

Feedback from the HEC measures

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Thank you for sharing the HEC Outcome measurable webinar. I am sorry I could not participate, but I have a few thoughts in regard to process and downstream measurements. I understand Mark's point that the downstream measurements have to make sense from a health savings perspective as well as making sure we can reliably collect the data. See my thoughts below:

1. My first question may have been answered in other webinars: is SIM creating a data system to collect the children's wellbeing data and will it be able to manage data cross department lines? **More importantly, will this system be able to be adapted for use within the HEC communities?** I also think that the HEC data needs to be able to actually look at more precise neighborhoods within the HEC; perhaps using census tract data. I am sure you have seen this reference (2004, but useful): Tracking Children's Health: <https://www.ncbi.nlm.nih.gov/books/NBK92196/>
2. Will there be a "community report card for child wellbeing?" I understand that the overall HEC data points have to be universally collectable, but I worry if we leave the more drilled down data to the HEC communities, and not "require" certain holistic perspectives, we will not get at the underlying issues related to protective factors related to amelioration of ACES and child well-being. For example, social connectedness, Resilience, Concrete support in time of need, Knowledge of parent and child development, Social and emotional competency of children. There has been a lot of work in the National Child Traumatic Stress network (NCTSN) to develop resilience screeners for pediatric offices to begin to collect some of this data....
3. Whether the primary composite scores or the secondary scores, I think holistic thinking is critical. It must include looking at health and social influences, Safety and crime, economic well-being, education and workforce readiness and social and emotional well-being. (how do we track social and emotional well-being may be cumbersome, but DPH does surveys- perhaps we can require surveys every 2 years)

HEC Proposed Child Well-Being Composite scores

- A. ***Substantiated child abuse/neglect cases...I suppose this is ok, but racial disparity is a grave concern with this data.***

What about using the PRAMS for secondary measures? DPH collects it and although there are some issues related to maternal self-reporting, perhaps we know enough of the PRAMS to determine which data points might be very helpful? <https://portal.ct.gov/DPH/Family-Health/Pregnancy-Risk-Assessment-Monitor-System/Connecticut-Pregnancy-Risk-Assessment-Monitoring-System-PRAMS>

Some other secondary data points about pre and post pregnancy are:

Insurance before getting pregnant,
prenatal care paid by Medicaid,
enrolled in WIC during pregnancy,
child birth enrollment,
parenting classes,
smoking cessation,
home visits by healthcare worker,
food stamps, TANF

I would also suggest tracking # of infants removed from their birth mothers at birth.

B. Chronic Absenteeism (CA)

I wonder if we might be able to take advantage of the CT DOE's Connecticut's Next Generation Accountability System.

I have some worries about just collecting Chronic Absenteeism. Although research shows the direct correlation of chronic absenteeism and high school graduation, which is of course, is a good indicator of well-being, I am uncomfortable that we might have unintentional consequences with this data.

First off in CT chronic absenteeism includes all absences, excused, unexcused and **disciplinary absences** (excluding ½ suspension). From a recent webinar presented by CT DOE about tracking chronic absenteeism, 1 out of 10 kids in CT have chronic absence. There are high rates of CA in urban schools and black and brown kids are 2 x's higher in their chronic absenteeism rates than others. Kids with learning disabilities are also higher in chronic absenteeism. Many social determinants which may indicate adversity are indicated as barriers to school attendance such as transportation, family stress and school avoidance. We have a high rate of bias and racism in school disciplinary practices as reported by CT Voices. For example, Latino students are 25% more likely to be expelled from school than their other racial counterparts. Because disciplinary and LD are included in CA data, I wonder if we could use some other points collected from the Next Generation system?

The "Connecticut's Next Generation Accountability System" is pretty interesting, and easier to use. You can pull data from state, districts and individual schools. And HES's as well as the State can use the data.

http://edsight.ct.gov/relatedreports/using_accountability_results_to_guide_improvement.pdf

(from DOE): It is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time. It was developed through extensive consultation with district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others. The system was conceived and developed under ESEA Flexibility and approved by the U.S. Department of Education (USED) on August 6, 2015. It was later included as part of Connecticut's state plan under the Every Student Succeeds Act (ESSA). So for each school it tracks:

- Academic achievement (Performance Index)
- H 2. Academic growth
- H 3. Assessment participation rate
- H 4. Chronic absenteeism
- H 5. Preparation for postsecondary and career readiness – coursework
- 6. Preparation for postsecondary and career readiness – exams
- 7. Graduation – on track in ninth grade
- 8. Graduation – four-year adjusted cohort
- 9. Graduation – six-year adjusted cohort
- H 10. Postsecondary Entrance Rate
- 11. Physical fitness
- 12. Arts access

As you can see it has a broader holistic presentation of the school's ability to determine success for students. I would respectfully suggest looking at this system instead of just absenteeism. Perhaps it is not that useful for the age range you are looking at (I believe birth to 8?) but perhaps you can get just K-3 scores from DOE? That might not be possible, but...

C. Performance level on all six domains of the Kindergarten Entrance Inventory (includes: literacy skills, numeracy skills, physical/motor skills, creative/aesthetic skills, and personal/social skills Inventory results will be aggregated to the district and state level, grouping students into three performance levels by domain.

I support this measure...but see below for an argument for more holistic secondary measures and or measures from the HEC communities:

Reference: Child Trends, 2010 <https://www.childtrends.org/wp-content/uploads/2010/12/2010-18Measurement.pdf>

(From Child Trends) **School Readiness Depends on Supportive Families, Schools, and Communities.** In addition to the developmental features of children's readiness that have been highlighted in this brief, school readiness goes beyond a measurement of children's competencies at any particular point in time. There are other key factors that contribute to children's readiness for school, such as the family context, the context and quality of their child care arrangements prior to school entry, and the resources available within the community to support at-risk children and families such as health, mental health, family support, and nutrition services. In addition to considering the academic and developmental supports children need to be prepared for success in school, states should also consider what supports are needed to have "ready schools" and "ready communities." Ready schools foster communication and continuity between early care and school settings and support successful transitions from preschool to kindergarten. Ready communities provide high-quality comprehensive programs and services to support at-risk families with young children and work with state leadership to communicate the needs of their community's young children.