Modified Atlas Protocol

Modified by the Network for College Success adapted from the School Reform Initiative Protocols

❖ **Predictions** *What do you think this data will tell you?* *I assume…, I predict…, I wonder…, My questions/expectations are influenced by…, Some possibilities for learning that this data may present.* **(3 minutes)**	❖ **I wonder how students view the way teachers or staff should express care. What is their expectation of what that should look like?** ❖ **I think it will tell us what care looks like to the kids.** ❖ **I wonder if students share or the way their responded is influenced by a certain staff .member, one or a few, a good or negative experience?** ❖ **I would think that if you did it with different classes, especially sophomores and freshman from this year, that the sophomores would express more meaningful relationships since they spent part of the year in the building last year. Ironically in our school, it was the opposite.** ❖ **I wonder how knowing freshman would be starting virtual how that changed teachers approaches to relationship building?** ❖ **I wonder what the difference between teacher and student perception on the data would be?**
❖ **What do you see? What is the data showing us?** *We are looking for facts or numbers and all the things that stand out to us; we are not making inferences or drawing conclusions (***5 minutes).**	❖ **When comparing express care responses between Latinx and Black males, both groups rate higher like they are almost always feeling that adults are listening to them compared to Asian males, whose responses are in the middle (between almost always & sometimes)** ❖ **Low response rate from Asian males.** ❖ **Most 9th grade students are able to identify an adult that can help them if they have a problem.** ❖ **Very few students identified that they couldn't identify an adult.** ❖ **"Rarely" is the lowest percentage on the responses.** ❖ **Both Black and Latinx males rated highly that there is an adult in the building encouraging them to keep going.**

❖ **What does the data suggest?** *Based on what we see, what interpretations, questions, wonderings, and/or connections, are emerging?* **(**5 minutes).	❖ Most teachers are doing a lot and trying their best to maintain relationships with students this year. ❖ I am really surprised that Black and Latinx students are giving high ratings. I feel like those are groups of students that fall through the cracks or are target groups. Even in the virtual world, something is going right. ❖ It suggests to me that there are connections being made. It's honestly surprising the kind of connections that have been made in the virtual space. I have theories…but it's very unique that foundational relationships are being established, especially in minority communities, very important to kids. ❖ We do a lot of interventions in our schools (for Black and Latinx students). I wonder if that influenced the Asian Male responses because there might not be as much intentional work around that group. ❖ I wonder what adults they think are expressing more care--teachers, counselors, admin? o What role is that staff member playing or what environment is the student interacting with them in that allows them to provide that support? ❖

❖ **What are some implications or possible next steps?** *Based on our conversation about the data, what are the possible areas of focus? Do any goals emerge?* **(5 minutes)**	❖ How do we ensure interventions do not leave additional gaps?
	    o The needs of Asian students may not be the same as Latinx and Black students. Cultural relevance is important. Any ally or support person we can bring that can also relate to students.
	❖ We're doing work around equity, race, racism, and cultural relevance. If a staff member doesn't believe in that work, then interventions with students might not be as meaningful because they are not investing their whole selves and understanding where this student is at.
	    o What can we do???
	    o How do we identify our biases even in our attempts to express care?