

# ATLAS Protocol - Looking at Data

*Protocol for reviewing summarized and quantified data*

Time	Protocol Steps	Facilitator Tip
5 min	<p><b>Getting Started</b></p> <ul style="list-style-type: none"> <li>● Gather a diverse group of data reviewers</li> <li>● Review group norms</li> <li>● Briefly introduce the data set</li> <li>● Give individual time to review data in silence</li> </ul>	<p>Provide a very brief statement of the data and avoid explaining any conclusions about the data.</p> <p>It is sometimes helpful for the facilitator to take notes</p>
10 min	<p><b>Describing the Data:</b> What do you see?</p> <ul style="list-style-type: none"> <li>● Group gathers as much information as possible from the data.</li> <li>● Group members describe what they see in data, avoiding judgments about quality or interpretations.</li> </ul>	<p>Prompt individuals to identify where their observation is being made, when necessary.</p> <p>If someone offers judgements or interpretations ask them to describe the evidence that lead to that interpretation.</p> <p>Notes can be captured on chart paper.</p>
10 min	<p><b>Interpreting the Data:</b> What does the data suggest?</p> <ul style="list-style-type: none"> <li>● Group tries to make sense of what the data says and why.</li> <li>● Try to find as many different interpretations as possible and evaluate them against the evidence.</li> </ul>	<p>Encourage participants to think broadly and creatively. If they hear a different interpretation, ask questions that help them better understand each other's perspective.</p> <p>Each participant's job is to see what others may see.</p>
15 min	<p><b>Implications:</b> What are the implications of this data for our district's plan?</p> <ul style="list-style-type: none"> <li>● How is our system serving our students?</li> <li>● What does this conversation make you think about in terms of our current priorities?</li> <li>● What are the implications for equity?</li> </ul> <p>What is our focus to learn more about from our community?</p> <ul style="list-style-type: none"> <li>● What are the 1 to 3 most important focus areas for engagement?</li> </ul>	<p>If implications came up in earlier steps of the protocol, write them down for this section. At the start of this section acknowledge them and allow the participant to speak to them at this point if needed.</p> <p>When using this protocol for other purposes, change these questions to fit the need.</p>

	<ul style="list-style-type: none"> <li>• Who do we need to engage with to learn more about these focus areas?</li> <li>• What do our community partners believe might be the most effective way to engage?</li> </ul>	
5 min	<p><b>Debrief the Process:</b></p> <ul style="list-style-type: none"> <li>• How well did the process work?</li> <li>• What about the process helped you to see and learn interesting or surprising things?</li> <li>• What could be improved?</li> </ul>	

*Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking at Data by Dianne Leahy. Adapted for Oregon's Integrated Guidance by Brian Bain and Megan McCarter 2022*