A Collaborative Process for Engaging, Exploring, and Using Data

1 **Engaging with the Data** *Surface experiences and expectations before looking at the data*	2 **Exploring the Data** *Collaboratively analyze the data*	3 **Enacting Upon the Data** *Infer, interpret, and conclude to decide on action steps*
☐ **What is the initial question?** *What do we want to find out? What goals do we have?*	☐ **What can we say about the data?** *What significant points seem to 'pop out'? What are some patterns or trends that emerge? Are there things that are surprising or unexpected?*	☐ **What explanations, conclusions, and inferences might we draw?** *Generate at least three theories of causation before moving on to action theories.*
☐ **What predictions are we making?** *To surface expectations and experiences, make predictions about the data.*	☐ **What are some things we have not yet explored?** *Avoid rushing to premature conclusions. Consider multiple story lines.*	☐ **What additional information, data, or "other voices" might we explore to verify our explanations?** *Confirm theories of causation & get multiple perspectives. Avoid rushing to premature conclusions.*
☐ **What assumptions underlie our predictions?** *What values and beliefs underlie our predictions? Why are we making these predictions?*	**Group Process Tips** ▪ Set and discuss norms for group members. ▪ Use collaborative structured processes that build team, engage team members, and ensure equal participation.	☐ **What are some solutions we might explore as a result of our conclusions?** *Keep in mind a comprehensive approach addressing students, families, school, and community.*
☐ **What will be the application of our work?** *How will this data be used? Link to the initial question or goal.*	▪ Seek and nurture diverse perspectives. ▪ Use selected pieces of data on large displays easily read by the whole group. ▪ Depersonalize the discussion by focusing on the data and not as a mirror of personal performance.	☐ **What data will we need to guide implementation of solutions?** *The data collection and analysis cycle begins again.*

Dialoguing about Our Data: A Three-Step Process

What's the Key Question or Goal?_____

Before we see data, what predictions can we make? What assumptions underlie each prediction?

Predictions	Assumptions
I will see this….	*Because…*

What can we say about the data?
What pops out? What patterns or trends emerge?
What is surprising?
(Refrain from explaining the 'whys' of the data.)

A. What conclusions can we come to?	**B. What solutions can we explore based on our conclusions?**
C. What additional information do we need?	**D. What data can we use to track solution implementation?**

Sample of Step One: essential question, relevant
survey items, prediction and assumption chart.

How effectively do the adults on campus communicate with each other?

Predictions	Assumptions
I think I will see this…	*Because…*

Item #13 Communication is a real problem in this school.

Item #3 Teachers and staff are invited to provide input on important school decisions.

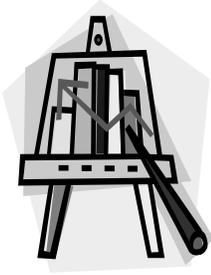**Survey Response Points**

5 Strongly Agree

4 Agree

3 Not Sure

2 Disagree
1 Strongly Disagree

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Conducting a Data-Driven Dialogue
(30-40 minute process)

Before the Meeting

- Select Question and the Data: Identify one essential question you want to address through the data. Select one or two pieces of data to be examined that address your essential question. One or two pieces will suffice to learn the process. When using this abbreviated process, narrowly define the question or goal.
- Prepare Visuals: Create large visual displays of the data to view easily as a group. Cover the actual data until step two.
- Recording Tool: Have flip chart, chalkboard, or computer ready to record brainstorming.
- Designate Tasks: Appoint timekeeper, recorder and facilitator.

Introduction (Facilitator) [2 Minutes]

Share the purpose of meeting and outcomes desired which is
to participate in a data-dialogue discussion about [state data being used].

Step One: Predictions and Assumptions [5 Minutes]

Identify the question to be examined that relates to the data.
For example: *What do our students say about having caring relationships with staff?*

Do not show the data yet. Make predictions (*This is what I think I will see…*) and examine the assumptions of the predictions (*I will see this because…*)

Step Two: Exploring the Data [5-10 minutes]

Now show the data on a large chart and ask: *What does the data show? What patterns or trends? What surprises?*
Refrain from the 'why' discussion. This is not about explaining, but is about sorting, analyzing, comparing and contrasting.

Step Three: Acting on the Data [5-10 minutes]

Then ask:
A. *What causes can we theorize? What are our conclusions?*
   Brainstorm at least 3 causation ideas.
B. *What other data or information would be useful to address our question?*
   Chart ideas.
C. Then, based on causes, brainstorm action steps or solutions for consideration.

One Strategy (Facilitator) [10 minutes]

Lead the group to consensus to agree to discuss one of the solutions or actions.
Ask: *How would we know that this action is achieving the outcomes we expect?*

Debrief [5minutes]

Ask: *How well did the process work? How could this process be used?*