

# UNIVERSAL DESIGN FOR LEARNING (UDL)

# DATA TOOLKIT

GUIDANCE AND RESOURCES FOR GATHERING INPUT, PLANNING, MONITORING PROGRESS, AND MEASURING IMPACT



# ACKNOWLEDGEMENTS

This toolkit represents a collaborative effort that includes educators from across California. The California Collaborative for Educational Excellence would like to thank the people and organizations that have made this work possible and are leading efforts to advance UDL across our state.



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# INTRODUCTION

The Universal Design for Learning (UDL) Data Toolkit was developed to support local education agencies (LEAs) in their ongoing efforts to create inclusive and effective learning environments for all students. As educators, it's essential to continually adapt and refine practices to ensure they are leading to positive outcomes for all students. This toolkit is designed to be a practical resource that empowers you to monitor progress, support your teams, and ensure that the systems, policies, and resources necessary for successful UDL implementation are firmly in place.



### PURPOSE OF THE TOOLKIT

At its core, this toolkit aims to provide you with the tools and guidance needed to track and measure the impact of UDL across your district. By focusing on the key areas of students, educators, leaders, and the broader system, the toolkit helps you gain a holistic understanding of how UDL is being implemented and its effects on academic, behavioral, and socio-emotional outcomes. It encourages a data-driven approach that leverages insights from various community partners—students, families, educators, and administrators—to ensure that every decision is informed by comprehensive, real-world evidence.



## WHAT'S INCLUDED IN THIS TOOLKIT

We've provided an overview of how to continuously and holistically measure the effectiveness of your UDL implementation efforts, along with a collection of resources you can contextualize and apply to your efforts. These resources fall into two main categories:



**Guidance**: How-to's for creating and implementing data collection tools that best fit your purposes and context.

**Tools:** No-cost assessment assets (surveys, rubrics, observation tools, self-assessments, etc.) that you can take and implement.

## SCOPE

This toolkit will guide you through monitoring UDL implementation at multiple levels, from district-wide trends to the individual classroom experience. Whether you are looking at broad patterns or diving deep into specific areas, the toolkit offers a structured approach to collecting, analyzing, and using data. It is designed to be adaptable, recognizing that every school and district is unique, and provides flexibility in how you apply these tools to best meet the needs of your students and staff.

# UNDERSTANDING UDL IMPLEMENTATION

## INTRODUCTION TO UDL

Created by the nonprofit organization <u>CAST</u>, Universal Design for Learning (UDL) is "a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented" (CAST, 2022).

### **KEY STRATEGY OF UDL**

The overarching strategy of UDL is to design curriculum, instruction, and assessment in ways that minimize barriers to learning while providing multiple pathways for all learners to succeed.

This proactive approach ensures that every student, regardless of their background or ability, has an equal opportunity to engage with the material and demonstrate their knowledge.

### THREE PRIMARY PRINCIPLES

UDL is grounded in three primary principles:



CAST (2024). UNIVERSAL DESIGN FOR LEARNING GUIDELINES VERSION 3.0. RETRIEVED FROM HTTPS://UDLGUIDELINES.CAST.ORG

These principles are based on the understanding that people differ in how they are motivated, how they perceive and comprehend information, and how they demonstrate what they know. These differences shift with context and content.

## **EMPOWERING STUDENTS**

By offering various ways to engage with content, represent information, and express understanding, UDL empowers students to learn in ways that work best for them.

This approach not only supports those who might need additional help but also enriches the learning experience for all students by offering choices that can make learning more meaningful and personalized.

# LEARNER AGENCY

The ultimate goal of UDL is to promote learner agency—empowering students to take charge of their own learning by making choices that align with their strengths, interests, and needs.



By providing flexible learning environments and multiple pathways for success, UDL encourages students to become active participants in their education, developing the confidence and skills needed to navigate challenges and pursue their goals (The Goal of UDL: Learner Agency | UDL Guidelines, n.d.)

### **UDL GUIDELINES 3.0**

The UDL Guidelines 3.0 emphasize the importance of fostering this sense of agency, guiding educators in creating learning experiences that promote autonomy, self-regulation, and purposeful engagement.

For those interested in exploring UDL further, the UDL Guidelines 3.0 detail these principles and offer practical considerations for implementation. You can find more information on the UDL Guidelines 3.0 at <u>https://udlguidelines.cast.org.</u>

### IMPORTANCE OF MONITORING UDL IMPLEMENTATION

Monitoring the implementation of Universal Design for Learning (UDL) is essential to ensuring that the framework is effectively creating inclusive and supportive learning environments for all students.

A holistic approach to monitoring UDL looks beyond academic outcomes to consider the entire student experience, including their engagement, socioemotional well-being, and sense of belonging within the school community.



### COMPREHENSIVE DATA COLLECTION

By collecting and analyzing data from multiple sources, educators can gain a comprehensive understanding of how UDL is impacting students on every level, allowing for more informed decision-making and continuous improvement.

### CONNECTING UDL TO BROADER GOALS

Connecting UDL implementation to broader goals, such as those outlined in the Local Control and Accountability Plan (LCAP), is crucial for aligning instructional practices with district priorities (Local Control and Accountability Plan (LCAP) - Resources (CA Dept of Education), n.d.).

LCAP goals often focus on:

- Improving student outcomes
- Closing achievement gaps
- Fostering equity

These objectives are directly supported by UDL's emphasis on accessible and flexible learning environments. By regularly monitoring UDL implementation, educators can ensure that their efforts are contributing to these broader district goals, making adjustments as needed to better serve all students.

Furthermore, monitoring UDL implementation is vital for assessing the support provided to educators and the efficacy of the framework.

It allows school and district leaders to identify areas where additional resources or professional development might be necessary to strengthen UDL practices.

### TRACKING PROGRESS AND CELEBRATING SUCCESS

By systematically tracking progress, educators can:

- Celebrate successes
- Address challenges
- Maintain a strong commitment to creating learning environments where every student has the opportunity to thrive.

The data gleaned through this process can fuel the engagement of those involved in the work as well as boost recruitment for scaling implementation to other classrooms and schools. Finally, engaging in this work can serve as a valuable model for evaluating and improving other initiatives within your school or district.

The same principles of data-driven decision-making, stakeholder input, and Continuous improvement that guide UDL can be applied to other frameworks and programs. By fostering a culture of regular reflection and adaptation, educators and leaders not only enhance UDL practices but also build the capacity to systematically improve other initiatives.

This transferability ensures that the skills and processes developed through UDL monitoring can have a lasting, positive impact on a wide range of educational priorities.



### **KEY TERMS**

- \* Aggregated Data: Data that is combined from multiple sources or groups to show overall trends at the school-level, or at the district-wide level. This type of data gives a general overview but may obscure differences among specific groups or individuals.
- \* Data Governance: The processes and policies that ensure data is collected, managed, and used responsibly. Good data governance helps maintain data quality, security, and privacy.
- \* **Disaggregated Data:** Data that is broken down into specific groups or categories, such as by grade level, gender, or ethnicity. This allows for a closer examination of differences and helps identify gaps or disparities.
- **\* FERPA (Family Educational Rights and Privacy Act):** A federal law that protects the privacy of student education records. FERPA sets guidelines for how schools can collect, store, and share student data.
- Grain Size: Refers to the level of detail in the data being analyzed. "Large grain" data provides broad, big-picture insights (like district-wide trends), "medium grain" data offers a more focused view (such as school or grade-level insights), and "fine grain" data gives detailed, specific information (like individual student performance). Each level of grain size helps educators understand different aspects of the overall picture.
- \* Qualitative Data: Descriptive information that provides insights into experiences, opinions, and behaviors. This type of data is often collected through interviews, observations, or open-ended survey responses.
- \* Quantitative Data: Numerical information that can be measured and analyzed statistically. This type of data includes test scores, attendance rates, and other metrics that can be counted or quantified.

- \* Self-Efficacy: A person's belief in their ability to succeed in specific tasks or challenges. In education, fostering self-efficacy in students is important for building confidence and motivation.
- \* Triangulation: The practice of using multiple data sources or methods to validate findings. Triangulation helps ensure that conclusions are wellsupported and accurate by providing a fuller picture from different perspectives.
- \* Universal Design for Learning (UDL): An educational framework that aims to create flexible learning environments that accommodate the diverse needs of all students. UDL focuses on providing multiple means of engagement, representation, and action and expression to ensure all students can succeed.



# **UDL DATA MATRIX**

In order to effectively monitor and measure the impact of Universal Design for Learning (UDL) implementation, it's essential to collect and analyze data across multiple focus areas and levels of detail. This comprehensive approach allows educators to gain a nuanced understanding of how UDL is influencing students, educators, leaders, and the broader educational system. By examining data at different levels—fine, medium, and large grain—school and district leaders can ensure that their decisions are well-informed and tailored to the specific needs of their community.



**Students:** Students are at the heart of UDL, and their experiences, achievements, and well-being are key indicators of the framework's effectiveness. Understanding how students engage with learning, progress academically, and feel within the school environment provides critical insights into the success of UDL implementation.



**Educators:** Educators are the implementers of UDL, and their practices, professional growth, and application of UDL principles are crucial to its success. Monitoring educator practices helps ensure that they are supported and effective in creating inclusive learning environments.



**Leaders:** School and district leaders play a vital role in setting the vision, providing resources, and supporting educators in UDL implementation. Effective leadership ensures that UDL is prioritized and that systems are in place to sustain its practices.



**Systems:** The broader educational system, including policies, infrastructure, and technology, must support UDL to ensure its long-term success. Monitoring these areas helps identify any systemic barriers or supports that affect UDL implementation.



### Levels of Data

In the context of Universal Design for Learning (UDL) implementation, data can be analyzed at three different levels: large grain, medium grain, and fine grain. Each level offers unique insights that contribute to a comprehensive understanding of how UDL practices are impacting students, educators, and the broader educational system.



Large grain data provides a broad, macro-level view of trends across an entire district or large population. This level of data is often used to assess overall performance, identify widespread patterns, and inform district-wide decision-making. Examples of large grain data include state assessment results, district-wide attendance records, and data from the California School Dashboard. This data helps educators and leaders understand the general effectiveness of UDL implementation on a large scale and can highlight areas that may require further investigation.



**Medium grain data** offers a more focused, mid-level perspective, typically at the school or program level, allowing you to analyze the effectiveness of UDL practices within specific schools, grade levels, or programs. Medium grain data provides a more detailed understanding than large grain data and is useful for targeting specific groups or areas within a district. Examples include grade-level standards proficiency, school climate surveys, and Professional Learning Community (PLC) meeting minutes. This level of data helps connect the broad trends seen in large grain data to more specific contexts, offering insights that can inform school or program-level interventions.



**Fine grain data** provides the most detailed, micro-level insights, typically at the individual student or classroom level. This level of data allows educators to examine specific cases, understand individual student experiences, and identify precise areas of strength or need. Fine grain data is invaluable for making personalized interventions and adjustments to UDL practices. Examples include student work samples, classroom observations, and individual feedback from students or teachers. By closely examining this data, educators can tailor their strategies to support each student's unique needs and ensure that UDL is being implemented effectively on the ground.



### HOW THESE AREAS AND LEVELS WORK TOGETHER

The three levels of data are interconnected, with each providing a different perspective on UDL implementation. Large grain data gives a broad overview, medium grain data offers targeted insights, and fine grain data drills down to individual experiences. By analyzing data at all three levels, educators and leaders can develop a comprehensive understanding of how UDL practices are working, make informed decisions, and drive continuous improvement across the district.

By collecting and analyzing data across these focus areas and levels, educators and leaders can gain a comprehensive understanding of how UDL is being implemented and its impact on the school community. This structured approach ensures that decisions are based on a thorough analysis of data, leading to more effective and equitable educational practices.

	Students	Educators	Leaders	System
Large Grain				
Medium Grain				
Fine Grain				

#### Format of the UDL Data Matrix:



## DATA SOURCES, TOOLS, AND GUIDANCE

What follows is a list of potential existing data sources (e.g., state assessment data), tools available at no-cost for gathering additional data (e.g., walkthrough tools), and guidance for developing your own data collection tools that best match your context (e.g. pre/post session learning assessment). You shouldn't feel the need to use all or even most of the tools; however, you should be sure to have enough sources to triangulate the data in each area and across levels (more on triangulation in the next section).

### Large Grain Student Data

Large grain student data provides a district-level view of student performance and well-being. Sources at this level include, but are not limited to:

- <u>California Assessment of Student Performance and Progress (CAASPP)</u> system
- English Language Proficiency Assessment for California
- The California School Dashboard, including:
  - Standards Proficiency
  - Suspension Data
  - Attendance Data
- Data Quest metrics
- Student surveys
  - <u>California Healthy Kids Survey</u>
  - UDL Student Perception Survey
- Overarching themes from student observations:
  - Tool and Guidance: non-evaluative peer-to-peer observations focused on student learning behaviors.



### Medium Grain Student Data

Medium grain data may include disaggregated large grain data (e.g. grade level standard proficiency or school-level student perception data) as well as smaller-scale assessments and activities. These include, but are not limited to:



- Disaggregated Standards proficiency as measured by
  - Interim assessments
  - <u>CAASPP data</u>
  - District Benchmark Assessments
- Disaggregated behavioral data, including
  - Tardiness and absenteeism
  - Office referrals
  - Observations of off-task behaviors
- Disaggregated <u>Student Perception Data</u>
  - NOTE: This requires adding questions (grade level, site, subject) etc. to the existing survey
- Themes from Student Focus Groups
  - Tool: Student Focus Group Protocol
  - Guidance: <u>Seeking Student Voice Process</u>

#### Fine Grain Student Data

Fine grain data sources inform us of individual student experiences, helping us make sense of patterns and trends in larger data sets. Fine grain data sources may include:

- Empathy interviews and Focus Groups
  - Tool: Student Focus Group Protocol
  - Guidance: <u>Seeking Student Voice Process</u>
- Classroom observations/student shadowing
  - <u>Guidance: Instructional Rounds</u>
  - <u>Tool: Instructional Rounds</u>
- Student goal-setting
  - Guidance and Resources from Novak Education



#### Large Grain Educator Data

A district-level perspective of educator perceptions and practices can and should inform professional learning foci and strategies. Potential data sources include:

- Rates of participation in professional learning activities
- Aggregated teacher self-assessment data
  - Tool and Guidance: UDL Self Assessment
- Aggregated teacher self-efficacy data
  - Tool and Guidance: <u>UDL Teacher Self-Efficacy Case Study and Guidance</u> <u>for Application</u>
- Aggregated professional learning data
  - Guidance: Participant Reaction Surveys
  - Guidance: Assessing Learning

NOTE: In order to disaggregate survey data, specific questions must be included along those lines of delineation (e.g., to examine grade level data, you will need to ask responders their grade level *or* create grade-level iterations of the survey).

### Medium Grain Educator Data

Drilling down into variability and trends across grades, sites, content areas, etc. can reveal patterns in educator beliefs, practices, collaboration and growth. Consider examining multiple sources, including:

- Disaggregated teacher self-assessment data
  - Tool and Guidance: UDL Self Assessment
- Disaggregated teacher self-assessment data
  - Tool and Guidance: <u>UDL Teacher Self-Efficacy Case Study and Guidance</u> <u>for Application</u>
- Disaggregated professional learning data
  - Guidance: Participant Reaction Surveys
  - Guidance: Assessing Learning
- <u>Professional Learning Community notes</u> and artifacts, such as common formative assessments and collaboratively developed lessons.
- Comprehensive assessment system aligned with CA MTSS



#### Fine Grain Educator Data

Engaging individual educators as well as taking a classroom level lens to implementation can ensure educators are effectively supported and engaged in the hard work of creating inclusive classrooms.

- Open-ended responses to self assessments and surveys
- Observations of professional learning events
- Observations of practice
  - Guidance: Instructional Rounds
  - Tool: Instructional Rounds
- Empathy interviews and reflections
  - Guidance: Empathy Interviews
  - Guidance: Reflections on Professional Learning



### Large Grain Leader Data

District-level data can provide an overall view on the effectiveness of school and district leaders to support UDL implementation. Large grain data sources may include:

- Staff Surveys on PL/Implementation Efforts
- Student Performance Site level analyses
- # of Coaching/Observation Walkthroughs



### Medium Grain Leader Data

Medium grain data can illustrate how school-level leadership teams are affecting UDL implementation. Data sources may include:

- Staff Surveys on PL/Implementation Efforts
- Leader surveys
- School Improvement Plans
- Schedules and resource allocation
- Leadership Team Meeting minutes
- Focus group themes (staff, students, families)



#### Fine Grain Leader Data

Track how leadership decisions and messaging are impacting UDL implementation at the site level.

- Empathy interviews
- Meeting observations (e.g., LCAP, School Leadership Team, PLCs, etc.)
- Leader shadowing
- Focus Groups (staff, students, families)



### Large Grain System Data

District-level data can provide an overall view on the effectiveness of school and district leaders to support UDL implementation. Large grain data sources may include:

- District Self Assessment
  - Fidelity Integrity Assessment (FIA) (Item 3.2)
  - LEA Self Assessment (Components 2&4 )
- <u>UDL GPS</u> results and recommendation
- UDL Journey Guide Phase Success Criteria
  - <u>Getting Ready</u>
  - <u>Starting</u>
  - <u>Scaling Up</u>
  - Scaling Out
- Local Control Accountability Plan goals, action items, and metrics related to UDL implementation
- Special Education Participation by Program Data (district level)
- Board meeting agendas and minutes
- District mission, vision, and values



### Medium Grain System Data

Medium grain data can illustrate how school-level leadership teams are affecting UDL implementation. Data sources may include:



- UDL-School Implementation Criteria Assessments
  - <u>Readiness Indicators</u>
  - <u>Self Assessments</u>
- Site-based reviews of PL plans, schedules, and resource allocation
- Observation/walkthrough notes/logs
  - Guidance: Instructional Rounds
  - Tool: Instructional Rounds
- Site rates of students with disabilities (SWDs) being educated within the general education classroom
- School Site Council Meeting notes

#### Fine Grain System Data

- Educator, Leader, Student, and/or Family Focus groups
- Empathy interviews with Board members, families, educators, leaders, and students
- Student, Educator, and/or Leader shadowing
- Board meeting observations

#### Medium Grain System Data

Medium grain data can illustrate how school-level leadership teams are affecting UDL implementation. Data sources may include:



# Data Analysis and Interperation

Once data has been collected across various focus areas and levels, the next crucial step is to analyze and interpret that data in a way that informs decision-making and drives continuous improvement. Effective data analysis involves not only looking at what the data says but also understanding the story behind the numbers, recognizing patterns, and identifying areas that need attention. This section provides guidance on key concepts and strategies for making sense of the data collected through the UDL Data Toolkit.



### TRIANGULATING DATA

Triangulation is the process of using multiple data sources or methods to validate findings and ensure a more comprehensive understanding of the situation. By comparing data from different perspectives—such as combining student surveys, teacher observations, and assessment results educators can cross-check the information and identify consistent patterns or discrepancies. For example, rather than rely solely on Professional Learning Community (PLC) meeting minutes to assess how educators are collaborating and applying UDL principles, add in peer observation notes and data from school-wide professional development sessions. Triangulation helps to minimize bias and provides a fuller, more reliable picture of how UDL is impacting students and educators.

#### AGGREGATED VS. DISAGGREGATED DATA

Understanding when to use aggregated versus disaggregated data is crucial for effective analysis. Aggregated data combines information from multiple sources or groups to provide an overall picture, such as district-wide test scores or average attendance rates. This type of data is useful for identifying broad trends and making general assessments of UDL implementation across large populations. On the other hand, disaggregated data breaks down information into specific groups

or categories, such as by grade level, ethnicity, or special education status. Disaggregating data allows educators to identify gaps or disparities that might be hidden in aggregated data. For example, while overall student achievement might seem stable, disaggregated data could reveal that certain student groups are not benefiting equally from UDL practices. This insight enables targeted interventions to ensure that all students are supported effectively.

#### QUALITATIVE VS. QUANTITATIVE DATA

Balancing qualitative and quantitative data is essential for a well-rounded analysis. **Quantitative data** includes numerical information, such as test scores, attendance records, and survey results, which can be measured and analyzed statistically. This type of data is valuable for tracking trends over time and comparing performance across groups. **Qualitative data**, on the other hand, provides descriptive information thatcaptures the nuances of student and educator experiences. This data might come from interviews, open-ended survey responses, or classroom observations. While qualitative data might not offer the same statistical rigor as quantitative data, it provides context and depth, helping to explain the "why" behind the numbers. For instance, a qualitative interview with a student who struggles with engagement might reveal specific barriers that are not apparent in quantitative data alone.



#### MOVING BETWEEN LEVELS OF DATA

Moving between large, medium, and fine grain sizes is an important strategy for making sense of data at different levels. Large grain data, such as district-wide assessment results, provides a broad overview but might raise questions that require further investigation. By drilling down into medium grain data, such as school-level formative assessments or grade-level proficiency, educators can start to see patterns or anomalies that warrant closer examination.

To get to the root of these patterns, educators can then look at fine grain data, such as individual student work samples or classroom observations. This granular data helps identify specific causes for the trends seen at higher levels. For example, if district-wide data shows a decline in reading scores, a closer look at school-level formative assessments might reveal that certain schools are struggling more than others. From there, analyzing individual student data can uncover specific challenges, such as a lack of access to reading materials or insufficient support for students with reading difficulties.



By moving between these levels, educators can connect the dots between broad trends and individual experiences, allowing for targeted interventions and more precise adjustments to UDL practices. This multi-level approach ensures that decisions are grounded in a thorough understanding of the data, leading to more effective outcomes for all students.

# **Reporting and Using Data**

Effectively reporting and using data is crucial for turning insights into action. By making data accessible and understandable for various community partners, you can drive informed decision-making and support continuous improvement across your school or district. Importantly, the process of sense-making interpreting and connecting data across different levels—enables educators and leaders to see the relationships between district-wide trends, school-level data, and individual student outcomes.

This sense-making is critical for ensuring that each person, regardless of their role, understands how their contributions impact student performance, even if they are removed from directly engaging with students. For instance, district leaders responsible for resource allocation, policy development, or professional learning can see how their decisions influence classroom practices and, ultimately, student outcomes. Teachers, administrators, and staff all play a role in creating conditions for student success, and making these connections visible through data can help align efforts across roles and departments to support shared goals. This section provides guidance on how to create data dashboards, use data for decision-making, and integrate data into a continuous improvement cycle, ensuring that everyone in the system is empowered to make informed, impactful contributions.



# CREATING DATA DASHBOARDS: HOW TO VISUALLY REPRESENT DATA FOR DIFFERENT AUDIENCES

Data dashboards are powerful tools for summarizing and presenting key data points in a visual format that is easy to interpret. When designing dashboards, it's important to consider the audience and the specific information they need. For example, district leaders might require high-level summaries of trends across schools, while teachers might need detailed data on individual student progress.



### CONCEPTUAL GUIDANCE:

- **Simplicity**: Focus on clear, straightforward visuals that highlight the most important data points. Avoid overwhelming users with too much information.
- Audience-Centric Design: Tailor dashboards to the needs of different community partners. Administrators might need district-wide overviews, while teachers could benefit from classroom-level insights.
- Actionable Insights: Include visuals that not only present data but also suggest next steps or actions. For example, a dashboard might show areas where student performance is lagging and highlight interventions that could be implemented.

### POTENTIAL ACTION STEPS:

- Identify key data points that are most relevant to your audience.
- Use charts, graphs, and heat maps to visually represent data.
- Ensure that the dashboard is interactive, allowing users to drill down into more detailed information if needed.
- **Regularly update the dashboard** to keep the data current and relevant.



### DATA-DRIVEN DECISION MAKING: STRATEGIES FOR USING DATA TO INFORM INSTRUCTIONAL AND ADMINISTRATIVE PRACTICES

Data-driven decision-making involves using data to guide both instructional and administrative decisions, ensuring that actions are based on evidence rather than assumptions. This approach helps educators and leaders address challenges, allocate resources effectively, and improve student outcomes.



### CONCEPTUAL GUIDANCE:

- Align with Goals: Ensure that the data being analyzed aligns with your school or district's broader goals, such as improving student achievement or closing achievement gaps.
- **Collaborative Analysis:** Engage teams of educators and administrators in the data analysis process to bring diverse perspectives and expertise to decision-making.
- **Prioritization:** Focus on key areas where data indicates the most significant needs or opportunities for improvement. Prioritize actions that are likely to have the greatest impact.

### POTENTIAL ACTION STEPS:

- **Regularly review data** in team meetings to identify trends and areas for intervention.
- Use data to set specific, measurable goals for student performance, educator development, and resource allocation.
- **Develop action plans based on data insights,** outlining steps to address identified needs.
- Monitor the impact of decisions over time and adjust strategies as necessary.



### CONTINUOUS IMPROVEMENT CYCLE: INCORPORATING DATA INTO REGULAR REVIEW AND ADJUSTMENT PROCESSES

A continuous improvement cycle involves regularly collecting and analyzing data, implementing changes based on findings, and then reviewing the results to ensure progress. This iterative process helps schools and districts stay responsive to changing needs and ensures that improvements are sustained over time.



### CONCEPTUAL GUIDANCE:

- **Ongoing Reflection:** Encourage a culture of continuous reflection and feedback. Regularly revisit data to assess the effectiveness of interventions and strategies.
- Flexible Adaptation: Be prepared to make adjustments as new data emerges. Continuous improvement is about being responsive and adaptive to ongoing insights.
- Stakeholder Involvement: Involve a broad range of community partners including students, families, educators, and administrators—in the continuous improvement process to ensure that all perspectives are considered.

### POTENTIAL ACTION STEPS:

- Establish a regular schedule for data review, such as quarterly or monthly meetings focused on analyzing recent data.
- **Use data** to refine and update instructional practices, professional development plans, and resource allocation strategies.
- **Set up feedback loops** where community partners can provide input on the effectiveness of changes and suggest further improvements.
- **Document the outcomes** of each cycle to track progress and inform future decisions.

By following these strategies, you can effectively report and use data to drive meaningful improvements in your school or district. Whether through clear visual representations, informed decision-making, or an ongoing cycle of reflection and adjustment, leveraging data effectively ensures that UDL implementation is continuously refined and aligned with the needs of all students.

### DATA ETHICS AND PRIVACY

Maintaining high standards of data ethics and privacy is essential when handling student information, particularly in the context of Universal Design for Learning (UDL) implementation. Ensuring that data is collected, stored, and used responsibly protects the rights of students and fosters trust among all community partners. This section provides guidance on FERPA compliance and best practices for ethical data use, helping educators and administrators manage data with integrity and care.

### FERPA COMPLIANCE: ENSURING DATA PRIVACY AND SECURITY WHEN HANDLING STUDENT INFORMATION

The <u>Family Educational Rights and Privacy Act (FERPA)</u> is a federal law that protects the privacy of student education records. Compliance with FERPA is crucial for schools and districts to ensure that student information is handled securely and that the privacy rights of students and their families are respected.

### CONCEPTUAL GUIDANCE:

- Understanding FERPA: Familiarize yourself with FERPA's requirements, which include securing student records, ensuring that only authorized personnel have access to sensitive information, and obtaining consent before sharing personally identifiable information (PII) with third parties.
- Data Security: Implement strong security measures to protect student data from unauthorized access or breaches. This includes using encryption, secure passwords, and limiting access to data based on roles and responsibilities.



• **Transparency:** Communicate clearly with students and families about how their data is being used, who has access to it, and what measures are in place to protect their privacy.

### POTENTIAL ACTION STEPS:

- **Provide regular training for staff** on FERPA requirements and data security best practices.
- **Conduct audits of data systems** to ensure they meet FERPA standards and address any vulnerabilities.
- **Develop and distribute a clear policy** outlining the procedures for data access, sharing, and storage, ensuring all staff are aware of their responsibilities.
- Establish protocols for obtaining parental consent when sharing student data outside of the school or district.

# ETHICAL DATA USE: BEST PRACTICES FOR RESPONSIBLE DATA INTERPRETATION AND ACTION

Ethical data use goes beyond compliance with legal standards like FERPA; it involves interpreting and acting on data in ways that are fair, transparent, and in the best interests of students. Responsible data use ensures that decisions are made based on accurate, unbiased data and that the potential impacts on students are carefully considered.





### CONCEPTUAL GUIDANCE:

- Accuracy and Integrity: Ensure that the data being used is accurate, complete, and free from bias. This includes verifying data sources, avoiding misinterpretation, and being cautious about drawing conclusions from incomplete data.
- Fairness and Equity: Use data in ways that promote equity and avoid reinforcing existing disparities. When disaggregating data, be mindful of how the information is used to support all student groups fairly.
- **Transparency in Decision-Making:** Make the data analysis process transparent to all community partners. This includes explaining how data is interpreted, what decisions are being made based on the data, and how these decisions will affect students and educators.

### POTENTIAL ACTION STEPS:

- **Establish a code of ethics** for data use that outlines expectations for responsible data handling, interpretation, and action.
- **Involve diverse community partners** in the data analysis process to ensure multiple perspectives are considered, reducing the risk of bias.
- Regularly **review data for accuracy** and address any inconsistencies or gaps before making decisions.
- **Clearly communicate** the rationale behind **data-driven decisions**, including the potential benefits and challenges, to all relevant parties.

By adhering to FERPA requirements and adopting ethical practices in data use, educators and administrators can ensure that student information is handled with the highest standards of privacy and integrity. This commitment to ethical data practices not only protects students but also builds trust within the school community, fostering an environment where data is used responsibly to support the success of all learners.



# Conclusion

As we move forward in the journey of implementing and refining Universal Design for Learning (UDL), the consistent collection, analysis, and use of data will be essential in driving meaningful progress. The UDL Data Toolkit is designed to be a living resource that evolves alongside your practice, providing the guidance and tools necessary to continuously monitor and measure the impact of UDL across your district.

### FINAL THOUGHTS ON UDL DATA MONITORING

Consistent data collection and analysis are the cornerstones of successful UDL implementation. By regularly gathering data across various levels—from district-wide trends to individual student experiences—you can gain a comprehensive understanding of how UDL is functioning in your context. This holistic approach allows for more informed decision-making, ensuring that UDL practices are effectively supporting the diverse needs of all students. Data monitoring not only helps in identifying areas for improvement but also in celebrating successes, reinforcing the positive impacts of UDL on student engagement, achievement, and well-being.

# NEXT STEPS: ENCOURAGING ONGOING PROFESSIONAL DEVELOPMENT AND COLLABORATION

The journey of UDL implementation is one of continuous learning and adaptation. As you utilize this toolkit, it is important to foster a culture of ongoing professional development and collaboration. Encourage your teams to engage in regular data reviews, share insights, and collaborate on strategies to address identified challenges. Professional learning communities, coaching sessions, and collaborative data analysis meetings are just a few ways to maintain momentum and ensure that UDL practices continue to evolve and improve.



Moving forward, it is crucial to maintain open lines of communication with all community partners—students, families, educators, and administrators—to ensure that diverse perspectives inform the ongoing refinement of UDL practices. By working together and remaining committed to data-driven decision-making, you can create learning environments that truly meet the needs of every student, driving success across academic, behavioral, and socio-emotional dimensions.



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# Appendix A: Glossary of Terms

Action & Expression, Principle of UDL	Focused on connecting to the how of learning, this principle engages the strategic networks of the brain.
Aggregated Data	Data that is combined from multiple sources or groups to show overall trends. This type of data gives a general overview but may obscure differences among specific groups or individuals.
Data Governance	The processes and policies that ensure data is collected, managed, and used responsibly. Good data governance helps maintain data quality, security, and privacy.
Data, Fine Grain	Provides the most detailed, micro-level insights, typically at the individual student or classroom level, allowing educators to examine specific cases, understand individual student experiences, and identify precise areas of strength or need.
Data, Large Grain	Provides a broad, macro-level view of trends across an entire district or large population. This level of data is often used to assess overall performance, identify widespread patterns, and inform district-wide decision-making.
Data, Medium Grain	Offers a more focused, mid-level perspective, typically at the school or program level, allowing you to analyze the effectiveness of UDL practices within specific schools, grade levels, or programs.
Disaggregated Data	Data that is broken down into specific groups or categories, such as by grade level, gender, or ethnicity. This allows for a closer examination of differences and helps identify gaps or disparities.
Engagement, Principle of UDL	Focused on connecting to the <i>why</i> of learning, this principle engages the affective networks of the brain



Family Educational Rights and Privacy Act (FERPA)	A federal law that protects the privacy of student education records. FERPA sets guidelines for how schools can collect, store, and share student data.
Grain Size	Refers to the level of detail in the data being analyzed. "Large grain" data provides broad, big-picture insights (like district-wide trends), "medium grain" data offers a more focused view (such as school or grade-level insights), and "fine grain" data gives detailed, specific information (like individual student performance). Each level of grain size helps educators understand different aspects of the overall picture.
Learner agency	The empowerment of students to take charge of their own learning by making choices that align with their strengths, interests, and needs.
Local Control Accountability Plan (LCAP)	The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.
Qualitative Data	Descriptive information that provides insights into experiences, opinions, and behaviors. This type of data is often collected through interviews, observations, or open-ended survey responses.
Quantitative Data	Numerical information that can be measured and analyzed statistically. This type of data includes test scores, attendance rates, and other metrics that can be counted or quantified.
Representation, Principle of	Focused on connecting to the what of learning, this principle engages the recognition networks of the brain
Self-Efficacy	A person's belief in their ability to succeed in specific tasks or challenges. In education, fostering self-efficacy in students is important for building confidence and motivation.
Tools	No-cost assessment assets (surveys, rubrics, observation tools, self- assessments, etc.) that you can take and implement.



Triangulation	The practice of using multiple data sources or methods to validate findings. Triangulation helps ensure that conclusions are well-supported and accurate by providing a fuller picture from different perspectives.
Universal Design for Learning (UDL)	An educational framework that aims to create flexible learning environments that accommodate the diverse needs of all students. UDL focuses on providing multiple means of engagement, representation, and action and expression to ensure all students can succeed.

# Appendix B: UDL Data Matrix

About this Matrix

This matrix is designed to help you strategically select data sources that provide a holistic view of your UDL implementation. It is not intended to be an exhaustive list of every possible data point, nor is the expectation that all sources must be used. Instead, the goal is to guide you in choosing the most relevant data to inform your efforts. Remember, no single data point—whether it's CAASPP scores or other traditional metrics—should dominate your conversations or decision-making processes. Each data source offers unique insights, and together, they contribute to a comprehensive understanding of your progress



	Large Grain
Students	CAASSP   ELPAC   CA School Dashboard   Data Quest metrics
	Student surveys California Healthy Kids Survey UDL Student Perception Survey
Educators	Rates of participation in professional learning activities
	Aggregated teacher self-assessment data Tool and Guidance: <u>UDL Self Assessment</u>
	Aggregated teacher self-efficacy data Tool and Guidance: <u>UDL Teacher Self-Efficacy Case Study and Guidance for Application</u>
	Aggregated professional learning data Guidance: <u>Participant Reaction Surveys</u>   Guidance: Assessing Learning
Leaders	Staff Surveys on PL/Implementation Efforts   Student Performance - Site level analyses
	# of Coaching/Observation Walkthroughs   District communications on UDL
	Empathy interview - overall themes   <u>Guidance: Empathy Interviews</u>
Systems	District Self Assessment Fidelity Integrity Assessment (FIA) (Item 3.2)   LEA Self Assessment (Components 2&4 )
	UDL GPS results and recommendations
	UDL Journey Guide Phase Success Criteria <u>Getting Ready</u>   <u>Starting</u>   <u>Scaling Up   Scaling Out</u>
	Local Control Accountability Plan   Special Education Participation by Program Data (district level)
	Board meeting agendas and minutes   District mission, vision, and values



	Medium Grain
Students	Disaggregated Standards proficiency   Disaggregated behavioral data Disaggregated <u>Student Perception Data</u>
	Themes from Student Focus Groups Tool: <u>Student Focus Group Protocol</u>   Guidance: <u>Seeking Student Voice Process</u>
Educators	Disaggregated teacher self-assessment data Tool and Guidance: <u>UDL Self Assessment</u>
	Disaggregated teacher self-assessment data Tool and Guidance: <u>UDL Teacher Self-Efficacy Case Study and Guidance for Application</u>
	Disaggregated professional learning data Guidance: <u>Participant Reaction Surveys</u>   Guidance: Assessing Learning
	Professional Learning Community notes   Comprehensive assessment system
Leaders	Staff Surveys on PL/Implementation Efforts   Leader surveys  School Improvement Plans   Schedules and resource allocation   Leadership Team Meeting minutes
	Focus group themes (staff, students, families)
	Empathy interview: site-level themes
	Guidance: <u>Empathy Interviews</u>
Systems	UDL-School Implementation Criteria Assessments <u>Readiness Indicators Self Assessments</u>
	Site-based reviews of PL plans, schedules, and resource allocation Observation/walkthrough notes/logs Tool: <u>Instructional Rounds</u>
	Site rates of students with disabilities (SWDs) participation in general education
	School Site Council   Meeting notes



	Fine Grain
Students	Empathy interviews and Focus Groups • Tool: Student Focus Group Protocol • Guidance: Seeking Student Voice Process Classroom observations/student shadowing • Guidance: Instructional Rounds • Tool: Instructional Rounds Student goal-setting • Guidance and Resources from Novak Education
Educators	<ul> <li>Open-ended responses to self assessments and surveys</li> <li>Observations of professional learning events</li> <li>Observations of practice <ul> <li>Guidance: Instructional Rounds</li> </ul> </li> <li>Tool: Instructional Rounds</li> </ul> <li>Empathy interviews and reflections <ul> <li>Guidance: Empathy Interviews</li> <li>Guidance: Reflections on Professional Learning</li> </ul> </li>
Leaders	Empathy interviews • <u>Guidance: Empathy Interviews</u> Meeting observations (e.g., LCAP, School Leadership Team, etc.) Leader shadowing Focus Groups (staff, students, families)
Systems	Empathy interviews • <u>Guidance: Empathy Interviews</u> Meeting observations (e.g., LCAP, School Leadership Team, etc.) Leader shadowing Focus Groups (staff, students, families)

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