“ALL IN!”
Using Data Strategically for Systemic UDL Implementation

Kimberly Schiefelbein
District UDL Facilitator,
Oconomowoc Area School District
Oconomowoc, WI
schiefek@oasd.org

John Flannery
Director of Curriculum/Instruction,
Oconomowoc Area School District
Oconomowoc, WI
flannerj@oasd.org

Shannon McCaffery
Greenland Elementary Principal,
Oconomowoc Area School District
Oconomowoc, WI
mccaffes@oasd.org

Jason Curtis
Nature Hill Intermediate Principal,
Oconomowoc Area School District
Oconomowoc, WI
curtisj@oasd.org

Derick Kiger
Director of Assessment,
Oconomowoc Area School District
Oconomowoc, WI
kigerd@oasd.org

ABSTRACT
Oconomowoc Area School District, Oconomowoc, WI, is in our 5th year of UDL Implementation. Consuming and interpreting data has helped us become more streamlined and focused when implementing UDL district wide. From the district level, to classrooms, to students, data and UDL help teachers address learner variability more strategically. A common, shared vision among stakeholders is important throughout implementation. This paper focuses on how data and UDL are interwoven in our District Strategic Direction, Building level Goals, School Wide Learning Outcomes/Professional Growth Plans, and Student-Centered planning.

INTRODUCTION
A powerful quote by Stephen Few (www.forbes.com), information and technology innovator, states, “Numbers have an important story to tell. They rely on you to give them a clear and convincing voice.” Our students all have important stories to tell and utilizing their data can help us bring their stories to life. Using data to inform decisions from the district to the classroom level, is now a cultural norm in Oconomowoc Area School District. As we strive to develop expert learners, we realize that every student is highly variable and that every student has a unique story worth telling. Data is a crucial piece of understanding our students’ stories. From our strategic perspective at the district level, to building level goals, to student centered planning, the marriage of UDL and data is helping us to better understand our students’ variability and their stories.

DISTRICT LEVEL IMPLEMENTATION
In the Oconomowoc Area School District, the Strategic Plan is a driving force that keeps us centered on the work of empowering a community of learners and leaders. DuFour and Eaker (1998) describe the critical components of a professional learning community: participants develop a shared mission, vision, and values; they engage in collective inquiry. From the district level to the classroom, everyone is part of Oconomowoc Area School District’s Professional Learning Community.

Strategic Plan
Mission: Empower a community of learners and leaders.
Vision: To be an unrivaled learning community, seeking wisdom, honoring the past, and shaping the future.
Core Values: Perseverance, trust, integrity, responsibility, acceptance, diversity, innovation, collaboration, respect, safety, relationships, opportunity, quality, inclusion, and learning.

Strategic Directions Focus
Innovative instructional programs
Continuous improvement in academic performance

FOUR PILLARS OF INSTRUCTION MODEL
The Four Pillars of Instruction consists of four crucial components to district level implementation. See Figure 1.

Student Centered Planning
Student centered planning focuses on knowing our learners, in addition to content and task development. Data systems like eduClimber, MAP, Skyward, formative assessments, and collaborative planning all contribute to knowing our learners in a deeper way.
Developing a Culture for Learning
In OASD it is important that every learner and leader views him/herself as a successful, contributing member of the educational experience. We strongly believe fostering a growth mindset in our staff and students helps us all to continuously learn and grow together. Focusing on engagement of learning and building expert learners is helping to support our mission of empowering a community of learners and leaders.

Understanding by Design and Actionable Feedback
Identifying what we want our students to know and be able to do and the assessment measures for demonstrating that knowledge, helps us to better design instruction to meet the needs of varied learners. Developing common expectations around learning intentions and success criteria, response to actionable feedback, and using qualitative/quantitative information from our data systems, we are better able to understand and plan instruction for every student. All are key components of building collective capacity.

Classroom Design: Flexible Learning Spaces (FLS)
The Oconomowoc Area School District implemented Flexible Learning Spaces (FLS) at upper elementary grade levels beginning in 2014-15 (See Figure 2). The innovative instructional spaces are conceptualized to improve achievement by facilitating use of Universal Design for Learning principles within flexible and technology-rich classrooms. As a part of the conceptual model, teachers work together to plan, teach, and assess student learning. Regular review of student performance data is a focal point of teacher collaboration.

Analysis of standardized test data (Measures of Academic Progress or MAP) since FLS implementation, along with UDL principles, indicates an achievement advantage, on average, for students learning in flexible spaces compared to the national and district comparison groups. FLS achievement benefits are largest for students with economic disadvantages. See Figure 3. (See also Appendix A for Academic Achievement Growth Charts).

Figure 2. Flexible Learning Space Diagram

PRINCIPAL LEADERSHIP:
In terms of the link between a principal’s action and student learning, there is one finding that stands out over time as more powerful than any other. The degree to which the principal participates as a learner in helping teachers figure out how to get classroom and school wide improvement (Robinson, Lloyd, & Rowe, 2008). Principals in Oconomowoc Area School district understand the role data plays in meeting the needs of all learners. Principals are active participants in continuous learning and in leading change. They lead data-informed instruction with a UDL lens in grade level common planning meetings, streamline data to inform change at the building level through Plan Do Study Acts (PDSAs), actively participate in continuous learning, and lead change.
unit plan development, teams refer back to data and the units of study to develop small group and individualized strategy groups.

**Intermediate Level**

Using data to create building level goals, the Oconomowoc Area School District has defined a Key Performance Objective (KPO) of having all students (including subgroups) grow at the 80th percentile as compared to their peers on the reading and math MAP (Measures of Academic Progress) assessment. This past year our building goal focused on having 3 out of 4 grade levels meet this defined benchmark. In math, during the 2016-2017 school year, the 7th grade exceeded that goal (90th %ile) and 5th grade (77%ile), 6th grade (56%ile) and 8th grade (38%ile). Results in reading were very similar with 7th grade exceeding the goal (88%ile) and 5th grade (65%ile), 6th grade (52%ile) and 8th grade at the (36%ile). Three of our four grade levels represented high achievement/growth to meet our defined “unrivalled” status of the 80th %ile.

Our data revealed existing achievement gaps for marginalized groups (gender, race, disability, SES, ELL). As a team, we analyzed the data to identify how subgroups performed in relation to their peers. Specifically, we identified ten potential barriers to growth within these subgroups. Subgroups include students with disabilities, those affected by socio-economic factors, and those affected by mental health challenges. To reach the 80th %ile we needed to identify the barriers, engage staff in addressing these challenges, and try strategies to remove these barriers.

**PDSA (Plan Do Study Act) and Professional Practice Goal and Learning Plan**

Our plan as a building team involved developing action steps based on “community engagement.” We looked for ways to improve our communication with families, our level of engagement with the neighborhoods that we serve, and support for the teaching staff. Support of teaching staff as they address the barriers that prevent students and families from accessing the academic and social opportunities, has come to define Nature Hill. In our plan, once we began to address the barriers, we could better address the issues related to student achievement.

See Appendix B for the building level PDSA (Plan Do Study Act) and Professional Practice Goal and Learning Plan.

**DISTRICT LEVEL COACHING/FACILITATION: UDL ACROSS STAKEHOLDERS**

Utilizing data strategically across systems when implementing UDL requires everyone be “all in”. Harnessing the power of peers and both central and school leaders is needed for savvy change (Fullan, 2010).

**Using Data in the Role of Coaching**

The roll of the district level UDL Coach/Facilitator is to facilitate focused and cohesive interaction between peer groups. Support at the district level includes being part of the Teaching and Learning Team which designs and facilitates professional development directly tied to the strategic directions and vision of the district. The district level UDL Coach/Facilitator, using a Google form to conduct walkthroughs, can help identify patterns and trends that occur across the district, grade, and classroom levels. (See Appendix C). The District Coach understands the importance of data and UDL from the district, building, and classroom levels. (See Table 1.)

**Building Collective Capacity Across District Levels**

Building collective capacity from among all stakeholders is where the magic happens. Michael Fullan, *Motion Leadership*, puts it best: “System reform will never be a success if only leaders are working on it. There are not enough leaders to go around. But there are enough peers.” At the building and classroom levels, teachers and peers rely on data as the vehicle to better understand the variability that exists in students. Then, the UDL framework is used to address that variability. Co-planning and collaborative structures provide the platform for using data to inform instruction.

<table>
<thead>
<tr>
<th>Table 1. District UDL Facilitator: Levels of Involvement</th>
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<tbody>
<tr>
<td><strong>District level:</strong></td>
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<tr>
<td>➔ Supports Strategic directions.</td>
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<tr>
<td>➔ Teaching and Learning Team: Professional Development (district)</td>
</tr>
<tr>
<td>➔ UDL and Data driven.</td>
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<tr>
<td><strong>Building level:</strong></td>
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<tr>
<td>➔ Supports building level PDSAs (Plan, Do, Study, Act).</td>
</tr>
<tr>
<td>➔ Support Principals: Provide/deliver resources to support actions steps (staff meetings, resources, etc.)</td>
</tr>
<tr>
<td>➔ UDL and Data driven.</td>
</tr>
<tr>
<td><strong>Grade level:</strong></td>
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<tr>
<td>➔ Participates/leads in Common planning.</td>
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<tr>
<td>➔ Identifies trends in data and UDL practices across grade levels.</td>
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<tr>
<td>➔ Walk-throughs identifying common grade level trends.</td>
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<tr>
<td>➔ UDL and Data driven.</td>
</tr>
<tr>
<td><strong>Class/student level:</strong></td>
</tr>
<tr>
<td>➔ Coaching/planning/informing student instruction based on data and UDL.</td>
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<tr>
<td>➔ Individual classroom walkthroughs (informal feedback)</td>
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<tr>
<td>➔ Supports Student learning outcomes</td>
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<tr>
<td>➔ UDL and Data driven.</td>
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**Using Tools to Remove Barriers in Consuming and Interpreting Data**

Analyzing student data at the grade, classroom, and individual student levels helps to better understand the growth of our students. Finding tools that allow teachers to be informed consumers of data is critical. Utilizing a tool like eduClimber (www.educlimber.com), teachers spend less time collecting and organizing data, and more time analyzing it. Data can be obtained from the district, building, classroom, and individual levels. Currently, eduClimber is used to gather attendance, behavioral, and academic data. Recognizing the need for a system that can aid in collecting qualitative data, we are currently exploring the development of student learner profiles within eduClimber.
Using data from eduClimber helps to better understand and meet the learner variability that exists in classrooms. In eduClimber, the scores of all students are demonstrated visually in a matter of seconds. For example, using MAP (Measure of Academic Progress) Reading data or Fountas and Pinnell scores that have uploaded into eduClimber, correlations can be made between Reading RIT scores to F&P levels (K-6) or Lexile levels (K-12) in order to front load instructional materials that are accessible and meet the variability of students. (See Table 2).

Table 2. Grade level, RIT band, Lexile level bands correlations.

<table>
<thead>
<tr>
<th>Grade level:</th>
<th>Lexile Bands (College and Career Readiness)</th>
<th>Associated RIT Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>&lt;202</td>
</tr>
<tr>
<td>2-3</td>
<td>420L-820L</td>
<td>190-212</td>
</tr>
<tr>
<td>4-5</td>
<td>740L-1010L</td>
<td>208-223</td>
</tr>
<tr>
<td>6-8</td>
<td>925L=1185L</td>
<td>218-232</td>
</tr>
<tr>
<td>9-10</td>
<td>1050L-1335L</td>
<td>225-241</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1185L-1285L</td>
<td>232-264</td>
</tr>
</tbody>
</table>

CONCLUSION
The Oconomowoc Area School District began UDL implementation almost five years ago. Connecting data and UDL implementation among all stakeholders from the district level to classrooms helps us to better understand learner variability. Connecting our data to UDL practices allows us to be more strategic and targeted in our implementation decisions in order to have the greatest impact strengthening UDL classroom practices and student achievement.

ACKNOWLEDGEMENTS
In Oconomowoc Area School District, we have a powerful team with many players. Thank you especially to our Director of Student Services, Lisa Dawes, who had the original vision and passion for UDL implementation in our district.

We would like to acknowledge the people, who every day, empower learners and leaders and are critical in leading UDL Implementation in our district: Our OASD Teachers and Staff; Superintendent, Roger Rindo; Program Support Coordinator, Dyanna Kadarich; Elementary Coordinator, Sarah Lang; Coordinator of Innovative Instruction, Michele Koper; High School Coordinator, Krista Werchowski; Additional Principals and Associates: Brian Stuckey, Jennifer Jones, Jason Schrieber, Jill Marr, Stacy Yearling, Charles Olson, Alicia Hedrick, Joseph Moylan, Jose’ Frias, and Melissa Anders.

We would also like to recognize those teachers who began this journey with us five years ago, our first UDL Pilot/Flexible learning spaces: Greenland 4th grade teachers, Meg Eichstadt, Michele Ware, Amy Pochinski, and Kristin Harper.

REFERENCES


Appendix A:

Flexible Learning Spaces

Appendix B:

Plan Do Study Act
Link: https://goo.gl/3bzEDV

Professional Growth Plan
Link: https://goo.gl/t3WQWR

Appendix C:

UDL Walk-through https://goo.gl/DtV8dA