

SWIFT Data Snapshots

State

Date

Reflect on Data Sources Across Districts Within SEA	What is right, useful, successful uniquely good or 'alive' that we can build upon in our state?	
	Strengths	Opportunities
	Identify strengths to build on	Identify opportunities for growth
WHY Reading: Math: Behavior: Climate Survey: Ed Environment:		
WHAT SWIFT-FIT: SWIFT-FIA: SWIFT-FIT IPS&P: Domain Avgs: Feature Avgs:		
HOW Stage: Driver Summary: DCA: SCA:		
Summarize Priorities Common Across SWIFT Partner Schools and Districts: Identify Top SEA Priorities (for next 6-12 months):		

SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H326Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: SWIFT Center. (2015). SWIFT State Data Snapshot version 1.1. Lawrence, KS: Author.

SWIFT Partner Districts' Student Outcome Data and Goal Setting				
WHY	% of All Students <i>On Track</i> (2-3 year trend)	% of Students with IEP <i>On Track</i> (2-3 year trend)	Change Beginning to End of Year % <i>On Track</i> Beg % ->End %	Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category
Reading				
Math				
Behavior				
Ed Environment	80% or more in GEN Tier 1 Reading Tier 1 Math			
Goals Set By Districts				
Reading: <ul style="list-style-type: none"> Percentage of all students <i>on track</i> will increase to (list by district): Percentage of all students with IEPs <i>on track</i> will increase to (list by district): Math: <ul style="list-style-type: none"> Percentage of all students <i>on track</i> will increase to (list by district): Percentage of all students with IEPs <i>on track</i> will increase to (list by district): Behavior: <ul style="list-style-type: none"> Percentage of all students <i>on track</i> will increase to (list by district): Educational Environment: <ul style="list-style-type: none"> Percentage of students with IEPs spending 80% or more of their day in general education settings will increase to (district): Percentage of students with IEPs participating in Tier 1 Reading will increase to (list by district): Percentage of students with IEPs participating in Tier 1 Math will increase to (list by district): 				