



## Data-Driven Planning

### HLP Pillars

#### HLP 6

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

**Embedded HLPs**

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**

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

HLP 6 is a pillar practice and one of the most essential HLPs for educators to master and implement. Readiness to use a range of student data to make informed decisions about what instructional adjustments need to be made to improve student outcomes is among the most essential of practices in a teacher's repertoire. But this is not a task for special educators alone. Collaborating with colleagues and families is paramount, as are utilizing a range of data sources and having a strong repertoire of evidence-based and other practices to consider to meet student 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 Use Student Data to Inform Instructional Decisions

- Establish students' present level of performance using various assessments.
- Set ambitious, long-term goals for student achievement.
- Select appropriate interventions for meeting students' long-term goals and implement high-quality instruction with fidelity.
- Monitor students' progress toward long-term goals to determine effectiveness of instruction or interventions.
- Use progress monitoring data and formative assessments to determine if changes in instructional practices, interventions, and/or services are needed.
- Use graphs or other displays of data so that student progress (or lack thereof) can be easily observed and communicated with key stakeholders, team members, and families.
- Are patient, systematic, and persistent, in their search for "what works" for individual students.

## Tips for School Leaders to Support Teachers

- Teach educators how to interpret data from a range of sources and to make informed decisions related to modifications to instruction and/or services.
- Provide educators with feedback and coaching on the implementation fidelity of selected instructional strategies/interventions.
- Establish regular schedules and procedures for collecting, scoring, graphing, and examining data to reinforce teachers' use of data-based decision-making.
- Create systems for ensuring assessment and intervention materials are created, organized, and readily available.
- Train support staff to assist in carrying out data-based decision-making routines.
- Provide training on ways to use technology to enhance efficiency and effectiveness of using data to make instructional decisions.

- Provide opportunities for teachers to share data and engage in shared problem solving to foster data-based decision-making routines.

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

- Why is persistent, ongoing use of the data-based individualization (DBI) process so critical to serving students receiving special education services?
- Why is it so important for special educators and other professionals to use multiple sources of data to make educational decisions about students?
- How can schools foster a team approach to data-based decision-making to better support its success?
- What role(s) do administrators and other school leaders play in the success of data-based decision-making routines?
- How can administrators use observation as a tool to provide feedback on data-based decision-making?
- What types of accommodations/modifications to instruction can be provided without affecting the implementation fidelity of interventions in current use?

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