


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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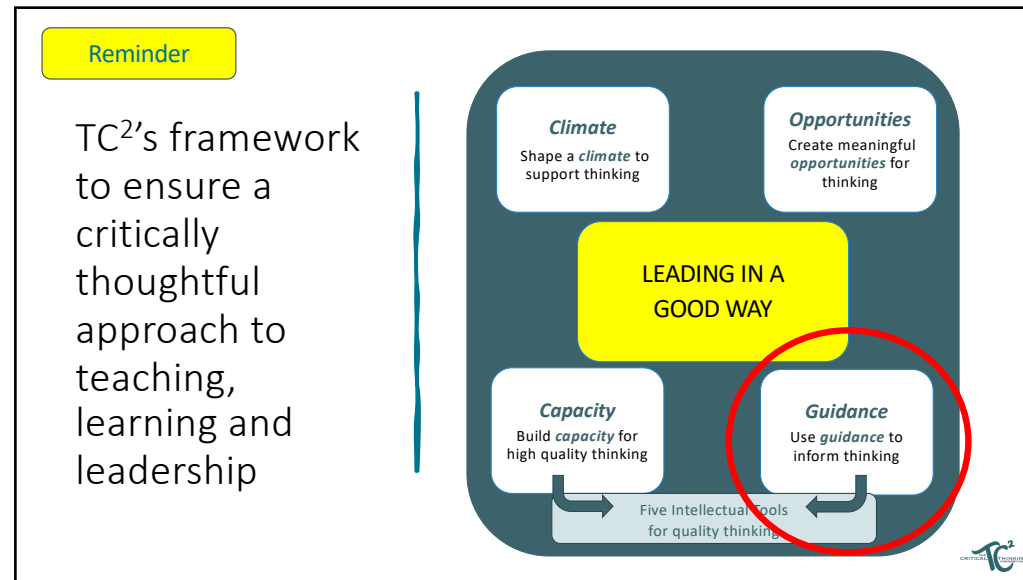
Critical inquiry question

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.

Revisit your Thoughtbook: What would like to add, refine or change?





## Reminder

## 4 types of data

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

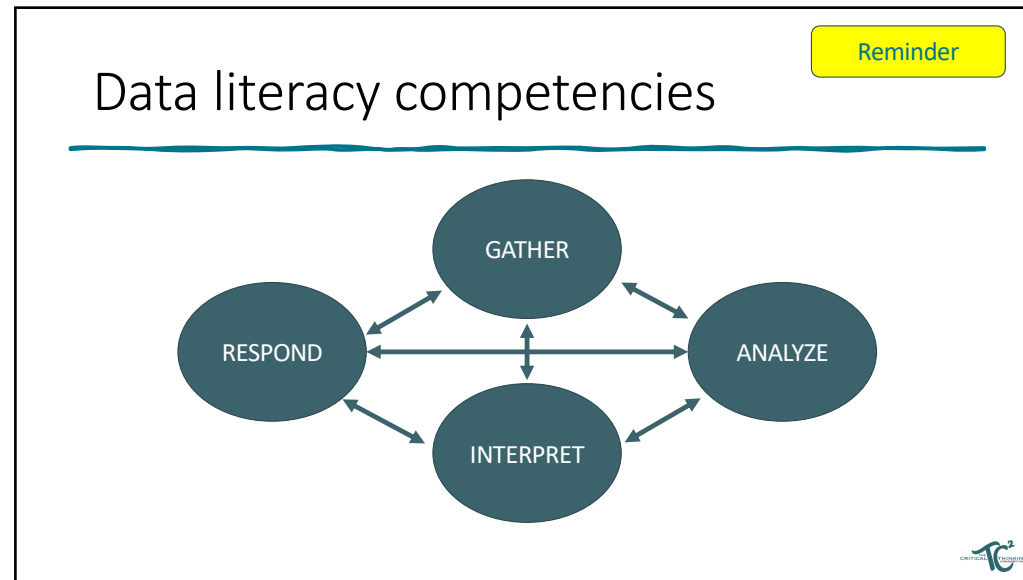
Type of data	Helps you understand...	Answers the questions:
Demographic Data	WHO you are as a school community	Who do we serve? What is important to our community? What social identities are reflected in our community? Who in our school community represents groups of historically marginalized peoples?
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?



## Reminder

How can we  
see ourselves  
more clearly?





**Practice with fictional data:  
What do you notice?**

	Gender	Indigenous	IEP	ELL	Community Hours	Pre-Midterm Absences	Mid-term Mark	Post-Midterm Absences	Final Mark
			N	N	0	22	1	23	30
			N	N	0	4	81	23	50
			N	N	0	5	67	3	54
5	M	N	Y	N	0	6	51	3	55
6	F	N	Y	N	0	7	62	6	58
7	F	N	N	N	0	2	67	3	58
8	M	N	N	N	0	6	72	5	63
9	F	N	N	N	0	1	72	2	63
10	F	N	Y	N	0	5	64	2	64
11	F	N							65
12	F	N							67
13	M	N							68
14	F	N							70
15	F	N							70
16	M	N							70
17	F	N							70
18	M	N							71
19	F	N							72
20	M	N							73
21	F	N							75
22	M	N							75
23	F	N							76
24	F	N							78
25	F	N							78
26	F	N	Y	N	0	7	86	13	80
27	M	N	N	N	0	2	89	4	81
28	M	N	N	N	0	4	78	8	81
29	M	N	N	N	0	6	83	5	81
30	M	N	Y	N	0	2	75	3	82
31	F	N	N	N	0	3	88	5	83
32	F	N	N	N	0	2	85	1	85
33	M	N	N	N	0	2	85	1	85
34	M	Y	N	N	0	3	88	3	86

**Reminder**

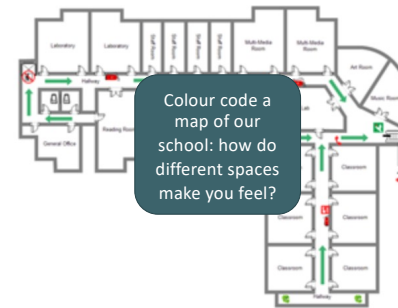
Practice with fictional data:  
What do you notice?

Practice with fictional data:  
What do you notice?

## Where else might your inquiry lead you to look for guidance?

### 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



## How might you solicit guidance and feedback from students?

Student voice survey

Student focus groups

IPRC meetings

Authentic opportunities for classroom feedback

More meaningful roles for student council and student trustees

Invitations for students to critique curriculum, course outlines, assessment plans

Parent partnership conversations

Student roles in school improvement planning and other school-wide initiatives



For me,  
school is  
like...

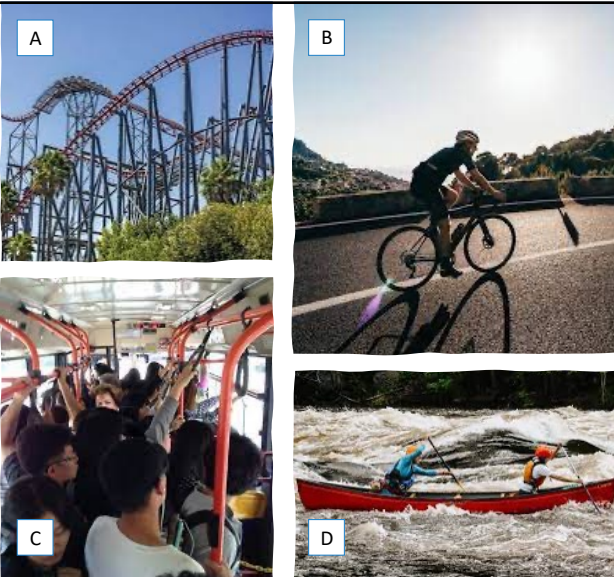
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A

B


C

D





When I'm trying to learn, it  
helps when.... It doesn't help  
when...

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What's one thing you wish your school or teachers could understand about how their actions affect you?

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Data as guidance for all parts of the division

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How might our own lived experiences, biases, assumptions and worldviews influence how we hear or read the data?

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Plan to bring your most compelling and informative data to the summer institute

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Share something from your Thoughtbook.



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Thank you!

