

# Measurement to inform the improvement journey

Health Equity Campaign Learning Session 1  
Brandon Bennett

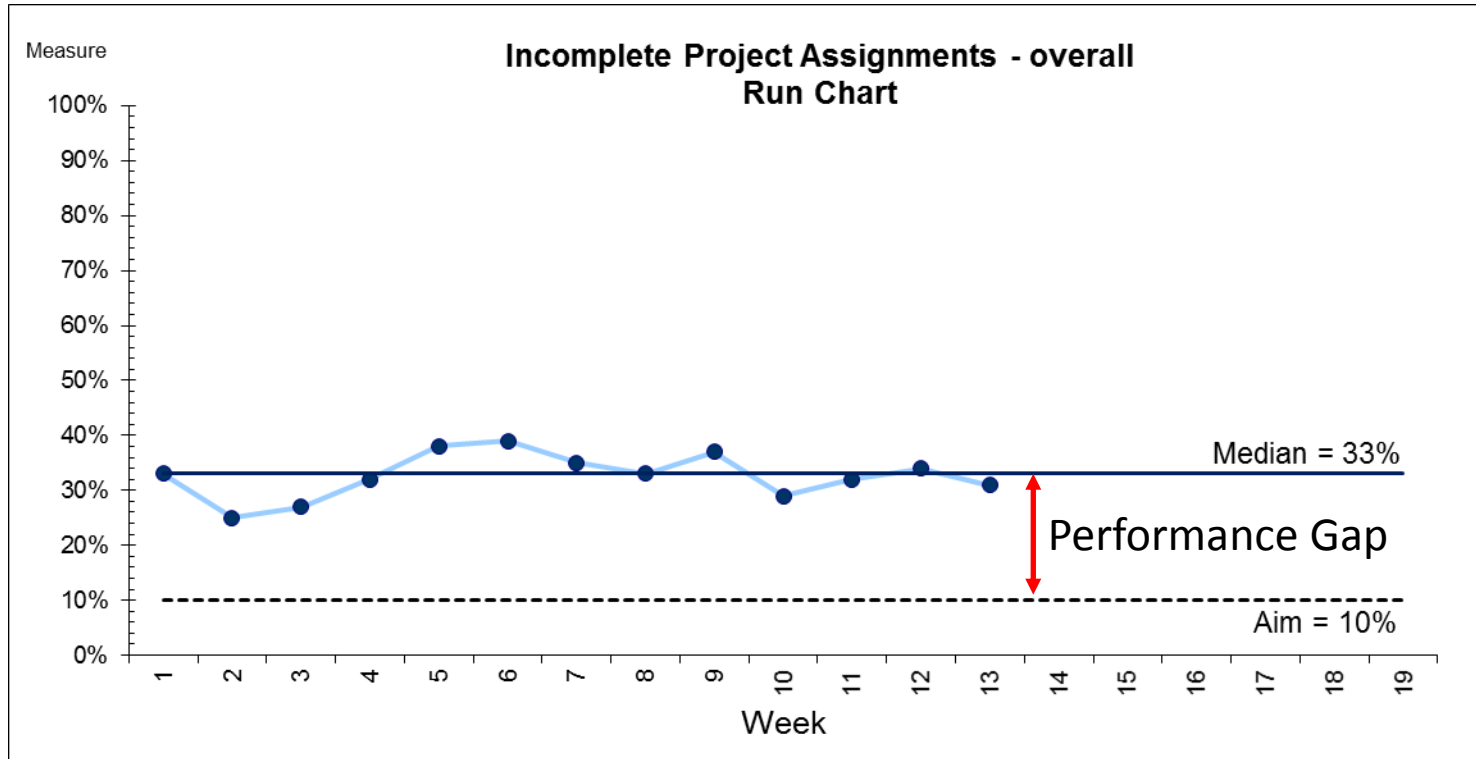


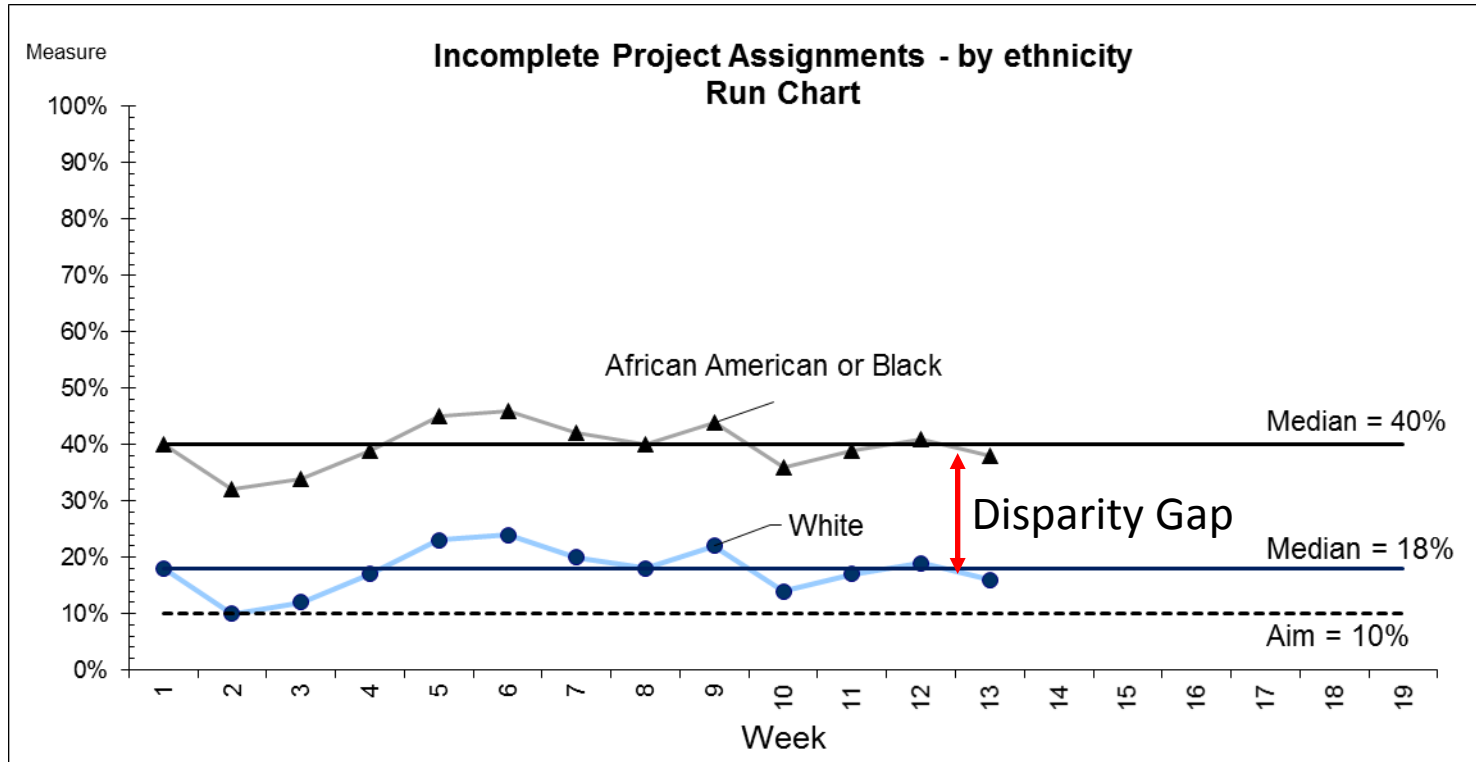
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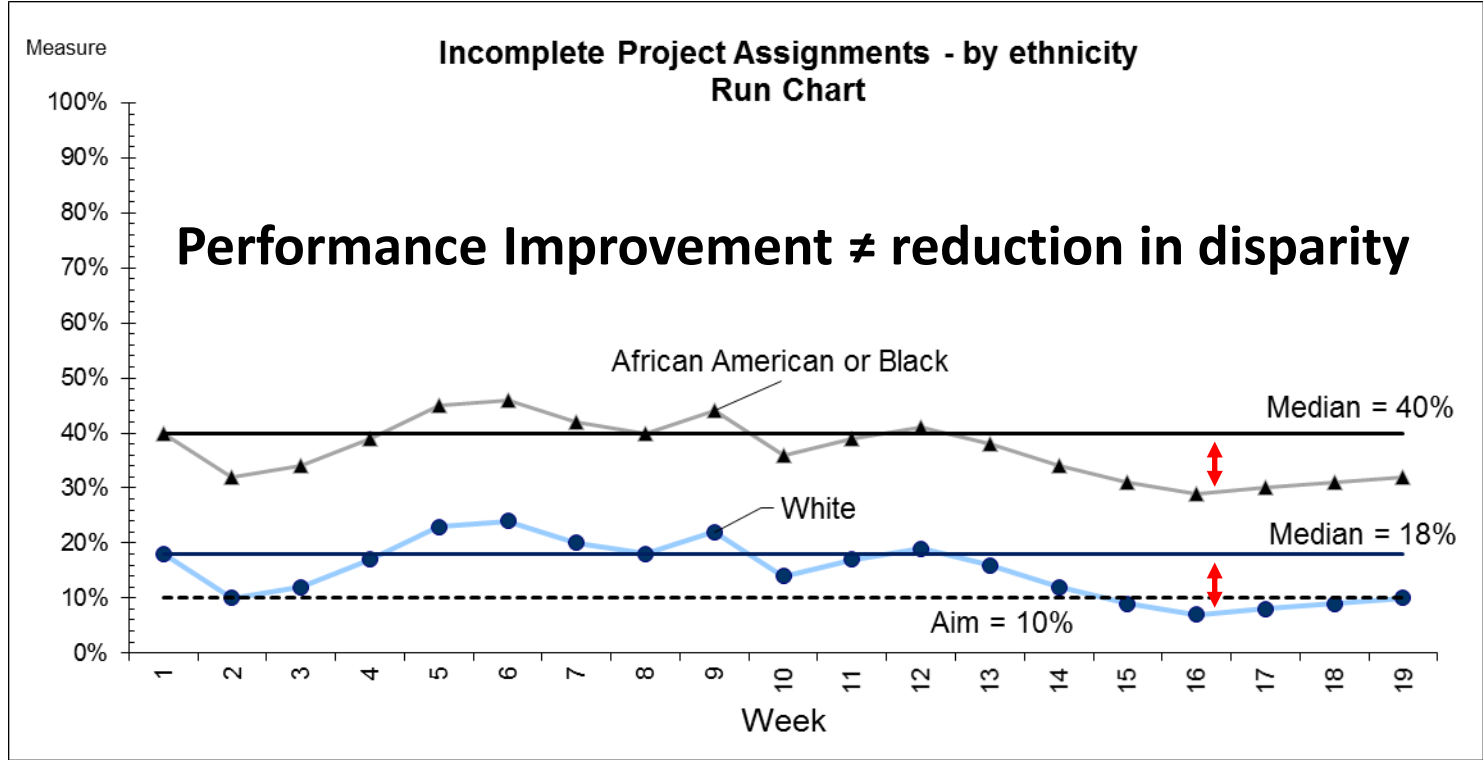


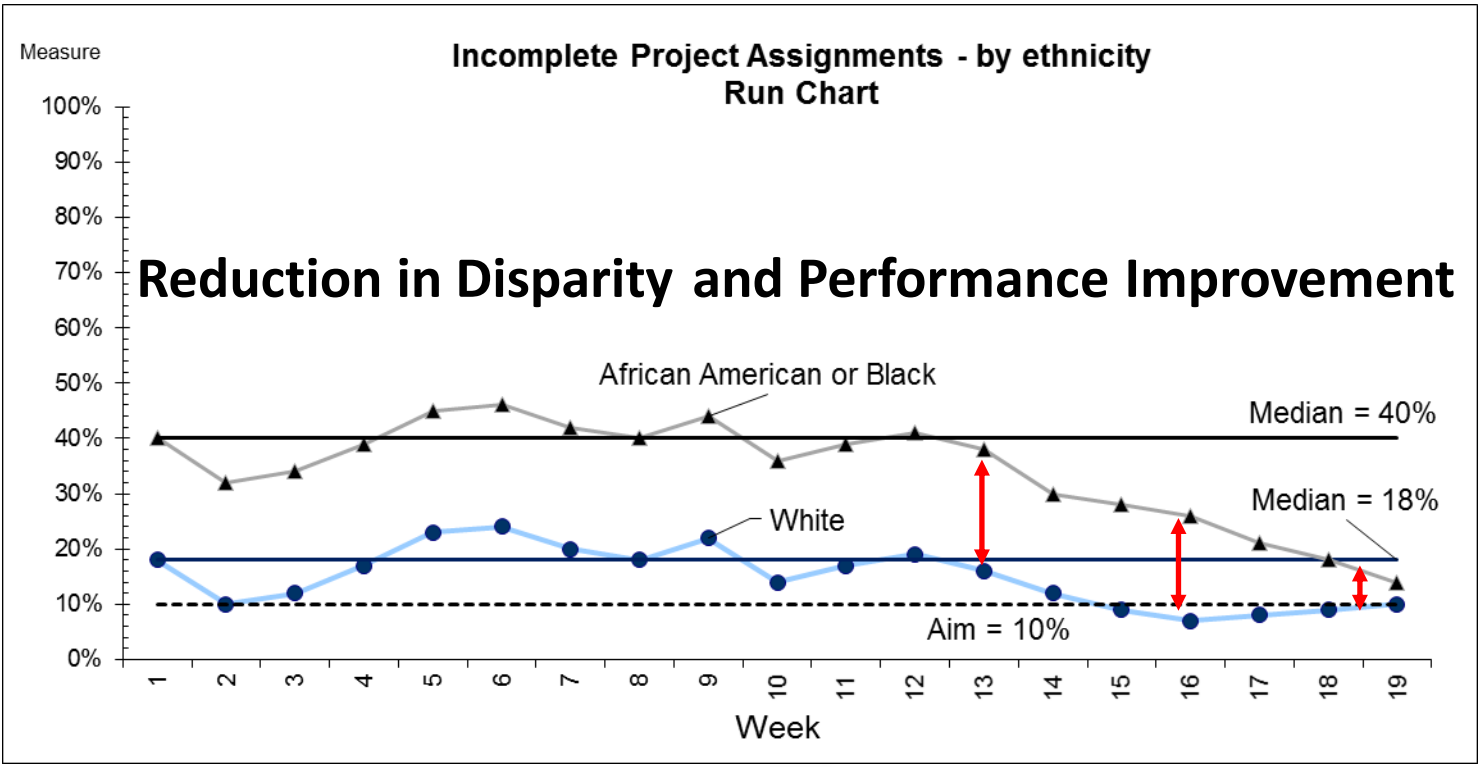
# Understanding inequity

From a measurement perspective









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**So what are we going to measure to understand if and when we are succeeding in reducing disparities and improving performance?**

# Why do we look into data?

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- Spend 3 min at your table
- What rationale do you have for why we collect and analyze data?



# Improvement isn't free!

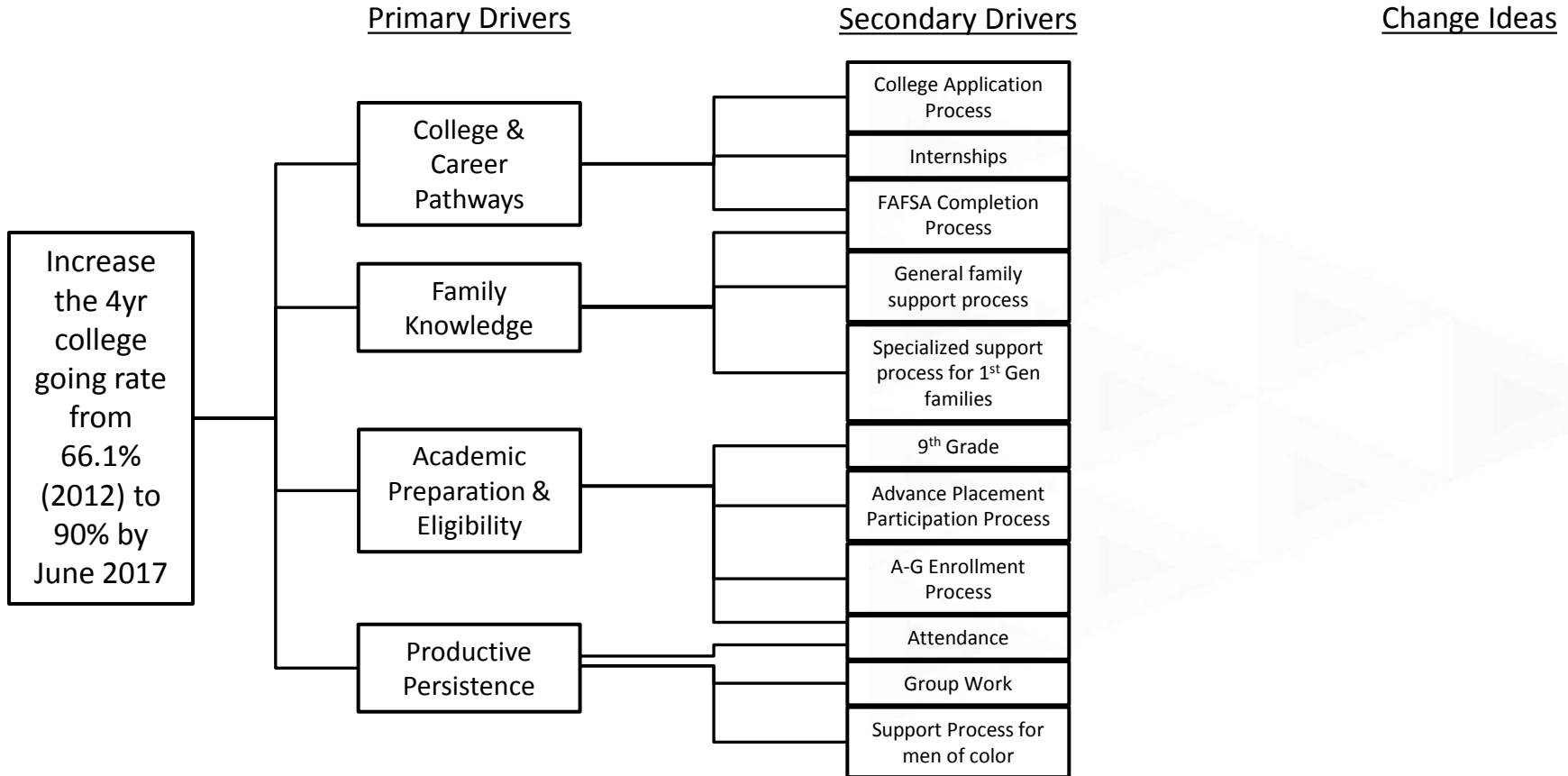
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- An investigation into the data we collect can help teams to dramatically reduce their improvement expenditure
- A deep dive into data can reveal where in the system change is needed, as well as where it is not needed
- A deep dive into data can also indicate the types of changes we might need to make in order to achieve a different outcome
- Contrast that with top down approaches that ignore local data. These can be very wasteful, applying “solutions” across the board without regard to whether those solutions are needed from place to place

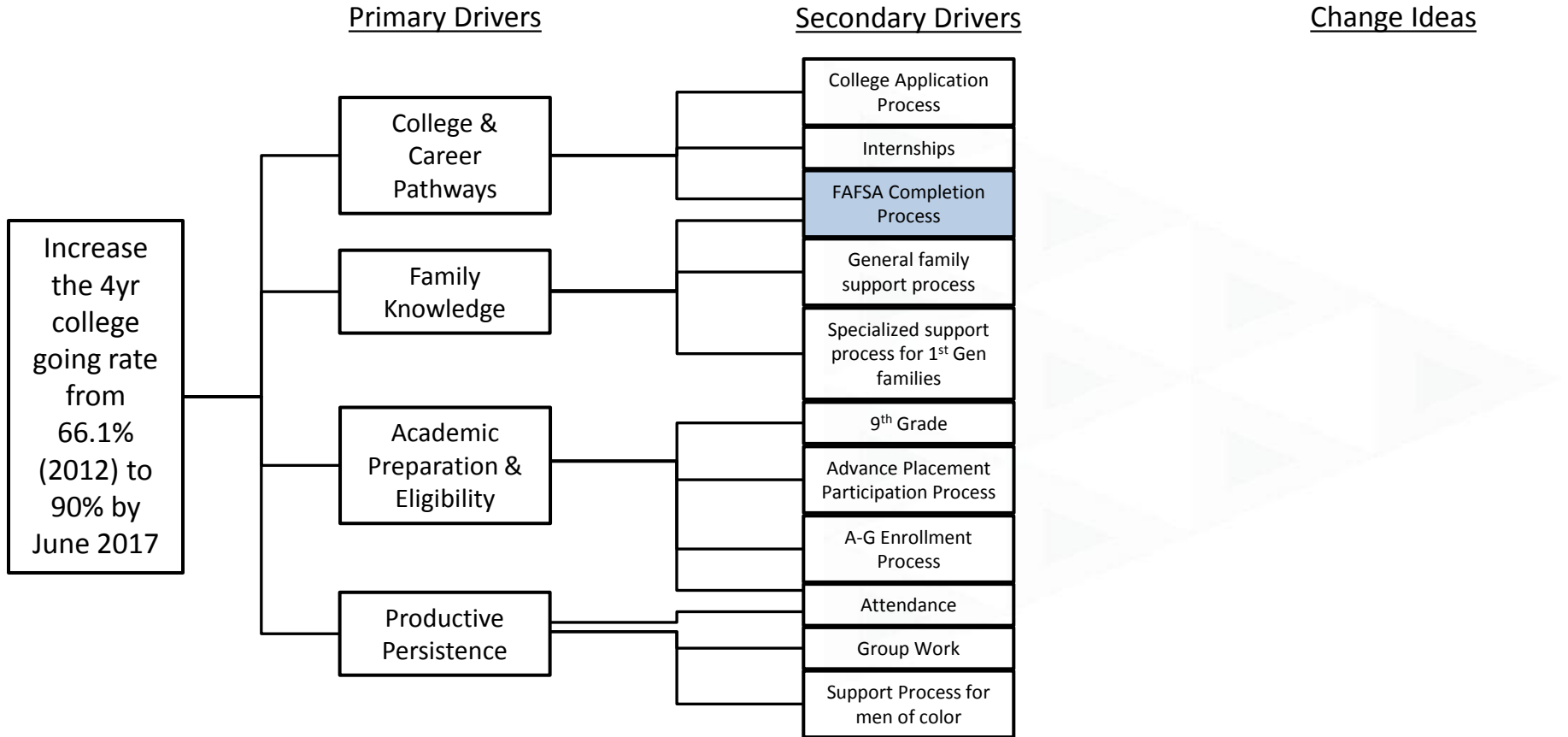
# Let's focus on alignment first

The case: Improving 4 yr college going rates

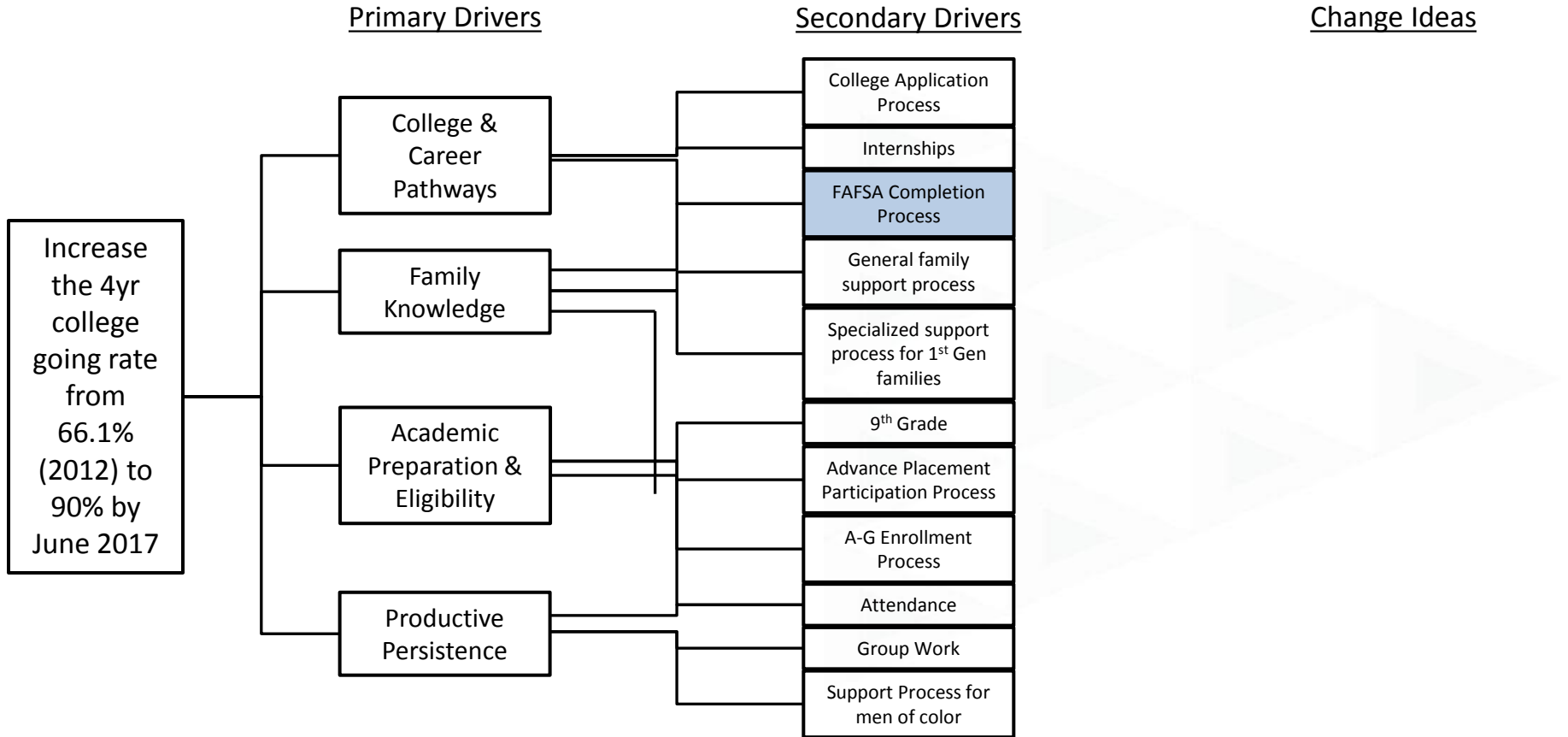
# Driver Diagram



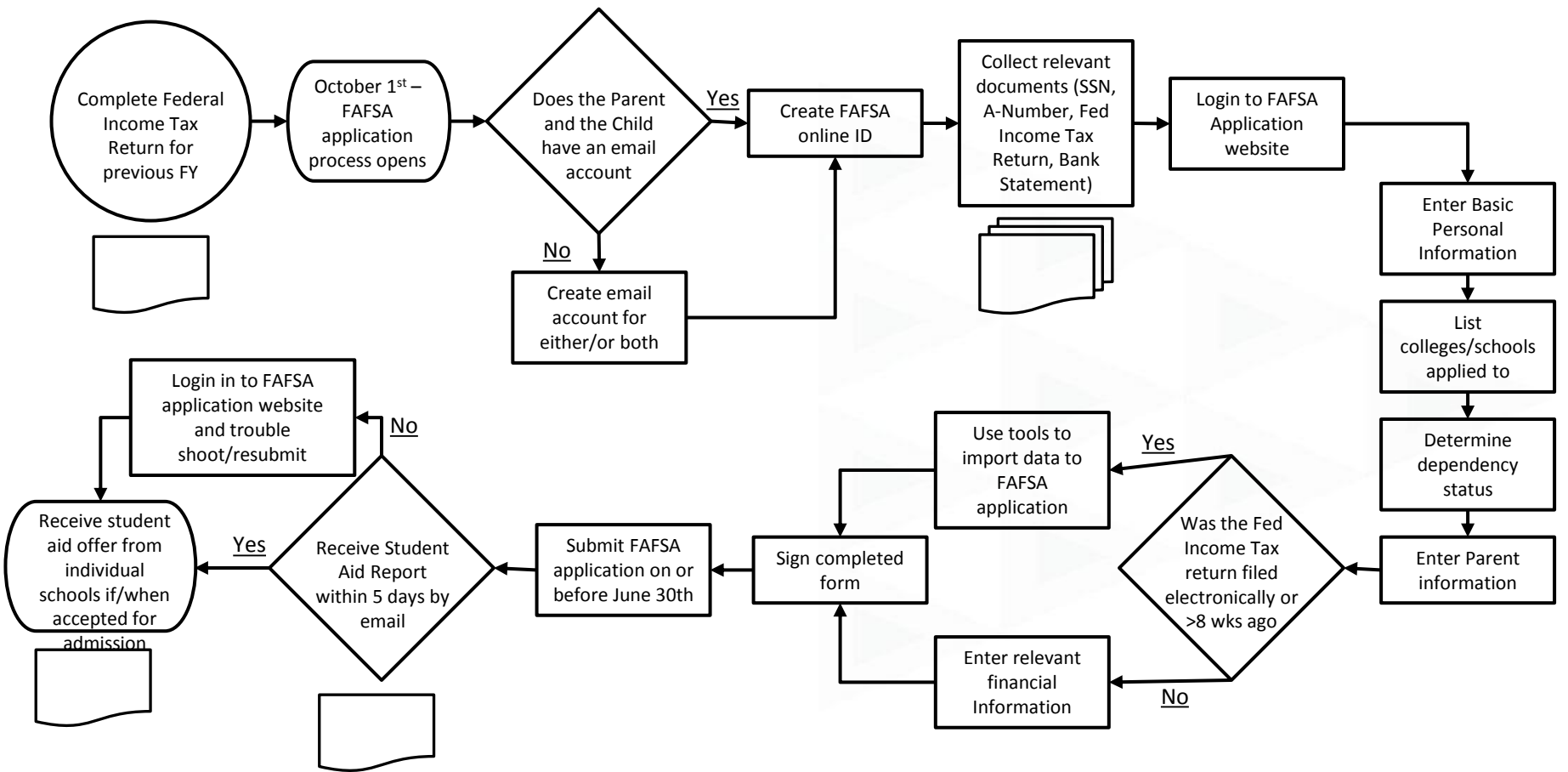
# Driver Diagram



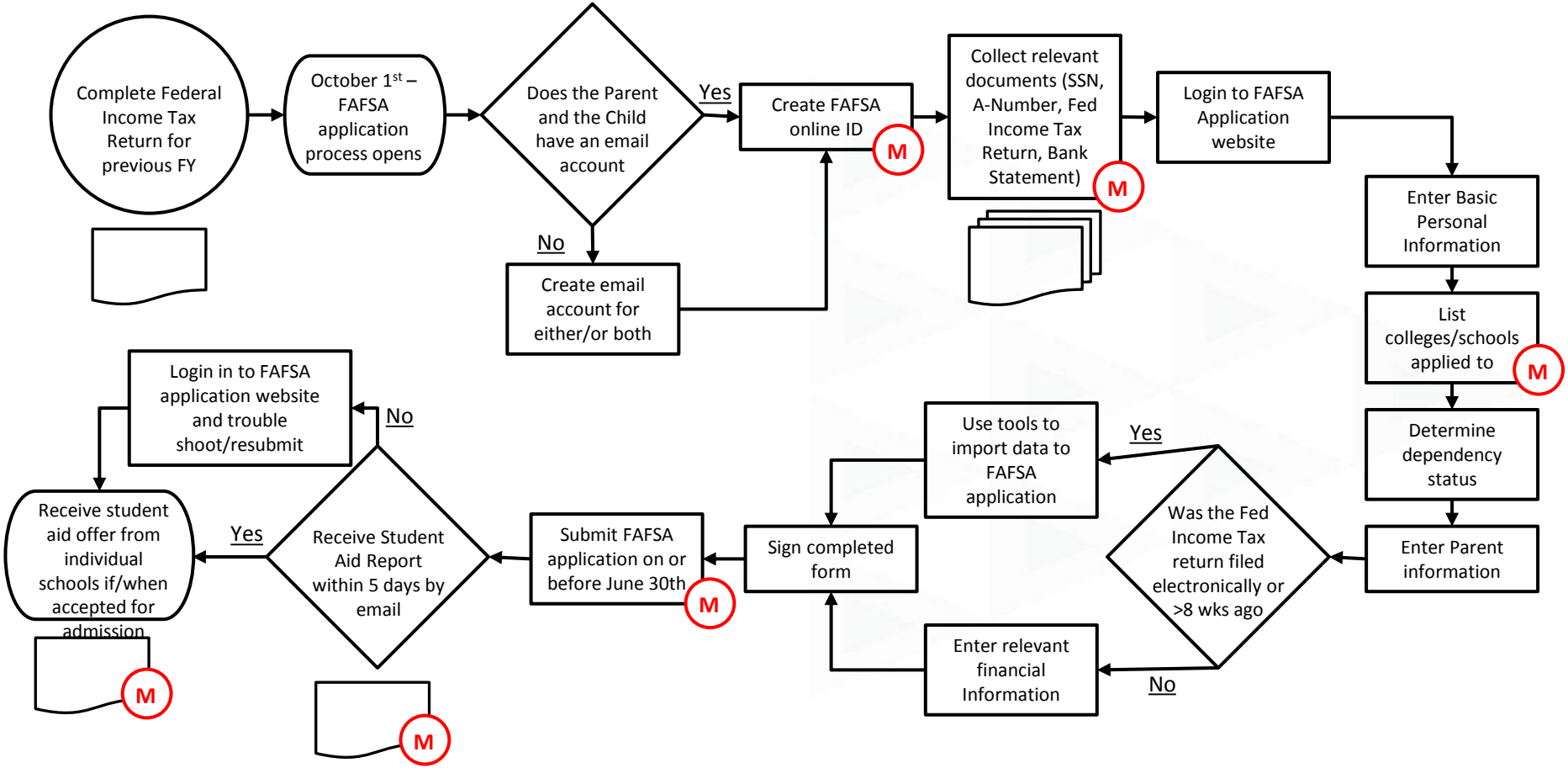
# Driver Diagram



# Process Map – Completing a FAFSA application – Student Perspective



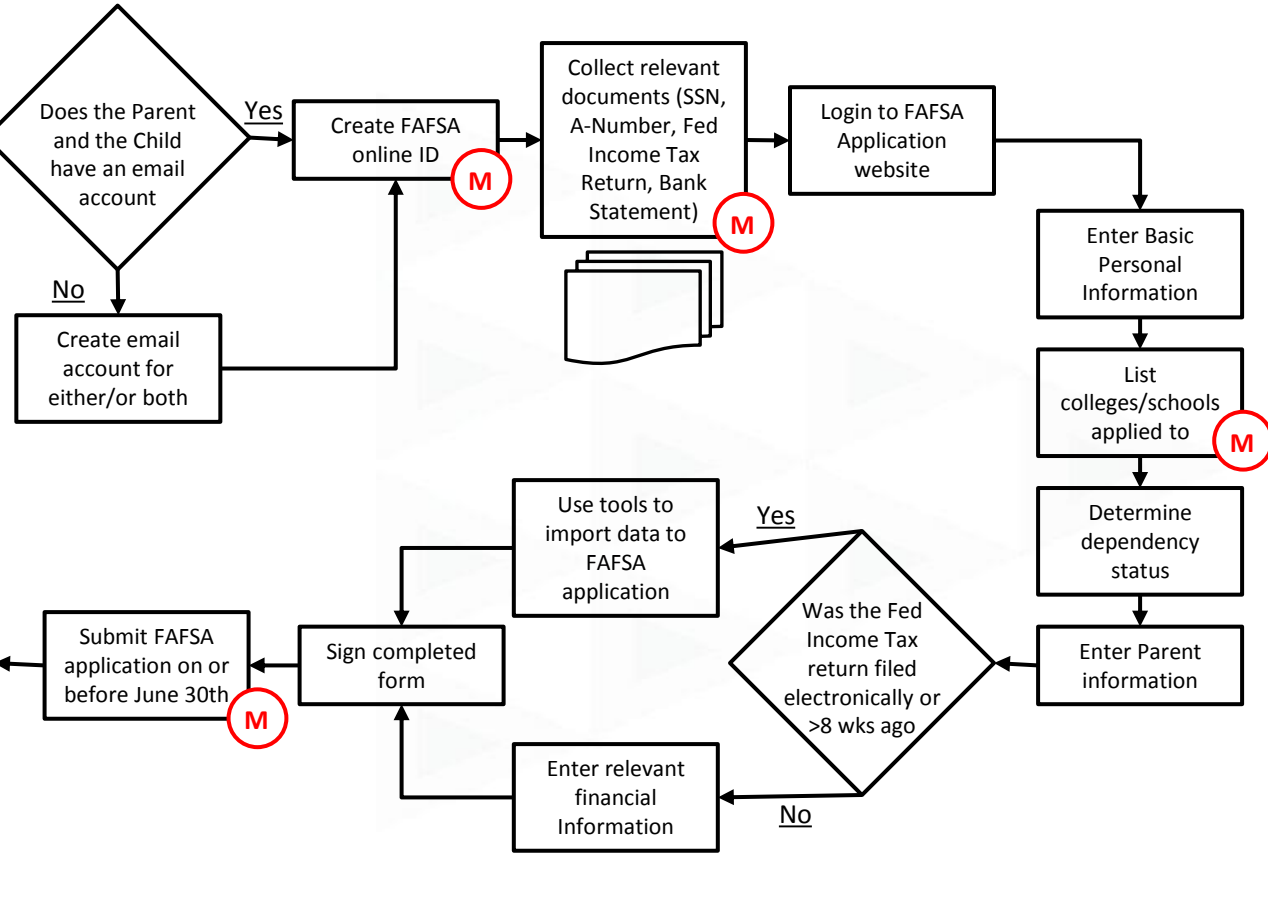
# Process Map – Completing a FAFSA application – Student Perspective



# Process Map – Completing a FAFSA application – Student Perspective

## Process Step Measures:

- 1) % of students with a FAFSA online ID by December 1<sup>st</sup>
- 2) % of students with 1 or more missing documents
  - a. Pareto (ordered bar chart) of the frequency of missing documents by type of document
- 3) Average number of colleges/schools applied to per student by November 30<sup>th</sup>
- 4) Cumulative % or number of students reporting they have submitted the FAFSA application (set goal of 100% by May 1<sup>st</sup>)
- 5) % of students with Student Aid Report by May 15<sup>th</sup>
- 6) % of students with 1 or more school acceptance letters and financial aid package offers by the end of academic year

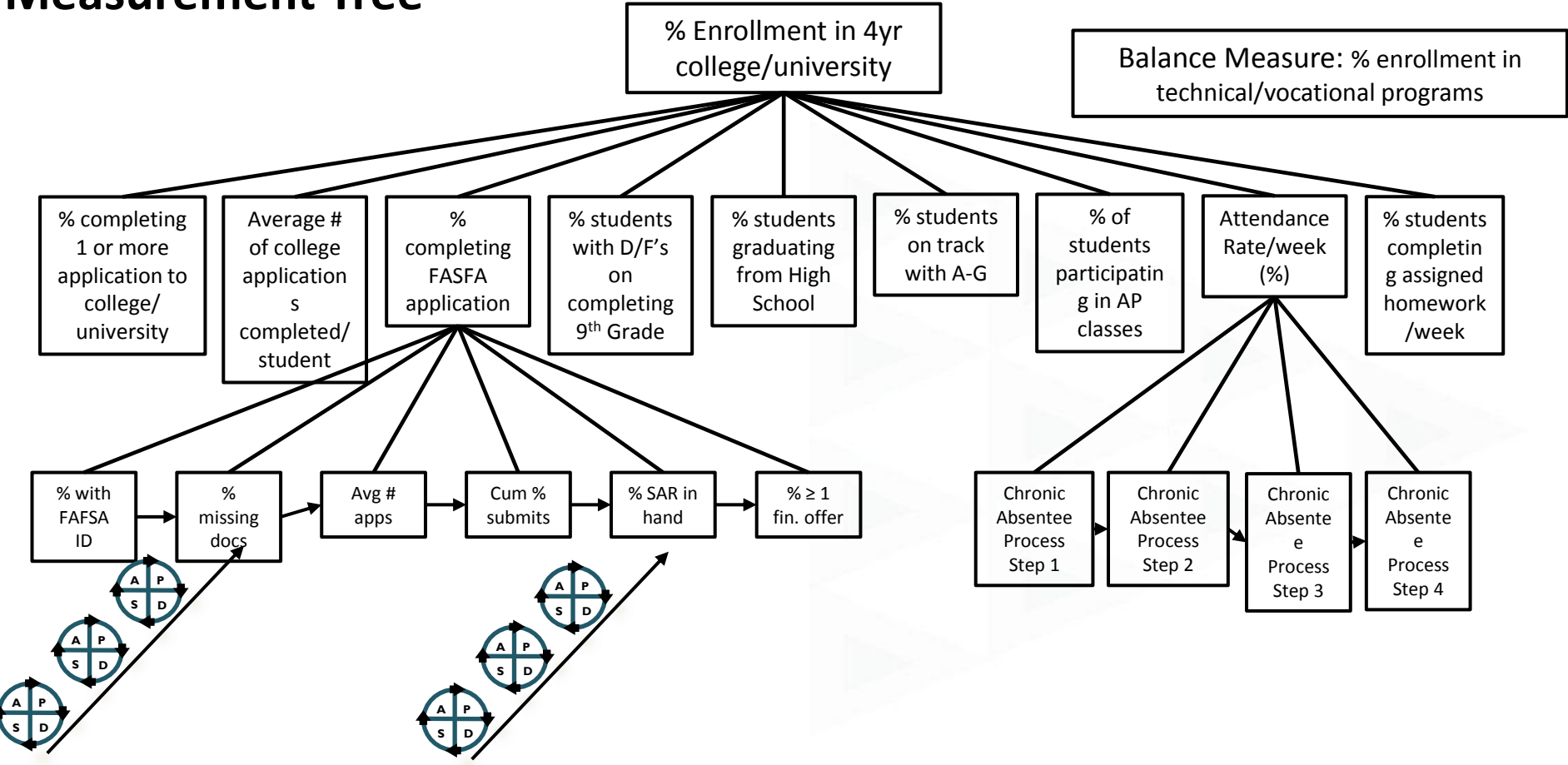


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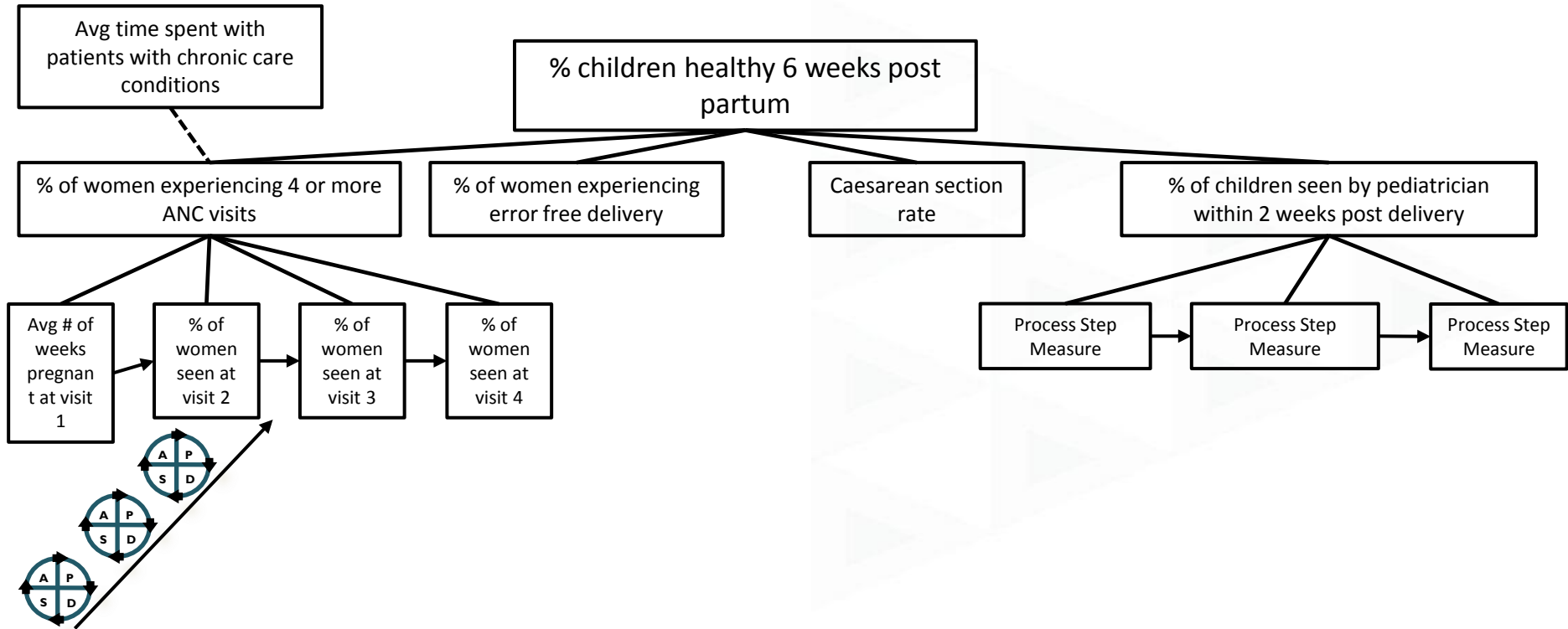
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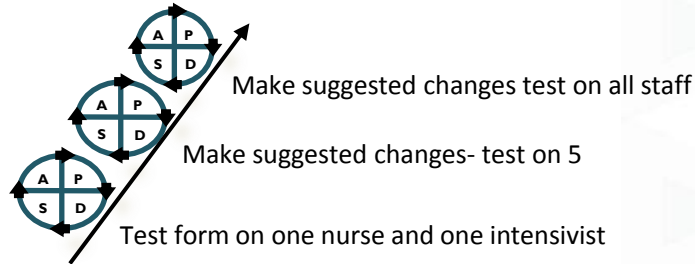
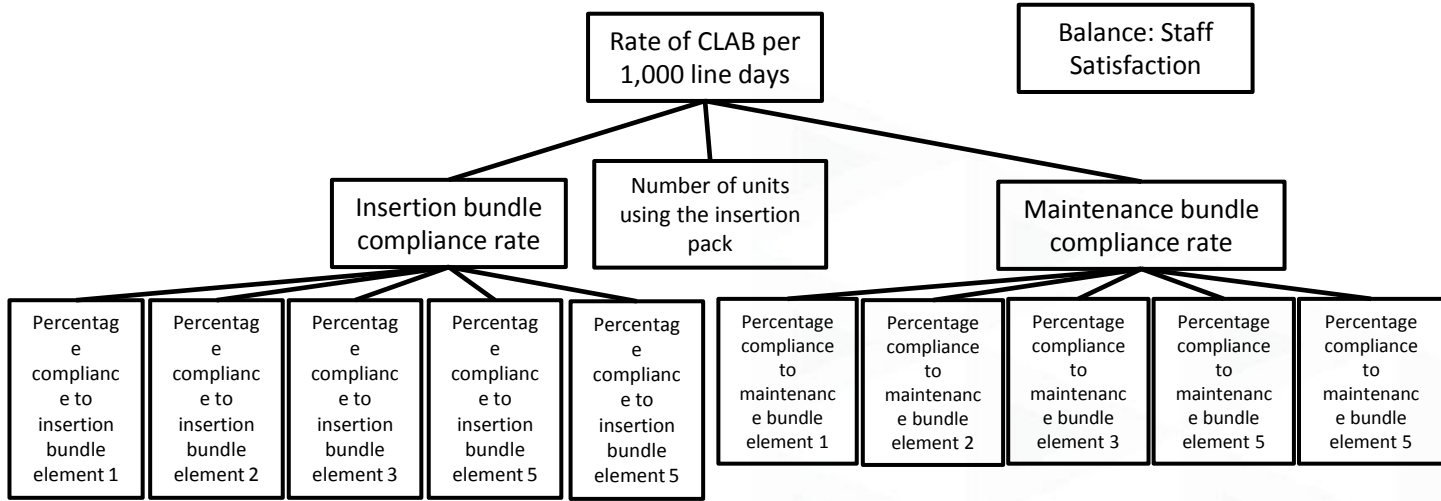
# Measurement Tree



# Measurement Tree

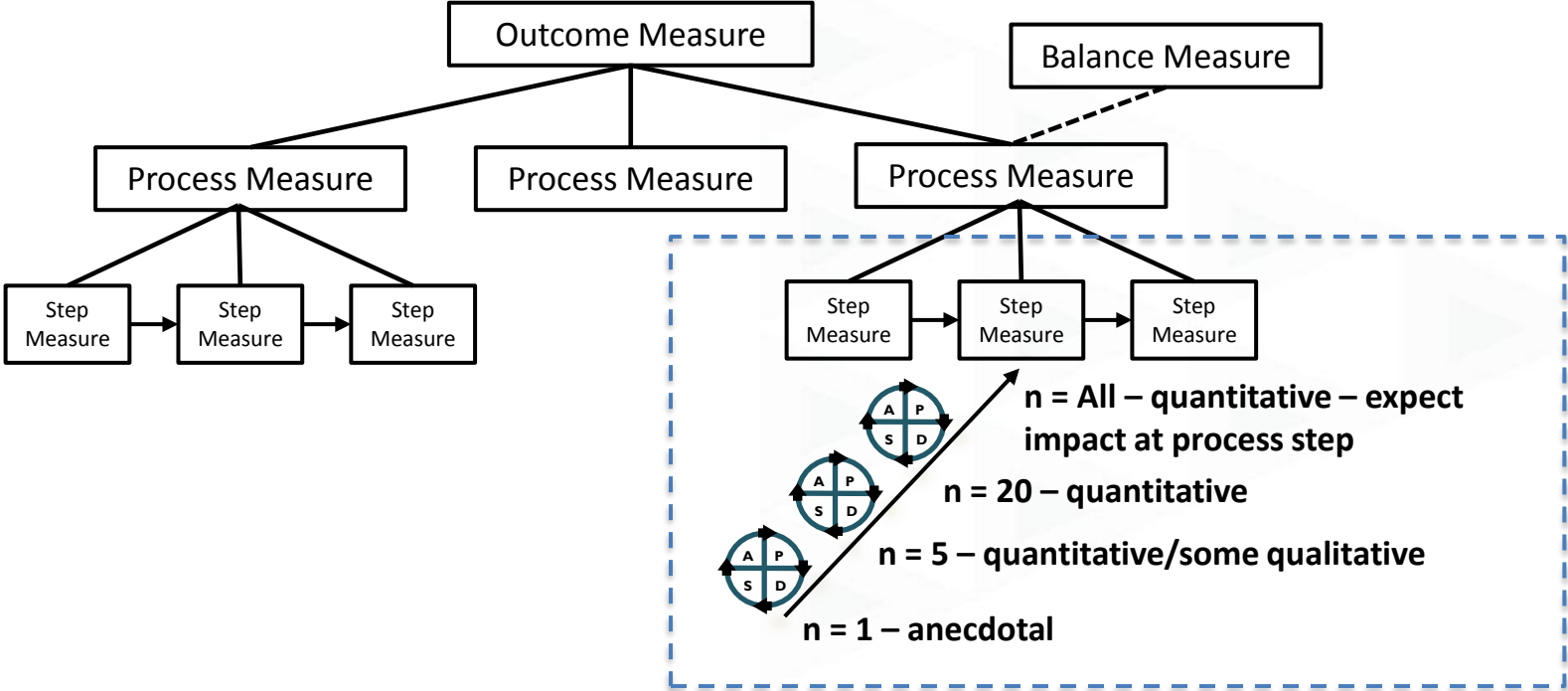


# Measurement Tree: Central Line Associated Bacteremia

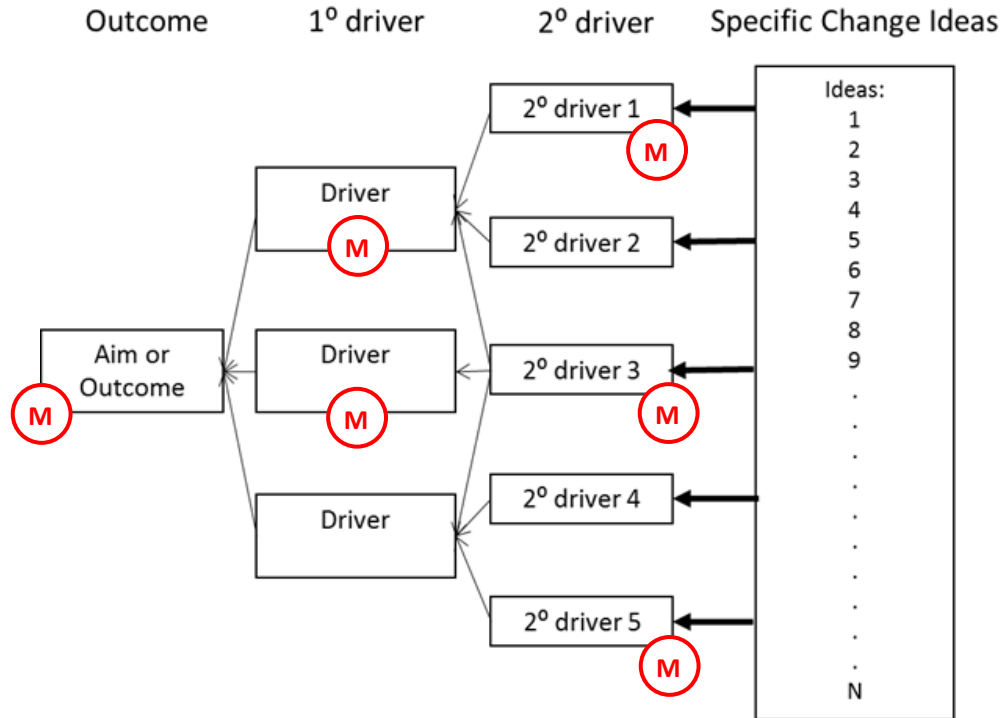


Idea: insertion bundle form

# Measurement Tree



# Theory informs and inspires a family of measures

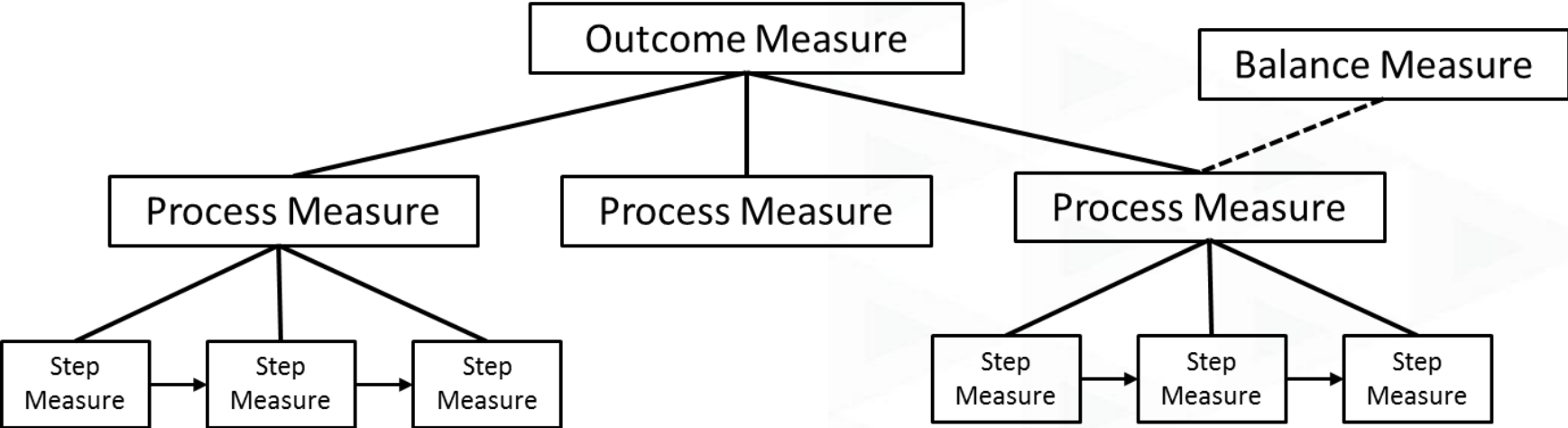


# Break out – Draw your measurement tree

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- Using your Driver Diagram for inspiration and information
- Identify:
  - Outcome measure – should flow naturally from your aim statement
  - Possible process measures – look for these within your primary and secondary drivers
  - Possible process step measures – these are likely inspired by either your secondary drivers or by mapping a process you have identified and creating measures for the steps you observed (as in our case example)
- Finally, as a team, consider what outcomes of the system or processes, you are not working on that could serve as a Balance measure(s) for your project. Add this to your tree.

# Measurement Tree

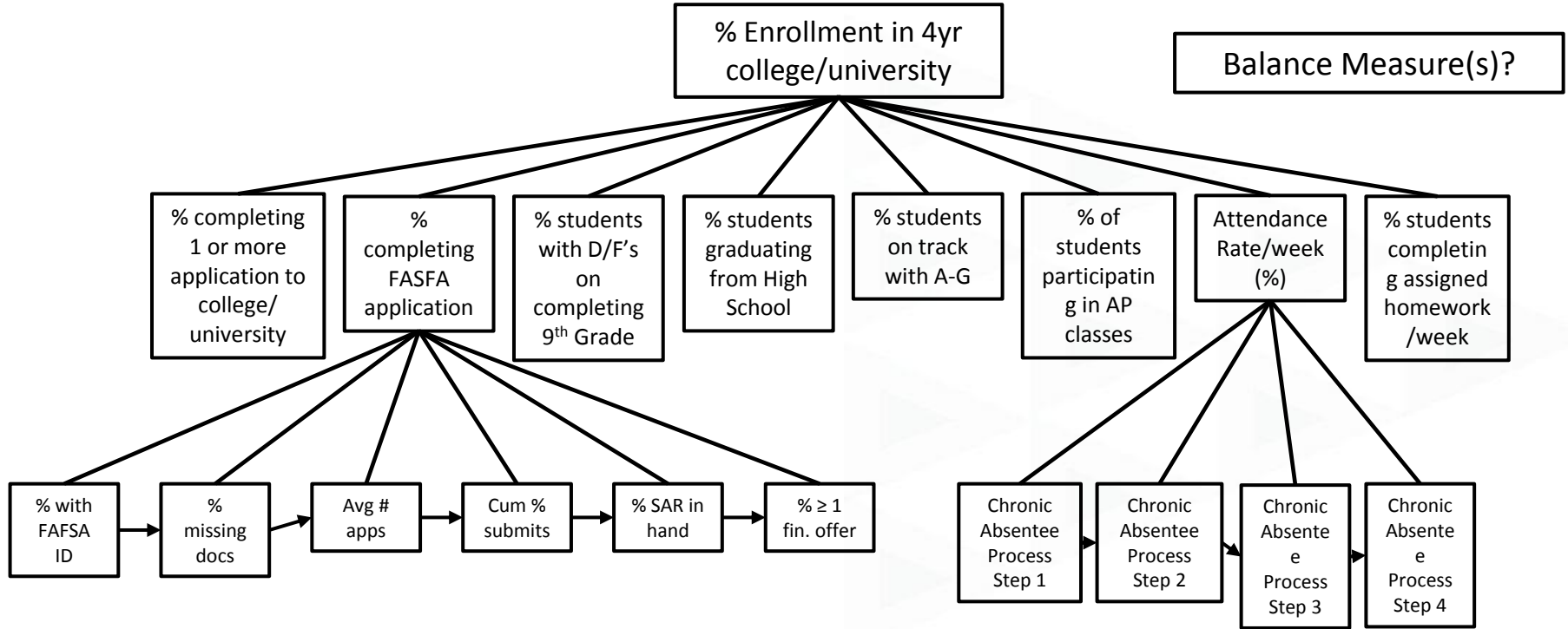


# What data and how will we get it?

Logistical planning for data collection



# Measurement Tree



# That's a lot of measures (possibly)

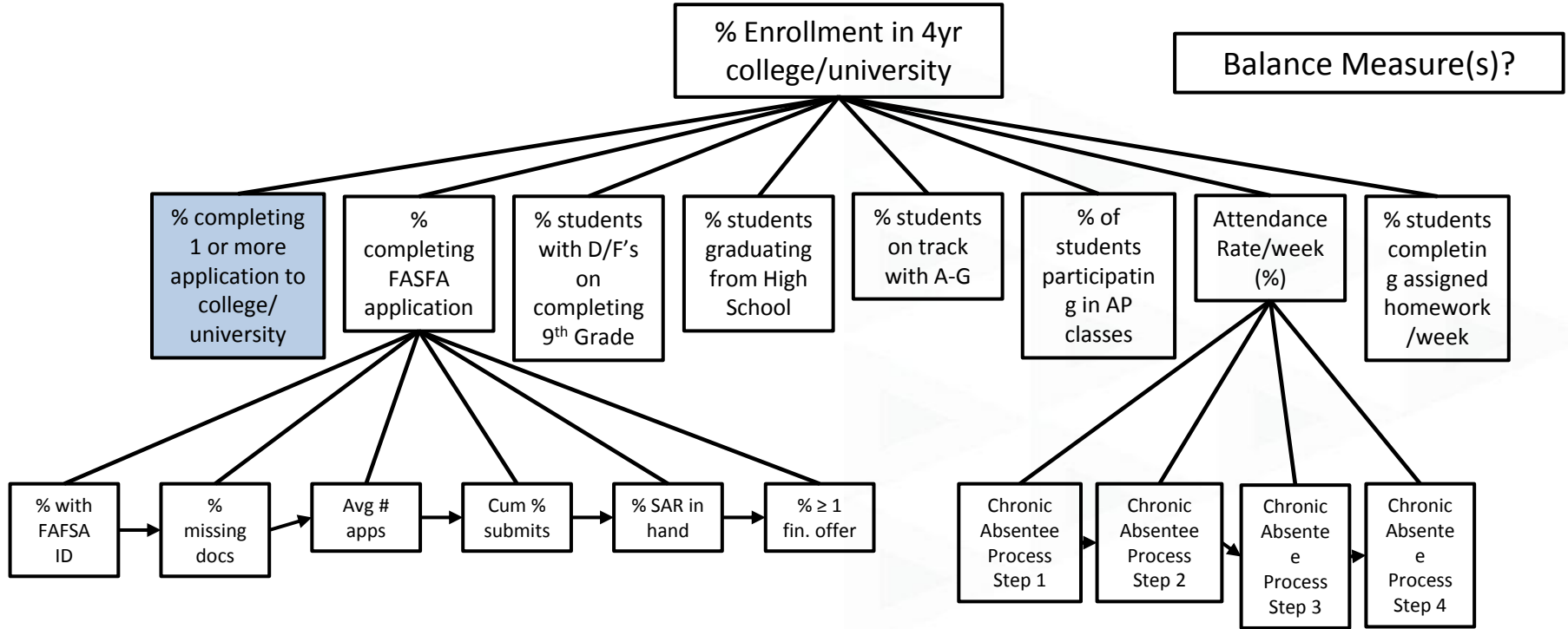
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For each we will need:

- To know if the data currently exists, and if so, where
- Who will collect it
- How is it defined
- How will we analyze it

We need, what statisticians refer to as an “Operational Definition”

# Measurement Tree

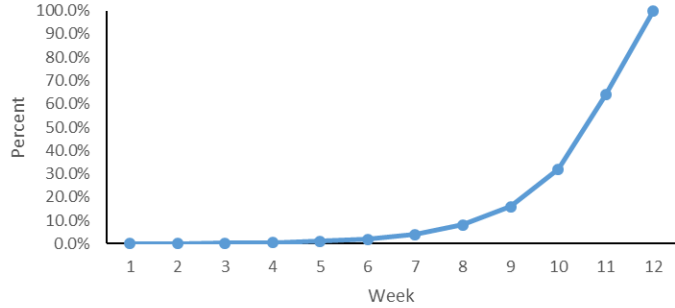


# How should we define this measure

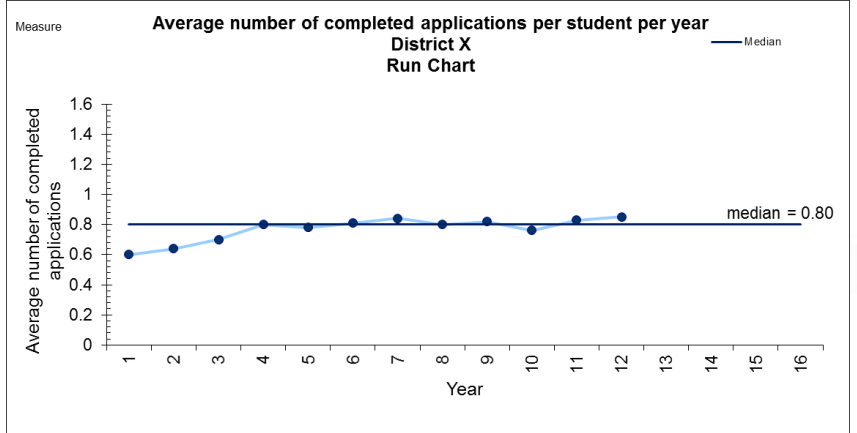
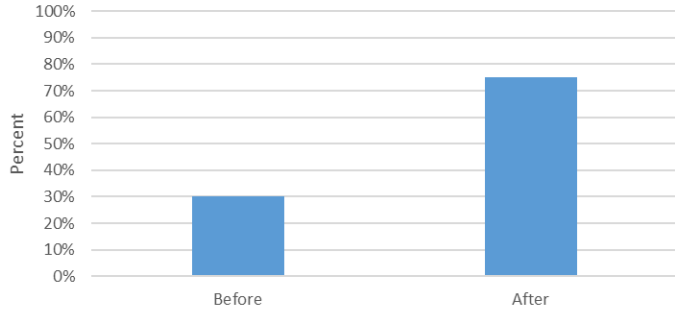
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Name of Measure	Type	Numerator	Denominator	How to analyze
% completing 1 or more application to college/ university	Process	Total number of students predicted to graduate who report completing 1 or more applications to college/university	Total number of students predicted to graduate in June	Cumulative percent per week displayed on a line graph for the district
% completing 1 or more application to college/ university	Process	Total number of students who provide proof of application to 1 or more colleges/universities	Total number of seniors in the district	Percent reported before and after November 30 <sup>th</sup> (deadline for most admission offices)
Average number of completed applications per	Process	Total number of completed applications	Total number of students	Average number per student per year displayed on a

Cumulative Percent of graduating students completing 1 or more applications to college/university  
District Wide



Percent of seniors completing 1 or more applications to college/university  
District Wide



# What to do next

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Work with your Improvement Advisors:

- To refine your measurement tree
- To create the logistical plan you will need to gain and use the data you need

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# Thank you