

# Using Assessment Data to Forge Ahead With Data-Driven Planning

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# Our Mission

To support students with disabilities (SWDs) in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices (EBPs) within multi-tiered systems of support (MTSS).



# Today

- ✧ Identify, recognize, and describe implementation of data-driven planning and decision-making for instruction and intervention within classrooms and schools
- ✧ Describe components of data-driven planning and decision-making
- ✧ Develop action plans for candidate and classroom use

# Are we “Data-Rich, But Information Poor”?

- ✧ Consider and discuss the use of data:
- ✧ What sources are available for data-driven planning and decision-making?
- ✧ What knowledge and skills are needed to convert data into information?
- ✧ How do we develop and sustain the knowledge and skills of data use for planning, instruction, and interventions?



# Thinking Differently About Data

“Leveraging data-systems investments into sustainable gains in student achievement requires a parallel investment in strengthening the capacity to use data to improve teaching and learning. Without this capacity, student achievement will continue to stagnate, and we can all expect the next flurry of reports indicating that America’s schools are falling short.”

*(Slotnik & Orland, 2022, pg. 13)*

# Developing Teacher Candidates

## Potential Barriers

- ✧ Personal experiences with data in school
- ✧ Culture of testing
- ✧ Beliefs on testing and impact

## What's Needed

- ✧ Content
- ✧ Opportunities to practice with feedback and revision
- ✧ Opportunities to practice in authentic environments

# How Do We Clarify and Use Data?

## Purposes:

- ✧ Diagnose situations
- ✧ Forecast future conditions
- ✧ Improve policy and practice
- ✧ Evaluate effectiveness
- ✧ Instructional Planning and Progress Monitoring
- ✧ Promote accountability

## Process:

- ✧ What specific knowledge and skills are needed to clarify and use data for multiple purposes?

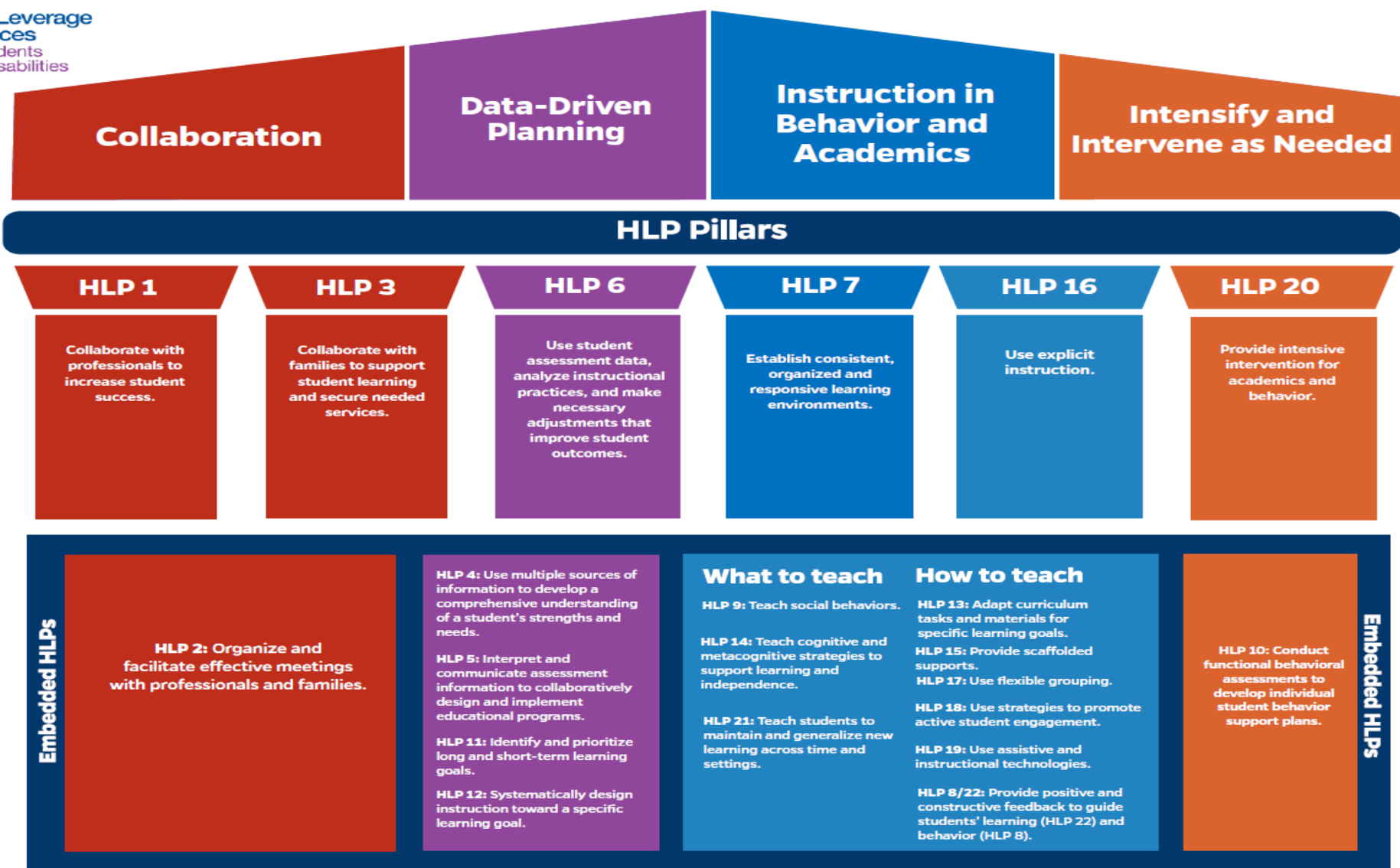
Please share your thoughts.

# Guiding Question

How do we enhance, co-create and sustain a system of school improvement focused on improving P-12 student results within a Multi-Tiered System of Support (MTSS) by educators that meet the current policies, mandates and expectations for use of data, continuous progress monitoring and high-leveraged, evidence-based instructional and intervention practices within schools and classrooms?







## HLP Pillar

### 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.

# Pillar HLP

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

# Definition

Effective educators use all data available to create instructional goals and plans. After instructional goals are developed, educators evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, successful educators have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key invested partners (i.e., students, families, other professionals). Educators study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decisions. Effective educators retain, reuse, and extend culturally inclusive practices that improve student outcomes and adjust or discard those that do not.

# Let's Break it Apart

- 1st: Use all data to create goals and plan instruction.
- 2nd: Evaluate data to make ongoing adjustments.
- 3rd: Plan to collect ongoing data from instruction.
- 4th: Study YOUR practice
- 5th: Be culturally inclusive



# Cycle of Data-Driven Planning



# Which Data?

## 👤 Curriculum Based Measurement

- Basic skills like reading, writing, math

## 👤 Formative Assessment

- Planned (exit ticket, homework)
- Spontaneous (read body language, student response)



# More Data to Collect

## 👤 Student Collected Data

- Teach students to monitor their own learning

## 👤 YOUR own practice

- Film yourself teaching
- Watch the video
- Reflect on what you observe
- Change or practice accordingly





# The Analysis

Questions to ask yourself from:

## CBM:

- *Are my students showing improvement?*
- *Which skill, or element of the skill is still causing concern?*
- *How can I intensify this intervention?*
- *Do I need to add more OTRs, provide more time, or change the setting?*

## Formative Assessment:

- *Which concept is causing Brenda to struggle?*
- *When did Juan start to lose interest?*
- *What happened right before Ron's outburst/shutdown?*
- *How many times did Sara ask to leave the room?*



# Data-Driven Planning Embedded Practices

👤 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 goal.

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

To develop a deep understanding of a student's learning needs, educators compile a comprehensive learner profile using a variety of assessment measures and other sources (e.g., information from students, parents, general and special educators, other partners) that are sensitive to intersectional backgrounds, experiences, and needs, to (a) analyze and describe students' strengths and needs, and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. Educators collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavioral assessment [FBA], school files, analysis of curriculum, information from families). This information is used to create an individualized profile of the student's strengths and needs that reflects the whole child while considering sociocultural or intersectional context.

# Let's Break it Apart

## Comprehensive Learner Profile

### 1st: Collect data from multiple people

- Families
- General Educators
- Other partners

### 2nd: Collect multiple types of data

- Academic
- Behavioral

### 3rd: Analyze data

- Determine student strengths and needs
- Consider barriers and potential supports within the school environment



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

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, include appropriate accommodations, modifications, and fair grading practices that are aligned with students' intersectional needs.

# Let's Break it Apart

Interpret and communicate

- ✧ 1st: Understand each assessment' purpose so you can interpret scores and outcomes.
- ✧ 2nd: Understand the influence of the student's culture and language.
- ✧ 3rd: Explain assessment results impact and relationship to general education progress.
- ✧ 4th: USE the data to develop goals and educational plans



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

Educators prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Educators use grade- level standards, assessment data and learning progressions, students' prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

# Let's Break it Apart.

- ✧ Teachers are to provide meaningful access to the general education curriculum
- ✧ 1st: Start with the grade-level standards.
  - Break it apart – what are the essential “must know” pieces
- ✧ 2nd: Use assessment and progress monitoring data to identify the “starting point” or current baseline of the student.
- ✧ 3rd: Take into consideration the student’s background knowledge.





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

Educators help students to develop important concepts and skills that provide the foundation for more complex learning. Educators sequence lessons that build on each other and make connections explicit, in both planning and delivery. They activate students' prior knowledge and show how each lesson “fits” with previous ones. Planning involves careful consideration of learning goals, what is involved in reaching the goals, and allocating time accordingly. Ongoing changes (e.g., pacing, examples) occur throughout the sequence based on student performance.

# Let's Break it Apart.

- 1st: Teach foundational skills and concepts to provide a strong foundation for more complex learning.
- 2nd: Structure lessons with a logical progression and make the connections between the lessons are explicit.
- 3rd: Start every lesson by activating students' background knowledge and prior learning and point out how the current lesson "fits" with previous ones.
- 4th: Planning involves designing meaningful learning goals; knowing what is involved in reaching the goal, to include the amount of time needed.
- Finally, instruction must involve ongoing changes (e.g., pacing, examples) based on student performance.



# Why are goals so important?

- ✧ Goals provide the roadmap and direction to move us from point A to point B.
- ✧ Goals not only meet the individual needs of the student but that they are aligned with grade-level curriculum standards.
- ✧ As students progress, you use data to monitor their progress and prioritize new learning goals.



# Wrap Up



# Group Discussion

How can you use Data-Driven Planning and Decision-Making in Your Courses?

What is your vision to develop teacher candidates?

Sharing → Questions → Comments

# Questions? More information?



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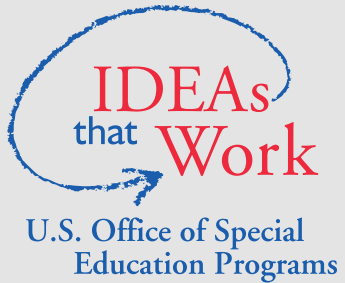
# Thank you!

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