Participants will learn and understand:

- SWIFT data collection process, analysis, and how to use this information to plan and get results
- How to use data to drive change at every level within the educational system
- Why data tells the story
SWIFT Domain and Core Features

- Administrative Leadership
- Strong Engaged Site Leadership
- Strong Educator Support System
- Student Achievement
Having data is only the beginning. . .

What we choose to do with the knowledge developed through data analysis is critical.
A great teacher for every student, a great leader for every school, a great school for every community
T - Think, Slow Down
R - Read the Data
E - Encourage Multiple Data Points: *Not One Point in Time*
N - Notice the Students: *We Don’t Teach Widgets*
D - Drive the Change: *Focus on the Teaching and Learning*
What about the data?

**Data Sources** – Origin of information (e.g., teacher, student, principal, system data, state data)

**Data Points** – Type of information (e.g., achievement data, observation summaries)

Who and what are possible data sources and points for each of your evaluation questions?
Data Pyramid

- More Often
- Less Often

- Summative (FIT, State Assessments)
- Benchmark Assessments (NWEA MAP)
- Progress Monitoring (FIA, Aimsweb, DIBELS)
- Formative Common Assessments
- Formative Classroom Assessments
Why?

“Until you have data as a backup, you’re just another person with an opinion.”

Dr. Perry Gluckman
Good to Great Schools

Are You Above or Below the Line?

**ABOVE THE LINE**
*Steps to Accountability*

- See it
- Own it
- Solve it
- Do it

**BELOW THE LINE**
*The Blame Game*

- Cover your tail
- Ignore and deny
- Finger pointing
- It’s not my job
- Wait and see
- Confusion & tell me what to do

Source: The OZ Principle
Assessing and Analyzing Data

SWIFT – Data Drives Decisions
**SWIFT DOMAIN: ADMINISTRATIVE LEADERSHIP**
Feature: Strong Educator Support System

**Item 21** Principal and LT ensure a structured system of instructional coaching to support efforts to improve teaching and learning.

**Assessor Notes**: "Structured" means an established and well-understood system rather than an informal system. Structured also implies planned or organized. Informal might be best described by the leadership being able to tell you how he/she/they support educators through coaching when needed but educators cannot describe the system that is in place to providing coaching focused on improved teaching and learning.

<table>
<thead>
<tr>
<th>Positions to Interview &amp; Questions:</th>
<th>Scoring Rubric</th>
<th>Evidence Source(s) &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT, S_ED, G_ED, E_md</td>
<td><strong>Tell us about instructional coaching supports in your school.</strong></td>
<td>0. No evidence of instructional coaching to help educators be successful</td>
</tr>
<tr>
<td>Do you have instructional coaching supports (i.e., a designated instructional coach or a peer coaching system) in your school?</td>
<td>1. The school inconsistently implements a system of coaching supports and/or coaching is primarily provided reactively or purposively to identified needs.</td>
<td></td>
</tr>
<tr>
<td>Is instructional coaching available to all educators?</td>
<td>2. At least two criteria are met [circle criteria met]: The school has proactive, data-driven structured coaching functions that:</td>
<td>- are provided for all educators within their 1st two years of teaching</td>
</tr>
<tr>
<td>Is instructional coaching especially available for new teachers within their first two years?</td>
<td>(2) are available to all educators as indicated through data or educator request</td>
<td></td>
</tr>
<tr>
<td>Are you providing instructional coaching support based on data?</td>
<td>(3) encompasses all content areas.</td>
<td></td>
</tr>
<tr>
<td>Does instructional coaching include teaching demonstration, support, and feedback?</td>
<td>3. All criteria are met: The school has proactive, data-driven structured coaching functions that:</td>
<td>- are provided for all educators within their 1st two years of teaching</td>
</tr>
<tr>
<td></td>
<td>(2) are available to all educators as indicated through data or educator request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) encompasses all content areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PLUS: Coaching includes teaching demonstration, support, and feedback in...</td>
<td></td>
</tr>
</tbody>
</table>

Coach records
Coaching schedule
### Professional Development and Coaching

**Item 2.2** Principal and LD ensure professional learning based on data analysis and input from family and community partners and other stakeholder groups is provided for individuals and/or groups as needed.

<table>
<thead>
<tr>
<th>Positions to interview &amp; questions</th>
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<th>Evidence source(s) &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ LT</td>
<td>0= No evidence of annual professional learning provided to educators.</td>
<td>□ Professional learning log</td>
</tr>
<tr>
<td>□ S_ED</td>
<td>1= Professional learning is provided primarily for instructional personnel, and/or provision is later than 2-3 months from the request.</td>
<td></td>
</tr>
<tr>
<td>□ G_ED</td>
<td>2= Professional learning is provided for ALL staff within 2-3 months of request, however, topics are not decided based on data and input from stakeholders.</td>
<td></td>
</tr>
<tr>
<td>□ Para</td>
<td>3= Professional learning is provided for ALL staff within 2-3 months of request in the form of training, technical assistance, coaching and/or the provision of informational resources.</td>
<td></td>
</tr>
<tr>
<td>□ Family</td>
<td>PLUS LT reports use data and stakeholder input to inform decisions about the need for professional learning activities.</td>
<td></td>
</tr>
<tr>
<td>□ InsCoach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How will you grow?**

![Plant Image](image)
Teacher Evaluation = Student Achievement

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### Observation/Feedback + PD and Coaching = Student Achievement
SWIFT-FIT and MTSS

- Problem Solving Process
- Data-Based Decisions
- Professional Development
- Tiers of Support

Student Success

MTSS
What about the SWIFT-FIA?

<table>
<thead>
<tr>
<th>3.3 Our school identifies and prioritizes instructional interventions based on analysis of multiple sources of academic data. Main idea: When teachers and school teams use data to make decisions about school practices, they are likely to design appropriate instructional strategies, interventions and individualized academic supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progress Monitoring</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0 = Laying the Foundation</th>
<th>1 = Installing</th>
<th>2 = Implementing</th>
<th>3 = Sustaining School-wide Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school is exploring universal screening and progress monitoring tools for reading and math.</td>
<td>Our school is investigating universal screening tools for reading and math. We are supporting teachers to understand and utilize universal screening tools and data.</td>
<td>Universal screenings are in place for both reading and math and are conducted three times a year.</td>
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</tr>
<tr>
<td>Our school is exploring systems to organize school-wide and student-level data.</td>
<td>Our school is investigating progress monitoring tools for reading and math. We are supporting teachers to understand and utilize progress monitoring tools and data.</td>
<td>Progress monitoring data are gathered to check our students’ improvement.</td>
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</tr>
<tr>
<td>Our school’s administrators make most of the Instructional decisions, and they are based predominantly on state assessment data or pre-planned curricula.</td>
<td>Our school is preparing a data system to organize screening, progress monitoring, intervention, and other data. We are developing a system to use these data sources to guide instructional decision-making.</td>
<td>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to 1) identify students who need more or less intensive supports, 2) provide appropriate interventions with the multi-level support system, and 3) check whether interventions are implemented as planned.</td>
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</tr>
<tr>
<td></td>
<td>Our school is recruiting team members to analyze data, create summaries, and assist teachers in planning interventions.</td>
<td>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student subgroups in order to evaluate the effectiveness of instruction and interventions.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>A well functioning data system informs our MTSS for reading and math and the School Leadership Team reviews it for continuous improvement.</td>
<td></td>
</tr>
</tbody>
</table>

**How do we know?**
- Grade-level or instructional support team & School Leadership Team meeting minutes
- Does our school use all levels of outcome data (individual, classroom, grade level, student subgroups) to develop appropriate instruction?
- Inventory of tool(s) used to assess fidelity of implementation
- Does our school monitor the implementation of instructional practices and use fidelity data to determine the effectiveness of interventions?
- Process and content for data collection, summary and use for decision-making
- Does our school have a consistent formal procedure to collect student academic performance data and summarize them?
What should our goals be?

- What do the data say about gaps in achievement? (Do we have an equity problem?)
- Are our goals specific, measurable, achievable, relevant, and timely (S.M.A.R.T)?
- What opportunities stand in the way of us achieving our goals?
SWIFT Leadership Teams

LEADING WITH A PURPOSE — DRIVEN BY DATA
The leadership team activities result in the coordination of efforts, both in and outside of the school to set up sustainable systems to ensure that all students are successful.

Effective supports are developed and implemented while the team monitors and acts upon the results.
What a Leadership Team does…

- Works collaboratively to establish action plan to build capacity to improve sustainable student achievement results.
- Makes sure that professional learning opportunities and instructional coaching are available to:
  - provide supports with facilitating, assisting, maintaining, and adapting school district reforms and initiatives
  - ensure implementation with fidelity
- Commits resources to establish measurable outcomes, methods for evaluating progress toward these outcomes, and action plans based on data.
Leadership teams should focus on:

- Data Collection
- Analyzing
- Measuring and monitoring to make mid-course adjustments based on different types of student achievement results
Review Short Term Priority Goals in Action Plan

Review status of leadership tasks completed since last meeting

Review status of implementation with fidelity

Fidelity measures (e.g. fidelity checklists, formative assessment)

Student outcomes measures – (e.g. different types of student achievement data collected and analyzed)

Action plan for next meeting – (identify next steps)
What are our specific school improvement reforms and initiatives?
Who is our target population?
How will we develop capacity to address the instructional needs of our students?
Why is this important to us?
Leadership
Team Focus

- What resources will be needed to support our plan?
- How will fidelity of implementation be ensured?
- How often will we meet to check progress on student achievement growth measures?
- How will implementation efforts be sustained?
Strategies are actions that lead to the attainment of goals.

Strategies need to be:

- Action-Oriented
- Measurable/Accountable
- Specific
- What the state leadership team, district leadership team, school leadership team, superintendent, principal, teacher and parents will do

Effective strategies will positively impact school and classroom practice!
An action plan is a road map that provides clarity to specific priorities and actions.

An Action Plan will help focus all stakeholders toward an aligned understanding of implementation and progress for a district or school’s improvement initiatives.
Action Planning

Create realistic actionable steps that will increase student achievement

Create an action plan with bi-weekly and/or monthly benchmarks for student achievement success

Review priority goals and accomplishments bi-weekly and/or monthly to ensure that all students are meeting their growth measures

Theory of Action Steps: Plan, Study, Do and Act
Leadership Team and Results

- Build on state, district and school strengths
- Analyze data to inform and make school improvement decisions
- Focus on statewide, school district and school improvement through a systems approach
- Promote alignment of all components of the system
- Integrate new and existing state, district and school reforms and initiatives
- Build capacity and accountability at all levels
- Implement scientific research and evidence-based best practices to improve the system
Examine your current process or process flow. Start by asking the team these basic questions:

- What are we doing now?
- How do we do it?
- What are the major steps in the process?
- Who is involved?
- What do they do?
- What is done well?
- What could be done better?
Data Safety Regulations

**CAUTION** Never use data as a weapon.

**CAUTION** Data discussions are a “NO FAULT ZONE!” Avoid the “blame game.”

**CAUTION** Avoid coming to hasty conclusions. Investigate multiple data before drawing inferences.

**CAUTION** Never use data as an excuse for implementing a quick fix. Focus on improving instruction.