HEALTHIER STUDENTS ARE BETTER LEARNERS

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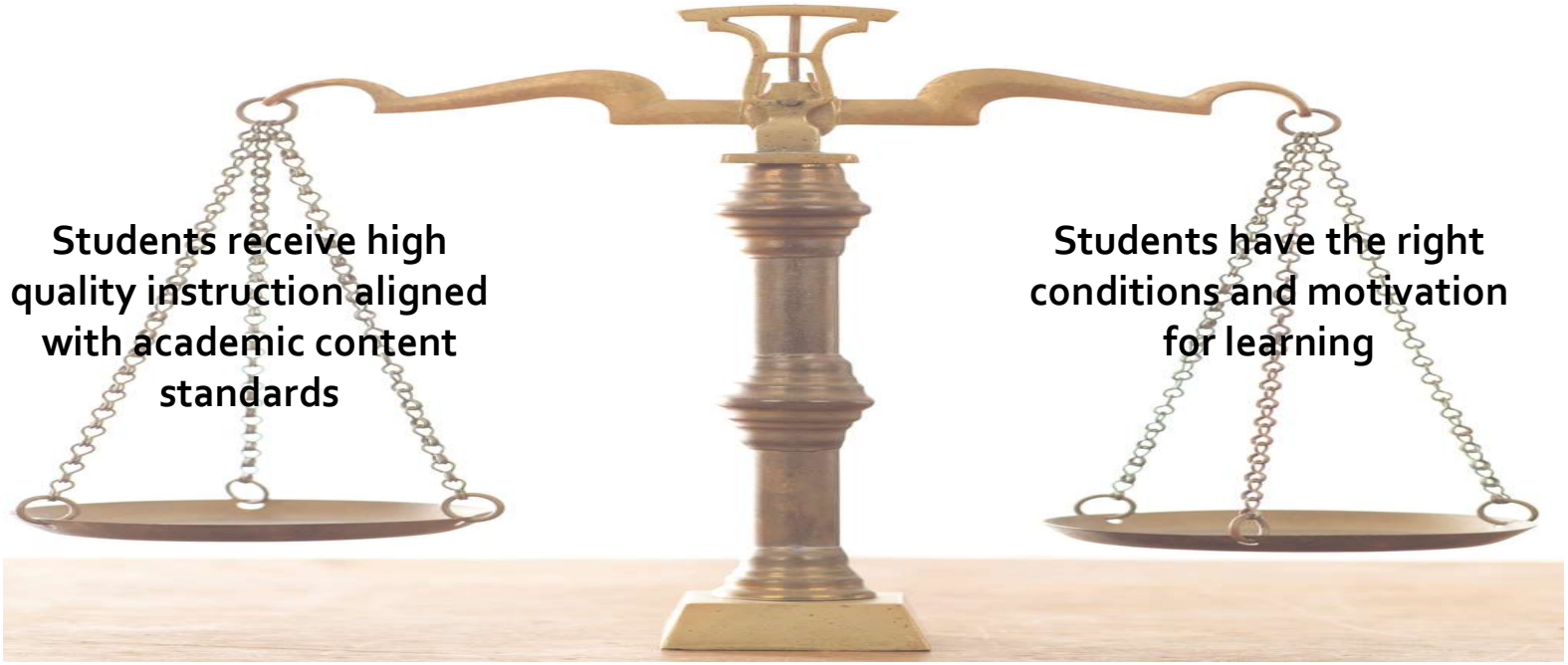
Ohio Department of Health

Higher Achievement For All Students

"Every child graduates and has the knowledge to succeed in life."

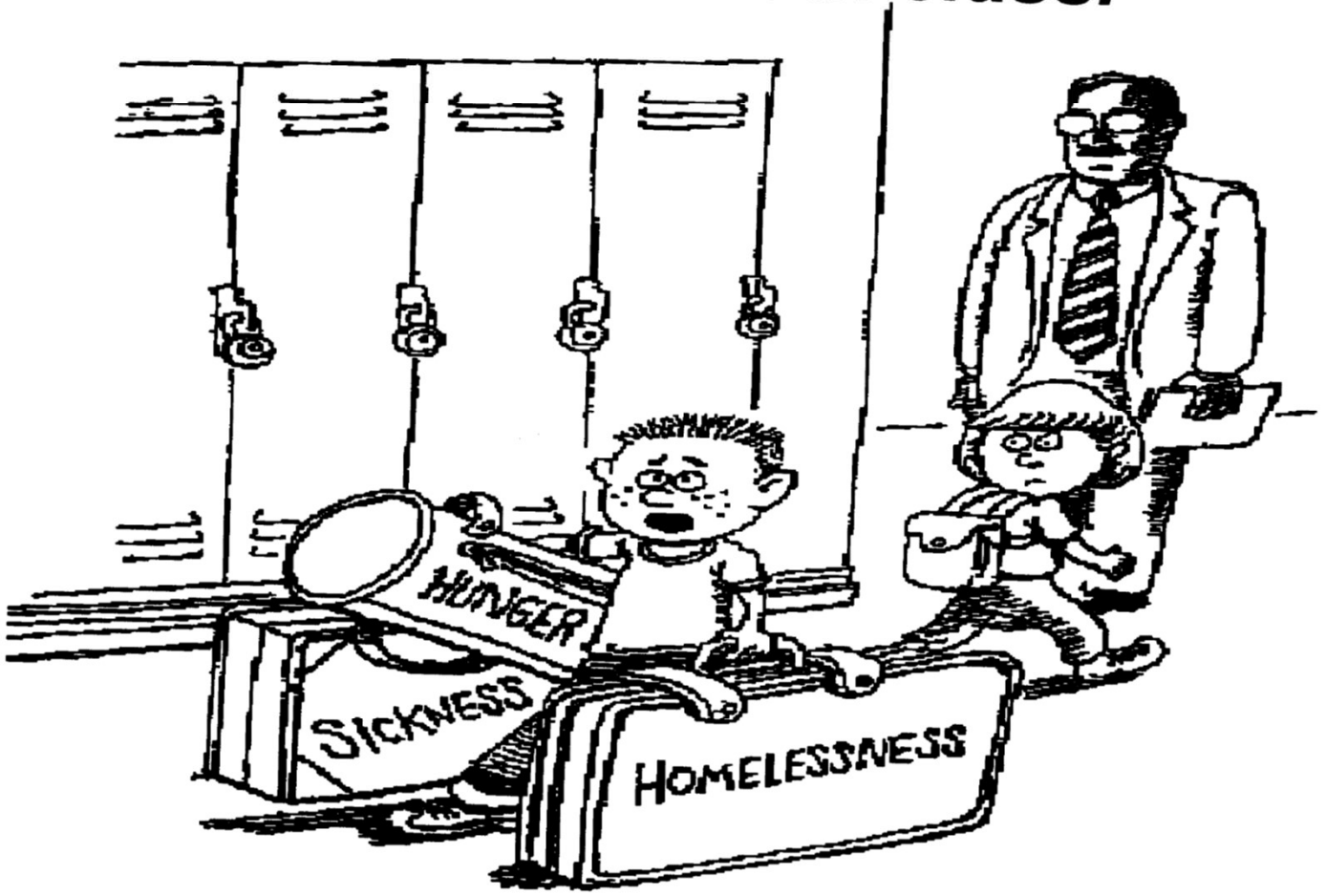


Ohio Department of Education

Whole Child Approach to School Improvement

- Students cannot not learn if they are not healthy.
- Many barriers to learning include absenteeism, discipline, violence, truancy and drop-out.
- Can be linked to students' (families') physical, social, and emotional health.

"Could someone help me with these?
I'm late for math class."



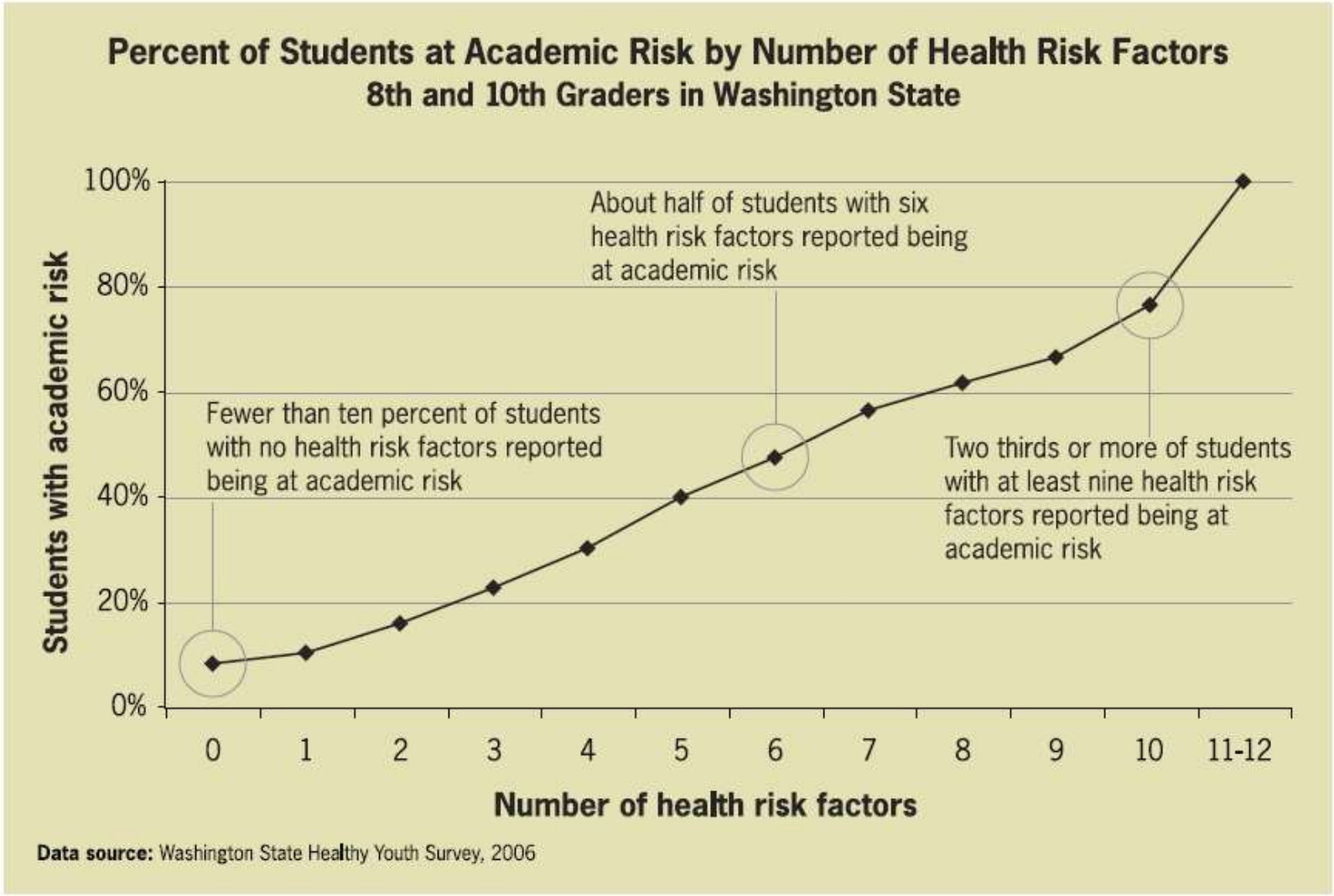
Health Disparities and Education

- Poor health and health disparities are an underlying cause of the achievement gap
- No matter what curriculum or school management changes are made, health must be addressed.
- Educationally relevant health disparities play a significant role in the achievement gap of urban minority students.
  - "Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap" by Charles E. Basch
    - Equity Matters: Research Review No. 6

Health Disparities Connection to Academic Indicators

- Vision
- Asthma
- Teen Pregnancy
- Aggression and Violence
- Physical Activity
- Breakfast
- Inattention and Hyperactivity
- Discipline
- Grades
- Absenteeism
- Truancy
- Drop-out
- School Climate
- Graduation Rate

Academic Risk by Health Risk Factors



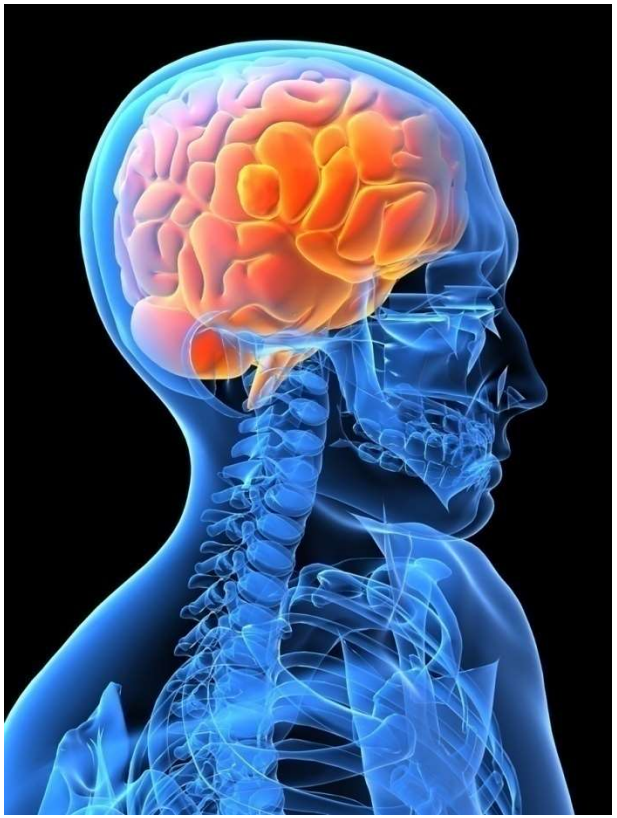
Ohio Youth Risk Behavior Survey

Grade Association Examples:

- Been bullied at school
- Physical fighting
- Marijuana
- 8 or more hours of sleep
- Eat fruits/vegetables
- Have a trusted adult
- Feel safe at school

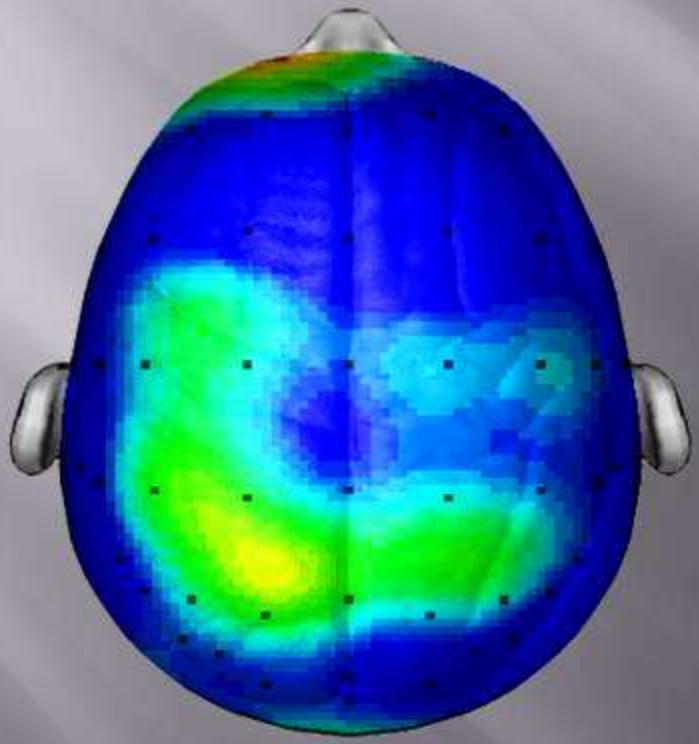
What do our brains need to learn?

1) Balanced nutrition
2) Sufficient hydration
3) Sleep
4) Physical activity
5) Safety & security

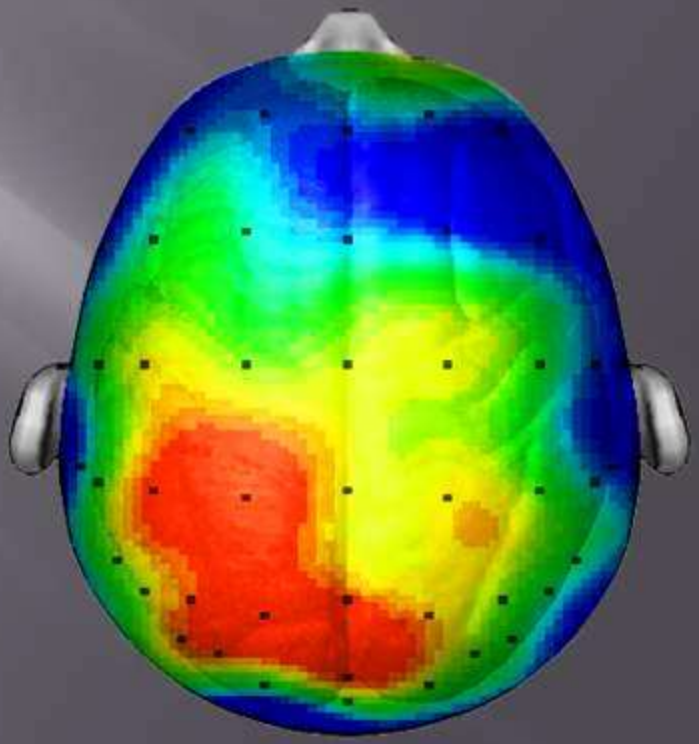


Average composite of 20 students brains taking the same test

BRAIN AFTER SITTING QUIETLY



BRAIN AFTER 20 MINUTE WALK



Research/scan compliments of Dr. Chuck Hillman University of Illinois

Physical Activity and Learning

- Higher grade-point average
- Higher scores on standardized tests
- Increased concentration
- Better memory
- Improved classroom behaviors
- Reduced school dropout rate
- Greater odds of attending college full-time

Student health problems associated with absenteeism

- Asthma
- Diabetes
- Bullying
- Pregnancy
- Socially Disengaged/School Connectedness

Absenteeism

- Increases with each grade level and students gradually become more disengaged from school
- Begins in primary school and continues into secondary school
- Early intervention is crucial

KIDS WHO EAT SCHOOL BREAKFAST...

MISS LESS SCHOOL

They attend an average of

1.5 more days

per year

DO BETTER IN MATH:

∞ ≈ ÷ ≤ ≠ +

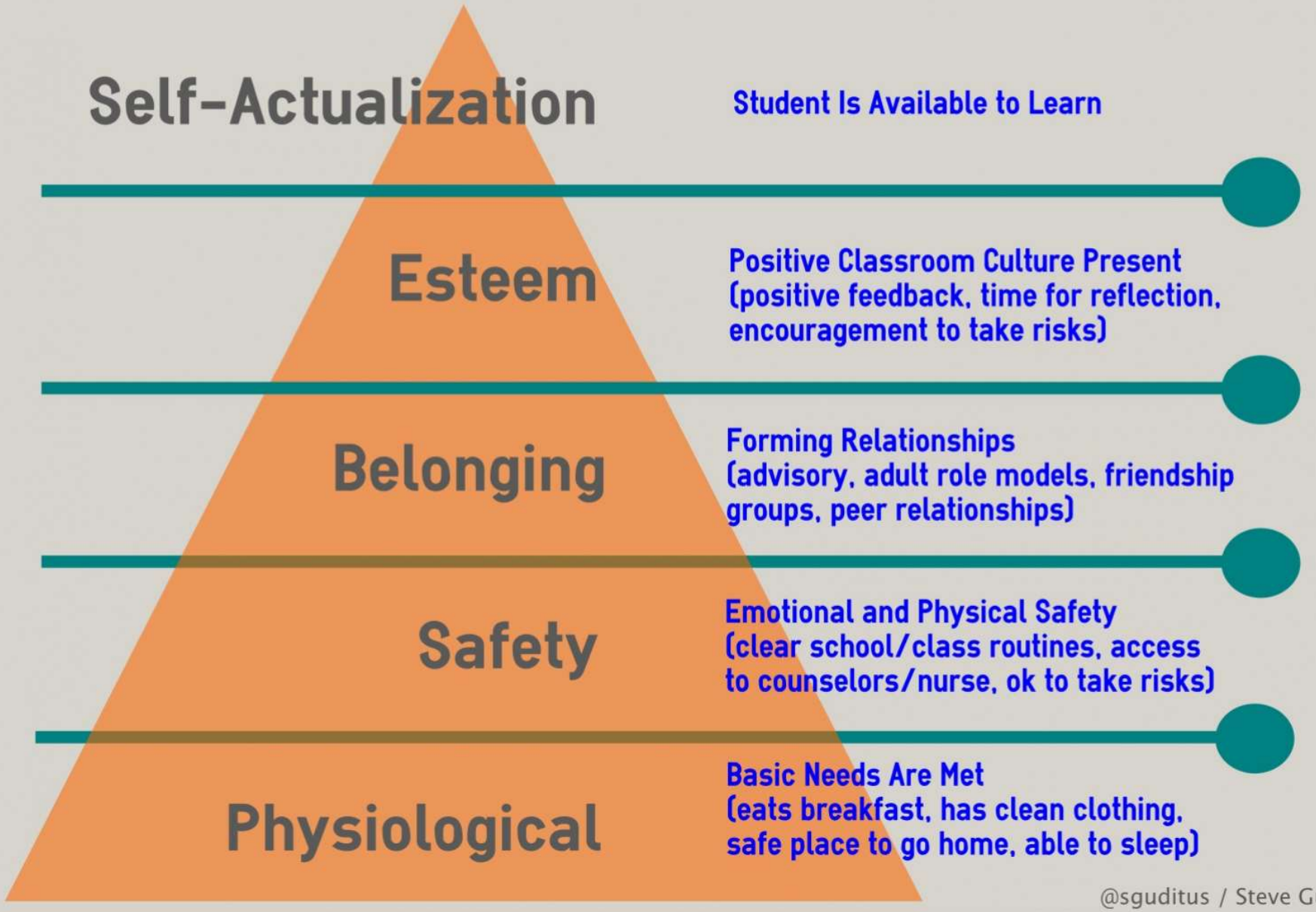
They average

17.5% higher

math test scores

No Kid Hungry Campaign @
Share Our Strength

Maslow's Hierarchy of School Needs



@sguditus / Steve Guditus

Whole School, Whole Community, Whole Child Model (WSCC)

a collaborative approach to learning and health

ASCD: www.ascd.org/learningandhealth

CDC: www.cdc.gov/HealthyYouth/cshp/

School-based Systematic Solutions

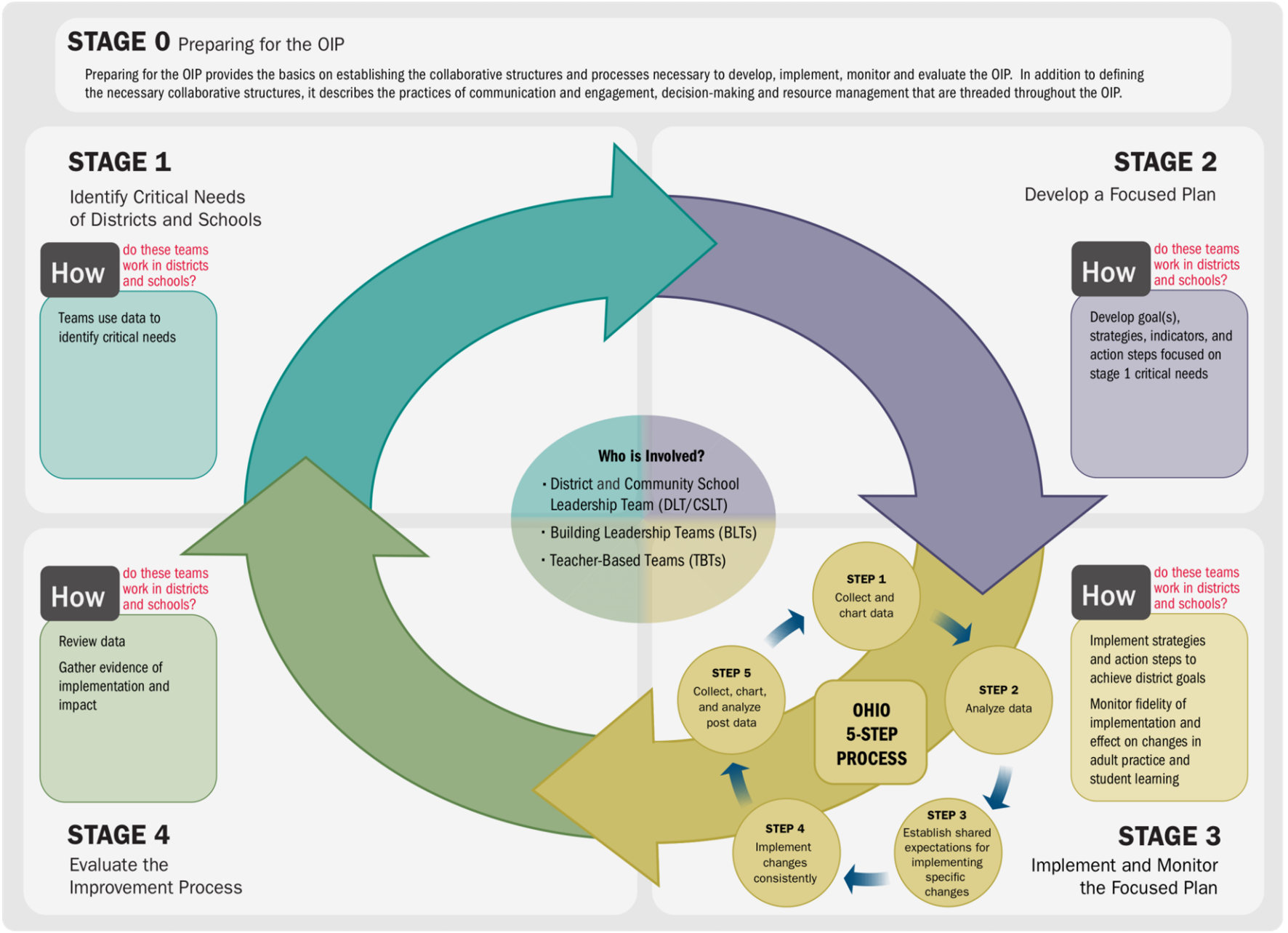
- Leadership and Partnerships
- Policy Development
- Instructional Practices and Assessment
- School Climate and Environment

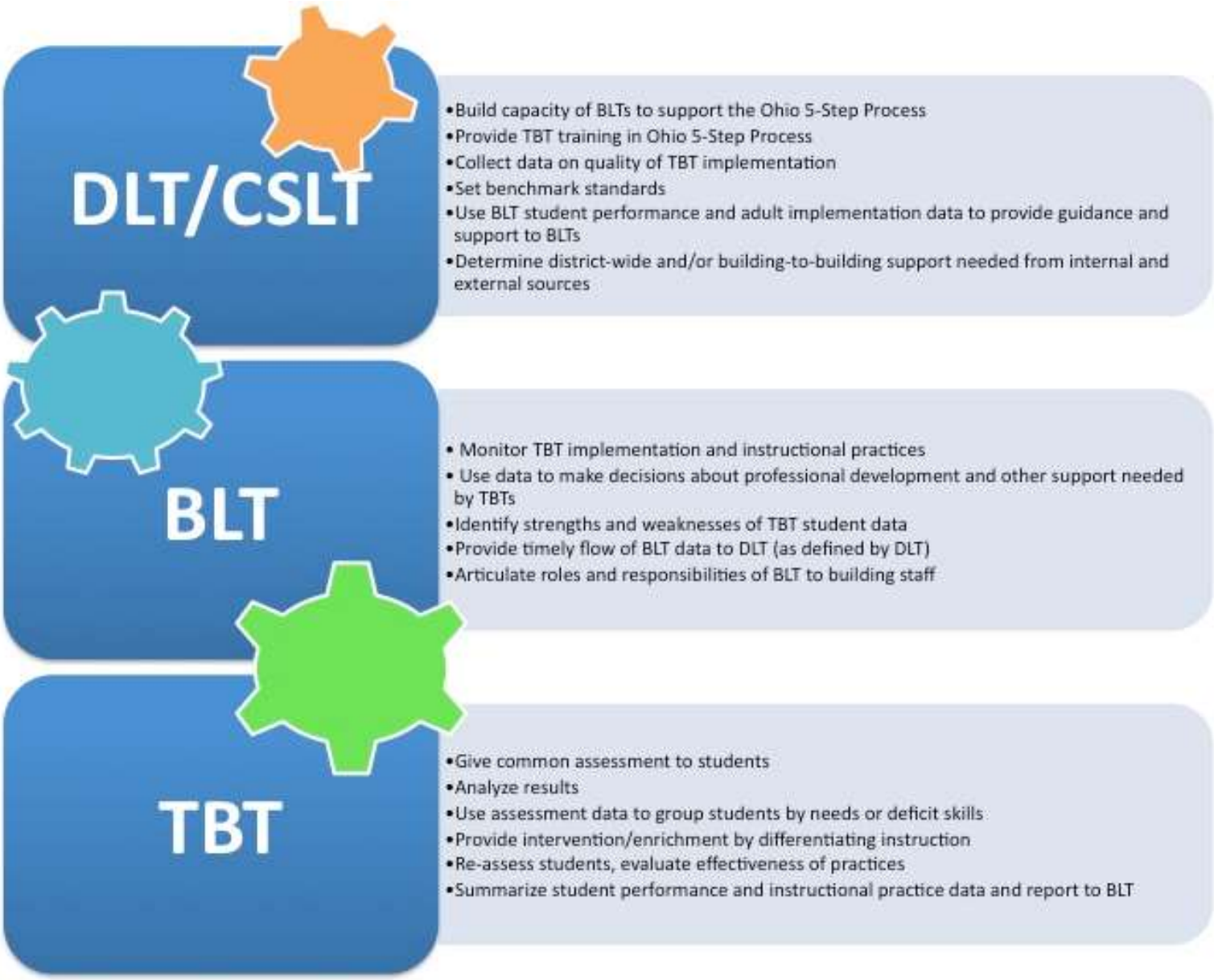
Building a Sustainable, Systematic Process

- Engage families and members of the community in the school improvement process,
- Systematically assess student and staff needs, assets, and strengths;
- Plan realistic and achievable strategies for school improvement that meet the needs of the whole child;
- Provide the training and resources necessary to implement best practice policies, programs and services;
- Effectively document for accountability and continuous improvement.

THE OHIO IMPROVEMENT PROCESS

Ohio Improvement Process




DLT/CSLT
•Build capacity of BLTs to support the Ohio 5-Step Process
•Provide TBT training in Ohio 5-Step Process
•Collect data on quality of TBT implementation
•Set benchmark standards
•Use BLT student performance and adult implementation data to provide guidance and support to BLTs
•Determine district-wide and/or building-to-building support needed from internal and external sources
BLT
• Monitor TBT implementation and instructional practices
• Use data to make decisions about professional development and other support needed by TBTs
•Identify strengths and weaknesses of TBT student data
•Provide timely flow of BLT data to DLT (as defined by DLT)
•Articulate roles and responsibilities of BLT to building staff
TBT
•Give common assessment to students
•Analyze results
•Use assessment data to group students by needs or deficit skills
•Provide intervention/enrichment by differentiating instruction
•Re-assess students, evaluate effectiveness of practices
•Summarize student performance and instructional practice data and report to BLT

Ohio's Decision Framework (DF)

- ✓Sorts and organizes district/community school and building data into specific data sets
- ✓Then each DLT/CSLT and BLT will…
  - –answer questions about student and staff data
  - –respond to implementation questions regarding curriculum, assessment, culture, processing, etc.
  - –review climate and condition data, e.g. discipline, attendance, graduation, drop-out
  - –use data and implementation responses to identify major strengths, as well as problems and causes

Additional Sources of Data

- Discipline referral data
- Attendance data, including identification of patterns of chronic absence and/or tardies
- School climate and culture surveys
- Social-emotional wellbeing surveys
- Utilization data for school health services, including: Average number of daily/weekly visits to the school nurse and/or counselors

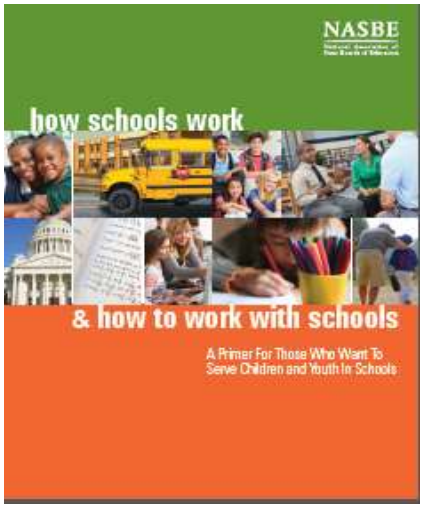
Benefits of the Ohio Improvement Process

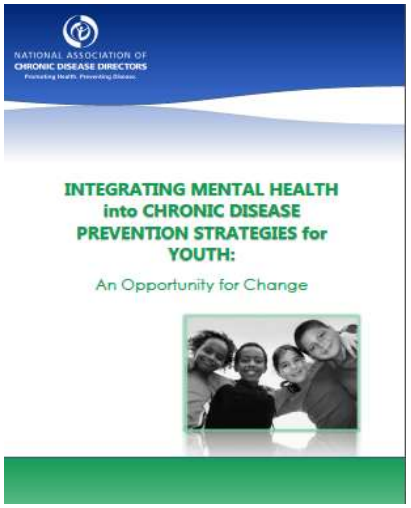
- Reduces duplication of effort
- Focuses on student success not programs
- Streamlines processes and procedures
- Promotes shared leadership and collaboration at all levels
- Builds personnel capacity
- Develops and supports the entire system as a learning organization

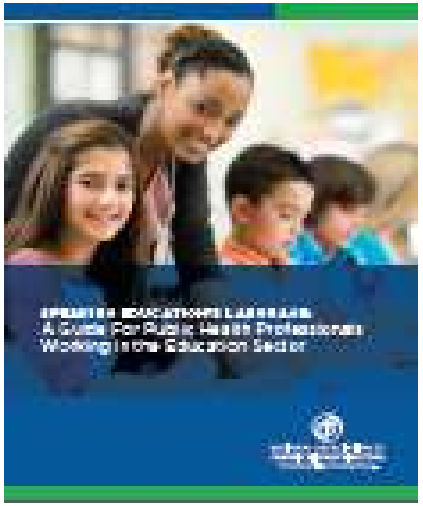
Whole Child Integration

- Physical, social and emotional needs of the student support the ability to succeed academically
- Applies a different lens to existing academic improvement processes and structures
- Incorporates staff, parents, students and community

Resources







National Association of Chronic Disease Directors/School Health Publications

References and Resources

- Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap. Charles E. Basch. March 2010.www.equitycampaign.org
- Ohio Department of Health, Youth Risk Behavior Survey. http://www.odh.ohio.gov/odhprograms/chss/ad_hlth/youthrsk/youthrsk1.aspx
- ASCD, Inc. Whole Child Initiative www.ascd.org/learningandhealth
- Centers for Disease Control and Prevention, 2009. *Fostering School Connectedness.* http://www.cdc.gov/healthyyouth/protective/pdf/connectedness_administrators.pdf
- Attendance Works, 2014. Advancing Student Success by Reducing Chronic Absence. http://www.attendanceworks.org/
- National School Nurses Association, Better Health, Better Living. https://www.nasn.org/PolicyAdvocacy/BetterHealthBetterLearningeToolkit

Resources

- Ohio Adolescent Health Partnership. www.ohioadolescenthealth.org
- Ohio Action for Healthy Kids. http://www.ohioactionforhealthykids.org/
- Start Talking! Building a Drug Free Future. http://starttalking.ohio.gov/
- Children's Hunger Alliance. http://www.childrenshungeralliance.org/
- Start School Later. http://www.startschoollater.net/
- Ohio Association of School Nurses. http://www.oasn.org/
- Center for Family Safety and Healing. http://familysafetyandhealing.org/
- Ohio Department of Mental Health and Addiction Services. http://mha.ohio.gov/Default.aspx?tabid=761
- Partnership for Drug Free Kids. http://www.drugfree.org/
- Safer Schools Ohio. https://saferschools.ohio.gov/
- Ohio Afterschool Network. http://www.ohioafterschoolnetwork.org/