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**Name of Protocol: Data Driven Dialogue**

**Purpose:** The Special Education Family Survey is designed to provide data that informs district/community school efforts to 1) increase the percent of parents/caregivers with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities, 2) decrease disparities based on race and disability category, and 3) increase the number of parents/caregivers who inform district/community school improvement planning by responding to the Special Education Family Survey.

This protocol aims to make shared meaning of the Special Education Family Survey data for a particular school district/community school while encouraging equal voices.

**Phase 1: Observations**

During this phase, you engage with the actual data and note only the facts that you can observe in your data. Avoid adding your opinions or conclusions in this phase.

1. While listening about the data, record several of your observations using the following thought-starters:

* + - I observe that…
    - Some patterns/trends I notice…
    - I can count…
    - I’m surprised that I see…
    - Imbalances in the data that I see are…

**Phase 2: Inferences**

*Facilitator, instruct:* During this phase, you create multiple explanations for your Phase 1 observations, identify additional data that may be needed to confirm/contradict your explanations or propose solutions/responses and identify data needed to monitor implementation of your solutions/responses.

1. Before sharing with your colleagues, reflect using the following thought-starters:

* + - I believe the data suggests…because…
    - I believe a disparity is indicated when…and this stems from…
    - Additional data that would help me verify/confirm my explanation is…
    - I think the following solutions/responses that address the needs implied in the data…
    - Additional data that would help guide implementation of the solutions/responses and determine if they are working…
    - My next steps implied by this data are…

2. Participants share inferences in a dialogue. Facilitator should ensure the discussion moves toward solutions and implementation by the end of the dialogue.

**Credit:**

Love, N. (2002) *Data Driven Dialogue Summary.* National School Reform Faculty.

<https://www.nsrfharmony.org/wp-content/uploads/2017/10/data_driven_dialogue_0.pdf>

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**Indicator 8 Data Driven Dialogue Note-catcher**

|  |  |
| --- | --- |
| **Phase 1:**  **Individual**  **Observations** | ***Use the following thought-starters to guide your observations of the data:***   * I observe that… * Some patterns/trends I notice… * I can count… * I’m surprised that I see… * Imbalances in the data that I see are… |
| **Phase 2:**  **Small Group**  **Inferences and Priorities** | ***Use the following thought-starters to guide your inferences from the data:***   * I believe the data suggests…because… * I believe a disparity is indicated when…and this stems from… * Additional data that would help me verify/confirm my explanation is…   ***Priorities for our Network in 2023-24 should be:***   * I think the following solutions/responses that address the needs implied in the data… * Additional data that would help guide implementation of the solutions/responses and determine if they are working… * Our next steps implied by this data are… |

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**Priorities and Next Steps for the Family and Community Engagement Network (Barb records on slide)**

**Priorities:**

**Next Steps (Actions):**

**Digging In the Data:**

**Regional Data Discussion Note-catcher**

|  |  |
| --- | --- |
| **Step 1 (5 mins each)** | Share the data you brought. What is it and why did you bring it? What are your priorities for your region? |
| **Step 2 (10 mins)** | Discuss and organize common concerns and priorities to address across the region.  Common concerns:  Common priorities: |