**Student SEL Data Reflection Protocol  
Adapted from CASEL’s** [**SEL Data Reflection Protocol**](https://schoolguide.casel.org/resource/sel-data-reflection-protocol/) **for adults and the** [**ATLAS Protocol**](https://www.nsrfharmony.org/wp-content/uploads/2017/10/ATLASData-N.pdf) **from NSRF**

This protocol provides a structured way for educators to engage in meaningful data reflection conversations with students and elevate their perspectives when interpreting data and making school-level decisions. We hope that educators will use this protocol to equitably involve students in conversations with adults to identify areas of growth and make data-driven decisions around continuous improvement for [transformative SEL (tSEL)](https://casel.org/fundamentals-of-sel/how-does-sel-support-educational-equity-and-excellence/transformative-sel/) implementation. Choosing to use this protocol emphasizes the importance of examining data from a student-centered perspective, which encompasses equity and power sharing.

**When to use the protocol**

Use this protocol to support students to lead and participate in conversations about data. Adults should primarily act as observers and active listeners. Adults should engage in the discussion from a place of curiosity and support, with care to honor and learn from students’ perspectives and interpretations of data.

Participants must represent a range of viewpoints for a rich and effective conversation. Ensure that when convening a group, participants include students who are of color, are eligible for free and reduced lunch, are English language learners, are enrolled in special education programs, and who experience marginalization in other ways.

With this protocol, students can:

* Identify disparities in their experiences that inform equity gaps in the data.
* Dialogue about differences in perspectives amongst student and adult stakeholders about the root causes that lead to data disparities.
* Share power in data-driven decision making that is consistent with students’ and their classmates’ developmental stages, cultural backgrounds, and individual differences.

Consider using this protocol to review and analyze:

* District-level academic and climate data
* School and classroom climate data
* School and classroom academic data
* Behavioral or attendance data

Ensure that you remove any detail that could identify individual students.

**Why is student voice critical for data reflection?**

Students are most impacted by decisions made for their schools and classrooms; however, students are often left out of important conversations that shape their learning experiences. Student involvement in data reflection provides necessary context to support equitable, inclusive, and culturally responsive decision-making in schools. Student involvement in data reflection also provides adults with the opportunity to diverge from their ways of thinking and understand issues from a student perspective, which leads to the formation of stronger student-adult relationships. This protocol supports more informed decisions about tSEL implementation while also promoting student agency, belonging, and problem-solving skills which are central to their tSEL development.

Prior to using the student facilitator’s guide, refer to [**Key Responsibilities of a Student Member of an SEL Team**](https://schoolguide.casel.org/resource/key-responsibilities-of-a-student-member-of-an-sel-team/) and[**Supporting Student Members of the SEL Team**](https://schoolguide.casel.org/resource/supporting-student-members-of-the-sel-team/)to prepare students for the facilitator role and to create an equitable space for their participation.

**Student SEL Data Reflection Protocol — Student Facilitator’s Guide**

**At the start of the meeting:**

* Designate someone, other than the facilitator, to take notes during the meeting.
* Open with an introductory question that invites all voices into the room and builds comfort and familiarity. Choose a question that you believe your group will be excited about and feel comfortable answering, to get the conversation flowing. For example:

*Let’s go around the circle to introduce ourselves. Tell us your name and…*

* + - *What song that has been stuck in your head lately.*
    - *Tell us about an object that you are carrying in your backpack/pocket/wallet and what it means to you.*
    - *One thing you wish all staff at our school understood about students’ experience.*
* Develop [shared agreements for the meeting](https://schoolguide.casel.org/resource/establish-norms-for-data-informed-conversations/).
* Preview the steps below so the group knows what to expect.
* Present the data you’ll be discussing in a format that is clear and easy to understand, and give the group some quiet time to look at it individually.

1. **Facts: Describe the data.**

**Facilitator notes:**   
Later students will interpret the data, but at this point they are only observing and noticing.

Here you want students to identify what is important as it relates to their experience and their school environment, and discuss how the data deviates from or aligns with their expectations. Their views do not need to align with what adults see as important or surprising. To avoid “steering” the conversation, any adults present should focus on listening with an open mind and resist the impulse to suggest what students should focus on.

Ask: ***What do you see in the data?***

* *What seems important in the data? Why?*
* *What is surprising about the data?*
* *What is not surprising about the data?*
* *Which items are most important to you as a student?*

If there is little engagement, or if only a few people are sharing their   
ideas, try one of these options:

* Take 3-5 minutes for everyone to write down their thoughts   
  on paper, then go around the circle to give everyone the   
  opportunity to share out. Take notes on chart paper or a   
  whiteboard where everyone can see, and when all have had   
  the chance to share, work together to make connections and   
  draw out themes from the notes.
* Break apart the larger group into smaller groups to discuss what   
  they see. Place students into groups together, and adults in   
  a separate group. After 5-10 minutes or when conversation   
  has slowed down, bring the group back together and invite   
  each group to share out about their conversation, beginning   
  with the students. Take notes on chart paper or a whiteboard   
  where everyone can see, and work together to make connections   
  and comparisons, and draw out themes from the notes.

**Facilitator notes:**   
Here, you want to learn about students' lived knowledge that adults are unaware of to provide accurate interpretations of the data. This knowledge is *critically* missing in traditional conversations where adults discuss data and make decisions without students.

‘Lived knowledge’ can be rooted in students' school, home, and community experiences. The additional information provided by students often influences adults' interpretations of the data.

1. **Omissions: What’s missing?**

Ask: ***What information is not shown in the data?***

* *What else should we know about your experiences at   
  school to understand the data more accurately?*
* *Do you think this data represents the experiences of   
  all students or just some? Do all students have the   
  same experience? How/how not?*
* *What groups of students should we talk with to learn   
  more about the data? What might they say?*
* *What would your peers want to know more about  
  based on this data? What about your parents or caregivers?*

**3. Interpretations: What does the data suggest?**

**Facilitator notes:**   
Here, students are making sense of the data. Students should feel empowered to see their day-to-day experiences as important information that can help them identify root causes of the results they see in the data.

Allow time for the group to write individually or discuss first with a partner or small group. This provides processing time and supports equitable sharing.

Ask: ***What can we conclude about our school from the data?***

* *What has this data taught you about our school?   
  Has it confirmed anything that you already knew?*
* *What issues or problems does this data highlight?   
  What feels most important?*
* *Think about your daily experiences at school. What have   
  you seen that may have contributed to the data?   
  (probe: instruction, enforcement of discipline, etc.)*
* *Think about how students interact with adults at school.   
  How do you think student-adult relationships   
  might have contributed to the results?*
* *What about student-student relationships?*

**4.** **Implications for Practice**

Ask: ***How can we use this data to improve our school?***

**Facilitator notes:**   
Here, students are communicating what they learned from the data and sharing ideas of how to use this information for school improvement.

* *Based on our conversation, what things should we start   
  to improve on first?*
* *Who needs to be a part of the improvement process?*
* *What solutions can you think of to either gather more   
  information, or to improve our school’s data?*
* *Do our solutions work for all students or just some groups   
  of students? Who will our solutions affect the most?*
* *What support do we need to bring other students and staff   
  on board to work together toward these improvements?*

**5. Articulating Next Steps**

**Facilitator notes:**   
Here, the group collaborates to develop action steps, discuss who will be responsible for each action, and set a timeline to complete them. Consider how action steps can involve students and adults working together in partnership.

After the meeting, the notetaker should send a record of the group’s key insights and recommendations to all participants within 24 hours of the meeting. To ensure these notes accurately represent the conversation, students should review the summary together, then deliver to any school leaders or decision-makers who were not present.

School leaders should then reply to students as soon as possible about how their insights and recommendations have been received and acted upon.

Ask: ***What are our immediate next steps for improvement?***

* *Do we need to talk with more students to gather   
  more information? If so, how will we collect new data?*
* *Does anyone else need to see and share reactions   
  to this data?*
* *How can we spread the information about our   
  proposed solutions and collect feedback from   
  fellow students?*
* *What should our school community start/stop/keep   
  doing based on our conversation?*