

# Data Dialogue

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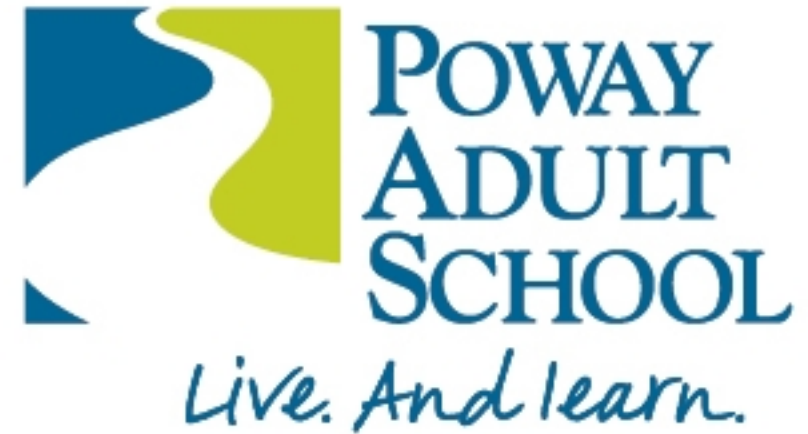
Implementing a Data Dialogue Protocol to Target Instruction  
and Improve Student Outcomes

TAP Webinar – October 29, 2018

# A little about us ...

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- Poway Adult School
- Kathleen Porter
- Pam Garramone



# More about us ...

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- Adult Education Consortium: Education to Career Network (North San Diego County)
  - Escondido Adult School
  - Palomar College
  - Poway Adult School
  - Ramona Adult School
  - San Marcos Adult School
  - Vista Adult School



# Objectives

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- Cite the differences between discussion and dialogue
- Become familiar with a Data Dialogue Protocol process and outcomes
- Increase ability to interpret data and make data meaningful
- Identify simple steps to implement in your agency



# Session Overview

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- Data Dialogue Protocol Used
- Implementation at Poway Adult School
- Results and Insights
- Next Steps
- Guided Practice



“If you want to change the culture, you  
have to change the conversation.”

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Peter Block, Flawless Consulting

# Background Information

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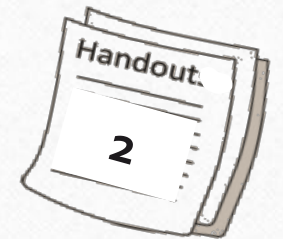
- Discussion v. Dialogue
- Levels of Listening
- Three Questions
- Group Dialogue Discussions and the Research behind ...
  - Private think time
  - Wait time
  - Listening ... Pause, Reflect, Rephrase
  - Capturing thoughts exactly as said



# Data Dialogue Protocol

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- (Phase I) Predictions
- Distribution and Examination of Data
- Additional Clarifying Questions
- (Phase II) Go Visual
- (Phase III) Observations
- (Phase IV) Inferences
- Implications for Teaching and Learning





# Facilitation Plan

## (60 – 90 minutes)

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- Review Protocol (3 minutes)
- Presentation (5 minutes)
- Clarifying Questions (4 minutes)
- Predictions (3 minutes)
- Distribution and Examination of Data (7 minutes)
- Additional Clarifying Questions (3 minutes)
- Go Visual (10-30 minutes)
- Observations (10 minutes – 5 each fill out and reports out)
- Inferences (10 minutes – 5 each fill out and reports out)
- Implications (10 minutes)
- Debrief (3 minutes)

# A Look at Our Implementation

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- Why did we decide to do this?
- What problems were we trying to solve?
- Who did we invite to participate?
- When did we meet?
- How did we organize the meetings?
- How much did it cost?

# What Data?

- What types of data were used?
- How did we decide which data to review?



# Results

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- Quantitative (Objective - Number Facts)
- Qualitative (Subjective – Anecdotal)



# Insights

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- What to Consider?
  - Fear of airing data publicly
- What Worked?
  - Having a whole team look at data (not in isolation)
  - Dedicated time (and adhering to meeting start and end times)
- What Didn't?
  - Providing too much information
  - Time constraints
  - Deviating from the protocol
- What Did We Learn? A LOT!!!!

# Next Steps

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- Continue the Data Dialogue Process (in fourth year now)
- Invite New (and Returning) Team Members
- Accomplishments and New Goals:
  - Expanded Practice through PLC's Incorporated Student Goals to Improve Instruction and Relevance
  - Reviewed Board Policy and Changed our Graduation Requirements
  - Incorporating Acceleration Strategies
  - Integrating Instruction

# Guided Practice



# Phase I: Predictions

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- I assume ...
- I predict ...
- I wonder ...
- My questions/expectations are influenced by ...
- Some possibilities for learning that this data may present are ...



# Phase II: Go Visual

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- Re-create the data visually, on large sheets of paper, or data wall, etc ...
- Mark up the data to better understand it. (Highlight trend lines, do math calculations)

## AEP Summary 2017-18 Consortium Rollup

### Literacy Gains

Program Areas	Enrollees	Enrollees with Pre/Post	EFL Gains Achieved
English Language Learner (ESL/ELL)	2647	1911	1104
Basic Skills (ABE)	596	362	217
High School Diploma (HSD)	856	567	378
High School Equivalency (HSE)	520	272	204
Career and Technical Education (CTE)	150	131	96
Programs for Adults with Disabilities	2	2	2
Adults Training for Child School Success	0	0	0
Workforce (Re)Entry	400	312	177
Pre-Apprenticeship	1	0	0
No Designated Program	0	0	0
<b>Total</b>	<b>5172</b>	<b>3557</b>	<b>2178</b>
Students 2+ Programs	1142	809	518
Total Unduplicated Students	3873	2617	1578

Note: These are only learners that pre-tested and completed at least 12 hours of instruction

Largest # of enrollees is in ELL, also with largest # of services needed  
2nd largest # of enrollees is in CTE, also with 2nd largest # of services

### Outcomes

Program Areas	Enrollees	Other Literacy Gains	HSD/HSE Achieved	Post-Secondary Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Postsecondary Achieved
English Language Learner (ESL/ELL)	3654	913	14	63	411	156	119
Basic Skills (ABE)	1014	185	40	40	156	51	92
High School Diploma (HSD)	865	140	166	58	111	32	62
High School Equivalency (HSE)	527	163	125	74	105	29	39
Career and Technical Education (CTE)	1420	786	10	282	166	44	99
Programs for Adults with Disabilities	45	11	0	4	2	1	3
Adults Training for Child School Success	0	0	0	0	0	0	0
Workforce (Re)Entry	950	368	15	57	121	51	33
Pre-Apprenticeship	1	1	1	0	0	0	1
No Designated Program	0	0	0	0	0	0	0
<b>Total</b>	<b>8476</b>	<b>2627</b>	<b>394</b>	<b>578</b>	<b>1072</b>	<b>357</b>	<b>448</b>
Students 2+ Programs	1777	590	101	126	225	66	100
Total Unduplicated Students	6501	1891	276	433	823	283	332

Note: These are students for whom an outcome was entered or they were in the Palomar Data Match

### Services

Program Areas	Enrollees	Enrollees w/ any Service Received	Supportive Service Received	Training Service Received	Transition Service Received	Career Service Received
English Language Learner (ESL/ELL)	4934	2303	2358	2188	945	969
Basic Skills (ABE)	1817	666	693	621	373	425
High School Diploma (HSD)	964	964	1023	967	381	302
High School Equivalency (HSE)	742	735	781	748	185	415
Career and Technical Education (CTE)	1840	1318	1261	972	780	739
Programs for Adults with Disabilities	77	34	34	14	36	21
Adults Training for Child School Success	0	0	0	0	0	0
Workforce (Re)Entry	1524	1054	739	510	614	476
Pre-Apprenticeship	2	2	2	2	0	0
No Designated Program	0	0	0	0	0	0
<b>Total</b>	<b>11900</b>	<b>7028</b>	<b>6891</b>	<b>5923</b>	<b>3314</b>	<b>3347</b>
Students 2+ Programs	2214	1522	1444	1300	497	635
Total Unduplicated Students	9479	5301	4817	4246	1617	1757

Note: These are all the students serviced by the consortium

# Phase III: Observations

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- I observe that ...
- Some patterns I notice are ...
- I can count ...
- I'm surprised that I see ...

# Phase IV: Inferences

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- I believe the data suggests ... because ....
- Additional data that would help me verify/confirm my explanation is ...
- I think the following are appropriate 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 ...

# Questions

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# Presenter Contact Information

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**Career Technical, Adult and Alternative Education**  
**(858)-668-4024**

# References and Resources

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- Data Driven Dialogue, School Reform Initiative,  
[http://schoolreforminitiative.org/doc/data\\_driven\\_dialogue.pdf](http://schoolreforminitiative.org/doc/data_driven_dialogue.pdf)
- Creating Flow: From Discussion and Debate to Dialogue, YouTube,  
<https://www.youtube.com/watch?v=OELtUIiNP-4>
- Using Data in Adult Education “A Data Documentary”  
<https://www.youtube.com/watch?v=dP3riRvGcBc>