Appendix I: HWC School Team Data Review Meeting Discussion Guide

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?[1] 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 are the highest priority?		

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[1]   See Section II for a list of program set-up requirements.

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
Trends in HWC Notices from Law Enforcement, EMS, and Fire Department			
2. 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?		
3. 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?		
4. 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			
5. 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?		
6. 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?		

Key Questions and Responses	Related Sub-questions*	What worked well?	What could be improved?
11. 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?		
12. 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 and notes captured in the HWC Data Lead Workbook 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?