


III. Data Analysis

Data analysis can often be the most complicated and challenging aspect of reviewing evaluation and survey results. There are many important factors at work. The following guide is designed to provide limited guidance. Additional interpretations and uses exist.

A. Tier-1 School Mental Health Assessment

All school professionals that complete the assessment will be provided a formal report with custom recommendations based on the results. In addition, the Erika's Lighthouse Education Team is available to consult with any school around the results and recommended actions.

Tier-1 School Mental Health Assessment Assessment Responses <ul style="list-style-type: none">Fully in Place: The program/activity is being implemented according to best practices.<ul style="list-style-type: none">Provide additional information on why you selected this response.Partially in Place: Parts of the program/activity are being implemented.<ul style="list-style-type: none">Provide additional information on why you selected this response.Would you like to consult with Erika's Lighthouse to learn more about improving this response?Not in Place: The program/activity not being implemented.<ul style="list-style-type: none">Provide additional information on why you selected this response.Would you like to consult with Erika's Lighthouse to learn more about improving this response?	Important Information Assessment Link Results Link (if available) QR Code to Assessment: 
Section 1: Foundational Core <ul style="list-style-type: none">1.1 MTSS: The school has planned and strategized through a mental health task force, wellness committee or similar structure as part of a multi-tiered system of support.1.2 Implementation: The implementation of all programs follows appropriate best practices, as determined by the program's scope and sequence.1.3 Culture Model: The school has created and established a culture and vision for school mental health.	
Section 2: Classroom Education <ul style="list-style-type: none">2.1 Lesson Plans: All students, grades 4-12, are receiving grade appropriate, evidence-informed mental health, depression and/or suicide prevention education.2.2 Referral Card: All students are given an opportunity to speak to a trusted adult through a self-referral process.2.3 Student Voice: Programs are presented using student voice, providing for diverse, multicultural perspectives that meaningfully engage students through their peers.	
Section 3: Student Empowerment <ul style="list-style-type: none">3.1 Empowerment Clubs: A student-led good mental health club is active in the school.3.2 Student-led Activities: Students are actively using building-wide activities to educate, engage and empower their peers.3.3 Educated Peers: All club members complete learning opportunities to better understand and support their peers.	
Section 4: Family Engagement <ul style="list-style-type: none">4.1 Family Communication: Families are provided information about mental health.4.2 Family Education: Families are given an opportunity to learn more about mental health through workshops, workbooks and other initiatives.4.3 Family Support: Families are provided with information on how they can contact the school if they are concerned about their child's mental health.	
Section 5: Policy & Staff Development <ul style="list-style-type: none">5.1 School Policy: A mental health task force, wellness committee or similar has established policies and procedures which coordinate mental health through an MTSS framework.5.2 Staff Training: All staff are educated, trained and equipped to act as trusted adults and identify the signs and symptoms of depression and suicide.5.3 Staff Wellbeing: Staff are regularly engaged through good mental health promotions, practices and opportunities.	
Section 6: Schoolwide Campaigns <ul style="list-style-type: none">6.1 Suicide Prevention Week: Awareness activities are taking place during suicide prevention week and/or month in September.	

- 6.2 Mental Health Awareness Month: Awareness activities are taking place during mental health awareness month in May.
- 6.3 Mental Health Breaks: Educators are encouraged to use and leverage mental health breaks regularly throughout the school year.

Section 7: Data-Driven Practices

- 7.1 School Data: School uses student, family and educator culture surveys to track comparable year over year data on progress.
- 7.2 Program Data: School leverages evaluation data, for each program, to better inform decisions and use.
- 7.3 Data Use: The task force is meaningfully using data to make informed decisions about school culture, program implementation, early identification and connection to care.