feedback and coaching on the implementation fidelity of selected instructional strategies/interventions.
- Establish regular schedules and procedures for collecting, scoring, graphing, and examining data to reinforce teachers' use of data-based decision-making.
- Create systems for ensuring assessment and intervention materials are created, organized, and readily available.
- Train support staff to assist in carrying out data-based decision-making routines.
- Provide opportunities for teachers to share data and engage in shared problem solving to foster data-based decision-making routines.

### **● Questions to Prompt Discussion, Self-Reflection, and Observer Feedback**

- How are the assessment HLPs highly reliant upon excellence in implementation of the collaboration HLPs?
- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- Why is it so important for special educators and other professionals to use multiple sources of data to make educational decisions about students?
- How can schools foster a team approach to data-based decision-making to better support its success?
- What role(s) do administrators and other school leaders play in the success of data-based decision-making routines?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?

## ● References & Additional Resources

### Online Resources

#### [National Center on Intensive Intervention \(NCII\)](#)

The mission of the NCII is to build the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.

#### [A Practitioner's Guide for Communicating with Parents and Families from NCII \(PDF\)](#)

#### [Supporting Intensive Intervention: Tips for Families from NCII \(PDF\)](#)

[NCII Resources for Trainers & Coaches](#): Materials, resources, and tools to support intensive intervention implementation at the building, district and/or state levels.

#### [High-Leverage Practices: A Professional Development Guide for School Leaders](#)

A downloadable online guide providing school leaders, including administrators, principals, mentors and coaches, with practical tools for engaging staff members in learning about how high-leverage practices can enhance student learning in the school and district.

### Books

Lembke, E. S., Allen, A. A., & Poch, A. L. (2016). Using curriculum-based measurement fluency data for initial screening decisions. In K. D. Cummings & Y. Petscher (Eds.), *The fluency construct: Curriculum-based measurement concepts and applications* (pp. 91–122). Springer.

### Journal Articles

Lembke, E. S., McMaster, K. L., Smith, R. A., Allen, A., Brandes, D., & Wagner, K. (2017). Professional development for data-based instruction in early writing: Tools, learning, and collaborative support. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 41(2), 106–120. <https://doi.org/10.1177/0888406417730112>

