

Healthy People 2020: Who's Leading the Leading Health Indicators?



Carter Blakey

Deputy Director, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services

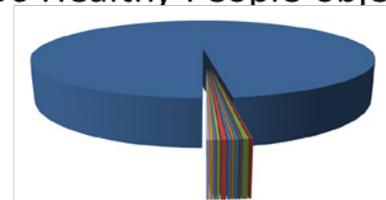


Who's Leading the Leading Health Indicators?

Healthy People
2020

- **Leading Health Indicators are:**
 - Critical health issues that, if addressed appropriately, will dramatically reduce the leading causes of preventable deaths and illnesses
 - Linked to specific Healthy People objectives
 - Intended to motivate action to improve the health of the entire population

1200 Healthy People objectives



LHIs are a subset of
Healthy People
objectives



Who's Leading the Leading Health Indicators?

Healthy People
2020

Featured Speakers:

- **Don Wright, MD, MPH** – Acting Assistant Secretary for Health; Director, Office of Disease Prevention and Health Promotion, U.S. Department of Health and Human Services
- **Bob Balfanz, PhD** – Co-Founder, Diplomas Now



Office of Disease Prevention
and Health Promotion

Don Wright, MD, MPH
Acting Assistant Secretary for Health;
Director, Office of Disease Prevention
and Health Promotion
U.S. Department of Health and Human
Services



- A range of personal, social, and environmental factors contribute to individual and population health.
- People with quality education, stable employment, safe homes and neighborhoods, and access to preventive services tend to be healthier throughout their lives.
- These factors all play a critical role in improving health:
 - Home
 - School
 - Workplace
 - Neighborhood
 - Community

Healthy People 2020 Social Determinants of Health (SDOH) Framework



Social Determinants – Leading Health Indicator

Healthy People
2020

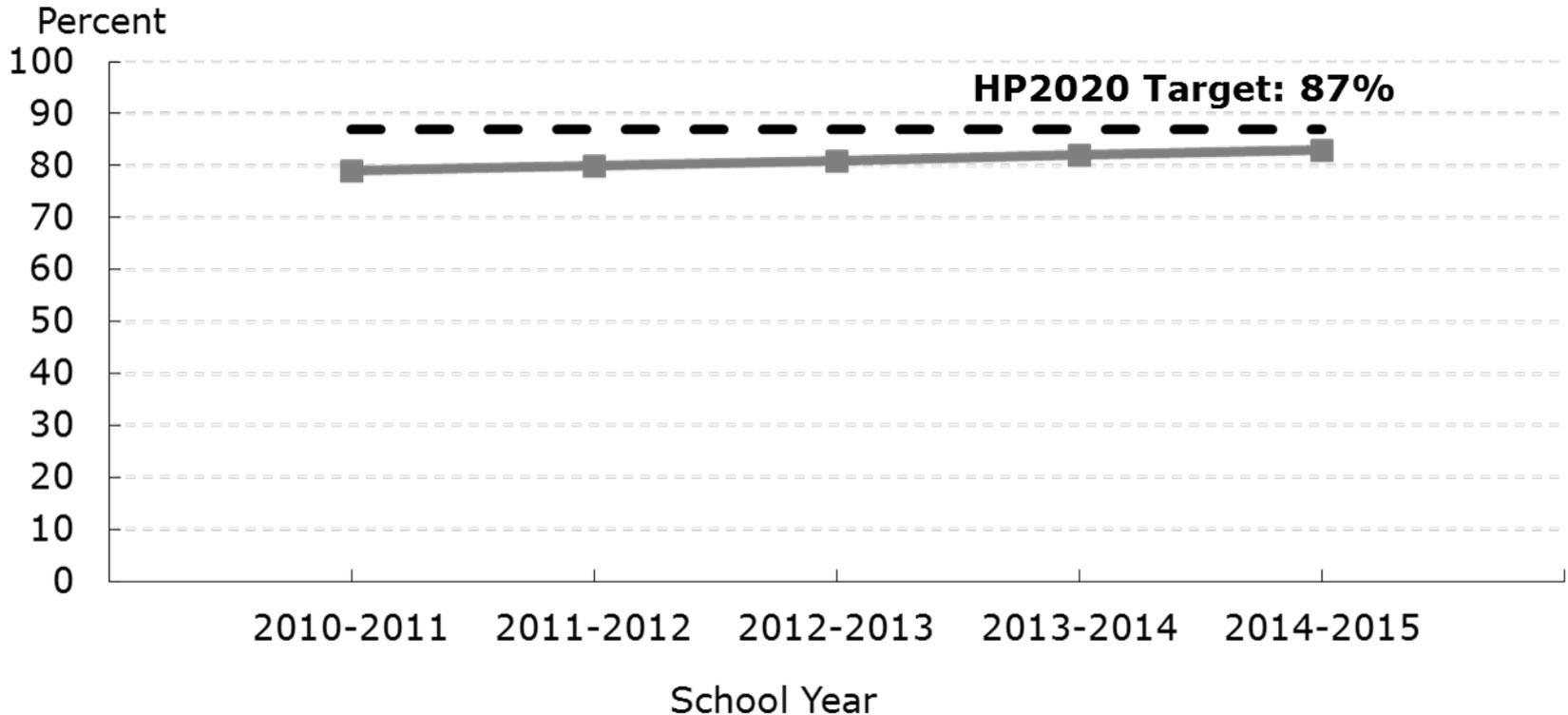
- Increase the proportion of students who graduate with a regular diploma 4 years after starting 9th grade



ODPHP

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On-Time High School Graduation Rate



NOTES: Data are for public high school students who graduated with a regular diploma 4 years after starting 9th grade and are measured using the 4-year adjusted cohort graduation rate.

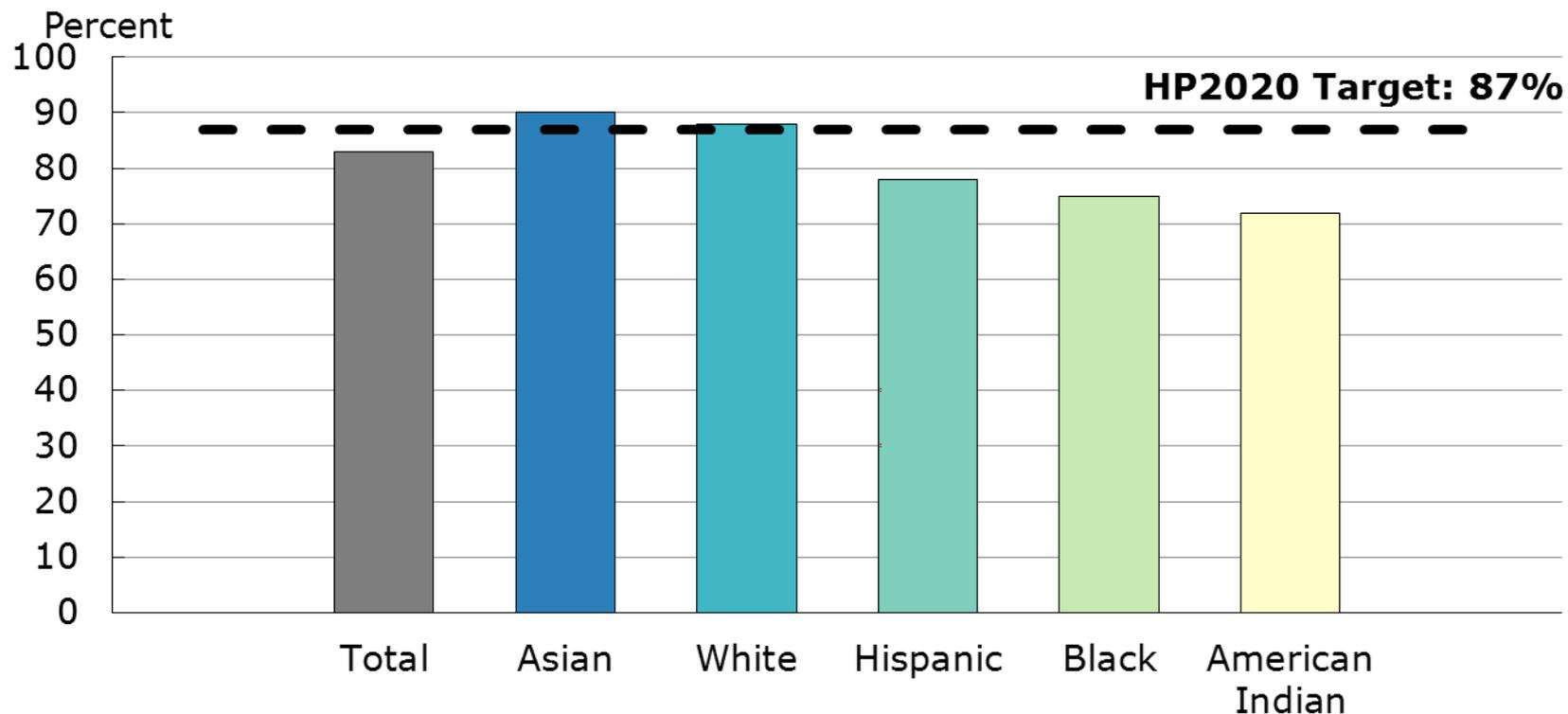
SOURCE: Common Core of Data (CCD), ED/NCES.

Obj. AH-5.1
Increase
desired



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On-Time High School Graduation Rate, 2014-2015



NOTES: Data are for public high school students who graduated with a regular diploma 4 years after starting 9th grade and are measured using the 4-year adjusted cohort graduation rate. Data for American Indian/Alaska Native students imputed for Virginia. Race categories exclude persons of Hispanic or Latino origin. Asian includes Pacific Islander. American Indian includes Alaska Native.

SOURCE: Common Core of Data (CCD), ED/NCES.

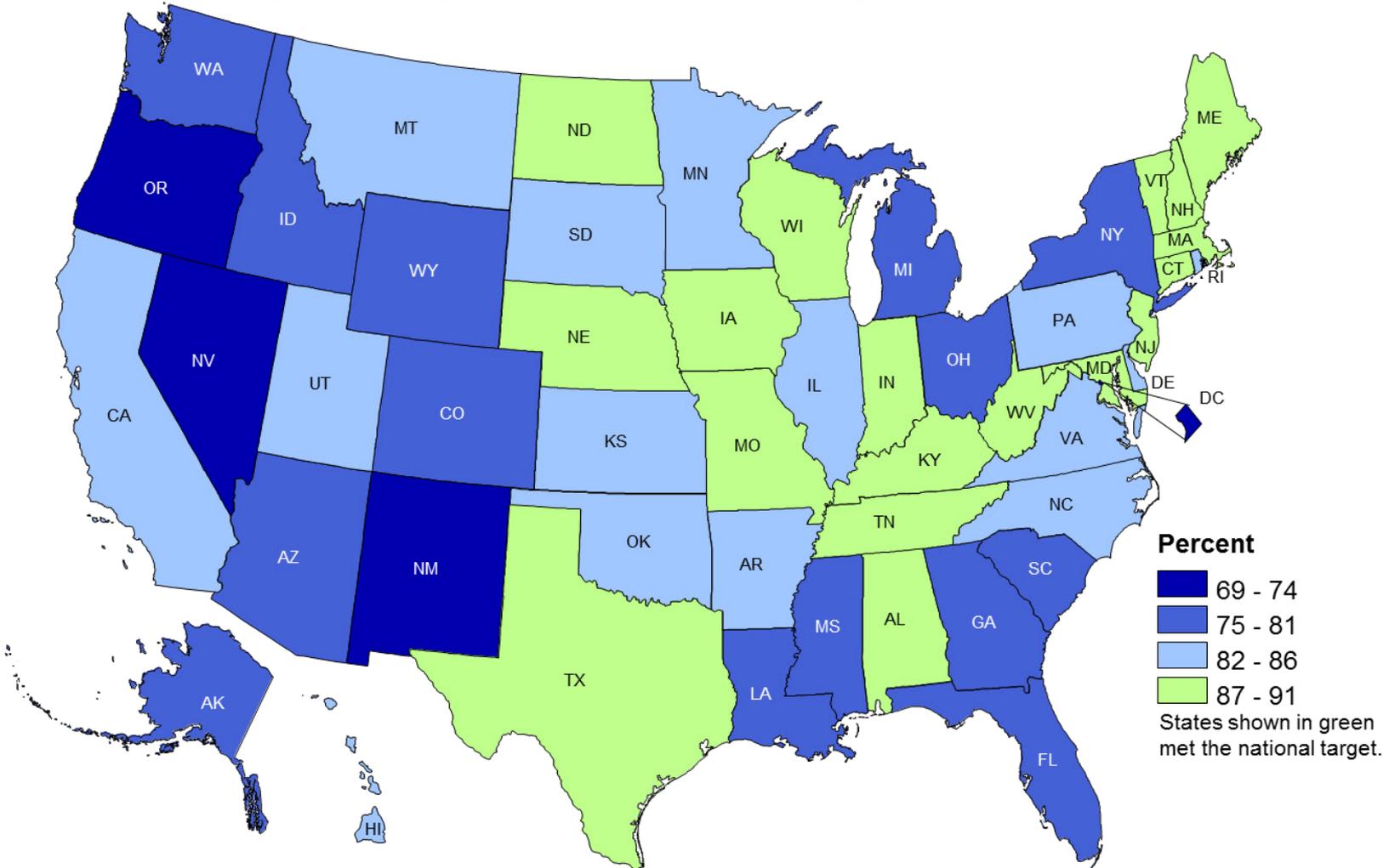
Obj. AH-5.1
Increase desired



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On-Time High School Graduation Rate, 2014-2015

Healthy People 2020 Objective AH-5.1 • National Target = 87% • National Rate = 83%



NOTES: Data are for public high school students who graduated with a regular diploma 4 years after starting 9th grade and are measured using the 4-year adjusted cohort graduation rate. There are some differences in how states implemented the requirements for the ACGR, leading to the potential for differences across states in how the rates are calculated. Data are displayed by a modified Jenks classification for states. For more information see National Center for Health Statistics. Appendix A: Technical Notes. *Healthy People 2020 Midcourse Review*. Hyattsville, MD. 2016.
<https://www.cdc.gov/nchs/data/hpdata2020/HP2020MCR-D01-Technical-Notes.pdf>

SOURCE: Common Core of Data (CCD), ED/NCES.

Obj. AH-5.1
 Increase
 desired

- CDC's Healthy Schools program funds all 50 states and the District of Columbia (DC) to:
 - Reduce the risk factors associated with childhood obesity
 - Manage chronic conditions in schools
 - Promote the well-being and healthy development of all children and youth.



HRSA School-Based Health Services

- HRSA provides funding for the Collaborative Improvement and Innovation Network on School-Based Health Services (CoIIN-SBHS)
- Initiative goals include:
 - Improve the quality of school-based health centers (SBHCs) and comprehensive school mental health programs (CSMHPs)
 - Expand the number and improve the sustainability of SBHCs and CSMHs through the spread of innovative and practical policy and finance approaches



Diplomas Now: Keeping Every Student on the Path to High School Graduation, College Readiness and Adult Success

Diplomas **DIPLOMAS NOW** for schools
their most vulnerable



The Why and How of Preventing High School Dropouts

STUDENTS WHO DROPOUT:



8X

MORE LIKELY TO
END UP IN PRISON



3X

MORE LIKELY TO
BE UNEMPLOYED

EARN ROUGHLY
\$1MM

LESS THAN
HIGH SCHOOL
GRADUATES

Furthermore, out-of-school, out-of-work youths will collectively cost Americans about

\$292,000 EACH

in increased social service costs and lost earnings and taxes over the course of their lifetimes.

Students on the path to dropping out can be identified by the early warning indicators of:

A

poor
Attendance

B

disruptive
Behavior

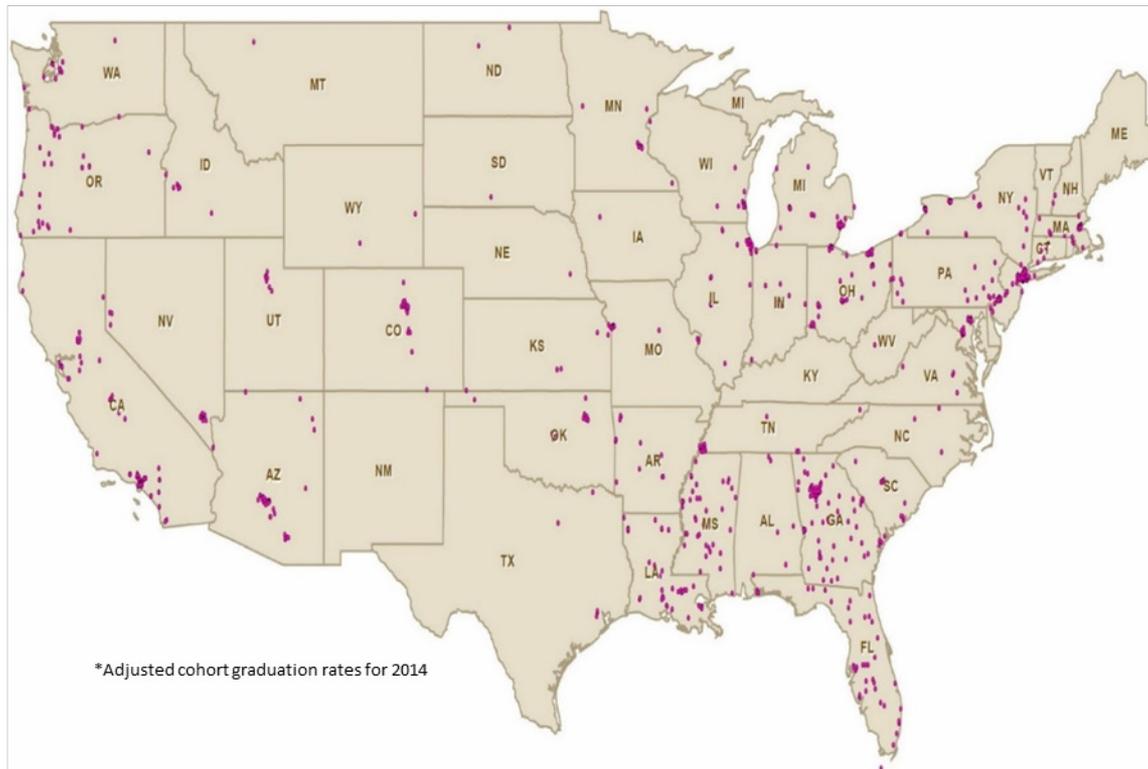
C

course failure in
math or English

In high poverty environments middle and high school students with just one of these can have only a **25% chance of graduating.**

Remaining Challenge- High Needs High Schools

1,000 High Schools with Graduation Rates of 67% or Less*



A third of the nation's dropouts come from 1,000 high schools

Low Performing HS's are disproportionately clustered in a small number of urban, suburban & rural districts

Half the students experiencing extreme poverty are in just 68 districts

Half of off-track African American and Latino students are in 800 schools in just 70 districts

Diplomas Now-
Creating a School
Reform Model to
Address the
Dropout Challenge

Diplomas Now Theory of Action

For the highest need schools – those that educate only students living in poverty – we need to simultaneously build adult capacity and provide students with the additional support they need to succeed.

Even with the best teachers, curriculum, standards and assessments in place, students living in poverty will still struggle.

By getting students the support they need when they need it, while also enhancing a school's curriculum, use of data and teacher coaching, we can transform schools and keep more students on track to graduation.

Diplomas Now: Integration of Multiple Non-Profits to Meet Needs of High Poverty Secondary Schools and Students



Johns Hopkins University's Talent Development Secondary provides whole school improvement strategies & practices, including early warning systems, professional development support, and curriculum/instruction resources

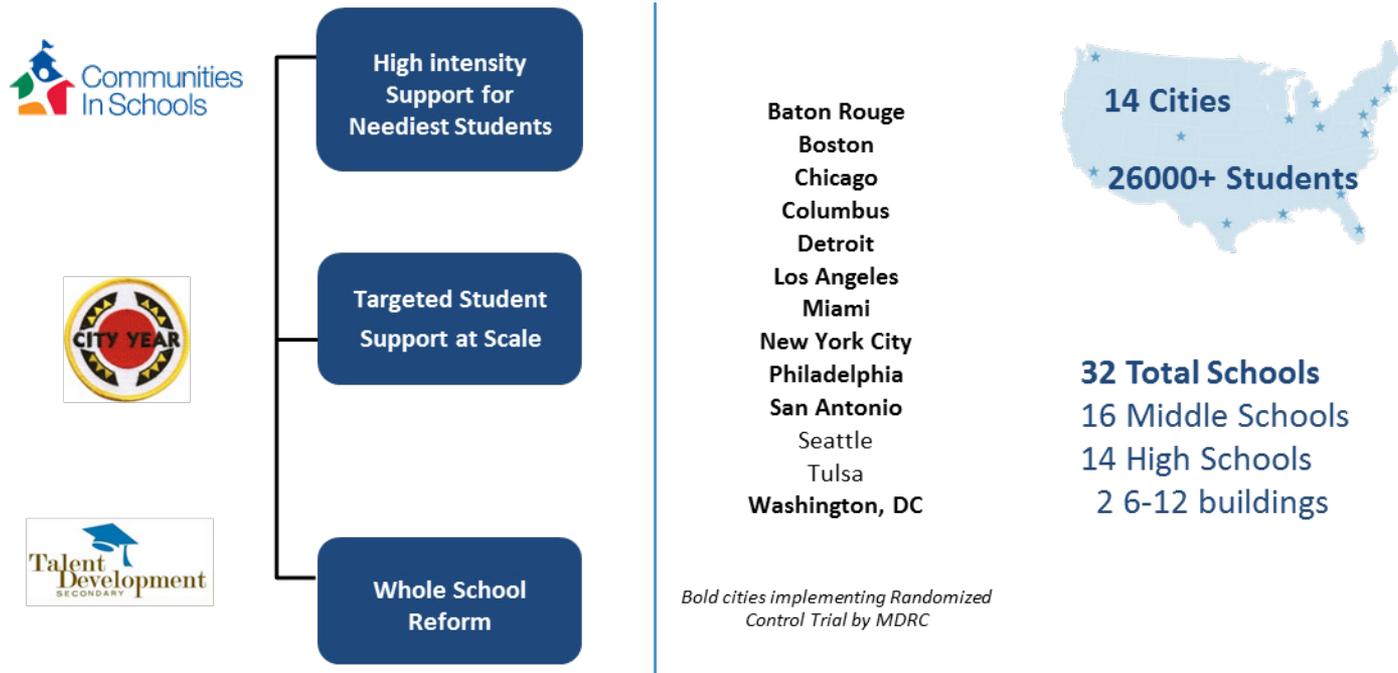


City Year's "near peer" AmeriCorps members provide individualized, whole-class and whole school academic and social-emotional support



Communities In Schools provides case-management support to students with the highest needs

Diplomas Now Secondary School Transformation Model



Investing in Innovation
Fund Winner

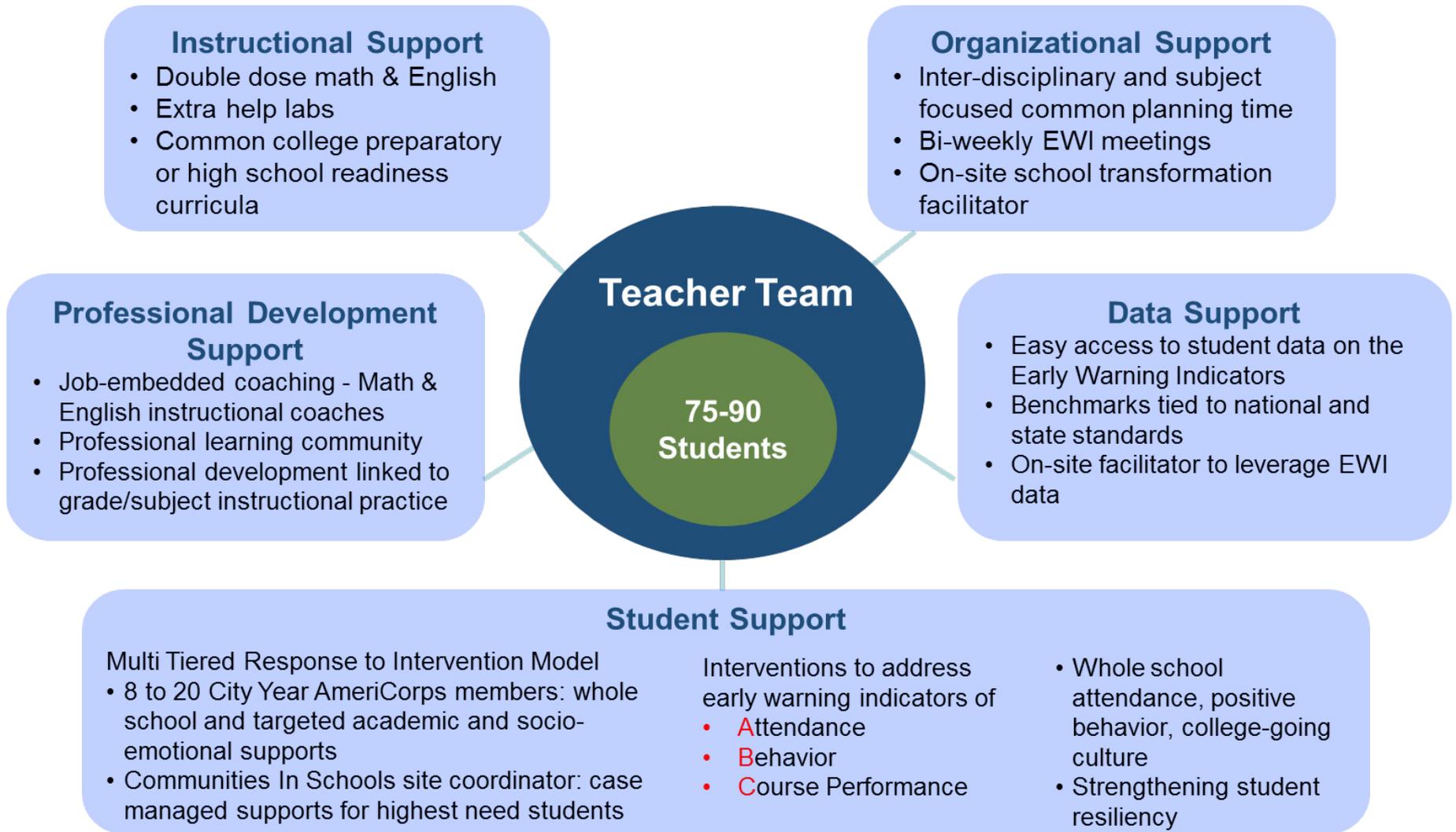


1,700 Applicants



49 Grantees

Surrounding Teachers and Students with Support



Early Warning Systems Meetings

What's EWS Meeting?

A structure used to regularly monitor student progress and a collaborative effort to:

- Monitor student progress-rapidly flag students falling off track
- Identify students in need of intervention
- Looks for data trends to identify most strategic level of intervention (student, class, grade, school etc.)
- Monitor if intervention is improving student outcomes

What Happens during an EWS meeting?

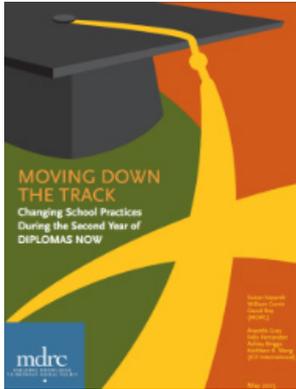
- Examine relevant student data (attendance, behavior and coursework)
- Collaborate and problem-solve to identify reason for outcome
- Agree upon interventions to be taken and
- Identify “champion” and document each intervention

Process:



Evidence of Impact

Diplomas Now Research Study



- In 2010, Diplomas Now won a federal **Investing in Innovation (i3) grant** to validate its impact on students through a randomized control trial led by MDRC
- Largest randomized control study of secondary school improvement in the nation



11 Cities

62 Schools

2 Cohorts

7 Years

- Tracking data on early warning indicators and academic achievement of successive cohorts of students through middle and high school
- Implementation study on the necessary design elements to maximize impact in schools (studying III program elements)



- Supports movement toward **“evidence-based”** practices and budgeting in education to show ROI
- Provides an unprecedented national documentation on the conditions for school turnaround to influence policy at the federal, state and local levels

Major National Research on Diplomas Now's Evidence of Impact

The Diplomas Now collaboration had a **positive, statistically significant increase** in percentage of sixth- and ninth-graders with no early warning indicators (poor attendance, poor behavior and failing math and English) over the course of just one year

Diplomas Now also had a **positive, statistically significant impact** on increasing attendance and reducing chronic absenteeism in middle schools

Positive and statistically significant effects in the education field are rare: **only 9% of randomized control trials commissioned** by the U.S. Dept of Ed Institute of Education Sciences **produce positive effects****

**Statistically significant at 95% confidence – What Works Clearinghouse level*

*** Coalition for Evidenced-Based Policy*

Source: Addressing Early Warning Indicators: Interim Impact Findings from the Investing in Innovation (i3) Evaluation of Diplomas Now. MDRC. (June 2016)

Diplomas Now Creates Strong Learning Environments

The Diplomas Now model led to **statistically significant “service contrasts”** for students and teachers compared with schools without Diplomas Now

For teachers, increased frequency of:	For students, increased frequency of:
<ul style="list-style-type: none"> • Using data to drive instruction and target struggling students • Teacher collaboration • Support from instructional coaches 	<ul style="list-style-type: none"> • Coordinated academic and non-academic services • Math/English academic help • In-class behavioral support

Contrasts emerged in first year and increased in second year

Students at Diplomas Now schools*:

- were more likely to report a **positive relationship with an adult at school who was not a teacher**
- were more likely to **participate in academically-focused after-school activities** than students in non-Diplomas Now schools

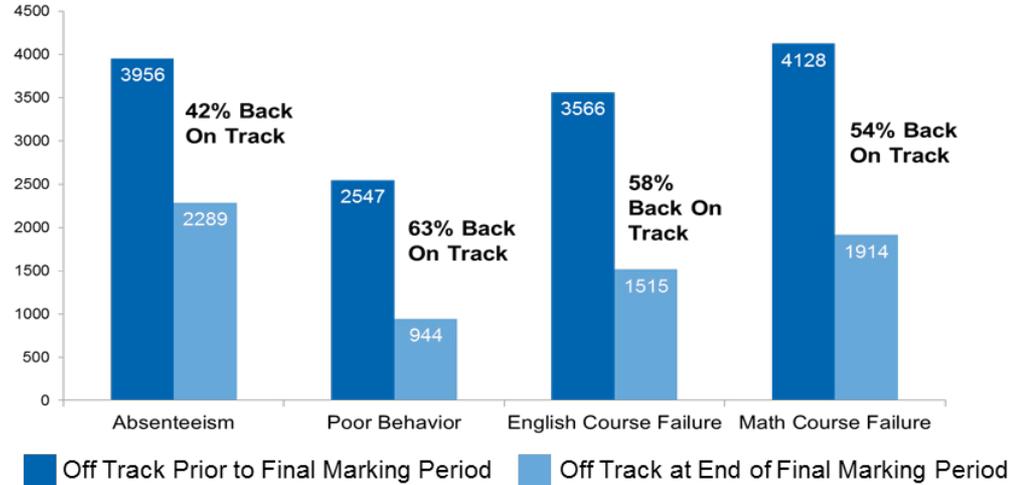
Additionally, Diplomas Now had positive and statistically significant impacts on teachers’ perceptions of school climate during the second year of implementation.

*Based on student surveys

Diplomas Now 2015-2016 End-of-Year Results

Getting off-track students back on track:

The progress of students flagged with an off-track indicator prior to the final marking period of the 2015-2016 school year in all Diplomas Now schools.



Preventing students from falling off-track:

Percentage of students in Diplomas Now schools not flagged with an off-track indicator prior to quarter 4 who stayed on track.

On Track Percentage of Students



Overall Success:

Percentage of students who ended the year on track in Diplomas Now schools.

On Track Percentage of Students

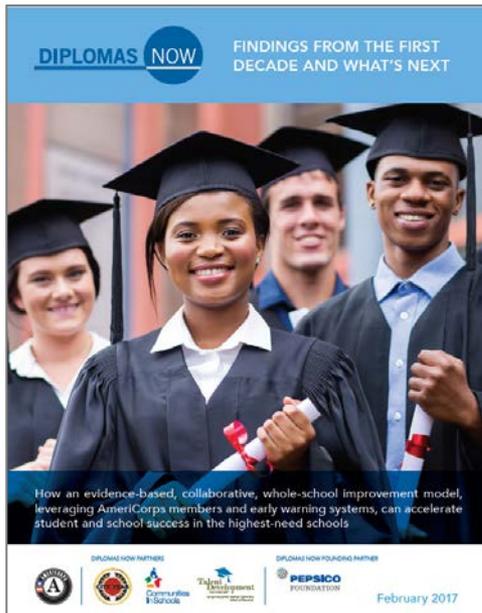


Diplomas Now Equals Real Improvement

- Since Diplomas Now began partnering with the following schools, they have seen impressive graduation rate increases:
 - Cardozo Education Campus (Washington, DC) has increased its graduation rate by 17 percentage points, from 42% to 59.2%, the second largest gain of any school in the district, outpacing the overall district graduation rate growth (13% points).
 - Gage Park High School (Chicago) has increased its graduation rate by 23% points, from 39.4% to 62.6%, outpacing the overall district graduation rate growth (15.8% points).
 - Newtown High School (New York City) has increased its graduation rate by 8.5% points, from 62% to 70.5%.
- By partnering with Diplomas Now, high schools are seeing gains in student on track rates:
 - In Chicago, the Freshman On-Track Rate has increased since DN began partnering with schools there:
 - Gage Park HS – nearly 10% point increase, from 73.9% in 2011-2012 to 83.1% in 2015-2016.
 - John Hope College Prep HS – 15.9% point increase, from 68.5% in 2011-2012 to 84.4% in 2015-2016.
 - At Newtown High School (New York City), the percentage of 9th and 10th graders earning enough credits to be on track for graduation has grown substantially:
 - 9th grade – 12% point increase, from 70% in 2010-2011 to 82% in 2015-2016.
 - 10th graders – 14% point increase, from 62% in 2010-2011 to 76% in 2015-2016.

Lessons Learned

Lessons Learned Through Diplomas Now Implementation & Research



1. Schools desire the additional human capital and data-driven intervention systems Diplomas Now provides
2. Multiple partners can collaborate to achieve greater impact
3. Effective school organization structures and training unlock the potential of human capital
4. AmeriCorps is a high-impact, cost-effective source for the additional human capital required in our nation's struggling schools
5. Whole-school transformation requires district support and dedicated funding
6. Planning time and leadership buy-in are critical
7. Conducting large-scale randomized control trials in schools requires sufficient time and significant financial and human resources

What's Next

Spreading Early Warning and Response Systems



SIXTH GRADERS WITH **1** OR MORE KEY INDICATORS HAVE ONLY A 10 - 20 PERCENT CHANCE OF GRADUATING FROM HIGH SCHOOL IN FIVE YEARS

75% OF HIGH SCHOOL DROPOUTS CAN BE IDENTIFIED BETWEEN GRADES 6 & 9

Early Warning and Response Systems (EWRS) represent a collaborative approach among educators, administrators, families, and communities to using data and evidence-based actions to effectively keep our country's most vulnerable students (e.g. ELL, low-income students, students with learning differences) on the pathway to post-secondary success and enable a culture of continuous improvement in schools.

- **Real time, accurate student data**
- **Rapid, evidence-based interventions targeting student needs**
- **Frequent monitoring and modification of interventions**
- **Shared learning from outcomes**

Strong Fidelity to Evidence-Based Practices and Decision-Making

Creating A Customizable Model to Scale

Diplomas Now is not an off-the-shelf model. We:

- meet schools where they are
- build on the strengths schools already have
- work side-by-side with existing staff to improve the school



The Diplomas Now model is flexible in terms of where the starting point is and how we engage with schools to build trusting relationships.

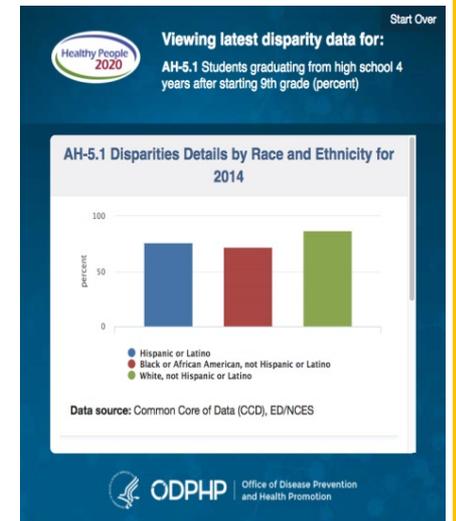
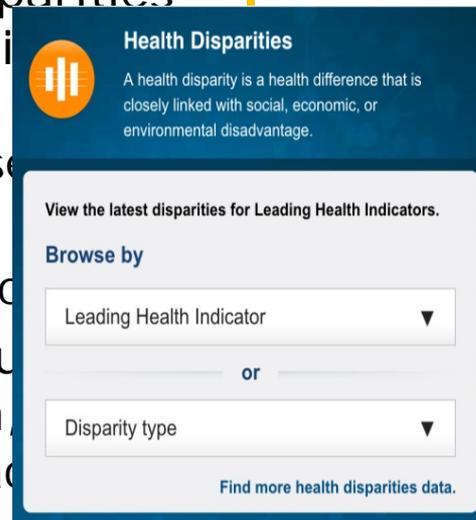
Roundtable Discussion

*Please take a
moment to fill out
our brief survey*



Health Disparities Widget

- Use our new health disparities widget to see health disparities data related to the Leading Health Indicators
- Use the widget to browse by:
 - Leading Health Indicator
 - Disparity type—including disability, education, income, location, race, ethnicity, and sex
- Add a version of the widget to your own website!



<https://www.healthypeople.gov/2020/data-search/health-disparities-data/health-disparities-widget>

Diagnosis, Prevention, and Treatment of Syphilis and HIV

Tuesday, August 1, | 12:30 PM ET

Join us as we review the progress of select
Healthy People 2020
STD and HIV objectives.

Hear how the Louisiana State Department of
Health is working to improve health
outcomes.

***To register, visit:
www.healthypeople.gov***



Online Public Comment

Send Healthy People your written comments on the proposed framework for Healthy People 2030.

Visit www.healthypeople.gov from June 27, 2017 – September 29, 2017



Save the Date!

Secretary's Advisory Committee on
National Health Promotion and Disease
Prevention Objectives for 2030

September 6 -7, 2017 (in-person)

*Registration will be available soon on
HealthyPeople.gov*



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Healthy People
2020

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