

Looking at Data

PARTICIPATORY APPROACHES TO MAKING SENSE
OF EVALUATION RESULTS

Contents

Data use principles

Using data protocols

- Data-to-Practice
- Predict-Observe-Interpret-Plan
- Root Cause Analysis
- Significance and Control

Debriefing data virtually

Measurement and Evaluation Guiding Principles

Commitment to honest **inquiry** and ongoing organizational **learning**

Respect for the **dignity** of children, youth, families, and communities

Elevation of evaluation practices that advance **racial equity**

Advancement of **participatory** approaches to the evaluation of youth programs

(Similarly...) Continuous Improvement Foundational Principles

A culture of inquiry

Staff engagement across all levels

Mechanisms for organizing, sharing, and reflecting on data

Realistic and incremental goals

Inclusion of key stakeholders in data sharing and review

Source: Rosenberg, H. (2013). Embracing the Use of Data for Continuous Program Improvement. Family Involvement Network of Educators (FINE) Newsletter, 5(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/embracing-the-use-of-datafor-continuous-program-improvement>

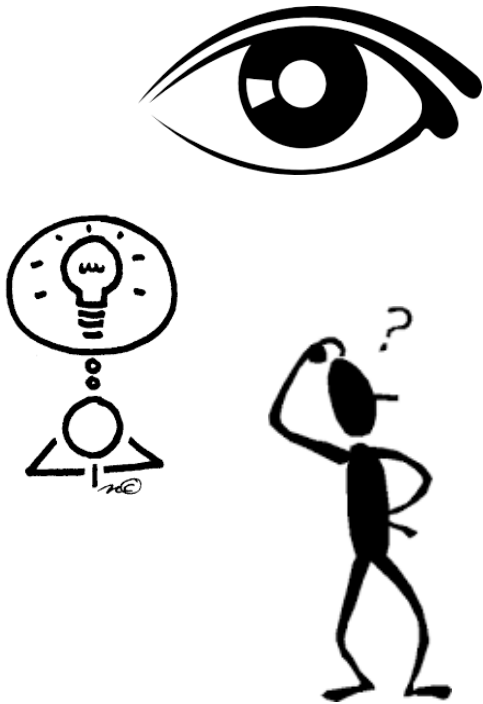
Using Data Protocols

Key assumption: Data have no meaning on their own

Data analysis and interpretation protocols:

- Help groups of stakeholders make sense of data
- Connect information about outcomes to activities or interventions
- Multiple formats and set-ups
- Common sequence of steps (What? So what? What else? Now what?)

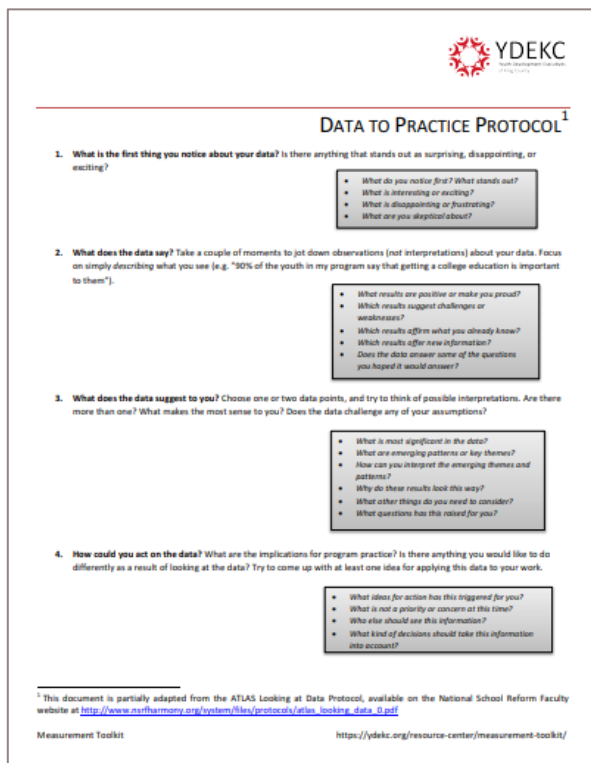
See-Think-Wonder



- What do the data say (what do you SEE)?
- What do you THINK about the data?
- What questions does the data raise (what do you WONDER)?

Images courtesy of Clip Art Panda, <http://www.clipartpanda.com/>

Data-to-Practice Protocol



The image shows a document titled "DATA TO PRACTICE PROTOCOL" with the YDEKC logo at the top. The document is divided into four numbered sections, each with a list of guiding questions. Section 1 asks about initial observations. Section 2 asks for descriptions of data. Section 3 asks for interpretations. Section 4 asks for implications and actions. A footnote at the bottom references the ATLAS Looking at Data Protocol.

YDEKC
YOUTH DEVELOPMENT EXECUTIVES OF KING COUNTY

DATA TO PRACTICE PROTOCOL¹

- 1. What is the first thing you notice about your data?** Is there anything that stands out as surprising, disappointing, or exciting?
 - What do you notice first? What stands out?
 - What is interesting or exciting?
 - What is disappointing or frustrating?
 - What are you skeptical about?
- 2. What does the data say?** Take a couple of moments to jot down observations (not interpretations) about your data. Focus on simply describing what you see (e.g. "80% of the youth in my program say that getting a college education is important to them").
 - What results are positive or make you proud?
 - Which results suggest challenges or weaknesses?
 - Which results affirm what you already know?
 - Which results offer new information?
 - Does the data answer some of the questions you hoped it would answer?
- 3. What does the data suggest to you?** Choose one or two data points, and try to think of possible interpretations. Are there more than one? What makes the most sense to you? Does the data challenge any of your assumptions?
 - What is most significant in the data?
 - What are emerging patterns or key themes?
 - How can you interpret the emerging themes and patterns?
 - Why do these results look this way?
 - What other things do you need to consider?
 - What questions has this raised for you?
- 4. How could you act on the data?** What are the implications for program practice? Is there anything you would like to do differently as a result of looking at the data? Try to come up with at least one idea for applying this data to your work.
 - What ideas for action has this triggered for you?
 - What is not a priority or concern at this time?
 - Who else should see this information?
 - What kind of decisions should take this information into account?

¹ This document is partially adapted from the ATLAS Looking at Data Protocol, available on the National School Reform Faculty website at http://www.nsrffarmory.org/system/files/protocols/atlas_looking_data_0.pdf

Measurement Toolkit <https://ydekc.org/resource-center/measurement-toolkit/>

Follows this basic sequence of steps
Useful for acquainting staff or other stakeholders with new or unfamiliar information

Moves from basic interpretation of data to concrete action steps

See <https://ydekc.org/resource-center/data-to-practice-protocol/>

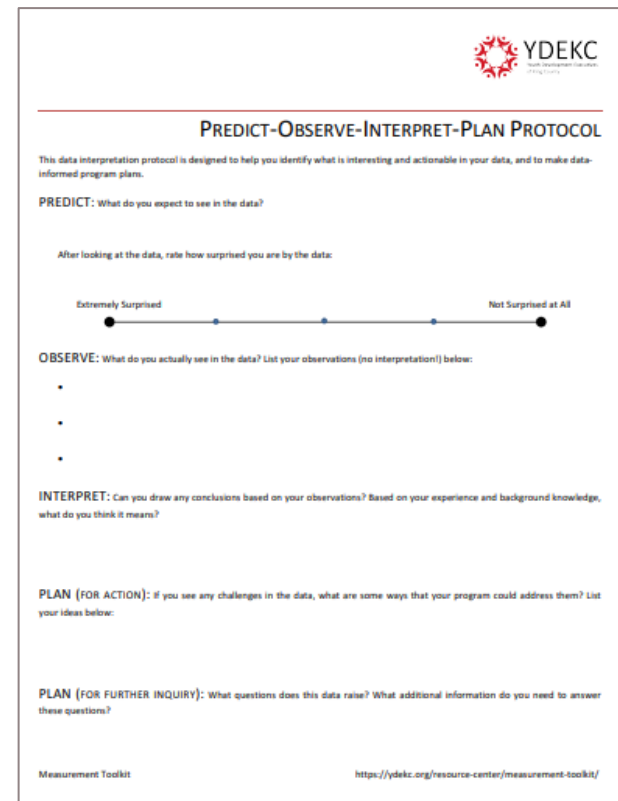
Predict-Observe-Interpret-Plan

Similar to the data-to-practice model, but asks participants to predict what they will see in advance

Works better when data will be presented in a familiar format

Also culminates in action steps

See <https://ydekc.org/resource-center/p-o-i-p-protocol/>

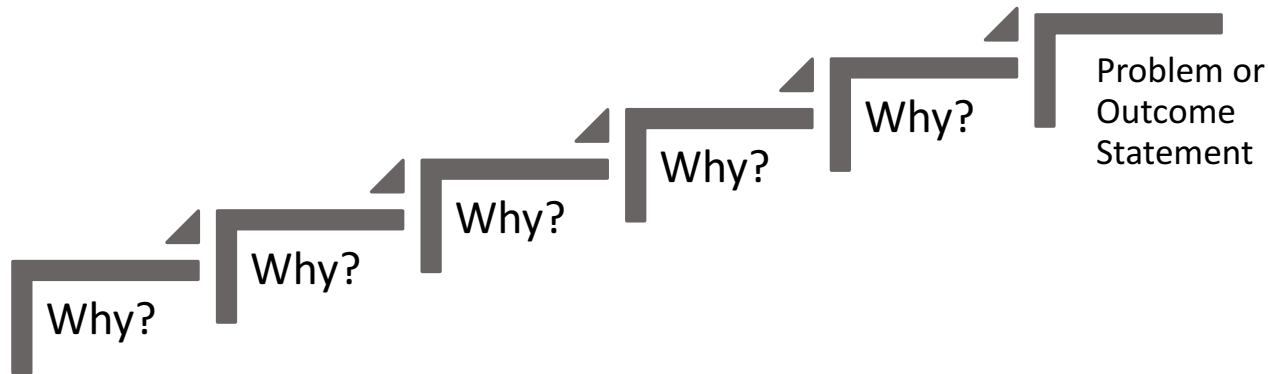


The image shows a document titled "PREDICT-OBSERVE-INTERPRET-PLAN PROTOCOL" from YDEKC (Youth Development Executives of King County). The document is a form for data interpretation. It includes the following sections:

- PREDICT:** What do you expect to see in the data?
- Surprise Scale:** A horizontal line with a scale from "Extremely Surprised" on the left to "Not Surprised at All" on the right. There are four tick marks along the line, with a black dot at the far left and a black dot at the far right.
- OBSERVE:** What do you actually see in the data? List your observations (no interpretation!) below:
 -
 -
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- INTERPRET:** Can you draw any conclusions based on your observations? Based on your experience and background knowledge, what do you think it means?
- PLAN (FOR ACTION):** If you see any challenges in the data, what are some ways that your program could address them? List your ideas below:
- PLAN (FOR FURTHER INQUIRY):** What questions does this data raise? What additional information do you need to answer these questions?

At the bottom of the page, it says "Measurement Toolkit" and provides the URL <https://ydekc.org/resource-center/measurement-toolkit/>.

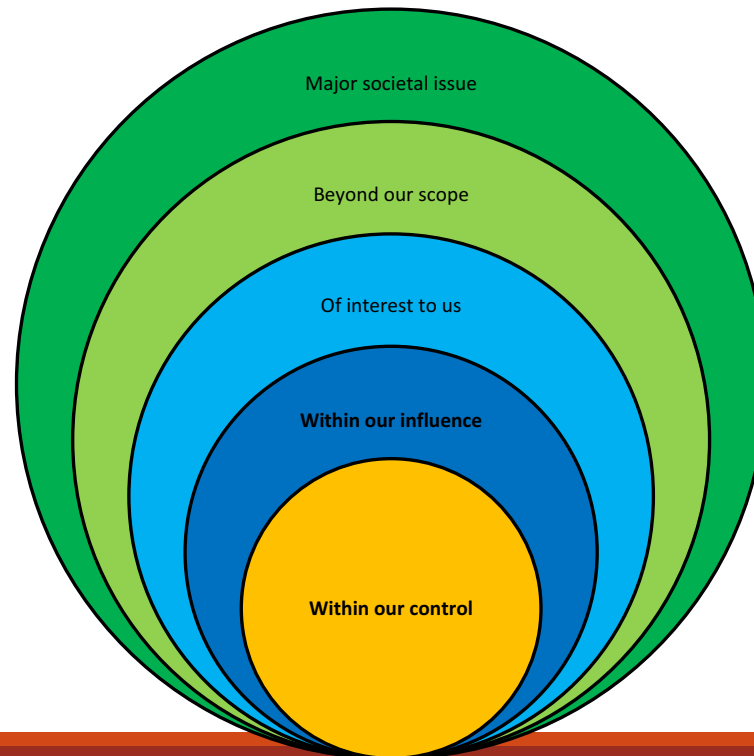
Root Cause Analysis (“Five Whys”)



- Associated with the Toyota Production Method and Six-Sigma model
- Asks participants to track backwards from an initial observation to uncover root causes
- Useful for simplifying complex problems and identifying solutions
- Also helpful in uncovering **systemic** causes of inequity

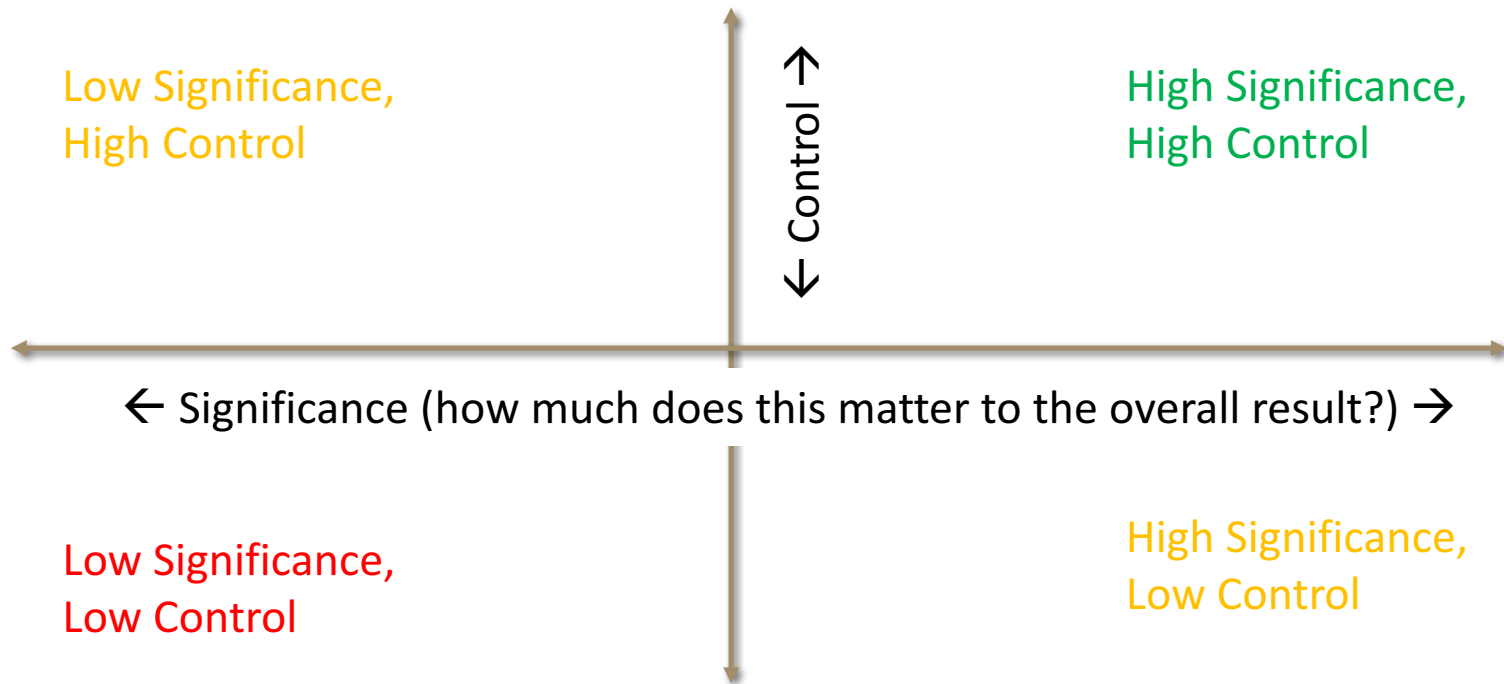
Spheres of Influence

After analyzing root causes, consider what you have the capacity to influence or change



Significance and Control

Alternatively, consider how significant each cause is to the overall result, and how much control you have over that cause



Tips for Debriefing Data Virtually



Distribute the data you will be looking at in advance

Ensure that data is presented in the clearest, simplest format possible

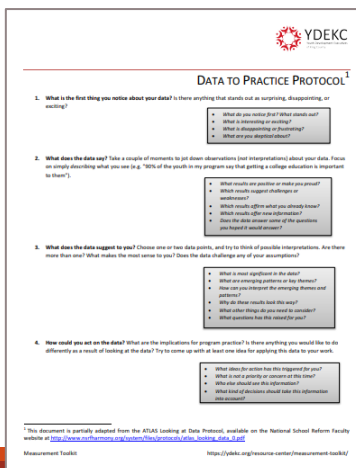
Take time to talk through and clarify before moving on to interpretation

Use web-based collaboration tools to support conversation (the example that follows uses [Google Jamboard](#))

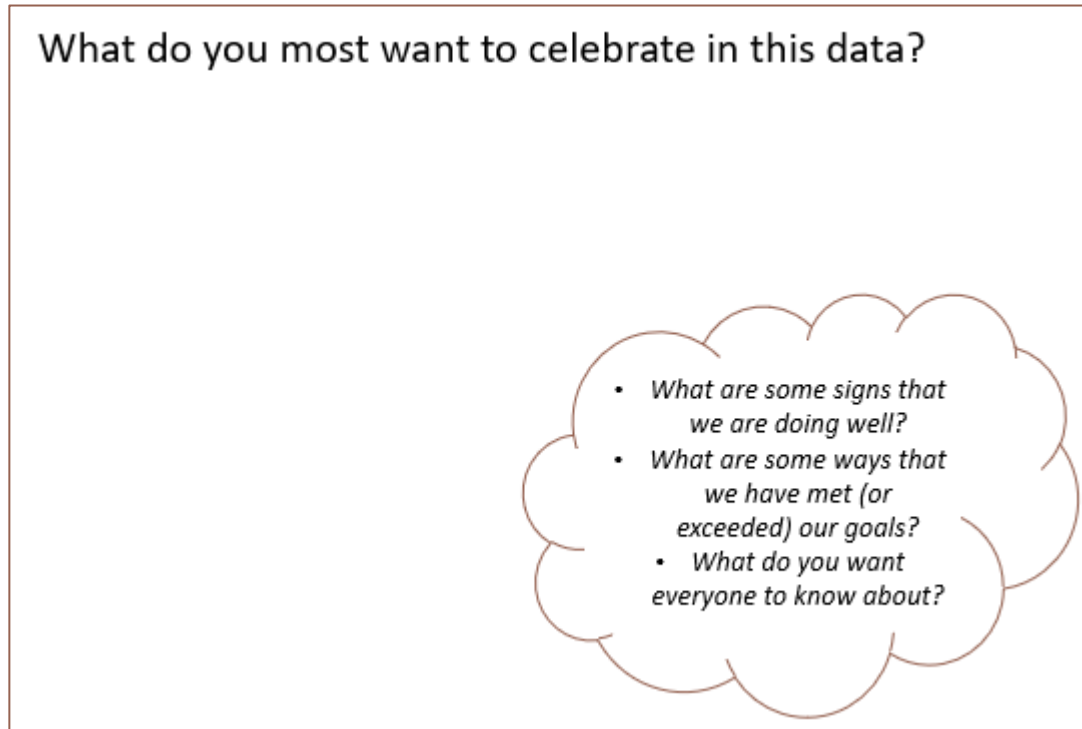
Virtual Data Debrief Example

Once you have distributed sample data to a group of stakeholders, convene a debrief session. Most participatory protocols can be adapted to an online format by following these steps:

1. Determine the protocol that is best suited to your data
2. Translate the paper-based element (worksheet, flip chart, etc.) of the protocol to the online environment



3. In Word or PowerPoint, take a screenshot of a slide featuring a question or set of questions you would like a group to consider



3. In Jamboard, make this screen shot the **background**
4. **Share** the Jamboard link with the group; make sure you have changed the settings so that others can edit!



Set background

Clear frame

What do you most want to celebrate in this data?

Participants can type, write, draw, annotate or use virtual sticky notes to respond...

You can download and share your board using the menu above

Sticky notes can be color-coded by theme or participant

Sticky notes can be grouped and re-grouped by all contributors

- *What are some signs that we are doing well?*
- *What are some ways that we have met (or exceeded) our goals?*
 - *What do you want everyone to know about?*

Final Thoughts



People sometimes have strong feelings around data – acknowledge these and lead with strengths

A group of people discussing data will result in a more nuanced understanding of that data

Power dynamics can loom large in data conversations; take time to establish common understandings while at the same time honoring multiple truths and norms