



Data-Driven Planning

HLP Pillars

HLP 6

Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

HLP 4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.

HLP 5: Interpret and communicate assessment information to collaboratively design and implement educational programs.

HLP 11: Identify and prioritize long- and short-term learning goals.

HLP 12: Systematically design instruction toward a specific learning goal.

Embedded HLPs

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

A critical aspect to collecting assessment data is distilling that information so that informed decisions about students' educational services can be made. Educators interpret assessment information for different partners (e.g., other professionals, families/ caregivers, students) and involve them in the assessment, goal development, and goal implementation process. Educators must understand each assessment's purpose, help key partners understand how bias may influence interpretation of data generated, and use data to collaboratively develop and implement individualized and culturally inclusive education and transition plans that include goals that are standards based and include appropriate accommodations, modifications, and fair grading practices that are aligned with students' intersectional needs.

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.

Teachers Who Effectively Interpret & Communicate Assessment Information

Gather & Interpret Assessment Results

- Gather and organize all assessment information at least 2 weeks prior to an IEP meeting.
- Highlight/summarize key findings of assessments that are related to both students' strengths and needs.
- Consider results in relation to same-age peers and consider how language and culture might influence the interpretation of assessment results, especially for students with different cultures and languages.
- Generate an initial list of students' strengths and needs from multiple sources of data.
- Consider how assessment information may impact accommodations, modifications, and grading practices.

Communicate Assessment Results to Develop IEPs

- Develop a summary sheet, guide, or table including all assessment data to effectively communicate information with key partners, including families.
- Allow time for team members/partners to read and digest results before meeting.
- Facilitate collaborative discussions and problem solving among team members.
- Work with team members, general education colleagues, and others to monitor students' response to instructional plans across settings.

Tips for School Leaders to Support Teachers

- Provide instruction in or models of how results of various assessments should be communicated to families and other collaborators.
- Deliver feedback and coaching to educators around the clarity of their reports for various audiences.
- Provide instruction, resources, and/or professional development and coaching opportunities to monitor student progress with IEPs.
- Provide instruction, resources, and/or professional development opportunities in how assessment data is used within a tiered system of supports (e.g., RtI, MTSS).
- Make appropriate structures and supports available for general and special education teachers and related service personnel to deliver necessary services.
- Establish and maintain structures so that procedures are clear, roles are defined, and the staff or team is organized and functioning well.
- Establish and maintain a culture that all teachers and related services personnel take responsibility for all students' progress.
- Remain aware of students' progress to empower staff and families to work together effectively.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why do special education teachers need to carefully deliberate on assessment results from a variety of sources and viewpoints before communicating?
- What is the importance of summarizing assessment interpretations concisely when communicating with parents?
- What roles do various team members play in the collection, interpretation, and communication of assessment results?

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