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# **HLP Highlight Tool**

# **HLP 5: Interpret and Communicate Assessment Information to Collaboratively Design and Implement Educational Programs**

Embedded under Data-Driven Planning Pillar (HLP 6)

## Here’s What It Is:

Effective collaboration throughout the IEP process requires understanding and sharing student data with education professionals and families. After collecting data from a variety of assessments, educators interpret data from reports and then communicate findings about a student’s interests, strengths and needs with other education professionals and families. It is important to share data from norm-referenced assessments in a way that others can understand. Explain how multiple sources of information provide a complete picture of a student’s strengths and needs. Teams use assessment data to plan for individualized instruction that includes standards-based SMART goals. Teachers regularly monitor student progress toward IEP goals and communicate progress with families and other educators. HLP 5 is an embedded HLP within pillar data-based decision making HLP 6.

##  Here’s When to Use It:

* When analyzing data from reports.
* Throughout the IEP process, especially during eligibility and re-evaluation.
* When identifying a student’s present level of performance (PLOP).
* When meeting with collaborative learning or grade-level teams.
* Throughout the MTSS-RTI process.
* When communicating a student’s progress with families or other educators.
* During parent-teacher conferences and meetings.

## Here’s What It Looks Like:

* [Sample video of an IEP meeting/Evaluation with Families](https://www.youtube.com/watch?app=desktop&v=En09pAWtUSs) (6:07)
* [Tips on How to Make Your IEP Process Better with Family Participation](https://www.youtube.com/watch?app=desktop&v=pveiCQJ6Z7Y) (6:16)
* [Overview of HLP 5](https://youtu.be/H4Ce5Y2UlVk?si=cNPGuQxkUsj1kYKR) (6:53)

## Resources to Extend Learning:

* National Center on Intensive Intervention [Communicating Intensive Interventions with Families](https://intensiveintervention.org/sites/default/files/Intensive_Intervention_Practicioners_Guide-508.pdf)
* James Madison University [Reporting & Use of Assessment Results](https://www.jmu.edu/assessment/sass/ac-step-seven.shtml)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [National Center for Learning Disabilities](https://www.ncld.org/)
* [Leadership Guide for HLP 5](https://exceptionalchildren.org/sites/default/files/2020-12/HLP%205%20Admin%20Guide.pdf?_gl=1*1cdaxts*_ga*MTg0OTkzNTU0OC4xNzExNTU0Njc1*_ga_L4ZFTNESGT*MTcxMzk3NjEwOS41LjEuMTcxMzk3Njk1OC42MC4wLjA.)
* CEEDAR Center: [Simulation Package for HLP 5](https://ceedar.education.ufl.edu/portfolio/simulation-package-for-hlp-5/)

## 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).

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities.* 2nd edition. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

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