



HEALTHY KIDS LEARN BETTER

A Coordinated School Health Approach

Good health & learning go hand in hand.

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Session Objectives

Participants will be able to:

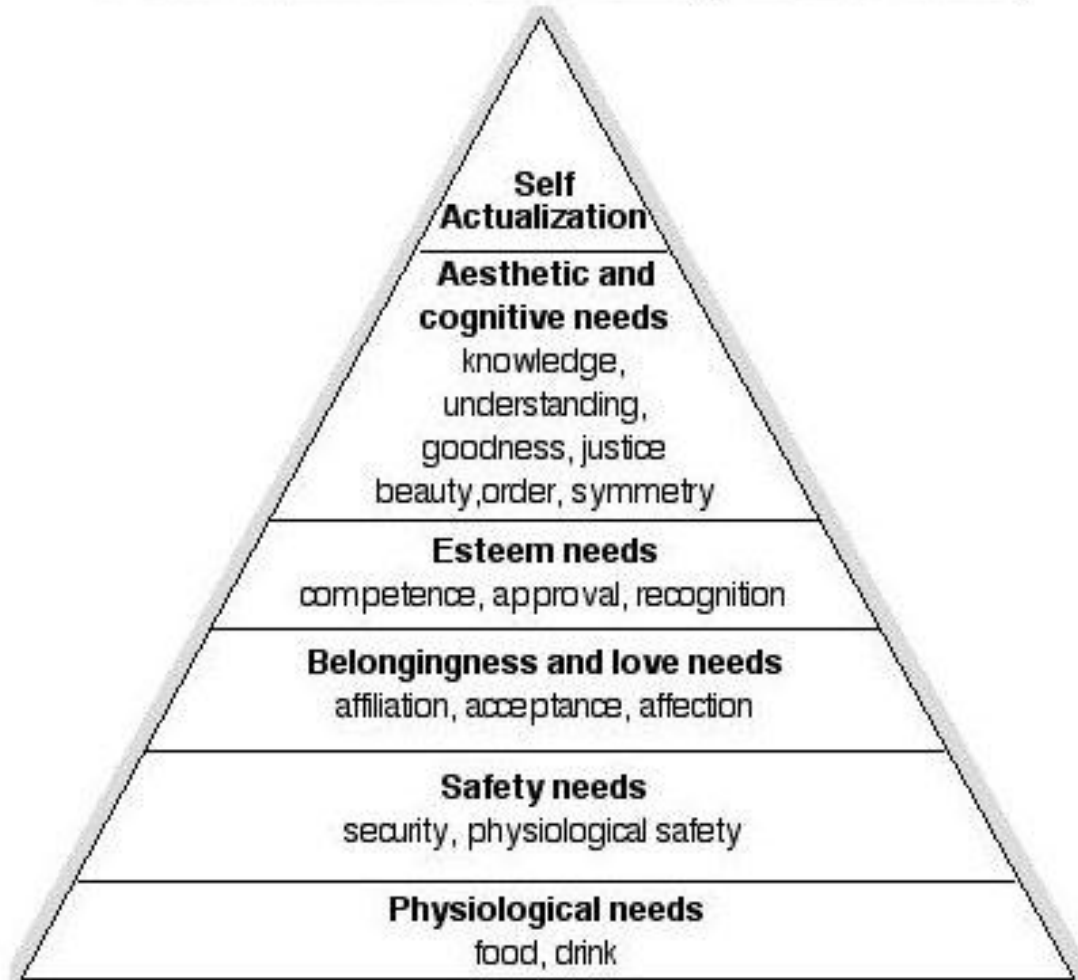
- Describe the connection between health and learning.
- Understand specific strategies that can be used to address school health.
- Reflect on the role that school health could play in school improvement efforts.

What animal most accurately reflects your experience with school health?

- Monkey
- Owl
- Turtle

Framing the Issue

Maslow's Hierarchy of Needs



10
GAMES

Highlights
ahead to
page D6



U.S. vs. Canada

An epic fight for hockey gold is set for Sunday | D1

SPEEDSKATING: Apolo Ohno is disqualified in the 500 meter but adds to medal haul with a relay bronze | D1



Blazers fall
to Chicago in
overtime SPORTS
D1

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NEWS AT OREGONLIVE.COM

WINNER OF SEVEN PULITZER PRIZES

SUNRISE EDITION

Big carrots — and big sticks

Oregon schools | Millions in federal aid to improve performance are tied to radical classroom reforms

By BETSY HAMMOND
THE OREGONIAN

Oregon's worst-performing schools will be offered millions of dollars to improve, but they will have to make big changes — including removing the principal and evaluating teachers based on student achievement — to get the money.

The Obama administration is driving most of this change. U.S. Secretary of Education Arne Duncan wants states to target the schools that need intervention the most and spur them to make what he believes can be game-changing reforms.

In Oregon, all but one of the 18 schools that

qualify are high schools, and many are small second-chance alternative schools. The list targets low-income schools with the lowest test scores and, for high schools, any that have fewer than 60 percent of students graduate in four years.

The list includes all three small academies at Portland's Roosevelt High, one of three small academies at Marshall High and four alternative schools in the Beaverton, Oregon City, North Clackamas and Centennial school districts.

Oregon's plan for carrying out this next round of federal school improvement grants, worth \$25 million over the next three school years, marks a departure from the way state-monitored school improvement efforts have worked in the past.

Until now, schools that chronically missed federal performance standards faced sanctions if they received federal Title I funding for high-poverty

Oregon's worst-performing schools

Oregon schools with the lowest reading and math scores and graduation rates below 60 percent.

TIER I*

Roosevelt High's three academies (Spanish-English International; Arts, Communications & Technology; R.O.W.E.R.), Portland
Marshall High's SixTech Academy, Portland
McKay High, Salem
Hallman Elementary, Salem

TIER II*

New Urban High, North Clackamas
Community School Beaverton
Oregon City Service Learning Academy
Centennial Learning Center
Ontario High
Madras High
Six small alternative high schools in Bend, Eugene, Klamath Falls, Fern Ridge and Salem

*Tier I receives federal funds for high-poverty schools and is the state's top priority for turnaround grants. Tier II schools have equally poor performance but don't receive the funding.
Source: Oregon Department of Education

Please see **SCHOOLS**, Page A1

Is something missing?

- Despite compelling evidence linking health and academic achievement, there is no U.S. Department of Education initiative to reduce educationally relevant health disparities as part of the national strategy to close the achievement gap.

Charles E. Basch, Teachers College, Columbia University

Relationship Between Health and Education

*"No educational tool is more essential
than good health."*

Council of Chief State School Officers

Relationship Between Health and Education

"Health and success in school are interrelated."

Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially."

National Association of State Boards of
Education

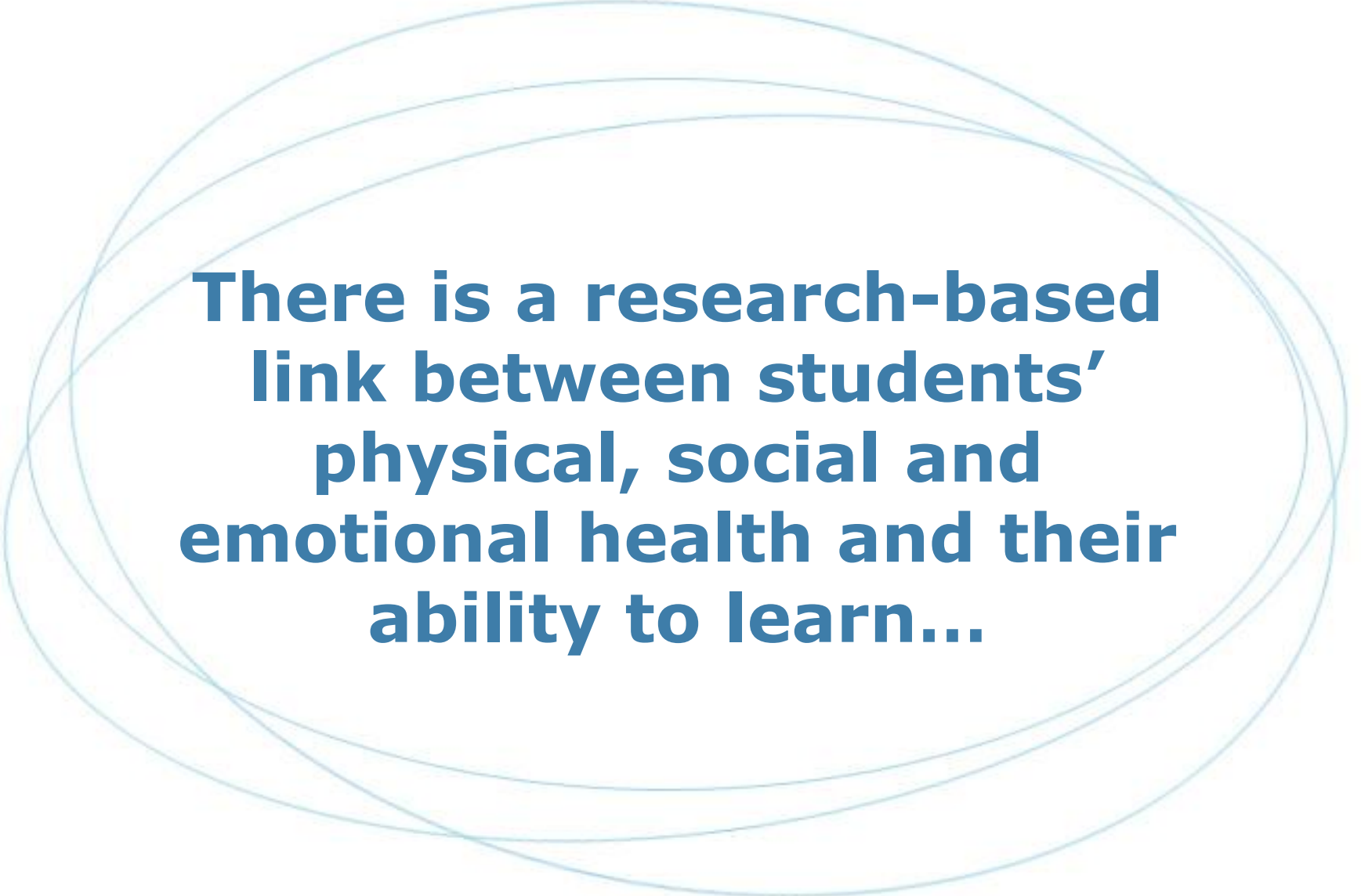
Healthy People 2020

- Increase educational achievement of adolescents and young adults.
 - High School Graduation after 4 years
 - Graduation of those served under Individuals with Disabilities Education Act
 - Reading Skills
 - Math Skills
 - Engaged and connected with school
 - Less school missed due to illness/injury

www.healthypeople.gov/hp2020/objectives

Challenges to measuring the connection between health and learning

- Many intertwined variables in a real world setting.
- Variety in implementation of health strategies.
- Metrics for measuring learning across a population are imperfect.

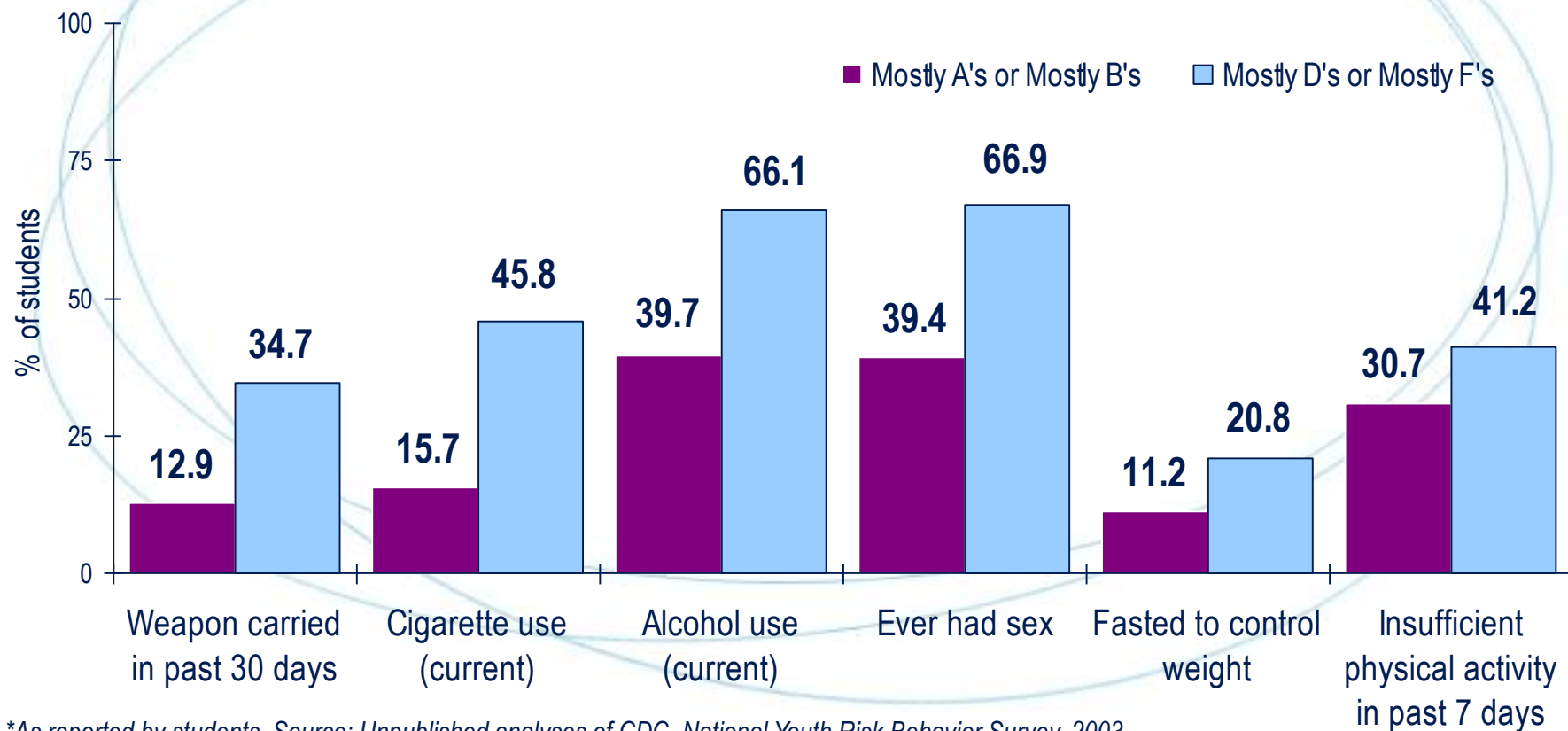


**There is a research-based
link between students'
physical, social and
emotional health and their
ability to learn...**

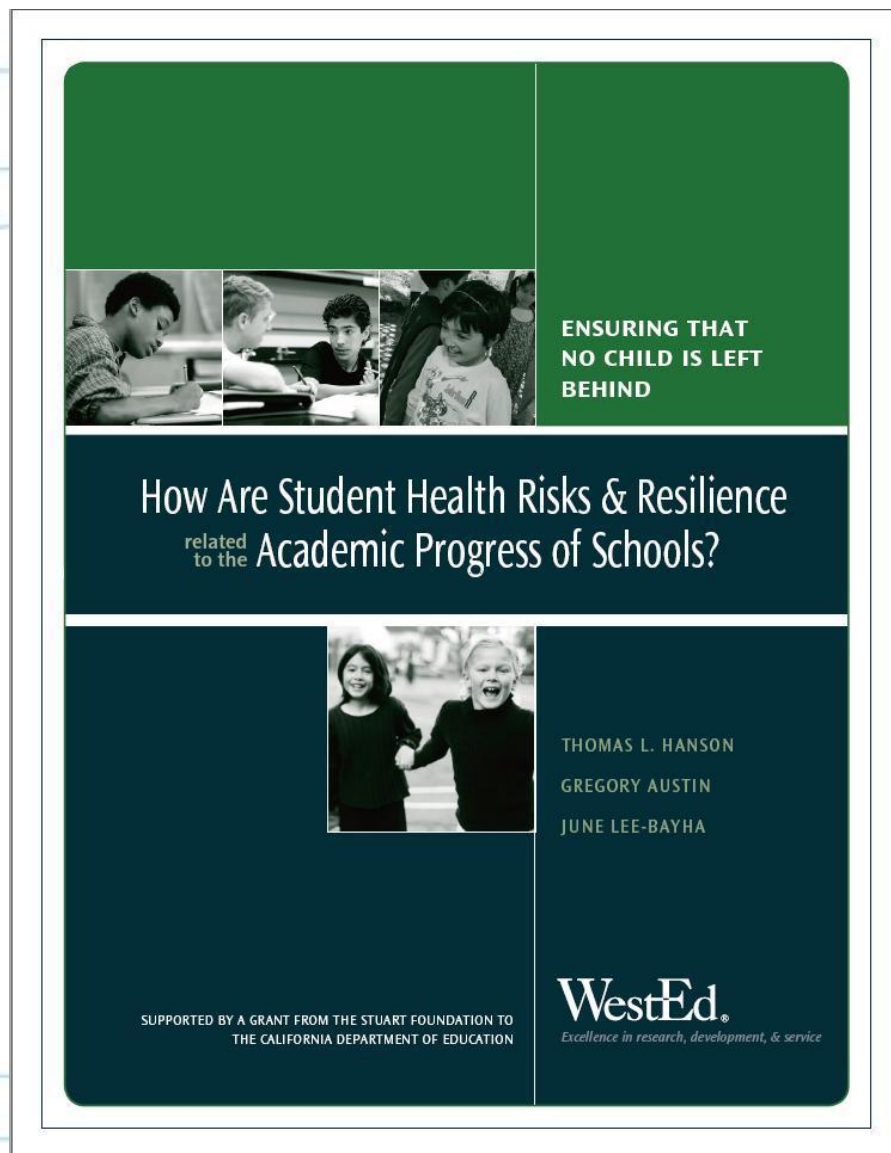
Seven Preventable Health Risks

- 1 Tobacco Use
- 2 Abuse of Alcohol & Other Drugs
- 3 Unhealthy Eating Behaviors
- 4 Physical Inactivity
- 5 Violence & Youth Suicide
- 6 Unintentional Injury
- 7 Sexual Risk Behaviors

Percentage of U.S. High School Students Who Engage in Selected Health Risk Behaviors and Self-reported Grades



What are the effects of health risks and resilience on annual standardized test scores in California?



Download at:

http://www.wested.org/cs/chks/print/docs/chks_health.html

Main Findings: Cross-sectional

- Low performing schools generally have more students exposed to health risk than other schools, even after accounting for socioeconomic characteristics.

API scores were related to:

- Physical Exercise
- Nutrition
- Substance Use
- Violence and School Safety
- School Developmental Supports – External Assets

Main Findings: Longitudinal

Test score gains were larger in schools with:

- **high levels of**
 - physical activity
 - healthy eating
 - school safety
 - caring relationships at school, high expectations at school, and participation in meaningful activities in the community
- **and low levels of**
 - substance use, particularly substance use at school
 - drug availability at school
 - theft and vandalism, insecurity, and weapon possession
 - sadness and depression

New CDC Report

Physical Activity, Physical Education and Academic Performance

- Examined the literature on school-based physical activity, physical education, and academic performance (43 articles/50 studies were included)
- Categorized by context: occurred in physical education, recess, classroom physical activity or extra-curricular activity settings
- Academic performance was grouped in 3 categories
 - Academic achievement (e.g., test scores, grades)
 - Academic behavior (e.g., on-task behaviors, attendance)
 - Cognitive skills and attitudes (e.g., attention, memory)

Results

- 11 of 14 studies - physical education setting, 1 or more positive associations between physical education and indicators of academic performance were found- 3 studies found no association
- 8 recess studies found positive associations between recess and some academic indicators
- 8 of 9 studies on classroom physical activity breaks and indicators of academic performance, there were one or more positive associations, 1 study found no association
- All 19 studies on extra curricular physical activity showed one or more positive associations with indicators of academic performance

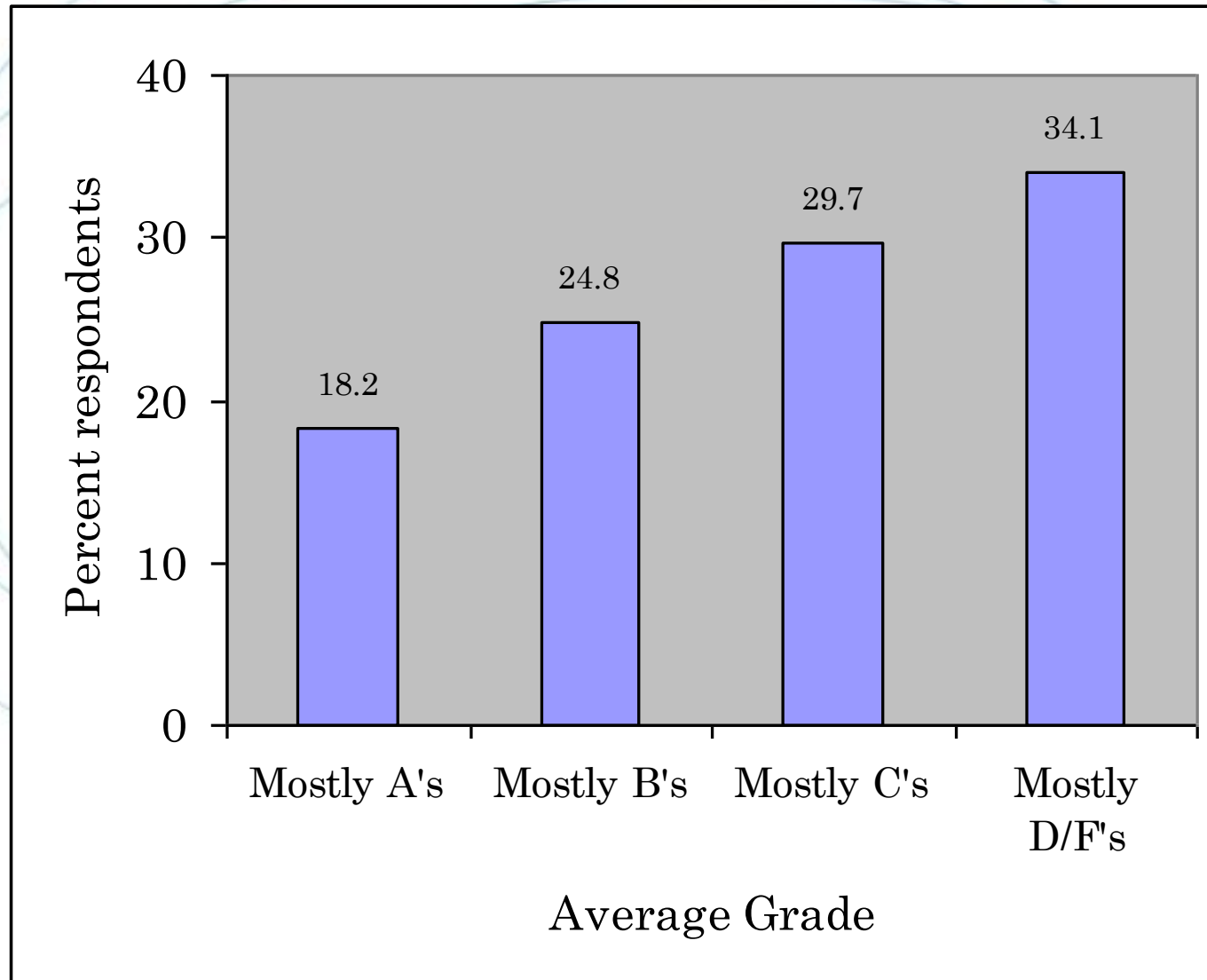
Implication of the CDC study

- Physical activity can help and does not hurt academic achievement.

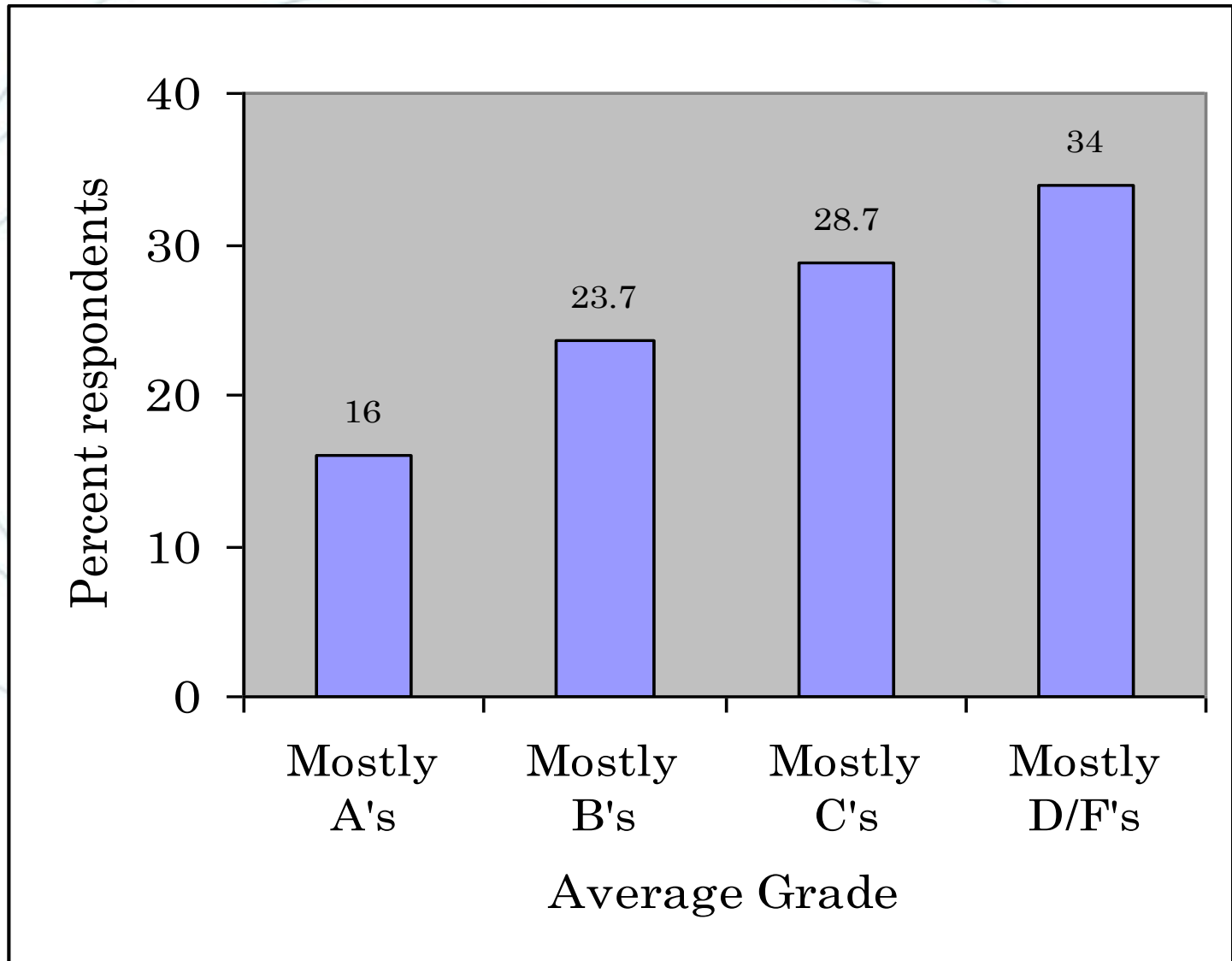


Ok- But what about Oregon?

Correlation between grades and overweight and obese status - OHT 8th Grade

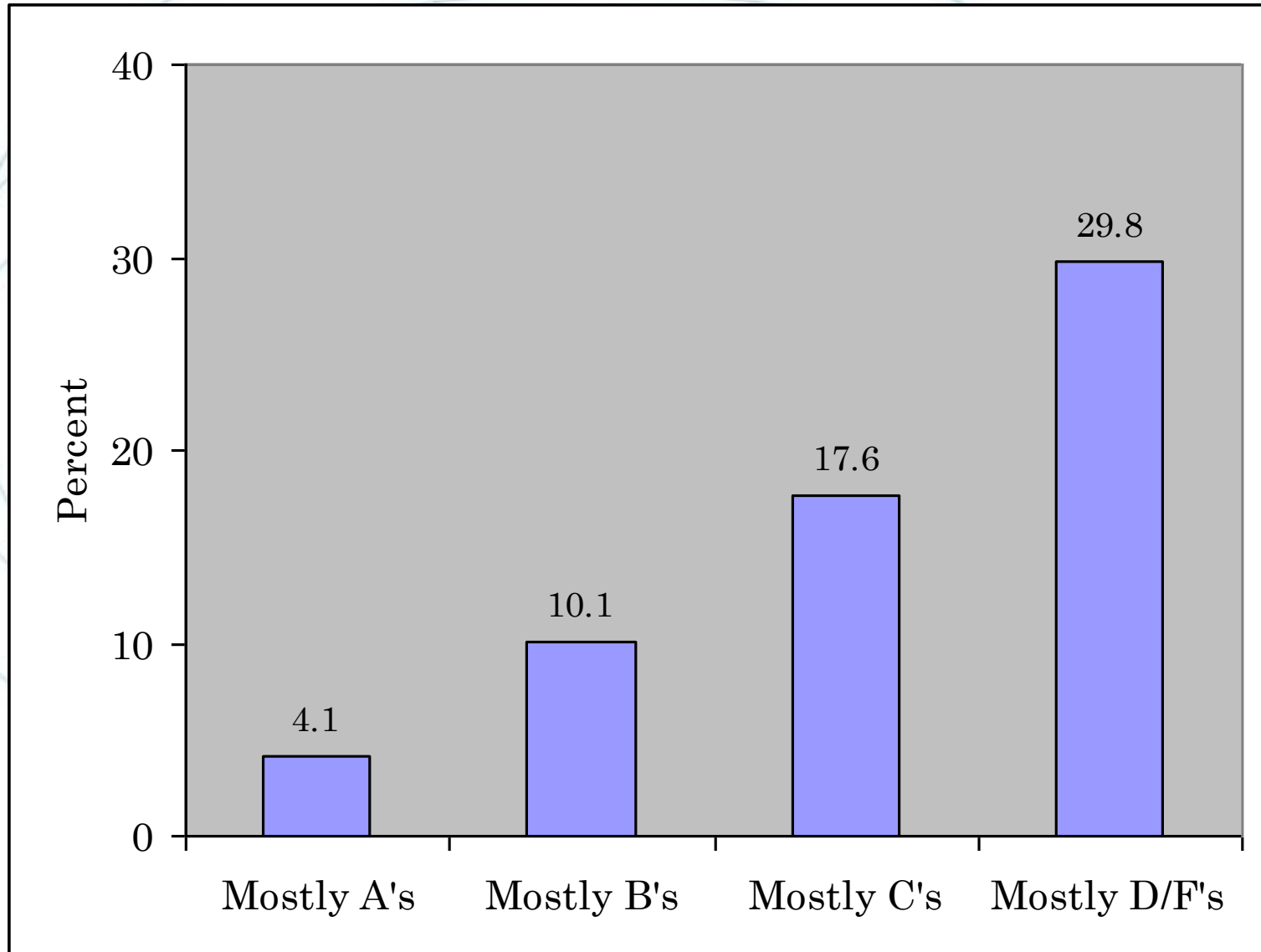


Correlation between grades and overweight and obese status - OHT 11th Grade

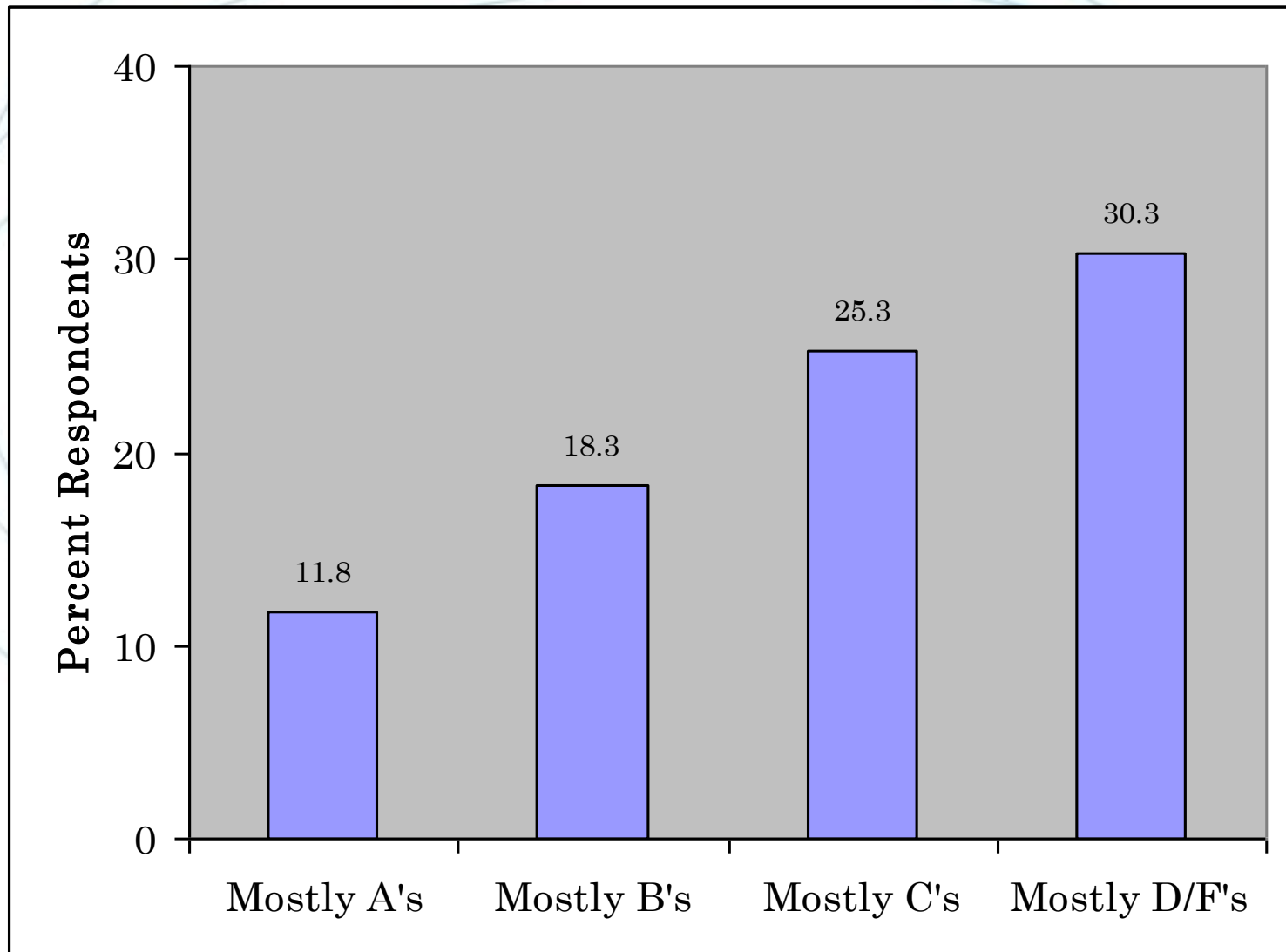


Correlation between grades and tobacco use

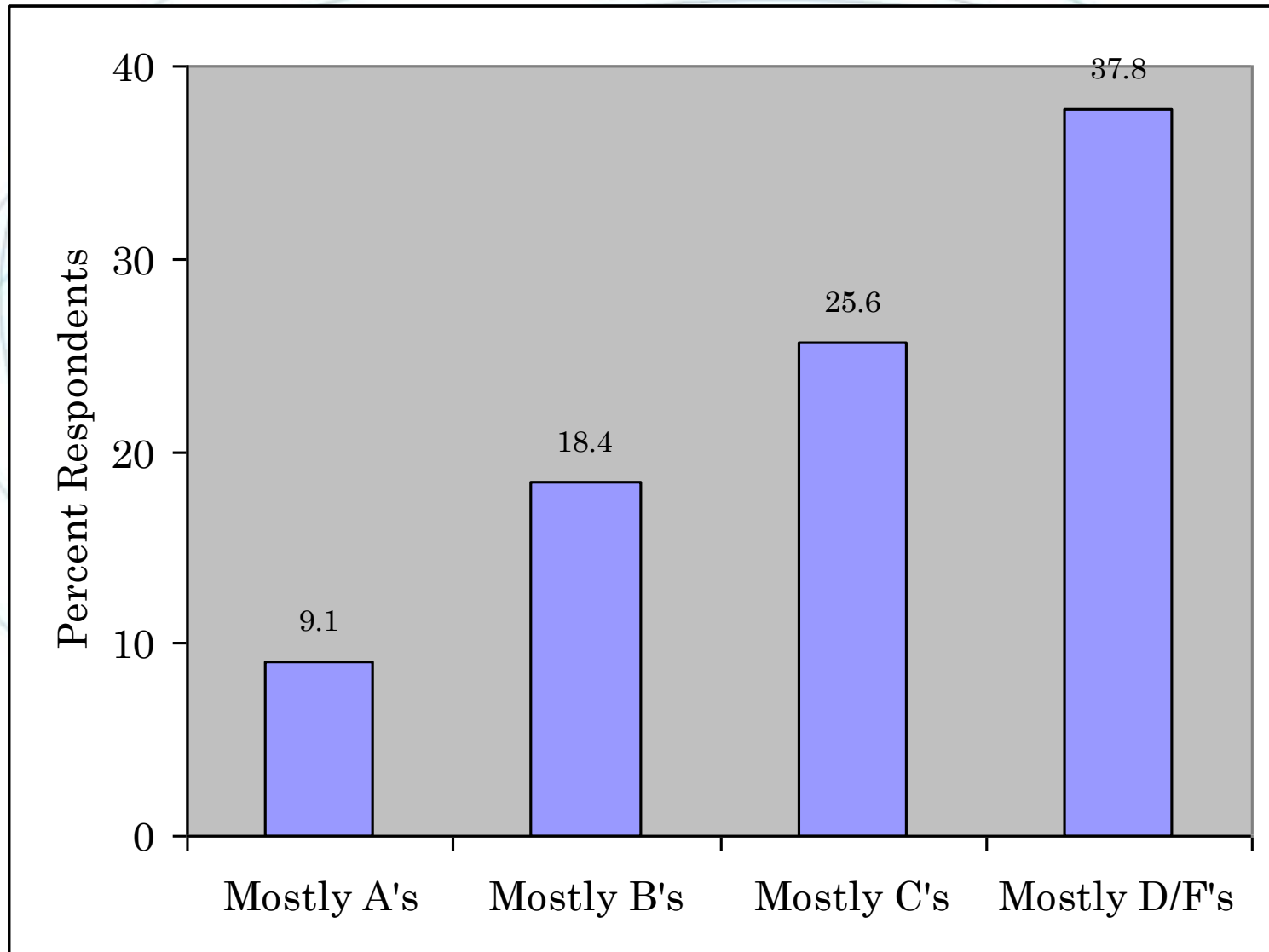
OHT 8th Grade



Correlation between grades and ate less because there was not money to buy food OHT 11th Grade

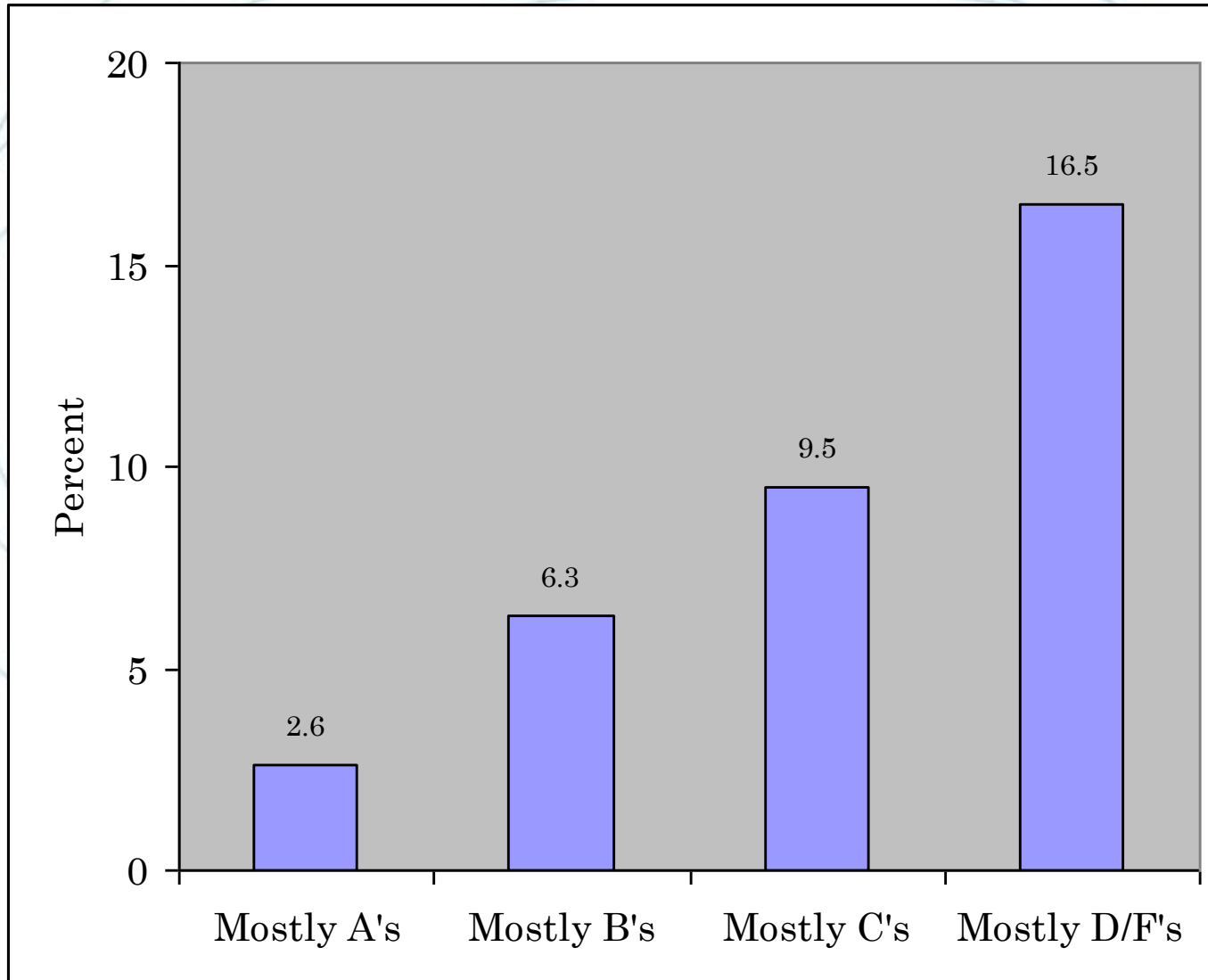


Correlation between grades and ever had sex Oregon 8th Grade

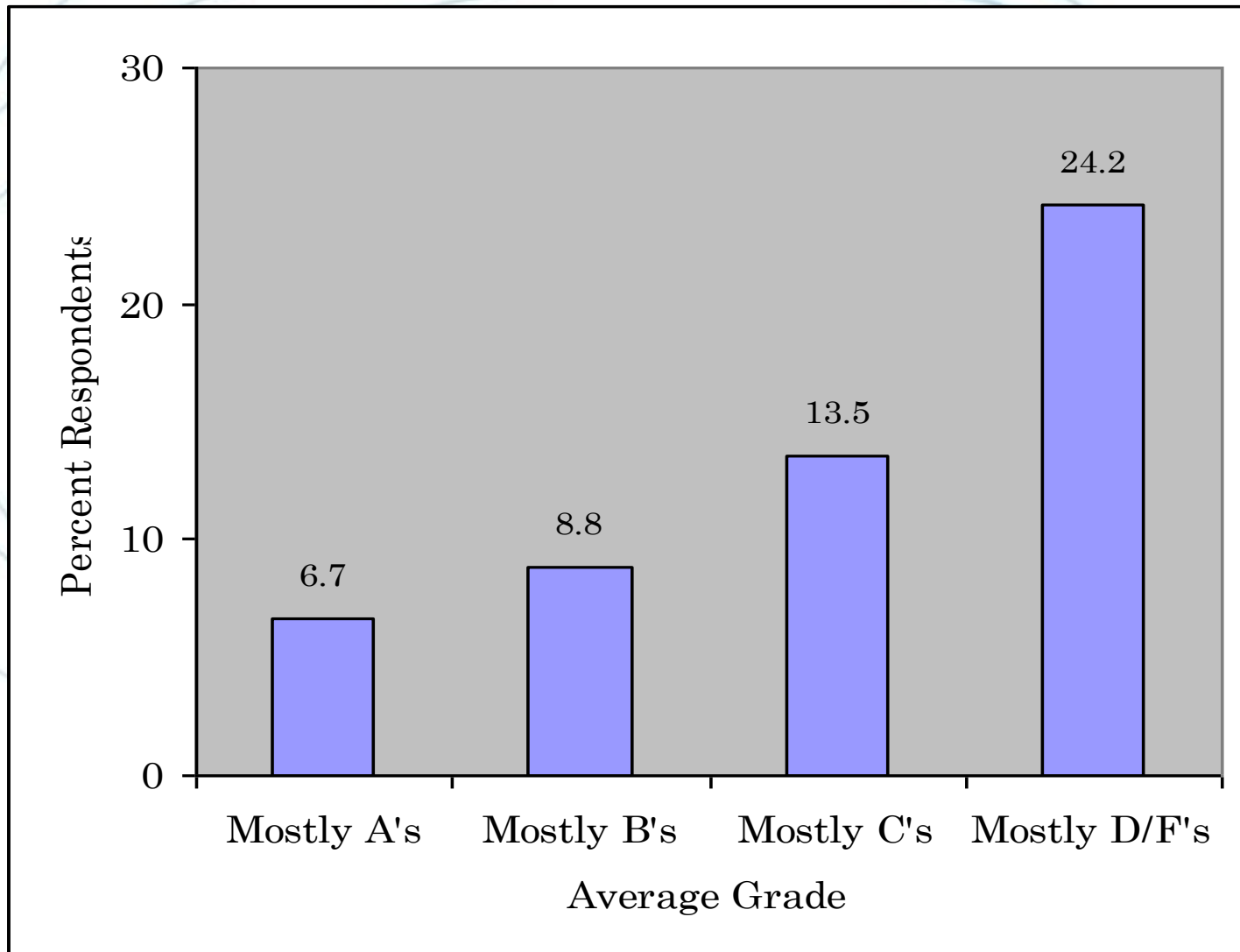


Correlation between grades and school avoidance due to safety concerns

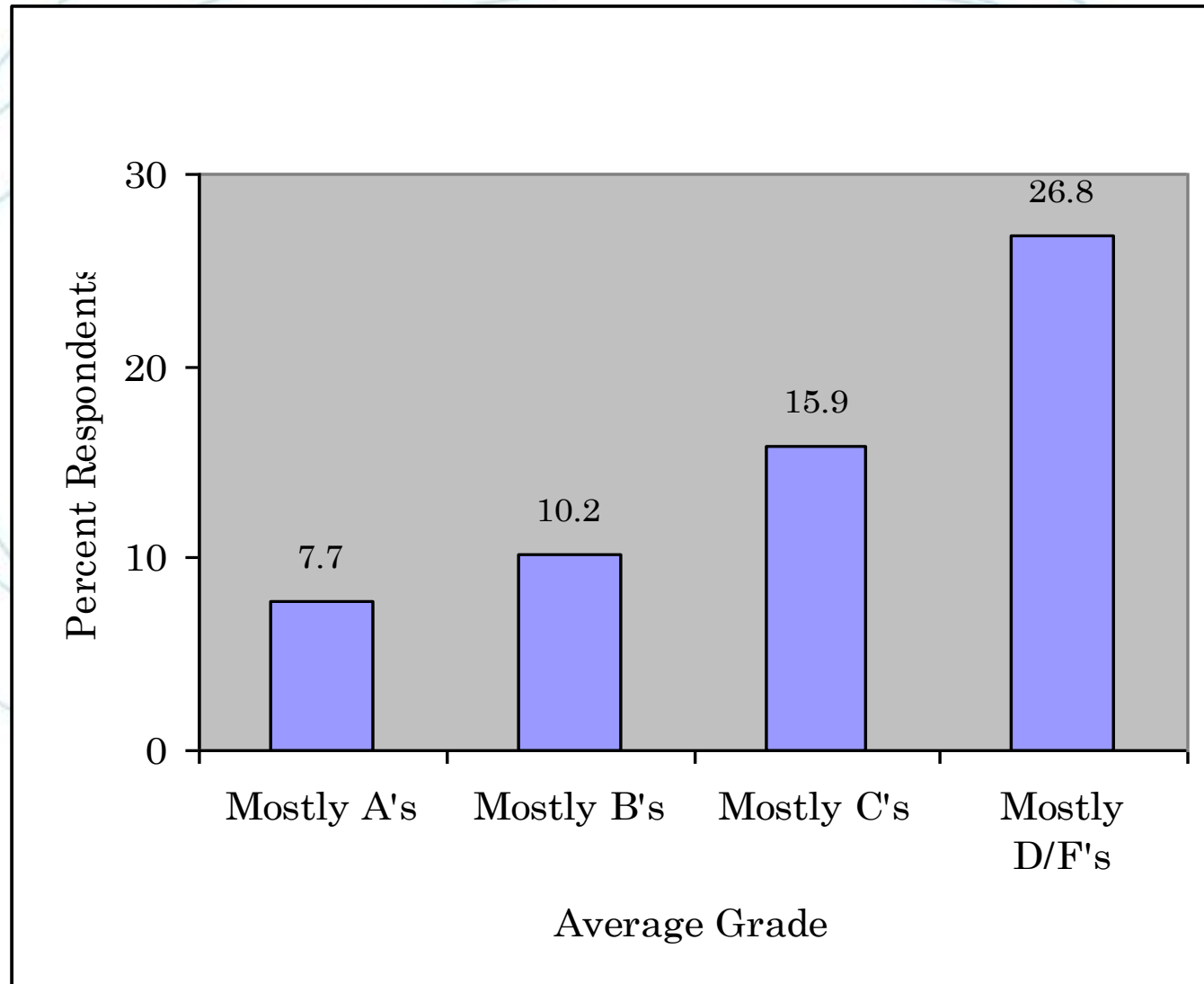
OHT 8th Grade



Correlation between grades and self-reported poor physical health for OHT 8th Grade

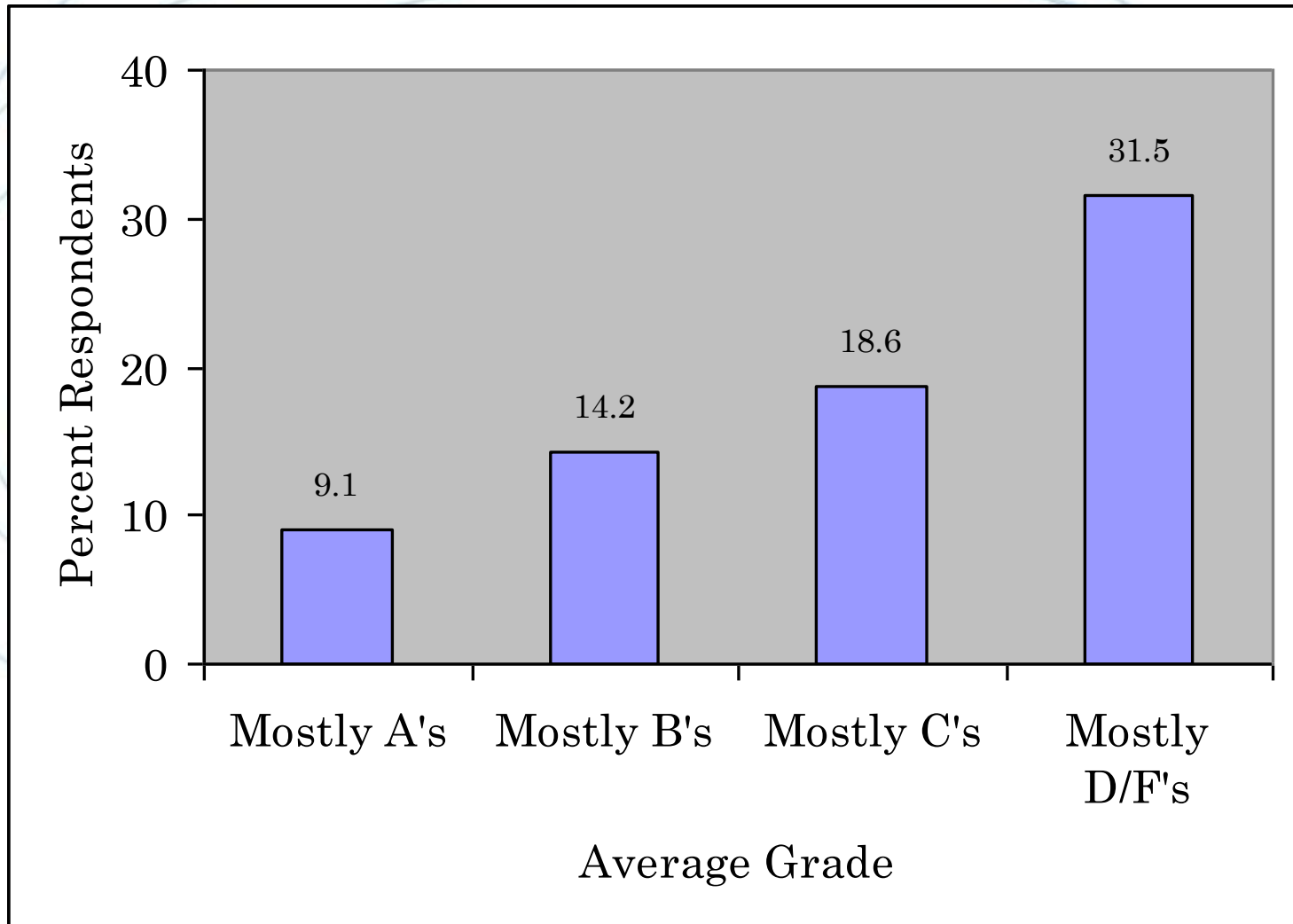


Correlation between grades and self-reported fair or poor physical health – OHT 11th Grade

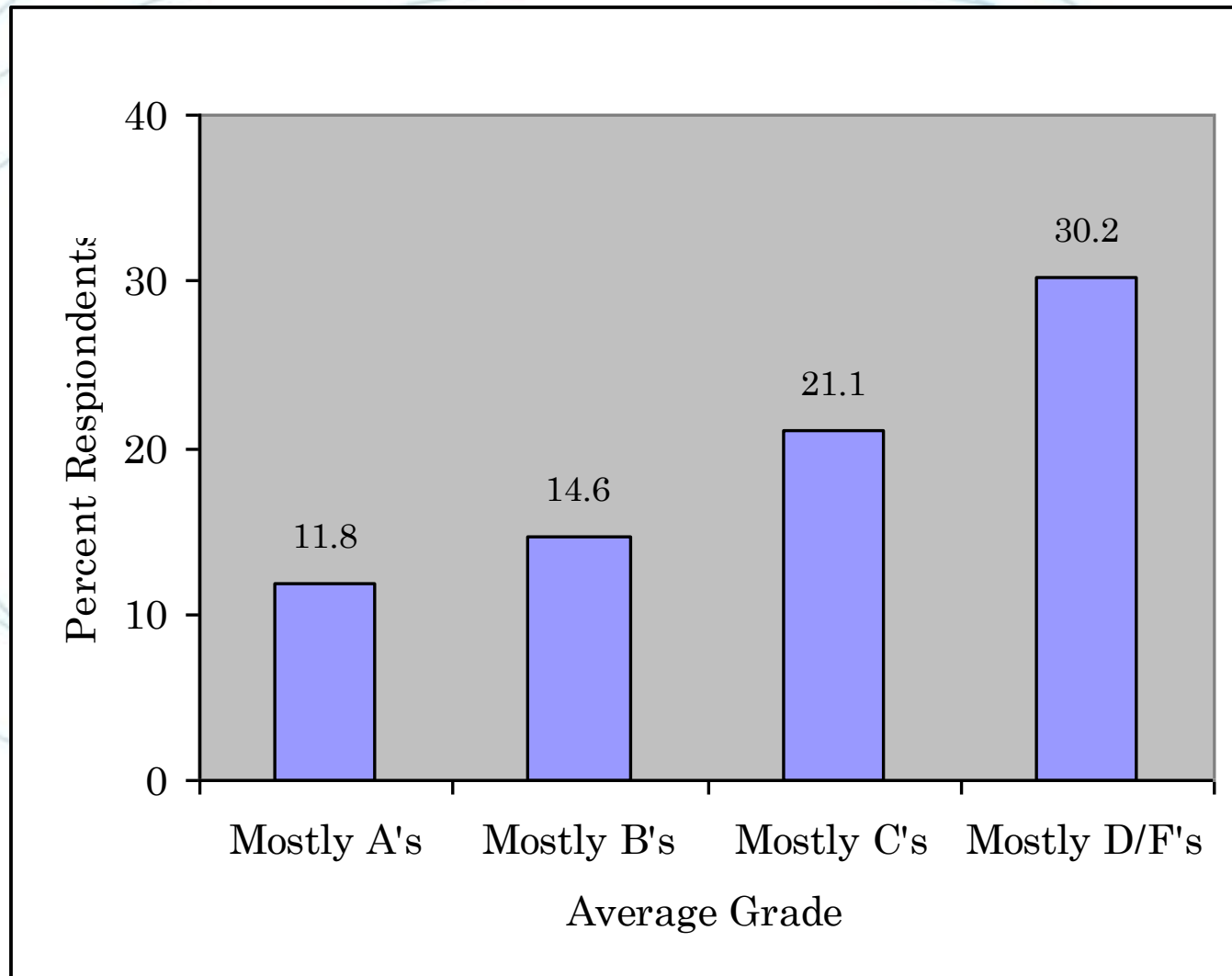


Correlation between grades and self-reported fair or poor emotional health

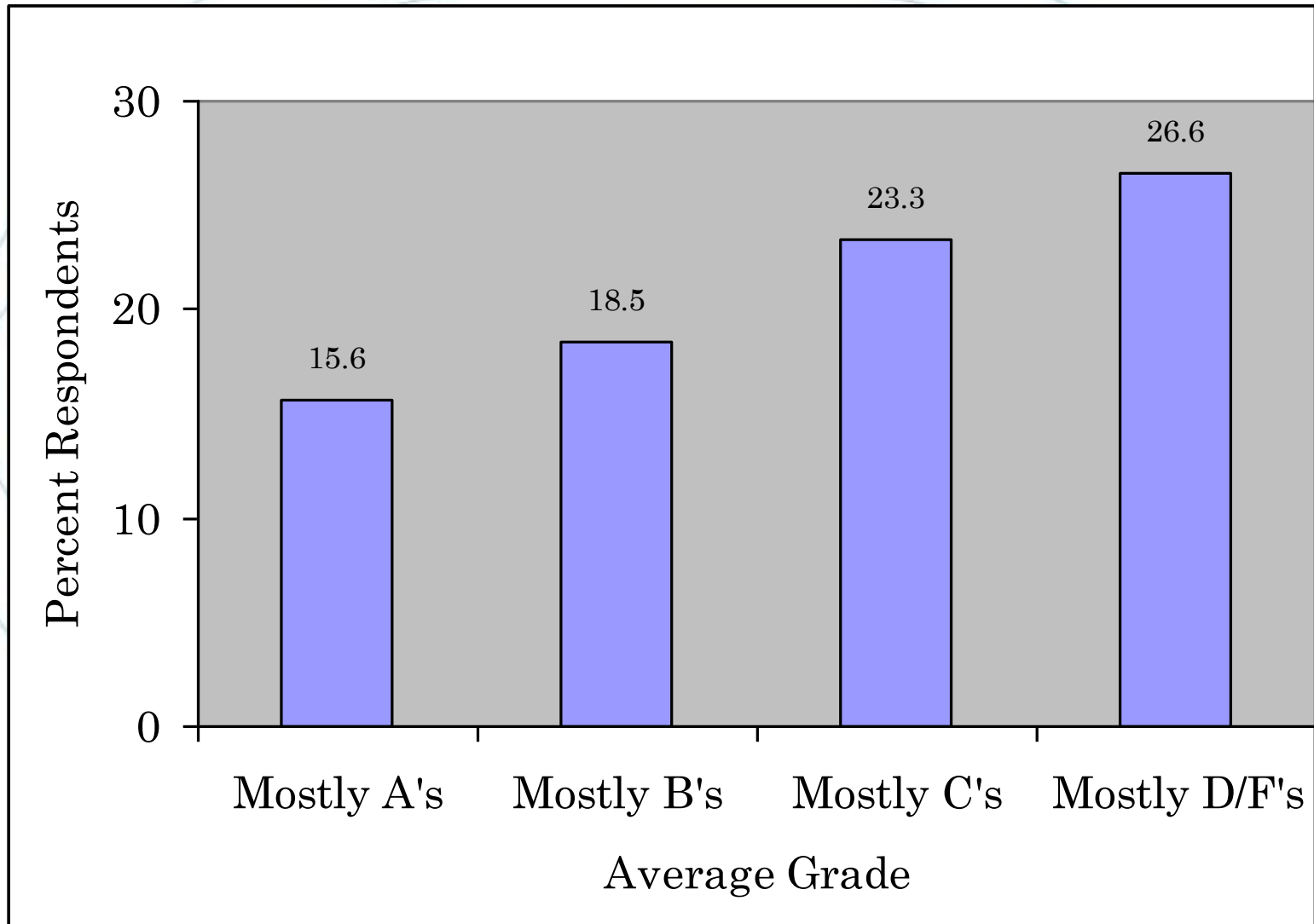
OHT 8th Grader



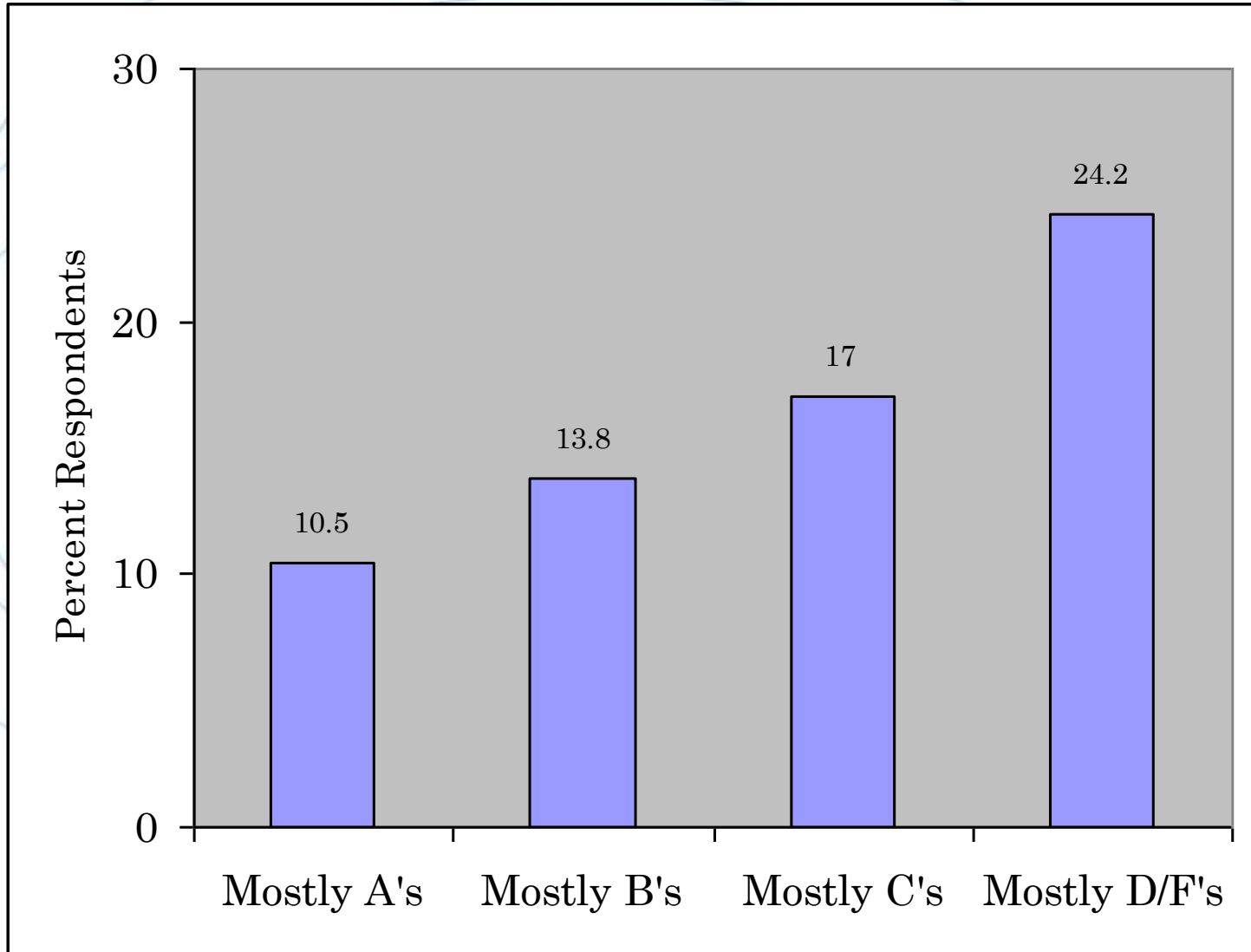
Correlation between grades and fair or poor emotional health for OHT 11th Grade



Correlation between grades and unmet physical health care needs – OHT 11th Grade

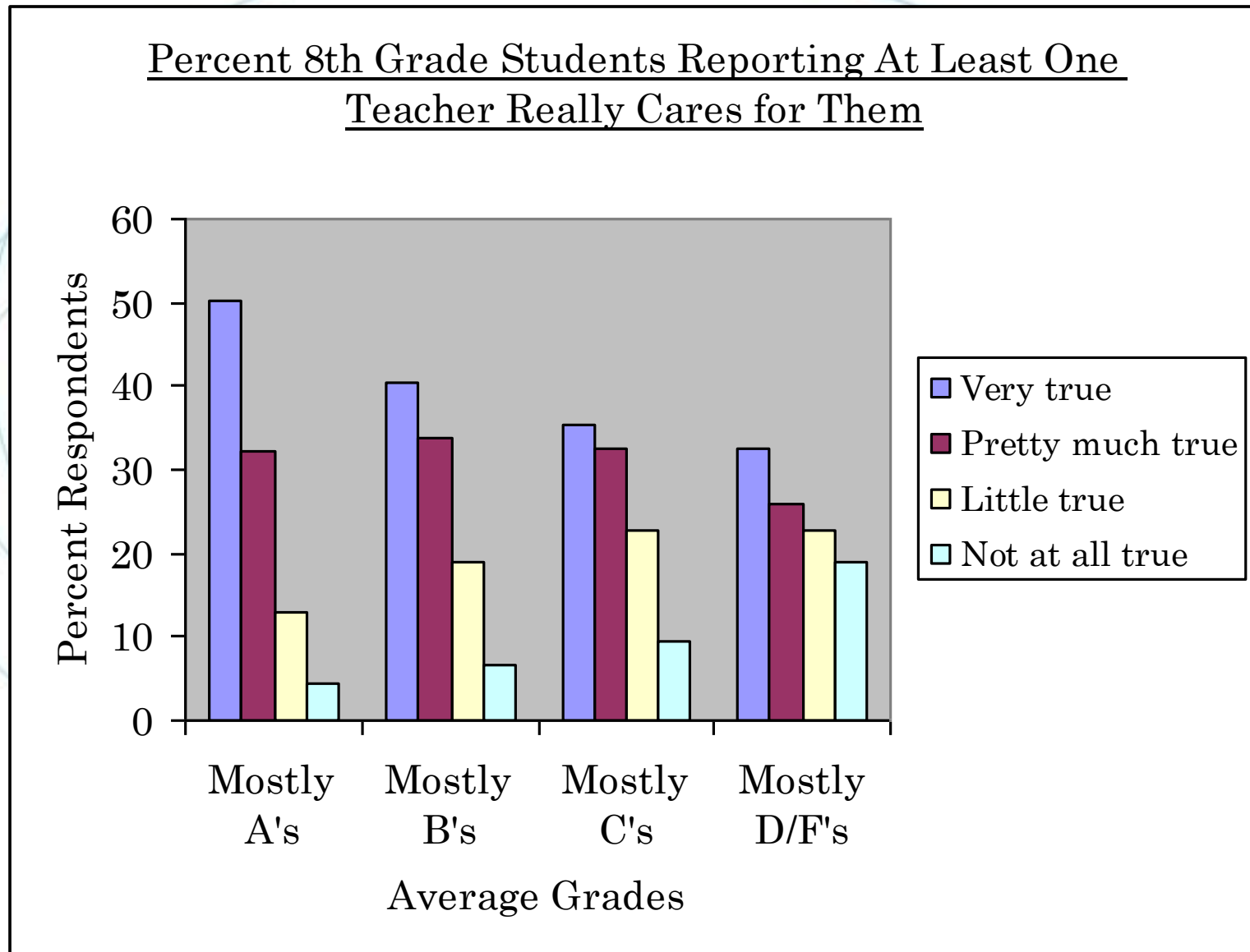


Correlation between grades and unmet mental health needs OHT 8th Grade



Correlation between grades and caring adult

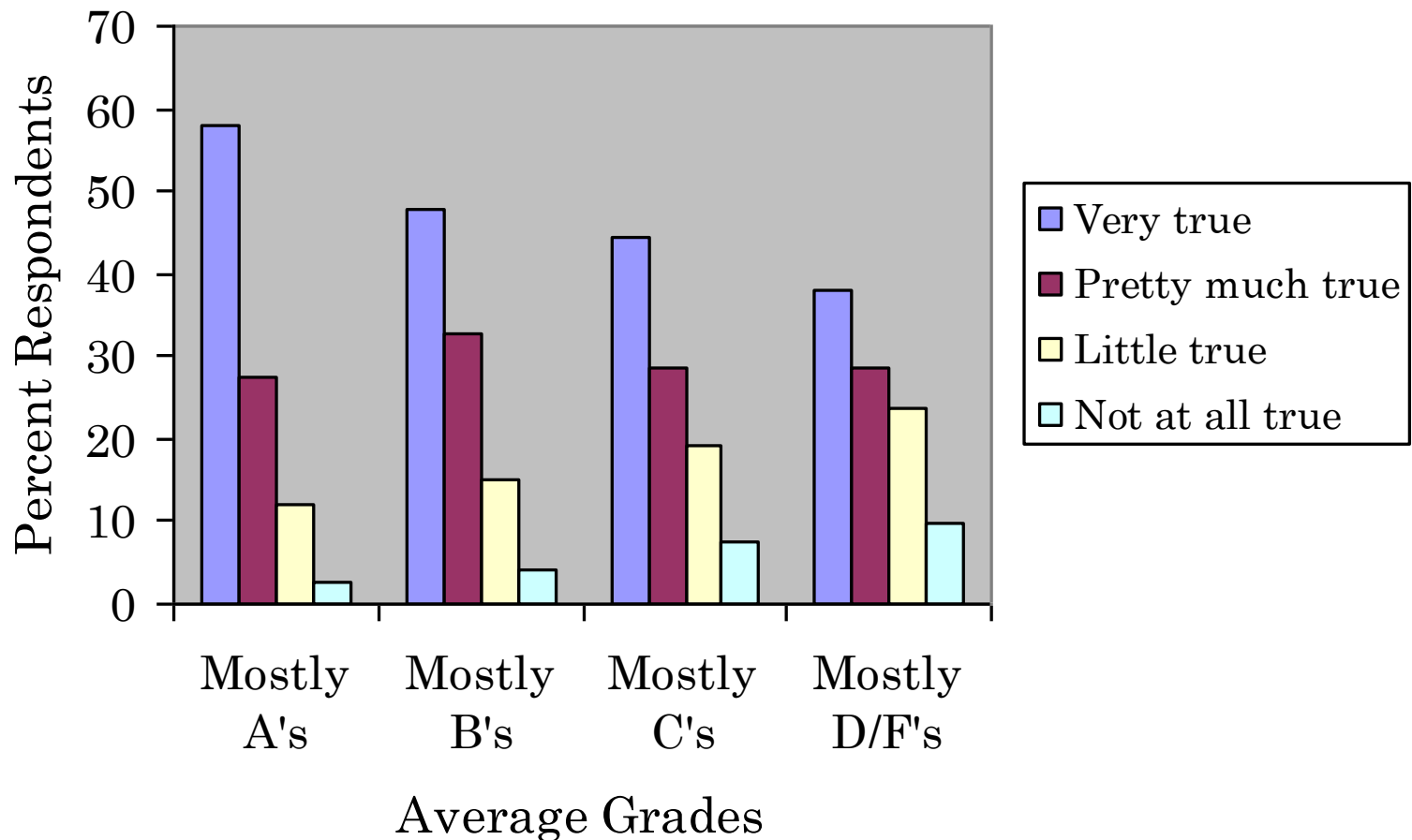
OHT 8th Grade



Correlation between grades and caring adult

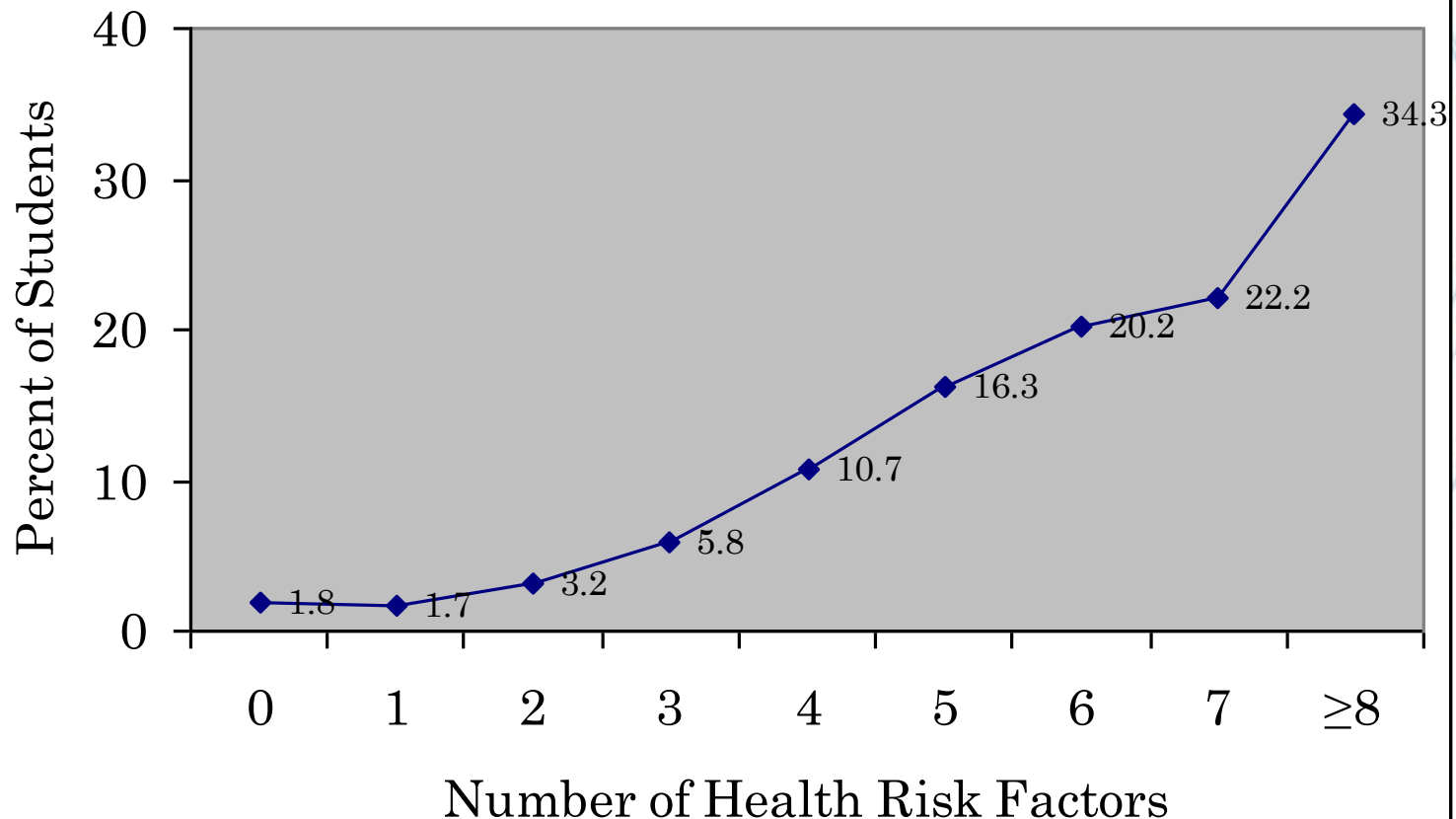
OHT 11th Grade

Percent of 11th Grade Students Reporting At Least One Teacher Really Cares for Them



Every Health Risk Makes a Difference

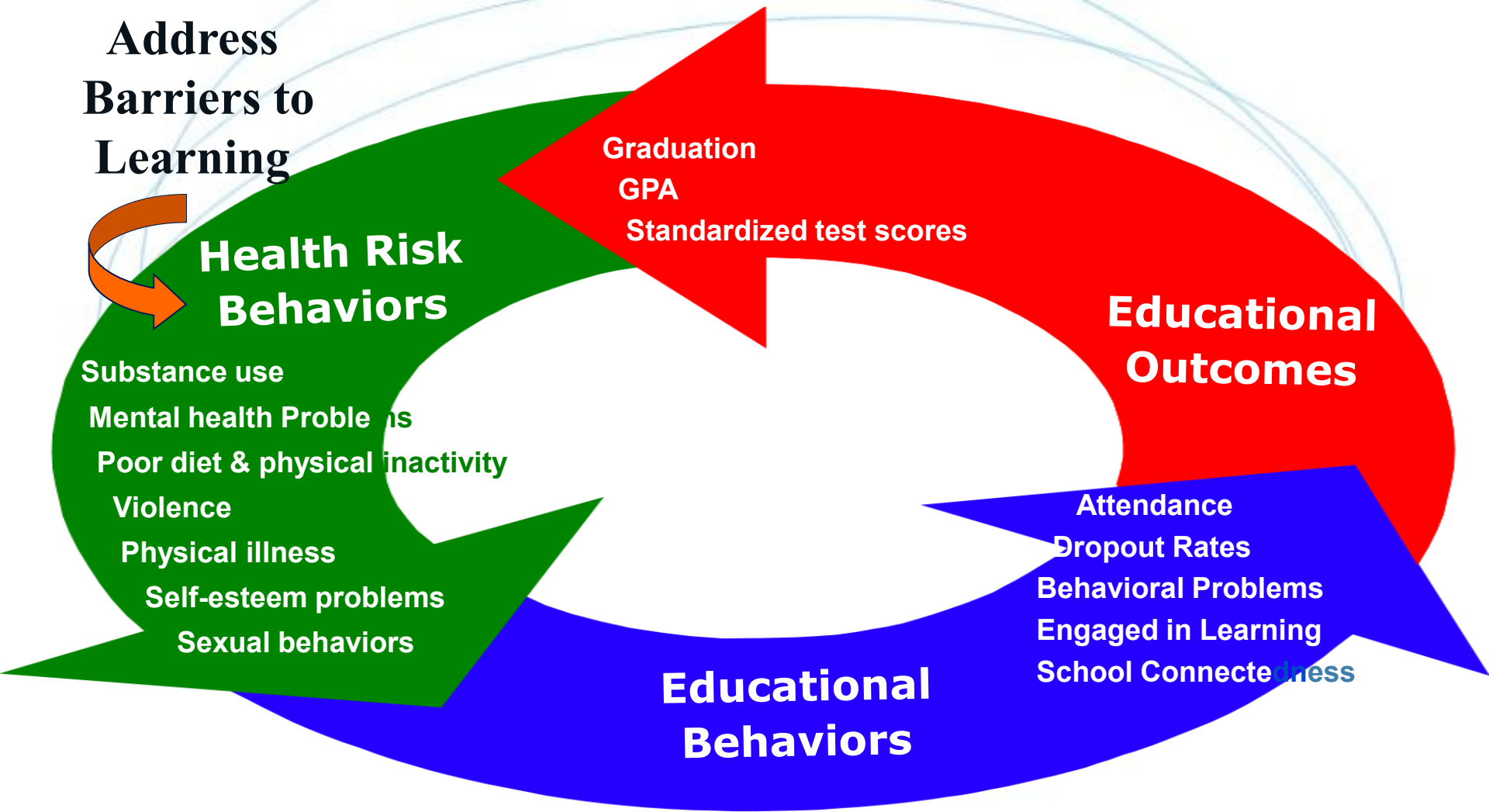
Percent of Eighth Grade Students with D/F Grade
Average by Number of Health Risk Factors
(2009 OHT)



**What came first the health or
the learning?**



What We Know: The health-academic outcomes connection



Source: Geierstanger, S. P., & Amaral, G. (2004)

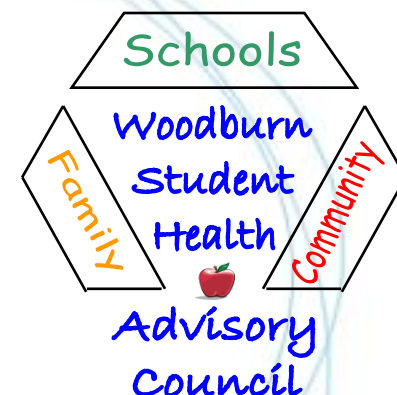
What can be done to address health in schools?



School Health Advisory Council

Coordinated School Health Strategy #1

- School and community stakeholders look at data and make pro-active decisions about how to address health related barriers to learning



- http://www.cancer.org/docroot/PED/content/PED_13_2x_School_Health_Councils.asp?sitearea=&level=

Student Health Behavior Data

Coordinated School Health Strategy #2

- Gather data about what health risks and protective factors are most relevant to your student population.
 - **Oregon Healthy Teens Survey**
<http://www.dhs.state.or.us/dhs/ph/chs/youthsurvey/index.shtml>
 - **Oregon Elementary Health Survey**
 - **School Wellness Survey**
<http://www.oregon.gov/DHS/addiction/student-wellness/index.shtml>

School Health Index

Coordinated School Health Strategy #3

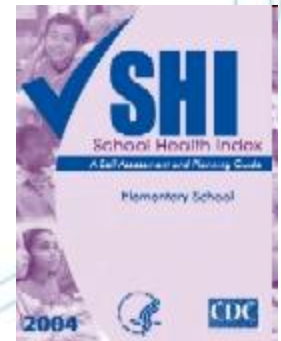
- Determine what your school's strengths and weakness are in regards to addressing the health of students and staff. Make a measurable action plan that includes evidence based practices.

- **CDC- School Health Index**

<https://apps.nccd.cdc.gov/shi/default.aspx>

- **Alliance for a Healthier Generation- Healthy Schools Builder**

<http://www.healthiergeneration.org/schools.aspx?id=3471>



Think holistically and coordinate your efforts

Coordinated School Health Strategy #4



Results of Coordinated School Health

- Consistent messages get to kids.
- Greater likelihood for sustainability of health efforts
- Wiser use of resources; less duplication of efforts
- Improvements in student health and academic success.

Closing Thoughts

- Health is relevant to academic achievement. Academic achievement is relevant to health.
- There are many conversations about how to improve academic achievement. Health should be considered in these conversations.
- There are strategies that are effective in addressing health in schools. There are small and large things that can be done.

Key Sources

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Questions?



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