

# MENTAL HEALTH IN SCHOOLS LEARNING SERIES

## Recovery Strand

*Data Informed Decision Making, Presented by Sophia Farmer*

---

### Webinar Summary:

The phrase data rich and information poor (DRIP) was first used in the 1983 best-selling business book, *In Search of Excellence*, to describe organizations rich in data, but lacking the processes to make meaning of that data in order to drive improvement. Divisions and schools continue to struggle with implementing data analysis and decision making processes with fidelity. This presentation will describe the core features of an effective system for data informed decision making that results in improved outcomes for students.

### Resources:

- For more information on VTSS please visit: [Virginia Tiered Systems of Supports](#).
- For more information on successful implementation strategies visit the State Implementation and Scaling-up of Evidence-based Practices - AI Hub: [National Implementation Research Network](#).
- [Drivers Ed: Decision Support Data Systems](#) (NIRN)
- [AI Lessons and Short Courses](#) (NIRN)
- [Decision Support Data Systems: Examples from Practice](#) (NIRN)
- [Decision Support Data System](#) (NIRN)
- Coming soon on the AI Hub: a new lesson on PDSA cycles!

# MENTAL HEALTH IN SCHOOLS LEARNING SERIES

## Recovery Strand

### References:

- Fixsen, D. L., Blase, K. A., Metz, A., & Van Dyke, M. (2015). Implementation science. In J. D. Wright (Ed.), *International encyclopedia of the social and behavioral sciences* (2nd ed., Vol. 11, pp. 695-702). Oxford: Elsevier, Ltd.
- Sadler, C., & Sugai, G. (2009). Effective Behavior and Instructional Support: A district model for early identification and prevention of reading and behavior problems. *Journal of Positive Behavior Interventions*, 11(1), 35-46.
- [National Implementation Research Center](#)

### Discussion Guide:

1. Who on the team can serve or is serving as a data dude or data diva? What supports can the team or division offer them to build capacity in this role? Think about supports needed before meetings, during meetings and after meetings when completing follow up action items.
2. What data does your team rely on for making decisions and action planning? What data are you missing? Decide with your colleagues how you might go about getting the needed data.
3. Does the team have a standardized data collection routine? Is the data timely and relevant? What could be done to improve routine data collection?
4. Does your division or school have a process for data informed decision making that is used consistently at all levels of the system? What barriers exist to ensuring one is used?
5. Think about the data informed decision making processes in use. Do they contain these core features?
6. What errors do you see when teams are using data?
7. What is the next step you can take to utilize a consistent data informed decision making process with your teams?