

**HLP 6 Highlight Tool**

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

# **Here’s What It Is:**

* On-going data collection and analysis from multiple sources
* Observations of student academic and behavioral progress
* Self-assessment of classroom instruction
* Retention of effective instructional practices
* Data-Based Individualization (DBI)

# **When Do I Use It?**

* When monitoring student progress
* When setting short- and long-term goals
* When determining the effectiveness of instruction
* When establishing present level of progress

# **Here’s What It Looks Like:**

* [Example of CBM screening](https://www.youtube.com/watch?v=1zZXnVo9Hxo) (2:00)
* [Curriculum Based Measurements: General Overview](https://www.youtube.com/watch?v=t2pNIFaEXeM) (13.27)

# **Resources to Extend Learning**

* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
* University of Missouri: [Evidence Based Intervention (EBI) Network](https://ebi.missouri.edu/)
* [National Center for Intensive Intervention](https://intensiveintervention.org/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)

# **Here Are My Work Plans:**

Curriculum Based Measurements (CBM)

* Create a structure for progress monitoring, *View CBM video 2:00-3:12*
* Determine a target (aim line) for goal achievement, *View CBM video 3:50-4:20*
* Determine the rate of progress/improvement, *View CBM video 5:23-7:13*
* Identify the rate of consistency to determine if intervention is needed, *View CBM video 8:27-11:55*

Video: Curriculum Based Measurements: [Basic Overview](https://www.youtube.com/watch?v=t2pNIFaEXeM)

# **Suggested Activities:**

* Use universal screening tools to gain understanding of student progress (check division requirements)
* [Select appropriate resources for intervention](https://ies.ed.gov/ncee/wwc/)
* [Use on-going progress monitoring tools to guide decision making and data collection](https://easycbm.com/).
* Use various sources of data to make informed decisions about areas of student need. Examples could include:
	+ Anecdotal records, formative, summative, observational data, attendance records

# **HLP 6 In Action!**

## **Teacher Checklist for Effective Instructional Decision Making**

### **Directions:** Review the components of the checklist below to use as a guideline to implement your instructional practices for student goals as part of data-based decision-making process.

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IEP Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Guiding Questions**  | **Considerations**  |
| --- | --- |
| 1. What is my student’s present level of performance?
 | * Curriculum Based Assessments (CBM) to determine academic proficiency in a skill set (see reference below)
 |
| 1. What are my long-term goals?
 | * Median scored recorded as a result of multiple (at least 3) grade-level CBMs (reading and math)
* Goal to help close the gap between student’s score and score of same-age peers
* Use a graphic program to plot baseline and goal (e.g., Microsoft Excel)
 |
| 1. What interventions are needed to accomplish these goals?
 | * Diagnostic measure to identify strengths and needs
* Evidence- based Interventions based on data to target skill (What Works Clearinghouse, National Center of Intensive Intervention)
* Implementation of intervention with fidelity
 |
| 1. How am I monitoring progress towards these goals?
 | * On-going monitoring to ensure growth towards goal
* Observational notes to inform decision-making
 |
| 1. What methods am I using to determine the effectiveness of my instruction?
 | * Evaluation of weekly data collection (usually 6 -10 data recordings)
* Are data points above or below goal line?
* Does the trend indicate progress towards goal?
 |
| 1. Do I need to change my instruction? What additional information is needed?
 | * Did I provide effective intended intervention?
* Did I implement the intervention with fidelity?
* Was the student engaged during instruction?
 |

[*Adapted from Leadership Guide for HLP #6*](https://highleveragepractices.org/hlp-leadership-guides)

## **References**

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide #3*. Council for Exceptional Children.

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2007). *The ABC’s of CBM: A practical guide to curriculum-based measurement*. New York, NY: Guilford Press.

McLeskey, J. (Ed.) (2019). *High leverage practices for inclusive classrooms.* New York: Routledge.

Find additional HLP Highlight Tools on [TTAC Online](http://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22).

Compiled by: Ratzlaff, J., Sekinger, M. & Martin, C., 2020 (GMU TTAC)