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- To ensure confidentiality, data should be presented without any personally identifiable information (e.g., student/teacher names, dates of birth, student ID numbers, etc.)
- To better understand the trends that exist in your school, in addition to 2022-23 data, if

Teams may also find the Department's resources on [Culturally Relevant and Sustaining Practices](#) and the Board of Regents' [Framework on Diversity, Equity, and Inclusion in New York's Schools: A Call to Action](#) useful in exploring this topic further.

1. Provide one of the data sets you will use, along with the [Data Analysis worksheet](#).
   - Ensure that the participants understand the information presented and how to review it.
   - Review the Data Analysis worksheet and question prompts. Emphasize the entries in the "Notice" column should be limited to facts about the data, rather than speculations.
   - Caution the use of terms that lead to speculation, such as, "because," "therefore," "it seems," and "however."

2. Ask participants to study the data independently and record initial observations on the Data Analysis worksheet.

3. After providing a short amount of time for initial observations, have individuals work together, either as one large group or several smaller groups, to discuss observations. Ask participants as part of their observations to use an equity and inclusion lens when looking at the data collectively.

4. Report out findings into one entry for the team. The facilitator may want to chart and visually