Handout 1: HWC School Team Data Review Meeting Discussion Guide

**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 **Implementation Data Dashboard** and **Student Outcome Data Dashboard** tabs in the HWC Data Lead Workbook and information gathered from school counselors, educators, and other staff to ground your discussion, and answer the questions in the table below. When reflecting on the questions, consider the actions your team took to improve HWC implementation from the preceding cycle.

| **Key Questions and Responses** | **Related Sub-questions\*** | **What worked well?** | **What could be improved?** |
| --- | --- | --- | --- |
| **Program Requirements** |  |  |  |
| 1. Are there any program set-up requirements that remain unmet, such as having all staff trained, and having all documentation in place? Which program requirements are hard to adhere to and remain unmet? | If there are unmet program requirements, what can we do to ensure that we meet them as soon as possible?  Which of the unmet program requirements is the highest priority? |  |  |
| **Trends in HWC Notices from Law Enforcement, EMS, and Fire Department** |  |  |  |
| 1. How many new HWC notices did the school receive this cycle? How does this compare to the number of HWC notices in previous cycles? | To what degree were we prepared for the number of HWC notices this cycle? Are there ways we can be better prepared? |  |  |
| 1. For how many students did the school contact receive HWC notices this cycle? How does this compare to the number of students in previous cycles? | To what degree were we prepared for the number of students identified as needing HWC support this cycle? Are there ways we can be better prepared? |  |  |
| 1. How many students were identified for HWC support more than once? Has this changed over time? | To what degree did the number of students identified for HWC support multiple times match expectations? Are these students newly identified as needing HWC support, or were they identified for HWC support multiple times across cycles? If seen across cycles, what can we do to provide needed comprehensive or intensive services to those students and their families? |  |  |
| **Trends in School and Teacher Responses to Students Identified for HWC Supports** |  |  |  |
| 1. How many and what percentage of teachers were notified of students needing HWC support this cycle? Has this changed over time? | How well did the school’s processes for informing teachers about HWC notices work? Are there processes we should retain? Are there processes we should revise? |  | Teachers report receiving notices late and always during grade-level meetings on Mondays.  The school contact and/or data lead should consider using email or another method to notify teachers of HWC notices as soon as they arrive. |
| 1. How many and what percentage of appropriate staff were notified of students needing HWC support this cycle? Has this changed over time? | How well did the school’s processes for informing staff about HWC notices work? Are there processes we should retain? Are there processes we should revise? |  |  |
| **Trends in Student Supports and Outcomes** |  |  |  |
| 1. How many students identified for HWC support this cycle were referred to a school counselor? How does this compare to the number of students referred to a school counselor in previous cycles? | How well did the school counselor referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals this cycle match expectations? | The referral process from teachers to school counselors worked well. |  |
| 1. How many students identified for HWC support were referred to an external mental health provider this cycle? How does this compare to the number of students referred to an external mental health provider in previous cycles? | How well did the external mental health provider referral process work this cycle? Do we need to revise this process? To what extent did the number of referrals to an external mental health provider this cycle match expectations? |  |  |

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| --- | --- | --- | --- |
| 1. How many students identified for HWC support this cycle did not receive referrals to school counselors or external mental health providers? How does this compare to previous cycles? | To what extent did all students, from this cycle and from previous cycles, receive the counseling and mental health supports they needed? What action steps, if any, do we need to take to ensure all students receive appropriate support? |  |  |
| 1. Is there a notable difference in attendance rates of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles? | What circumstances during this cycle might have affected student attendance, aside from being identified for HWC support? What steps, if any, can we take to mitigate dips in attendance?  To what extent did the differences in student attendance match expectations? What other data might help us understand the differences?  [*If there are differences*]: What steps, if any, can we take to mitigate these differences? |  | When students return to school after an extended break, it takes them more time to readjust to school; so, we might expect a higher number of behavior incidents.  We can use universal supports for all students, such as creating consistent routines, communicating school and classroom expectations, and providing students with time to process emotions. |
| 1. Is there a notable difference in the number of behavior incidents associated with students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles? | What circumstances during this cycle might have affected student behavior, aside from being identified for HWC support? What steps, if any, can we take to mitigate behavior incidents?  To what extent did the differences in the number of behavior incidents match expectations? What other data might help us understand the differences?  [*If there are differences*]: What steps, if any, can we take to mitigate these differences? | We can meet with administrators and teachers to request that they allow students identified for HWC to make up assignments and tests that were given around the time of their notices. | If teachers are informed promptly about HWC notices for students, they may be able to improve support for students and prevent behavioral issues. |
| 1. Is there a notable difference in academic achievement of students identified for HWC support this cycle and all students schoolwide? How do any differences this cycle compare to differences in previous cycles? | What circumstances during this cycle might have affected student achievement, aside from being identified for HWC support? What steps, if any, can we take to mitigate any negative impacts of such circumstances on achievement?  To what extent did the differences in academic achievement match expectations? What other data might help us understand the differences?  [*If there are differences*]: What steps, if any, can we take to mitigate these differences? |  |  |

\*HWC school teams and data leads can add questions related to their local contexts or discussions in this column.

**Part 2. Next Steps**

**Instructions:** Review the notes you took in the table above to identify strengths and areas for improvement. Think about the feasibility and importance of each possible improvement to decide what action steps to prioritize for the next cycle. After identifying one to three improvements to address in the next cycle, outline the specific actions you will take to make those improvements.

| **What are the priorities for improvement in the next cycle?** | **What are the specific actions we will take to address these priorities?** |
| --- | --- |
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*The original version of the handout can be found on the REL Appalachia website here:* [*https://ies.ed.gov/ncee/edLabs/regions/appalachia/events/event\_10-14-21\_handle-with-care-materials.asp*](https://ies.ed.gov/ncee/edLabs/regions/appalachia/events/event_10-14-21_handle-with-care-materials.asp)

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