Cross-State Partnership on Using Data and Evidence to Facilitate Action

Partnership meeting

January 10, 2020

REL APPALACHIA
Regional Educational Laboratory
At SRI International

Welcome and introductions

- REL Appalachia
- Cross State Partnership members
  - Kentucky
  - Tennessee
  - Virginia
  - West Virginia

This Photo by Unknown Author is licensed under CC BY-SA

Welcome and introductions

- West Virginia Project Team
  - West Virginia Department of Education (WVDE)
  - Handle With Care (HWC) - West Virginia Center for Children's Justice
  - Kanawha County Public Schools
  - REL Appalachia

This Photo by Unknown Author is licensed under CC BY-SA

Meeting objectives

- **Update partners on the intensive support initiative** with WVDE, including the new *Guide* and Excel workbooks for monitoring the HWC program in schools.
- Obtain partner **feedback** and **suggestions** on the HWC Data Monitoring Pilot in Kanawha County Schools.
- Receive ideas about how to make the *Guide* and Excel Workbooks **relevant for use** in partners' states.

Meeting agenda

- Welcome and introductions
- Setting the stage
- Accomplishments of the intensive support with West Virginia
- Handle With Care data monitoring pilot
- Partner suggestions and feedback
- Looking ahead
- Closing

Setting the stage

REL APPALACHIA, CROSS-STATE PARTNERSHIP, AND THE WEST VIRGINIA DEPARTMENT OF EDUCATION (WVDE) PROJECT HISTORY

Cross-State Partnership's goal

- To build capacity among local data users to access, understand, and use state data resources to facilitate action at the local level.

…. helping to address "data-rich, information-poor" (DRIP) syndrome.

Partnership history

2017-2018

- Logic model and literature scan

December 2018

- Decision to provide intensive support for one state in 2019-early 20

2019- early 2020

- Intensive support for West Virginia

REL AP and WVDE project: Context

- West Virginia has the highest rate of **opioid-related overdose** deaths of any state.
- WVDE leaders adopted the **ReClaimWV** strategic plan to improve outcomes for students and families affected by the drug and opioid crisis.
- **Handle With Care** is one program that aligns with WVDE and ReClaimWV's aim to improve outcomes for students and families.

Handle with Care
August 2019

Interest
Development Phase
Active

Accomplishments of the intensive support with West Virginia

Overall accomplishments

Since January 2019, the West Virginia project team has:

- Selected the HWC program as a focus.
- Developed **school-level logic model** for the HWC program.
- Developed materials to support school data driven decisionmaking:
  - Using School Data to Support Program and Student Improvement: **A Guide** for Implementing Handle With Care
  - Two accompanying **Excel Workbooks** to support data tracking and monitoring
- **Recruited and trained 3 schools** to participate in a **pilot** of the materials.
- **Launched a five-month pilot** of the materials (January – May 2020).

HWC School-level Logic Model

Inputs

- West Virginia Department of Education staff expertise
- West Virginia Center for Children's Justice staff expertise
- District staff expertise
- ReClaimWV partners' expertise
- District buy-in
- Trainer capacity
- West Virginia Education Information System (WVEIS) data
- Substance Abuse and Mental Health Services Administration (SAMHSA) funding
- Community law enforcement and Emergency Medical Services (EMS)
- Community mental health organizations

Activities

- Community stakeholders meet to introduce HWC
- Law enforcement officers & EMS watch "roll call" video in child referral protocols
- School holds physical space for mental health professionals
- HWC school leaders, teachers and school staff complete 1-hour training
- Teachers and school staff participate in HWC book study or strategic planning (Based on Massachusetts Advocates for Children report *Helping Traumatized Children Learn*)
- School staff develop referral protocols (customized per school)
- School and partners sign Memoranda of Understanding (MOUs)

Outputs

- Law enforcement & EMS officers trained to refer trauma victim information to school
- Law enforcement & EMS have presence in school
- HWC school leads trained in receiving and handling referral information
- Teachers and school staff trained to observe children using a trauma-sensitive lens
- Referral protocols developed
- MOUs in place
- Referrals to school counselor begin
- School staff trained to implement HWC process

Short-Term Outcomes

- Law enforcement and EMS officers increase use of HWC protocol when child is present at incident
- School data lead receives increase in HWC notifications when incidents occur
- Officers visit school regularly
- Teachers increase awareness of effects of traumatic events on children's learning
- Teachers observe students using trauma-sensitive lens
- Teachers increase use of trauma-sensitive strategies as needed
- Teachers increase use of school protocol to refer student to counselor as needed

Mid-Term Outcomes

- Increased school-law enforcement communication regarding children's exposure to trauma
- Increased teacher use of trauma-sensitive interventions in the classroom
- Increased teacher referrals to counseling services
- Increased counselor referrals to mental health services
- Increased use of strategies to become trauma-sensitive school by school staff

Long-Term Outcomes

- Increased number of students receiving counseling services and mental health services for trauma exposure
- Fewer student misconduct incidents
- Improved student attendance

Impact

Improved academic outcomes

HWC Logic M

Mid-Term Outcomes

- Increased school-law enforcement communication regarding children's exposure to trauma
- Increased teacher use of trauma-sensitive interventions in the classroom
- Increased teacher referrals to counseling services
- Increased counselor referrals to mental health services
- Increased use of strategies to become trauma-sensitive school by school staff

HWC Logic M

Long-Term Outcomes

- Increased number of students receiving counseling services and mental health services for trauma exposure
- Fewer student misconduct incidents
- Improved student attendance

HWC Logic M

Impact

- Improved academic outcomes

Inputs

- West Virginia Department of Education staff expertise
- West Virginia Center for Children's Justice staff expertise
- District staff expertise
- ReClaimWV partners' expertise
- District buy-in
- Trainer capacity
- West Virginia Education Information System (WVEIS) data
- Substance Abuse and Mental Health Services Administration (SAMHSA) funding
- Community law enforcement and Emergency Medical Services (EMS)
- Community mental health organizations

A

- Community stakehold introdu
- Law en officer "roll c referr
- Schoo physi ment profe
- HWC teach staff c trainir
- Teach staff p book planni Massa for Ch Helpin Childre
- Schoo referr (custo schoo
- Schoo sign M Under

ong-Term Outcomes

- Increased number f students ceiving counseling ices and mental th services for ma exposure
- er student onduct lents
- roved student ndance

Impact

Improved academic outcomes

Materials development

- **HWC *Guide***
  - Recommends processes for conducting program improvement
  - Includes instructions, templates, and examples
- **HWC Counselor Workbook (or Document)**
  - Tracks interactions with students identified for HWC support
  - Summarizes data to share with the school data lead
- **HWC Data Lead Workbook**
  - Tracks implementation and student outcomes
  - Customizes graphs and charts to visualize data

The *Guide*

HWC School Team Data Review Meeting Protocol

Cycle: _____ [Enter Month/Day/Year to Month/Day/Year]

Date: _____

Meeting Attendees: _____

Facilitator: _____ **Note Taker:** _____

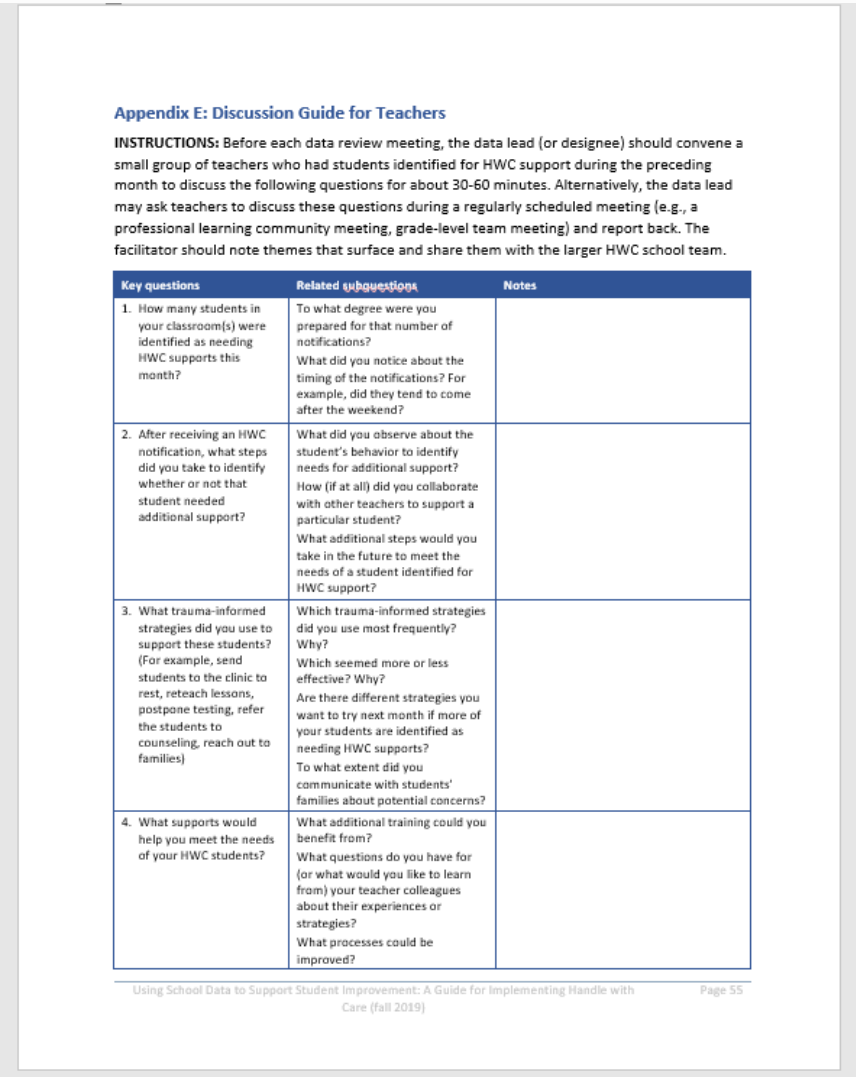
Data Lead: _____

Part 1. Reflection

Instructions: Use output from the **Cycle Results** and **Longitudinal Results** tabs in the HWC Data Lead Workbook and information gathered from counselors, educators, and other staff to ground your discussion and answer the questions in the table below. When reflecting on the questions below, consider the actions your team took to improve HWC implementation from the preceding month.

Key questions and responses	Related sub-questions*	What worked well?	What could be improved?
Trends in Law Enforcement and EMS Events Involving Students			
1. How many new HWC notifications did the school receive this month? Did this change over time?	To what degree were we prepared for the number of notifications?		
2. How many students have more than one HWC notification? Did this change over time?	To what degree was the number of notifications what we expected?		
3. What percentage of teachers were notified of students needing HWC support? Did this change over time?	How well did the school's teacher notification process work?		

The *Guide's* appendices

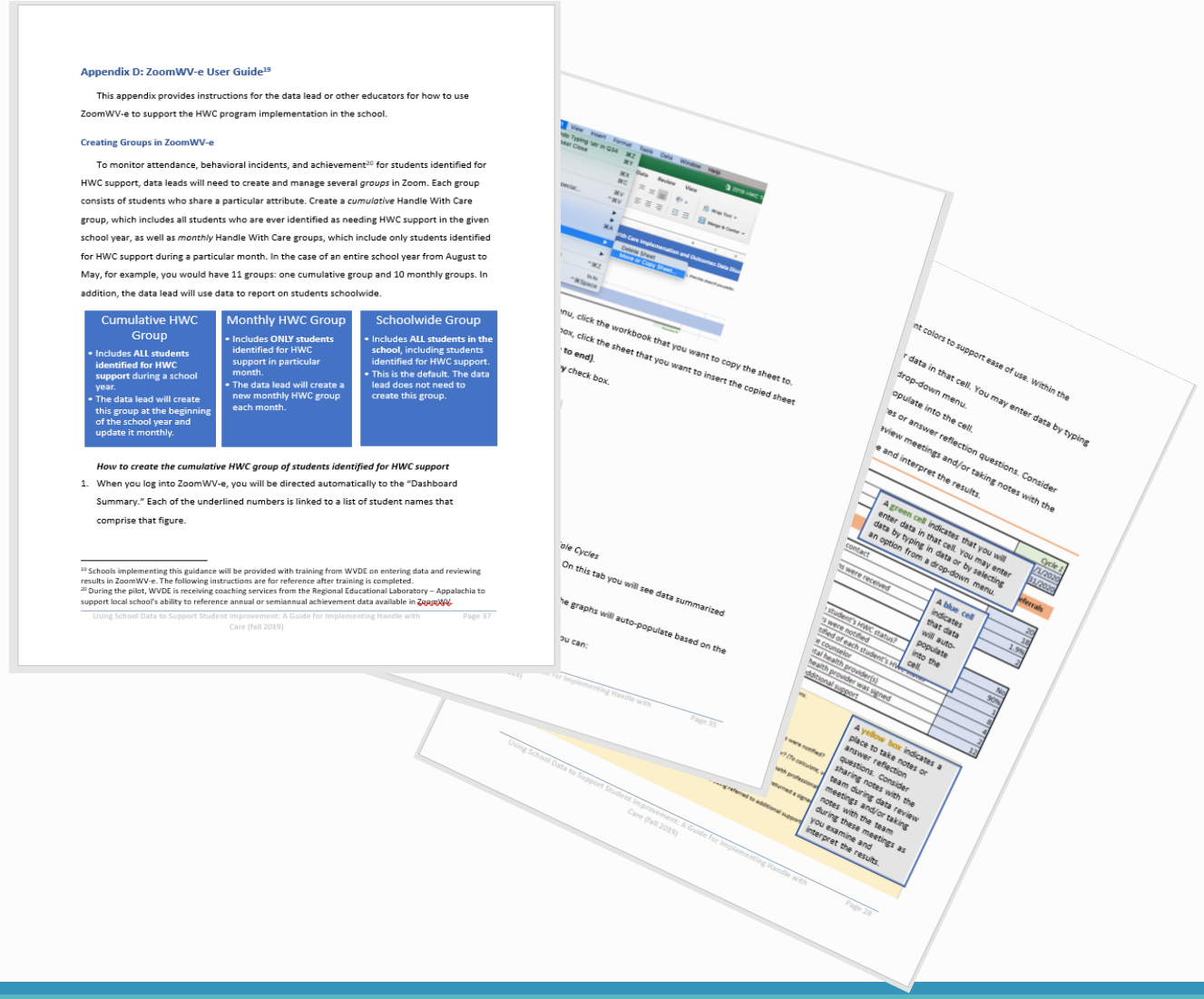


Appendix E: Discussion Guide for Teachers

INSTRUCTIONS: Before each data review meeting, the data lead (or designee) should convene a small group of teachers who had students identified for HWC support during the preceding month to discuss the following questions for about 30-60 minutes. Alternatively, the data lead may ask teachers to discuss these questions during a regularly scheduled meeting (e.g., a professional learning community meeting, grade-level team meeting) and report back. The facilitator should note themes that surface and share them with the larger HWC school team.

Key questions	Related subquestions	Notes
1. How many students in your classroom(s) were identified as needing HWC supports this month?	To what degree were you prepared for that number of notifications? What did you notice about the timing of the notifications? For example, did they tend to come after the weekend?	
2. After receiving an HWC notification, what steps did you take to identify whether or not that student needed additional support?	What did you observe about the student's behavior to identify needs for additional support? How (if at all) did you collaborate with other teachers to support a particular student? What additional steps would you take in the future to meet the needs of a student identified for HWC support?	
3. What trauma-informed strategies did you use to support these students? (For example, send students to the clinic to rest, reteach lessons, postpone testing, refer the students to counseling, reach out to families)	Which trauma-informed strategies did you use most frequently? Why? Which seemed more or less effective? Why? Are there different strategies you want to try next month if more of your students are identified as needing HWC supports? To what extent did you communicate with students' families about potential concerns?	
4. What supports would help you meet the needs of your HWC students?	What additional training could you benefit from? What questions do you have for (or what would you like to learn from) your teacher colleagues about their experiences or strategies? What processes could be improved?	

Using School Data to Support Student Improvement: A Guide for Implementing Handle with Care (fall 2019) Page 55



Appendix D: ZoomWV-e User Guide[19]

This appendix provides instructions for the data lead or other educators for how to use ZoomWV-e to support the HWC program implementation in the school.

Creating Groups in ZoomWV-e

To monitor attendance, behavioral incidents, and achievement[20] for students identified for HWC support, data leads will need to create and manage several *groups* in Zoom. Each group consists of students who share a particular attribute. Create a *cumulative* Handle With Care group, which includes all students who are ever identified as needing HWC support in the given school year, as well as *monthly* Handle With Care groups, which include only students identified for HWC support during a particular month. In the case of an entire school year from August to May, for example, you would have 11 groups: one cumulative group and 10 monthly groups. In addition, the data lead will use data to report on students schoolwide.

Cumulative HWC Group	Monthly HWC Group	Schoolwide Group
• Includes **ALL students identified for HWC support** during a school year. • The data lead will create this group at the beginning of the school year and update it monthly.	• Includes **ONLY students** identified for HWC support in particular month. • The data lead will create a new monthly HWC group each month.	• Includes **ALL students in the school**, including students identified for HWC support. • This is the default. The data lead does not need to create this group.

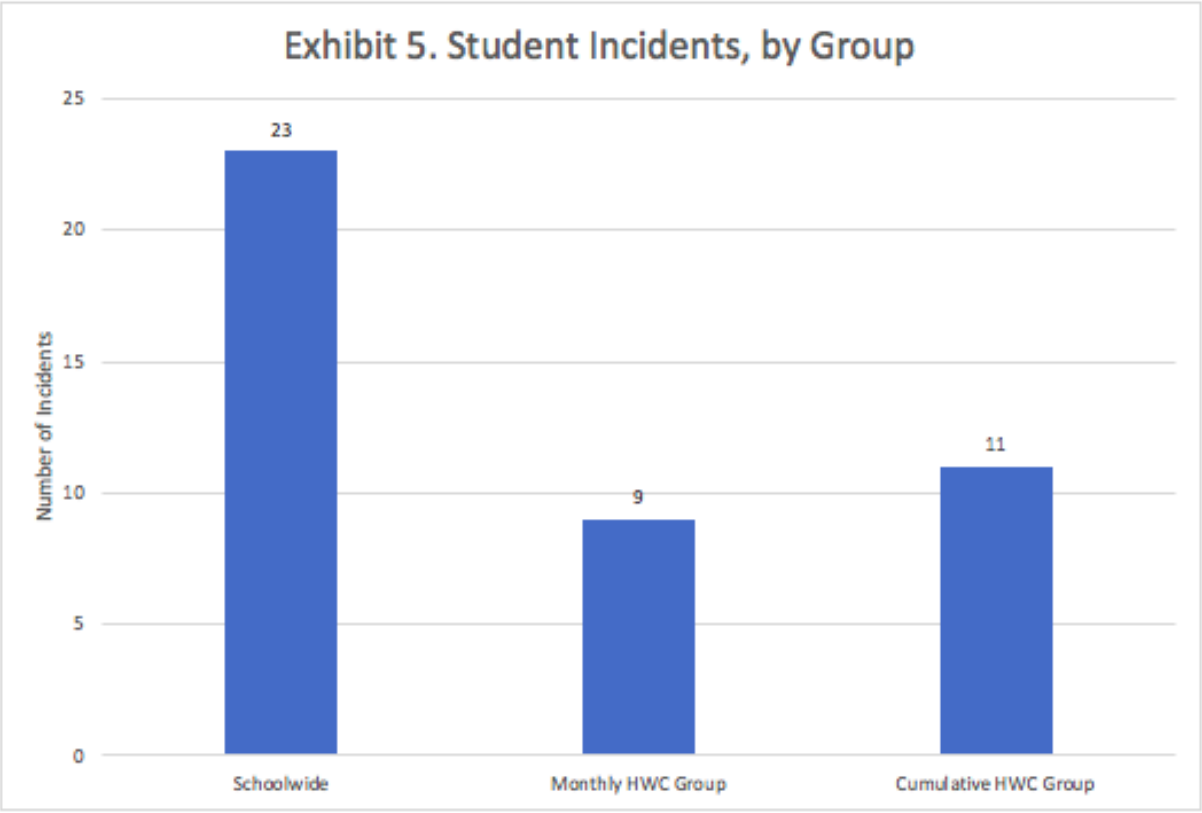
How to create the cumulative HWC group of students identified for HWC support

1. When you log into ZoomWV-e, you will be directed automatically to the "Dashboard Summary." Each of the underlined numbers is linked to a list of student names that comprise that figure.

[19] Schools implementing this guidance will be provided with training from WVDE on entering data and reviewing results in ZoomWV-e. The following instructions are for reference after training is completed.
[20] During the pilot, WVDE is receiving coaching services from the Regional Educational Laboratory – Appalachia to support local school's ability to reference annual or semiannual achievement data available in ZoomWV.

Using School Data to Support Student Improvement: A Guide for Implementing Handle with Care (fall 2019) Page 37

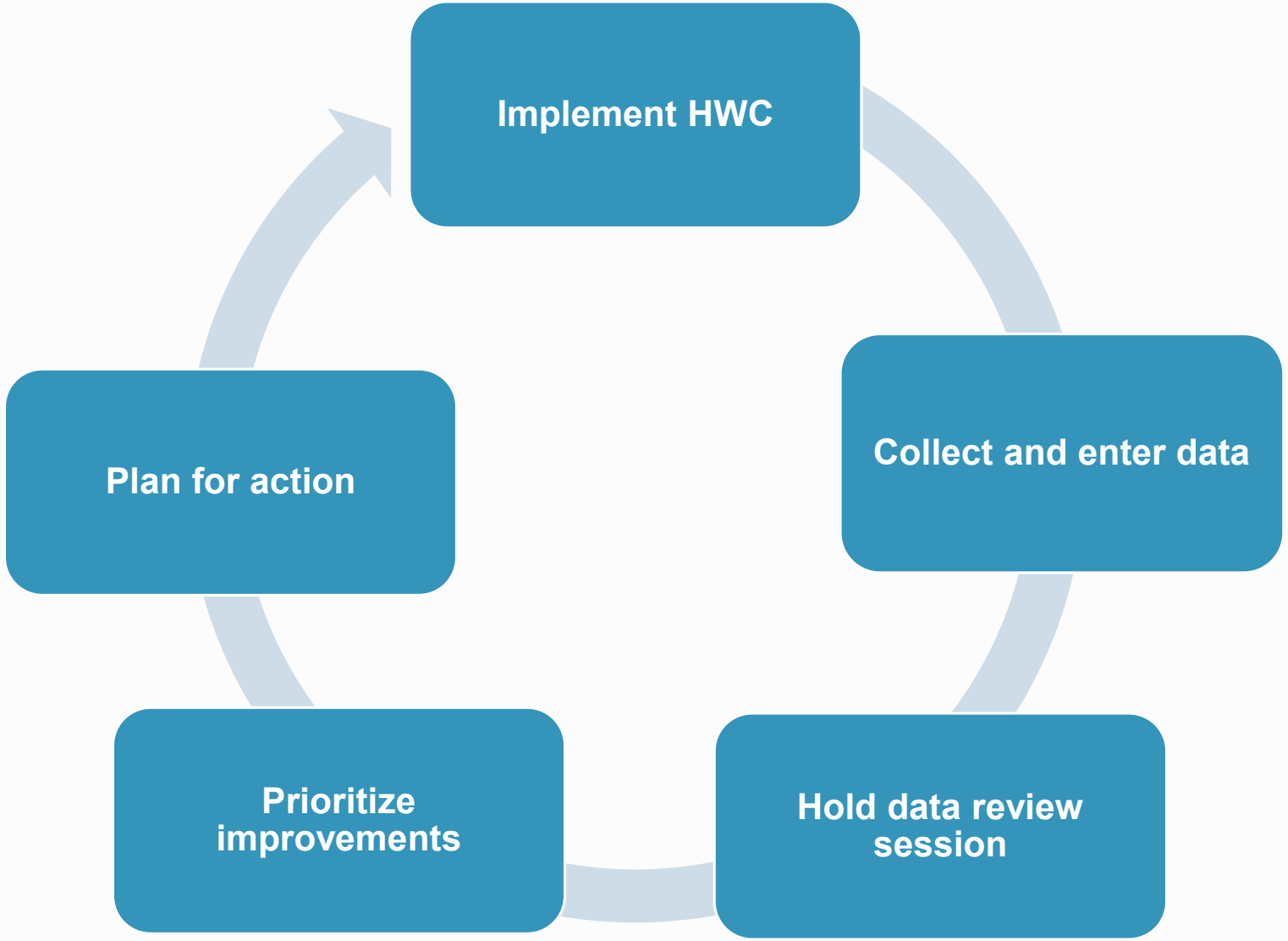
Excel Data Lead Workbook



Excel Data Lead Workbook

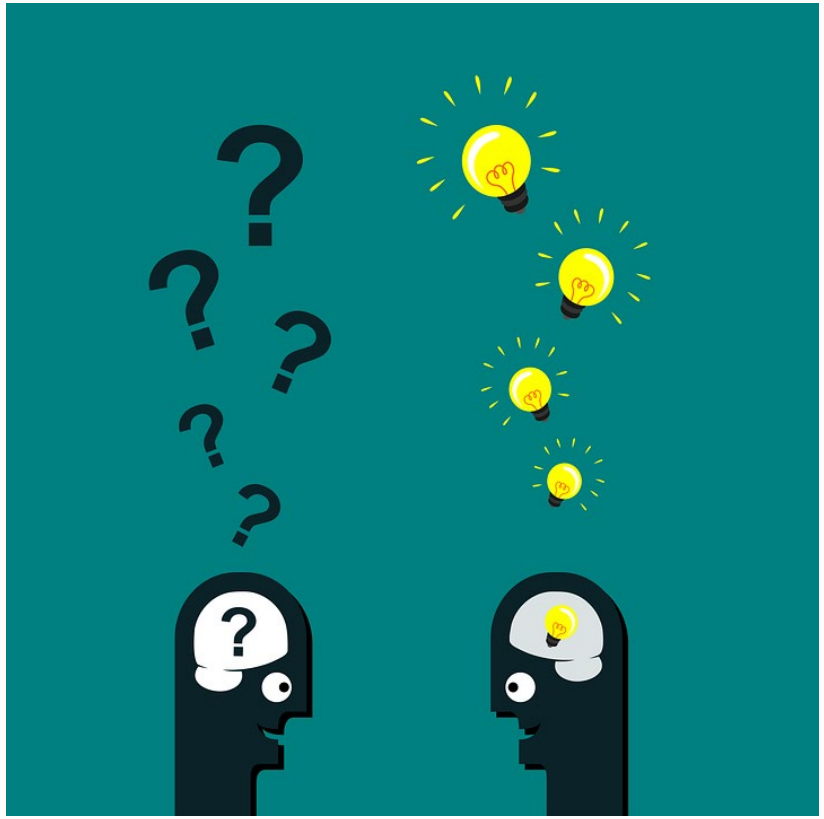
- Key student outcomes of interest
  - HWC referrals
  - Student attendance
  - Student behavior incidents
  - Student achievement

HWC program-improvement process



Ideally, this is a monthly process

Questions?



Handle With Care data monitoring pilot

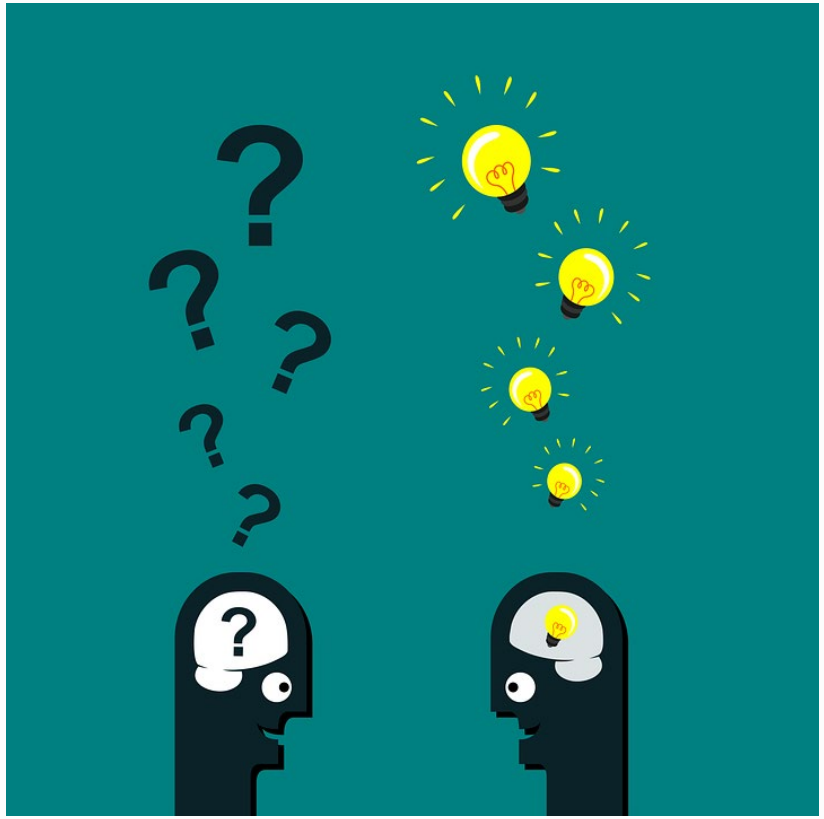
USING THE *GUIDE* AND THE EXCEL WORKBOOKS

Handle With Care Data Monitoring Pilot

- Goal: To test and adapt materials for Fall 2020 WVDE scale-up and for sharing with partners
- Timeline: January – May 2020
- Accomplishments to date:
  - Formed a team in each school
  - Hosted a workshop for teams to learn about the project and materials
  - Discussed and set monthly meeting schedules
    - Internal HWC school team meetings
    - External meeting with REL AP/WVDE/WVCCJ staff

This Photo by Unknown Author is licensed under CC BY-SA

Questions?



Partner suggestions on pilot and feedback

Share your suggestions for the pilot

Please reflect on what you have heard and your experience.

- Are there **lessons learned** from a time you piloted and scaled a program or tool?
- Are there **suggestions** for providing support to schools piloting materials?
- How can our team best support schools when it comes to **student privacy** and **data confidentiality** issues?

Share your feedback on *Guide* and Excel Workbooks

Please share your initial reactions. What materials would you be interested in for your state? For example:

- Would you be interested in a **generic version** of the materials to share with schools in your state that are implementing HWC?
  - If yes, would you need a set of training materials to support school use, such as a one-hour overview of the materials?
- Would you be interested in a document that explains the process for creating materials for districts and schools, such as an **infographic**?

Looking ahead

PARTNERSHIP ACTIVITIES IN 2020 AND 2021

Planning for 2020 and 2021

- **2020**
  - Project poster presentation at the Carnegie Summit on Improvement in Education in April
  - Completion of West Virginia intensive support
    - Final *Guide* and Excel workbooks tailored for West Virginia by August
  - Adapt *Guide* and Excel workbooks for use by other states
    - Individual conversations with partners to gauge interests and needs
  - Partnership meetings:
    - July: Report on pilot and updates to materials
    - December: Share materials for all states

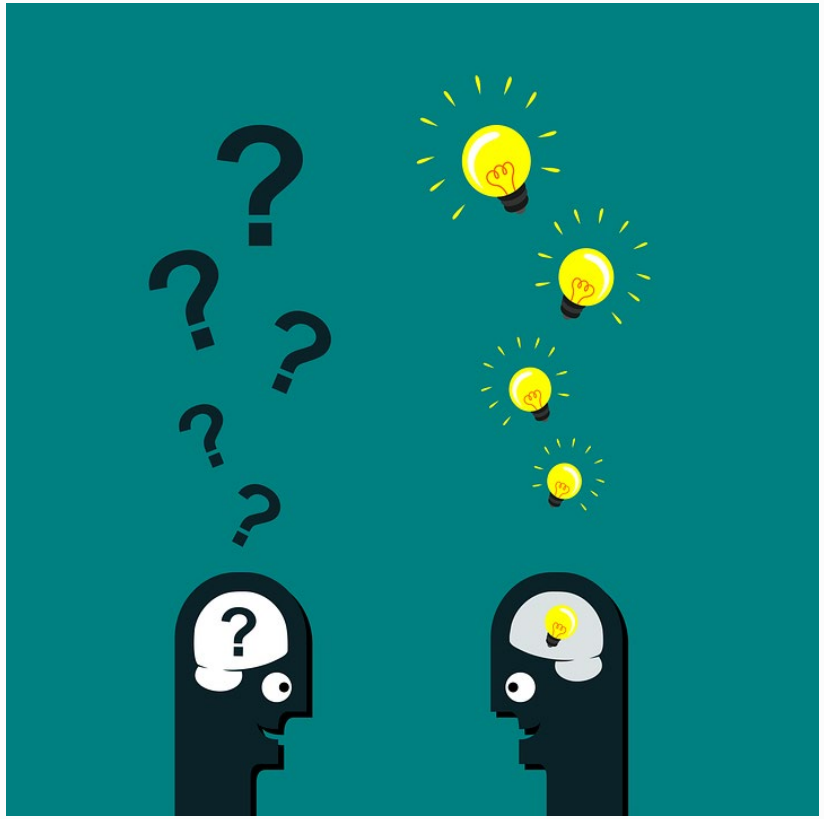
Planning for 2020 and 2021 (cont.)

- **2021**
  - Webinar – open to the public
    - Share information about what we learned, the process for materials development, and the materials (i.e., *Guide* and Excel Workbooks that are generalized for any state)
  - Support for other states to use *Guide* and Excel Workbooks via developing a set of training materials
  - Partnership meeting (at least once)

Comments?

Other suggestions?

Questions?



Closing

Closing comments

Please share in the chat box

- one or two **take-away messages** or
- any **lingering questions** or thoughts.

Thank you!

Carmen Araoz	REP AP	carmen.araoz@sri.com
Daniela Torre Gibney	REL AP	daniela.torregibney@sri.com
Kate Laguarda	REL AP	kate.laguarda@sri.com
Molly Henschel	Magnolia Consulting	molly@magnoliaconsulting.org
Sarah Dec	REL AP	sarah.dec@sri.com
Tim Podkul	REL AP	timothy.podkul@sri.com
Victoria Schaefer	REL AP	victoria.schaefer@sri.com

REL Appalachia

https://ies.ed.gov/ncee/edlabs/regions/appalachia/

@REL_Appalachia

RELAppalachia@sri.com

This presentation was prepared under Contract No. ED IES 17 C 0004 by Regional Educational Laboratory Appalachia, administered by SRI International. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.