VDOE Region 4
Training and Technical Assistance Center at George Mason University Banner and TTAC Region 4 LOGO.   

**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:**

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

**When Do I Use It?**

* When establishing present level of academic and functional performance
* When monitoring student progress and setting short- and long-term goals
* When determining the effectiveness of interventions

**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)  and [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)

**Here Are My Work Plans:**

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

* 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*

**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).

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).