TRUST

“You have achieved excellence as a leader when people follow you, if only out of curiosity.”

Gen. Colin Powell

Youtube:
https://www.youtube.com/watch?v=ocSw1m30UBI
Who is in the room?
1. What is your role?
2. Why do you use data?
3. What is your purpose or goal for using data?
Data does not speak to the heart. Increasing opportunities for engagement.

Presented by
Rob Watson, Superintendent
Missoula County Public Schools
I Believe...

...in the power of education to change lives. Given opportunity, I believe all students want to learn and succeed. I believe all students deserve the opportunity.

As an educator, I believe my greatest responsibility is to establish an environment that provides opportunity for all students.
Use of Data - TIPS

1. Start with Why
2. Less is more
3. Make it meaningful
4. Make it relevant
START WITH WHY
What do you believe?

• If you don’t believe the messenger, you won’t believe the message.
• You can’t believe in the messenger, if you don’t know what the messenger believes.
• You can’t be the messenger until you’re clear about what you believe.

-The Leadership Challenge
Start with WHY, Simon Sinek, 2009
What, How, Why?

Dear Subaru,

“When our daughter was born in 1998, we bought a new Outback to keep her safe. We knew Subaru was famous for longevity, but never imagined this car would still be going strong when she turned 16! Now, she’s driving it and we’re a two Subaru family.”


Tell your story at subaru.com/dearsubaru
Daniel Pink, DRIVE, 2009  (Motivation)

Most teachers go into this profession not because they want to make a pile of money, but out of a sense of purpose. But once they’re in the profession, they often don’t talk much about it. Teachers need to bring that sense of purpose to the surface. They should talk more about why they went into teaching, why it matters, why they’re making this contribution to the world. This idea of purpose as a motivator is not a touchy-feely sentiment. A pile of evidence during the last 10 years shows it can be a real performance enhancer.
LESS IS MORE
Less is More - Make Connections

- Connect to your strategic plan
- Involve stakeholders to decide which data is important
- Keep it a “local” decision
- Involve your Board in selection of data & provide data education
- FOCUS! Less is more!
MAKE IT MEANINGFUL

Consider the “quality indicators” of your school / District. Is there equity in your quality indicators?

(Lezotte, 1999 & 2012)
Quality Indicators

- What are the quality indicators of your school or district?
- What programs or outcomes are you most proud of?
- Is there equity in your quality indicators?
Population Data - Advanced Placement

Each year about 25% of all students take at least one AP course

16% F/RL

<5% F/RL
Honors Diploma

All BHS Graduates (2017)

52% Rcvd Honors Diploma

F/RL BHS Graduates

32% Rcvd Honors
Make it Relevant!
Make it relevant

- Know your audience
- Know your purpose
- Tie it back to your “why”
- Context is important!
- Tell the story
Percent of K scoring below 530 on STAR Early Literacy

% Scoring Below 530

K-5 School
Median Lexile for Different Reading Materials

- **Median Lexile**
  - 1500
  - 1250
  - 1000
  - 750
  - 500

- **Reading Materials**
  - *Beowulf*
  - *Don Quixote*
  - *A People's History of the United States*
  - *Medical Benefits Package*
  - *Great Expectations*
  - *Student Loan Application*
  - *Gone With The Wind*
  - *The Hobbit*
  - *Harry Potter (#1)*
  - *Where the Red Fern Grows*

- **Professions**
  - Biotechnologist
  - Civil Engineer
  - Auto Technician
  - Graphic Designer
  - Police Officer
  - Social Worker
  - Federal Tax Form
  - Clerk (counter)
  - Admin Assistant

- **Post-Secondary**
  - Attorney
  - Physicians Assistant
  - Pilot
  - Architect
  - HR Manager
  - Computer Engineer
  - Accountant
  - Video Game Designer
  - Plumber
  - Sales Associate
  - USA Today
  - Associated Press
  - Full-time Employment
  - Military
  - Gap Year
  - Undecided
  - Community College Texts
  - SAT/ACT Test Materials
  - 11/12 grade text books
Use of Data - Lessons learned

1. Start with Why - they won’t believe the messenger until they know what the messenger believes.
2. Less is more - keep it local and focus.
3. Make it meaningful - is there equity in your quality indicators.
4. Make it relevant - tell a story with your data.
The accountability movement has tried to put maximum pressure on teachers to get results - and it doesn’t work because teachers need to know how to do the right thing, not that the right thing should be done. If you want to motivate teachers, you can’t just try to convince them through research evidence. That doesn’t work.
Questions?
Feedback?

Rob Watson, MCPS
twitter: @robwatson406