


Leading in a good way

Using data to guide decision making

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Manitoba Association of School Superintendents (MASS)

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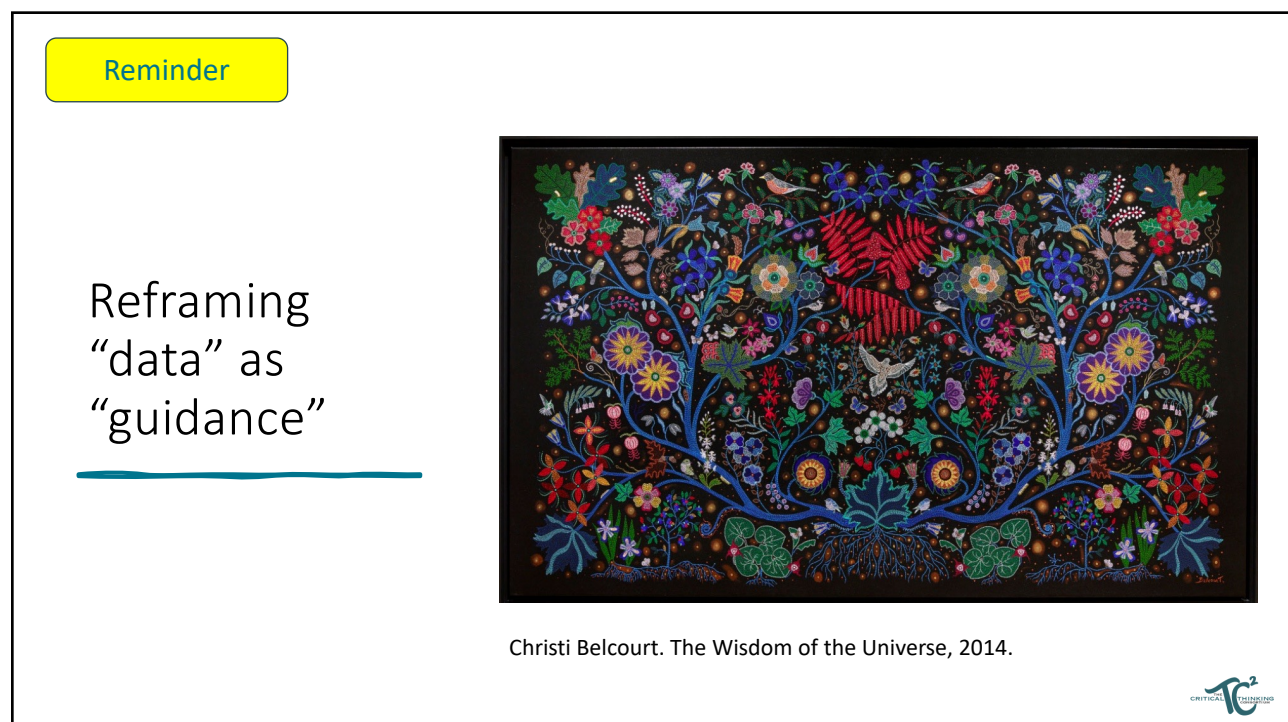
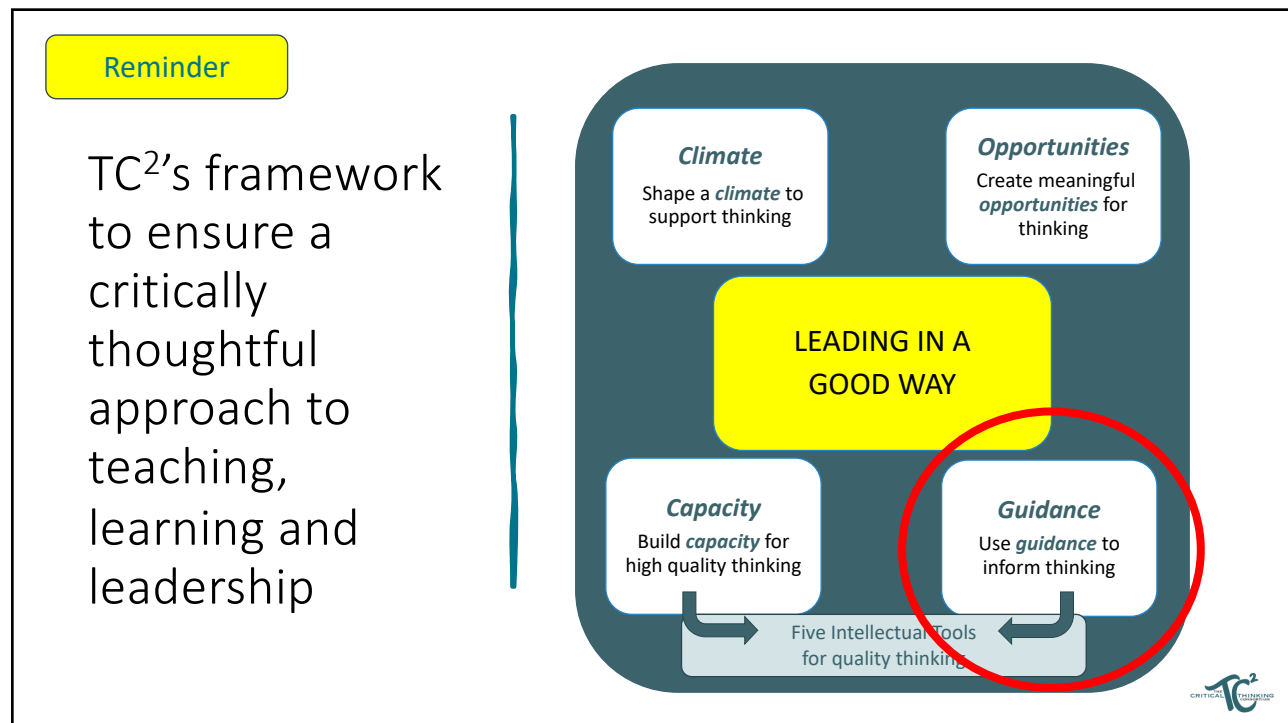
Critical inquiry question

Critical challenge

- What might it mean to lead in a good way?
- Identify steps, actions, and practices that you will **affirm**, **refine**, **adopt**, or **abandon** to lead in a good way this year, with a focus on using data to guide your decision making.

Start a Thoughtbook: What are your initial thoughts about this challenge?





## Reminder

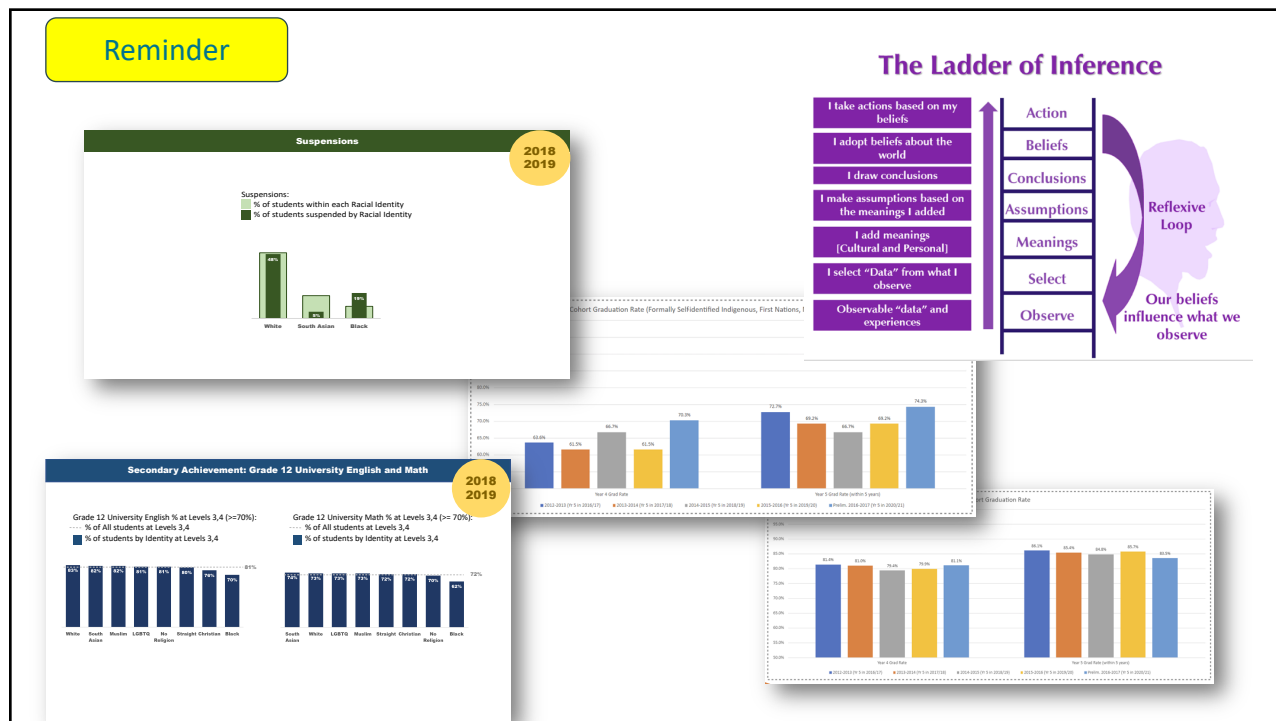
## 4 types of data

- What do you collect most? Least?
- What type do you reference or lean on the most?

Type of data	Helps you understand...	Answers the questions:
Demographic Data	WHO you are as a school community	Who do we serve? What is important to our community? What social identities are reflected in our community? Who in our school community represents groups of historically marginalized peoples?
Perception Data	CLIMATE of your school and the well-being of students and staff	What are the lived experiences of members of our school community, particularly those who are marginalized? What do students/ families identify as strengths of the school? Weaknesses?
Learning/ Achievement Data	HOW students are doing academically	What academic outcomes are students experiencing? What are the patterns of academic success—for whom is this a pattern? What are the patterns of academic underachievement —for whom is this a pattern?
Programs and Process Data	WHAT you are doing or not doing that is contributing to results	Where are is bias and oppression within our ways of doing business? What structures and practices that support or impede students' experiences and outcomes?

How can we  
see ourselves  
more clearly?

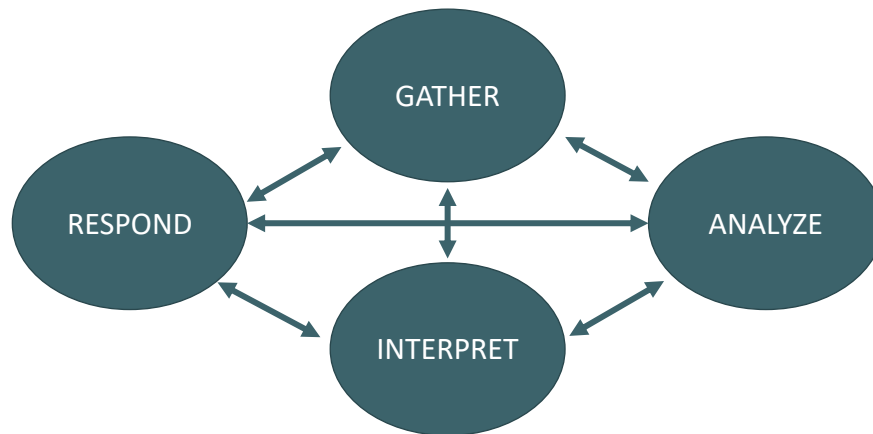




How might thoughtfully examining data for patterns help us know our learners and see ourselves better?



## Data literacy competencies



Gender	Indigenous	IEP	ELL	Community Hours	Pre-Midterm Absences	Mid-term Mark	Post-Midterm Absences	Final Mark
F	N	N	N	0	22	1	23	30
F	N	N	N	0	4	81	23	50
F	N	Y	N	0	5	67	3	54
M	N	Y	N	0	6	51	3	55
F	N							58
F	N							58
M	N							63
F	N							63
F	N							64
F	N							65
F	N							67
M	N							68
F	N							70
F	N							70
M	N							70
F	N							70
M	N							71
F	N							72
M	N							73
F	N							75
M	N	Y	N	0	8	80	8	75
F	N	Y	N	0	6	80	2	76
F	N	N	N	0	6	82	1	78
F	N	Y	N	0	2	75	10	78
F	N	Y	N	0	7	86	13	80
M	N	N	N	0	2	89	4	81
M	N	N	N	0	4	78	8	81
M	N	N	N	0	6	83	5	81
M	N	Y	N	0	2	75	3	82
F	N	N	N	0	3	88	5	83
F	N	N	N	0	2	85	1	85
M	N	N	N	0	2	85	1	85

Practice with fictional data:  
What do you notice?

#	Gender	Indigenous	IEP	MLL	In ELLS During 2022-23	2023 Progress Report Reading Level	Independent Work	Initiative	Responsibility	Organization	Collaboration	Self-Regulation	1. Word Discrimination	2. Rhyme Recognition	3. Rhyme Production	4. Syllable Blending	5. Syllable Segmentation	6. Syllable Deletion	7. Phoneme Recognition	8. Phoneme Blending	9. Phoneme Segmentation	10. Phoneme Deletion	Absences Sept 6 to Feb 23
19	M	Yes	No	No	No	PW	G	G	G	G	G	G	9	10	10	10	10	10	9	10	6	6	5.5
25	F	Yes	No	No	No	PW	E	E	E	G	G	E	9	10	10	10	10	10	10	10	10	10	30.5
5	F	No	No	No	Yes	PW	G	E	G	G	G	G	9	8	2	10	8	10	6	1	2	6	5
2	F	No	No	No	Yes	PW	G	G	G	G	E	G	9	10	10	10	9	10	7	4	5	0	6
11	F	No	Yes																	0	0	0	6
17	F	No	Yes																	7	0	0	6.5
13	F	No	Yes																	0	10	7	7.5
1	M	No	No																	0	8	10	9.5
9	M	No	Yes																	0	0	0	11.5
16	F	Yes	No																	0	0	0	12.5
28	M	No	No																	9	6	2	14
20	M	Yes	No																	0	7	2	15.5
18	F	No	Yes																	0	0	0	22
7	M	No	No																	0	1	0	23
6	F	No	No																	0	7	0	30.5
3	M	No	No																	0	0	0	35.5
4	M	No	No																	7	2	1	38
8	F	No	No																	0	0	0	40.5
14	F	No	No																	6	7	6	41.5
29	F	No	No																	9	4	2	44.5
21	F	No	No																	10	6	2	48
24	F	Yes	No	No	No	PWD	S	G	S	N	G	N	10	10	7	9	8	9	3	10	5	2	3
12	M	No	Yes	No	No	PWD	N	N	S	S	G	N	6	5	0	0	0	0	0	1	0	0	7.5
10	F	No	Yes	No	No	PWD	S	S	G	S	G	G	8	8	10	9	7	9	2	8	5	1	11
30	M	Yes	No	No	No	PWD	G	G	G	G	G	G	7	10	10	10	9	9	1	7	4	2	13.5
15	M	No	Yes	No	No	PWD	N	N	N	N	N	N	0	0	0	0	0	0	0	0	0	0	14.5
27	M	No	No	Yes	No	PWD	N	N	N	N	S	N	6	5	0	10	9	8	7	8	4	0	19.5
23	F	No	No	No	No	PWD	S	G	G	E	G	G	9	0	0	10	7	6	0	1	0	5	40
26	F	No	No	No	No	PWD	S	S	S	S	S	S	10	10	10	10	10	10	5	0	0	0	42.5
22	F	Yes	No	No	No	PWD	S	N	S	N	S	S	9	8	8	10	10	10	2	0	0	0	57

Practice with fictional data:  
What do you notice?

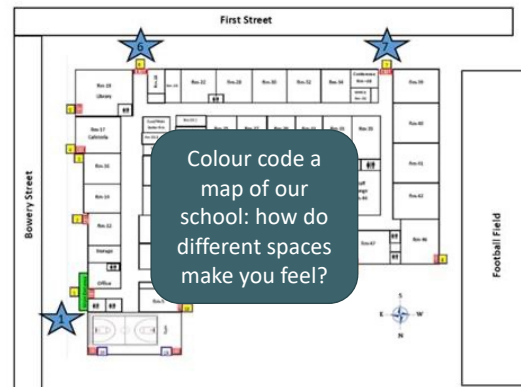
	A	B	E	F	G	H	I	J	K	L	M	N	O
	Midterm Mark	Final Mark	Math Class Transfer & Other Midterm Marks	#classes missed as of April 24th (53 total days)	Total #classes missed	English Pathway	4 credits attained first 1/2	Spec Ed	FNMI/ESA	Attendance	I ask questions in class when I am not sure about something	I answer questions in class and participate in group discussions that supports the math lesson	I have an IEP (Individual Education Plan) that supports the math lesson
1	50	38	30, 66, 71	14		Academic	No	Y/Physical	FN/RRIB	>5	Sometimes	Always	
2	40	39	54, 68, 75	18	28	Applied	No	PPL101, SNC101			Sometimes	Sometimes	I don't know
3	94	94	86, 93, 98	10	16	Academic	No				Always	Always	No
24	62	29	19, 40, 55	20	44	Academic	END101 was P			>5 (2X)			
25	47	50	30, 60, 70	8	12	Applied		Y/Autism			Sometimes	Always	I don't know
26	85	76	65, 82, 83	13	20	Academic					Sometimes	Always	I don't know
27	62	50	34, 40, 69	16		Academic					Sometimes	Sometimes	No
28	30	11	53, 54, 82	19	26	LDC		Y/LD	FN/RRIB		Sometimes	Sometimes	Yes
29	I	dropped	45, 48, 53	30		Applied	No	BTT101	FN	>5	Sometimes	Sometimes	I don't know
30	87	80	83, 85, 92	12	14	Academic					Sometimes	Sometimes	No
31	95	92	80, 84, 90	16	24	Academic					Always	Sometimes	I don't know
32	84	85	78, 82, 88	15	20	Applied			Metis FN/RRIB		Sometimes	Sometimes	I don't know
33	51	36	40, 51, 81	28	58	Academic			FN		Never	Sometimes	No
34	76	82	90, 94, 95	16	28	Applied			FN/RRIB		Sometimes	Sometimes	I don't know
35	52	51	35, 50, 63	11	20	Academic			FN		Always	Sometimes	No
36	89	83	81, 82, 90	6	6	Academic					Sometimes	Always	I don't know
37	31	29	27, 35, 85	13	20	Academic	No	SNC101			Sometimes	Sometimes	No
38	55	58	60, 85, 90	19	30	Academic			FN		Sometimes	Sometimes	No

Practice with fictional data:  
What do you notice?

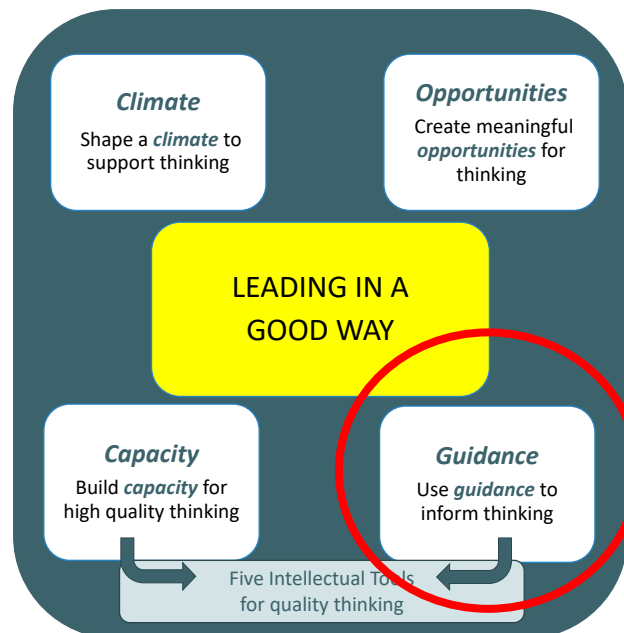
## Where else might your inquiry lead you?

### Data gathering possibilities

- Teacher contact with families
- Number of connected and caring adults in the school
- Feelings of well-being and belonging
- Teacher expertise in neediest classrooms
- Teacher perception of student need
- Number of assignments expected before midterm
- Who sits where in classrooms



TC<sup>2</sup>'s framework to ensure a critically thoughtful approach to teaching, learning and leadership





What is a valuable idea you find possibility in?

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Norvel Morriseau's "Man Changing into Thunderbird"

Share one idea from  
your Thoughtbook



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Thank you!

