“Discussions around data can make people feel ‘on the spot’ or exposed, either for themselves, their students, or their profession. The use of a structured dialogue format provides an effective technique for managing the discussion and maintaining its focus” (National School Reform Faculty). In the *Data Analysis Protocol*, participants look at data, make inferences about the data, explore root causes and implications, and consider next steps. Facilitators and participating teams answer guiding questions to facilitate a meaningful discussion around the data.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Guiding Questions</th>
<th>Tips</th>
</tr>
</thead>
</table>
| **Describing the Data** | ● What do you see in the data?  
● What are the most concerning gaps?  
● What data would be useful to further explore the identified gaps?  
● What are the most relevant data and information sources to use?  
● If data are available, what are the long-term trends for the identified gaps? | - Only describe what you observe in the data.  
- Identify where the observation is being made (e.g. On page two, five of six schools…).  
- Provide gentle reminders to only describe observations with evidence and not judgements about the data. |
| **Interpreting the Data** | ● What do you think the data suggest?  
● What could potentially be a root cause for any disparities or gaps noted in the data?  
● Based on the data, what is happening and why?  
● Which root cause(s) are the most foundational? | - This is the time for speculation.  
- Listen to each other’s interpretations and ask questions for clarity.  
- Identify a problem of focus and a hypothesis. |
| **Making Implications** | ● What steps could be taken?  
● What strategies might be effective?  
● What else would you like to see happen? What kinds of assignments or assessments could provide this information?  
● What are the implications for equity? | - Brainstorm strategies to address the root cause of the problem of focus.  
- Prioritize the strategies by ease, significance, and impact. |