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# **HLP Highlight Tool**

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

Embedded HLPs: HLP 4 HLP 5 HLP 11 HLP 12

## Here’s What It Is:

Data driven planning involves using and analyzing student data to set goals, plan instruction, teach, and monitor student progress. To understand a student’s strengths and needs, teachers gather data from a variety of sources. Teachers use information about a student’s baseline to set goals and plan instruction. Throughout instruction, teachers use data to monitor student progress. If a student is not making progress toward goals, then teachers analyze data to form a hypothesis, and adapt instruction to better meet student needs. Data-based individualization (DBI) is a five-step systematic process that outlines how to use data to individualize and intensify instruction. HLP 6 is a pillar HLP that includes the most essential data HLPs for teachers to implement.

Tools: [Rubric for HLP 6](https://ttaconline.org/Resource/JWHaEa5BS765SdBqniitYQ/Resource-rubric--hlp-6-use-assessment-date-analyze-instructional-practices-and-make-adjustments-that)

## Here’s When to Use It:

* When establishing baseline.
* When setting short- and long-term goals.
* When planning instruction and intensive interventions.
* When selecting evidence-based practices.
* When monitoring student progress.
* When determining the effectiveness of instruction.
* When adapting strategies and specially designed instruction (SDI) to better meet student needs.

## Here’s What It Looks Like:

* [Overview of HLP 6](https://youtu.be/unKKLnkgA9U?si=46n9LrgPt0awbIhh) (10:03)
* [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)

## Selected Resources:

* [National Center on Intensive Intervention: Academic Progress Monitoring Tools Chart](https://intensiveintervention.org/resource/academic-progress-monitoring-tools-chart)
* National Center on Intensive Interventions [Student Progress Monitoring Tool for Data Collection & Graphing](https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel)
* [University of Oregon: DIBELS (8th edition) Open Access](https://secure-web.cisco.com/1n_g63OQnLfAP4VC4D2DiiU6I_KHmCCZpx_dNpri7fLxJVzQtmRITEaUqU771nUE6ZTcnvvjLoXVjyHA6DMSEA0BgsA3mTN70mzf7XyHElsc1sgklya9yLg6AExxwWQyUtAbW8SevRNVucD9OoSVMI_1BKyC6Z9u76BHF06JBTW1YkurFHuBRwmrhUwo35J0xC_UCODHpkpGW9a5ujuXZJOE7S5jWzYwYHz58ALBCVM-9Tr_nVV8icMfqbJwOmOdaAEoEP_5Xkcrh8Yp6EqBC8N0sbDAYRUNlqeDsA5kCjr2sRljcrR8zEccHRAQhaPMDResL40JVp6XnIXMay21ihEknEV2zpL3TXRa0joTXb3OUzCJnYHGKc667ReE12doWVnOSrOn3PJiRqPdAB0tysfsEDAo__9zYsVoLtvOGWCbfbfLd0H0IlR5xDOiK-gkt/https%3A%2F%2Fdibels.uoregon.edu%2Fmaterials%2Fdibels)
* University of Florida CEEDAR Center [MTSS in Mathematics](https://ceedar.education.ufl.edu/cems/math/)
* National Center on Intensive Interventions [Screening Tools - Mathematics](https://charts.intensiveintervention.org/ascreening?_ga=2.103624773.433827833.1678293215-925284387.1638800328)
* Virginia Tech TTAC [CRA Progress Monitoring Sheet](https://docs.google.com/document/d/1rxtPBebG8vdkXxfgqwyBLOjCMhauscdbHOa7B5X5ZdE/edit?usp=sharing)

## Resources to Extend Learning

* [National Center for Intensive Intervention](https://intensiveintervention.org/what-progress-monitoring)
* Progress Center [Leveraging Data Based Individualization to design & deliver SDI webinar](https://promotingprogress.org/resources/leveraging-dbi-design-and-deliver-sdi) (60 minutes)
* [National Center on Intensive Intervention: What is Progress Monitoring?](https://intensiveintervention.org/what-progress-monitoring)
* CEEDAR Center [Math Interventions & MTSS Video (20:02 minutes)](https://youtu.be/0MNYdr_2YoQ)
* National Center on Intensive Interventions [Intensive Interventions in Mathematics Content](https://intensiveintervention.org/training/course-content/intensive-intervention-mathematics)
* IRIS Center [Progress Monitoring: Mathematics](https://iris.peabody.vanderbilt.edu/module/pmm/)
* [Iris Center: Progress Monitoring Reading Module](https://iris.peabody.vanderbilt.edu/module/pmr/)
* [Core Learning: What Does Good Instruction Look Like for Students with Dyslexia: A Systems and Classroom View](https://www.corelearn.com/resource-posts/free-webinar-what-does-good-instruction-look-like-for-students-with-dyslexia-a-systems-and-classroom-view/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/)
* University of Missouri: [Evidence Based Intervention (EBI) Network](https://ebi.missouri.edu/)
* [Leadership Guide for HLP 6](https://exceptionalchildren.org/sites/default/files/2020-12/HLP%206%20Admin%20Guide.pdf?_gl=1*rctb4o*_ga*MTg0OTkzNTU0OC4xNzExNTU0Njc1*_ga_L4ZFTNESGT*MTcxMzk3NjEwOS41LjEuMTcxMzk3Njk1OC42MC4wLjA.) (pdf)
* CEEDAR Center: [Mixed Reality Simulation](https://ceedar.education.ufl.edu/portfolio/mixed-reality-simulation-for-hlp-6/)

## 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.