

## Leading for Equity Improvement Project Information CSHS 2023-2024

### What is this?

The CSHS scope of services requires districts to engage in an *“annual data-driven continuous quality improvement project that targets priority issues within the district using evidence-informed interventions that include analysis of data with a lens of health equity/inequity.”* This year, we will be focusing on these projects and sharing experiences during our CSHS meetings.

This document provides guidance for developing your improvement projects. The activities are grounded in the Plan–Do–Study–Act (PDSA) quality improvement model and can be applied toward meeting DESE’s evaluation framework using SMARTIE goals. For this project, you are being asked to pick at least one performance measure to work on and to collect demographic data that will illustrate change over time.

To support progress in implementing CQI projects, after each CSHS meeting, we will provide you with guidance on steps to complete prior to the next CSHS meeting.

**Padlet Posts:** SHIELD has designed a series of Padlets (one for each Region) where we will ask you to post progress on your CQI projects. You’ll be able to view postings for all Regions and we encourage you to check the Padlets regularly. ***Posting is optional but highly encouraged.*** This is a place where you can generate ideas, see what others are doing, ask questions, and document progress on your CQI project.

### **IMPORTANT NOTE:**

**The Improvement Project for this course may be a CQI project you are already working on.**

We recognize that some of you are already moving full steam ahead with your projects and you *do not* need to plan a new project, nor do you need to change materials you are using for your project. Just be sure to collect Demographic Data at baseline and the end of your project as indicated on pages 4-5.

For others, this guidance is being provided to support you as you design your CQIs and can be adapted to meet your local needs.

## IMPROVEMENT PROJECT EXAMPLE

### **PURPOSE -**

Support ALL students to be physically able to attend class.

### **VISION -**

ALL students are in class and learning at grade level or above.

### **MEASURABLE RESULT -**

5% or less chronic absenteeism of all students by April 2024

### **BASELINE (CURRENT SITUATION)**

10% chronic absenteeism of all students - December 2023.

### **To get the percentage:**

In a primary school with a total population of 100 students if there are currently 10 students who are chronically absent —

$$\text{BASELINE} = 10/100 \text{ or } 10\%$$

To decrease the number of students to 5% who are chronically absent, your goal is to reduce absenteeism to 5/100 or 5%

## Improvement Project Data Collection

If we want to provide equitable health services, we need to have data about how our interventions are impacting all groups, especially those groups who have traditionally been marginalized in our society.

### **For each demographic group- Get the data on:**

1. Number of students in that population who are impacted by this condition
2. Total number of that population

### **Monitor changes in ONE improvement for the groups below:**

#### **Demographic Groups** (From CSHS Annual Status Report Guidance)

1. African American/Black, non-Hispanic
2. Native American/Alaskan Native
3. Asian
4. Hispanic/Latino/Latina
5. Native Hawaiian/Pacific Islander
6. White, non-Hispanic
7. Multi-race, non-Hispanic

Also:

8. English language learners (ELL)
9. Homeless or Marginally Housed

**Collect and report your data in a format that illustrates change over time. See the Monitoring Form for an example.**

## Improvement Project Monitoring Form Example

**Example:**

**Reduce CHRONIC ABSENTEEISM from 10% to 5% or less by April 2024**

	All Students in the district or school	African American Black, non-Hispanic	Native American Alaskan Native	Asian	Hispanic Latino Latina	Native Hawaiian Pacific Islander	White Non-Hispanic	Multi-race Non-Hispanic	ELL*	Homeless or Marginally Housed
<b>Total Population</b>	100	10	0	2	14	0	60	10	6	4
<b>Baseline</b>  (December - Intervention Started)  # of Chronic Absentees	10  10/100  Or  10%	2  2/10  Or  20%			3  3/14  Or  21/100  21%		5  5/60  Or  8/100  8%			
<b>Result</b>  (April -Project Completed)  # of Chronic Absentees	7/100  Or  7%	1  Or  10%			1  1/14  6%		1  1/60  1.6%			

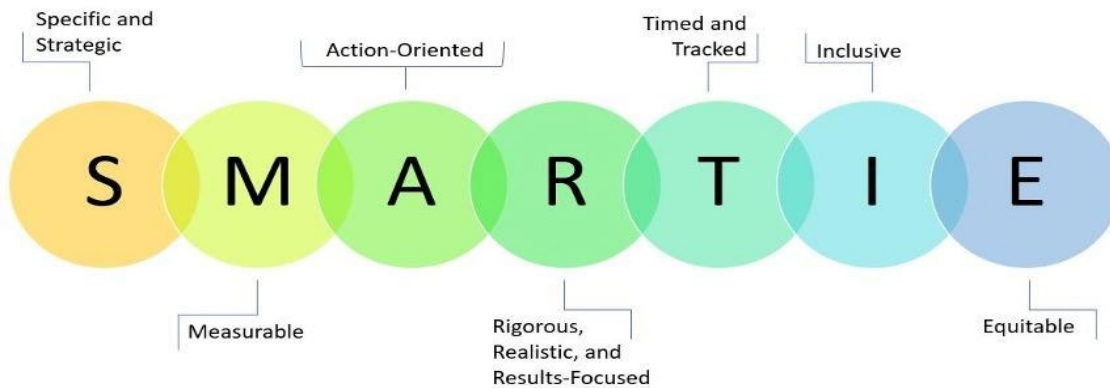
ELL\*: English Language Learners

## CSHS Performance Measures

**Funded CSHS programs report these performance measure data to DPH annually.**

- Decrease in the percentage of students who are chronically absent (Target – 3% decrease annually). (Chronically absent refers to the percentage of students who were absent 10% or more of their total number of student days of membership in a school. Source: DESE)
- Increase in the percentage of ELL students assessed for unmet health care needs by nursing services (Target – increase assessments by 10% annually).
- Decrease in the percentage of students who are overweight or obese (Target - 1% decrease annually).
- Increase in the percentage of students who are identified as experiencing symptoms of depression and/or anxiety, or suicidal ideation, and are not currently receiving behavioral health care, that are referred for mental health services by school health/counseling staff (Target – increase by 10% annually).
- Increase in the percentage of students who are identified as homeless or marginally housed assessed for unmet health care needs by nursing services (Target – increase assessments by 10% annually).
- Increase in the percentage of students who have special healthcare needs (e.g. asthma, autism, ADHD, diabetes, life-threatening allergies, seizure disorders, diagnosed mental health disorder) with an Individual Health Care Plan (IHCP) developed (Target – 50% IHCPs developed).
- Increase in the percentage of students who fail a screening (vision, hearing, postural, BMI, SBIRT) with a referral made (Target – 85% of referrals made).

## Creating SMARTIE Goals



Take the goal you are thinking about and word it in a way that is:

**Specific:**

**Measurable:**

**Action-oriented:**

**Realistic:**

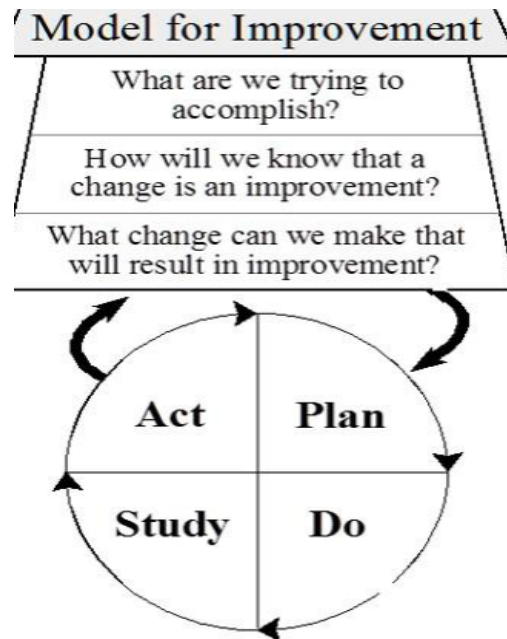
**Timebound:**

For this goal, how are you are taking into account:

**Inclusivity** (the extent to which a goal brings historically marginalized [1] people into processes, activities, and decision-making)

**Equity** (the extent to which the goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression, such as anti-racism [2]).

## PDSA - A process for making and analyzing improvements



**Plan:** Plan the test, including a plan for collecting data.

- State the question you want to answer and make a prediction about what you think will happen.
- Develop a plan to test the change. (Who? What? When? Where?)
- Identify what data you will need to collect.

**Do:** Run the test on a small scale.

- Carry out the test.
- Document problems and unexpected observations.
- Collect and begin to analyze the data.

**Study:** Analyze the results and compare them to your predictions.

- Complete, as a team, if possible, your analysis of the data.
- Summarize and reflect on what you learned.

**Act:** Based on what you learned from the test, make a plan for your next step.

- Adapt (make modifications and run another test), adopt (test the change on a larger scale), or abandon (don't do another test on this change idea).

## Resources

### **Books**

Bragar, J. [Leading for Results: Five Practices to Use in Your Personal and Professional Life](#). (Free download on Amazon)

Bragar, J. [Managers who Lead, A Handbook for Improving Health Services](#). Management Sciences for Health. (Free download).

### **DESE Resources**

[Creating SMARTIE Goals Resource](#)

[The Massachusetts Educator Evaluation Framework](#). This website has a wealth of resources on goal setting and implementation.

[The Massachusetts Model System for Educator Evaluation Evaluating Teachers and Specialized Instructional Support Personnel](#)

### **Videos**

[“Allegories on race and racism.”](#) Ted Talk by Dr. Camara Jones, former president of the American Public Health Association

[“The Gardener’s Tale.”](#) Ted Talk by Dr. Camara Jones, former president of the American Public Health Association

[“White Like Me.”](#) An easy to digest history of race in America

### **Articles**

[Levels of racism: a theoretic framework and a gardener's tale](#) Short article by Camara Jones about The Gardener’s Tale.

### **Additional Resources**

*Toolkit:* [Cultivating Trust: How Educators Can Build Relationships with their Afghan Refugee Students](#) by Zuhra Faizi

[Prior resources shared in the FY23 SHIELD CSHS Sessions](#)