

# Performance & Quality Improvement Newsletter

LaSalle School  
Albany, NY

September 2015

## Inside this issue:

LaSalle's Alphabet Soup	2
PBIS Update	2
JRFC Outcomes	3
SOAR Corner	3
Counseling Center Engagement	4
Outpatient OASAS	4
Retention Outcomes	

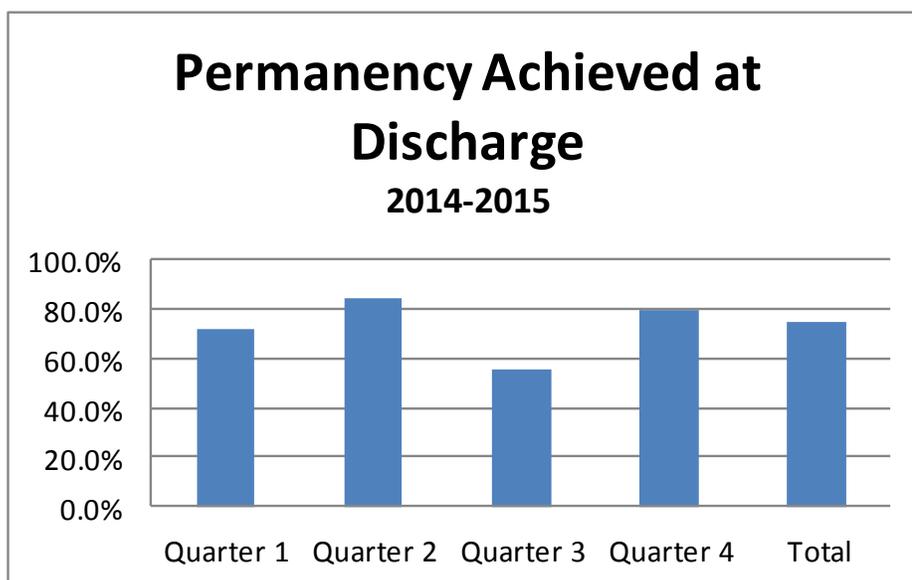
## Upcoming Topics:

- ◆ Satisfaction Surveys
- ◆ Strategic Plan Update
- ◆ The Alliance Residential Transformation Cohort
- ◆ Program Outcomes

## Residential Treatment Outcomes

A key component of Performance and Quality Improvement is the examination of outcomes in all program areas. This edition discusses outcomes from Residential Treatment, Outpatient Services, and the JRFC.

A main goal of residential treatment is to create individualized service plans that allow youth to achieve permanency upon discharge. For the 2014-2015 operating year, 60 youth discharged from LSS.



Overall permanency achievement for the year was 75%, which means three out of every four youth achieved permanency at the time of discharge. While this percentage is not as high as our established residential goal, it is a comparatively positive outcome.

Various teams involved with Quality Improvement review individual case and aggregate data on a regular basis, including factors and characteristics of cases thought to be successful and those less successful. For instance, we closely examine characteristics leading to youth and family engagement, as well as clients and/or families who do not engage adequately or those who disengage from treatment, up to and including AWOL or transfer to a higher level of care for issues related to safety or well-being.

*Performance and Quality Improvement (PQI) activities assist with achieving program and service area outcomes, and contribute to efforts to improve organizational climate and culture and staff and client satisfaction. PQI encourages the use of data and staff and stakeholder involvement to identify, establish and implement improvement practices that contribute to desired outcomes. This occasional newsletter will be one avenue to encourage staff involvement in PQI.*

## LaSalle's Alphabet Soup

### A guide to the acronyms used on campus

**CDOS Credential:** Career Development and Occupational Studies Credential. Replaces the IEP Diploma. It is not a high school diploma, but is granted to students who have participated in a prescribed number of occupational and life skills training but cannot meet the requirements for a local diploma.

**ESU:** Enhanced Support Unit. The small residential unit at LaSalle where students in need of higher levels of supervision can be placed for a brief period of time.

**JJI:** The John Johnston Institute. Formerly LLI, this is a three-year long, nationwide leadership and training program operated by the Christian Brothers to assist in the development of leaders in the schools operated by or affiliated with the Christian Brothers.

**LCSW:** License Clinical Social Worker: An individual who possesses an MSW and has successfully met the examination and supervised clinical experience licensing requirements. An LCSW is licensed to provide additional clinical services beyond the LMSW. A LCSW-R designation relates to Insurance Law and indicates that an LCSW is registered to practice reimbursable psychotherapy services in certain settings

**MSW:** Masters in Social Work. Term used to describe anyone who has earned a Masters Degree in Social Work

**OY:** Operating Year. Used for outcomes and other reporting, runs from July-June.

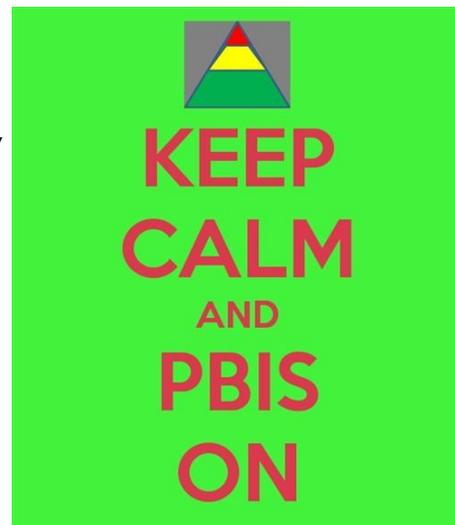
**The Counseling Center at LaSalle:** The outpatient mental health and chemical dependency clinics operated by LaSalle.



## PBIS Updates

The new school year has begun, and the PBIS committee hosted its annual kick-off. The goal was to help students understand the rules and expectations of the school day, and how to be safe, respectful and responsible in the classrooms, hallways, and cafeteria. Students actively participated in discussing what positive behavior means and how they can be rewarded for following the behavior matrix.

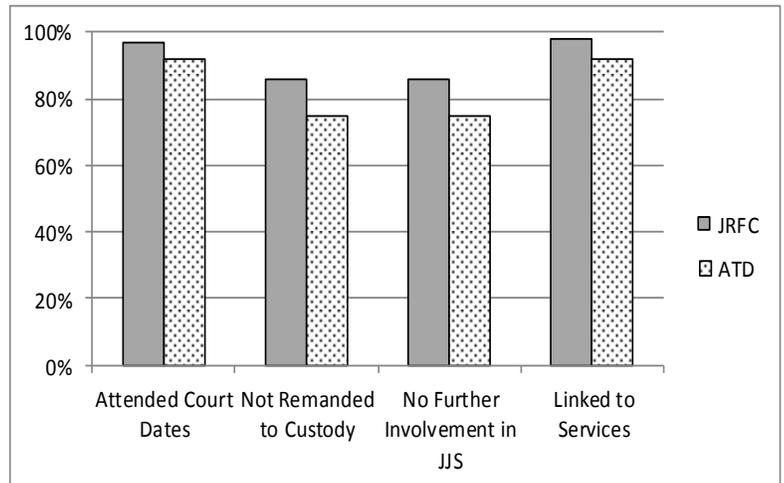
In the next week, the PBIS committee, with the assistance of student volunteers, will present anti-bullying videos and a discussion about the effects of bullying and how to prevent it at LSS.



## Juvenile Reporting and Family Center Outcomes

The Juvenile Reporting and Family Center continues to demonstrate positive outcomes for youth in its care. For this operating year, the program met and/or exceeded the proposed benchmarks in the four expected areas. The program served 59 youth from Albany County, representing 14 different zip codes

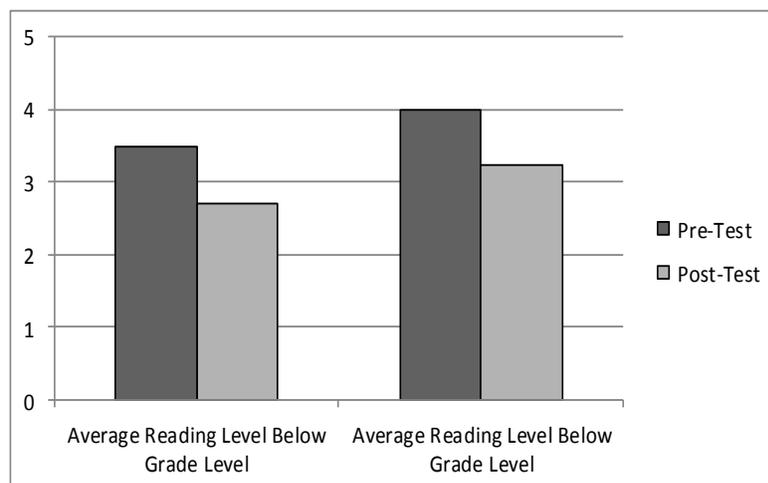
When the agencies were awarded the contract for this program, we also proposed it as an Alternative to Detention option for youth prior to adjudication in the system. The youth admitted to this program are presented to the right as ATD, and while the outcomes of the youth in the ATD program are somewhat lower than those in the JRFC, these are not unexpected outcomes related to the complex profile of the youth.



## SOAR Corner – Changes in Achievement Scores Over Time

One of the many roles that school psychologists at LSS fulfill is to administer achievement testing to students to determine skill levels in reading and math so that they can be placed in appropriate classes. Many of our students struggle with academic achievement, and often arrive with skills below grade level. Appropriate placement in classes will allow them to make necessary gains in education in environments that are supportive to their needs.

The achievement tests also allow for pre-test/post-test examinations of youth scores to see if improvements have been made over the course of the most recent school year. The graph below represents changes in the achievement scores of youth at LSS. The graph demonstrates that while youth arrive with scores indicating that they are below expected grade level in their skills, the discrepancy between expected grade level and skill level is reduced by more than three-quarters of a grade in reading and nearly the same margin for math. This change, while modest, does indicate that students at LSS make gains in their skills while in residential placement at LaSalle.



## LaSalle School

391 Western Ave.  
Albany, NY 12203

Phone: 518-242-4731  
Fax: 518-242-4747



AN AGENT OF HEALING SINCE 1854

[www.lasalle-school.org](http://www.lasalle-school.org)

## Counseling Center Engagement

The Counseling Center at La Salle is licensed by the New York State Office of Mental Health (OMH) and NYS Alcoholism and Substance Abuse Services (OASAS) to provide outpatient counseling services to youth and families. Clients in the counseling center experienced high levels of engagement in all aspects of mental health and substance abuse services.

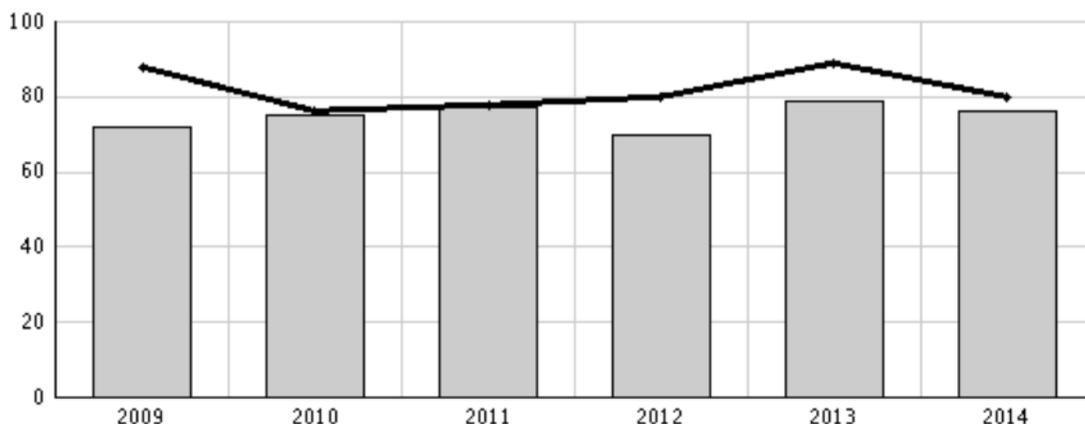
The most commonly noted improvements at time of discharge from the outpatient counseling center in 2014 were:

- Successfully Completed Treatment
- Treatment Not Completed, but treatment gains were made
- Treatment goals met
- Symptom frequency and severity improvement
- Improvement with family and peer relationship
- Improvement with patterns of interaction with school
- Participation in healthy recreation

Engagement and retention is essential for outcomes such as abstinence, symptom reduction and well-being. A core focus of the counseling center is continuous improvement efforts related to engagement, retention and completion of treatment. We also closely monitor areas such as those times when counseling at a current level is unlikely to yield improvement and discharges that are unplanned or against clinical advice.

## Outpatient OASAS Retention Outcomes

The New York State Office of Alcoholism and Substance Abuse Services provides retention information for our outpatient program and the average performance of other agencies around the state in our comparison group. Below is LaSalle's three month retention outcomes (solid line) compared to state averages.



The graph indicates that LaSalle's average three month retention is 80%, which means that 80% of clients who start treatment in The Counseling Center at LaSalle for substance abuse services are still attending sessions three months later. The graph also indicates that this rate is higher than the average retention rate in the state.