

# Data-Driven Decisionmaking to Support Students Experiencing Trauma

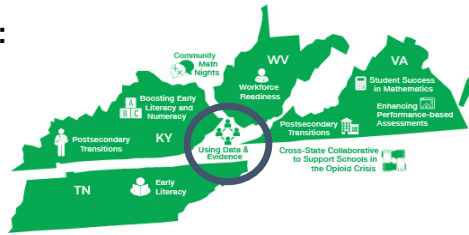
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## Cross-State Partnership Background

REL Appalachia (REL AP) partnered with education leaders in Kentucky, Tennessee, Virginia, and West Virginia to help address **shared concerns** that education leaders and staff are “data rich and information poor (DRIP).”

### The common goal:

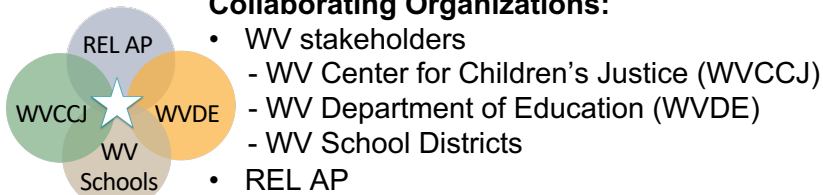
Education leaders build capacity among local educators to access, understand, and use state data resources to facilitate action at the local level.



**Theory of improvement:** Education leaders increase the likelihood of achieving common goals when they collaborate to share materials, strategies, and lessons learned.

Partners in **West Virginia (WV)** volunteered to receive intensive support to develop model products for use in WV and relevant to other states. With support from REL AP staff, **WV stakeholders** from multiple organizations partnered to lead the state-specific effort to **use data to improve support for students experiencing trauma.**

### Collaborating Organizations:



## Intensive Support in West Virginia

Since 2018, REL AP staff and WV stakeholders:



Identified an intervention – **Handle with Care (HWC)**, a free program that supports students experiencing trauma – for the focus of the state project.

**WV goal:** Improve HWC implementation and student outcomes by using a continuous improvement approach for data review, analysis, and action.



Met frequently for collaborative discussions.



Developed materials, including a Guide and Excel workbooks, to track school-level data on HWC implementation (like number of referrals, on-time notification of staff), and student outcomes (attendance, behavior, achievement).



Piloted HWC materials and provided coaching support with teams in three WV school districts.

## Piloting the HWC Materials in Schools

### Pilot 1 (Winter 2020): 1 district, 3 schools

Three school teams piloted and provided feedback on the HWC materials.

Spring/Summer 2020: REL AP staff revised the materials.

### Pilot 2 (Fall 2020/Winter 2021): 2 districts, 4 schools

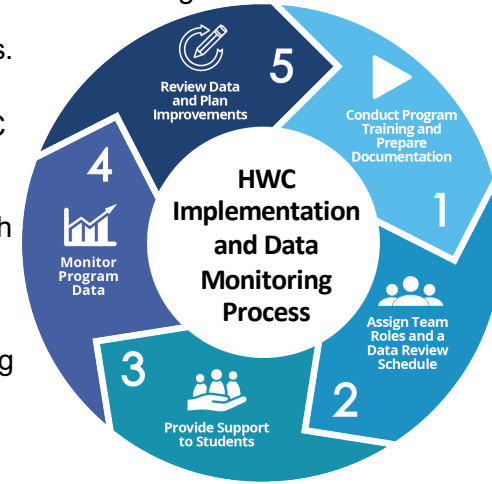
Four new school teams piloted and provided feedback on the revised materials. Findings will inform revisions to the final portfolio of HWC materials, available publicly in fall 2021.



## Coaching Pilot HWC School Teams

REL AP staff and WV stakeholders led coaching activities with pilot HWC school teams including:

- Pilot kickoff meetings.
- Monthly coaching calls to discuss HWC program implementation and data monitoring (such as setting priorities, reviewing collected HWC and outcomes data, and determining next steps).
- Final debrief meetings.



## Takeaways on Implementation & Data Use

- HWC implementation requires consistent collaboration among school and law enforcement, emergency medical services (EMS), and fire department personnel.
- All staff, including those in non-instructional roles, benefit from training on supporting students experiencing trauma.
- School teams may tailor data review processes for programs such as HWC to fit within their existing school structures.
- Regular team meetings to discuss support for vulnerable students are valuable, even absent specific data on students.
- An “improvement mindset” helps school teams engage in continuous data monitoring and identification of next steps.
- Opportunities for cross-school learning are amplified when the primary individual tracking data is the same across multiple schools.