Data-Driven Dialogue: A Process Guide to Reviewing School Data

Overview:

- Provides an effective technique for managing the discussion and maintaining focus
- Builds awareness and understanding of participant's viewpoints, beliefs, and assumptions about data while suspending judgements
- Helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators
- Helps to generate "root cause" discussions that move from identifying symptoms to possible causes of student performance
- Helps to narrow your focus and determine the urgent student learning need

BEFORE YOU BEGIN:

Determine the data to be reviewed and discussed prior to initiating Data Driven Dialogue. Refer to Data Inventory and other sources of data:

- Quantitative data (Report Card Marks, ACEL data, results, etc.)
- Qualitative data (Observations, Conversations and Products)
- Classroom assessments (diagnostic, formative and summative)
- Contextual data (demographic, program, student, school)

Phase 1: Predictions 5min	Phase 2: Observations 15 min	Phase 3: Inferences 10min	Phase 4: Now What? 10 min
Dialogue takes place before you see the data. During this time, you activate prior knowledge, surface assumptions, determine expectations, and make predictions, thus creating readiness to examine and discuss the data. You hear and honour all assumptions and ideas as "building blocks for new learning".	Engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. Avoid using the following: *because…, therefore…, it seems…, however…*	Need to make sense of what the data says and why. Generate multiple explanations for your Phase 2 observations. Identify additional data that may be needed to confirm/contradict your explanations.	What is the entire collection of evidence/data telling you? Reflect on implementation: How does the knowledge gained inform or impact your next steps? Does it lead to adopting or applying a new goal, strategy, approach, or practice?
What do I think I know?	***What is the data actually telling us?***	***What does the data suggest?***	***What intentional next steps will we take?***
Reflect and record preliminary thoughts about the data to be reviewed. ● I assume the data will show… ● I predict the data will show… ● I wonder if the data will show… ● My questions/expectations are influenced by… Some possibilities for learning are…	Write on your data and make notes Record statements about quantities, specific information and/or numerical relationships. ● I observe that… ● Some patterns/trends I notice… ● I can count… For example: over half the students…, over 90% were below standard, there's an 8% drop from last year	What inferences can you draw from this information? What specific patterns or trends are suggested here? Do your overall inferences make sense? Is there flow or logic? What additional questions may need to be investigated? ● I believe the data suggests…because… ● Additional data that would verify/confirm…	Summary of your Data Dialogue. For example… ● Need to focus on inferencing: being able to make inferences from text as a key reading comprehension skill. ● Need to focus on application: being able to select the appropriate "tool" or get the necessary information and apply it effectively to solve the problem. ● Need strategy to differentiate and/or scaffold the learning