



# Harnessing Your Power: Creating Your Data Plan

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# Disclosure

I [Erin D. Maughan]  
disclose the **absence** of personal financial relationships with  
commercial interests  
relevant to this educational activity within the past 12  
months.

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# Learning Outcomes

- Articulate 3 main categories of data points collected by the *National School Health Data Set: Every Student Counts!*
- Articulate 1 way data can be used to create change.
- Identify at least 2 action steps that will be taken in their own practice.

# Uniform Data Set



NATIONAL SCHOOL HEALTH DATA SET:  
**EVERY STUDENT COUNTS!**



# Data Points to Collect

Collect the same way, using same definition

- School Health Work Force
- Chronic Conditions
- Health Office Visits Disposition

# School Health Workforce

## YEAR LONG DATA COLLECTION

### School Health Staffing

DATA POINT (do not double count any person)	DEFINITION AND INCLUSION/EXCLUSION CRITERIA	DATA POINT
1. Number of enrolled students in district	Use the District's <b>official</b> October count (many states submit this number to DOE).	
2. Total number of RN FTEs with an assigned caseload providing direct services	<p><b>Direct services</b> means responsible for the care of defined group of students in addressing their acute and chronic health conditions. It includes health screenings, health promotion and case management. Direct services also include care provided in a health care team including LPNs or aides.</p> <p><b>Inclusion/Exclusion</b></p> <ul style="list-style-type: none"> <li>-Include long term substitute (but not the substitute RN list for short term needs)</li> <li>-Exclude nurses working with medically fragile students (1:1, 1:2, 1:3, 1:4, 1:5)</li> <li>-Exclude % of administrative assignment</li> </ul>	
3. Total number of LPN/LVN FTEs with an assigned caseload providing direct services with a designated case load	See definition of direct services above.	
4. Total number of LPN/LVN FTEs with an assigned caseload providing direct services with a designated case load	See definition of direct services above.	

# Chronic Conditions

Number of students with a current diagnosis from a health care provider of:

- **Asthma**
- **Type 1 Diabetes**
- **Type 2 Diabetes**
- **Seizure disorder**
- **Life threatening allergy**



# Health Office Disposition

Number of student encounters/health office visits (recorded separate for **RN, LPN/LVN, Aide**) resulting in the student:

- Returning to class/staying in school
- 911 being called (or regional equivalent)
- Being sent home





# WHERE can you go for more information?

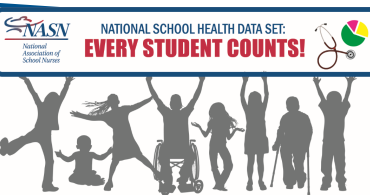
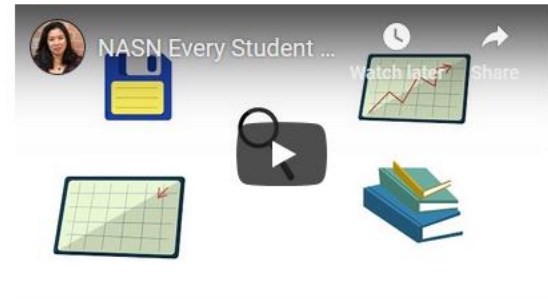
- <https://www.nasn.org/everystudentcounts>

## Every Student Counts



The new National Association of School Nurses (NASN) data Initiative is designed to encourage a robust national school health data set that will:

- Influence local, state, and national student health policy;
- Identify best practices in school health; and



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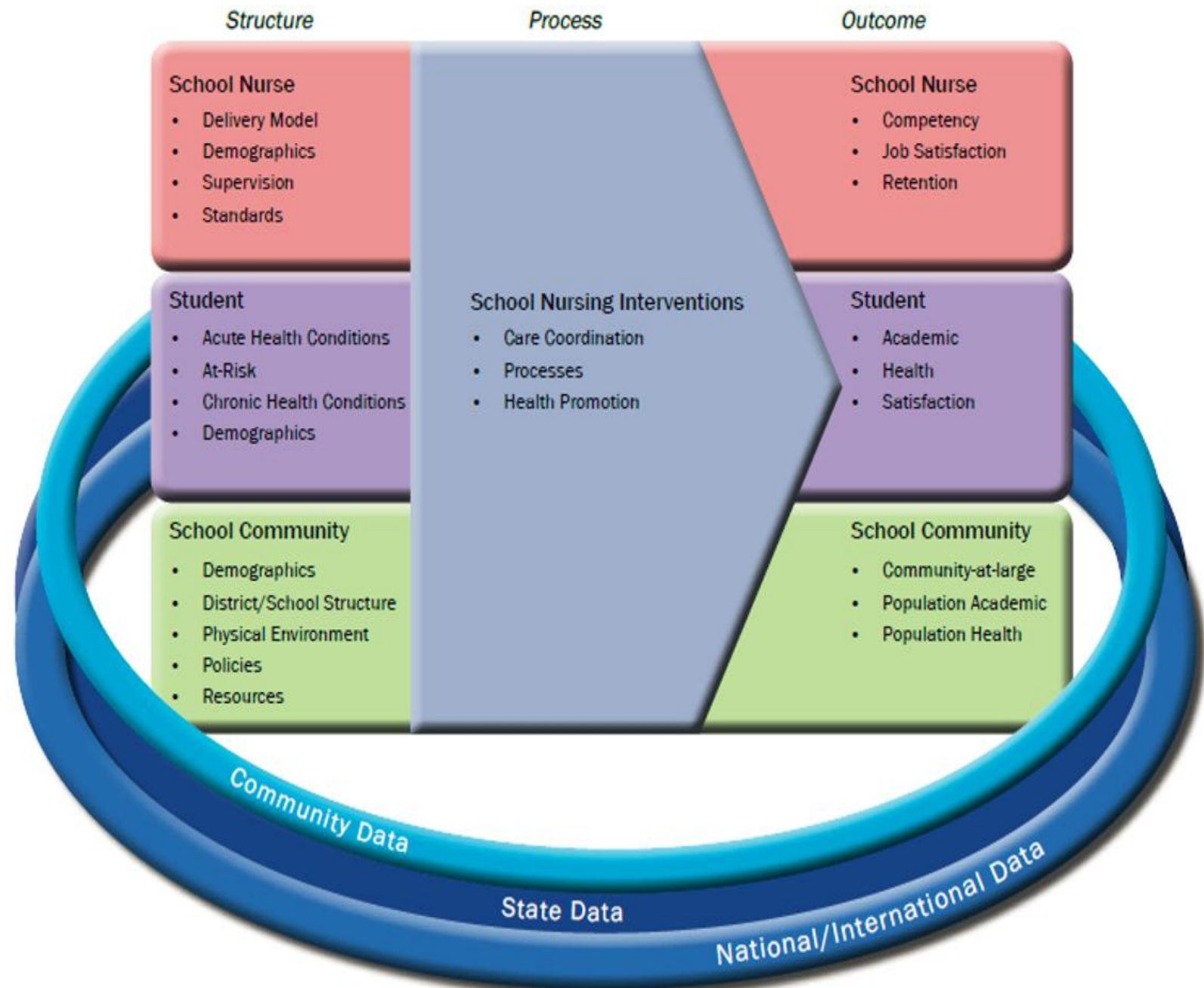
**Where are you at?**

**Where to begin?**

# Start Small

- What outcome do you want to achieve?
  - Improved asthma management?
  - Improved attendance?
  - Decreased substance use?

# Student - School Nurse - School Community (3S) Outcomes Model



# How will you get there?

- School nursing interventions
  - Direct care
  - Policies
  - Health promotion
  - Care coordination
  - Education/counseling



# What Data Points?

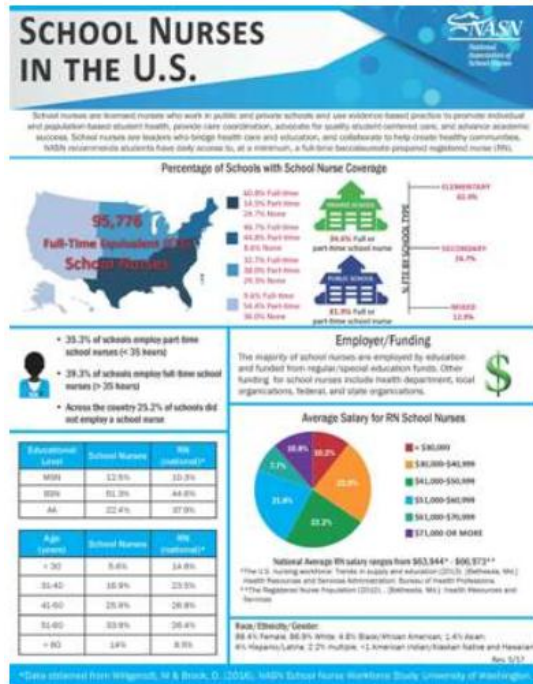
## How will you collect it?

- What data points indicate you have completed the activities?
- How will you collect this data?





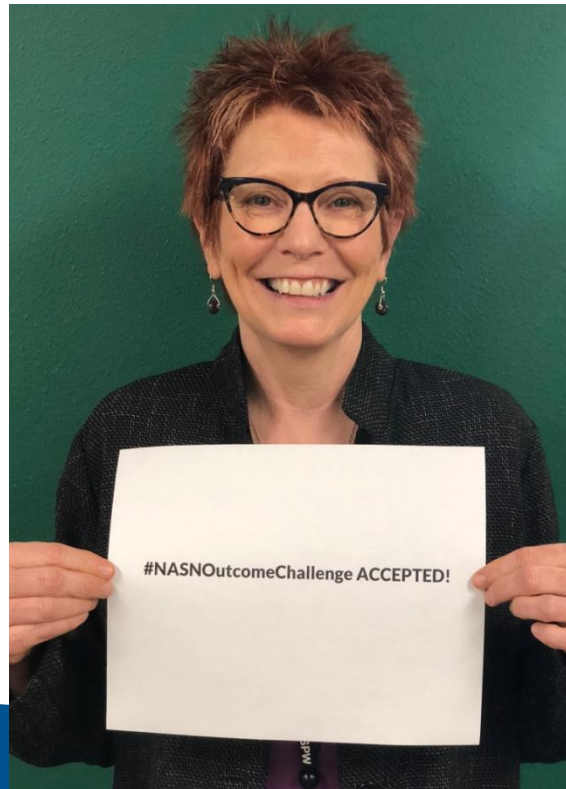
# With whom will you share it?



# When?



**“It always seems impossible  
until it is done.” ~ Nelson Mandela**



# References

- American Nurses Association and National Association of School Nurses. (2017). *School nursing: Scope and standards of practice*. Silver Spring, MD: American Nurses Association.
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- NASN. (2016). Framework for 21<sup>st</sup> century school nursing practice: National Association of School Nurses. *NASN School Nurse*, 31(1), 45-53. Doi: 10.1177/1942602X15618644
- Wolfe, L., Maughan, E.D., Bergren, M.D. (2019). Student-School Nurse-School Community (3S) model. *NASN School Nurse*, 35(1).