Leveraging School Data to Support Youth Mental Health and Wellness

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Buffalo Public Schools

- **Established:** 1838
- Second-largest school district in New York State
- **Leadership:** Interim Superintendent Dr. Ebony Proffitt Bullock
- **Student Enrollment:**
  - ~30,000 PreK–12 students
  - over 4,000 adult learners
- **Languages Spoken:** Over 80 different languages
- Operates elementary, middle, and high schools, alongside specialized programs.

Session Goals

Common problem

- Schools have data in many places.
- Teams often do not have a shared process for interpreting it.
- Meetings can jump too quickly from data to programs.

Objectives

- Use different data lenses to ask better questions.
- Practice with school profiles.
- Leave with a better understanding of how to make data-driven decisions

Big idea: Data should help teams decide what to ask next, not just what to report.

Check-in

Please share your

- Name
- Role
- Which of the following positions best describes your role in support our youth?

Quarterback

- Coordinates supports and keeps everyone moving in the same direction

Coach

- Teaches skills and helps students grow

Defender

- Identifies barriers first, advocates for students

Trainer

- Helps students recover and get back in the game



Share out:

What data points do you utilize when supporting youth

Student outcome/ risk data

SEL or wellness data

Discipline data

Attendance data

Systems/fidelity data

What do students need?

Needs, risks, protective factors, and outcomes

How are students doing?

Student strengths, social-emotional skills, and overall well-being.

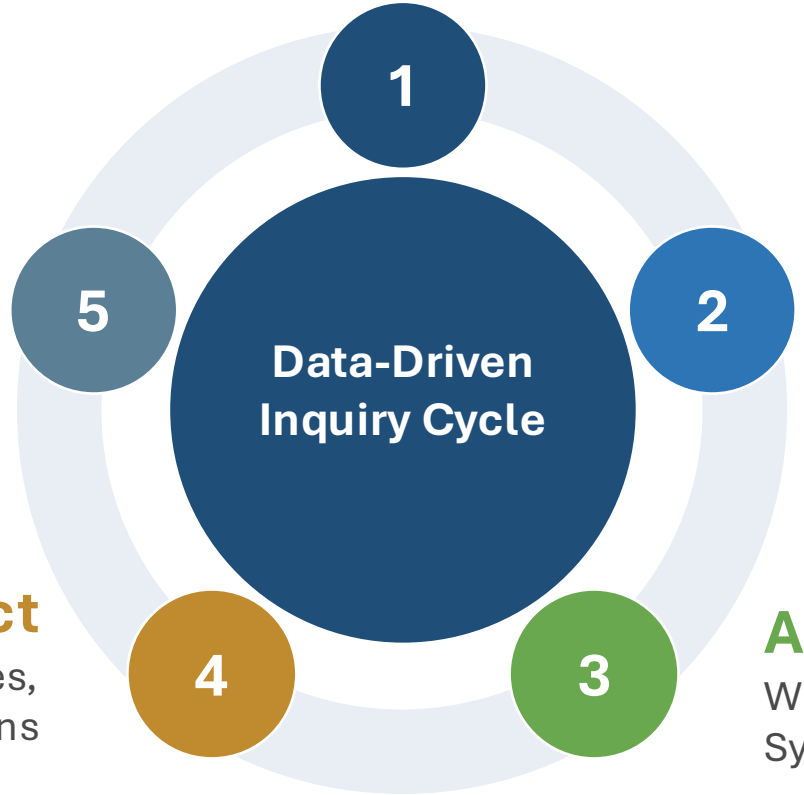
Can our systems respond?

Adult practices, team routines, intervention access, fidelity, and monitoring.

Monitoring using a Data Driven Inquiry Approach

Collect data

What pattern or concern is the data showing us?



Clarify problem

YRBS need · SEL well-being · TFI system capacity

Align response in MTSS

Who, what, where, when, how consistently?
Systems practice or tiered intervention

Communicate and Act

Communicate goals and roles,
data driven action plans

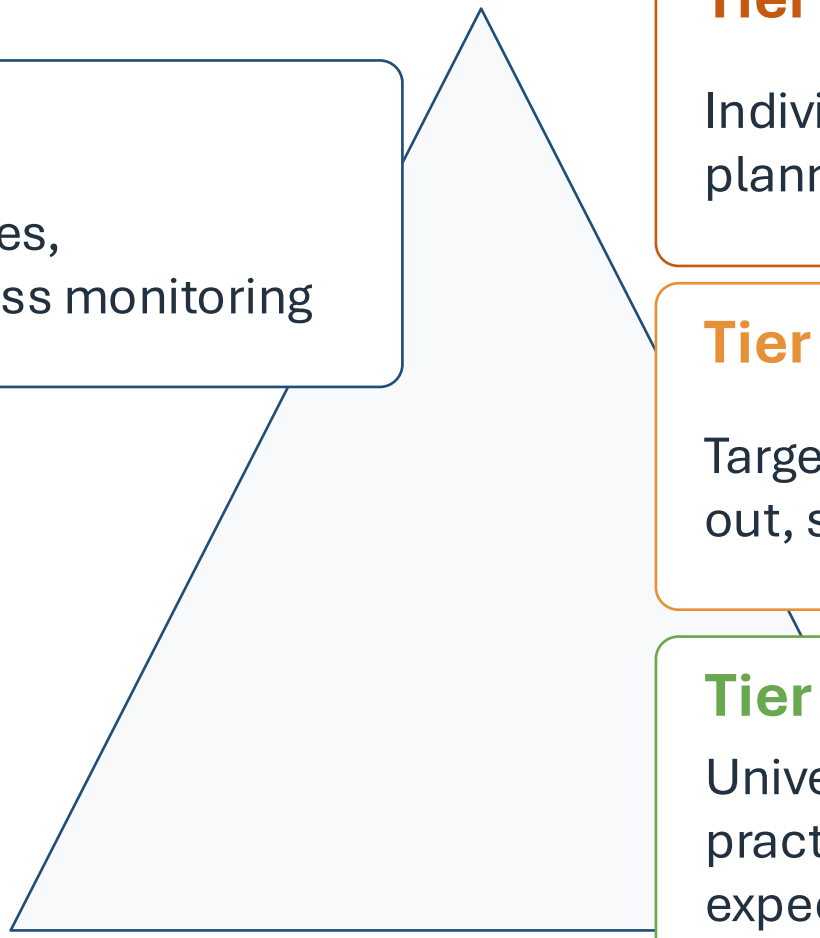
Progress Monitor

Success signals, adjust as needed

Aligning the response

System practice

Team routines, decision rules, intervention access, progress monitoring



Tier 3

Individualized counseling, wraparound planning, intensive supports

Tier 2

Targeted group support, check-in/check-out, skill groups, mentoring

Tier 1

Universal routines, relationship practices, SEL instruction, schoolwide expectations

Not every concern starts with intensive intervention. Often the first move is strengthening Tier 1 and the adults' system.

Youth Risk Behavior Survey

What is it?

- Anonymous survey developed by the CDC measuring health related behaviors
- Cover areas such as mental health, safety, substance use, physical activity, and nutrition
- BPS administers every odd-numbered year since 2011

How do we use it?

- Identify student need, trends and emerging concerns
- Provide district level and school level reports to help guide priorities and improve planning
- Informs programming, policies, resource allocation, community partnerships, and funding

2025 Middle School Survey Questions

2025 High School Survey Questions

Youth Risk Behavior (YRBS) Reports

Middle School Reports	High School Reports
2011 Middle School District Report	2011 High School District Report
2013 Middle School District Report	2013 High School District Report
2015 Middle School District Report	2015 High School District Report
2019 Middle School District Report	2019 High School District Report
2021 Middle School District Report	2021 High School District Report
2023 Middle School District Report	2023 High School District Report
2025 Middle School District Report	2025 High School District Report

SEL Scale

Staff and students have varied experiences, stressors, and some may have additional social emotional health needs. It is critical to invest in a tool to monitor students' social emotional needs and to identify supports to address the overall physical and mental health and well-being of all students needing such assistance. Social-Emotional learning (SEL) describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and most importantly life. SEL focuses on fundamental needs and is an important part to a well-rounded education, leading to improvement in classroom behavior, better stress management, and academic performance.

Grades 3-12 students will complete the scale themselves, while teachers in grades K-2 will measure students' social emotional competencies using the teacher perception scale. The scale information will be used to better support students' social emotional learning competencies and well-being measures.

SEL Scale Community Overview Letter

- SEL Scale Community Overview (English)
- SEL Scale Community Overview (Arabic)
- SEL Scale Community Overview (Bengali)
- SEL Scale Community Overview (Burmese)
- SEL Scale Community Overview (Dari)
- SEL Scale Community Overview (Karen)
- SEL Scale Community Overview (Pashto)
- SEL Scale Community Overview (Somali)
- SEL Scale Community Overview (Spanish)
- SEL Scale Community Overview (Swahili)

SEL Scale Questions

- 3rd - 12th SEL Scale (English)
- 3rd - 12th SEL Scale (Arabic)
- 3rd - 12th SEL Scale (Karen)
- 3rd - 12th SEL Scale (Spanish)

Social Emotional Learning Scale

What is it?

- A universal screening tool used to measure students' social-emotional competencies in
  - *Growth Mindset*
  - *Emotion Regulation*
  - *Positive Feelings*
  - *Self-Management*
  - *Supportive Relationships*
  - *Challenging Feelings*
- Students in grades 3-12 complete the scale themselves, K-2 teachers complete student perception scales

How do we use it?

- Identify student strengths, areas of need and those who may benefit from additional support
- Guide wellness planning, MTSS implementation, SEL instruction and intervention decisions
- Progress monitor and track trends across schools and grade levels

Growth Mindset- Perception of whether they have the potential to change factors

Emotion Regulation- How well student regulate their emotions

Challenging Feelings- How frequently students feel challenging emotions

Positive Feelings- How frequently students feel positive emotions

Supportive Relationships- How supported students feel through their relationships

Self-Management- How well students manage their emotions, thoughts, and behaviors in different situations

Sample SEL Scale Results

BLUE/Level 5	A student score in the range of 81% to 100% shows that the student has high strength in that SEL Standard/Topic.
GREEN/Level 4	A student score in the range of 61% to 80% shows that the student has strength in that SEL Standard/Topic.
YELLOW/Level 3	A student score in the range of 41% to 60% shows that the student has medium strength in that SEL Standard/Topic.
ORANGE/Level 2	A student score in the range of 21% to 40% shows that the student has some strength in that SEL Standard/Topic.
RED/Level 1	A student score in the range of 0% to 20% shows that the student has low/no strength in that SEL Standard/Topic.

	Challenging Feelings	Emotion Regulation	Growth Mindset	Positive Feelings	Self-Management	Supportive Relationships
Proficiency Level	58.81 %	56.49 %	61.98 %	64.71 %	71.69 %	83.79 %
Level Four	22/24 : 91.67%	11/16 : 68.75%	10/24 : 41.67%	11/16 : 68.75%	28/36 : 77.78%	4/6 : 66.67%
Level Four	11/24 : 45.83%	10/16 : 62.50%	19/24 : 79.17%	12/16 : 75.00%	31/36 : 86.11%	6/6 : 100.00%
Level Three	3/24 : 12.50%	6/16 : 37.50%	23/24 : 95.83%	0/16 : 0.00%	24/36 : 66.67%	2/6 : 33.33%
Level Four	16/24 : 66.67%	7/16 : 43.75%	18/24 : 75.00%	15/16 : 93.75%	32/36 : 88.89%	6/6 : 100.00%
Level Three	13/24 : 54.17%	8/16 : 50.00%	7/24 : 29.17%	11/16 : 68.75%	19/36 : 52.78%	5/6 : 83.33%
Level Three	9/24 : 37.50%	7/16 : 43.75%	11/24 : 45.83%	9/16 : 56.25%	19/36 : 52.78%	5/6 : 83.33%
Level Four	17/24 : 70.83%	11/16 : 68.75%	16/24 : 66.67%	11/16 : 68.75%	31/36 : 86.11%	6/6 : 100.00%
Level Three	17/24 : 70.83%	9/16 : 56.25%	15/24 : 62.50%	7/16 : 43.75%	26/36 : 72.22%	5/6 : 83.33%
Level Three	11/24 : 45.83%	7/16 : 43.75%	4/24 : 16.67%	10/16 : 62.50%	23/36 : 63.89%	2/6 : 33.33%
Level Three	13/24 : 54.17%	9/16 : 56.25%	11/24 : 45.83%	11/16 : 68.75%	26/36 : 72.22%	6/6 : 100.00%
Level Three	12/24 : 50.00%	7/16 : 43.75%	13/24 : 54.17%	12/16 : 75.00%	20/36 : 55.56%	6/6 : 100.00%
Level Four	15/24 : 62.50%	9/16 : 56.25%	18/24 : 75.00%	11/16 : 68.75%	29/36 : 80.56%	6/6 : 100.00%
Level Three	9/24 : 37.50%	7/16 : 43.75%	14/24 : 58.33%	9/16 : 56.25%	27/36 : 75.00%	6/6 : 100.00%
Level Three	13/24 : 54.17%	9/16 : 56.25%	13/24 : 54.17%	12/16 : 75.00%	22/36 : 61.11%	6/6 : 100.00%
Level Three	8/24 : 33.33%	6/16 : 37.50%	14/24 : 58.33%	4/16 : 25.00%	31/36 : 86.11%	5/6 : 83.33%
Level Four	19/24 : 79.17%	11/16 : 68.75%	14/24 : 58.33%	11/16 : 68.75%	26/36 : 72.22%	6/6 : 100.00%
Level Four	12/24 : 50.00%	9/16 : 56.25%	17/24 : 70.83%	14/16 : 87.50%	31/36 : 86.11%	6/6 : 100.00%
Level Four	17/24 : 70.83%	13/16 : 81.25%	19/24 : 79.17%	12/16 : 75.00%	20/36 : 55.56%	6/6 : 100.00%
Level Three	13/24 : 54.17%	10/16 : 62.50%	16/24 : 66.67%	10/16 : 62.50%	27/36 : 75.00%	5/6 : 83.33%
Level Three	12/24 : 50.00%	6/16 : 37.50%	21/24 : 87.50%	10/16 : 62.50%	20/36 : 55.56%	5/6 : 83.33%
Level Two	9/24 : 37.50%	0/16 : 0.00%	4/24 : 16.67%	11/16 : 68.75%	15/36 : 41.67%	2/6 : 33.33%

Tiered Fidelity Inventory

What is it?

- A validated assessment developed by the Center on PBIS to measure how well a school implements MTSS across all tiers
- Evaluates the effectiveness of adult systems, team structures, decision-making processes, intervention, progress monitoring and implementation practices.

How do we use it?

- Assess school systems and identify areas for improvements
- Guide action planning, coaching, professional development and continuous improvement efforts
- Monitor implementation fidelity

Tier 1: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
1.1 **Team Composition:** Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier 1 team meeting minutes	0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier 1 team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%

Practicing with a sample school

YRBS

What do students need?

SEL Scale

How are students doing?

TFI

Can our systems respond?

Reflect & Discuss

1. What do you notice?
2. What is the biggest strength in this data?
3. What is the biggest concern in this data?
4. Which data should the team examine next?
5. What is the smallest useful action the team should take in the next 30 days?

Profile A

Youth Risk Behavior Survey	Students who report feeling connected to school	78%
	Students who report having a trusted adult at school	81%
	Students who report persistent sadness or hopelessness	36%
	Students who report food insecurity during the past 30 days	18%
Social Emotional Learning Scale	Overall SEL Scale score	68%
	Supportive relationships	79%
	Emotion regulation	61%
	Positive feelings	60%
School Systems and Intervention Data	Student enrollment	430
	Students with intervention enrollment data	8
	Students receiving interventions with progress monitoring	25%
	Short-term suspensions	54
	Long-term suspensions	6
Tiered Fidelity Inventory	Tier 1 fidelity score	74%
	Tier 2 fidelity score	38%
	Team reviews intervention data at a scheduled interval	No

Profile B

Youth Risk Behavior Survey	Students who report feeling connected to school	69%
	Students who report having a trusted adult at school	73%
	Students who report persistent sadness or hopelessness	29%
	Students who report feeling unsafe at school	16%
Social Emotional Learning Scale	Overall SEL Scale score	74%
	Supportive relationships	76%
	Emotion regulation	72%
	Self-management	75%
School Systems and Intervention Data	Student enrollment	376
	Students with intervention enrollment data	25
	Students receiving interventions with progress monitoring	92.6%
	Short-term suspensions	140
	Long-term suspensions	28
	Most frequent incident context	Fighting / disturbance
Tiered Fidelity Inventory	Tier 1 fidelity score	82%
	Tier 2 fidelity score	71%
	Team reviews behavior data by location, time, and grade	Sometimes

Profile C

Youth Risk Behavior Survey	Students who report feeling connected to school	**84%**
	Students who report having a trusted adult at school	**86%**
	Students who report persistent sadness or hopelessness	**41%**
	Students who report difficulty managing stress	**48%**
Social Emotional Learning Scale	Overall SEL Scale score	**59%**
	Supportive relationships	**78%**
	Emotion regulation	**54%**
	Positive feelings	**56%**
	Growth mindset	**64%**
School Systems and Intervention Data	Student enrollment	**795**
	Students with intervention enrollment data	**64**
	Students receiving interventions with progress monitoring	**46.7%**
	Short-term suspensions	**89**
	Long-term suspensions	**14**
Tiered Fidelity Inventory	Tier 1 fidelity score	**79%**
	Tier 2 fidelity score	**58%**
	Schoolwide SEL instruction is delivered consistently	**Inconsistent across grade levels**

Share out

Profile A

Elementary
Strong Relationships, Uneven support access

Profile B

Middle School
Strong Monitoring, persistent behavior concerns

Profile C

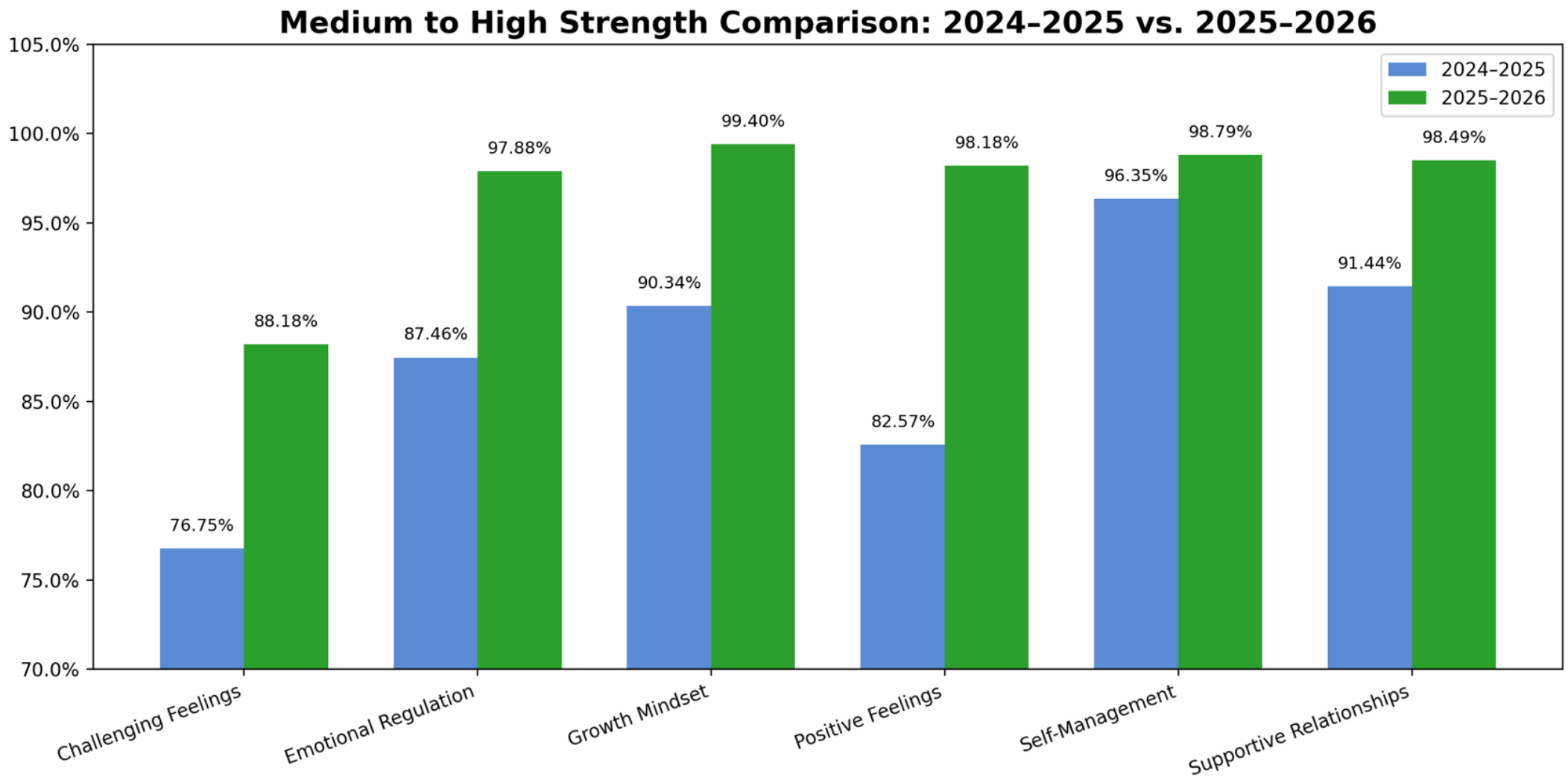
High School
Strong belonging, low emotional well-being

Reflect & Discuss

1. What do you notice?
2. What is the biggest strength in this data?
3. What is the biggest concern in this data?
4. Which data should the team examine next?
5. What is the smallest useful action the team should take in the next 30 days?

SCEP Goal Review and Action Planning

#2 – Students will strengthen their social-emotional learning skills by improving their ability to pause and think before reacting when angry, resolve conflicts through respectful communication, and effectively manage stress by applying appropriate coping strategies


Medium to High Strength Comparison: 2024–2025 vs. 2025–2026
105.0%
100.0%
95.0%
90.0%
85.0%
80.0%
75.0%
70.0%
2024–2025
2025–2026
76.75%
88.18%
87.46%
97.88%
90.34%
99.40%
82.57%
98.18%
96.35%
98.79%
91.44%
98.49%
Challenging Feelings
Emotional Regulation
Growth Mindset
Positive Feelings
Self-Management
Supportive Relationships

Action Planning



Key Highlights

- **Growth across all SEL standards** from 2024–25 to 2025–26.
- **Positive Feelings showed the largest gain → increased from 82.57% to 98.18%** Medium to High Strength.
- **Emotional Regulation and Growth Mindset** now near universal strength → **97–99%** of students at Medium to High Strength.
- **Significant reduction** in students with **No to Some Strength** across all areas.
- **Tier 1 SEL instruction is working** and shows strong schoolwide impact.

Next Steps

- **Tier 1 Focus:**
  - Continue weekly SEL lessons with an emphasis on **Challenging Feelings** (coping skills, emotional expression, problem-solving).
  - Grade level pull out meeting with MHA of WNY on 4/1/26-Coping skills with pre/post test given
- **Tier 2 Support:**
  - Identify students needing extra support for Challenging Feelings using class- and student-level data.
- **Celebrate Success:**
  - Share gains with staff and students and connect success to effective SEL practices.

What do students need?

Needs, risks, protective factors, and outcomes

How are students doing?

Student strengths, social-emotional skills, and overall well-being.

Can our systems respond?

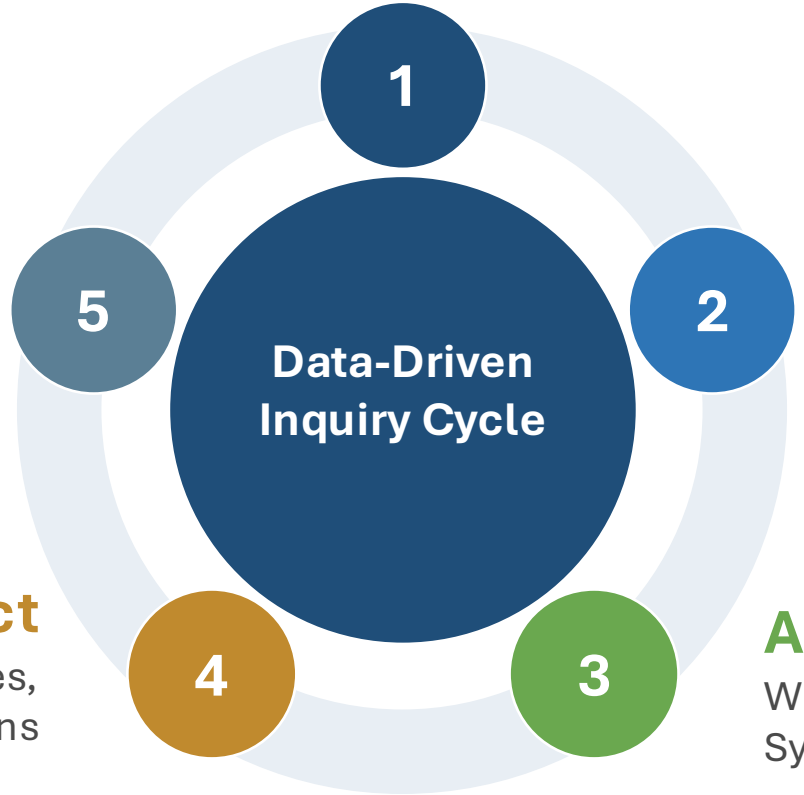
Adult practices, team routines, intervention access, fidelity, and monitoring.

Other examples of how we uplift student voice:

Monitoring using a Data Driven Inquiry Approach

Collect data

What pattern or concern is the data showing us?



Clarify problem

YRBS need · SEL well-being · TFI system capacity

Align response in MTSS

Who, what, where, when, how consistently?
Systems practice or tiered intervention

Communicate and Act

Communicate goals and roles,
data driven action plans

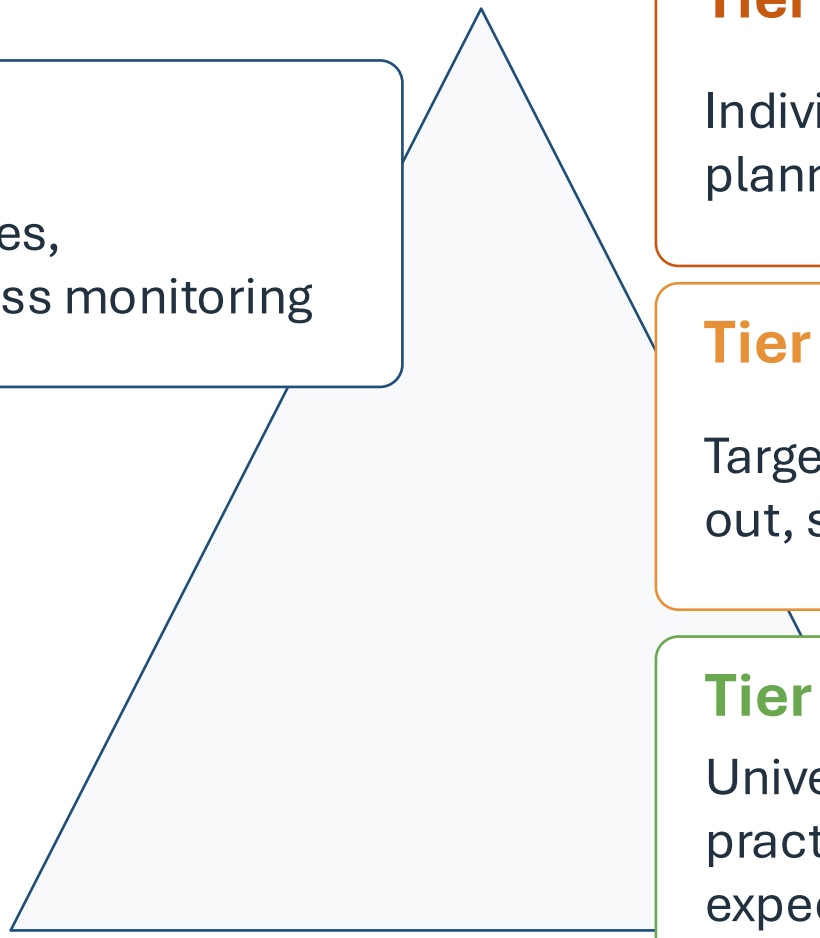
Progress Monitor

Success signals, adjust as needed

Aligning the response

System practice

Team routines, decision rules, intervention access, progress monitoring



Tier 3

Individualized counseling, wraparound planning, intensive supports

Tier 2

Targeted group support, check-in/check-out, skill groups, mentoring

Tier 1

Universal routines, relationship practices, SEL instruction, schoolwide expectations

Not every concern starts with intensive intervention. Often the first move is strengthening Tier 1 and the adults' system.



Schools do not need more data for the sake of data.

They need a process for turning data into action.

Need. Skills. Systems. | YRBS. SEL. TFI. | MTSS alignment.

Thank you!

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