

## Quality Guide: School Outcomes and Data Systems

The *Quality Guide: School Outcomes and Data Systems* is part of a collection of resources developed by the Center for School Mental Health for The SHAPE System that provides guidance to help comprehensive school mental health systems (CSMHSs) advance the quality and sustainability of their services and supports. This guide includes background information on student outcomes and data systems and resources to help systems incorporate student outcomes and data systems into a long-term quality program plan.

### Background:

The *School Outcomes and Data Systems* domain within the *School Mental Health Quality Assessment Survey* comprises three indicators and six other outcomes of interest:

- (1) Number of unduplicated students with documented improvement in academic functioning at Tier 1, 2, or 3
- (2) Number of unduplicated students with documented improvement in psychosocial functioning at Tier 1, 2, or 3
- (3) Number of students who received at least one Tier 2 OR 3 service

Other outcomes:

- (1) Number of referrals (in AND out of school building)
- (2) Number of referrals which resulted in student receiving services (in AND out of school building)
- (3) Number of students who received a services within 7-days (in AND out of school building)
- (4) Number of out-of-district placements
- (5) Number of inpatient hospitalizations
- (6) Identifying barriers to implementation of data systems

*School Outcomes and Data Systems* captures information about school mental health services, outcomes, and data systems. These data represent important indicators related to the comprehensive services and supports of your school or district in terms of number of students receiving mental health supports, documented improvement for students served, and service outcomes, such as referrals made, services received, and prompt contact within seven days. Out-of-district placements and psychiatric hospitalizations are outcomes often associated with a higher intensity of student mental health needs. Tracking and monitoring these outcomes at the school and district level can help a system better understand the student needs, gaps, and service utilization patterns. However, school mental health systems routinely face barriers to systematically tracking individual student data and thus improvements in this domain are critical to system quality.

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### Example Data:

- Data documenting improvement in academic functioning might include:
  - Grades
  - Benchmark assessments
  - State testing

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- Annual Yearly Progress
- Attendance
- Discipline data
- IEP review
- Data documenting improvement in psychosocial functioning might include:
  - Screening, assessment and/or progress monitoring data collected from students, families and/or teachers which demonstrate improvements in social-emotional wellness, mental health functioning, and/or target problem areas.

### Identifying Barriers to Implementation:

- It is critical that school teams identify their current barriers to collecting student outcome data, so that steps can be taken to address these barriers. Common barriers to implementation of data systems include:
  - Inability to share data across systems (such as school system and community mental health provider)
  - Lack of staffing capacity
  - Lack of technological options/infrastructure
  - Lack of knowledge, training, time to create a data collection system.

### Resources:

#### Online Training Videos and Webinars

- Center for School Mental Health (2015) Module 13: *School Behavioral Health Program Evaluation 101*. Community-Partnered-School Mental health Implementation Modules. <https://mdbehavioralhealth.com/training>. This module reviews the purpose, goals, and types of program evaluation. Dr. Cunningham applies this information to a tutorial on how school behavioral health programs can use existing and new data to report process and outcome evaluation questions.

#### Websites and Web-based Materials

- The CSMH compiled a list of assessment measures that are in the public domain (free of charge) and available online for clinicians. The measures can be used in school mental health programs to help assess symptoms of clinical disorders (e.g. depression, anxiety, ADHD) and in some cases are useful for tracking student progress and outcomes over time.
  - <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Resources/ClinicianTools/Summary-of-Free-Assessment-Measures---And-Google-Doc-Link-to-Measures-Saved.pdf>
- Teacher Data Collection Tools
  - <http://www.sdqinfo.org/>
  - [https://www.attentionpoint.com/x\\_upload/media/images/irs-description-questions.pdf](https://www.attentionpoint.com/x_upload/media/images/irs-description-questions.pdf)
- PBIS.org is the website for the Technical Assistance Center on Positive Behavioral Interventions and Supports. The links below incorporate discussions of DIDM.
  - <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
  - [http://www.pbis.org/evaluation/evaluation\\_blueprint.aspx](http://www.pbis.org/evaluation/evaluation_blueprint.aspx)

- Link to the National Study of Education Data Systems and Decision Making which explores the use of data collection systems in schools nationally: <http://schoolturnaroundsupport.org/resources/implementing-data-informed-decision>
- *Ten Critical Factors to Advancing School Mental Health: What Early Adopters Say* Offers a variety of strategies based on school mental health programs nation-wide. For more information, please click here: <http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/10criticalfactors.pdf>
- Issue Brief: *Using Data to Improve Student Mental Health*. Now is the Time Technical Assistance Center. <http://tinyurl.com/DataIssueBrief>
- Center for School Mental Health (2015). Quality Guide: Data-Driven Decision Making. Retrieved from [www.theSHAPESystem.com](http://www.theSHAPESystem.com)

#### Articles and Guides

- Bohnenkamp, J.H., Glascoe, T., Gracey, K.A., Epstein, R.A. & Benningfield, M.M. (2015). Implementing Clinical Outcomes Assessment in Everyday School Mental Health Practice. *Child and Adolescent Psychiatric Clinics* 24, 2, 399-413.
- Parke, C. (2012). Making Use of District and School Data. *Practical Assessment, Research & Evaluation*, 17, 10.
- Appendix D: Implementation guide: evaluation tools. In S. Barrett, L. Eber & M. Weist (Eds.), *Advancing education effectiveness: interconnecting school mental health and school-wide behavior support* (pp.138-139). For more information, please click here: <https://www.pbis.org/common/cms/files/Current%20Topics/Final-Monograph.pdf>
- National Collaborating Centre for Aboriginal Health. (2009). The importance of disaggregated data. *Child & Youth Health*. Retrieved from: <https://www.ccsa-nccah.ca/docs/context/FS-ImportanceDisaggregatedData-EN.pdf>