Bill Daggett: Creating Future-Focused Schools

Part 1
Creating Future-Focused Schools

Bill Daggett
Founder and Chairman
July 26, 2016
The Nation’s Most Rapidly Improving Schools
The Nation’s Most Rapidly Improving Schools

• Good to Great

• High Poverty – High Performing
Nation’s Most Rapidly Improving Schools

Source: Publicly available performance and enrollment data
Nation’s Most Rapidly Improving Schools

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The Nation’s Most Rapidly Improving Schools

- Good to Great
- High Poverty – High Performing
The Nation’s Most Rapidly Improving Schools

Culture Trumps Strategy
The Nation’s Most Rapidly Improving Schools

- Culture Trumps Strategy
- Are Future-Focused
WHY - WHAT - HOW
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?

• WHAT do our students need to know and be able to do that is different than students needed in the past?
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?

• WHAT do our students need to know and be able to do that is different than students needed in the past?

• HOW can we change our instructional delivery system?
WHY
Emerging Trends

Federal Role in Education
Every Student Succeeds Act (ESSA)

AYP
Every Student Succeeds Act (ESSA)

AYP

Call for Innovation
Every Student Succeeds Act (ESSA)

AYP

Call for Innovation

Texas
Every Student Succeeds Act (ESSA)

- AYP
- Call for Innovation
- Texas
- Career Ready on equal academic footing with College Ready
Are We Listening

• ESSA
Are We Listening

- ESSA
- Presidential Election
Are We Listening

• ESSA
• Presidential Election
• Brexit
Are We Listening

• ESSA
• Presidential Election
• Brexit
• Texas Districts of Innovation
Larger Context
## Emerging Trends

<table>
<thead>
<tr>
<th>Federal Role in Education</th>
<th>Demographics</th>
<th></th>
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</thead>
</table>
## Life Expectancy

<table>
<thead>
<tr>
<th>BIRTH</th>
<th>FEMALE</th>
<th>MALE</th>
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<tbody>
<tr>
<td>1950</td>
<td>71.1</td>
<td>65.6</td>
</tr>
<tr>
<td>1960</td>
<td>73.1</td>
<td>66.6</td>
</tr>
<tr>
<td>1970</td>
<td>74.7</td>
<td>67.1</td>
</tr>
<tr>
<td>1980</td>
<td>77.4</td>
<td>70.0</td>
</tr>
<tr>
<td>1990</td>
<td>78.9</td>
<td>72.0</td>
</tr>
<tr>
<td>2000</td>
<td>79.5</td>
<td>73.9</td>
</tr>
<tr>
<td>2010</td>
<td>81.4</td>
<td>75.5</td>
</tr>
</tbody>
</table>

Source: International Monetary Fund
45 Million
Growing to
80 Million by 2030
Today’s 30-year-old is Yesterday’s 20-year-old
Demographics

We have a smaller and smaller workforce responsible for paying a larger and larger unfunded pension and healthcare promise.
## Demographics of people 65+ and <1

<table>
<thead>
<tr>
<th></th>
<th>65+</th>
<th>&lt;1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>78.3%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Foreign Born</td>
<td>6.0%</td>
<td>19.8%</td>
</tr>
<tr>
<td>In Poverty</td>
<td>9.5%</td>
<td>26.9%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2014
Retirement Savings
Less than $10,000

50%

White households

Sources: Time, May 18, 2015
National Institute on Retirement Security
Retirement Savings
Less than $10,000

- White households: 50%
- Black households: 75%

Sources: Time, May 18, 2015
National Institute on Retirement Security
Retirement Savings
Less than $10,000

- White households: 50%
- Black households: 75%
- Hispanic households: 80%

Sources: Time, May 18, 2015
National Institute on Retirement Security
Children born to single parents

1940: 3.8%
2016: 41%

U.S. Census Bureau, 2014
## Emerging Trends

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International Center for Leadership in Education
iPhone
Web 3.0
Emerging Trends

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Technology’s Influence on Communication, Relationships and the Education System
Homogenization of America
Technology’s Influence on Communication, Relationships and the Education System
Social Media Impact

Closest Relationships

Extended Family
Sports
Religious Institutions
Children’s Activities
Lifestyle Interests
(Parenting, illness, reading, art...)
Political Views
Job/career path
Neighbors
Colleagues
Community
The Shift
From Community to Networks
Consequences
Good2Go

Affirmative Consent

Name

Phone Number
Good2Go

Affirmative Consent

Name

Phone Number

They can sell information
Instructional Implications
Policy Guidelines
Emerging Trends

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<td>Work</td>
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College Ready is Not Ready Enough
Job Shares by Skill Group
1980 - 2040

Source: NY Fed Calculations, U.S. Census Bureau
McDonald’s Kiosk
Impact of Automation
Impact of Automation

5% of jobs can be automated

Source: McKinsey Quarterly 2016 Number 1
Impact of Automation

5% of jobs can be automated

30% of tasks in 60% of jobs will be automated

Source: McKinsey Quarterly 2016 Number 1
Putting Career Ready on Equal Academic Footing with College Ready
# Emerging Trends

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<tr>
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<td>Work</td>
<td>Higher Education Under Fire</td>
</tr>
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</table>
The question is not whether you should go to college.

The question is: What should you major in?
College Dropout Rate 2015
First to Second Year

34.8%
Four-Year Colleges

44.5%
Two-Year Colleges

Source:
Average Graduation Rate 2015
1983 - 2015

36.6%
Four-Year Colleges in 5 years

29.1%
Two-Year Colleges in 3 years

Montana 4 Year Public College

18.0%

42.7% graduate in six years
18.0% graduate in four years
Montana 2 Year Public College

19.6%

Montana
30.8% graduate in 150% time
19.6% graduate in 100% time
Increased Cost Since 1985

Medical  286%

Higher Education  538%

College Costs Surge 500% in U.S. Since 1985, Michelle Jamrisko and Ilan Kolet
Is college worth the investment?

Answer: It depends
Your Major Matters
A LOT
WHAT
Application Model

1. Knowledge in one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations
Knowledge Taxonomy

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating
Levels

![Graph showing levels of rigor and relevance]

- **Rigor**
  - 6
  - 5
  - 4
  - 3
  - 2
  - 1

- **Relevance**
  - 1
  - 2
  - 3
  - 4
  - 5

- Levels:
  - A
  - B
  - C
  - D
College Ready (College Prep)
Job Ready (CTE)
Career Ready

![Diagram showing the relationship between rigor and relevance with quadrants labeled A, B, C, and D. The diagram illustrates how different levels of rigor and relevance affect the overall readiness.](image-url)
Levels

<table>
<thead>
<tr>
<th>Rigor</th>
<th>Relevance</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
A and C were Needed Pre-Internet

A

C

Relevance

Rigor

1 2 3 4 5

1 2 3 4 5
B and D are Required in the Internet Age
Regulated, Certified, Tenured and Contracted

Rigor

<table>
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<tr>
<th>6</th>
<th>5</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Relevance

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>A</td>
<td>D</td>
<td>B</td>
<td></td>
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International Center for Leadership in Education
Regulated, Certified, Tenured and Contracted
Rigor/Relevance Framework

Teacher/Student Roles

- **A**: Teacher Works
- **B**: Student Works
- **C**: Student Thinks
- **D**: Student Thinks and Works
Seven Interrelated Fundamental Shifts
Seven Interrelated Fundamental Shifts

From A/C to B/D
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
Data analytics involves examining large data sets from multiple sources to find patterns, correlations and trends.
Data Analytics

Tables

Charts

Graphs
Is that reading?
Is that statistics?
Is that logic?
Is that probability?
Is that measurement systems?
Is that writing?
DATA ANALYTICS IS INTERDISCIPLINARY

But that is not how we are organized, certified, tenured or contracted
Both Data Analytics and Quad D Require

<table>
<thead>
<tr>
<th>C</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statistics</td>
<td>B</td>
</tr>
<tr>
<td>2. Computer skills</td>
<td></td>
</tr>
<tr>
<td>3. Spreadsheets, tables, graphs</td>
<td></td>
</tr>
<tr>
<td>4. Technical skills in some area of specialization</td>
<td></td>
</tr>
</tbody>
</table>
  - Technical reading  |
| 5. Presentation Skills  |
  - Graphs, tables, charts |  |
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools

Reading and Writing
Data Analytics
Innovation and Creativity
Technology Tools
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools
6. Social Media
Seven Interrelated Fundamental Shifts

1. From A/C to B/D
2. Reading and Writing
3. Data Analytics
4. Innovation and Creativity
5. Technology Tools
6. Social Media
7. Non-cognitive
Guiding Principles

- Responsibility
- Contemplation
- Initiative
- Perseverance
- Optimism
- Courage

- Respect
- Compassion
- Adaptability
- Honesty
- Trustworthiness
- Loyalty
HOW
Fundamental Shift in Instruction
Fundamental Shift in Instruction

Open Educational Resources
Open Educational Resources

Teachers Pay Teachers
Scope and Sequence
Fundamental Shift in Instruction

- Open Educational Resources
- Text to Digital
Fundamental Shift in Instruction

- Open Educational Resources
- Text to Digital
- Virtual to Augmented Reality
Google Cardboard
Wednesday, April 15, 2015

3,873,000 bricks in the Great Wall of China.
Augmented Reality
Fundamental Shift in Instruction

- Open Educational Resources
- Text to Digital
- Virtual to Augmented Reality
- Gamification
Gamification

Engaging
Gaming

By 21 years old – 10,000 hours

More time than in school
Gamification

Engaging

Personalized
Gamification

- Engaging
- Personalized
- Built on Growth Model
Gamification

Engaging

Personalized

Built on Growth Model

Tied to Standards
Fundamental Shift in Instruction

- Open Educational Resources
- Text to Digital
- Virtual to Augmented Reality
- Gamification

Online
Florida, Michigan, Virginia and Alabama require one online course as a graduation requirement. Idaho requires two.
Fundamental Shift in Instruction

- Open Educational Resources
- Text to Digital
- Virtual to Augmented Reality
- Gamification
- Online
- Data Driven
Are we measuring what is most important or what is easiest to measure?
Survey Tools for Measuring What Matters

We Learn
- Student Survey

We Teach
- Instructional Staff Survey

We Lead
- Whole Staff Survey

We Succeed
- Student Survey

We Inspire
- Instructional Staff Survey

We Support
- Parent/Community Survey
Teacher vs. Student Comparison

Teacher: 92%

Students can apply what I am teaching to their everyday lives.

Student: 58%

I can apply what I learn to my everyday life.
Students in my classroom engage in hands-on activities.

We do lots of hands-on activities in my classes.
Teacher vs. Student Comparison

I make learning exciting for my students.

Teacher: 84%

My teachers make learning exciting.

Student: 40%
Teacher vs. Student Comparison

I recognize students when they demonstrate positive behavior in school.

Teacher: 95%

Good citizenship is rewarded in this school.

Student: 40%
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?

• WHAT do our students need to know and be able to do that is different than students needed in the past?

• HOW can we change our instructional delivery system?
WHY
Discussion Questions

• Culture Trumps Strategy. Therefore, how can we create an understanding of WHY changes are need in what our students need to know and be able to do?
Record your opinions
Culture Trumps Strategy
The Order of Things Have Changed

Uber- The world’s largest taxi company, owns no vehicles

Source: Better and Faster, Jeremy Gutsche
The Order of Things Have Changed

Uber- The world’s largest taxi company, owns no vehicles

Source: Better and Faster, Jeremy Gutsche
The Order of Things Have Changed

Uber- The world’s largest taxi company, owns no vehicles
Facebook- The world’s most popular media owner, creates no content
Alibaba- The world’s most valuable retailer, has no merchandise

Source: Better and Faster, Jeremy Gutsche
The Order of Things Have Changed

Uber - The world’s largest taxi company, owns no vehicles

Facebook - The world’s most popular media owner, creates no content

Alibaba - The world’s most valuable retailer, has no merchandise

Airbnb - The world’s largest accommodation provider, owns no real estate

Source: Better and Faster, Jeremy Gutsche
“Yea, though I walk through the valley of the shadow of death, I will fear no evil” Psalm 23
It’s a process, not an event.
You Need A Plan
How to Create a Culture

• Start with the Board and Administration
How to Create a Culture

• Start with the Board and Administration
• Share the Need for Change with All Staff