SEED Data Reflection Protocol

This tool, adapted from the ATLAS Looking at Data Protocol from the National School Reform Faculty Harmony Education Center (nsrfharmony.org) and the SEL Data Reflection Protocol from the Collaborative for Academic, Social, and Emotional Learning (casel.org), presents a structured reflection process for district partners to observe trends and discuss ideas for actionable next steps using data from the Oregon Department of Education's Student Educational Equity Development (SEED) Survey. It emphasizes the importance of examining data with an equity lens and elevating a range of perspectives when interpreting data. This tool includes a facilitator's guide and a participant handout.

Why is equity a critical lens for data reflection?

Data reflection should inform decision-making that promotes equitable outcomes for all members of the school community. For example, if a district or school team is reviewing data from the SEED survey to inform their strategy for increasing opportunities for learning in an academic content area, they would need to consider questions like "Do the students who responded to this survey represent the larger community of families in our school? Who was left out of this survey and how can we gather their perspectives?" or "Do we see a difference in survey responses based on home language/race/education level/age of children/academic achievement of children? What can we learn from those differences about the way we are providing opportunities to learn?" Without questions that push the team to apply an equity lens, there is a risk of overlooking how aspects of identity such as gender, race, ethnicity, or socioeconomic background contribute to the story the data is telling.

Things to do before using the SEED Data Reflection Protocol

Prepare the data: Data gathered through the continuous improvement process need to be summarized in charts, graphs, or short reports. Schools may be able to rely on district support to provide summaries and visualization of data. To bring equity into the conversation, see if there are ways to organize the data by subgroups (e.g., race, socioeconomic level, gender) that may highlight inequities.

Prepare questions that prompt reflection on equity: Issues of equity are not always apparent in data. Before beginning a data review protocol, draft questions that can help push the participants to consider additional factors and perspectives when making decisions that will impact the school community. These questions should be thoughtfully interspersed throughout the protocol. Resources for developing questions include your district's equity framework, Oregon Department of Education's Equity Stance, and ODE's Student Success Plans.

Think about equity of voice: An equity lens should be applied not only to the interpretation of data but also to the dynamic of the participants of the data review protocol. Consider what group agreements and/or methods of sharing will best ensure that all participants have an equitable opportunity to share their perspective. Facilitators should prepare to call this out explicitly and reorient the conversation if it becomes inequitable. Further, when interpreting data, it is important to consider which voices are not at the table, what blind spots this may create, and whether to seek out more perspectives.

SEED Data Reflection Protocol —Facilitator's Guide

Before or at the start of the meeting:
- Designate a participant to take notes during the meeting. This can also be an observer whose sole focus is note-taking.
- If the participants are part of a regularly meeting group with established norms, revisit those norms and how they apply to this discussion.
- Preview the steps below so participants know what to expect. Be sure to explain the difference between describing the data objectively (step 1) and offering interpretations about the data later in the protocol.

1. **Facts: Frame the data review/Describe the data. (10 minutes)**

   a. The team member who prepared the data gives a brief statement of their open-ended focus question related to the SEED data. The objective of the presenter is to provide a framework for the SEED data review. The framework might be a problem of practice that can be explored using SEED data, one of the main topics addressed in the SEED survey (eg, Opportunity to Learn), or a plan to share data with students.

   b. Facilitator asks: *What do you see?*
   Data review team members describe what they see in the data in a neutral way, avoiding interpretations, judgement, or conclusions. If there is little or inequitable engagement, you can use the following techniques:
   - Have team members take notes independently about what they see and then share out.
   - Have team members discuss what they see in small groups and then share out.

   c. Use follow-up prompts:
   - *Look at parts of the data that relate to the students you work with. What do you see?*
   - *Are there any noticeable differences among the populations represented in the data? Similarities?*
   - *Are there any clarifications you need about how the data are presented?*

   If judgments or interpretations arise, prompt the team to describe the evidence that supports their argument. Use the following prompts to redirect interpretations:
   - *That sounds like an interpretation. Be sure to write that down so we can discuss it later.*
   - *Remember, let's try to read the data objectively first so the discussion about interpretations can be well-informed.*
   - *We want to wait to make interpretations until we've established what everyone can agree on about this data.*

   Compile the team's observations on chart paper, a whiteboard, or anywhere that is visible to the whole team. The notetaker should record the team's observations as well.

2. <u>Omissions</u>: **What information is missing in this data? (3-5 minutes)**

   a. Facilitator asks: *What additional information could help us interpret this data?*
   b. As needed, use one or more of the following prompts to stimulate discussion:
      - *Who is not represented in this data?*
      - *Whose experiences or perspectives should we learn more about to understand this data?*
      - *Do certain student voices represented have more influence at our school than others?*
      - *What personal biases should we be mindful about before we move into the interpretation stage?*
      - *What additional context (such as race, gender, ethnic background, socioeconomic level) should frame how we interpret and make decisions using this data?*

3. <u>Interpretations</u>: **What do the data suggest? (5-10 minutes)**

During this section of the protocol, the participants make sense of what the data says about the focus question or problem of practice. Encourage the group to think creatively and try to generate as many different interpretations as possible. When appropriate, surface themes from the discussion in step 2 or pose a question to prompt reflection about equity.

   a. Facilitator asks: *What do the data suggest?*
   b. As needed, follow up with:
      - *What root causes might best account for what we see in the data?*
      - *Think about the students you work with. What does this data mean for them?*
      - *In what ways do the actions of school staff members or our organizational routines impact this data?*

   c. If engagement is low or inequitable, use the following techniques:
      - Have participants journal independently about their interpretations and then share out.
      - Have participants discuss interpretations in small groups and then share out.
      - After providing think time, pass a 'talking piece' around the table. When a participant has the talking piece, they may offer a question, a comment, or they may pass. During the passing of the talking piece, participants do not respond directly to one another.

4. <u>**Implications for Practice**</u> **(10-15 minutes)**

   a. Facilitator asks: *How might this data inform our approach to [presenter's focus question]?*

   b. As needed, follow up with:
   - *What are the ways we can innovate to address what we see in the data to be more effective and equitable?*
   - *Does the data suggest that any of our practices are ineffective? How could they be changed?*
   - *What does this conversation make you think about in terms of your practice? About teaching and learning in general?*

5. <u>**Articulating Next Steps**</u> **(3-5 minutes)**

   a. Facilitator asks: *What next steps do we propose to make this data review actionable?*

   b. As needed, follow up with:
   - *Who else needs to see this data? How will we share it?*
   - *What else do we need to know before taking action on this data? How will we gather that information?*
   - *What are we going to stop doing/start doing/keep doing as a result of this data? How will we communicate that to our staff and stakeholders?*

The team collaboratively develops next steps for taking action, assigns ownership, and sets a timeline for each.

ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

SEED Data Reflection Protocol – Participant Handout

1. **Facts: Describe the data (10 minutes)**
   - Describe—do not interpret or judge.
   - Focus on observations of 'Who,' 'What,' 'Where,' and 'When.'
   - Notice differences/disparities across the data.

2. **Omissions: What information is missing in this data? (3-5 minutes)**
   - Consider the lived experience behind this data. What additional context would be helpful to the team in interpreting and acting on this data?
   - What additional information would give us insight?
   - Whose voices and experiences are not represented?
   - What biases or blind spots might exist within our team as we interpret this data?
   - How could students help us make sense of this data?

3. **Interpretations: What does the data suggest? (5-10 minutes)**
   - Look for the bright spots and think about what may be contributing to success.
   - Consider root causes.
   - Connect the data to your personal observation and experience without blaming or naming individuals.
   - Interpretations should be framed with an equity mindset.

4. **Implications for Practice (10-15 minutes)**
   - What are ways we can innovate to be more effective and equitable?
   - Do the data suggest that any of our practices are ineffective? How could they be changed?
   - What does this conversation make you think about in terms of your practice? About teaching and learning in general?
   - What ambitious yet feasible actions could our team take?

5. **Next Steps (3-5 minutes)**
   - Next steps (think communication, further inquiry, and possible adjustments to program implementation)
   - My personal next steps