



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Sample School Nurse Student/Program Outcomes

The School Nurse Evaluation (SNE) System was designed by and for Wisconsin school nurses to evaluate school nurses through a fair, valid, reliable, and manageable process using multiple measures across two main areas: nurse practice and student or program outcomes. School districts may choose to use the SNE System with their school nurse professionals but are not required to do so.

The evaluation system provides school nurse professionals with ongoing feedback and meaningful information about how their practice impacts student and program outcomes. The SNE System acknowledges the critical role school nurses play, and provides the opportunity to reflect on and refine practice to continually meet student needs.

The role and scope of practice of the school nurse may vary based upon a school nurse's job description or contract. Some school nurses provide direct care to students. Other school nurses act as administrators training and supervising licensed practical nurses or lesser skilled health assistants. While yet others may provide a combination of direct services, supervise others, and/or manage district school health services by providing mostly consultation type services due to FTE's. The SNE system is flexible and takes into consideration this variability in the scope and practice of Wisconsin school nurses.

Student or Program Outcomes (SPOs) are rigorous, achievable goals developed collaboratively by school nurses and their evaluators based on identified student or program needs across a specified period of time (typically an academic year). School nurses should view the SPO as a way to take small, yearly steps towards a larger improvement outcome. Throughout the evaluation cycle school nurses will continue to collect data and use it to determine if desired outcomes were achieved.

SPO Goal Setting Steps

Review student and/or program data. To establish a focus for improving student or program outcomes, school nurses must first review student and/or program data to identify an area or areas of need. During this process, school nurses should identify a target student population or a program on which to focus their SPO. School nurses will document baseline data at the beginning of the year.

Identify student population or program. Following a review of the data, school nurses will identify the target student population or program and how the data analysis supports the identified student population or program.

Identify targeted growth or change. Next, school nurses must establish their SPO. Drawing upon baseline assessment data, school nurses determine what outcomes they would like to achieve.

Identify SPO interval. Next, the school nurse must identify the SPO interval. SPO intervals typically extend across an entire school year, but shorter intervals are possible (e.g., semester). The SPO interval should encompass the duration of time the school nurse works with the targeted student population or the targeted program or intervention.

Identify evidence sources to measure student progress or program success. School nurses next identify the appropriate assessment tools or evidence source(s) to determine progress toward set goals. Such sources might include changes in student or program data sets (e.g., behavior, attendance, improved health, reduced symptoms, successful transitions, new skills).

When selecting evidence sources, school nurses should remember that the School Nurse Evaluation Process intentionally draws upon multiple measures, in which no single source of information regarding school nurse performance greatly impacts the overall Student or Program Outcomes Summary.

Write the SPO. SPO goal statements should meet SMARTER goal criteria: Specific, Measureable, Attainable, Results-based, Time-bound, and Equitable.

Sample Student/Program Outcomes

For each sample SPO suggested baseline data, school nurse rubric components, the targeted student or program, the targeted growth or change, time interval, and evidenced sources are listed. School nurses will need to summarize trends and patterns in their own data and evaluate equity issues to determine rationale for selecting their SPO. The sample SPOs are listed by specific areas of practice.

CHRONIC ILLNESS

SPO: By the end of the xx-xx school year the number of written and distributed Asthma Action plans for middle school students with a medical diagnosis of asthma will increase from ___ % to ___%.

Baseline data: Current number of middle school students with a medical diagnosis of asthma for which Asthma Action Plans are written. Percentage of total population of middle school students with a medical diagnosis of asthma. Number of severe asthma attacks experienced by students. Level of staff comfort and knowledge regarding asthma. Number of missed days of school due to poor response to asthma events.

School Nurse Rubric Components: 4.0-Planning; 5.0-Implementation; 5.1 Coordination of Care; 14.0 Quality of practice.

Targeted student or program: Middle school students with a medical diagnosis of asthma.

Targeted growth or change: Percentage increase.

Time interval: Designated school year.

Possible evidence sources: Asthma plans, end of year report, health office visits, and student absence rates.

HEALTH EDUCATION

SPO: Middle school teachers participating in an educational session during first semester of the xx-xx school year will increase their understanding of attention deficit students' behaviors and unique challenges as measured by pre and posttests. At the end of the xx-xx school year participating teachers will demonstrate an attitude shift and be able to list three classroom strategies they have successfully used second semester while working with attention deficit students as measured by survey.

Baseline data: Current number of middle school students with attention deficit diagnoses. Number of (increase in) referrals for special education for students with attention deficit diagnoses. Observations by school nurse in team and building meetings and conversation with students, parents, and staff.

School Nurse Rubric Components: 1.0-Assessment; 4.0 Health Teaching and Health Promotion; 6.0-Evaluation; 7.0 Ethics; 13.0 Evidenced-based Practice.

Targeted student or program: Middle school teachers of students with attention deficit diagnoses.

Targeted growth or change: Starting point will be measured by a pretest. Change will be measured by posttest and survey.

Time interval: Designated school year

Possible evidence sources: Pre and posttest results. Survey results. Conversations with teachers and students. Self-reported (teacher) change in behavior.

HEALTH SERVICES PROGRAM MANAGEMENT

SPO: During the xx-xx school year there will be zero medication administration errors (defined as doses given more than 30 minutes after prescribed time, dose omissions and/or incorrect medication/student/time/dose/route) at _____ School. School nurse will provided targeted medication administration training and supervision during this time.

Baseline data: Current number of medication doses administered, by whom, number of and types of errors. Current medication training and supervision practices.

School Nurse Rubric Components: 1.0 Assessment; 6.0-Evaluation; 13.0- Evidenced-based Practice; 14.0 Quality of Practice 18.0- Program Management.

Targeted student or program: Student who receive medication at _____ School and staff who administer that medication.

Targeted growth or change: Zero medication errors.

Time interval: Designated school year.

Possible evidence sources: Medication logs, training records, skill checklists, and medication error report forms.

IMMUNIZATIONS

SPO: Increase the immunization compliance rate within our district from _____ % (current rate) to _____% of the student population. Alternatives: Decrease the number of personal conviction waivers on file for those students who are fully immunized by ___ %. Increase the number of fully immunized students by ___ %.

Baseline data: Current compliance, waiver, and immunization rates. Current education and health promotion practices. Current practices to track and promote immunization compliance. Description of record keeping system.

School Nurse Rubric Components: 5.2 Health Teaching and Health Promotions; 8.0 Culturally Congruent Practice; 9.0 Communication; 18.0 Program Management.

Targeted student or program: District immunization compliance/waiver rate(s)

Targeted growth or change: Percentage increase or decrease.

Time interval: Designated school year

Possible evidence sources: Immunization records, immunization promotional materials, submitted School Report to the Local Health Department.