

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:

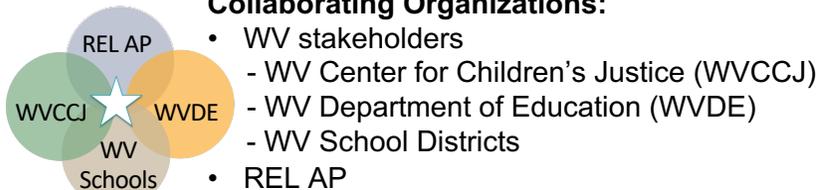
Education leaders build capacity among local educators to access, understand, and use state data resources to facilitate action at the local level.



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

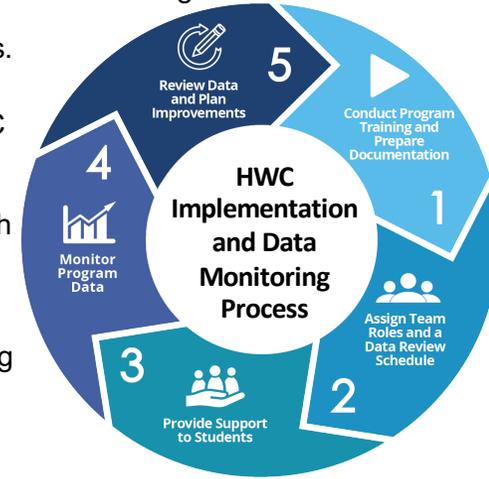
Four new school teams piloted and provided feedback on the revised materials. Findings will inform revisions to the final portfolio of HWC materials, available publicly in fall 2021.



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.