Overview

The use of student assessment data for decision making is a key high leverage practice because it helps guide teachers and other professionals to analyze instructional practices and make necessary adjustments that improve student outcomes. Collecting data in isolation, without using that data to make instructional decisions about student programs, is not a good use of a teacher's time. Researchers have demonstrated that when teachers utilize data to make instructional decisions, student achievement improves. In addition, when teachers examine data prior to making instructional decisions, they make more frequent and appropriate decisions than when they do not use data.

For this presentation, the focus is on HLP #6, *Using student assessment data, analyzing instructional practices, and making necessary adjustments that improve student outcomes*. In the area of assessment, additional HLPs include #4, *Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs* and #5, *Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs*.

Based on the HLP resources (*High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team*, *High-Leverage Practices in the Inclusive Classroom* and highleveragepractices.org) and the information shared at the workshop on August 23, 2019, by Dr. Erica Lembke, the following is a checklist to guide school leaders as they address key elements that comprise effective collection and use of assessment data.

Notes

High-Leverage Practices in Special Education

UTILIZING A DATA-BASED DECISION MAKING APPROACH

Leadership Responsibilities

	1.	Conduct an assessment audit to identify the assessment tools you are already using and how they are being utilized
	2.	Identify additional high-quality (i.e., reliable and valid) measures to utilize in your classroom for ongoing monitoring of progress
	3.	Consider how data fits into a Data-Based Individualization process
	4.	Implement a DBI process using the following steps:
		a. Establish the present level of academic performance
		b. Set an ambitious long term goal using established norms
		c. Implement high quality instruction or intervention with fidelity
		d. Monitor progress towards the goal
		e. Use decision rules to evaluate the instructional effectiveness and student progress
		f. Generate a hypothesis about student progress to individualize instruction
		g. Make an instructional change based on the chosen hypothesis
		h. Repeat this process throughout the school year
	5.	Use graphed data to create a picture of student progress when implementing the DBI process
	6.	Monitor the fidelity with which the process is being implemented using either a self-check or an outside observer
	7.	Collaborate with colleagues or other team members when possible to maximize the decision making process

Questions to Consider

What further modifications/ adjustments can I make to a lesson to match a particular student's needs, without compromising fidelity?

How do I monitor fidelity of the process?

Are the measures I'm using evidence-based?

Is the dosage of intervention appropriate and intense?

Notes

HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

Additional Resources

Journal Articles & Book Chapters (available in the cohort library)

"Professional development for data-based instruction in early writing: Tools, learning, and collaborative support," by E.S. Lembke, K.L. McMaster, R.A Smith, A. Allen, D. Brandes, and K. Wagner. *Teacher Education and Special Education*, vol. 41.2

"Using Curriculum-Based Measurement fluency data for initial screening decisions," by E.S. Lembke, A. Carlisle, and A. Poch, from *Fluency Metrics in Education: Implications for Test Developers, Researchers, and Practitioners,* 2016

Web Resources

Data-Based Instruction Tools, Learning, and Collaborative Supports (DBI-TLC) and The Early Writing Project: These sites provide information and resources for those interested in learning more about DBI and professional development, related to supporting early writing development.

Evidence Based Intervention Network: . This site provides guidance for selecting and implementing evidence-based interventions in classroom settings.

IRIS Center: The IRIS Center provides in-depth modules and resources to help practitioners learn about evidence-based practices and interventions for all children, especially those with disabilities birth through age 21.

National Center on Intensive Intervention: NCII provides resources, tools charts that review the research base supporting progress monitoring and intervention tools, as well as implementation and instructional supports for educators to implement intensive academic and behavioral interventions.

Research Institute for Problem Solving: RIPS provides resources, modules, and materials to guide researchers and practitioners in the process of problem solving.

Recommended References

Books

Essentials of Intensive Intervention, edited by R. Zumeta Edmonds, A.G. Gandhi, and L. Danielson

> Chapter 7: "Aligning intensive intervention and special education with multi-tiered systems of support" by T.R. Bailey, G. Chan, and E.S. Lembke.

Journal articles (external)

"Supporting teachers' use of data-based instruction to improve students' early writing skills" by K.L. McMaster, E.S. Lembke, J. Shin, A. Poch, R.A. Smith, P. Jung, A. Allen, and K. Wagner. *Journal of Educational Psychology*, in press.

"Taking the guesswork out of locating evidence-based mathematics practices for diverse learners" by E.M. Hughes, S. Powell, E.S. Lembke, E., & T.C. Riley-Tillman. *Learning Disabilities Research to Practice*, vol. 31.3, pages 130-141

High-Leverage Practices in Special Education