

SWIS/PBIS Update

Sweetwater School District Number One

August 2019

A Framework for Effective Data Use in Schools

by Rachel Rouda March 28, 2018

The field of education is in the midst of a data transformation: there are changes in standards, an increasing use of assessments, and a growing demand to measure performance, all of which is driving the need for teachers and school administrators to work with data in new ways. These changes offer an exciting opportunity to use data to inform instructional practice. But reviewing data takes time and capacity, and it's not easy to translate findings into changes in the classroom. The influx of new standards and assessments has not come with additional funds or guidance to support educators in their efforts to make sense of all the information. There is a growing need to ensure schools and districts have the capacity and systems to effectively work with data. What will it take to equip teachers and administrators with the tools and support to truly use data to inform instructional practice and student learning?

~~In Marin County, schools and districts are grappling with this question. Since 2010, the Marin Community Foundation has provided the Early School Success grant as part of its Achievement Gap Strategic Initiative, with the goal of building a preschool through third grade (PreK-3) system in Marin County. In collaboration with the Marin County Office of Education, MCF provides ten elementary schools in four Marin County school districts with much-needed resources to implement strategies and interventions designed to support a PreK-3 model. LFA has served as MCF's evaluation and learning partner since the start of the initiative. In 2016, the sixth year of implementing the Early School Success grant, we worked closely with MCF to examine the topic of data use, and how PreK-3 teams are using data to drive decision-making to best support student achievement. You can access the full Data Matters Report to see details of the study.~~

The Data Matters Framework outlines the capacities and structures that educators need to effectively use data to advance learning and practice

~~The Data Matters Framework outlines a set of critical components that schools must have in place to meaningfully engage in data reflection and learning.~~

~~These are the building blocks for data use in schools - the capacities and structures that educators need to effectively use data to advance learning and practice. We offer this framework as a tool that educators and school-based staff can use to strengthen their data use practices. We also offer this as a tool for evaluators who are working with schools and looking for language that can support discussions with clients by illuminating what we mean - specifically and on the ground - when we talk about data use.~~

What does it mean to use data in the service of student learning?

First, we need to think about the *data cycle* - the process that data goes through from raw numbers to actionable changes that support student learning. This is part of what educators do in their jobs every day, but it is helpful to break down the steps involved and talk through how we actually use data to inform decision-making.

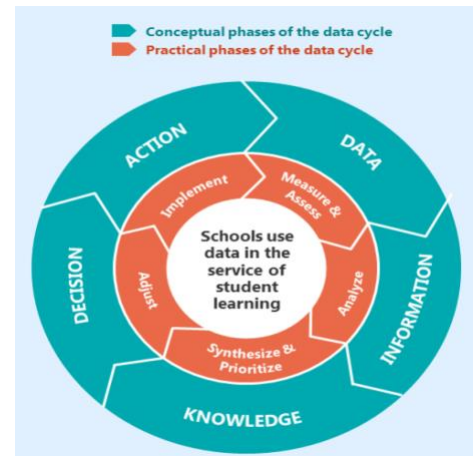
Effective data cycles transform raw data into knowledge that leads to informed action, allowing schools to use data in the service of student learning

Below, we illustrate a theoretical framework we've adapted from the literature (Mandinach et al, 2006). We've broken it out by what we see as the conceptual phases in the cycle (the concept behind each phase - the outer blue circle) and the practical phases (what educators are actually doing in each of these six phases - the inner red circle).

The Five Phases of an Effective Data Cycle

Effective data cycles (i.e. where data is used in the service of student learning) transform raw data into knowledge that leads to informed action. It is a five-phase approach:

1. You collect and organize **data** in order to measure progress toward an identified goal.
2. Data becomes meaningful **information** when you consider the numbers within a context - this is when you are analyzing and interpreting the data.
3. When you tie that information to other information you have, your information becomes **knowledge** - for example, when you connect what you know about a student's performance with what you know about the instruction provided to them. This is when you are synthesizing the information and identifying the key takeaways that you need to prioritize.
4. You apply that knowledge in order to make a **decision**, which means you have to adjust or pivot what you are doing.
5. You then take **action** to make changes based on those decisions - for example, you implement a new strategy or instructional tool because the data indicate that it will further support student learning.



How can we best set up schools to implement effective data cycles?

Through the Data Matters study, we have identified what appear to be the key components of effective data use – these are **the conditions under which schools are able to implement effective data cycles**. The theory behind this framework is that in order for schools to integrate effective data cycles into their everyday operations and their general approach to learning, they must have support at two levels:

- At the *Organizational* level - where the Culture and Infrastructure supports and promotes the use of data.
- At the *Practical* level - where the Practices that teachers, administrators, and other school staff engage in also supports and promotes the use of data.

Within each domain, certain components are critical for ensuring that schools are set up to effectively use data in support of student learning:

Culture - *the organizational components that build a culture that supports and promotes the use of data to drive decision-making.*

- **SCHOOL LEADERSHIP:** School leadership cultivates a culture of data use by setting transparent expectations about data, providing access to data, modeling good data use, and allowing time and space for staff to engage with data.
- **CONTINUOUS IMPROVEMENT MINDSET:** School staff embrace data as a tool when there is a school-wide orientation toward learning, continuous improvement, and collaborative inquiry.
- **ORIENTATION TO ALIGNMENT:** An orientation to alignment means that schools are embracing strategies that support deep collaboration and syncing up actions with shared goals.

Infrastructure - *the organizational components that support data use practices, making sure that teams have access and capacity to use data to improve instruction.*

- **HIGH QUALITY DATA:** Data must be relevant, complete, secure, and actionable in order to inform changes to practice
- **DATA LITERACY:** Educators must be confident in their knowledge and skills of data analysis and interpretation if they are to use data for decision-making purposes.
- **DATA FACILITATOR:** A data facilitator provides staff with access to data, processes to guide reflection, guidance in interpreting results, and accountability to act on the data findings.

- **CO-CREATED GOALS:** Schoolwide goals, co-created among staff, support the data cycle process by helping staff members collectively examine data, identify areas for growth, and agree upon goals.

Practices - *specific strategies that are critical for ensuring schools are truly engaging in effective data cycles.*

- **Reflection Routines:** The routines that schools put in place to regularly reflect on data in order to make adjustments and appropriately respond to students' needs. We've learned that effective reflection routines are:
 - Frequent and timely
 - Occurring at the classroom, grade, and school-wide levels
 - Guided by a protocol
 - Providing a space and time for dialogue, and
 - Always action-oriented
- **Analytic Practices:** These are the actions that teams collectively and collaboratively engage in to examine data. While we could write an entire post on this one component, some key features of effective analytic practices are that you:
 - Allow the data to speak first - start by reading the numbers before making interpretations
 - Examine the data from multiple perspectives - zoom in from the school-wide level to the individual student level OR zoom out from the individual/classroom level to the bigger school-wide level
 - Summarize gaps or patterns in the data
- **Feedback Loops:** This is the process of sharing data with those who need to see it, ensuring decisions based on data lead directly to improved student outcomes. Effective feedback loops mean that:
 - Data is shared with school staff so that all staff can take ownership in adjusting and improving their work.
 - Data is shared with families so that parents can understand how their child is performing and how they can work together with the school to support their child's learning.
 - Data is shared with students so that they have prompt and constructive feedback on their performance and can feel empowered to set goals for their learning.

Why should a school examine PBIS (SWIS) Data?

When you focus on ways to sustain PBIS practices, including sharing your data, you turn a flash-in-the-pan initiative into something more deeply rooted with lasting positive impact. **It is required that SWIS data be reviewed at least quarterly by each school within the district.**

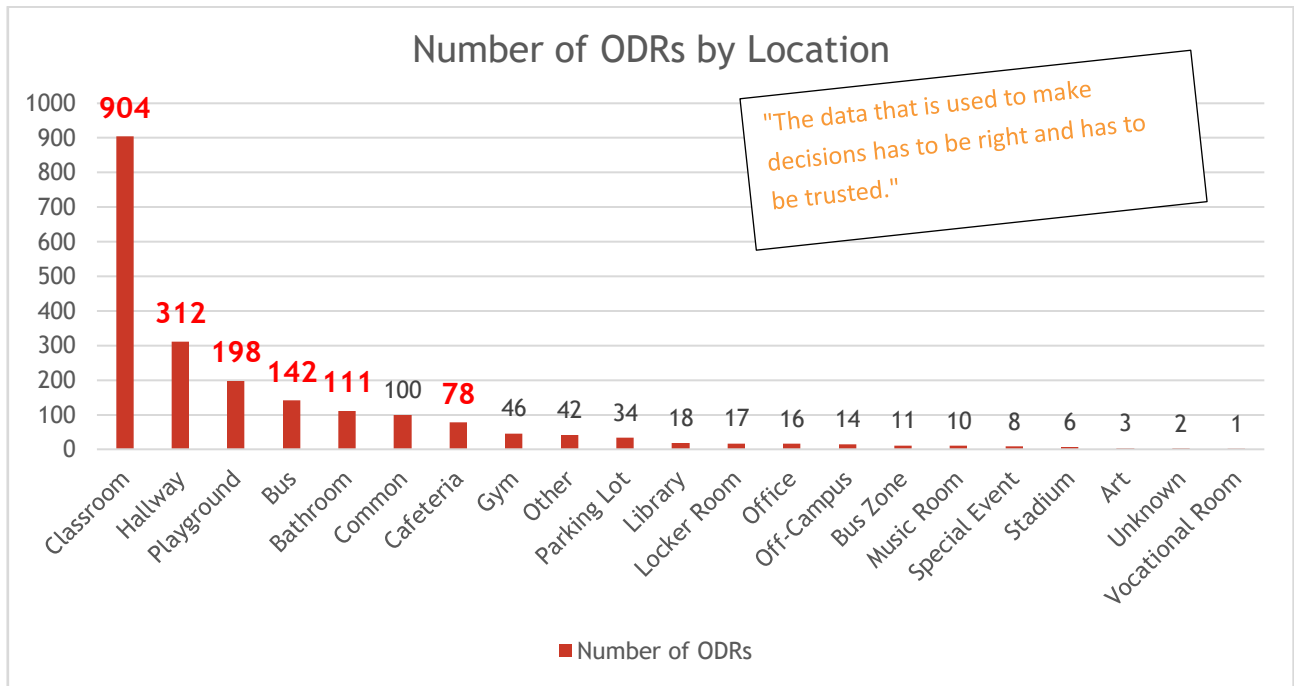
Within this newsletter, I have shared 2018-2019 District SWIS data. This data was compiled utilizing individual school core reports dated August 1, 2018 to July 30, 2019. For data to be beneficial it is essential that it not only be shared but also utilized.

Graffiti

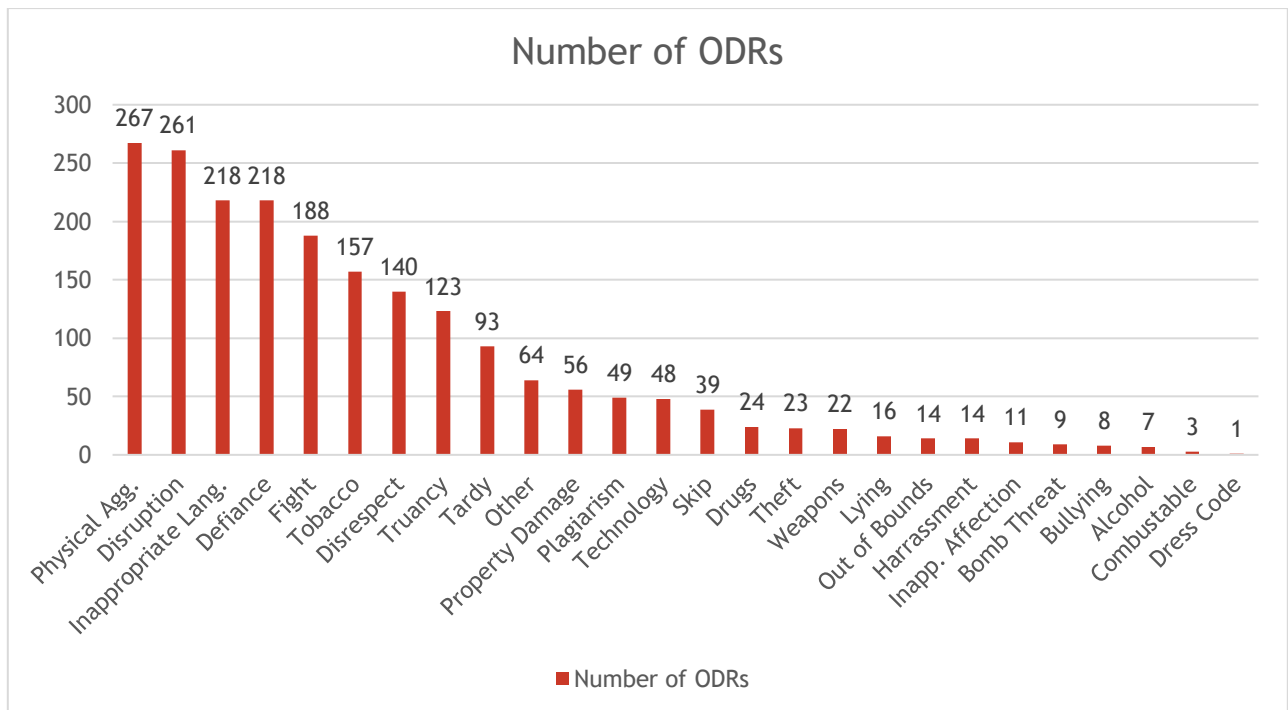
Purpose: Share strategies that your school has or is going to use to address ODRs in a location.

1. Move to a poster. Please spread out, you will visit all posters.
2. For 3 minutes record on a Sticky Note the strategies you have used or are going to use to address student behavior in the noted location. Explain, rationalize, and provide examples of your strategies. Why did you utilize that strategy? What were the results? How did you or will you tweak it?
3. Place the Sticky Notes on the chart paper.
4. On the signal, move to another poster and complete the same task.
5. Travel to the posters again. This time read others responses. Record any questions or comments that you have for the whole group discussion.
6. Participate in a whole group discussion.

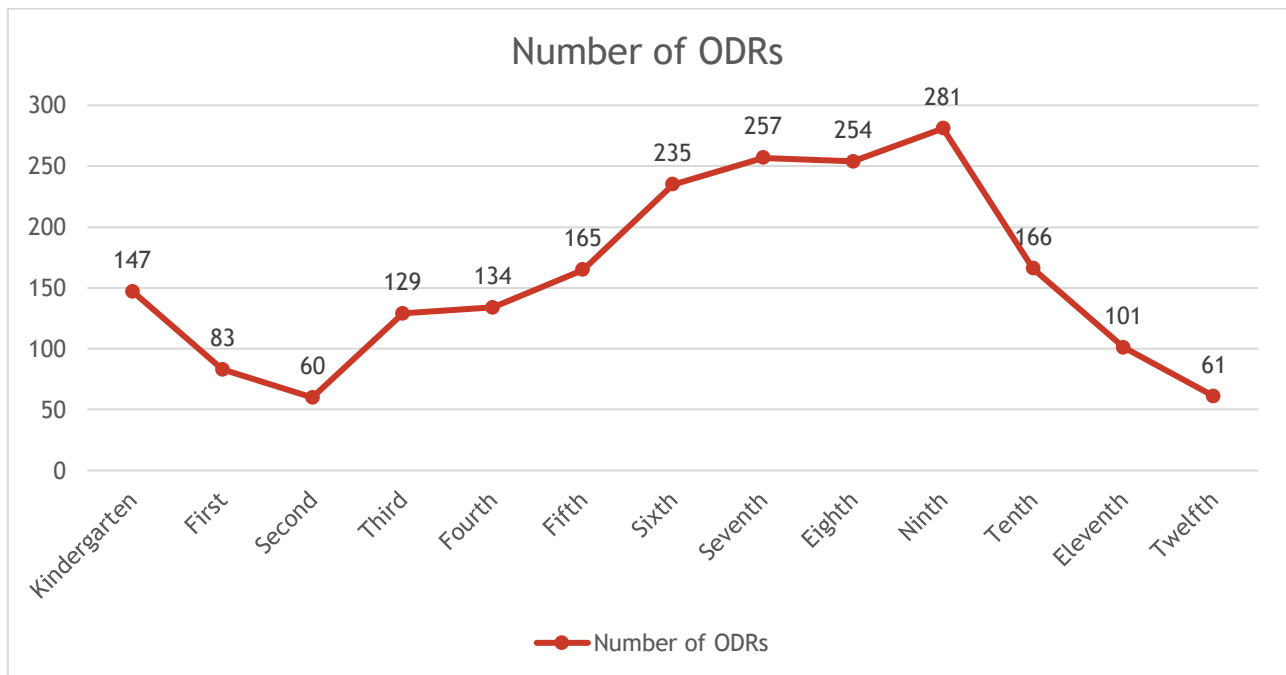
District SWIS data Referrals by Location



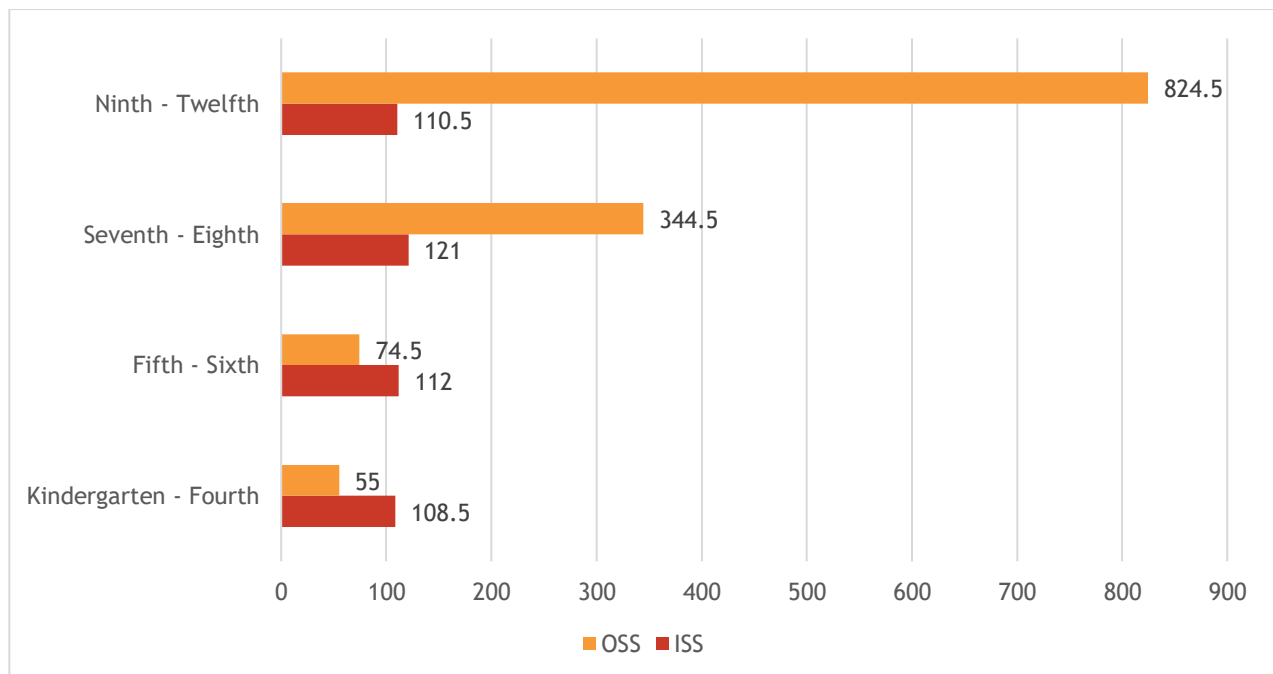
District SWIS data Referrals by Problem Behavior



District SWIS data Referrals by Grade



District SWIS data In-School and Out-of-School Suspension Days



Total Days ISS: 452

Total Days OSS: 1298.5

Prior to Students Returning or During August

August and September are busy months for PBIS/SWIS. Please keep in mind that I am happy to facilitate any of the meetings and/or discussions listed below.

It is expected that the following are currently in place or that you will establish them using the given timeline.

- ☐ Review the SWIS End of the Year report data with your entire certified and classified staff.
- ☐ Develop a behavior SMART goal based upon the data.
- ☐ Establish your school PBIS Team.
- ☐ Establish the dates and times for monthly PBIS Team meetings.
- ☐ Establish a schedule for sharing SWIS data with staff, monthly is best but it is required quarterly.
- ☐ Establish, update, or review PBIS Behavior Matrix. Ensure staff, certified and classified, is trained in use of the Behavior Matrix.
- ☐ Develop lesson plans for teaching expected behaviors.
- ☐ Plan and conduct staff PBIS training.
- ☐ Plan and conduct student expectation training. All trainings should take place in the location of the expected behavior (hallway, cafeteria, bathroom...).
- ☐ Plan and conduct **on the bus** training. Bus expectation training must take place on an actual bus. The bus department has established expectations. Please abide by and teach these to your students.

Be Safe

- Sit down and face forward
- Help others when bus is not in motion
- Keep your hands, feet and objects to yourself
- Keep aisles/emergency exits clear

Be Responsible

- Be on time
- Take all your belongings when you leave the bus
- Place trash in the trash can
- Stand in line away from the bus when loading
- When in the hallway, stay in your bus line

Be Respectful

- Use appropriate voice, tone, volume and language
- No food or drinks
- Follow driver's directions promptly
- Use kind words and actions

Month	Data Information	Planning Systems	Implementation Practices	Provide To Tina J.
Before Students Return	Review the SWIS End of the Year report data with your certified and classified staff. Develop a behavior SMART goal based upon the data.	Establish the dates and times for monthly PBIS Team meetings. Establish or update PBIS Behavior Matrix.	Conduct staff PBIS training	List of PBIS Team Members - Who should I include on PBIS and AMP newsletters? Dates/times of PBIS and AMP team meetings - As time allows, I will be joining PBIS and AMP Team meetings.

	Establish a schedule for reporting SWIS data to with staff.	<p>Plan and conduct staff PBIS training</p> <p>Plan student expectation training. All trainings should take place in the location of the expected behavior (hallway, cafeteria, bathroom...).</p> <p>Plan on the bus training. Bus expectation training must take place on an actual bus.</p> <p>Develop lesson plans for teaching expected behaviors.</p>		<p>PBIS Building “Handbook” this should include</p> <ul style="list-style-type: none"> ▪ Staff training dates/times ▪ Behavior Matrix ▪ Behavior Lesson Plans ▪ Schedule for teaching lessons across the school setting ▪ Minor discipline form (if being used) ▪ Flow chart defining office managed versus classroom managed behaviors ▪ Acknowledgement system <p>These documents will be shared and utilized to develop common PBIS and AMP District processes.</p>
Month	Data Information	Planning Systems	Implementation Practices	Provided To Tina J.
<u>August</u> When Students Return			<p>Conduct student expectation training. All trainings should take place in the location of the expected behavior (hallway, cafeteria, bathroom...).</p> <p>Conduct on the bus training with all students. Bus expectation training must take place on an actual bus.</p>	

Our District’s Strategic Plan states

Sweetwater County School District #1 will nurture a positive learning climate and culture.

- Promote positive behaviors and relationships among students, staff, families and the community.
- Ensure schools are safe and secure.

- Proactively support physical, mental and emotional health.

Within my role as Academic and Behavior Coordinator, I am looking forward to working collaboratively with you and your building PBIS Team toward this goal. During the 2019-2020 school year we will strive to ensure fidelity of Tier 1 PBIS implementation, expanded Tier 2/3 implementation and aligned District practices. If you have questions or I can be of assistance please don't hesitate to call or email.

Tina Johnson
Academic and Behavior Coordinator
352-3400 ext. 1240

PBIS/SWIS To Dos

1. Ensure that, at a minimum, 2 individuals are trained to enter SWIS data.
2. Email Tina S. and Tina J.
 - Names of administrators requiring SWIS training. Access to the SWIS system will not be given prior to training.
 - Names of SWIS data entry folks.
 - Names of data entry individuals who need training.
 - Name(s) of AMP chairs.
 - Names of AMP, PBIS, MTSS etc. individuals you wish trained in SWIS Data Drill Down.
3. Enter accurate school days into SWIS. Accurate School day counts ensures that you are able to collect and use data for decision making.
4. Enter accurate enrollment, ethnicity, IEP and 504 information into SWIS. This information ensures accurate reports and disproportionality data.
5. It is a district expectation that SWIS data be shared at a minimum once a quarter. If you haven't done so please share last year's data as you plan for the upcoming year.

PBIS/SWIS Upcoming Events

- We will be conducting a new administrator SWIS training, the date hasn't been set yet.
- We will be conducting a new data entry SWIS training, the date hasn't been set yet.
- Administration of the SWPBIS Tiered Fidelity Inventory for Tier 1, the date hasn't been set yet.